

**Board of Trustees Regular/Committee Meeting  
Tuesday, December 03, 2019 6:00 PM  
Ben Clark Training Center - Auditorium  
16930 Bundy Avenue, Riverside, CA 92518**

**ORDER OF BUSINESS****Pledge of Allegiance**

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

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

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

**I. COMMENTS FROM THE PUBLIC****II. PUBLIC HEARING****III. CHANCELLOR'S REPORT****III.A. [Chancellor's Communications](#)  
*Information Only*****III.B. [MVC College Report: Training at Ben Clark Training Center](#)  
*Information Only***

[Board Presentation Ben Clark Training Center Board of Trustees December 2019](#)

**IV. BOARD COMMITTEE REPORTS**

- IV.A. [Governance](#)  
[Resolution No. 29-19/20 - In Support of the 2020 Census](#)  
*The Committee to review Resolution No. 29-19/20 in support of the 2020 Census.*  
[2020 US Census Resolution 29-19/20](#)
- IV.B. [Governance](#)  
[RCCD 2020 Legislative Program](#)  
*The Committee to review the 2020 Legislative Program*  
[RCCD 2020 Legislative Program](#)
- IV.C. [Teaching and Learning](#)  
[Accreditation 2020 Update](#)  
*The Committee to review the Accreditation 2020 Update.*  
[Accreditation 2020 Update](#)  
[Moreno Valley College ISER](#)  
[Norco College ISER](#)  
[Riverside City College ISER](#)
- IV.D. [Teaching and Learning](#)  
[Moreno Valley College Mission, Vision and Values Statement](#)  
*The Committee to review Moreno Valley College's revised Mission, Vision and Values Statement.*  
[Mission Vision Values Presentation-MVC](#)
- IV.E. [Teaching and Learning](#)  
[Norco College 2030 Educational Master Plan](#)  
*The Committee to review the Norco College 2030 Educational Master Plan.*  
[Norco College 2030 Educational Master Plan - Executive Summary](#)  
[Norco College 2030 Educational Master Plan](#)
- IV.F. [Teaching and Learning](#)  
[Proposed Curricular Changes](#)  
*The Committee to review the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings.*  
[Proposed Curricular Changes 111919](#)
- IV.G. [Planning and Operations](#)  
[Proposed Child Care Fee Increase](#)  
*The Committee to review the Moreno Valley College Child Care Center Fee Increase.*  
[Early Childhood Education Fee Increase-MVC](#)

- IV.H. [Resources](#)  
[2018-2019 Proposition 39 Independent Financial and Performance Audits](#)  
*The Committee to review the Proposition 39 independent financial and performance audits of the District's Measure C general obligation bond for the year ended June 30, 2019 for the permanent file of the District.*  
[12032019 RCCD 2018-19 Prop 39 Audit Report](#)  
[12032019 Prop 39 Audit Letter](#)
- IV.I. [Resources](#)  
[2018-2019 Independent Audit Report for the Riverside Community College District Foundation](#)  
*The Committee to review the Riverside Community College District Foundation's independent audit report for the year ended June 30, 2019 for the permanent file of the District.*  
[12032019 RCCD Foundation 2018-19 Audit Report](#)  
[12032019 RCCD Foundation Audit Letter](#)
- IV.J. [Resources](#)  
[2018-2019 Independent Audit Report for the Riverside Community College District](#)  
*The Committee to review the Riverside Community College District's independent audit report for the year ended June 30, 2019 for the permanent file of the District.*  
[12032019 RCCD 2018-19 Audit Report](#)  
[12032019 RCCD Audit Letter](#)
- IV.K. [Resources](#)  
[Ben Clark Training Center Needs Assessment and Approval of the Establishment of Moreno Valley College Education Center for Public Safety Training at Ben Clark Training Center](#)  
*The Committee to review the Needs Assessment prepared by ALMA Strategies and Approve the Establishment of Moreno Valley College Education Center for Public Safety Training at Ben Clark Training Center.*  
[BCTC Center Status Needs Assessment Presentation](#)  
[Needs Assessment BCTC Report](#)
- IV.L. [Resources](#)  
[Ben Clark Training Center Corrections Platform Training Facility Project Budget Augmentation](#)  
*The Committee to review the project budget augmentation by \$680,000 to increase the project budget from \$2,740,000 to \$3,420,000 for the Corrections Platform Training Facility Project at the Ben Clark Training Center.*  
[12032019 Project Cost Increase Summary Sheet](#)

V. OTHER BUSINESS

VI. CLOSED SESSION

VII. ADJOURNMENT

## Board of Trustees Regular/Committee Meeting (III.A)

Meeting	December 3, 2019
Agenda Item	Other Items (III.A)
Subject	Chancellor's Communications
College/District	District
Funding	N/A
Recommended Action	Information Only

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### Background Narrative:

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

Prepared By: Wolde-Ab Isaac, Chancellor

## Board of Trustees Regular/Committee Meeting (III.B)

Meeting	December 3, 2019
Agenda Item	Other Items (III.B)
Subject	MVC College Report: Training at Ben Clark Training Center
College/District	Moreno Valley College
Funding	N/A
Recommended Action	Information Only

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### Background Narrative:

This is a presentation on the Moreno Valley College's satellite operations at Ben Clark Public Safety Training Center. Arthur Turnier, the Dean of Instruction for Public Safety Education and Training, and Robert Fontaine, the Department Chair for Public Safety Education and Training, will give a brief overview of the history of public safety training within the District and Moreno Valley College. The presentation will also cover the current and future programming. It will conclude with the future physical development of BCTC from both the College and Riverside County.

Prepared By: Dr. Robin L. Steinback, Ph.D, MVC

Carlos Lopez, Vice President, Academic Affairs, MVC

Art Turnier, Dean of Instruction, Public Safety Education and Training, MVC

Robert Fontaine, Department Chair for Public Safety Education and Training, MVC

# MORENO VALLEY COLLEGE CAMPUS AT THE BEN CLARK TRAINING CENTER

PRESENTED BY

ART TURNIER  
AND BOB FONTAINE

TO THE BOARD OF TRUSTEES REGULAR  
COMMITTEE MEETING

# What we do

Public Safety Education and Training (PSET) inspires, challenges, and empowers our diverse, multicultural community of learners to realize their goal of a career in public safety by providing comprehensive support services and an educational pathway for sworn and correctional officers, and emergency medical services and fire personnel leading to certificates and associate degrees.

These programs provide for career entry and advancement in public safety along with continuing education courses suited for the professional learner."



# Where we have been



“..the Administration of Justice (ADJ) program, whose legacy from inception has been connected with the county, evolved in several ways. In 1952, the Board of Education approved a plan to have the college administer a proposed Law Officers Training School to serve 11 counties in Southern California. This led to the college’s locating the program at the Riverside County Sheriff’s training facility (then) located at 150 Box Springs Road, Riverside, where approximately 100 uniformed deputies began their training in 1953.” Gilbert Jimenez and Thomas Jefferson in Riverside City College: 1916-1981: A 65-Year History

# Where we Are Now

## TRAINING EXCELLENCE

- Programs
  - Law Enforcement
  - Fire
  - EMT
  - Paramedic
  - Homeland Security

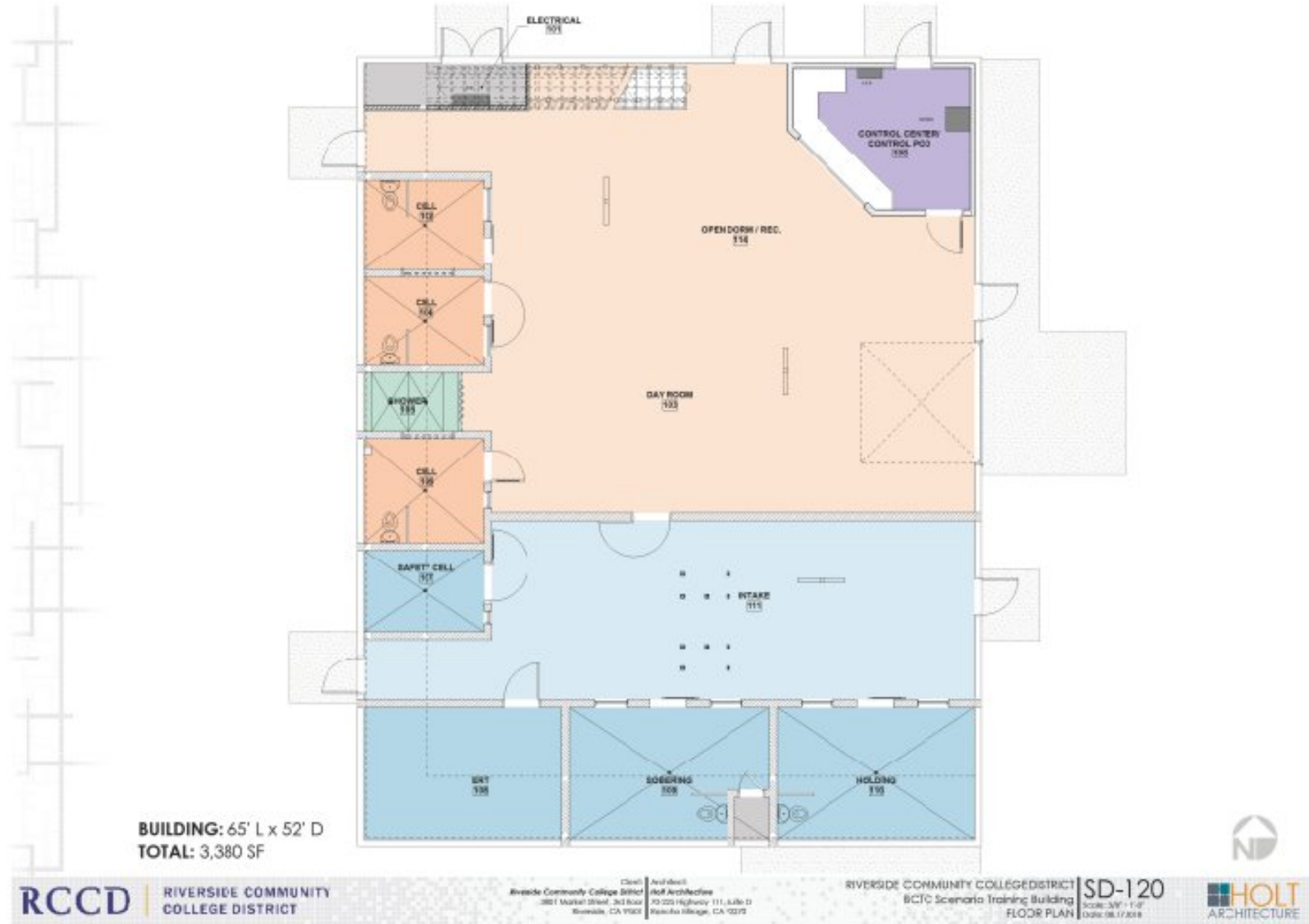
# Our investments our students and partners





# Where We are Going

# Correctional Training Platform

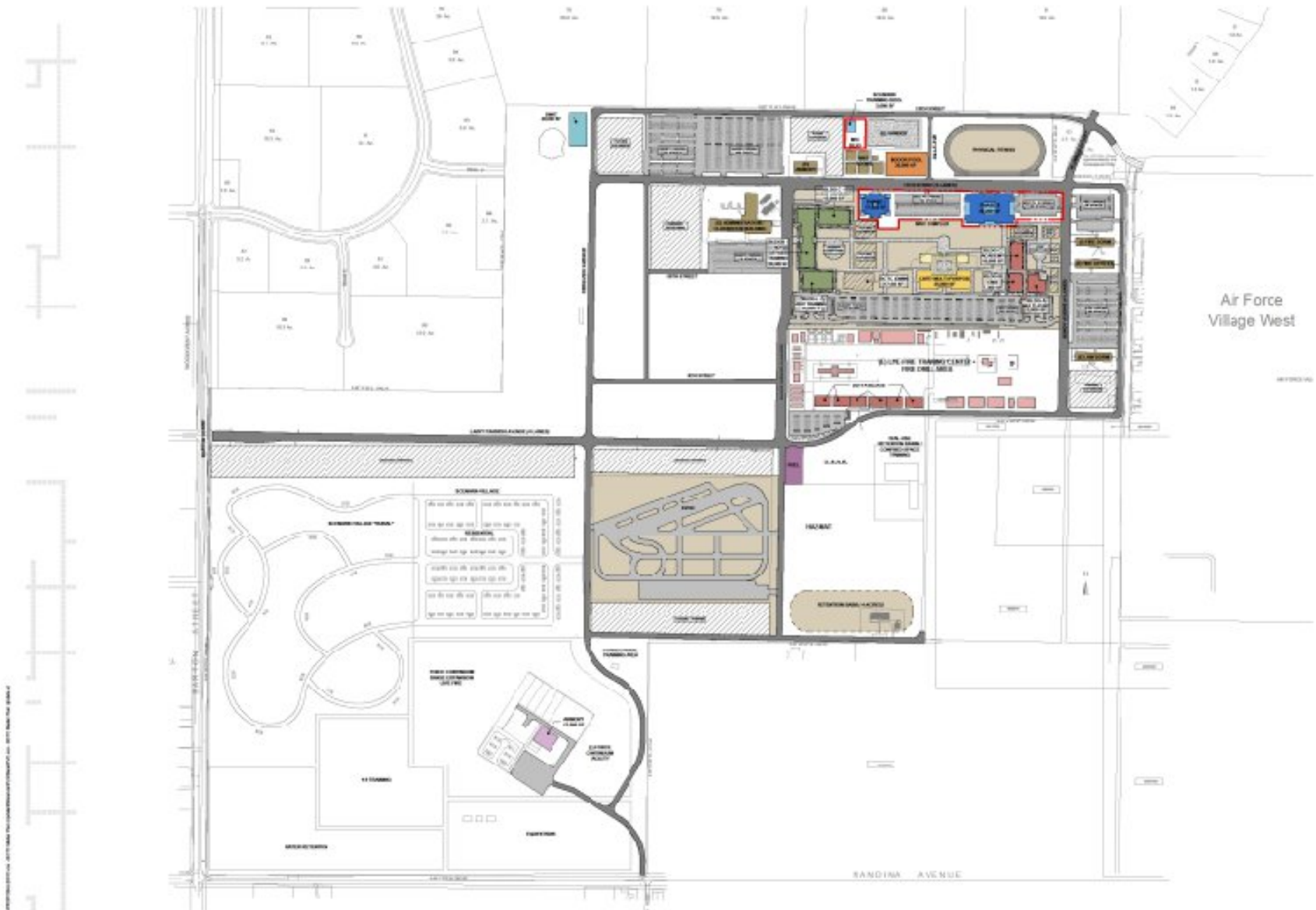


# Moving BCTC toward Center Status

- Designation of an educational center to the College requires that conditions be met, including but not limited to the following:
  - **Ownership or long term lease of the site.**
  - Access to student services.
  - On-site administration.
  - Access to student population.
  - Offering of general education courses.
- Expected enrollment exceeding 500 full-time equivalent students, for a minimal three-year duration



# County Master Plan for BCTC



12/03/2019 10:58:11 AM C:\Users\jgarcia\Documents\BCTC Master Plan\BCTC Master Plan.dwg

CLIENT: BCTC Partners  
 18701 Cassia Ave.  
 Riverside, CA 92518

PROJECT: Holt Architecture  
 76305 170th 111, Suite D  
 Rancho Mirage, CA 92270  
 Ph: 760.329.5280

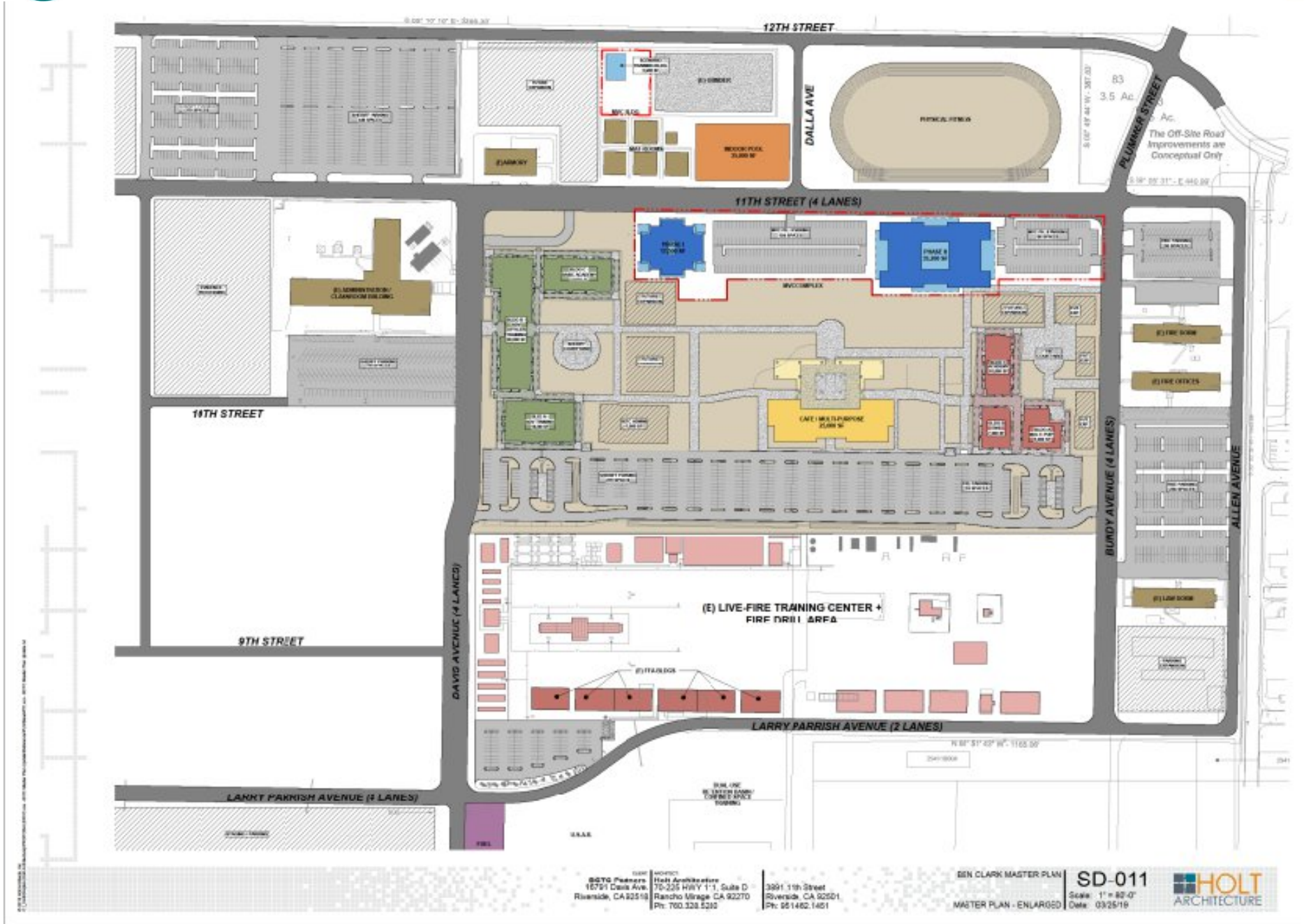
3301 11th Street  
 Riverside, CA 92501  
 Ph: 951.442.1451

BEN CLARK MASTER PLAN  
 MASTER PLAN - OVERALL

**SD-010**  
 Scale: 1" = 300'-0"  
 Date: 03/25/16

**HOLT**  
 ARCHITECTURE

# County Master Plan for BCTC



8670 Partners  
 16791 Clara Ave.  
 Riverside, CA 92519  
 Ph: 760.328.5210

HOLT ARCHITECTURE  
 75-225 HWY 11, Suite D  
 Rancho Mirage CA 92270  
 Ph: 760.328.5210

3901 11th Street  
 Riverside, CA 92501  
 Ph: 951.462.1461

BEN CLARK MASTER PLAN  
 MASTER PLAN - ENLARGED  
 SD-011  
 Scale: 1" = 80'-0"  
 Date: 03/25/19



## Phase I

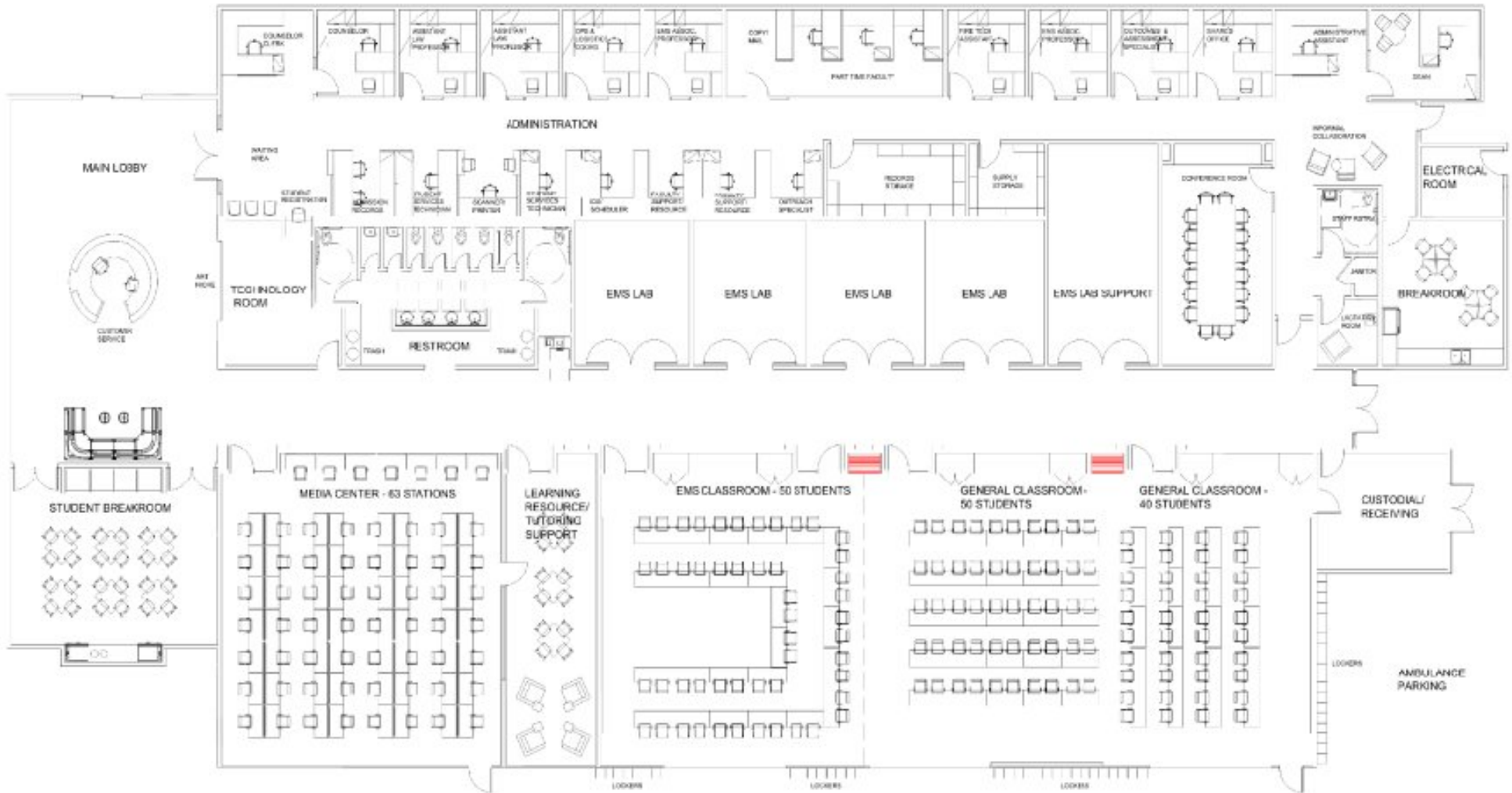
- \$13 M total project cost
- Self funded (Measure C)
- Uses to meet Center Status
- Vacate existing operational space
- Timing/Process (Projected)
  - Ground Lease (2017)
  - Design/Programming 2017/18)
  - DSA Approval (2019)
  - Bidding/Construction (2019)
  - Occupancy (2021)
- Uses:
  - Student Services/Library
  - MVC Administrative operations
  - Flexible Classrooms
  - Labs



NORTH ELEVATION



SOUTH ELEVATION



**1 LEVEL 1 CONCEPT FLOOR PLAN**  
 3/16" = 1'-0"

SEPTEMBER 04, 2019

# Questions?



## Board of Trustees Regular/Committee Meeting (IV.A)

Meeting	December 3, 2019
Agenda Item	Advancement Partnership and Communication (IV.A)
Subject	Governance Resolution No. 29-19/20 - In Support of the 2020 Census
College/District	District
Funding	N/A
Recommended Action	The Committee to review Resolution No. 29-19/20 in support of the 2020 Census.

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### Background Narrative:

As mandated by the U.S. Constitution, our nation gets just one chance each decade to count its population. The U.S. census counts every resident in the United States. It is mandated by Article I, Section 2 of the Constitution and takes place every 10 years. The data collected by the census determines the number of seats each state has in the U.S. House of Representatives (a process called apportionment) and is also used to distribute billions in federal funds to local communities like the Riverside Community College District.

On April 1, 2020, the 2020 Census count will occur. It will require counting an increasingly diverse and growing population of around 330 million people in more than 140 million housing units. Riverside Community College District will assist in to share information on the importance of participating this census count.

Prepared By: Rebeccah Goldware

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE RIVERSIDE  
COMMUNITY COLLEGE DISTRICT IN SUPPORT OF THE 2020 CENSUS****RESOLUTION NO. 29-19/20**

**WHEREAS**, the US Census Bureau is required by Article I, Section 2 of the US Constitution to conduct an accurate count of the population every ten years; and

**WHEREAS**, the next enumeration will be April 1, 2020 and will be the first to rely heavily on online responses; and

**WHEREAS**, the primary and perpetual challenge facing the US Census Bureau is the undercount of certain population groups; and

**WHEREAS**, that challenge is amplified in California, given the size of the state and the diversity of communities; and

**WHEREAS**, California has a large percentage of individuals that are considered traditionally hard to count; and

**WHEREAS**, these diverse communities and demographic populations are at risk of being missed in the 2020 Census; and

**WHEREAS**, California receives nearly \$77 billion in federal funding that relies, in part, on census data; and

**WHEREAS**, a complete and accurate count of California's population is essential; and

**WHEREAS**, the data collected by the decennial census determines the number of seats each state has in the US House of Representatives and is used to distribute billions of dollars in federal funds to state and local governments; and

**WHEREAS**, the data is also used in the redistricting of state legislatures, county boards of supervisors and city councils; and

**WHEREAS**, the decennial census is a massive undertaking that requires cross-sector collaboration and partnership in order to achieve a complete and accurate count; and

**WHEREAS**, California's leaders have dedicated a historic amount of funding and resources to ensure every Californian is counted once, only once and in the right place; and



**WHEREAS**, this includes coordination between tribal, city, county, state governments, community-based organizations, education and many more; and

**WHEREAS**, US Census Bureau is facing several challenges with the 2020 Census, including constrained fiscal environment, rapidly changing use of technology, declining response rates, increasingly diverse and mobile population, thus support from partners and stakeholders is critical; and

**WHEREAS**, California started outreach and engagement efforts in April 2019 for the 2020 Census; and

**WHEREAS**, the Riverside Community College District, in partnership with other local governments, the State, businesses, schools and community organizations, is committed to robust outreach and communication strategies, focusing on reaching the hardest-to-count individuals; and be it further

**RESOLVED** that the Riverside Community College District recognizes the importance of the 2020 US Census and supports helping to ensure a complete, fair, and accurate count of all Californians.

**PASSED AND ADOPTED** this 10th day of December 2019, at the regular meeting of the Riverside Community College District Board of Trustees.

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President of Board of Trustees  
Riverside Community College District

## Board of Trustees Regular/Committee Meeting (IV.B)

Meeting	December 3, 2019
Agenda Item	Governance (IV.B)
Subject	Governance RCCD 2020 Legislative Program
College/District	District
Funding	N/A
Recommended Action	The Committee to review the 2020 Legislative Program

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### Background Narrative:

Riverside Community College District service area encompasses 1.4 million residents within western Riverside County. RCCD is comprised of five elected board members who approve District policies, adopts budgets and acquires properties for the colleges located in the cities of Riverside, Moreno Valley and Norco - representing key geographical and commerce points within the 450-square mile service area. The RCCD Legislative Program supports the District's 2019-2024 Strategic Plan, including the educational and facility master plans for the three colleges.

RCCD is dedicated to the California Community Colleges Vision for Success and for life-long learning opportunities. By facilitating for the colleges and learning centers to provide educational and student services, the District meets the needs and expectations of the communities of learners. The District serves six K-12 school districts and provides the colleges with leadership in the areas of advocacy, resource stewardship and planning.

RCCD's diverse student body reflects the surrounding population and workforce. In 2018-19, 60,545 students attended RCCD; 62 percent of students were Hispanic/Latino, 19 percent were White, eight percent were Black or African American, six percent were Asian/Pacific Islander and five percent were other ethnicities. Over 30,000 students (51 percent) received financial aid. RCCD offers more than 100 comprehensive programs which lead to transfer opportunities to four-year institutions, a two-year degree, a professional certificate, occupational training, or simply update work skills. RCCD awarded 8,929 chancellor's office approved awards and certificates in 2018-19, which led the region.

RCCD is one of the top 25 employers in Riverside County, with more than 2,200 employees (2018).

Prepared By: Rebecca Goldware

# Government Relations

## RCCD 2020 Annual Legislative Program



Marisa Yeager  
Director

**RCCD**

RIVERSIDE COMMUNITY  
COLLEGE DISTRICT

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

# State and Federal Update

## SACRAMENTO

- State Legislature is out of session until January 6, 2020

### 2019

- Governor signed 870 and vetoed 172
- 300 bills made changes to California Education Code

### 2020

- CalGrant Reform
  - SB 291 (Leyva)
  - AB 1314 (Medina)

### School Facilities Funding

- AB 48 (O'Donnell) authorizes a K-16 obligation bond for facilities in the 2020 March primary ballot
- Of the \$15 billion, California Community Colleges could receive up to \$2 Billion

## WASHINGTON, DC

- Congress is scheduled to recess on December 12-13, 2019

### 2019

- Continuing Resolution through December 20, 2019

### Higher Education Act Reauthorization Bills

- S. 2557 (Alexander)
- HR 4674 (Scott)

### Housing

- S. 923 (Feinstein)
- H.R. 1978 (Lieu)

### 2020

- Federal budget for FY 2020/2021
- Higher Education Act if it is not reauthorized by the end of 2019
- March Primary and November General Elections

# RCCD Legislative Program Timeline

## October 2019

Annual staff review meetings held with:

- Academic Affairs
- Adult Education and Community Initiatives
- Business and Financial Services
- Career and Technical Education
- Economic Development
- Grants
- Student Services
- Workforce Development

Input was collected from all meetings and three themes were created

# RCCD Legislative Program Timeline

## **November 2019**

- Legislative Program presented to District Strategic and Chancellor's Cabinet

## **December 2019**

- Legislative Program presented to Board for approval
- Upon approval, staff prepares information materials for upcoming advocacy trip meetings with local and capitol offices and departments

## **January/February 2020**

- Advocacy trips to Sacramento and Washington, DC with District Leadership

## **Quarterly**

- Advocacy trips to Washington, DC and Sacramento throughout the calendar year as needed

# RCCD 2020 Annual Legislative Program Themes

A. ACCESS/AFFORDABILITY	B. SUCCESS	C. FACILITIES
<ol style="list-style-type: none"> <li>1. Higher Education Act Reauthorization and CalGrant Reform**</li> <li>2. Foster Youth and Student Housing*/**</li> <li>3. Veterans Education*/**</li> <li>4. Education for Incarcerated and Formerly Incarcerated Program*/**</li> <li>5. Deferred Action for Childhood Arrivals (DACA)*</li> <li>6. Mental and Psychological Services**</li> <li>7. LGBTQ Student Program**</li> <li>8. Career Training Education – Clinical Placement**</li> </ol>	<ol style="list-style-type: none"> <li>1. Guided Pathways**</li> <li>2. High School Partnership, Dual-Enrollment, CCAP and Middle/Early College*/**</li> <li>3. Workforce for 21<sup>st</sup> Century*/**</li> </ol>	<ol style="list-style-type: none"> <li>1. District Facilities**</li> </ol> <p>* Federal ** State</p>



Questions?  
Thank You.



## RCCD 2020 Legislative Agenda

The RCCD Board of Trustees, the Chancellor and leadership from the three colleges have identified legislative priorities under the themes of Access, Affordability, Success and Facilities. This document outlines the collective approach, action steps and strategic opportunities.

### Theme: Access and Affordability

#### **A1. Higher Ed Act Reauthorization (HEA) and CalGrant Reform**

The Higher Education Act was initially set to expire at the end of 2013 but has been extended while Congress works on the next reauthorization. Among the issues that likely will be included in the final bill are affordability and education costs; access, persistence and completion; better information for consumers; student loan programs; accreditation and oversight; innovation; and the burden of federal regulations. The state legislative leadership has agreed to address CalGrant financial aid reform.

**Proposed Activities:** Support federal legislative proposals on the Higher Education Act that reduce barriers for FAFSA, expand funding support for financial aid to community college students to include total cost of lower division education (housing and food). In addition, looking at additional support for expanded apprenticeship programs that may be included in S. 2557 (Alexander) and H.R. 4674 (Scott), or other proposed legislative proposals. Support proposals that reform the CalGrant program, including S. 291 (Leyva) and AB 1314 (Medina) or other proposals that supports community college students.

#### **A2. Foster Youth and Student Housing**

It is the mission of the Guardian Scholars program to provide current and former foster youth students with the resources and tools needed to be successful at the college level, while understanding and addressing the unique challenges that foster youth face.

**Proposed Activities:** Support legislative proposals that provide funding support for wrap-around services for foster youth, such as housing for community college students — S. 923 (Feinstein) - Fighting Homelessness Through Services and Housing Act and possible CalGrant Reform proposals.

#### **A3. Veterans Education**

RCCD is working to help Veterans transition successfully from the military to college. This initiative is focused on course articulation of military training via the regional Military Articulation Platform project (which was endorsed by the state Academic Senate and is poised for CCC system-wide adoption). Each of the three colleges has a Veteran Resource Center; Norco College will be breaking ground in winter/spring of 2019 and will start providing wrap-around services for Veteran students.

**Proposed Activities:** Work with the Department of Veterans Affairs and the Department of Education to ask for a process to access the Joint Services Transcript (JST) and Defense Personal Record Info System to appropriately articulate service courses with lower division courses at community colleges to prevent redundancy. Ask UC/CSU, through consortium, to work with the California Community Colleges system and U.S. Department of Defense (DOD) to honor military instructional experience.

#### **A4. Education for Incarcerated and Formerly Incarcerated Program**

The California Rehabilitation Center houses thousands of inmates within the RCCD service area, many of whom are seeking higher education. Through education, RCCD strives to reduce the recidivism rate and provide a clear path towards upward social and financial mobility.

**Proposed Activities:** Work with the California Department of Corrections and US Department of Justice on a process to access transcripts of current and formerly incarcerated students, including those who may move prisons while serving one's sentence. It has proven difficult to articulate completed coursework with current community college lower division courses in order to provide better career pathway guidance. In addition, open discussions on the importance to offer on-line services for instruction at regional correctional facilities.

#### **A5. Deferred Action for Childhood Arrivals (DACA)**

"Faculty and college leaders support continuing protections for DACA students as well as establishing a pathway to citizenship. Of the 223,000 DACA participants in California (out of 800,000 nationally), approximately 72,000 are enrolled in a CCC institution. In addition to its social and humanitarian imperatives, DACA has vast economic benefits for the country. A study by CATO Institute notes that the elimination of DACA would cost the federal government \$60 billion in tax revenues, with the overall economy likely to shrink by \$215 billion." (Direct quote from Community College League of California; link referenced below.)

**Proposed Activities:** Continue to express legislative and funding support for DACA students with our congressional delegation; efforts with coalitions like President's Alliance on Immigration and Higher Education; and support college funding applications for legal counsel with California Department of Social Services.

\*Source: California Community Colleges Federal Priorities, February 2019:

[https://www.ccleague.org/sites/default/files/pdf/federal-advocacy/2019\\_ccc\\_federal\\_talking\\_points.pdf](https://www.ccleague.org/sites/default/files/pdf/federal-advocacy/2019_ccc_federal_talking_points.pdf)

#### **A6. Mental and Psychological Services**

A staggering number of students with untreated mental health and behavioral health conditions illustrates the need to move beyond a one-pronged approach that focuses on providing access to high-quality mental health services. Additional steps are needed to target the students who do not seek out services provided by on-campus counseling centers. To bridge this gap, colleges are expanding prevention efforts, promoting the mental health of students and addressing the social and environmental risk factors that influence student mental health.

The growing need for additional on- and off-campus partnerships and increased access and utilization of counseling services is widely recognized. However, there is no one size fits all approach that will best accommodate mental health conditions and specifically address the unique needs of a diverse student body. Thus, developing an array of services and support is critical to creating an environment that allows students to academic success and overall emotional well-being (NAMI, 2018).

**Proposed Activities:** Communicate with elected delegations and CA Department of Social Service on the importance to fund support services for students. Identify ways to access the County Proposition 63 funds for support services, including partnership with Riverside University Health System and other health systems in the region. Support college applications for grants. Continue to provide Dreamer Centers at each of the RCCD colleges, per mandated/unfunded state law.

### **A7. LGBTQ Student Program**

California law (AB620) requires the California Community Colleges to collect aggregate demographic information regarding the sexual orientation, gender identity and gender expression of students. It also requests annual transmittal of summary demographic reporting to the legislature and posting summary information on the California Community Colleges Chancellor's Office web site. RCCD and its colleges strive to provide a welcoming and safe educational environment for students. Due to the privacy of this data, it is difficult to provide accurate numbers of students to justify the support service needed.

**Proposed Activities:** Continue to request information from the Chancellor's Office, apply for grants which support Ally trainings and seek additional partnerships for support services.

### **A8. Career Training Education – Clinical Placement**

Public institutions are finding difficulties placing students in clinical facilities as part of lab requirements because private for-profits institutions are purchasing clinical placement opportunities through sponsorships and such. The ability of community colleges to serve its diverse population in an affordable fashion is being threatened by aggressive tactics from private and for-profit universities.

**Proposed Activities:** Continue to advocate for access, affordability and equity for community college students enrolled in the Nursing program to prevent future decreased access to social mobility and a career as a registered nurse. Regular coordinated communication with state legislators, CA Board of Registered Nursing and Departments of Labor and Education.

## **Theme: Success**

### **B1. Guided Pathways**

RCCD is committed to the transformation of institutions through the full-scale adoption and implementation of Guided Pathways. Guided Pathways provides program maps and comprehensive support structures to guide students in order to achieve academic success, career and transfer goals. To fully employ this innovative model there is critical need for integrated wrap-around services to improve student success, access and equity.

**Proposed Activities:** Continue to advocate for legislative and funding support of services, including current legislative proposals SB 563 (Roth) and SB 1009 (Wilk). In addition, work with California Community Colleges Chancellor's Office on the Attendance Counting Method in order to change to legal accounting to apportionment. Address DRC funding deficit as there are not enough funds to meet the mandated needs that annually categorical fund allocation falls short.

## **B2. High School Partnership Program, Dual-Enrollment, CCAP and Middle/Early College**

In collaboration with high school partners, RCCD has developed multiple middle college/dual enrollment (AB 288) programs that will help to address the low college-going rate in the area. RCCD plans to expand the pipeline of students entering college through dual enrollment, concurrent enrollment, Summer Bridge, Upward Bound and other programs that specifically target this population.

**Proposed Activities:** Continue to communicate the success of these programs to elected officials. Seek funding support for these programs through federal and state legislation. Coordinate with County Office of Education and K-12 feeder districts on messaging to support joint grant applications.

## **B3. Workforce for 21<sup>st</sup> Century**

Support funding and resources for college-based regional apprenticeship systems that integrate with the community college system, and provide students and workers with pathways leading to higher paying careers along with portable higher educational certificates and degrees. By incorporating registered apprenticeship into its pathways, RCCD seeks to increase the percentage of degree holders in the region by providing accredited work-based learning while concurrently addressing regional industry talent needs.

**Proposed Activities:** Share information on RCCD workforce program alignments with Vision for Success, county, city and business workforce needs. Communicate with the RCCD elected delegation, Workforce Investment Boards (WIBs) and prospective employers on career pathways offered at colleges. Support legislation that funds expansion of apprenticeship, pre-apprenticeship and youth apprenticeship programs. Specifically, support funding for early capacity building projects that create sustainable and scalable apprenticeship programs embedded into the K-14 system. This includes funding for adult worker/learner apprenticeship programs, youth apprenticeship and scaled pre-apprenticeship programs. The State of California provides methods of funding apprenticeship instruction through the community colleges, but leaves the development and coordination of programs. Priorities should include funding for coordination of new apprenticeship systems that institutionalize services as program enrollment grows. Track State of California efforts to update plans required by 2018 Reauthorization of Perkins Act.

# **Theme: FACILITIES**

## **C1. District Facilities**

The State Physical Plant and Instructional Supplies funding allocation has been declining every year. Therefore, unsubstantial funds are dedicated for deferred maintenance/scheduled maintenance projects for the RCCD colleges, while these projects are being increased yearly due to aged facilities, infrastructures and systems.

For capital outlay projects, California Community College Chancellor's Office limits each district to submit one final project proposal (FPP) per college per year. Each district is competing with 72 districts and it is difficult to verify whether the district proposals will be approved timely or deferred to another year. The approval of the FPP depends on scoring methodology that is adopted by the Board of Governor. The

State is currently changing the scoring methodology that could impact the district ability to submit successful project proposals, and it is hard for districts to recognize the changes and its impacts without continuous communication.

This definitely results in delays to repair and modernize college facilities that could be available for student instruction.

***Proposed Activities:*** Increase the Physical Plant and Instructional Support's funding allocation in order to provide reasonable annual budget for scheduled maintenance projects that are desperately needed by our colleges. Streamline the capital outlay process in order to expedite the approval process and provide a balance in the requirements within the new scoring methodology that could serve the region with high needs such as Inland Empire.

## Board of Trustees Regular/Committee Meeting (IV.C)

Meeting	December 3, 2019
Agenda Item	Teaching and Learning (IV.C)
Subject	Teaching and Learning Accreditation 2020 Update
College/District	District
Funding	N/A
Recommended Action	The Committee to review the Accreditation 2020 Update.

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### Background Narrative:

Presented for the Committee's review and discussion are the Institutional Self-Evaluation Reports (ISERs) for Moreno Valley College, Norco College, and Riverside City College. The accreditation leaders from the Colleges and District Office will provide an update including each college's highlights and improvement plans, districtwide changes and next steps in preparation for the March 2020 Accreditation Site Visits.

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# Accreditation 2020 update

**Presentation to the Riverside Community College District Board of Trustees**  
December 3, 2019

**Moreno Valley College**

Carlos Lopez and Sara Nafzgar

**Norco College**

Samuel Lee and Kristine Anderson and Ruth Leal

**Riverside City College**

Carol Farrar and Hayley Ashby

**Riverside Community College District**

Susan Mills and Lijuan Zhai



## Focus

- Completed ISERs: Evidence-based
- Appreciative Inquiry Approach
- College Highlights
- Improvement Plans
- Changes Made Districtwide
- Steps Prior to March 2-5, 2020



# Appreciative Inquiry Approach

## Celebrate Progress

What improvements have been made since the last accreditation?

## Envision Possibilities

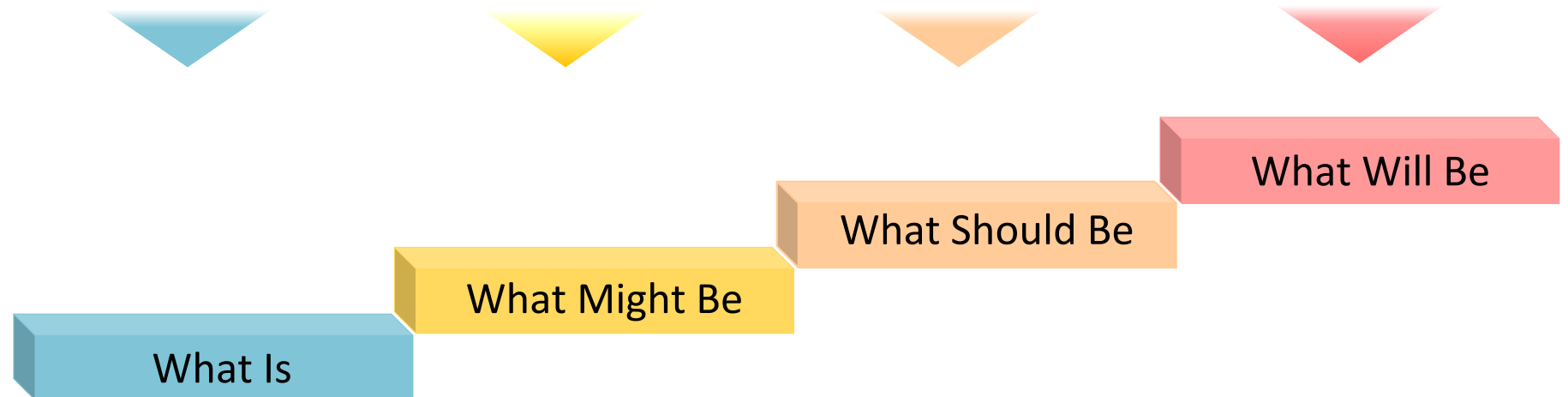
What else can we do to build upon our successes?

## Develop Plans

What specific actions should we take in the future?

## Realize Design

Make our plans a reality to actualize the results.



# Completed ISERs

## MORENO VALLEY COLLEGE

## NORCO COLLEGE

## RIVERSIDE CITY COLLEGE

Broad Engagement of Constituents and Approvals by All Councils

Eligibility Requirements Met & Commission Policies & Federal Regulations Addressed in Standards

1000+ Pieces of Evidence

261 Pages

6 Improvement Plans

**QFE 1:** Redesign of College Academic Structures and Student Support Services

**QFE 2:** Student Learning and Professional Development

1487 Pieces of Evidence

260 Pages

2 Improvement Plans

**QFE 1:** Implement Equity-Focused Professional Development Plan with a Teaching/Learning Emphasis

**QFE 2:** Implement Student Success Teams in the Schools

1000+ Pieces of Evidence

245 Pages

6 Improvement Plans

**QFE 1:** Program Mapping

**QFE 2:** Developing Integrated Academic Support

**QFE 3:** Sharpening the Focus on Teaching & Learning

# Highlights – Moreno Valley College

1. Access and Affordability	2. Collaboration
Used Data to Accomplish the Mission	Growing Community Partnerships
Extended Student Support Services	Strengthening K-12 Partnerships
Changed English, Math, and ESL Placement and Curriculum	Evaluating Governance Structure and Moving to Align with the District
3. Institutional Planning and Effectiveness	4. Student Success
Revised Mission, Vision, and Values	Added New Programs & Expanded Resources
Created and Updated Comprehensive Master Plan	Soliciting Survey Feedback from Students
Aligned Strategic Goals and Institution Set Standards to the District Goals and State Vision for Success Goals	Launching Culturally Responsive Professional Development Training for Staff, Faculty, and Management
Clarifying Program Review as a Reporting and Planning Tool Linked to Strategic Objectives	Implementing Guided Pathways Framework

# Highlights – Norco College

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## 1. Access

Developed Initiatives for Access, Success, and Equity: Dual Enrollment, Prison Education, Apprenticeships, Veterans, Guided Pathways  
Enhanced Onboarding, Career Exploration, Seamless K-12 and University Partnerships  
Initiated Program Maps and Trailheads, as well as Scheduling Redesign

## 2. Success and Equity

Implementing Student Engagement Centers Aligned with Schools, Careers, and Programs of Study; Cross-Functional Success Teams  
Expanded Library and LRC Support and Resources  
Implementing Professional Development Plan Supporting Equity, Learning, and Guided Pathways  
Instituted Equity-Focused Hiring and Pedagogy Training and Practices

## 3. Strategic Planning

Completed Reorganization around Guided Pathways and the Schools (meta-majors)  
Revised Faculty Guidebook and Program Review Process  
Developed New Educational Master Plan with Revised Mission, Vision, Core Values/Updated Facilities Master Plan  
Developing New Strategic Plan Aligned with EMP and District Strategic Plan  
Reviewing Governance Structure and Process to Align with Revised Mission, EMP, and District Strategic Plan

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# Highlights – Riverside City College

## 1. Student Success

Course, Degree, and Certificate Completion

Transfer Volume

Career and Technical Education

Created Instructional Pathways and Program Maps

Revised Strategic Enrollment Management Plan

## 2. Student Access

Revised Onboarding Process

Formation of Cross-functional Success Teams

Enhanced Academic Engagement Centers

Revised English, Math, and ESL Placement/Curriculum

## 3. Institutional Effectiveness

Revised Mission, Vision, and Values Per the Process

Updated College Strategic Plan Aligned with *Vision for Success* and the District Strategic Plan

Effectiveness Monitoring Using a Strategic Planning Report Card

## 4. Resource and Learning Environment Development

Updated Technology Plan

Completed Facilities Master Plan aligned with the Educational Master Plan

Updated Professional Development Plan for Coordinating Activities for All Constituent Groups

## 5. Community Engagement

Strengthened K-12 Districts, University, and Local Business Partnerships and Agreements

# Improvement Plans

MORENO VALLEY COLLEGE	NORCO COLLEGE	RIVERSIDE CITY COLLEGE
<p><b>(I.B.5)</b> Disaggregation of Data by Delivery Mode</p> <p><b>(I.B.7)</b> Regular Evaluation of College Policies and Practices</p> <p><b>(I.B.8)</b> Communication and Documentation of Assessment and Evaluation Activities</p> <p><b>(III.A.14)</b> Creation of an Overarching Professional Development Structure</p> <p><b>(IV.A.6)</b> Update of the College Leadership and Governance Handbook</p> <p><b>(IV.A.7)</b> Adoption of a Regular and Systematic College Governance Review</p>	<p><b>(II.A.7)</b> Survey of student needs to ensure the College is meeting the diverse and changing needs of its students and community (delivery modes, teaching methodologies, and learning support services)</p> <p><b>(IV.A.6, IV.A.7)</b> As part of Strategic Plan development, review, revise, and document governance workflow process and procedures to ensure effective shared governance and continuous quality improvement</p>	<p><b>(I.B.1)</b> Develop five-year integrated Guided Pathways Plan for full GP implementation</p> <p><b>(I.B.3)</b> Align college/district targets via the Strategic Plan and program review template</p> <p><b>(I.B.9)</b> Improve the link between department, division, and vice president plans to further align planning and resources with college goals and targets</p> <p><b>(II.A.3)</b> Analyze gaps in SLO and PLO assessment, and target areas for improved engagement and structural alignment</p> <p><b>(II.A.7, III.A.12)</b> Integrate and embed equity into planning structures and responsibilities</p> <p><b>(II.A.7, III.A.9, III.A.10)</b> Update Human Resources Plan and reset staffing goals</p>

# Collaborations Districtwide

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- Revised Curriculum Handbook
- Revised Function Mapping Based on New Roles and Practices
- Distance Education Plan
- District Strategic Plan
- Adoption of Nuventive Improve for Districtwide Support of Program Review

# Next Steps prior to the site visit, March 2-5, 2020

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## FALL 2019

### DECEMBER 2019

- Send ISERs to ACCJC teams
- Website Improvements
- Visiting Team Logistics (Hotel, Transportation, Food, Meeting Schedules)
- Schedule Discussion Forums in Spring
- Prepare College and District personnel for site visits



## WINTER & SPRING 2020

### JANUARY - FEBRUARY 2020

Intensive preparation for site visit

### MARCH 2-5

Accreditation teams visit



# Accreditation 2020

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Questions?



# Accreditation 2020 Links

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*ACCJC Guide to Accreditation for Governing Boards*

<https://accjc.org/wp-content/uploads/Guide-to-Accreditation-for-Governing-Boards-September-2018.pdf>

*Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems*

<https://accjc.org/wp-content/uploads/Evaluation-of-Institutions-Multi.pdf>

*RCCD District Accreditation Website*

<http://www.rccd.edu/administration/educationalservices/Pages/accreditation.aspx>

*Moreno Valley College Accreditation Website*

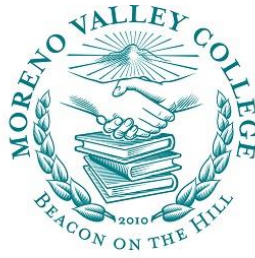
<http://www.mvc.edu/accreditation/>

*Norco College Accreditation Website*

<https://www.norcocollege.edu/accreditation/Pages/index.aspx>

*Riverside City College Accreditation Website*

<http://www.rcc.edu/about/president/Accreditation/Pages/Accreditation.aspx>



**MORENO  
VALLEY  
COLLEGE**

# **Draft for Board of Trustees Review 11/26/19**

**Institutional Self-Evaluation Report**

**In Support of an Application for**

**Reaffirmation of Accreditation**

Submitted by

Moreno Valley College  
16130 Lasselle Street  
Moreno Valley, CA 92551

to

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

December 2019

## Certification

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

From: Robin L. Steinback, Ph.D.  
Moreno Valley College  
16130 Lasselle Street  
Moreno Valley, CA 92551

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

_____ Robin Steinback, President Moreno Valley College	Date
_____ Wolde-Ab Isaac, Chancellor Riverside Community College District	Date
_____ Tracey Vackar, President Riverside Community College District Board	Date
_____ Carlos Lopez, Vice President Academic Affairs/ALO Moreno Valley College	Date
_____ Jennifer Floerke, President Moreno Valley College Academic Senate	Date
_____ Andrew Graham, Vice President California School Employee Association Chapter 535	Date
_____ Juan Hernandez, President, 2019-2020 Associated Students Moreno Valley College	Date

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## **A. Introduction**

### **College History**

On March 1, 2010, the California Community Colleges Board of Governors officially recognized Moreno Valley College (MVC) as the 111<sup>th</sup> community college in the state of California. Prior to this, the College had been a campus of Riverside City College (RCC), which was founded in 1916. By the 1980s, population growth in the District, and in the city of Moreno Valley in particular, prompted the District to begin offering classes in the Moreno Valley community at March Air Force Base and Moreno Valley High School. As the number of courses expanded with the growth in the population, planning began to open a campus in the city of Moreno Valley.

On March 16, 1987, 112 acres of privately-owned land in Moreno Valley were donated for the construction of the College by the Robert P. Warmington Company, and, in 1989, 20 additional acres were added to the site. Campus construction began in 1989, and MVC officially opened in 1991. Initial construction (Phase I) included the Library, Student Services, Science and Technology, and Tiger's Den buildings; the Humanities Building (Phase II) opened in 1996. Construction for the multi-use Student Academic Services Building (Phase III) was completed in 2013, followed by the Network Operations Center in 2014. Currently, the College has grown to forty buildings, most of which are temporary and portable structures.

The Ben Clark Training Center, located approximately six miles west of the Lasselle Campus, is part of the former March Air Force Base. The U.S. Air Force provided the land for the site to the county of Riverside for the express purpose of training public safety personnel. The training center opened in 1997 as part of a joint agreement with Riverside County, Riverside Community College District, Riverside Sheriff's Department, and CalFire/Riverside County Fire. This training and education relationship extends back to 1952 for the administration of justice/law enforcement programs and to the early 1970s for the fire technology/fire academy programs. Today, the site supports college programs in administration of justice/law enforcement, fire technology/fire academy, emergency medical technician, paramedic, public safety dispatch, and corrections.

Since 1991, MVC has grown from serving 3,490 students in its first semester to serving 15,208 students during the 2018-2019 academic year. During this same year, the College employed 99 full-time faculty, 306 part-time faculty, 128 classified staff members, and 23 administrators.

Moreno Valley College has experienced significant growth and success since the last accreditation report in 2014. More specifically, the College has experienced significant growth in enrollment, full-time equivalent students, and completion:

- Student enrollment increased 13% from 13,447 in 2015-16 to 15,197 in 2018-19.
- Full-time equivalent students increased 13% from 6,581 in 2015-16 to 7,463 in 2018-19.
- Student completion (degrees and certificates) increased 146% from 973 in 2015-2016 to 2,394 in 2018-19.

MVC has also moved forward with a number of important initiatives to support student access, equity, and success which contribute to the overall growth and success of the College since the last accreditation visit.

## Access

- **Middle College High School**

Since 1999, the Middle College High School (MCHS) at Moreno Valley College has served 100 students annually from Val Verde Unified and Moreno Valley Unified School Districts. In 2016, the College expanded the MCHS program from serving 100 students to 200 students annually. The program has been highly successful. Within the last three years, 100% of MCHS seniors graduated from high school; 99% enrolled in postsecondary institutions; and 31% (79 MCHS seniors) earned a total of 198 associate degrees from MVC.

- **Riverside County Education Collaborative**

In July 2014, Moreno Valley College served as a member of the newly established Riverside County Education Collaborative, made up of all unified school districts in Riverside County; University of California, Riverside; Mt. San Jacinto College; and MVC. Through the collaborative, MVC, Moreno Valley Unified School District, and Val Verde Unified School District work together to develop a comprehensive college and career readiness model that focuses on college access/dual enrollment, strategies to reduce the need for remediation, and effective transitional programs to bridge the gap from high school to college for first-time college students at MVC. As a result of the College's participation in the collaborative, the following initiatives were established.

- **Education Summits**

In fall 2015, the College hosted its first Education Summit in which faculty, staff, and administrators from Moreno Valley College, Val Verde Unified School District, and Moreno Valley Unified School District came together to discuss student success, identifying strategies to better prepare students for higher education while meeting the needs of future students. This event, which is now annual, includes middle school, high school, and four-year partners.

- **K-12/Faculty Collaborations**

Beginning in 2016, Moreno Valley College faculty in English and now Math meet regularly to create equitable opportunities for historically underrepresented communities through shared accountability and systemic changes to support student success in the transition from high school to college. The collaboration has resulted in the following outcomes: discipline-based meetings and campus visitations; curricular re-design (English & mathematics); reduction time in remediation through accelerated courses; and CTE course pathways (articulation agreements).

- **Dual Enrollment**

As a result of the passage of Assembly Bill 288, Moreno Valley College began offering California College and Career Access Pathways courses in fall 2016. Dual

enrollment courses are offered at all six local high schools within Val Verde Unified and Moreno Valley Unified School Districts. As part of the program, high school teachers who meet minimum qualifications are hired as part-time faculty by the College and teach at the high school. MVC hosts quarterly meetings and ongoing support for faculty who teach dual enrollment courses.

- **MVC Promise Initiative**

In summer 2016, Moreno Valley College implemented the Promise Initiative, in which tuition for the first year of college is free. The MVC Promise Initiative is a commitment to help students complete their associate degree requirements, transfer requirements, and/or workforce certificate requirements in a timely and efficient manner. The program covers the first year's tuition and enrollment fees and provides textbook assistance (i.e., book vouchers) during the first year. Promise students are part of the First Year Experience program and are required to enroll full-time during the fall and spring semesters of their first year, encouraged to participate in the summer bridge program, and encouraged to enroll during the winter session of their first year as well. The program is supported in part by the city of Moreno Valley which provides a \$50,000 grant each year to support Promise scholars.

## **Equity**

- **Student Equity Plan**

In 2015, Moreno Valley College updated its Student Equity Plan. MVC frames its student equity challenges as an institutional problem and focuses on interventions to fix the “leaks” in MVC’s systemic policies, processes, and long-standing practices. In 2018, the College updated the 2019-22 Student Equity Plan in which interventions focus on the following subgroups: African American/Black students, foster youth students, students with disabilities, LGBTQ students, veteran students, and male students. The Student Equity Plan is aligned with the state Chancellor’s Vision for Success and the Riverside Community College District Strategic Plan.

- **First Year Experience Program**

Through the Student Equity Plan, the College established the First Year Experience (FYE) program in 2016. FYE integrates academic enrichment and student support services to enable students in pre-college or college-level courses to complete successfully the transition from high school to college. The program serves graduating high school seniors from Val Verde Unified and Moreno Valley Unified School Districts. Students who participate in FYE are supported by the MVC Promise Initiative. The program begins with a six-week summer bridge program and continues with full-time enrollment and wraparound support throughout the year. The program began in summer 2016 with 81 students and has grown tremendously to serve 602 students in summer 2019.

## Success

- **Auto Awarding of Degrees and Certificates**

During the 2017-18 academic year, the Riverside Community College District (RCCD) initiated support for the three colleges within the District to implement the auto awarding of degrees and certificates. Moreno Valley College initiated the automatic awarding process and, as a result, the total number of awards (ADT, AA, AS, and certificates) increased 35% from 1,520 in 2016-17 to 2,318 in 2017-18.

- **Revised Integrated Strategic Plan, Educational Master Plan, and Facilities Master Plan**

In 2018-2019, Moreno Valley College revised its Integrated Strategic Plan (ISP), which focuses on three broad themes: access, success, and equity. The ISP is aligned with the state Chancellor's Vision for Success as well as the RCCD Strategic Plan. The Facilities Master Plan was updated during spring 2019 and will be paired with the Educational Master Plan to form the College's updated Comprehensive Master Plan. The Educational Master Plan update is currently in process and expected to be completed during spring 2020. A primary driver of the Comprehensive Master Plan is to transform MVC into a comprehensive college by 2030.

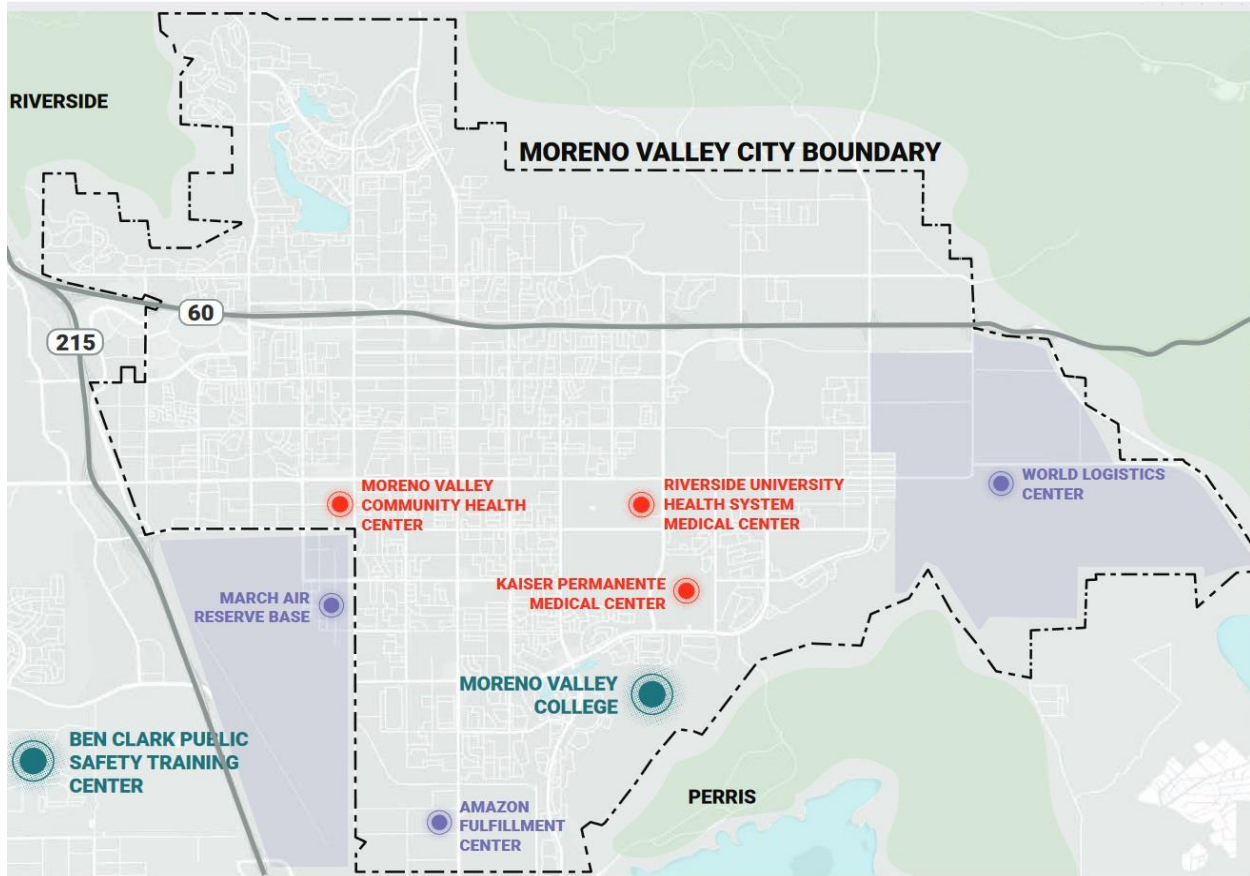
- **Guided Pathways**

In 2018, Moreno Valley College began the process to plan and implement the Guided Pathways framework. This planning and implementation process includes progress in four areas of focus: degree and certificate mapping; connecting fields of interest/study to early career exploration; college restructuring and growth; and Guided Pathways assessment and planning.

## Service Area

Moreno Valley College is located in the city of Moreno Valley, which is in the northwestern corner of Riverside County, California and approximately 67 miles east of Los Angeles. As indicated by the map below, the primary service area for the College includes the city of Moreno Valley, city of Perris, March Air Reserve Base, and southeastern portions of the city of Riverside. In fact, approximately 70% of the College's students come from these areas. The remaining 30% of current students come from other areas within the Riverside Community College District, other regions of California, out of state, or international locations.

## Moreno Valley College Service Area Map



### Total Population Projections and Estimates

Broadly, the College serves students from an area containing the cities of Corona, Eastvale, Jurupa Valley, Moreno Valley, Norco, Perris, and Riverside. In 2010, there was a total population of 893,733; by 2019, it increased to 974,956. There is an expected growth of 16% with a population of 1,035,538 by 2025. The city of Moreno Valley, the second largest city in Riverside County, had a population of 197,365 in 2010, and 206,636 in 2019. By 2025, Moreno Valley has an expected growth of 8% with a total population of 213,192. Cities in the District service area such as Corona, Eastvale, Jurupa Valley, and Perris all have estimated growths of increase for their populations, but the city of Norco has an expected decline of population by -4% to total 26,067, down from the 2010 total of 27,063. Riverside County had a population of 2,194,933 in 2010. In 2019 the total population of the county increased to 2,463,191, and with projections of another increase by 2025 for a total of 2,686,242; this will equal a growth of 22% from 2010 to 2025.

## **Regional Area Population by Age Group**

By 2030, the age of the population for both California and Riverside County is expected to grow older on average. Population projections included in the draft 2019 Comprehensive Master Plan indicate that young retirees (65-74 years old) will grow by 11%, mature retirees (75-84 years old) will grow by 7%, and seniors (84+ years old) will grow by 3%. The population of school-age children (5-7 years old) will decline by 5%, and college-age adults (18-24 years old) will decline by 1%. All other age groups will remain relatively consistent through 2030.

## **College Service Area Population by Race**

The college service area in 2017 was ethnically diverse. Based on 2017 data included in the draft 2019 Comprehensive Master Plan, the largest groups were Hispanic (54.6%), White (26.3%), African American (8%), and Asian (8%). From 2015 to 2017, the largest growth was experienced by the Hispanic/Latino community at 2.5% and the second largest growth was the Asian community with 0.3%. The White population in the community experienced the largest decrease at -0.6%. Regionally, Riverside County's population trends are similar. The largest groups in 2019 are Hispanic (44.2%), White (35.3%), and African American (6.5%). By 2022 the Hispanic population is expected to increase to 44.8%, while the White and African American populations are expected to decrease to 34.4% and 6.0% respectively.

## **College Service Area Population by Gender**

Data from 2017 indicated that the gender distribution within the College's primary service area is relatively balanced. The cities of Moreno Valley and Riverside are slightly majority female at 51.5% and 50.5% respectively. The city of Perris is slightly majority male at 51.3%. As of 2018, Riverside County's gender distribution was nearly balanced with 50.2% female and 49.8% male. Population projections through 2022 imply that the proportion of female to male will remain the same.

## **Median Income**

Within the Moreno Valley College primary service area, Moreno Valley, Perris, and Riverside had median incomes below the median California state income of \$70,186.22 in 2017. Of all cities in the broader college service area, the city of Perris had the lowest median income at \$57,315.13 while the city of Riverside had the highest median income. All cities are expected to experience an increase in median household income, with the exception of the city of Corona with a decrease to \$70,699.61.

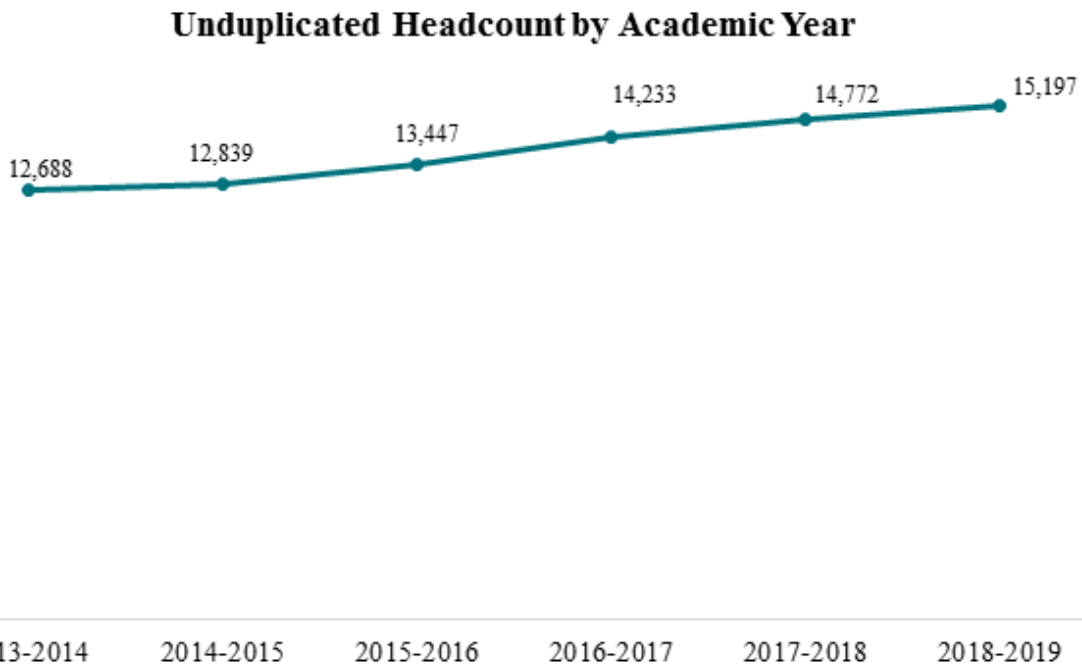
In addition, the external data from 2006 to 2016 found that the Inland Empire region's average income increased by 2.8% to \$56,200 compared to the nationwide increase of 7.3% to \$65,700. Riverside and San Bernardino Counties saw higher rates of poverty and an increase in the cost of living. In 2016, 39% of the population in Riverside County was below the poverty line of \$62,218, and San Bernardino had 44% of families below the poverty line of \$58,296.

## **Student Enrollment and Demographic Data**

Student enrollment data from 2013-2014 to 2018-2019 for Moreno Valley College are reviewed in this section of the report. The snapshot includes multiple metrics and cross-sections of student enrollment. These metrics include unduplicated annual headcount, enrollment by city of residence, full-time and part-time status, full-time equivalent students, number of sections offered along with overall course section fill-rate, and enrollment in distance education courses.

### Unduplicated Headcount 2013-2014 to 2018-2019

Moreno Valley College's student enrollment has grown significantly from 12,688 unduplicated students in 2013-2014 to 15,197 in 2018-2019. This represents growth in enrollment of 20% over the six-year period. The increase in students is attributable to increased outreach efforts, strong partnerships with local K-12 districts, and improvement of K-12 graduation and college-going rates.

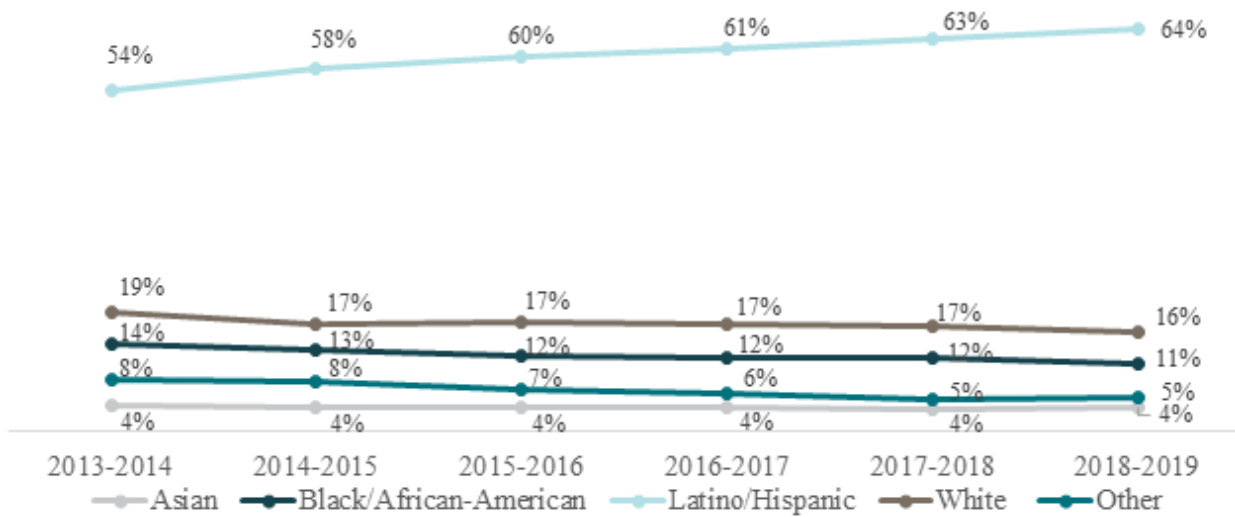


Source: CCCC Datamart

### Unduplicated Headcount by Ethnicity and Comparison to Service Area Population

Overall, Moreno Valley College’s student population continues to be the most diverse within the Riverside Community College District (RCCD). Latinx/Hispanic students make up the largest proportion of the student population at 64% in 2018-2019. This population has experienced the largest growth since 2013-14. Over this same period of time, the proportion of White students has fallen from 19% in 2013-14 to 16% in 2018-19. The next largest group is African Americans who comprised 11% of the population in 2018-19, which represents a decrease from 14% in 2013-14.

**Unduplicated Headcount by Ethnicity**

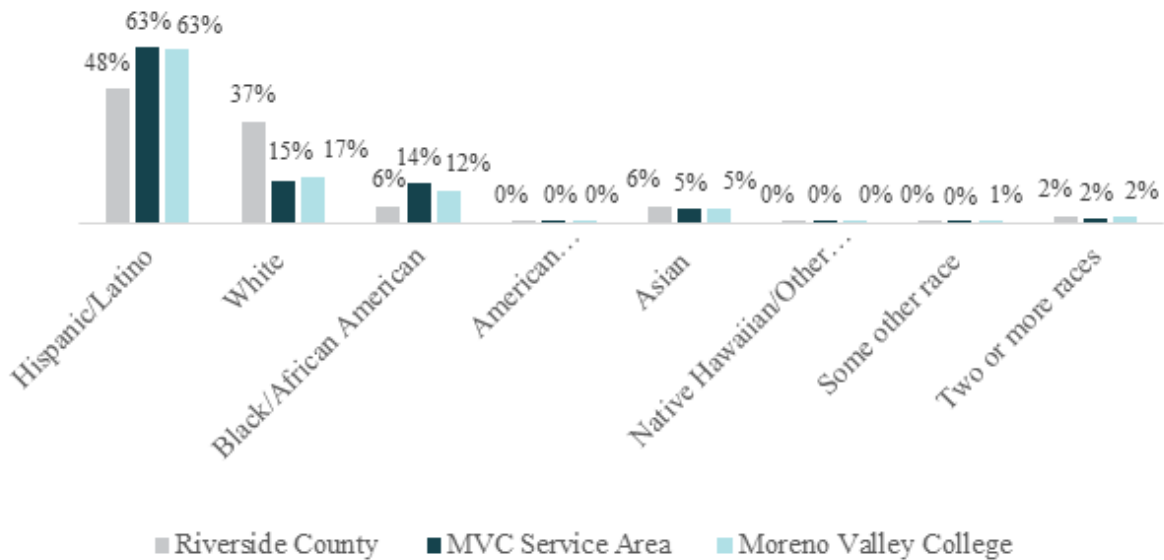


Source: CCCCCO Datamart



Overall, the student population is representative of the population of the college service area. However, a gap exists for African American students who make up 11% of enrolled students in 2018-2019 and 14% of the college service area.

### Ethnicity Comparison - MVC vs MVC Service Area

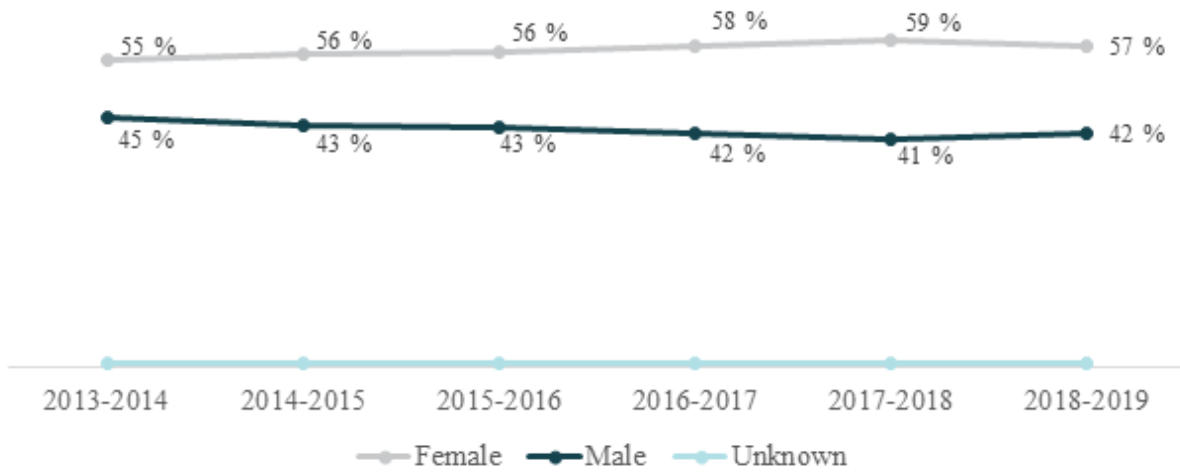


Source: 2013-2017 American Community Survey 5-Year Estimates (US Census) and Datamart (CCCCO)  
 Note: The 2018-2019 headcount data was used to determine ethnicity breakdown for MVC.

### Unduplicated Student Headcount by Gender

Female students are a growing majority of students at MVC. The proportion of female students has grown from 55% in 2013-2014 to 59% in 2018-2019 with a slight dip to 57% in 2018-19. The male student population has decreased over this time period from 45% to 42%.

### Unduplicated Headcount by Gender

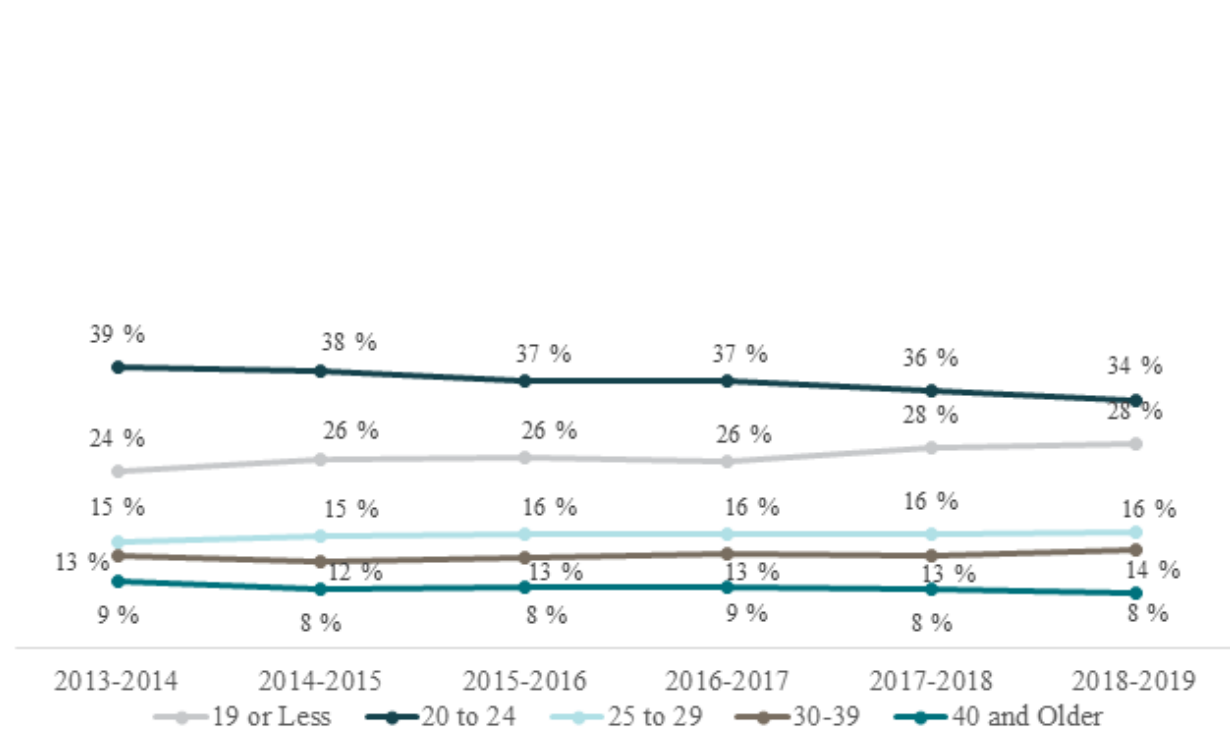


Source: CCCC Datamart

### Unduplicated Headcount by Age

The largest proportion of MVC students are individuals 24 years old or younger. This population of students made up 62% of students in 2018-19. Students who are 25 and older make up the rest of the student population with students who are 30 years of age or older representing 22% of the population in 2018-19. The largest change in the student population occurred with students who are 19 or less, who increased by four percentage points over the six-year period and 20-24 years old group who decreased by five percentage point over this same period. The other age distribution of students appears to be stabilizing, with the exception of students who are 19 years of age or younger.

### Unduplicated Headcount by Age

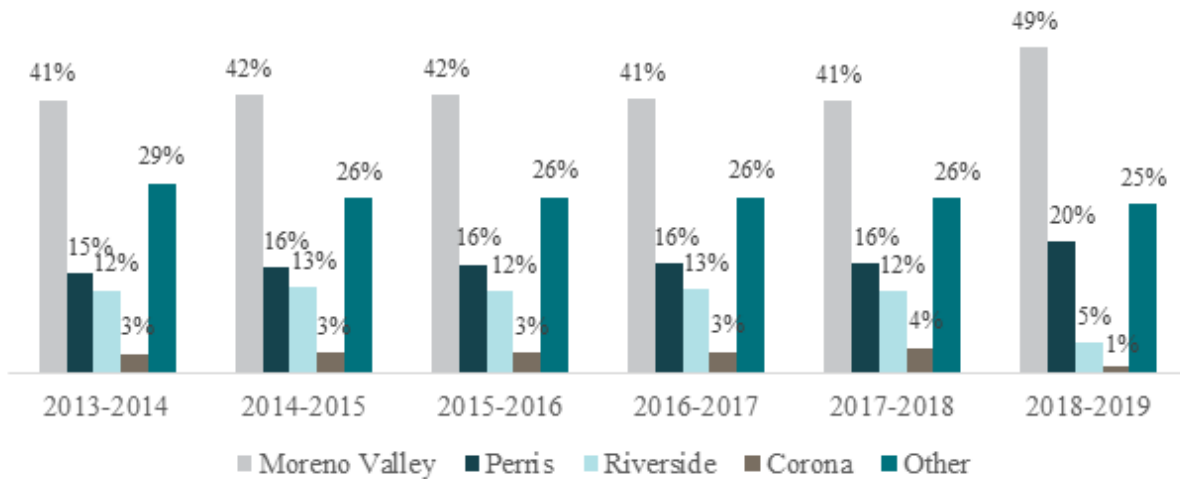


Source: CCCCCO Datamart

### Annual Headcount Based on City of Residence 2013-2014 to 2018-2019

The graph represents the proportion of students by city of residence attending Moreno Valley College from 2013-2014 through 2018-2019. Based on the data, the relative proportion of students attending the College from the four primary cities surrounding the MVC service area has remained stable over this period. The majority of students at MVC come from the cities of Moreno Valley and Perris. Nearly a third of students come from other cities, partly due to the career and technical programs (dental hygiene and public safety) that are only offered regionally by MVC.

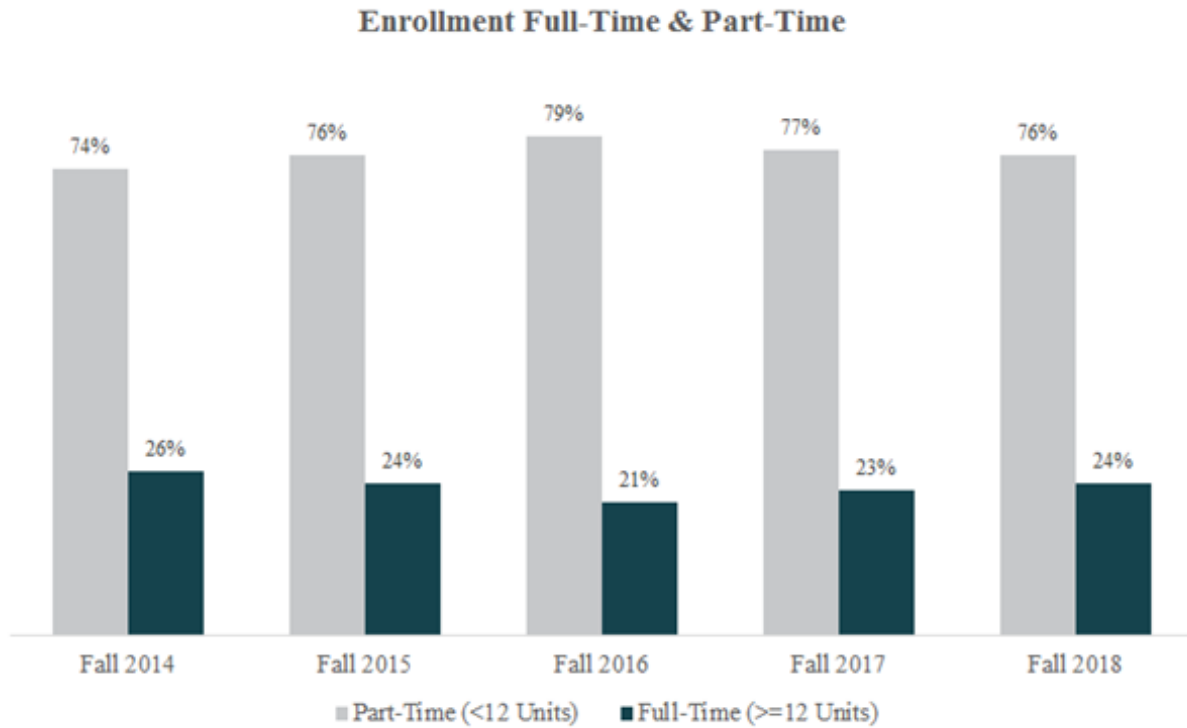
**Annual Headcount by City of Residence**



Source: RCCD Colleague

### Enrollment by Full-time or Part-time 2014 - 2018

This graph represents enrollments in college credit courses by full-time and part-time status. The proportion of part-time to full-time students at Moreno Valley College rose from fall 2014 to fall 2016 and has decreased in the following two years to 76% part-time students and 24% full-time students. As the College's Guided Pathways work continues, it is expected that the proportion of full-time students will continue to grow.

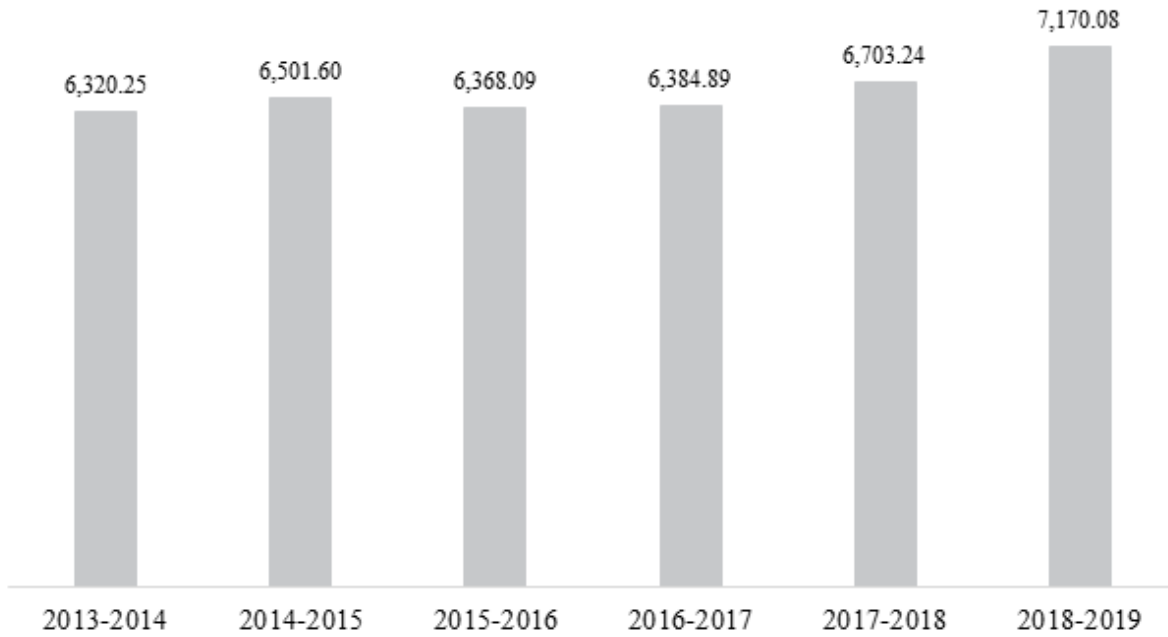


Source: CCCC Datamart

**Full-Time Equivalent Students (FTES)**

Full-time equivalent student enrollment has grown by 849.83 FTES or 14% over a six-year period. The College has experienced more students enrolling over the past six years (20% growth in headcount), resulting in increased FTES.

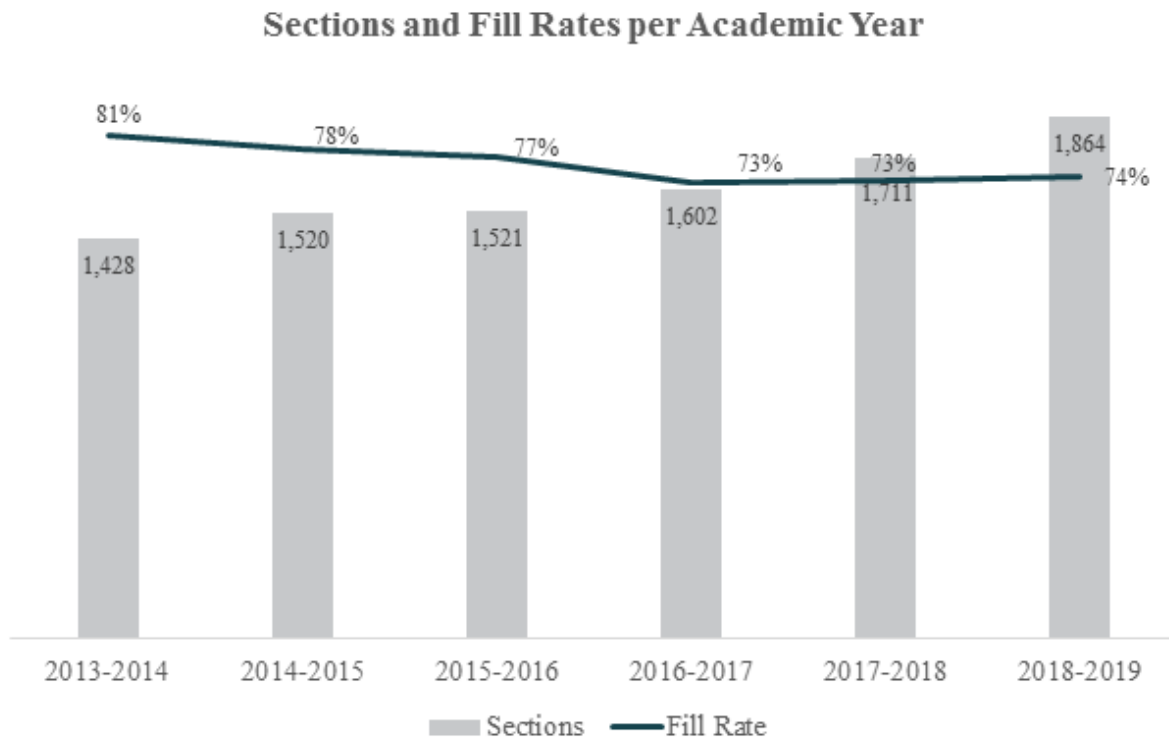
**Annual Full Time Equivalent Students (FTES)**



Source: RCCD Enrollment Management Dashboard

### Sections and Fill Rates per Academic Year (2010-2011 to 2018-2019)

The data below represent the total number of sections and overall college course fill-rates from 2013-2014 to 2018-2019. Over this period, sections increased from 1,428 to 1,864 per academic year, while fill rates declined from 81% to 74%. The increased capacity from the added sections were planned as part of efforts to achieve FTES targets. Moreover, the College engaged in strategic enrollment management planning beginning in 2016-2017 in order to improve fill rates, but these efforts have not yet produced enrollments or a desired fill rate of over 80%.



Source: RCCD Enrollment Management Dashboard

## Distance Education (DE) Enrollment

Based on the table below, distance education enrollment in credit courses increased between 2013-2014 and 2017-2018. The number of distance education sections and percent of FTES generated by distance education have nearly doubled over five years. The proportion of students taking at least one DE course or only DE courses has grown from 30% to 42% and 9% to 18% respectively. In 2013-2014, DE classes represented only 13% of the total section offering and generated only 13% of the total FTES. By 2017-2018, DE classes comprised 22% of the total section offering and 19% of the total FTES. Clearly, there is a demand for DE classes. At this time, there are no fully online degree pathways available to students.

### Enrollments by Delivery Method/Census Data DE Enrollment vs Traditional Enrollments:

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Online + Hybrid course sections (Fall Term Only)</b>	67	75	81	84	133	
<b>Online + Hybrid course sections (Entire Academic Year)</b>	182	199	229	275	370	
<b>% of FTES from DE</b>	10.6%	10.8%	12.4%	14.4%	19.1%	
<b>Students taking at least one DE course</b>	30.3%	30.3%	32.1%	35.1%	42.4%	
<b>Students taking only DE courses*</b>	9.1%	9.8%	10.6%	13.0%	17.8%	

Sources: MIS Referential Files and RCCD Enrollment Management Dashboard

Note: These numbers are based only on Moreno Valley College coursework.

\*These data show the number of students that only took courses during the respective academic year.

## Labor Market Data

### Service-Area Industry Snapshot

Labor market data included in the Riverside Community College District 2018 Environmental Scan for the MVC service area examined the top industries, employers, and middle skill occupations. Logistics and warehousing represent the largest employer and industry sector in the MVC service area. Additional large industry sectors for the college service area are public education (K-12), local government excluding healthcare and education, healthcare, and service industry sectors. Moreno Valley College is engaged in training students to meet local and regional industry demands. Moreover, based on California Community Colleges Student Success Metric data, the proportion of students transitioning directly to the workforce after attending the College who earn a living wage is 57% and has grown consistently from 2014-2015 through 2016-2017.

A Brookings Institute study ([Brookings Report](#)) published in February 2019, titled “Advancing Opportunity in California’s Inland Empire,” identifies challenges and opportunities with respect to the labor market and economy in the region served by the College. In particular, the study indicates that over 50% of the region’s jobs are neither “good nor promising” and that there is a critical need to increase the number and proportion of jobs that provide better than living wage. In particular, there is a need to provide education and training for sub-baccalaureate jobs that lead to earning more than \$37,440 per year with benefits. Moreover, the region must focus on closing inequitable outcomes based on race and gender with respect to “good and promising

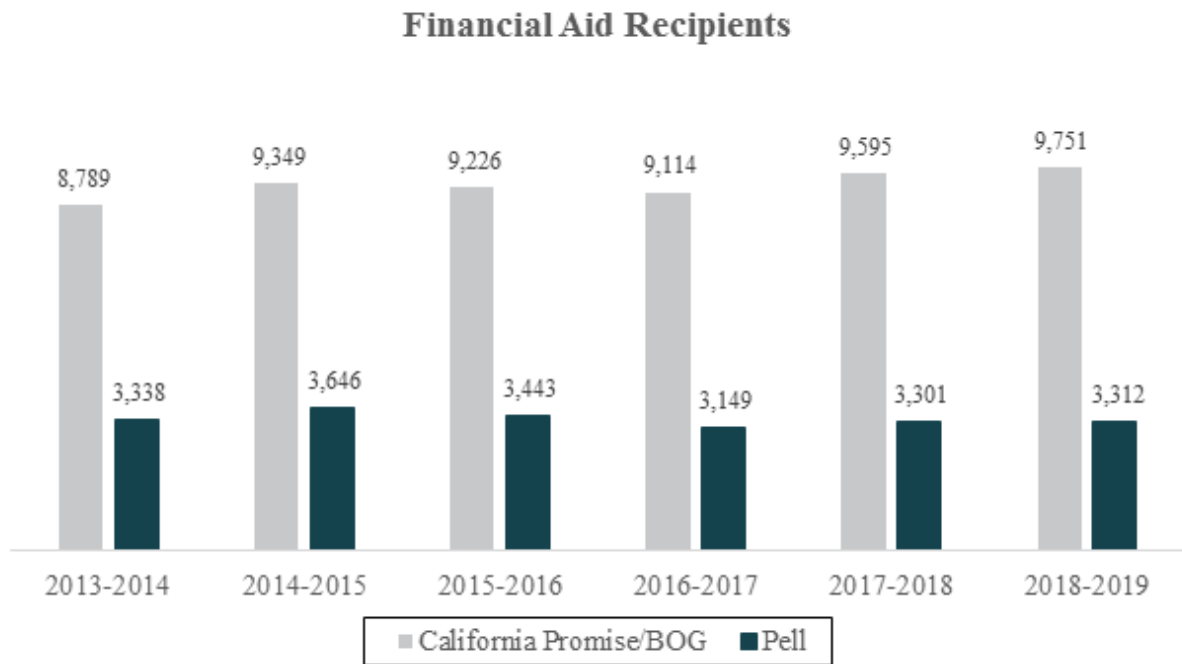


employment.” With Moreno Valley College’s focus on career and technical education along with a historical focus on closing equity gaps for students and the community, the College is well-positioned to expand its programmatic offerings to employment sectors like logistics, wholesale, and manufacturing in order to contribute to economic improvement in the region.

**Socio-economic Data**

**Students Receiving Financial Aid**

The number of students receiving the California Promise Grant (formerly the Board of Governors – BOG Fee Waiver) increased from 2013-2014 to 2018-2019 from 8,789 to 9,751. Moreover, students receiving the California Promise Grant in 2017-2018 represent nearly 64% of enrolled students at the College. Lastly, students receiving Federal Pell grants peaked in 2014-2015 at 3,646 and has decreased to 3,312 in 2018-2019.



Source: CCCC Datamart

### Service-Area Poverty and Unemployment

Based on data from the Riverside Community College District Environmental Scan, income per capita in the MVC service area as represented by the city of Moreno Valley is \$19,000. Based on the Riverside Community College District Environmental Scan, this level of income is one of the lowest in the region and state. In addition, May 2019 data from the U.S. Census Bureau indicate that the unemployment rates in the two cities nearest the College are 4.0% for the city of Moreno Valley and 4.4% for the city of Perris. Both rates are above the rate for Riverside County (3.6%), the state (3.5%), and the nation (3.4%). Furthermore, 16.8% of residents of the city of Moreno Valley live below the poverty line, which is above the average for California.

### Service-Area Educational Attainment

Based on the U.S. Census Bureau 2013-2017 American Community Survey 5-Year Estimates below, the majority of residents within MVC’s service area possess a high school diploma (28.7%) or have not graduated from high school (27.6%). Moreover, associate degree and baccalaureate degree attainment have been very low at 7.7% and 8.7% respectively. Based on this data, a significant proportion of the service area population has some college but no degree at 23.1%.

Population 25 years and over	March ARB CDP		Mead Valley CDP		Moreno Valley		Perris		MVC Service Area	
	N	%	N	%	N	%	N	%	N	%
Less than 9th grade	53	6.2%	2554	21.6%	14,467	12.1%	7,607	18.7%	24,681	14.3%
9th to 12th grade, no diploma	62	7.2%	2109	17.8%	14,579	12.2%	6,240	15.4%	22,990	13.3%
High school graduate (includes equivalency)	113	13.2%	3895	32.9%	33,858	28.3%	11,840	29.1%	49,706	28.7%
Some college, no degree	230	26.9%	2138	18.1%	29,043	24.3%	8,552	21.0%	39,963	23.1%
Associate's degree	69	8.1%	536	4.5%	9,965	8.3%	2,672	6.6%	13,242	7.7%
Bachelor's degree	170	19.9%	435	3.7%	11,817	9.9%	2,672	6.6%	15,094	8.7%
Graduate or professional degree	159	18.6%	157	1.3%	5,979	5.0%	1,065	2.6%	7,360	4.3%
Total	856	100.0%	11824	100.0%	119708	100.0%	40648	100.0%	173,036	100.0%

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

### Sites

Moreno Valley College operates two primary sites. The main campus is located on Lasselle Street in the city of Moreno Valley and serves the community by offering transfer programs, associate degrees, and certificates as well as individual courses for students seeking to improve their job skills. The second site is the Ben Clark Training Center located on Davis Avenue in the city of Riverside. This location supports all public safety education and training programs at the College including administration of justice, law enforcement, corrections, fire technology, and emergency medical services. The training center is also host to the College’s primary public

safety training partners including the Riverside County Sheriff's Department and Riverside County Fire Department-California Department of Forestry and Fire Protections (Cal-Fire).

Moreno Valley College (MVC)  
16130 Lasselle Street  
Moreno Valley, CA 92551

Ben Clark Training Center (BCTC)  
Law Enforcement  
16791 Davis Avenue  
Riverside, CA 92518

EMS/Fire Technology  
16888 Bundy Avenue  
Riverside, CA 92518

## **Specialized or Programmatic Accreditation**

### **Health Programs**

The Dental Assisting program is accredited by the Commission on Dental Accreditation (CODA) and has been granted the accreditation status of "approval without reporting requirements." The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is [www.ada.org/en/coda](http://www.ada.org/en/coda). This program was last re-accredited in 2016 and is scheduled for CODA review again in 2022 ([CODA-DA-Accreditation 16](#)).

The Dental Hygiene program is accredited by the Commission on Dental Accreditation (CODA) and has been granted the accreditation status of "approval without reporting requirements." The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is [www.ada.org/en/coda](http://www.ada.org/en/coda). This program was last re-accredited in 2019 and is scheduled for CODA review again in 2025 ([CODA-Dental-Hygiene 19](#)).

### **Emergency Medical Services Programs**

The Emergency Medical Technician/Paramedic program at Moreno Valley College is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The CAAHEP can be contacted at (727) 210-2350 or at 1361 Park Street, Clearwater, FL 33756. The Commission's web address is [www.caahep.org](http://www.caahep.org). The program was reviewed for continuing accreditation in the spring of 2019 with formal re-accreditation expected in November 2019. ([CAAHEP-Accreditation-Letter 2015](#)).

### **Moreno Valley College Regional Fire Academy**

The Moreno Valley College Regional Fire Academy is accredited by the California State Fire Marshal and State Board of Fire Services and was granted "continued recognition" of the

accreditation on August 20, 2015. The State Fire Marshal can be contacted at (916) 445-8200 or at Department of Forestry and Fire Protection, Office of the State Fire Marshal, P.O. Box 944246, Sacramento, CA 94244-2460. Its web address is [www.fire.ca.gov](http://www.fire.ca.gov). The fire academy was most recently accredited in 2015 and is scheduled for review by the Office of the State Fire Marshal in 2020 ([State-Fire-Marshall-Accreditation 2015](#)).

## **B. Presentation of Student Achievement Data and Institution-Set Standards**

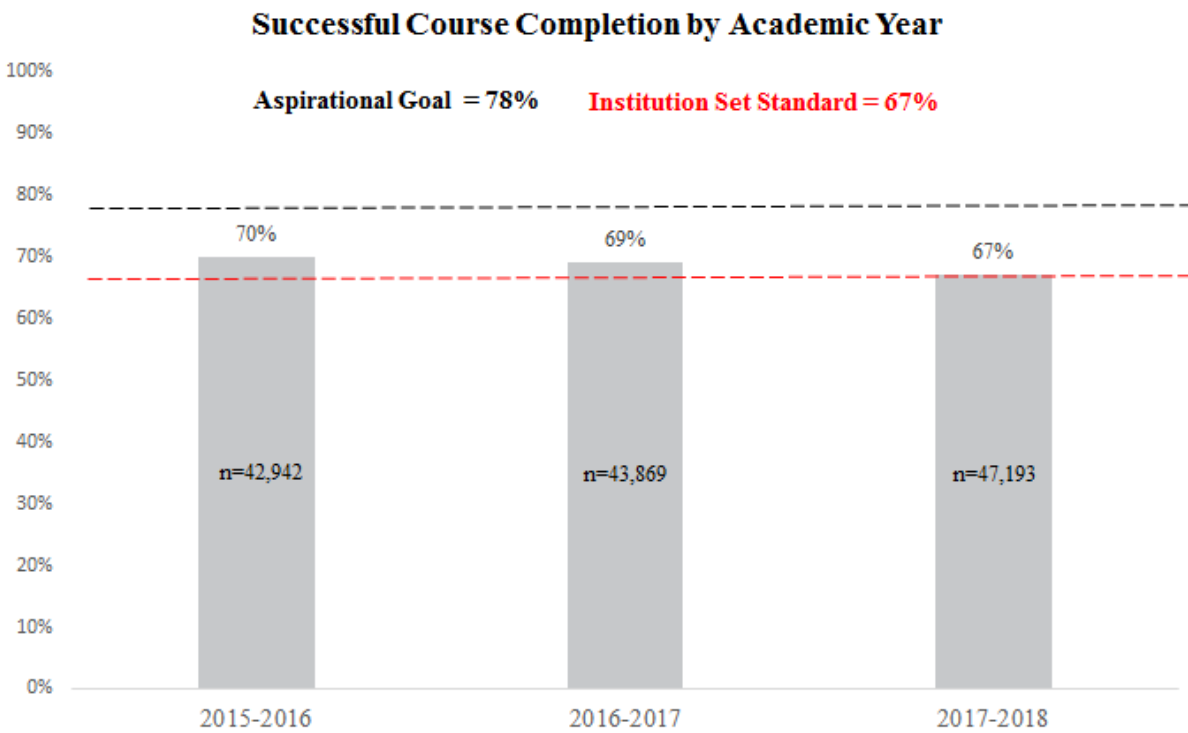
College student achievement data and institution-set standards (ISS) data are reviewed below. The baseline metrics included are taken from the College ISS and the 2018-2023 Integrated Strategic Plan. As part of Moreno Valley College's strategic planning efforts, work was undertaken to align with the California Community Colleges Vision for Success, the California Community Colleges Student Success Metrics, and the Riverside Community College District Strategic Plan. In addition, college goals have been set that are significantly more ambitious than the goals established by the statewide Vision for Success. Lastly, most of the data is disaggregated by age, ethnicity, gender, and socio-economic status in keeping with the College's focus on identifying and closing equity gaps.

### **Success Rates**

Success rates were calculated as the percent of enrollments in an academic year where students received a grade of A, B, C, P, IA, IB, IC, or IPP.

### Success Rates by Academic Year

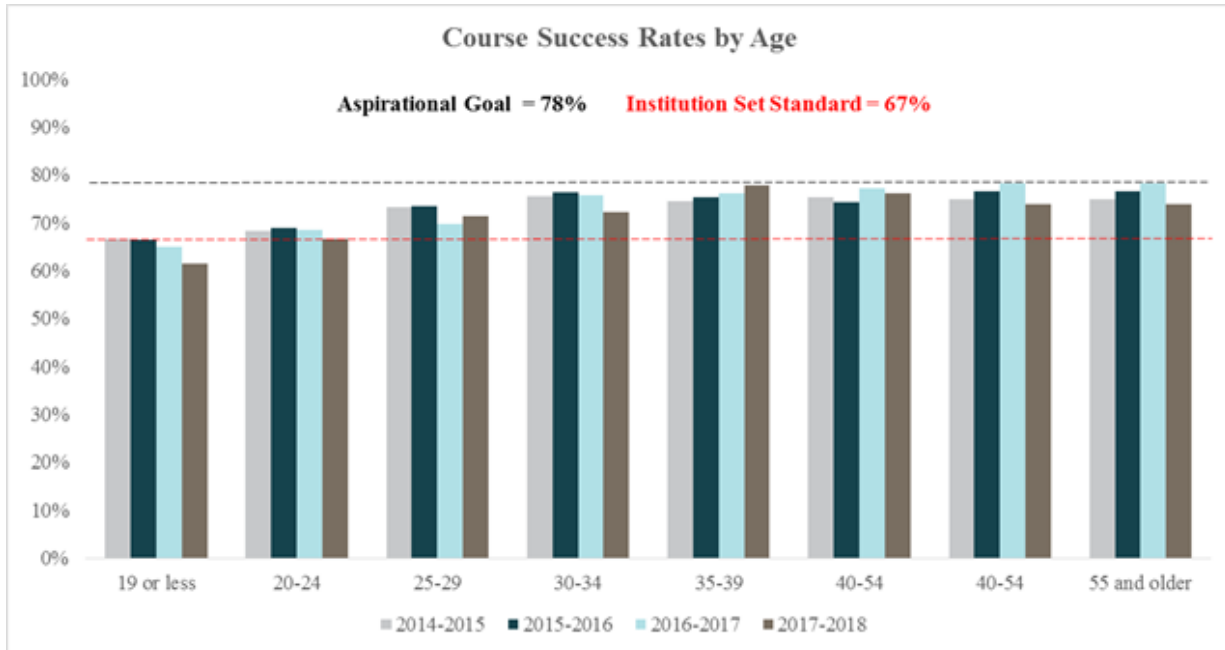
Course success rates have declined over the last three years from 70.0% in 2015-2016 to 67.0% in 2017-2018. Moreno Valley College continues to expand efforts to reverse this downward trend in course success rates. In 2018, the College opened the Learning Center which created a single-stop space that integrated drop-in tutoring services in mathematics, writing, reading, and computer applications with Supplemental Instruction (SI). In addition, English and mathematics faculty continue to engage in curricular redesign, moving from acceleration through developmental education to placement directly into transfer-level courses with a co-requisite support course for those students who need the additional assistance. These initiatives and others are aimed at reversing the downward trend in student course success rates. The institution-set standard (ISS) is 67% and the aspirational goal is 78% for this metric.



Source: CCCC Student Success Metrics

### Success Rates by Age

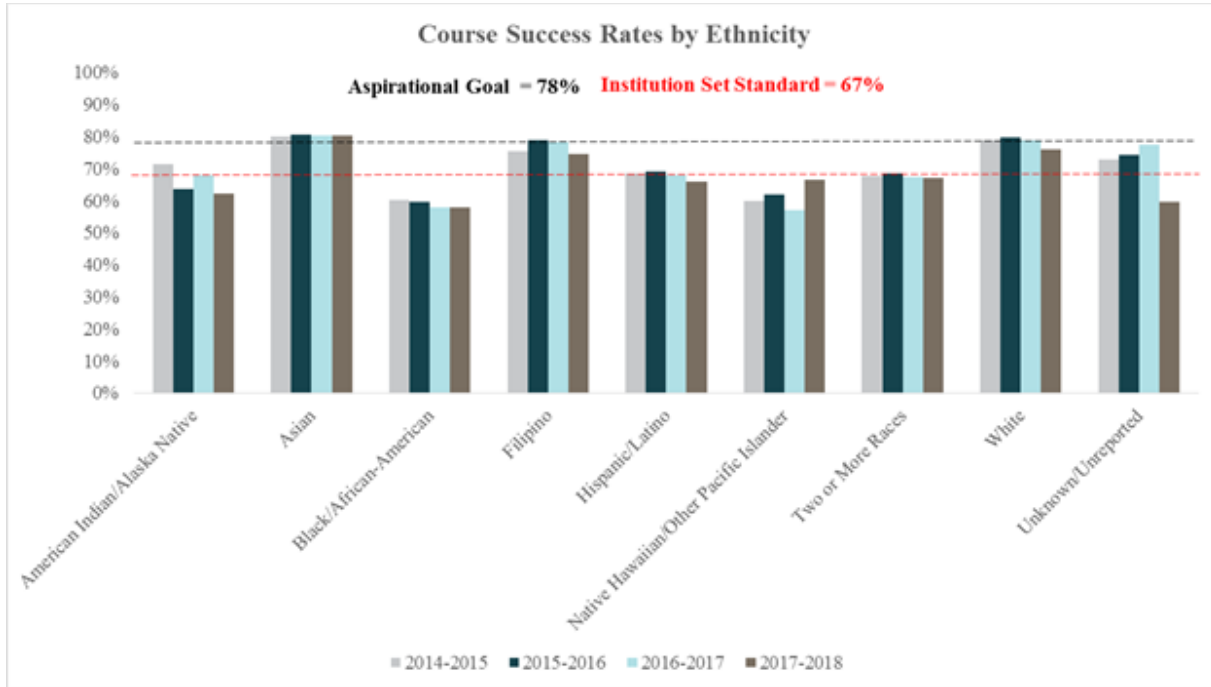
Course success rates disaggregated by age group indicate that students 25 years old and older tend to have higher success rates; however, students under 24 years of age represent the majority of students at Moreno Valley College. Students 19 years old and younger are the only age group performing below the ISS at a rate that has decreased over the last three years. As noted above, the College is working on multiple efforts to reduce achievement gaps including Guided Pathways, dual enrollment, and equity focused projects.



Source: CCCC Student Success Metrics

### Success Rates by Ethnicity

Student course success rates disaggregated by ethnicity indicate that most groups are performing above the ISS of 67%. The highest performing groups for the most recent academic year are Asian students (80%), White students (76%) and Filipino students (75%). African American student course success rates are significantly below the ISS and have declined over the last four years. Through Student Equity and Achievement and Umoja, the College is working on closing achievement gaps for African American students, and details of these efforts are discussed in Standard II.A.7.

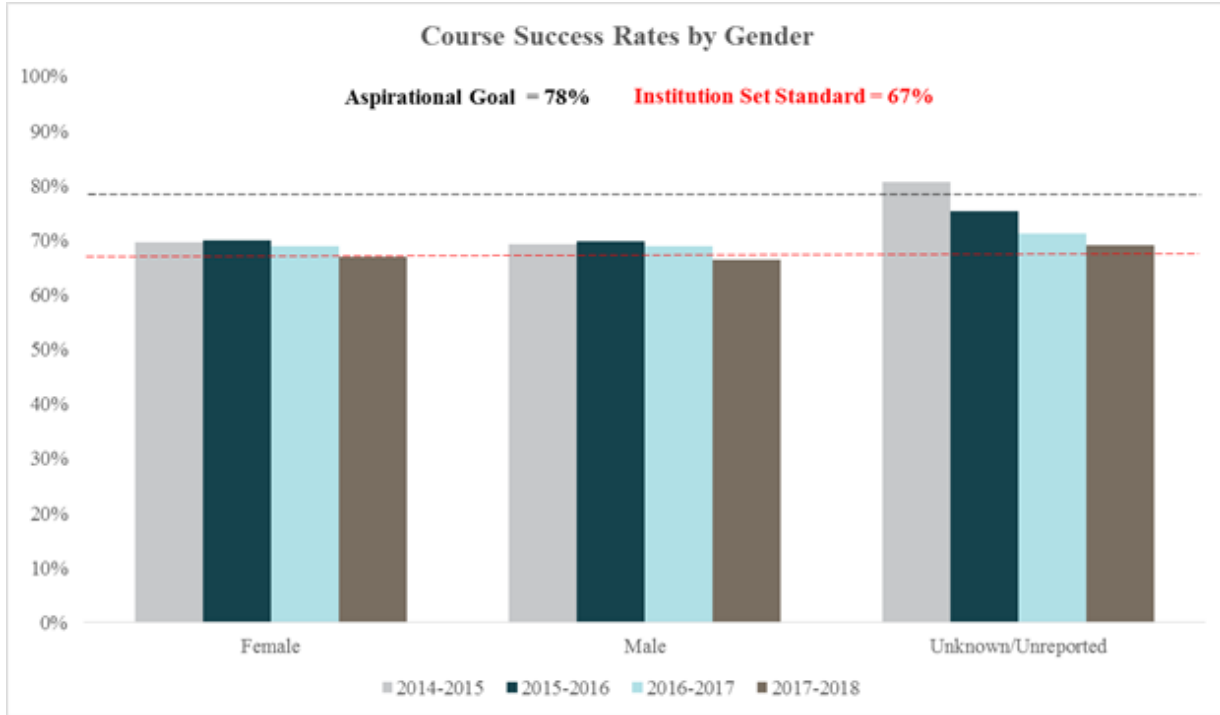


Source: CCCC Student Success Metrics



### Success Rates by Gender

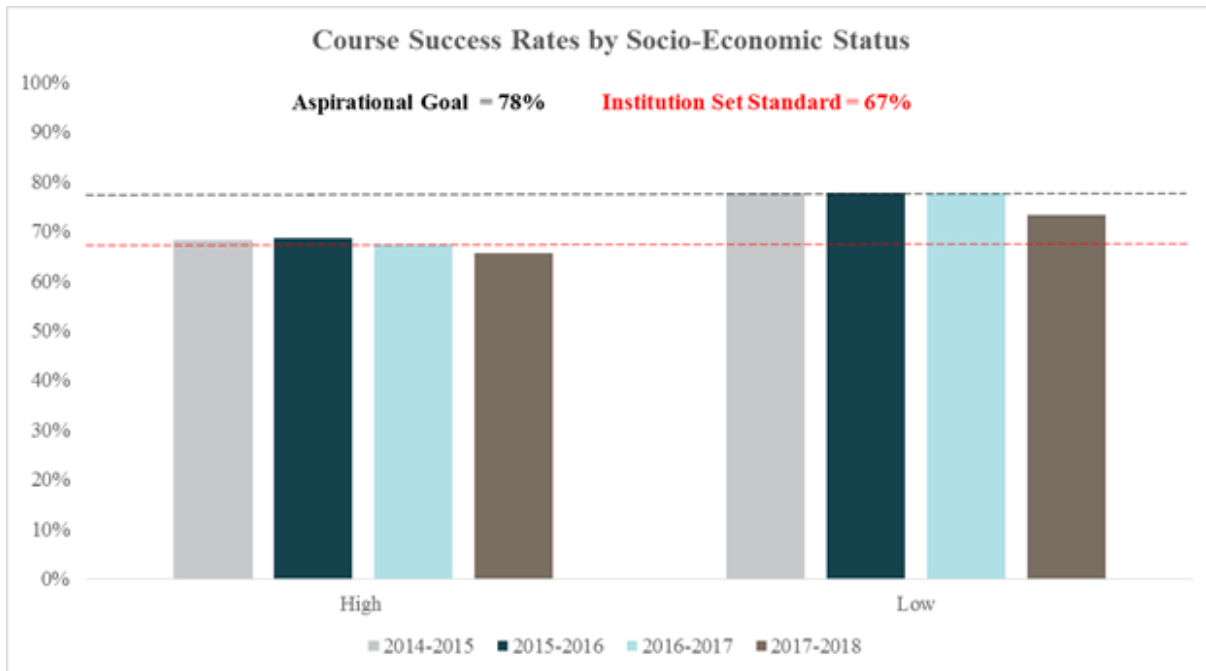
Student course success rates disaggregated by gender indicate that male and female student are performing just above the ISS for 2014-2015 to 2016-2017. For 2017-2018, female students are performing at the ISS while male students are just below. Those students whose gender is unknown or not reported have the highest course success rates for all academic years shown.



Source: CCCC Student Success Metrics

### Success Rates by Socio-Economic Status

Student course success rates disaggregated by socio-economic status (SES) indicate that students with low SES are successful at higher rates than those students with higher SES. Low socio-economic status was defined as a student receiving the California Promise Grant or the Board of Governor’s Fee Waiver. For the most recent academic year, low socio-economic students are achieving above the ISS of 67% while high socio-economic students are achieving just below the ISS.

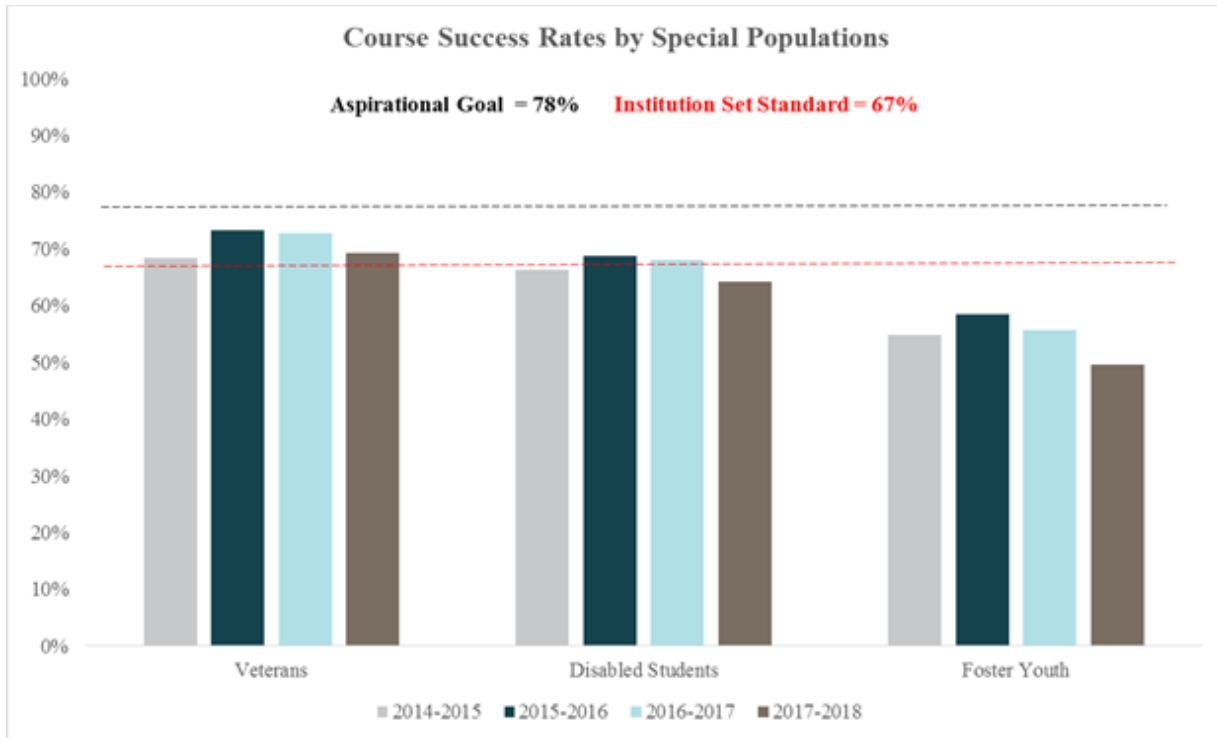


Source: CCCC Student Success Metrics

Note: Students were deemed low socio-economic status if they received the College Promise Grant/BOG waiver during the academic year.

### Success Rates by Special Populations

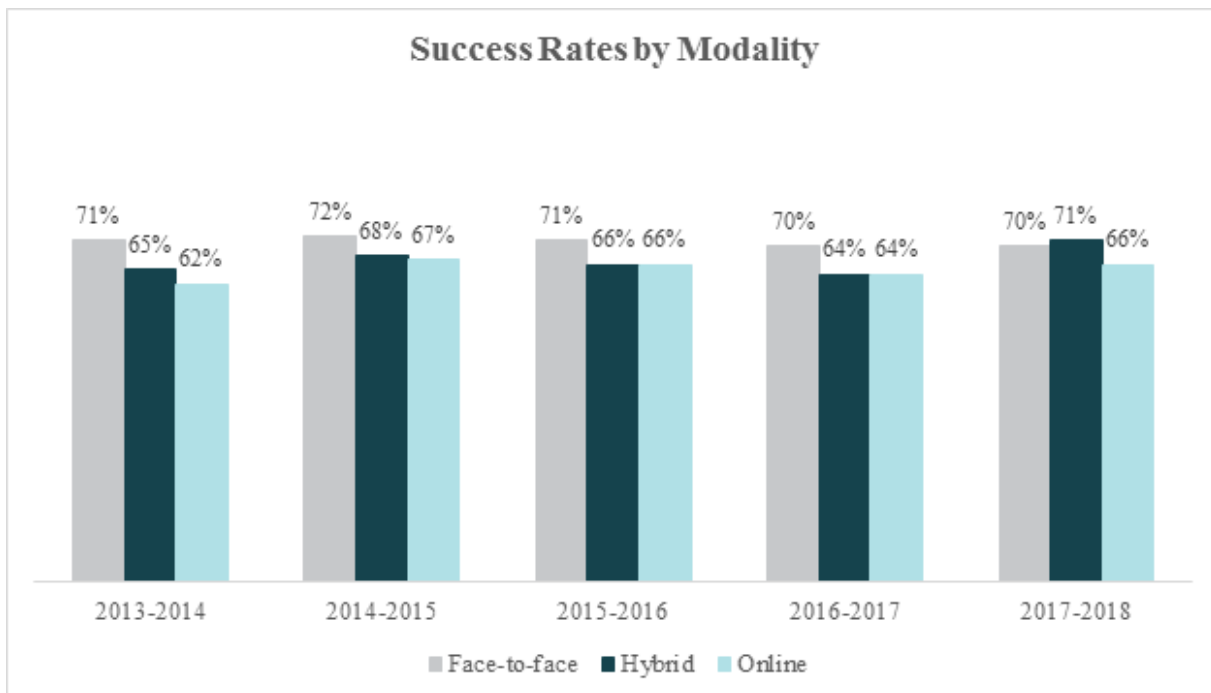
Student course success rates disaggregated by special populations (i.e., veterans, disabled students and foster youth) indicate that the veterans group has been performing above the ISS over the four years reported, while the disabled student population is at or just slightly below the ISS. The foster youth population has not yet met the ISS, which may be an indication of additional needed supports for this group.



Source: CCCC Student Success Metrics

### Success Rates by Modality

The success rates for students enrolled in the face-to-face classes are generally higher than hybrid or purely online classes (approximately 71% compared to 67% and 65% respectively). This is a common trend and continues to be an area of interest for improving student learning outcomes as more and more courses are provided in the hybrid or online modality.

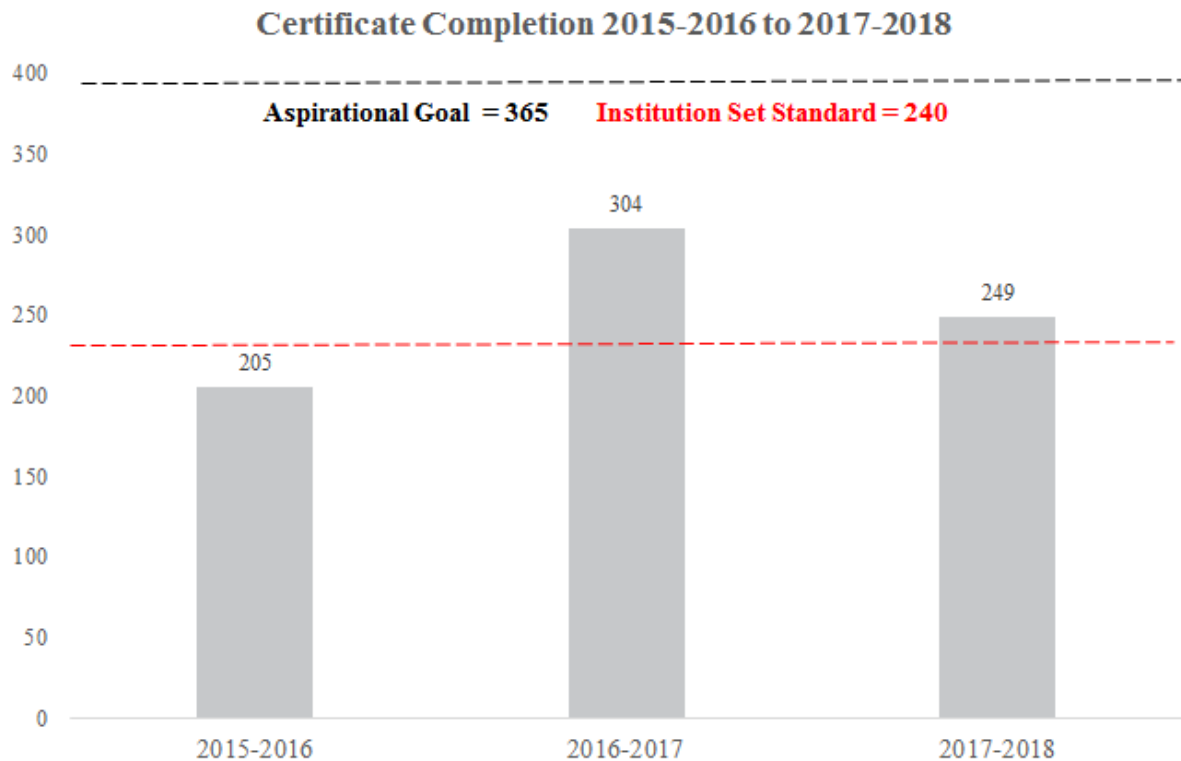


## Certificate Completion

Certificate completion rates were calculated as the number of students who earned a California Community Colleges Chancellor’s Office approved credit certificate and had an enrollment in the previous year. This definition is based on the CCCCO Student Success Metrics definition.

### Certificate Completion by Year

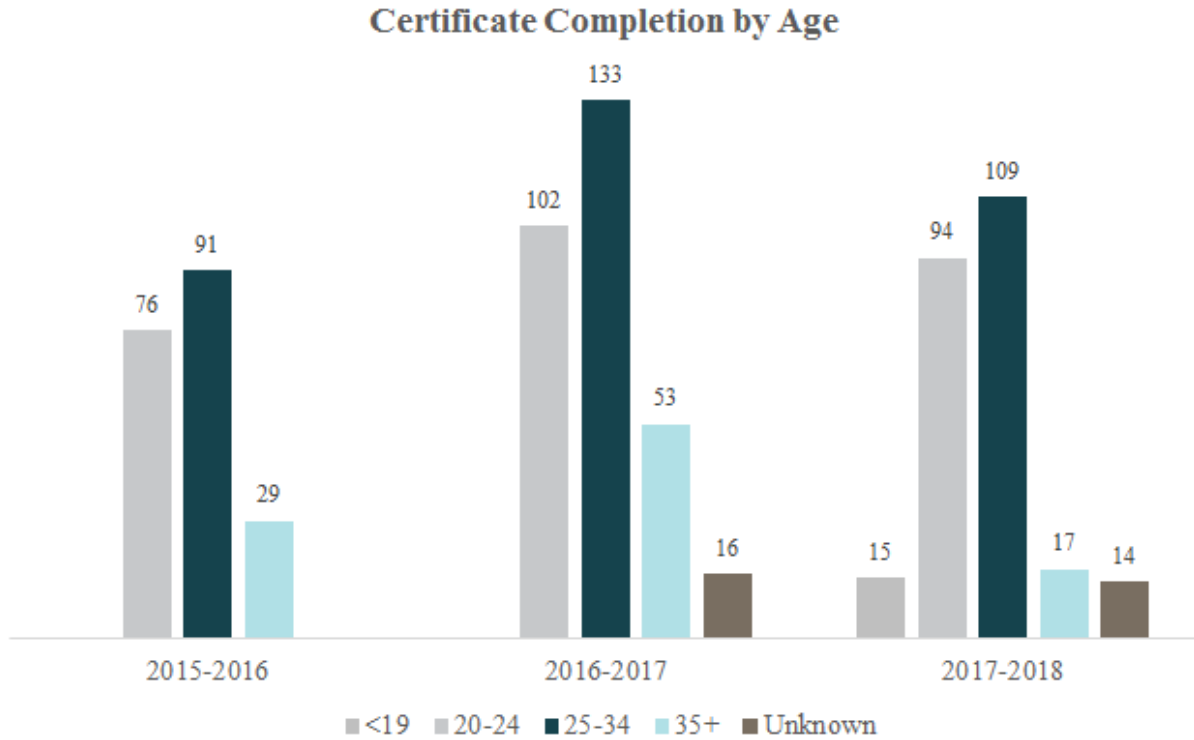
The institution-set standard (ISS) is 240 certificates per year with an aspirational goal of 365 certificates per year. The number of certificates awarded peaked in 2016-2017 with 304 and was 249 in 2017-2018.



Source: CCCCO Student Success Metrics

### Certificate Completion by Age

Students between 25 and 34 years of age have consistently earned the most certificates at Moreno Valley College between 2015 and 2018 followed by students between 20 and 24 years of age. All other age groups make up a small proportion of certificates earned at the College.

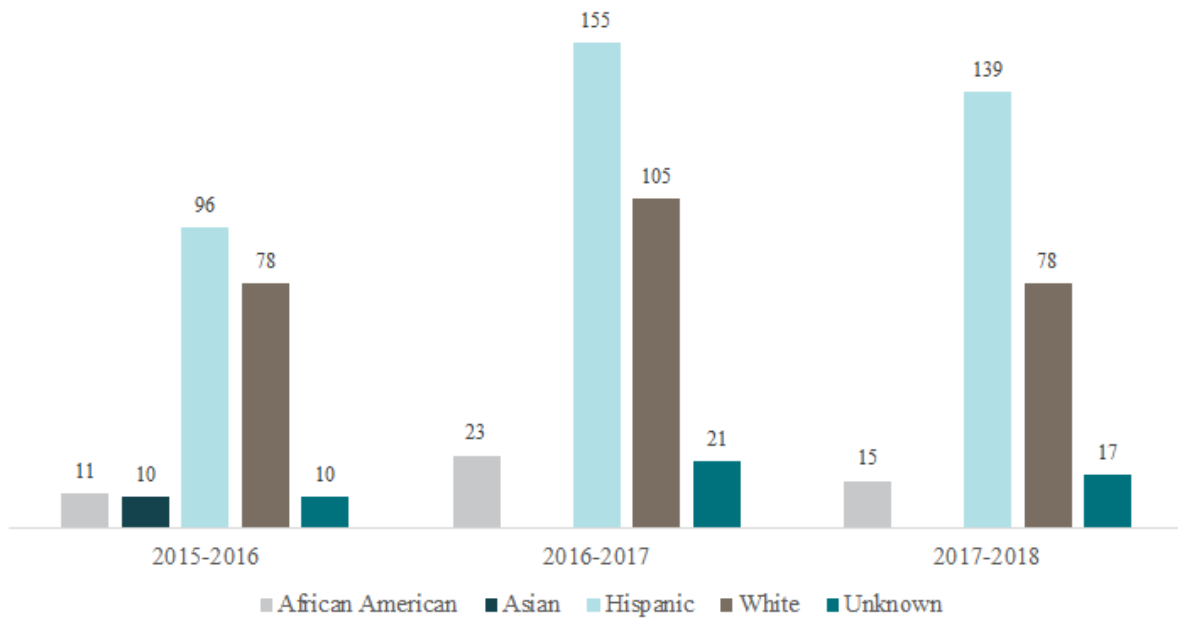


Source: CCCC Student Success Metrics

### Certificate Completion by Ethnicity

In line with college demographics, Hispanic students earn the largest portion of certificates annually, receiving 55% of certificates in 2017-2018. White students earn the second largest portion of certificates each year with all other student groups earning a small proportion of all certificates earned. Notably, African American students earned 15 of 249 (6%) of all certificates in 2017-2018 which is below their participation rate at MVC.

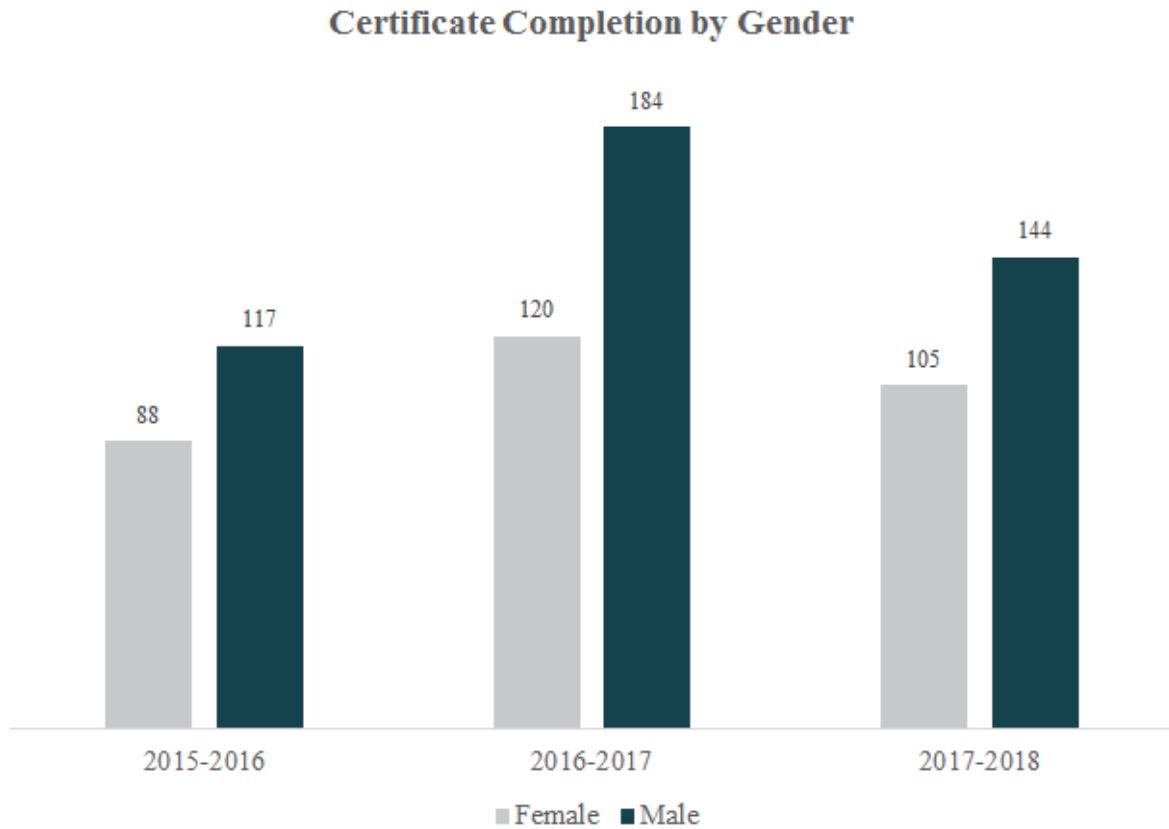
Certificate Completion by Ethnicity



Source: CCCC Student Success Metrics

### Certificate Completion by Gender

Certificate completion rates disaggregated by gender indicate that male students have earned the largest proportion of certificates between 2015-2016 and 2017-2018. The California Community Colleges Student Success Metrics include a masking process when a disaggregated cohort group has fewer than ten; the data are then suppressed and the next largest group is masked in order to prevent identification of the small group through simple addition. In the case of this data, female students make up the largest group in the unknown category.



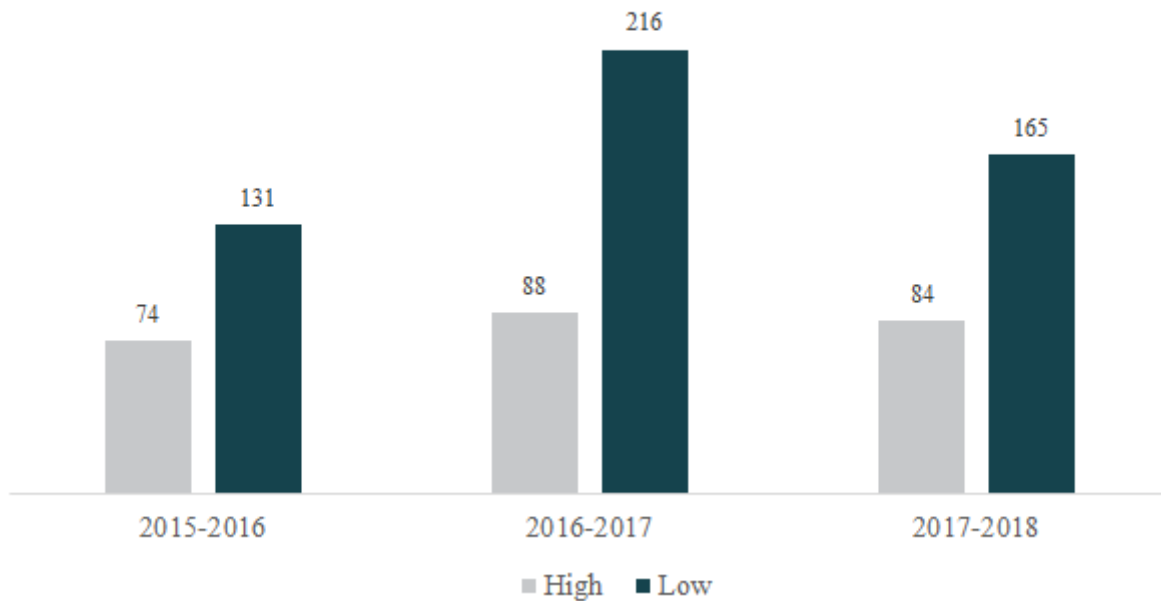
Source: CCCC Student Success Metrics

Note: Due to a masking process included in the methodology for the CCCC Student Success Metrics, response categories with fewer than 10 counts are suppressed and then grouped with the next smallest category. In this instance, those students who selected 'unknown' have been grouped in the Female student category.

### Certificate Completion by Socio-Economic Status

Student certificate completion rates disaggregated by SES indicate that a significantly larger number of students with low SES successfully complete a certificate. This result is expected given that the majority of students at the College are in the low-SES group. Moreover, the number of students who complete a certificate has increased between 2015-2016 and 2017-2018. Low socio-economic status was defined as a student receiving the California Promise Grant or the Board of Governor’s Fee Waiver.

### Certificate Completion by Socio-Economic Status



Source: CCCC Student Success Metrics

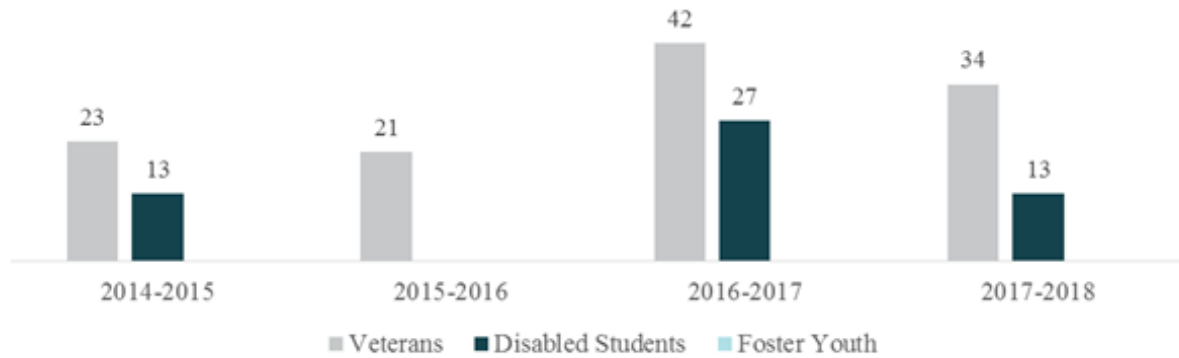
Note: Students were deemed low socio-economic status if they received the College Promise Grant/BOG waiver during the academic year.

### Certificate Completion by Special Populations

The number of certificates awarded to veterans showed an uptick in 2016-17 and then fell the following year. The number of disabled students who received certificates between 2014-15 and 2017-18 has not been consistent enough to determine a trend. However, this population and the foster youth population are two groups of students on which the College can focus some additional resources.



## Certificate Completion by Special Populations



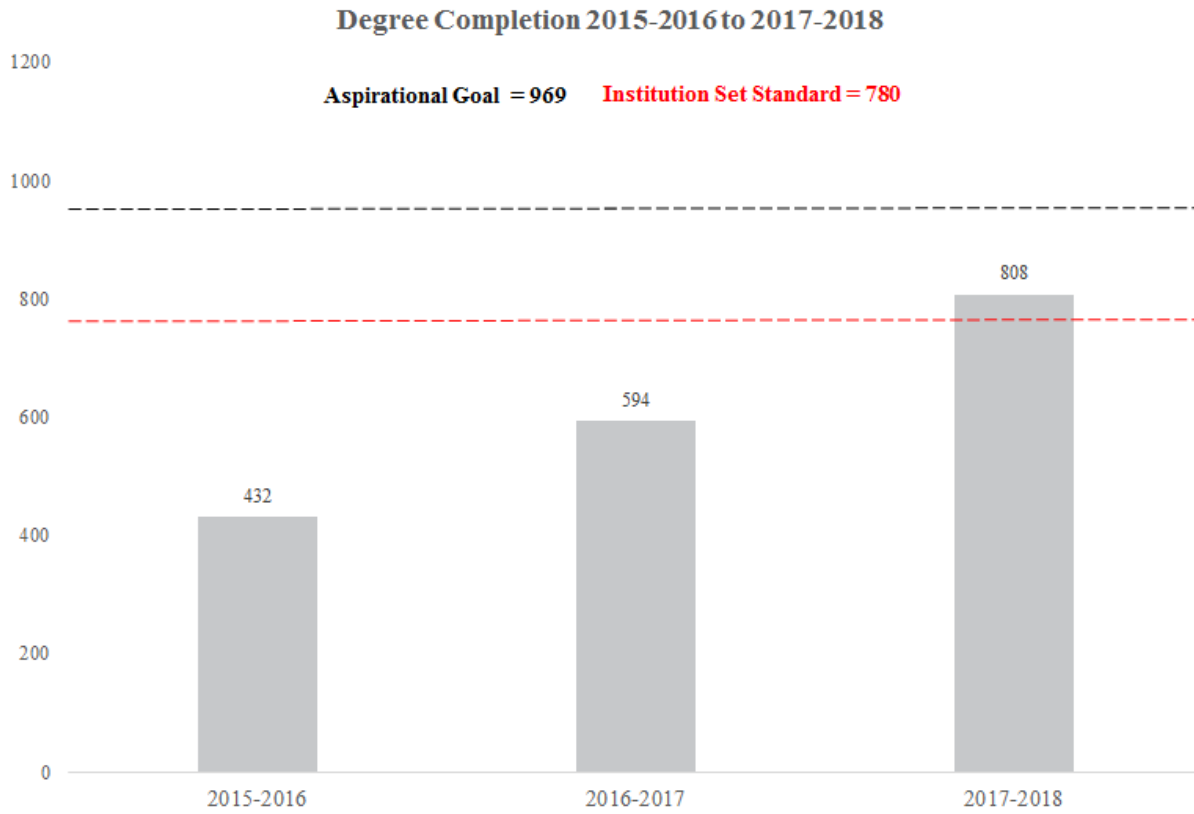
Source: CCCC Student Success Metrics

### Degree Completion

Degree completion rates were calculated as the number of students who earned an Associate of Arts or Associate of Science degree, including an Associate Degree for Transfer (ADT), and had an enrollment in the selected or previous academic year. Students earning more than one degree are de-duplicated and only counted once.

### Degree Completion by Year

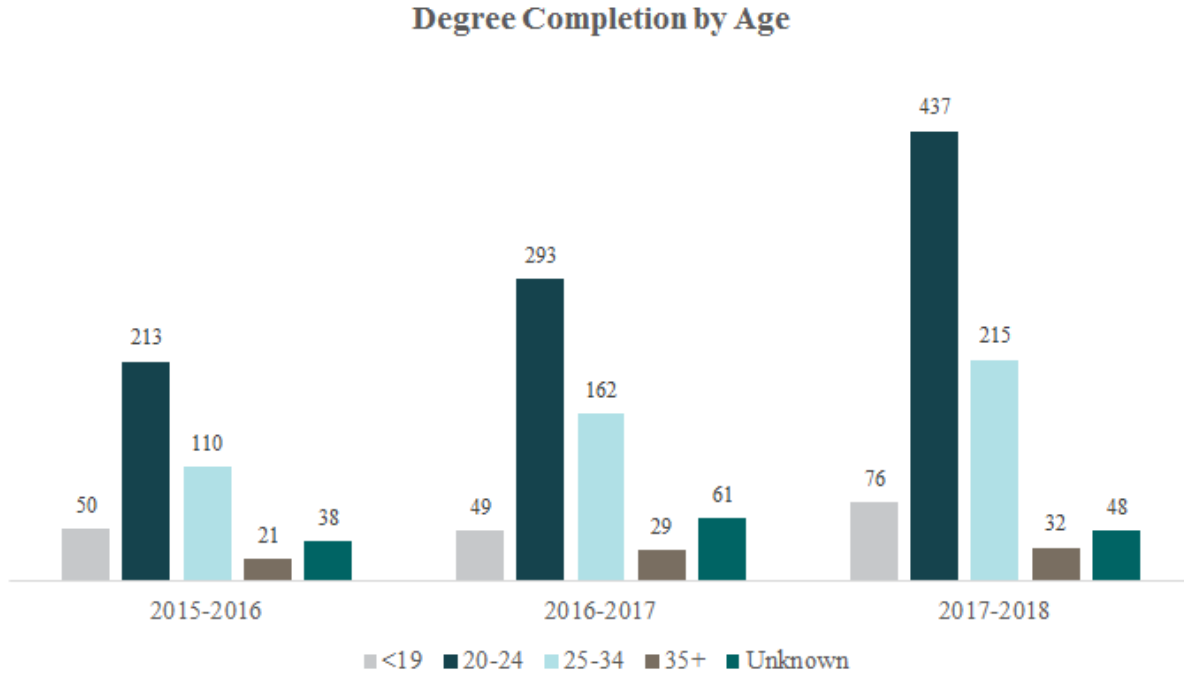
The College reset both the institution-set standard (ISS) and the aspirational goal for this metric in 2018-2019 to 780 and 969 respectively. The number of students earning degrees has nearly doubled between 2015 and 2018, from 432 degrees in 2015-2016 to 808 degrees in 2017-2018.



Source: CCCC Student Success Metrics

### Degree Completion by Age

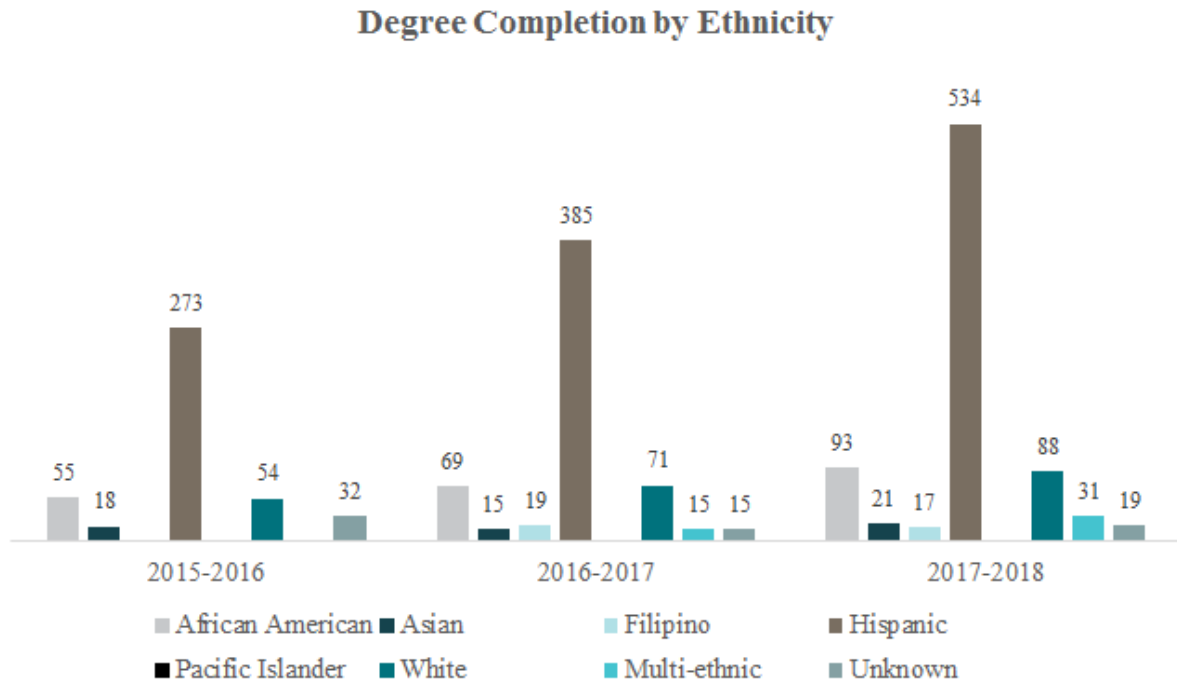
Overall, the trend from 2015-2016 to 2017-2018 is that all age groups increased with respect to degree completion. The single largest increase was for students aged 20-24 years old who earned 437 degrees in 2017-2018, an increase of 224 degrees from 2015-2016.



Source: CCCC Student Success Metrics

### Degree Completion by Ethnicity

Overall, the trend in degree completion by ethnicity generally increased for all groups from 2015-2016 to 2017-2018. The single largest increase was for Hispanic students who earned 534 degrees in 2017-2018, an increase of 261 degrees.

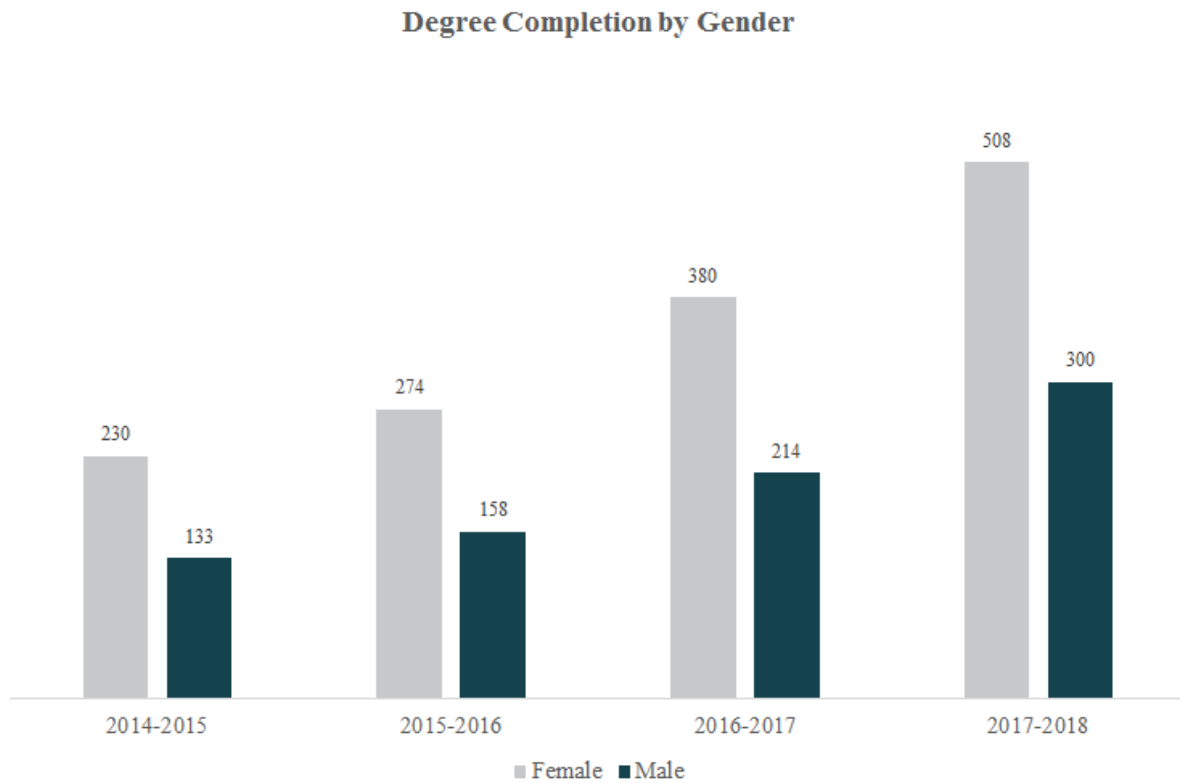


Source: CCCC Student Success Metrics

### Degree Completion by Gender

Disaggregated by gender, the overall trend is an increase in degree completion for both female and male students from 2014-2015 to 2017-2018. Female students experienced the largest increase in degrees completed with 508 degrees in 2017-2018, an increase of 278 degrees since 2014-2015.

Notably, the California Community Colleges Student Success Metrics include a masking process when a disaggregated cohort group has fewer than ten; the data are then suppressed and the next largest group is masked in order to prevent identification of the small group through simple addition. In the case of this data, male students make up the largest group in the unknown category earning associate degrees.



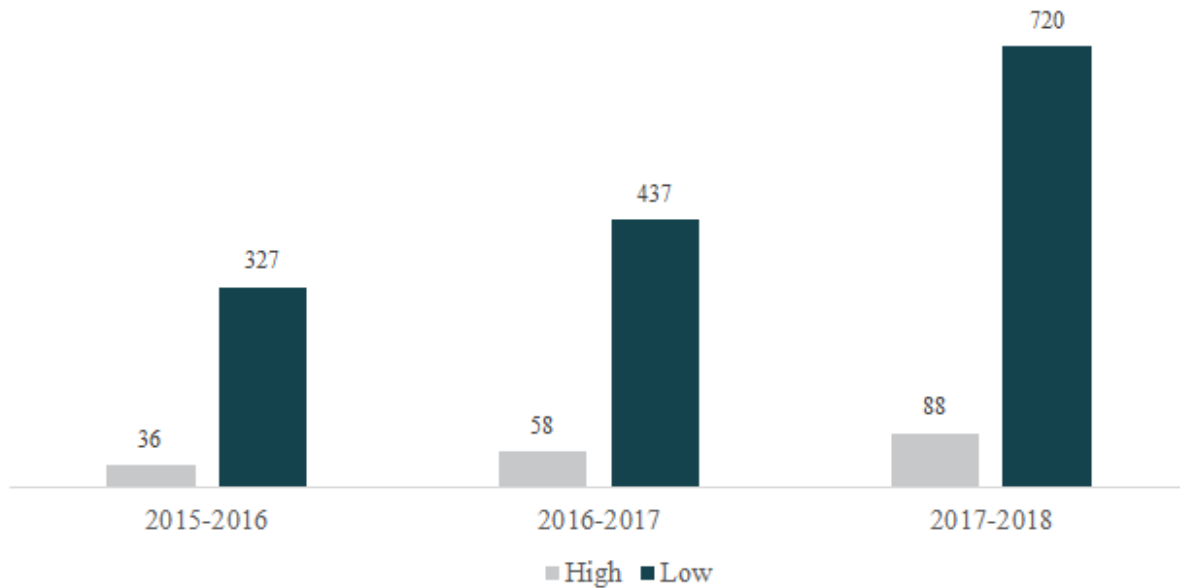
Source: CCCCCO Student Success Metrics

Note: Due to a masking process included in the methodology for the CCCCCO Student Success Metrics, response categories with fewer than 10 counts are suppressed and then grouped with the next smallest category. In this instance, those students who selected 'unknown' have been grouped in the Male student category.

### Degree Completion by Socio-Economic Status

A significantly larger number of students with low socio-economic status (SES) successfully complete a degree, which is expected given that the majority of students at the College are in the low-SES group. The number of students with low SES who complete a degree has more than doubled between 2014-2015 and 2017-2018. Students with low SES earned the largest increase in degrees with 720 in 2017-2018, an increase of 393 degrees. Low socio-economic status was defined as a student receiving the California Promise Grant or the Board of Governor’s Fee Waiver.

### Degree Completion by Socio-Economic Status



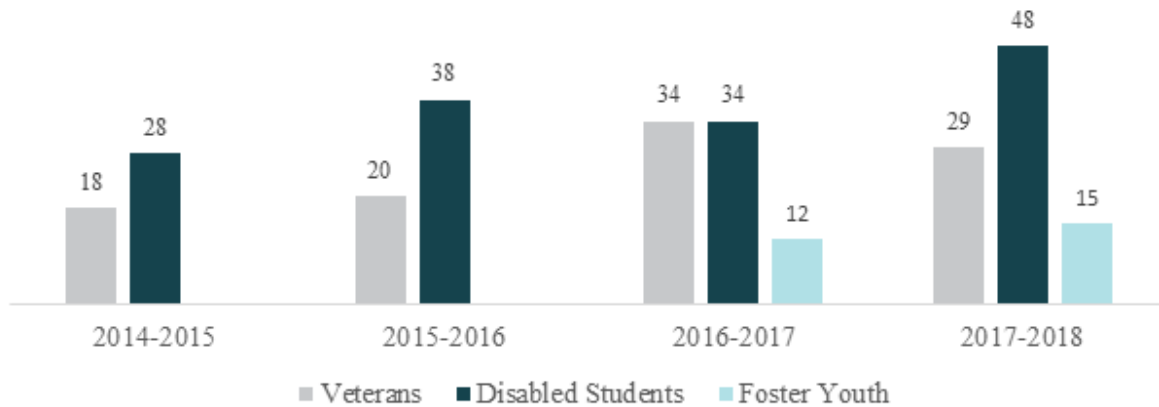
Source: CCCC Student Success Metrics

Note: Students were deemed low socio-economic status if they received the College Promise Grant/BOG waiver during the academic year.

### Degree Completion by Special Populations

The number of degrees awarded to veteran students and disabled students increased between 2014-2015 and 2017-2018. Similarly, there was an increase in awards conferred to foster youth students between 2016-2017 and 2017-2018.

## Degree Completion by Special Populations



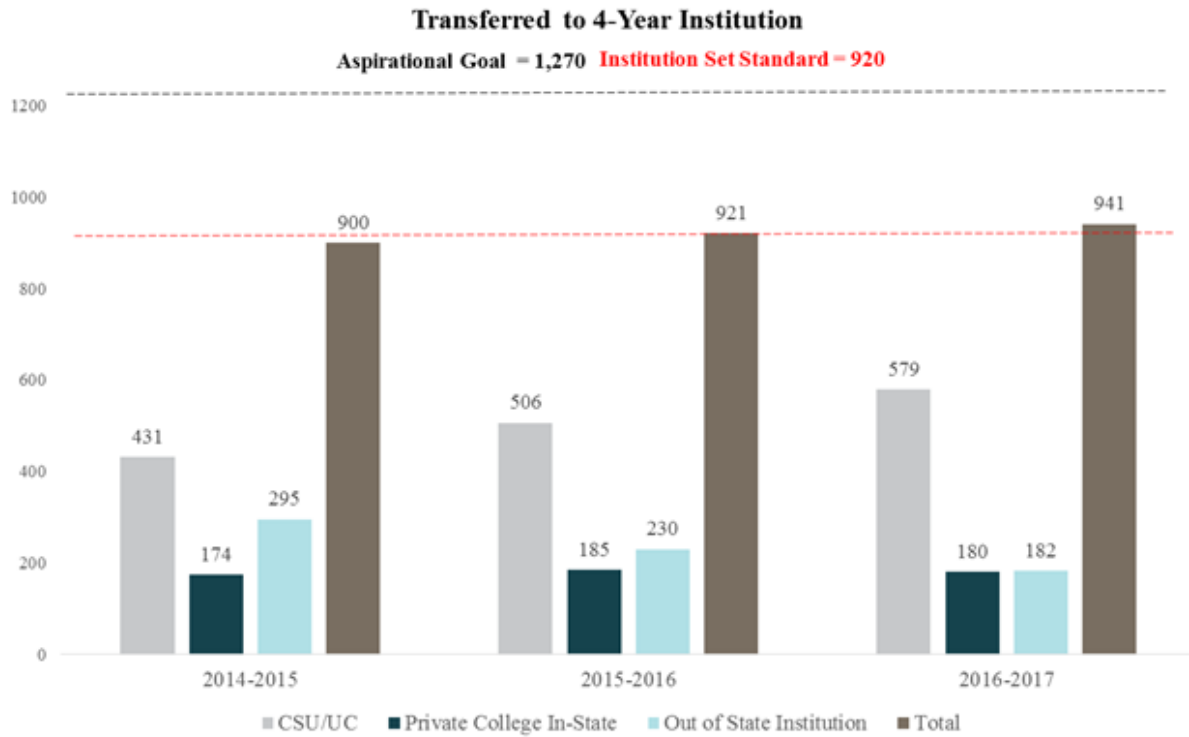
Source: CCCC Student Success Metrics

### Transfer to Four-Year University

Transfer rates are calculated as the number of students who completed at least 12 units and transferred to a UC, CSU, private in-state college, or out-of-state college.

## Transfer by Year

Overall, student transfers to four-year institutions increased by 21 students between 2015-2016 and 2016-2017. Students transferring to a University of California or California State University increased by 73 while students transferring to private in-state or out-of-state colleges decreased by a total of 52 between 2015 and 2017. The College is seeing a steady increase in transfer rates from 2014-2015 through 2016-2017.

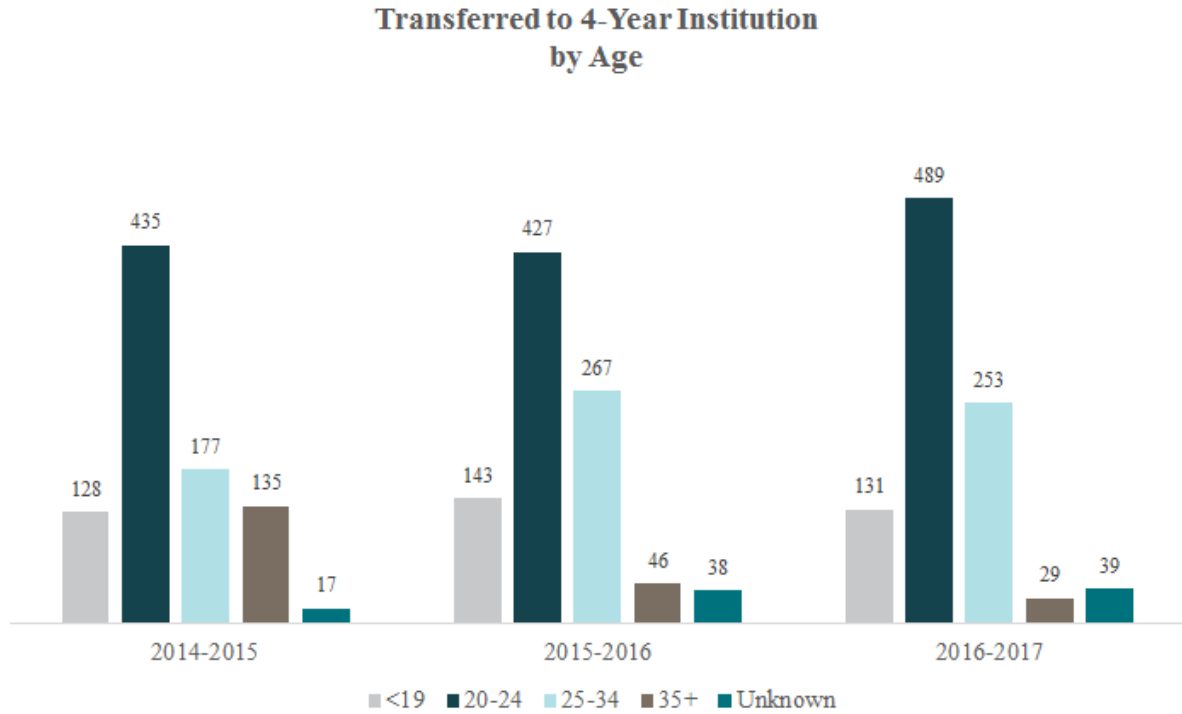


Source: CCCC Student Success Metrics



### Transfer by Age

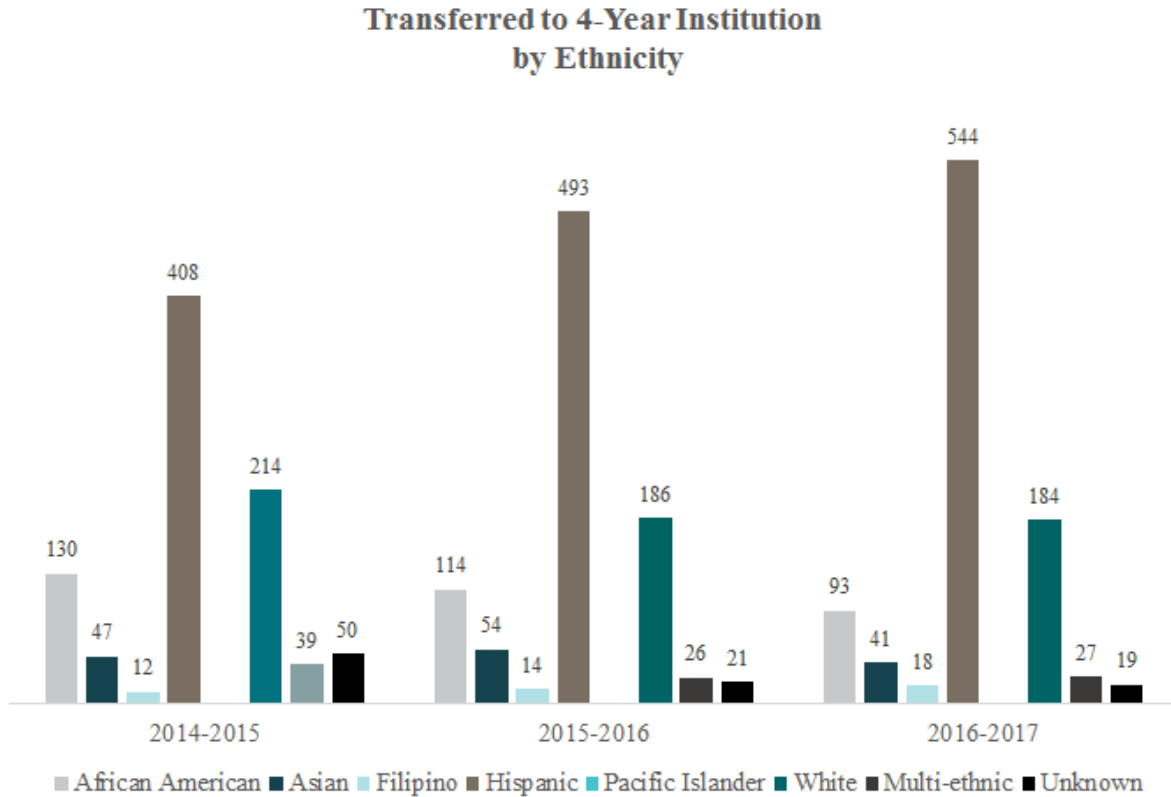
When disaggregated by age, transfer rates ranked from largest to smallest are 20-24 year olds with 489 students, 25-34 year olds with 253 students, < 19 year olds with 143 students, unknown age with 39 students, and 35+ year olds with 29 students. Longitudinally, students 20-24 years old displayed the largest increase (+62) while students < 19, 25-34, and 35+ years old decreased between 2015-2016 and 2016-2017.



Source: CCCC Student Success Metrics

### Transfer by Ethnicity

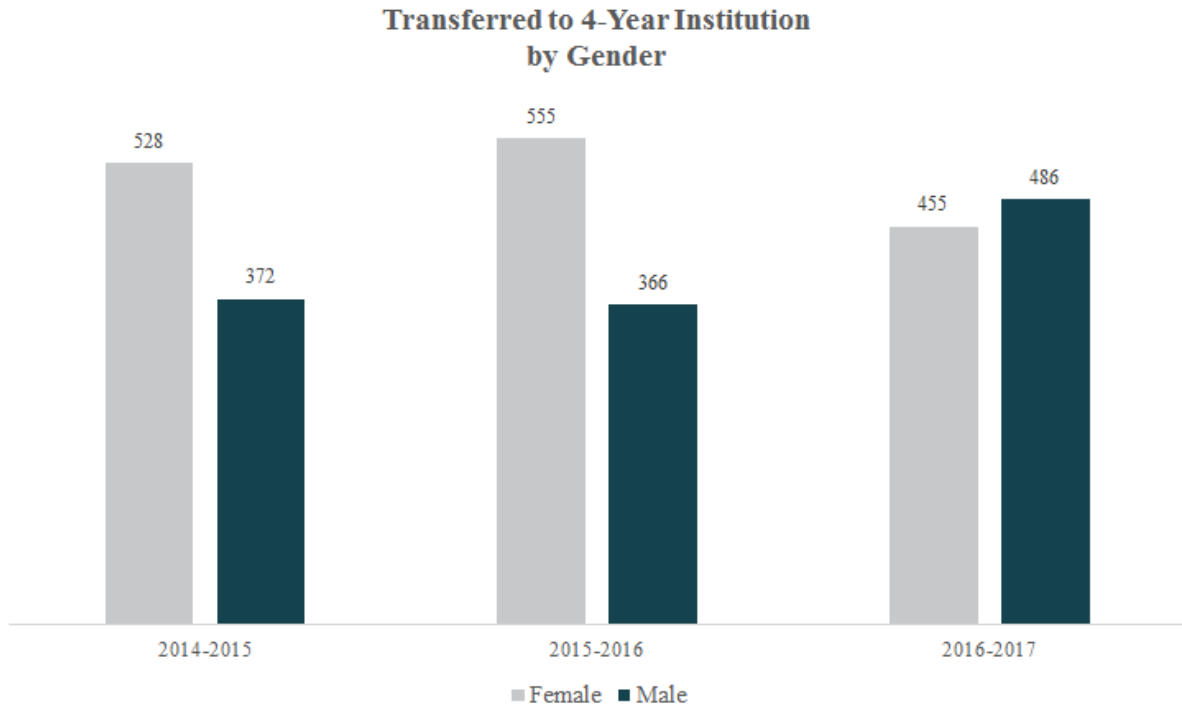
Disaggregated by ethnicity, transfer rates for student groups ranked from largest to smallest are 544 Hispanic students, 184 White students, 93 African American students, 41 Asian students, 27 multi-ethnic students, 19 unknown ethnicity students, and 18 Filipino students.



Source: CCCC Student Success Metrics

### Transfer by Gender

Disaggregated by gender, 455 female students transferred compared to 486 male students. The male student transfers increased by 144 between 2014-2015 and 2016-2017, while female student transfers decreased by 73 in the same time period.

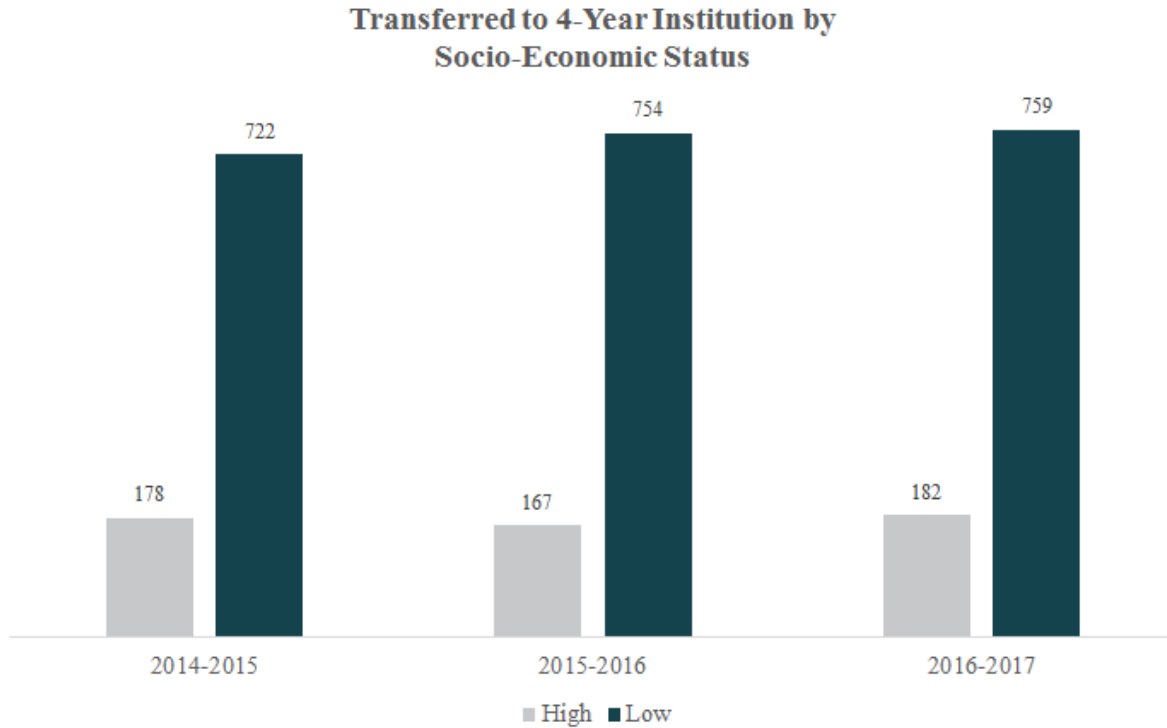


Source: CCCC Student Success Metrics

Note: Due to a masking process included in the methodology for the CCCC Student Success Metrics, response categories with fewer than 10 counts are suppressed and then grouped with the next smallest category. In this instance, those students who selected 'unknown' have been grouped in the Male student category.

### Transfer by Socio-Economic Status

Student transfer rates to four-year colleges and universities disaggregated by SES indicate that a significantly larger number of students with low SES successfully transfer. This result is expected given that the majority of students at the College are in the low-SES group. In addition, the number of students who transfer from both the low-SES and high-SES groups has increased between 2014-2015 and 2016-2017. Low socio-economic status was defined as a student receiving the California Promise Grant or the Board of Governor's Fee Waiver.

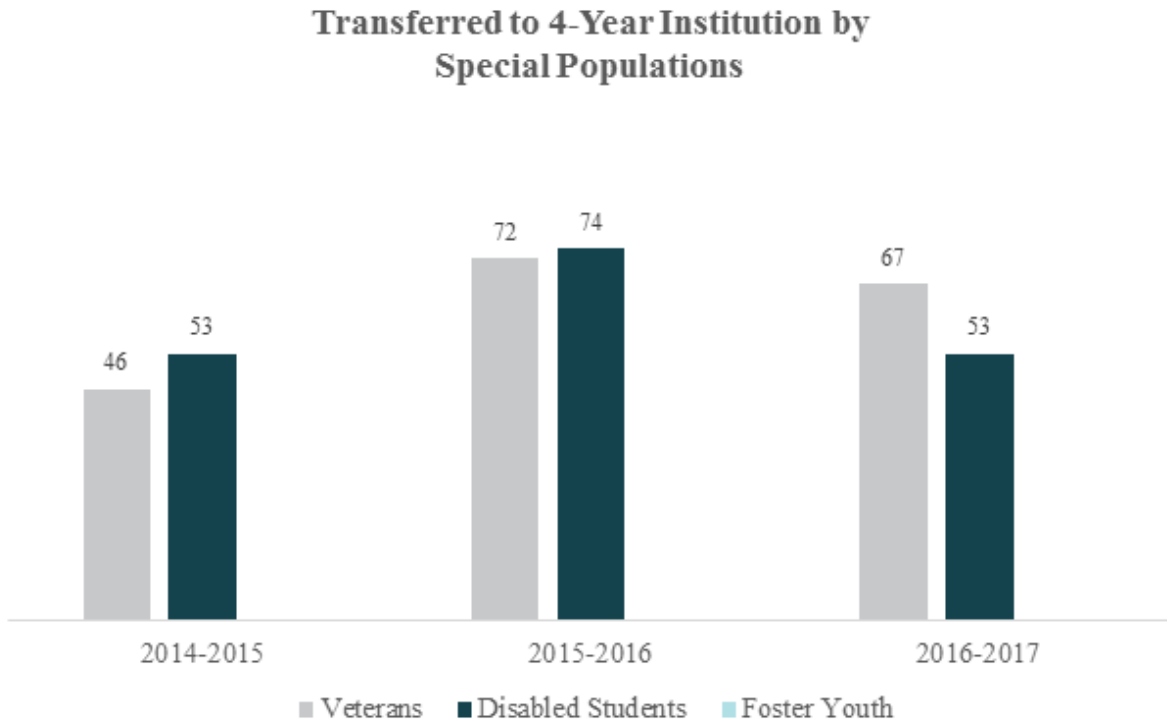


Source: CCCC Student Success Metrics

Note: Students were deemed low socio-economic status if they received the College Promise Grant/BOG waiver during the academic year.

### Transfer by Special Populations

The number of veteran students and disabled students who transferred to a four-year university peaked in 2015-2016 and fell in 2016-2017. Foster youth students did not show any transfers during this three-year period.

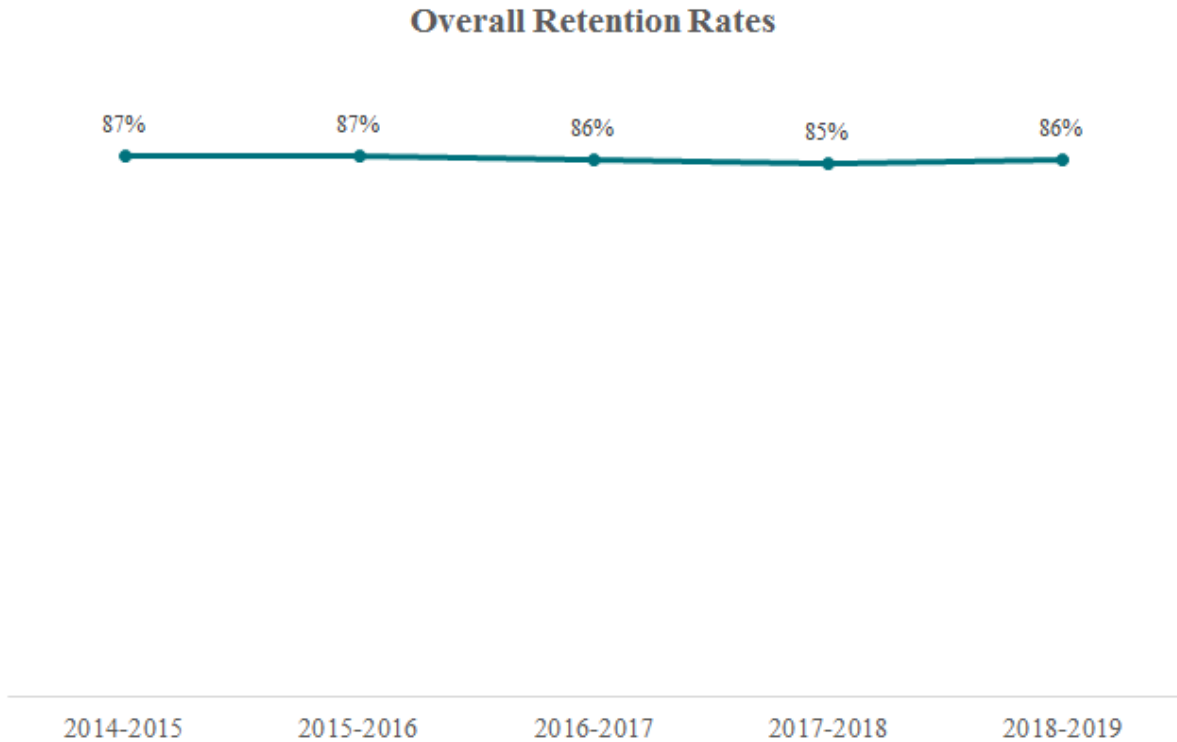


Source: CCCC Student Success Metrics

## Additional Student Success Data

### Retention Rate

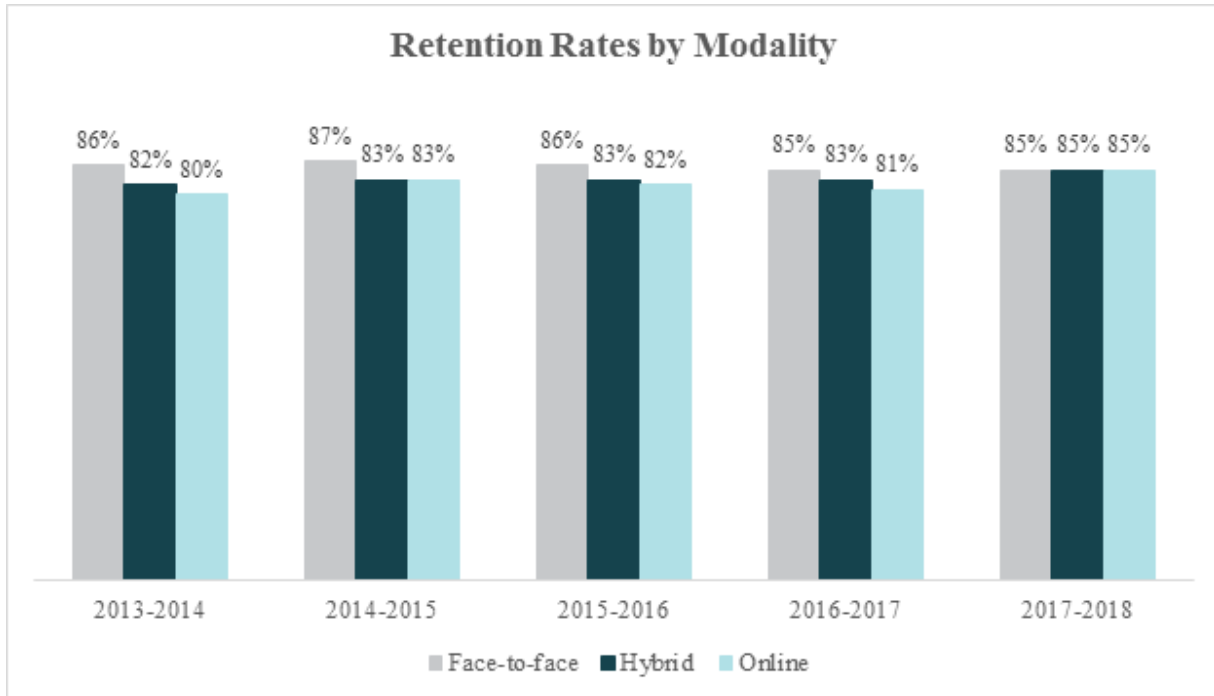
Student retention rate is defined as a student completing a course section with a grade of A, B, C, D, F, P, IA, IB, IC, or IPP. The overall retention rate for the College has remained relatively unchanged at approximately 86% from 2014-2015 to 2018-2019.



Source: MIS referential files

### Retention Rates by Modality

The retention rates for students enrolled in face-to-face classes are generally higher than hybrid or purely online classes (approximately 86% compared to 83% and 82% respectively). However, there have been moderate increases in both hybrid and online course retention rates between 2013-14 and 2017-18, with the last year reported showing identical retention rates for all three modalities.

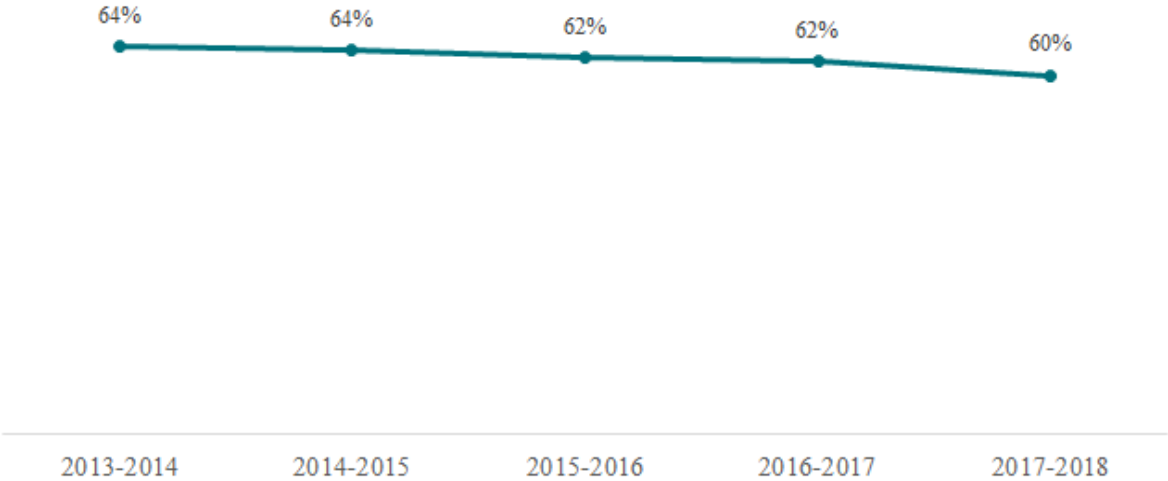


Source: RCCD Fall 2018 Moreno Valley College Distance Education Report

### Fall to Spring Persistence Rate

Fall to spring persistence rates represent students who enrolled during a fall semester and subsequently enrolled in the following spring semester. The persistence rate for MVC peaked in 2013-2014 at 64% and dropped to 60% in 2017-2018 but started to rise again in 2018-2019. Beginning in fall 2018, Moreno Valley College initiated a call center to contact students enrolled in fall who had not yet enrolled during the winter/spring enrollment window. In addition, the College instituted an earlier enrollment window that allowed students to enroll for two terms: winter/spring and summer/fall. Lastly, the College also sends letters to students who have applied but not enrolled. Based on these interventions the fall to spring retention rate improved, the average units per students increased, and the percentage of full-time (12+ units) enrollment increased.

### Fall to Spring Persistence Rates



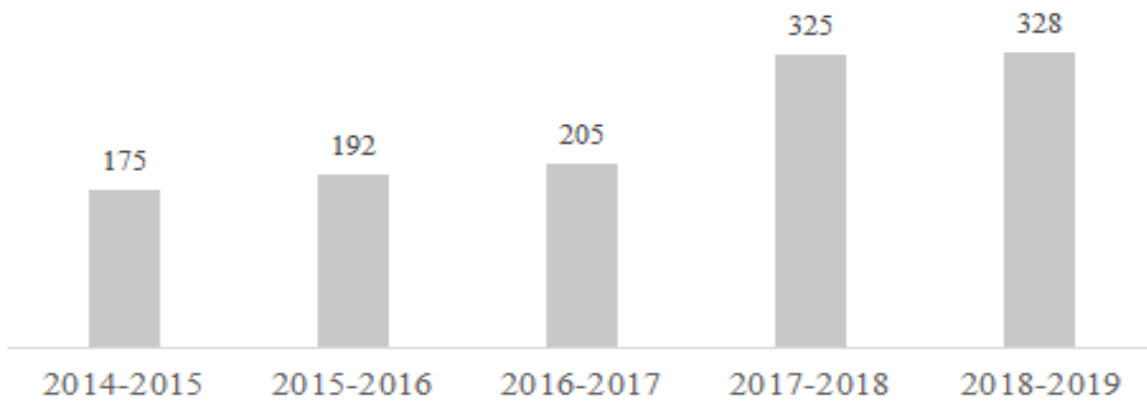
Source: MIS referential files



### **Number of First-Time Students Completing 12+ units in First Semester**

The number of first-time students completing 12+ units during their first semester has increased each year up to 328 students in 2018-2019.

### **Attempted 12+ Units First Term**

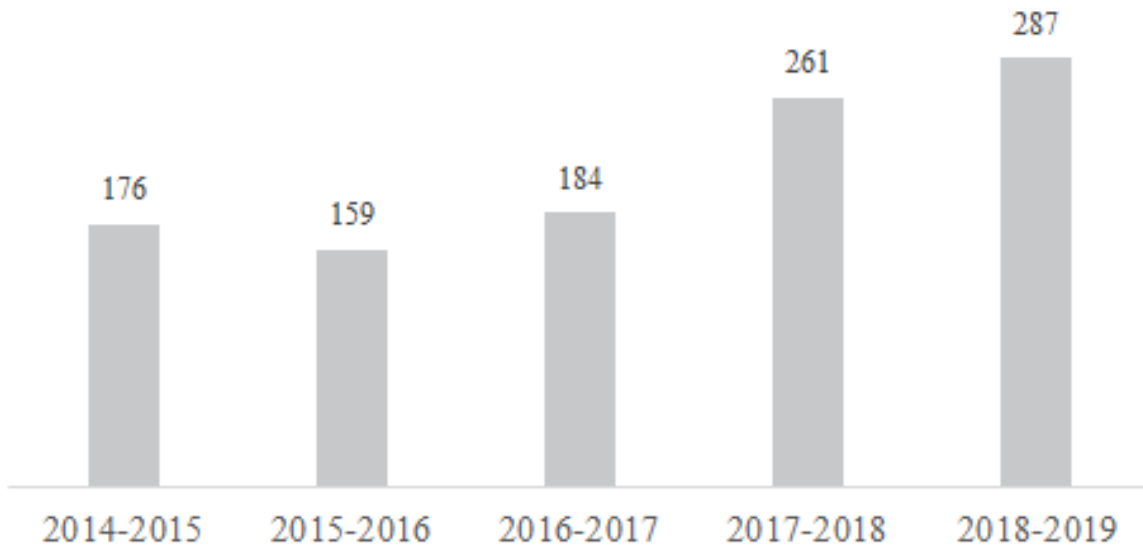


Source: RCCD Strategic Plan

### Number of Students Completing 24+ Units in First Year

The number of first-time students completing 24+ units in the first year has increased by 26 students (+9.9%) from 2017-2018 to 2018-2019.

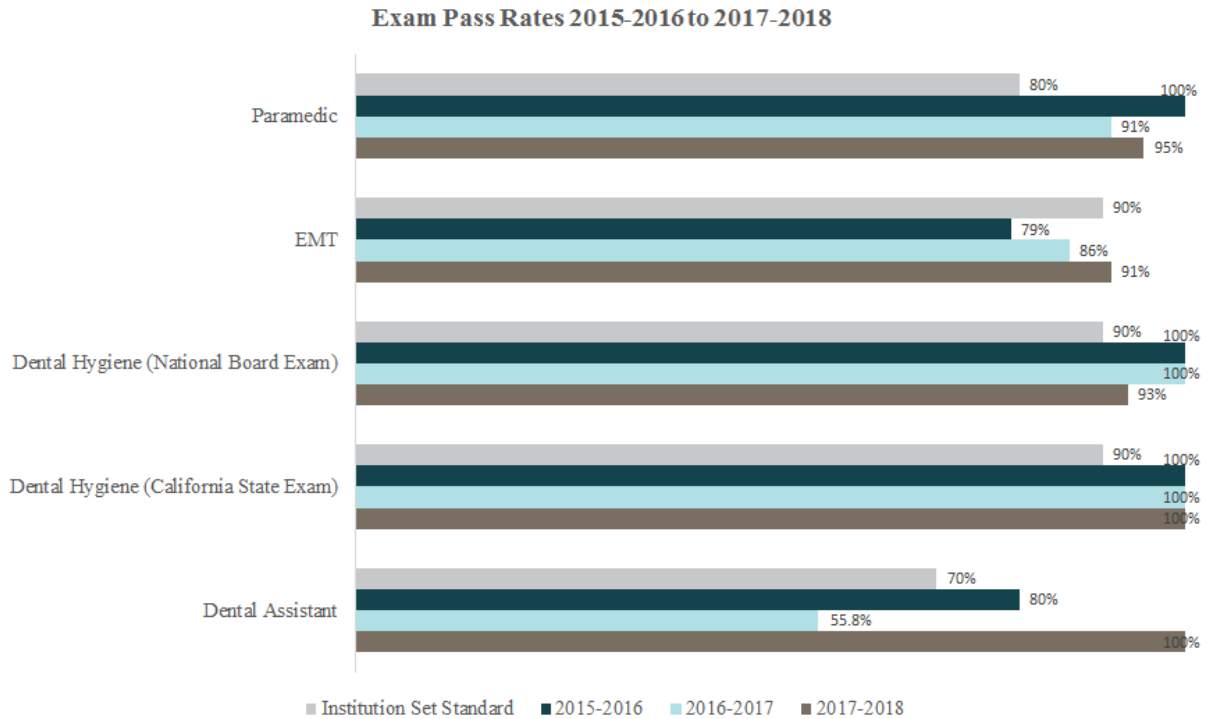
### Attempted 24+ Units First Year



Source: RCCD Strategic Plan

### Exam Pass Rates

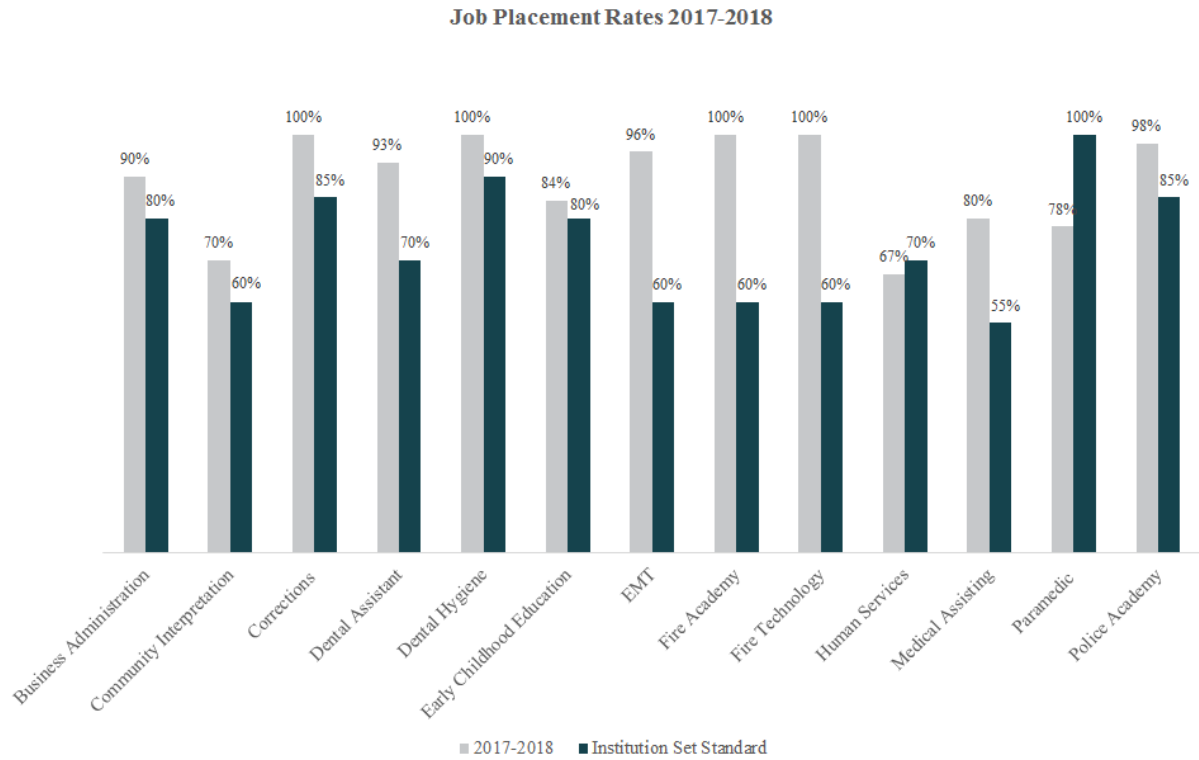
Exam pass rates were calculated for college programs requiring a licensure exam in order to attain certification and employment. Each program has set an ISS for exam pass rates and monitors student performance on an annual basis. Exam pass rates for the paramedic, dental hygiene (state), and dental hygiene (national) programs have consistently been above the set standard. The EMT program has exceeded its set standard as of 2017-2018, and the dental assistant program failed to exceed its set standard in only one year (2015-2016).



Source: College program data

## Job Placement Rates

Job placement rates were calculated on the number of students completing certificate programs and CTE degrees. The data for job placement have historically been collected at the program level through survey instruments. As of the 2019 ACCJC Annual Report, job placement data are now based on Perkins Indicator Reports from the California Community Colleges Chancellor's Office. Based on this data, all programs meet their ISS except for Human Services (67% job placement vs. 70% set standard).



Source: CCCCOC Perkins Employment Rates

## C. Organization of the Self-Evaluation Process

The evidence gathering, narrative writing, fact checking, and editing was a collaborative effort driven by the Strategic Planning Council and the four Standard Subcommittees: Institutional Mission and Effectiveness Subcommittee, Student Learning Programs and Services Subcommittee, Resources Subcommittee, and Leadership and Governance Subcommittee. Over 100 individuals contributed content and analyzed the report at Accreditation Retreats, FLEX events, President’s Management Council, one-on-one sessions with staff, ASMVC presentations with students, and open campus forums, as well as through online feedback. Invitations to participate were extended to faculty, staff, administrators, and students, ensuring that all constituents engaged in the process. The timeline is a graphic summary of the process of preparing the Institutional Self-Evaluation Report.

Plan	Spring 2018	Assembled Teams; District presentation to BOT (4/3); ACCJC ISER Training (5/2)
Structure	Summer 2018	Established Team site for collaboration; Refined the gap analysis process, Created an evidence system
Inform	Fall 2018	Accreditation kick off presentation at FLEX (8/23); Gap analysis training with all Standard Subcommittees; Advanced ISER Training with Gohar Momjian (11/30)
Gather	Winter 2019	Gap analysis/evidence locating workshops (Weekly); Established plans for identified gaps
Organize	Spring 2019	Update and faculty engagement at FLEX (2/8); President’s Management Council Writing Lab (4/4); Accreditation Retreat (4/18); ACCJC Conference (4/30-5/3); Completed intro data; Identified highlights and gaps; Synthesized contributions
Write and Refine	Summer 2019	Draft QFE; Faculty lead meetings with the President; Evidence repository established and links added; District faculty leads collaborative meetings on multi-colleges content (6/11-8/20); District meeting for BOT presentation (8/8)
Edit and Approve	Fall 2019	Update and faculty engagement at FLEX (8/22); Presentations to governance committees; Shared ISER with staff, students, and faculty; District presentation to BOT (9/3); DSPC feedback (10/25); Academic Senate, SPC, BOT, President’s Cabinet first and second reads and approvals; Launched communication campaign; Submitted report
Prepare	Winter 2020	Visiting team preparations
Host	Spring 2020	Engagement at FLEX (2/7/20); Site visit (3/2-3/5)

**Moreno Valley College 2020 Institutional Self-Evaluation Report  
Accreditation Teams**

Carlos Lopez, Accreditation Liaison Officer  
Sara Nafzgar, Faculty Co-Chair

<b>STANDARD I MISSION, ACADEMIC QUALITY, INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY</b>	
Co-Chair: Deanna Murrell	Assistant Professor, Counseling
Co-Chair: Jennifer Cruz	Administrative Assistant II
Carlos Lopez	Vice President, Academic Affairs
<b>IA 1-4 Mission</b>	
Carlos Lopez	Vice President, Academic Affairs
Deanna Murrell	Assistant Professor, Counseling
<b>IB 1-4 Academic Quality</b>	
Art Turnier	Dean of Instruction, Public Safety Education Training
Evelyn Gonzalez	Enrollment Services Assistant
<b>IB 5-9 Institutional Effectiveness</b>	
MaryAnn Doherty	Dean, Grants and Business Services
Evelyn Gonzalez	Enrollment Services Assistant
Cathy Hasson, Ed.D.	Data Analysis Consultant
Daniell Study	Institutional Research Specialist
Jaime Rodriguez (Until 6/19)	Institutional Research Specialist
Giovanni Sosa, Ph.D. (Until 6/19)	Dean, Institutional Effectiveness
Dyrell Foster, Ed.D.	Vice President, Student Services
Carlos Lopez	Vice President, Academic Affairs
<b>IC 1-6 Institutional Integrity</b>	
Carlos Ponce	Assistant Director, Student Financial Services
Sabina Fernandez	Instructional Program Support Coordinator
Jeff Rhyne	Professor, English
Jennifer Floerke	Associate Professor, Communication Studies
Richard Garcia	Counselor
Sonya Nyrop	Associate Professor, Reading
<b>IC 7-14 Institutional Integrity</b>	
Nikki Cook	Employment Placement Coordinator
Deanna Murrell	Student Financial Services Counselor

<b>STANDARD II STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES</b>	
Co-Chair: Jennifer Reynoso	Reading Paraprofessional
Co-Chair: Dan Clark, Ph.D. Debbi Renfrow (Fall 2019)	Professor, English Associate Professor, Librarian
Dyrell Foster, Ed.D.	Vice President, Student Services
<b>IIA 1-16 Instruction Programs</b>	
Ed Alvarez	Director, First Year Experience
Micki Grayson	Director, TRiO Programs
Melody Graveen Ed. D.	Dean of Instruction, Career Technical Education
Art Turnier	Dean of Instruction, Public Safety Education Training
Vincent Alonzo	DE Support Specialist & Educational Technologies Trainer
Sonya Nyrop	Associate Professor, Reading
Debbie Moon	Dental Hygiene
Peggie Negrete	Instructional Department Specialist
Anya Marquis	Associate Professor, Geography
Cheryl Honoré	Professor, Accounting
Sabeen Scott	Instructional Department Specialist
Nicolae Baciuna	Associate Professor, Mathematics
Chui Zhi Yao	Professor, Mathematics
AnnaMarie Amezquita	Dean of Instruction
<b>IIB 1-4 Library &amp; Learning Support Services</b>	
AnnaMarie Amezquita	Dean of Instruction
Ann Yoshinaga (Until 6/19)	Associate Dean, Academic Support
Tom Vitzelio	Associate Dean, Academic Support
Jeff Rhyne	Professor, English
Debbi Renfrow	Associate Professor, Librarian
Joel Webb	Technical Services and Digital Asset Librarian
<b>IIC 1-8 Student Support Services</b>	
Dyrell Foster, Ed.D.	Vice President, Student Services
Sandra Martinez	Director, Student Financial Services
Micki Grayson	Director, TRiO Programs
Sue Tarcon	Director, Health Services
Eugenia Vincent	Dean, Student Services
Ann Pfiefler	Professor, History
MichaelPaul Wong, Ph. D.	Dean, Student Services Counseling
Carrie Patterson	Assistant Professor, Communication Studies
Fernando Nahón Valero	Assistant Professor, Spanish
Julio Gonzalez	Director, Middle College High School
Jamie Clifton	Director, Enrollment Services

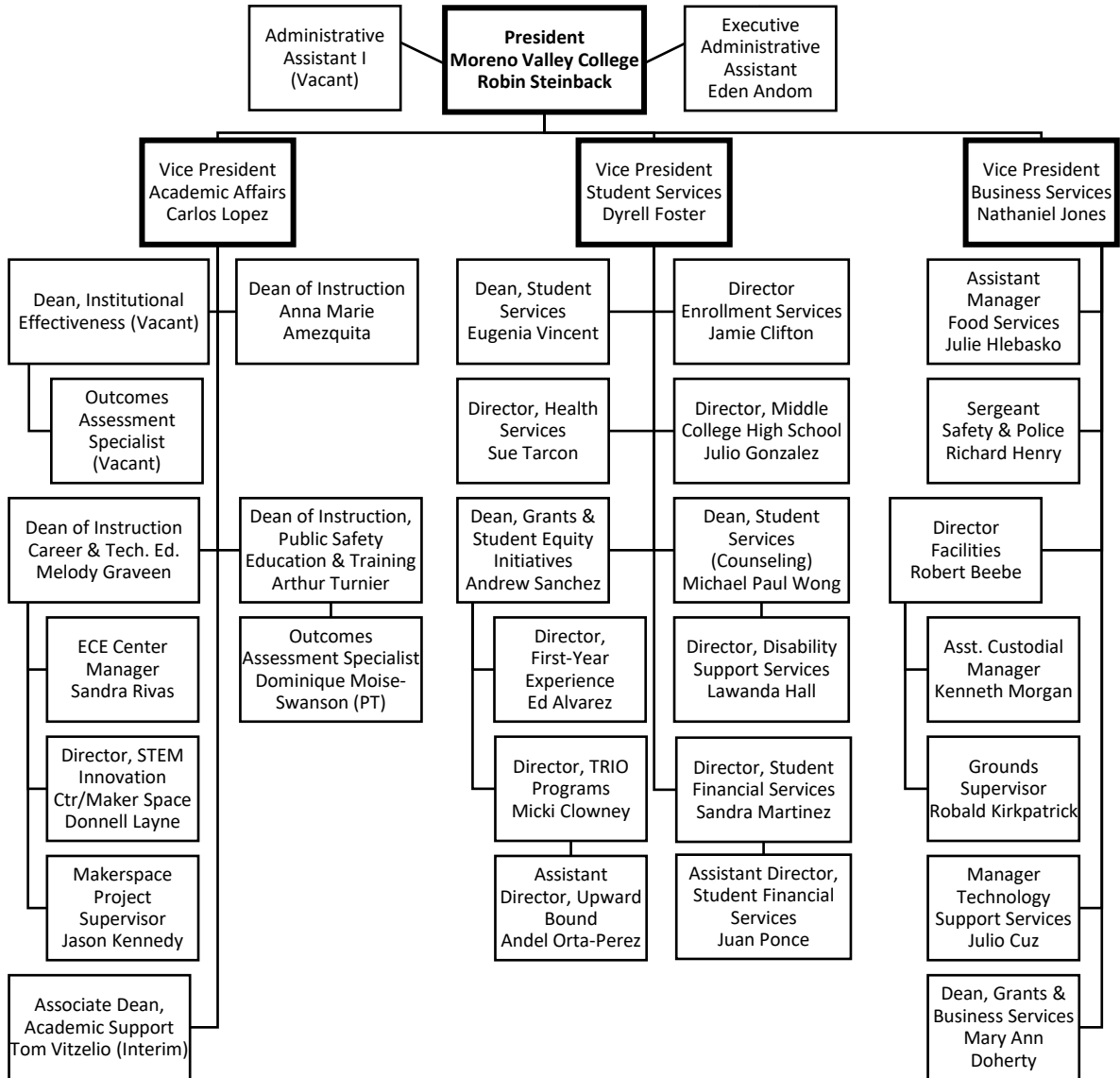
<b>STANDARD III RESOURCES</b>	
Co-Chair: Laura Dunphy	Assistant Professor, Business
Co-Chair: David Bobbitt	Financial and Technical Analyst
Nathaniel Jones, Ph.D.	Vice President, Business Services
<b>IIIA 1-15 Human Resources</b>	
Silvester Julienne	Human Resources Liaison
Audrey Mae Hernandez	Administrative Assistant III
Andrew Sanchez, Ed.D.	Dean, Grants & Equity Initiatives
Edd Williams	Professor, English
<b>IIIB 1-4 Physical Resources</b>	
Ron Kirkpatrick	Supervisor, Grounds Facilities
Robert Beebe	Director, Facilities
Art Turnier	Dean of Instruction, Public Safety Education Training
<b>IIIC 1-5 Technology Resources</b>	
James Bow	Information Tech Analyst
Lisa Bonilla	Instructional Media Specialist
Julio Cuz	Manager, Technology Support Services
Donnell Layne	Director, STEM Innovation Center & Makerspace
Jason Kennedy	Assistant Director, STEM Innovation Center
Melody Graveen Ed. D.	Dean of Instruction, Career Technical Education
<b>IIID 1-16 Financial Resources</b>	
Nathaniel Jones, Ph.D.	Vice President, Business Services
Alfred Cardoza	Financial Technical Analyst
David Bobbitt	Financial Technical Analyst
Art Turnier	Dean of Instruction, Public Safety Education Training
Dyrell Foster, Ed.D.	Vice President, Student Services
MaryAnn Doherty	Dean, Grants and Business Services
Laurie Crouse	Administrative Assistant, Vice President Business Services
Julie Hlebasko	Manager, Food Services



<b>STANDARD IV LEADERSHIP AND GOVERNANCE</b>	
Co-Chair: Sean Drake	Associate Professor, Mathematics
Co-Chair: Sandra Maciel	Administrative Assistant III
AnnaMarie Amezquita	Dean of Instruction
<b>IV A 1-7 Decision-Making Roles and Processes</b>	
Jennifer Floerke	Associate Professor, Communication Studies
Angela Rios	Student Employment Personnel Specialist
Sean Drake	Associate Professor, Mathematics
AnnaMarie Amezquita	Dean of Instruction
Abel Sanchez	Associate Professor, Biology
<b>IVB 1-6 Chief Executive Officer</b>	
Dyrell Foster, Ed.D.	Vice President, Student Services
Jennifer Floerke	Associate Professor, Communication Studies
Jeff Rhyne, Ph.D.	Professor, English
<b>IVC 1-13 Governing Board</b>	
AnnaMarie Amezquita	Dean of Instruction
<b>IVD 1-7 Multi-College Districts and Systems</b>	
Robin Steinback, Ph.D.	President
<b>TECHNOLOGY AND EVIDENCE SUPPORT TEAM</b>	
Susan Lauda	Administrative Assistant
Sharlena Segura	Administrative Assistant IV
Julio Cuz	Manager, Technology Support Services
Noelle Hansen	Web Applications Technician
Eden Andom	Executive Assistant to the President
<b>DISTRICT CONTRIBUTORS</b>	
Aaron Brown	Vice Chancellor, Business and Financial Services
Christopher Blackmore	Associate Vice Chancellor, IT & Learning Services
Hussain Agah	Associate Vice Chancellor, Facilities Planning & Development
Lijuan Zhai, Ph.D.	Associate Vice Chancellor, Educational Services & IE
Monica Esqueda	Coordinator, District Safety & Emergency Planning
Rebeccah Goldware	Vice Chancellor, Institutional Advancement & Economic Development
Rebecca Turner	Executive Administrative Assistant, Vice Chancellor's Office
Sheila Pisa, Ed.D.	Interim Dean, Distance Education
Susan Mills, Ph.D.	Vice Chancellor, Educational Services and Strategic Planning
Terri Hampton, Ph.D.	Vice Chancellor, Human Resources and Employee Relations
Thomas Allen	Special Assistant to the Chancellor
Wolde-Ab Isaac, Ph.D.	Chancellor

# D. Organizational Information

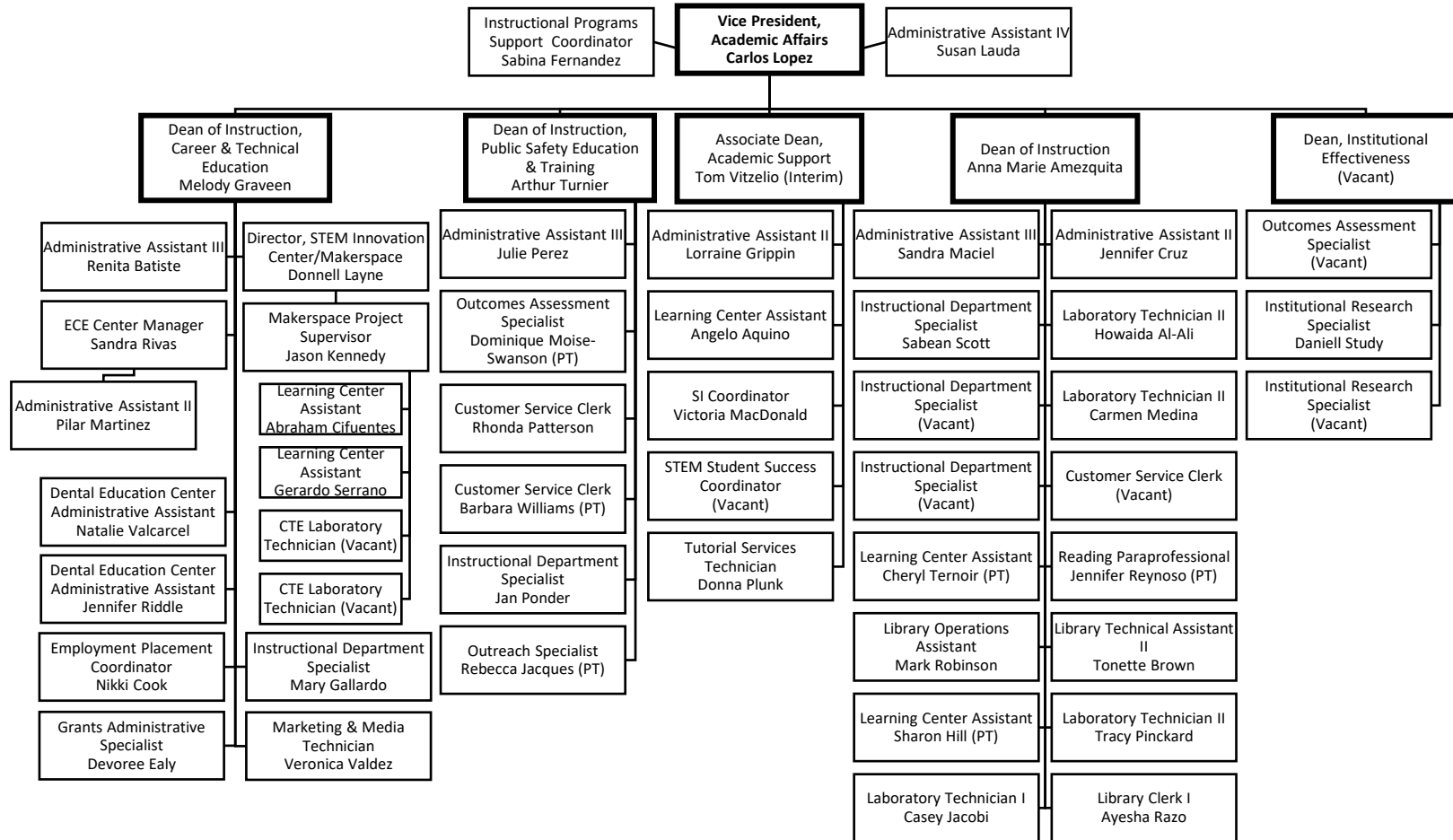
## President



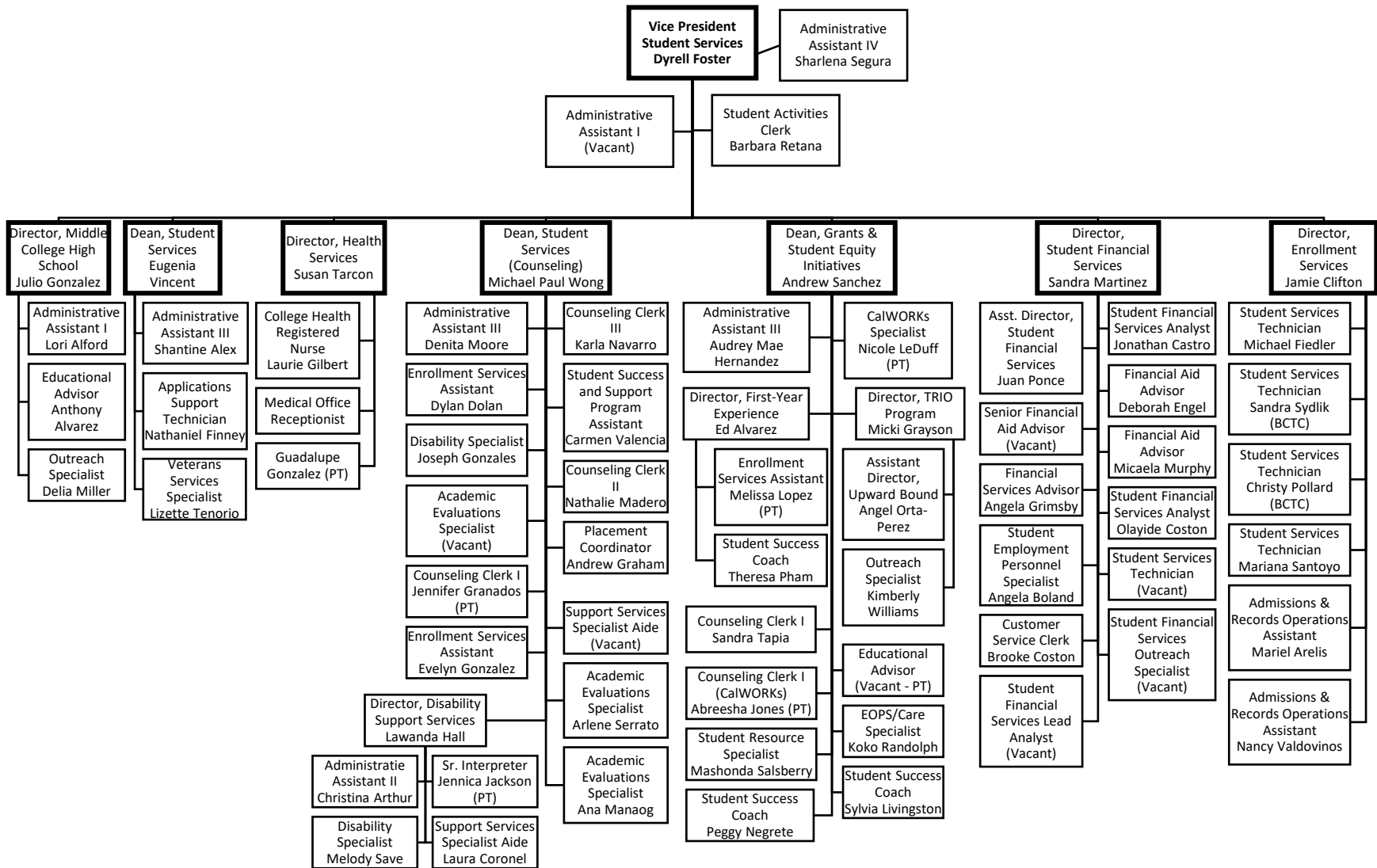
PT=Permanent Part-Time Employee

r10/2019

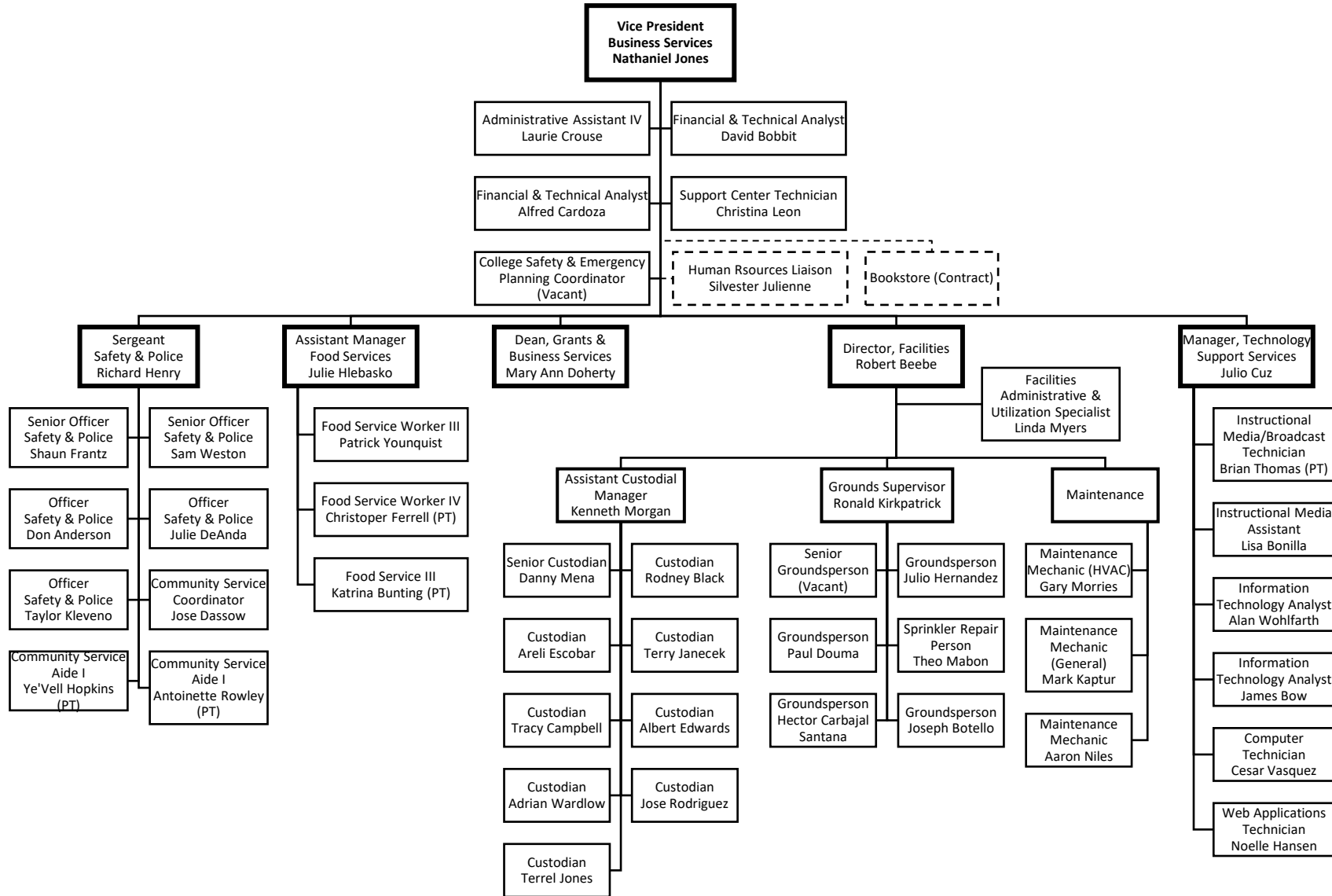
# Academic Affairs



# Student Services



# Business Services



## **Functional Maps**

The Functional Maps ([Function Map 1-4](#)), which were revised in spring 2019 with broad participation through the districtwide governance process, delineate and clarify the scope and roles of the three colleges and those of the Riverside Community College District Office. After assessing the previous functional maps, the colleges and the District Office identified the need for a more detailed approach to function mapping beyond simply indicating primary (P), secondary (S), and shared (SH) responsibilities. Two important purposes of the functional map revision were to collaboratively determine the appropriate level of support that flows from the District to the three colleges and to increase alignment with the revised accreditation standards. In addition to describing the responsibilities of the District Office in providing adequate resources to the colleges, the maps detail critical regulatory, advocacy, coordination, guidance, and leadership functions. The Functional Maps are living documents and the district taskforce will review and revise them as necessary each academic year.

## **E. Certification of Continued Compliance with Eligibility Requirements**

### **Eligibility Requirement 1: Authority**

*The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.*

Moreno Valley College (MVC) is a public two-year California community college accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges ([ER1 Accreditation-ACCJC-letter\\_7-3-14](#), [ER1 MVC-FollowUp-Report-2017](#)). The College first earned independent accreditation in 2010; prior to that date, it operated as a campus of Riverside City College. In addition, the College is approved under the regulations of the California Department of Education and the California Community Colleges Chancellor's Office. Moreno Valley College is one of three colleges within the Riverside Community College District and governed by a local board of trustees as described in Standard IV.

### **Eligibility Requirement 2: Operational Status**

*The institution is operational, with students actively pursuing its degree programs.*

Moreno Valley College has served students since 1991 when it opened as a campus of Riverside City College. The Integrated Strategic Plan ([ER2 ISP 18-23](#)) shows the College has experienced 16.4% growth since 2013-2014 and served 14,772 students during the 2017-2018 academic year. Student completion outcomes have improved with students earning 675 degrees and 941 students transferring to a four-year college or university based on 2017-2018 data. This is an increase of 96.8% and 4.6% respectively since 2014-2015. Student completion data indicate that the College is serving students and is fully operational. Additional evidence and analysis of this work appear in the evidence and analysis of Standards I and II in this report.

### **Eligibility Requirement 3: Degrees**

*Substantial portions of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.*

Moreno Valley College offers 52 associate degrees and 34 certificates included in the 2019-2020 college catalog across a wide range of disciplines. All degrees require at least 60 semester units, include general education, and are normatively two years in length. The requirements for all Associate of Arts (AA), Associate of Science (AS), Associate Degree for Transfer (ADT), Certificate of Achievement, and Certificate of Proficiency are listed in the college catalog ([ER3 Catalog-Degree-Cert](#)), on the website ([ER3 Programs-Website](#)), in the RCCD Curriculum Handbook ([ER3 RCCD-Curriculum-Handbook](#)), and in Board Policy/Administrative Procedure 4025: Criteria for Associate Degrees and General Education ([ER3 BPAP4025 Philosophy-Criteria-Gen-Ed](#)). Evidence of meeting this eligibility requirement appears in the narrative for Standards I.A, I.C, and II.A.

**Eligibility Requirement 4: Chief Executive Officer**

*The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.*

The RCCD Board of Trustees appointed Dr. Robin Steinback as president of Moreno Valley College in June 2017 ([ER4 BOT Agenda June 2017](#)). The president reports directly to the RCCD Chancellor and is responsible for administering all applicable law, regulations, policies, and procedures and for making required decisions as delegated by the Chancellor. The president is empowered to make the necessary decisions by the Board of Trustees ([ER4 BPAP2430 Deleg-of-Authority](#)). Evidence of the president's authority, as delegated by the RCCD Board of Trustees, is described in the narrative for Standards IV.B and IV.C.

**Eligibility Requirement 5: Financial Accountability**

*The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.*

Moreno Valley College, through the Riverside Community College District, is funded through processes and plans that ensure adequate resources to support the mission of the College. This funding supports the educational programs and services for students, maintains institutional effectiveness, and assures financial stability. Fiscal accountability is delegated to the RCCD Chancellor and the Vice Chancellor of Business Services and is supported through both internal and external auditing ([ER5 BP6250 Budget-Management](#); [ER5 BP6300 Fiscal-Management](#); [ER5 RCCD-Final-Audit-Reports](#)). Evidence and analysis of internal fiscal policies, processes, and plans as well as external audit reports are detailed in Standard III.D of this report. Lastly, the College is Title IV compliant and certifies its compliance annually.

**Evidence List**

[ER1 Accreditation-ACCJC-letter\\_7-3-14](#)  
[ER1 MVC-FollowUp-Report-2017](#)  
[ER2 ISP 18-23](#)  
[ER3 Catalog-Degree-Cert](#)  
[ER3 Programs-Website](#)  
[ER3 RCCD-Curriculum-Handbook](#)  
[ER3 BPAP4025 Philosophy-Criteria-Gen-Ed](#)  
[ER4 BOT Agenda June 2017](#)  
[ER4 BPAP2430 Deleg-of-Authority](#)  
[ER5 BP6250 Budget-Management](#)  
[ER5 BP6300 Fiscal-Management](#)  
[ER5 RCCD-Final-Audit-Reports](#)



## **F. Certification of Continued Institutional Compliance with Commission Policies**

Moreno Valley College certifies that it continues to be in compliance with the federal regulations noted below and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

### **Public Notification of an Evaluation Team Visit and Third-Party Comment**

*Regulation citation: 602.23(b).*

Moreno Valley College maintains an accreditation page on its website ([Policies 1 Accreditation Webpage](#)) that includes posting of all communication with the Commission including notice of the Commission's March 2020 team visit. Local and campus communities are able to provide feedback via the college accreditation webpage. In addition, the College has solicited input and comments through campus governance and operational committee meetings. Beyond governance committees, the College held accreditation workshops and information sessions during the fall 2018 semester ([Policies 1 Accred-Workshop- Fall18](#)) and fall 2019 semester ([Policies 1 Flex Agenda F19](#)) and presented to the RCCD Board of Trustees about the accreditation process and timeline ([Policies 1 BOT-Agenda 9-3-19](#)). The College complies with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* on third-party comments.

### **Standards and Performance with Respect to Student Achievement**

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

Evidence of compliance with performance and reporting with respect to student achievement is documented in Standards I.B and II.A. MVC integrates data on student performance and achievement in the program review process, strategic planning, and assessment process. These data are linked to the planning, resource allocation, and decision-making processes. As part of the 2018-2023 Integrated Strategic Plan, the College has set performance standards that are aligned with the California Community Colleges Student Success Metrics ([Policies 2 Integrated Strategic Plan 18-23](#)). These locally defined and approved goals exceed the levels set forth in the California Community Colleges Vision for Success. In addition, the College sets and reviews institution-set standards ([Policies 2 ACCJC-Report 19](#)) and [Policies 2 Senate-ISS-Review 3-18-19](#)) which include required job placement and test outcome rates for students who complete programs. The College complies with the Commission *Policy on Standards and Performance with Respect to Student Achievement*.

### **Credits, Program Length, and Tuition**

*Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.*

Credit hours, degree program lengths, and certificate program lengths are aligned with practices established in higher education. MVC programs comply with California state law and regulations, third-party accreditor requirements, California Course Identification Numbering System Requirements (C-ID), and four-year university transfer requirements. Third-party accreditors for programs at MVC include the Commission on Dental Accreditation ([Policies 3 CODA Dental Hygiene 2019](#), [Policies 3 2016 CODA Dental Assistant](#)), Commission on Accreditation of Allied Health Education Programs ([Policies 3 CAAHEP – Paramedic and EMT](#)), and California State Fire Marshal and State Board of Fire Services ([Policies 3 Regional Fire Academy 2015](#)). Credit hours are vetted and set through the college and district curriculum committees. Additional sources of review of appropriate credit hours include external program accreditation, career and technical education advisory committees, and transfer institution requirements ([Policies 3 RCCD Curriculum Handbook](#), [Policies 3 BPAP4040 Pro-Cur-Cour-Dev](#)).

The College complies with norms of hours to unit relationships, required rigor, and practice in U.S. higher education. This information is posted to the college website and contained within the college catalog and curriculum documents such as official course outlines of record. Degrees, certificates, and credits comply with the Commission’s policies, standards for higher education, and California Community College Chancellor’s office regulations. Fees and tuition are the same for all college programs and set by the state of California. MVC complies with the Commission’s policies in *Credits, Program Length, and Tuition*.

### **Transfer Policies**

*Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

The College maintains information related to transfer policies, acceptance of transfer units, Advanced Placement (AP), International Baccalaureate (IB), College-Level Examination Program (CLEP), and other testing results on the website, within the catalog ([Policies 4 Catalog-Transfer-Policies](#), [Policies 4 Credit Other Institutions](#)), and in other program-level documents. In addition, the College makes use of the Course Identification Numbering System (C-ID) in order to assist students transferring credit into or out of the college. MVC provides clear information through these sources to students on the transfer of credit. Additional evidence of college policies is detailed in Standard II.A.10. The College complies with the Commission *Policy on Transfer of Credit*.

### **Distance Education and Correspondence Education**

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

Moreno Valley College has processes, policies, and procedures for defining, creating, and validating distance education (DE) coursework consistent with U.S. Department of Education (USDE) definitions and aligned with California State regulations and California Community Colleges California Virtual Campus – Online Education Initiative (CVC-OEI) recommended practices. Evidence of college policies related to distance education appears in Standard II.A.2. The District updated Administrative Procedure 4105: Distance Education ([Policies 5 AP4105 Draft](#)) to reflect changes in the Title 5 and ACCJC Standards and Appendix H. The policy has been approved through the college and district governance

processes and is pending Board of Trustees review and approval which is expected in October 2019. In addition, the College maintains Board Policy 5040: Student Records, Directory Information and Privacy ([Policies 5 BPAP5040 Student-Privacy](#)) to ensure instructor-initiated regular and substantive contact occurs, verify student identity in DE courses, and protect student information in compliance with FERPA. The College complies with the Commission *Policy on Distance Education and Correspondence Education*.

### **Student Complaints**

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

The college catalog and website include clear policies and procedures for student complaints related to instruction and grade-related matters ([Policies 6 AP5522 Student-Grievance](#)) and a grievance process for matters other than instruction, grades, or discipline ([Policies 6 AP5524 Other-Grievance](#)). Evidence of these policies and procedures appear in Standard I.C.2 and Standard II.C. Student complaint files are maintained in the office of the Dean of Student Services and demonstrate implementation of processes described in college administrative procedures. In addition, information about the complaint process can be found in the student handbook ([Policies 6 Complaint SH](#)) and on the college Standards of Conduct page ([Policies 6 Conduct OL](#)), which also includes the web-based student complaint form. The College adheres to BP/AP 3430: Prohibition of Harassment ([Policies 6 BPAP3430](#)) and AP 3435 Handling complaints of unlawful Discrimination, Harassment or Retaliation: ([Policies 6 BPAP3435](#)), which provide policy detail on how students can lodge complaints. The District's Title IX webpage also includes information regarding the complaint process ([Policies 6 Title IX](#)).

The College's accreditation webpage ([Policies 6 Accreditation-Webpage](#)) includes a link to the ACCJC complaint webpage. The College complies with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

### **Institutional Disclosure and Advertising and Recruitment Materials**

*Regulation citations: 602.16(a)(1)(vii); 668.6.*

Moreno Valley College provides accurate, current, and appropriately detailed information to students and the public about its programs, locations, and policies in the college catalog and via the college website ([Policies 7 Catalog 19-20](#), [Policies 7 Accreditation-Webpage](#)). To ensure accuracy, the catalog is revised annually through an extensive process involving district and college personnel. Should additions or corrections be needed, the College produces a catalog addendum that is published via the college website. Evidence that the College meets institutional disclosure and advertising and recruitment requirements appears in Standard I.C. The College complies with the Commission *Policy on Institutional Disclosure and Advertising and Recruitment Materials*.

### **Title IV Compliance**

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

The College provides evidence of compliance with USDE Title IV regulations, including audit findings, in the Institutional Self-Evaluation Report in Standards III.D.10 and III.D.15. The College and the District maintain standard practices with respect to financial responsibility, recordkeeping, and accountability. The audit results are reported each year and presented at an open meeting of the District Board of Trustees ([Policies 8 RCCD-Final-Audit-Reports](#)). The college loan default rate is regularly monitored and reported. The rate for MVC has declined over the last three years as a result of additional support provided to students through the college financial aid office ([Policies 8 NSDLS-Loan-Default 06-16](#)). Evidence of compliance also appears in Eligibility Requirement 5, Standard III.D.10, and Standard III.D.15.

All college contractual relationships related to student support, library, tutoring, and other areas of the College align with Accreditation Standards. Evidence of compliance with contractual standards can be found in Standard II.B.4 for library and learning support services and III.D.16 for other contractual agreements.

Moreno Valley College complies with the Commission *Policy on Institutional Compliance with Title IV* and *Policy on Contractual Relationships with Non-Regionally Accredited Organizations*.

### **Evidence List**

[Policies 1 Accreditation Webpage](#)  
[Policies 1 Accred-Workshop- Fall18](#)  
[Policies 1 Flex Agenda F19](#)  
[Policies 1 BOT-Agenda 9-3-19](#)  
[Policies 2 Integrated Strategic Plan 18-23](#)  
[Policies 2 ACCJC-Report 19](#)  
[Policies 2 Senate-ISS-Review 3-18-19](#)  
[Policies 3 CODA Dental Hygiene 2019](#)  
[Policies 3 2016 CODA Dental Assistant](#)  
[Policies 3 CAAHEP – Paramedic and EMT](#)  
[Policies 3 Regional Fire Academy 2015](#)  
[Policies 3 RCCD Curriculum Handbook](#)  
[Policies 3 BPAP4040 Pro-Cur-Cour-Dev](#)  
[Policies 4 Credit Other Institutions](#)  
[Policies 5 AP4105 Draft](#)  
[Policies 5 BPAP5040 Student-Privacy](#)  
[Policies 6 AP5522 Student-Grievance](#)  
[Policies 6 AP5524 Other-Grievance](#)  
[Policies 6 Complaint SH](#)  
[Policies 6 Conduct OL](#)  
[Policies 6 BPAP3430](#)  
[Policies 6 BPAP3435](#)  
[Policies 4 Catalog-Transfer-Policies](#)

[Policies 6 BPAP3435](#)  
[Policies 6 Title IX](#)  
[Policies 6 Accreditation-Webpage](#)  
[Policies 7 Catalog 19-20](#)  
[Policies 7 Accreditation-Webpage](#)  
[Policies 8 RCCD-Final-Audit-Reports](#)  
[Policies 8 NSDLS-Loan-Default 06-16](#)

## G. Institutional Analysis

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

#### A. Mission

**IA.1: The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

#### Evidence of Meeting the Standard

Moreno Valley College’s current mission statement clearly defines its purpose, population, types of degrees and certificates, and commitment to student learning and achievement:

Moreno Valley College inspires, challenges, and empowers our diverse, multicultural community of learners to realize their goals; promotes citizenship, integrity, leadership, and global awareness; and encourages academic excellence and professionalism.

To accomplish this mission, we provide comprehensive support services, developmental education, and academic programs leading to:

- Baccalaureate Transfer
- Associate Degrees in Arts and Sciences
- Certificates in Career and Technical Education Fields
- Post-employment Opportunities

The mission statement appears on the college website and is published in primary documents including the college catalog and Comprehensive Master Plan ([IA1 Mission-Webpage](#)). In addition, the mission statement appears in Riverside Community College District Board Policy 1200 ([IA1 BP1200 Mission](#)). The statement indicates that the institution’s broad educational purpose is to “provide comprehensive support services, developmental education, and academic programs” that lead to transfer to four-year institutions, associate degrees, certificates in career and technical education, and post-employment opportunities. This portion of the statement also identifies the types of degrees and certificates offered. The mission statement broadly defines the intended student population as a “diverse, multicultural community of learners.” Lastly, the mission statement demonstrates the College’s commitment to student learning and achievement through student realization of their goals and promotion of citizenship, integrity, leadership, and global awareness.

## Analysis and Evaluation

The College's mission statement describes the institution's educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. The updated mission, vision, and values more precisely reflect the vision of the College moving forward.

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

### Evidence of Meeting the Standard

Moreno Valley College (MVC) makes extensive use of data to continuously assess its effectiveness in accomplishing its mission and in directing institutional priorities in meeting the educational needs of students. Evidence of this work includes the 2019 Comprehensive Master Plan Update, the alignment of data and goals in the 2018-2023 Integrated Strategic Plan, assessment of student learning, initiatives to improve student access to financial aid, and curriculum development to improve developmental course outcomes. The College completed a Comprehensive Master Plan (CMP) in 2014 which included both a Facilities Master Plan and an Educational Master Plan. The CMP was driven by the college mission, included analyses of internal and external data, and made recommendations for college programs and future facilities to meet its mission ([IA2 CMP 2015](#)). Enrollment trends, significant changes in the California Community Colleges system with respect to the adoption of the Guided Pathways Framework, and a fundamental change to the funding model prompted the College to update the CMP between spring 2019 and fall 2019. The result is the 2019 CMP update which sets new priorities with respect to educational programs and facilities through 2030 ([IA2 CMP-Page](#)).

The 2018-2023 Integrated Strategic Plan includes goals and objectives relating to access, equity, student success, community engagement, professional development, and institutional effectiveness. Included within these goals are SMART (Specific, Measurable, Attainable, Relevant, and Time Bound) objectives that measure student outcome metrics, such as degree and certificate attainment; equity metrics for closing equity gaps where identified; and pathways metrics, such as the number of units first-year students complete. Furthermore, the College will produce an annual report as part of an ongoing assessment cycle of progress toward institutional outcomes ([IA2 ISP-18-23](#)). The report is intended to capture both quantitative and qualitative progress in meeting goals and objectives. In addition, the report will be shared with the college community during the spring term each year through the participatory governance process. This review will include an opportunity to obtain feedback and to make changes to college goals and objectives as needed ([IA2 SPC-Agenda-F-Retreat](#)).

The assessment of student learning at the course, program, and institutional levels occurs on a regular cycle and is coordinated by the MVC Assessment Committee. The committee meets regularly each year and is led by a faculty outcomes and assessment coordinator. The coordinator produces reports on the annual completion of course, program, and institution level outcomes

which are reviewed by the committee and shared with the campus community ([IA2 Outcomes-and-Assessment](#)). Moreover, results of the process that require changes or resources are incorporated into the program review process.

A portion of the mission statement pledges that MVC will “provide comprehensive support services” to help students accomplish their goals. Acknowledging that finances can be a significant barrier for students in achieving the goals stated in the mission, the College enhanced the financial aid support services available to students. In the 2017-2018 academic year, the College analyzed Cal Grant eligible student data provided by the California Student Aid Commission (CSAC). When the data revealed that a large number of potentially eligible students did not apply for financial aid, the Student Financial Services Department implemented early information sessions, and students were notified via email ([IA2 Financial-Aid-Letter](#)) of potential eligibility, important deadlines, and potential increase in awards. Students were also informed of the impact of unit load on award amount, encouraging students to attempt additional units. The data analysis combined with increased advocacy resulted in significant growth in state award allocation. A result of these efforts is that total aid awarded to students increased by nearly \$3.4 million (+20.9%) from 2016-2017 to 2018-2019 ([IA2 CCCCCO-DataMart-FinAid](#)).

The mission also indicates that the College offers developmental education in order for students to reach their educational goals. An analysis of English composition course completion rates prior to fall 2012 indicated that students who started in developmental coursework never attempted or completed the transfer level and degree graduation requirement course. In fact, African American and Latinx/Hispanic students were significantly disproportionately impacted. This prompted English faculty at MVC to begin exploring curricular redesign and improving placement practices in order to increase English composition completion rates for all students and close equity gaps. Accelerated developmental courses were piloted in fall 2012, leading to the elimination of all courses two and three levels below transfer in 2016. In addition, multiple measures assessment and placement practices were put in place for English in 2017. Further analysis and changes to California Education Code (AB 705) prompted the English faculty to move toward early adoption of placing students directly into English composition with a co-requisite support course if suggested by students’ high school GPA and coursework. Data from the California Community Colleges Chancellor’s Office Student Success Metrics indicate that the rate of first-year students completing English composition have steadily increased since 2014-2015 ([IA2 English Math FirstYear SSM](#)).

### **Analysis and Evaluation**

The College consistently evaluates how well it is accomplishing its mission and meeting the needs of students. The MVC Strategic Planning Council regularly reviews data related to strategic initiatives, outcome data is integrated in the college program review process, and data is used by service programs and academic areas to identify areas for improvement and change. Moreover, the 2018-2023 Integrated Strategic Plan includes an annual evaluation cycle for assessing progress toward strategic goals in support of the college mission.

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

**Evidence of Meeting the Standard**

Moreno Valley College programs and services are aligned with its mission. The College offers academic programs and student support services that enable students to earn degrees and certificates, transfer to four-year colleges and universities, find employment, and receive ongoing professional training. As of 2019-2020, MVC offers 52 degrees, including 17 Associate Degrees for Transfer, and 34 California Community Colleges Chancellor's Office approved certificates ([IA3 Certs-Degrees-Page](#)). In addition, the College offers courses that satisfy general education requirements and lower-division transfer requirements, serve students' developmental education needs, and provide advanced professional training necessary to maintain their employment or improve their earnings.

As a complement to the courses and programs offered, the College provides student and academic support services aligned to the college mission in order to support students in meeting their educational goals. These services include academic support services, such as tutoring, supplemental instruction, and the library as well as student services, such as orientation, counseling, educational planning, and others ([IA3 Student Support Services Webpage](#)).

The college mission guides decision making, planning, and resource allocation. Evidence of alignment between the mission and programs and services as well as the mission and decision-making, planning, and allocating resources is the MVC program review process. The mission statement is embedded within the program review process through program level analysis of student outcome and service data ([IA3 Program Review Webpage](#)). The program review process, implemented through Nuventive Improve, asks programs to respond to prompts linked to strategic plan objectives, analyze student enrollment and outcome trend data, identify equity gaps, analyze and discuss student learning outcomes at both the course and program levels, and connect resource allocation requests with strategic goals and objectives ([IA3 IPR-Training-Manual](#)). One result of the program review process is resource requests based on identified needs and aligned to both strategic goals and the college mission. Each area of the College (Academic Affairs, Student Services, Business Services, and President's Office) engages in a process for ranking and allocating requests based on college strategic goals.

**Analysis and Evaluation**

The College has robust academic programs, academic support services, student support services, program review process, and resource allocation processes that align with its mission. The mission statement drives program review through analysis of achievement, outcomes, and service data, much of which is disaggregated for identification of equity gaps.

**I.A.4: The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**



## **Evidence of Meeting the Standard**

The Moreno Valley College Mission is published widely in multiple locations including the college catalog ([IA4 Catalog-Mission](#)), student handbook ([IA4 Student-Handbook-19-20](#)), webpage ([IA4 Mission-Vision-Values](#)), comprehensive master plan ([IA4 CMP-Mission](#), [IA4 CMP-Draft 19](#)), and the 18-23 Integrated Strategic Plan ([IA4 ISP 2018-2023](#)). In addition, printed versions of the statement appear on bulletin boards, in offices, and classrooms at the College.

## **Revised Mission Statement**

The current college mission statement was updated in 2013 and approved through the college governance process, the district governance process, and the Board of Trustees ([IA4 BOT-Mission 11-19-13](#)). Following the College's established cycle for review outlined in the 2014 Self Evaluation Report Update letter ([IA4 Mission-Review](#)), MVC started a review of its mission, vision, and values during 2018-2019. This review was led by MVC's Strategic Planning Council Standard I Subcommittee and continued through fall 2019 ([IA4 StdI-Agenda 5-18-19](#), [IA4 Academic-Senate 9-16-19](#)). This effort included a review of the current mission, vision, and values statements; additional analysis included mission statements from other institutions of higher education, current student demographics and outcome data, and goals/objectives included in the 2018-2023 MVC Integrated Strategic Plan ([IA4 ISP 2018-2023](#)). The updated mission, vision, and values statements were approved by MVC's Strategic Planning Council and Academic Senate in October 2019 ([IA4 SPC-Mission](#)). The new mission, vision, and values statements, along with a five-year cycle for reassessment and evaluation, are expected to be approved through the college governance process and the Board of Trustees in December 2019.

The review cycle for updating the mission, vision, and values statements is aligned to the College's strategic planning cycle. The statements will be assessed the year before MVC engages in updating the Integrated Strategic Plan so that any changes to the mission can be incorporated into the College's planning processes.

## **Analysis and Evaluation**

The College widely publishes the college mission statement and engages in a thorough process of review. With the fall 2019 mission-vision-values update and review timeline, the College is fully aligned with this standard.

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## **Conclusions on Standard I.A. Mission**

The mission is appropriate to higher education; emphasizes student learning; indicates the population served, the types of awards offered, and its educational purpose; and is published widely. Moreno Valley College engages in a regular cycle of evaluation and assessment and consistently uses data to assess progress in achieving its mission. The mission statement drives

planning, program review, resource allocation, and decision-making; furthermore, it is periodically reviewed and updated as needed.

### **Evidence List**

[IA1 Mission-Webpage](#)

[IA1 BP1200 Mission](#)

[IA2 CMP 2015](#)

[IA2 CMP-Page](#)

[IA2 ISP-18-23](#)

[IA2 SPC-Agenda-F-Retreat](#)

[IA2 Outcomes-and-Assessment](#)

[IA2 Financial-Aid-Letter](#)

[IA2 CCCCCO-DataMart-FinAid](#)

[IA2 English Math FirstYear SSM](#)

[IA3 Certs-Degrees-Page](#)

[IA3 Student Support Services Webpage](#)

[IA3 Program Review Webpage](#)

[IA3 IPR-Training-Manual](#)

[IA4 Catalog-Mission](#)

[IA4 Student-Handbook-19-20](#)

[IA4 Mission-Vision-Values](#)

[IA4 CMP-Mission](#)

[IA4 CMP-Draft 19](#)

[IA4 ISP 2018-2023](#)

[IA4 BOT-Mission 11-19-13](#)

[IA4 Mission-Review](#)

[IA4 StdI-Agenda 5-18-19](#)

[IA4 Academic-Senate 9-16-19](#)

[IA4 ISP 2018-2023](#)

[IA4 SPC-Mission](#)

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## **B. Assuring Academic Quality and Institutional Effectiveness**

### Academic Quality

**I.B.1: The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

### **Evidence of Meeting the Standard**

Moreno Valley College (MVC) engages in sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement through formal college committees. The governance structure is purposefully designed to create systematic and regular dialog about academic quality. The best examples of assuring academic quality include the college outcomes and assessment processes, the program review cycle, the MVC Integrated Strategic Plan, the Student Equity and Achievement plan, and the MVC Comprehensive Master Plan.

The Assessment Committee is responsible for supporting a culture of assessment throughout the College, reviewing college assessment policies/procedures, disseminating outcomes assessment data campus wide ([IB1 Assessment Comm Webpage](#)), and regularly communicating with college governance and leadership ([IB1 Standing-Senate-Report](#)). The program assessment process is submitted via Nuventive Improve (formerly TracDat) and includes prompts related to student learning outcomes (SLO) assessment, performance target achievement, and action plans for changes as a result of analysis ([IB1 Assessment-Template](#)). In addition, the committee holds regular outcomes assessment coaching sessions each academic year to promote analysis of student and program learning outcomes. The committee produces reports relative to course, program, and institution-level learning outcome assessment.

The Instructional Program Review Committee facilitates annual program review for instructional programs. The review process includes both comprehensive program reviews (CPR) every three years along with annual program updates. The reviews include analysis of student learning outcomes at the course and program levels as well as data related to student enrollment, success, and completion ([IB1 IPR-Page](#)). The peer review process for CPRs is evidence of dialog among college faculty relative to program review, student outcomes data, learning outcomes at the course and program levels, and resource allocation ([IB1 PRC-Feedback](#)). In addition, disciplines and departments receive formative feedback from the deans of instruction as part of the process ([IB1 PR-Dean-FB](#)).

The purpose of the Strategic Planning Council (SPC) and its subcommittees is to develop and monitor progress on strategic initiatives and institutional effectiveness. The committee is structured through subcommittees that are aligned to accreditation standards in order to maintain regular dialog related to institutional effectiveness ([IB1 SPC-Committee](#), [IB1 Std1-Subcommittee](#), [IB1 Std2-Subcommittee](#), [IB1 Std3-Subcommittee](#), [IB1 Std4-Subcommittee](#)). The committees are charged with evaluating progress toward institutional strategic goals and

objectives and monitoring of targets via annual evaluation process that is embedded within the current Integrated Strategic Plan ([IB1 ISP 18-23](#)). The overarching SPC hosts committee retreats and campus forums on strategic plan updates and communicates with other governance committees.

The Student Equity and Achievement Committee (SEA) promotes, initiates, coordinates, and recommends strategies which enhance student equity and student academic achievement at MVC. These goals and activities are aligned to strategic goals and priorities ([IB1 SEA-Committee](#), [IB1 SEA-Plan](#)). The SEA committee holds regular meetings to discuss student success, equity initiatives, and data during the academic year. In addition, the committee held a two-day planning session that included faculty, staff, students, and administrators to review data and brainstorm initiatives for the new 2019 Student Equity and Achievement Plan.

The College engaged in updating its Comprehensive Master Plan (CMP) during spring 2019. The CMP serves as the College's primary planning document for academic programs, student services, and facilities ([IB1 CMP-Update](#)). The process for updating the CMP has included multiple campus constituent forums that included students, faculty, staff, and administrators. The College held two community forums as part of the CMP planning process during the spring 2019 semester that included representatives from the city of Moreno Valley, the Riverside Transit Authority, Moreno Valley Unified School District, Val Verde Unified School District, and other community leaders.

In addition to the examples above, MVC communicates data via multiple venues on an annual basis through State of the College presentations prior to the start of each semester, through professional development presentations, the development and approval of college plans, and intersegmental summits. During the fall 2019 State of the College presentation, the President shared data on student outcomes with the entire College ([IB1 FLEX State of the College Agenda](#)). Furthermore, primary planning documents like the Integrated Strategic Plan (ISP) include data on student outcomes and goals in support of the mission. In addition, data on student achievement is shared annually with intersegmental partners during the Education Summit that includes K-16 faculty and administrators from primary feeder districts and transfer partners.

### **Analysis and Evaluation**

The College engages in regular and broad-based dialog relative to student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College engages in a regular cycle of improvement through assessment and improvement through analysis of student learning outcomes at the course, program, and institutional level. In addition, service areas within the College establish and regularly evaluate service area outcomes in order to improve these functions for students and the community. All outcomes and assessment work and progress are reported within the annual and comprehensive program review cycle. Equity data is discussed broadly and comprehensively at MVC. The Student Equity and Achievement Committee is charged as the caretaker of student equity planning and activities intended to close gaps that appear in disaggregated outcome and performance data. In addition, equity metrics are embedded within the MVC Integrated Strategic Plan and mirrored in the Student Equity and Achievement Plan. Lastly, broad dialog related to

these efforts occurs through governance committees, campus forums, all-college FLEX events, and via core planning documents.

**I.B.2: The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

**Evidence of Meeting the Standard**

Moreno Valley College defines and assesses student learning outcomes for all instructional programs, student support, and learning support services through student learning outcomes (SLO) and service area outcomes (SAO) assessment. All courses offered at MVC have defined SLOs. Course SLOs are assessed, and reports of these assessments are posted to the MVC Assessment Committee SharePoint site ([IB2\\_Assessment-Comm-Page](#)). Through comprehensive instructional program reviews, SLOs and PLOs are updated, and course and program assessment are reported ([IB2\\_Inst-Prog-Review](#)).

Annual assessment plans are embedded within the program review process to ensure completion of assessment activities and document changes made as a result of outcomes assessment. Templates that assist faculty in assessing their course SLOs are readily available through the college assessment website, and the Assessment Committee holds coaching workshops each year ([IB2\\_FLEX-Fall-19](#)). As of fall 2019, 490 out of 506 active courses (97%) have assessment results ([IB2\\_Oct-2019-SLO-Report](#)).

All associate degrees and certificates offered through the College have program learning outcomes (PLO), which are listed in the college catalog ([IB2\\_PLOs-Catalog\\_2019-20](#)). As of fall 2019, 49 out of 60 active programs (82%) have program level outcomes assessment results. Moreover, the majority of college programs have accomplished mapping of SLOs to PLOs, and these mappings are used to develop assessment activities for program learning outcomes. Mapping of course SLOs to PLOs for degrees was completed for Area of Emphasis degrees in fall 2015, and progress on mapping all degree programs has continued since that date. As of fall 2019, 46 out of 60 programs have their course SLOs mapped to their PLOs ([IB2\\_PLO-Report-Sept-2019](#)). Furthermore, PLO mapping and related assessments have been included in comprehensive program review since 2017. The integration has led to an increase in the assessment and mapping of program learning outcomes, and the College expects that over the next few cycles of program review all programs will have assessed and mapped their PLOs. Program level assessments in the CTE areas with external accrediting bodies (Dental Assistant, Dental Hygiene, Emergency Medical Services, and Fire Technology) are included in both the college assessment process and third-party accreditation review.

Institution-level learning outcomes (ILO) are comprised of four General Education SLOs (GELOs) plus one additional outcome and have been assessed since 2006. A General Education workgroup was formed in 2011, composed of faculty, counselors, and assessment coordinators from the three District colleges, to consider General Education assessment data. This work led to the revision of the General Education SLOs in 2012. Assessment of ILOs at the College is undertaken by the Assessment Committee and reported out through its minutes and reports to the Academic Senate. MVC ILOs are Critical Thinking, Information Competency and Technology

Literacy, Communication, Self-Development and Global Awareness, and Integrated and Applied Learning (Institutional Learning Only).

To date four of five ILOs have been assessed and shared with the College via reports to the governance committees ([IB2 Assessment-Agenda 9 17 19](#), [IB2 GELO-Assessment-2014-2019](#)). In addition, the Assessment Committee is planning to assess the fifth ILO, Integrated and Applied Learning, during the 2019-2020 year.

All student services units have developed SLOs and/or SAOs. Assessment of SAOs occurs through both the use of student satisfaction surveys and analysis of usage and outcomes metrics related to each program or service ([IB2 Student-Services-PR-Page](#), [IB2 Student-Financial-PR](#), [IB2 Student-Health-Psych](#)). Business services units have also developed SAOs ([IB2 Bus-Services-SAOs](#), [IB2 Bus-ServPR 19](#)). These units have conducted surveys and analysis of outcomes and made changes based on these results.

### **Analysis and Evaluation**

The College has established continuous assessment of learning outcomes at the course, program, and institution levels. All courses have SLOs and assessment of these outcomes is regular and systematic. Program level outcomes have been developed for all degree and certificate programs. PLO mapping and assessment reporting is required in the college program review process, and the number of programs with assessment results has significantly improved since 2017. In addition, the College is engaged in the assessment of its ILOs and has assessment results of four out of five of these outcomes. Lastly, Student Services and Business Services have established Service Area Outcomes that are evaluated on a continuous basis.

**I.B.3: The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)**

### **Evidence of Meeting the Standard**

The MVC institution-set standards (ISS) are metrics established, monitored, and supported through the college governance structure, including the Academic Senate ([IB3 AS-Minutes 3-18-19](#)) and Strategic Planning Council ([IB3 SPC-Minutes 3-28-19](#)). The College has ISS in student achievement, licensure exam pass rates, and job placement rates in specified programs, and these metrics are posted to the college accreditation website ([IB3 ACCJC-Annual-Report-Page](#)). The student achievement standards have both floors and aspirational goals. The exam pass rates and job placement rates have established floors.

In order to assess the effectiveness of the college mission in supporting student achievement, the floors and aspirational goals, along with additional outcome metrics, are reviewed annually. Beginning with the 2019 ACCJC Annual Report and the 2018-2023 Integrated Strategic Plan, MVC has worked to align outcome metrics where possible with district and state metrics. One result of this work is that student course success rates, certificate completion, and degree completion are now aligned to California Community Colleges Student Success Metrics. The

data related to the college ISS are reviewed by the Student Equity and Achievement Committee and the Academic Senate ([IB3 AS-Minutes 4-15-19](#)).

Metrics related to student achievement and equity are reflected in the 2018-2023 Integrated Strategic Plan ([IB3 MVC-ISP 18-23](#)); however, in order to align with the RCCD strategic planning goals, the updated goals are significantly more aspirational than those included in the 2019 ISS. The College will align its new aspirational ISS goals with ISP goals in the 2020 ACCJC Annual Report and will be aligned to the RCCD Strategic Plan goals for Moreno Valley and exceed the goals included in the statewide Vision for Success.

The ISS represent floor benchmarks that indicate the need for intervention whenever metrics fall below this value. Based on the 2019 ACCJC Annual Report, the Human Services job placement rate is currently below its ISS (67% actual vs. 70%). The program has been below the set standard for three years in a row, and the program has made changes to curriculum, worked with general education disciplines to create contextualized courses for Human Services students, created additional industry connections through the program's advisory committee, and provided additional support services. These changes have resulted in an improvement of the job placement rate from 42% to 67% over this period, and this progress is expected to continue.

### **Analysis and Evaluation**

The College sets its institution-set standards with floors and aspirational goals and assesses outcomes against these standards. These metrics are evaluated annually, and where the College identifies areas where it is performing below a floor, action plans are created to improve those outcomes. In addition, where the College has achieved or exceeded its aspirational goal, new goals are set based on trend analysis through discussion with campus constituents and the college governance process. For example, for the 2019 reporting period the College had significantly outperformed its ISS for the number of degrees in previous years (500) by awarding 808 degrees. As a result of the review process, the Student Equity and Achievement Committee recommended an increase in the ISS for degrees based on data from the 2017-2018 academic year and trend analysis from previous years. The new ISS for this metric is 780 degrees per year. In addition, similar analysis led to the recommendation of an aspirational goal for this metric of 969 degrees. Lastly, the goals/objectives related to student completion are included in the 2018-2023 MVC Integrated Strategic Plan, which is published on the website, shared with the campus community, and evaluated on an annual cycle.

#### **I.B.4: The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

### **Evidence of Meeting the Standard**

The use of data in support of student learning and achievement is integral to the work of Moreno Valley College. The MVC Office of Institutional Effectiveness supports the production and use of data and is charged with collecting and reporting both quantitative and qualitative data related to progress, or lack thereof, toward meeting objective targets and accomplishment of initiatives. A dean, one full-time institutional research specialist, one part-time research specialist, and one

full-time outcomes assessment coordinator lead the office, which assists faculty, staff, and administrators by reporting on student outcome data, supporting business intelligence dashboards for program review ([IB4 Prog-Review-HB](#), [IB4 Program-Review-Data-Dashboard](#)), providing assistance and training in research and the interpretation of data, preparing mandatory reports in support of grant funded projects as well as other mandatory annual reports, and generating ad-hoc reports based on specific campus research requests ([IB4 ACCJC-Annual-Report-Page](#), [IB4 RCCD-Vision-Goal-Alignment](#)).

Examples of the use of data in support of student outcomes and learning include the 2019 MVC Comprehensive Master Plan (CMP) update, the 2018-2023 Integrated Strategic Plan (ISP), and the Enrollment Management Dashboard. The CMP includes data on facilities use and projected space needs based on expected growth at the College through 2030 ([IB4 CMP-Draft 19](#)). The 2018-2023 ISP was created based on a review of the previous ISP along with student demographic, enrollment, outcomes, and equity data ([IB4 ISP-Data-Appendix](#)). These data were used along with the California Community Colleges Vision for Success goals and the Riverside Community College District Strategic Plan goals to establish the College's target goals/objectives related to access, equity, student success, and enrollment. Furthermore, the ISP includes an annual assessment and evaluation cycle ([IB4 ISP-Evaluation-Cycle](#)).

In order to plan schedules that support student course taking and completion, MVC uses an Enrollment Management Dashboard (EMD), which includes data on all scheduled sections each term and historical data on enrollment and course sections offered from 2010 onward. Data included in the dashboard are enrollment, number of course sections, fill rates, full-time equivalent student apportionment (FTES), faculty teaching load (FTEF), efficiency (FTES/FTES and WSCH/FTEF), time of day course summaries, and faculty costs per course section ([IB4 Enrollment-Management](#)).

Two specific examples demonstrate the use of data to organize and change institutional processes to support student learning and achievement: financial aid awarding data and curriculum changes in the English composition and mathematics pathways.

As discussed in Standard I.A.2, the MVC Financial Aid Office made use of institutional data to significantly increase the awarding of financial aid to students ([IB4 CCCO DataMart Financial Aid Report](#)).

In addition, English and mathematics faculty made use of completion data to drive assessment and placement changes that led to early adoption of Multiple Measure Assessment and Placement (MMAP) and curricular changes that led to accelerated pathways through developmental coursework. Notable in this work was the English discipline adopting a co-requisite support course model a full year ahead of the implementation required by Assembly Bill 705 (AB 705). Initial data produced by the MVC Office of Institutional Effectiveness indicated similar success rates for students taking English composition and English composition with the support course and an increase in the number of students completing this critical transfer-level course ([IB4 Fall-18-CoReq-Report](#)).

Beyond internal data production and analysis related to student learning and outcomes, the College also actively seeks to incorporate external reports. One recent example of this is a report



published by the Brookings Institute titled, “Advancing Opportunity in California’s Inland Empire” ([IB4 Brookings-Institute-Report](#)). An early draft of this report along with the Riverside Community College District External Scan assisted in the development of the 2018-2023 Moreno Valley College ISP. In addition, the report is being used to inform the Educational Master Plan component of the 2019 CMP update.

The District Office of Institutional Reporting makes available standardized internal data sets to provide information to MVC for program review and planning purposes. The District Office of Institutional Reporting submits data to the California Chancellor’s Management Information Services Office annually and per semester for variables including demographic, enrollment, course, financial aid, and degree and certificate awards. District institutional reporting validates Integrated Postsecondary Educational Data System (IPEDS) data; IPEDS requires Riverside Community College District to submit data involving institutional characteristics, employee information, financial aid, and student outcomes. These data are compiled by the National Center for Educational Statistics (NCES) which provides a database that can be used to compare peer institutions for benchmarking purposes. In addition, the District produces annual “Quick Look” data snapshots that include basic facts about each college, enrollment, student demographics, degree and certificates awarded, overall RCCD budget, and financial aid awarded ([IB4 RCCD-Quick-Facts](#)).

## **Analysis and Evaluation**

The College and District support the use of data through departments and staff who produce and provide quantitative and qualitative data and provide assistance and training in the interpretation of data. The College utilizes student outcome and assessment data in collegewide and program level planning through the CMP, ISP, and program review to support student learning and achievement.

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

## **Evidence of Meeting the Standard**

Through the annual program review process, each academic, student services, and administrative unit shows how goals and resource allocation requests are aligned with the college mission, strategic goals, and other data related to student learning and achievement. Instructional faculty assess student learning outcomes and achievement through the Nuventive Improve assessment software in which relevant data is embedded as part of each discipline’s program review process. The Instructional Program Review Committee provides training, maintains a training manual ([IB5 Program-Review-Manual](#)), and oversees all policies and practices related to program review. All instructional programs complete a comprehensive program review at least every three years ([IB5 Sociology-Comp-PR](#)) and an annual update in between ([IB5 Annual-PR-Samples-Fall 2019](#)). [IB5 Annual-PR-Samples-Fall 2019](#)). Career and Technical Education programs complete the program review cycle every two years in order to maintain currency to

industry standards. The Assessment Committee works closely with the Instructional Program Review Committee in support of all policies and practices related to student learning outcomes assessment. Student Services appoints a liaison to serve on these committees to ensure alignment of student services and instructional program reviews in regard to timelines and processes.

College-level student achievement data is disaggregated and evaluated through the institution-set standards and the assessment of college planning initiatives like the Integrated Strategic Plan and the Student Equity Plan. Data disaggregated by program type, course type, degree/certificate completion, ethnicity, gender, and age are distributed to all faculty by the Office of Institutional Effectiveness through the instructional program review process ([IB5 Program Review Dashboard](#)). Mode of delivery data for retention and success is disaggregated for inclusion and appears in the College's Distance Education Plan draft ([IB5 Draft MVC DE Plan](#)).

### **Analysis and Evaluation**

Moreno Valley College is engaged in regular program review, assessment of SLOs, and review of disaggregated student achievement data. Program review data are disaggregated by program type, course type, and a number of common equity categories. Findings from reviews are published and made accessible to multiple stakeholders within the College. While MVC does disaggregate enrollment, success, and retention data for high-level analysis included in the distance education plan, this disaggregation by mode of delivery should also be included at the discipline level within the program review process.

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

### **Evidence of Meeting the Standard**

The College maintains a Student Equity Plan ([IB6 SEA-Exec-Summary](#)) which is updated every three years. The Student Equity Plan disaggregates and analyzes learning outcomes and achievement for subpopulations of students. Performance gaps are identified, and strategies and activities are implemented to address disproportionate outcomes. The Student Equity Plan is maintained by the Student Equity and Achievement Committee ([IB6 SEA-Committee](#)), which promotes, initiates, coordinates, and recommends strategies to enhance student equity and student academic achievement at the College. The Student Equity and Achievement Committee structure and bylaws were reviewed and approved by the Strategic Planning Council and the Academic Senate ([IB6 Senate-SEA](#)). The purpose of this committee is to align institutional goals and priorities for enhancing student equity and achievement on campus; improve implementation of goals and objectives related to student equity and achievement; increase communication and coordination to leverage resources to have a greater impact on student equity and achievement; minimize duplication of efforts; coordinate the data management for outcomes assessment and evaluation of the College's efforts to achieve student equity and achievement; and provide seamless delivery of services that support student equity and achievement

([IB6 Goals-VFS-Alignment](#)). Responsibilities for promoting student equity and achievement may include the following:

- Reviewing, integrating, and coordinating student success initiatives (SSSP, Student Equity, and BSI)
- Identifying and assessing student needs in order to enhance student success and student equity
- Analyzing MVC student success data with an equity lens
- Reviewing and recommending outcomes assessment and evaluation
- Exploring current research on student success and equity
- Promoting or recommending instructional and student support programs and services
- Recommending professional development activities and topics

When the College identifies performance gaps, it implements strategies and resources to mitigate the gaps. Based upon campus-based research, the following subgroups are the College's primary equity target populations:

- African American/Black students
- Foster Youth students
- Students with disabilities
- LGBTQ students
- Veteran students
- Male students

Some of the strategies that the College has implemented to mitigate student equity gaps for the aforementioned subpopulations include the First-Year Experience (FYE) program ([IB6 FYE](#)), which integrates academic enrichment and student support services to enable students to complete successfully the transition from high school to college. The FYE program includes a Summer Bridge program designed to jump-start students' academic success, awareness of college resources, and development of personal factors that contribute to success; priority registration for the fall, winter, and spring semester of the first year; one-on-one counseling appointments and educational planning; student success peer leader support; and community building and student engagement activities and events throughout the year. The program targets the College's primary equity populations and serves over 500 students each year. Students who participate in the program also benefit from MVC's Promise Initiative ([IB6 Promise](#)), which covers the cost of tuition/fees and provides textbook vouchers during the first year at Moreno Valley College.

The College has also scaled support for the Umoja Community, which is dedicated to increasing the number of educationally underserved students who transfer to a four-year college or university and return to the community as leaders and mentors for future generations ([IB6 Umoja](#)). The MVC Umoja community takes a proactive approach to reaching and serving African American males and other at-risk students. The program now serves over 700 students each year. The College also provides direct support for other primary equity populations through the Guardian Scholars Program, which serves current and former foster youth ([IB6 Guardian-Scholars](#)), Disability Support Services ([IB6 DSPS](#)) and Veterans Resource Center ([IB6 Veterans](#)). In support of LGBTQ students, the College provides Ally training ([IB6 Ally](#)) for faculty, staff, and administrators; it collaborates with ASMVC and the Pride Alliance Club to

promote campus awareness, tolerance, and solidarity to foster a safe and judgment-free learning environment ([IB6 Harvey-Milk](#)); and it provides information regarding local resource support ([IB6 LGBT-Resources](#)).

In recognition of its responsibility to create a college-going culture in the community and to address equity gaps early, MVC implemented a middle school young men of color conference intended to motivate, inspire, and empower young men of color to pursue higher education through topics that address understanding themselves in the context of the broader society; understanding the importance of education; and discussing strategies to be successful in life through education. In partnership with local school districts, the program covered three days, hosted ten middle schools, and served approximately 600 students ([IB6 Middle-School-Program](#), [IB6 Middle-School-Breakout](#)).

In addition to the Student Equity and Achievement budgeted allocation for 2019-2020 of \$2,910,802 from the Riverside Community College District to the College, some program operating budgets have been integrated whereby funding to support certain aligned activities are supported between multiple programs and funding sources. Furthermore, programs and services in both the division of Academic Affairs and Student Services have contributed from their college general fund to help institutionalize student equity plan activities. As indicated in the budget section of the Student Equity Plan ([IB6 Student-Equity-Plan-Budget 19-20](#)), student equity resources received as part of this plan are prioritized and distributed purposefully to maximize equity outcomes for disproportionately impacted student populations at Moreno Valley College. The Student Equity and Achievement committee is charged with studying the College's performance gaps and evaluating the efficacy of strategies to address them. Each program and department also assesses its performance, impact, and effectiveness each year through the program review process. Certain college programs and departments also evaluate and assess individual classes and programs with a student equity lens by disaggregating data by subpopulations.

### **Analysis and Evaluation**

Moreno Valley College actively responds to equity gaps identified through the analysis of disaggregated data. The College is committed through the goals identified in the Integrated Strategic Plan and the Student Equity Plan to implementing strategies which include allocation of human, fiscal, and other resources to mitigate achievement gaps. The College reviews and evaluates the efficacy of those strategies on an ongoing basis.

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

### **Evidence of Meeting the Standard**

The Leadership and Governance Handbook ([IB7 Lead-Gov HB](#)) outlines the process by which the College evaluates its governance, decision-making processes, and other institutional policies

and practices across all areas of the institution. The Strategic Planning Council (SPC) is the central deliberative collegial consultation body ([IB7 SPC](#)). Its purpose is to provide recommendations and information, facilitate transparency, and solve problems related to participatory governance and the decision-making process. The primary functions of the SPC are as follows:

- Function as clearinghouse for potential or actual participatory governance issues
- Provide information to and model best practices for participatory governance committees
- Serve as a forum for discussion of the progress of identified participatory governance committees that report to it
- Review policies and administrative regulations related to participatory governance and recommend modifications or new policies or administrative regulations as needed
- Coordinate the systematic evaluation of governance and administrative structures, processes, and services
- Lead the integration of plans by monitoring alignment among them and recommending corrective action when necessary.

The Standard IV Subcommittee of the Strategic Planning Council is charged with evaluating the college governance structure and processes. The committee established a two-year cycle of governance structure assessment. In fall 2019, the committee conducted an assessment of the governance structure through survey instruments being completed by each committee ([IB7 Academic-Senate-Agenda-Oct-7](#), [IB7 Std-IV-Survey](#)). The survey responses were compiled and returned to each committee for dialog and for change if indicated by the results. The Standard IV Subcommittee also used the survey results to inform revisions to the Leadership and Governance Handbook.

The College also participates in the regular review of Riverside Community College District Board Policies and Administrative Procedures. The District maintains a board policy–administrative procedure tracker that indicates which policies or procedures are under review and where they are in the governance process ([IB7 BP-AP Tracker](#)). One recent example is the MVC Academic Senate’s review of proposed changes to Administrative Procedure 4040: Library and Learning Services ([IB7 Academic-Senate-Agenda-Oct-7](#)). The college librarians reviewed the changes with the members of the senate and received their feedback to take back to the team updating this procedure. This procedure will return to Academic Senate for a second read and approval. After this, the process moves to the District governance process for review and approval.

Finally, as discussed in Standard I.B.1, all units at the College conduct an annual program review that allows all areas of the institution to evaluate their effectiveness in supporting the academic quality and the accomplishment of the mission as well as evaluate their policies and practices. Resource requests and allocation are tied to the program review process.

### **Analysis and Evaluation**

The College evaluates its policies and practices through the Strategic Planning Council and the program review process to determine whether it is supporting student success in alignment with the college mission, goals, and strategic plan. Through the program review process and an annual

review of the college governance and decision-making process, the College sustains a commitment toward the regular evaluation and improvement of all areas of the College. The process of evaluation of policies and practices can be improved through more formalized, structured, and regular assessment.

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

### **Evidence of Meeting the Standard**

The College broadly communicates the results of its assessment and evaluation activities frequently and through multiple mechanisms. In addition to hosting various open forums throughout the year, the president provides a biannual State of the College presentation to the campus community in which assessment results and future priorities are shared to promote an understanding of the College's strengths and weaknesses. Timely updates are communicated regularly throughout the year in the president's newsletter ([IB8 President's-Newsletter](#)) and these resources, including the Monthly President's Report to the RCCD Board of Trustees, ([IB8 PO-Board-Report 10-15-19](#)), are available on the President's Office page ([IB8 President's-Office](#)). Assessment and evaluation activities are published broadly through program and department review reports and other reports that are widely available on the college website. College data such as the Key Performance Indicators ([IB8 Key-Performance-Indicators](#)), the Integrated Strategic Plan ([IB8 ISP 18-23](#)), and the Student Equity Plan ([IB8 SEA-Plan-Draft](#)) are published and disseminated widely both on the college website and within various committees and groups. These varied methods of sharing data related to the strengths and weaknesses of the College allows for analysis, discussion, and feedback among various governance committees and groups. The data and resulting discussions inform the overall direction and priorities for the College.

Learning outcomes assessment results are communicated by the MVC Assessment Committee via email to the campus community and a monthly report to the Academic Senate. These reports include outcomes and assessment results for course level SLOs ([IB8 October-2019-SLO-Report](#)) and program level assessments ([IB8 September-2019-PLO-Report](#)). In addition, the Instructional Program Review Committee provides reports on program review completion to the campus via email, during its committee meeting, and by a monthly report to the Academic Senate ([IB8 CTE Program Review-Spring19](#)).

The completion of program review reports is another way that the College broadly communicates the results of its assessment. The reports are reviewed by the Program Review Committee, and, once accepted, are posted on the college website for public viewing. In Academic Affairs the reports, plans, and resource requests are reviewed by the supervising dean of instruction, and resource requests are ranked within each dean's area. From there, the plans and resource requests are then evaluated within each major area of the College (Academic Affairs, Student Services, and Business Services) and ranked. The ranked requests for each major area are then reviewed, merged, and ranked by the president through the President's Cabinet. Final rankings and funded projects are communicated to the campus community.

## Analysis and Evaluation

The Integrated Strategic Plan communicates the priorities for Moreno Valley College, and the president's newsletter provides a monthly summary of activities that highlights achievement toward the College's strategic planning goals. The College broadly communicates the priorities and the results of all of its assessments and evaluation activities so that the campus community has a shared understanding of its strengths and weaknesses and progress toward institutional goals. The College can do more to communicate changes as a result of the assessment and evaluation process through large campus forums, the college website, and through the governance process.

**I.B.9: The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

## Evidence of Meeting the Standard

Moreno Valley College's mission drives the college goals, which are embedded throughout all college planning and focused to achieve the college strategic plan objectives. The planning process integrates the Comprehensive Master Plan (CMP), Integrated Strategic Plan (ISP), program review cycle, student learning outcomes assessment, and resource allocation. Each program and service conducts an in-depth self-examination of its effectiveness every three years as part of the comprehensive program review process and updates this evaluation through the annual program review process. Career and Technical Education programs engage in this process every two years in order to ensure currency to industry standards and direction. The program review training provided to faculty ([IB9 IPRC-New Faculty](#)) explains that program review is a multipurpose process used for analysis, planning, resources requests, and reporting efforts designed to improve institutional effectiveness and academic quality.

The long-term planning driver of achieving the college mission is the CMP. The plan identifies the long-range needs for educational programs and services, including human, physical, technology, and financial resources. The 2015 and updated 2019 plan ([IB9 MVC 2015 CMP](#), [IB9 CMP-Draft 19](#)) is composed of both the educational master plan and the facilities master plan. The educational master plan describes the current programs and services of the College, the growth of these programs, services needed to serve expected population growth through 2030, and opportunities for new program development. The facilities master plan describes the buildings and site changes that will be needed to support expected population and programmatic growth. The 2019 CMP Update focused on three primary goals: Creating a comprehensive campus environment, planning for equitable student success and Guided Pathways, and enhancing the economic and social opportunities for the community. The current CMP draft is expected to be completed by December 2019.

The ISP is the mid-term driver toward achieving the college mission and advancing the institution toward attainment of CMP goals ([IB9 MVC Integrated Strategic Plan 2018-2023](#)). This five-year plan includes goals in five areas: Student Access and Equity, Student Learning Success and Completion, Community Engagement and Partnerships, Professional Development, and Institutional Effectiveness and Resources. Moreover, the plan is integrated horizontally across other college plans, such as the Student Equity Plan, as well as vertically with the District Strategic Plan and the State Chancellor’s Office Vision for Success. In addition, strategic goals are integrated in the college program review and resource allocation process.

While the Comprehensive Master Plan and Integrated Strategic Plan set both institution wide long-term and mid-term goals, the annual program review process provides the mechanism for disciplines, departments, and services to set goals and request resources from the bottom up. The program review process is aligned to the college mission through the integration of strategic planning goals ([IB9 Program-Review-HB](#)). Resource requests are also aligned to individual strategic goals ([IB9 Resource-Request-ISG](#), [IB9 Dental-Assisting-PR](#), [IB9 Sociology-Comp-PR](#)).

### **Analysis and Evaluation**

The College sustains an integrated planning, outcomes assessment, program review, and resource allocation process that is focused on advancing the mission. Programs and services conduct program review on an annual basis with a comprehensive program review every three years, and every two years for CTE programs. The College’s Comprehensive Master Plan drives the institution long term in meeting the needs of the community through planning for growth in programs, personnel, technology, equipment, and facilities. The College’s strategic plan and process integrate program review, institutional planning, and resource allocation into a comprehensive set of mid-term goals focused on improving student outcomes, closing equity gaps, and improving institutional effectiveness. Overall, MVC sustains an integrated process for continuous planning and improvement leading to improved academic quality and institutional effectiveness and achievement of the mission.

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### **Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness**

Moreno Valley College is engaged in continuous dialog and assessment to improve institutional effectiveness and student learning and achievement. The College uses the program review and outcomes assessment processes to analyze information and data to determine whether it is supporting student success in alignment with the college mission, goals, and strategic plan. These processes facilitate dialog within and among disciplines, departments, and units that allow for continuous improvement and that address equity gaps. Through the program review process and an annual review of the college governance and decision-making process, the College sustains a commitment toward regular evaluation and improvement of all areas of MVC. The College integrates planning, assessment, and resource allocation to advance the mission and communicates the priorities and the results of these activities with the campus community.

### **Improvement Plans**



The College recognizes that more work is needed in the areas of disaggregation of data by delivery mode (Standard I.B.5), regular evaluation of its policies and practices (Standard I.B.7), and the communication and documentation of practices, policies, and assessment activities (Standard I.B.8). As a result, the following improvement plans, along with timelines, responsible parties, and resources needed, will be completed:

#### Disaggregation of Data by Delivery Mode (Standard I.B.5):

The College will include disaggregated data by method of delivery (fully online, hybrid, and face-to-face) in program review dashboards for enrollment, success, retention, and completion metrics by spring of 2020. This data will be available for the fall 2020 program review cycle. While data disaggregated by mode of delivery had been available during the program review process prior to 2016, those data were not included in the program review data dashboards. This improvement plan will be led by the Office of Institutional Effectiveness and the dean of Institutional Effectiveness. As of fall 2019, the College is currently in the hiring process for the vacant dean of Institutional Effectiveness position. Required resources include dedicated staff time from the Office of Institutional Effectiveness for inclusion in the existing program review data dashboards for each program and discipline as well as training for faculty and staff about using this data in their program review assessments.

#### Regular Evaluation of College Policies and Practices (Standard I.B.7):

As noted in Standard I.B.7, the College engages in significant activities to evaluate its existing policies and practice; however, more can be done to improve by examining additional important college policies and practices in a regular cycle of evaluation. Namely, the College will identify additional policies and practices in need of regular evaluation. Currently, these include the local curriculum process, the program review and resource allocation process, and the outcomes and assessment of learning and service area outcomes processes. In addition, the methodology and cycle of review for regular evaluation and assessment will be established. The College will identify all additional practices, policies, and processes to include in a regular cycle, the methodology for assessing these practices, and the timeline for the ongoing cycle by spring 2020. Moreover, the College will begin to assess these practices during the same term in order to be able to make any indicated changes by the 2020-21 academic year. The responsible parties for this work include the Office of Institutional Effectiveness, the dean of Institutional Effectiveness, Strategic Planning Council Standard I Subcommittee, and governance and operational committees associated with each process or practice. Necessary resources include staff time, funding for additional non-contractual work, and survey instrument technology such as Survey Monkey.

#### Communication and Documentation of Assessment and Evaluation Activities (Standard I.B.8):

The College currently engages in significant efforts to communicate the results of assessment and evaluation activities as discussed in Standard I.B.8 but acknowledges that more can be done to document existing processes that are evaluated and broadcast any changes as a result of these activities. In order to improve, the College will identify those processes that are currently not

well-documented on campus by spring 2020, develop a communication plan for informing the campus community about the results of assessment and evaluation activities by spring 2020, and execute this plan beginning fall 2020. The responsible parties for this work include the vice president of Academic Affairs, vice president of Student Services, vice president of Business Services, and leadership of relevant governance committees (Curriculum Committee, Strategic Planning Council Standard I Subcommittee, and Assessment Committee). Necessary resources include staff time and funding for any additional non-contractual time needed to complete the documentation and communication planning process.

## **Evidence List**

[IB1 Assessment Comm Webpage](#)  
[IB1 Standing-Senate-Report](#)  
[IB1 Assessment-Template](#)  
[IB1 IPR-Page](#)  
[IB1 PRC-Feedback](#)  
[IB1 PR-Dean-FB](#)  
[IB1 SPC-Committee](#)  
[IB1 Std1-Subcommittee](#)  
[IB1 Std2-Subcommittee](#)  
[IB1 Std3-Subcommittee](#)  
[IB1 Std4-Subcommittee](#)  
[IB1 ISP 18-23](#)  
[IB1 SEA-Committee](#)  
[IB1 SEA-Plan](#)  
[IB1 2019 CMP Update](#)  
[IB1 FLEX State of the College Agenda](#)

[IB2 Assessment-Comm-Page](#)  
[IB2 Inst-Prog-Review](#)  
[IB2 FLEX-Fall-19](#)  
[IB2 Oct-2019-SLO-Report](#)  
[IB2 PLOs-Catalog 2019-20](#)  
[IB2 PLO-Report-Sept-2019](#)  
[IB2 Assessment-Agenda 9 17 19](#)  
[IB2 Student-Services-PR-Page](#)  
[IB2 Student-Financial-PR](#)  
[IB2 Student-Health-Psych](#)  
[IB2 Bus-Services-SAOs](#)  
[IB2 Bus-ServPR 19](#)

[IB3 AS-Minutes 3-18-19](#)  
[IB3 SPC-Minutes 3-28-19](#)  
[IB3 Annual-Report-Page](#)  
[IB3 MVC-ISP 18-23](#)

[IB4 Prog-Review-HB](#)  
[IB4 Program-Review-Data-Dashboard](#)  
[IB4 ACCJC-Annual-Report-Page](#)  
[IB4 RCCD-Vision-Goal-Alignment](#)

[IB5 Program-Review-Manual](#)  
[IB5 Program Review Dashboard](#)  
[IB5 Draft MVC DE Plan](#)

[IB6 SEA-Exec-Summary](#)  
[IB6 SEA-Committee](#)  
[IB6 FYE](#)  
[IB6 Promise](#)  
[IB6 Umoja](#)  
[IB6 Guardian-Scholars](#)  
[IB6 DSPS](#)  
[IB6 Veterans](#)

[IB7 Lead-Gov HB](#)  
[IB7 SPC](#)  
[IB7 Academic-Senate-Agenda-Oct-7](#)  
[IB7 Std-IV-Survey](#)

[IB8 President's-Newsletter](#)  
[IB8 PO-Board-Report 10-15-19](#)  
[IB8 President's-Office](#)  
[IB8 Key-Performance-Indicators](#)  
[IB8 ISP 18-23](#)  
[IB8 SEA-Plan-Draft](#)

[IB9 MVC 2015 CMP](#)  
[IB9 MVC 2019 CMP Update Draft](#)  
[IB9 MVC Integrated Strategic Plan 18-23](#)  
[IB9 Program-Review-HB](#)  
[IB9 Resource-Request-ISG](#)

### C. Institutional Integrity

**I.C.1: The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

#### Evidence of Meeting the Standard

Moreno Valley College prominently publishes its mission statement on the college website ([IC1 Mission](#)) as well as in printed materials including the college catalog and on bulletin boards through the campus. The college mission statement is reviewed on a regular cycle of no longer than every five years through processes that include college governance, district governance, and the Board of Trustees.

The College provides information about its educational programs and student support services through multiple mediums including the college website, college catalog, and student handbook. The Instructional Program Support Coordinator ensures the clarity, accuracy, and integrity of information about educational programs and student support services. The integrity of the information is maintained through annual reviews of the catalog and systematic reviews of the schedule of classes for each term ([IC1 Catalog-Reviewers](#)). Additionally, relevant committees and coordinators, directors, deans, and staff are responsible for reviewing and updating information related to their programs and services. Information about Student Services is available on the Student Services webpage ([IC1 Student-Services](#)). Each Student Services department reviews material prior to sharing it with the public, and the department coordinates with the College's webmaster to update information as needed.

The clarity, accuracy, and integrity of student learning outcomes is assured primarily through the instructional program review and curriculum approval processes. Annual updates to disciplines' program reviews require assessment and review of student learning outcomes. Faculty are expected to submit their syllabi, which state the student learning outcomes, to the Dean of Instruction office via email each semester ([IC1 Syllabus-Request](#)). Procedures for the evaluation and improvement of instruction of associate and of full-time faculty include a requirement to review syllabi for accuracy and clarity of communicating student learning outcomes ([IC1 Associate-Faculty-Evaluation-Form](#)). The improvement of instruction process further requires a conversation about the evaluation with the faculty member undergoing evaluation, allowing faculty to discuss how teaching practices and syllabi support student learning of the published learning outcomes for each individual course.

MVC is diversifying its communication with students, faculty, and staff by using multiple communication channels. Recognizing the efficacy of social media and digital nudging applications, MVC implemented the Grad Guru app for mobile devices to communicate events, deadlines, and services to students clearly and accurately ([IC1 Grad-Guru](#)). It also committed to

regular updates with relevant content on the MVC website and on Facebook ([IC1 MVC-Facebook](#)), Twitter ([IC1 MVC-Twitter](#)), and Instagram ([IC1-MVC-Instagram](#)) accounts. The web applications tech ensures accuracy and clarity of information on educational programs and student services after approval by appropriate program faculty, staff, or managers.

The MVC accreditation webpage shares clear and accurate information about its accreditation status including past institutional self-evaluations and visiting team reports. It is easily available and is one click away from the MVC homepage ([IC1 Accreditation-Page](#)). The accredited status of the College is published in additional places including the catalog ([IC1 Accreditation-Catalog](#)).

### Analysis and Evaluation

Information related to the College’s mission, learning outcomes, educational programs, and student support services is reviewed through ongoing processes to assure its clarity, accuracy, and integrity. Departments and offices are responsible for maintaining information about their respective programs and services. The College’s accreditation status is accurately shared on the college website and catalog.

**I.C.2: The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)**

### Evidence of Meeting the Standard

Moreno Valley College provides an online catalog for students and the public that is easily accessible on the college website ([IC2 Catalog-2019-20](#)). Additionally, print copies are available upon request. To ensure that the information provided is precise, accurate, and current, the Office of Instruction and the Instructional Program Support Coordinator work closely with area experts during the annual review and update of the catalog. The table below provides evidence of the college catalog alignment with the Eligibility Requirement (ER 20).

Table IC2.1 Moreno Valley College Alignment with Eligibility Requirement #20

Eligibility Requirement 20	2019-2020 Moreno Valley College Catalog
General information	
Official Name, Address, Telephone Number, and Website	Pg. vii
Educational Mission	Pg. 2
Representation of Accredited Status with ACCJC	Pg. 3
Course and Program Offerings	Courses Pgs. 113-198
Student Learning Outcomes for Programs and Degrees	Embedded within each description of degree, certificate, program Pgs. 37-111
Academic Calendar	Pg. x

Academic Freedom Statement	Pg. 3
Available Student Financial Aid	Pgs. 23-26
Available Learning Resources	Pgs. 27-32
Names and Degrees of Administrators and Faculty	Faculty Pgs. 203-207 Administrators Pgs. 207-208
Names of Governing Board Members	Inside front cover
<b>Requirements</b>	
Admissions	Pg. 4
Student Tuition, Fees, and Other Financial Obligations	Pgs. 8-9
Degrees and Certificates	ADT Pgs. 62-73, 84-85 AOE Pgs. 83-112 Certificates Pgs. 92-112
Graduation and Transfer	Graduation Pgs. 33-58 Transfer Pgs. 59-78
<b>Major Policies and Procedures Affecting Students</b>	
Academic Regulations, including Academic Honesty	Pgs. 12-18
Nondiscrimination	Pgs. 221-225 English and Spanish
Acceptance and Transfer of Credits	Pg. 10
Transcripts	Pg. 10
Grievance and Complaint Procedures	Pgs. 18-20
Sexual Harassment	Pgs. 221-225 English and Spanish
Refund of Fees	Pgs. 4,10

### Analysis and Evaluation

Students and prospective students are provided with a comprehensive compilation of college information in the college catalog, which is easily accessible on the college homepage. All ER 20 requirements are accurate and regularly updated.

**I.C.3: The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

### Evidence of Meeting the Standard

Moreno Valley College assesses Student Learning Outcomes (SLO) and evaluates student achievement regularly. SLO assessment for each course is documented in Nuventive and is completed at least every four years by discipline faculty. Assessment results and data are discussed in discipline meetings ([IC3 Math-Meet-Minutes](#)) where areas of achievement and areas of concern are identified, and action plans are created where needed. Student achievement is also evaluated through the program review process. Each academic program and career and technical education (CTE) program assess their outcomes annually.

In addition to the SLO assessment data, the College assesses student learning and achievement through the comprehensive program review cycle, which is every three years for academic programs and every two years for CTE programs. The comprehensive program review includes an assessment of course completion and degree and certificate completion. The program review reports are available and accessible on the college website ([IC3 Program-Review-Page](#)) for students, prospective students, and the public to view. Current data on job placement, degree and certificate completion, and transfer can be found on the MVC Student Success Scorecard ([IC3 Stud-Successs-Scorecard](#)) which is posted on the college website.

In addition, learning and achievement data and targets are embedded within the RCCD Strategic Plan. This plan was shared to the colleges via Chancellor's Forums, presented at the District Strategic Planning Council, and approved by the Board of Trustees in September 2019. ([IC3 BOT-DSP-SEP 9-3-19](#)). In addition, Student Equity goals and targets have been set in alignment with the District Strategic Plan, and the MVC Student Equity Plan reflecting these goals and targets was also approved by the Board of Trustees in September 2019.

### **Analysis and Evaluation**

Moreno Valley College collects assessment data on SLOs and student achievement, analyzes that data, integrates it into college planning, and makes it available to institutional constituents and the public.

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

### **Evidence of Meeting the Standard**

Moreno Valley College publicizes information about degrees and certificates in the online and printed college catalog, printed marketing materials, and on specific program websites. The college catalog provides detailed information for each ADT, AOE, and certificate program. A description of the degree or certificate is provided, a list of courses required is included, and the program learning outcomes are listed ([IC4 ADT-AOE-Cert](#)). Additionally, the College provides information through the academic programs, degrees, and certificates webpage ([IC4 ADT-Degrees; IC4-Certificates](#)) which is also linked to the counseling webpage. Printed materials are also used to advertise the degree and certificate options for students and the public ([IC4 ADT-Brochure](#)).

### **Analysis and Evaluation**

Moreno Valley College provides detailed descriptions of the degrees and certificates available to students on the website and in printed materials to include purpose, content course requirements and expected learning outcomes.

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

## Evidence of Meeting the Standard

Institutional policies, procedures, and publications are regularly reviewed and updated as needed to assure the information is accurate and reflects the current reality of the College. A cycle of review ([IC5 BP Tracker](#)) for Board policies and Administrative Procedures at the district level has been established.

Through annual reviews of the catalog ([IC5 Catalog-Prod-Timeline](#)) and systematic term reviews of the schedule of classes, the Instructional Program Support Coordinator (IPSC) ensures clarity, accuracy, and integrity of information about educational programs and student support services. The coordinator works with others on campus including the Office of Instruction, the Articulation Officer, and the Curriculum Chair to ensure that representation of the mission, programs, and services is both accurate and consistent. The IPSC works with the other coordinators in the district to check for shared curriculum accuracy. Catalog reviews and approvals are tracked ([IC5 Catalog-Review-Approve](#)) through completion. When established criteria ([IC5 Addendum-Criteria](#)) are met, an addendum to the college catalog is added when changes occur outside of the review timeline.

## Analysis and Evaluation

The District and the College have practices in place to review policies, procedures, and publications. These practices assure accurate representation of the College's mission, programs, and services.

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

## Evidence of Meeting the Standard

Moreno Valley College informs all prospective, incoming and continuing students of costs associated with enrolling. Costs are published on the website ([IC6 Tuition-Fees-Webpage](#)), in the catalog, in the class schedule, on the course registration site ([IC6 EduNav-Cost](#)), and on the college bookstore website ([IC6 Bookstore-Prices](#)). In addition, the cost of attendance is available through the Net Price Calculator ([IC6 Net-Price-Calc](#)) and the Student Financial Services Consumer guide ([IC6 SFS-Consumer-Guide](#)). Gainful Employment Disclosures ([IC6 Gainful-Employment](#)) are published on the college website and contain information about average time to completion, total cost, and average student loan debt for CTE programs.

In addition to informing current and prospective students about the total cost of education, the Student Financial Services (SFS) department assists students in reaching their educational goals by providing information and assistance for financial aid programs to offset tuition, fees, textbooks, and other required expenses ([IC6 Financial-Aid](#)).

## Analysis and Evaluation

The information provided about all tuition, fees, and cost of attendance is accurate and readily available to students. The College informs current and prospective students regarding the cost of education and then takes seriously the role of connecting students to financial resources to make enrollment possible.

**I.C.7: In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

### **Evidence of Meeting the Standard**

Moreno Valley College assures institutional and academic integrity by upholding Board Policy 4030: Academic Freedom ([IC7\\_BP4030\\_Academic-Freedom](#)) which states, “Academic Freedom, in its teaching aspect, is fundamental for the protection of the right of the teacher in teaching and of the student’s freedom in learning.” In addition, BP/AP 3050: Institutional Code of Professional Ethics ([IC7\\_BPAP3050\\_Ethics](#)) outlines expectations for ethical behavior from employees of the District, including that, “They shall do everything they can to demonstrate a commitment to excellence in education and without compromise to the principles of ethical behavior.” The College publishes governing board policies on academic freedom and responsibility in the catalog ([IC7\\_Academic-Freedom-Catalog](#)) and in the schedule ([IC7\\_Academic-Freedom-Schedule](#)).

The Course Outline of Record (COR) serves as another mechanism for assuring the free pursuit and dissemination of knowledge while assuring academic integrity. The COR for each course details course objectives, course content, methods of instruction, and methods of evaluation ([IC7\\_COR-Example-Eng1A](#)). The COR is reviewed and updated at least every four years and faculty are obligated contractually to structure an atmosphere that adheres to the COR while allowing intellectual freedom for all constituencies, including faculty and students.

### **Analysis and Evaluation**

Moreno Valley College publicizes information about academic freedom as stated in Board Policy 4030 in the online and print version of the college catalog and in the schedule of classes. The information is easily accessible to students, staff, faculty, and the public.

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

### **Evidence of Meeting the Standard**



Moreno Valley College has established policies and procedures that promote honesty, responsibility, and academic integrity. Board Policy and Administrative Procedure 3050: Institutional Code of Professional Ethics ([IC8\\_BPAP3050\\_Code-of-Ethics](#)) states that “students are expected to abide by ethical behavior and decision making in their treatment of District employees, other students, and members of the public.” BPAP3050 continues, “Employees of the District shall be committed to the principles of honesty and equity.” Additionally, Board Policy 5500: Standards of Student Conduct ([IC8\\_BPAP5500\\_Student-Conduct](#)) clearly defines the conduct subject to discipline including plagiarism, cheating, furnishing false information, forging, attempting to bribe or threaten, and buying/selling authorization codes. Finally, Administrative Procedure 5520: Student Discipline Procedures ([IC8\\_BPAP5520\\_Discipline-Procedures](#)) states the consequences for dishonesty and serves to provide a prompt and equitable means to address violations of the Standards of Student Conduct.

The policies related to academic integrity are published on the MVC Standards of Conduct webpage ([IC8\\_Stand-Conduct-Webpage](#)), in the student handbook ([IC8\\_Student-Conduct-Handbook](#)), and the college catalog ([IC8\\_Stand-Conduct-Catalog](#)).

Faculty, classified staff, and managers can report violations of the Standards of Student Conduct when students are disruptive or violate the Student Code of Conduct. An academic dishonesty form ([IC8\\_Academic-Dishonesty-Form](#)) is used to share information related to the violation with the vice president of Academic Affairs. The College also has established a Behavioral Intervention Resource Team (BIRT) to address distressed, disruptive, or dangerous behavior in students ([IC8\\_BIRT](#)). The team offers assistance, education resources, and consultation to faculty and staff in an effort to positively affect student retention and campus safety. MVC strives to facilitate open communication and accountability and offers students a complaint form ([IC8\\_Student-Complaint-Form](#)). This form can be used to share information regarding a concern or complaint a student may have regarding an office on campus or an encounter with a college employee.

The College also adheres to a Student Grievance Policy. The purpose of the student grievance procedure is to provide an impartial review process and to ensure that the rights of students are properly recognized and protected. The student grievance procedures consist of Informal Problem Resolution, Administrative Review of the Complaint, Request for Review by the Grievance Hearing Committee, Grievance Hearing Committee Process, and Final Action; the is a student grievance process for instruction and grade related matters ([IC8\\_AP5522-Grievance\\_Grade](#)) and a student grievance process for matters other than instruction, grades or discipline ([IC8\\_AP5524\\_Grievance-Non-Grade](#)). Employee grievances are handled through the appropriate employee contracts and procedures.

### **Analysis and Evaluation**

District Board Policies clarify expectations of honesty and integrity for all constituencies and include types of conduct that constitutes cause for discipline and procedures by which misconduct is to be handled. The student handbook and college catalog state students’ responsibilities and the consequences of academic dishonesty. The MVC Standards of Conduct

page outlines the student code of conduct as well as methods of reporting concerns or misconduct for both students and college employees.

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

### **Evidence of Meeting the Standard**

Moreno Valley College faculty adhere to Board Policy 4030: Academic Freedom ([IC9\\_BO4030 Academic-Freedom](#)) which acknowledges that “academic professionals need the freedom to explore ideas that may be strange or unpopular, endeavors proper to higher education; while also maintaining the responsibility of related subject matter to the classroom” (BP 4030). The College publishes this information in the catalog.

Additionally, Riverside Community College District employees are guided by the standards set forth in Board Policy and Administrative Procedure 3050: Institutional Code of Professional Ethics ([IC9\\_BPAP3050 Professional-Ethics](#)) that states, “Employees shall exercise judgments that are dispassionate, fair, consistent, and equitable. They shall exhibit openness and reliability in what they say and do as educational leaders.”

Moreno Valley College’s academic freedom policies are published in the college catalog ([IC9 Academic-Freedom](#)) and the faculty contract ([IC9 Faculty-Contract 15-18](#)) which was recently extended through 2021 ([IC9 MOU-FA-Extension 18-21](#)).

As part of the Improvement of Instruction process, peer reviewers assess whether or not faculty distinguish between personal conviction and professionally accepted views by evaluating subject-matter proficiency. Furthermore, the student evaluation survey ([IC9 Student-Evals](#)) is used to ensure that information is presented in a fair and objective manner. Students are asked to rate how strongly they perceive the syllabus communicates the course’s focus, requirements and policies; how strongly they perceive the work in the course corresponds to the course description and objectives as described in the college catalog; and how strongly they perceive the course materials and instructional strategies are connected to course objectives.

### **Analysis and Evaluation**

Moreno Valley College supports academic freedom as is evident in district board policies and the college catalog. The statements about academic freedom and professionalism provide guidance that allows faculty to use professional judgment to present information fairly and objectively.

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

### **Evidence of Meeting the Standard**

The College is a publicly funded, open access institution. Although the College does not seek to instill specific beliefs or world views, Moreno Valley College students are expected to follow the standards set forth in Board Policy 5500: Standards of Student Conduct ([IC10\\_BP5500\\_Student-Conduct](#)). Moreno Valley College publishes the code of conduct in numerous places, including the college Standards of Conduct webpage ([IC10\\_Stand-Conduct-Webpage](#)), the catalog ([IC10\\_Stand-Conduct-Catalog](#)), and the student handbook ([IC10\\_Student-Conduct-Handbook](#)). The procedures define the conduct that is subject to discipline and identifies potential disciplinary actions including but not limited to the removal, suspension, or expulsion of a student.

Each of the employee agreements (CSEA, CCA, CTA/NEA) and employee handbooks contain specific codes of conduct. Faculty responsibilities and duties are described in the faculty contract ([IC10\\_Faculty-Contract\\_15-18](#)), and staff responsibilities/duties are described in the agreement between RCCD and California School Employees Association ([IC10\\_CSEA\\_15-18](#)). Management responsibilities are included in the RCCD Management Handbook ([IC10\\_Management\\_Handbook](#)).

### **Analysis and Evaluation**

Moreno Valley College works to ensure a safe, welcoming, and productive learning environment. MVC has a student code of conduct as well as methods of reporting concerns or misconduct for both students and college employees. Students, staff, faculty, and administrators are provided with guidance on expected codes of conduct; however, the College does not require conformity to specific beliefs or world views as a publicly funded, open access institution.

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

### **Evidence of Meeting the Standard**

Not applicable. Moreno Valley College does not operate in foreign locations.

### **Analysis and Evaluation**

Not applicable. Moreno Valley College does not operate in foreign locations.

**I.C.12: The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

### **Evidence of Meeting the Standard**

To ensure compliance with Title V and the Educational Code, Moreno Valley College adheres to all RCCD Board of Trustees Policies and Administrative Procedures as well as the accreditation standards set forth by the Accrediting Commission of Community and Junior Colleges (ACCJC). In accordance with the Riverside Community College District Board Policy and Administrative Procedure 3200: Accreditation ([IC12 BPAP3200 Accreditation](#)), the College's president and Academic Senate work together to ensure the institution complies with requirements for public disclosure, institutional reporting, team visits, and approval of substantive changes.

All information relating to accreditation, including compliance with set standards, recommendations and reports, requirements for public disclosure, and notice of team visits is located on the college accreditation website ([IC12 Accreditation-Page](#)). The accreditation page is easily accessible and one click away from the home page. The date of the upcoming comprehensive peer review visit and the link for third-party comments are available on this page. All reports submitted follow a shared governance process and adhere to the guidelines and deadlines set forth by the Commission. The last Self Evaluation Report was submitted to the Commission in January 2014. The Commission took action to reaffirm the College's accreditation in July 2014 with the requirement of a follow-up report which was submitted by the deadline of October 2015.

The MVC Disclosure Information page ([IC12 MVC-Disclosure-Info](#)) shows that the College has made public all required reports and documents required by ACCJC and other agencies with disclosure requirements.

### **Analysis and Evaluation**

Moreno Valley College meets the requirements set by ACCJC to maintain full accreditation status. The accreditation web page, which is available for public viewing, contains easily accessible current and archived accreditation information. All reporting deadlines are consistently met.

**I.C.13: The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

### **Evidence of Meeting the Standard**

Moreno Valley College demonstrates honesty and integrity in its relationships with external agencies and maintains full compliance with regulations and statutes specific to each external agency. The College participates in the completion of required annual, quarterly, and mid-term reports both internally and externally. The College clearly communicates its accredited status, the accrediting agency location and contact information, and changes in status on the college website ([IC13 External-Agencies](#)).

Full compliance is maintained with the following agencies:

- Accrediting Commission for Community and Junior Colleges (ACCJC)
- Western Association of Schools and Colleges (WASC)
- U.S. Department of Education (Financial Aid)
- Commission on Dental Accreditation (CODA)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- California State Fire Marshall and State Board of Fire Services

### **Analysis and Evaluation**

Clear, accurate, and timely communication is maintained with all accrediting agencies. Any changes to the College’s accredited status are clearly communicated to the Commission, students, and the public in a timely manner.

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

### **Evidence of Meeting the Standard**

Moreno Valley College is an institution of higher education that is open access and state funded. The College’s financial audit statements ([IC14 Annual-Fiscal-Report\\_19](#)) and other fiscal budget reports demonstrate that funds are not generated for financial returns for investors, and the College does not support external interests nor have a parent organization.

RCCD’s annual financial reports ([IC14 RCCD-Final-Audit-Reports](#)) including Accreditation Annual Fiscal Reports, Adopted Budgets and Presentations, Audit Reports, Monthly Statements, and other financial documents are posted on the District webpage.

### **Analysis and Evaluation**

The College is a non-profit, state funded institution with a mission committed to student achievement and student learning. The financial statements are public and demonstrate that the decisions regarding finance are transparent and connected to ensuring high quality education.

### **Conclusions on Standard I.C. Institutional Integrity**

Moreno Valley College demonstrates institutional integrity through the accuracy of its published documents, relationships with the Commission and third-party accreditors for specialized programs, compliance with all related regulatory and legal requirements, and in its communication with the public.

### **Evidence List**

[IC1 Mission](#)  
[IC1 Catalog-Reviewers](#)  
[IC1 Student-Services](#)  
[IC1 Syllabus-Request](#)  
[IC1 Associate-Faculty-Evaluation-Form](#)  
[IC1 Grad-Guru](#)  
[IC1 MVC-Facebook](#)  
[IC1 MVC-Twitter](#)  
[IC1-MVC-Instagram](#)  
[IC1 Accreditation-Page](#)  
[IC1 Accreditation-Catalog](#)

[IC2 Catalog-2019-20](#)

[IC3 Math-Meet-Minutes](#)  
[IC3 Program-Review-Page](#)  
[IC3 Stud-Success-Scorecard](#)  
[IC3 BOT-DSP-SEP\\_9-3-19](#)

[IC4 ADT-AOE-Cert](#)  
[IC4 ADT-Degrees](#)  
[IC4-Certificates](#)  
[IC4 ADT-Brochure](#)

[IC5 BP Tracker](#)  
[IC5 Catalog-Prod-Timeline](#)  
[IC5 Catalog-Review-Approve](#)  
[IC5 Addendum-Criteria](#)

[IC6 Tuition-Fees-Webpage](#)  
[IC6 EduNav-Cost](#)  
[IC6 Bookstore-Prices](#)  
[IC6 Net-Price-Calc](#)  
[IC6 SFS-Consumer-Guide](#)  
[IC6 Gainful-Employment](#)  
[IC6 Financial-Aid](#)

[IC7 BP4030 Academic-Freedom](#)  
[IC7 BPAP3050 Ethics](#)

[IC7 Academic-Freedom-Catalog](#)  
[IC7 Academic-Freedom-Schedule](#)  
[IC7 COR-Example-Eng1A](#)

[IC8 BPAP3050 Code-of-Ethics](#)  
[IC8 BPAP5500 Student-Conduct](#)  
[IC8 BPAP5520 Discipline-Procedures](#)  
[IC8 Stand-Conduct-Webpage](#)  
[IC8 Student-Conduct-Handbook](#)  
[IC8 Stand-Conduct-Catalog](#)  
[IC8 Academic-Dishonesty-Form](#)  
[IC8 BIRT](#)  
[IC8 Student-Complaint-Form](#)  
[IC8 AP5522-Grievance\\_Grade](#)  
[IC8 AP5524 Grievance-Non-Grade](#)

[IC9 BO4030 Academic-Freedom](#)  
[IC9 BPAP3050 Professional-Ethics](#)  
[IC9 Academic-Freedom](#)  
[IC9 Faculty-Contract 15-18](#)  
[IC9 MOU-FA-Extension 18-21](#)  
[IC9 Student-Evals](#)

[IC10 BP5500 Student-Conduct](#)  
[IC10 Stand-Conduct-Webpage](#)  
[IC10 Stand-Conduct-Catalog](#)  
[IC10 Student-Conduct-Handbook](#)  
[IC10 Faculty-Contract 15-18](#)  
[IC10 CSEA 15-18](#)  
[IC10 Management Handbook](#)

[IC12 BPAP3200 Accreditation](#)  
[IC12 Accreditation-Page](#)  
[IC12 MVC-Disclosure-Info](#)

[IC13 External-Agencies](#)

[IC14 Annual-Fiscal-Report 19](#)  
[IC14 RCCD-Final-Audit-Reports](#)

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component

of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

## **A. Instructional Programs**

**II.A.1: All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

### **Evidence of Meeting the Standard**

Moreno Valley College offers instructional programs that are consistent with its mission to inspire, challenge, and empower the diverse, multicultural community of learners to realize their goals; promote citizenship, integrity, leadership, and global awareness; and encourages academic excellence and professionalism. To accomplish this mission, MVC provides instruction in courses and programs that help students to transfer, earn associate degrees, complete certificates in career and technical fields, and demonstrate college readiness, and all instructional programs culminate in student attainment of identified student learning outcomes.

MVC has developed 17 Associate Degrees for Transfer (ADT) in majors including Administration of Justice, Anthropology, Biology, Business Administration, Communication Studies, Computer Science, Early Childhood Education, English, History, Mathematics, Music, Philosophy, Political Science, Psychology, Sociology, Spanish, and Studio Arts. The ADTs align general education and lower division major requirements with upper division major requirements at the transfer universities thereby simplifying the path for students who desire to transfer to other higher education programs. The College offers 45 associate degrees (AA/AS), and 24 state-approved certificates in Career and Technical Education areas including but not limited to Business Administration, Computer Information Systems, Office Technologies, Photography, Community Interpretation, Dental Assistant, Dental Hygiene, Early Childhood Education, Education Paraprofessional, Medical Assisting, Social Work, Human Services and Counseling Practices, Emergency Medical Services, Fire Technology, and Law Enforcement ([IIA1 Curr-Patterns-Catalog](#)). Both the associate degree and the certificate provide instruction in skills and knowledge needed to enter a skilled or professional occupation. Associate degree programs require completion of at least 60 units of credit. Certificate programs leading to an associate in science degree require a minimum of 18 units but vary in number of units required; most can be completed in two semesters. Certificates can lead to employment, and each course required for a certificate must be completed with a "C" grade or better. All certificate courses can be counted toward the degree as well as the major. All course and program offerings align with the stated mission of the institution.

All RCCD courses, including Distance Education (DE), have course outlines of record and go through a curricular process that ensures they are in fields of study that are consistent with the

colleges' missions and are appropriate to higher education. The DE Addendum in the RCCD Curriculum Handbook shows that DE proposals must be reviewed and approved by the curriculum committee as a separate action from the course outline ([IIA1 Curr-HB-DE](#)). Student learning outcomes are listed for all courses and these courses are assessed at the colleges to determine if these outcomes are being met. Additionally, Distance Ed courses must be approved by at least two of the three colleges' curriculum committees and Administrative Procedure 4105: Distance Education ([IIA1 AP4105 DE-Draft 5-17-19](#)) states, "Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate curriculum committee approval is mandatory if any portion of the instruction in a course or a section of a course is designed to be provided through distance education."

Student attainment of identified student learning outcomes at the course and program levels are evaluated during a regular cycle of assessment. As discussed in Standard I.B.3 above and Standard II.A.3 below, student learning outcomes are assessed regularly and included in the program review reporting and planning process. Moreover, program level student learning outcomes are mapped and assessed in order to ensure overall program quality ([IIA1 Program-Mapping](#)).

In addition, the data included in the introduction of this document includes numerous metrics related to student outcomes and achievement that are embedded within college program review data and planning documents. Moreover, the college is currently engaged in the development of a strategic plan dashboard for the reporting of progress towards MVC Integrated Strategic Plan objective goals. Importantly, the majority of the metrics used for dialog and analysis at the College come directly from the California Community College Student Success Metrics and are aligned with the RCCD Strategic Plan goals.

### **Analysis and Evaluation**

Moreno Valley College's program development and curriculum process ensure that instructional programs, regardless of location or means of delivery, are consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs. As the demand for Distance Education grows and the ability to provide alternative access is enhanced, the Distance Education Curricular Approval process is undergoing revision. As part of this process, a separate DE addendum document exists and is currently being updated. To ensure that the policies with respect to DE curriculum development remain current and relevant, they are undergoing revisions with input from the colleges' Distance Education Committees.

**II.A.2: Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby**



**ensuring program currency, improving teaching and learning strategies, and promoting student success.**

### **Evidence of Meeting the Standard**

Moreno Valley College faculty, including full-time and part-time faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, college faculty conduct systematic and inclusive program review, using student achievement data in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success. Moreno Valley College adheres to the district Curriculum Handbook ([IIA2\\_RCCD-Curriculum-Handbook](#)) which outlines the process for curriculum development, review, approval, and modification. These processes ensure that faculty play the central role in establishing the quality of course offerings and that there is continual examination of courses and programs for improvement. The handbook states that curriculum development, review, and approval originate with faculty, and the policies ensure that the content is appropriate to the College's mission and the standards of higher education. Currently, distance education courses follow the same curriculum development, approval, and modification process as face-to-face courses. While the handbook provides materials regarding effective DE teaching methods and the expectations of regular and substantive interactions, the College is examining a minor modification to the process when adding distance education mode of delivery to a course outline. This change would add a step to the process, including the review and recommendation from the Distance Education Committee, before newly proposed DE curriculum is brought to the Curriculum Committee for consideration.

As evidenced in the assistant professor job posting ([IIA2\\_Fac-Job-Requirement](#)), developing and assessing curriculum are explicitly stated duties. Once a course is approved through the curriculum process, it is assessed using student achievement data. Examples of data analysis can be seen in the dental assisting comprehensive program review ([IIA2\\_Dental-Assisting-PR](#)), which happens every 2 years, and the sociology comprehensive review ([IIA2\\_Sociology-Comp-PR](#)), which happens every three years. Each have annual updates in between the comprehensive reviews. If an improvement plan is needed, it is documented and revisited in the next evaluation cycle. If a resource request is made, it is connected to the mission of the college, and the requests are used in institutional planning ([IIA2\\_Resource-Planning](#)).

Part of the program review process requires the review and update of CORs on a two-year cycle for CTE courses and every four years for all others; it also includes an analysis of the needs of the program or discipline, and these results are used in institutional planning. The Communications Studies Discipline meeting minutes ([IIA2\\_COM-District\\_Meeting-Minutes](#)) show discussions about using language that aligns with CSU/IGETC, removing advisories, updating methods of evaluation, connecting to General Education outcomes, adding objectives, and redefining SLOs. These areas are directly connected to ensuring program currency, improving teaching and learning strategies, and promoting student success.

At MVC, disciplines consistently use program review to document the need for curricular changes, resources, or professional development and the resulting improvement. One example is the Journalism program review ([IIA2 Journalism-PR](#)) which was the mechanism for expanding to ensure program currency. A second example is outcomes assessment used for improvement is the English program review ([IIA2 English-PR](#)). In Spring 2016, the English program review data showed that African American students were disproportionately placed two and three levels below transfer. A follow-up action plan outlined three six-hour “Pathways to Success” workshops, focusing on adjusting pedagogy to support targets groups, notably African Americans. In Spring 2017, English noted the need to curricular changes to the basic skills pathway by including information on the exclusion of 60A and 60B (courses two level below transfer) and the need for additional professional development under the Basic Skills and Student Outcomes Transformation Grant to “increase success and retention by providing relevant, challenging thematic, culturally relevant, active learning approaches, attention to the affective dimension, and sense of student community.” English has since held five semesters-long communities of practice and three intersession institutes focused on those topics where participation for part time faculty is common ([IIA2 Comm-of-Practice](#)). All associate faculty are encouraged to participate continuous review and improvement of courses and programs, and they can be compensated up to three hours annually for professional development and up to three hours annually for program and course curriculum development and evaluation ([IIA2\\_PT-Assessment](#)).

Another example of ownership over the improvement of the learning experience includes building and strengthening local partnerships. In 2019, the College hosted the 4<sup>th</sup> annual Education Summit ([IIA2\\_EDUSummit\\_19](#)), bringing together representatives from Moreno Valley USD, Val Verde USD, and MVC to build bridges between secondary and post-secondary institutions to increase student success in college.

### **Analysis and Evaluation**

The curriculum process, learning outcomes assessment, and program review ensure that faculty regularly evaluate and improve content and methods of instruction. The College follows a standard district wide curriculum process that ensures all college courses and methods of instruction meet generally accepted standards in higher education. This is accomplished by discipline expert faculty functioning as the source of all College curriculum. The courses within the curriculum are then reviewed at the department, college, and district level to ensure appropriate levels of rigor and practices to U.S. higher education.

College faculty also participate in an annual and comprehensive instructional program review process. The process includes the analysis of student enrollment and achievement data. This data is disaggregated by established student equity categories and analyzed for possible disproportionate impact. In addition, when improvement is indicated through the analysis of program review data, plans and resource requests are developed in order to close any indicated achievement or equity gaps. These plans and requests include the improvement of teaching and learning strategies for faculty and students, new or replacement instructional equipment, and improvement of teaching classrooms and laboratories.

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

### **Evidence of Meeting the Standard**

The identification and assessment of learning outcomes for courses, programs, certificates, and degrees is a process that involves coordination among multiple committees. When a new course is introduced or major modifications are made to existing courses, the Curriculum Committee evaluates and approves the Course Outline of Record (COR), ensuring that appropriate Student Learning Outcomes (SLOs) are included. The curriculum approval process ([IIA3\\_Curriculum-Approval-Process](#)) guides the decision making. All CORs are reviewed, approved, and stored in CurricuNET. Updates to the COR are required every four years, and they can happen more frequently as needed based on changes required for articulation, changes related to accreditation, advisory committee feedback for Career and Technical Education, or other college or discipline needs. Next, the Assessment Committee is responsible for ensuring that the approved learning outcomes for courses are clearly identified and regularly assessed. To ensure that assessment is done using established institutional procedures, one-on-one assessment coaching sessions are offered throughout the year with the Assessment Chair ([IIA3\\_Assesment-Session-Email](#)) and a template ([IIA3\\_SLO-Assessment-Template](#)) is provided to promote consistent, meaningful inquiry.

Moreno Valley College has increased its assessment of courses from 89% in May 2016 ([IIA3\\_SLOs\\_16](#)) to 97 percent in October 2019 ([IIA3\\_SLOs\\_19](#)). A challenge still exists when part-time faculty teach a class as they are not required to formally assess courses. To encourage participation, the College offers three hours of pay ([IIA3\\_Adjunct-Assessment](#)) and the Assessment Chair personally visits faculty to extend an invitation to help complete the process. Once the assessment project is completed, the information is entered and related documentation uploaded in Nuventive. Finally, the Program Review Committee works to ensure that Program Learning Outcomes (PLOs) are assessed as part of the regular program review process. The Program Review Guide ([IIA3\\_Program-Review-Guide](#)) is available to assist with the process, ensuring that the review is thorough and thoughtful, following established institutional procedures. The Psychology ([IIA3\\_Psych\\_Comp-PR](#)) and Dental Assistant ([IIA3\\_Dental-Assistant-PR](#)) Program Reviews are examples that show that all course level SLO and PLO assessment data are regularly assessed. The evaluation forms ([IIA3\\_Comp-IPR-Eval-Form](#)) used by the Program Review Committee show a check for data analysis, SLO and COR updates, and alignment of programs to the college mission. All program reviews are accessible on the college website ([IIA3\\_PR-Page](#)).

Two mechanisms exist to ensure that students in every class section receive a course syllabus containing approved COR requirements. The Faculty Information Handout ([IIA3\\_Faculty-Info](#)) states that professors should “make sure each syllabus includes the Student Learning Outcomes (SLOs) for the course, as listed in the course outline of record available from CurricuNET.”

Furthermore, an email ([IIA3 Syllabus-Email](#)) is sent each semester that directs faculty to send their syllabi to syllabusMVC@mvc.edu to be stored in an online repository. The improvement of instruction process for both adjunct and full time faculty ([IIA3 Associate-Faculty-Evaluation](#); [IIA3 Tenure-Track-IOI](#)) includes a review of all syllabi to confirm they contain learning objectives consistent with the CORs. The learning outcomes for online and hybrid courses match the learning outcomes for the same courses taught face to face.

## **Analysis and Evaluation**

The institution has strengthened its assessment of learning outcomes for courses, programs, certificates and degrees using established institutional procedures. In addition to increasing the percentage of completed course assessments and program reviews, the evaluation of the processes resulted in meaningful changes to the process. For example, the Instructional Program Review Committee recommended a change to the deadline for reports from the spring to the fall semester. The purpose of changing the due date for reports was to have a uniform deadline for program review across the College and to better align program review deadlines with Business Services deadlines for resource requests. The simple adjustment increased clarity and efficiency across the College. Second, in 2016-2017 the TracDat system was updated to allow easier access to data and provide data in an accessible format. With the updates, faculty now have the opportunity to filter data by program, course, ethnicity, age and gender. Disaggregating data this way provides the ability to create more targeted action plans for disproportionately impacted populations. Third, a detailed, step-by-step guide was created to assist faculty using Nuventive Improve and Nuventive Impact/Sharepoint to complete their program review. Finally, to reduce redundancy, the Annual Program Review became an Annual Check and the Comprehensive Program Review cycle is now every three years. CTE cycles have not changed; all programs are reviewed and reported to the board biannually. The more frequent CTE comprehensive report cycle ensures that programs are responsive to advisory committee feedback and current with external accreditor requirements.

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

## **Evidence of Meeting the Standard**

Moreno Valley College offers pre-collegiate level courses in ESL and mathematics. The English and reading disciplines phased out the last pre-collegiate level courses in the 2018-2019 academic year, and mathematics and ESL have restructured their curriculum to minimize the pre-collegiate level courses that they offer. Moreno Valley College also offers some non-degree credit courses where credit can be earned, but the credit is not counted toward the associate degree. A small number of noncredit courses, which are numbered in the 800s, are also offered.

Pre-collegiate curriculum is distinguished from college-level curriculum in multiple places. First, the course outline of record (COR) indicates whether a course is either degree applicable, non-degree credit, or non-credit ([IIA4 College-Level-COR](#)). The college catalog also indicates which

classes are applicable toward a degree and which are identified as non-degree credit ([IIA4 Catalog-Non-Degree](#)), as does the class schedule ([IIA4 Schedule-Non-Deg](#)). Course sequencing for math, English, ESL, and reading is described in multiple places including the college website, the student handbook ([IIA4 Course-Sequence-Handbook](#)), the college catalog ([IIA4 Course-Sequence-Catalog](#)), and the schedule of classes ([IIA4 Course-Sequence-Schedule](#)).

With the introduction of AB 705, English, ESL, and math disciplines followed district curriculum processes in order to restructure curriculum, to eliminate many pre-collegiate courses, to streamline course sequences, and to offer co-requisite courses with college-level courses. The restructuring eliminated the majority of basic skills course offerings after revising placement practices based on California Acceleration Project recommendations for multiple measures placement. Changes to placement were advertised and all previously placed students were given the opportunity to receive a new placement ([IIA4 Placement](#)). Furthermore, faculty teaching the courses distinguish the SLOs of the co-requisite support course from those of the college-level course in their syllabi. These courses are intended to help students develop skills necessary to succeed in college-level degree-applicable courses. For example, English 91, the co-requisite for English 1A, provides instruction and support in reading skills and processes, writing skills such as more practice in the writing process and sentence clarity, and development of the affective domain of student learning, including helping students learn about and understand the various support centers and programs available to students ([IIA4 Eng-91-COR](#)). Full-time and part-time faculty have been actively engaged in response to AB 705, hosting and attending a variety of professional development workshops ([IIA4 Pro-Dev-AB705](#)). Additionally, for the last several years there has been district wide collaboration with multiple Communities of Practice meetings at multiple campuses for Mathematics, English ([IIA4 District-Collab](#)) and district collaboration for ESL ([IIA4 ESL-Collab](#)). An AB705 district-wide taskforce was also created that included representation from all three campuses ([IIA4 AB705-Taskforce-Collab](#)).

As well as faculty-led changes to curriculum and course offerings carried out through the curriculum process, Moreno Valley College also directly supports students in learning the knowledge and, skills necessary to advance to and succeed in college-level curriculum through a variety of student support services, including the Tutoring Center, the Learning Center (which encompasses the Math Lab and the Writing and Reading Center), the Library, and STEM Center. Supplemental Instruction and embedded tutoring are available and encouraged for all faculty teaching pre-collegiate courses and have been expanded to provide support in college-level courses.

### **Analysis and Evaluation**

The College distinguishes its pre-collegiate curriculum from college-level curriculum, and it supports students in learning the knowledge and skills necessary to advance to college-level curriculum. There is a clear path from pre-collegiate courses to college-level courses, and, where they exist, those courses have been designed through the curriculum process to teach requisite skills to succeed in the college-level curriculum. The College also directly supports students in learning the knowledge and skills necessary to advance to and to succeed in college-level

curriculum through revision to placement rules, co-requisite support courses, and academic and student support services.

**II.A.5: The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

### **Evidence of Meeting the Standard**

The curriculum process is guided by multiple Board Policies and Administrative Procedures. For example, BP/AP 4020: Program, Curriculum, and Course Development ([IIA5 BPAP4020 Pro-Cur-Cou-Dev](#)) states, “The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings.” As content experts, faculty ensure appropriate breadth, depth, rigor, course sequencing, and synthesis of learning starting with the curriculum review and approval process and continuing with program review exploration of SLOs, PLOs, and mapping. Board Policy and Administrative Procedure 4100: Graduation Requirements for Degrees and Certificates ([IIA5 BPAP4100 Grad-Requirements](#)) mandates that a student must demonstrate breadth competence in reading, in written expression, and in mathematics and satisfactorily complete at least 60 semester units of college work to earn the Associate in Arts or Sciences degree. Board Policy and Administrative Procedure 4025: Philosophy and Criteria for Associate Degree and General Education ([IIA5 BPAP4025 Criteria-AA-and GE](#)) stipulates degree and program requirements, including the number of semester credits required for completion, and these requirements are clearly described in the college catalog ([IIA5-Degree-Req-Catalog](#)). The college evaluators verify all candidates’ completion of criteria for degrees and certificates.

The District’s process for developing its programs and curriculum is found in the RCCD curriculum development guidelines ([IIA5 RCCD- Curriculum-HB-Draft](#)) and in the Program and Course Development Handbook ([IIA5 PCAH-6th-Edition](#)). To respond to changing needs and in order to support and facilitate Riverside Community College District’s goal of earlier enrollment windows for students, a revised timeline ([IIA5 Curriculum-Timeline](#)) was proposed that also includes new parameters for submitting catalog addenda. In addition, rigor and course sequencing are evaluated at the discipline, department, college, district levels as part of this process. For example, the College Math Department has regularly updated and assessed its courses and sequencing for the STEM and statistics pathways. As part of this work, course prerequisites are analyzed as part of the discipline faculty review. Lastly, synthesis of learning is demonstrated via capstone courses in degree and certificate programs. Examples include capstone performance courses in the performing arts, and portfolio classes in studio art.

Time to completion for college degrees follow practices common to American Community Colleges. Degrees require the completion of at least 60 semester units and are designed to be completed in two years of full-time attendance. Similarly, most college certificates require at least 16 semester units and are designed to be completed within a single year. Time to

completion data for students is included in the College's gainful employment reporting ([IIA5 CTE-Gainful-Employment](#), [IIA5 ECE-Gainful-Employment](#)). In order to improve time to completion and reduce excess accumulated units, the College has set specific goals in the Integrated Strategic Plan for these metrics ([IIA5 ISP-Access-Equity-Success](#)).

The MVC Curriculum Committee ([IIA5 Curriculum-Comm](#)) works with the District Curriculum Committee to ensure that the college curriculum is sound, that all degrees and programs demonstrate appropriate length, breadth, depth, rigor, sequencing, and time to completion, and that it complies with all regulations that help students to achieve their educational and professional goals. Before the committee makes recommendations to the Academic Senate regarding credit and non-credit curriculum, the discipline and the department approve the proposals. One example of this is the approval of curricular revisions following AB705 in which faculty collaborated districtwide to develop a coreq model. The Corequisite Professional Development Workshop ([IIA5 Coreq-Workshop 4-21-17](#); [IIA5 CR-Sign-In 4-21-17](#)) is evidence of college and districtwide dialog to ensure that support courses are appropriate to practices common to higher education. The Curriculum Committee also has responsibility for the processes involved in meeting all quality assurance standards for Distance Education courses. To add oversight and accountability, in fall 2019 a District DE Addendum workgroup was formed to create a document used in the DE course approval process. It is expected to be complete in spring 2019. The additional review and approval step will require the Distance Education Committee to review the DE addendum ([IIA5 DE-Addendum](#)) and then make a recommendation to the Curriculum Committee.

The College also ensures that MVC courses are articulated with transfer institutions using ASSIST. Major preparation courses for CSU and UC campuses are found on the online student-transfer information system showing how course credits earned at a Moreno Valley College can be applied when transferred to a CSU or UC campus. The MVC Catalog further specifies policies regarding program academic standards in the Graduation and Requirements for College Transfer sections ([IIA5 Catalog-Grad-Transfer](#)).

## **Analysis and Evaluation**

The College's degree and certificate programs follow common practices of American higher education with respect to depth, breadth, rigor, length, sequencing, time to completion, and synthesis of learning. The college catalog is updated annually, at a minimum, and the College engages in a cycle of annual and comprehensive program review. In addition, the College publishes catalog addenda that include updated courses and programs to meet emerging needs of career and technical education and public safety. The practices outlined in the RCCD Curriculum Handbook and Program and Course Development Handbook combined with the Curriculum Committee's faculty expertise ensure academic quality and rigor for all college degrees and programs. In addition, the college designs degree and certificate pathways that can be completed in the normative time for American community colleges. The college is also tracking student time to completion and has initiatives in place through pathway creation, student support, and scheduling in order to allow students to complete their studies in a timely fashion.

**II.A.6: The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

**Evidence of Meeting the Standard**

Moreno Valley College's 2015-2018 strategic planning goals address the College's commitment to ensure that students complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Goal 1 Teaching and Learning: Provide a positive environment and necessary resources to support teaching excellence, learning and the achievement of students' educational goals.

- Objective 1.1: Implement a process to ensure all students have a Comprehensive Student Educational Plan (CSEP) after completing 15 units of degree applicable course work or prior to the third semester of enrollment, whichever comes first.
- Objective 1.2: Decrease time in remediation and ensure students successfully complete degree applicable or transfer courses in English and math within the first three semesters.

Similar goals are included in the 2018-2023 Moreno Valley College Integrated Strategic Plan, specifically under Goal II – Student Learning, Success, and Completion. Specific measurable objectives include ([IIA 6 MVC ISP-Objectives](#)):

- Increasing the number of students attaining the California Community College Vision for Success Completion definition by 62% overall (I.7)
- More than doubling the number degrees and certificates earned by students (II.1).
- Increasing the number of students completing 12+ units in their first term and 24+ units in their first year (II.2).
- Reduce excess accumulated units and median time to completion (II.5).

Moreno Valley College has made great strides in assisting students in completing certificate and degree programs within established expectations in higher education: one year for a certificate and two years for an associate degree. The first step is ensuring that courses are offered regularly, in appropriate sequence, and at various times to meet the needs of the College's student population. This is accomplished using the Enrollment Management Dashboard ([IIA6 Enrollment-Management](#)) which allows enrollment tracking throughout RCCD for all sections offered between summer 2010 through the current term. This tool assists with the complex task of increasing enrollment within space restrictions so that course scheduling decisions are data informed. The program synthesizes information that must be accounted for including FTES/WSCH, section capacity, room capacity, course capacity, time distribution, online offerings, fill rates, outcome rates, enrollment counts, waitlist counts, FTEF calculations, and numerous other variables. More recently, the implementation of EduNav is enhancing planning efforts for both students and the college. For students, it allows immediate feedback related to how program or schedule changes impact time to completion ([IIA6 EduNav-Launch](#)). The program makes educational plan recommendations that will assist students with choices geared toward timely completion. In the near future, it will also provide data that will help the college with efficient schedule development.



The second step is creating a strategic enrollment management framework that addresses all aspects of the student experience including recruitment/marketing, admissions, orientation, financial support, classroom experience, academic support, co-curricular support, and retention. In 2017, an Enrollment Management Taskforce composed of faculty, administration, and staff was created to address enrollment management challenges. After analyzing data and exploring corrective strategies ([IIA6 Enrollment-Management-Decisions](#)), immediate changes ([IIA6 Enrollment-Management-Debrief](#)) were implemented to increase the number of students that pursue full-time education and obtain a certificate or degree in a timely manner. Those strategies are addressed in detail in Standard II.C.1, II.C.2, and II.C.3.

In 2018, a Welcome Center ([IIA6 Welcome-Center](#)) was added to the campus to accommodate the needs of new, continuing, transferring, and returning students with enrollment, WebAdvisor, EduNav, assessment appointments, counseling appointments, financial aid questions, and other services. In 2020, the Welcome Center will move from the current modular building to a new, larger center at the front of the campus.

In May of 2019, Moreno Valley College launched two-term enrollment, allowing students to enroll for two terms at once: Summer/Fall and Winter/Spring. Additionally, the registration window was adjusted from May for summer, November for winter, January for spring, and July for fall, to October for Winter/Spring and March for Summer/Fall so that students are on campus during the enrollment period, where they are more likely to receive registration announcements and assistance ([IIA6 Admission-Records-Timeline](#)). Previously, enrollment windows occurred during breaks, which made it challenging for students to seek guidance and assistance.

Beginning in the fall of 2017, the College started efforts to adopt the Guided Pathways Framework in order to improve student degree, certificate, and transfer completion. Through the 2017 – 2018 academic year the College reviewed its data related to Guided Pathways key performance indicators and produced an initial assessment of adoption of the elements of Guided Pathways ([IIA6 GP Key-Performance-Indicators](#), [IIA6 Guided-Pathways-Work-Plan](#)). During the 2018-2019 academic year, MVC held a number of work group sessions to design and plan major elements of the institutional change required to adopt the frame in order to better support students and improve student completion of their educational goals. The College has created a set of Guided Pathways Design principles, outlined a new six-school structure to support students with embedded student success centers/teams, and has worked to modify its onboarding process for students ([IIB6 Guided-Pathways-Webpage](#)). Elements of these strategic changes will be included in the Quality Focus Essay.

## **Analysis and Evaluation**

Increasing enrollment and accelerating time to completion at a campus with a large percentage of part-time students has been a priority at Moreno Valley College. The coordinated effort among multiple entities has included leveraging technology, rethinking processes, analyzing timelines, implementing additional student support programs, and streamlining student support services in the Welcome Center. The switch to two-term registration has provided enhanced long-term planning ability for both the students and the College. This system, coupled with EduNav capabilities, informs and empowers students to complete certificate and degree programs within

a period of time consistent with established expectations in higher education. In the future, the College will assess the model and explore the possibility of implementing one-year registration.

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

**Evidence of Meeting the Standard**

Moreno Valley College considers the needs of its students at all phases of the student experience. Beginning with course scheduling, the 8-week courses, classes at Ben Clark Training Center, evening and Saturday classes, high school concurrent enrollment, and classes offered with or without extra support (i.e., Eng 1A + Eng 91) are examples of course structures that are created to meet the needs of the College's diverse student population.

In terms of delivery modes, the College employs an appropriate mix of online, face-to-face, and hybrid courses and supports professional development so that faculty are equipped to teach all students in a variety of delivery modes. College faculty working with the administration review enrollment trend data in order to plan future term schedules, including the needed proportion of courses by each delivery mode. As noted in the analysis of enrollment included at the beginning of this report, the number of distance education sections have nearly doubled between 2013-2014 and 2017-2018 based on student enrollment demand. Prior to teaching a hybrid or online course, faculty must complete sufficient training to become certified. They can do so via the Online Canvas Academy (OCA) ([IIA7\\_Canvas-Academy-Guide](#)), face-to-face training with a Distance Education Support Specialist and Education Technologies Trainer, or through training provided by @One or another institution.

To ensure best practices, the District developed A District Guide to Recommended Best Practices to Achieve Regular and Effective/Substantive Contact in Distance Education ([IIA7\\_RCCD-Reg-Substantive-Draft](#)). Faculty are required to read this guide as well as the Summary of Regulations before being assigned a DE class when they approve their teaching assignment. An update to the guide was created to reflect changes in the Title 5 and ACCJC requirements, and it has been approved by all three DE Committees in the District. In addition, a DE checklist for online and hybrid classes was created and disseminated to deans, department chairs, the DE Committee, and faculty at the fall 2019 FLEX activities. The document is intended to ensure that faculty are including elements in their Canvas courses that meet Title 5 regulations and ACCJC standards.

To gauge faculty perception of whether the College is prepared to deliver instruction in a way that maximizes success, the Distance Education Committee ([IIA7\\_DE-Minutes](#)) administered surveys to examine the needs of faculty who are teaching (or are interested in teaching) online. The results ([IIA7\\_Instructional-Design-Survey-1](#); [IIA7\\_Instructional-Design-Survey-2](#)) suggested a preference for greater education regarding design and compliance issues. The College responded by supporting training events both on and off campus. The survey results were used to bring forward a request from the Distance Education Committee that the College hire an Instructional Designer to further support faculty in addressing pedagogical issues related

to effective teaching in the online mode. In the fall of 2019, the District hired staff to assist faculty at all three campuses. The District employs both technical trainers and Instructional Designers that keep hours at each college for workshops and drop-in assistance with online courses. Emails regarding these trainings go out on a weekly basis and an online calendar for District training sessions held at each college and via ConferZoom is published. The faculty's creation of the survey and resulting request for support illustrate dedication to deliver what is best for the students and a desire to ensure that the College is well equipped. Likewise, the prioritization to fund the position illustrates an administration that is responsive to the needs of faculty.

To support the growth in DE and the adoption of a new Learning Management System (Canvas), members of the Distance Education Committee participated in training to better understand the OEI rubric ([IIA7 OEI-Train-the-Trainer](#)). Additionally, faculty were invited to participate in the intensive Peer Online Course Review (POCR) course training ([IIA7 POCR-Training](#)) hosted by @One that focused on application of the OER Course Design Rubric. Following the trainings, the DE Committee began sharing the best practices learned. Workshops ([IIA7 Distance-Ed-Trainer 18](#)) and one-on-one sessions ([IIA7 DE-Email-Invite](#)) followed whereby faculty were invited to voluntarily have online and hybrid courses examined for compliance to ADA standards, effective and substantive contact, and other pedagogical considerations. Additionally, the College supported seven faculty members' attendance at the June 2019 Online Teaching Conference. The attendees presented the highlights of the conference to the campus at fall FLEX ([IIA7 FLEX Fall-19](#)). MVC has supported additional training efforts by dedicating a space for small group trainings and for hosting a viewing room for online conferences, such as the CCC Digital Learning Day in February 2019 and the Can Innovate conference in October 2019. MVC also hosted a FLEX conference with Pat James, former Executive Director of CVC-OEI, and Bob Nash, Academic Dean for CVC-OEI, in August 2019. This event was live-streamed to all RCCD colleges ([IIA7 Fall-Flex-Flyer](#)).

Moreno Valley College provides equitable learning support services for DE students and traditional on-campus students. Students registering for DE courses are encouraged to review student readiness modules on the DE website. Based on an analysis of first-time students' success in DE courses, a pilot of the California Virtual Campus – Online Education Initiative's (CVC-OEI) student orientation course, Quest for Success, was conducted in fall 2019. Twenty-three faculty and over 1000 students participated in the pilot ([IIA7 Quest-For-Success](#)).

In addition to on-campus SI and tutorial services, students have 24/7/365 access to NetTutor ([IIA7 Online-Tutoring](#)), a comprehensive online tutoring service for all college courses. Currently enrolled MVC students can join a live tutorial, submit a question in the Q&A center, or submit a paper to the paper center. The online tutors are fully trained experts in the courses for which they tutor. In addition, a link to the MVC Library is built into all Canvas courses' main navigation menu to provide online students access to library resources. Furthermore, in fall 2019, Wellness Central, an online health and wellness resource for students, was integrated into all MVC Canvas courses ([IIA7 Wellness-Central](#)). This resource, exploring the six dimensions of wellness (emotional, social, physical, academic, financial, and spiritual) and identifying local mental health resources, was developed and made available through the CVC-OEI ecosystem;

Wellness Central is of particular benefit to DE students who may not be able to utilize on-campus services at the MVC Health Services.

In support of equity and success for all students, workshops, online trainings, conferences, one-on-one sessions, and educational summits are devoted to best practices for the diverse and changing needs of Moreno Valley College's student population. Some were general, such as the FLEX training ([IIA7 Fall-Flex-Reluctant](#)) that explored strategies to build rapport and increase engagement with students who appear to be reluctant. The training also included instruction on gamification of content and incorporation of technology in the classroom. Others were more content specific, targeted at understanding needs and learning styles of predominant subpopulations such as day-long summits that addressed "Nontraditional Students," with a special focus on veteran students and formerly incarcerated students ([IIA7 Diversity-Summit-19](#)); readdressing inequities and intrusive support practices for men of color ([IIA7 Equity Summit 18](#)); and Socioeconomic Diversity ([IIA7 Diversity-Summit 18](#)). Acknowledging the fact that the institution serves a large subpopulation of students that use Disability Support Services, in 2018, DSS created and hosted two sections of an eight-week online course titled Universal Design for Learning. Twenty-seven faculty completed the course.

The English discipline has also provided professional development on Culturally Responsive Teaching and Student Ready Classrooms ([IIA7 Culturally-Responsive](#)) in which Communities of Practice ("the CoP") were established with 5 cohorts since Spring 2018 focused on co-requisite support and culturally responsive teaching. More recently, discipline wide, full-day institutes during the intercessions focus on best practices and culturally responsive teaching. Overall, 42 part-time English faculty attended 1,277 hours, and 9 full-time English faculty attended 468 hours of professional development in 2018-2019. Similarly, the management team is engaged in culturally responsive leadership training with the goal of developing a culturally sustaining institution. In fall 2019, Guided Pathways, the Faculty Development Committee, the Diversity Committee, and Student Equity and Achievement hosted a guest presenter for a campus wide professional learning workshop ([IIA7 Culturally-Responsive-PD](#)) titled, "Creating a Culturally Responsive Campus."

Through the Student Equity Plan ([IIA7 Student-Equity-Plan 19-22](#)), Moreno Valley College has identified disproportionately impacted student populations and extra support systems (Puente, Umoja, Guardian Scholars, EOP&S) have been established in support of equity in success. The First Year Experience (FYE), an equity based program, which served 585 students in 2018-2019, provides a robust Summer Bridge Program that includes for-credit courses and community building activities to increase students' academic and personal success through a structured environment ([IIA7 FYE-BOT 8-21-18](#)). Knowing the importance of accessible, similarly situated role models, Peer Leaders are an integral component of the mission of First Year Experience to holistically impact all new students' progress throughout their first year. Students who work as Peer Leaders use their knowledge and perspective as experienced college students to help connect new students to staff, faculty, and academic and support resources that are essential during the first year at Moreno Valley College ([IIA7 FYE-Peer-Leaders 18](#)). Additionally, The College Promise Program linked to the FYE Program makes the cost of college close to free for a target population and includes wraparound support for all its participants.

## Analysis and Evaluation

The College supports equity in success for all students. MVC uses a variety of delivery modes and teaching methodologies to address the various learning styles and needs of the student population. As the demand for online education is increasing, the need for well-qualified Distance Education instructors is also increasing. The College has responded by supporting training and providing an on-site Distance Education Support Specialist/Educational Technologies Trainer who provides assistance over the phone, online, in one-on-one office visits, in the Distance Education Support Center, and regular group training sessions, as well as an Instructional Designer. To increase accessibility and affordability, the College employs an Open Educational Resources Initiative (OERI) liaison to support faculty in the design and implementation of OER. As support and education opportunities for faculty teaching in the online environment are increasing, additional focus on enhancing those systems for students is also needed. Students have access to learning support services on-campus and online as well as programs that serve specific student populations. These programs and trainings to support various student groups were created because of the College's commitment to meet the needs of all students through equitable teaching practices and an equity-focused classroom environment.

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

### Evidence of Meeting the Standard

There are no departmental course or program examinations given at the College. In terms of evaluating a student's prior learning for pre-requisites, the College adopted a new computerized placement test program 2018 called Webcap to gauge Spanish proficiency and placement. The Spanish placement test, which is administered via the MVC Assessment Center, measures competency levels for those who wish to enroll in Spanish courses higher than SPA-1 Introduction to Spanish but need to determine the appropriate starting level. The results show a recommendation of the appropriate Spanish class. An adaptive computer-based test is not timed but can take up to 1.5 hours to complete. The exam's publisher ensures test reliability and a reduction in test bias. In addition, RCCD validated the cutoff scores suggested by the exam's publisher by calibrating the cutoff scores to correlate with a combination of curriculum, staff, and typical incoming student ability during fall 2018. The scores were used to establish the cutoff scores for student readiness for the next highest course, which corresponded with the publisher's suggestions. The calibration process is reevaluated over time to account for changes in incoming students, teaching staff, and curriculum.

The chemistry discipline uses the California Chemistry Diagnostic Test (Form 1997), a paper and pencil test that is used to determine students' preparedness for Chemistry 1A. This assessment, which is described on the college website ([IIA8\\_Chem-Diagnostic](#)), has been used in the District since 2005 and is administered through the Assessment Center. Chemistry faculty in the District reviewed the test in the 2018-2019 academic year and determined it to be

an appropriate assessment of prior learning and indicator of preparedness for Chemistry 1A with respect to lecture material. During fall 2019, the District office began coordination with the Vice Presidents of Academic Affairs at each college to develop a validation plan for the Chemistry and Spanish tests.

### **Analysis and Evaluation**

Moreno Valley College does not use departmental course or program exams, and it has no plans to add them in the future. Where tools are used to gauge prior learning, the publisher and the relevant disciplines evaluate the effectiveness of those tools to ensure reliability and a reduction in test bias.

**II.A.9: The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

### **Evidence of Meeting the Standard**

Board Policy 4020: Program, Curriculum, and Course Development ([IIA9 BPAP4020 Pro-Cur-Cou-Dev](#)) outlines the role of the Chancellor in establishing procedures consistent with federal regulations to assure that curriculum at the District has “an appropriate minimum number of clock hours of instruction for each credit hour it claims.” The publicly accessible Course Outline of Records ([IIA9 COR-Example-Eng1A](#)) include requirements related to minimum hours of work per unit of credit awarded, grading criteria, objectives, and SLOs.

The Graduation Requirements section of the catalog ([IIA9 Catalog-Grad-Requirements](#)) lists the Program Learning Outcomes for all areas of emphasis. The achievement of stated programmatic learning outcomes is the basis for awarding degrees and certificates. To ensure that courses offer the content to support the program's learning outcomes, each program must map course SLOs to PLOs. Explicit instructions ([IIA9 PLO-Mapping-Instructions](#)) are provided to faculty to help them examine whether Program Level Outcomes are covered sufficiently through the required courses. If it is found not to be the case, then alteration of courses is required. The Music ADT mapping example ([IIA9 Mapping ADT-Music](#)) shows how mapping is addressed in the program review process to ensure that all programs have made a clear connection between successful completion of SLOs and PLOs and the attainment of degrees and certificates.

### **Analysis and Evaluation**

The awarding of credit, degrees, and certificates is clearly connected to student attainment of learning outcomes. There is transparency regarding how units of credit are awarded; and SLO and PLO assessment and program review are the mechanisms to ensure that the policies are followed in ways that reflect generally accepted norms or equivalencies of higher education. The College does not offer courses based on clock hours, but rather it follows federal standards for clock-to-credit hour conversions.

**II.A.10: The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)**

### **Evidence of Meeting the Standard**

The College makes available to its students in multiple places transfer policies and procedures including in the catalog ([IIA10 Transfer Catalog 2019-20](#)), the college articulation webpage ([IIA10 Articulation](#)), and multiple Transfer Center resources ([IIA10 Transfer-Resource](#); [IIA10 Transfer-Resources-Webpage](#)). To facilitate mobility of students without penalty, Moreno Valley College has multiple processes for accepting transfer credits to fulfill degree requirements. The student handbook states that Advanced Placement (AP) test credit, certain CLEP exams, and coursework completed at regionally accredited U.S. colleges and universities that may be used to fulfill some CSU GE and IGETC requirements. Coursework must be evaluated through the office of evaluations or by the Moreno Valley College articulation officer. International coursework may only be applied to IGETC if the international institution has United States regional accreditation. The catalog also describes the process for evaluating and awarding military credit ([IIA10 Military-Credit](#)). Additionally, Board Policy 4235 ([IIA10 BPAP4235 Credit-by-Exam](#)) entitles students with previous course(s), work experience, or independent study in certain courses to petition for credit by examination ([IIA10 Credit-by-Exam-Form](#)).

In accepting transfer credits to fulfill degree requirements, Moreno Valley College certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. RCCD has evaluators who evaluate all incoming college transcripts. Equates are placed in the colleague system once a course has been evaluated. If, for some reason, the evaluator has trouble determining if a course is equivalent, the course information is forwarded to an articulation officer who decides where the course should be placed. The process is called "Pass-along" and it is faculty driven. If the course is one the MVC does not offer, the process of Reciprocity is used and they course is applied in the GE pattern. If it is a CTE course, it is sent to the department/discipline to be evaluated by the faculty in that discipline. The approvals are recorded in Colleague. The College also participates in the statewide Course Identification Numbering system (C-ID), and C-ID numbers are clearly listed in the college catalog. The designation is used to identify comparable courses at other community colleges and universities, clarifying the coursework that can easily transfer from and to other institutions. This system facilitates mobility by ensuring that courses are comparable in content and scope despite unique titles or local course numbers.

As reflected in the CCCCO report ([IIA10 CCCCO-Articulation](#)) submitted annually, Moreno Valley College maintains articulation agreements with all California State Universities (CSUs), Universities of California (UCs), many local private colleges, and various out-of-state colleges to

facilitate the awarding of transfer credit earned. The articulation agreements with California State University and University of California campuses include major preparations and departmental agreements, and CSUGE and IGETC certifications. The College has 15 local private university articulation and the College is working on UC pathways articulation so students will have a better chance of transferring to a UC.

Recognizing the importance of supporting the articulation of courses between the Riverside Community College District and secondary education institutions, Board Policy 4050: Articulation ([IIA10 BPAP4050-Articulation](#)) endorses and supports a process through which high school students are provided the opportunity to earn college credit for articulated courses thereby permitting a smooth transition from secondary to post-secondary education. The Articulation Handbook ([IIA10 Articulation-Handbook](#)) describes the process of establishing course-to-course articulation agreements between secondary districts and Riverside Community College District and the process for students to receive articulated credit. Moreno Valley College also provides course equivalency handouts ([IIA10 Course-Equivalency](#)) for some programs to guide students as they create an educational plan with a counselor.

### **Analysis and Evaluation**

Approved policies and procedures to address the transfer of classes from and to other institutions are transparent and accessible in multiple places. Board Policies and other policies listed in the student handbook delineate the processes for articulation evaluation. Moreno Valley College's articulation policy ensures that students are not unnecessarily required to duplicate coursework in college, reduces the demand on impacted courses, and creates a smooth transition.

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

### **Evidence of Meeting the Standard**

The College's general education student learning outcomes (GE SLOs) in the areas of critical thinking, information competency and technology literacy, communication, and self-development and global awareness are included in degree and transfer programs ([IIA11 Assessment-Comm-Page](#)). The general education requirements reflect the conviction of the College that those who receive their degrees must possess certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. Evidence of that conviction is the effort to track assessment of GE SLOs and ILOs ([IIA11 GE-SLOs](#), [IIA11 ILOs](#)), increase assessment, and further enhance efforts moving forward. The Assessment Committee began work at the end of the fall semester to develop general education mapping questions and a survey related to the GE mapping (Evidence if available before evidence freeze). The survey was sent to instructors who are teaching courses that are mapped to the GE SLOs with the purpose of assessing one of the four GE SLO each year on a five-year cycle. The fifth Institutional Learning Outcome, Integrated and Applied Learning, will be assessed in year five.



Summarized survey data will be used to determine whether General Education Learning Outcomes are covered sufficiently through the related general education courses. The results will be stored in Nuventive Improve.

The catalog lists all PLOs ([IIA11 Catalog-PLOs](#)) including certificate PLOs ([IIA11 Catalog-Certificate-PLOs](#)). In the mapping process, student learning outcomes (SLOs) are mapped to program learning outcomes (PLOs), ensuring appropriateness of SLOs to the program and all outcomes are assessed. Assessment data for courses and programs, including assessment of learning outcomes, are stored in Nuventive Improve. Additionally, the MVC Curriculum Committee ensures that all CORs and PLOs have appropriate learning outcomes and are linked to GE SLOs, where appropriate ([IIA11 COR-GE-SLOs](#)). Any course in a degree of transfer program is required to align with at least one general education student learning outcome. A course outline of record (COR) can be found for every course in CurricuNET.

### **Analysis and Evaluation**

Primarily through the catalog, MVC makes clear to students the program learning outcomes for each program available. Through the work of the MVC Curriculum Committee and under the direction of the assessment coordinator, the College has developed, has implemented, and regularly evaluates the program learning outcomes, including GE SLOs where appropriate.

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

### **Evidence of Meeting the Standard**

The District Board Policy and Administrative Procedure 4025: Philosophy and Criteria for Associate Degree and General Education ([IIA12 BPAP4025 Gen-Ed-Philosophy](#)) guides the College's general education philosophy which is described in Graduation Requirements section of the catalog ([IIA12 Grad-Reqs-Catalog 18-19](#)). General education prepares students to be able to demonstrate an understanding of how knowledge is discovered and constructed in the natural sciences, the social and behavioral sciences, the humanities, and language and rationality. General education student learning outcomes emphasize critical thinking, information competency and technology literacy, communication, and self-development and global awareness. Board Policy 4100: Graduation Requirements for Degrees and Certificates ([IIA12 BPAP4100 Grad-Deg-Cert](#)) explains eligibility for graduation as students who have completed "the subject requirements for graduation and who have maintained a 2.0 grade point

average in subjects attempted” and who have completed “general education residency and competency requirements set forth in Title 5 regulations.”

The Philosophy for the Associate Degree in the college catalog ([IIA12\\_Associates-Catalog\\_2019-20](#)) states that, in addition to accumulation of units, the degree symbolizes students’ development of certain capabilities and insights including “the ability to think and to communicate clearly and effectively, both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.”

The College abides by the standards for programmatic and curriculum development outlined in the ASCCC Program and Course Approval Handbook ([IIA12\\_PCAH-6th-Edition](#)). The College has a process ([IIA12\\_Course-Inclusion-Exclusion](#)) that must be initiated by faculty regarding the inclusion or exclusion of courses in general education.

### **Analysis and Evaluation**

The general education philosophy is reflected in the degree requirements. Evaluation of course inclusion in the GE pattern follows a process to ensure that the course aligns with the philosophy. General Education is a required component of all degree programs and it is articulated in the college catalog.

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

### **Evidence of Meeting the Standard**

The 2018-2019 Moreno Valley College Catalog ([IIA13\\_Catalog-Degree-Cert](#)) outlines requirements for each degree and certificate, including required courses within the discipline and/or related disciplines and elective courses. The College also offers associate degrees for transfer to the CSU ([IIA13\\_ADT](#)). These degrees are designed so that upon successful completion of the required core courses and elective choices, students will have been exposed to, and in some cases mastered at the appropriate degree level, key theories and practices within a field of study.

As described in Standard IIA9, the curriculum review process ensures all courses and programs have appropriate student learning outcomes (SLOs) as the basis for awarding credit. The curriculum committee analyzes the appropriateness of student learning outcomes included in the course outline of record. The assessment committee tracks the regular and ongoing assessment of all learning outcomes to ensure that all SLOs are assessed every two years for CTE courses and every four years for all other courses. The program review mapping process ([IIA13\\_PLO-Mapping-Instructions](#)) delineates which outcomes have been introduced, assessed, and mastered

at the appropriate degree level. The music ([IIA13 Mapping ADT-Music](#)) and math ([IIA13 Mapping ADT-Math](#)) mapping examples show all course level SLOs are mapped to PLOs to identify the courses in which key theories and practices within the field of study are covered. The 2019 Career and Technical Education Employment Outcomes Survey (CTEOS) ([IIA13 CTEOS 19](#)) is evidence that CTE students are engaged in coursework and training connected to student learning outcomes and competencies that enable them to be successful in the workforce.

## **Analysis and Evaluation**

As shown in the catalog, all associate degree programs include a focused study on one area of inquiry or discipline, and the curriculum and program development processes ensure that the key theories and practices within a field of study are addressed. The mapping process provides a clear summary of the depth of study appropriate to the degree level for each course in the program. The CTEOS results showed that completing CTE studies and training is related to positive employment and wage outcomes, with 90% of respondents being satisfied or very satisfied with their training. These results can be attributed to the significant increase in wages and employment closely related to the program of study, which would not be possible without mastery, at the appropriate degree level, of key theories and practices within the field of study.

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

## **Evidence of Meeting the Standard**

Moreno Valley College Career and Technical Education (CTE) programs can typically be completed in two to four semesters and enable students to acquire technical and professional competencies that position them to achieve economic self-sufficiency. A comprehensive description of offerings can be found in the CTE Handbook ([IIA14 CTE-Handbook-2017-19](#)). To ensure relevancy and effectiveness, all CTE programs complete an annual program review check and a biennial comprehensive program review. Part of the program review process requires faculty to analyze success rates, degree and certificate completion rates, and labor market data. Moreno Valley College has invested heavily in developing programs that are needed in the local area and will result in living wage employment. The careful planning and support for students pursuing certificates in career and technical education fields resulted in eleven of Moreno Valley College's Career & Technical Education disciplines being cited for excellence by the Workforce and Economic Development Division at the California Community Colleges Chancellor's Office ([IIA14 CTE-Excellence](#)).

Twice a year, the College works with various advisory committees ([IIA14 CTE Advisory-Members 5-1-19](#)) comprised of business owners and practitioners to ensure that students are receiving the most current industry training that meets industry and workforce standards. The minutes ([IIA14 Advisory-Committee 5-1-19](#)) and breakout sessions ([IIA14 CIS-Advisory](#);

[IIA14 Entrepreneurship-Advisory](#); [IIA14 Business-Advisory](#)) show that groups review curriculum and entry level competencies to confirm alignment with prevailing practices.

Some programs, including all public safety certificate programs (including EMT/Paramedic), Dental Hygiene, Dental Assisting, and Fire Academy, have external accreditors that also ensure that the students possess skills needed to meet licensure and certification requirements. Current accreditation status for those programs are published on the accreditation page ([IIA14 External-Accreditors](#)). Evidence that students are receiving appropriate education to pass external certification exams and find living wage employment can be found in the most recent data from the four programs:

CTE Program	17/18 Exam Pass Rate	2016 Job Placement
Dental Assistant	100%	87%
Dental Hygiene	100% CA State Exam	100%
Emergency Medical Technician	91%	96%
Paramedic	95%	100%*

\*Most recent Paramedic program job placement rate is based Perkins data from 2014.

Additional evidence demonstrating that students completing college programs with the requisite skills that lead to employment is the California Community Colleges Career and Technical Education Outcomes Survey ([IIA14 CTEOS 2019](#)). Based on the 2019 report, the College is effective in supporting students in their employment goals:

- 89.7% of CTE students were satisfied or very satisfied with their education and training;
- 71.6% of CTE students secured employment in a job that was close or very close to their program of study;
- Student hourly wage improved from \$14.00 per hour before training to \$23.00 per hour after training.

In addition to providing necessary skills to ensure currency and compliance with local industry needs and external accreditation standards, the CTE webpage ([IIA14 CTE-Webpage](#)) provides career exploration resources and community job postings to assist students with decision-making and job placement.

### **Analysis and Evaluation**

Through ongoing review and improvement of programs and collaboration with advisory committees, graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards. The innovative work combined with strong pass rates and job placement rates are some of the reasons Moreno Valley College’s Career and Technical Education programs have experienced explosive growth.

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

### **Evidence of Meeting the Standard**

A program at Moreno Valley College may be considered for discontinuance according to the criteria described in District Administrative Procedure 4021: Program Discontinuance. ([IIA15\\_AP4021\\_Program-Discontinuance](#)). If a program is discontinued, the administrative procedure states, “The discontinuance procedure will allow currently enrolled students to complete their Program(s) of study in accordance with the rights of students as stipulated in the college catalog.”

As of October 1, 2016, the Moreno Valley College Physician Assistant Program was officially closed. The Physician Assistant Program was discontinued when the accreditor’s licensing standard changed, requiring that all candidates must attend a specialized medical training program associated with a medical school. The letter to students in the Physician Assistant Program and the letter from ARC-PA ([IIA\\_15\\_PA-Teach-Out](#)), is evidence that all classes were taught out so that students could complete their education in the program.

### **Analysis and Evaluation**

The College has a policy in place to determine if and when a program should be eliminated or requirements should significantly change. Consideration is given to the service the program provides to the College and community, and in the event of discontinuation, a task force is assembled to assist the process and ensure that enrolled students may complete their education in a timely manner with a minimum of disruption. The Physician Assistant example shows that board policy is followed and that students are supported through the transition.

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

### **Evidence of Meeting the Standard**

Program Review is the primary way that the institution engages in regular evaluation and improvement of all instructional programs. A check for course-level outcomes occurs annually and the Comprehensive Program Review cycle is every two years for CTE programs and every three years for all others ([IIA16\\_Program-Review-3-Yr](#)). The one-year annual update is used to report major developments and changes, ensure course outlines of record have been updated in the last four years, monitor SLO assessment, evaluate success and retention rates for significant changes since the last comprehensive report, and submit resource requests. The Comprehensive Program Review (CPR) is used to report on the aforementioned areas and adds a component of in-depth analysis of success and retention rates by gender, ethnicity, and age group. In addition, the CPR includes action plans to improve student success and retention rates. Degree and certificate completion are assessed; new program or discipline objectives are written to set concrete goals, providing transparent measures for evaluation of continuous improvement; PLO mapping is completed; and labor market analysis (for CTE disciplines) is reported. Reminders

regarding deadlines and assistance ([IIA16 IPR-Training Email](#)) are emailed to the entire campus each semester. The Instructional Program Review Committee (IPRC) is tasked with reviewing all reports for completeness, noting any recommendations and determining whether to accept the report with or without changes. The report evaluation form ([IIA16 Comp-Prog-Review-3 Yr-Eval](#)) is used to guide the committee's discussion and is revised on a regular basis. Faculty are invited to attend report acceptance meetings ([IIA16 CTE-Program-Review-Schedule-S19](#)) and the IPRC Chair also compiles and shares the feedback with the discipline and the Dean of Instruction or the Dean of CTE ([IIA16 IPR-Dean-Email](#); [IIA16 IPR-Acceptance](#)).

### **Analysis and Evaluation**

In previous years, significant follow-up with faculty was needed to ensure that timely completion of the program review process happened across every discipline and program. In 2018, the Program Review Coordinator and committee made changes to create a culture focused on continuous, documented improvement of programs and courses to enhance learning outcomes and achievement for students. Efforts included an updated guidebook with clear, systematic instructions; scheduled training sessions; and one-on-one appointments so that all faculty are appropriately prepared to execute the process. Moving forward, the College is clarifying practices for one additional part of the program review process. It is focused on increasing transparency in program resource allocation decision-making and establishing stronger reporting related to the impact of provided resources on student learning and achievement.

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### **Conclusions on Standard II.A. Instructional Programs**

Moreno Valley College consistently and meaningfully engages in developing, modifying, and assessing instructional programs to promote student learning and success. These ongoing processes involve curriculum review including Course Outlines of Record; program reviews; assessment of student learning including learning outcomes and achievement data; and coordination with various community and industry agencies. The College uses data from these processes to adapt enrollment management practices, articulation policies, course offerings, faculty development opportunities, and teaching pedagogy.

### **Evidence List**

[IIA1 Curr-Patterns-Catalog](#)  
[IIA1 AP4105 DE-Draft 5-17-19](#)

[IIA2 RCCD-Curriculum-Handbook](#)  
[IIA2 Fac-Job-Requirement](#)  
[IIA2 Dental-Assisting-PR](#)  
[IIA2 Sociology-Comp-PR](#)  
[IIA2 EDUSummit 19](#)  
[IIA2 COM-District Meeting-Minutes](#)  
[IIA2 English-PR](#)  
[IIA2 PT-Assessment](#)  
[IIA2 Comm-of-Practice](#)

[IIA3 Curriculum-Approval-Process](#)  
[IIA3 Assesment-Session-Email](#)  
[IIA3 SLO-Assessment-Template](#)  
[IIA3 SLOs 16](#)  
[IIA3 SLOs 19](#)  
[IIA3 Adjunct-Assessment](#)  
[IIA3 Program-Review-Guide](#)  
[IIA3 Psychology-Comp-PR](#)  
[IIA3 Dental-Assistant-PR](#)  
[IIA3 PR-Page](#)  
[IIA3 Faculty-Info](#)  
[IIA3 Syllabus-Email](#)  
[IIA3 Associate-Faculty-Evaluation](#)  
[IIA3 Tenure-Track-IOI](#)

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## **B. Library and Learning Support Services**

**II.B.1: The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

### **Evidence of Meeting the Standard**

Moreno Valley College offers various academic support services to assist all students and improve overall course and program success. The free services are available to all students, regardless of location or means of delivery. Students enrolled in classes at Ben Cark Public Safety Training Center (BCTC) can access all services online and on the Moreno Valley College campus. On site, students at BCTC have a full-service Student Support Center to assist with testing and online library services. Additionally, students have access to Admissions and Records services and a full-time counselor. Services provided by Financial Aid, Veterans Services, and Disabled Student Services are available at BCTC upon request.

To encourage student learning and achievement, information about academic resources is provided directly to students through a variety of channels. Students on Academic Standing are notified through direct messaging, required referral to one-on-one meetings with Counseling faculty, individual phone calls from the Counseling Department, and targeted workshops. The services include:

### **Library**

The 9,965 square foot library contains the following on campus resources: study tables, six study rooms, three copy machines, approximately 21,000 print titles, textbook reserves, TV and Video/DVD players for viewing, and 43 internet accessible computer workstations. The Library collects data on circulation usage, information service to individuals, and gate counts. During the 2017-2018 academic year, the library was open 68 hours during a typical week in an academic session, with an annual average of 128,550 entries to the library facility, and to total of 8,465 transactions and consultations ([IIB1 ACRL-Library-Statistics-18](#)).

Aligning with the library's student-centered philosophy is a wide array of support, ranging from a one-unit course to a one-hour workshop. A variety of one-hour workshops ([IIB1 Lib-Workshops](#)) are offered multiple times each week throughout the semester on subjects such as searching the catalog, finding articles through databases, using ebooks, and evaluating sources. For greater depth, students can enroll in a 1-unit, CSU/UC transferable course, offered in both face to face and online formats, that teaches the fundamentals of the effective use of libraries, electronic databases, and information retrieval. Students learn how to determine an information

need, access information from appropriate sources, evaluate sources and organize it ethically to create new knowledge.

Professors are supported with Credo Information Literacy Courseware ([IIB1\\_Credo-Canvas](#)) consisting of 28 modules and quizzes that faculty can incorporate into courses. These modules provide quality instruction and clear assessment opportunities for subjects such as choosing a topic, searching techniques, evaluating information, and citing sources. These modules can be used to assess the information literacy skills of students, which is one of MVC's General Education Program Student Learning Outcomes. The modules are available to all faculty and all students, and they are especially helpful for distance education courses.

Students and faculty can utilize the Library's website 24/7 from anywhere there is an internet connection. From the website, they can access approximately 220,000 e-books, 65 online databases ([IIB1\\_Library-Databases](#)) and numerous quick links and research guides to address frequently asked questions ([IIB1\\_Library-Guides](#)). An audiobook database was also recently added as an additional resource to support student online learning. This easy access increases student autonomy and streamlines the information-giving process for librarians. The College also ensures that the Library reference desk is properly staffed so that students are assisted in a timely manner when in the library. To meet the needs of students, hours have expanded to include evening, early morning, and Saturdays. In support of educational programs, regardless of location or means of delivery, the library subscribed to Text a Librarian between 2011 and 2016. It was marketed through posters, bookmarks, the library website, and orientations, yet the usage of the service was very low. As DE offerings and technology literacy is increasing, the College is exploring new reference management systems that will support students 24/7 by chat, text, and email.

### **Academic Support Programs**

As part of College's commitment to student learning and success, the institution has developed a network of academic support programs to support students and faculty. This network of resources and services play a vital role in MVC's learning support service structure and ensures that students have the support they need to succeed. The Learning Center Advisor committee minutes ([IIB1\\_LC-Advisory-Mtg\\_3-1-19](#)) demonstrate ways the group ensures that all academic support centers have standardized policies and procedures for training, assessment, marketing, and operations. The committee consists of the associate dean of Academic Support, faculty, and leads from each of the academic support programs. Currently, the College's academic support network consists of 6 areas: The Learning Center which houses the Business and Information Technology Systems (BITS) Computer Lab, the Math Lab, Supplemental Instruction (SI) and the Writing and Reading Center, the STEM Academic Center, and Tutorial Services. These areas provide student with access to resources throughout the week and on weekends. Academic Support works closely with faculty to build trust and to establish a collaborative approach to meeting the needs of students.

Consolidating all learning support programs under academic support ensure that resources and services will be provided in seamless and consistent manner for students ([IIB1\\_Academic-](#)

[Support-HB](#)). All tutors, Supplemental Instruction Leaders, and writing consultants are required to complete a rigorous training program that is in line with the training standards set by CRLA. Currently, MVC is applying for International Tutor Training Program Certification through the College Reading and Language Association (CLRA) ([IIB1\\_CRLA-Certification](#)). In addition, the College provides additional training for academic support staff through two tutor-training courses. All writing tutors are required to complete Writing Tutor Training (ENG-4), a mandatory, discipline-specific, two-unit tutor training course ([IIB1\\_ENG-4-Syllabus](#)). Currently, all prospective tutors are highly encouraged to complete a one-unit tutor-training course Interdisciplinary Learning Assistance 1 (ILA-1), taught by a qualified faculty member ([IIB1\\_ILA1-Syllabus](#)) to enhance their knowledge of peer tutoring; however, with the formal approval of the college's CRLA application and the implementation of the approved training program in 2020, all tutors will be required to take the ILA 1 Tutor Training Course.

### **The Learning Center**

The Learning Center (LC) was opened in winter 2017 to increase access to students who had limited access to the open computer labs, and the largest computer lab at the College which was only accessible to students enrolled in a Computer Information Science (CIS) course. The LC integrated the Business and Information Technology Systems (BITS) Computer Lab, the Math Lab, Supplemental Instruction, and Writing and Reading Center into one central location. The LC ([IIB1\\_Learning-Center](#)) offers an array of services intended to support student success and achievement. Students are provided with academic support in Math, Writing, and Reading, Supplemental Instruction (SI), and computer science. The center is supported by and staffed with faculty, peer-tutors, a reading para-professional, and learning center assistants. It is open six days a week, including Saturdays, in support of weekend students. The mission of the center is to provide access to resources needed to achieve academic success and to promote educational excellence.

### **Business and Information Technology Systems Computer Lab**

The Business and Information Technology Systems Computer Lab gives students open computer access to work on college courses. Students have access to multiple desktop computer stations each with internet access, a full suite of programs including Microsoft Office to support course work as well as course specific software from computer program. The computers are networked to three print machines, and there is one machine dedicated to making copies only. In addition, CIS, CAT, and BUS faculty are present in the computer lab to assist and support students enrolled in gaming, entrepreneurial, computer information science, and programming classes.

### **Math Lab**

The Math Lab ([IIB1\\_Math-Lab](#)) offers walk-in tutoring service for all Moreno Valley students seeking support with math courses. Math faculty and peer-tutors are available to work one on one or in small groups with students needing support. The lab also provides math support for non-math courses such as business, chemistry, economics, and physics.

### **Supplement Instruction and Embedded Tutoring**

Supplemental Instruction (SI) and Embedded Tutoring (ET) target courses where there is a high student demand and low success rate based on data provided by Institutional Effectiveness ([IIB1\\_SI-ET](#)). In the 2018-2019 academic year, SI/ET was offered for 62 sections covering 23 courses supporting a total of 734 students ([IIB1\\_SI-Attendance-Data\\_18-19](#)). These courses were primarily in gateway STEM and Basic Skills areas including mathematics, chemistry, physics, and English. Embedded tutors are student peers who assist faculty in the classroom, facilitating small group activities. Students who attended ET and SI sessions did better than those who did not and exceed the College's established standard for course success ([IIB1\\_SI-Success\\_SF-18](#)).

### **The Writing and Reading Center**

The Writing and Reading Center (WRC) at Moreno Valley College supports learning in reading and writing for students at all levels and at any stage of the writing process ([IIB1\\_WRC](#)). The WRC is an interdisciplinary writing center that offers writing support for students in courses from all discipline at the College. By supporting all student writers at their individual levels, the WRC encourages access to and success in higher education for all students. The WRC reading component offers students resources and strategies to improve their academic reading skills. They offer walk-in and appointment-based tutoring to students in all disciplines and work to develop contain area specific reading skills.

### **STEM Academic Center**

The Moreno Valley College STEM Center opened in fall 2018 providing space for STEM students to study and use resources such as anatomy, biology and chemistry models, microscopes with slides, textbooks, graphing calculators, Dell gaming computers, Apple computers, and Cintiq tablets ([IIB1\\_Stem-Center](#)). In addition to offering a place for studying and accessing STEM resources, the Center is used by the STEM club for meetings and holding workshops with community, industry, and university representatives ([IIB1\\_STEM-Workshop](#), [IIB1\\_STEM-Webinar](#), [IIB1\\_STEM-UCR](#)). It is open 24 hours a week, providing an additional meeting space for the STEM counselor and science faculty to hold office hours.

### **Tutorial Services**

Tutorial services is a multidisciplinary center that provides tutoring support to students in a variety of disciplines ([IIB1\\_Tutorial-Services](#)). Tutorial Services appointment-based system allows students to meet one-on-one or in small groups with a peer tutor. Students are provided two sessions per course per week with additional hours for EOPS and Foster Youth students. In addition to tutoring, Tutorial Services also has resources available for student check out including graphing calculators, laptops, scientific models, and textbooks. The center offers students access to printing, word processing and course specific computer software. Tutorial Services also oversees the College's online tutoring program NetTutor. This service is available to all students, and it is especially promoted in distance education courses so students have access to academic support services off campus. The use of NetTutor continues to grow at

Moreno Valley College. The 2018-2019 academic year saw an increase in the numbers students using the services as well as the number of discipline being served ([IIB1 Net-Tutor](#)).

With the implementation of AB 705, a greater need for academic support services is anticipated. The Library Learning Center (LLC) included in the 2015 adopted Comprehensive Master Plan ([IIB1 MVC-CMP-Lib 2015](#)) acknowledged the need to provide enhanced instructional support services, proposing a new facility to consolidate campus computer labs into a single location. The updated 2019 Comprehensive Master Plan, which includes the Facilities Master Plan ([IIB1 Facilities-Plan-Lib 19](#)) that was approved by the RCCD Board of Trustees on June 11, 2019, represents significant expansion of space for both the library and academic support services in order to meet the expected enrollment growth through 2030. This move is expected to have numerous benefits including improved accessibility, a more inviting atmosphere, and adequate physical space to meet the needs of a growing student population.

## **Analysis and Evaluation**

The institution supports student learning and achievement through continual evaluation and expansion of library and other student learning support services. Additionally, the institution has been able to use Federal Work Study, Student Equity, Basic Skills Initiative, RCCD Foundation, and general funds to provide additional support for these programs. Through Moreno Valley College's Comprehensive Master Plan, the College plans to invest significantly in the future expansion of academic support services, which includes a new Library and Learning Resource Center Building. Construction of the new Welcome Center and the remodel of the Student Services building are the first steps to address the space challenges and expansion needed to properly implement the Guided Pathways framework.

**II.B.2: Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

## **Evidence of Meeting the Standard**

Moreno Valley College uses the Collection Development Policy outlined in AP4040 ([IIB2 BPAP4040 Library-and-Learning](#)) to determine the selection and purchase of educational equipment and materials to support student learning. The review and approval process for the revised BPAP 4040 started in fall 2019. The Collection Development Policy ([IIB2 Collection-Dev](#)) outlines the purpose of the Moreno Valley College Library to support and complement the college mission by providing a wide range of lower division, undergraduate resources; basic information literacy training; a computer commons; and encouragement. The librarians work regularly with faculty to set up course pages, design workshops, and acquire databases and other resources that are best suited to help students attain student learning outcomes. If faculty or others with appropriate expertise determine that the library is missing an important resource, the individual is encouraged to submit a resource recommendation ([IIB2 Library-Purchase-Recommendation](#)). Through this process, in 2017-2018, librarians selected and purchased mobile chargers and cords for library use requested by the students. Additionally, the Librarians use the

Annual Program Review process to request materials needed to support the library. As a result of that process, during the 2018-2019 academic year, \$25,000 was allocated to the Library. The library used the money to add ten Lenovo laptops for library use and fifty Chromebooks for semester check out ([IIB2 Library-Additions](#)). The money is also being used to convert two rooms into smart workstations. To ensure appropriate expertise in decision making, there is Library faculty representation on the Curriculum Committee, Standard II Subcommittee of SPC, Distance Education Committee, Library Services Platform migration workgroups, and numerous faculty, administrative, and staff search committees.

Tutors and faculty were surveyed to find out what materials are most requested from students using services. The feedback provided informed the decisions so that the purchases of supplies and equipment were based on student needs. Supplies are tracked ([IIB2 Learning-Center-Inventory](#); [IIB2 Inventory-Log](#)) and periodically evaluated. As shown in the logs, the Learning Center, Tutorial Services, and STEM Center provide texts, computers, tablets, calculators, models, and posters. The Learning Center also offers transcription equipment, graphing calculators, white boards, textbooks and headsets for student use. The 40 computers in the Business Information Technology Systems computer lab contain courses specific software to support students in programming, gaming, website development and office technology courses. The Learning Center maintains specialized computers to support students with disabilities in compliancy with Disabled Student Services guidance. STEM Center equipment and resources are recommended by the STEM faculty and support all STEM courses. This provides students access to up to date resources and technology to improve student success. Tutorial Services houses a variety resources which cover major of disciplines offered at the College. Academic Support works closes with faculty and technical services to ensure that the most current textbooks are purchased for student checkout and access by tutor.

### **Analysis and Evaluation**

The Moreno Valley College Library is guided by the Collection Development Policy in decisions regarding the selection and maintenance of educational materials. Purchases made in recent years have been the result of recommendations made by faculty, including librarians, and other learning support service professionals. While physical space limits the acquisition of educational equipment and materials, focus has been placed on enhancing online collections to support student learning. Feedback from students and faculty is used to determine the equipment and materials needed to achieve the missions of the College and academic support services. Through Moreno Valley College's Comprehensive Master Plan, the College plans to invest significantly in the future expansion of academic support services, which includes a new Library and Learning Resource Center Building.

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

### **Evidence of Meeting the Standard**

There are multiple ways that the library and other learning support services evaluate the effectiveness of meeting student needs.

## **Library**

The library uses surveys as one way to evaluate and improve services. For example, in fall 2018, a survey ([IIB3 Library-Faculty-Survey 18](#)) was shared with faculty to seek input on how students access materials on reserve in the library. In spring 2019, students were surveyed ([IIB3 Library-Survey S19](#)) regarding their experiences with textbooks and the reserves collection. The results of those surveys were used to justify moving the textbooks on reserve from closed circulation to open stacks. Library meeting minutes ([IIB3 Library-Dept-Minutes 4-30-18](#)) show discussions focused on the evaluation of services. When a need is identified, the primary mechanism for resource allocation is through the program review process or other funding streams. Additionally, the library completes an annual data survey required by the state Chancellor's Office ([IIB3 Library-Data-Survey 17-18](#)). This survey is a detailed report of the library personnel, expenditures, collection, and services.

## **Academic Support Programs**

Assessment of Learning Support Services is regular and ongoing. The minutes from the MVC Learning Center Advisory meetings show discussion of the evaluation of services in meeting identified student needs ([IIB3 LC-Advisory-Mtg 11-29-18](#)). The College has been intentional in collecting data from faculty and students regarding the services so that the decision-making process at the LCA meeting can be collaborative and evidence driven. In 2016, the Office of Institutional Effectiveness gathered data to analyze the effectiveness of academic support services at Moreno Valley College. The findings from the study illustrated that significantly more students sought tutoring in the fall than in the spring. It also revealed peak periods and the subjects that were in the highest demand. Perhaps most important, the data revealed that students who received tutoring in four of the top five courses in which students seek tutoring, did better than those who did not receive tutoring ([IIB3 Tutorial-Services-Data Aug-16](#)). This information was used to assist in the completion of the Academic Support Program review ([IIB3 Academic-Support PR](#)) and provided assessment data for budgeting and staffing decisions going forward regarding those impacted areas of tutoring. The Academic Support Programs will be conducting another comprehensive Institutional Effectiveness assessment in spring 2020 as they prepare for the 2020 Program Review cycle.

In addition to the comprehensive 3-year assessments, Academic Support conducts multiple surveys to show evidence that their services are being used and that they contribute to the attainment of students learning outcomes. Multiple surveys serve as evidence that the services contribute to the attainment of students learning outcomes. Surveys conducted in fall 2018 for both faculty and students regarding Supplemental Instruction/Embedded Tutoring ([IIB3 End-of-term-Instructor-Survey F18](#)) support the value of the services. Faculty agreed or strongly agreed (60% and 40% respectively) that sessions were adequate in length to cover course content and necessary study skills. The majority (83%) encouraged students to attend outside SI sessions by allowing for in-class announcements of the sessions. Student surveys for embedded tutoring

revealed that ninety-two percent of students completing the survey felt that embedded tutoring helped to improve their overall grade in the class. Over 87 percent felt that embedded tutoring helped improve the way they studied for their course and over 90 percent were satisfied with embedded tutoring ([IIB3 Tutor-Survey](#)). A survey conducted in 2018 ([IIB3 SI-Success-Rates Spring-F18](#)) showed a statistically significant difference in passing rate when comparing students that passed while attending SI (80% in spring/59% in fall) and students that passed while not attending SI (56% in spring/40% in fall). The average GPA for SI and non SI groups is also tracked and disaggregated by course ([IIB3 SI-Grade-Report](#)).

Results of these evaluations were used to determine that additional resources and training should be directed toward the SI/Tutoring budget so that the College could maximize the benefit of such services. In addition to ongoing trainings ([IIB3 SI-Leader-Workshop-Agenda F18](#); [IIB3 Workshop-ESL-Learner 5-17-19](#), [IIB3 LS-Tutor-Training-Workshop-18](#)), the Introduction to Tutor Training (ILA-1) course was implemented in winter 2018. This is a faculty taught, one-unit, 18-hour course providing current and future tutors and mentors a foundation of best practices and a familiarity with student learning outcomes in the courses for which they tutor.

A survey was conducted for Tutorial Services ([IIB3 Academic-Support-Survey 16](#)). One hundred sixty-two students completed the survey. Forty-one percent focused on homework assistance and 35% focused on test preparation. Ninety-three percent of those who took the survey felt that they were given the tools to be more successful in their courses. An Academic Support Faculty Survey was conducted in spring 2016 ([IIB3 Academic-Support Fac-Survey-Spring-2016](#)). Twenty-four faculty responded. All respondents were familiar with tutoring and 67% percent were familiar with Supplemental Instruction. Sixty-seven percent were either satisfied or very satisfied with the services offered. Twenty-two percent were neither satisfied nor dissatisfied and eleven percent were dissatisfied.

The findings from the spring 2019 usage data ([IIB3 Tutorial-Services-Log S19](#)) show that usage is increasing and that significantly more students sought tutoring. It also revealed peak periods and the subjects that were in the highest demand. This information was used to inform budgeting and staffing decisions going forward regarding those impacted areas of tutoring.

## **Analysis and Evaluation**

The library and learning support services continually evaluate their programs and use the results for improving those programs and for measuring their contribution to attainment of student learning outcomes. Following the evaluation of Academic Support Services in 2016, the plan for improvement focused on increasing visibility and strengthening the training of those providing those services. Efforts started with the creation of the Learning Center to provide a more unified space and process for receiving assistance. Following that was the implementation of the ILA-1 course to equip tutors and SI leaders with additional strategies for peer tutoring.

Discussions regarding how to increase student use of services and plan accordingly for qualified staffing are ongoing. The data shows that the support services are being utilized and that they do contribute to student success. While the number of hours and visits are steady and growing, there



is opportunity to increase the number of unduplicated students. It is clear that once students experience the service, they use it multiple times for a great number of hours. Creating that first experience that leads to the follow up visit is critical. Thus, discussions about how to simplify access and institutionalize funding are ongoing. Going forward, the College expects to significantly increase unduplicated student count as the service space increases, the visibility changes, and the new marketing campaigns begin.

**II.B.4: When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

### **Evidence of Meeting the Standard**

The College collaborates with multiple entities to support the library and other learning support services. The library has contracts with Advanced Copy Systems for printing and copying, Cybrarian for computer control software, Online Computer Library Center for EZProxy support, Innovative Interfaces for Integrated Library System, and various vendor agreements for electronic resources, print monograph purchases, and the change machine.

The decision to join the statewide migration to a modern cloud-based library services platform (LSP) called Alma is an example of evaluating services to ensure effectiveness. The legacy system (Millennium) that was implemented nearly 25 years ago was not designed with digital resources and the internet in mind. When the California Community Colleges Chancellor's Office and CCC Technology Center selected to contract with ExLibris for Alma, the recommendation for MVC to join was made and the administration agreed ([IIB4 LSP-Participation](#)). This much-needed upgrade is a more reliable cloud-based and mobile friendly system that will provide students with much improved access to digital resources. Additionally, it will provide simplification of staff workflows, will allow sharing of resources among the other California community colleges, and will align the MVC library platform with those of the UCs and CSUs.

Academic Support has a contract with Net Tutor for online tutoring ([IIB4 NetTutor-Agreement](#)) and utilizes the SARS appointment scheduling system to schedule tutoring sessions in the Writing and Reading Center and Tutorial Services. In addition to appointment scheduling for tutor sessions, SARS is used to reserve rooms for study groups, as well as embedded tutor and Supplemental Instruction sessions.

### **Analysis and Evaluation**

Moreno Valley College assumes full responsibility both directly and through contractual agreement for service maintenance, security, and reliability of the resources and services. The

College conducts an ongoing review for quality assurance and to determine whether services are utilized, adequate, and accessible. When it is determined that a resource or service is not suitable for the intended purposes, as was the case with the library services platform, there are multiple methods for initiating change.

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## **Conclusions on Standard II.B. Library and Learning Support Services**

Moreno Valley College offers a variety of learning support services and adapts these services based on ongoing evaluation of their effectiveness and of the needs of the College. The Library offers resources and assistance to students including study areas, computer access, and text sources. To better meet the needs and schedules of all students, the Library has extended its hours. Students and faculty needing more specific assistance with library resources and information technology have access to LIB-1 or Credo, respectively. The College has also centralized numerous student services into one location, the Learning Center, where students can access support in writing, reading, math, computer science, and supplemental instruction/embedded tutoring. Students also have access to Tutorial Services on-campus and NetTutor online. Furthermore, the STEM Center provides resources and assistance for students in STEM courses and a meeting space for the STEM club. The 2019 Comprehensive Master Plan provides expanded space and centralized support for Library and Learning Support Services that will greatly enhance the ability of the College to meet student needs.

### **Evidence List**

[IIB1 ACRL-Library-Statistics-18](#)

[IIB1 Lib-Workshops](#)

[IIB1 Credo-Canvas](#)

[IIB1 Library-Databases](#)

[IIB1 Library-Guides](#)

[IIB1 Academic-Support-HB](#)

[IIB1 CRLA-Certification](#)

[IIB1 ENG-4-Syllabus](#)

[IIB1 ILA1-Syllabus](#)

[IIB3 LC-Advisory-Mtg 11-29-18](#)

[IIB1 Learning-Center](#)

[IIB1 Math-Lab](#)

[IIB1 SI-ET](#)

[IIB1 SI-Attendance-Data 18-19](#)

[IIB1 SI-Success\\_SF-18](#)

[IIB1 WRC](#)

[IIB1 Stem-Center](#)

[IIB1 Tutorial-Services](#)

[IIB1 Net-Tutor](#)

[IIB1 MVC-CMP-Lib 2015](#)

[IIB1 Facilities-Plan-Lib 19](#)

[IIB2 BPAP4040 Library-and-Learning](#)

[IIB2 Collection-Dev](#)

[IIB2 Library-Purchase-Recommendation](#)

[IIB2 Library-Additions](#)

[IIB2 Learning-Center-Inventory](#)

[IIB2 Inventory-Log](#)

[IIB3 Library-Faculty-Survey 18](#)

[IIB3 Library-Survey S19](#)

[IIB3 Library-Dept-Minutes 4-30-18](#)

[IIB3 Library-Data-Survey 17-18](#)

[IIB3 LC-Advisory-Mtg 11-29-18](#)

[IIB3 Tutorial-Services-Data Aug-16](#)

[IIB3 Academic-Support PR](#)

[IIB3 End-of-term-Instructor-Survey F18](#)

[IIB3 Tutor-Survey](#)

[IIB3 SI-Success-Rates Spring-F18](#)

[IIB3 SI-Grade-Report](#)

[IIB3 SI-Leader-Workshop-Agenda F18](#)

[IIB3 Workshop-ESL-Learner 5-17-19](#)

[IIB3 LS-Tutor-Training-Workshop-18](#)

[IIB4 LSP-Participation](#)



## C. Student Support Services

**II.C.1: The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning and enhance accomplishment of the mission of the institution. (ER 15)**

### Evidence of Meeting the Standard

Moreno Valley College regularly evaluates the quality of student support services in order to demonstrate their support of student learning and accomplishment of the college mission. In order to facilitate integration and cross-divisional dialog, ensure alignment with instructional program review processes, and maintain a common timeline, the Division of Student Services appoints a liaison to serve on the Instructional Program Review Committee to ensure alignment with institutional program review processes and timelines. All student support services programs participate in the collegewide program review process. They evaluate student support services annually, assessing service area outcomes and student learning outcomes, and monitoring student success data ([IIC1\\_Counseling-PR-2018](#); [IIC1\\_Disability-Services-PR-18](#)) All resources and completed Program Review documents are available on the Student Services Program Review page ([IIC1\\_SS-PR-Webpage](#)). The program review process includes an overview of the program and services provided, annual accomplishments and contributions to the campus and students, external conditions that impact the program/department (such as state and federal regulations), and changes in structure and function since the last completed review. This process is conducted to fully evaluate strengths and weaknesses and opportunities for growth and improvement in services. Program review evaluations are supported by data and tied to department and college goals and mission. The reviews also include budgeting, resources, and staffing to support the outcomes of the program.

Once completed, program review documents are submitted in accordance with the Student Services Administrative Program Review Timeline, and requests for resources and recommendations made by the program review process are submitted to the area deans, Student Services Council, and the vice president for Student Services for evaluation, and prioritization for funding and staffing ([IIC1\\_SS-PR-Timeline](#)). The Strategic Planning Council reviews each of the vice president's resource allocation requests for their respective divisions and the council makes a recommendation to the college president. In addition, the President's Cabinet has worked to connect funding decisions directly to program review. Within Student Services, the Student Services Council was created last year to explicitly link review of program reviews department by department in Student Services to resources ([IIC1\\_Student-Services-Council](#)).

In addition to the program review process, student support services areas collect data to evaluate and improve program quality. The methods of data collection include surveys ([IIC1\\_DSS-Survey](#), [IIC1\\_FYE-Summer-Bridge-Survey](#), [IIC1\\_Counseling-Survey](#)) to obtain quantitative and qualitative data, and larger campus discussions to include multiple responses. Once evaluations are completed, the teams review results in department meetings and campus committees. Recommendations are then made for improving and adjusting services and programs to meet

student needs. Through these evaluation processes, MVC ensures that all student support services support student learning and enable the College to meet its mission. Recently, the program review process identified the need for students to be able to submit financial aid documents online. In spring 2019, the financial aid office, in collaboration with the Riverside and Norco Colleges, launched financial aid mobile service ([IIC1 Mobile-Financial-Aid](#)). The ability to complete outstanding financial aid tasks online with secure document uploads from any device and e-sign capabilities eliminated the previous need to be on campus to complete a financial aid application. Student Financial Services also publishes a newsletter ([IIC1\\_SFS-Newsletter](#)) containing information about aid, employment, workshops and other relevant content, providing another stream of information for students and the entire campus community.

Adjustment to the College's matriculation process is a second example of evaluating and enhancing the quality of student support services following the assessment of program review data. MVC changed the policy to move the college application deadline from two weeks before the start of the term to the first day of each term. The expanded window allowed additional time to assist interested students. As a result of this change, 814 students applied to the College between 08/14/17 and 08/28/17, which is the time period that the college application period would have been previously closed. Overall, 271 students (33.29%) enrolled in courses that semester for an average of 6.44 units, and 43 (15.86%) of those students enrolled in 12 or more units.

Lastly, MVC identified students who applied to the College but did not register for classes and invited them to attend the Transition to Success (T2S) enrollment event where they were guided through assessment, orientation, advisement, and registration in a single day ([IIC1\\_T2S](#)). During the six T2S Enrollment Days, over 700 students completed the matriculation process and enrolled in classes. In addition, MVC implemented a Registration Help Center from 2-7 pm Monday-Thursday during the registration period through the first day of the semester where staff and peer leaders assisted students with completing the matriculation process.

### **Analysis and Evaluation**

The College conducts consistent evaluation of the quality of student support services and demonstrates that these services support student learning and ensure completion of their educational goals. When the program review process identifies needs and gaps, changes are implemented. For example, the evaluation and redesign of multiple services resulted in making financial aid more accessible and providing additional support for and acceleration of the registration to enrollment process.

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

### **Evidence of Meeting the Standard**

Moreno Valley College regularly identifies and assesses learning support outcomes for its student population and uses that data to improve programs and services. Student Services Program Reviews are a mechanism for reflective assessment and planning, and all reports are available to the public on the college website ([IIC2\\_SS-PR-Webpage](#)). Student Health and Psychological Services is a strong example of how program review ([IIC2\\_Health-Psych-Serv-PR\\_17-18](#)) is used to continuously improve student support services. One of its Service Area Outcomes (SAOs) 2 states the “department will provide students with services to promote physical and emotional well-being,” and, since 2016, action plans have been developed and assessed for this outcome. Through that ongoing work, a collaborative effort has emerged, aimed at cultivating a mental health and wellness infrastructure and culture across campus. The 2018-2019 planning notes ([IIC2\\_Mental-Health-Planning\\_18-19](#)) regarding the promotion of a mental health and wellness culture at MVC show that collective effort and engagement are evident at every conceivable level.

Chancellor Isaac and the RCCD Board of Trustees have been supportive of the strategic efforts of the development of an RCCD Student Mental Health Services Strategic Plan. President Steinback has provided grant opportunity awareness, supported the hiring of a Mental Health Services Supervisor, and featured Wellness Central, a free online health and wellness resource for staff and students, in her newsletter ([IIC2\\_President-Newsletter\\_9-19](#)). Kognito On-Line Mental Health Promotional Trainings, in-class presentations, workshops, online resources, the Peer Health Educators and Active Minds Student Club, and Mental Health Outreach Events have extended services beyond the walls of the Student Health and Psychological Services building. Each of these components can be tied directly to the program review outcomes and assessment process.

An analysis of student data led to MVC taking the lead within the District to initiate a proposal to allow current students owing a balance of \$100 or less to enroll in the subsequent registration period. Data informed the College that there were 8,108 students districtwide that owed outstanding fees for the winter/spring 2019 registration period and 4,260 students districtwide (52.5%) that owed less than \$100; 1,160 of those students were MVC students. Any unpaid outstanding balance results in a hold on a student record and makes the student ineligible to register. It was proposed and approved through the districtwide enrollment management committee that the district establish a threshold of \$100 for currently enrolled students who owe outstanding fees. As a result of this change in policy, 4,260 RCCD students (and 1,160 MVC students) were eligible to register for the winter/spring 2019 terms ([IIC2\\_Outstanding-Fee-Proposal](#)). The Student Services Division coordinated faculty, staff, students, and administrators to work a phone bank where 853 calls were made; 294 students were contacted and 209 of those students stated that they were going to register/did register for either/both of the winter/spring terms ([IIC2\\_Enrollment-Call-Center-Stats](#)).

Furthermore, the College used assessment data to identify students who had an active program of study in AA/Social & Behavioral Studies and had completed at least 60 or more degree applicable units. Review of the data revealed that nearly half of the students who were eligible to apply for a degree or certificate did not do so. The College initiated an automatic awarding process for degrees and certificates for the 2017-18 year, and, as a result, the total number of

awards (ADT, AA, AS, and Certificates) increased 35% from 1,520 in 2016-17 to 2,318 in 2017-18 ([IIC2 Auto-Award-Notes-18SPR](#); [IIC2 RCCD-Auto-Award 6-18](#)).

The institution also utilizes nationally recognized surveys to assess student engagement and the campus climate. The College is administering the Survey of Entering Student Engagement (SENSE) during the fall 2019 semester. To inform the Guided Pathways framework, the results of the SENSE survey will allow MVC to better assess students' "front door" experiences in college. The survey is designed to provide a clear picture of both student behaviors in the earliest weeks of college and the institutional practices that affect students during this critical time. Specifically, SENSE data should be useful in improving course completion rates and the rate at which students persist beyond the first term of enrollment. In March 2020, the College will receive access to raw data files, standard reports, and key findings which will include college-specific information in the form of benchmark comparisons, and aspects of highest and lowest student engagement ([IIC2 SENSE-Procedure-Guide](#)).

During the fall 2019 semester, the College will also participate in the National Assessment of Collegiate Campus Climates (NACCC) Survey, through the USC Race and Equity Center. This qualitative climate study is a 15-minute web-based survey and includes the following six content areas essential to understanding racial climate on campus: Impact of External Environments; Mattering and Affirmation; Cross-Racial Engagement; Encounters with Racial Stress; Racial Learning and Literacy; Appraisals of Institutional Commitment ([IIC2 NACCC-Survey](#)). MVC will receive the data in spring 2020, which will assist the College in utilizing and analyzing the data results which will further assist in addressing existing racial and equity achievement gaps for disproportionately impacted student populations.

As a result of evaluating the quality of student support services and striving to enhance accomplishment of the mission of the institution, some key achievements that resulted from the work conducted by the student services division include strengthened onboarding processes, which includes the establishment of the following programs: Transition 2 Success (T2S) on-site orientation program, the Registration Assistance Center ([IIC2 Registration-Help-Center](#)), which is intended to provide one on one support to assist students through the application process to registration, the Call Center to provide personal contact to assist students with the registration process, mobile financial aid, and Welcome Day, established to connect students and their families to the campus prior to the start of the fall semester and encourage student use of services to ensure their first-semester success ([IIC2 Welcome-Day-Flyer](#)).

### **Analysis and Evaluation**

The College identifies and assesses learning support outcomes and uses assessment data to continuously improve student support programs and services. Regular review cycles ensure that proposed changes to methods or requests for resources are timely and reflect the current needs of the students and the College. Data is used both to inform changes and to track the outcomes related to implementation.

**II.C.3: The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

**Evidence of Meeting the Standard**

Moreno Valley College assures equitable access to appropriate, comprehensive, and reliable student support services for all students and has established a wide array of quality student support services to assist students in achieving their academic goals. The College offers student support services on the main campus, the Ben Clark Training Center (BCTC), and online. Ongoing program reviews ([IIC3\\_SS-Program-Review](#)) and assessment of SAOs ([IIC3\\_SLOs-for-SS](#)) are used to determine student needs for services regardless of location or mode of delivery ([IIC3\\_SS-PR-Timeline](#)), and these reports are published on the college website ([IIC3\\_SS-PR-Webpage](#)).

When an assessment of services revealed a need for students to access services after regular business hours, services were extended two days during the week until 6 p.m. in major service areas such as Admissions, Financial Aid and Counseling. Extended evening hours for Admissions, Financial Aid and Counseling were also extended until 7 p.m. the week before and during the first week of each semester. Student support services are also available at the Ben Clark Training Center (BCTC) during regular business hours. In addition to academic and instructional personnel, one full-time counselor and classified staff members (3.5 FTE) from student services are permanently housed at BCTC to provide quality services and to support student learning.

The College is accessible to students with disabilities. Disability Support Services (DSS) hired a Technology/Alternative Media Specialist to ensure that all technology is accessible for students with disabilities. Adaptive computer technology hardware and software are available for student use in the high-tech center and various labs across campus. In addition, the DSS office produces course materials in alternate formats as needed for access of students with disabilities.

Through a collaborative partnership with both Val Verde Unified School District and Moreno Valley Unified School District, students at local high school campuses also have access to on-site matriculation services provided by the College ([IIC3\\_Dual-Apply](#), [IIC3\\_Dual-Approval](#)). In fall 2017, the College launched the CCAP Dual Enrollment program which allowed high school students in the program to earn high school and college credit simultaneously. For fall 2018, 168 students enrolled in eight courses offered at five different high schools. In addition, 179 juniors and seniors were enrolled in the Middle College High School, in which 85 seniors (100%) graduated in spring 2019; and 28 seniors (33%) earned one or more associate degrees along with their high school diploma ([IIC3\\_Dual-Enrollment-PPT](#)). While the high school is the primary resource, students can also access on campus and online MVC services.

Moreno Valley College assures equitable access to student support services for DE students and traditional on-campus students. Through the college website, students can view the schedule of classes, student handbook, college catalog, and financial aid services ([IIC3\\_MVC-FATV](#)). Students also have the ability to apply to the College online, and once their application is



complete, all students are provided with access to resources via their RCCD My Portal where student have access to email, online orientation, educational planning tools, online registration, pay fees, and purchase their parking permits and textbooks online. With financial aid mobile service, students have the ability to complete outstanding financial aid tasks online with secure document uploads from any device and e-sign capabilities eliminated the previous need to be on campus to complete a financial aid application ([IIC3 Mobile-Financial-Aid](#)).

DE students and traditional on-campus students also have access to the E-SARS appointment scheduler, which allows students to schedule counseling appointments, orientations, and placement appointments on-line. To continue to meet the needs of students' complex schedules, Counseling Services has purchased the Zoom connector for SARS, which will allow students to schedule online counseling through Zoom Conference. Full implementation of online counseling will occur over the 2019-20 academic year, starting with training for all counselors and moving Zoom Conference to the E-SARS appointment scheduler, eventually offering scheduling and full academic, career, and transfer counseling via the site.

Once in coursework, students can view their active class schedule and access Canvas for online courses. Once classes are completed, students can view their grades, file for graduation, view unofficial transcripts, and order official transcripts online, including e-transcripts to be sent to other institutions. In addition, all students are encouraged to download GradGuru ([IIC3 GradGuru](#)), the college's official mobile app. GradGuru ensures students receive customized notices about events, important deadlines, and campus information via their mobile device.

The College recently completed an assessment of its website ([IIC3 Website-Rec](#)) and will begin a complete website upgrade during spring 2019 to make it easier to navigate and assist students in finding information and services to meet their needs. Currently, each academic program is clearly outlined with certificate and degree options, course descriptions, and access to course outlines. Each student services program has a webpage that provides essential information regarding its services, telephone and email contact information, and campus location.

In addition to on-campus SI and tutorial services, students have 24/7/365 access to NetTutor ([IIC3 Online-Tutoring](#)), a comprehensive online tutoring service for all college courses. Currently enrolled MVC students can join a live tutorial, submit a question in the Q&A center, or submit a paper to the paper center. The online tutors are fully trained experts in the courses for which they tutor.

## **Analysis and Evaluation**

Moreno Valley College assures equitable access for its students by providing appropriate, comprehensive, and reliable services to students. Through MVC's Comprehensive Master Plan, the College plans to invest significantly in the future expansion of student services, which includes a new Welcome Center Building, the remodeling of the existing Student Services Building, and a new administration and student support services building at the Ben Clark Training Center. The complete college website upgrade will be student-centered and will make it easier for students to navigate and find information to further support their success.

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

### **Evidence of Meeting the Standard**

The Moreno Valley College offers a wide array of co-curricular programs that support the mission and contribute to the social and cultural dimensions of the educational experience of students. Part of the mission of the College is to “inspire, challenge, and empower” the students. A review of the student support services and co-curricular programs page ([IIC4 Co-Curricular-Prog](#)) shows that all programs align with this goal. The College supports a wide range of co-curricular support programs such as Student Activities, Honors, Puente, Umoja, EOPS, Guardian Scholars (current or former foster youth), Veteran’s Services, CalWorks, Second Chance (formerly incarcerated) and others. In addition to providing a community, each program is aligned with the mission and is uniquely designed to “encourage academic excellence” that leads to “Baccalaureate Transfer, Associate Degrees in Arts and Sciences, Certificates in Career and Technical Education Fields, and Post-Employment Opportunities.”

The Student Activities Office offers students opportunities to become involved in campus life, whether joining student government or becoming a member of campus clubs. The Associated Students of Moreno Valley College (ASMVC) is a strong example of a co-curricular program that aligns with the mission, promoting citizenship, integrity, leadership, and global awareness and encouraging academic excellence and professionalism. The ASMVC brochure ([IIC4 ASMVC-Brochure](#)) shows varied opportunities for students through participation in student government and co-curricular programs. Through Associated Students, students can gain valuable leadership experience through participation on the Student Senate, Student Court, Inter-Club Council, Board of Commissioners, and the Multicultural Advisory Council. Student leaders also serve on various college governance committees as well ([IIC4 ASMVC-Shared-Gov](#)). The event calendar ([IIC4 ASMVC-Calendar](#)) reveals an active body, contributing to shared governance, cultural celebrations, information sessions, and community wide events.

Through ASMVC, the College supports over 22 student clubs on campus, that represent various academic, social, and cultural interests. The roster of student-led clubs ([IIC4 Clubs](#)) reflects the diversity of organizations designed to meet the needs and interests of the student body. To be recognized as a club, specific criteria ([IIC4 Club-Requirements](#)) related to membership, purpose, integrity, and supervision must be met. Each student club is obligated to create and have approved its own constitution and by-laws ([IIC4 ASMVC-Bylaws](#)). Additional governing documents ([IIC4 Gov-Docs](#)) are used to provide structure for the student government and student clubs.

The Annual Program Review ([IIC4 SS-Prog-Rev](#)) is the primary means of ensuring that a program is suited to the College’s mission and contributes positively to the experience of

students. As demonstrated by the sample Student Services program reviews ([IIC4 Umoja-PR](#); [IIC4-Puente-PR](#)), accomplishments and major changes are acknowledged, assessment of Service Area Outcomes are reported, and action plans are documented. Furthermore, the mission statements of the programs are also closely connected to the mission of the College.

The Human Services Food Bank and Clothing Closet ([IIC4 HS-Food-Clothes](#)) is an example of a co-curricular program collaboration that exemplifies the College's values of respect for collegiality, dedication to integrity, appreciation of diversity, and commitment to community building. To address food insecurities and the need for proper and professional clothing attire for a job interview, the Human Services Club partnered with the Guardian Scholars Program to share space and work toward a common goal.

Co-curricular programs are supported by student fees and supplemented by the general fund. Moreno Valley College has responsibility for the control of the program, including their finances. MVC evaluates the quality and effectiveness of its co-curricular programs through its program review process. The College is also guided by the following District Board Policies and Administrative Procedures related to co-curricular programs: BPAP 5400: Associated Students Organization ([IIC4 BPAP5400 Assoc-Stud-Org](#)), BPAP 5420: Associated Students Finance ([IIC4 BPAP5420 Ass-Stud-Fin](#)), and BPAP 5420: Extra-Curricular Activities ([IIC4 BPAP5430 Extra-Curricular](#)). Educational administrators ensure that all co-curricular programs and services comply with all college, district, state, and federal educational policies and standards of integrity.

## **Analysis and Evaluation**

MVC's co-curricular programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. They contribute significantly to student life and the campus culture. The outcome assessment results show that they are a worthy investment to support students and the mission. MVC has exercised appropriate oversight ensuring effectiveness and financial integrity.

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

## **Evidence of Meeting the Standard**

Moreno Valley College employs 17 full-time counselors, 16 part-time counselors, and 1 educational advisor to support student development. All counselors are qualified to provide academic, career, vocational, and personal advising. Several of the counseling staff and faculty are bilingual speakers (Spanish/English). Counselors and educational advisors provide one-on-one and small group career and educational planning, evaluation of transcripts, preparation for transfer, and degree and certificate completion information. In addition, counselors, advisors and

counseling programs provide orientations ([IIC5 Orientation](#)) and resources ([IIC5 IGETC](#); [IIC5 CSU](#); [IIC5 Student-Ed-Plan](#)) to students to ensure they understand program and policy requirements within their programs of study as they relate to degree completion and transfer requirements. Information is published in the catalog directing students ([IIC5 Advising-Catalog](#)) to Counseling Center services. Furthermore, the counseling department offers guidance courses ([IIC5 Guidance-Courses-Page](#)) each term to new and continuing students that focus on personal, academic, and career exploration and development along with useful and accurate information about transfer, degree, and certificate policies and procedures.

The Counseling Department at Moreno Valley College is open and staffed year-round. During the fall and spring semesters, counselors are available from 8 a.m. to 5 p.m. on Monday and Thursday, from 8 a.m. to 6 p.m. on Tuesday and Wednesday, and from 8 a.m. to 12 p.m. on Friday. Counseling faculty are employed in various programs on campus: general counseling, CalWORKs, DSS, EOPS/Care/NextUp, Student Success and Support Programs (SSSP), Career/Transfer Center, Umoja, Puente, FYE, and Veterans Services. Staff for these programs is comprised of experienced professionals including both contract and part-time counselors as well as classified student support staff members.

Moreno Valley College provides ongoing professional development, training, and support for counselors and educational advisors including attending bi-weekly department meetings and training for new hires with the Assistant Chair of Counseling to prepare personnel responsible for the advising function and to review RCCD and MVC academic requirements and policies. Counselors attend a monthly district meeting and a monthly college meeting to stay current on changing issues. Additionally, new counselors are prioritized to attend Ensuring Transfer Success, the UC counseling workshop, and the CSU counseling workshop, which are both day-long trainings on transfer processes to UC and CSU. Counselors also attend 1-2 day-long professional development retreats in which they receive trainings on topics such as EduNav and AB 705.

The College regularly evaluates counseling through a variety of means. Student satisfaction surveys described in II.C.1 provide students with an opportunity to evaluate services provided by the various programs. Counseling is also evaluated using Service Area Outcomes (SAOs) for each program ([IIC5 Counseling-PR-2018](#)). SAOs for counseling are assessed annually. All counseling faculty are reviewed through the Improvement of Instruction process according to procedures in the faculty contract to ensure they are providing relevant and up-to-date information, accurate advising, and quality service. Tenure review includes student survey responses.

### **Analysis and Evaluation**

Counseling and advising programs are integral to supporting and encouraging academic, social, personal, and career development and success of students. Moreno Valley College provides counseling services to students from admissions and enrollment through completion of the students' educational goals (degree, certificate, transfer, or personal). The programs and services are evaluated on a regular basis to ensure timely and accurate information is provided to students.

**II.C.6: The institution has adopted and adheres to admission policies consistent with its mission that specify qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

**Evidence of Meeting the Standard**

Moreno Valley College adheres to admission policies consistent with its mission to provide educational opportunities to students from diverse economic, cultural, and educational backgrounds. These policies follow RCCD Board Policy approved by the Board of Trustees, particularly BP 5010: Admissions ([IIC6 BPAP5010 Admissions](#)) and BP 5011: Admission and Concurrent Enrollment of High School and Other Young Students ([IIC6 BP5011 Add-Concurrent](#)). These requirements are published in the college catalog and on the Admissions & Records website. The matriculation services outlined in BP 5010 and 5011 meet the SB 1456 (2012) requirements for mandatory matriculation and priority enrollment. Admission to the institution is coordinated through the Admissions and Records Office. The College also publishes clear degree and certification completion and transfer requirements in the catalog. All degree programs at Moreno Valley College publish program pathways to assist students in planning their academic progress, including their general education requirements. Additional services for students seeking to transfer to four-year colleges and universities is provided through the general counseling, the Transfer Center, and guidance courses.

In adopting the Guided Pathways framework, Moreno Valley College is re-structuring itself to implement a standard for organizing all programs of study into fields of interest by schools. Student success teams, which will include counselors and educational advisors with discipline faculty and student support service staff, will be formed around these fields of interests and schools. Counselors and discipline faculty are currently working together to develop program maps to enhance clarity of program requirements, thereby improving accuracy and consistency for student advising in each program area. The implementation process is outlined in the Quality Focus Essay in this Institutional Self-Evaluation Report. Guided Pathways will ensure that students have a concise plan and pathway toward degree completion, certificate and transfer goals ([IIC6 GP-Work-Plan](#); [IIC6 GP-Presentation](#)).

In addition, by fall 2020, all fully matriculated students will have access to EduNav, a web-based educational planning and registration system, where students can view their course requirements and progress toward their degree, certificate, or educational goal. All prospective and current students may make an appointment with a counselor or advisor for additional academic, career, and personal counseling related to the student's education goal ([IIC6 EduNav-Apppt](#)).

**Analysis and Evaluation**

The College adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees and certificates and meet transfer goals.

## **II.C.7: The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (ER 13)**

### **Evidence of Meeting the Standard**

Moreno Valley College evaluates admission policies and procedures on a regular basis. The Administrative Procedures are reviewed every two years and are updated as needed. To ensure established cut scores are effective and accurate for placement, the Assessment Center evaluates placement instruments and practices to validate their effectiveness. The move from Accuplacer, to MMAP, to college-level placement is evidence of ongoing evaluation and improvement.

For many years, the institution relied upon Accuplacer assessment results to determine placement in ESL, English, reading, and mathematics coursework. The College Board vetted Accuplacer to minimize test bias. Starting in 2016, Moreno Valley College included multiple measures in student placement for ESL, English, reading, and mathematics. These multiple measures included a review of the student's high school transcripts and GPA. The research showed that the use of Multiple Measures Placement significantly increased the number of students placing into transfer-level English and math courses and that the multiple-measures students were succeeding ([IIC7\\_MMAP](#)). This work to assess the effectiveness of admissions and placement practices occurred at MVC long before changes in California education code (AB 705). In 2018, when AB 705 took effect, requiring that colleges maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe, placement instruments were examined and a modified onboarding process was established ([IIA7\\_Onboarding-Chart](#)). Currently, the CCCApply application identifies any applicant that is a high school senior or high school graduate within the last ten years. This group is then asked about the highest math and English completed, the grades in each course, and overall GPA. Using prior performance as a method for placement, the assessment process is expedited and students can enroll directly into transfer-level math and English courses with or without a co-requisite, depending on placement survey results. Both the College and the District have been proactively informing students about the improvements to the placement process and encouraging them to complete the new placement survey for transfer-level classes in math and English. Outreach efforts have included sending a letter ([IIA7\\_Placement-Letter](#)), creating informative videos on the college webpage ([IIA7\\_Transfer-Level-Outreach](#)), and posting signage around the campus. Furthermore, MVC is continuing with local studies on the effectiveness of the placement.

MVC uses the Proficiency Test in English as a Second Language (PTESL), a timed paper/pencil test which provides placement into unit credit-bearing ESL courses and is designed for non-native English speakers. The test measures a student's knowledge of the English language and readiness to take college-level classes and also features multiple measures. This test has had the approval of the Chancellor's Office for over twenty years. The ESL discipline has also developed a computerized version of the PTESL (CPTESL), which, in 2017, received probational approval and completed the required studies: Content Validity Study, Cultural Bias Study, and Initial Cut-Score—e.g. Modified Angoff Method. With the implementation of AB 705, the process for improving the computerized version of the PTESL is ongoing and pending the recommendations of the AB 705 ESL Advisory Board.

Moving forward and under the requirements of AB 705 for placement into ESL courses, ESL faculty are creating a guided self-placement (GSP) instrument for use in fall 2020 when new course outlines of record are in place and courses are offered. The GSP will ask students to answer approximately ten questions regarding language and academic background, persistence, and use of language skills. The GSP instrument will provide reading and writing samples reflecting course-level work and ask students which they are most comfortable with. Until more specific direction is provided from the Chancellor's Office, the discipline will continue offering the PTESL in addition to the GSP instrument.

### **Analysis and Evaluation**

The College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. Moreover, Moreno Valley College leads in innovative placement practices, implementing effective processes such as MMAP even before they are mandated.

**II.C.8: The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

### **Evidence of Meeting the Standard**

Moreno Valley College has published policies and procedures designed to maintain student records permanently, securely, and confidentially. The College maintains student records according to ([IIC8 BPAP5040 Student-Records](#)). This policy governs the release of student records and defines directory information. The administrative procedures detail the established protocol for release of student records. Additionally, the College follows the Federal Family Educational Rights and Privacy Act (FERPA), California Educational Code, California Code of Regulations, and Title 5 regarding the maintenance and storage of student academic records. The College follows Board Policy 5045: Student Records: Challenging Content and Access Log ([IIC8 5045BPAP Challenging-Content](#)) for procedures to contest information in a student's file.

To ensure accuracy and security of records, the institution adheres to state and federal statutes regarding the maintenance of hard copy and electronic records. All Admissions and Records (A&R) staff members are trained to ensure accuracy of registration transactions. Faculty members are required to ensure all students who are attending their class are officially enrolled. All staff computer stations are password protected and behind a district firewall with enterprise-level anti-virus software running, and other network security procedures are in place as needed to keep information secure. Only employees in possession of a key are allowed entry in the area where Admissions & Records (A&R) records are stored. All records are kept in locked cabinets when not directly monitored by A&R personnel. The District FERPA online page ([IIC8 FERPA](#)) details the rights of the student to access his or her records and the obligations of the College to maintain them in compliance with applicable federal and state laws. To ensure the College follows established procedures, all faculty and staff must sign a FERPA agreement upon

hire, and all those working with student records sign a confidentiality agreement. Student workers are trained on FERPA regulations. Access rights to student information are granted according to job classification and the needs of the College. Privileges granted are documented.

### **Analysis and Evaluation**

The institution adheres to established policy and procedures for the maintenance of student records permanently, securely, and confidentially.

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### **Conclusions on Standard II.C. Student Support Services**

Moreno Valley College's student support services are centered on student learning, achievement, and equity. College faculty consistently evaluate student learning and outcomes through the outcomes and assessment process. In addition, evaluations of student support services through the program review process, the assessment of service area outcomes and student learning outcomes occur on a systematic and regular cycle. The adoption of the Guided Pathways framework has improved student access to areas such as registration, financial aid, and education planning both online and face-to-face. Services and support focus on equitable access to appropriate, comprehensive, and reliable services to assist all students in achieving their academic goals. Additionally, students have a wide array of co-curricular programs that support the college mission and contribute to the social and cultural dimensions of the educational experience of students. The College has policies and procedures in place designed to maintain student records permanently, securely, and confidentially. Through Moreno Valley College's Comprehensive Master Plan, the College plans to invest significantly in the future expansion of student support services, which includes a new Welcome Center Building and plans to renovate the existing Student Services Building which will provide additional space for a number of growing student services and programs.



## Evidence List

- [IIC1\\_Counseling-PR-2018](#)
- [IIC1\\_Disability-Services-PR-18](#)
- [IIC1\\_SS-PR-Webpage](#)
- [IIC1\\_SS-PR-Timeline](#)
- [IIC1\\_Student-Services-Council](#)
- [IIC1\\_DSS-Survey](#)
- [IIC1\\_FYE-Summer-Bridge-Survey](#)
- [IIC1\\_Counseling-Survey](#)
- [IIC1\\_Mobile-Financial-Aid](#)
- [IIC1\\_SFS-Newsletter](#)
- [IIC1\\_T2S](#)
  
- [IIC2\\_SS-PR-Webpage](#)
- [IIC2\\_Health-Psych-Serv-PR\\_17-18](#)
- [IIC2\\_Mental-Health-Planning\\_18-19](#)
- [IIC2\\_President-Newsletter\\_9-19](#)
- [IIC2\\_Outstanding-Fee-Proposal](#)
- [IIC2\\_Enrollment-Call-Center-Stats](#)
- [IIC2\\_Auto-Award-Notes-18SPR](#)
- [IIC2\\_RCCD-Auto-Award\\_6-18](#)
- [IIC2\\_SENSE-Procedure-Guide](#)
- [IIC2\\_NACCC-Survey](#)
- [IIC2\\_Registration-Help-Center](#)
- [IIC2\\_Welcome-Day-Flyer](#)
  
- [IIC3\\_SS-Program-Review](#)
- [IIC3\\_SLOs-for-SS](#)
- [IIC3\\_SS-PR-Timeline](#)
- [IIC3\\_SS-PR-Webpage](#)
- [IIC3\\_Dual-Apply](#)
- [IIC3\\_Dual-Approval](#)
- [IIC3\\_Dual-Enrollment-PPT](#)
- [IIC3\\_MVC-FATV](#)
- [IIC3\\_Mobile-Financial-Aid](#)
- [IIC3\\_GradGuru](#)
- [IIC3\\_Website-Rec](#)
- [IIC3\\_Online-Tutoring](#)
  
- [IIC4\\_Co-Curricular-Prog](#)
- [IIC4\\_ASMVC-Brochure](#)
- [IIC4\\_ASMVC-Shared-Gov](#)
- [IIC4\\_ASMVC-Calendar](#)
- [IIC4\\_Clubs](#)
- [IIC4\\_Club-Requirements](#)
  
- [IIC4\\_ASMVC-Bylaws](#)
- [IIC4\\_Gov-Docs](#)
- [IIC4\\_SS-Prog-Rev](#)
- [IIC4\\_Umoja-PR](#)
- [IIC4-Puente-PR](#)
- [IIC4\\_HS-Food-Clothes](#)
- [IIC4\\_BPAP5400\\_Assoc-Stud-Org](#)
- [IIC4\\_BPAP5420\\_Ass-Stud-Fin](#)
- [IIC4\\_BPAP5430\\_Extra-Curricular](#)
  
- [IIC5\\_Orientation](#)
- [IIC5\\_IGETC](#)
- [IIC5\\_CSU](#)
- [IIC5\\_Student-Ed-Plan](#)
- [IIC5\\_Advising-Catalog](#)
- [IIC5\\_Guidance-Courses-Page](#)
- [IIC5\\_Counseling-PR-2018](#)
  
- [IIC6\\_BPAP5010\\_Admissions](#)
- [IIC6\\_BP5011\\_Add-Concurrent](#)
- [IIC6\\_GP-Work-Plan](#)
- [IIC6\\_GP-Presentation](#)
- [IIC6\\_EduNav-Appt](#)
  
- [IIC7\\_MMAP](#)
- [IIA7\\_Onboarding-Chart](#)
- [IIA7\\_Placement-Letter](#)
- [IIA7\\_Transfer-Level-Outreach](#)
  
- [IIC8\\_BPAP5040\\_Student-Records](#)
- [IIC8\\_5045BPAP\\_Challenging-Content](#)
- [IIC8\\_FERPA](#)

## Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

### A. Human Resources

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

#### Evidence of Meeting the Standard

Moreno Valley College (MVC) assures the integrity and quality of its programs and services by employing academic and classified personnel who meet educational and training criteria and qualifications in accordance with established state and District Board Policies and Administrative Procedures. The Human Resources and Employee Relations (HRER) Department in the Riverside Community College District (RCCD) participates in selection process to ensure that hiring procedures ([IIIA1\\_RCCD-HR-Policies-Page](#)) are consistently applied.

Moreno Valley College relies on Board Policy and Administrative Procedure 7120: Recruitment and Hiring ([IIIA1\\_BP7120\\_Recruitment-Hiring](#)) for procedures establishing the process for recruitment and selection of employees. It states, “every department, program or discipline in the District, conducts an annual program review identifying needed positions for the coming fiscal year.” AP 7120c ([IIIA1\\_AP7120c\\_Fac-Hire](#)) indicates that job descriptions should consider “both the needs of the discipline and the college,” and that “statistical data and narrative that takes into account the college’s mission and goals” should be included in the request for a position. The College works closely with HRER to ensure that every search process results in high-quality employees. MVC follows clearly and publicly stated recruitment and hiring procedures that have been established for each category of employee to ensure that all have the appropriate education, training, and experience to support programs and services at the College: faculty ([IIIA1\\_AP7120c\\_Fac-Hire](#); [IIIA1\\_AP7120d\\_PT-Faculty](#)); classified and confidential staff ([IIIA1\\_AP7120b\\_Classified](#)); and managers/administrators ([IIIA1\\_AP7120a\\_Manager-Admin](#))

Job descriptions include not only state-mandated minimum qualifications but also specifically required and preferred qualifications required for the job. Faculty job announcements clearly indicate a requirement of discipline expertise, effective teaching abilities, and participation in

committee work, curriculum and program development, and student activities as evidenced by the full-time sociology faculty announcement ([IIIA1 Fac-Job-Description](#)) and the part-time Faculty announcement ([IIIA1 PT-Fac-Job-Description](#)).

The job announcements for classified/confidential staff and administrators clearly indicate requirements for appropriate education, training, and experience as illustrated in the following job announcements: classified/confidential ([IIIA1 IDS Job-Posting](#)) and management ([IIIA1 Management-Job-Description](#)).

Screening of applications is completed using HRER screening documents ([IIIA1 Classified-Recruit-Screening](#)) created for each recruitment based on the specific job description in a specified area. Part-time faculty members hired at Moreno Valley College are also screened for minimum qualifications or are certified to possess equivalent qualifications through a process established by the Academic Senate and the Board of Trustees ([IIIA1 BPAP7211 Equivalencies](#)), as evidenced by the Intent to Hire form ([IIIA1 Intent-to-Hire](#)).

Following administrative procedures, HRER advertises positions within the District and to the public. All open positions are listed on the RCCD careers website and advertised in various standard publications including CCC Registry, CalJobs, HigherEdJobs, and CHE online. Additionally, advertisement of positions is expanded to include specialized publications that can help broaden the diverse pool of applicants to meet the needs of the College (e.g., Diversity Trio, AsiansInHigherEd.com, BlacksInHigherEd.com, DisabledInHigherEd.com, HispanicsInHigherEd.com, LGBTInHigherEd.com, NativeAmericansInHigherEd.com, WomenAndHigherEd.com, VeteransInHigherEd.com, and ChronicleVita.com).

The needs of the institution in serving its student population are reflected in the shared importance with which faculty, staff, and managers participate in the selection of new employees. At the start of each hiring process, HRER verifies that search committee members have attended training on equitable hiring practices, recruitment, and selection of diverse candidates. An HRER professional and hiring manager attend the first screening committee meeting to present information regarding the screening process, Equal Employment Opportunity requirements, and confidentiality compliance. Applicants who meet minimum qualifications are forwarded to the screening committee for consideration of an interview. Interviews may include oral interviews, skills tests, and/or demonstrations. The College defines and evaluates “effective teaching” in its hiring processes through a teaching/skills demonstration that may be included in the interviews. The selection committee identifies candidates for final consideration, and those individuals are forwarded, unranked, to the hiring manager for final interviews. Reference checks and/or background checks are conducted based upon the standard set forth in California’s 2018 Fair Chance Act ([IIIA1 Fair-Chance-Act](#)) and Board Policy ([IIIA1 BPAP7126 Background](#)). Finally, all hiring decisions resulting from recruitment and selection processes are approved by the Board of Trustees.

## **Analysis and Evaluation**

The criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving the student population. The hiring procedures for management, faculty, confidential employees, and classified staff are published in respective documents located on the HRER website. Job descriptions and recruitment brochures accurately reflect position duties, responsibilities, and authority.

**III.A.2: Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

### **Evidence of Meeting the Standard**

Moreno Valley College takes great care in recruiting, selecting, and employing faculty who reflect the community it serves. In accordance with Board Policy and Administrative Procedure 7120c ([IIIA2\\_BP7120c\\_FT-Faculty-Hiring](#)), MVC subject matter experts (SMEs) write job announcements that align with specific needs at the College and support its mission. Full-time faculty job descriptions ([IIIA2\\_Fac-Job-Description](#)) indicate instructional and non-instructional duties and responsibilities including developing and/or updating curriculum; conducting student evaluations of teaching effectiveness; participating in assessment of course learning outcomes to improve teaching and learning; and participating in department and/or institutional assessments of student learning. The College then uses these factors in hiring and promotion decisions.

Faculty applicants must meet minimum qualifications published by the California State Chancellor's Minimum Qualifications Handbook ([IIIA2\\_Minimum-Qualifications](#)) or equivalent requirements verified through the equivalency process of the RCCD Academic Senate ([IIIA2\\_BPAP7211\\_Min-Quals-Equiv](#)). Any teaching position applicant who does not possess qualifications identical to the minimum qualifications specified in the Board of Governors' Disciplines List may petition for equivalency. Equivalency is not a waiver of minimum qualifications; equivalency may be granted in cases where the individual's qualifications are not identical to the minimum qualifications specified in the Disciplines List but are equal to or exceed those qualifications in substance ([IIIA2\\_AP7211\\_Min-Quals](#)).

MVC evaluates faculty qualifications via a rigorous application and screening process. In alignment with posted hiring procedures, faculty candidates are evaluated based on subject area knowledge, effective teaching, ability to enhance overall college effectiveness, and sensitivity to racial and cultural diversity. Steps to ensure faculty members have knowledge of their subject matter include a review of previous experience, transcripts, interviews, teaching demonstrations, and reference and background checks. The application for faculty and executive positions requires applicants to list all appropriate degrees and other training, professional and teaching experience, scholarly activities, and other relevant service, honors, or activities. Undergraduate transcripts, graduate transcripts, and contact information for professional references are collected so that the screening committee and HRER may verify qualifications and coursework based on degrees awarded from an accredited institution as they relate to the position for which applicants

have applied. Applicants may also be asked to submit other materials (e.g. letters of reference, teaching evaluations, papers, writing samples) as further evidence of their qualifications and potential to contribute to the college mission. As part of the interview process, the screening committee often asks the candidates to present a sample lesson, teaching demonstration, counseling session, or other role play in order to demonstrate subject-area knowledge and teaching effectiveness.

### **Analysis and Evaluation**

Moreno Valley College has consistent processes in place to ensure faculty have knowledge in the subject area and appropriate experience and skills required for the position; degrees are verified by HRER staff. Faculty job descriptions include support for the mission as well as responsibility for development and review of curriculum and student learning outcomes assessment.

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

### **Evidence of Meeting the Standard**

MVC employs qualified academic and classified personnel in accordance with state and district hiring Board Policies ([III.A.3 BPAP7120 Recruit-Hiring](#)) to perform duties required to sustain institutional effectiveness and academic quality. Administrative Procedures are in place, like those described in III.A.2, to identify qualifications needed to perform duties required to sustain institutional effectiveness and academic quality for classified and confidential staff and management staff. This is evident in the 2018 recruitment of the vice president of Academic Affairs ([III.A.3 Management-Job-Description](#)) and the 2019 recruitment for the instructional department specialist for math and natural sciences ([III.A.3 IDS-Job-Posting](#)).

Through an application template, applicants for classified staff and administrative positions submit information acknowledging relevant degrees, employment experience, and certifications and provide documentation, such as transcripts, verifying conferred degrees to assist the screening committee in properly assessing and evaluating qualifications. Evidence of qualifications consists of educational degrees, training, work experience, certifications, licenses, or professional memberships. HRER ensures that applicants being considered meet the minimum education and experience requirements as outlined in the job posting. The search committee carefully considers minimum qualifications and/or desired qualifications as well as departmental needs during the screening ([III.A.3 Classified-Screening](#), [III.A.3 Management-Screening](#), [III.A.3 Faculty-Screening](#)) and interviewing of applicants. Minimum and desirable qualifications are established to consider the institution's needs.

### **Analysis and Evaluation**

Moreno Valley College has consistent processes in place to ensure administrators and other employees responsible for educational programs and services possess qualifications necessary to

perform the duties required to sustain institutional effectiveness and academic quality. Educational administrators and faculty hired by RCCD possess the minimum qualifications pursuant to California Education Code and the California State Chancellor's Minimum Qualifications. Classified managers, classified staff, and confidential staff possess the minimum education and experience requirements, or the equivalent, as outlined in the classification.

**III.A.4: Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established. (ER 6)**

### **Evidence of Meeting the Standard**

Administrative procedures are in place to verify that degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies for each category of employee, including faculty, classified and confidential staff, and management staff. The job postings indicate the need for any required degree to be from an accredited institution ([IIIA4 Accredited-Institution](#)). The college catalog displays faculty and administrators and their respective degrees from accredited or evaluated institutions ([IIIA4 MVC-Catalog-Faculty](#)).

Verification of degrees from an accredited institution is completed by RCCD's HRER office. The HRER office requires applicants who possess degrees from non-U.S. institutions to obtain an evaluation of these degrees by a professional degree evaluation service ([IIIA4 Foreign-Transcript Eval](#)). Equivalency of degrees from non-U.S. institutions is verified by a certified evaluation service that evaluates foreign credentials. This is the responsibility of the applicant as presented in the memorandum of understanding ([IIIA4 Foreign-Transcripts-MOU](#)) whereby the applicant is responsible for establishing via an outside agent that degrees from outside institutions are equivalent.

### **Analysis and Evaluation**

Moreno Valley College follows established district procedures ensuring that administrators and other employees possess qualifications necessary to sustain institutional effectiveness and academic quality.

**III.A.5: The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

### **Evidence of Meeting the Standard**

MVC assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals for each employee class. The College conducts employee evaluations following established policies and procedures, jointly monitored by appropriate college and district staff. The intervals, criteria, and evaluation processes are set forth by RCCD Board Policy and Administrative Procedures 7150: Employee Evaluations ([IIIA5 BPAP7150 Employee-Evaluations](#)), the Management Handbook ([IIIA5 Management-Handbook](#)), the Confidential Handbook ([IIIA5 Confidential-Handbook](#)), the Classified Handbook ([IIIA5 Classified-Handbook](#)), and collective bargaining agreements with CSEA ([IIIA5 CSEA-CBA 15-18](#); [IIIA5 CSEA TA CBA 2021](#)), CCA, CTA, and NEA ([IIIA5 CCA-CTA-NEA 15-18](#)). Negotiation between RCCD and the faculty associations are ongoing, and the agreement is expected to be updated soon. Classified and confidential employee evaluations are conducted in accordance with Article XII, titled “Performance Evaluation.” Management employee evaluations are conducted in accordance with the procedures identified in the Management Handbook ([IIIA5 Managment-HB](#)).

Performance evaluation at MVC is a shared process that is optimized by continuous communication between employees and supervisors about work expectations, goals, and performance. The College uses written criteria for evaluating personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. District HRER sends the evaluations schedules ([IIIA5 Annual-Eval 19](#)), evaluation forms ([IIIA5 Eval-Forms](#); [IIIA5 PT-Faculty-Evals F19](#)), and the evaluation instructions ([IIIA5 Eval-Instructions](#)) to MVC deans and managers who coordinate the evaluation process. Evaluation processes and tools are designed to assess knowledge, skills, and abilities of personnel, encourage improvement, and provide opportunities for effective follow-up.

## **Faculty**

Because evaluation for the purposes of continuous improvement is foundational to the life of teaching and learning, established procedures and templates ([IIIA5 RCCD-IOI-Webpage](#)) are utilized to evaluate regular/contract faculty, associate faculty, and early childhood education faculty. All faculty engage in the Improvement of Instruction (IOI) process for the purpose of continuous improvement and development. Contract faculty (tenure-track) are scheduled to meet during the first six weeks of employment and are evaluated formally during the first semester of employment and in the fall semester of each of the following three years. Regular faculty (tenured) are evaluated once every three years, usually in the spring semester. Categorically funded faculty are evaluated during the first semester of hire and once every three years thereafter, usually in the fall semester, in a manner consistent with the evaluation process for contract faculty. Evaluations are completed using the Scope and Process Summary form ([IIIA5 Scope-and-Process](#)) and Peer Review Committee cover sheet ([IIIA5 Committee-Cover-Sheet](#)).

The IOI committee monitors and assists faculty members in meeting the responsibilities for the position under which they were hired. The committee provides an assessment and evaluation of faculty professional strengths and areas needing improvement and makes reasonable efforts to encourage and aid in overcoming any deficiencies. The purpose of this process is to evaluate

faculty professional competencies and qualifications consistent with the job announcement or assignment made by the College and to contribute such information to the process of decision-making for the retention of contract faculty and continued improvement of all faculty.

Part-time faculty members are evaluated during the first term of hire, once a year for the next two years, and at least once every three years thereafter. The part-time faculty evaluation process assesses the professional performance of the part-time faculty and advises the faculty member of their professional strengths and weaknesses. The evaluation ensures that the part-time faculty member is teaching courses in a manner consistent with the official course outlines of record and with the standards of the discipline and department. This process is evidenced in the Improvement of Instruction Associate Faculty Evaluation Cover Sheet and Observation forms ([IIIA5 Associate-Faculty-Eval-Form](#)).

## **Management**

The College's management evaluation process strives to meet institutional needs, promote innovation, encourage initiative, develop individual professional competencies, and assist in the determination of promotion and retention. The formal evaluation process is systematic, timely, and objective; it recognizes management strengths and is designed to address deficiencies and improve management performance when necessary.

Classified management employees serve a probationary period of nine months. During the nine months, probationary management employees are evaluated at the second, fifth, and eighth months of employment via the Performance Evaluation for Probationary Management Employees form ([IIIA5 RCCD Prob-Man-Eval](#)). An annual evaluation is done in the first and second years, and a comprehensive evaluation is completed every three years ([IIIA5 Management-Evaluation](#)). The criteria included in the Management Evaluation Process measure employee performance in six distinct competency areas: strategic priorities, communication, resource management, professionalism, collaboration, and mission advocacy.

## **Staff**

Following BP/AP 7150: Employee Evaluations, classified and confidential employees are evaluated using Article XII "Performance Evaluations" of the Agreement between RCCD and RCCD-CSEA. The staff evaluation process recognizes the employee's job knowledge, skills, and contribution to the College and District. The process allows for documenting unsatisfactory performance, including creating professional development plans and reporting where employee-performance improvement is needed. All staff are evaluated systematically and at stated intervals: permanent classified employees receive a written evaluation at least once each year ([IIIA5 Classified-Confidential-Eval](#)); probationary employees receive written evaluations at the end of the second month and each third month thereafter during the probationary period ([IIIA5 Probationary-Eval](#)); and promoted employees receive written evaluations at the end of the second and fifth months in their new positions ([IIIA5 Promo-Eval-Form](#)).

The performance of a confidential employee is reviewed and evaluated as established by the Confidential-Classified Employees Handbook ([IIIA5 Confidential-Handbook](#)). When



performance deficiencies are noted, an explanation for such markings and recommendations for ways to improve performance are provided. Probationary confidential employees receive a written evaluation at the end of the second month and each third month thereafter ([IIIA5 Probationary-Eval](#)); permanent confidential employees receive a written evaluation at least once each year ([IIIA5 Classified-Confidential-Eval](#)).

The supervising manager or administrator discusses the evaluation with the staff member, and the employee receives a copy of the evaluation at the time of this meeting. If a rating of “needs improvement” or “unsatisfactory” is given, the supervisor will include an explanation for the rating(s) and provide in writing ways to improve performance. Corrective actions taken following performance evaluations are formal, timely, and documented.

### **Analysis and Evaluation**

The College follows district policies and procedures that ensure evaluation processes are in place to accurately measure the effectiveness of personnel leading to job performance improvement. The College evaluates personnel in every category of employment on a regular basis. Employees engage in a formal evaluation process that is systematic, timely, and objective, recognizing the strengths and deficiencies of staff for the purposes of quality assurance and effectiveness.

~~**III.A.6: The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**~~ *(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)*

**III.A.7: The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

### **Evidence of Meeting the Standard**

Riverside Community College District has policies and practices in place to ensure that sufficient numbers of qualified personnel are working to maintain effective and efficient operations. Board policies and administrative procedures regarding full-time ([IIIA7 AP7120c Full-Time-Fac-Hiring](#)) and part-time hiring ([IIIA7 AP7120d Part-Time-Fac-Hiring](#)) provide the structure and method for hiring qualified employees and ensuring that there are adequate staff to manage operations. Specifically, the number of full-time faculty hires is determined by the District each year and is based upon funding from the state and the District's budget allocation model.

Following the District's policies and procedures, MVC maintains a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services. The College works with the District to maintain compliance

with Education Code section 84362(d). The College also adheres to California Code of Regulations, Title 5, section 51025, requiring community college districts to adjust the number of full-time faculty from the prior year's number in proportion to the amount of growth in funded credit Full-Time Equivalent Students (FTES); the Full-Time Obligation Guide ([IIIA7 FON-Guide](#)) explains the Faculty Obligation Number (FON) calculation used by the College and District.

Through the program review and the strategic planning process, MVC identifies, prioritizes, and addresses full-time faculty hiring needs. These needs are identified by disciplines and departments, justified in instructional program reviews, prioritized in the Academic Planning Council (APC), and submitted to the Strategic Planning Council (SPC) for review. The president makes the final decision and reports back to SPC the decision and rationale. There is also a policy in place regarding the recruitment and hiring of part-time faculty. Each discipline and department determines the subject area needs for additional part-time faculty and communicates them to the department chair. The department chair will request access from HR to review the current applicant pool for the required discipline.

### **Analysis and Evaluation**

Observing established administrative procedures and following planning and prioritization processes to determine appropriate staffing levels, MVC assures that the appropriate number of faculty are hired to effectively support programs and services.

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

### **Evidence of Meeting the Standard**

Moreno Valley College follows employment policies and practices that provide for oversight, evaluation, orientation, and professional development of part-time faculty. The MVC Faculty Development Committee organizes and provides FLEX activities in the fall and spring for all faculty including part-time faculty, along with activities directed toward all personnel. Part-time faculty participate in numerous professional development activities throughout the year starting with an orientation ([IIIA8 PT-Faculty-Orientation](#), [IIIA8 New-Faculty-Orientation](#)) and continuing with the first-year faculty professional growth series ([IIIA8 Pro-Growth-Series](#)) consisting of monthly sessions to familiarize new full-time and part-time faculty with processes, protocols, personnel, and offices. The College also offers targeted development to part-time faculty working in the school districts ([IIIA8 Dual-Enrollment-PD](#)). In addition, the District offers three hours of compensation annually to facilitate part-time faculty participation in discipline-directed assessment training and course level and/or program level assessment projects.

Furthermore, part-time faculty are invited to attend the MVC Diversity Summit ([IIIA8 Diversity-Summit](#)) and MVC Education Summit ([IIIA8 Ed-Summit](#)). Activities have

included workshops and guest speakers sponsored by the Faculty Development Committee, the Student Equity Committee, and the Diversity Committee. Additionally, individual instructional departments and programs invite part-time faculty to discipline-specific professional development and regular meetings. Part-time faculty are included in discipline-specific professional development activities as well; examples are part-time English faculty participating in Communities of Practice ([IIIA8 Comm-of-Practice 19](#)) focusing on culturally responsive pedagogy and part-time math faculty attending 3CSN conferences.

Part-time faculty are invited to be voting members of the Faculty Association and Academic Senate. Part-time faculty are invited and encouraged to attend MVC Senate Meetings and participate in standing committees and ad-hoc committees. Senate meetings and committee meetings are opportunities for all college stakeholders to have input and discuss matters affecting the entire College. Starting in 2018, MVC included part-time faculty in the faculty recognition ceremony as a way of integrating them into the life of the institution and acknowledging their contributions to it ([IIIA8 Faculty-Recognition](#)).

### **Analysis and Evaluation**

MVC and RCCD employ policies and practices that provide orientation, oversight, evaluation, and professional development opportunities for part-time faculty, and the College provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

**III.A.9: The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

### **Evidence of Meeting the Standard**

The College has a sufficient number of staff to support its mission and work. Moreno Valley College employs 126 full-time equivalent (FTE) classified and confidential staff in support of its programs and operations.

The College relies on departmental program review and Board and Administrative Policies to ensure that adequate numbers of qualified personnel are hired to maintain effective and efficient operations. The College's resource allocation practices provide the structure and method for hiring qualified employees and ensuring that there are sufficient staff to manage operations. Departmental program reviews may include requests for staff or other critical resources. Board Policy and Administrative Procedure 7120b ([IIIA9 AP7120b Classified-Confidential](#)) regarding Classified and Classified-Confidential Recruitment and Hiring establishes procedures to ensure the hiring of staff with appropriate qualifications to support the operations of the institution.

Once the need for a position is established and the job description is developed, the classified hiring procedures are used to ensure that staff have the appropriate qualifications for the position. The position criteria, minimum qualifications, and selection processes are included in the recruitment postings for all staff positions, and minimum qualifications are verified through application documents. Candidates for positions go through robust screening, interviewing, and

selection processes as outlined in the Classified and Confidential Employee Hiring Procedures. The applicants who are moved forward are reviewed and interviewed by a screening committee; the interview process includes an oral interview which may also include a skills test. Finalists are invited to second-level interviews. Prior to a final offer of employment, references and criminal background checks are completed.

### **Analysis and Evaluation**

Moreno Valley College has processes and practices that make certain the appropriate number of staff are available to support its operations, and the established hiring procedures serve to ensure that qualified staff are selected for positions at the College.

**III.A.10: The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)**

### **Evidence of Meeting the Standard**

MVC maintains a sufficient number of administrators with the necessary skills and experience to provide continuity and effective administrative leadership and services that support the College's mission and purpose. Moreno Valley College employs 30 administrators and managers. The institution's organizational charts, as presented in Section D in the beginning of this self-evaluation report, shows that the College employs a sufficient number of managers and administrators to support college operations and programs.

The need for additional administrators is identified in instructional and/or administrative unit program review documents. The prioritization process within the unit ranks requests for additional administrators. Hiring requests are then forwarded to the Strategic Planning Council and President's Cabinet. The College's planning, governance, and resource allocation processes, along with board policies and administrative procedures, provide the structure and method for hiring qualified employees and ensuring that there are sufficient administrative staff to manage operations. The administrative program review timeline ([IIIA10 APR-Timeline](#)) and program review example ([IIIA10 DOI-PR 19](#)) demonstrate that the institution has a processes for evaluating and maintaining continuity and effective administrative leadership and services that support the institution's mission and purposes.

Administrative Procedure 7120a: Academic and Classified and Administrators Recruitment and Hiring establishes procedures to ensure the hiring of administrators with appropriate preparation and expertise ([IIIA10 AP7120a-Recruitment](#)). Senior management and the area supervisor review and revise job descriptions as necessary and ensure that minimum qualifications, job duties, and requirements are clearly stated. HRER staff review applications to ensure applicants meet minimum qualifications. Managers undergo structured interviews as well as job-specific simulation activities. Final candidates are forwarded for second-level interviews with the appropriate area administrator.

## Analysis and Evaluation

The College follows policies and practices through unit program reviews as well as board policies and administrative procedures to determine the appropriate number, qualifications, and organization of administrators to meet the College's mission and to provide efficient support for programs, services, and operations.

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

### Evidence of Meeting the Standard

Personnel policies are developed and adopted by the Board of Trustees. Riverside Community College District's written personnel policies are publicly available on the HRER Board Policies webpage and Board of Trustees Policy Manual website ([IIIA11 RCCD-BOT-Policy-Manual](#)). Any changes to policies and procedures are publicized electronically and disseminated districtwide. Faculty and classified staff employment contracts are established through the collective bargaining process and are adopted by the Board after ratification by the respective constituencies. The bargaining unit contracts are available for all employees online via the district website. Employees are given hard copies of these contracts as well as links to important informational areas during the new hire orientation. Information is provided to new and part-time faculty during FLEX orientation and the new faculty professional growth series.

MVC's employment process use equitable recruitment guidelines that are monitored by the HRER Office. Employment opportunities are publicly advertised with clear and established application deadlines. Search committee members are required to participate in an EEO training program prior to participation to ensure equitable process during employee searches.

The College follows written and established guidelines to ensure fair and equitable treatment of all employees. The HRER Office provides all new employees with the written personnel policies and procedures related to ethical behavior as part of the new hire paperwork:

- BP/AP 3518: Child Abuse Reporting ([IIIA11 BPAP3518 Child-Abuse-Reporting](#))
- BP 7100: Commitment to Diversity ([IIIA1 BP7100 Commitement-to-Diversity](#))
- BP 3550: Drug Free Environment ([IIIA11 3550BPAP Drug-Free](#))
- BP 3420: Equal Employment Opportunity ([IIIA11 BPAP3420 Equal-Employment](#))
- AP 3435: Handling Complaints of Unlawful Discrimination, Harassment or Retaliation ([IIIA11 AP3435 Handling-Complaints](#))
- BP/AP 3050: Institutional Code of Ethics ([IIIA11 BPAP3050 Code-of-Ethics](#))
- BP/AP 3410: Nondiscrimination ([IIIA11 BPAP3410 Nondiscrimination](#))
- BP/AP 3430: Prohibition of Harassment and Retaliation ([IIIA11 3430BPAP Harrassment-Retaliation](#))
- BP/AP 7370: Political Activities ([IIIA11 BPAP7370 Political-Activity](#))
- BP/AP 7700: Whistleblower Protection ([IIIA11 BPAP7700 Whistleblower](#))

The College regularly reviews its personnel policies with the District. Board policy sections are regularly reviewed and revised, if necessary, as discussed in detail in Standard IV.C.7. The CTA and CSEA contracts are negotiated on three-year terms ([IIIA11 CCA-CTA-NEA 15-18](#), [IIIA11 CSEA 18-21](#)). After ratification, new contracts are available online with hard copies distributed to individuals upon request.

### **Analysis and Evaluation**

Moreno Valley College, in collaboration with HRER, establishes, publishes, and adheres to written personnel policies and procedures that are publicly accessible, fair, and equitably and consistently administered.

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

### **Evidence of Meeting the Standard**

Through college and district policies and practices, MVC creates, implements, and maintains appropriate programs, practices, and services that support its diverse personnel. To support diversity and equity, the College adheres to district personnel policies including Board Policy 7100: Commitment to Diversity ([IIIA12 BP7100 Commitment-Diversity](#)), Board Policy and Administrative Procedure 3410: Nondiscrimination ([IIIA12 BPAP3410 Nondiscrimination](#)), Board Policy and Administrative Procedure 3420: Equal Employment Opportunity ([IIIA12 BPAP3420 Equal-Employ](#)), Administrative Procedure 3445: Handling Accommodations for Persons with Disabilities for Non Classroom Process and Activities ([IIIA12 AP3445 Accomodations-Non](#)), and Administrative Procedure 3447: Reasonable Accommodation Process for Employment ([IIIA12 AP3447 Accomodations-Emp](#)).

Working with the HRER Office, the College regularly assesses employment equity and diversity records of faculty, classified and confidential staff, and administrators and complies with recruitment and hiring practices. The HRER's Diversity, Equity and Compliance (HRER/DEC) Office collects data on the District and colleges and provides monthly and annual reports about their employment diversity record ([IIIA12 EEO-Update](#)). The District also facilitates Equal Employment Opportunity (EEO) training for potential search committee members prior to service to ensure that a diverse pool of personnel is eligible to participate in the hiring process.

The College and District provide and coordinate trainings and workshops designed to facilitate understanding and awareness of diversity and inclusion in their work and learning environments. Some of the trainings are imposed by regulatory bodies such as Assembly Bill 1825 Sexual Harassment Training and Education, which was enacted in 2005 and requires employers to provide two hours of training and education to all supervisory employees once every two years. Additionally, the 2018 Senate Bill 1343 Employers Sexual Harassment Training Requirements expanded the required sexual harassment prevention training requirement to include all employees by January 1, 2020. Accordingly, the District has been providing sexual harassment

prevention training to all employee groups beginning 2019 and every two years thereafter. Moreover, the College hosts various trainings, workshops, and awareness activities for faculty, staff, students, and the larger surrounding community focused on enhancing cultural responsiveness and creating work and learning environments that are inclusive.

Beyond compliance with Board Policies supporting diversity, the College also shares as one of its core values an appreciation for diversity. These commitments are realized in several college events such as the Diversity Summit, One Book/One College speakers and film screenings, and professional development and retreats for administrators, staff, and faculty. Many of the collegewide diversity-related activities are primarily led by MVC's Diversity Committee.

### **Analysis and Evaluation**

The College, in partnership with the District's HRER Department, ensures that its recruitment and selection processes provide equal opportunity for all qualified applicants to receive full and fair consideration to compete for employment with MVC. These same principles are extended to the College's existing workforce as equal employment principles guide the process for promotional and transfer opportunities.

#### **III.A.13: The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

### **Evidence of Meeting the Standard**

The District has a written code of professional ethics for all employees and the members of its Board of Trustees that deal with fair and ethical treatment of personnel and students. Professional ethics are detailed in Board Policy 3050: Institutional Code of Professional Ethics ([IIIA13 BP3050 Pro-Ethics](#)), and Board Policy 2715: Code Of Ethics/Standards Of Practice ([IIIA13 BP2715 Standards-of-Practice](#)). In addition, the Faculty Handbook addresses instructors' responsibilities in classrooms and laboratories, incorporating such specific guidelines as the California Education Code and the California Code for Title V.

The District sustains its ethics codes through its policies and procedures, employee education, and supervision. When allegations of unethical conduct are brought forth, the District conducts fair and impartial administrative inquiries to determine the facts. Employees who are determined to have violated the District's policies and procedures are subject to disciplinary action up to and including termination. New employees are provided information regarding what district policies and procedures are, how to locate them, and, lastly, what their responsibilities are for upholding them.

### **Analysis and Evaluation**

To foster an atmosphere of respect and trust throughout the District, policies and procedures require all employees and members of the District's Board of Trustees to engage in professional and ethical conduct. The requirement is communicated through orientation, trainings, and supervision. The District's policies and procedures related to discipline of academic and

classified personnel dictate the enforcement of consequences should an employee be found in violation of the policies and procedures.

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

### **Evidence of Meeting the Standard**

Moreno Valley College provides ongoing training opportunities for professional development for all personnel. Staff are invited to participate in conferences related to Guided Pathways work ([III.A.14 BSILI 2018](#), [III.A.14 Institutional-Transform](#)) and other topics relevant to achieving the mission of the College. MVC hosts regular staff retreats ([III.A.14 Staff-Retreat S19](#), [III.A.14 Staff-Retreat 18](#), [III.A.14 Staff-Retreat 17](#)) where topics such as leadership, health and wellness, serving specific student populations, safety and security, and CSEA/SPC updates are addressed. Eligible employees receive step increases for completion of approved coursework at a regionally accredited college or university ([III.A.14 Training-Dev](#)). Confidential and classified staff are also eligible to request funds from the staff development plan, which is a planned learning program, activity, or experience that has as its major purpose the maintenance or increase in employees' job-related knowledge and skills that contribute to the employees' ability to effectively carry out their job duties and responsibilities. The RCCD Training and Development page ([III.A.14 RCCD-Pro-Dev](#)) shows staff development opportunities that provide positive reinforcement and enhancement to employees' morale, self-esteem, self-improvement, and upward mobility.

For faculty, AP 7160a: Professional Growth-Full Time Faculty-Salary Advancement and Sabbatical Leave ([III.A.14 AP7160a Advance-Sabbatical](#)) defines professional growth as those academic, scholarly, and professional endeavors planned, developed, and carried out by a full-time faculty member, including, but not limited to, course work and instructional programs completed at regionally accredited colleges and universities; professional publications; creative work; independent study; intensive preparation workshops and institutes; and return to industry. Additionally, Moreno Valley College has a faculty professional development coordinator and committee tasked with identifying and coordinating workshops and trainings for FLEX week, which takes place bi-annually in the fall and spring semesters ([III.A.14 FLEX-Agenda F19](#)). As discussed in Standard II.A.7, professional development topics have included reducing equity gaps for men of color, improving outcomes for formerly incarcerated students, implementing culturally sustaining pedagogy in the classroom, and bridging curriculum and services with K-14 partners. Participants are asked to complete a survey ([III.A.14 PD-Survey](#), [III.A.14 Flex-Feedback](#)) regarding their experiences after each professional development event or training, and the data are used to assess the events and enhance future training.

Moreno Valley College administrators also participate in professional development programs. Each year, the college president hosts day-long trainings for managers, in which the topics are aligned with strategic planning efforts. For example, during fall 2019, managers attended a full-



day retreat titled “Building a Culturally Responsive Institution Through Culturally Responsive Leadership” ([IIIA14 Management-Retreat](#)). Administrators also regularly attend professional development conferences throughout the year to enhance their knowledge and leadership within their respective areas of responsibility.

The District offers professional growth programs for its employees. The goal is to assist employees in attaining new skills and proficiencies beyond those presented at the time of initial employment. Eligible employees receive step increases for completion of approved coursework at a regionally accredited college or university. Lastly, the District has developed university partnership programs with multiple local academic institutions which offer various programs and employee discounts to faculty, associate faculty, administrators, and classified and confidential employees. Participating institutions include Brandman University, California Baptist University, and the University of Redlands. Evidence of the development opportunities and University Partnership Programs can be found on the RCCD Training and Development page ([IIIA14 Training-Development](#)).

### **Analysis and Evaluation**

MVC and RCCD provide multiple opportunities each year for faculty, staff, and administrators. These opportunities are designed to support the professional growth and development of these employees. In addition, significant off-campus professional development is supported for all constituent groups. Recently, the College has started to work in aligning the professional development engaged in by all constituencies in order to have greater impact on student outcomes and institutional culture. During the 2019-2020 academic year, all constituent groups are participating in Culturally Sustaining Pedagogy, Service, or Leadership development. While campus professional development activities are assessed, communication of the assessment of the effectiveness of professional development, particularly on teaching and learning, can be better communicated. In addition, improved coordination of all professional development activities (faculty, staff, administration, and students) is needed.

**IIIA.15: The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

### **Evidence of Meeting the Standard**

The HRER Department is responsible for ensuring the security and confidentiality of personnel records and recruitment and selection documents. All personnel records are maintained in either physically locked cabinets or a cloud-based, electronically encrypted data management system and secured from unauthorized access under the supervision of RCCD’s vice chancellor of Human Resources and Employee Relations. Pursuant to California Education Code Section 87031, California Labor Code Section 1198.5, and AP 7145: Personnel Files ([IIIA15 AP7145 Personnel-Files](#)), employees have the right to reasonably request access to their personnel files. The District’s procedures allow noncurrent employees access to view a personnel file in the following circumstances:

- Employees on leaves of absence

- Employees who voluntarily left the District through termination or layoff
- Former employees who have potential legal claims against the District involving their employment relationship
- A Collective Bargaining Association representative who is specifically identified and has written authorization from the identified employee.

The District’s procedures strictly prohibit access to employee personnel files by anyone other than HRER staff, an employee, or an authorized Collective Bargaining Association representative except for management employees, law enforcement agencies (applies only to current or former employees applying for a peace officer position), and official persons presenting court orders to release information contained in a personnel file. Additionally, the Collective Bargaining Agreements between the District and classified employees ([IIIA15 CSEA-CBA](#)) and faculty ([IIIA15 FA-Agreement](#)) contain guidance on the content and inspection of personnel files.

### **Analysis and Evaluation**

The College complies fully with this standard by ensuring the security and confidentiality of its personnel records. All employees have access to their own personnel files upon request in accordance with law.

### **Conclusions on Standard III.A. Human Resources**

Through compliance with policies and procedures, the College effectively and efficiently invests its human resources to achieve its mission and to improve academic quality and institutional effectiveness. Moreno Valley College, working with the District, demonstrates organized and effective processes and practices in all aspects of its relationship with its employees, beginning with hiring and continuing with professional development and job performance evaluations. The practices are conducted with a focus on equity and continuous improvement in support of student success.

### **Improvement Plan**

The College and the District engage in significant activities in providing effective human resources in order to execute their respective mission; however, one area of improvement for MVC is in the organization of professional development across all campus constituent groups.

Create and Overarching Professional Development Structure at MVC (Standard III.A.14):

The College believes that it meets the elements of Standard III.A.14 with respect to providing high quality professional development; however, as indicated in Goal IV.1 of the 2018-2023 MVC Integrated Strategic Plan, there is a need to create a coordinated collegewide professional development structure and plan. Historically, separate committees or campus entities for each constituent group led professional development: Professional Development Committee for faculty, campus CSEA leadership for classified staff, Associated Students of

Moreno Valley College for students, and the campus executive team for administrators. Given these separate entities, professional development was not often coordinated across these groups. However, the College has recognized this issue and has started to work to bridge these separate efforts. In fact, this work has started during the 2019-2020 academic year with a coordinated effort to move toward becoming a culturally sustaining institution through providing faculty training in culturally responsive pedagogy, classified staff with training in culturally responsive service, and administrators with training in culturally responsive leadership. The College intends to formalize this initial work into an ongoing structure in order to maintain this level of coordination.

To advance this work the College will determine an effective solution for coordinating separate professional development loci on campus. Moreover, an annual professional development plan will be produced to inform the campus community about common professional development goals along with unique opportunities for each constituent group. The College will complete an analysis of its professional development efforts by fall 2020 and make a recommendation on the form of the overarching professional structure for coordinating this work campuswide. During spring 2021, a unified professional development plan will be completed for the 2021-2022 academic year. Additional work will focus on aligning these efforts with the RCCD Strategic Plan goal with respect to professional development and the Human Resources and Employee Relations districtwide professional development plan. Responsible parties include the Professional Development Committee leadership, deans of instruction and student services, campus CSEA leadership, vice president of Academic Affairs, vice president of Student Services, and representatives from student leadership. Resources needed for this work include staff time and funding for any needed non-contractual work.

### **Evidence List**

[III A1 RCCD-HR-Policies-Page](#)  
[III A1 BP7120 Recruitment-Hiring](#)  
[III A1 AP7120c Fac-Hire](#)  
[III A1 AP7120d PT-Faculty](#)  
[III A1 AP7120b Classified](#)  
[III A1 AP7120a Manager-Admin](#)  
[III A1 Fac-Job-Description](#)  
[III A1 PT-Fac-Job-Description](#)  
[III A1 IDS Job-Posting](#)  
[III A1 Management-Job-Description](#)  
[III A1 Classified-Recruit-Screening](#)  
[III A1 BPAP7211 Equivalencies](#)  
[III A1 Intent-to-Hire](#)  
[III A1 Fair-Chance-Act](#)  
[III A1 BPAP7126 Background](#)

[III A2 Minimum-Qualifications](#)  
[III A2 BPAP7211 Min-Quals-Equiv](#)  
[III A2 AP7211 Min-Quals](#)

[III A3 BPAP7120 Recruit-Hiring](#)  
[III A3 Management-Job-Description](#)  
[III A3 IDS Job-Posting](#)  
[III A3 Classified-Screening](#)  
[III A3 Management-Screening](#)  
[III A3 Faculty-Screening](#)

[III A4 Accredited-Institution](#)  
[III A4 MVC-Catalog-Faculty](#)  
[III A4 Foreign-Transcript Eval](#)  
[III A4 Foreign-Transcripts-MOU](#)

[III A2 BP7120c FT-Faculty-Hiring](#)  
[III A2 Fac-Job-Description](#)

[III A5 BPAP7150 Employee-Evaluations](#)  
[III A5 Management-Handbook](#)

[III A5 Confidential-Handbook](#)  
[III A5 Classified-Handbook](#)  
[III A5 CSEA-CBA 15-18](#)  
[III A5 CSEA TA CBA 2021](#)  
[III A5 CCA-CTA-NEA 15-18](#)  
[III A5 Managment-HB](#)  
[III A5 Annual-Eval 19](#)  
[III A5 Eval-Forms](#)  
[III A5 PT-Faculty-Evals F19](#)  
[III A5 Eval-Instructions](#)  
[III A5 RCCD-IOI-Webpage](#)  
[III A5 Scope-and-Process](#)  
[III A5 Committee-Cover-Sheet](#)  
[III A5 Associate-Faculty-Eval-Form](#)  
[III A5 RCCD Prob-Man-Eval](#)  
[III A5 Management-Evaluation](#)  
[III A5 Classified-Confidential-Eval](#)  
[III A5 Probationary-Eval](#)  
[III A5 Promo-Eval-Form](#)  
[III A5 Confidential-Handbook](#)  
[III A5 Classified-Confidential-Eval](#)

[III A7 AP7120c Full-Time-Fac-Hiring](#)  
[III A7 AP7120d Part-Time-Fac-Hiring](#)  
[III A7 FON-Guide](#)

[III A8 PT-Faculty-Orientation](#)  
[III A8 New-Faculty-Orientation](#)  
[III A8 Pro-Growth-Series](#)  
[III A8 Dual-Enrollment-PD](#)  
[III A8 Diversity-Summit](#)  
[III A8 Ed-Summit](#)  
[III A8 Comm-of-Practice 19](#)  
[III A8 Faculty-Recognition](#)

[III A9 AP7120b Classified-Confidential](#)

[III A10 APR-Timeline](#)  
[III A10 DOI-PR 19](#)  
[III A10 AP7120a-Recruitment](#)

[III A11 RCCD-BOT-Policy-Manual](#)  
[III A11 BPAP3518 Child-Abuse-Reporting](#)  
[III A1 BP7100 Commitement-to-Diversity](#)  
[III A11 3550BPAP Drug-Free](#)  
[III A11 BPAP3420 Equal-Employment](#)  
[III A11 AP3435 Handling-Complaints](#)  
[III A11 BPAP3050 Code-of-Ethics](#)  
[III A11 BPAP3410 Nondiscrimination](#)  
[III A11 3430BPAP Harrassment-Retaliation](#)  
[III A11 BPAP7370 Political-Activity](#)  
[III A11 BPAP7700 Whistleblower](#)  
[III A11 CCA-CTA-NEA 15-18](#)  
[III A11 CSEA 18-21](#)

[III A12 BP7100 Commitment-Diversity](#)  
[III A12 BPAP3410 Nondiscrimination](#)  
[III A12 BPAP3420 Equal-Employ](#)  
[III A12 AP3445 Accomodations-Non](#)  
[III A12 AP3447 Accomodations-Emp](#)  
[III A12 EEO-Update](#)

[III A13 BP3050 Pro-Ethics](#)  
[III A13 BP2715 Standards-of-Practice](#)

[III A14 BSILI 2018](#)  
[III A14 Institutional-Transform](#)  
[III A14 Staff-Retreat S19](#)  
[III A14 Staff-Retreat 18](#)  
[III A14 Staff-Retreat 17](#)  
[III A14 Training-Dev](#)  
[III A14 RCCD-Pro-Dev](#)  
[III A14 AP7160a Advance-Sabbatical](#)  
[III A14 FLEX-Agenda F19](#)  
[III A14 PD-Survey](#)  
[III A14 Flex-Feedback](#)  
[III A14 Management-Retreat](#)  
[III A14 Training-Development](#)

[III A15 AP7145 Personnel-Files](#)  
[III A15 CSEA-CBA](#)  
[III A15 FA-Agreement](#)

## B. Physical Resources

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

### Evidence of Meeting the Standard

Moreno Valley College provides courses and student services at two locations: Main campus (16130 Lasselle Street) map ([IIIB1 MVC-Map](#)) and the Ben Clark Training Center (16791 Davis Ave) map ([IIIB1 BCTC-Map](#)). The main campus has ten permanent structures and 35 modular/portable buildings that include classrooms, student services offices, instructional offices, and gathering areas, totaling 154,915 assignable square feet (asf). The Ben Clark Training Center has a mix of permanent and modular facilities that the College leases from the County of Riverside including classrooms, class laboratories, offices, a lounge, conference rooms, and an athletic/physical education space. The space leased totals nearly 32,211 asf. The College assures that campus facilities are safe and sufficient to support its mission by facilities master planning, major and minor capital improvement projects, and regular preventative and corrective maintenance.

Through facilities master planning, new buildings, renovations, site and utilities/infrastructure improvements are identified based on current and projected future needs determined by data analysis and stakeholder engagement ([IIIB1 Facilities-Master-Plan](#)). The facilities master plan (FMP) indicates the facilities development that are envisioned over a more than ten-year time horizon to enable institutional activities in support of its student focused mission to occur in safe and adequate spaces across the campus. In collaboration with the District, the College develops 5-year Construction Plans ([IIIB1 RCCD-Five-Yr-Const-Plan](#)) and Scheduled Maintenance Plans ([IIIB1 Sched-Maint](#)). MVC evaluates its physical resources to ensure they are sufficient for providing a safe and effective educational and work environment. To do so, the College uses FUSION Space Inventory ([IIIB1 FUSION-Space-Inventory](#)) to track the current condition of facilities, assess the need for maintenance and renovation, and outline budgets for planned projects that will address and improve the College's physical resources and, thus, its academic mission. Further, through ongoing facilities maintenance and inspections, facilities are assessed and needed corrections, repairs, and improvements are made ([IIIB1 Fire-Alarm-Test 19](#), [IIIB1 Elevator-Inspections](#), [IIIB1 EMWD-Inspection](#), [IIIB1 Work-Orders](#)). Additionally, the Resources Subcommittee ([IIIB1 RSC-Minutes 3-20-19](#), [IIIB1 RSC-Minutes 5-17-19](#)), which oversees both physical resources and safety, reviews the Facility Condition Index ([IIIB1 FCI-Report](#)) and Scheduled Maintenance Prioritization Reports ([IIIB1 Sched-Maint](#)).

In addition to ensuring sufficient physical resources, Moreno Valley College is committed to assuring that all facilities are safe. In coordination with the District Risk Management Department, with input from the District's Joint Powers Authority (JPA), Business Services/Facilities Management reviews and updates the District's Injury and Illness Prevention Plan ([IIIB1 IIPP](#)). The College's compliance with the Injury & Illness Prevention Plan ensures routine facility inspections are performed and all unsafe or access-related

deficiencies are repaired in a timely manner. Results of inspections by the JPA or Safety Net of the entire college premises are reported to the District Risk Management Department and college safety and emergency coordinators, respectively.

The MVC Safety and Emergency Planning Coordinator is a member of the District Safety and Security Council. The coordinator communicates recommended safety policy and procedure changes to the District Safety and Security Council for the purpose of adoption and implementation and addresses all recommendations from the JPA and the Risk Management Department. After an incident involving property damage, remediation of unsafe or damaged facilities is coordinated with the District Risk Management Department and JPA utilizing a panel of remediation experts and contractors. The facilities maintenance and operations staff and the facilities planning and development staff continuously conduct facilities condition assessments and perform needed corrective maintenance and/or repairs. The Division of Business Services, in conjunction with RCCD Facilities Planning and Development, provides support of these areas to ensure that facilities are maintained through deferred maintenance projects, capital outlay, and other state funding and that the College's strategic priorities align with the physical development and maintenance of the campus. Finally, Business Services/Facilities Management work through strategic planning that occurs in compliance with OSHA and ADA standards.

In the event of an emergency or safety issue, students, faculty, and staff have a variety of options to report to Facilities. For non-emergency issues, Facilities has a work order system link on its webpage ([IIIB1 Facilities-Work-Order](#)). For a more urgent situation, Facilities also has phone numbers listed for its main office as well as extensions for management personnel. RCCD Risk Management, in conjunction with MVC leaders, recently completed crisis communication training and created the Crisis Communication Quick Reference Guide to report safety and/or emergency issues on campus ([IIIB1 RCCD-Crisis-Comm-Chart](#)). The Risk Management Department shares a newsletter containing relevant risk management news and trainings ([IIIB1 RMN-Newsletter](#)). Additionally, the College and District have distributed a document to all management staff with personal contact information for all other management staff for use in emergencies. The College has an administrator on duty during normal class hours, in the evenings, and on weekends. Administrators can call Facilities personnel on department issued cell phones, and there is posted signage ([IIIB1 Facilities-Sign](#)) on campus that lists the phone numbers for Facilities services.

### **Analysis and Evaluation**

The College, in coordination with the District, has multiple plans and procedures to evaluate and manage physical resources to ensure they are safe and sufficient. Regular inspections, a transparent reporting process, and accurate inventory tracking inform planning and maintenance of a safe infrastructure. In the event that an issue associated with access, safety, security, campus environment, and/or health is noted, there are processes for rectifying them in a timely and effective manner. Facilities personnel operate in a culture of accountability and are encouraged to report any safety concerns they encounter in their daily work across the campus. This culture of accountability supports the College's efforts to address, in a proactive and timely manner, any safety issues that may arise.

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

### **Evidence of Meeting the Standard**

In the spring of 2019, Moreno Valley College reopened its Comprehensive Master Plan (CMP) and significant changes were made to reflect the growing needs of the College and the community it serves. A part of the CMP is the Facilities Master Plan ([IIIB2 Facilities-Master-Plan](#)) which articulates how the College envisions its facilities evolving over the next ten plus years and how that evolution aligns with the institutional mission and strategic priorities. Numerous workshops ([IIIB2 FMP-Planning-Workshops](#)) were hosted so that campus and community members could review and provide feedback on the drafts. Professional consultants, architects, and engineers participated in program planning and design of capital projects and, when appropriate, evaluate existing facilities and building conditions. Moreno Valley College contracted with the DLR group to create the updated Facilities Master Plan (FMP). Other consultants also participated in the College's life-cycle assessments to determine whether it would be more fiscally responsible to maintain current equipment and/or facilities or replace said physical resources with new ones. The RCCD Board of Trustees approved the College's FMP on June 11, 2019 ([IIIB2 BOT-Action-18-23-FMP](#)).

In addition, MVC uses the following primary documents to ensure that the needs of programs and services across the College are duly considered when planning new construction and renovation projects, allocating funds for maintaining, replacing, or purchasing new equipment: the Educational Master Plan (EMP) ([IIB2 EMP 8-19](#)), FUSION Space Inventory ([IIIB2 FUSION-Space-Inventory](#)), Facility Condition Index Scores ([IIIB2 FCI-Report](#)), technology databases, and discipline and department program review documents. Of greatest priority in the Scheduled Maintenance Project List ([IIIB2 SM-Approved-Projects 18](#), [IIIB2 SM-Approved-Projects 17](#)) are projects related to immediate safety and ADA/OSHA compliance issues. One example of prioritizing of projects related to safety is the installation of Lock Bloks ([IIIB2 Lock-Blok-Purchase](#), [IIIB2 Lock-Blok](#)) on classroom doors to be used in the event of an incident or lockdown. A second example is the prioritized work to upgrade the fire detection/alarm system for Science and Technology, Library, Student Services, and Humanities buildings ([IIIB2 Fire-Detection](#)).

In accordance with the priorities outlined in the FMP, the College works to implement capital facilities projects that will maintain, upgrade, and/or replace physical resources. Each of the information sources discussed in the previous paragraph influence facilities planning across the College, allowing Business Services to plan for the renovation and construction of facilities to fulfill the College's mission, budget for all such capital outlays, and target relevant local and state sources to help the College fund these needs. One example of this is updated Library and Student Services interior lighting project to result in energy and cost savings ([IIIB2 Prop-39 FormB](#)). A second example of plans to maintain physical resources to ensure continuing quality and safety is the elevator modernization project ([IIIB2 Elevator-Modernization](#); [IIIB2 NOA-Elevator](#)), which is made possible through the combination of scheduled

maintenance and Measure C funds. Finally, the College's commitment to ensure that the needs of programs are considered when planning its buildings is demonstrated in the Library Learning Center ([IIIB2 LLC-Capital-Outlay 5-20-18](#)) a facility that would provide much needed additional library, student support and activities space that bolster Guided Pathways implementation.

### **Analysis and Evaluation**

The College's process for planning, acquiring, building, maintaining and upgrading, or replacing its physical resources align with Standard III.B.3 and is guided by the Facilities Master Plan as well as Five-year Construction and Scheduled Maintenance Plans, which are informed by regular inspections, reports, and planning with professional consultants. MVC works diligently to identify and prioritize projects, adjusting future budget allocations as needed to reconcile any unexpected costs associated with unforeseen safety and compliance expenditures. The recent Space Needs Analysis created by the DLR Group that was included in the Facilities Master Plan update revealed that the College is operating as efficiently as possible, with an 86% cap load ratio and a high percentage of portable and modular spaces. To account for expected enrollment increases and to grow into a comprehensive college that can meet the needs of faculty, students, and staff, significant physical space growth in classrooms, instructional labs, offices, AV/TV, and library and study areas is needed.

**III.B.3: To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

### **Evidence of Meeting the Standard**

When developing the Comprehensive Master Plan (CMP), Moreno Valley College consults program reviews to better understand the effectiveness of physical resources in supporting programs and services, and to determine the College's greatest facility needs. Each department submits its requests for equipment and upgrades annually. An example of this process is the request to convert unused lab space to a physics lab. Supported with enrollment data analysis, the Dean of Instruction created a resource request through program review ([IIIB3 Physics-Lab](#)). The project was approved in April, and the lab was created by the end of June using funds from salary savings. The College regularly updates its Educational Master Plan (EMP), taking into consideration all programmatic and educational needs, and develops its Facilities Master Plan (FMP) to support the Educational Master Plan ([IIIB3 Ed-Master-Plan-Draft 8-19](#)). This will ensure that the infrastructure will be developed to meet the need for new buildings which are identified in the FMP. Additionally, the FMP helps to identify future utilities needs and evaluate alternative campus systems aimed at reducing energy consumption and cost, as well as enhancing sustainability.

The College evaluates its facilities on a regular basis. In addition to using on-site observation and work order records, the MVC Facilities Department utilizes FUSION Deficiencies List ([IIIB3 FUSION-Deficiencies](#)) and FUSION Facility Condition Index ([IIIB3 Fusion-FCI](#)) report



to assist with the assessment of the condition of its facilities. The College maintains a five-year scheduled maintenance plan that is updated annually. When state resources for scheduled maintenance and instructional equipment are provided to the District, they are allocated to each college. Prioritization of the lists is based on a newly developed allocation model that take into account the type of project, facilities condition index, and the impact and severity ([IIIB3 Sched-Maint-Alloc-Model](#)). The Five-year Scheduled Maintenance and Five-year Construction Plans ([IIIB3 RCCD-Five-Yr-Const-Plan](#)) are presented to the Resource Subcommittee and Strategic Planning Committee and then approved by the President’s Cabinet to ensure alignment with the needs of the College and the Facility Master Plan.

The College works with the District Business and Financial Services Department to develop funding strategies using statewide bonds, the District’s local bonds and/or other possible funding sources (e.g., Federal grant resources – that funded or Correctional Simulation facility at the Ben Clark Training Center). Deficiencies and improvement projects are funded from various sources such as Scheduled Maintenance (State), Measure C (Local Bond) and multiple campus budgets. Projects identified as code/fire/life safety issues receive priority. Scheduled Maintenance funding has been reduced substantially over the past three years. This makes funding larger projects more difficult; however, Moreno Valley College was able secure funding for two major life safety projects. The projects are the modernizations of three elevators and upgrading the fire alarm system. The total cost of these projects is \$1.2 million. The College allocated two years of Scheduled Maintenance funds as well as \$1 million in Measure C funding to pay for these important projects. Both projects are in progress.

### **Analysis and Evaluation**

The combination of evaluations, surveys, and data analysis provides a picture of the feasibility and effectiveness of physical resource decisions in supporting institutional programs and services. Data and information from a multiplicity of sources form the basis for assuring the effectiveness of the College’s physical resources to adequately support the teaching and learning environment. The College’s processes and structures are robust and consistently updated.

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

### **Evidence of Meeting the Standard**

As discussed previously, long-range capital plans support institutional improvement goals reflected in the Comprehensive Master Plan which includes the Facilities Master Plan (FMP) ([IIIB4 Facilities-Master-Plan](#)) and the Educational Master Plan (EMP) ([IIIB4 CMP-Education-Draft](#)). The FMP is informed by and linked to the EMP as well as other college plans such as the Integrated Strategic Plan and Student Equity Plan. Implementation of long-range capital plans depends on the availability of state and local funding such as the State Capital Outlay Program and Local General Obligation Bonds. As funding becomes available, the College follows the designated order from the Five-year Construction Plan ([IIIB4 RCCD-Five-Yr-Const-Plan](#)) submitted to the state by the District each year. The prioritization is informed by the phasing sequencing reflected in the FMP. For example, the College is implementing two priority projects

that are part of Phase I of the FMP, the Welcome Center/Student Services Renovation project and the Education Center Phase I Building at Ben Clark Training Center, with resources from remaining Measure C funds. Both projects are currently in design and are expected to be completed sometime in 2021.

Per Board Policy and Administrative Procedure 6600: Capital Construction ([IIIB4 BPAP6600 Capital-Construction](#)), the College, in conjunction with District Facilities Planning and Development, considers the needs identified in the EMP regarding future academic and student services programs and the effects of such programs on construction needs. The Five-Year Construction Plan ([IIIB4 FYCP 2020-2024-BOT 6-19-18](#)) is updated, reviewed, and approved annually by the Board of Trustees and the California Community Colleges Chancellor's Office in accordance with the California Community Colleges Facilities Planning Manual.

The College uses an integrated planning strategy that considers the total cost of ownership that includes direct and indirect costs of physical assets such as acquisition, maintenance, and depreciation. Facilities maintenance and operations staff are involved in both the planning and design of new facilities to ensure that life cycle and total cost of ownership considerations are adequately addressed in the planning and design decisions related to energy, maintenance, safety, personnel, and durability of facilities and equipment. Major capital needs are funded through the State Capital Outlay program and general obligation bond funds, while operations and maintenance expenses are funded through annual general fund budget allocations, schedule maintenance and instructional equipment funds, and general obligation bond funds. The allocation of these resources is largely through the annual budgeting processes and informed by program review ([IIIB4 TCO](#), [IIIB4 IRPA-Summary 16-17](#), [IIIB4 IRPA-Summary 17-18](#)). The College and District have developed tools to aid allocating resources for priority facilities needs that are linked to institutional priorities ([IIIB4 Allocation-Model](#)).

### **Analysis and Evaluation**

The College's Facilities Master Plan, Five-Year Construction Plan, and annual budgets show that long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

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### **Conclusions on Standard III.B. Physical Resources**

The College has inclusive processes for evaluating physical resources to ensure that they support its programs and services and achieve its mission. Multiple procedures are in place to guide improvements in safety and quality of physical spaces, and total cost of ownership as primary criteria. When there is a need for additional space, maintenance/repairs or reorganization of existing space is identified, creative solutions are found to work within the framework of what is physically and fiscally possible. For example, the College made space for a lactation room, an Honor's Center, a Learning Center, a physics lab, a pop-up art gallery, a Welcome Center, and a STEM Center in response to campus needs. While the College has been highly effective in the utilization of space, evaluation of its use has resulted in tremendous planning for future growth.

## Evidence List

[IIB1 MVC-Map](#)  
[IIB1 BCTC-Map](#)  
[IIB1 Facilities-Master-Plan](#)  
[IIB1 RCCD-Five-Yr-Const-Plan](#)  
[IIB1 Sched-Maint](#)  
[IIB1 FUSION-Space-Inventory](#)  
[IIB1 Fire-Alarm-Test 19](#)  
[IIB1 Elevator-Inspections](#)  
[IIB1 EMWD-Inspection](#)  
[IIB1 Work-Orders](#)  
[IIB1 RSC-Minutes 3-20-19](#)  
[IIB1 RSC-Minutes 5-17-19](#)  
[IIB1 FCI-Report](#)  
[IIB1 Sched-Maint](#)  
[IIB1 IIPP](#)  
[IIB1 Facilities-Work-Order](#)  
[IIB1 RCCD-Crisis-Comm-Chart](#)  
[IIB1 RMN-Newsletter](#)  
[IIB1 Facilities-Sign](#)

[IIB2 Facilities-Master-Plan](#)  
[IIB2 FMP-Planning-Workshops](#)  
[IIB2 BOT-Action-18-23-FMP](#)  
[IIB2 EMP 8-19](#)  
[IIB2 FUSION-Space-Inventory](#)  
[IIB2 FCI-Report](#)

[IIB2 SM-Approved-Projects 18](#)  
[IIB2 SM-Approved-Projects 17](#)  
[IIB2 Lock-Blok-Purchase](#)  
[IIB2 Lock-Blok](#)  
[IIB2 Fire-Detection](#)  
[IIB2 Prop-39 FormB](#)  
[IIB2 Elevator-Modernization](#)  
[IIB2 NOA-Elevator](#)  
[IIB2 LLC-Capital-Outlay 5-20-18](#)

[IIB3 Physics-Lab](#)  
[IIB3 Ed-Master-Plan-Draft 8-19](#)  
[IIB3 FUSION-Deficiencies](#)  
[IIB3 Fusion-FCI](#)  
[IIB3 Sched-Maint-Alloc-Model](#)  
[IIB3 RCCD-Five-Yr-Const-Plan](#)

[IIB4 Facilities-Master-Plan](#)  
[IIB4 CMP-Education-Draft](#)  
[IIB4 RCCD-Five-Yr-Const-Plan](#)  
[IIB4 BPAP6600 Capital-Construction](#)  
[IIB4 FYCP 2020-2024-BOT 6-19-18](#)  
[IIB4 TCO](#)  
[IIB4 IRPA-Summary 16-17](#)  
[IIB4 IRPA-Summary 17-18](#)  
[IIB4 Allocation-Model](#)

## C. Technology Resources

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

### Evidence of Meeting the Standard

Moreno Valley College uses multiple processes and services to ensure that technology needs are appropriately supported and evaluated, including councils, committees, advisory groups, and surveys. Because technology infrastructure must be compatible among the colleges in the Riverside Community College District (RCCD), many decisions about the College's technology acquisition and usage are understandably influenced by the RCCD Information Technology Strategy Council ([IIIC1 ITSC-Minutes-2-19-19](#)). MVC has representation on the Information Technology Strategy Council (ITSC), which oversees strategic decisions involving the provision

of information services and technology; it also advises and informs the Chancellor's Executive Cabinet and the District Strategic Planning Council about how to use technology to advance the institutional goals of the District and the College ([IIIC1-Info-Tech-Org-Chart](#)). The RCCD Strategic Technology Plan ([IIIC1\\_RCCD-Strategic-Tech-Plan\\_19](#)) shows the alignment of District technology goals with the five technology goals of MVC. These five goals, including their objectives, plans, and assessment, can be found in the MVC Technology Plan and are summarized below:

1. Effectively plan and deliver technology resources that enable all constituencies to achieve their academic and professional goals. (Supports College Goals #4, #5, and #7.)
2. Apply formal standards and procedures to guide planning and implementation of the College's technology resources. (Supports College Goals #4 and #5.)
3. Improve and increase student, faculty, and staff access to various and cutting-edge technologies. (Supports College Goals #3, #5, and #6.)
4. Improve IT operational efficiency and communication to students, faculty, and staff. (Supports College Goals #4 and #5.)
5. Maintain up-to-date technology resources throughout the college. (Supports College Goals #4, #5, and #7.)

The Moreno Valley College Technology Resources Advisory Group (TRAG), comprised of faculty, classified staff, administration, and student representatives, reviews the College's strategic plan and campus adoption of technology in support of strategic goals and objectives. The TRAG also contributes to decision-making regarding the various forms of technology that are used by the four major divisions of the College including Business Services, Academic Affairs, Students Services, and the President's Office. The group drafts, maintains, and assesses the College's Technology Plan ([IIIC1 MVC-Technology-Plan](#)). The TRAG sent notifications via the college mailing list ([IIIC1 Tech-Plan-Feedback-Request 1](#), [IIIC1 Tech-Plan-Feedback-Request 2](#)) to inform the campus about upcoming projects, to request input for various issues or requests, and to invite participation in any technology-related issues to improve the College's learning process to support students as well as administrative and instructional areas. During a committee structural reorganization in 2017, the TRAG became part of the larger Resources Subcommittee instead of its own entity. This reorganization was implemented as a process improvement to better align technology, physical and financial resource allocation decision making.

Technology Support Services (TSS) works diligently to identify its technology needs as well as monitor, evaluate, and assess technology usage through collegewide surveys ([IIIC1 Tech-Survey S16](#), [IIIC1 Tech-Survey S15](#)). Survey results are used to identify gaps and limit redundancies in technology resource planning and allocation. For example, the 2015 and 2016 technology surveys suggested that document cameras were frequently requested in classrooms, so the equipment was prioritized, purchased, and installed in all classrooms ([IIIC1 Audio-Visual-Upgrades](#)). When technology surveys identified the need for a faster network and internet connection upgrade, the College's fiber connection was upgraded from a shared 1GB speed connection to a 10GB speed connection in the fall of 2018. In addition, assessment of technology needs led the College to focus on greater uniformity in technology adoptions, more awareness of the importance of systemwide integration of technology, and improvement of the user's

experience with technology. For example, the College and District adopted Office365 for students, faculty, administrators, and staff ([IIIC1 ITSC-Minutes 9-16-16](#)). This adoption allowed all constituents to move much of their computing to the cloud and not be as constrained to individual computers. Students benefited greatly, given that a significant portion of MVC students lack access to up-to-date software for word processing, communicating via email, and creating spreadsheets and presentations.

At MVC, TSS offers support and assistance to all users in both administrative, student support and instructional areas. TSS offers online resources and information on how to get technical support on its webpage ([IIIC1 TSS-Page](#)). Via its website, TSS also provides users with contact information needed to submit service requests and provide resources along with other helpful links. TSS offers support and assistance in the areas of IT (desktop), audio/visual, and web development. TSS is housed in the Network Operations Center where a District Network Specialist is also available on a full-time basis. Users can submit service requests through the ServiceDesk or they can contact the District Helpdesk directly.

Finally, the College makes provisions for disaster recovery and security to ensure continuity of operational functions, academic programs, and support services. The hardware and software infrastructure of the College as a whole, including its distance education (DE) system, is fully backed up to ensure consistent delivery of instruction and services with minimal loss of service and/or data in case of a disaster.

### **Analysis and Evaluation**

The College's technology infrastructure, equipment (hardware & software), and support services are appropriate and adequate to meet the academic and administrative computing and information technology needs of the campus stakeholders. The approach to new technology adoptions has improved significantly with greater collaboration between the District and the College regarding priorities, system requirements, and training needs, among other topics. In the past, MVC struggled to document and track all the technology used across all departments. This gap in accounting made it challenging to determine if the College was accurately identifying technology needs. The College has made systematic efforts to better track computer and audio/visual inventory and use that data to inform planning and resource allocation decisions.

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

### **Evidence of Meeting the Standard**

The College, in conjunction with the District, has spent significant financial capital in designing, building, and maintaining its technology infrastructure to provide students, faculty, staff, and administrators with the hardware and software required for their work in fulfillment of the college mission and strategic planning goals. The MVC Technology Plan ([IIIC2 MVC-Tech-Plan-Update](#)) provides clear guidelines for life cycle replacements to ensure technology across the College is reasonably current and adequate for its constituents. The plan is approved by the

Strategic Planning Council ([IIIC2 SPC-Tech-Plan-Approval](#)) and an update of the plan is currently (2019-2020 academic year) in progress, which will align with the updated District IT plan.

TSS works with the District IT department, which provides backend network support, to prioritize districtwide projects that meet college service needs: such decisions are informed by feedback provided by the College through the Resources Subcommittee. For computers systems and other hardware, the College has developed a funding model for a five-year computer replacement plan and is in the process of revising it. Additionally, units may request new and/or upgrades to existing technology through the program review resources request process for funding consideration.

Evidence of improvement in planning and implementation is reflected in Moreno Valley College's Integrated Strategic Goals 2018-2023 ([IIIC2 ISP18-23](#)), where technology has been identified as a key component. MVC has dedicated a substantial portion of its financial and staffing resources to ensure that students, staff, faculty, and administrators have the technology they need to fulfill the College's educational mission and strategic goals. It has also prioritized the effective use of state-of-the-art technology and innovation throughout the College, allowing for regular refresh of technology assets.

Appendix C of the previously cited Technology Plan provides a list of technology upgrades through 2017. One major accomplishment in technology was the development of the new Network Operations Center (NOC) facility located at the north side of the main college campus. The NOC is a new building with a state-of-the-art data center that was planned with room for growth. It houses servers, UPSs, and other networking equipment that supports the College's IT infrastructure as well as office space for the TSS personnel, including IT, A/V, Web, and Networking Support. In addition to the NOC, other technology enhancements at the College include, but are not limited to, audiovisual and computer upgrades, and a new separate 10 Gigabyte internet connection, which allows the College to be independent and users to enjoy a fast, more stable, and reliable connection. With the new NOC, this major change allows MVC to be a backup site for the entire District in case of network connectivity failure at one of the other points of connectivity. This upgrade took place in June 2018. Between summer 2014 and spring 2015, all instructor computers in the classrooms were replaced with new systems with faster hard drives, dedicated video cards, and faster CPUs to allow for better performance. During spring 2015, Phase I of the audio/visual upgrade project took place in 18 classrooms and in spring 2017, Phase II was completed, which included the remaining 18 classrooms. The upgrades consisted of the following: an audio system, push-button panels to manage all devices, larger projection screens, document camera, and high definition inputs and outputs for any device.

Additionally, the College was the recipient of Strong Workforce Local and Regional funds and a Hispanic Serving Institution (HSI) III Science, Technology, Engineering & Math (STEM) Grant titled "Advancing STEM Through Career Technical Education (CTE)." The purpose of these funds was to add technology-focused certificates and degree pathways, which would allow students to enter well-paying STEM jobs. As a result, state-of-the-art technology was purchased with these funds to support the development of the skillset needed by students entering technical fields. New technology purchased included 3D printers, laser cutter/printers, vinyl cutter/printers,

CNC routers, Bio printers, resin printers, 50 Alienware computers, 30 iPad Pros, and 14 Microsoft Surface Pros. The equipment purchased supports the College's newly developed Cyber Hub classroom, the iMAKE Mobile Innovation Center, and the iMAKE Innovation Center ([IIIC2 iMake-Innovation](#)).

Any substantial technology requests require consultation, which at times includes the District Office of Information Technology, to ensure that any new requests meet the standards of compatibility, security, and maintenance established by the College and the District. For example, when purchasing a software application such as EduNav, the College alone could not make this decision since that technology would have to be shared by all three of the District's colleges counseling and admissions offices of the District. The District and colleges have shifted to more cloud-based information processing and storage for its constituents, which has increased the impact and utility of that software.

### **Analysis and Evaluation**

Through district and college planning and program review processes, the College identifies campus technology needs and meets them in an efficient and effective manner aimed at fostering consistency, reliability, and security as well as high levels of operational support and service. Technology is systematically replaced or upgraded as institutional operating and educational needs dictate. The College has processes in place for to prioritize needs when making decisions about technology purchases.

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

### **Evidence of Meeting the Standard**

Moreno Valley College, in collaboration with the District, allocates resources to ensure that its technological infrastructure and equipment are implemented and maintained throughout its campus locations. Allocation of technology resources is made based on the program review process, where units submit their technology resource requests with other resource requests with their program reviews. Funding decisions are made at the department, divisional, or college level ([IIIC3 IRPA 15-16](#), [IIIC3 IRPA 16-17](#), [IIIC3 IRPA 17-18](#)). Funding decisions are shared with the College's shared governance bodies and campus wide at budget forums ([IIIC3 Budget-Forum 5-28-19](#), [IIIC3 Budget-Forum 12-3-18](#)). These processes ensure that both the MVC Lasselle campus and the Ben Clark Training Center (BCTC) receive sufficient technology resources and technical support and assistance ([IIIC3 TSS-Link](#)).

The College and District provide a system for backup and disaster recovery using backup hardware and software resources. The District's enterprise application virtual machine (VM) servers are backed up using the VEEAM Backup and Replication Suite, sending backups to a NetApp storage area network (SAN) as the storage repository. Servers are incrementally backed up each day to the SAN at MVC. Synthetic full backups are also created weekly to maintain backup integrity and reliability and to speed recovery times in the event of a disaster; these

backups are retained for 14 days. Application specific backups via the VEEAM suite are maintained for time-critical services such as Ellucian Colleague, SharePoint, and other databases operating in a full recovery model. These backups occur every few hours to allow exact point-in-time recovery of critical information. A full tape backup of the student information system, Ellucian Colleague, is performed on a monthly basis with the tape stored in a fire resistant safe at the District ([IIC3 Production-Backup-Log](#), [IIC3 Tape-Backups](#), [IIC3 Backup-Logs 18-19](#), [IIC3 VEEAM-Backup-Guide](#), [IIC3 Cisco-datasheet](#), [IIC3 Cisco-Quote-PO](#)).

To facilitate disaster recovery, critical enterprise applications backups for the College are sent to a repository at MVC; the VEEAM Backup and Replication suite sends backups daily. Also, the College has a server infrastructure running VMWare which allows VMs to be migrated temporarily to other sites should a long-term outage occur. The District contracts for a rapid hardware replacement service which allows for replacement within 24 hours of critical infrastructure should a catastrophic failure or disaster occur ([IIC3 HA-Datasheet](#), [IIC3 Disaster-Recovery](#), [IIC3 NetApp-SnapMirror](#), [IIC3 Cisco-Service](#), [IIC3 Cisco-Quote-PO](#)). In addition, technology maintenance occurs during regularly scheduled monthly downtimes for applying upgrades and patches along with other maintenance activities.

Where feasible, the network layout at Moreno Valley College includes redundant fiber optics links to each facility. Spare network switches are maintained for each core location allowing rapid replacement when necessary. The District also maintains support agreements on critical network infrastructure with Cisco Systems that guarantee replacement in a four-hour time span. CENIC delivers Internet connectivity to the College, and the Internet connections are maintained in an active-active configuration with circuits being utilized to serve students, faculty, and staff. In the event of a lost connection, Internet traffic will failover to a remaining connection that the District maintains ([IIC3 RCCD WAN](#), [IIC3 RCCD-Account-Snaphot](#), [IIC3 RCCD-CENIC-Status](#)). In addition, a new fiber connection was added to BCTC on January 2017 for faster and better internet connectivity. Now there is a dedicated, reliable connection for all departments at BCTC.

Technology maintenance occurs during regularly scheduled monthly downtimes for applying upgrades and patches along with other maintenance activities. Scheduled downtimes are announced to the College and, when applicable, the District. Announcements are also sent via social media sites as needed. In addition, District IT keeps the College updated regarding any upcoming changes, upgrades, and downtimes either at TSS managers meetings or via email.

### **Analysis and Evaluation**

The College assures that technology resources at its main campus and at Ben Clark Training Center are allocated and maintained to assure reliable access, safety, and security primarily through the following institutional practices and procedures: program review, regularly scheduled maintenance and upgrades, service request process, system security features such as firewalls and anti-virus software, and systems of redundancy and backups.



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

**Evidence of Meeting the Standard**

Technology surveys ([IIIC4 Tech-Survey-S15](#), [IIIC4 Tech-Survey 16](#)) allow the College to monitor, evaluate, and assess its technology usage among staff, faculty, and administrators as well as provide an opportunity for all staff, faculty, and administrators to submit requests for professional development. The results have been used to prioritize training as needed. The technology surveys are also sent to students via the Email Blast system, which sends an email to all MVC students to their student email account. Typical questions asked of students are in the areas of distance education (e.g., use of Blackboard/Canvas); use of and access to computers on campus; experiences with lab locations, the wireless network, and MVC'S website; and general questions on what technologies or services are needed on campus to better serve students.

Additionally, the professional development committee solicits feedback ([IIIC4 PD-Topic-Request](#)) for desired training to prepare meaningful schedules for the fall and spring faculty FLEX days. As a result of the feedback from the surveys, the College has provided professional development training for faculty, administrators, and staff in the use of software and equipment, including platforms such as Galaxy, 25Live, Colleague, Excel, SharePoint, website updates, document camera operation, and more. Users can access tutorials and training resources at the TSS site ([IIIC4 TSS-Resources](#)), and webinars are offered to provide training on specific programs or practices ([IIIC4 Respondus-Email](#)). Throughout the year, experts on campus are available for formal training ([IIIC4 DE-Training](#)) and drop-in training as needed. Furthermore, whenever a user needs technical support, the user can submit a service request through the ServiceDesk or contact the Helpdesk directly ([IIIC4 TSS-Link](#)).

Students can get technical support for their online classes (Distance Education) by calling the Canvas support line or getting assistance online at the DE page ([IIIC4 Canvas-Support](#)). Also, students can call the RCCD Helpdesk ([IIIC4 RCCD-Helpdesk](#)) to get assistance when having issues accessing the wireless network. Students can also visit the Learning Center and/or Tutorial Services for additional assistance.

The College has adopted several new online platforms in recent years, including the switch to Canvas and EduNav. To equip users with appropriate instruction for the new environment, MVC provided EduNav resources on the website ([IIIC4 EduNav-Webpage](#)) including a detailed guide ([IIIC4 EduNav-Student-Manual](#)), a quick reference guide ([IIIC4 EduNav-Quick-Reference](#)), and more targeted content, such as instructions for changing the program of study ([IIIC4 EduNav-Change-Program](#)). To ensure a smooth transition and proper campus wide training, emails are sent to all students, faculty and staff regarding EduNav resources and daily workshops ([IIIC4 EduNav-Email](#)). As is discussed in Standard I.C.1, Student Services leveraged technology with the adoption of Grad Guru in 2019, which ensures that students receive customized notices on their phones about events, important deadlines, and campus information such as Mobil Financial Aid, where students can complete tasks online to streamline the financial aid application process.

Efforts to improve training have been significant in the last year, including the enhanced online resources given to faculty and students, as well as the financial support for training locally, online, and at statewide conferences. The expertise of those employed on campus has been leveraged as a good source of instruction and support for faculty, administration, students, and staff. Additionally, the College hosts professional development training events for staff, two faculty FLEX three-day programs, ongoing sessions, and events throughout the year. Further, the Comprehensive Master Plan envisions additional space for engagement centers that can provide training, orientation, and resources for students navigating academic systems such as WebAdvisor, Canvas, MyPortal, Office 365, and EduNav.

### **Analysis and Evaluation**

The College provides technology training and support for its faculty, staff, students, and administrators on a regular and as-needed basis. Instruction is aimed at the enhancing the effective use of technology in academic, student support, and administrative areas of operations. Although the training is appropriate, the College is working toward a more integrated training platform to streamline the provision of technology training and support for its campus community.

#### **III.C.5: The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

### **Evidence of Meeting the Standard**

RCCD Board Policy and Administrative Procedure 3720: Computer and Network Use outlines the acceptable use of technology in the teaching and learning processes ([IIIC5 BPAP3720 Computer-Use](#)). AP 3720 details general principles, network computing safeguards, system protections, forbidden activities, and penalties for abuse and contains the computer network use agreement form that all district employees must sign when they are hired. Board Policy 3720 is also referred to in the Student Employment Handbook, and student employees are asked to sign the form. Furthermore, a reference to AP 3720 is published in the student handbook ([IIIC5 BPAP3720-Student-HB](#)), the college catalog ([IIIC5 BPAP3720 Catalog](#)), and the online instructions for connecting to the wireless network ([IIIC5 Wireless-Terms](#)). These guidelines are reinforced when students log into the College's wireless Internet connection and are presented with RCCD's Terms and Conditions.

Moreno Valley College adheres to California Education Code and federal guidelines for ADA and Section 508 compliance. All faculty teaching online or hybrid courses must use the district learning management system, Canvas, and must complete training. Part of the training is instruction on best practices for using technology in the teaching and learning process and ways of meeting ADA requirements by ensuring equitable accessibility to materials for all students. A districtwide accessibility team was formed to develop a plan to ensure that all Canvas courses are accessible ([IIIC5 RCCD-DE-Access-Draft](#)). Administrative Procedure 3445: Handling Accommodations For Persons With Disabilities For Non Classroom-Related Activities

([IIIC5 AP3445 Accom-Non-Class](#)) and Board Policy and Administrative Procedure 3725: Establishing and Maintaining Web Page Accessibility ([IIIC5 AP3725 Web-Accessibility](#)) demonstrate that the College is committed to providing access beyond the classroom, ensuring a process exists for reasonable accommodation to all programs and activities.

To reinforce the initial lessons in the certification training, additional resources are regularly offered: emails regarding targeted training ([IIIC5 Regular-DE-Training](#)); a checklist for teaching in hybrid and online courses ([IIIC5 DE-Checklist](#)); an instructor resources shell ([IIIC5 Instructor-Resources-Shell](#)) embedded into Canvas containing the distance education (DE) newsletter, guides, tutorials, and answers to frequently asked questions; and the hosting of a conference ([IIIC5 Universal-Design-Conf 17](#)) with DE experts to teach about universal design and other issues pertinent to technology in the teaching and learning process.

### **Analysis and Evaluation**

The College follows District policies and procedures for the appropriate use of technology in the teaching and learning process. These policies and procedures are readily available on the RCCD website and are publicized in college documents available to faculty, staff, and students. Ongoing education opportunities are provided to refine skills.

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### **Conclusions on Standard III.C. Technology Resources**

Moreno Valley College is committed to ensuring that its technological infrastructure meets the needs of the institution. The College continuously plans for, updates, and replaces technology and integrates these processes into the Integrated Strategic Plan. MVC assures safety and security through meticulous backup systems, reliable Internet connectivity, and policies and procedures on the appropriate use of technology. The College also maintains adequate technology resources at all locations. To ensure that these resources are used effectively, the College provides ongoing technology support and training for faculty, staff, students, and administrators.

### **Evidence List**

[IIIC1 ITSC-Minutes-2-19-19](#)

[IIIC1-Info-Tech-Org-Chart](#)

[IIIC1 RCCD-Strategic-Tech-Plan 19](#)

[IIIC1 MVC-Technology-Plan](#)

[IIIC1 Tech-Plan-Feedback-Request 1](#)

[IIIC1 Tech-Plan-Feedback-Request 2](#)

[IIIC1 Tech-Survey S16](#)

[IIIC1 Tech-Survey S15](#)

[IIIC1 Audio-Visual-Upgrades](#)

[IIIC1 ITSC-Minutes 9-16-16](#)

[IIIC1 Resource-Support-Request](#)

[IIIC1 TSS-Page](#)

[IIIC2 MVC-Tech-Plan-Update](#)

[IIIC2 SPC-Tech-Plan-Approval](#)

[IIIC2 ISP18-23](#)

[IIIC2 iMake-Innovation](#)

[IIIC3 IRPA 15-16](#)

[IIIC3 IRPA 16-17](#)

[IIIC3 IRPA 17-18](#)

[IIIC3 Budget-Forum 5-28-19](#)

[IIIC3 Budget-Forum 12-3-18](#)

[IIC3 TSS-Link](#)  
[IIC3 Production-Backup-Log](#)  
[IIC3 Tape-Backups](#)  
[IIC3 Backup-Logs\\_18-19](#)  
[IIC3 VEEAM-Backup-Guide](#)  
[IIC3 Cisco-datasheet](#)  
[IIC3 Cisco-Quote-PO](#)  
[IIC3 HA-Datasheet](#)  
[IIC3 Disaster-Recovery](#)  
[IIC3 NetApp-SnapMirror](#)  
[IIC3 Cisco-Service](#)  
[IIC3 Cisco-Quote-PO](#)  
[IIC3 RCCD WAN](#)  
[IIC3 RCCD-Account-Snaphot](#)  
[IIC3 RCCD-CENIC-Status](#)

[IIC4 Tech-Survey-S15](#)  
[IIC4 Tech-Survey\\_16](#)  
[IIC4 PD-Topic-Request](#)  
[IIC4 TSS-Resources](#)  
[IIC4 Respondus-Email](#)

[IIC4 DE-Training](#)  
[IIC4 TSS-Link](#)  
[IIC4 Canvas-Support](#)  
[IIC4 RCCD-Helpdesk](#)  
[IIC4 EduNav-Webpage](#)  
[IIC4 EduNav-Student-Manual](#)  
[IIC4 EduNav-Quick-Reference](#)  
[IIC4 EduNav-Change-Program](#)  
[IIC4 EduNav-Email](#)

[IIC5 BPAP3720 Computer-Use](#)  
[IIC5 BPAP3720-Student-HB](#)  
[IIC5 BPAP3720 Catalog](#)  
[IIC5 Wireless-Terms](#)  
[IIC5 RCCD-DE-Access-Draft](#)  
[IIC5 AP3445 Accom-Non-Class](#)  
[IIC5 AP3725 Web-Accessibility](#)  
[IIC5 Regular-DE-Training](#)  
[IIC5 DE-Checklist](#)  
[IIC5 Instructor-Resources-Shell](#)  
[IIC5 Universal-Design-Conf\\_17](#)

## D. Financial Resources

### Planning

**III.D.1: Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

### Evidence of Meeting the Standard

Moreno Valley College is part of the three-college Riverside Community College District (RCCD), with District financial services provided in a centralized manner. The Board of Trustees (BOT) has adopted budget development principles and practices that are designed to maintain the financial integrity of the District and the colleges. These principles and practices are codified in various board policies, including but not limited to: BP 6200: Budget Preparation ([IIID1\\_BP6200\\_Budget-Prep](#)); BP 6250: Budget Management ([IIID1\\_BP6250\\_Budget-Management](#)); BP 6300: Fiscal Management ([IIID1\\_BP6300\\_Fiscal-Management](#)); BP 6307: Debt Issuance and Management ([IIID1\\_BPAP6307\\_Debt-Issuance-Manage](#)); and BP 6320: Investments ([IIID1\\_BP6320\\_Investments](#)). BP 6200 establishes the budget preparation criteria found within each year's adopted budget as the guiding principles used in budget preparation within the District. The District maintain a reserve of a minimum of

5 percent of the sum of the projected beginning fund balance for a particular fiscal year and the estimated revenues for that year. The fund balance target amount is the first item funded in the budget in any fiscal year.

The District Budget Advisory Council (DBAC) is a standing participatory governance committee which serves as the primary advisor on fiscal and budget matters to the District Strategic Planning Council (DSPC). DBAC provides a collaborative forum for the exchange of information necessary to inform strategic decisions regarding budget and fiscal policies, procedures, planning, budget development, and resource allocations within the District. DBAC works toward continuous evaluation and quality improvement of the budget allocation process by systematically assessing the effectiveness of resource allocation methodologies within approved principles and guidelines to advance the mission and goals of RCCD.

A District budget allocation model (BAM) is the computational tool used to allocate general fund unrestricted resources to the colleges. The former foundation of the BAM was based on a Full-Time Equivalent Student (FTES) model to reflect how resources from the state were allocated to the colleges under SB 361 and modified to take into consideration the costs associated with the unique instructional programs and organizational structures at each college in order to derive the known cost of producing FTES at each college. The individual FTES rates per college were then applied against the target FTES for each college. The District identified a need to make substantive changes to the BAM as a result of the new Student-Centered Funding Formula (SCFF), but, more importantly, to make the model intrinsically based on the core institutional principles of fairness, equity, and transparency. As such, the DBAC embarked on a year-long effort in 2018-2019 to develop a new model based on these core principles ([IIID1\\_BAM-Phase-I 8-19](#)). The core principles have been defined as follows:

- Fair – Resource allocation decisions will be informed by objective, predictable, verifiable, and easily accessible data and will be made in an impartial and consistent manner.
- Equitable – Resources will be distributed in a manner that adequately supports the full array of programs offered at each college while ensuring compliance with statutory and regulatory requirements: efficient and strategic use of resources is expected, and inefficiencies will not be subsidized or supported.
- Transparent – Resource allocation decisions will be made in an open and consultative manner with representative stakeholder groups and that it is simple, easy to administer and communicate as possible.

While the new SCFF changes the way, the state allocates apportionment to the districts, the primary portion of the formula is still based on FTES (70%). Therefore, the revised BAM was developed with FTES as the primary allocation basis, using the concept of “FTES as Currency” whereby each FTES generated has a value (or currency) that can be assigned based on a standard or “exchange rate” for each instructional program or discipline. In general, the BAM uses the “exchange rates” to allocate resources to the colleges. For example, the program exchange rate for the dental hygiene program will be different than a political science program exchange rate due to different cost structures for each program. Ultimately, the College will develop a similar methodology to allocate within the disciplines at the College. The DBAC spent 2018-2019 gathering historical discipline cost and FTES data, developing the methodology and testing

different methodology scenarios, culminating in the Board of Trustees adopting phase 1 implementation of the BAM in June 2019 ([IIID1 BAM-Principles](#), [IIID1 FY 2019-20 Final Budget](#)). The DBAC agreed that phase 1 implementation will not result in budget modifications to the colleges in 2019-2020 to allow for development of the “exchange rates” per discipline and while the other components of the BAM are being assessed and developed.

By the end of the 2019 fall term, it is expected DBAC will perform the following for implementation in the 2020-2021 budget: 1) develop discipline exchange rates; 2) provide a factor for comprehensive college progress; 3) consider factoring in the equity and student success components of the SCFF; 4) treat District Office costs based on agreed upon service level expectations; 5) implement scaling of the Guided Pathways; and 6) ensure alignment of resource allocation with strategic objectives.

Based on MVC budget planning processes, the College has had sufficient resources to support existing instructional programs and support services (receiving nearly 80% of all College resources) and has been able to allocate resources to address institutional plans. The College has consistently ended the fiscal year with a healthy ending balance, as shown in the Year End Fund Balance Reports ([IIID1 Q4-Financial 18](#), [IIID1 Q4-Financial 19](#), [IIID1 Q4-Financial-Categorical](#), [IIID1 Q4-Financial-General 19](#)). In addition to the College’s unrestricted general fund, MVC receives restricted funds for federal grants (e.g., Department of Education Title III and V grants); state-funded categorical programs (e.g., Student Success & Support program); local income such as material fees, parking, and Health Center revenue; local auxiliary-related commission revenue; and ASMVC and RCCD Foundation revenue. The College’s restricted and unrestricted general fund budget for the 2018-2019 fiscal year totaled \$78.5 M ([IIID1 Budget-Forum 5-19](#), [IIID1 Budget-Forum 12-18](#)). The District budget for all total available funds was \$427,637,410 ([IIID1 Adopted-Budget FY19-20](#)).

The College’s budget development process ensures funding is set aside for resource needs in support of collegewide plans, in alignment with the College’s strategic plan goals and objectives and in response to departmental plans developed through the assessment and program review processes ([IIID1 Budget-Forum 12-3-18](#)). The District Accounting and Finance department allocates resources to Colleges and the District Office based on the Budget Allocation Model (distributed largely in proportion to generated enrollment measured by Full Time Equivalent Students at each college). Through the budget development process, the College can reallocate resources among its four organizational divisions, as well as among the various units within each of the division, based on need, strategic/institutional priorities and available resources. Significant cost increases, additions and/or reductions in extramural resources are the key drivers of resource reallocations. Area vice presidents may reallocate resources provided to their division in response to unit requests as part of the program review process within the limit of the divisional resources. Requests that exceed available divisional resource limits that strategically and/or operationally a priority are forwarded to the President’s Cabinet for funding consideration. The President’s Cabinet makes decisions on which staffing and resource requests that have been submitted for consideration. The funding decisions of the Cabinet are communicated to the College through the Strategic Planning Council, the Resource Subcommittee and campus budget forums.

While the District and College actively seek to allocate resources strategically, the budgeting process is largely based on incremental budgeting. Full-time personnel costs are funded at the staffing level provided in the prior fiscal year (including adjustments for Cost of Living Adjustment (COLA), benefit cost increases, and salary increases related to collective bargaining agreements). Supplies and other staff expenses are funded at the same dollar amount as received in the prior year. Resources received in excess of the prior year are put in college reserves that the President's Cabinet uses to fund resource requests and make strategic investments aimed at facilitating educational improvements, student access, success and equity and innovation. In order to increase resources, some programs and/or units will seek and obtain grants and other extramural funds ([IIID1 Budget-Decision FY19](#)). Hence, the College develops fundraising and grant proposals to support strategic, educational and facilities master plans. In collaboration with the District Office, the College identifies, pursues, and informs the college community about grant and categorical opportunities that support district and college plans.

In compliance with the California Community Colleges Chancellor's Office (CCCCO) and in alignment with the CCCCCO's criteria for fiscal health, the District has established a minimum prudent balance of 5 percent of unrestricted general funds compared to expenditures from those funds (2018-2019 adopted budget). Beyond this prudent reserve, the District has set-aside additional funds in fiscal year 2018-2019 as a hedge against the increasing fixed costs anticipated in the out years ([IIID1 BAM-Principles-8](#)).

### **Analysis and Evaluation**

One of the College's strengths is the way it approaches financial planning. College finances are managed conservatively to ensure students' needs are met on both a short- and a long-term basis. College funds are sufficient to support educational improvement and innovation. The District's Audit Report confirms the financial stability of the District and College. The College has sufficient funding and financial plans to support programs and services and improve institutional effectiveness.

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

### **Evidence of Meeting the Standard**

The college mission is the basis for all financial planning and decision-making at the College. As described in Standard I.A.3, the College's strategic planning process begins with the review and revision of the mission statement, which forms the foundation from which all strategic goals, objectives, and action steps are developed. Planning on the level of academic and student services programs and administrative units also begins with the college mission, and all funding requests and allocation requests must include a justification that demonstrates an alignment between the Integrated Strategic Plan goal ([IIID2 ISP 18-23](#)) and a specific program review objective.

As detailed in Standard I.B.9, comprehensive program reviews are conducted every three years by general education divisions of the College and every two years by career and technical education programs. In addition, annual program reviews are performed by every division. These reviews are central for both short and long-term planning and are the baseline documents for programs and units to outline resource needs. On an annual basis, resources are requested via the resource allocation request process, which requires the request to reference the relevant sections of the College's ISP and are submitted via Nuventive Improve beginning fall 2019. As detailed in Standard III.D.1, requests go through the participatory governance process whereby funding requests are reviewed, prioritized, and funded or referred to the next institutional level for funding consideration.

The budget development and planning processes of the College ensure that financial resources are used to address college goals and objectives. The process of institutional planning and the integration of those plans are institutionalized within the college culture. The SPC processes ensure that requests for funding are supported by data and that funded requests are in alignment with the college mission and the institutional strategic planning goals. Financial decisions related to program review and resource allocation requests go through the participatory governance structure (e.g., Academic Senate and Strategic Planning Council) prior to recommendations being presented to the president to approve funding in alignment with budget priorities while ensuring these priorities can be accomplished within a balanced budget.

The District policy on Fiscal Management ([IID2\\_BP6300\\_Fiscal-Management](#)) ensures sound financial practices and financial stability. The policy requires records adhere to generally accepted accounting principles and governmental accounting standards and the California Community Colleges Budget and Accounting Manual.

Appropriate financial information is disseminated throughout MVC in a timely manner during meetings of the Strategic Planning Council and Resources Subcommittee ([IID2\\_SPC-Minutes\\_9-27-18](#), [IID2\\_RSC-Minutes\\_5-15-19](#), [IID2\\_Budget-Forum\\_12-3-18](#), [IID2\\_Budget-Forum\\_5-28-19](#)). Funding decisions are communicated to the college community at aforementioned college budget forums and through reports to the shared governance bodies ([IID2\\_RSC-Minutes\\_4-18-18](#), [IID2\\_RSC-Minutes\\_3-21-18](#), [IID2\\_RSC-Agenda\\_4-14-19](#)). Appropriate financial information is also disseminated to the Board of Trustees who approve the budget ([IID2\\_Adopted-Budget\\_BOT](#)).

### **Analysis and Evaluation**

Based upon the College's planning model, financial planning and decision-making are directly tied to the college mission and goals. Resource allocation decisions are made through program review and the participatory governance process, which allows for input from constituents throughout the College. As detailed in Standard III.D.1, financial planning is centralized through the District, and the policies and procedures are designed to ensure sound financial practices. To maintain financial stability, the District has instituted a plan for a 5% reserve within the District and a college reserve of a minimum of 1% of previous year expenditure across all funds.



**III.D.3: The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

**Evidence of Meeting the Standard**

Both the District and College follow clearly defined policies, guidelines, and processes for financial planning and budget development, as described in Standard III.D.1. The District's budget is driven by the DBAC charge and the BAM, which allocates state-funded apportionment to the colleges based upon specific historical FTES-related criteria. The DBAC is a standing committee which serves as the primary advisor on fiscal and budget matters to the District Strategic Planning Council (DSPC). DBAC provides a collaborative forum for the exchange of information necessary to inform strategic decisions regarding budget and fiscal policies, procedures, planning, budget development, and resource allocations within the Riverside Community College District (RCCD). Members of the DBAC include district and college administrators, faculty, and classified team members. The council works toward continuous evaluation and quality improvement of the budget allocation process by systematically assessing the effectiveness of resource allocation methodologies within approved principles and guidelines to advance the mission and goals of RCCD and MVC ([IIID3 DBAC](#)).

The MVC Standard III Subcommittee reviews and monitors resources and expenditures and makes recommendations through the vice president of Business Services to the President's Cabinet related to discretionary budget availability and requests received through the program review process. The College's participatory governance processes, as described in Standard III.D.2, ensure that data-based requests for funding are supported by alignment with the college mission, Comprehensive Master Plan, and Integrated Strategic Plan goals and objectives. Plans are disseminated through participatory governance meetings, collegewide forums and the college website ([IIID3 Budget-Forum 12-3-18](#), [IIID3 Budget-Forum 5-28-19](#), [IIID3 RSC-Agenda 5-15-19](#), [IIID3 RSC-Minutes 4-18-18](#), [IIID3 RSC-Minutes 3-21-18](#)).

**Analysis and Evaluation**

The College has established guidelines and processes for financial planning and budget development that are clearly defined and widely communicated to the college community. Each of the identified district and college committees include wide constituency group representation. In addition, the information is accessible through collegewide forums and on the college website.

**Fiscal Responsibility and Stability**

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

**Evidence of Meeting the Standard**

The College's planning processes incorporate revenue projections, economic forecasts, cost estimation and analyses, financial modeling, and review of external stakeholder feedback/input which allow for a realistic assessment of financial resources available. As discussed in Standard III.D.2, the college community receives financial information through reports to the shared governance bodies as well as multiyear college budget forums. The budget forums outline the financial forecast for the College, including available funds and ongoing and anticipated fiscal commitments.

These processes can be seen in the development of the MVC Comprehensive Master Plan Update. To facilitate the completion of this update, an institutional planning effort informed by robust internal and external scans provided a realistic assessment of the recent trends associated with key institutional drivers such as enrollment, regional demographic data, and expenditure patterns. Reviews of financial resource availability and past financial results were integral to the process. During spring 2019, the College held more than 30 meetings with college faculty, staff, students, and administration; city of Moreno Valley representatives; Riverside County partners; local industry partners; and K-12 school district partners. The meetings provided opportunities for stakeholders to participate in a realistic assessment of currently available resources and resources needed to support future plans ([IIID4\\_CMP-Page](#), [IIID4\\_CMP-Update\\_3-21-19](#)).

The District's overall budget and the College's resource allocation process ensure that institutional plans in support of the College's strategic plans are funded with available resources. As described in Standard III.D.1-3, the College receives its general fund allocation based upon the BAM. It then allocates/reallocates general fund resources among the four divisions based on a projection of the available resources and the unit program reviews, which are tied to the district and college strategic plans. As detailed in Standard III.D.1, units conduct annual and comprehensive program reviews to assess resource needs. Current resources are reviewed and requests for additional resources are submitted based upon the results of the annual and comprehensive reviews ([IIID4\\_IRPA\\_15-16](#), [IIID4\\_IRPA\\_16-17](#), [IIID4\\_IRPA\\_17-18](#)).

### **Analysis and Evaluation**

The planning and budgeting process is robust and transparent. Information about available funds is provided to planners and decision-makers throughout the process, and this access results in planning that reflects realistic assessments of financial resource availability. Institutional planning is conducted in accordance with a realistic assessment of available funds, and continuous monitoring of available financial resources is undertaken and reported to the institution at regular intervals.

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

### **Evidence of Meeting the Standard**

Both the District and the College have controls in place that assure effective oversight of all financial matters. MVC uses an accounting software program called Galaxy, managed by the Riverside County Office of Education, to account for budgets and expend resources. Budgets use an account code structure to appropriately record and account for transactions. Purchase requisitions are created electronically by the College via Galaxy through an automated approval process, and those approval requirements are built into the system based on account code structure. Control mechanisms are in place to ensure that requisitions cannot be approved unless sufficient resources are available. Approvals are in place for all requisitions depending upon the classification of the expenditure and origin of the budget. Only authorized individuals can enter requisitions into the system, and all requisitions are scrutinized and approved by appropriate administrators, including grant project staff, as well as Business Services. This oversight ensures that expenditures comply with board policies, regulations, and other relevant accounting standards. Requisitions are converted into purchase orders by the District purchasing team. All departments have access to the Galaxy financial system, and any college employee can request viewing access to the system and can develop real-time reports if needed ([IIID5 FDB View-Financial-Summary](#), [IIID5 Q4-Financial Reports FY19](#), [IIID5 Fiscal-Workshop-Managers](#)). This ensures that accurate and timely financial information is readily and widely available for planning and decision-making. Periodically, internal controls are assessed and then improvements made. An example of the review of internal control was the development of Administrative Procedure 6301: Cash and Cash Equivalent ([IIID5 AP6301 Fiscal-Management](#)) that was developed in response to qualitative data and feedback related to handling gift cards and cash equivalent at the colleges. While this was not an audit finding, regular communication between the colleges and the District Controller enabled a team approach to implementing strong internal controls.

An independent certified public accounting firm annually conducts a financial and compliance audit ([IIID5 District-Audit 17-18](#), [IIID5 District-Audit 16-17](#), [IIID5 District-Audit 15-16](#)) of the District's financial activity in accordance with California Education Code 8848. The annual financial and compliance audit is conducted in accordance with generally accepted auditing standards and is intended to obtain reasonable assurance that financial statements are free of material misstatement. This process includes examining and testing supporting documentation as well as examining internal controls. During the annual external financial audit process, accounting principle application is verified and ensures that management's estimates provide reasonable assurance of detecting material misstatements that could affect the financial statements as a whole. As part of the audit process, the adopted budget ([IIID5 Adopted-Budget 19-20](#)) is compared to actual expenditures in an effort to identify any variance. The College is required to explain variances of any significance to the auditors to determine if funds were expended on educational programs and activities as originally planned and intended.

Acceptance of grant funds requires board approval. The College works with the District Fiscal and Business Services to upload the grant budget into the Galaxy system. Only authorized individuals can enter requisitions into the system, and all requisitions are scrutinized and approved by appropriate grant project staff and administrators as well as the College's Business Services area. In conjunction with a representative from the District's Office of Grants and Sponsored Programs, the grant project staff monitor fund expenditures to make certain that they are in compliance with the terms and conditions of the grant and other relevant accounting standards. Regular reporting is completed in accordance with grant specifications detailed in the

Best Practices in Grant Management ([IIID5 Best-Practices-Grant](#)) and BP/AP 3280: Grants ([IIID5 BPAP3280 Grants](#)) and AP 3285: Grants-Implementation ([IIID5 3285 Grants-Imp](#)).

All contracts are reviewed by the District's General Counsel and executed by the RCCD Vice Chancellor of Fiscal and Business Services. Per BP 6100: Delegation of Authority to the Chancellor 6100 ([IIID5 BPAP6100 Deleg-Authority](#)), BP 6340: Audits ([IIID5 BP6400 Audits](#)), and BP/AP 6340 Bids and Contracts ([IIID5 BPAP6340 Bids-Contracts](#)), the vice chancellor is given the authority to approve contracts in accordance with board policies. The vice chancellor submits a report to the Board on a monthly basis listing all contracts that have been approved for board ratification.

### **Analysis and Evaluation**

The internal control structures in place at the College and the District demonstrate effective control mechanisms and ensure information for sound financial decision-making is dependable and timely. Financial management practices are aligned with generally accepted accounting principles, auditing guidelines, and federal guidelines. Ongoing business process analysis and related process refinements support continuous improvement of internal control systems.

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

### **Evidence of Meeting the Standard**

As discussed in Standard III.D.5, the District's financial management system, Galaxy, is used to generate accurate periodic financial and budget reports, including monthly financial reports, CCFS-311 and CCFS-311Qs, Budget Adjustments, Education Protection Account, Gann Limit, Tentative and Final Budgets, Project Commitments Summary Report, etc. ([IIID6 Adopted-Budget 19-20](#), [IIID6 Monthly-Financial 11-30-18](#), [IIID6 Annual-Financial 17-18](#), [IIID6 Annual-Financial 16-17](#)).

An audit of the District's financial statements and supplementary information, including reports on compliance, is conducted in the fall of every year in accordance with Board Policy 6250: Budget Management ([IIID6 BP6250 Budget-Management](#)) and BP 6300: Fiscal Management ([IIID6 BP6300 Fiscal-Management](#)). An independent certified public accounting firm performs this audit. The audit is designed to provide reasonable assurance as to whether the financial statements are free of material misstatement. The audit considers the District's internal controls over financial reporting, a consideration which includes examining on a test basis evidence supporting the amounts and disclosures on financial statements. The audit assesses the accounting principles used and significant estimates made by management as well as evaluates the overall basic financial statement presentation ([IIID6 Audit-Report FY15-16](#), [IIID6 Audit-Report 16-17](#), [IIID6 Audit Report FY17-18](#)). The BOT's Resources Committee is charged with monitoring the audit process and reviewing the final audits. These processes ensure a high degree of credibility and accuracy.

The College's budget sufficiently supports all instructional programs. Funds are allocated in a manner that will realistically achieve the stated goals for student learning. When assessment of student learning indicates that additional budget allocations are necessary to support improvement, the resource allocation request process is utilized for the request, prioritization, and funding of programmatic needs. In FY 17-18, nearly \$800,000 in requests were funded in support of needs expressed through the College's program review processes; these funds supported facilities, technology, equipment, and other institutional needs ([IIID6 Budget-Forum\\_5-28-19](#)).

### **Analysis and Evaluation**

The College's financial management system and processes have a high degree of credibility as demonstrated through the budget allocation model, regular and transparent budget performance reporting, and District financial audit reports.

**III.D.7: Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

### **Evidence of Meeting the Standard**

As described in Standards III.D.5 and III.D.6, the District is audited each year by an external certified public accounting firm, which performs audits for financial integrity, internal controls, and compliance for all funds including Foundation, Associated Students, and auxiliary accounts. The audit is designed to provide reasonable assurance of the quality and reliability of financial statements being free of material misrepresentations. The audit considers the District's internal controls over financial reporting including examining, on a test basis, evidence supporting the amounts and disclosures on financial statements. The audit assesses the accounting principles used and significant estimates made by management as well as evaluates the overall basic financial statement presentation. The District submits and certifies audits to the U.S. Department of Education and coordinates and facilitates the presentation of the external audit to the Board, ensuring accountability.

The BOT regularly receives reports regarding the District and College's budgets, fiscal conditions, financial planning, and audit results ([IIID7 Monthly-Financial](#) [IIID7 Q3-Financial-Report](#), [IIID7 Q4-Financial-Report](#)). The BOT Resources Committee is charged with monitoring the audit process and reviewing the final audits. All board agendas, attachments, and minutes are publicly available on the District website.

The District's audit findings over the past several years have been minimal, and all recent audits have resulted in unmodified opinions ([IIID7 District-Audit 17-18](#), [IIID7 District-Audit 16-17](#), [IIID7 District-Audit 15-16](#)). The audit reports are presented to the Board of Trustees annually. Subsequently, the audit reports are posted on the RCCD website immediately following board approval. The presentation of the audit report at board meetings and posting the reports online reflects the District's value of transparency reflected in BAM Principles #1 ([IIID7 BAM-Principles](#)). Audit reports for the previous period ending June 30<sup>th</sup> are presented to the Board in

December, which highlights the District's commitment to timely communication of this financial information.

### **Analysis and Evaluation**

The District resolves all audit findings in a timely fashion. Information about college and district audit results is provided college and districtwide on a regular basis.

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

### **Evidence of Meeting the Standard**

The College's financial and internal controls are largely evaluated by the annual external audit overseen by the District. The District contracts with an accounting firm to perform annual audits of all funds of the District including special, categorical and grant funds, and the local general obligation bond (Measure C) expenditures. The auditors prepare the statements and findings to provide the District feedback on its processes. Also included in the audit are findings and recommendations for improving any identified internal control weaknesses. Recommendations and corrective action responses to audit findings include the timeframe projected for implementation of corrective action. The auditors conduct exit interviews to discuss all findings and weaknesses, if any. The auditors also present the audit reports to the Board of Trustees Resources Committee in order to provide clarity regarding the financial statements ([IIID8\\_Audit-Report\\_FY15-16](#), [IIID8\\_Audit-Report\\_FY16-17](#), [IIID8\\_Audit\\_Report\\_FY17-18](#)).

The College supports and participates in the audits and implements recommendations from them. MVC regularly audits financial transaction compliance including purchases, travel, and personnel action documents. Identified issues are used to improve internal controls but also to create staff training and development ([IIID8\\_Fiscal-Training-Managers](#)). Recently, the College hired an additional financial and technical analyst to support several key financial duties including conducting monthly expenditure reconciliation and financial monitoring and reporting. These efforts are intended to further enhance and improve the College's internal controls and systems. Additionally, the College's Business Services units annually conduct an administrative program review ([IIID8\\_Business-Services](#)). When program review identifies issues pertaining to internal controls, improvements are made to College processes to strengthen internal controls, such as the need for monthly financial reconciliation. As a result of identifying this need through Program Review, Business Services requested and was approved to hire an additional Financial and Technical Analyst and establish a monthly financial reconciliation process.

### **Analysis and Evaluation**

The College's financial and internal control systems are regularly evaluated and assessed. While repeated audits have found the College's financial and internal control systems to be sound, college and district staff seek to regularly assess and refine processes to ensure ongoing improvement.

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

### **Evidence of Meeting the Standard**

The College, in collaboration with the District, maintains sufficient cash flow and reserves to sustain financial stability in accordance with board policy and state requirements. A five percent reserve level has been established by the California Community Colleges Chancellor's Office as a "prudent" level. The Board of Trustees has Board Policy 6200: Budget Preparation ([IIID9\\_BP6200\\_Budget-Prep](#)) in place to specify the minimum reserve level. This policy meets the prudent reserve threshold, and, in recent years, reserve levels have exceeded the prudent reserve minimum; specifically, in the FY 18-19 budget year, the District had reserves beyond the five percent BOT required reserve. Additionally, over the past two years, colleges have been expected to hold a 1% reserve for emergencies and as a contingency ([IIID9\\_MVC-Reserves](#)). The District has established and funded this college-level reserve. College leadership discusses the reserve amount and determines the need for additional resource allocation for its reserves. The College seeks to develop a college policy for the use and management of this reserve this year. ([IIID9\\_Cabinet-Finacial](#))

Long-term financing for capital outlay projects has been achieved in the form of general obligation bonds ([IIID9\\_Measure-C-Audit\\_17-18](#)). Currently, the District is considering pursuing a new bond measure for 2020. The capital outlay fund has a substantial cash balance committed to specific future capital projects.

Furthermore, MVC has sufficient insurance to cover its needs. The College participates in Joint Powers Authorities (JPAs) for its property, liability, and worker's compensation activities. Additionally, the District maintains a self-insurance fund to provide for safety management and uninsured losses. The District's self-insurance fund ([IIID9\\_RCCD-Actuarial-Report](#)) is maintained as a reserve against uninsured loss and safety loss control. The District maintains an irrevocable trust for its Other Postemployment Benefits (OPEB) obligation, including retiree health benefits ([IIID9\\_OPEB-Page](#), [IIID9\\_OPEB-AAC-Agenda\\_3-11-19](#), [IIID9\\_ACCJC-Fiscal\\_19](#)).

### **Analysis and Evaluation**

The College maintains healthy ending balances, and the District's unrestricted fiscal reserves exceed the five percent minimum level required board policy. The College and District have appropriately planned for both anticipated and unforeseen circumstances and have strong funded reserves to provide fiscal stability in the event of unforeseen circumstances or conditions.

**III.D.10: The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual**

**relationships, auxiliary organizations or foundations, and institutional investments and assets.**

### **Evidence of Meeting the Standard**

In collaboration with the District, the College ensures that resources are appropriately managed in accordance with the following Board Policies:

- BP/AP 6307: Debt Issuance and Management ([IIID10\\_BPAP6307\\_Debt-Issuance](#))
- BP 6320: Investments ([IIID10\\_BP6320\\_Investments](#))
- BP/AP 3280: Grants ([IIID10\\_BPAP3280\\_Grants](#))
- AP 3281: Grants-Federally Funded Guidelines ([IIID10\\_AP3281\\_Grants-Fed](#))
- AP 3282: Grants-Time and Effort Reporting For Federally Funded Grants ([IIID10\\_AP3282\\_Grants-Time-Effort](#))
- AP 3283: Grants-Cost-Transfers ([IIID10\\_AP3283\\_Grants-Cost-Transfers](#))
- AP 3284: Grants-Participant Support Costs ([IIID10\\_AP3284\\_Grants-Part-Cost](#))
- AP 3285: Grants-Implementation ([IIID10\\_AP3285\\_Grants-Imp](#))

This is largely accomplished through fund accounting methods, financial monitoring and reporting, transaction review and approvals, and informal and external auditing. College staff review and approve transactions; these transactions are then reviewed and approved at the District. If errors are found, they are corrected. Financial reports are prepared and submitted to funding agencies, the State Chancellor's Office, the Citizen Bond Oversight Committee ([IIID10\\_BPAP6740\\_Cit-Bond-Oversight](#)), and other stakeholders. Revenue and expense transactions are recorded in the District's electronic general ledger system (Galaxy) based on its established chart of accounts. Reports are run, reviewed, and used to inform fiscal decision-making. Budget, fund, and/or expense transfers are made to ensure high fiscal data integrity. Furthermore, contracts are reviewed and approved by the College and the District including legal advisors. Foundation funds and expenditures are managed by the Foundation and overseen by its Board. The Foundation is audited annually just like the College and District ([IIID10\\_Audit-Report\\_FY15-16](#), [IIID10\\_Audit-Report\\_FY16-17](#), [IIID10\\_Audit\\_Report\\_FY17-18](#)). Further, grant board policies and administrative procedures 3280 and 3281 ensure that all grant proposals submitted by the District and the College are in alignment with College Strategic priorities and goals during the proposal development process ([IIID10\\_BPAP3280\\_Grants](#), [IIID10\\_AP3281\\_Grants-Fed](#)). Additionally, the District's Office of Grants and Sponsored Programs perform and provide various post award functions and/or services aimed at ensuring compliance of all grants. Currently, all District grant policies, procedures and systems related to pre-award and post-award grant activities are being reviewed by a district-wide Grant Task Force consisting of District and college representatives. The Grant Task Force anticipates making recommendations regarding both policies and procedures to enhance pre and post award services intended to increase the efficiency and effectiveness of District and College grant efforts.

MVC complies with federal regulations and requirements for managing financial aid. The Student Financial Services office determines eligibility and enters the awards into the Student Information System (Colleague), which are then disbursed through Bank Mobile. Drawdowns are made by an assigned staff member in the RCCD Business Services department. Federal funds are requested via G5 three days prior to a disbursement. All disbursements follow a set



annual schedule. Financial aid reconciles to federal and state data systems after each disbursement and monthly, per fund type. Business Services reconciles the general ledger with federal and state accounting systems (COD and G5) after each disbursement and monthly, per fund type. RCCD complies with all federal and state business services regulations, including those outlined in the Blue Book and participates in the annual financial audit with results reported to the Department of Education by the auditor and through the EZ audit program. Financial Aid is housed in a separate account for each college per source (Federal, State, Institutional) see Exhibit E of the Adopted Budget - Student Federal Grants and State of California Student Grants and Local Student Scholarships ([IIID10 Exhibit E-Budget 19-20](#)).

The College practices effective oversight of grants as well. Staff responsible for categorical and grant-funded programs comply with District Board Policy and Administrative Procedure 3280: Grants ([IIID10 BPAP3280 Grants](#)), AP 3281: Grants-Federally Funded Guidelines ([IIID10 AP3281 Grants-Fed](#)), and AP 3282: Grant-Time and Effort Reporting For Federally Funded Grants ([IIID10 AP3283 Grants-Time-Effort](#)). They also regularly attend state, regional, and nationwide conferences and participate in webinars that provide guidelines and interpretations of regulations to ensure compliance. Examples of improvements resulting from staff professional development include alignment with federal procurement guidelines as well as time and effort reporting improvements.

### **Analysis and Evaluation**

The College and the District exercise effective oversight and control over all financial and business activities of the College and the District respectively. There are systems and structures in place to provide checks, balances, and financial monitoring and reporting. Internal controls are routinely assessed by the College and the District Business Services to ensure that they are working as intended and to ensure compliance with generally accepted accounting principles and auditing guidelines. The District receives unmodified reports from the auditors on compliance and has had no findings related to federal Title IV regulation requirements.

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

### **Evidence of Meeting the Standard**

The College and District collaborate to ensure financial solvency of the institution through thoughtful financial planning, budgeting, revenue and expense monitoring, and reporting ([IIID11 Proj-Gen-Fund Y18](#), [IIID11 Financial-Summary](#)). The College and District maintain a prudent level of reserves, have strong internal financial controls, and employ various strategies to control and/or mitigate anticipated financial risks such as OPEB liability. During college budget planning, the relationship between ongoing revenue and ongoing expenditure has always been carefully considered. As a result, MVC has had sufficient resources to support existing

instructional programs and support services and has been able to allocate resources to address institutional plans, as evidenced by the College’s contingency and “carry-over” funded reserves. The College pursues grants and other extramural funding opportunities to diversify its revenues ([IIID11 Funding Opportunities 19-20](#)). The College and District engage in lobbying and advocacy efforts at the state and federal levels to influence decisions that could have financial implications for both.

Long-range plans are established to meet Integrated Strategic Plan objectives. Budgets and resource allocation decisions are informed by institutional planning (e.g., program review, strategic and master plans). When MVC makes short-term financial decision, it does so with thoughtful consideration of the long-term fiscal health of the College in mind. Thus, the College maintains a reasonable and prudent reserves. The District has oversight responsibility for ensuring that debt payments made for general obligation bonds (Measure C) are made from the Bond Interest and Redemption Fund with local property tax collections. The District performs multi-year budget projection scenarios for the General Unrestricted Fund, and the annual budget provides a multi-million dollars allocation set-aside for increases in OPEB, retirement plan obligations, and load banking obligations, which are documented in financial reports and policies ([IIID11 OPEB-Page](#); [IIID11 OPEB-Minutes 3-11-19](#); [IIID11 Annual-Acc-Report 19](#)).

The adopted budget includes assessments based on payroll to fund the Self-Insurance Funds for liability and workers’ compensation premiums. The District is a member of several Joint Powers Authorities (JPAs) and pays annual premiums for its property, liability, health, and workers’ compensation coverage. The JPAs have budgeting and financial reporting independent of its members.

The District has established an unrestricted general fund contingency in excess of five percent, and the College maintains an additional contingency within its operating budget (minimum of 1% of the previous year all fund expenditures (approximately \$600,000 for MVC). The District’s annual budget provides for the payment of long-term financial obligations such as CalPERS and CalSTRS at the statutory rates. In addition, the District has planned for the long-term financial obligation associated with retiree health benefits by establishing an irrevocable trust with CalPERS and contributes at least \$150,000 annually toward the obligation described in Board Policy 7380: Retiree Health Benefits ([IIID11 BPAP7380 Retiree-Health](#)).

### **Analysis and Evaluation**

As evidenced by both the district and college reserves and unmodified audit reports, financial management and resource allocation is fiscally prudent and responsible ensuring that the instructional and student support needs of the institution are met in the short and long run. The District and College maintain reasonable levels of reserves that exceed required minimum levels.

**III.D.12: The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.**

**The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

### **Evidence of Meeting the Standard**

As required by Governmental Accounting Standards Board (GASB) Statement 45 Prior to June 30, 2017 and (GASB) Statement 75 after July 1, 2017, the District annually reports post-employment benefit liability ([IIID12 Audit-Report FY15-16](#), [IIID12 Audit-Report FY16-17](#), [IIID12 Audit-Report FY17-18](#)). The District provides post-retirement/ employment health care benefits for employees in accordance with BP/AP 7380: Retiree Health Benefits ([IIID12 BPAP7380 Retiree-Ben](#)). For fiscal year 2017-2018, the District contributed \$6,209,619 to the Plan, of which \$3,585,234 was used for current premiums and \$2,624,385 were additional contributions used to fund the OPEB Trust ([IIID12 Audit-Report FY17-18](#), [IIID12 OPEB-Contribution 6-30-18](#), [IIID12 OPEB-Contribution 6-30-17](#)). The last actuarial valuation was on June 30, 2018 and an annual actuarial update was on June 30, 2019. The net OPEB obligation for the past two years ending June 30 was \$43,453,968 in 2018, and \$43,140,724 in 2019 ([IIID12 Audit-Report FY17-18](#)).

The District implemented an irrevocable trust for its OPEB obligation in spring 2016, and the District conducts an actuarial study on at least a biannual basis and an annual update every other year ([IIID12 GASB-75-Actuarial-Val](#), [IIID12 GASB-75-Actuarial Report](#)). The District, which contributes the legally-mandated employer rates for employee retirement systems, has also been impacted by employer rates for the state pension liabilities that resulted in increases to the California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System (CalSTRS). The most recent audit states at June 30, 2018, RCCD's proportionate share of net pension liability was \$120.28 million for CalSTRS and \$75.19 million for CalPERS, for a total net pension liability of \$195.47 million ([IIID12 CalSTRS-CalPERS](#)). The most recent actuarial study for post-retirement benefits on June 30, 2018, estimated the amount that should be accumulated under GASB No. 75 at \$43.45 million and recognized \$4.52 million as employer OPEB expense ([IIID12 Audit-Report FY17-18](#)).

### **Analysis and Evaluation**

The District identifies, plans, and allocates resources for payment of liabilities and future obligations, including OPEB. The District provides for the amount approved by the board for funding the annual OPEB obligation.

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

### **Evidence of Meeting the Standard**

The College has appropriate plans to repay locally incurred debt and ensures that the repayment schedule does not have an adverse impact on meeting all current and future financial obligations. In March 2004, the voters passed a local general obligation bond (Measure C) under Proposition

39 with an authorization of \$350 million. Proposition 39 requires annual financial and performance audits and the establishment of a Citizen’s Bond Oversight Committee ([IIID13 Prop-39-Report 16-17](#), [IIID13 Prop-39-Report 17-18](#), [IIID13 BPAP6740 Bond-Oversight](#)). In connection with the bond authorization, the BOT committed to not exceeding a tax rate of \$18 per \$100,000 of assessed valuation for individual taxpayers. The District’s Business Services unit works with the Riverside County Superintendent of Schools, the Riverside County Treasurers Office, and external bond financial consultants to establish property tax rates, which are at or below the BOT tax rate commitment but sufficient to generate adequate property tax collections to make annual debt service payments on the outstanding bonds. Annually, the District prepares its revenue and expenditure for the General Obligation Bond Resource ([IIID13 Final-Budget 19-20](#)). The expense budget includes an allocation for covering debt payments. The Board reviews and approves this budget as part of its adoption of the overall District budget.

### **Analysis and Evaluation**

The College, in collaboration with the District, ensures the repayment of any locally incurred debt instruments that can affect the financial condition of the College. Property taxes are secured for repayment of bond issued debt, and the District annually calculates the property tax rates to ensure the repayment of outstanding local bond debt. The District allocates resources to cover this debt as part of its annual budget development and approval process.

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

### **Evidence of Meeting the Standard**

In accordance with Board Policy 6300: Fiscal Management ([IIID14 BP6300 Fiscal-Management](#)), BP 6320: Investments ([IIID14 BP6320 Investments](#)), BP/AP 6307: Debt Issuance and Management ([IIID14 BPAP6307 Debt-Issuance](#)), and BP/AP 6740: Citizens’ Bond Oversight Committee ([IIID14 BP6740 Citizens'-Bond-Comm](#)), the District and College use fund accounting in its allocation and expenditure of resources and employ fund management, based on fund restrictions as well as expense category restriction (e.g., faculty salaries, employee benefits, etc.).

The College and District use restricted funds in accordance with funder/agency requirements and/or restrictions to ensure a high degree of integrity and minimize financial and reputational risk ([IIID14 Bond-Funding](#), [IIID14 Measure-C-Audit 17-18](#)). College and District procedures and fiscal management structures facilitate the appropriate use of all funds, particularly restricted funds such as grant, lottery and categorical programs. Regular reviews and monitoring of expenditures by Business Services staff at both the College and District ensure that expenditures are consistent with the funding restrictions and align with the college mission and strategic goals. The College works with the District Foundation to ensure that gift funds are used in

accordance with donors wishes which are reflected in the Foundation Accounts Summary Report ([IIID14 Foundation-Report](#)).

As part of the District's annual financial audit, random testing of financial transactions is performed to ensure proper accounting for receipt and expenditures of funds in the District and proper internal controls for fiscal oversight at the College. Audit findings of significant deficiencies and/or instances of noncompliance are documented in the annual report to the District and external funding agencies ([IIID14 Measure-C-Audit Report 16-17](#), [IIID14 Measure-C-Docs](#), [IIID14 Foundation-Audit 17-18](#), [IIID14 Foundation-Audit 16-17](#)). Any identified audit findings are addressed and corrected in a timely manner.

### **Analysis and Evaluation**

The financial resources of the District and College are used with integrity and in a manner consistent with fund restrictions and purposes. Funding from external sources such as the MVC Foundation, grants, and state categorical programs are all used according to their intended purpose. Grant and foundation fundraising efforts are aligned with the College's Integrated Strategic Plan and serve the needs of college programs. The District is careful not to obligate future budget years with automatic debt payment, and, when it has been fiscally prudent to do so, future debts have been retired on schedule.

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

### **Evidence of Meeting the Standard**

Working collaboratively, the College and District monitor federal and state laws and regulations, revising practices and procedures as necessary to comply with mandated requirements and comply with all federal regulations for the William D. Ford Direct Loan program. As a result, the College's Cohort Default Rate is within stipulated limits, at 9% for the most recent official rate for the 2016 Fiscal Year ([IIID15 NSDLS-Default](#)). As part of the default management plan, delinquent borrowers are communicated with monthly via email regarding repayment options, deferment/forbearance options, servicer contact information, and school staff assistance. School staff assistance consists of in-person counseling and helping the student get in direct contact with their loan servicer to discuss repayment options or helping them submit a deferment/forbearance request form. The College works with loan servicers to update contact information and maximize communication with borrowers. The College's loan files are audited annually during the District's financial audit by its external auditor without findings.

### **Analysis and Evaluation**

Utilizing the services of a management firm, the College monitors and manages student loan default rates, which are well within federal guidelines. Audits, which report no findings, demonstrate that the College complies with federal requirements, including Title IV.

## **Contractual Agreements**

**III.D.16: Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

### **Evidence of Meeting the Standard**

Contractual agreements with outside entities are governed by Board Policy and Administrative Procedures 6340: Bids and Contracts ([IIID16 BPAP6340 Bids-Contracts](#)), which are established to ensure that agreements are consistent with the mission and strategic goals of the College. Contractual agreements at the College include but are not limited to grants, outside agency contracts for personnel and professional services, construction material and services, instructional and student support service agreements, and contracts for information technology licenses and services among others. Two examples of contracts that support the college mission include the contract with Fitness 19 ([IIID16 Fitness-19](#)) to maintain the quality of instruction in the Kinesiology program, and the contract with SecureCare ([IIID16 Gallery-Storage](#)) to store Popup Gallery equipment (walls, lighting, etc.) in support of the Art Gallery at MVC. All contracts are submitted for review by the District's General Counsel for issues pertaining to risk, potential legal liability, standards of conduct, and any other potential exposure and complications for the District and College. Any requirements or suggestions for changes in language, terms, and/or conditions are provided by the General Counsel to the contracting unit. Any recommended changes are sent to the originator of the contract to work with the contracting agency to make any necessary changes. Once a contract is in final form, it is then submitted to the MVC Business Services unit by the contracting division or department via a Contract Transmittal Form (CTF). The vice president of Business Services reviews each contract to ensure that it is consistent with the college mission and goals as well as for fiscal and/or adverse operational impacts.

Once that review is complete, if the contract is under the appropriate dollar threshold, it is sent to the MVC president, pursuant to the Public Contract Code and board policy, for review and signature; it is then submitted to the District Business and Financial Services for review of budget sufficiency and regulatory compliance. If the contract is over the dollar threshold, it is then reviewed and signed by the RCCD vice chancellor of Business and Financial Services. Finally, the contract is included on the BOT agenda for contract approval. Contracts that have a fiscal impact between fiscal years are input into the financial accounting system in the appropriate fiscal year so that an automatic encumbrance of financial resources takes place.

### **Analysis and Evaluation**

District and college policies and procedures ensure that all contractual agreements are reviewed and approved to minimize undue institutional risk and exposure and are aligned with the College's mission and strategic goals. The District possesses a General Counsel on staff that reviews and approves all contractual agreement in accordance with Board Policy and

Administrative Procedures 6340. All contracts entered into by the College and/or District are handled in a timely and efficient manner and in accordance with Public Contact Codes.

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### **Conclusions on Standard III.D. Financial Resources**

Financial resources are adequate to meet instructional, student support, success programs and initiatives. Resources are allocated largely based on program review, which facilitates continuous institutional improvement and effectiveness. In accordance with District Board Policies and Administrative procedures, the College maintains strong internal financial controls and financial management practices that ensures that institution's financial affairs reflect integrity and ensures financial health and stability.

### **Evidence List**

<a href="#"><u>IIID1 BP6200 Budget-Prep</u></a>	<a href="#"><u>IIID3 Budget-Forum 12-3-18</u></a>
<a href="#"><u>IIID1 BP6250 Budget-Management</u></a>	<a href="#"><u>IIID3 Budget-Forum 5-28-19</u></a>
<a href="#"><u>IIID1 BP6300 Fiscal-Management</u></a>	<a href="#"><u>IIID3 RSC-Agenda 5-15-19</u></a>
<a href="#"><u>IIID1 BPAP6307 Debt-Issuance-Manage</u></a>	<a href="#"><u>IIID3 RSC-Minutes 4-18-18</u></a>
<a href="#"><u>IIID1 BP6320 Investments</u></a>	<a href="#"><u>IIID3 RSC-Minutes 3-21-18</u></a>
<a href="#"><u>IIID1 BAM-Phase-I 8-19</u></a>	
<a href="#"><u>IIID1 BAM-Principles</u></a>	<a href="#"><u>IIID4 CMP-Page</u></a>
<a href="#"><u>IIID1 FY 2019-20 Final Budget</u></a>	<a href="#"><u>IIID4 CMP-Update 3-21-19</u></a>
<a href="#"><u>IIID1 Q4-Financial 18</u></a>	<a href="#"><u>IIID4 IRPA 15-16</u></a>
<a href="#"><u>IIID1 Q4-Financial 19</u></a>	<a href="#"><u>IIID4 IRPA 16-17</u></a>
<a href="#"><u>IIID1 Q4-Financial-Categorical</u></a>	<a href="#"><u>IIID4 IRPA 17-18</u></a>
<a href="#"><u>IIID1 Q4-Financial-General 19</u></a>	
<a href="#"><u>IIID1 Budget-Forum 5-19</u></a>	<a href="#"><u>IIID5 FDB View-Financial-Summary</u></a>
<a href="#"><u>IIID1 Budget-Forum 12-18</u></a>	<a href="#"><u>IIID5 Q4-Financial Reports FY19</u></a>
<a href="#"><u>IIID1 Adopted-Budget FY19-20</u></a>	<a href="#"><u>IIID5 Fiscal-Workshop-Managers</u></a>
<a href="#"><u>IIID3 Budget-Forum 12-3-18</u></a>	<a href="#"><u>IIID5 AP6301 Fiscal-Management</u></a>
<a href="#"><u>IIID1 Budget-Decision FY19</u></a>	<a href="#"><u>IIID5 District-Audit 17-18</u></a>
<a href="#"><u>IIID1 BAM-Principles-8</u></a>	<a href="#"><u>IIID5 District-Audit 16-17</u></a>
	<a href="#"><u>IIID5 District-Audit 15-16</u></a>
<a href="#"><u>IIID2 ISP 18-23</u></a>	<a href="#"><u>IIID5 Adopted-Budget 19-20</u></a>
<a href="#"><u>IIID2 BP6300 Fiscal-Management</u></a>	<a href="#"><u>IIID5 Best-Practices-Grant</u></a>
<a href="#"><u>IIID2 SPC-Minutes 9-27-18</u></a>	<a href="#"><u>IIID5 BPAP3280 Grants</u></a>
<a href="#"><u>IIID2 RSC-Minutes 5-15-19</u></a>	<a href="#"><u>IIID5 3285 Grants-Imp</u></a>
<a href="#"><u>IIID2 Budget-Forum 12-3-18</u></a>	<a href="#"><u>IIID5 BPAP6100 Deleg-Authority</u></a>
<a href="#"><u>IIID2 Budget-Forum 5-28-19</u></a>	<a href="#"><u>IIID5 BP6400 Audits</u></a>
<a href="#"><u>IIID2 RSC-Minutes 4-18-18</u></a>	<a href="#"><u>IIID5 BPAP6340 Bids-Contracts</u></a>
<a href="#"><u>IIID2 RSC-Minutes 3-21-18</u></a>	
<a href="#"><u>IIID2 RSC-Agenda 4-14-19</u></a>	<a href="#"><u>IIID6 Adopted-Budget 19-20</u></a>
<a href="#"><u>IIID2 Adopted-Budget BOT</u></a>	<a href="#"><u>IIID6 Monthly-Financial 11-30-18</u></a>
	<a href="#"><u>IIID6 Annual-Financial 17-18</u></a>
<a href="#"><u>IIID3 DBAC</u></a>	<a href="#"><u>IIID6 Annual-Financial 16-17</u></a>

[IIID6 BP6250 Budget-Management](#)  
[IIID6 BP6300 Fiscal-Management](#)  
[IIID6 Audit-Report FY15-16](#)  
[IIID6 Audit-Report 16-17](#)  
[IIID6 Audit Report FY17-18](#)  
[IIID6 Budget-Forum 5-28-19](#)

[IIID7 Monthly-Financial](#)  
[IIID7 Q3-Financial-Report](#)  
[IIID7 Q4-Financial-Report](#)  
[IIID7 District-Audit 17-18](#)  
[IIID7 District-Audit 16-17](#)  
[IIID7 District-Audit 15-16](#)  
[IIID7 BAM-Principles](#)

[IIID8 Audit-Report FY15-16](#)  
[IIID8 Audit-Report FY16-17](#)  
[IIID8 Audit Report FY17-18](#)  
[IIID8 Fiscal-Training-Managers](#)  
[IIID8 Business-Services](#)

[IIID9 BP6200 Budget-Prep](#)  
[IIID9 MVC-Reserves](#)  
[IIID9 Cabinet-Finacial](#)  
[IIID9 Measure-C-Audit 17-18](#)  
[IIID9 RCCD-Actuarial-Report](#)  
[IIID9 OPEB-Page](#)  
[IIID9 OPEB-AAC-Agenda 3-11-19](#)  
[IIID9 ACCJC-Fiscal 19](#)

[IIID10 BPAP6307 Debt-Issuance](#)  
[IIID10 BP6320 Investments](#)  
[IIID10 BPAP3280 Grants](#)  
[IIID10 AP3281 Grants-Fed](#)  
[IIID10 AP3282 Grants-Time-Effort](#)  
[IIID10 AP3283 Grants-Cost-Transfers](#)  
[IIID10 AP3284 Grants-Part-Cost](#)  
[IIID10 AP3285 Grants-Imp](#)  
[IIID10 BPAP6740 Cit-Bond-Oversight](#)  
[IIID10 Audit-Report FY15-16](#)  
[IIID10 Audit-Report FY16-17](#)  
[IIID10 Audit Report FY17-18](#)  
[IIID10 Exhibit E-Budget 19-20](#)

[IIID11 Proj-Gen-Fund Y18](#)  
[IIID11 Financial-Summary](#)  
[IIID11 Funding Opportunities 19-20](#)  
[IIID11 OPEB-Page](#)  
[IIID11 OPEB-Minutes 3-11-19](#)  
[IIID11 Annual-Acc-Report 19](#)  
[IIID11 BPAP7380 Retiree-Health](#)

[IIID12 Audit-Report FY15-16](#)  
[IIID12 Audit-Report FY16-17](#)  
[IIID12 Audit-Report FY17-18](#)  
[IIID12 BPAP7380 Retiree-Ben](#)  
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[IIID12 GASB-75-Actuarial-Val](#)  
[IIID12 GASB-75-Actuarial Report](#)  
[IIID12 CalSTRS-CalPERS](#)  
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[IIID13 Prop-39-Report 16-17](#)  
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## **Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### **A. Decision-Making Roles and Processes**

**IV.A.1:** Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

### **Evidence of Meeting the Standard**

At Moreno Valley College, institutional leaders encourage and create innovation that leads to institutional excellence. This commitment is clear in the College's Vision and Value statements written at the opening of the Moreno Valley Strategic Plan 2018 – 2023: "We embrace Moreno Valley College's rich tradition of excellence and innovation in upholding the highest standard of quality for the services we provide to our students and communities. We are bound together to further our traditions and to build for the future on the foundations of the past." MVC, using its shared governance structures and institutional systems, encourages collaboration and promotes resourcefulness from all units at the College, regardless of role or title. Students, faculty, staff, and administrators are supported and encouraged to take the initiative for improving programs, services, and practices for which they are involved. The college planning process has as its foundation the annual program review (APR). Each area in the College including student services, instructional departments/areas, and administrative units participates in the annual program review. Through the APR process, units identify resource needs that will provide and support increased student achievement. Institutional leaders and APR writers seek and encourage involvement and input from all college constituents including faculty, students, administrators, and staff. The APRs are a way to plan for and celebrate innovation that leads to institutional excellence. The following accomplishments and activities serve as indicators that MVC leadership encourages and supports innovation and creativity among all at the College. Additional examples of the annual program review process and resource allocation appear in Standards I.A.2, I.B.4, I.B.6, II.A.2, and II.C.2.

MVC faculty, staff, students, and administrators attend and present at statewide and national conferences. One example is the Flying with the Swallows Project ([IVA1 Flying-With-Swallows](#)), a multi-year initiative that introduces undergraduate research-based experiences and activities into biology and chemistry courses through monitoring and studying the nests and diets of the local cliff swallow populations. The project encourages participation by low-income, underrepresented, and/or minority students who might not otherwise pursue studies in STEM disciplines. To date, 17 MVC students have participated in national conferences and five publications resulted from the project.

The College is recognized in the region as a leader in innovation and creativity for many reasons; most recently, the College has received praise for its iMake Mobile Innovation Center ([IVA1 iMake-Mobile](#)). MVC received a California Community Colleges Maker Implementation Grant from the California Community Colleges Chancellor's Office to establish a makerspace community, provide internships, and develop curriculum to prepare students with innovation and entrepreneurial skills to thrive in the regional economy. Using a design thinking process, the college community identified local regional partners such as the city of Moreno Valley, Base 11, and the Desert Regional Consortium to plan a makerspace, to conduct student activities to access student interest, and to engage faculty in the CCC Maker Initiative.

The Annual Education Summit and K-12/MVC Literacy Collaborative ([IVA1 Ed-Summit-Agenda 3-7-19](#), [IVA1 Ed-Summit-Program 3-11-19](#)) offer further evidence of the College's commitment to supporting creativity and enterprise when improving practices, programs, and services. For the past four years, the College has collaborated with the feeder school districts to gather teachers, students, counselors, administrators, and staff together for an annual summit to discuss ways to improve services and to align programs and curriculum in support of student success.

Faculty receiving special projects show support of the College's innovation. While curriculum development is part of the faculty's job, for such an important task of innovating new support mechanisms to reduce equity gaps and assist students in completing transfer-level math and English, extra support helped faculty to feel that this work is important. The Basic Skills Student Outcomes and Transformation Funding Requests ([IVA1 BSSOT-Request](#)) and BSI Funding Requests ([IVA1 BSI-Request](#)) show the outcomes expected, the financial investment, and a report back as to how the information is used to benefit the campus community.

Systematic participative processes are used to promote discussion, planning, and implementation of plans. The Integrated Strategic Plan (ISP) 2018-2023 ([IVA1 ISP](#)) aligns with the District's planning process wherein structures for innovation are encouraged, particularly through professional development and grants, forums to share best practices, and use of data to inform decision-making. The strategic planning process is informed by committees such as the Program Review Committee, Assessment Committee, and the four Standard Governance Committees, along with deans and vice presidents. Reports are shared with the Strategic Planning Council for review and recommendations. SPC and Academic Senate approve college-level policies. Those recommendations are expressed to the college president, taken to the District Strategic Planning Council and, ultimately, the Board of Trustees.

The Strategic Planning Council (SPC) Bylaws ([IVA1\\_SPC-Bylaws](#)) show that it is the central deliberative collegial consultation body and is comprised of administrators, faculty, students, and staff. Its purpose is to provide recommendations and information and facilitate transparency and problem solving related to participatory governance and the decision making. There is evidence of participatory governance and shared decision making in multiple SPC meeting minutes ([IVA1\\_SPC-Minutes 2-28-19](#); [IVA1\\_SPC-Minutes 5-23-19](#)) where plans are presented, revisions are discussed, and feedback is requested.

## **Analysis and Evaluation**

When ideas for improvement have policy or significant college wide implications, the College uses systematic participative processes and shared governance bodies to assure broad based discussion, effective planning, and successful implementation. Governance bodies that participate in and contribute to the planning and implementation of ideas for improvement with institution-wide implications include the Strategic Planning Council and its four subcommittees, the Academic Senate, and the President's Cabinet. Amid these seven committees is representation from faculty, students, staff, and administrators. The Associated Students of Moreno Valley College (ASMVC) provides student representatives to Strategic Planning Council and its four subcommittees, Academic Senate, and the Board of Trustees.

As indicated in the Integrated Strategic Plan, the College will use a Plan-Access-Analyze-Improve cycle annually to evaluate performance and goal attainment. This cycle approach allows for flexibility and innovation in planning, so adjustments can be made where necessary when indicated by the data and achievement indicators. The annual reports will be shared with the college community via the shared governance structure, the College's administrative leadership team, and, more broadly, through campus forums, website technology, and retreats.

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

## **Evidence of Meeting the Standard**

Board Policy and Administrative Procedures 2510: Participation in Local Decision Making ([IVA2\\_BPAP2510\\_Local-Decision](#)) describes the procedures that are to be established at the College to ensure that appropriate membership and college constituencies are represented and participate in decision-making processes. Moreno Valley College has established a strong participatory governance structure to ensure that BP/AP 2510 is met and everyone at the College has a voice in the decision-making process, regardless of rank or position. Additional Board Policies and Administrative Procedures guide the College including BP 2105: Student Trustee ([IVA2\\_BP2105\\_Student-Trustee](#)), BP 5400: Associated Students Organization ([IVA2\\_Ass-Stud-Org](#)), BP 5405: Student District Consultation Council ([IVA2\\_Stud-Dist-Consult](#)), and BP 2220: Committees of the Board ([IVA2\\_BPAP2220\\_Committees-of-Board](#)).

The Strategic Planning Council bylaws ([IVA2 SPC-Bylaws](#)) and the Leadership and Governance Handbook ([IVA2 Lead-Gov-Handbook](#)) specify the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees. Long-term planning engages the Strategic Planning Council and its four subcommittees as well as the program review process. Using the program review process, all departments are able to not only make requests for facilities, equipment, and resources but also to include plans and ideas that will increase student success and support the college mission and goals.

Each of the committees has representation from faculty, staff, administration, and students when appropriate. As written in the standing committee bylaws and policies, committees are comprised of faculty, staff, administrators, and, when appropriate, students. Students have a voice in college governance and decision-making through the Associated Students of Moreno Valley College (ASMVC). In addition to representation on college committees ([IVA2 ASMVC-Shared-Gov](#)), the ASMVC calendar ([IVA2 ASMVC-Calendar F19](#)) shows an active student body with regular ASMVC Senate meetings, Interclub Council meetings, and community and campus events. In addition to participation in those areas, membership on standing committees is assigned by the Academic Senate in the case of faculty; ASMVC assigns student representatives; the Classified Union makes recommendations for staff membership, and the college president assigns administrative membership. Examples of these standing committees include Strategic Planning and its four subcommittees, Curriculum Committee, Assessment Committee, Diversity Committee, and Professional Development Committee.

The Committees of the Board also have representation from each of the constituent groups including faculty, staff, administration, and students. For instructional matters, governance is focused on Academic Senate, Assessment Committee, Curriculum Committee, and academic departments.

### **Analysis and Evaluation**

Using its participatory governance structure, the College implements policies and procedures authorizing administrator, faculty, staff, and student participation in decision-making processes. These decision-making processes involve a complex relationship among districtwide and local committees, with participation from faculty, administration, staff, and students. There is student representation on the Board of Trustees, Academic Senate, the Governance Committee of the Strategic Planning Council, and the standing committees under Academic Senate such as the Curriculum Committee.

The Leadership and Governance Handbook has relevant information, and the Leadership and Governance subcommittee is working to update it. One improvement to the handbook is a flowchart documenting the movement of ideas through the governance process. Additionally, the committee has recognized that while the board policies address many of the processes on campus and the District, they might be foreign or difficult to locate for the average person. The updated handbook aims to make them more accessible.

**IV.A.3: Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

### **Evidence of Meeting the Standard**

Board Policy/Administrative Procedure 3250: Institutional Planning ([IVA3 BPAP3250 Institutional-Planning](#)) authorizes the College to establish and implement a broad-based comprehensive, systematic, and integrated system of planning that involves faculty and administrators. Moreno Valley College's Leadership and cteos Handbook ([IVA3 Leadership-Governance-HB](#)) is a resource to faculty, staff, students, and administrators on all matters related to the leadership and governance process of the College. In the bylaws ([IVA3 Leadership-Governance-Bylaws](#)) of the participatory governance committees such as Strategic Planning Committee and its subcommittees, there is a description of the committee charge, the membership, and the processes for conducting business. The bylaws outline the substantive role played by administrators and faculty in institutional policies, planning, and budget development related to their areas of responsibility and expertise.

To align with BP/AP 3250, the College has established four distinct subcommittees of the Strategic Planning Council: Institutional Mission and Effectiveness Subcommittee, Student Learning Programs and Student Services Subcommittee, Resources Subcommittee, and Leadership and Governance Subcommittee. Each of the subcommittees serves a clearly defined purpose in institutional governance and follows a tri-chair leadership structure with a faculty chair, staff chair, and administrator chair. Student representation is also present on each of the subcommittees as part of the general membership. Faculty and administrators exercise a substantive voice through the committee membership and tri-chair responsibilities.

Board Policy 4005: Academic Senates ([IVA3 BP4005 Academic-Senates](#)) describes the Academic Senate as the organization representing the faculty voice in the formation of district policy on academic and professional matters. All faculty have an opportunity to participate in the development of district and college policies and procedures that impact teaching, learning and governance structures related to faculty roles and responsibilities.

### **Analysis and Evaluation**

The College has developed and established a system recognizing and defining the roles of each constituent group participating in the decision-making process including budget development and planning.

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

### **Evidence of Meeting the Standard**

Board Policy 4020: Program, Curriculum, and Course Development ([IVA4 BPAP4020 Pro-Cur-Cou-Dev](#)) gives the colleges the responsibility to create and modify curriculum and course content. Moreno Valley College depends on faculty, Academic Senate, and academic administrators to make recommendations and decisions in matters regarding curriculum and student learning programs and services.

The Moreno Valley College Curriculum Committee is a standing committee of Academic Senate and is chaired by faculty and co-chaired by the VP of Academic Affairs. Each department at the College is represented on the committee; student representatives are also involved in the committee. The Deans of Instruction regularly attend the meetings and are active participants. Faculty are responsible for the creation of new curriculum as well as curricular updates. The MVC Curriculum Committee carries the primary responsibility for recommending, reviewing, and accepting course curriculum and student learning programs and services. The role and responsibilities of the MVC Curriculum Committee are documented in the Curriculum Committee Handbook ([IVA4 RCCD-Curriculum-Handbook](#)) and in the Bylaws of the Curriculum Committee ([IVA4 Curriculum-Bylaws](#)).

The MVC Curriculum Committee is charged with the responsibility to approve all credit and non-credit courses and educational programs of the College and to make recommendations to the Academic Senate. The Curriculum Committee is also responsible for assuring that quality assurance standards are met for Distance Education courses and the agenda ([IVA4 Curr-Agenda-DE](#)) reflects that distance education courses have a separate approval process. All faculty and administrative members and representatives are responsible to ensure the college curriculum is sound complying with state and local regulations, and that it supports students in meeting their educational and professional goals. Once approved at the College, curriculum is approved at District Curriculum Committee before going to the Board of Trustees for final approval.

### **Analysis and Evaluation**

The faculty and academic administrators, through policy and procedures articulated in Board Policy, Curriculum Committee bylaws, and the curriculum handbook and through well-defined committee structures, have distinct responsibility for recommendations about curriculum and student learning programs and services.

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

### **Evidence of Meeting the Standard**

The Governance Handbook ([IVA5 Leadership-Governance-HB](#)), committee bylaws, and relevant committee websites describe the ways that the College ensures consideration of appropriate and relevant perspectives in the decision-making and planning processes. When addressing and attending to instructional matters, governance focuses on instructional

departments, the Academic Planning Council, the Curriculum Committee, and the Academic Senate ([IVA5 Senate-Values-Reaffirmation](#); [IVA5 AS-Constitution-and-Bylaws](#)). When engaged in matters involving long-term planning, the College seeks involvement and participation from all stakeholders and implements action through the Strategic Planning Council and its four subcommittees. Students have a voice in college governance through the Associated Students of Moreno Valley College. Board Policy and Administrative Procedure 2510: Participation in Local Decision Making ([IVA5 BPAP2510 Part-Local-Decisions](#)) states that the “Board of Trustees is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations.” BPAP 2510 details the requirements and opportunities to participate in the decision-making processes of the District.

**Instructional Departments:** The department leadership and discipline faculty are responsible for the scheduling of courses, hiring of part-time faculty, and initiating plans for future changes in courses and programs. The multidisciplinary academic departments each use the instructional program review process to assess and articulate the status and needs of their units. To determine fundamental needs related to the College’s mission and its commitment to student learning, the faculty members within disciplines in each department complete this review.

**Academic Planning Council:** The purpose of the council is to assemble the seven departments within the College to assist in decision making on critical issues including enrollment management, allocation of resources, recommendations for faculty hiring, processes affecting student success, and instructional matters relating to teaching and learning.

**Curriculum Committee:** As a standing committee of the Academic Senate, the mission of the Moreno Valley College Curriculum Committee is to approve all credit and non-credit courses and educational programs of the College and to make recommendations to the Academic Senate related to them. The committee also carries the responsibility for engaging the processes used to assure standards for Distance Education courses. For shared courses across the District, the College has one vote on the Riverside Community College District Curriculum Committee. The MVC Curriculum Committee meets during the fall and spring semesters. All meetings are open to the college community and to the public.

**Academic Senate:** The Moreno Valley College Academic Senate is composed of elected faculty representatives and makes recommendations to college administration and to the Board of Trustees regarding academic and professional matters (defined by AB1725, Section 53200). It facilitates communication among faculty, students, administration, and the Board of Trustees in all matters related to community college education with special emphasis placed on §53200’s “10+1,” which defines the Academic Senate’s purview regarding “academic and professional matters.” This policy states that the Board of Trustees will rely primarily on the recommendations from the Academic Senate on six of the eleven areas, with any deviation justified by “a clear and substantive rationale that puts the explanation for the decision in an accurate, appropriate, and relevant context.” The remaining five areas will be addressed through “mutual agreement” between the Academic Senate and academic administrators representing the Board. Academic Senate meets the first and third Mondays of each month during the fall and spring terms. In compliance with the Brown Act, all meetings are open to the public. Faculty are

encouraged to express their views and concerns on a regular basis to their elected senate representatives.

**Strategic Planning Council and Subcommittees:** The purpose of the MVC strategic planning process is to allow faculty, staff, students, and administrators an opportunity to participate in the College's planning process. These plans and goals reviewed at SPC are not operational but strategic and are captured in portions of the annual program reviews that are submitted through the strategic planning process for review and consultation. The membership of the Strategic Planning Council is diverse with faculty, staff, administrator, and student representation.

The four subcommittees of SPC are based on Accreditation Standards of Institutional Mission and Effectiveness, Student Learning Programs and Services, Resources, and Leadership and Governance. Each of the subcommittees has faculty, staff, administrative, and student representation. The Strategic Planning Council and its subcommittees each have bylaws that outline the committee's purpose, composition, and meeting schedules.

**Associated Students of Moreno Valley College:** The Associated Students of Moreno Valley College (ASMVC) is dedicated to providing students with opportunities to develop leadership skills through participation in student government and co-curricular programs. ASMVC offers a number of ways to become involved on campus and in the community through participation in college-sponsored clubs and organizations and as liaisons to Academic Senate, Strategic Planning Council, and strategic planning subcommittees.

**Board of Trustees:** The Board of Trustees (BOT) works with faculty, administrators, and students from Moreno Valley College using a formalized committee structure to make decisions. The committees ensure consideration from relevant perspectives as evidenced by the membership: faculty, administrators, board members, students, and staff. Each of the committees has a charge aligned with the needs of the College: curriculum, budget, planning, and teaching. Using college forums and updates, the College ensures communication of progress toward goals and established timelines.

As the Board of Trustees webpage shows, there are five separate Board Committees, each with a distinct charge and responsibility ([IVA5 BOT-Committees](#); [IVA5 BOT-Committee-Listing](#)).

- **Governance Committee:** reviews and addresses issues of board policy and procedures, agreements that address the governing relationship of the board/district, and issues of legislative matters.
- **Teaching and Learning Committee:** addresses academic program issues and elements and issues that affect student services.
- **Planning and Operations Committee:** reviews and addresses strategic and operational planning for the district, including but not limited to campus/college mission statements and strategic plans, organizational changes impacted the planning process or district-wide effectiveness, and reports of strategic effectiveness measures.
- **Resources Committee:** reviews and addresses issues of personnel and financial resources, including but not limited to budget, issues of bargaining units, audits, and Measure C.



- **Facilities Committee:** reviews and addresses issues and elements around facility development, renovations, physical planning, and development.

## **Analysis and Evaluation**

Moreno Valley College demonstrates the consistent prioritization of area of expertise in board and institutional governance structure and procedures. Collaboration with diverse perspectives occurs throughout the various committees at the College.

### **IV.A.6: The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

#### **Evidence of Meeting the Standard**

Moreno Valley College fosters a strong culture of participatory governance to achieve its mission and vision. The processes for decision-making are documented in the MVC Governance Handbook ([IVA6 Leadership-Governance-HB](#)) which was updated the Leadership and Governance Subcommittee and approved by the Strategic Planning Council (SPC) in fall 2016. The SPC minutes ([IVA6 Handbook-SPC 10-27-16](#)) indicate that the handbook should be “a living, fluid document” that should be “updated and edited as applicable.”

To communicate decisions and outcomes, the College uses a wide variety of systems including representative reports, email, the College website, SharePoint sites, and open forums. Members participating in college governance committees are responsible for regular consultation and communication with their constituent groups and departments.

Decisions regarding academic and teaching matters are addressed at Academic Senate. These decisions are documented in the MVC Academic Senate meeting minutes and openly available on the Senate website. Embedded and linked in these minutes are the specific actions, motions, and decisions made. Decisions and business that fall outside the purview of Academic Senate is addressed by SPC. Decisions regarding strategic planning and establishing priorities for strategic planning and budget are carried back to constituent groups via SPC representatives and advisory groups. Agendas are emailed to the college community as a whole prior to meetings and minutes are shared broadly via the SPC website ([IVA6 SPC-Website-Minutes](#)) after each meeting. Contained in the minutes are specific actions taken regarding motions and decisions.

The work done in Academic Senate and SPC is informed by the recommendations from several committees and advisory groups across the College. A list of college committees can be found on the college website ([IVA6 Committees](#)) and in the Governance Handbook. Each committee has posted bylaws and charters on its respective website ([IVA6 Website-ByLaws-Example](#); [IVA6 Faculty-Dev-Committee-ByLaws](#)) documenting the specific charge, reporting structure, membership, and decision-making process.

Additional means of communicating include the President’s State of the College address given twice a year: at spring and fall FLEX events ([IVA6 State-of-College-Fall](#)) when the entire college community is invited to attend. MVC leadership also hosts college forums to provide

updates on strategic initiatives and planning such as Guided Pathways ([IVA6 Guided-Pathways-Update](#)) and the Comprehensive Master Plan ([IVA6 CMP-Open-House](#)). These forums provide a platform for information sharing and encourage feedback, questions, and impressions from the college community. The MVC Business Services department provides regular college budget updates as well. In addition, the RCCD Chancellor visits the College each month to bring up-to-date information on the state of the District ([IVA6 Chancellor-Forum](#)).

## **Analysis and Evaluation**

The participatory governance committee structure is encouraged and integrated into the College's decision-making processes. Committee outcomes and decisions are widely and openly communicated to the college community using a variety of communication systems including emails, websites, college forums, and representatives. Committees distribute agendas and minutes via email to the College and attach any presentations or pertinent data to the email. In addition, all committees need to have a website and post their information there. As of Fall 2019, the Strategic Planning Council Standard IV Subcommittee is conducting an evaluation of the current set of governance committees and structure. The results of this evaluation may lead to changes to the College Leadership & Governance Handbook. Additionally, major revisions to the handbook, like were done in 2016, are not necessary; however, because of changes in leadership on the Standard IV Subcommittee, the updates and systematic annual checks have not occurred as planned. While the changes to the Governance Handbook will be minor, completing them and then sharing the document widely with the College community is an opportunity to create greater collective understanding of the governance and approval processes followed at MVC.

**IV.A.7: Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

## **Evidence of Meeting the Standard**

Using various processes and structures, Moreno Valley College regularly evaluates the effectiveness of policies, procedures, and processes related to leadership roles and governance to ensure integrity and effectiveness. Specifically, the College uses strategic planning, the Leadership and Governance Committee, annual program reviews, and surveys to evaluate and assess the effectiveness of processes.

The MVC Strategic Plan is reviewed every four years so that a solid five-year plan can be built. The College just completed the update of the plan for 2018 – 2023. During the 2017-2018 academic year, SPC worked with college leaders and constituent groups to develop the 2018-2023 Strategic Plan. Recommendations, feedback, and input from stakeholders and advisory committees were requested and assembled to inform the development of the plan. Twice a year, SPC holds a whole committee retreat ([IVA7\\_SPC-Retreat-Agenda\\_2-1-19](#); [IVA7\\_SPC-Retreat-Agenda\\_8-30-19](#)) for the purpose of reviewing and assessing work completed and work needed to be done. Every year, the Strategic Plan is visited at the SPC Fall Retreat to measure progress

made and work still needed. Adjustments and revisions to the plan are made as well to ensure that they reflect the values and vision for the College.

As part of the regular evaluation of policies and procedures, MVC's Leadership and Governance subcommittee is also charged with evaluating the effectiveness of the overall shared governance process. This is accomplished by the following:

- Reviewing and updating, on a quarterly basis or as needed, the College's Leadership and Governance Handbook
- Promoting a process of annual self-evaluation of each participatory governance committee
- Annually reviewing and maintaining participatory governance committee information and roster forms

Annually, all programs and college units engage in program review, making connections between data and practices to inform the effectiveness and integrity of policies and procedures. The program review reports are shared widely and are accessible to all via MVC's SharePoint site. The College uses these reports to inform necessary improvements and changes.

Additionally, the College evaluates its governance and decision-making structures. Through SPC, The Leadership and Governance Committee motioned to survey ([IVA7 Motion-for-Surveys](#); [IVA7 Governance-Survey-Final](#)) all Committee Chairs and members regarding their understanding and experiences in their respective committees. The goal of the survey was to contribute to culture in which information is used to reflect and improve organizational processes that support student learning and achievement. (Survey is in progress. Add evidence/narrative when done.)

### **Analysis and Evaluation**

Governance and decision-making policies, procedures, and processes are regularly evaluated to ensure integrity and effectiveness. The College regularly uses tools and opportunities such as surveys, retreats, and annual program review to evaluate their work and progress. The results of these evaluations are widely shared and are used as the basis for improvements.

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### **Conclusions on Standard IV.A. Decision Making Roles and Processes**

The institutional leaders at Moreno Valley College encourage and create innovation that leads to institutional excellence. The governance structure and processes reflect a diverse perspective and campus wide engagement. Administrators, faculty, staff, and students all participate in their areas of expertise through various committee membership. The flexibility gained through the Plan-Access-Analyze-Improve model ensures current and data-driven decision-making. Information is disseminated widely through committee reports and forums and are accessible through the college website.

### **Improvement Plans**

The College believes that it meets all standards with respect to decision-making roles and processes, while recognizing that improvement is needed with respect to documenting and clarifying college decision-making processes (Standard IV.A.6) and adopting a regular review process of college governance and decision-making (Standard IV.A.7). The Strategic Planning Council Standard IV Subcommittee is charged with maintaining the College Governance and Leadership Handbook as well as assessing the effectiveness of governance structures and processes. While the College experienced some leadership changes in this subcommittee over the last few years, subcommittee leadership has stabilized as of spring 2019. As indicated in this document, the subcommittee has taken up its charge and engaged in a timely cycle of assessment for updating the handbook and evaluating the governance structures as of fall 2019. In order to continue improving these processes, the College will engage in the following activities:

#### Updating of the College Leadership and Governance Handbook (Standard IV.A.6):

The College maintains and updates its Leadership and Governance Handbook; however, the current document does not include governance approval routing for existing plans, policies, or procedures or a process for determining new plans, processes, or procedures. The College will document the governance approval routing of existing plans, processes, and policies as well as create a process for the approval routing of new items. This work will be completed by Fall 2020. The responsible parties include the leadership of the Standard IV Subcommittee, the Strategic Planning Council, and the Academic Senate. No additional resources are needed beyond the staff time already dedicated to the Strategic Planning Council and the Standard IV Subcommittee.

#### Adopt a Regular and Systematic Review of College Governance (Standard IV.A.7):

As indicated in the response to Standard IV.A.7, the College is currently engaged in the assessment of college governance structures and committees. As part of this effort, the College through the Strategic Planning Council and the Standard IV Subcommittee will create a timeline and cycle for regular assessment and evaluation of college governance committees, structures, and decision-making processes. The subcommittee has already begun this work with a cycle of assessment during fall 2019 and will complete the timeline by spring 2020. No additional resources are needed beyond the staff time already dedicated to the Strategic Planning Council and the Standard IV Subcommittee.

#### **Evidence List**

[IVA1 Flying-With-Swallows](#)

[IVA1 IMake-Mobile](#)

[IVA1 Ed-Summit-Agenda 3-7-19](#)

[IVA1 Ed-Summit-Program 3-11-19](#)

[IVA1 BSSOT-Request](#)

[IVA1 BSI-Request](#)

[IVA1 ISP](#)

[IVA1 SPC-Bylaws](#)

[IVA1 SPC-Minutes 2-28-19](#)

[IVA1 SPC-Minutes 5-23-19](#)

[IVA2 BPAP2510 Local-Decision](#)

[IVA2 BP2105 Student-Trustee](#)

[IVA2 Ass-Stud-Org](#)

[IVA2 Stud-Dist-Consult](#)

[IVA2 BPAP2220 Committees-of-Board](#)

[IVA2 SPC-Bylaws](#)

[IVA2 Lead-Gov-Handbook](#)

[IVA2 ASMVC-Shared-Gov](#)  
[IVA2 ASMVC-Calendar F19](#)

[IVA3 BPAP3250 Institutional-Planning](#)  
[IVA3 Leadership-Governance-HB](#)  
[IVA3 Leadership-Governance-Bylaws](#)  
[IVA3 BP4005 Academic-Senates](#)

[IVA4 BPAP4020 Pro-Cur-Cou-Dev](#)  
[IVA4 RCCD-Curriculum-Handbook](#)  
[IVA4 Curriculum-Bylaws](#)  
[IVA4 Curr-Agenda-DE](#)

[IVA5 Leadership-Governance-HB](#)  
[IVA5 Senate-Values-Reaffirmation](#)  
[IVA5 AS-Constitution-and-Bylaws](#)  
[IVA5 BPAP2510 Part-Local-Decisions](#)  
[IVA5 BOT-Committees](#)

[IVA5 BOT-Committee-Listing](#)

[IVA6 Leadership-Governance-HB](#)  
[IVA6 Handbook-SPC 10-27-16](#)  
[IVA6 SPC-Website-Minutes](#)  
[IVA6 Committees](#)  
[IVA6 Website-ByLaws-Example](#)  
[IVA6 Faculty-Dev-Committee-ByLaws](#)

[IVA6 State-of-College-Fall](#)  
[IVA6 Guided-Pathways-Update](#)  
[IVA6 CMP-Open-House](#)  
[IVA6 Chancellor-Forum](#)

[IVA7 SPC-Retreat-Agenda 2-1-19](#)  
[IVA7 SPC-Retreat-Agenda 8-30-19](#)  
[IVA7 Motion-for-Surveys](#)  
[IVA7 Governance-Survey-Final](#)

## **B. Chief Executive Officer**

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

### **Evidence of Meeting the Standard**

Board Policy 2430: Delegation of Authority to Chancellor and Presidents ([IVB1\\_Delegation-of-Authority](#)) is evidence that the institutional chief executive officer (CEO) has primary responsibility for the quality of the institution in the Riverside Community College District. It states, “Each College President is responsible for carrying out the district policies. Each College President’s administrative organization shall be the established authority on campus. The College President is the final authority at the college level.” Additionally, AP 2430 outlines specific leadership expectations: “It is the role and responsibility of the President to provide leadership of campus level discussion and the shared governance process. The President leads decision making at the college level which directly affects the operation of the college. It is the responsibility of the President to establish and maintain a climate which encourages open discussion and communication across all levels on the campus. It is further the responsibility of the President to promptly communicate college and District decisions to all staff.”

In 2016, Moreno Valley College initiated the search to find an exceptional leader for the position of president of Moreno Valley College. The presidential prospectus ([IVB1\\_MVC-Pres-Search-16](#)) listed eight responsibilities that a qualified candidate shall work toward. In 2017, the Board of Trustees selected Robin Steinback, Ph.D. as Moreno Valley College’s president. Following Board Policy 7155: Evaluation of President ([IVB1\\_BP7155\\_Evaluation-of-President](#)), the CEO

has been evaluated annually by the Chancellor to ensure that she has fulfilled the primary responsibilities and provided effective leadership that enhances the quality of the institution.

As the CEO of the College, the president provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness through her leadership position as the chair of President's Management Council, a monthly meeting with the entire college management team, and weekly meetings with the President's Cabinet Executive Team ([IVB1\\_Management-Council-Agenda](#); [IVB1\\_Cabinet-Agenda](#)) in which the president is informed of and provides leadership for matters relating to the college strategic plan, institutional effectiveness, student success, teaching and learning, facilities, personnel, and budget.

### **Analysis and Evaluation**

As the CEO, the college president effectively provides leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness, per Board Policy 2430, as well as through the organizational and governance structure of the College. The Board Policy and job description show CEO expectations that place primary responsibility for the quality of the institution under the CEO's purview.

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

### **Evidence of Meeting the Standard**

Board Policy 2430 that was discussed in IVB1 states, "The College President's administrative organization shall be the established authority on campus." The president plans and oversees the College's administrative organizational structure ([IVB2\\_MVC-President-Org](#)) that is configured to best support the mission of Moreno Valley College.

The college president's executive team comprises of three vice presidents overseeing business services, academic affairs, and student services. The president meets weekly with vice presidents as part of President's Cabinet and has individual monthly standing meetings with each vice president who report directly to the president. The president also has standing monthly meetings with all managers. They are evaluated annually in accordance with Board Policy 7150: Employee Evaluations ([IVB2\\_BPAP7150\\_Employee-Evaluations](#)) using the procedures outlined in the Manager Evaluation Guidelines ([IVB2\\_Management-Evaluation](#)).

Areas of the College are staffed and managed to reflect the institution's purpose, size, and complexity. To ensure that the College achieves its mission and improves institutional effectiveness, the president delegates authority to administrators and others consistent with their responsibilities as listed in their job descriptions. The job description of the vice president of

academic affairs ([IVB2 VP-Academic-Affairs-Job](#)) is evidence that the president is empowered to delegate responsibilities to administrators and others.

### **Analysis and Evaluation**

The College has policies and procedures which provide for the delegation of authority from the CEO to administrators and others consistent with their roles and responsibilities. The president is key in determining the best structure to align with the mission of the College. Evaluation of the structure is ongoing and open to change as the needs of the College change.

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

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

### **Evidence of Meeting the Standard**

The college president guides institutional improvement of the teaching and learning environment. Through participation on the Strategic Planning Council (SPC), a participatory governance committee with broad based constituencies, the president guides the collegial process for setting college goals, values, and priorities. During the 2017-18 academic year, SPC revised the college strategic plan ([IVB3 Strategic-Plan](#)). At the start of the fall 2017 and spring 2018 terms, the Strategic Planning Council held two retreats to provide feedback about the 2015-18 Integrated Strategic Plan (ISP) and provide direction for the 2018-23 Integrated Strategic Plan. The committee was made clear that the development of the new plan had to be a participatory process across college constituencies. In addition, a recommendation was made that the planning and drafting phases of the new Integrated Strategic Plan should be done by a relatively small representative group of the college community. The President took this recommendation and created an Integrated Strategic Plan taskforce with representatives from the major college constituency groups. The taskforce led the planning effort and guided the updated plan through the college governance process, which included the President's Cabinet, Academic Senate, and SPC; the President attended each of the meetings in which the plan was discussed.

On an annual basis, the College reviews student achievement data, evaluates the data against set standards, and establishes new targets for the upcoming year. While SPC makes the final recommendation for set standards, it relies on recommendations from various governance committees as to what the College's institutional set standards and targets should be. Additional

details related to the assessment of student achievement can be found in IB4. The president is actively involved in the planning process to ensure that educational planning is integrated with resource planning and allocation to support student learning and achievement. The president remains informed of categorical and grant funding to align resources with college planning efforts. For an example, as part of the resource prioritization process, the president meets vice presidents to review all resource requests and make recommendations for alternative funding to supplement program review resource allocation funding ([IVB3 18-19-Budget-Decisions](#)).

The College's resource allocation process is embedded within program review, with oversight from SPC. Under the recommendation of President's Cabinet, eligibility for resource allocation requires participation in outcomes assessment activities, which are designed to support and improve student learning and achievement ([IVB3 Resource-Requests-Academic-Affairs](#); [IVB3 Resource-Requests-Student-Services](#); [IVB3 Resource-Requests-Bus-Services](#)). Under the direction of the president, the instructional program review committee, and the Resources subcommittee, the College establishes procedures to evaluate overall institutional planning and implementation efforts. Lastly, the president attends planning workshops held by the Student Equity and Achievement workgroup, in which the workgroup reviews data trends on disproportionately impacted student groups, used to develop a multi-year student equity plan. The president reviews and certifies the Student Equity Plan on an annual basis ([IVB3 Student-Equity-Plan](#)).

### **Analysis and Evaluation**

The college president guides institutional improvement and institutional effectiveness through existing board policies and procedures that delegate the authority to the president. As an active member of the MVC Strategic Planning Council and the District Strategic Planning Council, the president actively engages in collegial dialog that lead to improvement of teaching and learning.

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

### **Evidence of Meeting the Standard**

The college president has the primary leadership role for accreditation. Board Policy 3200: Accreditation ([IVB4 3200BPAP Accreditation](#)) asserts "those employees who are responsible for the functions related to the accreditation standards must be involved in the self-study and team visit." To meet that requirement, the CEO is instrumental in generating active, campuswide involvement of administrators, faculty, classified staff, and students in accreditation efforts. The president, along with the Strategic Planning Council (SPC), established a system of shared responsibility assuring compliance with accreditation requirements ([IVB4 Accreditation-Team-Committees](#)). Outside of the SPC subcommittees meetings, the president provides leadership in promoting campus wide accreditation efforts through participation in accreditation planning retreats. The president ensures inclusive participation from faculty, staff and administrative



leaders that represent a well-balanced group of campus constituents ([IVB4 Accreditation-Retreat-RSVP](#)) who were involved in the process. The president creates the space and opportunity for inclusive and meaningful collaboration ([IVB4 Accreditation-Retreat-Agenda](#)). The president regularly displays a personal commitment to continuous quality improvement by creating a culture where others are encouraged, motivated, and supported to engage in the accreditation process.

The president ensures that the institution meets or exceeds eligibility requirements, accreditation standards, and commission policies by providing leadership in the development and implementation of a strategic plan that relies on institutional research and considers accreditation standards. The president assigns the vice president of Academic Affairs the role of the Accreditation Liaison Officer. The president has regular meetings with the Accreditation Liaison Officer, the Dean of Institutional Effectiveness, and the Faculty Lead Writer to stay abreast of matters related to accreditation.

The Strategic Planning Council, which includes representatives from faculty, classified employees, staff, and management and is charged with monitoring the College's compliance with the accreditation process, and on items related to college goals, success metrics, and trends. There are subcommittees structured around the accreditation process that report to the Strategic Planning Council: the Mission and Institutional Effectiveness Subcommittee, Student Learning Programs and Services Subcommittee, Resources Subcommittee, and Leadership and Governance Subcommittee ([IVB4 SPC-Agenda](#)). While the accreditation liaison officer coordinates the production of the institutional self-evaluation report, and any additional follow-up, midterm, and annual reports that are required by the commission; the president reviews, signs off on all reports, and recommends the reports for approval by the Board of Trustees and so that they are completed on time.

In addition to providing leadership over accreditation, the president plays an active role in to ensure the campus community understand the accreditation process and are informed of the college's progress through presentations at Faculty FLEX, hosting a campus wide college forum, and presenting to the management council ([IVB4 Flex-Agenda F19](#); [IVB4 ACCJC-College-Forum](#); [IVB4 President's-Council-Email](#); [IVB4 President's-Council-Presentation](#)).

Accreditation is a standing item on both the weekly meetings of the President's Cabinet agenda and the monthly meeting of the President's Management Council ([IVB4 Management-Council-Agenda](#)).

### **Analysis and Evaluation**

Under the president's guidance and through the participatory governance structure, faculty, staff, and administrative leaders ensure that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times by making the topic an integral part of committee meetings and campus forums. The president reviews and signs off on all reports and ensures that the reports are accurate and submitted on time. The current college president is an active participant in the development of the institutional self-evaluation report through her role as an active member of the Strategic Planning Council.

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

**Evidence of Meeting the Standard**

The college president assures that institutional mission and practices are consistent with state statutes, regulations, and governing board policies. The president is responsible for developing and monitoring the college budget and assumes fiscal responsibility. The president regularly attends Board of Trustees meetings, including closed sessions, and provides a report on the activities of the College ([IVB5 Board-Agenda](#)). The president also sits on the Chancellor's Cabinet, which meets weekly to discuss issues of importance to all three colleges and the District.

Board Policy 2430: Delegation of Authority ([IVB5 BPAP2430 Delegation-of-Authority](#)) specifies that authority flows from the Board of Trustees through the chancellor to the college presidents. As the "final authority at the college level," the president is responsible for assuring that the College is complying with statutes and regulations and carrying out the district policies. The Strategic Planning Council (SPC) flow chart ([IVB5\\_SPC-Flow-Chart](#)) details the process for faculty, staff, students, and administrators to submit ideas, projects, and goals that support the strategic goals of the district and the college master plans. The president coordinates with SPC to assure the alignment of the institutional mission with the Educational Master Plan, Strategic Plan, and the program review process. The annual program review is the mechanism for resource requests, increasing transparency in the allocation process and effective management of resources.

Board Policy 6100: Delegation of Authority ([IVB5 BPAP6100 Delegation-Financial](#)) demonstrates that the College has a policy regarding parameters for CEOs entering and signing contracts. Additional oversight of responsible fiscal decision-making occurs through the Resources Subcommittee where the budget allocation model and the resource request process are discussed. The minutes from a Resources Subcommittee meeting ([IVB5\\_RSC-Minutes\\_10-17-18](#)) show multiple examples of coordinated efforts to ensure effective control of budget and expenditures. For example, Moreno Valley College made the decision to move program review from fall to spring so the resource requests from program review could be incorporated in the spring budget development process. This modification streamlined a multi-faceted process and expedited approvals. A second example of effective oversight of the budget is apparent in the budget allocation model subgroup development of a model to allocate scheduled maintenance resources from the state across the three colleges. The purpose of the model is to aid more objective allocation of scheduled maintenance resources according to the direction of the chancellor.

The CEO uses multiple venues to communicate statutory and compliance expectations to provide for informed decision-making. She provides reports to the Academic Senate ([IVB5 Senate-Mintues\\_5-20-19](#)), President's Cabinet ([IVB5 Cabinet-Agenda](#)), President's Management Council ([IVB5 Management-Council-Agenda](#)), president's forums ([IVB5 President's-](#)

[Forum F18](#)), and Strategic Planning Council ([IVB5 SPC-Pres-Report 3-28-19](#)) and during the president's address at back-to-college FLEX days ([IVB5 Fall-2019-FLEX-Agenda](#)).

The president also sits on the District Strategic Planning Council (DSPC), a districtwide participatory governance committee that focuses on districtwide planning issues such as budget, technology, and board policies and procedures ([IVB5 DSPC-Minutes](#)). When new, revised, and deleted board policies and administrative procedures are proposed through DSPC, the president provides feedback and reports back to the campus to ensure that institutional practices are consistent with institutional mission and policies. The College's executive team is comprised of the president and the three vice presidents. Weekly meetings always include an update of items the flow from the board, through the chancellor to the Chancellor's Cabinet to this agenda. Other agenda items come from other planning teams such as planning and budget, facilities, and strategic initiatives such as Guided Pathways, equity planning, and enrollment management ([IVB5 Cabinet-Agenda](#)). The executive team agenda helps to guide the executive team by tracking requests, recommendations, issues, and concerns through discussion to making a final decision and/or adopting an implementation strategy. Seldom does the president or another member of the executive team make a decision with collegewide impact without consulting this team.

The president uses multiple venues to communicate statutory and compliance expectations to provide for informed decision-making. She provides reports to the Academic Senate ([IVB5 Senate-Mintues 5-20-19](#)), President's Cabinet ([IVB5 Cabinet-Agenda](#)), President's Management Council ([IVB5 Management-Council-Agenda](#)), president's forums ([IVB5 President's-Forum](#)), and Strategic Planning Council ([IVB5 SPC-Pres-Report 3-28-19](#)) and during the president's address at back-to-college FLEX days ([IVB5 Fall-2019-FLEX-Agenda](#)).

### **Analysis and Evaluation**

The president assures that practices are consistent with institutional mission and policies. Systems exist to ensure that major decisions are not made in isolation and that they align with governing standards and policies. The president ensures that policies are followed and that changes are supported when they are fiscally responsible and inspire, challenge, and empower the College's diverse, multicultural community of learners.

#### **IV.B.6: The CEO works and communicates effectively with the communities served by the institution.**

### **Evidence of Meeting the Standard**

The college president communicates effectively with the campus internal community by actively informing students, staff, faculty, and managers of ongoing and future goals and projects. The president attends all Board of Trustees meetings and provides updates to the board during the informational report section of Board of Trustees meeting. On an annual basis, the College hosts two flex days for faculty and professional development days for classified staff. At the beginning of each event, the president provides opening remarks that include current and

future goals and projects that the College is focusing on ([IVB6 Fall-2019-FLEX-Agenda](#)). The president routinely attends Academic Senate meetings to further communication and stay informed about potential issues. The president holds regular meetings with representatives of bargaining groups which include the faculty association and the classified union. The president chairs a monthly managers meeting with all MVC administrators, and she shares board updates with managers and facilitates discussions on issues that impact the College ([IVB6 Management-Council-Agenda](#)).

The president shares information about the campus at events such as the president's forum ([IVB6 President's-Forum](#)), Welcome Day ([IVB6 Welcome-Day](#)), and the State of the College address ([IVB6 State-of-College 19](#)). She also emails monthly newsletters ([IVB6 President's-Newsletter 7-10](#); [IVB6 President's-Newsletter 8-19](#)) and encourages examination of information that is relevant to Moreno Valley College and higher education ([IVB6 PPIC-Report](#)). In support of Guided Pathways and other new initiatives and programs, President Steinback has led discussions about the reorganization of the College to better support its mission and vision. Constituents are evaluating the current structure ([IVB6 GP-Open-Forum](#), [IVB6 GP-Work-Plan](#)) and a new model that best reflects the institution's purposes, size, and complexity is being developed.

The president advocates on behalf of the College within the community and has been instrumental in establishing and maintaining effective collaborations and partnerships that ultimately serve students well. The president facilitates a joint board presentation with local school boards; in fall 2018, the President led a joint presentation to the Moreno Unified School District Board of Education and the Riverside Community College Board of Trustees ([IVB6 Joint-Board-MVUSD](#)); similarly, in fall 2019, the President led a joint presentation to the Val Verde Unified School District Board of Education and the Riverside Community College Board of Trustees ([IVB6 Joint-Board-VVUSD](#)); the presentations highlight the collaborative and innovation partnerships between college faculty, staff and administrators, and those who represent each school district.

The president is active in the community and serves on the Executive Board for the Chamber of Commerce for the City of Moreno Valley. The president annually presents a "State of the College" to a number of local government and business organizations including:

- Moreno Valley City Council
- WakeUp Moreno Valley Business Meeting
- Rotary Club of Moreno Valley
- Soroptimist Club of Moreno Valley
- Moreno Valley Chamber of Commerce
- Hispanic Chamber of Commerce

In addition, the president annually attends the Superintendent's Luncheon for local school districts including Moreno Valley Unified School District and Val Verde Unified School District.

The president provides leadership and support for three annual community scholarship breakfasts, which are sponsored with Moreno Valley Unified School District and Val Verde Unified School District. The Veterans Scholarship Breakfast, Martin Luther King Jr. Scholarship

Breakfast, and Cesar Chavez Scholarship Breakfast ([IVB6 MLK-Scholarship-Breakfast](#); [IVB6 Veterans-Scholarship-Breakfast](#); [IVB6 Cesar-Chavez-Scholarship-Breakfast](#)) are sponsored by local businesses, highlight a keynote speaker, student speakers, and raise funds for student scholarships which are presented during each event.

The president also hosts an annual president's dinner ([IVB6 President's-Dinner](#), [IVB6 President's-Dinner-Message](#)), which serves as the major fundraising community event for the College. There, the president unveils the College's vision for transforming and enhancing the community through positive educational and workforce initiatives. Over 200 elected officials, business and industry partners, and local educational partners from across the region attend the event.

### **Analysis and Evaluation**

The president works and communicates effectively with internal and external campus community. The president keeps the internal community informed through different forums and represents the College within its service area by being involved in different community, business, and educational organizations.

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### **Conclusions on Standard IV.B.**

RCCD has clear policies on the responsibilities of the Chancellor as CEO of the District and the delegation of responsibilities to each college president. The college president, as the CEO of Moreno Valley College, ensures that district policies are carried out, the institution meets the requirements for accreditation, and additional statutes and regulations are implemented. The president provides effective leadership in the shared governance process, including communicating with the students, faculty, and staff as well as the larger community. The president guides the institution in processes to evaluate the teaching and learning environment and to use the results for improvement of academic and student services as well as institutional planning.

### **Evidence List**

[IVB1 Delegation-of-Authority](#)

[IVB1\\_MVC-Pres-Search-16](#)

[IVB1\\_BP7155\\_Evaluation-of-President](#)

[IVB1\\_Management-Council-Agenda](#)

[IVB1\\_Cabinet-Agenda](#)

[IVB2 MVC-President-Org](#)

[IVB2\\_BPAP7150\\_Employee-Evaluations](#)

[IVB2\\_Management-Evaluation](#)

[IVB2\\_VP-Academic-Affairs-Job](#)

[IVB3 Strategic-Plan](#)

[IVB3 18-19-Budget-Decisions](#)

[IVB3 Resource-Requests-Academic-Affairs](#)

[IVB3 Resource-Requests-Student-Services](#)

[IVB3 Resource-Requests-Bus-Services](#)

[IVB3\\_Student-Equity-Plan](#)

[IVB4 3200BPAP Accreditation](#)

[IVB4 Accreditation-Team-Committees](#)

[IVB4 Accreditation-Retreat-RSVP](#)

[IVB4 Accreditation-Retreat-Agenda](#)

[IVB4\\_SPC-Agenda](#)

[IVB4 Flex-Agenda F19](#)

[IVB4 ACCJC-College-Forum](#)  
[IVB4 President's-Council-Email](#)  
[IVB4 President's-Council-Presentation](#)  
[IVB4 Management-Council-Agenda](#)

[IVB5 Board-Agenda](#)  
[IVB5 BPAP2430 Delegation-of-Authority](#)  
[IVB5 SPC-Flow-Chart](#)  
[IVB5 BPAP6100 Delegation-Financial](#)  
[IVB5 RSC-Minutes 10-17-18](#)  
[IVB5 Senate-Mintues 5-20-19](#)  
[IVB5 Cabinet-Agenda](#)  
[IVB5 Management-Council-Agenda](#)  
[IVB5 President's-Forum F18](#)  
[IVB5 SPC-Pres-Report 3-28-19](#)  
[IVB5 Fall-2019-FLEX-Agenda](#)  
[IVB5 DSPC-Minutes](#)  
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[IVB5 Cabinet-Agenda](#)  
[IVB5 Management-Council-Agenda](#)  
[IVB5 President's-Forum](#)  
[IVB5 SPC-Pres-Report 3-28-19](#)

[IVB6 Fall-2019-FLEX-Agenda](#)  
[IVB6 Management-Council-Agenda](#)  
[IVB6 President's-Forum](#)  
[IVB6 Welcome-Day](#)  
[IVB6 State-of-College 19](#)  
[IVB6 President's-Newletter 7-10](#)  
[IVB6 President's-Newsletter 8-19](#)  
[IVB6 PPIC-Report](#)  
[IVB6 GP-Open-Forum](#)  
[IVB6 GP-Work-Plan](#)  
[IVB6 Joint-Board-MVUSD](#)  
[IVB6 Joint-Board-VVUSD](#)  
[IVB6 MLK-Scholarship-Breakfast](#)  
[IVB6 Veterans-Scholarship-Breakfast](#)  
[IVB6 Cesar-Chavez-Scholarship-Breakfast](#)  
[IVB6 President's-Dinner](#)  
[IVB6 President's-Dinner-Message](#)

## C. Governing Board

**IV.C.1: The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

### Evidence of Meeting the Standard

The five-member Board of Trustees (BOT), elected by the citizens of the Riverside Community College District (RCCD), governs in accordance with the authority granted and duties defined in Education Code Section 70902 ([IVC1 Ed-Code-70902](#)). The Board has a number of policies within its policy manual on the BOT webpage ([IVC1 Board-Policies](#)) that specifically address the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The BOT has the ultimate decision-making responsibility for adopting policies necessary for the efficient operation of the College and consistent with law as defined by BP 2410: Policy and Administrative Procedure ([IVC1 BPAP2410 Admin-Procedure](#)). BP and AP 2410 also call for periodic review and continual evaluation for BPs and APs. Based on the Chancellor's evaluation of the board policies (BPs) and administrative procedures (APs) in 2018-2019, the District and Board undertook the process of revising and renumbering the Board policies to be provide more clarity and to better align BPs and APs ([IVC1 BOT-Minutes-2-19-19](#)).

Further, the Board recognizes and approves the district and college missions in Board Policy 1200: District Mission ([IVC1\\_BP1200\\_Mission](#)), and the Board demonstrates its responsibility to quality improvement in BP/AP 3225: Institutional Effectiveness ([IVC1\\_BPAP3225\\_Inst-Effectiveness](#)). BP 2430: Delegation of Authority to Chancellor and Presidents defines the BOT's authority and the Board's delegation of authority to the CEO to administer policies and execute BOT action ([IVC1\\_BPAP2430\\_Authority-Chanc-Pres](#)). BP 2510: Participation in Local Decision Making defines the authority and responsibilities of the BOT, which has ultimate decision-making authority in areas designated by state and federal law ([IVC1\\_BPAP2510\\_Local-Decision-Making](#)). In addition, BP/AP 2200: Board Duties, Responsibilities, and Privileges outlines the authorities granted and duties defined ([IVC1\\_BP2200\\_Board-Duties](#)).

### **Analysis and Evaluation**

Board policies delineate the BOT's accountability for academic the quality, integrity, effectiveness of learning programs and services, and financial stability.

**IV.C.2: The governing board acts as a collective unity. Once the board reaches a decision, all board members act in support of that decision.**

### **Evidence of Meeting the Standard**

The Board of Trustees acts as a whole and legally can function only as a group to represent the communities served by the District. Board Policy 2200: Board Duties, Responsibilities, and Privileges ([IVC2\\_BP2200\\_Board-Duties](#)) delineates the duties and responsibilities of the Board. One of the provisions in this policy explicitly states that the Board can only "act as a whole to represent the communities served by the District." The student trustee, who serves a one-year term, does not vote and does not participate in closed sessions but is empowered to ask questions and to discuss issues before the Board. The Board follows the Brown Act (California Code §54950-54963), which prohibits board members from conducting district business outside recognized and announced board meetings. Some actions, which are listed in BP 2330: Quorum and Voting ([IVC2\\_BP2330\\_Quorum-and-Voting](#)), require a two-thirds majority vote of the Board. Also, BP 2720: Communications among Board Members ([IVC2\\_BP2720\\_Communication-Board](#)) prohibits board members from communicating with one another in any form outside of regular board meetings "to discuss, deliberate, or take action on any item of [district] business."

### **Analysis and Evaluation**

Board policies state that the trustees act as a collective unit and act in support of any decision that is made. While individual board members represent his or her own geographical areas, the Board as a whole supports decisions made by the BOT regardless of individual viewpoints.

Members vote unanimously on nearly all items presented for approval, including the hiring of administrative personnel ([IVC2 BOT-Vote 1-15-19](#), [IVC2 BOT-Vote 5-21-19](#)).

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

**Evidence of Meeting the Standard**

Board Policy and Administrative Procedure 2431: Chancellor Selection ([IVC3 BPAP2431 Chancellor-Selection](#)) specifies that the process will be “inclusive, transparent, and participatory.” Representatives from each of the District’s constituency groups participate in the selection ([IVC3 Search-Committee](#)). The Board adhered to this policy in selecting the current chancellor, as shown in a district memo of September 25, 2017 that described the beginning of the search ([IVC3 Chancellor-Search](#)) and Board of Trustee minutes November 21, 2017 at the end of the search process ([IVC3 BOT-Chancellor 11-21-17](#)).

BP/AP 2435: Evaluation of Chancellor ([IVC3 BPAP2435 Eval-of-Chancellor](#)) provides the framework for the chancellor’s evaluation. This evaluation takes place annually and complies with the terms of the chancellor’s employment contract. BP 2435 stipulates that the evaluation process is “jointly agreed to by the Board of Trustees and the Chancellor.” Each year during closed sessions held during the May and June board meetings, the chancellor reviews his/her accomplishments of the previous year’s agreed upon objectives and submits objectives for the upcoming year. In turn, the chancellor receives a written response/evaluation from the trustees through an attorney representing the District. The evaluation of the chancellor becomes part of the chancellor’s personnel file which is maintained by the Human Resources and Employee Relation Office.

BP/AP 7121: President Recruitment and Hiring ([IVC3 BPAP7121 Pres-Rec-and-Hiring](#)) specifies the procedure for the selection of a college president. Similar to the selection of a chancellor, the policy specifies the committee composition, the screening and interview procedures, public forums, selection of finalists, and the negotiation and appointment of the president. The Board has followed this process in hiring the MVC president on July 17, 2017. BP 7155: Evaluation of President ([IVC3 BP7155 Eval-of-President](#)) states “the Chancellor shall establish a procedure for the annual evaluation of each College President.”

**Analysis and Evaluation**

The BOT has used its selection processes, outlined in board policies, to hire the chancellor and college presidents. The timelines and documents of the most recent selection processes for the chancellor and college presidents demonstrate that the Board adheres to and honors its selection policies. In accordance with board policy, the Board annually evaluates the chancellor, and the results of the evaluations exist in board agenda and minutes. The chancellor establishes the procedure for the annual evaluation of the presidents, and the evaluations are placed in the appropriate personnel files.

**IV.C.4: The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and**



**defends the institution and protects it from undue influence or political pressure.  
(ER 7)**

### **Evidence of Meeting the Standard**

Several board policies offer evidence that the District meets this standard. Board Policy 2200 ([IVC4 BP2200 Board-Duties-Resp-Priv](#)) requires board members to serve as advocates for the District in the community. To reflect the public's interests, trustees must reside in the specific trustee area within the District's boundaries and are elected only by the voters who reside in the same trustee area, as indicated in the Trustee Areas Map and a list of current Board of Trustees members and the areas they represent ([IVC4 BOT-Member-Areas](#)). BP 2010: Board Membership ([IVC4 BP2010 Board-Membership](#)) offers prohibitions against member employment in the District or on other boards within the district boundaries. This prohibition helps to maintain the independence of its members. BP 2716: Political Activity ([IVC4 BP2716 Political-Activity](#)) restricts board members from using district funds to advocate for specific political activities. BP/AP 2710: Conflict of Interest ([IVC4 BPAP2710 Conflict-of-Interest](#)) and BP/AP 2712: Conflict of Interest Code ([IVC4 BPAP2712 Conflict-of-Interest-Code](#)) outline the responsibility of board members to maintain certain standards of conduct. BP/AP 2715: Code of Ethics/Standards of Practice ([IVC4 BPAP2715 Ethics-Stand-of-Practice](#)) requires board members to allow public input into deliberations and to maintain the highest quality of education.

### **Analysis and Evaluation**

Composition of the governing board reflects public interest in the institution. Board policies regarding board membership, conflict of interest, codes of ethics, and standards of practice demonstrate that the Board's duty is to act in the interest of the students' educational welfare and to advocate for and protect the institution from undue influence or political pressure.

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

### **Evidence of Meeting the Standard**

The Board of Trustees has approved an institutional mission identified in Board Policy 1200: District Mission ([IVC5 BP1200 District-Mission](#)) and has developed mission-directed policies such as BP 2200: Board Duties, Responsibilities and Privileges ([IVC5 BP2200 Board-Duties-Rep-Priv](#)) that states, "The primary function of the Board of Trustees is to make policy" and lists areas of responsibility including fiscal integrity, educational programs and services, and "quality institutional planning and evaluation." The Board of Trustees has ultimate responsibility in these areas.

During regular retreats the Board of Trustees reflects on its policy-making role and reviews previous board goals, student success data, priorities, and goal alignment to the district strategic plan ([IVC5 BOT 3-9-19](#), [IVC5 BOT 9-3-19](#)). Minutes from the March 9, 2019 special meeting list the topics included in the Chancellor’s report to the trustees on student learning programs and the resources that support them.

The Board of Trustees ensures the quality of educational programs and services by approving the colleges’ local goal alignment with Vision for Success ([IVC5 BOT 5-21-19](#)), monitoring progress on Guided Pathways implementation ([IVC5 BOT-GP 5-1-18](#)), and approving curriculum ([IVC5 BOT-Curr 5-1-18](#)). The Board assumes responsibility for financial integrity and stability through oversight that includes annual review, approval of the revised Budget allocation Model (BAM), most recently on June 11, 2019 ([IVC5 BOT-BAM 6-11-19](#)), and adoption of the budget for the district which occurred on September 17, 2019 for the FY 2019-2020 Final Budget. The same day, the Board also approved the Phase I implementation of the revised Budget Allocation Model ([IVC5 BOT-Budget 9-17-19](#), [IVC5 Approval-Email](#)).

### **Analysis and Evaluation**

Board policies establish the district and college missions and describe the Board’s roles and responsibilities for all aspects of educational quality, legal matters, and financial integrity and stability. Meeting minutes demonstrate that the Board of Trustees regularly reviews and updates its goals and priorities based on updates provided by the colleges on student success data and strategic initiatives. The Board takes responsibility for the educational success of the students by providing stable and necessary resources to support student access and achievement. The Board’s goals align to the District Strategic Plan (DSP) and board responsibilities. In fall 2019, the Board is in process of updating alignment in light of approval of the DSP and the Board Self-Assessment in October 2019.

#### **IV.C.6: The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.**

### **Evidence of Meeting the Standard**

Board Policy 2410: Policy and Administrative Procedure ([IVC6 BPAP2410 Policy-and-Procedure](#)) states, “Copies of all policies and administrative procedures shall be readily available to District employees through the Chancellor’s Office, the office of the General Counsel, each college president’s office, or the District’s web site.” In accordance with this policy, the District regularly publishes on its website ([IVC6 BOT-Homepage](#)) all board policies and administrative procedures along with certified minutes and audio recordings of board meetings. The published policies cover the Board’s size, duties, responsibilities, structure, and operating procedures.

- BP 2010: Board Membership ([IVC6 BP2010 Board-Membership](#)) states that the “Board of Trustees shall consist of five members elected by the qualified voters of the District” and outlines the structure of the Board, specifying procedures associated with each officer role;

- BP 2200: Board Duties, Responsibilities and Privileges ([IVC6 BP2200 Duties-Resp-Privileges](#)) itemizes the specific duties and responsibilities of the board, and the primary duties are also summarized on the introductory page of the board’s website;
- BP 2310: Regular Meetings of the Board ([IVC6 BPAP2310 Regular-Meetings](#)) and BP 2320: Special, Emergency, and Adjourned Meetings ([IVC6 Special-Meetings](#)) delineate timing requirements and operating procedures for regular and special meetings that comply with Brown Act provisions; and
- BP 2345: Participation at Board Meetings ([IVC6 BPAP2345 Participation](#)) describes the parliamentary procedure followed and requirements for addressing the board.

## Analysis and Evaluation

Board policies specify the makeup, duties and responsibilities, and operating procedures of the board, and processes are transparent and available to the public. The Board of Trustees’ publicly accessible webpages on the District website include links to all board agendas and administrative actions.

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

## Evidence of Meeting the Standard

Board of Trustees agendas and minutes, available on the RCCD website ([IVC7 BOT-Agendas-Minutes](#)), demonstrate that the BOT acts in a manner consistent with its policies. For example, the agenda and minutes from the regular board meeting of April 16, 2019 ([IVC7 BOT-Minutes\\_4-16-19](#)) explain items for information, discussion, and action, and they show board members fulfilling their responsibilities in accordance with policies.

Board Policy 2410: Policy and Administrative Procedure ([IVC7 BPAP2410 Policy-Admin-Procedure](#)) outlines the parameters for adopting and revising board policies and administrative procedures. The most recent revision date for each board policy and administrative procedure is identified at the end of the document. Board policies and administrative procedures undergo periodic review and revision. In fall 2018, the Chancellor instructed the vice chancellors to review all board policies and administrative procedures that impact their areas and to assess and recommend any changes to these policies. He has also charged the District’s legal counsel to review board policies and administrative procedures for any changes recommended by the Community College League of California. In fact, at its February 2019 Governance Committee meeting ([IVC7 BOT-BP\\_2-19-19](#)), the Board reviewed a recommendation from the Chancellor to revise the architecture of some board policies to make them more functional and to provide more clarity. In addition, the District has developed a Board Policy Tracker, a spreadsheet that provides links to the specific policies and their revision/review dates ([IVC7 BOT-Policy-Tracker](#)). This tool allows the District administration and the Board to determine the status of each policy and will also allow the District to adjust its policies and administrative procedures to the new state funding model, which includes a performance-based component, as well as align its policies with the new Guided Pathways framework.

## Analysis and Evaluation

As evidenced by meeting agendas and minutes, the RCCD Board of Trustees acts in a manner consistent with its policies and bylaws. In addition, the Board regularly assesses and revises policies following established procedure, ensuring the policies' effectiveness in fulfilling the mission. To enhance District alignment with the Standard, the Board is in the process of developing a more effective system for policy evaluation and revision.

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

## Evidence of Meeting the Standard

The RCCD Board of Trustees regularly reviews key indicators of student learning and achievement as well as institutional plans for improving academic quality. The District Office of Institutional Research presents the findings of the Student Success Scorecard to the Board on an annual basis ([IVC8 BOT-SSS-PPT 3-5-19](#)). In addition to examining the data and analysis provided in those findings, the Board of Trustees reviews additional indicators of student learning. On May 16, 2017, the Board of Trustees approved the 2017-2018 Institutional Effectiveness Framework of Indicators for each college “to measure on-going conditions; and the District's goals for Fiscal Viability and Programmatic compliance” ([IVC8 BOT-IEF-PPT 5-16-17](#)).

In May 2019, the Board of Trustees reviewed and approved the colleges' local goal alignment with the system-wide Vision for Success ([IVC8 BOT-VFS 5-21-19](#)). The Integrated Strategic Plan (ISP) was approved by the Moreno Valley College Strategic Planning Council and Academic Senate during fall 2019 ([IVC8 ISP-Approval-SPC-Senate](#)). The ISP key performance indicators, metrics, and targets exceeded the statewide Vision for Success goals and aligned to the District Strategic Plan which was approved in October 2019 ([IVC8 District-Strat-Plan-App](#)). Additionally, the board reviews and approves the College's Comprehensive Master Plan (CMP) which was last approved in 2015 ([IVC8 CMP-Approval 15](#)). Due to significant local and statewide changes in the California Community Colleges system, the College updated the 2015 CMP between spring 2019 and fall 2019, creating new priorities for the educational programs and facilities planning through 2030. The complete Comprehensive Master Plan, comprised of a Facilities Master Plan and an Educational Master Plan, is expected to be completed by spring 2020. In June 2019, the Board of Trustees reviewed and approved the 2019-2030 Facilities Master Plan ([IVC8 FMP-Approval 6-19](#)), and the College's Educational Master Plan, which is currently in draft form, is expected to be reviewed and approved by spring 2020.

## Analysis and Evaluation

The RCCD Board of Trustees regularly reviews student success indicators and institutional plans to improve the academic quality of each college. The Vision for Success from the state chancellor's office emphasizes the colleges' alignment of local goals with systemwide goals. The

Board has an engaged and nuanced understanding of how the colleges are moving in a direction consistent with statewide priorities aimed at improving student learning and achievement.

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

### **Evidence of Meeting the Standard**

RCCD uses a combination of methods to ensure that it fulfills Board Policy 2740: Board Education ([IVC9\\_BP2740 Board-Education](#)) which describes the commitment to “ongoing development as a Board” and indicates that the Board of Trustees will “engage in study sessions and provide access to reading materials,” and, as budget permits, “support conference attendance or other activities that foster Board member education.”

At its annual retreat, the Board receives both self-development training and information to help it establish its goals and targets, as shown in the minutes from the March 9, 2019 board retreat ([IVC9\\_BOT-Retreat-Minutes\\_3-9-19](#)). Trustees regularly receive information about California Community Colleges and state matters from the Community College League and representatives from various district and college constituencies. Occasionally, members attend conferences in Washington, D.C., and a delegation from the Board annually attends the Community College League of California and the Association of Community College Trustees legislative conferences. The BOT regularly sends representatives, especially new members, to the California Community Colleges Trustees orientation, held annually in Sacramento.

Board Policy 2100: Board Elections ([IVC9\\_BPAP2100 Board-Elections](#)) is the mechanism for providing for continuity of board membership and staggered terms of office. It specifies that a trustee’s term of office is four years, with elections every two years to stagger terms of office “so that, as nearly as practical, one half of the Board members shall be elected at each Board member election.” Eligibility requirements, dates of elections, and methods of dealing with vacancies are set forth in Board Policy 2110: Vacancies on the Board ([IVC9\\_BP2110 Board-Vacancies](#)), which includes requirements related to ample and timely publicity, interviews, selection by majority vote, and appointment.

### **Analysis and Evaluation**

Board policies require ongoing training and development and provide for continuity of membership and staggered terms of office. To meet this requirement, members of the Board regularly attend conferences and participate in board development activities. Likewise, the policies for elections are followed each term.

**IV.C.10: Board Policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performances, including full participation in**

**board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

### **Evidence of Meeting the Standard**

Board Policy 2745: Board Self-Evaluation ([IVC10 BP2745 Board-Self-Evaluation](#)) describes the process for board self-evaluation. BP 2745 establishes the Board of Trustees' "commitment to assessing its own performance as a Board in order to identify its strengths and areas it may improve its functioning." The BOT self-evaluation process is grounded in the principles of learner centeredness, continuous assessment, evidence-based assessment, and commitment to act. To model its commitment to continuous improvement the Board conducts the self-evaluation annually each May. The self-assessment tool, form, highlights, and goals and objectives are posted on the Board Self Evaluation page of the RCCD. The Board self-evaluation ([IVC10 BOT-Self-Eval9-19](#)) was administered by the Association of Community College Trustees (ACCT) on September 17, 2019. The Board subsequently reviewed the results of the self-assessment to identify potential areas for improvement and establish goals and priorities for the coming year ([IVC10 BOT-Eval 10-1-19](#)).

### **Analysis and Evaluation**

Board Policy 2745 outlines the board self-evaluation process and describes the key principles and dimensions of effectiveness that guide this regular assessment. The Board has followed BP 2745 each year through 2017 and published the results on the district website; however, because the Board hired a new chancellor, who plans to restructure board committees and to modify the board self-assessment rubric, the Board did not conduct its May 2018 or May 2019 self-assessment. With the new student performance-based apportionment metrics and the new requirements for the Board to be more directly involved in student achievement goals and targets, the BOT will modify its assessment instrument to include student success, work force, and equity targets as part of its annual self-evaluation. The Board also added a section to assess its "full participation in board training" that goes beyond its assessment of receiving information from various state and federal agencies.

**IV.C.11: The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)**

### **Evidence of Meeting the Standard**

Board Policy 2715: Code of Ethics Standards of Practice ([IVC11 BP2715-Code-of-Ethics](#)) defines appropriate standards of ethical conduct and practices. BP 2715 also sets forth the required provisions for the disclosure of assets and income of designated employees, the

disqualification of designated employees from acting where a conflict of interest exists, the list of designated employees subject to the disclosure provisions of the Code, and the list of disclosure categories specifying the types of assets and income required to be disclosed by each of the designated employees. In addition, all BOT members fill out a Statement of Economic Interest ([IVC11 Economic-Interest-Form](#)) to verify that members' disclosed interests do not interfere with their duty to operate in an impartial manner. Although board members adhere to the code, in the event that one does not, BP 2715 provides a process for managing behavior deemed in violation of the policy.

The Board of Trustees maintains BP/AP 2710: Conflict of Interest ([IVC11 BPAP2710 Conflict-of Interest](#)) and BP/AP 2712: Conflict of Interest Code ([IVC11 BPAP2712 Conflict-Int-Code](#)), pursuant to the requirements of the Political Reform Act of 1974, Government Code Section 81000. The Political Reform Act of 1974, California's conflict of interest law for public officials, requires certain designated public officials at all levels of government to publicly disclose their private economic interests and requires all public officials to disqualify themselves from participating in decisions in which they have a financial interest. Board members' interests are disclosed and reveal that no board member has any personal interest in the institution.

### **Analysis and Evaluation**

The Board has sufficient safeguards in its policies and disclosure requirements to ethically secure and ensure the academic and fiscal integrity of the District and the colleges. Board member disclosure statements are stored at the chancellor's office and are available to the public upon request.

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

### **Evidence of Meeting the Standard**

BP/AP 2430: Delegation of Authority to Chancellor and Presidents ([IVC12 BPAP2430 Deleg-Authority](#)) indicates that the Board of Trustees appoints the chancellor and delegates of the chancellor the "executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action." The chancellor is empowered by the Board to delegate powers and responsibilities. BP/AP 2430 also delineates the duties and responsibilities of the college presidents.

The chancellor provides regular reports at every BOT meeting, including information on institutional performance, as shown in recent minutes for April and August 2019 ([IVC12 BOT-Chancellor 4-2-19](#), [IVC12 BOT-Chancellor 8-6-19](#)). In addition, at Board retreats, the chancellor reports on district goals ([IVC12 Special-Board 3-9-19](#)).

The Board has empowered the chancellor to administer its policies and procedures and holds the chancellor accountable through its annual evaluation, as described in Standard IV.C.3.

## Analysis and Evaluation

The Board delegates to the chancellor full responsibility and authority for the operation of the district in administering board policies and procedures. In addition, the Board holds the chancellor accountable through regular reports at board meetings as well as the annual evaluation.

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

## Evidence of Meeting the Standard

The Board of Trustees is committed to the accreditation process. Board Policy and Administrative Procedure 3200: Accreditation ([IVC13\\_BPAP3200\\_Accreditation](#)) outlines the process by which the Board is informed and involved in the accreditation process. Since the last accreditation cycle, when the Board approved the institutional self-evaluations for each of the colleges ([IVC13\\_BOT-Approval\\_12-10-13](#)), the Board has accepted the follow-up reports and accreditation responses for the District ([IVC13\\_BOT-Min\\_6-16-15](#), [IVC13\\_BOT-Min-ACCJC\\_2-21-17](#)). As the colleges and the District began their preparation for the next accreditation cycle, they made a presentation to the Board, providing a comprehensive update on the 2020 accreditation requirements, changes, timelines, and responsibilities of the Board. The update included a link to the Roles and Responsibilities of Governing Boards in Accreditation ([IVC13\\_BOT-Min\\_4-3-18](#)). Another update from the colleges took place at the September 3, 2019 board meeting ([IVC13\\_BOT-Min-Present\\_9-3-19](#)). In fall 2019, board members participated in an accreditation workshop ([IVC13\\_BOT-Accreditation\\_9-12-19](#)) to provide the BOT with specific training on their roles in the accreditation process. The Board will approve the institutional self-evaluation for each college in November 2019 before the colleges' reports are submitted to the Commission. An example of the board participating in evaluation of governing board roles and functions in the accreditation process is one of the survey questions in the board self-evaluation process that asks board members to rate the board's involvement in the accreditation process ([IVC13\\_BOT-Self-Assesment-Form](#)).

Through its role as a policy-making body to assure the academic quality, integrity, and effectiveness of the student learning programs and services as well as the financial stability of the institutions, detailed in Standard IV.C.1, the Board shows its commitment to the colleges' efforts to improve and excel.

## Analysis and Evaluation

The BOT has received ongoing updates on the accreditation status and processes from each of the three colleges and from the District. It has received training about the Board's roles and responsibilities in the accreditation process including a fall 2019 accreditation workshop for



board members, arranged by the Chancellor. Furthermore, the Board, through its role as a policy-making body, consistently supports the colleges' efforts in continuous quality improvement.

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### **Conclusions on Standard IV.C. Governing Board**

The Board of Trustees of the Riverside Community College District is an independent policy-making body that reflects the public interest through direct election of trustees. The Board develops and maintains policies and administrative procedures that identify its authority and responsibility to assure the academic quality, integrity, and effectiveness for student learning programs and services and the financial stability of the District and its colleges. The Board acts in a manner consistent with its policies. Policies and procedures also address the Board's acting as a collective entity as well as its selecting and evaluating of the chancellor. The Board is committed to reviewing and revising its policies, and the Chancellor has directed the vice chancellors to conduct a thorough and comprehensive review of all policies and administrative procedures. The Board recognizes that recent legislative changes require it to have more direct oversight of student success and equity by establishing and approving concrete district-level student success goals and targets and acknowledges that these targets have a direct fiscal impact on the institution. The Board also understands and is responding to the requirement that some of its policies will require significant revision to align with the legislative directives and that its self-assessment instrument requires revision that better reflects the BOT's changing oversight responsibilities.

### **Evidence List**

[IVC1 Ed-Code-70902](#)

[IVC1 Board-Policies](#)

[IVC1 BPAP2410 Admin-Procedure](#)

[IVC1 BOT-Minutes-2-19-19](#)

[IVC1 BP1200 Mission](#)

[IVC1 BPAP3225 Inst-Effectiveness](#)

[IVC1 BPAP2430 Authority-Chanc-Pres](#)

[IVC1 BPAP2510 Local-Decision-Making](#)

[IVC1 BP2200 Board-Duties](#)

[IVC2 BP2200 Board-Duties](#)

[IVC2 BP2330 Quorum-and-Voting](#)

[IVC2 BP2720 Communication-Board](#)

[IVC2 BOT-Vote 1-15-19](#)

[IVC2 BOT-Vote 5-21-19](#)

[IVC3 BPAP2431 Chancellor-Selection](#)

[IVC3 Search-Committee](#)

[IVC3 Chancellor-Search](#)

[IVC3 BOT-Chancellor 11-21-17](#)

[IVC3 BPAP2435 Eval-of-Chancellor](#)

[IVC3 BPAP7121 Pres-Rec-and-Hiring](#)

[IVC3 BP7155 Eval-of-President](#)

[IVC4 BP2200 Board-Duties-Resp-Priv](#)

[IVC4 BOT-Member-Areas](#)

[IVC4 BP2010 Board-Membership](#)

[IVC4 BP2716 Political-Activity](#)

[IVC4 BPAP2710 Conflict-of-Interest](#)

[IVC4 BPAP2712 Conflict-of-Interest-Code](#)

[IVC4 BPAP2715 Ethics-Stand-of-Practice](#)

[IVC5 BP1200 District-Mission](#)

[IVC5 BP2200 Board-Duties-Rep-Priv](#)

[IVC5 BOT 3-9-19](#)

[IVC5 BOT 9-3-19](#)

[IVC5 BOT 5-21-19](#)

[IVC5 BOT-GP 5-1-18](#)

[IVC5 BOT-Curr 5-1-18](#)

[IVC5 BOT-BAM 6-11-19](#)

[IVC5 BOT-Budget 9-17-19](#)

[IVC5 Approval-Email](#)

[IVC6 BPAP2410 Policy-and-Procedure](#)  
[IVC6 BOT-Homepage](#)  
[IVC6 BP2010 Board-Membership](#)  
[IVC6 BP2200 Duties-Resp-Privileges](#)  
[IVC6 BPAP2310 Regular-Meetings](#)  
[IVC6 Special-Meetings](#)  
[IVC6 BPAP2345 Participation](#)

[IVC7 BOT-Agendas-Minutes](#)  
[IVC7 BOT-Minutes 4-16-19](#)  
[IVC7 BPAP2410 Policy-Admin-Procedure](#)  
[IVC7 BOT-BP 2-19-19](#)  
[IVC7 BOT-Policy-Tracker](#)

[IVC8 BOT-SSS-PPT 3-5-19](#)  
[IVC8 BOT-IEF-PPT 5-16-17](#)  
[IVC8 BOT-VFS 5-21-19](#)  
[IVC8 ISP-Approval-SPC-Senate](#)  
[IVC8 District-Strat-Plan-App](#)  
[IVC8 CMP-Approval 15](#)  
[IVC8 FMP-Approval 6-19](#)

[IVC9 BP2740 Board-Education](#)  
[IVC9 BOT-Retreat-Minutes 3-9-19](#)

[IVC9 BPAP2100 Board-Elections](#)  
[IVC9 BP2110 Board-Vacancies](#)

[IVC10 BP2745 Board-Self-Evaluation](#)  
[IVC10 BOT-Self-Eval9-19](#)  
[IVC10 BOT-Eval 10-1-19](#)

[IVC11 BP2715-Code-of-Ethics](#)  
[IVC11 Economic-Interest-Form](#)  
[IVC11 BPAP2710 Conflict-of Interest](#)  
[IVC11 BPAP2712 Conflict-Int-Code](#)

[IVC12 BPAP2430 Deleg-Authority](#)  
[IVC12 BOT-Chancellor 4-2-19](#)  
[IVC12 BOT-Chancellor 8-6-19](#)  
[IVC12 Special-Board 3-9-19\).](#)

[IVC13 BPAP3200 Accreditation](#)  
[IVC13 BOT-Approval 12-10-13](#)  
[IVC13 BOT-Min 6-16-15](#)  
[IVC13 BOT-Min-ACCJC 2-21-17](#)  
[IVC13 BOT-Min 4-3-18](#)  
[IVC13 BOT-Min-Present 9-3-19](#)  
[IVC13 BOT-Accreditation 9-12-19](#)  
[IVC13 BOT-Self-Assesment-Form](#)

#### **D. Multi-College Districts or Systems**

**IV.D.1: In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.**

#### **Evidence of Meeting the Standard**

Board Policy 1100: The Riverside Community College District (RCCD) ([IVD1 BP1100 RCC-District](#)) defines the District as the three colleges. The chancellor is the CEO of Riverside Community College District and provides leadership in setting and communicating expectations of educational excellence and integrity through chancellor's forums, FLEX presentations, and meetings with various councils, committees, and task forces ([IVD1 Chancellor's-College-Forum-Dates](#), [IVD1 Chancellor-Flex F18](#)). The chancellor assures support for the effective operation of the colleges through centralized District services in human resources, information technology, business and finance, educational services, and distance education ([IVD1 District-Org](#)). Even though some services are centralized at the District Office, staff members are assigned to each of the colleges in areas such as human resources and distance education.

Financial Services are centralized, but the District and the colleges work collaboratively on financial matters through the presidents and vice presidents at the colleges.

BP 2430: Delegation of Authority to Chancellor and Presidents ([IVD1\\_BPAP2430\\_Authority-Chan-Pres](#)) describes the responsibilities of the chancellor and states, “Authority flows from the Board of Trustees through the Chancellor to the College Presidents.” Per BP 3100: Organizational Structure, “The Chancellor shall establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District” ([IVD1\\_BPAP3100\\_Organizational-Structure](#)). The RCCD Function Map delineates and clarifies the responsibilities and functions of the district/system with those of the colleges ([IVD1\\_Function-Map\\_1-4](#)). Furthermore, roles and responsibilities for decision-making inclusive of faculty, staff, and students in district and college governance are defined in BP 2510: Participation in Local Decision Making ([IVD1\\_BPAP2510\\_Local-Desicion-Making](#)).

### **Analysis and Evaluation**

The chancellor provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District through regularly scheduled district and college meetings. Various board policies delineate roles and responsibilities between the District and the colleges, and an ongoing dialog about services occurs among the District Office and colleges on a regular basis. The revision process for the RCCD Function map provided an opportunity for rich conversations about responsibilities and services; the function map is a living document that will be updated as the system evolves.

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

### **Evidence of Meeting the Standard**

The RCCD functional maps ([IVD2\\_Standard-I-Function Map\\_04-26-19](#); [IVD2\\_Standard-II-Function-Map\\_04-26-19](#); [IVD2\\_Standard-III-Function Map\\_04-26-19](#); [IVD2\\_Standard-IV-Function-Map-04-26-19](#)) (Update w/o draft watermark), revised in spring 2019, clearly define, document, and communicate roles and responsibilities among the colleges and District Office. The revised functional maps offer a platform for collaboration and improving efficiency across the District.

To ensure that the colleges receive effective and adequate resources to support their institutional missions and functions in alignment with the Accreditation Standards, RCCD evaluates services provided by the District Office through the program review and planning processes and through surveys, such as the spring 2018 Strengths, Weaknesses, Opportunities, and Threats (SWOT)

survey ([IVD2 SWOT-Survey-Spring-2018](#)). District functions of human resources, information technology, business and finance, educational services, and distance education submit program reviews ([IVD2 DO-PR-5-Year](#)). As the District developed its Strategic Plan 2019-2024 and five-year program review and planning process, some units completed abbreviated reviews, in particular to ensure resource allocation in areas where time-sensitive changes were needed ([IVD2 Dist-Stop-Gap-PR](#); [IVD2 Dist-Distance-Ed-Prog-Review](#); [IVD2 Dist-IT-Prog-Review](#)).

In addition, these district areas work with the colleges on their institutional self-evaluation reports, as evidenced by district accreditation meetings of January 22, 2019, and May 14, 2019 ([IVD2 Dist-Acc-Meeting 1-22-19](#), [IVD2 Dist-Acc-Meeting 5-14-19](#)). Additional feedback on level of services is provided through Chancellor's Cabinet discussions, meetings of the college presidents and chancellor, vice chancellors' meetings, districtwide vice presidents' meetings, and other venues.

### **Analysis and Evaluation**

Since the last revision to the RCCD function map in January 2013, the District and three colleges have evolved from institutions in the process of becoming a multi-college district to a fully-fledged multi-college district with three independently accredited colleges. The revised functional maps outline this more mature relationship between the District and three colleges. Two important purposes of the functional map revision were to collaboratively determine the appropriate level of support from the District to the three colleges, now that the colleges are independent, and to align with the revised accreditation standards.

When constituents responded to the SWOT survey item "The District Office effectively meets the diverse needs of students at all three colleges," the score was 3.33 on a scale of 1-strongly disagree to 5-strongly agree. The score on "The District Office does a good job of advancing its mission" was 3.23. The score on "The District Office efficiently uses its resources" was 3.04. On a rating of district services, including legal, business, grants, risk management, facilities, public affairs, human resources, and fundraising, all scored between a 2 and 3 on a scale of 1-poor to 4-excellent. Based on these perceptions, while none of the services were rated as poor, there are clearly areas in which services can be improved. The results were discussed in DSPC so that managers can address any concerns in their planning processes.

The District Office has been building a revised model for program review and planning and expects to have drafts of program reviews for all vice chancellors' areas by spring 2020.

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

### **Evidence of Meeting the Standard**

Board policies detail district fiscal policies, including budget management to support effective operations and sustainability of the colleges and District as well as the chancellor's authority and responsibility for effective control of expenditures.

Board Policy 6300: Fiscal Management ([IVD3 BP6300 Fiscal-Management](#)) refers to procedures for maintaining financial books and records, including these stipulations:

- “Fiscal objectives, procedures, and constraints are communicated to the Board of Trustees and employees.”
- “The management information systems provide timely, accurate, and reliable fiscal information.”

In alignment with this policy, the Board of Trustees receives a monthly financial report comparing prior year actual financial activity, adopted and revised budget information, and current year-to-date financial activity for each fund of the District, including allocations to the colleges. The Board of Trustees receives a monthly Capital Program Executive Summary report showing Measure C project commitments, quarterly CCFS-311Qs, the annual CCFS-311 financial and budget information required by the state Chancellor’s Office, and the annual Tentative and Final Budget documents, as shown in recent agenda items for presentations about the District’s budget as well as the state budget ([IVD3 BOT-Min 9-4-18](#), [IVD3 BOT-Min 2-5-19](#)). Demonstrating that the District reviews and controls system wide expenditures, the most recent independent auditor reports for the District, Measure C, and Foundation express unqualified opinions on the financial statements, internal controls, and federal and state compliance as applicable for the fiscal year ending June 30, 2018 ([IVD3 BOT-Audit 12-4-18](#)). The auditor reported no findings or questionable costs associated with each of their audits.

In accordance with BP/AP 6100: Delegation of Authority ([IVD3 BPAP6100 Delegation-of-Authority](#)), the chancellor ensures effective control of expenditures through delegated authority, oversight, and consultation with districtwide committees. One such committee, with representation from the District Office and the three colleges including faculty, students, staff, and management, is the District Budget Advisory Council ([IVD3 DBAC](#)). This district council has developed the first phase of the Budget Allocation Model (BAM) to allocate unrestricted general operating funds in a fair, equitable, and transparent manner. DBAC continues its work through the fall 2019 on the second phase of the BAM, which is to develop FTES Exchange Rates, among other BAM components, for the allocation of resources in FY 2020-221, as shown in Standard III.D.1. For planning purposes, DBAC also receives regular updates on the status of the state budget development process and districtwide budget planning efforts, as shown in itemized materials and documents presented at DBAC meetings ([IVD3 DBAC-Resources](#)). In addition to committee updates, information is shared districtwide as evidenced in the RCCD-All email ([IVD3 BAM-Email](#)) announcing the approval of the Phase I implementation of the Budget Allocation Model (BAM).

Another districtwide committee is the District Enrollment Management Committee (DEMC) ([IVD3 DEMC-and-Membership](#)) which has responsibility for decisions concerning effective enrollment management. With the advent of the new California Student Centered Funding Formula, which changes the apportionment distribution model at the state level from one driven almost exclusively by FTES to one that incorporates student equity and success metrics, the DEMC has modified its membership to include college representatives from financial aid and other student services areas. In addition, the DEMC now discusses financial aid processes and procedures as well as student success goals and metrics.

The District Strategic Planning Council (DSPC) is another districtwide committee that is responsible for the development and coordination of district strategic planning ([IVD3 DSPC-Webpage](#)). The DSPC and the three college wide strategic planning committees develop, recommend, and maintain the strategic plan to ensure it is aligned with the goals, vision, and processes for the District. The committee addresses issues pertaining to long-range planning, and resource allocation and makes recommendations about district procedures and practices where they relate to strategic planning and long-term budgeting.

### **Analysis and Evaluation**

Policies and procedures, including participation of representatives from the three district colleges, support adequate allocation and reallocation of resources for effective operations to meet the needs and priorities of the colleges and to sustain the District. As part of a recent review and revision of the budget allocation model, the District Budget Advisory Council recommended substantial changes to the phase 1 BAM revision project for implementation in FY 2019-2020, including ongoing work relative to development of FTES exchange rates and other revisions for phase 2 implementation in FY 2020-2021. Audit reports indicate that the district reviews and controls system-wide expenditures.

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

### **Evidence of Meeting the Standard**

Board Policy 2430: Delegation of Authority to Chancellor and Presidents is evidence of delegation of responsibility and authority to the chancellor and college presidents ([IVD4 BPAP2430 Authority-Chanc-CEO](#)). BP/AP 2430 states that the Board of Trustees delegates to the chancellor the executive responsibility for providing leadership for the District, carrying out District programs, administering policies, executing decisions of the Board, and ensuring compliance with state and federal regulations and statutes. In turn, the chancellor delegates authority for the administration and operation of the colleges to the presidents. Delegation of authority to the presidents flows through the Board and the chancellor. Other board policies identify areas of delegation of authority without interference to the college presidents. BP/AP 6100: Delegation of Authority ([IVD4 BPAP6100 Deleg-of-Authority-Fin](#)) stipulates that the college presidents retain certain authority for business procedures. For example, the policy states, "For contracts on their campus on public works projects, (excluding maintenance), the President may enter into and sign contracts less than \$125,000. Anything over that amount must go through the competitive bidding process." BP/AP 7110: Delegation of Authority ([IVD4 BPAP7110 Deleg-of-Authority HR](#)) relates to college presidents' authority in matters of human resources.

### **Analysis and Evaluation**

The roles and responsibilities of the chancellor and the presidents are clearly defined, which can be seen in Section IVB of the RCCD Function Map. Through delegation of authority expressed in BP 2430 and BP 7110, a system exists that enables the chancellor and the presidents to perform their duties and carry out the responsibility for oversight and decision-making at the district and college levels. Through a systematic and documented evaluation process, employees, and specifically the chancellor and presidents, are held accountable for effectively carrying out their responsibilities.

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

**Evidence of Meeting the Standard**

The District and the colleges have integrated their planning and evaluation to meet the instructional needs of students, both in the classroom and with necessary support services. The District Strategic Plan (DSP) requires the development of five-year comprehensive plans by district vice-chancellors that integrate the strategic plans of the three colleges and that outline needed improvements in district divisions that make their support efforts more effective and efficient ([IVD5 RCCD Strat-Plan-Draft 19-24](#)).

The DSP, through an integrated planning process that incorporates MVC's Comprehensive Master Plan ([IVD5 CMP-Draft 8-19](#)) and Integrated Strategic Plan ([IVD5 ISP 18-23](#)), establishes collective student success and equity targets and includes a new Budget Allocation Model that provides a method for allocating and stabilizing resources for all district entities. The DSP establishes a new integrated planning structure that allows participation and engagement from MVC constituencies with district support services in five districtwide councils: Student Access, Success, and Guided Pathways; District Equity; Institutional Effectiveness and Planning; Resources; and Partnership and Communications. Each of these councils monitors and evaluates progress in meeting its established goals and targets.

Student success, access, and equity provide the principal basis for all district and college planning and drive the allocation of resources. Both the DSP and the MVC Integrated Strategic Plan identify student success, access, and equity as specific strategic goals. For example, the District's strategic goal of student success which states that the "District will provide clear pathways and support for achieving certificates, degrees, and transfer" is evidenced in Moreno Valley College's strategic goal: Student Learning, Success, and Completion ([IVD5 MVC-ISP-Strat-Goal](#)).

The College and District evaluate student learning and achievement through the review of the Student Success Scorecard Metrics ([IVD5 Student-Success-Metrics 18](#), [IVD5 Scorecard-Presentation 19](#)). During development of the DSP, baseline metrics were developed for each goal and expanded to include analyses on Guided Pathways and dual enrollment. Furthermore, both RCCD and MVC utilize program review and assessment processes to measure institutional effectiveness. As part of the District Strategic Planning process, each district department completes a program review and plan on a five-year cycle. The District's plans address the goals and targets in the District Strategic Plan 2019-2024 ([IVD5 RCCD-SP-Goals](#)) and align with the

College's strategic plans ([IVD5 MVC-ISP-Goals](#)). At the college-level, each unit at MVC completes program review and outcomes assessment on an ongoing basis.

## **Analysis and Evaluation**

The RCCD Strategic Plan 2019-2024 provides an overarching framework for the alignment of the colleges' and District Office's plans. The RCCD Strategic Plan, using historical data and past three years' average change, sets minimum annual standards for objectives in access, success, and equity ([IVD5 Strat-Plan-ASE](#)). The colleges' strategic planning targets will meet or exceed these targets, just as the RCCD targets meet or exceed the statewide Vision for Success targets. This alignment will be supported through the colleges' work, as they refresh their strategic plans and as the plans are monitored, assessed, and evaluated annually.

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

## **Evidence of Meeting the Standard**

Board Policy 3250: Institutional Planning ([IV6 BPAP3250 Institutional-Planning](#)) describes a bi-directional flow of information to facilitate effective decision-making. It states that after college plans proceed through college academic planning councils and strategic planning committees, the plans are submitted, as appropriate, to district councils to consider and make recommendations. Planning recommendations for districtwide initiatives may also originate at district planning councils.

As addressed in BPAP 3250, an important mechanism for sharing planning information among the three colleges and the District is through the collaborative council/committee processes, which include the District Strategic Planning Council ([IVD6 DSPSC-Membership](#)), District Academic Senate ([IVD6 DAS-Membership](#)), and District Curriculum Committee ([IVD6 DCC-Membership](#)), with broad representation from all three colleges. Councils and committees meet on a regular basis, often monthly, to ensure timeliness of information sharing. The meeting minutes ([IVD6 Dist-Strategic-Planning 4-19-19](#), [IVD6 Dist-Senate-Minutes-3-25-19](#), [IVD6 Dist-Curriculum-Minutes 5-7-19](#)) reveal communication between the District and the colleges to aid decision-making. References to time constraints are common, reflecting an awareness of timely communication, as are examples of collegial dialog and recommendations, showing a focus on ensuring accuracy and completeness. Meeting minutes from all of the councils and committees are shared and available on the district website, as demonstrated by the minutes pages from DSPC ([IVD6 DSPC-Minutes-Page](#)), DAS ([IVD6 DAS-Minutes-Page](#)), and DCC ([IVD6 DCC-Minutes-Page](#)).

Another important mechanism for communication is administrative groups, such as the Chancellor's Cabinet, Vice Presidents of Academic Affairs meetings, and Vice Presidents of Student Services meetings. The Chancellor's Cabinet and Board of Trustees, as shown in minutes from May 21, 2019 ([IVD6 BOT-Minutes 5-21-19](#)), meet bi-monthly to ensure timely, accurate, and complete information for decision-making. The chancellor holds monthly forums



at each college, welcoming staff and students as well as faculty and managers, to communicate information on strategic planning, Guided Pathways, organizational structure, and budget ([IVD6 Chancellor-College-Forums](#)). The chancellor holds office hours before or after every forum to meet personally with college personnel on a drop-in basis. Anecdotal response to these forums has been very positive.

Finally, a number of work groups and task forces meet to communicate about issues affecting operations for areas such as Guided Pathways, AB 705, Early Enrollment, Student Online Planner (EduNav), and course capacities. These groups have broad representation to provide reporting to and from the respective audiences ([IVD6 Task-Force-Collab](#)).

## **Analysis and Evaluation**

The processes for sustaining timely and accurate information among the District and colleges are multiple. The processes are periodically examined to determine if changes are needed for improved communication. For example, utilizing the analyses of District Strategic Plan Development Team E, the Council structure for the District was revised to align with the goals of the District Strategic Plan and to align more closely with the colleges' council structure through shared membership ([IVD6 DSPC-Org-Chart](#)).

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

## **Evidence of Meeting the Standard**

During spring 2017, the District Strategic Plan Development Team A—Plan Review and Assessment Team developed an assessment of the RCCD Strategic Plan 2013-2016 ([IVD7 Team-A-Assessment](#)). This assessment focused on the composition of the 2013-2016 plan development team, plan development process, alignment with college plans, implementation, and outcomes. The recommendations, all of which were implemented to improve the districtwide planning process, included the following:

- Clearly define the District and the District Office
- Continue work on the function map
- Clarify the district strategic planning process and role(s) of DSPC
- Inventory and align districtwide committees within the planning processes
- Write district strategic plan as an overarching framework for the alignment of the colleges' and District Office's plans
- Create District Office Plan [vice chancellors' plans] which develops district strategies that are more directly in support of the colleges' goals
- For goals, indicate responsible parties, timeline, resources needed, measures, and targets; to the degree possible, utilize measures and targets of the colleges and include cost analyses when reporting data
- Assess, evaluate, and monitor the strategic plan; hold an annual DSPC retreat

In addition, in fall 2017, Team A assessed the RCCD Budget Allocation Model (BAM) and provided a recommended change for the BAM revision. In the February 23, 2018 District Strategic Planning Council (DSPC) meeting ([IVD7\\_DSPC-2-23-18](#)), the DSPC charged the District Budget Allocation Committee (DBAC) with the BAM revision.

During spring and fall of 2018, the Function Map Task Force reviewed and provided a major revision to the previous function map to clarify district and college roles and responsibilities ([IVD7\\_FMTF-Minutes-Meetings](#)). The central principle guiding the recent function mapping work was that the colleges, along with the District Office, are the District. The District Office, as a distinct entity, has important roles to play to further the abilities of the colleges to fulfill their missions. Thus, the district strategic plan provides an overarching framework for the plans of 1) the District Office, 2) Moreno Valley College, 3) Norco College, and 4) Riverside City College. Similarly, the district plan delineates how the District will foster and support goals of student access, student success, and equity along with strategies for resource development and stewardship, system effectiveness, and partnerships.

College goals have been aligned with district goals as well as with the state Chancellor's Office Vision for Success goals ([IVD7\\_BOT-Local-Goal-Alignment](#)). The RCCD Chancellor has communicated the results of the assessments and evaluations, along with the revised district strategic plan and process, in open forums and strategic planning retreats.

As detailed in Standard IV.D.5, the District Office assessed its program review and planning process during fall 2018 to better align with districtwide strategic planning goals and targets and to develop five-year plans to better support the colleges in achieving goals for student achievement and learning.

### **Analysis and Evaluation**

Team A's recommendations for the new plan and planning process focused on strengthening the regular evaluation process on college role delineations, governance, and decision-making processes to assist the colleges in meeting their goals of improving access, success, and equity. The assessment and revisions to the District Office strategic planning process have resulted in better-defined goals to support the colleges, and results are widely communicated. In addition, alignment of the colleges' and district's goals with the statewide Vision for Success goals has fostered a planning environment with a greater clarity of purpose and better means of monitoring, assessing, and evaluating progress.

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### **Conclusions on Standard IV.D. Multi-College Districts or Systems**

Board policy establishes the roles of the district chancellor in setting and communicating expectations of educational excellence and integrity, the authority and responsibility between the colleges and the District, and the delegation of responsibility and authority to college presidents. The central principle guiding district strategic planning and recent function mapping work is that the District Office and the colleges together comprise the District. The District Office, as a

distinct entity, has important roles to play to further the abilities of the colleges to fulfill their missions. Policies and practices have been established for communication among colleges and the District to support effective operations and decision-making. District program reviews and plans regularly evaluate district services. Resources are allocated through, in particular, a recently revised budget allocation model in which business services vice presidents from all three colleges participated to ensure that needs and priorities of the colleges were represented.

## Evidence List

[IVD1\\_BP1100\\_RCC-District](#)  
[IVD1\\_Chancellor's-College-Forum-Dates](#)  
[IVD1\\_Chancellor-Flex\\_F18](#)  
[IVD1\\_District-Org](#)  
[IVD1\\_BPAP2430\\_Authority-Chan-Pres](#)  
[IVD1\\_BPAP3100\\_Organizational-Structure](#)  
[IVD1\\_Function-Map\\_1-4](#)  
[IVD1\\_BPAP2510\\_Local-Desicion-Making](#)

[IVD2\\_Standard-I-Function\\_Map\\_04-26-19](#)  
[IVD2\\_Standard-II-Function-Map\\_04-26-19](#)  
[IVD2\\_Standard-III-Function\\_Map\\_04-26-19](#)  
[IVD2\\_Standard-IV-Function-Map-04-26-19](#)  
[IVD2\\_SWOT-Survey-Spring-2018](#)  
[IVD2\\_DO-PR-5-Year](#)  
[IVD2\\_Dist-Stop-Gap-PR](#)  
[IVD2\\_Dist-Distance-Ed-Prog-Review](#)  
[IVD2\\_Dist-IT-Prog-Review](#)  
[IVD2\\_Dist-Acc-Meeting\\_1-22-19](#)  
[IVD2\\_Dist-Acc-Meeting\\_5-14-19](#)

[IVD3\\_BP6300\\_Fiscal-Management](#)  
[IVD3\\_BPAP6100\\_Delegation-of-Authority](#)  
[IVD3\\_DBAC](#)  
[IVD3\\_DBAC-Resources](#)  
[IVD3\\_BOT-Audit\\_12-4-18](#)  
[IVD3\\_DEMC-and-Membership](#)  
[IVD3\\_DSPC-Webpage](#)

[IVD4\\_BPAP2430\\_Authority-Chanc-CEO](#)  
[IVD4\\_BPAP6100\\_Deleg-of-Authority-Fin](#)

[IVD4\\_BPAP7110\\_Deleg-of-Authority\\_HR](#)

[IVD5\\_RCCD\\_Strat-Plan-Draft\\_19-24](#)  
[IVD5\\_CMP-Draft\\_8-19](#)  
[IVD5\\_ISP\\_18-23](#)  
[IVD5\\_MVC-ISP-Strat-Goal](#)  
[IVD5\\_Student-Success-Metrics\\_18](#)  
[IVD5\\_Scorecard-Presentation\\_19](#)  
[IVD5\\_RCCD-SP-Goals](#)  
[IVD5\\_MVC-ISP-Goals](#)  
[IVD5\\_DSP-Alignment](#)

[IV6\\_BPAP3250\\_Institutional-Planning](#)  
[IVD6\\_DSPSC-Membership](#)  
[IVD6\\_DAS-Membership](#)  
[IVD6\\_DCC-Membership](#)  
[IVD6\\_Dist-Strategic-Planning\\_4-19-19](#)  
[IVD6\\_Dist-Senate-Minutes-3-25-19](#)  
[IVD6\\_Dist-Curriculum-Minutes\\_5-7-19](#)  
[IVD6\\_DSPC-Minutes-Page](#)  
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[IVD6\\_DCC-Minutes-Page](#)  
[IVD6\\_BOT-Minutes\\_5-21-19](#)  
[IVD6\\_Chancellor-College-Forums](#)  
[IVD6\\_DSPC-Org-Chart](#)  
[IVD6\\_Task-Force-Collab](#)

[IVD7\\_Team-A-Assessment](#)  
[IVD7\\_DSPC-2-23-18](#)  
[IVD7\\_FMTF-Minutes-Meetings](#)  
[IVD7\\_BOT-Local-Goal-Alignment](#)

## **H. Quality Focus Essay**

Through ongoing assessment and integrated planning, Moreno Valley College (MVC) is committed to academic quality and improvement. In advancing this work, the College engaged in analysis of completion and momentum metrics and Guided Pathways Key Performance Indicators during 2017-2018. The analysis indicated that some metrics had improved (percentage of full-time first-time students and successfully completed transfer English in year 1) while others were declining or flat (average number of units attempted, persistence from term 1 to term 2, college-level course success rates, earned 24+ units in first year, etc.). Based on this analysis, the College has committed itself to ambitious improvement goals in the 2018-2023 Moreno Valley College Integrated Strategic Plan and formed a Guided Pathways workgroup. The workgroup is tasked with the design, implementation, and assessment of Guided Pathways initiatives across the College. Work in support of these goals is currently underway, and the College is in the process of scaling implementation of the Guided Pathways framework. In advancing this work, the College has engaged in self-assessment under the framework and identified two primary areas of focus for the Quality Focus Essay (QFE):

1. Redesign of College Academic Structures and Student Support Services; and
2. Student Learning and Professional Development.

### **Two Focus Areas:**

#### **Area 1: Redesign of College Academic Structures and Student Support Services**

Analysis of the Guided Pathways Key Performance Indicators demonstrated that students accumulated an average of 92 units in 2017-2018 in order to earn an associate degree, and the median time to completion was over five years. In response to these data and results from a self-evaluation of elements of the Guided Pathways framework, the College identified the need to restructure academic areas of the College into a school structure, embed student and academic support services within these schools in a caseload/cohort model, redesign the student application and onboarding process with a career exploration emphasis, complete program maps for all college degree and certificate pathways, and implement EduNav, an electronic educational planning platform.

#### **Six-School Structure**

Through several Guided Pathways workgroup planning and design sessions, a six-school structure emerged that restructures current academic disciplines. The new school structure differs from the current department structure and will form the “back of house” structure to support students, faculty, and staff to improve student outcomes. The proposed school structure includes the following six schools: Science, Technology, Engineering, and Mathematics; Visual and Performing Arts; Communication, English, and World Languages; Public Safety; Humanities, Education, and Social and Behavioral Sciences; and Business and Health and Human Services.

#### **Embed Student Support and Academic Support Services within Schools**

Moreno Valley College recognizes that a key to student success is breaking down traditional silos separating academic affairs and student services. To this end, the College is designing and implementing student success teams that will be embedded within each school to support students. These teams will be composed of faculty academic counselors, para-professional student success coaches, academic discipline faculty mentors, peer mentors, data coaches, and administrator/classified support staff. The success teams will work in a case management model to support all students with a declared major or meta-major within the school. A primary support tool will be the creation and monitoring of a detailed student educational plan customized for each student. This plan is intended to provide a clear map or path to completing the student's educational goal in an efficient and timely manner and to reduce the number of excess non-degree applicable units. The teams will offer proactive support to students and serve as their initial point of contact when they encounter difficulties.

In addition, current plans call for the integration of academic support services within the school structure where it is appropriate. Planning for the integration of these services in the school structure is currently taking place and is expected to be completed by spring 2020. Early discussions include the possibility of placing supplemental instruction (SI), embedded classroom tutoring, and discipline-specific tutoring within each school. Broad based academic support services that support disciplines across the curriculum like the Writing and Reading Center and Math Lab may remain outside of the school structure.

### **Redesign the Student Application and Onboarding Process with a Career Exploration Emphasis**

With the implementation of Assembly Bill 705, changes to assessment and placement of students into English, mathematics, ESL, and reading have provided an opportunity to restructure services within the MVC Assessment Center as well as the application process and onboarding of new students. Research conducted at the Community College Research Center (CCRC) related to Guided Pathways indicates that the integration of career assessment in the onboarding process can assist students in selecting a pathway early, thus reducing unproductive units and improving completion. To this end, the College is working to incorporate career exploration software, VitaNavis, during the orientation and matriculation process for students. This work will be based in the Assessment Center and supported by classified staff and faculty counselors.

In addition, the Guided Pathways workgroup has developed ten fields of interest (meta-majors) that group all college degrees and certificates within career-focused areas to assist students in choosing an initial pathway. Students who choose a specific degree or certificate pathway will receive a detailed educational plan that will include the courses they need to complete each term in order to reach their goal. Students who are undecided will be asked to select a field of interest in which to begin, and they will receive a first 15-unit trailhead education plan that will allow them to enroll in productive units for all pathways within this field of interest. The ultimate goal is for these less decided students to make a specific pathway selection at or before the completion of these first 15 units.

## **Complete Program Maps for All College Degree and Certificate Pathways**

Beginning in spring 2019, a program mapping taskforce of faculty and counselors was formed to create clear and concise degree and certificate maps that are easy for students to navigate. Draft program maps were created by the taskforce members and then vetted with relevant discipline faculty for feedback and changes. Program maps were completed for all Associate Degree for Transfer programs in May 2019 through this process and drafts for all other degree and certificate programs were completed during summer 2019. These draft maps are being reviewed by discipline faculty during fall 2019 with expected completion by the end of the term. The term-by-term sequencing of courses included in these maps are intended to improve the timely completion of degrees and certificates and reduce the number of units to completion for students.

## **Implement EduNav (Electronic Educational Planning Platform)**

During summer 2018, as part of Moreno Valley College's continuous review and assessment process, the College identified areas of improvement that affect student success: reducing the average units for completed degrees (#); moving from a "part-time student college" to a "full-time student college" by increasing average units taken per student; resolving the issue of undependable data for use in planning instructional offerings; and increasing student completion and retention rates.

MVC, along with the other two colleges in the District, undertook to identify an electronic student educational planning platform. EduNav was selected, and the software system is to provide an online student educational planning tool that provides a customized term-by-term education plan, integrates the student education plan with class registration, provides students with the impact in terms of time and money of selecting courses not on the plan, and reports future term course needs for instructional schedule planning. The timing for program adoption has aligned well with the College's Guided Pathways planning, as degree maps have been generated jointly between counseling faculty and other instructional discipline faculty. EduNav is slated to roll out to all students in spring 2020, and students will be able to use the tool to plan the shortest path to graduation. The tool will encourage students to take more units per term without taking unnecessary units while providing Academic Affairs with enrollment management data so that the right number of sections can be offered on the days and times that students most need them, supporting improved completion and retention of students.

The program mapping taskforce will begin the development of field of interest trailheads that will include the first 15 units students should enroll in. The trailheads will be developed intentionally to provide students with a schedule that allows them to explore careers and majors related to their field of interest while still completing courses toward their educational goal and achieving a momentum point.

Outcome metrics that will be tracked to assess the impact program maps, EduNav, and field of interest trailheads include the number of students attempting 15+ units by the end of the first semester, the number of students completing 30+ units during the first year, completion of college-level mathematics and English in the first year, and completion of nine core pathway units in the first year.

## **Area 2: Student Learning and Professional Development**

As part of scaling Guided Pathways, Moreno Valley College is committed to exploring new and innovative ways to ensure student learning and providing professional development to faculty, staff, and administrators in support of this work. The College is in the beginning stages of providing active learning strategies and opportunities to students through the iMake Innovation Center and the creation of apprenticeships. In addition, professional development opportunities are focused on two primary areas: active learning strategies for faculty and students and closing equity gaps.

### **iMake Innovation Center**

The College is opening the iMake Innovation Center, a maker-space, on campus near the end of fall 2019. This space is intended to provide faculty and students with a space for the creation of hands-on learning activities in a lab that provides equipment allowing for both additive and subtractive creation objects. Students and faculty will be able to learn new skillsets to transform education from a passive lecture-based experience into an interactive and immersive design-based learning experience. The lab will open as an MIT certified maker space and is designed to support courses from across the curriculum. Specialized curriculum in entrepreneurship, design thinking, and introduction to engineering/STEM are also planned for this space.

### **Apprenticeship Program Creation**

Moreno Valley College is in the initial stages of creating an apprenticeship program for students that will provide hands-on learning opportunities for students that lead directly to employment in better than living wage jobs. The planning for the program will occur during 2019-2020 with initial opportunities for students becoming available during 2020-2021. The goal of the apprenticeship program is to focus on nontraditional apprenticeship pathways including cyber defense occupations, healthcare occupations, and manufacturing and industrial technology occupations. These three areas are designated as priority sectors in the Inland Empire/Desert Region and show potential for significant job growth. The College, in partnership with the District, received three years of grant funding, totaling \$165,000, through the American Association of Community Colleges (AACC) Expanding Community College Apprenticeship (ECCA) grant. This funding, in combination with Strong Workforce funding, will support hiring a full-time apprenticeship director to meet the grant goal of establishing 450 new apprenticeships during the next three years.

### **Professional Development**

Professional development in support of the Guided Pathways framework will be focused on providing training in active based learning and on strategies for eliminating equity gaps. As noted above, the iMake Innovation Center will be a focal point on campus for providing professional development to faculty and staff in active based learning strategies like project-based learning, design thinking, and entrepreneurship. Initial opportunities in the center and on

campus will begin during the spring of 2020. Initial focus will be on the possible uses for the center in disciplines across the curriculum with additional focus on project-based learning and design thinking to begin in 2020-2021.

Equity initiatives at Moreno Valley College are deeply embedded within the institution and form a basis for all Guided Pathways work. In order to continue this equity focus, the College has aligned professional development during the 2019-2020 year around culturally responsive pedagogy for faculty, culturally responsive service for classified staff, and culturally responsive leadership for administrators. The goal of these efforts is to move college practices, policies, teaching, and services toward being a culturally responsive and sustaining institution. The college-supported pilot work within the English discipline focused on culturally responsive pedagogy. This pilot program demonstrated increased student course retention and success rates for those faculty who received the training. Based on the impact of this work, the project is expanding during 2019-2020 campus wide. Faculty from across the institution will receive professional development in topics that include leveraging students' funds of knowledge, activity-based learning, inclusive classroom environments, non-punitive syllabi and policies, and equitable and racially unbiased assessment and grading.

Additional professional development will focus on Open Educational Resources (OER) as a tool to close equity gaps and improve success rates for students overall. Research on the use of OER indicates that students are more engaged and successful when these materials are used as the required materials for a class. The zero- and low-cost nature allows for students to have the materials on day one of a class instead of having to wait to purchase the required books. Moreover, faculty have the opportunity to modify appropriately Creative Commons licensed OER materials to suit their specific classes and participate in the ongoing development of existing or new OER works. Planning and professional development for faculty implementation, use, and creation of OER course materials started during 2018-2019 and will accelerate through 2023. Goals for the adoption of OER material by faculty will be set and include the possibility of the development of one or more zero textbook cost degree pathways (Z-Degree).

### **Assessment and Evaluation of Activities**

Evaluating and assessment the College's progress toward implementation of the Guided Pathways Frame is a critical element of this work. Importantly, elements of this evaluation framework is already embedded within the 2018-2023 MVC Integrated Strategic Plan Goals and Objectives. These goals and objectives are aligned with and informed by the following plans and reports:

- CCC Vision for Success Goals
- CCC Student Success Scorecard
- ACCJC Institution Set Standards
- California Guided Pathways Key Performance Indicators
- CCCCCO Institutional Effectiveness Partnership Initiative Goals
- CCC Strong Workforce Initiative
- RCCD Strategic Plan Goals
- 2015-18 MVC Integrated Strategic Plan
- Other locally determined objectives



The assessment of activities related to Guided Pathways implementation will be conducted on an annual basis as part of the assessment of the 2018-2023 Moreno Valley College Integrated Strategic Plan. The plan currently includes student outcome, equity, and momentum metrics related to assessment of Guided Pathways as follows.

Area 1 Goals and Objectives:

1. Increase the number of students completing degrees, certificates, and transfer;
2. Increase the number of students attempting 12+ units in the first term;
3. Reduce the number of excess accumulated units students earn for degree completion;
4. Reduce median time to completion of degrees, certificates, and transfer;
5. Improve completion rates of transfer-level English and math; and
6. Improve student access to higher education overall by annual unduplicated headcount.

Area 2 Goals and Objectives:

1. Create a college wide professional development structure to recommend professional development priorities based on strategic goals, and
2. Provide active learning opportunities to students by creating an apprenticeship program and promoting use of the iMake Innovation Center.

The College is also working to identify additional metrics as it works to incorporate a focus on the “Momentum Year” concept for students. These additional metrics include but are not limited to:

- Number and percent of students who complete 15+ units in their first term;
- Number and percent of students who complete 30+ units in their first year;
- Number and percent of students who complete 9+ units in their core pathway during their first year;
- Number and percent of first year students who remain undecided at the end of the first semester and end of the first year.

Beyond the additional metrics, the Office of Institutional Effectiveness will develop a guided pathways dashboard to provide easy access to the guided pathways metrics as well as the ISP metrics. This dashboard will include the ability to disaggregate student data by school, field of interest, specific major, demographic variables, and socio-economic metrics.

**Moreno Valley College Guided Pathways Assessment and Evaluation Metrics:**  
(Included on 2018-2023 Integrated Strategic Plan)

Objective	Outcome	Baseline Year 2016-17	Goal (2022-23)	% Increase or Decrease
Increase fall-to-spring student persistence rates overall from 53 percent in 2017-18 to 63 percent in 2022-23 and closing equity gaps for disproportionately impacted groups	Overall 2017-18	53%	63%	10%

Objective	Outcome	Baseline Year 2016-17	Goal (2022-23)	% Increase or Decrease
Increase fall-to-spring student persistence rates overall from 53 percent in 2017-18 to 63 percent in 2022-23 and closing equity gaps for disproportionately impacted groups	Overall	579	1743	201%

Objective	Outcome	Baseline Year 2016-17	Goal (2022-23)	% Increase or Decrease
Improve completion of transfer level English and mathematics courses overall by 179 percent and by closing equity gaps for disproportionately impacted groups	Overall	137	382	179%

**Moreno Valley College Guided Pathways Assessment and Evaluation Metrics Continued:**  
(Included on 2018-2023 Integrated Strategic Plan)

Objective	Outcome	Baseline Year 2017-18	Goal (2022-23)	% Increase or Decrease
Increase the number of students earning California Community Colleges Chancellors Office approved certificates by 101 percent and degrees by 101 percent overall.	Overall Degrees	1564	3146	101%
	Overall Certificates	754	1517	101%
Objective	Outcome	Baseline Year 2017-18	Goal (2022-23)	% Increase or Decrease
Increase overall successful course completion rate by 10 percent from 66 percent in 2017-2018 to 76 percent in 2022-23	Overall course completion success rate	66%	76%	10% points
Objective	Outcome	Baseline Year 2017-18	Goal (2022-23)	% Increase or Decrease
Increase the number of first-time full-time completing at least 12 units in first semester and at least 24 units during the first year from 325 in 2017-18 to 523 in 2022-23.	12+ units first semester	325	523	61%
	24+ units first year	261	420	61%

**Moreno Valley College Guided Pathways Assessment and Evaluation Metrics Continued:**  
(Included on 2018-2023 Integrated Strategic Plan)

Objective	Outcome or Equity Population	Baseline Year 2017-18	Goal (2022-23)	Increase or Decrease
Reduce excess accumulated units students earn for degree completion and reduce median time to completion of degrees, certificates and transfer rate (2017-18 Graduating Class Baseline)	Average units to degree completion	94	82	-13%
	Median time to degree completion	5.2	4.0	-1.2 yrs
	Median time to transfer			

## Action Plans

### Action Plan 1: Redesign of College Academic Structures and Student Support Services

Task	Responsible Party	Timeline	Resources
Finalize Fields of Interest	<ul style="list-style-type: none"> <li>Guided Pathways Leads</li> <li>GP Core Workgroup</li> <li>Onboarding and Assessment Taskforce</li> <li>Technology Support Services</li> </ul>	2019-2020	<ul style="list-style-type: none"> <li>Professional Development</li> <li>Technology-Analytics</li> <li>Technology-Website Update</li> <li>Financial – Marketing and Outreach</li> </ul>
Develop and Implement First 15 Unit Trailheads	<ul style="list-style-type: none"> <li>Program Mapping Taskforce</li> <li>Discipline Faculty</li> </ul>	2019-2020	<ul style="list-style-type: none"> <li>Human Resources – Special Projects</li> </ul>
EduNav Implementation	<ul style="list-style-type: none"> <li>EduNav Implementation Team</li> </ul>	2019-2020	<ul style="list-style-type: none"> <li>Technology – Software</li> <li>Financial – Ongoing License and Maintenance Fees</li> </ul>
Embed Career Exploration as a Part of the Onboarding Process	<ul style="list-style-type: none"> <li>Onboarding and Career Exploration Taskforce</li> <li>Dean of Counseling</li> <li>Technology Support Services</li> </ul>	2019-2020	<ul style="list-style-type: none"> <li>Technology – Software</li> <li>Financial – Ongoing License and Maintenance Fees</li> </ul>
Website Redesign	<ul style="list-style-type: none"> <li>Onboarding and Career Exploration Taskforce,</li> <li>Web Applications Technician</li> <li>Technology Support Services</li> </ul>	2019-2021	<ul style="list-style-type: none"> <li>Technology – Software</li> <li>Financial – Ongoing License and Maintenance Fees</li> </ul>
Redesign Admissions Application (CCCApply)	<ul style="list-style-type: none"> <li>Onboarding and Career Exploration Taskforce,</li> <li>Web Applications Technician</li> <li>Technology Support Services</li> </ul>	2019-2021	<ul style="list-style-type: none"> <li>Technology – Software</li> </ul>

Action Plan 1 Continued:

Task	Responsible Party	Timeline	Resources
Success Team Design and Implementation	<ul style="list-style-type: none"> <li>• Guided Pathways Leads</li> <li>• Guided Pathways Core Workgroup</li> <li>• VP Student Services</li> <li>• VP Academic Affairs</li> </ul>	2019-2021	<ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Financial Resources</li> <li>• Physical Resources for Student Success Centers</li> </ul>
Implementation of School Structure	<ul style="list-style-type: none"> <li>• Guided Pathways Leads</li> <li>• VP Academic Affairs</li> <li>• Academic Planning Council</li> </ul>	Fall 2020	<ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Financial Resources</li> <li>• Physical Resources for Student Success Centers</li> </ul>
Develop Guided Pathways Data Dashboard	<ul style="list-style-type: none"> <li>• Dean of Institutional Effectiveness</li> <li>• Guided Pathways Leads</li> </ul>	Fall 2020	<ul style="list-style-type: none"> <li>• Human Resources</li> </ul>

Action Plan 2: Student Learning and Professional Development

Task	Responsible Party	Timeline	Resources
Provide Professional Development Opportunities in Culturally Responsive Pedagogy, Service, and Leadership in Order to Support the College as a Culturally Sustaining Institution.	<ul style="list-style-type: none"> <li>• Guided Pathways Leads</li> <li>• Deans of Instruction</li> <li>• Deans of Student Services</li> <li>• Professional Development Committees</li> </ul>	2019-2020	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Financial Resources</li> </ul>
Develop Apprenticeship Program	<ul style="list-style-type: none"> <li>• Dean of Career and Technical Education</li> </ul>	2019-2020	<ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Financial Resources</li> <li>• Physical Resources for Student Success Centers</li> </ul>
Provide Professional Development Opportunities in Active Learning Strategies Like Project-based Learning, Design Thinking, and Entrepreneurship.	<ul style="list-style-type: none"> <li>• Guided Pathways Leads</li> <li>• Deans of Instruction</li> <li>• Deans of Student Services</li> <li>• Professional Development Committees</li> <li>• Guided Pathways Leads, Deans of instruction, deans of Student Services, professional development committees</li> </ul>	2019-2022	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Financial Resources</li> </ul>
Provide Professional Development in the Use of Open Educational Resources	<ul style="list-style-type: none"> <li>• Guided Pathways Leads</li> <li>• Deans of Instruction</li> <li>• Deans of Student Services</li> <li>• Professional Development Committees</li> </ul>	2019-2022	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Financial Resources</li> </ul>

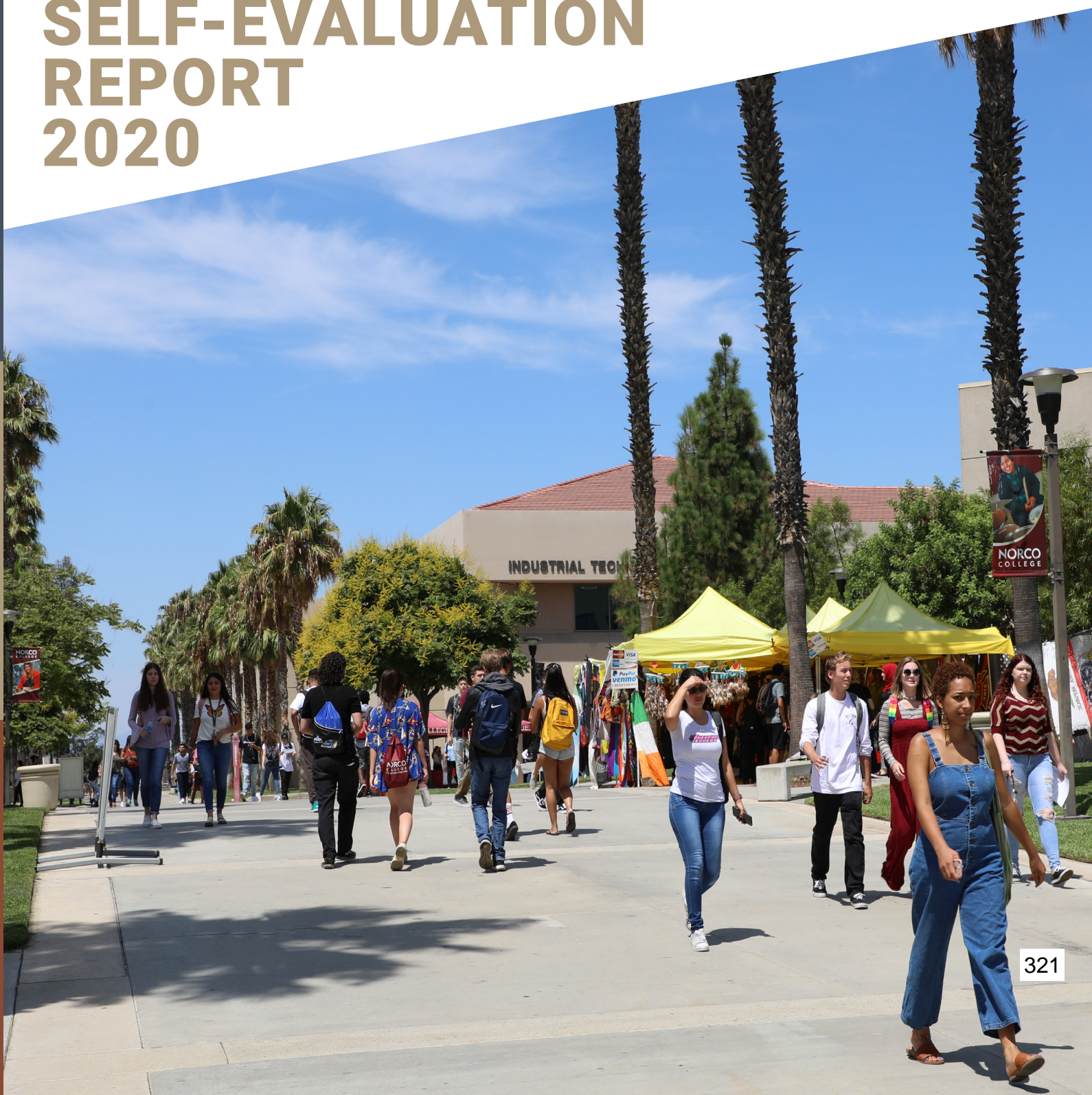




# NORCO COLLEGE

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## INSTITUTIONAL SELF-EVALUATION REPORT 2020





**DRAFT Institutional Self-Evaluation Report**

**In Support of an Application for  
Reaffirmation of Accreditation**

Submitted by

Norco College  
2001 Third Street  
Norco, CA 92860

to

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

December 2019

## Certification

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

From: Monica Green  
Norco College  
2001 Third Street  
Norco, CA 92860

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

[Chief Executive Officer of Multi-College District, if applicable] [Date]

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[Dr. Monica Green] [Date]

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[Chairperson, Governing Board] [Date]

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[Name, Title, Representing] [Date]

---

[Name, Title, Representing] [Date]

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[Name, Title, Representing] [Date]

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[Name, Title, Representing] [Date]

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## A. Introduction

### College History

Initially opened in 1991 as a campus of Riverside Community College, Norco College was granted initial accreditation in 2010 to become the 112<sup>th</sup> California community college. One of three colleges in the Riverside Community College District, Norco College serves the growing Riverside County communities of Jurupa Valley, Eastvale, Norco, La Sierra, Corona, Temescal Valley and the unincorporated areas along the Interstate 15 corridor, with a combined population of approximately 306,846 in 2017, projected to be 327,316 by 2022. The College was established on over 141 acres of former United States Navy property purchased in 1985 for one dollar from the General Services Administration by way of the United States Department of Education.

Two provosts led the College in its early years, one of whom became the College's first president. During her eighteen years at the helm of the campus (and later college), Dr. Brenda Davis oversaw the growth of the institution and awarding of initial accreditation.

#### Norco Campus Provosts

Marie Pepicello, PhD	1991-1993
Brenda Davis, EdD	1993-2006

#### Norco College Presidents

Brenda Davis, EdD	2006-2011
Debbie DiThomas, EdD (interim)	2011-2012
Paul Parnell, PhD	2012-2016
Irving Hendrick, EdD (interim)	2016
Monica Green, EdD (interim)	2016
Bryan Reece, PhD	2017-2019
Monica Green, EdD (interim)	2019

Initially envisioned as the “technology campus” of the District, Norco College now serves its community as a dynamic, comprehensive community college. The institution provides a full offering of academic opportunities, including online, hybrid, and traditional face-to-face classes. The College offers seven area-of-emphasis (AOE) associate's degrees, with one each for IGETC, UC, and CSU patterns for a total of 21 ([INT-1](#)); 23 associate's degrees for transfer (ADTs) ([INT-2](#)); 29 state-approved certificates; and 17 locally approved certificates ([INT-3](#)). Norco College is proud to be a Hispanic-Serving Institution.

From its first year, in which the then-Norco Campus enrolled over 3,000 students, Norco College has grown to serve about 14,500 students annually, with an unduplicated head count of 10,441 in fall 2018 ([INT-4](#)). The College awarded 1,588 associate's degrees and 263 certificates in 2018-2019 ([INT-5](#)).

Since the last accreditation report in 2014, Norco College has experienced significant growth and a change in leadership. In fact, between January 2017 and July 2019, a complete transition brought new faces into all top leadership positions. Below is a list of recent leadership changes:

Dr. Monica Green, interim president (beginning July 2019)  
Dr. Bryan Reece, president (January 2017 to June 2019)  
Dr. Samuel Lee, vice president of Academic Affairs (beginning June 2017)  
Dr. Michael Collins, vice president of Business Services (beginning July 2018)  
Dr. Kaneesha Tarrant, vice president of Student Services (beginning November 2018)  
Dr. Kevin Fleming, interim vice president of Strategic Development (beginning July 2018)

In addition to senior leadership changes, there have been changes at the dean and director level. To implement three new initiatives serving veterans, inmates, and dual-enrolled high school students, three director positions were created and hired. Moreover, in spring 2018, the College reorganized based on a guided pathways framework. As a result, counselors, educational advisors, staff, and managers were aligned with the four newly created Schools (meta majors) and the following new dean and director positions were added: dean of instruction (School of Arts and Humanities; School of Social and Behavioral Sciences); director, Disability Resource Center; and director, Business Services.

To serve its thriving community, the College finds itself immersed in a time of energetic planning and development. The new administration has taken up the baton of the Completion Initiative/Guided Pathways passed along from previous leaders and supported by active and involved faculty, staff, and managers. Those who have been here longest—including some who were faculty, staff, or students in the institution’s early days as a campus, not yet a college—have served as institutional memory as well as dedicated team members in the College’s efforts to provide the highest quality education for students.

Since the 2014 institutional self-evaluation report, the College has moved forward with several important initiatives to support student access, equity, and success.

#### *Key Initiatives and Developments Since the Last Accreditation Visit*

- **Revised Educational Master Plan, Strategic Plan, and Facilities Master Plan**

In 2019, the College revised its Educational Master Plan, and in 2019-2020 is in process of revising the Strategic Plan, both of which focus on three broad themes: Transforming Students; Transforming the College; and Transforming Our Region. The new Facilities Master Plan was developed in alignment with the Educational Master Plan. The Strategic Plan with governance and decision-making guide is expected to be approved in the 2019-2020 academic year.

- **Completion Initiative / Guided Pathways**

In 2015, Norco College put in place a holistic Completion Initiative to increase the number of students earning a degree or certificate. The initiative involves five interconnected components: meta majors (called Schools), clear and directed pathways, faculty advising, linking college to career, and models of student care. Through a competitive process, Norco College was chosen as one of 20 California Community Colleges to participate in the California Guided Pathways Project beginning in 2017. Norco College’s Completion Initiative began the work that continues through Guided Pathways.



- College Reorganization around the Schools**  
 In spring 2018, the College underwent an institutional reorganization. Academic areas have been reorganized around the four Schools for a Guided Pathways focus. The new institutional structure also is designed to help the College better meet the needs of its growing community.
- Veterans Resource Center**  
 Norco College is proud to have been named by *Military Times* as one of the best colleges for veterans five years (2015, 2017, 2018, 2019, 2020) and to have received a bronze-level Military Friendly School award in 2018 as well as Military Friendly School designation for 2019-2020. In an effort to serve veterans with the same dedication they have shown in serving the country, the College is expanding its veterans program. One example is development of a military articulation platform to streamline the awarding of college credit for military training. In addition, construction on a new Veterans Resource Center building is expected to begin in 2020.
- Prison Education Community Program**  
 Since fall 2017, Norco College has partnered with the California Rehabilitation Center (CRC) for the Prison Education Community program, which assists with college readiness, associate degree instruction, and career training on site. The next step is discussion of development of a college site at CRC.
- Dual Enrollment**  
 Long a partner with John F. Kennedy Middle College High School, Norco College expanded its dual enrollment offerings following passage of Assembly Bill 288. The College began offering California College and Career Access Pathways (CCAP) courses in fall 2016, first at Eleanor Roosevelt High School, and has expanded the program to seven local high schools plus an online high school as of fall 2019.

## Evidence List

- [INT-1\\_AOE-Catalog-2019-20](#)
- [INT-2\\_CSU-ADTsearch\\_1-3-19](#)
- [INT-3\\_COCL-NC-Programs-9-28-19](#)
- [INT-4\\_HeadCount-DataMart-10-2019](#)
- [INT-5\\_Awards-DataMart-10-2019](#)

## Student Enrollment Data

### *First-Time College Students in Degree Programs*

This table shows an unduplicated count of first-time college students in each degree program in each academic year. A student is counted if he or she was a first-time college student and was

enrolled at Norco College in the given academic year. An \* indicates degree programs that are offered within RCCD, but not at Norco College.

<b>Degree Program</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
Administration and Information Systems	95	75	46
Administration of Justice	23	26	84
Administration of Justice: Law Enforcement*	0	1	1
Air Conditioning and Refrigeration*	3	13	2
American Studies*	2	0	2
Anthropology	10	6	4
Applied Digital Media and Printing*	2	0	3
Architecture	0	0	2
Art History	3	2	0
Automotive Technology: Automotive Trim and Upholstery*	0	2	0
Automotive Technology: Electrical*	1	0	0
Automotive Technology: Ford Specialty*	0	1	0
Automotive Technology: Mechanical*	5	7	6
Automotive Collision Repair: Refinishing and Paint*	0	0	1
Biology	50	101	89
Business Administration	74	139	145
Business Administration: Accounting Concentration	49	37	35
Business Administration: Banking and Finance	2	1	0
Business Administration: General Business Concentration	107	72	65
Business Administration: Human Resources	1	2	2
Business Administration: Logistics Management Concentration	10	7	10
Business Administration: Management Concentration	57	52	41
Business Administration: Marketing	20	0	3
Business Administration: Real Estate Concentration	23	17	20
Business Administration: Real Estate Salesperson and Transaction	0	0	2
Business Administration: Registered Individual and Small Business Income Tax Preparer	0	0	1
Business Administration: Small Business Payroll Accounting	0	0	1
Chemistry	7	7	6
Communication Studies	39	38	33
Communication, Media, and Languages	53	32	47
Computer Applications and Office Technology: Business Information Worker	0	0	1
Computer Applications and Office Technology: Executive Office Management*	0	2	0
Computer Information Systems: C++ Programming	0	0	1
Computer Information Systems: Computer Applications	10	2	1
Computer Information Systems: Computer Networking	0	0	2
Computer Information Systems: Desktop Publishing	0	0	1
Computer Information Systems: Java Programming	0	0	1

Computer Information Systems: Mobile Application Development	1	1	1
Computer Numerical Control Programming	6	6	12
Computer Programming	51	42	27
Computer Science	52	45	41
Construction Technology	20	20	29
Cosmetology*	5	0	3
Cosmetology: Cosmetology Business Admin-Management and Supervision*	0	1	0
Cosmetology: Entrepreneurial*	0	0	1
Culinary Arts*	4	0	2
Dental Hygienist*	3	0	2
Digital Electronics	14	7	3
Drafting Technology	8	1	3
Early Childhood Education	129	89	91
Early Childhood Intervention Assistant	4	7	7
Economics	5	4	2
Education Paraprofessional*	2	4	0
Electrician	12	29	33
Electrician Apprenticeship	18	9	33
Emergency Medical Services*	0	6	2
Engineering: Engineering Technician	0	0	0
Engineering: Engineering Technology	7	1	3
English	54	57	63
Entrepreneurship*	0	0	5
Facility Maintenance*	0	0	2
Film, Television and Video: Production Specialist*	6	0	2
Fine and Applied Arts	71	62	72
Fire Technology*	0	1	0
Fire Technology: Firefighter Academy*	3	0	2
Game Design	30	45	26
Game Development: Game Art	0	0	0
Game Development: Game Art-Character Modeling	14	11	1
Game Development: Game Art-3D Animation	5	0	0
Game Development: Game Art-Environments and Vehicles	0	0	13
Game Programming	12	8	9
Geography	0	3	0
Graphic Design	19	20	20
History	10	33	19
Human Services*	0	7	4
Humanities, Philosophy, and Arts	73	47	27
Industrial Automation	12	4	18
Journalism*	0	0	1
Kinesiology, Health, and Wellness	194	93	77
Kinesiology, Health, and Wellness: Athletic Training*	5	7	0

Kinesiology, Health, and Wellness: Coaching*	0	2	0
Kinesiology, Health, and Wellness: Fitness Professions*	6	0	3
Logistics Management	3	4	5
Manufacturing Technology: Automated Systems	0	0	0
Manufacturing Technology: Conventional Machine Operator	0	0	14
Math and Science	351	314	411
Mathematics	15	24	19
Medical Assisting: Admin/Clinical Medical Assisting*	2	2	2
Music	9	0	6
Music Industry Studies: Audio Production	9	20	21
Music Industry Studies: Performance	12	16	29
Nursing: Registered Nursing*	24	20	35
Nursing: Vocational Nursing*	3	1	7
Paralegal Studies*	1	3	2
Philosophy	8	7	5
Photography*	6	1	1
Physics	11	11	4
Political Science	31	30	21
Pre-Engineering	58	73	59
Psychology	118	139	123
Retail Management/WAFC	1	0	1
Sign Language Interpreting*	3	0	1
Social and Behavioral Studies	378	301	173
Sociology	65	49	32
Spanish	14	11	9
Studio Arts	14	11	12
Supply Chain Technology	0	1	4
Theatre Arts*	0	0	3
Welding Technology	0	0	4
<b>Total</b>	<b>2,637</b>	<b>2,352</b>	<b>2,320</b>

*Number of Degrees Earned*

This table shows the number of associate's degrees earned by each program in each academic year. The data are retrieved from the California Community Colleges Chancellor's Office Data Mart.

<b>Program</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Accounting	11	8	12
Administration of Justice	4	6	22
Anthropology	6	4	5
Architecture and Architectural Technology	0	1	0
Art	6	4	10
Biological and Physical Sciences (and Mathematics)	160	230	190

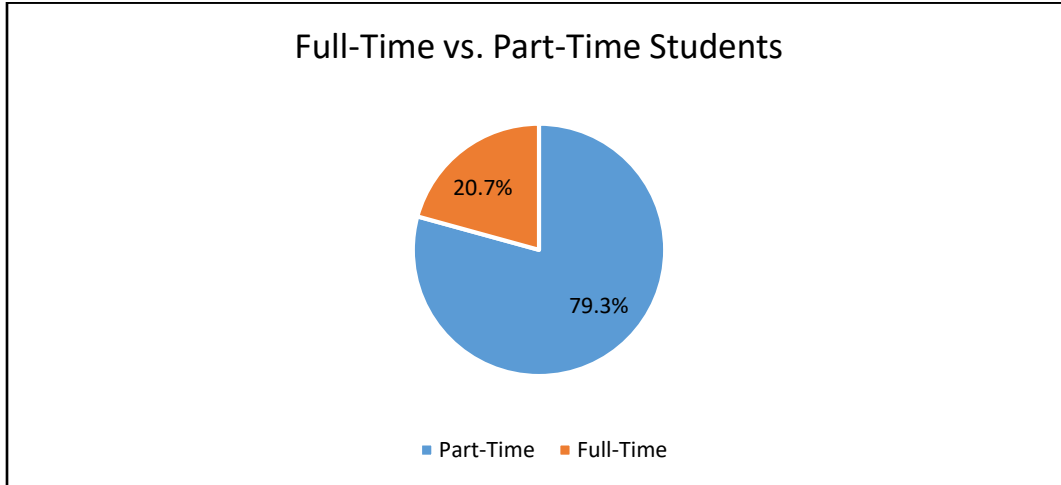
Biology, General	0	3	4
Business Administration	57	79	99
Business and Commerce, General	4	11	7
Business Management	7	5	4
Chemistry, General	0	1	2
Child Development/Early Care and Education	22	20	19
Children with Special Needs	0	2	4
Commercial Music	2	4	2
Computer Programming	7	8	7
Computer Science (Transfer)	0	3	7
Construction Inspection	2	4	7
Desktop Publishing	0	0	1
Drafting Technology	4	7	12
Electrical	1	0	2
Electronic Game Design	11	10	13
Electronics and Electric Technology	4	7	2
Engineering Tech, General (Requires Trigonometry)	3	3	0
Engineering, General (Requires Calculus) (Transfer)	7	20	16
English	8	15	9
History	3	13	18
Humanities and Fine Arts	86	224	165
Humanities and Social Sciences	305	531	449
Humanities	13	37	24
Liberal Arts and Sciences, General	139	261	225
Logistics and Materials Transportation	9	10	10
Machining and Machine Tools	2	0	2
Manufacturing and Industrial Technology	2	4	7
Marketing and Distribution	1	0	0
Mathematics, General	11	26	28
Multimedia	4	7	4
Philosophy	0	3	3
Physical Education	21	44	31
Physics, General	8	15	17
Political Science	7	9	10
Psychology, General	46	52	58
Real Estate	0	2	4
Sociology	25	23	37
Software Applications	0	3	0
Spanish	14	5	14
Speech Communication	19	21	26
<b>Total</b>	<b>1,041</b>	<b>1,745</b>	<b>1,588</b>

*Number of Certificates Earned*

This table shows the number of state and locally approved certificates earned by each program in each academic year. The data are retrieved from the California Community Colleges Chancellor's Office Data Mart.

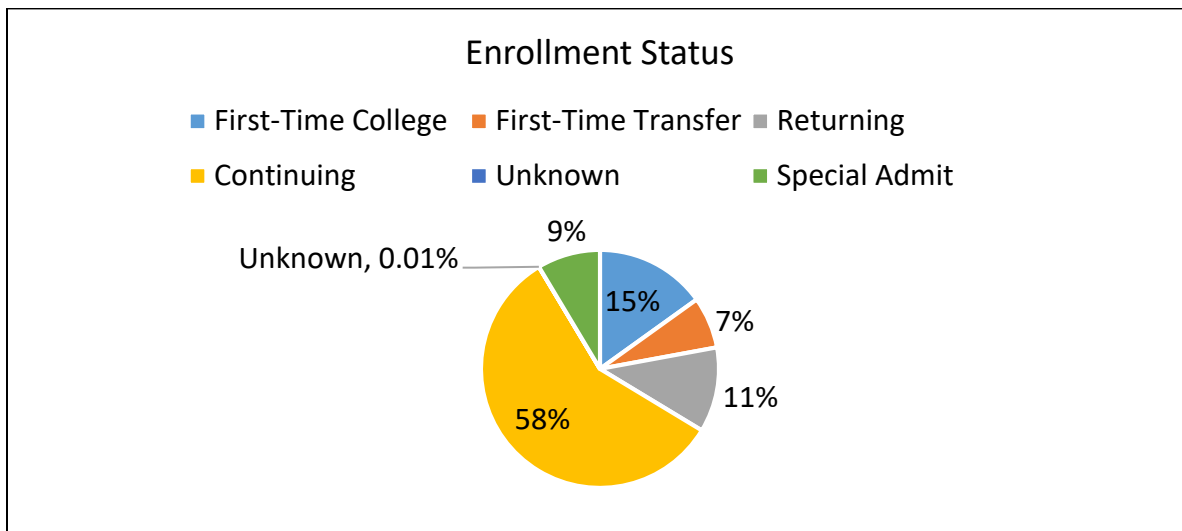
<b>Program</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Accounting	22	35	67
Administration of Justice	3	1	0
Architecture and Architectural Technology	9	14	12
Business and Commerce, General	5	15	4
Business Management	8	4	6
Child Development/Early Care and Education	98	133	182
Children with Special Needs	0	2	7
Commercial Music	4	1	1
Computer Programming	18	20	21
Construction Inspection	8	8	23
Desktop Publishing	0	2	1
Drafting Technology	25	28	37
Electrical	44	24	106
Electronic Game Design	17	16	15
Electronics and Electric Technology	5	8	1
Engineering Tech, General (Requires Trigonometry)	1	1	0
Forensics, Evidence, and Investigation	1	2	9
Infants and Toddlers	0	0	1
Logistics and Materials Transportation	6	23	17
Machining and Machine Tools	7	4	10
Manufacturing and Industrial Technology	28	22	23
Marketing and Distribution	0	0	0
Mechanical Drafting	0	6	15
Multimedia	6	7	3
Other Engineering and Related Industrial Technologies	1	4	2
Real Estate	28	66	38
Retail Store Operations and Management	1	0	0
Software Applications	2	1	0
Tax Studies	1	6	13
Transfer Studies	8	1	0
<b>Total</b>	<b>356</b>	<b>454</b>	<b>614</b>

### Full-Time versus Part-Time Students



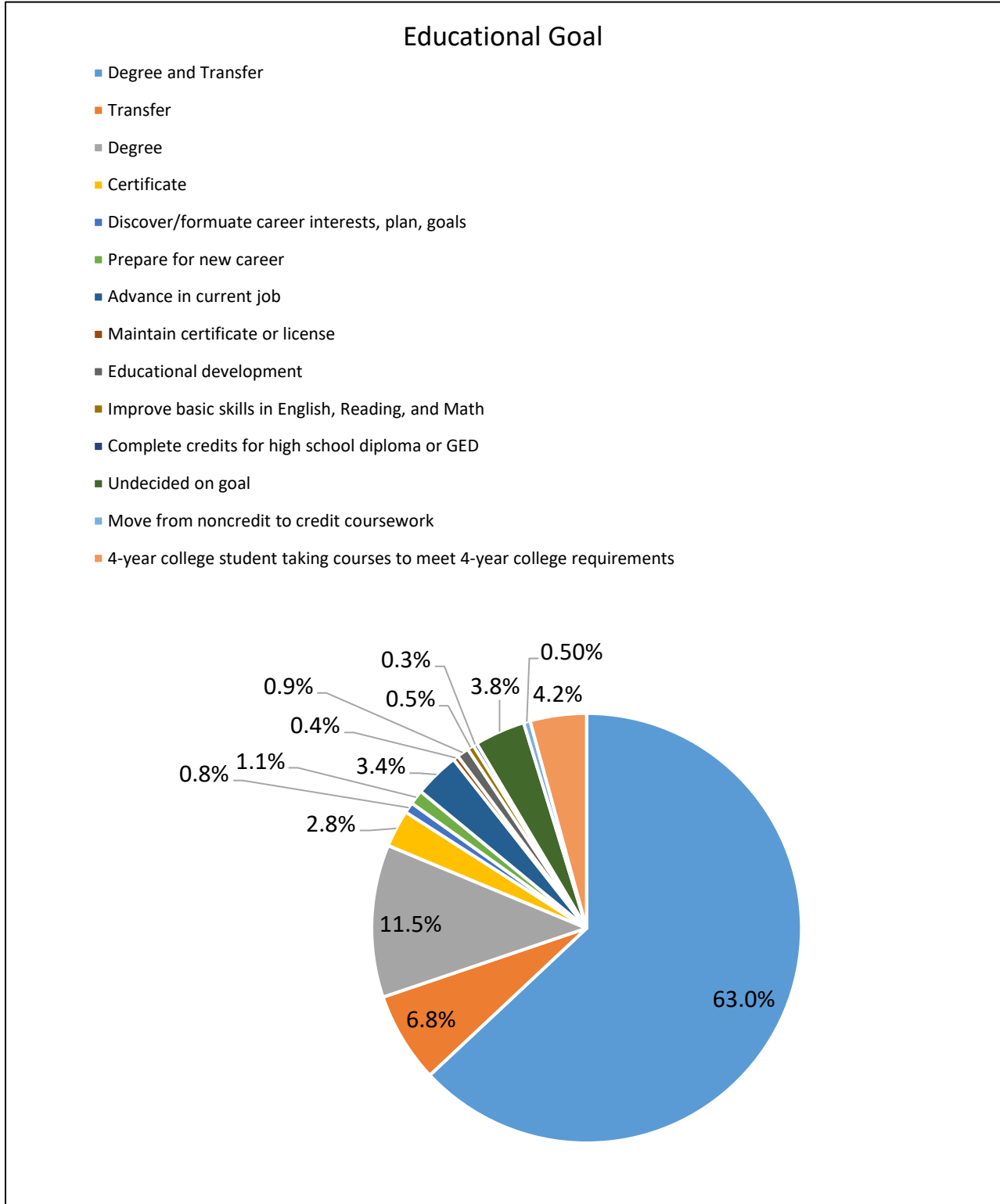
This chart displays the percentage of students in fall 2018 that were full time and part time. Full time is defined as 12 or more units attempted during the given term, and part time is defined as fewer than 12 units attempted during the given term. These data were pulled from Data Mart.

### Enrollment Status



This chart displays the percentage of students by their enrollment status in fall 2018. First-time college students are students who are enrolled in current term and are attending college for the first time anywhere; first-time transfer students are students who are enrolled in current term, have attended college before but it is the first time they are attending Norco College; returning students are students who are enrolled in the current term and have previously attended Norco College, but have missed at least one major term (fall and/or spring); continuing students are students who are enrolled in the current term and enrolled in the previous term; special admit are students who are enrolled in K-12; unknown students are students who are uncollected, unreported, or unknown. Data were pulled from Data Mart.

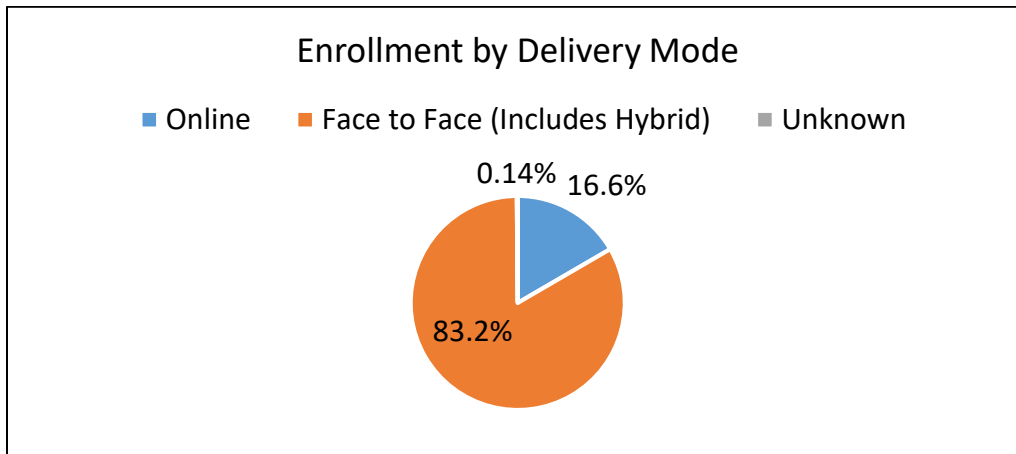
*Educational Goal*



This chart displays the percentage of students by their stated educational goal in fall 2018. The data were pulled from MIS.

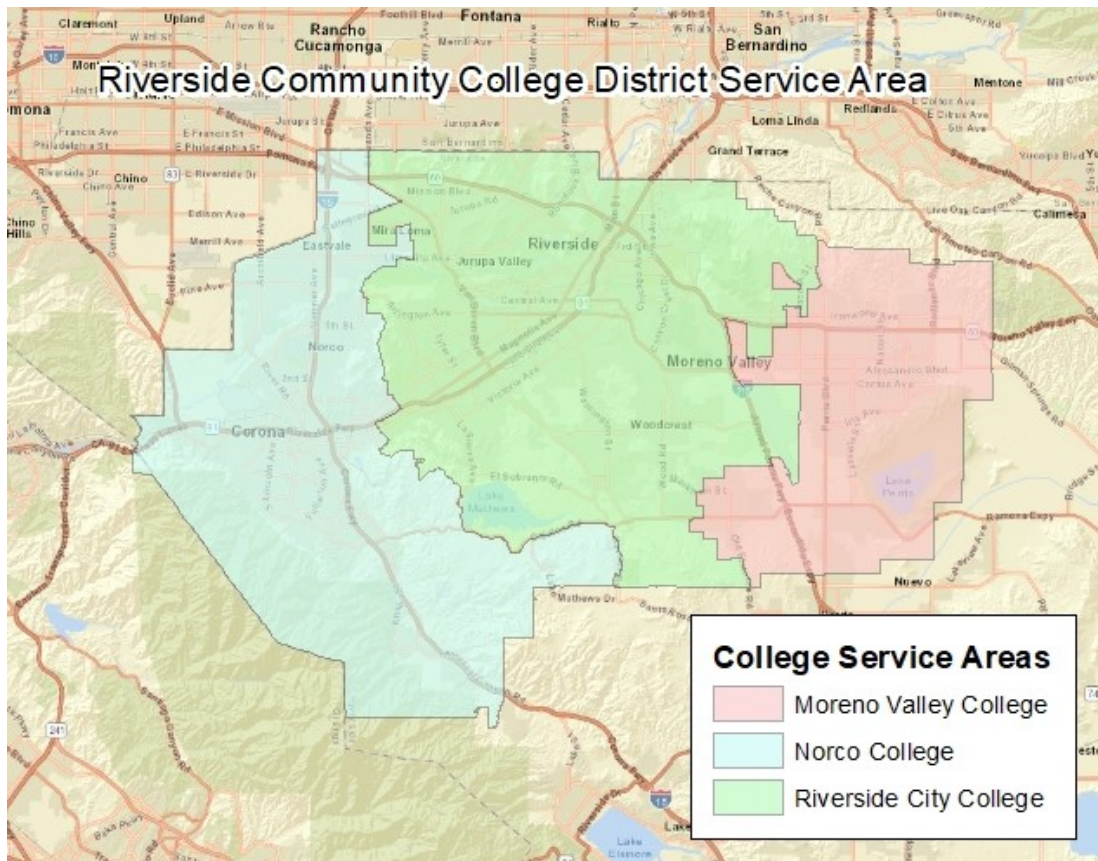


*Delivery Mode*



This chart displays the percentage of enrollments by teaching method during the 2018-2019 academic year. Teaching method was defined from the Enrollment Management Dashboard (EMD), and the number of enrollments was defined from MIS data. Online courses were defined as online in the EMD, and face-to-face consists of all other teaching methods, including hybrid. One course was in the MIS data but not in the EMD, and was therefore defined as unknown.

*Labor Market Data*

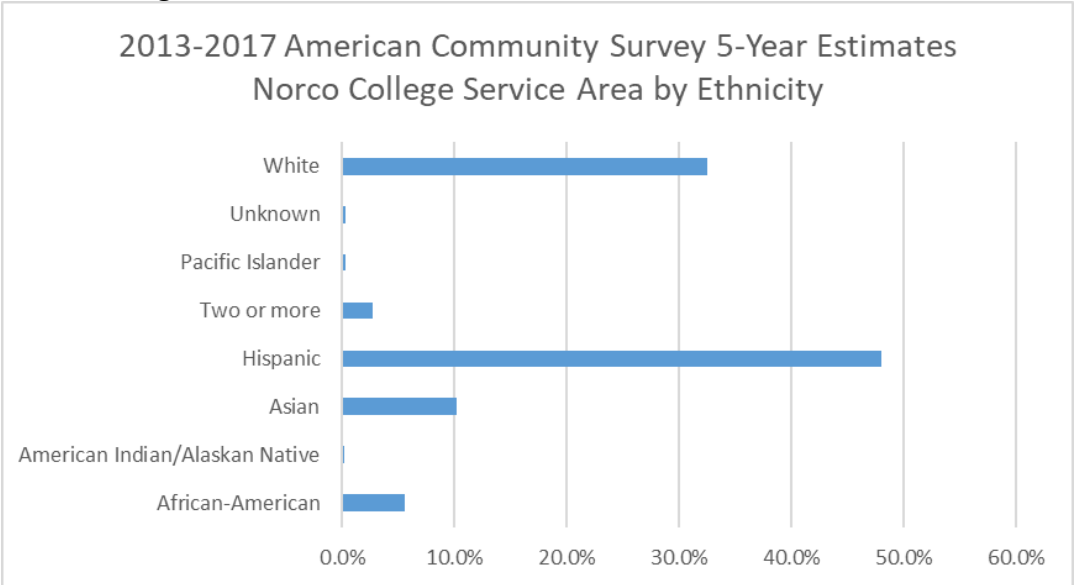


The Norco College service area consists of 306,846 individuals in 2017 and is projected to be 327,316 individuals by 2022, according to Esri population forecasts.

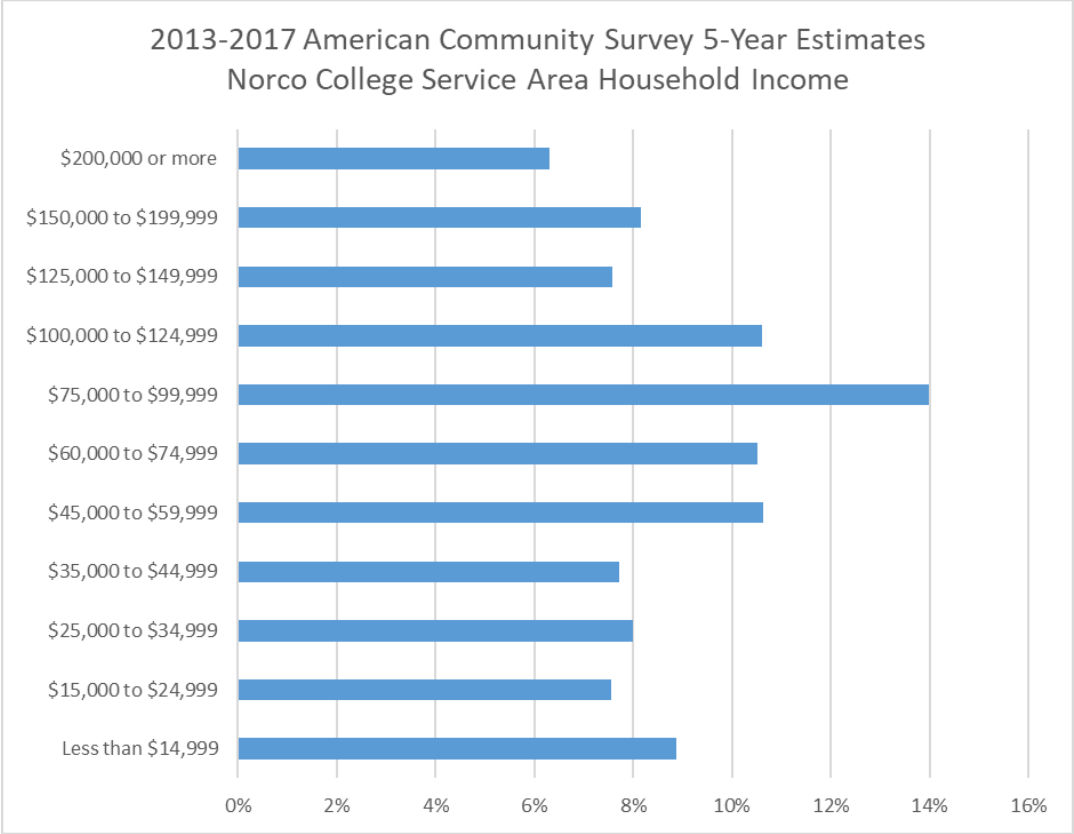
<b>Top Middle-Skill Occupations in the Inland Empire/Desert Region, 2018</b>	<b>Annual Job Openings (2017-22)</b>	<b>Hourly Wage Range</b>	<b>Annual Average Wage</b>
Heavy and Tractor-Trailer Truck Drivers	3,935	\$17.12 to \$26.82	\$45,800
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	2,626	\$13.79 to \$22.63	\$38,300
Customer Service Representatives	2,514	\$13.63 to \$21.95	\$37,900
Teacher Assistants	2,349	\$12.95 to \$18.69	\$33,100
Carpenters	2,157	\$13.99 to \$26.15	\$44,800
Registered Nurses	2,153	\$38.05 to \$54.90	\$97,200
Bookkeeping, Accounting, and Auditing Clerks	1,889	\$15.50 to \$23.54	\$41,800
First-Line Supervisors of Retail Sales Workers	1,873	\$13.07 to \$21.38	\$38,500
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	1,835	\$19.11 to \$38.41	\$65,900
First-Line Supervisors of Office and Administrative Support Workers	1,655	\$20.85 to \$31.89	\$57,200

The data were obtained from the Center of Excellence for Labor Market Research.

*Norco College Service Area*



This chart displays the ethnicity breakdown within the Norco College service area. The data were obtained from the 2013-2017 American Community Survey 5-Year Estimates.



This chart displays the breakdown of household income in the Norco College service area. The data were obtained from the 2013-2017 American Community Survey 5-Year Estimates.

*Student Demographic Data*

The following tables compare the most recent year (2018-2019) to a historic year (either 2010-2011 or 2012-2013) to determine how the demography of Norco College has changed over time.

**Ethnicity**

Compares the percentage of students by ethnicity in 2010-2011 to 2018-2019. The data were pulled from Data Mart.

<b>Ethnicity</b>	<b>2010-11</b>	<b>2018-19</b>	<b>Difference</b>
African-American	7.2%	6.5%	-0.7%
Asian	8.8%	10.2%	1.4%
Hispanic	45.3%	58.0%	12.7%
Native American	0.4%	0.3%	-0.1%
Pacific Islander	0.4%	0.4%	0%
White	30.0%	22.3%	-7.7%
Multi-ethnic	2.6%	1.7%	-0.9%
Unknown	5.2%	0.5%	-4.7%

### Age

Compares the percentage of students by age in 2010-2011 to 2018-2019. The data were pulled from Data Mart.

Age	2010-11	2018-19	Difference
< 19	33.3%	33.0%	-0.3%
20-24	36.5%	35.6%	-0.9%
25-34	18.0%	20.3%	2.3%
35+	12.2%	11.1%	-1.1%

### Gender

Compares the percentage of students by gender in 2010-2011 to 2018-2019. The data were pulled from Data Mart.

Gender	2010-11	2018-19	Difference
Female	54.8%	53.7%	-1.1%
Male	44.6%	45.5%	0.9%
Unknown	0.6%	0.9%	0.3%

### Socio-Economic Status

Compares the percentage of students considered low socio-economic status in 2010-2011 to 2018-2019. Students were deemed low socio-economic status if they received either the Pell Grant or BOG Waiver during the academic year. The data were pulled from MIS.

Low SES	2010-11	2018-19	Difference
Yes	50.1%	51.9%	1.8%
No	49.9%	48.1%	-1.8%

### Veteran Status

Compares the percentage of students by veteran status in 2012-2013 to 2018-2019. The data were obtained from the Norco College Veterans Resource Center.

Veteran	2012-13	2018-19	Difference
Yes	2.1%	1.3%	-0.8%
No	97.9%	98.7%	0.8%

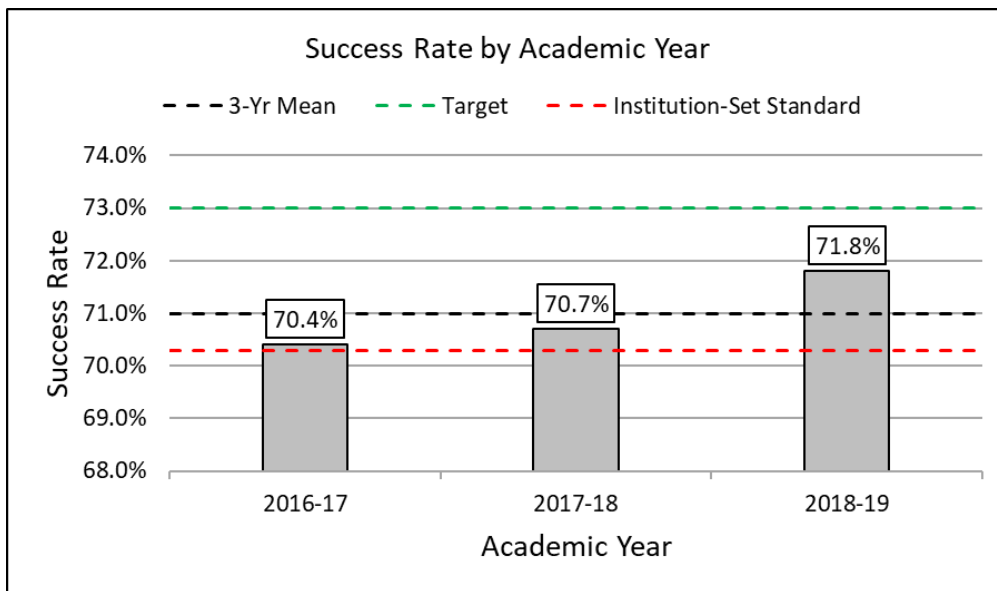
## B. Presentation of Student Achievement Data and Institution-Set Standards

### Success Rate

Success Rates were calculated as the percent of enrollments in the 2018-2019 academic year in which students received a grade of A, B, C, P, IA, IB, IC, or IPP. The three-year mean is 70.98 percent, the institution-set standard (ISS) is 70.3 percent, and the aspirational target is 73.0 percent. The methodology involved in setting the ISS is calculating the value of one-half a standard deviation below the five-year mean. The data were pulled from MIS.

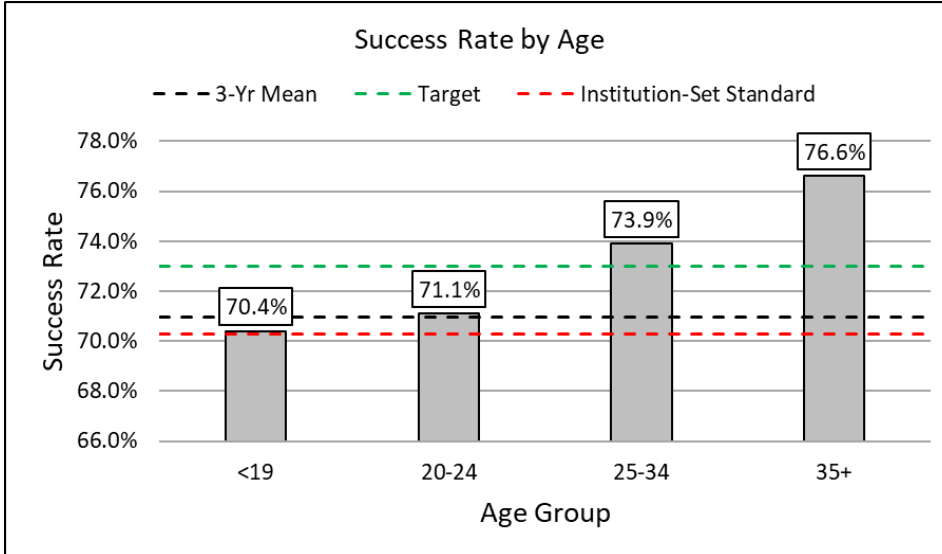
### *Success Rate by Academic Year*

The overall Norco College success rates over the past three academic years are as follows: 2016-2017 (70.4%, n = 51,321), 2017-2018 (70.7%, n = 52,900) and 2018-2019 (71.8%, n = 54,848).



### Success Rate by Age

The success rates disaggregated by age group ranked from highest to lowest are as follows: 35+ (76.6%, n = 4,889), 25-34 (73.9%, n = 9,102), 20-24 (71.1%, n = 20,170), and <19 (70.4%, n = 20,684).



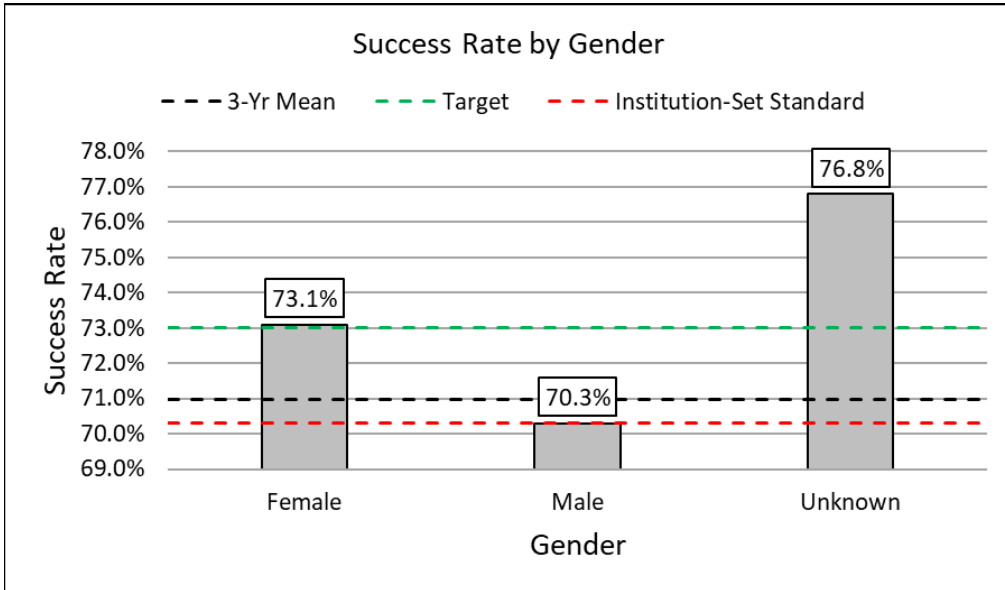
### Success Rate by Ethnicity

The success rates disaggregated by ethnicity ranked from highest to lowest are as follows: Asian (79.3%, n = 5,582), unknown (77.8%, n = 243), Pacific Islander (77.5%, n = 218), white (75.0%, n = 12,452), multi-ethnic (74.2%, n = 814), Hispanic (70.0%, n = 31,865), African-American (64.4%, n = 3,512), and Native American (58.0%, n = 162).



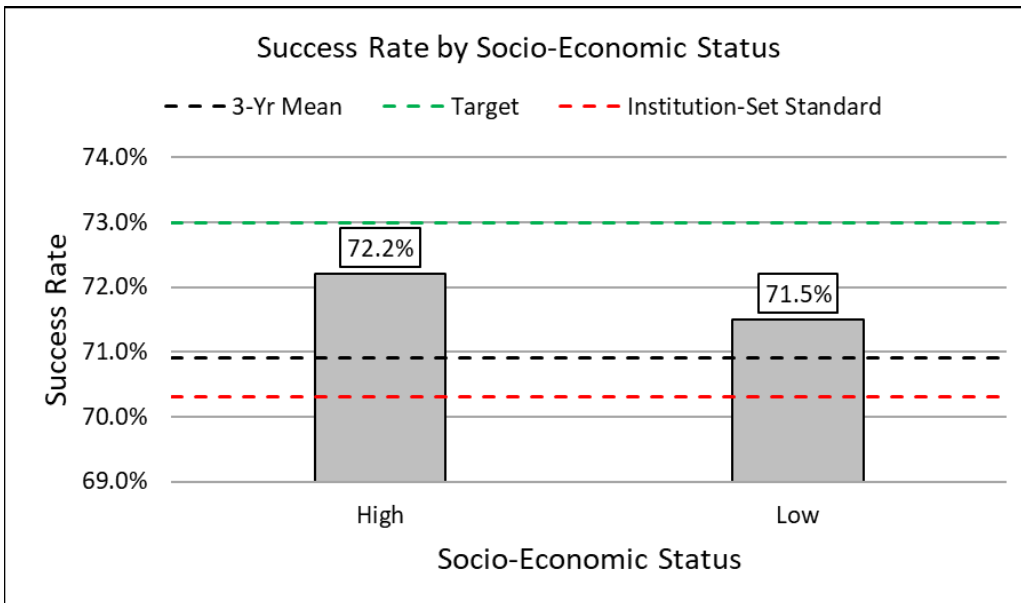
### Success Rate by Gender

The success rates disaggregated by gender ranked from highest to lowest are as follows: unknown (76.8%, n = 495), female (73.1%, n = 28,699), and male (70.3%, n = 25,654).



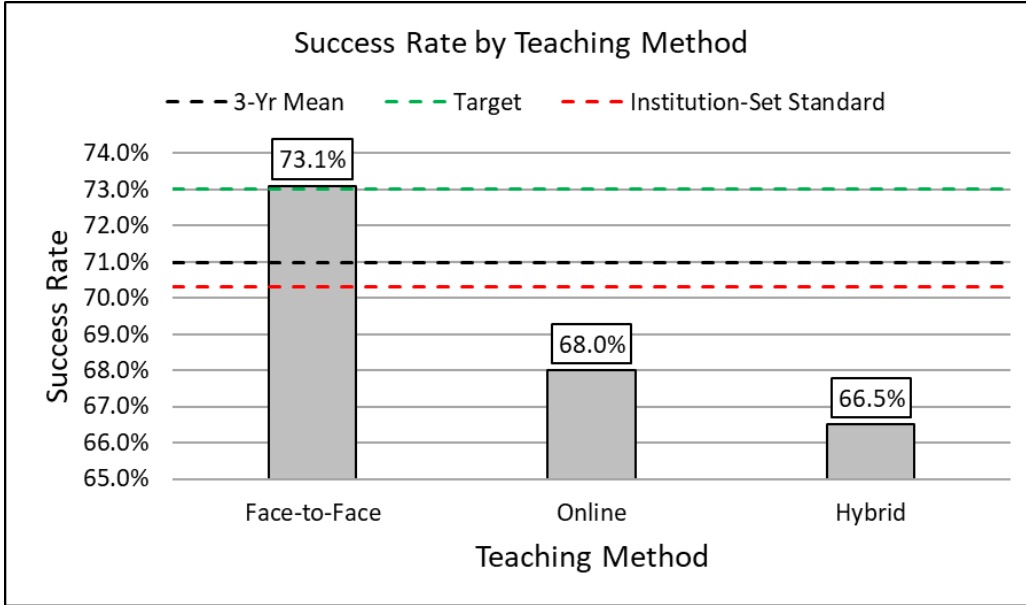
### Success Rate by Socio-Economic Status

Students were deemed low socio-economic status if they received either the Pell Grant or Bog Waiver during the academic year. High socio-economic students have a success rate of 72.2% (n = 23,265), while low socio-economic students have a success rate of 71.5% (n = 31,583).



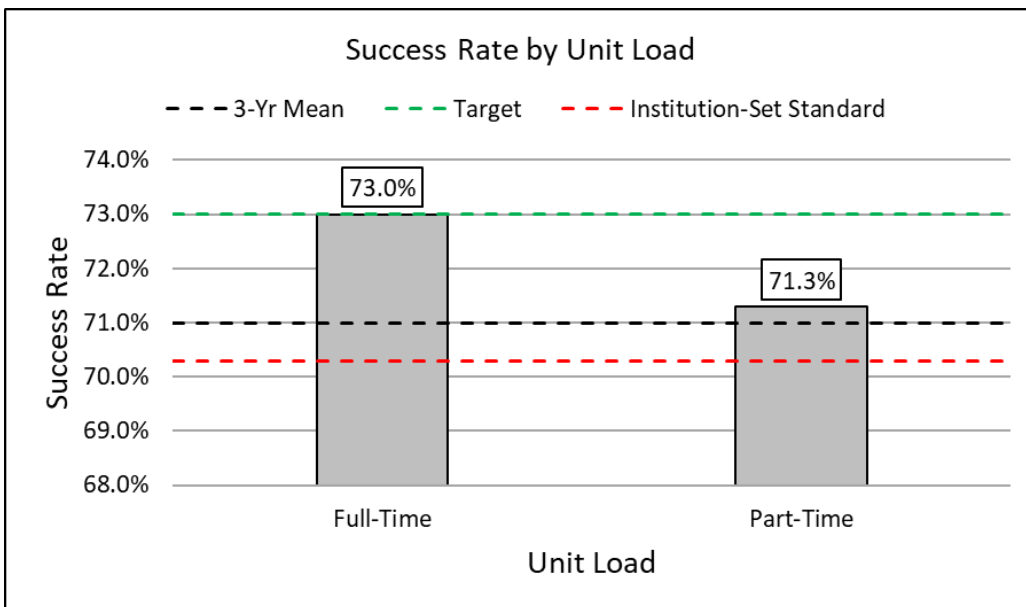
### Success Rate by Teaching Method

The success rates disaggregated by teaching method ranked from highest to lowest are as follows: face-to-face (73.1%, n = 41,648), online (68.0%, n = 9,258), and hybrid (66.5%, n = 3,942).



### Success Rate by Unit Load

A full-time student is defined as taking 12 or more units during a term, whereas a part-time student takes fewer than 12 units in a term. The success rates disaggregated by unit load ranked from highest to lowest are as follows: full time (73.0%, n = 15,805) and part time (71.3%, n = 39,043).



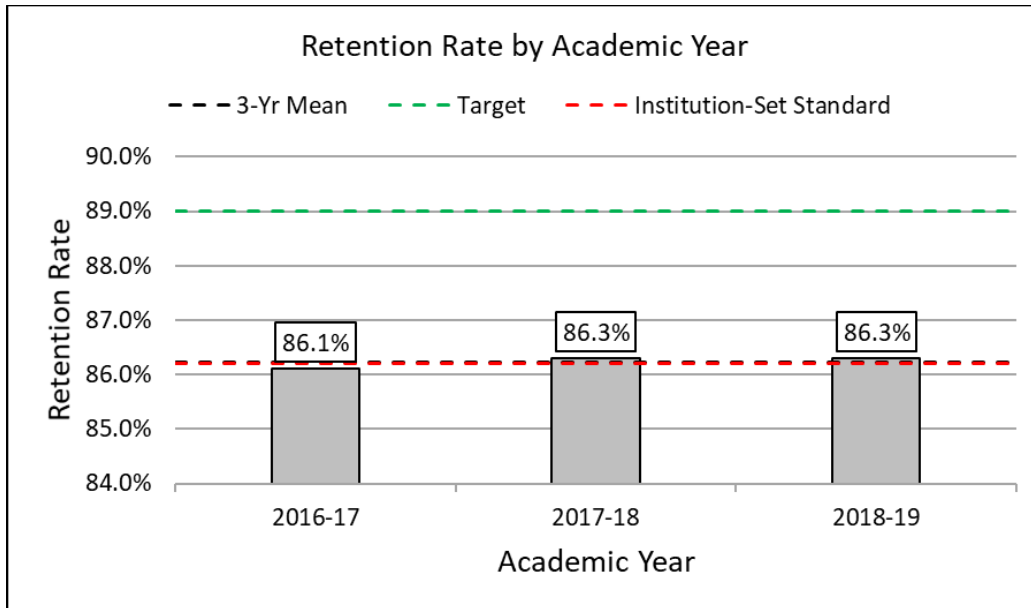


## Retention Rate

Retention rates were calculated as the percent of enrollments in the 2018-2019 academic year in which students received a grade of A, B, C, D, F, P, NP, I\*, or IPP. The three-year mean is 86.23 percent, the institution-set standard is 86.2 percent, and the aspirational goal is 89.0 percent. The data were pulled from MIS.

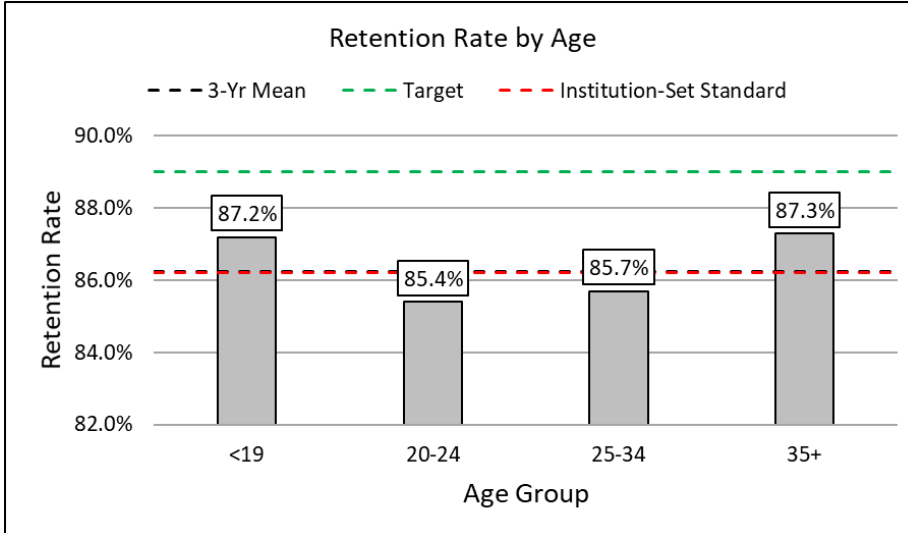
### *Retention Rate by Academic Year*

The overall Norco College retention rates over the past three academic years are as follows: 2016-2017 (86.1%, n = 51,321), 2017-2018 (86.3%, n = 52,900) and 2018-2019 (86.3%, 54,848).



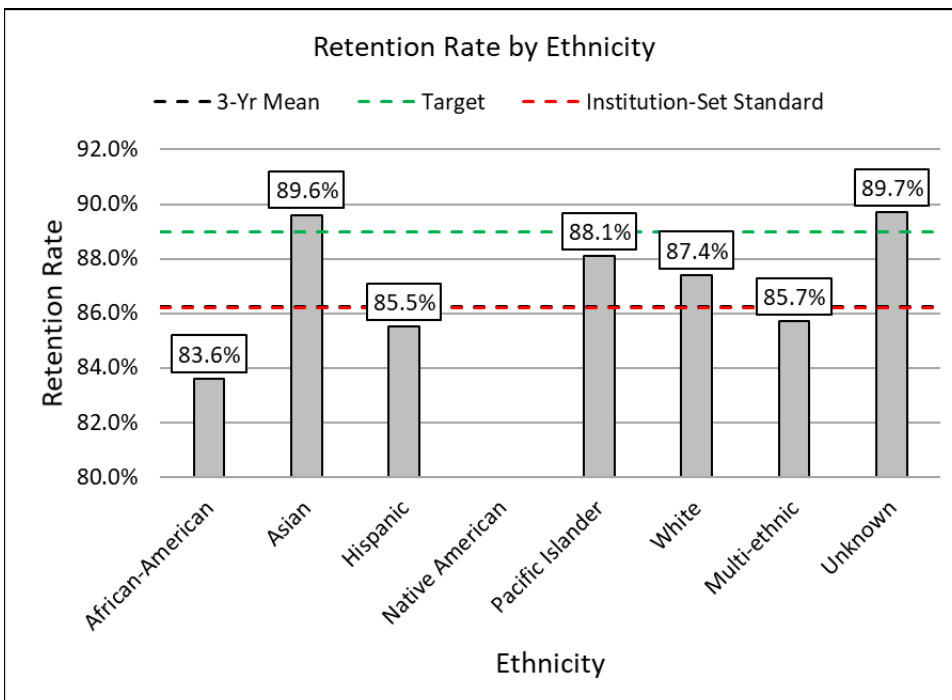
### Retention Rate by Age

The retention rates disaggregated by age groups ranked from highest to lowest are as follows: 35+ (87.3%, n = 4,889), <19 (87.2%, n = 20,686), 25-34 (85.7%, n = 9,103), and 20-24 (85.4%, n = 20,170).



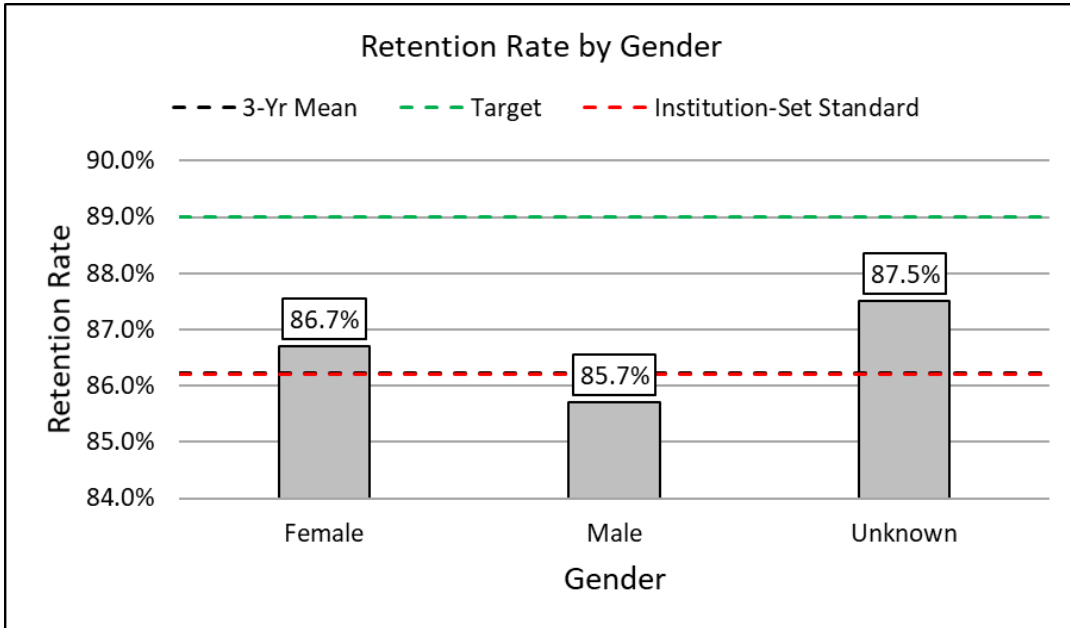
### Retention Rate by Ethnicity

The retention rates disaggregated by ethnicity ranked from highest to lowest are as follows: unknown (89.7%, n = 243), Asian (89.6%, n = 5,582), Pacific Islander (88.1%, n = 218), white (87.4%, n = 12,452), multi-ethnic (85.7%, n = 814), Hispanic (85.5%, n = 31,865), African-American (83.6%, n = 3,512), and Native American (79.6%, n = 162).



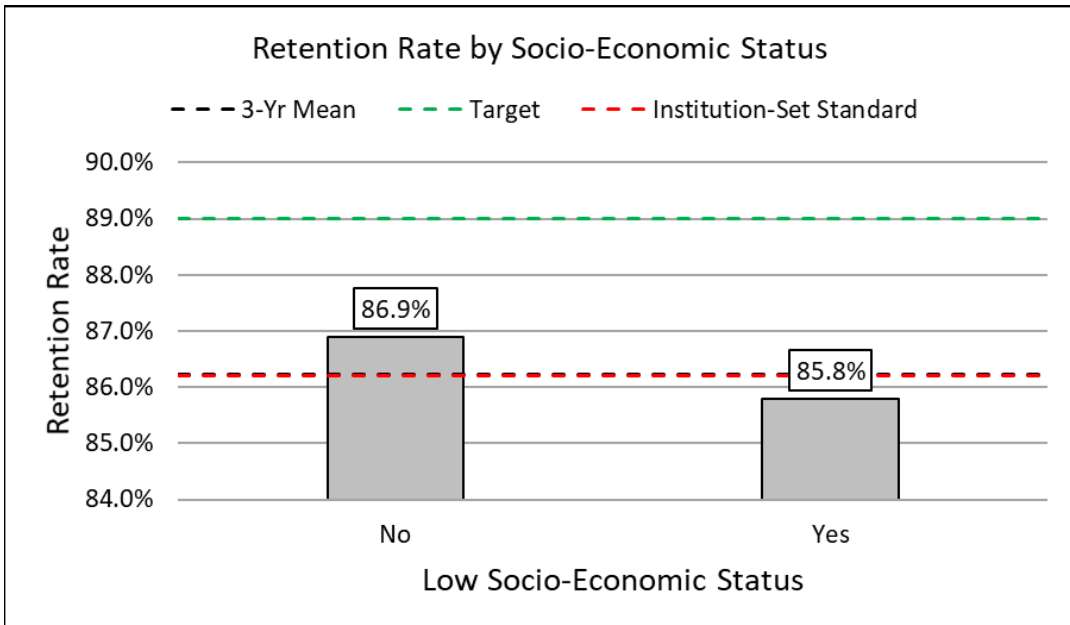
### Retention Rate by Gender

The retention rates disaggregated by gender ranked from highest to lowest are as follows: unknown (87.5%, n = 495), female (86.7%, n = 28,699), and male (85.7%, n = 25,654).



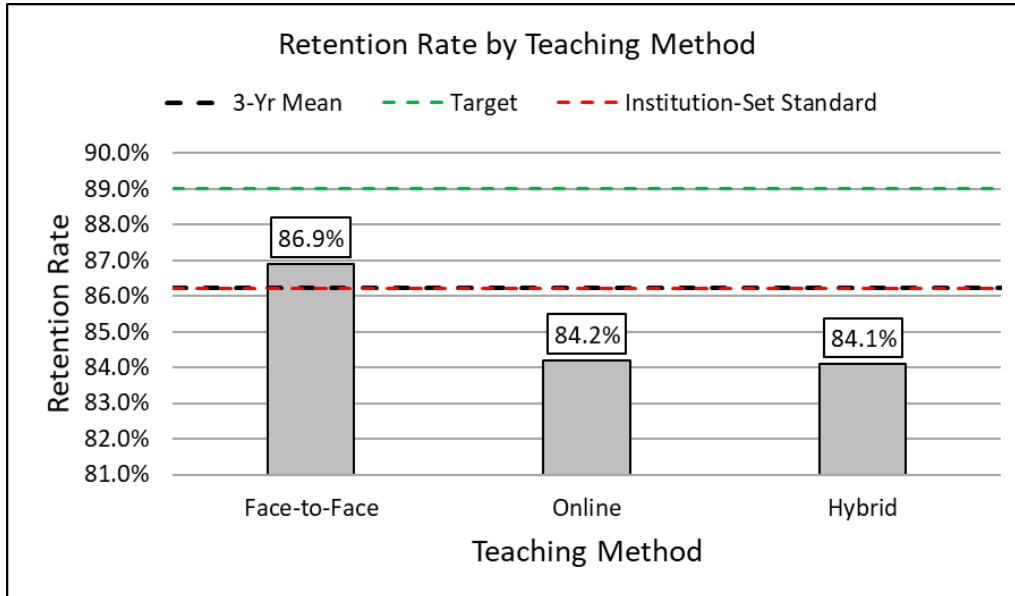
### Retention Rate by Socio-Economic Status

Students were deemed low socio-economic status if they received either the Pell Grant or BOG Waiver during the academic year. The retention rates disaggregated by socio-economic status ranked from highest to lowest are as follows: high socio-economic status (86.9%, n = 23,265) and low socio-economic status (85.8%, n = 31,583).



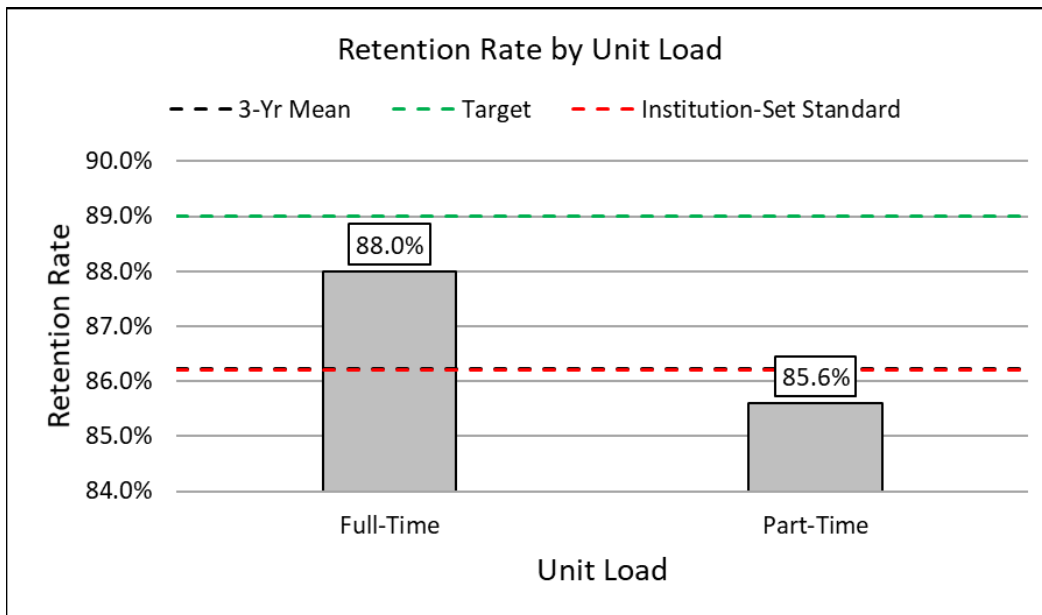
### Retention Rate by Teaching Method

The retention rates disaggregated by teaching method ranked from highest to lowest are as follows: face-to-face (86.9%, n = 41,648), online (84.2%, n = 9,258), and hybrid (84.1%, n = 3,942).



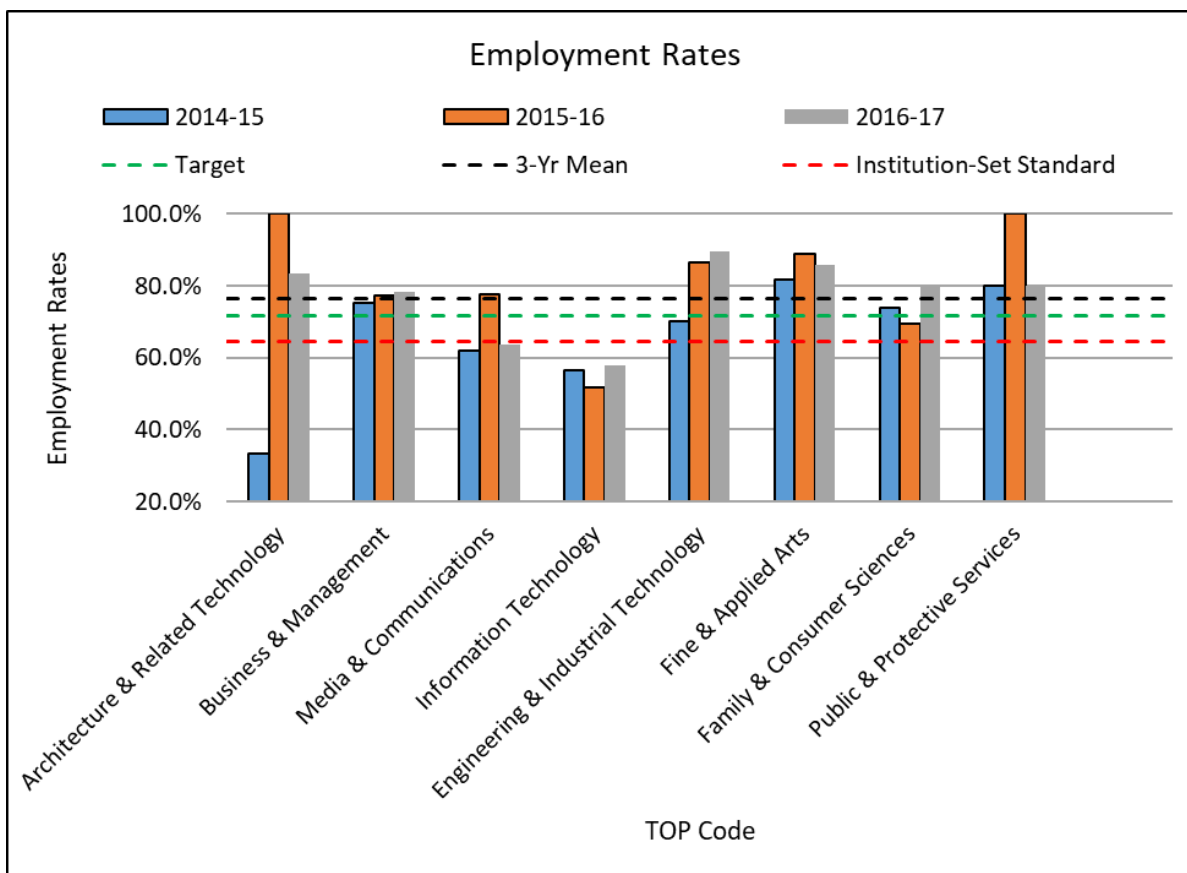
### Retention Rate by Unit Load

A full-time student is defined as taking 12 or more units during a term, whereas a part-time student takes fewer than 12 units in a term. The retention rates disaggregated by unit load ranked from highest to lowest are as follows: full-time (88.0%, n = 15,805) and part-time (85.6%, n = 39,043).



## Employment

Employment rates are from the Perkins Indicator Reports from the Chancellor's Office. The aspirational target, the employment performance goal from the Chancellor's Office, is 71.56 percent. The institution-set standard is 63.6 percent, and the three-year mean is 76.6 percent.



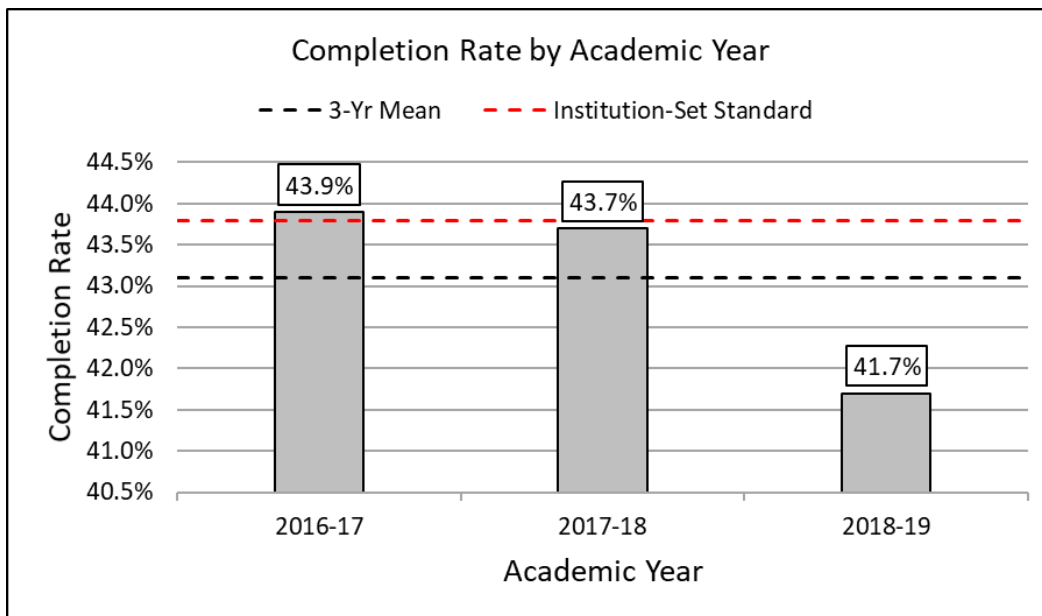
In the 2016-2017 year, the employment rates disaggregated by TOP code ranked from highest to lowest are as follows: engineering and industrial technology (89.6%, n = 134), fine and applied arts (85.7%, n = 7), architecture and related technology (83.3%, n = 6), family and consumer sciences (80.3%, n = 76), public and protective services (80.0%, n = 5), business and management (78.2%, n = 78), media and communications (63.6%, n = 33), and information technology (57.9%, n = 19). There are increasing employment rate trends in architecture and related technology, business and management, media and communications, engineering and industrial technology, fine and applied arts, and public and protective services, while information technology as well as family and consumer sciences have decreasing employment trends.

## Completion Rate

The completion rate calculates the unduplicated number of students who earned a Chancellor's Office-approved certificate, associate degree, transferred to a four-year institution, and/or were transfer-prepared (60+ transferrable units earned with at least a 2.0 GPA) within six years. The initial cohort consists of first-time college students in fall 2012 who have a valid Social Security number, earned at least six units in their first three years of enrollment, and attempted a math or English course in the first three years. The three-year mean is 43.1 percent and the institution-set standard is 43.8 percent. The data were pulled from MIS.

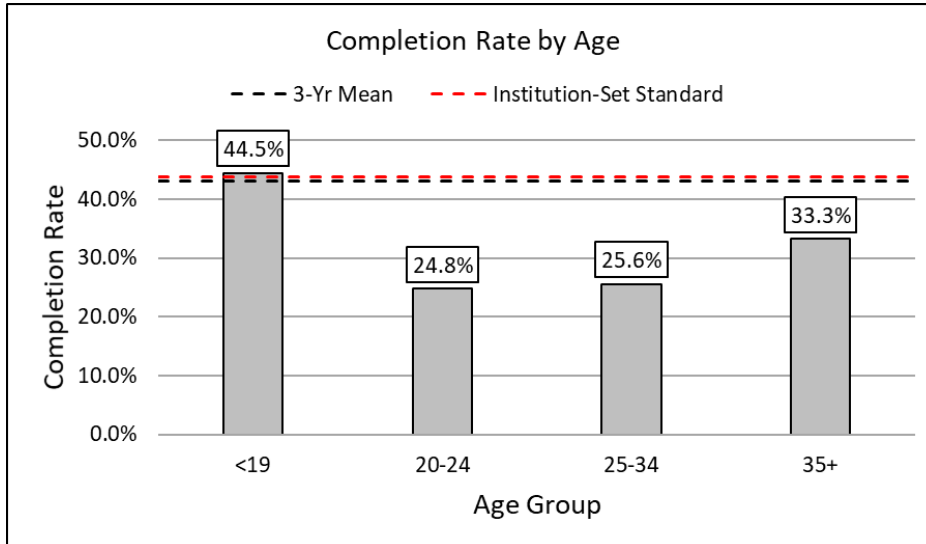
### *Completion Rate by Academic Year*

The overall Norco College completion rates over the past three academic years are as follows: 2016-2017 (43.9%, n = 1,168), 2017-2018 (43.7%, n = 1,112), and 2018-2019 (41.7%, n = 1,125).



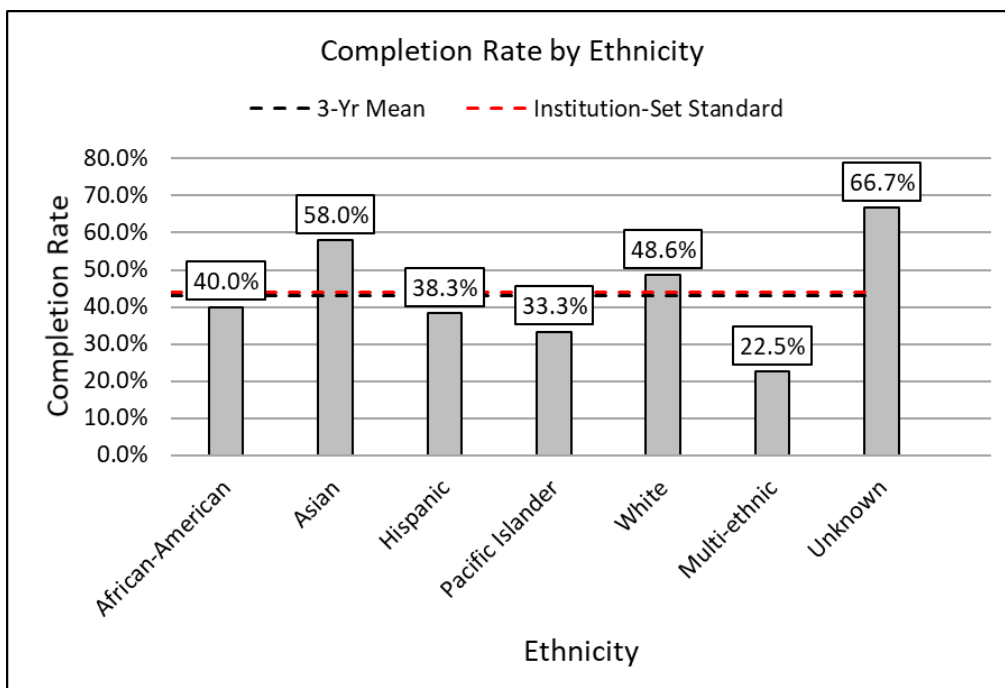
### Completion Rate by Age

The completion rates disaggregated by age groups ranked from highest to lowest are as follows: <19 (44.5%, n = 956), 35+ (33.3%, n = 21), 25-34 (25.6%, n = 39), and 20-24 (24.8%, n = 109).



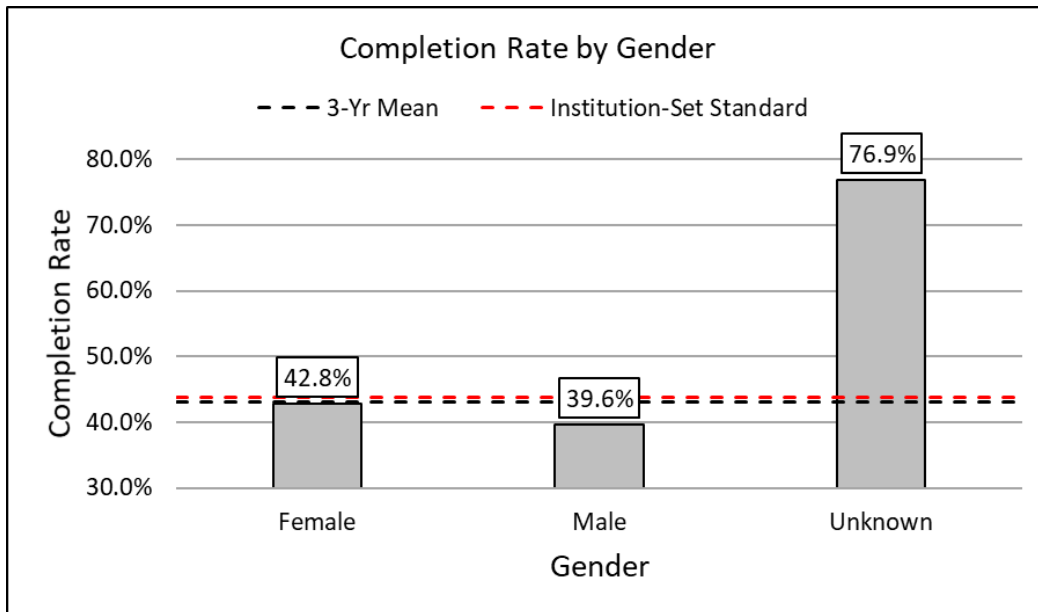
### Completion Rate by Ethnicity

The completion rates disaggregated by ethnicity ranked from highest to lowest are as follows: unknown (66.7%, n = 3), Asian (58.0%, n = 88), white (48.6%, n = 245), African-American (40.0%, n = 65), Hispanic (38.3%, n = 681), Pacific Islander (33.3%, n = 3), and multi-ethnic (22.5%, n = 40).



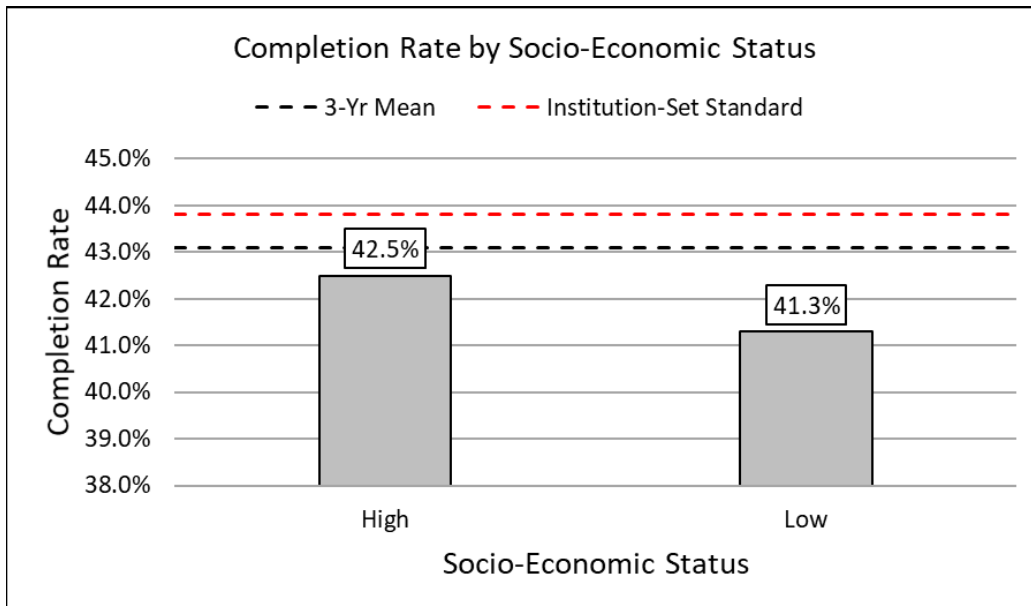
### Completion Rate by Gender

The completion rates disaggregated by gender ranked from highest to lowest are as follows: unknown (76.9%, n = 13), female (42.8%, n = 577), and male (39.6%, n = 535).



### Completion Rate by Socio-Economic Status

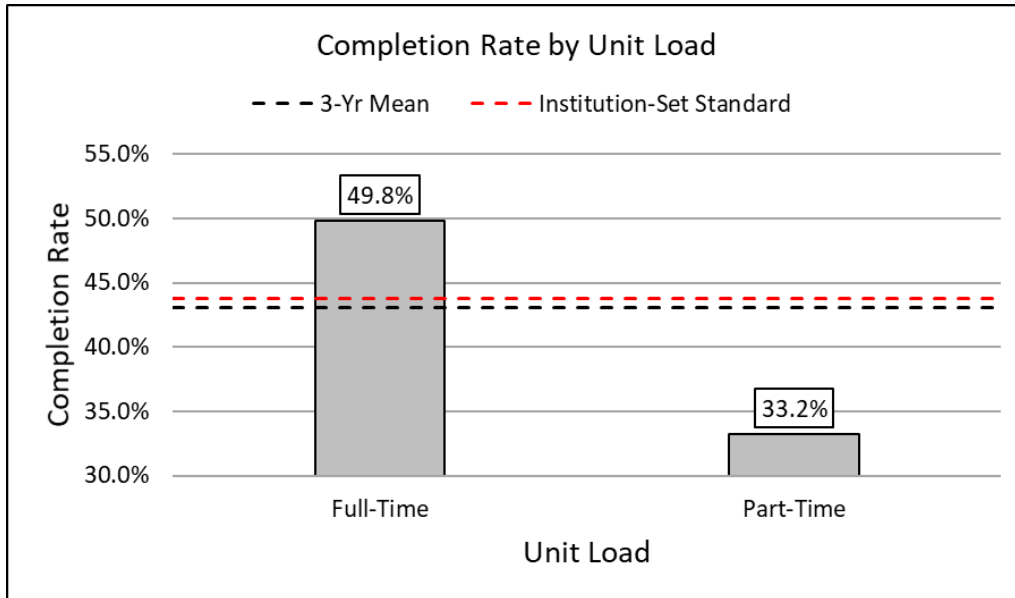
Students were deemed low socio-economic status if they received either the Pell Grant or BOG Waiver during the academic year. The completion rates disaggregated by socio-economic status ranked from highest to lowest are as follows: high socio-economic status (42.5%, n = 341) and low socio-economic status (41.3%, n = 784).





### Completion Rate by Unit Load

A full-time student is defined as taking 12 or more units during a term, whereas a part-time student takes fewer than 12 units in a term. The completion rates disaggregated by unit load ranked from highest to lowest are as follows: full-time (49.8%, n = 576) and part-time (33.2%, n = 549).

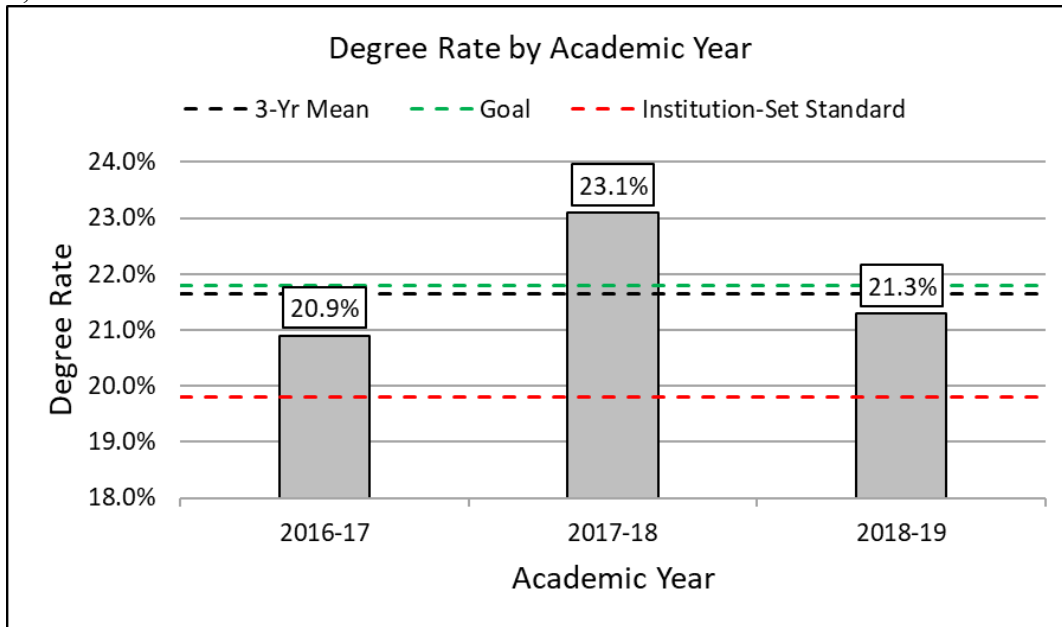


## Degree Rate

Based on a Student Progress and Achievement Rate (SPAR) cohort, the three-year mean for degree rate is 21.65 percent, the institution-set standard is 19.8 percent, and the aspirational goal is 21.8 percent. The data were pulled from MIS.

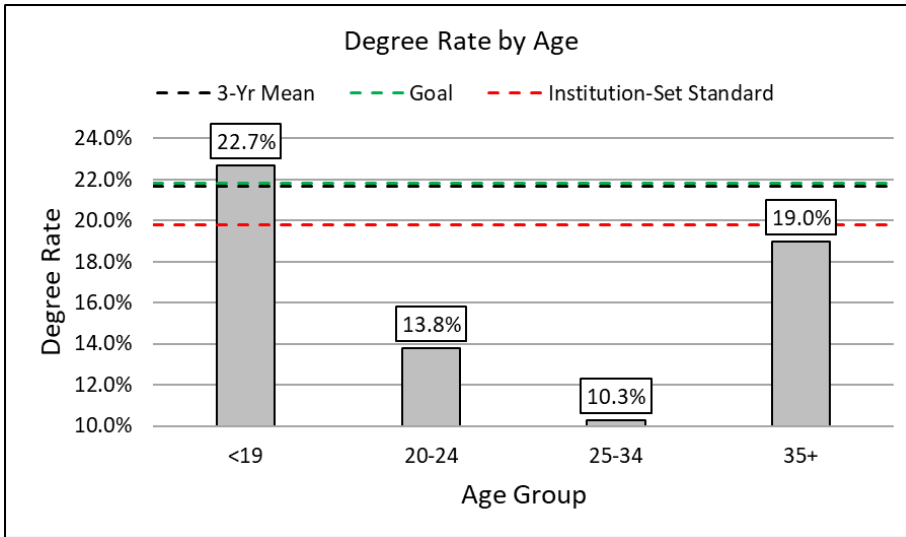
### *Degree Rate by Academic Year*

The overall Norco College degree rates over the past three academic years are as follows: 2016-2017 (20.9%, n = 1,168), 2017-2018 (23.1%, n = 1,112), and 2018-2019 (21.3%, n = 1,125).



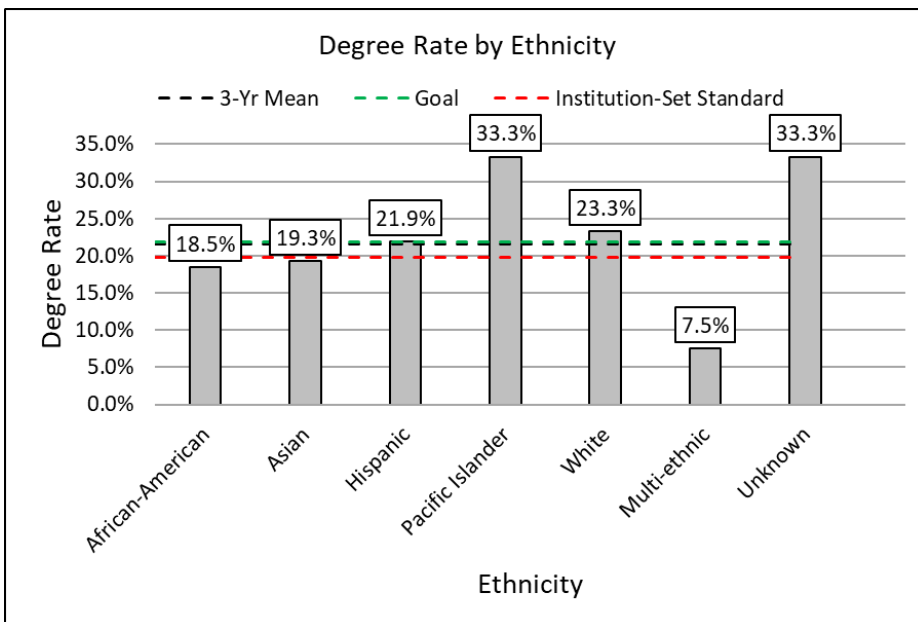
### Degree Rate by Age

The age group a student is attributed to is based on the age of the student in his or her first term. The degree rates disaggregated by age ranked from highest to lowest are as follows: <19 (22.7%, n = 956), 35+ (19.0%, n = 21), 20-24 (13.8%, n = 109), and 25-34 (10.3%, n = 39).



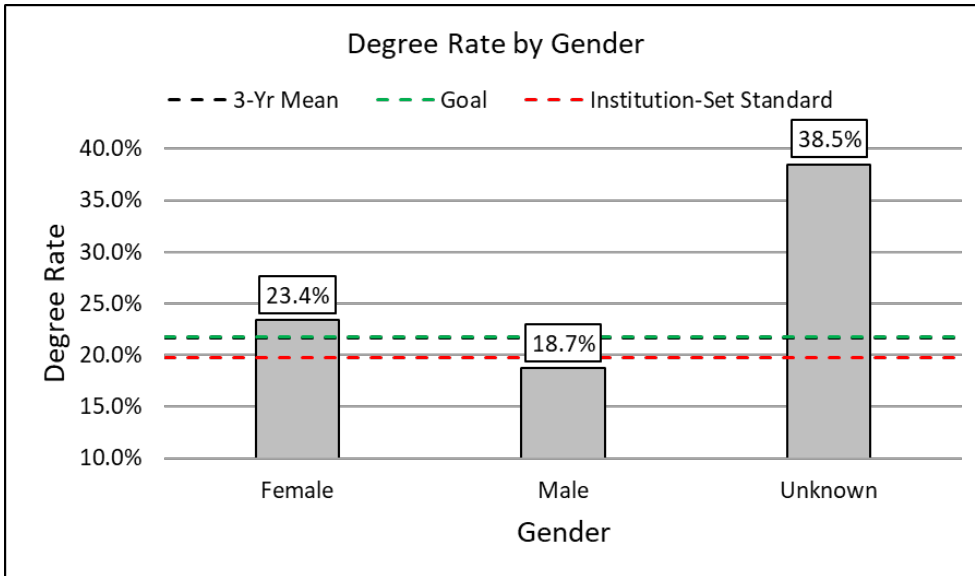
### Degree Rate by Ethnicity

The degree rates disaggregated by ethnicity ranked from highest to lowest are as follows: Pacific Islander (33.3%, n = 3), unknown (33.3%, n = 3), white (23.3%, n = 245), Hispanic (21.9%, n = 681), Asian (19.3%, n = 88), African-American (18.5%, n = 65), and multi-ethnic (7.5%, n = 40). Pacific Islander and unknown have small sample sizes, so the results may not be accurately representative for that group.



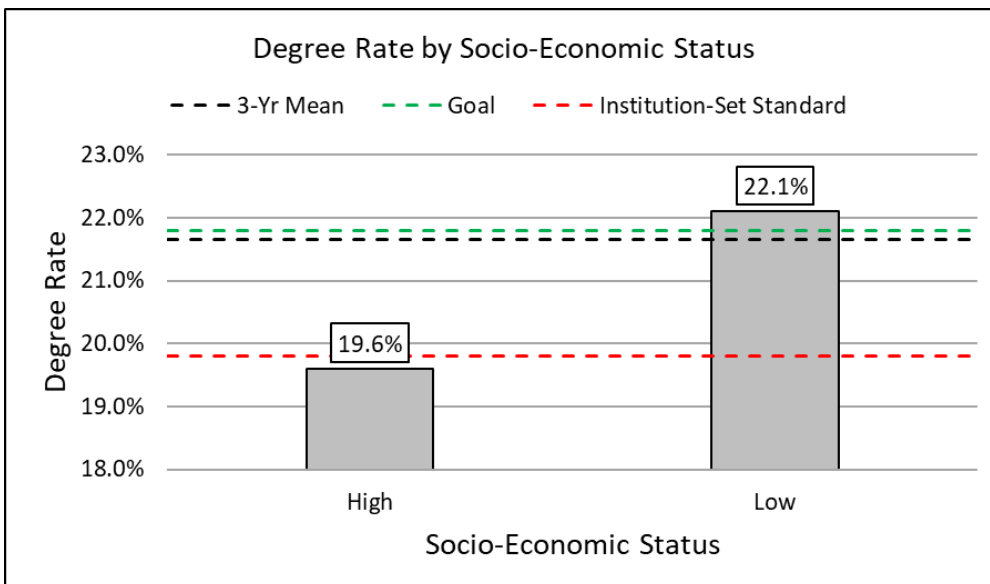
### Degree Rate by Gender

The degree rates disaggregated by gender ranked from highest to lowest are as follows: unknown (38.5%, n = 13), female (23.4%, n = 577), and male (18.7%, n = 535). The unknown group has a small sample size, so the results may not be accurately representative for that group.



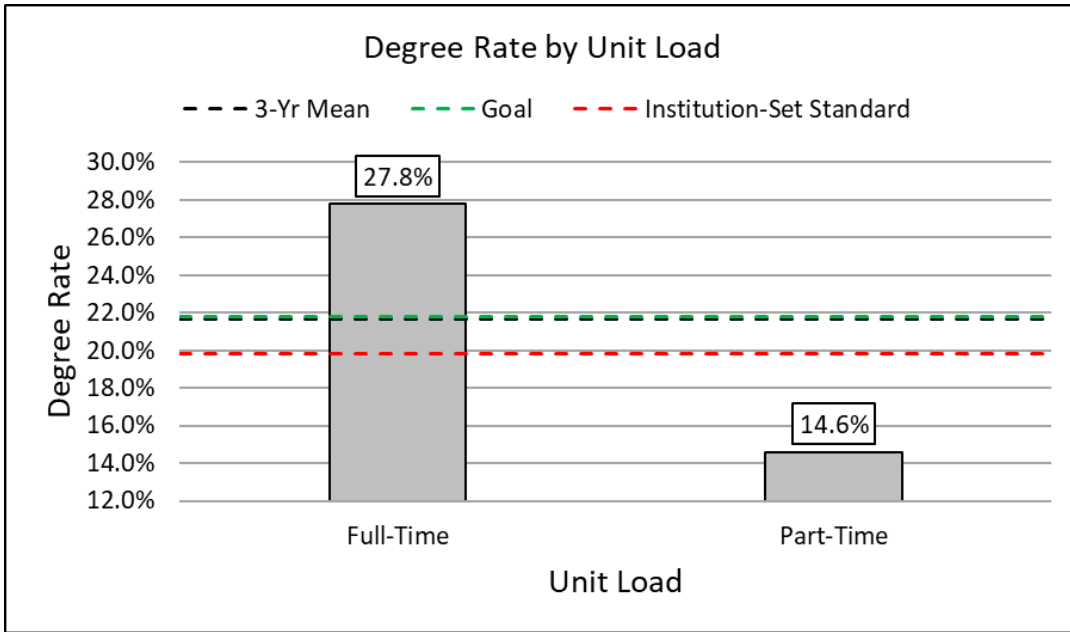
### Degree Rate by Socio-Economic Status

Students were deemed low socio-economic status if they received either the Pell Grant or BOG Waiver during their first academic year. The degree rates disaggregated by socio-economic status ranked from highest to lowest are as follows: low socio-economic status (22.1%, n = 784) and high socio-economic status (19.6%, n = 341).



*Degree Rate by Unit Load*

A full-time student is defined as taking 12 or more units during his or her first term, whereas a part-time student takes fewer than 12 units in the first term. The degree rates disaggregated by unit load ranked from highest to lowest are as follows: full-time (27.8%, n = 576) and part-time (14.6%, n = 549).

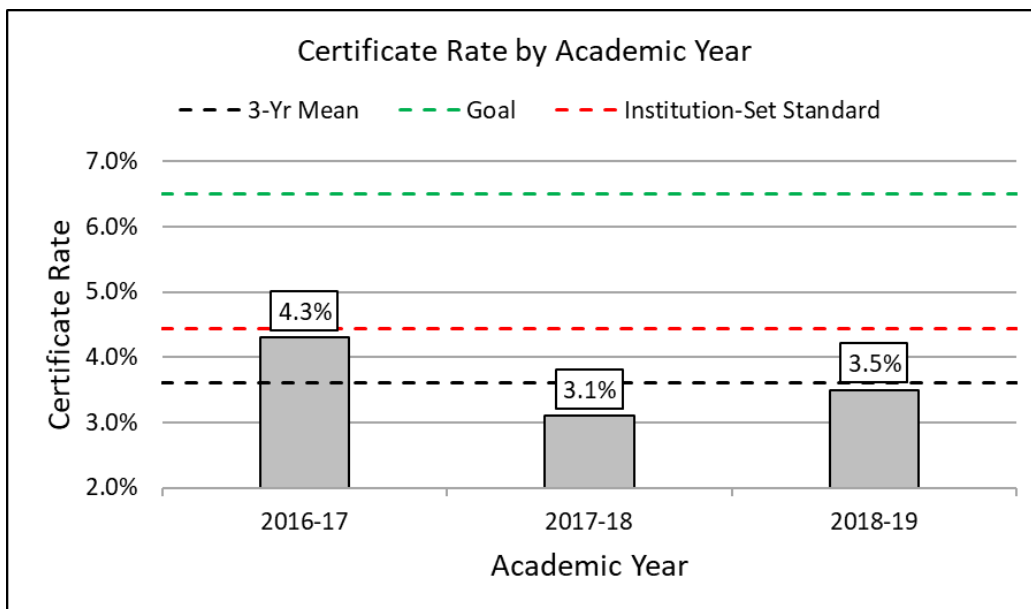


## Certificate Rate

Based on a Student Progress and Achievement Rate (SPAR) cohort, the three-year mean for certificate rate is 3.61 percent, the institution-set standard is 4.4 percent, and the aspirational goal is 6.5 percent. The data were pulled from MIS.

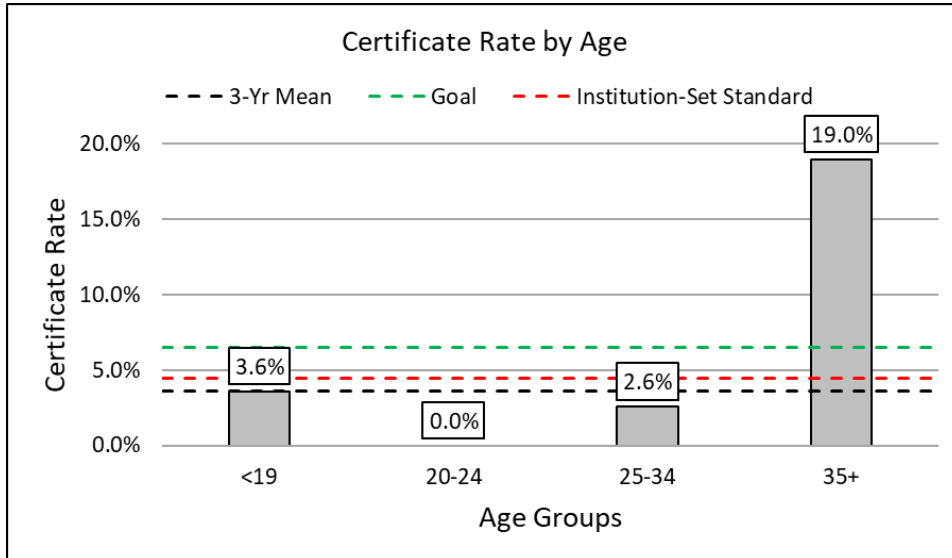
### *Certificate Rate by Academic Year*

The overall Norco College certificate rates over the past three academic years are as follows: 2016-2017 (4.3%, n = 1,168), 2017-2018 (3.1%, n = 1,112), and 2018-2019 (3.5%, n = 1125).



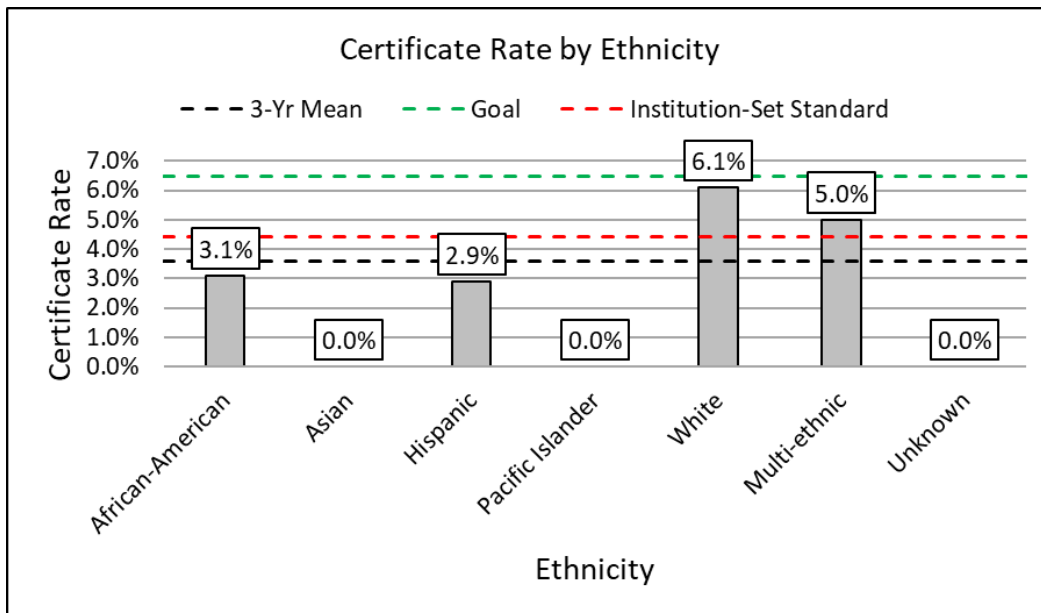
### Certificate Rate by Age

Students are attributed to age groups based on the age of the student in his or her first term. The certificate rates disaggregated by age ranked from highest to lowest are as follows: 35+ (19.0%, n = 21), <19 (3.6%, n = 956), 25-34 (2.6%, n = 39), and 20-24 (0.0%, n = 109).



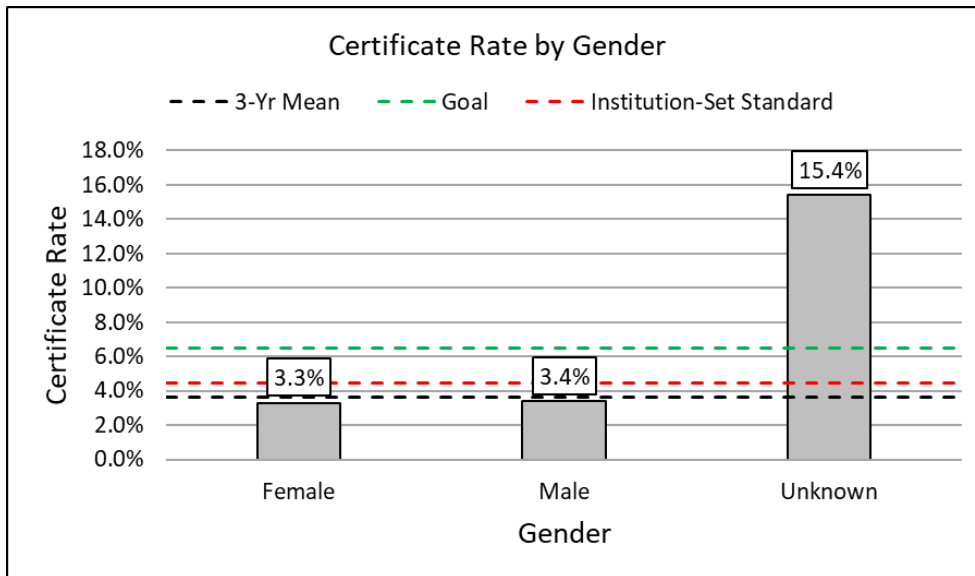
### Certificate Rate by Ethnicity

The certificate rates disaggregated by ethnicity ranked from highest to lowest are as follows: white (6.1%, n = 245), multi-ethnic (5%, n = 40), African-American (3.1%, n = 65), Hispanic (2.9%, n = 681), Asian (0%, n = 88), unknown (0%, n = 3), and Pacific Islander (0%, n = 3). Pacific Islander and unknown have small sample sizes, so the results may not be accurately representative for that group.



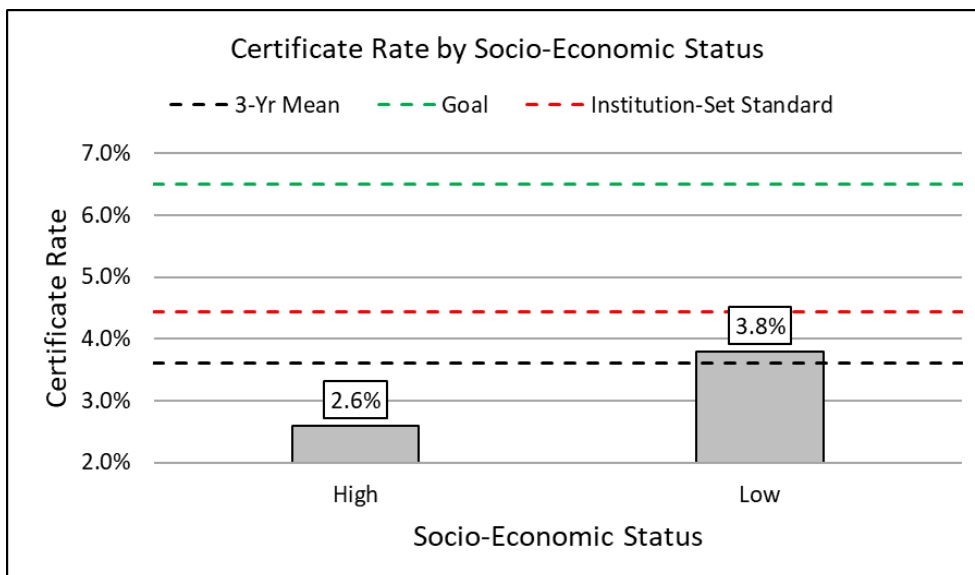
### Certificate Rate by Gender

The certificate rates disaggregated by gender ranked from highest to lowest are as follows: unknown (15.4%, n = 13), male (3.4%, n = 535), and female (3.3%, n = 577). The unknown group has a small sample size, so the results may not be accurately representative for that group.



### Certificate Rate by Socio-Economic Status

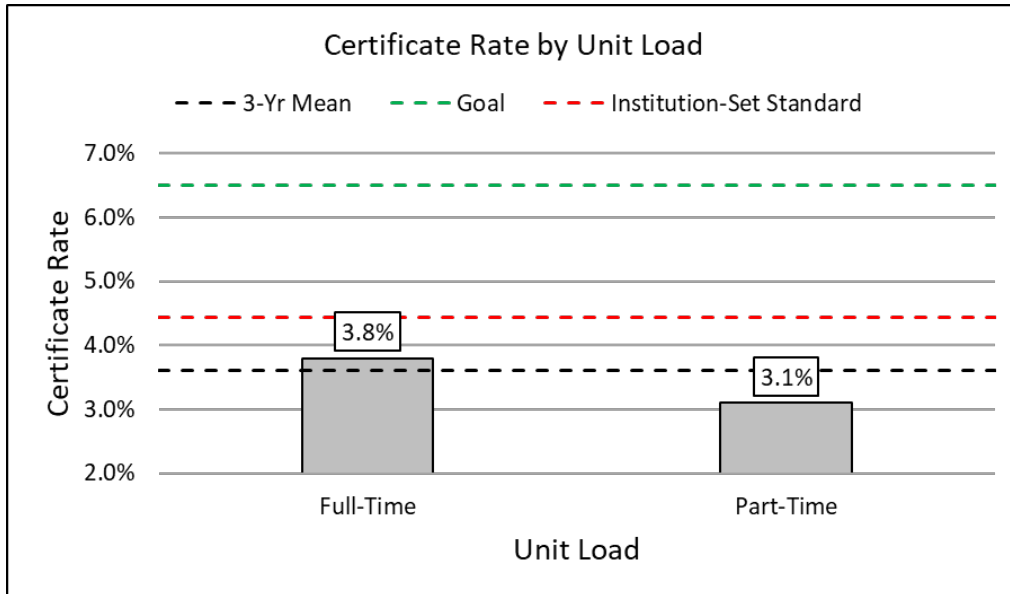
Students were deemed low socio-economic status if they received either the Pell Grant or BOG Waiver during their first academic year. The certificate rates disaggregated by socio-economic status ranked from highest to lowest are as follows: low socio-economic status (3.8%, n = 784), and high socio-economic status (2.6%, n = 341).





### Certificate Rate by Unit Load

A full-time student is defined as taking 12 or more units during his or her first term, whereas a part-time student takes fewer than 12 units in the first term. The certificate rates disaggregated by unit load ranked from highest to lowest are as follows: full-time (3.8%, n = 576), part-time (3.1%, n = 549).

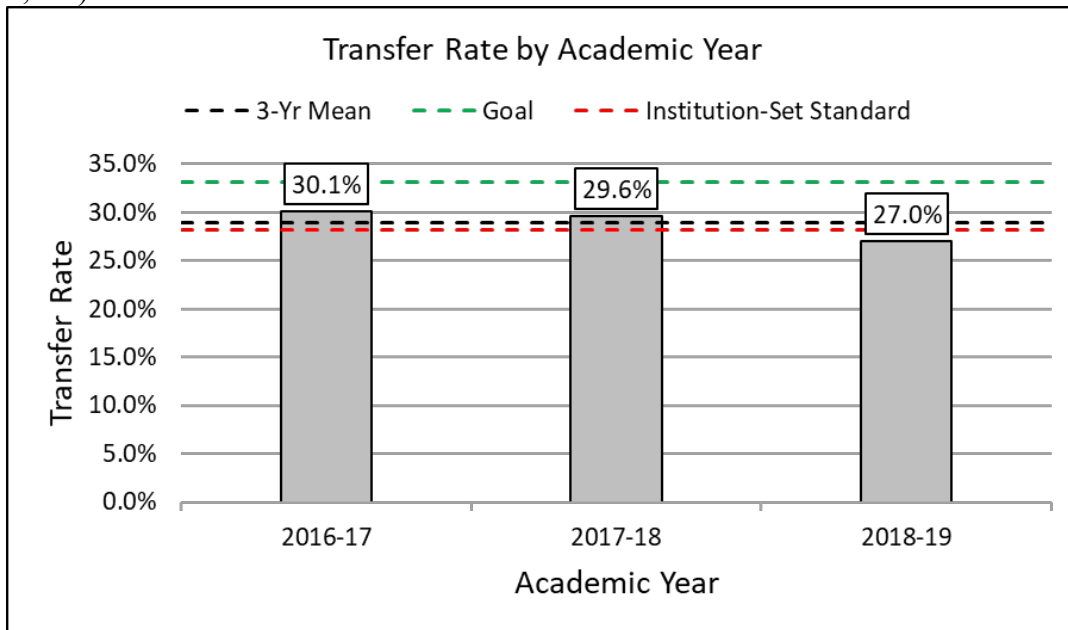


## Transfer Rate

Information is based on a SPAR cohort. Therefore, the initial cohort consists of first-time college students in fall 2012 who have a valid Social Security number, earned at least six units in their first three years of enrollment, and attempted a math or English course in the first three years. The students have six years to transfer to a four-year institution. The three-year mean for transfer rate is 28.9 percent, the institution-set standard is 28.2 percent, and the aspirational goal is 33.1 percent. The data were pulled from MIS and National Student Clearinghouse.

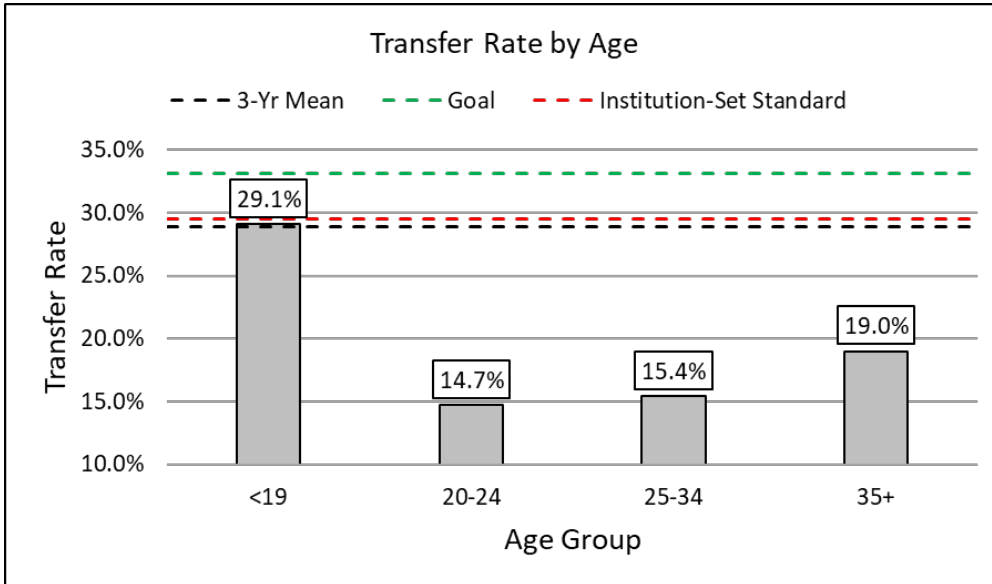
### *Transfer Rate by Academic Year*

The overall Norco College transfer rates over the past three academic years are as follows: 2016-2017 (30.1%, n = 1,168). 2017-2018 (29.6%, n = 1,112) and 2018-2019 (27.0%, n = 1,125).



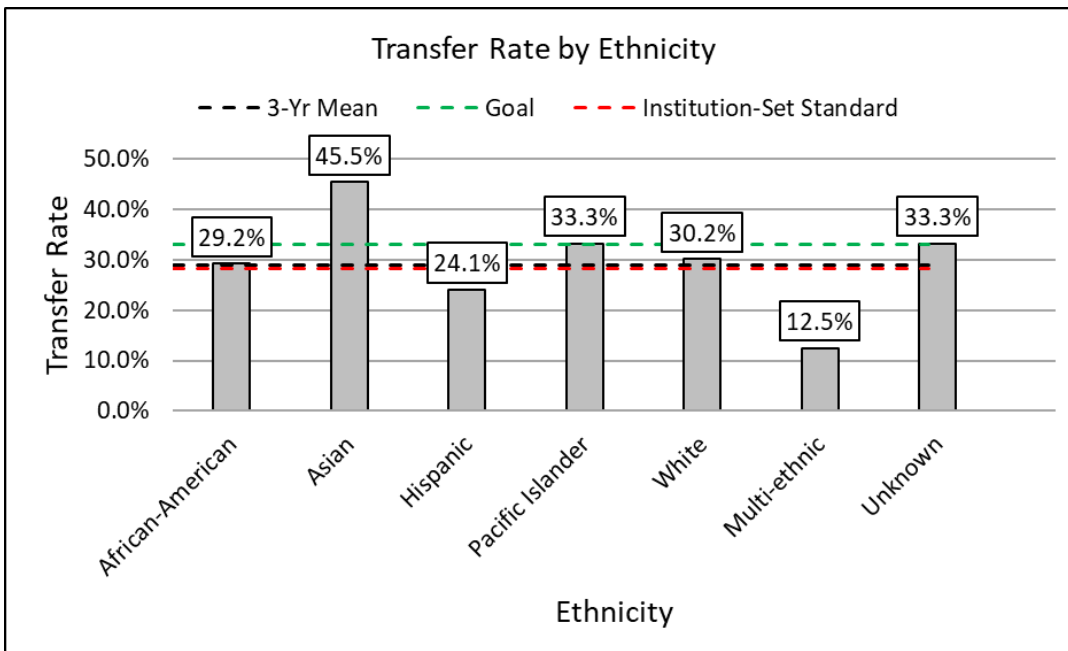
### Transfer Rate by Age

The transfer rates disaggregated by age ranked from highest to lowest are as follows: <19 (29.1%, n = 956), 35+ (19.0%, n = 21), 25-34 (15.4%, n = 39), and 20-24 (14.7%, n =106).



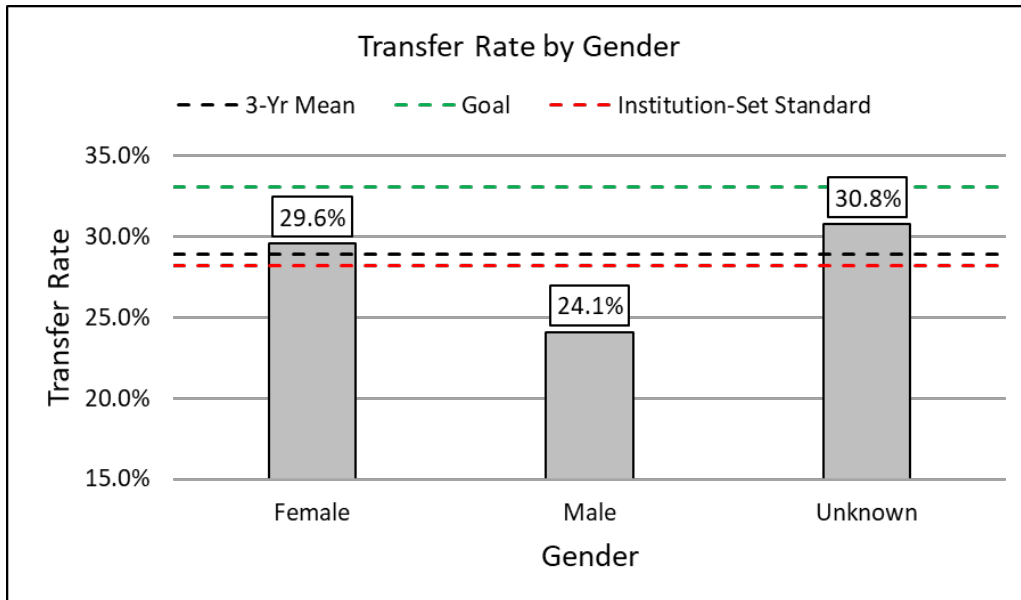
### Transfer Rate by Ethnicity

The transfer rates disaggregated by ethnicity ranked from highest to lowest are as follows: Asian (45.5%, n = 88), Pacific Islander (33.3%, n = 3), unknown (33.3%, n = 3), white (30.2%, n = 245), African-American (29.2%, n = 65), Hispanic (24.1%, n = 681), and multi-ethnic (12.5%, n = 40). Pacific Islander and unknown have small sample sizes, so the results may not be accurately representative for that group.



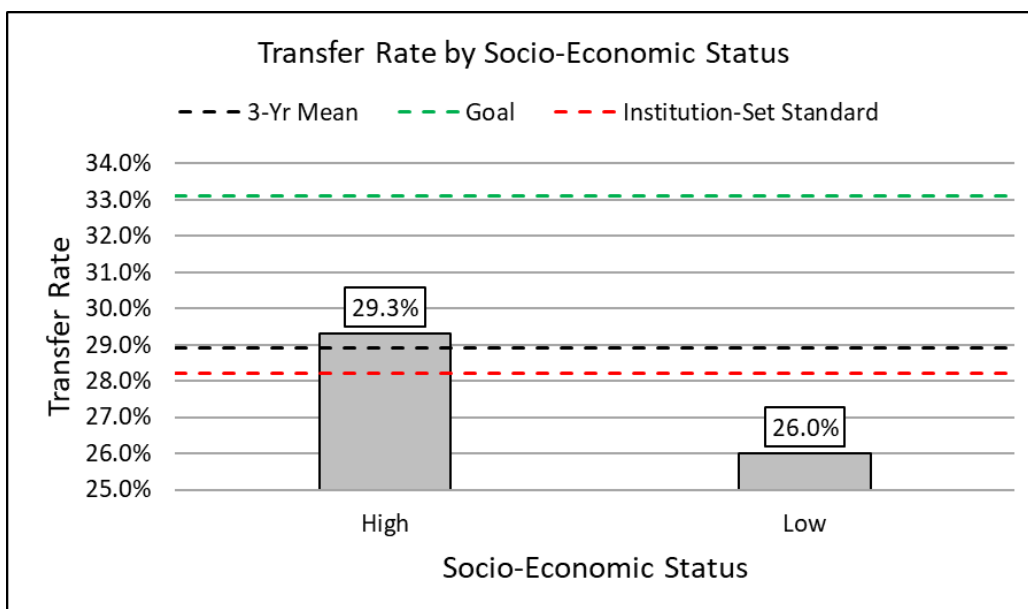
### Transfer Rate by Gender

The transfer rates disaggregated by gender ranked from highest to lowest are as follows: unknown (30.8%, n = 13), female (29.6%, n = 577), and male (24.1%, n = 535). The unknown group has a small sample size, so the results may not be accurately representative for that group.



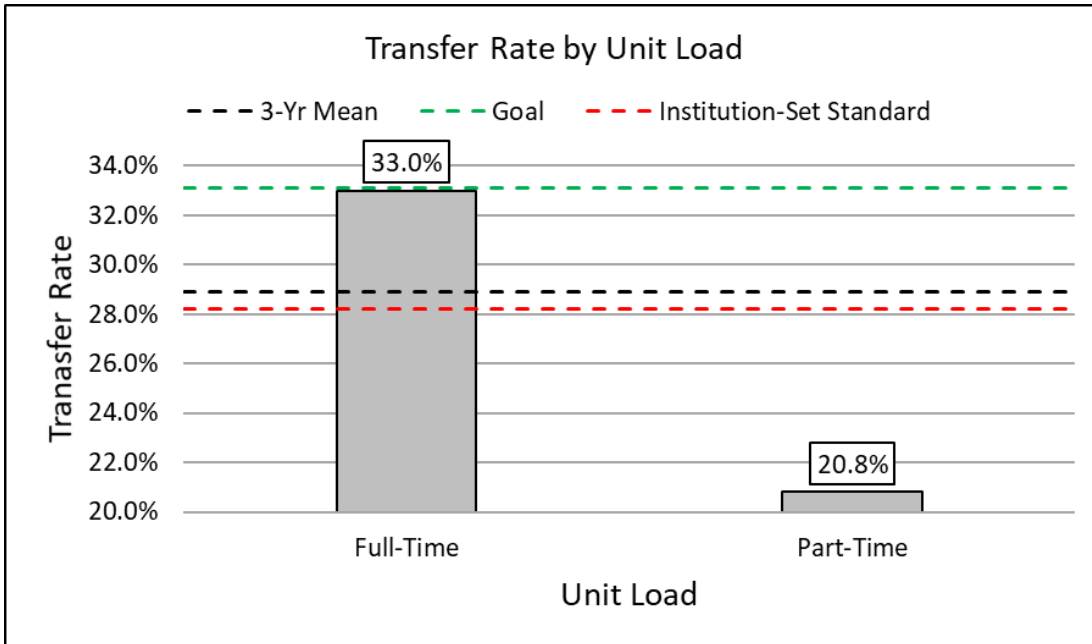
### Transfer Rate by Socio-Economic Status

Students were deemed low socio-economic status if they received either the Pell Grant or BOG Waiver during their first academic year. The transfer rates disaggregated by socio-economic status ranked from highest to lowest are as follows: high socio-economic status (29.3%, n = 341) and low socio-economic status (26.0%, n = 784).



*Transfer Rate by Unit Load*

A full-time student is defined as taking 12 or more units during his or her first term, whereas a part-time student takes fewer than 12 units in the first term. The transfer rates disaggregated by unit load ranked from highest to lowest are as follows: full-time (33.0%, n = 576) and part-time (20.8%, n = 549).

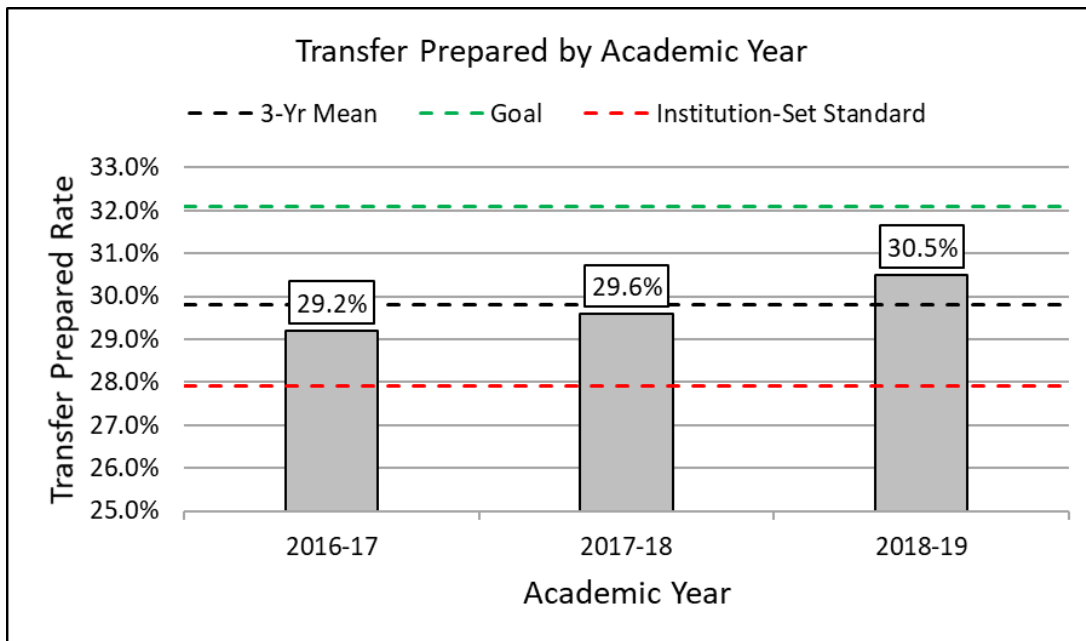


## Transfer Prepared

A student is transfer prepared if he or she successfully completed 60+ UC/CSU transferrable units and has a GPA  $\geq$  2.0. Based on a SPAR cohort, the three-year mean for transfer prepared rate is 29.8 percent, the institution-set standard is 29.5 percent, and the aspirational goal is 32.1 percent. The data were pulled from MIS.

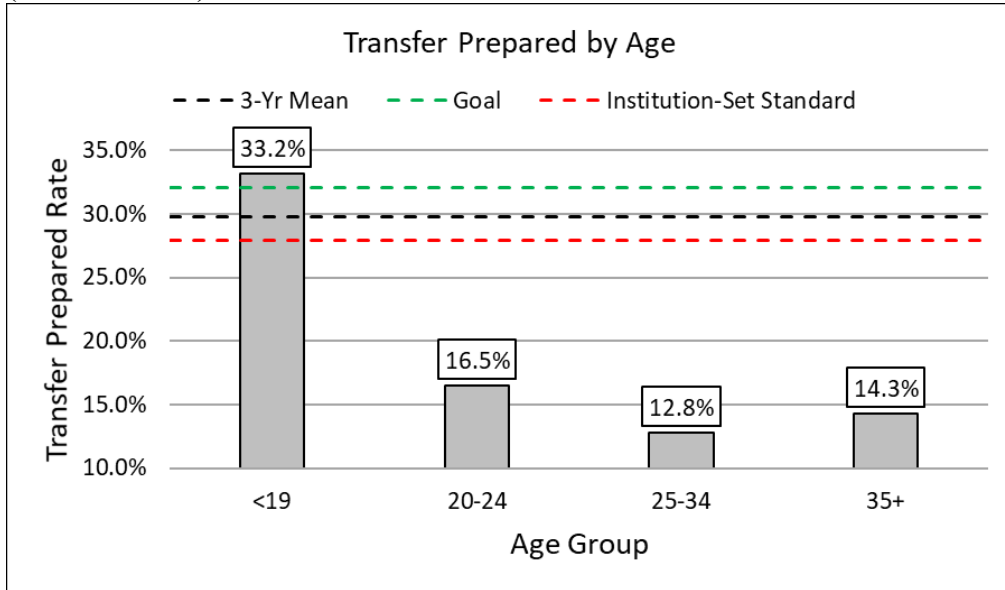
### *Transfer Prepared Rate by Academic Year*

The overall Norco College transfer prepared rates over the past three academic years are as follows: 2016-2017 (29.2%, n = 1,168), 2017-2018 (29.6%, n = 1,112), and 2018-2019 (30.5%, n = 1,125).



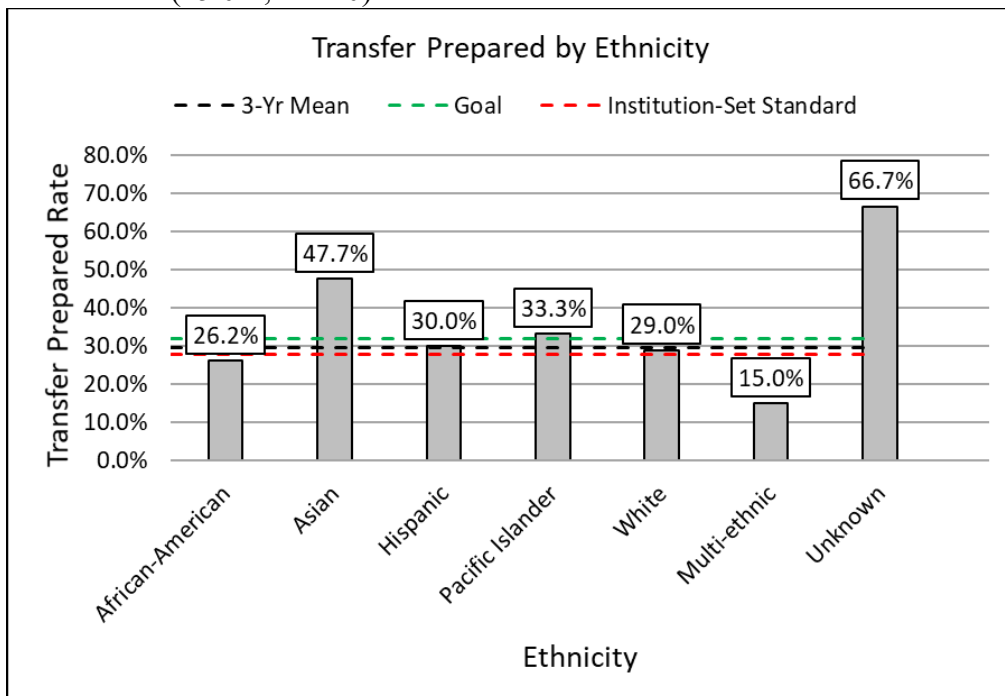
*Transfer Prepared Rate by Age*

The transfer prepared rates disaggregated by age ranked from highest to lowest are as follows: <19 (33.2%, n = 956), 20-24 (16.5%, n = 109), 35+ (14.3%, n = 21), and 25-34 (12.8%, n = 39).



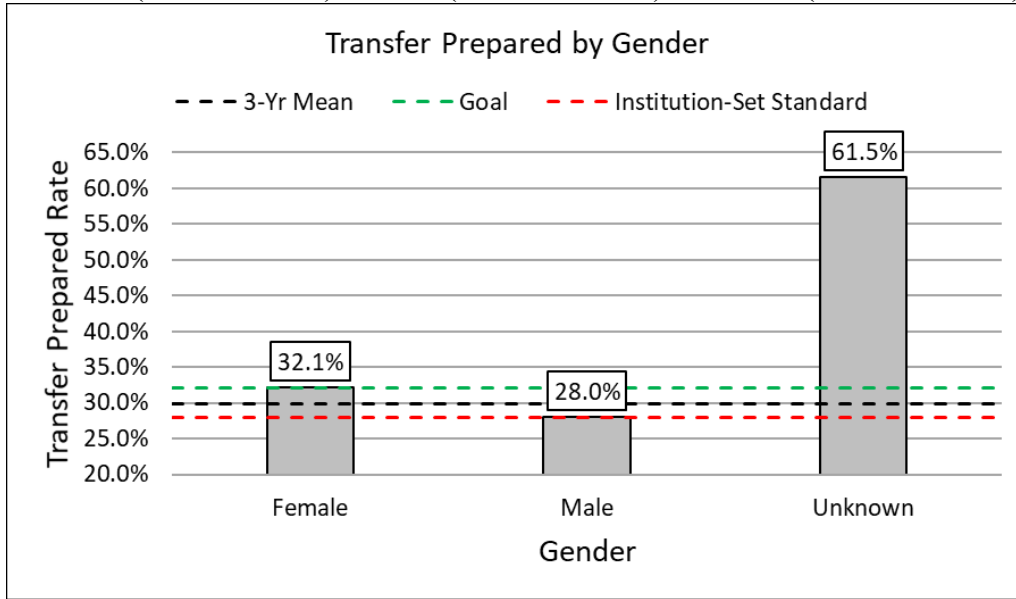
*Transfer Prepared Rate by Ethnicity*

The transfer prepared rates disaggregated by ethnicity ranked highest to lowest are as follows: unknown (66.7%, n = 3), Asian (47.7%, n = 88), Pacific Islander (33.3%, n = 3), Hispanic (30.0%, n = 681), white (29.0%, n = 245), African-American (26.2%, n = 65), and multi-ethnic (15.0%, n = 40).



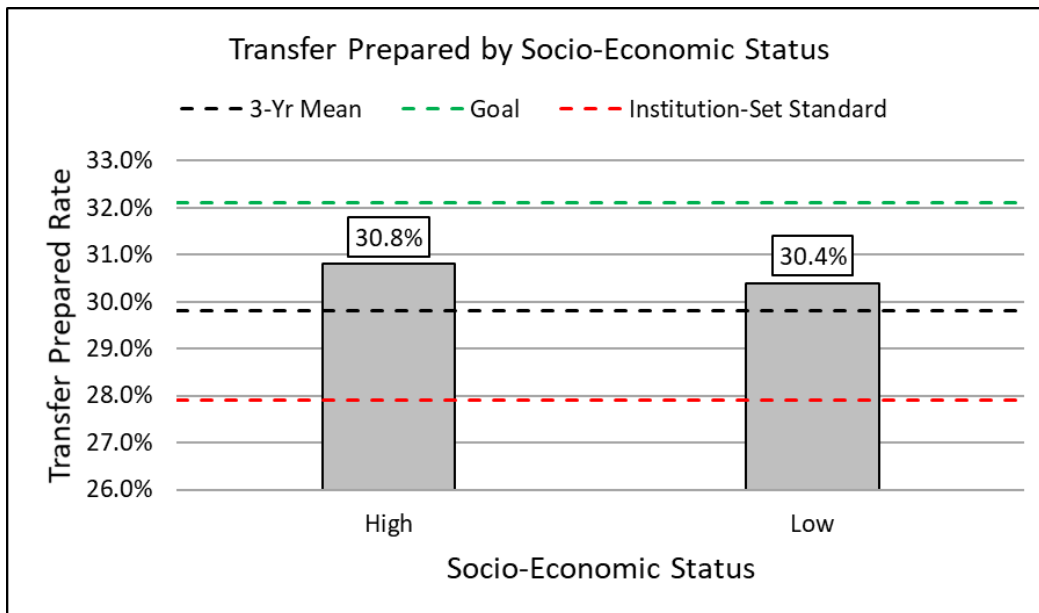
*Transfer Prepared Rate by Gender*

The transfer prepared rates disaggregated by gender ranked highest to lowest are as follows: unknown (61.5%, n = 13), female (32.1%, n = 577), and male (28.0%, n = 535).



*Transfer Prepared Rate by Socio-Economic Status*

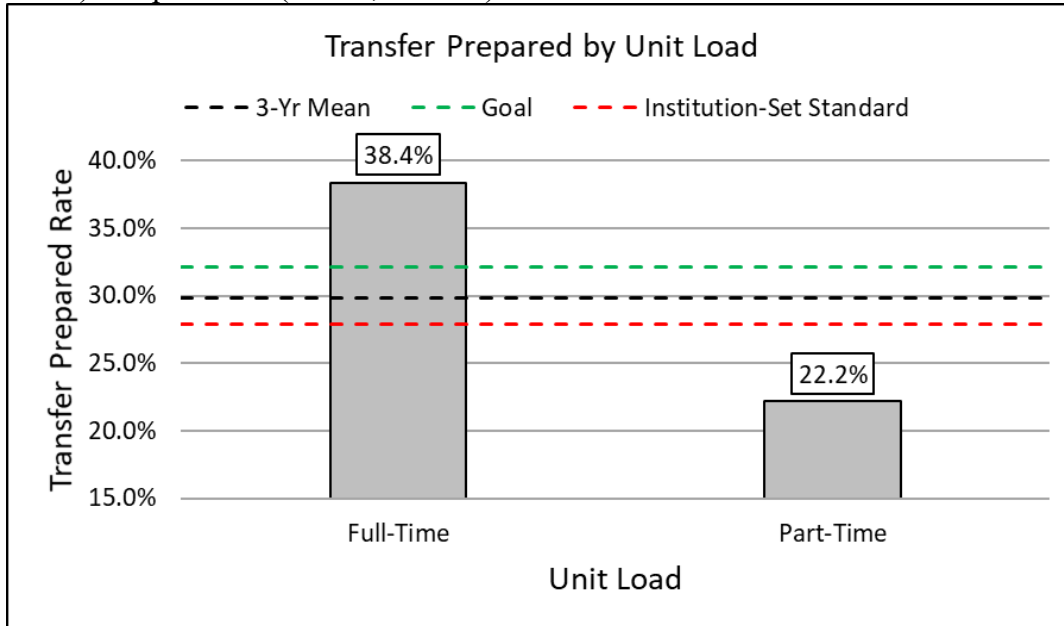
Students were deemed low socio-economic status if they received either the Pell Grant or BOG Waiver during their first academic year. The transfer prepared rates disaggregated by socio-economic status ranked from highest to lowest are as follows: high (30.8%, n = 341) and low (30.4%, n = 784).





### Transfer Prepared Rate by Unit Load

A full-time student is defined as taking 12 or more units during his or her first term, whereas a part-time student takes fewer than 12 units in the first term. The transfer prepared rates disaggregated by unit load ranked from highest to lowest are as follows: full-time (38.4%, n = 576) and part-time (22.2%, n = 549).



## **C. Organization of the Self-Evaluation Process**

Norco College embraces the concept of accreditation as a process of continuous quality improvement. The work and evaluation of college councils and committees follows the institution's strategic planning goals and objectives, through which the College strives to engage in best practices as identified in the Accreditation Standards.

Soon after submission of the Midterm Report in spring 2017, the College began planning for the upcoming institutional self-evaluation report (ISER). In fall 2017, a classified staff accreditation tri-chair, Ruth Leal, instructional production specialist, was added to the accreditation leadership team that included Dr. Greg Aycock, dean of Institutional Effectiveness and accreditation liaison officer, and Kris Anderson, professor of English and faculty accreditation co-chair. Dr. Samuel Lee, interim vice president of Academic Affairs, also joined the accreditation leadership team. To tap relevant expertise and valuable institutional memory, and to connect to applicable strategic planning councils, ten Standards Committees were established, each with an administrative, faculty, and classified staff tri-chair. Information about Accreditation 2020 was presented in fall 2017 at the Institutional Strategic Planning Council (ISPC), which receives periodic accreditation updates, and the Committee of the Whole. An Accreditation 2020 presentation was included in the spring 2018 Faculty Flex Day, and all three colleges in the District presented to the Board of Trustees on April 3, 2018.

Beginning in fall 2017 and continuing into spring 2018, each Standard Committee solicited participation from faculty, classified staff, and student body leaders who had interest and knowledge in the area of the Standard. By early spring 2018, each Standard committee began work on a gap analysis. Committee tri-chairs met once a month to discuss and guide work in progress. Following submission of committees' gap analyses in April, these documents were compiled and the combined analysis uploaded to the Accreditation 2020 SharePoint site. The accreditation leadership team then added comments and suggestions, focused especially on evidence, to help committees move toward the next step. Guided the one-day ACCJC accreditation ISER training on May 2, 2018, and work on their gap analyses, committees began working on what was called a "drafty draft" or rough-rough draft. During the semester, the accreditation co-chairs presented on Accreditation 2020 to the Academic Senate and the Associated Students of Norco College (ASNC).

Over summer 2018, the college accreditation co-chairs combined committees' drafts into one document and began work on other elements of the report. With the hiring of a new district vice chancellor for Educational Services, sections of the ISER related to district processes were begun. On July 1, Dr. Lee was appointed to the permanent position of vice president of Academic Affairs and took on the role of accreditation liaison officer. As dean of Institutional Effectiveness and therefore closely involved with many aspects of the ISER, Dr. Aycock continued to participate in accreditation co-chair discussions.

At a Faculty Flex Day event right before the fall 2018 semester, accreditation co-chairs again presented an update, along with an activity focused on Standard IIA in an evidence-driven analysis. During fall, Standards Committees returned to their drafts for revision. On October 31, the College welcomed ACCJC Vice President Gohar Momjian, the Commission's liaison, for an

on-campus accreditation information and training session. The first hour of Vice President Momjian’s visit involved the entire College, after which each of the Standards Committees had an opportunity to meet individually with Ms. Momjian to go over their work in progress. In early December, Standards Committees uploaded revised drafts to the SharePoint site.

Winter session and spring semester 2019 involved further revision and development of Standards and front matter for the ISER. Because the College was undergoing revision of its Educational Master Plan in 2019, work on the Quality Focus Essay (QFE) was held until spring 2019 so that all planning could be effectively integrated. The College’s QFE was discussed in ISPC early in spring, and ISPC approved the two project concepts at a subsequent meeting in March. The QFE was also introduced in the Academic Senate. Faculty led the proposal development for both projects, with full drafts presented and approved by ISPC in April. On April 29, 2019, the full ISER draft was shared with the entire college community through “nor-all” email, and in May, the document proceeded through shared governance councils and committees for a first reading. Feedback was gathered, and further work was done to incorporate changes and revisions.

To ensure inclusiveness and broad participation, throughout the 2018-2019 academic year, the college accreditation co-chairs presented Accreditation 2020 information and updates at governance councils and committees, especially ISPC, and updates appeared in the Regular Update newsletter.

Following summer revisions and further evidence updates, in fall 2019 the revised draft of Norco College’s Accreditation 2020 ISER was again shared with college committees and distributed via “nor-all” email. Further updates were made. Accreditation co-chairs presented the document to the Academic Senate, ASNC, and college councils in September-October for final reading and approval. In addition, the District Strategic Planning Council reviewed the ISER on October 25, with comments subsequently incorporated into final revision. The Board of Trustees approved the College’s ISER on December 10, 2019.

### **Timeline for the Development of the Institutional Self-Evaluation Report (ISER)**

- **Fall semester 2017:** Co-chairs and committees established
- **Spring 2018:** Standards Committees begin work. Gap analysis, evidence, and rough compilation for each standard.
  - April 6: Gap analysis due (before spring break)
  - May 2: ACCJC ISER training (Ontario)
  - June 30: Drafty draft due
- **Summer 2018:** Combine drafts and edit. Identify needed evidence and elements. Work on front matter.
  - By July 5: Begin discussions with the vice chancellor of Educational Services about district portions of ISER
  - By July 5: Standards drafty drafts merged into one document and uploaded to SharePoint
  - By July 16: Standard 1A drafty draft (revised as needed) posted to SharePoint as a resource and model

- By July 26: Organize evidence using naming conventions
- By July 26: Front matter (including college history, ISER process, data sections, org. charts and function maps, compliance with eligibility requirements) drafty-drafted and organized
- August 20: Drafty draft completed
- **Fall 2018**: Committees review/revise/update drafts. Continue to work on front matter. Further evidence gathering. ACCJC vice president and Norco College liaison, Gohar Momjian, visits the College.
  - August 24 (during morning session): Flex Day presentation—showing the drafty draft on SharePoint.
  - September 21: Accreditation Standards committee meeting
  - October 31: On-campus ISER training with ACCJC Vice President Gohar Momjian, 12:30-4:30 p.m.
  - November 15-27: Individual Standards committee meetings with accreditation co-chairs
  - December 3: Standards committees' revised drafts due
- **Winter 2019**: Revise/edit ISER; update as needed. Continue to work on evidence.
- **Spring 2019**: QFE. Continue revisions and updates for ISER and evidence. Distribution of ISER for first readings and comments.
  - February: Begin Quality Focus Essay (QFE) process
  - Early March: ISPC and accreditation co-chairs align QFE to EMP, Strategic Plan, Statewide Vision for Success 2030
  - By March 15: One-hour individual Standards Committee meetings
  - Early April: Draft of QFE
  - April 2: Deadline for Standards teams' drafts (Accreditation Co-chairs take control of the ISER)
  - April 29: Draft of QFE merged into full ISER draft and distributed to nor-all
  - May: Academic Senate, COTW, APC, BFPC, ISPC, ASNC, SSPC, Executive Cabinet—first read of ISER
- **Summer 2019**: Further revisions of ISER, including QFE. Updating data/evidence.
- **Fall 2019**: Final updates. Revised ISER distributed; second/final readings and approvals in Academic Senate, ASNC, and councils. Board of Trustees approval.
  - August 21: Flex presentations on ISER/accreditation
  - September 12: District meeting/training with ACCJC Vice President Gohar Momjian
  - September-October: Sharing of revised ISER with college committees and distribution via nor-all for further feedback
  - September-October: Second readings and approvals in Academic Senate, ASNC, and councils
  - October 25: Review by the District Strategic Planning Council
  - November: Submission to Chancellor's Cabinet
  - December 10: Board of Trustees approval of ISER
  - December (following Board approval): Complete signature page and upload final ISER to flash drive, with evidence. Send ISER flash drive to ACCJC.
- **Spring 2020**: Accreditation team visit, March 2-5

**Accreditation Standard Committees**

Samuel Lee, Accreditation Liaison Officer and Co-Chair

Kris Anderson, Faculty Co-Chair

Ruth Leal, Classified Staff Co-Chair

Greg Aycock, Institutional Research Representative

Charise Allingham, Evidence Coordinator

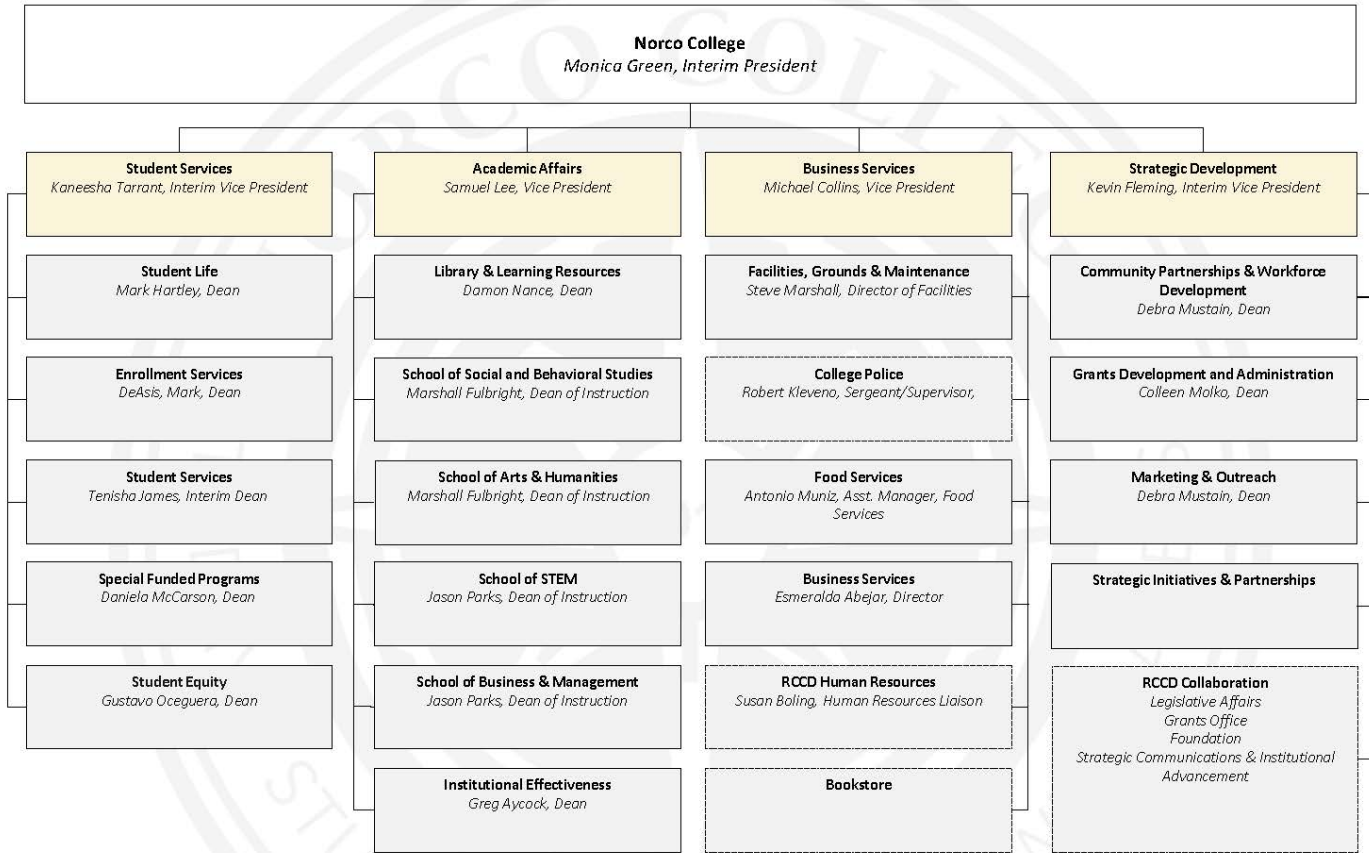
<b>Standard I</b>	<b>Standard II</b>	<b>Standard III</b>	<b>Standard IV</b>
<p><b>A. Mission</b>  <b>B. Assuring Academic Quality and Institutional Effectiveness</b>  <b>C. Institutional Integrity</b></p> <p>Melissa Bader,  Patti Brusca,  Greg Aycock,  Co-chairs</p> <p>Brandon Owashi  Daniel Landin  Lilia Garcia  Laura Adams  Barbara Moore  Kimberly Bell  Dan Reade  Mical Peña (Student)</p>	<p><b>A. Instructional Programs</b></p> <p>Quinton Bemiller,  Nicole Brown,  Jason Parks,  Co-chairs</p> <p>Brian Johnson  Nick Franco  Tami Comstock  Caitlin Welch  Jennifer Vasquez-Bonilla (Student, 2017-2018)  Francisco Fernandez (Student, 2018-2019)</p>	<p><b>A. Human Resources</b></p> <p>Peter Boelman,  Leona Crawford,  Colleen Molko,  Co-chairs</p> <p>Monica Gutierrez  Tim Russell  Teresa Friedrich Finnern  Jeff Julius  Hector Ramos (Student, 2017-2018)  Tajza Chatman (Student, 2018-2019)</p>	<p><b>A. Decision-Making Roles and Processes</b></p> <p>Bob Prior,  Patricia Gill,  Gustavo Ocegueda,  Co-chairs</p> <p>Patty Sanchez  Bernice Delgado  Patty Worsham  Autumn Parra (Student)</p>
	<p><b>B. Library and Learning Support Services</b></p> <p>Nikki Capps,  Chris Poole,  Damon Nance,  Co-chairs</p> <p>Celia Brockenbrough  Miguel Castro  Albert Jimenez  Daren Koch  Arezo Marashi  Sara Trujillo (Student, 2017-2018)  Sarah Gadalla (Student, 2018-2019)</p>	<p><b>B. Physical Resources + D. Financial Resources</b></p> <p>Peggy Campo,  Andy Aldasoro,  Michael Collins,  Co-chairs</p> <p>Rex Beck  Misty Cheatham  Christopher Castillo (Student, 2017-2018)  Francisco Fernandez (Student, 2018-2019)</p>	<p><b>B. Chief Executive Officer</b></p> <p>Gail Zwart,  Natalie Aceves,  Kaneesha Tarrant,  Co-chairs</p> <p>Sarah Burnett  Tom Wagner  Travonne Bell  Isaac Nuñez (Student, 2017-2018)  Sarah Gadalla (Student, 2018-2019)</p>
	<p><b>C. Student Support Services</b></p> <p>John Moore,  Vanessa Acosta,  Mark DeAsis,  Co-chairs</p>	<p><b>C. Technology Resources</b></p> <p>Janet Frewing,  Dan Lambros,  Debra Mustain  Co-chairs</p>	<p><b>C. Governing Board + D. Multi-College Districts or Systems</b></p> <p>Peggy Campo,  Derek Sy,  Kevin Fleming,  Co-chairs</p>

	<p>Cyndi Gundersen  Tenisha James  Daniela McCarson  Marissa Iliscupidez  Remelyn Ugalde  (Student, 2017-2018)  Shawn Schoen (Student,  2018-2019)</p>	<p>Technology Committee  Sergio Quiroz (Student,  2017-2018)  Grisel Davila (Student,  2017-2018)  Javier Ahedo (Student,  2018-2019)</p>	<p>Alexis Gray  Bev Wimer  Ruth Jones  Maria Barragan  (Student, 2017-2018)  Summer Arias  (Student, 2018-2019)</p>
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# D. Organizational Information

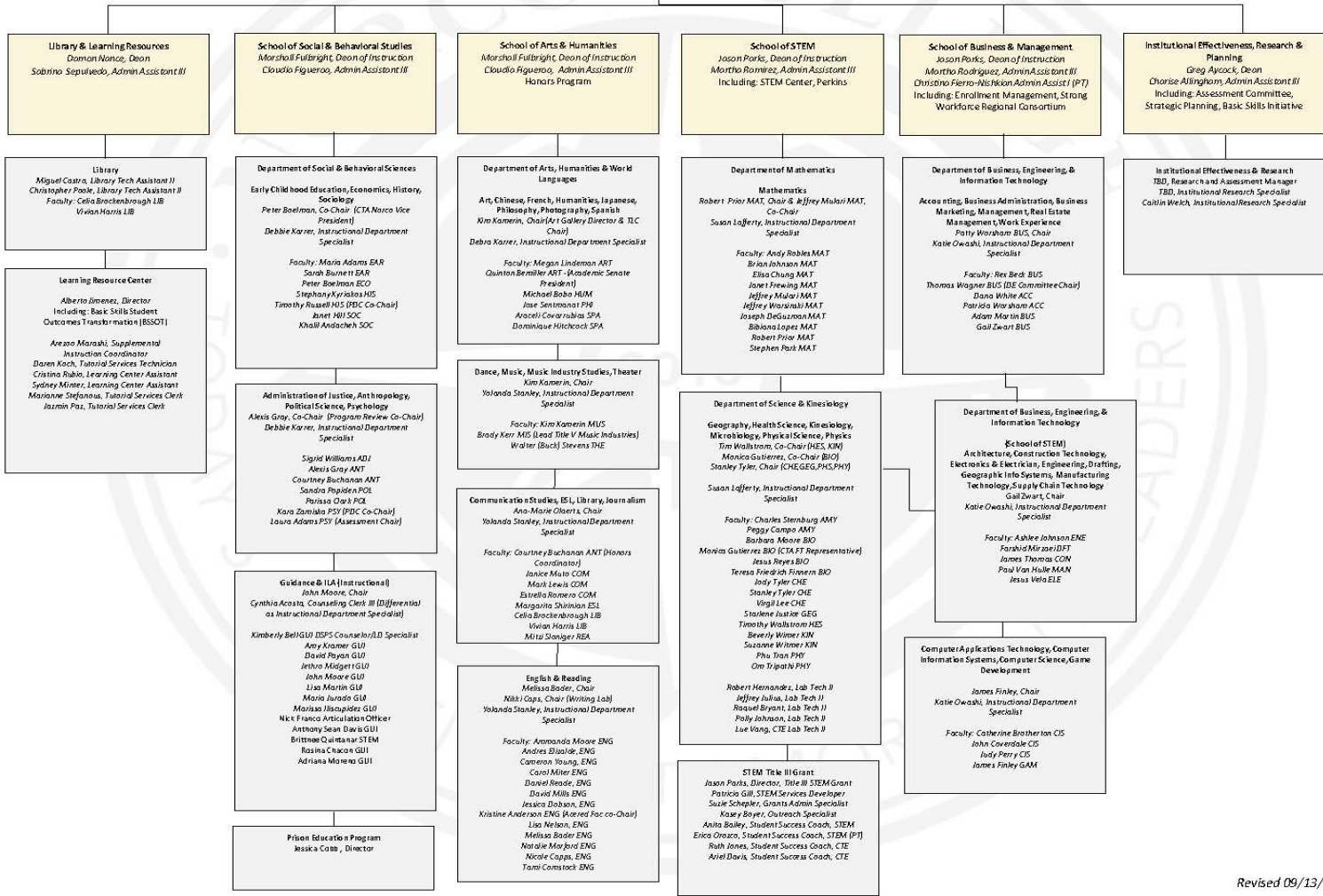
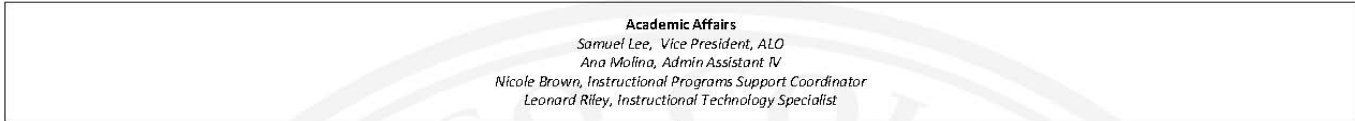
## Organizational Charts

### Office of the President



Revised 09/25/19

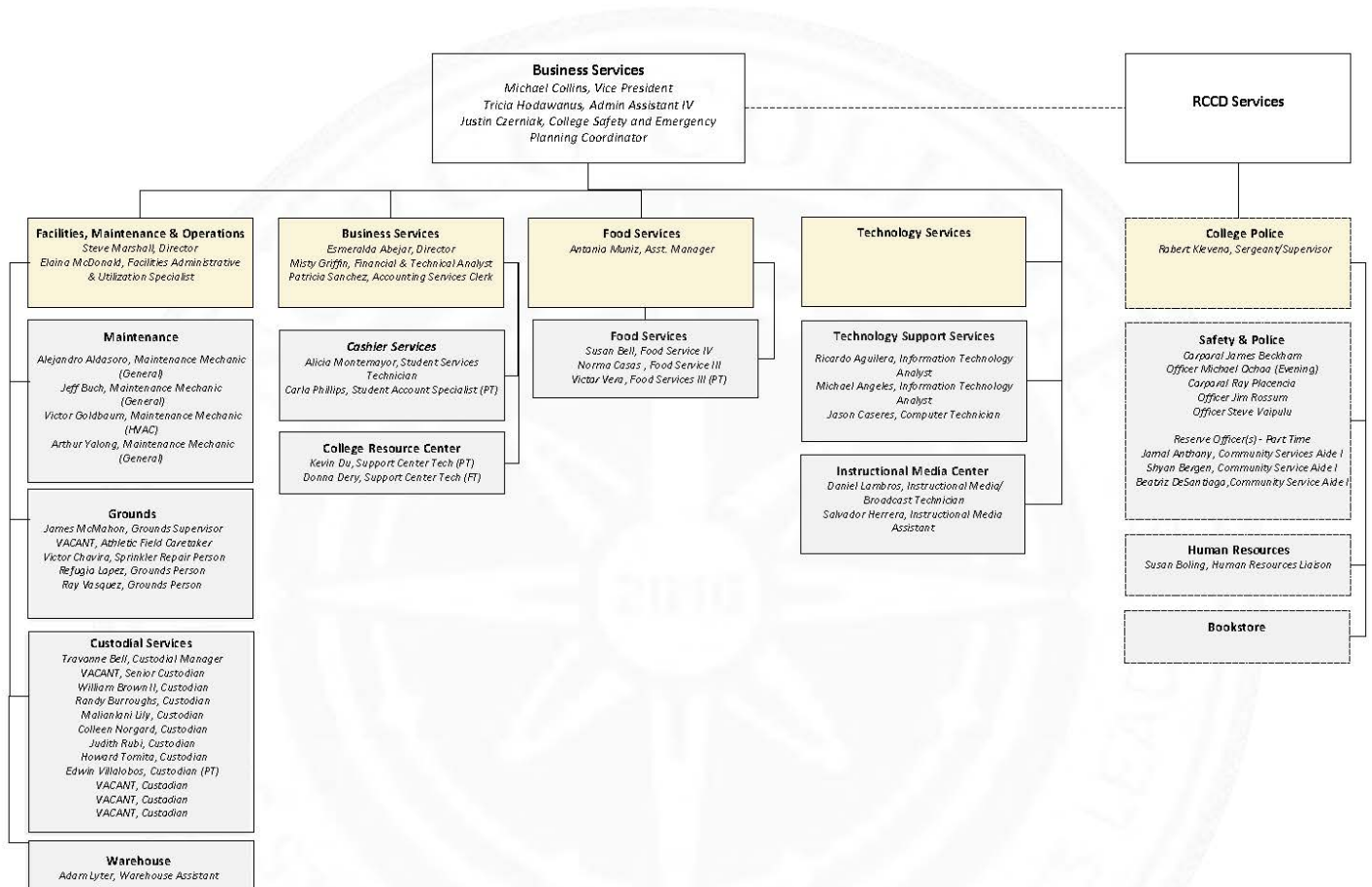
# Academic Affairs



Revised 09/13/19

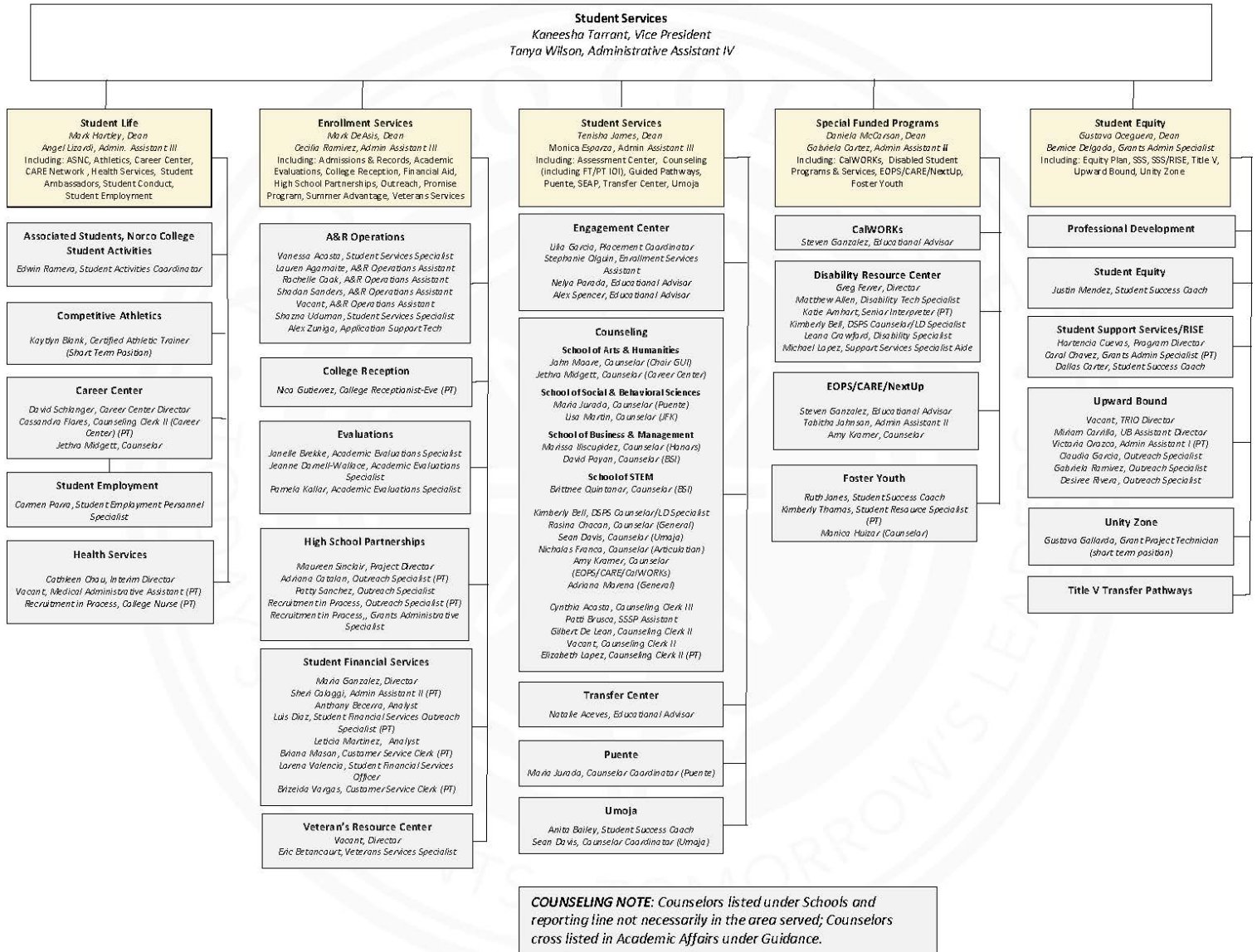


# Business Services



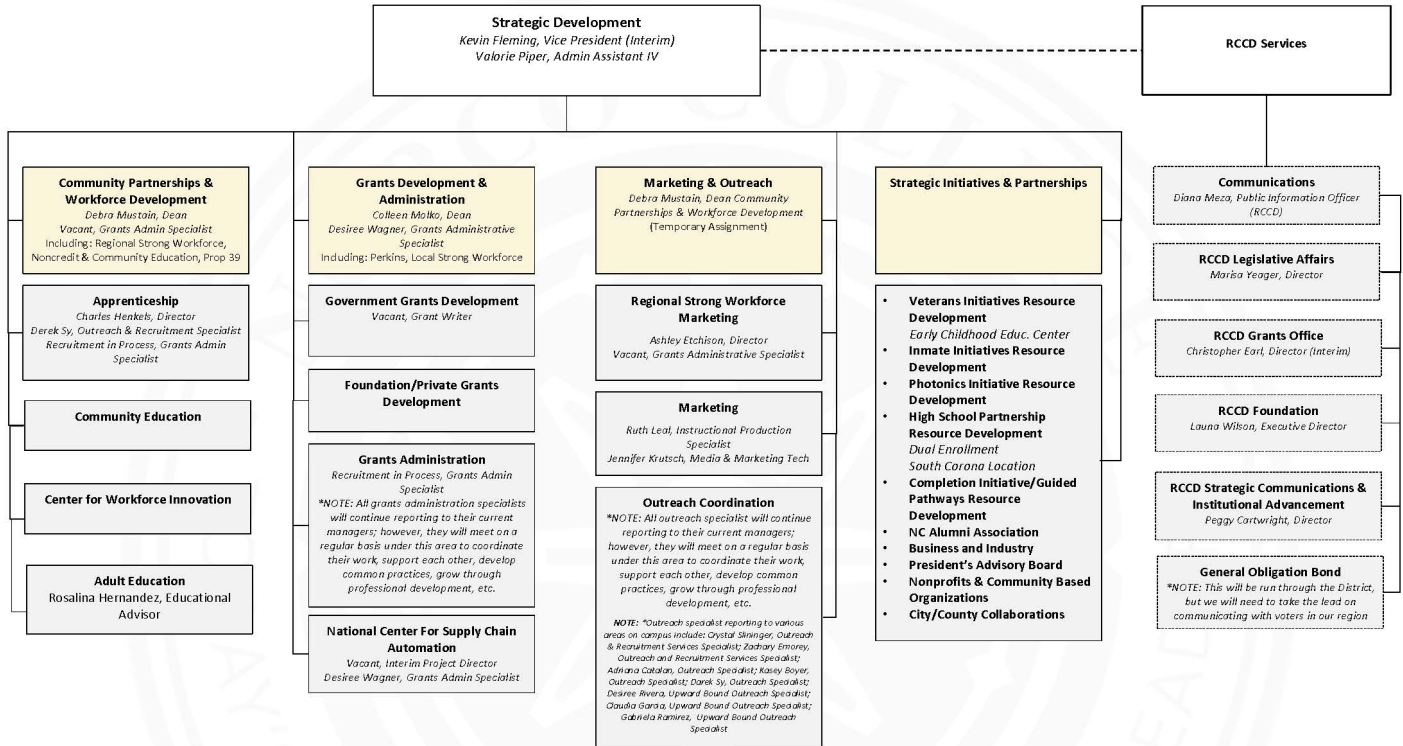
Revised 09/18/19

# Student Services



**COUNSELING NOTE:** Counselors listed under Schools and reporting line not necessarily in the area served; Counselors cross listed in Academic Affairs under Guidance.

# Strategic Development



Revised 09/25/19

## Functional Maps

The Functional Maps, revised in spring 2019 with broad participation through the districtwide governance process, delineate and clarify the scope and roles of the three colleges and of the Riverside Community College District Office. After assessing the previous Functional Maps, the colleges and District Office identified the need for a more detailed approach to function mapping beyond simply indicating primary (P), secondary (S), and shared (SH) responsibilities. Two important purposes of the functional map revision were to collaboratively determine the appropriate level of support that flows from the District to the three colleges, and to increase alignment with the revised accreditation Standards. In addition to describing the responsibilities of the District Office in providing adequate resources to the colleges, the maps detail critical regulatory, advocacy, coordination, guidance, and leadership functions. The Functional Maps are living documents, and the District Taskforce will review and revise them as necessary each academic year.

[Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity](#)

[Standard II: Student Learning Programs and Support Services](#)

[Standard III: Resources](#)

[Standard IV: Leadership and Governance](#)

## **E. Certification of Continued Compliance with Eligibility Requirements**

### **Eligibility Requirement 1: Authority**

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Accredited by the Accrediting Commission for Community and Junior Colleges Western Association of Schools and College, Norco College is authorized to operate as a degree-granting post-secondary educational institution by the state of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Riverside Community College District ([ER1-01](#)). Founded as a campus of the Riverside Community College system in 1991, it received initial accreditation as a separate college in 2010 ([ER1-02](#)), with reaffirmation of accreditation in 2014 ([ER1-03](#)). The College is approved by the United States Department of Education to participate in federal student financial aid programs.

Norco College meets Eligibility Requirement 1.

### **Eligibility Requirement 2: Operational Status**

The institution is operational, with students actively pursuing its degree programs.

The College has operated continuously as a post-secondary institution since 1991, with total unduplicated headcount of 10,441 in fall 2018; 9,973 in fall 2017; and 9,569 in fall 2016 ([ER2-01](#)). Student cohort enrollments in institutional degree programs appear in the [Student Enrollment Data](#) chart in the Introduction. In 2019, a total of 1,588 degrees were awarded, with 1,742 degrees awarded in 2018, and 1,041 degrees awarded in 2017. The state Chancellor's Office Data Mart ([ER2-02](#)) indicates unduplicated headcounts along with numbers of degrees and certificates awarded. The summer/fall 2019 Schedule of Classes ([ER2-03](#)) and current College Catalog ([ER2-04](#)) further show the College's continuing operational status.

Norco College meets Eligibility Requirement 2.

### **Eligibility Requirement 3: Degrees**

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The College offers seven two-year area of emphasis (AOE) associate of arts and associate of science degrees, 23 associate degrees for transfer (ADTs), and 46 certificates (29 state-approved and 17 locally approved certificates) ([ER3-01](#)). Associate of arts and associate of science degrees require a minimum of 60 semester units, including general education courses, which can typically be completed in two years by a full-time student. Degree requirements are published in the College Catalog ([ER3-02](#)). In fall 2018, 10,441 students were enrolled in degree-applicable credit courses. Degrees awarded in 2018-2019 were

1,577, with 1,025 students transferring to four-year colleges or universities, and 614 certificates awarded ([ER3-03](#)). Data describing student enrollment in degree and certificate programs can be found in the [Student Enrollment Data](#) portion of Introduction section of this report.

Norco College meets Eligibility Requirement 3.

#### **Eligibility Requirement 4: Chief Executive Officer**

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

At the recommendation of the district chancellor, the Board of Trustees appoints the College president. As described in Board Policy and Administrative Procedure (BP/AP) 2430: Delegation of Authority to Chancellor and Presidents ([ER4-01](#)), the president reports directly to the chancellor, who is appointed by and reports to the Board of Trustees. The Board of Trustees delegates authority to carry out District policies, with the chancellor holding responsibility and authority at the district level, and the president holding responsibility and authority at the college level. Since July 1, 2019, Dr. Monica Green has served as interim president ([ER4-02](#)). The College informed the Commission upon change of the chief executive officer.

Norco College meets Eligibility Requirement 4.

#### **Eligibility Requirement 5: Financial Accountability**

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The Riverside Community College District (RCCD) undergoes an annual external audit for the District and its colleges by a contracted certified public accounting firm ([ER5-01](#)). The Board of Trustees reviews the annual District audit reports ([ER5-02](#)), which are made available to the public on the District's website ([ER5-03](#)). Financial aid audit information showing Title IV compliance is included in the audit. In addition to the audit, compliance with federal requirements can be found in the College's Annual Fiscal Report to the Commission ([ER5-04](#)).

Norco College meets Eligibility Requirement 5.

#### **Evidence List**

- [ER1-01\\_BP1100\\_RCCD](#)
- [ER1-02\\_ActionLetter\\_1-29-10](#)
- [ER1-03\\_ActionLetter\\_7-3-14](#)
- [ER2-01\\_HeadCount-DataMart-10-2019](#)

- ER2-02\_Awards-DataMart-10-2019
- ER2-03\_ClassSchedule-FAL19
- ER2-04\_NCCatalog\_19-20
- ER3-01\_Degrees-Certificates-FAL19
- ER3-02\_GradReq-Catalog-2019-20
- ER3-03\_DataMart-InternalData-10-2019
- ER4-01\_BP2430-Authority
- ER4-02\_BIO-DrGreen\_8-28-19
- ER5-01\_AuditReport\_11-21-18
- ER5-02\_RCCDBOT-minutes\_12-4-18
- ER5-03\_FinancialDocs-Webpage-2019
- ER5-04\_ACCJCFiscalRept-2018

## **F. Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations**

Norco College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

### **Public Notification of an Evaluation Team Visit and Third Party Comment**

*Regulation citation: 602.23(b).*

The College website provides an accreditation link on the homepage. As of December 2018, when the new website went live, this link is found under the About menu on the top of the homepage and also at the bottom of the homepage. On the previous website, this link was on the alphabetized menu found on the right side of the homepage. The accreditation main page provides links to previous self-evaluation processes and/or evidence libraries along with a Reports and Documents page with links to College accreditation reports, substantive change documents, and ACCJC letters and reports ([CR1](#)). Also housed on the Accreditation main page since January 7, 2019, is an announcement of the upcoming peer review team visit ([CR2](#)). In addition, announcement of the upcoming peer review team visit appeared in Regular Update newsletters beginning November 30, 2018 ([CR3](#)). The Board of Trustees publicly announced the upcoming accreditation team visit at its September 17, 2019, meeting ([CR4](#)).

The previous website (pre-December 2018) and the current website also provide a continuous link to ACCJC's Complaint Process page on the Complaint Procedures page ([CR5](#)). The Complaint Procedures page can be accessed through a link on the bottom of the college homepage. On the new website, as of January 7, 2019, the Third Party Comment link also has been made available on the main Accreditation page ([CR6](#)). The College commits to cooperating with the visiting peer review team to follow up and resolve any issues that may be raised by third-party comments.

For further information, see also [Standard I.C.12](#).

### **Standards and Performance with Respect to Student Achievement**

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

The college institution-set standards (ISS), established through the strategic planning process, focus on the most common indicators of student achievement and learning, aligning with the mission. As explained in the Institution-Set Standards ACCJC Annual Report for 2018 ([CR7](#)), the five ISS are course completion (success), number of degrees awarded, number of certificates awarded, number of students who transferred to four-year colleges and universities, and job-placement rates for students completing certificate programs and CTE degrees. The methodology involved in setting the ISS is calculating the value of one-half a standard deviation below the



five-year mean. When values fall below the ISS for at least two years, a procedural response which addresses what will be done to raise outcomes in the area has been created by the Norco Academic Senate and approved by the Institutional Strategic Planning Council. The College also has established standards at the aspirational level as found in the Educational Master Plan/Strategic Plan (EMP/SP) Goals One and Two. Both ISS and progress on EMP/SP goals are shared at least once a year at the Institutional Strategic Planning Council (ISPC), which includes representatives from across the campus. Further information can be found in [Standard I.B.3](#).

Instructional programs complete program reviews in which data on student achievement are central. Instructional and Student Services program reviews look at longitudinal trend analyses of student success, retention, completion of degrees, and numbers of students still in progress toward completion. Program reviews for all units assess each unit's strengths, weaknesses, planning, and resource allocation, which are aligned to the Educational Master Plan and Strategic Plan. Further information can be found in [Standard I.B.4](#) and [Standard I.B.9](#).

### **Credits, Program Length, and Tuition**

*Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.*

Credit-hour assignments and degree program lengths are within the range of good practice in higher education. BP/AP 4100: Graduation Requirements for Degrees and Certificates identifies the minimum number of credits for a degree (60) or certificate (18) ([CR8](#)), and the College Catalog also describes this information ([CR9](#)). As evidenced by the District's Curriculum Handbook ([CR10](#)), the College is guided by the California Community Colleges' Program and Course Approval Handbook ([CR11](#)) for processes to develop courses and program curricula and, therefore, ensure credit hours and degree program lengths are reliable and accurate across classroom-based courses, laboratory classes, and distance education classes. BP/AP 4020: Program, Curriculum, and Course Development governs the development of curriculum at the District's colleges and defines a credit hour ([CR12](#)). The District's Curriculum webpage and the College Curriculum Committee / Supporting Documents webpage ([CR13](#)) provide important resources, including a link to a Course Unit Calculator. For more information, see [Standard II.A.5](#).

The enrollment fee for California state residents is set by state legislation. Nonresident tuition is established according to BP/AP 5020: Non Resident Tuition in accordance with applicable state guidelines and regulations ([CR14](#)). As explained in [Standard I.C.6](#), the College Catalog and college website inform students of tuition and fees.

### **Transfer Policies**

*Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

The College discloses transfer policies to students and to the public primarily in the College Catalog ([CR15](#)). The College website also provides information under Admissions and Records, specifically on the webpages for Evaluations and Graduation ([CR16](#)), Transcripts from Other Colleges ([CR17](#)), and Frequently Asked Questions ([CR18](#)). These policies contain information about the criteria used to accept credits for transfer. See also [Standard II.A.10](#).

## **Distance Education and Correspondence Education**

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

Standards for student learning in distance education courses are the same as those in face-to-face classes ([CR19](#)). Review and approval of new and existing distance education courses follows the curriculum approval procedures outlined in AP 4020: Program, Curriculum, and Course Development ([CR20](#)). The College follows the policies and procedures for classifying courses as distance education following AP 4105: Distance Education ([CR21](#)) (with a revision in process in 2019), which aligns to USDE definitions, and as described in the RCCD Curriculum Handbook ([CR22](#)). Links available on the College's Distance Education Committee webpage ([CR23](#)) and at the District's Distance Education page for faculty ([CR24](#)) provide further detail. AP 4105 also identifies distance education course approval and certification processes, which are detailed in the Curriculum Handbook ([CR25](#)). The College does not offer correspondence education courses.

RCCD faculty who elect to teach distance education courses are required to indicate they have read two documents addressing student contact: RCCD Guide to Recommended Best Practices to Achieve Regular and Effective/Substantive Contact in Distance Education ([CR26](#)) and the Summary of Regulations for Regular and Substantive Contact ([CR27](#)), with current documents linked on the college Distance Education Committee webpage ([CR28](#)) as well as the District's Distance Education/Faculty webpage ([CR29](#)).

In order to best serve students, during 2018, RCCD transitioned to the Canvas learning management system from Blackboard. As of January 2019, all DE classes in the District are taught using Canvas. As required by AP 4105, the College has appropriate means and consistently applies those means to verify the identity of a student who participates in a distance education course. All courses are hosted through Instructure, an educational technology company and developer of Canvas, and are administered through secure login, with information between the browser and website encrypted. In addition to this, there is password protection for each individual user account. Many faculty also use *Turnitin.com* anti-plagiarism software, which the District makes available to instructors.

The College ensures that the technology infrastructure is sufficient to maintain and sustain the distance education offerings through participation in the California Community Colleges Online Education Initiative (OEI). Instructure is responsible for the hosting and uptime of the entire OEI and participating colleges using Canvas. Other than Canvas, colleges in the District rely on Information Technology (IT) infrastructure that houses student and faculty data and, as described in the District's Strategic Technology Plan, maintains a secure environment for District's technology equipment and information ([CR30](#)).

## **Student Complaints**

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

The College has clear policies and procedures for handling student complaints, as spelled out in district AP 5522: Student Grievance Process for Instruction and Grade Related Matters ([CR31](#)) and AP 5524: Student Grievance Process for Matters Other Than Instruction, Grades or

Discipline ([CR32](#)). These procedures and forms are available in the Student Information pages of the current College Catalog ([CR33](#)) as well as linked on the Complaint Procedures page of the College website ([CR34](#)), as well as linked at the bottom of the homepage along with a link to AP 5520: Student Discipline Procedures ([CR35](#)). These procedures also are spelled out in the Student Handbook ([CR36](#)).

Student complaint files are maintained in the Office of Instruction for complaints related to instruction or grade-related matters, in the Office of Student Life for complaints related to matters other than instruction or grades, except for complaints about discrimination or harassment which are maintained by Human Resources and Employee Relations. Files demonstrate implementation of the process as described in the administrative procedures. There are no cases in which analysis of the student complaint files identified an issue that may suggest noncompliance with any accreditation Standards.

The College's Complaint Procedures webpage also links to the District's webpage for Discrimination/Harassment Complaint Reporting ([CR37](#)), which includes forms and notices, as well as a link to the California Community Colleges Chancellor's Office Complaint Process Notice page ([CR38](#)). ACCJC's Complaint Process page ([CR39](#)) is linked on both the College's Complaint Procedures webpage ([CR40](#)) and the College's main Accreditation webpage ([CR41](#)).

### **Institutional Disclosure and Advertising and Recruitment Materials**

*Regulation citations: 602.16(a)(1)(vii); 668.6.*

The College provides accurate, current, and appropriately detailed information to students and the public about its programs, locations, and policies, in the College Catalog, which is easily accessible online from the Academics and Programs drop-down menu ([CR42](#)). To ensure accuracy, the Catalog is revised annually, through an extensive process involving district and college personnel. The timeline by which the Catalog and Addendum provide up-to-date information about curriculum and programs is outlined in the September 25, 2018, memorandum from the vice chancellor for Educational Services, titled Curriculum Review, Catalog, and Addendum Timelines, which is posted on the College's Curriculum Committee/Supporting Documents webpage ([CR43](#)). The college website also provides accurate, thorough, and current information about programs, locations, and policies to students and to the public ([CR44](#)).

Information concerning accredited status is found on the College's Accreditation main page ([CR45](#)), available one click away from the homepage via a link on the About drop-down menu and a link on the Resources list at the bottom of the page ([CR46](#)).

### **Title IV Compliance**

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

The District's annual financial audit addresses Title IV components. As evidenced by the 2018 audit (CR47), the 2017 audit (CR48), and the 2016 audit (CR49), the District has shown compliance with requirements for federal programs. Audit results are reported annually and are presented to the Board of Trustees. Auditors have not reported any findings. Student loan default

rates are well within the acceptable range defined by USDE, as evidenced by report from the National Student Loan Data System ([CR50](#)), which shows 10 percent or lower for the most recent three years of reporting. Evidence of compliance with Title IV regulations is also provided in [Eligibility Requirement 5](#), [Standard III.D.10](#), and [Standard III.D.15](#).

The College follows accreditation Standards in all contractual relationships to offer or receive educational, library, and student support services. Current contractual relationships are not of the kind that require a substantive change proposal. Further information can be found in [Standard III.D.16](#) and, for library and learning support services specifically, in [Standard II.B.4](#).

#### **Evidence List**

- [CR1 Accreditation-Webpage-2018](#)
- [CR2 Accreditation-Webpage-2019](#)
- [CR3 RegUpdate 11-30-18](#)
- [CR4 BOT-AccreditationVisit 9-17-19](#)
- [CR5 ComplaintProcedure-Webpages](#)
- [CR6 Accreditation-Webpage-2019](#)
- [CR7 ISS-Report-2018](#)
- [CR8 BP4100 GradRequirements](#)
- [CR9 UnitRequirement-Catalog-2019-20](#)
- [CR10 RCCD-CurriculumHB-2014](#)
- [CR11 CreditHrs-CCC-PCAH 6thEd-2019](#)
- [CR12 BP4020 CourseDev](#)
- [CR13 RCCDCurriculum-Webpage-2019](#)
- [CR14 BP5020 NonResTuition](#)
- [CR15 Transfer-Catalog-2019-20](#)
- [CR16 AR-EvalGrad-Webpage-2019](#)
- [CR17 AR-Transcripts-Webpage-2019](#)
- [CR18 FAQ 1-9-2018](#)
- [CR19 DE-Standards-Curriculumn-HB-2019](#)
- [CR20 BP4020 CourseDev](#)
- [CR21 AP4105 DE](#)
- [CR22 DE-Curriculumn-HB-2019](#)
- [CR23 NC-DE-SupportingDocs-Webpage-2019](#)
- [CR24 DEFaculty-Webpage-2019](#)
- [CR25 DE-Curriculumn-HB-2019](#)
- [CR26 DE-BestPractices 2013-Draft 2019](#)
- [CR27 DE-SumRegContact 2013-Draft 2019](#)
- [CR28 DE-SupportingDocs-Webpage-2019](#)
- [CR29 DEFaculty-Webpage-2019](#)
- [CR30 RCCD-TechnologyPlan-2019](#)
- [CR31 AP5522 StudentGrievance](#)
- [CR32 AP5524 StudentGrievance](#)
- [CR33 Complaint-Catalog-2019-20](#)

- [CR34 Complaint-Webpage-2019](#)
- [CR35 AP5520-StudentDiscipline](#)
- [CR36 Complaint-StudentHB-2019-20](#)
- [CR37 RCCDComplaintReport-Webpage-2019](#)
- [CR38 CCCCCO-Complaint-Webpage-2019](#)
- [CR39 ACCJC-Complaint-Webpage-2019](#)
- [CR40 NC-Complaint-Webpage-2019](#)
- [CR41 Accreditation-Webpage-2019](#)
- [CR42 Programs-Webpage-2019](#)
- [CR43 DrMillsMemo 9-25-18](#)
- [CR44 A-ZDirectory-Webpage-2019](#)
- [CR45 Accreditation-Webpage-2019](#)
- [CR46 Links-to-Accreditation-Webpage-2019](#)
- [CR47 RCCD-Audit-2018](#)
- [CR48 RCCD-Audit-2017](#)
- [CR49 RCCD-Audit-2016](#)
- [CR50 NSDLS-defaults 10-10-19](#)

## **G. Institutional Analysis**

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

#### **A. Mission**

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

#### **Evidence of Meeting the Standard**

The College's mission statement, published on the website, clearly defines its purpose, population, types of degrees/credentials, and commitment to student learning and achievement ([1-01](#)). The College's mission is included in BP 1200: District Mission ([1-02](#)).

The purposes described in the mission statement that guided the College from 2012 to fall 2019 are to "provide foundational skills and pathways to transfer, career, and technical education, certificates and degrees." This purpose statement encompasses the varied educational goals of students from skill development to pathways leading to certificates, degrees, and transfer. This purpose definition also shows the types of degrees and credentials offered. The intended population is broadly stated as "students"; however, the mission statement also assumes this population will have an impact on the community and workforce through their experience and training at the College. Finally, commitment to student learning and achievement is captured in the statement: "We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies."

The College's new mission statement, with expected adoption in fall 2019 along with the revised Educational Master Plan, also defines the purpose, population, types of degrees/credentials, and commitment to student learning and achievement:

Norco College inspires a diverse student body by an inclusive innovative approach to learning through its pathways to transfer, professional, career and technical education, certificates, and degrees. We are proud to be a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships. Norco College encourages self-empowerment and is dedicated to transforming the lives of our students, employees, and community.

The new mission describes purpose, saying the College “inspires a diverse student body by an inclusive innovative approach to learning,” is “a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships,” and “encourages self-empowerment and is dedicated to transforming the lives of our students, employees, and community.” The mission identifies the student population as “diverse” with varied goals of seeking “transfer, professional, career and technical education, certificates, and degrees.” This population will have an impact on the community and workforce. The statement also shows the types of degrees and credentials offered. The College’s commitment to student learning and achievement is shown by active verbs such as “inspires a diverse student body” and “encourages self-empowerment.” The statement also indicates commitment to student learning and achievement through the College’s dedication “to transforming the lives of students, employees, and community.”

## **Analysis and Evaluation**

The College’s mission statement describes the institution’s educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. While the new mission statement has not been in place long enough to be thoroughly assessed, the previous mission statement, which guided the institution from 2012 to 2019, was consistently assessed and, like the current mission, included the required components of the Standard.

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

## **Evidence of Meeting the Standard**

The Educational Master Plan and Strategic Plan goals and objectives provide metrics for progress toward achieving the mission and are an excellent source of evidence supporting this Standard. The 2013-2018 Strategic Plan (extended to 2019) included seven goals comprised of 44 goals, which have 99 metrics in the areas of student success, access, student life, community partnerships, student learning, planning processes, and commitment to employees (2-01). The data comprising the strategic goals are reviewed annually to determine progress in meeting five-year benchmarks. This review is required by the annual evaluation procedures for planning known as Policy 2010-01 (2-02). As of the latest review of progress, 69 out of the 99 metrics were at or above 90 percent of accomplishing five-year targets. These numbers represent approximately 70 percent goal completion or mission accomplishment (2-03). In addition, the College administers the Institutional Effectiveness and Planning Survey to the college at large on an annual basis. Institutional Effectiveness and Planning Survey results showed that close to the majority of employees consider their perspective programs/services to have a strong impact on the college mission (2-04). Additionally, responses from employees to questions on achieving the mission and confidence in the direction the College is planning for the future were both above 87 percent in agreement. On the question regarding whether the mission statement guided institutional

planning, 98 percent of employees indicated agreement (2-05). These data provide direct and indirect assessment evidence that the institution uses data to determine how effectively it is accomplishing its mission and whether the mission directs institutional priorities in meeting student needs.

One of the most dramatic examples of data guiding institutional priorities was through the impact of the Data Story (2-06). These data came from a cohort analysis of all incoming students in fall 2010. Several of the outcomes were compelling, but the most impactful was that only 9.8 percent of this cohort completed a degree or certificate in four years. These data ultimately resulted in the implementation of an institution-wide Completion Initiative, which ultimately became Guided Pathways.

### **Analysis and Evaluation**

The College uses data to determine how effectively it is accomplishing its mission through the annual review of Educational Master Plan and Strategic Plan goals, which is an amalgam of Scorecard metrics and local metrics, and gathers constituency input on achievement of the mission through the Institutional Effectiveness and Planning Survey. In addition, through data gathered on cohorts in fall 2010, the institution has drastically reorganized itself around Guided Pathways and redirected priorities to better achieve its mission of student success. The new Educational Master Plan, to be completed in fall 2019, similarly reveals a fundamental reliance on mission-related data. Chapter 7 of the new Educational Master Plan aligns college goals with District Strategic Plan and statewide Vision for Success goals (2-07). Beginning with the 2019-2020 academic year, the College will assess its accomplishments for this Educational Master Plan using streamlined metrics aligned with the revised goals.

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

### **Evidence of Meeting the Standard**

The College offers a comprehensive set of services and programs focused on meeting student needs as stated in the college mission. In the words of the mission, these services support the College's "inclusive innovative approach to learning" and provide students with "pathways to transfer, professional, career and technical education, certificates, and degrees." These services are in the areas of enrollment/onboarding, student financial support, counseling and transfer, student support services, student life, and other services including safety, outreach to K-12, and library/learning support. The Student Handbook provides a listing of all services and resources available that will support student success and learning throughout each student's academic career (3-01).

The College provides a full array of degrees and certificate programs related to "pathways to transfer, professional, career and technical education, certificates, and degrees," as stated in



the mission:

- 29 state-approved certificates and 17 locally approved certificates, focused on meeting the labor-market needs of the community;
- 7 area-of-emphasis (AOE) degrees for students interested in interdisciplinary studies;
- 23 associate degrees for transfer (ADTs) to support a smooth transfer experience into the CSU or UC system for students in pursuit of a bachelor's degree.

These degrees and certificates are detailed in the College Catalog ([3-02](#)).

The College's programs and services are aligned with its mission through several aspects of the integrated planning process as outlined in the Strategic Plan and Process and in the Facilities Master Plan documents ([3-03](#), [3-04](#)). To ensure alignment occurs in decision-making, planning, and resource allocation, all programs and services are required to show how their goals and resource requests align with the college mission and Educational Master Plan goals through the program review process, as shown in program review documents ([3-05](#), [3-06](#), [3-07](#)). Another process which addresses alignment of the mission with planning and decision-making is the seven-part evaluation procedure for planning and budgeting ([3-08](#)).

## Analysis and Evaluation

As evidenced by college planning documents, the mission is foundational to programs and services offered, as well as to planning, resource allocation, and decision-making processes. The integrated planning process, including program review, uses the mission and institutional goals as a guide for resource allocation and strategic directions on an annual basis, and the seven evaluation procedures ensure that mission alignment in decision-making, resulting in resource allocation, remains core to the process.

Though all elements of the evaluation procedures pertain to alignment with the mission, three directly assess this topic: the Report of Effectiveness of the Academic Senate and Senate Standing Committees, the memorandum from the president to the College, and the Institutional Effectiveness and Planning Survey. The report, memo from the president, and survey address the connection of mission and student learning, and discuss methods for improvement.

The 2019 Educational Master Plan and the Strategic Plan (in development during the 2019-2020 academic year) are similarly aligned with the revised mission and will be used for planning and resource allocation moving forward.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

## Evidence of Meeting the Standard

The college mission statement 2012-2019 was approved by the Board of Trustees on August 21, 2012 ([4-01](#)) and is published on the college website ([4-02](#)). The mission is published on

all official documents, including the Catalog ([4-03](#)). As further evidence of the effort to widely promote the mission, many of the strategic planning committees and councils, for example, Committee of the Whole and the Institutional Strategic Planning Council (ISPC) (4-04 , [4-05](#)), publish the statement at the bottom of their agendas, and the mission statement appears on the Regular Update newsletter ([4-06](#)).

Formal review of the mission statement occurs every five years corresponding to the timeline for revision of the Strategic Plan, as documented in the Procedure for Review of the Mission Statement, approved by the Committee of the Whole in 2013 ([4-07](#)). The College used this process to revise its mission during the 2018-2019 academic year. The process began in spring 2018 with ISPC ([4-08](#)) and is completed with college approval of the Educational Master Plan ([4-09](#), [4-10](#)). The mission statement will go to the Board of Trustees for approval along with the revised Educational Master Plan in fall 2019. In addition to the formal review cycle, the mission is reviewed annually through the Academic Senate Survey of Effectiveness and the Institutional Effectiveness and Planning Survey, distributed to all Academic Senate standing committees and all strategic planning committees ([4-11](#), [4-12](#)). The specific question that assesses the mission is “How does the purpose of this committee align well with the College mission?” Committees report regularly to ISPC, and their reports include alignment with the mission. Examples include the Safety Committee’s report on May 1, 2019 ([4-13](#)) and the Technology Committee’s report on April 3, 2019 ([4-14](#)).

### **Analysis and Evaluation**

The College’s mission has been approved by the governing board and is published widely. There is an existing procedure articulating that formal review of the mission will occur on a five-year basis, and the College followed this process for revision of the mission statement in 2018-2019. To provide annual input on the college mission, all committees are assessed on the mission and its alignment and relevancy to the committee’s purpose.

### **Conclusions on Standard I.A. Mission**

The mission provides a focus for the College’s educational purposes, population, completion outcomes, and ongoing commitment to student learning and achievement. To maintain progress on how the institution is achieving these outcomes, the College reports on annual progress on institutional goals and data-direct institutional priorities. Programs and services align with the institutional mission through planning and analysis of data and program review. For the purpose of institutional improvement, the mission statement is reviewed every five years corresponding to the creation of the new Strategic Plan, most recently in 2018-2019. The mission is central to the College’s vision for its programs and students and guides its initiatives.

### **Evidence List**

- [1-01\\_MissionValues\\_6-25-18](#)
- [1-02\\_BP-1200-Mission](#)
- [2-01\\_StrategicPlan\\_2013-18](#)

- [2-02 NC-Policy 2010-01](#)
- [2-03 EMPAnnualReport-2018](#)
- [2-04 IEP-Survey 18-19](#)
- [2-05 IEP-Survey 18-19](#)
- [2-06 Data Story-CI](#)
- [2-07 EMP-IntergratdPlan-2030](#)
- [3-01 Services-StudentHB-2018](#)
- [3-02 NC-Deg-Cert-Catalog-2019](#)
- [3-03 Mission-StrategicPlan 2013-18](#)
- [3-04 Mission-NC-FMP-2013](#)
- [3-05 PR-ANT-Goal Align-5-10-18](#)
- [3-06 PR-PSY-Goal Align-5-9-18](#)
- [3-07 PR-Start-Webpage-2019](#)
- [3-08 NC-Policy 2010-01](#)
- [4-01 BOT-Minutes 8-21-2012](#)
- [4-02 Mission-Webpage-2019](#)
- [4-03 Mission-Catalog-19-20](#)
- [4-04 COTW-Agenda 5-17-18](#)
- [4-05 ISPC-Agenda 10-17-18](#)
- [4-06 RegularUpdate 4-19-19](#)
- [4-07 Review-of-Mission 3-26-2013](#)
- [4-08 ISPC-Minutes 3-7-18](#)
- [4-09 ISPC-Minutes 5-15-19](#)
- [4-10 Reece-EMP-email 5-23-19](#)
- [4-11 NAS-Effectiveness-Survey-Layout-2019](#)
- [4-12 IEP-Survey-Layout-2019](#)
- [4-13 SafetyCommitteeReport-SPR19](#)
- [4-14 TechCommitteeReport-SPR19](#)

## **B. Assuring Academic Quality and Institutional Effectiveness**

### **Academic Quality**

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

### **Evidence of Meeting the Standard**

As cited in the College's core commitments, the culture of The College is engrained with the values of collegiality, mutual respect, and integrity ([1-01](#)). These values have been expressed

in a very healthy legacy of dialog on student outcomes through committees which have overseen areas such as student equity, strategic planning, institutional effectiveness, and student learning. To facilitate this dialog among constituency groups, within the strategic planning councils and many college committees, there is a tri-chair structure including an administrator, a faculty member, and a classified staff member, as seen in the Business and Facilities Planning Council; the Student Services Planning Council; the Diversity, Equity, and Inclusion Committee; and the Grants Committee ([1-02](#)). To further deepen the dialog, most college committees include a student member so that the student voice will always be represented, as shown in spring 2019 membership lists for the Academic Senate, Library Advisory Committee, and Student Services Planning Council ([1-03](#)).

Regarding student equity, dialog has occurred through several committees. Initially, it was through the Student Success Committee, appearing in minutes from November 9, 2015, and May 23, 2016 ([1-04](#), [1-05](#)). An Equity Workgroup inclusive of various stakeholders was formed for implementation of the 2015-2018 Equity Plan ([1-06](#)). As part of development for the 2017-2019 Integrated Plan, an Equity Retreat was held on June 2, 2017, and included representatives from faculty, staff, and administration ([1-07](#), [1-08](#)). Equity plans were brought to college councils and the Academic Senate for dialog and approval through the governance process. To assist in implementation of the 2017-2019 Integrated Plan, the Legacy Committee was redeployed as the Diversity, Equity, and Inclusion Committee, which reinforced its strong focus on equity, as described on the committee's webpage ([1-09](#)) and in this committee's spring 2019 report to the Institutional Strategic Planning Council ([1-10](#)). Equity-focused dialog also permeates the work of the Teaching and Learning Committee, an example of which appears in a meeting of April 20, 2017 ([1-11](#)).

Dialog about institutional effectiveness (defined as improving the structures, processes, and outcomes of the College) has been robust and widespread across the College. Regarding the evaluation of planning processes outlined in Policy 2010-01 ([1-12](#)), at least six out of seven of the procedures entail a discussion of the findings and how the process or body being evaluated could be improved. A good example of dialog as well as an effective procedure for improving institutional effectiveness is found in the discussion surrounding the Report on Annual Evaluation Cycle during the ISPC Strategic Planning Retreat in December 2017 ([1-13](#)). Not only did ISPC discuss how to improve each of the processes involved in the annual evaluation procedures, but the discussion was also a higher-level meta-analysis of the procedures themselves, in essence, an assessment of the evaluation processes.

Student learning and achievement are fundamental topics for dialog at the College. Issues of student learning are discussed in standing committees of the Academic Senate. One primary example is in the Assessment Committee (NAC), as shown on the committee's webpage ([1-14](#)). Since assessment of student learning is primary to the purpose of this committee, dialog around student learning abounds. One newly added agenda item which has increased dialog in NAC to an even greater degree is "assessment highlights." The purpose of this section is to highlight a topic of interest that is related to assessment but brings up a larger issue rather than dealing with only logistical tasks. An example can be found in the May 2018 discussion surrounding the Ensuring Learning pillar of the Guided Pathways model promoted by the state chancellor's office ([1-15](#)). Educational Master Plan/Strategic Planning goals and

objectives have been assigned to various strategic planning committees, and these goals are discussed routinely by each committee (1-16). This discussion culminates in a report to ISPC each semester on progress made on assigned objectives, such as reports found in the ISPC minutes of March 6, 2019 (1-17).

## Analysis and Evaluation

As shown in committee and council minutes as well as college procedures, dialog and discussion are firmly integrated into the evaluation processes and committee structure of the institution. This is further evidenced through the tri-chair committee design and the inclusion of students on each of the strategic planning committees. Issues of student outcomes, student equity, academic quality, institutional effectiveness, and student learning and achievement receive robust dialog through committees and summits. As a feedback and accountability loop, each committee reports to ISPC each semester on progress made on Educational Master Plan/Strategic Plan goals.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

## Evidence of Meeting the Standard

Student learning outcomes (SLOs) are defined for each program at the College, as shown in the College Catalog and Nuventive, the program that houses assessment information (2-01 , 2-02). To complete the curriculum process, each program and course outline of record must include learning outcomes. Evidence of this process can be seen in the Nuventive software reports showing all courses and programs with updated SLOs (2-03, 2-04). All courses and programs are on a six-year cycle of assessment, and appropriate disciplines are keeping assessment current, as shown on the SLO spreadsheet (2-05). The spreadsheet shows a snapshot of SLO assessment-in-progress as of November 2019; by spring 2020, 100 percent of SLOs will be assessed. This cycle was approved by the Assessment Committee and requires that all course SLOs and program outcomes (PLOs) be assessed at least once during the assessment cycle (2-06). General Education Learning Outcomes (GELOs), which are also the College's institutional learning outcomes, are included as part of the six-year cycle since general education is considered a program. Assessment results for GELOs are included in the Annual Assessment Report on the assessment website (2-07).

Student services are regularly assessed and assessments are used for improvement. Evidence for assessment of these areas is found in the Student Services program review documents (2-08). Examples can be found in the spring 2018 program review for student employment (2-09) and the Career Center (2-10). Further information about Student Services assessments is found in [Standard II.C.1](#) and [Standard II.C.2](#).

The library and LRC also assess their services on a regular basis. Librarians complete program review and include assessment updates for the Library 1 course as well as goal-setting for the next three-year cycle (2-11). Academic support services also complete a

program review, which includes the library and LRC service area assessments ([2-12](#)). In addition, the library and LRC assess student learning through extensive data collection, surveys, and reports, and use these assessments as a basis for improvement, as described in [Standard II.B.3](#).

### **Analysis and Evaluation**

College assessment documentation shows that student learning outcomes for programs (including general education) are on a six-year cycle, and disciplines are keeping assessment current. Student services and learning support also maintain a rigorous and frequent assessment of student outcomes and satisfaction. Library services are also assessed using both quantitative and qualitative measures.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

### **Evidence of Meeting the Standard**

The College has set standards in student achievement at both aspirational and floor levels. These institution-set standards (ISS), which are based on metrics used in the USDE College Scorecard, focus improvement efforts and guide strategic planning. The aspirational standards are most clearly observed in the 2013-2018 (extended to 2019) Strategic Plan Goals One and Two and, as mentioned in [Standard I.A.2](#) and [Standard I.A.3](#), all of these goals were designed to be the operationalization of the mission, vision, and values. The goals, and associated objectives, that are most focused on student achievement are Goal One, Increase Student Achievement and Success, and Goal Two, Improve the Quality of Student Life ([3-01](#)).

For each of the goals and objectives, clear and measurable five-year aspirational benchmarks or standards have been set as a focus for institutional improvement. The College created an action plan indicating the committee leads for each objective, the baseline measure, and the target outcome ([3-02](#), [3-03](#)). As presented in [Standard I.A.2](#), progress toward these five-year standards is assessed each year. The Office of Institutional Effectiveness writes the Annual Progress Report on Educational Master Plan Goals, Objectives, and “Dashboard Indicators” ([3-04](#)), posts the report, and presents it to the constituencies outlined in the Policy and Procedures for Regular Evaluation of Integrated Institutional Planning, Budgeting and Decision-making Processes ([3-05](#)).

Floor standards, or the benchmark that indicates a need for significant intervention, are established each year for areas of student achievement and are posted on the Institutional Research website ([3-06](#)), as well as submitted in the Annual ACCJC Report ([3-07](#)). Floor ISS were considered and established after input from several sources including ISPC and recommendations from the Office of Institutional Effectiveness, as shown in ISPC minutes from April 3, 2019 ([3-08](#), [3-09](#)). From these discussions, it was decided that the floor ISS

would be set at one-half standard deviation below the previous five-year mean. This methodology was adopted because it takes into account previous institutional history on the metric in question, but since it is at one-half a standard deviation, downward trends in any metric will be seen promptly. If any of the metrics goes below the floor ISS for two years in a row, an institutional response is to be drafted by the Academic Senate to ameliorate this substandard performance, as shown in the Senate Recommendation Regarding Institutional Set Standards—Procedural Response ([3-10](#)).

## **Analysis and Evaluation**

As documented by reports, minutes, and procedures, the College establishes institution-set standards (both floor and aspirational) for student achievement appropriate to its mission, monitors how well it is performing relative to these standards, and publishes this information. As of 2019, the College has aligned its standards with statewide Vision for Success and District Strategic Planning goals, as shown in Chapter 7 of the new Educational Master Plan, to be approved in fall 2019 ([3-11](#)).

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

## **Evidence of Meeting the Standard**

The use of data is integral to College institutional processes which, in turn, are focused on supporting student learning and achievement. All instructional, student services, and administrative units utilize program review as their primary tool for needs assessment, planning, and resource allocation, as shown in the Strategic Planning Cycle in the Strategic Plan, 2013-2018 (extended to 2019) ([4-01](#)) and the Joint Resource Allocation Prioritization Process from Program Review, revised fall 2019 ([4-02](#)). Data on student achievement are central to the program review process. As evidence of the centrality of data, program review documents show that all units review longitudinal trend analyses of student success, retention, completion of degrees, and numbers of students still in progress toward completion. Examples can be found in the instructional program review for anthropology ([4-03](#)) and in the student services program review for SSS-Rise ([4-04](#)). In addition, instructional program reviews summarize student learning outcome data and use both SLO and achievement data to support resource requests, as illustrated by a 2018 anthropology program review request ([4-05](#)). This example is indicative of the data-informed culture at the College.

An example of data mobilizing and transforming the institution as a whole is the “9.8 Story” ([4-06](#)). Briefly, in 2015, a college team attended a High Impact Practices Institute and was shown that, of all students who walked through the door for the first time, only 9.8 percent of them received a degree or certificate within four years. When including transfer, the percentage went up to a little over 14 percent. For various reasons, completion rates in previous metrics had never included all first-time college students. When it was realized that only one in 10 students earned a degree or certificate within four years, the college community was inspired to act. A college completion summit and subsequent brown-bag

meetings over the next two years resulted in the Completion Initiative, as documented in minutes for the Committee of the Whole and the Institutional Strategic Planning Council ([4-07](#), [4-08](#), [4-09](#)). Implementation of this initiative included a collegewide reorganization around a Guided Pathways framework. In July 2018, the College simplified and shortened the onboarding process and asked students to identify with one of four Schools: Social and Behavior Sciences; Arts and Humanities; Business and Management; and Science, Technology, Engineering, and Math (STEM). The reorganization was based on research that showed significantly increased completion rates in colleges that help students identify early with a meta-major and a clear path of study in the first year. The purpose and process are described in a March 14, 2018, email from the president the institutional reorganizational draft of April 23, 2018 ([4-10](#), [4-11](#)).

### **Analysis and Evaluation**

The College's institutional processes, program review being central, all utilize student achievement and learning outcomes data as a guide for institutional improvement, especially as connected to resource requests. Although these data have always been included in program reviews, an ongoing improvement effort focuses on a more seamless integration of assessment data into instructional program reviews. In preparation for the new program review cycle beginning in 2018, the College adopted Nuventive software precisely to enhance integration with assessment, as this is the same software used for assessment and the software was expected to strengthen integration. In the end, the new software did not connect assessment data in program review in the way we had expected, as assessment data were imported into the 2018 program review documents only as a pdf attachment. However, in their program reviews, faculty did comment on assessments over the previous three years, and they were provided an opportunity to record a summary of assessment activities. Also, the Assessment Committee produced its annual assessment report as usual. At the end of the first iteration of the new program review cycle, the College began evaluation and planning for improvement, as shown in minutes from the Assessment Committee in fall 2018 ([4-12](#), [4-13](#), [4-14](#)). To ensure a clearer connection for assessment and program review before the next program review cycle in 2021, plans in progress as of fall 2019 include the District's recent purchase of the software's managed services, regular meetings of Assessment Committee and Program Committee co-chairs with Nuventive beginning in November 2019, and review of other colleges' program reviews to view models and consider options.

A specific example of data-guided decision-making is found in the College's Completion Initiative, now Guided Pathways. This level of commitment to data is indicative of the data-guided culture at the College.

### **Institutional Effectiveness**

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement.



Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

### **Evidence of Meeting the Standard**

To assess accomplishment of the college mission, all academic, student services, and administrative units engage in program review on a three-year cycle. Program review involves both long-term and annual planning. [Standards II.A.2](#), [II.A.7](#), [II.C.2](#), and [II.C.7](#) provide some examples of planning and improvements resulting from program reviews. [Standard I.A.3](#) shows that, as part of the planning process, units are asked to show how goals and resource allocation requests support the Educational Master Plan goals, thereby explicitly linking each unit's requests and proposals to the stated goals of the College's mission. In fact, the program review template begins with presentation of the college mission and vision ([5-01](#), [5-02](#), [5-03](#)). Program review documents from any of the College's units provide solid evidence of this connection. For example, unit goals in the 2018 program reviews for psychology, the Assessment Center, and College Police show how an instructional, student services, and administrative unit completes the program review template by providing links to strategic planning goals and objectives ([5-04](#), [5-05](#), [5-06](#)). Also, the resource requests for the psychology instructional unit show how these requests are mapped to strategic planning goals and objectives ([5-07](#)).

Additionally, as described in [Standard I.B.7](#), the College as a whole evaluates its progress through various surveys and data presentations, including the Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators," the Institutional Effectiveness and Planning Survey, the Community College Survey of Student Engagement (CCSSE), and the Student Success Scorecard ([5-08](#), [5-09](#), [5-10](#), [5-11](#)).

Instructional faculty assess student learning outcomes (SLOs) and student achievement and record assessments in Nuventive assessment software, as shown in a screenshot of assessments for game development (GAM) courses ([5-12](#)). The Norco Assessment Committee (NAC) oversees policy and practices related to assessment of SLOs, as described on its webpage ([5-13](#)). NAC provides numerous resources to support the collection and analysis of SLO data, including online guides, such as the SLO Assessment Guidelines ([5-14](#)), and in-person assessment workshops conducted by NAC members, such as the weekly assessment drop-in hour ([5-15](#)). NAC also produces an Annual Assessment Report that summarizes the state of assessment at the College ([5-16](#)). Additionally, student achievement is evaluated at the college level as part of publications, including Institution-Set Standards and the Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators" ([5-17](#), [5-18](#)).

The Office of Institutional Effectiveness provides data disaggregated by program type and mode of delivery for all faculty conducting course assessments and instructional program review. This information is available on the Institutional Research webpage ([5-19](#)), and data can be accessed by discipline through use of a pull-down menu. Faculty are presented with success and retention rates for face-to-face, hybrid, and online modalities and use this data as part of course and program evaluation. An example is found in the 2018 program review for

political science ([5-20](#), [5-21](#)).

### **Analysis and Evaluation**

Documents and reports show that the College engages in regular program review as well as assessment of SLOs and student achievement. Findings from program reviews are used for improvements and are accessible to multiple stakeholders within the College through the College's website. In fact, with the College's new three-year cycle for program review, begun in spring 2018, there was 100 percent submission of program reviews from units at the College. Program review data are disaggregated by program type and mode of delivery.

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

### **Evidence of Meeting the Standard**

Student learning outcomes data can be disaggregated by subpopulations of students via Nuventive. Because large sample sizes are required for meaningful outcomes, disaggregated analysis is usually accomplished at the program level with general education learning outcomes (GELOs) and on larger programs such as the Area of Emphasis (AOE) degree, as shown in a GELO summary and a Communications, Media, and Languages AOE PLO assessment summary from spring 2018 ([6-01](#), [6-02](#)). The process for assessing these programs is by selecting faculty who are teaching courses that map to the GELO or AOE program learning outcomes (PLO). These faculty are then sent rosters of their classes on which they score students on a rubric. Faculty choose the appropriate artifact in their class that maps to the GELO or AOE. After all faculty have evaluated their students on the rubric, the scores are automatically uploaded to Nuventive. Since the roster includes student ID numbers, the Office of Institutional Effectiveness performs analysis with disaggregation by student subpopulations. Faculty leads are then sent these data and a dialog session is conducted by the NAC, as shown in workshop notes from November 28, 2018 ([6-03](#)).

Individual academic departments and student services units disaggregate and examine achievement data (both student and institutional) for subpopulations of students. The Office of Institutional Effectiveness makes this information available online ([6-04](#)). The institution regularly evaluates student success and student services using disaggregated data, including in the Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators" and the Integrated Plan, 2017-2019 ([6-05](#), [6-06](#)).

In responses to this analysis, the College has implemented strategies to address equity gaps, primarily via the Guided Pathways/Completion Initiative, as this significant restructuring of the College was, in part, motivated by performance gaps identified in student success data, as described in [Standard I.B.4](#). Reforms include the restructuring of academic units into meta-majors or Schools, the development of guided pathways, including "trailheads," for all

majors, and the development of stronger student support mechanisms, as shown in the Guided Pathways Self-Assessment (6-07). As Guided Pathways is fully implemented, the College will regularly evaluate success in these reforms during the annual cycle of evaluation and assessment. In addition to Guided Pathways, the College engages in planning and assessment of equity programs via the Student Equity Plan (6-08).

In the 2018-2019 academic year, the College initiated additional data-driven measures to provide greater focus on and support for student equity. For example, in fall 2018, a retreat for recently hired faculty focused on equity-minded teaching, as reported in the Regular Update newsletter (6-09). In spring 2019, faculty who had attended training at the Center for Urban Education at USC led workshops on equity-minded teaching, and guest speakers visited the College for a series of equity presentations in May, reported in the Regular Update as well (6-10, 6-11). Also in spring 2019, a Professional Development Plan was put in place as the result of a team who participated in the RP Group's Leading from the Middle program. This plan includes a number of activities related to dissemination of disaggregated data as well as initiatives to employ data in the service of greater equity (6-12).

## **Analysis and Evaluation**

The institution as a whole regularly uses disaggregated data in its decision-making processes. In response to equity gaps identified by disaggregated data, the College has, through Guided Pathways/Completion Initiative, significantly revised its structures and procedures to better meet the needs of disadvantaged communities. In addition, through initiatives such as equity-minded workshops and the new Professional Development Plan, more work is in process to support the use of disaggregated data to continually monitor for performance gaps and implement strategies to mitigate those gaps. The College engages in ongoing assessment of these efforts.

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

## **Evidence of Meeting the Standard**

The College regularly evaluates its policies and practices through review of strategic goals and objectives as well as surveys.

Two main institutional evaluation reports are the Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators" and the Report on Annual Evaluation Cycle. The Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators" reports on evaluation of the College's policies and practices, how policies and practices are affecting student success, and whether the College's goals are being met (7-01). Also, as described in [Standard I.B.1](#), the College employs the Policy and Procedures for Regular Evaluation of Integrated Planning, Budgeting and

Decision-Making Processes ([7-02](#)). The Report on the Annual Evaluation Cycle presents the activities during the academic year that fulfilled the procedures and ensured regular evaluation of the established decision-making structure ([7-03](#)).

In alignment with the 2013-2018 Strategic Plan (extended to 2019), the College set up action plans for each of the planning goals and objectives, assigning committees responsibility for specific objectives and activities ([7-04](#)). Committees' annual reports to ISPC include actions implemented to progress in meeting college goals and objectives, as exemplified in the Academic Senate's spring 2018 report ([7-05](#)).

In addition, the Institutional Effectiveness and Planning Survey, sent to staff, faculty, and administrators, is a self-evaluation to determine whether the College is achieving the goals, as stated in its mission statement, through its current policies and practices ([7-06](#)).

The process of completing instructional, student services, and administrative program review also provides an opportunity to review policies and practices. As described in program review documents, program reviews are conducted on a triannual basis and include analysis of changes within the unit as well as new resource needs as part of the College's strategic planning process ([7-07](#), [7-08](#), [7-09](#)). In addition, the Program Review Committee regularly evaluates program review processes. For example, in April 2019, the committee reviewed a first draft of a document titled Resource Allocations Process through Program Review ([7-10](#)), a discussion that continued into the fall 2019 committee meetings, as shown by the agenda for the September meeting ([7-11](#), [7-12](#), [7-13](#)).

## **Analysis and Evaluation**

The College takes several steps to evaluate its policies and practices—in particular, reports on Educational Master Plan strategic goals and objectives as well as surveys and utilization of the program review process—to assure that procedures and practices effectively support continuous quality improvement and accomplishment of the mission.

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

## **Evidence of Meeting the Standard**

In order to ensure that employees and students understand assessment and evaluation results as well as the institution's strengths, weaknesses, and priorities, the College presents information through several venues. For example, program review dashboards are posted on the Institutional Research website ([8-01](#)). These interactive dashboards enable the user to filter across various parameters (for example, year, discipline, ethnicity) to evaluate course efficiency and student success rates by student service program, among other metrics. In addition, the College publishes evaluation reports on the Institutional Research webpage ([8-02](#)). These reports include the annual Institutional Effectiveness and Planning Survey, which

evaluates the governance processes, and the Annual Progress Report on Educational Master Plan, Goals, Objectives, and “Dashboard Indicators.” Institutional Research reports are discussed with ISPC, as shown in minutes of November 7, 2018 (8-03), and may also be presented at Committee of the Whole, as indicated in minutes from December 7, 2017 (8-04).

NAC communicates the results of learning assessments. To ensure accessibility, assessment reports are available on the Assessment Committee webpage (8-05). Faculty from all Academic Departments sit on the Assessment Committee (8-06), and these faculty are charged with reporting out to their academic departments. In addition, the Assessment Committee reports to the Academic Senate, as shown in minutes from December 3, 2018 (8-07). Ongoing trainings include First Fridays orientation sessions for new full-time faculty, such as the assessment presentation in fall 2018 (8-08), as well as assessment workshops throughout the academic year, as exemplified by a September 6, 2019 “nor-all” email from the faculty assessment coordinator (8-09). Assessment activities also are shared with the College via “nor-all” email, as in the June 7, 2019, email from the faculty assessment coordinator (8-10). Other opportunities for communicating with the college community include Flex Day activities, as exemplified in the spring 2019 schedule (8-11).

Beginning November 2017, the Regular Update newsletter, organized around college strategic goals, has provided information to the campus. In particular, regular features, often titled Communicating Quality, provide updates about assessment and evaluation activities. The newsletter is distributed via the “nor-all” email listserv every two weeks during the fall and spring semesters (less frequently during winter and summer) and archived on the president’s webpage (8-12). An example can be found in a GELO assessment report on page 5 of the December 14, 2018, Regular Update (8-13), and a Communicating Quality item on the one-year completion rate of transfer-level English and math appears on page 8 of the April 19, 2019 issue (8-14).

The College’s early participation in Guided Pathways exemplifies its utilization of shared knowledge and understanding of institutional strengths and weaknesses to set institutional priorities for improvement of student learning and achievement, as shown in the Guided Pathways Action Plan of spring 2018 (8-15).

## **Analysis and Evaluation**

Reports and other communications show that the College broadly communicates to stakeholders about its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. Discussions in college councils and committees ensure this shared understanding. An example of a resulting priority was the Completion Initiative, now Guided Pathways, as described in [Standard I.A.2](#). Another example is seen in development of the new Educational Master Plan, to be completed in fall 2019, informed by SWOT analyses for each of three strategic directions: Student Transformation, Regional Transformation, and College Transformation (8-16).

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

### **Evidence of Meeting the Standard**

The Strategic Plan and Process combines program review, key planning processes, and resource allocation to provide institutional goals spanning multiple years. As documented in the Strategic Plan 2013-2018 (extended to 2019), steps in the comprehensive planning cycle arise from the College's mission, vision, and values, and are driven by institutional goals and evaluations ([9-01](#)). This process enables the College to evaluate its progress towards achieving its mission and provides a transparent platform of targets and goals.

To accomplish its mission and improve institutional effectiveness and academic quality, the College conducts program review on a regular basis, as described in [Standard I.B.5](#). Beginning in the 2017-2018 academic year, the College implemented a three-year cycle, with optional annual updates primarily for resource requests, as shown in the Program Review Timeline ([9-02](#)) and the flowcharts for instructional, administrative, and student services program review ([9-03](#)). The combination of the instructional, student services, and administrative program reviews engages all major units of the College to assess each program's strengths, weaknesses, planning, and resource allocation. As explained in [Standard I.A.3](#), each unit aligns its goals with strategic planning goals. Program review also requires units to state the program's personnel, equipment, technological, and facility needs and anticipated costs for the next two or three years. Each unit is required to state the justification for the need and how it aligns with the Educational Master Plan, as explained in [Standard I.A.3](#) and shown in the program review resource requests for counseling (student services), the deans of instruction/instruction program review (administrative), and anthropology (instructional) ([9-04](#), [9-05](#), [9-06](#)). Units are also expected to list any long-term needs that are anticipated to cost more than \$20,000, as shown in a request for an early childhood education center/lab school in the 2018 program review ([9-07](#)). Program review enables the College to have short- and long-term budget and resource allocation planning. Examples of improvements based on program review can be found in the 2018 program review for counseling, which discusses findings related to students' use of career exploration resources ([9-08](#)), and in the 2018 program review for anthropology, which reflects on the impacts of resources received as well as curriculum changes as a result of assessment ([9-09](#)).

### **Analysis and Evaluation**

The College's Strategic Plan and Process has supported broad-based, systematic evaluation and planning through integration of program review, institutional planning, and resource allocation into a comprehensive document that aims to achieve the College's mission and improve institutional effectiveness and academic quality. The Strategic Plan is being revised in 2019-2020 in alignment with the new Educational Master Plan. Additionally, in 2019-

2020 the Program Review Committee is developing a Program Review Process document to record how the College's continuous improvement process begins with program review, how program review informs decision-making and the resource allocation process, and how program review serves as the basis for strategic planning at the College.

## **Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness**

Academic quality and institutional effectiveness are core themes at the College, as demonstrated through robust and pervasive dialog regarding student achievement and student learning outcomes. SLOs have been defined and are on a cycle of assessment which provides feedback to instructional and student support services. SLOs and student achievement data are part of program review and integral to the assessment of mission accomplishment. In order for the College to continuously improve, institution-set standards are set at both floor and aspirational levels, and these data are used to organize institutional processes. In order to identify potential gaps at a more granular level, SLO and achievement data are disaggregated by student subgroups. In addition, policies and procedures related to services, resource allocation, and governance processes are assessed on an annual basis. Planning processes and resource allocation decisions, both current processes and those undergoing revision in 2019, are based on program review, and results of all processes, including student learning and achievement, are communicated broadly to the College at large and to the local community.

### **Evidence List**

- [1-01 Core-Commitments-Webpage-2019](#)
- [1-02 Tri-Chair-Evidence-2019](#)
- [1-03 StudentRep-2019](#)
- [1-04 SSC-Minutes 11-9-15](#)
- [1-05 SSC-Minutes 5-23-16](#)
- [1-06 EquityPlan-p16-2015-18](#)
- [1-07 PlanningRetreat 6-2-17](#)
- [1-08 IntegratedPlan-Agenda 6-2-17](#)
- [1-09 DEI-Webpage-2019](#)
- [1-10 DEI-Report-ISPC-SPR19](#)
- [1-11 TLC-Minutes 4-20-17](#)
- [1-12 NC-Policy-2010-01](#)
- [1-13 ISPC-Minutes 12-8-17](#)
- [1-14 NAC-Webpage-2019](#)
- [1-15 NAC-Minutes 5-24-2018](#)
- [1-16 SP-Goals-Committees-Map-2013-18](#)
- [1-17 ISPC-Minutes-3-6-19](#)
- [2-01 PLOs-Catalog-2019-20](#)
- [2-02 All-PLOs-Nuventive-2019](#)
- [2-03 SLO-PSY-Nuventive-2019](#)
- [2-04 PLO-PSY-Nuventive-2019](#)
- [2-05 SLO-Spreadsheet-2019](#)

- [2-06 NAC-Minutes 3-22-18](#)
- [2-07 GELO-AssessmentReport-2017-18](#)
- [2-08 SS-PeerReviewAssessment-SPR18](#)
- [2-09 SS-PR-Report-StudentEmp-SPR18](#)
- [2-10 SS-PR-Report-CareerCenter-SPR18](#)
- [2-11 LIB-Goals-Asses-PR-2018](#)
- [2-12 AcademicSS-PR-2018](#)
- [3-01 SP-Goals-2012](#)
- [3-02 ActionPlan-Goal1 2013-18](#)
- [3-03 ActionPlan-Goal2 2013-18](#)
- [3-04 NC-ReportEMPGoals-2018](#)
- [3-05 NC-Policy-2010-01](#)
- [3-06 ISS-Report-2018](#)
- [3-07 NC-ACCJCReport-2019](#)
- [3-08 ISPC-Minutes 4-3-19](#)
- [3-09 ISS-PPT-ISPC 4-3-19](#)
- [3-10 ISS-Procedural-Response-2017](#)
- [3-11 EMP-IntergratdPlan-2030](#)
- [4-01 Cycle-StratigicPlan-2013-18](#)
- [4-02 ResourceAllocationProcess-9-18-19](#)
- [4-03 ANT-PR-Data-Analysis-2018](#)
- [4-04 SSS-RISE-PR-2017-18](#)
- [4-05 INST-ANT-PR-Report-Spr18](#)
- [4-06 DataStory-CI-2015](#)
- [4-07 COTW Minutes 5-24-16](#)
- [4-08 ISPC-Minutes 9-7-16](#)
- [4-09 COTW-Minutes 3-23-17](#)
- [4-10 ReeceReOrgEmail 3-14-18](#)
- [4-11 NCREOrg-Chart 4-23-18](#)
- [4-12 NAC-Minutes 4-26-18](#)
- [4-13 NAC-Minutes 9-12-18](#)
- [4-14 NAC-Minutes 10-10-18](#)
- [5-01 INST-PR-Template-2019](#)
- [5-02 StudentS-PR-Template-2019](#)
- [5-03 AdminS-PR-Template-2019](#)
- [5-04 PSY-PR-Report-2018](#)
- [5-05 ASSE\\_CTR-PR-Report-2018](#)
- [5-06 CollegePolice-PR-Report-2018](#)
- [5-07 PSY-PR-ResourceRequest-2018](#)
- [5-08 EMPAnnualReport-2018](#)
- [5-09 IEP-Survey-2018](#)
- [5-10 CCSSE-NC-2019](#)
- [5-11 SSScorecard-2018](#)
- [5-12 Nuventive-GAM-2019](#)



- [5-13 NAC-Webpage-2019](#)
- [5-14 SLO Assessment Guidelines-2015](#)
- [5-15 Email-AssessmentDropIn-2019](#)
- [5-16 AssessmentReport-2017-18](#)
- [5-17 NC-ISS-Report-2018](#)
- [5-18 EMPAnnualReport-2018](#)
- [5-19 IR-Data-Webpage-2019](#)
- [5-20 POL-PR-Metrics-2018](#)
- [5-21 PLO-SuccessDashboard-IR-2019](#)
- [6-01 GELO SDGA-Summary-SPR18](#)
- [6-02 AOE CML-PLO-3-Summary-SPR18](#)
- [6-03 PLO-GELO WS Notes 11-28-18](#)
- [6-04-IE-Data-Dashboards-Website-2019](#)
- [6-05 DissagDataEMPReport-2018](#)
- [6-06 IntegratedPlan-2017-19](#)
- [6-07 GP-SelfAssessment-2017](#)
- [6-08 Student-Equity-Plan-2015-18](#)
- [6-09 RegularUpdate 11-16-18](#)
- [6-10 RegularUpdate 3-8-2019](#)
- [6-11 RegularUpdate 5-17-2019](#)
- [6-12 Data-PD-Plan-2019](#)
- [7-01 Evaluation-EMP-Report-2018](#)
- [7-02 NC-Policy-2010-01](#)
- [7-03 AnnEvalReportP-2017-18](#)
- [7-04 ActionPlan-Goals1-7 2013-18](#)
- [7-05 NAS-AnnualReport-ISPC 6-6-18](#)
- [7-06 IEP-Survey-pg1-2018](#)
- [7-07 INST-PR-Template-2019](#)
- [7-08 StudentS-PR-Template-2019](#)
- [7-09 AdminS-PR-Template-2019](#)
- [7-10 PRC-Minutes 4-25-19](#)
- [7-11 PRC-Agenda-9-26-19](#)
- [7-12 PR-Timeline 10-14-19](#)
- [7-13 PR-Flowcharts-2019](#)
- [8-01 IR-Dashboard-Webpages-2019](#)
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- [8-03 ISPC-Minutes 11-7-2018](#)
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- [8-05 NAC-SupDoc-Webpage-2019](#)
- [8-06 NAC-FacultyMembers-2019](#)
- [8-07 NAS-Minutes 12-3-18](#)
- [8-08 FirstFirdays-10-5-19](#)
- [8-09 Workshops-Email-9-6-19](#)
- [8-10 Assessment-Email-SPR19](#)

- [8-11 FLEX-Agenda-SPR19](#)
  - [8-12 RegUpdate-Webpage-2019](#)
  - [8-13 RegUpdate 12-14-18](#)
  - [8-14 RegUpdate 4-19-19](#)
  - [8-15 GP-ActionPlan-SPR18](#)
  - [8-16 SWOT-NC-EMP-DRAFT-2019](#)
  - [9-01 PlanningCycle-SP-2013-18](#)
  - [9-02 PR-Timeline 10-14-19](#)
  - [9-03 PR-Flowcharts-2019](#)
  - [9-04 Counseling-Resource-PR-2018](#)
  - [9-05 DOI-Instruction-PR-2018](#)
  - [9-06 ANT-PR-2108](#)
  - [9-07 ECE-Resource-PR-2018](#)
  - [9-08 Counseling-Improvement-PR-2018](#)
  - [9-09 ANT-Improvement-PR-2018](#)
- 

### **C. Institutional Integrity**

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

#### **Evidence of Meeting the Standard**

The College assures the clarity, accuracy, and integrity of information provided through the Norco College Catalog; on the website, social media, and the computer application Grad Guru; and other publications regarding the mission statement, learning outcomes, educational programs, and student support services.

The Catalog ([1-01](#)) is available on the website. The College follows a regular review cycle coordinated by the District Office of Educational Services, as indicated in the district vice chancellor's memo on Curriculum Review, Catalog and Timelines of September 25, 2018 ([1-02](#)). Districtwide policies in the Catalog are reviewed and edited by the District Office of Educational Services. For college-specific elements, the College's instructional programs support coordinator annually coordinates the Catalog review, which is conducted by area managers, to ensure clarity, accuracy, and integrity related to the mission and information on student support services, learning outcomes, and the accredited status of the College. Ultimate responsibility for college elements of the Catalog resides in the Office of Academic Affairs and, for district elements, in the Office of Educational Services.

Class schedules are provided through WebAdvisor, the primary portal for students to access this information (1-03). WebAdvisor pulls directly from Colleague (the District’s student information system), the most authoritative version of schedule data, which ensures that schedule data is accurate. In addition, the College publishes the class schedule for students via the College’s webpage in an even more user-friendly format (1-04), accessible through a Class Search button on the college homepage as well as through a Class Search link on the website A-Z Directory. This schedule is based on data extracted from Colleague on a daily basis. In addition, a pdf of the current term’s class schedule (1-05) is available on the Class Schedule/Academic Calendar webpage (1-06), accessible through a link on the bottom of the homepage. This schedule is compiled by district Information Technology, Creative Services, and Educational Services from the course schedule provided by the College.

Course-level student learning outcomes (SLOs) are clearly and accurately communicated. Student learning outcomes are identified on course syllabi shells available to faculty for all courses taught at the College (1-07), for example, the syllabus shell for Accounting 1A (1-08). The Academic Senate created the standardized syllabus shell to provide integrity of information and consistency as well as maintain clear communication of SLOs and important college information to students. The Academic Senate, working with the deans of instruction, is monitoring the syllabi and the shells, as shown in senate meeting minutes from spring 2019 (1-09, 1-10). Currently updating the syllabus shells is a manual process done through the Office of Institutional Effectiveness, but as noted in Academic Senate minutes from April 15, 2019, the College is moving to an electronic system and expects it will be in place by spring 2020. The electronic system will pull updates and information from CurriQunet. Faculty submit their syllabi for all courses to the electronic college repository, as directed in the Faculty Guide (1-11). Syllabi are reviewed and evaluated through the regular improvement of instruction evaluation for faculty, a process that includes faculty colleagues and the dean of instruction (1-12). Additionally, student learning outcomes are made public through course outlines of record, the content of which is overseen by the Curriculum Committee and which are available through the public portal of CurriQunet, as shown in accessing the course outline for Accounting 1A (1-13). Program learning outcomes, which the Curriculum Committee also oversees, are identified in the Catalog (1-14).

The College provides clear and accurate feedback to the community about student achievement through a variety of reports, all of which are accessible on the College’s website, as described in [Standard I.B.8](#). In addition, an overview of the College’s progress on strategic planning goals, including those related to student achievement, is found in The Annual Progress Report on Educational Master Plan Goals, Objectives, and “Dashboard Indicators” (1-15), which provides information on completion and student achievement facilitated by the College’s Institutional Research department.

Pages on the website (1-16) are updated by the instructional technology specialist as requested by departments or offices at the College. Accuracy and currency of website information available to students, personnel, and the public is ensured at the department or unit level before the request is sent to the instructional technology specialist. In addition, beginning in December 2018, live and online training was provided to faculty and support staff, as approved by managers, who want to update department or unit webpages (1-17). The

College’s Facebook page ([1-18](#)), Twitter ([1-19](#)), and Instagram ([1-20](#)) are coordinated by the instructional production specialist who updates these media through requests and information directly from college departments or offices (for example, Student Services announcing extended hours during registration). These departments or offices are responsible for ensuring accurate and current information is provided. The College continues to improve its communication systems, as demonstrated by the recent implementation of GradGuru ([1-21](#)) for student information, also overseen by the instructional production specialist.

The accreditation status of Norco College is clearly and accurately communicated via the webpage ([1-22](#)), which is accessible within one click from the College’s homepage ([1-23](#)), and in the College Catalog ([1-24](#)). These multiple placements allow for accreditation information to be easily available to the public, demonstrating that the College has integrity in its operations. The accreditation liaison officer, assisted by the faculty accreditation co-chair, is responsible for the clarity, accuracy, and integrity of this accreditation information.

**Analysis and Evaluation**

The College has clear lines of responsibility and review processes in place to assure the clarity, accuracy, and integrity of information provided to students, personnel, and the public related to its mission statement, learning outcomes, educational programs, student support services, and the accreditation status in online and print sources, including the college website and catalog.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)

**Evidence of Meeting the Standard**

The College provides an online Catalog ([2-01](#)) with precise, accurate, and current information on all facts, requirements, policies, and procedures, as demonstrated by page numbers associated with the required information in the table below:

1. General Information	
Official Name, Address, Telephone Number, and Website Address of the Institution	vii, 217
Educational Mission	2
Representation of Accredited Status with ACCJC, and with Programmatic Accreditors if Any	3-4
Course, Program, and Degree Offerings	90-206
Student Learning Outcomes for Programs and Degrees	99-120
Academic Calendar and Program Length	X, 3, 4
Academic Freedom Statement	3

Available Student Financial Aid	18-21
Available Learning Resources	23, 35-36
Names and Degrees of Administrators and Faculty	209-214
Names of Governing Board Members	ii
<b>2. Requirements</b>	
Admissions	4-6
Student Tuition, Fees, and Other Financial Obligations	8-10
Degrees, Certificates, Graduation and Transfer	40-47, 65-84, 88-120
<b>3. Major Policies and Procedures Affecting Students</b>	
Academic Regulations, Including Academic Honesty	14, 25-30
Nondiscrimination	227-231
Acceptance and Transfer of Credits	4, 6, 10, 14,
Transcripts	10
Grievance and Complaint Procedures	30-34
Sexual Harassment	227-231
Refund of Fees	10
<b>4. Locations or Publications Where Other Policies May Be Found</b>	<b>227-231</b>

The Catalog, easily accessible one click from the College homepage ([2-02](#)), is developed, edited, published, and reviewed annually, with curriculum additions and revisions published in the online Catalog Addendum, as shown on the list of previous years' catalogs ([2-03](#)). This review process is designed to ensure accuracy and currency and is the responsibility of the vice president of Academic Affairs in close collaboration with Student Services and the deans of instruction. The College adheres to a timeline from the District Office to ensure that the Catalog receives updates and includes timely and accurate information for the College and RCCD ([2-04](#)).

### **Analysis and Evaluation**

The institution provides an easily accessible College Catalog with precise, accurate, and current information, addressing all facts, requirements, policies, and procedures as required. The Catalog is developed, reviewed, and published on a clear timeline to ensure accuracy.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

### **Evidence of Meeting the Standard**

The College documents assessment of student learning and evaluation of student achievement and communicates findings on the college website and in reports to the Board of Trustees.

Program review documents are available on the college website and are accessible to the public (3-01). In addition, the Program Review Committee communicates with disciplines and individual faculty via a SharePoint site (3-02). As detailed in [Standard I.B.1](#), faculty assess SLOs at the course level, and substantial dialog around assessment occurs college-wide. Nuventive is the College repository for the work of assessment, and this data is used to extract information for reports that are available on the Assessment Committee website (3-03) and accessible to the public, as described in [Standard I.B.8](#).

Norco College collects data on degree and certificate completion rates, student transfer rates, and student demographics, and publishes the data on the publicly accessible college website in the annual Progress Report on the Strategic Planning/Educational Master Plan Goals, Objectives and “Dashboard Indicators” (3-04), and updated data is available on the Institutional Research website (3-05). The Career and Technical Education homepage provides a link to gainful employment information for each of its programs (3-06), which is accessible to current and prospective students and the public.

ISPC oversees the Institution-Set Standards based on regular review of data, as discussed in [Standard I.B.3](#), and receives annual presentations of data (3-07) to assess institutional progress towards its goals.

The College regularly presents reports on matters of academic quality to the Board of Trustees, such as the reports on Guided Pathways implementation (3-08, 3-09) and alignment with the Vision for Success (3-10, 3-11). These presentations occur during open meetings and are recorded in minutes publicly accessible on the Board of Trustees webpage (3-12).

### **Analysis and Evaluation**

Through student learning assessment, program review, and other institutional research, the College collects data on student achievement and student learning and makes determinations regarding their meaning. The institution communicates these matters of academic quality to appropriate constituencies, including current and prospective students and the public, primarily via the college website.

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

### **Evidence of Meeting the Standard**

The College Catalog, available on the college website, describes each degree and certificate of study and the courses required to earn them (4-01). The introductory statement for each curricular pattern describes the skills a student will acquire. Course requirements and

program learning outcomes are listed for each certificate and degree pattern, including course sequence where applicable. Courses are described in terms of content, number of units, prerequisites and corequisites, and potential for transferability.

Webpages for the four Schools—Arts and Humanities; Business and Management; Science, Technology, Engineering, and Math; and Social and Behavioral Sciences—also include information about degree patterns within related disciplines on pages titled Pathways and Programs ([4-02](#)).

### **Analysis and Evaluation**

The College clearly describes its certificates and degrees, including program learning outcomes, in the Catalog, which is available online. Program descriptions include course sequence, units, and prerequisites.

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

### **Evidence of Meeting the Standard**

The college mission drives policies and procedures that are regularly reviewed through established processes. As described in [Standard I.B.1](#), Strategic Planning Policy 2010-01, Policy and Procedures for Regular Evaluation of Integrated Institutional Planning, Budgeting, and Decision-Making Processes ([5-01](#)) outlines the review cycle for policies and procedures. The policy states its purpose this way: “to ensure that the evaluation procedures are implemented in a systematic and consistent manner and in accordance with shared governance processes.” The Academic Senate is an important participant in these processes. The senate’s constitution reads, “The Academic Senate shall concern itself with making recommendations to the College President and the District Chancellor and the District Academic Senate, and the College Vice President for Academic Affairs with respect to policy development and the implementation of matters. . .” ([5-02](#)). [Standard I.B.7](#) further discusses the College’s evaluation of policies and practices through reviews, reports, and surveys. Review and publication of the mission statement are described in [Standard I.A.4](#).

[Standard I.C.1](#) describes processes for review of college publications, including the Catalog and website.

### **Analysis and Evaluation**

The institution regularly reviews College policies and procedures, primarily through Policy 2010-01. Through departmental processes and responsibility, the College also regularly reviews publications.

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

### **Evidence of Meeting the Standard**

Through a number of publications, the College accurately informs current and prospective students of the total cost of education.

BP/AP 5030: Student Fees (6-01) states that all student fees will be printed in the Catalog, class schedule, and on the website. The enrollment fees (including resident, out-of-country nonresident surcharge, health services fee, parking permit fee with information for recipients of the Community College Promise Grant [CCPG]) are listed on the College webpage, as evidenced by the list posted for the 2019-2020 academic year (6-02). Fees also are listed in the Schedule of Classes (6-03), including materials fees applicable for specific courses, Art 20 and Art 24 (6-04). The Catalog also provides information about fees (6-05) and lists materials fees for courses that require them (6-06).

The College bookstore informs students of the fees for textbooks and other supplies through its website (6-07). Faculty can submit textbook orders to the bookstore a number of ways: by ordering through the bookstore's online adoption tool, via email to the bookstore manager, or in person at the bookstore, as shown in an email to faculty from the bookstore manager (6-08). In addition, the bookstore manager sends emails to faculty, like the one linked here, and to deans for collection of accurate and complete information.

### **Analysis and Evaluation**

The institution accurately informs current and prospective students about the total cost of education. The College identifies tuition, fees, and estimated costs on the website and in other publications. The bookstore's website provides information about costs of textbooks and supplies for students.

7. To assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

### **Evidence of Meeting the Standard**

BP 4030: Academic Freedom (7-01) states, "Academic Freedom, in its teaching aspect, is fundamental to the protection of the right of the teacher in teaching and the student's right in learning." Per BP 4030, faculty have the right to deliver course material in their own professional manner. Further, the policy speaks to the responsibility of faculty, who "should at all times be accurate, should exercise appropriate restraint, should show respect for the



opinions of others, and should make every effort to indicate that they are not speaking for the institution.”

The College publicizes BP 4030 in the Catalog ([7-02](#)). The board policy is housed on the Board Policies webpage of the district website ([7-03](#)).

## Analysis and Evaluation

The College uses and publishes the board policy on academic freedom. College publications are available on the college website, and the board policy is available on the district website.

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

### Evidence of Meeting the Standard

The College informs students of the academic honesty policy in the Catalog (8-01). This section defines cheating and plagiarism and provides students with examples of academic dishonesty. BP 5500: Standards of Student Conduct (8-02) includes some (not all) types of dishonest behavior that are not tolerated. BP 5500 defines forms of dishonesty including, but not limited to, plagiarism (defined as presenting another person's spoken or written language, ideas, artistic works, or thoughts, as if they were one's own); cheating (defined as the use of information not authorized by the instructor for the purpose of obtaining a grade); furnishing false information to the District for purposes such as admission, enrollment, financial assistance, athletic eligibility, transfer, or alteration of official documents; forging, altering, or misusing district or college documents, keys (including electronic key cards), or other identification instruments; attempting to bribe, threaten, or extort a faculty member or other employee for a better grade; buying or selling authorization codes for course registration. This policy also is linked on the Standards of Student Conduct webpage (8-03) and appears in the Student Handbook (8-04).

The Catalog, Standards of Student Conduct webpage, and the Student Handbook also state the consequences of academic dishonesty as tied to the Student Code of Conduct. AP 5520: Student Discipline Procedures (8-05) explains the student discipline process and provides students with due process in adjudicating cases related to academic honesty. Additionally, a link on the Student Conduct webpage to the Catalog's description of Academic Dishonesty describes actions a faculty member may take in response to a student's academic dishonesty (8-06). Continuous efforts are in place to assist faculty in clearly communicating to their students about cheating and plagiarism, including the syllabus shell (8-07), which has standard plagiarism language for face-to-face as well as distance education courses.

As required by AP 4105: Distance Education (8-08), the College has appropriate means and consistently applies those means to verify the identity of a student who participates in a distance education course. All courses are hosted through Instructure, an educational technology company and developer of Canvas, and are administered through secure login, with information between the browser and website encrypted. In addition, there is password protection for each individual user account.

BP/AP 5030: Institutional Code of Professional Ethics (8-09) provides the board policy and administrative procedure to promote honesty, responsibility, and integrity of all employees as well as students. Board policies and administrative procedures regarding employee discipline and dismissal include the consequences of dishonesty for faculty (8-10), classified employees (8-11), and managers (8-12).

### **Analysis and Evaluation**

The College publishes and follows district policies that promote honesty, responsibility, and academic integrity, applicable to student behavior, academic honesty, and the consequences of dishonesty. Policies as well as guidelines are found in a variety of places: the College Catalog, the Student Handbook, college and district websites, and syllabus shells.

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

### **Evidence of Meeting the Standard**

BP 4030: Academic Freedom (9-01) not only guarantees “the protection of the right of the teacher in teaching” but also says, “As scholars and educational officers, they [faculty] should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.” The College supports academic freedom and includes a statement on academic freedom with a reference to BP 4030 in the Catalog (9-02). This shows a clear expectation that faculty will use their own professional judgment to provide information fairly and objectively.

### **Analysis and Evaluation**

The institution follows the board policy on academic freedom, which also describes faculty responsibility. Information on Academic Freedom is published in the College Catalog. In addition, in 2019-2020, the Academic Senate is developing a new, current Ethics Statement (9-03).

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

### **Evidence of Meeting the Standard**

The College, while not a religious institution that seeks to instill specific beliefs, has Core Commitments that include mutual respect, collegiality, inclusiveness, and integrity (10-01). The Student Handbook and the college website provide guidance regarding the student code

of conduct ([10-02](#), [10-03](#)). In addition, as described in [Standard I.C.8](#), [Standard I.C.9](#), and [Standard III.A.13](#), the conduct of faculty, staff, and managers is guided by board policies.

### **Analysis and Evaluation**

Expectations of conduct at the College are provided in publications as well as in the College's Core Commitments.

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

### **Evidence of Meeting the Standard**

The College does not operate in foreign locations.

### **Analysis and Evaluation**

None required

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

### **Evidence of Meeting the Standard**

The College has met and continues to meet all Accrediting Commission for Community and Junior Colleges (ACCJC) requirements to maintain its accreditation status and meets all deadlines, such as that for its annual reports, as shown on the Reports and Documents page of the College's Accreditation webpages ([12-01](#)). In addition, procedures for continuous institutional improvement in alignment with accreditation Standards infuse the College's strategic planning and evaluation, as discussed in [Standard 1.B.3](#) and [Standard I.B.9](#).

The Accreditation webpage ([12-02](#)), which is available for college employee and public viewing with one click from either the bottom of the homepage or from the pull-down About menu at the top of the homepage ([12-03](#)), contains accreditation reports and documents, including action letters from ACCJC and substantive change proposals ([12-04](#)), as well as current accreditation activities, such as a timeline for the ISER and links to Standards Committees and supporting documents ([12-05](#)). Also housed on the Accreditation main page is an announcement of the upcoming peer review team visit as well as a Third Party Comment link ([12-06](#)). Furthermore, the Complaint Procedures page, accessed from the bottom of the College's homepage, provides a link to report complaints to ACCJC ([12-07](#)).

The Board of Trustees meeting of September 17, 2019, also provided notification of the upcoming accreditation team visit ([12-08](#)).

The College commits to cooperate with the visiting peer review team and to follow up to resolve any issues that may be raised.

### **Analysis and Evaluation**

As shown by evidence on the Accreditation website, the College complies with all ACCJC requirements. Furthermore, procedures for continuous institutional improvement are evident in the new Educational Master Plan, Strategic Plan, and decision-making processes to be approved in the 2019-2020 academic year.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

### **Evidence of Meeting the Standard**

The College clearly communicates its accredited status to the College community and the public in a timely manner through its website, as described in [Standard I.C.12](#). The College is in compliance with all ACCJC requirements, as evidenced by the Commission's action letters ([13-01](#)). The College publicizes its accreditation status in the Catalog ([13-02](#)) and on the website ([13-03](#)).

The College advocates and demonstrates honesty and integrity through clear and accurate communications, such as those described in [Standards I.C.1](#), [I.C.2](#), and [I.C.3](#) regarding information made available to the public. The College also complies with federal and state mandates, as well as regulations from the California Community College Chancellor's Office, for example, through submission of the College's goals in alignment with the statewide Vision for Success ([13-04](#)).

### **Analysis and Evaluation**

The College's webpages show that the institution advocates for and demonstrates honesty and integrity in its relationships with external agencies and ACCJC.

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

## Evidence of Meeting the Standard

The College's Strategic Plan 2013-2018 (extended to 2019) ([14-01](#)) and newly revised Educational Master Plan, to be approved in fall 2019, include the institutional mission, vision, and values, and demonstrate that delivering high quality education is paramount to other objectives. This commitment is further evidenced by BP/AP 2710: Conflict of Interest ([14-02](#)). As a public California community college, Norco College does not have investors, does not respond to a parent organization, and does not have external interests to whom it must respond when considering the quality of its programs, student achievement, and student learning.

## Analysis and Evaluation

The College, a public institution, demonstrates in the Educational Master Plan and Strategic Plan its commitment to delivering a high-quality education first and foremost.

## Conclusions on Standard I.C. Institutional Integrity

As an institution committed to delivering a high-quality education to its students, Norco College continually assesses and updates publications, including the Catalog and website, and communicates with clarity, accuracy, and integrity to students, employees, and the community. In addition, the College regularly assesses and updates policies, procedures, and publications to ensure accuracy and coherence. The College adheres to board policy and administrative procedures regarding academic freedom and responsibility, promoting honesty, responsibility, and academic integrity.

## Evidence List

- [1-01\\_NCCatalog-19-20](#)
- [1-02\\_District-TL-Memo-9-25-18](#)
- [1-03\\_ClassSchedule-WebAdviser-FAL19](#)
- [1-04\\_ClassScheduleAval-Webpage-FAL19](#)
- [1-05\\_NC-ClassSchedule-2019](#)
- [1-06\\_ClassSchedule-Webpage-FAL19](#)
- [1-07\\_SyllabusShell-Webpage-2019](#)
- [1-08\\_Syllabus-ACC-1A-2019](#)
- [1-09\\_NAS-Minutes-2-25-19](#)
- [1-10\\_NAS-Minutes-4-15-19](#)
- [1-11\\_SyllabusRepository-FacultyGuide-2019](#)
- [1-12\\_IoI-SLOs-CTAagreement](#)
- [1-13\\_COR-Public-2019](#)
- [1-14\\_PLOs-Catalog-2019-20](#)
- [1-15\\_NC-ReportEMPGoals-2018](#)
- [1-16\\_NC-Home-Website-2019](#)
- [1-17\\_SharePointTraining-Email\\_4-12-19](#)

- [1-18 NC-Facebook-2019](#)
- [1-19 NC-Twitter-2019](#)
- [1-20 NC-Instagram-7-17-19](#)
- [1-21 GradGuru-7-16-19](#)
- [1-22 Accreditation-Webpage-2019](#)
- [1-23 Accreditation-OneClick- 2019](#)
- [1-24 Accreditation Catalog-2019](#)
- [2-01 NCCatalog-19-20](#)
- [2-02 Catalog-Oneclick-2019](#)
- [2-03 ArchivedCatalogs-2019](#)
- [2-04 District-TL-Memo-9-25-18](#)
- [3-01 PublicPR-Data-2019](#)
- [3-02 PR-SharePoint-2019](#)
- [3-03 NAC-SupDoc-Webpage-2019](#)
- [3-04 NC-ReportEMPGoals-2018](#)
- [3-05 IR-Dashboards-Webpage-2019](#)
- [3-06 NC-CTE-Webpage-2019](#)
- [3-07 ISPC-Minutes-9-19-18](#)
- [3-08 RCCD-BOT-Minutes-5-1-2018](#)
- [3-09 BOT-GP-Presentation-5-1-2018](#)
- [3-10 RCCD-BOT-Minutes-5-7-2019](#)
- [3-11 BOT-LGA-VS-Presentation-5-21-19](#)
- [3-12 RCCD-BOT-Minutes-Webpage-2019](#)
- [4-01-CertDegrees-Catalog-2019-20](#)
- [4-02 WS-PathwaysPrograms-2019](#)
- [5-01 NC-Policy-2010-01](#)
- [5-02 NAS-Constitution-2016](#)
- [6-01 BP-AP5030-StudentFees](#)
- [6-02 EnrollmentFees-Webpage-19-20](#)
- [6-03 Fees-ClassSchedule-2019](#)
- [6-04 MaterialFees-Catalog-19-20](#)
- [6-05 Fees-Catalog-19-20](#)
- [6-06 MaterialFees-Catalog-19-20](#)
- [6-07 NC-Bookstore-Website-2019](#)
- [6-08 Bookstore-Email-2019](#)
- [7-01 BP4030-AcademicFreedom](#)
- [7-02 AcademicFreedom-Catalog-19-20](#)
- [7-03 RCCD-BP-Webpage-2019](#)
- [8-01 AcademicHonesty-Catalog-19-20](#)
- [8-02 BP5500-StudentConduct](#)
- [8-03 StudentConduct-Webpage-2019](#)
- [8-04 StudentConduct-StudentHB-19-20](#)
- [8-05 BP5520-StudentCode](#)
- [8-06 AcademicDishonesty-Website-2019](#)

- [8-07 AcademicIntegrity-SyllabusShell-2019](#)
- [8-08 AP4105-DE](#)
- [8-09 BP-AP3050-CodeProEthics](#)
- [8-10 BP-AP7360-DisciplineAcademic](#)
- [8-11 BP-AP7365-DisciplineClassified](#)
- [8-12 BP-AP7368-DisciplineMgmt](#)
- [9-01 BP4030-AcademicFreedom](#)
- [9-02 AcademicFreedom-Catalog-19-20](#)
- [9-03 NAS-Agenda 9-16-19](#)
- [10-01 CoreCommit-Webpage-2019](#)
- [10-02 StudentConduct-StudentHB-19-20](#)
- [10-03 StudentConduct-Webpage-2019](#)
- [12-01 Accreditation-Report-Webpage-2019](#)
- [12-02 Accreditation-Webpage-2019](#)
- [12-03 Accreditation-Oneclick-2019](#)
- [12-04 Accreditation-Report-Webpage-2019](#)
- [12-05 AccreditationTimeline-Webpage-2019](#)
- [12-06 Accreditation-Webpage-2019](#)
- [12-07 Accreditation-Complaint-2019](#)
- [12-08 BOT-Agenda-TeamVisit-9-17-19](#)
- [13-01 Accreditation-Report-Webpage-2019](#)
- [13-02 Accreditation-Catalog-19-20](#)
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- [13-04 VFS-Alignment 4-3-19](#)
- [14-01 GuidingFramework-SP-2013-18](#)
- [14-02 BP-AP2710-ConflictInterest](#)



## Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

### Evidence of Meeting the Standard

The Catalog provides program descriptions of the College's seven interdisciplinary area of emphasis (AOE) programs, in which students earn AA or AS degrees (1-01), and 23 discipline-specific associate degree for transfer (ADT) programs (1-02). In addition, the College offers 17 locally approved certificates in career and technical education (CTE) and 29 associate degrees/state approved certificate patterns in career and technical fields (1-03). These descriptions include program learning outcomes. AOE's, ADT's, and certificates align with the College's mission of preparing students for transfer as well as career and technical education (1-04). Disciplines evaluate the alignment of the discipline offerings to the College mission statement as part of the program review process (1-05).

To ensure that programs are appropriate to higher education, regardless of location or means of delivery, each new degree or certificate originates with faculty who are discipline experts and therefore most qualified to determine courses needed for appropriate mastery at the degree or certificate level, as shown in the program approval process (1-06). The Program Development Process, which is being revised in fall 2019, is included as part of the program approval process in the revised Curriculum Handbook. The New or Revised Program Development Process (1-07), adopted in 2011 and referenced in BP/AP 4020: Program, Curriculum, and Course Development (1-08), appeared in the 2014 Curriculum Handbook. The process ensures that programs are evaluated to ensure alignment with the mission, the presence of measurable program level outcomes, and the ability of the institution to support the new program (1-09). To ensure that career and technical programs lead to employment, the process requires that proposals for CTE certificates also provide evidence of need (1-10). Successful CTE program proposals must also document the support of the specific local CTE

advisory committee and regional consortium, as explained in the RCCD Curriculum Handbook ([1-11](#)).

Tables of [Student Enrollment Data](#) showing awarding of degrees and certificates, found in the Introduction of this self-evaluation report, show that students earn program degrees and certificates at the College. [Presentation of Student Achievement Data and Institution-Set Standards](#), also found in the Introduction, also shows that students succeed in attaining student learning outcomes and achieve degrees, certificates, employment, or transfer.

## **Analysis and Evaluation**

As shown in the College Catalog, instructional programs, regardless of location or means of delivery, are offered consistent with the mission and lead to student attainment of identified learning outcomes. The institution's program development and curriculum processes ensure that programs are appropriate to higher education and result in student attainment of degrees, certificates, employment, or transfer.

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

## **Evidence of Meeting the Standard**

The District's Curriculum Handbook specifies the rigorous curriculum development, approval, and modification process followed by the College to ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Curriculum development is faculty driven ([2-01](#)), and a workflow process indicates the participation of faculty disciplines and departments, library, articulation officer, the vice president of Academic Affairs, college and district curriculum committees, and the Board of Trustees ([2-02](#)). The same process is followed for courses and programs. All course outlines of record (CORs) that are developed or modified through this process include course descriptions, student learning outcomes, and course content at the appropriate level, whether precollegiate or transfer level, as shown in the CORs for Psychology 9 and for Math 35 ([2-03](#), [2-04](#)). All faculty, both full time and part time, adhere to SLOs, course content, and methods of instruction presented in the CORs, as indicated in the Improvement of Instruction evaluation process found in the Faculty Association contract and described in [Standard III.A.5 \(2-05\)](#).

Distance education courses also follow the curriculum development, approval, and modification processes in the Curriculum Handbook ([2-06](#)). The handbook provides important materials such as regulations and best practices for achieving substantive and

regular interaction with students (2-07), as well as a thorough process for adding distance education mode of delivery to a course outline (2-08).

As shown in the Program Review Committee minutes of March 23, 2017, instructional program review, as of 2017, is conducted by discipline faculty every three years, with optional annual updates that focus on resource requests and updated goals (2-09). A history of instructional program reviews (including the annual process prior to 2017), available on the Instructional Program Review webpage, shows that program review processes are consistently followed. Links to program review documents are available on this page (2-10).

Through the program review process, faculty review their discipline curriculum. An example can be seen in the 2018 instructional program reviews for world languages (2-11) and administration of justice (2-12). In addition, faculty conduct regular review of student achievement data that informs curriculum revisions, pedagogical improvement, and support services, as shown in the review and update section of the 2018 program review for early childhood education (2-13). Assessments of student learning outcomes and the subsequent faculty responses are maintained in the Nuventive database (2-14).

Results of program review are used in planning. For example, math and English faculty identified the need for a math lab/center and a writing support center; both disciplines included these data-supported needs in their program review documents (2-15, 2-16). Math faculty also discussed their proposal with college administrators, and English faculty submitted a written proposal (2-17). In response, as an interim step, the College expanded services for math and English students in the Learning Resources Center. [Standard II.B.1](#) describes these additional services, which included expanding tutoring services to the STEM Center, as shown on the Math and Science Success Center Tutoring page (2-18).

## **Analysis and Evaluation**

Through the processes for curriculum development and approval, program review, and assessment, faculty regularly ensure that content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty use these processes to continuously improve instructional courses and programs, ensuring program currency, improving teaching and learning strategies, and promoting student success. In fact, at the start of the current three-year program review cycle in 2017-2018, the College experienced 100 percent of all units submitting their program reviews. Program review, as a procedure at the College, undergoes continuous review and revision for improvement to support program and discipline needs. As part of these improvement efforts, in spring 2019 the Program Review Committee began developing an updated document describing the program review process (2-19), and the discussion continued into fall 2019, with introduction of descriptive templates (2-20).

For distance education (DE), in alignment with the new Curriculum Handbook, a Distance Education Workgroup is working on a document for use in the DE course approval process.

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

### **Evidence of Meeting the Standard**

All course outlines of record, housed in CurriQunet ([3-01](#)), include student learning outcomes (SLOs) that are to be assessed, as exemplified in [Standard I.C.1](#). The Catalog identifies program learning outcomes for degrees and certificates ([3-02](#)).

The Norco Assessment Committee (NAC) developed and periodically modifies a six-year assessment cycle, called the Rotation Plan for Outcomes Assessment, showing regular assessment of learning outcomes for courses, programs, certificates, and degrees ([3-03](#)). This plan includes timelines. Department chairs, as part of their duties outlined in the CTA-RCCD contract, provide oversight of assessment efforts in their departments ([3-04](#)). NAC provides an annual Assessment Report that tracks assessments within the cycle ([3-05](#)).

A Student Learning Outcomes Report, developed by NAC, provides a template to guide faculty in assessing course and program learning outcomes ([3-06](#)). Assessment methods, or instruments, are listed on the report to provide options for faculty. Written instructions regarding the expectation of learning outcomes assessment are found in the Faculty Guide under discussions of assessment and syllabi ([3-07](#)).

Syllabi for all courses, regardless of method of delivery, must include established SLOs, as explained in the Faculty Guide ([3-08](#)). To ensure that correct SLOs appear on each syllabus, in 2015 the College began providing syllabus shells for all courses with SLOs preloaded, as described in [Standard I.C.1](#). These are available on a webpage linked to the Faculty page of the website ([3-09](#)). The syllabus shells webpage also is linked in the Faculty Guide ([3-10](#)). The Faculty Guide instructs faculty to distribute syllabi to all students ([3-11](#)). In addition, all faculty submit syllabi each semester to the Course Syllabi Repository, as directed in the Faculty Guide ([3-12](#)).

### **Analysis and Evaluation**

As evidenced by curriculum and assessment documents, the College identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees. Institutional procedures for assessment ensure that course outlines and syllabi include learning outcomes. Syllabi are distributed to students in every class.

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

## Evidence of Meeting the Standard

The College's pre-collegiate curriculum is clearly identified in the disciplines of English, English as a second language, interdisciplinary studies, mathematics, and reading, as non-degree credit. The Catalog indicates which courses are not applicable toward a degree, called "non-degree credit" courses (4-01). Course outlines of record also indicate whether a course is degree applicable or non-degree credit by notation at the top in the course description section (4-02). As evidence that pre-collegiate-level courses support college-level curriculum, entry-level skills for transfer-level courses directly align with learning outcomes for basic skills courses that prepare students for college-level work (4-03). With the introduction of AB 705, English and math disciplines have restructured their curriculum to offer corequisites for transfer-level courses instead of requiring prerequisite basic skills courses. The current course sequencing in these disciplines reflects the reduction of pre-collegiate curriculum in favor of corequisite courses. Course sequencing is clearly described in the Catalog, the Student Handbook, and the Schedule of Classes (4-04). To further support students in acquiring the knowledge and skills needed for college-level courses, the Learning Resource Center provides a number of resources and services, including tutoring, the Math and Science Success Center, the Writing Support Center, and supplemental instruction, which are detailed in [Standard II.B.1](#).

The Curriculum Handbook describes how courses, including pre-collegiate and corequisite courses, are designed and delivered by faculty who are discipline experts. Content of proposed course outlines is reviewed and approved through the process (4-05).

The College has developed noncredit courses for career development and, in some cases, for college preparation. These courses, all numbered in the 800s, must also go through the curriculum development and approval process and are clearly described in the Catalog and Addendum (4-06).

## Analysis and Evaluation

As shown in Catalog descriptions, course outlines of record, and the class schedule, the College clearly differentiates pre-collegiate level curriculum from college level. The sequencing of courses allows students to advance and succeed, with course sequencing and placement now following AB 705 requirements.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

## Evidence of Meeting the Standard

The district curriculum process, as defined in the Curriculum Handbook, demonstrates how the College's degrees and programs adhere to practices common to American higher education (5-01), including adhering to Title 5 and Academic Senate of California Community Colleges guidelines (5-02). This process is overseen by the Curriculum Committee, a subcommittee of the Academic Senate (5-03). As identified in [Standard II.A.2](#), faculty, as subject-matter experts, drive the curriculum process. In developing and revising courses and programs, faculty utilize criteria in the Curriculum Handbook to ensure appropriate length, breadth, depth, and rigor, as well as appropriate course sequencing, time to completion, and synthesis of learning. These criteria rely on California Title 5 regulations, the California Community Colleges Course and Program Review Handbook (5-04), and publications from the Academic Senate of California Community Colleges (5-05), with respect for faculty expertise (5-06). The College's curriculum process is guided by RCCD board policies and administrative procedures. BP/AP 4020: Program, Curriculum, and Course Development states, "The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency" (5-07). AP 4100: Graduation Requirements for Degrees and Certificates stipulates that a student must complete a minimum of 60 semester credits, including general education courses, to earn an associate degree (5-08). A full-time student can typically complete 60 semester units in two years.

The Catalog clearly describes degree and program requirements, including the number of semester credits required for completion (5-09).

### **Analysis and Evaluation**

The College follows a curriculum process—with established criteria to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of each program—that adheres to practices common to American higher education. Board administrative procedure establishes the completion of a minimum of 60 semester units for an associate's degree.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

### **Evidence of Meeting the Standard**

The College follows a collaborative, data-driven approach to building the course schedule within the Academic Planning Council (APC), which is comprised of academic department chairs (6-01) and the deans of instruction. The deans of instruction facilitate the process working with department chairs to ensure a student-centered course schedule, as shown in the Academic Planning Council minutes of October 18, 2018 (6-02). The department chairs work with two-year rotations of courses developed by discipline faculty for each degree and certificate in their area, as shown in the 2017-2019 rotation (6-03), ensuring that course offerings are available for students to complete their program of study.

The Academic Planning Council (APC) uses a course scheduling grid. The current grid was revised in fall 2018 and fully implemented in spring 2019 (6-04). The revised grid was built to create an environment in which students can take multiple courses during popular time periods, for example, Tuesday and Thursday mornings, without class overlap. The revised grid came about beginning in summer of 2018, when the deans of instruction worked with the dean of Student Services to evaluate the schedule of classes using the College's newly created Guided Pathways trailheads (6-05). The purpose was to determine students' ability to take courses recommended to them in their first year in a manner consistent with an often-busy community college student's life. As a result of this evaluation, the deans facilitated a two-day Guided Pathways Alignment Scheduling Retreat for APC, September 13-14, 2018, as described in the dean of instruction's email to department chairs (6-06) and the retreat agenda (6-07). As shown on the agenda, at this retreat deans and department chairs looked at guiding principles to focus on students' completion. The department chairs then mapped the fall 2018 schedule to time frame "zones," recognizing opportunities to make courses, especially general education courses, more available during each time zone. The retreat discussion included review of data, such as course fill rates and wait list counts (6-08). At the APC retreat, department chairs and deans focused on creating greater access for students through the process of Guided Pathways-centered schedule-building.

### **Analysis and Evaluation**

As evidenced by processes developed and followed by the deans and APC, the College actively works to build a course schedule that allows students to complete their degree or certificate within a period of time consistent with established expectations in higher education, which is approximately one year for certificate programs and two years for associate degrees for a full-time student. In fall 2019, the deans of instruction plan to evaluate the effectiveness of the revised scheduling grid by using data to determine whether enrollment per student was increased based on students' ability to take more classes in their available time zones.

Additionally, in 2019, responding to the needs expressed in several program reviews, the College applied for and was approved for a Program Resource Team (PRT) to focus on implementing a scheduling platform that allows chairs and deans to create detailed class schedules well in advance of the Colleague (Datatel) schedule rollover. The goal is to allow the College to build planned schedules semesters and years in advance. The long-term vision includes connecting the planned schedule to EduNav so that students can reserve their entire program of study (pathway) before they take their first class at the College, encouraging students to complete in fewer terms while informing schedulers well in advance of course changes needed to accommodate efficient completion and student demand.

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

## Evidence of Meeting the Standard

Norco College utilizes strategies to understand students' needs and seeks strategies to respond to those needs.

A particular example showing receptivity to students' needs is the College's being one of the early adopters of the statewide Multiple Measures Assessment Project (MMAP). This move was based in part on experience with the College's award-winning Summer Advantage program. In this program, students participated in a one-week faculty-facilitated workshop, at the end of which they took a test or wrote an essay that was used to reassess their placement into English or math (7-01). Recognizing that many Summer Advantage students were placing one to three levels higher than with the standard placement mechanism (utilizing a standardized test), in spring 2016 the College decided to become one of the MMAP pilot institutions. As a result, even before AB 705, the College was building learning support services, such as supplemental instruction (SI) and tutoring, in order to meet students' demonstrated needs, as shown in [Standard II.B.1](#). With the implementation of AB 705, library and learning resources have been further enhanced and expanded, as explained in the 2018-2019 End-of-the-Year Memo (7-02).

Another method used to assess and address students' needs is through program review. Instructional program reviews disaggregate data by mode of delivery, as indicated in the program review template for success and retention (7-03). Instructional units provide observations and analysis in which they discuss trends or significant changes in data. For instance, in the business administration, management, and marketing program review (spring 2018), an increase in retention in hybrid courses is followed by a plan to look closer at the reasons for this trend (7-04), and the psychology discipline's program review (spring 2018) includes a thorough discussion of increases in retention and success in distance education courses, with an emphasis on hybrid (7-05).

In addition, the College uses surveys to understand students' needs. Every two years, the College facilitates the Community College Survey of Student Engagement (CCSSE) (7-06). Although this survey addresses engagement, the College looks at CCSSE to see how students are participating in their education and which services are being used, and considers students' ratings of the services' importance to them. Among ways the CCSSE outcomes are reported is the Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators" within discussion of Goal 2: Improve the Quality of Student Life (7-07). In 2019, the College, through the District, participated in a student DE survey administered by the state Chancellor's Office and is awaiting information from that survey.

In order to meet the diverse and changing needs of students, the College offers face-to-face, web-enhanced, hybrid, and online delivery of its courses. All courses and programs, including those for distance education (DE), fall under BP/AP 4020: Program, Curriculum, and Course Development (7-08). AP 4105: Distance Education stipulates that "Distance education courses shall be approved under the same conditions and criteria as all other courses," requires that DE courses include "regular effective contact between instructor and students," and identifies other requirements (7-09).



To support effective use of delivery modes and teaching methodologies, the College utilizes a Faculty Guide, available online. The Faculty Guide includes practical information about student assessment (7-10), methods of instruction (7-11), available resources such as the Faculty Development Center (7-12), and other guidelines to support faculty in the face-to-face or online environment. Furthermore, the College is committed to equity in success for all students, as evidenced by plans in the College’s 2019-2022 Student Equity Plan (7-13) and equity-in-pedagogy workshops, such as those scheduled for fall 2019 (7-14). Furthermore, equity is a focus of the Professional Development Plan, outlined in the [Quality Focus Essay](#).

The DE Checklist for Hybrid and Online Courses is a valuable resource for faculty in support of equity in success for all students (7-15), as is the RCCD Guide to Recommended Best Practices to Achieve Regular and Effective/Substantive Contact in Distance Education (7-16), both of which are linked to the college Distance Education Committee / Supporting Documents page (7-17). As its webpage explains, the Distance Education Committee “develops guidelines for distance education courses and recommends to the Senate policies and procedures for distance education training of faculty and students” as well as “advises strategic planning committees on institutional needs and best practices for distance education” (7-18). The District employs an instructional designer and an educational technologies trainer who offer daily workshops and/or drop-in support for faculty on the college campus as well as online sessions, as indicated in the summer 2019 Canvas and distance education training and support schedule for the College (7-19).

The College also seeks to meet the needs of students in the community by expanding access to higher education. Building on its years of successful partnership with John F. Kennedy Middle College High School, in fall 2017 the College began offering Dual Enrollment courses to high school students on their campuses. The End-of-the-Year Memo explains that, as of 2018-2019, Norco College classes were being offered at nine high schools, with over 1,000 high school Dual Enrollment students served. Also, in 2017-2018 the College began offering classes in the California Rehabilitation Center. In the 2018-2019 academic year, 34 class sections were offered in the Prison Education Community program—more than double the 14 sections offered the previous year (7-20).

Learning support services are available for students in the Learning Resource Center. These resources are available to assist the diverse and changing needs of the College’s students, including students taking DE courses, as detailed in [Standard II.B.1](#).

## **Analysis and Evaluation**

In response to its understanding of students’ diverse needs and learning styles, and in alignment with district policies and procedures, the College supports the effective use of a variety of delivery modes and teaching methodologies. Protocols, practices, and professional support, in addition to program review, show that the College plans and improves delivery, teaching methodologies, and learning services in support of equity in student success. As part of this effort, in 2019, the District was in process of revising a number of DE documents: AP 4105 (7-21), Guide to Best Practices (7-22), Summary of Regulations (7-23), and in spring

2020 will be revising the Online Canvas Academy syllabus for faculty training. In addition, in fall 2019, the District ran a pilot of an online DE orientation for students, Quest for Success, with 1,075 students involved ([7-24](#), [7-25](#), [7-26](#)), and the District has formed an Accessibility Team to develop a plan to ensure all Canvas courses are accessible. In fall 2019, the District Office of Distance Education produced a report on DE retention and success, which will be a topic for the College’s DE Committee this academic year ([7-27](#)). To further support students, Canvas course shells now include a link to *Wellness Central* ([7-28](#)), a resource available to all students—including videos and links to other resources—that emphasizes student wellness in six dimensions: physical, mental, financial, spiritual, academic, and emotional. In fall 2019, the District also is developing a distance education manual which will set the tone for the Norco College DE Plan, expected to be in development soon after the District manual is completed.

Although the College meets the Standard and utilizes strategies to identify and address students’ needs, a more robust student needs assessment is an area for further improvement. To that end, an Improvement Plan for student needs assessment has been drafted, and as of spring 2020, the College will be in process of implementing that plan.

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

### **Evidence of Meeting the Standard**

According to a memo from the state Chancellor’s Office, “Some college courses outside of English or quantitative reasoning/mathematics may use instruments as part of a challenge process (for instance, chemistry or some languages). However, these instruments are not intended for placement but for measuring the completion of foundational competencies” ([8-01](#)). The College uses two such challenge tests: in Spanish and in chemistry.

The Spanish test is used to assess a student’s readiness for Spanish coursework ([8-02](#)). RCCD validated the cutoff scores suggested by the exam's publisher by calibrating the cutoff scores to correlate with a combination of curriculum, staff, and typical incoming student ability during fall 2018. The scores were used to establish the cutoff scores for student readiness for the next highest course, which corresponded with the publisher’s suggestions. The calibration process is reevaluated over time to account for changes in incoming students, teaching staff, and curriculum ([8-03](#)). After enrolling in or having successfully completed a Spanish course, the student may apply for credit for a lower level course. Students must submit a form to the Admissions Office two weeks prior to the end of the semester and pay non-refundable fees. When a student completes a higher-level course with a “C” or better and the dean of Admissions and Records approves the granting of credit, the student will be given credit (not a grade) for a lower-level course. Maximum credit is one class per term. Students may receive credit in one course per term for a total unit amount not to exceed 15 units ([8-04](#)).

The California Chemistry Diagnostic Test (Form 1997) is a paper and pencil test that is used to determine students' preparedness for Chemistry 1A, as described on the college website (8-05). The Chemistry 1A course has a math prerequisite. The test has been used in the District since 2005. Chemistry faculty at Riverside City College, a sister college in the District, reviewed the test in the 2018-2019 academic year and determined it to be an appropriate indicator of preparedness for Chemistry 1A with respect to lecture material. The cut-off point seemed appropriate.

### **Analysis and Evaluation**

As evidenced by processes, the College validates the effectiveness of diagnostic tests. The calibration process addresses reliability and a reduction in test bias. These are the only department-wide course/program examination used at the College.

Moving forward, in fall 2019 the District drafted a plan to work with discipline faculty and the colleges to ensure content and cut score validity for the chemistry diagnostic test. Chemistry faculty will review the content and cut score of the test every three years to see if it is still an appropriate instrument to measure students' prior learning in order to enroll in Chemistry 1A. The district and college offices of Institutional Effectiveness will work on statistical validation.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

### **Evidence of Meeting the Standard**

Board policies and administrative procedures guide the awarding of course credit, degrees and certificates. BP/AP 4020: Program, Curriculum, and Course Development (9-01) defines a credit hour to align with federal financial aid requirements, which indicates consistency with generally accepted norms in higher education. AP/AP 4100: Graduation Requirements for Degrees and Certificates (9-02) provides district policy for the awarding of degrees and certificates based on students' demonstrated competence in general education and learning in their program of study. BP/AP 4230: Grading and Academic Record Symbols (9-03) explains the meaning of grades. This information about the grading system also appears in the College Catalog (9-04).

All course outlines of record (CORs) must include student learning outcomes (SLOs) as part of the curriculum process, described in the Curriculum Handbook (9-05). CORs include methods of instruction and methods of evaluation, which the curriculum process requires to align with SLOs (9-06). [Standard I.B.2](#) discusses faculty assessment of their courses to ensure students are meeting SLOs.

All programs and certificates have explicit program learning outcomes (PLOs), periodically reviewed and, as necessary, revised by faculty workgroups (9-07), and all PLOs are listed in the College Catalog (9-08). Assessment of SLOs and PLOs in Nuventive shows the use of faculty assignments for direct learning outcomes assessment, for example as shown in SLO 3 of Psychology 9: Developmental Psychology (9-09). Course SLOs are mapped to PLOs, as shown in Nuventive (9-10). In addition, courses and programs include general education learning outcomes (GELOs), which are described in [Standard II.A.11](#).

To ensure that the achievement of stated learning outcomes is the basis for awarding course credit as well as degrees and certificates, assessment follows a six-year cycle, including SLO assessment at the course level, PLO assessment, and GELO assessment (9-11).

### **Analysis and Evaluation**

Curriculum development as well as in the work of SLO and PLO assessment, in alignment with District policies, demonstrate that the College awards course credit, degrees, and certificates based on student attainment of learning outcomes. The College does not offer courses based on clock hours.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

### **Evidence of Meeting the Standard**

The Catalog describes and communicates the process of accepting courses from other institutions in the sections titled Official Evaluation of Credit Completed at Other Schools (10-01) and Academic Coursework Taken at Other Colleges and Universities (10-02). The process requires a student to meet with a counselor once the outside transcripts have been received in order to fill out a request form for official evaluation. A member of the office of evaluations evaluates incoming transcripts to ensure expected learning outcomes are comparable to those offered at the College. The office of evaluations consults with the articulation officer, discipline faculty, and department chairs for guidelines and consults when questions arise.

The office of evaluations also uses the Course Identification Numbering System (C-ID) website, which provides a common course numbering system to assure that a course with the same C-ID descriptor will articulate throughout the California Community College system, as described in the Catalog (10-03). The College currently has 215 C-ID approvals (10-04). The College submits new courses to C-ID or submits courses for new C-ID descriptors each year and updates the C-ID designations annually in the Catalog course descriptions.

Special credit policies such as Advanced Placement (AP), Credit for College-Level Examination Program (CLEP), International Baccalaureate (IB), military credit, credit by exam, and credit for extra-institutional learning are also described in the Catalog (10-05). Each year the District articulation officers update the AP, CLEP, and IB charts. When there are new or significantly modified exams, these are sent to district discipline faculty to determine subject and general education credit. In addition, RCCD colleges have articulation agreements with partnering high school districts which provide a method by which college credit is awarded for successful completion of equivalent high school and/or regional occupational programs (ROP) coursework, as described in the Catalog (10-06). This articulation reduces the need for students to repeat coursework in college and facilitates the transition from secondary to post-secondary education.

As stated in AP 4100: Graduation Requirements for Degrees and Certificates (10-07), RCCD students pursuing an associate's degree who hold a bachelor's degree from a regionally accredited United States institution are exempt from general education requirements.

Articulation of courses and programs is the foundation of "pathways to transfer" in the College's mission statement (10-08). An entire section in the Catalog focuses on transfer requirements to CSU, UC, and private colleges and universities (10-09). Each year the updated CSU general education and IGETC-approved course lists are included (10-10), and ADT requirements designed for transfer to the CSU system are also listed (10-11). The Catalog also explains *assist.org*, an online student-transfer information system which shows how courses completed at a California community college can be applied when transferred to a UC or CSU campus, and explains the C-ID system (10-12). Furthermore, each course description in the Catalog indicates whether the course is transferable to CSU or UC and whether it is approved for a C-ID designation (10-13). For example, history courses listed in the Course Descriptions section of the Catalog show CSU and UC transferability for all, and C-ID designation for History 1, 2, 6, 6H, 7, and 7H (10-14). The College's articulation officer, a voting member on the Curriculum Committee as required by committee by-laws (10-15, 10-16), updates articulation agreements annually and ensures that these updates appear in the Catalog and on *assist.org*.

Other sources for information about transfer are the Student Handbook and the College's Transfer Center webpage. The Student Handbook includes a page titled Your Guide to Success which maps students' journey to an associate's degree and/or transfer (10-17) and a page devoted to the Associate Degree for Transfer (ADT) (10-18). On the Transfer Center/Transfer Requirements webpage, students can find links to advising sheets listing course requirements for CSU GE, IGETC, and all of the ADTs (10-19). The Transfer Center website also provides links to *assist.org* and transfer agreements with private colleges and universities for students' reference (10-20). In addition, a detailed checklist for students planning to transfer is available on the Transfer Center website (10-21).

## **Analysis and Evaluation**

Primarily in the Catalog, Norco College makes available to students clearly stated transfer-of-credit policies. Through the work of the office of evaluations, the College certifies that the

expected learning outcomes of transferred courses are comparable to the College's own courses. The College has developed, implemented, and regularly evaluates articulation agreements with other institutions.

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

### **Evidence of Meeting the Standard**

The College sees its general education learning outcomes (GELOs) as tantamount to institutional learning outcomes and as a proxy for the UC/CSU intersegmental general education learning outcomes. The Catalog explains the College's Philosophy of the Associate Degree, which includes general education learning outcomes to develop "the ability to think and to communicate clearly and effectively, both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding" as well as outcomes related to in-depth knowledge in a subject area ([11-01](#)). The Catalog identifies program learning outcomes for all degrees and certificates ([11-02](#)). Course outlines of record (CORs) include one or more GELOs along with course-specific learning outcomes, as shown in English 1B and Communication Studies 1 CORs ([11-03](#)).

In the assessment process, student learning outcomes (SLOs), which are linked to GELOs, are mapped to program learning outcomes (PLOs) ([11-04](#)). Assessment results for each of the GELOs are included in the Annual Assessment Report on the assessment website ([11-05](#)).

### **Analysis and Evaluation**

As shown in the Catalog and in the learning outcomes mapping on Nuventive, the College has adopted general education and program-specific learning outcomes, including those for communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. These learning outcomes are regularly assessed, as described further in [Standard I.B.2](#).

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

interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

## **Evidence of Meeting the Standard**

In alignment with BP/AP 4025: Philosophy and Criteria for Associate Degree and General Education ([12-01](#)), the College's general education (GE) philosophy is described in the Graduation Requirements section of the Catalog ([12-02](#)). Each degree program requires a student to complete either the RCCD GE program, CSU GE, or IGETC ([12-03](#)). Any course in the District's GE pattern will have at least one student learning outcome linked to a GE learning outcome. For example, Math 5: Calculus for Business and Life Science, includes the general education critical thinking learning outcome among the student learning outcomes for the course ([12-04](#)).

Courses meeting CSU general education requirements or IGETC are detailed in the Catalog ([12-05](#)). The Catalog also provides educational templates that include all required courses for a degree ([12-06](#)), associate degrees for transfer ([12-07](#)), and curricular patterns ([12-08](#)). Lists of courses that will fulfill CSU general education and IGETC requirements also are available on the College's Transfer Center/Transfer Requirements webpage ([12-09](#)).

If a discipline feels that one of its courses belongs in the GE pattern, it follows the GE Course Inclusion Process, as outlined in the Curriculum Handbook, beginning with a faculty member, then discipline and department approval. The course then goes to the Technical Review Committee for curriculum; then to the college and district curriculum committees, which review the course to see if it is appropriate for general education; and then must be approved by two of the three colleges in the District ([12-10](#)).

The Office of Institutional Effectiveness, in partnership with the Assessment Committee, compiles an Annual Assessment Report ([12-11](#)). These reports are linked on the Assessment Committee's Supporting Documents webpage ([12-12](#)). In addition, general education assessment and findings are summarized in the Annual Assessment Report, which contains reports from 2006 to the present ([12-13](#)).

## **Analysis and Evaluation**

As described in the Catalog, the College requires a component of general education for all degree programs. Faculty expertise drives the inclusion of courses in the general education curriculum through the processes practiced by the Curriculum Committee, based on student learning outcomes and competencies appropriate to the degree level. As described in the Catalog, the four RCCD general learning outcomes—critical thinking, information competency and technology literacy, communication, and self-development and global awareness—prepare students for responsible participation in civil society, provide skills for lifelong learning, and lead to broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

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

#### **Evidence of Meeting the Standard**

All associate degree and certificate programs, as shown in the Catalog, include required courses that focus on an area of inquiry (13-01) or an area-of-emphasis interdisciplinary core (13-02). Each new degree or certificate originates with faculty who are discipline experts, who are most qualified to determine courses needed for appropriate mastery at the degree or certificate level, as shown in the curriculum process (13-03). As described in [Standard II.A.9](#), course learning outcomes are mapped to program learning outcomes and are assessed, and these outcomes are the basis for awarding credits that lead to degrees and certificates.

#### **Analysis and Evaluation**

Through its curriculum- and program-development process, the College ensures its degree programs provide focused study in an area of inquiry or an established interdisciplinary core and that courses as well as certificate and degree programs are based on student learning outcomes and competencies that include mastery of key theories and practices at the appropriate level.

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

#### **Evidence of Meeting the Standard**

As required by the curriculum process, career and technical education programs are designed and maintained with industry and businesses (14-01) to provide students with the skills and knowledge required for employment, licensure, and/or improvement of current levels of education and required skill competencies. To accomplish this, the college administration and faculty host or attend regional industry advisory meetings with representatives from industry, business, and the community, as listed on the college website (14-02). A major topic of discussion at these advisory meetings concerns the extent to which the curriculum meets the workforce needs of the respective industries. Advisory members also give input regarding the applied, academic, technical, and basic skills that enhance a student's ability to be successful in the workplace, as exemplified in minutes from Game Development Advisory Committee minutes of March 21, 2019 (14-03) and the Inland Empire Economic Partnership (IEEP) Regional Advisory and Industry Skills Panel program from May 23, 2019 (14-04). An active goal of such advisory groups is to identify competency levels and to recommend student learning outcomes for the career and technical courses, certificates, and degree



programs under their review. The Logistics Management program is recognized as meeting the requirements for certification by the Association of Supply Chain Management ([14-05](#)).

As part of the LAUNCH apprenticeship network (Local Apprenticeships Uniting a Network of Colleges and High Schools) ([14-06](#)), the College also supports local apprenticeship programs registered with the State of California Department of Industrial Relations' Division of Apprenticeship Standards by providing the related technical education to electrician apprentices and developing new registered apprenticeship pathways in the advanced manufacturing industry ([14-07](#)). These work-based learning programs are approved by the State of California Department of Industrial Relations ([14-08](#)). All apprenticeship students work and earn in their industry as they develop advanced technical skills in lab and classroom settings. This immersion in industry ensures currency and competency in the field of employment. Apprenticeship completers earn an industry-recognized journeyman certificate.

SLOs for career-technical classes and PLOs for programs are assessed as described in [Standard I.B.2](#). Gainful employment information is available for CTE programs through links on the CTE webpage ([14-09](#)), as shown in examples from two programs ([14-10](#), [14-11](#)).

## **Analysis and Evaluation**

Through the curriculum and assessment processes, industry advisory committees, and—for apprenticeship programs—through alignment with State of California Division of Apprenticeship Standards, the College ensures that graduates completing CTE certificates and degrees demonstrate current technical and professional competencies that meet employment and other applicable standards and preparation for external licensure and certification.

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

## **Evidence of Meeting the Standard**

The College follows AP 4021: Program Viability and Discontinuance, which identifies conditions that may lead to consideration of program discontinuance as well as the procedure ([15-01](#)). AP 4021 states that “the discontinuance procedure will allow currently enrolled students to complete their Program(s) of study in accordance with the rights of students as stipulated in the college catalog.”

In 2017, the College discontinued two programs in alignment with AP 4021:

1. Mobile Application Development (NCE725/NAS725/NAS725B/NAS725C)
2. Early Childhood Education Infant and Toddler Specialization (NCE681)

The College followed procedure:

- Convened a Program Discontinuance Taskforce ([15-02](#)), where the determination to recommend discontinuance was made.
- Informed the public of the College’s intention to discontinue ([15-03](#))
- Convened a closed meeting of the taskforce where the determination to discontinue was made ([15-04](#)).
- Established a teach-out plan to allow any students enrolled in the programs to complete with a minimum of disruption and duly informed students of the plan ([15-05](#)).

Most recently the College eliminated Full Stack Web Development, a program that was created but never enrolled any students. Because this unique single-course program never had enrollment and never became fully viable, the College could not follow all the steps of the procedure ([15-06](#)).

### **Analysis and Evaluation**

When programs are eliminated, the College follows district procedure, making appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

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

### **Evidence of Meeting the Standard**

As described on the Program Review Committee’s webpage, program review is conducted on a regular basis “to facilitate intentional self-evaluation and planning in order to support program quality, improve student success and equity, enhance teaching and learning, and connect resource allocation to strategic planning” ([16-01](#)). As described in [Standard I.B.5](#), the Office of Institutional Effectiveness provides data disaggregated by program type and mode of delivery to all faculty conducting course assessments and instructional program review. These data allow units to evaluate the quality and currency of all instructional programs regardless of delivery mode or location.

[Standard II.A.2](#) explains how faculty exercise collective ownership in utilizing program review to continuously improve instructional courses and programs. Program reviews follow a three-year process; faculty conduct triennial instructional program review by academic discipline with optional annual updates ([16-02](#)). In 2017-2018, this process replaced the previous three-year cycle during which the timeline for comprehensive program reviews was staggered among the disciplines, with annual program reviews submitted in the intervening

years. An archive of instructional program reviews since 2015, available on the Instructional Program Review webpage ([16-03](#)), shows that program review is a regular process.

Program assessment, course-level assessment, and general education learning outcomes assessment are also part of the process of regularly evaluating and improving the quality and currency of instructional courses and programs. An example of continuous improvements through assessments and program review can be found in the 2018 program review for anthropology, which reflects on the impacts of resources received as well as curriculum changes as a result of assessment ([16-04](#)). [Standard II.A.2](#) explains that assessment for course-level outcomes (SLOs) and systematic program learning outcome (PLO) assessment occur every six years; every SLO for every course and PLO for every program has an initial assessment and closes the loop within six years ([16-05](#)).

For program review, units must plan systematic updates to their curriculum/programs and submit modifications (major/minor) to the Curriculum Committee at least every six years, which is described in [Standard II.A.2](#). As described in [Standard II.A.1](#), all new programs and classes are vetted by the Curriculum Committee through a faculty-directed process, both at the college and district levels. Major modifications also must be approved through the curriculum process, which is detailed in the Curriculum Handbook ([16-06](#)).

As a result of program review and assessment, faculty in a discipline submit modifications to curriculum, which are vetted by the college and district curriculum committees. This response is shown in the example of the Curriculum/COR Review report for English in the 2018 program review document ([16-07](#)), which reflect faculty members' collaboration to assure relevancy, appropriateness, and currency of courses and programs. Instructional units also present goals in their program reviews, based on the unit evaluation. Planning for the future as well as changes and improvements in programs as a result of assessment and program evaluations can be seen, for example, in the 2018 program review for psychology ([16-08](#)). Institutional changes and improvements that have occurred as a result of program reviews are discussed in [Standard II.A.2](#).

At this time, the College does not offer continuing or community education courses or programs.

### **Analysis and Evaluation**

Through program review, curriculum, and assessment, the College regularly evaluates and improves the quality and currency of all instructional programs, regardless of delivery mode or location. Although the College meets the Standard, further work is in progress to strengthen the program review process in the ongoing work of continuous improvement. In spring 2019 the Program Review Committee began developing an updated document describing the program review process ([16-09](#)), and the discussion continued into fall 2019, with introduction of descriptive templates ([16-10](#)). Stronger clarification of the connections between program review and institutional planning will be a key goal of the 2019-2020 strategic plan and governance process development. These processes show how the College

systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

### Conclusions on Standard II.A. Instructional Programs

Program review and the curriculum and assessment processes support continuous quality improvement in all of the College’s instructional programs, regardless of location or means of delivery, including pre-collegiate and college-level curriculum. As part of continuous improvement, in the strategic planning and governance assessment and development in 2019-2020, the College is taking a fresh look at the program review and planning process. The faculty-led curriculum process ensures that instructional programs are offered in fields of study consistent with the mission and appropriate to higher education, and that all degree programs include a component of general education. To support this important process, the Curriculum Handbook was revised in 2019. In addition to curriculum, assessment ensures that courses and degrees are the culmination of student attainment of identified student outcomes.

### Improvement Plan

Standard	Description of Change / Improvement	Expected Outcome(s)	Timeline	College Leads	Integration into College’s Ongoing Evaluation and Planning Processes
Standard II.A.7	The College will adopt a campus climate/student needs assessment survey that addresses delivery modes, teaching methodologies, and learning support services in support of equity for all students.	<ol style="list-style-type: none"> <li>1. Survey instrument adopted</li> <li>2. Report of campus climate/ student needs assessment distributed. Deans of instruction will work with APC, and the dean of library and learning resources will work with LRC, to review and respond to survey results.</li> </ol>	<ol style="list-style-type: none"> <li>1. fall 2019</li> <li>2. spring 2020</li> </ol>	Dean of institutional effectiveness, dean of equity, dean of student services, deans of instruction, and dean of library and learning resources	<p>Student needs assessment will become part of enrollment management process and will inform professional development.</p> <p>Campus climate survey items will be used to assess elements such as inclusivity, safety, and other aspects of climate from students’ perspective.</p>

## Evidence List

- [1-01\\_AOE-Catalog-19-20](#)
- [1-02\\_ADT-Catalog-19-20](#)
- [1-03\\_CTE-Cetificates-Catalog-19-20](#)
- [1-04\\_NC-Mission-Webpage-2019](#)
- [1-05\\_Mission-PR-INST-2018](#)
- [1-06\\_ProgramAppProcess-CurriculumHB\\_2019](#)
- [1-07\\_ProDevProcess-2011](#)
- [1-08\\_BP-AP4020-CurriculumnDev](#)
- [1-09\\_ProDevProcess-2011](#)
- [1-10\\_ProDevProcess-2011](#)
- [1-11\\_CTE-CurriculumHB-2019](#)
- [2-01\\_Faculty-CurriculumHB\\_2019](#)
- [2-02\\_CurriculumnDev-CurriculumHB\\_2019](#)
- [2-03\\_COR-PSY9\\_12-11-18](#)
- [2-04\\_COR-MAT35\\_11-13-18](#)
- [2-05\\_Art-XI-Fac-RCCD-Agreement\\_2015-18](#)
- [2-06\\_DE-CurriculumHB\\_2019](#)
- [2-07\\_Guide-DE-CurriculumHB-2019](#)
- [2-08\\_DE-Workflow-CurriculumHB-2019](#)
- [2-09\\_PRC-Minutes\\_3-23-17](#)
- [2-10\\_INST-PR-Webpage-2019](#)
- [2-11\\_INST-PR-WOR-COR-Review-2018](#)
- [2-12\\_INST-PR-ADJ-COR-Review-2018](#)
- [2-13\\_INST-PR-EAR-Student-Data-2018](#)
- [2-14\\_Nuventive-SLO-EAR-2019](#)
- [2-15\\_MAT-RR-ProgramReview-2019](#)
- [2-16\\_ENG-RR-ProgramReview-2019](#)
- [2-17\\_WritingCenterProposal-2018](#)
- [2-18\\_MathScienceCtr-Webpage-2019](#)
- [2-19\\_PRC-Minutes\\_4-25-2019](#)
- [2-20\\_PR-Timeline-Flowcharts-2019](#)
- [3-01\\_Faculty-CurriQunet-Webpages-2019](#)
- [3-02\\_PLOs-Catalog-19-20](#)
- [3-03\\_LO-RotationPlan-2018](#)
- [3-04\\_DepartmentChair-CTA-Contract\\_2015-18](#)
- [3-05\\_AssessmentReport-17-18](#)
- [3-06\\_LO-ReportForm-2019](#)
- [3-07\\_Assessment-FacultyGuide-2019](#)
- [3-08\\_SyllabusSLO-FacultyGuide-2019](#)
- [3-09\\_SyllabusShell-Webpage-2019](#)
- [3-10\\_SyllabusLink-FacultyGuide-2019](#)
- [3-11\\_SyllabusDistribute-FacultyGuide-2019](#)

- [3-12 SyllabusRepository-FacultyGuide-2019](#)
- [4-01 NonDegCredit-Catalog-19-20](#)
- [4-02 NonDegCredit-COR-2019](#)
- [4-03 BS-CollegeLevel-COR-2014-18](#)
- [4-04 MovingThroughME-2019](#)
- [4-05-PreCol-CoReq-CurriculumHB-2019](#)
- [4-06 NonCredit-Catalog-2019-20](#)
- [5-01 HigherED-CurriculumHB 2019](#)
- [5-02 AS-Title5-CurriculumHB 2019](#)
- [5-03 CurriculumCommitte-Webpage-2019](#)
- [5-04 PRO-COR-ApprovalHB-2019](#)
- [5-05 ASCCC-Curriculum-2019](#)
- [5-06 FacultyRole-CurriculumHB 2019](#)
- [5-07 BP-AP4020 CurriculumDev](#)
- [5-08 AP4100-GradReq](#)
- [5-09 Pro-DegREQ-Catalog-19-20](#)
- [6-01 APC-Webpage-2019](#)
- [6-02 APC-Minutes-10-12-18](#)
- [6-03 2YR-CourseRotation-2017-19](#)
- [6-04 NC-ScheduleGrid-10-1-18](#)
- [6-05 GP-School-Trailheads-3-2019](#)
- [6-06 APC-Retreat-Memo-9-6-18](#)
- [6-07 APC-RetreatAgenda-9-2018](#)
- [6-08 APC-RetreatData-9-12-18](#)
- [7-01 MMAP-report-2016](#)
- [7-02 YearEndMemo-18-19](#)
- [7-03 PR-TempSuccessRetData-2019](#)
- [7-04 PR-BUS-SuccessRetention-2019](#)
- [7-05 PR-PSY-SuccessRetention-2019](#)
- [7-06 CCSSE-KeyFindings-2017](#)
- [7-07 APR-EMP-Goal 2-17-18](#)
- [7-08 BP-AP4020-CurriculumDev](#)
- [7-09 AP-4105-DE](#)
- [7-10 Assessment-FacultyGuide-2019](#)
- [7-11 Instruction-FacultyGuide-2019](#)
- [7-12 PDC-FacultyGuide-2019](#)
- [7-13 EquityPlan 2019-22](#)
- [7-14 Equity-Pedagogy-WS-FAL19](#)
- [7-15 DE-Checklist-2019](#)
- [7-16 RCCD-BestPractices-DE 11-25-13](#)
- [7-17 DEC-SuppotDoc-Webpage-2019](#)
- [7-18 DE-CommitteWebpage-2019](#)
- [7-19 DE-Canvas-TrainingSupport-2019](#)
- [7-20 YearEndMemo-18-19](#)

- [7-21 AP4105-DE-Draft](#)
- [7-22 GuideBestPractices 5-17-19](#)
- [7-23 DE-SummaryRegs-2019](#)
- [7-24 Quest-Student-Faculty-FAL19](#)
- [7-25 SmartMeasure](#)
- [7-26 Quest-Webpage-2019](#)
- [7-27 RCCD-DE-Report-Email-FAL19](#)
- [7-28 WellnessCentral-Webpage-2019](#)
- [8-01 AB705-Memo-DiagTests 12-7-18](#)
- [8-02 SpanishDiagTest-Webpage-2019](#)
- [8-03 SPA-Placement-PerpetualTech-2019](#)
- [8-04 CreditByExam-WorldLang-2019](#)
- [8-05 ChemistryDiagExam-Webpage-2019](#)
- [9-01 BP-AP4020-CurriculumDev](#)
- [9-02 BP-AP4100-GradReqs](#)
- [9-03 BP-AP4230-Grading](#)
- [9-04 GradSystem-Catalog-19-20](#)
- [9-05 SLO-CurriculumHB-2019](#)
- [9-06 SLO-Methods-CurriculumHB-2019](#)
- [9-07 PLO-CurriculumHB-2019](#)
- [9-08 PLOs-Catalog-19-20](#)
- [9-09-SLO-Assesment-Nuventive-2017](#)
- [9-10 Mapping-Nuventive-2019](#)
- [9-11 6-YearRotationPlan-2017-23](#)
- [10-01 CreditOtherSchools-Catalog-19-20](#)
- [10-02 CourseWork-Catalog-19-20](#)
- [10-03 C-ID-Catalog-19-20](#)
- [10-04 C-ID-NC-List-Webpage-2019](#)
- [10-05 SpecialPrograms-Catalog-19-20](#)
- [10-06 ROP-HS-CollegeCredit-Catalog-19-20](#)
- [10-07 AP4100-GradReqs](#)
- [10-08 Mission-Catalog-19-20](#)
- [10-09 Transfer-to-UC-CSU-Catalog-19-20](#)
- [10-10 CSU-IGETC-GE-Catalog-19-20](#)
- [10-11 ADT-CSU-Catalog-19-20](#)
- [10-12 C-ID-Catalog-19-20](#)
- [10-13 C-ID-CSU-UC-Catalog-19-20](#)
- [10-14 UC-C-ID-Designation-Catalog-19-20](#)
- [10-15 CurriculumCommittee-ByLaws-2018](#)
- [10-16 CurriculumCommittee-Members-2019](#)
- [10-17 GuideSuccess-StudentHB-19-20](#)
- [10-18 ADT-StudentHB-19-20](#)
- [10-19 ADT-TransferCenter-Webpage-2019](#)
- [10-20 Pathways-TransferCenter-Webpage-2019](#)

- [10-21 Checklist-TransferCenter-Webpage-2019](#)
- [11-01 GELO-Philosophy-Catalog-19-20](#)
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- [11-03 COR-ENG2B-COM1-18-19](#)
- [11-04-SLO-PLO-GELO-SOC1-2019](#)
- [11-05 GELO-AssessmentReport-2017-18](#)
- [12-01 BP-AP4025-PhilosophyCriteriaAD-GE](#)
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## **B. Library and Learning Support Services**

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

### **Evidence of Meeting the Standard**

#### ***Library***

As shown in the Wilfred J. Airey Library’s mission statement, the institution supports student learning and achievement: “As the heart of the academic experience at Norco College, the Wilfred J. Airey Library provides informational leadership, instruction, access to technology, and learning resources supporting: the mission of the college; the development of lifelong information competency skills; and the overall success of the learning community” ([1-01](#)).

In alignment with BP/AP 4040: Library and Learning Support Services ([1-02](#)), the library offers a comprehensive collection of resources and services to support student learning and achievement. As well as providing academic support for face-to-face and distance education students, the library supports the John F. Kennedy Middle College High School, Prison Education Community program, and high school Dual Enrollment students. Information is available on the library’s extensive website ([1-03](#)), and library resources are identified in the Catalog ([1-04](#)), the Student Handbook ([1-05](#)), and the Faculty Guide ([1-06](#)).

Resources include over 40 subscription research databases containing full-text articles from scholarly journals, newspapers and magazines, specialized encyclopedias, statistics, images and more ([1-07](#)). Through the library’s webpages, all e-books, databases, and electronic reference guides are available at all times remotely to support distance education students, as well as all College students, faculty, and staff, as shown by links available on the homepage ([1-08](#)). In addition, a link to the library’s 24/7 Access resources page is embedded in all college Canvas course shells used for distance education and web-enhanced courses ([1-09](#)). Full access to the library’s complete collection of electronic subscription research databases has been provided to both librarians at the California Rehabilitation Center to support the

academic needs of those taking classes in the Prison Education Community program. Also, the library offers a program-specific research request form for instructors in the program that enables them to request articles and other electronic resources from the library for their students who are not allowed internet access ([1-10](#), [1-11](#)).

On-campus library resources as of spring 2019 included seven study rooms for individual or group study, 70 internet-accessible computer workstations with updated disability resource center (DRC) adaptive software installed, and a dedicated study area. In fall 2019, student workspace was remodeled and, in addition to the 70 computers, 36 laptops have become available for checkout. Over 650 reserve textbooks and other materials are available to students for two-hour use in the library. These and other library-provided academic support services are detailed on the What We Have webpage ([1-12](#)).

Examples of significant resources and services that guide and provide training for library users include a number of resources found on the library's Research and Help webpage ([1-13](#)). Links to helpful webpages are found on this page for such topics as Searching for Articles (multiple pages, including What Is a Database? and Keywords), as well as using the library catalog and finding books ([1-14](#), [1-15](#)). Available 24/7 resources also include around-the-clock chat reference/research assistance with a LIVE Librarian ([1-16](#)). The library's main webpage offers quick answers to the questions such as "How Do I Borrow a Book?" and "How Do I Access Norco College Library Materials Off Campus?" in conversation windows that open when a cursor scrolls over the question ([1-17](#)). Furthermore, the library holds a weekly series of one-hour Library Skills Workshops during each term of the academic year which provide hands-on instruction to students about key library services and resources to teach them how to locate books using the library's online catalog, find articles using the library's electronic resources, and select sources to create citations in MLA or APA format ([1-18](#)). In the 2018-2019 academic year, the library held 34 Library Skills Workshops for 392 total students ([1-19](#)). In addition, the library offers Library 1: Introduction to Information Literacy, a one-unit course which is UC and CSU transferable, to further instruct students on effective library use, research, and the ethical use of information ([1-20](#)). For new faculty, an orientation prior to the fall semester includes the library as part of the campus tour ([1-21](#)). The library and Learning Resource Center (LRC) also presented during the spring 2019 faculty Flex Day on February 8, distributing materials about services available to students, and at the beginning of the spring 2019 semester, librarians attended Writing Lab sections to introduce services to students enrolled in composition courses ([1-22](#)).

During the 2017-2018 academic year, the library door count was 307,746. Library computer workstation usage recorded 71,051 logins/45,721 hours. Library study rooms were checked out 11,469 times for two-hour sessions, and 18,076 library reserve textbooks were checked out ([1-23](#)). Over 64 percent of the approximately 800 student respondents to a spring 2018 library survey agreed or strongly agreed that the library's collection of books and databases is sufficient in quality, currency, depth, and variety to support their research needs ([1-24](#)). A faculty survey in fall 2018 shows that over 65 percent of faculty respondents had used or were currently using library services to support their courses, and a majority said they were aware of the library's one-on-one assistance to help students with research assignments. A majority of faculty respondents also found the library's website to be easy to navigate and

useful (1-25). Evaluation of the library's technology resources is included in technology surveys, as explained in [Standard III.C.2](#). The Library Advisory Committee, which includes faculty, staff, and student representatives, looks at instructional program reviews for requested library resources, as shown in minutes from a fall 2017 meeting (1-26). Based on increasing enrollments, library usage, and overall need, the College has plans to consider a new library/learning resource center for construction within the next five to seven years, as shown in the College's 2013 Facilities Master Plan and the RCCD 5-Year Construction Plan, 2021-2025 (1-27, 1-28).

In addition to resources, the library sponsors a number of events to enhance student engagement, learning, success and achievement. Among these are Read 2 Succeed readings/discussions and college-wide read/author appearances (1-29), once-a-semester Poetry Performances (1-30), and Celebrate Books and Libraries (1-31).

### ***Learning Resource Center***

As stated on its homepage, the Learning Resource Center (LRC) supports student learning and achievement through Tutorial Services (1-32); Math and Science Success Center (1-33); Writing Support Center (1-34); Supplemental Instruction (1-35); 36 ADA compliant, open-access computers that provide the usual software used for college coursework; and study spaces (1-36). To ensure quality, the LRC hosts four department-wide annual in-service trainings for all LRC staff, tutors, and SI leaders, as shown in two agendas from spring and fall 2018 and a flyer for an in-service featuring a guest speaker (1-37).

In fall 2018, a total of 1,787 tutoring appointments were recorded (1-38), representing 2,023 contact hours from appointments along with 8,613 contact hours for drop-in tutoring (1-39). Records for that term show tutoring in 19 subjects from accounting and anatomy and physiology to psychology and Spanish (1-40). The Tutorial Services webpage describes this academic support program, which is based on a peer-tutoring model (1-41). By-appointment tutoring is available in an array of disciplines, as shown on a general tutoring schedule for fall 2018 (1-42), and appointments can be made online using a link on the Tutorial Services webpage (1-43). Writing Support Center and Math and Science Success Center tutoring also is available on a walk-in basis (1-44). As explained on the Tutorial Services homepage, online tutoring service is available to all online and hybrid course students free of charge through a link to NetTutor located in each Canvas course, as shown on the menu for an English 1A course (1-45). The College also is in the process of developing a plan for tutoring support for students at California Rehabilitation Center who are enrolled in the College's Prison Education Community program. The College intends to provide peer tutoring and learning lab hours for incarcerated students; however, this plan will take time to develop because of prison requirements regarding supervision of inmates, supervision of personnel, and space.

Evidence of the college Tutorial Services' currency and depth can be found in its receiving International Tutor Training Program Certification (ITTPC). The program acquired initial ITTPC on June 29, 2017, and was re-certified on September 8, 2018, for a three-year period by the College Reading and Learning Association (CRLA) (1-46). As explained on the

Faculty Resources webpage and the How Do I Become a Tutor webpage, tutors are selected based on faculty recommendation for the respective courses that the student would like to tutor (1-47). In addition, prospective tutors are required to complete a one-unit tutor training course (1-48), Interdisciplinary Learning Assistance 1 (ILA-1), taught by a qualified faculty member (1-49). Writing tutors are required to complete a discipline-specific, two-unit tutor training course, English 4: Writing Tutor Training (1-50).

The Supplemental Instruction (SI) program, as explained on its webpage, “is designed to improve the student’s academic success in traditionally difficult courses” (1-51). A list of these courses appears on SI schedules (1-52) and in the SI Data Report (1-53). SI sessions are peer-facilitated and are available to all students enrolled in the SI-supported course (1-54). As shown on the SI webpage, linked Faculty Resources page, and further explained in a recruitment email sent to faculty, SI leaders are well-trained students who are deployed to specific classes and instructors (1-55). They are recommended by faculty and, as stipulated on the SI leader application, they receive approximately 16 hours of training (1-56) from the SI coordinator who is a certified SI supervisor through the International Center for Supplemental Instruction at the University of Missouri-Kansas City (1-57). In addition, in spring 2019, the SI program received full program certification from the International Center for Supplemental Instruction, an indication of the quality of the College’s program (1-58).

In order to ensure that SI leaders are adequately trained, they are required to complete a two-day SI training and six hours of LRC in-service before the start of each semester, as well as monthly trainings throughout the semester (1-59). In addition, the SI leader’s training manual provides an overview of the connections between the SI leaders, students, and the class instructor (1-60). The SI coordinator receives feedback from students (1-61) and faculty (1-62), as reported in the SI Data Report. SI leader feedback has been gathered from surveys following SI training (1-63) and informally throughout the semesters. A more formalized system of SI leader surveys is in the works to begin fall 2019, as shown in the end-of-term survey instrument (1-64). Insight from surveys and other feedback is utilized to strengthen the SI program and collaboration with tutorial services. For example, based on SI leader feedback, SI sessions were moved to the LRC from the STEM Center, where the SI program shares space with tutorial services. After this move, the average attendance of students in SI-supported courses increased from 27 percent in fall 2016 (1-65) to 41 percent in fall 2018 (1-66). In addition to survey results, SI data is collected in the SI Data Report that includes data from fall 2015 through spring 2018 and the most recent report for fall 2018, which document that the SI program supports student success (1-67, 1-68).

Extensive information about services available in the LRC, including tutoring and supplemental instruction, can be found in the Catalog (1-69) and the Faculty Guide (1-70). Information about the LRC and tutoring also is available in the Student Handbook (1-71). Though it had been conducting in-class presentations for a number of academic terms, in spring 2019 the LRC increased outreach through formalizing an In-Class Presentation Request Form, introduced in a campus-wide email sent during the first week of the semester (1-72). In spring 2019, the LRC distributed an email newsletter “to inform the Norco College community about the array of academic support services our students receive” (1-73).

## Analysis and Evaluation

The College's library and learning services support student learning and achievement by providing physical and online materials and resources to both traditional on-campus and online students and to those responsible for student learning and services. Through outreach, assessments, and training, the College ensures and strives to continuously improve services' sufficiency, currency, depth, and variety. In support of continuous quality improvement, district library faculty have revised and updated BP/AP 4040 ([1-74](#)) to be more reflective of current library services. The revised policy and procedure were proceeding through the shared governance process in fall 2019.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

## Evidence of Meeting the Standard

Educational resources in the Airey Library are selected to support student learning. As detailed in the Library Collection Development Procedure, collection development is based upon fund availability, instructional program review requests, the curriculum adoption process, Library Advisory Committee input and recommendations, and individual faculty requests made as part of the ongoing collaborative process ([2-01](#)). Examples of the policy in action can be seen in recent library adoptions of materials, books, and a database, based on faculty requests ([2-02](#)). The procedure also provides prioritization for collection development. Program review requests for library and LRC materials and resources are supported by this process, and reports from program reviews are made at the Library Advisory Committee meetings, as noted in the minutes of November 8, 2016, November 14, 2017, and May 14, 2019 ([2-03](#), [2-04](#), [2-05](#)).

Faculty librarians are tasked with the primary responsibility of the selection and overall maintenance of the library collection. Librarians make informed material selection decisions based on standard professional review sources, evaluation of collection composition and usage statistics, professional expertise, and continual informal interaction with students and faculty in the library environment. Librarians also base material selection decisions on their participation in a wide variety of strategic planning committees, such as ISPC, the Professional Growth and Sabbatical Leave Committee, the Academic Senate, and the Curriculum Committee, as well as the Communications Department and other academic and student engagement activities offered on campus ([2-06](#), [2-07](#)). Other instructional faculty, students, staff, and community members are also encouraged to make recommendations for additions to the library collection which are considered for possible inclusion, as shown by examples above. To facilitate this process, faculty are encouraged to come to the library to review the collection in their discipline-specific areas and make recommendations for book purchase as a result, as shown in Library Advisory Committee minutes of October 9, 2018 ([2-08](#)). To encourage increased faculty involvement in recommendation and selection of

library materials, the Professional Development Committee approved Flex credit for faculty members who formally spend time reviewing the library collection in their discipline subject areas, following the library's Collection Review Guidelines and Process (2-09, 2-10). In addition, the library's website features a dedicated link which allows anyone to recommend a purchase (2-11), and a link appears on the library's For Faculty page as well (2-12). As detailed in [Standard III.C.3](#), technology resources in the library and LRC follow college-wide procedures for technology replacement, repair, or maintenance.

A librarian is required to serve as a member of the Curriculum Committee, as indicated in the committee's by-laws (2-13). The responsibility of the member librarian is to examine and evaluate the library collection and verify that resources are sufficient to meet the needs of any new course or program. The librarian signs off on new courses and programs through the CurriQunet online curriculum management system, as shown in these images of recent curriculum (2-14). When new courses or programs are going through the process of development, the librarian on the Curriculum Committee receives email notifications and the examination of the collection begins. If the collection is not sufficient to support the proposed course or program, resources are then ordered to provide adequate coverage. For example, to support a new guidance course in spring 2019, Guidance 845: College Readiness, the library ordered a copy of *The Fiske Guide to Colleges 2019* (2-15, 2-16).

Supplemental materials are made available to students in the LRC, which are provided by and vetted through the discipline-specific faculty members. These supplemental materials include textbooks, scientific and graphing calculators, practice tests made available by instructors, Wacom tablets, instructional handouts, study skills and strategies pamphlets, and even anatomy bones. For example, an email thread from January 2018 shows the LRC director working with a faculty member in English in the process of developing further writing support for students in the LRC (2-17). Digital resources are also made available as links at the bottom on the Math and Science Success Center and Writing Support Center webpages (2-18). This digital content is created and selected by the appropriate faculty members.

As shown in its statement of purpose, the Library Advisory Committee—made up of faculty, staff, student, and administrative representatives (2-19)—is a strategic planning committee and a standing committee of the Academic Senate whose purpose is planning and continuous improvement of the library and LRC, in support of the College's mission (2-20). The Library Advisory Committee routinely reviews and discusses library and LRC assessment measures and surveys, as shown in minutes from April 2018 (2-21).

## **Analysis and Evaluation**

Guided by the Library Collection Review Guidelines and Process, which employs the expertise of faculty, including librarians, as well as other learning support professionals, the institution selects and maintains educational equipment and materials to support student learning and the College's mission. The LRC also works with faculty to select additional resources to use in tutoring and to make available on webpages. Library and LRC technology resources are maintained as part of a college-wide process.

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

### **Evidence of Meeting the Standard**

Based on evaluation data gathered over several academic years that suggest higher success and retention rates for students who utilized the face-to-face reference librarian assistance available in the library, and for students who attended Library Skills Instruction Workshops (3-01, 3-02), the library has worked to increase student awareness about the availability of face-to-face reference librarian assistance, Library Skills Instruction Workshops, and the 24/7 online reference service. In 2016, 362 students accessed the online 24/7 reference service (3-03), and in 2017, 406 students accessed the service (3-04). In 2018, 523 students accessed the online 24/7 reference service (3-05). Through outreach efforts such as those described in [Standard II.B.1](#), including presentations at faculty Flex Day and library information presentations to students during Writing Lab orientations, the College hopes to stimulate increased use of these library-offered services and resources, and therefore improve student success and retention rates. In addition, library faculty assess the Library 1 course, as shown in the assessment report of the 2018 program review (3-06). This report includes improvements made on the basis of the assessment. As noted on the COR for Library 1, each of the course SLOs is matched with one or more GELOs (3-07).

An example of an evaluation measure is the spring 2018 student survey about the quantity, currency, depth, and variety of the library collection and resources (3-08). Over 800 students participated in the assessment. According to the results, 64 percent of respondents agreed or strongly agreed that the library's collection of books and databases is sufficient in quantity, currency, depth, and variety to support their research needs. Survey results also indicate that most students view the library's physical space as adequate (72 percent), consider the library a welcoming space for students (88 percent), and regard the library staff as helpful (77 percent). In addition, a focus group of students took place in spring 2018 to gather further information on how the library can meet students' needs (3-09). Further evidence that the library strives to serve students' needs can be found in the College's response to student requests for more library hours. Based on student requests, early in spring 2019, the library extended hours on Fridays to 4:00 p.m. and added Saturday hours (3-10). Also, in spring and summer 2019, the library redesigned the learning area for students and implemented other upgrades based on student and faculty survey responses (3-11).

A fall 2018 faculty survey showed that most respondents were at least somewhat familiar with library services that are available to faculty, and a majority indicated that they found the library website to be easy to navigate and useful. More than a third indicated they are very familiar with availability of one-on-one research assignment help for students in the library, and over 61 percent indicated they are at least somewhat familiar with the availability of this assistance; almost 60 percent have referred students to the library for this service. Over 78

percent of respondents indicated they are aware of the library workshops, and many have referred students to these workshops ([3-12](#)).

Similarly, the LRC regularly collects data for the purpose of meeting students' needs and implements changes to increase equitable accessibility. Surveys are given on a regular basis to provide students an anonymous platform to communicate concerns and suggestions for improvement. Also, reports track data such as head count, flow, and student demographics, as shown in the LRC Overall Contact Hours report as of April 15, 2019 ([3-13](#)). As described in the Regular Update newsletter of June 27, 2019, the LRC was recently remodeled in order to serve students better ([3-14](#)). These changes were based on usage statistics and feedback from surveys.

Tutors are evaluated on student-provided qualitative data. Surveys are continually offered to tutees on a regular basis following tutoring sessions, as shown in results over a four-month period from November 21, 2018, through February 23, 2019 ([3-15](#)). Tutors are provided this student feedback as part of the evaluation process to assist self-reflection and improve on their individual performance. Also as part of the evaluation process, the tutorial services technician provides tutors with recommendations which are reflective of session observations and employee performance ([3-16](#), [3-17](#)). The Office of Institutional Effectiveness works with the tutorial services technician to evaluate the effectiveness of tutoring on student success. Annual analyses have shown that tutorial services have a significant effect on student success, and results are continually used as a basis for improvement ([3-18](#)).

One of the SI program's greatest strengths is its data collection. The data have continually demonstrated that students who voluntarily participate in SI succeed at higher rates than their non-SI counterparts ([3-19](#)). In fact, the SI program utilizes student success rate data in order to target those courses most in need of support ([3-20](#)). To qualify for SI support, a course must have a success rate of less than 70 percent and/or a high withdrawal rate of greater than 20 percent and be highly impacted. As explained in [Standard II.B.1](#), each semester the SI program assesses its effectiveness through surveys, evaluations (by both students and instructors), and observation reports. The SI program collects data about student attendance hours and shows the relationship between student attendance and course retention and success.

## **Analysis and Evaluation**

Surveys, evaluations, and reports are used to assess the library's and LRC's use, access, and effect on student learning. These evaluations, which include input from students, faculty, and staff, indicate that the library collection, resources, and services are judged as adequate. Moreover, these evaluations have led to improvements in meeting students' needs and enhancing achievement of student learning outcomes. Effective analysis and reporting of the data collected has enabled the growth of programs such as SI and tutoring.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents



that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

### **Evidence of Meeting the Standard**

The library contracts with electronic databases to provide resources and services to the College community. The bulk of the library's databases to date have been contracted through the Community College Library Consortium, as shown in renewal invoices (4-01), though some databases have been contracted separately, such as databases through the American Chemical Society (4-02) and Mary Ann Liebert, Inc., Publishers (4-03). The library assesses the amount of use to determine the effectiveness of databases (4-04, 4-05). Full-time and part-time librarians and the library director discuss the reports. In January 2019, the College signed a participation agreement for the California Community Colleges (CCC) Chancellor's Office and the CCC Technology Center's new cloud-based library services platform (4-06). In addition, the District contracts for pay-for-print services for libraries and learning centers for all District colleges through Advanced Copy (4-07).

The College has contracted with NetTutor Online Tutoring Service since 2013 to provide tutorial assistance to distance education students, as shown on recent invoices (4-08). NetTutor is available to students through a direct link embedded in the Canvas learning management system, as shown in this menu from a spring 2019 English 1A course (4-09). Instructors who have reviewed student papers that received NetTutor feedback have provided informal responses to endorse the service. The College reviews usage statistics for NetTutor (4-10) on a regular basis to ensure the service is adequate and effective. In addition, a spring 2019 NetTutor student survey, agendized for review by the Library Advisory Committee and the Distance Education Committee in fall (4-11, 4-12), indicates that the majority of students who have used the online tutoring services are satisfied or very satisfied, though many students do not yet know that these services are available (4-13).

For use of the databases and NetTutor, secure login and password protection for each individual user assures security. Maintenance and reliability are covered through contracts with NetTutor and databases, including the new library services platform.

### **Analysis and Evaluation**

Services provided through formal contractual agreements provide valuable and effective support of learning. The College regularly evaluates these resources to ensure their continued usefulness and effectiveness. For example, to address the NetTutor survey finding that many students do not know about the online tutoring services, the College plans a number of actions in fall 2019 including announcements on webpages and other College media and incorporating information about NetTutor into Canvas training for faculty.

## Conclusions on Standard II.B. Library and Learning Support Services

The College's library and Learning Resource Center (LRC) are well-aligned with the institution's mission and provide substantial resources and services to support student learning and achievement. The Wilfred J. Airey Library provides sufficient, current materials and resources with depth and variety both virtually and in its housed collections. Trainings and assessments are continual and ensure that the library is functioning as needed for faculty, students, and the campus community at large. Educational equipment and materials in the library are frequently evaluated by discipline experts, ensuring student learning support and alignment with the mission of the College. Similarly, the LRC offers resources to support educational programs, and personnel participate in regular in-service training to ensure quality. LRC professionals regularly work with faculty to maintain and update tutorial services, supplemental instruction practices, learning support centers, web pages, and learning technology. Gathering input from faculty, staff, and students on a regular basis via surveys and evaluations has made it possible to assess the effectiveness of the library and learning support services and has inspired positive improvements that support faculty and aid in the achievement of student learning outcomes.

### Evidence List

- [1-01 NC-LIB-Mission-Webpage-2019](#)
- [1-02 BPAP4040-Library](#)
- [1-03 NC-Library-Webpage-2019](#)
- [1-04 NC-Library-Catalog-19-20](#)
- [1-05 Library-StudentHB-19-20](#)
- [1-06 Library-FacultyGuide-19-20](#)
- [1-07 NC-LIB-AtoZ-Webpage-2019](#)
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- [1-10 ResearchRequestForm-2019](#)
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### **C. Student Support Services**

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

#### **Evidence of Meeting the Standard**

Consistent with the college mission, the Student Services division is committed to empowering students by enhancing personal and educational achievements through comprehensive programs and services. As described in [Standard I.B.2](#) and [Standard I.B.5](#), the College regularly evaluates the quality of support services through the program review process ([1-01](#)) and produces data-driven recommendations to increase the effectiveness of student services programs regardless of location or means of delivery. Through the program review process, each program evaluates goals, reviews assessments, and provides improvement recommendations as needed. Student Services goals and outcomes are mapped to one or more strategic goals of the College, showing alignment with the mission. For example, the Assessing Outcomes sections of 2018-2019 Student Services program reviews for counseling, Admissions and Records, as well as JFK/Dual Enrollment show the evaluation of quality of services for in-person, online, and off-site locations respectively ([1-02](#), [1-03](#), [1-04](#)). These examples indicate use of technology to reach students regardless of location or means of delivery. Off-site counseling also is provided to students in the Prison Education Community at the California Rehabilitation Center. As the Prison Education Community is a new program with a director appointed in late spring 2018, this program is expected to complete program review in the next cycle, 2020-2021.

Student Services utilizes student/customer satisfaction surveys as the primary means of assessing the quality and identifying areas of improvement of programs, services, and activities. For example, in spring 2019, based on improvement recommendations in the Admissions and Records program review, Student Services introduced an online chat feature to help students with enrollment and onboarding (1-05). Also, based on the student satisfaction survey for the online orientation, Student Services did not change the online orientation for 2018-2019 (1-06) but will look at revising the orientation in 2019-2020 based on students' requests for more information in some areas, such as athletics. Student Services also utilizes student satisfaction surveys for projects such as Summer Advantage, a key onboarding program (1-07), which is evaluated annually (1-08).

In addition to the program review process, the evaluation of services delivered in all locations and modalities can be seen through the College's participation in external survey tools such as the biennial Community College Survey of Student Engagement (CCSSE), which provides further information to help in evaluating student support services (1-09), and the 2017-2018 California Community Colleges Chancellor's Office Distance Education Survey (1-10), which assists in evaluating services available to distance education students.

### **Analysis and Evaluation**

Student Services regularly evaluates the quality of services, regardless of location or means of delivery, by utilizing program review data and outcomes, student surveys, and other reports to ensure continuous improvement. In addition to participating in the revised triennial program review process beginning in 2017-2018, all Student Services units conducted a 2018-2019 program review update for closing the loop and updating information. Moving forward, Student Services will continue alignment with instructional and administrative program review on the three-year cycle.

With the expansion of distance education courses and services at off-site locations, Student Services continues to expand online services and will need to ensure delivery of these services, disaggregated by mode of delivery, in upcoming program reviews. This will be addressed in revising the template for the 2021 triennial program review and through annual updates.

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

### **Evidence of Meeting the Standard**

The Student Services division regularly conducts assessments in each service area included in program review documents. As evidenced by the template used for the 2018-2019 annual program review, each department is required to incorporate three assessments in a combination of learning or area outcomes (2-01). These assessments are developed,

reviewed, and analyzed by each department to determine quality of services, identify improvement, and highlight accomplishments. Improvement plans are provided for each assessment, as shown in the 2018-2019 program review for Student Life (2-02). Furthermore, Student Services program review assessments map to institutional goals and objectives related to student success and course completion, as shown in the 2018 program review for EOPS (2-03). Puente and Umoja are equity programs and learning communities that provide instructional courses and counseling efforts that highlight direct connection between learning and student support services (2-04, 2-05). Student support services data are disaggregated for special programs and services and are reviewed and compared to the general college population to gauge effectiveness of services based on success and retention. These data are available on the Institutional Research webpage (2-06). Programs and services use this data to have a better understanding of the student population being served, as seen in the 2019 EOPS program review (2-07).

Student Services uses outcomes assessment to continuously improve programs and services. In fact, program reviews require improvement recommendations as part of analysis (2-08). The 2017-2018 program review for the Assessment Center demonstrates the continuous improvement of the assessment process for the College's feeder high schools (2-09). For example, in spring 2016 only 199 high school students completed the assessment test at their high school. In spring 2017 the number of high school students assessed increased to 432. The increase is a result of college personnel working closely with high school counselors and staff to improve offerings of assessment tests at the high schools.

### **Analysis and Evaluation**

Through the implementation and continuous evaluation of data reports as evidenced in program reviews, the College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Assessment data in program reviews is used to improve student support programs and services.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

### **Evidence of Meeting the Standard**

The Student Information section of the Catalog provides detailed information about the availability of student support services and how to access these services, regardless of service location or delivery method (3-01).

To assure equitable access to all students regardless of location or mode of delivery, applications for admissions, enrollment, registration, and financial aid are available both online and in person. These services are available through various methods including the following:

- CCCApply ([3-02](#))
- EduNav ([3-03](#))
- Online student orientation ([3-04](#))
- Counseling services: in person and online ([3-05](#), [3-06](#))
- MyPortal ([3-07](#))
- Canvas (and previously available on BlackBoard) ([3-08](#))
- WebAdvisor ([3-09](#)).
- FAFSA ([3-10](#))

As identified in [Section II.C.1](#), services are also provided to students at off-site locations in the Dual Enrollment and Prison Education programs. In addition, district distance education students can now access *Wellness Central* through a link embedded in all Canvas shells ([3-11](#)). This is a resource addressing multiple areas of student wellness, including videos and links to additional resources.

Students with disabilities are eligible to register with the Disability Resource Center (DRC) ([3-12](#)). DRC services include counseling, priority registration, and other approved accommodations and services for eligible students. In order to qualify for services, a student must provide verification of a disability. Reasonable academic adjustments are determined through an interactive process with the student and DRC staff and faculty.

### **Analysis and Evaluation**

By providing both online and in-person student services, the College assures equitable access to all of its students, including those at off-site locations. Currently, the College is working to further address equitable access through newly expanded online counseling, implementation of EduNav, and other services such as Live Chat on the website.

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

### **Evidence of Meeting the Standard**

As shown on the webpages for the Associated Students of Norco College (ASNC), including the clubs and organizations page and the Athletics webpage, the College supports and encourages students to participate in activities that contribute to the social and cultural dimensions of their educational experience ([4-01](#), [4-02](#), and [4-03](#)). More than 25 student clubs and organizations, as listed in the Student Handbook and shown on the 2018-2019 Club Contact List, along with three athletic teams—expanded to four teams for fall 2019—linked to the Athletics homepage, offer students opportunities to be involved on campus ([4-04](#), [4-05](#), [4-06](#)). Students participate in on-campus and off-campus events, activities, field trips, competitions, and charitable community service, as shown in the current ASNC budget ([4-](#)



[07](#)). The Norco College Athletics Department Strategic Plan: 2018-2023 identifies the program’s direct connection to the institution’s mission and contribution to the educational experience of students, including its focus on Guided Pathways ([4-08](#)). The plan’s Executive Summary elaborates on these statements: “Student success is the main goal for everything done at Norco College; Athletics is no different,” and, “As we move toward Guided Pathways for student success, Athletics is a tool to enforce this process.”

Board policies and administrative procedures establish sound educational policy and standards of integrity by which co-curricular and athletics programs are conducted, including BP/AP 5400: Associated Students Organization; BP/AP 5410: Associated Students Elections; AP/AP 5420: Associated Students Finance; and BP/AP 5700: Athletics ([4-09](#), [4-10](#), [4-11](#), [4-12](#)). These policies and procedures are supported by Athletics handbooks and constitutions, including the College’s Department of Athletics Policies and Procedures Manual ([4-13](#)) and handbooks and guidelines from professional associations to which the College belongs ([4-14](#), [4-15](#)). On July 1, 2019, the College joined the newly formed Inland Empire Athletic Conference ([4-16](#)); previously the College was a member of the Orange Empire Conference ([4-17](#)).

Student clubs and organizations also follow sound educational policy and standards of integrity. They align with the college mission by “providing educational opportunities, celebrating diversity, and promoting collaboration” ([4-18](#)). Individual clubs are not reviewed within the program review process; however, student clubs must follow the established club charter protocol, which includes several standards to maintain integrity, for example, number of student members, faculty advisor, and a constitution ([4-19](#), [4-20](#)). The Charter Form notes that student clubs and organizations must register every fall and spring semester in order to be officially recognized by the College, thus ensuring student clubs and organizations are following established policies and remain viable. Financial reports of clubs, organizations, and college athletics show the institution’s oversight. All clubs have trust accounts with the District, where they deposit any money through fund-raising or donations, and from which they pay for what the clubs need. For example, a budget requisition form for the Gender Sexuality Awareness Club shows approvals needed to utilize club funds: club advisor, club treasurer, coordinator of student activities, and dean of Student Life ([4-21](#)). This then goes to the District for accounting and processing, and the charge is posted to the club’s trust account ([4-22](#)). Additionally, co-curricular programming is included as part of the assessment plan in the Student Life program review ([4-23](#)). For instance, in 2018-2019, the objective was to increase the number of co-curricular opportunities for students.

As described throughout Standard II.C, Student Services program reviews provide student learning outcome (SLO) and/or service area outcome (SAO) assessments that map to the College’s institutional goals and objectives, showing alignment with the mission. Program reviews conducted by Student Life and Athletics regularly evaluate the quality and effectiveness of these programs, as shown in the triennial reviews conducted in spring 2018 ([4-24](#), [4-25](#)). An example of the programs’ support of students’ educational experiences can be found in the 2018 Athletics program review, which includes a goal established to require study hall hours within the LRC ([4-26](#)). Furthermore, an objective in the Student Life 2019 program review focuses on the GPA of student leaders and student success rates ([4-27](#)).

## Analysis and Evaluation

Through policies, procedures, and evaluations by the Office of Student Life and the Athletics program, as well as the Athletics Department Strategic Plan, the College ensures that co-curricular and athletics programs fit the institution's mission and contribute to students' educational experience. Similarly, policies and procedures, including the club charter system, show that the institution holds responsibility for programs and ensures that programs are conducted with integrity.

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

## Evidence of Meeting the Standard

The College provides quality counseling and academic advising to its students. As of the 2018-2019 academic year, there are 12 full-time counselors and 18 part-time counselors. In addition to general counseling, the College provides counseling in the Career Center, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), CalWorks, the Disability Resource Center (DRC), the Honors Program, John F. Kennedy Middle College High School program, the Puente program, STEM, Summer Advantage program, the Transfer Center, TRiO programs, Umoja, and the Veterans Resource Center (VRC) ([5-01](#)). Counselors also instruct guidance courses, as described in the Catalog and on the Guidance webpage, which are available to the general student population and students who participate in First Year Experience, Umoja, and Puente, as well as off-site for special programs such as the Prison Education Community program and the Dual Enrollment Program ([5-02](#), [5-03](#)). With the implementation of Guided Pathways, counselor leads are assigned to the four Schools—the School of Arts and Humanities; the School of Business and Management; the School of Science, Technology, Engineering and Math; and the School of Social and Behavioral Sciences—as shown on the [organizational chart for Student Services](#) in the front of this report. Designated Schools-based counselors are part of a structure that integrates learning and student support, with the goal of Student Success Teams consisting of an educational advisor, counselor, and instructional faculty to guide students along their pathways in a case-management structure.

As explained on the webpage Steps to Admission for New Students ([5-04](#)), first-time college students are required to complete orientation and counseling in the form of an abbreviated student educational plan prior to registering for courses ([5-05](#), [5-06](#)). Students access orientation through WebAdvisor. As a California community college, Norco College is following a new assessment process in alignment with AB 705 ([5-07](#)). Students conclude the matriculation process by meeting with an educational advisor and receiving an abbreviated student educational plan in person ([5-08](#)) along with a trailhead for their school ([5-09](#)).

Educational advisors encourage students to complete their comprehensive student education plan (SEP) after completing 15 units. SEPs can be completed with counselors during an appointment or during drop-in counseling throughout the year. Currently the College is in the process of implementing EduNav, an electronic student education plan ([5-10](#)), as described further in [Standard II.C.6](#). For students who are undecided on career goal or major, the Career Center counselor and director provide support. Many follow-up services are available to assist with the career exploration process, such as career-planning fill-in pdf worksheets ([5-11](#)), workshops ([5-12](#)), and online tools ([5-13](#)).

With student success in mind, the Counseling Department provides follow-up services for at-risk students. Services have included classroom visits to basic skills and co-requisite English and math courses as well as ESL and reading ([5-14](#), [5-15](#)). Currently, services include individual student follow-up, follow-up/check in with probation students, and academic standing reports run after fall and spring semester ([5-16](#)), notification to students that are not in good standing ([5-17](#)), the online readmit workshop required for students who are dismissed ([5-18](#)), follow-up for early alert students who come in for counseling, and student success workshops for all students ([5-19](#)).

To ensure that students receive timely, useful, and accurate information, counselors regularly attend conferences and trainings for professional development. Some examples of these conferences include CSU/UC Counselor Conference, UC Ensuring Transfer Success Conference, RP Group: Strengthening Student Success Conference, Umoja Conference, Puente Summit, Articulation Conference/Regional Meeting, A2Mend, Academic Senate Plenary, and CAPED, as exemplified by recent travel requests ([5-20](#)). Counselors meet twice a month to keep up to date on academic requirements for graduation and transfer, college and district policies, procedures, and initiatives, as well as to share best practices within counseling and guidance instruction, as shown in minutes from September 5, 2018, and February 20, 2019, and semester meeting dates listed at the end of each set of minutes ([5-21](#)).

Training is provided for all counselors once a semester but is especially encouraged for new part-time counselors ([5-22](#), [5-23](#)), who are trained on academic requirements, college/district procedures, and technology used in counseling sessions. Educational advisors also attend professional development training and counselor training, as exemplified in educational advisors' participation in recent off-site training conferences ([5-24](#)).

The Counseling Department evaluates how effectively and efficiently it serves students through program reviews of student services. In program review, SLOs and SAOs are assessed ([5-25](#)). Also as part of this process, counseling looks at the number of students served and often discusses how the department can more efficiently serve students. Examples of new procedures that have resulted from department discussions include an increase in drop-in counseling, evening counseling services to 6:00 p.m. Monday through Thursday, and opening online counseling to all students ([5-26](#)).

## Analysis and Evaluation

The College provides counseling and academic advising programs to support student development and success in the Guided Pathways framework, as evidenced by the organizational structure of counselors and educational advisors assigned to the Schools and support programs. Furthermore, as evidenced by the onboarding process inclusive of orientation and advising, the College provides counseling as well as academic and career advising to its diverse population of students to orient students to the requirements of their programs of study. Through ongoing faculty and staff training and assessment and evaluation of services, the College strives to ensure that students are provided accurate information and extensive support to assist them in meeting their academic goals. Furthermore, in support of Guided Pathways efforts, the College will be implementing a faculty advising model for each of the four Schools in the 2019-2020 academic year, part of implementation of Student Success Teams that is described in the [Quality Focus Essay](#).

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

## Evidence of Meeting the Standard

The College, consistent with its mission statement and core commitments ([6-01](#)), provides access to educational opportunities available to all members of the community. Admissions policies are specified in BP/AP 5010: Admissions ([6-02](#)), and are found in a wide range of publications including the College Catalog ([6-03](#)), class schedule ([6-04](#)), and the Admissions and Records page of the college website ([6-05](#)). The admissions process begins with the completion of the statewide student application, CCCApply, which collects information of prospective students ([6-06](#)). Through the application process, students indicate their desired academic goals (whether completion of a degree or certificate) and appropriate program of study, in addition to listing any biographical information or historical information of previously attended institutions. Enrollment steps and policies are also clearly communicated to students via a welcome email immediately sent after a student has submitted a college application ([6-07](#)). Mandatory orientation and counseling for first time colleges students, as explained in [Standard II.C.5](#), are outlined in the welcome email as part of the enrollment process. The email also presents pertinent information for enrollment, including student ID number, email, and registration.

As a result of high school partnerships, Dual Enrollment programs—such as the California College and Career Access Pathways (CCAP) including the middle college program, and high school concurrent enrollment—have separate admissions policies to ensure seamless transition to college courses ([6-08](#), [6-09](#), [6-10](#)).

To support students' completion of their educational goals, the College began the conversation of developing a Guided Pathways model in 2015. The development of Schools

in fall 2018 further supports the direction of students to clear pathways for completion ([6-11](#)). Organized around pathways and programs, the four Schools—the School of Arts and Humanities; the School of Social and Behavioral Sciences; the School of Business and Management; and the School of Science, Technology, Engineering and Mathematics—provide a structure to help advise students toward completion of degrees, certificates, and transfer. Each School’s webpage includes links to pathways and programs (including pathways trailheads tailored to the Schools) and programs of study ([6-12](#), [6-13](#), [6-14](#), [6-15](#)).

In order to direct students on clear pathways to completion, the College utilizes counselors, educational advisors, and technology. Counseling faculty assist students with identification of potential career goals aligned to the four Schools and completion of student educational plans, with the assistance of Schools’ trailheads for first-semester students ([6-16](#)). In addition to counseling faculty, classified educational advisors provide assistance to students from matriculation through the first year of college ([6-17](#)). Records are maintained in the student information system (Colleague), which also blocks registration for students who do not complete each step of the matriculation process. In the 2017-2018 academic year, the College transitioned to an in-person advising model for the abbreviated student education plan (SEP) as stated in [Standard II.C.5](#). Prior to 2017-2018, the abbreviated SEP was initiated through WebAdvisor. This initiation triggered an email to an educational advisor who would generate the abbreviated SEP and notify the student ([6-18](#)).

As part of RCCD, the College has begun utilizing EduNav, a degree-planning educational tool to help students navigate their educational path through graduation. EduNav helps students plan and register based on their individualized guided pathway with an intuitive system ([6-19](#)). EduNav has, in its system, 29 associate degrees for transfer, using both CSU and IGETC general education patterns, which has led 6,941 students through registration and planning between May 6 and June 4, 2019, with 5,314 students registering for summer and fall 2019, and an average student rating of 3.25 stars on a scale of one to five ([6-20](#)). This has been a combined effort between instructional faculty leads, counseling faculty, administration, and the District.

## **Analysis and Evaluation**

The College adheres to district admissions policies consistent with the college mission while providing appropriate guidance for students to complete appropriate educational goals. The College’s commitment to Guided Pathways is further supported by introduction of EduNav and the institution’s organization into Schools, which serve to define and support advising students on clear pathways to complete degrees, certificates, and transfer goals. Dedicated space for Student Engagement Centers, with anticipated opening in fall 2019, will also support students on their pathways to completion.

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

## Evidence of Meeting the Standard

The College uses the California community college-system adopted CCCApply, which is administered by the California Community College State Chancellor's Office, to facilitate the admissions process ([7-01](#)).

An example of the College's evaluation processes for admissions and placement is found in the adoption of the Multiple Measures Assessment Project (MMAP). As described in [Standard II.A.7](#), Norco College was an early adopter of MMAP for placement, and evaluation of this method was captured in a 2016 report ([7-02](#)). Since the implementation of AB 705, the onboarding process eliminated assessment testing for math and English and replaced it with self-reported data located on the admission application ([7-03](#), [7-04](#)). Continuing students completed a placement survey in WebAdvisor. A tally of assessment surveys were distributed to discipline faculty and managers on a regular basis ramping up to the fall 2019 semester, as shown in an email from the District in May 2019 ([7-05](#)).

Following the requirements of AB 705, the College no longer issues placement tests for English and math. Currently, the College provides a placement test in ESL ([7-06](#)). The Proficiency Test in English as a Second Language (PTESL), designed for non-native English speakers, is a timed paper/pencil test which provides placement into unit credit-bearing ESL courses. The test measures a student's knowledge of the English language, readiness to take college-level classes, and features Multiple Measures. This test has had state Chancellor's Office approval for over 20 years. ESL faculty have also developed a computerized version of the PTESL (CPTESL). In 2017, the CPTESL received probational approval and completed the required studies: Content Validity Study, Cultural Bias Study, and Initial Cut-Score ([7-07](#), [7-08](#), [7-09](#)). With the implementation of AB 705, the process for improving the computerized version of the PTESL is ongoing and pending the recommendations of AB 705 ESL Advisory Board.

ESL faculty are aware of AB 705's requirement to initially identify students who would benefit from ESL and effectively inform them of their right to take appropriate ESL courses rather than be automatically placed into English 1A. To that end, the discipline is in the process of determining CCCApply survey questions ([7-10](#)); if applicants select ESL as one of the Programs and Services on the Needs and Interests page of RCCD's admission application or answer "yes" to two identifying questions on the supplemental page of the application, they will receive an email regarding ESL services. Moving forward, the district ESL discipline is creating a guided self-placement (GSP) instrument for use in fall 2020 when new course outlines of record are in place ([7-11](#)). The GSP will ask students to answer approximately 10 questions regarding language and academic background, persistence, and use of language skills. The GSP instrument will provide reading and writing samples reflecting course-level work and ask students which they are most comfortable with. Until more specific direction from the state Chancellor's Office becomes available, the discipline will continue offering the PTESL in addition to the GSP instrument.

Program reviews for Admissions and Records ([7-12](#), [7-13](#)) and for the Assessment Center ([7-14](#), [7-15](#)) show evaluations of admissions and placement practices, as well as improvement recommendations for SAO assessments.

### **Analysis and Evaluation**

The College relies on the admissions application tool administered by the state Chancellor's Office. The College fully implemented AB 705 in math and English in fall 2019, and once the Student Engagement Centers for the College's four Schools open in fall 2019, the Assessment Center functions will move to the Engagement Centers. The College's evaluation of admissions and placement tools, especially through the program review process, are periodic and demonstrate effectiveness. The College will work with discipline faculty districtwide on the validation process for ESL placement.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

### **Evidence of Meeting the Standard**

Admissions and Records and Student Financial Services offices follow district policy on retention and destruction of student records. The College publishes and follows established policies for release of student records and adheres to strict confidentiality standards as stated in the Family Educational Rights and Privacy Act ([8-01](#)), California Education Code sections 76220 and 76232, and Title 5 of the California Code of Regulations.

The College maintains all student records in accordance with BP/AP 3310: Records Retention and Destruction ([8-02](#)), which outlines procedures to assure the retention and destruction of all District records, including student records, in compliance with Title 5. The Admissions and Records Office has a secured records retention room where most student admissions and financial information is stored until documents are scanned and the allowable time has passed before documents can be destroyed, as established in administrative procedures. The College securely stores information in paper format, in Colleague (student information system), and in OnBase (document imaging software). Electronic student records are backed up by district Information Technology to remain in compliance with FERPA regulations. Supervisors monitor document imaging practices and review confidentiality policies with new and current employees in accordance with AP 3720: Computer and Network Use, which includes the District's acceptable use policy ([8-03](#)). As explained in this policy and procedure, all users of district technology equipment must review and acknowledge their understanding of this policy and other job-appropriate information technology security standards on an annual basis. Staff also complete electronic training every year regarding their responsibility and understanding of handling sensitive student information and records through the Common Origination and Disbursement and WEB Grants sites ([8-04](#), [8-05](#)).

The rights of students with respect to their educational records are spelled out in the College Catalog under the section regarding the Family Educational Rights and Privacy Act ([8-06](#)), on the college website through a link at the bottom of the homepage ([8-07](#)), and in the Student Financial Services Consumer Guide ([8-08](#)). The policy on release of student records—outlined in AP 5040: Student Records, Directory Information, and Privacy—is available in the Catalog and on the website ([8-09](#), [8-10](#)).

## **Analysis and Evaluation**

As demonstrated in policies, procedures, and protocols, the College maintains records permanently, securely, and confidentially in accordance with laws and regulations pertaining to record-keeping and release of student records. FERPA regulations and policies are provided to students and published in the Catalog and on the website.

## **Conclusions on Standard II.C. Student Support Services**

Through the implementation and continuous evaluation of data reports, especially as evidenced in program reviews, the College regularly evaluates the quality of student support services to ensure equitable access to services supporting student learning, regardless of location or means of delivery, with the goal of continuous improvement. The College identifies and assesses outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Counseling and advising orient students and support student development, and student records are maintained in accordance with board policy and all laws and regulations. Student support services are consistent with the college mission.

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## Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

### A. Human Resources

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

### Evidence of Meeting the Standard

The College employs qualified academic and classified personnel in accordance with state requirements and district hiring board policies and administrative procedures, including BP/AP 7120: Recruitment and Hiring (1-01). All districtwide human resources functions are administered from the District Office of Human Resources and Employee Relations. Administrative procedures are in place to identify the recruitment and hiring procedure for each category of employee, including the persons responsible and screening tools: faculty (1-02), classified and confidential staff (1-03), and management staff (1-04). Applicants are screened according to the job descriptions, which include state-mandated minimum qualifications as well as specifically required and preferred qualifications, as shown by Human Resources and Employee Relations screening documents (1-05). The administrative procedure for part-time faculty hiring and the intent to hire form for associate (part-time and substitute) faculty show that faculty are screened for minimum qualifications (1-06).

The administrative procedures explain that positions are advertised in standard publications and websites, including the district website, and possibly other venues depending on the position, to encourage a broad applicant pool (1-07). The administrative procedures also ensure that all job descriptions address the needs of the College and of the discipline, thus ensuring that job descriptions are directly related to the institutional mission (1-08).

The criteria and procedures for hiring academic employees are established and implemented in accordance with the minimum qualifications prescribed for their positions by the Board of Governors, as shown in AP 7211: Minimum Qualifications, and Equivalencies (1-09). Faculty job announcements and job descriptions clearly indicate a requirement of discipline expertise and effective teaching abilities, as exemplified in full-time math faculty job announcement for 2018 (1-10) as well as the part-time math faculty job posting (1-11). Job

announcements for full-time faculty positions also indicate a requirement for institutional service, such as participation in committee work, curriculum and program development, and student activities. A memorandum to applicants regarding foreign degree/transcript evaluation explains that equivalency of degrees from institutions outside the United States must be verified by a certified service that evaluates foreign credentials; this evaluation is the responsibility of the applicant ([1-12](#)).

For classified and confidential staff, as well as management staff, job announcements and job descriptions clearly indicate requirements for appropriate education, training, and experience. Examples include recent job announcements for an instructional department specialist ([1-13](#)) and the vice president of Academic Affairs ([1-14](#)).

## **Analysis and Evaluation**

Through administrative procedures in alignment with board policies, the College employs personnel who are qualified by appropriate education, training, and experience. Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated in job descriptions, which directly relate to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

The District has drafted a workforce succession plan to ensure the District maintains adequate staffing levels of highly qualified individuals ([1-15](#)). The workforce succession plan is designed to minimize disruption to programs, services, and operations and promote retention of institutional knowledge.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

## **Evidence of Meeting the Standard**

The procedures for full-time faculty recruitment and hiring, in AP 7120c ([2-01](#)) and Human Resources and Employee Relations Full-Time Tenure Track Faculty Recruitment Process ([2-02](#)), and for part-time faculty recruitment and hiring in AP 7120d ([2-03](#)), ensure that faculty selected for hire have adequate and appropriate knowledge of their subject matter. As described by AP 7211: Minimum Qualifications, and Equivalency ([2-04](#)), academic employees possess the minimum qualifications prescribed for their positions by the Board of Governors in the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook, published by the California Community Colleges Chancellor's Office ([2-05](#)). The process for full-time faculty hiring indicates that transcripts are verified by human resources at the time of hiring ([2-06](#)). All job descriptions posted by the District for both full- and part-time faculty include state-mandated minimum

qualifications as well as specifically required and preferred qualifications. This is evident, for example, in the 2016 full-time math faculty job posting ([2-07](#)), the 2018 full-time math faculty job posting ([2-08](#)), and the part-time math faculty job posting ([2-09](#)). Current job announcements for faculty, written by subject matter experts, directly relate to the college mission and students served through, for instance, the Commitment to Diversity statement, basic function, and professional responsibilities ([2-10](#), [2-11](#)). Faculty job responsibilities include curriculum oversight and student learning outcomes assessment.

### **Analysis and Evaluation**

Through administrative procedures, the College has established and follows a consistent process to verify that faculty have adequate and appropriate knowledge of the subject matter. Job descriptions directly relate to the College's mission and include appropriate factors of qualification as well as responsibility for curriculum and assessment.

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

### **Evidence of Meeting the Standard**

Through its hiring process, the College ensures the employment of qualified academic and classified personnel in accordance with state and district policies and procedures. District administrative procedures identify the recruitment and hiring process for each category of employee, including administrators ([3-01](#)) and classified and confidential staff ([3-02](#)). Procedures show that, prior to each recruitment, position descriptions and/or job postings are reviewed by the designated department/program/unit, hiring authority, and human resources. Appropriate qualifications are evident in the 2018 job description for the administrative position of vice president of Academic Affairs ([3-03](#)), and for the job announcement and job description for the hiring of an classified instructional departmental specialist, as well as the job description for a confidential executive administrative assistant ([3-04](#), [3-05](#), [3-06](#)).

### **Analysis and Evaluation**

The College follows established district procedures by which it ensures that administrators and other employees possess qualifications necessary to sustain institutional effectiveness and academic quality.

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

## Evidence of Meeting the Standard

Administrative procedures for the recruitment and hiring for each category of employee, including faculty, classified and confidential staff, and management, include steps for verifying the qualifications of applicants and newly hired personnel ([4-01](#), [4-02](#), [4-03](#), [4-04](#), [4-05](#)). Human Resources and Employee Relations Full-Time Tenure Faculty Recruitment procedures indicate the determination of the screening committee regarding applicants' qualifications or need for equivalency ([4-06](#)) and specifies that official transcripts and verifications of experience are part of the new-hire paperwork for full-time faculty ([4-07](#)). The College Catalog displays the faculty and administrators and their respective degrees from accredited or evaluated institutions ([4-08](#)).

The equivalency process follows AP 7211: Minimum Qualifications, and Equivalencies ([4-09](#)) and is described on the human resources document and forms used by the equivalency committee ([4-10](#)). As explained in a memorandum to applicants regarding foreign degree/transcript evaluation, equivalency of degrees from institutions outside the United States must be verified by a certified service that evaluates foreign credentials; this evaluation is the responsibility of the applicant ([4-11](#)).

## Analysis and Evaluation

By following administrative procedures as facilitated by Human Resources and Employee Relations, the College ensures that degrees held by faculty, administrators, and other employees are from accredited U.S. institutions or, when applicable, that degrees from non-U.S. institutions are verified for equivalency.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

## Evidence of Meeting the Standard

The intervals, criteria, and evaluation processes are set forth by BP/AP 7150: Employee Evaluations ([5-01](#)), collective bargaining agreements, and employee handbooks. The Human Resources and Employee Relations office is responsible for tracking and sending timely performance evaluations notifications for all applicable district employees in alignment with established timelines.

### *Faculty*

As stipulated in AP 7150 ([5-02](#)), the College follows written criteria for evaluating faculty found in the improvement of instruction and tenure review process outlined in Article XI:

Improvement of Instruction and Tenure Review in the collective bargaining agreement between RCCD and RCCD Faculty Association CCA/CTA/NEA (5-03), with further clarification for contract faculty found in a memorandum of understanding dated January 25, 2016 (5-04), and for categorically funded faculty in a memorandum of understanding dated November 2, 2017 (5-05). As demonstrated in the name of the process and the opening statement, faculty evaluation “for the purposes of continuous improvement is foundational to the life of teaching and learning.” Procedures for evaluating full-time (regular and contract faculty) and part-time (hourly) faculty are spelled out in the agreement, including timelines and persons responsible. The deans of instruction employ district forms and checklists for this process (5-06, 5-07, 5-08).

For contract non-tenured faculty (temporary full-time, categorically funded, and tenure-track), an evaluation committee is formed and meets during the first six weeks of employment. Every contract faculty member is evaluated formally during the first semester of employment and in the fall semester of each of the following three years (5-09). On the full-time faculty evaluation list from the human resources office, these faculty are identified as “N” (non-tenured, tenure-track) or “O” (“other,” meaning temporary or categorical) (5-10). For tenure-track faculty, following each of the contract faculty member’s evaluations, the evaluation committee recommends to the college president renewal or non-renewal of the faculty member’s contract. If non-renewal is selected, the College follows contract language for termination. At the end of the fall of the third or fourth year, the committee makes a recommendation to the administration for the faculty member’s tenure.

Regular (tenured) faculty are evaluated once every three years in the spring semester. On the full-time faculty evaluation list from the human resources office, these faculty are identified with a “T” (5-11). The 2017 memorandum of understanding explains the frequency of the process for categorically funded faculty, which matches that of full-time contract faculty (employed for one through three years) and regular faculty (having served the District four or more full years). Part-time faculty are evaluated their first term of employment and once a year for the next two years; subsequently, they are evaluated once every three years (5-12). However, some part-time faculty evaluations that appear past due may reflect the instructors’ not having a recent teaching assignment, as part-time faculty remain in the part-time pool for two years.

Faculty receive a copy of the evaluation upon the conclusion of the evaluation process. If a faculty member disagrees with the evaluation, he or she can submit a written rebuttal. The Agreement between RCCD and CCA/CTA/NEA and the Contract Faculty Evaluation MOU clearly state the process to be followed if a faculty member receives a “need for improvement” (5-13). In human resources records, a follow-up will show as the next evaluation due. Therefore, records of actions taken will show up within the report on evaluations due and completed, ensuring that follow-ups are formal, timely, and documented. Records of faculty Improvement of Instruction evaluations, cited above, show that the process is in place.



### *Classified and Confidential*

Also identified in AP 7150 (5-14), classified and confidential employee evaluations are conducted in accordance with Article XII, titled “Performance Evaluation,” of the Agreement between RCCD and RCCD Employees, Chapter 535, an affiliate of the California School Employees Association (5-15). The agreement also establishes a timeline for evaluations, which is followed by human resources (5-16). The performance of a confidential employee is reviewed and evaluated as also described in the Confidential-Classified Employees Handbook (5-17). The performance evaluation for a classified employee is also described in the Personnel Handbook for Classified Employees (5-18). As stated in the CSEA Agreement, classified and confidential staff employees receive a written evaluation at least once each year, using the Classified/Confidential Employee Evaluation form (5-19). Probationary employees receive written evaluations at the end of the second month and each third month thereafter during the probationary period. Evaluations for newly hired, probationary classified employees utilize the Performance Evaluation for Classified Probationary Employees form (5-20). Promoted employees receive written evaluations at the end of the second and fifth months in their new positions. Evaluations for promoted probationary classified employees utilize the Performance Evaluation for Classified Promotional Employees form (5-21). The supervisor discusses the evaluation with the employee and provides the employee with a copy at that time. If the employee receives a rating of “improvement needed” or “unsatisfactory,” the supervisor will include an explanation of the reason(s) for such markings and provide written expectations for ways to improve performance. In this case, as required by Article XII of the CSEA Agreement, “Expectations shall be outlined and discussed with the employee to give opportunity for improvement.” The employee may submit comments or a rebuttal statement regarding the evaluation if the employee believes the evaluation is incorrect.

### *Administrators/Management*

As established by AP 7150 (5-22), management evaluations are conducted following the guidelines in the Management Handbook (5-23, 5-24). The RCCD Management Leadership Association’s Management Evaluation Process webpage details procedures as well as timelines and persons responsible. Forms for management evaluations can be found linked on the Management Evaluation Process page (5-25). Human resources records of evaluations due provide evidence that the process is followed (5-26). During the management employee probationary period of nine months, supervisors receive a notice to provide employees with performance feedback at the second, fifth, and eighth month of employment via the Performance Evaluation for Probationary Employees form (5-27). Permanent and contract management employees are evaluated annually in years one and two, and comprehensive evaluations completed every three years (5-28). The criteria included in the Management Evaluation Process measures employee performance in six distinct competency areas. Unscheduled evaluations may be conducted at the discretion of the immediate supervisor, subject to the approval of the president or designee. As the process shows, the College and District employ a formal evaluation process that is systematic, timely, and objective; recognizes management strengths; and is designed to address deficiencies and improve management performance when necessary. Human resources employee evaluations records

indicate a follow-up as the next evaluation due, ensuring that evaluations and follow-ups are formal, timely, and documented.

## Analysis and Evaluation

Following district policy and procedure, the College has evaluation processes in place to accurately measure the effectiveness of personnel and lead to improvement of job performance. Procedures ensure formal, timely, and documented follow-up actions. Records show that the College evaluates all personnel on a regular basis. Specifically, of full-time faculty, 98 of 100 are up to date, for an on-time rate of 98 percent. Of part-time faculty, 115 of 134 are up to date, for an on-time rate of approximately 86 percent. For classified professionals, as of September 24, 2019 (the date that data were pulled), 105 of 128 are up to date, for an on-time rate of 82 percent. Management evaluations are 100 percent up to date.

6. Deleted by the Commission
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

## Evidence of Meeting the Standard

RCCD has policies and procedures in place to ensure that there are an appropriate number of full-time and part-time faculty, and that the faculty needs are identified and addressed, as detailed in [Standard III.A.1](#) and [Standard III.A.2](#). AP 7120c, Full-Time Faculty Recruitment and Hiring, outlines a procedure to identify and prioritize the hiring of full-time faculty ([7-01](#)). AP 7120d Part-Time Faculty Recruitment and Hiring ([7-02](#)) outlines a procedure to identify and address part-time faculty needs.

Through its strategic planning process, the College has a procedure whereby it identifies, prioritizes, and addresses full-time faculty hiring needs. Norco College Strategic Plan and Process 2013-2018 (extended to 2019) ([7-03](#)) and the Joint Resource Allocation Process, approved by the Institutional Strategic Planning Council (ISPC) in fall 2019 ([7-04](#)), indicate the faculty prioritization process. These needs are identified by departments and justified in the College's instructional program review process ([7-05](#), [7-06](#)), prioritized in the Academic Planning Council (APC) ([7-07](#), [7-08](#)) and submitted to ISPC for review ([7-09](#), [7-10](#), [7-11](#)).

The number of full-time faculty hires is determined by the District based on analysis of the faculty obligation number (FON) as determined by the state Chancellor's Office ([7-12](#)) and based on funding from the state and the District's budget allocation model (BAM), which is described in [Standard III.D.1](#). Meeting the FON indicates that the District's colleges have adequate numbers of full-time to part-time faculty. As an example, in December 2018, the chancellor and the vice chancellor of Educational Services and Strategic Planning released a

letter regarding the number of full-time faculty hires for 2019-2020 broken down by college (7-13).

As evidenced by AP 7120d, there is also a procedure in place with regard to the recruitment and hiring of part-time faculty to support quality educational programs at the College: “Each department will determine subject area needs for additional part-time faculty and communicate such needs to the Department Chair.” The department chair then requests from human resources access to the current applicant pool for the required discipline (7-14).

Data reports of student-to-faculty and student-to-counselor ratios (7-15, 7-16) further show that the College maintains a sufficient number of qualified faculty to fulfill faculty responsibilities essential to the quality of educational programs and services.

### **Analysis and Evaluation**

Adhering to administrative policies and following its strategic planning and prioritization process, the College follows a clear procedure to identify, prioritize, and hire the requisite number of qualified full-time and part-time faculty to achieve its mission and purposes. Additionally, the District is currently reviewing the annual distribution of full-time faculty hires among the colleges as part of the BAM revision, discussed in [Standard III.D.1](#).

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

### **Evidence of Meeting the Standard**

The College provides in-person orientation for part-time faculty hosted by the department chair, as identified in Department Chair Duties, responsibility E, in the Faculty Association Agreement (8-01). Each department chair has a different routine for part-time faculty orientation, dependent on the needs of the department and discipline, regarding such variables as labs and equipment. In addition, the Faculty Guide, available online at the college website, provides an overview of the institution for all faculty, both full time and part time, as well as guidelines and information about important processes (8-02).

The Agreement between RCCD and CCA/CTA/NEA also specifies that part-time faculty can be compensated up to three hours annually to take part in professional development opportunities. Also, part-time faculty may apply for an additional three hours of compensation annually for participation in discipline-directed assessment training, course-level assessment, and/or program-level assessment projects (8-03). Furthermore, part-time faculty are invited to Flex days, such as those prior to each semester, with “Hire Me” workshops specifically designed for part-time faculty who are interested in applying for full-time employment (8-04). Part-time professional development documents indicate participation in these programs (8-05, 8-06). As detailed in [Standard III.A.14](#), the institution

provides all personnel with appropriate opportunities for continued professional development, consistent with institutional mission and based on identified teaching and learning needs.

Part-time faculty also engage in key academic processes. All faculty are invited to attend college council and committee meetings, as evidenced by agenda distributions to the nor-all listserv (8-07). As shown in Article III, Section 6, of the Norco Academic Senate Bylaws, a part-time faculty representative is elected to participate on the Academic Senate (8-08) and, as evidenced by Article VIII of the Riverside Community College District Faculty Association Bylaws, a part-time representative is an elected member of the Faculty Association Executive Board (8-09).

As stipulated in the Agreement between RCCD and the District Faculty Association CCA/CTA/NEA, and as detailed in [Standard III.A.5](#), part-time faculty are evaluated regularly based on their subject matter mastery, preparation for teaching, and classroom instructional methods, and they are supported in conducting student learning outcomes assessment and other professional development (8-10).

### **Analysis and Evaluation**

The College has policies and practices that provide for the orientation, oversight, evaluation, and professional development of part-time faculty.

Academic departments are responsible for providing orientations for part-time faculty in their disciplines. In addition, to strengthen this practice, during 2019-2020, the College is in process of initiating an online orientation, hosted on Canvas, for associate (part-time) faculty. The deans of instruction have worked with department chairs to develop a more thorough and consistent orientation for associate faculty. The orientation is designed to address three areas: (1) an orientation to the College, (2) an overview of the College's major initiatives and how the classroom helps to advance them, and (3) a discussion of pedagogy and teaching strategies. This online orientation is coupled with the longstanding procedure of department orientation for part-time faculty.

Through professional development, along with roles in shared governance, part-time faculty are provided opportunities for integration into the life of the institution and participation in key academic processes.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

### **Evidence of Meeting the Standard**

To ensure that the College has sufficient staff with appropriate qualifications to support the institution, the College's strategic planning processes integrate unit/program review and

resource allocation. Unit program reviews may include requests for more staff. For example, in fall 2017, the Business Services/Facilities/Grounds program review requested a grounds person and a sprinkler repair person (9-01). Following the process detailed in the Strategic Plan and Process 2013-2018 (extended to 2019) (9-02), the recommendation was then taken to one of the three prioritization bodies: 1) Academic Affairs Prioritization Committee for instructional programs; 2) Student Services Planning Council (SSPC) for student services programs; or 3) Business and Facilities Planning Council (BFPC) for administrative units. The recommendations of all three groups are then forwarded to the Institutional Strategic Planning Council (ISPC). ISPC presents final recommendations to the president, who serves as the final decision-maker for the College. For example, in fall 2017, ISPC recommended a prioritization of 15 staff positions following this process (9-03). Two staff positions that appear on this list—sprinkler repair person (item 1) and grounds person (item 10)—are examples of how the position requests begin at the program review level move through the prioritization to, in this case, the Business and Facilities Planning Council (9-04). In fall 2019, the Joint Resource Allocation Process was clarified (9-05).

In addition to positions arising from program reviews, classified positions may result from other initiatives. For example, during the institutional reorganization in 2018—an example of college planning through shared governance, as described in [Standard IV.A.6](#)—the College added new positions to support the revised structure. Three of these were an instructional department specialist, an administrative assistant to support the Guided Pathways-focused Schools structure, and an administrative assistant to support the new Strategic Development Unit (9-06). Current [organizational charts](#) show these positions in place.

BP/AP 7120b: Classified and Classified-Confidential Recruitment and Hiring (9-07) establishes procedures to ensure the hiring of staff with appropriate qualifications to support the operations of the institution. These procedures are detailed in [Standard III.A.1](#) and [Standard III.A.3](#). College [organizational charts](#) show the roles and numbers of staff members in support positions.

## Analysis and Evaluation

Through its prioritization and hiring processes, the College maintains a sufficient number of staff with appropriate qualifications to support the operations of the institution. As part of continuous quality improvement, the College will assess these processes during development of the new Strategic Plan and governance process in 2019-2020.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

## Evidence of Meeting the Standard

As shown in [organizational charts](#), the College maintains a sufficient number of administrators to provide leadership and ensure services to support the institution’s mission

and purposes. In the Institutional Effectiveness and Planning Survey for 2018-2019, 82 percent of all respondents either agreed or strongly agreed that the College had a sufficient number of administrators to provide effective leadership ([10-01](#)).

The resource allocation process begins with program reviews. As with staff requests, the need for additional administrators is represented in instructional, student services, or administrative unit program reviews. Requests are ranked by the Academic Affairs Prioritization Committee, Student Services Planning Council, or Business and Facilities Planning Council before proceeding to ISPC. This process is detailed in the Strategic Plan and Process 2013-2018 (extended to 2019) ([10-02](#)) with revisions and clarifications in the Joint Resource Allocation Process, approved by ISPC in fall 2019 ([10-03](#)).

In addition to positions arising from program reviews, hiring may result from grants and other initiatives, as shown in the list grants-funded positions ([10-04](#)). Grants follow procedures and governance processes presented in [Standard III.D.10](#). An example of a management hire to support an initiative approved through the planning process ([10-05](#), [10-06](#)), but not through program review, is the director of the prison education program. Also, as with new staff hires discussed in [Standard III.A.9](#), new manager positions also emerged in support of institutional reorganization in 2018. One of these was a vice president for the new Strategic Development unit ([10-07](#)).

AP 7120a: Academic and Classified and Administrators Recruitment and Hiring ([10-08](#)), establishes procedures to ensure the hiring of administrators with appropriate preparation and expertise, as described in [Standard III.A.1](#) and [Standard III.A.3](#).

## **Analysis and Evaluation**

Following administrative procedure and college processes, the College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services. This is reflected in employees' perceptions. To continue focusing on quality and improvement, the College will review and assess these processes during development of the new Strategic Plan and governance process in 2019-2020.

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

## **Evidence of Meeting the Standard**

The District's written personnel policies and procedures, listing relevant board policies and administrative procedures, are publicly available on the Human Resources and Employee Relations Board Policies webpage ([11-01](#)), and the human resources' Working for RCCD webpage provides links to bargaining unit contracts ([11-02](#)). Board policies and procedures also are publicly available on the RCCD Board of Trustees Policy Manual webpage ([11-03](#)).

All employees receive a list and copy of board policies and other documents that relate to being an employee. Each employee signs a memo, identical to the example for certificated employees, indicating receipt of these policies and procedures (11-04). Orientations also provide employees with this information, for example, the new employee orientation for staff and managers on April 12, 2019 (11-05), and First Fridays for new faculty, during which subjects such as improvement of instruction evaluations, technology use, and diversity are addressed, as shown in First Friday agendas for November 3, 2017, September 7, 2018, and October 5, 2018 (11-06).

The District's Equal Employment Opportunity Plan, described in [Standard III.A.12](#), addresses complaints related to recruitment and selection processes (11-07). The District has not received any formal complaints within the past three years; however, the District has informally resolved some complaints related to allegations of inconsistent application of recruitment processes. Confidential recruitment files store information regarding these instances.

Individuals who file complaints alleging unlawful discrimination, harassment, or retaliation must meet a minimum threshold as outlined in AP 3435: Handling Complaints of Unlawful Discrimination, Harassment or Retaliation (11-08) for a formal administrative investigation to take place. The District maintains secure files related to all such complaints and any associated documentation of remediation.

Additionally, an individual may file a whistleblower complaint alleging improper governmental activity that may cross over into personnel matters, as outlined in BP/AP 7700: Whistleblower Protection (11-09). Whistleblower complaints are received and resolved by the vice chancellor of Human Resources and Employee Relations. The vice chancellor maintains documentation related to the resolution and remediation of these complaints in a confidential, secure file.

Moreover, Human Resources and Employee Relations administrators meet monthly with union leadership, where employee concerns and issues are discussed and mitigated. College presidents also hold regular meetings with union leadership where they have an opportunity to discuss and mitigate issues and concerns.

The California Community College Chancellor's Office has the responsibility to ensure that all districts adhere to the minimum conditions, which entitles community college districts to state aid (11-10). The state Chancellor's Office would notify the District of any complaints received that allege failure to follow personnel policy and procedure. The District then has the responsibility to remedy any allegations found to have merit. For at least the last three years, the College has not received any such complaint via the state Chancellor's Office.

## **Analysis and Evaluation**

Through District Human Resources and Employee Relations, the College establishes, publishes, and adheres to written personnel policies and procedures that are accessible, fair, and equitably and consistently administered. In addition, to further support consistent and equitable administration of personnel policies and procedures, especially related to potential

employee complaints, the District is introducing Maxient case management software, allowing individuals to complete a web-based form related to complaints of unlawful discrimination, harassment and relation; alleged violations of the Equal Employment Opportunity Plan; and allegations of improper governmental activity.

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

### **Evidence of Meeting the Standard**

District personnel policies that support diversity and equity include employment process procedures BP/AP 3410: Non Discrimination (12-01); BP/AP 3420: Equal Employment Opportunity (12-02) along with the RCCD Equal Opportunity Employment Plan, 2017-2020 (12-03); AP 3445: Handling Accommodations for Persons with Disabilities for Non Classroom-Related Activities (12-04); AP 3447: Reasonable Accommodation Process for Employment (12-05); and BP 7100: Commitment to Diversity (12-06). The District office that leads this effort is the Office of Diversity, Equity and Compliance (DEC). The director of DEC collaborates with the College to offer a number of professional development opportunities that include diversity-related workshops and training (12-07). As required by board policies for recruitment and hiring (12-08), the District office also facilitates Equal Employment Opportunity training throughout the year to ensure personnel have the proper training to participate on search committees used to screen and interview applicants for employment opportunities at the College (12-09, 12-10). The RCCD Equal Opportunity Employment Plan designates the district employee or employees who have delegated responsibility and authority for implementing the plan and assuring compliance with its requirements, as addressed in Component 4 of the plan, Delegation of Authority (12-11). The Office of Human Resources and Employee Relations provides and coordinates trainings and workshops designed to facilitate understanding and awareness of diversity and inclusion in work and learning environments, including trainings required by law, such as Assembly Bill 1825 Sexual Harassment: Training and Education (12-12), requiring two hours of training and education for supervisory employees once every two years.

The District tracks and evaluates its record on employment and diversity and equity, as shown in the RCCD Equal Opportunity Employment Plan (12-13) and the Equal Employment Opportunity Update: Workforce and Applicant Data, FY 2015-2016—2017-2018 (12-14). The District plan also provides methods for addressing any underrepresentation identified (12-15) and a process of developing and implementing strategies to demonstrate ongoing institutional commitment to diversity and equal employment opportunity (12-16). Districtwide equal employment opportunity achievements in the recent update report include a number of Norco College initiatives (12-17).

In addition, the college mission (2012-2019) and core commitments speak directly to the institution's values of diversity and equity with phrases such as "celebrating diversity" (in the mission statement) as well as core commitments of "mutual respect," "collegiality," and



“inclusiveness” (12-18). [Standard I.A.1](#) presents the revised mission statement, to be adopted in fall 2019 with approval of the Educational Master Plan, which similarly recognizes and values the College’s “diverse student body” and “an inclusive . . . approach to learning.”

College-wide diversity-related activities are primarily led by the Diversity, Equity, and Inclusion Committee (formerly the Legacy Committee). This committee—composed of faculty, staff, administrators, and students—is responsible for organizing and facilitating campus events and activities that raise awareness of and promote respect for diversity among members of the college community (12-19). For example, the College hosted a Day of Inclusiveness which included information booths, a chalk art competition, and live music by student artists (12-20). The work of the Diversity, Equity, and Inclusion Committee is evident in reports presented to ISPC (12-21; 12-22). The College also promotes diversity awareness through Read 2 Succeed @ Norco College, which highlights literary works by various authors that address social and historical issues relevant to the College’s diverse community (12-23), and art exhibits at the College Art Gallery (12-24). Faculty Flex credit is provided for many of these events.

In addition to district-level compliance, the College has further pursued employment equity by sending several members of the administration, staff, and faculty to the University of Southern California (USC) Center for Urban Education (CUE) Equity in Hiring at Community Colleges training in June 2018 and March 2019, as reported in the Regular Update newsletter on April 6, 2018 (12-25), and March 22, 2019 (12-26). This training has resulted in changes in job descriptions, as shown in the “before” (2017) and “after” (2018) job descriptions for English faculty (12-27) and the development of a spring 2018 faculty workshop on Equity in Hiring (12-28). A pilot run of rubrics for evaluating equity-minded components of applications and for the interview process was tested with one hiring committee in spring 2018 for the position of assistant professor of biology/anatomy and physiology (12-29, 12-30). A follow-up evaluation on use of the initial screening rubric revealed that diverse groups of candidates had been eliminated; therefore, the rubric was revised to weigh items differently for the spring 2019 hiring in the same discipline (12-31). For the interview rubric, some questions were changed to clarify expectations (12-32).

## **Analysis and Evaluation**

Through District policies and procedures in addition to campus-based initiatives, the College provides appropriate programs, practices, and services to support its diverse personnel. District Human Resources and Employee Relations provides and coordinates trainings and workshops to facilitate understanding and awareness of diversity and inclusion in work and learning environments. The 2018 Senate Bill 1343: Employers Sexual Harassment Training Requirements (12-33) expanded required sexual harassment prevention training to include all employees by January 1, 2020. Accordingly, the District will provide sexual harassment prevention training to all employee groups beginning in 2019 and every two years thereafter.

Regular District human resources reports as well as committee reports evaluate the effectiveness of programs and services to ensure that personnel are treated fairly. The District Human Resources and Employee Relations /Diversity, Equity and Compliance office has collected employment equity data to monitor and improve the equity and diversity for its

employees. These reports are comprehensive to ensure the institution's employment equity and diversity are consistent with its mission.

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

#### **Evidence of Meeting the Standard**

The District has a written code of professional ethics for all employees and the members of its Board of Trustees, BP/AP 3050: Institutional Code of Professional Ethics ([13-01](#)) and BP/AP 2715: Code of Ethics/Standards of Practice ([13-02](#)).

In addition, a number of policies and procedures dictate professional ethics of specific types for employees to foster an atmosphere of respect and trust throughout the District. BP 7310: Nepotism ([13-03](#)) and BP/AP 3430: Prohibition of Sexual Harassment and Retaliation ([13-04](#)) provide clarity and guidance for employee professional conduct with regard to equal opportunity and diversity, employment of relatives, duties and responsibilities of faculty, unlawful discrimination, and sexual harassment. BP/AP 2712: Conflict of Interest Code ([13-05](#)), requires board members and designated employees to disclose economic interests and disqualify themselves from decisions that result in conflicts of interest. BP/AP 3410: Nondiscrimination ([13-06](#)) also provides guidance with professional conduct regarding diversity and equal opportunity. District policies include procedures for ethics violations. BP/AP 7360: Discipline and Dismissal, Academic Employees ([13-07](#)) and BP/AP 7365: Discipline and Dismissal—Classified Employees ([13-08](#)) address procedures for employee violations.

Furthermore, the College's Faculty Guide ([13-09](#)) addresses instructors' responsibilities in classrooms and laboratories, incorporating such specific guidelines as the California Education Code and the California Code for Title V.

#### **Analysis and Evaluation**

The College follows district policies and procedures that uphold a written code of professional ethics for all personnel along with stipulating consequences for violation.

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

#### **Evidence of Meeting the Standard**

RCCD has designated that faculty are obligated to complete 24 hours of Flex time during the course of an academic year, but has not issued a Flex requirement for classified staff ([14-01](#)).

The Professional Development Committee (PDC), a standing committee of the Academic Senate, plans and supports professional development training at the College, addressing topics related to pedagogy, technology, and learning needs (14-02). As shown by sign-in lists for professional development activities, PDC is committed to creating and supporting training that benefits faculty and staff alike (14-03). A professional development plan developed by the College's Leading from the Middle team in 2018-2019 provides further ideas for integrating more professional development for staff (14-04).

Staff and faculty assist the College in identifying professional development needs through forms available on PDC's webpage: Suggestion for an Activity and Request to Present (14-05). As shown in schedules of professional development opportunities at the College, PDC plans and hosts official Flex Day activities, three full days in the fall and one day in the spring (for a total of 24 hours) (14-06), and sanctions and supports other emergent training opportunities throughout the academic year, as seen in recent PDC minutes showing approved Flex activities (14-07). Additionally, for those faculty who prefer to meet their Flex requirements through individual Flex activities, an approval process is in place that includes the department chairs, the PDC chair, and the dean of instruction. The RCCD Flex Policy outlines what is required as supporting evidence for verification of individual Flex training, such as sign-in sheets or ticket stubs (14-08). Evaluation surveys follow Flex days and assist in measuring the impact of activities on the improvement of teaching and learning (14-09). The PDC evaluates the training offered on official Flex days and reviews the response of attendees in order to improve future training and better serve the needs of the College. An example of the kind of information gleaned from Flex evaluations can be found in PDC minutes for October 11, 2016, and September 12, 2017, with discussion also noted in minutes of September 11, 2018 (14-10, 14-11, 14-12).

District-coordinated professional growth is available for classified and confidential staff, faculty, and administrators in alignment with BP 7160: Professional Growth and AP 7160: Professional Growth—Classified, Confidential and Management (14-13). Programs for confidential and classified employees, designed to further develop and improve job skills and knowledge, are described on the human resources Training and Development webpage (14-14). As explained under the Professional Growth Program heading on this page, the Professional Growth Committee for classified and confidential employees approves Requests for Course Approval for Professional Growth (14-15). This program includes a monetary incentive. The Professional Growth Committee consists of four members: one classified representative from each college and one confidential representative, facilitated by a district employee. Human resources sends an email about this classified/confidential employees' professional growth opportunity before the start of each semester (14-16). Also described on the Training and Development webpage are the Staff Development Program, for which confidential and classified staff are eligible to request funds, and the University Partnership Program for faculty (both full time and part time), administrators, classified and confidential staff. For faculty, the districtwide Professional Growth and Sabbatical Leave Committee (14-17) supports professional development for the purposes of reclassification on the salary schedule and sabbatical leaves in alignment with AP 7160a: Professional Growth—Full Time Faculty—Salary Advancement and Sabbatical Leave (14-18).

## Analysis and Evaluation

The College provides a variety of professional development opportunities throughout each academic year to enhance teaching and learning and best support personnel in meeting the mission of the institution. Through participant evaluations and discussion in PDC, the College evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Although the College meets the Standard, in the goal of continuous quality improvement, a [Quality Focus Essay](#) project has been developed to guide implementation of equity-focused professional development with a teaching/learning focus.

- 15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

## Evidence of Meeting the Standard

The security and confidentiality of personnel files is ensured by the District's Human Resources and Employee Relations department. All personnel files are secured from unauthorized access either in physically locked cabinets or electronically encrypted in a cloud-based data management system under the supervision of the vice chancellor of Human Resources and Employee Relations.

Employees have the right to inspect their own personnel records pursuant to Section 1198.5 of the Labor Code ([15-01](#)), Education code 87031 ([15-02](#)), and the bargaining unit agreements. Per the Agreement between RCCD and RCCD Faculty Association CCA/CTA/NEA, Article XII ([15-03](#)), the Agreement between RCCD and the RCCD CSEA Chapter 535, Article XIII ([15-04](#)), and in the RCCD Management Handbook ([15-05](#)), personnel files will be available for inspection during regular office hours each day the human resources office is open for business. Access to personnel files is governed by procedures in AP 7145: Personnel Files ([15-06](#)).

## Analysis and Evaluation

The College, through the District's Human Resources and Employee Relations department, provides for the security and confidentiality of personnel records, as governed by administrative procedure. Employees have access to their personnel records in accordance with laws, regulations, and bargaining unit agreements.

## Conclusions on Standard III.A. Human Resources

Through policies and procedures, some of which are administered at the District level, the College effectively invests its human resources to achieve its mission and to improve academic

quality and institutional effectiveness. The College demonstrates organized and effective processes and practices in all aspects of its relationship with its employees, beginning with hiring and continuing on with professional development and job performance evaluations, all with a focus on continuous improvement in support of student success.

#### **Evidence List**

- [1-01\\_BP-AP7120\\_Recruit-Hiring](#)
- [1-02\\_AP7120c-d-e-Faculty-Hiring](#)
- [1-03\\_AP7120b-Staff-Hiring](#)
- [1-04\\_AP7120a-Mngt-Hiring](#)
- [1-05\\_HR-ScreeningDoc-2018](#)
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- [2-01\\_AP7120c\\_FT-FacultyHiring](#)
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- [14-15\\_ProGrowthCourse-form-9-19-12](#)
- [14-16\\_ProGrowth-Classified-Email-FAL19](#)
- [14-17\\_ProGrowth-Sabbatical-Webpage-2019](#)
- [14-18\\_AP7160a-ProGrowth-Sabbatical](#)
- [15-01\\_CALaborCode-Section1198.5](#)
- [15-02\\_CAEDCode-Section87031](#)
- [15-03\\_CTA-Agreement-XII-2015-18](#)
- [15-04\\_CSEA-Agreement-XIII-2015-18](#)
- [15-05\\_ManagmentHB](#)
- [15-06\\_AP7145-PersonnelFiles](#)

## **B. Physical Resources**

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

### **Evidence of Meeting the Standard**

In order to assure safe and sufficient resources, the College identifies and addresses issues dealing with access, safety, security, and a healthful learning and working environment on a continuing basis.

The Facilities, Maintenance, and Operations department implements scheduled maintenance and inspection of College facilities and equipment, including security checks. The Facilities Condition Assessment (FCA) report of 2017 ([1-01](#)) is part of an integrated planning process to identify building needs, taking into account relevant fire, seismic, and environmental health requirements as well as life-cycle status in order to guide resource allocation. The FCA report provides a reliable third-party assessment used by the District in state-scheduled maintenance planning and allocation, which are integrated into the state Chancellor's Office-supported FUSION database for tracking purposes. The Business and Facilities Planning Council (BFPC) is the shared governance group that receives information and provides feedback on major facilities improvements and other facility-related matters, as shown in

meeting agendas, such as the agenda for May 14, 2019 (1-02). In addition, a 2018 Safety Questionnaire of the college community qualitatively supports the safety on campus (1-03). For example, of respondents, over 91 percent said they felt safe outside, alone on campus during the day (44.57 percent strongly agree and 46.74 percent agree), a majority felt safe on campus outside alone at night (over 66 percent: 18.48 percent strongly agree, 47.83 percent agree), and approximately 87 percent agreed with the statement, “I feel safe here at Norco College” (35.87 strongly agree, and 51.09 agree) (1-04).

The College regularly evaluates its physical resources to ensure they support a safe and effective educational and work environment. To do so, the College uses FUSION Space Inventory to track the square footage and building efficiency of physical resources to support the academic mission (1-05). As explained in [Standard III.B.2](#), this procedure informed the development of the current Facilities Master Plan, which articulates how the College envisions its facilities evolving over the next fifteen years.

The College safety and emergency planning coordinator, a member of the district Safety and Security Council, communicates recommended safety policy and procedure changes for the purpose of adoption and implementation. Safety inspection reports are performed by the safety coordinator and the District’s Joint Powers Authority (JPA) (1-06), as shown in the October 2018 report (1-07). The coordinator addresses recommendations from the JPA, identifying the issues in the Footprints work order system and processing the issues as work orders to be undertaken, as shown in work orders based on the Safety Assessment of October 26, 2018 (1-08, 1-09). The coordinator regularly consults with the Disability Resource Center (DRC) and College Police and supports the College in providing safe egress and regress travel access to all facilities, both informally and formally, as shown in scheduled DRC walks for August 2018 and June 2019 (1-10). The safety and emergency planning coordinator also chairs the Norco College Safety Committee. The committee, as shown in its statement of purpose (1-11), addresses facility deficiencies and safety concerns. An example is found in the committee discussion and action regarding the crosswalk and intersection near the STEM building (1-12, 1-13). An example of follow-up is found in Business and Facilities Planning Council meeting in February 2019, during which the safety coordinator reported on installation of HAWK signage (1-14). The Safety Committee, a college governance committee composed of classified staff, faculty, and administrators (1-15), supports the development and maintenance of a healthy and safe learning environment, assisting the College to identify and address safety concerns and compliance.

To further support safety in the learning and working environment, Facilities, Maintenance, and Operations staff participate in on-the-job safety training, as shown on the Target Solutions Report of completed trainings in 2018 (1-16). Periodically, the district Risk Management Department, with input from JPA, reviews and updates the District’s Injury and Illness Prevention Program (1-17) to follow best practices to ensure health and safety of the work environment.

Personnel and students can report facility safety hazards to district Risk Management or the college safety manager 24 hours a day, seven days a week, using the electronic work order form found on the college Safety and Emergency Planning webpage (1-18). These reports are investigated by the director of Facilities, Maintenance, and Operations, and remediation of

unsafe or damaged facilities is coordinated with the district Risk Management Department depending on situation. For routine college maintenance and custodial services, departments also submit work requests using the Footprints program via the College webpage, which allows users to track safety issues and emergency repair work, as illustrated in an example from a work order in February 2019 ([1-19](#)).

## **Analysis and Evaluation**

Through planning and procedures, the College effectively evaluates and manages physical resources to ensure sufficiency as well as access, safety, security, and a healthful learning and working environment. Internal and external assessments and evaluations are used for continuous improvement of facilities. Personnel and students have access to a process for reporting safety or other problems with facilities at the College. The College uses the Injury and Illness Prevention Program to ensure that it regularly inspects facilities, repairs all unsafe or access-related deficiencies in a timely way, and provides reports to district Risk Management and college safety and emergency coordinators.

As identified in the new Facilities Master Plan ([1-20](#)), the College shows a deficiency of space in certain academic disciplines and general student study space, and library and learning resources. Planning based on the Facilities Master Plan is focused on addressing these needs. The Facilities Master Plan is staged to address the space deficiencies in the short term and the long term and ensure comprehensive college development.

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

## **Evidence of Meeting the Standard**

Guided by the college mission, the 2019 Educational Master Plan informed the development of the updated 2019 Facilities Master Plan ([2-01](#)). This long-range facilities plan is the result of an extensive, collaborative process that included significant participation of the College faculty, staff, students, administration, as well as the community at large, as shown in scheduled meetings during its development ([2-02](#)) and the development process ([2-03](#)).

To ensure that the needs of programs and services are considered when planning facility needs, the College relies on the three-year program review cycle and program review resource request process, as described in [Standard I.B.5](#) and [Standard I.B.9](#), to provide areas, divisions, and departments the opportunity to identify equipment needs, corresponding maintenance requirements, and needed improvements to meet their intended outcomes and the College's mission. [Standard I.A.3](#) shows how resource requests are directly tied to the College's mission and goals in program reviews. College planning councils evaluate requests from program reviews in their area, and each establishes a prioritized list of needs and projects, as shown in the Joint Resource Allocation Prioritization Process approved by ISPC on September 18, 2019 ([2-04](#)). While the annual resource allocation request process,

described in [Standard III.D.1](#), is used to ensure that program and service needs (such as facilities, equipment, and technology) are met, unexpected and emergency funding needs are handled by area vice presidents, who have reserve budget lines set aside for such needs to preserve instructional continuity.

The Five-Year Construction Plan, which the College and District review and update annually, is based on the Educational Master Plan and Facilities Master Plan, as shown in College project proposals for 2021-2025 ([2-05](#)). The College prioritizes facility needs in the five-year plan based on departmental program reviews. In addition to long-range planning for facilities, when opportunity funding becomes available for projects, such as state funding for the Veteran's Resource Center project, adjustments are made to project prioritization while still following the path laid out in the Facilities Master Plan ([2-06](#)).

### **Analysis and Evaluation**

The College takes into consideration all programmatic and educational needs and develops the Facilities Master Plan to support the Educational Master Plan. The facilities planning and resource allocation process ensures that building maintenance, upgrades, and replacements of physical resources, including facilities, equipment, land, and other assets, are informed by inclusive participation and fosters effective utilization and supports continuous quality improvement of programs and services to achieve the college mission. Guided by the Facilities Master Plan, the combined efforts of college planning and implementation effectively meet the needs of students, faculty, and staff.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

### **Evidence of Meeting the Standard**

The College regularly assesses the use of facilities through usage data, evaluations, and surveys to ensure the maintenance and safety of all campus buildings, as shown in daily custodial emailed reports ([3-01](#)), results from maintenance and operation surveys ([3-02](#)), facilities condition assessment ([3-03](#)), and 25-Live ([3-04](#)). Critical to this success are the monthly reports generated by the Footprints maintenance work order system ([3-05](#)). The College also evaluates effectiveness of its physical resources by utilizing the facility reports in the FUSION database, which provides efficiency reporting and cap load ratios ([3-06](#)).

Assessments of facilities condition influence scheduled maintenance planning for physical facilities. For example, information from 25-Live drives decisions related to room utilization and function. In 2019, analysis of ST 107 and ST 108 was conducted to determine the feasibility of changing the function and utilization of the conference room and classroom into Student Engagement Centers. As another example, recent reroofing of the library was driven by facilities assessment. FUSION reports are used to develop the District's Five-Year

Construction Plan (3-07), which is submitted annually to the California Community College Chancellor's Office.

### **Analysis and Evaluation**

The College evaluates its physical resource needs utilizing multiple methods, and uses the results of these assessments to improve facilities or equipment in a systematic way.

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

### **Evidence of Meeting the Standard**

The 2019-2030 Facilities Master Plan (FMP) (4-01) was driven by development of the new Educational Master Plan, following strategic planning goals. Through integrated planning, long-range capital plans support institutional improvement goals and are linked to college planning. To assess the effectiveness of long-range planning in advancing improvement goals, the College does a full space analysis when creating the FMP (4-02) and uses information about growth areas to meet enrollment and program demands in the future.

Per BP/AP 6600: Capital Construction (4-03), the College, in conjunction with the District, considers needs identified in educational plans regarding future academic and student services programs and the effects of such programs on construction needs. The Five-Year Construction Plan (4-04) is updated and reviewed annually by the Board of Trustees and the California Community College Chancellor's Office. The plan is submitted in accordance with the California Community Colleges Facilities Planning Manual (4-05).

Implementation of college facility plans depends on funding sources. As funding becomes available, the College follows the designated order of priority to implement projects, as shown in budgets for capital projects in the Five-Year Construction Plan (4-06) and those supported by the Measure C bond (4-07). However, a project may be a result of a direct state appropriation aimed at serving a specific regional need in a timely manner. An example is the Veterans Resource Center project, for which funding was allocated in the 2017-2018 State Budget Act, led by a state assembly member in an effort to support military veterans' attainment of higher education at Norco College (4-08).

The College uses an integrated strategy that considers building processes, plans, and equipment required to plan for total ownership costs of College facilities. The Total Cost of Ownership (TCO) spreadsheet is available on the Business Services webpage (4-09, 4-10). District facilities planning professionals account for total cost of ownership of new building construction in collaboration with the architect. Examples can be found in the initial project proposal (IPP) for the Library and Learning Resource Center (4-11) and the final project proposal (FPP) for the Center for Human Performance and Kinesiology (4-12).

## Analysis and Evaluation

The College's Facilities Master Plan and the Five-Year Construction Plan align with goals in the new Educational Master Plan, developed during 2019, and show that long-range capital plans support institutional improvement goals. These plans reflect projections of the total cost of ownership of new facilities and equipment.

### Conclusions on Standard III.B. Physical Resources

The College has various plans and procedures in place to effectively evaluate and manage physical resources and to ensure access, safety, security, and a healthful learning and working environment. Internal and external assessments and evaluations are used as a basis for continuous improvement of facilities. The College's inclusive processes for planning, acquisition or building, maintenance, and upgrading or replacing physical resources, including facilities, equipment, land, and other assets, ensure effective utilization and the continuing quality necessary to support programs and services, meet the needs of students, faculty, and staff, and achieve the college mission. The College's Facilities Master Plan and the District's Five-Year Construction Plan show that long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership.

#### Evidence List

- [1-01\\_FCA-FCI-Report](#)
- [1-02\\_BFPC-Agenda\\_5-14-19](#)
- [1-03\\_SafetySurvey-2018](#)
- [1-04\\_SafetySurvey-SpecificQn-2018](#)
- [1-05\\_Fusion-SpaceInventory-2019](#)
- [1-06\\_CalSchools-JPA-Website-2019](#)
- [1-07\\_JPA-Report\\_10-26-18](#)
- [1-08\\_RCCD-CSRMSafetyRecomnds\\_11-26-18](#)
- [1-09\\_SafetyWorkOrders-2018](#)
- [1-10\\_DRC-Walks\\_6-18-19](#)
- [1-11\\_SafetyCommittee-Webpage-2019](#)
- [1-12\\_Safety-Minutes\\_9-12-18](#)
- [1-13\\_Safety-Minutes\\_11-14-18](#)
- [1-14\\_BFPC-Minutes\\_2-12-19](#)
- [1-15\\_SafetyMembership-Webpage-2019](#)
- [1-16\\_TargetSolutionsReport\\_3-11-19](#)
- [1-17\\_RCCD-IIPP-2018](#)
- [1-18\\_SafetyPlanning-Webpage-2019](#)
- [1-19\\_Exp-Footprint-Workorder](#)
- [1-20\\_FMP-SpaceNeeds-2018](#)
- [2-01\\_FMP-BOT\\_6-21-19](#)
- [2-02\\_FMP-Meetings-2019](#)

- [2-03 FMP-ProjectSchedule](#)
- [2-04 ResourceAllocationProcess 9-18-19](#)
- [2-05 FUSION-Proposal-2021-25](#)
- [2-06 CA-Budget-2017-18](#)
- [3-01 Custodial-Daily-Reports](#)
- [3-02 LIB-ATEC-Asbestos-Surveys 2017 2019](#)
- [3-03 AssessmentConditionReport-2019](#)
- [3-04 UsageReport-25Live 10-14-19](#)
- [3-05 FootPrints-WO-Report 10-7-19](#)
- [3-06 CapLoadRatio-Fusion-5yrConPlan-2019-23](#)
- [3-07 FUSION-FYCP-2021-25 6-2019](#)
- [4-01 FMP-BOT 6-21-19](#)
- [4-02 FMP-SpaceNeeds-2018](#)
- [4-03 BP-AP6600-CapitalConstruction](#)
- [4-04 FUSION-FYCP-2021-25 6-2019](#)
- [4-05 BOT-Agenda-5yrPlan 6-11-19](#)
- [4-06 RCCDProjectPriority-FYCP-2021-25](#)
- [4-07 MeasureC-PPT](#)
- [4-08 CA-Budget-2017-18](#)
- [4-09 BusinessServices-Webpage-2019](#)
- [4-10 TotalCostEstimator-2018-19](#)
- [4-11 LLRC-ProjectProposal-2021-22](#)
- [4-12 KIN-ProjectProposal-2020-21](#)

### **C. Technology Resources**

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

#### **Evidence of Meeting the Standard**

Technology Support Services (TSS), the Instructional Media Center (IMC) ([1-01](#)), and the Technology Committee ([1-02](#)), a shared governance committee, work together to provide technology services and resources to enhance and support teaching and learning for students, faculty, staff, and administrators. TSS collaborates with the district Information Technology (IT) department ([1-03](#)) to ensure a reliable technology infrastructure to support the College.

The College identifies and measures its technology needs to support operational and educational functions through program reviews, the Technology Strategic Plan, and the annual technology surveys. The College integrates technology and college planning through its strategic planning model ([1-04](#)) and the Technology Committee. The committee, comprised of faculty, staff, students, and administrators ([1-05](#), [1-06](#)), keeps abreast of technology needs and is responsible for providing technology plans, policies, and procedures

as well as prioritizing allocation of resources (1-07). Two Technology Committee members serve on the District's Information Technology Strategy Council (ITSC) that prioritizes technology needs and resources for the District (1-08).

As described in the Technology Principles and Guidelines, the program review process serves to identify various types of technology needs across campus, in every department, to support student learning and services as well as operational needs (1-09). Technology requests from program reviews are submitted to the Technology Committee for prioritization. As part of program review, the requestor completes the Planning Council Program Review Requests for Technology Committee, which provides data such as the asset tag number to determine age and lifecycle, programmatic needs questions, and total cost of ownership information, as shown in planning councils' program review requests for Technology Committee Review (1-10; 1-11). The committee evaluates requests for resource allocation based on the initial cost as well as the operating costs of a technology item, how well the item fits the needs of the unit and the College, how fully it meets industry standards, and how competitive it is in the educational marketplace. This is the technology Total Cost of Ownership model (1-12) outlined in the Technology Principles and Guidelines, which is aligned to the college mission and Strategic Plan (1-13). Following the Technology Principles and Guidelines, the Technology Committee prioritizes technology requests from across campus, forwards these to the College's Institutional Strategic Planning Council (ISPC) for approval, and then sends a recommendation to the president (1-14, 1-15).

The 2013-2016 Norco College Technology Strategic Plan, 2017-2018 Addendum, and 2019 Addendum II, approved by ISPC on November 30, 2018, describe the integration of technology with college-wide planning and decision-making in support of student learning and success (1-16, 1-17, 1-18). The Technology Strategic Plan is a living document that is reviewed annually by the Technology Committee and updated accordingly (1-19). The plan's goals were reviewed in spring 2019 and include training and support, technology resources for students, staff, and faculty, and assessing the technology needs of the college (1-20).

The College evaluates the effectiveness of its technology primarily from information provided on its annual Technology Survey, which is conducted each spring. The survey provides an assessment of technology services and support for faculty (1-21), staff (1-22), and students (1-23) and helps the Technology Committee determine the needs of the College in terms of hardware and software. The Technology Committee evaluates results of the annual Technology Survey (1-24), and the data are used for decision-making and improvement of technology resources, services, and emerging technology for students, faculty, and staff (1-25). An example of this is the need for additional technical support identified by the 2017 Technology Survey (1-26, 1-27, 1-28). To provide additional support for the college, a full-time computer support technician was hired in spring 2018 to replace a position that had previously been part time (1-29). This position came through the program review and prioritization process, as shown in ISPC minutes of November 29, 2017 (1-30).



## Analysis and Evaluation

Through program reviews, the Technology Strategic Plan, and annual technology surveys, the College determines adequacy of technology services, professional support, facilities, hardware, and software to support the institution's academic programs, teaching and learning, support services, and operational functions. These services, support, facilities, hardware, and software are provided through a collaboration of the College's Technology Support Services, Instructional Media Center, and the Technology Committee.

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

## Evidence of Meeting the Standard

The College's Technology Strategic Plan provides a procedure to systematically plan, acquire, maintain, and upgrade or replace technology infrastructure and equipment to meet the needs of the College and support its mission, operations, programs, and services ([2-01](#)). The College's technology needs are aligned with the District through ITSC, as identified in [Standard III.C.1](#).

As outlined in the Technology Principles and Guidelines, sections VIII and IX, the College plans for the replacement or upgrade of equipment with a refresh plan that calls for a staggered replacement of the computer inventory across the campus, including classrooms as well as classroom multimedia upgrades ([2-02](#)). The College completed two phases of the plan ([2-03](#)) and conducted an updated inventory of all computer hardware ([2-04](#)) in order to update the refresh plan cycle for phase three ([2-05](#)). The Technology Committee, in collaboration with Technology Support Services, maintains this inventory of all computer software and hardware in order to plan strategically for refresh/replacement of technology resources.

As detailed in [Standard III.C.1](#), technology needs and resources are identified on unit program reviews and on the annual Technology Survey, which are reviewed by the Technology Committee as a basis for decision-making. This process is designed to facilitate sound resource allocation decisions in support of the college mission, operations, programs, and services, and is evaluated annually by the Technology Committee. In spring 2019, the Technology Committee revised its rubric for evaluating technology requests, continuing with the criteria of age and program needs but modifying questions and values of the rubric ([2-06](#)).

To ensure technology infrastructure, quality, and capacity are adequate, the College assesses technology resources and user satisfaction by surveying faculty, staff, and students with the annual Technology Survey, as described in [Standard III.C.1](#), in alignment with the Technology Strategic Plan ([2-07](#)). For example, in spring 2017, data reflected the need to upgrade computers in the library, and in fall 2017 the Technology Committee recommended

an upgrade for 50 library computers for student access; this recommendation was funded ([2-08](#), [2-09](#)).

Results of the 2019 Technology Survey indicate that a majority of students and employees believe the College replaces and maintains technological equipment to ensure that program/unit needs are met, and that the College ensures that any technology support it provides is designed to meet the needs of the learning, teaching, support services, and operational systems ([2-10](#), [2-11](#), [2-12](#)). The Technology Committee shares the results of the survey with ISPC as part of its biannual report ([2-13](#)) and with the College via the Technology Committee webpage ([2-14](#)).

The management, maintenance, and operation of the College's technological infrastructure and equipment are handled through the RCCD Information Technology (IT) department, as described on the Information Technology's district webpage ([2-15](#)). IT is organized to support the development, improvement, and maintenance of IT systems including software applications, networks, and internet for Norco College. IT oversees security and safety of the districtwide technology infrastructure and supporting components through monitoring, firewall, and security software on all computers to ensure a safe, reliable, and accessible network at the colleges, as described in the District's Strategic Technology Plan ([2-16](#)). The RCCD Strategic Technology Plan, updated spring 2019, provides for reliability, disaster recovery, privacy, and security ([2-17](#)).

The College ensures that the technology infrastructure is sufficient to maintain and sustain distance education offerings through participation in the California Community Colleges Online Education Initiative (OEI) ([2-18](#)). Instructure is responsible for the hosting and uptime of the entire OEI and participating colleges using Canvas.

### **Analysis and Evaluation**

The College follows processes stated in the Technology Principles and Guidelines to ensure replacement and upgrading of technology in support of the mission, operations, programs, and services. In the interest of continuous improvement, the Technology Committee began revision of the Technology Strategic Plan in fall 2018 and expects to have the plan completed and approved during the 2019-2020 academic year. District IT follows procedures in the RCCD Technology Strategic Plan, revised in spring 2019, to oversee technology infrastructure.

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

### **Evidence of Meeting the Standard**

College Technology Support Services (TSS) collaborates with district IT to ensure a reliable, safe, and secure technology infrastructure to enhance and support courses, programs, and services at all locations. The Technology Committee, through its representation on ITSC,

relays the College's needs for infrastructure, maintenance, safety, and security (3-01). District IT provides a disaster recovery plan (3-02) and also includes a continuity plan in the RCCD Technology Strategic Plan (3-03).

TSS computer support staff and IMC staff provide technical support for faculty, staff, and administration. As described on the unit's webpages (3-04), these departments provide tutorials, technical assistance, installations, repairs, and maintenance of technology hardware and software on campus and in support of remote operations off campus. These include provision of and support for a variety of desktop and laptop computers, printers, tablets, and multimedia services, including multiple visual displays on campus.

TSS and IT collaborate with Help Desk Services offered at the District (3-05), which works with TSS to complete technology repair requests and troubleshooting services. This system is based on a dedicated phone and email system (helpdesk@rccd.edu) and a response system that provides technical assistance through district or college staff. The ServiceDesk (formerly Footprints) work order is the software system used to develop, organize, and assign IT-based work orders to the College (3-06).

### **Analysis and Evaluation**

As evidenced by each unit's roles and established systems, the College continuously collaborates and coordinates with District IT to monitor and address support for reliable access, safety, and security of the technological infrastructure and equipment at all locations where courses are offered.

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

### **Evidence of Meeting the Standard**

The College surveys staff, students, and faculty to determine training needs and offers technology training both face-to-face and online to support technology programs and systems that are used in the classroom and in the office (4-01).

To enhance instruction and support in the effective use of technology, the College purchased a LyndaCampus subscription in 2014. Since then, as reported on the Lynda.com Recommendation 2019 (4-02), usage by students has grown to over 3,300 current student users with 82 staff and 114 faculty using Lynda.com for professional development to meet their needs for skills training. As of May 1, 2019, over 300 courses were viewed, including training for Adobe Photoshop, Excel 2013, Word 2013, and more. The Technology Committee conducts an annual Lynda User Satisfaction Survey and finds that results show strong satisfaction rates on the usefulness, convenience, and quality of the courses in Lynda.com (4-03).

Technology training is a feature of the biannual professional development workshops for staff. On January 25, 2019, about 35 staff participated in a workshop on the GoRCCD Portal (4-04), e-forms, and the website at the Winter Staff Development Day, and an Office 365 workshop was provided to faculty at the spring Flex Day on February 8, 2019 (4-05). IMC offers hands-on technology training for faculty on audiovisual equipment in the classroom (4-06).

In the transition from Blackboard to the Canvas learning management system for distance education, the College began offering weekly face-to-face and virtual Canvas workshop training sessions for faculty in fall 2017 (4-07). These workshops focus on the basics of Canvas modules, pages, assignments, discussions, quizzes, gradebook, profiles, inbox messaging, section 508/ADA accessibility guidelines, and other important features in addition to online educational best practices, as explained in the district chancellor's reminder email of spring 2019 (4-08). In addition, open office hours, open lab time, and one-on-one training meetings are available weekly (4-09). Canvas training appears as an option in faculty Flex Days, such as the spring 2019 three-hour, one-session faculty Flex training conducted to allow participants to earn district distance education certification to teach online courses (4-10).

Based on the results of the 2019 Technology Survey, employees received training in the use of technology and technology systems to effectively carry out work responsibilities, including supporting student learning (4-11). Feedback from spring 2019 Flex Day training showed faculty felt the training in Office 365 was useful and would like additional workshops (4-12).

## **Analysis and Evaluation**

Records of employee use of Lynda.com and attendance at in-person training sessions show that employees are taking advantage of technology training opportunities. The College assesses the need for technology training primarily through surveys and evaluations, which have been effective in identifying opportunities as well as providing evaluations to ensure programs are appropriate and effective.

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

## **Evidence of Meeting the Standard**

BP/AP 3720: Computer and Network Use (5-01) outlines the use of technology in teaching and learning processes and includes the computer network use form that all District employees sign when they are hired (5-02). The Student Handbook and the Catalog identify conformity to the District's Computer and Network Use policy and procedure as expectations of student conduct (5-03, 5-04). The Writing Lab, a supplement to composition classes at the College, requires students to sign an acceptable use agreement each semester (5-05).

In addition, in alignment with AP 3725: Establishing and Maintaining Web Page Accessibility ([5-06](#)), the College follows Section 508 of the Americans with Disabilities Act (ADA) that determines technology practices for disability-related compliance for the website, as well as AP 3445: Handling Accommodations for Persons with Disabilities for Non Classroom-Related Activities ([5-07](#)), for media, programs, and other technology resources. All board policies and administrative procedures are available on the publicly accessible district webpage. The Online Teaching Training Certification provides training to all online faculty in the appropriate use of technology ([5-08](#)).

### **Analysis and Evaluation**

The College follows District policies and procedures for the appropriate use of technology in the teaching and learning process. These policies are publicized in College documents available to faculty, staff, and students.

### **Conclusions on Standard III.C. Technology Resources**

Through policies and procedures, the College ensures effective use of technology resources to achieve its mission. Collaboration among Technology Support Services, the Instructional Media Center, the Technology Committee, and District IT is integral to these processes. Program reviews, the College's and the District's Technology Strategic Plans, and technology surveys are methods used to identify, measure, and assess technology needs, services, and support.

### **Evidence List**

- [1-01\\_TSS-IMC-Webpages-2019](#)
- [1-02\\_TC-Webpage-2019](#)
- [1-03\\_RCCD-InfoServices-Webpage-2019](#)
- [1-04\\_StrategicPP\\_5-16-18](#)
- [1-05\\_TC-RolesResponsibilities](#)
- [1-06\\_TC-Membership-Webpage-2019](#)
- [1-07\\_TechPlan-RPP-2013-16](#)
- [1-08\\_RCCD-InfoServices-Webpage-2019](#)
- [1-10\\_SSPC-PR-TC-Prioritization-2018](#)
- [1-11\\_BFPC-PR-TC-Prioritization-2018](#)
- [1-12\\_Tech-TCO](#)
- [1-13\\_TC-Principles-Guidelines\\_12-13-17](#)
- [1-14\\_TC-Guidelines\\_12-13-17](#)
- [1-15\\_ISPC-Minutes\\_2-21-18](#)
- [1-16\\_TechPlan-2013-16](#)
- [1-17\\_TechPlanAddendum\\_12-7-16](#)
- [1-18\\_ISPC-Minutes\\_11-30-18](#)
- [1-19\\_TC-Minutes\\_11-8-18](#)
- [1-20\\_TC-Minutes\\_5-16-19](#)

- [1-21\\_TechSurvey-Faculty-2019](#)
- [1-22\\_TechSurvey-Staff-2019](#)
- [1-23\\_TechSurvey-Student-2019](#)
- [1-24\\_TC-Agenda\\_9-19-19](#)
- [1-25\\_TC-Minutes\\_9-20-18](#)
- [1-26\\_TechSurvey-Staff-2017](#)
- [1-27\\_TechSurvey-Faculty-2017](#)
- [1-28-TC-Minutes-12-13-17](#)
- [1-29\\_BOT-HRER-Hire\\_5-15-18](#)
- [1-30\\_ISPC-Minutes\\_11-29-17](#)
- [2-01\\_Mission-TechPlan-2013-16](#)
- [2-02\\_VIII-IX-PrinGuide\\_12-13-17](#)
- [2-03\\_TC-Minutes-5-18-17](#)
- [2-04\\_TC-ComputerRefreshPlans-2019](#)
- [2-05\\_TC-Minutes\\_5-16-19](#)
- [2-06\\_TC-Minutes\\_5-16-19](#)
- [2-07\\_Goal7-TechPlan-2013-16](#)
- [2-08\\_TC-Minutes\\_12-13-17](#)
- [2-09\\_TC-Minutes\\_4-19-18](#)
- [2-10\\_TechSurvey-Faculty-2019](#)
- [2-11\\_TechSurvey-Staff-2019](#)
- [2-12\\_TechSurvey-Student-2019](#)
- [2-13\\_ISPC-Minutes\\_10-17-18\\_10-2-19](#)
- [2-14\\_SuptDocs-TC-Webpage-2019](#)
- [2-15\\_RCCD-InfoServices-Webpage-2019](#)
- [2-16\\_Security-RCCD-TechPlan-SPR19](#)
- [2-17\\_RCCD-Strategic-Tech-Plan-SPR19](#)
- [2-18\\_OEI-DE-Webpage-2019](#)
- [3-01\\_RCCD-InfoServices-Webpage-2019](#)
- [3-02\\_RCCD-IT-DisasterRecovery](#)
- [3-03\\_RCCD-StrategicTechPlan-2019](#)
- [3-04\\_TechSuptServices-Webpages-2019](#)
- [3-05\\_HelpDesk-TSS-Webpage-2019](#)
- [3-06\\_ServiceDesk-2019](#)
- [4-01\\_WorkshopQ-TCSurveys-2019](#)
- [4-02\\_LyndaComRenew-2019](#)
- [4-03\\_Lynda-Survey-2018](#)
- [4-04\\_TC-Minutes-2-21-19](#)
- [4-05\\_SpringFlex-2019](#)
- [4-06\\_Services-IMC-Webpage-2019](#)
- [4-07\\_Training-Canvas-DE-Webpage-2019](#)
- [4-08\\_Canvas-Training-Email\\_5-15-19](#)
- [4-09\\_Canvas-Support-Sechedule-2019](#)
- [4-10\\_SpringFlex-2019](#)

- [4-11 TechSurveys-Workshops-2019](#)
- [4-12 FLEX-Evaluations-SPR19](#)
- [5-01 BP-AP-3720-ComNetUse](#)
- [5-02 ComNetUseAgreement 6-1-09](#)
- [5-03 ComNetUse-StudentHB-2019-20](#)
- [5-04 ComNetUse-Catalog-2019-20](#)
- [5-05 WLab-AcceptUse-SPR19](#)
- [5-06 AP3725-WebPageAccessibility](#)
- [5-07 AP3445-AccomDisabilities](#)
- [5-08 RCCD-DE-Webpage-2019](#)

## **D. Financial Resources**

### **Planning**

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

### **Evidence of Meeting the Standard**

Norco College is part of the three-college district with centralized financial services. A district budget allocation model (BAM) is used to allocate general fund unrestricted resources to the colleges. Previously, the BAM was based on a full-time equivalent student (FTES) model to reflect how resources were allocated to the colleges from the state under SB361 (1-01), modified to take into consideration the costs associated with the unique instructional programs and organizational structures at each college (1-02). The individual FTES rates per college were then applied against the target FTES for each college. In 2018-2019, the colleges and District Office made substantive changes to the BAM in the transition to the new statewide Student-Centered Funding Formula (SCFF) (1-03) and, more importantly, to a model that is centered around the core principles of fairness, equity, and transparency. The District Budget Allocation Committee (DBAC) developed a new model based on these principles (1-04) defined as follows:

- Fair—Resource allocation decisions will be informed by objective, predictable, verifiable, and easily accessible data and will be made in an impartial and consistent manner.
- Equitable—Resources will be distributed in a manner that adequately supports the full array of programs offered at each college while ensuring compliance with statutory and regulatory requirements: efficient and strategic use of resources is expected, and inefficiencies will not be subsidized or supported.

- Transparent—Resource allocation decisions will be made in an open and consultative manner with representative stakeholder groups and that it is simple, easy to administer and communicate as possible.

Because the primary portion of the SCFF is based on FTES (70 percent), the revised BAM was developed with FTES as the primary allocation basis, using the concept of “FTES as currency” whereby each FTES generated has a value that can be assigned based on a standard or “exchange rate” for each instructional program or discipline. In general, the BAM uses exchange rates to allocate resources to the colleges. For example, a nursing program exchange rate will be different than a political science program exchange rate due to different cost structures. Ultimately, the College will develop a similar methodology to allocate within the disciplines at the College. The Board of Trustees adopted phase one implementation of the BAM in June 2019 (1-05). As noted in the BAM document, DBAC agreed that phase one implementation will not result in budget modifications to the colleges in 2019-2020 to allow for development of the exchange rates per discipline and for the other components of the BAM to continue being assessed and developed.

Through the planning, budget development, and resource allocation process, the College ensures sufficient resources to support existing instructional programs and support services. The College has consistently ended the fiscal year with a healthy balance, as shown in the Three Year Ending Balance Report (1-06), which has supported the District’s strong ending balance and contingency funding. The District complies with the state’s 50 percent law (1-07). In addition to the unrestricted general fund, the College receives restricted funds for federal grants; state-funded categorical programs; and local income such as material fees, parking, and Health Center revenue; significant state and federal grant funding; local auxiliary-related commission revenue; Associated Students of Norco College and RCCD Foundation revenue. In recent years, the College has placed increased focus on revenue generation from successful grants, a method which has increased available resources. The College’s restricted and unrestricted general fund budget for the 2018-2019 fiscal year totaled \$76,376,315 (1-08). The District’s budget for all total available funds was \$427,637,410 (1-09).

As described in the Joint Resource Allocation Prioritization Process (1-10), resource allocation requests connected to program review are first prioritized by departments, then by vice presidents’ areas. The constituent-based college planning councils receive the local prioritized requests for funding, along with how the requests are in support and connected to the needs expressed through the program review processes and the strategic plan. The resource allocation requests are categorized into areas of need, including facilities, technology, equipment, personnel, and other institutional needs (1-11).

In compliance with the California Community College Chancellor’s Office criteria for fiscal health, the District has established a minimum prudent balance of 5 percent of unrestricted general funds compared to expenditures from those funds (1-12). Beyond this prudent reserve, the District has sequestered additional funds in fiscal year 2018-2019 as a hedge against the increasing fixed costs anticipated in coming years (1-13).



## Analysis and Evaluation

The College has sound financial planning practices. The budget allocation model as well as district and college budgets show that college finances are managed conservatively to ensure that students' needs are met on both a short and a long-term basis. The resource allocation process guides use of college funds to support educational improvement and innovation. In preparation for the development of a new Strategic Plan in 2019-2020, the Institutional Strategic Planning Council (ISPC) revised the Resource Request Procedure to further clarify and refine the process and incorporate an annual timeline to guide the process (1-14). The College has a sufficient funding base and financial plans to support programs and services and improve institutional effectiveness.

As part of continuous improvement, during the 2019-2020 academic year, DBAC expects to perform the following for implementation in the districtwide 2020-2021 budget: 1) develop discipline exchange rates; 2) provide a factor for comprehensive college progress; 3) consider factoring in the equity and student success components of the SCFF; 4) develop treatment of District Office costs; 5) provide for scaling of Guided Pathways; and 6) ensure alignment of resource allocation with strategic objectives.

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

## Evidence of Meeting the Standard

The mission is the basis for all financial planning and decision-making at the College. As described in [Standard I.A.3](#), the College's strategic planning process begins with review and revision of the mission statement, which forms the foundation from which strategic goals, objectives, and action steps are developed. Planning on the level of academic and student services programs and administrative units also begins with the college mission, also identified in [Standard I.A.3](#), and funding requests and allocation requests must include a justification that demonstrates an alignment between the strategic planning goal and a specific program review objective. Each department and unit develops objectives to attain this mission through the program review process.

The budget development and planning processes of the College ensure that financial resources address college plans. As directed in the Strategic Plan and Process 2013-2018 (extended to 2019) and the revised Strategic Planning Process (May 2018) ([2-01](#), [2-02](#)), the process of planning and the integration of plans are institutionalized within the college culture. Financial decisions related to program review and resource allocation requests proceed through the shared governance process prior to recommendations being presented to president's Executive Cabinet and, ultimately, to the president to approve funding in alignment with budget priorities while ensuring these priorities can be accomplished within a

balanced budget. The College's Business and Facilities Planning Council's (BFPC's) Statement of Purpose, found on the council's agenda (2-03), and ISPC's statement of purpose, found on the webpage (2-04), describe these councils' key roles in this process.

The strategic planning cycle, documented in the Strategic Plan (2-05), shows that program reviews are central for both short- and long-term planning and are the baseline documents for programs and units to outline resource needs. As detailed in [Standard I.B.9](#), program reviews are conducted every three years by all divisions of the College, with optional annual updates primarily for changes in resource requests. As presented in [Standard III.D.1](#), resource allocation requests from program reviews reference the relevant sections of the College's Strategic Plan. After resource requests are extracted from program reviews, managers, staff, and/or faculty in each functional area preliminarily prioritize the list, which is then reviewed by the area vice president, after which the list is sent to the college planning councils for recommendation, as shown in the Program Review Resource Request spreadsheet (2-06). This process is documented in the updated Joint Resource Allocation Prioritization Process document approved by ISPC (2-07). After input from the planning councils, a consolidated list is brought together for review by the ISPC, which validates the planning council process and forwards priority recommendations to the college president (2-08).

The College and District receive information about the institution's fiscal planning and links to institutional planning in a number of ways. At the college level, information is disseminated through email, such as the June 2019 nor-all listserv email from the vice president of Business Services with an update on the state budget (2-09). Quarterly budget reports are provided to BFPC and to ISPC, as noted in minutes of September 2019 and April 2019 (2-10, 2-11). In addition, as part of the District Strategic Planning Council (DSPC), the College participates in districtwide planning, as described in [Standard III.D.1](#). The vice chancellor of Business and Financial Services provides regular reports to DSPC related to budget planning. In alignment with BP 6100: Delegation of Authority (Business and Fiscal Affairs), "The Chancellor in consultation with the Vice Chancellor, Business and Financial Services, shall make appropriate periodic reports to the Board and shall keep the Board of Trustees fully advised regarding the financial status of the District" (2-12), as further described in [Standard IV.C.5](#).

## **Analysis and Evaluation**

Through the shared governance processes, documented in the college Strategic Plan and other planning documents, financial planning is linked to institutional planning to make decisions that best utilize college resources. Primarily through Business Services communications, appropriate financial information is disseminated throughout the institution in a timely manner. In addition, to further support institutional financial planning, during the 2019-2020 academic year, Business Services is in process of developing a comprehensive planning and budget manual.

In 2019, the College has been reviewing and revising the resource allocation process, and as an outgrowth of that, the College is augmenting budgets to account for operational requests commonly found in program review. A draft Resource Allocation Process document has been in discussion at ISPC in spring and fall 2019 (2-13, 2-14).

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

### **Evidence of Meeting the Standard**

The Board of Trustees has adopted budget development principles and practices that are designed to maintain the financial integrity of the District and the colleges. These principles and practices are codified as BP 6200: Budget Preparation ([3-01](#)), which establishes guiding principles for preparation of each year's adopted budget within the District; BP 6250: Budget Management ([3-02](#)); BP 6300: Fiscal Management ([3-03](#)); BP/AP 6307: Debt Issuance and Management ([3-04](#)); and BP 6320: Investments ([3-05](#)).

Both the District and College follow clearly defined policies, guidelines, and processes for financial planning and budget development, as described in [Standard III.D.1](#) and [Standard III.D.2](#). DBAC is a governance council that serves as the primary advisor on fiscal and budget matters to DSPC. DBAC provides a collaborative forum for the exchange of information necessary to inform strategic decisions regarding budget and fiscal policies, procedures, planning, budget development, and resource allocations within the District ([3-06](#)). As shown in the membership list, DBAC consists of district and college administrators, faculty, classified staff, and a student representative. The District Enrollment Management Committee (DEMC), a standing shared governance committee ([3-07](#)), serves as the primary advisor on enrollment-related matters to DSPC. Through DEMC, the College and the District work together to determine FTES calculations which influence income projections, and the College and District consult prior to submission of FS320 reports to ensure FTES are reflected accurately.

At the college level, BFPC reviews and monitors resources and expenditures, and makes recommendations to the Executive Cabinet related to discretionary budget availability and requests via the program review process. BFPC members include classified staff, managers, faculty, and a student representative ([3-08](#)), and committee meetings are open to the campus. The college shared governance processes, as described in [Standard III.D.2](#), ensure that data-based requests for funding are supported by alignment with the College's mission, Educational Master Plan, and five-year strategic planning goals and objectives.

[Standard III.D.2](#) describes regular communication processes used to disseminate financial planning and budget development to college constituents. In addition, Business Services archives annual college budget presentations on its webpage ([3-09](#)). [Standard IV.A.6](#) also discusses college processes for documenting and widely communicating decision-making, which includes decisions related to planning and resource allocation.

### **Analysis and Evaluation**

College processes for financial planning and budget development are clearly defined and widely communicated through board policies and administrative procedures, DBAC, and the College's budget development and resource allocation processes, which include shared

governance bodies. Each of the district and college councils, committees, and processes include wide constituency group representation. Council information, including notes and handouts, are available on the publicly accessible college and district websites.

### **Fiscal Responsibility and Stability**

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

### **Evidence of Meeting the Standard**

To ensure effective planning, shared governance councils, such as DBAC and DSPC, meet regularly throughout the fiscal year to discuss the budget, the process, and distribution of available funding, as explained in Standards [III.D.1](#) and [III.D.2](#). The budget is developed using reasonable assumptions based on available information, COLA, growth, negotiated contract increases, and recurring and one-time funding commitments, as evidenced by the Unrestricted General Fund Resource 1000 Summary ([4-01](#)) and Budget Development Calendar ([4-02](#)). During this same budget process, the departments at the College make adjustments to discretionary accounts as appropriate, so long as the adjustments don't increase the overall adopted budget.

Monthly budget performance monitoring takes place at the College and is reported to the Executive Cabinet ([4-03](#)). Quarterly Budget Performance Reports are produced and reported to Executive Cabinet as well as BFPC ([4-04](#)) and ISPC ([4-05](#)). The College develops year-end balance projections ([4-06](#)) in March in order to undertake proper and reasonable institutional financial planning. These reviews of current and past fiscal results allow for planning for current and future fiscal needs.

### **Analysis and Evaluation**

As demonstrated in college and district reports and processes, information about available funds is provided to planners and decision makers throughout the planning and budgeting process, and this access results in planning that reflects realistic assessments of financial resource availability. The District's overall budget and the College's resource allocation process ensure that institutional plans are funded with available resources and that institutional planning is conducted in accordance with a realistic assessment of available funds. Continuous monitoring of available financial resources is undertaken and reported to the institution at regular intervals.

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

## Evidence of Meeting the Standard

The College uses an accounting software program called Galaxy, managed by the Riverside County Office of Education, to account for budgets and expend resources. Budgets use an account code structure which allows the accounting system to direct transactions to those responsible for the accounts related to specific transactions. College purchase requisitions are created electronically via Galaxy with the district purchasing team producing purchase orders. Purchase requisitions go through an automated approval process, and those approval requirements are built into the system based on account code structure (the classification of the expenditure and origin of the budget), as shown in an example for a recent purchase ([5-01](#)). Control mechanisms are in place to ensure that requisitions cannot be submitted unless sufficient resources are available. For example, all requisitions using restricted funding sources, such as instructional fee-based supplies, are routed to a funding source manager to ensure they are appropriate. Users have access to the Galaxy financial system and can develop real-time reports if needed.

Both the District and the College have controls in place that assure effective oversight of all financial matters, as described throughout Standard III.D. This includes grants, in alignment with BP/AP 3280: Grants ([5-02](#)), which describes established procedures “to inform the Board of grant activity and to govern the approval, application, processing, and implementation of grants.” Once the grant has been authorized, the College works with district Fiscal and Business Services to prepare a budget amendment, which is submitted to the Board for approval, as with any augmentation to the District’s budget, as shown in the Board of Trustees agenda for August 20, 2019 ([5-03](#)). Once the budget is authorized, budget balances are entered into the Galaxy system. As part of the purchasing process, all requisitions are scrutinized and approved by appropriate grant project staff and administrators as well as college Business Services. In this process, in conjunction with a representative from the Grants Office, the grant project staff monitor fund expenditures to make certain that they are in compliance with the terms and conditions of the grant and other relevant accounting standard, as shown on form EJJ ([5-04](#)). Regular reporting is completed in accordance with grant specifications.

District and college procedures also ensure sufficient budget information, including fiscal condition, and financial planning in both content and timing to support sound financial management, as described in [Standards III.D.1](#), [III.D.2](#), and [III.D.3](#).

The annual external financial audit ([5-05](#)) process verifies the credibility of the internal control structure. As part of the audit process, the adopted budget (expenditure plan) is compared to actual expenditures to identify any variance. The College is required to explain significant variances to the auditors to determine if funds were expended on educational programs and activities as originally planned. As presented in [Standard III.D.7](#), over the past six years, independent auditors have issued an unmodified opinion for the District’s financial audits with no audit findings or questioned costs.

## Analysis and Evaluation

The internal control structures in place at the College and the District demonstrate effective control mechanisms and ensure information for sound financial decision-making is dependable and timely. As supported by audit findings, financial management practices are aligned with generally accepted accounting principles, auditing guidelines, and federal guidelines.

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

## Evidence of Meeting the Standard

An audit of the District's financial statements and supplementary information, including reports on compliance, is conducted in the fall of every year, as identified in [Standard III.D.5](#). An independent certified public accounting firm performs this audit. As part of the audit process, the adopted budget (expenditure plan) is compared to actual expenditures to identify variances. The College and the District are required to explain variances of any significance to the auditors to determine if funds were expended on the educational programs and activities as originally planned and intended. The Board of Trustees Resources Committee is charged with monitoring the audit process and reviewing the final audits, as shown in the committee minutes from December 4 and board minutes of December 11, 2018 ([6-01](#), [6-02](#)). Auditors have issued unmodified opinions for financial audits in all recent years, with no findings or questioned costs.

Other financial reports also demonstrate the integrity of the financial management practices at the College. These reports, regularly presented to the Board of Trustees and linked on the district Business and Financial Services webpage ([6-03](#)), include the CCFS-311 Report ([6-04](#)), the CCFS-311Q Report ([6-05](#)), and the CCFS-323 Report ([6-06](#)) submitted each year to the California Community Colleges' Board of Governors.

The district and college budget allocation model and resource allocation processes, described in [Standard III.D.1](#) and [Standard III.D.2](#), ensure that the budget supports student learning programs and services.

## Analysis and Evaluation

The College's financial management system and processes have a high degree of credibility as demonstrated in the District's budget allocation model, regular and transparent budget performance reporting, and district financial audit reports.

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

## Evidence of Meeting the Standard

As described in [Standard III.D.6](#), an audit of the District’s financial statements and supplementary information, including reports on compliance, is conducted annually by an independent certified public accounting firm. The Board regularly receives reports regarding the district budgets, fiscal conditions, financial planning, and audit results, as exemplified in the Board of Trustees meeting minutes of May 21, 2019 ([7-01](#)). The Board of Trustees Resources Committee is charged with monitoring the audit process and reviewing the final audits. All board agendas, attachments, and minutes are publicly available on the district website.

Over the past six years, independent auditors have issued an unmodified opinion for the District’s financial audits with no audit findings or questioned costs. As described in [Standard III.D.6](#), these audits are presented to the Board of Trustees and posted on the Business and Financial Services publicly accessible webpage.

As described in [Standards III.D.2](#) and [III.D.3](#), information about budget and fiscal conditions is provided throughout the College.

## Analysis and Evaluation

Information about audit results is provided college-wide and districtwide on a regular basis. The District resolves all audit findings in a timely fashion.

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

## Evidence of Meeting the Standard

The District contracts with an accounting firm to perform annual audits of all funds of the District including special, categorical and grant funds, and the local general obligation bond (Measure C) expenditures, as described in [Standard III.D.6](#). The auditors prepare the statements and findings to provide the District feedback on its processes. Also included in the audit are findings and recommendations for improving any identified internal control weaknesses, if any, in which case recommendations and corrective action responses to audit findings include the timeframe projected for implementation of corrective action. The auditors conduct exit interviews to discuss all findings and weaknesses, if any, and areas for improvement.

An example of review of internal controls toward improvement is the development of AP 6301: Fiscal Management—Cash Equivalent Aid ([8-01](#)) in 2018 in response to qualitative data and feedback related to handling gift cards and cash equivalent at the colleges. While this was not an audit finding, regular communication between the colleges and the district controller enabled a team approach to implementing a valuable internal control.

The College also assesses and ensures sound internal fiscal controls through the approval functions of the financial software program Galaxy, described in [Standard III.D.5](#) and [Standard III.D.10](#). To continue dialog and subject-matter training on strong internal controls, both district and college Business Services provide regular end-user training related to purchasing procedures, accounts payable information ([8-02](#)), chart of accounts and overall budget guidelines and processes ([8-03](#)).

Internal controls and assessments of those controls also are in place for grants. For example, every two years, an internal equipment audit is conducted for the Perkins Grant ([8-04](#), [8-05](#)). In addition, an RCCD Perkins Budget Revision Request Form is utilized to ensure program/grant alignment. For federal grants, a third-party external evaluator is built into the budget. Also, in accordance with the College's Grant Reporting Guidelines: Time and Effort Reports, employees paid through a federal grant fill out a time and effort report which the supervisor signs ([8-06](#)). An example of an improvement in recent years is the current Time and Effort Certification Form, which requires more detailed reporting ([8-07](#)).

### **Analysis and Evaluation**

The College's financial and internal control systems are regularly evaluated and assessed through the external financial audit process. While repeated audits have found district and college financial and internal control systems to be sound, staff regularly assess and refine processes.

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

### **Evidence of Meeting the Standard**

The College, in conjunction with the District, maintains sufficient cash flow and reserves to sustain financial stability, as shown in the CCFS-311 Annual Financial and Budget Report ([9-01](#)). Long-term financing for capital outlay projects has been achieved in the form of general obligation bonds, as reported in the Measure C—Capital Program Executive Summary (CPES) report ([9-02](#)). The capital outlay fund has a substantial cash balance committed to specific capital projects.

A 5 percent reserve level has been established as prudent by the California Community College Chancellor's Office, as reflected in BP 6200: Budget Preparation, which specifies the minimum reserve level ([9-03](#)). The District has met the prudent reserve threshold and, in recent years, exceeded the prudent reserve, specifically in the 2018-2019 budget year with a significant funded reserve beyond the 5 percent board-required reserve.

District reserve levels for the prior three fiscal years were as follows:

- 2016-17 Ending Balance \$43,121,096
- 2017-18 Ending Balance \$45,299,449



- 2018-19 Ending Balance \$53,709,257  
(9-04)

The College participates in Joint Powers Authorities (JPAs) for its property, liability, and workers' compensation activities (9-05). Additionally, the District maintains a self-insurance fund to provide for safety management and uninsured losses. The District's self-insurance fund (fund code 61) is maintained as a reserve against uninsured loss and safety loss control (9-06). The District maintains an irrevocable trust for its other post-employment benefits (OPEB) obligation, retiree health benefits (9-07).

### **Analysis and Evaluation**

The College maintains healthy ending balances, and the District's unrestricted fiscal reserves are well in excess of 5 percent in accordance with District policy. Through prudent reserves, the District has appropriately planned for both anticipated and unforeseen circumstances, and has strong funded reserves to provide fiscal stability in the event of unforeseen circumstances or conditions.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

### **Evidence of Meeting the Standard**

As described in [Standard III.D.5](#), the College's financial software program, Galaxy, is used to account for budgets and expend resources. This system assists the College in providing effective oversight of its finances as all expenditures are input, tracked, and approved through this system.

Student Financial Services determines eligibility and enters the awards into Colleague. These awards are then disbursed through Bank Mobile as described in the fall 2019 Student Financial Services Newsletter (10-01). Drawdowns are made by an assigned staff member in the district Business Services department. Federal funds are requested via G5 three days prior to a disbursement. All disbursements follow a set annual schedule, which is posted to the college website (10-02). Financial aid reconciles to federal and state data systems after each disbursement and monthly per fund type. Business Services reconciles the general ledger with federal and state accounting systems (COD and G5) after each disbursement and monthly, per fund type.

The College complies with all federal and state business services regulations, including those outlined in the Blue Book, and participates in the District's annual financial audit (10-03) with results reported to the Department of Education by the auditor and through the EZ audit program. Financial Aid is housed in a separate account for each college per source (federal, state, institutional).

Board policies and administrative procedures ensure that grants align with district and college strategic priorities during the proposal development process. These are BP/AP 3280: Grants (10-04), AP 3281: Grants—Federally Funded Guidelines (10-05), AP 3282: Grants—Time and Effort Reporting for Federally Funded Grants (10-06), AP 3283: Grants—Cost Transfers (10-07), AP 3284: Grants—Participant Support Costs (10-08), AP 3285: Grants—Implementation (10-09), and AP 3286: Grants—Subaward Monitoring (10-10).

The College follows the district grants process, as illustrated in the Grant Development Flowchart (10-11). The purpose of the College’s standing Grants Committee (10-12) is to review proposals to assure mission alignment and to identify fiscal and human resources required to implement grants, including sustainability and specific grant commitments, as demonstrated on the Grant Proposal Information Form, exemplified by the Project PACES proposal form (10-13). The committee, which reports to ISPC, as shown in minutes of March 20, 2019 (10-14), also serves as a liaison between the College and the district Grants Office.

As discussed also in [Standard III.D.5](#), the District and the College have various controls in place that assure effective oversight of financial matters for grants, externally funded programs, and contracts. Grants funding also is covered in the RCCD annual audit, which is described in [Standard III.D.5](#) and [Standard III.D.7](#).

Financial oversight of the RCCD Foundation (10-15) is governed by the Master Agreement between RCCD and the Foundation (10-16). The RCCD Foundation is a separate 501(C)3 nonprofit corporation with its own board of directors, articles of incorporation, and bylaws. RCCD performs the accounting function on behalf of Foundation, whereby all checks are written and recorded and all deposits are made to the Foundation’s bank in accordance with internal control procedures in the Colleague system, based on information submitted by the Foundation’s executive director and assistant director within parameters set by the Foundation Board of Directors. RCCD also performs a treasury function on behalf of the Foundation, whereby funds are transferred to and from the Foundation’s investment and operating bank accounts. The investment accounts are maintained in accordance with the Foundation’s investment policy. RCCD prepares a monthly Financial Activity and Highlights report for presentation to the Foundation’s Finance Committee (10-17). An independent auditor conducts an annual report for the RCCD Foundation (10-18) and has provided an unmodified opinion, the highest level auditors can provide, in recent reports.

All contracts are reviewed by the District’s general counsel and executed by the vice chancellor of Business and Financial Services. Per BP/AP 6100: Delegation of Authority to the Chancellor (10-19) and BP/AP 6340: Bids and Contracts (10-20), the vice chancellor is given authority to approve contracts. The vice chancellor submits a report to the Board on a monthly basis listing all contracts that have been approved for board ratification (10-21).

## **Analysis and Evaluation**

In alignment with board policies and administrative procedures, the College and the District exercise effective oversight of finances. Systems are in place to provide checks and balances. The District received from the auditors unmodified reports on compliance with no findings related to federal Title IV regulation compliance.

In fall 2019, a districtwide Grants Pre-and Post-Award Task Force consisting of district and college-level representatives is reviewing policies, procedures, and systems related to pre-award and post-award grant activities. The Task Force anticipates recommending changes to board policy and procedures to continue improving services that increase the efficiency and effectiveness of the District's and colleges' grants efforts.

## **Liabilities**

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

## **Evidence of Meeting the Standard**

As described throughout Standard III.D, during college budget planning, the relationship between ongoing revenue and ongoing expenditure has always been carefully considered. One place this is evident is in monthly financial reports ([11-01](#), [11-02](#)). This ensures both short-term and long-term financial solvency, and as a result, the College has had sufficient resources to support existing instructional programs and support services and has been able to allocate resources to address institutional plans, as evidenced by the College's contingency and "carry-over" funded reserves ([11-03](#)).

The district budget presents a direct relationship between financial plans, which are established to meet the District Strategic Plan, and resource availability; and the college budget, in turn, is aligned to the district and college strategic plans. The budget is regularly monitored through periodic financial transfers and reports, as exemplified in board meeting agendas of May 21 and June 11, 2019 ([11-04](#), [11-05](#)). The District Office has oversight responsibility to ensure that debt payments for general obligation bonds (Measure C) are made from the Bond Interest and Redemption Fund with local property tax collections, as shown in the CPES report ([11-06](#)). The District performs multi-year budget projection scenarios for the general unrestricted fund, and the annual budget provides a multi-million-dollar set-aside for increases in post-employment benefits, retirement plan obligations, and load-banking obligations ([11-07](#)).

The adopted budget includes assessments based on payroll to fund the self-insurance funds for liability and workers' compensation premiums, as described in [Standard III.D.9](#). The District is a member of several Joint Powers Authorities (JPAs) and pays annual premiums for its property, liability, health, and worker's compensation coverage ([11-08](#)).

As explained in [Standard III.D.9](#), the District has established an unrestricted general fund contingency in excess of 5 percent, and the College maintains an additional contingency within its Fund 11 operating budget, which was \$3.5 million in 2018-2019 ([11-09](#)). In addition, the District has planned for the long-term financial obligation associated with

retiree health benefits by establishing an irrevocable trust with CalPERS (11-10) and contributes at least \$250,000 annually towards this obligation (11-11).

### **Analysis and Evaluation**

Both the District and the College manage finances conservatively and allocate resources in a fiscally prudent and responsible manner to ensure needs are met on both a short-term and long-term basis. Because of conservative long-range fiscal planning, the College is able to develop a balanced budget with a sufficient contingency each year, and District reserves remain sufficient.

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

### **Evidence of Meeting the Standard**

As required by the Governmental Accounting Standards Board (GASB) Statement 45 Prior to June 30, 2017 and GASB Statement 75 after July 1, 2017, the District annually reports post-employment benefit liability (12-01). The District provides post-retirement/employment health care benefits for employees in accordance with BP/AP 7380: Retiree Health Benefits (12-02). For fiscal year 2017-2018, the District contributed \$6,209,619 to the plan, of which \$3,585,234 was used for current premiums and \$2,624,385 was additional contributions used to fund the OPEB Trust (12-03). The last actuarial valuation was on June 30, 2018, and an annual actuarial update was on June 30, 2019. The net OPEB obligation for the past two years, ending June 30, was (1) \$43,453,968 in 2018 and (2) \$43,140,724 in 2019 (12-04).

The District implemented an irrevocable trust for its OPEB obligation in spring 2016, and the District conducts an actuarial study on at least a biannual basis with an update every other year (12-05). The District, which contributes the legally-mandated employer rates for employee retirement systems, has also been impacted by employer rates for the state pension liabilities that resulted in increases to the California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System (CalSTRS). The most recent audit states at June 30, 2018, RCCD's proportionate share of net pension liability was \$120.28 million for CalSTRS and \$75.19 million for CalPERS, for a total net pension liability of \$195.47 million (12-06). The most recent actuarial study for post-retirement benefits on June 30, 2018, estimated the amount that should be accumulated under GASB No. 75 at \$43.45 million and recognized \$4.52 million as employer OPEB expense (12-07).

### **Analysis and Evaluation**

The District identifies, plans, and allocates resources for payment of liabilities and future obligations, including OPEB. The District provides for the amount approved by the Board for funding the annual OPEB obligation.

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

#### **Evidence of Meeting the Standard**

In March 2004, the voters passed a local general obligation bond (Measure C) under Proposition 39 with an authorization of \$350 million ([13-01](#)). Proposition 39 requires annual financial and performance audits and establishment of a Citizen's Bond Oversight Committee ([13-02](#)). In connection with the bond authorization, the Board of Trustees committed to not exceeding a tax rate of \$18 per \$100,000 of assessed valuation for individual taxpayers ([13-03](#)). The district business unit works with the Riverside County superintendent of schools and the Riverside County Treasurer's Office and external bond financial consultants to establish property tax rates at or below the Board tax rate commitment, but at rates sufficient to generate adequate property tax collections to make annual debt service payments on the outstanding bonds ([13-04](#)).

#### **Analysis and Evaluation**

Property taxes are secured for repayment of bond issued debt. Annually, the District calculates the property tax rates to ensure the repayment of outstanding local bond debt.

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

#### **Evidence of Meeting the Standard**

As described in [Standard III.D.5](#) and [Standard III.D.10](#), the College and District use grant and Foundation funds with integrity. College procedures outlined in those Standards are in place to ensure that grant funding receives appropriate authorization from the Board of Trustees, that grant budgets and expenditures are aligned with grant funding, and that grant expenses are approved by appropriate persons to ensure that expenses charged to grants are reasonable, necessary, allowable, and allocable. The institution utilizes effective financial management systems, specifically Galaxy, as explained in [Standard III.D.5](#) and Nova (a statewide system for grants) ([14-01](#)).

Use of the Galaxy system provides for regular reviews and monitoring of expenditures pertaining to grants, awards, and contractual agreements by program staff, and the business office at both the college and district level ensure that the expenditures are consistent with the funding agency's mandates and the College's mission and goals ([14-02](#)).

## **Analysis and Evaluation**

College and District procedures ensure that financial resources of the District and College are used with integrity and in a manner consistent with their goals and that funding from external sources, such as the RCCD Foundation, grants, and state categorical and federal funds, are all used according to their intended purpose.

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

## **Evidence of Meeting the Standard**

The College monitors and manages student loan default rates through a management services firm, which monitors all student loan borrowers who are in repayment. As of July 1, 2019, this firm is Attigo Default Management Services ([15-01](#)). This comprehensive solution includes data management and targeted outreach for the biggest impact in the shortest time: communications at grace, forbearance, and deferment-end, throughout delinquency, and default rehabilitation. An inbound/outbound call center with expert counseling helps students more easily manage student loan repayment. The Attigo team also acts as a borrower advocate in calls with services and collection agencies, guiding the student through the process.

Student loan default rates are well within the acceptable range defined by USDE, as evidenced by the report from the National Student Loan Data System ([15-02](#)), which shows 10 percent or lower for the most recent three years of reporting.

The District's annual financial audit demonstrates that the College complies with Title IV components, as evidenced by the 2018 audit ([15-03](#)), the 2017 audit ([15-04](#)), and the 2016 audit ([15-05](#)). Auditors have not reported any findings.

## **Analysis and Evaluation**

Utilizing the services of a management firm, the College monitors and manages student loan default rates, which are well within federal guidelines. Audits, which report no findings, demonstrate that the College complies with federal requirements, including Title IV.

## **Contractual Agreements**

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

## **Evidence of Meeting the Standard**

Contractual agreements with outside entities are governed by BP/AP 6340: Bids and Contracts ([16-01](#)) to ensure that they are consistent with the mission and strategic goals of the College. Contractual agreements at the College consist of grants and awards, outside agency contracts for personal and professional services, construction contracts, consultant agreements, instructional service agreements, and contracts for information technology. As stipulated in the RCCD Internal Procedures for Processing Grants ([16-02](#)), all contracts are submitted for review to the District's general counsel, who identifies issues with regard to risk, termination, standards of conduct, and potential exposure for the District, thereby ensuring that all contractual legalities are met. Any requirements or suggestions for change are provided by the general counsel to the contracting department. Any recommended changes are sent back to the originator of the contract to work with the contracting agency to make any necessary changes. Once a contract is in final form, the contracting division or department then submits it to college Business Services via a Contract Transmittal Form (CTF). The vice president of Business Services reviews each contract for alignment consistent with the College's mission and goals, and for fiscal or operational impact. If the contract is under the appropriate dollar threshold, pursuant to the public contract code and board policy, it is sent to the college president for review and signature, and then to the district business office for inclusion on the board agenda for approval. If the contract is over the dollar threshold, it is routed to the district business office where it is reviewed for budget sufficiency and regulatory compliance and signed by the district vice chancellor of Business and Financial Services. Finally, the contract is included on the board agenda for contract approval.

Additional steps for grants are explained in [Standard III.D.10](#).

## **Analysis and Evaluation**

In alignment with Public Contract Codes and board policy, the District and the College have long-standing policies and procedures to ensure that decisions to procure goods and services follow sound financial practices. Agreements with external agencies are consistent with the College's mission and goals.

## **Conclusions on Standard III.D. Financial Resources**

The BAM, district and college budgets, and the resource allocation process show that College finances are managed conservatively to ensure students' needs are met. These processes undergo assessment and revision. Through the shared governance processes, financial planning is linked to institutional planning in support of the college mission. The College has a sufficient funding base and financial plans to support programs and services and improve institutional effectiveness. In alignment with board policies and administrative procedures, the College and the District exercise effective oversight of finances. Systems are in place to provide checks and balances, and financial information is disseminated throughout the institution in a timely manner. Furthermore, in alignment with Public Contract Codes and board policy, the District and the

College have long-standing policies and procedures to ensure that decisions to procure goods and services follow sound financial practices. Because of conservative long-range fiscal planning, the College is able to develop a balanced budget with a sufficient contingency each year, and District reserves remain sufficient. In like manner, the District identifies, plans, and allocates resources for payment of liabilities and future obligations, including OPEB. Utilizing the services of a management firm, the College monitors and manages student loan default rates, which are well within federal guidelines. Audits, which report no findings, demonstrate that the College complies with federal requirements, including Title IV.

#### **Evidence List**

- [1-01 CA-SB-361-CC-Funding](#)
- [1-02 RCCD-BAM-2017-18](#)
- [1-03 CCCCCO-SCFF-Webpage-2019](#)
- [1-04 RCCD-BAM-2018-19](#)
- [1-05 BOT-Minutes 6-11-19](#)
- [1-06 3yr-BalanceReport-2017-19](#)
- [1-07 50Percent-AuditReport 12-11-18](#)
- [1-08 AdoptedBudget-2017-18](#)
- [1-09 Budget-Exhibit K-2018-19](#)
- [1-10 ResourceAllocationProcess-9-18-19](#)
- [1-11 ResourceRequest-PR 9-23-19](#)
- [1-12 Budget-Reserve-2018-19](#)
- [1-13 Budget Set-aside 9-17-18](#)
- [1-14 ISPC-Minutes 9-18-19](#)
- [2-01 Process-StrategicPlan-2013-18](#)
- [2-02 StrategicPP 5-16-18](#)
- [2-03 BFPC-Agenda 9-10-19](#)
- [2-04 ISPC-Webpage-2019](#)
- [2-05 Cycle-StrategicPlan-2013-18](#)
- [2-06 ResourceRequest 9-23-19](#)
- [2-07 ResourceAllocationProcess 9-18-19](#)
- [2-08 ISPC-Minutes 5-12-19](#)
- [2-09 StateBudgetUpdate-email 7-8-19](#)
- [2-10 BFPC-Minutes 9-10-19](#)
- [2-11 ISPC-Minutes 4-3-19](#)
- [2-12 BP-AP6100-DelegationAuthority](#)
- [2-13 ISPC-Minutes 3-6-19](#)
- [2-14 ISPC-Minutes 9-18-19](#)
- [3-01 BP6200-BudgetPreparation](#)
- [3-02 BP6250-BudgetManagement](#)
- [3-03 BP6300-FiscalManagement](#)
- [3-04 BP6307-DebtIssuance](#)
- [3-05 BP6320-Investments](#)
- [3-06 RCCD-DBAC-Webpage-2019](#)



- [3-07 DEMC-Membership-Webpage-2019](#)
- [3-08 BFPC-Membership-Webpage-2019](#)
- [3-09 AnnualBudget-Webpage-2019](#)
- [4-01 Resource1000-9-17-18](#)
- [4-02 BudgetDevCalendar-2019-20](#)
- [4-03 IncomeExpensesMnRprt\\_1-1-19](#)
- [4-04 BFPC-Minutes\\_4-2-19](#)
- [4-05 ISPC-Minutes\\_4-3-19](#)
- [4-06 BFPC-MarchBudgetProjts-2018-19](#)
- [5-01 Req-Budget-Galaxy-10-10-19](#)
- [5-02 BP-AP3280-Grants](#)
- [5-03 BOT-Agenda\\_8-20-19](#)
- [5-04 ExpenJustForm-Grants](#)
- [5-05 BOT-Agenda\\_12-11-18](#)
- [6-01 BOT-Agenda-12-4-18](#)
- [6-02 BOT-Agenda\\_12-11-18](#)
- [6-03 BUS-FinancialDocs-Webpage-2019](#)
- [6-04 CCFS-311-Report-2017-18](#)
- [6-05 CCFS-311Q-Report-2017-18](#)
- [6-06 CCFS-323-Report-2017-18](#)
- [7-01 BOT-Minutes-5-21-19](#)
- [8-01 AP-6301-FiscalMgmt](#)
- [8-02 Galaxy-PPT\\_1-31-19](#)
- [8-03 NC\\_BudgetBasics-PPT](#)
- [8-04 Grant-Rprt-guidelines-FAL11](#)
- [8-05 PerkinsEqpmntInventory-2012](#)
- [8-07 TimeEffort-Forms-2012\\_2019](#)
- [9-01 CCFS-311-Report-2018-19](#)
- [9-02 BOT-Minutes\\_5-21-19](#)
- [9-03 BP6200-BudgetPreparation](#)
- [9-04 3yr-BalanceReport-2017-19](#)
- [9-05 JPA-Webpage-2019](#)
- [9-06 RCCD-Fund61-2018-19](#)
- [9-07 OPEB-IrrevocableTrust-6-30-19](#)
- [10-01 FinancialAid-News-FAL19](#)
- [10-02 FinSrvs-Disbursement-WP-2019](#)
- [10-03 FinanicalAid-Audit-2017-18](#)
- [10-04 BP-AP3280-Grants](#)
- [10-05 AP3281-Grants-FedFund-Guidelines](#)
- [10-06 AP3282-Grants-TimeEffort](#)
- [10-07 AP3283-Grants-CostsTransfers](#)
- [10-08 AP3284-Grants-ParticipantSupCosts](#)
- [10-09 AP3285-Grants-Implementation](#)
- [10-10 AP3286-Grants-SubawardMonitoring](#)

- [10-11 RCCD-Grant-Flowchart](#)
- [10-12 GrantsCommittee-Webpage-2019](#)
- [10-13 Grants-Proposal-PACES](#)
- [10-14 ISPC-Minutes-3-20-19](#)
- [10-15 RCCD-Foundation-Webpage-2019](#)
- [10-16 Agreement-RCCD-Foundation](#)
- [10-17 RCCDF-Financial-Report 2018-19](#)
- [10-18 RCCDF-AuditReport-2018](#)
- [10-19 6100-DelegationAuthority](#)
- [10-20 BP-AP6340-BidsContracts](#)
- [10-21 BOT-Agenda-8-20-19](#)
- [11-01 IncomeExpensesMnRprt 1-1-19](#)
- [11-02 RCCD-MonthlyFinancials-2018](#)
- [11-03 HoldingAccountReport-9-10-19](#)
- [11-04 BOT-Agenda-5-21-19](#)
- [11-05 BOT-Agenda-6-11-19](#)
- [11-06 BOT-Minutes-5-21-19](#)
- [11-07 Budget Set-aside 9-17-18](#)
- [11-08 CertificateInsurance 7-1-19](#)
- [11-09 HoldingAccountReport-9-10-19](#)
- [11-10 OPEB-Agreement](#)
- [11-11 OPEBFundingPlan-2015](#)
- [12-01 GASB-75-Report 2018-19](#)
- [12-02 BP7380-RetireeHealthBenefits](#)
- [12-03 RCCD-RetireeHB-Contributions](#)
- [12-04 Net-OPEB-Obligation](#)
- [12-05 RCCD-OPEB-Trust](#)
- [12-06 RCCD-AuditReport-CalSTRS-PERS](#)
- [12-07 GASB-75Report-2018-19](#)
- [13-01 MeasureC\\_FAQ-Webpage-2019](#)
- [13-02 CBOC-Webpage-2019](#)
- [13-03 VI-C-2-Report 9-21-10](#)
- [13-04 VI-C-2-Report 9-21-10](#)
- [14-01-NOVA FinancialSystem](#)
- [14-02 GrantBudgetApproval-Galaxy-2019](#)
- [15-01 Attigo-Webpage-2019](#)
- [15-02 NSDLS-defaults 10-10-19](#)
- [15-03 RCCD-Audit-2018](#)
- [15-04 RCCD-Audit-2017](#)
- [15-05 RCCD-Audit-2016](#)
- [16-01 BP-AP6340-BidsContracts](#)
- [16-02 RCCD-ContractForm](#)

## Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

### Evidence of Meeting the Standard

College leadership works collaboratively with all stakeholders and governance structures to achieve and maintain institutional excellence. Governance committees and councils are representative of faculty, staff, students, and in some cases, members of the community ([1-01](#)). As shown in lists of committee participants, the voting membership of standing committees and planning councils is comprised of administrators, faculty, staff, and student representatives. An example is the Diversity, Equity and Inclusion Committee, whose membership includes broad representation and participation, including tri-chairs ([1-02](#)). The tri-chair representation also is evident on the Institutional Strategic Planning Council, the Business and Facilities Planning Council, and the Student Services Planning Council ([1-03](#)).

As illustrated in the Norco College Strategic Plan and Process 2013-2018 (extended to 2019) and in the revised Strategic Planning Process (May 2018) ([1-04](#), [1-05](#)), new initiatives and improvements to existing practices are typically initiated by committees and supported by institutional leaders. The governance process is inclusive and ensures that all proposals are vetted with stakeholders. The process also ensures that proposals are aligned with the College's strategic goals in order to achieve effective planning and implementation.

The Institutional Strategic Planning Council (ISPC) is the main coordinating body for all strategic planning and implementation. ISPC's Procedure for Participation in Decision-Making Process ([1-06](#)) articulates how administrators, faculty, staff, and students may bring ideas for improvement to standing committees of the Academic Senate or planning councils. Standing committees of the Academic Senate take action on proposals and make

recommendations to senate, and other college committees make recommendations to ISPC, as illustrated by the Norco College Strategic Planning Process (1-07).

Proposals initiated by institutional leaders are widely discussed before they are implemented. An example of this is the president's fall Flex Days presentation on new and ongoing strategic initiatives to faculty, staff, and managers. The president provides a status report on each initiative and outlines the process by which stakeholders may participate in shaping each initiative (1-08). This discussion was continued in college governance committees throughout the academic year, as shown in selected meeting minutes from ISPC, the Business and Facilities Planning Council (BFPC), and Academic Senate (1-09). The Regular Update newsletter, distributed via email and posted on the president's webpage, summarizes and communicates activities aligned with the strategic goals (1-10).

The College's Completion Initiative is an example of a college-wide effort initiated and led by faculty, staff, administrators, and students and supported by institutional leadership. At the Completion Initiative Summit in summer 2015, attendees reviewed 2010-2014 cohort data of first-time students which revealed that only 9.8 percent completed a degree or certificate in four years. African Americans, African American males, Hispanics, part-time students, and older students were the lowest performing across all metrics. At the summit, faculty, staff, administrators, and students discussed how to address such low completion rates and persistent equity gaps. Attendees reviewed national reports on promising practices to improve student success and developed the Completion Initiative, which is comprised of five interconnected components: meta-majors, guided pathways, faculty advisement, linking college to careers, and developing models of student care (1-11). The Academic Senate and ISPC endorsed the initiative and began implementation, as described in the winter 2018 presentation for the Completion Initiative 2.0 (1-12). This work helped the College secure a grant in 2016 from the California Futures Foundation to further develop meta-majors (called Schools) (1-13). This work paved the way for the College to be selected as one of 20 community colleges to participate in the 2017 California Guided Pathways project (1-14).

One reason that Norco College was named a *Chronicle of Higher Education* Great College to Work For in 2018 was its high score in the category of Collaborate Governance. Faculty reported feeling appropriately involved in decisions related to academic programs (1-15). Colleges selected for this designation collected statements from their respective institutions.

## **Analysis and Evaluation**

As shown in both formal and informal practices, Norco College's leaders support participative processes to create an open environment that allows and encourages all constituents to bring forward ideas for improvement, regardless of rank. The processes currently in place ensure effective planning and implementation that reflect the recommendations of the full college community as supported by its leaders. In addition, following completion of the new Educational Master Plan in fall 2019, in 2019-2020 the College is undergoing revision of the Strategic Plan, which includes assessment of the governance process and decision-making procedures, as identified in an Improvement Plan for this Standard.

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

### **Evidence of Meeting the Standard**

The College relies on BP/AP 2510: Participation in Local Decision Making ([2-01](#)) for guidance on procedures that facilitate input from constituents in the decision-making process. The policy also establishes procedures to facilitate constituent involvement in shared governance at the college and district level. To adhere to BP/AP 2510, the College has established a robust and transparent Strategic Planning Process ([2-02](#)) that illustrates the shared governance structure. It also illustrates how the flow of ideas and decision-making begin at the standing committee level and eventually flow to the District, when applicable. To describe this process, ISPC developed Guiding Principles for Strategic Planning Committees ([2-03](#)), which provides direction to the Academic Senate, college councils, and committees on how to conduct business and describes the way constituents may participate in the decision-making process. The document also describes the committees' and councils' level of authority and general operating procedures.

BP/AP 2510 also delineates the role that students have in shared governance. The policy states, "The Associated Students shall be given an opportunity to participate . . . in the development of District and college policies and procedures that have a significant effect on students." The policy also describes how recommendations made by students should be handled and the process for selecting students to serve on decision-making committees and task forces ([2-04](#)). ISPC's Guiding Principles document includes specific language about students' rights and their roles in the governance process ([2-05](#)). It states, "Students will be represented on all committees unless mutually agreed upon by the committee and ASNC [Associated Students of Norco College]."

ISPC's document named Procedure for Participation in Decision-Making Processes ([2-06](#)) clearly delineates the manner in which individuals bring forward ideas from their constituencies and work together in planning to provide input into institutional governance. The procedure is posted on the Strategic Planning Documents webpage ([2-07](#)). The procedure encourages individuals to solicit input from community entities, community organizations, advisory groups, and educational entities when deemed necessary. The procedure further states how individuals may bring items directly to the ISPC.

### **Analysis and Evaluation**

The College follows board policies and administrative procedures which authorize participation of faculty, staff, administrators, and students in decision-making processes. The institution also follows written policies, principles, and procedures that delineate student

participation, the way individuals bring forward ideas, and the way constituents work together to bring ideas to fruition. During the 2019-2020 strategic planning process, the College will address the need to assess, revise as needed, and document decision-making processes, as documented in an Improvement Plan at the end of this Standard.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

### **Evidence of Meeting the Standard**

The District supports faculty governance in academic matters, as stated in BP 4005: Academic Senate(s) ([3-01](#)), which describes the role and purview of faculty senates in the District to make recommendations on academic and professional matters, known as “10+1,” as described California Education Code ([3-02](#)) and California Title 5 ([3-03](#)). Through BP/AP 3250: Institutional Planning ([3-04](#)), the District empowers the College to utilize academic planning councils and college strategic planning committees, including the Academic Senate, to develop, review, update, and implement plans. Further evidence of substantive and clearly defined roles in institutional governance is demonstrated in BP/AP 2510: Participation in Local Decision-Making ([3-05](#)).

Faculty and administration each have a collective voice through council and committee membership and co-chairing responsibilities as demonstrated by these planning council memberships:

- Institutional Strategic Planning Council (ISPC): Fully one-third of ISPC membership is faculty, including the faculty co-chair, and one-third of ISPC membership is administration, including the administrative co-chair ([3-06](#)).
- Academic Planning Council (APC): A committee of department chairs, this council is co-chaired by academic deans and the faculty "chair of chairs" ([3-07](#)).
- Business and Facilities Planning Council (BFPC): Three faculty members serve on this committee, including the faculty co-chair ([3-08](#)).
- Student Services Planning Council (SSPC): Three faculty serve on this committee, including the faculty co-chair ([3-09](#)).

An example of faculty and administrators agreeing on their roles can be found in the APC minutes of October 12, 2018, related to class scheduling ([3-10](#)).

## Analysis and Evaluation

Board policy determines how college faculty and administrators collaborate on setting policy and decision-making processes, giving each a substantial voice in institutional policies, planning, and budget, and the College endorses that policy through including faculty in decision-making leadership positions in institutional policies, planning, and budgeting.

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

## Evidence of Meeting the Standard

BP 4020: Program, Curriculum, and Course Development ([4-01](#)) describes responsibility for curriculum, which includes “appropriate involvement of the faculty and Academic Senate in all processes.”

As described in [Standard II.A.1](#) and [Standard II.A.2](#), the College has well-defined faculty-driven structures for development of curriculum and student learning programs, as well as reviewing and updating course content, under the purview of the Curriculum Committee, which is a committee of the Academic Senate ([4-02](#)). The Curriculum Handbook details the curriculum process, including the role of the college Curriculum Committee in relation to the district Curriculum Committee ([4-03](#)). The vice president of Academic Affairs co-chairs the college Curriculum Committee ([4-04](#)), and as identified in AP 4020, the district vice chancellor of Educational Services has the primary responsibility for overseeing district curriculum. Though the three district colleges have shared curricula, some courses may be unique to one college.

[Standard II.B.2](#) provides additional detail on the roles and responsibilities of faculty in library and learning resource services.

## Analysis and Evaluation

Existing policies, procedures, and shared governance structures at the College specify faculty and administrators’ responsibility and authority for making recommendations about curriculum and student learning programs and services. In addition, as part of an evaluation of policies and procedures to ensure practices are functioning effectively, in 2019 the College participated in a districtwide revision of the Curriculum Handbook, a process evident in college Curriculum Committee minutes of September 10, 2019 ([4-05](#)).

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

## Evidence of Meeting the Standard

BP/AP 3250: Institutional Planning ([5-01](#)) mandates that institutional planning processes be “broad-based, comprehensive, systematic, and integrated” into all aspects of decision-making within the District. The Board of Trustees has the ultimate decision-making responsibility for adopting policies necessary for the efficient operation of the College and consistent with law as defined by BP 2410: Policy and Administrative Procedure ([5-02](#)). The role of the Board of Trustees is described in detail in [Standard IVC](#).

[Standard IV.A.2](#) and [IV.A.3](#) describe the College’s decision-making processes, which include administration, faculty, staff, and students, and are demonstrated in the Strategic Planning Process flowchart, revised in May 2018 ([5-03](#)). Decisions and procedures often start at committees, which have particular expertise and responsibility, such as the Curriculum Committee and the Technology Committee, and are shared both laterally, to other relevant committees, and upwardly, to one of the planning councils, the Academic Senate, or directly to ISPC. If sent to a planning council or the Academic Senate, the policy is affirmed and sent to ISPC and then to the college president. If necessary, the item is brought to Committee of the Whole (COTW) for approval and then the president relates the policy to the District through the District Strategic Planning Council (DSPC) and the chancellor, and, ultimately, to the Board. The Committee of the Whole Guiding Principles document exemplifies this process ([5-04](#)). The Associated Students of Norco College (ASNC) is its own deliberative body and provides direct input to ISPC ([5-05](#)). As described in [Standard IV.A.2](#), ASNC members also serve as student representatives on college-wide councils and committees. It is not uncommon for the ASNC representative to share a perspective on how a policy might affect students ([5-06](#)). If a planning, process, or other institutional change is initiated at the council level, such as at ISPC, then representatives of the council confer with constituent committees by presenting the change and requesting approval, as indicated in the initiation of a smoking policy change in fall 2016 ([5-07](#)).

In 2018 the Classified Senate was reactivated after years-long hiatus. However, since CSEA Chapter 535 is recognized as the exclusive representative body for classified professionals, the Classified Senate is currently not recognized as a separate shared governance group. The College continues to involve classified professionals in all areas of shared governance through the tri-chair system and through representation on councils and committees, and continues to discuss the potential role of the Classified Senate in shared governance.

[Standard IV.A.1](#) identifies the College’s common practice of three chairs for college-wide committees—one administrator, one faculty, and one classified staff—and committee membership includes additional representatives from other constituencies. Committees that are more central to faculty or staff have two chairs: one administrative and one faculty/staff, such as the administrative and faculty co-chairs for the Assessment Committee ([5-08](#)) and the administrative and staff co-chairs for the Technology Committee ([5-09](#)).



## Analysis and Evaluation

The College involves all constituencies in the decision-making process to ensure that various perspectives and interests help shape institutional improvements. The flow chart and the process work effectively; it is not a fast process, but it is continual and allows ample time for discussion and measured decision-making. In addition, as part of revision of the Strategic Plan, the flow chart and process are being updated in the 2019-2020 academic year.

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

## Evidence of Meeting the Standard

The Strategic Planning Process (revised 2018) (6-01) illustrates how ideas, improvements, and initiatives are brought forth and discussed in the appropriate committees and councils and sent through the college governance process until they reach the president. To communicate ideas, improvements, and initiatives to be discussed, all committees and councils and the Academic Senate distribute agendas via email to the college community. Agendas clearly indicate action items, accompanied by supporting documents and information items. An example is the May 23, 2018, agenda for the Grants Committee (6-02). Committee and council decisions are documented in minutes. An example can be found in ISPC minutes of May 16, 2018, showing approval of the institutional reorganization (6-03). For transparency, agendas, minutes, and corresponding attachments are posted on each committee's webpage on a regular basis, as shown on this webpage for ISPC (6-04).

As described in [Standard IV.A.2](#), ASNC appoints at least one student to serve on each council and committee. Student representatives communicate issues and actions discussed in committees and council meetings to the student body at their weekly ASNC meetings (6-05). All reports are documented in minutes and posted on the ASNC website (6-06).

To encourage participation in the governance process, college leadership uses email to inform the college community about major initiatives being considered, the decision-making process, and the timeline, as shown in the president's email of April 23, 2018, which provides an update on the institutional reorganization taking place (6-07). College leadership also communicates resource allocation decisions via email on an annual basis (6-08). As described in [Standard I.B.7](#), the Office of Institutional Effectiveness produces reports, including accomplishments of Educational Master Plan goals and objectives, which are shared at ISPC and posted to the college website. Additionally, strategic actions and decisions associated with strategic goals are communicated via the Regular Update newsletter distributed by email to the college listserv every other week during the semester and once a month during intersessions, and archived on the college website (6-09). The Regular Update provides information about progress on College goals and objectives. It also provides information about major plans being developed such as the Educational Master Plan. For example, the March 8, 2019, Regular Update provides news about the development of the 2030 Educational Master Plan under the heading Strategic Planning (6-10). The

newsletter issue also provides a schedule of public meetings for faculty, staff, and students to provide feedback.

## Analysis and Evaluation

Decisions and resulting actions from the College's shared governance processes are communicated regularly in multiple ways, including email, and made available for stakeholders and the public on the college website.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

## Evidence of Meeting the Standard

The revised Policy and Procedures for Regular Evaluation of Integrated Institutional Planning, Budgeting and Decision-making Processes, Policy 2010-01 (7-01), outlines the process and cycle used to evaluate leadership roles and decision-making policies and procedures. The policy also outlines the methods used to evaluate the effectiveness of the evaluation cycle. The College widely communicates results of its evaluation cycle and the actions taken through reports linked on the publicly accessible Institutional Effectiveness / Evaluation Process webpage (7-02). Evaluation reports are also presented at various meetings, such as the Annual Progress Report and Annual Evaluation Report presented to ISPC by the dean of Institutional Effectiveness in November 2018 (7-03) and the end-of-year memorandum regarding planning and resource prioritization distributed via email to all employees (7-04).

One part of this evaluation process, the Institutional Effectiveness and Planning Survey (IEPS) (7-05), is typically disseminated in May to all staff, faculty, and managers. The survey assesses understanding of and satisfaction with planning, program review, resource allocation, and decision-making processes, and the extent to which these processes are effectively integrated. The survey also assesses employees' satisfaction with human and physical resources, campus climate, and resource allocation. Whereas the IEPS evaluates the planning process, the Survey of Effectiveness of the Planning Councils (7-06) looks at the effectiveness of college councils in the decision-making process. This is a ten-question survey focused on issues related to assessment, decision-making processes, the prioritization of resource requests from program review, and linkages between decision making and strategic planning. Additionally, the Academic Senate and Senate Standing Committees Survey of Effectiveness (7-07) is sent to committee co-chairs, and they forward the survey to their respective members. The co-chairs receive a summary of their results and place the topic on their group's meeting agenda for committee members to self-reflect and discuss, as shown in this example from the Distance Education Committee (7-08). Chairs of the Academic Senate, college committees, and councils review and discuss survey results with their members in regularly scheduled meetings, as shown in the April 17, 2019, minutes of

the Distance Education Committee (7-09), and chairs develop plans of action to address areas of improvement. The Office of Institutional Effectiveness compiles all evidence of the Regular Evaluation of Integrated Institutional Planning, Budgeting and Decision-making Processes in the Report of the Annual Evaluation Cycle (7-10).

In addition to the use of surveys, the College schedules Annual Open Dialogue sessions (7-11) to allow faculty, staff, administrators, and students to discuss topics of their choosing. The sessions provide an opportunity to bring up questions, concerns, and ideas with no set agenda, as evidenced in a report from the June 6, 2018, session (7-12). ISPC reviews topics raised in Open Dialogue, and council co-chairs incorporate topics as agenda items throughout the year. For example, in fall 2019, ISPC identified a need to review the resource prioritization process (7-13), and minutes of March 2019 show this discussion in progress (7-14).

In addition, the Annual Progress Report on Educational Master Plan Goals, Objectives, and “Dashboard Indicators,” described in [Standard I.B.3](#), shows use of data for improvements from year to year, including charting progress on Goal 6: Demonstrate Effective Planning Processes (7-15).

## **Analysis and Evaluation**

The College follows policies and procedures for annual evaluation of the institution’s governance structure, decision-making policies, procedures, and processes to ensure their integrity and effectiveness. The results of evaluation processes are widely communicated to all constituents via committee meetings and minutes, emails, reports, and postings on the College’s website for public viewing.

## **Conclusions on Standard IV.A. Decision Making Roles and Processes**

College decision-making roles and processes are evident and robust. Through established policies, procedures, and practices, the College demonstrates its commitment to promoting student success, sustaining academic quality, integrity, and fiscal stability. Staff, faculty, administrators, and students have clearly defined leadership roles in the decision-making process that are focused on promoting collaboration for the improvement and support of academic programs and services. Great emphasis is placed on the annual evaluation cycle, and results of evaluations are used to make continuous institutional improvements. The strategic planning process clearly delineates and recognizes the roles that committees, councils, and constituent groups have in the decision-making process, while acknowledging the formal responsibilities of the president and the Board of Trustees. In the 2019-2020 academic year, the College is developing an updated Strategic Plan, and will assess its governance and workflow processes and procedures, as indicated in the Improvement Plan below. Board policies and administrative procedures also delineate the District’s and the College’s roles in leadership and governance, as well as policies for allocation of resources.

## Improvement Plan

Standard	Description of Change / Improvement	Expected Outcome(s)	Timeline	College Leads	Integration into College's Ongoing Evaluation and Planning Processes
IV.A (especially IV.A.6, IV.A.7)	As part of developing the updated Strategic Plan, through the governance process, the College will assess, revise as needed, and document governance and workflow processes and procedures, integrating and aligning with District council and committee structure, processes, and procedures, as applicable.	<p>1. Governance processes assessed. Document developed, distributed, and shared widely. Implementation of processes and procedures.</p> <p>2. Ongoing training plan developed and implemented for new council and committee members.</p>	<p>1. fall 2019-spring 2020</p> <p>2. spring 2020-ongoing</p>	President's Cabinet with faculty, staff, and student leadership	<p>Governance processes and procedures will be implemented into the structure of the College.</p> <p>Governance processes will be assessed through annual assessments:</p> <ul style="list-style-type: none"> <li>--Committee and council surveys</li> <li>--Planning surveys</li> <li>--Annual progress reports</li> </ul>

## Evidence List

- [1-01 Committees-Webpage-2019](#)
- [1-02 DEI-TriChair-Webpage-2019](#)
- [1-03 TriChair-Webpages-2019](#)
- [1-04 Process-StrategicPlan-2013-18](#)
- [1-05 StrategicPP-5-16-18](#)
- [1-06 ProcedureParticipation-SPR13](#)
- [1-07 StrategicPP-5-16-18](#)
- [1-08 FLEX-Presentaion-8-24-18](#)
- [1-09 ISPC-NAS-Minutes\\_JFK-DualEnrol](#)
- [1-10 JFK-DE-RegularUpdate-10-19-18](#)
- [1-11 GuidedPathwaysWG-Webpage-2019](#)
- [1-12 CI-2.0-Summit-PPT 2-2-18](#)

- [1-13 CI-CFF-Proposal-10-2016](#)
- [1-14 CAGuidedPathways-Website-2019](#)
- [1-15 GCTWF-ChronicleHEd-2018](#)
- [1-16 GCTWF-2019](#)
- [2-01 BP-AP2510-ParticipationDecisionMaking](#)
- [2-02 StrategicPP-5-16-18](#)
- [2-03 GuidingPrinciplesSP-3-26-13](#)
- [2-04 BP-AP2510-Students](#)
- [2-05 GuidingPrinciplesSP-Students-3-26-13](#)
- [2-06 ProcedureParticipation-SPR13](#)
- [2-07 SP-PlanningDocs-Webpage-2019](#)
- [3-01 BP4005-AcademicSenate](#)
- [3-02 CA-AB1725-9-19-88](#)
- [3-02 NAS-ED Code](#)
- [3-03 AcademicSenate-Title5](#)
- [3-04 BP AP3250-InstitutionalPlanning](#)
- [3-05 BPAP2510-LocalDecisionMaking](#)
- [3-06 ISPC-Membership-Webpage-2019](#)
- [3-07 APC-Membership-Webpage-2019](#)
- [3-08 BFPC-Membership-Webpage-2019](#)
- [3-09 SSPC-Membership-Webpage-2019](#)
- [3-10 APC-Minutes-10-12-18](#)
- [4-01 BP-AP4020-CurriculumDev](#)
- [4-02 CurriculumCommittee-2019](#)
- [4-03 RCCDCurriculumHB-2019](#)
- [4-04 Curriculum-Membership-2019](#)
- [4-05 CurriculumCommittee-Minutes-9-10-19](#)
- [5-01 BP AP3250-InstitutionalPlanning](#)
- [5-02 BP-AP2410-Policy-AdminProcedure](#)
- [5-03 StrategicPP-5-16-18](#)
- [5-04 COTW-GuidingPrinciples-2016](#)
- [5-05 ASNC-Webpage-2019](#)
- [5-06 StudentPerspective-NAC-LAC](#)
- [5-07 ISPC-smoking 9-21-16](#)
- [5-08 NAC-Co-Chairs-Webpage-2019](#)
- [5-09 Technology-Co-Chairs-Webpage-2019](#)
- [6-01 StrategicPP-5-16-18](#)
- [6-02 Grants-Agenda-5-23-18](#)
- [6-03 ISPC-Minutes-5-16-18](#)
- [6-04 ISPC-Archived-Webpage-2019](#)
- [6-05 ASNC-Minutes-3-14-19](#)
- [6-06 ASNC-Archived-Webpage-2019](#)
- [6-07-NOR-ALL-4-23-18](#)
- [6-08 EndofYearMemo-2019](#)

- [6-09 RegularUpdate-Webpage-2019](#)
- [6-10 RegularUpdate-3-8-18](#)
- [7-01 NC-Policy2010-01-FAL16](#)
- [7-02 EvaluationProcessSP-Webpage-2019](#)
- [7-03 ISPC-Minutes-11-7-18](#)
- [7-04 EndofYearMemo-2019](#)
- [7-05 IEandPlanningSurvey-2019](#)
- [7-06 PlanningCouncilsSurveys-2019](#)
- [7-07 NAS-Survey-Committees-2019](#)
- [7-08 DEC-Agenda-4-17-19](#)
- [7-09 DEC-Minutes-4-17-19](#)
- [7-10 AnnualEvaluationReport-2017-18](#)
- [7-11 PlanningDoc-Webpage-2019](#)
- [7-12 ISPC-OpenDialogue-2018](#)
- [7-13 ISPC-Minutes\\_9-5-18](#)
- [7-14 ISPC-Minutes\\_3-6-19](#)
- [7-15 ProgressReportGoals-EMP-9-13-18](#)

## **B. Chief Executive Officer**

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

### **Evidence of Meeting the Standard**

Consistent with BP/AP 2430: Delegation of Authority to Chancellor and Presidents ([1-01](#)), the president has the primary responsibility for the quality of the College, as is demonstrated in the job description for the position ([1-02](#), [1-03](#)), which states the chief executive officer's responsibilities in the areas of leadership, governance, and advocacy; instruction and student services; human resources; and planning, administration, and resource management.

The president leads planning efforts, ensuring that all processes and decisions are based on data and aligned to the college mission and strategic initiatives. The president serves as the administrative co-chair of the Institutional Strategic Planning Council (ISPC) along with faculty and classified professional co-chairs ([1-04](#)). The membership of the council is prescribed to ensure representation across the College ([1-05](#)). The main coordination for all strategic planning at the College rests in ISPC, which includes representatives from Business and Facilities Planning Council, Student Services Planning Council, the Academic Planning Council, the Academic Senate, and the Associated Students of Norco College. ISPC's

webpage explains that the three main goals of this council are to assure that planning and resource allocation tie to program review, to reinforce student learning as the highest priority, and to ensure that the direction of the College is driven by the institutional mission and Educational Master Plan (1-06). As a co-chair of ISPC, the president provides leadership in the various functions of the College, including planning, budgeting, and assessing institutional effectiveness.

Under the president's leadership, in spring 2018 the College underwent a reorganization to support its Schools structure in moving towards a Guided Pathways institution. From the beginning, the main motivation, as described in the president's emails throughout the process of reorganization—such as those from March 14, March 22, and May 23, 2018—has been to facilitate improvement of student achievement (1-07, 1-08, 1-09). After nearly forty iterations of the functional organizational chart, the College unanimously approved its first functional reorganization around four Schools and Guided Pathways. Current college organizational charts, found in the [Organizational Information](#) section of this self-evaluation report, show the realization of these efforts. In addition, the president has been instrumental in development of the new Educational Master Plan and related strategic initiatives approved by the campus community. As with the institutional reorganization, the president has provided leadership in the vision and planning that led in 2019 to a new Educational Master Plan and Facilities Master Plan, and has continued those efforts toward development of the Strategic Plan, as indicated in the deliberation process for the Educational Master Plan and Facilities Master Plan and ISPC minutes of October 16, 2019 (1-10).

The president, with the assistance of the College's human resources liaison, ensures the integrity of the hiring processes. As described in administrative procedures for hiring of administrative personnel, classified personnel, and full-time faculty, the president approves recruitments in the online hiring tracking system (1-11). Also, in accordance with AP7120c: Full-Time Faculty Recruitment and Hiring, the president, in conjunction with the Academic Senate, reviews and recommends the hiring of new and replacement full-time faculty positions (1-12). Finally, full-time faculty interviews occur on the college campus with the president or designee along with prescribed hiring committee members. Upon the recommendation of the committee, the president selects the candidate best suited for the position. The president led a team that participated in the Center for Urban Education (CUE) equity conferences in 2017, which supports professional development in equity and exemplifies a commitment to improving the hiring process (1-13). Faculty and staff serving on hiring committees were asked to re-envision the way in which applicants are screened for their commitment to supporting issues of equity and diversity on the campus. This resulted in significant changes to the college application and the tone of hiring practices around this issue, as shown in a revised faculty job description (1-14). A further example of the president's involvement in developing personnel can be found in presentations at beginning-of-the-semester Flex Days, which are noted in [Standard IV.A.1](#).

The president communicates regularly with the College through attendance at council and committee meetings, standing meetings, and by email. As evident in the president's spring 2019 and fall 2019 calendar, weekly meetings are scheduled with the Executive Cabinet (1-15). Also shown in the spring 2019 calendar are monthly meetings with leadership in the

Academic Senate, California Teachers Association (CTA), California School Employees Association (CSEA), and ISPC co-chairs; in 2018-2019, the president held these informational and communication meetings during development of the Educational Master Plan and other planning discussions. In addition, to ensure timely and open communication in keeping college personnel abreast of progress made on strategic initiatives, the president initiated the Regular Update, an electronic newsletter, beginning in November 2017. The Regular Update is distributed to the college community every two weeks during the fall and spring semesters and once a month during intersessions (1-16). All Regular Update newsletters are archived on the college website (1-17) and, as of spring 2019, include the mission statement.

## **Analysis and Evaluation**

The president has evidenced leadership through active engagement in the College's integrated strategic planning process, employee hiring, and professional development. The president is ultimately responsible for the institution's decision-making and takes recommendations from strategic planning councils along with taking input from the senate and bargaining unit representatives. The president provides leadership to set the strategic priorities of the institution. The president regularly communicates with the College to ensure transparency and understanding of the importance of a culture of evidence and a focus on student learning.

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

## **Evidence of Meeting the Standard**

The president effectively plans an administrative structure, organized and staffed to reflect the unique mission and vision of Norco College as outlined in BP/AP 2430: Delegation of Authority to Chancellor and Presidents (2-01). In the role of primary lead for the institution, the president is empowered to hire and assign job duties and responsibilities that ensure that the College employs and maintains qualified and competent administrators, faculty, and staff, as explained in [Standard IV.B.1](#). The president also delegates responsibilities to administrators and others in a manner that is consistent with their job responsibilities, as exemplified in the job description for the vice president of academic affairs (2-02). As shown in the College's [Organizational Charts](#), the president oversees an executive team consisting of the vice president of Academic Affairs, vice president of Business Services, vice president of Strategic Development, and vice president of Student Services. The organizational charts and managerial functions clearly set forth the authority of each executive and manager at the College. The president evaluates administrators on an annual basis per BP/AP 7150: Employee Evaluations (2-03). Cabinet members meet during standard weekly meetings where the strategic directions of the institution are discussed and reinforced, as evidenced by the president's calendar (2-04).



The president plays a lead role in planning, overseeing, and evaluating the administrative structure. As detailed in [Standard IV.B.1](#), in order to align the organizational structure with new initiatives and programs that support the College's vision and mission, the president launched a major institutional reorganization in spring 2018. In addition to aligning the organization to the development of four Schools in support of Guided Pathways, the reorganization led to the creation of a new Strategic Development division, responsible for garnering outside resources, both private and public, in order to assist students in being more successful. Included in the new division are the new positions of vice president of Strategic Development and dean of grants development and administration. The new organizational structure ensures collaboration with respective District units (Grants, Strategic Communications, Economic Development, and the RCCD Foundation) and is reflective of the community and students that the College serves.

### **Analysis and Evaluation**

Consistent with board policy, the president builds, oversees, and evaluates the administrative structure of the College to ensure maximum productivity and efficiency. As demonstrated in the recent institutional reorganization and in the current organizational charts, the president evaluates the structure of the College to ensure that it is agile in maintaining quality.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
  - establishing a collegial process that sets values, goals, and priorities;
  - ensuring the college sets institutional performance standards for student achievement;
  - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
  - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
  - ensuring that the allocation of resources supports and improves learning and achievement; and
  - establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

### **Evidence of Meeting the Standard**

The College's president has established collegial processes within the structure of the institution to set institutional values, goals, and priorities. This structure includes planning councils, college committees, and committees of the Academic Senate, as outlined in the strategic planning process, revised in May 2018 ([3-01](#)). As shown in the Strategic Plan 2013-2018 (extended to 2019), the strategic planning cycle is driven by program reviews, accreditation standards, and the Educational Master Plan ([3-02](#)). Importantly, in the role of administrative co-chair of ISPC, the president facilitates evidence-based planning, setting of goals and standards, resource allocation to support student learning and achievement, and institutional assessment in support of the college mission, which are the purview of this council, as explained in [Standard IV.B.1](#).

As illustrated by the president's role on ISPC, the annual memo on resource allocation ([3-03](#)), and guidance in the development of the new Educational Master Plan and Facilities Master Plan, as discussed in [Standard IV.B.1](#), the president is actively involved in the College's planning and resource allocation processes. The setting of priorities and goals occurs through these collegial, participatory processes.

The president delegates the Office of Institutional Effectiveness to develop institution-set standards (ISS) to measure program and institutional performance, as shown on the webpage listing ISS reports ([3-04](#)). As presented in [Standard I.B.3](#), these standards are based on analyses of prior institutional performance and collegial dialog within shared governance councils. Planning and evaluation rely on high quality research and analysis, as described in [Standard I.B.1](#).

Since the fall of 2017, the president has been key in guiding institutional improvements through active participation as a team member of the California Guided Pathways project. The president ensures project actions are carried out through the shared governance process. The involvement of executive leadership supports substantial gains in implementing a guided pathways framework, as documented in the college's annual Guided Pathways Action Plan, Timeline, and Allocation Summary ([3-05](#)).

## **Analysis and Evaluation**

As evidenced by established policies and procedures, the president guides institutional improvement of the teaching and learning environment. The president oversees a clear shared governance and planning structure that considers outcomes regarding student learning based on high quality research and analysis of external and internal conditions. Importantly, the president oversees the institution's vision, mission, and beliefs that highlight student learning and achievement, including development of the college Educational Master Plan during 2019 and the Strategic Plan in 2019-2020.

As described in the Analysis and Evaluation section of [Standard IV.D.4](#), it became evident in the 2019 master planning process that College and District leadership roles were not well aligned. This led to differing expectations concerning the future direction of the College. To address process and governance gaps, the College is working closely with District leadership and councils to better align with current procedures and roles to ensure effective and timely operations.

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

## Evidence of Meeting the Standard

BP/AP 3200: Accreditation ([4-01](#)) identifies the role of the college president in appointing, with the Academic Senate president, an accreditation self-study chair. The self-study process involves the creation of Standards committees to guide campus-wide involvement of administrators, faculty, classified professionals, and students, as seen in the list of committees for Norco College's Accreditation 2020 provided in the [Organization of the Self-Evaluation Process](#) section of this report. The president has been involved in this effort from the beginning, as shown in emails to new accreditation Standards committee co-chairs in November 2017 and in opening remarks on March 2, 2018, at the Accreditation Standards Committees meeting ([4-02](#), [4-03](#)). In addition, in fall 2019, the president met with the college accreditation co-chair team on a regular basis ([4-04](#)).

As described in [Standard IV.B.2](#), the president holds weekly meetings with the Executive Cabinet to ensure that the objectives for the College are clearly defined, to identify the conditions under which these objectives can reasonably be achieved, and to then ensure this vision is disseminated college-wide via the members of the Executive Cabinet to their constituencies.

## Analysis and Evaluation

The president, in conjunction with faculty, staff, and administrative leaders, encourages and supports full participation of the college community in the accreditation process and continuous quality improvement. The president takes full responsibility for ensuring that the Executive Cabinet and campus leadership are accountable for complying with eligibility requirements, accreditation Standards, and Commission policies.

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

## Evidence of Meeting the Standard

BP/AP 2430: Delegation of Authority of Chancellors and Presidents states that the college president "is responsible for carrying out the district policies" and is the "final authority at the college level" ([5-01](#)). The president's role in implementation of statutes, regulations, and governing board policies is outlined in the job description, which is discussed in [Standard IV.B.1](#). The president holds the Executive Cabinet accountable for their areas of responsibility, as outlined in the [Organizational Charts](#), to ensure that college practices align with the college mission and with district policies and procedures. The president also produces monthly public reports to the Board of Trustees ([5-02](#)) that address key college issues, including legal and policy updates.

The president delegates the work of budget and expenditures to the vice president of Business Services, and ISPC ensures that resource allocations are based on college-wide

strategic planning efforts, as presented in [Standard IV.B.3](#). AP 6100: Delegation of Authority (Business and Fiscal Affairs) describes the parameters of the president's authority for grant applications and contracts ([5-03](#)).

The president assures that institutional practices are consistent with the college mission and polices, including effective control of budget and expenditures, as described in [Standard I.A.3](#), [Standard III.D.2](#), and [Standard IV.B.1](#).

### **Analysis and Evaluation**

In alignment with board policy and the requirements of the job description, the president assures implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with college mission and policies, including effective control of budget and expenditures. This occurs, in part, through organizational responsibilities as presented in college organizational charts.

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

### **Evidence of Meeting the Standard**

The president communicates regularly with external stakeholders through attendance and presentations at local city council, school board, and community meetings. Through these efforts, the president ensures that local constituencies understand the value of Norco College and the accessibility of its learning opportunities. The president is responsible for coordinating with the community to ensure that the College is meeting its mission, as evidenced by the CEO's calendar of community engagement from January 2017 to January 2019 ([6-01](#), [6-02](#)) and also in fall 2019 ([6-03](#)).

The president ensures the community, public, and civic leaders are informed of the strategic priorities and progress of the college. One example is found in the annual Dinner with the President event each spring ([6-04](#), [6-05](#)), which helps inform the community of the College's strategic priorities, the progress in meeting priorities, and ways the community can contribute. The president cultivates relationships with educational partners in preschool through 12th grade and local universities, as shown in the January 2019 presentation to the Corona-Norco Unified School District Board of Trustees ([6-06](#)), joint board meetings with local school districts ([6-07](#)), and a February 15, 2018, Transfer Pathways meeting between RCCD and California State University, San Bernardino, which was attended by college presidents in the District ([6-08](#)). Similarly, the president cultivates relationships with local chambers of commerce, such as presentations to the Corona Chamber of Commerce in October 2017 and to the Norco Chamber of Commerce in September 2018 ([6-09](#), [6-10](#)); and with business, philanthropic, and government entities, as shown in presentations to the City of Corona in August 2018 and to the City of Eastvale in September 2018 ([6-11](#), [6-12](#)). The president also meets regularly with the College's neighbors, including the California Rehabilitation Center and the Naval Warfare Assessment Center, leaders from which

attended the President's Dinner in 2019 ([6-13](#)). The president actively engages the community in decision-making for matters that impact the College. As an example, the president assembled an ad-hoc traffic committee and hosted a series of community forums to establish a consensus on an alternative road solution for the College ([6-14](#)). Establishing a secondary entrance is a longstanding priority for the College, and this is one example of the way the president effectively communicates with the community and involves them in the decision-making process. In addition, the president currently serves on community boards, such as the Corona Historic Preservation Society and Soroptimist International of Corona. The president also speaks at community events. For example, in October 2017, the president presented to the Norco/Eastvale Rotary, and in August 2018 the president spoke at the Circle City Rotary ([6-15](#), [6-16](#)). The president also is involved with local legislators in an effort to move college strategic initiatives forward, as is evidenced by two million dollars appropriated to the College for the Veterans Resource Center and veterans articulation, and another five million dollars for an early childhood education center, as well as a million dollars for a workforce development center ([6-17](#), [6-18](#)).

The president hosts monthly President Advisory Board (PAB) meetings that include civic leaders, educators, nonprofit executives, and business owners ([6-19](#)).

### **Analysis and Evaluation**

By maintaining multiple connections with community leaders and participating in various organizations in the College's service area, the president effectively communicates with communities served by the institution. The president's work in the service area has provided the College with the opportunity to participate in and contribute to the discussion of local issues and has provided the community with the opportunity to influence and participate fully in the affairs of the College.

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### **Conclusions on Standard IV.B. CEO**

Consistent with district and college policies and procedures, the college president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The president has demonstrated leadership in providing an organized administrative structure that is focused on the maximizing productivity and efficiency and an overall institutional commitment to the teaching and learning environment. Furthermore, the president ensures the College meets or exceeds the eligibility standards for accreditation requirements. The president sustains an effective working relationship with the communities served by the institution and maintains regular communication with the internal and external community.

### **Evidence List**

- [1-01\\_BP-AP2430-DelegationAuthority](#)
- [1-02\\_JD-President-2009](#)

- [1-03 NC-PresidentSearchProspectus-2019](#)
- [1-04-ISPC-Chairs-Webpage-2019](#)
- [1-05 ISPC-Membership-Webpage-2019](#)
- [1-06 ISPC-Webpage-2019](#)
- [1-07 ReeceReorgEmail-8-14-18](#)
- [1-08 ReeceReorgEmail-3-22-18](#)
- [1-09 ReeceReorgEmail-5-23-18](#)
- [1-10 ISPC-Minutes\\_9-4-19](#)
- [1-11 AP7120abc](#)
- [1-12 AP7120c-Faculty](#)
- [1-13 CUE-Equity-Travels-2017\\_2018](#)
- [1-14 FacultyJDChanges-Equity-4-25-18](#)
- [1-15 PresCalendar-2019](#)
- [1-16 RegularUpdate-9-6-19](#)
- [1-17 RegularUpdate-Webpage-2019](#)
- [2-01 BP-AP2430-DelegationAuthority](#)
- [2-02 JD-VP-AA\\_2-15-18](#)
- [2-03 BP-AP7150-EmployEvaluations](#)
- [2-04 PresCalendars-2019](#)
- [3-01 StrategicPP-5-16-18](#)
- [3-02 Process-StrategicPlan-2013-18](#)
- [3-03 EndofYearMemo-2019](#)
- [3-04 IR-Webpage-2019](#)
- [3-05 GP-ActionPlan-SPR18](#)
- [4-01 BP-AP3200-Accreditation](#)
- [4-02 Accreditation-Email\\_11-8-17](#)
- [4-03 Accreditation2020-Minutes\\_3-2-18](#)
- [4-04 PresAccreditation-Meetings-FAL19](#)
- [5-01 BP-AP-DelegationAuthority](#)
- [5-02 BOT-Minutes\\_8-20-19](#)
- [5-03 BP-AP-DelegationAuthority-BFA](#)
- [6-01 ComminuityOutreach-Events](#)
- [6-02 PresCalendar-SPR19](#)
- [6-03 PresCalendar-FAL19](#)
- [6-04 DinnerPres-PPT-2018](#)
- [6-05 DinnerPres-2019](#)
- [6-06 CNUSD-BOT-PPT\\_1-22-19](#)
- [6-07 BOT-CNUSD-Minutes\\_10-10-17](#)
- [6-08 CSUSB-TransferPathways\\_2-15-18](#)
- [6-09 NC-CoronaChamber-PPT\\_10-13-17](#)
- [6-10 NC-NorcoChamber-PPT\\_9-19-18](#)
- [6-11 NC-CoronaCouncil-PPT\\_8-1-18](#)
- [6-12 NC-EastvaleCouncil-PPT\\_6-12-18](#)
- [6-13 DinnerPresident-Photos-2019](#)

- [6-14 AdHoc-TrafficCommittee-2017](#)
  - [6-15 NC-Norco-EastvaleRotary-PPT 10-5-17](#)
  - [6-16 NC-CoronaRotary-PPT 8-8-18](#)
  - [6-17 CA-Budget-Vets-2017-18](#)
  - [6-18 PR-Cervantes-Vets 4-3-19](#)
  - [6-19 NC-PAB-Summary-2019](#)
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## C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

### Evidence of Meeting the Standard

The five-member Board of Trustees, elected by the citizens of the Riverside Community College District (RCCD), governs in accordance with the authority granted and duties defined in Education Code Section 70902 ([1-01](#)).

The Board has a number of policies within its Policy Manual on the Board of Trustees webpage ([1-02](#)) that specifically address the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Board has the ultimate decision-making responsibility for adopting policies necessary for the efficient operation of the College and consistent with law as defined by Board Policy (BP) 2410: Policy and Administrative Procedure (AP) ([1-03](#)). For instance, the Board recognizes and approves the District and college missions in BP 1200: District Mission ([1-04](#)), and the Board shows its responsibility to quality improvement in BP/AP 3225: Institutional Effectiveness ([1-05](#)). BP 2430: Delegation of Authority to Chancellor and Presidents defines the Board's authority and the Board's delegation of authority to the CEO to administer policies and execute Board action ([1-06](#)). BP 2510: Participation in Local Decision Making defines the authority and responsibilities of the Board, which has ultimate decision-making authority in areas designated by state and federal law ([1-07](#)). In addition, BP/AP 2200: Committees of the Board outlines the duties and responsibilities of the Board ([1-08](#)).

### Analysis and Evaluation

Board of Trustees policies delineate the Board's accountability for academic quality, integrity, the effectiveness of learning programs and services, and financial stability. BP/AP 3225 identifies the Board's commitment to quality improvement, and BP 1200 demonstrates support of the institutions' missions. BP/AP 2410: Policy and Administrative Procedure identifies periodic review and continual evaluation for board policies and administrative procedures ([1-09](#)). Based on the chancellor's evaluation of the board policies and administrative procedures in 2018-2019, the District and Board undertook the process of revising and renumbering the board policies to be more functional and to provide more clarity. One goal has been to better align BPs and APs ([1-10](#)).

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

### **Evidence of Meeting the Standard**

The Board of Trustees acts as a whole and legally can function only as a group to represent the communities served by the District. BP 2200: Board Duties, Responsibilities, and Privileges delineates the duties and responsibilities of the Board. One of the provisions in this policy explicitly states that the Board can only “act as a whole to represent the communities served by the District” (2-01). The student trustee, who serves a one-year term, does not vote and does not participate in closed sessions but is empowered to ask questions and to discuss issues before the Board. The Board follows the Brown Act (2-02), which prohibits board members from conducting district business outside recognized and announced board meetings. Some actions, which are listed in BP 2330: Quorum and Voting, require a two-thirds majority vote of the Board (2-03). Also, BP 2720: Communications among Board Members prohibits board members from communicating with one another in any form outside of regular board meetings “to discuss, deliberate, or take action on any item of [district] business” (2-04).

### **Analysis and Evaluation**

Board policies state that the trustees act as a collective unit in support of any decision that is made. While individual board members represent their own geographical areas, the Board as a whole supports Board decisions regardless of individual viewpoints. Members vote unanimously on nearly all items presented for approval, including the hiring of administrative personnel, as shown in certified minutes from January 15 and May 21, 2019 (2-05).

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

### **Evidence of Meeting the Standard**

BP/AP 2431: Chancellor Selection (3-01) specifies that the process will be “inclusive, transparent, and participatory.” Representatives from each of the District’s constituency groups participate in the selection (3-02). The Board adhered to this policy in selecting the current chancellor, as shown in a District memo of September 25, 2017 that describes the beginning of the search (3-03) and Board of Trustees minutes of November 21, 2017, at the end of the search process (3-04).

BP/AP 2435: Evaluation of Chancellor (3-05) provides the framework for the chancellor’s evaluation. This evaluation takes place annually and complies with the terms of the chancellor’s employment contract. BP 2435 stipulates that the evaluation process is “jointly agreed to by the Board of Trustees and the Chancellor.” Annually during closed sessions held



during the May and June Board meetings, the chancellor reviews his or her accomplishments of the previous year's agreed-upon objectives and submits objectives for the upcoming year (3-06). In turn, the chancellor receives a written response/evaluation from the trustees through an attorney representing the District. The evaluation of the chancellor becomes part of the chancellor's personnel file which is maintained by the office of Human Resources and Employee Relations (3-07).

BP/AP 7121: President Recruitment and Hiring (3-08) specifies the procedure for the selection of a college president. Similar to the selection of a chancellor, the policy specifies the committee composition, the screening and interview procedures, public forums, selection of finalists, and the negotiation and appointment of the president. The Board has followed this process in hiring two college presidents within the last three years, as evidenced by initiation of the current search process for the president of Norco College (3-09). BP 7155: Evaluation of President (3-10) states that "the Chancellor shall establish a procedure for the annual evaluation of each College President."

### **Analysis and Evaluation**

The Board has used its selection processes, outlined in board policies, to hire the chancellor and college presidents. The timelines and documents of the most recent selection processes for the chancellor and college president demonstrate that the Board adheres to and honors its selection policies. In accordance with board policy, the Board annually evaluates the chancellor, and the results of the evaluations exist in Board agendas and minutes. The chancellor establishes the procedure for the annual evaluation of the presidents, and the evaluations are placed in the appropriate personnel files.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

### **Evidence of Meeting the Standard**

Several board policies offer evidence that the District meets this standard. BP 2200 requires board members to serve as advocates for the District in the community (4-01). To reflect the public's interests, trustees must reside in the specific trustee area within the District's boundaries and are elected only by the voters who reside in the same Trustee Area, as indicated in the Trustee Areas Map and a list of current Board of Trustees members with the areas they represent (4-02). BP 2010: Board Membership offers prohibitions against member employment in the District or on other boards within the district boundaries (4-03). This prohibition helps to maintain the independence of board members. BP 2716: Political Activity restricts board members from using district funds to advocate for specific political activities (4-04). BP 2710: Conflict of Interest and 2712: Conflict of Interest Code outline the responsibility of board members to maintain certain standards of conduct (4-05, 4-06). BP 2715: Code of Ethics/Standards of Practice requires board members to allow public input into deliberations and to ensure the highest quality of education (4-07).

## Analysis and Evaluation

Composition of the governing board reflects public interest in the institution. Board policies regarding board membership, conflict of interest, codes of ethics, and standards of practice demonstrate that the Board's duty is to act in the interest of the students' educational welfare and to advocate for and protect the institution from undue influence or political pressure.

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

## Evidence of Meeting the Standard

The Board of Trustees has approved an institutional mission identified in BP 1200: District Mission ([5-01](#)), and has developed mission-directed policies such as BP 2200: Board Duties, Responsibilities and Privileges ([5-02](#)) that states, "The primary function of the Board of Trustees is to make policy," and lists areas of responsibility including fiscal integrity, educational programs and services, and "quality institutional planning and evaluation." The Board of Trustees has ultimate responsibility in these areas.

During regular retreats the Board reflects on its policy-making role and reviews previous board goals, student success data, priorities, and goal alignment to the District Strategic Plan. Minutes from the March 9, 2019 special meeting list the topics included in the chancellor's report to the trustees on student learning programs and the resources that support them ([5-03](#)).

The Board ensures the quality of educational programs and services by approving the colleges' local goal alignment with Vision for Success ([5-04](#)), monitoring progress on Guided Pathways implementation ([5-05](#)), and approving curriculum ([5-06](#)). The Board assumes responsibility for financial integrity and stability through oversight that includes annual review and adoption of the budget for the District ([5-07](#)) and approval of the revised budget allocation model (BAM), most recently on June 11, 2019 ([5-08](#)).

## Analysis and Evaluation

Board policies establish the District and college missions and describe the Board's roles and responsibilities for all aspects of educational quality, legal matters, and financial integrity and stability. Meeting minutes demonstrate that the Board of Trustees regularly reviews and updates its goals and priorities based on updates provided by the colleges on student success data and strategic initiatives. The Board's goals align to the District Strategic Plan (DSP) and board responsibilities. In fall 2019, the Board is in process of updating alignment in light of approval of the DSP and the Board Self-Assessment in October 2019. The Board takes

responsibility for the educational success of the students by providing stable and necessary resources to support student access and achievement.

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

### **Evidence of Meeting the Standard**

BP 2410: Policy and Administrative Procedure (6-01) states, "Copies of all policies and administrative procedures shall be readily available to district employees through the Chancellor's Office, the office of the General Counsel, each College President's office, or the District's web site." In accordance with this policy, the District regularly publishes on its website (6-02) all board policies and administrative procedures along with certified minutes and audio recordings of board meetings. The published policies cover the Board's size, duties, responsibilities, structure and operating procedures.

BP 2010: Board Membership (6-03) states, "Board of Trustees shall consist of five members elected by the qualified voters of the District," and it outlines the structure of the Board, specifying procedures associated with each officer role. BP 2200: Board Duties, Responsibilities and Privileges (6-04) itemizes the specific duties and responsibilities of the Board, and the primary duties are also summarized on the introductory page of the Board's website (6-05).

BP 2310: Regular Meetings of the Board (6-06) and BP 2320: Special, Emergency, and Adjourned Meetings (6-07) delineate timing requirements and operating procedures for regular and special meetings that comply with Brown Act provisions. BP 2345: Participation at Board Meetings (6-08) describes the parliamentary procedure followed and requirements for addressing the Board.

### **Analysis and Evaluation**

Board policies specify the makeup, duties and responsibilities, and operating procedures of the Board, and processes are transparent and available to the public. The Board of Trustees' publicly accessible webpages on the district website include links to all board agendas and administrative actions.

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

### **Evidence of Meeting the Standard**

Board of Trustees agendas and minutes, available on the RCCD website (7-01), demonstrate that the Board acts in a manner consistent with its policies. For example, the agenda and

minutes from the regular board meeting of April 16, 2019 (7-02) explain items for information, discussion, and action, and show board members fulfilling their responsibilities in accordance with policies.

BP 2410: Policy and Administrative Procedure (7-03) outlines the parameters for adopting and revising board policies and administrative procedures. The most recent revision date for each board policy and administrative procedure is identified at the end of the document (7-04). Board policies and administrative procedures undergo periodic review and revision. Most recently, in fall 2018, the chancellor instructed the vice chancellors to review all board policies and administrative procedures that impact their areas and to assess and to recommend any changes to these policies. He has also charged the District's legal counsel to review board policies and administrative procedures for any changes recommended by the Community College League of California. In fact, at its February 2019 Governance Committee meeting (7-05), the Board reviewed a recommendation from the chancellor to revise the architecture (reordering and renumbering of board policies and administrative procedures) of some board policies to make them more functional and to provide more clarity. In addition, the District has developed a Board Policy Tracker, a spreadsheet that provides links to the specific policies and their revision/review dates (7-06). This tool allows district administration and the Board to determine the status of each policy and will also allow the District to adjust its policies and administrative procedures to the new state funding model, which includes a performance-based component, as well as align its policies with the new Guided Pathways framework.

### **Analysis and Evaluation**

As evidenced by meeting agendas and minutes, the Board of Trustees acts in a manner consistent with its policies and bylaws. In addition, the Board regularly assesses and revises policies following established procedure, ensuring the policies' effectiveness in fulfilling the mission. In light of AB 705, moving to multi-term registration, and other initiatives, the District has completed detailed review and revision for some board policies, is currently in process with other policies and procedures, and has moved toward following a regular schedule for review and revisions.

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

### **Evidence of Meeting the Standard**

The Board of Trustees regularly reviews key indicators of student learning and achievement as well as institutional plans for improving academic quality. On May 16, 2017, the Board of Trustees approved the 2017-2018 Institutional Effectiveness Framework of Indicators for each college "to measure on-going conditions; and the District's goals for Fiscal Viability and Programmatic compliance" (8-01). The District Office of Institutional Research presents the findings of the Student Success Scorecard to the Board on an annual basis (8-02). In May

2019, the Board reviewed and approved the colleges' local goal alignment with the statewide Vision for Success (8-03). Additionally, the Board approves each college's educational master plan (EMP), as will occur with Norco Colleges new EMP in fall 2019, and approves each college's strategic plan (8-04), which includes key institutional performance indicators, metrics, and targets (8-05). Each college's EMP embeds strategic planning objectives (8-06), as will also be evident in Norco College's EMP, to be completed in fall 2019.

## **Analysis and Evaluation**

The Board of Trustees regularly reviews student success indicators and institutional plans to improve the academic quality of each college. The state chancellor's office Vision for Success emphasizes the colleges' alignment of local goals with system-wide goals. The Board has an engaged and nuanced understanding of how the colleges are moving in a direction consistent with state-wide priorities aimed at improving student learning and achievement.

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

## **Evidence of Meeting the Standard**

The District uses a combination of methods to ensure that it fulfills BP 2740: Board Education (9-01) which describes the commitment to "ongoing development as a Board" and indicates that the Board of Trustees will "engage in study sessions and provide access to reading materials," and, as the budget permits, "support conference attendance or other activities that foster Board member education."

At its annual retreat, the Board receives both self-development training and information to help it establish its goals and targets, as shown in the minutes from the March 9, 2019 board retreat (9-02). Trustees regularly receive information about California Community Colleges and state matters from the Community College League and representatives from various district and college constituencies. Occasionally members attend conferences in Washington, D.C., and a delegation from the Board annually attends the Community College League of California and the Association of Community College Trustees legislative conferences. The Board regularly sends representatives, especially new members, to the California Community College Trustees orientation, held annually in Sacramento.

BP 2100: Board Elections (9-03) is the mechanism for providing for continuity of board membership and staggered terms of office. It specifies that a trustee's term of office is four years, with elections every two years to stagger terms of office "so that, as nearly as practical, one half of the board members shall be elected at each Board member election." Eligibility requirements, dates of elections, and methods of dealing with vacancies are set forth in BP 2110: Vacancies on the Board (9-04), which includes requirements related to ample and timely publicity, interviews, selection by majority vote, and appointment.

## Analysis and Evaluation

Board policies require ongoing training and development, provide for continuity of membership, and for staggered terms of office. To meet this requirement, members of the Board regularly attend conferences and participate in board development activities. Likewise, the policies for elections are followed each term.

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

## Evidence of Meeting the Standard

BP 2745: Board Self-Evaluation ([10-01](#)) describes the process for board self-evaluation. BP 2745 establishes the Board of Trustees' "commitment to assessing its own performance as a Board in order to identify its strengths and areas it may improve its functioning." The board self-evaluation process is grounded in the principles of learner centeredness, continuous assessment, evidence-based assessment, and commitment to act. To model its commitment to continuous improvement, the Board conducts the self-evaluation annually each May. The self-assessment tool, form, highlights, and goals and objectives are posted on the Board Self Evaluation page of the RCCD website ([10-02](#)).

## Analysis and Evaluation

BP 2745 outlines the board self-evaluation process and describes the key principles and dimensions of effectiveness that guide this regular assessment. The Board has followed BP 2745 each year through 2017 and published the results on the district website; however, because the Board hired a new chancellor, who is restructuring board committees and modifying the board self-assessment rubric, the Board did not conduct its May 2018 or May 2019 self-assessment. With the new student performance-based apportionment metrics and the new requirements for the Board to be more directly involved in student achievement goals and targets, the Board has modified its assessment instrument to include student success, work force, and equity targets as part of its annual self-evaluation. The Board also added a section to assess its "full participation in board training" that goes beyond its assessment of receiving information from various state and federal agencies. The Board self-evaluation was administered by the Association of Community College Trustees (ACCT) on September 17, 2019. Trustees subsequently reviewed the results of the self-assessment to identify potential areas for improvement, and to establish goals and priorities for the coming year ([10-03](#)).

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for

dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

### **Evidence of Meeting the Standard**

BP 2715: Code of Ethics Standards of Practice ([11-01](#)) defines appropriate standards of ethical conduct and practices. BP 2715 also sets forth the required provisions for the disclosure of assets and income of designated employees, the disqualification of designated employees from acting where a conflict of interest exists, the list of designated employees subject to the disclosure provisions of the code, and the list of disclosure categories specifying the types of assets and income required to be disclosed by each of the designated employees. In addition, all Board of Trustees members fill out a Statement of Economic Interest ([11-02](#)) to verify that members' disclosed interests do not interfere with their duty to operate in an impartial, integrous manner. Although board members adhere to the code, in the event that one does not, BP 2715 provides a process for managing behavior deemed in violation of the policy.

The Board of Trustees maintains BP 2710: Conflict of Interest ([11-03](#)) and BP 2712: Conflict of Interest Code ([11-04](#)), pursuant to the requirements of the Political Reform Act of 1974, Government Code Section 81000. The Political Reform Act of 1974, California's conflict of interest law for public officials, requires certain designated public officials at all levels of government to disclose publicly their private economic interests and requires all public officials to disqualify themselves from participating in decisions in which they have a financial interest. Board members' interests are disclosed and reveal that no board member has any personal interest in the institution.

### **Analysis and Evaluation**

The Board has sufficient safeguards in its policies and disclosure requirements to ethically secure and ensure the academic and fiscal integrity of the District and the colleges. Board member disclosure statements are stored at the chancellor's office and are available to the public upon request.

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

### **Evidence of Meeting the Standard**

BP/AP 2430: Delegation of Authority to Chancellor and Presidents ([12-01](#)) indicates that the Board of Trustees appoints the chancellor and delegates to the chancellor the "executive responsibility for administering the policies adopted by the Board and executing all decisions

of the Board of Trustees requiring administrative action.” The chancellor is empowered by the Board to delegate powers and responsibilities. BP/AP 2430 also delineates the duties and responsibilities of the college presidents.

The chancellor provides regular reports at every Board of Trustees meeting, including information on institutional performance, as shown in recent minutes for April and August 2019 ([12-02](#), [12-03](#)). In addition, at Board retreats, the chancellor reports on district goals ([12-04](#)).

The Board has empowered the chancellor to administer its policies and procedures and holds the chancellor accountable through its annual evaluation, as described in [Standard IV.C.3](#).

### **Analysis and Evaluation**

The Board delegates to the chancellor full responsibility and authority for the operation of the District in administering board policies and procedures. The Board holds the chancellor accountable through regular reports at board meetings as well as the annual evaluation.

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

### **Evidence of Meeting the Standard**

BP/AP 3200: Accreditation ([13-01](#)) outlines the process by which the Board is informed and involved in the accreditation process.

Since the last accreditation cycle, when the Board approved the institutional self-evaluations for each of the colleges ([13-02](#)), the Board has accepted the follow-up and midterm reports and accreditation responses for the District ([13-03](#)) ([13-04](#)). The Board also accepted Norco College’s substantive change proposal ([13-05](#)). At the beginning of preparation for the next accreditation cycle, the three colleges and the District Office made a presentation to the Board in which trustees received a comprehensive update on the 2020 accreditation requirements, changes, timelines, and responsibilities of the Board. The update included a link to the Roles and Responsibilities of Governing Boards in Accreditation ([13-06](#)). Another update from the colleges took place at the September 3, 2019, board meeting ([13-07](#)). On September 12, 2019, board members participated in an accreditation workshop ([13-08](#)), which provided specific training on their roles in the accreditation process. The Board will approve the institutional self-evaluation report for each college in December 2019 before the colleges’ reports are submitted to the Commission.

Through its role as a policy-making body to assure the academic quality, integrity, and effectiveness of the district colleges’ student learning programs and services as well as the



financial stability of the institutions, detailed in [Standard IV.C.1](#), the Board shows its commitment to the colleges' efforts to improve and excel. One of the survey questions in the board self-evaluation process asks trustees to rate the Board's involvement in the accreditation process ([13-09](#)).

## **Analysis and Evaluation**

The Board has received ongoing updates on the accreditation status and processes from each of the three colleges and from the District Office. It has received training about the Board's roles and responsibilities in the accreditation process, including a fall 2019 accreditation workshop for board members arranged by the chancellor. Further, the Board, through its role as a policy-making body, continually supports the colleges' efforts in continuous quality improvement.

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## **Conclusions on Standard IV.C. Governing Board**

The RCCD Board of Trustees is an independent policy-making body that reflects the public interest through direct election of trustees. The Board develops and maintains policies and administrative procedures that identify its authority and responsibility to assure the academic quality, integrity, and effectiveness for student learning programs and services and the financial stability of the District and its colleges. The Board acts in a manner consistent with its policies. Policies and procedures also address the Board's acting as a collective entity as well as its selection and evaluation of the chancellor. The Board is committed to reviewing and revising its policies, and the chancellor has directed the vice chancellors to conduct a thorough and comprehensive review of all policies and administrative procedures. The Board recognizes that the recent legislative changes require it to have more direct oversight of student success and equity by establishing and approving district concrete student-success goals and targets and acknowledges that these targets have a direct fiscal impact on the institution. The Board also understands, and is responding to the requirement, that some of its policies will require significant revision to align with the legislative directives and that its self-assessment instrument requires revision that better reflects the Board's changing oversight responsibilities.

## **Evidence List**

- [1-01\\_CA-EDCode-70902-3-19-19](#)
- [1-02\\_RCCD-BP-Manual-Webpage-2019](#)
- [1-03\\_BP-AP2410-Policy-AdminProcedure](#)
- [1-04\\_BP-AP1200-Mission](#)
- [1-05\\_BP-AP3225-IE](#)
- [1-06\\_BP-AP2430-ChancellorPresident](#)
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#### **D. Multi-College Districts or Systems**

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

#### **Evidence of Meeting the Standard**

BP 1100: The Riverside Community College District (RCCD) ([1-01](#)) defines the-District as the three colleges. The chancellor is the CEO of the District and provides leadership in

setting and communicating expectations of educational excellence and integrity through Chancellor’s Forums, Flex Day presentations, and meetings with various councils, committees, and task forces (1-02, 1-03). The chancellor assures support for the effective operation of the colleges through centralized district services in human resources, information technology, business and finance, educational services, and distance education (1-04). Even though some services are centralized at the District Office, staff members are assigned to each of the colleges in areas such as human resources and distance education. Financial Services are centralized, but the District and the colleges work collaboratively on financial matters through the presidents and vice presidents at the colleges (1-05).

BP 2430: Delegation of Authority to Chancellor and Presidents describes the responsibilities of the chancellor and states, “Authority flows from the Board of Trustees through the Chancellor to the College Presidents” (1-06). Per BP 3100: Organizational Structure, “The Chancellor shall establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District” (1-07). The RCCD Functional Maps delineate and clarify the responsibilities and functions of the district/system with those of the colleges (1-08). Furthermore, roles and responsibilities for decision-making in district and college governance—inclusive of faculty, staff, and students—are defined in BP 2510: Participation in Local Decision Making (1-09).

### **Analysis and Evaluation**

The chancellor provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District through regularly-scheduled District and college meetings. Various board policies delineate roles and responsibilities between the District and the colleges, and an ongoing dialog about services occurs among the District Office and colleges on a regular basis. The revision process for the RCCD Functional Maps provided an opportunity for rich conversations about responsibilities and services; the functional maps are a living document that will be updated as the system evolves.

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

### **Evidence of Meeting the Standard**

The RCCD Functional Maps, revised in spring 2019, clearly define, document, and communicate roles and responsibilities among the colleges and District Office (2-01). The revised functional maps offer a platform for collaboration and improving efficiency across the District.

To ensure that the colleges receive effective and adequate resources to support their institutional missions and functions, and in alignment with the accreditation Standards, RCCD evaluates services provided by the District Office through the program review and planning process and through surveys, such as the spring 2018 strengths, weaknesses, opportunities, and threats (SWOT) survey (2-02). The revised program review and five-year planning model for the District Office provides for alignment with district strategic planning goals and for a more service-oriented approach to District Office planning (2-03). District Office functions of human resources, information technology, business and finance, educational services, and distance education submit program reviews (2-04). As the District developed its Strategic Plan 2019-2024 and five-year program review and planning process, some units completed abbreviated reviews, in particular to ensure resource allocation in areas where time-sensitive changes were needed (2-05).

In addition, these district areas work with the colleges on their institutional self-evaluation reports, as evidenced by District accreditation meetings of January 22, 2019, and May 14, 2019 (2-06). Additional feedback on level of services is provided through Chancellor's Cabinet discussions, meetings of the college presidents and chancellor, vice chancellors' meetings, districtwide vice presidents' meetings, and other venues.

### **Analysis and Evaluation**

Since the last revision to the RCCD Functional Maps in January 2013, the District and three colleges have evolved from institutions in the process of becoming a multi-college district to a fully-fledged multi-college district with three independently accredited colleges. The revised functional maps outline this more mature relationship between the District and three colleges. Two important purposes of the functional map revision were to collaboratively determine the appropriate level of support from the District to the three colleges now that the colleges are independent, and to align with the revised accreditation standards.

When constituents responded to the SWOT survey item, "The District Office effectively meets the diverse needs of the students at all three colleges," the score was 3.33 on a scale of 1-strongly disagree to 5-strongly agree. The score on "The District Office does a good job of advancing its mission" was 3.23. The score on "The District Office efficiently uses its resources" was 3.04. On a rating of district services, including legal, business, grants, risk management, facilities, public affairs, human resources, and fundraising, all scored between a 2 and 3 on a scale of 1-poor to 4-excellent. Based on these perceptions, while none of the services was rated as poor, there are clearly areas in which services can be improved. The results were discussed in the District Strategic Planning Council so that managers can address any concerns in their planning processes (2-07).

The District Office has been building a revised model for program review and planning and expects to have drafts of program reviews for all vice chancellors' areas by spring 2020.

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

## Evidence of Meeting the Standard

Board policies detail district fiscal policies, including budget management to support effective operations and sustainability of the colleges and District as well as the chancellor's authority and responsibility for effective control of expenditures.

BP 6300: Fiscal Management ([3-01](#)) refers to procedures for maintaining financial books and records, including stipulations that "Fiscal objectives, procedures, and constraints are communicated to the Board of Trustees and employees" as well as "The management information systems provide timely, accurate, and reliable fiscal information." In alignment with this policy, the Board of Trustees receives a monthly financial report comparing prior year actual financial activity, adopted and revised budget information, and current year-to-date financial activity for each District fund. The Board receives a monthly Capital Program Executive Summary report showing Measure C project commitments, quarterly CCFS-311Qs and the annual CCFS-311 financial and budget information required by the state Chancellor's Office, and the annual Tentative and Final Budget documents, as shown in recent agenda items for presentations about the District's budget as well as the state budget ([3-02](#), [3-03](#), [3-04](#)). Demonstrating that the District reviews and controls system-wide expenditures, the most recent independent auditor reports for the District, Measure C, and Foundation express unqualified opinions on the financial statements, internal controls, and federal and state compliance as applicable for the fiscal year ending June 30, 2018 ([3-05](#), [3-06](#), [3-07](#)). The auditor reported no finding or questioned costs associated with each of their audits.

In accordance with BP/AP 6100: Delegation of Authority ([3-08](#)), the chancellor ensures effective control of expenditures through delegated authority, oversight, and consultation with districtwide committees. One such committee, with representation from the District Office and the three colleges including faculty, students, staff, and management, is the District Budget Advisory Council (DBAC) ([3-09](#)). This district council has developed the first phase of the Budget Allocation Model (BAM) to allocate unrestricted general operating funds in a fair, equitable, and transparent manner ([3-10](#)). DBAC continues its work through fall 2019 on the second phase of the BAM, which is to develop FTES exchange rates, among other BAM components, for the allocation of resources in fiscal year 2020-2021, as shown in [Standard III.D.1](#). For planning purposes, DBAC also receives regular updates on the status of the state budget development process, and districtwide budget planning efforts, as shown in itemized materials and documents presented at DBAC meetings ([3-11](#)).

Another districtwide committee is the District Enrollment Management Committee (DEMC) ([3-12](#)), with responsibility for decisions concerning effective enrollment management. With the advent of the new California Student Centered Funding Formula, which changes the apportionment distribution model at the state level from one driven almost exclusively by FTES to one that incorporates student equity and success metrics, the DEMC has modified its membership to include college representatives from financial aid and other student services areas. In addition, DEMC now discusses financial aid processes and procedures, and student success goals and metrics ([3-13](#)).

The District Strategic Planning Council (DSPC) is another districtwide committee that is responsible for the development and coordination of district strategic planning (3-14). DSPC and the three college-wide strategic planning committees develop, recommend, and maintain the strategic plan to ensure it is aligned with the goals, vision, and processes for the District. The committee makes recommendations about district procedures and practices where they relate to strategic planning and long-term budgeting (3-15). DSPC addresses issues pertaining to long-range planning and resource allocation.

### **Analysis and Evaluation**

Policies and procedures, including participation of representatives from the three district colleges, support adequate allocation and reallocation of resources for effective operations to meet the needs and priorities of the colleges and to sustain the District. As part of recent review and revision of the budget allocation model, DBAC recommended substantial changes to the phase one BAM revision project for implementation in fiscal year 2019-2020, including ongoing work relative to development of FTES exchange rates, among other revisions, for phase two implementation in fiscal year 2020-2021. Audit reports indicate that the District reviews and controls system-wide expenditures.

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

### **Evidence of Meeting the Standard**

BP/AP 2430: Delegation of Authority to Chancellor and Presidents evidences delegation of responsibility and authority to the chancellor and college presidents (4-01). BP/AP 2430 states that the Board of Trustees delegates to the chancellor the executive responsibility for providing leadership for the District, carrying out district programs, administering policies, executing decisions of the Board, and ensuring compliance with state and federal regulations and statutes. In turn, the chancellor delegates authority for the administration and operation of the colleges to the presidents. Delegation of authority to the presidents flows through the Board and the chancellor. Other board policies identify areas of delegation of authority without interference to the College presidents. BP/AP 6100: Delegation of Authority (4-02) stipulates that the college presidents retain certain authority for business procedures. For example, “For contracts on their campus on public works projects, (excluding maintenance), the President may enter into and sign contracts less than \$125,000. Anything over that amount must go through the competitive bidding process.” BP/AP 7110: Delegation of Authority relates to college presidents’ authority in matters of human resources (4-03).

Section [IVB of RCCD Functional Maps](#) delineates the roles of the chancellor and presidents.

### **Analysis and Evaluation**

The roles and responsibilities of the chancellor and the presidents are defined. Through delegation of authority expressed in BP/AP 2430 and BP/AP 7110, a system exists that

enables the chancellor and the presidents to perform their duties and carry out the responsibility for oversight and decision-making at the District and college levels. Through a systematic and documented evaluation process, employees, and specifically the chancellor and presidents, are held accountable for effectively carrying out their responsibilities.

Through the College's development of its vision, role, and master planning in 2019, it became evident that the college and district structures were not well aligned. This led to differing expectations concerning the future direction of the College. As one example, the Educational Master Plan required approval by the District Strategic Planning Council before being forwarded to the Board of Trustees. In previous years, educational master plans were shared with District Strategic Planning Council as information items only. To address process and governance gaps such as this, the College is working closely with District leadership and councils to better align with current procedures and roles to ensure effective and timely operations.

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

#### **Evidence of Meeting the Standard**

District planning and evaluation are integrated with college planning and evaluation through the District Strategic Plan (5-01). All college and district goals are aligned with the California Community Colleges Chancellor's Office Vision for Success (5-02). The District Strategic Planning Council (DSPC), which includes representation from the three colleges and the District Office (5-03), convened in May 2017 to revise the District Strategic Plan and planning process. Six teams were formed: A) Plan Review and Assessment Team, B) Scan and Analysis Team, C) SWOT Analysis Team, D) Mission/Vision/Values and Strategic Themes Team, E) Organization Structures and Processes Team, and F) Writing Team.

During late spring 2017, Team A assessed the existing District Strategic Plan (5-04). During the 2017-2018 academic year, Team B prepared an environmental scan with an internal scan focused on student metrics, human resources, technology, facilities, and budget along with an external scan focused on population, education, and economic characteristics and trends, workforce/employment characteristics, state budget and legislative issues, and regional workforce analyses (5-05). During spring 2018, Team C developed a SWOT survey and analyses (5-06). Analyses relied not only on the SWOT survey but also on the external scan to identify potential opportunities and threats. During summer 2018, Team D drafted a district mission statement, vision, values, goals and objectives (5-07). During late summer and fall 2018, Team E began to re-envision the district council and committee structure to better align with the colleges' structures (5-08). Team F drafted the Riverside Community College District Strategic Plan 2019-2024, which was approved by the Board of Trustees at its October 15, 2019, meeting (5-09).

As part of the district strategic planning process, each department in the District Office completes a program review and plan on a five-year cycle. District Office's plans address the



goals and targets in the District Strategic Plan 2019-2024 and align with the colleges' strategic plans (5-10).

### **Analysis and Evaluation**

As Team D completed its tasks, careful consideration was given to the alignment among the colleges' and District's mission, vision, values, and goals within a Guided Pathways framework for strategic planning. In particular, the colleges' and District's goals are clearly aligned. For example, the District's strategic goal of student success, "The District will provide clear pathways and support for achieving certificates, degrees, and transfer," is evidenced in Moreno Valley College's goal: Student Learning, Success, and Completion (5-11), Norco College's goal: Increase Student Achievement and Success (5-12), and Riverside City College's goal: Student Success (5-13).

The colleges and District evaluate student learning and achievement through the review of the Student Success Scorecard Metrics (5-14) and revised Student Success Metrics (5-15). During development of the District Strategic Plan, baseline metrics were developed for each goal and expanded to include analyses on Guided Pathways and Dual Enrollment (5-16).

The RCCD Strategic Plan 2019-2024 provides an overarching framework for the alignment of the colleges' and District Office's plans. The RCCD Strategic Plan, using historical data and past three years' average change, sets minimum annual standards for objectives in access, success, and equity (5-17). The colleges' strategic planning targets will meet or exceed these targets, just as the RCCD targets meet or exceed the statewide Vision for Success targets. This alignment will be supported through the colleges' work, as they refresh their strategic plans and as the plans are monitored, assessed, and evaluated annually. Norco College's Educational Master Plan, completed in fall 2019, provides a chapter on Planning Integration showing alignment with the District Strategic Plan along with other college plans and Vision for Success goals (5-18).

RCCD utilizes program review and assessment processes to measure institutional effectiveness.

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

### **Evidence of Meeting the Standard**

BP/AP 3250: Institutional Planning (6-01) describes a bi-directional flow of information to facilitate effective decision making. It states that after college plans proceed through college academic planning councils and strategic planning committees, the plans are submitted, as appropriate, to district councils to consider and make recommendations. Planning recommendations for districtwide initiatives may also originate at district planning councils.

As addressed in BP/AP 3250, an important mechanism for sharing planning information among the three colleges and District Office is through the collaborative council/committee processes, which include DSPC (6-02), District Academic Senate (DAS) (6-03), and District Curriculum Committee (DCC) (6-04), with broad representation from all three colleges. Councils and committees meet on a regular basis, often monthly, to ensure timeliness of information-sharing. Meeting minutes reveal communication between the District and the colleges to aid in decision-making. References to time constraints are common, reflecting an awareness of timely communication, as are examples of collegial dialog and recommendations, showing a focus on ensuring accuracy and completeness (6-05, 6-06, 6-07). Meeting minutes from councils and committees are shared and available on the district website, as demonstrated by minutes pages from DSPC, DAS, and DCC (6-08, 6-09, 6-10).

Another important mechanism for communication is administrative groups, such as the Chancellor's Cabinet, vice presidents of Academic Affairs meetings, and vice presidents of Student Services meetings. The Chancellor's Cabinet and Board of Trustees, as shown in minutes from May 21, 2019 (6-11), meet bimonthly to ensure timely, accurate, and complete information for decision-making. The chancellor holds monthly forums at each college, welcoming staff and students as well as faculty and managers to communicate information on strategic planning, Guided Pathways, organizational structure, and budget (6-12). The chancellor holds office hours before or after every forum to meet personally with college personnel on a drop-in basis. Anecdotal response to these forums has been very positive.

Finally, a number of work groups and task forces meet to communicate about issues affecting operations for areas such as AB 705 (6-13), Early Enrollment (6-14), and Course Capacities (6-15). These groups have broad representation to provide reporting to and from the respective audiences.

### **Analysis and Evaluation**

The processes for sustaining timely and accurate information among the District and colleges are multiple. The processes are periodically examined to determine if changes are needed for improved communication. For example, utilizing the analyses of District Strategic Plan Development Team E, the council structure for the District was revised to align with the goals of the District Strategic Plan and to align more closely with the colleges' council structure through shared membership (6-16).

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

### **Evidence of Meeting the Standard**

During spring 2017, the District Strategic Plan Development Team A—Plan Review and Assessment Team developed an assessment of the RCCD Strategic Plan 2013-2016 (7-01).

This assessment focused on the composition of the 2013-2016 plan development team, plan development process, alignment with college plans, implementation, and outcomes. The recommendations, all of which were implemented to improve the districtwide planning process, included the following:

- Clearly define the District and the District Office
- Continue work on the Function Maps
- Clarify the district strategic planning process and role(s) of DSPC
- Inventory and align districtwide committees within the planning processes
- Write District Strategic Plan as an overarching framework for the alignment of the colleges' and District Office's plans
- Create District Office Plan [vice chancellors' plans] which develops District Office strategies that are more directly in support of the colleges' goals
- For goals, indicate responsible parties, timeline, resources needed, measures, and targets; to the degree possible, utilize measures and targets of the colleges and include cost analyses when reporting data
- Assess, evaluate, and monitor the strategic plan; hold an annual DSPC retreat

In addition, in fall 2017 Team A assessed the BAM and provided a recommended charge for the BAM revision (7-02). In its February 23, 2018 meeting (7-03), DSPC charged the District Budget Allocation Committee (DBAC) with the BAM revision.

During spring and fall 2018, the Function Map Task Force reviewed and provided a major revision to the previous functional maps to clarify District Office and college roles and responsibilities (7-04). The central principle guiding the recent functional mapping work was that the colleges, along with the District Office, are the District. The District Office, as a distinct entity, has important roles to play to further the abilities of the colleges to fulfill their missions. Thus, the District Strategic Plan provides an overarching framework for the plans of 1) the District Office, 2) Moreno Valley College, 3) Norco College, and 4) Riverside City College. Similarly, the District Office plan delineates how the District will foster and support goals of student access, success, and equity along with strategies for resource development and stewardship, system effectiveness, and partnerships.

College goals have been aligned with district goals as well as with the state Chancellor's Office Vision for Success goals (7-05). The district chancellor has communicated the results of the assessments and evaluations, along with the revised District Strategic Plan and process, in open forums and strategic planning retreats (7-06, 7-07).

As detailed in [Standard IV.D.5](#), during fall 2018, the District Office assessed its program review and planning process to better align with districtwide strategic planning goals and targets and to develop five-year plans to better support the colleges in achieving goals for student achievement and learning.

## **Analysis and Evaluation**

Team A's recommendations for the new plan and planning process focused on strengthening the regular evaluation process on college role delineations, governance, and decision-making

processes to assist the colleges in meeting their goals of improving access, success, and equity. The assessment and revisions to the District Office strategic planning process have resulted in better-defined goals to support the colleges, and results are widely communicated. In addition, alignment of the colleges' and District's goals with the statewide Vision for Success goals has fostered a planning environment with a greater clarity of purpose and better means of monitoring, assessing and evaluating progress.

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## **Conclusions on Standard IV.D. Multi-College Districts or Systems**

Board policy establishes the roles of the district chancellor in setting and communicating expectations of educational excellence and integrity, as well as the authority and responsibility between the colleges and the District, and delegation of responsibility and authority to college presidents. The central principle guiding district strategic planning and recent functional mapping work is that the District Office and the colleges together comprise the District. The District Office, as a distinct entity, has important roles to play to further the abilities of the colleges to fulfill their missions. Policies and practices have been established for communication among colleges and the District to support effective operations and decision-making. District program reviews and plans regularly evaluate district services. Resources are allocated through, in particular, a recently revised budget allocation model, in which business services vice presidents from all three colleges participated to ensure that needs and priorities of the colleges were represented.

### **Evidence List**

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  - [7-01 TeamA-RCCD-SPAssessment](#)
  - [7-02 TeamA-BAM-assessment-2017](#)
  - [7-03 DSPC-Minutes-2-23-18](#)
  - [7-04 FMTF-Minutes-Meetings-2018](#)
  - [7-05 LGA-VFS-PPT 5-7-19](#)
-

## H. Quality Focus Essay

### *Project 1: Implement Equity-Focused Professional Development Plan with a Teaching/Learning Emphasis*

#### **Student learning/achievement data leading to identifying need/project**

Professional development is widely accepted as a valuable tool to improving equity and student success and is addressed in *Redesigning America's Community Colleges* (Bailey, Jaggars, and Jenkins, 2015, p. 158) (1-01). The College is committed to these equity and student success goals. For equity, data gathered for the College's 2019 Equity Plan (1-02) as well as data supporting previous equity plans (1-03) show disproportionately impacted groups in terms of retention, success in English and math courses in the first year, vision goal attainment (that is, earning a certificate or degree), and transfer, which match data in the [Student Achievement Data](#) section of this self-evaluation report. These data show the College's areas for improvement. The inspiration to emphasize teaching and learning toward improving student success and retention stems from the College's collective response in 2015 to a startling statistic showing that, of all incoming students in fall 2010, only 9.8 percent completed a degree or certificate over four years. This initiated the institution's Completion Initiative, which became Guided Pathways at the College (1-04). Implementation of an equity-focused professional development plan with a teaching/learning emphasis is a key strategy toward the institution's goal of improving student learning and achievement.

#### **Anticipated impact of the project on student learning/student achievement**

Implementation of the equity-focused professional development with a teaching/learning emphasis will contribute to meeting the College's Educational Master Plan (EMP) goals and five-year strategic planning objectives as well as aligning with the statewide Vision for Success. Specifically, this project will participate in eliminating disproportionate success, represented in 2025 Objectives 3.1-3.5 of EMP 2030 Goal 3, "Close all student equity gaps." In addition, the project will participate in helping the College reach toward its aspirational targets of increasing student course completion to 73 percent, student retention to 89 percent, six-year degree completion to 21.8 percent, six-year certificate completion to 6.5 percent, and six-years-to-transfer rate to 28.8 percent.

<b>Project Activity</b>	<b>Measurable Outcome</b>	<b>Responsible Parties</b>	<b>Resources Needed</b>	<b>Time-line</b>
Offer faculty-led professional development workshops on equity in teaching (Flex credit approved)	<ul style="list-style-type: none"> <li>•Initially: participation rates / goal of 20 percent full-time (FT) and 10 percent part-time (PT) faculty by end of spring 2020</li> <li>•Long-term goal: participants in faculty training decrease equity gaps as compared to</li> </ul>	<ul style="list-style-type: none"> <li>•Leading from the Middle and Center for Urban Education (CUE) participants</li> </ul>	<ul style="list-style-type: none"> <li>•Professional Development (PD) Committee approval (done)</li> <li>•Funding for equity conferences</li> </ul>	spring 2019 and ongoing

	their baseline aggregated data		<ul style="list-style-type: none"> <li>•Faculty time to prepare and lead workshops</li> <li>•Access to data (Institutional Research)</li> </ul>	
Develop or augment staff-focused training to explore the impact of social and socioeconomic factors on students' educational decision-making	<ul style="list-style-type: none"> <li>•Training schedule established</li> <li>•Participation numbers over a three-year period will increase to 30 percent of staff</li> </ul>	<ul style="list-style-type: none"> <li>•PD Council/Committee</li> <li>•PD Coordinator</li> <li>•Management team</li> </ul>	<ul style="list-style-type: none"> <li>•CSEA and management team (support/assistance)</li> <li>•Possibly personnel support to cover positions while staff are in training</li> <li>•Institutional Research (data)</li> </ul>	2021-2025
<p>Implement an equity-centered program to provide disaggregated data to staff and faculty and identify potential coaches to expand the program</p> <p>Develop and implement training for data coaches identified in disaggregated data pilot program</p>	<ul style="list-style-type: none"> <li>•Program description created</li> <li>•Possible web portal through which staff and faculty can access personalized disaggregated data established and overseen</li> <li>•Data-coach training schedule and participation list. Coaches' training schedules</li> <li>•Participation of sufficient number of faculty and staff in training to meet demand based on faculty and staff surveys and identified needs</li> <li>•Participation of 20 percent FT and 10 percent PT faculty and 20 percent of staff over a three-year period</li> <li>•Long-term goal: participants in faculty</li> </ul>	<ul style="list-style-type: none"> <li>•CUE participants</li> <li>•PD Council/Committee</li> <li>•PD Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>•Institutional Research (for data and assessment)</li> <li>•CUE participants</li> <li>•Technology specialists (for web portal)</li> <li>•Funding/support for coaches</li> </ul>	2022-2026



	training decrease equity gaps as compared to their baseline aggregated data			
Implement equity-based training for first time faculty as part of First Fridays	<ul style="list-style-type: none"> <li>•Schedule of First Fridays showing training</li> <li>•Assessments and surveys of first-time faculty to determine effectiveness, satisfaction, and suggestions for further training</li> <li>•Revised training descriptions in subsequent years based on assessments and surveys</li> </ul>	<ul style="list-style-type: none"> <li>•PD Council/ Committee</li> <li>•PD Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>•Institutional Research (for data and assessment)</li> </ul>	2019-2021
<p>Increase accessibility of and opportunities for professional development of part-time faculty members, especially professional development focused on equity and pedagogy</p> <p>Develop online professional development/ Flex training activities for associate and full-time faculty</p>	<ul style="list-style-type: none"> <li>•Schedule of professional development activities for part-time faculty showing new offerings and 10% participation over a four-year period</li> <li>•Establish a baseline of associate and full-time faculty in online PD activity in first year (2023)</li> <li>•Between online and face-to-face PD, increase FT participation in Flex activities to 60 percent and PT to 15 percent</li> <li>•Increase in student success and retention rates, with goal of 40 percent reduction in achievement gaps among traditionally underrepresented student groups (in alignment with Vision</li> </ul>	<ul style="list-style-type: none"> <li>•PD Council/ Committee</li> <li>•PD Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>•Financial support for PT faculty participation</li> <li>•Possibly CTA (if increase in professional development hours requested)</li> <li>•Institutional Research (for data and assessment)</li> <li>•Technology support for online training</li> <li>•Learning management system (LMS) support</li> <li>•Technology specialists</li> </ul>	2021-2027

	<p>for Success), over a five-year period</p> <ul style="list-style-type: none"> <li>•Long-term goal: participants in faculty training decrease equity gaps and increase student retention and success as compared to their baseline aggregated data</li> <li>•Increase in student success and retention rates toward, or exceeding, 73 percent success rate goal over a four-year period</li> </ul>			
<p>Implement Flex activities focused on activities' alignment with four pillars of Guided Pathways (GP)</p>	<ul style="list-style-type: none"> <li>•Schedules of Flex activities showing focus on four pillars of GP and revisions based on assessments and surveys over the years</li> <li>•Assessments and surveys to determine effectiveness, satisfaction, and suggestions for further GP-aligned activities. Surveys showing increased understanding of GP</li> <li>•Participation of 70 percent of faculty in GP-focused Flex activities over a three-year period</li> <li>•Increase in student success and retention rates toward 73 percent success rate goal over a three-year period</li> </ul>	<ul style="list-style-type: none"> <li>•PD Council/ Committee</li> <li>•PD Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>•Institutional Research (for data and assessment)</li> </ul>	<p>2021-2024</p>

**Project 2: Implement Student Success Teams in the Schools**

**Student learning/achievement data leading to identifying need/project**

The concept of four Schools at Norco College emerged from the Completion Initiative, begun in 2015 (2-01), which became Guided Pathways at the College, as described in [Standard I.A.2](#). One of the five interconnected components that comprised the Completion Initiative was meta-majors, now known as Schools. [Student Achievement Data](#) in this self-evaluation report indicate an ongoing need to continue developing the initiatives first envisioned in 2015. As part of the ongoing development of Guided Pathways, Schools-based student success teams will be charged with engaging and interacting with students to increase student retention, increase on-path course selection, decrease drops after census, increase successful unit count completion, and increase student connection with institutional agents, and thus increase student learning and achievement. These goals will be accomplished in a variety of ways with an integrated approach.

**Anticipated impact of the project on student learning/student achievement**

Implementation of the student success teams in the four Schools will contribute to meeting the College’s Educational Master Plan (EMP) goals and five-year strategic planning objectives as well as aligning with the statewide Vision for Success. In particular, this project will participate in EMP Goal 2, “Implement Guided Pathways framework,” for example, by increasing degrees, certificates, and transfers (2025 Objectives 2.1, 2.2, and 2.4), and decreasing AA degree-unit accumulation from 88 to 74 on average (2025 Objective 2.3). In addition, the project will participate in helping the College reach toward its aspirational targets of increasing student course completion to 73 percent, student retention to 89 percent, six-year degree completion to 21.8 percent, six-year certificate completion to 6.5 percent, and six-years-to-transfer rate to 28.8 percent.

Anticipated outcomes include decrease in the number of students who drop courses or do not complete due to misinformation or lack of information, continued increase in the number of students who have student educational plans (SEPs) by 10 percent annually, increase in student unit load by 30 percent annually (toward full time), and a decrease in the number of students who drop courses or do not complete in their second or subsequent year.

<b>Project Activity</b>	<b>Measurable Outcome</b>	<b>Responsible Parties</b>	<b>Resources Needed</b>	<b>Timeline</b>
<p>Creation of the arc and preliminary communication plans</p> <p>Salesforce pilot to provide proactive and responsive interventions and support to students from the moment they enter the</p>	<ul style="list-style-type: none"> <li>●Formation of the arc and communication plan</li> </ul>	<ul style="list-style-type: none"> <li>●Dean of Student Services</li> <li>●Guided Pathways team</li> <li>●Success navigator teams (counselors, educational advisors, success coaches, faculty)</li> </ul>	<ul style="list-style-type: none"> <li>●Personnel time/funding</li> <li>●Communication system (Salesforce)</li> <li>●Reimbursement for faculty</li> </ul>	fall 2019

College until they complete their educational goal		advisors, peer mentors)		
First implementation of communication plan with success navigators for first-year students	<ul style="list-style-type: none"> <li>•Increase unit load enrollments by 10 percent</li> <li>•Increase student connection to the college by 20 percent more students participating in workshops</li> </ul>	<ul style="list-style-type: none"> <li>•Educational advisors</li> <li>•Success coaches</li> <li>•Dean of student services</li> <li>•Success teams</li> </ul>	<ul style="list-style-type: none"> <li>•Personnel time/funding</li> <li>•Salesforce training</li> <li>•Ability to track interactions</li> <li>•Engagement Centers (to open fall 2019)</li> </ul>	fall 2019
Collaborative work with CTA on faculty roles as navigators  Recruitment and training for faculty	<ul style="list-style-type: none"> <li>•Increase number of faculty who can use Advisor Link by 10 percent</li> </ul>	<ul style="list-style-type: none"> <li>•CTA reps</li> <li>•Faculty leadership</li> <li>•Faculty trainers</li> <li>•Success teams</li> </ul>	<ul style="list-style-type: none"> <li>•Faculty collaboration</li> <li>•CTA agreement</li> <li>•Personnel time/funding</li> <li>•Professional development for coaching and best practices</li> </ul>	spring 2020
Communication plans modeled after first-year plans	<ul style="list-style-type: none"> <li>•Increase student success 5 percent overall by end of spring 2021</li> </ul>	<ul style="list-style-type: none"> <li>•Faculty trainers</li> <li>•Success teams</li> </ul>	<ul style="list-style-type: none"> <li>•Personnel time/funding</li> <li>•Communication system (Salesforce)</li> <li>•Feedback from success teams regarding best strategies from initial implementation</li> </ul>	2020-2021
Assessment of first-year communication plan  Assess data on retention, SEP completion, unit count, and connection to the college. Make adjustments to communication plan based on feedback and assessment.	<ul style="list-style-type: none"> <li>•Continue to increase student contacts by 20 percent of first-time students</li> <li>•Decrease number of students who complete six or fewer units by 10 percent</li> <li>•Increase number of students who</li> </ul>	<ul style="list-style-type: none"> <li>•Institutional Research support</li> <li>•Guided Pathways team</li> <li>•Success teams</li> </ul>	<ul style="list-style-type: none"> <li>•Data/ Institutional Research</li> <li>•Participants' time for analysis</li> </ul>	2020-2021

	<p>have SEPs by 10 percent</p> <ul style="list-style-type: none"> <li>•Increase unit load by 30 percent</li> </ul>			
<p>Full implementation of success teams with both first-year success navigators (educational advisors and success coaches) and faculty advisors</p>	<ul style="list-style-type: none"> <li>•Increase contacts for students in all years of their college experience</li> <li>•Increase number of students who have SEPs by 10 percent</li> <li>•Increase unit load by 30 percent in students' second or subsequent year</li> <li>•Decrease number of students who drop courses or do not complete in their second or subsequent year by 10 percent</li> </ul>	<ul style="list-style-type: none"> <li>•Success teams</li> </ul>	<ul style="list-style-type: none"> <li>•Data/ Institutional Research</li> <li>•Communication plans</li> </ul>	<p>2021-2022</p>
<p>Implement faculty advisors based on schools</p>	<ul style="list-style-type: none"> <li>•Increased student participation in school activities by 20 percent</li> <li>•Increased completion and graduation/ transfer rates in alignment with Vision for Success goal</li> </ul>	<ul style="list-style-type: none"> <li>•Faculty advisors</li> <li>•Success teams</li> </ul>	<ul style="list-style-type: none"> <li>•Funding</li> <li>•Communication plans</li> <li>•Professional development for faculty</li> <li>•Software for tracking communication</li> </ul>	<p>2020-2024</p>
<p>Continued assessment and improvement</p>	<ul style="list-style-type: none"> <li>•Higher number of participating students by 20 percent</li> <li>•Increase in lagging indicators (success rates, retention rates, completion rates, and degree rates)</li> </ul>	<ul style="list-style-type: none"> <li>•Success teams</li> <li>•Faculty success teams</li> <li>•Academic Affairs and Student Services administration</li> </ul>	<ul style="list-style-type: none"> <li>•Funding for assessment/ retreat for collaboration</li> <li>•Data for assessment</li> </ul>	<p>2020-2024</p>



# NORCO COLLEGE

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[www.norcocollege.edu](http://www.norcocollege.edu)

**Monica Green, Ed.D., Interim President**

**Riverside Community College District Board of Trustees**

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**Wolde-Ab Isaac, Ph.D., RCCD Chancellor**

# INSTITUTIONAL SELF-EVALUATION REPORT



2020

SERVING OUR COMMUNITY FOR OVER 100 YEARS



**Draft Institutional Self-Evaluation Report  
In Support of an Application for  
Reaffirmation of Accreditation**

Submitted by  
Riverside City College  
4800 Magnolia Avenue  
Riverside, CA 92506-1299

to

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

November 2019



## Certification

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

From: Gregory Anderson  
Riverside City College  
4800 Magnolia Avenue  
Riverside, CA 92506-1299

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Wolde-Ab Isaac, Chancellor, Riverside Community College District	Date
Gregory Anderson, President, Riverside City College	Date
Tracey Vackar, President, Riverside Community College District Board of Trustees	Date
Mark Sellick, President, Riverside City College Academic Senate	Date
Stephen Ashby, Riverside City College Vice President, California School Employees Association Chapter 535	Date
Angel Contreras, President, Associated Students Riverside City College	Date

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## **A. Introduction**

### **College History**

Established in 1916, Riverside City College (RCC) is the seventh oldest two-year college in the state. RCC has provided continuous service to the communities of Riverside and its surrounding areas for the past 103 years. During its first year the College enrolled 114 students, and the first graduating class in 1918 consisted of 14 students. Originally known as Riverside City College, or Riverside Junior College, the institution changed its name to Riverside Community College in the 1960s. In 2008, the Board of Trustees readopted the name Riverside City College.

RCC classes were initially held at the Riverside Polytechnic High School until 1965 when the College took over the campus and the high school was demolished and relocated. As enrollment increased, the campus expanded to meet student need. In 1924, the east and north wings of the Quadrangle, now historic landmarks, were completed to add necessary instructional space. Named after RCC's first president, A.G. Paul, the Quadrangle was completed in the 1950s and modernized in 2010. The Wheelock Stadium, Field, and Gymnasium were built in 1928 and renovated in 2012 to support the College's various championship athletic programs.

In 1985, the Board of Trustees acquired 142 acres of property in the city of Norco. RCC received a donation of 100 acres in the city of Moreno Valley in 1986 for the development of a campus. The Norco and Moreno Valley Campuses were dedicated on RCC's 75<sup>th</sup> anniversary, March 12, 1991. In 2008-09, the Riverside Community College District served 31,712 full-time equivalent students. Norco College and Moreno Valley College became independently accredited in 2009.

Riverside City College now encompasses close to 1.5 million gross square feet and has 81 buildings. In March 2004 voters approved Measure C which generated \$350 million in bond funding for the acquisition, design, construction, renovation, and modernization of classroom buildings and other facilities within the district.

Since 2000, RCC has added four new buildings, including the Salvatore G. Rotella Digital Library/Learning Resource Center, the Charles A. Kane Student Services and Administration Building, Math and Science, and the School of Nursing. The Riverside Aquatics Complex, a world class training facility, was completed in 2011 as part of a broad community partnership. In 2016, the Henry W. Coil Sr. and Alice Edna Coil School for the Arts and the Culinary Arts Academy and District Office buildings opened in downtown Riverside. In addition to these off-campus sites, the College offers classes at the Rubidoux Annex in the City of Jurupa Valley.

Over the past five years, RCC's unduplicated headcount for 2018-2019 has increased to 30,083, with 17,337 full-time equivalent students. RCC is designated as a Hispanic Serving Institution, and the student demographics are representative of the surrounding community. The College demonstrates its commitment to student learning and achievement by offering a comprehensive and diverse array of programs leading to certificates, associate degrees, and transfer. In 2017-2018, RCC awarded 2656 degrees and 489 state-approved certificates.

Under the current leadership of the College's 12<sup>th</sup> president, Gregory Anderson, Ed.D, RCC has moved forward on a number of large-scale reforms designed to increase student completion, close equity gaps, and encourage students' economic mobility. Since the 2014 institutional self-evaluation, the College has continued work on a number of important initiatives aligned with the Guided Pathways Framework and the State Chancellor's Vision for Success.

## Major Developments and Initiatives (2014-Present)

- *Integrated Strategic Planning*  
RCC's 2015-2020 Strategic Plan was the product of a thorough, college-wide evaluation, discussion, and improvement of structures, responsibilities, and processes in response to previous accreditation recommendations, and the student success and student equity agenda. The revised structure vertically and horizontally integrates college planning and operations. Responsibilities outlined in the Strategic Planning Constitution and Bylaws simultaneously differentiate and connect the College's strategic and operational components. The College's Program Review and Plan (PRaP) process and the prioritization process are systematically evaluated and have matured to better align planning and resource allocation decisions with college goals. RCC has developed and updated a number of plans to reflect the College's long-term vision outlined in the Educational Master Plan 2015-2020, including the Facilities Master Plan, the Strategic Enrollment Management Plan, the Technology Plan, the Human Resources Plan, the Professional Development Plan, and the Student Equity and Achievement Plan.
- *Guided Pathways Implementation*  
Following up on RCC's initial development of a local pathways model, the College was accepted as one of 20 college participants in the California Guided Pathways Project in 2017. The planning and implementation of strategies related to the four pillars of the Guided Pathways Framework continues the College's previous efforts toward improving student success and completion, and closing student equity gaps. As a result of using the Guided Pathways Framework as an organizing principle for strategic planning, the College has developed program maps, created instructional pathways, established cross-functional success teams, implemented faculty advising, redesigned the onboarding process, refined academic support, and strengthened partnerships with K-12 and four-year universities. With the support of a district grant from the College Futures Foundation, RCC is collaborating with 12 community colleges in Riverside, San Bernardino, and Kern counties to share experiences, successes, challenges, and strategies related to Guided Pathways adoption.
- *Institutional Research and Inquiry*  
RCC is systematically using data to guide and monitor the effectiveness of college reforms as a result of strategic planning improvements, Guided Pathways implementation, local goal alignment with the State Chancellor's Vision for Success, and an emphasis on student equity. Since 2016, RCC has produced an annual Strategic Planning Report Card that indicates the status of planning efforts and measures progress on achieving college goals using key performance indicators. RCC has engaged in broad, deep, and inclusive dialogue regarding student success and student equity data, and refined the principles underlying institution-set standards and targets in line with the Vision for Success, the College's Strategic Plan, and the District Strategic Plan. Data from the Strategic Planning Report Card along with additional metrics from the Office of Institutional Effectiveness are essential components of the planning process and inform proposed strategies and resource allocation.
- *Student Equity Focus*  
Beginning in 2015, RCC adopted the state's student equity proportionality indicators to measure student access based on ethnic and racial categories as well as other identified characteristics. RCC now regularly reviews and discusses student success and access data

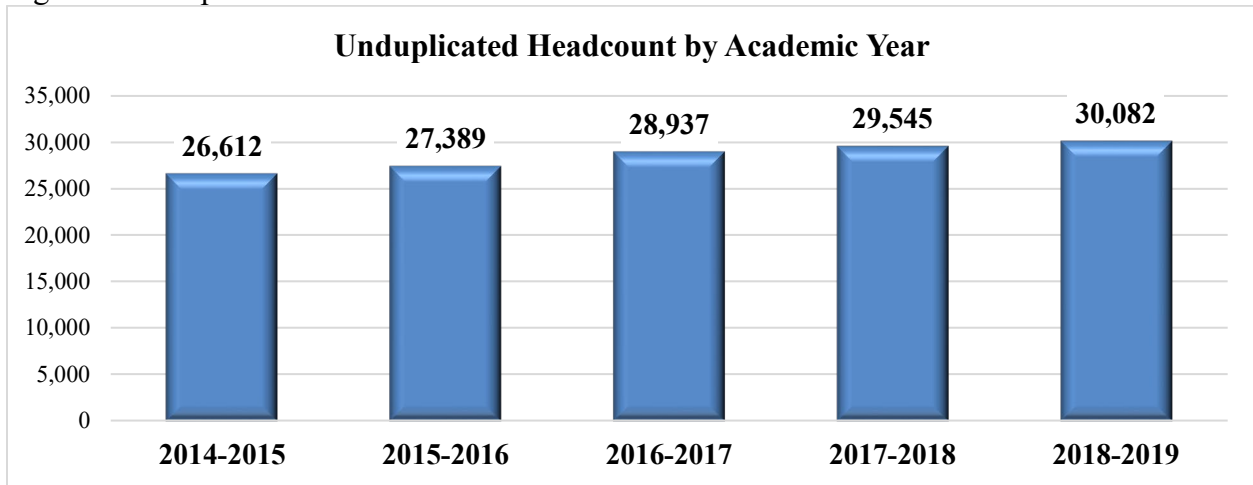
disaggregated by these student populations to inform all aspects of planning, program development, and assessment. The Student Equity Committee has developed a mission statement and specific goals to foster a culture of equity-mindedness across the College through culturally-proficient policies and practices. Student equity plans are broadly shared and discussed and student equity principles, goals, and strategies are incorporated into Guided Pathways discussions and strategic planning assessments, including regular reviews of the strategic plan and the College's mission, vision, and values statements.

- *English, Math, and English as a Second Language (ESL) Assessment and Placement*  
In 2016-2017, RCC participated in the Multiple Measures Assessment Project (MMAAP) pilot, which assessed and placed first-time student using their high school performance data. RCC discontinued the use of all testing for assessment and placement into English and math in response to California State Assembly Bill 705. Full implementation of AB 705 for English and math occurred in 2019. RCC appointed faculty coordinators in both English and math to assist with the assessment, evaluation, and refinement of AB 705 reforms and facilitate professional development opportunities. Full implementation of AB 705 for ESL will take place in fall 2020 following the deployment of a guided self-placement (GSP) instrument. The GSP will be used in conjunction with the locally-designed instrument, the Proficiency Test in English as a Second Language (PTESL), to inform students about options for enrollment in ESL coursework. Curricular changes supporting AB 705 implementation include the development of co-curricular support courses for English, math, and ESL. RCC has focused on providing support and guidance to students who are increasingly enrolling in transfer-level English and transfer-level math during their first year.
- *Dual Enrollment*  
Following the passage of California State Assembly Bill 288, RCC expanded dual enrollment to allow seamless pathways from high school to community college. RCC entered into agreements with nine feeder high schools: two from Alvord Unified School District, two from Jurupa Unified School District, and five from Riverside Unified School District. The College and Career Access Pathways (CCAP) program was launched in 2018 and follows a three-year plan to allow high school students to complete their first year of college coursework while still in high school. The CCAP goal of shortening students' time to completion and transfer aligns well with the Guided Pathways implementation, college goals, and district goals.

### **Student Enrollment Data**

Riverside City College's unduplicated headcount has continued to increase since 2014-2015. The College serves over 30,000 students annually. During the fall and spring terms RCC enrolls over 20,000 students.

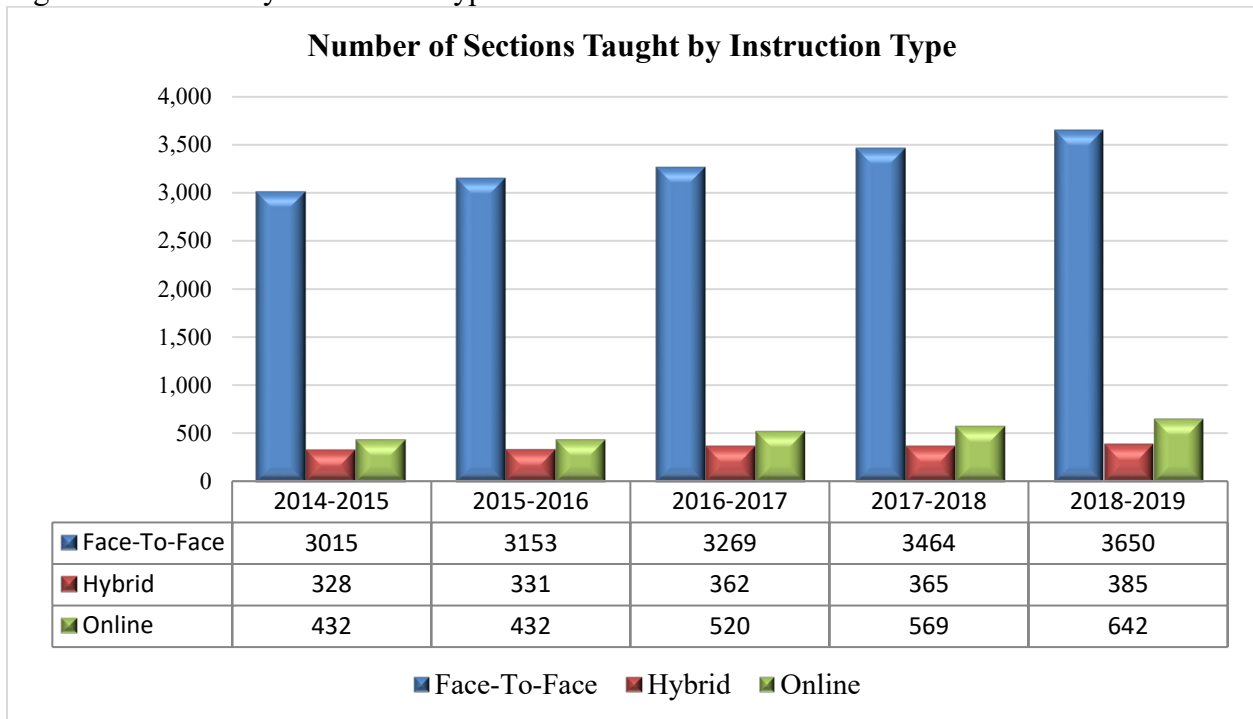
Figure 1. Unduplicated Headcount



Source: Datamart

In response to the increasing number of students enrolling at RCC, the College has increased the number of sections offered in all formats. The largest growth is apparent in the number of online courses taught (642), which reflects a 49 percent change since 2014-2015.

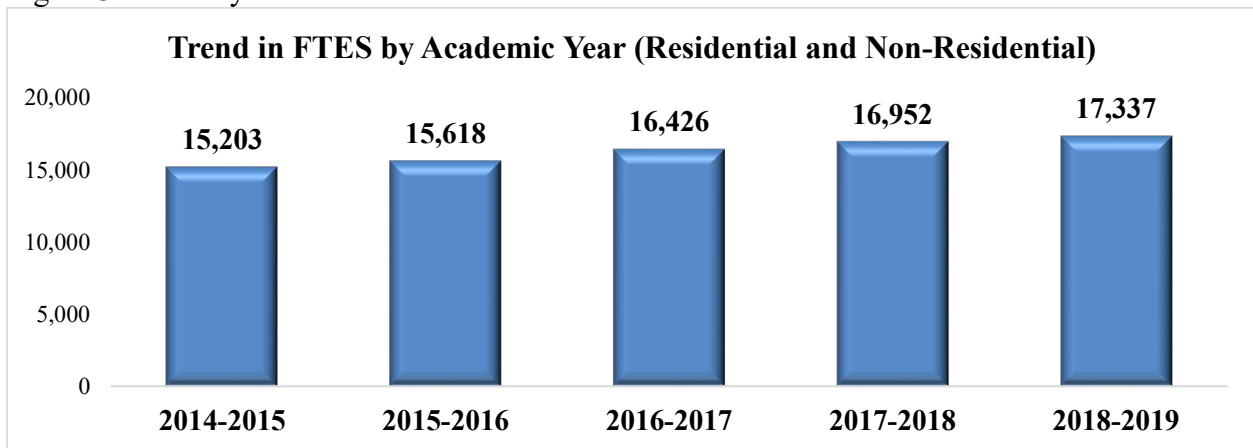
Figure 2. Sections by Instruction Type



Source: Enrollment Management Dashboard

Correspondingly, RCC’s annual Full-Time Equivalent Students (FTES) has increased over the past five years from 15,203 in 2014-2015 to 17,337 in 2018-2019.

Figure 3. FTES by Academic Year

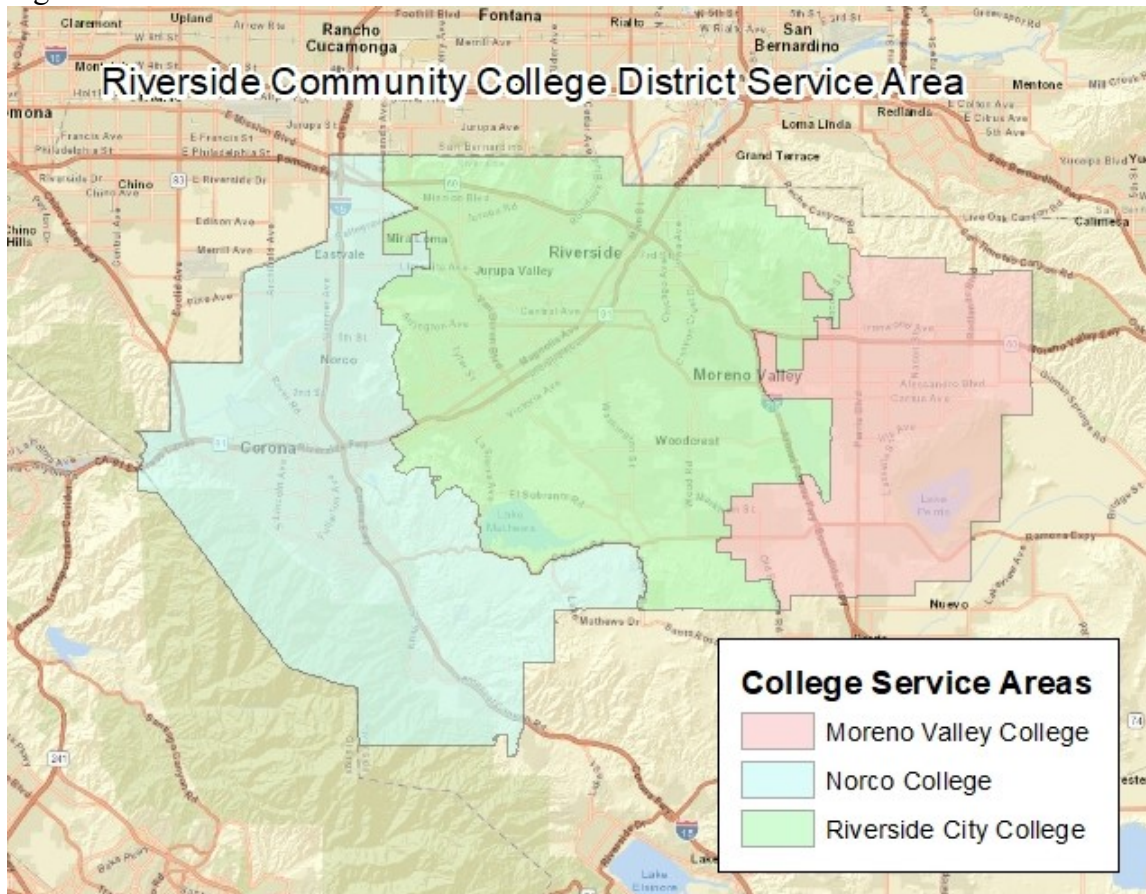


Source: Enrollment Management Dashboard

### Service Area

Riverside City College is located in the center of the northwest part of Riverside County, which, at 7,206 square miles, is the fourth largest county in California. The county lies to the southeast of Los Angeles and borders Arizona on the east, San Bernardino County to the north, Orange County to the west, and San Diego and Imperial Counties to the south.

Figure 4. Service Area



Source: 2012-2016 American Community Survey (5-Year Estimates)



Riverside City College is the largest of the three colleges within the Riverside Community College District serving a population of 446,204. RCC serves approximately 30,000 students annually originating from the cities of Riverside and Jurupa Valley, and the census-designated places (CDPs) of Highgrove, Lake Mathews, and Woodcrest.

Fed by the Alvord Unified, Jurupa Unified, and Riverside Unified school districts, RCC offers students educational pathways leading to degree and certificate attainment, and transfer to a four-year university. The top five transfer destinations are California State University, San Bernardino; the University of California at Riverside; California Baptist University; California State University, Fullerton; and California Polytechnic University, Pomona.

### **Labor Market Data**

According to an Environmental Scan conducted by the Riverside Community College District Office in 2018, the county's population is expected to increase through 2060. This anticipated increase in population will continue creating a strong need for living-wage jobs in the region.

The trends in unemployment rates of nearly every city and CDP within the Riverside City College service area mirror national and statewide trends, showing an overall decline in unemployment rates since 2015. The 2017 average unemployment rate for Riverside County was 5.3 percent. In the two most populous cities in the RCC service area, the Jurupa Valley unemployment rate (5.9 percent) is consistently greater than the county average, and the Riverside unemployment rate (5.1 percent) is consistently less than the county average.

Middle-skill occupations are projected to provide living wage opportunities for entry-level workers and may identify opportunities for the college to provide occupational training education in demand by local employers. The living wage estimate for Riverside County is \$12.30 per hour for a single adult.

The top middle-skill occupations requiring some college or higher degree across the three service areas are:

- Registered Nurse
- Teacher Assistants
- Bookkeeping, Accounting, and Auditing Clerks

The top industries listed for each region are projected to increase in job count over the next five years. The location quotient quantifies how concentrated a particular industry is in an area as compared to the nation as a whole. Higher location quotients translate to industries that make this area unique in comparison to the national average.

The table below shows the top middle-skill job openings in the Riverside City College region over the next five years.

Table 1. Top Region Middle-Skill Occupations

Occupation	2012 Jobs	5-Year Openings (2017-22)	Entry to Experienced Entry Earnings Range*	Typical Entry Level Education
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	3,289	2,121	\$14.88 to \$22.68	High school diploma or equivalent
Customer Service Representatives	1,984	1,566	\$13.30 to \$21.67	High school diploma or equivalent
Teacher Assistants	2,391	1,492	\$13.19 to \$18.07	Some college, no degree
Registered Nurses	3,053	1,353	\$37.53 to \$54.69	Bachelor's degree
Carpenters	2,482	1,279	\$13.95 to \$24.64	High school diploma or equivalent
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	1,953	1,177	\$19.34 to \$39.19	High school diploma or equivalent
Bookkeeping, Accounting, and Auditing Clerks	1,974	1,160	\$15.33 to \$23.65	Some college, no degree
First-line Supervisors of Office and Administrative Support Workers	1,711	1,039	\$20.80 to \$31.81	High school diploma or equivalent
Maintenance and Repair Workers, General	1,450	900	\$14.08 to \$24.63	High school diploma or equivalent
<b>ALL OCCUPATIONS RCC Region</b>	185,214	126,371	-	-

Source: EMSI 2018.1

\* Entry hourly is 25th percentile wage, experienced is 75th percentile wage.

### Demographic Data

The cities and CDPs within the College's service area are ethnically diverse. According to the most recent RCCD Environmental Scan, Hispanic/Latino is the principal ethnic group in the region at 55.3 percent. The city of Riverside has the largest number of Hispanic residents (165,670), followed by Moreno Valley (114,120), Corona (69,843), and Jurupa Valley (69,725). The next largest population by ethnicity is White at 30.9 percent. The Black and Asian populations are similar in proportion at 5 percent and 5.7 percent respectively.

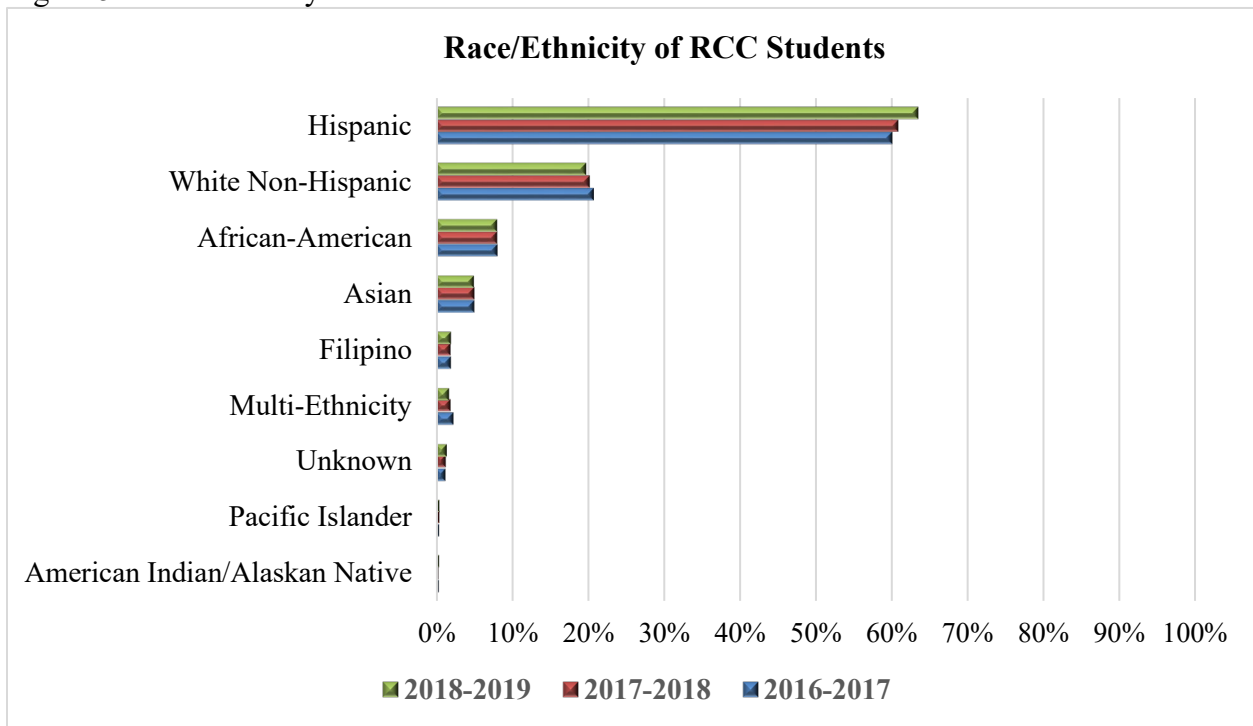
Table 2. Population Proportion by Ethnicity

Area	Hispanic/Latino	White	Black	American Indian / Alaska Native	Asian	Native Hawaiian / Other Pacific Islander	Some Other Race	Two or More Races
California	38.6%	38.4%	5.6%	0.4%	13.7%	0.4%	0.2%	2.9%
Riverside County	47.5%	37.2%	5.9%	0.4%	6.0%	0.3%	0.2%	2.5%
RCCD	53.0%	28.3%	8.0%	0.3%	7.7%	0.3%	0.2%	2.4%
RCC Region	55.3%	30.9%	5.0%	0.3%	5.7%	0.2%	0.2%	2.4%

Source: 2012-2016 American Community Survey (5-year Estimates)

The Hispanic proportion of the student population has increased over the last several years, and the proportion of white students has decreased slightly over this time period. Adding to the College’s diversity, almost 2 percent of RCC students attend RCC on an international student visa (F-1 or J-1).

Figure 5. Race/Ethnicity of Students



Source: Datamart

Over the past several years, RCC’s student body has changed slightly from a ratio of 56 percent female, 44 percent male to 57 percent female, 42 percent male, and 1 percent other. In summer 2018, RCC began collecting information on students’ gender identification and sexual orientation. This data will inform conversations about student support for special populations.

The median ages for the RCC region range from 31.5 to 38.6 and demonstrate a slightly younger-aged population in comparison to California and Riverside County.

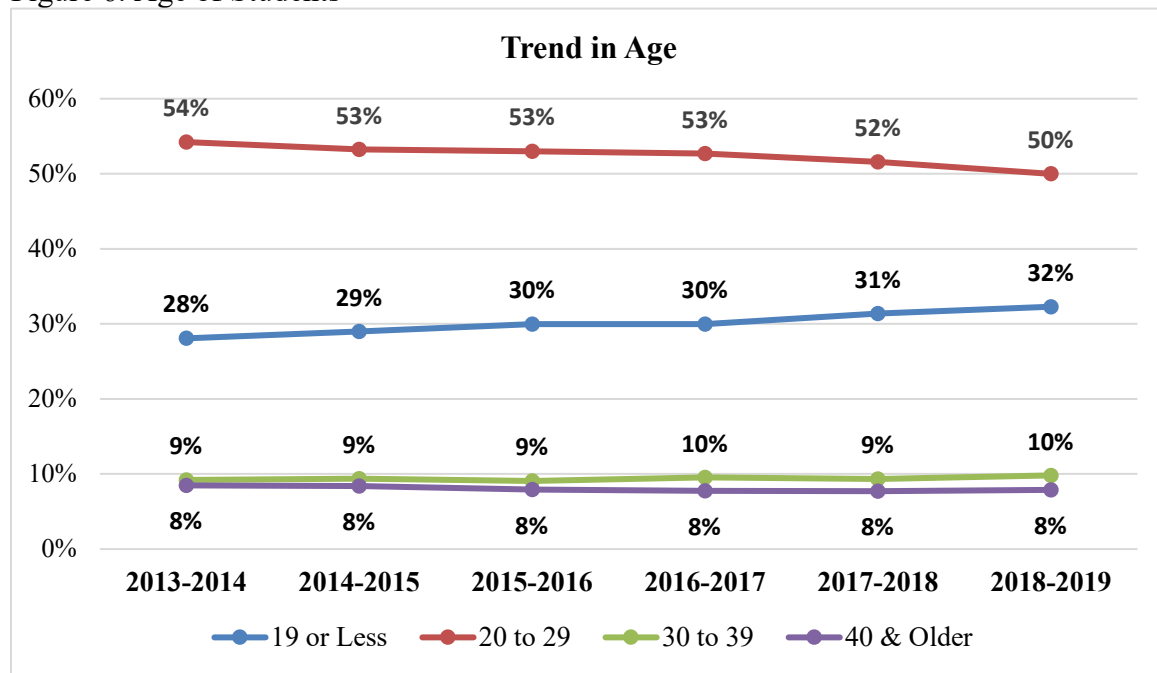
Table 3. Population Proportion by Age

Area	Under 5 Years	5 to 24 Years	25 to 44 Years	45 to 64 Years	65 to 84 Years	85 Years and Older
California	6.5%	27.4%	28.1%	25.1%	11.1%	1.8%
Riverside County	6.8%	30.0%	26.3%	23.7%	11.6%	1.6%
RCCD	7.0%	32.5%	28.1%	23.2%	8.0%	1.0%
RCC Region	6.7%	32.9%	27.3%	23.0%	8.9%	1.3%

Source: 2012-2016 American Community Survey (5-year Estimates)

Partially in response to strong efforts from the College’s Outreach team, RCC students’ age distribution has seen a slight increase in students enrolling directly from high school. Overall, student age has remained fairly consistent over time.

Figure 6. Age of Students



Source: Datamart

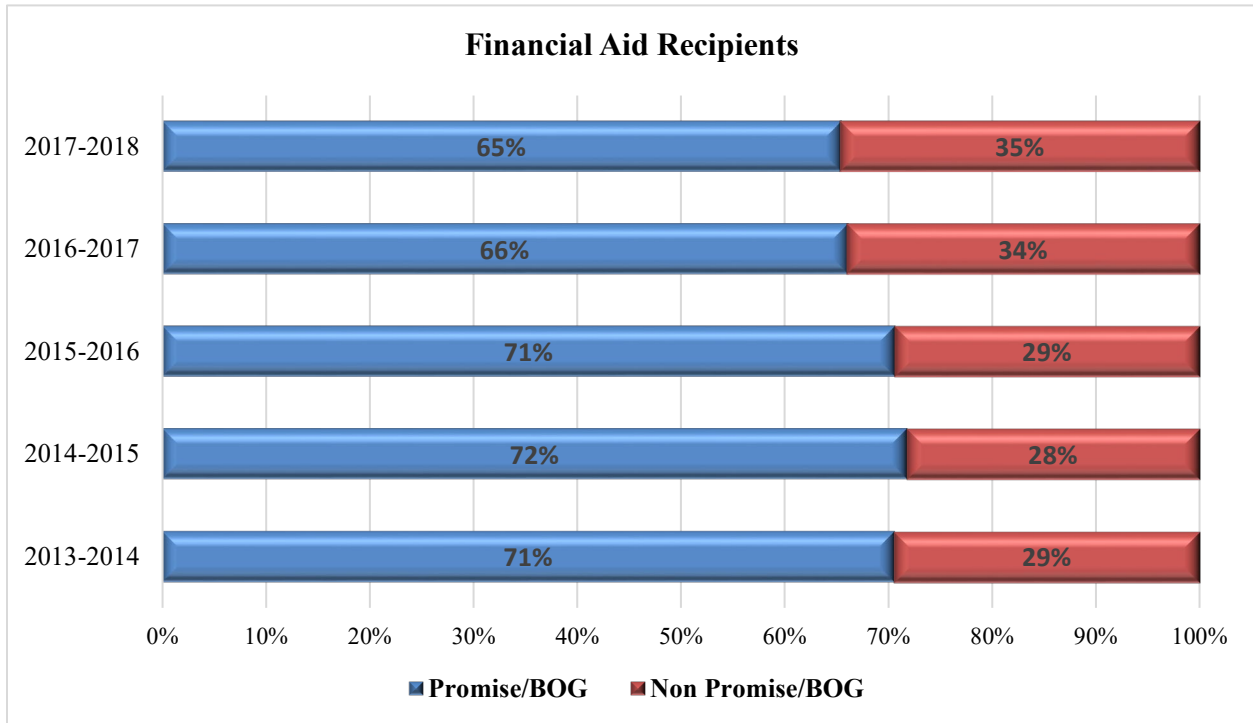
### Socioeconomic Data

According to the 2012-2016 American Community Survey estimate only 27.1 percent of the RCC region’s total population age 25 years and over has attained an associate’s degree or higher. The per capita income for Riverside city is \$23,061 while the region ranges from a low of \$18,104 (Highgrove CDP) to a high of \$30,173 (Woodcrest CDP).

RCC students’ financial profiles reflect in RCC’s student demographics. In fall 2018, 33.0 percent of RCC students were first generation, 2.2 percent were foster youth, one percent participated in the CalWorks program, and 3.6 percent were veterans.

In alignment with the county’s financial profile, the majority of RCC’s students receive financial aid while attending the college through the Promise program and/or the Board of Governor’s Waiver.

Figure 7. Financial Aid Recipients



Source: Datamart

### Sites

The following is a list of RCC remote locations where 50 percent or more of a program, certificate, or degree is available to students:

Rubidoux Annex  
4250 Opal Street  
Jurupa Valley, CA 92509

Coil School for the Arts  
3890 University Avenue  
Riverside, CA 92501

Culinary Academy  
3801 Market Street  
Riverside, CA 92501

## Specialized or Programmatic Accreditation

Riverside City College offers several programs with specialized programmatic accreditation.

Table 2. Specialized or Programmatic Accreditation

Discipline	Program	Accreditor
Applied Digital Media	Electronic Publishing and Design Applied Digital Media and Printing Basic Graphic Communication Basic Graphic Design	PrintED administered by the Graphic Arts Education and Research Foundation (GAERF)
Business Administration Computer Information Systems	Accounting Computer Applications and Office Technology-Executive Office Management Computer Programming Computer Science Associate Degree for Transfer Entrepreneurship General Business Human Resources Management Marketing Paralegal	Accreditation Council for Business Schools and Programs (ACBSP)
Early Childhood Education	Child Development Center	National Association for the Education of Young Children (NAEYC)
Nursing	LVN Registered Nursing	Accreditation Commission for Education in Nursing

Source: Department-supplied data

## B. Presentation of Student Achievement Data and Institution-set Standards

### College Metrics, Institution-set Standards, and Goals

Table 3. College Strategic Plan, District Strategic Plan, and Vision for Success

Metric	Institution Set Standard	Baseline Year	Baseline Performance	2021-2022 Vision Goal	Change	2024-2025 Strategic Plan Goal
Course Success Rate	66.0%	2016-2017	67.3%	71.0%	+5%	
All Students Who Earned Associate Degrees	1179	2016-2017	2114	5260	148.8%	9,090
All Students who Earned an ADT	<i>In Progress</i>	2016-2017	304	756	148.8%	1,307
All Students who Earned State-Approved Certificates	447	2016-2017	429	1067	148.8%	1,845
All Students Who Transferred to UC/CSU	<i>In Progress</i>	2016-2017	865	2152	148.8%	3,719
Avg. Units Completed by Associate Degree Earners	79	2016-2017	95	79	-16	79
Employed in Field of Study	<i>In Progress</i>	2016-2017	68.8%	87.0%	+19%	

Source: Course Success Rate from EMD; Degrees, Certificates, and Units from MIS; Transfer from National Student Clearinghouse; and Employment from CTEOS

Table 4. Student Equity

Metric	Institution Set Standard	Baseline Year	Baseline Performance	Goal by 2021-2022	Change	2024-2025 Strategic Plan Goal
All Students Who Transferred to Any 4 Year Institution	1702	2016-2017	1373	3416	148.8%	
Vision Goal Completion (Degree, Certificate, and/or Transfer)	<i>In Progress</i>	2016-2017	1790	4116	129.9%	
Transfer Math & English Completion in First Year	<i>In Progress</i>	2015-2016	476	987	107.4%	
Students Who Enrolled in Fall and Subsequent Spring (Retention)	<i>In Progress</i>	2016-2017	68.30%			
Applicants Who Enrolled At RCC (State Chancellor's Office Access Metric)	<i>In Progress</i>	2016-2017	27,192			

Source: State Chancellor's Office Student Equity Plan. Metrics and data source were prescribed by the Chancellor's Office

## Course Retention and Course Completion

The College continues to focus on course retention rates and course success rates (pass rates) as measures of student success. Disaggregated by equity groups, teaching methodology, and faculty type, course retention rates and course success rates vary significantly.

Table 5. Course Retention Rates

Retention		Stretch Goal (2021-22)	2018-19	2017-18	2016-17	3 Year Average	
Course Retention Rate	<b>Overall</b>	87%	83.3%	85.2%	85.1%	84.5%	
	<b>Race / Ethnicity</b>	<b>Amer Indian / Alaska Native</b>	87%	79.8%	88.1%	86.2%	84.7%
		<b>Asian</b>	87%	86.5%	87.8%	87.3%	87.2%
		<b>Black / African American</b>	87%	81.3%	83.9%	83.0%	82.7%
		<b>Hispanic</b>	87%	83.9%	84.1%	84.1%	84.1%
		<b>International*</b>	87%	92.8%	94.9%	95.5%	94.4%
		<b>Native Hawaiian / Pac Islander</b>	87%	84.4%	90.2%	85.4%	86.7%
		<b>Other / Declined</b>	87%	55.7%	87.7%	86.6%	76.7%
		<b>Two or More</b>	87%	82.6%	85.1%	84.1%	83.9%
		<b>White</b>	87%	83.5%	86.8%	86.6%	85.6%
	<b>Other Equity Groups</b>	<b>Female</b>	87%	82.7%	85.1%	85.1%	84.3%
		<b>Male</b>	87%	84.5%	85.2%	85.0%	84.9%
		<b>Other</b>	87%	75.1%	87.4%	86.4%	83.0%
		<b>Veteran</b>	87%	86.6%	85.4%	86.3%	86.1%
		<b>Not Veteran</b>	87%	83.1%	85.2%	85.0%	84.4%
		<b>Foster Youth</b>	87%	78.8%	80.5%	80.2%	79.8%
		<b>Not Foster Youth</b>	87%	83.4%	85.3%	85.2%	84.6%
		<b>Disability</b>	87%	84.5%	85.7%	85.7%	85.3%
		<b>No Disability</b>	87%	83.2%	85.2%	85.0%	84.5%
		<b>Stretch Goal (2021-22)</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>3 Year Average</b>	
	<b>Teaching</b>	<b>Face-To-Face</b>	87%	79.0%	80.6%	81.8%	80.5%
		<b>Hybrid</b>	87%	82.5%	81.0%	81.2%	81.5%
		<b>Online</b>	87%	81.4%	81.5%	79.5%	80.8%
<b>FT</b>		87%	80.3%	81.9%	82.8%	81.7%	
<b>PT</b>		87%	78.4%	79.1%	79.8%	79.1%	

Source: MIS files including SX, ST, and SG and Enrollment Management Dashboard for Teaching Type

\*International includes students on an F-1 or J-1 visa



Table 6. Course Completion Rates

Completion		Institution Set Standard	Stretch Goal (2021-22)	2018-19	2017-18	2016-17	3 Year Average	
Course Completion Rate	<b>Overall</b>	66%	71%	65.8%	66.9%	67.3%	66.7%	
	<b>Race / Ethnicity</b>	<b>Amer Indian / Alaska Native</b>	66%	71%	57.1%	71.1%	64.2%	64.1%
		<b>Asian</b>	66%	71%	74.5%	75.6%	75.4%	75.2%
		<b>Black / African American</b>	66%	71%	58.9%	60.4%	59.6%	59.6%
		<b>Hispanic</b>	66%	71%	65.1%	64.2%	65.0%	64.8%
		<b>International*</b>	66%	71%	79.4%	82.0%	82.6%	81.3%
		<b>Native Hawaiian / Pac Islander</b>	66%	71%	66.4%	69.3%	63.4%	66.4%
		<b>Other / Declined</b>	66%	71%	37.2%	69.2%	70.2%	58.9%
		<b>Two or More</b>	66%	71%	65.8%	68.2%	67.1%	67.0%
		<b>White</b>	66%	71%	70.2%	73.3%	73.1%	72.2%
		<b>Other Equity Groups</b>	<b>Female</b>	66%	71%	65.7%	67.3%	67.8%
	<b>Male</b>		66%	71%	66.4%	66.4%	66.6%	66.5%
	<b>Other</b>		66%	71%	55.3%	71.0%	67.9%	64.7%
	<b>Veteran</b>		66%	71%	70.2%	66.8%	68.6%	68.5%
	<b>Not Veteran</b>		66%	71%	65.6%	66.9%	67.3%	66.6%
	<b>Foster Youth</b>		66%	71%	55.6%	54.5%	52.9%	54.4%
	<b>Not Foster Youth</b>		66%	71%	66.0%	67.2%	67.6%	67.0%
	<b>Disability</b>		66%	71%	66.7%	67.1%	67.4%	67.1%
	<b>No Disability</b>		66%	71%	65.7%	66.9%	67.3%	66.6%
	<b>Teaching</b>			<b>Institution Set Standard</b>	<b>Stretch Goal (2021-22)</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
		<b>Face-To-Face</b>	66%	71%	65.9%	66.8%	68.1%	66.9%
		<b>Hybrid</b>	66%	71%	64.4%	61.7%	62.0%	62.7%
		<b>Online</b>	66%	71%	64.9%	62.6%	59.4%	62.3%
		<b>FT</b>	66%	71%	66.9%	67.0%	67.8%	67.2%
		<b>PT</b>	66%	71%	63.5%	64.1%	64.9%	64.2%

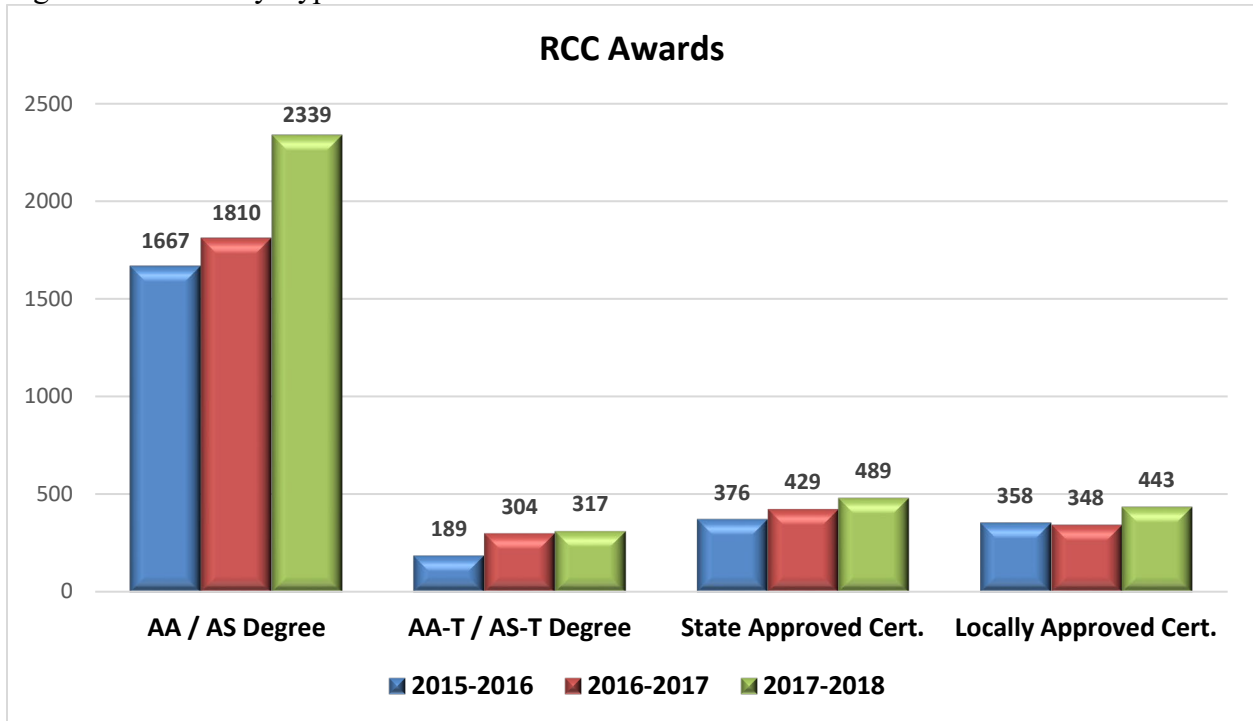
Source: MIS files including SX, ST, and SG and Enrollment Management Dashboard for Teaching Type

\*International includes students on an F-1 or J-1 visa

## Completion and Awards

Riverside City College continues to increase the number of Associate Degrees for Transfer (ADT) awarded. The College currently offers 27 ADT's. As part of the implementation of the Guided Pathways Framework, the College began creating program maps for each of these programs and is working closely with colleagues in the California State University system to ensure students completing ADT's have a smooth transition to the four-year institution. The numbers below are duplicated headcount (if a student is awarded more than one degree and/or certificate, they are counted multiple times).

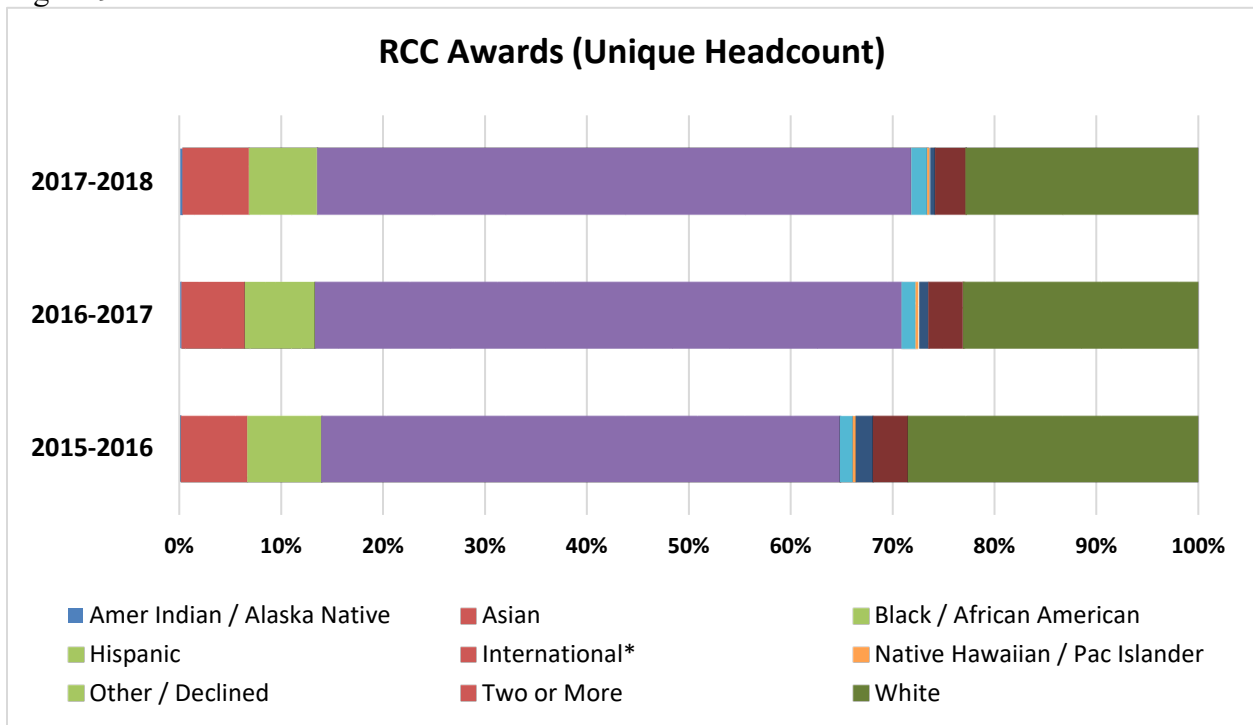
Figure 8. Awards by Type



Source: MIS SP file. 2018-2019 not yet available

As the overall number of awards has increased, the proportion of Hispanic students who have received awards has increased, while other populations have seen a proportional decrease.

Figure 9. Overall Awards



\*International includes students on an F-1 or J-1 visa  
 Source: MIS SP File and ST for race / ethnicity

Overall, more women than men were awarded degrees and certificates, which is in line with the College’s overall gender enrollment.

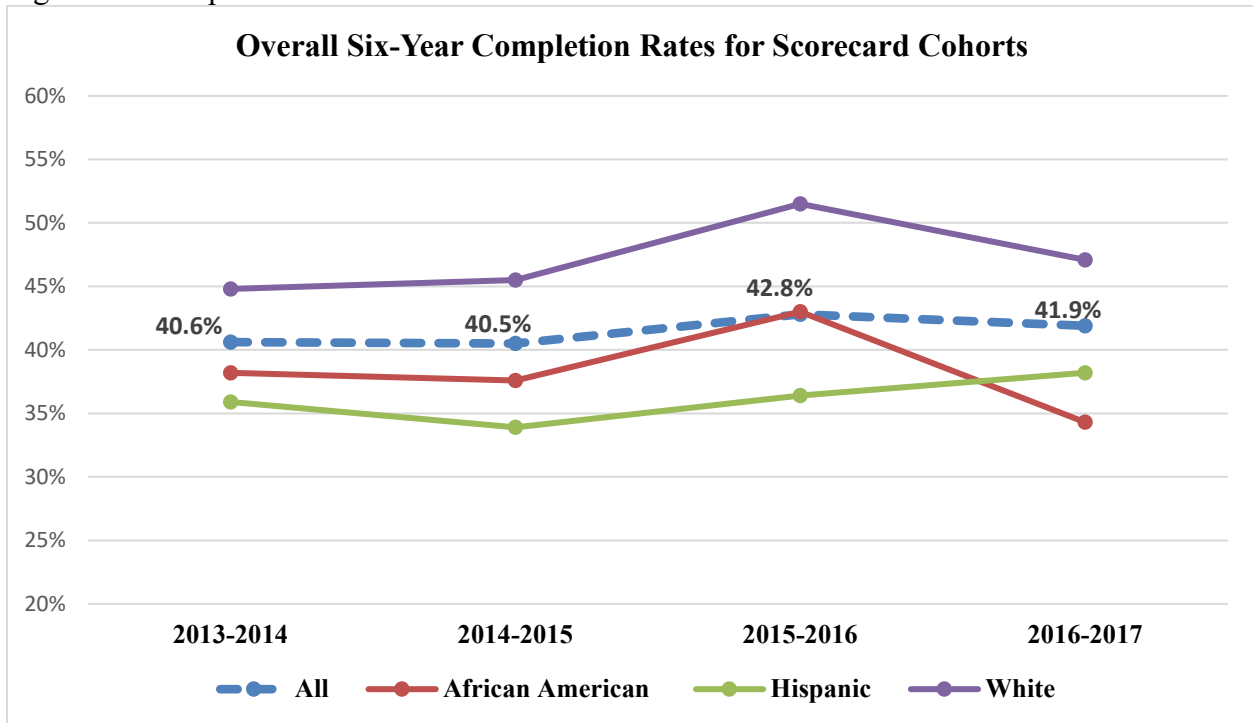
Table 7. Percentage of Awards By Gender

Gender	2015-16	2016-17	2017-18
Female	66.1%	63.7%	61.9%
Male	33.2%	35.7%	37.4%
Other / Declined	0.8%	0.6%	0.7%

Source: MIS SP File and ST for gender

The RCC’s Scorecard cohort completion rates show little change over the past four years. White students complete at a higher rate than African American or Hispanic students. As RCC continues to align with the Guided Pathways Framework and work to improve success, the college anticipates that completion rates will increase.

Figure 10. Completion Rates



Source: Datamart

One of the ways the College tracks transfers is via a transfer volume metric. This metric looks at first-time freshmen who enrolled at RCC and then transferred within six months of leaving the college based on National Student Clearinghouse data. The year designates the students' last year of enrollment at RCC. The number of students in this transfer volume metric has been consistent year over year. However, the mix of transfer school types has changed slightly with an increase in both the CSU and UC system transfers.

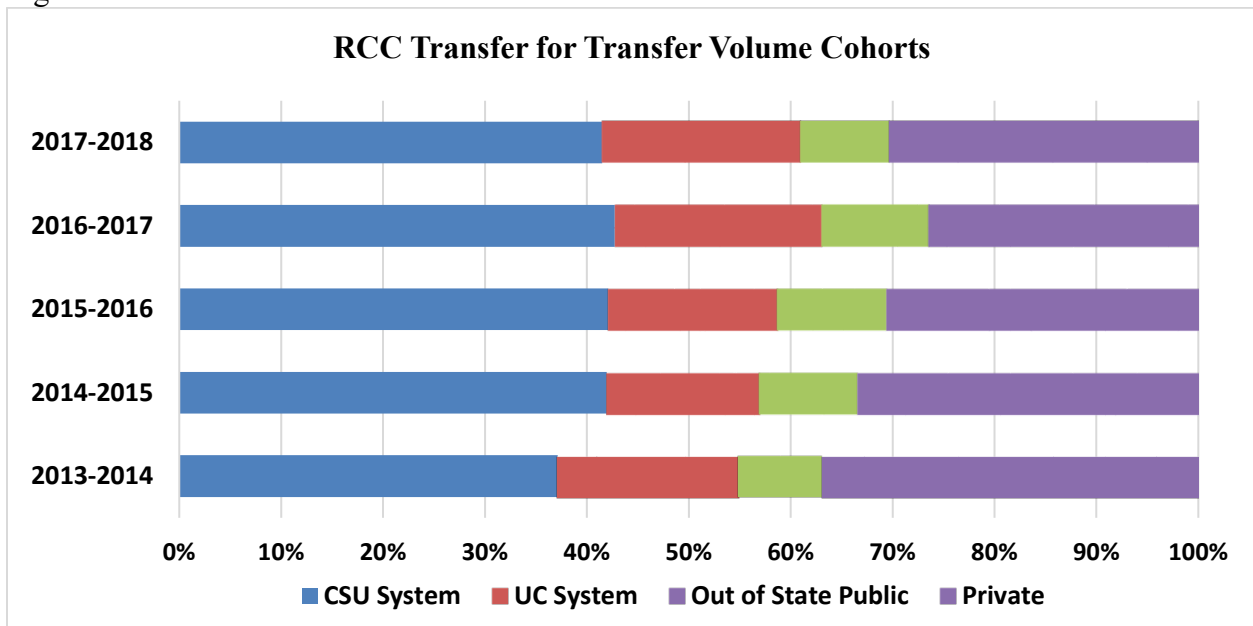
Table 8. Transfer Volume

Transfer System	2013-14	2014-15	2015-16	2016-17	2017-18
CSU System	525	588	653	587	649
UC System	251	210	257	278	304
Out of State Public	116	135	166	144	136
Private	522	469	475	364	475
<b>Total</b>	<b>1414</b>	<b>1402</b>	<b>1551</b>	<b>1373</b>	<b>1564</b>

Source: Datamart Scorecard and National Student Clearinghouse

The College has a large number of students who transfer to private colleges and universities. California State Baptist University is the second most transferred to institution after CSU San Bernardino.

Figure 11. Transfer Volume



Source: National Student Clearinghouse

### Career and Technical Education (CTE) Workforce Goals

The College’s CTE programs continue to focus on providing pathways to students in high-demand, high-skill, and high-paying jobs. The College is tracking many CTE-based metrics including Workforce Goals, which are part of the state Chancellor’s Office Vision for Success.

Table 9. CTE Metrics

Metric	2016-17	2017-18 (% change)	2021-22 Goal Number	2021-22 Goal % Change from 2016-17	Goal Setting Rationale
Median annual earnings of exiting students	\$41,600.00	\$45,656.00 (9.75%)	\$66,239.34	59.2%	9.75% increase year over year
Number of exiting students earning a living wage	238	261 (9.75%)	379	59.2%	9.75% increase year over year
Percentage of exiting CTE students who report being employed in their field of study	68.8%	71.0% (3.5%)	87%	25.8%	3.5% increase year over year

Source: CTE Outcomes Survey 2016-2017

Students in Registered Nursing, Licensed Vocational Nursing, and Cosmetology must pass licensure exams in order to work in their field of study. The tables below show the current examination pass rates and job placement rates for these programs.

Table 10. Licensure Examination Rates

Program	CIP Code	Examination	Institution set standard	Pass Rate		
				15/16	16/17	17/18
Registered Nursing	51.38	state	85%	95.5%	96.2%	94.3%
LVN	51.39	state	85%	100.0%	95.0%	86.0%
Cosmetology	120401	State	80%	100.0 %	100.0%	100.0%

Source: Department-supplied data

Table 11. Job Placement Rates

Program	CIP Code	Institution set standard	Job Placement Rate		
			15/16	16/17	17/18
Registered Nursing	511601	90%	98.0%	92.0%	94.0%
LVN	511613	60%	68.0%	65.0%	65.0%
Cosmetology	120401	80%	96.0%	89.0%	89.0%

Source: Department-supplied data

## C. Organization of the Self-Evaluation Process

In fall 2017, the RCC Academic Senate approved the appointment of Dr. Hayley Ashby, Professor, Library as the faculty chair of the Accreditation Steering Committee. Dr. Wolde-Ab Isaac, President named Dr. Susan Mills, Vice President, Planning and Development as the Accreditation Liaison Officer (ALO). In 2018, Dr. Wolde-Ab Isaac became Chancellor of the Riverside Community College District and Dr. Susan Mills became Vice Chancellor, Educational Services and Strategic Planning. Interim President Dr. Irving Hendrick then selected Dr. Monica Green as the new ALO when she was hired as the Vice President, Planning and Development. In 2019, Dr. Gregory Anderson became the 12th president of RCC, and in June 2019 Dr. Monica Green was selected as the Interim President at Norco College. Dr. Anderson appointed Dr. Carol Farrar, Vice President, Academic Affairs as the ALO in July 2019.

### Accreditation Structural Alignment

As a result of revisions to the strategic planning process implemented after the last institutional self-evaluation, the College was able, for the first time, to leverage strategic planning leadership councils and committees to conduct the self-evaluation. RCC’s strategic planning process is grounded in California Education Code §70901 and Accreditation Standards IV.A.1 and IV.A.2, which call for shared governance and participative processes in decision-making. The composition of the Educational Program Oversight Committee (EPOC) and the leadership councils is inclusive of all college stakeholders including administration, faculty, staff, and students.

In addition to overseeing and directing strategic planning efforts, EPOC serves as the Accreditation Steering Committee (ASC). The four leadership councils are Governance, Effectiveness, Mission, and Quality; Resource Development and Administrative Services; Student Access and Support; and Teaching and Learning. The leadership councils have both operational and strategic responsibilities. The strategic responsibilities of each leadership council include the assumption of responsibility for one or more sections of the Accreditation Standards. Committees under the four leadership councils may also be assigned responsibilities for particular sections of the Standards as indicated by their charge.

Table 12. Accreditation Standards Aligned with RCC Leadership Councils and Subcommittees

Accreditation Standard	Leadership Council	Committee
Standard I	Governance, Effectiveness, Mission, and Quality	-
A. Mission	Governance, Effectiveness, Mission, and Quality	-
B. Quality and Effectiveness	Governance, Effectiveness, Mission, and Quality	-
C. Institutional Integrity	Governance, Effectiveness, Mission, and Quality	-
Standard II	Teaching and Learning Student Access and Support	-
A. Instructional Programs	Teaching and Learning	-
B. Library and Learning Support Services	Student Access and Support	Integrated Academic Support
C. Student Support Services	Student Access and Support	Student Life and Services

Standard III	Resource Development and Administrative Services	-
A. Human Resources*	Resource Development and Administrative Services	Human Resources
B. Physical Resources	Resource Development and Administrative Services	Physical Resources
C. Technology Resources*	Resource Development and Administrative Services	Technology Resources
D. Financial Resources*	Resource Development and Administrative Services	Financial Resources
Standard IV	Governance, Effectiveness, Mission, and Quality	-
A. Decision-Making Roles and Processes	Governance, Effectiveness, Mission, and Quality	Governance
B. Chief Executive Officer	Governance, Effectiveness, Mission, and Quality	Governance
C. Multi-College Districts or Systems*	Governance, Effectiveness, Mission, and Quality	Governance
D. Governing Board*	Governance, Effectiveness, Mission, and Quality	Governance

\*Requires input and collaboration with the District Office

## Roles and Responsibilities

The faculty accreditation chair, the faculty strategic planning chair, the ALO, and the college president identified potential leads for each Standard and worked with the appropriate approving bodies to assign three responsible leads: one administrator, one faculty member, and one staff member. Whenever possible, the leads were drawn from the membership of the leadership councils. The tri-leads were responsible for engaging the councils and committees in the self-evaluation of the Standard. The following specific responsibilities were also assigned to each lead role:

- *Administrative Lead – Standard Chair*  
The vice president serving as the administrative lead organizes leadership council and committee efforts to evaluate the Standard. The Standard chair provides administrative support, attends EPOC meetings to communicate progress, oversees the direction of the standard draft, and works with the other leads to submit evidence and drafts.
- *Faculty Lead – Lead Writer*  
The faculty member serving as the faculty lead synthesizes input from the leadership council and committee(s) and area experts, prepares drafts of the standard, and incorporates feedback from EPOC into subsequent drafts.
- *Staff Lead – Support*  
The staff member supports the overall efforts toward evaluating the Standard by collecting evidence and reviewing drafts.

In addition to the standard tri-leads, resource individuals were identified based on expertise to support the tri-leads in conducting the self-evaluation. District Office personnel also provided information and evidence, and reviewed components of Standard III and Standard IV. Finally, accreditation leadership across the district collaborated to norm narratives and evidence for Standard IVA and Standard IVB to ensure consistency when appropriate.



Table 13. Accreditation Standard Tri-leads and Standard Experts

Standard I	Standard II	Standard III	Standard IV
A. Mission B. Assuring Academic Quality and Institutional Effectiveness C. Institutional Integrity	A. Instructional Programs B. Library and Learning Support Services C. Student Support Services	A. Human Resources B. Physical Resources C. Technology Resources D. Financial Resources	A. Decision-Making Roles and Processes B. Chief Executive Officer C. Governing Board D. Multi-College Districts or Systems
Tri-leads: Kristine DiMemmo Debbie Cazares Malika Bratton	Tri-leads: Carol Farrar; FeRita Carter Kathleen Sell Sharice Fox	Tri-leads: Raymond “Chip” West Tucker Amidon Natalie Halsell	Tri-leads: Kristine DiMemmo Mark Sellick Stephen Ashby
Resource Individuals: Wendy McEwen	Resource Individuals (A): Kristi Woods Kristine DiMemmo Victor Sandoval Sharice Fox  Resource Individuals (B): Allison Douglas-Chicoye Inez Moore Jacqueline Lesch Allyssa Ybarra  Resource Individuals (C): Kyla O’Connor Ellen Brown-Drinkwater Garth Schultz Tucker Amidon Vevesi Save	Resource Individuals (A): Terry Hampton (District)  Resource Individuals (C): Christopher Blackmore (District)  Resource Individuals (D): Aaron Brown (District)	Resource Individuals (B): Gregory Anderson  Resource Individuals (C): Susan Mills (District) Lijuan Zhai (District)  Resource Individuals (D): Susan Mills (District) Lijuan Zhai (District)

**Timeline of the Self-Evaluation Process**

The following timeline summarizes the major activities and events throughout the various stages of the self-evaluation process from preparation to the site visit. The faculty accreditation chair and the ALO provided continuous updates to all college contingency groups at regularly scheduled governance and planning meetings. The faculty strategic planning chair provided support for embedding accreditation discussions and activities into strategic planning meetings and retreats. As the presiding chair of EPOC, the faculty strategic planning lead also reviewed Standard drafts and provided feedback on the overall self-evaluation process.

Table 14. Accreditation Timeline

Date	Activity or Event
Fall 2017	<ul style="list-style-type: none"> <li>• Academic Senate selected a faculty accreditation chair and the college president appointed the Accreditation Liaison Officer.</li> <li>• The College aligned leadership councils and committees with the Accreditation Standards.</li> <li>• Accreditation leadership identified Standard leads, and defined roles and responsibilities.</li> <li>• The faculty accreditation chair provided an accreditation kickoff presentation at the Fall Strategic Planning Retreat.</li> </ul>
Winter 2018	<ul style="list-style-type: none"> <li>• The faculty accreditation chair developed resources to support the development of the ISER including an assessment glossary, an evidence inventory spreadsheet, an evidence protocol, and standard draft worksheets.</li> <li>• The College contacted the vice president liaison to ACCJC and requested onsite ISER training for all tri-leads, EPOC members, and leadership council chairs.</li> <li>• Accreditation leadership arranged an Accreditation Spring Training Day and collaborated on the development of meeting outcomes, an agenda, and presentations.</li> </ul>
Spring 2018	<ul style="list-style-type: none"> <li>• The faculty accreditation chair presented an accreditation update at Spring Flex Day.</li> <li>• The College identified tri-leads representing the college constituency groups (administration, faculty, and staff) for each standard in alignment with the strategic planning structure.</li> <li>• The College conducted a spring 2018 Training Day that included an ACCJC update, an ISER and QFE overview, a review of the Standards in context, a description of evidence protocols, and team development strategies.</li> <li>• The tri-leads submitted Draft #1 of the Standards, which consisted of bulleted lists of evidence, identified gaps, and potential areas for improvement.</li> <li>• EPOC reviewed Draft #1 and provided feedback to the Standard leads.</li> </ul>
Summer 2018	<ul style="list-style-type: none"> <li>• Accreditation leadership reviewed each Standard Draft #1 in detail and provided both general comments and Standard-specific feedback.</li> <li>• At ACCJC's request, the faculty accreditation chair reviewed a draft Guide to Institutional Self-Evaluation, Improvement, and Peer-Review and provided feedback.</li> <li>• The College reviewed the requirements for the ISER front matter and began brainstorming on QFE topics based on a review of institutional data and gaps identified in the Standard drafts.</li> </ul>
Fall 2018	<ul style="list-style-type: none"> <li>• The faculty accreditation chair presented an accreditation update at Fall Flex Day.</li> <li>• The College convened a tri-leads meeting that focused on reviewing feedback on the Standard drafts, organization, and transitioning to writing Standard narratives in accordance with the newly released ACCJC Guide.</li> <li>• The faculty accreditation chair provided individual and group training on the Accreditation 2020 SharePoint site that was created for collaboration, and draft and evidence submission.</li> <li>• The College discussed Project 1 (Program Mapping) and 2 (Integrated Academic Support) at the Fall Strategic Planning Retreat.</li> <li>• Accreditation leadership gathered feedback on communication preferences from faculty, staff, and students to facilitate current and future accreditation conversations.</li> <li>• The tri-leads submitted Draft #2 following review and discussion at the leadership councils.</li> </ul>
Winter 2019	<ul style="list-style-type: none"> <li>• Editors reviewed and provided general comments and Standard-specific feedback on Draft #2.</li> <li>• Tri-leads participated in two Winter Writing Workshops to review feedback and further refine the Standard drafts.</li> <li>• RCC accreditation leads met with District Office, Moreno Valley College, and Norco College</li> </ul>

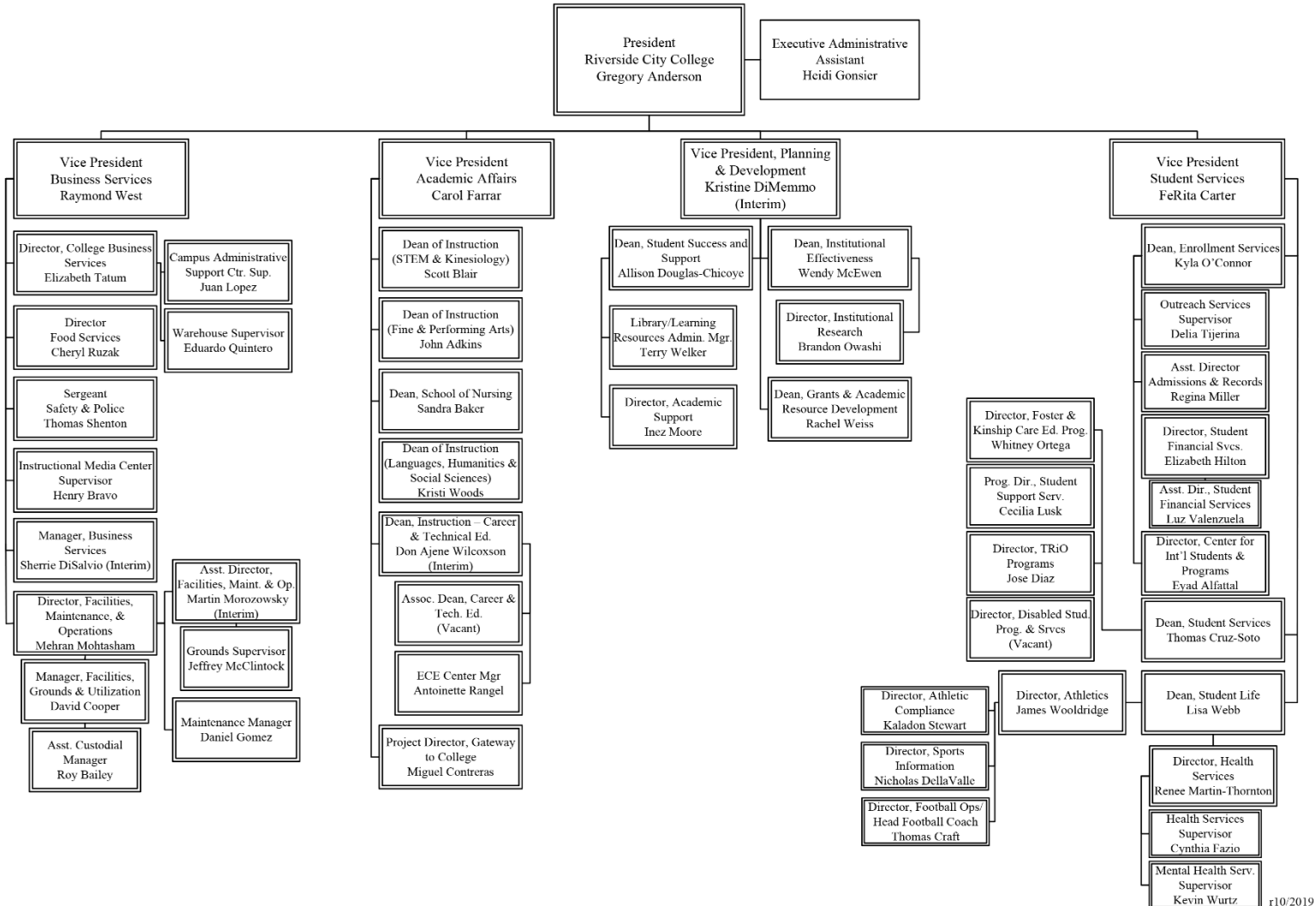
	<ul style="list-style-type: none"> <li>representatives to coordinate on Standards III and IV.</li> <li>Editors began outlining the ISER front matter including the institution-set goals aligned with the state Chancellor's Office Vision for Success.</li> <li>Accreditation leadership set the schedule and agendas for the spring EPOC meetings.</li> </ul>
Spring 2019	<ul style="list-style-type: none"> <li>The faculty accreditation chair presented an accreditation update at Spring Flex Day.</li> <li>The College discussed QFE Project 3 (Teaching and Learning Strategies) at the Spring Strategic Planning Retreat.</li> <li>Accreditation leadership attended the 2019 ACCJC Conference.</li> <li>Tri-leads submitted Draft #3 for review and feedback at EPOC dedicated to each Standard.</li> <li>The faculty accreditation chair started to compile all Standards into a complete ISER draft.</li> </ul>
Summer 2019	<ul style="list-style-type: none"> <li>Editors finalized the QFE projects and action plans.</li> <li>The faculty accreditation chair met with Standard leads to review Draft #3 and collect revisions.</li> <li>The faculty accreditation chair met with district accreditation leadership from the District Office, Moreno Valley College, and Norco College to edit sections of Standard III and Standard IV.</li> <li>Accreditation leadership identified ISER highlights and prepared presentations for Chancellor's Cabinet, the Board of Trustees Committee Meeting, Fall Flex Day, and classified staff training.</li> <li>The faculty accreditation chair and ALO presented ISER highlights and the QFE to the Chancellor's Cabinet and the Board of Trustees Committee.</li> </ul>
Fall 2019	<ul style="list-style-type: none"> <li>The faculty accreditation chair presented an accreditation update at Fall Flex Day and conducted a workshop for classified staff.</li> <li>Accreditation leadership met with a marketing consultant to refine communication materials including the accreditation primer, <i>Tiger Notes</i>.</li> <li>In coordination with the ACCJC vice president, the College conducted advanced ISER training to prepare for the site visit.</li> <li>Accreditation leadership reviewed the College website and made final updates to pages.</li> <li>The College finalized the ISER and evidence.</li> <li>The faculty accreditation chair and ALO presented the ISER at college governance and planning meetings for review and local approval.</li> <li>The College holds open forums to discuss the ISER.</li> <li>The College submitted the ISER to the District Office for review.</li> <li>Accreditation leadership presented the ISER at District Strategic Planning, Chancellor's Cabinet, and the Board of Trustees Committee Meeting.</li> <li>Accreditation leadership finalized changes to the ISER based on feedback and re-submitted the ISER for Board approval.</li> <li>The College prepared USB thumb drives with the ISER and supporting evidence for the team.</li> <li>Accreditation leadership made preparations for the site visit.</li> </ul>
Winter 2020	<ul style="list-style-type: none"> <li>Accreditation leadership makes final preparations for the site visit.</li> <li>The faculty accreditation chair prepares the presentation for Spring Flex Day.</li> </ul>
Spring 2020	<ul style="list-style-type: none"> <li>The faculty accreditation chair presented an accreditation update at Spring Flex Day.</li> <li>The peer review team visits March 2-5, 2020.</li> </ul>
Summer 2020	<ul style="list-style-type: none"> <li>The College receives the action letter from the Commission.</li> </ul>

# D. Organizational Information

## Organizational Charts

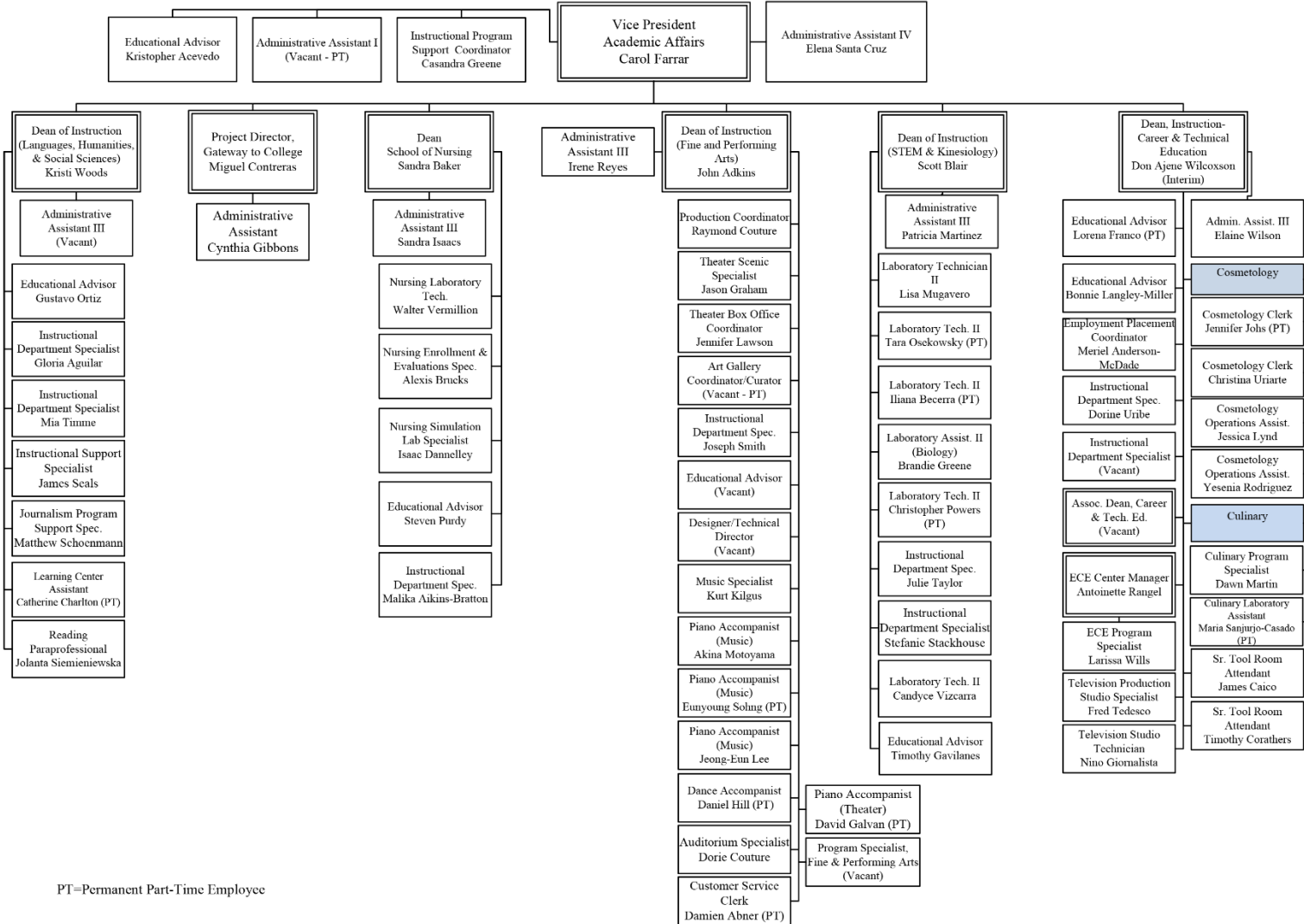
### Riverside Community College District

Riverside City College – President’s Office



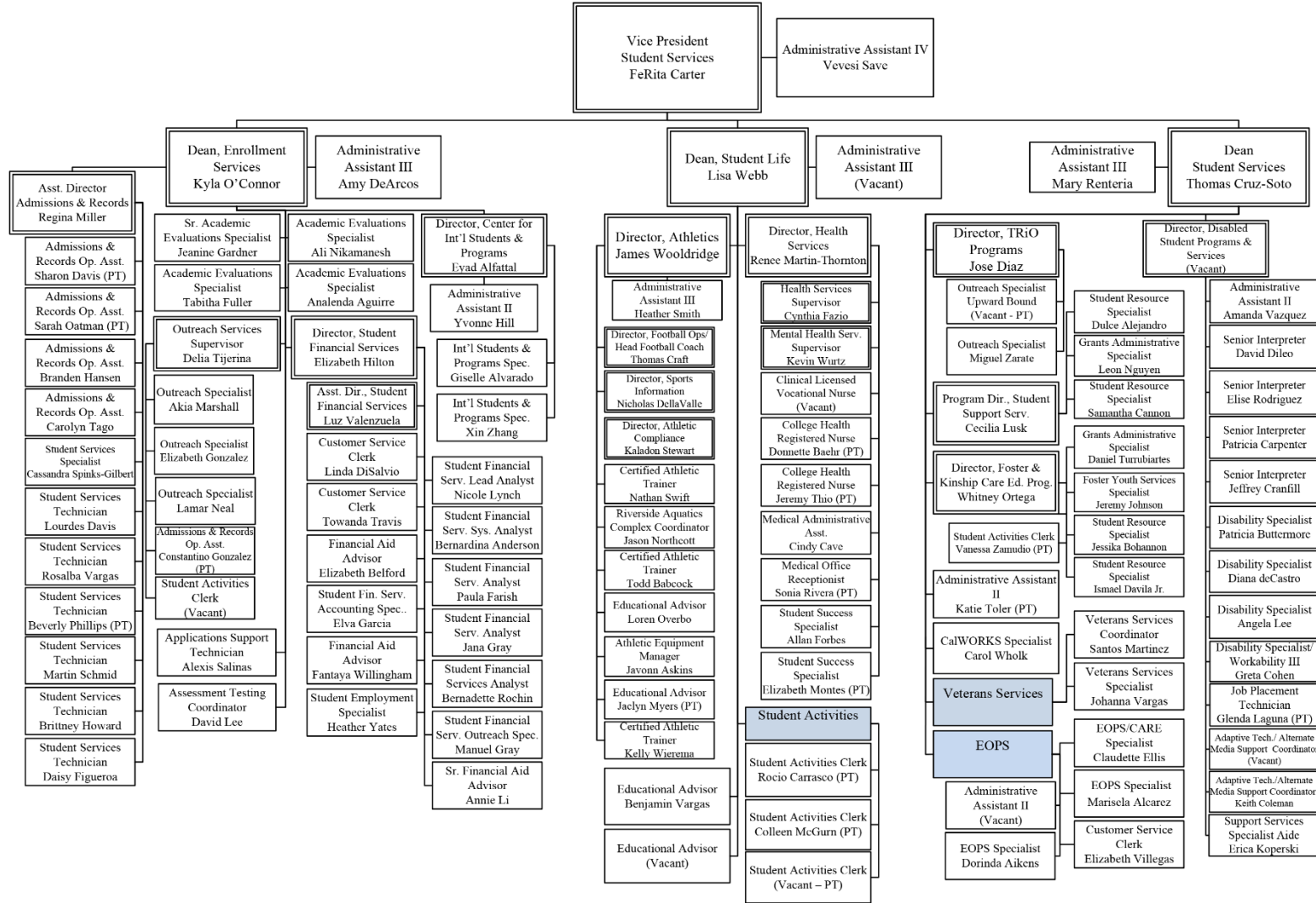
# Riverside Community College District

## Riverside City College – Academic Affairs



# Riverside Community College District

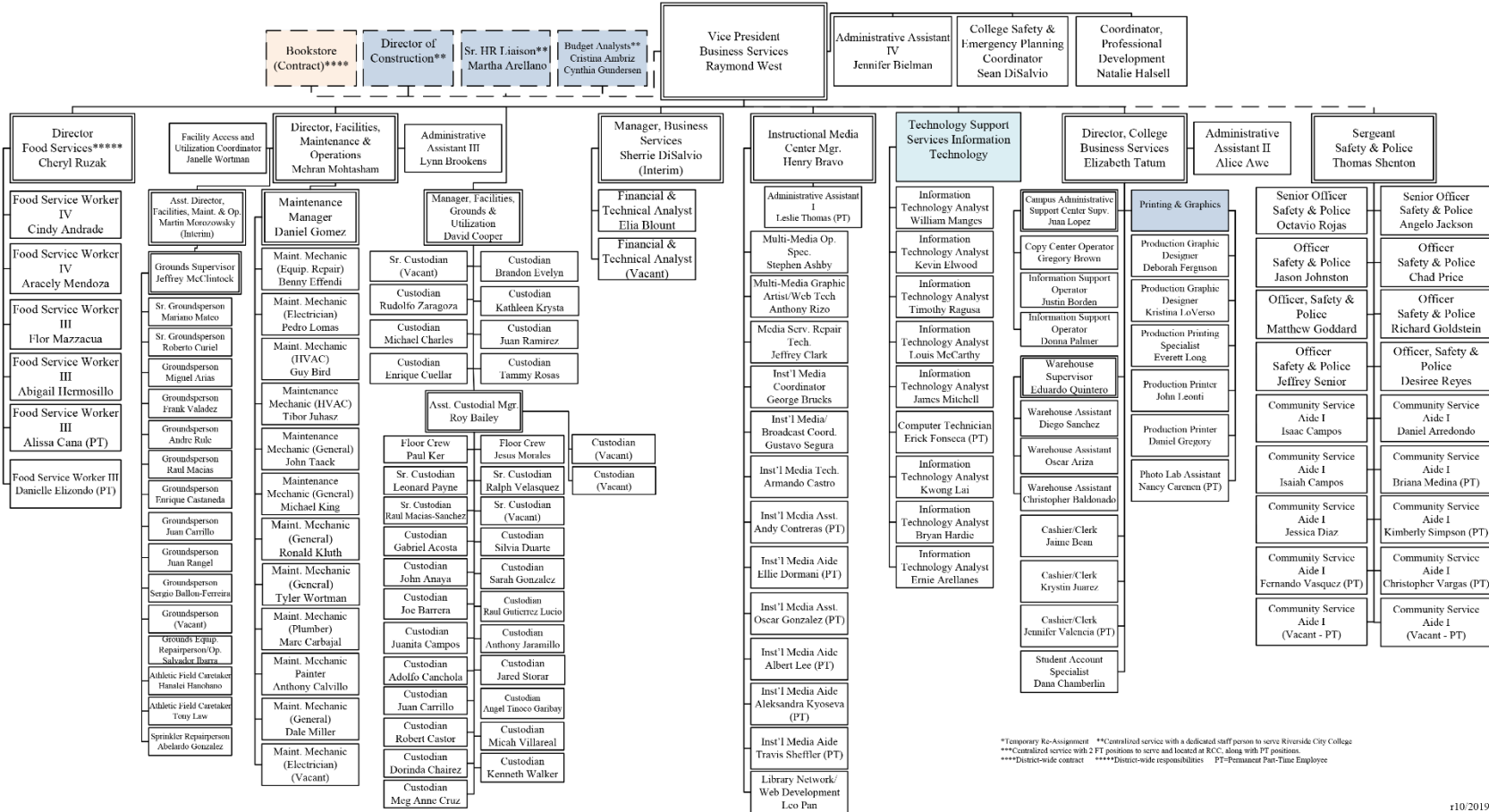
## Riverside City College – Student Services



r10/2019

# Riverside Community College District

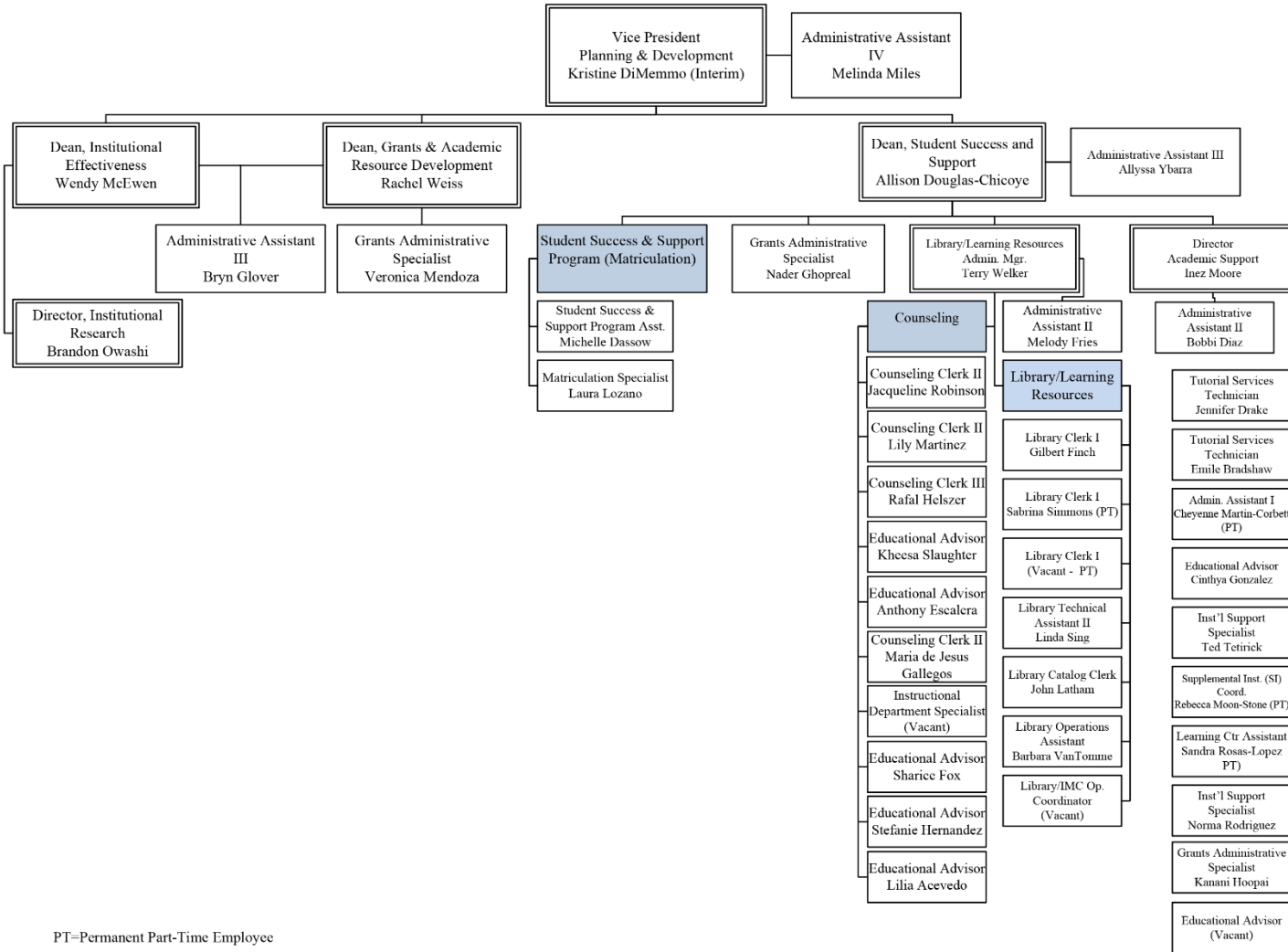
## Riverside City College – Business Services



r10/2019

# Riverside Community College District

## Riverside City College – Planning and Development



PT=Permanent Part-Time Employee

r10/2019



## Functional Maps

The Functional Maps, revised in spring 2019 with broad participation through the districtwide governance process, delineate and clarify the scope and roles of the three colleges and of the Riverside Community College District Office. After assessing the previous Functional Maps, the colleges and District Office identified the need for a more detailed approach to function mapping beyond simply indicating primary (P), secondary (S), and shared (SH) responsibilities. Two important purposes of the functional map revision were to collaboratively determine the appropriate level of support that flows from the District to the three colleges, and to increase alignment with the revised accreditation Standards. In addition to describing the responsibilities of the District Office in providing adequate resources to the colleges, the maps detail critical regulatory, advocacy, coordination, guidance, and leadership functions. The Functional Maps are living documents, and the District Strategic Planning Council will review and revise them as necessary each academic year ([FM-01](#), [FM-02](#), [FM-03](#), [FM-04](#)).

### Evidence List

Citation	Document Name
FM-01	Standard I Mission, Academic Quality and Institutional Effectiveness and Integrity
FM-02	Standard II Student Learning Programs and Support Services
FM-03	Standard III Resources
FM-04	Standard IV Leadership and Governance

## **E. Certification of Continued Compliance with Eligibility Requirements**

### **Eligibility Requirement 1: Authority**

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Riverside City College (RCC) is accredited by the Accrediting Commission for Community and Junior, Colleges Western Association of Schools and Colleges and is authorized to operate as a post-secondary educational institution by the state of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Riverside Community College District ([ER1-01](#)). The College received reaffirmation of accreditation in 2014 ([ER1-02](#)). RCC was established in 1916 and is the oldest of three community colleges in the Riverside Community College District (RCCD), which includes five areas for trustee representation as described in Standard IV.C.

### **Eligibility Requirement 2: Operational Status**

The institution is operational, with students actively pursuing its degree programs.

Riverside City College has been in continuous operation since 1916. The College had an unduplicated headcount of 30,083 students in 2018-2019, which reflects a 13.04 percent increase in enrollment over the last five years ([ER2-01](#)). RCC offers a comprehensive and diverse array of degree programs ([ER2-02](#), [ER2-03](#)). In 2017-2018, the College awarded 2,656 degrees as shown in the annual report submitted to ACCJC ([ER2-04](#)). The schedule of classes ([ER2-05](#)) and the College Catalog ([ER2-06](#)) also provide evidence of RCC's ongoing operational status. Information on RCC's degree programs and increasing rates of student achievement in line with the College's mission is located in Standard I and Standard II.

### **Eligibility Requirement 3: Degrees**

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Aligned with its mission, Riverside City College offers eight, two-year area of emphasis (AOE) associate of arts and associate of science degrees, 27 associate degrees for transfer (ADTs), and 86 certificates ([ER3-01](#), [ER3-02](#)). Associate of arts and associate of science degrees require a minimum of 60 semester units, including general education courses, which can be completed by a full-time student in two years. Degree requirements are published in the College Catalog ([ER3-03](#)). In 2017-2018, the total unduplicated headcount of students enrolled in degree applicable credit courses was 29,793 with 2,656 degrees awarded, 2,126 student transfers to four-year colleges or universities, and 489 certificates awarded ([ER3-04](#)). The College's degree offerings are further addressed in Standards I.A, I.C., and II.A.

### **Eligibility Requirement 4: Chief Executive Officer**

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Gregory Anderson, Ed.D., was appointed the 12<sup>th</sup> president of Riverside City College by the RCCD Board of Trustees (BOT) on November 13, 2018 ([ER4-01](#)). The president reports directly to Chancellor Wolde-Ab Isaac, Ph.D., who reports to the Board. Per Board Policy 2430: Delegation of Authority to Chancellor and Presidents, the Board of Trustees delegates authority to administer District policies to the chancellor at the district level and the president at the college level ([ER4-02](#)). Trustee Tracey Vackar currently serves as the BOT president and was selected following Board Policy 2210: Officers ([ER4-03](#)). The College informed ACCJC of the change in chief executive officer. Further information on the president’s scope of responsibility as delegated by the RCCD Board of Trustees can be found in Standard IV.B and Standard IV.C.

**Eligibility Requirement 5: Financial Accountability**

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

RCCD undergoes an annual external audit for the District and its colleges by a contracted certified public accounting firm ([ER5-01](#)). The Board of Trustees reviews the annual District audit reports ([ER5-02](#)), which are publicly available on the District’s website ([ER5-03](#)). Financial aid audit information showing Title IV compliance is included in the audit. In addition to the audit, compliance with federal requirements can be found in the College’s Annual Fiscal Report to ACCJC ([ER5-04](#)).

**Evidence List**

Citation	Document Name
ER1-01	RCCD Board Policy 1100
ER1-02	RCC ACCJC Action Letter
ER2-01	Enrollment Metrics Winter 2019
ER2-02	RCC Catalog 2019-2020 Curricular Patterns
ER2-03	RCC Catalog 2019 Addendum
ER2-04	2019 ACCJC Annual Report
ER2-05	RCC Schedule of Classes Fall 2019
ER2-06	RCC Catalog 2019-2020
ER3-01	RCC Catalog 2019-2020 Degrees Certificates

ER3-02	RCC Catalog 2019 Addendum
ER3-03	RCC Catalog 2019-2020 Grad Requirements
ER3-04	2019 ACCJC Annual Report
ER4-01	BOT Meeting Minutes 11-12-2018
ER4-02	RCCD Board Policy 2430
ER4-03	RCCD Board Policy 2210
ER5-01	District Audit 2017-2018
ER5-02	BOT Committee Meeting Minutes 12-04-2018
ER5-03	RCCD Business and Financial Services Webpage
ER5-04	ACCJC Annual Fiscal Report

## **F. Certification of Continued Institutional Compliance with Commission Policies**

Riverside City College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

### **Public Notification of an Evaluation Team Visit and Third Party Comment**

*Regulation citation: 602.23(b).*

Riverside City College has notified the public of the evaluation team visit through a variety of means. The College posted the dates of the site visit on the accreditation webpage of the College's website on January 14, 2019 ([CR-01](#)). The RCCD Board of Trustees publicly announced the upcoming accreditation team visit at its September 17, 2019 meeting ([CR-02](#)). Information on the evaluation team visit has been continuously included in the College's strategic planning newsletters since the November / December 2017 issue and posted on the College's website ([CR-03](#), [CR-04](#)). In addition, links to accreditation updates and presentations given at various college meetings were posted to the resources section of the accreditation website ([CR-05](#)). In preparation for the evaluation team visit, the ACCJC page of the accreditation website was updated on January 9, 2019 to include a link to the Third Party Comments form on the Commission website ([CR-06](#)). Additional information related to public notification of the visit and third party comment is provided in Standard I.C.12.

### **Standards and Performance with Respect to Student Achievement**

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

Using its strategic planning process, RCC established institution-set standards, based on the college mission and strategic goals, which are aligned with District goals and the state Chancellor's Office Vision for Success. The College used baseline data from 2016-2017 to develop five-year goals for associate degree completion, certificate completion, transfer, unit accumulation, and workforce measures. In addition, the College set goals for reducing equity gaps for disproportionately impacted groups. RCC's goals were approved by the Board of Trustees and submitted to the state Chancellor's Office ([CR-07](#), [CR-08](#)). The College reports to the Commission institution-set standards and stretch goals compared to actual results for course completion, certification completion, degree completion, and transfer ([CR-09](#)). The 2019 ACCJC Annual Report also includes institution-set standards for licensure examination pass rates and job placement for certificate programs and career-technical education degrees.

RCC produces a Strategic Planning Report Card on an annual basis to report on its student achievement metrics and monitor the College's progress toward its goals ([CR-10](#)). The College uses its strategic planning council and committee structure to discuss student achievement data from the annual report card. An analysis of the data informs planning and resource allocation at the discipline level, department level, and division level through the program review and plan (PRaP) process. The PRaP aligns improvement strategies with the goals defined in the Strategic Plan and Educational Master Plan. Initiatives and related resource requests are developed and

evaluated based on expected outcomes linked to student achievement. More detailed information and analysis can be found in responses to Standards I.B.3, I.B.4, and I.B.9.

### **Credits, Program Length, and Tuition**

*Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.*

Credit-hour assignments and degree program lengths at Riverside City College are within the range of good practice in higher education. Board Policy 4100: Graduation Requirements for Degrees and Certificates establishes the minimum number of credits as 60 units for a degree and 18 units for a certificate ([CR-11](#)). Degree and certificate requirements are also described in the College Catalog ([CR-12](#)). RCC follows the processes set forth in the District's Curriculum Handbook, which is consistent with the California Community Colleges' Program and Course Approval Handbook ([CR-13](#)). Adherence to curriculum processes ensures that credit hours and degree program lengths are reliable and accurate across classroom-based courses, laboratory classes, and distance education classes. Board Policy 4020: Program, Curriculum, and Course Development governs the development of curriculum at the District's colleges and defines a credit hour ([CR-14](#)). The District's Curriculum webpage and the College's Curriculum Committee webpage provide a variety of resources including a link to a Course Hour / Unit Calculator ([CR-15](#), [CR-16](#)). Additional information on credits and programs is included in Standard II.A.5.

The enrollment fee for California residents is established by state statute. Nonresident tuition is set by Board Policy 5020: Non Resident Tuition following state guidelines and regulations ([CR-17](#)). The College Catalog and college website inform students of tuition and fees as described in Standard I.C.6.

### **Transfer Policies**

*Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

Riverside City College discloses transfer policies to students and to the public primarily through the College Catalog ([CR-18](#)). These policies contain information about the criteria used to accept credits for transfer. The Admissions and Records section of the college website also provides a link to evaluations and graduation information posted on the District website ([CR-19](#), [CR-20](#)). Additionally, the counseling section of the RCC's website provides transfer information for students ([CR-21](#)). Further information on RCC's transfer policies can be found in Standard II.A.10.

### **Distance Education and Correspondence Education**

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

At Riverside City College, Standards for student learning in distance education courses are the same as those in face-to-face classes ([CR-22](#)). The review and approval of new and existing distance education courses follows the curriculum approval procedures outlined in Administrative Procedure (AP) 4020: Program, Curriculum, and Course Development ([CR-23](#)). The College adheres to policies and procedures for classifying courses as distance education in accordance with AP 4105: Distance Education ([CR-24](#)). These policies and procedures align with USDE definitions and are described in the RCCD Curriculum Handbook ([CR-25](#)). This information is available on the District's Distance Education Faculty webpage ([CR-26](#)). AP 4105 also identifies distance education course approval and certification processes, which are detailed in the Curriculum Handbook ([CR-27](#)). The College does not offer correspondence education

courses. The process for the approval of distance education courses is further discussed in Standards II.A.2 and II.A.7.

RCCD faculty who teach distance education courses must acknowledge that they have read two documents addressing student contact: The RCCD Guide to Recommended Best Practices to Achieve Regular and Effective / Substantive Contact in Distance Education ([CR-28](#)) and the Summary of Regulations for Regular and Substantive Contact ([CR-29](#)). Both documents are available on the District's Distance Education Faculty webpage.

In 2018, RCCD transitioned from the Blackboard learning management to Canvas. As of January 2019, all distance education classes in the District are taught using Canvas. As required by AP 4105, RCC has appropriate means and consistently applies those means to verify the identity of a student who participates in a distance education course. All courses are hosted through Instructure, an educational technology company and the developer of Canvas, and are administered through secure login, with information between the browser and website encrypted. In addition, there is password protection for each individual user account. Faculty may also use district-provided anti-plagiarism software, Turnitin.com. Further explanation of student authentication in distance education can be found in Standard I.C.8.

The College ensures that the technology infrastructure is sufficient to maintain and sustain the distance education offerings through participation in the California Community Colleges Online Education Initiative (OEI). Instructure is responsible for the hosting and uptime of the entire OEI and participating colleges using Canvas. Colleges in the District also rely on Information Technology (IT) infrastructure that houses student and faculty data, to maintain a secure environment for the District's technology equipment and information ([CR-30](#)). More information on the technology infrastructure for sustaining distance education is provided in Standard III.C.1.

### **Student Complaints**

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

Riverside City College's policies and procedures for handling student complaints are explained in District AP 5522: Student Grievance Process for Instruction and Grade Related Matters; AP 5524: Student Grievance Process for Matters Other Than Instruction, Grades or Discipline; and AP 3435: Handling Complaints of Unlawful Discrimination, Harassment, or Retaliation ([CR-31](#), [CR-32](#), [CR-33](#)). The Student Information section of the College Catalog contains grievance procedures and forms ([CR-34](#)). The RCC website includes a link in the footer of every page, including the homepage to the Complaint Procedures webpage ([CR-35](#)). The Student Handbook also provides grievance policies and procedures ([CR-36](#)). The College's policies and procedures for handling student complaints are further detailed in Standard I.C.2.

Student files are maintained by the vice president of Academic Affairs for instruction or grade-related complaints; the vice president of Planning and Development for complaints concerning matters other than instruction or grades in counseling services, library and learning resources, and academic support; and the vice president of Student Services for complaints related to matters other than instruction or grades in student support services. Files of complaints related to discrimination or harassment are maintained by the District Compliance Officer in Human Resources and Employee Relations. Complaint files demonstrate that procedures are

implemented as described in the administrative procedures. An analysis of student complaint files has not identified any issues that suggest noncompliance with accreditation Standards.

The College's Complaint Procedures webpage also links to the District's Discrimination / Harassment Complaint Reporting page, the California Community Colleges Chancellor's Office Complaint Process Notice page, and ACCJC's Complaint Process page ([CR-37](#)).

### **Institutional Disclosure and Advertising and Recruitment Materials**

*Regulation citations: 602.16(a)(1)(vii); 668.6.*

The Riverside City College Catalog provides accurate, current, and appropriately detailed information to students and the public about RCC's programs, locations, and policies. The College Catalog is accessible through a link on the homepage ([CR-38](#)). The College Catalog is reviewed annually for accuracy and revised through a collaborative process involving District and college personnel. The Vice Chancellor, Educational Services and Strategic Planning provides curriculum review, catalog, and addendum timelines to the District's colleges via a memorandum ([CR-39](#)). The College's website, which is in the process of being redesigned, also provides accurate, thorough, and current information about programs, locations, and policies to students and to the public. More information on the College Catalog is available in Standard I.C.2.

A link to the statement of the College's accredited status is located on the homepage of the RCC website ([CR-40](#)). In addition to the statement of accredited status, the Accreditation webpage provides a link to ACCJC's action letter reaffirming accreditation, information on the Commission, and a description of the self-evaluation process ([CR-41](#)). The College further describes how it provides required information concerning its accredited status in Standard I.C.1.

### **Title IV Compliance**

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

Riverside City College provides evidence of compliance with required components of the Title IV program through the District's annual financial audit process ([CR-42](#)). An independent auditor provides reports on compliance requirements, findings and questioned costs, and recommendations, which are presented annually to the Board of Trustees. The 2017-2018 District audit did not result in any findings. The College's student loan default rates are 15 percent or lower over the most recent three year reporting period ([CR-43](#)). RCC's default rates are lower than the national average rates for public, two-year institutions and fall within the acceptable range as defined by the United States Department. Compliance with Title IV regulations is also addressed in Eligibility Requirement 5, Standard III.D.10, and Standard III.D.15.

The College aligns with accreditation Standards in all contractual relationships to offer or receive educational, library, and student support services. Current contractual relationships do not require a substantive change proposal. Further information can be found in Standard III.D.16 and Standard II.B.4.



**Evidence List**

<b>Citation</b>	<b>Document Name</b>
CR-01	RCC Accreditation 2020 Webpage
CR-02	BOT Meeting Team Visit Announcement 09-17-19
CR-03	RCC Strategic Planning Newsletter Nov-Dec 2017
CR-04	RCC Strategic Planning Newsletters Presentations Webpage
CR-05	RCC Accreditation Resources Webpage
CR-06	RCC Accreditation ACCJC Webpage
CR-07	BOT Presentation 05-21-2019 Local Goal Alignment
CR-08	BOT Meeting Minutes 05-21-2019
CR-09	2019 ACCJC Annual Report
CR-10	RCC Strategic Planning Report Card 2019
CR-11	RCCD Board Policy 4100
CR-12	RCC Catalog 2019-2020 Unit Requirement
CR-13	RCCD Curriculum Handbook Intro
CR-14	RCCD Board Policy 4020
CR-15	RCCD Curriculum Webpage
CR-16	RCC Curriculum Committee Webpage
CR-17	RCCD Board Policy 5020
CR-18	RCC Catalog 2019-2020 Transfer
CR-19	RCCD Evaluations Webpage
CR-20	RCCD Graduation FAQ Webpage
CR-21	RCC Counseling Transfer Webpage
CR-22	RCCD Curriculum Handbook DE Curriculum
CR-23	RCCD Admin Policy 4020
CR-24	RCCD Admin Policy 4105
CR-25	RCCD Curriculum Handbook
CR-26	RCCD DE Faculty Webpage
CR-27	RCCD Curriculum Handbook DE Approval

CR-28	RCCD DE Guide Regular Substantive Contact
CR-29	RCCD DE Summary Regulations Regular Substantive Contact
CR-30	RCCD Technology Plan Security
CR-31	RCCD Administrative Procedure 5522
CR-32	RCCD Administrative Procedure 5524
CR-33	RCCD Administrative Procedure 3435
CR-34	RCC Catalog 2019-2020 Grievance Process
CR-35	RCC Homepage Complaint Link
CR-36	RCC Student Handbook 2019-2020 Grievance
CR-37	RCC Complaint Procedures Webpage
CR-38	RCC College Catalog Webpage
CR-39	Curriculum Review Publication Timeline Memo
CR-40	RCC Homepage Accreditation Link
CR-41	RCC Accreditation Webpage
CR-42	RCCD Audit 2017-2018
CR-43	RCC Loan Default Report

## G. Institutional Analysis

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

#### A. Mission

1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

#### Evidence of Meeting the Standard

Riverside City College’s mission describes the College’s broad educational purpose, intended student population, and the types of degrees and certificates offered. The mission expresses the College’s commitment to student learning and student achievement with its “student-centered philosophy.” The College serves a “diverse community of learners” and offers “locally-approved and state-approved certificates, associate degrees, associate degrees for transfer, and transfer.” RCC’s values of student centeredness, learning environment, teaching excellence, and tradition further emphasize the focus on student success both inside and outside of the classroom ([IA1-01](#)).

#### Analysis and Evaluation

The College’s mission addresses its educational purpose, the population it serves, and the types of degrees and certificates it offers. Together the mission statement and values clarify the College’s commitment to student learning and student achievement. RCC’s mission, vision, and values are in the process of review and will be updated during the 2019-2020 academic year as part of the regularly scheduled mission review cycle in alignment with the update of the College’s strategic plan ([IA1-02](#)).

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

#### Evidence of Meeting the Standard

RCC’s mission directs the College’s priorities in meeting students’ educational needs through the strategic goals and objectives stated in the Educational Master Plan and the Strategic Plan ([IA2-](#)

#### Riverside City College Mission Statement

Riverside City College provides a high-quality affordable education and engages with a diverse community of learners by offering pre-college, transferable, and career-technical courses leading to locally-approved and state-approved certificates, associate degrees, associate degrees for transfer, and transfer. Based on a learner-centered philosophy, the College fosters critical thinking; develops information competency and technological literacy; expands communication skills; and promotes self-development and global awareness. To encourage student success, the College provides comprehensive learning and student support services; co-curricular activities; and community and Arts programs. RCC supports and empowers students as they work toward individual achievement, intellectual curiosity, and life-long learning.

[01, IA2-02](#)). The Strategic Plan, 2015-2020 includes five goals: Student success, student access, institutional effectiveness, resource and learning environment development, and community engagement. Each goal has sub-goals that further detail the College's priorities in alignment with the mission. In addition, the College has identified strategies for each goal and sub-goal and established key performance metrics and targets to monitor, evaluate, and assess its progress ([IA2-03](#)). In 2019, RCC reviewed its college goals for consistency with the state's Vision for Success goals, and revised its metrics and targets accordingly ([IA2-04, IA2-05](#)). College metrics and goals were also aligned with District strategic goals and key performance metrics ([IA2-06, IA2-07](#)). The College presented the revised metrics and targets to the Board of Trustees ([IA2-08](#)). The Board routinely receives presentations that apprise them of the College's progress in meeting its goals ([IA2-09](#)).

An annual Strategic Planning Report Card provides a mechanism for the College to regularly review student achievement data and gauge how effectively it is achieving its mission ([IA2-10, IA2-11](#)). The report card presents data by college goal and measures institutional effectiveness using identified metrics and targets. The College uses the report card and other disaggregated data reports to determine department and division priorities through the program review and plan process, which are then reviewed and ranked by the college as a whole ([IA2-12, IA2-13](#)). Evidence of the use of achievement data is also apparent in the Student Equity and Achievement Plan and in the process outlined for the use of equity data in the comprehensive program review process ([IA2-14, IA2-15](#)).

### **Analysis and Evaluation**

The use of the Strategic Planning Report Card and other means of providing data enables the College to monitor, evaluate, and assess how effectively it is accomplishing its mission. The student success metrics used over the life of the current college strategic plan have evolved and been sharpened in response internal changes as well as changes from the state and district. These revised metrics are informing the 2020-2025 Strategic Plan. Refined college targets, based on a clear, logical analysis of data, are also helping disciplines develop strategies and targets that will move the College forward with its student access, success, and equity goals.

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

### **Evidence of Meeting the Standard**

RCC's Strategic Plan and overarching planning process provides institutional direction and ensures the process is aligned with the college mission, vision, and values. The College's mission served as the framework for the five-year Strategic Plan and the production of the Strategic Planning Goals of Student Success, Student Access, Institutional Effectiveness, Development of Resource and Learning Environment, and Community Engagement ([IA3-01](#)). The college has a robust Program Review and Planning process aligned with the 5 Year Strategic Planning Cycle. The alignment and coordination of the planning process, grounded in the college mission and goals, provides an integrated mechanism for decision-making, planning, and resource allocation informed by the institutional goals for student learning and achievement.

Each discipline and/or department creates a 5 year plan that is updated annually and must analyze data and develop strategies that help improve attainment of college goals. ([IA3-02](#)).

Each unit creates initiatives/strategies and goals with a three to five-year timeframe and include annual action plans for accomplishing these goals. These annual plans are then reviewed and integrated by the Division Deans. Vice Presidents integrate the plans for each division/area that reports to them. Vice Presidents' plans are presented at Joint Leadership Council Meetings for review and question and answer before the leadership councils convene again to prioritize initiatives from the plans on the basis of alignment with and support of college goals ([IA3-03](#)). The prioritization process results in a recommendation to the Educational/Planning Oversight Committee (EPOC) and the president ([IA3-04](#), [IA3-05](#), [IA3-06](#), [IA3-07](#), [IA3-08](#)). Vice Presidents' plans are posted and available for anyone within the college community to view. ([IA3-09](#), [IA3-10](#), [IA3-11](#), [IA3-12](#), [IA3-13](#)) The process and plans are also posted on RCC's website ([IA3-14](#)). Once the prioritization process is complete, the President's letter identifying funding is widely communicated and posted to the College's website ([IA3-15](#)). Data assessment has been and an integral part of planning and program review ([IA3-16](#), [IA3-17](#)).

### **Analysis and Evaluation**

The College's work to integrate the planning processes at each level, to center plans explicitly around college goals rather than making disconnected resource requests, has led to robust, wide-spread conversations with all stake-holders, making the links between strategies and initiatives to help the college work towards accomplishing its goals and resource allocation clearer and more transparent for the college community as a whole.

The process is also formally evaluated each year to facilitate continuous improvement. The prioritization process itself and the review of it each year has allowed for open and honest discussion about college priorities, resource allocation, and how discipline initiatives can support college goals. The Governance, Effectiveness, Mission, and Quality Leadership Council (GEMQ) has primary responsibility for taking the lead on assessing and recommending improvements to the process as the college matures in its understanding of strategic planning and integration at all levels. In conjunction with chairs of EPOC and other leadership council chairs, this year's process included an explicit training for all participants along with the question and answer session about the VP plans ([IA3-14](#)).

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

### **Evidence of Meeting the Standard**

Riverside City College widely publishes the mission statement in a variety of locations including the College Catalog, the Strategic Plan, the Educational Master Plan, and the Student Handbook ([IA4-01](#), [IA4-02](#), [IA4-03](#), [IA4-04](#)). The college mission statement is also posted to the RCC website ([IA4-05](#)).

The College's mission review process is synchronized with the strategic planning cycle. This coordination of review cycles provides college stakeholders with the ability to evaluate the mission alongside RCC's strategic goals, strategies, and key performance metrics. The Riverside City College mission was revised during the 2015-2016 academic year as part of the development of the 2015-2020 college strategic plan and approved by the Board of Trustees on November 15, 2016 ([IA4-06](#)).

The mission review process allows for careful and substantive evaluation on a regular basis including input from the college community and is part of the College’s five-year planning process ([IA4-07](#)).

**Analysis and Evaluation**

At the Strategic Planning Summit on August 22, 2019, the College initiated the review process of RCC’s mission, vision, and values as part of the development of the 2020-2025 Strategic Plan ([IA4-08](#)). Preliminary notes from the summit on the mission were recorded and forwarded to the Governance, Effectiveness, Mission, and Quality (GEMQ) leadership council where they were reviewed on September 12, 2019 ([IA4-09](#)). Following the mission review process, GEMQ forwarded the draft mission to the Educational Planning Oversight Committee (EPOC) for review and approval. Once EPOC, approves the draft, it will be included in the draft of the 2020-2025 Strategic Plan for further review and discussion through college governance processes.

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**Conclusions on Standard I.A. Mission**

The College’s mission review process is aligned with the strategic planning process and includes input from the college community. By beginning the conversation with EPOC as a whole at the August 2019 retreat, GEMQ already has a broad cross-section of input with which to consider as it moves a revitalized mission, vision, and values through college processes. RCC’s participation in California Guided Pathways, implementation of AB 705, and focus on closing student equity gaps have created an opportunity to ensure that the revised mission, vision, and values fully reflect the College’s commitment to student learning and achievement for all students. The strategic planning process is robust and structured to ensure thoughtful planning and communication at multiple levels. The college mission, vision, and values are clearly connected RCC’s student access and success goals.

**Improvement Plan(s)**

None

**Evidence List**

Citation	Document Name
IA1-01	RCC College Catalog 2019-2020
IA1-02	EPOC Agenda 08-22-2019
IA2-01	RCC Strategic Plan 2015-2020 Goals
IA2-02	RCC Ed Master Plan 2015-2025 Goals
IA2-03	RCC Strategic Plan 2015-2020 KPIs
IA2-04	Vision for Success Goal Alignment JAN2019
IA2-05	2019 Strategic Planning Retreat Presentation 10JAN2019
IA2-06	RCCD Strategic Plan 2019-2024 Goals
IA2-07	RCCD Strategic Plan 2019-2014 KPIs
IA2-08	Local Goal Alignment Vision for Success 05-17-2019

IA2-09	RCCD Board Presentation Student Success Scorecard 03-05-2019
IA2-10	RCC Strategic Planning Report Card 2018
IA2-11	RCC Strategic Planning Report Card 2019
IA2-12	Joint Councils Prioritization Recommendations 2018
IA2-13	PRaP Year 4
IA2-14	RCC Student Equity Plan 08-21-2019
IA2-15	Comprehensive Program Review Overview
IA3-01	RCC PRaP Template 2015-2020
IA3-02	Joint Leadership Councils Agenda 12-07-2017
IA3-03	Joint Leadership Councils Agenda 10-18-2018
IA3-04	Joint Councils Recommendation 2017
IA3-05	Joint Councils Recommendations 2018
IA3-06	President's Response 2016
IA3-07	President's Response 2017
IA3-08	President's Response 2018
IA3-09	Academic Affairs PRaP 09-12-2018
IA3-10	Business Services PRaP 09-12-2018
IA3-11	Student Services PRaP 09-12-2018
IA3-12	Planning and Development PRaP 09-12-2018
IA3-13	RCC Program Review Webpage 11-15-2018
IA3-14	Prioritization 101
IA3-15	LGA VFS Presentation
IA3-16	RCCD Board Presentation
IA4-01	BOT approval page 265
IA4-02	Catalog page 8
IA4-03	Strategic Plan 2015-20 Mission page 6
IA4-04	EMP Mission page 6
IA4-05	Student Handbook Mission page 2
IA4-06	Mission Process

IA4-07	EPOC Agenda 08-22-2019
IA4-08	GEMQ Agenda 09-19-2019

## B. Assuring Academic Quality and Institutional Effectiveness

### Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

#### Evidence of Meeting the Standard

Dialog around student outcomes, equity, academic quality, and student learning is ongoing and sustained at multiple levels at the College: within the strategic planning process, through all college-events such as Flex days, through retreats, and at the discipline and department level, where analysis of student learning outcomes is part of the ongoing work of program review and assessment.

The current strategic plan analyzed static patterns, set out a framework for improvement, and every year since then, RCC has produced annual analysis of the College's progress on meeting its student achievement and equity outcomes in its annual Report Card ([IB1-01](#)). Also, analysis and discussion of data in order to set meaningful targets reaccelerated during the 2018-2019 academic year as the college embarked on an analysis of and alignment of college targets with the Chancellor's Vision for Success goals. During the 2019-2020 academic year, the college is working to align its goals with the student access, success, and equity goals outlined in the District Strategic Plan as RCC works on developing its 2020-2025 college strategic plan ([IB1-01](#), [IB1-02](#), [IB1-03](#), [IB1-04](#), [IB1-05](#)) The institution set standards in the District Plan and the college's alignment to these standards necessitates annual reviews across the board of student outcome and equity data to measure progress and effectiveness of strategies undertaken to improve student outcomes.

This alignment and annual review will also reflect within individual disciplines/departments through program review. Data are available for disciplines and departments in the document repository on Nuventive and GEMQ, through its methods and metrics committee, is developing a quick guide on district and college goals and targets for all departments, disciplines, areas to use while doing comprehensive program review this year ([IB1-06](#), [IB1-07](#)).

Dialog about student outcomes and equity also occurs regularly during Flex days and other events/presentations that occur periodically. Most recently, the fall 2019 Flex days included an Equity Retreat ([IB1-08](#)). During the 2018-2019 academic year, the district, spearheaded by the RCC Student Equity committee, hosted two equity retreats bringing faculty, administrators, staff from all three colleges ([IB1-09](#), [IB1-10](#), [IB1-11](#)). Also during the 2018-2019 academic year, intensive work was done to inform the college community as a whole about the data behind AB 705 reforms and the important impact that the College's changes in placement and development of co-requisite courses in English and math would have on student outcomes ([IB1-12](#), [IB1-13](#)).

In fall 2018, RCC participated in Institute for Evidence Based Change coaching sessions on Caring Campus. Caring Campus recognizes the vital role of classified staff in student success



and has provided a platform for more intentionally bringing classified staff into conversations about student outcomes and success and seeing the work they do as classified educators as central to the College's initiatives on student success ([IB1-19](#)).

### **Analysis and Evaluation**

This is an exciting time right now in terms of the ongoing and robust conversations around student outcomes as participation in the California Guided Pathways framework has provided a more structured, systematic, and thorough going basis for analysis. The college is using the Guided Pathway framework to have open, honest conversations about the opportunities and challenges the college faces as it evaluates its programs and services within the Guided Pathways framework. Similarly, the work on AB 705 implementations has intensified analysis of student outcomes in math and English in particular, which have been addressed through ongoing reformation of the placement, curricular redesign, and sustained work on professional development to improve learning and outcomes for students.

Moreover, the College's student equity committee with wide representation from faculty, administrators, and staff, has taken the lead in bringing a more urgent focus to the need to address equity in all aspects of the student experience at the college. This focus to improve learning outcomes, is evidenced by the two equity retreats last fall 2018 and spring 2019, as well as the equity retreat during the fall's 2019 Flex day ([IB1-14](#); [IB1-15](#); [IB1-16](#)). The 2019 student equity plan uses the insights gained from this work and broad engagement across the college and district to create clear strategies for moving forward on closing equity gaps. The dialogue and urgency around closing equity gaps is also clear in the work done by strategic planning leadership councils with a systematic review of data, as well as setting clear and aspirational targets aligned with the Chancellor's Vision for Success goals.

As part of the annual program review and planning process, equity data is shared and discussed. Disaggregated data down to the course level is provided to be shared and discussed and the process includes questions on progress towards equity goals ([IB1-17](#)). The college is supporting these equity discussions with training for faculty, administrators, and staff, and this work is being embedded in each of the college goals in the 2020-2025 Strategic Plan. A large number have participated in several equity training opportunities including multiple sessions of Cultural Proficiency training and attendance at USC's Center for Urban Excellence institutes and workshops ([IB1-18](#)).

Conversations around student learning and outcomes, and around student equity, have reached into every level of the work being done at RCC. This is evidenced as the college works to develop a revised mission, vision, and value statements, and aligns college goals and targets with the district strategic plan. Additionally, as RCC writes its 2020-2025 Strategic Plan, every discipline, department, and area are also completing 2020-2025 Comprehensive Program Review and Plan. This also includes the development of the 5-year integrated Guided Pathways plan, which integrates the 2020-2025 college goals with each pillar of the Guided Pathways framework.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

### **Evidence of Meeting the Standard**

The College recognizes a need to define and assess both academic assessment and co-curricular, or learning support assessment. Student learning outcomes and assessments are established for all courses and programs. Program Learning Outcomes (PLO) for A.A. and A.S. degrees, and certificate programs are published in the RCC catalog ([IB2-01](#)). The Riverside Assessment Committee (RAC) is charged with ensuring that regular assessment is occurring at all levels: SLO, PLO, GE SLO, and Service Area Outcome (SAO) and has developed a rotation plan for 2016 – 2020 ([IB2-02](#)). Finally, ILO's are assessed annually as part of the College's report card ([IB2-03](#)).

### **Analysis and Evaluation**

The college defines and assesses learning outcomes at the program and learning support levels. SLO assessment happens at the department and discipline levels. Currently, the College has an overall SLO assessment completion rate of approximately 80%, with results entered into Nuventive Improve with corresponding direct evidence, including musical performances, essays, speeches, and direct writing assignments ([IB2-04](#)). As each student learning outcome is assessed for efficacy, comprehensive analysis of the recommendations for improvement are considered with goals and timelines for each. As referenced in Standard IIA, additional engagement strategies and processes should be considered to address any gaps in student learning.

SLO assessment results are regularly used to evaluate and update courses. An example is SLO #2 for the Introduction to Curriculum Course taught in the Early Childhood Education Department (EAR 24). The template for writing lesson plans was changed for the fall 2016 semester and beyond, as a result of the SLO assessment results ([IB2-04](#)).

On the program level, the Riverside Assessment Committee (RAC) has recommended that every program be assessed at least once within each five-year Program Review and Plan cycle. Several disciplines in CTE assess programs even more frequently (e.g., CIS, Business). Seven programs are slated to complete a PLO assessment in 2018-2019 and 7 are to be scheduled to be completed during 2019-2020 ([IB2-05](#)). Examples of PLO assessments can be seen for Music, Registered Nursing, Welding, and Business. A report on the PLO assessment completed by Music, including assessment methods, results and recommendations for improvement is attached ([IB2-06](#)).

SAOs are also regularly assessed. These assessments drive planning and changes to improve student outcomes and college services. RAC sponsored a workshop on developing and assessing SAOs and support service representatives are encouraged to attend RAC meetings. The SAO assessment plan and summary form provided at the workshop is attached ([IB2-07](#)). For example, the College analyzed and evaluated the processes by which degrees were awarded and what institutional obstacles lead to students not being awarded degrees despite their having completed all the requirements for a degree. This evaluation led to a significant changes in processes that ultimately increased the number of students being awarded degrees and certificates ([IB2-11](#)).

Academic and Learning Support services similarly engaged in a thorough going review ([IB2-09](#)). In fall 2018, the Academic Support department administered an assessment to the faculty throughout campus to ascertain faculty's awareness and perceptions of contextualized and integrated academic support at RCC. In response, the assessment results indicated that on a Likert scale from 1-10, faculty rated their satisfaction and perceived effectiveness of RCC's

integrated academic support activities at an average of 6.2. These results suggested that faculty were somewhat satisfied with academic support's effectiveness; however, qualitative data from this assessment revealed that many faculty were unaware of the quantity and depth of academic support services. These data prompted the department to implement several initiatives to improve the awareness and overall effectiveness of academic support services including improving the dissemination of department information, streamlining faculty requests and recommendations, centralizing and standardizing peer instruction, hiring creating a certified peer instruction training program, and prioritizing customer service.

Finally, the Administrative Support Center that provides a variety of services including duplicating, mail services, ParScore grading, and the switchboard sends out a twice a year customer service survey to all stakeholders to gather assessment information for their SAOs. A copy of the spring 2018 survey results is attached ([IB2-10](#)).

From courses, to programs, to student services, to college services, RCC engages in regular systematic assessment that lead to more effective planning and a focus on continuous improvement.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

### **Evidence of Meeting the Standard**

At the beginning of the most recent strategic planning cycle (during the 2014-2015 academic year), the college established goals, strategies, and Key Performance Indicators (KPIs) ([IB3-01](#)). This framework was aligned with the District Strategic Plan goals ([IB3-02](#)). The process used to report on progress towards achieving institution set standards is through the annual report card, as well as reports to the Board of Trustees ([IB3-03](#); [IB3-04](#); [IB3-05](#)). The metrics have evolved over the life of the current strategic plan. Initially they were tracked and reported on as part of the annual program review and planning update (the report card) and reported on as part of the annual winter KPI update ([IB3-06](#)). Shortly after these goals, strategies, and KPIs were established, the state established Institutional Effectiveness Partnership (IEPI) metrics including 1 year and 5 year goals. The IEPI metrics aligned with RCC's already-established KPI's and IEPI reporting was incorporated as part of the annual Board of Trustees process ([IB3-06](#), [IB3-08](#)). Over the last year, the college went through the process of analyzing and evaluating institution set standards again as part of aligning with Chancellor's Vision for Success Goals ([IB3-11](#)). This alignment work serves as a springboard for a thorough and ongoing assessment of the College's institution set standards. This assessment remains key as the College continues to develop the 2020-2025 RCC Strategic Plan through the established strategic planning timelines/process ([IB3-12](#)). Additionally, through the work of EPOC/ASC, the College will ensure alignment of the 2020-2025 goals with the district strategic plan, and the Vision for Student Success, but also with the Guided Pathways framework and provides measurable goals that provide opportunities for continuous improvement ([IB3-12](#)).

### **Analysis and Evaluation**

RCC's process and methodology for discussing and setting institution set standards and using these to drive planning and identify areas of improvement depending on whether/ to what extent the standards are being met has matured. The Board receives annual updates / reports on RCC's performance on College Scorecard metrics ([IB3-05](#)).

RCC's set standards as reported to ACCJC in the annual report were initially established based on a five-year historical average (IB3-06). This initial analysis provided baseline data. During the current strategic planning cycle, RCC's goals have been to increase metrics by 1.0% a year or more (IB3-08, IB3-09). RCC's progress is communicated as part of the annual planning process. Using the Guided Pathways framework, additional attention is being paid to interim metrics including passing transfer-level math and transfer-level English within the first year and the number of units completed in the first semester and first year.

The college report cards, the Vision for Success Goal alignment work, and the district Strategic Plan all within the Guided Pathways framework, are informing not just the next strategic plan, but each discipline, department, and area will collaboratively identify strategies to meet the standards (IB3-10, IB3-09). A built-in cycle for assessment and evaluation, through the annual report card and annual program review updates, facilitates conversations and the next steps when a standard is not being met or a strategy has not produced the anticipated outcomes. Consistency and transparency about the standards and the methodology will facilitate this work to hold all accountable for ongoing work to meet the standards and continue to improve students' experience and outcomes.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

### **Evidence of Meeting the Standard**

The college has processes in place for regular review of data to facilitate continuous improvement as demonstrated in the College's program review and planning process; the links embedded in this process to the college goals and targets outlined in the strategic plan; the annual updates to program review required of every discipline, department, and area; the annual report card's reporting on progress on the strategic plan through analysis of outcomes data; the schedule for SLO, PLO, and SAO assessments; and in the work underway developing the College's 2020-2025 Strategic Plan in alignment with the District Strategic Plan and Vision for Success Goals. Moreover, through the strategic planning structure, strategies developed from program reviews and assessment of outcomes at the discipline, department, area level are able to filter up through the prioritization process each year so that college planning is integrated from discipline and department, up through division, through to Vice President plans (IB4-01, IB4-05, IB4-06, IB4-07.)

### **Analysis and Evaluation**

Riverside City College extensively uses data to monitor, evaluate, and assess how effectively it is accomplishing its mission. The Office of Institutional Effectiveness produces an annual Strategic Planning Report Card which is shared college wide (IB4-08 and IB4-09). This report card is organized by Institutional Learning Outcome providing data helping the college track its progress towards meeting these goals.

The student-centered framework of Guided Pathways has reframed many of the conversations around student outcomes and prompted a more thorough going analysis and review not just of results of learning outcomes assessment, but also of other aspects of the student experience that significantly impact their outcomes, such as onboarding. The Guided Pathways Committee and Onboarding Redesign Workgroup undertook a thorough going analysis/ evaluation of how students move from initial interest in the college to attendance in a first day of class. This

evaluation led to significant changes to the student onboarding process that have simplified and clarified the experience for students ([IB4-02](#)).

SLO assessment is scheduled and completed on a regular cycle ([IB4-12](#)). Assessment results are compared with quantitative data on course retention and success as part of the Program Review and Planning process and also as part of Program Level Assessment. This combination of quantitative and qualitative data provides opportunities for discussion at the discipline, department, committee, and leadership council levels. Recent discussions at each level have acknowledged the current efforts of ongoing assessment with the discussion now branching to how faculty can take what is known and provide more meaningful assessment to impact student learning and success. ([IB4-11](#)). One place where this discussion has begun to pave the way to expand in this area is with the assessment of GE outcomes. In Spring 2018, the Assessment committee undertook a robust process to assess RCC's Critical Thinking GE outcome. This process included evidence from four different disciplines (Humanities, English, Welding, and Music). The process not only evaluated the GE, but the Assessment committee used this process to evaluate the PLO assessment process overall. Meeting minutes from April 2018 (page 3) include documentation of this important dialogue and the GE Critical Thinking Assessment provides additional, detailed information on the assessment results ([IB4-03](#), [IB4-04](#)). With the insight gleaned from this GE outcome assessment the committee intends to apply it to the assessment of the College's other GE outcomes and extend the College's discussion around general assessment as well.

The college as a whole is working to include more robust and intentional opportunities for assessment discussion, and a more holistic understanding of what impacts student outcomes in and out of the classroom, as part of the on-going guided pathways work, accreditation processes, and strategic planning discussions.

### **Institutional Effectiveness**

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

### **Evidence of Meeting the Standard**

The college has established a culture of data-informed monitoring, evaluation, and assessment which guides the program review and planning process. The college mission drives the goals outlined in the strategic plan and those goals are incorporated into the program review template. Comprehensive program review occurs on a five-year cycle for every discipline, department, and area with a required annual update during each year of the cycle

The college has a detailed and robust program review and planning process using Nuventive Improve's platform to collect and report on the plans at the discipline, department, division, and vice-presidential level. The College's quick start guide ([IB5-01](#)) provides a detailed step-by-step process for the planning cycle. As part of the process structure, division deans bring parts of discipline and department initiatives into their plans, and in turn, the divisions' plans are integrated into vice-presidents' plans. The vice-presidential plans are posted publicly and reviewed as part of the annual planning and prioritization process ([IB5-02](#), [IB5-03](#), [IB5-04](#), [IB5-](#)

05). Once the prioritization process is complete, the President's letter identifying funding is widely communicated and posted to the college website. (IB5-06).

As part of the first year of a five-year cycle, each unit completes a comprehensive review which includes extensively reviewing data on course offerings, student success, assessment results, staffing, and curriculum. Additionally, each unit was asked to create initiatives and goals with a three to five-year timeframe and include yearly action plans for accomplishing these goals.

This planning process is coordinated from the discipline level through the managers, deans, vice presidents, and governance structures. This structure encourages communication about how discipline and department-level goals and initiatives support the College's goals. The process is structured to foster conversations about initiatives and priorities between discipline and department leadership, division deans, and vice presidents. This structure is supporting open discussion about resource allocation and longer-term planning.

The process is also formally evaluated and refined each year. This process has allowed for open and honest discussion about college priorities, resource allocation, and how discipline initiatives can support college goals, especially within the guided pathways framework. Communication and coordination of initiatives from the discipline through vice president level continue to be a focus of this process as it begins the fourth year of implementation (IB5-07).

The Office of Institutional Effectiveness produces reports allowing for disaggregation of course offerings, retention, and success rates by equity categories, delivery times, delivery modes, and faculty type. Reports are provided in Microsoft Excel-based tools through Nuventive Improves' document repository. Faculty use these reports to better understand enrollment management needs as well as student learning (IB5-08, IB5-09).

The next cycle of comprehensive program review is underway this year, and the overview of this process with the refinements that have been built in have been widely distributed (IB5-10). The new template went live on October 1<sup>st</sup>, and data for analysis, evaluation, and discussion is already available on the Nuventive platform. The college is in the process of adopting a new tool (Power BI) to facilitate easier, more interactive engagement with the data for all constituencies (IB5-11). The college has also hired a Director of Institutional Research to facilitate productive discussions of the data at the discipline and department level, particularly around workforce and equity data.

### **Analysis and Evaluation**

The college enters its next round of 5-year comprehensive program review this year, along with the development of the 2020-2025 strategic plan, with an even clearer framework for the discussion of data, setting goals and targets, and developing strategies with clearly articulated outcomes. The district strategic plan, the College's own work on aligning with Vision for Success Goals, the more robust understanding across the college of the Guided Pathways framework and the importance of momentum points all provide a much clearer direction for disciplines, department, and areas to see how their work to improve student outcomes in their area contributes to the larger college goals around student success and equity in particular (IB5-12). The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Many faculty and disciplines have made significant progress in using course-level and program-level outcome data (often disaggregated) along with assessment data to improve student learning. For example, the Biology 1 course serves thousands of students per academic year, and to assess this course and its SLO's, the discipline uses a common lab exam with embedded questions. This approach allowed the discipline and its full-time faculty to compare student learning across the multiple sections taught. As a result of this assessment, the discipline re-evaluated lab activities and how they were contributing to achieving student learning outcomes. This reflection has resulted in adjusting lab activities to try to better serve students ([IB5-17](#)).

Another example, the Welding department worked directly with industry partners to assess whether the curriculum was preparing students to meet industry needs. As a result, the welding discipline developed three new classes. During welding advisory group meetings, the faculty discussed the program's curriculum and SLO's. Additionally, the assessment data is helping to align programmatic needs with additional funding streams. ([IB5-13](#), [IB5-14](#), [IB5-15](#)).

Assessment of the college's achievement of its mission and evaluation of goals, objectives, and student outcomes, and accountability for this assessment and evaluation, will be further refined as the college develops its 2020-2025 strategic plan and aligns with the District's institution set standards.

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

### **Evidence of Meeting the Standard**

The College's analysis of student learning and achievement data routinely includes disaggregated data, and analysis of this disaggregated data is central to the guided pathways work and the alignment with the Vision for Success Goals in preparation for developing goals and targets for RCC's 2020-2025 strategic plan. The framework provided in the district strategic plan also includes analysis of disaggregated data and specific targets designed to work towards eliminating equity gaps.

The Office of Institutional Effectiveness provides course level data disaggregated in several ways via excel reports ([IB6-01](#)). This data can be reviewed from the District level down to the course level. The Office of Institutional Effectiveness also administers an exit survey to graduating students. The survey responses inform college-level conversations about student achievement and support ([IB6-02](#)).

As part of the five-year planning process, disciplines are asked to review this data and provide narrative responses about what how they are reviewing this data and what activities they are planning to increase student success. The disciplines of Theatre and English included discussion about disaggregated data and integrated an analysis in their Program Review and Plans (PRaPs) ([IB6-03](#), [IB6-04](#)).

Similarly, the process of determining resource prioritization includes collaborative discussions within the four joint Leadership Councils. After the councils identify priorities, Educational Planning and Oversight Committee (EPOC) reviews and provides recommendations to the president. The president, in coordination with his executive team, determines funding priorities

based on the information provided in the Joint Leadership Council summary ([IB6-05](#)). The final results of this decision are communicated through a formal letter from the President's Office ([IB6-06](#)).

Linking the initiatives to resource requests is part of the PRaP Process. The Resource Development and Administrative Services (RDAS) Leadership Council provides guidance on resource requests by providing cost projections during the Program Review and Plan process, estimating the total cost of individual requests, recommending alternative funding sources to offset partial or total cost involved, and working with requestors to adjust resource requests if the full requested amount is not available/viable ([IB6-08](#)).

### **Analysis and Evaluation**

As part of the PRaP process, data is provided to disciplines and departments with the ability to be disaggregated to the course level. Using interactive files, faculty can look at success by equity groups as well as by delivery type (online, hybrid, face-to-face), offerings by time of day, and courses taught by full-time versus part-time faculty. The data is the starting point for conversations about where additional support might be needed.

The College's work on analyzing disaggregated data and setting its own targets to align with Vision for Success and the District Plan means that metrics have been and are being discussed at college-wide meetings and will necessarily inform program review. The college has established goals for overall metrics as well as goals for targeted equity groups. These goals are designed to close equity gaps within 10 years. The Governance, Effectiveness, Mission, and Integrity (GEMQ) leadership council is developing a brief, simple supplemental data guide that incorporates the district and college goals to further facilitate conversation around student outcomes ([IB6-10](#), [IB6-09](#)). This supplemental guide provides clarification to all disciplines and departments about college targets and equity gaps. Additionally, this guide provides assistance to departments as they write more focused program reviews that articulate strategies with clear targets and identify specific anticipated impact in helping the college close equity gaps and achieve its student outcome goals.

Moreover, the Prioritization 101 Guide is being distributed to the entire college community to help everyone, not just those on leadership councils, more fully understand the links between comprehensive program reviews and plans, college goals, strategies and initiatives, and resource allocation ([IB6-10](#)).

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

### **Evidence of Meeting the Standard**

Regular monitoring, assessment, and evaluation is built into the College's assessment and planning processes and the work within the Guided Pathways framework has given renewed impetus to looking at college policies and practices across the board to evaluate where there might be institutional barriers that create obstacles for students or impede effectiveness.

The College's planning process is reviewed annually. One of the primary responsibilities of the GEMQ Leadership Council is to monitor, evaluate, and assess the annual program review and



planning cycle. At the end of each cycle, members of the GEMQ work with the members of the Program Review Committee to identify opportunities as well as positive outcomes about the process. This feedback informs the progress for the next planning cycle. The recommendations of GEMQ are approved and presented to EPOC. As an example, the feedback from fall 2017 process ([IB7-01](#)) resulted in the inclusion of a survey to proactively gather feedback from the VP recommendations ([IB7-02](#)).

The college also solicits planning feedback from a wide constituency via annually-administered surveys for each of the Leadership Councils ([IB7-03](#)) and for overall strategic planning ([IB7-04](#)). This feedback provides each of the council's information on effectiveness and also provides an ability to longitudinally track improvement in the strategic planning process.

The Strategic Planning Constitution and Bylaws underwent review and updating in 2018-2019 in response to assessments ([IB7-05](#)). Councils were asked to carefully review and discuss their charges and strategic and operational responsibilities along with membership, policies governing how membership is determined, etc. One result of this was the creation of an ex officio position on EPOC for a Faculty Association representative. At the end of each academic year, EPOC assesses what the next year's priorities will be and on that basis, determines who should fill the three at-large faculty positions. In 2017-2018 the chair of physical resources filled one of these spots during the height of work on the facilities master plan. In 2018-2019 the chair of Technology Resources filled one of these spots as the Technology Plan was undergoing assessment, review, and updating. In 2019-2020, EPOC determined that the Faculty development coordinator should fill one of these spots as the college emphasizes work on pillar four of the Guided Pathways framework and professional development.

The governance and planning structure is undergoing review again as part of the process of assessment and evaluation in advance of developing the 2020-2025 strategic plan and as part of the effort to streamline and improve ([IB7-06](#)).

The assessments and evaluations of the ways in which degrees are awarded (discussed in section B.2) and the assessment and evaluation of the onboarding process for students (discussed in section B.4) are representative examples of the culture of ongoing assessment and evaluation of policies and processes used to plan for and implement change to improve outcomes for students.

### **Analysis and Evaluation**

The college has made significant progress in institutionalizing the expectation for continued monitoring, assessment, evaluation—and improvements as a result of that process.

The Strategic Planning structure and processes are not static and have been reviewed and updated throughout the life of the 2015-2020 plan as the college matures in its understanding and implementation of effective strategic planning.

As can be seen from each year's revised process map ([IB7-07](#)), the PRaP has changed and evolved to meet the needs and as a result of intentional assessment and feedback. One example of this iterative change is that as a result of the planning process, the college identified the need to refine its leadership council structures and roles. In 2017-2018, new college by-laws were adopted which included revised leadership council charges as well as name changes (e.g. Institutional Effectiveness Leadership Council became the Governance, Effectiveness, Mission, and Quality Leadership Council and the Academic and Career Technical Programs and

Instructional Support Leadership Council became the Teaching and Learning Leadership Council. ([1B7-05](#))

Individual disciplines, departments, and divisions are benefitting from the lessons learned as a result of this iterative planning process. One example is that the STEM Division has been working on their strategic plan as a part of collaboration with an NSF program to increase funding to community colleges. As a part of that process, there has been much reflection on the significant gaps in STEM achievement among student populations. The Office of Institutional Effectiveness has provided data supporting these discussions including course level outcomes, momentum point data, and completion outcomes disaggregated by equity categories. While this was undertaken as part of a project to secure external funding, the results are able to guide internal planning and equity decisions, as well ([1B7-08](#); [1B7-09](#)).

This data-informed and intentionally-structured planning process is helping each department, division, and area view the strategic planning process as a way to achieve the goals set out in their own plans and in the College's plan. The Guided Pathways Framework's and AB 705's emphasis on transformation and not just reform have prompted the college to turn a critical, student-centered lens on policies and procedures from onboarding, to student support, and placement to awarding of degrees and begin to make genuinely transformative changes as RCC continues re-evaluating how the college does business and why it does it in any particular way in order to improve our students' experiences and outcomes.

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

### **Evidence of Meeting the Standard**

The college communicates its progress on a regular basis in a variety of ways, from the strategic planning report card to Flex presentations, strategic planning retreats, presentations and newsletters which include all constituency groups, as well as regular reports and presentations to Academic Senate and Board of Trustees. ([1B8-01](#), [1B8-02](#), [1B8-03](#), [1A2-03](#)) The report card, which provides data-driven feedback on the progress for each of the College's strategic planning goals, is sent to the college community as a whole as well as being posted to the strategic planning website ([1B8-03](#)).

Analysis and communication about the College's strengths and weaknesses have also been a central part of the Guided Pathways work. The teams attending the California Guided Pathways Institutes complete homework in advance, discuss the initial assessments with the Guided Pathways Core Group and the strategic planning working group, which meets every Wednesday morning ([1B8-05](#), [1B8-06](#), [1B8-07](#)). Moreover, participation in Guided Pathways has also involved an annual scale of adoption assessment which necessitates a careful assessment of how far along the college is in making improvements identified through the Guided Pathways work. ([1B8-08](#))

Data on college, division, discipline, and course level success and retention, including data broken out by equity categories, is available for departments to analyze and review as part of the program review and planning process and the Office of Institutional Effectiveness has made

equity reports available to individual faculty upon request to facilitate a closer look at success and retention through an equity lens. ([IB8-11](#))

### **Analysis and Evaluation**

RCC communicates assessments and evaluations regularly and broadly, through reports, presentations, and publications. The launch of the new college website in Spring 2020 will significantly improve the ease with which all constituencies can readily find presentation materials, or documents as part of their role on a leadership council, on Senate, etc. The president's efforts to begin a regular communication/ report out from President's Leadership Team meetings (PLT) are also an important step in providing another vehicle for clear and consistent communication of the important conversations taking place around all aspects of the college that impact student outcomes ([IB8-09](#), [IB8-10](#)). The college is also undertaking a communication audit (Fall 2019) to identify effectiveness of the frequency and modes of communication currently used and to identify ways to improve communication to all stakeholders. Here, too, while the college meets the standard, RCC is engaged in an ongoing effort to improve.

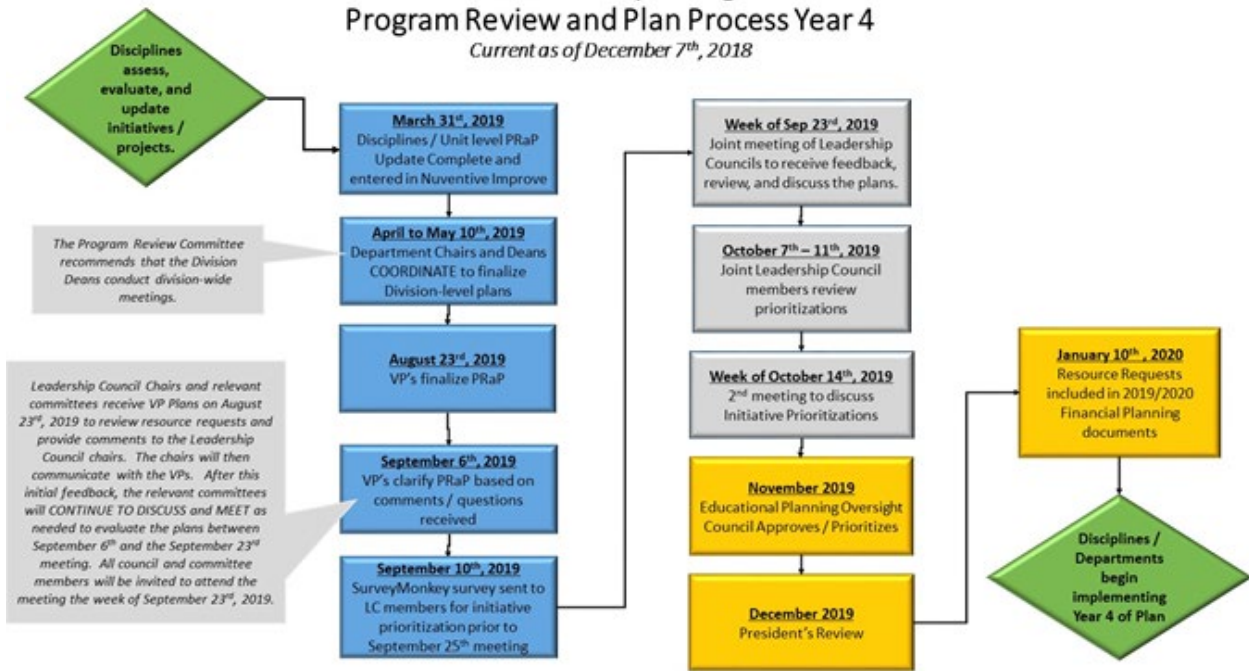
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

### **Evidence of Meeting the Standard**

Riverside's planning process begins with the Educational Master Plan and the Strategic Plan that works to implement the vision of the Ed Master Plan in five year increments, with annual assessments of the progress being made in the annual Report Cards ([IB9-01](#), [IB9-02](#), and [IB9-11](#)). The Strategic Planning Constitution and Bylaws detail the roles and responsibilities for each council and ensure representation of all constituency groups in the planning process. And the effectiveness of this planning and governance structure is itself assessed regularly, resulting in a revision to the Constitution and Bylaws Fall 2018 ([IB9-12](#))

The College's Program Review and Planning cycle operationalizes how planning moves from the discipline to the department/area through divisions to Vice President's plans and onward to prioritization/resource allocation ([IB9-03](#)). The participation in prioritization is broad-based, including all of the members of the leadership councils ([1B9-04](#)). The graphic below shows the process in detail including the different entities involved as well as the vertical integration and horizontal alignment. The Program Review Committee working with GEMQ (and then approved by EPOC) is responsible for evaluating the process and implementing changes ([IB9-05](#)).

## Riverside City College Program Review and Plan Process Year 4 *Current as of December 7<sup>th</sup>, 2018*



### Analysis and Evaluation

This graphic has helped the college visualize how the planning process overlaps and integrates with strategic planning. This provided a starting point in fall 2015 as the college, with the Educational Master Plan in place, implemented the new 2015-2020 Strategic Plan along with the new PRaP process with all disciplines and departments beginning on the same cycle.

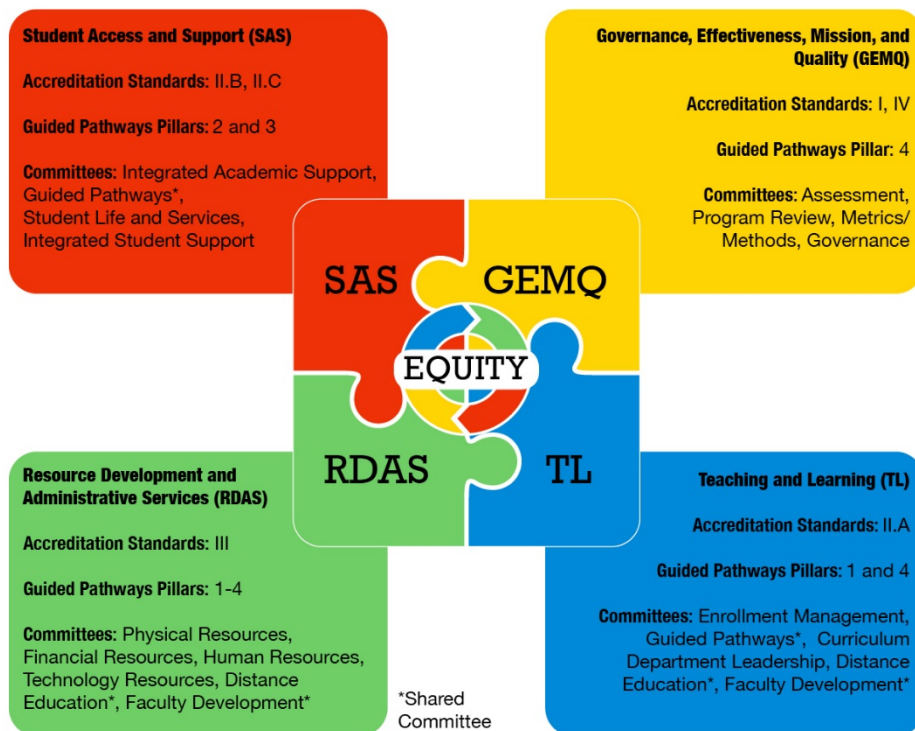


The college community, as a whole, is very aware that an integrated planning process exists. Meetings often include the “is it in your plan?” comment which is evidence of how the College’s encouragement to imbed strategic planning into regular and on-going discussion has been fruitful.

As the Guided Pathways continue to be implemented, the puzzle graphic is being used to better understand the integrated relationship among the planning councils.

Riverside City College’s progress on equity and closing achievement gaps will be discussed in greater detail in Standard II, and while there is wide-spread, data-driven acknowledgement that the college is not making as much progress as needed to help students meet their goals, there is still work to be done embedding equity into the foundation of every college discussion at the administration and staff levels as well as in the classroom. This work has already begun in the work to set clear targets in line with Vision for Success and to align the College’s 2020-2025 Strategic Plan (being written this year) with the goals/targets in the District Strategic Plan. Equity is also being embedded more explicitly in the College’s in progress revised mission, vision, and values, which will be approved this year along with the 2020-2025 RCC Strategic Plan. ([IB9-13](#), [IB9-06](#), [IB9-14](#) and [IB9-15](#))

### **Educational Planning Oversight Committee / Accreditation Steering Committee (EPOC/ASC)**



Planning is substantial and on-going. In the 2018-2019 Academic Year, the Facilities Master Plan was completed, and plans for Technology Resources, Enrollment Management, and Professional Development were assessed and updated ([1B9-07](#)). But there is also work to be done to better align some plans with the process. One gap which was identified in the most recent year three of the PRaP was the misalignment of the Human Resources Plan with the PRaP. The HR Plan was written prior to the most recent iteration of PRaP and directed the HR Committee to provide final recommendations to the President's Leadership Team on hiring ([1B9-8a](#)). According to the current Strategic Planning Process, the hiring is based the Leadership Council prioritization of initiatives. Once this misalignment was identified, the Program Review Committee discussed with the HR Committee how to make sure that the HR Plan reflected the updated, more inclusive and transparent process. This still needs to be done and the HR Plan will be assessed and updated this academic year ([1B9-08b](#)).

RCC's institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources through the comprehensive and annual program review processes. Moreover, the completion of work on life-cycle databases for technology, for equipment and furnishings have simplified the processes for these sorts of routine needs. No longer do these needs end up bundled with new initiatives and their attendant requests, but they are handled through a regularly scheduled cycle of replacement. As an improvement to the existing processes, the College is developing a Strategic Planning Handbook to be written side by side with the 2020-2025 RCC Strategic Plan this year and will include information for everyone about precisely how these processes work (ER 19) ([1B9-09](#), [1B9-10](#)).

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### **Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness**

RCC's work to improve academic quality and institutional effectiveness by integrating academic assessment into the strategic planning process has been guided by the Educational Master Plan, Strategic Plan, and Program Review and Planning Process implemented in 2015. Plans are transparent and widely communicated. Decisions are recommended based on discussion and college-level priorities. Each year, the effectiveness has improved through the process of continuous review, evaluation, and refinement. The College's work has been shaped by not just these internal forces, but also by external forces which have converged to sharpen the focus on continuous assessment and improvement. The College's participation in the California Guided Pathways project, the work on all aspects of the college impacted by AB 705 (placement, student records, curriculum, etc.), the implementation of strategies to support Caring Campus, the College's robust discussions around alignment with the Chancellor's Vision for Success goals in 2018-2019, and now alignment with the District Strategic Plan all have contributed to more broad-based and thorough going discussions of academic quality, student outcomes, and institutional effectiveness.

Effectively linking planning and resource support with classroom-level activities is a work in progress, but the AB 705 work in math and English provide a good model for how this can work. Moreover, faculty development aligned with Guided Pathways is helping to integrate the four pillars across the college.

The college leadership regularly engages in data-informed discussion. Goals are set, measured, and reported on an on-going and systematic basis and used to drive discussions about strategies to improve student outcomes and about allocating resources to support those strategies.

### Improvement Plan(s)

Standard	Improvement Needed	Expected Outcome(s)	Timeline	Responsible Leads	Strategic Planning Alignment
I.B.1	Develop a five-year integrated Guided Pathways Plan to allow for the pillars to be at the forefront of all college conversations.	Full implementation of GP 1.0 Fall 2020; assessment and refinement over the life of the 2020-2025 plan to complete the College's transition to a full Guided Pathways institution	Completed Fall 2020	VPPD, Faculty Coordinator Guided Pathways	College Goal(s)  All of 2 (2.1-2.8), 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.2
I.B.3	Aligning with and developing strategies to meet the institution-set standards in the District Strategic Plan. This alignment could be incorporated into the updated strategic plan and the program review and plan template.	Fully aligned college/ district targets in college's 2020-2025 Strategic Plan; revised program review template	Completed Fall 2020	VPPD, Faculty Chair Strategic Planning, Faculty Chair GEMQ, Co-chairs, Program Review Committee	College Goal(s)  All
I.B.9	Improve the link between department, division, and vice president plans and increase the alignment of planning and resources with college goals and targets.	Increased transparency, improved integration through a revised program review template	Fall 2020	VPPD, Faculty Chair Strategic Planning, Faculty Chair GEMQ, Co-chairs, Program Review Committee	College Goal(s) 3.2, 3.3, 3.4, 3.6, 4.1,

### Evidence List

IB1-01	Report Cards, 2018, 2019
IB1-02	Vision for Success January 19 agenda
IB1-03	Vision for Success Alignment document
IB1-04	District Strategic Plan
IB1-05	EPOC Fall 2019 Calendar
IB1-06	RCC Nuventive Improve P Rap Document Repository

IB1-07	GEMQ minutes Sept. 19, 2019
IB1-08	Equity Retreat Agenda Fall 2019
IB1-09	Equity Retreat Agenda Fall 2018
IB1-10	Equity Retreat Agenda Spring 2019
IB1-11	RCCD Presentation – Equity Retreat Spring 2019
IB1-12	Presentation AB705 March 2019
IB1-13	AB705 Presentation Dates
1B1-14	CUE Student Equity Planning Institute Agenda
IB1-15	Equity Summit Agenda – 10/2018
IB1-16	Equity Summit Agenda – 3/2019
IB1-17	RCC Nuventive Improve PRaP Document
IB1-18	CUE Student Equity Planning Institute
IB1-19	Caring Campus
IB2-01	Catalog Sample Page with PLOs
IB2-02	Outcomes Assessment Rotation Schedule
IB2-03	Report Card Final- Mar2019
IB2-04	EAR 24 Sample SLO Assessment
IB2-05	RAC Minutes-20APR2018
IB2-06	Music 4 Column PLO
IB2-07	SAO Assessment Summary
IB2-08	Auto-awarding process and data
IB2-09	Academic Support Faculty Satisfaction Survey
IB2-10	Administrative Support Center Customer Survey-Spring 2018
IB2-11	Degrees and Certificates awarded
IB3-01	Goals Strategies and KIPs-Dec2016
IB3-02	District Strategies and KPIs-Dec2016
IB3-03	Report Card-Feb2018
1B3-04	Report Card-Feb 2019
1B3-05	RCCD BOT Meeting Scorecard Presentation



IB3-06	ACCJC -Annual Report Submission-2018
IB3-08	BOT IEPI Approval – May 2017
IB3-09	The Strategic Planning website and presentations
IB3-10	Strategic Planning – Agenda – Vision for Success
IB3-11	Vision for Success Alignment Document
IB3-12	EPOC-ASC Calendar – Fall 2019
IB4-01	Assessment Plan-Sep2015
IB4-02	Monique’s evidence about onboarding
IB4-03	Assessment Committee Minutes-20APR2018
IB4-04	GE Critical Thinking Assessment Report
IB4-05	Constitution and Bylaws for Senate
IB4-06	SLO Assessment Results
IB4-07	RAC Minutes 10-4-19
IB4-08	BOT Meeting Scorecard Presentation
IB4-09	ACCJC Annual Report Submission
IB4-10	RAC Assessment Guide 2019
IB4-11	RAC Agenda 9-6-19
IB4-12	RCC Assessment Report
IB5-01	PRaP Quick Start Guide
IB5-02	VP Academic Affairs PRaP-12SEP2018
IB5-03	VP Business Services PRaP-12SEP2018
IB5-04	VP Planning and Development PRaP-12SEP2018
IB5-05	VP Student Services PRaP-12SEP2018
IB5-06	President’s Letter Strategic Initiatives PRaP-03DEC2018
IB5-07	PRaP Process Feedback Program Review Committee-Dec2018
IB5-08	Equity Success
IB5-09	Course Sections
IB5-10	Program Review Process 30SEP2017
IB5-11	GEMQ Minutes – September 2019

IB5-12	Vision for Success Alignment Document
IB5-13	Welding Advisory Minutes 6-9-17
IB5-14	WEL- 35 COR
IB5-15	WEL 75B COR – as a result of Advisory meeting
IB5-16	Spring 2019 Math and English Update
IB5-17	Bio 1 Assessment
IB6-01	Course Sections File-Fall2010-Fall2017
IB6-02	StudentExitSurvey-Summer2017
IB6-03	Theater PRaP-26APR2018
IB6-04	English PRaP-Spring2018
IB6-05	Joint Leadership Council’s Recommendation
IB6-06	Joint LC Decisions PresidentsLetter-Fall2017, 2018
IB6-07	Prioritization 101 document Fall 2019
IB6-08	Resource Development Administrative Services
IB6-09	2019-2020 PRaP Process
IB6-10	RCC Prioritization 101
IB7-01	Process evaluation- Fall 2017
IB7-02	Survey Monkey VP Initiatives
IB7-03	Leadership Councils Process Assessment- Summer2018
IB7-04	Strategic Planning Feedback
IB7-05	Constitution and Bylaws for Senate-14FEB2019
IB7-06	EPOC Retreat Agenda 22AUG2019
IB7-07	Program Review Process 4 Year
IB7-08	Spring 2019 Math and English Update
IB7-09	Promise Stuent Data for NSF HSI Grant Revised 2-2-18
IB8-01	FLEX Presentation Spring 2018
IB8-02	Strategic Planning Newsletter April 2019
IB8-03	Strategic Planning Webpage
IB8-04	RCC Academic Senate Agenda 16SEP2019

IB8-05	GP Institute 6 Homework 16AUG2019
IB8-06	GP Core Group Agenda 31MAY2019
IB8-07	EPOC-ASC Agenda 29May2019
IB8-08	RCC-SOAA 30APR2019
IB8-09	PLT Report 27FEB2019
IB8-10	PLT Report 27MAR2019
IB8-11	RCC Nuventive Improve Document Repository
IB9-01	Educational Master Plan
IB9-02	Riverside City College Strategic Plan
IB9-03	Trac Dat PRaP Quick Start Guide-Feb 2019
IB9-04	Prioritization Meeting Notes Fall 2019
IB9-05	Program Review Minutes – Dec2018
IB9-06	RCC Mission, Vision, Values Draft 16SEP2019
IB9-07	RCC Strategic Planning Documents webpage
1B9-08a	2015 HR Plan
IB9-08b	Human Resources Committee Minutes
IB9-09	Strategic Planning Handbook Draft
IB9-10	Business Services Vice President Program Review
IB9-11	Standards KPI's Goals – Spring 2017
IB9-12	Constitution and Bylaws – Senate
IB9-13	RCCD – Strategic Plan Draft – 2019-2024
IB9-14	GEMQ Minutes – 9-19-19
IB9-15	EPOC Strategic Planning Agenda 9-22-19

### **C. Institutional Integrity**

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

### **Evidence of Meeting the Standard**

Riverside City College reviews materials and publications regularly to ensure accuracy, clarity, and integrity in its communications with students, personnel, and the community.

The Educational Services and Strategic Planning department collaborates in the process for yearly curriculum review and catalog revision ([IC1-01](#)). For college specific elements of the catalog, the Vice President of Academic Affairs and counselors work together to revise and seek input from the various area managers to ensure clarity, accuracy, and integrity of all information. The responsibility for college elements in the catalog lies with the VP Academic Affairs and for district elements, with the Office of Educational Services. Moreover, an addendum is published as needed to the annual catalog ([IC1-02](#))

Class schedules are available on the college website ([IC1-03](#)). Department Chairs and Instructional Department Specialists build and review the schedules, including review by Deans. Once the information is uploaded by district Information Technology directly from Colleague, chairs and IDS's review again to ensure accuracy of the schedule and other accompanying information (including items like hours of operations for labs, special programs, etc.) ([IC1-04](#)). The schedule of courses is available to students through WebAdvisor where class availability is updated daily from data pulled from Colleague ([IC1-05](#)).

Many of the RCC publications are reviewed annually. The College Catalog, Summer/Fall Schedule, Winter/Spring Schedule, Faculty Guide and Student Handbook review dates are listed in the inside back cover of the catalog ([IC1-06](#)).

Riverside City College publishes current information about its accreditation status through the Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges. The website is updated with accreditation and the information is also published in the College's catalog ([IC1-07](#)).

The College's Governance, Effectiveness, Mission, and Quality Leadership Council (GEMQ) includes students, faculty, and staff in the regular mission, vision, and values review process ([IC1-08](#)).

Learning outcomes are also communicated clearly and included for students in course syllabi ([IC1-09](#)). Learning outcomes are also publicly available through course outlines of record, overseen by the Curriculum committee, and available on CurricUNET ([IC1-10](#)). Learning outcomes for courses (SLOs) and programs (PLOs) are regularly reviewed ([IC1-11](#); [IC1-12](#))

### **Analysis and Evaluation**

The college has clear processes in place to ensure the accuracy, clarity, and integrity of the information provided to students, personnel, and the public. The College's catalog is the primary front-facing document used by students. It is updated annually and is reviewed and revised extensively to ensure alignment and accuracy. The process includes gathering input from academic and co-curricular staff. As a result of Guided Pathways and the development of program maps along with AB 705 related changes to placement and the near elimination of basic skills curriculum, the College's catalog and student handbook were significantly revised in 2018-2019 to reflect these changes. Because of the significant changes to placement policy, the college, working with the District and sister colleges, took additional measures to communicate new placement policies (and ones that meant students would now be able to place into college-

level math and English) so that all current students would be made aware of the opportunities to get a new college-level placement in math and English ([ICI-13](#)).

The Vice President of Academic Affairs works with the District’s Vice-Chancellor of Educational Services office to meet publication deadlines as well as ensure that the College’s catalog reflects the college and district curriculum. The College’s VP Business Services has put forward an initiative to purchase a catalog module for the College’s new website (scheduled to go live this spring) in order to further facilitate making sure that changes to the catalog are reflected in every place where the information appears. ([ICI-14](#)). The faculty handbook, which has not been updated as regularly as other publications, is nearing a final review this fall (due to be completed October 2019) and will then be back on cycle to be reviewed annually ([ICI-15](#)). The timelines/ process for review of documents and processes will be included in the Strategic Planning Handbook, under development this academic year along with the 2020-2025 Strategic Plan.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER20)

**Evidence of Meeting the Standard**

Riverside City College provides an online catalog that is updated annually by the appropriate departments ([IC2-01](#)). The institution also provides online catalogs for all previous academic years ([IC2-02](#), [IC2-03](#)). Additionally, RCC’s library also has the current print catalog along with an archive of previous years. Evidence that the catalog contains all required information is summarized in the table below:

Table 1. College Catalog Required Information

1. General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	<a href="#">IC2-04</a>
Educational Mission	<a href="#">IC2-05</a>
Representation of accredited status with ACCJC, and with programmatic accreditors if any	<a href="#">IC2-06</a>
Course, Program, and Degree Offerings	<a href="#">IC2-07</a> , <a href="#">IC2-08</a> , <a href="#">IC2-09</a> , <a href="#">IC2-10</a>
Student Learning Outcomes for Programs and Degrees	<a href="#">IC2-08</a> , <a href="#">IC2-09</a> , <a href="#">IC2-10</a>
Academic Calendar and Program Length,	<a href="#">IC2-11</a>
Academic Freedom Statement	<a href="#">IC2-12</a>
Available Student Financial Aid	<a href="#">IC2-13</a>

Available Learning Resources	<a href="#">IC2-14</a> , <a href="#">IC2-15</a>
Names and Degrees of Administrators and Faculty	<a href="#">IC2-16</a> , <a href="#">IC2-17</a>
Names of Governing Board Members	<a href="#">IC2-18</a>
2. Requirements	
Admissions	<a href="#">IC2-19</a>
Student Tuition, Fees, and Other Financial Obligations	<a href="#">IC2-20</a>
Degrees, Certificates, Graduation and Transfer	<a href="#">IC2-21</a> , <a href="#">IC2-22</a> , <a href="#">IC2-23</a>
3. Major Policies and Procedures Affecting Students	<a href="#">IC2-24</a>
Academic Regulations, including Academic Honesty	<a href="#">IC2-25</a> , <a href="#">IC2-26</a>
Nondiscrimination	<a href="#">IC2-27</a>
Acceptance and Transfer of Credits	<a href="#">IC2-28</a> , <a href="#">IC2-29</a> , <a href="#">IC2-30</a> , <a href="#">IC2-31</a>
Transcripts	<a href="#">IC2-32</a>
Grievance and Complaint Procedures	<a href="#">IC2-33</a> , <a href="#">IC2-34</a>
Sexual Harassment	<a href="#">IC2-35</a> , <a href="#">IC2-36</a>
Refund of Fees	<a href="#">IC2-37</a>
4. Locations or Publications Where Other Policies may be Found	<a href="#">IC2-38</a>

### Analysis and Evaluation

The catalog publishes all required information and that information is made available both online and in print and is reviewed and updated annually to ensure accuracy. One area the college is working to improve is electronic support that can more effectively link curriculum changes with catalog updates, course offerings, etc.. Often changing one course requires changes to the print catalog, online catalog, state chancellor's office system, and the assessment system as well as the curriculum management software – Meta – and our ERP, Colleague. The proposal in the VP Business Services plan ([IC2-39](#)) would facilitate ensuring any changes are accurately reflected across all platforms.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER19)

### Evidence of Meeting the Standard

Riverside City College communicates matters of academic quality, student achievement data, to all constituencies in a number of ways.

The Board receives annual updates through presentations on student outcomes/ scorecard data ([IC3-13](#) and [IC3-01](#)), through ACCJC Annual Report submissions ([IC3-02](#)), through the College's annual report cards (see IA2-01 and IA2-02) as well as through links provided on the Institutional Effectiveness site, which contains Scorecard information, Gainful Employment, CCCSE Survey result, Research Reports, and Student Success information ([IC3-03](#)). All of this material is publicly accessible.

The College clearly collects and communicates student achievement data as well as using discussions and analysis of the data as an integral part of the planning around guided pathways and equity initiatives ([IC3-04](#)).

Secondly, the College has clear processes for documenting assessment of student learning. Riverside's Assessment Committee creates and publishes an annual assessment report ([IC3-05](#)). Assessment success stories are also featured on the College's assessment site ([IC3-06](#)).

The College's most important assessment work occurs at the assessment committee and individual discipline and department levels. There, student learning and outcomes are discussed, and improvements recommended.

The College has several programs which highlight student learning and achievement including the Business & Information Systems Technology Department ([IC3-07](#)) and Nursing ([IC3-08](#)). The Career and Technical Education (CTE) division at the College hosts an annual Division-Wide Advisory Committee Meeting at which CTE initiatives and goals, as well as an update on the Strong Workforce program, enrollment and success data, and labor market information is shared with advisory groups ([IC3-09](#)).

### **Analysis and Evaluation**

As part of the State Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) and subsequent Vision for Success, the college has also publicly discussed goals and outcomes including presenting them to the District's Board of Trustees ([IC3-01](#)). Having the District Strategic plan in place will further these conversations as the college works to further align its metrics and targets with those in the district plan.

As noted above, the most meaningful discussions linking metrics to student learning occur at the discipline and department levels. However, the college has also conducted GE Learning outcomes assessments ([IC3-10](#); [IC3-11](#); [IC3-12](#)). These reports demonstrate how the college has matured in its understanding of learning outcomes assessment as it has moved from course-level and even program-level assessments to assessments of skills that cross curricular and disciplinary boundaries.

As part of the Guided Pathways and Vision for Success, there is renewed urgency and energy focusing on improving student success at entry (through AB 705 and improved onboarding), at momentum points, and for completion outcomes and job attainment and the college remains committed to publishing, presenting, discussing, and analyzing data on student learning and achievement to guide continuous improvement.

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

#### **Evidence of Meeting the Standard**

The Riverside City College Catalog outlines each degree and certificate and the courses needed to complete each. This information can be found in the catalog pgs. 43-47 which describe the AA and AS degrees, pgs. 69-84 which include all the information on ADTs, and on pgs. 103-156 which describe curricular patterns in CTE. ([IC4-01](#), [IC4-02](#), [IC4-03](#)). Moreover, as the college more completely transforms to a Guided Pathways institution, “clarifying the path” for the students’ educational goals is critical. Beginning in spring of 2018, college faculty collaborated across disciplines and created the first drafts of the College’s program maps, which included expected learning outcomes and sequenced course-taking patterns. In fall of 2018, faculty reconvened to refine the program maps including finalizing milestones and career information ([IC4-04](#)). This phased process includes producing and publicizing program maps as well as working to ensure the EduNav system provides accurate information to help students understand and enroll in the courses necessary to meet their educational goals.

#### **Analysis and Evaluation**

The college clearly describes its certificates and degrees, including program learning outcomes, in the catalog. Descriptions of degrees and certificates also include required course work and any pre-requisites. As the college continues its guided pathways work, the aim is to make finding such information easier and to present it in ways that are easily accessible. For example, as program maps are loaded into EduNav, they are linked on the counseling website ([IC4-05](#)) under instructional pathways. As can be seen, this is a work in progress, but the ultimate goal with the new web design and the continued work on uploading program maps, is to make the information even more accessible and user friendly ([IC4-06](#)).

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

#### **Evidence of Meeting the Standard**

Riverside City College reviews its procedures, and publications to assure integrity in all representations of its mission, programs, and services and follows all district policies.

District-wide policies on matters such as admission, grievance, costs and refunds, academic integrity and the like are provided in the college catalog, the student handbook, and on the web. Such materials are regularly reviewed and updated as part of the process of regular review of college publications described in Standard ICI ([IC5-01](#), [IC5-02](#)). The Academic Senate plays an important role in the regular review of policies. Article II5 of the Academic Senate constitution states that the senate shall “Participate with Governing Board representatives in the joint development of institutional policies such as minimum qualifications, equivalencies, and hiring procedures; and, with the bargaining agent, in the development of personnel policies (e.g., tenure review, evaluation procedures, and faculty service areas)” ([IC5-03](#)).

The curriculum committee handbook is revised as needed, with a substantial revision in the process of being finalized Fall 2019. The handbook clearly outlines curriculum policies and procedures ([IC5-04](#)).



All Academic Departments are also required to have departmental operations (see pg. 93-94 of faculty contract). These operations under the purview of the instruction dean over that department ([IC5-05](#)). The Strategic Planning Handbook (under development) will include timelines for regular review of departmental operations ([IC5-06](#)).

Standard IC1 describes the process for regular review of college publications, including the catalog.

### **Analysis and Evaluation**

The college regularly reviews and updates policies, procedures, and publications. To further improve transparency and clarity around these reviews, the college is preparing a governance and planning handbook side by side with the development of the 2020-2025 Strategic Plan. This will collate in one place what the expectation for regular review and updating (as needed) of college publications, policies, and procedures. ([IC5-06](#)). For the most part, such review and updating is built into existing structures; in the handful of instances where it is not (e.g., faculty handbook) the expectation and timeline will be included in the handbook.

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

### **Evidence of Meeting the Standard**

Riverside City College informs current and prospective students about the cost of their education in a number of different ways, per BP/AP 5030 which governs the places where such information must be made available (printed in the catalog, class schedule, and on the website) ([IC6-01](#)). The cost of student fees, including parking fees, is published on the Admissions and Records webpage and the various departments' webpages ([IC6-02](#), [IC6-03](#)). Moreover, the college catalog and Schedules of Classes provides information about fees and refunds ([IC6-04](#), [IC6-05](#)). The Financial Aid website has resources to help students understand the cost of college and the kinds of aid available for them, and also provides a Net Price Calculator to give students an interactive way to really understand the total cost of their education ([IC6-06](#), [IC6-07](#)). Finally, the bookstore's website provides students with costs for books and course materials through their find my course materials tool ([IC6-08](#)).

### **Analysis and Evaluation**

The college informs current and prospective students about the total cost of education, identifying key information (tuition, fees, estimated costs, books and materials costs) on the website and in other publications. Moreover, the college has worked to provide students with the tools to better understand and plan for their educational costs and to develop financial literacy, through interactive tools such as the net price calculator and other resources available through their office.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

### **Evidence of Meeting the Standard**

Riverside City College assures institutional and academic integrity through Board policy 4030, which is published on the Board Policies webpage of the district website ([IC7-01](#), [IC7-02](#)) and through publishing information on the institution's commitment to academic freedom in the catalog and student handbook. In the catalog, Riverside City College publishes information on academic freedom and responsibility that references board policy 4030 which discusses academic freedom ([IC7-03](#)). Board Policy 3050 also speaks to the expectation that "Employees shall exercise judgments that are dispassionate, fair, consistent, and equitable. They shall exhibit openness and reliability in what they say and do as educational leaders. They shall confront issues and people without prejudice. They shall do everything they can to demonstrate a commitment to excellence in education and without compromise to the principles of ethical behavior" ([IC7-04](#)). The Student Handbook also has a statement about the institution's commitment to "free inquiry and free expression" along with its commitment to academic responsibility and honesty ([IC7-05](#)). Board policy speaks not only the importance of academic freedom as "fundamental to the protection of the right of the teacher in teaching and the student's right in learning" but also to the responsibility of faculty who should "be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution."

### **Analysis and Evaluation**

The college is guided by and uses the board policies on academic freedom and professional ethics. College publications available on the website uphold the commitment to academic freedom by referencing board policy and board policy is available on the District site.

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

### **Evidence of Meeting the Standard**

Riverside City College follows established board policies on ethical behavior for all constituencies ([IC8-01](#)). The student code of conduct as well as discipline procedures from board policies are detailed in the student handbook and catalog and briefly explained to students before they can register into classes ([IC8-02](#), [IC8-03](#), [IC8-04](#), [IC8-05](#)). The College's schedule of classes also contains specific language about academic honesty ([IC8-06](#)). Moreover, students are asked to read and sign a statement about ethical and honest content as they register for classes through a form on WebAdvisor ([IC8-07](#)). The college ensures the authenticity of student identity in distance education courses because all distance education courses are hosted through Instructure, the company that has created and maintains Canvas. Canvas is a secure course management system that uses unique logins for both faculty and students and is password protected. The only means of students appearing on course rosters within Canvas is through Colleague, which also requires students to enter unique user names and passwords. The District also offers anti-plagiarism software in Canvas to ensure that the work submitted is original.

The faculty handbook recommends that course syllabi also include policies detailing academic honesty responsibilities and consequences for students ([IC8-08](#), [IC8-09](#)).

Moreover, individual disciplines/ departments may do training/ facilitate discussions around best practices for preventing and handling instances of academic dishonesty in their classes ([IC8-10](#))

Employee conduct and the consequences of dishonesty are addressed in Board policies 3050 (Code of Professional Ethics) as well as 7360, 7365, and 7368 which address the consequences for dishonesty for each class of employees. ([IC8-11](#), [IC8-12](#), [IC8-13](#))

### **Analysis and Evaluation**

From its adherence to District policies that promote academic honesty, integrity, and responsibility to the publication of those expectations in a variety of college publications to faculty syllabi and workshops and training around best practices for preventing and managing academic dishonesty, the college clearly values and makes clear its commitment to academic honesty and integrity.

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

### **Evidence of Meeting the Standard**

Board Policy 4030 on Academic Freedom also stipulates that faculty adhere to the Course Outlines of Record for the courses that they teach ([IC9-01](#)). The college catalog's statement on academic freedom clearly articulates the expectation to distinguish between personal conviction and professionally accepted views ([IC9-02](#)).

### **Analysis and Evaluation**

The college adheres to the Board policies on academic freedom and professional ethics and demonstrates its commitment to academic freedom and responsibility in its published materials. That said, a more systematic and regular process of review and updating of academic freedom, honesty, responsibility, and professional ethics is precisely the kind of task that the Academic Standards committee, a standing committee of the Academic Senate, would typically undertake but that committee has been largely inactive for some time. The Senate will undertake to revitalize this committee and clarify its charge. Moreover, the Strategic Planning / Shared Governance handbook, being written side by side with the 2020-2025 Strategic Plan will be a good place to codify the cycles on which these kinds of policies are regularly reviewed.

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

### **Evidence of Meeting the Standard**

While Riverside City College is not a religious institution which seeks to require specific beliefs, the college does have core values and codes of conduct for students and faculty, staff, and managers. The codes of conduct are guided by board policies ([IC10-01](#), [IC10-02](#), [IC10-03](#), [IC10-04](#), [IC10-05](#)).

### **Analysis and Evaluation**

Expectations for conduct are provided in district publications.

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

### **Evidence of Meeting the Standard**

This standard does not apply to RCC because the College does not operate in foreign locations.

### **Analysis and Evaluation**

None required.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

### **Evidence of Meeting the Standard**

Riverside City College continues to meet all Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements to maintain its accredited status with the Accrediting Commission for Community and Junior Colleges (ACCJC). The College is committed to continuous quality improvement as demonstrated by the structural alignment of accreditation Standards with strategic planning responsibilities and processes. The 2014 institutional self-evaluation led to a comprehensive assessment of the College's decision-making rubrics and its strategic planning processes. As a result, accreditation was embedded into RCC's integrated strategic planning model as articulated in the Strategic Plan, 2015-2020 and the Educational Master Plan, 2015-2025 ([IC12-01](#), [IC12-02](#), [IC12-03](#)). The College's decision-making roles and processes are further described in Standard IV.A.1.

The College's accreditation webpage, which is one click away from the RCC homepage, provides information on current and past accreditation activities going back to 2007 ([IC12-04](#)). The accreditation archive provides links to correspondence with the Commission that demonstrate that the College meets its deadlines; files its annual, midterm, and substantive change reports; and discloses information about accreditation to the public, the college community, and the Commission ([IC12-05](#)). RCC has posted the dates of the site visit on the accreditation webpage of the College's website on January 14, 2019 ([IC12-06](#)). The RCCD Board of Trustees publicly announced the upcoming accreditation team visit at its September 17, 2019 meeting ([IC12-07](#)). In preparation for the site visit, the ACCJC page of the accreditation website was updated on January 9, 2019 to include a link to the Third Party Comments form on the Commission website ([IC12-08](#)). This link will be deactivated on January 27, 2020, 35 days before the first day of the team visit.

### **Analysis and Evaluation**

Riverside City College takes the institutional self-evaluation process seriously and complies with all ACCJC requirements as evidenced by the College's accreditation website. The College has integrated the accreditation Standards into its strategic planning process to ensure a continuous cycle of evaluation and improvement.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

### **Evidence of Meeting the Standard**

Riverside City College clearly communicates its accredited status to the public and to the college community through the website and through the college catalog ([IC13-01](#), [IC13-02](#)). The action letters from the commission posted on the accreditation website ([IC13-03](#)) demonstrate that the college is in compliance with all ACCJC requirements.

That the college demonstrates honesty and integrity in all its communications with the public is discussed in Standards IC1, IC2, and IC3. The college also complies with all federal and state mandates, as well as regulations from the California Community College Chancellor's Office.

### **Analysis and Evaluation**

The College's accreditation website demonstrates its commitment to honesty and integrity in its relationship with ACCJC and the evidence provided elsewhere in Standard IC demonstrate its honesty and integrity in communicating with other agencies and the public.

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

### **Evidence of Meeting the Standard**

Riverside City College's planning documents ([IC14-01](#), [IC14-02](#)) include the mission, vision, values, and goals and demonstrate the College's commitment to high quality education. The revisions to mission, vision, and values ([IC14-03](#)) demonstrate the College's commitment to continuous reflection and improvement. The college also adheres to a board policy, 2710, that addresses conflict of interest ([IC14-04](#)). As a public community college, Riverside City College does not have investors, parent organizations, or other external interests that would have a say in how the college determines the quality of its programs and student outcomes and learning.

### **Analysis and Evaluation**

Riverside City College demonstrates its commitment to high quality education in all of its planning documents and in its mission, vision, and values.

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### **Conclusions on Standard I.C. Institutional Integrity**

RCC's commitment to high quality education, student achievement, and student learning is evidenced in it's the body of evidence put forth in this standard, from the Educational Master Plan, the college Strategic Plan, the annual Report Cards assessing the College's progress on improving student outcomes, the work to align college goals with Vision for Success and now the District Strategic Plan, the commitment to equity outlined in Vision for Success and the District Strategic Plan, the College's participation in the California Guided Pathways project. The college strives to continue to improve the quality of its programs and outcomes for its students

### **Improvement Plan(s)**

None

### **Evidence List**

Citation	Document Name
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IC1-01	Curriculum Review and Publication Timeline
IC1-02	Addendum
IC1-03	Class Schedules
IC1-04	Lab Times and Special Programs
IC1-05	Open Class List
IC1-06	Publication Dates
IC1-07	Accreditation Website and Catalog
IC1-08	Revised Mission Review Process
IC1-09	Sample Syllabus
IC1-10	COR Sample and Public Search
IC1-11	SLO Assessment Results and 2018-2019 Assessment Report
IC1-12	RAC Minutes 10.4.19
IC1-13	AB705 Documentation
IC1-14	19-20 VPBS Summary
IC1-15	2017 Faculty Handbook
IC2-01	Publication Timeline Memo
IC2-02	Catalog Webpage
IC2-03	Catalog Archive on Webpage
IC2-04	RCC Catalog 2019-2020 Official Contact p. IV
IC2-05	RCC Catalog 2019-2020 Educational Mission p. 2
IC2-06	RCC Catalog Accreditation Status p.15
IC2-07	RCC Catalog 2019-2020 Courses Offered p. 159-294
IC2-08	RCC Catalog 2019-2020 p. 69-84
IC2-09	RCC Catalog 2019-2020 Transfer Requirements p. 69-84
IC2-10	RCC Catalog 2019-2020 Curricular Patterns p. 103-156
IC2-11	RCC Catalog 2019-2020 Academic Calendar p. vii
IC2-12	RCC Catalog 2019-2020 Academic Freedom Statement p. 2-3
IC2-13	RCC Catalog 2019-2020 Catalog Financial Aid p. 17-21
IC2-14	RCC Catalog 2019-2020 DRC p. 15-16

IC2-15	RCC Catalog 2019-2020 Learning Resources p. 23
IC2-16	RCC Catalog 2019-2020 Administrators p. 10
IC2-17	RCC Catalog 2019-2020 Faculty p. 309-319
IC2-18	RCC Catalog 2019-2020 Board Members p. 2
IC2-19	RCC Catalog 2019-2020 Admissions p. 3-4
IC2-20	RCC Catalog 2019-2020 Tuition, Fees, Financial Obligations p. 8-9
IC2-21	RCC Catalog 2019-2020 ADTs p. 67-88
IC2-22	RCC Catalog 2019-2020 Grad Requirements p. 39-47
IC2-23	RCC Catalog 2019-2020 Certificates p, 103-156
IC2-24	RCC Catalog 2019-2020 Major Policies p. 25-35
IC2-25	RCC Catalog 2019-2020 Academic Honesty p. 12
IC2-26	RCC Catalog 2019-2020 Standards of Scholarship p. 25-35
IC2-27	RCC Catalog 2019-2020 Nondiscrimination Policy
IC2-28	RCC Catalog 2019-2020 AP Credit p. 52-59
IC2-29	RCC Catalog 2019-2020 p. 60-63
IC2-30	RCC Catalog 2019-2020 Articulated Courses p. 90
IC2-31	RCC Catalog 2019-2020 p.31
IC2-32	RCC Catalog 2019-2020 Transcripts p. 10
IC2-33	RCC Catalog 2019-2020 Complaint Procedure p. 31-33
IC2-34	RCC Catalog 2019-2020 Complaint Procedure p. 321-325
IC2-35	RCC Catalog 2019-2020 Sexual Harassment p. 26
IC2-36	RCC Catalog 2019-2020 Sexual Harassment p. 33
IC2-37	RCC Catalog 2019-2020 Refund of Fees p. 9-10
IC2-38	RCC Catalog 2019-2020 How to find Other Policies Inside Covers Front and Back
IC2-29	VPBS 19-20 Summary
IC3-01	IEPI Presentation to BOT
IC3-02	ACCJC Annual Report Submission
IC3-03	Institutional Effectiveness Webpage

IC3-04	Spring 2019 Strategic Planning Retreat
IC3-05	RCC Assessment Report 2017-2018
IC3-06	Assessment Success Stories
IC3-07	ACBSP Candidacy
IC3-08	ADN Program Outcomes
IC3-09	CTE Division-wide Advisory Meeting
IC3-10	Communications Department Minutes
IC3-11	Fall 2018 Critical Thinking GE SLO
IC3-12	Spring 2019 Info Competency and Tech Literacy
IC3-13	RCCD Board Presentation Student Success Scorecard
IC4-01	AA/AS Degrees
IC4-02	ADT's
IC4-03	Certificates and Degrees
IC4-04	Program Maps Phases and Timelines
IC4-05	Program Maps
IC4-06	Guided Pathways Website
IC5-01	Catalog – Policies
IC5-02	Student Handbook – Policies
IC5-03	Academic Senate Constitution
IC5-04	Curriculum Handbook Draft
IC5-05	Department Operations CTA Contract
IC5-06	Strategic Planning Handbook
IC6-01	Fees
IC6-02	Fees Admissions Website
IC6-03	Fees Various websites
IC6-04	Catalog Fees
IC6-05	Schedule of Classes Fees
IC6-06	Student Financial Services Website
IC6-07	Net Price Calculator



IC6-08	Bookstore
IC7-01	BP 4030
IC7-02	BP District Website
IC7-03	Catalog Academic Freedom
IC7-04	BP 3050
IC7-05	Fee Inquiry
IC8-01	BP 3050
IC8-02	BP 5500
IC8-03	AP 5520
IC8-04	Conduct Student Handbook
IC8-05	Conduct Catalog
IC8-06	Conduct Schedule of Classes
IC8-07	Student Code of Conduct
IC8-08	Faculty Handbook pg. 11 Fall 2015
IC8-09	Sample Syllabus
IC8-10	English Plagiarism
IC8-11	BP 7360
IC8-12	BP 7365
IC8-13	BP 7368
IC9-01	BP 4030
IC9-02	Catalog Academic Freedom
IC10-01	BP 2710
IC10-02	BP 2712
IC10-03	BP 2715
IC10-04	BP 3050
IC10-05	BP 5500
IC12-01	RCC Ed Master Plan 2015-2025 Accreditation
IC12-02	RCC Strategic Plan 2015-2015 Accreditation
IC12-03	RCC Strategic Plan Constitution Bylaws

IC12-04	RCC Accreditation Webpage
IC12-05	RCC Accreditation Archive Webpage
IC12-06	RCC Accreditation 2020 Webpage
IC12-07	BOT Meeting Team Visit Announcement 09-17-2019
IC12-08	RCC Accreditation ACCJC Webpage
IC13-01	Accreditation Website
IC13-02	Accreditation in the Catalog
IC13-03	Accreditation Action Letters
IC14-01	Education Master Plan
IC14-02	RCC Strategic Plan
IC14-03	Revised Mission process
IC14-04	BP 2710

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## Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

### Evidence of Meeting the Standard

The college offers instructional programs in fields of study consistent with the institution’s mission of offering “courses leading to locally-approved and state approved certificates, associate degrees, associate degrees for transfer, and transfer [...]” to four-year institutions of higher education ([IIA1-01](#)). A comprehensive list of all programs is found in the college catalog and addendum which includes twenty-seven associate degrees for transfer (ADTs), eight area of emphasis associate degrees, and ninety-six certificate programs. Of the certificate programs

some are terminal, some stackable, and many with the completion of additional coursework can culminate in an associate degree. ([IIA1-02](#)).

The College Curriculum Committee has authority over curriculum matters and through the review process detailed in the RCCD Curriculum Handbook ensures that courses and programs are of sufficient rigor to meet the standards of higher education and are consistent with the College mission. The committee workflow is described in the Handbook and requires that all courses and programs identify student learning outcomes which become part of the Course Outlines of Record and the Program Outlines of Record, respectively ([IIA1-03](#) and [IIA1-04](#)). As part of the work of the Curriculum Committee to maintain currency and appropriateness, all career and technical education courses are on a 2-year review cycle; all other courses are on a 5-year review cycle ([IIA1-05](#)). The College Curriculum Committee has established a quarterly report to assist faculty in keeping abreast of all review cycles ([IA1-06](#)).

To facilitate monitoring and evaluating, the College's Office of Institutional Effectiveness (OIE) in collaboration with the offices of Planning and Development, Student Services, and Academic Affairs, produces a Strategic Planning Report Card to inform the college community of progress made on college initiatives which includes information about students' attainment of educational goals and momentum points and the numbers of students progressing through instructional pathways annually to attain certificates, transfer to four year institutions and to receive associate degrees in identified majors ([IIA1-07](#)).

In addition, as the implementation of the College's academic engagement centers becomes more established and the instructional pathway success teams better defined, each academic engagement center success team receives a report generated by OIE detailing the names and contact information of declared pathway students. Success teams are then able to manage the caseload of students within each instructional pathway to engage students in activities and opportunities for integrated academic support ([IIA1-08](#) and [IIA1-09](#)).

Regardless of location or means of delivery, including distance education, the College maintains appropriate standards and rigor of its instructional courses and programs. The Curriculum Handbook details the separate approval process that must be undertaken before a course can be offered using distance education (DE). The separate DE proposals must explain how instructor-initiated regular and effective contact will take place within the course. All distance education course must include "regular effective contact" and maintain the "same standards of course quality that are applied to traditional classroom courses" ([IIA1-10](#)). In addition, the RCC District Office of Distance Education working closely with the College Curriculum Committee and the College Distance Education Committee developed and revised the *RCCD Summary of Regulations for Distance Education* ([IIA1-11](#)) and the *RCCD Guide to Recommend Best Practices to Achieve Regular and Substantive Contact in Distance Education* ([IIA1-12](#)). To ensure that the College's standards are maintained every College faculty member is required to read both documents and certify having done so each time they accept an assignment to teach using distance education.

The college does not offer correspondence education as a means of delivery

### **Analysis and Evaluation**

Regardless of location or means of delivery, the College offers instructional programs in fields of study that are aligned to the College mission and that culminate in attainment of identified

student learning outcomes and the achievement of certificates, degrees, employment, or transfer. Courses and programs are vetted through the curriculum development process and reviewed/updated on a regular cycle which ensures the aforementioned alignment to mission and identification of learning outcomes as well as appropriateness to higher education.

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

### **Evidence of Meeting the Standard**

Faculty, both full-time and part-time, regularly ensure that the content and methods of instruction meet generally accepted academic and professional expectations through adherence to well-defined curriculum development processes, regular participation in the formal improvement of instruction process, and continuing ongoing participation in regular cycles of integrated program review and planning.

The faculty ensure the quality of courses through development of the course outline of record (COR) for every course offered at the College. As described in section IIA1, faculty members of the College Curriculum Committee have authority over the development of the COR which includes elements defining course content, student learning outcomes, and methods of instruction ([IIA2-01](#)). During the curriculum development process, broad collaboration between discipline and department faculty is required ([IIA2-02](#)).

All faculty members, whether full-time or part-time, have a primary assignment in a specific department and in a specific discipline. Each faculty member is responsible for providing course instruction in alignment with the identified COR. All faculty are provided the tools to participate in course level and/or program level assessment projects through collaboration with the college assessment committee and access to the online platform used for tracking assessment projects (Nuventive Improve). Adherence to the COR and participation in assessment are elements of evaluation addressed during the regular Improvement of Instruction process in which all faculty (both full-time and part-time) participate ([IIA2-03](#)). Participation in assessment projects is an activity for which part-time faculty are additionally compensated ([IIA2-04](#)).

Faculty conduct systematic and inclusive program review that utilizes disaggregated student achievement data in order to continuously improve instructional courses and programs. This process includes systematic and regularly scheduled course and program assessment ([IIA2-05](#)) integrated into discipline and departmental annual and comprehensive Program Review cycles ([IIA2-06](#)). The Program Review and Plan (comprehensive and annual updates) requires faculty to review disaggregated student outcomes data (retention and success), propose improvement plans, and where necessary propose efforts to address identified inequities in student achievement ([IIA2-07](#)).

These plans (including the results of student and program learning outcomes assessment) are reported and discussed broadly to identify effective strategies to improve teaching and

learning/student outcomes ([IIA2-08](#) and [IIA2-09](#)). Faculty share success stories and challenges to improve teaching and learning strategies and promoting student success ([IIA2-10](#)).

### **Analysis and Evaluation**

Faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards through their authority over the curriculum development process and participation in the College's formal improvement of instruction process. In addition, faculty conduct systematic and inclusive program review that incorporates the use of student achievement data. Together, the curriculum development process, improvement of instruction process, and the assessment, review, and resulting planning contribute to continuous improvement of instructional courses and programs ensuring program currency, improvements in teaching and learning strategies, and promotion of student success.

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

### **Evidence of Meeting the Standard**

The College identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using procedures established through the college curriculum committee and the college assessment committee. The college curriculum committee establishes standards and policies requiring the identification of learning outcomes for all courses (student learning outcomes: SLOs) and programs (program learning outcomes: PLOs) as part of the curriculum development process detailed in the RCCD Curriculum Handbook and program proposal forms ([IIA3-01](#) and [IIA3-02](#); examples: [IIA3-03](#) and [IIA3-04](#)).

The Riverside Assessment Committee (RAC) establishes institutional procedures to assess regularly these outcomes through creation of a 5-year assessment cycle for SLOs and PLOs detailed in the RCC Assessment Committee – Assessment Guide ([IIA3-05](#)) and the Program Learning Outcomes Assessment Schedule ([IIA3-06](#)). The assessment committee produces an annual report detailing progress on course and program level assessment with the assessment projects and results entered into an online platform (Nuventive Improve) and reviewed and shared as described in section IIA2 ([IIA2-07](#), [IIA2-08](#), and [IIA2-09](#)).

Students are made aware of PLOs through the College Catalog ([IIA3-07](#)) and are made aware of SLOs via the course syllabus made available within each class section. In every class section, faculty develop a course syllabus that includes student learning outcomes from the College's officially approved course outline of record and make the document available to all students. The syllabi for each section are to be submitted each term to the offices of the division deans and archived. During each faculty member's regularly scheduled improvement of instruction process, the syllabi for each course is reviewed to ensure that the documents contain SLOs from the course outline of record and other accurate course information ([IIA3-08](#)). The Riverside City College Faculty Guide supports faculty with syllabus development and criteria (which include the guidance to include student learning outcomes in syllabi) and submitting syllabi for the purposes of archiving ([IIA3-09](#)).

## **Analysis and Evaluation**

While the curriculum committee ensures that all course, programs, certificates and degrees identify learning outcomes; the assessment committee establishes institutional procedures to ensure that these outcomes are assessed regularly. The RAC report noted the successful use of professional development opportunities to increased faculty conversations about assessment and disaggregated course-level success as a promising practice to improve student learning. In addition, the report also noted plans to improve dialog between faculty to strengthen the connection between assessment and curriculum refinement ([IIA2-08](#)). Through the RCC Faculty Guide and the improvement of instruction process, the College establishes a procedure to ensure that students in every class section receive a course syllabus that includes learning outcomes from the institution's officially approved course outline of record.

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

## **Evidence of Meeting the Standard**

The college offers pre-collegiate level curriculum in English as a Second Language (ESL), English composition, mathematics, and reading. The coursework is distinguished from college level curriculum during the curriculum development process where “basic skills” and “prior to college level” course elements are identified ([IIA4-01](#)). This distinction is clarified for students in well-publicized information in the college Schedule of Classes ([IIA4-02](#)) and in the College Catalog ([IIA4-03](#)). As illustrated, the College offers two transfer routes in mathematics: (1) the Science Technology Engineering, and Mathematics (STEM) route prepares students with coursework required for Associate Degrees in Science and related transfer patterns and (2) the Statistics and Social Science Mathematics (SLAM) route prepares students who intend to transfer in Humanities or Social Science related majors ([IIA4-02](#)). Additionally, the routes through ESL and English composition are also well-illustrated for students ([IIA4-03](#)). Finally, the pre-collegiate course in reading (REA-83) allows an option for students to demonstrate reading competency required to attain some of the associate degree patterns at the College ([IIA4-04](#)).

The college directly supports students in learning the knowledge and skills necessary to advance and to succeed in college level curriculum through careful alignment of between pre-collegiate level curriculum and college level curriculum; specifically, alignment of student learning outcomes in the pre-collegiate course outlines of record with entrance skills in the college level course outlines of record (example: see alignment between SLOs in pre-collegiate ENG-50 COR with entrance skills in college level ENG-1A COR) ([IIA4-05](#) and [IIA4-06](#)). In addition, to maximize the probability that students can complete transfer-level coursework in a timely manner (in alignment with California state AB705) faculty in English and in mathematics have developed support courses for college level curriculum for students determined to need such support. These support courses are designed to provide students co-requisite review of skills development to master concepts in the target college-level course (example: see ENG-91 COR as support for ENG-1A and MAT-112 COR as support for MAT-12: Statistics) ([IIA4-07](#) and [IIA4-08](#)).

## **Analysis and Evaluation**

The College offers pre-collegiate level curriculum that is distinguished from college level curriculum via the established curriculum approval process. Students are directly supported in learning the knowledge and skills necessary to advance to and succeed in college level curriculum through careful alignment of pre-collegiate learning outcomes with college level entrance skills. In addition, support courses in English and in mathematics also provide well-designed support for students.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

### **Evidence of Meeting the Standard**

The College's degrees and programs follow practices common to American higher education including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. These practices are facilitated by the College's curriculum committee which bears primary responsibility for curriculum development. The RCCD Curriculum Handbook provides an overview of the guiding legal codes, regulations, and policies that inform the committee ([IIA5-01](#)). The California Education Code informs the California Code of Regulations Title 5, which guided the compilation of the Program and Course Approval Handbook (PCAH); a handbook produced by the California Community College Chancellor's Office in collaboration with the California State Academic Senate. The RCCD Board of Trustees has adopted policies informed by state level code and regulations in support of quality curriculum development ([IIA5-02](#)).

The College's Associate degrees require the completion of (1) 18 semester units or more in a certificate pattern, major, or area of emphasis (2) completion of a general education pattern, and (3) electives and basic skills competency requirement for a minimum of 60 units of college coursework ([IIA5-03](#), [IIA5-04](#)). A full-time student can typically complete 60 semester units in two years.

The college does not offer baccalaureate level degrees or programs.

### **Analysis and Evaluation**

Through processes established by the curriculum committee in alignment RCCD Board policy/administrative procedures and state code and regulations, the College develops degrees and programs that follow practices common to American higher education including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. In addition, the College ensures that associate level degrees require a minimum of 60 semester credits.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

### **Evidence of Meeting the Standard**

The College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. The College's Strategic Enrollment Management Plan provides guidelines, policies, and procedures for schedule development, including collaborative discussion about balance course offerings to maintain instructional pathways for degrees and certificates, attention to fill ratios, review and refinement of two-year course rotation, critical evaluation of waitlist data, etc. ([IIA6-01](#)). Review of course offering patterns revealed a two-year rotation of all course offerings for evaluation ([IIA6-02](#)). In addition, in alignment with implementation of the Guided Pathways framework, the college has developed program maps for most college degrees and certificates patterns ([IIA6-03](#)). For students who recognize only generally their instructional pathway, the College has developed "trailhead" course taking to help students navigate through their first 15 or so units that will allow students to explore possible majors within their anticipated area of study without going "off-path" ([IIA6-04](#)).

The Vice President of Academic Affairs, Deans, department chairs, and faculty leaders have access to an Enrollment Management Dashboard (EMD) ([IIA6-05](#)) and can utilize this data and generated reports to inform schedule development. Data from the EMD provides daily updates on enrollment statistics; specific reports detailing college achievement of enrollment target ([IIA6-06](#)), waitlist information ([IIA6-07](#)), daily course level registrations ([IIA6-08](#)), enrollments by general education requirement ([IIA6-09](#)), and college growth evaluation and need ([IIA6-10](#)).

### **Analysis and Evaluation**

Informed by principles of the College Strategic Enrollment Management Plan, student program maps, enrollment data and reports, the college schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

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

### **Evidence of Meeting the Standard**

In order to best meet the needs of a diverse student population, the College uses a variety of delivery modes and teaching methodologies, including face-to-face, online, and hybrid. These various modes of delivery support the variety of learning styles and instructional delivery needs of the College's student population. As noted in the presentation of student data, about 78% of the courses are offered in the face-to-face format, 14% online, and 8% via the hybrid format.

The college curriculum committee determines which courses are appropriate for online and hybrid instruction ([IIA7-01](#)) through a separate process of the committee ([IIA7-02](#)). Students are supported in the online environment before deciding to enroll, to discern if online learning fits their needs ([IIA7-03](#)) and during the course through online tutoring ([IIA7-04](#)). In addition, if needed all online courses have an embedded link to Wellness Central, this supports student wellness along six dimensions: physical, mental, financial, spiritual, academic, and emotional ([IIA7-05](#)).

Faculty are supported with district-wide recommendations regarding best practices for distance education and also information about education code, regulations, and accreditation requirements



for distance education ([IIA7-06](#); [IIA7-07](#)). All college faculty also have access to instructional design and educational technology training through onsite support ([IIA7-08](#)). Both workshops and drop-in office hours provide faculty with assistance in utilizing tools available in the online environment to support the maintenance of regular and substantive contact with students. In addition, the College's Academic Support program provides an array of tutoring services as well as opportunities for DE faculty to have online supplemental instruction ([IIA7-09](#)).

The College demonstrates that it understands and works to meet the needs and learning styles of its students, by identifying and monitoring student achievement by subpopulations. The disaggregated data that identifies student success outcomes is portrayed in the Student Equity Proportionality Gap Success Indicators chart distributed annually by the Office of Institutional Effectiveness ([IIA7-10](#)). The 2017-2019 Student Equity Plan Executive Summary addresses the needs and proposes strategies for those students who are not meeting proportional success ([IIA7-11](#)) and these efforts continue with the 2019-2022 Student Equity Plan ([IIA7-12](#)).

In hosting the Black Minds Matter webinar in the Fall 2017 semester, the Student Equity Committee was encouraged by the attendance as an indication of efforts and interest among the faculty and student services staff to address effective teaching and service provision strategies/methodologies for a specific equity group ([IIA7-13](#)). The Student Equity Committee sponsored a community of practice on Mindset and Grit, trained students to become advocates for Growth Mindset and sponsored a Mindset and Grit institute for students as a tool and skillset for academic success ([IIA7-14](#)). In Fall 2018 and Spring 2019, the Student Equity Committee joined with our sister colleges in the district to host a district-wide Student Equity Summit which brought faculty, staff and administrators together to talk about systemic barriers to student success that negatively impact student outcomes based on race or ethnicity, gender and/or group status ([IIA7-15](#) and [IIA7-16](#)).

Finally, the college acknowledged the critical relationship between equity and teaching by changing the name of the Academic and Career Technical Programs and Instructional Support (ACTPIS) leadership council to the Teaching and Learning Leadership Council in order to lend clarity and to house discussions that delve into the relationship between equity and teaching methodologies and modes of delivery ([IIA7-17](#)).

### **Analysis and Evaluation**

Supporting equity in success for all students, the College effectively employs various delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of students. The College offers courses that are traditionally face-to-face, as well as in online and in hybrid modalities. Students and faculty are both supported in this teaching and learning endeavor by the work of the curriculum committee, the Student Equity Committee, the distance education committee, the assessment committee and program review, and integrated academic support. With the support of the Student Equity Committee, the assessment committee and program review, the College evaluates disproportionate student success metrics, identifies systemic barriers, and proposes strategies to mitigate.

As the College more completely implements the Guided Pathways framework, ensuring student learning (pillar IV) becomes increasingly paramount as evidenced in the College's Strategic Planning Newsletter ([IIA7-18](#)) and activities at the spring 2019 strategic planning retreat ([IIA7-19](#)).

Although the College meets the Standard and utilizes strategies to employ various delivery modes and teaching methodologies, the application of an equity lens to the College's refinement of teaching and learning efforts is an area for further improvement. Therefore, an Improvement Plan for Sharpening the Focus on Teaching & Learning is proposed as Project 3 of the Quality Focus Essay.

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

### **Evidence of Meeting the Standard**

The College uses department-wide course examinations to measure foundational competencies and assess prior learning. RCC uses examinations to assist students in Spanish, in French, and in Chemistry.

The examinations for Spanish and for French are Computer Adaptive Placement Exams (WebCAPEs) from a third-party vendor, Perpetual Technology Group ([IIA8-03](#)). Test items are selected based upon the student's response to the previous question; thereby adapting to the student's level of ability and accurately determining the student's competency level. Studies conducted by the vendor confirm that test validity correlation coefficients for Spanish and for French indicate strong predictive relationships between the WebCAPE (exam) scores and classroom performance ([IIA8-04](#)). The College calibrates the cutoff scores through a process involving giving the exam to students who have just completed the target language courses ([IIA8-05](#)). The last districtwide calibration was fall 2018.

Another third-party vendor provides the testing instrument used by the College in Chemistry. The College uses the American Chemical Society's (ACS) California Chemistry Diagnostic Test (CCDT) to determine students' preparedness for General Chemistry, the course identified for science majors (CHE-1A). The CCDT is widely used for chemistry placement across the University of California (UC), California State University (CSU), and California Community College (CCC) systems. The CCDT was collaboratively developed by faculty of the UC, CSU, and CCC systems in 1995, widely vetted at 25 campuses among the three systems, and found to be valid and without disproportionate impact or bias system-wide ([IIA8-06](#) and [IIA8-07](#)) and specifically at RCCD ([IIA8-08](#)). A recent study from Sacramento City College found that the test continues to be valid and found no evidence of disproportionate impact on special student populations ([IIA8-09](#)). RCC Chemistry faculty reviewed the test in the 2018-2019 academic year and determined that the instrument continues to be an appropriate indicator of preparedness for CHE-1A with respect to lecture material.

### **Analysis and Evaluation**

Where used, the College validates the effectiveness of department-wide course and/or program examinations, and ensures that processes are in place to reduce test bias and enhance reliability. In this spirit of maintaining a continuous cycle of improvement in fall 2019 the District drafted a plan to work with discipline faculty and the colleges to ensure content and cut score validity for the chemistry diagnostic test. Chemistry faculty will review the content and cut score of the test every three years to see if it is still an appropriate instrument to measure students' prior learning in order to enroll in Chemistry 1A. The district and college offices of Institutional Effectiveness will develop a local validation study of the CCDT.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

### **Evidence of Meeting the Standard**

Riverside City College awards course credit, degrees, and certificates based upon commonly accepted standards for higher education and the attainment of identified student learning outcomes.

The standards applied by the College are formalized in the policies of the RCCD Board of Trustees. RCCD Board policies are guided by California Education Code and subsequent California Code of Regulations (Title 5) and are developed in collaboration with the RCC Academic Senate, the local governing body upon which the Board relies primarily upon regarding such academic and professional matters. Board Policy 4020 ([IIA9-01](#)) and Board Policy 4025 ([IIA9-02](#)) define standards for awarding course credit and degrees. The RCCD Curriculum Handbook details the required elements of courses (the Course Outlines of Record: COR) and programs (Program Outlines of Record: PORs).

Every COR clearly outlines the expected learning outcomes, units of credit awarded, and hours of work associated with every course in the College's inventory. The RCCD Curriculum Handbook details the expectations of that process ([IIA9-03](#)) and the COR for a geography course provides an example ([IIA9-04](#)). A calculation tool has been developed to ensure adherence to college/district standards and consistency with regard to the units of credit as related to hours of work ([IIA9-05](#)).

In alignment with accepted norms of higher education and under California Code of Regulations Title 5, § 55063(b) students receiving an associate degree must complete a minimum of 18 units of general education (GE) coursework. The College has identified four General Education Student Learning Outcomes (GESLOs): critical thinking; information competency and technology literacy; communication; and self-development and global awareness ([IIA-9-06](#)). To ensure that associate degrees are awarded based upon attainment of these GE learning outcomes, all courses designed to satisfy a general education graduation requirement must align one or more course-level learning outcomes directly to one or more GE learning outcome. The alignment of course-level learning outcomes to GESLOs occurs during course development within the purview of the curriculum committee as illustrated in the RCCD Curriculum Handbook ([IIA9-07](#)) and exemplified in established CORs ([IIA9-08](#)). In addition, as the College develops programs, every POR must have identified Program Learning Outcomes (PLOs); the POR template illustrates the expectation of PLOs ([IIA9-09](#)) and college COR provides an example ([IIA9-10](#)).

To ensure that learning outcomes are meaningfully attained, the college assessment committee has established an assessment cycle for GESLOs and PLOs ([IIA9-11](#)).

### **Analysis and Evaluation**

Through alignment with California Education Code and California Code of Regulations and working through its Board of Trustees, the College develops policies and procedures to award course credit, degrees, and certificates based upon commonly accepted standards for higher

education. RCCD Board policies facilitate the development of procedures to support and the establishment of the senate committee to oversee the required identification of learning outcomes for every course, degree, and certificate.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

### **Evidence of Meeting the Standard**

Transfer of credit, and articulation of courses and programs is one of the founding principles in the College's mission statement ([IIA10-01](#)) and one of the central themes of the Guided Pathways framework. One of the goals of the Guided Pathways framework is to ensure that students enter onto a path, stay on that path and complete their educational outcomes, including transfer to 4-year universities ([IIA10-02](#)). The college catalog provides an entire section that focuses on transfer requirements to CSU, UC, and private colleges and universities ([IIA10-03](#)). Each year the updated CSU general education and IGETC-approved course lists are included in the catalog, and ADT requirements designed for transfer to the CSU system are also listed ([IIA10-03](#)). The Catalog also explains *assist.org*, an online student-transfer information system which shows how courses completed at a California community college can be applied when transferred to a UC or CSU campus, and explains the statewide course identification system (C-ID) course is transferable to CSU or UC and whether it is approved for a C-ID designation ([IIA10-04](#)). The C-ID descriptors can be found throughout the catalog in the Course Descriptions section. For example, the courses within Administration of Justice, English, Math and Theatre show CSU and UC transferability as well as C-ID designation ([IIA10-05](#)). The College's articulation officer, a voting member on the Curriculum Committee as required by committee by-laws updates articulation agreements annually and ensures that these updates appear in the Catalog and on *assist.org* ([IIA10-06](#), [IIA10-07](#), [IIA10-08](#)).

The RCC College Catalog describes and communicates the process of accepting courses from other institutions in the sections titled Official Evaluation of Credit Completed at Other Schools ([IIA10-09](#)). The process requires a student to complete a student request for official evaluation and to meet with a counselor once the outside transcripts have been received ([IIA10-10](#)). The Evaluations office evaluates incoming transcripts to ensure expected learning outcomes are comparable to those offered at Riverside City College. The Evaluations office consults with the articulation officer, discipline faculty, and department chairs for guidelines and when questions arise.

The Evaluations Office also uses the Course Identification Numbering System (C-ID) website, which provides a common course numbering system to assure that a course with the same C-ID descriptor will articulate throughout the California Community College system, as described in the Catalog ([IIA10-04](#), [IIA10-11](#)). Riverside City College currently has 216 C-ID approvals ([IIA10-11](#)). The College submits new courses to C-ID or submits courses for new C-ID descriptors each year and updates the C-ID designations annually in the Catalog course descriptions.

Special credit policies such as Advanced Placement (AP), CLEP, International Baccalaureate (IB), Military Credit, Credit by Exam, and Credit for Extra Institutional Learning are also described in the College Catalog ([IIA10-12](#)). Each year the District articulation officers update the AP, CLEP, and IB charts. When there are new or significantly modified exams, these are sent to District discipline faculty to determine subject and general education credit.

As stated in AP 4100: Graduation Requirements for Degrees and Certificates, RCCD students pursuing an associate's degree who hold a bachelor's degree from a regionally accredited United States institution are exempt from general education requirements ([IIA10-13](#)).

Additionally, in alignment with Board Policy and Administrative Procedure 4050, the college participates regularly, through faculty and discipline input, in articulation agreements that outline which courses (secondary and post-secondary) are "equivalent" in content and student learning outcomes with the college ([IIA10-14](#)). These agreements ensure that high school students gain college credit as they transition from high school into Riverside City College ([IIA10-15](#)). These agreements are monitored through the Career and Technical Education Management Application (CATEMA) and handbooks are provided for clarity in process and protocols ([IIA10-16](#)). These agreements also guarantee that high school students are seamlessly transitioning into college with college credit and the need to repeat coursework, which then helps them to complete their educational outcomes in a more continuous fashion.

Other sources for information about transfer are the Student Handbook and the College's Transfer Center webpage. The Student Handbook includes a dedicated page for information on the Associate Degree for Transfer ([IIA10-17](#)). Additional information can be found on the Transfer Center webpage, where students can find links to advising sheets listing course requirements for CSU GE, IGETC, and all of the Associate Degrees and Certificates ([IIA10-18](#)). The Transfer Center website also provides links to Articulation which directs students to assist.org and transfer agreements with private colleges and universities for students' reference ([IIA10-19](#)).

### **Analysis and Evaluation**

The College adheres to relevant Board Policies to publish transfer-of-credit policies in order to facilitate the mobility of students without penalty, including the acceptance of transfer credits to fulfill degree or programmatic requirements. The College has developed, implemented, and regularly assesses articulation agreements with other institutions.

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

### **Evidence of Meeting the Standard**

In all its programs, the College includes student learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives, as appropriate. This is achieved by the alignment of the College's General Education Student Learning Outcomes (GESLOs) with appropriate course level learning outcomes during the curriculum development process (described in detail in Standard IIA9). The College's GESLOs align with the requirements of the

Standard and include: critical thinking; information competency and technical literacy; communication; and self-development and global awareness ([IIA11-01](#)). Through the curriculum development process every course that fulfills a general education requirement must align GE learning outcomes to course level outcomes ([IIA11-02](#)).

The college assessment committee is charged with ensuring regular outcomes assessment is occurring for GESLOs as well as learning outcomes at the program and course level. The committee sends its meeting minutes to the Department Chairs for dissemination and discussion. and provides annual reports regarding progress on all levels of assessment ([IIA11-03](#)).

For general education outcomes, the committee completed an assessment of the Critical Thinking GE SLO in 2018 using direct evidence of student work in four disciplines: welding, music, philosophy, and English. The information competency and technology literacy GE SLO will be assessed in Spring 2019, followed by communication competency in Spring 2020, and Self-development and Global Awareness in Spring 2021 ([IIA11-04](#)).

### **Analysis and Evaluation**

The College has integrated communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives into its GESLOs, which are assessed by direct and indirect methods for continuous improvement. The GESLOs are listed in the College Catalog for the public to view, and the GESLOs are regularly reviewed and revised through the College's curriculum process.

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

### **Evidence of Meeting the Standard**

The College's requirements for an associate degree include specific courses in an area of emphasis or major area of study and courses comprising the general education or breadth requirement. These requirements can be met in one of three ways: the RCCD General Education Plan (Plan A), the CSU General Education Pattern (Plan B), or the IGETC (Intersegmental General Education Transfer Curriculum) Pattern (Plan C) as described in the college catalog ([IIA12-01](#)). In order to fulfill these requirements students must complete units from across five breadth areas: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, and Health Education and Self-Development ([IIA12-01](#)). The GE requirements are designed to provide students with a broad knowledge base consistent with the College's General Education Student Learning Outcomes (GESLOs).

RCCD Board Policy 4025 – Philosophy and Criteria for Associate Degree and General Education ([IIA12-02](#)) authorizes the local Curriculum Committee to rely on faculty expertise to determine the appropriateness of each course and program for inclusion in the general education

curriculum. This work is conducted by faculty from departments across campus who serve on the college curriculum committee. The curriculum committee review all proposals for new courses or programs to determine their appropriateness in the overall college curriculum, including placement in GE categories ([IIA12-03](#)).

### **Analysis and Evaluation**

The College catalog clearly states the GE requirements for graduation. The College relies on the expertise of faculty to create, review, and approve course work and create programs that fulfill the general education requirements. The learning outcomes demonstrate that students who successfully completed a degree/certificate at RCC are equipped with life-long learning skills that prepare them as responsible participants in civil society.

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

### **Evidence of Meeting the Standard**

All degrees offered by the College include one major area of study. The College requires students to complete at least 18 units of core coursework within their declared area of study in order to earn an Associate's degree, either an Associate Degree for Transfer (ADT) or a local Associate degree ([IIA13-01](#)). The College catalog describes the learning outcomes for each program ([IIA13-02](#)).

College degree programs are developed by faculty and vetted through the college curriculum committee. During program development, the College curriculum committee ensures that all discipline courses included in the program have identified learning outcomes and course objectives appropriate to the program's core competencies. Standards for lower division education are maintained through the formal articulation process with University of California and California State University partners.

The continual assessment of the course level SLOs, coupled with the continual assessment of the PLOs, assures that students in these programs master the key theories and practices within that level of the field of study.

### **Analysis and Evaluation**

All degree programs offered at the College include focused study in at least one area of inquiry. Curriculum is developed by faculty and vetted through the college curriculum committee. Objectives and learning outcomes are embedded within each course to ensure appropriate content mastery.

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

### **Evidence of Meeting the Standard**

All Career and Technical Education (CTE) programs are built around the industries they serve, and meet annually with an Industry Advisory Committee, as required by Board Policy 4102 ([IIA14-01](#)). The Industry Advisory Committees include community members who represent a mix of educators, employers, equipment manufacturers, government officials, small business owners, suppliers, and unions. Advisory committee members have firsthand knowledge of industry standards and expectations for technical competency, professionalism, and licensure that students will need to meet. One of their most important roles is to provide feedback to CTE faculty about industry needs and how Riverside City College can modify programs and courses to meet these needs. The CTE faculty value this input and utilize it to make informed decisions about program structure and content. The advisory minutes kept at the department and dean level repositories and are currently being placed on the CTE website ([IIA14-02](#), [IIA14-03](#), [IIA14-04](#)).

The CTE programs (certificate and degree patterns) are precise and align with the College's adopted Guided Pathways framework. Many of the certificate patterns are stackable, where appropriate, and the length of the CTE pathways may range between 1 semester and 8 semesters depending on the programs and whether the students are full time or part time. All of the CTE pathways are available on the website under Instructional Pathways and under each CTE Program website ([IIA14-05](#), [IIA14-06](#)). The certificate and degree pathways for all CTE pathways are developed with industry needs in mind and are scheduled so that students can complete technical and professional competencies to efficiently enter the workforce with the skills needed to be successful.

Outside accrediting or regulatory agencies establish standards for some occupational programs and require *external license and certification for employment*. Employment data, job projections, and licensure rates are obtained from respective licensing agencies, Bureau of Labor Statistics, LaunchBoard, Centers for Excellence and the California Employment Development Department ([IIA14-07](#), [IIA14-08](#), [IIA14-09](#), [IIA14-10](#)). External licensure requirements and pass rates are clearly notated on websites for programs like Nursing and Cosmetology ([IIA14-11](#), [IIA14-12](#)).

College Core Indicator Information by 4-Digit TOP Codes is available and is used for Perkins IV Grant planning and reporting for CTE programs. The Perkins IV Grant, Title 1, Part C Local Application show completion rates and progress in certification completion ([IIA14-14](#)) The information provided by the State identifies special population outcomes and compares them to the general College and State-negotiated population outcomes, and provides areas of improvement for CTE programs to focus. Additionally, with the implementation of the CTE Launch Board outcomes data tracking portal through "Doing What Matters" ([IIA14-10](#)), colleges can utilize database tools to more properly align students' needs with curriculum and labor market data for higher student success measurements.

### **Analysis and Evaluation**

Through the curriculum process as well as through industry advisory committees, the College ensures that graduates completing CTE certificates and degrees demonstrate current technical and professional competencies that meet employment and other applicable standards and preparation for external licensure and certification.



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

#### **Evidence of Meeting the Standard**

The College has established procedures regarding program viability and discontinuance delineated in the RCCD Curriculum Handbook ([IIA15-01](#)) in alignment with the RCCD Board of Trustees Administrative Procedure ([IIA15-02](#)).

Program viability is considered in response to growing misalignment with the college mission, with university transfer, with higher education standards (Title 5 or federal regulations), and/or when insufficient resources and declining program enrollment challenge program success.

The College engaged this process in fall of 2017 when several certificate programs were discontinued. Following the college policy and procedures, students and the public were broadly notified that the College was considering program discontinuance ([IIA15-03](#)); public meetings were convened; and meeting minutes detailing decline in labor market need, enrollment decline, and the plan to provide academic planning support to the remaining few students was documented ([IIA15-04](#)).

#### **Analysis and Evaluation**

When programs are discontinued, the College takes steps to ensure that enrolled students may complete their educational goals in a timely manner by careful implementation of Riverside Community College Board Procedure.

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

#### **Evidence of Meeting the Standard**

The College's committee structure ensures continuous, broad-based, systemic evaluation and improvement of the quality and currency of all RCC instructional programs, regardless of delivery mode or location. The Program Review committee works in conjunction with other campus committees and departments to provide a robust process, facilitating through careful documentation and analysis the process for instructional programs to reflect on program effectiveness, to develop goals and action plans, and to work toward enhancing programs to achieve improved quality ([IIA16-01](#)).

Standard II.A.2 explains how faculty exercise collective ownership in utilizing program review to continuously improve instructional courses and programs. Program reviews follow a five year cycle; faculty work within their disciplines to develop a comprehensive five-year program review and with systematic annual updates ([IIA16-02](#)). Every year, the Program Review and Plan Process is reviewed and approved by the Program Review Committee, shared through Governance Effectiveness Mission and Quality (GEMQ) Leadership Council, then reviewed and broadly disseminated through the Educational Planning Oversight/Accreditation Steering Committee (EPOC/ASC) ([IIA16-03](#), [IIA16-01](#), [IIA16-04](#)). An archive of instructional program

reviews since 2014, available on the Instructional Program Review webpage, shows that program review is a regular process ([IIA16-05](#)).

The ongoing, systematic work of the Program Review Committee and the Office of Institutional Effectiveness is described more completely within Standards I.A and I.B. Standards II.A.2 and II.A.3 describe more completely the College's program review process, curriculum review process, faculty evaluation process, and professional development efforts. Combined, the work of these committees and the resulting processes ensure the following:

- Regular, objective, and consistent evaluation and assessment of the effectiveness of all our courses and programs, regardless of the type of program or mode of delivery (general education, Career and Technical Education, Non-credit, etc.) in order to improve quality. Systematic updates to curriculum occur at least every six years (see Standard II.A.2). As described in Standard II.A.1., all new programs and courses are vetted by the Curriculum Committee through a faculty-driven process, both at the College and District level. Additionally, modifications to curriculum must also be approved through established process, which is detailed in the Curriculum Handbook ([IIA16-09](#)).
- Learning outcomes at both the course and the program level are relevant, appropriate, and are assessed through established curriculum and assessment protocols, and are used in institutional planning. As a result of these protocols, faculty in a discipline submit modifications to curriculum, which are vetted by the College and District Curriculum Committee. An example of this alignment between Program Review and curriculum modifications can be found in the English Program Review and Plan, which discusses the implementation of AB705, followed by the curriculum modifications through established Curriculum approval protocols, and finally a review of the appropriate English data to ensure that the curriculum modifications would align with the needs reflected in the data. ([IIA16-06](#), [IIA16-07](#), [IIA16-08](#)).
- Courses and programs are kept current with regard to content and teaching methodologies as well as community needs and employment requirements and continually assess their effectiveness. An example of this planning can be found within the Business department, for which the department updated their Program Review to identify curriculum, met with and discussed the curriculum relevance and currency with an Advisory committee, and then modified the curriculum to meet industry needs to ensure that students are prepared for employment ([IIA16-10](#), [IIA16-11](#)).

### **Analysis and Evaluation**

Through program review, curriculum, and assessment, the College regularly evaluates and improves the quality and currency of all instructional programs at the institution, regardless of delivery mode or location. Although the College meets Standard IIA16, further work is in progress to strengthen the program review and prioritization process in the ongoing work of continuous improvement. In fall 2019 the Program Review, Governance Effectiveness Mission and Quality (GEMQ) and Educational Planning and Oversight Committee/Accreditation Steering Committee (EPOC) began work to streamline the prioritization process, including providing streamlined Vice Presidents' Plans (that integrated discipline, department and division Program Reviews and Plans), an RCC Prioritization 101 document that provided direction as to the prioritization protocols, and a report that provided college growth data for data driven decision making ([IIA16-12](#), [IIA16-13](#), [IIA16-14](#), [IIA16-15](#), [IIA16-16](#), [IIA16-17](#)). Stronger clarification of the connections between college-level program review, Vision for Student Success, Guided

Pathways, and the District Goals will be a key element during the development of both the College 2020-2025 strategic plan and the refinement of the College’s governance process. Improved alignment of these plans and each plans’ data will facilitate support of decision making, allowing the College to engage more robustly in the cycle of assessment and improvement that enhance programs and courses to improve learning outcomes and student success.

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**Conclusions on Standard II.A. Instructional Programs**

Curriculum development, learning outcomes assessment, and program review processes support continuous quality improvement in all of the College’s instructional programs, regardless of location or means of delivery, including pre-collegiate and college-level curriculum. As part of this continuous improvement, the College is evaluating its planning/governance structures to (1) mitigate potential gaps in outcomes assessment through intentional restructuring designed to improve/strengthen college-wide processes and (2) embed equity-mindedness into the governance structures of the College.

Faculty-led curriculum processes ensure that instructional programs are offered in fields of study consistent with the mission and appropriate to higher education, and that all degree programs includes a component of general education. To support this important process, the Curriculum Handbook was revised in 2019. In addition to curriculum, assessment ensures that courses and degrees are the culmination of student attainment of identified student outcomes.

**Improvement Plan(s)**

<b>Standard</b>	<b>Improvement Needed</b>	<b>Expected Outcome(s)</b>	<b>Timeline</b>	<b>Responsible Leads</b>	<b>Strategic Planning Alignment</b>
II.A.3	Analyze gaps in SLO and PLO assessment to identify underlying process issues and target areas for improved engagement. Evaluate and strengthen the link between the Riverside Assessment Committee (RAC) and planning/governance groups (e.g., TL, GEMQ, DLC, and CC) to increase substantive and strategic conversations about pedagogy based on assessment results.	Broad conversations at all levels (discipline, department, college) about assessment and pedagogy, documented in meeting minutes, as a result of structural improvements and membership changes. Increased percentages of SLO and PLO results entered following the set schedule due to process adjustments and targeted engagement.	Completed Fall 2020	RAC chairs, VPPD, Faculty Chair Strategic Planning, Co-Chairs, TL-LC and GEMQ-LC	College Goal(s)  2.2, 2.4, 2.5, 2.10

II.A.7	Integrate equity into college planning structures and responsibilities to ensure the participation of all college stakeholders. Develop an Equity Committee, other than the Student Equity Committee, to address other aspects of equity (e.g., hiring, professional development) college-wide.	Equity embedded in the college 2020-2025 Strategic Plan with metrics developed to monitor, evaluate, and assess progress; revised structure for councils/committees	Completed Fall 2020	VPPD, Faculty Chair Strategic Planning, Co-Chairs, Student Equity Committee	College Goal(s) 1.1, 2.8, 3.1, 3.2, 4.6
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### Evidence List

Citation	Document Name
IIA1-01	College Mission excerpted from College Catalog
IIA1-02	College Catalog excerpt comprehensively listing College certificate and degree programs
IIA1-03	RCCD Curriculum Handbook excerpts to document process
IIA1-04	College Catalog excerpts illustrating sample programs with learning outcomes
IIA1-05	Curriculum Committee Minutes identifying current work of 2-year and 5-year review cycle
IIA1-06	Curriculum Committee Quarterly Report Course Review
IIA1-07	Strategic Planning ReportCard-March2019
IIA1-08	communication from CTE engagement center success team to all CTE students
IIA1-09	communication from CTE engagement center success team to Business students
IIA1-10	Curriculum-Handbook excerpt regarding Distance Education
IIA1-11	RCCD Summary of Regulation for Distance Education 2019 - draft revision
IIA1-12	RCCD Guide to Recommended Best Practices to Achieve Regular and substantive Contact in Distance Education - draft revision
IIA2-01	Sample COR illustrating inclusion of course content and other elements
IIA2-02	RCCD-Curriculum-Handbook excerpt-broad faculty engagement

IIA2-03	Template for full and part-time Improvement of Instruction process- alignment to COR
IIA2-04	Page from Faculty Association Agreement 2015-18
IIA2-05	Schedule of program learning outcomes assessment
IIA2-06	Schedule of College Wide Program Review and Planning
IIA2-07	Proposed Program Review and Plan format for 2020
IIA2-08	RCC Assessment Report 2017-18
IIA2-09	RCC General Education Assessment Report - Information Competency and Technology Literacy - Spring 2019
IIA2-10	SLO Assessment - sharing impact on student learning and achievement
IIA3-01	RCCD Curriculum Handbook – Required Outcomes
IIA3-02	Program Outline of Record template
IIA3-03	Sample Course Outline of Record
IIA3-04	Sample Program Outline of Record with Program Level Outcome
IIA3-05	RCC Assessment Committee Assessment Guide 2019
IIA3-06	RCC Program Learning Outcome Assessment Schedule
IIA3-07	RCC Catalog 201-2020 Program Learning Outcomes
IIA3-08	Full and Part Time Improvement of Instruction
IIA3-09	RCC Faculty Guide syllabus guidelines
IIA4-01	RCCD Curriculum Handbook course development
IIA4-02	Fall RCC Schedule of Classes Moving through English and Math
IIA4-03	RCC Catalog 2019-2020 Moving through English and Math
IIA4-04	RCC Catalog 2019-2020 Reading Competency
IIA4-05	Course Outline of Record – English 50 SLOs
IIA4-06	Course Outline of Record – English 1A Entrance Skills
IIA4-07	English 91 Support Course COR
IIA4-08	MAT 112 Support Course COR
IIA5-01	RCCD Curriculum Handbook legal codes
IIA5-02	RCCD BP/AP 4020: Program, Curriculum, and Course Development
IIA5-03	RCCD Curriculum Handbook 60-unit degree requirement

IIA5-04	RCCD AP 4100: Graduation Requirements for Degrees and Certificates
IIA6-01	RCC Strategic Enrollment Management Plan
IIA6-02	Two Year Rotation of Courses
IIA6-03	Sample Program Map – Communication Studies ADT
IIA6-04	Sample Trailhead – Language and Humanities Instructional Pathways
IIA6-05	Sample Enrollment Management Dashboard
IIA6-06	RCC FTES Model 2015-2019
IIA6-07	Waitlist Information
IIA6-08	Daily Enrollment Section Eval
IIA6-09	Enrollment by Gen Ed Area
IIA6-10	College Growth Evaluation and Need
IIA7-01	DE Course Approval list
IIA7-02	RCCD Curriculum handbook Distance Ed Approval
IIA7-03	Support for Online Students - Readiness
IIA7-04	Online Tutoring for Students
IIA7-05	Screenshot of Wellness Central Online Resource
IIA7-06	RCCD Guide to Regular- Substantive Contact
IIA7-07	Distance Education Summary of Regulations – Regular and Effective Communication
IIA7-08	Distance Education Faculty Training memo
IIA7-09	Opportunity for Online Supplemental Instruction
IIA7-10	Student Equity Visuals Winter 2019
IIA7-11	Student Equity Plan Executive Summary 2017-2019
IIA7-12	RCC Student Equity Plan 21 Aug 2019
IIA7-13	Black Minds Matter Fall 2017 Flyer
IIA7-14	Summary of GRIT Mentoring Program 2017
IIA7-15	Equity Summit Agenda 26 Oct 2018
IIA7-16	Spring Student Equity Summit Agenda 15 Mar 2019
IIA7-17	EPOC Meeting Minutes 4 Oct 2018

IIA7-18	Strategic Planning Newsletter April 2019 p. 6
IIA7-19	Strategic Planning Retreat Presentation Spring 2019
IIA8-01	ESL Bias and Cut-score Report Summary Final
IIA8-02	ESL Bias Study 2017 Asian group Final
IIA8-03	Perpetual Technology Group WebCAPE Language Exams
IIA8-04	Test Validity for Spanish and French
IIA8-05	Suggested Calibration of WebCAPE
IIA8-06	Validating the CCDT
IIA8-07	ACS CCDR 1197 Composite Norms
IIA8-08	CA Chemistry Diagnostic Test
IIA8-09	CCDT Bias and Validity
IIA9-01	RCCD Board Policy 4020
IIA9-02	RCCD Board Policy 4025
IIA9-03	RCCD Curriculum Handbook – COR Elements
IIA9-04	Course Outline of Record for GEG
IIA9-05	RCC Curriculum Committee Unit – Time Calculator
IIA9-06	RCC Catalog 2019-2020 GE SLOs
IIA9-07	RCCD Curriculum Handbook – Linking Courses SLOs to GESLOs
IIA9-08	Course Outline of Record SLO to GESLO alignment
IIA9-09	POR Credit Program
IIA9-10	POR Education Human Development and Special Needs
IIA9-11	Cycle of GESLO and PLO Assessment
IIA10-01	Mission Statement from the Catalog
IIA10-02	Guided Pathways Website
IIA10-03	Catalog Pages 67-68 Transfer
IIA10-04	C-ID Catalog
IIA10-05	Course Descriptions - CID
IIA10-06	Curriculum Bylaws
IIA10-07	Curriculum Membership

IIA10-08	Curriculum Membership - Website
IIA10-09	Eval of Credit Completed at other schools
IIA10-10	Evaluation Request Form
IIA10-11	CID Website - Riverside
IIA10-12	Special Programs AP CLEP IB Credit By Exam UC
IIA10-13	AP 4100
IIA10-14	BP/AP 4050
IIA10-15	Articulation Website
IIA10-16	Articulation Handbook – October 2018
IIA10-17	Student Handbook on ADT's
IIA10-18	Transfer Center Website
IIA10-19	Articulation and Transfer Website
IIA11-01	RCC Catalog 2019-2020 GE SLOs
IIA11-02	RCCD Curriculum Handbook linking courses SLOs to GESLOs
IIA11-03	RCC Assessment Report
IIA11-04	Schedule of Program Learning Outcome Assessment
IIA12-01	RCC Catalog 2019-2020 GE Requirements
IIA12-02	RCCD Board Policy 4025
IIA12-03	RCCD Curriculum Handbook – Course Inclusion in GE
IIA13-01	RCC Catalog 2019-2020 pgs 43, 69 18 units in area of study
IIA13-02	RCC Catalog 2019-2020 pgs 43, 69 PLOs for all degrees
IIA14-01	RCCD Administrative Policy 4102
IIA14-02	2017 Advisory minutes
IIA14-03	2018 Advisory minutes
IIA14-04	2019 Advisory minutes
IIA14-05	CTE Instructional Pathways
IIA14-06	CTE Ready website with Air Conditioning example
IIA14-07	Bureau of Labor Statistics - Riverside
IIA14-08	COE Home – Centers of Excellence



IIA14-09	EDD Data Library
IIA14-10	Cal-PASS Plus-LaunchBoard
IIA14-11	School of Nursing Overview - Licensure
IIA14-12	Cosmetology Licensure
IIA14-13	Plainside – FY18-29 Perkins Activity Request Form
IIA14-14	Core Indicator Report 2018-2019 Riverside
IIA15-01	RCCD Curriculum Handbook- Program Viability and Discontinuance
IIA15-02	RCCD Board Administrative Policy 4021
IIA15-03	Program Discontinuance Notice 2017 Fall
IIA15-04	Program Discontinuance Schedule 2017 Fall
IIA16-01	Program Review Website
IIA16-02	Automotive PRaP
IIA16-03	2019-2020 PRaP Stand Alone process
IIA16-04	EPOC Agendas and Minutes
IIA16-05	Archived Program Review Plans
IIA16-06	English PRaP
IIA16-07	AB705 English 91 COR and Curriculum Minutes
IIA16-08	Spring 2019 Math and English Data
IIA16-09	RCC Curriculum Handbook
IIA16-10	Business PRaP
IIA16-11	Business Advisory Minutes and POR's
IIA16-12	RCC Prioritization 101
IIA16-13	19-20 College Growth Overview
IIA16-14	19-20 Summary - VPSS
IIA16-15	19-20 Summary - VPPD
IIA16-16	19-20 Summary - VPAA
IIA16-17	19-20 Summary - VPBS

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## **B. Library and Learning Support Services**

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

### Evidence of Meeting the Standard

Riverside City College offers a variety of library and learning support services to support student learning and achievement. The Salvatore G. Rotella Library provides print materials, electronic resources, learning technology, and services that are sufficient in quantity, currency, depth, and variety to support educational programs both on and off campus. The Academic Support department, located in the Martin Luther King, Jr. Teaching and Learning Center (MLK TLC), provides an array of current and comprehensive resources and services on site through learning centers, computer labs, and engagement centers, and online via webpages and tools. Information on library and academic support resources and services is available in the College Catalog, the Class Schedule, the Student Handbook, the Faculty Guide, and online via department webpages ([IIB1-01](#), [IIB1-02](#), [IIB1-03](#), [IIB1-04](#), [IIB1-05](#)).

Library services include information literacy instruction, research support, wayfinding, material check-in/check-out, and computer assistance. The Library provides ample study and instructional spaces with 1,296 seats, 18 study rooms, two technology-enabled classrooms, lounges, study tables, and study carrels. An open computer commons provides access to 396 desktop computers and laptops, as well as scanners, printers, and photocopiers.

Library print collections are available in-person during stated library operating hours ([IIB1-06](#)). The Library is open 59 hours per week during the fall and spring semesters, and 40 hours per week during winter and summer intersessions. Electronic materials are accessible to students on and off campus 24 hours a day, seven days a week through the library’s webpage ([IIB1-07](#)).

The Library reports holdings and circulation statistics every year to external agencies via statistical surveys ([IIB1-08](#), [IIB1-09](#)). The Library purchased 2,212 print book titles in 2017-2018. Sixty-eight percent of the collection was published prior to 2000 and 90 percent was published before 2010 ([IIB1-10](#)).

The Library’s online, electronic collection includes 44,391 e-books, 7,642 streaming video titles, and 59 online databases containing full-text articles from periodicals and reference sources ([IIB1-11](#)). In 2018, library users conducted 1,536,525 searches through the online, electronic resources.

The Library department provides instruction in the following forms:

Table 1. Library Statistics, 2017-2018

Measure	2017-2018
Print Book Titles Held	44,556
Electronic Book Titles Held	44,391
Print Periodical Subscriptions	165
Audiovisual Titles	9,806
Book Titles Circulated	20,479
Reserve Titles Circulated	36,965
Audiovisual Titles Circulated	1,437
In-House Use	3,941

Source: Annual Library Data Survey 2017-2018

- *LIB 1 - Introduction to Information Literacy*, a one-unit course offered in face-to-face, hybrid, and online formats that presents the fundamentals of the effective use of libraries to find, evaluate, interpret, and organize information online and in print; and to answer research questions and develop new ones. Students develop an understanding of access to, and the ethical use of information using retrieval systems ([IIB1-12](#), [IIB1-13](#)). In 2017-2018, the library offered 11 sections to 249 students with an average retention rate of 90 percent and an average success rate of 77 percent ([IIB1-14](#)).
- *Customized orientations* presented by librarians in the library or in the classrooms to address information needs and research strategies for a specific class or assignment ([IIB1-15](#)). In 2017-2018, the library conducted 179 orientations serving an estimated 5,370 students ([IIB1-16](#)).
- *One-on-one research instruction* with librarians at the reference desk or by phone during all hours of operation ([IIB1-17](#)). Starting in fall 2017, the Outreach Librarian provides instruction at the Ujima Home Room, La Casa, the Honors Center, and the Writing and Reading Center.
- *Online research guides* developed by librarians in consultation with discipline faculty that curate resources by subject, topic, or course. Library research guides are accessible online through the library's webpage ([IIB1-18](#)).

Aligned with the Guided Pathways Framework, the College offers a variety of academic support resources and services to help students stay on their path. Learning centers and labs across the campus provide students with computer access, including:

- 193 computers in the Library Computer Commons;
- 329 computers in the Martin Luther King, Jr. Technology Center;
- 35 computers in the World Languages Lab;
- 80 computers in the School of Nursing

In addition, the College offers student learning support resources and services through a variety of engagement centers aligned with RCC's instructional pathways: Career and Technical Education; Languages, Humanities, and Social Sciences; Science, Technology, Engineering, and Math; Nursing; and Fine and Performing Arts ([IIB1-19](#)). Each engagement center provides students with access to a success team that includes a center coordinator, counseling faculty, faculty advisors, educational advisors, and peer mentors. Engagement centers provide resources including study space, computer workstations, and textbooks for courses within the pathway. These centers provide services in the form of tutoring, success workshops, faculty office hours, counseling, financial aid support, and collaboration opportunities ([IIB1-20](#)).

The Academic Support department provides student learning support through designated study areas, instructional spaces, and computer labs in the MLK TLC ([IIB1-21](#)).

Table 2. Academic Support Services

Student Support Service	Description	In-Person	Online
CAT/CIS/CSC Computer Lab (CCC)	The CCC offers support for information processing and basic computer applications to all students. Students can complete required lab hours for CIS, CAT, BUS, and ACC courses.	X	

Center for Communication Excellence (CCE)	The CCE is an open lab that assists students with speeches and presentations for communication studies and assignments for other courses.	X	
Math Learning Center (MLC)	The MLC offers support and faculty tutoring in the area of mathematics and computation skills in support of math courses.	X	
Science Technology Engineering Mathematics (STEM) Center	The STEM Center is open to all STEM students and students in STEM-related courses. The center provides study space, computers, select textbooks, and calculators.	X	
Supplemental Instruction (SI)	SI leaders offer collaborative learning techniques that improve understanding of course content, foster critical thinking, and strengthen positive study habits. An SI leader is assigned to a specific section of a course and is required to attend every class session, take notes, and exemplify model student behavior. The SI leader works with faculty and meets with fellow students outside of class to facilitate discussion.	X	X
Tutorial Services	Tutorial Services offers free one-to-one and small group tutoring sessions to assist students in achieving academic success through the use of peer tutors. Subject areas for tutoring change each semester, but may include math, chemistry, history, psychology, anthropology, biology, anatomy, and geography.	X	X
Writing and Reading Center (WRC)	The WRC provides faculty and tutorial support for students completing required lab hours for English, ESL, and reading courses. Students enrolled in content-area courses can receive support from the lab through enrollment in supervised tutoring and WRC clinic courses.	X	

### Analysis and Evaluation

The College regularly assesses the effectiveness of its library and learning support services in terms of quantity, quality, depth and variety to support the needs of students.

In spring 2019, the Library engaged students in an evaluation of library space and furniture by conducting a student focus group ([IIB1-22](#)). The librarians used input gathered from focus group to inform recommendations for changes in the library ([IIB1-23](#)). Online library resources and services are especially critical for evening students and distance learners, who primarily access collections and research services through the library website. Based on an identified need for increased online access to resources and services, the Library purchased a virtual reference tool (LibChat) and a knowledge base solution (LibAnswers) in December 2018. The Library is also developing a library orientation module to be deployed within the College's learning management system, Canvas, to provide students with online access to library instruction ([IIB1-24](#)). In 2017, the Library evaluated its circulating book collection, resulting in the withdrawal of numerous titles that had not been checked out in the last 10 years. Based on this evaluation, the library found that print books on the subjects of sociology, history, American literature, psychology, and philosophy and religion had the highest rates of circulation in 2018-2019 ([IIB1-25](#)). The results of this evaluation were used to guide collection development.

Faculty and staff with discipline or area expertise coordinate academic support services and resources in the various learning centers and labs. Faculty serve as coordinators and liaisons,

who work across the college to identify needs, select educational equipment and materials, and implement services. Faculty coordinators and liaisons ensure sufficient quantity, currency, depth, and variety by aligning services and resources to the courses they support. Units within Academic Support evaluate the sufficiency of materials and services by routinely soliciting feedback and evaluating utilization data ([IIB1-26](#), [IIB1-27](#), [IIB1-28](#)). The results of this assessment are also reviewed at college planning meetings to stimulate discussion and further improve academic support services and resources ([IIB1-29](#)).

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

### **Evidence of Meeting the Standard**

The mission of the Library is to “promote student engagement and success by providing instructional opportunities to foster information literacy; acquiring a wide variety of information resources to support career-technical, transferable, and pre-college college courses; and offering library resources and services as an essential component of academic support available at low or no-cost to the students” ([IIB2-01](#)).

The College employs six full-time librarians and four part-time associate librarians. Librarians seek to maintain a balance between various subject areas and between standard and current works. The criteria used for the selection of materials may include reviews from professional journals and websites; requests from faculty and students; knowledge of the college curricula; author/publisher authority, reliability, scope, treatment, arrangement, readability; format; cost of materials; and knowledge of the library’s existing holdings.

Librarians encourage discipline faculty members to regularly examine library holdings in their subject field, assess sufficiency with respect to current teaching emphasis, and recommend new titles for purchase ([IIB2-02](#)). To provide for greatest budgetary flexibility, no allotment of acquisition funds is made to individual departments. A faculty librarian with full voting rights sits on the College’s Curriculum Committee to develop and maintain the library’s collection in alignment with curricular changes such as new courses, new programs and course/program modifications ([IIB2-03](#)). In addition, the Library collaborates with discipline faculty to ensure the collections meet the criteria of various accrediting bodies such as the California Board of Registered Nursing (BRN), and the National League of Nursing (NLN), and the Accreditation Council for Business Schools and Programs (ACBSP) for College’s School of Nursing and the Business, Information Systems and Technology Department ([IIB2-04](#)).

The mission of Academic Support is to “provide free student centered support services for a diverse student population enrolled in academic college coursework” and to “engage the [college] community to empower students to succeed by encouraging interdepartmental communication and collaboration” ([IIB2-05](#)).

Academic Support selects and maintains educational equipment and materials in line with the college mission by providing resources that support direct instruction as required by specific courses, and supplemental instruction. Academic Support formally collaborates with faculty coordinators and liaisons as content experts to sustain and improve labs, learning centers, and programs. The procurement of educational equipment and materials is guided by such

considerations as the population of students served, the course and/or discipline-specific needs, and available budget.

Academic Support engages with college stakeholders to develop and maintain appropriate academic support resources and services. Personnel from both the library and academic support solicit feedback through participation on the Integrated Student Support Committee of the Student Access and Support Leadership Council ([IIB2-06](#)). The Academic Support department also meets regularly with the RCC Tutoring Committee to discuss specific campus-wide learning supports such as peer tutoring ([IIB2-07](#)).

RCC's engagement centers "support students in academic pathways by creating access to relevant technological, academic, and career resources; fostering relationships through collaborative learning by strengthening student, staff, and faculty engagement; providing space to study collaborate and nurture a sense of belonging" ([IIB2-08](#)).

Each division dean in coordination with the engagement center success team is responsible for selecting and maintaining the center's equipment and materials. The student population served, course and program needs, and available budget guide the selection of equipment and materials. The division deans in collaboration with the College's Guided Pathways Coordinator and the Vice President, Planning and Development gather feedback on what equipment and materials should be offered in the engagement centers through the Guided Pathways Committee ([IIB2-09](#)).

### **Analysis and Evaluation**

Librarians and Academic Support staff work across the college to develop and maintain appropriate resources to support student learning and enhance the achievement of the mission. The Library and Academic Support departments participate in shared governance and strategic planning committees to leverage additional expertise when selecting educational resources. The College's implementation of Guided Pathways, AB705, and student equity initiatives have increased opportunities for librarians and academic support personnel to collaborate with college stakeholders, and deepened discussions about how to meet students' learning support needs. Nevertheless, RCC has recognized the need to better integrate and infuse academic support across the College, and has included strategies to this end in college plans as described in more detail in the Quality Focus Essay.

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

### **Evidence of Meeting the Standard**

RCC routinely assesses the effectiveness of library and learning support services to assure their adequacy in meeting student needs. The Library and Academic Support evaluate services on a regular basis through the comprehensive program review and plan process that takes place every five years and is updated on an annual basis. In addition, both departments use various assessment instruments to determine the effectiveness of library and learning support services.

The library completed its last comprehensive program review and plan in 2015-2016 ([IIB3-01](#)). Librarians review LIB-1 course retention and student success rates compared to overall college rates as part of the annual update process. In addition, the library faculty assess students in LIB-1

courses every fall and spring semester using a common final exam. The Library's representative on the College's Assessment Committee collates and records the results of LIB-1 student learning outcomes (SLO) assessments and reviews the data with the librarians during department meetings ([IIB3-02](#), [IIB3-03](#)).

The Library analyzed results from the 2015 Community College Survey of Student Engagement (CCSSE) that included three library-specific questions ([IIB3-04](#)). The CCSSE results showed that students, who used the library, looked for books or articles related to something they read at higher rates than those students who never used the library. These results suggested a correlation between library use and information literacy. Results also indicated that students perceive the Library as an optional resource that they are not required to use to complete their assignments. As a result of these findings, the librarians are more closely collaborating with discipline faculty and discussing how best to offer information literacy instruction following a Guided Pathways model.

The Library also conducts in-house surveys to assess service area outcomes (SAOs) to evaluate its overall effectiveness in meeting student needs. In 2017-2018, library survey results revealed that computer equipment and print resources are the two most important library services, and 90 percent of respondents were either satisfied or very satisfied with these services. In addition, 73 percent of survey respondents indicated that they frequently find the information they are looking for in the library ([IIB3-05](#)). In 2017 a library database survey of college employees revealed the need for Latino online resources ([IIB3-06](#)). The Library subsequently acquired a subscription to the Hispanic American Periodicals Index and some documentary series, and requested a custom link to a major newspaper vendor's Spanish language content. In response to a library distance education (DE) survey conducted in 2018, 73 percent of DE faculty indicated that the library supports students' access to textbooks costing over \$40 through course reserves and encourages the adoption of low or no cost resources. Also, 76 percent of respondents stated that they would include online information literacy research tutorials, if available, in their courses ([IIB3-07](#)). The results of the library distance education survey have encouraged the Library's deeper involvement in open education resources and inspired the development of a library orientation module for Canvas.

The Academic Support department assesses the effectiveness of services in alignment with college goals through the program review and plan process ([IIB3-08](#)). Labs and learning centers that support students taking classes in specific disciplines, like the Math Learning Center, evaluate their services as part of the discipline/department program review ([IIB3-09](#)). Discipline labs and learning centers are assessed based on course SLOs using the assessment processes described in Standard IIA.3.

Academic Support routinely collects usage data for learning support resources and services to inform stakeholders of the coverage needs of the department ([IIB3-10](#)). Staff from various academic support units meet to discuss evaluation data to determine the impact of services on student learning and strategies for improvement ([IIB3-11](#), [IIB3-12](#)). Additionally, learning support units routinely evaluate the sufficiency of materials by soliciting student feedback ([IIB3-13](#)). The information gained from these efforts are also used to revise existing practices, protocols, and procedures ([IIB3-14](#)).

## **Analysis and Evaluation**

The College use a variety of methods to continuously evaluate and improve its library and other learning support services. Library and Academic Support evaluate the impact of services on student success as part of the program review and plan process. As part of that process, the departments develop strategies for improvement with measurable targets linked to college goals, and report on their progress through an annual update. Librarians and Academic Support staff assess identified SLOs and SAOs and discuss the results at meetings to guide department plans and initiatives. The College’s library and learning support services use assessment instruments in the form of surveys and feedback forms to answer critical questions regarding student success and access.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

### Evidence of Meeting the Standard

The College relies on various third-party agreements for library and learning support services and assumes responsibility for the security maintenance, and reliability of contracted services.

The Library and Academic Support departments monitor the usage and performance of third-party services and incorporate evaluation into program review and plans ([IIB4-01](#), [IIB4-02](#), [IIB4-03](#)).

Table 3. Contracted Services and Evaluation Methods

External Agency	Service Description	Evaluation Method
Advance Copy	Pay-for-print services for the library and learning centers ( <a href="#">IIB4-04</a> )	The district office and all three colleges review the district contract prior to renewal
California Community Colleges Chancellor’s Office and CCC Technology Center	Cloud-based library services platform (LSP) funded by the state to support California community colleges system wide ( <a href="#">IIB4-05</a> )	The RCC library collaborated with other libraries in the district to evaluate the LSP Taskforce recommendation and will use this process for future evaluations prior to renewal
Community College Library Consortium and Council of Chief Librarians (CCL)	Library database subscriptions offered through a cooperative purchase program ( <a href="#">IIB4-06</a> )	The RCC library evaluates databases prior to adoption/ renewal based on usage data, curriculum needs, survey data, and professional reviews
EBSCO	Humanities International Complete database for literary and scholarly research; Current Biography Illustrated (H.W. Wilson) database for biographical information ( <a href="#">IIB4-07</a> )	The RCC library evaluates databases prior to adoption/ renewal based on usage data, curriculum needs, survey data, and professional reviews
Infobase Learning	American History Online database for access to historical reference materials ( <a href="#">IIB4-08</a> )	The RCC library evaluates databases prior to adoption/ renewal based on usage data, curriculum needs, survey



		data, and professional reviews
Innovative Interfaces, Inc.	Integrated library system (ILS) maintenance and upgrades ( <a href="#">IIB4-09</a> )	The RCC library evaluates the ILS against alternative systems prior to end-of-life equipment replacement
Online Computer Library Center (OCLC)	Cataloging support and interlibrary loan for RCC faculty and staff ( <a href="#">IIB4-10</a> ); EZProxy remote authentication subscription for access to electronic resources ( <a href="#">IIB4-11</a> )	The RCC library evaluates vendor services prior to renewal or end-of-life equipment replacement
Pearson, Inc.	Smarthinking online tutoring for students ( <a href="#">IIB4-12</a> )	RCC Academic Support evaluates the service based on usage data prior to renewal
ProQuest	Ancestry Library Edition database for genealogical and historical research ( <a href="#">IIB4-13</a> )	The RCC library evaluates the subscription prior to adoption/ renewal based on usage data, curriculum needs, survey data, and professional reviews
SurveyMonkey	Cloud-based online survey tool for library assessment and evaluation ( <a href="#">IIB4-14</a> )	The RCC library evaluates the service prior to renewal based on usage data and need

### Analysis and Evaluation

The Library and Academic Support departments evaluate the performance and usage of third-party services provided through contractual agreements to ensure their effectiveness. District general counsel reviews outside contracts for library and learning support services equipment and services. RCC coordinates with the District Office, Moreno Valley College, and Norco College to evaluate contracted services and to employ economies of scale when appropriate.

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### Conclusions on Standard II.B. Library and Learning Support Services

RCC's Library and Academic Support departments provide resources and services aligned with the mission and college goals. Library and learning support services, collections, and equipment are comprehensive and provide the quantity, currency, depth, and variety necessary to support all students regardless of location and mode of instruction. The College's redesign efforts based on the Guided Pathways Framework have led to increased collaboration between library and learning support services professionals and discipline faculty. The Library and Academic Support departments' participation in shared governance and strategic planning has also resulted in broader conversations that inform the selection and evaluation of materials and equipment in support of student success. Library and learning support services use a number of assessment methods to gather input from students and other college stakeholders, which has resulted in changes to procedures, processes, resources, and services. Through the assessment of SAOs and SLOs, Library and Academic Support personnel are able to use data to make positive improvements that contribute to student learning and achievement. Going forward, these departments will continue to focus on the development and implementation of plans to more tightly integrate and infuse student support structures across the College.

### Improvement Plan(s)

None

**Evidence List**

<b>Citation</b>	<b>Document Name</b>
IIB1-01	Riverside City College Catalog 2019-2020
IIB1-02	RCC 2019 Summer Fall Schedule
IIB1-03	RCC Student Handbook 2019-2020
IIB1-04	RCC Faculty Guide 2017
IIB1-05	Library Academic Support Webpages 2019
IIB1-06	Library Hours Summer Fall 2019
IIB1-07	Library E-Resources Password Webpage 2019
IIB1-08	Annual Library Data Survey 2017-2018
IIB1-09	ACRL Academic Library Trends Statistics Survey
IIB1-10	Annual Library Data Survey 2017-2018 Age of Collection
IIB1-11	Library E-Resources Webpage 2019
IIB1-12	LIB-1 Course Outline Record
IIB1-13	LIB-1 DE Course Outline Record
IIB1-14	LIB-1 Course Sections Data 2017-2018
IIB1-15	Library Faculty Services Webpage 2019
IIB1-16	Library Orientation Statistics 2017-2018
IIB1-17	Library Resources Handout
IIB1-18	Library Research Guides Webpage 2019
IIB1-19	Academic Engagement Center Map
IIB1-20	BOG RCC Guided Pathways Presentation 09-13-19
IIB1-21	Academic Support Brochure
IIB1-22	Library Student Focus Group 2019
IIB1-23	Recommendations Changes Library
IIB1-24	Library Orientation Canvas Module
IIB1-25	Top 5 Subjects 2018-2019
IIB1-26	MLC Feedback Survey
IIB1-27	SI Self Evaluation Form

IIB1-28	SmarTHINKING Utilization Oct 2018
IIB1-29	RCC Strategic Planning Retreat Fall 2018
IIB2-01	Library Program Review Plan Mission
IIB2-02	RCC Library Faculty Services Collection Development Webpage 2019
IIB2-03	RCC Curriculum Committee Membership Webpage 2019
IIB2-04	Nursing Educational Technology Resources Committee Minutes
IIB2-05	Academic Support Homepage 2019
IIB2-06	Integrated Student Support Committee Membership
IIB2-07	Tutoring Committee Meeting 02-23-18
IIB2-08	BOG Engagement Centers Description
IIB2-09	Guided Pathways Core Group Minutes 03-25-19
IIB3-01	Library Program Review Plan 2016
IIB3-02	Library Department Minutes 12-07-2017
IIB3-03	Librarian Report Assessment 10-02-2019
IIB3-04	CCSSE Student Responses Library 2015
IIB3-05	Library Survey Student 2017-2018
IIB3-06	Library Databases Survey Response 2017
IIB3-07	Library Distance Education Survey 2018
IIB3-08	Academic Support Program Review Plan
IIB3-09	Math Program Review and Plan
IIB3-10	Tutorial Services Utilization Report 11-06-2018
IIB3-11	Tutoring Committee Presentation 02-23-2018
IIB3-12	SI Success Effectiveness Report 2016-2017
IIB3-13	Math Learning Center Feedback Survey
IIB3-14	Academic Support Minutes 10-24-2017
IIB4-01	Library Program Review Plan
IIB4-02	Academic Support Program Review Plan Smarthinking
IIB4-03	Library Database Use 2017-2018
IIB4-04	Advance Copy Contract

IIB4-05	Library Services Platform Participation Agreement
IIB4-06	CCL Consortium Invoice
IIB4-07	EBSCO Invoices
IIB4-08	Infobase Invoice
IIB4-09	Innovative Interfaces Invoice Contract
IIB4-10	OCLC Cataloging Invoice
IIB4-11	OCLC EZProxy Invoice
IIB4-12	Pearson Smarthinking Contract
IIB4-13	ProQuest Invoice
IIB4-14	SurveyMonkey Invoice

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### C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

#### Evidence of Meeting the Standard

Riverside City College provides its diverse community of learners with comprehensive student support services aligned with its mission. The Student Services division regularly evaluates the quality of its services following the program review and plan (PRaP) process described in Standard I.B.2 and Standard I.B.5 ([IIC1-01](#), [IIC1-02](#)). Services are regularly assessed and appropriately modified through the program review process to ensure regardless of the means of delivery ([IIC1-03](#)). Student Support Services' (Student Services and Academic Support) goals and outcomes are mapped to one or more of the college strategic goals and in turn with the college mission. This alignment includes, for example, an annual review and integration of the data provided in the Graduation Survey, which provides student feedback on multiple student support services ([IIC1-03](#)). As a result, department program reviews provide opportunities for improvement and further assessment ([IIC1-04](#), [IIC1-05](#), [IIC1-06](#), [IIC1-07](#)).

In addition to the regular assessment of programs, BP/AP 4105: Distance Education, Title 5, and California Education Code guide the assessment of the Distance Education component of the College's offerings. The Distance Education assessment includes an annual review by the Distance Education Committee of the Accessibility Plan, Guide to Regular-Substantive Contact, and a review of the internal college Canvas Guides for faculty, along with the Distance Education Survey conducted by the California Community Colleges Chancellor's Office ([IIC1-08](#), [IIC1-09](#), [IIC1-10](#), [IIC1-11](#), [IIC1-12](#), [IIC1-13](#), [IIC1-14](#)). The College also participates in the external Community College Survey of Student Engagement (CCSSE), which provides feedback and assistance in evaluating student support services ([IIC1-15](#)).

The College uses the horizontal alignment of area and departmental plans and the vertical integration of divisional and vice president plans to connect the college Strategic Plan, Educational Master Plan, and the mission to assess the quality of student support services and the impact they have on institutional student learning outcomes ([IIC1-16](#), [IIC1-17](#), [IIC1-18](#), [IIC1-19](#)).

### Analysis and Evaluation

Riverside City College has an extensive offering of student support services through a multitude of different delivery methods as shown in Table 1 ([IIC1-01](#)). Annual systematic planning is coordinated through the Student Access and Success Leadership Council, and regular evaluations and assessment occurs through the annual Student Exit Survey and individual department assessments and program reviews ([IIC1-20](#), [IIC1-03](#)). The College identifies and assesses both Student Services Learning Outcomes (SSLOs) and Service Area Outcomes (SAOs) to gauge what students know or should learn after receiving specific services or participating in particular programs ([IIC1-21](#), [IIC1-04](#), [IIC1-05](#), [IC1-06](#), [IIC1-07](#)). In addition, the College uses various mechanisms/tools to evaluate and assess the quality of student support services and programs that reflect the student’s viewpoint including online surveys, focus group responses, and feedback forms ([IIC1-03](#), [IIC1-22](#), [IIC123](#), [IIC1-24](#), [IIC1-25](#), [IIC1-26](#)).

Table 1. Student Support Services and Delivery Methods

Student Support Services	Service Delivery		
	Online	Phone	In-Person
Admissions and Records	x	x	x
Academic Counseling Services	x	x	x
Career and Transfer Center Services	x	x	x
Child Care			x
Enrollment Services	x	x	x
Outreach/Welcome Center	x	x	x
Athletic Engagement Center		x	x
CalWorks		x	x
Center for Communication Excellence (CCE)		x	x
Center for International Students and Programs	x	x	x
The Community for Academic Progress (CAP)		x	x
Disability Resources Center (DRC)	x	x	x
Extended Opportunities Programs & Services (EOPS)	x	x	x
Enrollment Services	x	x	x
Financial Aid	x	x	x
Foster & Kinship Care Education Programs	x	x	x
LaCasa		x	x
Library and Learning Resources	x	x	x
Math Learning Center (MLC)	x	x	x
Student Health and Psychological Services (SHPS)	x	x	x
Student Employment	x	x	x

Student Life/Student Senate/Associated Students of Riverside City College (ASRCC)	x	x	x
Supplemental Instruction (SI)	x	x	x
TRIO Student Support Services (SSS) Program		x	x
Tutorial Services (TS)	x	x	x
Ujima		x	x
STEM Engagement Center		x	x
LHSS Engagement Center		x	x
CTE Engagement Center		x	x
Veterans Resource Center	x	x	x

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

### **Evidence of Meeting the Standard**

Riverside City College has identified Student Learning Support Outcomes, referred to as Service Area Outcomes (SAOs) and designed appropriate assessments strategies and tools. The College uses the results of the various assessment methods to analyze what works and what does not work to better improve the overall success and day-to-day learning experience for students. This includes establishing and tracking shared indicators to assess the effectiveness of initiatives specifically designed to help under-represented students on campus. Examples of programs with individual SAO's include CalWorks, EOPS, Upward Bound, and the Disability Resource Center ([IIC2-10](#), [IIC2-11](#), [IIC2-12](#), [IIC2-13](#)). In addition to these individual program assessments, the College tracks cohorts of students disaggregated by a variety of characteristics over multiple years to identify trends ([IIC2-01](#)). In fall 2018, the College participated in the Survey of Entering Student Engagement (SENSE) as part of its Guided Pathways implementation, which provided information on first-time student experiences ([IIC2-02](#)). This student survey has helped inform changes and improvements to the College's services.

The initiatives and goals in the 2015-2020 Strategic Plan and Educational Master Plan inform the program reviews of the divisions of Student Services and Student Success and Support. These programs are assessed and updated annually through the established program review process ([IIC2-08](#), [IIC2-09](#)). In addition, the College uses assessment instruments that reflect a student perspective such as online surveys, focus group responses, and feedback forms ([IIC2-14](#), [IIC2-02](#)). The College has a program review cycle that is driven by its mission and informed by data to make decisions to improve programs. Documented conversations about data for improvement purposes demonstrate that the unit plans, area reports, and program reviews are created with input from all stakeholders ([IIC2-04](#)). The 2015-2020 Strategic Plan outlines the initiatives and goals used to implement, assess, and monitor those long-range plans on a yearly basis ([IIC2-09](#), [IIC2-03](#)).

### **Analysis and Evaluation**

The College identifies and assesses student engagement and achievement as well as co-curricular support of student learning through institution-set metrics, program-specific Service Area

Outcomes, and student surveys. Providing a baseline for the College's Guided Pathways Framework, the fall 2018 SENSE survey identified opportunities for improvement as well as highlighted students' positive experiences. The College assesses and evaluates programs annually through the strategic planning process, the program review process, and planning/governance bodies to ensure that the results of Service Area Outcomes (SAO's) assessment are reviewed and discussed for feedback, information, and action as needed. Representatives of the College's co-curricular support programs also attend the College's monthly Assessment Committee meeting to share what is working and to create cross-divisional conversations about student success ([IIC2-05](#)).

Service Area Outcomes and annual plans within the Division of Student Services and Academic Support are maintained and updated in Nuventive Improve ([IIC2-08](#), [IIC2-09](#)). As programs are assessed, the department chairs, with input from stakeholders, update departmental plans to reflect goals and strategies for the upcoming year. Programs work with the Office of Institutional Effectiveness to gather information on program effectiveness and student success factors including Grade Point Average (GPA), progress, graduation, retention, and persistence. Likewise, categorically-funded programs annually plan, evaluate, and assess student success based on grant-mandated success factors ([IIC2-06](#)). Student Services Programs that work with students in equity groups refer to the RCC Equity Report to assess what student populations are disproportionately impacted and where targeted intervention is recommended ([IIC2-15](#)). The College uses disaggregated data to assess equity strategies so that improvement can be made to support disproportionately impacted populations. To ensure that students' voices are heard, the College hired the RP Group to conduct a series of eight focus groups in spring of 2017 to better understand the needs of minority male students to increase student success within this group ([IIC2-07](#)).

Integrated Academic Support routinely conducts assessment and evaluation activities to measure the effective of the College's academic support units. These activities are geared towards answering critical questions regarding student success and access. The information gained from these efforts are also used to revise and modify existing practices, protocols, and procedures. Academic Support staff work with faculty to identify needs; and hire and train tutors and supplemental instruction leaders to support student achievement in the classroom. The most recent assessments for Academic Support Services focused on identifying the success rate of students taking advantage of academic support resources ([IIC2-16](#)). This assessment suggested a goal of how many times students should seek academic services to increase their likelihood of academic success. This information has been crucial for student outreach to help students to understand how to get the most from the College's academic services.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

### **Evidence of Meeting the Standard**

The Student Information section of the College Catalog provides detailed information about the availability of student support services and how to access these services, regardless of service location or delivery method ([IIC3-01](#)). The College provides appropriate, comprehensive, and reliable services to students both online and on the campus, including limited services at the Coil

School of the Arts and the Culinary Arts located in downtown Riverside, and the Rubidoux Annex. *Table 1* provides reference to the support services the college provides and the service delivery method; however, additional online tutoring is available through Smart Thinking that provides online tutoring to multiple subjects ([IIC3-02](#)).

The College is committed to meeting the needs of its students and its service areas by providing equitable access to all students. This includes service to our students with disabilities by providing adaptive computer technology hardware and software in our high-tech center and in various labs across campus.

In addition, the college provides access to applications for admission, enrollment and registration, financial aid (with an online chat component) and tutoring which are available both online and in person. The following services are available through various methods including:

- CCCApply ([IIC3-03](#))
- EduNav ([IIC3-04](#))
- Online Student Orientation ([IIC3-05](#))
- Counseling services: in person and online (through Web Advisor) ([IIC3-06](#), [IIC3-15](#))
- My Portal ([IIC3-07](#))
- Canvas ([IIC3-08](#))
- Web Advisor ([IIC3-09](#))
- FASFA ([IIC3-10](#))
- Smart Thinking ([IIC3-11](#))

Although the delivery methods vary, the College has committed to providing student support regardless of location. Riverside City College utilizes technology to deliver quality student support services as appropriate. As referenced above, web pages, social media networks, online intake processes, online chat components, texts and emails are now common ways that our students receive support services in addition to face-to-face peer mentoring, flyers, and phone calls.

In addition, counseling and enrollment services continue to be offered at off-site locations to ensure equitable access to all students regardless of location (including visits to our Dual Enrollment K-12 partner schools). Workshops and additional support to students at the Rubidoux Annex, Culinary Academy and Coil School of the Arts are also provided ([IIC3-12](#), [IIC3-13](#)).

### **Analysis and Evaluation**

By providing both online and in-person student support services, Riverside City College ensures equitable access to all of its students, regardless of service location or delivery method.

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

### **Evidence of Meeting the Standard**



The College provides co-curricular programs and activities through the Office of Student Life/ Student Activities to support the growth of students ([IIC4-28](#), [IIC4-01](#)). The College provides opportunities for students to engage in many service organizations and outreach in the community. Specific programming examples that contribute to the social, cultural, creative, intellectual, and economic development of communities and student/club/organizations include, but are not limited to, participating in Student Government, clubs, events, study abroad, Ujima, La Casa and opportunities through the Guided Pathways framework in the new student academic engagement centers ([IIC4-03](#), [IIC4-04](#), [IIC4-05](#), [IIC4-08](#), [IIC4-11](#), [IIC4-12](#), [IIC4-13](#), [IIC4-15](#), [IIC4-16](#)). Likewise, the College provides opportunities for students to develop critical thinking, effective communication, community and global awareness, self-efficacy, and workplace skills. Examples include the Riverside City College Art Gallery exhibit space, the Performing Arts Department offerings, Model United Nations, and through the Honors Program ([IIC4-07](#), [IIC4-14](#), [IIC4-08](#)) The College also demonstrates its commitment to holistic student development through the comprehensive Student Equity Plan ([IIC4-29](#)). These specific programming examples are annually assessed through the established program review processes ([IIC4-28](#)).

The College provides athletics programs that directly relate to the mission of the college by providing opportunities and programs that are conducted following strict educational policies and held to high standards of integrity ([IC4-21](#), [IIC4-22a](#), [IIC4-22b](#)).

### **Analysis and Evaluation**

All campus clubs and organizations are sponsored by the Associated Students of Riverside City College (ASRCC), operate under the administrative supervision of the Dean of Student Life/Office of Student Activities, with finances regulated by BP 5420, and are sponsored by the Associated Students of Riverside City College ([IIC4-28](#), [IIC4-06](#), [IIC4-19](#), [IIC4-21](#)). Within ASRCC, individual students are provided engagement opportunities including, Student Government, programming events, lobbying efforts, conference attendance; and programs such as study abroad and other student engagement activities ([IIC4-02](#), [IIC4-04](#), [IIC4-05](#), [IIC4-17](#), [IIC4-18](#), [IIC4-20](#)).

The College offers eighteen (18) intercollegiate athletic programs. The programs are housed within the Athletics division and are managed by an Athletics Director ([IIC4-22a](#), [IIC4-22b](#), [IIC4-23](#)). Each year the College submits the annual form R-4 – Equity in Athletics Data Analysis report as required by the California Community College Athletics Association (CCCAA) ([IIC4-26](#), [IIC4-25](#), [IIC4-27](#)). The Athletic programs are evaluated annually and participate in the Annual Area Planning/Strategic Planning process ([IIC4-23](#)). Additionally, revenues from athletic and co-curricular ticket sales are deposited into the General Fund to offset program costs, and monitored and reported through strict guidelines set forth by Board Policy 5420 ([IIC4-21](#)).

Athletics works to comply with Title IX and gender equality to provide well-rounded dimensions within the programs. Currently athletic team gender percentages are 55.87% male and 44.13% female. Athletes must adhere to academic eligibility requirements of the CCCAA, therefore the compliance coordinator performs weekly eligibility checks which the CCCAA monitors ([IIC4-25](#), [IIC4-27](#)). A relationship between athletics and ASRCC provides regular evaluation and accountability of integrity and adherence to standards.

Through policies, procedures and evaluations by the Office of Student Life and the Athletics program, as well as the Athletics Department Program Review, Riverside City College ensures

that co-curricular and athletics programs fit the institution's mission and contribute to students' educational experience. Additionally, the College's policies and procedures set forth through ASRCC and in alignment with Board Policy and college goals, show that the college ensures programmatic responsibility with integrity and transparency.

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

### **Evidence of Meeting the Standard**

The College maintains a full, self-contained counseling and student support program that are in alignment with Guided Pathways and reviewed and assessed annually through established Program Review processes and extensive dialogue, research and evaluation ([IIC5-01](#), [IIC5-02](#), [IIC5-03](#), [IIC5-04](#), [IIC5-05](#), [IIC5-06](#), [IIC5-07](#), [IIC5-08](#)). In addition to general counseling, the college provides counseling in Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Cal Works, Disability Resource Center (DRC), Puente, TRiO Programs, Ujima, La Casa and the Veterans Center. Following the Guided Pathways framework, counseling has recently identified specific counseling teams to support each of the Academic Engagement Centers ([IIC5-09](#), [IIC5-10](#)). Additionally, Counseling works with student focus groups and provides a myriad of student success workshops where data is gathered, reviewed, and used to inform practices, services, and programs ([IIC5-11](#)). With the implementation of the Guided Pathways framework, counselors are being assigned to the eight Instructional Pathways to provide wrap around support for students. Designated instructional pathway based counselors are part of an integrated structure that incorporates learning and student support, with educational advising, and counseling. With the help of instructional faculty advisors, students are provided continued support and guidance to meet completion and transfer goals ([IIC5-12](#)).

Riverside City College classified educational advisors, especially through the College Promise program ([IIC5-13](#)) encourage students within their caseload to complete their comprehensive student educational plan (SEP) after completing the first 15 units. Working collaboratively with the counselors, educational advisors help students identify respective instructional pathways to ensure that comprehensive educational plans are completed, which is further discussed in Standard IIC6 ([IIC5-14](#), [IIC5-15](#), [IIC5-16](#)).

To ensure that students receive timely, useful, and accurate information, counselors participate in ongoing professional development through local, state and federal conferences, webinars, and various trainings focused on the implementation of wrap around student support and EduNav throughout the year which provide updates on related topics ([IIC5-17](#), [IIC5-18](#), [IIC5-19](#), [IIC5-20](#), [IIC5-21](#)). A comprehensive orientation/training is provided for all new full-time and part-time counselors. Counseling holds regular monthly meetings for all counselors (including those outside of general counseling, faculty advisors and classified educational advisors) to review concerns, practices, policies, and procedures ([IIC5-22](#)). As an example of the collaboration within Counseling, course retention, success, and persistence rates and transfer data were evaluated, and a plan of action was developed to address equity groups' success specifically

within Guidance courses ([IIC5-23](#), [IIC5-24](#), [IIC5-25](#), [IIC5-26](#)). As a result, efforts and activities were designed to increase the success of foster youth, Disabled Resource Center students, and Veterans equity groups ([IIC5-27](#), [IIC5-28](#)).

### **Analysis and Evaluation**

Riverside City College provides counseling and academic advising programs to support student development and success in the Guided Pathways framework, as evidenced by the organizational structure of counselors and educational advisors assigned to the Instructional Pathways and engagement centers. Furthermore, as evidenced by orientation, assessment, and advising programs (as referenced in Standard II.C.1), Riverside City College provides counseling as well as academic and career advising to diverse populations of students to orient them to the requirements related to their programs of study. Through ongoing faculty and staff training and assessment and evaluation of services, Riverside City College strives to ensure that students are provided accurate information and extensive support to assist them in meeting their academic goals.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

### **Evidence of Meeting the Standard**

The College adheres to admissions policies that specify the qualifications of its students and are consistent with the mission of the College. Admissions policies are specified in BP/AP 5010: Admissions, and are found in a wide range of college publications, including the catalog, class schedule, and the Admissions and Records website ([IIC6-01](#), [IIC6-02](#), [IIC6-03](#)). In addition, the College defines clear pathways to degree completion, transfer, or certifications and advises students on how to be successful in these areas ([IIC6-04](#)). This part of the mission is embedded in Board Policy and Administrative Procedure 5052 which encompasses the open enrollment policy to which the College adheres ([IIC6-05](#)). The college is in the process of implementing an online degree planner utilizing EduNav which provides immediate access to students with Program Maps based on their educational goal ([IIC6-06](#)). With the redesign of the entire college to support Guided Pathways, the Student Support Teams provide wrap around services to students within their Instructional Pathway.

The admissions process begins with the completion of the statewide student application, through CCCApply which collects information of prospective students ([IIC6-07](#)). Through the application process, students indicate their desired academic goals (whether completion of a degree or certificate) and appropriate program of study, in addition to listing any biographical information or historical information of previously attended institutions. Mandatory orientation and counseling are required for first time college students, as explained in Standard IIC5, and a follow-up Welcome Email is sent to students confirming their enrollment status, their email address, their student identification number and web advisor log in information ([IIC6-08](#)).

As a result of high school partnerships, Dual Enrollment programs—such as the California College and Career Access Pathways (CCAP), and high school concurrent enrollment—have separate admissions policies to ensure seamless transition to college courses ([IIC6-09](#), [IIC6-10](#)).

To support students' completion of their educational goals, Riverside City College began the conversation of developing a Guided Pathways model in 2015. The development of the Instructional Pathways in fall 2018 further supports direction of students to clear pathways for completion ([IIC6-11](#)). Organized around pathways and programs, the eight Instructional Pathways provide a structure to help define and advise students toward completion of degrees, certificates, and transfer. Each instructional pathway includes Trailheads and specific programmatic details to help students complete their educational journey.

In order to direct students on clear pathways to completion, as lead by the Guided Pathways framework, Riverside City College utilizes counselors, educational advisors and technology to support students. Counseling faculty assist students with identification of potential career goals aligned to the eight instructional pathways and completion of student educational plans. In addition to counseling faculty, classified educational advisors provide assistance to students from matriculation through the first year of college, with abbreviated one-semester educational plans. Records are maintained in the student information system (Colleague), which also blocks registration for students who do not complete each step of the matriculation process (as referenced in Standard II.C.4). Additional student support with regard to pathway implementation has been the integration of EduNav, a degree-planning educational tool to help students navigate their educational path through graduation in an intuitive fashion. EduNav helps students plan and register based on their individualized instructional pathway and provides feedback and course correction as the student completes the program ([IIC6-12](#)).

### **Analysis and Evaluation**

Riverside City College adheres to district admissions policies consistent with the college mission while providing appropriate guidance for students to complete their educational goals through established instructional pathways. The College's commitment to Guided Pathways is further supported by the establishment of the eight Instructional Pathways and with the introduction of EduNav. Each Instructional Pathway serves to define the support specific wrap around student support for degree, certificate and transfer goal completion.

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

### **Evidence of Meeting the Standard**

The College uses the California Community College-system adopted CCCApply, which is administered by the California Community College State Chancellor's Office, to facilitate the admissions process ([IIC7-01](#)). RCC also uses examinations to assist students in English as a Second Language (ESL).

An example of the regular evaluation of admissions and placement instruments, the College's Office of Institutional Effectiveness works with data provided by the assessment and placement center. Combined with enrollment data, the office provides a yearly analysis of incoming student placement using a template based on the 3CSN recommendation ([IIC7-02](#), [IIC7-03](#), [IIC7-04](#)). Using the same template year over year allows the college to track the progress of overall college placement as well as compare placement by race and ethnicity in an unbiased fashion. Additionally, the Office of Institutional Effectiveness provides regular reports on students' course success by placement and enrollment. Following the implementation of AB705, the College no longer issues placement tests for English and Math (referenced in Standard IIA8),

and the data provided through these annual reports informs new onboarding processes for students. Additionally, the Admissions and Records department adheres to the annual program review protocols and assesses current practices and protocols to validate effectiveness ([IIC7-05](#)).

RCC also uses the Proficiency Test in English as a Second Language (PTESL), a locally-designed instrument, to measure the student's knowledge of the English language and readiness to take college-level classes. The results of PTESL exam help inform students about options for enrollment in ESL coursework. Through regular evaluation, the College determined that the PTESL is free of cultural bias and valid. In addition, appropriate cut-scores were determined ([IIC7-06](#)).

### **Analysis and Evaluation**

The College regularly evaluates the instruments used to place students in various courses. In addition, evaluation of existing placement practices are conducted to test the validity of the practices and instruments to minimize biases and maximize testing effectiveness.

The college fully implemented AB705 in math and English in fall 2019. In Math, all students receive a transfer level placement based on courses taken in High School and cumulative Grade Point Average (GPA). For students who select a STEM pathway, they may place into a pre-transfer level class. All students with an RCC placement in math or English, on or before spring 2019, received a letter both electronically and by mail from the district notifying them that they could take a survey within the student portal to receive a new placement ([IIC7-07](#), [IIC7-08](#)). RCC will continue to evaluate success rates of students being placed through AB 705 with special attention to equity data.

Moving forward and under the requirements of AB705 for placement into ESL courses, the District discipline is creating a guided self-placement (GSP) instrument for use in fall 2020 when new Course Outlines of Record are in place and courses are offered. The GSP will ask students to answer approximately ten questions regarding language and academic background, persistence, and use of language skills. The GSP instrument will provide reading and writing samples reflecting course-level work and ask students which they are most comfortable with. Until more specific direction from the Chancellor's Office becomes available, the discipline will continue offering the PTESL in addition to the GSP instrument.

Riverside City College's evaluation of tools utilized for admission and placement, especially through the established program review protocols, are periodic and demonstrate effectiveness.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

### **Evidence of Meeting the Standard**

The College meets all requirements for records retention as stipulated in Board Policy 3310 which outlines procedures to assure the retention and destruction of all District records, including student records, in compliance with Title 5 ([IIC8-01](#)). RCCD Information Services backs up and maintains student files in the student information system, Colleague. The college digitally images documents and forms not held in Colleague in OnBase, a document management system. Archive management holds historical data on microfiche, while the college holds microfiche

scans on CD ([IIC8-02](#), [IIC8-03](#)). Supervisors monitor document imaging practices and review confidentiality policies with new and current employees in accordance with AP 3720: Computer and Network Use, which includes the District's acceptable use policy ([IIC8-04](#)). As explained in this policy and procedure, all users of district technology equipment must review and acknowledge their understanding of this policy and other job-appropriate information technology security standards on an annual basis.

Per Board Policy 5040, the release of student records is only authorized when students have given consent ([IIC8-05](#)). Students participating in a Dual Enrollment Program (joint enrollment at a local high school and taking a college class on the high school campus) complete a Parent/School Approval form which allows for information sharing between high school and The College ([IIC8-06](#)). To release information to a third party/parent/guardian, students must consent via the RCC Privacy Consent Form ([IIC8-07](#), [IIC8-08](#)). For enrollment verifications, students must complete the Enrollment Verification request and present photo ID ([IIC8-09](#)). Per FERPA guidelines, district employees may only view student information if there is a legitimate educational interest. Internal systems (WebAdvisor/MyPortal/Colleague) have secure algorithms monitored by District IT to ensure identity of student. Outside vendors (including Credentials-used for transcripts and National Student Clearinghouse-used for verifications of attendance and degrees) that share and have access to student information also have security measures in place to ensure identity that are fully FERPA compliant by capturing the identity of the student and ensuring student consent to release the records ([IIC8-10](#), [IIC8-11](#)).

In alignment with BP/AP 5040, the rights of students with respect to their educational records are clearly identified in the College Catalog under the section regarding the Family Educational Rights and Privacy Act, on the college website through a link at the bottom of the home page, and in the Student Financial Services Consumer Guide ([IIC8-12](#), [IIC8-13](#), [IIC8-14](#), [IIC8-15](#)).

### **Analysis and Evaluation**

As demonstrated in policies, procedures, and protocols, Riverside City College maintains records permanently, securely, and confidentially in accordance with laws and regulations pertaining to record-keeping and release of student records. FERPA regulations and policies are provided to students and published in the Catalog and on the website.

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### **Conclusions on Standard II.C. Student Support Services**

The College has an extensive offering of student support services. The College provides appropriate student services programs consistent with its student demographics and mission. Through the implementation and continuous evaluation of data reports, especially as evidenced in program reviews, and through the Office of Institutional Effectiveness, the College regularly evaluates the quality of student support services to ensure equitable access to services supporting student learning, regardless of location or means of delivery, with the goal of continuous improvement. The College identifies and assesses outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Counseling and advising orient students and support student development, and student records are maintained in accordance with board policy and all laws and regulations. Student support services are consistent with the college mission.

### **Improvement Plan(s)**

None

### Evidence List

<b>Citation</b>	<b>Document Name</b>
IIC1-01	Webpage – Student Services
IIC1-02	Strategic Planning website and Plans
IIC1-03	RCC Student Exit Survey Report Summer 2019
IIC1-04	Student Activities PRaP
IIC1-05	Student Services Division Plan
IIC1-06	Academic Support Plan
IIC1-07	Athletics Plan
IIC1-08	RCC Distance Education Committee
IIC1-09	Distance Education Summary of Regulations, Regular, and Effective Communication
IIC1-10	RCCD Guide to Regular – Substantive Contact
IIC1-11	RCCD DE Accessibility Plan
IIC1-12	AP 4105
IIC1-13	2018 RCCD Online Canvas Academy
IIC1-14	Distance Education Survey – CCC 2017-2018
IIC1-15	Community College Survey of Student Engagement (CCSSE) – Key Findings
IIC1-16	Riverside City College Strategic Plan 2015-2020
IIC1-17	Educational Master Plan
IIC1-18	19-20 Plan Summary Vice President of Student Services
IIC1-19	19-20 Plan Summary Vice President of Planning & Development
IIC1-20	Student Access and Support Website
IIC1-21	PRaP Cycle
IIC1-22	RCC Guardians Scholars Survey
IIC1-23	2019 Time and Effort Log for Peer Mentors and Mentees
IIC1-24	Upward Bound SAO Assessment
IIC1-25	CalWorks SAO Assessment and End of Semester Student Services Report
IIC1-26	ASRCC Fee Survey

IIC2-01	Student Equity Visuals Winter 2019 Report
IIC2-02	Fall 2018 SENSE Exec Summary
IIC2-03	Integration of Guided Pathways and the Strategic Plan
IIC2-04	RCC Strategic Planning Survey Spring 2019
IIC2-05	RAC Minutes 09.06.19
IIC2-06	DSPS Success Summer 2018
IIC2-07	RCC Male Minority Focus Group Report 5.12.17
IIC2-08	Academic Support Services Plan
IIC2-09	Student Services Division Plan
IIC2-10	Upward Bound SAO Assessment
IIC2-11	Cal Works SAO Assessment
IIC2-12	EOPS Plan
IIC2-13	DRC Plan
IIC2-14	RCC Student Exit Survey Report
IIC2-15	RCC Student Equity Plan
IIC2-16	2019 Peer Mentor Time-Effort Log
IIC3-01	College Catalog Student Support
IIC3-02	Smart Thinking tutoring all subjects
IIC3-03	Getting Started – First Time College Students
IIC3-04	EduNav
IIC3-05	Counseling
IIC3-06	Counseling appointments and online appointments
IIC3-07	My Portal Main Menu
IIC3-08	Distance Ed – Student Page
IIC3-09	Web Advisor – Student Menu
IIC3-10	Financial Aid Home
IIC3-11	Online Tutoring
IIC3-12	Rubidoux Annex Homepage
IIC3-13	Culinary Academy



IIC3-14	Disabled Students Programs and Services
IIC3-15	Web Advisor Online Counseling
IIC4-01	Student Activities Calendar
IIC4-02	ASRCC Clubs
IIC4-03	Student Services
IIC4-04	Student Government
IIC4-05	ASRCC InterClub Council and Clubs
IIC4-06	ASRCC Advisor Guide
IIC4-07	Art Gallery
IIC4-08	Model United Nations (MUN)
IIC4-09	Study Abroad
IIC4-10	Honors Program
IIC4-11	Guided Pathways
IIC4-12	La Casa
IIC4-13	Ujima Project
IIC4-14	Performing Arts
IIC4-15	Career Center Home
IIC4-16	CTE Promise and Engagement Center
IIC4-17	Student Activities Calendar
IIC4-18	Student Activities PRaP
IIC4-19	Sample Agenda Packet
IIC4-20	ASRCC Fee Survey
IIC4-21	BP 5420
IIC4-22a	Athletics
IIC4-22b	Athletics 5-year plan
IIC4-23	Athletics PRaP
IIC4-24	About Title IX
IIC4-25	CCCAA Bylaw 2
IIC4-26	2017 Statement of Compliance Title IX Gender Equity and EADA Certificate

IIC4-27	CCC Athletic Association Constitution
IIC4-28	Student Activities PRaP
IIC4-29	RCC Student Equity Plan
IIC5-01	Counseling
IIC5-02	Counseling, Library and Academic Support Program Review
IIC5-03	Counseling Look at the Data – 2018
IIC5-04	Counseling 2018-2019 Action Plan
IIC5-05	Counseling Retreat Agenda
IIC5-06	Summary of GRIT Mentoring Program Data 2017
IIC5-07	Counseling Action Plan
IIC5-08	2018-2019 Activities and Goals for Counseling
IIC5-09	Counseling Faculty Advising and Ed Advising Agenda
IIC5-10	Instructional Pathways and Counseling
IIC5-11	Student Success Workshops
IIC5-12	Instructional Pathways and Counseling
IIC5-13	CTE Promise and Engagement Center
IIC5-14	College Promise Web Page
IIC5-15	Instructional Pathways and Student Support within Engagement Centers
IIC5-16	Guided Pathways PowerPoint 9-2018
IIC5-17	Instructional Pathways and Student Support within Engagement Centers
IIC5-18	Counseling Discipline Agenda 9-2018
IIC5-19	Flex 2018 Agenda
IIC5-20	Quiet Book – Counseling
IIC5-21	Welcome Day Brief
IIC5-22	Counseling Department Meeting Minutes
IIC5-23	2018-2019 Activities and Goals for Counseling
IIC5-24	Equity Data
IIC5-25	Equity Success
IIC5-26	Transfer PowerPoint

IIC5-27	Counseling Action Plan
IIC5-28	2018-2019 Activities and Goals for Counseling
IIC6-01	Admissions and Records Site
IIC6-02	College Catalog – Admissions
IIC6-03	Fall Schedule of Classes
IIC6-04	Instructional Pathways and Counseling
IIC6-05	BP 5052
IIC6-06	EduNav
IIC6-07	Getting Started – First Time College
IIC6-08	Welcome to Riverside City College
IIC6-09	Concurrent Enrollment High School Students
IIC6-10	CCAP – Dual Enrollment Form
IIC6-11	Instructional Pathways and Student Support within Engagement Centers
IIC6-12	EduNav
IIC7-01	Getting Started – First Time College
IIC7-02	Student Placement in Curriculum – fall 2018
IIC7-03	First Time Freshman Math and English – AB705 Implementation
IIC7-04	Placement and Success
IIC7-05	Admissions and Records PRaP
IIC7-06	Bias and Cutscore Report Summary Final
IIC7-07	Student Portal
IIC7-08	Letter from District
IIC8-01	BP 3310
IIC8-02	FERPA Staff PowerPoint
IIC8-03	FERPA Tutorial
IIC8-04	BP-AP 3720
IIC8-05	BP 5040
IIC8-06	CCAP – Dual Enrollment Form
IIC8-07	RCC 18-19 Consumer Guide FERPA

IIC8-08	Privacy Consent Form
IIC8-09	Enrollment Verification Form
IIC8-10	BP 5040
IIC8-11	FERPA Tutorial
IIC8-12	RCC 18-19 Consumer Guide FERPA
IIC8-13	Family Educational Rights and Privacy Act (FERPA)
IIC8-14	Riverside City College FERPA Link
IIC8-15	College Catalog FERPA

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### Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

#### A. Human Resources

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

#### Evidence of Meeting the Standard

Riverside City College employs qualified academic and classified personnel in accordance with state and District board policies (BP) and administrative procedures (AP) ([IIIA1-01](#)). All human resources functions are coordinated and administered from the District Office of Human Resources and Employee Relations (HRER). Administrative procedures are in place to identify the recruitment and hiring procedures for each category of employee, including the persons responsible and screening tools: for faculty ([IIIA1-02](#), [IIIA1-03](#), and [IIIA1-04](#)), for classified and confidential staff ([IIIA1-05](#)), and for management staff ([IIIA1-06](#)). Applicants are screened according to the job descriptions, which include state-mandated minimum qualifications as well as specifically required and preferred qualifications, as illustrated by HRER screening documents ([IIIA1-07](#)). The administrative procedure for part-time faculty hiring and the intent to hire form for associate (part-time and substitute) faculty show that faculty are screened for minimum qualifications ([IIIA1-08](#), [IIIA1-09](#)).

In accordance with administrative procedures, positions are advertised in standard publications and websites, including the District website, and possibly other venues depending on the position, with the goal of encouraging a broad and diverse applicant pool, ensuring that all job descriptions address the needs of the college and the needs of the discipline and that job descriptions are directly related to the institutional mission ([IIIA1-10](#), [IIIA1-11](#)).

The criteria and procedures for hiring academic employees are established and implemented in accordance with the minimum qualifications prescribed for their positions by the Board of Governors of the California Community College system ([IIIA1-12](#)). Faculty job announcements and job descriptions clearly indicate requirements of discipline expertise; effective teaching abilities; and participation in committee work, curriculum and program development, and student activities. These traits are exemplified in full-time math faculty job announcement for 2018 ([IIIA1-13](#)) as well as the part-time math faculty job posting ([IIIA1-14](#)).

For classified, confidential, and management staff, job announcements and job descriptions clearly indicate requirements for appropriate education, training, and experience. Examples of this practice can be found in the following job descriptions: classified ([IIIA1-15](#)), confidential ([IIIA1-16](#)) and management ([IIIA1-17](#)).

### **Analysis and Evaluation**

The criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution serving the student population. Management, faculty, confidential, and classified employee hiring procedures are published in respective documents located on the RCCD Human Resources website ([IIIA1-18](#)). Job descriptions and recruitment brochures accurately reflect position duties, responsibilities, and authority.

Through administrative procedures in alignment with board policies, the College employs personnel who are qualified by appropriate education, training, and experience. Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated in job descriptions, which directly relate to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

### **Evidence of Meeting the Standard**

The procedures for full-time faculty recruitment and hiring, delineated in AP 7120c ([IIIA2-01](#)) and for part-time faculty recruitment and hiring in AP 7120d ([IIIA2-02](#)) ensure that faculty selected for hire have adequate and appropriate knowledge of their subject matter. Academic employees always possess the minimum qualifications prescribed for their positions by the Board of Governors of the California Community College system in the Minimum Qualifications for Faculty and Administrators in the California Community Colleges Handbook, published by the California Community Colleges Chancellor's Office ([IIIA2-03](#)). The process for full-time faculty hiring indicates that transcripts are verified by HRER at the time of hiring ([IIIA2-04](#)). All job descriptions posted by Riverside City College for both full- and part-time faculty include

state-mandated minimum qualifications as well as specifically required and preferred qualifications. This is evident, for example, in the 2019 full-time nursing faculty job posting ([IIIA2-05](#)), the 2019 full-time auto collision technology faculty job posting ([IIIA2-06](#)), and the part-time math faculty job posting ([IIIA2-07](#)). These and all faculty job announcements for both part-time and full-time faculty, are written by subject matter experts and directly support the College's mission and its students. Faculty job descriptions also include responsibility for curriculum oversight and student learning outcomes assessment.

Faculty applicants must meet minimum qualifications published by the California State Chancellor's Minimum Qualifications Handbook ([IIIA2-08](#)) or equivalent requirements verified through the equivalency process of the RCCD Academic Senate ([IIIA2-09](#)). As evidenced in the hiring procedures, faculty candidates are evaluated on the basis of subject area knowledge, teaching effectiveness, ability to enhance overall college effectiveness, and sensitivity to racial and cultural diversity of the community.

### **Analysis and Evaluation**

Faculty job descriptions include support for the college mission as well as responsibility for curriculum and student learning outcomes assessment. Through administrative procedures, Riverside City College has established and follows a consistent process to verify that faculty have adequate and appropriate knowledge of the subject matter. Job descriptions include appropriate factors of qualification as well as responsibility for curriculum and assessment.

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

### **Evidence of Meeting the Standard**

Through its hiring process, the college ensures the employment of qualified academic and classified personnel in accordance with district and state policies and procedures. District administrative procedures identify the recruitment and hiring process for each category of employee, including administrators ([IIIA3-01](#)), and classified and confidential staff ([IIIA3-02](#)). This is evident in the 2016 job announcements and job descriptions for the administrative position of Vice President of Academic Affairs ([IIIA3-03](#)) and for the job announcement for the hiring of an instructional departmental specialist, which includes the job description, as well as the job description for confidential employees ([IIIA3-04](#), [IIIA3-05](#)).

Educational Administrators hired by the Riverside City College must possess the minimum qualifications pursuant to California Education Code. Classified managers, classified staff, and confidential staff must possess the minimum education and experience requirements, or the equivalent, as outlined in the classification.

### **Analysis and Evaluation**

The College follows established district procedures by which it ensures that administrators and other employees possess qualifications necessary to sustain institutional effectiveness and academic quality. The search committee will carefully consider minimum qualifications, and/or desired qualifications, and departmental needs during the screening and interviewing of applicants ([IIIA3-06](#)). Minimum and desirable qualifications are established to consider the institution's needs related to effectiveness, efficiency, and service quality.

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

### **Evidence of Meeting the Standard**

The college ensures that the degrees required of its faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Administrative procedures for the recruitment and hiring procedure for each category of employee, including faculty, classified and confidential staff, and management include steps for verifying the qualifications of applicants and newly hired personnel ([IIIA4-01](#), [IIIA4-02](#), [IIIA4-03](#), [IIIA4-04](#), [IIIA4-05](#)). HRER Full-Time Tenure Faculty Recruitment procedures indicate the determination of the screening committee regarding applicants' qualifications or need for equivalency ([IIIA4-06](#)) and specifies that official transcripts and verifications of experience are part of the new-hire paperwork for full-time faculty ([IIIA4-07](#)).

The equivalency process follows Administrative Procedure 7211: Minimum Qualifications, and Equivalencies ([IIIA4-08](#)) and is described on the HRER document and forms used by the equivalency committee ([IIIA4-09](#)). As explained in a memorandum to applicants regarding foreign degree/transcript evaluation, equivalency of degrees from institutions outside the United States must be verified by a certified service that evaluates foreign credentials; this evaluation is the responsibility of the applicant ([IIIA4-10](#)).

### **Analysis and Evaluation**

By following administrative procedures as facilitated by the Office of Human Resources and Employee Relations, the college ensures that degrees held by faculty, administrators, and other employees are from accredited U.S. institutions or, when applicable, that degrees from non-U.S. institutions are verified for equivalency.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

### **Evidence of Meeting the Standard**

The intervals, criteria, and evaluation processes are set forth by BP/AP 7150: Employee Evaluations ([IIIA5-01](#)), collective bargaining agreements, and employee handbooks. The Human Resources and Employee Relations office is responsible for tracking and sending timely performance evaluations notifications for all applicable RCCD employees in alignment with established timelines.

### **Faculty**

As stipulated in AP 7150 ([IIIA5-02](#)), Riverside City College follows written criteria for evaluating faculty found in the improvement of instruction and tenure review process outlined in Article XI: Improvement of Instruction and Tenure Review in the collective bargaining agreement between RCCD and RCCD Faculty Association CCA/CTA.NEA ([IIIA5-03](#)), with further clarification for contract faculty found in a memorandum of understanding dated January

25, 2016 ([IIIA5-04](#)) and for categorically funded faculty in a memorandum of understanding dated November 2, 2017 ([IIIA5-05](#)). As demonstrated in the name of the process and the opening statement, faculty evaluation “for the purposes of continuous improvement is foundational to the life of teaching and learning.” Procedures for evaluating full-time (regular and contract faculty) and part-time (hourly) faculty are spelled out in the agreement, including timelines and persons responsible. The deans of instruction employ District forms and checklists for this process ([IIIA5-06](#), [IIIA5-07](#), [IIIA5-08](#)).

For contract non-tenured faculty (temporary full-time, categorically funded, and tenure track), an evaluation committee is formed and meets during the first six weeks of employment. Every contract faculty member is evaluated formally during the first semester of employment and in the fall semester of each of the following three years ([IIIA5-09](#)). On the full-time faculty evaluation list from the human resources office, these faculty are identified as “N” (non-tenured, tenure-track) or “O” (“other,” meaning temporary or categorical) ([IIIA5-10](#)). For tenure-track faculty, following each of the contract faculty member’s evaluations, the evaluation committee recommends to the college president renewal or non-renewal of the faculty member’s contract. If non-renewal is selected, the College follows contract language for termination. At the end of the fall of the third or fourth year, the committee makes a recommendation to the administration for the faculty member’s tenure.

Regular (tenured) faculty are evaluated once every three years in the spring semester. On the full-time faculty evaluation list from the human resources office, these faculty are identified with a “T” ([IIIA5-10](#)). The 2017 memorandum of understanding explains the frequency of the process for categorically funded faculty, which matches that of full-time contract faculty (employed for one through three years) and regular faculty (having served the District four or more full years). Part-time faculty are evaluated their first term of employment and once a year for the next two years; subsequently, they are evaluated once every three years ([IIIA5-05](#)). However, some part-time faculty evaluations that appear past due may reflect the instructors’ not having a recent teaching assignment, as part-time faculty remain in the part-time pool for two years. Faculty receive a copy of the evaluation upon the conclusion of the evaluation process. If a faculty member disagrees with the evaluation, he or she can submit a written rebuttal. The Agreement between RCCD and CCA/CTA/NEA and the Contract Faculty Evaluation MOU clearly state the process to be followed if a faculty member receives a “need for improvement” ([IIIA5-11](#)). In human resources records, a follow-up will show as the next evaluation due. Therefore, records of actions taken will show up within the report on evaluations due and completed, ensuring that follow-ups are formal, timely, and documented. Records of faculty Improvement of Instruction evaluations, cited above, show that the process is in place.

### ***Classified and Confidential***

Also identified in AP 7150 ([IIIA5-12](#)), classified and confidential employee evaluations are conducted in accordance with Article XII, titled “Performance Evaluation,” of the Agreement between Riverside Community College District and Riverside Community College Classified Employees, Chapter 535, an affiliate of the California School Employees Association ([IIIA5-13](#)). The agreement also establishes a timeline for evaluations, which is followed by human resources ([IIIA5-14](#)). The performance of a confidential employee is reviewed and evaluated as also described in the Confidential-Classified Employees Handbook ([IIIA5-15](#)). The performance evaluation for a classified employee is also described in the Personnel Handbook for Classified Employees ([IIIA5-16](#)). As stated in the CSEA Agreement, classified and confidential staff



employees receive a written evaluation at least once each year, using the Classified/Confidential Employee Evaluation form ([IIIA5-17](#)). Probationary employees receive written evaluations at the end of the second month and each third month thereafter during the probationary period. Evaluations for newly hired, probationary classified employees utilize the Performance Evaluation for Classified Probationary Employees form ([IIIA5-18](#)). Promoted employees receive written evaluations at the end of the second and fifth months in their new positions. Evaluations for promoted probationary classified employees utilize the Performance Evaluation for Classified Promotional Employees form ([IIIA5-19](#)). The supervisor discusses the evaluation with the employee and provides the employee with a copy at that time. If the employee receives a rating of “improvement needed” or “unsatisfactory,” the supervisor will include an explanation of the reason(s) for such markings and provide written expectations for ways to improve performance. In this case, as required by Article XII of the CSEA Agreement, “Expectations shall be outlined and discussed with the employee to give opportunity for improvement.” The employee may submit comments or a rebuttal statement regarding the evaluation if the employee believes the evaluation is incorrect.

### ***Administrators/Management***

As established by AP 7150 ([IIIA5-20](#)), management evaluations are conducted following the guidelines in the Management Handbook ([IIIA5-21](#), [IIIA5-22](#)). The RCCD Management Leadership Association’s Management Evaluation Process webpage details procedures as well as timelines and persons responsible. Forms for management evaluations can be found linked on the Management Evaluation Process page ([IIIA5-23](#)). During the management employee probationary period of nine months, supervisors receive a notice to provide employees with performance feedback at the second, fifth, and eighth month of employment via the Performance Evaluation for Probationary Employees form ([IIIA5-24](#)). Permanent and contract management employees are evaluated annually in years one and two, and comprehensive evaluations completed every three years ([IIIA5-25](#)). The criteria included in the Management Evaluation Process measures employee performance in six distinct competency areas. Unscheduled evaluations may be conducted at the discretion of the immediate supervisor, subject to the approval of the president or designee. As the process shows, the College and District employ a formal evaluation process that is systematic, timely, and objective; recognizes management strengths; and is designed to address deficiencies and improve management performance when necessary. Human resources employee evaluations records indicate a follow-up as the next evaluation due, ensuring that evaluations and follow-ups are formal, timely, and documented.

### **Analysis and Evaluation**

By following established District policy and procedure, the College has established evaluation processes in place to accurately measure the effectiveness of per personnel and lead to improvement of job performance. Procedures in place ensure formal, timely, and documented follow-up actions. Records show that the College evaluates all personnel on a regular basis. Records show that the College evaluates all personnel on a regular basis.

6. Deleted by the Commission

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty

responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

### **Evidence of Meeting the Standard**

Riverside Community College District has policies and procedures in place to ensure that there are an appropriate number of full-time and part-time faculty, and that the faculty needs are identified and addressed. AP7120c outlines a procedure to identify and prioritize the hiring of full-time faculty ([IIIA7-01](#)). AP 7120d Part-Time Faculty Recruitment and Hiring ([IIIA7-02](#)) outlines a procedure to identify and address part-time faculty needs.

In addition, the Faculty Obligation Number is analyzed annually to further determine any unmet need for faculty positions. The number of faculty to be hired each year is based on the data in Program Review and the analysis of the Faculty Obligation Number as determined by the State Chancellor's Office.

Informed by the College's Human Resources Staffing Plan ([IIIA7-03](#)) and through its strategic planning process, the College has a procedure whereby it identifies, prioritizes, and addresses full-time faculty hiring needs. These needs are identified by the departments and justified in the College's instructional program review process ([IIIA7-04](#)), prioritized by faculty voting members of the leadership councils each fall ([IIIA7-05](#)) and are submitted by the Educational Planning and Oversight Committee (EPOC) to the college president for final prioritization and approval. The number of full-time faculty hires is determined by the District each year, based on funding from the state and the District's budget allocation model ([IIIA7-06](#)).

As evidenced by AP7120d, there is also a policy in place with regard to the recruitment and hiring of part-time faculty to support quality educational programs at the college ([IIIA7-07](#)).

### **Analysis and Evaluation**

The District has established procedures to determine appropriate staffing levels for faculty to assure effective support for programs and services. As part of the College's commitment to continuous improvement, the RCC Human Resources Staffing Plan is undergoing review and update. Adhering to administrative policies and following its strategic planning and prioritization process, Riverside City College follows a clear procedure to identify, prioritize, and hire the requisite number of qualified full-time and part-time faculty to achieve its mission and purposes.

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

### **Evidence of Meeting the Standard**

As stipulated in the Agreement between RCCD and the Faculty Association, part-time faculty are evaluated regularly based on their subject matter mastery, preparation for teaching, and classroom instructional methods, and they are supported in conducting student learning outcomes assessment and other professional development ([IIIA8-01](#)).

The Agreement between RCCD and the Faculty Association also specifies that part-time faculty can be compensated up to three hours of time to take part in professional development opportunities and an additional three hours for discipline assessment ([IIIA8-02](#)). Part-time

faculty are invited to Flex days, such as those prior to each semester ([IIIA8-03](#)). Part-time professional development documents indicate participation in these programs ([IIIA8-04](#)). The institution provides all personnel with appropriate opportunities for continued professional development, consistent with institutional mission and based on identified teaching and learning needs. The Faculty Guide provides an overview of the institution for all faculty, both full time and part time ([IIIA8-05](#)). In addition, as shown in Article VI of the Riverside City College Academic Senate Bylaws, a part-time faculty representative is elected to participate on the Academic Senate ([IIIA8-06](#)). In addition, as evidenced by Article VIII of the Riverside Community College District Faculty Association Bylaws, a part-time representative is an elected member of the Faculty Association Executive Board ([IIIA8-07](#)). As noted earlier, part-time faculty are systematically evaluated at stated intervals.

### **Analysis and Evaluation**

Riverside City College has policies and practices that provide for the orientation, oversight, evaluation, and professional development of part-time faculty. Through professional development and discipline assessment, along with shared governance, part-time faculty are provided opportunities for integration into the life of the institution and participation in key academic processes.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

### **Evidence of Meeting the Standard**

To ensure that the college has sufficient staff with appropriate qualifications to support the institution, the college adopted strategic planning processes to ensure that institutional planning, unit/program review, and resource allocation are all fully integrated. Unit program reviews may include requests for more staff. For example, in fall 2017, a new position was requested within Business Services area ([IIIA9-01](#)). This position went through the department program review, was prioritized within the Area and Division Program review and brought to EPOC for consideration and ranking. As the position had secured partial funding and was ranked high within the prioritization process, it moved forward to consideration by the President. The President, who serves as the final decision-maker for the college, approved the position for recruitment. AP7120b, Classified and Classified-Confidential Recruitment and Hiring, establishes procedures to ensure the hiring of staff with appropriate qualifications to support the operations of the institution ([IIIA9-02](#)). College organizational charts show the roles and numbers of staff members in support positions.

The College's integrated planning guidelines, the Human Resources Staffing Plan ([IIIA9-03](#)), resource allocation guidelines, and district board policies and administrative procedures provide the structure and method for hiring qualified employees and ensuring that there are sufficient staff to manage operations.

### **Analysis and Evaluation**

The participatory governance structure, integrated planning structure and Resource Allocation Manual serve as the basis for ensuring sufficient and qualified staff are in place. As part of the College's commitment to continuous improvement, the RCC Human Resources Staffing Plan is undergoing review and update. Through its prioritization and hiring processes, Riverside City

College maintains a sufficient number of staff with appropriate qualifications to support the operations of the institution.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

#### **Evidence of Meeting the Standard**

The institution's organizational charts, found in Section D in the beginning of this self-evaluation report, shows that the college employs a sufficient number of managers and administrators to provide leadership and ensure services to support the institution's mission and purposes. Any determined need for additional administrators is articulated in instructional and/or administrative unit program review documents and informed by the college's Human Resources Staffing Plan ([IIIA10-01](#)). For example, in its 2018-2019 program review the Business Services department included a request for a college professional development coordinator position. The position was prioritized through the process and has moved through the recruitment process with Governing Board appointment to take place in October 2019 ([IIIA10-02](#), [IIIA10-03](#)). The college president is the final decision-maker in regards to the positions that will ultimately be funded. This process is detailed in the Riverside City College Strategic Plan ([IIIA10-04](#)).

Administrative Procedure 7120a, Academic and Classified and Administrators Recruitment and Hiring, establishes procedures to ensure the hiring of administrators with appropriate preparation and expertise ([IIIA10-05](#)). The College's planning, governance, and resource allocation processes, along with board policies and administrative procedures, provide the structure and method for hiring qualified employees and ensuring that there are sufficient administrative staff to manage operations.

#### **Analysis and Evaluation**

Following district administrative procedures and the College's strategic planning processes, Riverside City College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services. As part of the College's commitment to continuous improvement, the RCC Human Resources Staffing Plan is undergoing review and update.

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

#### **Evidence of Meeting the Standard**

Riverside Community College District's written personnel policies and procedures are publicly available on the HRER Board Policies webpages ([IIIA11-01](#)), which lists relevant board policies and administrative procedures. All policies and procedures also are publicly available on the RCCD Board of Trustees Policy Manual webpage ([IIIA11-02](#)) and changes to policies and procedures are publicized electronically and disseminated districtwide ([IIIA11-03](#)).

Employees are provided with information in employee orientations, such as the new employee orientation for staff and managers, as shown in the agenda from October 11, 2019 ([IIIA11-04](#))

and First Fridays for new faculty, during which subjects such as improvement of instruction evaluations, technology use, and diversity are addressed ([IIIA11-05](#)).

RCCD Board Policies and bargaining unit contracts are available for all employees online via the district website. Employees are given hard copies of these contracts as well as links to important informational areas during the new hire orientation. The District regularly reviews its personnel policies. Board policy sections are regularly reviewed and revised, if necessary, as discussed in detail in [Standard IV.C.7](#).

### **Analysis and Evaluation**

The District's planning processes, resource allocation processes and participatory governance structure ensure that adequate staffing is provided at the college. Riverside City College, in collaboration with District HRER, establishes, publishes, and adheres to written personnel policies and procedures that are accessible, fair, and equitably and consistently administered.

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

### **Evidence of Meeting the Standard**

Through district and college policies and practices, Riverside City College District creates, implements and maintains a continuous cycle of support for its diverse workforce. District personnel policies that support diversity and equity include employment process procedures BP/AP 3410, Non Discrimination ([IIIA12-01](#)); BP/AP 3420 ([IIIA12-02](#)), Equal Employment Opportunity along with the Riverside Community College District Equal Opportunity Employment Plan, 2017-2020 ([IIIA12-03](#)); AP 3445, Handling Accommodations for Persons with Disabilities for Non Classroom-Related Activities ([IIIA12-04](#)), AP 3447, Reasonable Accommodation Process for Employment ([IIIA12-05](#)); BP 7100 Commitment to Diversity ([IIIA12-06](#)). The District Office of Diversity, Equity and Compliance (DEC) ([IIIA12-07](#)) leads this effort. The director of DEC collaborates with the college to offer a number of professional development opportunities that include diversity-related workshops and training ([IIIA12-08](#)). The district office also facilitates Equal Employment Opportunity (EEO) training throughout the year to ensure college personnel have the proper training to participate in search committees used to screen and interview applicants for employment opportunities at the college ([IIIA12-09](#)).

The DEC office collects data and provides monthly and annual reports about the district's and colleges' employment diversity record. Since 2010, the DEC office has been collecting data about employment recruitments and applications, analyses of employment applications, and the number of applications received that have been forwarded to the search committee.

In addition to district-level compliance, Riverside City College has further pursued employment equity by sending several members of the administration, staff, and faculty to the University of Southern California (USC) Center for Urban Education (CUE) Equity in Hiring at Community Colleges training in June 2018. This training has resulted in changes in job descriptions, as shown in the "before" (2017) and "after" (2018) job descriptions for English faculty ([IIIA12-10](#), [IIIA12-11](#)). One hiring committee performed a pilot run of rubric usage in the evaluation of equity-minded components of applications and the interview process. In response, adjustments to

the rubric have been made, as shown in the spring 2018 screening rubrics for the position of assistant professor of biology/anatomy and physiology ([IIIA12-12](#)).

As prescribed by the California Community College Chancellor's Office, the district participates in the Equal Employment Opportunity Fund Multiple Measures Allocation Model and the Equal Employment Opportunity Fund District Expenditure Report which are components of implementing programs and activities designed to promote and facilitate equal employment opportunity within the district's and its colleges' workforces.

### **Analysis and Evaluation**

Through district policies and procedures in addition to campus-based programs and initiatives, Riverside City College creates and maintains appropriate programs, practices, and services that support its diverse personnel. As part of the College's ongoing commitment to equity-mindedness and in the spirit of continuous improvement, an improvement plan is proposed to best embed principles of equity-mindedness into the college's strategic planning. The college's current procedures and programs help the college determine the kinds of support its personnel need, and regular District HRER reports as well as committee reports evaluate the effectiveness of these programs and services to ensure that personnel are treated fairly. The HRER/DEC office has collected employment equity data to monitor and improve the equity and diversity for its employees since 2010 ([IIIA12-13](#)). The reports generated by this office are comprehensive and provide a detailed breakdown of the applicants and those who are hired by the college to ensure the institution's employment equity and diversity are consistent with its mission.

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

### **Evidence of Meeting the Standard**

The district has a number of policies and procedures that dictate professional ethics for its employees and foster an atmosphere of respect and trust for its students, staff, administrators, and faculty. The District sustains its ethics codes through its policies and procedures, employee education and supervision. BP7310, Nepotism ([IIIA13-01](#)), and BP/AP3430, Prohibition of Sexual Harassment and Retaliation ([IIIA13-02](#)), provide clarity and guidance for employee professional conduct with regard to equal opportunity and diversity, employment of relatives, duties and responsibilities of faculty, unlawful discrimination, and sexual harassment. BP/AP 2712, Conflict of Interest Code ([IIIA13-03](#)), requires Board members and designated employees to disclose economic interests and disqualify themselves from decisions that result in conflicts of interest. BP/AP 3410, Nondiscrimination ([IIIA13-04](#)), and 3430, Prohibition of Harassment and Retaliation ([IIIA13-05](#)), also provide guidance with professional conduct regarding diversity and equal opportunity, employment of relatives, duties and responsibilities of staff, sexual harassment, and unlawful discrimination. District policies include procedures for ethics violations. In addition, BP/AP 7360, Discipline and Dismissal, Academic Employees ([IIIA13-06](#)) and BP/AP 7365, Discipline and Dismissal—Classified Employees ([IIIA13-07](#)) address procedures for employee violations. When allegations of unethical conduct are brought forth, the District conducts fair and impartial administrative inquiries to determine the facts. Employees who are determined to have violated the District's policies and procedures are subject to disciplinary action up to and including termination.

Furthermore, the Riverside City College Faculty Guide ([IIIA13-08](#)) addresses instructors' responsibilities in classrooms and laboratories, incorporating such specific guidelines as the California Education Code and the California Code of Regulations Code (Title 5).

### **Analysis and Evaluation**

The district has policies and procedures which require all employees and members of its Board of Trustees to engage in professional and ethical conduct. Riverside City College follows district policies and procedures that uphold a written code of professional ethics for all personnel and clearly stipulate consequences for violation.

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

### **Evidence of Meeting the Standard**

RCCD has designated that faculty are obligated to complete 24 hours of Flex activities during the course of an academic year, but has not issued a Flex requirement for classified staff ([IIIA14-01](#)). Members of the College's Human Resources Committee (HRC) created a professional development plan using survey results from a college-wide needs assessment disseminated in the spring of 2017 ([IIIA14-02](#)). This plan addresses professional development for faculty, managers' administrators, and classified staff.

On average, six hours of professional development offerings are provided monthly by the Faculty Development Committee. These presentations focus on meeting the needs of faculty, aligning faculty efforts inside and outside the classroom with the College's strategic plan, and understanding the role of faculty and staff in Guided Pathways, as well as providing a variety of teaching and student success workshops, some with outside speakers ([IIIA14-03](#)). Some faculty development needs stem from data analysis of equity issues in the classrooms, as well as student success measures. Where a deficit is identified, the Faculty Development Committee will be notified.

The Classified Leadership and Success (CLAS) subcommittee, also under the Human Resources Committee, provides training opportunities for the classified professionals of the college. These opportunities are also available to faculty and managers. The Classified 5-Year Professional Development plan, which articulates CLAS's efforts in this area, was approved through the College's strategic planning process ([IIIA14-04](#)).

Major themes identified through professional development survey results ([IIIA14-05](#)) determine the workshop topics offered. All workshops and trainings align with the College's overarching Professional Development plan ([IIIA14-06](#)) and with the College's strategic planning goals. Workshops are assessed, and CLAS committee members evaluate attendance, effectiveness, and employee satisfaction of the workshops ([IIIA14-07](#)) at the end of each fiscal year ([IIIA14-08](#)). Members of the committee perform workshop coordination, marketing, and assessments in addition to regularly assigned duties. Additionally, workshops are all facilitated by college administrators, faculty, or other classified employees.

In the fall of 2018, the college approved a professional development coordinator classified position to address the identified need to manage the professional development needs of the college as a whole. This position will work alongside the faculty development coordinator and college constituents to identify themes and resources for best delivery of offerings ([IIIA14-09](#)).

In addition to efforts on the college campus, the district offers Professional Growth Programs for its employees. Confidential and classified employees are supported in identifying academic and professional activities designed to further develop and improve job skills and knowledge. The goal of the program is to assist employees in attaining new skills and proficiencies beyond those presented at the time of initial employment. For faculty, Professional Growth-Full Time Faculty-Salary Advancement and Sabbatical Leave defines professional growth as those academic, scholarly, and professional endeavors planned, developed, and carried out by a full time faculty member, including, but not limited to course work and instructional programs completed at regionally accredited colleges and universities; professional publications; creative work; independent study, intensive preparation workshops and institutes; and return to industry.

### **Analysis and Evaluation**

Riverside City College provides a variety of professional development opportunities throughout each academic year to enhance teaching and learning and best support its personnel in meeting the mission of the institution and thus this accreditation standard. Through participant evaluations and discussion in the HRC, FDC, and CLAS committees, the institution evaluates professional development programs and uses the results of these evaluations as the basis for improvement. However, its professional development work can be improved. To do so, the college needs to implement, monitor, and assess its recently approved Professional Development Plan. As well, the college needs a line item in the general fund budget for professional development for faculty, classified staff, and managers. Currently, Faculty development activities are funded through “soft money” and funds are requested on an as needed basis from the vice president of Academic Affairs. For classified professional development workshops, committee members must identify volunteers in the college community to facilitate them. A lack of designated workshop space can make it challenging to offer hands-on training requiring the use of computers (Galaxy, ServiceDesk, Digital Store Front) and must be scheduled at a time when classes are not being held. Lastly, the college needs to offer more management-specific workshops or trainings.

15. The institution makes provision for the security and confidentiality of personnel records.

Each employee has access to his/her personnel records in accordance with law.

### **Evidence of Meeting the Standard**

The security and confidentiality of personnel files is ensured by the District’s Human Resources and Employee Relations department (HRER). All personnel files, held and managed by HRER, are secured from unauthorized access and are kept under lock and key. Access to personnel files is governed by District Administrative Procedure 7145 ([IIIA15-01](#)). Employees have the right to inspect their own personnel records pursuant to Section 1198.5 of the Labor Code ([IIIA15-02](#)), Education code 87031 ([IIIA15-03](#)), and the bargaining unit agreements. Per the Agreement between RCCD and RCCD Faculty Association CCA/CTA/NEA, Article XII ([IIIA15-04](#)) and the Agreement between RCCD and the RCCD CSEA Chapter 535, Article XIII ([IIIA15-05](#))



personnel files will be available for inspection during regular office hours each day the human resources office is open for business.

All personnel records are maintained in either physically locked cabinets or are electronically encrypted in a cloud-based data management system and secured from unauthorized access under the supervision of the Vice Chancellor of Human Resources and Employee Relations.

The district’s procedures strictly prohibit access to employee personnel files by anyone other than HRER staff, an employee, or an authorized Collective Bargaining Association representative except for management employees, law enforcement agencies (applies only to current or former employees applying for a peace officer position) and official persons presenting court orders to release information contained in a personnel file. Additionally, the collective bargaining agreements between the district and classified employees ([IIIA15-06](#)) and faculty ([IIIA15-07](#)) contain guidance on the content and inspection of personnel files.

**Analysis and Evaluation**

The college, through the district’s Human Resources and Employee Relations department, complies fully with this standard by ensuring the security and confidentiality of its personnel records as governed by administrative procedure. Employees have access to their personnel records upon request in accordance with laws, regulations, and bargaining unit agreements.

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**Conclusions on Standard III.A. Human Resources**

Riverside City College effectively invests in its human resources to achieve its mission and to improve academic quality and institutional effectiveness. Through Board Policies and Administrative Procedures, the College facilitates in collaboration with the District, the recruitment and on-boarding process of all of its employees as well as ongoing performance evaluations with the focus on continuous employee improvement. The College uses data throughout its strategic planning processes to inform decision-making with regards to staffing requirements for evolving program needs and also maintains and reviews staffing levels to provide sufficient staff to meet educational goals. Over the past year, the college has successfully implemented a new professional development program, approved through shared governance, which has resulted in new resources and training for faculty (full-time and part-time/adjunct), classified, and management staff with the goal of providing greater access for students, improving equity outcomes, and facilitating student success at all levels.

**Improvement Plan(s)**

Standard	Improvement Needed	Expected Outcome(s)	Timeline	Responsible Leads	Strategic Planning Alignment
III.A.7 III.A.9 III.A.10	Update the Spring 2015 Human Resources Staffing Plan to analyze and evaluate the college’s progress in meeting the staffing goals in that plan and to	Updated Human Resources Staffing Plan and annual assessment of the targets in the plan	Completed Fall 2020	Co-Chairs, RDAS-LC; Co-Chairs Human Resources Committee	College Goal(s) 4.2, 4.5, 4.6, 4.7

	establish/reset targets for appropriate staffing levels that can continue to be monitored, evaluated, and assessed.				
III.A.12	Integrate equity into college planning structures and responsibilities to ensure the participation of all college stakeholders. Develop an Equity Committee, other than the Student Equity Committee, to address other aspects of equity (e.g., hiring, professional development) college-wide.	Equity embedded in the college 2020-2025 Strategic Plan with metrics developed to monitor, evaluate, and assess progress; revised structure for councils/committees	Completed Fall 2020	VPPD, Faculty Chair Strategic Planning, Co-Chairs, Student Equity Committee	College Goal(s) 1.1, 2.10, 3.1, 3.2, 4.7

**Evidence List**

<b>Citation</b>	<b>Document Name</b>
III.A1-01	BP/AP7120-11.25.14
III.A1-02	AP7120c-01.07.13
III.A1-03	AP7120d-01.07.13
III.A1-04	AP7120b-01.07.13
III.A1-05	AP7120e-01.07.13
III.A1-06	AP7120a-01.07.13
III.A1-07	HR Screening Sheets
III.A1-08	AP7120d-01.07.13
III.A1-09	PT Faculty Intent To Hire Form
III.A1-10	AP7120abcde-JobPosting
III.A1-11	AP7120abcde-JobCriteria
III.A1-12	AP7211-06.16.15

IIIA1-13	FT Math Faculty Job Posting
IIIA1-14	PT Math Faculty Job Posting
IIIA1-15	Custodian Job Description
IIIA1-16	Executive Administrative Assistant Description
IIIA1-17	Dean of Grants job posting
IIIA1-18	Diversity Human Resources Website-09.14.19
IIIA2-01	AP7120c-01.07.13
IIIA2-02	AP7120d-01.07.13
IIIA2-03	Chancellor's Office Minimum Qualifications Handbook
IIIA2-04	Faculty Hire Checklist
IIIA2-05	FT Nursing Faculty Job Posting
IIIA2-06	FT Auto Collision Faculty Job Posting
IIIA2-07	PT Math Faculty Job Posting
IIIA2-08	Chancellor's Office Minimum Qualifications Handbook
IIIA2-09	AP7211-06.16.15
IIIA3-01	AP7120a-01.07.13
IIIA3-02	AP7120b-01.07.13
IIIA3-03	VP Academic Affairs Job Description
IIIA3-04	Instructional Department Specialist Job Announcement
IIIA3-05	Executive Administrative Assistant JD
IIIA3-06	HRER Screening Instructions
IIIA4-01	AP7120a-01.07.13
IIIA4-02	AP7120b-01.07.13
IIIA4-03	AP7120c-01.07.13
IIIA4-04	AP7120d-01.07.13
IIIA4-05	AP7120e-01.07.13
IIIA4-06	HRER Pre-interview Worksheet
IIIA4-07	HRER Checklist
IIIA4-08	AP7211-06.16.15

IIIA4-09	HRER Equivalency Form
IIIA4-10	HR Foreign Transcripts Evaluation Memo
IIIA5-01	BP 7150
IIIA5-02	AP 7150
IIIA5-03	Improvement of Instruction and Tenure Review
IIIA5-04	MOU between RCCD and CTA
IIIA5-05	MOU RCCD – CTA 11-2017
IIIA5-06	Regular Faculty IOI
IIIA5-07	Contract Faculty IOI
IIIA5-08	Associate Faculty Evaluation Cover Sheet
IIIA5-09	Faculty IOI Committee Report
IIIA5-10	Full time Faculty Improvement of Instruction – RCC Fall 2019
IIIA5-11	CTA Contract – Needs Improvement
IIIA5-12	Employee Evaluations – Classified
IIIA5-13	Performance Evaluations
IIIA5-14	Districtwide Classified – Confidential Staff Evaluation List
IIIA5-15	Confidential Performance Evaluations
IIIA5-16	Performance Evaluation Classified Employees
IIIA5-17	Classified – Confidential Employee Evaluation Form
IIIA5-18	Performance Evaluation for Probationary Employees
IIIA5-19	Promotional Performance
IIIA5-20	AP 7150 - Management
IIIA5-21	RCCD Management Handbook Personnel Matters
IIIA5-22	Management Performance Evaluation
IIIA5-23	Management Evaluation Process
IIIA5-24	Performance Evaluation for Probationary Management Employees
IIIA5-25	Goals and Objectives Setting Form
IIIA7-01	AP7120c-01.07.13
IIIA7-02	AP7120d Part-time faculty recruitment and hiring

IIIA7-03	RCC Human Resources Staffing Plan
IIIA7-04	RCC Faculty Prioritization Worksheet Spring 2019
IIIA7-05	Joint Council Prioritization Letter-25OCT2018
IIIA7-06	RCCD-Budget Allocation Model-2018-19
IIIA7-07	AP7120d-01.07.13
IIIA8-01	RCCD Faculty Association Agreement-2015-18
IIIA8-02	RCCD CTA Agreement Article X.J.5-2015-18
IIIA8-03	Spring-Fall FLEX Agenda2019
IIIA8-04	FLEX Event Sign-In Sheet
IIIA8-05	RCC Faculty Guide -2017
IIIA8-06	RCC Academic Senate Bylaws Article VI
IIIA8-07	CTA Bylaws
IIIA9-01	VP Business Services Program Review-04DEC2017
IIIA9-02	AP7120b-01.07.13
IIIA9-03	RCC Human Resources Staffing Plan
IIIA10-01	RCC Human Resources Staffing Plan
IIIA10-02	VP Business Services Program Review-09.12.18
IIIA10-03	Joint Council Prioritization Letter-25OCT2018
IIIA10-04	RCC Strategic Plan-2015-20
IIIA10-05	AP7120a-01.07.13
IIIA11-01	HRER Board Policies Webpage-10.01.19
IIIA11-02	RCCD Board of Trustees Board Policies Webpage-10.01.19
IIIA11-03	RCCD Board Committee Agenda-05FEB2019
IIIA11-04	HRER New Employee Orientation Agenda-11OCT2019
IIIA11-05	First Friday Agenda Email
IIIA12-01	BP-AP3410-10.15.12
IIIA12-02	BP-AP3420-06.16.15
IIIA12-03	BP3420-10.16.07
IIIA12-04	AP3445-06.17.13

IIIA12-05	AP3447-06.17.13
IIIA12-06	BP7100-10.16.07
IIIA12-07	RCCD Diversity Equity Compliance Website-08OCT2019
IIIA12-08	RCCD Diversity Equity Compliance Workshops
IIIA12-09	Title V EEO Training Acknowledgement Form
IIIA12-10	English Faculty Posting Before Equity Language
IIIA12-11	English Faculty Postings with Equity Language
IIIA12-12	HRER Screening Form
IIIA12-13	EEO Update BOT Presentation-30OCT2018
IIIA13-01	BP7310-12.09.08
IIIA13-02	BP/AP3430-09.24.12
IIIA13-03	BP-AP2712-11.18.08
IIIA13-04	BP-AP3410-10.15.12
IIIA13-05	BP/AP3430-09.24.12
IIIA13-06	BP-AP7360-05.15.12
IIIA13-07	BP-AP7365-05.15.12
IIIA13-08	RCC Faculty Guide-2017
IIIA14-01	RCCD FLEX Webpage-10.01.19
IIIA14-02	RCC Professional Development Plan-05.09.17
IIIA14-03	Faculty Development Workshop Flyer
IIIA14-04	EPOC Minutes-05.02.19
IIIA14-05	Classified Professional Development Survey Results-2014
IIIA14-06	RCC Professional Development Plan-05.09.17
IIIA14-07	CLAS Post Workshop Assessment
IIIA14-08	CLAS Retreat Agenda-01.11.19
IIIA14-09	Coordinator Professional Development Job Description
IIIA15-01	AP7145-09.28.19
IIIA15-02	CA Labor Code Section 1198.5
IIIA15-03	CA Education Code 8 7031-10.01.19

IIIA15-04	RCCD CTA Agreement-2015-18 Article XII, pp38-39
IIIA15-05	RCCD CSEA Agreement-2015-18 Article XII, p 29
IIIA15-06	RCCD CSEA Agreement-2015.2018
IIIA15-07	RCCD Faculty Association Agreement-2015-18

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## B. Physical Resources

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

### Evidence of Meeting the Standard

In order to ensure that facilities are safe and sufficient for all constituents at all locations, Riverside City College has multiple practices to identify and address issues relevant to the access, safety, security, and healthful learning and working environment.

The Facilities, Maintenance, and Operations (FM&O) department implements facilities scheduled maintenance using a building system and equipment database ([IIIB1-01](#)) which is updated annually by FM&O staff. FM&O also contracts specific safety inspections of College facilities and equipment from multiple vendors, including but not limited to: semi-annual safety inspections ([IIIB1-02](#)), 3-year Fire Inspection Report ([IIIB1-03](#)), Hazardous Inspection Report ([IIIB1-04](#)), Fire Alarms ([IIIB1-05](#)), Sprinkler System reports ([IIIB1-06](#)), Elevator Testing Reports ([IIIB1-07](#)), and Pathway trip-fall annual inspection report ([IIIB1-08](#)). Facilities coordinates routine building maintenance included within the Five Year Construction Plan presented to the Board of Trustees in June 2019 ([IIIB1-09](#)), and the Facilities Master Plan presented to the Board of Trustees in December 2018 ([IIIB1-10](#)).

The College's safety coordinator provides periodic hazardous material and safety inspections ([IIIB1-11](#)); the District's third-party insurance administrator as needed, as shown in the December 2018 report example ([IIIB1-12](#)); and the Facilities Condition Assessment (FCA) report of 2017 ([IIIB1-13](#)) provide Additional reports on facilities condition and assessment). This is part of an integrated planning process, which identifies building and infrastructure needs, taking into account relevant fire, seismic, and environmental health requirements as well as life-cycle status in order to guide resource allocation. The FCA report provides a reliable third-party assessment used by the district in state-scheduled maintenance planning and allocation, which is integrated into the State Chancellor's Office FUSION database for tracking purposes ([IIIB1-14](#)). The Vice President of Business Services regularly reviews plans and other documents to determine the sufficiency of the College's classrooms, lecture halls, labs, and other facilities ([IIIB1-15](#)). The College's Resource Development & Administrative Services leadership council is the participatory governance body that receives information and provides feedback on major facilities improvements and other facility-related matters, as explained on the council's webpage ([IIIB1-16](#)).

The Facilities, Maintenance and Operations department also facilitates a monthly Safety Committee meeting ([IIIB1-17](#)), which includes participation from faculty, staff and students throughout the college.

The Safety Committee and Physical Resources Committee (a subcommittee of RD&AS) foster dialogue with the College's community and encourage its constituents to provide feedback on issues of safety ([IIIB1-18](#)). One such example in 2018 was when the safety committee requested to have safety boxes purchased and installed in multiple location on campus. This task was completed by the end of August 2018. Our formal structure and processes ensure that we remain steadfast in meeting safety and maintenance needs in all facilities and all campuses including the Riverside Campus, CAADO, Coil School of the Arts, and the Rubidoux Annex . Personnel and students can report facility emergencies or safety hazards to College's facilities department 24 hours a day, seven days a week, using the electronic work order form Service Desk, as described on the "Submit a Work Order" webpage These reports are investigated by the Director of Facilities, Maintenance, and Operations or his designee. For routine college maintenance and custodial services, departments also submit work requests using the Service Desk program via the college portal, which allows users to track safety issues and emergency repair work, as illustrated in an example from a work order in February 2019 ([IIIB1-19](#)).

The College safety coordinator addresses physical safety issues brought forward by community members, identified in the Service Desk system, and/or reported to OSHA/Cal OSHA ([IIIB1-20](#)). The safety coordinator then converts identified issues into work orders to be addressed ([IIIB1-21](#)). Reports and documentation are available for review in RCC FM&O and electronically stored on Service Desk. This supports the College's efforts to address in a proactive and timely manner any safety issues which may arise. Lastly, Business Services/FM&O work to maintain a safe infrastructure through strategic planning that occurs in compliance with OSHA and ADA standards. The Division of Business Services, in conjunction with RCCD Facilities Development, provides support of these areas to ensure that facilities are maintained through deferred maintenance projects, capital outlay, and other state funding and that the College's strategic priorities align with the physical development and maintenance of the campus. Likewise, the district (RCCD) in conjunction with RCC leaders recently completed crisis communication training and created the Crisis Communication Quick Reference Guide ([IIIB1-22](#)) to report safety and/or emergency issues on campus ([IIIB1-23](#)). In sum, the Safety Committee, Facilities personnel, and the Division of Business Services work in concert to address any safety issues in the College's physical facilities as quickly and proactively as possible.

The college regularly evaluates its physical resources to ensure they are sufficient for providing a safe and effective educational and work environment. To do so, the college uses FUSION Space Inventory ([IIIB1-24](#)) to track the current condition of facilities, assess the need for maintenance and renovation, and outline budgets for planned projects that will address and improve the College's physical resources and thus its academic mission ([IIIB1-25](#)). This procedure informed the development of the current Facilities Master Plan, which articulates how the college envisions its facilities evolving over the next fifteen years.

### **Analysis and Evaluation**

With the new College Safety Coordinator position in place in fall 2018, the college expects to further develop its culture of safety on campus through formalized documentation of policies and procedures for reporting incidents/issues and through ongoing training within the college. In this vein, the Crisis Communication Quick Reference Guide ([IIIB1-26](#)) will make more formal and efficient the identification and reporting of safety and/or emergency issues, which is critical to continually improve the safety of college physical facilities. Lastly, Riverside City College is



working closely with the District to further refine its Emergency Operations Center (EOC) policies and procedures and anticipates completing this initiative over the coming year ([IIIB1-27](#)).

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

### **Evidence of Meeting the Standard**

Guided by the College's mission and the Educational Master Plan ([IIIB2-01](#)) Riverside City College broadly identified the needs of the institution's programs and services as part of the development of the Facilities Master Plan in 2018 ([IIIB2-02](#)). This long-range facilities plan is the result of an extensive, collaborative processes that included significant participation of the college faculty, staff, students, administration, as well as the community stakeholders, as shown in scheduled meetings during its development ([IIIB2-03](#)) and the development process ([IIIB2-04](#)). This process prioritized and examined needs of current and future RCC programs.

Engagement took many forms, from Q&A sessions, open forums, to FMP presentations to district constituents, to open calls for feedback, and input from constituents ([IIIB2-05](#)). The FMP outlines the transformation of the college campus over the next two decades, including multiple demolition and new construction projects. Most construction will require local and state funding and/or have long state process/approvals prior to implementation; thus, despite a strong and collaborative planning process, these projects will be on hold pending the release of new funds.

In accordance with the priorities outlined in the Facilities Master Plan, the college works to implement capital outlay projects that will maintain, upgrade, and/or replace physical resources. In accordance with the priorities outlined in the Facilities Master Plan, the college works to implement capital outlay projects that will maintain, upgrade, and/or replace physical resources. To ensure the needs of programs and services are considered in building planning, the annual Program Review and Plan (PRAP) process provides areas, departments, and divisions the opportunity to identify resource needs to meet their intended outcomes and the College's mission ([IIIB2-06](#)). All resource requests are directly tied to the College's mission and goals, as required in PRAP documents. Every fall, the college leadership councils jointly evaluate requests in program review plans produced by division deans and area vice presidents and then generate a prioritized list of initiatives and their corresponding resource requests. While the annual resource allocation request process is used to ensure program and service needs are met related to facility, equipment, and technology, unexpected emergencies and funding are processed through the area vice presidents and are mitigated utilizing contingency reserves ([IIIB2-07](#)). A specific reserve is set aside for instructional equipment breakdown and replacement to maintain instructional continuity.

In addition, the college uses the following primary documents to ensure that the needs of programs and services across the college are duly considered when planning construction and renovation projects, allocating funds for maintaining, replacing, or purchasing new equipment: the Educational Master Plan, TCO projections, FUSION Space Inventory, Facility Condition Index Scores, technology databases, department and division Program Review and Plan (PRaP) documents, among others. As well, professional consultants, architects, and engineers participate

in program planning and design of capital projects and, when appropriate, evaluate existing facilities and building conditions (IIIB2-08). Outside consultants also participate in the College's life-cycle assessments to determine whether it is more fiscally responsible to maintain current equipment and/or facilities or replace said physical resources with new ones (IIIB2-09). Each of these information sources influence facilities planning across the college, allowing the Division of Business Services to identify necessary technology/equipment purchases, plan for the renovation and construction of facilities to fulfill the College's educational mission, budget for all such capital outlays, and target relevant local and state sources to help the college fund these needs.

In fall 2017, the Division of Business Services developed databases to capture various technology, furniture, building systems, and other equipment that had an anticipated life cycle and/or replacement horizon (IIIB2-10). These databases directly feed into the Technology Plan and the Facilities Master Plan, and thus help to identify future replacement needs and prioritize funding for such replacements (IIIB2-11). As a result of the development of these databases, the college now knows that a substantive portion of its furniture, technology, building systems, and other equipment have already exceeded industry-standard life cycles (IIIB2-12). Technology planning and budget processes will also be informed by submitted department and division Program Review and Plan documents which articulate technology needs which support program initiatives within each academic program and service unit across the college. Business Services is working out a plan to prioritize and budget for technology replacement sustainability (IIIB2-13).

In alignment with the College's strategic planning process, ongoing capital outlay projects (including Prop 39, Scheduled Maintenance, and Measure C,) align with institutional priorities and are the result of engaged deliberation with college constituents and relevant planning bodies (IIIB2-14). As well, the Division of Business Services has instituted a Total Cost of Ownership (TCO) Initiative to better inform project planning and post-construction budgetary considerations (IIIB2-15). The Financial Resources Committee and the Resource Development and Administrative Services Leadership Council have used these three TCO's to refine the TCO template so that it will be more easily applied to existing and future building remodels and new construction.

Of greatest priority in the Scheduled Maintenance Project List are projects related to immediate safety and ADA/OSHA compliance issues. The college works diligently to identify and prioritize these projects, adjusting future budget allocations as needed to reconcile any unexpected costs associated with unforeseen safety and compliance expenditures (IIIB2-16).

When new buildings are prioritized for construction/funding (for example, in the Final Project Proposal, or FPP), the Division of Business Services works closely with faculty and staff in the assigned areas, along with outside consultants, to ensure department needs are addressed and fit with the academic mission outlined in the Educational Master Plan (IIIB2-17).

### **Analysis and Evaluation**

Riverside City College's formal structure ensures that the needs of programs and services are considered for maintenance and future facility improvements. Guided by the Facilities Master Plan, the combined efforts of college strategic planning and implementation are effective to meet the needs of students, faculty, and staff. The college will continue to expand its TCO implementation as it proceeds with future facilities planning initiatives (IIIB2-18).

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

#### **Evidence of Meeting the Standard**

Riverside City College evaluates and assesses the use of its facilities through several initiatives, including the Facilities Master Plan, information included within the FUSION database, and the Enrollment Management Dashboard. Utilizing cap-load ratios ([IIIB3-01](#)) College leaders are able to determine the efficiency and/or use of lecture, laboratory, office and support spaces throughout the campus. Data shows the usage (time and capacity) of spaces throughout the campus and is used to identify under-, fully-, and overused instructional facilities. By finding such variances in facilities use, the college has identified opportunities to increase usage, models of efficiency, and areas where additional capital outlay is justified. Data points informed the development of the Facilities Master Plan to foster the renovation and construction of appropriately sized classroom facilities that align better with contractual class caps.

The college also utilizes 25 Live Pro reports ([IIIB3-02](#)) and generated Service Desk maintenance work orders to evaluate the effectiveness of its physical resources. The college will continue to develop feedback loops within the community to assess constituent satisfaction with and service of the physical resources of the campus. Such assessments will assist the college in fulfilling its educational mission and maximizing its fiscal and physical resources. The college also plans to look at existing facility use policies and procedures ([IIIB3-03](#)) in further evaluating opportunities to improve facility usage, scheduling blocks, and other operations.

#### **Analysis and Evaluation**

The College's processes for facilities planning, ongoing maintenance, and upgrading or replacing physical resources ensures inclusive participation, effective utilization, and the continuing quality necessary to support programs and services and to fulfill the College's mission. Guided by the Facilities Master Plan, and the combined efforts of college planning and implementation ensure that the college effectively to adequately meets the needs of the campus community.

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

#### **Evidence of Meeting the Standard**

The Facilities Master Plan aligns with and is driven by the Educational Master Plan, so that long-range capital plans, including renovation of existing facilities and new construction, all fully support the educational goals of the college. This process ensures the maintenance of fiscal responsibility once the renovation and/or new construction has been completed. As part of the strategic planning process, the college ensures that future capital projects support the educational mission. Likewise, such clear alignment as demonstrated in the Facilities Master Plan allows the college to acquire local and state funding support for long-range projects, while maintaining fiscal responsibility. For example, the previous Facilities Master Plan ([IIIB4-01](#)) allowed the college to leverage Measure C funds to construct the Charles A. Kane Student Services building to provide one-stop student services for recruiting and onboarding new students and support current students as they progress through their chosen pathways. As well, in response to emerging trends in automotive technology, the college has recently expanded facilities and purchased new equipment for improving its green vehicles technician training program. This also

influenced the planning and development of the upcoming Advanced Technology facility included within the FMP ([IIIB4-02](#)).

Additionally, through the development of Total Cost of Ownership templates for various buildings on campus, the college has identified classified employment standards (such as the number of custodians per square foot of assignable space), rising energy costs, maintenance/upkeep, mandated program demands, and expected facility and equipment life-cycles as key metrics in determining what the long-range, post-construction cost of a facility will be ([IIIB4-03](#)).

The Facilities Master Plan was developed in consultation with college constituents and the greater Riverside community ([IIIB4-04](#)). In alignment with the strategic planning process, the FMP was vetted and approved by multiple campus bodies which are co-chaired by representatives from the three primary employment categories (faculty, classified staff, and administrators). The Educational Planning and Oversight Committee (EPOC) approved the document, which the college president then forwarded to the Board of Trustees for final approval in December 2018 ([IIIB4-05](#), [IIIB4-06](#)). This process was followed precisely and thoroughly, with constituents and the community having multiple opportunities to provide input throughout the development of the FMP. As the FMP itself follows the Educational Master Plan, ensuring that the college only invests in facilities and equipment that will improve the College's identified goals, including student access, equity, success, and completion. As proposed new and renovated facilities require local and state funding and/or extensive state approval processes, those projects, despite strong planning, will remain on hold pending the release of required funds.

### **Analysis and Evaluation**

The College's Facilities Master Plan, Five-Year construction plan, and budgets show that long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

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### **Conclusions on Standard III.B. Physical Resources**

Riverside City College provides safe, secure, and sufficient physical resources in support of its diverse programs and services, providing both a positive learning and healthy working environment in alignment with its mission and values. Major new initiatives include the development of the Facilities Master Plan, ongoing creation of Total Cost of Ownership for College's Facilities, Lifecycle Physical Inventory databases of all building furniture and equipment, and FUSION updates with College space inventories including Building Condition Indexes audited by the State. As mentioned previously the new Facilities Master Plan (FMP), aligns with the institution's Educational Master Plan and District Strategic Plan and outlines the long-term physical growth of the college over the coming two decades. The FMP process was broad and inclusive, with participation from multiple community members and groups. The new Life Cycle databases inform decision making and ongoing maintenance, operations and other physical improvements needed to meet the evolving programmatic needs of the College. The Total Cost of Ownership for campus facilities informs resource requests and staffing needs to maintain the quality and ongoing safety of the College's physical resources.

### **Improvement Plan(s)**

None.

## Evidence List

Citation	Document Name
IIIB1-01	Building Systems Equipment Database-03.04.19
IIIB1-02	Safety Net Report-03.06.19
IIIB1-03	Fire Inspection Report-07.10.19
IIIB1-04	Hazardous Inspection Report-06.10.19
IIIB1-05	Fire Alarms Report-08.14.18
IIIB1-06	Fire Sprinkler Report--08.14.18
IIIB1-07	Elevator Inspection Report-05.20.19
IIIB1-08	Precision Concrete Cutting Invoice-06.13.19
IIIB1-09	RCCD BOT-Agenda-06.11.19
IIIB1-10	RCCD BOT-Agenda-10.30.18
IIIB1-11	Safety Coordinator Inspection Report-05.08.19
IIIB1-12	JPA Report Sample-12.07.19
IIIB1-13	Facilities Condition Assessment Report-08.20.19
IIIB1-14	RCCD Scheduled Maintenance Planned Projects
IIIB1-15	RDAS-Minutes-03.18.19
IIIB1-16	RDAS-Webpage-08.08.19
IIIB1-17	Safety Committee Minutes-04.30.18
IIIB1-18	Safety Committee Minutes-08.28.18
IIIB1-19	Safety Correction Workorder-07.09.19
IIIB1-20	Safety Coordinator Job Description
IIIB1-21	Safety Correction Workorder-07.09.19
IIIB1-22	RCCD Crisis Communications Reference Guide
IIIB1-23	Hazard Reporting Form Draft
IIIB1-24	FUSION Space Inventory Example
IIIB1-25	RCC Mission
IIIB1-26	RCCD Crisis Communications Reference Guide
IIIB1-27	RCCD Emergency Operations Plan-2018
IIIB2-01	Educational Master Plan-2015-2025

IIIB2-02	RCC FMP Document-2018
IIIB2-03	RCC FMP Document-2018 p.20
IIIB2-04	FMP Process-2018
IIIB2-05	FMP Forum- Email-08.30.18
IIIB2-06	VP Academic Affairs-PRaP-09.12.18
IIIB2-07	Police Report-03.03.17
IIIB2-08	FMP-2018 Page 60
IIIB2-09	RCC FMP Document-2018, p.115
IIIB2-10	Furniture Lifecycle Database Example
IIIB2-11	RDAS-Minutes-03.18.19
IIIB2-12	Building Systems Equipment Database-03.04.19
IIIB2-13	VPBS 19-20 Program Review Summary
IIIB2-14	RCC FMP Document-2018, pp.10 through 16
IIIB2-15	RCC TCO SSA
IIIB2-16	FUSION Scheduled Maintenance Approved Projects-2017
IIIB2-17	Educational Master Plan-2015-2025
IIIB2-18	RCCTCOCOIL
IIIB3-01	RCC FMP Document, p.42
IIIB3-02	25Live DailyOptsReport-04.01.19
IIIB3-03	RCCD Board Policy-6700
IIIB4-01	RCC FMP Document-2008
IIIB4-02	RCC FMP Document-2018, p.102
IIIB4-03	RCCTCOCOIL
IIIB4-04	RCC FMP Document-2018, p.20
IIIB4-05	EPOC Minutes-10.4.18
IIIB4-06	RCCD BOT-Agenda-10.30.18

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### C. Technology Resources

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

## **Evidence of Meeting the Standard**

Riverside City College meets this standard, ensuring through a variety of resources that its technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the College's functions, programs, educational mission, and support services. First, the college identifies technology as a key component of one of its five strategic planning goals, "Resource and Learning Environment Development," which then drives planning and implementation ([IIIC1-01](#)). It uses a variety of technology, from hardware to software, to facilitate communication, instruction, research, and operational activities by all college constituents. In every department, classroom, engagement center, and office across the college, technology improves operational efficiency and effectiveness, and the college has dedicated a substantial portion of its financial and staff resources to ensure that students, classified staff, faculty, and administrators have the technology needed to fulfill the College's educational mission and strategic goals.

The college works diligently to identify its technology needs and monitor, evaluate, and assess its technology usage through college-wide surveys of students, classified professionals, faculty, and administrators, using the survey results to identify gaps and redundancies in technology resource planning and allocation ([IIIC1-02](#)). As an example, the Office of Institutional Effectiveness conducts a college-wide survey of technology usage by classified staff, faculty, and administrators. Likewise, the Faculty Development Committee Faculty Needs Assessment Survey asks questions about technology training for faculty ([IIIC1-03](#)). The results drive extensive discussion in the Technology Resources Committee and the Resource Development and Administrative Services Leadership Council ([IIIC1-04](#)). The training survey, for example, influences the creation and implementation of Flex training activities in various technology areas, from desktop software to department- or job-specific programs (e.g., Colleague, 25Live) to distance education platforms ([IIIC1-05](#)). In addition, the college addresses its technology requirements through the program review and strategic planning process, documented in Program Review and Plan (PRaP) submissions from disciplines, departments, and academic divisions, and vice president offices across the college. The PRaP documents directly connect technology resource requests to strategic initiatives to fulfill stated college goals and help drive financial resource allocation discussions across the college ([IIIC1-06](#)).

Because technology infrastructure needs to be compatible between the colleges in the district for efficiency, many decisions about the College's technology acquisition and usage are understandably influenced by the district-level Information Technology Strategy Council (ITSC) committee, which advises and informs the Chancellor's Executive Cabinet and the district Strategic Planning Council on priorities and strategic decisions involving the provision of information services and technology to advance the institutional goals of the district and its three colleges ([IIIC1-07](#)).

In terms of decision-making in regard to technology purchases, the college is focusing on greater uniformity in technology adoptions, more awareness of the importance of the system-wide integration of technology, and improvement of the user's experience with technology. As an example, the college has adopted Office365 for students, faculty, administrators, and classified staff ([IIIC1-08](#)). This has allowed all constituents to move much of their computing to the cloud and not be as constrained to individual computers. Students in particular have benefited given that a significant portion of our students lack access to up-to-date software for writing essays and reports, communicating via email, creating spreadsheets, and the like. In addition, the college

adopted Blackboard as a hosting platform for online and web-enhanced course work to be used by students, faculty, and staff (IIIC1-09). Blackboard has since been superseded by the Canvas online instruction platform.

The Technology Resources Committee (TRC) meets monthly throughout the academic year to review the College's strategic planning and implementation of technology. The TRC is made up of faculty, classified staff, administrative, and student representatives and reports out and makes recommendations directly to one of the four leadership councils that are integral to strategic planning (RD&AS) (IIIC1-10). It serves a variety of purposes. First and foremost, it drafts, maintains, and assesses the College's Technology Plan (IIIC1-11). The TRC also contributes to decision-making regarding the various forms of technology that are used by the four major divisions of the college (Business Services, Academic Affairs, Students Services, and Strategic Planning). Once its input has been reported out to the Resource Development & Administrative Services Leadership Council, the council body (which has representation from all four direct constituent groups of the college) weighs in and makes a determination. As an example, the TRC developed and implemented Campus Technology Survey (IIIC1-12). The results of this survey were brought to RD&AS to inform its decision-making (IIIC1-13).

The TRC's work informs RD&AS's discussions and thus the completion of its integrated action plans, which are a record of the resource-related tasks to be completed by the College's faculty, classified staff, and administrators in the current fiscal year. Those action plans are revised and updated by the RD&AS voting membership and then sent to Education Planning and Oversight Committee (EPOC) for final approval (IIIC1-14). They then become tasks to be completed by designated leads. Over the course of the year, such technology-focused strategic planning and operational tasks are brought back to RD&AS membership as needed for further input and/or revision (IIIC1-15). Should the tasks need to be significantly changed or revised, the leadership council seeks the input of the TRC, if warranted.

In addition to the TRC's input on technology usage, the Office of Institutional Effectiveness (as mentioned earlier) distributes a survey and produces a report that articulates the survey's results and recommendations (IIIC1-16). Should there be a specific trend or request that involves individual training (say, additional training in use of the Galaxy software platform for department chairs and IDS's), the Faculty Development Committee and Classified Leadership and Success (CLAS) committee may choose to offer such training (IIIC1-17). In addition, if enough disciplines or departments require a particular piece of equipment to fulfill a strategic initiative (for example, overhead document cameras in classrooms), the requests will be funneled through the Program Review and Plan documents to the joint leadership councils for approval (IIIC1-18).

The district provides a system for backup and disaster recovery using backup hardware and software resources. The district's enterprise application virtual machine (VM) servers are backed up using the VEEAM Backup and Replication Suite sending backups to a NetApp storage area network (SAN) as the storage repository. Servers are incrementally backed up each day to the SAN which is located on the Moreno Valley College campus (IIIC1-19). Synthetic full backups are also created once weekly to maintain backup integrity and reliability and to speed recovery times in the event of a disaster. Backups retention is based on critically index with the backups of the most critical systems being retained for 14 days. A full tape backup of the student



information system, Ellucian Colleague, is performed on a monthly basis with the tape stored at in fire resistant safe at the district office ([IIIC1-20](#)).

Departmental file shares located on District servers are backed up using the VEEAM Backup and Replication Suite. Backups for file shares are stored on a NetApp SAN at the Riverside City College campus. The retention time for file share backups is a 30-day period. File level restores are also available through the Catalogic software for departmental files and servers supporting departmental file shares ([IIIC1-21](#)).

In addition to enterprise application VM incremental backups more granular backup and recovery options are maintained. Application specific backups via the VEEAM suite are maintained for our time-critical services such as Ellucian Colleague, SharePoint and the district's other databases operating in a full recovery model. These backups occur every few hours to allow exact point-in-time recovery of critical information. Finally, file level restores are also available through the VEEAM software for granular file system recovery of enterprise applications and servers supporting enterprise applications ([IIIC1-22](#)).

To facilitate disaster recovery, the district sends critical enterprise applications backups to repository in a geographically distinct location, located on the Moreno Valley College campus; the district's enterprise application virtual machine (VM) servers are backed up using the VEEAM Backup and Replication Suite sending backups to a NetApp storage area network (SAN) as the storage repository. This provides a remote recovery source if the primary location is subject to physical damage or disaster. Also, each of the district's sites has a server infrastructure running VMWare which allows VMs to be migrated temporarily to other sites should a long-term outage occur at any of the locations ([IIIC1-23](#)). Finally, the district contracts for a rapid hardware replacement service. This service allows for replacement within 24 hours of critical infrastructure should a catastrophic failure or disaster occur ([IIIC1-24](#)).

File share backups are also sent to a geographically distant location on a nightly basis utilizing the data fabric of the NetApp SAN devices. The file share backups are distributed across the three primary sites of Norco College, Moreno Valley College, and Riverside City College. This allows for the recovery of departmental and user data in the event of catastrophic failure or disaster at one of the college campuses ([IIIC1-25](#)).

The institution has a robust distant education (DE) program that serves thousands of students each term, offered in web-enhanced, hybrid, and fully online options. These courses are administered or co-administered through the OpenCampus.com website that was primarily using the Blackboard online instructional platform, though that software has been phased out in favor of the Canvas system (as of December 2018). All faculty who teach DE courses must complete an online training academy on use of the Canvas platform, which includes accessibility requirements, online grading, and the like. As noted in the above paragraphs, the hardware and software infrastructure of the college as a whole (which includes its DE system) is fully backed up to ensure consistent delivery of instruction with minimal loss service and/or data in case of disaster.

### **Analysis and Evaluation**

The college has not yet identified/generated standards for staffing ratios that will help the college know the correct amount of classified staff need to serve/support its existing technology. This

information is crucial for the college to understand how future technology acquisitions may or may not impact classified hiring decisions.

In the last few years, the college has made substantive inroads in this area, making a more systematic and concerted effort to document and track technology use in five lifecycle databases, which are living documents that will allow Facilities and TSS to know exactly what technology is where, what its current life cycle is, and what budgetary considerations are necessary to allow for replacement at the end of a given piece of equipment's life cycle ([IIIC1-26](#)).

As with most California community colleges, Riverside City College's equipment life cycles at times end sooner than its technology replacement budget allows for new/replacement technology to be purchased. That common reality is what is driving a significant portion of the College's technology-focused decisions. The college uses its strategic planning process to identify occasional budgetary limitations that may impact its ability to purchase all technology needs, and it prioritizes its needs as it should, which at times results in the postponement of technology purchases. RCC today is working actively to create a culture of sustainable equipment acquisitions and informed strategic prioritizations (including technology) such that the replacement cycles outlined in the Technology Plan can be honored as closely as possible ([IIIC1-27](#)).

The college and the district need to work harder to inform classified staff, faculty, students, and administrators what technology policies and procedures are in place in case of disaster. Furthermore, there should be more mandatory, concentrated training on security and privacy for faculty, classified staff, and students, beyond basic FERPA training. To be fair, the college and the district have the ability and have been administering web-based cybersecurity training to our faculty and staff. However, students especially are at risk and not nearly as cognizant of the threats to their privacy and their professional lives created by their own risky decisions and/or ignorance.

The college has struggled in the past to document and track all of the technology used across all departments. This lack of complete and accurate information made it challenging to determine if the college was accurately identifying technology needs, which rippled out to influence the strategic planning process, classified staff hiring, and fiscal stability.

In prior years, the adoption of technology often occurred in silos, with minimal consideration of the technology's ability to integrate with existing college systems and minimal consideration of whether TSS staff were trained in maintenance/upkeep of that tech. That is changing. The Technology Resource Committee hopes to foster broader discussion and communication, and the new survey of students, faculty, classified professionals, and administrators is a good first step.

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

### **Evidence of Meeting the Standard**

The college, in conjunction with the district, has spent significant financial capital in designing, building, and maintaining its technology infrastructure to provide students, faculty, classified staff, and administrators with the hardware and software required for the completion of their duties in fulfillment of the College's mission and strategic planning goals. The Technology Plan,

as stated earlier, provides clear guidelines for life cycle replacements to ensure technology across the college is reasonably current and adequate for its constituents ([IIIC2-01](#)). With the advent of the 2019 draft of the Technology Plan and the five college-wide technology inventory and lifecycle databases, the college going forward is much more strategically placed to monitor the technology in use and to budget for all replacements ([IIIC2-02](#)). As well, the college has shifted to more cloud-based information processing and storage for its constituents, which has increased reliability and currency of that software.

Ideally, equipment will always be replaced at the end of its life cycle. But that is not always fiscally reasonable. Every fall, the college uses its strategic planning process to prioritize its budgetary decisions through deliberation and voting by the joint leadership councils. As well, the College's Technology Plan outlines the process for making prioritization decisions when the budget is inadequate to fund all technology needs ([IIIC2-03](#)). The college can take resources that were dedicated to planning and implementing new technology and reallocate those resources to maintaining and extending the lifecycles of current technologies. For example, rather than buying a new server and software, technicians could now focus on maintaining existing servers with less expensive hardware repairs, and programmers could focus on translating code from current systems rather than relying on a new program to do that. In addition, some technology needs, especially in CTE, are supported through federal and state grants such as Strong Workforce and Perkins ([IIIC2-04](#), [IIIC2-05](#)). This allows programs to replace outdated equipment regularly without putting a burden on the College's general fund budget.

As well, the college recognizes in its strategic planning process that occasionally there will be equipment/technology needs that require replacement or upgrade more urgently than others, which may require replacement prioritization over less strategic equipment which has reached the end of its lifecycle ([IIIC2-06](#)). In a college that has a robust Applied Technology/CTE division and an impressive School of Nursing, this is to be expected, and our strategic planning process accounts for these occasional "out of cycle" costs ([IIIC2-07](#)).

Where feasible, the network layout at Riverside City College includes redundant fiber optics links to each facility. Spare network switches are maintained for each core location allowing rapid replacement when necessary. The district also maintains support agreements on critical network infrastructure with Cisco Systems that guarantee replacement in a 4-hour time span ([IIIC2-08](#)).

WAN services for Riverside City College are redundant to Norco College and Moreno Valley campuses, having backup secondary connections should the primary link fail. In the event this happens, services automatically roll over to the backup connection allowing the district's operations to continue ([IIIC2-09](#)).

The district maintains two Internet connections for reliability and redundancy. CENIC delivers Internet connectivity to the Riverside City College campus and the Moreno Valley College campus. The Internet connections are maintained in an active-active configuration with both circuits being utilized to serve students, faculty, and staff. In the event of a lost connection at either site, Internet traffic will failover to the remaining connection ([IIIC2-10](#)).

As part of the strategic planning process, the college regularly evaluates program and service efficiencies to identify where improvements can be made and where its needs are. Specifically, each department and its administrator(s)/manager(s) are primarily responsible for identifying that

department's inefficiencies and/or service gaps. That department can then determine if technology resources (tied directly to initiatives and requested through the annual PRaP process) will help it improve its students' academic progress and/or its department's services. Initiatives then move through the joint prioritization process (outlined elsewhere in the ISER document). This approved ranking goes to EPOC for additional input and approval before it is sent to the desk of the president for his or her adjustment and approval.

### **Analysis and Evaluation**

The college Technology Plan and the technology inventory and lifecycle database along with well established strategic planning processes, allow the College to continuously plans for, updates and replaces technology. These plans and processes ensure that the college technological infrastructure, quality and capacity are adequate to support the college mission, operations, programs, and services.

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

### **Evidence of Meeting the Standard**

The college and district together employ a significant amount of classified staff and administrators to manage, maintain, and operate the College's and district's technological infrastructure and equipment, from network specialists to instructional media technicians to IT analysts to technology support managers (college and district) to the associate vice chancellor of Information Technology ([IIIC3-01](#)). These individuals are responsible for the integrity of technology across the college (and, for some, the district) so that students, faculty, classified staff, and administrators can perform their task efficiently and well. The college regularly assesses said performance of these individuals. The district likewise provides part of the financial resources for network infrastructure. For computers systems and other hardware, the college has developed a funding model for a five-year computer replacement plan and is in the process of revising it further ([IIIC3-02](#)).

Reliability and backups are crucial to every institution, and Riverside City College takes this quite seriously. As stated earlier, the district provides a robust system for backup and disaster recovery using backup hardware and software resources, storage area network (SAN), synthetic full backups, and full tape backups of student information.

### **Analysis and Evaluation**

The college needs to develop staffing ratios to inform hiring of employees across the IT spectrum at the college to maintain and operate the College's technological infrastructure and equipment.

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

### **Evidence of Meeting the Standard**

The college monitors, evaluates, and assesses its technology usage through training surveys sent to students, classified professionals, faculty, and administrators ([IIIC4-01](#)). The Office of

Institutional Effectiveness conducts regular college-wide surveys to determine technology training needs. The training survey influences the creation and implementation of Flex training activities in various technology areas, from desktop software to department- or job-specific programs (e.g., Colleague, 25Live) to distance education platforms ([IIIC4-02](#)). In addition, the college gathers information about technology usage and needs from Program Review and Plan documents submitted by disciplines, departments, and divisions. Technology training is outlined and discussed in all three professional development plans in the context of requisite job training and succession planning ([IIIC4-03](#)). As an example, faculty department chairs need sufficient training in use of Galaxy Purchasing System software in order to understand how to make purchase requisitions and monitor department budgets.

The college provides voluntary training for faculty and classified staff in use of software and equipment that they encounter in their daily work, from Galaxy training to Excel use to website creation to document camera operation and more ([IIIC4-04](#)). Most of these opportunities for faculty are offered in Flex training workshops throughout the two primary semester terms and are organized and coordinated by the office of the Faculty Development Coordinator ([IIIC4-05](#)). In addition, the Classified Leadership and Success subcommittee (under the Human Resources committee, which itself falls under the purview of the RD&AS Leadership Council) provides and encourages training opportunities for classified professionals at RCC to maintain employee skills for new and emerging technology, as well as individualized, specific, ongoing, and appropriate activities for professional development and growth ([IIIC4-06](#)). The professional development coordinator (PDC) position has general fund budgets with which to offer information technology training for faculty ([IIIC4-07](#)). The library also provides a technician to assist with light technical issues for students, such as connecting to Wi-Fi or accessing library databases ([IIIC4-08](#)).

In terms of training for students, the college can provide two forms: training and orientation for use of academic/college software and interfaces, and training in computer systems and software for work environments. CIS, Applied Tech, CTE, etc. are all good examples of how robust our academic programs provide training for students in the use of the latter technology ([IIIC4-09](#)).

### **Analysis and Evaluation**

Currently, professional development budgets are insufficient for large-scale, effective information technology training for faculty, administrators, and staff. As well, the college should provide additional orientations or training to assist new students in navigating the College's digital platforms, such as WebAdvisor, Canvas, MyPortal, Office 365, EduNav registration, and the like.

For students, new division engagement centers can provide resources for students to use technology and provide training and orientation.

The college has not provided CLAS with a general fund budget line with which to provide professional development training for classified staff.

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

### **Evidence of Meeting the Standard**

The College, through the RCCD Board of Trustees, has establishes policy for the appropriate use of technology in the teaching and learning environment ([IIIC5-01](#)). The policy includes the

computer network use form that all District employees sign when they are hired ([IIIC5-02](#)). The policy is also conveyed in the Student Handbook and in the College Catalog ([III5C-03](#) and [IIIC5-04](#)).

### Analysis and Evaluation

The College has established policies and procedures to guide the appropriate use of technology in the teaching and learning.

### Conclusions on Standard III.C. Technology Resources

Riverside City College ensures that technology services are appropriate and adequate to support the institutions management and operational functions, academic programs, teaching and learning and support services. The College tracks program technological needs through its Total Cost of Ownership and Lifecycle Technology and AV databases and uses its Technology Plan, to inform appropriate upgrade, replacement, and ongoing maintenance and support of technology each year in support of its mission, operations, programs and services. The College provides, maintains, and supports technology at all of its locations and ensures that it is reliable, accessible, safe and secure. The college, in collaboration with the District, provides Board Policies and Administrative Procedures to guide appropriate use of technology for all community members. The college is currently engaged in the fundamental redesign of its website which will align its digital footprint with the Guided Pathways Framework, to provide appropriate and complaint access in support of its mission and values.

### Improvement Plan(s)

None.

### Evidence List

Citation	Document Name
IIIC1-01	RCC Strategic Planning Webpage-10.02.19
IIIC1-02	Technology Survey Results-01NOV2018
IIIC1-03	Faculty Professional Development Plan Appendix II-04.29.19
IIIC1-04	Technology Resources Committee Minutes-05.08.18
IIIC1-05	Canvas Training Email-07.29.19
IIIC1-06	STEM and Kinesiology Division Program Review and Plan-11.07.17
IIIC1-07	Information Technology and Learning Resources Webpage-10.02.19
IIIC1-08	Technology Resources Committee Minutes-10-11-18
IIIC1-09	Blackboard Contract 62 12-31DEC2018
IIIC1-10	Technology Resources Committee Membership List-18-19
IIIC1-11	Technology Resources Committee Minutes-03.08.18
IIIC1-12	Technology Resources Committee Minutes-10-11-18

IIC1-13	RD&AS Minutes-11.29.18
IIC1-14	RD&AS Agenda-05.17.18
IIC1-15	Technology Resource Committee Minutes-08NOV2018
IIC1-16	Technology Resources Committee Minutes-10-11-18
IIC1-17	CLAS Workshop Flyer
IIC1-18	Technology Resources Committee Agenda-08MARCH2018
IIC1-19	Production Backup Log
IIC1-20	Ellucian Tape Backup
IIC1-21	VEEAM Backup logs - 18-19
IIC1-22	VEEAM Backup_9_5_user_guide_vsphere 16
IIC1-23	HA Database
IIC1-24	CCSC Disaster Recovery Service Contract
IIC1-25	NetApp Snap Mirror Datasheet
IIC1-26	RCC Desktop Office Technology Database
IIC1-27	Technology Replacement Plan04.29.19
IIC2-01	Technology Replacement Plan, p.13-04.29.19
IIC2-02	RCC Desktop Office Technology Database
IIC2-03	Technology Replacement Plan, p.13-04.29.19
IIC2-04	RCC Strong Workforce Local Share
IIC2-05	Approved Perkins Budget 2019-2020
IIC2-06	Technology Replacement Plan, p.13-04.29.19
IIC2-07	Discretionary Budget Expenditure Example Apple Financial Services-Aug2021
IIC2-08	Cisco Datasheet
IIC2-09	RCCD WAN Environment
IIC2-10	RCCD CENIC Connection Status Page Screenshot
IIC3-01	RCCD ITL Sand RCC Business Services Org Chart
IIC3-02	Computer Replacement Funding Model
IIC4-01	RCC TechnologySurvey-2018
IIC4-02	FLEX Agenda-Fall2018

IIC4-03	Classified Professional Development Plan-04.29.19
IIC4-04	Fall Flex Agenda 2017
IIC4-05	Fall Flex Agenda 2017
IIC4-06	CLAS Workshop Flyer
IIC4-07	Coordinator Professional Development Job Description
IIC4-08	Library Technician Assistant I Job Description
IIC4-09	RCC Catalog 2019-2020, p.100-103
IIC5-01	RCCD Board Policy 3270- Computer and Network Use
IIC5-02	RCCD Board Policy 3720 – Computer and Network Use Agreement
IIC5-03	RCCD Student Handbook – Code of Student Conduct
IIC5-04	RCCD College Catalog – Code of Student Conduct and Computer Use



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## D. Financial Resources

### Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

### Evidence of Meeting the Standard

Riverside City College (RCC) is part of the three-college Riverside Community College District (RCCD), with district financial services provided in a centralized manner. The Board of Trustees has adopted budget development principles and practices that are designed to maintain the financial integrity of the district and the colleges. These principles and practices are codified as BP 6200: Budget Preparation ([IIID1-01](#)); BP 6250: Budget Management ([IIID1-02](#)); BP 6300: Fiscal Management ([IIID1-03](#)); BP 6307: Debt Issuance and Management ([IIID1-04](#)); and BP 6320: Investments ([IIID1-05](#)). BP 6200 establishes the budget preparation criteria found within each year's adopted budget as the guiding principles used in budget preparation within the district ([IIID1-06](#)). The district employs the concept of a fund balance target in the budget development process, which applies to the unrestricted general fund budget and will be equal to a minimum of 5 percent of the sum of the projected beginning fund balance for a particular fiscal year and the estimated revenues for that year ([IIID1-07](#)). The fund balance target amount is the first item funded in the budget in any fiscal year.

The District Budget Advisory Council (DBAC) ([IIID1-08](#)) is a standing participatory governance committee which serves as the primary advisor on fiscal and budget matters to the District Strategic Planning Council (DSPC) ([IIID1-09](#)). DBAC provides a collaborative forum for the exchange of information necessary to inform strategic decisions regarding budget and fiscal policies, procedures, planning, budget development, and resource allocations within the RCCD. DBAC works toward continuous evaluation and quality improvement of the budget allocation process by systematically assessing the effectiveness of resource allocation methodologies within approved principles and guidelines to advance the mission and goals of RCCD.

The District Budget Allocation Model (BAM) ([IIID1-10](#)) is the computational tool used to allocate general fund unrestricted resources to the colleges. The former foundation of the budget allocation model was based on an FTES model which reflects how resources are allocated to the colleges from the state, modified to take into consideration the costs associated with the unique instructional programs and organizational structures at each college in order to derive the known actual cost of producing FTES at each college. The individual FTES rates per college were then applied against the target FTES for each college.

The District identified a need to make substantive changes to the BAM as the College and District transition into the new Student-Centered Funding Formula (SCFF) but, more importantly, to a model that is centered around the core principles of fairness, equity, and transparency. As such, the DBAC embarked on a year-long effort in 2018-2019 to develop a new model based on these core principles ([IIID1-11](#)). The core principles have been defined as follows:

*Fair* – Resource allocation decisions will be informed by objective, predictable, verifiable, and easily accessible data and will be made in an impartial and consistent manner.

*Equitable* – Resources will be distributed in a manner that adequately supports the full array of programs offered at each college while ensuring compliance with statutory and regulatory requirements: efficient and strategic use of resources is expected, and inefficiencies will not be subsidized or supported.

*Transparent* – Resource allocation decisions will be made in an open and consultative manner with representative stakeholder groups and that it is simple, easy to administer and communicate as possible.

While the new SCFF changes the process by which the state allocates apportionment to the districts, the primary portion of the formula is still based on FTES (70%). Therefore, the revised BAM was developed with FTES as the primary allocation basis, using the concept of “FTES as Currency” whereby each FTES generated has a value (or currency) that can be assigned based on a standard or “exchange rate” for each instructional program or discipline. In general, the BAM uses the “exchange rates” to allocate resources to the colleges. For example, a nursing program exchange rate will be different than a political science program exchange rate due to different cost structures for each program. Ultimately, the College will develop a similar methodology to allocate within the disciplines at the College. The DBAC spent 2018-2019 gathering historical discipline cost and FTES data, developing the methodology, and testing different methodology scenarios, culminating in the Board of Trustees adopting phase 1 implementation of the BAM in June 2019 ([IIID1-12](#)). The DBAC agreed that phase 1 implementation will not result in budget modifications to the colleges in 2019-2020 to allow for development of the “exchange rates” per discipline while the other components of the BAM are being assessed and developed. By the end of the 2019 fall term, the DBAC expects to perform the following for implementation in the 2020-2021 budget: 1) develop discipline exchange rates; 2) provide a factor for comprehensive college progress; 3) consider factoring-in the equity and student success components of the SCFF; 4) treatment of District Office costs based on agreed upon service level expectations; 5) scaling of the Guided Pathways and; 6) ensuring alignment of resource allocation with strategic objectives ([IIID1-13](#)).

The District Enrollment Management Committee (DEMC) is a standing participatory governance committee which serves as the primary advisor on enrollment related matters to the District Strategic Planning Council (DSPC). Through DEMC, the college and the district work together closely to determine FTES calculations to collaborate prior to the submission of CCFS320 reports ([IIID1-14](#)) to ensure FTES are reflected accurately. RCC efficiently and prudently manages its financial resources within the Division of Business Services. During college budget planning, the relationship between ongoing revenue and expenditures is always considered. As a result, the college has sufficient resources to support existing instructional programs and support services and has allocated resources to address institutional planning. The college has consistently ended the fiscal year with a healthy ending balance, as shown in the Three-Year Ending Balance Report ([IIID1-15](#)), which has supported the district’s strong ending balance and contingency funding. The District complies with the State’s 50 percent law. In addition to the College’s unrestricted general fund, the college receives restricted funds within multiple areas including, but not limited to federal grants, state-funded categorical programs, and local income such as material fees, parking, Health Center revenue, local auxiliary-related commission

revenue, and student fees. In recent years, the college has placed increased focus on revenue generation from grants, a method which has increased available resources throughout the college. The College's restricted and unrestricted general fund budget for the 2018-2019 fiscal year totaled \$103,303,969 (IIID1-16). The district budget for all total available funds was \$427,637,410 (IIID1-17).

In compliance with the California Community College Chancellor's Office (CCCCO), and in alignment with the CCCCCO's criteria for fiscal health, the district has established a minimum contingency balance of 5 percent of unrestricted general funds compared to expenditures (IIID1-18). Beyond this reserve, the district has sequestered additional funds in fiscal year 2018-2019 as a hedge against the increasing fixed costs anticipated in future years.

### **Analysis and Evaluation**

One of the College's strengths is the way in which it approaches financial planning. College finances are managed conservatively to ensure students' needs are met on both a short and a long-term basis. Benchmarks (IIID1-19) for fiscal stability are met and are often exceeded. College funds are sufficient to support educational improvement and innovation guided through the College's strategic planning process. The College's budget development process (IIID1-20) ensures that funding is set aside for resource needs in support of college-wide initiatives, in alignment with the College's Strategic Master Plan (IIID1-21), the student success and completion initiative goals and objections, and in response to departmental plans developed through the assessment and program review processes (IIID1-22). Resource allocation requests connected to program review are first prioritized by departments. Those Program Review and Plan (PRaP) initiatives and if applicable associated resource requests are then prioritized again and collated into division plans by the college deans. In addition, area vice presidents complete their own PRaP documents (IIID1-23, IIID1-24, IIID1-25, IIID1-26) which include initiatives and resource requests. The vice president plans are then sent to the constituent-based college leadership councils for prioritization each fall term (IIID1-27). In conjunction with the prioritization process, the resource allocation requests are categorized into areas of need, including facilities, technology, equipment, personnel, and other resource needs (IIID1-28). Ultimately, the joint leadership council recommendations are reviewed by the Educational Planning Oversight Committee (EPOC) and sent to the college president for final prioritization and approval (IIID1-29).

The district's Audit Report (IIID1-30) confirms the financial stability of both RCC and RCCD. The college has a sufficient funding base and financial plans to support programs and services and improve institutional effectiveness; as such, the college meets the requirements for this standard.

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

### **Evidence of Meeting the Standard**

RCC's mission and goals are the basis for all financial planning and decision-making. As described in [Standard I.A.3](#), the College's strategic planning process begins with the review and revision of the mission statement, which forms the foundation from which all strategic goals,

objectives, and action steps are developed. Planning within academic programs and administrative units also begins with the college mission. Each department develops objectives to achieve the mission through the program review process (IIID2-01). Budget development and planning processes (IIID2-02) of the college ensure that financial resources are adequately used to support college planning. The process of institutional planning and the integration of those plans are institutionalized within the college culture. The College's Resource Development and Administrative Services leadership council (RDAS) (IIID2-03) and EPOC (IIID2-04) processes ensure that requests for funding are supported by assessment results and other data. Financial decisions related to program review and resource allocation requests go through the participatory governance structure outlined above. The president has final funding approval in alignment with budget priorities, while ensuring these priorities can be accomplished within a balanced budget.

College strategic planning is designed to lay the foundation for all resource decisions. The College's Educational Master Plan (IIID2-05) and the Strategic Master Plan (IIID2-06) reflect a strategic assessment of what will best support institutional and student needs now and in the future and how existing programs need to be adjusted to better address changing needs. Comprehensive program review and plans are conducted every five years by all academic, service, and functional areas. These reviews are central for both short and long-term planning. Additionally, program reviews are the baseline documents for programs and units to outline resources. On an annual basis, through the needs assessment process, resources are requested via the resource allocation request process via Nuventive Improve (IIID2-07).

Resource allocation decisions are informed by the Strategic Master Plan (IIID2-08) in conjunction with the needs of instructional programs and administrative units on campus as expressed in completed program reviews. For example, all funding requests and allocation requests must include a justification that demonstrates an alignment between the Strategic Master Plan goal and a specific program review initiative. All resource allocation requests are submitted via Nuventive Improve (IIID2-09) and reference the relevant sections of the College's Strategic Master Plan. After resource requests are extracted from program reviews by division deans, the college functional areas preliminarily prioritize the list. After the preliminarily prioritized list is reviewed by the area vice president, the list is sent to the college leadership councils for review and analysis (IIID2-10). After input from the leadership councils is obtained, the consolidated list is brought together for review by EPOC. EPOC reviews the leadership council recommendations to ensure accuracy and adherence to the process and will forward priority recommendations to the President's Leadership Team and then to the college president (IIID2-11). Annual budget augmentations are developed as an outcome of the planning process and are reviewed and discussed in the college leadership councils; process improvement discussions are also undertaken by the Governance Effectiveness Mission and Quality (GEMQ) (IIID2-12).

Due to insufficient information from the state prior to adoption of the annual budget and the uncertainty of the state-level revisions to the budget during the funding cycle, the College's financial planning process is, by necessity, flexible. Within those parameters, the planning process is linked to the mission, the current strategic planning goals and objectives, and the Educational and Facilities Master Plans (IIID2-13, IIID2-14).

## **Analysis and Evaluation**

The college has a reputation for excellence in academics and service to students. Financial planning at the college is integrated with all institutional planning. The College's financial planning processes are structured to reflect and support the College's mission and institutional plans. Adequate policies and procedures are in place to ensure sound financial practices and financial stability. Leaders in the participatory governance process are integral to the College's planning and budget process, and through the participatory governance processes appropriate financial information is disseminated throughout the institution in a timely manner ([IIID2-15](#)).

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

## **Evidence of Meeting the Standard**

Both the RCC and RCCD follow clearly defined policies, guidelines, and processes for financial planning and budget development. The district's budget is driven by the District Budget Advisory Council's (DBAC) charge ([IIID3-01](#)), and thus the district's budget allocation model ([IIID3-02](#)), which allocates state-funded apportionment to the colleges based upon specific historical FTES-related criteria. DBAC is the districtwide participatory governance council charged with making recommendations to the Strategic Planning Council for the income allocation model upon which the budget is based as well as developing and overseeing the allocation process for unrestricted general funds.

DBAC consists of district and college administrators, faculty, and classified team members. The purpose of the council is to:

- Develop an equitable resource distribution model that best serves the needs of students in a three-college district
- Enhance predictability of college and district support area resources resulting from FTES growth or decline
- Integrate college strategic planning committees more fully in the resource allocation process
- Develop straightforward resource allocation policies and procedures
- Respond to accreditation recommendations.

DBAC ensures a fair and equitable distribution of unrestricted general funds to the three colleges and district operations and services. College representatives from all constituent groups share information, policy changes and/or decisions which take place at DBAC with members of the campus community. For example, over the development of the new BAM process, college representatives brought information back to multiple groups at RCC including but not limited to Financial Resources Committee, RD&AS, Academic Senate, ASRCC, and Dean's Council.

In addition, the College's RD&AS leadership council reviews and monitors resources and expenditures and makes recommendations to the President's Leadership Team (PLT) and college president related to discretionary budget availability and its relation to budget augmentation requests via the program review process. The college participatory governance processes ensure that requests for funding are supported by intended outcome results and other data, and that

funded requests are in alignment with the College's mission, Education Master Plan, Facilities Master Plan, and five-year strategic planning goals and objectives.

### **Analysis and Evaluation**

The College's processes for financial planning and budget development are clearly defined and widely communicated through Board Policies and Administrative Procedures, DBAC's charge ([IIID3-03](#)), and by the College's budget development and resource allocation processes ([IIID3-04](#)). Each of the district and college committees include comprehensive constituency group representation. Council information is available on the college and district websites ([IIID3-05](#)).

The colleges constituent groups and strategic and academic planning bodies will continue to be included as the BAM is revised in response to the new state funding model. This ongoing effort will create a more dynamic budget allocation model requiring both RCC and RCCD to adapt in order to ensure student and instructional needs are met equitably districtwide ([IIID3-06](#)).

### **Fiscal Responsibility and Stability**

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

### **Evidence of Meeting the Standard**

The college budgeting and assessment process is continuous throughout the year. Assessment of available resources is an ongoing, year-round, multiyear process at the college. Funding for college programs and services is realized through multiple funding sources. The primary funding source is the general fund unrestricted allocation. A portion of the district's total state revenue is used to fund RCCD operations and services, such as payroll, accounting, human resources, budget, and other centralized functions. Additionally, contingency funding for RCCD and district-wide general expenditure items are also funded first.

In addition to local funding through state apportionment, the college also receives funds from additional sources, such as state categorical programs, local revenue, grant revenue from federal, state and local sources, and student fees. Nonresident tuition FTES income, based on prior-year actual receipts, is added to the income formula. Local income, such as parking revenue or health fee income, is budgeted at prior-year actual income levels. Student fee income is budgeted using estimated enrollment levels and takes into consideration prior-year income. Budgets are established for grant activities when formal grant award or partnership agreements are received and approved by the Board of Trustees. College Auxiliary Services revenue, such as food and childcare services is calculated using the minimum guaranteed income derived from vending, parent fees, and other appropriate sources, as well as an estimate of revenue to be earned through sales goals.

College departments constantly adjust their budgets ([IIID4-01](#)) by aligning them with their expenditure needs to achieve their goals. Some budget adjustments are temporary to account for one-time necessities, while others are permanent budget adjustments to account for on-going needs. There are also participatory governance councils, like DBAC and the RD&AS leadership council, which meet regularly throughout the year to discuss budget, process, and distribution of available funding ([IIID4-02](#)).

The budget is developed using reasonable assumptions based on available information, COLA, growth, negotiated contract increases, and recurring and one-time funding commitments, as evidenced by the district budget assumptions (IIID4-03) and budget development calendar (IIID4-04). During this same budget process, the colleges Division of Business Services make ongoing adjustments to discretionary accounts as appropriate.

Monthly general fund cash-flow monitoring takes place at RCCD and is reported to PLT by the Vice President of Business Services (IIID4-05). The college monitors cash flow of all Auxiliary/Special Revenue Funds such as food services, child care, financial aid and ASRCC. Quarterly budget performance reports (IIID4-06) are produced and reported to PLT, as well as RD&AS and EPOC. Year-end balance projections (IIID4-07) are developed by the college in March so that proper and reasonable institutional financial planning can be undertaken.

The budget development and planning processes of the college ensures that financial resources are used to support college plans. EPOC processes (IIID4-08) ensure that requests for funding are supported by data and that funded requests are in alignment with the college mission and the strategic planning goals. Resource allocation decisions at RCC are informed by the Strategic Master Plan, the Facilities Master Plan, and in conjunction with the needs of instructional programs and administrative units as outlined within area program reviews. For example, all funding requests and allocation recommendations must include a justification that demonstrates an alignment between the college Plans and a specific resource allocation request.

### **Analysis and Evaluation**

The planning and budgeting process is transparent. Information about available funds is provided to planners and decision makers throughout the process, and this access results in planning that reflects realistic assessments of financial resource availability. The district's overall budget and the College's resource allocation process ensures that institutional plans in support of the College's Strategic Master Plans and Facilities Master Plan are funded with available resources. Institutional planning is conducted in accordance with a realistic assessment of available funds, and continuous monitoring of available financial resources is undertaken and reported to the institution at regular intervals.

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

### **Evidence of Meeting the Standard**

The college uses an accounting software program called Galaxy, managed by the Riverside County Office of Education, to account for budgets and expend resources. Budgets use an account code structure which allows the accounting system to direct transactions to those responsible for the accounts related to those specific transactions (IIID5-01). Purchase requisitions are created electronically by the college via Galaxy with purchase orders being produced by the District Purchasing team. Purchase requisitions go through an automated approval process (IIID5-02), and those approval requirements are built into the system based on account code structure. Control mechanisms are in place to ensure that requisitions cannot be submitted unless sufficient resources are available. Approvals are in place for all requisitions

depending upon the classification of the expenditure and origin of the budget. For example, all requisitions using restricted funding sources, such as instructional fee-based supplies, are routed to a funding source manager to ensure they are appropriate. All departments have access to the Galaxy financial system, and any college employee can request access to the system. Users have access to the Galaxy financial system and can develop real-time reports if needed (IIID5-03). If departments or employees request or require reports that are more complex than the reports that Galaxy provides, college Business Services is available to assist.

Both RCC and RCCD have controls in place that ensure effective oversight of all financial matters. Only authorized individuals can enter requisitions into the system, and all requisitions are scrutinized and approved by the appropriate administrator. The College's Division of Business Services, in conjunction with the district, monitors expenditures to make certain that they comply with Board Policy, regulations, the terms and conditions of the agreements, and other relevant accounting standards. Reporting is completed in accordance with agreement specifications.

All contracts are reviewed by the district's General Counsel and executed by either the Vice Chancellor of Fiscal and Business Services or the College President. Per BP 6100 (IIID5-04), Delegation of Authority to the Chancellor, and BP 6340, Bids and Contracts (IIID5-05), the Vice Chancellor is given the authority to approve contracts in accordance with Board policy. The Vice Chancellor submits a report to the board on a monthly basis listing all contracts that have been approved for board ratification (IIID5-06).

An independent certified public accounting firm annually conducts a financial and compliance audit (IIID5-07) of the district's financial activity in accordance with California Education Code 8848. The annual financial and compliance audit is conducted in accordance with generally accepted auditing standards and is intended to obtain reasonable assurance that financial statements are free of material misstatement. This process includes examining and testing supporting documentation as well as examining internal controls. An example of the review of internal control is the development of the Cash and Cash Equivalent (IIID5-08) that was developed in response to qualitative data and feedback related to handling gift cards and cash equivalent items at the college. While this was not an audit finding, communication between RCC and RCCD's controller, enabled a team approach to implement a new internal control.

During the annual external financial audit process, accounting principle application is verified and ensures that management's estimates provide reasonable assurance of detecting material misstatements that could affect the financial statements as a whole. As part of the audit process, the adopted budget is compared to actual expenditures to identify variances (if any). The college is required to explain variances of any significance to the auditors to determine if funds were expended on educational programs and activities as originally planned and intended.

### **Analysis and Evaluation**

The internal control structures in place at RCC and RCCD demonstrate effective control mechanisms and ensure information for sound financial decision-making is dependable and timely. Financial management practices are aligned with generally accepted accounting principles, auditing guidelines, and federal guidelines. Ongoing business process analysis and related process improvements support continuous improvement of internal control systems.



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

#### **Evidence of Meeting the Standard**

The District's financial management system, which includes the systems for accounting (General Ledger) and budgeting, is Galaxy, a system maintained and operated through a contract with the Riverside County Office of Education (RCOE). The system is used to process vendor and payroll warrants. Pursuant to state law and Board of Trustees policy, the Board of Trustees approves all changes to the approved budget plan, changes between major object codes, and transfers from reserve accounts. Periodic financial and budget reports are prepared from information contained in the Galaxy system, including monthly financial reports, CCFS-311 and CCFS-311Qs ([IIID6-01](#)), Budget Adjustments ([IIID6-02](#)), Education Protection Account, Gann Limit, Tentative ([IIID6-03](#)) and Final Budgets ([IIID6-04](#)), Project Commitments Summary Report, etc. These reports are submitted to the Board of Trustees, Citizen's Bond Oversight Committee, State Chancellor's Office, grant agencies, Securities and Exchange Commission, Single Audit Clearing House, etc. A rigorous review process adhering to internal controls, including segregation of duties, is maintained in the preparation of financial documents. Internal controls are audited annually by the contracted external audit firms who perform audits of the District, Foundation, and Measure C expenditures.

An audit of the district's financial statements and supplementary information, including reports on compliance, is conducted in the fall of each year. An independent certified public accounting firm performs this audit. The audit is designed to provide reasonable assurance as to whether the financial statements are free of material misstatement. The audit considers the district's internal controls over financial reporting, a consideration which includes examining, on a test basis, evidence supporting the amounts and disclosures on financial statements. The audit assesses the accounting principles used and significant estimates made by management as well as evaluates the overall basic financial statement presentation ([IIID6-05](#)).

#### **Analysis and Evaluation**

The College's financial management system and processes have a high degree of credibility as demonstrated in the BAM, regular and transparent budget performance reporting, and district financial audit reports.

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

#### **Evidence of Meeting the Standard**

As described in III.D.6 above, an audit of the district's financial statements and supplementary information, including reports on compliance, is conducted annually by an independent certified public accounting firm. The Board of Trustees regularly receives reports regarding the district and colleges' budget, fiscal conditions, financial planning, and audit results ([IIID7-01](#)). The BOT Resources Committee ([IIID7-02](#)) is charged with monitoring the audit process and reviewing the final audits. All board agendas, attachments, and minutes are publicly available on the district website ([IIID7-03](#)).

The district's audit findings over the past six years have been few, and since the previous accreditation, all audits have resulted in unmodified reviews. Any minor questions that have been identified within the audit, were resolved in a timely manner. The results of these audits and the resolution of findings are made part of subsequent audit reports and are available on the district's website ([IIID7-04](#)).

### **Analysis and Evaluation**

The district responds to and corrects any audit findings in a timely manner. RCC and RCCD budget information, fiscal conditions, including audit results, are provided college-wide and district-wide on a regular basis ([IIID7-05](#)).

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

### **Evidence of Meeting the Standard**

The district contracts with an accounting firm to perform annual audits of all funds of RCCD including special, categorical and grant funds, and the local general obligation bond (Measure C) expenditures. The auditors prepare the statements and findings to provide the district feedback on its processes. Also included in the audit are findings and recommendations for internal control weaknesses. Recommendations and corrective action responses to audit findings include the timeframe projected for implementation of corrective action. The auditors conduct exit interviews to discuss all findings and weaknesses, if any. The auditors also present the audit reports to the Board of Trustees in order to provide clarity regarding the financial statements ([IIID8-01](#)).

At the college, financial and internal controls are routinely audited. The college, for example reconciles grants and categorical programs on a monthly basis and share that information with various grant administrators. Updates in controls for gift cards, vouchers, and meal tickets have also recently undergone process and control improvements to both streamline use and control resources.

Staff responsible for categorical and grant-funded programs attend state, regional, and nationwide conferences and participate in webinars that provide guidelines and interpretations of regulations to ensure compliance. Examples of improvements resulting from staff professional development include federal procurement guidelines as well as time and effort reporting improvements ([IIID8-02](#)).

### **Analysis and Evaluation**

The College's financial and internal control systems are regularly evaluated and assessed. While repeated audits have found the College's financial and internal control systems to be sound, RCC and RCCD staff regularly assess and refine processes.

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

**Evidence of Meeting the Standard**

RCC, in conjunction with RCCD, maintains sufficient cash flow and reserves to sustain financial stability (IIID9-01). Long-term financing has been achieved in the form of general obligation bonds (IIID9-02).

The five percent reserve level has been established by the California Community College Chancellor’s Office as a prudent level. The Board of Trustees has a policy in place to specify the minimum reserve level (IIID9-03), met the reserve threshold, and in recent years, exceeded the reserve, specifically in the FY 18-19 budget year with a significant funded reserve beyond the five percent.

District reserve levels for the prior three fiscal years were as follows:

Riverside Community College District					
Annual General Fund Total Available Funds to Percentage of Ending Balance					
FY	General Fund Beginning Balance	*General Fund Total Revenue	*General Fund Total Expenditures	General Fund Ending Balance	Ending Balance Percentage of ^TAF
2016-17	\$ 36,517,184	\$ 180,548,317	\$ 173,944,405	\$ 43,121,096	19.87%
2017-18	\$ 43,121,096	\$ 188,337,433	\$ 186,159,080	\$ 45,299,449	19.57%
2018-19	\$ 45,299,449	\$ 214,088,597	\$ 205,678,789	\$ 53,709,257	20.71%
* General Fund Revenue and Expenditures as reported in the Adopted Budget Publication					
^ TAF = Total Available Funds					

The college participates in Joint Powers Authorities (JPAs) for its property, liability, and worker’s compensation activities. Additionally, the district maintains a self-insurance fund to provide for safety management and uninsured losses. The district’s self-insurance fund (Fund 61) is maintained as a reserve against uninsured loss and safety loss control (IIID9-04). The district maintains an irrevocable trust for its Other Postemployment Benefits (OPEB) obligation, retiree health benefits. (IIID9-05).

The capital outlay fund has a substantial cash balance committed to specific future capital projects.

**Analysis and Evaluation**

The college maintains healthy ending balances, and the district’s unrestricted fiscal reserves have not dipped below 5 percent in accordance with district policy. The district has appropriately

planned for both anticipated and unforeseen circumstances and has strong funded reserves to provide fiscal stability in the event of unforeseen circumstances or conditions.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

### **Evidence of Meeting the Standard**

As described in III.D.3, the College's financial software program, Galaxy, is used to account for budgets and expend resources. This system assists the college in providing effective oversight of its finances as all expenditures are input, tracked, and approved through this system.

The Student Financial Services office determines eligibility and enters the awards into Colleague which are then disbursed through Bank Mobile ([IIID10-01](#)). Drawdowns are made by an assigned staff member in the district business services department. Federal funds are requested via G5 3 days prior to a disbursement. All disbursements follow a set annual schedule ([IIID10-02](#)). Financial aid reconciles to federal and state data systems after each disbursement and monthly per fund type. Business Services reconciles the general ledger with federal and state accounting systems (COD and G5) after each disbursement and monthly, per fund type. RCC complies with all Federal and State business services regulations, including those outlined in the Blue Book and participates in the annual financial audit with results reported to the Department of Education by the auditor and through the EZ audit program ([IIID10-03](#)). Financial Aid is housed in a separate account for each college per source (Federal, State, Institutional).

The College follows BP/AP 3280, and AP's 3282, 3283, 3284, 3285, 3286: Grants ([IIID10-04](#), [IIID10-05](#), [IIID10-06](#), [IIID10-07](#), [IIID10-08](#), [IIID10-09](#)), which guides and governs the college grant process, as illustrated in the draft Grant Development Flowchart ([IIID10-10](#)). The purpose of the College's Grant Committee ([IIID10-11](#)) is to review proposals to assure mission alignment and to identify fiscal and human resources required to implement grants, including sustainability and specific grant commitments. The committee, which reports to Resource Development and Administrative Services (RDAS) Leadership Council, as shown in minutes ([IIID10-12](#)), also serves as a liaison between the college and district grants office.

Riverside Community College District has established Board policies and administrative procedures to ensure that all grants sought after by the District and its colleges are in alignment with RCCD and college Strategic priorities during the proposal development process. Additionally, RCC works with the District office staff ensure post-award compliance of all grants.

Currently, all policies, procedures and systems related to pre-award and post-award grant activities are being reviewed by a district-wide Grant Pre- and Post-Award Task Force consisting of district and college level representatives. The Task Force anticipates making recommendations to both policies and procedures to continue improving pre- and post-award services to increase the efficiency and effectiveness of the district and its colleges grant efforts.

As discussed in III.D.5, the district and RCC also have various controls in place that assure effective oversight of all financial matters for grants, externally funded programs, and contracts. The college is also subject to annual audit review of grants and externally funded programs to ensure sound and effective oversight of its financial activities ([IIID10-13](#)).

## **Analysis and Evaluation**

RCC and RCCD exercise effective oversight and control over all financial and business activities. Systems are in place to provide checks and balances. Internal control is assessed by the RCCD's Business and Financial Services Office, and internal audits routinely take place to ensure compliance with generally accepted accounting principles and auditing guidelines. RCCD received unmodified reports from the auditors on compliance every year since the previous accreditation and has had no findings related to Federal Title IV regulation compliance.

## **Liabilities**

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

## **Evidence of Meeting the Standard**

RCC has efficiently managed its financial resources. During college budget planning, the relationship between ongoing revenue and ongoing expenditures have been carefully considered ([IIID11-01](#), [IIID11-02](#)). As a result, RCC has had sufficient resources to support existing instructional programs and support services and has been able to allocate resources to address institutional plans, as evidenced by the College's contingency and "carry-over" funded reserves ([IIID11-03](#)).

Long-range plans are established to meet Strategic Master Plan objectives. The direct relationship between financial plans and resource availability is clearly presented in the district budget. The college budget, in turn, is regularly monitored through periodic financial transfers and reports. The District Office has oversight responsibility to ensure that debt payments for general obligation bonds (Measure C) are made from the Bond Interest and Redemption Fund with local property tax collections. The District performs multi-year budget projection scenarios for the General Unrestricted Fund, and the annual budget provides a multi-million dollar holding account for increases in other post-employment benefits (OPEB), retirement plan obligations, and load banking obligations.

The adopted budget includes assessments based on payroll to fund the Self-Insurance Funds for liability and workers' compensation premiums ([IIID11-04](#)). The district is a member of several Joint Powers Authorities (JPAs) and pays annual premiums for its property, liability, health, and worker's compensation coverage. The JPAs have budgeting and financial reporting independent of its members.

RCCD has established an unrestricted general fund contingency in excess of five percent, and the college maintains an additional contingency within its operating budget. The District's annual budget provides for the payment of long-term financial obligations such as CalPERS and CalSTRS at the statutory rates. In addition, the District has planned for the long-term financial obligation associated with retiree health benefits by establishing an irrevocable trust with CalPERS and contributing at least \$150,000 annually towards this obligation.

### **Analysis and Evaluation**

Both RCC and RCCD manage finances conservatively and allocate resources in a fiscally responsible manner to ensure needs are met on both a short and long-term basis. Due to the College's conservative long-range fiscal planning, the college is able to develop a balanced budget with a sufficient contingency each year, and district reserves remain sufficient. State and local benchmarks for fiscal stability are always met and are often exceeded ([IIID11-05](#)).

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

### **Evidence of Meeting the Standard**

RCCD has prepared well for long-term financial obligations, such as retiree health benefits. Governmental Accounting Standards Board (GASB) Statements 43 and 45 ([IIID12-01](#)) require annual reporting of post-employment benefit liability. RCCD provides post-retirement and employment health care benefits for employees in accordance with Board Policy and Administrative Procedure 7380 ([IIID12-02](#)). The required contribution is based on projected pay-as-you-go financing requirements, with an additional amount to prefund benefits as determined annually through the agreements with the District, CTA, CSEA, and the unrepresented groups. For fiscal year 2017-2018, the District contributed \$6,209,619 to the Plan, of which \$3,585,234 was used for current premiums and \$2,624,385 was used to fund the OPEB Trust. The last actuarial valuation was on June 30, 2018. The net OPEB obligation for the past two years ending June 30 was:

- 2016 \$42,715,314
- 2017 \$43,453,968

RCCD implemented an irrevocable trust for its OPEB obligation in spring 2016 and conducts an actuarial study on a biannual basis. RCCD has also been impacted by the state pension liabilities that resulted in increases to the California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System (CalSTRS) employer rates ([IIID12-03](#)). The District contributes the legally-mandated employer rates for each system. The most recent audit states at June 30, 2018, RCCD's proportionate share of net pension liability was \$120.28 million for CalSTRS and \$75.19 million for CalPERS, for a total net pension liability of \$195.47 million.

### **Analysis and Evaluation**

In short-range financial planning, RCCD considers future liabilities and long-range financial priorities, and maintains sufficient reserves to assure the fiscal stability of the institution, especially in constrained economic times. RCCD identifies, plans, and allocates resources for payment of liabilities and future obligations. The District provides for the amount approved by the BoT for funding the annual OPEB obligation, but this isn't the same as what would be required to fully fund the amortized OPEB obligation, which is substantially higher. The District pays for compensated absences as they are paid off or used but does not provide a set-aside for the entire compensated absence obligation, which is much higher. If "other employee-related

obligations” is CalPERS and CalSTRS, the District pays its annual mandated legal obligation (statutory rates), but doesn’t fully pay for the unfunded CalPERS and CalSTRS obligations.)

The most recent actuarial study for post-retirement benefits on June 30, 2018, estimated the amount that should be accumulated under GASB No. 75 at \$43.45 million and recognized \$4.52 million as employer OPEB expense.

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

#### **Evidence of Meeting the Standard**

In March 2004, the voters passed a local general obligation bond (Measure C) under Proposition 39 with an authorization of \$350 million. Proposition 39 requires annual financial and performance audits and establishment of a Citizen’s Bond Oversight Committee. ([IIID13-01](#)). In connection with the bond authorization, the BoT committed to not exceeding a tax rate of \$18 per \$100,000 of assessed valuation for individual taxpayers. The District Business unit works with the Riverside County Superintendent of Schools and the Riverside County Treasurers Office, and external bond financial consultants to establish property tax rates, at or below the BoT tax rate commitment, but at rates sufficient to generate adequate property tax collections to make annual debt service payments on the outstanding bonds ([IIID13-02](#)).

#### **Analysis and Evaluation**

Property taxes are secured for repayment of bond issued debt. Annually, the District calculates the property tax rates to ensure the repayment of outstanding local bond debt.

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

#### **Evidence of Meeting the Standard**

As evidenced above in III.D.5 and III.D.10, the college and district use grant and foundation funds with integrity. RCC procedures ensure that grant funding receives appropriate authorization from the BOT, that grant budgets and expenditures are aligned with grant funding, and that grant expenses are approved by appropriate persons to ensure that expenses charged to grants are reasonable, necessary, allowable, and allocable. Fiscal reporting for grants is certified by the RCCD Controller to ensure proper oversight. The financial management systems utilized for the subsidiary organization are effective.

Regular reviews and monitoring of expenditures pertaining to grants, awards, and contractual agreements by program staff and the division of Business Services at both RCC and RCCD ensure that the expenditures are consistent with the funding agency’s mandates and the College’s mission and goals. ([IIID14-01](#), [IIID14-02](#)).

As part of RCCD’s annual financial audit, random testing of financial transactions is performed to ensure that proper accounting for receipt and expenditures for funds in the district, and proper internal controls are in place for fiscal oversight at the college. Audit findings of significant deficiencies and/or instances of noncompliance are documented in the annual report to the district and external funding agencies.

### **Analysis and Evaluation**

The financial resources of the RCC and RCCD are used with integrity and in a manner consistent with their mission. Funding from external sources such as grants, state categorical programs and the Foundation are all used according to their intended purpose. Foundation fundraising efforts are aligned with the college Strategic Master Plan and serve the needs of college programs. RCCD is careful not to obligate future budget years with automatic debt payment.

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

### **Evidence of Meeting the Standard**

RCC is well within guidelines with our Cohort Default Rate. The cap is 30%, with RCC at 10.5% for our most recent official rate in 2015. RCC has a strong default management plan. Delinquent borrowers are communicated with monthly regarding repayment options, deferment/forbearance options, servicer contact information and school staff assistance. RCC works with the loan services to update contact information and skip tracing requests to maximum communication with borrowers.

RCC participates in the Incorrect Data Challenge process annually, reviewing all defaulted students during the draft rate cycle and submits challenges for students who should not have been included in the calculation. RCC has submitted challenges for the past 4 years, receiving approval for challenges which in turn reduces our overall default rate for the college.

RCC is complies with all Federal regulations for the William D. Direct Loan program. Loan files are audited annually during the financial audit without findings.

### **Analysis and Evaluation**

Riverside City College monitors all financial aid through the appropriate guidelines of the Federal Government.

### **Contractual Agreements**

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

### **Evidence of Meeting the Standard**

Contractual agreements with outside entities are governed by BP and AP 6340 ([IIID16-01](#)), which are established to ensure that they are consistent with the mission and strategic goals of the college. Contractual agreements at RCC consist of grants and awards, outside agency contracts for personal and professional services, construction contracts, consultant agreements, instructional service agreements, and contracts for information technology. All contracts are submitted to the district's General Counsel for review, who identifies issues with regard to risk, termination, standards of conduct, and potential exposure for the district, thereby ensuring that all contractual legalities are met. Any requirements or suggestions for change are provided by the General Counsel to the contracting department. Any recommended changes are sent back to the originator of the contract to work with the contracting agency to make necessary changes. Once a contract is in final form it is then submitted to the College's division of Business Services by the



contracting division or department via a Contract Transmittal Form (CTF). The vice president of Business Services reviews each contract to ensure that it is consistent with the College's mission and goals, as well as for fiscal or operational impact ([IIID16-02](#)).

Once that review is complete, if the contract is under the appropriate dollar threshold, pursuant to the Public Contract Code and Board Policy, it is sent to the college president for review and signature, and is submitted to the District Business Office for inclusion on the Board of Trustees' agenda for contract approval. If the contract is over the dollar threshold, it is routed to the District Business Office for budgetary review, as well as policy and regulatory compliance, and is then reviewed and signed by the district vice chancellor, Business and Financial Services. Finally, the contract is included on the BOT agenda for contract approval. Contracts that have a fiscal impact between fiscal years are input into the financial accounting system in the appropriate fiscal year so that an automatic encumbrance of financial resources takes place.

### **Analysis and Evaluation**

The RCC and RCCD have long-standing policies and procedures to ensure that decisions to procure goods and services follow sound financial practices. RCC and RCCD policies and procedures govern all contractual agreements with external agencies/ entities and are consistent with the College's mission and goals. RCCD retains a General Counsel on staff that reviews and approves all contractual agreements in accordance with BP/AP 6340. These policies also include appropriate provisions to maintain the integrity of the institution. All contracts entered into by the college are handled in a timely and efficient manner and in accordance with Public Contact Codes and Board Policies.

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### **Conclusions on Standard III.D. Financial Resources**

Riverside City College provides sufficient financial resources to support and sustain student learning programs and services in support of the College's missions and goals. Strong strategic planning processes at both the College and the District informs financial decisions by using program level cost data to identify new initiatives and operational needs. The institution has Board Policies and Administrative Procedures to ensure sound financial practices. The District and Colleges are in development of a new Budget Allocation Model, driven by discipline cost ratios and Student Centered Funding Formula. The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability by sharing all financial information at both the college and district level through presentation at Flex, Financial Resource Committee meetings, District Budget Advisory Committee (DBAC) and the Board of Trustees. College and District planning reflects a realistic assessment of financial resource availability, development of financial resources, and expenditure requirements. To assure the financial integrity of the College and District, the appropriate internal control structure is in place to disseminate dependable information for timely sound financial decisions. The District contracts with an outside audit firm for an annual audit of all funds, investments and resources. Those audits have historically shown no variances or findings. The college practices effective oversight of finances in all funding resources categories, including but not limited to financial aid, grants, auxiliary organizations, and institutional investments. The college has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. The institution clearly identifies plans and allocates resources for payment of

liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee obligations.

**Improvement Plan(s)**

None.

**Evidence List**

<b>Citation</b>	<b>Document Name</b>
IIID1-01	RCCD-Board Policy-6200-25NOV2014
IIID1-02	RCCD-Board Policy-6250-15MAR2011
IIID1-03	RCCD-Board Policy-6300-25NOV2014
IIID1-04	RCCD-Board Policy-6307-19JUN2018
IIID1-05	RCCD-Board Policy-6320-15MAR2011
IIID1-06	RCCD-Board Policy-6200-25NOV2014
IIID1-07	RCCD-Board Policy-6200-25NOV2014
IIID1-08	District Budget Advisory Council-Minutes-11DEC2015
IIID1-09	RCCD Strategic Planning Flowchart
IIID1-10	RCCD-Budget Allocation Model-2018-19
IIID1-11	District Budget Advisory Council Agenda-18JULY2018
IIID1-12	RCCD- Governing Board Agenda-04JUN2019
IIID1-13	RCCD BAM Revision Project Update Presentation-04JUNE2019
IIID1-14	RCCD P2-320 Report-2018-19
IIID1-15	ACCJC- Annual Fiscal Report-2017-18
IIID1-16	RCCD –Final Budget Report-2018-19
IIID1-17	RCCD-Final Budget Report-2018-19
IIID1-18	RCCD-Board Policy-6200-25NOV2014
IIID1-19	RCCD- 311QReport -31MAR2019
IIID1-20	RCCD-Budget Development Calendar-2019-20
IIID1-21	RCC-Strategic Plan-2015-20
IIID1-22	RCC-Program Review Process-2019
IIID1-23	VP Academic Affairs PRAP-12SEP2018
IIID1-24	VP Business Services PRaP-12SEP2018

IIID1-25	VP Planning & Development PRaP-12SEP2018
IIID1-26	VP Student Services PRaP-12SEP2018
IIID1-27	Joint Prioritization Letter-23OCT2018
IIID1-28	RCC-Strategic Initiatives ResourcesFundingModel-2019
IIID1-29	Joint Prioritization Letter-23OCT2018
IIID1-30	RCCD-Audit Report-2017-18
IIID2-01	RCC-Program Review Process-2019
IIID2-02	RCCD-Budget Development Calendar-2019-20
IIID2-03	RDAS-Membership List-2018-19
IIID2-04	EPOC-Membership List-2019-20
IIID2-05	RCC-Educational Master Plan-2015-25
IIID2-06	RCC-Strategic Plan-2015-20
IIID2-07	Nuventive Improve Webpage-26JUN2019
IIID2-08	RCC- Strategic Plan-2015-20
IIID2-09	Nuventive Improve Webpage-26JUN2019
IIID2-10	Joint Leadership Council Agenda-27SEPT2019
IIID2-11	Joint Council Prioritization Letter-23OCT2018
IIID2-12	GEMQ- Membership List-2018-19
IIID2-13	RCC- Educational Master Plan-2015-25
IIID2-14	RCC- Facilities Master Plan-2018
IIID2-15	RCC- Strategic Planning Council Structure-2018-19
IIID3-01	DBAC-Minutes-11DEC2015
IIID3-02	RCCD-Budget Allocation Model-2018-19
IIID3-03	DBAC-Minutes-11DEC2015
IIID3-04	RCCD-Budget Allocation Model-2018-19
IIID3-05	RCC Strategic Planning Webpage-07OCT2019
IIID3-06	RCCD-Budget Allocation Model-2018-19
IIID4-01	RCCD-Agenda-21MAY2019
IIID4-02	RDAS-Membership List-2018-19

IIID4-03	RCCD-Budget Allocation Model-2018-19
IIID4-04	RCCD-Budget Development Calendar-2019-20
IIID4-05	RCC-Monthly Cash Flow Report-31MAR2019
IIID4-06	RCCD-311Q Report-31MAR2019
IIID4-07	RCC-Year End Projections Example-18-19
IIID4-08	SPC-Constitution & Bylaws-16MAY2016
IIID5-01	RCCD-Chart of Accounts
IIID5-02	Galaxy Approval Example
IIID5-03	Galaxy Report-08JUL2019
IIID5-04	RCCD-Board Policy-6100
IIID5-05	RCCD-Board Policy-6340
IIID5-06	RCCD-Governing Board Agenda-19MAR2019
IIID5-07	RCCD-Audit Report-2017-18
IIID5-08	RCCD Board Policy-6340
IIID6-01	RCCD-311Q Report-31MAR2019
IIID6-02	RCCD Board Agenda-21MAY2019
IIID6-03	RCCD Board Agenda-11JUNE2019
IIID6-04	RCCD Board Agenda-17SEPT2019
IIID6-05	RCCD-Audit Report-2017-18
IIID7-01	RCCD-Audit Report-2017-18
IIID7-02	RCCD Board Committee Website-04OCT2019
IIID7-03	RCCD-BOT Website-09JUL2019
IIID7-04	RCCD Website-04OCT2019
IIID7-05	RCCD-Audit Report-2017-18
IIID8-01	RCCD Board Committee Agenda-04DEC2018
IIID8-02	NACTEI Pre-Conference on Webpage-04OCT2019
IIID9-01	RCCD Administrative Policy-6301
IIID9-02	RCCD Measure C Website-04OCT2019
IIID9-03	RCCD- Board Policy-6200-25NOV2014

IIID9-04	Fund 61 Budget and Ending Fund Balance Report
IIID9-05	RCCD Audit Report, p. 49-52 - 11DEC2018
IIID10-01	Bank Mobile Agreement
IIID10-02	Financial Aid Schedule of Deadlines-08JULY2019
IIID10-03	EZ Audit Final Determination Letter-FY 17-18
IIID10-04	Board Policy-3280
IIID10-05	Administrative Procedure-3282
IIID10-06	Administrative Procedure-3283
IIID10-07	Administrative Procedure-3284
IIID10-08	Administrative Procedure-3285
IIID10-09	Administrative Procedure-3286
IIID10-10	RCC Grant Development Flowchart
IIID10-11	RCC Grants Webpage-11OCT2019
IIID10-12	RCC Grants Committee eMinutes-05FEB2019
IIID10-13	RCCD Audit Report-2017-18
IIID11-01	RCCD Board Agenda-11JUNE2019
IIID11-02	Annual Budget Savings by Major Object By Site - 4 year History
IIID11-03	RCC Holding Accounts-04OCT2019
IIID11-04	RCCD Adopted Budget Exhibit K-2019-2020
IIID11-05	RCCD Adopted Budget-2019-2020
IIID12-01	GASB Statements43_45 Resource Center Webpage-08OCT2019
IIID12-02	Board Policy-7380
IIID12-03	Fixed Charges Worksheet-12AUG2019
IIID13-01	Citizen's Bond Oversight Committee Webpage-08OCT2019
IIID13-02	Debt Service Payment
IIID14-01	RCCD Board Agenda Item VI.K-19MAR2019
IIID14-02	Galaxy Grant Budget Approval Example
IIID16-01	Board Policy-6340
IIID16-02	Contract Transmittal and Procedures-2019

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## Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

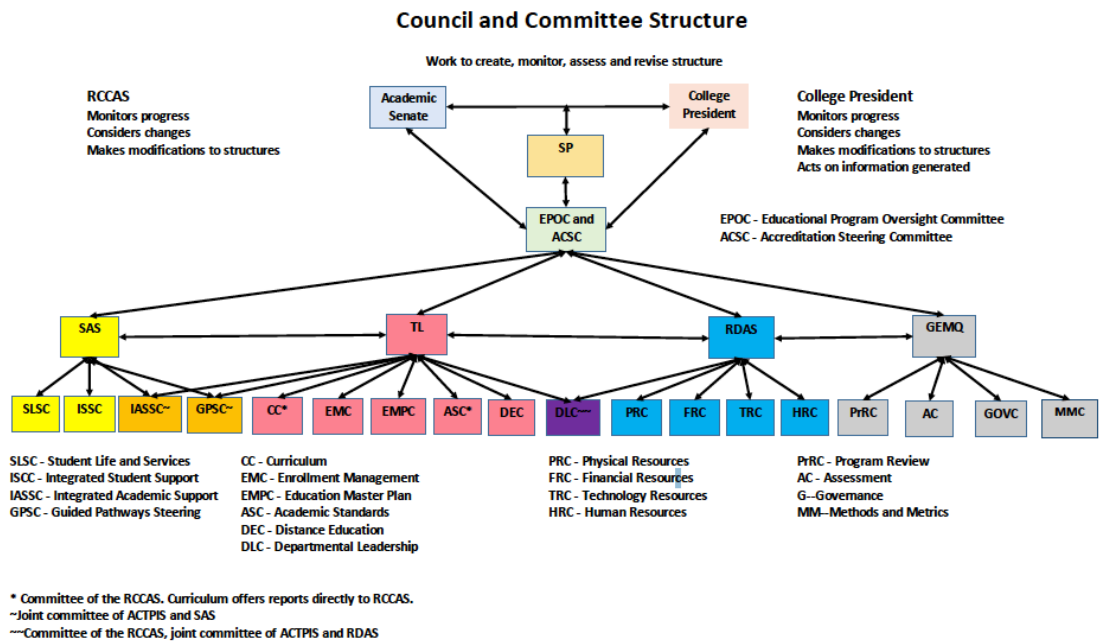
### Evidence of Meeting the Standard

As a result of the institutional self-study that the college performed during its previous round of accreditation, the College President and faculty leadership determined that the College needed to reconceptualize its strategic planning structure in order to make it more inclusive, transparent and aligned with institutional goals and determined that it needed to work more closely with the Riverside City College Academic Senate (Academic Senate), the staff union (CSEA), and student leadership (ASRCC) to make certain that input and feedback was solicited from all stakeholder groups and to ensure that creative, innovative ideas could find a means to be discussed in forums that were connected to institutional decision-making. The College President and representatives of the Academic Senate worked to refine our existing planning process in order to make certain that the standing committees of the Academic Senate worked as part of the strategic planning process. This required making modifications to the Constitution and Bylaws of the Academic Senate as well as bringing the proposed changes to the strategic planning structure through the Academic Senate for its review and approval ([IVA1-01](#), [IVA1-02](#), [IVA1-03](#)).

The culmination of these efforts was the formation of the Riverside City College Strategic Planning Leadership Council (SPLCs) structure, which was created as the formal structures and processes for strategic planning for the college as well as the body that oversees the College's accreditation. The SPLC structure was formulated as part of the RCC Educational Master Plan (Ed Master Plan) ([IVA1-04](#)), with further articulation of its formal Constitution and Bylaws in a separate document that has since undergone several revisions ([IVA1-05](#)). As the Ed Master Plan points out, the SPLCs exist in order to formulate and implement the various plans that have been created to achieve the College's goals of increasing student success and student access, improving institutional effectiveness, refining the resource and learning environment development, and strengthening its ties to the community. The SPLCs also "monitor, assess, and

evaluate all of the college planning activities each year” so that the College can “recalibrate its goals or, if necessary...modify its planning activities.”

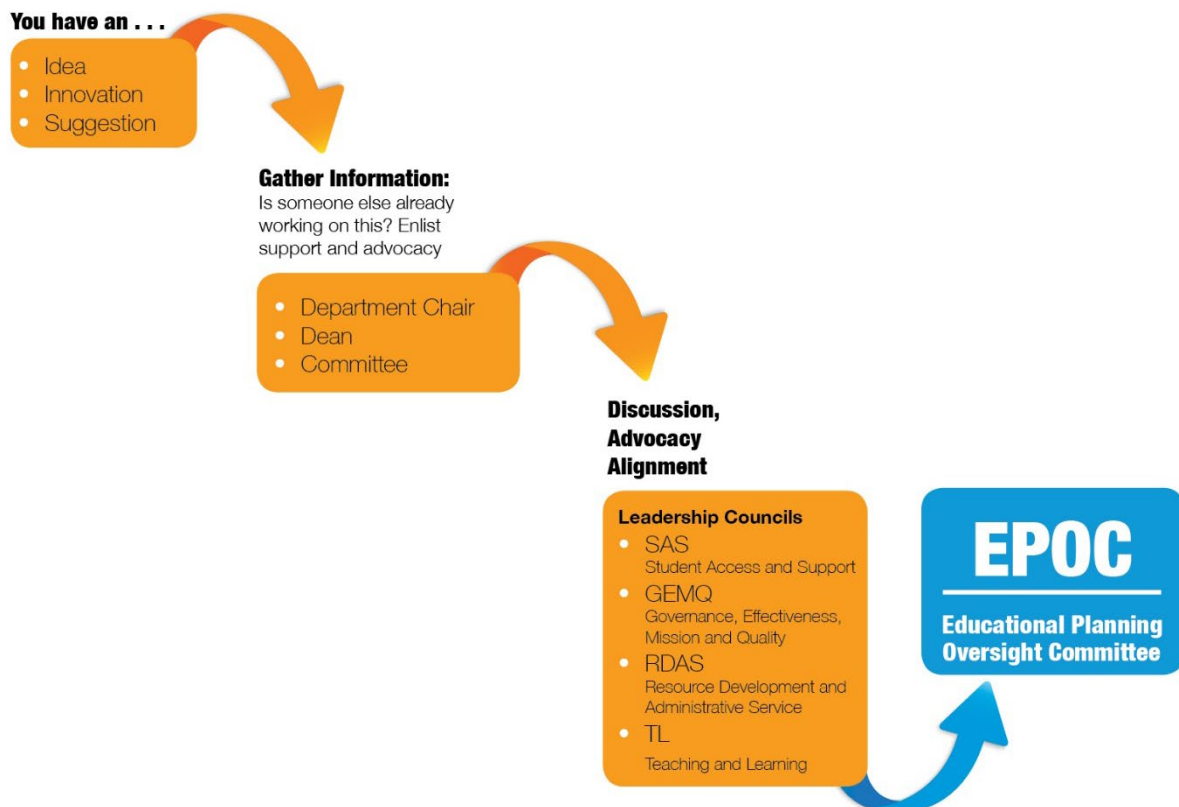
The SPLCs consist of a central, overarching group that meets monthly to coordinate strategic planning, the Educational Program Oversight Committee (EPOC) (IVA1-06). This body acts as the Accreditation Steering Committee (ASC) when the college needs to address accreditation. Above the EPOC/ASC is the Strategic Planning Council, which consists of the entire membership of the SPLCs. This group meets at least once a year in the fall to determine the ranking of College initiatives that will be forwarded to the College President (IVA1-07). Beneath the EPOC are the four Leadership Councils that oversee substantive areas (Teaching and Learning; Student Access and Success; Resource Development and Administrative Services; Governance, Effectiveness, Standards and Quality). The Leadership Councils are directed by a presiding faculty co-chair who works in coordination with co-chairs from that represent administration, staff, and students. All four groups participate in decision making, with the faculty co-chair presiding over meetings. The goal is to gain input from all of the College’s stakeholders and to entertain ideas and initiatives from all participants.



Below the Leadership Councils are the various committees, subcommittees and workgroups that address particular areas such as enrollment management, departmental leadership, program review, and assessment. The work that is done in the various subcommittees and committees flows upward to the Leadership Councils and ultimately is brought to EPOC. During the development of the SPLCs, the Academic Senate brought its standing committees under the SPLC edifice and modified its Constitution and Bylaws in order to align with the SPLCs and the Ed Master Plan. All committees and subcommittees that are connected to the charge of the Academic Senate – such as curriculum and academic program review – are staffed by faculty members, but all other committees, subcommittees and workgroups are constructed in order to address a substantive area and are led by those with expertise in that area, regardless of their position within the College.

The College supplements the formal SPLCs structures and processes with more informal means to inform the strategic planning process. For example, an informal EPOC/ASC workgroup that meets regularly to discuss issues surrounding strategic planning, accreditation and guided pathways. This group helps to plan strategic planning, accreditation and guided pathways retreats that include faculty, management and staff and addresses problems of communication and coordination that are best addressed outside formal meetings. The group has been instrumental in making certain that all those involved in these core areas – accreditation, strategic planning and guided pathways – are able to speak freely and openly about how best to address concerns and how to create successful means for carrying out the work connected to planning and accreditation. The group often generates ideas that are then brought through the formal planning process by way of the relevant committee or council ([IVA1-08](#)).

The College also encourages stakeholders who are not formally part of the SPLCs or the Guided Pathways Core Group to attend summits, retreats, and meetings that are geared toward getting more members of the College aware of and involved in the strategic planning process. This allows for individuals, who may have innovative ideas for institutional improvement, to lend their voice and to bring ideas to the planning process that may not have been considered through the formal mechanisms. For example, when the College was working to align its goals with the California Community College Chancellor’s Office’s (CCCCO) Vision for Success goals, the leadership of the SPLCs designed a retreat that encouraged participation and solicited input from all faculty, staff, management, and students who were interested in participating. The retreat yielded very useful information regarding how to understand and bring together the College’s goals and those of the CCCCCO ([IVA1-09](#)). This informal process, which encourages ideas from all stakeholders, can be seen in the diagram below:





The College has taken a similar approach in its construction and implementation of its response to the Guided Pathways. The College has modified the SPLCs structure in order to include a Guided Pathways Committee that addresses areas that are related to the Guided Pathways. This committee acts as the formal input to strategic planning. The College has utilized funding to create a Pathways Coordinator position that works on the Pathways model and liaisons with members of the SPLCs. The College also has created a Guided Pathways Core Group and cross-functional teams from across the stakeholder groups to attend the conferences held by the California Guided Pathways Initiative, has held forums and retreats that have focused on the changes the College is making to align with the Pathways and to respond to the expectations of the CCCCO and the state legislature ([IVA1-10](#)).

### **Analysis and Evaluation**

The SPLCs provide robust participation for all stakeholders in institutional decision-making, encourage innovation and exploration of model initiatives and best practices, and monitor, assess, and improve upon existing structures and processes. The College also has made strides to create less formal mechanisms in order to ensure that innovative ideas can percolate up through the SPLCs and find their way into the planning process.

The College also is moving away from a “reports-based” model of meetings to a more “work-based” model, one that focuses on creating work product as the goal. The numerous College retreats that have been held over the past several years are strong examples of this trend and have borne impressive fruit for planning, accreditation and the Guided Pathways. The College also is continuing to develop its use of data-based decision-making processes in order to respond to current trends at the state level and to the needs of our students and community members. To do so, the College formed a Methods and Metrics Committee and will consider combining its Integrated Student Support and Integrated Academic Support Committees into a single committee ([IVA1-11](#)). The College is also working on increasing the personnel in the Office of Institutional Effectiveness in order to more effectively address the needs of the planning process. The College endeavors to improve upon its already impressive strategic planning process in order to better serve the needs of our students, employees, and community.

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

### **Evidence of Meeting the Standard**

As one college in a three-college system, Riverside City College, along with Moreno Valley College and Norco College, is guided by the Riverside Community College District Board Policies and Administrative Procedures (BP/APs) that outline the roles that administrators, faculty and staff play in institutional decision-making. These policies and procedures express the institution’s commitment to shared governance and its values of inclusiveness and collegiality ([IVA2-01](#)).

The primary BP/AP that addresses shared governance is BP/AP 2510: Participation in Local Decision Making ([IVA2-02](#)). BP/AP 2510 draws on the relevant sections of California Education

Code, Title 5, ACCJC Standards, and Government Code to lay a foundation for creating plans, policies, structures, and procedures that are guided by principles of shared governance. BP 2510 states that the “Board of Trustees is the ultimate decision-maker” but clearly delineates the roles that will be played by the Academic Senate, staff, and students. AP 2510 clarifies that the members of the Academic Senate and Associated Students, along with members of other stakeholder groups – namely the faculty union (CTA), the Management Association, and staff union (CSEA) – will participate in shared governance by participating on Board of Trustees committees and will be offered the opportunity to bring relevant issues directly to the attention of the Board.

At the College, the roles in strategic decision making are articulated in the Constitution and Bylaws of the SPLCs. This document clearly articulates the roles that the stakeholder groups play, articulates the focus of each Leadership Council, and delineates their respective strategic and operational responsibilities.

The College has shown its commitment to having students participate in strategic planning by encouraging their involvement in the SPLC process, providing them opportunities for representation, and soliciting feedback from them by way of surveys. For example, each of the SPLCs have a student co-chair position that creates the means by which student input can be offered ([IVA2-03](#)). Students also sit on numerous committees, report regularly to the Academic Senate and have the Vice President of the Senate as a reporting member of their body, and are encouraged to participate formally and informally at all levels of the SPLC structure. A student, elected by the students on the three college campuses, sits of the Board of Trustees and offers regular reports regarding activities and gives input and suggestions that reflect the interest of students ([IVA2-04](#)).

In addition, the College is consistently trying to find ways to cull student feedback on institutional performance and proposed initiatives. Students have also provided feedback on numerous surveys, including the Community College Survey of Student Engagement (CCSSE) ([IVA2-05](#)), the Survey of Entering Student Engagement (SENSE) ([IVA2-06](#)), a male minority focus group report conducted by the RP Group, and annual graduation surveys. This feedback has helped the college focus on areas of improvement and prompted some difficult conversations as the college examines its structures and processes and evaluates the degree to which these are student centered. Students also provided crucial feedback on decisions regarding the College’s Instructional Pathways construction and implementation ([IVA2-07](#)).

### **Analysis and Evaluation**

The College has implemented the policies and procedures that authorize administrator, faculty, staff, and student participation in decision-making processes by way of the SPLC structure, which covers all areas of the College. Students are specifically represented at the Board of Trustee level, by having student representation on LCs and their attendant committees and subcommittees, at the Academic Senate, and through informal processes. The College will continue to work to increase student involvement in all levels of planning and decision-making.

The SPLCs are currently assessing their composition in order to make recommendations for improving their efficacy and efficiency. The College is also in the process of crafting a Strategic Planning Handbook which will offer individuals who are interested in participating in shared governance an understanding of the statutory foundations that undergird their particular role as

well as the specific tasks that particular groups and individuals are charged. The Handbook is being developed side by side with the 2020-25 College Strategic Plan.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

### **Evidence of Meeting the Standard**

Several RCCD Board Policies and Academic Procedures (BP/APs) inform the roles that administrators and faculty members play in institutional decision-making. As mentioned above, BP/AP 2510 articulate the roles of the stakeholder groups in shared governance. In BP 3250, the District creates the foundation for a district-wide planning process that “involves appropriate segments of the District community.” Its related Administrative Procedure, AP 3250, empowers the colleges to create academic planning councils and strategic planning committees that develop, review, update, and implement planning documents. The AP specifically includes faculty bodies such as the Academic Senate and the Curriculum Committee and references planning documents such as the Facilities Plan and the Student Equity Plan and clarifies that these plans will be reviewed by District-level bodies such as the District Strategic Planning Committee ([IVA3-01](#)). The District offers its statement regarding the role of the Academic Senate in shared governance in BP 4005: Academic Senates ([IVA3-02](#)). The policy draws on Title 5, with special emphasis placed on §53200’s “10+1,” which delineates the Academic’s purview regarding “academic and professional matters.” This policy states that the Board of Trustees will rely primarily on the recommendations from the Academic Senate on six of the eleven areas, with any deviation justified by “a clear and substantive rationale that puts the explanation for the decision in an accurate, appropriate, and relevant context.” The remaining five areas will be addressed through “mutual agreement” between the Academic Senate and academic administrators representing the Board.

The College affirms the District commitment to giving faculty and administration a “substantive voice” by having representatives of the two groups work as co-chairs on several shared governance committees. The College Vice Presidents co-chair several councils and committees with faculty members:

- The Vice President of Planning and Development (VPPD) co-chairs EPOC and ASC with a faculty counterpart. To ensure that faculty are centrally involved in the SPLC process, faculty comprise one-half of the voting membership of each LC (drawn proportionally from the College’s six academic divisions) and the majority of the voting membership of EPOC and ASC ([IVA3-03](#)). The VPDD acts as the administrative co-chair of GEMQ-LC ([IVA3-04](#)).
- The Vice President of Academic Affairs (VPAA) co-chairs the Department Leadership Committee (DLC) with a faculty counterpart. The DLC is a standing committee of the Academic Senate whose role is to bring together the department chairs with VPAA to address issues such as academic programs and enrollment management, to act as an input into the SPLC process, and to work to implement plan initiatives ([IVA3-05](#)). The VPAA also acts as the administrative co-chair of the Curriculum Committee and the administrative co-chair of TL-LC ([IVA3-06](#)).

- The Vice President of Student Services (VPSS) acts as the administrative co-chair of SAS-LC ([IVA3-07](#)) and the Vice President of Business Services (VPBS) acts as the administrative co-chair of RDAS-LC ([IVA3-08](#)).

### **Analysis and Evaluation**

The College clearly describes the substantive participation of administrators and faculty in our institutional governance and policy, planning, and budgeting processes in the Constitution and Bylaws of the SPLCs and in our Strategic Planning Handbook. In these documents, the College clearly addresses the roles that administrators and faculty play in decision-making and link these roles to the relevant Board Policies and Administrative Procedures. The College also ensures that the connection made between the respective groups under discussion and their relation to the Academic Senate’s role under Title 5 is clearly expressed.

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

### **Evidence of Meeting the Standard**

The District, through BP 4020: Curriculum, and Course Development, clarifies that “the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.” The policy further specifies that the procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development;
- consideration of job market and other related information for vocational and occupational programs; and,
- consideration and review of financial and administrative impact ([IVA4-01](#)).

The development of curriculum and student learning programs, per Title 5 §53200 and BP 4005, are under the purview of the Academic Senate. At the College, the Academic Senate has charged a Curriculum Committee (RCC-CC) which oversees curriculum and academic program development. As curriculum is a faculty-driven process, the RCC-CC is comprised primarily of faculty representatives from each the College’s academic departments. It is led by a Faculty Chair that has been chosen by the RCC-CC and ratified by the Academic Senate, and is assisted by the College’s VPAA, who acts as the RCC-CC’s administrative co-chair. Members also include the Dean of Career and Technical Education, the College’s Articulation Officer(s), and a member of the Associated Students of RCC. The RCC Academic Senate President is an *ex officio* member of the RCC-CC who oversees Faculty Chair elections ([IVA4-02](#)).

In addition to the RCC-CC, the Teaching and Learning Leadership Council (TLLC) addresses all issues that impact academic and career technical programs and their attendant instructional services. TLLC interfaces with the RCC-CC in order to align its decision making with numerous other committees, such as Enrollment Management, Distance Education and Departmental Leadership. At the same time, the Department Leadership Council (DLC) acts as an input into the curriculum process by adding important feedback regarding curriculum needs, program development, and implementation.

The procedures for creating new courses and the procedures for updating current course outlines of record (CORs) are the same and are clearly outlined in District's Curriculum Handbook ([IVA4-03](#)) and in the Curriculum Approval Process ([IVA4-04](#)). New course creation (or current course modification) can be initiated in CurriQunet META by any single faculty member, or members, throughout the district. Members of the College's administration might suggest a new course or program, but the faculty initiate and control the curriculum building and approval processes.

The College's curriculum and program work flows upward to the District Office, where it is overseen by the RCCD Curriculum Committee (RCCD-CC). The RCCD-CC is comprised of the Faculty Chair of each of the three College's Curriculum Committees and the District's Vice Chancellor of Educational Services and Strategic Planning (VC ES). The RCCD-CC includes several non-voting members, such as each of the College's Articulation Officers, the District's Dean of Distance Education, and the Chair of Technical Review ([IVA4-05](#)). The Faculty Chair of the RCCD-CC rotates among the three colleges and the VC ES acts as the administrative co-chair. The RCCD-CC has the responsibility of overseeing the curriculum matters for the three District colleges and the VC ES presents all proposed curriculum and academic program changes to the Board of Trustees.

### **Analysis and Evaluation**

The District and the College have created policies, procedures, and participatory governance structures that specify faculty and administrators' responsibility and authority for making recommendations about curriculum and student learning programs and services. Both entities continuously evaluate these policies and procedures in order to ensure that they are functioning effectively. Currently, the District is updating the Curriculum Manual and is working through the Academic Senates to update the 4000 series of BP/APs, which include curriculum and program development. The College is undergoing review of its Program Learning Outcomes, with the Dean of Institutional Effectiveness and two faculty members leading the process.

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

### **Evidence of Meeting the Standard**

The foundation for the District's strategic planning is articulated in BP/AP 3250: Institutional Planning, and clarifies that the planning process should involve a "broad-based comprehensive, systematic and integrated system of planning." At the District level, this has been addressed directly by the creation of a District Strategic Plan ([IVA5-01](#)). The DSP was approved by the District Strategic Planning Council during its second fall 2019 meeting. The DSP is still undergoing refinements, but it operates as the central planning document for the District, which unites the other District-level plans (e.g. the District Budget Allocation Model) as well as the college plans. At the College, this process involves all stakeholders and ensures that input from all affected populations is considered. This is evident in the SPLC structure, which has a co-chair structure that creates a presiding faculty, administrative, staff, and student co-chair for each of the SPLCs and offers a robust role for these groups on each of the LCs. The Resource

Development and Administrative Services Leadership Council (RDAS-LC) is an example of this structure ([IVA5-02](#)).

As we point out in IV.A, the College's strategic planning process facilitates "bottom-up" workflow, with ideas generated and approaches offered by individuals who may or may not be involved in the formal SPLC process being brought into the process and working through to EPOC. This makes certain that myriad voices are considered, and that diversity of ideas is respected. At the same time, the College President, the Academic Senate, EPOC or the ASC may refer issues to the councils and committees or may create a workgroup in order to tackle a particular concern or initiative. This ensures that the work is vertically integrated within the strategic planning system. All the while, the SPLCs interface with one another, with their leadership meeting regularly in the EPOC ([IVA5-03](#)), so that the process is horizontally aligned and the overall systemic impacts of outputs of the decision-making process can be understood, implemented, and evaluated. During EPOC meetings, the work product is assessed, initiatives are discussed, and future action is plotted ([IVA5-04](#)). GEMQ-LC works to ensure that the structures and processes of the SPLC structure and functioning optimally.

The College has generated documents that clearly explain the strategic planning process in the form of the College's Strategic Plan, the Constitution and Bylaws of the SPLCs, and the many planning documents that are generated by the SPLCs. These are considered "living documents" and undergo regular evaluation and, as necessary, revision in order to improve their performance. At the same time, the planning process will be strengthened by the completion of the Strategic Planning Handbook.

### **Analysis and Evaluation**

The College has infused the shared governance structures and processes with mechanisms that foster collaboration across stakeholder groups and encourage participation in decision by employees with particular expertise. It has created a decision-making structure that is broad-based comprehensive, systematic, and integrated, and solicits input from a diverse array of stakeholders.

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

### **Evidence of Meeting the Standard**

The College Strategic Plan and the Constitution and Bylaws of the SPLCs clearly articulate the procedures that establish institutional decision making and the roles that participants play. The agendas for meetings of the SPLCs, EPOC, ASC, the Academic Senate, and other strategic planning bodies are sent to College stakeholders through the campus e-mail system and are posted on the College website. Minutes for all meetings of these groups are also posted on their respective websites. Upcoming decisions, retreats, and conferences are communicated through campus e-mail and are addressed during College Flex Days ([IVA6-01](#)).

In order to convey decisions to the various stakeholder groups, the SPLCs, ASC and EPOC make regular use of a variety of communicative means. For example, when the Academic Senate updated its Constitution and Bylaws to align with the SPLCs, it made the faculty co-chairs of the EPOC and ASC, the SPLCs, and the Curriculum Committee all *ex officio* Senators. Each month, the faculty co-chairs provide the Academic Senate with updates on the activities in the respective

strategic planning groups and entertain questions from the Academic Senate regarding the work in process, the development of plan documents, and other issues connected to strategic planning ([IVA6-02](#)).

The SPLCs create and disseminate a periodic newsletter that is distributed twice a semester via e-mail to all stakeholders. These newsletters explain what work is being done at the committee and council level as what actions the College is taking to prepare for accreditation, to align with relevant legislation such as AB 705, to develop its approach to the Guided Pathways, to announce opportunities for faculty and staff development, and to improve the strategic planning process. These newsletters are also compiled on the College's website ([IVA6-03](#)).

The College President also gives regular updates from the President's Leadership Team (PLT) to the College regarding issues that were discussed by the College President and his Vice Presidents in their regular meetings. These PLT Team Reports are sent to the College's stakeholders via e-mail and are compiled on the RCC website under the Office of the President section ([IVA6-04](#)). Following the College's Prioritization Process, the College President writes a formal letter to EPOC that clearly explains his response to prioritization. This letter posted online at the College website.

The College offers stakeholders a more thoroughgoing explanation of the College's strategic planning work product and goals through its Strategic Planning Report Cards (Report Cards) ([IVA6-05](#)). The Report Cards are offered during Flex Day presentations, but are also brought before shared governance groups like the Academic Senate and are taken up in EPOC. ([IVA6-06](#), [IVA6-07](#)). They are also distributed through campus e-mail.

### **Analysis and Evaluation**

The College has created numerous means for explaining the roles that stakeholders play in the shared governance process and a variety of mechanisms for informing stakeholders regarding key decisions that affect the College. At the same time, the College is keenly aware that it can always improve on its communication strategies. To that end, the College is currently undergoing an overhaul to its website. The College is also in the process of recruiting a Public Information Officer (PIO) who can coordinate the College's communication needs. Finally, the College is crafting a Communication Plan which will help to streamline and focus its efforts.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

### **Evidence of Meeting the Standard**

The SPLCs regularly evaluate their own charges, processes and committees and bring proposed modifications to EPOC, the Academic Senate and the College President. As noted above, these modifications have been made regularly since the implantation of the SPLC structure and have led to a refinement of the structures and processes involved in institutional decision-making.

In addition to having the SPLCs ongoingly reflect upon their internal workings, the college makes regular use of survey instruments to gather information about the efficacy, efficiency, and transparency of the SPLCs, the actions they are undertaking on behalf of the institution, and the various forums and retreats that they hold ([IVA7-01](#), [IVA7-02](#)). The results of these surveys are

disseminated college-wide through e-mail and are taken up in the various leadership group meetings (e.g. the President’s Leadership Team (“PLT”), the Departmental Leadership Committee, CSEA, Faculty Association).

The SPLC structure also has an LC that is devoted partially to the issue of institutional integrity and effectiveness. That LC – GEMQ-LC – provides regular suggestions to the other LCs for improvements to structures, processes, and metrics. GEMQ-LC also oversees the college committees that are connected to program review (both academic and non-academic), assessment, methods and metrics, and governance ([IVA7-03](#)). GEMQ-LC has formulated clear action plans that assist the College in improving its strategic planning and has regular meetings wherein its members discuss the structures, processes, and products of the strategic planning process, assess them for strengths and weaknesses, and formulate strategies for improvement ([IVA7-04](#), [IVA7-05](#)). GEMQ-LC regularly disseminates surveys that evaluate the strategic planning process and provide feedback for improvement.

The College also has a Governance Committee, which is part of GEMQ-LC, which brings together the leaders of the stakeholder groups – administration, Academic Senate, CTA, CSEA, and ASRCC – to discuss the structures and processes of shared governance. This group offers critical appraisals which can feed into the strategic planning process and improve its inclusiveness and responsiveness.

### **Analysis and Evaluation**

The College has created structures and processes – most centrally the GEMQ-LC and the Governance Committee – that regularly assess the College’s strategic planning and governance structures, decision-making policies, procedures, and processes to ensure their inclusiveness, transparency, efficiency and effectiveness. The results of evaluation processes are widely communicated to all constituents via committee meetings and minutes, emails, reports, and postings on the College’s website for public viewing.

The College is currently working on improving its program review processes and is considering ways to encourage more involvement in governance and strategic planning. It is in the process of formulating processes for succession planning and faculty and staff development that will motivate more stakeholders to be involved and for new voices to be heard.

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### **Conclusions on Standard IV.A. Decision Making Roles and Processes**

Riverside City College as created a systematic, integrated, inclusive approach to institutional decision-making and governance. The College has clearly delineated the roles that relevant stakeholders play, the structures in which they will operate, and the processes through which they will act. Through its established policies, procedures, and practices, the College demonstrates its commitment to promoting student success, sustaining academic quality, integrity, and fiscal stability. The College reveals its commitment to continuous improvement of the College’s governance and strategic planning by creating formal and informal mechanisms that allow for constructive criticism of existing structures and processes.

### **Improvement Plan(s)**

None



### Evidence List

<b>Citation</b>	<b>Document Name</b>
IVA1-01	RCCAS Constitution (current)
IVA1-02	Senate Bylaws(revised final)
IVA1-03	RCCAS Minutes Rev Final 10-19-2015
IVA1-04	FINAL EMP 4716
IVA1-05	Revised SP Constitution and Bylaws
IVA1-06	Committee and Council Structure (ed 17)
IVA1-07	Year 4 Program Review Plan Process
IVA1-08	May 29 Wed meeting
IVA1-09	DSPC Local Goal Alignment
IVA1-10	Guided Pathways Winter 2019 Retreat
IVA1-11	GEMQ Minutes 09-19-2019
IVA2-01	District Strategic Plan 2019-2024
IVA2-02	2510 BPAP
IVA2-03	Revised SPC constitution and Bylaws
IVA2-04	2015 BPAP
IVA2-05	CCSSE 2015
IVA2-06	Fall 2018 SENSE Exec Sum
IVA3-01	3250 BPAP
IVA3-02	4005 BP
IVA3-03	Revised SPC Constitution and Bylaws
IVA3-04	2019-2020 Membership
IVA3-05	Department Leadership Council
IVA3-06	RCC Curriculum Committee
IVA3-07	SASLC membership 2016-2017
IVA3-08	2019-2020 RDAS Members
IVA4-01	4020 BPAP
IVA4-02	RCC Curriculum Committee

IVA4-03	RCCD-Draft-Curriculum
IVA4-04	Curriculum
IVA4-05	DCC Minutes 04-18-2019
IVA5-01	RCCD Strategic Plan 2019-2024 Draft
IVA5-02	2019-2020 RDAS Members
IVA5-03	2019-2020 EPOC Members
IVA5-04	EPOC Meeting Minutes 02MAY2019
IVA6-01	Fall 2018 FLEX Day Presentation
IVA6-02	Academic Senate Meeting Minutes 06MAY2019
IVA6-03	Strategic Planning Newsletter June 2019
IVA6-04	PLT Report 10April 2019
IVA6-05	RCC Strategic Planning Report Card March 2019
IVA6-06	Academic Senate Meeting Minutes 15Apr2019
IVA6-07	RCC Strategic Planning Survey Spring 2019
IVA7-01	RCC Strategic Planning Survey Spring 2019
IVA7-02	RCC LC Survey Spring 2019
IVA7-03	GEMQ Leadership Council Structure
IVA7-04	IELC Activities Plans 2014-2015, 2016-2017
IVA7-05	GEMQ Minutes 18APR2019

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## **B. Chief Executive Officer**

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

### **Evidence of Meeting the Standard**

The primary responsibility for the quality of educational services and overall operations of Riverside City College rests with the president, as defined by Board Policy ([IVB1-01](#)). In January 2019, Riverside City College hired its 12<sup>th</sup> president under a search prospectus requiring a leader “adept at systems thinking and integrated strategic planning, budgeting, and operational implementation” ([IVB1-02](#)). Riverside City College’s organizational structure supports the President’s established authority on campus in assessing institutional effectiveness. The Constitution and Bylaws governing the Riverside Strategic Planning Leadership Councils establishes Educational Program Oversight Committee (EPOC) as the governing body that

directs the leadership councils and monitors institutional effectiveness ([IVB1-03](#)). The College President serves as an ex-officio member of the EPOC and the appointment of the administrative co-chair of the Committee rest with the president. Recommendations to the EPOC from the four Strategic Planning Leadership Councils (SPLCs), require discussion and approval before moving a recommendation for action forward to the President. The President, as the final authority at the college, communicates decisions to the EPOC ([IVB1-03](#)).

Under the auspices of the College President, the four SPLCs allow all college constituencies to participate in the decision-making process as the membership includes students, faculty, staff, and administration. In combination, the SPLCs have both strategic and operational responsibilities that cover the scope of planning, organizing, budgeting, developing personnel, and assessing institutional effectiveness across the institution ([IVB1-03](#)). Each of the College's Vice Presidents preside over an SPLC that supports the College's model of vertical integration and horizontal alignment as envisioned in the President's Message in the College's 2015-2020 Educational Master Plan ([IVB1-04](#)). The President and Vice Presidents have standing weekly President's Leadership Team (PLT) to review policies, procedures, and operational aspects of the college impacting institutional effectiveness ([IVB1-05](#)). All personnel recruitments must be approved by the College President through the district's electronic system, OATS. In accordance with Board Policy, the President selects and chairs the final interview committee of all fulltime faculty and selects the candidate most suited for the position ([IVB1-06](#)). The President meets with every search committee for full-time tenure-track faculty members and permanent academic administrators. At those meetings, in addition to empowering committee members to ensure a fair and inclusive process, also reminds them that the ultimate decision of which candidate to send to the Board of Trustees rests with him.

### **Analysis and Evaluation**

The President leads institutional effectiveness through broad oversight of critical decision-making processes. He maintains currency through frequent status reports and updates on concerns and opportunities for improvement of initiative prioritization, resource requests, and the use of appropriate data in decision making. Venues for this communication include regular one-on-one meetings with VPs, attendance at weekly planning meetings, standing meetings with faculty leaders such as Academic Senate executive officers, and in meetings of the President's Leadership Team. The final step in the annual college prioritization process requires the President to review and respond to the EPOC recommendations ([IVB1-07](#)). After careful review of the recommendations with the executive team and strategic planning co-chairs, the President issues a response to the recommendations outlining the priority of college initiatives, faculty hiring, staff/management hiring, and resource requests ([IVB1-08](#); [IVB1-09](#)). Following the President's response, the college proceeds with fulfilling resource requests to support the advancement of the institution.

The President provides overarching guidance to support the college culture of monitoring, assessing, and evaluating the effectiveness of its programs and services. The Office of Institutional Effectiveness supports this culture through the use of strategic inputs to inform planning, decision-making, and policy development at the College. The Office of Institutional Effectiveness maintains both a public website and Nuventive document repository with links to relevant reports ([IVB1-10](#); [IVB1-11](#)). Annually, the President issues the College Report Card that details the College's progress in achieving its five strategic goals ([IVB1-12](#); [IVB1-13](#)). The importance of using the Report Card as an evaluative tool to create dialogue around the

effectiveness of the institution is reinforced by the President ensuring that the leadership councils evaluate institutional progress every spring. In addition, the President issues a regular Strategic Planning Newsletter to keep the college apprised of large institutional factors impacting the college ([IVB1-14](#); [IVB1-15](#)).

During the self-evaluation period, the college recognized the need to better define the leadership role of the President in strategic planning. In response, the College revised its Strategic Planning Constitution and Bylaws in fall 2018 ([IVB1-03](#)).

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

### **Evidence of Meeting the Standard**

In accordance with Board Policy, "it is the role and responsibility of the President to provide leadership of campus level discussion and the shared governance process. The President leads decision making at the college level which directly affects the operation of the college" ([IVB2-01](#)). The President empowers and holds accountable the senior level administrators. The senior level administrative authority includes Business Services, Academic Affairs, Planning & Development, and Student Services ([IBV2-02](#)). The senior level administrators then hold all levels of management accountable for their areas of assignment ([IVB2-03](#), [IVB2-04](#), [IVB2-05](#), [IVB2-06](#)). The college structure upholds the spirit and practice described in Board Policy 2430 that includes the statement: "The College President's administrative organization shall be the established authority on campus" ([IVB2-01](#)).

The President delegates authority to others within the College's administrative organizational structure as well as the participatory governance structure. The College's integrated strategic planning process design promotes clear communication between the President and constituents. The President is an ex-officio member of the College's 18-member strategic planning committee (EPOC) and ensures participation across constituencies that include classified staff, faculty, administration, and students ([IVB2-07](#)). The strategic planning committee provides direction to the leadership councils, monitors progress on institutional achievement goals, and makes recommendations to the college president. With the intent of enhancing the transparency between strategic planning and all contingency groups at the college, a new Governance Committee was formed following a recommendation by the strategic planning committee and approval by the Academic Senate in fall 2017. Presiding over the Governance Committee is the College President calling together all vice presidents, the academic senate president, strategic planning co-chairs, bargaining unit representatives, and the associated student body president. The charge of this committee is to monitor and assess shared governance processes as well as enhance communication and coordination among constituencies ([IVB2-08](#)).

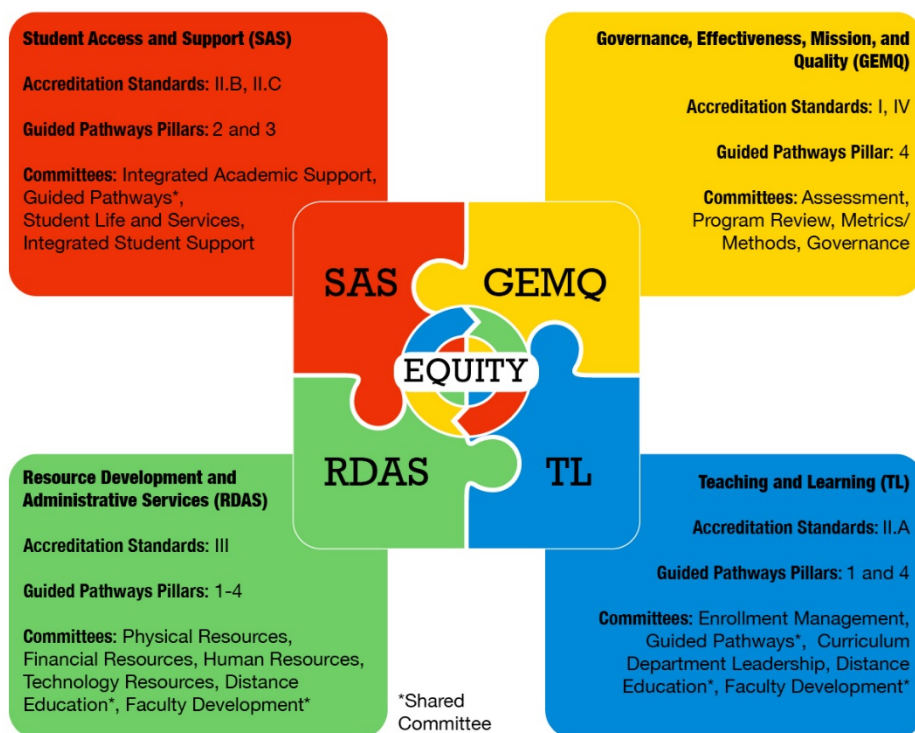
### **Analysis and Evaluation**

The College President delegates authority to administrators, faculty, and classified staff appropriate to their level of responsibilities. The President also has the authority to reorganize departments to better serve the college. For example, through the evaluative process in the development in the College's last Educational Master Plan (EMP) dated August 2017, the College's new integrated strategic planning process warranted stronger accountability in the area of institutional effectiveness. The college affirmed its primary focus to cultivate student learning

and achievement and, through the leadership of the College President, established an Office of Planning and Development for the support and sustainability of the entire strategic plan ([IVB2-09](#)). In the Institutional Effectiveness section of the Educational Master Plan, the new Vice President position coordinates and oversees the Office of Institutional Effectiveness and Research, the Division of Student Success and Support, and the Department of Grants.

Inspired by its EMP, the college continues to improve upon its internal organizational structure. “The internal organizational restructuring needed to implement such as ambitious plan is being developed and will enhance vertical alignment of plans within the academic divisions but also horizontal alignment of planning between the various areas of the college,” per the President’s Message in the EMP ([IVB2-09](#)). It is this integrative mindset reinforced by the College President that aligns our College’s efforts in Student Equity, Accreditation, and Guided Pathways across the College’s Strategic Planning Model.

**Educational Planning Oversight Committee /  
Accreditation Steering Committee (EPOC/ASC)**



3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
  - establishing a collegial process that sets values, goals, and priorities;
  - ensuring the college sets institutional performance standards for student achievement;

- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

### **Evidence of Meeting the Standard**

The President sets the tone and agenda for institutional improvements in all aspects of the teaching and learning environment, including establishing the process that sets the values, goals, and priorities of the College. The President participates in all levels of institutional planning as outline in Board Policy 3250 ([IVB3-01](#)) within the College and in the District as appropriate. The President regularly attends and is actively engaged in Board subcommittee and general meetings, District Chancellor’s Cabinet, strategic planning meetings, Academic Senate, and the President’s Leadership Team. The strategic planning structure promotes a culture of dialogue and shared responsibility from the President to all levels of the organization to strengthen institutional effectiveness. The President is responsible for monitoring progress, considers changes, makes modifications to structures, and acts on information generated ([IVB3-02](#)).

The value of institutional effectiveness cannot be understated as it is one of five institutional goals. In accordance with the EMP, the President is ultimately responsible for ensuring the institution meets the four major principles related to institutional effectiveness of efficiency, effectiveness, accountability, and transparency ([IVB3-03](#)). The President issues an annual Report Card that the college discusses through its planning process to ensure evaluation and planning based upon valuable research and a structured analysis of the institution’s progress in achieving its institutional goals ([IVB3-04](#), [IVB3-05](#), [IVB3-06](#), [IVB3-07](#)).

The President ensures that the allocation of resources supports and improves learning and achievement through the Program Review and Process as outline first in the Strategic Plan and reinforced annually in the Quick Start Guide ([IVB3-08](#), [IVB3-09](#), [IVB3-10](#), [IVB3-11](#), [IVB3-12](#)). The college uses Nuventive to facilitate the program review and outcomes assessment process. Each unit of the college develops its five-year plan based upon data provided by the Office of Institutional Research or other sources and establishes specific measurable goals. At the end of every year, each unit completes a yearly assessment report, analyzes progress, and updates its resource requests. Unit plans are integrated into divisional plans and these plans are consolidated into vice president plans through a vertical integration process. There is horizontal alignment among the vice president plans before submission to the Joint Council to establish recommendations for the prioritization of initiatives within the institution. The President affirms the process annual in the President’s response to the Joint Council recommendations on prioritization of initiatives ([IVB3-13](#), [IVB3-14](#), [IVB3-15](#)).

### **Analysis and Evaluation**

The college employs a comprehensive, integrated planning process supporting the achievement of its mission and institutional goals. In the President’s Message for Riverside City College’s Strategic Plan 2015-2020, it highlights the following major strategies that the college follows: “The articulation of goals in clear unambiguous, measurable, and achievable targets; a student

success pathways designed to serve those requiring remediation, those focused on career technical education, and those who are at college level with goals to complete degree and transfer; and a very clear and well-articulated plan designed to narrow and/or eliminate the equity gap” ([IVB3-08](#)). Under the President’s leadership, these major strategies were reaffirmed in spring 2019 when the college aligned their college goals with the State Chancellor’s Vision for Success goals through 2021-2022 and developed the foundation for the College’s action plan aligned with the guided pathways framework ([IVB3-16](#)).

The President is key in guiding institutional improvements throughout the college environment through actively participating as a team member of the California Guided Pathways project since the fall of 2017 and ensuring the action planning taking place within the project is carried out through the participatory governance process at the college. As a result of the executive leadership involvement in the process, the college gains in implementing a guided pathways framework has been substantial as documented in the College’s annual Scale of Adoption Self-Evaluation ([IVB3-17](#)).

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

### **Evidence of Meeting the Standard**

The President is expected to build a strong internal consensus about the importance of the accreditation process from the beginning of the self-evaluation to the site visit and response to the report ([IVB4-01](#)). This is demonstrated regularly in weekly strategic planning workgroup meetings, monthly strategic planning meetings, president leadership team meetings, and meetings with the Accreditation Liaison Officer ([IVB4-02](#); [IVB4-03](#); [IVB4-04](#); [IVB4-05](#)).

The accreditation steering committee consists of faculty, classified staff, and administrators from all areas of the institution ([IVB4-06](#)). Accreditation is built into the integrated strategic planning model along with student equity and guided pathways so the responsibility and accountability of the college work is transparent ([IVB4-07](#)). The strategic planning newsletter issued by the President twice per semester to the college community consistently highlights the importance of the accreditation requirements and demonstrates the progress of the institution in meeting the standards ([IVB4-08](#)).

### **Analysis and Evaluation**

Under the President’s leadership, accreditation efforts are coordinated throughout the participatory governance structure of the institution. This structure ensures that accreditation aligns with the College’s institutional effectiveness principles of efficiency, effectiveness, accountability, and transparency. Immediately upon arrival at RCC in winter of 2019, Dr. Gregory Anderson set the tone for the Accreditation Steering Committee in that the peer review process embedded in accreditation promotes accountability and quality assurance for the institution ([IVB4-09](#)). President Anderson continues to support the spirit of accreditation in ensuring the work is visible through regular reports sent to the college, various public venues, and strategic planning newsletters ([IVB4-10](#), [IVB4-11](#)).

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

### **Evidence of Meeting the Standard**

The responsibility of the college President to ensure adherence to all federal and state statutes, regulations, and governing board policies is set forth in board policy and reinforced through college processes. Board Policy 2430 specifies the delegation of authority from the Board of Trustees to that of the chancellor to the college presidents. College presidents are responsible for complying with relevant laws and regulations as well as carrying out district policies ([IVB5-01](#)).

The President ensures that institutional practices are consistent with institutional mission and policies through the College's integrated planning process. Through the oversight of the Governance, Effectiveness, Mission, and Quality Leadership Council (GEMQ), the President entrusts the council to facilitate the alignment of the institutional mission with the Educational Master Plan, Strategic Plan, and the program review process. Through this Council there is assurance of "sustained, substantive, and collegial dialog about student outcomes, equity, academic quality, institutional effectiveness, and continuous improvement" to support the institutional mission ([IVB5-02](#)).

In accordance with board policy, the President assures effective control of budget expenditures through the Resource Development and Administrative Services Leadership Council (RDAS) lead by the Vice President of Business Services. This leadership council "develops the College's Midrange Financial and Allocation Plan that encompasses human, technological, and physical resource requirements as well as develop potential revenue sources" ([IVB5-02](#)). The President ensures that all practices related to control of budget expenditures is consistent with mission and policies through the participatory governance model as well as through practices compliant with board policy. The President signs all contracts for the college including grant applications and grant sub-awards ([IVB5-03](#)).

### **Analysis and Evaluation**

The President ensures that the colleges integrated planning for the allocation of resources is consistent with the institutional mission and policies to improve academic quality, support and sustain student learning programs and services, and to improve institutional effectiveness. As described in detail in Standard IV.3, the President ensures transparency by communicating resource allocation to the community through the annual program review and resource allocation process ([IVB5-04](#)). The President attends Academic Senate meetings regularly and provides a report as a standing agenda item. The President also ensures adherence to board policies and regulations by meeting regularly with faculty and classified union representatives and student leaders to address matter impacting the College.

President Anderson's value of transparency has been clear since arriving at the college with the regular release of the President's Leadership Team Report to the college and posted on the President's webpage ([IVB5-05](#), [IVB5-06](#), [IVB5-07](#)). The Report details information items relevant to the college, policy issues considered, and areas where the PLT took action to truly demonstrate that institutional practices are consistent with institutional mission and policies.



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

### **Evidence of Meeting the Standard**

The President takes responsibility for campus wide communication both electronically and through regular public appearances on and off campus welcome engagements, hosted events, and forums. The President's regular release of the President's Leadership Team Report goes out within a week of all executive team meetings and contains many resource links ([IVB6-01](#), [IVB6-02](#)). This is one primary source to ensure regular, effective communication across the institution. Every month during the fall and spring semesters, the college president hosts the RCC Associates Luncheon on campus where community members receive a college update from the President and a campus spotlight such as an academic program of interest or a presentation on the College's facilities master plan ([IVB6-03](#), [IVB6-04](#)). The President sponsors many local events throughout the year such as national conferences and district events providing the opportunity to for the President to engage with constituents on matters important to the college ([IVB6-05](#), [IVB6-06](#), [IVB6-07](#)). The President hosts annual President's Dinner where hundreds of community leaders attend to support the college and learn more about the impact the college has on its students and community ([IVB6-08](#)). The President ensure a strong presence on various social media sites to enhance communication across the community and evaluates website usage to determine best opportunities to distribute relevant information to the public ([IVB6-09](#), [IVB6-10](#)).

### **Analysis and Evaluation**

The President ensures direct communication with the communities served through active participation on local boards and community-based organizations. He serves on the boards for the Greater Riverside Chamber Business Council, Riverside Downtown Partnership, and the Riverside County Workforce Development Board. The President maintains membership and/or participation with many entities such as the Greater Riverside Chambers of Commerce, City of Riverside, Riverside Unified School District, Jurupa Valley Unified School District, Jurupa Valley Chamber of Commerce, Alvord Unified School District, and the Latino Network. It is through the vast array of public involvement, the President keeps the community abreast of college matters, understands the needs within the community, and positions the college well to response to the diverse needs of the communities in which the college serves.

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### **Conclusions on Standard IV.B. CEO**

The role of the institutional chief executive officer at Riverside City College is embedded into the College's integrated strategic planning structure making this position a key constituent in ensuring primary responsibility for the quality of the institution. Through a highly structured planning process that vertically integrates all areas of the institution within a horizontal alignment structure, the President may monitor, assess, and evaluate all levels of the institution and hold accountable the administrators and others delegated with authority to ensure institutional effectiveness. The institution meets both the intent and spirit of this standard.

### **Improvement Plan(s)**

None

## Evidence List

Citation	Document Name
IVB1-01	RCCD Board Policy 2430
IVB1-02	RCC President Search Prospectus 2018
IVB1-03	RCC Strategic Planning Leadership Councils Constitution and Bylaws
IVB1-04	Educational Master Plan 2015-2025
IVB1-05	President's Leadership Team Agendas
IVB1-06	RCCD Administrative Policy 7120c Full Time Faculty Recruitment and Hiring
IVB1-07	Year 3 PRaP Quick Start Guide
IVB1-08	Joint Councils Recommendation on Prioritization Request
IVB1-09	President's Response to Prioritization requests 30NOV2018
IVB1-10	Office of Institutional Effectiveness Webpage
IVB1-11	Nuventive Webpage
IVB1-12	RCC Strategic Planning Report Card Feb 2018
IVB1-13	RCC Strategic Planning Report Card Feb 2017
IVB1-14	RCC Strategic Planning Newsletter
IVB1-15	RCC Strategic Planning FLEX Fall 2018
IVB2-01	RCCD Board Policy 2430
IVB2-02	RCC President's Office Organizational Chart
IVB2-03	RCC Business Services Organizational Chart
IVB2-04	RCC Academic Affairs Organizational Chart
IVB2-05	RCC Planning and Development Organizational Chart
IVB2-06	RCC Student Services Organizational Chart
IVB2-07	RCC Strategic Planning Leadership Councils Constitution and Bylaws
IVB2-08	RCC Governance Committee meeting notes 21FEB2018
IVB2-09	Educational Master Plan 2015-2025
IVB3-01	RCCD Board Policy 3250
IVB3-02	RCC Committee and Council Structure 18OCT2018
IVB3-03	Educational Master Plan 2015-2025 pg 33-35

IVB3-04	RCC Strategic Planning Report Card March 2019
IVB3-05	RCC Strategic Planning Report Card Feb 2018
IVB3-06	RCC Strategic Planning Report Card Feb 2017
IVB3-07	RCC Strategic Planning Report Card Feb 2016
IVB3-08	RCC Strategic Plan 2015-2020 President's Message
IVB3-09	Trac Dat PRaP Quick Start Guide Feb 2019
IVB3-10	Trac Dat PRap Quick Start Guide Feb 2018
IVB3-11	Trac Dat PRaP Quick Start Guide March 2017
IVB3-12	Program Review Work Instructions
IVB3-13	President's Letter Strategic Initiatives PRaP 03DEC2018
IVB3-14	President's Response Letter 2018
IVB3-15	Prioritization Feedback Fall 2017
IVB3-16	Aligning Strategic Goals with Vision for Success 10JAN2019
IVB3-17	RCC Guided Pathways Scale Adoption 2019
IVB4-01	RCC President Profile 2018
IVB4-02	Strategic Planning Team Meeting 27FEB2019
IVB4-03	EPOC Meeting minutes 07MAR2019
IVB4-04	PLT Report Feb 2019
IVB4-05	President – VPPD Meeting Agenda 02FEB2019
IVB4-06	Strategic Planning Council and Committee Standards
IVB4-07	Integrated Strategic Planning Visual
IVB4-08	Strategic Planning Newsletter April 2019
IVB4-09	Accreditation, President's Message
IVB4-10	Accreditation Update 05NOV2018
IVB4-11	Accreditation Update March 2019
IVB5-01	RCCD Board of Trustees Policy 2430
IVB5-02	Revised Strategic Planning Committees Constitution and Bylaws November 2018
IVB5-03	RCCD Board of Trustees Policy 6100

IVB5-04	President's Letter- Strategic Initiatives PRaP 03DEC2018
IVB5-05	PLT Notes 30JAN2019
IVB5-06	PLT Report 20FEB2019
IVB5-07	PLT Report 27FEB2019
IVB6-01	PLT Report 06MAR2019
IVB6-02	PLT Report 13MAR2019
IVB6-03	Associate Luncheon Invite December 2018
IVB6-04	RCC Associate Luncheon 11FEB2019
IVB6-05	AHSIE Conference Welcome Reception Invitation
IVB6-06	Latino Thought Makers Event Invitation
IVB6-07	RCCD Foundation Board Meeting 18SEP2018
IVB6-08	RCC President's Dinner Invitation 2018
IVB6-09	Social Media Examples
IVB6-10	Analytics – All Website Date Pages 11APR2018

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### C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

#### Evidence of Meeting the Standard

The five member Board of Trustees, elected by the citizens of the Riverside Community College District (RCCD), governs in accordance with the authority granted and duties defined in Education Code Section 70902 ([IVC1-01](#)).

The board has a number of policies within its Policy Manual on the Board of Trustees webpage ([IVC1-02](#)) that specifically address the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The BOT has the ultimate decision-making responsibility for adopting policies necessary for the efficient operation of the College and consistent with law as defined by BP 2410: Policy and Administrative Procedure ([IVC1-03](#)). For instance, the Board recognizes and approves the district and college missions in BP 1200: District Mission ([IVC1-04](#)), and the Board shows its responsibility to quality improvement in BP/AP 3225: Institutional Effectiveness ([IVC1-05](#)). BP 2430: BP 2430: Delegation of Authority to Chancellor and Presidents defines the board's authority and the board's delegation of authority to the CEO to administer policies and execute BOT action ([IVC1-06](#)). BP 2510: Participation in Local Decision Making defines the authority and responsibilities of the BOT, which has ultimate decision-making authority in areas

designated by state and federal law ([IVC1-07](#)). In addition, BP/AP 2200: Committees of the Board outlines the duties and responsibilities of the board ([IVC1-08](#)).

### **Analysis and Evaluation**

Board of Trustees policies delineate the board's accountability for academic quality, integrity, the effectiveness of learning programs and services, and financial stability. BP and AP 3225 identifies the Board's commitment to quality improvement, and BP 1200 demonstrates support of the institutions' mission. BP/AP 2410: Policy and Administrative Procedure identifies periodic review and continual evaluation for board policies and administrative procedures ([IVC1-09](#)). Based on the chancellor's evaluation of the board policies (BPs) and administrative procedures (APs) in 2018-2019, the District and board undertook the process of revising and renumbering the board policies to be more functional and to provide more clarity. One goal has been to better align BPs and APs ([IVC1-10](#)). The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

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

### **Evidence of Meeting the Standard**

The Board of Trustees acts as a whole and legally can function only as a group to represent the communities served by the District. BP 2200: Board Duties, Responsibilities, and Privileges delineates the duties and responsibilities of the Board. One of the provisions in this policy explicitly states that the board can only "act as a whole to represent the communities served by the District" ([IVC2-01](#)). The student trustee, who serves a one-year term, does not vote and does not participate in closed sessions but is empowered to ask questions and to discuss issues before the Board. The board follows the Brown Act ([IVC2-02](#)), which prohibits board members from conducting district business outside recognized and announced board meetings. Some actions, which are listed in BP 2330: Quorum and Voting, require a two-thirds majority vote of the board ([IVC2-03](#)). Also, BP 2720: Communications among Board Members prohibits board members from communicating with one another in any form outside of regular board meetings "to discuss, deliberate, or take action on any item of [district] business" ([IVC2-04](#)).

### **Analysis and Evaluation**

Board policies state that the trustees act as a collective unity and to act in support of any decision that is made. While individual board members represent their own geographical areas, the Board as a whole supports decisions made by the Board regardless of individual viewpoints. Members vote unanimously on nearly all items presented for approval, including the hiring of administrative personnel.

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

### **Evidence of Meeting the Standard**

BP/AP 2431: Chancellor Selection ([IVC3-01](#)) specifies that the process will be "inclusive, transparent, and participatory." Representatives from each of the District's constituency groups participate in the selection ([IVC3-02](#)). The Board adhered to this policy in selecting the current chancellor, as shown in a District memo of September 25, 2017 that described the beginning of

the search ([IVC3-03](#)) and Board of Trustee minutes November 21, 2017 at the end of the search process ([IVC3-04](#)).

BP/AP 2435: Evaluation of Chancellor ([IVC3-05](#)) provides the framework for the chancellor's evaluation. This evaluation takes place annually and complies with the terms of the chancellor's employment contract. BP 2435 stipulates that the evaluation process is "jointly agreed to by the Board of Trustees and the Chancellor." Annually during closed sessions held during the May and June board meetings, the chancellor reviews his/her accomplishments of the previous year's agreed upon objectives and submits objectives for the upcoming year ([IVC3-06](#)). In turn, the chancellor receives a written response/evaluation from the trustees through an attorney representing the district. The evaluation of the chancellor becomes part of the chancellor's personnel file which is maintained by the office of Diversity and Human Resources ([IVC3-07](#)).

BP/AP 7121: President Recruitment and Hiring ([IVC3-08](#)) specifies the procedure for the selection of a college president. Similar to the selection of a chancellor, the policy specifies the committee composition, the screening and interview procedures, public forums, selection of finalists, and the negotiation and appointment of the president. The Board has followed this process in hiring two college presidents within the last three years, as evidenced by the Board of Trustee minutes December 11, 2018 that shows the approval of the appointment of Dr. Gregory Anderson as president of Riverside City College ([IVC3-09](#)). BP 7155: Evaluation of President ([IVC3-10](#)) states that "the Chancellor shall establish a procedure for the annual evaluation of each College President."

### **Analysis and Evaluation**

The board has used its selection processes, outlined in board policies, to hire the chancellor and college presidents. The timelines and documents of the most recent selection processes for the chancellor and college presidents demonstrate that the board adheres to and honors its selection policies. In accordance with board policy, the board annually evaluates the chancellor, and the results of the evaluations exist in Board agenda and minutes. The chancellor establishes the procedure for the annual evaluation of the presidents, and the evaluations are placed in the appropriate personnel files.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

### **Evidence of Meeting the Standard**

Several board policies offer evidence that the district meets this standard. BP 2200 requires board members to serve as advocates for the district in the community ([IVC4-01](#)). To reflect the public's interests, trustees must reside in the specific trustee area within the District's boundaries and are elected only by the voters who reside in the same Trustee Area, as indicated in the Trustee Areas Map and a list of current Board of Trustees members and the areas they represent ([IVC4-02](#)). BP 2010: Board Membership offers prohibitions against member employment in the district or on other boards within the district boundaries ([IVC4-03](#)). This prohibition helps to maintain the independence of its members. BP 2716: Political Activity restricts board members from using district funds to advocate for specific political activities ([IVC4-04](#)). BP 2710: Conflict of Interest and 2712: Conflict of Interest Code outline the responsibility of board members to maintain certain standards of conduct ([IVC4-05](#), [IVC4-06](#)). BP 2715: Code of

Ethics/Standards of Practice requires board members to allow public input into deliberations and to maintain the highest quality of education ([IVC4-07](#)).

### **Analysis and Evaluation**

Composition of the governing board reflects public interest in the institution. Board policies regarding board membership, conflict of interest, codes of ethics, and standards of practice demonstrate that the board's duty is to act in the interest of the students' educational welfare and to advocate for and protect the institution from undue influence or political pressure.

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

### **Evidence of Meeting the Standard**

The Board of Trustees has approved an institutional mission identified in BP 1200: District Mission ([IVC5-01](#)), and has developed mission-directed policies such as BP 2200: Board Duties, Responsibilities and Privileges that states, "The primary function of the Board of -Trustees is to make policy," and lists areas of responsibility including fiscal integrity, educational programs and services, and "quality institutional planning and evaluation" ([IVC5-012](#)). The Board of Trustees has ultimate responsibility in these areas.

During regular retreats the Board of Trustees reflects on its policy making role and reviews previous board goals, student success data, priorities, and goal alignment to the district strategic plan. Minutes from the March 9, 2019 special meeting list the topics included in the chancellor's report to the trustees on student learning programs and the resources that support them ([IVC5-03](#)).

The Board of Trustees ensures the quality of educational programs and services by approving the colleges' local goal alignment with Vision for Success ([IVC5-04](#)), monitoring progress on Guided Pathways implementation ([IVC5-05](#)), and approving curriculum ([IVC5-06](#)). The board assumes responsibility for financial integrity and stability through oversight that includes annual review and adoption of the budget for the district ([IVC5-07](#)) and approval of the revised budget allocation model (BAM), most recently on June 11, 2019 ([IVC5-08](#)).

### **Analysis and Evaluation**

Board policies establish the district and college missions and describe the board's roles and responsibilities for all aspects of educational quality, legal matters, and financial integrity and stability. Meeting minutes demonstrate that the Board of Trustees regularly reviews and updates its goals and priorities based on updates provided by the colleges on student success data and strategic initiatives. The Board's goals align to the District Strategic Plan (DSP) and board responsibilities. In fall 2019, the Board is in process of updating alignment in light of approval of the DSP and the Board Self-Assessment in October 2019. The Board takes responsibility for the educational success of the students by providing stable and necessary resources to support student access and achievement.

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

### **Evidence of Meeting the Standard**

BP 2410: Policy and Administrative Procedure ([IVC6-01](#)) states that, “Copies of all policies and administrative procedures shall be readily available to District employees through the Chancellor’s Office, the office of the General Counsel, each College President’s office, or the District’s web site.” In accordance with this policy, the district regularly publishes on their website ([IVC6-02](#)) all board policies and administrative procedures along with certified minutes and audio recordings of board meetings. The published policies cover the board’s size, duties, responsibilities, structure and operating procedures. BP 2010: Board Membership ([IVC6-03](#)) states that, “Board of Trustees shall consist of five members elected by the qualified voters of the District” and it outlines the structure of the board, specifying procedures associated with each officer role; BP 2200: Board Duties, Responsibilities and Privileges ([IVC6-04](#)) itemizes the specific duties and responsibilities of the board, and the primary duties are also summarized on the introductory page of the board’s website ([IVC6-05](#)); BP 2310: Regular Meetings of the Board ([IVC6-06](#)) and BP 2320: Special, Emergency, and Adjourned Meetings ([IVC6-07](#)) delineate timing requirements and operating procedures for regular and special meetings that comply with Brown Act provisions; and BP 2345: Participation at Board Meetings ([IVC6-08](#)) describes the parliamentary procedure followed and requirements for addressing the board.

### **Analysis and Evaluation**

Board policies specify the makeup, duties and responsibilities, and operating procedures of the board, and processes are transparent and available to the public. The Board of Trustees’ publicly accessible webpages on the District website include links to all board agendas and administrative actions.

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

### **Evidence of Meeting the Standard**

Board of Trustees agendas and minutes, available on the RCCD website ([IVC7-01](#)), demonstrate that the Board of Trustees acts in a manner consistent with its policies. For example, the agenda and minutes from the regular board meeting of April 16, 2019 ([IVC7-02](#)), explain items for information, discussion, and action, and show board members fulfilling their responsibilities in accordance with policies.

BP 2410: Policy and Administrative Procedure ([IVC7-03](#)) outlines the parameters for adopting and revising board policies and administrative procedures. The most recent revision date for each board policy and administrative procedure is identified at the end of the document ([IVC7-04](#)). Board policies and administrative procedures undergo periodic review and revision ([IVC7-05](#)). Most recently, in fall 2018, the chancellor instructed the vice chancellors to review all board policies and administrative procedures that impact their areas and to assess and to recommend any changes to these policies. He has also charged the District’s legal counsel to review board policies and administrative procedures for any changes recommended by the Community College League of California. In fact, at its February 2019 Governance Committee meeting ([IVC7-06](#)), the board reviewed a recommendation from the chancellor to revise the architecture (reordering and renumbering of board policies and administrative procedures) of some board



policies to make them more functional and to provide more clarity. In addition, the District has developed a Board Policy Tracker, a spreadsheet that provides links to the specific policies and their revision/review dates ([IVC7-07](#)). This tool allows the District administration and the board to determine the status of each policy and will also allow the District to adjust its policies and administrative procedures to the new state funding model, which includes a performance-based component, as well as align its policies with the new Guided Pathways framework.

### **Analysis and Evaluation**

As evidenced by meeting agendas and minutes, the RCCD Board of Trustees acts in a manner consistent with its policies and bylaws. In addition, the Board regularly assesses and revises policies following established procedure, ensuring the policies' effectiveness in fulfilling the mission. In light of AB 705, moving to multi-term registration, and other initiatives, the District has completed detailed review and revision for some board policies, is currently in process with other policies and procedures, and has moved toward following a regular schedule for review and revisions.

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

### **Evidence of Meeting the Standard**

The RCCD Board of Trustees regularly reviews key indicators of student learning and achievement as well as institutional plans for improving academic quality. On May 16, 2017, the Board of Trustees approved the 2017-2018 Institutional Effectiveness Framework of Indicators for each college "to measure on-going conditions; and the District's goals for Fiscal Viability and Programmatic compliance" ([IVC8-01](#)). The District Office of Institutional Research presents the findings of the Student Success Scorecard to the Board on an annual basis ([IVC8-02](#)). In May 2019, the Board of Trustees reviewed and approved the colleges' local goal alignment with the system-wide Vision for Success ([IVC8-03](#)). Additionally, the Board of Trustees approves each College's educational master plan ([IVC8-04](#)) and strategic plan ([IVC8-05](#)), which includes key institutional performance indicators, metrics, and targets ([IVC8-06](#)). Each College's Educational Master Plan embeds strategic planning objectives, as shown in the current EMP ([IVC8-07](#)).

### **Analysis and Evaluation**

The RCCD Board of Trustees regularly reviews student success indicators and institutional plans to improve the academic quality of each college. The state chancellor's office Vision for Success emphasizes the colleges' alignment of local goals with system-wide goals. The Board has an engaged and nuanced understanding of how the colleges are moving in a direction consistent with state-wide priorities aimed at improving student learning and achievement.

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

### **Evidence of Meeting the Standard**

RCCD uses a combination of methods to ensure that it fulfills BP 2740: Board Education ([IVC9-01](#)) which describes the commitment to "ongoing development as a Board" and indicates that the Board of Trustees will "engage in study sessions and provide access to reading materials," and,

as budget permits, “support conference attendance or other activities that foster Board member education.”

At its annual retreat, the board receives both self-development training and information to help it establish its goals and targets, as shown in the minutes from the March 9, 2019 board retreat ([IVC9-02](#)). Trustees regularly receive information about California Community Colleges and state matters from the Community College League and representatives from various district and college constituencies. Occasionally members attend conferences in Washington, D.C., and a delegation from the board annually attends the Community College League of California and the Association of Community College Trustees legislative conferences. The board regularly sends representatives, especially new members, to the California Community College Trustees orientation, held annually in Sacramento.

BP 2100: Board Elections ([IVC9-03](#)) is the mechanism for providing for continuity of board membership and staggered terms of office. It specifies that a trustee’s term of office is four years, with elections every two years to stagger terms of office “so that, as nearly as practical, one half of the Board members shall be elected at each Board member election.” Eligibility requirements, dates of elections, and methods of dealing with vacancies are set forth in BP 2110: Vacancies on the Board ([IVC9-04](#)), which includes requirements related to ample and timely publicity, interviews, selection by majority vote, and appointment.

### **Analysis and Evaluation**

Board policies require ongoing training and development, provide for continuity of membership, and for staggered terms of office. To meet this requirement, members of the board regularly attend conferences and participate in board development activities. Likewise, the policies for elections are followed each term.

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

### **Evidence of Meeting the Standard**

BP 2745: Board Self-Evaluation describes the process for board self-evaluation. BP 2745 establishes the Board of Trustees’ “commitment to assessing its own performance as a Board in order to identify its strengths and areas it may improve its functioning” ([IVC10-01](#)). The board self-evaluation process is grounded in the principles of learner centeredness, continuous assessment, evidence-based assessment, and commitment to act. To model its commitment to continuous improvement, the Board conducts the self-evaluation annually each May. The self-assessment tool, form, highlights, and goals and objectives are posted on the Board Self Evaluation page of the RCCD website ([IVC10-02](#)).

### **Analysis and Evaluation**

BP 2745 outlines the board self-evaluation process and describes the key principles and dimensions of effectiveness that guide this regular assessment. The Board has followed BP 2745 each year through 2017 and published the results on the district website; however, because the

board hired a new chancellor, who is restructuring board committees and modifying the board self-assessment rubric, the board did not conduct its May 2018 or May 2019 self-assessment. With the new student performance-based apportionment metrics and the new requirements for the board to be more directly involved in student achievement goals and targets, the board has modified its assessment instrument to include student success, work force, and equity targets as part of its annual self-evaluation. The board also added a section to assess its “full participation in board training” that goes beyond its assessment of receiving information from various state and federal agencies. The Board self-evaluation was administered by the Association of Community College Trustees (ACCT) on September 17, 2019. The Board subsequently reviewed the results of the self-assessment to identify potential areas for improvement, and to establish goals and priorities for the coming year ([IVC10-03](#)).

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

#### **Evidence of Meeting the Standard**

BP 2715: Code of Ethics Standards of Practice ([IVC11-01](#)) defines appropriate standards of ethical conduct and practices. BP 2715 also sets forth the required provisions for the disclosure of assets and income of designated employees, the disqualification of designated employees from acting where a conflict of interest exists, the list of designated employees subject to the disclosure provisions of the Code, and the list of disclosure categories specifying the types of assets and income required to be disclosed by each of the designated employees. In addition, all Board of Trustees members fill out a Statement of Economic Interest ([IVC11-02](#)) to verify that members’ disclosed interests do not interfere with their duty to operate in an impartial, integrous manner. Although Board members adhere to the code, in the event that one does not, BP 2715 provides a process for managing behavior deemed in violation of the policy.

The Board of Trustees maintains BP 2710: Conflict of Interest ([IVC11-03](#)) and BP 2712: Conflict of Interest Code ([IVC11-04](#)), pursuant to the requirements of the Political Reform Act of 1974, Government Code Section 81000. The Political Reform Act of 1974, California's conflict of interest law for public officials, requires certain designated public officials at all levels of government to disclose publicly their private economic interests and requires all public officials to disqualify themselves from participating in decisions in which they have a financial interest. Board members’ interests are disclosed and reveal that no board member has any personal interest in the institution.

#### **Analysis and Evaluation**

The board has sufficient safeguards in its policies and disclosure requirements to ethically secure and ensure the academic and fiscal integrity of the District and the colleges. Board member disclosure statements are stored at the chancellor’s office and are available to the public upon request.

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

#### **Evidence of Meeting the Standard**

BP/AP 2430: Delegation of Authority to Chancellor and Presidents ([IVC12-01](#)) indicates that the Board of Trustees appoints the chancellor and delegates to the chancellor the “executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action.” The chancellor is empowered by the board to delegate powers and responsibilities. BP/AP 2430 also delineates the duties and responsibilities of the college presidents.

The chancellor provides regular reports at every Board of Trustees meeting, including information on institutional performance, as shown in recent minutes for April and August 2019 ([IVC12-02](#), [IVC12-03](#)). In addition, at Board retreats, the chancellor reports on district goals ([IVC12-04](#)).

The Board has empowered the chancellor to administer its policies and procedures and holds the chancellor accountable through its annual evaluation, as described in Standard IV.C.3.

#### **Analysis and Evaluation**

The board delegates to the chancellor full responsibility and authority for the operation of the district in administering board policies and procedures. The board holds the chancellor accountable through regular reports at board meetings as well as the annual evaluation.

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

#### **Evidence of Meeting the Standard**

BP/AP 3200: Accreditation ([IVC13-01](#)) outlines the process by which the board is informed and involved in the accreditation process.

Since the last accreditation cycle, when the board approved the institutional self-evaluations for each of the colleges ([IVC13-02](#)), the board has accepted the follow-up and midterm reports and accreditation responses for the District ([IVC13-03](#), [IVC13-04](#)) and the College’s substantive change proposal ([IVC13-05](#)). As the colleges and the district began their preparation for the next accreditation cycle, the three colleges and the district office made a presentation to the board where the board received a comprehensive update on the 2020 accreditation requirements, changes, timelines, and responsibilities of the board. The update included a link to the Roles and Responsibilities of Governing Boards in Accreditation ([IVC13-06](#)). Another update from the colleges took place at the September 3, 2019, board meeting ([IVC13-07](#)). On September 12, 2019, board members participated in an accreditation workshop ([IVC13-08](#)) to provide the board with specific training on their roles in the accreditation process. The board will approve the institutional self-evaluation for each college in November 2019 before the colleges’ reports are submitted to the Commission.

Through its role as a policy-making body to assure the academic quality, integrity, and effectiveness of the district colleges' student learning programs and services as well as the financial stability of the institutions, detailed in Standard IV.C.1, the board shows its commitment to the colleges' efforts to improve and excel. One of the survey questions in the board self-evaluation process asks board members to rate the board's involvement in the accreditation process ([IVC13-09](#)).

**Analysis and Evaluation**

The board has received ongoing updates on the accreditation status and processes from each of the three colleges and from the district office. It has received training about the board's roles and responsibilities in the accreditation process including a fall 2019 accreditation workshop for board members, arranged by the chancellor. Further, the board, through its role as a policy-making body, continually supports the colleges' efforts in continuous quality improvement.

**Conclusions on Standard IV.C. Governing Board**

The Board of Trustees of the Riverside Community College District is an independent policy-making body that reflects the public interest through direct election of trustees. The board develops and maintains policies and administrative procedures that identify its authority and responsibility to assure the academic quality, integrity, and effectiveness for student learning programs and services and the financial stability of the district and its colleges. The board acts in a manner consistent with its policies. Policies and procedures also address the board's acting as a collective entity as well as its selection and evaluation of the chancellor. The board is committed to reviewing and revising its policies, and the chancellor has directed the vice chancellors to conduct a thorough and comprehensive review of all policies and administrative procedures. The board recognizes that the recent legislative changes require it to have more direct oversight of student success and equity by establishing and approving district concrete student-success goals and targets and acknowledges that these targets have a direct fiscal impact on the institution. The board also understands, and is responding to the requirement, that some of its policies will require significant revision to align with the legislative directives and that its self-assessment instrument requires revision that better reflects the board's changing oversight responsibilities.

**Improvement Plan(s)**

None

**Evidence List**

<b>Citation</b>	<b>Document Name</b>
IVC1-01	CA Code 70902
IVC1-02	RCCD BP Manual Webpage 2019
IVC1-03	BP AP 2410 Policy Admin Procedure
IVC1-04	BP AP 1200 District Mission
IVC1-05	BP AP 3225 Institutional Effectiveness
IVC1-06	BP AP 2430 Delegation Authority Chancellor Pres

IVC1-07	BP AP 2510 Participation
IVC1-08	BP AP 2220 Committees Board
IVC1-09	BP AP 2410 BP AP Review
IVC1-10	BOT Agenda Presentation 02-19-2019
IVC2-01	BP AP 2200 Board Duties Resp Priv
IVC2-02	CA Code 54950-54963
IVC2-03	BP 2330 Quorum Voting
IVC2-04	BP 2720 Comm Board Members
IVC3-01	BP AP 2431 Chancellor Selection
IVC3-02	Chancellor Search Committee
IVC3-03	District Chancellor Memo 09-25-2017
IVC3-04	BOT Minutes 11-21-2017
IVC3-05	BP AP 2435 Evaluation Chancellor
IVC3-06	BOT Minutes 06-04-2019
IVC3-07	BOT Minutes 03-09-2019
IVC3-08	BP AP 7121 President Recruit Hiring
IVC3-09	BOT Minutes 12-11-2018
IVC3-10	BP 7155 Eval President
IVC4-01	BP AP 2200 Board Duties Resp Priv
IVC4-02	Trustees Map Areas Webpage 2019
IVC4-03	BP 2010 Board Membership
IVC4-04	BP 2716 Political Activity
IVC4-05	BP AP 2710 Conflict Interest
IVC4-06	BP AP 2712 Conflict Interest Code
IVC4-07	BP 2715 Code Ethics Standards
IVC5-01	BP 1200 District Mission
IVC5-02	BP AP 2200 Board Duties Resp Priv
IVC5-03	BOT Minutes 03-09-2019
IVC5-04	BOT Minutes 05-21-2019

IVC5-05	BOT Agenda Presentation 05-01-2018
IVC5-06	BOT Minutes 04-16-2019
IVC5-07	BOT Minutes 09-17-2018
IVC5-08	BOT Minutes 06-11-2019
IVC6-01	BP AP 2410 Policy Procedure
IVC6-02	BOT Webpage 2019
IVC6-03	BP 2010 Board Membership
IVC6-04	BP AP 2200 Board Duties Resp Priv
IVC6-05	BOT Homepage 2019
IVC6-06	BP AP 2310 Reg Meetings Board
IVC6-07	BP AP 2320 Special Meetings
IVC6-08	BP AP 2345 Participation
IVC7-01	BOT Agendas Minutes Webpages 2019
IVC7-02	BOT Agenda Minutes 04-16-2019
IVC7-03	BP AP 2410 Policy Procedure
IVC7-04	BP Revision Date
IVC7-05	BP Tracker 2019-2020
IVC7-06	BOT Minutes 02-05-2019
IVC7-07	BP Tracker 2019-2020
IVC8-01	BOT Minutes Presentation 05-16-2017
IVC8-02	BOT Minutes Presentation 03-05-2019
IVC8-03	BOT Minutes Presentation 05-21-2019
IVC8-04	BOT Minutes 04-19-2016
IVC8-05	BOT Agenda Presentation 04-19-2016
IVC8-06	RCC Strategic Plan 2015-2020 KPIs
IVC8-07	SP Goals Embed Ed Master Plan
IVC9-01	BP2740 Board Education
IVC9-02	BOT Minutes 03-09-2019
IVC9-03	BP AP 2100 Board Elections

IVC9-04	BP AP 2110 Board Vacancies
IVC10-01	BP 2745 Board Self Evaluation
IVC10-02	BOT Self Evaluation Webpage
IVC10-03	BOT Agenda 10-01-2019
IVC11-01	BP AP 2715 Code Ethics
IVC11-02	Economic Interest Form
IVC11-03	BP AP 2710 Conflict Interest
IVC11-04	BP AP 2712 Conflict Interest Code
IVC12-01	BP AP 2430 Delegation Authority Chancellor Pres
IVC12-02	BOT Minutes 04-16-2019
IVC12-03	BOT Minutes 08-20-2019
IVC12-04	BOT Minutes 03-09-2019
IVC13-01	BP AP 3200 Accreditation
IVC13-02	BOT Minutes 12-10-13
IVC13-03	BOT Minutes 06-16-2015
IVC13-04	BOT Minutes 02-21-2017
IVC13-05	BOT Minutes 01-19-2016
IVC13-06	BOT Minutes Presentation 04-03-2018
IVC13-07	BOT Minutes Presentation 09-03-2019
IVC13-08	BOT Minutes 09-12-2019
IVC13-09	BOT 2017 Self Assess Form

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#### **D. Multi-College Districts or Systems**

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.



### **Evidence of Meeting the Standard**

BP 1100: The Riverside Community College District (RCCD) ([IVD1-01](#)) defines the District as the three colleges. The Chancellor is the CEO of Riverside Community College District and provides leadership in setting and communicating expectations of educational excellence and integrity through Chancellor's Forums, Flex Day presentations, and meetings with various councils, committees, and task forces ([IVD1-02](#), [IVD1-03](#)). The Chancellor assures support for the effective operation of the colleges through centralized District services in human resources, information technology, business and finance, educational services, and distance education ([IVD1-04](#)). Even though some services are centralized at the District Office, staff members are assigned to each of the colleges in areas such as human resources and distance education. Financial Services are centralized, but the District and the colleges work collaboratively on financial matter through the presidents and vice presidents ([IVD1-05](#)) at the colleges.

BP 2430: Delegation of Authority to Chancellor and Presidents describes the responsibilities of the chancellor and states that "Authority flows from the Board of Trustees through the Chancellor to the College Presidents" ([IVD1-06](#)). Per BP 3100: Organizational Structure, "The Chancellor shall establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District" ([IVD1-07](#)). The RCCD Function Map delineates and clarifies the responsibilities and functions of the district/system with those of the colleges ([IVD1-08](#)). Furthermore, roles and responsibilities for decision-making inclusive of faculty, staff, and students in district and college governance are defined in BP 2510: Participation in Local Decision Making ([IVD1-09](#)).

### **Analysis and Evaluation**

The chancellor provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District through regularly-scheduled district and college meetings. Various board policies delineate roles and responsibilities between the District and the colleges, and an ongoing dialogue about services occurs among the District Office and colleges on a regular basis. The revision process for the RCCD Function map provided an opportunity for rich conversations about responsibilities and services; the function map is a living document that will be updated as the system evolves.

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

### **Evidence of Meeting the Standard**

The RCCD functional maps, revised in spring 2019, clearly define, document, and communicate roles and responsibilities among the colleges and District Office ([IVD2-01](#)). The revised functional maps offer a platform for collaboration and improving efficiency across the District.

To ensure that the colleges receive effective and adequate resources to support their institutional missions and functions, and in alignment with the accreditation Standards, RCCD evaluates services provided by the District Office through the program review and planning process and through surveys, such as the spring 2018 strengths, weaknesses, opportunities, and threats (SWOT) survey ([IVD2-02](#)). The revised program review and five-year planning model for the District Office provides for alignment with District strategic planning goals and for a more service-oriented approach to District Office planning ([IVD2-03](#)). District Office functions of human resources, information technology, business and finance, educational services, and distance education submit program reviews ([IVD2-04](#)). As the District developed its Strategic Plan 2019-2024 and five-year program review and planning process, some units completed abbreviated reviews, in particular to ensure resource allocation in areas where time-sensitive changes were needed ([IVD2-05](#)).

In addition, these District areas work with the colleges on their institutional self-evaluation reports, as evidenced by district accreditation meetings of January 22, 2019, and May 14, 2019 ([IVD2-06](#), [IVD2-07](#)). Additional feedback on level of services is provided through Chancellor's Cabinet discussions, meetings of the College presidents and chancellor, vice chancellors' meetings, district-wide vice presidents' meetings, and other venues.

### **Analysis and Evaluation**

Since the last revision to the RCCD function map in January 2013, the District and three colleges have evolved from institutions in the process of becoming a multi-college district to a fully-fledged multi-college district with three independently accredited colleges. The revised functional maps outline this more mature relationship between the District and three colleges. Two important purposes of the functional map revision were to collaboratively determine the appropriate level of support from the District to the three colleges now that the colleges are independent, and to align with the revised accreditation standards.

When constituents responded to the SWOT survey item, "The District Office effectively meets the diverse needs of the students at all three colleges," the score was 3.33 on a scale of 1-strongly disagree to 5-strongly agree. The score on "The District Office does a good job of advancing its mission" was 3.23. The score on "The District Office efficiently uses its resources" was 3.04. On a rating of district services, including legal, business, grants, risk management, facilities, public affairs, human resources, and fundraising, all scored between a 2 and 3 on a scale of 1-poor to 4-excellent. Based on these perceptions, while none of the services were rated as poor, there are clearly areas in which services can be improved. The results were discussed in DSPC so that managers can address any concerns in their planning processes ([IVD2-08](#)).

The District Office has been building a revised model for program review and planning and expects to have drafts of program reviews for all vice chancellors' areas by spring 2020.

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

### **Evidence of Meeting the Standard**

Board policies detail district fiscal policies, including budget management to support effective operations and sustainability of the colleges and District as well as the chancellor's authority and responsibility for effective control of expenditures.

BP 6300: Fiscal Management ([IVD3-01](#)) refers to procedures for maintaining financial books and records, including stipulations that "Fiscal objectives, procedures, and constraints are communicated to the Board of Trustees and employees" as well as "The management information systems provide timely, accurate, and reliable fiscal information." In alignment with this policy, the Board of Trustees receives a monthly financial report comparing prior year actual financial activity, adopted and revised budget information, and current year-to-date financial activity for each fund of the District. The Board of Trustees receives a monthly Capital Program Executive Summary report showing Measure C project commitments, quarterly CCFS-311Qs and the annual CCFS-311 financial and budget information required by the state Chancellor's Office, and the annual Tentative and Final Budget documents, as shown in recent agenda items for presentations about the District's budget as well as the state budget ([IVD3-02](#), [IVD3-03](#), [IVD3-04](#)). Demonstrating that the District reviews and controls system-wide expenditures, the most recent independent auditor reports for the District, Measure C, and Foundation express unqualified opinions on the financial statements, internal controls, and federal and state compliance as applicable for the fiscal year ending June 30, 2018 ([IVD3-05](#), [IVD3-06](#), [IVD3-07](#)). The auditor reported no finding or questioned costs associated with each of their audits.

In accordance with BP/AP 6100: Delegation of Authority ([IVD3-08](#)), the chancellor ensures effective control of expenditures through delegated authority, oversight, and consultation with districtwide committees. One such committee, with representation from the District Office and the three colleges including faculty, students, staff, and management, is the District Budget Advisory Council (DBAC) ([IVD3-09](#)). This district council has developed the first phase of the Budget Allocation Model (BAM) to allocate unrestricted general operating funds in a fair, equitable, and transparent manner ([IVD3-10](#)). DBAC continues its work through the fall 2019 on the second phase of the BAM, which is to develop FTES Exchange Rates, among other BAM components, for the allocation of resources in FY 2020-2021, as shown in Standard III.D.1. For planning purposes, DBAC also receives regular updates on the status of the State budget development process, and districtwide budget planning efforts, as shown in itemized materials and documents presented at DBAC meetings ([IVD3-11](#)).

Another districtwide committee is the District Enrollment Management Committee (DEMC) ([IVD3-12](#)) with the responsibility for decisions concerning effective enrollment management. With the advent of the new California state Student Centered Funding Formula, which changes the apportionment distribution model at the state level from one driven almost exclusively by FTES to one that incorporates student equity and success metrics, the DEMC has modified its membership to include college representatives from financial aid and other student services areas. In addition, the DEMC now discusses financial aid processes and procedures, and student success goals and metrics ([IVD3-13](#)).

The District Strategic Planning Council (DSPC) is another districtwide committee that is responsible for the development and coordination of district strategic planning ([IVD3-14](#)). The DSPC and the three college-wide strategic planning committees develop, recommend, and maintain the strategic plan to ensure it is aligned with the goals, vision, and processes for the district. The committee makes recommendations about district procedures and practices where they relate to strategic planning and long-term budgeting ([IVD3-15](#)). The DSPC addresses issues pertaining to long-range planning, and resource allocation.

### **Analysis and Evaluation**

Policies and procedures, including participation of representatives from the three district colleges, support adequate allocation and reallocation of resources for effective operations to meet the needs and priorities of the colleges and to sustain the District. As part of recent review and revision of the budget allocation model, the District Budget Advisory Council recommended substantial changes to the phase 1 BAM revision project for implementation in FY 2019-2020, including ongoing work relative to development of FTES exchange rates, among other revisions, for phase 2 implementation in FY 2020-2021. Audit reports indicate that the district reviews and controls system-wide expenditures.

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

### **Evidence of Meeting the Standard**

BP 2430: Delegation of Authority to Chancellor and Presidents is evidence of delegation of responsibility and authority to the chancellor and college presidents ([IVD4-01](#)). BPAP2430 states that the Board of Trustees delegates to the chancellor the executive responsibility for providing leadership for the District, carrying out District programs, administering policies, executing decisions of the Board, and ensuring compliance with state and federal regulations and statutes. In turn, the chancellor delegates authority for the administration and operation of the colleges to the presidents. Delegation of authority to the presidents flows through the Board and the chancellor. Other board policies identify areas of delegation of authority without interference to the College presidents. BP/AP 6100: Delegation of Authority ([IVD4-02](#)) stipulates that the college presidents retain certain authority for business procedures. For example, "For contracts on their campus on public works projects, (excluding maintenance), the President may enter into and sign contracts less than \$125,000. Anything over that amount must go through the competitive bidding process." BP/AP 7110: Delegation of Authority relates to college presidents' authority in matters of human resources ([IVD4-03](#)).

Section IV.B of the RCCD Functional Map delineates the roles of the chancellor and presidents.

### **Analysis and Evaluation**

The roles and responsibilities of the chancellor and the presidents are clearly defined. Through delegation of authority expressed in BP 2430 and BP 7110, a system exists that enables the chancellor and the presidents to perform their duties and carry out the responsibility for oversight and decision making at the District and college levels. Through a systematic and documented evaluation process, employees, and specifically the chancellor and presidents, are held accountable for effectively carrying out their responsibilities.

Through the College's development of its vision, role, and master planning in 2019, it became evident that the college and district structures were not well aligned. This led to differing expectations concerning the future direction of the College. As one example, the Educational Master Plan required approval by the District Strategic Planning Council before being forwarded to the Board of Trustees. In previous years, educational master plans were shared with District Strategic Planning Council as information items only. To address process and governance gaps such as this, the College is working closely with District leadership and councils to better align with current procedures and roles to ensure effective and timely operations.

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

### **Evidence of Meeting the Standard**

District planning and evaluation are integrated with college planning and evaluation through the District Strategic Plan ([IVD5-01](#)). All college and district goals are aligned with the California Community Colleges Chancellor's Office Vision for Success ([IVD5-02](#)). The District Strategic Planning Council (DSPC), which includes representation from the three colleges and the district office ([IVD5-03](#)) convened in May 2017 to revise the District Strategic Plan and planning process. Six teams were formed: A) Plan Review and Assessment Team, B) Scan and Analysis Team, C) SWOT Analysis Team, D) Mission/Vision/Values and Strategic Themes Team, E) Organization Structures and Processes Team, and F) Writing Team.

During late spring 2017, Team A assessed the existing District Strategic Plan ([IVD5-04](#)). During the academic year 2017 – 2018, Team B prepared an environmental scan with an internal scan focused on student metrics, human resources, technology, facilities, and budget along with an external scan focused on population, education, and economic characteristics and trends, workforce/employment characteristics, state budget and legislative issues, and regional workforce analyses ([IVD5-05](#)). During spring 2018, Team C developed a strengths, weaknesses, opportunities, and threats (SWOT) survey and analyses ([IVD5-06](#)). Analyses relied not only on the SWOT survey but also on the external scan to identify potential opportunities and threats. During summer 2018, Team D drafted a district mission statement, vision, values, goals and objectives ([IVD5-07](#)). During late summer and fall 2018, Team E began to re-envision the district council and committee structure to better align with the colleges' structures ([IVD5-08](#)). Team F drafted the Riverside Community College District Strategic Plan 2019 – 2024 which was approved by the Board of Trustees at its October 15, 2019 meeting ([IVD5-09](#)).

As part of the District Strategic Planning process, each department in District Office completes a program review and plan on a five-year cycle. District Office's plans address the goals and targets in the District Strategic Plan 2019-2024 and align with the colleges' strategic plans ([IVD5-10](#)).

### **Analysis and Evaluation**

As Team D completed its tasks, careful consideration was given to the alignment among the colleges' and district's mission, vision, values and goals within a Guided Pathways Framework for strategic planning. In particular, the colleges' and district's goals are clearly aligned. For example, the district's strategic goal of student success: "The District will provide clear pathways and support for achieving certificates, degrees, and transfer" is evidenced in Moreno Valley College's goal: Student Learning, Success, and Completion ([IVD5-11](#)), Norco College's

Goal: Increase Student Achievement and Success ([IVD5-12](#)), and Riverside City College's goal: Student Success ([IVD5-13](#)).

The colleges and District evaluate student learning and achievement through the review of the Student Success Scorecard Metrics ([IVD5-14](#)) and revised Student Success Metrics ([IVD5-15](#)). During development of the District Strategic Plan, baseline metrics were developed for each goal and expanded to include analyses on Guided Pathways and dual enrollment ([IVD5-16](#)).

The RCCD Strategic Plan 2019-2024 provides an overarching framework for the alignment of the colleges' and District Office's plans. The RCCD Strategic Plan, using historical data and past three years' average change, sets minimum annual standards for objectives in access, success, and equity (evidence: page[s] screenshot). The colleges' strategic planning targets will meet or exceed these targets, just as the RCCD targets meet or exceed the statewide Vision for Success targets. This alignment will be supported through the colleges' work, as they refresh their strategic plans and as the plans are monitored, assessed, and evaluated annually.

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

#### **Evidence of Meeting the Standard**

BP 3250: Institutional Planning ([IVD6-01](#)) describes a bi-directional flow of information to facilitate effective decision making. It states that after college plans proceed through college academic planning councils and strategic planning committees, the plans are submitted, as appropriate, to district councils to consider and make recommendations. Planning recommendations for districtwide initiatives may also originate at district planning councils.

As addressed in BPAP3250, an important mechanism for sharing planning information among the three colleges and District Office is through the collaborative council/committee processes, which include the District Strategic Planning Council ([IVD6-02](#)), District Academic Senate ([IVD6-03](#)), and District Curriculum Committee ([IVD6-04](#)), with broad representation from all three colleges. Councils and committees meet on a regular basis, often monthly, to ensure timeliness of information sharing. The meeting minutes reveal communication between the district and the college to aid in decision making. References to time constraints are common, reflecting an awareness of timely communication, as are examples of collegial dialogue and recommendations, showing a focus on ensuring accuracy and completeness ([IVD6-05](#), [IVD6-06](#), [IVD6-07](#)). Meeting minutes from all of the councils and committees are shared and available on the district website, as demonstrated by the minutes pages from DSPC, DAS, and DCC ([IVD6-08](#), [IVD6-09](#), [IVD6-10](#)).

Another important mechanism for communication is administrative groups, such as the Chancellor's Cabinet, Vice Presidents of Academic Affairs meetings, and Vice Presidents of Student Services meetings. The Chancellor's Cabinet and Board of Trustees, as shown in minutes from May 21, 2019 ([IVD6-11](#)), meet bi-monthly to ensure timely, accurate, and complete information for decision making. The chancellor holds monthly forums at each college, welcoming staff and students as well as faculty and managers, to communicate information on strategic planning, guided pathways, organizational structure, and budget ([IVD6-12](#)). The

chancellor holds office hours before or after every forum to meet personally with college personnel on a drop-in basis. Anecdotal response to these forums has been very positive.

Finally, a number of work groups and task forces meet to communicate about issues affecting operations for areas such as Guided Pathways, AB 705, Early Enrollment, Student Online Planner (EduNav), and Course Capacities. These groups have broad representation to provide reporting to and from the respective audiences.

### **Analysis and Evaluation**

The processes for sustaining timely and accurate information among the district and colleges are multiple. The processes are periodically examined to determine if changes are needed for improved communication. For example, utilizing the analyses of District Strategic Plan Development Team E, the Council structure for the District was revised to align with the goals of the District Strategic Plan and to align more closely with the colleges' council structure through shared membership ([IVD6-13](#)).

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

### **Evidence of Meeting the Standard**

During spring 2017, the District Strategic Plan Development Team A—Plan Review and Assessment Team developed an assessment of the RCCD Strategic Plan 2013-2016 ([IVD7-01](#)). This assessment focused on the composition of the 2013-2016 plan development team, plan development process, alignment with college plans, implementation, and outcomes. The recommendations, all of which were implemented to improve the district-wide planning process, included the following:

- Clearly define the district and the district office
- Continue work on the function map
- Clarify the district strategic planning process and role(s) of DSPC
- Inventory and align district-wide committees within the planning processes
- Write district strategic plan as an overarching framework for the alignment of the colleges' and district office's plans
- Create District Office Plan [vice chancellors' plans] which develops district office strategies that are more directly in support of the colleges' goals
- For goals, indicate responsible parties, timeline, resources needed, measures, and targets; to the degree possible, utilize measures and targets of the colleges and include cost analyses when reporting data
- Assess, evaluate, and monitor the strategic plan; hold an annual DSPC retreat

In addition, in fall 2017, Team A assessed the RCCD Budget Allocation Model (BAM), and provided a recommended charge for the BAM revision ([IVD7-02](#)). In the February 23, 2018, District Strategic Planning Council (DSPC) meeting ([IVD7-03](#)), the DSPC charged the District Budget Allocation Committee (DBAC) with the BAM revision.

During spring and fall of 2018, the Function Map Task Force reviewed and provided a major revision to the previous function map to clarify district office and college roles and responsibilities ([IVD7-04](#)). The central principle guiding the recent function mapping work was that the colleges, along with the District Office, are the District. The District Office, as a distinct entity, has important roles to play to further the abilities of the colleges to fulfill their missions. Thus, the district strategic plan provides an overarching framework for the plans of 1) the district office, 2) Moreno Valley College, 3) Norco College and 4) Riverside City College. Similarly, the district office plan delineates how the District will foster and support goals of student access, student success, and equity along with strategies for resource development and stewardship, system effectiveness, and partnerships.

College goals have been aligned with district goals as well as with the state chancellor's office Vision for Success goals ([IVD7-05](#)). The district chancellor has communicated the results of the assessments and evaluations, along with the revised district strategic plan and process, in open forums and strategic planning retreats.

As detailed in Standard IV.D.5, during fall 2018, the District Office assessed its program review and planning process to better align with district-wide strategic planning goals and targets and to develop five-year plans to better support the colleges in achieving goals for student achievement and learning.

### **Analysis and Evaluation**

Team A's recommendations for the new plan and planning process focused on strengthening the regular evaluation process on college role delineations, governance, and decision-making processes to assist the colleges in meeting their goals of improving access, success, and equity. The assessment and revisions to the District Office strategic planning process have resulted in better-defined goals to support the colleges, and results are widely communicated. In addition, alignment of the colleges' and district's goals with the statewide Vision for Success goals has fostered a planning environment with a greater clarity of purpose and better means of monitoring, assessing and evaluating progress.

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### **Conclusions on Standard IV.D. Multi-College Districts or Systems**

Board policy establishes the roles of the district chancellor in setting and communicating expectations of educational excellence and integrity, as well as the authority and responsibility between the colleges and the district, and delegation of responsibility and authority to college presidents. The central principle guiding District strategic planning and recent function mapping work is that the District Office and the colleges together comprise the District. The District Office, as a distinct entity, has important roles to play to further the abilities of the colleges to fulfill their missions. Policies and practices have been established for communication among colleges and the district to support effective operations and decision-making. District program reviews and plans regularly evaluate district services. Resources are allocated through, in particular, a recently revised budget allocation model, in which business services vice presidents from all three colleges participated to ensure that needs and priorities of the colleges were represented.



**Improvement Plan(s)**

None

**Evidence List**

<b>Citation</b>	<b>Document Name</b>
IVD1-01	BP 1100 RCCD
IVD1-02	Chancellor Forums Email
IVD1-03	Chancellor FLEX Day Fall 2018
IVD1-04	District Org Charts
IVD1-05	RCC President VPs Org Chart
IVD1-06	BP AP 2430 Delegation Authority Chancellor Pres
IVD1-07	BP AP 3100 Org Structure
IVD1-08	RCCD Standard IV Functional Map
IVD1-09	BP AP 2510 Participation
IVD2-01	RCCD Functional Maps
IVD2-02	SWOT Analysis 2018
IVD2-03	RCCD Strategic Plan 2019-2024 Program Review
IVD2-04	2019-2020 Fiscal Year Stop Gap Plan
IVD2-05	District Office Abbreviated PR Examples
IVD2-06	District Accreditation Meeting Agenda 01-22-2019
IVD2-07	District Accreditation Meeting Agenda 05-14-2019
IVD2-08	SWOT Survey 2017
IVD3-01	BP 6300 Financial Management
IVD3-02	BOT Agenda Presentation 09-04-2018
IVD3-03	BOT Agenda Presentation 02-05-2019
IVD3-04	BOT Agenda Presentation 06-04-2019
IVD3-05	BOT Agenda District Audit 12-04-2018
IVD3-06	BOT Agenda Measure C Audit 12-04-2018
IVD3-07	BOT Agenda Foundation Audit 12-04-2018
IVD3-08	BP AP 6100 Delegation Authority
IVD3-09	DBAC Membership 2019

IVD3-10	BAM Presentation 2017-18 Budget 06-04-2019
IVD3-11	DBAC Sup Docs Webpage 2019
IVD3-12	DEMC Membership Webpage 2019
IVD3-13	DEMC Minutes 05-16-19
IVD3-14	DSPC Membership Webpage 2019
IVD3-15	DSPC Minutes 05-17-2019
IVD4-01	BP AP 2430 Delegation Authority Chancellor Pres
IVD4-02	BP AP 6100 Delegation Authority
IVD4-03	BP AP 7110 Delegation Authority
IVD5-01	RCCD Strategic Plan 2019-2024
IVD5-02	LGA VFS Presentation 05-17-2019
IVD5-03	DSPC Teams
IVD5-04	RCCD Strategic Plan 2013-2016
IVD5-05	Team B Environmental Scan
IVD5-06	Team C SWOT Analysis
IVD5-07	Team D Mission Vis Values Goal Obj
IVD5-08	Team E RCCD Committee Structure
IVD5-09	BOT Agenda 10-15-2019
IVD5-10	RCCD Strategic Plan 2019-2024 Program Review
IVD5-11	MVC Integrated Strategic Plan 2018-2023
IVD5-12	NC Strategic Plan Process 2013-2018
IVD5-13	RCC Strategic Plan 2015-2020
IVD5-14	RCCD Scorecard Metrics 2017
IVD5-15	RCCD Scorecard Metrics 2018
IVD5-16	RCCD Strategic Plan Baseline Measures Targets
IVD6-01	BP 3250 Institutional Planning
IVD6-02	DSPC Membership Webpage 2019
IVD6-03	District Academic Senate Membership Webpage 2019
IVD6-04	District Curriculum Committee Webpage 2019

IVD6-05	DSPC Minutes 04-19-2019
IVD6-06	DAS Minutes 04-22-2019
IVD6-07	DCC Minutes 05-07-2019
IVD6-08	DSPC Minutes Webpage 2019
IVD6-09	DAS Minutes Webpage 2019
IVD6-10	DCC Minutes Webpage 2019
IVD6-11	BOT Minutes 05-21-2019
IVD6-12	Chancellor Forums 2018-2019
IVD6-13	District Strategic Planning Committee Structure
IVD7-01	Team A RCCD Strategic Plan Assess
IVD7-02	Team A BAM Assess Charge
IVD7-03	DSPC Minutes 02-23-2018
IVD7-04	FMTF Minutes 2018
IVD7-05	LGA VFS Presentation 05-07-2019

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## H. Quality Focus Essay

### Introduction of Projects

Riverside City College (RCC) demonstrates its intentionality of mission and commitment to continuous improvement through its implementation of the Guided Pathways framework. RCC began redesign efforts in 2013 with the development of a local pathways model. In 2017, the college formally adopted the Guided Pathways framework through its participation in the California Guided Pathways Project. The Guided Pathways framework informs plans to improve student learning and achievement at every level of the institution.

Planning for Guided Pathways implementation is internally aligned with the College's Educational Master Plan, the 2015-2020 Strategic Plan, and the Student Equity Plan 2019-2022. An integrated action plan identifies Guided Pathways implementation strategies, responsible parties, timelines, and progress indicators in the context of RCC's strategic planning goals. College goals and metrics have also been aligned with system-wide goals established by the California Community Colleges Chancellor's Office through the *Vision for Success*. In early 2019, the college reviewed key performance indicators and baseline data associated with completion, transfer, unit accumulation, workforce measures, and equity gaps. RCC has established ambitious, numerically-measurable goals with specific timelines for achieving those goals.

Drawing on existing plans, the college will continue to improve student learning and achievement through three key projects: 1) Clarifying student pathways through program

mapping, 2) developing integrated academic support, and 3) sharpening the focus on teaching and learning.

### Anticipated Impact on Student Learning and Achievement

The work on these projects and improvement in these early momentum points are anticipated to lead to higher completion rates for degrees/ certificates; increase in transfer; and closure of equity gaps in line with the goals outlined in the Vision for Success.

### Outcome Measures

The metrics the college will follow for the three projects focus primarily on early momentum points in alignment with the state’s Vision for Success and the Guided Pathways framework. These metrics provide a baseline as well as an ability to determine students’ initial progress in their first year of enrollment. With the implementation of California Assembly Bill 705, a larger number of students are placing and enrolling in transfer-level courses. As these students progress, the College anticipates that the transferrable math and English completion metrics will increase. Thus, the College has set a goal of increasing the completion of transfer-level English and transfer-level math in the first year of enrollment by 20 percent.

Additionally, the College has also set a goal of increasing the number of units completed by 20 percent each year as well, encouraging students to complete 15 units each term and 30 units each year. The table below shows the College’s baseline metric year of 2016-2017 as well as 2017-2018 data and projection goals through 2021-2022.

Table 5. Student Momentum Points

Student Momentum Metric	2016-17 (Baseline)	2017-18	2018-19*	2019-20 Goal	2020-21 Goal	2021-22 Goal
Completed Transfer Level Math	6.0%	12.2%	14.6%	17.6%	21.1%	25.3%
Completed Transfer Level English	17.6%	21.6%	26.0%	31.1%	37.4%	44.8%
Completed Both in First Year	4.0%	8.2%	9.9%	11.8%	14.2%	17.0%
Completed 15 units in Fall	2.8%	3.0%	3.6%	4.4%	5.2%	6.3%
Completed 30 Units in Academic Year	4.9%	5.4%	6.5%	7.8%	9.4%	11.2%
Persistence from Fall to Spring	65.1%	62.5%	67.0%	68.0%	69.0%	70.0%

Source: State Chancellor's Office Student Success Dashboard

\*Projected -- final not yet available

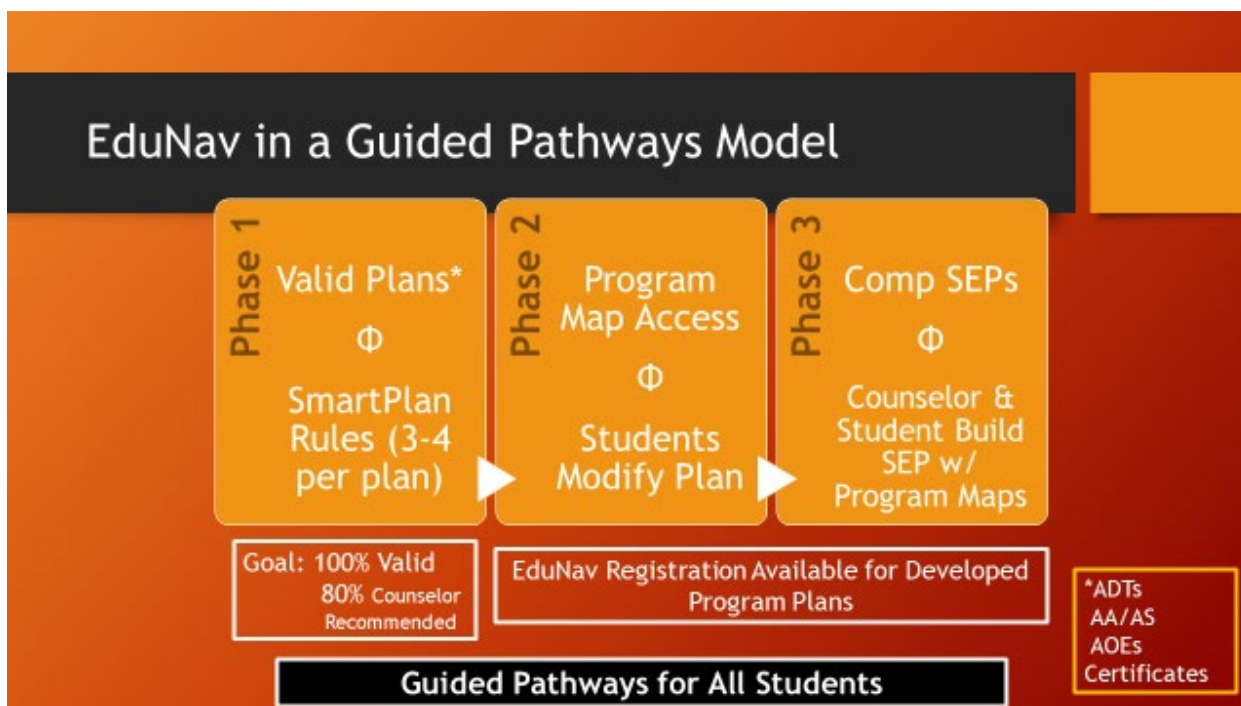
### Project 1: Program Mapping

In early 2018, Riverside City College actively began developing program maps and has made substantial progress in mapping programs of study. Program maps include a degree profile description, suggested course sequencing by term, course rotation information, milestones, career opportunities, and transfer guidance. Project 1 is aligned with Pillar 1 of the Guided Pathways framework focusing on clarifying the pathway for students. Riverside City College has eight Instructional Pathways representing a cluster of Programs of Study with related courses designed to build communities of learning. The Trailheads developed for each Instructional Pathway guide students who are still exploring and working towards narrowing their career or major, while still allowing students to remain on track to completions of their educational goal. Trailheads offer an exploratory first 15 to 17 units of recommended study.

The Guided Pathways Core Group at Riverside City College is aligned with two of the College’s four leadership councils, Teaching and Learning Leadership Council (TL-LC) and Student Access and Support Leadership Council (SAS-LC). This ensures greater integration and collaboration among these leadership councils in support of guided pathways implementation.

Riverside City College in conjunction with the other colleges within the district collaborate weekly on the full implement of EduNav in the 2019-2020 academic year. EduNav is designed to support the Guided Pathways framework by providing real-time academic plans to assist students in navigating their educational path to reach their goals. EduNav’s guided pathways solution is completely dynamic in that it automatically recalculates and revises the student’s entire education plan, such as class filling up, and automatically recalculates and updates the entire plan, replacing course where necessary, to keep the student on the most optimal path to completion. EduNav educational plans use SmartPlan rules that incorporates the same logic faculty employ in the development of program maps. In developing EduNav plans, this process begins first with developing valid plans and adds SmartPlan rules that 100% valid and roughly 80% counselor recommended. EduNav is also a registration tool that incorporates the variables of degree validity, SmartPlan rules, and course availability. As the system is fully implemented, Riverside City Colleges intends to us the tool as an enrollment management tool to better predict course demand and enhance course availability for increased award completion and reduce unit accumulation.

Figure 1. Phased EduNav Implementation



**Project 2: Developing Integrated Academic Support**









Riverside City College continues to develop its model for providing integrated academic support at scale to keep students on their chosen educational pathways. Project 2 is aligned with Pillar 3 of the Guided Pathways Framework, which focuses on helping students stay on the path. RCC

will refine its integrated academic support by redesigning the student support model and developing an academic engagement center plan.

The development of the academic support model is aligned with strategic planning at RCC through the Integrated Student Support Committee of the Student Access and Support Leadership Council (SAS-LC). The Integrated Student Support Committee will continuously monitor and assess implementation strategies, and report to SAS-LC. The SAS-LC chairs are members of the Educational Planning Oversight Committee (EPOC) and provide regular updates on council plans and activities.

Student success teams have been developed as an essential structure for guided pathways implementation. Success teams are overseen by the division deans and consist of an engagement center coordinator, counselors, peer mentors, tutors, supplemental instruction leaders, faculty advising liaisons, educational advisors, and faculty advisors. Each success team supports one of the five academic engagement centers associated with the various instructional pathways.

Table 1. RCC Instructional Pathways

<b>Career and Technical Education</b>	<b>Languages, Humanities, and Social Sciences</b>	<b>Science, Technology, Engineering, and Math</b>	<b>Nursing</b>	<b>Fine and Performing Arts</b>
 Riverside City College <b>Advanced Technical Trades</b>	 Riverside City College <b>Languages &amp; Humanities</b>	 Riverside City College <b>Science, Technology Engineering &amp; Math</b>	 Riverside City College <b>Health Related Sciences</b>	 Riverside City College <b>Visual, Performing &amp; Creative Arts</b>
 Riverside City College <b>Business &amp; Information Systems</b>	 Riverside City College <b>Social &amp; Behavioral Sciences</b>			
 Riverside City College <b>Education &amp; Teacher Preparation</b>				

### Project 3: Sharpening the Focus on Teaching & Learning

The goal of Pillar 4 is to enrich and strengthen student learning primarily through classroom instruction. In particular, the College’s focus will be Goals 3 and 4 from the Student Equity Committee Mission, which is also embedded in our March 2019 Strategic Planning Report Card:

1. Support institution-wide organizational and professional development programs and services in support of internal capacity building in order to reframe an operational mindset of student-deficit thinking to one of institutional transformation where each student is valued and supported in their goals with programs and activities that are intentionally created to support their needs.

2. Provide faculty with support for training, research and inquiry into socio-cultural and brain-based pedagogies that are specific to the learning styles of adult students of all equity groups within appropriate disciplinary and programmatic methodologies.

The primary focus in order to accomplish these goals will be on revitalizing the Glen Hunt Center for Teaching Excellence space and programming to more thoroughly support a culture of teaching and learning at RCC. This will include creating plan to maximize the use of the space, explore how best to support research and inquiry in the science of teaching and learning and culturally responsive teaching practices; house materials; deliver content to more faculty; and institutionalize how to share best practices for classroom faculty in an ongoing, systematic way.

This work is aligned with strategic planning at RCC through the Teaching and Learning Leadership Council (TLLC) as well as the Faculty Development and Student Equity committees. The Faculty Development Committee will continuously monitor and assess implementation strategies, and report to TL-LC. The TL-LC chairs are members of the Educational Planning Oversight Committee (EPOC) and provide regular updates on council plans and activities.

### Action Plan(s)

#### Project 1: Program Mapping

Implementation Strategy	Responsible Party	Resources	Timeline
Program Map Completion – degrees and certificates	Guided Pathways Coordinator Discipline faculty, counselors, department chairs, deans of instruction Leadership Council(s): TL, SAS	Technology – Tracking system	2019-2020
Program Map Update Process Development	Guided Pathways Coordinator; Dean of Institutional Effectiveness Leadership Council(s): GEMQ, TL, SAS	Technology - Nuventive	2019-2020
Website Redesign – Highlighting Instructional Pathways & Program Maps	Vice President of Business Services; Website redesign groups Leadership Council(s): RDAS, TL, SAS	Technology – Consultant support Financial – Marketing and promotion	2019-2020
EduNav Guided Pathways Solution Implementation	EduNav implementation group	Technology - Software	2019-2020
EduNav Guided Pathways Solution Updates	Guided Pathways Core Group Leadership Council(s): TL, SAS	Technology – Tracking system	2020-2021

## Project 2: Integrated Academic Support

Implementation Strategy	Responsible Party	Resources	Timeline
Redesigned Student Support Model	Integrated Student Support Committee of SAS; TL Student Success Teams	Human: additional time/ staff for Student Success Teams	Spring 2020
- Revise Early Alert	Student Success Teams; Counseling; Onboarding Task Force; Dean of Enrollment Services	Technology - Software	Fall 2019
- Develop Faculty Advisor Role	Faculty Liaisons Counselors	Financial – Training/Workshops Human – Reassign time or special projects	Fall 2019
- Implement Case Load Management	Student Success Teams; Counselors; Dept. Chairs; Dean Student Success and Support; VP PD	Data disaggregated by Instructional Pathway	Fall 2019
Develop Academic Engagement Center Plan	Integrated Student Support Committee of SAS; TL Student Success Teams; Dean of Student Success and Support	Physical – Facilities for academic engagement centers Technology – Computers and software Human – Reassign time or special projects	2019-2020
- Develop Academic Engagement Center Open House Events	Student Success Teams	Financial – Marketing and promotion	Summer 2019
- Develop Summer Mini-Orientation Days by Pathway	Student Success Teams	Financial – Marketing and promotion	Fall 2019



**Project 3: Teaching and Learning**

<b>Implementation Strategy</b>	<b>Responsible Party</b>	<b>Resources</b>	<b>Timeline</b>
Assess Glenn Hunt Center for Teaching Excellence; develop a comprehensive plan for the space	Faculty Development Committee; TL; Student Equity Committee Chairs	Human: Staffing Plan	Spring 2020
- Revise statement of Teaching and Learning in RCC's values statements	TL take the lead; college wide; EPOC; Committee Chairs, LCs, Equity, Faculty Development	Human: Special Projects for Winter Retreat	Fall 2019 through January/ Feb 2020
Focus Flex activities for faculty on Teaching and Learning topics with special attention to culturally responsive practices/ pedagogies	Faculty Development Committee and Coordinator; Professional Development Coordinator; TL; VPAA; Student Equity Committee;	Financial: Training/ Workshops	Spring 2020 and recurring
- Develop community of practice groups (e.g. math and English for AB 705 implementation, groups focusing on using AVID strategies	Faculty Development Committee; Dept. Chairs (e.g. math, English); Academic Deans; Student Equity Committee	Financial: Time/ Special projects (funding is already in place for English, ESL, Math—moving forward needs to expand)	Fall 2019 and recurring
- Develop/ Institutionalize a method for faculty to share best practices	Faculty Development Committee; TL; VP Business Services	Technological: Web-based collaboration tool; way to access / house materials Financial: training/ workshops	Spring 2020

## Board of Trustees Regular/Committee Meeting (IV.D)

Meeting	December 3, 2019
Agenda Item	Teaching and Learning (IV.D)
Subject	Teaching and Learning Moreno Valley College Mission, Vision and Values Statement
College/District	Moreno Valley College
Funding	N/A
Recommended Action	The Committee to review Moreno Valley College's revised Mission, Vision and Values Statement.

---

### Background Narrative:

Moreno Valley College's current mission statement has been reviewed and updated to more effectively reflect the college's Mission, Vision and Values. The proposed Mission, Vision and Values statement was reviewed and approved by the Strategic Planning Council at its October 24, 2019 meeting and by the Moreno Valley Academic Senate at its October 7, 2019 meeting.

Prepared By: Robin L. Steinback, Ph.D., President, MVC  
Carlos Lopez, Vice President Academic Affairs, MVC  
Evelyn Gonzalez, Enrollment Services Assistant, MVC  
Abel Sanchez, Assistant Professor, Biology, MVC  
Deanna Murrell, Visiting Professor, Counseling, MVC

# Revising MVC's Mission, Vision & Values

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Evelyn Gonzalez, SPC Staff Co-Chair

Abel Sanchez, SPC Faculty Co-Chair

Deanna Murrell, Standard I: Mission and Institutional Effectiveness of the  
Strategic Planning Council, Faculty Co-Chair

# MVC's Current Mission Statement

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**MORENO  
VALLEY  
COLLEGE**

## **MISSION STATEMENT**

Moreno Valley College inspires, challenges, and empowers our diverse, multicultural community of learners to realize their goals; promotes citizenship, integrity, leadership, and global awareness; and encourages academic excellence and professionalism.

To accomplish this mission, we provide comprehensive support services, developmental education, and academic programs leading to:

- Baccalaureate Transfer
- Associate Degrees in Arts and Sciences
- Certificates in Career and Technical Education Fields
- Post-employment Opportunities

# MVC's Current Vision and Values

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## **Vision and Values**

Moreno Valley College is committed to exceeding the expectations of students, community, faculty, and staff by providing and expanding opportunities for learning, personal enrichment, and community development.

### **Recognition of Our Heritage of Excellence**

- We embrace Moreno Valley College's rich tradition of excellence and innovation in upholding the highest standard of quality for the services we provide to our students and communities. We are bound together to further our traditions and to build for the future on the foundations of the past.

### **Passion for Learning**

- We believe in teaching excellence and student centered decision making. We value a learning environment in which staff and students find enrichment in their work and achievements.

### **Respect for Collegiality**

- We recognize the pursuit of learning takes the contributions of the entire district community, as well as the participation of the broader community. We believe in collegial dialogue that leads to participatory decision making.

# MVC's Current Vision and Values Continued

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## **Appreciation of Diversity**

- We believe in the dignity of all individuals, in fair and equitable treatment, and in equal opportunity. We value the richness and interplay of differences. We promote inclusiveness, openness, and respect to differing viewpoints.

## **Dedication to Integrity**

- We are committed to honesty, mutual respect, fairness, empathy, and high ethical standards. We demonstrate integrity and honesty in action and word as stewards for our human, financial, physical, and environmental resources.

## **Commitment to Community Building**

- We believe Moreno Valley College is an integral part of the social and economic development of our region, preparing individuals to better serve the community. We believe in a community-minded approach that embraces open communication, caring, cooperation, transparency, and shared governance.

## **Commitment to Accountability**

- We strive to be accountable to our students and community constituents and to use quantitative and qualitative data to drive our planning discussions and decisions. We embrace the assessment of learning outcomes and the continuous improvement of instruction.



# Revision Process

College  
Community  
Engagement

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**STUDENTS**

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**FACULTY**

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**STAFF**

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**ADMINISTRATION**



# Timeline

Proposed Timeline for MVC Mission, Vision and Values		
Date	Shared Governance Entity	Details
6/9/19	ASMVC Officers	Review Current MVV & Collect Feedback for Revisions
7/26/19	ASMVC & MVC Students	Review Current MVV & Collect Feedback for Revisions
8/19/19	ASMVC & MVC Students	Review Current MVV & Collect Feedback for Revisions
8/23/19	Fall Flex 2019- Faculty, Staff, and Administration	Review Current MVV & Collect Feedback for Revisions
8/30/19	Strategic Planning Council (SPC) Retreat	Review Current MVV & Collect Feedback for Revisions
9/16/19	Academic Senate	First Read and Feedback
9/19/19	Standard I Subcommittee	Read and Feedback
9/23/19	ASMVC	First Read and Feedback
9/26/19	SPC	First Read and Feedback
10/7/19	Academic Senate	Second Read and Vote (Approved)
10/17/19	Standard I Subcommittee	Second Read and Vote (Approved)
10/24/19	SPC	Second Read and Vote (Approved)
11/6/19	MVC President's Cabinet	(Approved)
11/22/19	DSPC	
11/25/19	RCCD Chancellor's Cabinet	
12/3/19	Board of Trustees (Committee Meeting)	
12/10/19	Board of Trustees (Vote Approval)	



# Revised Mission, Vision, & Values

## MISSION

Moreno Valley College is committed to educating and empowering our students, providing equitable access to education, and serving our communities.

Moreno Valley College's core mission can be expressed in four words:

**Education, Empowerment, Equity, Service**

## VISION

Moreno Valley College will be recognized as a leading institution in transforming and enriching our students' lives through timely completion, transfer, and workforce development.

## VALUES

**L LEARNER-CENTEREDNESS:** We provide a student-centered environment in order to foster academic and student success. We strive to create a passion for lifelong learning and to remain flexible in designing a learning experience to meet the needs of each student.

**I INCLUSIVITY:** We value diversity, inclusivity, transparency, and equitable treatment for all. We foster an inclusive environment that promotes progress toward achieving our college goals while helping students succeed.

**O OPENNESS AND EQUITY:** We support access and opportunity to high-quality educational pathways and equitable resources. We encourage personal and professional development of our students through the timely attainment of degrees, certificates, transfer, and employment opportunities.

**N NEIGHBORLINESS AND COMMUNITY FOCUS:** We embrace our diverse communities and our responsibility as an integral part of the social and economic development of the region. Through collaborative partnerships, we are dedicated to the preparation of our students and providing service learning activities to enhance our communities while being mindful of the communities' physical and emotional well-being.

**S SUSTAINABILITY:** We commit to a sustainable and measurable integrated strategic planning process, through local and regional collaboration, that addresses the current economic, environmental, social and educational needs of our communities while considering the impact on future generations.

# Mission, Vision and Values Review Timeline

- The Mission, Vision, and Values will be reviewed on a 5 year cycle during the year preceding the update of the Integrated Strategic Plan.
  - Except the next cycle which the Mission, Vision, and Values review cycle will begin in 2022.



**What questions  
have you for us?**

## Board of Trustees Regular/Committee Meeting (IV.E)

Meeting	December 3, 2019
Agenda Item	Teaching and Learning (IV.E)
Subject	Teaching and Learning Norco College 2030 Educational Master Plan
College/District	Norco College
Funding	N/A
Recommended Action	The Committee to review the Norco College 2030 Educational Master Plan.

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### Background Narrative:

Presented for the Board of Trustees approval is the 2030 Educational Master Plan for Norco College.

Prepared By: Dr. Monica Green, Interim President

# Executive Summary

## Norco College

### 2019-2030

**NORCO COLLEGE**

2030 Educational Master Plan

REGIONAL TRANSFORMATION

**STUDENT TRANSFORMATION**

COLLEGE TRANSFORMATION



## Norco College 2030 Educational Master Plan Approvals

College Governance Group	Date	Action Taken
Distance Education Committee	4/19/19	Approved.
Student Services Planning Committee	4/24/19	Approved. 1 Abstention
NC Academic Senate	5/6/19	Approved.
NC Management Team	5/8/19	Approved.
Associated Students of Norco College	5/9/19	Approved.
NC Academic Planning Council (Chairs)	5/10/19	Approved.
NC President's Advisory Board (Community Members)	5/13/19	Approved. 1 Abstention
NC Business and Facilities Planning Council	5/14/19	Approved.
NC Executive Cabinet	5/15/19	Approved.
NC Institutional Strategic Planning Council	5/15/19	Approved.
NC All Campus Vote	5/17/19	Approved. 87 votes, 4 nays
District Strategic Planning Council	5/17/19	No Action, Discussion with recommendations
Chancellor's Cabinet	5/20/19	No Action, Discussion
Revised EMP to Nor-all for comment	9/27/19	No Action
NC Institutional Planning Council Information Item	10/2/19	No Action
NC Institutional Planning Council First Read	10/16/19	No Action
Revised EMP to Nor-all with additional revisions	10/28/19	No Action
NC Institutional Strategic Planning Council	11/6/19	Approved. 1 nay 2 abstentions
NC Committee of the Whole	11/7/19	Approved. 2 abstentions
District Strategic Planning Council	11/22/19	Approved.
Chancellor's Cabinet	11/25/19	Moved forward
RCCD Board Committee Meeting	12/3/19	
RCCD Board Meeting	12/10/19	



# 2030 Educational Master Plan

## Executive Summary

Norco College  
2019-2030

Norco College started the institutional planning process for this plan during Fall 2017. The process involved a significant amount of thinking, planning, and deliberation that led to development of a new Educational Master Plan, the start to a new Strategic Plan and a new Facilities Master Plan. Combined, the documents and the overall deliberation have elicited a clear, strong and compelling vision for the future of Norco College represented in this 2030 Educational Master Plan (EMP). Please note that this is a live document that will evolve as we continue to move forward.

The Norco College community, including employees and partners, cares deeply about the College and shares a strong vision for the future direction of the institution. We are implementing this vision with a sense of urgency to build a college that meets all students where they are, tailoring a transformative academic and professional experience for every student on our campus. It is a college where equity gaps no longer persist, and the trajectory of each student's life is changed for the better. The college we are becoming produces completion and competency rates that are among the highest in the country while serving as a catalyst for the region around academic, economic, and socio-cultural development. College partnerships with school districts, CSUs, UCs, and private universities are elegantly connected such that college-going rates in the region improve exponentially. College partnerships with regional economic and industry leaders are responsive and mutually beneficial, providing graduates with exceptionally high rates of employment in locally-available, living wage careers.

### ***Mission***

Norco College inspires a diverse student body by an inclusive innovative approach to learning through its pathways to transfer, professional, career and technical education, certificates, and degrees. We are proud to be a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships. Norco College promotes and fosters self-empowerment and is dedicated to transforming the lives of our students, employees, and community.

### ***Vision***

We will change the trajectory of our students' lives. We will stimulate academic, economic, and social development in our service area. We will build a comprehensive institution with the capacity to serve our entire area.

## ***Core Commitments***

Access	Providing open admissions and comprehensive educational opportunities for all students.
Student Success	Being an institution that places high value on the academic and personal success of students in and outside of the classroom and where meeting student needs drives all decisions regarding educational programs and services.
Equity	Engineering and sustaining an environment where student success is realized by all students with proportionate outcomes.
Expertise	Committing to ongoing improvement of teaching, service and leadership as core institutional skills.
Mutual Respect	Belief in the personal dignity and full potential of every individual and in fostering positive human values in the classroom and in all interactions.
Collegiality	Being a supportive community that is distinctive in its civility, where the views of every individual are respected, humor and enjoyment of work are encouraged, and success is celebrated.
Inclusiveness	Embracing diversity in all its forms — global as well as local — and creating a supportive climate that encourages a variety of perspectives and opinions.
Integrity	Maintaining an open, honest, and ethical environment.
Quality	Achieving excellence in the broad range of academic programs and services provided to students and to the community, fostering an environment of inquiry, learning and culture, and providing professional development opportunities for faculty and staff.
Environmental Stewardship	Being mindful of the impact we have on the environment, as individuals and as a community, and fostering environmental responsibility among our college community.
Innovation	Valuing creative solutions and continuing to seek inventive ways to improve instruction and service to students and to the community.
Civic Engagement	Being fully engaged with the local community by listening to needs; establishing programs and partnerships to meet regional needs; forming alliances with other educational institutions to create a continuum of educational opportunities; and communicating information about Norco programs and services to the external community.

# Strategic Direction and Goals

## Strategic Direction 1: Student Transformation

Individuals considering college and organizations with members considering college in our region will have strong awareness of Norco College. Students who decide to attend Norco College will find an easy, intuitive onboarding process. With support from Norco College staff, students will choose a program of study in their first year informed by career and academic interests. They will enter a pathway of study with milestones that are clearly defined from the first day of college to the first day of their careers. Students will be embraced along their pathway by nurturing people and resources that support equitable progress along all pathways. As students graduate, they will maintain a relationship with Norco College, helping us build our vision for future students. Norco College graduates will assist in creating a cycle whereby they contribute to the college's vision of student, regional, and college transformation.

### 2030 Goal 1: (Access) Expand college access by increasing both headcount and full-time equivalent students (FTES).

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2025 Objective 1.1: Go from 7,366 to 8,759 total FTES

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2025 Objective 1.2: Go from 14,624 headcount to 16,581 total headcount

---

2025 Objective 1.3: Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)

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2025 Objective 1.4: Increase capture rates from feeder high schools by 4% annually.

### 2030 Goal 2: (Success) Implement Guided Pathways framework.

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2025 Objective 2.1: Increase number of degrees completed by 15% annually

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2025 Objective 2.2: Increase number of certificates completely by 15% annually

---

2025 Objective 2.3: Decrease AA degree unit accumulation from 88 to 74 total units on average

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2025 Objective 2.4: Increase number of transfers 15% annually

---

2025 Objective 2.5: Increase the number of first-time full-time enrolled students from 508 to 900<sup>1</sup>

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2025 Objective 2.6: Increase percent of students who receive financial aid from 73% to 81%<sup>2</sup>

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2025 Objective 2.7: Increase number of students who complete transfer level math and English by 20% per year

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<sup>1</sup> This aligns with the RCCD strategic plan targets.

<sup>2</sup> In 2017-18, 73 percent of NC eligible students received financial aid. By 2024, NC will increase this to 81 percent. This is in line with the RCCD strategic plan.

**2030 Goal 3: (Equity) Close all student equity gaps.<sup>3</sup>**

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2025 Objective 3.1: Reduce the equity gap for African American students by 40%.

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2025 Objective 3.2: Reduce the equity gap for Latinx students by 40%.

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2025 Objective 3.3: Reduce the equity gap for Men of Color by 40%.

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2025 Objective 3.4: Reduce the equity gap for LGBTQ+ students by 40%.

---

2025 Objective 3.5: Reduce the equity gap for Foster Youth students by 40%.

---

**2030 Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.**

---

2025 Objective 4.1: Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)

---

2025 Objective 4.2: Increase percentage of employees who complete Racial Microaggressions certificate from 1% to 60% (285 out of 472 employees)

---

2025 Objective 4.3: Increase percentage of faculty who complete Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty)

---

## Strategic Direction 2: Regional Transformation

Norco College’s commitment to regional transformation comes from the recognition that community colleges have a distinct mission from other institutions of higher education. Community colleges have defined areas, called service areas, in which they are expected to have developmental significance and influence. This emphasis is found in the state mission for community colleges, the state chancellor’s Vision for Success, the RCCD mission, and Norco College’s mission. Norco College recognizes this aspect of our mission and believes we need to pay attention to it. Norco College is the only community college within the service area along the I-15 Freeway, which means our service area needs us to be highly engaged and extremely effective in the work of regional transformation, with initiatives in academic, economic, workforce, social, and cultural development.

**2030 Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap.**

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2025 Objective 5.1: Increase the median annual earnings of all students

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2025 Objective 5.2: Increase percent of CTE students employed in their field of study by 3% annually

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<sup>3</sup> Meets NC Equity Plan Goals & Vision for Success Goal 5: Cut achievement gaps by 40 percent by 21/22 and fully close achievement gaps by 26/27.

2025 Objective 5.3: Increase percent of all students who attain a livable wage by 5% annually

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2025 Objective 5.4: Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities

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**2030 Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships.**

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2025 Objective 6.1: Establish and expand relationships with regional educational institutions

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2025 Objective 6.2: Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations

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2025 Objective 6.3: Expand partnerships with regional veterans' services and support organizations

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2025 Objective 6.4: Work toward reducing recidivism through incarcerated student education

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2025 Objective 6.5: Position the college's image and reputation as a leading academic institution in the region

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2025 Objective 6.6: Develop regional outreach and recruitment systems

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2025 Objective 6.7: Help establish a distinct regional identity, organization, and communication amongst our local communities

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2025 Objective 6.8: Stimulate regional arts development

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### Strategic Direction 3: College Transformation

Norco College plans to become a more comprehensive college with a full complement of academic programs and enough capacity to meet the needs of our entire service area. This goal presents two significant challenges born of the college's history. First, we are moving from the limited scope of a technology-focused college to the expanded scope of a comprehensive college. To grow into a comprehensive college, significant academic capacity and related support services will need to be added to the College. Second, Norco College's trajectory of growth over the last two plus decades has not kept up with the rate of growth for the College's service area resulting in a lack of physical, fiscal and human resources sufficient to serve the residents of our region.

Norco College receives approximately 23 percent of the total available District full-time equivalent students' allocation from year to year and is historically relatively fixed at about 23 percent of the District's student population. However, the population of Norco's service area has grown faster than the other two service areas, so much so that the NC service area now represents 30 percent of the overall RCCD resident population. The college has grown at a slower rate than the population growth in the service area. Combining this with the College's limited academic scope (technology focus) reveals a college that is severely under-resourced relative to the size of our service area. As of today, Norco College does not have enough capacity to serve the entire service area adequately.

**2030 Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.**

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2025 Objective 7.1: Develop comprehensive breadth of academic programs

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2025 Objective 7.2: Develop Career & Technical Education programs and industry credentials related to regional needs

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2025 Objective 7.3: Develop and implement plan for noncredit and noncredit-enhanced programming

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2025 Objective 7.4: Develop and implement plan for expanded athletics offerings

---

2025 Objective 7.5: Add capacity to existing disciplines with a demonstrated need.

---

2025 Objective 7.6: Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.

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2025 Objective 7.7: Build and support academic support services to improve student success

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**2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness, integrated planning systems, and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.**

---

2025 Objective 8.1: Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.

---

2025 Objective 8.2: Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.

---

2025 Objective 8.3: Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan.

---

2025 Objective 8.4: Develop, evaluate, and monitor our governance, decision-making, and resource allocation processes on the basis of the college mission and plans.

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2025 Objective 8.5: Continue to monitor and adjust the college's organizational chart for effective implementation of the Educational Master Plan

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**2030 Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture.**

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2025 Objective 9.1: Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college.

---

2025 Objective 9.2: Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers.

---

2025 Objective 9.3: Develop culture that recognizes/thanks employees on regular basis and celebrates college's successes

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2025 Objective 9.4: Develop strategy to maximize the number of classified, faculty and managers involved in college governance without compromising mission-critical work

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2025 Objective 9.5: Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time

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2025 Objective 9.6: Develop strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratios.

---

**2030 Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.**

---

2025 Objective 10.1: Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college

---

2025 Objective 10.2: Develop and maintain Facilities Master Plan

---

2025 Objective 10.3: Build out funded projects (amphitheater, Center for Student Success room 217, etc.)

---

2025 Objective 10.4: Finish Veterans Resource Center Phase 1 by Spring 2021

---

2025 Objective 10.5: By Fall 2020, open Early Childhood Education Center

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2025 Objective 10.6: Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability.

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2025 Objective 10.7: Build 2<sup>nd</sup> access road<sup>4</sup>

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2025 Objective 10.8: Explore and pursue land acquisition adjacent to college property

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2025 Objective 10.9: Develop and start implementing sustainable campus

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2025 Objective 10.10: Design spaces that intentionally build community

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2025 Objective 10.11: Install immediate/temporary facilities to address current capacity needs by summer 2021.

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2025 Objective 10.12: Enhance transportation infrastructure

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2025 Objective 10.13: Develop and implement plans for off-campus facilities for instructional purposes

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**2030 Goal 11: (Operations) Implement professional, intuitive, and technology-enhanced systems.**

---

2025 Objective 11.1: Design intuitive and simple student onboarding system

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2025 Objective 11.2: Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle (“from recruitment to alumni”)<sup>5</sup>

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<sup>4</sup> Pending G.O. bond approval.

<sup>5</sup> Constituent Relationship Management (CRM) is technology for managing all our relationships, interactions, and communications with (potential) students, industry, and community stakeholders.

**2030 Goal 12: (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals.**

---

2025 Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college.

---

2025 Objective 12.2: Coordinate with RCCD to establish a BAM that allocates funding equitably

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2025 Objective 12.3: Support General Obligation bond campaign and implementation

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2025 Objective 12.4: Develop 30% of overall budget from non-general fund revenue sources

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To view the full document, visit [www.NorcoCollege.edu/Plans](http://www.NorcoCollege.edu/Plans)



2030 Educational Master Plan

REGIONAL TRANSFORMATION

STUDENT TRANSFORMATION

COLLEGE TRANSFORMATION





# **2030 Educational Master Plan**

Norco College

2019-2030

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## Chapter 1: Introduction

Norco College started the institutional planning process behind this document in the Fall semester of 2017. The process involved a significant amount of thinking, planning, and deliberation that has led to a new Educational Master Plan, a new Strategic Plan and a new Facilities Master Plan. Combined, the three documents and the overall deliberation have elicited a clear, strong and compelling vision for the future of Norco College. Please note that this is a living document that will evolve as we continue to move forward.

The Norco College community, including employees and partners, cares deeply about the College and shares a strong vision for the future direction of the institution. We are implementing this vision with a sense of urgency and believe it will serve as a model for other community colleges deep into the 21st century. We are building a college that meets all students where they are, tailoring a transformative academic and professional experience for every student on our campus. It is a college where equity gaps no longer persist, and the trajectory of each student's life is changed for the better. The college we are becoming produces completion and competency rates that are among the highest in the country while serving as a catalyst for the region around academic, economic, and socio-cultural development. College partnerships with school districts, CSUs, UCs, and private universities are elegantly connected such that college-going rates in the region improve exponentially and are nationally recognized. College partnerships with regional economic and industry leaders are responsive and mutually beneficial, providing graduates with exceptionally high rates of employment in living wage careers. The college is a vibrant center for fine and performing arts, athletics and academics across the entire service area. We are a comprehensive institution with the capacity to serve the entire region through a breadth of programming in STEM; Social and Behavioral Sciences; Arts and Humanities; Business Administration; Health Sciences; Career and Technical Education; and Lifelong Learning. The campus is a vibrant mixed-use academic and professional community featuring educational activities, incubator space, industry partnerships, and retail. The members of the college community nurture a family atmosphere. We work hard, communicate openly, dream big, welcome everyone and enjoy being with each other. The amazing 141-acre campus is aesthetically inspiring, sustainably engineered, and seamlessly woven into the surrounding community. The college is an institution of first choice. The campus is a destination. The people are a community.

The detailed implementation strategy for this vision can be found in three core documents. First, the 2030 Educational Master Plan (EMP) defines where we are headed as a college over the next decade or more. Second, the 5-Year Strategic Plan defines the work we are going to do over the next five years as we head in the EMP direction. Third, the Facilities Master Plan maps out the campus we will build in support of the EMP.

### **College Governance Process**

This plan has been rigorously vetted through a nearly two-year deliberation process that helped shape the core ideas. The plan was officially submitted through the Norco College and RCCD governance processes and will be submitted to the RCCD Board of Trustees in Fall 2019. The plan was officially submitted through the Norco College and RCCD governance processes and will be submitted to the RCCD Board of Trustees in Fall 2019. Through this process, input was received from students, employees (faculty, classified, and managers) and community members. The results are actively updated below until full approval.

<b>College Governance Group</b>	<b>Date</b>	<b>Action Taken</b>
Distance Education Committee	4/19/19	Approved.
Student Services Planning Committee	4/24/19	Approved. 1 Abstention
NC Academic Senate	5/6/19	Approved.
NC Management Team	5/8/19	Approved.
Associated Students of Norco College	5/9/19	Approved.
NC Academic Planning Council (Chairs)	5/10/19	Approved.
NC President's Advisory Board (Community Members)	5/13/19	Approved. 1 Abstention
NC Business and Facilities Planning Council	5/14/19	Approved.
NC Executive Cabinet	5/15/19	Approved.
NC Institutional Strategic Planning Council	5/15/19	Approved.
NC All Campus Vote	5/17/19	Approved. 87 votes, 4 nays
District Strategic Planning Council	5/17/19	No Action; Discussion with recommendations
Chancellor's Cabinet	5/20/19	No Action; Discussion
Revised EMP to Nor-all for comments	9/27/19	
ISPC Information Item	10/2/19	
ISPC 1st Read	10/16/19	
Revised EMP to Nor-all with additional revisions	10/28/19	
NC Institutional Strategic Planning Council	11/6/19	Approved. 1 nay 2 abstentions
NC Committee of the Whole	11/7/19	Approved. 2 abstentions
District Strategic Planning Council	11/22/19	Approved.
Chancellor's Cabinet	11/25/19	Moved forward
RCCD Board Committee Meeting	12/3/19	
RCCD Board Meeting	12/10/19	

## **Organization**

The Educational Master Plan is organized into the following chapters:

- Introduction
- Mission, Vision, Core Commitments
- Strategic Direction 1: Student Transformation
- Strategic Direction 2: Regional Transformation
- Strategic Direction 3: College Transformation
- 5-Year Strategic Plan
- Planning Integration
- Assessment, Tracking and Reporting
- Deliberation Process
- College History

## 2030 Goals

The Educational Master Plan sets out 12 Goals for its students, community, and region by 2030:

	Topic	Goal Statement
Goal 1	Access	Expand college access by doubling current headcount and full-time equivalent students (FTES).
Goal 2	Success	Implement Guided Pathways.
Goal 3	Equity	Close all student equity gaps.
Goal 4	Professional Development	Implement PD around GP and equity framework. Foster a culture of ongoing improvement.
Goal 5	Workforce and Economic Development	Reduce working poverty and the skills gap.
Goal 6	Community Partnerships	Pursue, develop, and sustain collaborative partnerships.
Goal 7	Programs	Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.
Goal 8	Effectiveness, Planning, and Governance	Develop institutional effectiveness, integrated planning systems, and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.
Goal 9	Workplace/Employees	Expand Norco College workforce to support a comprehensive college and develop/sustain an excellent workplace culture.
Goal 10	Facilities	Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.
Goal 11	Operations	Implement professional, intuitive, and technology-enhanced systems.
Goal 12	Resources	Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.



## Chapter 2: Mission, Vision, and Core Commitments

### Mission, Vision, and Core Commitments

We have been building Norco College for over 40 years. We started in the 1970s, when Riverside City College (RCC) began offering courses in the Corona/Norco area in various public and civic venues. In 1985, we took a more permanent step by acquiring 141 acres of federal land from the General Services Administration for \$1. On March 13, 1991, the College held a grand opening and classes began with two classrooms in the Student Services and Little Theatre buildings. Over 3,000 students attended the first year and the College has expanded five-fold since that time with over 15,000 students attending Norco College in the 2018-19 academic year. For 19 years (1991-2010), the facility operated as the RCC Norco Campus, until 2010 when we received accreditation as one of the three independent colleges within Riverside Community College District (RCCD) and the 112th within the California Community College system.

From 2010-2018, the College grew under two strategic planning cycles and expects continual growth with its ambitious Educational Master Plan with projections through 2030. The Educational Master Plan for Norco College is built on the foundation of our mission, vision and core commitments.

#### *Mission*

Norco College inspires a diverse student body by an inclusive innovative approach to learning through its pathways to transfer, professional, career and technical education, certificates, and degrees. We are proud to be a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships. Norco College encourages self-empowerment and is dedicated to transforming the lives of our students, employees, and community.

#### *Vision*

We will change the trajectory of our students' lives. We will stimulate academic, economic, and social development in our service area. We will build a comprehensive institution with the capacity and programming to serve our entire area.

#### *Core Commitments*

Access	Providing open admissions and comprehensive educational opportunities for all students.
Equity	Engineering and sustaining an environment where student success is realized by all groups with proportionate outcomes.
Student Success	Being an institution that places high value on the academic and personal success of students in and outside of the classroom and where meeting student needs drives all decisions regarding educational programs and services.
Expertise	Committing to ongoing improvement of teaching, service and leadership as core institutional skills.
Mutual Respect	Belief in the personal dignity and full potential of every individual and in fostering positive human values in the classroom and in all interactions.
Collegiality	Being a supportive community that is distinctive in its civility, where the views of each individual are respected, humor and enjoyment of work are encouraged, and success is celebrated.
Inclusiveness	Embracing diversity in all its forms — global as well as local — and creating a supportive climate that encourages a variety of perspectives and opinions.

Integrity	Maintaining an open, honest, and ethical environment.
Quality	Achieving excellence in the broad range of academic programs and services provided to students and to the community, fostering an environment of inquiry, learning and culture, and providing professional development opportunities for faculty and staff.
Environmental Stewardship	Being mindful of the impact we have on the environment, as individuals and as a community, and fostering environmental responsibility among our students.
Innovation	Valuing creative solutions and continuing to seek inventive ways to improve instruction and service to students and to the community.
Civic Engagement	Being fully engaged with the local community by listening to needs; establishing programs and partnerships to meet regional needs; forming alliances with other educational institutions to create a continuum of educational opportunities; and communicating information about Norco College programs and services to the external community.





## Chapter 3: Student Transformation (Strategic Direction 1)

There are 12 goals in the College educational master plan. Goals 1-4 are attached to Strategic Direction #1

Strategic Direction 1: Student Transformation		
Goal #	Topic	Goal Statement
1	Access	Expand college access by increasing both headcount and full-time equivalent students (FTES).
2	Success	Implement Guided Pathways framework
3	Equity	Close all student equity gaps.
4	Professional Development	Implement PD around GP and equity framework; foster a culture of ongoing improvement.

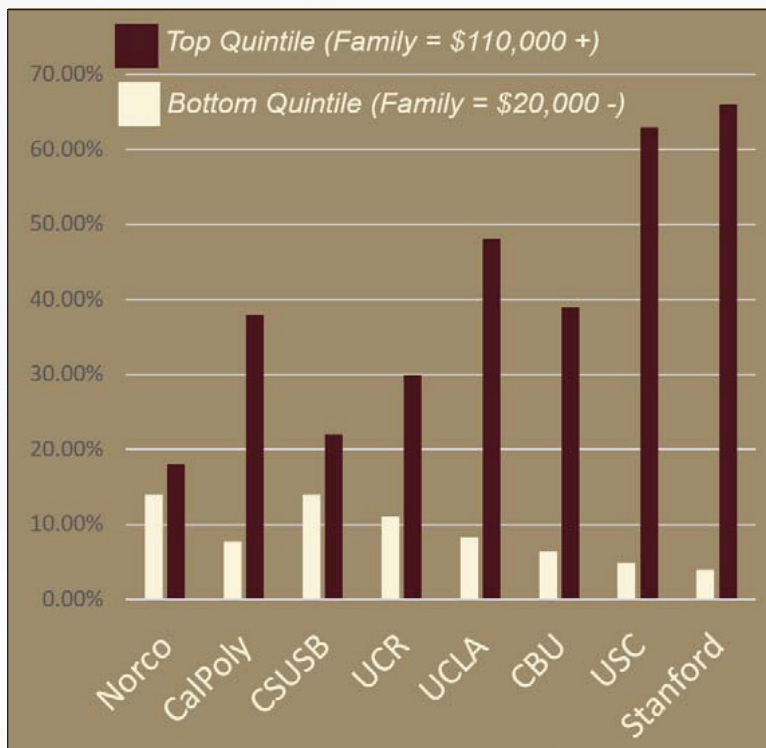
### Vision for Strategic Direction #1: Student Transformation

*We will change the trajectory of our students' lives...*

The community college mission is central to the overarching mission of higher education and central to the core ideal of upward mobility in American society. Upward mobility is the idea that working hard in the U.S. will lead to opportunity and realization of the American Dream. For more than two centuries this idea has been a central theme in the American experiment, motivating millions of immigrants and natural born citizens alike. As the 20th century matured in the U.S., higher education became a critical part of the upward mobility ideal, with many national leaders suggesting that the hard work individuals need to do, should include the pursuit of a college degree. The promise for a hundred years and counting in the U.S. has been that a college degree will lead to the American Dream. If you want to be successful in the U.S. go to college.

Individuals considering college and organizations with members considering college (families, high schools, employers) in our region will have strong awareness of Norco College. Students who decide to attend Norco College will find an easy intuitive onboarding process. With support from Norco College staff, students will choose a program of study in their first year informed by career and academic interests. They will enter a pathway of study with milestones that are clearly defined from the first day of college to the first day of their careers. Students will be embraced along their pathway by nurturing people and resources that support equitable progress along all pathways. As students graduate, they will maintain a relationship with Norco College, helping us build our vision for future students. Norco College graduates will assist in creating a cycle whereby they contribute to the college's vision of student, regional, and college transformation.

Higher education has emerged as a presumed bridge to mobility in the U.S., but many of our most celebrated colleges and universities in the U.S. have built systems that perpetuate stagnation rather than stimulate significant mobility. Consider the chart below.



### Higher Education and Upward Mobility

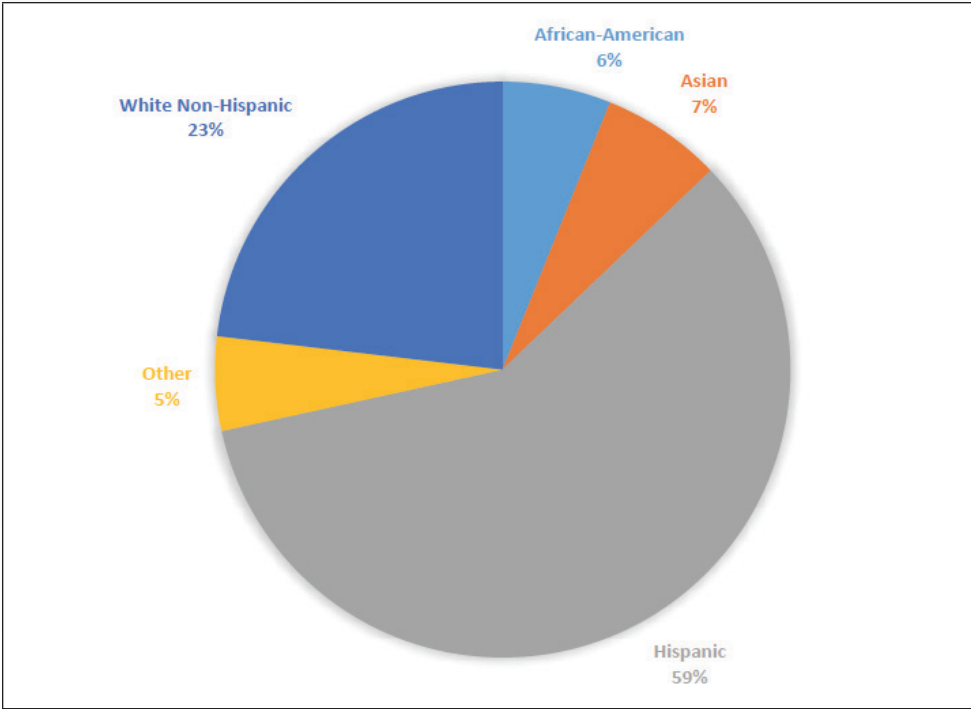
This chart displays the critical role community colleges (Norco College specifically) play in working with students from low income backgrounds. It also highlights the abandonment of this goal by some of our most celebrated universities.

Elite universities and colleges are the most celebrated institutions in higher education. However, analysis of the students they serve points to a significant problem. They are mostly in the business of perpetuating existing structures of power and class in society rather than working with students who wish to find access to the American Dream through education. USC and Stanford, two elite universities in California for example have student bodies where over 60 percent of students originate from families in the top quintile of income in the U.S. and less than 5 percent originate from families in the bottom quintile. They are literally taking students from more privileged backgrounds and helping the children of those families maintain their privilege in society. And the corollary is equally true. They are systematically excluding many students from the poorest families in American, and therefore contributing to the documented decline of upward mobility in the U.S.

The institutions that are on the forefront of building bridges for low income families to access the middle class are community colleges. As the chart above indicates, community colleges are open access institutions working with students who have had the academic odds stacked against them most likely since birth. We work with students from historically underserved communities, students from families with recent immigrant histories, students from cycles of low income and poverty, students from families with little or no college-going tradition. When we are successful with our students, the affect is life altering. Our success stories change the trajectory of students' lives. Community Colleges perform complex functions in changing the lives of students, many who are marginalized and miss important opportunities to achieve economic prosperity.

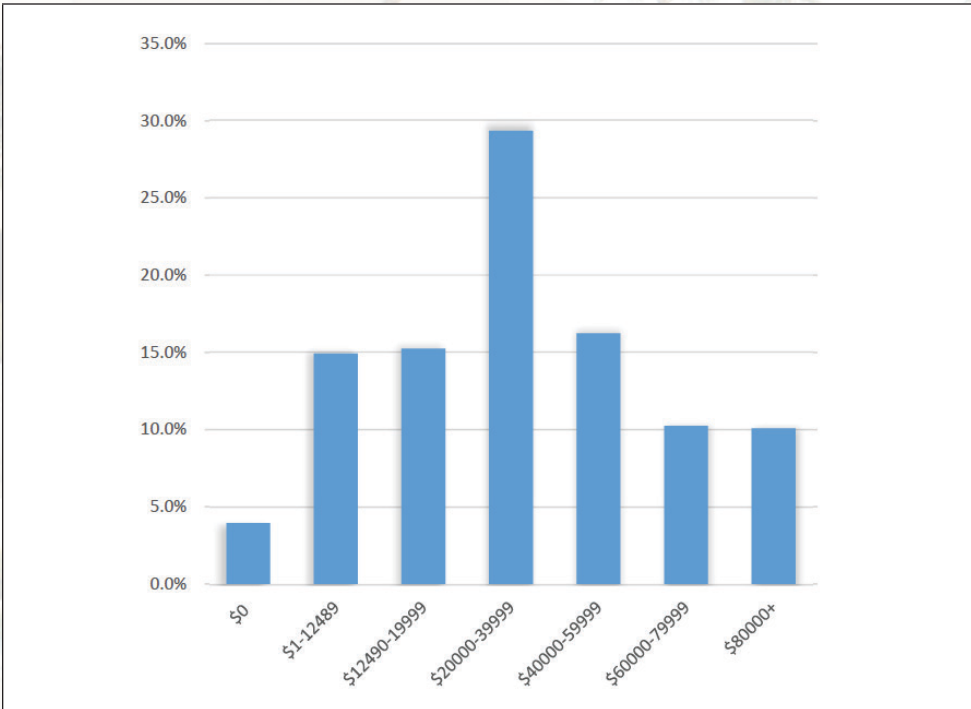
### Description of Norco College Students

Norco College serves students from a diverse range of backgrounds. In the 2018-19 year, Norco College served over 15,000 students, most of them with the characteristics described above. Some of our students come to us with strong academic preparation and traditions, but most of our students come from backgrounds with the academic odds stacked against them.



**Norco College Students by Race and Ethnicity**

This chart displays the race and ethnicity distribution of Norco College students for 2017-18



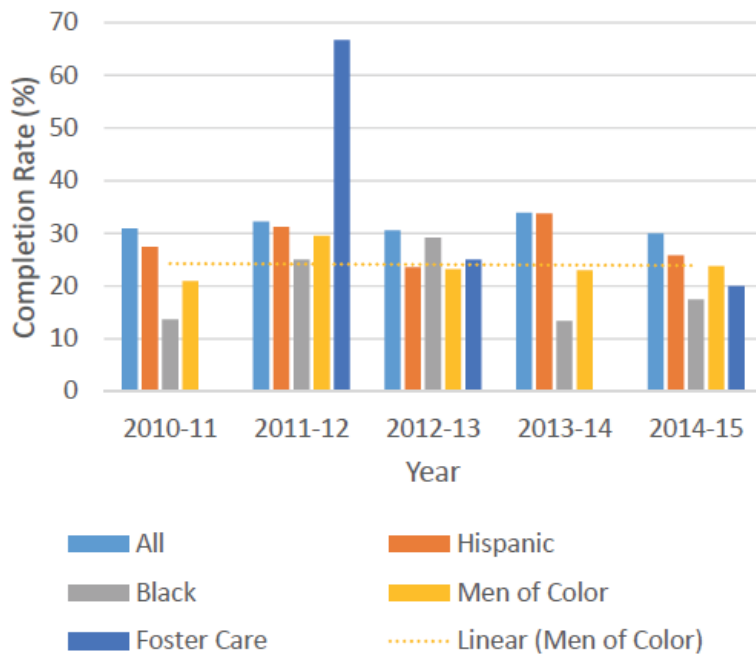
**Norco College Students by Income**

This chart displays the income levels distribution of Norco College students for 2017-18.

Household income from California Community Colleges Management Information System data elements (STUDENT-AID-INCOME-AGI-PARENT and STUDENT-AID-INCOME-AGI-STUDENT)

**The Completion Initiative**

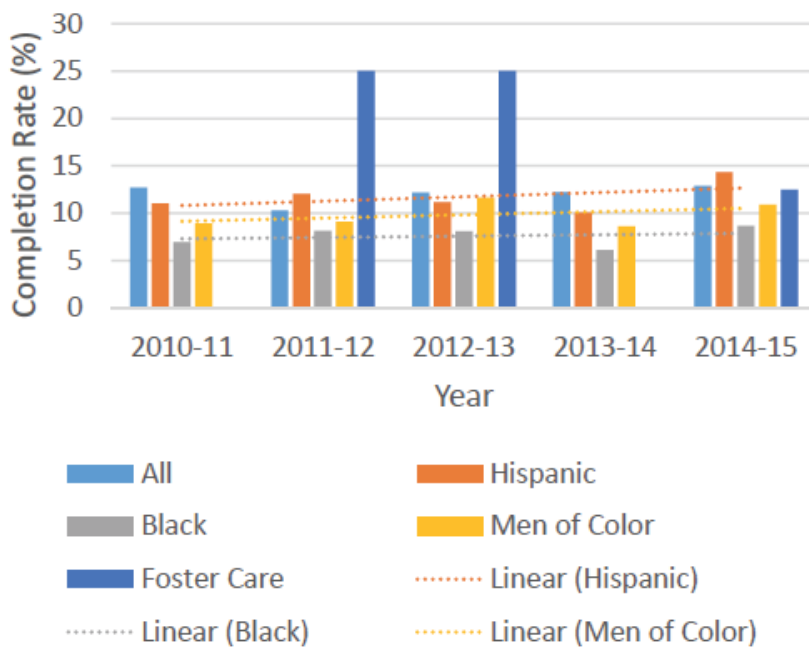
In 2015, Norco College conducted an intensive study on student success rates. We wanted to see how successful we were in helping our students secure true academic success. The results of the study drew significant concerns. In 2015, we found that only 9.8 percent (243 out of 2,474) of students successfully achieved transfer readiness or completed their certificate/degree within a four-year time frame. This means that 2,231 students failed to achieve their academic goals. And when these results were analyzed by specific underserved groups, African Americans, Hispanics, men of color, LGBTQ+ students, and students from the Foster Care system showed even smaller success rates. The percentage “9.8 percent” became a galvanizing rally call for Norco College to embrace significant cultural, procedural, and systemic change for our students.



### Completion Rates for Full-time Students through 2015

This chart shows completion rates for fulltime Norco College students through 2015. Completion rates are defined as completion of certificates, associated degrees or transfer readiness over a 3-year period. Data includes all students and student groups with disproportionate success rates at Norco College.

Years on this chart correspond to the ending year of the 3-year cohort.



### Completion Rates for Part-time Students through 2015

This chart shows completion rates for part-time Norco College students through 2015. Completion rates are defined as completion of certificates, associated degrees or transfer readiness over a 5-year period. Data includes all students and student groups with disproportionate success rates at Norco College.

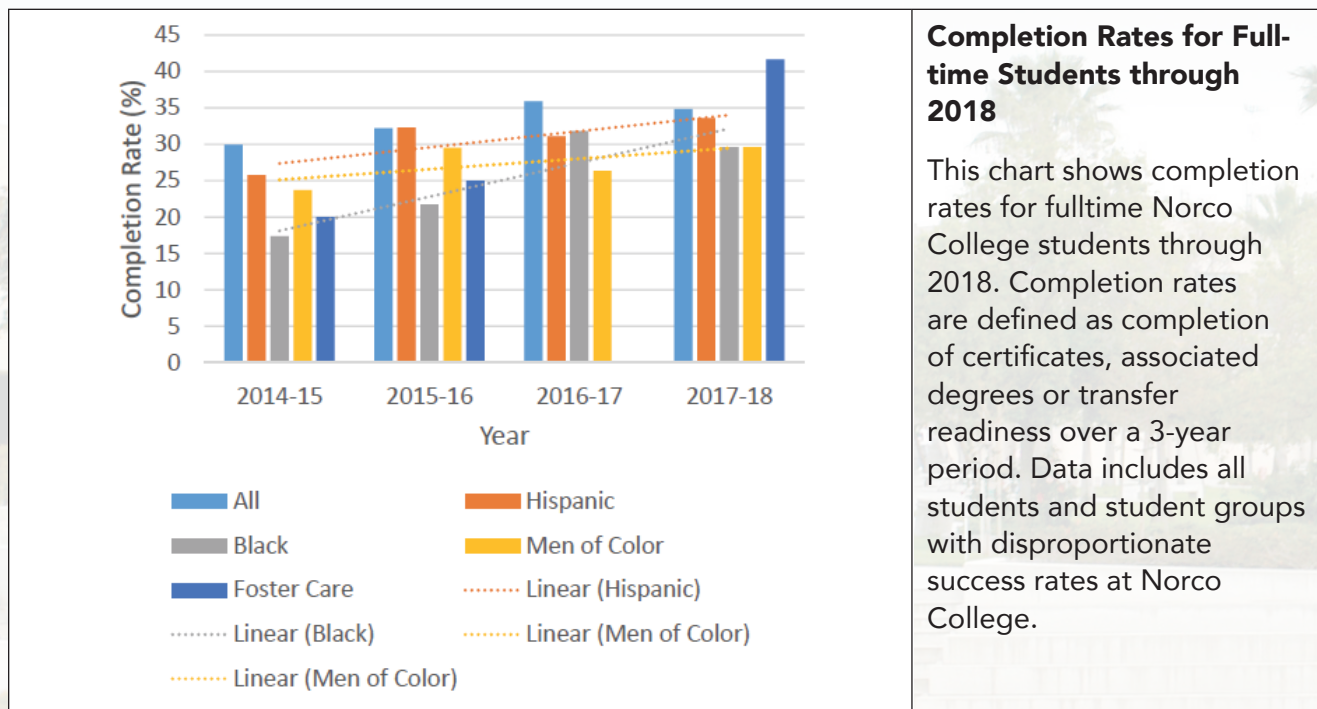
Years on this chart correspond to the ending year of the 5-year cohort.

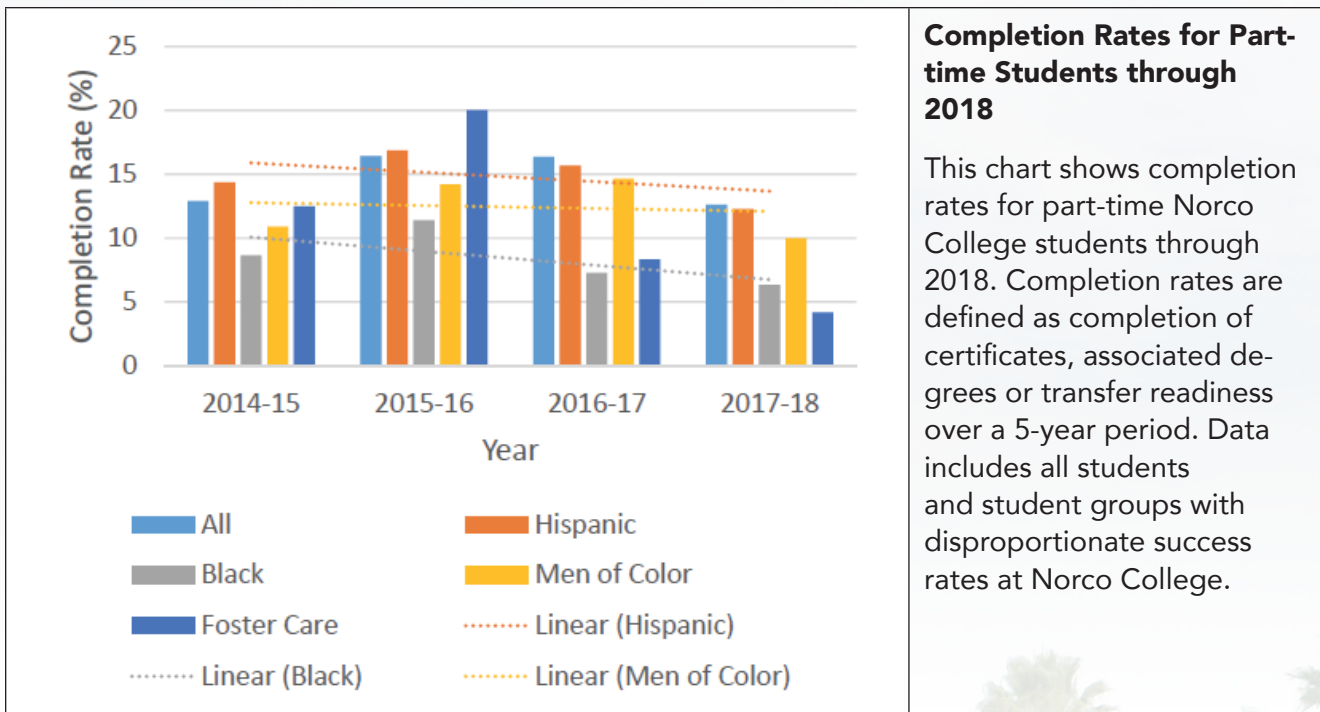
Norco College responded to these numbers by organizing the Completion Initiative. The Initiative, primarily led by faculty with support from managers and classified professionals, began by looking for best practices solutions and settled on an ambitious strategy, eventually merging with the state’s Guided Pathways strategy. Between 2015 and spring 2019, the workgroup around the Completion Initiative completed the following major activities:

- Creation of Metamajors
  - Formed four metamajors and renamed to four corresponding schools
  - Identified students in Schools by major
  - Organized school-based activities
- Creation of clear and directed pathways for students
  - Embarked on college-wide effort to increase the number of students earning degrees or certificates within a four-year period.
  - Developed program maps of all ADTs, AOE's, and CTE pathways (yearly review cycle implemented)
  - Distributed pathway plans to all Summer Advantage students and Welcome Day students
  - Implemented the Multiple Measures Assessment Project
  - Implemented Assembly Bill 705, eliminating basic skills courses
  - Started EduNav rollout
  - Implemented GradGuru
  - Expanded Summer Advantage Program
  - Launched First Year Experience Program
  - Joined the California Guided Pathways movement and merged it with Norco College's Completion Initiative
  - Developed concept and plan for success teams
  - Hired and trained student success coaches and student ambassadors
  - Modified onboarding (continuing to modify)
  - Established educational advisors and face-to-face education planning at the time of assessment
  - Launched career assessment (True Colors) and integrated into onboarding
  - Developed trailheads for ADTs
- Implementation of Faculty Advisors
  - Launched faculty advisors by training faculty volunteers
- Establishing Models of Student Care
  - Hired and trained peer mentors for disproportionately impacted populations (men of color, foster youth, Umoja, Puente).
  - Redesigned learning community for African American students (Umoja)
  - Developed college-wide professional development plan around Guided Pathways and Equity
  - Organized faculty retreats focused on "Equity-Mindedness"
  - Organized equity summits
  - Attended external professional development opportunities for faculty and staff (Center for Urban Education Equity Institutes, RP's Leading from the Middle Academies)
- Linking college to careers
  - Expanding work-based learning and registered apprenticeship programs
  - Prioritized the hiring of a Career Center Director
  - Hosted faculty-sponsored industry events and employer panels

With the implementation of this work, some of the trend lines for student completion are starting to move in a positive direction. Completion rates for full-time students have shown some positive trends over the past four years as compared to previous trends. Hispanic and African-American students have all modestly, but steadily increased when looking at patterns between 2014 and 2018. In comparison to all other students, Hispanic students are closing gaps in completion. Men of color have demonstrated positive changes in the previous four years also. Four-year trends for this student subgroup have increased the slope upward of the trend line, whereas in the previous four years the trend line was virtually flat. Foster youth students have sample sizes ranging between 1-24 which accounts for the volatility in rates, which, unfortunately yields less valid outcomes from which to surmise overall completion trends.

In contrast, part-time students have not exhibited the same positive trends as full-time students when comparing the same student subgroups. Between 2010 and 2014 Hispanic, Black, and men of color were relatively flat. Between 2014-18, men of color remained relatively flat over the four-year period, however, Hispanic and Black students showed a downward trend in completion rates.





### Guided Pathways

As we move forward with our Educational Master Plan, our goal is to expand our work in the areas of equitable student success. This will require work in four critical endeavors: access, completion, equity, and professional development.

The region's college-going rate is lower than our surrounding communities, particularly Orange, Los Angeles, and San Diego Counties. Norco College intends to take a leadership role in improving the college-going rate in the Inland Empire region. A first step in transforming students' lives is to convince them to attend college. We will do so through a range of access strategies. Some of these are already in place (dual enrollment, veteran's education, incarcerated education, foster care programs, apprenticeship programs, etc.) and some need to be developed over the next several years (additional high school partnerships with wrap around services to support expanded dual enrollment, new academic programs, etc.).

Once students are enrolled in college an alarming number drop out or stop before completing a degree, certificate, or transfer. To change this, we will use a range of completion strategies built on a guided pathways framework. Our implementation of guided pathways is maturing with more than three years of planning and implementation behind us. However, there is significant work to do to ensure that the framework is built out. Major future projects include: 1) conversion to case management counseling located in school-based (meta major) cross-functional success teams; 2) systems development and CRM technology integration to support student tracking and intervention along their entire pathway; and 3) implement a professional development framework to support excellence in teaching, service, and leadership.

A dynamic, vibrant, and utilized library and learning resource center is essential for student learning, growth, success, equity, and completion. The library and learning resource center provide students with quality research instruction, resources, and services that create long-term research skills and learning strategies to enable student success throughout their academic careers. Data shows that library skills instruction, tutoring, and Supplemental Instruction significantly increase student grades and promote completion. Library sponsored events serve to encourage student engagement and extend library and learning center services and resources to a wider range of college community stakeholders. These services are integral to equitable access and student success.

Access and completion must be experienced equitably across every student demographic group. While several groups are finding success, a few are not finding success at the same rate as their peers. These include men of color, foster youth, Hispanics, and African American students. We will use a range of equity strategies to change this and improve success rates among all student groups including the development of Engagement Centers and a Center for Workforce Innovation, as well as expanding the resources and staffing within our Transfer Center and Career Center.

### **Challenges**

There are several significant barriers that stand in the way of these goals. First, we need to redesign our institution to meet students where they are, keeping in mind that many of our students face social and cultural factors that make it difficult to succeed academically. While they come from families who love them deeply, higher education is sometimes undervalued and often unfamiliar to the people who are closest to them. This makes the already difficult journey of pursuing a college degree even more complicated. Second, many of our business practices and systems need to be re-engineered. Our pedagogy, hiring, onboarding, customer service, hours of operation and much more must be evaluated and changed where appropriate. Finally, we must eliminate the anonymity that most of our students' experience. Too many of them move through Norco College in an experience where the college community knows very little about their personal journey.





## SWOT

<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Completion Initiative/ Guided Pathways well underway</li> <li>• Strong equity plan</li> <li>• College reorganization completed</li> <li>• Student completion numbers are beginning to move</li> <li>• CSU transfer rates are strong</li> <li>• Have funding resources for Professional Development</li> </ul>	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• Need to identify resources to fund all of Guided Pathways implementation</li> <li>• Some completion rates are flat or declining</li> <li>• UC and private transfer rates are weak</li> </ul>	<p><b>SWOT Summary: Student Transformation</b></p> <p>This chart displays a SWOT analysis summarizing the strengths, weaknesses, opportunities and threats relative to student transformation. Strengths are internal attributes and resources that support a successful outcome. Weaknesses are internal attributes and resources that could work against a successful outcome. Opportunities are external factors that the Norco College can capitalize on or use to our advantage. Threats are external factors that could jeopardize Norco College’s success.<sup>1</sup></p>
<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Strong relationship with USDs</li> <li>• Help students find their ‘Why’ (career goal) earlier</li> <li>• Transfer agreements with universities</li> <li>• Work-based learning opportunities for more students</li> <li>• California Rehabilitation Center (CRC) is active partners on incarcerated access issues</li> <li>• Strengthen the relationship with the District to make sure that resources are equitable and reliable.</li> </ul>	<p><b>Threats:</b></p> <ul style="list-style-type: none"> <li>• Low college going rate in region</li> <li>• Low college attainment in region</li> <li>• Norco College decisions often delayed by District or the requirement to reach agreement with other two colleges</li> <li>• Key technology implementations are stalled while new enterprise system (ERP) is being installed</li> </ul>	

This is extremely important work. As national trends continue to show class-related stagnation, community colleges must engineer systems that engender success for students. The promise of social mobility is central to the idea of America and this idea rests on the institutions that build and sustain pathways to mobility and prosperity. Community colleges are a critical link to higher education, providing greater access for a wide range of students who might otherwise be lost, limiting their opportunities to achieve prosperity in the 21st century economy. We need to reframe who our students are from an asset’s perspective rather than a deficits perspective, recognizing their linguistic, cultural, and economic fluencies as strengths that are needed in an interconnected and diverse world.

<sup>1</sup> Definitions pulled from <https://searchcio.techtarget.com/definition/SWOT-analysis-strengths-weaknesses-opportunities-and-threatsanalysis>.

## Chapter 4: Regional Transformation (Strategic Direction 2)

There are 12 goals in the College educational master plan. Goals 5-6 are attached to Strategic Direction #2

Strategic Direction 1: Student Transformation		
Goal #	Topic	Goal Statement
5	Workforce and Economic Development	Reduce working poverty and the skills gap
6	Community Partnerships	Pursue, develop, & sustain collaborative partnerships

### Vision for Strategic Direction #2: Regional Transformation

Norco College will be considered a major contributor to regional organization and workforce development. The college will play a key role in helping the region with academic, community and economic development.

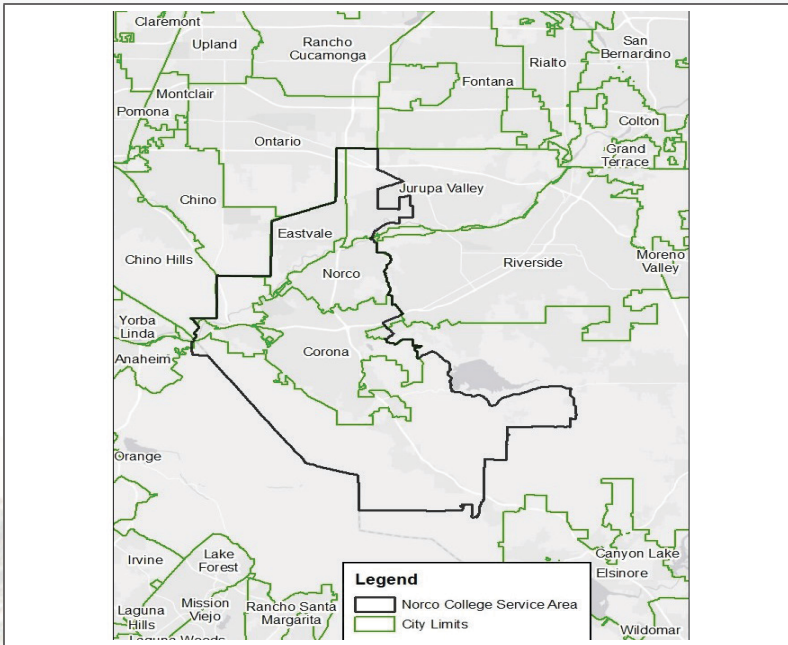
*We will stimulate academic, economic, and social development in our service area...*

Norco College's commitment to regional transformation comes from the recognition that community colleges have a distinct mission from other institutions of higher education. "Community" colleges have defined areas, called service areas, in which they are expected to have developmental significance and influence. This emphasis is found in the state mission for community colleges, the state chancellor's Vision for Success, the RCCD mission and Norco College's mission. Norco College recognizes this aspect of our mission and believes we need to pay attention to it as we are the only institution of higher education in our service area. There is no other public institution of higher education i.e. California community college, CSU, UC or significant private university in the entire Norco College service area along the I-15 Freeway in our service area. In many respects, this means our service area needs us to be highly engaged and extremely effective in the work of regional transformation, with initiatives in academic, economic, workforce, social, and cultural development.

### Description of Our Region or Service Area

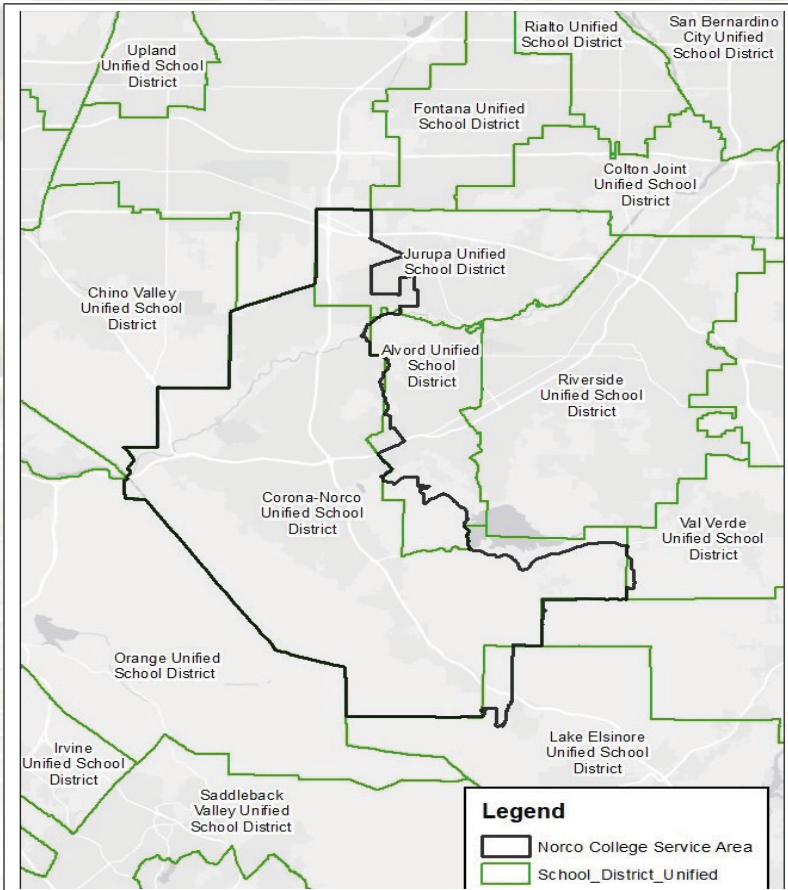
The California Community College Chancellor's Office (CCCCO) delineates service areas by community college district. RCCD is composed of three colleges with students taking classes across the colleges within the district. Therefore, to better understand each college's service area in the Summer of 2018, the RCCD District Strategic Planning Committee (DSPC) conducted a regional scan. The comprehensive scan looked at several elements including the distribution of students across the District and which colleges they primarily attend. This led to a study of the service areas for each region. Service areas were determined by taking district enrollment data over the past four years and assessing where college students had taken the majority of their units. After this was calculated, student addresses were geo-located to each census block within the district boundaries. The boundaries for each college were then charted by each college assigning census blocks based to one of the three college service areas based on student attendance by census block. For example, if the majority of students over a four-year period from "Census Block A" completed most of their units at Moreno Valley College, "Census Block A" was designated as part of MVC's service area. While students do attend all three colleges from census blocks outside the RCCD boundaries, none of these blocks were factored into the analysis of service areas.

The Norco College service area extends along the 15 freeway from as far north as the 60/15 interchange and south to nearly the Lake Elsinore border. The service area encompasses the communities on the east and west side of the 15, including parts of Jurupa Valley, Eastvale, Norco, Corona, La Sierra, South Corona Temescal Valley and intermittent unincorporated areas of Riverside County. The service area includes three unified school districts, several state and federal legislative offices, five chambers of commerce, and a range of civic organizations. A complex web of private, civic, government, and nonprofit entities intersect the 162 square mile region.



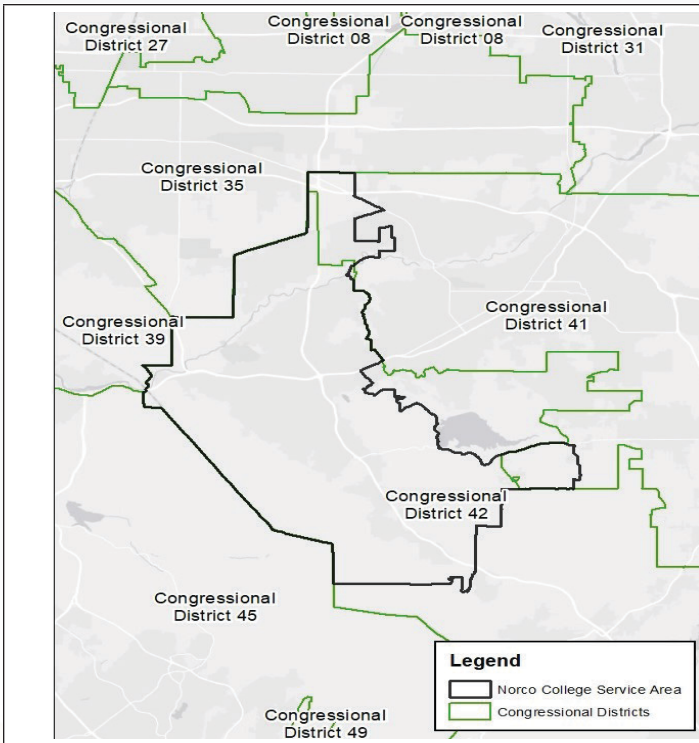
### Norco College Service Area with Cities

This map displays the Norco College service area (black border) with the cities that are included in the service area (green borders). Boundaries are defined by the 2016 census.



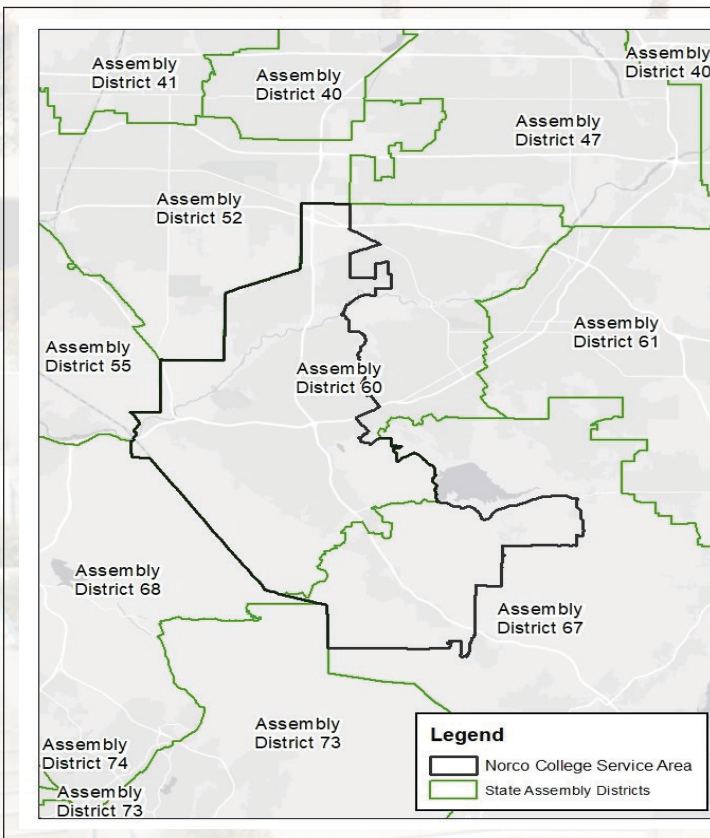
### Norco College Service Area with Unified School Districts

This map displays the Norco College service area (black border) with the unified school districts that are included in the service area (green borders). Boundaries are defined by the 2016 census.



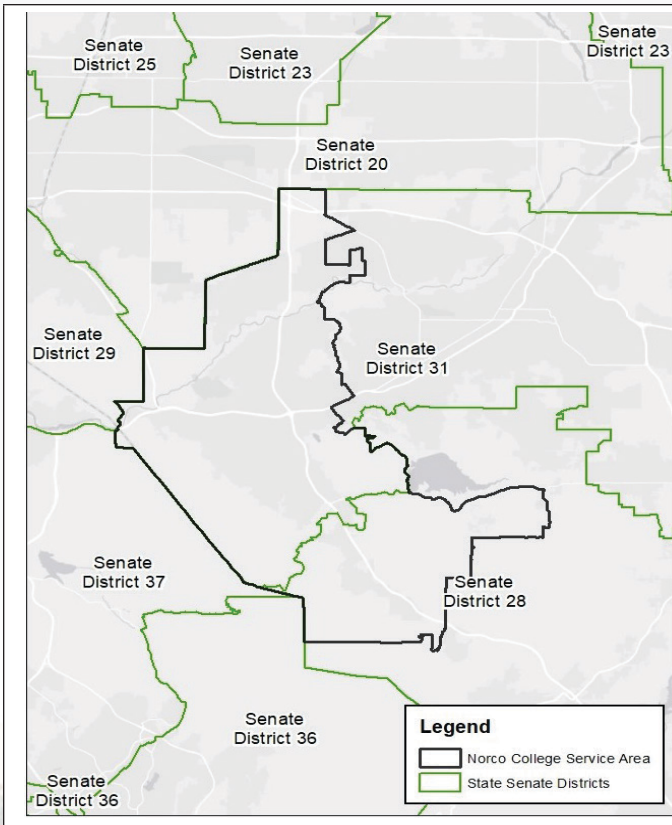
### Norco College Service Area with U.S. Congressional Districts

This map displays the Norco College service area (black border) with the U.S. Congressional Districts (green borders). Boundaries are defined by the 2016 census.



### Norco College Service Area with State Assembly Districts

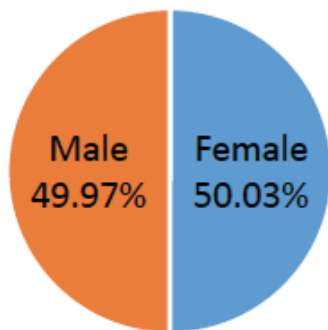
This map displays the Norco College service area (black border) with the state Assembly districts that are included in the service area (green borders). Boundaries are defined by the 2016 census.



### Norco College Service Area with State Senate Districts

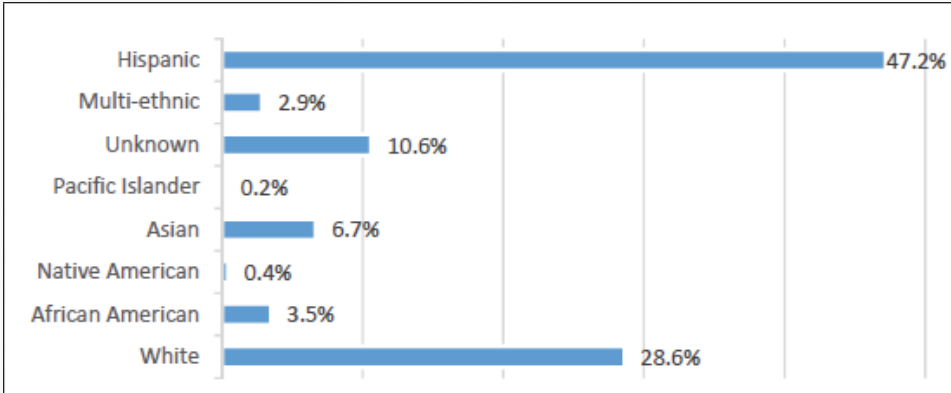
This map displays the Norco College service area (black border) with the CA state Senate districts that are included in the service area (green borders). Boundaries are defined by the 2016 census.

As of 2016, approximately 306,846 residents live in the service area. The demographics of the service area show a fairly even split between males and females with the latter having a slight majority. In terms of ethnicity, residents in the service area are primarily Hispanic at 47.2 percent of the population, followed by Caucasians at 28.6 percent. Trailing relatively far behind these two ethnic groups are Asian, African-American and multi-ethnic at 6.7 percent, 3.5 percent, and 2.9 percent, respectively. Household income distribution for the service area indicates that most households make over \$50,000 annually, however, about one quarter of the households make less than \$50,000 annually. The age of residents within the service area demonstrates a relatively normal (bell-shaped curve) distribution with the largest age group 25 to 34. College-age residents within the service area are less than 13 percent of all residents.



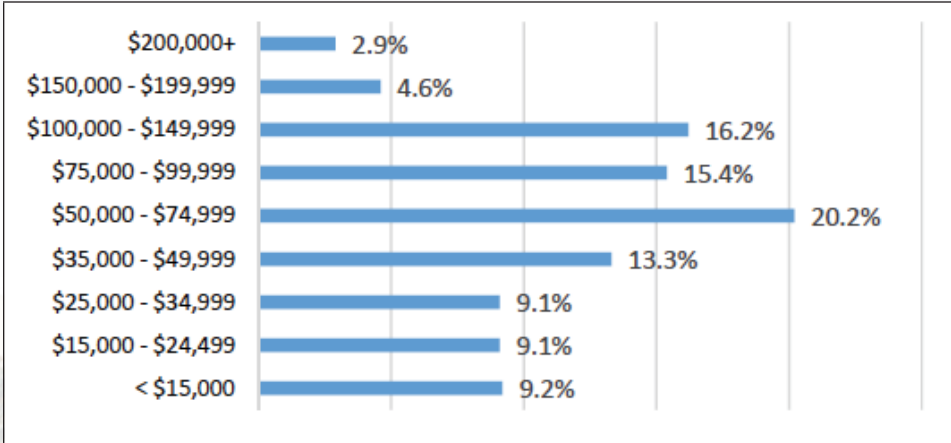
### Norco College Service Area Residents by Gender

Displays the gender breakdown of the population residing in the Norco College service area in 2018 using census projections.



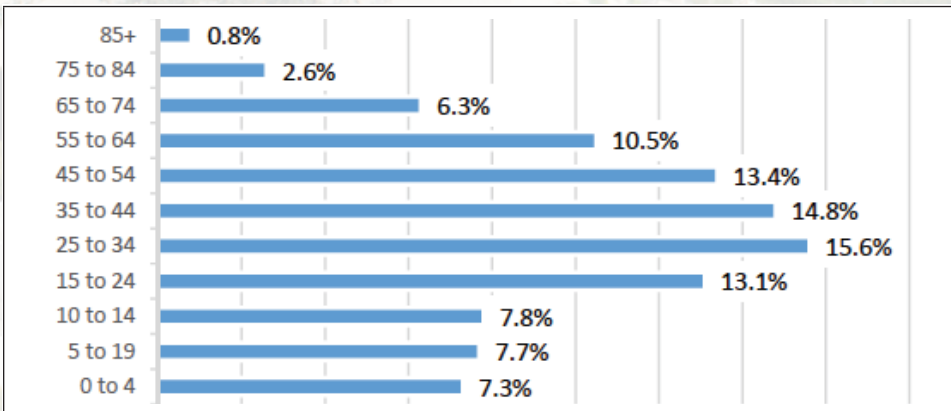
**Norco College Service Area Population by Race and Ethnicity**

This chart shows the race and ethnicity breakdown of the population residing in the Norco College service in 2018 based on Census projections.



**Norco College Service Area Population by Household Income**

This chart shows the income bracket breakdown of the population residing in the Norco College service in 2018 based on Census projections.

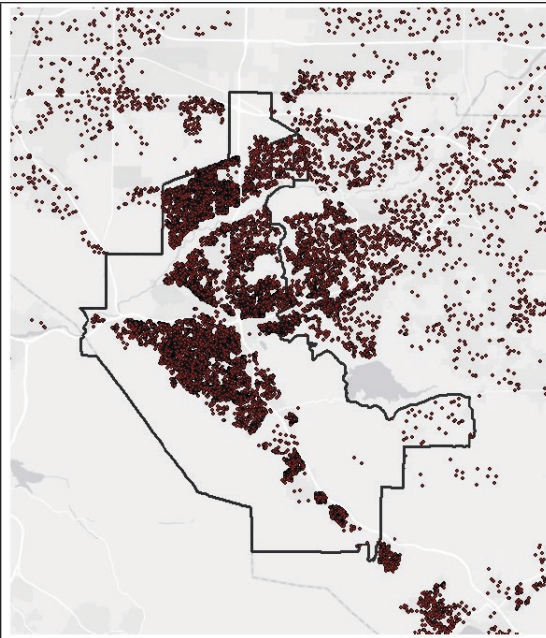


**Norco College Service Area Population by Age**

This chart shows the age distributions of the population residing in the Norco College service in 2018 based on Census projections.

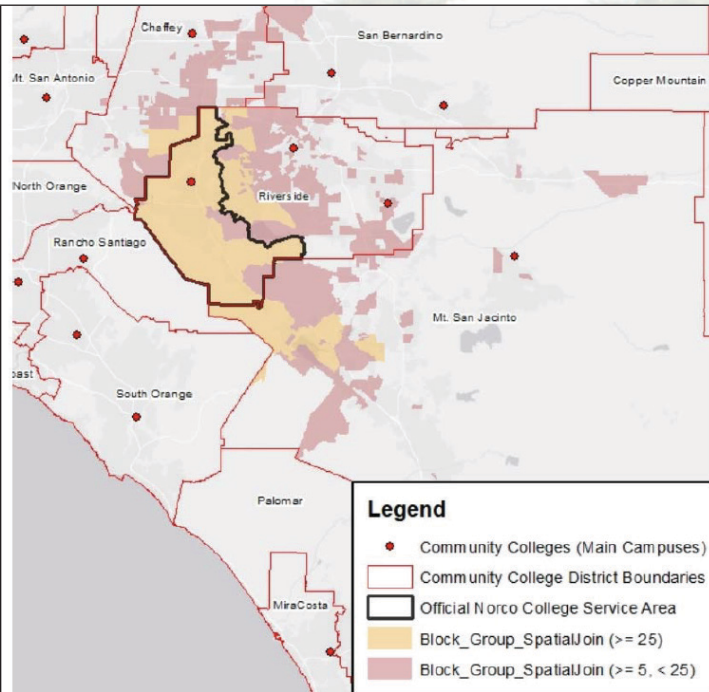
**Where Students Live in our Service Area**

Norco College students are diverse (see Strategic Direction 1 narrative), reflecting the mix of communities found throughout the service area. Most of the NC students come from immediately inside the service area, but a significant degree travel to the college from outside our service area. The largest populations from outside the Norco College service area come from Chaffey College, Mt. San Jacinto and the Riverside City College service areas.



### Norco College Service Area and Student Distribution

This chart shows the distribution of students across the Norco College service. Displays the Norco College service area with student home addresses. The black line outlines the Norco College service area and the maroon points represent student addresses. The student addresses are compiled over the past five years (Fall 2013 – Spring 2018). Due to matching limitations, the above data represents about a third of all student addresses over this period.



### Norco College Service Area and Student Distribution

This chart shows the college service area, the location of the campus, and the surrounding community college district boundaries. The yellow areas indicate where the highest concentration of students come from. The pink areas indicate where lower concentrations of students come from.

<b>Top 20 Student Zip Codes and Cities (Unduplicated Headcount)</b>			
Rank	# of Students	Zip Code	City/Area
1	1873	92882	Corona
2	1795	92880	Corona, Eastvale
3	1431	92879	Corona
4	1060	92503	Riverside
5	873	92881	Corona
6	840	92505	Riverside
7	831	92860	Norco
8	661	92883	Corona, Temescal Valley
9	634	91752	Mira Loma, Eastvale, Jurupa Valley
10	597	92509	Riverside, Jurupa Valley
11	346	92504	Riverside
12	315	92530	Lake Elsinore
13	205	92507	Riverside
14	188	91761	Ontario
15	181	92506	Riverside
16	175	92553	Moreno Valley
17	174	92508	Riverside
18	146	92557	Moreno Valley
19	142	92570	Perris, Lake Mathews
20	138	92555	Moreno Valley, Rancho Belago

Many Norco College students are coming from residences in zip codes that are central to Corona, Eastvale, Norco, and the western portion of Riverside. These zip codes center around the interchange of the 91 and 15 Interstates. The zip codes with smaller student populations (lines 11-20) indicate that residences are equally distributed to the southern portion of Corona and the southeastern portion of Riverside with some portions of Ontario, Moreno Valley and Lake Mathews.

### **On the Edge of Economic Growth**

The Norco College service area has had a long agricultural and rural history. From the hunter-gatherers of the Luiseño and Gabrielino peoples, through the Spanish colonization period of the region, and into the western expansion of the U.S., the region has been characterized by open and fertile spaces. In the region's more recent history, citrus, dairy, poultry, and assorted crops dominated the local economies. Through the late 20th century and into the early 21st century, the rural and agricultural character of the region persisted, even as urbanization pushed most farming out of Southern California's coastal counties.

To a large extent, the late 20th and early 21st century history of our service area has been about living in a somewhat rural area on the edge of major urbanization. The Norco College service area is surrounded by some of the world's largest urban areas—Los Angeles County (10.2 million residents), Orange County (3.2 million residents), San Diego County (3.3 million residents) and the Inland Empire (4.6 million residents).





### Norco College Service Area and Student Distribution

This chart shows the Norco College service area (maroon) with Los Angeles County, Orange County, San Diego County, and the Inland Empire (Riverside and San Bernardino counties) surrounding it.

Norco College's service area has been on the edge of four major economies for decades without experiencing too much influence from them. But slowly and steadily, these markets have extended their influence (and opportunity) to the region. In 1995, Interstate 15 dramatically expanded the corridor between San Diego, through our area extending north into the Inland Empire. In 2004 the 91 freeway expanded the corridor from Los Angeles, through Orange County, through our service area and deep into the Inland Empire. More recently, the 91 was again expanded in the heart of our service area totaling over a \$1.9 billion infrastructure effort to improve critical bottlenecks. These have had the impact of making our region more accessible to people who work in these other markets and many have used this access to find less expensive housing. In fact, according to the 2010 U.S. Census Bureau's American Community Survey, Riverside County has 586,265 workers and each morning, 255,256 of those workers commute to a job outside of the county. This means that over 43 percent of working adults in the county commute to a destination outside the county, and the percentage is likely higher in the Norco College service area given our proximity to Los Angeles and Orange Counties<sup>2</sup>.

<sup>2</sup> [https://www.google.com/search?rlz=1C1GGRV\\_enUS751US751&ei=p5GJXks2uqzQ8Q\\_jxrPgCg&q=what+year+was+the+original+91+freeway+expansion+to+san+diego&oq=what+year+was+the+original+91+freeway+expansion+to+san+diego&gs\\_l=psyab.3...6503.8147..8403...1.0..0.73.590.10.....0.....1..gws-wiz.....0i71j33i10.nx43PJvGWfQ](https://www.google.com/search?rlz=1C1GGRV_enUS751US751&ei=p5GJXks2uqzQ8Q_jxrPgCg&q=what+year+was+the+original+91+freeway+expansion+to+san+diego&oq=what+year+was+the+original+91+freeway+expansion+to+san+diego&gs_l=psyab.3...6503.8147..8403...1.0..0.73.590.10.....0.....1..gws-wiz.....0i71j33i10.nx43PJvGWfQ)

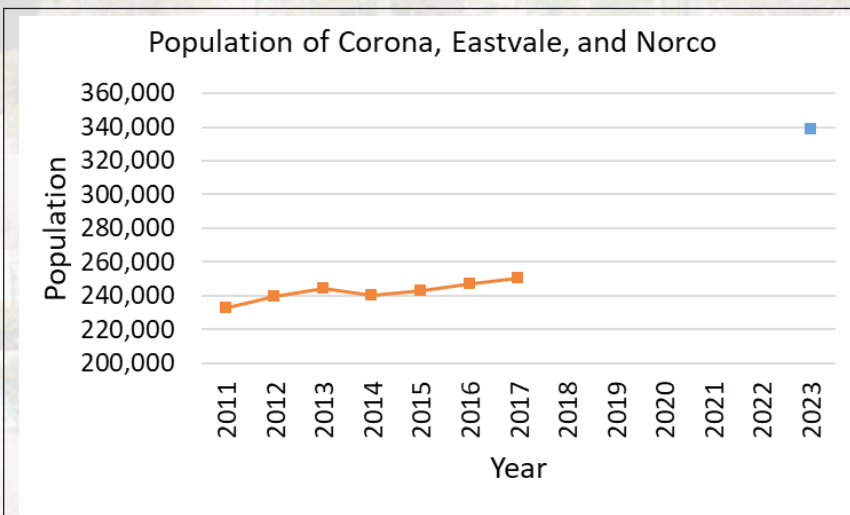
Also see: [http://www.sr91project.info/media/upload/91ProjectOverview\\_updated.pdf](http://www.sr91project.info/media/upload/91ProjectOverview_updated.pdf)



### Riverside County Community Patterns

This chart shows how many workers in Riverside County work in other counties. Counties employing the highest levels of Riverside County residents include Los Angeles, Orange and San Bernardino counties.

Our proximity to these large markets (Los Angeles, Orange, San Diego and Inland Empire) and their rising housing costs is the primary explanation for our excessive commuter patterns. Throughout the 1990s and steadily persisting through today, working adults with jobs in surrounding markets have moved into our service area because housing costs are significantly lower than those in markets closer to the coast. This has meant steady growth of residents throughout the Norco College service area and steady demand for courses at Norco College. From 2010 to 2018, Norco College’s service area grew by 1.5 percent annually and the U.S. Census Bureau estimates that this growth will continue through 2022 at 1.3 percent annually. There is a significant possibility however that these growth rates may be underestimated. Riverside County reports that approximately 10,700 homes have been approved for development in the Norco College service area with an additional 47,000 homes approved adjacent to the service area in the forthcoming Ontario Ranch development, just nine miles from campus. With the Census Bureau’s estimate of 3.57 persons per home, it is estimated that 205,989 new residents could move to our area if all the municipally approved homes are sold and occupied. If this growth takes place by 2030, the annual growth would approach 6 percent.



### Norco College Service Area Residents

The orange line and dots indicate the number of residents in Corona, Eastvale, and Norco. The blue dot represents the projected population in the Norco College service area in 2023 according to Census projections.

The economy in our service area and surrounding areas has been growing with the influx of more people, the growth of surrounding markets and the entrepreneurial work of business men and women within our region. While our local economy has not grown to the extent that it can absorb all the commuters who leave for jobs in other markets each day, it has grown to a significant extent and has a number of emerging sectors that show promise.

## Regional Economy

The Inland Empire (IE) economy (comprised of Riverside and San Bernardino Counties) is currently outpacing all counties in Southern California in economic growth including Los Angeles, Orange and San Diego counties. The IE has 16.1 percent more jobs available than at the pre-recession peak with a gain of over 350,000 jobs and an overall increase in employment across the region at 31 percent since the recession. Strong growth in the logistics, health care, construction, and retail sectors are anticipated to continue in the region over the near term. The logistics sector doubled in the last decade, with employment at 90 percent higher than pre-recession levels. An overall yearly economic growth rate of 2.5 to 3 percent is forecasted in the near term with unemployment projected to be just under 4 percent in the region throughout 2019.

Norco College itself has played a significant role in the health of our local economy. In a recent study by EMSI, the economic impact of Norco College on our region was assessed. In the study, the group found that Norco College's net operations spending (gross spending – local education related taxes) in the region reached \$42.2M in 2016-17. Student spending in the region reached \$13.4M in the same year and the cumulative effect of salary increases in the area due to Norco College alumni was \$104M. The total economic impact of Norco College in 2016-17 according to EMSI was \$160.1M.

The EMSI study shows that we are having an impact on our area, but the College believes there is significantly more we can do to help develop our local workforce and local economy. The nine ZIP codes contained within the Norco College service area had 180,487 jobs in 2018, or about 21.8 percent of all the jobs located in Riverside County (829,800 jobs). The largest industry sectors in the College service area were construction, with 28,630 jobs; government, 24,488 jobs; manufacturing, 18,900 jobs; and transportation and warehousing, 18,836 jobs. The average earnings per job for all industries in this area is \$56,315 annually, well over the MIT Living Wage standard of \$25,775 required annually to self-sustain a single adult in Riverside County. The average earnings per job in the college service area are \$8,433 below the national average earnings of \$64,748 per job. Just under 32 percent of all employers in the service area had four or fewer employees; 79.5 percent had 19 or fewer employees. Only 6.1 percent of employers had 50 or more employees. Employers in the area reporting more than 500 employees in 2017 were Dart Container, Decton Health, Eastern Municipal Water, FedEx Freight, Fender Musical Instruments, Iherb Inc., Riverside Medical Clinic, and Skanska USA Civil West CA District.

Between, 2013 to 2018, jobs in the Norco College service area increased by 24.1 percent, from 145,457 to 180,487. This area outpaced the growth rate of Riverside County at 19 percent, as well as Los Angeles (8 percent), Orange (11 percent), and San Diego (10 percent) counties during the same time frame. California and the nation grew at 11 percent and 7 percent by comparison. Industries showing the most growth during that time period were transportation and warehousing, growing by 88 percent (adding 8,808 jobs) and construction increasing employment by 42 percent (8,498 jobs). The only industries that reported a loss in jobs over the last five years were in the management of companies and enterprises and the utilities sector, shedding 336 and 38 jobs respectively.

Over the next five years, 2018 to 2023, industries in the Norco College service area are projected to add a total of 18,581 jobs, increasing employment 10.3 percent. The fastest growing industries are predicted to be transportation and warehousing, growing by 24 percent (adding 4,457 jobs); healthcare and social assistance, 20 percent growth (2,555 jobs); and construction at 12 percent (3,555 jobs). Table 1 (see appendix) displays the projected job growth for all industries in the Norco College Service area over the next five years.

## Eliminating the Skills Gap

Employment and economic growth suffer when individuals fail to complete education beyond high school and when education/training fails to align with regional industry-demanded skill sets and credentialing – we refer to this condition as the “skills gap.” Both current and potential employers in the region urgently need help in developing a locally available workforce, and career-seekers have asked for our help in providing career pathways that provide multiple levels of entry into high-skill, high-wage careers. Norco College recognizes that multi-level post-secondary pathways that provide training and education leading to certification, licensure and/or associate degree attainment and four-year transfer plans should be widely accessible to individuals in Riverside County – both for graduating high school seniors and those already in the workforce. We believe that higher education includes all viable options that result in the successful preparation of an educated and skilled workforce.

One form of workforce development and postsecondary education that we enthusiastically support and are working to expand is apprenticeship – a form of accredited work-based learning that provides both education at low to no cost and highly technical in-demand training. Norco College endorses the historical registered apprenticeship system and has partnered with the local International Brotherhood of Electrical Workers (IBEW) to support the accredited education of electrician apprentices in the Inland Empire – combining apprentices’ journeyman certificates with college certificates and degrees. In addition, Norco College has played an active role in the California Apprenticeship Initiative to expand apprenticeship opportunities into new occupations and industries in the region. For every 1,000 apprentices we support, estimates indicate we increase wage earning in our region by \$240,037,000 over the career-span of those individuals. In addition, because they link individuals directly with employment, apprenticeships deter youth unemployment and increase youth labor force participation. In Riverside and San Bernardino County, teens have been employed at only half the rate of the national average and the employment rate for those 20 to 24 is also lagging. Unemployment follows individuals throughout their career and continues to show a negative impact on wages even a decade past unemployment gaps.

Norco College can help with local economic development in the area of STEM related industries. Norco College has a history of connections and partnerships with the US military; its campus is located on land that served as a military hospital in WWII, and it shares a location with the Navy’s Naval Surface Warfare Center Corona location, which houses a variety of laboratories and a research center. As part of the ongoing relationship between military research and the college’s academic work, Norco College engaged in partnership discussions related to a proposed collaborative STEM Education Center with an emphasis on the establishment of a Photonics Center that is undergoing a feasibility study.

The Center (if presented and approved by the RCCD Board) may provide training to students in a growing field, while increasing economic activity in the local economy. This new program may allow Norco College to serve new students whom it would otherwise not serve. A center may create new jobs for additional faculty and staff and may increase the associated day-to-day purchases from the regional businesses. This may provide a steady stream of long-run spending impacts year after year. It may also host events, attracting out-of-region visitors who then spend money, positively impacting the regional economy. Lastly, as the students who would otherwise not have been served graduate, they may generate long-run benefits within the region.

## **Regional Arts and Culture**

The Visual and Performing Arts community in the Corona Norco area is limited. Although there are some visual arts opportunities (art galleries and exhibitions) and performing ensembles (musical, theatrical, dance, etc.) in the region, there is a serious deficiency concerning the level of access to professional visual and performing arts opportunities. Contributing to the limited access is the desperate need for the region to invest in and build a quality performance venue with the ability and capacity to present professional level traveling exhibitions, ensembles, and other performances in the local region.

Norco College plans to assist in the overall development of the region by increasing offerings in the visual and performing arts areas by developing a vision plan that will influence the growth and expansion of the its Arts programs. For example, the music discipline is engaged in developing large instrumental performance ensembles to the college campus while also expanding the current vocal ensembles. Simultaneously, the visual arts discipline is planning to develop a comprehensive 3-D arts program while expanding upon the 2-D program and our increasingly popular Art Gallery. Eventually, the department expects to expand by adding dance performance classes to the campus and rebuilding the theatre arts programs with strategic collaborations.

Ultimately, the overall vision for Norco College is to develop into a visual and performing arts department that demands a high-quality performance venue. Therefore, the college is committed to establishing itself as a cultural center for the region. A cultural center where local arts groups and organizations utilize rehearsal and performances spaces on campus and where professional travelling ensembles may also perform and provide access to high-level arts experiences in the ever-developing region.

## **Regional College Going Rates**

According to the California Postsecondary Education Commission, the Riverside County college going rate is 36 percent. By comparison, Orange County has a rate of 48 percent, San Diego County's rate is 40 percent, and Los Angeles County's rate is 44%. With the overall state average at 41 percent, we have significant work to do in our region.

One area where Norco College has been historically strong is in encouraging college attendance is related to services for special populations. The following endeavors are focused on significantly improving college attendance rates in our area.

### *Strategy 1 to Improve College Going Rates: Dual Enrollment*

The Dual Enrollment Initiative and high school partnership program is an outgrowth of the College's long partnership with John F. Kennedy Middle College High School. Following passage of Assembly Bill 288, the College began offering California College and Career Access Pathways (CCAP) courses in fall 2016. Shortly thereafter, the College appointed a Dual Enrollment Director and built on initial offerings at Eleanor Roosevelt High School, expanding to six local high schools by fall 2018. In 2019, the College will offer courses in 11 area high schools. The goal will continue expanding access by growing enrollment and increasing offerings so that every high school student in the College service area has an opportunity to complete up to a year of college coursework during their time in high school.

### *Strategy 2 to Improve College Going Rates: Guided Pathways*

The Guided Pathways (Completion) Initiative, started in 2015, puts in place a holistic completion initiative to increase the number of students earning a degree or certificate. The initiative involves five interconnected components: meta majors (called Schools), clear and directed pathways, faculty advising, linking college to career, and models of student care. Through a competitive process, Norco College was chosen as one of 20 California Community Colleges to participate in the California Guided

Pathways Project beginning in 2017. Norco College's Completion Initiative began the work that continues through participation in Guided Pathways. In 2018, the College was reorganized around the Schools, and academic disciplines and departments were aligned within the four Schools for a Guided Pathways focus. As the college continues to grow, we may need to add schools (STEM may need to be divided into two schools eventually). This will pave the way for the development of School-based Success Teams that will institute a caseload management approach to student engagement along their entire pathway.

#### *Strategy 3 to Improve College Going Rates: Emphasis on STEM*

We are exploring ways to expand STEM access through an emphasis on photonics. Still in the exploratory phase, the Photonics Initiative hopes to create regional educational and economic opportunity through the development of a National Photonics Research Center in collaboration with the Corona Naval Surface Warfare Center (NSWC) and potential partner R1 universities. In 2017, the College began early conversations around the idea of developing a National Photonics Education and Research Center. Discussions have involved several community partners, Norco College constituent groups, and constituents throughout the entire District. In November 2018, the Board of Trustees approved the parameters of a feasibility study for the proposed photonics center.

#### *Strategy 4 to Improve College Going Rates: Veterans Recruitment and Support*

Our Veterans Initiative focuses on increasing Norco College's veteran population from 300 to 3000. A director of the Veterans Resource Center was hired and given a charge to lead this effort. The College is proud to have been named by Military Times as one of the best colleges for veterans four out of the last five years (2015, 2017, 2018, 2019) and to have received the Military Friendly School award in 2018 and 2019. In an effort to serve veterans with the same dedication they have shown in serving our country, the College is expanding its veterans' program. One example is the development of the Military Articulation Platform (MAP) to streamline the awarding of college credit for military training. In addition, the Phase I regional Veterans Resource Center building is expected to open in late 2020.

#### *Strategy 5 to Improve College Going Rates: Prison Education*

The Next Phase Program was started in fall 2017 and a director was hired in 2018. Next Phase is an incarcerated education program developed in a partnership with the California Rehabilitation Center (CRC). The program offers college courses toward completion of an Associate of Arts degree to CRC students. Upon completion of the AA program, incarcerated students are offered an opportunity to continue their studies, at no cost, at Pitzer College. The goal of the program is to provide a model for rehabilitative reform that seeks to reduce recidivism through higher education, training, and re-entry services. The next step involves discussions regarding the development of a college site at the CRC—possibly creating a college within the CRC.

#### *Strategy 6 to Improve College Going Rates: Online Education*

Another strategy to improve college attendance rates in our area entails online education. Over the past Accreditation cycle, Norco College has increased online FTES by a total of 7 percent including online courses in all four Schools. Currently, Norco College's distance education offerings (online and hybrid courses) impacts nearly one-fourth of all enrollment (23 percent in Fall 2018). Online education enables greater access to college courses as well as progress toward certificates and degrees awarded for students including men of color, disabled, and foster students, whose lives need the flexibility that face-to-face lecture courses do not permit.

Norco College's values and goals in the Educational Master Plan envision an exciting opportunity to double our online student population. This can easily be achieved through our natural growth in the region's college eligible population and continued strategic partnerships in dual-enrollment with high schools and online high school programs. By 2030, one or more online Associate of Arts degrees should be created, vetted, and implemented. Finally, Norco College should consider ongoing participation in online educational communities in the College District, throughout the state, and nationally, to expand the online student population and partner with organizations/institutions with shared goals and best practices.

Therefore, Norco College needs a broader vision and commitment for distance education among our administration, faculty, classified professionals, and student populations. A robust online education program touches all aspects of Norco College's community. The following elements of Strategy 6 must be funded, implemented, and facilitated over the next decade of the Educational Master Plan.

First, a Director of Online Education could lead this vision to actualization. Next, administration and classified professionals need to support Norco College's online students in onboarding, orientation, counseling, and other services to ensure success in registration and completion. Hiring enough faculty to anticipate growth in online courses and programs ensures the quality, rigor and attention to detail in creating and implementing online certificates and degrees.

Faculty must be afforded the training and resources in the following areas to:

- foster online offerings across all disciplines and courses
- increase awareness of the merits of online education
- inform the andragogy of online instruction at Norco College
- receive stipends for the development of courses, certificates, programs and degrees
- host and to attend events pertaining to online education
- utilize RCCD Best Practices for Course Design created by District Distance Education in conjunction with the Online Education Initiative
- implement best practices for online instruction from a national perspective
- participate in faculty inquiry and learning communities
- adjust for the demands of Statewide accessibility and equity goals and metrics, including informing the College about gaps between online and face-to-face student populations

Finally, online education requires ample support for students including training in the use of Canvas and third-party applications. Online students must know about the wealth of services available with registration, including Counseling, Disability Resource Center, Health Services, Learning Resource Center, Library, Special Programs, Tutoring, and more. Low income students need on-campus resources made available to them to make up for access issues that may elude them because of their income situations.

The online education community must utilize tools, best practices and ideals from Guided Pathways, Guide for Evaluating and Improving Institutions, @One, and RCCD Distance Education to become a model institution for online education in the region, the State and the nation.

### *Strategy 7 to Improve College Going Rates: Foster Care Recruitment and Support*

An additional strategy we are using to improve college attendance rates in our area is around Foster Care students. College is a big step for foster youth who often lack guidance and support throughout the matriculation process. They also lack the necessary academic preparation and employability/professional skills to navigate postsecondary education into successful employment. To address these barriers, Norco College is collaborating with Corona-Norco Unified School District, Riverside Community College District, Riverside County Office of Education, and community agencies to develop a pipeline of foster youth students from high school to college. Together, we have developed a comprehensive suite of services and support that begins at the high school level and continues at the postsecondary level.

Grants and categorical funds helped to create the RCCD Foster Youth Support Network (FYSN). The FYSN provides personnel that work with foster youth one-on-one in the high schools to prepare them for college and expose them to postsecondary educational opportunities. FYSN personnel guide foster youth through the matriculation process, facilitate a warm handoff from high school to college, and ensure that services continue seamlessly. At the postsecondary level, the college has secured grants and categorical funds to provide comprehensive, wrap-around support services for foster youth starting at the point of entry and continuing until graduation and/or transfer. The college also provides personnel that are dedicated to serving foster youth. In fall 2018, the college established a foster youth center and equipped it with computers, a copier, printers, lounge furniture, and work stations for staff. The center serves as a one-stop shop for new and continuing students to receive services. It also serves as a place for students to meet, study together, utilize computers, and printers, grab a snack, or just hang out.

Norco College's strategy of providing college preparation services, as well as comprehensive support services beyond high school, is making a significant impact on improving college attendance rates of foster youth in our area.

### *Strategy 8 to Improve College Going Rates: Registered Apprenticeship Programs*

A proven model, both domestically and abroad, for improving college attendance rates is registered apprenticeship programs. Norco College has already expanded college-going access in our region by hosting the IBEW Electrician Apprenticeship program. In addition, Norco College has led the region's "Local Apprenticeships Uniting a Network of Colleges and High schools" (LAUNCH) initiative, which intends to solve our region's skills gap and increasing college-going rates by streamlining and delivering high quality registered apprenticeships in our region's critical industries and high paying professions. This initiative directly partners our educational institutions with local employers and incentivizes them to train and develop their own workforce by offering educational pathways and wage progressions to their employees, in addition to formalizing career "entry-points" for current students. With the focus on work-based learning, our program offerings will remain as diverse as our industry partnerships. Apprenticeship programs work because college faculty and leaders in education focus primarily on developing dynamic work-based learning curriculum and rely on industry mentors and professionals to deliver quality technical skill training to apprentices. Apprenticeships provide participants the industry and academically valued credentials needed to advance towards living-wage careers while providing a scalable model that crosses specialties and advanced technical skills. In the coming years, Norco College will need to institutionalize our Apprenticeship Director to continue to introduce, develop and scale successful models of apprenticeship in our local area and will support regional collaboration and coordination among the community colleges, K-12 system, and the Workforce Development Boards.



### *Strategy 9: Improve International Student Recruitment and Enrollment*

As an additional area of growth and diversification, the College will create a plan to build international partnerships with colleges and organizations to grow international student enrollment from 50 students to 300-plus annual headcount. By building diversified out-of-state (international) enrollment, the college will add new non-apportionment funding opportunities while supporting continued program growth and diversification.

#### **Regional Collaboration**

The Inland Empire is well-known for its willingness to collaborate on a variety of issues facing the region at large. Norco College's service area resides on the edge of four of the world's largest economic markets. These markets intersect over us in a kind of Reuleaux triangle (the center of a Venn diagram). We are surging in their overlapping spheres of influence and now have the population of a region. However, the infrastructure, the cohesion, the organization of this region is yet to be defined. As the only institution of higher education on the I-15 corridor in our service area, Norco College is poised to serve the region as a collaborative leader engaging with a variety of stakeholders across multiple sectors to develop a unique regional identity and to catalyze action to improve educational attainment, develop an educated and skilled workforce, and reduce working poverty in the region.

The impetus for Norco College to serve as a regional convener includes a clear mission to serve the community and a recognition that the challenges in addressing educational outcomes for all students, increasing the availability of a qualified local workforce, and achieving prosperity in the region pose both a threat and opportunity for the College and the region that it serves. The threat in not changing, or in settling for incremental change, is that Norco College will not significantly improve the access, preparation, and success of its current and future students. The opportunity is that Norco College will become a powerful model of transformation, demonstrating how to catalyze change through strong regional collaboration across multiple sectors of business, government, education, non-profit and faith-based agencies and organizations.

First, Norco College is poised to lead the implementation of several regional initiatives designed to elevate the region. Improving educational attainment will be addressed by initiatives to increase student access to guided pathways that provide both academic and personal support to earn a certificate or degree or to complete a transfer pattern to a university program. This may be done in partnership with existing regional organizations such as Growing Inland Achievement, Inland Empire Growth Opportunity, Inland Empire Economic Partnership, and the Inland Empire Guided Pathways Initiative.

Second, development of an educated, skilled and locally-available workforce will be achieved through successful implementation of a system of workforce development to include collaboration with local and regional Chambers of Commerce, labor, workforce boards, professional associations, business and industry in the region. These collaborative efforts will develop work-based learning opportunities for students, identify gaps and opportunities in local workforce needs that the college can fill, and implementation of an apprenticeship system that provides students with ongoing opportunities to learn and earn through local employers.

Finally, the reduction of working poverty in the region will be addressed by providing connections across institutions and geographic boundaries. These include partnerships and formal agreements with organizations and agencies to assist special populations with challenges related to housing, health, and social services. Norco College will collaborate with local, regional, state and federal agencies as appropriate to provide comprehensive support services for students, and will work to co-locate services as possible, increasing both access and efficiency in providing support for students in our service area.

## Challenges

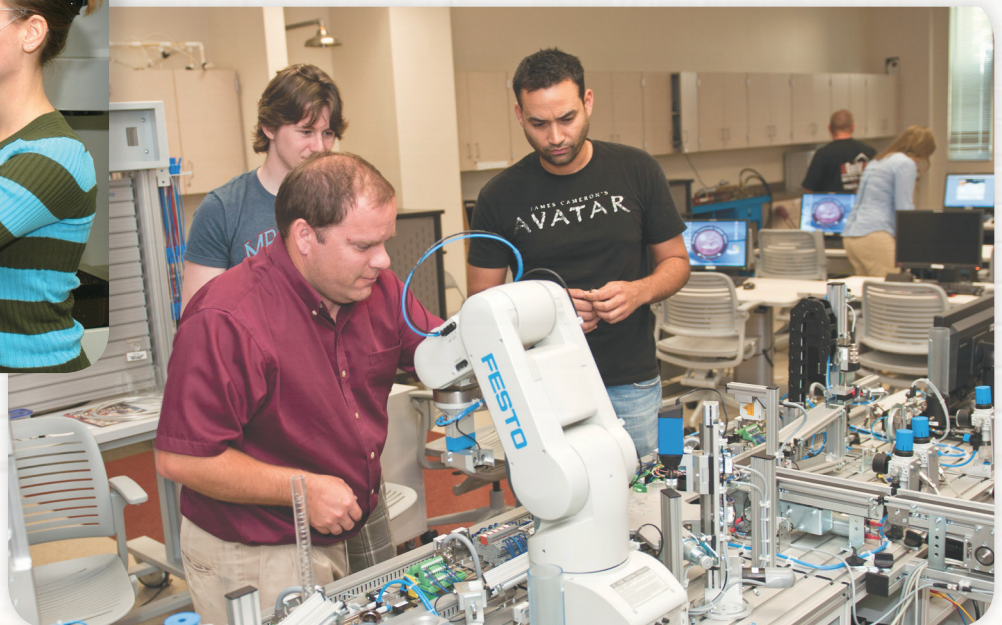
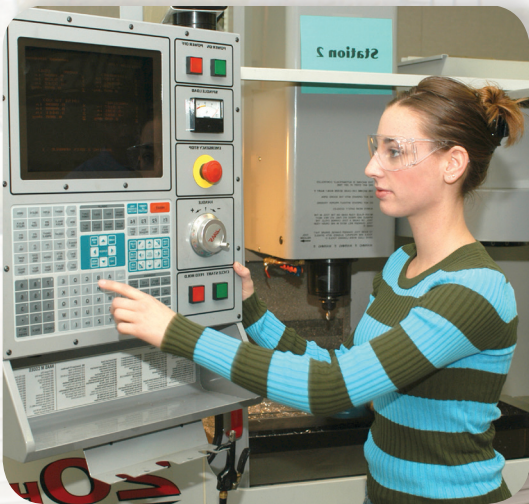
There are many barriers and challenges that stand in the way of these goals. There is not a consciousness of the region as a whole. We mostly think of ourselves as derivative of Riverside or the Inland Empire and not as a unique or distinct region. However, if you read the planning documents from our service area cities, chambers of commerce, unified school districts, elected offices, other major civic organizations (Navy, Prison, hospitals, large corporations), a set of common themes emerge as challenges we all face in the region. These are themes directly related to mission centric work at Norco College.

First, there are repeated concerns related to education. We do not have a university presence in our region. The levels of education in our region are lower than the markets that surround us. The college going tradition in the region is not a rich one. And when students from our area successfully complete higher education, they tend to find themselves underemployed or they take jobs in markets outside our service area.

Second, there are concerns about performing arts in the region. There is an emerging symphony and the Young Americans are both located in Corona, but live music, live performances and venues to draw these resources are not prevalent or well developed in the area.

Third, there are concerns over several social issues. We need to help students secure affordable housing and help our vets' transition successfully into our communities. We also need to provide for public safety, high quality childcare, and public health throughout the region.

Finally, there are numerous concerns over the economy. High income tech and professional jobs are scarce. The labor force does not have the requisite skills needed by employers in the region. The area's economy is too small, with most people driving out of the region to work. Traditional work is changing and leaving people with older skills behind. Wage inequality continues to grow with many negative effects in our area. The cost of housing is outstripping local salaries. And the business startup infrastructure and capital investment are lacking.



## SWOT

<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>Norco College has open land to develop</li> <li>Norco College has emerging economy and workforce development programs</li> <li>Norco College has an emerging arts program</li> <li>Norco College has strong regional partnerships with high school</li> <li>Norco College has a program with CRC</li> <li>Norco College has a program for Vets</li> <li>Norco College recently established outreach and marketing</li> </ul>	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>Norco College has never played the regional leadership role</li> <li>Norco College does not have current funding to expand regional programs</li> <li>Region does not have a unified brand as a destination point</li> </ul>	<p><b>SWOT Summary: Service Area Transformation</b></p> <p>This chart displays a SWOT analysis summarizing the strengths, weaknesses, opportunities and threats relative to regional transformation. Strengths are internal attributes and resources that support a successful outcome. Weaknesses are internal attributes and resources that could work against a successful outcome. Opportunities are external factors that the NC can capitalize on or use to our advantage. Threats are external factors that could jeopardize NC's success.<sup>3</sup></p>
<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>Local land is inexpensive</li> <li>Navy Base can bring in engineering opportunities</li> <li>USDs are great partners</li> <li>CRC is a strong partner</li> <li>Manufacturing is on the rise</li> <li>Construction and housing development are strong</li> <li>Local Chambers and civic leaders support innovation and experimentation</li> <li>Commuters = instant labor pool</li> </ul>	<p><b>Threats:</b></p> <ul style="list-style-type: none"> <li>Regional economy is not strong</li> <li>Brain drain to outside jobs/markets</li> <li>Service area/region does not have an identity; lives in the shadow of major markets</li> <li>No university presence in region</li> <li>College going rate and attainment rates are low</li> <li>No arts tradition in region</li> </ul>	

Working to transform our region is important work. It has the potential to shape the region and the quality of life in our service area for years to come. It is part of the original mission as a “community” college. Success in the work related to this chapter will bring us together more closely as a community and address several important regional issues including academic, economic, workforce, social and culture development.

<sup>3</sup> Definitions pulled from <https://searchcio.techtarget.com/definition/SWOT-analysis-strengths-weaknesses-opportunities-and-threatsanalysis>.

## Chapter 5: College Transformation (Strategic Direction 3)

### 2030 Goals for Strategic Direction #3

There are 12 goals in the College educational master plan. Goals 7-12 are attached to Strategic Direction #3.

Strategic Direction 1: Student Transformation		
Goal #	Topic	Goal Statement
7	Programs	Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.
8	Effectiveness, Planning, and Governance	Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.
9	Workplace/Employees	Expand workforce to support comprehensive college and develop/sustain excellent workplace culture
10	Facilities	Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.
11	Operations	Implement professional, intuitive, and technology-enhanced systems
12	Resources	Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.

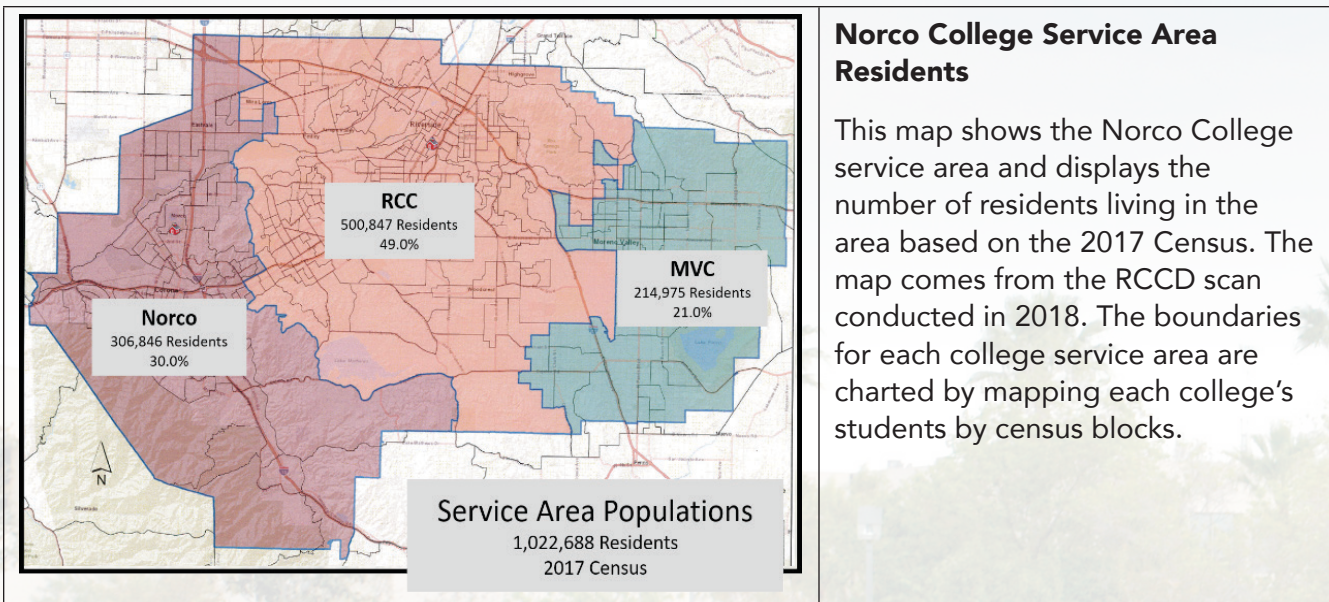
### Vision for Strategic Direction #3: College Transformation

Norco College will be a comprehensive college, with capacity to serve our entire service area by 2030.

Norco College started out as an extension of Riverside City College (RCC). In the 1970s, RCC wanted to expand its reach into western Riverside County and decided to start offering courses in the Corona/Norco area to make access to RCC more convenient for the growing population in the area. The original conception of Norco College was a doorway to RCC and remnants of this tradition persist today. Eventually, RCC built a campus in Norco but gave the mission of the institution a limited scope, focusing instruction on technology-related programs. In 2010, the “campus” became a “college” with accreditation through ACCJC; however, the college maintained its technology-related scope.

With the launch of the 2019-2024 plan, Norco College establishes plans to become a comprehensive college with a full complement of academic programs and enough capacity to meet the needs of our entire service area. This goal presents two significant challenges born of the college’s history. First, we are moving from the limited scope of a technology-focused college to the expanded scope of a comprehensive college. To grow into a comprehensive college, significant academic capacity and related support services will need to be added to the College. Second, Norco College’s trajectory of growth over the last two plus decades (established through the District FTES allocation), has not kept up with the rate of growth for the College’s service area resulting in a lack of physical, fiscal and human resources sufficient to serve the residents of our region.

Norco College receives approximately 23 percent of the total available District full time equivalent students (FTES) allocation from year to year and is historically relatively fixed at about 23 percent of the District’s student population. However, the population of Norco College’s service area has grown faster than the other two service areas, so much so that the Norco College service area now represents 30 percent of the overall RCCD resident population. The college has grown at a slower rate than the population growth in the service area. Combining this with the College’s historically limited academic scope (technology focus) reveals a college that is severely under-resourced relative to the size of our service area. As of today, Norco College does not have enough capacity to serve the entire service area adequately.



### Defining Comprehensiveness

There are two core elements Norco College must develop to become comprehensive. First the College will need to develop enough capacity to meet the needs of the residents who live in the service area. Second, the College will need to develop enough programs to service students’ academic and professional needs.

To determine capacity development, assessment of comprehensive colleges is useful. Through this approach we are able to determine the basic measures of a comprehensive college. To quantify Norco College’s capacity needs, we have assessed two well-known comprehensive colleges, Riverside City College and Santa Ana College, measuring their capacity relative to the residents who live in their service areas.

		RCC <sup>4</sup> 18-19	SAC <sup>5</sup> 18-19
Total Residents	People who live in service area	500,847	458,760
FTES/100 Residents <sup>7</sup>	Full-time equivalent students funded per 100 residents	3.4	3.5
FTE/100 Residents <sup>8</sup>	Full-time equivalent employees per 100 residents	0.16	0.19
ASF/Resident <sup>9</sup>	Assignable square footage developed per resident	1.07	1.09
GF\$/Resident <sup>10</sup>	General fund money allocated per resident	\$206.26	\$199.68

Referencing the chart above, both colleges demonstrate similar capacity-per-resident ratios. While Riverside has more residents in their service area (RCC = 500,847 and SAC = 458,760) the two offer similar capacity ratios across four standard measures. With regard to full-time equivalent students funded per 100 residents, RCC has a ratio of 3.4 and SAC has 3.5. With regard to full-time equivalent employees per 100 residents, RCC and SAC are similar with 0.16 and 0.19 ratios respectively. With regard to assignable square footage developed per resident, RCC has a ratio of 1.07 and SAC has 1.09. Finally, with regard to general fund money allocated per resident, RCC spends about \$206 per resident and SAC spend about \$200 per resident.

### Norco College Capacity Gap

When Norco College's capacity-per-resident ratios are factored into the comparison, it is clear that Norco has significant amount of capacity development to conduct before the college is at the ratios of these two comprehensive colleges.

	RCC 18-19	SAC 18-19	NC 18-19
Residents in Service Area	500,847	458,760	306,846
FTES/100 Residents	3.4	3.5	2.4
FTE/100 Residents	0.16	0.19	0.11
ASF/Resident	1.07	1.09	0.55
GF\$/Resident	\$206.26	\$199.68	\$132.87

At 2.4, Norco College's fulltime equivalent students funded per 100 residents is a full point under the highest ratio. At 0.11, Norco's fulltime equivalent employees per 100 residents is significantly lower than both RCC and SAC ratios. At 0.55, Norco's assignable square footage developed per resident is nearly half of RCC and SAC rations. Finally, at \$132.87 Norco's general fund money allocated per resident is around \$68-\$74 less per resident than RCC and SAC. These measures reveal an immediate gap with regard to comprehensiveness that is significant. To be a comprehensive college today, Norco College would need to add 3,069 FTES, 143 FTE, 159,455 ASF, and \$22.5M in GF dollars (see chart below).

<sup>4</sup> Riverside City College

<sup>5</sup> Santa Ana College

<sup>6</sup> Data from DSPC District Scan (2018) and Santa Ana College.

<sup>7</sup> Noro FTES target = 7,402 (18-19); RCC FTES target = 16,967 (18-19); SAC FTES target = 16,238 (17-18)

<sup>8</sup> CCCC DataMart shows Fall 2017 FTE at 348.0 for Norco; 820.2 for RCC; 906.6 for SAC

<sup>9</sup> ASF for Norco = 168,870; RCC = 534,655 ; SAC = 503,380

<sup>10</sup> General fund allocation for Norco = \$40,771,189; RCC = \$103,303,969; SAC = \$91,606,954

NC has _____ for 18-19.	To provide services at _____ level,	We should have _____, today.
7,364 FTES	3.4 FTES/100 Residents	10,433 FTES (add 3,069)
348 FTE	0.16 FTE/100 Residents	491 FTE (add 143)
168,870 ASF	1.07 ASF/Resident	328,325 ASF (add 159,455)
\$40,771,189 from the GF	\$206.26 in GF\$/Resident	\$63,290,056 GF\$ (add \$22,518,867)

The capacity gap that Norco College needs to fill to be comprehensive today is significant. The table above summarizes the challenge well, but it does not tell the full story. In fact, the college capacity has been growing at such a slow rate relative to the regional growth that Norco College’s capacity relative to the resident population has become worse over the last few years. While the College has enjoyed five years of robust enrollment growth, it is only this year expected to regain its 2010 level, after which time the College lost over 2000 unduplicated headcount as a result of the state budget crisis of 2011-2013. With a 2017-18 annual unduplicated headcount of 14,624 and a service area population of 306,846, the College currently serves 4.7 percent of its service area population. This is down from 2010 when the College, with an annual unduplicated headcount of 14,942 served 5.4 percent of the service area resident population of 277,441. While the service area population grew 10.5 percent since 2010, the College has not added programs or capacity at a sufficient rate to maintain its former level of per-resident service to the region. In order for the college to maintain its 2010 level of 5.4 percent of residents served, the 2017-18 headcount would need to grow to 17,490—an increase of 19.6 percent over current headcount.

We have been losing ground with regard to our level of services offered to residents and looking into the pending capacity gap for “tomorrow”—for the near future of Norco College—the problem is only going to accelerate. In short, our service area is going to continue growing over the next decade at a significant rate and if we do not respond by building commensurate capacity, we will continue to be a college that underserves our service area residents.

Several measures point to steady growth in the region. From 2010 to 2018, Norco College’s service area grew by 1.5 percent annually. The U.S. Census Bureau estimates that our service area will grow at 1.3 percent annually from 2017-2022. However, Riverside County reports that approximately 10,700 homes have been approved for development in the Norco College service area with an additional 47,000 homes approved adjacent to the service area. With the Census Bureau’s estimate of 3.57 persons per home, it is estimated that 205,989 new residents would move to our area if all the municipally approved homes are sold and occupied. If all of this growth takes place by 2030, the annual growth would approach closer to 6 percent. With these factors, we estimate that our service area’s actual annual growth rate through 2022 will be at 1.3 percent. From 2023 to 2030, we estimate the actual annual growth rate will be 1.75 percent. At these growth rates, we predict that nearly 70,000 new residents will move into the NC service area by 2030.

### **Building Norco College Capacity: Overview**

Given the immediate capacity gap standing in our way of being a comprehensive college and the pending growth of our service area, Norco College is recommending that we establish a 10-year plan to achieve comprehensive college capacity. With this approach, the College can grow steadily but deliberately into a college that provides comprehensive services for the residents who live in our service area. The table below lays out a basic strategy that puts Norco College on track to becoming a comprehensive college by 2030.

	NC 18-19	NC 29-30	Annual Growth
Residents in Service Area	306,846	376,047	1.3-1.75 percent
RFTES from 2.4 to 3.4 per 100 Residents	7,364	12,767	Avg. 460 RFTES
FTEE from 0.11 to 0.16 per 100 Residents	348	602	Avg. 21 FTEE
ASF from 0.55 to 1.07 per Resident	168,870	402,370	Avg. 20,000 ASF
GF from \$132 to \$206 per Resident	\$40,771,189	\$77,465,682	Avg. \$3.1M GF

As the table above summarizes, we believe an additional 70,000 residents will be moving into the service area by 2030. If we are to be a comprehensive college for the 376,047 residents who will be living in the area at that time, we need to move from 7,364 RFTES today to 12,767 RFTES by 2030. We need to move from having 348 FTEE to 602 FTEE by 2030. We need to move from a campus with 168,870 ASF to one with 402,370 ASF. Finally, we will need to build our General Fund budget from \$40.7M to \$77.5M. In a spread sheet below we have suggested how this build out will take place from year to year, but generally speaking we will need to add an average of 460 FTES per year to our base, hire an average of 21 FT equivalent employees each year, develop an average of 20,000 ASF per year and add about \$3.1M to our general fund allocation each year from the 2018-19 through 2029-30 academic years.

### Budget Allocation Model (BAM)

The District is currently revising its Budget Allocation Model in order to respond to the new Student Centered Funding Formula recently implemented by the State Chancellor’s Office. As the first step in this response, the District Budget Allocation Committee (DBAC) developed a standardized cost-per-FTES methodology that allows common instructional costs to be compared Districtwide, thus aiming to provide a fair, equitable and transparent model to apportion revenue to the colleges based upon a districtwide median cost FTES. DBAC developed a draft set of Budget Allocation Model “principles” in the Spring 2019 term that will guide District and college budget development in the coming fiscal years. The revised BAM is intended to be fully implemented districtwide in the 2020-21 fiscal year.

### FTES Growth

Norco College will continue on its current growth trajectory with the goal of serving the residents of the College service area in a comprehensive manner. The College is planning for 3% annual growth in headcount, which is in alignment with the current District growth plans. Norco College is also applying a 3% annual increase in Headcount/ FTES proportion from 2019-2027, which correlates directly to the timing of major “WSCH-intensive” buildings coming online. The justification for the 3% increase in headcount/FTES proportion is based on 1) the College becoming more comprehensive will require more opportunities for students to take larger course loads since additional programs of study are being offered; 2) the College’s success in Guided Pathways work and outcomes for students; 3) Scaling up existing programs that bring in full-time students, such as Athletics and Visual and Performing Arts, etc.

Here is the same formula (provided by the DLR Group) for Norco as the Ed Planner did for MVC. (3% increase in headcount annually, and 3% increase annually until 2027 in the FTES/Headcount.)

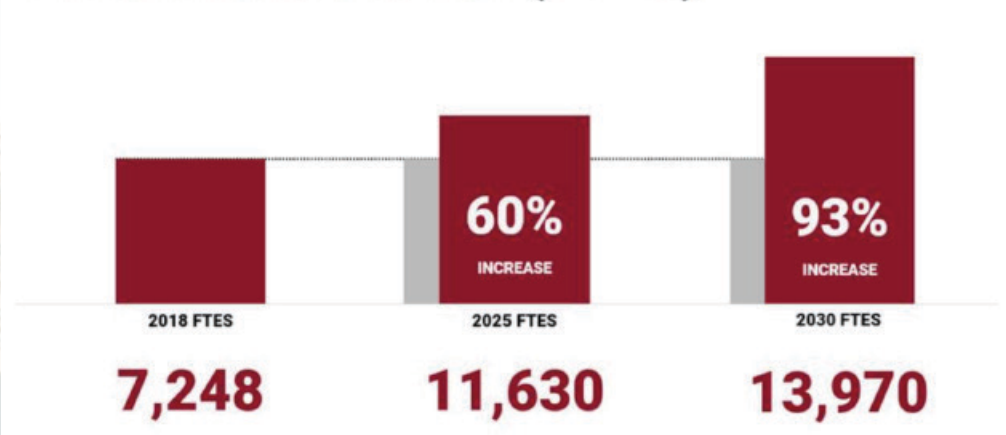
Norco (State)													
Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Headcount*	14,624	15,063	15,515	15,980	16,459	16,953	17,462	17,986	18,525	19,081	19,653	20,243	20,850
FTES***	7,248	7,689	8,158	8,654	9,182	9,741	10,334	10,963	11,631	12,339	13,091	13,563	13,970
FTES/Headcount**	0.50	0.51	0.53	0.54	0.56	0.57	0.59	0.61	0.63	0.65	0.67	0.67	0.67



MVC													
Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Headcount*	14,772	15,215	15,672	16,142	16,626	17,125	17,639	18,168	18,713	19,274	19,852	20,448	21,061
FTES***	6,835	7,251	7,693	8,161	8,658	9,186	9,745	10,339	10,968	11,636	12,345	12,678	13,058
FTES/Headcount**	0.46	0.48	0.49	0.51	0.52	0.54	0.55	0.57	0.59	0.60	0.62	0.62	0.62

Norco (workplan)													
Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Headcount*	14,624	15,063	15,515	15,980	16,459	16,953	17,462	17,986	18,525	19,081	19,653	20,243	20,850
FTES***	7,229	7,669	8,136	8,632	9,157	9,715	10,307	10,935	11,600	12,307	13,056	13,360	13,761
FTES/Headcount**	0.49	0.51	0.52	0.54	0.56	0.57	0.59	0.61	0.63	0.64	0.66	0.66	0.66

## Enrollment Growth (FTES)



Growth to this degree is significant and will take careful planning. In terms of growth, today the College is just over 7,200 FTES, and per the growth equation [3% annual headcount, and 3% annual for FTE/Headcount ratio] will grow to 13,970 FTES in 2030. This growth is based upon 1) transforming to a more comprehensive college, and 2) the rapid pace of population growth in the service area. The projection chart (TABLE 2) in the Appendix identifies projected annual growth for FTES, GF, FTEE and ASF in a manner that starts modestly and accelerates into 2030. While the 13,970 FTES target is a physical plant growth projection in order to fully serve our growing service area, below, from the District Strategic Plan numbers, are the college's projected FTES growth targets assuming a flat 3% annual growth:

District Strategic Plan 2019-2024, rough draft dated August 20, 2019

The following key performance indicators offer clear, measurable targets to gauge the success of the various college initiatives:

### Objective 1.1 Increase Overall Enrollments – RCCD Enrollment Projections, 2017-18 through 2023-24

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>RCCD</b>	<b>30,805.78</b>	<b>31,798.08</b>	<b>32,902.00</b>	<b>33,889.06</b>	<b>34,905.73</b>	<b>35,952.90</b>	<b>37,031.49</b>
<b>Riverside</b>	16,961.47	17,363.45	17,852.00	18,387.56	18,939.19	19,507.36	20,092.58
<b>Moreno Valley</b>	6,790.71	7,237.22	7,423.00	7,645.69	7,875.06	8,111.31	8,354.65
<b>Norco College</b>	7,053.60	7,197.41	7,627.00	7,855.81	8,091.48	8,334.23	8,584.26

Assumes 3% annual projected growth

## **Building NC Capacity: Student Enrollment and FTES**

As discussed earlier in this chapter, Norco College will need to expand enrollment and related activities (course offerings, faculty hiring, etc.) to reach comprehensive college status. Comprehensive colleges like Riverside City College and Santa Ana College have FTES to resident ratios at 3.4 FTES per 100 residents in their service area and 3.5 FTES per 100 residents in their service area respectively. In contrast, Norco College's FTES footprint in our service area is so small that we only offer 2.4 FTES per 100 residents. With an estimated 70,000 residents moving into Norco's service area by 2030, this need will only increase. If we are to be a comprehensive college for the 376,047 residents who will be living in our service area by 2030, we need to move from having 7,364 RFTES today to 12,767 RFTES by 2030. We have recommended adding the FTES in a strategic manner with a slower start in early years, accelerating as we move closer to 2030. Regardless, to meet this growth pace, we will need to add an average of 460 FTES per year to our base. Growth in FTES growth will come over time from a range of different student populations. See Table 3 in the Appendix.

It should be noted that while student athletes are not reflected in the special populations detailed in the table above, the College does project that athletics will grow at a faster pace than the general student population. Several competitive athletics programs are expected to be added. While not a special population, student athletes are a focus of outreach, growth, and support and will have a significant impact on facilities planning. The following team sports are under consideration: Women's Softball, Men's and Women's Basketball, Men's and Women's Volleyball (beach), Men's and Women's Swimming and/or Water Polo. Specific sports will be identified as the master plan is developed.

## **Building NC Capacity: Academic Programs**

Initially envisioned as the "technology campus" of the Riverside Community College District, Norco College now serves its community as a dynamic, community college. On its way to becoming a comprehensive college, the institution provides a full offering of academic opportunities, including online, hybrid, and traditional face-to-face classes. The College offers seven area-of-emphasis (AOE) associate degrees, 21 associate degrees for transfer (ADTs), 27 state-approved certificates, and 16 locally approved certificates. The College awarded 1,041 associate degrees and 190 certificates in 2017. Norco College is proud to be a Hispanic-Serving Institution (HSI). Table 4 in the Appendix shows the annual total of all degrees, certificates, and awards conferred since 2011. Table 5 details the change in FTES generation by discipline between 2010 and 2017. The net gain or loss is color coded to serve as a point of discussion for future projections.

As we consider how to grow into a comprehensive college, below are categories of programs that emerged from extensive discussions with faculty, students, and community leaders.

- Add Associate Degrees for Transfer: Law and Public Policy, Ag Plant Science, Public Health, Animal Science, Ag Business, Global Studies, Hospitality, Elementary Ed, Film, TV, Digital Media, Social Justice
- Agriculture Industries, Technology (Ag science, Horticulture, Veterinary tech and Animal Science, Equine Studies)
- Athletic programs in KIN (Softball, aquatics; both strong tie-ins with community by offering community swim programs, life guard certification, athletic instructor certification, geriatrics).
- Apprenticeship programs in traditional trades and expanding into academic and professional non-traditional areas.
- Business entrepreneurship (Tech transfer in association with Photonics, Leadership, Market Farming in association with Ag, Industrial design and engineering in association with the creation of a Maker Space)
- Criminal Justice (Regional Justice and Equity Center with Criminalistics w/crime lab, crime scene yard, law school pathway (RCC model), tie-in with Next Phase and 3Ps (also agency partnerships), legal aid, court reporter)

- Computer Science (Informatics; Information Science; Big/Quantum Data (in association with the Corona Naval Surface Warfare Center)
- Education (Education, K-8 STEAM Academy, music education (w/ CSU SB upper division classes on campus for BA), Teacher Prep Ed ADT)
- Engineering/Photonics
- Health Industries and Technology (1. Respiratory Tech 2. Medical Stenography (Ultrasound) Tech 3. Medical Assistant (Note: good for Nursing and Physician's Assistant Pathways—gives more points for entry) 4. Physical Therapy Assistant 5. Occupational Therapy Assistant 6. Radiological Tech 7. Surgical Tech.)
- Languages (Arabic, Chinese, Italian, Farsi, Korean)
- Natural Sciences (Geology, Biotechnology)
- Performing Arts (Woodwinds and Strings Program -- Ensembles with Corona Symphony. Integrate with K-8 STEAM Academy and JFK, Theatre (build back and add Set Design, Construction, Makeup, etc., Dance), and explore possible programmatic synergies with the Young Americans in Corona.
- Psych/Soc/Social Work: Mental Health and Psych Tech, Infant Mental Health certificate (crossover with Ed and Early Childhood Education Center), Certificate program for students with disabilities from local HSs (crossover with NC and Community Ed – focus on job training and skills employability; Alcohol and Drug Counseling certificate (and ADT) in association with Next Phase and prison re-entry program)
- Sustainable Technologies (Green Technologies, solar tech, thin film tech, environmental science certificate, Waste Management (sustainable energy technologies focusing on local issue: animal waste to energy)
- Visual Arts (Digital Arts: Industrial Design -- crossover with CIS and Engineering, Graphic Design, Applied Digital Media, Photography, Journalism (crossover with COMM), Animation, Film production/editing, web development, animation (crossover with CIS)

Based on these recommendations and regional workforce data and the emerging initiatives of the college, Table 6 (Appendix) lists the annual FTES projections for current and new programs by TOP code. Table 7 summarizes the potential Career Technical Education (CTE) as well as non-Career Technical Education programs by FTES growth at the College.

### **Building Norco College Capacity: Employees**

As discussed earlier in this chapter, Norco College will need to hire many more employees to reach comprehensive college status. Comprehensive colleges like Riverside City College and Santa Ana College have employee to resident ratios at 0.16 and 0.19 employees per 100 residents in their service area. In contrast, Norco College's service footprint in our service area is so small that we only offer an employee to resident ratio of 0.11 employees per 100 residents. With an estimated 70,000 residents moving into Norco's service area by 2030, this need will only increase. If we are to be a comprehensive college for the 376,047 residents who will be living in our service area by 2030, we need to move from having 348 fulltime equivalent employees to 602 fulltime equivalent employees. To achieve this goal, we will need to hire about 21 full time equivalent employees each year.

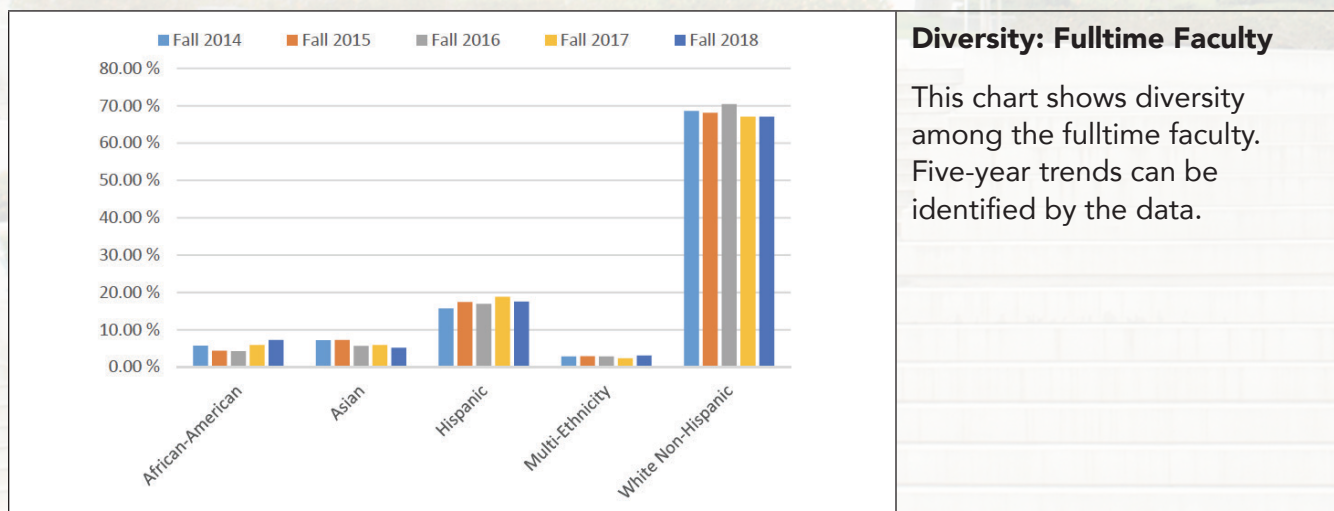
As indicated by the charts below, faculty and administrators are comprised of a majority White/Non-Hispanic members ranging from the mid-fifty to mid-sixty percent. Classified staff, however, are largely Hispanic and represent a balance in comparison to the students they serve. This indicates an imbalance in White/Non-Hispanic faculty and managers in comparison to the student body, which is composed of Hispanic students in roughly the same percentage ranges, mid- to high-fifties.

As Norco College adds to its workforce, one of our goals is to reach balanced diversity. Norco College is committed to recruiting and hiring a diverse workforce that not only closely reflects our student demographics, but also possesses equity-minded skills. A workforce who understands and is sensitive to diverse socioeconomic, cultural, and ethnic backgrounds of historically underserved community college

students increases their likelihood of academic success. Norco College is a great place to work because of the people. The students, classified, faculty and managers strive to bring a family atmosphere to the college. We work hard, communicate openly, dream big, and enjoy being with each other. All of this is done with the intention of transforming our students' lives, transforming our region, and transforming the college itself. Norco College is not a place, it is a community.

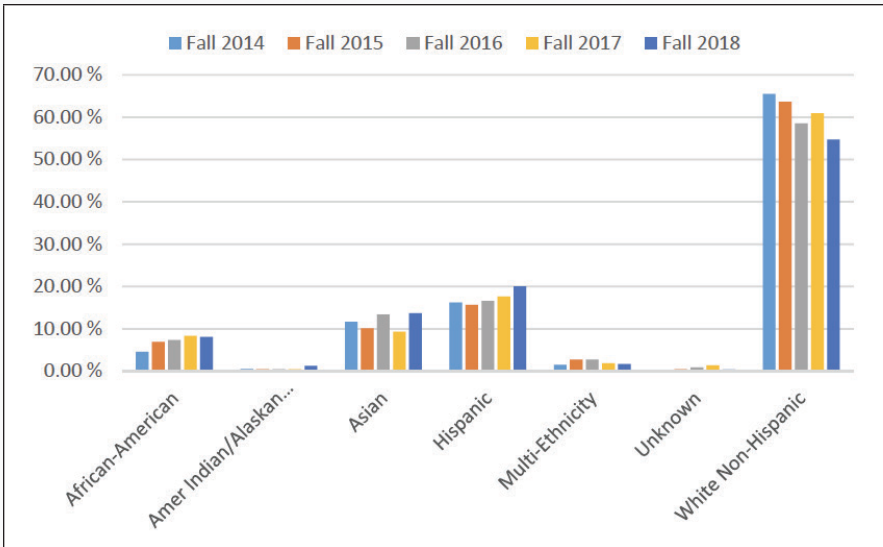
To achieve a diverse and equitable workforce, the college has taken significant steps to change its hiring practices. In the past year, changes to faculty hiring processes were implemented to ensure that each search yielded diverse pools of candidates. Job announcements now emphasize our desire to hire candidates who are committed to educating our racially and economically diverse student population. Instructions to candidates clearly emphasize our intent to hire faculty experienced in using equity-minded pedagogical techniques in addition to maintaining academic rigor. Multiple measures rubrics were also developed to help determine how candidates demonstrate potential for achieving equitable outcomes. Professional development on equity-mindedness is also being provided for faculty who serve on search committees. These changes have yielded more diverse pools of candidates and have resulted in increased diversity among full time and part time faculty positions.

Norco College also intends to reach balanced diversity among classified professionals and managers. Because everyone plays a role in closing equity gaps, we are committed to recruiting and hiring employees who are committed to enhancing opportunities for all students, particularly our students from minority groups. To achieve this goal, Norco College intends to assess its hiring practices for classified professionals and management positions and make changes as needed to yield more diverse pools of candidates. We also want to develop a culture where Associate faculty and all part time employees are heard and valued. Resources and practices should be strategically discussed, allocated and measured to help ensure the success.



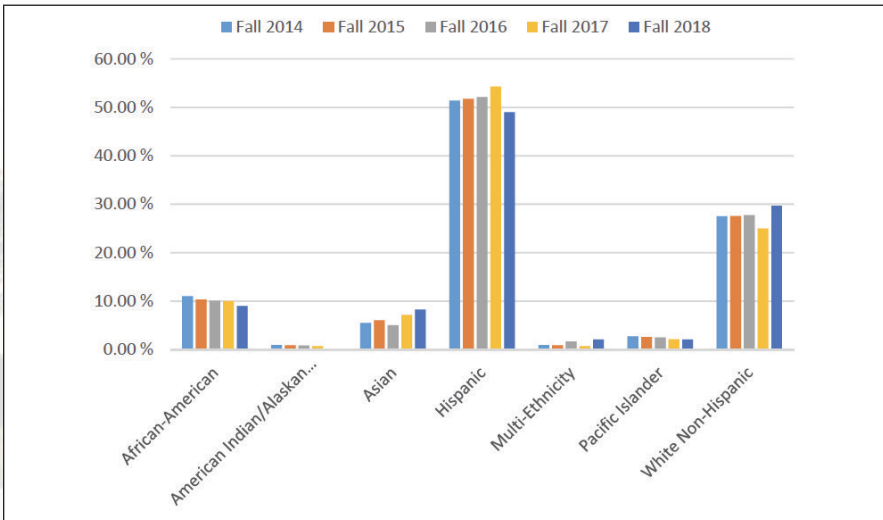
**Diversity: Fulltime Faculty**

This chart shows diversity among the fulltime faculty. Five-year trends can be identified by the data.



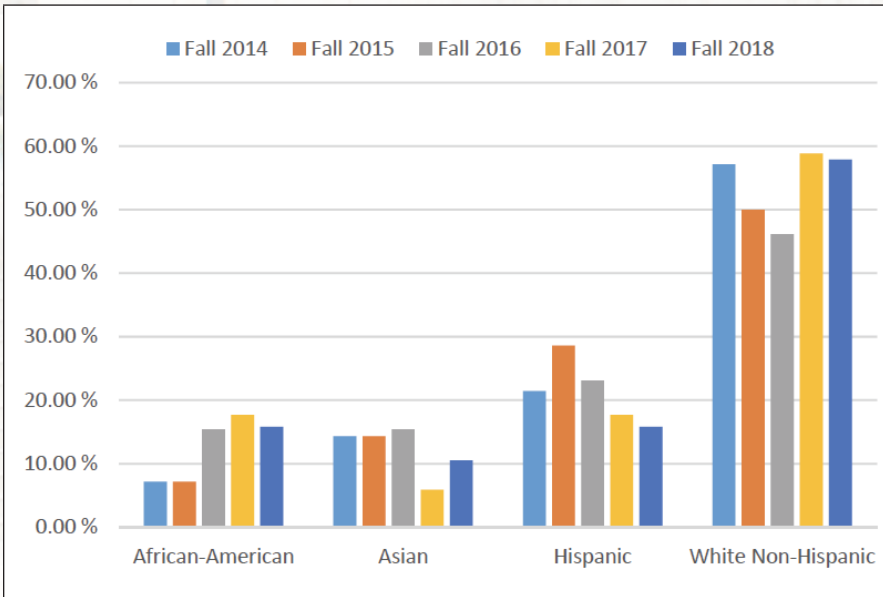
**Diversity: Part-time Faculty**

This chart shows diversity among the part-time faculty. Five-year trends can be identified by the data.



**Diversity: Classified Staff Professionals**

This chart shows diversity among the classified staff. Five-year trends can be identified by the data.



**Diversity: Administrators**

This chart shows diversity among the management staff. Five-year trends can be identified by the data.

## **Building NC Capacity: Facilities**

comprehensive college status. Comprehensive colleges like Riverside City College and Santa Ana College have assignable square footage (ASF) to resident ratios at 1.07 ASF per resident and 1.09 ASF per resident respectively. Norco College has a much smaller footprint, offering residents in our service area 0.55 ASF per resident. To become a comprehensive college by 2030, it is estimated that Norco College will need to move from a campus with 168,870 ASF to one with 402,370 ASF. This will establish a capacity of 1.07 ASF per resident for the 376,047 residents predicted to be living in our service area by 2030. This will require Norco College to develop about 20,000 ASF per year through 2030 to meet this target.

Facilities and structures that have been formally or informally discussed over the years include the following:

- 2<sup>nd</sup> and 3<sup>rd</sup> Access Roads
- Building for School of STEM and Possible Photonics Center
- Building for School of Business and Management
- Building for School of Arts and Humanities
- Building for School of Social and Behavioral Sciences
- Secondary off-site location
- Early Childhood Education Center (Stokoe)
- Regional Veterans Resource Center
- Amphitheater Venue with Advanced Foodservices
- Kinesiology and Human Performance Building
- Multimedia Arts Center & Theater
- Professional Development Center
- One-Stop Student Services Center
- Student Union and Conference Center
- Incarcerated Students Education Building/Corpsman's Quarters
- Regional Performing Arts Center/Norconian Hotel
- Athletic Fields & Pool
- Gymnasium and Related Facilities
- Regional Library and Learning Resource Center
- Housing for Students
- Mixed Use Facilities
- Industrial Arts Center
- Edible Landscaping, Community Gardening, Farmers Market
- Sustainable design
- Architectural Look and Feel That Reflects College Culture

## **Building NC Capacity: Operations**

Norco College intends to move towards an adoption of enterprise services that support the administrative and business functions of the College in a more efficient and effective manner. Doubling College efforts to increase student outcomes, persistence and retention will require a high level of focused work, however this work must be done efficiently and in a manner that limits the need for additional personnel due to the financial constraints the College is under. The transition towards efficient and modern operations will include utilizing and reinventing how the college currently engages in analytics, business intelligence, reporting, constituent relationship management (CRM) systems, financial oversight and operations, human resources, student information systems, advancement, marketing, and travel and event management.

The integration of business intelligence (BI) and electronic-based work flow via CRM solutions (e.g. Salesforce) is now considered the most advanced capability available to support information-based decision-making, specifically in such areas as budgeting and finance, customer (student) relation management, student recruitment and enrollment, and academic progresses. At the root of BI is a way to identify and measure, quantitatively or qualitatively, the elements that enable institutions to be more effective. It is also, ostensibly, to maintain cost controls while maximizing student and institutional outcomes. Adopting CRM solutions will enable the college to have a truly connected campus integrating student data across various systems. Evolving into a single dashboard and communication platform will enable employees to best guide students through their entire educational journey, from pre-application to alumni, with a personalized and tailored experience.

The College must aggressively incorporate available BI and CRM technologies to drive efficiencies, redeploying employees to critical functions, and reimagine processes in order to dramatically increase the performance of the College while meeting the needs of our current and future students. While this effort is an opportunity to meet student needs, it also intends to maximize the College's financial and human resources in order to maximize intended student outcomes and institutional performance. As the College moves towards a higher level of operational efficiency, it will be required to redesign processes and organizational structures in order to achieve this higher level of efficiency. Anticipating the integration of technology and analytics, decision-making and organizational structures must be reimaged in order to maximize institutional impact, while ensuring that the College's critically important social, emotional, and creative capabilities are strengthened and harnessed in order to maximize outcomes and student success.

### **Building NC Capacity: Branding and Marketing**

From a brand marketing perspective, the College's story has been unfolding faster than the institution can frame it, outstripping the College's capacity for intentional, strategic brand development. Internally, there is very little consistency in the quality, personality, and substance of the College's various messaging to both internal and external groups. As a result of such inconsistent storytelling in the marketplace, prospective students do not yet understand, much less crave, the signature quality they can expect from a Norco College education. The time is ripe for the college to develop a breakout brand capable of driving exponential growth. This work should include both a permanent brand messaging platform to anchor the College's long-term positioning as a future-focused catalyst for transformative possibilities within the region, and an inaugural creative campaign concept that will capture target audiences' attention and claim a distinct, enticing identity for Norco College in the marketplace.

Norco College will invest in paid advertising to launch the new brand-driven campaign to begin driving progress against its goals for brand awareness and enrollment growth. Digital marketing provides the highest return on investment for marketing dollars spent. Further, Norco College should expand beyond brand-level advertising to target more narrowly defined audience interests, particularly those interests that align with programs and curricular areas that represent priority areas for brand or enrollment growth for the College.

### **Building NC Capacity: Income**

Norco College will need to expand capacity of the college dramatically if it is to reach comprehensive college status. This includes expansion of general fund income for the college. Comprehensive colleges like Riverside City College and Santa Ana College have general fund budgets relative to their service area residents that are around \$200 per resident. Riverside City College spends about \$206 per resident in GF expenditures while Santa Ana College spends an even \$200 per resident. In contrast, Norco College only spends \$133 per resident. This means Norco College is not able to offer the same level of service per resident. As we approach 2030, the Norco College service area is projected to add about 70,000 residents, establishing a service area population of 376,047 residents. To become a comprehensive

college, Norco will need to spend \$206 per resident, meaning the college will need to grow the general fund budget from today's \$44.7M to \$77.5M in 2030. In Table 2 of the appendix, we have suggested how this growth will take place from year to year, but we will need to add an average of approximately \$3.1M to our general fund allocation each year from the 2018-19 through 2029-30 academic years.

The College is currently in a transitional phase, as the District Budget Allocation Model is analyzed in response to the new State Student Centered Funding Formula implemented in the 2018-19 fiscal year. The Board of Trustees approved a \$185,980,904 FY 18-19 general fund budget to be allocated to the three colleges and the district operations. Norco College's expenditure budget for the 2018-19 fiscal year is \$42 million inclusive of all State apportionment, Federal revenue, and other locally earned revenue. The College's restricted revenue relating to grants and State categorical funding totals approximately \$29 million to the College's budget in the 18-19 fiscal year.

The current 2018-19 District Budget Allocation Model apportions \$2,613 per credit FTES to Norco College, while the credit FTES funding rate at MVC and RCC is \$3,119 and \$3,170 respectively. RCC is targeted to produce 54 percent of all FTES in the District (16,422) in 2018-19, with Norco College and MVC sharing the same FTES target percentage, 23 percent (7,051). RCCD has identified three specific service areas for the colleges to serve, as outlined in the District's environmental scan conducted and approved by the District's Strategic Planning Council (DSPC) during the Spring/Summer of 2018. Norco College serves 306,846 residents, which represents approximately 30 percent of the District's residents.

The District's 2018-19 total State-funded credit FTES revenue for the 18-19 FY is budgeted at \$92.5 million, and when broken down by college, Norco College receives less than 20 percent of the FTES revenue (\$18,427,471), with Moreno Valley College receiving 23.8 percent of total FTES apportionment revenue (\$21,995,476), and RCC being apportioned 56.3 percent of total District FTES revenue (\$52,077,226).

<b>RCCD BAM FY 18/19</b>	<b>District Wide</b>	<b>MVC</b>	<b>NORCO</b>	<b>RIVERSIDE</b>
Total funding Rate per Target Credit FTES(adjusted for entity)	3,030.33	3,119.17	2,613.15	3,170.90
Total Credit FTES Target	30524.79	7051.23	7051.23	16422.34
Total funds for Per Credit FTES calculation	92,500,173	21,995,476	18,427,471	52,077,226
	%	<b>23.78%</b>	<b>19.92%</b>	<b>56.30%</b>

While the Norco College service area accounts for 30 percent of the total residents in the District's entire service area, in the 2018-19 District budget, the College received 19.92 percent of the total District FTES revenue received from the State of California to serve the residents of the Norco College service area.

The College is striving to become a comprehensive college, which aims to meet the demand of the Norco College service area in providing more robust and complete higher education offerings and services in order to maximize student outcomes, improve student success, and increase student transfer rates. In order to do so, full district and community support in increasing financial resources dedicated to the College will be critical.

The capacity development needs discussed above are substantial. The gaps will not be able to be closed exclusively with more funding from the district, allocation revisions, BAM adjustments, etc. The College will need to develop alternative resource solutions including grants, appropriations, and solutions such as public-private partnerships (P3) and revenue sharing agreements. To this end, the College needs to proactively explore and maximize federal and state funding sources, raise private funding and investment supported by the RCCD Foundation in alignment with College and District strategic plans, encourage voters to support a General Obligation Bond (G-O bond) for capital improvements, strengthen collaborations with businesses and legislators, re-engineer our business practices for greater efficiency, and undertake robust development opportunities such as direct donations, planned giving,



endowments, etc. Internally supported by the RCCD Foundation, RCCD Grants Office, and RCCD Governmental Affairs office, Norco College will maximize its potential to secure external resources as an independently accredited college to support its strategic initiatives and achieve the outcomes referenced in this Educational Master Plan. Overall, we will need to maintain external investment at 30 percent of our annual operating budget by leveraging these strategies.

## Challenges

Developing Norco College into a comprehensive college by 2030 is fraught with challenges. Developing new programs, expanding our workforce, developing our facilities, modernizing our operations and expanding our resources at the levels of growth discussed in this chapter present real challenges. We simply will not be able to achieve this without a commitment from our Chancellor and the RCCD Board of Trustees. These challenges will require trusting relationships and planning.



## SWOT

<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Much NC land has not been developed</li> <li>• Faculty are eager to develop new programs in multiple disciplines</li> <li>• NC has a strong track record of recruiting high caliber employees</li> <li>• NC is a “Great College to Work for”</li> <li>• Facilities planning is already underway</li> <li>• Creative resource development is an existing strength at NC</li> <li>• Significant curriculum already established</li> </ul>	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• NC does not have ready access to the significant resources needed to become a comprehensive college</li> <li>• We do not have existing space to offer new programs</li> <li>• Technology integration remains difficult but is necessary to modernize many operations</li> <li>• Many employees struggle with operational changes, especially AI and automation</li> </ul>	<p><b>SWOT Summary: College Transformation</b></p> <p>This chart displays a SWOT analysis summarizing the strengths, weaknesses, opportunities and threats relative to college transformation. Strengths are internal attributes and resources that support a successful outcome. Weaknesses are internal attributes and resources that could work against a successful outcome. Opportunities are external factors that the Norco College can capitalize on or use to our advantage. Threats are external factors that could jeopardize Norco College’s success. <sup>11</sup></p>
<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>• The Navy is interested in collaborating on program development</li> <li>• Emerging technologies offer promise for automation</li> <li>• Many partnerships are interested in our facilities development</li> <li>• There are many outside funding sources</li> <li>• Strengthen the relationship with the District to make sure that resources are equitable and reliable.</li> </ul>	<p><b>Threats:</b></p> <ul style="list-style-type: none"> <li>• We are competing with many colleges and universities for the same dollars</li> <li>• The state bond has many college submissions</li> <li>• We are in an area with no-tax and no-growth sentiments</li> <li>• State bureaucracies are slow</li> </ul>	

The work we need to do around capacity development is very important. It is foundational work that needs to be done if we hope to carry out our “Student Transformation” and “Service Area Transformation” goals. This is also a very important equity consideration. Our service area has grown to expect a comprehensive college. They pay the same taxes that other pay throughout the District and expect to receive commensurate educational services. As we grow, we need to make sure all residents living in the Riverside Community College District are treated equally, receiving the same service to resident ratios.

<sup>11</sup> Definitions pulled from <https://searchcio.techtarget.com/definition/SWOT-analysis-strengths-weaknesses-opportunities-and-threatsanalysis>.

## Chapter 6: Strategic Planning Goals

This section summarizes the narrative from Strategic Directions 1, 2 and 3, organizing the content into goals through 2030 and objectives through the 2024/25 academic year. As a college, we will annually measure the impact on student transformation using a variety of objectives, metrics, and KPIs. Many vitally important non-measurable tactics/strategies may not be stated here, but are included in our Strategic Plan thus driving our daily college operations and allocation of resources.

### Strategic Direction 1: Student Transformation

2030 Goal 1: (Access) Expand college access by increasing both headcount and FTES.

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2025 Objective 1.1: Go from 7,366 to 8,759 total FTES

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2025 Objective 1.2: Go from 14,624 headcount to 16,581 total headcount

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2025 Objective 1.3: Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)

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2025 Objective 1.4: Increase capture rates from feeder high schools by 4% annually.

2030 Goal 2: (Success) Implement Guided Pathways framework.

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2025 Objective 2.1: Increase number of degrees completed by 15% annually

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2025 Objective 2.2: Increase number of certificates completely by 15% annually

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2025 Objective 2.3: Decrease AA degree unit accumulation from 88 to 74 total units on average

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2025 Objective 2.4: Increase number of transfers 15% annually

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2025 Objective 2.5: Increase the number of first-time full-time enrolled students from 508 to 900 <sup>12</sup>

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2025 Objective 2.6: Increase percent of students who receive financial aid from 73% to 81% <sup>13</sup>

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2025 Objective 2.7: Increase number of students who complete transfer level math and English by 20% per year

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2030 Goal 3: (Equity) Close all student equity gaps.<sup>14</sup>

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2025 Objective 3.1: Reduce the equity gap for African American students by 40%.

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2025 Objective 3.2: Reduce the equity gap for Latinx students by 40%.

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2025 Objective 3.3: Reduce the equity gap for Men of Color by 40%.

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2025 Objective 3.4: Reduce the equity gap for LGBTQ+ students by 40%.

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2025 Objective 3.5: Reduce the equity gap for Foster Youth students by 40%.

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<sup>12</sup> This aligns with the RCCD strategic plan targets.

<sup>13</sup> In 2017-18, 73 percent of NC eligible students received financial aid. By 2024, NC will increase this to 81 percent. This is in line with the RCCD strategic plan.

<sup>14</sup> Final data pending comprehensive Equity study and approval of Norco College Equity Plan. Meets Vision for Success Goal 5: Cut achievement gaps by 40 percent by 21/22 and fully close achievement gaps by 26/27.

2030 Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

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2025 Objective 4.1: Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)

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2025 Objective 4.2: Increase percentage of employees who complete Racial Microaggressions certificate from 1% to 60% (285 out of 472 employees)

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2025 Objective 4.3: Increase percentage of faculty who complete Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty)

## Strategic Direction 2: Regional Transformation

2030 Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap

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2025 Objective 5.1: Increase the median annual earnings of all students

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2025 Objective 5.2: Increase percent of CTE students employed in their field of study by 3% annually

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2025 Objective 5.3: Increase percent of all students who attain a livable wage by 5% annually

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2025 Objective 5.4: Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities

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2030 Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships

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2025 Objective 6.1: Establish and expand relationships with regional educational institutions

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2025 Objective 6.2: Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations

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2025 Objective 6.3: Expand partnerships with regional veterans' services and support organizations

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2025 Objective 6.4: Work toward reducing recidivism through incarcerated student education

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2025 Objective 6.5: Position the college's image and reputation as a leading academic institution in the region

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2025 Objective 6.6: Develop regional outreach and recruitment systems

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2025 Objective 6.7: Help establish a distinct regional identity, organization, and communication amongst our local communities

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2025 Objective 6.8: Stimulate regional arts development

### Strategic Direction 3: College Transformation

2030 Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

2025 Objective 7.1:	Develop comprehensive breadth of academic programs
2025 Objective 7.2:	Develop Career & Technical Education programs and industry credentials related to regional needs
2025 Objective 7.3:	Develop and implement plan for noncredit and noncredit-enhanced programming
2025 Objective 7.4:	Develop and implement plan for expanded athletics offerings
2025 Objective 7.5:	Add capacity to existing disciplines with a demonstrated need.
2025 Objective 7.6:	Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.
2025 Objective 7.7:	Build and support academic support services to improve student success

2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.

2025 Objective 8.1:	Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.
2025 Objective 8.2:	Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.
2025 Objective 8.3:	Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan.
2025 Objective 8.4:	Develop, evaluate, and monitor our governance, decision-making, and resource allocation processes on the basis of the college mission and plans.
2025 Objective 8.5:	Continue to monitor and adjust the college's organizational chart for effective implementation of the Educational Master Plan

2030 Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture

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2025 Objective 9.1: Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college.

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2025 Objective 9.2: Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers.

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2025 Objective 9.3: Develop culture that recognizes/thanks employees on regular basis and celebrates college's successes

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2025 Objective 9.4: Develop strategy to maximize the number of classified, faculty and managers involved in college governance without compromising mission-critical work

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2025 Objective 9.5: Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time

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2025 Objective 9.6: Develop strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio.



2030 Goal 10:	(Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.
2025 Objective 10.1:	Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college
2025 Objective 10.2:	Develop and maintain Facilities Master Plan
2025 Objective 10.3:	Build out funded projects (amphitheater, Center for Student Success room 217, etc.)
2025 Objective 10.4:	Finish Veterans Resource Center Phase 1 by Spring 2021
2025 Objective 10.5:	By Fall 2020, open Early Childhood Education Center
2025 Objective 10.6:	Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability.
2025 Objective 10.7:	Build 2nd access road <sup>15</sup>
2025 Objective 10.8:	Explore and pursue land acquisition adjacent to college property
2025 Objective 10.9:	Develop and start implementing sustainable campus
2025 Objective 10.10:	Design spaces that intentionally build community
2025 Objective 10.11:	Install immediate/temporary facilities to address current capacity needs by summer 2021.
2025 Objective 10.12:	Enhance transportation infrastructure
2025 Objective 10.13:	Develop and implement plans for off-campus facilities for instructional purposes
2030 Goal 11:	(Operations) Implement professional, intuitive, and technology-enhanced systems
2025 Objective 11.1:	Design intuitive and simple student onboarding system
2025 Objective 11.2:	Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle ("from recruitment to alumni") <sup>16</sup>
2030 Goal 12:	(Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals.
2025 Objective 12.1:	Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college.
2025 Objective 12.2:	Coordinate with RCCD to establish a BAM that allocates funding equitably
2025 Objective 12.3:	Support General Obligation bond campaign and implementation
2025 Objective 12.4:	Develop 30% of overall budget from non-general fund revenue sources

<sup>15</sup> Pending G.O. bond approval.

<sup>16</sup> Constituent Relationship Management (CRM) is technology for managing all our relationships, interactions, and communications with (potential) students, industry, and community stakeholders.

## Chapter 7: Planning Integration

One of the foundations of institutional effectiveness is integrated planning which involves aligning the college's goals, objectives, and activities with the plans at the state, district, and local levels. The chart below shows the integration of Norco College's 13 Educational Master Plan goals with all the other plans that are in effect at the time of the writing of this plan.

		Technology Plan	District Strategic Plan	Professional Development Plan	Guided Pathways Plan	Facilities Master Plan	Equity Plan	Vision For Success- Goal 1	Vision For Success- Goal 2	Vision For Success- Goal 3	Vision For Success- Goal 4	Vision For Success- Goal 5
1	Access: Expand college access by doubling current headcount and full-time equivalent students (FTES).	1	1		1		1					
2	Success: Implement Guided Pathways framework		2	2	2		2	2	2	2		2
3	Equity: Close all student equity gaps.		3	3	3		3					3
4	Professional Development: Implement PD around GP and equity framework; foster a culture of ongoing improvement.			4	4		4					4
5	Workforce and Economic Development: Reduce working poverty and the skills gap		5	5							5	
6	Community Partnerships: Pursue, develop, & sustain collaborative partnerships		6				6					
7	Programs: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.		7				7	7	7	7	7	7
8	Effectiveness, Planning, and Governance: Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.		8	8	8							8
9	Workplace/Employees: Expand workforce to support comprehensive college and develop/ sustain excellent workplace culture			9								
10	Facilities: Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.					10						



		Technology Plan	District Strategic Plan	Professional Development Plan	Guided Pathways Plan	Facilities Master Plan	Equity Plan	Vision For Success- Goal 1	Vision For Success- Goal 2	Vision For Success- Goal 3	Vision For Success- Goal 4	Vision For Success- Goal 5
11	Operations: Implement professional, intuitive, and technology-enhanced systems	11	11		11							
12	Resources: Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.		12			12						

### State Integration

At present, the state plans which require reporting and compliance from Norco College are the Vision for Success and the Equity Plan. One of the requirements for being a recipient of the new funding formula is that all CCCs align their local goals with the state’s mission as embodied in the Vision for Success Goals. As shown on the chart above, eight out of 12 of the EMP goals align with the Vision for Success Goals. The Equity Plan goals and activities align with three EMP goals and the Integrated Plan aligns with five EMP Goals. This represents strong local alignment with state initiatives and plans.

### RCCD Integration

#### *Board Policy and Administrative Procedures*

Board Policy 3250 – Institutional Planning provides some broad guidelines on how the district implements a “comprehensive, systematic and integrated system of planning”. BP 3250 also stipulates that planning should include all plans required by law (e.g. Facilities Master Plan, Student Equity Plan, etc.)

#### *RCCD Strategic Plan*

The RCCD Strategic Plan has the strongest level of alignment with the Norco College EMP Goals. This would be expected since the district, as defined in the plan, is the collection of the three colleges, and the district office, and thereby should be closely affiliated in purpose and function. The District Strategic Master Plan consists of six goals with 24 objectives and these goals and objectives showed alignment to ten out of the 12 EMP Goals

### ACCJC Integration

The ACCJC provides broad guidance on integrated planning through the standards as outlined on their website. In particular, Standard I.B.9 identifies that planning “integrates program review, planning, and resource allocation into a comprehensive process”. Throughout the standards whenever planning is addressed, the ultimate outcome is to be accomplishment of the mission which should focus on student achievement and learning.

## Norco College Planning Document Integration

At the local level, it is equally, if not more important to ensure that planning documents are integrated and aligned with the Educational Master Plan. Currently, there are five college plans with related goals and activities that are aligned with the 12 EMP Goals. The Facilities Master Plan is the physical manifestation of Educational Master Plan. Not surprisingly, the alignment of the Facilities Master Plan is with two of the EMP Goals focusing on Facilities and Resources. Guided Pathways is becoming the success planning framework in California Community Colleges. Of the 12 EMP Goals, Guided Pathways activities and objectives align with six of the EMP Goals. As part of a Leading from the Middle project, a team from Norco College challenged themselves with creating a Professional Development Plan. The focus of this plan is equity, student learning, and data-guided professional development. Given this internal (employee) and external (student success/equity) focus the Professional Development Plan aligns with six EMP goals in areas such as Completion, Equity, and Workforce. The last plan, the Technology Plan, was integrated with two EMP goals.



## Chapter 8: Assessment, Tracking and Reporting

The Education Master plan will be assessed through a compilation of key performance indicators (KPIs) that will attempt to tell the story of student, regional, and college transformation. The student transformation KPIs will portray the student journey in and through Norco College. Regional transformation KPIs will track students as they enter the workforce and/or enter four-year institutions. Also, regional KPIs will track the college-going rate for the local service area. Finally, college transformation KPIs will track the processes and climate internally that will chart the college's progress toward becoming a more effective and great college to work for. Through these three categories of KPIs, three stories of transformation will be conveyed as indicators of how the educational master plan is impacting these vital areas.

	<b>Topic</b>	<b>Goal Statement</b>	<b>KPI</b>
Goal 1	Access	Expand college access by increasing both headcount and full-time equivalent students (FTES).	<ul style="list-style-type: none"> <li>• Annual Headcount (DataMart)</li> <li>• Annual FTES (DataMart)</li> <li>• Capture Rate</li> </ul>
Goal 2	Success	Implement Guided Pathways framework	<ul style="list-style-type: none"> <li>• Annual Degrees Awarded</li> <li>• Annual Certificates Awarded (CCCCO Approved)</li> <li>• Transfer Volume (NSC)</li> <li>• Annual Number of First-Time, Full-Time College Students</li> </ul>
Goal 3	Equity	Close all student equity gaps.	<ul style="list-style-type: none"> <li>• Equity Plan Metrics</li> </ul>
Goal 4	Professional Development	Implement PD around GP and equity framework; foster a culture of ongoing improvement.	<ul style="list-style-type: none"> <li>• Percentage of Employees completing GP Training</li> <li>• Percentage of Employees completing Microaggressions certificate</li> <li>• Percentage of faculty completing Teaching Men of Color certificate</li> </ul>
Goal 5	Workforce and Economic Development	Reduce working poverty and the skills gap	<ul style="list-style-type: none"> <li>• Number of students employed in area of study (SSM)</li> <li>• Median Earnings</li> <li>• Percent attaining living wage</li> </ul>

**GOALS 6-12 BELOW WILL BE MEASURED THROUGH THE KPIs OF GOALS 1-5**

Goal 6	Community Partnerships	Pursue, develop, & sustain collaborative partnerships
Goal 7	Programs	Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.
Goal 8	Effectiveness, Planning, and Governance	Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.
Goal 9	Workplace/ Employees	Expand workforce to support comprehensive college and develop/sustain excellent workplace culture
Goal 10	Facilities	Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.
Goal 11	Operations	Implement professional, intuitive, and technology-enhanced systems
Goal 12	Resources	Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.

## Chapter 9: Deliberation Process

The planning process for the 2030 Educational Master Plan started in the fall semester of 2017. Throughout the 2017-18 academic year, most of the work around the plan was conducted by the Institutional Strategic Planning Council (ISPC). During the fall 2018 semester, a series of workshops/retreats were held to bring all constituent groups into the conversation and collect ideas for the plan. At the end of the Fall 2018 semester and throughout the Winter 2019 intersession, notes and suggestions collected over the prior year were synthesized into a first draft of the Educational Master Plan. Throughout the spring semester of 2019, official constituent groups reviewed and commented on drafts. Ultimately, 15 planning groups met to review and vote for the final draft.

Date	Activity
Sept 14, 2017	Society for College and University Planning Conference (Reece & Aycok)
2017-18	Assorted ISPC Meeting
2017-18	Assorted Campus Meetings around Mission, Vision, and Values
Aug 1, 2018	Staff Professional Development
Aug 24, 2018	Fall FLEX Meeting
Sept 19, 2018	ISPC Meeting
Sept 28, 2018	Leadership Retreat #1
Oct 3, 2018	ISPC Meeting
Oct. 17, 2018	ISPC Meeting
Oct 19, 2018	Letter to college community
Nov 2, 2018	Big Us Plan Retreat #2
Nov 6, 2018	Big Us Plan Retreat #3
Nov 5, 2018	Big Us Plan Retreat #4 (AM)
Nov 5, 2018	Big Us Plan Retreat #5 (PM)
Nov 7, 2018	ISPC Meeting
Nov 30, 2018	ISPC Retreat
Dec 6, 2018	Big Us Plan Retreat #6
Dec 3-24, 2018	Develop decision-making calendar with input from consultants, Norco 9, and Chancellor
Jan 2, 2019	Distribute decision-making calendar to Nor-All and encourage group meetings
Jan 2-31, 2019	Write 1st Draft
Jan 25, 2019	ASNC Retreat
Jan 25, 2019	Staff Development Day
Feb 4, 2019	Send 1st Draft to Chancellor and NC community
Feb 1- Mar 8, 2019	Collect comments on 1st Draft from Chancellor, college groups and online reviewers
Feb 6, 2019	Executive Cabinet First Read
Feb 6, 2019	Norco 9 First Read
Feb 8, 2019	Spring FLEX
Feb 12, 2019	Business and Facilities Planning Council First Read

Feb 13, 2019	Management Meeting First Read
Feb 20, 2019	ISPC First Read
Feb 21, 2019	ASNC First Read
Feb 22, 2019	Academic Planning Council First Read
Feb 27, 2019	Student Services Planning Council First Read
Mar 7, 2019	Hold community forum to review and comment on 1st Draft
Mar 8, 2019	Hold community forum to review and comment on 1st Draft
Mar 8-13, 2019	Consolidate comments and write 2nd Draft
Mar 14, 2019	Send 2nd Draft to Chancellor and NC community
Mar 27, 2019	SSPC: Second Read
April 3, 2019	ASNC: Second Read
Apr 3, 2019	ISPC: Second Read
Apr 3, 2019	Norco 9: Second Read
Apr 5, 2019	Academic Planning Council Second Read
Apr 8, 2019	President's Advisory Board: First Read
Apr 9, 2019	BFPC: Second Read
Apr 10, 2019	Management Meeting: Second Read
April 15, 2019	Academic Senate Meeting First Read
Apr 17, 2019	Executive Cabinet: Second Read
Apr 17-21, 2019	Write Final Draft
Apr 22, 2019	Send Final Draft to Chancellor and NC community
Apr 24, 2019	SSPC: Vote on Final Draft
Apr 29, 2019	Academic Senate: Second Read
May 1, 2019	ISPC: Review Final Draft
May 1, 2019	Norco 9: Review Final Draft
May 6, 2019	Academic Senate: Vote on Final Draft
May 8, 2019	Management Team: Vote on Final Draft
May 8, 2019	Chancellor: Consider approval of Final Draft
May 9, 2019	ASNC: Vote on Final
May 10, 2019	Academic Planning Council: Vote Final Draft
May 13, 2019	President's Advisory Board Final Draft
May 14, 2019	BFPC: Vote on Final
May 15, 2019	Executive Cabinet: Vote on Final Draft
May 15, 2019	ISPC: Vote on Final Draft
May 16, 2019	COTW: Vote on Final Draft
May 17, 2019	DSPC: Comment on Final Draft
May 20, 2019	Chancellor's Cabinet: Comment on Final Draft/Board Committee Agenda Deadline
September 27, 2019	Revised EMP to Nor-all for comments

October 2, 2019	ISPC: Information Item
October 16, 2019	ISPC: First Read
October 28, 2019	Revised EMP to Nor-all with additional revisions
November 6, 2019	ISPC: Vote
November 7, 2019	COTW: Vote
November 22, 2019	DSPC
November 25, 2019	Chancellor's Cabinet
December 3, 2019	RCCD Board of Trustees Committee Meeting
December 10, 2019	RCCD Board of Trustees Regular Meeting



## Chapter 10: College History

Norco College, one of three colleges in the Riverside Community College District, became the 112th California Community College on January 29, 2010, when it was granted initial accreditation. Its history dates to the 1970s, when college classes were first regularly taught in the Norco-Corona area under the auspices of RCCD.

The land on which the College now stands was once home to semi-nomadic bands of Tongva Indians, some of whom built villages along the nearby Santa Ana River and may have gathered roots and nuts where the campus stands today. They must have come to the area for the resources that mattered most to desert people a thousand years ago: water, game, and edible plants. These were the people who greeted (and resisted) the Spanish, and whose land became part of the nearly 18,000-acre Rancho La Sierra (Sepulveda) in 1846, where their descendants probably worked for generations. For the next 50 years, through a succession of owners, this was open range, pasture land for the Rancho cattle and sheep.

In 1908, most of the Rancho was bought for a half million dollars by James W. Long, who formed the Orange Heights Water Company and began to subdivide it into small fruit and vegetable farms. In 1921, the 15-square-mile area that includes the site of the present-day college was acquired by Rex Clark, who named it “Norco,” after his North Corona Land Company.

Like the Native Americans and Rancho owners before him, Clark was a dreamer. In 1923, according to Norco city historian Bill Wilkman, he placed an ad in the Los Angeles Times with the headline, “Norco, the Vale of Dreams Comes True.” In Jeffersonian fashion, he envisioned a place where urbanites could find refuge from civilization as small farmers. He laid out the streets of the city, ensuring that travel on horseback would be as easy for citizens as travel by car—a feature of “Horsetown U.S.A.” preserved even today. But three years later, he was distracted from realizing some of his dreams when he discovered a hot mineral spring about a mile from where the college now stands. So, he began to dream a new dream, and built a 700-acre “resort supreme” that included a 250,000-square-foot hotel, 60-acre lake, golf course, air field, and Olympic-sized pool. The resort opened in 1929, shortly before the stock market crash, and was for a brief period a playground for film stars and famous athletes, before the economic downturn forced its closure in 1933. A day after the Pearl Harbor attack, it was bought by the U. S. Navy for use as a hospital.

Fifty years after the resort supreme closed, another visionary saw a new use for land that had once been the Tongva’s. In 1983, Wilfred Airey led the Riverside Community College District Board of Trustees on a tour of the U.S. Navy property, part of which was still being used as a Fleet Analysis Center. They were looking for a potential site for a satellite campus to serve the growing populations of Corona, Norco, Eastvale, and western Riverside. On June 4, 1985, more than 141 acres were acquired for a dollar from the General Services Administration to build Norco College.

The College was expected to open in 1989, but funding and construction delays pushed the date to 1991. On March 13 of that year, two classrooms in the Student Services and Little Theatre buildings were ready for students, and 15 or so short-term classes in economics, philosophy, public speaking, and a handful of other traditional academic disciplines were held on campus that spring semester. Approximately 100 other classes that began in January were taught in Norco area high schools and a church, as they had been for years. The formal opening of the full campus (with two more classrooms, Science and Technology and Humanities) took place in fall 1991—coinciding with the 75th anniversary of Riverside Community College.

The early years of Riverside Community College-Norco Campus were exciting ones. Funding constraints in the early 1990s impeded growth, but two new buildings were completed in 1995, the aptly named Wilfred J. Airey Library and an Applied Technology Building. The dozen or so full-time faculty from that early period considered themselves pioneers at an institution they felt they could help shape. There were so few of them that they could fit into a single semi-circular booth when they went to lunch together at a Hamner



Avenue restaurant, as they sometimes did. Students shared in the excitement of being at a new campus that was always part construction zone. No one seemed to mind much the occasional attacks by swarms of flies (dubbed the Norco air force) from the nearby dairy farms. Those farms have since mostly given way to subdivisions, some of whose residents attend the College today.

Old dreams give way to new ones. Some of these newer dreams are captured in the strategic plans and facilities master plans that envision Norco College growth five, ten, and twenty years from now, and if realized, will result in a campus unrecognizable to those who only saw it in 1991. But most of these new dreams are dreamed every day by students who enroll at the College—by the young woman entering the field of STEM, the young man who sees himself helping to create computer games, or the returning student who always wanted to learn Spanish or study art. Norco remains a vale of realizable dreams.



## Appendix: Data Tables

TABLE 1: Projected Job Growth in the Norco College Service Area

Industry	# of Jobs in 2018	# of Jobs in 2023	2018-23 Change	2018-23 percent Change	Avg. Earnings Per Job
Construction	28,630	32,185	3,555	12 percent	\$60,934
Government	24,488	26,138	1,650	7 percent	\$90,703
Transportation and Warehousing	18,836	23,293	4,457	24 percent	\$48,767
Manufacturing	18,900	19,009	109	1 percent	\$67,467
Administrative and Support and Waste Management and Remediation Services	16,056	17,680	1,624	10 percent	\$34,765
Retail Trade	14,904	15,788	884	6 percent	\$37,385
Health Care and Social Assistance	12,920	15,475	2,555	20 percent	\$46,949
Accommodation and Food Services	12,271	13,726	1,455	12 percent	\$22,715
Wholesale Trade	9,710	10,821	1,111	11 percent	\$80,522
Professional, Scientific, and Technical Services	7,044	7,556	512	7 percent	\$63,523
Other Services (except Public Administration)	6,229	6,490	261	4 percent	\$32,275
Finance and Insurance	2,115	2,154	39	2 percent	\$72,833
Real Estate and Rental and Leasing	1,936	2,079	143	7 percent	\$54,509
Arts, Entertainment, and Recreation	1,769	1,908	139	8 percent	\$25,869
Educational Services	1,221	1,346	125	10 percent	\$26,623
Information	1,033	1,144	111	11 percent	\$59,963
Unclassified Industry	744	917	173	23 percent	\$43,693
Management of Companies and Enterprises	1,154	832	(322)	(28 percent)	\$91,457
Agriculture, Forestry, Fishing and Hunting	278	275	(3)	(1 percent)	\$40,389
Mining, Quarrying, and Oil and Gas Extraction	203	206	3	1 percent	\$97,176
Utilities	46	46	0	0 percent	\$108,057
<b>ALL INDUSTRIES</b>	<b>180,487</b>	<b>199,068</b>	<b>18,581</b>	<b>10 percent</b>	<b>\$56,315</b>

<sup>17</sup> Data source notes: Norco College service area ZIP codes: 91752, 92509, 92570, 92860, 92879, 92880, 92881, 92882, 92883. Sources: Economic Modeling Specialists International. Datarun 2018.4. Glasmeier, Amy. Massachusetts Institute of Technology. (2019). Living Wage Calculator. Retrieved from <http://livingwage.mit.edu/>

TABLE 2a: FTES Growth Aligned with District Strategic Plan

NORCO COLLEGE	2014	2015	2016	2017	2018 <sup>38</sup>	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
<b>FTES RESIDENT</b>	6387	6653	6968	7099	7099	<b>7366</b>	<b>7587</b>	<b>7815</b>	<b>8049</b>	<b>8290</b>	<b>8539</b>	<b>8795</b>	<b>9059</b>	<b>9331</b>	<b>9611</b>	<b>9899</b>	<b>10196</b>	
FTES NONCREDIT	0	0	0	0	29	66	68	70	72	74	77	79	81	84	86	89	92	
FTES NONRES <sup>40</sup>	112	122	95	137	120	120	124	130	136	143	150	158	166	174	183	192	201	
<b>FTES TOTAL</b>	<b>6499</b>	<b>6775</b>	<b>7063</b>	<b>7236</b>	<b>7248</b>	<b>7552</b>	<b>7779</b>	<b>8015</b>	<b>8258</b>	<b>8508</b>	<b>8766</b>	<b>9032</b>	<b>9306</b>	<b>9589</b>	<b>9880</b>	<b>10180</b>	<b>10489</b>	
HCOUNT RESIDENT <sup>39</sup>	13045	13337	13957	14624	14624	14732	15174	15630	16098	16580	17078	17590	18118	18662	19222	19798	20392	
HCOUNT NONRES	55	61	47	67	58	60	62	65	68	72	75	79	83	87	91	96	101	
HCOUNT NONCREDIT	0	0	0	0	60	132	136	140	145	149	153	158	163	168	173	178	183	
<b>HCOUNT TOTAL</b>	<b>13100</b>	<b>13398</b>	<b>14004</b>	<b>14691</b>	<b>14742</b>	<b>14924</b>	<b>15372</b>	<b>15835</b>	<b>16311</b>	<b>16800</b>	<b>17306</b>	<b>17827</b>	<b>18363</b>	<b>18916</b>	<b>19486</b>	<b>20072</b>	<b>20676</b>	
FTES RES PER HCOUNT	2.04	2.00	2.00	2.06	2.06	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	
FTES CHANGE	197	276	288	173	12	304	227	236	243	250	258	266	274	283	291	300	309	
HEADCOUNT CHANGE	31	292	620	667	0	110	444	459	471	485	502	516	532	548	564	581	599	
FTES RES CHANGE %	3%	4%	5%	2%	0%	3.76%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	
FTES NC CHANGE %	N/A	N/A	N/A	N/A	N/A	128%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	
FTES NR CHANGE %	0%	9%	-22%	45%	-13%	3%	3%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	
<b>FTES CHANGE %</b>	<b>3%</b>	<b>4%</b>	<b>4%</b>	<b>2%</b>	<b>0%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	
POP (Thousands) <sup>41</sup>	277	277	277	307	307	307	307	307	327	333	339	345	351	357	363	370	376	
<b>POP GROW</b>	<b>1.51%</b>					<b>4.45%</b>					<b>1.75%</b>							
FTES/100 POP	2.30	2.40	2.51	2.31	2.31	2.40	2.47	2.55	2.46	2.49	2.52	2.55	2.58	2.61	2.65	2.68	2.71	
PCT POP SRVD	4.7%	4.8%	5.0%	4.8%	4.8%	5%	4.9%	5.1%	4.9%	5.0%	5.0%	5.1%	5.2%	5.2%	5.3%	5.4%	5.4%	
RES FTES CHNG	197	266	315	131	0	267	221	228	234	241	249	256	264	272	280	288	297	
<b>AVG RFTES ADD YEARLY</b>	<b>258</b>																	

<sup>38</sup> Approximately 266 FTES borrowed from 2018 to Maximize 2017

<sup>39</sup> Source Nonresident data: CCC Chancellor's Office Student Citizenship Status Summary Report. Note annual headcount based on Fall headcount plus 48.1 percent annualizer.

<sup>40</sup> FTES per resident calculation is used to estimate unduplicated headcount, which is based on projected FTES.

<sup>41</sup> Source resident data: Census data for 2010, 2017, 2022 - all other years estimated or projected based on annual growth.

TABLE 2b: FTES Growth Needed to Adequately Serve Resident Area Based on Projected Growth.

NORCO COLLEGE	2014	2015	2016	2017	2018 <sup>88</sup>	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
FTES RESIDENT	6387	6653	6968	7099	7099	7366	7745	8144	8563	9004	9468	9956	10469	11008	11575	12171	12798
FTES NONCREDIT	0	0	0	0	29	66	70	73	77	81	85	89	94	99	104	109	115
FTES NONRES <sup>90</sup>	112	122	95	137	120	120	126	133	140	147	154	162	171	179	189	198	208
FTES TOTAL	6499	6775	7063	7236	7248	7552	7941	8350	8779	9232	9707	10208	10734	11286	11867	12479	13121
HCOUNT RESIDENT	13045	13337	13957	14624	14624	14732	15490	16288	17126	18008	18936	19912	20938	22016	23150	24342	25596
HCOUNT NONRES	55	61	47	67	58	60	63	66	70	73	77	81	85	90	94	99	104
HCOUNT NONCREDIT	0	0	0	0	60	132	139	146	154	162	170	179	188	198	208	219	230
<b>HCOUNT TOTAL</b>	<b>13100</b>	<b>13398</b>	<b>14004</b>	<b>14691</b>	<b>14742</b>	<b>14924</b>	<b>15692</b>	<b>16501</b>	<b>17349</b>	<b>18243</b>	<b>19183</b>	<b>20172</b>	<b>21211</b>	<b>22303</b>	<b>23452</b>	<b>24660</b>	<b>25930</b>
FTES RES PER HCOUNT	2.04	2.00	2.00	2.06	2.06	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
FTES CHANGE	197	276	288	173	12	304	389	409	430	452	476	500	526	553	581	611	643
HEADCOUNT CHANGE	31	292	620	667	0	110	761	801	841	886	932	980	1,030	1,082	1,139	1,197	1,259
FTES RES CHANGE %	3%	4%	5%	2%	0%	3.76%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%
FTES NC CHANGE %	N/A	N/A	N/A	N/A	N/A	1.28%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%
FTES NR CHANGE %	0%	9%	-22%	45%	-13%	3%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%
<b>FTES CHANGE %</b>	<b>3%</b>	<b>4%</b>	<b>4%</b>	<b>2%</b>	<b>0%</b>	<b>3%</b>	<b>5.15%</b>	<b>5.15%</b>	<b>5.15%</b>	<b>5.15%</b>	<b>5.15%</b>	<b>5.15%</b>	<b>5.15%</b>	<b>5.15%</b>	<b>5.15%</b>	<b>5.15%</b>	<b>5.15%</b>
POP (Thousands) <sup>41</sup>	277	277	277	307	307	307	307	307	327	333	339	345	351	357	363	370	376
<b>POP GROW</b>		<b>1.51%</b>					<b>21.97%</b>						<b>1.75%</b>				
FTES/100 POP	2.30	2.40	2.51	2.31	2.31	2.40	2.52	2.65	2.62	2.70	2.79	2.89	2.98	3.08	3.19	3.29	3.40
PCT POP SRVD	4.7%	4.8%	5.0%	4.8%	4.8%	5%	5.0%	5.3%	5.2%	5.4%	5.6%	5.8%	6.0%	6.2%	6.4%	6.6%	6.8%
RES FTES CHNG	197	266	315	131	0	267	379	399	419	441	464	488	513	539	567	596	627
<b>AVG RFTES ADD YEARLY</b>												<b>475</b>					
FT FACULTY	70	69	71	85	97	100	106	113	121	130	140	151	163	177	191	208	226
FT FAC CHANGE						3.0%	6.0%	7.0%	7.0%	7.0%	8.0%	8.0%	8.0%	8.0%	8.0%	9.0%	9.0%
PT FACULTY	197	217	217	215	234	241	248	258	269	279	288	296	305	314	324	330	337
PT FAC CHANGE						3.0%	3.0%	4.0%	4.0%	4.0%	3.0%	3.0%	3.0%	3.0%	3.0%	2.0%	2.0%
STAFF	109	116	119	140	145	149	155	162	168	176	185	194	204	216	229	243	258
STAFF CHANGE						3.0%	4.0%	4.0%	4.0%	5.0%	5.0%	5.0%	5.0%	6.0%	6.0%	6.0%	6.0%
CLASSIFIED PROF	N/A	N/A	N/A	N/A	0	5	5	5	6	6	6	7	7	7	8	8	9
STAFF CHANGE						3.0%	4.0%	4.0%	4.0%	5.0%	5.0%	5.0%	5.0%	6.0%	6.0%	6.0%	6.0%
MANAGER	14	14	13	17	19	20	20	21	22	23	24	25	27	28	30	32	34
MANAGER CHANGE YEARLY						3.0%	4.0%	4.0%	4.0%	5.0%	5.0%	5.0%	5.0%	6.0%	6.0%	6.0%	6.0%
<b>AVG EMPL ADD YEARLY</b>												<b>29</b>					
FTEE INCREASED TO YEARLY					348	358	373	388	403	423	445	467	490	519	551	584	619
FTEE CHANGE YEARLY						3.0%	4.0%	4.0%	4.0%	5.0%	5.0%	5.0%	5.0%	6.0%	6.0%	6.0%	6.0%
<b>AVG FTEE ADD YEARLY</b>												<b>22</b>					
ASF (Thousands) INCREASED TO YEARLY					169	169	171	174	191	211	232	255	280	308	339	373	402
ASF CHANGE YEARLY						0.0%	1.0%	2.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	7.9%
<b>AVG ASF ADD YEARLY</b>												<b>19458</b>					
GF FUNDING INCREASED TO YEARLY					40.8M	41.6M	43.7M	46.3M	49.1M	52.1M	55.1M	58.4M	61.9M	65.7M	69.6M	73.8M	77.5M
GF\$ CHANGE YEARLY						2.0%	5.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	5.0%
<b>AVG GF\$ FUNDING NEEDED YEARLY</b>												<b>57.9M</b>					

TABLE 2c: to Growth Needed to Adequately Serve Resident Area Based on Projected Growth

Blue highlighted cells indicate the various measures of RCC's service to its residents. The blue cells also indicated the year Norco College would reach the service levels commensurate with that of a fully built out comprehensive college such as RCC. The growth reflects the 5.15% annual FTES growth detailed in Table 2b.

NORCO COLLEGE	2014	2015	2016	2017	2018*	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	APPROX RCC 2018
RESIDENTS SERVED						4.8%	5.0%	5.3%	5.2%	5.4%	5.6%	5.8%	6.0%	6.2%	6.4%	6.6%	6.8%	
RES FTES PER FULL-TIME FAC HEADCOUNT						73.7	73.1	71.9	70.6	69.4	67.6	65.8	64.1	62.4	60.7	58.6	56.5	
RES FTES PER PART-TIME FAC HEADCOUNT						30.6	31.2	31.5	31.9	32.2	32.9	33.6	34.3	35.0	35.8	36.9	38.0	
GF\$ PER RESIDENT						135.5	142.3	150.8	149.9	156.2	162.7	169.5	176.6	183.9	191.6	199.6	206.0	
ASF PER RESIDENT						0.55	0.56	0.57	0.58	0.63	0.68	0.74	0.80	0.86	0.93	1.01	1.07	

TABLE 3: FTES Growth Projections Special Populations<sup>42</sup>

The following table details potential annual growth among special populations. This is based on the 3% annual growth detailed in Table 2a.

STUDENT POPS	HISTORICAL PERFORMANCE										NEAR-TERM PROJECTIONS										LONG-TERM PROJECTIONS																																														
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030																															
GEN STU POP	FTES	4592	4643	4165	3935	3568	3476	3530	3478	3426	3353	3312	3363	3412	3456	3498	3535	3565	3587	ONT	9653	9482	8349	7882	7350	7161	7271	7166	7058	6908	6822	6928	7028	7119	7205	7283	7344	7389	CHG		1%	-10%	-6%	-9%	0%	2%	-1%	-1%	-2%	-1%	0%	1%	1%	1%	1%	1%	1%	1%	1%								
	FTES	88	78	66	60	63	63	65	67	69	71	73	75	77	79	81	83	85	88	ONT	184	159	132	119	131	130	134	138	142	146	150	155	159	163	167	171	175	181	CHG		-11%	-15%	-9%	6%	0%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%							
	FTES	16	16	19	15	19	19	19	20	21	22	23	24	25	26	27	28	29	30	31	ONT	33	33	38	30	39	39	41	43	45	47	49	52	54	56	58	60	62	64	CHG		4%	16%	-22%	27%	0%	3%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%					
DSPS (DRC)	FTES	201	171	203	196	193	212	223	230	237	244	251	259	267	275	283	291	300	309	ONT	422	349	407	393	397	437	459	474	488	503	517	534	550	567	583	599	618	637	CHG		-15%	19%	-3%	-2%	10%	5%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%						
	FTES	228	238	224	263	309	309	318	334	351	369	387	406	426	447	469	492	517	543	ONT	478	486	449	526	636	637	655	688	723	760	797	836	878	921	966	1014	1065	1119	CHG		5%	-6%	17%	17%	0%	3%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%						
	FTES	644	745	1359	1696	2019	2019	2080	2184	2293	2408	2528	2579	2631	2684	2738	2793	2849	2906	ONT	1354	1522	2724	3396	4159	4159	4285	4499	4724	4961	5208	5313	5420	5529	5640	5754	5869	5986	CHG		16%	82%	25%	19%	0%	3%	5%	5%	5%	5%	5%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%					
FOSTER YOUTH	FTES	70	60	70	100	110	110	113	119	125	131	138	145	152	160	168	176	185	194	ONT	148	123	140	200	227	227	233	245	258	270	284	299	313	330	346	363	381	400	CHG		-14%	16%	43%	11%	0%	3%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%					
	FTES	0	0	0	0	35	90	135	142	149	156	164	172	181	190	200	210	221	232	ONT	0	0	0	0	72	185	278	293	307	321	338	354	373	391	412	433	455	478	CHG		0%	0%	0%	0%	0%	50%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%					
	FTES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	ONT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	CHG		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

TABLE 3: FTES Growth Projections Special Populations (Continued)

STUDENT POPS	HISTORICAL PERFORMANCE							NEAR-TERM PROJECTIONS					LONG-TERM PROJECTIONS						
	2013	2014	2015	2016	2017	2018 <sup>38</sup>	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
MIDL COLL HS	FTES	126	170	204	250	249	249	299	329	345	362	380	399	419	440	462	485	509	534
	CNT	264	348	410	500	513	513	616	678	711	746	783	822	863	906	952	999	1049	1100
	CHG		35%	20%	22%	0%	0%	20%	10%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
MLTRY ACTIVE DUTY	FTES	19	19	8	15	15	15	15	16	17	18	19	20	21	22	23	24	25	26
	CNT	40	38	17	30	30	31	31	33	35	37	39	41	43	45	47	49	52	54
	CHG		-3%	-55%	77%	-3%	0%	3%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
PUENTE	FTES	24	13	38	28	31	31	32	34	36	38	40	42	44	46	48	50	53	56
	CNT	51	26	76	57	63	64	66	70	74	78	82	87	91	95	99	103	109	115
	CHG		-47%	199%	-26%	8%	0%	3%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
SPEC ADMIT HS ENRL	FTES	145	191	232	266	304	304	313	376	451	541	595	625	656	689	723	759	797	837
	CNT	305	389	464	533	627	626	645	775	929	1114	1226	1288	1351	1419	1489	1564	1642	1724
	CHG		31%	21%	15%	14%	0%	3%	20%	20%	20%	10%	5%	5%	5%	5%	5%	5%	5%
UMOJA <sup>43</sup>	FTES	0	0	0	0	1	15	30	32	34	36	38	40	42	44	46	48	50	53
	CNT	0	0	0	0	2	31	62	66	70	74	78	82	87	91	95	99	103	109
	CHG		0%	0%	0%	0%	0%	100%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
LGBTQ <sup>44</sup>	FTES	0	0	0	0	0	15	30	32	34	36	38	40	42	44	46	48	50	53
	CNT	0	0	0	0	0	31	62	66	70	74	78	82	87	91	95	99	103	109
	CHG		0%	0%	0%	0%	0%	100%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
VET	FTES	151	155	188	240	321	321	353	388	427	470	517	569	626	689	758	834	917	1009
	CNT	317	317	376	481	661	661	727	799	880	968	1065	1172	1290	1419	1561	1718	1889	2079
	CHG		3%	21%	28%	34%	0%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%

<sup>42</sup> Source for Special Populations data: California Community Colleges Chancellor's Office Data Mart Special population student count Summary Report. FTES per resident calculation is used to estimate unduplicated headcount (CNT) based on number of projected FTES. Source Resident Data: Census data for 2010, 2017, 2022 -- all other years estimated or projected based on average annual growth.

<sup>43</sup> UMOJA data estimated due to error in MIS reporting as of 2018-2019.

<sup>44</sup> LGBTQ added to special populations MIS reporting as of 2018-2019. No data available at time of report.

TABLE 4: Degrees, Certificates, and Awards History

	2011	2012	2013	2014	2015	2016	2017
<b>Associate in Arts for Transfer (A.A.-T) Degree Total</b>	<b>2</b>	<b>15</b>	<b>25</b>	<b>41</b>	<b>88</b>	<b>134</b>	<b>149</b>
<b>Change %</b>		<b>87 %</b>	<b>40 %</b>	<b>39 %</b>	<b>53 %</b>	<b>34 %</b>	<b>10 %</b>
<b>Fine and Applied Arts-10 Total</b>			<b>3</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>4</b>
Art-1002			3	1	2	6	4
<b>Foreign Language-11 Total</b>			<b>2</b>	<b>3</b>	<b>5</b>	<b>14</b>	<b>5</b>
Spanish-1105			2	3	5	14	5
<b>Humanities (Letters)-15 Total</b>	<b>1</b>	<b>3</b>	<b>9</b>	<b>11</b>	<b>26</b>	<b>27</b>	<b>39</b>
English-1501				1	7	8	15
Philosophy-1509							3
Speech Communication-1506	1	3	9	10	19	19	21
<b>Psychology-20 Total</b>				<b>2</b>	<b>29</b>	<b>46</b>	<b>52</b>
Psychology, General-2001				2	29	46	52
<b>Social Sciences-22 Total</b>	<b>1</b>	<b>12</b>	<b>11</b>	<b>24</b>	<b>26</b>	<b>41</b>	<b>49</b>
Anthropology-2202				4	2	6	4
History-2205						3	13
Political Science-2207					4	7	9
Sociology-2208	1	12	11	20	20	25	23
<b>Associate of Science (A.S.) degree Total</b>	<b>184</b>	<b>248</b>	<b>220</b>	<b>243</b>	<b>224</b>	<b>255</b>	<b>354</b>
<b>Change %</b>		<b>26 %</b>	<b>-13 %</b>	<b>9 %</b>	<b>-8 %</b>	<b>12 %</b>	<b>28 %</b>
<b>Architecture and Related Technologies-02 Total</b>	<b>6</b>	<b>8</b>	<b>6</b>	<b>1</b>	<b>2</b>		<b>1</b>
Architecture and Architectural Technology-0201	6	8	6	1	2		1
<b>Business and Management-05 Total</b>	<b>32</b>	<b>41</b>	<b>34</b>	<b>53</b>	<b>23</b>	<b>32</b>	<b>36</b>
Accounting-0502	5	10	14	15	6	11	8
Business and Commerce, General-0501	6	6	7	13	2	4	11
Business Management-0506	10	11	3	10	6	7	5
Logistics and Materials Transportation-0510	6	9	8	10	6	9	10
Marketing and Distribution-0509	3	4	2	2	1	1	
Real Estate-0511	2	1		3	2		2
<b>Engineering and Industrial Technologies-09 Total</b>	<b>17</b>	<b>24</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>45</b>
Civil and Construction Management Tech-0957	5	4	4	3	6	2	4
Construction Crafts Technology-0952						1	
Drafting Technology-0953		6	4	3	6	4	7
Electro-Mechanical Technology-0935	2						
Electronics and Electric Technology-0934	1	2	3	1	7	4	7
Engineering Technology, General-0924	9	11	8	7	3	3	3
Engineering, General-0901				8	4	7	20
Manufacturing and Industrial Technology-0956		1	1	3	4	4	4
<b>Family and Consumer Sciences-13 Total</b>	<b>4</b>	<b>12</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>12</b>	<b>13</b>
Child Development/Early Care and Education-1305	4	12	5	6	7	12	13
<b>Information Technology-07 Total</b>	<b>5</b>	<b>7</b>	<b>2</b>	<b>10</b>	<b>9</b>	<b>7</b>	<b>11</b>
Computer Information Systems-0702	3	3	1	3	1		3
Computer Software Development-0707	2	4	1	7	8	7	8
<b>Interdisciplinary Studies-49 Total</b>	<b>115</b>	<b>139</b>	<b>145</b>	<b>139</b>	<b>138</b>	<b>160</b>	<b>230</b>
Biological and Physical Sciences (and Math)-4902	115	139	145	139	138	160	230
<b>Media and Communications-06 Total</b>	<b>2</b>	<b>9</b>	<b>3</b>	<b>5</b>	<b>14</b>	<b>15</b>	<b>17</b>
Digital Media-0614	2	9	3	5	14	15	17
<b>Public and Protective Services-21 Total</b>	<b>3</b>	<b>8</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>1</b>
Administration of Justice-2105	3	8	5	4	1	4	1



TABLE 4: Degrees, Certificates, and Awards History (Continued)

	2011	2012	2013	2014	2015	2016	2017
<b>Associate of Arts (A.A.) degree Total</b>	<b>428</b>	<b>459</b>	<b>565</b>	<b>518</b>	<b>500</b>	<b>566</b>	<b>1,101</b>
<b>Change %</b>		<b>7 %</b>	<b>19 %</b>	<b>-9 %</b>	<b>-4 %</b>	<b>12 %</b>	<b>49 %</b>
<b>Education-08 Total</b>	<b>24</b>	<b>12</b>	<b>25</b>	<b>21</b>	<b>37</b>	<b>21</b>	<b>44</b>
Physical Education-0835	24	12	25	21	37	21	44
<b>Fine and Applied Arts-10 Total</b>	<b>1</b>		<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>4</b>
Commercial Music-1005	1		3	2	3	2	4
<b>Interdisciplinary Studies-49 Total</b>	<b>403</b>	<b>447</b>	<b>537</b>	<b>495</b>	<b>460</b>	<b>543</b>	<b>1,053</b>
Humanities-4903	304	337	399	345	355	404	792
Liberal Arts and Sciences, General-4901	99	110	138	150	105	139	261
<b>Certificate requiring 30 to &lt; 60 semester units Total</b>	<b>90</b>	<b>105</b>	<b>117</b>	<b>116</b>	<b>80</b>	<b>126</b>	<b>103</b>
<b>Change %</b>		<b>14 %</b>	<b>10 %</b>	<b>-1 %</b>	<b>-45 %</b>	<b>37 %</b>	<b>-22 %</b>
<b>Business and Management-05 Total</b>	<b>22</b>	<b>40</b>	<b>45</b>	<b>48</b>	<b>33</b>	<b>39</b>	<b>36</b>
Accounting-0502	6	9	16	17	8	15	9
Business and Commerce, General-0501	7	4	8	7	5	5	15
Business Management-0506	7	16	8	10	11	9	4
Logistics and Materials Transportation-0510		6	9	8	7	5	6
Marketing and Distribution-0509	1	4	3	3	1		
Real Estate-0511	1	1	1	3	1	5	2
<b>Engineering and Industrial Technologies-09 Total</b>	<b>15</b>	<b>13</b>	<b>12</b>	<b>21</b>	<b>8</b>	<b>41</b>	<b>33</b>
Civil and Construction Management Technology-0957	15	13	12	21	8	8	8
Construction Crafts Technology-0952						33	24
Electronics and Electric Technology-0934							
Manufacturing and Industrial Technology-0956							1
<b>Family and Consumer Sciences-13 Total</b>	<b>8</b>	<b>16</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>14</b>	<b>14</b>
Child Development/Early Care and Education-1305	8	16	9	8	9	14	14
<b>Fine and Applied Arts-10 Total</b>	<b>1</b>		<b>1</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>1</b>
Commercial Music-1005	1		1	1	2	4	1
<b>Information Technology-07 Total</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>8</b>	<b>6</b>
Computer Information Systems-0702	3	2	1	1	1	2	1
Computer Software Development-0707				2	1	6	5
<b>Interdisciplinary Studies-49 Total</b>	<b>32</b>	<b>29</b>	<b>45</b>	<b>32</b>	<b>11</b>	<b>8</b>	<b>1</b>
Liberal Arts and Sciences, General-4901	32	29	45	32	11	8	1
<b>Media and Communications-06 Total</b>	<b>9</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>15</b>	<b>12</b>	<b>12</b>
Digital Media-0614	9	5	4	3	15	12	12
<b>Certificate requiring 18 to &lt; 30 semester units Total</b>	<b>39</b>	<b>39</b>	<b>54</b>	<b>26</b>	<b>58</b>	<b>64</b>	<b>77</b>
<b>Change %</b>		<b>0 %</b>	<b>28 %</b>	<b>-108 %</b>	<b>55 %</b>	<b>9 %</b>	<b>17 %</b>
<b>Architecture and Related Technologies-02 Total</b>	<b>4</b>	<b>9</b>	<b>6</b>		<b>2</b>		<b>2</b>
Architecture and Architectural Technology-0201	4	9	6		2		2
<b>Business and Management-05 Total</b>	<b>17</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>1</b>	<b>17</b>
Logistics and Materials Transportation-0510	17	9	8	7	7	1	17
<b>Engineering and Industrial Technologies-09 Total</b>	<b>12</b>	<b>16</b>	<b>28</b>	<b>12</b>	<b>37</b>	<b>50</b>	<b>40</b>
Construction Crafts Technology-0952						11	
Drafting Technology-0953	4	7	14	6	6	6	11
Electro-Mechanical Technology-0935							
Electronics and Electric Technology-0934		2	6	1	16	5	8
Engineering Technology, General-0924	8	6	5	3	1	1	1
Manufacturing and Industrial Technology-0956		1	3	2	14	27	20
<b>Information Technology-07 Total</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>5</b>
Computer Software Development-0707	2	1	1	3	7	2	5
<b>Media and Communications-06 Total</b>		<b>1</b>	<b>7</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>12</b>
Digital Media-0614		1	7	2	4	8	12
<b>Public and Protective Services-21 Total</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>
Administration of Justice-2105	4	3	4	2	1	3	1
<b>Certificate requiring 12 to &lt; 18 units Total</b>						<b>1</b>	
<b>Public and Protective Services-21 Total</b>						<b>1</b>	
Administration of Justice-2105						1	

TABLE 4: Degrees, Certificates, and Awards History (Continued)

	2011	2012	2013	2014	2015	2016	2017
<b>Certificate requiring 6 to &lt; 18 semester units Total</b>	<b>265</b>	<b>167</b>	<b>161</b>	<b>129</b>	<b>132</b>	<b>165</b>	<b>274</b>
Change %		-59 %	-4 %	-25 %	2 %	20 %	40 %
<b>Architecture and Related Technologies-02 Total</b>	<b>32</b>	<b>11</b>	<b>16</b>	<b>5</b>	<b>9</b>	<b>9</b>	<b>12</b>
Architecture and Architectural Technology-0201	32	11	16	5	9	9	12
<b>Business and Management-05 Total</b>		<b>40</b>	<b>19</b>	<b>29</b>	<b>25</b>	<b>31</b>	<b>96</b>
Accounting-0502				17	15	8	32
Real Estate-0511		40	19	12	10	23	64
<b>Engineering and Industrial Technologies-09 Total</b>	<b>68</b>	<b>42</b>	<b>36</b>	<b>19</b>	<b>20</b>	<b>28</b>	<b>32</b>
Drafting Technology-0953	58	39	33	15	15	19	23
Electronics and Electric Technology-0934	8	2	1				
Engineering, General-0901	1						
Manufacturing and Industrial Technology-0956	1	1	2	2	2	8	5
Other Engineering and Related Industrial Tech-0999				2	3	1	4
<b>Family and Consumer Sciences-13 Total</b>	<b>133</b>	<b>51</b>	<b>82</b>	<b>66</b>	<b>70</b>	<b>84</b>	<b>121</b>
Child Development/Early Care and Education-1305	133	51	82	66	70	84	121
<b>Information Technology-07 Total</b>	<b>21</b>	<b>15</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>10</b>	<b>10</b>
Computer Software Development-0707	14	11	2	4	6	10	10
Information Technology, General-0701	1	1					
Other Information Technology-0799	6	3	3				
World Wide Web Administration-0709				2			
<b>Media and Communications-06 Total</b>		<b>2</b>	<b>1</b>		<b>1</b>	<b>3</b>	<b>1</b>
Digital Media-0614		2	1		1	3	1
<b>Public and Protective Services-21 Total</b>	<b>11</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>1</b>		<b>2</b>
Administration of Justice-2105	11	6	2	4	1		2
<b>Other Credit Award, &lt; 6 semester units Total</b>	<b>2</b>						
<b>Architecture and Related Technologies-02 Total</b>	<b>2</b>						
Architecture and Architectural Technology-0201	2						

Source: California Community Colleges Chancellor's Office Data Mart.

TABLE 5: Discipline FTES History

**School of Arts & Humanities**

SCHOOL	DEPT	DISC	2010	2011	2012	2013	2014	2015	2016	2017	CHANGE	
School of Arts & Humanities	Arts, Hum, & World Languages	AML	6								-6	
		ART	144	137	121	131	132	146	148	151	7	
		DAN	18	13				6	8	8	7	-11
		FRE						6	18	23	19	19
		HUM	80	71	74	82	72	75	72	77	77	-4
		JPN	32	32	27	24	25	24	22	21	21	-12
		MIS	65	61	65	75	79	72	60	50	50	-15
		MUS	107	75	82	112	106	106	101	121	121	15
		PHI	107	99	97	104	102	97	102	91	91	-16
		PHO	6	5	3	4					4	-2
		SPA	140	120	138	142	156	155	137	157	157	17
	THE	80	66	70	68	62	67	61	68	68	-12	
	Communications	COM	153	123	144	160	168	177	195	224	224	72
		ENG	878	691	778	880	946	1016	1036	967	967	89
		ESL	53	48	45	41	44	57	53	65	65	12
		JOU	9	9	18	10	10	2			4	-5
		LIB	2	2	2	3	2	2	3	2	2	0
REA		90	76	67	76	85	81	66	38	38	-52	
<b>School of Arts &amp; Humanities Total</b>			<b>1970</b>	<b>1627</b>	<b>1731</b>	<b>1913</b>	<b>2000</b>	<b>2104</b>	<b>2089</b>	<b>2066</b>	<b>96</b>	

**School of Business & Management**

SCHOOL	DEPT	DISC	2010	2011	2012	2013	2014	2015	2016	2017	CHANGE
School of Business & Management	Bus, Engineering, & Info Tech	ACC	107.1	95.49	87.67	94.16	92.84	88.8	86.17	95.96	-11.15
		BUS	175	169	161	168	177	167	167	177	2
		MAG	33	36	41	30	30	24	20	18	-15
		MKT	24	13	12	10	6	6	5	4	-20
		RLE	61	50	49	49	51	49	48	52	-8
		WXX				3	4	3	7	7	7
<b>School of Business &amp; Management</b>			<b>400</b>	<b>363</b>	<b>350</b>	<b>355</b>	<b>361</b>	<b>338</b>	<b>334</b>	<b>354</b>	<b>-46</b>

**School of Science, Technology, Engineering & Mathematics**

SCHOOL	DEPT	DISC	2010	2011	2012	2013	2014	2015	2016	2017	CHANGE
School of Science, Technology, Engineering & Mathematics	Bus, Engineering, & Info Tech	ARE	33.96	37.29	22.5	20.66	9.4	11.27	6.2	5.38	-28.58
		CAT	27	12			4	9	13	14	-13
		CIS	281	189	188	205	208	198	201	229	-52
		CON	55	43	42	45	43	35	38	43	-12
		CSC	11	11		5	5	4	4	1	-10
		ELE	35	36	30	33	22	39	84	79	44
		ENE	155	169	137	148	126	125	101	108	-47
		GAM		46	81	111	120	135	109	121	121
		MAN	29	29	24	18	24	34	36	37	7
		SCT		2	3		0	0		0	0
	Math & Sciences	BIO	366	276	282	318	331	363	399	429	63
		CHE	132	129	96	144	169	188	239	255	123
		GEG	99	83	91	87	103	115	120	132	32
		HES	231	221	200	182	162	150	141	123	-108
		KIN	231	228	223	221	208	213	214	192	-39
		MAT	1366	1177	1125	1178	1219	1297	1361	1300	-66
		MIC	53	33	30	23	28	27	40	43	-10
		PHS	16	20	19	16	14	13	17	12	-4
		PHY	31	28	32	31	36	36	50	63	32
		<b>School of Science, Technology, Engineering &amp; Mathematics</b>			<b>3153</b>	<b>2769</b>	<b>2625</b>	<b>2786</b>	<b>2831</b>	<b>2994</b>	<b>3173</b>

## School of Social & Behavioral Sciences

SCHOOL	DEPT	DISC	2010	2011	2012	2013	2014	2015	2016	2017	CHANGE
School of Social & Behavioral Sciences	Social & Behavioral Sciences	ADJ	36	29			13	25	26	37	0
		ANT	162	174	180	181	165	154	162	154	-8
		EAR	92	90	86	100	99	101	119	127	34
		ECO	74	84	75	77	75	74	74	68	-6
		GUI	52	49	45	58	57	69	70	89	37
		HIS	209	178	176	174	184	200	235	248	40
		ILA	5	3	1	1	1	1	1	3	-3
		POL	164	157	140	141	146	153	175	177	14
		PSY	267	231	204	230	233	233	264	291	25
SOC	169	173	153	177	172	172	176	166	-3		
<b>School of Social &amp; Behavioral Sciences Total</b>			<b>1231</b>	<b>1168</b>	<b>1059</b>	<b>1138</b>	<b>1145</b>	<b>1181</b>	<b>1302</b>	<b>1360</b>	<b>130</b>

	2010	2011	2012	2013	2014	2015	2016	2017	CHANGE
<b>Grand Total</b>	<b>6754</b>	<b>5927</b>	<b>5765</b>	<b>6192</b>	<b>6338</b>	<b>6617</b>	<b>6898</b>	<b>6967</b>	<b>213</b>
<b>Percentage Change</b>		<b>-12.2%</b>	<b>-2.7%</b>	<b>7.4%</b>	<b>2.4%</b>	<b>4.4%</b>	<b>4.2%</b>	<b>1.0%</b>	<b>3.1%</b>



TABLE 6: FTES Projections for Current and Projected Programs (by TOP Code)

TOP CODE	PROJECTED GROWTH BY TOP CODE											NEAR-TERM PROJECTIONS											LONG-TERM PROJECTIONS										
	HISTORICAL						CHG	NEAR-TERM PROJECTIONS						LONG-TERM PROJECTIONS																			
	2013	2014	2015	2016	2017	2018		2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030														
	6190	6381	6635	6944	7229		7428	8175	8370	8579	8793	9013	9239	9471	9708	9952	10202	10459															
*Agriculture and Natural Resources-01 Total	0	0	0	0	0		0	60	53	55	57	59	61	63	65	67	69	71															
**Agriculture Technology and Sciences, General-0101 Total	0	0	0	0	0	3%	0	30	22	23	24	25	26	27	28	29	30	31															
*Animal Science-0102 Total	0	0	0	0	0	3%	0	30	31	32	33	34	35	36	37	38	39	40															
Architecture and Related Technologies-02 Total	21	9	11	6	5		6	6	6	6	6	6	6	7	7	7	7	7															
Architecture and Architectural Technology-0201	18	3	9	2	4	2%	4	4	4	4	4	4	4	4	4	4	4	5															
Other Architecture and Environmental Design-0299	3	6	2	4	2	2%	2	2	2	2	2	2	2	2	2	2	2	2															
Biological Sciences-04 Total	335	352	383	432	465		479	493	508	523	538	554	570	604	622	640	659	679															
Anatomy and Physiology-0410	123	139	162	167	173	3%	178	184	189	195	201	207	213	226	233	240	247	254															
Biology, General-0401	171	168	169	204	224	3%	231	238	245	252	260	268	276	284	292	301	310	329															
Botany, General-0402	7	6	11	5	9	2%	10	10	10	10	10	11	11	11	11	12	12	12															
Microbiology-0403	23	28	27	39	42	3%	43	44	46	47	49	50	51	53	55	56	58	61															
Natural History-0408	11	12	10	13	11	2%	11	11	12	12	12	12	13	13	13	13	14	14															
Zoology, General-0407	0	0	5	6	6	2%	6	6	7	7	7	7	7	7	7	7	8	8															
Business and Management-05 Total	380	391	366	364	387		395	403	411	420	428	437	446	455	464	474	484	504															
Accounting-0502	103	101	94	93	103	2%	105	107	109	112	114	116	118	121	123	126	131	133															
Business Administration-0505	67	69	61	69	79	3%	81	84	86	89	92	94	97	100	103	106	109	116															
Business and Commerce, General-0501	55	53	54	55	59	2%	60	61	62	63	65	66	67	69	70	71	73	76															
Business Management-0506	58	63	53	43	37	2%	38	39	40	41	42	42	42	43	44	45	46	47															
Logistics and Materials Transportation-0510	34	36	33	33	34	2%	34	35	36	37	37	38	39	40	40	41	42	44															
Marketing and Distribution-0509	8	6	7	5	5	2%	5	5	5	5	5	5	5	5	5	6	6	6															
Office Technology/Office Computer Applications-0514	0	5	10	13	14	1%	15	15	15	15	15	15	16	16	16	16	16	16															
Real Estate-0511	54	57	54	53	57	1%	58	58	59	59	60	61	61	62	62	63	64	65															
Education-08 Total	398	357	350	336	300		306	312	319	325	331	338	345	352	359	366	373	388															
Educational Aide (Teacher Assistant)-0802	1	1	1	1	3	2%	3	3	3	3	3	3	3	3	3	3	4	4															
Health Education-0837	179	159	148	139	122	2%	125	127	130	132	135	138	141	143	146	149	152	158															
Physical Education-0835	218	197	202	195	175	2%	178	182	186	189	193	197	201	205	209	213	218	226															
Engineering and Industrial Technologies-09 Total	240	212	234	257	441		451	486	497	509	520	532	544	557	570	583	596	624															
Civil and Construction Management Technology-0957	29	27	22	24	31	2%	32	32	33	33	34	35	36	36	37	38	38	40															
Construction Crafts Technology-0952	15	16	13	14	196	2%	200	204	208	212	216	221	225	230	234	239	244	253															
Drafting Technology-0953	93	84	80	66	62	2%	64	65	66	67	69	70	72	73	75	76	78	81															
Electronics and Electric Technology-0984	32	21	40	83	68	3%	70	72	74	77	79	81	84	86	89	92	94	100															
Engineering Technology, General-0924	53	40	45	34	45	3%	46	47	49	50	52	53	55	57	58	60	62	66															
Instrumentation Technology-0943	0	0	0	0	1	1%	1	1	1	1	1	1	1	2	2	2	2	2															
Manufacturing and Industrial Technology-0956	18	24	35	35	37	3%	38	39	40	42	43	44	46	47	48	50	51	54															
*Laser and Optical Technology-093480	0	0	0	0	0	1%	0	25	25	26	26	26	26	27	27	27	27	28															
*Environmental Sciences and Technologies-03 Total	0	0	0	0	0		0	15	15	16	16	17	17	18	18	19	20	21															
*Environmental Sciences and Technologies, Other-0399 Total	0	0	0	0	0	3%	0	15	15	16	16	17	17	18	18	19	20	21															

TABLE 6: FTES Projections for Current and Projected Programs (by TOP Code – Continued)

PROJECTED GROWTH BY TOP CODE	HISTORICAL							NEAR-TERM PROJECTIONS							LONG-TERM PROJECTIONS						
	2013	2014	2015	2016	2017	CHG	2018 <sup>1</sup>	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030		
<b>Family and Consumer Sciences-13 Total</b>	98	97	102	119	127		131	135	139	143	148	152	157	161	166	171	176	182	187		
Child Development/Early Care and Education-1305	98	97	102	119	127	3%	131	135	139	143	148	152	157	161	166	171	176	182	187		
<b>Fine and Applied Arts-10 Total</b>	375	385	400	380	404		412	421	459	469	478	488	498	508	519	530	541	552	563		
Applied Photography-1012	4	0	0	0	4	2%	4	4	4	4	4	4	4	4	5	5	5	5	5		
Art-1002	130	132	145	150	152	2%	155	158	162	165	168	171	175	178	182	186	189	193	197		
Commercial Music-1005	59	78	71	57	50	2%	51	52	53	54	55	56	57	58	59	61	62	63	64		
Dance-1008	6	6	8	8	8	2%	7	7	8	8	8	8	8	9	9	9	9	9	9		
Dramatic Arts-1007	69	63	71	62	70	2%	71	73	74	76	77	79	80	82	84	85	87	89	90		
Music-1004	113	106	106	102	121	2%	124	126	129	131	134	137	140	142	145	148	151	154	157		
*Applied Design-1009	0	0	0	0	0	3%	0	0	15	15	16	16	17	17	18	18	19	20	20		
*Commercial Art-1013	0	0	0	0	0	3%	0	0	15	15	16	16	17	17	18	18	19	20	20		
<b>Foreign Language-11 Total</b>	142	179	177	159	178		202	266	272	278	284	290	296	303	309	316	323	330	337		
French-1102	0	6	18	24	19	3%	20	20	21	22	22	23	24	24	25	26	27	27	28		
Japanese-1108	22	25	24	22	21	3%	21	22	23	23	24	25	26	26	27	28	29	30	31		
Spanish-1105	120	154	153	137	157	2%	161	164	167	170	174	177	181	184	188	192	196	200	204		
Latin-1109 Total	0	0	0	0	0	2%	0	20	20	21	21	22	22	23	23	23	24	24	25		
Korean-1117/30	0	0	0	0	0	2%	0	20	20	21	21	22	22	23	23	23	24	24	25		
Arabic-1112 Total	0	0	0	0	0	2%	0	20	20	21	21	22	22	23	23	23	24	24	25		
<b>Health-12 Total</b>	7	7	10	14	13		14	14	104	106	109	111	113	115	117	120	122	125	127		
*Athletic Training and Sports Medicine-1228	0	0	0	0	0	2%	0	0	15	15	16	16	16	17	17	17	18	18	18		
*Diagnostic Medical Sonography-1227	0	0	0	0	0	2%	0	0	15	15	16	16	16	17	17	17	18	18	18		
Kinesiology-1270	7	7	10	14	13	2%	14	14	14	15	15	15	15	16	16	16	17	17	17		
*Medical Laboratory Technology-1205	0	0	0	0	0	2%	0	0	15	15	16	16	16	17	17	17	18	18	18		
*Physical Therapy/Assistant-1222 Total	0	0	0	0	0	2%	0	0	15	15	16	16	16	17	17	17	18	18	18		
*Respiratory Care/Therapy-1210	0	0	0	0	0	2%	0	0	15	15	16	16	16	17	17	17	18	18	18		
*Surgical Technician-1217	0	0	0	0	0	2%	0	0	15	15	16	16	16	17	17	17	18	18	18		
<b>Humanities (Letters)-15 Total</b>	1,299	1,368	1,442	1,471	1,404		1,445	1,493	1,536	1,581	1,627	1,674	1,723	1,773	1,824	1,877	1,932	1,988	2,046		
Classes-1504	0	0	0	0	0	1%	0	6	6	6	6	6	6	6	6	6	7	7	7		
Comparative Literature-1503	11	13	10	14	15	1%	15	15	16	16	16	16	16	16	17	17	17	17	17		
Creative Writing-1507			5	2	3	2%	3	3	3	3	4	4	4	4	4	4	4	4	4		
English-1501	942	1,011	1,076	1,086	994	3%	1,024	1,055	1,086	1,119	1,152	1,187	1,222	1,259	1,297	1,336	1,376	1,417	1,460		
Other Humanities-1599	6	10	17	12	22	3%	23	23	24	25	26	26	27	28	29	30	31	32	33		
Philosophy-1509	107	105	97	103	92	3%	95	98	101	104	107	110	113	117	120	124	128	132	135		
Religious Studies-1510	73	61	58	59	53	1%	54	54	55	55	56	56	57	58	58	59	59	60	60		
Speech Communication-1506	159	168	178	195	225	3%	231	238	246	253	260	268	276	285	293	302	311	320	330		

TABLE 6: FTES Projections for Current and Projected Programs (by TOP Code – Continued)

PROJECTED GROWTH BY TOP CODE	HISTORICAL							NEAR-TERM PROJECTIONS							LONG-TERM PROJECTIONS						
	2013	2014	2015	2016	2017	CHG	2018 <sup>1</sup>	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030		
<b>Information Technology-07 Total</b>	<b>201</b>	<b>212</b>	<b>205</b>	<b>210</b>	<b>238</b>		<b>245</b>	<b>281</b>	<b>290</b>	<b>299</b>	<b>308</b>	<b>317</b>	<b>326</b>	<b>336</b>	<b>346</b>	<b>357</b>	<b>367</b>	<b>378</b>	<b>390</b>		
Computer Information Systems-0702	114	115	104	107	119	3%	123	127	130	134	138	143	147	151	156	160	165	170	175		
Computer Science (Transfer)-0706	5	5	4	4	1	3%	1	15	15	16	16	17	17	18	18	19	20	20	21		
Computer Software Development-0707	82	92	96	99	118	3%	121	125	129	132	136	141	145	149	154	158	163	168	173		
Information Technology, General-0701	0	0	0	1	0	3%	0	15	15	16	16	17	17	18	18	19	20	20	21		
<b>Interdisciplinary Studies-49 Total</b>	<b>121</b>	<b>134</b>	<b>154</b>	<b>179</b>	<b>204</b>		<b>208</b>	<b>213</b>	<b>218</b>	<b>222</b>	<b>227</b>	<b>232</b>	<b>238</b>	<b>243</b>	<b>248</b>	<b>254</b>	<b>260</b>	<b>266</b>	<b>272</b>		
General Studies-4930	102	105	130	127	156	2%	159	163	166	169	173	176	180	183	187	191	194	198	202		
General Work Experience-4932	19	29	24	51	47	3%	49	50	52	53	55	56	58	60	62	63	65	67	69		
<b>Library Science-16 Total</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>3</b>		<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>		
Library Science, General-1601						1%															
<b>Mathematics-17 Total</b>	<b>1,189</b>	<b>1,229</b>	<b>1,306</b>	<b>1,369</b>	<b>1,319</b>		<b>1,346</b>	<b>1,372</b>	<b>1,400</b>	<b>1,428</b>	<b>1,456</b>	<b>1,486</b>	<b>1,515</b>	<b>1,546</b>	<b>1,576</b>	<b>1,608</b>	<b>1,640</b>	<b>1,673</b>	<b>1,706</b>		
Mathematics, General-1701	1,189	1,229	1,306	1,369	1,319	2%	1,346	1,372	1,400	1,428	1,456	1,486	1,515	1,546	1,576	1,608	1,640	1,673	1,706		
<b>Media and Communications-06 Total</b>	<b>132</b>	<b>138</b>	<b>139</b>	<b>115</b>	<b>127</b>		<b>131</b>	<b>135</b>	<b>154</b>	<b>159</b>	<b>163</b>	<b>168</b>	<b>173</b>	<b>178</b>	<b>184</b>	<b>189</b>	<b>195</b>	<b>201</b>	<b>207</b>		
Digital Media-061400 (Gaming)	123	128	136	115	124	3%	127	131	135	139	143	148	152	157	161	166	171	176	182		
Journalism-0602	9	10	2	0	4	2%	4	4	4	4	4	4	4	4	4	4	5	5	5		
*Animation-061440	0	0	0	0	0	3%	0	0	15	15	16	16	17	17	18	18	19	20	20		
<b>Physical Sciences-19 Total</b>	<b>188</b>	<b>216</b>	<b>234</b>	<b>301</b>	<b>325</b>		<b>334</b>	<b>343</b>	<b>353</b>	<b>362</b>	<b>373</b>	<b>383</b>	<b>394</b>	<b>405</b>	<b>416</b>	<b>427</b>	<b>439</b>	<b>452</b>	<b>464</b>		
Chemistry, General-1905	142	166	185	234	251	3%	258	266	274	282	291	299	308	317	327	337	347	357	368		
Physical Sciences, General-1901	16	14	13	17	12	2%	12	13	13	13	13	14	14	14	14	15	15	15	16		
Physics, General-1902	30	35	35	50	62	2%	64	65	66	67	69	70	72	73	74	76	77	79	81		
*Geology-1914 Total	0	0	0	0	0	3%	0	0	20	21	21	22	23	23	24	25	25	26	27		
<b>Psychology-20 Total</b>	<b>228</b>	<b>233</b>	<b>234</b>	<b>263</b>	<b>296</b>		<b>305</b>	<b>314</b>	<b>323</b>	<b>333</b>	<b>343</b>	<b>353</b>	<b>364</b>	<b>375</b>	<b>386</b>	<b>397</b>	<b>409</b>	<b>422</b>	<b>434</b>		
Psychology, General-2001	228	233	234	263	296	3%	305	314	323	333	343	353	364	375	386	397	409	422	434		
<b>Public and Protective Services-21 Total</b>	<b>0</b>	<b>13</b>	<b>24</b>	<b>26</b>	<b>42</b>		<b>43</b>	<b>45</b>	<b>66</b>	<b>68</b>	<b>70</b>	<b>72</b>	<b>74</b>	<b>76</b>	<b>79</b>	<b>81</b>	<b>84</b>	<b>86</b>	<b>89</b>		
Administration of Justice-2105	0	13	24	26	42	3%	43	45	46	47	49	50	52	53	55	57	58	60	62		
*Alcohol and Controlled Substances-210440	0	0	0	0	0	3%	0	0	20	21	21	22	23	23	24	25	25	26	27		
<b>Social Sciences-22 Total</b>	<b>833</b>	<b>846</b>	<b>862</b>	<b>941</b>	<b>948</b>		<b>972</b>	<b>997</b>	<b>1,042</b>	<b>1,069</b>	<b>1,096</b>	<b>1,124</b>	<b>1,152</b>	<b>1,182</b>	<b>1,212</b>	<b>1,243</b>	<b>1,274</b>	<b>1,307</b>	<b>1,341</b>		
Anthropology-2202	179	164	154	163	157	2%	161	164	167	170	174	177	181	184	188	192	196	200	204		
Economics-2204	77	75	73	74	68	3%	70	72	75	77	79	81	84	86	89	92	94	97	100		
Geography-2206	86	102	113	118	130	2%	132	135	138	140	143	146	149	152	155	158	161	165	168		
History-2205	175	184	199	234	250	3%	257	265	273	281	289	298	307	316	326	335	345	356	366		
Political Science-2207	140	151	154	177	178	3%	184	189	195	201	207	213	220	226	233	240	247	254	262		
Sociology-2208 Total	175	171	169	175	165	2%	168	172	175	179	182	186	190	193	197	201	205	209	214		
*Social Justice Studies-2201 Total	0	0	0	0	0	3%	0	0	20	21	21	22	23	23	24	25	25	26	27		

California Community Colleges Chancellor's Office Full Time Equivalent Student (FTES) Summary Report

TABLE: 7: Potential FTES Growth by New Programs

The following table summarizes the potential programs by FTES growth at the College.

**CAREER TECHNICAL EDUCATION PROGRAMS**

PROJECTED GROWTH BY TOP CODE	CHG	NEAR-TERM PROJECTIONS						LONG-TERM PROJECTIONS							
		2018 <sup>1</sup>	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
<b>TOP CODE</b>		<b>0</b>	<b>2059</b>	<b>2316</b>	<b>2315</b>	<b>2324</b>	<b>2333</b>	<b>2342</b>	<b>2351</b>	<b>2361</b>	<b>2370</b>	<b>2380</b>	<b>2390</b>	<b>2401</b>	
*Agriculture Technology and Sciences, General-0101 Total	3%	0	0	30	22	23	24	25	26	27	28	29	30	31	
*Animal Science-0102 Total	3%	0	0	30	31	32	33	34	35	36	37	38	39	40	
*Laser and Optical Technology-093480	1%	0	25	25	26	26	26	26	27	27	27	27	28	28	
*Environmental Sciences and Technologies, Other-0399 Total	3%	0	15	15	16	16	17	17	18	18	19	20	20	21	
*Applied Design-1009	3%	0	0	15	15	16	16	17	17	18	18	19	20	20	
*Commercial Art-1013	3%	0	0	15	15	16	16	17	17	18	18	19	20	20	
*Athletic Training and Sports Medicine-1228	2%	0	0	15	15	16	16	16	17	17	17	18	18	18	
*Diagnostic Medical Sonography-1227	2%	0	0	15	15	16	16	16	17	17	17	18	18	18	
*Medical Laboratory Technology-1205	2%	0	0	15	15	16	16	16	17	17	17	18	18	18	
*Physical Therapy Assistant-1222 Total	2%	0	0	15	15	16	16	16	17	17	17	18	18	18	
*Respiratory Care/Therapy-1210	2%	0	0	15	15	16	16	16	17	17	17	18	18	18	
*Surgical Technician-1217	2%	0	0	15	15	16	16	16	17	17	17	18	18	18	
*Animation-061440	3%	0	0	15	15	16	16	17	17	18	18	19	20	20	
*Alcohol and Controlled Substances-210440	3%	0	0	20	21	21	22	23	23	24	25	25	26	27	

**NON-CAREER TECHNICAL EDUCATION PROGRAMS**

PROJECTED GROWTH BY TOP CODE	CHG	NEAR-TERM PROJECTIONS						LONG-TERM PROJECTIONS							
		2018 <sup>1</sup>	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
*Geology-1914 Total	3%	0	0	20	21	21	22	23	23	24	25	25	26	27	
*Social Justice Studies-2201 Total	3%	0	0	20	21	21	22	23	23	24	25	25	26	27	

California Community Colleges Chancellor's Office Full Time Equivalent Student (FTES) Summary Report



## 2030 Educational Master Plan - Summary of Changes

The changes presented for the college’s review and consideration can be summarized around four guiding principles; feedback from District Strategic Planning Council, ensuring alignment with the approved Facilities Master Plan, re-locating non-measurable objectives, and to demonstrate a clear alignment with the District Strategic Plan by matching metric reporting. The summary below provides an overview of the changes by chapter with the attached track changes document available for a more detailed review. Instructions for enabling the track changes view are also attached.

Please provide your questions and feedback to Denise Terrazas via email by Friday, October 4.

EMP Approval Timeline		EMP Presentations	
October 2	ISPC – Information Item	October 2	Norco 9
October 16	ISPC – 1st Read	October 7	Academic Senate
November 6	ISPC - Vote	October 8	Business and Facilities Planning Council
November 7	Committee of the Whole – Vote	October 9	Managment Team
November 22	District Strategic Planning Council	October 11	Academic Planning Council
December 3	Board Committee	October 18	Associated Students Norco College
December 10	Board of Trustees Approval	October 23	Student Services Planning Council

### Cover Sheet, Table of Contents

- Update revision date and page numbers

### Chapter 1: Introduction

- Move Chapter 5 Mission, Vision, and Core Commitments to the top of the document which is now Chapter 2
- Combine Goals 5 and 7 to for clarity and alignment
- Reordering of Goal numbers to reflect the combining of goals
- Changes to Mission, Vision, and Values to reflect ISPC recommendations
- Wordsmithing, spelling out of acronyms, grammar corrections, formatting, and reordering of numbers
- Updated ‘actions taken’ table to include the EMP revision vetting process
- Removed and replaced ‘participatory governance’ for ‘college governance’ or ‘governance’ depending on context

### Chapter 2: Mission, Vision, Core Commitments

- Inserted Chapter on Mission, Vision, Core Commitments

### Chapter 3: Student Transformation (Strategic Development 1)

- Formatting updates
- Inserted language under Vision for Strategic Direction #1: Student Transformation and moved the information from the middle of the chapter to the top
- Combined and reorganized Completion Initiative major activities to remove duplication and provide clarity.
- Wordsmithing, spelling out of acronyms, grammar corrections, formatting, and reordering of numbers

### Chapter 4: Regional Transformation (Strategic Direction 2)

- Inserted language under Vision of Strategic Direction #2: Regional Transformation and moved the information from the middle of the chapter to the top
- Moved Table 1 to Appendix
- Removed reference to OSCA
- Added “foster online offerings across all disciplines and courses” under the reference to trainings and resources afforded to faculty
- Wordsmithing, spelling out of acronyms, grammar corrections, formatting, and reordering of numbers

### Chapter 5: College Transformation (Strategic Direction 3)

- Removed language on construction methods
- Moved Tables 2-7 to Appendix
- Alphabetized content under categories of programs for growing into a more comprehensive college
- Removed South Corona/Temescal Valley Campus with High School from list of facilities and structures formally or informally discussed
- Removed distinction of Veterans, Foster Care, International Housing for Students from list of facilities and structures formally or informally discussed
- Removed paragraph on construction methods
- Comments for updates on budget numbers
- Wordsmithing, spelling out of acronyms, grammar corrections, formatting, and reordering of numbers

### Chapter 6: 5-Year Strategic Planning Goals (2019-2024)

- Re-located non-measurable objectives to the Strategic Plan
- Wordsmithing, spelling out of acronyms, grammar corrections, formatting, and reordering of numbers

### Chapter 7: Planning Integration

- Wordsmithing, spelling out of acronyms, grammar corrections, formatting, and reordering of numbers

### Chapter 8: Assessment, Tracking, and Reporting

- Wordsmithing, spelling out of acronyms, grammar corrections, formatting, and reordering of numbers

## Chapter 9: Deliberation Process

- Wordsmithing, spelling out of acronyms, grammar corrections, formatting, and reordering of numbers
- Updated deliberations process table to include the EMP revision vetting process
- Added Summary of Changes

## Chapter 10: College History

- No changes



## Board of Trustees Regular/Committee Meeting (IV.F)

Meeting	December 3, 2019
Agenda Item	Teaching and Learning (IV.F)
Subject	Teaching and Learning Proposed Curricular Changes
College/District	District
Funding	N/A
Recommended Action	The Committee to review the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings.

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### Background Narrative:

Presented for the Board's review and consideration are proposed curricular changes. The District Curriculum Committee and the administration have reviewed the attached proposed curricular changes and recommend their adoption by the Board of Trustees.

Prepared By: Susan Mills, Vice Chancellor Educational Services and Strategic Planning

# Proposed Curricular Changes

Compiled for the Executive Cabinet, Committee on Teaching and Learning, and Board of Trustees

## Courses

### Course Deletions

M N R

AUT 59A	<b>Automotive Service A</b> Program Discontinued- Has not been offered in over ten years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AUT 59B	<b>Automotive Service B</b> Program Discontinued- Has not been offered in over ten years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AUT 59C	<b>Automotive Service C</b> Program Discontinued- Has not been offered in over ten years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AUT 59D	<b>Automotive Service D</b> Program Discontinued- Has not been offered in over ten years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AUT 91	<b>Introduction to Alternative Fuels</b> Has not been offered in about ten years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AUT 92	<b>Compressed Natural Gas Fuel Systems</b> Has not been offered in about ten years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DFT 22	<b>Engineering Drawing</b> Discipline no longer intends to offer course.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DFT 23	<b>Descriptive Geometry</b> Discipline no longer intends to offer course.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DFT 28	<b>Technical Design</b> Discipline no longer intends to offer course.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ENE 23	<b>Descriptive Geometry</b> Deleting this course to revise program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FIT S18	<b>Fire Department Water Tender Operations</b> This course is not active and has not been offered since 2005. Per the local fire agencies, this course is no longer needed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRE 4	<b>French 4</b> French 4 has not been offered for at least a decade. There are not enough students studying French beyond the third semester to make it economically viable. It doesn't make sense to keep the course listed in the college catalog if it is not being offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FST 7	<b>History of World Film I: From the beginning through the 1950s</b> FST-7 and FST-8 are being deleted from the FST curriculum in view of their redundancy. Coverage of film history methodologies and the history of filmmaking is covered in FST-3, introduction to international cinema and FST-4, introduction of film genres, in addition to FST-1, introduction to film studies. Deletion of these courses will also assist film majors in completing their degree requirements within a 60 unit minimum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FST 8	<b>History of World Film II: From the 1950s to the Present</b> FST-7 and FST-8 are being deleted from the FST curriculum in view of their redundancy. Coverage of film history methodologies and the history of filmmaking is covered in FST-3, introduction to international cinema and FST-4, introduction of film genres, in addition to FST-1, introduction to film studies. Deletion of these courses will also assist film majors in completing their degree requirements within a 60 unit minimum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GAM 22	<b>Game Design Principles</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 23	<b>Digital Game Design</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 24	<b>Video Game Prototyping</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 32	<b>Designing Game Characters</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 33	<b>Advanced Digital Sculpting</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 35	<b>Introduction to Simulation and Game Development</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 39	<b>Current Techniques in Game Art</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 41	<b>Game Asset and Engine Integration</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 44	<b>Portfolio Production</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 46	<b>Environment and Vehicle Modeling</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 50	<b>Introduction to Game Programming</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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# Courses

## Course Deletions

M N R

GAM 51	<b>Game Mechanics and Simulation</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 52	<b>Game Engine Scripting I</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 53	<b>Game Engine Scripting II</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 70	<b>Computer Skills for Game Art</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 71	<b>Perspective for Game and Animation</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 72	<b>Anatomy for Game Art</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 73	<b>Storyboarding for Games</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 79B	<b>Game Studio: Character Modeling</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 79C	<b>Game Studio: Environments and Vehicles</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 79D	<b>Game Studio Production: Audio</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 79E	<b>Game Studio: Game Design Capstone</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 79F	<b>Game Studio Production: Game Programming</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 80	<b>Digital Drawing for Game Art</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 81	<b>3D Modeling and Texturing</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GAM 82	<b>Game Rigging and Animation</b> Curriculum overhaul.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIS 40	<b>Oral History</b> Course has never been taught and is out of compliance. When the course was offered it never attracted enough students to run and the required course caps of 49 make the course inherently unwieldy. As it designed, oral history requires equipment that must be purchased and maintained, and is more in keeping with the mission of four-year universities with upper division seminars.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A57	<b>Basketball</b> We have leveled this course into A57A, A57B and A57 C. We no longer need this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A92	<b>Weight Training, Advanced</b> We are deleting KIN A92 – Advanced Weight Training because we have leveled the course. It is now KIN A90A – Beginning Weight Training, A90B –Intermediate Weight Training and A90C – Advanced Weight Training. We no longer need KIN A92.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Course Exclusions

M N R

ENG 90B	<b>Special Topics In English: Research Methodologies</b> This course has not run in many years even after attempts to advertise it to generate student interest.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENG 90BH	<b>Honors Special Topics in English: Research Methodologies</b> This course has not run in many years even after attempts to advertise it to generate student interest.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KIN A40	<b>Karate, Beginning</b> Campuses Offering: MNR We have not taught any of these classes for over 4 years. We are cleaning up our inventory and since Norco and Moreno Valley already or are interested in teaching these courses, Riverside is excluding them.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A41	<b>Karate, Intermediate</b> Campuses Offering: MNR We have not taught any of these classes for over 4 years. We are cleaning up our inventory and since Norco and Moreno Valley already or are interested in teaching these courses, Riverside is excluding them.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A46	<b>Hatha Yoga, Beginning</b> Campuses Offering: MNR We have not taught any of these classes for over 4 years. We are cleaning up our inventory and since Norco and Moreno Valley already or are interested in teaching these courses, Riverside is excluding them.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A47	<b>Hatha Yoga, Intermediate</b> Campuses Offering: MNR We have not taught any of these classes for over 4 years. We are cleaning up our inventory and since Norco and Moreno Valley already or are interested in teaching these courses, Riverside is excluding them.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

# Courses

## Course Exclusions

M N R

KIN A55	<b>Slow Pitch Softball</b> Campuses Offering: NR No facility and no equipment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
REA 83	<b>College Reading and Thinking</b> This course is no longer offered, partly due to AB 705.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
REA 90	<b>Accelerated College Reading</b> This course is no longer offered, largely due to AB 705.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Course Inclusions

M N R

ADM 67	<b>Multimedia Animation</b> This course is part of Web Master: Web Design revised certificate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUS 814	<b>Business Skills: Professional Communication Basics</b> Including course as a part of a non-credit certificate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUS 817	<b>Business Skills: Professional Self-Management</b> Including course as a part of a non-credit certificate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CAT 814	<b>Business Skills: Professional Communication Basics</b> Including course as part of non-credit certificate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CAT 817	<b>Business Skills: Professional Self-Management</b> Including course as part of non-credit certificate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Course Major Modifications

M N R

ADJ 4	<b>Legal Aspects of Evidence</b> Add objectives, review of content and book selections. This course is due for the every 4 year review.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ADJ B2A	<b>Law Enforcement Pre-Academy</b> Add objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ C1D	<b>Basic Correctional Deputy Academy</b> CTE required update every 2 years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ C2A	<b>Adult Correctional Officer Supplemental Core Course</b> This course is being updated per CTE 2 year required review and to add objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ D4A	<b>Dispatcher Role Critical Incidents</b> CTE 2 year update.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ P4A	<b>PC 832 Arrest, Search and Seizure</b> Update the course, per requirement for CTE courses. Add Objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ R1C	<b>Regular Basic Course, Modular Format, Module I Training</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ S1A	<b>Supervisory Course</b> Add objectives and CTE required update.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ W10A	<b>PC 832 Firearms</b> POST has changed requirements. Students are no longer required to shoot the shotgun.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADM 2A	<b>Color Systems and File Management</b> To align with industry standards and to simplify student degree pathways, the following changes are being implemented.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ADM 2B	<b>Pre-press and Printing Substrates</b> To align with industry standards and to simplify student degree pathways, the following changes are being implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BUS 40	<b>Introduction to Global Business</b> Major course modification to align with NASBITE (North American Small Business International Trade Educators) delineation for accreditation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BUS 43	<b>Global Marketing</b> Major course modification to align to NASBITE (North American Small Business International Trade Educators) delineation for accreditation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BUS 46	<b>Global Trade</b> Major course modification to align with NASBITE (North American Small Business International Trade Educators) delineation for accreditation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BUS 48	<b>International Management</b> Major course modification to align with NASBITE (North American Small Business International Trade Educators) delineation for accreditation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CON 60	<b>Introduction to Construction</b> Update text edition, description, objectives, SLOs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CON 62	<b>Print Reading for Construction</b> Update text edition, description, objectives, SLOs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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# Courses

## Course Major Modifications

M N R

CON 68	<b>Simplified Engineering for Building Inspectors</b> Update text, objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
COS 10A	<b>Level I Hairstyling Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology hairstyling and the practice of hairstyling principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 10B	<b>Level II Hairstyling Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology hairstyling and the practice of hairstyling principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 10C	<b>Level III Hairstyling Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology hairstyling and the practice of hairstyling principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 1A	<b>Introduction to Cosmetology Level I</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology Acts, Rules and Regulations, and Disinfection and Sanitation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 1B	<b>Introduction to Cosmetology Level II</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 1C	<b>Cosmetology Business Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related business practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 20A	<b>Level I Chemical Texture Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles within chemical texture.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 20B	<b>Level II Chemical Texture Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles within chemical texture.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 30A	<b>Level I Haircutting Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles within haircutting.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 30B	<b>Level II Haircutting Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles within haircutting.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 30C	<b>Level III Haircutting Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles within haircutting.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 40A	<b>Level I Haircoloring and Bleaching Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles within haircoloring and bleaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 40B	<b>Level II Haircoloring and Bleaching Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles within haircoloring and bleaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 57A	<b>Level I Skin Care Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles within skin care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 57B	<b>Level II Skin Care Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles within skin care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 57C	<b>Level III Skin Care Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles within skin care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 60A	<b>Beginning Cosmetology Concepts</b> California State Board of Barbering and Cosmetology standard for technical and laboratory requirements in Cosmetology.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 60B	<b>Level II Cosmetology Concepts</b> California State Board of Barbering and Cosmetology standard for technical and laboratory requirements in Cosmetology.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 60C	<b>Level III Cosmetology Concepts</b> California State Board of Barbering and Cosmetology standard for technical and laboratory requirements in Cosmetology.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 60D	<b>Level IV Cosmetology Concepts</b> California State Board of Barbering and Cosmetology standard for technical and laboratory requirements in Cosmetology.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 60E	<b>Level V Cosmetology Concepts</b> California State Board of Barbering and Cosmetology standard for technical and laboratory requirements in Cosmetology.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 60E1	<b>Level V Cosmetology Concepts</b> Add objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 60E2	<b>Level V Cosmetology Concepts</b> Add objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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# Courses

## Course Major Modifications

M N R

COS 60F	<b>Remedial Training Course</b> Before entering this class,the student should be able to: 1. Work independently with minimal supervision, priorities their own time to perform task to requisite standards 2. Communicate effectively with students, patrons, instructors and staff. 3. Pass a exit examination according to California State Board of Barbering and Cosmetology rules and regulations requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 61A	<b>Level I Cosmetology Instructor Concepts A</b> Unit change and add assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 61B	<b>Lev II Cosmetology Instructor Concepts B</b> Unit change and add assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 62A	<b>Level I Esthetician Concepts</b> Update course outline as part of the program review process.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 62B	<b>Level II Esthetician Concepts</b> Updating course outline.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 64A	<b>Manicuring and Pedicuring</b> add assignment and update textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 64B	<b>Manicuring and Pedicuring</b> add assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 67A	<b>New Trends and Techniques in Hairdressing A</b> Add objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 67B	<b>New Trends and Techniques in Hairdressing B</b> Add objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 67C	<b>New Trends and Techniques in Hairdressing C</b> Add objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 67D	<b>New Trends and Techniques in Hairdressing D</b> Add objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 68A	<b>Principles and Practices of Competition Hairstyling</b> Add objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 68B	<b>Special Artistic Effects Used in Competition Hairstyling</b> Add objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 69A	<b>Mens Hair Design A</b> Add objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 69B	<b>Mens Hair Design B</b> Add objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 69C	<b>Mens Hair Designs C</b> Add objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 70A	<b>Level I Makeup and Hair Removal Concepts</b> As part of California State Board of Barbering and Cosmetology minimum standards for Cosmetology, this course was designed to relate the sciences and the practice of cosmetology principles within makeup and hair removal.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 70B	<b>Level II Makeup and Hair Removal Concepts</b> As part of California State Board of Barbering and Cosmetology minimum standards for Cosmetology, this course was designed to relate the sciences and the practice of cosmetology principles within makeup and hair removal.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 801	<b>Level VI Cosmetology Concepts</b> add assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 80A	<b>Level I Nail Care Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles within nail care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 80B	<b>Level II Nail Care Concepts</b> As part of program review and California State Board of Barbering and Cosmetology minimum standards for Cosmetology, this course was designed to relate the sciences and the practice of cosmetology principles within nail care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 811	<b>Cosmetology Teacher Training</b> update content.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 812	<b>Level II Esthetician Concepts</b> Update content.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 90A	<b>Level I Clinic Floor Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles within clinic floor and business practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 90B	<b>Level II Clinic Floor Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles within clinic floor and business practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 90C	<b>Level III Clinic Floor Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles within clinic floor and business practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

# Courses

## Course Major Modifications

M N R

COS 97A	<b>Cosmetology Theory Exam Readiness Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles within exam readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 97B	<b>Cosmetology Practical Exam Readiness Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles within exam readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 98A	<b>Esthetics Theory Exam Readiness Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles within exam readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 98B	<b>Esthetics Practical Exam Readiness Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of esthetics principles within exam readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 99A	<b>Manicure Theory Exam Readiness Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles within exam readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COS 99B	<b>Manicure Practical Exam Readiness Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of manicuring principles within exam readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ELE 64	<b>Programmable Logic Controllers using Allen Bradley PLCs</b> Update to title and content.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ELE 864	<b>Programmable Logic Controllers using Allen Bradley PLCs</b> Update to title and content.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
EMS 50	<b>Emergency Medical Technician</b> To revise Course Description, clarify limitations on enrollment, revise SLOs, provide greater detail related to Course Content, to clarify MOIs and related MOEs, to add required sample assignments, and to update Course Materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMS 51	<b>Emergency Medical Services-Basic Clinical/Field</b> To revise Course Description, clarify limitations on enrollment, revise SLOs, provide greater detail related to Course Content, to clarify MOIs and related MOEs, to add required sample assignments, and to update Course Materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMS 59	<b>Paramedic Preparation</b> This is a preparatory class to introduce the student to the rigors of the paramedic program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMS 60	<b>Patient Assessment and Airway Management</b> To revise Course Description, clarify limitations on enrollment, revise SLOs, provide greater detail related to Course Content, to clarify MOIs and related MOEs, to add required sample assignments, and to update Course Materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMS 61	<b>Introduction to Medical Pathophysiology</b> To revise Course Description, clarify limitations on enrollment, revise SLOs, provide greater detail related to Course Content, to clarify MOIs and related MOEs, to add required sample assignments, and to update Course Materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMS 62	<b>Emergency Pharmacology</b> To revise Course Description, clarify limitations on enrollment, revise SLOs, provide greater detail related to Course Content, to clarify MOIs and related MOEs, to add required sample assignments, and to update Course Materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMS 63	<b>Cardiology</b> To revise Course Description, clarify limitations on enrollment, revise SLOs, provide greater detail related to Course Content, to clarify MOIs and related MOEs, to add required sample assignments, and to update Course Materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMS 70	<b>Trauma Management</b> To revise Course Description, clarify limitations on enrollment, revise SLOs, provide greater detail related to Course Content, to clarify MOIs and related MOEs, to add required sample assignments, and to update Course Materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMS 71	<b>Clinical Medical Specialty I</b> To revise Course Description, clarify limitations on enrollment, revise SLOs, provide greater detail related to Course Content, to clarify MOIs and related MOEs, to add required sample assignments, and to update Course Materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMS 80	<b>Medical Emergencies</b> To revise Course Description, clarify limitations on enrollment, revise SLOs, provide greater detail related to Course Content, to clarify MOIs and related MOEs, to add required sample assignments, and to update Course Materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMS 81	<b>Special Populations</b> To revise Course Description, clarify limitations on enrollment, revise SLOs, provide greater detail related to Course Content, to clarify MOIs and related MOEs, to add required sample assignments, and to update Course Materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMS 82	<b>Special Topics</b> To revise Course Description, clarify limitations on enrollment, revise SLOs, provide greater detail related to Course Content, to clarify MOIs and related MOEs, to add required sample assignments, and to update Course Materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMS 83	<b>Clinical Medical Specialty II</b> To revise Course Description, clarify limitations on enrollment, revise SLOs, provide greater detail related to Course Content, to clarify MOIs and related MOEs, to add required sample assignments, and to update Course Materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMS 90	<b>Assessment Based Management</b> To revise Course Description, clarify limitations on enrollment, revise SLOs, provide greater detail related to Course Content, to clarify MOIs and related MOEs, to add required sample assignments, and to update Course Materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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# Courses

## Course Major Modifications

M N R

EMS 91	<b>Paramedic Field Internship</b> To revise Course Description, clarify limitations on enrollment, revise SLOs, provide greater detail related to Course Content, to clarify MOIs and related MOEs, to add required sample assignments, and to update Course Materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENE 10	<b>Introduction to Engineering</b> To align with UC standards	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ENE 39	<b>Engineering Circuit Analysis</b> Maintain Alignment with C-ID and update textbooks.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ENE 40	<b>Material Science and Engineering</b> This course is required for mechanical engineering pathways students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ENE 41	<b>Engineering Graphics</b> Course required for mechanical engineering pathways students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ENG 1A	<b>English Composition</b> We did a major modification just last fall, but now that the ESL package is going to move through curriculum and has the course number for the class that leads to 1A, we needed to add it as a pre-req. Since we were opening it up as a major mod anyway, some colleagues wanted to tinker with the SLOs to make them more directly assessable.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ENG 1AH	<b>Honors English Composition</b> We did a major modification just last fall, but now that the ESL package is going to move through curriculum and has the course number for the class that leads to 1A, we needed to add it as a pre-req. Since we were opening it up as a major mod anyway, some colleagues wanted to tinker with the SLOs to make them more directly assessable.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ENG 30	<b>Children's Literature</b> Reduced the SLOs and added objectives as part of our regular course review process. We also updated Course Materials.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ENG 40	<b>World Literature I: From Ancient Literatures to the Seventeenth Century</b> We streamlined the SLOs for assessment, created course objectives, and updated the textbook section.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ENG 41	<b>World Literature II: Seventeenth Century Through the Present</b> We streamlined the SLOs for assessment, created course objectives, and updated the textbook section.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ENG 48	<b>Short Story and Novel from the Twentieth Century to the Present</b> The English discipline did a huge overhaul of nearly all lit classes last fall to add objectives and reduce SLOs in Fall 2018. This was one of a handful that got left behind to pick up this year. Those are the primary changes we've made here.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ENG 9	<b>Introduction to Shakespeare</b> We streamlined the SLOs for assessment, created course objectives, and updated the textbook section.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
FIT 2	<b>Fire Behavior and Combustion</b> This course is an appropriate course for hybrid delivery. Students in the program would benefit by having the course as a hybrid option. Some of our students are currently employed in the fire service and are on-shift during traditional in-class sessions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FIT 4	<b>Building Construction for Fire Protection</b> Update per Title V requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FIT M20	<b>Personal Philosophy-Leadership</b> Major Update	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FIT M21	<b>Leading Others Ethically</b> Update	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FIT M22	<b>Ethical Leadership in Organizations</b> To revise Course Description, clarify limitations on enrollment, revise SLOs, provide greater detail related to Course Content, to clarify MOIs and related MOEs, to add required sample assignments, and to update Course Materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FIT M23	<b>Ethics and the Challenge of Leadership</b> To revise Course Description, clarify limitations on enrollment, revise SLOs, provide greater detail related to Course Content, to clarify MOIs and related MOEs, to add required sample assignments, and to update Course Materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GUI 46	<b>Introduction to the Transfer Process</b> Adding Course Objectives	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
GUI 47	<b>Career Exploration and Life Planning</b> Adding course objectives; updating SLO's, content and textbooks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
GUI 48	<b>College Success Strategies</b> Added Course Objectives	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HIS 11	<b>Military History of the United States to 1900</b> Update most fields in COR. Includes new course objectives, updates readings and brings student learning outcomes into line with current discipline standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HIS 12	<b>Military History of the United States Since 1900</b> Reduced SLOs, updated content and course materials, created Course Objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HUM 35	<b>Philosophy of Religion</b> Adding objectives and revising SLOs; updating texts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KIN 10	<b>Introduction to Kinesiology</b> Add learning objectives, update course materials, course content.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KIN 23	<b>Volleyball Coaching Theory</b> Add learning objectives, update course content, course materials and course assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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# Courses

## Course Major Modifications

M N R

KIN 42	<b>Lifeguarding/Title 22 First Aid/Water Safety Instructor</b> Add learning objectives, update course content and course materials and updated the requisites.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A43	<b>T'ai-chi Ch'uan, Beginning</b> Update course SLO's and course materials.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A44	<b>T'ai-chi Ch'uan, Intermediate</b> Update course SLO's and course materials.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A46	<b>Hatha Yoga, Beginning</b> Add learning objectives, update course content, course materials and sample assignments.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A47	<b>Hatha Yoga, Intermediate</b> Add learning objectives. update SLO's, course content, course materials and sample assignments.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A62	<b>Flag Football</b> Updated the course materials, course content and SLO's. Also, added learning objectives.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A71	<b>Beach Volleyball</b> Add learning objectives, update SLO's, course content, sample assignments and course materials. Implement a name change from Sand volleyball to Beach volleyball per the NCAA name change.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A75A	<b>Walking for Fitness: Beginning</b> Adding learning objectives, updating course materials, sample assignments and SLO's.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A75B	<b>Walking for Fitness: Intermediate</b> Adding learning objectives, updating course materials, sample assignments and SLO's.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A81A	<b>Cardio and Strength Training, Beginning</b> We want to change the name from Physical Fitness to Cardio and Strength Training, Beginning. Added learning objectives, updated the course content, course materials and sample assignments.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A81B	<b>Cardio and Strength Training, Intermediate</b> We are changing the name of the course from Physical Fitness to Cardio and Strength Training, Intermediate. Update the course materials, course content and sample assignments.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A81C	<b>Cardio and Strength Training, Advanced</b> We want to change the name of the course from Physical Fitness to Cardio and Strength Training, Advanced. Also, add learning objectives, update course materials, course content and sample assignments.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KIN V01	<b>Cross Country, Varsity, Men</b> Add learning objectives, update course content, course materials and sample assignments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KIN V06	<b>Track and Field, Varsity, Men</b> Add learning objectives, update SLO's, course content and course materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
KIN V12	<b>Cross Country, Varsity, Women</b> Add learning objectives and update course content, course materials and SLO's.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KIN V14	<b>Track and Field, Varsity, Women</b> Update course materials, course content and add learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
KIN V26	<b>Song/Cheerleading</b> Add learning objectives, update course content, course materials and sample assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
KIN V27	<b>Stunt</b> Changing the TOPS code to Intercollegiate athletics since the course is for the Stunt team.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
KIN V33	<b>Track and Field Techniques: Running Event Techniques</b> Add learning objectives update SLO's, course content and sample assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
KIN V34	<b>Track and Field Techniques: Field Event Techniques</b> Add learning objectives, update course content, course materials and sample assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
KIN V50	<b>Baseball Fundamentals, Defensive</b> Add learning objectives, update course content, course materials and sample assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
KIN V51	<b>Baseball Fundamentals, Offensive</b> Add learning objectives, update course content, course materials and sample assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
KIN V71	<b>Women's Beach Volleyball</b> Add learning objectives, update course content, course materials, methods of instructions and evaluation, and course SLO's. Change the name from Women's sand volleyball to women's beach volleyball due to NCAA name change.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
KIN V78	<b>Long Distance Running</b> Update the course materials, SLO's and add learning objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KIN V92	<b>Weight Training, Varsity Athletes</b> Add course learning objectives, update SLO's and update course materials. update description.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MAN 64	<b>Programmable Logic Controllers using Allen Bradley PLCs</b> Update to title and content.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MAT 32	<b>Introduction to Symbolic Logic</b> Need to add objectives and revise SLOs; texts need updating.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

# Courses

## Course Major Modifications

M N R

MDA 60	<b>Survey of Human Disease Processes</b> Updating textbooks and changing the requisite of Medical Terminology (MDA-10) from corequisite to advisory. This course is used to meet prerequisite requirements for programs at other colleges that do not have terminology. Having MDA-10 as a corequisite creates an unnecessary barrier for those students who may have taken or be taking terminology at their home college.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MDA 61	<b>Pharmacology for Medical Office Personnel</b> Updating textbooks and changing the requisite of Medical Terminology (MDA-10) from prerequisite to advisory. This course is used to meet prerequisite requirements for programs at other colleges that do not have terminology. Having MDA-10 as a corequisite creates an unnecessary barrier for those students who may have taken or be taking terminology at their home college.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MIL 1	<b>Military History of the United States to 1900</b> Update most fields in COR. Includes new course objectives, updates readings and brings student learning outcomes into line with current discipline standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MIL 2	<b>Military History of the United States Since 1900</b> Reduced SLOs, updated content and course materials, created Course Objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MUS 20	<b>Great Composers and Music Masterpieces Before 1820</b> Update course materials and add objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MUS 21	<b>Great Composers and Music Masterpieces After 1820</b> Align with new GE Outcomes and update course materials. Add objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MUS 29	<b>Concert Choir</b> Update course objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MUS 58	<b>Gospel Choir</b> Update course objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MUS P76	<b>Advanced Piano Ensemble</b> Updating units/hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NRN 18	<b>Transition Course for Advanced Placement Students</b> Update course materials and add in objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NRN 21B	<b>Nursing Learning Laboratory</b> Updating Course Materials and adding objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NRN 21C	<b>Nursing Learning Laboratory</b> Updating Course Materials and adding objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NRN 93	<b>Calculations for Healthcare Providers</b> To revise for congruency with RCC COR format (addition of objectives) and add required textbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NVN 55A	<b>Vocational Nursing Practice and Nutrition Across the Lifespan</b> Updating to meet COR requirements (addition of objectives).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NVN 55B	<b>Principles of Pathophysiology</b> Updating to meet COR requirements (addition of objectives). Update Biology prerequisite numbers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NXN 78	<b>Pharmacology in Clinical Nursing Practice</b> Update to current COR requirements and update textbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PHI 10	<b>Introduction to Philosophy</b> Need to add objectives and revise SLOs; texts need updating.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PHI 10H	<b>Honors Introduction to Philosophy</b> Need to add objectives and revise SLOs; texts need updating.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PHI 11	<b>Critical Thinking</b> Need to add objectives and revise SLOs; texts need updating.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PHI 12	<b>Introduction to Ethics</b> Need to add objectives and revise SLOs; texts need updating.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PHI 19	<b>Native American Thought</b> Update SLO's, Methods of Instruction, Methods of Evaluation, and Course Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PHI 22	<b>Philosophy of Science</b> Adding course objectives; revising course SLOs; updating and adding to recommended textbooks list	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PHI 32	<b>Introduction to Symbolic Logic</b> Need to add objectives and revise SLOs; texts need updating.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PHI 33	<b>Introduction to Social and Political Philosophy</b> Updated COR to aligned SLOs with GESLOs; updated Entry Level Skills; added Sample Assignment; updated books.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PHI 35	<b>Philosophy of Religion</b> Adding objectives and revising SLOs; updating texts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PSY 48	<b>Statistics for the Behavioral Sciences</b> This course is required for the Psychology AA-t and recommended for Sociology AA-t. This is designed to line up with the goals and learning outcomes of C-ID descriptor SOC-125.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SOC 48	<b>Statistics for the Behavioral Sciences</b> Cross-listed with PSY-48	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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# Courses

## Course Minor Modifications

M N R

ADJ A13A	<b>Drug Use Recognition</b> CTE requirement of updating curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ A14A	<b>Search Warrant Preparation Workshop</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ A14B	<b>Search Warrant Execution</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ A29A	<b>Courtroom Testimony/Demeanor</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ A31A	<b>Civil Procedures, Advanced (POST)</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ A44A	<b>Laser Operator</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ A48A	<b>Basic Criminal Investigation</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ B1B	<b>Basic Peace Officer Training Academy</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ B3A	<b>Basic Community Service Officer Academy</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ D1A	<b>Basic Public Safety Dispatch Course</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ D1B	<b>Dispatcher Update, Public Safety</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ D3A	<b>Dispatch Upd- Handling the Rising Tide of Suicide</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ D5A	<b>Dispatcher Public Safety Advanced</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ D6A	<b>Dispatcher, Crisis Negotiations</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ R1A2	<b>Level III Modular Academy Training</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ R1B	<b>Level II Modular Academy Training</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ T1A	<b>Traffic Collision Investigation: Basic</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ T1B	<b>Intermediate Traffic Collision Investigation</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ T1C	<b>Traffic Collision Investigation, Advanced</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ T1D	<b>Traffic Collision Reconstruction</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADJ T2A	<b>Radar Operations</b> CTE requirement to review and update curriculum every 2 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Extensive Labs

M N R

BIO 21	<b>California Naturalist</b> The laboratory for BIO-21 : California Naturalist requires extensive preparation and student evaluation, thus should be paid at the lecture rate.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MAT 1C	<b>Calculus III</b> The Riverside City College (RCC) Math Department believes the 18 hours of Lab for Math 1C meets the criteria outlined in Article X Section F 2a-2c. Therefore, this proposal is to request the reclassification of Math 1C lab hours as lab hours requiring extensive preparation and student evaluation.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MAT 23	<b>Trigonometry &amp; Precalculus</b> The Riverside City College (RCC) Math Department believes the lab hours to Math 23 meet the criteria outlined in Article X Section F 2a-2c. Therefore, this is a proposal to request the reclassification of Math 23 lab hours as lab hours requiring extensive preparation and student evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## New Courses

M N R

ADJ 41	<b>Computers &amp; Investigative Analysis</b> This is a new course offering and will eventually become part of a certificate and AS degree in Administration of Justice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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# Courses

## New Courses

M N R

ADJ 9H	<b>Honors Law in American Society</b> Expand Administration of Justice Honors curriculum offerings.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AIR 30	<b>Residential System Installation</b> Designed to train students in the area of residential HVAC installation. This will prepare students for entry level jobs in the HVAC industry.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AIR 61A	<b>Beginning Air Conditioning and Refrigeration 1</b> Basic Air Conditioning and Refrigeration theory designed to prepare students for employment in the HVAC/R field of employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AIR 61B	<b>Advanced Air Conditioning and Refrigeration II</b> A more advanced look at Air Conditioning and Refrigeration theory designed to expand on AIR-61A and to prepare students for employment in the HVAC/R field of employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AIR 64A	<b>Beginning Air Conditioning and Refrigeration Electricity</b> Introduction to electrical theory and the basic electrical components of HVAC/R systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AIR 64B	<b>Advanced Air Conditioning and Refrigeration Electricity II</b> Designed to expand on AIR-64A. Students will start working with more advanced electrical systems and schematics to prepare them for employment in the HVAC/R field.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AIR 75	<b>HVAC/R Systems Design</b> The basics of how we determine sizing for HVAC/R systems in various settings. Students will gain knowledge in heat transfer thru a variety of different materials used in the building trades.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AIR 76	<b>Facilities Maintenance/Chillers</b> Class is designed to prepare students for employment in the HVAC field. Designed for larger commercial buildings and Hospitals.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AIR 77	<b>Energy Conservation Methods for HVACR</b> This course is developed to meet the goals of the California Energy Efficiency Strategic Plan (CEESP) which mandates that 100 percent of all new homes in California will be Zero Net Energy starting in 2020 and 50 percent of commercial buildings by 2030.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AIR 78	<b>Safe Refrigerant Handling &amp; Management</b> Basics of safe refrigerant handling and preparation for the EPA 608 test which is mandatory for anyone working in the HVAC/R field.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AIR 80	<b>Gas Heating</b> The basics of gas fired heating. This will help to prepare students for employment in the HVAC field.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AIR 83	<b>All Weather Heating &amp; Cooling System</b> The design and operation of Heat-Pumps. This will help to prepare students for employment within the residential as well as the light commercial areas or the HVAC field for employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AIR 84	<b>Boiler and Hydronic Heating</b> This course is developed to meet the goals of the California Energy Efficiency Strategic Plan (CEESP) which mandates that 100 percent of all new homes in California will be Zero Net Energy starting in 2020 and 50 percent of commercial buildings by 2030.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AIR 90	<b>Building Automation Fundamentals</b> The basics of building automation. This will explain how it works and why we use it in larger building design. Class will be the first step in the Energy Management systems used in commercial buildings and Hospitals.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AIR 91	<b>Advanced Building Control Networks</b> Designed to build on the knowledge gained in AIR-90. This class is designed to complete students training in the installation and the end user areas of Building Automation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AIR 92	<b>Advanced Building Automation Networks and Programming</b> Programing class for students who will move into the Direct Digital Controls area of the Building Automation field.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AUT 801	<b>ASE Test Preparation- Engine Repair</b> This course will supplement current curricular offerings in Automotive. The course will provide additional support to students, and help prepare those currently in the workforce to obtain higher wages.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AUT 802	<b>ASE Test Preparation- Automatic Transmission/ Transaxle</b> This course will supplement current curricular offerings in Automotive. The course will provide additional support to students, and help prepare those currently in the workforce to obtain higher wages.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AUT 803	<b>ASE Test Preparation- Manual Drive Train and Axles</b> This course will supplement current curricular offerings in Automotive. The course will provide additional support to students, and help prepare those currently in the workforce to obtain higher wages.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AUT 804	<b>ASE Test Preparation - Suspension and Steering</b> This course will supplement current curricular offerings in Automotive. The course will provide additional support to students, and help prepare those currently in the workforce to obtain higher wages.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AUT 805	<b>ASE Test Preparation- Brakes</b> This course will supplement current curricular offerings in Automotive. The course will provide additional support to students, and help prepare those currently in the workforce to obtain higher wages.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AUT 806	<b>ASE Test Preparation- Electrical/Electronic Systems</b> This course will supplement current curricular offerings in Automotive. The course will provide additional support to students, and help prepare those currently in the workforce to obtain higher wages.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

# Courses

## New Courses

M N R

AUT 807	<b>ASE Test Preparation- Heating and Air Conditioning</b> This course will supplement current curricular offerings in Automotive. The course will provide additional support to students, and help prepare those currently in the workforce to obtain higher wages.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AUT 808	<b>ASE Test Preparation- Engine Performance</b> This course will supplement current curricular offerings in Automotive. The course will provide additional support to students, and help prepare those currently in the workforce to obtain higher wages.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AUT 811	<b>ASE Test Preparation- Advanced Engine Performance</b> This course will supplement current curricular offerings in Automotive. The course will provide additional support to students, and help prepare those currently in the workforce to obtain higher wages.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BUS 840	<b>Introduction to Global Business</b> This is a new non-credit course mirroring a credit BUS 40 course. BUS 40 is under major course modification to align with NASBITE (North American Small Business International Trade Educators) delineation for accreditation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BUS 843	<b>Global Marketing</b> Non-Credit course created mirroring BUS 43 Global Marketing course. BUS 43 is under major modification to align to NASBITE (North American Small Business International Trade Educators) delineation for accreditation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BUS 846	<b>Global Trade</b> Non-Credit course created mirroring BUS 46 Global Marketing course. BUS 46 is under major modification to align to NASBITE (North American Small Business International Trade Educators) delineation for accreditation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BUS 848	<b>Global Management</b> Non-Credit course created mirroring BUS 48 Global Marketing course. BUS 48 is under major modification to align to NASBITE (North American Small Business International Trade Educators) delineation for accreditation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CAT 831	<b>Word Processing Skills: Editing and Formatting Documents</b> This course is a part of a noncredit CDCP program, BIW Skill Builders: Computer Applications for the Workplace Certificate of Competency.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CAT 832	<b>Spreadsheet Skills: Creating and Formatting Workbooks</b> This course is a part of a noncredit CDCP program, BIW Skill Builders: Computer Applications for the Workplace Certificate of Competency.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CAT 833	<b>Presentation Software Skills: Creating and Formatting Presentations</b> This course is a part of a noncredit CDCP program, BIW Skill Builders: Computer Applications for the Workplace Certificate of Competency.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CAT 92	<b>Adobe Acrobat</b> This course was created for the CAT program certificates and is in alignment with the state BIW curriculum and C-ID BSOT 125 X.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CIS 30A	<b>Introduction to Python Programming</b> To support California Community College mission by promoting higher education and create a skilled, progressive workforce that will advance the state's interests. This course builds essential networking skills for students who are pursuing IT Technician Pathway, Cybersecurity and Computer Science degrees and/or certificates, which will promote Career & Technical Education (CTE) and employment growth state-wide. This course provides the basic scripting and programming skillsets that can be applied to cybersecurity, Internet of Things, game and web development and computer science.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CIS 30B	<b>Python Programming in Networking</b> This course is the continuation of CIS30A, with focus on networking. Python programming knowledge is highly demanded in security and networking fields due to the use of Python on web, app and automation processes across the networks. To support California Community College vision and CTE growth, this course is designed to provide technical skills and knowledge that will fulfill cybersecurity professional demands in the labor market. It will also help advance Cybersecurity Healthcare and Cybersecurity programs at the college.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CIS 30C	<b>Python Programming in Cybersecurity</b> To support California Community College mission by promoting higher education and create a skilled, progressive workforce that will advance the state's interests. This course builds essential programming skills for students who are pursuing IT Technician Pathway degree and/or certificate, which will promote Career & Technical Education (CTE) and employment growth state-wide. This course concepts will enhance student programming and technical skills for student future career in system development, cybersecurity, system administration or other employment opportunities in the computing field. This course provides additional advantage to students who pursue cybersecurity and development industries as Python is one of the most demanded programming languages.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CIS 30D	<b>Python Programming for Internet of Things (IoT)</b> To support California Community College mission by promoting higher education and create a skilled, progressive workforce that will advance the state's interests. This course builds essential programming skills for students who are pursuing IT Technician Pathway degree and/or certificate, which will promote Career & Technical Education (CTE) and employment growth state-wide. While Python remains one of the most demanded programming language, this course enhances student skills by leveraging the Internet of Things development and expansion.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CIS 30E	<b>Advanced Python Programming</b> To support California Community College mission by promoting higher education and create a skilled, progressive workforce that will advance the state's interests. This course builds essential programming skills for students who are pursuing IT Technician Pathway degree and/or certificate, which will promote Career & Technical Education (CTE) and employment growth state-wide. While Python remains one of the most demanded programming language, this course enhances student skills by leveraging the Internet of Things development and expansion.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Courses

## New Courses

M N R

<b>CIS 40A</b>	<b>Computer Network Fundamentals</b> In support of California Community College IT Technician Pathway program and Career Technical Education growth, this course will provide students with the essential network concepts and prepare them for industry certification, Network+, which can be a tool in student entry-level IT career. Labor Market shows that there is 19.8% increase in Computer Network Support positions in California, 3.4% annual job openings in Computer Networking in Riverside/San Bernardino counties. This course is a core requirement for IT Systems Sales and Support Certificate. This course is aligned with CCC's ITIS150.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>CIS 40B</b>	<b>Network Routing &amp; Switching Essentials</b> To support California Community College mission by promoting higher education and create a skilled, progressive workforce that will advance the state's interests. This course builds essential networking skills for students who are pursuing IT Technician Pathway degree and/or certificate, which will promote Career & Technical Education (CTE) and employment growth state-wide. This course is aligned with CCC's ITIS 151.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>CIS 40C</b>	<b>Installing, Configuring and Administering Microsoft Operating Systems</b> This course is built to support California Community College mission in expanding opportunities to the community in technical education development, and to aid Career and Technical Education growth based on IT Technician Pathway. This course establishes the foundation skills and knowledge for IT Technician Pathway and cybersecurity with healthcare emphasis.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>CIS 40D</b>	<b>Systems and Network Administration</b> To support California Community College missions, this course will build necessary skills for students who are pursuing IT Technician Pathway, which will promote Career and Technical Education growth in the community. This course build IT skillsets for cybersecurity courses and can be applied to IT Technician Pathway career tracks. It is aligned with CCC's ITIS 155.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>CIS 41A</b>	<b>Principles of Cybersecurity Analysis</b> This course accommodates California ICT-D IT Technician Pathway that will promote Career & Technical Education, which will provide students with the opportunities to seek technical careers to support community economic growth. This course builds the base skills and knowledge for IT and cybersecurity with healthcare emphasis.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>COS 30D</b>	<b>Level IV Haircutting Barbering Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Cosmetology and Barbering related sciences and the practice of cosmetology and barbering principles within haircutting.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>COS 95A</b>	<b>Hairstyling Theory Exam Readiness</b> California State Board of Barbering and Cosmetology minimum standard for Hairstyling related sciences and the practice of hairstyling principles within exam readiness.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>COS 95B</b>	<b>Hairstyling Practical Exam Readiness</b> California State Board of Barbering and Cosmetology minimum standard for Hairstyling related sciences and the practice of hairstyling principles within exam readiness.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>COS 96A</b>	<b>Barbering Theory Exam Readiness Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Barbering related sciences and the practice of barber principles within exam readiness.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>COS 96B</b>	<b>Barbering Practical Exam Readiness Concepts</b> California State Board of Barbering and Cosmetology minimum standard for Barbering related sciences and the practice of barbering principles within exam readiness.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>CUL 50</b>	<b>ServSafe Food Safety</b> This course will provide an in depth study of the current requirements for food service workers and the 2 unit requirement will fulfill the prerequisite to Culinary 46 and the certification requirement of the American Culinary Federation (ACF).	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>CUL 824</b>	<b>The Art Of Garde Manger</b> This course is required for those in the Riverside City College Cook & Pastry Apprenticeship Program. It is one of several courses taken by the apprentices to fulfill their subject related course requirement.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>CUL 842</b>	<b>International Cuisine</b> This course is a required subject related course within the Riverside City College Cook & Pastry Apprenticeship Program. Each apprentice is required to take this course in order to complete all the knowledge areas and contact hours in the program.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>CUL 850</b>	<b>ServSafe Food Safety</b> This noncredit course will provide an in depth study of the current requirements for food service workers and the 30 hour requirement will fulfill the certification requirement of the American Culinary Federation (ACF).	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>CUL 875</b>	<b>Introduction to Math for Baking Professionals</b> The purpose of this course is to provide a fundamental understanding of math skills as they are applied in the professional bakery environment. This course will be the first in a series towards a local certificate in Math Skills for Professional Bakers.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>CUL 876</b>	<b>Introduction to Cost Control for Professional Bakers</b> The purpose of this course is to provide a fundamental understanding of cost control as they are applied in the professional baking environment. This course will be the second in a series towards a local certificate in Math Skills for the Professional Baker.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>CUL 877</b>	<b>Baker's Percentages and Recipe Conversion</b> The purpose of this course is to provide a better understanding of Baker's Percentages and how they work, and why they're beneficial for a baker. This course will be the third in a series towards a local certificate in Math Skills for the Professional Baker.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>CUL 878</b>	<b>Cost Control for Baking &amp; Pastry</b> This course is the last in a series of four consecutive courses towards a local certificate in Math Skills for the Professional Baker. All of the material learned in previous set of courses, will now be applied as it relates to understanding SPECS sheets, to costing of ingredients, to assigning the menu price.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>

# Courses

## New Courses

M N R

ELE 67	<b>Programmable logic controllers using Siemens</b> Industry advisory is requesting that students know both Siemens and Allen Bradley controllers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ENE 48	<b>Programming and Problem-Solving in MATLAB</b> New course to align with C-ID and future anticipated AD-T.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ENG 38A	<b>Screenwriting: Beginning</b> New course created to make screenwriting a leveled course.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ENG 38B	<b>Screenwriting: Intermediate</b> New course created to make screenwriting a leveled course	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ENG 38C	<b>Screenwriting: Advanced</b> New course to make screenwriting a leveled course	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ESL 46	<b>Beginning American College English</b> In order to comply with the suggests made by the Chancellor's Office to meet AB705 requirements, the ESL discipline is removing our existing ESL sequence and creating multi-skills classes which transition directly from credit ESL to transfer-level English and provide both a credit and non-credit track for in-coming students. This class is the lowest American College English class and is designed to allow students such as those who have completed adult education to matriculate to college academic or CTE courses.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ESL 47	<b>Low-Intermediate American College English</b> In order to comply with the suggests made by the Chancellor's Office to meet AB705 requirements, the ESL discipline is removing our existing ESL sequence and creating multi-skills classes which transition directly from credit ESL to transfer-level English and provide both a credit and non-credit track for in-coming students. This class is four levels below transfer-level English.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ESL 48	<b>Intermediate American College English</b> In order to comply with the suggests made by the Chancellor's Office to meet AB705 requirements, the ESL discipline is removing our existing ESL sequence and creating multi-skills classes which transition directly from credit ESL to transfer-level English and provide both a credit and non-credit track for in-coming students. This class is three levels below transfer-level English.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ESL 49	<b>High-Intermediate American College English</b> In order to comply with the suggests made by the Chancellor's Office to meet AB705 requirements, the ESL discipline is removing our existing ESL sequence and creating multi-skills classes which transition directly from credit ESL to transfer-level English and provide both a credit and non-credit track for in-coming students. This class is two levels below transfer-level English.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ESL 50	<b>Advanced American College English</b> In order to comply with the suggests made by the Chancellor's Office to meet AB705 requirements, the ESL discipline is removing our existing ESL sequence and creating multi-skills classes which transition directly from credit ESL to transfer-level English and provide both a credit and non-credit track for in-coming students. This class is one level below transfer-level English.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ESL 846	<b>Beginning American College English</b> In order to comply with the suggestions made by the Chancellor's Office to meet AB705 requirements, the ESL discipline is removing our existing ESL sequence and creating multi-skills classes which transition directly from credit ESL to transfer-level English and provide both a credit and non-credit track for in-coming students. This class is the lowest American College English class and is designed to allow students such as those who have completed adult education to matriculate to college academic or CTE courses.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ESL 847	<b>Low-Intermediate American College English</b> In order to comply with the suggests made by the Chancellor's Office to meet AB705 requirements, the ESL discipline is removing our existing ESL sequence and creating multi-skills classes which transition directly from credit ESL to transfer-level English and provide both a credit and non-credit track for in-coming students. This class is four levels below transfer-level English.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ESL 848	<b>Intermediate American College English</b> In order to comply with the suggests made by the Chancellor's Office to meet AB705 requirements, the ESL discipline is removing our existing ESL sequence and creating multi-skills classes which transition directly from credit ESL to transfer-level English and provide both a credit and non-credit track for in-coming students. This class is three levels below transfer-level English.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ESL 849	<b>High-Intermediate American College English</b> In order to comply with the suggests made by the Chancellor's Office to meet AB705 requirements, the ESL discipline is removing our existing ESL sequence and creating multi-skills classes which transition directly from credit ESL to transfer-level English and provide both a credit and non-credit track for in-coming students. This class is two levels below transfer-level English.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ESL 850	<b>Advanced American College English</b> In order to comply with the suggests made by the Chancellor's Office to meet AB705 requirements, the ESL discipline is removing our existing ESL sequence and creating multi-skills classes which transition directly from credit ESL to transfer-level English and provide both a credit and non-credit track for in-coming students. This class is one level below transfer-level English.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

# Courses

## New Courses

M N R

EST 10	<b>Industrial Calculations</b> The Energy Systems Technology (EST) (TOP code 0946.10), Associates of Science Degree is developed to offer students a broad overview of the advanced energy industry and includes cross-disciplinary courses in Energy Systems Technology (EST), Environmental Control Technology (HVACR), Electrical Systems and Power transmission, Architectural Technology, Construction Crafts Technology, Electrical, Constructions Management Technology, Computer Information Systems, Welding Technology, and Construction Inspection. The completion of the Energy Systems Technology (EST) AS degree is especially advantageous for the student who has the goal to obtain leadership positions. Electives are selected to support a concentration on industry specialties. Students will have the options to focus on particular energy sectors by choosing from various depths of study: Renewable Energy and Battery Storage Control Systems, Advanced Lighting Systems, or Environmental Control Systems. The student may choose their elective based on their immediate energy educational goals. The student may also continue completing additional elective courses, combining other defined degrees within the Energy, Construction, and Utilities (EUC) industry. Students will have the technical background that can lead to multiple industry-recognized credentials and careers as an Energy Auditor, Energy Consultant, Commissioning Technician, Zero Net Energy Technician, Green HVAC Technician, Building Operator, Construction Manager, Building Inspector, Advanced Lighting Technician, Construction Specialist, and Solar PV/Battery Storage Technician (aka Alternative Energy).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EST 15	<b>Zero Net Energy Building Science</b> Proposed as a part of a new program in the EST discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EST 20	<b>California Energy Codes</b> Proposed as a part of a new program in the EST discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EST 200	<b>Energy Systems Technology Work Experience</b> Proposed as a part of a new program in the EST discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EST 21	<b>California Building Codes</b> Proposed as a part of a new program in the EST discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EST 22	<b>California Mechanical Codes</b> Proposed as a part of a new program in the EST discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EST 23	<b>California Plumbing Codes</b> Proposed as a part of a new program in the EST discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EST 24	<b>California Electrical Codes</b> Proposed as a part of a new program in the EST discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EST 25	<b>California Residential Codes</b> Proposed as a part of a new program in the EST discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EST 26	<b>California Fire Codes</b> Proposed as a part of a new program in the EST discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EST 30	<b>Architectural Blueprint Reading</b> Proposed as a part of a new program in the EST discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EST 32	<b>Architectural Practice I</b> Proposed as a part of a new program in the EST discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EST 33	<b>Materials of Construction</b> Proposed as a part of a new program in the EST discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MAN 67	<b>Programmable logic controllers using Siemens</b> Industry advisory is requesting that students know both Siemens and Allen Bradley controllers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NNA 80	<b>Nursing Assistant Training Program (NATP)</b> Discipline name change from HET to NNA.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NNA 80A	<b>Nursing Learning Laboratory</b> To provide students enrolled in NATP program an additional lab option that won't interfere with required or optional lab courses if accepted in the VN and ADN programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NNA 80B	<b>Nursing Learning Laboratory</b> To provide students enrolled in NATP program an additional lab option that won't interfere with required or optional lab courses if accepted in the VN and ADN programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NNA 81	<b>Certified Home Health Aide</b> To provide additional pathway/certification for students who have obtained certification as a nursing assistant. Labor Market Data demonstrates a need for this certificate in the Inland Empire. Employment for home health aides is expected to increase by 65% through 2022 in the Inland Empire/Desert Region, the fastest rate among the nursing occupations. A total of 3,940 job openings will be available over the next five years. Based on the average annual number of program completions (24 annual average credentials), and the annual openings for home health aides in the local region (788 annual job openings), there appears to be an opportunity for program growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NNA 86	<b>Acute Care Nurse Assistant</b> To provide additional pathway/certification for students who have obtained certification as a nursing assistant. Labor Market Data demonstrates a need for this certificate in the Inland Empire. Employment for nursing assistants is expected to increase by 19% through 2022 in the Inland Empire/Desert Region. A total of 6,014 job openings will be available over the next five years. Based on the average annual number of program completions for the certified nurse assistant program (495 annual average credentials), and the annual openings for nursing assistants in the local region (1,203 annual job openings), there appears to be an opportunity for program growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Courses

### New Courses

M N R

<b>PDS 816</b>	<b>Personal Finance</b> This workforce preparation course is part of a proposed noncredit certificate on financial literacy and planning.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>PDS 817</b>	<b>Financial Future</b> This workforce preparation course is part of a proposed noncredit certificate on financial literacy and planning.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>PDS 818</b>	<b>The Successful Job Search</b> This course is part of a noncredit certificate	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>PHI 36</b>	<b>Asian Philosophy</b> Survey multicultural approaches to current and perennial questions in ethics, metaphysics, epistemology, and philosophy of mind. Contribute to global awareness and critical thinking while introducing students to basic philosophical questions that have been articulated and well-developed in non-EuroAmerican traditions. Survey philosophical, dialogical and argument-based discourses developed in diverse Asian cultural milieus. The course complements Humanities 10 by offering philosophical and theoretical discourses of Asian culture that are often overlooked by a strict focus on only historical and religious phenomena.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>REA 1</b>	<b>Reading Tutor Training</b> This class will train students to be reading tutors in the Writing and Reading Center as well as in Engagement Centers on campus. Students in this class will also eventually be able to earn a certificate that they can use beyond college.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

## Disciplines

### New Disciplines

M N R

<b>EST</b>	<b>Energy Systems Technology</b> The Energy Systems Technology (EST) (TOP code 0946.10), aligns with the Building Energy System Professional Degree. It is being developed to offer students a broad overview of the advanced energy systems industry and includes cross-disciplinary courses in Energy Systems Technology (EST), and Heating Ventilation and Air Conditioning (AIR). Courses being offered will provide educational certificates and degrees in building codes and inspection, as well as new HVAC offerings.  This discipline is also being developed to meet the goals of the California Energy Efficiency Strategic Plan (CEESP) which mandates that 100 percent of all new homes in California will be Zero Net Energy starting in 2020 and 50 percent of commercial buildings by 2030.  The EST discipline will offer certificates in Zero Net Energy, Building Automation Controls and Inspection Technology. In addition, there will be a degree option of Building Energy Systems Professional in HVAC Technology which meets the requirements of the BESP Strong workforce allocation.  Discipline will use existing facilities and equipment where needed.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>PSF</b>	<b>Public Safety</b> The Ben Clark Training Center consist of 4 disciplines that train and educate men and women of Public Safety. These 4 disciplines are ADJ, EMS, Fire and Homeland Security. Each of these discipline have content experts that teach these subjects and are limited to those courses in their discipline. The Public Safety Discipline is being created to house our Leadership and Honor Guard courses that train and educate all areas of Public Safety. The faculty that would teach this would come from all of 4 disciplines and would be able to teach in their discipline as well as Public Safety if they meet the minimum qualifications of that area. The PSET Department met at their last meeting and approved to create a 5th discipline named Public Safety in their department.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

## General Education

### General Education Modifications

M N R

<b>COM</b>	<b>GE Area B2 Revision Proposal Add 9/9H, 12, 13, 20</b> COM is requesting to add the above courses as options to Plan A area B2.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>COM</b>	<b>GE Area C Revision Proposal Add 11</b> COM would like to add the above course as an option to Plan A area C.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

# Programs

## New Programs

M N R

### ADT

<b>BIO</b>	<b>Environmental Science</b> The Associate in Science in Environmental Science for Transfer Degree (AS-T in Environmental Science) introduces the concepts and principles upon which environmental knowledge is based including the biological, chemical, and physical concepts underlying scientific theory and application to environmental issues. Students will develop skills for critical/analytical thinking, perceptive reading/observation and interpretation to apply to environmental concerns affecting our everyday lives. The AS-T in Environmental Science provides students with a core curriculum to develop key skills for applying biological, physical, and chemical principles to the study of the environment and developing solutions to environmental problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>CHE</b>	<b>Associate in Science in Chemistry for Transfer Degree</b> The Associate in Science in Chemistry for Transfer Degree (AS-T in Chemistry) introduces the concepts and principles upon which chemical knowledge is based, including chemical structures and nomenclature, stoichiometry and solving of chemical equations, the thermodynamics of chemical reactions, and theories of chemical bonding. Students will develop skills for critical/analytical thinking, perceptive reading/observation and interpretation. The Associate in Science in Chemistry to Transfer degree provides students with a core curriculum that will prepare them with the knowledge and skills required to earn a baccalaureate degree in chemistry.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>FTV</b>	<b>Film, Television, and Electronic Media</b> The Associate in Arts in Film, Television, and Electronic Media for Transfer degree is designed to prepare students to successfully transfer to the California State University System. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree Program in in Film, Television, and Electronic media; or a major deemed similar at a CSU campus. An Associates in Arts for Transfer Degree will be awarded upon successful completion of 18 units of FTV and FST and the general education requirements of one of the following IGETC, CSUGE. The intent of this degree is to assist students in seamlessly transferring to a CSU.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Certificate

<b>ADJ</b>	<b>Corrections</b> The corrections discipline provides an opportunity for many interested students within California and the Inland Empire region. At state and county levels, entry requirements for employment opportunities are broad and wages are higher than careers within similar entry-level requirements. For correctional officers alone, employment opportunities within the Inland Empire are expected to increase 7% through 2022. The creation of this certificate would allow individuals to pursue a career in corrections armed with the legal and ethical knowledge taught in the five courses listed above. This, along with beginning to establish relationships with peers and faculty, opportunities for internships, field trips, guest speakers, and volunteer opportunities, can help them create and build a resume that makes them more competitive in the career world. It also allows RCC and our students to become educated and empathetic professionals learning how to analyze, communicate, and critically think in a time when the American correctional system and its professionals faces some major challenges. The Police Executive Research Forum, along with the RAND Corporation, RTI International, and the University of Denver, published a study on the future of corrections in America, and one of the major concentrations was on the hiring, education, and training of correctional officers, with forecasts that these discussions will continue to dominate the criminal justice and corrections professions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>AIR</b>	<b>Building Automation Control</b> This program provides students with the technical knowledge and skill handling air conditioning refrigerants, proper methods of wiring controls and the ability to calculate circuit loads used in the HVAC industry. With these new skills, students will be able to obtain entry level employment as a technician or a technician's helper in the field of HVAC automation controls or maintenance of HVAC automation control systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>AIR</b>	<b>Residential Installation</b> This program prepares students with basic knowledge of the safe installation of residential and light commercial HVAC systems. Students will learn terminology and commonly used system drawings. This will prepare them for an entry level position in the HVAC field.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>CIS</b>	<b>Amazon Web Services (AWS)</b> The program is being established to align with industry technology and standards by bridging traditional on-premises data center skills of server installation, database management, and networking set-up and cabling into virtualizations of these information and computing technologies over online services.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>CIS</b>	<b>IT Technician Pathway Certificate in Cybersecurity Analyst</b> This certificate supports the California Community Colleges' IT Technician Pathway, which emphasizes technical career preparation and industry certification (ISC)2 SSCP certification or CompTIA Advanced Security Practitioner Certification (CASP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CIS</b>	<b>IT Technician Pathway Certificate in Cybersecurity Healthcare Specialist</b> The goal of this program is to increase diversity in the technical workforce by providing an education platform for entry-level Cybersecurity Specialists, computer security professionals, and network security technician. This program aims to develop quality and quantity of technical professionals to fulfill business needs and generate greater economic impact in the greater Inland Empire region. Students will gain soft and technical skills necessary to become entry-level cybersecurity specialists, computer security professionals, and network security technician.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CIS</b>	<b>Information Technology Model Curriculum (Certificate/State)</b> The goal of this program is to increase diversity in the technical workforce by providing an education platform for entry-level Information Technology support specialists, network technician, infrastructure support, and network security specialist. This program aims to develop quality and quantity of technical professionals to fulfill business needs and generate greater economic impact in the greater Inland Empire region.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

# Programs

## New Programs

M N R

### Certificate

CIS	<b>IT Technician Pathway: Cybersecurity Specialist</b> The IT Technician Pathway Certificate in Cybersecurity Specialist will provide students with proficiency in security measures and practices to protect systems in organizational networks.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
CIS	<b>IT Technician Pathway: IT Systems Specialist</b> The goal of this program is to increase diversity in the technical workforce by providing an education platform for entry-level IT Systems Specialists, network technician, desktop support, and network specialist. This program aims to develop quality and quantity of technical professionals to fulfill business needs and generate greater economic impact in the greater Inland Empire region. Students will gain soft and technical skills necessary to become entry-level IT Systems Specialist, network technician, desktop support, and network specialist.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
CIS	<b>Python Programming Certificate</b> The Python Programming Certificate will provide students with proficiency in the development principles, which emphasize planning, designing, writing, testing programs to solve problems in systems and networks using Python programming languages.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
COS	<b>Certificate in Barbering Concepts</b> The Barbering Concepts certificate program provides high quality affordable education that engages with a diverse community of learners offering career- technical courses that will lead to a state-approved certificate. The Barbering Concepts Certificate prepares individuals to provide professional cosmetic services in barber shop, salons, resorts, casinos and other related industry establishments. This includes courses in hair design, hair sculpting, chemical, safety and sanitation, management, customer service, and preparation for practicing as licensed barber in the state of California. Courses in applicable professional labor laws and regulations in the barbering industry, physiology, anatomy, electricity and ergonomics are also covered in depth. Emphasis is placed on passing state licensing exam and industry entry skills.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
COS	<b>Certificate in Cosmetology Concepts</b> The Cosmetology Concepts certificate program provides high quality affordable education that engages with a diverse community of learners offering career- technical courses that will lead to a state-approved certificate. The Cosmetology Concepts Certificate prepares individuals to provide professional cosmetic services in salons, resorts, casinos and other related industry establishments. This includes courses in hair design, hair sculpting, chemical, esthetic and other cosmetic services, safety and sanitation, management, customer service, and preparation for practicing as licensed cosmetologists in the state of California. Courses in applicable professional labor laws and regulations in the cosmetology industry, physiology, anatomy, electricity and ergonomics are also covered in depth. Emphasis is placed on passing state licensing exam and industry entry skills.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
COS	<b>Certificate in Esthetician Concepts</b> The Esthetician Concepts Certificate prepares individuals to provide professional cosmetic services in salons, spas, resorts, casinos and other related industry establishments. This includes courses in skin care, hair removal, makeup and other cosmetic services, safety and sanitation, management, customer service, and preparation for practicing as licensed estheticians in the state of California. Courses in applicable professional labor laws and regulations in the esthetician industry, physiology, anatomy, electricity and ergonomics are also covered in depth. Emphasis is placed on passing state licensing exam and industry entry skills.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
COS	<b>Certificate in Hairstyling Concepts</b> The Hairstyling Concepts certificate program provides high quality affordable education that engages with a diverse community of learners offering career- technical courses that will lead to a state-approved certificate. The Hairstyling Concepts Certificate prepares individuals to provide professional cosmetic services in salons, resorts, casinos and other related industry establishments. This includes courses in hair design, hair sculpting, chemical and other cosmetic services, safety and sanitation, management, customer service, and preparation for practicing as licensed Hairstylist in the state of California. Courses in applicable professional labor laws and regulations in the hairstyling industry, physiology, anatomy, electricity and ergonomics are also covered in depth. Emphasis is placed on passing state licensing exam and industry entry skills.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
COS	<b>Certificate in Manicuring Concepts</b> The Manicuring Concepts Certificate prepares individuals to provide professional cosmetic services in nail shops, salons, resorts, casinos and other related industry establishments. This includes courses in nail care, nail design, structure of nail, diseases of nail, disorders of nail and other cosmetic services, safety and sanitation, management, customer service, and preparation for practicing as licensed manicurists in the state of California. Courses in applicable professional labor laws and regulations in the manicuring industry, physiology, anatomy, electricity and ergonomics are also covered in depth. Emphasis is placed on passing state licensing exam and industry entry skills.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
EST	<b>Building Inspection Technology</b> This program provides students with the technical knowledge and skill reading and interpreting building codes. Understanding materials used to meet the demands of the codes and the documentation needed to comply with inspections taking place during construction, remodel of maintenance of structures. With these new skills, students will be able to obtain entry level employment as an inspector or an inspector's helper in new construction, remodel construction, or operation of an existing building.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
EST	<b>Zero Net Energy</b> This certificate is developed to meet the goals of the California Energy Efficiency Strategic Plan (CEESP) which mandates that 100 percent of all new homes in California will be Zero Net Energy starting in 2020 and 50 percent of commercial buildings by 2030. This relates to the mission of the college by providing career and technical education to students in a growing field with industry need.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>

# Programs

## New Programs

M N R

### Certificate

<b>MAN</b>	<b>Apprenticeship: Manufacturing Technician 1</b> This 14-16 unit certificate is step one towards becoming a fully qualified journey level Manufacturing Technician. Through a combination of work-based learning, lectures and lab components, this program includes shaping and forming operations, materials handling, instrumentation and controls, and quality control, as well as computer-aided manufacturing and robotics. This program also includes optimization theory, industrial and manufacturing planning, and related management skills. Completion of this program prepares students for gainful employment as a machine operators, production technicians, front-line supervisors, CNC Programmers, industrial or manufacturing technicians.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
<b>MUS</b>	<b>Guitar Performance</b> This program is designed for students who are interested in acquiring the requisite skills for transfer success into the CSU/UC Bachelor of Music (BM) programs with an emphasis in Guitar Performance. This certificate prepares students for the BM audition process with regards to facilitating the development: of sight-reading skills, proper guitar technique, fret-board knowledge, repertoire/ performance skills as well as basic theory and aural skills. This Certificate fulfills both a portion of the Associate of Arts degree in Music (AA) as well as the Associate Degree for Transfer (ADT).	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

### Degree

<b>AIR</b>	<b>Building Energy Systems Professional in HVAC Technology Associate of Science Degree</b> This degree is developed to meet the goals of the California Energy Efficiency Strategic Plan (CEESP) which mandates that 100 percent of all new homes in California will be Zero Net Energy starting in 2020 and 50 percent of commercial buildings by 2030. This relates to the mission of the college by providing career and technical education to students in a growing field with industry need.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>CUL</b>	<b>Baking and Pastry</b> Upon successful completion of the Associate of Science Degree in Baking & Pastry Arts, students become more valuable to potential employers. Students will complete all of the courses required for the Certificate in Baking & Pastry Arts, as well as the relevant academic courses required to obtain the Associate of Science Degree. Additionally, it puts the students on the correct path forward as they pursue their education further in the areas of Food Service Management, or similar Bachelor's Degree level program.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>

### Degree & Certificate

<b>ADM</b>	<b>Graphic Design and Digital Media</b> The Graphic Design and Digital Media degree, offered by the Applied Digital Media and Printing program, provides prospective learners from a diverse community with hands-on training in the fields of graphic design and digital media. Successful completion of this career-technical program will equip students with foundational skills and practical knowledge in all aspects of design elements, design principles, and multimedia design production. Possible career outcomes for this program include: production artist, junior graphic designer, graphic designer, art director, digital illustrator, advertising designer, brand designer, digital 2D animator, 3D animator, motion graphics designer, web designer, rich content creator, multimedia designer, image editor and design marketing. Relevancy of this program is maintained via annual input from an advisory committee, employment data and industry feedback.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>AIR</b>	<b>HVAC Commercial Technology</b> This certificate is developed to meet the goals of the California Energy Efficiency Strategic Plan (CEESP) which mandates that 100 percent of all new homes in California will be Zero Net Energy starting in 2020 and 50 percent of commercial buildings by 2030.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>AUB</b>	<b>Automotive Refinishing and Paint</b> Creation of a new certificate and degree pattern in conjunction with the removal of the emphasis from the existing certificate and degree.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>AUT</b>	<b>Automotive Hybrid and Electrical Vehicle</b> This program is being created to address the growing need of electric vehicle repair in the automotive industry.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>GAM</b>	<b>Game Development Core</b> Proposed in order to keep pace within the field.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
<b>MAN</b>	<b>Apprenticeship: Manufacturing Technician 2</b> This program develops the fully qualified journey level Manufacturing Technician who has the ability to manufacture high precision parts out of a wide variety of materials using all types of conventional machine tools.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>

### Non-Credit Certificate

<b>ACC</b>	<b>Accounting Basics for Small Business</b> The Accounting Basics for Small Business Certificate provides a framework for students to develop skills and knowledge in accounting software techniques, enabling them to open up additional work and advancement opportunities. The certificate is also a gateway into other noncredit and credit programs. Students develop skills and training that will qualify them for even more opportunities.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>AUT</b>	<b>ASE Engine Performance and Electrical Specialist</b> This program is being created to allow students working in the industry an opportunity to get the preparation skills to pass the ASE Test and allow for career advancement.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>AUT</b>	<b>ASE Powertrain Specialist</b> This program is being created to allow students working in the industry an opportunity to get the preparation skills to pass the ASE Test and allow for career advancement.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>

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# Programs

## New Programs

M N R

### Non-Credit Certificate

AUT	<b>ASE Undercar Specialist</b> This program is being created to allow students working in the industry an opportunity to get the preparation skills to pass the ASE Test and allow for career advancement.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
CUL	<b>Food Service Career &amp; Certification Preparation</b> This program is designed for those wishing to enter the food service industry as an entry level cook or for those in the Riverside City College Cook & Pastry Apprenticeship Program. These courses teach the fundamentals of Safety & Sanitation, Menu planning, Food Cost Accounting, Purchasing & Receiving, and Food Preparation.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
CUL	<b>Math Skills for the Professional Baker</b> Students within the field of baking and pastry arts often have challenges with basic math computations, including fractions, decimals, and percentages. Since these computations are essential in changing the recipe yields, the results can alter the final results of the product being produced. Since baking is such an exact science, if the results of a scale weight are misread, the final results could render an item inedible.  This program will provide the tools and knowledge necessary for students who require additional focus in this area. These math skills will also introduce the student to basic cost control, which brings better focus on how material items are received, the pack size, and how to calculate the cost as they relate to a recipe.  Riverside City College recently approved a Certificate in Baking & Pastry Arts. After completing the first full year of this program, it was identified that a class that specializes in the area of math skills as they relate to the industry, could be highly beneficial for students who are looking to enroll in that program. Currently, there are no courses that specialize in this area at RCCD.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
ESL	<b>Noncredit Advanced American College English</b> Mirrored, non-credit courses allow low-income students increased access to college and an easy option for starting language acquisition courses. Although transfer is the goal of some students, others simply want to improve their English so that they can successfully complete CTE certificates or be more successful in their business.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
ESL	<b>Noncredit Beginning American College English</b> Mirrored, non-credit courses allow low-income students increased access to college and an easy option for starting language acquisition courses. Although transfer is the goal of some students, others simply want to improve their English so that they can successfully complete CTE certificates or be more successful in their business.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
PDS	<b>Financial Literacy</b> This certificate will prepare students to enter educational programs in the financial planning field. According to the Center for Excellence, 3,980 new jobs will be available over the next five years in financial planning occupations. The entry level wage for these positions is above the MIT Living Wage estimate for a single adult living in the Inland Empire/Desert Region.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
PDS	<b>Financial Literacy</b> This certificate will prepare students to enter educational programs in the financial planning field. According to the Center for Excellence, 3,980 new jobs will be available over the next five years in financial planning occupations. The entry level wage for these positions is above the MIT Living Wage estimate for a single adult living in the Inland Empire/Desert Region.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
PDS	<b>Financial Literacy</b> This certificate will prepare students to enter educational programs in the financial planning field. According to the Center for Excellence, 3,980 new jobs will be available over the next five years in financial planning occupations. The entry level wage for these positions is above the MIT Living Wage estimate for a single adult living in the Inland Empire/Desert Region.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
PDS	<b>Sales Techniques</b> Data from the Economic Development Agency predicts that sales and related occupations will increase 10.8% from 2014-2024. That increase nets an increase of 15,870 jobs in the Inland Empire. The increase, along with positions vacated by retirements will create a need for qualified sales individuals who have the skills to write a winning sales script and have the knowledge to close a sale. As positions open in sales and related occupations so will the need for individuals who have skills in sales.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>

## Program Modifications

M N R

### ADT

KIN	<b>Associate in Arts in Kinesiology for Transfer</b> The Moreno Valley College Kinesiology Department is seeking approval to update the Associate Degree for Transfer. It is our goal to update the Kinesiology ADT for our campus to reflect the courses that are currently being offered and to delete the courses that are no longer offered.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
KIN	<b>Associate Degree for Transfer in Kinesiology</b> Add KIN-A43 (Beginning T'ai-chi Ch'uan) and KIN-A44 (Intermediate T'ai-chi Ch'uan) to the Combatives area on our ADT. Exclude KIN-A55 (Slow Pitch Softball) under the Team Sports area on our ADT. Add KIN-A62 (Flag Football) under the Team Sports area on our ADT. Name Change – From KIN-A81A (Physical Fitness, Beginning) and KIN-A81B (Physical Fitness, Intermediate) to KIN-A81A (Cardio and Strength Training, Beginning) and KIN-A81B (Cardio and Strength Training, Intermediate) on our ADT.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>



# Programs

## Program Modifications

M N R

### ADT

KIN	<b>Associate Degree for Transfer in Kinesiology</b> The Associate Degree for Transfer in Kinesiology is a 60-unit degree program (that provides lower division preparation) for student planning to transfer to a CSU for a bachelor's degree in Kinesiology. The Associate Degree for Transfer in Kinesiology provides a general preparation for Kinesiology majors to be able to enter any four-year university. Students must consult with the specific requirements of a non-CSU campus to which they are applying. Students completing the Associate Degree for Transfer in Kinesiology will be prepared to transfer to a CSU and pursue a Bachelor of Arts or a Bachelor of Science in Kinesiology. In this major, students will enhance physical skills and development in the areas of Aquatics, Team Sports, Individual Sports, Fitness and Dance. Students will also be exposed to the history and philosophy of Kinesiology. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree in Kinesiology at CSU. With this degree the student will be prepared for transfer to the university upper division level. Additionally, the intent of an ADT is to assist students in seamlessly transferring to a CSU.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MUS	<b>Associate in Arts in Music for Transfer</b> Removal of MUS-P76 Advanced Piano Ensemble due to course unit increase. Updated TMC template.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Certificate

ADM	<b>Basic Graphic Communication</b> Modification due to ADM department proposing to combine three single-unit classes (ADM2A, 2B and 2C) into two 2-unit classes (ADM2A and ADM2B). Additional changes to elective options. Updated to Program Learning Outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ADM	<b>Basic Graphic Design</b> Modification due to ADM department proposing to combine three single-unit classes (ADM2A, 2B and 2C) into two 2-unit classes (ADM2A and ADM2B). Updates to Program Learning Outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ADM	<b>Basic Graphic Design</b> This certificate prepares students for a career in 2-dimensional graphic design, emphasizing layout, typography, and correct color models. Students produce real-world projects in an environment of a live, production facility with strong emphasis on deadlines and intended market, using the latest equipment and software available.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADM	<b>Electronic Publishing and Design</b> Modification due to ADM department proposing to combine three single-unit classes (ADM2A, 2B and 2C) into two 2-unit classes (ADM2A and ADM2B). Addition of ADM-74B as course option.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ADM	<b>Motion Graphics and 3D Animation</b> Modification due to ADM department proposing to combine three single-unit classes (ADM2A, 2B and 2C) into two 2-unit classes (ADM2A and ADM2B).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ADM	<b>Web Master: Web Designer</b> The goal of this program is to increase diversity in the technical workforce by providing an education platform for web developers and web designers. This program aims to develop quality and quantity of technical professionals to fulfill business needs and generate greater economic impact in the greater Inland Empire region. Students will gain soft and technical skills necessary to become entry-level web developers and web designers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADM	<b>Web Master: Web Developer</b> The goal of this program is to increase diversity in the technical workforce by providing an education platform for web developers and web designers. This program aims to develop quality and quantity of technical professionals to fulfill business needs and generate greater economic impact in the greater Inland Empire region. Students will gain soft and technical skills necessary to become entry-level web developers and web designers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CIS	<b>Web Master: Web Designer Concentration</b> Modification due to ADM department proposing to combine three single-unit classes (ADM2A, 2B and 2C) into two 2-unit classes (ADM2A and ADM2B).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CIS	<b>Web Master: Web Developer Concentration</b> Modification due to ADM department proposing to combine three single-unit classes (ADM2A, 2B and 2C) into two 2-unit classes (ADM2A and ADM2B).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CUL	<b>Baking and Pastry</b> The additional course of CUL 50: Food Service Sanitation (2 units) is a requirement per American Culinary Federation (ACF) minimum standards. The American Culinary Federation provides a Programmatic Accreditation that will be sought after upon approval of this addition. Food Safety and Sanitation should be taught to all food service professionals, regardless of the program they are currently in. The same food safety is required so individuals don't become ill, or even expire due to improper handling of food. Upon successful completion of CUL 50, students will take a ServSafe Food Protection Manager Certification Exam that is required for any food service worker to work in a professional kitchen. With the addition of this course, the successful graduate candidate will provide a stronger skillset to their future employer, as well as their own standard values.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EMS	<b>Emergency Medical Technician</b> This is a locally approved certificate that is requesting Board approval to be submitted to the State Chancellor's Office. This program prepares individuals, under the remote supervision of physicians, to recognize, assess, and manage medical emergencies in prehospital settings and to supervise ambulance personnel. This includes instruction in basic, intermediate, and advanced EMS procedures; emergency surgical procedures; medical triage; rescue operations; crisis scene management and personal supervision; equipment operation and maintenance; patient stabilization, monitoring, and care; drug administration; identification and preliminary diagnosis of disease and injuries; communication and computer operations; basic anatomy, physiology, pathology, and toxicology; and professional standards and regulations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Programs

## Program Modifications

M N R

### Certificate

MUS	<b>Piano Performance</b> MUS-P36 Piano Ensemble unit increase from 1 to 1.5.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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### Degree

MUS	<b>Associate in Arts in Music</b> MUS-P36 Piano Ensemble unit increase from 1 to 1.5.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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### Degree & Certificate

ADM	<b>Graphic Design and Printing</b> Modification due to ADM department proposing to combine three single-unit classes (ADM2A, 2B and 2C) into two 2-unit classes (ADM2A and ADM2B). Additional changes to required courses and elective options.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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AIR	<b>HVAC Residential Technology</b> There have been changes to the AIR courses to better align the AIR courses regionally and modernize the content in those courses. Converting to 3 unit courses will afford easier scheduling for short term classes enabling students to get through the program in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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AUB	<b>Automotive Technology Collision Repair</b> Modification of the current Collision Repair certificate and degree pattern to remove the "emphasis" of either collision or paint and refinishing making it Automotive Collision Repair. It is in the best interest of our students to have two separate certificate patterns for them to achieve, instead of having one certificate with multiple "emphasis".	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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DEA	<b>Dental Assistant</b> The proposed changes to the DA program are designed to address the changes in technology and skill sets required by dentists as well as legislative and regulatory changes in the Dental Practice Act of California pertaining to the scope of practice for den	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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ELE	<b>Supply Chain Automation</b> We would like to start teaching Siemens Programmable logic control systems. There are at least two possible ways of teaching PLC's. One is Siemens and the other is Allen Bradley. Siemens is well respected throughout the world and Allen Bradley is used throughout the United States. Currently we are teaching Allen Bradley only. One of our previous industry advisory councils recommended that we have the capability of teaching both. With this proposal we would like to purchase Siemens Programmable Logic Control systems, software and human machine interface panels. For only \$12,000 we would be able to equip the entire classroom with Siemens devices giving us the capability of teaching Siemens controls. Siemens is much more friendly for education because they are so inexpensive and their software can program anything they sell. Whereas, Allen Bradley requires a different software for everything they sell which gets really expensive. With this proposal we would like to purchase Siemens controls for the entire classroom.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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ELE	<b>Digital Electronics</b> We would like to start teaching Siemens Programmable logic control systems. There are at least two possible ways of teaching PLC's. One is Siemens and the other is Allen Bradley. Siemens is well respected throughout the world and Allen Bradley is used throughout the United States. Currently we are teaching Allen Bradley only. One of our previous industry advisory councils recommended that we have the capability of teaching both. With this proposal we would like to purchase Siemens Programmable Logic Control systems, software and human machine interface panels. For only \$12,000 we would be able to equip the entire classroom with Siemens devices giving us the capability of teaching Siemens controls. Siemens is much more friendly for education because they are so inexpensive and their software can program anything they sell. Whereas, Allen Bradley requires a different software for everything they sell which gets really expensive. With this proposal we would like to purchase Siemens controls for the entire classroom.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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ELE	<b>Industrial Automation</b> We would like to start teaching Siemens Programmable logic control systems. There are at least two possible ways of teaching PLC's. One is Siemens and the other is Allen Bradley. Siemens is well respected throughout the world and Allen Bradley is used throughout the United States. Currently we are teaching Allen Bradley only. One of our previous industry advisory councils recommended that we have the capability of teaching both. With this proposal we would like to purchase Siemens Programmable Logic Control systems, software and human machine interface panels. For only \$12,000 we would be able to equip the entire classroom with Siemens devices giving us the capability of teaching Siemens controls. Siemens is much more friendly for education because they are so inexpensive and their software can program anything they sell. Whereas, Allen Bradley requires a different software for everything they sell which gets really expensive. With this proposal we would like to purchase Siemens controls for the entire classroom.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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GAM	<b>Game Concept Art</b> Proposed in order to keep pace within the field.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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GAM	<b>Game Design</b> Proposed in order to keep pace within the field.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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GAM	<b>Game 3D Modeling and Animation</b> Proposed in order to keep pace within the field.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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GAM	<b>Game Programming</b> Proposed in order to keep pace within the field.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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**Proposed Administrative Curriculum Changes for 2020-2021 Catalog**

College	Administrative/Clerical Change	Course(s)	Current	After Change(s)
M	Associate Degree for Transfer in Studio Arts MAA693/MAA694 - Update title(s) of List A elective course(s)	ART-5 Title Change	ART-5 Non Western Art History	ART-5 Arts of Africa, Oceania, and Indigenous North America
N	Associate Degree for Transfer in Art History MAA742/MAA743- Update title(s) of List A elective course(s)	ART-5 Title Change	ART-5 History of Non-Western Art	ART-5 Arts of Africa, Oceania, and Indigenous North America
N	Associate Degree for Transfer in Studio Arts NAA693/NAA694 - Update title(s) of List A elective course(s)	ART-5 Title Change	ART-5 History of Non-Western Art	ART-5 Arts of Africa, Oceania, and Indigenous North America
R	Associate Degree For Transfer in Art History AA742/AA743 - Update title(s) of List A elective course(s)	ART-5 Title Change	ART-5 History of Non-Western Art	ART-5 Arts of Africa, Oceania, and Indigenous North America
R	Associate Degree for Transfer in Elementary Teacher Education AA887/AA888 - Update title(s) of List B elective course(s)	ART-5 Title Change	ART-5 History of Non-Western Art	ART-5 Arts of Africa, Oceania, and Indigenous North America
R	Associate Degree for Transfer in Studion Arts AA693/AA694 - Update title(s) of List A elective course(s)	ART-5 Title Change	ART-5 History of Non-Western Art	ART-5 Arts of Africa, Oceania, and Indigenous North America
R	Certificate and Associate Degree in Sign Language Interpreting AS505/CE505 - Update title(s) of some required course(s)	ASL-5 Title Change	ASL-5 Sign Language for Interpreters	ASL-5 American Sign Language for Interpreters
		ASL-11 Title Change	ASL-11 Interpreting I	ASL-11 American Sign Language Interpreting I
		ASL-12 Title Change	ASL-12 Interpreting II	ASL-12 American Sign Language Interpreting II
		ASL-13 Title Change	ASL-13 Interpreting III	ASL-13 American Sign Language Interpreting III
R	ASL-14 Title Change	ASL-14 Interpreting IV/Practicum	ASL-14 American Sign Language Interpreting IV/Practicum	
R	Certificate in Gig Economy CE872 - Update title(s) of required course(s)	BUS-14 Title Change	BUS-14 Social Media and Online Marketing for Entrepreneurs	BUS-14 Social Media and Online Digital Media Promotions for Entrepreneurs
N	Certificate in Entrepreneurship: Getting Started NCE861 - Update title(s) of required course(s)	BUS-14 Title Change	BUS-14 Social Media and Electronic Marketing for Entrepreneurs	BUS-14 Social Media and Online Digital Media Promotions for Entrepreneurs
R	Certificate and Associate Degree in General Business Concentration AS524/B/C/CE524 - update title of required course	BUS-40 Title Change	BUS-40 International Business-Principles	BUS-40 Introduction to Global Business
R	Certificate in International Business CE627 - Update title(s) of required course(s)	BUS-40 Title Change BUS-46 Title Change	BUS-40 International Business-Principles BUS-46 International Business-Introduction to Importing/ Exporting	BUS-40 Introduction to Global Business BUS-46 Global Trade
R	Certificate and Associate Degree in Marketing Concentration AS525/B/C/CE525 - Update title(s) of elective course(s)	BUS-43 Title Change	BUS-43 International Business-Marketing	BUS-43 Global Marketing
R	Certificate in Marketing CE879 - Update title(s) of required course(s)	BUS-43 Title Change	BUS-43 International Business-Marketing	BUS-43 Global Marketing
R	Certificate and Associate Degree in Management Concentration AS521/B/C/CE521 - Update title(s) of required course(s)	BUS-48 Title Change	BUS-48 International Management	BUS-48 International Management
N	Certificate and Associate Degree in Computer Numerical Control Programming NAS655/B/C/NCE655 - Add the crosslisted partner of required course(s)	ENE-30 Title Change	ENE-30 Computer-Aided Drafting (CAD)	DFT/ENE-30 Computer-Aided Drafting (CAD)
		ENE-42 Title Change	ENE-42 SolidWorks I	DFT/ENE-42 SolidWorks I
		ENE-51 Title Change	ENE-51 Blueprint Reading	DFT/ENE-51 Blueprint Reading
		ENE-60 Title Change	ENE-60 Math for Engineering Technology	DFT/ENE-60 Math for Engineering Technology
N	Certificate in Computer Numerical Control (CNC) Operator NCE799 - Add the crosslisted partner of required course(s)	ENE-42 Title Change ENE-51 Title Change	ENE-42 SolidWorks I ENE-51 Blueprint Reading	DFT/ENE-42 SolidWorks I DFT/ENE-51 Blueprint Reading

**Proposed Administrative Curriculum Changes for 2020-2021 Catalog**

College	Administrative/Clerical Change	Course(s)	Current	After Change(s)
N	Certificate in Conventional Machine Operator NCE865 - Add the crosslisted partner of required course(s)	ENE-42 Title Change ENE-51 Title Change	ENE-42 SolidWorks I ENE-51 Blueprint Reading	DFT/ENE-42 SolidWorks I DFT/ENE-51 Blueprint Reading
N	Certificate and Associate Degree in Facility Maintenance NCE771/NAS771 - Add the crosslisted partner of required course(s)	ENE-51 Title Change ENE-60 Title Change	ENE-51 Blueprint Reading ENE-60 Math for Engineering Technology	DFT/ENE-51 Blueprint Reading DFT/ENE-60 Math for Engineering Technology
R	Associate Degree for Transfer in Elementary Teacher Education AA887/AA888 - Update the title(s) of required course(s)	HIS-6 Title Change HIS-6H Title Change	HIS-6/6H Political and Social History of the United States/Honors	HIS-6/6H United States History to 1877/Honors
M	Associate Degree for Transfer in History MAA744/MAA745 - Update title(s) of required course(s)	HIS-6 Title Change HIS-6H Title Change HIS-7 Title Change HIS-7H Title Change	HIS-6/6H Political and Social History of the United States/Honors HIS-7/7H Political and Social History of the United States/Honors	HIS-6/6H United States History to 1877/Honors HIS-7/7H United States History from 1865/Honors
N	Associate Degree for Transfer in History NAA744/NAA745 - Update the title(s) of required course(s)	HIS-6 Title Change HIS-6H Title Change HIS-7 Title Change HIS-7H Title Change	HIS-6/6H Political and Social History of the United States/Honors HIS-7/7H Political and Social History of the United States/Honors	HIS-6/6H United States History to 1877/Honors HIS-7/7H United States History from 1865/Honors
R	Associate Degree for Transfer in History AA744/AA745 - Update the title(s) required course(s)	HIS-6 Title Change HIS-6H Title Change HIS-7 Title Change HIS-7H Title Change	HIS-6/6H Political and Social History of the United States/Honors HIS-7/7H Political and Social History of the United States/Honors	HIS-6/6H United States History to 1877/Honors HIS-7/7H United States History from 1865/Honors
R	Associate Degree for Transfer in Political Science AA754/AA755 - Update the title(s) of List B elective course(s) in the	HIS-6 Title Change HIS-6H Title Change HIS-7 Title Change HIS-7H Title Change	HIS-6/6H Political and Social History of the United States/Honors HIS-7/7H Political and Social History of the United States/Honors	HIS-6/6H United States History to 1877/Honors HIS-7/7H United States History from 1865/Honors
R	Certificate and Associate Degree in Education Paraprofessional AS603/B/C/CE603 - Update the title(s) of required course(s)	HIS-6 Title Change HIS-6H Title Change HIS-7 Title Change HIS-7H Title Change	HIS-6/6H Political and Social History of the United States/Honors HIS-7/7H Political and Social History of the United States/Honors	HIS-6/6H United States History to 1877/Honors HIS-7/7H United States History from 1865/Honors
R	Associate Degree for Transfer in Kinesiology AA890/AA891 - Update title(s) of Team Sports elective course(s)	KIN-A71 Title Change	KIN-A71 Sand Volleyball, Intermediate	KIN-A71 Beach Volleyball
M	Associate Degree for Transfer in Philosophy MAA715/MAA717 - Update title(s) of required course(s)	PHI-12 Title Change	PHI-12 Introduction to Ethics: Contemporary Moral Issues	PHI-12 Introduction to Ethics
M	Certificate and Associate Degree in Fire Technology MAAS555/B/C/MCE555 - Update the title(s) of elective course(s)	PHI-12 Title Change	PHI-12 Introduction to Ethics: Contemporary Moral Issues	PHI-12 Introduction to Ethics
N	Associate Degree for Transfer in Philosophy NAA715/NAA717 - Update title(s) of required course(s)	PHI-12 Title Change	PHI-12 Introduction to Ethics: Contemporary Moral Issues	PHI-12 Introduction to Ethics
R	Associate Degree for Transfer in Philosophy AA715/AA717 - Update title(s) of required course(s)	PHI-12 Title Change	PHI-12 Introduction to Ethics: Contemporary Moral Issues	PHI-12 Introduction to Ethics
N	Associate Degree for Transfer in Sociology NaA695/NAA696 - Update title(s) of Group C elective course(s)	SOC-15 Title Change	SOC-15 Women in American Society	SOC-15 Introduction to Women's Studies
R	Associate Degree for Transfer in Sociology AA695/AA696 - Update title(s) of Group C electives course(s)	SOC-15 Title Change	SOC-15 Women in American Society	SOC-15 Introduction to Women's Studies

Proposed Administrative Curriculum Changes for 2020-2021 Catalog

College	Administrative/Clerical Change	Course(s)	Current	After Change(s)
M N R	AOE - Communication, Media, and Languages	FST-7		
		FST-8		
		GER		
		KOR		
		LAT	Remove courses due to course deletions	
M N R	AOE - Fine and Applied Arts	MUS-27	Remove course due to course deletions	
M N R	AOE - Humanities, Philosophy, and Arts	FRE-4		
		GAM-21		
		KOR	Remove courses due to course deletions	
M N R	AOE - Social and Behavioral Sciences	ADJ-9H		
		ASL-22*		
		SOC-10H	Add courses in proposal column	
M N R	AOE - Math and Sciences	ENE-22		
		ENE-23		
		ENE-28	Remove courses due to course deletions	

\*ASL-22 is a Riverside only course that was approved for addition to the Social and Behavioral Sciences AOE by the Riverside Curriculum Committee.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R\_X\_\_ M\_\_ N\_\_

TOPs Code: 0301.00

## Associate in Science in Environmental Science for Transfer (AS-T Environmental Science)

Associate in Science in Environmental Science for Transfer

### PROGRAM PREREQUISITE:

None.

### SHORT DESCRIPTION of PROGRAM

The Associate in Science in Environmental Science for Transfer Degree (AS-T in Environmental Science) introduces the concepts and principles upon which environmental knowledge is based including the biological, chemical, and physical concepts underlying scientific theory and application to environmental issues. Students will develop skills for critical/analytical thinking, perceptive reading/observation and interpretation to apply to environmental concerns affecting our everyday lives. The AS-T in Environmental Science provides students with a core curriculum to develop key skills for applying biological, physical, and chemical principles to the study of the environment and developing solutions to environmental problems.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- Describe the impact of humankind on the environment from scientific, sociological, political, and economic viewpoints both locally and globally.
- Apply concepts and implement skills learned in the sciences, mathematics, and humanities to real-world environmental issues.
- Demonstrate an ability to examine scientific evidence demonstrating how human activities affect many ecosystems and recommend alternatives to present practices.

### Required Courses (40-41 Units)

	<u>Units</u>
BIO-60* (Formerly BIO-11)	5
BIO-61*(Formerly BIO-12)	5
CHE-1A* OR	5
CHE 1AH*	5
OR	
CHE-1A* OR	5
CHE 1AH* AND	5
CHE-1B* OR	5
CHE-1BH* AND	5
BIO-60* (Formerly BIO-11)	5

### List A (14-15 Units)

BIO-19* (Formerly BIO-36)	3
GEG-1* or	3
GEG-1H* AND	3
GEG-1L*	1
OR	
GEO 1 AND	3
GEO 1L	1
MAT-12*/12H*	4
OR	
PSY/SOC-48* AND	3
MAT-1A*	4

### List B (11 Units)

ECO-8*/8H* AND	Principles of Microeconomics/Honors	3
PHY-2A*+2B*	General Physics I and II	8
OR		
PHY-4A*+4B*	Mechanics AND Electricity & Magnetism	8

\*Courses may also be used to fulfill general education requirements for the IGETC for STEM pattern, please confer with a counselor.

#### Associate in Science for Transfer Degree

The Associate in Science in Environmental Science for Transfer degree will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) for STEM requirements and with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of "C" or better.

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**Total Units: 40-41**

# RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R\_X\_\_ M\_\_ N\_\_

TOPs Code: \_\_\_\_\_

## Associate in Science in Chemistry for Transfer Degree (AS-T Chemistry)

Associate in Science in Chemistry for Transfer

### PROGRAM PREREQUISITE:

None.

### SHORT DESCRIPTION of PROGRAM

The Associate in Science in Chemistry for Transfer Degree (AS-T in Chemistry) introduces the concepts and principles upon which chemical knowledge is based, including chemical structures and nomenclature, stoichiometry and solving of chemical equations, the thermodynamics of chemical reactions, and theories of chemical bonding. Students will develop skills for critical/analytical thinking, perceptive reading/observation and interpretation. The Associate in Science in Chemistry to Transfer degree provides students with a core curriculum that will prepare them with the knowledge and skills required to earn a baccalaureate degree in chemistry.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- Master content in inorganic and organic chemistry by describing chemical and physical structures and nomenclature, stoichiometry and solving of chemical equations, and analyzing and describing the nature of chemical reactions and energy.
- Measure and characterize properties of matter using a variety of research-level chemical instrumentation, laboratory techniques, statistical and computational methods.
- Display effective cooperation with others on projects and clearly communicate experimental results through oral and written means.
- Demonstrate professional integrity, safety, and environmental stewardship.

### Required Courses (26 Units)

		<u>Units</u>
CHE-1A* /CHE 1AH*	General Chemistry I/Honor General Chemistry I	5
CHE-1B*/CHE 1BH*	General Chemistry II/Honors General Chemistry II	5
CHE-12A*	Organic Chemistry I	5
CHE-12B*	Organic Chemistry II	5
MAT-1A*	Calculus I	4
MAT 1B*	Calculus II	4
PHY-4A*	Mechanics	4
PHY-4B*	Electricity and Magnetism	4

\*Courses may also be used to fulfill general education requirements for the IGETC for STEM pattern; please confer with a counselor.

### Associate in Science for Transfer Degree

The Associate in Science in Chemistry for Transfer degree will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) for STEM pattern with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of "C" or better.



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**Total Units: 36**

**IGETC for STEM**

Students pursuing certain Associate Degrees for Transfer may be eligible to complete IGETC for STEM, deferring two to three lower-division GE courses until after transfer. IGETC for STEM is applicable only to majors in which the Transfer Model Curriculum explicitly indicates the availability of the option. At Riverside City College, currently only ADT's in Biology and Chemistry allow IGETC for STEM.

"IGETC for STEM" certification as part of an Associate Degree for Transfer in Chemistry would require:

***Complete the following courses before transfer:***

- All courses in Areas 1 (except 1C for UC-bound students), 2, and 5 of the traditional IGETC; and
- One course in Area 3A; one course in Area 3B; and two courses in Area 4 from two different disciplines.

***Complete the following courses after transfer:***

- One remaining lower-division general education course in Area 3;\*
- One remaining lower-division general education course in Area 4;\* and
- One course in Area 6 for UC-bound students who have not satisfied it through proficiency.

\*These deferred lower division courses must be replaced with calculus and/or science courses required by the major before transfer.

Please consult with a Riverside City College counselor to discuss which general education pattern is the best option for you based on your individual major, goals, and transfer institution.

## Film, Television, and Electronic Media

### Criteria A

#### Item 1. Statement of Program Goals and Objectives

The Associate in Arts in Film, Television, and Electronic Media for Transfer degree is designed to prepare students to successfully transfer to the California State University System. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree Program in Film, Television, and Electronic media; or a major deemed similar at a CSU campus. An Associates in Arts for Transfer Degree will be awarded upon successful completion of 18 units of FTV and FST and the general education requirements of one of the following IGETC, CSUGE. The intent of this degree is to assist students in seamlessly transferring to a CSU.

#### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- **Demonstrate** proficiency in the use of key technologies of motion picture and video production including cinematography, editing, sound recording and editing, and lighting.
- **Plan** and **produce** film projects from concept to finished product, meeting industry standards for camerawork, sound, lighting, and editing and demonstrating understanding of filmmaking as an aesthetic, cultural, technological, and collaborative form of expression.
- **Identify** the major elements of film expression: mise-en-scene, the shot, editing, sound, narrative, and genre in film; **perceive** the historical, multicultural, and international technologies, traditions, and values that have influenced film's development; and apply college-level methods of research, analysis, and evaluation to film, and produce college-level essays and research papers.

#### Item 2. Catalog Description

The Associate in Arts in Film, Television, and Electronic Media for Transfer degree is designed to prepare students to successfully transfer to the California State University System. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree Program in Film, Television, and Electronic media; or a major deemed similar at a CSU campus. An Associates in Arts for Transfer Degree will be awarded upon successful completion of 18 units of FTV and FST and the general education requirements of one of the following IGETC, CSUGE. The intent of this degree is to assist students in seamlessly transferring to a CSU.

#### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- **Demonstrate** proficiency in the use of key technologies of motion picture and video production including cinematography, editing, sound recording and editing, and lighting.
- **Plan** and **produce** film projects from concept to finished product, meeting industry standards for camerawork, sound, lighting, and editing and demonstrating understanding of filmmaking as an aesthetic, cultural, technological, and collaborative form of expression.
- **Identify** the major elements of film expression: mise-en-scene, the shot, editing, sound, narrative, and genre in film; **perceive** the historical, multicultural, and international technologies, traditions, and values that have influenced film's development; and apply college-level methods of research, analysis, and evaluation to film, and produce college-level essays and research papers.

**Required Courses 18 units**

Required Core – Choose two courses

FTV 41*	Introduction to Telecommunications	3
FST 1/1H*	Introduction to Film Studies/Honors	3

LIST A: Select one course form each area

AREA 1: Audio

FTV 71A	Beginning Sound Engineering for Audio in Media	3
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AREA 2: Video or Film Production

FTV 48	Short Film Production	3
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LIST B: Select one Course or any course not used above or:

FTV 64	Beginning Digital Editing	3
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LIST C: Select one CSU transferable FTV or FST course below:

FST 2*	Television Studies	3
FST 3*	International Cinema	3
FST 4*	Film Genres	3
FST 5*	Fiction and Film: Adaptation	3
FTV 12*	American Film History	3
FTV 38A	Beginning Film, Television and Video Production Project	3
FTV 42	Writing for Broadcast Television	3
FTV 44A	Beginning Television Production	3
FTV 65*	The Director’s Art	3
FTV 72	Lighting	3
FTV 79	Special Effects	3

\*Courses may be also be used to fulfill general education requirements for the CSUGE or IGETC pattern.

The Associate Arts in Film, Television, and Electronic Media for Transfer degree will be awarded upon completion of coursework totaling 60 California State University (CSU) transferable units including a minimum of 18 semester units or 27 quarter units in a major area of emphasis, as determined by the community college district, and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) requirements with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of “C” or better.

**Items 3-21.**

No written response is required for Narrative Items #3–21. All ADTs are developed in accordance with SB1440. SB1440 was authorized with alignment and in compliance with Title 5, Chapter 6, California Community Colleges Chancellor’s Office Program and Course Approval Handbook, 5th Edition 124

Subchapter 2, sections 55100 and 55130. ADTs and corresponding transfer model curriculum (TMC) were developed collaboratively by intersegmental discipline faculty from the community colleges and the CSU. ADTs assist local community colleges in meeting master plan goals of enhancing transfer opportunities for students.

Important Note: Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements for a student to be eligible for an ADT, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for an ADT. If the college normally requires students to complete additional graduation requirements to obtain an associate degree, the catalog description must clearly state that the ADT does not require them

**Program Outline**

**TOPs Code: 2105.10 (Corrections)**

**CIP Code: 43.0102 (Corrections)**

**Title: Corrections Certificate**

**Description:** This 16-unit certificate would provide entry-level undergraduate professional education within the criminal justice specialization of corrections; completion of the certificate would allow students to pursue entry-level positions within corrections or law enforcement agencies or allow students in the ADT programs to obtain the certificate specializing in corrections through chosen transferrable electives.

**Program Learning Objectives:**

- Demonstrate comprehensive knowledge of the history and trends of the correctional system in the United States and describe the relationship between corrections and other components of the judicial system.
- Analyze and describe the legal issues, specific laws, and general operations of correctional institutions.
- Describe the differences between adult, juvenile, probation, and parole corrections systems.
- Identify, understand, and demonstrate inmate processing procedures including receiving, discharge, and classification processes.
- Identify the legal considerations of correctional systems and the demonstrate knowledge of the rights of individuals within correctional systems.
- Demonstrate professional best practices in methods of professional communications, interviewing and de-escalation techniques.
- Identify, understand, and demonstrate appropriate and professional written communication skills.

**Courses:**

*Required Courses:   16   units*

*(Add additional lines as needed)*

Course	Title	Units
ADJ20	Introduction to Corrections	3
ADJ21	Control & Supervision in Corrections	3
ADJ22	Legal Aspects of Corrections	3
ADJ25	Introduction to Probation & Parole	3
ENG1A	English Composition	4

*Elective Courses:   0   units*

*(Add additional lines as needed)*

Course	Title	Units

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>


*Total Program: 16 units*

**Rationale for New Program:** *(please note: this information will be presented to the Board of Trustees and State Chancellor’s office)*

The corrections discipline provides an opportunity for many interested students within California and the Inland Empire region. At state and county levels, entry requirements for employment opportunities are broad and wages are higher than careers within similar entry-level requirements. For correctional officers alone, employment opportunities within the Inland Empire are expected to increase 7% through 2022. The creation of this certificate would allow individuals to pursue a career in corrections armed with the legal and ethical knowledge taught in the five courses listed above. This, along with beginning to establish relationships with peers and faculty, opportunities for internships, field trips, guest speakers, and volunteer opportunities, can help them create and build a resume that makes them more competitive in the career world. It also allows RCC and our students to become educated and empathetic professionals learning how to analyze, communicate, and critically think in a time when the American correctional system and its professionals faces some major challenges. The Police Executive Research Forum, along with the RAND Corporation, RTI International, and the University of Denver, published a study on the future of corrections in America, and one of the major concentrations was on the hiring, education, and training of correctional officers, with forecasts that these discussions will continue to dominate the criminal justice and corrections professions.

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

**Program Outline**

**TOPs Code: 094600**

**CIP Code: 150501**

**Title:** Building Automation Control Certificate

**Description:**

This program provides students with the technical knowledge and skill handling air conditioning refrigerants, proper methods of wiring controls and the ability to calculate circuit loads used in the HVAC industry. With these new skills, students will be able to obtain entry level employment as a technician or a technician’s helper in the field of HVAC automation controls or maintenance of HVAC automation control systems.

**Program Learning Objectives:**

- Demonstrate competency in wiring a digital control system.
- Identify safety measures to be used with high pressure refrigerants.
- Explain the methods used to calculate loads using OHM’s law in series, parallel, and combination circuits.
- Obtain the skills necessary to become a technician or technician’s helper operating and maintaining a building HVAC system.

**Courses:**

*Required Courses: \_\_21\_\_ units*

*(Add additional lines as needed)*

Course	Title	Units
AIR-61A	Air Conditioning and Refrigeration, I	3
AIR-64A	Air Conditioning and Refrigeration, Electricity I	3
AIR-64B	Air Conditioning and Refrigeration, Electricity II	3
AIR-76	Facilities Maintenance – Chillers	3
AIR-90	Building Automation Fundamentals	3
AIR-91	Advanced Building Control Networks	3
AIR-92	Advanced Building Automation Networks and Programming	3

*Elective Courses: \_\_0\_\_ units*

*(Add additional lines as needed)*

Course	Title	Units

*Total Program: \_\_21\_\_ units*

**Rationale for New Program:** *(please note: this information will be presented to the Board of Trustees and State Chancellor’s office)*

This certificate is developed to meet the goals of the California Energy Efficiency Strategic Plan (CEESP) which mandates that 100 percent of all new homes in California will be Zero Net Energy starting in 2020 and 50 percent of commercial buildings by 2030.

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

**Program Outline**

**TOPs Code: 094600**

**CIP Code: 150503**

**Title: Residential Installation**

**Description:**

This program prepares students with basic knowledge of the safe installation of residential and light commercial HVAC systems. Students will learn terminology and commonly used system drawings. This will prepare them for an entry level position in the HVAC field.

**Program Learning Objectives:**

- Define basic Architectural terminology, abbreviations, and acronyms commonly used in a set of working drawings.
- Discuss safe and efficient operation of residential HVAC and light commercial refrigeration systems.
- Safely and efficiently recover, leak check, evacuate and charge residential and light commercial a/c and refrigeration systems.

**Courses:**

*Required Courses:   12   units*

*(Add additional lines as needed)*

Course	Title	Units
AIR 30	Residential Installation	3
AIR 61A	Air Conditioning and Refrigeration, I	3
AIR 61B	Air Conditioning and Refrigeration, II	3
AIR-78	Safe Refrigerant Handling and Maintenance	3

*Elective Courses:   0   units*

*(Add additional lines as needed)*

Course	Title	Units

*Total Program:   12   units*

**Rationale for New Program:** *(please note: this information will be presented to the Board of Trustees and State Chancellor’s office)*

This certificate will give students an opportunity at a lower level certificate to get basic training to enter the HVAC technology field.

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>



**Program Outline**

**TOPs Code: 0708.10**

**CIP Code: 110901**

**Title: Amazon Web Services (AWS)**

**Description:**

The Cloud Computing program develops skills for the occupations of cloud architect and cloud technician using Amazon Web Services (AWS), the leading cloud computing provider. The program bridges traditional on-premises data center skills of server installation, database management, and networking set-up and cabling into virtualizations of these information and computing technologies over online services. Job preparation will include industry certifications of AWS Cloud Practitioner and AWS Solutions Architect Associate mapped to course work.

**Program Learning Objectives:**

- Ability to design Infrastructure as a Service (IaaS) solutions by provisioning computing instances, establishing virtual private networks, managing databases and storage within a secure online environment.
- Ability to analyze performance metrics of a cloud architecture to respond dynamically to information and computing technology workloads and optimize service costs.
- Ability to collaborate in a team designing business solutions in an industry aligned project.
- Describe security best practices employed with AWS applications.
- Implement customer best practices security controls for Infrastructure Services, Container Services, and for Abstract Services of the Shared Responsibility Model
- Access and navigate AWS Management Console. Access the Security Services Category and retrieve database credentials and API keys
- Create, manage, and deploy public and private Secure Sockets Layer/Transport Layer Security (SSL/TLS) certificates for use with AWS services and internal connected resources
- Use Event Log Analyzer to collect and analyze AWS EC2 Windows instance log in a centralized location.
- Understand the difference between AWS Regions, Availability Zones , and Edge Locations

**Courses:**

*Required Courses:   20   units*

*(Add additional lines as needed)*

Course	Title	Units
CIS-49A	AWS Academy Cloud Foundations	4
CIS-49B	AWS Academy Cloud Architecting	4
CIS-25	Information and Communication Technology Essentials	4

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

## New: Program Outline of Record - Credit

CIS-26A	Cisco Networking Academy 1D	4
CIS-26B	Cisco Networking Academy 1D	4

*Elective Courses: \_\_\_3\_\_\_ units*

*(Add additional lines as needed)*

Course	Title	Units
CIS-21A	Linux Operating System Administration	3
CIS-12	PHP Dynamic Web Site Programming	3

*Total Program: \_\_\_23\_\_\_ units*

**Rationale for New Program:** *(please note: this information will be presented to the Board of Trustees and State Chancellor's office)*

The program is being established to align with industry technology and standards by bridging traditional on-premises data center skills of server installation, database management, and networking set-up and cabling into virtualizations of these information and computing technologies over online services.

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

## IT Technician Pathway Certificate in Cybersecurity Analyst

### PROGRAM PREREQUISITE:

None

### SHORT DESCRIPTION OF PROGRAM:

The IT Technician Pathway Certificate in Cybersecurity Analyst will provide students with proficiency in security measures, analytical assessment practices and developing plans of systems, network, and applications in alignment with existing systems architectures in order to achieve security goals and objectives.

### PROGRAM LEARNING OUTCOMES:

Upon successful completion of this program, students should be able to:

1. Evaluate and interpret security logs of systems for security controls.
2. Conduct threat and vulnerability assessments in order respond and manage risks.
3. Administer complex security controls and configurations to computer hardware, software and networks.
4. Develop and design emergency management plans and security policies based on organizational needs.

The certificate program requires the completion of 6 core classes, for a total of 18 units.

<u>Required Courses</u>	<u>Units</u>
CIS-27 Information and Network Security	3
CIS-27B Introduction to Cybersecurity Ethical Hacking	3
CIS-30A Introduction to Python Programming	3
CIS-40D Systems and Network Administration	3
CIS-41A Principles of Cybersecurity Analysis	3
CIS-41D Advanced Security Concepts and Practices	3
<b>Total Units</b>	<b>18</b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PROGRAM OUTLINE OF RECORD

College R\_M✓N\_\_  
TOP's Code: 0708.00  
CIP Code: 51.0723

**IT Technician Pathway Certificate in Cybersecurity Healthcare  
Specialist**

PROGRAM PREREQUISITE:

None

SHORT DESCRIPTION OF PROGRAM:

The IT Technician Pathway Certificate in Cybersecurity Healthcare Specialist will provide students with proficiency in security measures and practices to protect healthcare systems while ensuring information privacy based on regulatory and compliance requirements.

PROGRAM LEARNING OUTCOMES:

Upon successful completion of this program, students should be able to:

1. Apply healthcare privacy best practices and techniques in accordance to guidelines and regulations.
2. Evaluate risks in healthcare systems and infrastructure.
3. Perform system audits for compliance and security operations.
4. Develop plan and security strategies to protect healthcare infrastructure.

The certificate program requires the completion of 5 core classes, for a total of 15 units.

<u>Required Courses</u>	<u>Units</u>
CIS-8 Fundamentals: Information Systems Security Auditing	3
CIS-25 Information and Communication Technology Essentials	3
CIS-27 Information and Network Security	3
CIS-40D Systems and Network Administration	3
CIS-41A Principles of Cybersecurity Analysis	3
CIS-41B HealthCare Information Security & Privacy for Practitioner	3
<b>Total Units</b>	<b>18</b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PROGRAM OUTLINE OF RECORD

College R\_\_M✓N\_\_  
TOP's Code: 0708.10  
CIP CODE: 11.0901

**Information Technology Model Curriculum State Achievement  
Certificate**

PROGRAM PREREQUISITE:

None

SHORT DESCRIPTION OF PROGRAM:

The Information Technology Model Curriculum will provide students with proficiency in the areas of computer system support, troubleshooting hardware and software, network configuration, infrastructure maintenance, and security assessment of business information systems.

PROGRAM LEARNING OUTCOMES:

Upon successful completion of this program, students should be able to:

1. Providing user and system support with technical problems.
2. Troubleshoot computer hardware and software issues.
3. Configure network appliances and maintain network infrastructure in organization environment.
4. Perform security assessment on business information systems to provide recommendations for future improvement.

The certificate program requires the completion of 4 core classes, 2 elective classes and 1 General (Mathematical) class, for a total of 24 units.

**Required Core Courses 14 Units ( 4 Courses)**

	<b><u>Units</u></b>
CIS-1A Introduction to Computer Information Systems	3
CIS/CSC-5 Programming Concepts and Methodology I:C++	4
CIS-25 Information and Communication Technology Essentials	4

CIS-40A Computer Network Fundamentals 3

**and Select 6 units (2 courses) from the following list**

CIS/CSC-2 Fundamentals of Systems Analysis	3
CIS/CSC-21 Introduction to Operating Systems	3

CIS-40B	Routing and Switching Essentials	3
CIS-27	Information and Network Security	3
CIS-27A	Computer Forensics Fundamentals	3
CIS 27B	Introduction to Cybersecurity: Ethical Hacking	3
CIS-61	Introduction to Database Theory	3
BUS-24	Business Communications	3
<b>and Select 4 units (1 course) from the following list:</b>		
MAT-1A	Single Variable Calculus I Early Transcendental	4
MAT-5	Business Calculus	4
MAT-12	Statistics	4
<b>Total Units:</b>		<b>24</b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PROGRAM OUTLINE OF RECORD

College R\_✓\_M\_\_N\_\_  
TOP Code: 0708.00

## Information Technology

### PROGRAM PREREQUISITE:

None

### SHORT DESCRIPTION OF PROGRAM:

The Information Technology model curriculum provides students with proficiency in the areas of computer system support, troubleshooting hardware and software, network configuration, infrastructure maintenance, and security assessment of business information systems.

### PROGRAM LEARNING OUTCOMES:

Upon successful completion of this program, students should be able to:

1. Provide user and system support with technical problems.
2. Troubleshoot computer hardware and software issues.
3. Configure network appliances and maintain network infrastructure in organization environment.
4. Perform security assessment on business information systems to provide recommendations for future improvement.

The certificate program requires the completion of following courses:

### **Required Core Courses 15 Units (4 Courses)**

	<b><u>Units</u></b>
CIS-1A Introduction to Computer Information Systems	3
CIS/CSC-5 Programming Concepts and Methodology I:C++	4
CIS-25 Information and Communication Technology Essentials	4
CIS-26A Cisco Networking Academy 1A	4

### **and Select 6-7 units (2 courses) from the following list**

CIS/CSC-2 Fundamentals of Systems Analysis	3
CIS/CSC-21 Introduction to Operating Systems	3
CIS 26B Cisco Networking Academy 1B	4
CIS-27 Information and Network Security	3
CIS-27A Computer Forensics Fundamentals	3
CIS 27B Introduction to Cybersecurity: Ethical Hacking	3
CIS-61 Introduction to Database Theory	3
BUS-24 Business Communications	3

**and Select 4 units (1 course) from the following list:**

MAT-1A	Single Variable Calculus I Early Transcendentals	4
MAT-5	Business Calculus	4
MAT-12	Statistics	4
<b>Total Units:</b>		<b>25-26</b>

**Associate of Science Degree**

The Associate of Science Degree in Information Technology will be awarded upon completion of course work totaling 60 California State University (CSU) transferable units including the major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (SCUGE) requirements with a minimum grade point average of 2.0. All courses in the major must be completed with a grade "C" or better.



RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PROGRAM OUTLINE OF RECORD

College R\_\_M✓N\_\_  
TOP's Code: 0708.00  
CIP Code: 11.1003

## **IT Technician Pathway Certificate in Cybersecurity Specialist**

### PROGRAM PREREQUISITE:

None

### SHORT DESCRIPTION OF PROGRAM:

The IT Technician Pathway Certificate in Cybersecurity Specialist will provide students with proficiency in security measures and practices to protect systems in organizational networks.

### PROGRAM LEARNING OUTCOMES:

Upon successful completion of this program, students should be able to:

1. Identify threats and assess risks in physical and technical areas of businesses.
2. Apply security principles and countermeasures to protect systems against threats.
3. Configure security appliances to mitigate risks on business systems.
4. Evaluate, investigate and plan proactive security strategies to secure organizational assets.

The certificate program requires the completion of 5 core classes, for a total of 15 units.

<b><u>Required Courses</u></b>		<b><u>Units</u></b>
CIS-27	Information and Network Security	3
CIS-30A	Introduction to Python Programming	3
CIS-27A	Computer Forensics Fundamentals	3
CIS-27B	Introduction to Cybersecurity: Ethical Hacking	3
CIS-41A	Principles of Cybersecurity Analysis	3
<b>Total Units</b>		<b>15</b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PROGRAM OUTLINE OF RECORD

College R\_\_M\_\_N\_\_

TOP's Code: 0708.00/CIP Code:11.1003

**IT Technician Pathway Certificate in IT Systems Specialist**

PROGRAM PREREQUISITE:

None

SHORT DESCRIPTION OF PROGRAM:

The IT Technician Pathway IT Systems Specialist certificate will provide students with proficiency in the areas of desktop support, hardware and software troubleshooting, network configuration, system maintenance and upgrades.

PROGRAM LEARNING OUTCOMES:

Upon successful completion of this program, students should be able to:

1. Providing user and system support with technical problems.
2. Troubleshoot computer hardware and software issues.
3. Configure network appliances and maintain network infrastructure in organization environment.
4. Perform system assessment for maintenance and upgrade plans for business operations.

The certificate program requires the completion of 5 core classes, for a total of 15 units.

<u>Required Courses</u>		<u>Units</u>
CIS-21	Introduction to Operating Systems	3
CIS-27	Information and Network Security	3
CIS-40A	Computer Network Fundamentals	3
CIS-40C	Installing, Configuring & Administering Microsoft Operating Systems	3
CIS-40D	Systems and Network Administration	3
<b>Total Units</b>		<b>15</b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PROGRAM OUTLINE OF RECORD

College R\_M✓N\_  
TOP's Code: 0707.10  
CIP Code: 11.0299

## Python Programming Certificate

### PROGRAM PREREQUISITE:

None

### SHORT DESCRIPTION OF PROGRAM:

The Python Programming Certificate will provide students with proficiency in the development principles, which emphasize planning, designing, writing, testing programs to solve problems in systems and networks using Python programming languages.

### PROGRAM LEARNING OUTCOMES:

Upon successful completion of this program, students should be able to:

1. Solve programming problems by using common built-in Python modules, tools and template.
2. Utilize development modules, packages and tools to create programs for network services, communication and system administration.
3. Perform security assessment using Python scripts and its features.
4. Create Python programs for Internet of Things (IoT) such as smart devices, embedded systems, micro-boards.
5. Plan, design and write versatile, scalable, high performance Python programs with interfaces and data structure using packages, libraries and extensions.

The certificate program requires the completion of 5 core classes, for a total of 15 units.

<u>Required Courses</u>	<u>Units</u>
CIS-30A Introduction to Python Programming	3
CIS-30B Python Programming in Networking	3
CIS-30C Python Programming in Cybersecurity	3
CIS-30D Python Programming for Internet of Things	3
CIS-30E Advanced Python Programming	3
<b>Total Units</b>	<b>15</b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

PROGRAM OUTLINE of RECORD

College: R X M \_\_\_ N \_\_\_

TOP Code: 3007.00: Barbering and Cosmetology

Certificate in Barbering Concepts

PROGRAM PREREQUISITE

None.

SHORT DESCRIPTION OF PROGRAM

The Barbering Concepts Certificate prepares individuals to provide professional cosmetic services in barber shops, salons, resorts, casinos and other related industry establishments. This includes courses in hair design, hair sculpting, chemical, esthetic and other cosmetic services, safety and sanitation, management, customer service, and preparation for practicing as licensed barbers in the state of California. Courses in applicable professional labor laws and regulations in the barbering industry, physiology, anatomy, electricity and ergonomics are also covered in depth. Emphasis is placed on passing state licensing exam and industry entry skills.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Identify the organizations responsible for advancing the barbering profession and explain the function of state barber boards.
2. Deduce valid conclusions, compare viable techniques and apply principles in preparation of the California State Board of Barbering and Cosmetology practical and written exam.
3. Identify and analyze concepts leading to synthesis of theory for the state board written exam. Produce a business plan and portfolio.
4. Demonstrate entry level skills in a clinic laboratory setting. Demonstrate workplace behaviors (soft skills) necessary for success in the cosmetology industry.

Required Courses (47.5-64.5 units)

	<u>Units</u>
COS 1A - Introduction to Cosmetology Level I	3
COS 1B - Introduction to Cosmetology Level II	3
COS 1C - Cosmetology Business Concepts	1
COS 10A - Level I Hairstyling Concepts	3
COS 10B - Level II Hairstyling Concepts	3
COS 10C - Level III Hairstyling Concepts	2
COS 20A - Level I Chemical Texture Concepts	3
COS 20B - Level II Chemical Texture Concepts	3

COS 30A – Level I Haircutting Concepts	2
COS 30B – Level II Haircutting Concepts	2
COS 30C – Level III Haircutting Concepts	1.50
COS 30D - Level IV Haircutting Barbering Concepts	7
COS 40A - Level I Haircoloring and Bleaching Concepts	3
COS 40B - Level II Haircoloring and Bleaching Concepts	3
COS 90A – Level I Clinic Floor Concepts	1-8
COS 90B – Level II Clinic Floor Concepts	2-8
COS 90C – Level III Clinic Floor Concepts	4-8
COS 96A – Barbering Theory Exam Readiness	0.5
COS 96B – Barbering Practical Exam Readiness	0.5
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Total Units:	47.5-64.5

RIVERSIDE COMMUNITY COLLEGE DISTRICT

PROGRAM OUTLINE of RECORD

College: R\_X M\_\_\_ N\_\_\_

TOP Code: 3007.00: Barbering and Cosmetology

## Certificate in Cosmetology Concepts

### PROGRAM PREREQUISITE

None.

### SHORT DESCRIPTION OF PROGRAM

The Cosmetology Concepts Certificate prepares individuals to provide professional cosmetic services in salons, resorts, casinos and other related industry establishments. This includes courses in hair design, hair sculpting, chemical, esthetic and other cosmetic services, safety and sanitation, management, customer service, and preparation for practicing as licensed cosmetologists in the state of California. Courses in applicable professional labor laws and regulations in the cosmetology industry, physiology, anatomy, electricity and ergonomics are also covered in depth. Emphasis is placed on passing state licensing exam and industry entry skills.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Deduce valid conclusions, compare viable techniques and apply principles in preparation of the California State Board of Barbering and Cosmetology practical and written exam.
2. Identify and analyze concepts leading to synthesis of theory for the state board written exam. Produce a business plan and portfolio.
3. Demonstrate entry level skills in a clinic laboratory setting. Demonstrate workplace behaviors (soft skills) necessary for success in the cosmetology industry.

### Required Courses (53-70 units)

### Units

COS 1A - Introduction to Cosmetology Level I	3
COS 1B - Introduction to Cosmetology Level II	3
COS 1C - Cosmetology Business Concepts	1
COS 10A - Level I Hairstyling Concepts	3
COS 10B - Level II Hairstyling Concepts	3
COS 10C - Level III Hairstyling Concepts	2
COS 20A - Level I Chemical Texture Concepts	3
COS 20B - Level II Chemical Texture Concepts	3
COS 30A – Level I Haircutting Concepts	2
COS 30B – Level II Haircutting Concepts	2
COS 30C – Level III Haircutting Concepts	1.50
COS 40A - Level I Haircoloring and Bleaching Concepts	3

COS 40B - Level II Haircoloring and Bleaching Concepts	3
COS 57A – Level I Skin Care Concepts	2.5
COS 57B – Level II Skin Care Concepts	2
COS 70A – Level I Makeup and Hair removal Concepts	3
COS 80A – Level I Nail Care Concepts	2
COS 80B – Level II Nail Care Concepts	3
COS 90A – Level I Clinic Floor Concepts	1-8
COS 90B – Level II Clinic Floor Concepts	2-8
COS 90C – Level III Clinic Floor Concepts	4-8
COS 97A – Cosmetology Theory Exam Readiness Concepts	0.5
COS 97B – Cosmetology Practical Exam Readiness Concepts	0.5
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Total Units:	53-70

RIVERSIDE COMMUNITY COLLEGE DISTRICT

PROGRAM OUTLINE of RECORD

College: R X M \_\_\_ N \_\_\_

TOP Code: 3007.00: Barbering and Cosmetology

Certificate in Esthetician Concepts

PROGRAM PREREQUISITE

None.

SHORT DESCRIPTION OF PROGRAM

The Esthetician Concepts Certificate prepares individuals to provide professional cosmetic services in salons, spas, resorts, casinos and other related industry establishments. This includes courses in skin care, hair removal, makeup and other cosmetic services, safety and sanitation, management, customer service, and preparation for practicing as licensed estheticians in the state of California. Courses in applicable professional labor laws and regulations in the esthetician industry, physiology, anatomy, electricity and ergonomics are also covered in depth. Emphasis is placed on passing state licensing exam and industry entry skills.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Deduce valid conclusions, compare viable techniques and apply principles in preparation of the California State Board of Barbering and Cosmetology practical and written exam.
2. Identify and analyze concepts leading to synthesis of theory for the state board written exam. Produce a business plan and portfolio.
3. Demonstrate entry level skills in a clinic laboratory setting. Demonstrate workplace behaviors (soft skills) necessary for success in the cosmetology industry.

Required Courses (33.5-50.5 units)

Units

COS 1A - Introduction to Cosmetology Level I	3
COS 1B - Introduction to Cosmetology Level II	3
COS 1C - Cosmetology Business Concepts	1
COS 57A – Level I Skin Care Concepts	2.5
COS 57B – Level II Skin Care Concepts	2
COS 57C – Level III Skin Care Concepts	8
COS 70A – Level I Makeup and Hair removal Concepts	3
COS 70B – Level II Makeup and Hair removal Concepts	3
COS 90A – Level I Clinic Floor Concepts	1-8
COS 90B – Level II Clinic Floor Concepts	2-8
COS 90C – Level III Clinic Floor Concepts	4-8
COS 98A – Esthetics Theory Exam Readiness Concepts	0.5



COS 98B – Esthetics Practical Exam Readiness Concepts

0.5

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Total Units:

33.5-50.5

RIVERSIDE COMMUNITY COLLEGE DISTRICT

PROGRAM OUTLINE of RECORD

College: R X M \_\_\_ N \_\_\_

TOP Code: 3007.00: Barbering and Cosmetology

## Certificate in Hairstyling Concepts

### PROGRAM PREREQUISITE

None.

### SHORT DESCRIPTION OF PROGRAM

The Hairstyling Concepts Certificate prepares individuals to provide professional cosmetic services in blow-dry bars, salons, resorts, casinos and other related industry establishments. This includes courses in hair design, hair sculpting, chemical, safety and sanitation, management, customer service, and preparation for practicing as licensed hairstylist in the state of California. Courses in applicable professional labor laws and regulations in the hairstyling industry, physiology, anatomy, electricity and ergonomics are also covered in depth. Emphasis is placed on passing state licensing exam and industry entry skills.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Deduce valid conclusions, compare viable techniques and apply principles in preparation of the California State Board of Barbering and Cosmetology practical and written exam.
2. Identify and analyze concepts leading to synthesis of theory for the state board written exam. Produce a business plan and portfolio.
3. Demonstrate entry level skills in a clinic laboratory setting. Demonstrate workplace behaviors (soft skills) necessary for success in the cosmetology industry.

### Required Courses (40.5-57.5 units)

	<u>Units</u>
COS 1A - Introduction to Cosmetology Level I	3
COS 1B - Introduction to Cosmetology Level II	3
COS 1C - Cosmetology Business Concepts	1
COS 10A - Level I Hairstyling Concepts	3
COS 10B - Level II Hairstyling Concepts	3
COS 10C - Level III Hairstyling Concepts	2
COS 20A - Level I Chemical Texture Concepts	3
COS 20B - Level II Chemical Texture Concepts	3
COS 30A – Level I Haircutting Concepts	2
COS 30B – Level II Haircutting Concepts	2
COS 30C – Level III Haircutting Concepts	1.50
COS 40A - Level I Haircoloring and Bleaching Concepts	3

COS 40B - Level II Haircoloring and Bleaching Concepts	3
COS 90A – Level I Clinic Floor Concepts	1-8
COS 90B – Level II Clinic Floor Concepts	2-8
COS 90C – Level III Clinic Floor Concepts	4-8
COS 95A – Hairstyling Theory Exam Readiness Concepts	0.5
COS 95B – Hairstyling Practical Exam Readiness Concepts	0.5
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Total Units:	40.5-57.5

RIVERSIDE COMMUNITY COLLEGE DISTRICT

PROGRAM OUTLINE of RECORD

College: R X M \_\_\_ N \_\_\_

TOP Code: 3007.00: Barbering and Cosmetology

## Certificate in Manicuring Concepts

### PROGRAM PREREQUISITE

None.

### SHORT DESCRIPTION OF PROGRAM

The Manicuring Concepts Certificate prepares individuals to provide professional cosmetic services in nail shops, salons, resorts, casinos and other related industry establishments. This includes courses in nail care, nail design, structure of nail, diseases of nail, disorders of nail and other cosmetic services, safety and sanitation, management, customer service, and preparation for practicing as licensed manicurists in the state of California. Courses in applicable professional labor laws and regulations in the manicuring industry, physiology, anatomy, electricity and ergonomics are also covered in depth. Emphasis is placed on passing state licensing exam and industry entry skills.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Deduce valid conclusions, compare viable techniques and apply principles in preparation of the California State Board of Barbering and Cosmetology practical and written exam.
2. Identify and analyze concepts leading to synthesis of theory for the state board written exam. Produce a business plan and portfolio.
3. Demonstrate entry level skills in a clinic laboratory setting. Demonstrate workplace behaviors (soft skills) necessary for success in the cosmetology industry.

### Required Courses (24-41 units)

### Units

COS 1A - Introduction to Cosmetology Level I	3
COS 1B - Introduction to Cosmetology Level II	3
COS 1C - Cosmetology Business Concepts	1
COS 80A – Level I Nail Care Concepts	2
COS 80B – Level II Nail Care Concepts	3
COS 80C – Level III Nail Care Concepts	4
COS 90A – Level I Clinic Floor Concepts	1-8
COS 90B – Level II Clinic Floor Concepts	2-8
COS 90C – Level III Clinic Floor Concepts	4-8
COS 99A – Manicuring Theory Exam Readiness	0.5
COS 99B – Manicuring Practical Exam Readiness	0.5
<b>Total Units:</b>	<b>24-41</b>

**Program Outline**

**TOPs Code: 094600**

**CIP Code: 150501**

**Title:** Building Inspection Technology

**Description:**

This program provides students with the technical knowledge and skill reading and interpreting building codes. Understanding materials used to meet the demands of the codes and the documentation needed to comply with inspections taking place during construction, remodel of maintenance of structures. With these new skills, students will be able to obtain entry level employment as an inspector or an inspector’s helper in new construction, remodel construction, or operation of an existing building.

**Program Learning Objectives:**

- Describe the relationship between the codes and how they affect building and maintaining structures.
- Determine needed compliance documents for building construction, remodel, and routine maintenance.
- Apply the California Building Codes and California Energy Efficiency codes in the design of a structure.
- Obtain the necessary skills to become and inspector or an inspectors helper.

**Courses:**

*Required Courses. 27 units*

*(Add additional lines as needed)*

Course	Title	Units
EST-20	California Energy Codes	3
EST-21	California Building Codes	3
EST-22	California Mechanical Codes	3
EST-23	California Plumbing Codes	3
EST-24	California Electrical Codes	3
EST-25	California Residential Codes	3
EST-26	California Fire Codes	3
EST-32	Architectural Practice I	3
EST-33	Materials of Construction	3

*Elective Courses: \_\_\_0\_\_\_ units*

*(Add additional lines as needed)*

Course	Title	Units
n/a		

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

Total Program: \_\_\_\_27\_\_ units

**Rationale for New Program:** *(please note: this information will be presented to the Board of Trustees and State Chancellor's office)*

This certificate is developed to meet the goals of the California Energy Efficiency Strategic Plan (CEESP) which mandates that 100 percent of all new homes in California will be Zero Net Energy starting in 2020 and 50 percent of commercial buildings by 2030.

TOPS:	CIP:
SP04:	Prgm:

**Program Outline**

**TOPs Code: 094600**

**CIP Code: 150501**

**Title:** Zero Net Energy

**Description:**

This program provides individuals an overview of progressive measures that improve the energy performance of buildings. Studies focus on energy efficiency in residential and commercial buildings, and California energy codes.

**Program Learning Objectives:**

- Describe multiple sustainable energy systems and how they are designed to support ZNE buildings.
- Identify the requirements for meeting energy code compliance.
- Define basic Architectural terminology, abbreviations, and acronyms commonly used in a set of working drawings

**Courses:**

*Required Courses: 17-20 units*

*(Add additional lines as needed)*

Course	Title	Units
EST-10	Industrial Calculations	3
EST-15	Zero Net Energy Building Science	4
EST-20	California Energy Codes	3
EST-30	Architectural Blueprint Reading	3
CAT-61	Professional Office Procedures	3
EST-200	Energy Systems Technology Work Experience	1-4

*Elective Courses: 0 units*

*(Add additional lines as needed)*

Course	Title	Units

*Total Program: 17-20 units*

**Rationale for New Program:** *(please note: this information will be presented to the Board of Trustees and State Chancellor's office)*

This certificate is developed to meet the goals of the California Energy Efficiency Strategic Plan (CEESP) which mandates that 100 percent of all new homes in California will be Zero Net Energy starting in 2020 and 50 percent of commercial buildings by 2030.

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

# RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R\_\_\_ M\_\_\_ N\_\_\_x\_\_\_

TOPs Code: \_\_0946.00\_\_\_\_\_

## Apprenticeship: Manufacturing Technician 1 Certificate

### PROGRAM PREREQUISITE:

None.

### SHORT DESCRIPTION of PROGRAM

This program is step one towards becoming a fully qualified journey level Manufacturing Technician who has the ability to manufacture high precision parts out of a wide variety of materials using all types of conventional machine tools.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Apply industry standard safety practices and specific safety requirements for different machining operations.
2. Produce precision parts out of a variety of conventional machine tools.
3. Demonstrate general manufacturing technical practices and procedures, that are applicable to all sectors of manufacturing.

### Required Courses

	<u>Units</u>
<b>APP 450</b>	<b>8</b>

**Apprenticeship Work Experience**

### Elective Courses

Choose 6-8 units from the following:

	<u>Units</u>
ENE 30	3
ENE 62	3
ENE 42	3
ENE 51	2
MAN 35	5
MAN 55	1
MAN 56	4
MAN 57	3

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**Total Units:**

**14 - 16**



Riverside Community College District  
**Program Outline of Record**

**College:** Moreno Valley  
**TOPs (Code):** 1004.00 – Music  
**CIP (Code):** 500901 – Music, General

**Guitar Performance Certificate**

**PROGRAM PREREQUISITE**

None

**SHORT DESCRIPTION of PROGRAM**

This program prepares individuals for careers in guitar performance as well as acceptance into CSU/UC Bachelor of Music guitar performance programs. The instruction includes: 1 on 1 (applied) guitar instruction, guitar ensemble, music theory/musicianship, and additionally provides access to sight reading labs and performance class workshops. Fulfills both a portion of the Associate of Arts degree in Music (AA) as well as the Associate Degree for Transfer (ADT).

**PROGRAM LEARNING OUTCOMES**

Upon successful completion of this program, students should be able to:

- Perform a 15-minute solo guitar recital in front of a jury comprised of guitar faculty. The repertoire must consist of at least 3 contrasting pieces of music and demonstrate stylistically accurate rhythms, pitches, and musical expression.
- Demonstrate ensemble specific performance practices and professional standards of conduct expected of ensemble participants through a successful performance collaboration involving guitar: duo, trio, quartet or quintet.
- Demonstrate proficient melodic sight-reading skills in first position on the guitar involving the use of all major and minor keys with the inclusion of: chromatic tones, rhythmic subdivisions of the beat and syncopations.
- Demonstrate theoretical skills necessary in order to both structurally and harmonically analyze a piece of guitar music from the Common Practice Era.

**Required Courses**

Core Requirements (16-20 units)		Units
<b>Music Theory (includes musicianship)</b>		
MUS – 3*	Music Fundamentals (Test out option available)	4
MUS – 4*	Music Theory I	4
MUS – 5	Music Theory II	4
<b>Applied Music (1 unit per semester for a total of 4 units)</b>		
MUS – 87	Applied Music Training (1 unit/ 4 semesters)	4
<b>Ensemble (1 unit per semester for a total of 4 units)</b>		
MUS – 70	Guitar Lab Ensemble (1 unit/ 4 semesters)	4

\*Courses may also be used to fulfill general education requirements for the CSU GE or IGETC pattern, please confer with a counselor.

**Program Outline**

**TOPs Code: 094600**

**CIP Code: 150501**

**Title:** Building Energy Systems Professional in HVAC Technology Associate of Science Degree

**Description:**

This program offers the students the opportunity to learn the academic, occupational, communication, and technical training skills needed by entry level technicians in the residential and commercial Heating, Ventilating, and Air Conditioning (HVAC) industry. Students completing this degree will develop multiple skills that include real-world knowledge of: Air conditioning and refrigeration theory and application, equipment tools, systems and components, duct and envelope testing, fundamentals of motors and capacitors, interpreting electrical diagrams, air supply and delivery, system evacuation and charging, troubleshooting, equipment service and installation, energy conservation, design, and safety.

**Program Learning Objectives:**

- Describe multiple sustainable energy systems and how they are designed to support Zero Net Energy buildings.
- Identify the requirements for meeting energy code compliance.
- Demonstrate technical knowledge and skills needed to repair, install, service, and maintain residential and commercial HVAC systems in operating condition.
- Apply principles of mechanics, electricity, and electronics to the repair of residential commercial HVAC systems.

**Courses:**

*Required Courses: \_\_\_17-20\_\_\_ units*

*(Add additional lines as needed)*

Course	Title	Units
EST-10	Industrial Calculations	3
EST-15	Zero Net Energy Building Science	4
EST-20	California Energy Codes	3
EST-30	Architectural Blueprint Reading	3
CAT-61	Professional Office Procedures	3
EST-200	Energy Systems Technology Work Experience	1-4

*Elective Courses: \_\_\_15\_\_\_ units*

*(Add additional lines as needed)*

Course	Title	Units
AIR-61A	Air Conditioning and Refrigeration, I	3
AIR-64A	Air Conditioning and Refrigeration, Electricity I	3
AIR-75	HVACR System Designs	3
AIR-76	Facilities Maintenance – Chillers	3
AIR-77	Energy Conservation Methods for HVACR	3
AIR-84	Boiler and Hydronic Heating	3
AIR-90	Building Automation Fundamentals	3

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

EST-22	California Mechanical Codes	3
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*Total Program: \_\_\_32-35\_ units*

**Rationale for New Program:** *(please note: this information will be presented to the Board of Trustees and State Chancellor’s office)*

This degree is developed to meet the goals of the California Energy Efficiency Strategic Plan (CEESP) which mandates that 100 percent of all new homes in California will be Zero Net Energy starting in 2020 and 50 percent of commercial buildings by 2030. Creation of this degree meets the requirements of the Strong Workforce allocation.

TOPS:	CIP:
SP04:	Prgm:

**Program Outline**

**TOPs Code: 1306.30**

**Title:** Associate of Science Degree in Baking & Pastry Arts (New)  
 Certificate of Achievement in Baking & Pastry Arts (Modification)

**Description:** The Baking & Pastry Program at Riverside City College focuses on professional learning objectives through our Career & Technical Education division. As the program unfolds, students within our community and surrounding areas, will learn the fundamentals of baking and pastry arts, from yeast dough formulation to cakes and pastries from around the globe. Additionally, students will learn the proper food safety and sanitation practices as set forth by industry benchmarks. This knowledge is captured through traditional styles of learning, as well as a hands on approach where students can grasp a better understanding of the material. As they advance through the program, students continue representing their personal styles and cultural backgrounds through their plated desserts, to advanced techniques such as chocolate and sugar artistry. Students are encouraged through critical thinking, on how baking ingredients function, and the roles they contribute throughout the baking processes. To further enhance their knowledge and outreach within the community, students will need to communicate and collaborate with industry partners and leaders, to solidify their learnings.

**Program Learning Objectives:**

- Define and conduct food safety sanitation practices and apply them in a baking laboratory setting.
- Understand the elements of baking in a professional bakeshop, while using professional tools and equipment.
- Understand the components of making and plating a dessert, including making all of the components from scratch.
- Prepare a basic element such as Prepare basic elements such as pâte à choux, pastry cream, and laminated doughs
- Understand the skillsets required for advanced pastry techniques, such as chocolate, sugar artistry, and pastillage.

**Courses:**

*Required Courses: \_\_25\_\_ units*

*(Add additional lines as needed)*

Course	Title	Units
CUL 50	Food Service Sanitation	2
CUL 46	Fundamentals of Baking & Pastry	8.5

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

CUL 47	Advanced Baking & Pastry	8.5
KIN 4	Nutrition	3
MAG 56	Human Resources Management	3

*Elective Courses: \_\_\_\_\_ units*

*(Add additional lines as needed)*

Course	Title	Units

*Total Program: \_\_\_25\_\_\_ units*

**Rationale for New Program:** *(please note: this information will be presented to the Board of Trustees and State Chancellor's office)*

Upon successful completion of the Associate of Science Degree in Baking & Pastry Arts, students become more valuable to potential employers. Students will complete all of the courses required for the Certificate in Baking & Pastry Arts, as well as the relevant academic courses required to obtain the Associate of Science Degree. Additionally, it puts the students on the correct path forward as they pursue their education further in the areas of Food Service Management, or similar Bachelor's Degree level program.

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

Applied Digital Media and Printing  
(Degree/Certificate Proposal)

Graphic Design and Digital Media

College: Riverside City

AS/CE

This program prepares students for a wide variety of careers in graphic design and digital media production. This includes instruction in graphic design, typography, digital illustration, photo manipulation, web design, animation, motion graphics, advertising design, entertainment graphics, and production art, using the latest equipment and software available. Classes are structured to give strong academic and hands-on experience for entry into the graphic design and digital media industry.

**Program Learning Outcomes**

Upon successful completion of this program, students should be able to:

- Demonstrate graphic design and layout principles consistent with the principles and elements of design.
- Analyze and explain methods and techniques to design aesthetically pleasing and effective typographic communication.
- Understand the technical differences and advantages of raster-based and vector-based images for various design outputs and digital applications.
- Create effective motion graphics designs and multimedia animations for various marketing, advertising and promotional narratives.
- Understand the technical differences and advantages of various digital, video and audio file formats in the context of graphic design and digital media.

The ADM program prepares students for the following careers in graphic design and digital media: production artist, junior graphic designer, graphic designer, art director, digital illustrator, advertising designer, brand designer, digital 2D animator, 3D animator, motion graphics designer, web designer, rich content creator, multimedia designer, image editor and design marketing.

Required Courses (33 units)		Units
ADM-1	Introduction to Applied Digital Media	3
ADM-62	Typography and Graphic Design	3
ADM-63A	Design for Print Publication	3
ADM-63B	Design for Electronic Publication	3
ADM-70	Project Production and Portfolio	3
ADM-71A	Adobe Photoshop for Image Manipulation	3
ADM-71B	Adobe Photoshop, Advanced	3
ADM-77A	Adobe Illustrator for Graphic Art	3
ADM-77B	Adobe Illustrator, Advanced	3
Electives (6 units)		

Digital Media Production Emphasis:

FTV-64A	Beginning Digital Editing Principles and Techniques	3
PHO-20	Introduction to Digital Photography	3

Motion Graphics Emphasis:

ADM-67	Multimedia Animation	3
ADM-69	Motion Graphics and Special Effects with After Effects	3

Digital Animation Emphasis:

ADM-68A	3D Animation with Maya I	3
ADM-68B	3D Animation with Maya II	3
Or		
ART-50A	Beginning Storyboarding	3
ART-50B	Intermediate Storyboarding	3

Digital Illustration Emphasis:

ART-36A	Computer Art- Introduction	3
ART-36B	Computer Art-Intermediate	3

Web Design Emphasis:

ADM-74A	Web Design	3
ADM-74B	Web Design with Dreamweaver	3
Or		
CIS-72A	Introduction to Web Page Creation	1.5
CIS-72B	Intermediate Web Page Creation using Cascading Style Sheets (CSS)	1.5
CIS-76B	Adobe Dreamweaver	3

Associate of Science Degree

The Associate of Science Degree in Graphic Design and Digital Media will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

**Program Outline**

**TOPs Code: 094600**

**CIP Code: 150501**

**Title: HVAC Commercial Technology**

**Description:**

This program prepares individuals to apply technical knowledge and skills to repair, install, service, and maintain the operating condition of commercial HVAC systems. This includes instruction in diagnostic techniques, the use of testing equipment, the principles of mechanics, electricity, and electronics as they relate to the repair of commercial HVAC systems.

**Program Learning Objectives:**

- Demonstrate technical knowledge and skills needed to repair, install, service, and maintain commercial HVAC systems in operating condition.
- Utilize diagnostic techniques and testing equipment in the repair of commercial HVAC systems.
- Apply principles of mechanics, electricity, and electronics to the repair of commercial HVAC systems.

**Courses:**

*Required Courses:   36   units*

*(Add additional lines as needed)*

Course	Title	Units
AIR-61A	Air Conditioning and Refrigeration, I	3
AIR-61B	Air Conditioning and Refrigeration, II	3
AIR-64A	Air Conditioning and Refrigeration, Electricity I	3
AIR-64B	Air Conditioning and Refrigeration, Electricity II	3
AIR-75	HVACR System Designs	3
AIR-76	Facilities Maintenance – Chillers	3
AIR-77	Energy Conservation Methods for HVACR	3
AIR-78	Safe Refrigerant Handling & Management	3
AIR-83	All Weather Heating & Cooling Systems	3
AIR-84	Boiler and Hydronic Heating	3
AIR-90	Building Automation Fundamentals	3
EST-22	California Mechanical Codes	3

*Elective Courses:   0   units*

*(Add additional lines as needed)*

Course	Title	Units
n/a		

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>



Total Program: \_\_\_\_36\_\_ units

**Rationale for New Program:** *(please note: this information will be presented to the Board of Trustees and State Chancellor's office)*

This certificate is developed to meet the goals of the California Energy Efficiency Strategic Plan (CEESP) which mandates that 100 percent of all new homes in California will be Zero Net Energy starting in 2020 and 50 percent of commercial buildings by 2030.

TOPS:	CIP:
SP04:	Prgm:

**Program Outline**

**TOPs Code: 094900**

**CIP Code: 470603**

**Title: Automotive Refinishing and Paint**

**Description:**

This program prepares individuals to apply technical knowledge and skills to repair, reconstruct and finish automobile bodies, fenders, and external features. This includes instruction in structure analysis, damage repair, non-structural analysis, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, damage analysis, and estimating.

**Program Learning Objectives:**

- Develop entry-level skills and knowledge for employment in the automotive industry;. i.e., employment in an auto body repair facility, automotive paint shop.
- Acquire the skills and knowledge to work safely in the lab/shop environment.
- Demonstrate the ability to become part of the Inter-Industry Conference on Auto Collision Repair (I-CAR).

**Courses:**

*Required Courses:   16   units*

*(Add additional lines as needed)*

Course	Title	Units
AUB 50	Introduction to Automotive Collision Repair	4
AUB 51	Automotive Non-Structural Collision Repair and Estimating	4
AUB-52	Automotive Refinishing and Paint	4
AUB-55	Automotive Advanced Refinishing and Custom Paint	4

*Elective Courses:   4   units*

*(Add additional lines as needed)*

Course	Title	Units
AUB-53	Automotive Collision Repair Special Projects	4
AUB-59B	Automotive Refinishing Service and Repair	2
AUB-60	Automotive Trim and Upholstery I	4

*Total Program:   20   units*

**Rationale for New Program:** *(please note: this information will be presented to the Board of Trustees and State Chancellor's office)*

*Program is being added to separate the existing collision repair, refinishing and paint emphasis cert/degree into two separate awards allowing students to earn a certificate in both areas.*

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

**Program Outline**

**TOPs Code: 094800**

**CIP Code: 470604**

**Title: Automotive Hybrid and Electrical Vehicle**

**Description:**

This program prepares students to apply technical knowledge of the service, diagnosis, and repair of modern hybrid and electric vehicles. Emphasis placed on high voltage battery packs, propulsion systems, charging systems, and related hybrid/EV control systems.

**Program Learning Objectives:**

- Demonstrate personal and shop safety procedures needed to safely work with high voltage systems.
- Diagnose hybrid/electric vehicle control systems.
- Use a systematic, industry-standard process to troubleshoot, evaluate, and diagnose malfunctions of computer-controlled devices.
- Diagnose and repair electrical and electronic circuits.

**Courses:**

*Required Courses:   23   units*

*(Add additional lines as needed)*

Course	Title	Units
AUT 50	Automotive Principles	4
AUT 52A	Automotive Tune-up and Electrical Systems	4
AUT 54	Automotive Electrical Systems	4
AUT 56	Automotive Computer Controls	4
AUT 95	Introduction to Hybrid and Electric Vehicle Technology	3
AUT 96	Advanced Hybrid and Electric Vehicle Technology	4

*Elective Courses:   0   units*

*(Add additional lines as needed)*

Course	Title	Units

*Total Program:   23   units*

**Rationale for New Program:** *(please note: this information will be presented to the Board of Trustees and State Chancellor's office)*

This program is being created to address the growing need of electric vehicle repair in the Automotive industry.

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

# RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R\_\_ M\_\_ N\_\_ x\_\_

TOPs Code: \_\_\_\_ 0614.00 \_\_\_\_

## Game Development Core

### PROGRAM PREREQUISITE:

None.

### SHORT DESCRIPTION of PROGRAM

Students completing the Game Development Core program will be qualified in the game development process, including creating and prototyping game concepts, scripting to create movement and gameplay, creating drafts of concept art, and prototypes of 3D models. Students will be prepared to enter the field as a game tester, quality assurance tester, or junior producer.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- Demonstrate creative and technical proficiency in the application of game development techniques to the design, programming and art of digital games.
- Understand the evolution of game culture, the emergence of video games as a platform for artistic expression, and the business models through which video game are developed as a viable commercial product.
- Demonstrate proficiency in communicating both orally and in writing, including effective communication in collaborative, interdisciplinary teamwork.

### Required Courses

GAM-1	Business of Video Games	3.0
GAM-2	History of Video Games	3.0
GAM-3A	Game Design	3.0
GAM-4A	Game Scripting	3.0
GAM-5A	Concept Art	3.0
GAM-6A	3D Digital Modeling	3.0
GAM-7	Game Studio	3.0

### Elective Courses

None

**Units**

**0**

**Total Units:**

**21.0**

# RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R\_\_\_ M\_\_\_ N\_\_\_x\_\_\_

TOPs Code: \_\_0946.00\_\_\_\_\_

## Apprenticeship: Manufacturing Technician 2 Certificate and Associates Degree

### PROGRAM PREREQUISITE:

None.

### SHORT DESCRIPTION of PROGRAM

This program develops the fully qualified journey level Manufacturing Technician who has the ability to manufacture high precision parts out of a wide variety of materials using all types of conventional machine tools.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Apply industry standard safety practices and specific safety requirements for different machining operations
2. Produce high precision parts out of a variety of conventional machine tools.
3. Demonstrate advanced manufacturing technical practices and procedures that are applicable to all sectors of manufacturing.
4. Demonstrate knowledge of CNC specific technical work practices, such as blueprint reading, applied math concepts, tools, and measurement concepts.

### Required Courses

APP 450

Apprenticeship Work Experience

Units

16

### Elective Courses

Choose 14-15 units from the following:

		<u>Units</u>
ENE 30	Computer Aided Drafting (CAD)	3
ENE 62	Math for Automated Systems	3
ENE 42	SolidWorks I	3
ENE 51	Blueprint Reading	2
MAN 35	Computer Aided Manufacturing	5
MAN 36	General Machine Shop and Theory of Machining	4
MAN 55	Occupational Safety and Health Administration (OSHA)	1
MAN 56	CNC Machine Set-up and Operation	4
MAN 57	CNC Program Writing	3

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### **Total Units:**

**30-31**

### **"Associate of Science Degree**

The Associate in Science Degree in Apprenticeship: Manufacturing Technician 2 will be awarded upon completion of the degree requirements including general education and other graduation requirements as described in the college catalog."

1005

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PROGRAM OUTLINE of RECORD**

College: R\_x\_\_ M\_\_\_ N\_\_\_

TOPs Code: 0502.00

Accounting Basics for Small Business, Certificate of Completion (Noncredit)

PROGRAM PREREQUISITE:

None

SHORT DESCRIPTION of PROGRAM

The Accounting Basics for Small Business Certificate provides students with an understanding of basic accounting, including QuickBooks procedures. The skills and knowledge covered in this program will enable students to get a job in the field or advance in their current career. This certificate also serves as a gateway into other noncredit and credit programs.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Understand the basic components of the primary financial statements - balance sheet, income statement, and cash flow statement.
2. Understand the interaction between different statements and individual accounting entries.
3. Apply these basic accounting concepts to a small business.
4. Use the knowledge from this class as a foundation for working with an accounting software package.

Required Courses

		<u>Hours</u>
ACC – 801	Setting Up QuickBooks for Small Business	16
ACC – 802	Monthly Procedures Using QuickBooks	16
ACC – 803	Year End Procedures with QuickBooks	16

Elective Courses

Hours

None

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**Total Hours:**

**48**

**Program Outline**

**TOPs Code: 094800**

**CIP Code: 470604**

**Title: ASE Engine Performance and Electrical Specialist**

**Description:**

This program will prepare individuals to successfully complete the Electrical/Electronic Systems ASE (Automotive Service Excellence) test. Information covered will include electrical systems, heating and air conditioning, and engine performance. Test taking strategies will be included. (72 hours)

**Program Learning Objectives:**

- Diagnose electrical faults using digital multi-meter data.
- Diagnose A/C system faults using digital multi-meter and scan tool information.
- Explain the purpose of various components found in modern fuel injection systems.

**Courses:**

*Required Courses: 72 hours*

*(Add additional lines as needed)*

Course	Title	Hours
AUT 806	ASE Test Preparation – Electrical/Electronic Systems	18
AUT 807	ASE Test Preparation- Heating and Air Conditioning	18
AUT 808	ASE Test Preparation- Engine Performance	18
AUT 811	ASE Test Preparation- Advanced Engine Performance	18

*Elective Courses: 0 hours*

*(Add additional lines as needed)*

Course	Title	Hours

*Total Program: 72 hours*

**Rationale for Proposal of New Program:** *(please note: this information will be presented to the Board of Trustees and State Chancellor’s office)*

This program is being created to allow students working in the industry an opportunity to get the preparation skills to pass the ASE Test and allow for career advancement.

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

**Program Outline**

**TOPs Code: 094800**

**CIP Code: 470604**

**Title: ASE Powertrain Specialist**

**Description:**

This program will prepare individuals to successfully complete the Powertrain Specialist ASE (Automotive Service Excellence) test. Information covered will include engine repair, automatic transmissions, manual drive train axles and electrical systems. Test taking strategies will be included. (72 hours)

**Program Learning Objectives:**

- Determine system operation and service procedures using technical information.
- Diagnose common automatic transmission/transaxle malfunctions and determine needed repairs.
- Diagnose common drive axle malfunctions and determine needed repairs.

**Courses:**

*Required Courses: 72 hours*

*(Add additional lines as needed)*

Course	Title	Hours
AUT 801	ASE Test Preparation – Engine Repair	18
AUT 802	ASE Test Preparation- Automatic Transmission/Transaxle	18
AUT 803	ASE Test Preparation- Manual Drive Train and Axles	18
AUT 806	ASE Test Preparation- Electrical/Electronic Systems	18

*Elective Courses: 0 hours*

*(Add additional lines as needed)*

Course	Title	Hours

*Total Program: 72 hours*

**Rationale for Proposal of New Program:** *(please note: this information will be presented to the Board of Trustees and State Chancellor’s office)*

This program is being created to allow students working in the industry an opportunity to get the preparation skills to pass the ASE Test and allow for career advancement.

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>



**Program Outline**

**TOPs Code: 094800**

**CIP Code: 470604**

**Title: ASE Undercar Specialist**

**Description:**

This program will prepare individuals to successfully complete the Undercar Specialist ASE (Automotive Service Excellence) tests. Information covered will include suspension, steering, brakes and electrical systems. Test taking strategies will be included. (54 hours)

**Program Learning Objectives:**

- Diagnose common steering system malfunctions and determine needed repairs.
- Utilize symptom-based diagnosis to identify common brake system malfunctions.
- Utilize wiring diagrams to diagnose electrical circuit malfunctions.

**Courses:**

*Required Courses: 54 hours*

*(Add additional lines as needed)*

Course	Title	Hours
AUT 804	ASE Test Preparation – Suspension and Steering	18
AUT 805	ASE Test Preparation- Brakes	18
AUT 806	ASE Test Preparation- Electrical/Electronic Systems	18

*Elective Courses: 0 hours*

*(Add additional lines as needed)*

Course	Title	Hours

*Total Program: 54 hours*

**Rationale for Proposal of New Program:** *(please note: this information will be presented to the Board of Trustees and State Chancellor’s office)*

This program is being created to allow students working in the industry an opportunity to get the preparation skills to pass the ASE Test and allow for career advancement.

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

**Program Outline of Record**

**College:** Riverside City College

**TOPs Code:** 1306:30 Culinary Arts

**Title:** Food Service Career & Certification Preparation Certificate of Completion

**Certificate Type:** Certificate of Completion (Workforce Prep)

**Program Prerequisite:** None

**Description:** This program is designed for those wishing to enter the food service industry as an entry level cook or for those in the Riverside City College Cook & Pastry Apprenticeship Program. These courses teach the fundamentals of Safety & Sanitation, Menu planning, Food Cost Accounting, Purchasing & Receiving, and Food Preparation.

**Program Learning Objectives:**

Upon successful completion of this program, students should be able to:

- Demonstrate the importance of food service sanitation and safety by identifying the vulnerable aspects within the food service environment in terms of their potential for physical, biological, and chemical contamination.
- Demonstrate a working knowledge of menu selection and development, working with emphasis on determining the use of food items on the menu that are most suitable for a particular establishment.
- Perform mathematical functions related to the food service operation that include costing recipes and menus.
- Perform current regulations for inspecting and grading various food products, proper techniques of receiving, storing and rotating and requisition of those food products, and proper procedures to inventory those products.
- Display the ability to prepare a variety of high quality food dishes, using various cooking techniques, and the successful presentation of dishes.

**Courses:**

*Required Courses: 180 hours*

*(Add additional lines as needed)*

Course	Title	Hours
Culinary 850	ServeSafe Food Safety	30
Culinary 825	Menu Planning	30
Culinary 826	Food Cost Accounting	30
Culinary 827	Culinary Purchasing & Receiving	30
Culinary 828A	Culinary Food Preparation I	30

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

**New Noncredit Program:  
Program Outline of Record and Narrative**

Culinary 828B	Culinary Food Preparation II	30

*Elective Courses: 60 hours*

*(Add additional lines as needed)*

Course	Title	Hours
Culinary 824	The Art of Garde Manger	30
Culinary 842	International Cuisine	30

*Total Program: 240 hours*

TOPS:	CIP:
SP04:	Prgm:

**Program Outline**

**TOPs Code:** 1306.30 Culinary Arts

**CIP Code:** 120500

**Title:** Math Skills for the Professional Baker (Certificate of Completion)

**Description:** An expansive perspective of math skills necessary for any professional within the baking industry. These skills introduce the adult learner on how to use a digital scale using both US and metric measurements, understand the mathematical computations with recipe conversions, and providing the tools necessary for costing out recipes.

**Program Learning Objectives:**

- Convert basic fractions to decimals, and decimals to fractions.
- Understand how to use a digital scale, and process the results as a recipe measurement.
- Understand basic cost control terminology and calculations.
- Understand Baker’s Percentages as they are written on recipes.
- Using Baker’s Percentages to calculate new recipe yields based on actual quantities needed.
- Understand the basic components and importance of a standardized recipe.
- Understand what SPECS sheets are, and how they affect menu pricing
- Understand how to calculate a menu price after costing out a recipe from start to completion.

**Courses:**

*Required Courses:*   48   hours

Course	Title	Hours
CUL 875	Introduction to Math for Baking Professionals	12
CUL 876	Introduction to Cost Control for Professional Bakers	12
CUL 877	Baker’s Percentages and Recipe Conversion	12
CUL 878	Cost Control for Baking & Pastry	12

*Elective Courses:*   0   hours

*(Add additional lines as needed)*

Course	Title	Hours

*Total Program:*   48   hours

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

**Rationale for Proposal of New Program:** *(please note: this information will be presented to the Board of Trustees and State Chancellor's office)*

Students within the field of baking and pastry arts often have challenges with basic math computations, including fractions, decimals, and percentages. Since these computations are essential in changing the recipe yields, the results can alter the final results of the product being produced. Since baking is such an exact science, if the results of a scale weight are misread, the final results could render an item inedible.

This program will provide the tools and knowledge necessary for students who require additional focus in this area. These math skills will also introduce the student to basic cost control, which brings better focus on how material items are received, the pack size, and how to calculate the cost as they relate to a recipe.

Riverside City College recently approved a Certificate in Baking & Pastry Arts. After completing the first full year of this program, it was identified that a class that specializes in the area of math skills as they relate to the industry, could be highly beneficial for students who are looking to enroll in that program. Currently, there are no courses that specialize in this area at RCCD.

TOPS:	CIP:
SP04:	Prgm:

**Program Outline**

**TOPs Code: 4930.87**

**CIP Code:**

**Title: Noncredit Advanced American College English Certificate**

**Description:** ESL students are placed within the sequence of courses in the Advanced English as a Second Language Certificate according to their English abilities. Students completing this pattern of study will have a beginning level of fluency in the English language which will help them be successful in academic courses, CTE courses, or general employment.

**Program Learning Objectives:**

- Write English, such as essays, at an academic level.
- Communicate in English so that students can function with native speakers in academic transfer-level courses or work environments.
- Demonstrate knowledge of patterns and expectations of United States culture, especially in the college and work environments.

**Courses:**

*Required Courses:*   270   hours

*(Add additional lines as needed)*

Course	Title	Hours
ESL 50	Advanced American College English	90
ESL 49	High Intermediate American College English	90
ESL 48	Intermediate American College English	90

*Elective Courses:* \_\_\_\_\_ hours

*(Add additional lines as needed)*

Course	Title	Hours

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>


Total Program: 270 hours

**Rationale for Proposal of New Program:** (please note: this information will be presented to the Board of Trustees and State Chancellor’s office)

**Why are you creating mirrored non-credit courses?**

Mirrored, non-credit courses allow low-income students increased access to college and an easy option for starting language acquisition courses. Although transfer is the goal of some students, others simply want to improve their English so that they can successfully complete CTE certificates or be more successful in their business. However, before they can be successful in either academic or CTE courses, they need to be able to function in English in an academic environment. Unfortunately, students who have not lived in California for a year and a day must pay non-resident fees \$258 (\$304 total per unit), making a typical ESL class \$1,520 instead of \$240. For many of our undocumented prospective students, even the resident rate is not achievable. Since noncredit courses have low or no tuition, they allow students to access a college education. In addition to providing an inexpensive entry point, non-credit courses allow students to save financial aid for their credit courses.

Two recent changes at the state level have made noncredit courses an exciting pathway for undocumented students.

- **Noncredit CCC Apply-** Assembly Bill 3101 (AB 3101) mandates that students seeking to enroll exclusively in career development, college preparation, and other non-credit courses be exempt from residency classification requirements. At the state level, noncredit is identified as the primary way to make college accessible to undocumented adult learners. This is especially relevant for our ESL students. In response to AB 3101, the Chancellor’s Office is designing a new noncredit application that does not include questions on residency so that undocumented applicants feel more comfortable applying. RCC is one of several colleges in the state piloting this new application.
- **Bridge to Credit through AB 540**--Originally, AB 540 excluded adult learners; however, a recent change to the legislation includes the amount of time that a student is enrolled in an adult school or community college in the student’s eligibility. To qualify, prospective students can now verify that they 1. attended a combination of California high school, adult school, and community college for the equivalent of three (3) years or more, and 2. have graduated or will graduate with a high school diploma or GED.

A year’s equivalence at a community college is a minimum of 24 semester units (\$7,296.00). For noncredit courses, a year’s attendance is a minimum of 420 class hours per year. Given that

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

students would have to pay for their credit courses out of pocket, it is unlikely that they will take advantage of the credit option. Noncredit then becomes a realistic bridge to access *credit* education. This will not only increase the enrollment at the college, but it targets low-income students who otherwise may not have had access to courses, which is now part of the funding formula.

Mirroring the ESL courses ensures accessibility to our community and promotes equity, stated goals of the district’s colleges, while addressing concerns of undocumented students and those who do not need the credit to meet their college goals. This is an opportunity when one considers key findings of the most recent SWOT Analysis for RCCD (August 28, 2019) which includes the following observations:

1. More than 50% of RCCD region households speak another language than English at home.
  2. RCCD service areas are very diverse; Hispanic population is the largest and fastest growing.
  3. RCCD region has lower educational attainment levels. (125)
- **Addressing the Equity Gap**--Providing mirrored courses allows a portion of the population who does not speak English to attain a higher-level of education and may improve the college going rates, help close the equity gap that persists for Hispanic students, and improve RCCD’s adult education services.

In *English as a Second Language in California’s Community Colleges* the Public Policy Institute of California reports, “Our finding that Latinos are much less likely to be degree-seeking ESL students suggests that they may be more likely to enroll in these non-credit pathways. Therefore, strengthening connections between non-credit and credit ESL pathways can also help promote more equitable outcomes” (29). Considering RCCD’s large population of Spanish-speaking students, offering non-credit courses in ESL is essential in helping establish equity.

As Hispanic Serving Institutions, the colleges in the district can promote equity by creating these mirrored non-credit courses, ensuring opportunity for Hispanics who speak English as a second language.

Finally, providing non-credit courses will increase enrollment in credit course. Students who start in non-credit classes can switch to the credit track when they start a new course. This means that if a student places in ESL 46, he or she can take the first two courses as non-credit, then decide to take 48 as a credit class to take advantage of the transfer options, creating a low-barrier entry for students.

- **Partnership between Adult Schools and RCCD**--In addition, *Riverside About Students Consortium Report* published in January 2019 makes the recommendation that RCCD “Expand or consider adding new Basic Skills, CTE, and ESL programs in those communities with low educational attainment and relatively low participation rates Geographic Area: Northwest, North, and South subregion” (11). The report indicates that there is a substantial population of adults in the Riverside area who do not speak English well and are currently not taking advantage of education. It notes, “The North sub-region has the largest population of potential

TOPS:	CIP:
SP04:	Prgm:



Basic Skills and ESL Students, with 54,063 and 19,208 potential students respectively” (12). Although not all students who start non-credit ESL courses would have the goal of transfer, the district would increase enrollment by tapping into this population. Further, because the level of the courses is actually moving up (starting at the previous ESL 52 level), there will not be a conflict between RCCD’s and local-area adult schools’ course offerings. Students who have taken courses to improve their skills at adult schools will not be forced into the lowest-level ESL course but will probably enter 2-3 courses above, so they are not at a disadvantage.

- **Qualifications of Instructors**--Although logistics regarding non-credit courses are still being determined by the district, in RCCD, instructors of non-credit courses will have to meet the same minimum qualifications as those in credit courses. In fact, classes should ideally be composed of both credit and non-credit students with the only distinction being how the instructor maintains records.

**Why is the ESL Discipline advocating for certificates?**

RCCD will provide two non-credit CDCP certificates of competency (Ed Code 84760) for students who do not need credit classes but need to improve their English skills with the goal of being prepared for CTE courses, further academic courses, or the workforce. Many colleges in the state (e.g. Reedley College, Mt. SAC, and Cypress College) have non-credit ESL certificates.

By organizing courses into certificates, faculty are creating a clear pathway for students. The Chancellor’s office has encouraged colleges to organize courses into certificate patterns, which are linked directly to enhanced funding.

These certificates allow students to see a tangible benefit to taking classes and provide motivation to complete course sequences. In addition, this establishes an outcome metric from which the college can gauge student success.

Sources:

Bryan Reece, et. al. *Strengths, Weaknesses, Opportunities, and Threats Analysis for Riverside Community College District*, August 29, 2018. <https://www.rccd.edu/administration/educationalservices/ieffectiveness/Documents/DSPC/Team%20C%20SWOT%20Analysis.pdf>

BW Research Partnership. *Riverside ABout Students Consortium Report*, January 2019. <https://caladulted.org/DownloadFile/763>

Public Policy Institute of California--Olga Rodriguez, Sarah Bohn, Laura Hill, and Bonnie Brooks. *English as a Second Language in California’s Community Colleges*, April 2019. <https://www.ppic.org/wp-content/uploads/english-as-a-second-language-in-californias-community-colleges.pdf>

TOPS:	CIP:
SP04:	Prgm:

**Program Outline**

**TOPs Code: 4930.87**

**CIP Code:**

**Title: Noncredit Beginning American College English**

**Description:** ESL students are placed within the sequence of courses in the Basic English as a Second Language Certificate according to their English abilities. Students completing this pattern of study will have a beginning level of fluency in the English language which will help them be successful in academic courses, CTE courses, or general employment.

**Program Learning Objectives:**

- Write English paragraphs at a low-intermediate academic level.
- Communicate in English so that students can function with native speakers at a basic academic level in college or work environments.
- Demonstrate a general awareness of patterns and expectations of United States culture, especially in the college and work environments.

**Courses:**

*Required Courses: 180 hours*

*(Add additional lines as needed)*

Course	Title	Hours
ESL 46	Beginning American College English	90
ESL 47	Low Intermediate American College English	90

*Elective Courses: \_\_\_\_\_ hours*

*(Add additional lines as needed)*

Course	Title	Hours

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>


Total Program: 180 hours

**Rationale for Proposal of New Program:** (please note: this information will be presented to the Board of Trustees and State Chancellor’s office)

**Why are you creating mirrored non-credit courses?**

Mirrored, non-credit courses allow low-income students increased access to college and an easy option for starting language acquisition courses. Although transfer is the goal of some students, others simply want to improve their English so that they can successfully complete CTE certificates or be more successful in their business. However, before they can be successful in either academic or CTE courses, they need to be able to function in English in an academic environment. Unfortunately, students who have not lived in California for a year and a day must pay non-resident fees \$258 (\$304 total per unit), making a typical ESL class \$1,520 instead of \$240. For many of our undocumented prospective students, even the resident rate is not achievable. Since noncredit courses have low or no tuition, they allow students to access a college education. In addition to providing an inexpensive entry point, non-credit courses allow students to save financial aid for their credit courses.

Two recent changes at the state level have made noncredit courses an exciting pathway for undocumented students.

- **Noncredit CCC Apply-** Assembly Bill 3101 (AB 3101) mandates that students seeking to enroll exclusively in career development, college preparation, and other non-credit courses be exempt from residency classification requirements. At the state level, noncredit is identified as the primary way to make college accessible to undocumented adult learners. This is especially relevant for our ESL students. In response to AB 3101, the Chancellor’s Office is designing a new noncredit application that does not include questions on residency so that undocumented applicants feel more comfortable applying. RCC is one of several colleges in the state piloting this new application.
- **Bridge to Credit through AB 540--**Originally, AB 540 excluded adult learners; however, a recent change to the legislation includes the amount of time that a student is enrolled in an adult school or community college in the student’s eligibility. To qualify, prospective students can now verify that they 1. attended a combination of California high school, adult school, and community college for the equivalent of three (3) years or more, and 2. have graduated or will graduate with a high school diploma or GED.

A year’s equivalence at a community college is a minimum of 24 semester units (\$7,296.00). For noncredit courses, a year’s attendance is a minimum of 420 class hours per year. Given that

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students would have to pay for their credit courses out of pocket, it is unlikely that they will take advantage of the credit option. Noncredit then becomes a realistic bridge to access *credit* education. This will not only increase the enrollment at the college, but it targets low-income students who otherwise may not have had access to courses, which is now part of the funding formula.

Mirroring the ESL courses ensures accessibility to our community and promotes equity, stated goals of the district’s colleges, while addressing concerns of undocumented students and those who do not need the credit to meet their college goals. This is an opportunity when one considers key findings of the most recent SWOT Analysis for RCCD (August 28, 2019) which includes the following observations:

1. More than 50% of RCCD region households speak another language than English at home.
  2. RCCD service areas are very diverse; Hispanic population is the largest and fastest growing.
  3. RCCD region has lower educational attainment levels. (125)
- **Addressing the Equity Gap**--Providing mirrored courses allows a portion of the population who does not speak English to attain a higher-level of education and may improve the college going rates, help close the equity gap that persists for Hispanic students, and improve RCCD’s adult education services.

In *English as a Second Language in California’s Community Colleges* the Public Policy Institute of California reports, “Our finding that Latinos are much less likely to be degree-seeking ESL students suggests that they may be more likely to enroll in these non-credit pathways. Therefore, strengthening connections between non-credit and credit ESL pathways can also help promote more equitable outcomes” (29). Considering RCCD’s large population of Spanish-speaking students, offering non-credit courses in ESL is essential in helping establish equity.

As Hispanic Serving Institutions, the colleges in the district can promote equity by creating these mirrored non-credit courses, ensuring opportunity for Hispanics who speak English as a second language.

Finally, providing non-credit courses will increase enrollment in credit course. Students who start in non-credit classes can switch to the credit track when they start a new course. This means that if a student places in ESL 46, he or she can take the first two courses as non-credit, then decide to take 48 as a credit class to take advantage of the transfer options, creating a low-barrier entry for students.

- **Partnership between Adult Schools and RCCD**--In addition, *Riverside About Students Consortium Report* published in January 2019 makes the recommendation that RCCD “Expand or consider adding new Basic Skills, CTE, and ESL programs in those communities with low educational attainment and relatively low participation rates Geographic Area: Northwest, North, and South subregion” (11). The report indicates that there is a substantial population of adults in the Riverside area who do not speak English well and are currently not taking advantage of education. It notes, “The North sub-region has the largest population of potential

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Basic Skills and ESL Students, with 54,063 and 19,208 potential students respectively” (12). Although not all students who start non-credit ESL courses would have the goal of transfer, the district would increase enrollment by tapping into this population. Further, because the level of the courses is actually moving up (starting at the previous ESL 52 level), there will not be a conflict between RCCD’s and local-area adult schools’ course offerings. Students who have taken courses to improve their skills at adult schools will not be forced into the lowest-level ESL course but will probably enter 2-3 courses above, so they are not at a disadvantage.

- **Qualifications of Instructors**--Although logistics regarding non-credit courses are still being determined by the district, in RCCD, instructors of non-credit courses will have to meet the same minimum qualifications as those in credit courses. In fact, classes should ideally be composed of both credit and non-credit students with the only distinction being how the instructor maintains records.

**Why is the ESL Discipline advocating for certificates?**

RCCD will provide two non-credit CDCP certificates of competency (Ed Code 84760) for students who do not need credit classes but need to improve their English skills with the goal of being prepared for CTE courses, further academic courses, or the workforce. Many colleges in the state (e.g. Reedley College, Mt. SAC, and Cypress College) have non-credit ESL certificates.

By organizing courses into certificates, faculty are creating a clear pathway for students. The Chancellor’s office has encouraged colleges to organize courses into certificate patterns, which are linked directly to enhanced funding.

These certificates allow students to see a tangible benefit to taking classes and provide motivation to complete course sequences. In addition, this establishes an outcome metric from which the college can gauge student success.

Sources:

Bryan Reece, et. al. *Strengths, Weaknesses, Opportunities, and Threats Analysis for Riverside Community College District*, August 29, 2018. <https://www.rccd.edu/administration/educationalservices/ieffectiveness/Documents/DSPC/Team%20C%20SWOT%20Analysis.pdf>

BW Research Partnership. *Riverside ABout Students Consortium Report*, January 2019. <https://caladulted.org/DownloadFile/763>

Public Policy Institute of California--Olga Rodriguez, Sarah Bohn, Laura Hill, and Bonnie Brooks. *English as a Second Language in California’s Community Colleges*, April 2019. <https://www.ppic.org/wp-content/uploads/english-as-a-second-language-in-californias-community-colleges.pdf>

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# RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R\_X M\_X N\_X

TOPs Code: 0504.00

Certificate Type: Workforce Preparation

## Financial Literacy Certificate of Completion (Noncredit)

### PROGRAM PREREQUISITE:

None

### SHORT DESCRIPTION of PROGRAM

The Financial Literacy Certificate of Completion provides students with an introduction to the principles of finance with an emphasis on personal finance. Students will learn general personal financial management skills, including developing realistic financial goals and methods for creating a plan to meet those goals. This certificate also serves as a gateway into other noncredit and credit programs in personal or business finance.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Create a personal budget of income and expenses.
2. Explain how credit works and how to use credit responsibly.
3. Describe available banking and loan services.
4. Develop long-term and short-term financial goals.

### Required Course

PDS- 816	Personal Finance
PDS- 817	Financial Future

### Hours

18
9

### Elective Course

None

### Hours

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**Total Hours:**

**27**

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PROGRAM OUTLINE of RECORD**

College: R\_x\_\_ M\_\_\_ N\_\_\_

TOPs Code: 0509.40

Sales Techniques, Certificate of Completion (Noncredit)

PROGRAM PREREQUISITE:

None

SHORT DESCRIPTION of PROGRAM

The Sales Techniques Certificate provides students with an understanding of how to effectively leverage various communication techniques and mediums to identify leads, work directly with decision makers, and close deals. The important sales techniques that students acquire will allow them to build lasting, long-term and mutually beneficial relationships with clients. These foundational sales techniques will enable student to get a job in sales or marketing, or advance in their current career. This certificate also serves as a gateway into other noncredit and credit programs.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Develop and deliver a series of sales scripts to fit a given sales situation and effectively deliver the scripts.
2. Describe and demonstrate techniques for closing sales.
3. Describe and demonstrate how to ask for the sale when a potential customer is resistant.
4. Develop and deliver scripts for call center or 'inside sales'.

Required Courses

		<u>Hours</u>
PDS- 814	Closing Techniques that Win the Sale	8
PDS- 815	Winning Sales Scripts	8

Elective Courses

Hours

None

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**Total Hours:**

**16**

**Kinesiology Moreno Valley**

(CSUGE ) MAA890

(IGETC) MAA891

**Item 1. Statement of Program Goals and Objectives**

The Associate in Arts in Kinesiology will stimulate learning and provide necessary skills for the different options of study in the practical field of kinesiology. After completion of the AA transfer degree, the students' knowledge will be diverse in topics such as; health and fitness, wellness, personal training, pedagogy, sport coaching, and pre- physical therapy. This degree will assist students in seamlessly transferring to a CSU.

**Program Learning Outcomes**

Upon successful completion of this program, students should be able to:

- Demonstrate an understanding of human anatomy and physiology as they relate to physical activity.
- Demonstrate an ability to assess and analyze fitness and movement skills.
- Demonstrate an ability to find and critically analyze information relevant to kinesiology.
- Demonstrate an understanding of the standards, ethics, and expectations of kinesiology professionals.

**Item 2: Catalogue Description**

The Associate in Arts in Kinesiology will stimulate learning and provide necessary skills for the different options of study in the practical field of kinesiology. After completion of the AA transfer degree, the students' knowledge will be diverse in topics such as; health and fitness, wellness, personal training, pedagogy, sport coaching, and pre- physical therapy. This degree will assist students in seamlessly transferring to a CSU.

**Program Learning Outcomes**

Upon successful completion of this program, students should be able to:

- Demonstrate an understanding of human anatomy and physiology as they relate to physical activity.
- Demonstrate an ability to assess and analyze fitness and movement skills.
- Demonstrate an ability to find and critically analyze information relevant to kinesiology.
- Demonstrate an understanding of the standards, ethics, and expectations of kinesiology professionals.

**Required total units for the AA Transfer degree (20-23 units)**

**Required Core Courses: (11 units)**

KIN-10 Introduction to Kinesiology	3
BIO-50A Anatomy and Physiology, I	4
BIO-50B Anatomy and Physiology, II	4



**Movement Based Courses (3 units):**

Select a maximum of one course from any three of the following areas (3 units).

**Combative**

KIN-A40 Karate, Beginning	1
KIN-A41 Karate, Intermediate	1

**Dance**

DAN-D19 Conditioning for Dance	1
DAN-D21 Ballet, Beginning	1
DAN-D31 Hip Hop Dance	1
DAN-D32 Jazz, Beginning	1
DAN-D37 Modern Dance, Beginning	1

**Fitness**

KIN-A46 Hatha Yoga, Beginning	1
KIN A47 Hatha Yoga, Intermediate	1
KIN-A75A Walking for Fitness: Beginning	1
KIN A75B Walking for Fitness: Intermediate	1
KIN-A81A Cardio and Strength Training Beginning	1
KIN A81B Cardio and Strength Training Intermediate	1
KIN-A86 Step Aerobics Beginning	1
KIN-A87 Step Aerobics Intermediate	1
KIN-A89A Beginning Body Sculpting	1
KIN-A89B Intermediate Body Sculpting	1

**Team Sports (1 unit)**

KIN-A64 Soccer	1
KIN A62 Flag Football	1

**List A: Select two courses from the following (6-9 units):**

KIN-30	First Aid and CPR	3
MAT-12	Statistics	4
OR		
PSY/SOC 48	Statistics for Behavioral Sciences	3
BIO-1	General Biology	4
CHE-1A	General Chemistry	5
OR		
PHY-4A	Mechanics	4

**Associate in Arts for Transfer Degree**

The Associate in Arts in Kinesiology for Transfer degree will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) requirements and with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of "C" or better. (Students completing this degree are not required to fulfill the RCCD graduation requirements found in section VII. Additional degree requirements: Health Education and Self Development) with a sufficient academic basis from which to pursue a career in mathematics, statistics, actuarial science, and education.

Program Outline of Record  
New Degree

**Associate in Arts Degree in Kinesiology for Transfer**

**College: Norco**

This degree is designed to facilitate the student's passage from Norco College to the California State University System with an Associate in Arts in Kinesiology for Transfer Degree. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree in Kinesiology. With this degree the student will be prepared for transfer to the university upper division level.

**Program Learning Outcomes**

Upon successful completion of this program, students should be able to:

- Identify and investigate career pathways in the discipline of Kinesiology.
- Utilize fitness principles and training guidelines to plan and practice an individualized cardiorespiratory endurance, strength training, and flexibility program
- Demonstrate an understanding of basic anatomical and physiological principles.

Required Courses (20-23 units)	Units
KIN-10*                                    Introduction to Kinesiology	3
BIO-50A* (Formerly AMY-2A)        Anatomy and Physiology I	4
BIO-50B* (Formerly AMY-2B)        Anatomy and Physiology II	4
Movement-Based Courses            Select one course from each area below	3
List A                                        Select two courses from the list below	6-9

<u>Movement-Based Courses (minimum 3 units)</u>	3
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Select a maximum of one (1) course from each area below:

Combatives

KIN-A40*                                    Karate, Beginning	1
KIN-A41*                                    Karate, Intermediate	1
KIN-A43                                     T'ai-chi Ch'uan, Beginning	1
KIN-A44                                     T'ai-chi Ch'uan, Intermediate	1

Fitness

KIN-A46*                                    Hatha Yoga, Beginning	1
KIN-A47*                                    Hatha Yoga, Intermediate	1
KIN-A75A*                                  Walking for Fitness: Beginning	1
KIN-A75B*                                  Walking for Fitness: Intermediate	1
KIN-A77A*                                  Jogging for Fitness, Beginning	1
KIN-A77B*                                  Jogging for Fitness, Intermediate	1
KIN-A81A*                                  Cardio and Strength Training, Beginning	1
KIN-A81B*                                  Cardio and Strength Training, Intermediate	1
KIN-A83*                                    Kickboxing Aerobics	1

Team Sports

KIN-A62                                     Flag Football	1
KIN-A64*                                    Soccer	1

List A: Select two courses from the following (6-9 units)

BIO-4* (Formerly BIO-17)            Human Biology	4
CHE-1A*                                     General Chemistry, I	5
KIN-30                                        First Aid and CPR	3

The Associate in Arts in Kinesiology for Transfer degree will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) requirements with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of "C" (or "P") or better.

MAT-12*/12H*	Statistics/Honors Statistics	4
OR		
PSY/SOC-48*	Statistics for the Behavioral Sciences	3
PHY-2A*	General Physics I	4
OR		
PHY-4A*	Mechanics	4

\*Courses may also be used to fulfill general education requirements for the CSU GE or IGETC pattern, please confer with a counselor.

Total Units: 20-23

The Associate in Arts in Kinesiology for Transfer degree will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) requirements with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of "C" (or "P") or better.

**ITEM 1. Statement of Program Goals and Objectives**

The Associate Degree for Transfer in Kinesiology is a 60-unit degree program (that provides lower division preparation) for student planning to transfer to a CSU for a bachelor's degree in Kinesiology. The Associate Degree for Transfer in Kinesiology provides a general preparation for Kinesiology majors to be able to enter any four-year university. Students must consult with the specific requirements of a non-CSU campus to which they are applying. Students completing the Associate Degree for Transfer in Kinesiology will be prepared to transfer to a CSU and pursue a Bachelor of Arts or a Bachelor of Science in Kinesiology. In this major, students will enhance physical skills and development in the areas of Aquatics, Team Sports, Individual Sports, Fitness and Dance. Students will also be exposed to the history and philosophy of Kinesiology. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree in Kinesiology at CSU. With this degree the student will be prepared for transfer to the university upper division level. Additionally, the intent of an ADT is to assist students in seamlessly transferring to a CSU.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- Identify and utilize principles of the major body systems of Anatomy and Physiology as they relate to movement and physical activity.
- Analyze and apply physical skills and movements related to physical activity.
- Develop goals and devise strategies for personal development, physical well-being and lifelong learning.

**ITEM 2. Catalog Description**

The Associate Degree for Transfer in Kinesiology is a 60-unit degree program (that provides lower division preparation) for student planning to transfer to a CSU for a bachelor's degree in Kinesiology. The Associate Degree for Transfer in Kinesiology provides a general preparation for Kinesiology majors to be able to enter any four-year university. Students must consult with the specific requirements of a non-CSU campus to which they are applying. Students completing the Associate Degree for Transfer in Kinesiology will be prepared to transfer to a CSU and pursue a Bachelor of Arts or a Bachelor of Science in Kinesiology. In this major, students will enhance physical skills and development in the areas of Aquatics, Team Sports, Individual Sports, Fitness and Dance. Students will also be exposed to the history and philosophy of Kinesiology.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- Identify and utilize principles of the major body systems of Anatomy and Physiology as they relate to movement and physical activity.
- Analyze and apply physical skills and movements related to physical activity.
- Develop goals and devise strategies for personal development, physical well-being and lifelong learning.

**Required Courses (11 units)**

		<u>Units</u>
KIN-10*	Introduction to Kinesiology	3
BIO 50A*	Anatomy and Physiology I	4
BIO 50B*	Anatomy and Physiology II	4

**Movement-based Courses - Select one course maximum from any three of the following areas (3 units)**Aquatics

KIN-A28*	Swimming, Beginning	1
KIN-A29*	Swimming, Intermediate	1
KIN-A31A*	Beginning Water Aerobics and Deep Water Exercise	1
KIN-A31B*	Beginning Water Aerobics and Deep Water Exercise	1

Dance

DAN-D21*	Ballet, Beginning	1
DAN-D22*	Ballet, Intermediate	1
DAN-D32*	Jazz, Beginning	1
DAN-D33*	Jazz, Intermediate	1
DAN-D43*	Tap, Beginning	1
DAN-D44*	Tap, Intermediate	1

Fitness

KIN-A75A*	Walking for Fitness, Beginning	1
KIN-A75B*	Walking for fitness, Intermediate	1
KIN-A77A*	Jogging for Fitness, Beginning	1
KIN-A77B*	Jogging for Fitness, Intermediate	1
KIN-A81A*	Cardio and Strength Training, Beginning	1
KIN-A81B*	Cardio and Strength Training, Intermediate	1
KIN-A90A*	Weight Training, Beginning	1
KIN-A90B*	Weight Training, Intermediate	1

Individual Sports

KIN-A11*	Tennis, Beginning	1
KIN-A12*	Tennis, Intermediate	1
KIN-A20*	Golf, Beginning	1
KIN-A21*	Golf, Intermediate	1

Team Sports

KIN-A55*	Slow Pitch Softball	1
KIN-A57A*	Basketball, Beginning	1
KIN-A57B*	Basketball, Intermediate	1
KIN-A62*	Flag Football	1
KIN-A64*	Soccer	1
KIN-A67*	Volleyball, Beginning	1
KIN-A68*	Volleyball, Intermediate	1
KIN-A71*	Sand Volleyball, Intermediate	1

**List A – Select two (6 units)**

MAT-12/12H*	Statistics/Honors Statistics	4
OR		
PSY/SOC 48*	Statistics for Behavioral Sciences	3
BIO-1/1H*	General Biology/Honors General Biology	4
OR		
CHE-1A*	General Chemistry	5
PHY-2A*	General Physics	4
OR		
PHY-4A*	Mechanics	4
KIN-30*	First Aid and CPR	3

\*Courses may also be used to fulfill general education requirements for the CSU GE or IGETC pattern, please confer with a counselor.

Associate Degree for Transfer

The Associate in Arts in Kinesiology for Transfer degree will be awarded upon completion of coursework totaling 60 California State University (CSU) transferable units including the major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) requirements with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of "C" or better.

**Total Units:**

**20 units**

Major Total:	20-23 units	
Double-Counted (IGETC / CSU-GE):	6/12 units	3/9 units
IGETC / CSU-GE Breadth:	37 units	39 units
Electives (CSU Transferrable):	7-10 units	6-9 units
Degree Total:	60 units	

**Items 3-21.**

No written response is required for Narrative Items #3–21. All ADTs are developed in accordance with SB1440. SB1440 was authorized with alignment and in compliance with Title 5, Chapter 6, California Community Colleges Chancellor's Office Program and Course Approval Handbook, 5th Edition 124

Subchapter 2, sections 55100 and 55130. ADTs and corresponding transfer model curriculum (TMC) were developed collaboratively by intersegmental discipline faculty from the community colleges and the CSU. ADTs assist local community colleges in meeting master plan goals of enhancing transfer opportunities for students.

Important Note: Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements for a student to be eligible for an ADT, and subdivision (e) prohibits allowing

1031

remedial non-collegiate level coursework to be counted toward the units required for an ADT. If the college normally requires students to complete additional graduation requirements to obtain an associate degree, the catalog description must clearly state that the ADT does not require them.



Rationale for Change

Removal of MUS-P36 Piano Ensemble MUS-P76 Advanced Piano Ensemble due to course unit increase.

Associate in Arts in Music for Transfer Degree (Revised 10/20/19)  
(CSUGE) AA704 (IGETC) AA705

College: R\_\_X\_\_M\_\_N\_\_

**SHORT DESCRIPTION OF PROGRAM**

The Associate in Arts in Music for Transfer Degree is designed to prepare the student for transfer to four-year institutions of higher education and specifically intended to satisfy the lower division requirements for the Baccalaureate of Arts in Music at the California State University. This degree is designed to prepare students to demonstrate competence and discipline in the study of music theory, music analysis, music composition, and musicianship skills, and to demonstrate proficiency in ensemble skills and solo performance skills. Completion of this curriculum will demonstrate commitment to the serious study of Music in practice and in theory and provide comprehensive preparation for upper-division work.

**PROGRAM LEARNING OUTCOMES**

Upon successful completion of this program, students should be able to:

- Demonstrate ensemble specific performance practices and professional standards of conduct expected of ensemble participants.
- Perform solo literature with an accompanist (if appropriate) using stylistically accurate rhythm, pitch, diction (or articulation) and musical expression.
- Demonstrate the ability to “audiate” a musical score by sight reading and performing complex rhythms and by sight-singing chromatic, modulating, and post-tonal melodies.
- Demonstrate the ability to recognize patterns and musical function by aurally identifying and transcribing scales, modes, post-tonal melodies, and complex harmonic progressions.
- Analyze chromatic harmonic progressions that include modulation using 20<sup>th</sup> century techniques.
- Write, analyze, and compose music using 20<sup>th</sup> century techniques, such as tone rows, set theory, augmented sixth chords, pandiatonicism and polytonalism.
- Demonstrate keyboard proficiency at the level required to perform theoretical concepts studied in music theory courses.

Required Courses (20-24 units)

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Theory: (12-16 units)

MUS-3	Fundamentals of Music (test out option includes Musicianship) (also counts in CSU GE C1)	4
MUS-4	Music Theory I (includes Musicianship) (also counts in CSU GE C1)	4
MUS-5	Music Theory II (includes Musicianship)	4
MUS-6	Music Theory III (includes Musicianship)	4

Applied Music: 1 unit per semester for a total of 4 units from the following: 4

MUS 87	Applied Music Training, 1 unit per semester	
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Ensemble: 1 unit per semester for a total of 4 units from among the following: 4

MUS-27	Amadeus Chamber Ensemble	1
MUS-29	Concert Choir	1
MUS-31	College Choir	1
MUS-34	Vocal Jazz Lab	1

MUS-35	Vocal Music Ensembles	1
MUS-50	Master Chorale	1
MUS-51	Men's Ensemble	1
MUS-55	Community Concert Band	1
MUS-57	Gospel Singers	1
MUS-58	Gospel Choir	1
MUS-67	Community Chamber Ensemble	1
MUS-69	Festival Choir	1
MUS-71	College Chorus	1
MUS-75	Advanced Vocal Ensembles	1
MUS-80	Master Singers	1
MUS-83	Advanced Chamber Choir	1
MUS-95	Community Symphony Band	1
<del>MUS-P36</del>	<del>Piano Ensemble</del>	<del>1</del>
MUS-P44	Jazz Lab Band	1
<del>MUS-P76</del>	<del>Advanced Piano Ensemble</del>	<del>1</del>
MUS-P84	Jazz Lab Orchestra	1

**Notes:** Students in the TMC for the A.A.-T. in Music should be encouraged to study the courses below as additional preparation for upper-division music study:

**(1) Music History/Literature:** Many 4-year institutions offer a Music History/Literature survey course as part of their lower-division curriculum (counts in CSU GE Area C1):

MUS 22, Survey of Music Literature, 3 units

**(2) Keyboard Proficiency:** Most 4-year institutions require that lower-division students pass a keyboard proficiency exam before moving on to upper-division (4 units chosen from the following):

MUS 32 A, Class Piano I, 1 unit

MUS 32 B, Class Piano II, 1 unit

MUS 32 C, Class Piano III, 1 unit

MUS 32 D, Class Piano IV, 1 unit

MUS 53 Keyboard Proficiency, 1 unit

#### ASSOCIATE IN ARTS FOR TRANSFER DEGREE

The Associate in Arts in Music for Transfer degree will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) requirements and with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of "C" or better.

Program Outline of Record  
Degree/Certificate Modification

Basic Graphic Communication

College: Riverside City  
CE822

This program prepares students for basic careers in Graphic Communication. This includes instruction in all phases of project creation and production, using the latest equipment and software available. Classes are structured to give strong academic and hands-on experience into print design, production, and finishing.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Create and print a project suitable for a portfolio that demonstrates effective design and proper production technique.
- Create a graphics project from concept to prepared artwork considering color model, resolution, and target market.
- Complete a preflight and prepress checklist and prepare a project for print.
- Demonstrate proper set-up, safe operation, and clean-up of printing press equipment.
- Demonstrate an ability to meet deadlines.

Required Courses (17 units)		Units
ADM-1	Introduction to Applied Digital Media	3
ADM-2B	Prepress and Printing Substrates	2
ADM-63A	Design for Print Publication	3
ADM-71A	Adobe Photoshop for Image Manipulation	3
	Or	
ADM-77A	Adobe Illustrator for Graphic Art	3
ADM-84A	Screen Printing	3
ADM-85A	Commercial Printing	3
Electives (3 units)		
ADM-84B	Screen Printing, Advanced	3
ADM-85B	Commercial Printing, Advanced	3

Program Outline of Record  
Degree/Certificate Modification

Basic Graphic Design

College: Riverside City  
CE823

This certificate prepares students for a career in 2-dimensional graphic design, emphasizing layout, typography, and correct color models. Students produce real-world projects in an environment of a live, production facility with strong emphasis on deadlines and intended market, using the latest equipment and software available.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Create an advertisement suitable for a portfolio that displays consistent color harmony and the effective use of the principles and elements of design.
- Create a graphics project from concept to prepared artwork considering color model, resolution, target market, and, if applicable, assign substrates and inks for its production.
- Analyze and explain methods and techniques to design aesthetically pleasing and effective typographic communication.
- Utilize various digital image-editing tools to edit, retouch, manipulate, enhance, optimize and composite raster-based images for a broad range of graphic design and digital media usages.
- Understand the technical differences and strategical advantages of raster-based and vector-based images for various design outputs and digital applications.

Required Courses (17 units)

	Units
ADM-1 Introduction to Applied Digital Media	3
ADM-2A Color Systems and File Management	2
ADM-62 Typography and Graphic Design	3
ADM-63A Design for Print Publication	3
ADM-71A Adobe Photoshop for Image Manipulation	3
ADM-77A Adobe Illustrator for Graphic Art	3

# Narrative

## BASIC GRAPHIC DESIGN

### Item 1. Statement of Program Goals and Objectives

This certificate prepares students for a career in 2-dimensional graphic design, emphasizing layout, typography, and correct color models. Students produce real-world projects in an environment of a live, production facility with strong emphasis on deadlines and intended market, using the latest equipment and software available.

#### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- Create an advertisement suitable for a portfolio that displays consistent color harmony and the effective use of the principles and elements of design.
- Create a graphics project from concept to prepared artwork considering color model, resolution, target market, and, if applicable, assign substrates and inks for its production.
- Analyze and explain methods and techniques to design aesthetically pleasing and effective typographic communication.
- Utilize various digital image-editing tools to edit, retouch, manipulate, enhance, optimize and composite raster-based images for broad range of graphic design and digital media usages.
- Understand the technical differences and strategical advantages of raster-based and vector-based images for various design outputs and digital applications.

### Item 2. Catalog Description

#### PROGRAM PREREQUISITE

None.

#### SHORT DESCRIPTION of PROGRAM

This certificate prepares students for a career in 2-dimensional graphic design, emphasizing layout, typography, and correct color models. Students produce real-world projects in an environment of a live, production facility with strong emphasis on deadlines and intended market, using the latest equipment and software available.

#### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- Create an advertisement suitable for a portfolio that displays consistent color harmony and the effective use of the principles and elements of design.
- Create a graphics project from concept to prepared artwork considering color model, resolution, target market, and, if applicable, assign substrates and inks for its production.
- Analyze and explain methods and techniques to design aesthetically pleasing and effective typographic communication.
- Utilize various digital image-editing tools to edit, retouch, manipulate, enhance, optimize and composite raster-based images for broad range of graphic design and digital media usages.
- Understand the technical differences and strategical advantages of raster-based and vector-based images for various design outputs and digital applications.

#### Required Courses

	<u>Units</u>
ADM-1 Introduction to Applied Digital Media	3 UNITS
ADM-2A Color Systems and File Management	1 UNIT
ADM-62 Typography and Graphic Design	3 UNITS
ADM-63A Adobe InDesign	3 UNITS
ADM-71A Adobe Photoshop for Image Manipulation	3 UNITS
ADM-77A Adobe Illustrator for Graphic Art	3 UNITS

#### Elective Courses

None

#### Units

**Total Units:**

**17 UNIT** 1037

Program Outline of Record  
Degree/Certificate Modification

Electronic Publishing and Design

College: Riverside City  
CE862

This certificate prepares students for careers in electronic publishing and web design. This includes instruction in basic web design, page layout, vector graphics, photo manipulation, file preparation, e-publishing and interactive design, using the latest equipment and software available.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Compare and contrast legal, social and commercial policies regarding new media piracy
- Define intellectual property and describe the basic principles of copyright legalities
- Create and export multimedia and interactive documents using Adobe InDesign
- Prepare, design and publish documents for specific digital devices using Adobe InDesign
- Design and utilize proper vector graphics using Adobe Illustrator
- Prepare images with correct resolution appropriate for video and animation using Adobe Photoshop
- Design and create functional web pages and websites with a professional appearance using Adobe Dreamweaver

Required Courses (17 units)	Units
ADM-2A Color Systems and File Management	2
ADM-63A Design for Print Publication	3
ADM-71A Adobe Photoshop for Image Manipulation	3
ADM-74A Web Design	3
ADM-77A Adobe Illustrator for Graphic Art	3
ADM-63B Design for Electronic Publication	3
or	
ADM-74B Web Design with Dreamweaver	3

Program Outline of Record  
Degree/Certificate Modification

Motion Graphics and 3D Animation

College: Riverside City  
CE821

This certificate prepares students for careers in multimedia graphics and computer animation. This includes instruction in photo manipulation, web animation, motion graphics, compositing, basic modeling and 3D animation using the latest equipment and software available.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Compare and contrast legal, social and commercial policies regarding new media piracy
- Define intellectual property and describe the basic principles of copyright legalities
- Use Adobe Flash to create animated shorts for web/TV distribution
- Prepare images with correct resolution appropriate for video and animation using Adobe Photoshop
- Combine and edit 2D animated sequences, and create motion graphics in video and film using Adobe After Effects
- Create 3D models and environments using various techniques with Autodesk Maya
- Describe and demonstrate advanced 3D animation and keyframing

Required Courses (17 units)

	Units
ADM-2A Color Systems and File Management	2
ADM-67 Multimedia Animation	3
ADM-68A 3D Animation with Maya I	3
ADM-68B 3D Animation with Maya II	3
ADM-69 Motion Graphics and Special Effects with After Effects	3
ADM-71A Adobe Photoshop for Image Manipulation	3

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PROGRAM OUTLINE OF RECORD & NARRATIVE

College R\_M✓N\_  
TOP's Code: 0709.00  
CIP Code: 11.1004

## **Web Master: Web Designer or Web Developer Certificate**

### PROGRAM PREREQUISITE:

None

### SHORT DESCRIPTION OF PROGRAM:

The Web Master certificate program prepares a student to be a valuable member of a professional web design or development team. The successful student will become a competent HTML and CSS coder, and be proficient enough in Dreamweaver to streamline the development cycle and effectively integrate all the typical technologies within a web site. Depending on the chosen emphasis, the student will also become more skilled at designing sites with web graphics and animation or more skilled at developing web applications with programming in JavaScript and PHP.

### PROGRAM LEARNING OUTCOMES:

Upon successful completion of this program, students should be able to:

1. Create valid, properly structured web pages using a variety of HTML features to form a typical 5-10 page site. Create external style sheets that effectively control an entire web site's formatting and layout.
2. Design, create, test, upload and manage an accessible and standards compliant interactive and responsive web site that includes the use of text, graphics, and multimedia.

### **WEB DESIGNER CONCENTRATION CE820**

Concentration Program

Learning Outcomes

Upon successful completion of this program, students should be able to:

- Apply design and visual communication principles to web site, page, and interface design.
- Create and edit images and animations for use on the web, including photographs, logos, navigation buttons, background images, and web design mockup images.

### **WEB DEVELOPER CONCENTRATION CE843**

Concentration Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Apply programming principles to develop a fully functioning and customized web site experience for both the site user and site administrator.
- Use JavaScript to enhance a web site's interactivity using the DOM.



- Use PHP to enhance a web site's capabilities by creating data driven web page content, custom form validation and processing, and database manipulation using secure methodologies.

### Web Master

Required Courses (17 or 18 units) \

#### Core Requirements (6 units)

Course	Description	Units
CIS-72A	Introduction to Web Page Creation	1.5
CIS-72B	Intermediate Web Page Creation using Cascading Style Sheets	1.5
CIS-76B	Introduction to DreamWeaver	3.0

In

addition, choose one of the following concentrations: 11 or 12 units

#### 1. WEB DESIGNER CONCENTRATION CE820

Concentration Required Courses (6 units)

Course	Description	Units
ADM-67	Multimedia Animation	3.0
and		
CIS-56A	Designing Web Graphics	3.0
or		
CIS-78A	Introduction to Adobe Photoshop	3.0
or		
ADM-71A	Adobe Photoshop for Image Manipulation	3.0

Concentration Electives (Choose 5 or 6 units from the list below)

Course	Description	Units
CIS/CAT-79	Introduction to Adobe Illustrator	3.0
or		
ADM-77A	Adobe Illustrator for Graphic Art	3.0
and		
ADM-2A	Color Systems and File Management	2.0
or		
ADM-62	Typography and Graphic Design	3.0
or		
ADM-74A	Web Design	3.0

**2. WEB DEVELOPER CONCENTRATION CE843**

Concentration Required Courses (6 units)

Course	Description	Units
<b>CIS/CSC-12</b>	PHP Dynamic Web Site Programming	3.0
<b>and</b>		
<b>CIS/CSC-14A</b>	Web Programming: Java Script	3.0

Concentration Electives (Choose 6 units from the list below)

Course	Description	Units
<b>CIS-56A</b>	Designing Web Graphics	3.0
<b>or</b>		
<b>CIS-78A</b>	Introduction to Adobe Photoshop	3.0
<b>or</b>		
<b>ADM-71A</b>	Adobe Photoshop for Image Manipulation	3.0
<b>and</b>		
<b>CIS/CSC-5</b>	Programming Concepts and Methodology I:C++	3.0
<b>or</b>		
<b>CIS/CSC-18A</b>	Java Programming: Objects	3.0
<b>or</b>		
<b>CIS-30A</b>	Introduction to Python Programming	3.0

**Modified Program Outline**

*(please reflect program after modification)*

**Program Code: CE820 / CE843**

**TOPs Code: 070900**

**Title: WEB DESIGNER CONCENTRATION CE820 / WEB DEVELOPER CONCENTRATION CE843**

**Description:**

The Web Master certificate program prepares a student to be a valuable member of a professional web design or development team. The successful student will become a competent HTML and CSS coder, and be proficient enough in Dreamweaver to streamline the development cycle and effectively integrate all the typical technologies within a web site. Depending on the chosen emphasis, the student will also become more skilled at designing sites with web graphics and animation or more skilled at developing web applications with programming in Javascript and PHP.

**Courses:**

*Required Courses: \_\_\_17-18\_\_\_ units*

*(Add additional lines as needed)*

**WEB MASTER (MR)**

The Web Master certificate program prepares a student to be a valuable member of a professional web design or development team. The successful student will become a competent HTML and CSS coder, and be proficient enough in Dreamweaver to streamline the development cycle and effectively integrate all the typical technologies within a web site. Depending on the chosen emphasis, the student will also become more skilled at designing sites with web graphics and animation or more skilled at developing web applications with programming in Javascript and PHP.

Certificate Program

**Core Program Learning Outcomes**

Upon successful completion of this program, students should be able to:

- Create valid, properly structured web pages using a variety of HTML features to form a typical 5-10 page site. Create external style sheets that effectively control an entire web site's formatting and layout.
- Design, create, test, upload and manage an accessible and standards compliant interactive and responsive web site that includes the use of text, graphics, and multimedia.

Required Courses (17 or 18 units)	Units
Core Requirements (6 units)	
CIS-72A                      Introduction to Web Page Creation	1.5
CIS-72B                      Intermediate Web Page Creation using Cascading Style Sheets (CSS)	1.5
CIS-76B                      Introduction to DreamWeaver	3

In addition, choose one of the following concentrations 11 or 12

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

**WEB DESIGNER CONCENTRATION CE820**

Concentration Program

Learning Outcomes

Upon successful completion of this program, students should be able to:

- Apply design and visual communication principles to web site, page, and interface design.
- Create and edit images and animations for use on the web, including photographs, logos, navigation buttons, background images, and web design mockup images.

<u>Concentration Required Courses (11 or 12 units)</u>		<u>Units</u>
ADM-67	Multimedia Animation	3
and		
CIS-56A	Designing Web Graphics	3
or		
CIS-78A	Introduction to Adobe Photoshop	3
or		
ADM-71A	Adobe Photoshop for Image Manipulation	3
Electives Choose from the list below		5 or 6

<u>Concentration Electives (5 or 6 units)</u>		<u>Units</u>
CIS/CAT-79	Introduction to Adobe Illustrator	3
or		
ADM-77A	Adobe Illustrator for Graphic Art	3
and		
ADM-2A	Color Systems and File Management	2
or		
ADM-62	Typography and Graphic Design	3
or		
ADM-74A	Web Design	3

**WEB DEVELOPER CONCENTRATION CE843**

Concentration Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Apply programming principles to develop a fully functioning and customized web site experience for both the site user and site administrator.
- Use JavaScript to enhance a web site’s interactivity using the DOM.
- Use PHP to enhance a web site’s capabilities by creating data driven web page content, custom form validation and processing, and database manipulation using secure methodologies.

<u>Concentration Required Courses (12units)</u>		<u>Units</u>
CIS/CSC-12	PHP Dynamic Web Site Programming	3
CIS/CSC-14A	Web Programming: Java Script	3
Electives (Choose from the list below)		6

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

## Modification: Program Outline of Record - Credit

<u>Concentration Electives (6 units)</u>		<u>Units</u>
CIS-56A	Designing Web Graphics	3
or		
CIS-78A	Introduction to Adobe Photoshop	3
or		
ADM-71A	Adobe Photoshop for Image Manipulation	3
and		
CIS/CSC-5	Programming Concepts and Methodology I:C++	3
or		
CIS/CSC-18A	Java Programming: Objects	3
or		
CIS-30A	Introduction to Python Programming	3

*Elective Courses: \_\_\_\_\_ units*  
*(Add additional lines as needed)*

Course	Title	Units

*Total Program Units: \_\_\_\_\_ units*

**Rationale for Modification:** *(please note: this information will be presented to the Board of Trustees and State Chancellor's office)*

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PROGRAM OUTLINE OF RECORD**

**COLLEGE: R    M X N     
TOPs CODE: 1250.00  
CIP Code: 51.0904**

**Emergency Medical Technician (M)**

An entry-level course into the Emergency Medical Services career field that follows the current Department of Transportation (DOT) curriculum. Satisfactory completion of this course (when taken concurrently with EMS 51) prepares this student as an Emergency Medical Technician (EMT) for work in the pre-hospital emergency medical environment. 99 hours lecture and 81 hours laboratory.

**SHORT DESCRIPTION OF PROGRAM**

Introduces the student to all the basic lecture information to be able to, in combination with EMS-51, work in the pre-hospital setting as an emergency medical technician (EMT).

**Program Prerequisite**

*Limitations on enrollment include the following:* American Heart Association CPR Certification, Healthcare Provider level, current throughout the length of the program. Must be 18 years of age. Student must purchase a uniform and complete a background check and healthcare screening prior to the start of the program.

**Certificate Program**

**Program Learning Outcomes\***

Upon successful completion of this program, students should be able to:

- Demonstrate the use of active listening, appropriate touch and multicultural understanding of patients that foster constructive relationships in the pre-hospital setting.
- Perform assessments and treatment strategies that adhere to current national and local protocols.
- Evaluate complex sign and symptoms that will allow them to diagnose and treat patients that are ill and injured.

<u>Required Courses (8.5 units)</u>	<u>Units</u>
EMS 50 Emergency Medical Technician	7.0
EMS 51 Emergency Medical Technician-Basic Clinical/Field	1.5

**Rational for Changes**

MUS-P36 Piano Ensemble unit increase from 1 to 1.5.

**Piano Performance Certificate (Revised 10/20/19)**

**PIANO PERFORMANCE (R) CE853  
Certificate Program**

**Program Description**

Prepares individuals for a career in music as piano performers. Fulfills a portion of the Associate of Arts degree in Music.

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:

- Prepare, and perform in, a solo piano recital and/or chamber ensemble performance. This will include, but is not limited to, literature selection and preparation, collaboration with other musicians and written program development.
- Demonstrate practice and preparation skills required for music transfer students and/or the professional musician. Skills will include, but are not limited to, successfully performing scales, arpeggios, exercises and etudes.
- Communicate effectively and work cooperatively within an ensemble setting.

<u>Required Courses (18.5 units)</u>		<u>Units</u>
MUS-P12	Intermediate Applied Piano (4 semesters)	12
MUS-52	Recital Performance (25 minute solo program)	.5
Performing Ensembles (Choose from list below)		6

<u>Performing Ensembles</u>		
MUS-P36	Piano Chamber Ensemble	1.5
MUS-36	Instrumental Chamber Ensemble	1.5

## Rationale for Changes

MUS-P36 Piano Ensemble unit increase from 1 to 1.5.

### PROGRAM OUTLINE OF RECORD (REVISED 10/20/19) DEGREE/CERTIFICATE MODIFICATION

Music (AA680)

College: Riverside City College

A systematic course of study that fosters meaningful cultural experiences in the performance, understanding, and appreciation of the art and discipline of music.

#### **Associate in Arts Degree Program**

##### **Program Learning Outcomes**

Upon completion of this program, students will be able to perform the following:

- Demonstrate the ability to hear, identify and work conceptually with all elements of music through dictation, sight-reading, musical analysis and basic keyboard proficiency.
- Perform standard repertoire appropriate to their performance area as individuals or members of ensembles.
- Create derivative or original music in both extemporaneous and written form.

#### Required Courses (34-36 units)

Units

##### **Applied Music\* (12 units selected from the following):**

MUS-39	Applied Music I	3
MUS-79	Applied Music II	3
MUS-P12	Applied Piano I	3
MUS-12	Applied Piano II	3

##### **Music Theory (16 units):**

MUS-3**	Music Fundamentals	4
MUS-4	Music Theory I	4
MUS-5	Music Theory II	4
MUS-6	Music Theory III	4

##### **Performing Ensembles\* (4 semesters selected from the following):**

MUS-28	Riverside Community Symphony	2
MUS-33	Vocal Jazz Ensemble	2
MUS-41	Chamber Singers	2
MUS-42	Wind Ensemble	2
MUS-44	Jazz Ensemble	2
MUS-68	Community Symphony	2
MUS-73	Vocal Jazz Singers	2
MUS-77	Guitar Ensemble	2
MUS-81	Consort Singers	2
MUS-82	Wind Symphony	2
MUS-84	Jazz Orchestra	2
MUS-P28	Symphony Strings	2
MUS-P36	Piano Ensemble	1.5
MUS-P77	Advanced Guitar Ensemble	2

#### Additional Courses Recommended for Transfer

Units

##### **Keyboard Skills:**

MUS-32A	Class Piano I	1
MUS-32B	Class Piano II	1
MUS-32C	Class Piano III	1
MUS-32D	Class Piano IV	1
MUS-53	Keyboard Proficiency	1



**Music History:**

MUS-22\*\* Survey of Music Literature

3

\*Applied Music and Performing Ensemble courses may each be taken four times for credit.

\*\*Courses may also be used to fulfill general education requirements for the CSUGE or IGETC pattern, please confer with a counselor.

**Associate in Arts Degree**

The Associate in Arts Degree in Music will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog. IGETC or CSUGE patterns recommended for transfer preparation.

Program Outline of Record  
Degree/Certificate Modification

Applied Digital Media and Printing (ADM)

Graphic Design and Printing

College: Riverside City  
AS653/AS653B/AS653C/CE653

This program prepares students for a wide variety of careers in graphic design and commercial printing. This includes instruction in graphic design, production graphics, electronic prepress, digital printing, offset printing, screen printing, finishing, bindery, and business management, using the latest equipment and software available within a live, production facility. Classes are structured to give strong academic and hands-on experience for entry into the graphic communication industry.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Demonstrate the ability to communicate effectively with clients and co-workers.
- Demonstrate ethical, economic, civic, and moral responsibility.
- Compare print-focused and graphic communication techniques in successful marketing and promotional strategies, including successful elements in effective advertisement practices.
- Evaluate and assign the proper ink and substrate to a variety of printed projects.
- Calculate costs of paper and ink to offer value and alternatives to a client.
- Complete a preflight and prepress checklist and prepare a project for print.
- Demonstrate proper set-up, safe operation, and clean-up of printing press equipment.
- Demonstrate the ability to estimate costs, document materials and time spent on production, and an ability to meet deadlines.
- Create and print a project suitable for a portfolio that demonstrates effective design and proper production technique.

The ADM program prepares students for the following careers in graphic communications: production artist, graphic designer, web designer, illustrator, advertising designer, animator, prepress technician, press operator, bindery/finishing technician and production manager.

Required Courses (34 units)		Units
ADM-1	Introduction to Applied Digital Media	3
ADM-2A	Color Systems and File Management	2
ADM-2B	Prepress and Printing Substrates	2
ADM-55	Business Management for Graphic Communications	3
ADM-63A	Design for Print Production	3
ADM-70	Project Production and Portfolio	3
ADM-71A	Adobe Photoshop for Image Manipulation	3
ADM-77A	Adobe Illustrator for Graphic Art	3
ADM-84A	Screen Printing	3
ADM-85A	Commercial Printing	3

Electives (6 units)

Graphic Design Emphasis:

ADM-62	Typography and Graphic Design	3
ADM-63B	Design for Electronic Publication	3

	Or		
ADM-71B	Adobe Photoshop, Advanced		3
	Or		
ADM-77B	Adobe Illustrator, Advanced		3
<u>Commercial Printing Emphasis:</u>			
ADM-84B	Screen Printing, Advanced		3
ADM-85B	Commercial Printing, Advanced		3
<u>Cross-Discipline Emphasis:</u>			
ADM-67	Multimedia Animation		3
ADM-68A	3D Animation with Maya I		3
ADM-68B	3D Animation with Maya II		3
ADM-69	Motion Graphics and Special Effects with After Effects		3
ADM-74A	Web Design		3
ADM-74B	Web Design with Dreamweaver		3
ADM-200	Applied Digital Media and Printing Work Experience	1-2-3-4	
ART-22	Basic Design		3
ART-23	Color Theory and Design		3
ART-36A	Computer Art- Introduction		3
ART-36B	Computer Art-Intermediate		3
ART-39	Design and Graphics		3
FTV-64A	Beginning Digital Editing Principles and Techniques		3
MKT-40	Advertising		3
PHO-20	Introduction to Digital Photography		3

Associate of Science Degree

The Associate of Science Degree in Graphic Design and Printing will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

**Modified Program Outline**

**Program Code:** AS/CE596  
**TOPs Code:** 094600  
**Title:** HVAC Residential Technology

**Description:**

This program prepares individuals to apply technical knowledge and skills to repair, install, service, and maintain the operating condition of residential HVAC systems. This includes instruction in diagnostic techniques, the use of testing equipment, the principles of mechanics, electricity, and electronics as they relate to the repair of residential HVAC systems.

**Program Learning Objectives:**

- Demonstrate technical knowledge and skills needed to repair, install, service, and maintain residential HVAC systems in operating condition.
- Utilize diagnostic techniques and testing equipment in the repair of residential HVAC systems.
- Apply principles of mechanics, electricity, and electronics to the repair of residential HVAC systems.

**Courses:**

*Required Courses:*   27   units  
*(Add additional lines as needed)*

Course	Title	Units
AIR-61A	Air Conditioning and Refrigeration, I	3
AIR-61B	Air Conditioning and Refrigeration, II	3
AIR-64A	Air Conditioning and Refrigeration, Electricity I	3
AIR-64B	Air Conditioning and Refrigeration, Electricity II	3
AIR-75	HVACR System Designs	3
AIR-77	Energy Conservation Methods for HVACR	3
AIR-78	Safe Refrigerant Handling & Management	3
AIR-80	Gas Heating	3
AIR-83	All Weather Heating & Cooling Systems	3

*Elective Courses:*   0   units  
*(Add additional lines as needed)*

Course	Title	Units

*Total Program Units:*   27   units

**Rationale for Modification:** *(please note: this information will be presented to the Board of Trustees and State Chancellor's office)*

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

**Modified Program Outline**

**Program Code: AS511/AS511B/AS511C/CE511**

**TOPs Code: 094900**

**Title: Automotive Technology Collision Repair**

**Description:**

This program prepares individuals to apply technical knowledge and skills to repair, reconstruct and finish automobile bodies, fenders, and external features. This includes instruction in structure analysis, damage repair, non-structural analysis, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, damage analysis, and estimating.

**Program Learning Objectives:**

- Develop entry-level skills and knowledge for employment in the automotive industry; i.e., employment in an auto body repair facility, automotive paint shop.
- Acquire the skills and knowledge to work safely in the lab/shop environment.
- Demonstrate the ability to become part of the Inter-Industry Conference on Auto Collision Repair (I-CAR).

**Courses:**

*Required Courses:   16   units*

*(Add additional lines as needed)*

Course	Title	Units
AUB 50	Introduction to Automotive Collision Repair	4
AUB 51	Automotive Non-Structural Collision Repair and Estimating	4
AUB 54	Automotive Structural Collision Repair and Frame	4
AUB 56	Automotive Technology for the Automotive Collision Specialist	4

*Elective Courses:   4   units*

*(Add additional lines as needed)*

Course	Title	Units
AUB-53	Automotive Collision Repair Special Projects	4
AUB-59A	Automotive Collision Service and Repair	2
AUB 52	Automotive Refinishing and Paint	4

*Total Program Units:  20  units*

**Rationale for Modification:** *(please note: this information will be presented to the Board of Trustees and State Chancellor's office)*

*Program is being modified to separate the collision repair from refinishing and paint emphasis, allowing students to earn a certificate in both areas.*

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

# Narrative

## Dental Assistant Program

### Item 1. Statement of Program Goals and Objectives

The program prepares individuals to provide patient care, take dental radiographs (x-rays), prepare patients and equipment for dental procedures as well as discharge office administrative functions under the supervision of dentists. The curriculum includes instructions in dental office management tasks, general office duties, reception and patient intake, patient scheduling, equipment maintenance and sterilization, dental radiography and radiation safety, pre and post –operative patient care and instructions, chair-side assisting and direct patient care in general and specialty practice, taking impressions, infection control, Dental Practice Act, pit and fissure sealant application, coronal polish and supervised clinical practice.

#### PROGRAM GOALS

- Maintain compliance with the Commission on Dental Accreditation and the Dental Practice Act of California
- Provide a dental assistant curriculum that prepares the student to successfully complete the National Certification Exam (CDA) and California State Registered Dental Assistant Exam (RDA).
- Maintain proficient dental assistant faculty and staff to ensure a high quality educational program.
- Prepare the student for dental assisting employment as an integral member of the dental health team.

#### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- Collect diagnostic data and perform clinical supportive treatments as outlined by the State Dental Practice Act
- Perform business office procedures as related to dental practices
- Adhere to the ADAA's Code of Ethical Conduct and apply this to established ethical, legal and regulatory concepts for dental assisting
- Apply self-assessment skills to promote lifelong learning
- Demonstrate interpersonal and communication skills to effectively interact with diverse populations

### Item 2. Catalog Description

#### PROGRAM PREREQUISITE

Qualification for ENG-1A without ENG-91

#### SHORT DESCRIPTION of PROGRAM

The program prepares individuals to provide patient care, take dental radiographs (x-rays), prepare patients and equipment for dental procedures as well as discharge office administrative functions under the supervision of dentists. The curriculum includes instructions in dental office management tasks, general office duties, reception and patient intake, patient scheduling, equipment maintenance and sterilization, dental radiography and radiation safety, pre and post –operative patient care and instructions, chair-side assisting and direct patient care in general and specialty practice, taking impressions, infection control, Dental Practice Act, pit and fissure sealant application, coronal polish and supervised clinical practice.

#### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- Collect diagnostic data and perform clinical supportive treatments as outlined by the State Dental Practice Act
- Perform business office procedures as related to dental practices
- Adhere to the ADAA's Code of Ethical Conduct and apply this to established ethical, legal and regulatory concepts for dental assisting
- Apply self-assessment skills to promote lifelong learning
- Demonstrate interpersonal and communication skills to effectively interact with diverse populations

**Required Courses (32.5 units):**

<b>Fall:</b>		<b><u>Units</u></b>
DEA-10	Introduction to Dental Assisting	4.5
DEA-20	Infection Control for Dental Assistants	2
DEA-21	Introduction to Radiology for Dental Assistants	2.5
DEA-22	Introduction to Supervised Externships	1.5
DEA-23	Introduction to Dental Sciences	3
DEA-24	Dental Materials for the Dental Assistant	2

**Winter:**

DEA-30	Intermediate Chairside Dental Assisting	2
DEA-31	Radiology for Dental Assistants	1
DEA-32	Intermediate Supervised Externships	1

**Spring:**

DEA-40A	Advanced Chairside Surgical Dental Assistant	3.5
DEA-40B	Advanced Chairside Orthodontic Dental Assistant	2
DEA-40C	Advanced Chairside Restorative Dental Assistant	6
DEA-41	Dental Office Procedures	1.5

---

**Total Units:****32.5**

## Associate of Science Degree

The Associate of Science Degree in Dental Assisting will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

**Modified Program Outline**

*(please reflect program after modification)*

**Program Code:** NAS408/NAS408B/NAS408C/NCE408

**TOPs Code:** 0956.00 Manufacturing

**Title:** SUPPLY CHAIN AUTOMATION (N)

**Description:** Supply Chain Automation is a rapidly-emerging discipline that supports the automated warehousing industry. This program provides students with the skills and hands-on training needed to install, operate, support, upgrade or maintain the automated material handling equipment and systems that support the supply chain. This includes complex conveyer systems, robotics, sensors, optics, mechanical drive systems and programmable logic controllers. This certificate prepares students for employment as an electro-mechanical technicians, maintenance mechanic, maintenance technicians, or supply chain technicians.

**Program Learning Objectives:**

- Demonstrate troubleshooting procedures to diagnose and repair hydraulic and pneumatic systems used in automated processes and robotic assemblies.
- Demonstrate the installation, maintenance and troubleshooting of Programmable Logic Controllers systems (PLCS) and PLC modules.
- Solve arithmetic problems and formulas using unknowns that are typical to solving problems in engineering and industrial setting.

**Courses:**

*Required Courses: 33-34 units*

Course	Title	Units
SCT/SCA-1	Introduction to Automated Warehousing	3
ELC/ELE/MAN-73	Electric motors and transformers	4
ELC/ELE/MAN-74	Industrial wiring and controls	4
ELC/ELE/MAN-77	Electrical theory for electricians	3
DFT/ENE/ELE-27	Technical communications	3
DFT/ENE-51	Blueprint reading	2
ENE-62	Math for automated systems	3
OR		
MAT-36	Trigonometry	4
MAN/ELE-55	OSHA Standards for General Industry	1
MAN-60	Hydraulic and pneumatic systems	4
ELE/MAN-64	Programmable logic Controllers using Allen Bradley PLCs	3
OR		
ELE/MAN-67	Programmable logic controllers using Siemens	3
ELE-26	Microcontrollers	3

*Total Program Units: 33-34 units*

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>



**Rationale for Modification:** *(please note: this information will be presented to the Board of Trustees and State Chancellor's office)*

*We would like to start teaching Siemens Programmable logic control systems. There are at least two possible ways of teaching PLC's. One is Siemens and the other is Allen Bradley. Siemens is well respected throughout the world and Allen Bradley is used throughout the United States. Currently we are teaching Allen Bradley only. One of our previous industry advisory councils recommended that we have the capability of teaching both. With this proposal we would like to purchase Siemens Programmable Logic Control systems, software and human machine interface panels. For only \$12,000 we would be able to equip the entire classroom with Siemens devices giving us the capability of teaching Siemens controls. Siemens is much more friendly for education because they are so inexpensive and their software can program anything they sell. Whereas, Allen Bradley requires a different software for everything they sell which gets really expensive. With this proposal we would like to purchase Siemens controls for the entire classroom.*

TOPS:	CIP:
SP04:	Prgm:

**Modified Program Outline**

*(please reflect program after modification)*

**Program Code:** NAS656/NAS656B/NAS656C/NCE656

**TOPs Code:** 0934.00 Electronics and Electric Technology

**Title:** Electrician/Electronics, Digital Electronics (N)

**Description:** The Digital Electronics Program first prepares students with the fundamental theories of DC and AC electronic components, circuits & behaviors. It then grows to emphasize digital integrated circuit logic, analysis, design, mapping and simplification, and then culminates in microcontroller construction and programming. Printed Circuit Board (PCB) design will follow from schematic capture and circuit simulations. Students will learn to communicate, verbally and graphically, to a wide range of audiences, using various media and delivery methods. Completers of this program may qualify for a certificate, an Associate of Science Degree, or an entry level position in the Digital Electronics Industry, as knowledgeable and productive employees.

**Program Learning Objectives:**

- Fluently read and write electronic symbols of schematics, and develop schematic diagrams to guide the simulation, construction, maintenance, troubleshooting or repair of DC, AC, microcontrollers and digital circuits.
- Explain the operation of electronic components and predict their behavior in given circuit designs, and calculate solutions to complex networks, and justify the formulas and calculations.
- Capture a schematic of a mixed-signals circuit, using the appropriate electronics computer-aided-design (CAD) software, and simulate the behavior of it, and then create a PCB design for that circuit. Then, after fabrication of a Printed Circuit Board (PCB), “stuff” and solder components to it, test and contrast with simulation predictions.
- Fluently read and write Boolean Algebra logic equations, symbols, truth-tables and circuits, then synthesize logic forms, simplify to lowest terms, and implement circuits using only NAND or NOR logic gates.
- Design, program, compile, install, wire, test, verify and explain the proper operation of a microcontroller with respect to given specifications, then explain the purpose and methods whereby a microcontroller may perform math, logic or conversions between analog and digital forms.

**Courses:**

*Required Courses: 21 units*

*(Add additional lines as needed)*

Course	Title	Units
--------	-------	-------

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

ELC/ELE-11	DC (Direct Current) Electronics	4
ELC/ELE-13	AC (Alternating Current) Electronics	4
ELE-25	Digital Techniques	4
ELE-26	Microcontrollers	3
DFT/ENE/ELE-27	Technical communications	3
ELE-28	MultiSim CAD PCB Design/Fab	3

*Elective Courses: 7 units*

*(Add additional lines as needed)*

Course	Title	Units
ELE-10	Survey of electronics	4
ELE-23	Electronic Devices and circuits	4
ELE/MAN-61	Robotics for Manufacturing	3
ELE/MAN-63	LabView visual programming for Automated Systems	3
ELE/MAN-64	Programmable logic controllers using Allen Bradley PLCs	3
OR		
ELE/MAN-67	Programmable logic controllers using Siemens	3
ELC/ELE-97	Fundamentals of Solar Energy	3
ELE-200	Electronics, work-experience	1-4
ELE/MAN-55	Occupational safety and health administration (OSHA) for General industry	1

*Total Program Units: 28 units*

**Rationale for Modification:** *(please note: this information will be presented to the Board of Trustees and State Chancellor's office)*

*We would like to start teaching Siemens Programmable logic control systems. There are at least two possible ways of teaching PLC's. One is Siemens and the other is Allen Bradley. Siemens is well respected throughout the world and Allen Bradley is used throughout the United States. Currently we are teaching Allen Bradley only. One of our previous industry advisory councils recommended that we have the capability of teaching both. With this proposal we would like to purchase Siemens Programmable Logic Control systems, software and human machine interface panels. For only \$12,000 we would be able to equip the entire classroom with Siemens devices giving us the capability of teaching Siemens controls. Siemens is much more friendly for education because they are so inexpensive and their software can program anything they sell. Whereas, Allen Bradley requires a different software for everything they sell which gets really expensive. With this proposal we would like to purchase Siemens controls for the entire classroom.*

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

**Modified Program Outline**

**Program Code:** NAS737/NAS737B/NAS737C/NCE737

**TOPs Code:** 0956.00 Manufacturing

**Title:** INDUSTRIAL AUTOMATION (N)

**Description:** Businesses and other organizations depend on complex electronic equipment for a variety of functions. Industrial controls automatically monitor and direct production processes on the factory floor. Transmitters and antennae provide communication links for many organizations. Industry needs well-trained technicians with the knowledge of how to design, repair and implement new equipment. The Industrial Automation program teaches how to use Electronics, Microprocessors, Microcontrollers, Programmable Logic Control and Fluid Power systems to create and program new machinery used in industry. This certificate prepares students for employment as an automated systems technician, maintenance mechanic, or general maintenance worker.

**Program Learning Objectives:**

- Demonstrate the installation maintenance and troubleshooting of Programmable Logic Control systems (PLCs) and PLC modules.
- Set-up and operate fluid powered valves, cylinders, controls filters, and actuators.
- Solve formulas by using unknowns and apply this knowledge to solve problems encountered in technological areas and various fields of engineering.

**Courses:**

*Required Courses: 24-25 units*

*(Add additional lines as needed)*

Course	Title	Units
ELE-10	Survey of Electronics	4
DFT/ELE/ENE-27	Technical communications	3
ELC/ELE/MAN-74	Industrial wiring and controls	4
ELE/MAN-64	Programmable logic controllers using Allen Bradley PLCs	3
OR		
ELE/MAN-67	Programmable logic controllers using Siemens	3
DFT/ENE-51	Blueprint reading	2
ELE/MAN-55	Occupational Safety and Health Administration (OSHA) Standards for General Industry.	1
MAN-60	Hydraulics and Pneumatic Systems	4
ENE-62	Math for automation	3
OR		
MAT-36	Trigonometry	4

*Total Program Units: 24-25 units*

<b>TOPS:</b>	<b>CIP:</b>
<b>SP04:</b>	<b>Prgm:</b>

**Rationale for Modification:** *(please note: this information will be presented to the Board of Trustees and State Chancellor's office)*

*We would like to start teaching Siemens Programmable logic control systems. There are at least two possible ways of teaching PLC's. One is Siemens and the other is Allen Bradley. Siemens is well respected throughout the world and Allen Bradley is used throughout the United States. Currently we are teaching Allen Bradley only. One of our previous industry advisory councils recommended that we have the capability of teaching both. With this proposal we would like to purchase Siemens Programmable Logic Control systems, software and human machine interface panels. For only \$12,000 we would be able to equip the entire classroom with Siemens devices giving us the capability of teaching Siemens controls. Siemens is much more friendly for education because they are so inexpensive and their software can program anything they sell. Whereas, Allen Bradley requires a different software for everything they sell which gets really expensive. With this proposal we would like to purchase Siemens controls for the entire classroom.*

TOPS:	CIP:
SP04:	Prgm:

# RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R\_\_ M\_\_ N\_\_ x\_\_

TOPs Code: 0614.00

## Game Concept Art

### PROGRAM PREREQUISITE:

None

### SHORT DESCRIPTION of PROGRAM

Students completing the Game Concept Art program will possess advanced skills in 2D digital painting, texturing, rapid sketching and development of 2D characters, environments and props for game worlds utilizing a variety of art styles according to provided specifications. Students will be prepared to enter the workforce as a junior concept artist, visualization artist, junior concept designer or visual development artist.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- Demonstrate creative and technical proficiency in creating original 2D visualizations of game worlds and game characters utilizing a variety of art styles according to provided specifications.
- Demonstrate proficiency in collaborative interdisciplinary teamwork including but not limited to the ability to communicate ideas effectively, accept and give critiques, compromise, and the ability to critically discuss one's own work.

### Required Courses

	Game Development Core	21.0
GAM-5B	Advanced Concept Art	3.0
GAM-8	Current Topics in Game Development	3.0

### Elective Courses

None

Units

0

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**Total Units:**

**27.0**

# RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R\_\_ M\_\_ N\_\_ x\_\_

TOPs Code: \_\_\_\_ 0614.00 \_\_\_\_

## Game Design

### PROGRAM PREREQUISITE:

None

### SHORT DESCRIPTION of PROGRAM

Students completing the Game Design program will be well qualified in the game design process, including game design documentation, standard game design techniques, level design, and tools for rapid prototyping including both non-digital and digital methods. Students will be prepared to enter the field as an independent designer, assistant producer, or junior level designer.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- Demonstrate proficiency in the creative application of game design concepts to both digital and non-digital games including but not limited to the design and application of core mechanics, gameplay, iterative prototyping and testing.
- Demonstrate proficiency in communicating game design proposals both orally and in writing, including effective communication in collaborative, interdisciplinary teamwork.

### Required Courses

	Game Development Core	21.0
GAM-3B	Level Design	3.0
GAM-8	Current Topics in Game Development	3.0

### Elective Courses

None

Units

0

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**Total Units:**

**27.0**

# RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R\_\_ M\_\_ N\_\_ x\_\_

TOPs Code: \_\_\_\_ 0614.00 \_\_\_\_

## Game 3D Modeling and Animation

### PROGRAM PREREQUISITE:

None

### SHORT DESCRIPTION of PROGRAM

Students completing the Game 3D Modeling and Animation program will possess advanced skills in digital modeling as well as applied skills in rigging and animation. Students will be prepared to enter the workforce as a character modeler, environment modeler, visual effects artist, technical artist or junior rigging artist.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- Demonstrate creative and technical proficiency in creating original 3D models of organic and hard surface art assets according to provided specifications as required for use in a digital game engine.
- Demonstrate creative and technical proficiency in rigging and animating 3D models according to provided specifications as required for use in a digital game engine.
- Demonstrate proficiency in collaborative interdisciplinary teamwork including but not limited to the ability to communicate ideas effectively, accept and give critiques, compromise, and the ability to critically discuss one's own work.

### Required Courses

	Game Development Core	21.0
GAM-6B	3D Animation	3.0
GAM-8	Current Topics in Game Development	3.0

### Elective Courses

None

Units

0

**Total Units:**

**27.0**



# RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R\_\_ M\_\_ N\_\_ x\_\_

TOPs Code: 0614.00

## Game Programming

### PROGRAM PREREQUISITE:

None

### SHORT DESCRIPTION of PROGRAM

Students completing the Game Programming program will be well qualified in the process of designing and coding programming logic for games including coding game rules, mechanics, and simulations, to create complete coding modules and game experiences. Students will be prepared to enter the workforce as an independent game developer specializing in game programming and gameplay scripting.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- Demonstrate technical proficiency in game programming including the ability to critically analyze existing techniques, develop alternative technical solutions, and execute on solutions under given technical constraints. The technical areas of expertise include but are not limited to applying physics and mathematics to game worlds, facilitating game rules, and facilitating a positive user experience.
- Demonstrate proficiency in collaborative interdisciplinary teamwork including but not limited to the ability to communicate ideas effectively, accept and give critiques, compromise, and the ability to critically discuss one's own work.

### Required Courses

	Game Development Core	21.0
GAM-4B	Advanced Game Scripting	3.0
GAM-8	Current Topics in Game Development	3.0

### Elective Courses

None

Units

**0**

**Total Units:**

**27.0**

## Board of Trustees Regular/Committee Meeting (IV.G)

Meeting	December 3, 2019
Agenda Item	Planning and Operations (IV.G)
Subject	Planning and Operations Proposed Child Care Fee Increase
College/District	Moreno Valley College
Funding	Child Care Resource - 3300
Recommended Action	The Committee to review the Moreno Valley College Child Care Center Fee Increase.

---

### Background Narrative:

On April 20, 2010 the Board of Trustees approved an increase to the child care fees for both the Riverside City College and the Moreno Valley College Child Care Centers. Included in that board action was approval for an additional increase of 6% per fiscal year in 2012 and 2013, if necessary. No additional increases to fees have been realized since 2010.

A goal of the MVC Early Childhood Education Center is to remain fiscally solvent. Several variables have coincided that require the college to propose an increase to the child care fees: Regarding expenditures: (1) The approved ECE salary schedule which became effective July 1, 2019; (2) approved 5% COLA in FY2019 and an additional 5% COLA in FY2020; (3) Costs associated with pursuing National Association for the Education of Young Children (NAEYC) accreditation of the Early Childhood Education Center and Teacher Training Laboratory.

In addition, the college has researched local costs of providing such weekly services and found that similar centers within the college service area range from \$202.00 to \$313.00 for Preschool Full-Day/5 days per week, and between \$259.00 and \$463.00 for Toddler Full Day/5 days per week. As of January, 2018, the Department of Education set the Regional Market Rate (RMR) for Riverside County at \$326.36 for Infant and Toddler Full-Day/5 days per week and Preschool Full-Day/5 days per week at \$250.09. The proposed MVC Early Childhood Education Center fee increase schedule is below the RMR and provides the best service at the lowest price in our area.

At this time MVC is seeking approval for a 10% increase in child care fees, effective, January 1, 2020. Additional approval is also requested for annual increases of not more than 5% effective July 1 in each new fiscal year, as necessary, to keep up with the rising costs of maintaining a quality child development center and Teacher Training Laboratory, upon annual review and analysis of the Center budget.

Attached for the board's review is the new proposed fee schedule, the local 2018-2020 Tuition Rate Comparison for the centers within the surrounding Riverside County Areas, and a report of ending balances for the Center based on projections of revenue and expenses with the addition of the proposed fee increases and salary increases driven by new ECE salary schedule and COLA.

Prepared By: Robin L. Steinback, Ph.D., President, MVC  
Carlos Lopez, Vice President, Academic Affairs, MVC  
Melody Graveen, Ed.D., Dean of Instruction, Career Technical Education, MVC  
Sandra Rivas, Early Child Education Manager, MVC

2018/2019 Tuition Rate Comparison					
MVC Tuition Rates	MVC current rate 17/18 Rates	MVC Projected 10% Increase	UCR 2018 Tuition Rates	Temple Bethel 2018 Tuition Rates	Growing Place 2018 Tuition Rates
<b>Preschool Full-Day</b>	Weekly	Weekly	Weekly	Weekly	Weekly
Mon-Friday—5 days	\$163.00	\$179.30	\$313.00	\$202.00/220.00	\$242.00
MWF—3 days	\$109.00	\$119.90	\$201.00	\$126/140	
TTH—2 days	\$79.00	\$86.90	\$139.00	\$83.00/96.00	
<b>Preschool Half-Day</b>	Weekly	Weekly	Weekly	Weekly	Weekly
Mon-Friday—5 days	\$140.00	\$154.00		\$127.00/139.00	\$195.00
MWF—3 days	\$84.00	\$92.40		\$81.00/93.00	
TTH—2 days	\$56.00	\$61.60		\$57.00/70.00	
<b>Preschool Full-Day(Not Potty Trained)</b>	Weekly	Weekly	Weekly	Weekly	Weekly
Mon-Friday—5 days	\$230.00	\$253.00			\$259.00
MWF—3 days	\$138.00	\$151.80			
TTH—2 days	\$92.00	\$101.20			
<b>Preschool Half-Day (Not Potty Trained)</b>	Weekly	Weekly	Weekly	Weekly	Weekly
Mon-Friday—5 days	\$144.00	\$158.40			
MWF—3 days	\$86.00	\$94.60			
TTH—2 days	\$58.00	\$63.80			
<b>Toddler Full-Day</b>	Weekly	Weekly	Weekly	Weekly	Weekly
Mon-Friday—5 days	\$230.00	\$253.00	\$463.00	\$259.00	\$259.00
MWF—3 days	\$138.00	\$151.80		\$166.00	
TTH—2 days	\$92.00	\$101.20		\$110.00	
<b>Toddler Half-Day</b>	Weekly	Weekly	Weekly	Weekly	Weekly
Mon-Friday—5 days	\$144.00	\$158.40		\$171.00	
MWF—3 days	\$86.00	\$94.60		\$103.00	
TTH—2 days	\$58.00	\$63.80		\$86.00	
Non-Refundable Registration Fee—\$75.00			Late drop off fees-\$1.00/min		
Annual Materials Fee (due each Aug)—\$75.00			Late pick up fees- \$1.00 1st time/min		
			\$3.00 2nd time/min and \$5.00 3rd time/min		

**Moreno Valley College**  
**Early Childhood Education Program Financial Data**

	FY 19/20 PROJECTIONS				FY 18/19	FY 17/18	FY 16/17	FY 15/16
	with 10% Increase	with 15% Increase	with 20% Increase	No Increase	Moreno Valley	Moreno Valley	Moreno Valley	Moreno Valley
<b>Annual Beginning Balances</b>	\$ 403,602.89	\$ 403,602.89	\$ 403,602.89	\$ 403,602.89	\$ 469,821.00	\$ 447,287.00	\$ 469,504.00	\$ 434,898.00
<b>Revenue:</b>								
1.0 Federal Income	3,000.00	3,000.00	3,000.00	3,000.00	42,805.44	2,667.21	13,183.37	21,555.55
2.0 State Income								
State Bailout Funds	28,799.00	28,799.00	28,799.00	28,799.00	30,233.79	29,437.11	28,983.20	28,798.51
Other State Revenue	-	-	-	-	15,860.45	6,540.30	2,895.76	10,699.91
3.0 Local Income								
Interest	5,000.00	5,000.00	5,000.00	5,000.00	9,091.84	6,181.36	2,932.60	1,425.16
Parent Fees	\$680,350	\$711,275	\$742,200	500,000.00	401,605.44	508,078.63	435,591.71	458,974.84
4.0 Interfund Transfer	-	-	-	-	-	-	-	-
<b>Total Revenue:</b>	<b>\$ 717,149.00</b>	<b>\$ 748,074.00</b>	<b>\$ 778,999.00</b>	<b>\$ 536,799.00</b>	<b>\$ 499,596.96</b>	<b>\$ 552,904.61</b>	<b>\$ 483,586.64</b>	<b>\$ 521,453.97</b>
<b>Expenditures:</b>								
1. Academic Salaries	335,664.00	335,664.00	335,664.00	335,664.00	271,167.85	251,395.85	267,371.85	275,027.14
2. Classified Salaries	161,252.00	161,252.00	161,252.00	161,252.00	143,867.68	153,107.95	143,865.97	64,910.97
3. Employee Benefits	139,808.00	139,808.00	139,808.00	139,808.00	98,892.82	74,403.36	52,524.39	63,978.07
4.0 Books and Supplies	24,825.00	24,825.00	24,825.00	24,825.00	18,140.57	21,976.16	18,856.08	22,419.62
5.0 Services & Operating Costs	29,425.00	29,425.00	29,425.00	29,425.00	33,746.15	28,621.98	17,796.31	28,164.91
6.0 Capital Outlay	15,265.00	15,265.00	15,265.00	15,265.00	-	864.97	5,389.44	32,347.76
<b>Total Expenditures:</b>	<b>\$ 706,239.00</b>	<b>\$ 706,239.00</b>	<b>\$ 706,239.00</b>	<b>\$ 706,239.00</b>	<b>\$ 565,815.07</b>	<b>\$ 530,370.27</b>	<b>\$ 505,804.04</b>	<b>\$ 486,848.47</b>
<b>Revenue Over Expenditures:</b>	<b>\$ 10,910.00</b>	<b>\$ 41,835.00</b>	<b>\$ 72,760.00</b>	<b>\$ (169,440.00)</b>	<b>\$ (66,218.11)</b>	<b>\$ 22,534.34</b>	<b>\$ (22,217.40)</b>	<b>\$ 34,605.50</b>
<b>Fiscal Ending Balance:</b>	<b>\$ 414,512.89</b>	<b>\$ 445,437.89</b>	<b>\$ 476,362.89</b>	<b>\$ 234,162.89</b>	<b>\$ 403,602.89</b>	<b>\$ 469,821.34</b>	<b>\$ 447,286.60</b>	<b>\$ 469,503.50</b>

All data as of 7/1/19

FY 18/19 Notes:

Final Revenue/ Expenditures

**Noteworthy Tidbits:**

Over the next two fiscal years this resource will experience payroll increases in excess of 10%. Added to that will be the ongoing PERS and STRS increases, Health and Welfare increases and any other operational increase to operate the program.

## Board of Trustees Regular/Committee Meeting (IV.H)

Meeting	December 3, 2019
Agenda Item	Resources (IV.H)
Subject	Resources
College/District	2018-2019 Proposition 39 Independent Financial and Performance Audits District
Funding	N/A
Recommended Action	The Committee to review the Proposition 39 independent financial and performance audits of the District's Measure C general obligation bond for the year ended June 30, 2019 for the permanent file of the District.

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### Background Narrative:

In accordance with the provisions of Proposition 39, independent financial and performance audits of the District's Measure C general obligation bond were performed by CliftonLarsonAllen LLP Certified Public Accountants (CLA). A representative of the audit firm will be available to present the reports. Results of the audits are summarized below.

- Auditor's Opinion – The auditors have issued unmodified opinions for both the financial and performance audits as of June 30, 2019 and 2018, which is also known as a "clean" opinion. Unmodified is the highest level of assurance the auditors can provide of the four available opinions and indicates the financial statements are presented fairly, in all material respects, in accordance with generally accepted accounting principles.
- Audit Findings – There were no findings or questioned costs related to the financial and performance audits.
- Auditor's Required Communication – In accordance with the U.S. Auditing Standards AU-C 260, at the conclusion of the audit engagement CLA is required to communicate information to the Board of Trustees regarding their responsibility under Generally Accepted Auditing Standards (GAAS). Attached for your information is the required communication.
- The audit report was not presented to the Citizens Bond Oversight Committee at its regularly scheduled meeting on October 17, 2019 as the meeting was canceled due to the lack of a quorum.

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

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**RIVERSIDE COUNTY**

**REPORT ON PROPOSITION 39 FUNDING  
FINANCIAL AND PERFORMANCE AUDITS**

**June 30, 2019**



[CLAconnect.com](http://CLAconnect.com)

WEALTH ADVISORY

OUTSOURCING 1070

AUDIT, TAX, AND  
CONSULTING

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

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**FINANCIAL AUDIT OF THE GENERAL OBLIGATION BOND FUNDED CAPITAL  
OUTLAY PROJECTS**





## INDEPENDENT AUDITORS' REPORT

The Board of Trustees  
The Measure C Citizens' Bond Oversight Committee  
Riverside Community College District

### **Report on the Financial Statements**

We have audited the accompanying financial statements of the General Obligation Bond Funded Capital Outlay Projects of the Riverside Community College District (the District) as of and for the year ended June 30, 2019, and the related notes to the financial statements, as listed in the table of contents.

### **Management's Responsibility for the Financial Statements**

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

### **Auditors' Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

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

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

The Board of Trustees  
The Measure C Citizens' Bond Oversight Committee  
Riverside Community College District

## **Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the General Obligation Bond Funded Capital Outlay Projects of the District as of June 30, 2019, and the change in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## **Emphasis of Matter**

As discussed in Note 1, the financial statements present fairly only the General Obligation Bond Funded Capital Outlay Projects and do not purport to, and do not, present fairly the financial position of the District as of June 30, 2019 or the change in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

## *Other Information*

Our audit of the General Obligation Bond Funded Capital Outlay Projects of the District was conducted for the purpose of forming an opinion on the financial statements referred to above. The supplementary schedule is presented for purposes of additional analysis and is not a required part of the financial statements. The supplementary schedule, is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary schedule, is fairly stated in all material respects in relation to the financial statements.

## **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 9, 2019 on our consideration of the District's internal control over the General Obligation Bond Funded Capital Outlay Projects financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over the General Obligation Bond Funded Capital Outlay Projects financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over the General Obligation Bond Funded Capital Outlay Projects financial reporting and compliance.

*CliftonLarsonAllen LLP*

CliftonLarsonAllen LLP  
Glendora, California  
October 9, 2019

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
GENERAL OBLIGATION BOND FUNDED CAPITAL OUTLAY PROJECTS**

**BALANCE SHEET  
June 30, 2019**

**Assets**

Cash in county treasury	\$ 4,476,066
Accounts receivable	33,031
Due from other funds	3,506
<b>Total Assets</b>	<b><u><u>\$ 4,512,603</u></u></b>

**Liabilities and Fund Balance**

**Liabilities**

Accounts payable	\$ 27,227
Due to other funds	2,864
<b>Total Liabilities</b>	<b><u>30,091</u></b>

**Fund Balance**

Restricted	<u>4,482,512</u>
<b>Total Fund Balance</b>	<b><u>4,482,512</u></b>
<b>Total Liabilities and Fund Balance</b>	<b><u><u>\$ 4,512,603</u></u></b>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
GENERAL OBLIGATION BOND FUNDED CAPITAL OUTLAY PROJECTS**

**STATEMENT OF REVENUES, EXPENDITURES,  
AND CHANGES IN FUND BALANCES  
For the Fiscal Year Ended June 30, 2019**

<b>Revenues</b>	
Interest income	\$ 127,288
Other local revenue	(103,234)
<b>Total Revenues</b>	<u>24,054</u>
<b>Expenditures</b>	
Salaries	69,103
Benefits	38,286
Supplies	65
Other services	561,047
Capital outlay	1,402,711
<b>Total Expenditures</b>	<u>2,071,212</u>
Net change in fund balance	(2,047,158)
<b>Fund Balance at Beginning of Year</b>	<u>6,529,670</u>
<b>Fund Balance at End of Year</b>	<u><u>\$ 4,482,512</u></u>

See the accompanying notes to the financial statements

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
GENERAL OBLIGATION BOND FUNDED CAPITAL OUTLAY PROJECTS**

**NOTES TO THE FINANCIAL STATEMENTS  
For the Fiscal Year Ended June 30, 2019**

**NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Accounting Policies**

The accompanying financial statements have been prepared in conformity with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board and *Audits of State and Local Governmental Units* issued by the American Institute of Certified Public Accountants.

**Financial Reporting Entity**

These financial statements are not intended to present fairly the financial position and results of operations of the District in compliance with accounting principles generally accepted in the United States of America.

**Fund Structure**

The Statement of Revenues, Expenditures and Change in Fund Balance is a statement of financial activities of the General Obligation Bond Funded Capital Outlay Projects related to the current reporting period. Fund expenditures frequently include amounts for land, buildings, equipment, retirement of indebtedness, transfers to other funds, etc. Consequently, these statements do not purport to present the result of operations or the net income or loss for the period as would a statement of income for a profit-type organization.

**Basis of Accounting**

The General Obligation Bond Funded Capital Outlay Projects is maintained on the modified accrual basis of accounting. As such, revenues are recognized when they become susceptible to accrual, which is to say, when they become both measurable and available to finance expenditures of the current period. Expenditures are recognized in the accounting period in which the liability is incurred (when goods are received or services rendered).

Cash in the county treasury is recorded at cost, which approximates fair value, in accordance with the requirements of GASB Statement No. 31.

**Fund Balance Classification**

In accordance with GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, the governmental fund financial statements present fund balance classifications that comprise a hierarchy based on the extent to which the District is bound to honor constraints on the specific purposes for which amounts can be spent. Amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors, grantors,

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
GENERAL OBLIGATION BOND FUNDED CAPITAL OUTLAY PROJECTS**

**NOTES TO THE FINANCIAL STATEMENTS  
For the Fiscal Year Ended June 30, 2019**

**NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation are considered restricted. The fund balance of the General Obligation Bond Funded Capital Outlay Projects is therefore classified as restricted.

**Capital Assets and Long-Term Debt**

The accounting and reporting treatment applied to the capital assets and long-term liabilities associated with the General Obligation Bond Funded Capital Outlay Projects are determined by its measurement focus. The General Obligation Bond Funded Capital Outlay Projects is accounted for on a spending or “financial flow” measurement focus. This means that only current assets and current liabilities are generally included on the balance sheet. The reported fund balance is considered a measure of “available spendable resources”. Thus, the capital assets and long-term liabilities associated with the General Obligation Bond Funded Capital Outlay Projects are accounted for in the basic financial statements of the District.

**Estimates**

The preparation of the financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

**NOTE 2: DEPOSITS – CASH IN COUNTY TREASURY**

In accordance with Education Code Section 84000, the District maintains substantially all of its cash in the Riverside County Treasury as part of the common investment pool. These pooled funds are carried at amortized cost which approximates fair value. The fair value is 100.41% of the District’s deposits for the General Obligation Bond Funded Capital Outlay Projects in this pool as of June 30, 2019, as provided by the County Treasurer.

The county is authorized to deposit cash and invest excess funds by California Government Code Sections 53534, 53601, 53635, and 53648. The county is restricted to invest in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasurer’s investment pool, bankers’ acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements. The funds maintained by the county are either secured by federal depository insurance or are collateralized. The county investment pool is not required to be rated. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
GENERAL OBLIGATION BOND FUNDED CAPITAL OUTLAY PROJECTS**

**NOTES TO THE FINANCIAL STATEMENTS  
For the Fiscal Year Ended June 30, 2019**

**NOTE 2: DEPOSITS – CASH IN COUNTY TREASURY**

The county investment pool is not registered as an investment company with the Securities and Exchange Commission (SEC) nor is it an SEC Rule 2a7-like pool. California Government Code statutes and the County Board of Supervisors set forth the various investment policies that the County Treasurer follows. The method used to determine the value of the participant's equity withdrawn is based on the book value, which is amortized costs, of the participant's percentage participation on the date of such withdrawals.

The pool sponsor's annual financial report may be obtained from the County of Riverside Treasurer-Tax Collector Capital Markets, 4080 Lemon Street, 4<sup>th</sup> Floor, Riverside, CA 92502.

**NOTE 3: BONDED DEBT**

On March 2, 2004, the voters of Riverside Community College District approved Measure C, a \$350 million bond measure designed to provide funds to improve facilities and safety at the Moreno Valley, Norco, and Riverside City Colleges.

**Series D and D-1**

In October 2010, the District issued General Obligation Bonds, Series D and D-1 in the amount of \$109,999,278. These bonds consisted of \$7,699,278 tax-exempt Series D bonds and \$102,300,000 in federally taxable Build America Bonds Series D-1. The Build America Bonds program was created by the American Recovery and Reinvestment Act to assist state and local governments in financing capital projects at lower borrowing costs and to stimulate the economy and create jobs.

The District elected to treat the Series D-1 bonds as "Build America Bonds" under Section 54AA of the Tax Code, and the Series D-1 Bonds be "qualified bonds" under Section 54AA(g)(2) of the Tax Code which make the District eligible for a cash subsidy payment from the United States Treasury equal to 35% of the interest payable on the Series D-1 Bonds. The District will deposit the cash subsidy payments with the County to be credited to the Debt Service Fund for the Series D-1 Bonds. Cash subsidy payments are expected to be received contemporaneously with each interest payment date.

**Refunding**

In May 2014, the District issued General Obligation Refunding Bonds, Series A (Tax Exempt) in the amount of \$29,130,000 to advance refund all or a portion of the outstanding principal amount of the District's General Obligation Series A Bonds, 2005 Refunding Bonds and General Obligation Series C Bonds and to pay costs of issuance associated with the Bonds. General Obligation Refunding Bonds, Series B (Federally Taxable) in the amount of \$43,960,000 were

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
GENERAL OBLIGATION BOND FUNDED CAPITAL OUTLAY PROJECTS**

**NOTES TO THE FINANCIAL STATEMENTS  
For the Fiscal Year Ended June 30, 2019**

**NOTE 3: BONDED DEBT**

also issued to advance refund a portion of the outstanding principal amount of the District's 2005 Refunding Bonds and to pay costs of issuance associated with the Bonds.

**Series E and Refunding**

In July 2015, the District issued General Obligation Bonds, Series E in the amount of \$45,004,145 to finance the repair, acquisition, construction, and equipping of certain district facilities, and to pay all legal, financial, and contingent costs in connection with the issuance of the Bonds. General Obligation Refunding Bonds were also issued in the amount of \$43,920,000 to advance refund the outstanding principal amount of the District's General Obligation Series C Bonds, and to pay costs of issuance associated with the Bonds.

The outstanding general obligation bonded debt of the District at June 30, 2019 is:

General Obligation Bonds	Date of Issue	Original Maturity Date	Interest Rate %	Amount of Original Issue	Outstanding July 1, 2018	Issued	Redeemed	Outstanding June 30, 2019
2010 Series D	10/27/2010	8/1/2025	2.36-5.53	\$ 7,699,278	\$ 6,841,194	\$	\$ 394,266	\$ 6,446,928
2010 Series D-1	10/27/2010	8/1/2040	6.97-7.02	102,300,000	102,300,000			102,300,000
2014 Tax Exempt Refunding	5/29/2014	8/1/2027	2.00-5.00	29,130,000	27,835,000		465,000	27,370,000
2014 Taxable Refunding	5/29/2014	8/1/2024	0.40-3.61	43,960,000	35,455,000		3,935,000	31,520,000
2015 Series E	7/1/2015	8/1/2039	3.81-5.05	45,004,145	41,149,145			41,149,145
2015 Refunding	7/1/2015	8/1/2032	2.00-5.00	43,920,000	42,785,000		100,000	42,685,000
Total				<u>\$ 272,013,423</u>	<u>\$ 256,365,339</u>	<u>\$ -</u>	<u>\$ 4,894,266</u>	<u>\$ 251,471,073</u>

The annual debt service requirements to maturity for general obligation bonds are as follows:

<u>Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>
2020	\$ 5,295,056	\$ 13,067,432
2021	5,813,846	13,082,058
2022	6,680,859	12,506,165
2023	7,232,769	12,629,696
2024	7,812,942	12,739,740
2025-2029	47,349,410	58,638,040
2030-2034	62,209,240	53,417,213
2035-2039	75,894,081	58,598,691
2040-2041	33,182,870	11,970,251
Total	<u>\$ 251,471,073</u>	<u>\$ 246,649,286</u>

Capital appreciation bonds were issued as part of the 2010 Series D and 2015 Series E issuances. Prior to their applicable maturity dates, each capital appreciation bond will accrete interest on the principal component, with all interest accruing through the applicable maturity date and payable only upon maturity or prior payment of the principal component. Accreted interest accrued has been reflected in the long term debt balance on the District's general purpose financial statements.



**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
GENERAL OBLIGATION BOND FUNDED CAPITAL OUTLAY PROJECTS**

**NOTES TO THE FINANCIAL STATEMENTS  
For the Fiscal Year Ended June 30, 2019**

**NOTE 4: COMMITMENTS AND CONTINGENCIES**

**Purchase Commitments**

As of June 30, 2019 the District was committed under various capital expenditure purchase agreements for bond projects totaling approximately \$2,010,000.



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL  
OVER FINANCIAL REPORTING AND ON COMPLIANCE  
AND OTHER MATTERS BASED ON AN AUDIT  
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE  
WITH GOVERNMENT AUDITING STANDARDS**

The Board of Trustees  
The Measure C Citizens' Bond Oversight Committee  
Riverside Community College District  
Riverside, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the General Obligation Bond Funded Capital Outlay Projects financial statements of the Riverside Community College District (the District), as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the District's General Obligation Bond Funded Capital Outlay Projects financial statements, and have issued our report thereon dated October 9, 2019.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL  
OVER FINANCIAL REPORTING AND ON COMPLIANCE  
AND OTHER MATTERS BASED ON AN AUDIT  
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE  
WITH *GOVERNMENT AUDITING STANDARDS***

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*CliftonLarsonAllen LLP*

CliftonLarsonAllen LLP  
Glendora, California  
October 9, 2019

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
GENERAL OBLIGATION BOND FUNDED CAPITAL OUTLAY PROJECTS**

**SCHEDULE OF FINDINGS AND RESPONSES  
June 30, 2019**

There were no findings related to the financial audit of the General Obligation Bond Funded Capital Outlay Projects for the year ended June 30, 2019. In addition, there were no findings related to the financial audit of the General Obligation Bond Funded Capital Outlay Projects for the year ended June 30, 2018.

**PERFORMANCE AUDIT OF THE GENERAL OBLIGATION BOND FUNDED  
CAPITAL OUTLAY PROJECTS**



## INDEPENDENT AUDITORS' REPORT

The Board of Trustees  
The Measure C Citizens' Bond Oversight Committee  
Riverside Community College District

We have conducted a performance audit of the Riverside Community College District (the District) Measure C General Obligation Bond funds for the year ended June 30, 2019.

We conducted our performance audit in accordance with generally accepted *Government Auditing Standards*. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Our audit was limited to the objectives listed on page 16 of this report which includes determining the District's compliance with the performance requirements for the Proposition 39 Measure C General Obligation Bond funds under the applicable provisions of Section 1(b)(3)(C) of Article XIII A of the California Constitution. Management is responsible for the District's compliance with those requirements.

Solely to assist us in planning and performing our performance audit, we obtained an understanding of the internal control of the District to determine if internal controls were adequate to help ensure the District's compliance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIII A of the California Constitution. Accordingly, we do not express any assurance on internal control.

The results of our tests indicated that, in all significant respects, the District expended Measure C General Obligation Bond funds for the fiscal year ended June 30, 2019, only for the specific projects developed by the District's Board of Trustees, and approved by the voters in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIII A of the California Constitution.

*CliftonLarsonAllen LLP*

CliftonLarsonAllen LLP  
Glendora, California  
October 9, 2019

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
GENERAL OBLIGATION BOND FUNDED CAPITAL OUTLAY PROJECTS**

**PROPOSITION 39 PERFORMANCE AUDIT  
June 30, 2019**

**BACKGROUND INFORMATION**

In November 2000, the voters of the State of California approved Proposition 39 authorizing the issuance of general obligation bonds by California public school districts and community colleges under certain circumstances and subject to certain conditions.

On March 2, 2004, the voters of Riverside Community College District approved Measure C, a \$350 million bond measure designed to provide funds to improve facilities and safety at the Moreno Valley, Norco, and Riverside campuses.

Pursuant to the requirements of Proposition 39, and related state legislation, the Board of Trustees of the District established a Citizens' Bond Oversight Committee and appointed its members. The principal purpose of the Citizens' Bond Oversight Committee, as set out in state law, is to inform the public as to the expenditures of the proceeds of the bonds issued pursuant to the Measure C bond authorization. The Citizens' Bond Oversight Committee is required to issue at least one report annually as to its activities and findings.

Section 1(b)(3)(C) of Article XIII A of the California Constitution requires the District to conduct an annual independent performance audit to ensure that the proceeds of the bonds deposited into the General Obligation Bond Funded Capital Outlay Projects – Measure C Bond Program have been expended only for the authorized bond projects.

**OBJECTIVES**

The objectives of our performance audit were to:

- Determine the expenditures charged to the District Measure C General Obligation Bond Funded Capital Outlay Projects.
- Determine whether expenditures charged to the Measure C General Obligation Bond Funded Capital Outlay Projects have been made in accordance with the bond project list approved by the voters through the approval of Measure C in March 2004.

**SCOPE OF THE AUDIT**

The scope of our performance audit covered the fiscal period from July 1, 2018 to June 30, 2019. The propriety of expenditures for capital projects and maintenance projects funded through other state or local funding sources, other than the proceeds of the bonds, were not included within the scope of our audit. Expenditures incurred subsequent to June 30, 2019, were not reviewed or included within the scope of our audit or in this report.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
GENERAL OBLIGATION BOND FUNDED CAPITAL OUTLAY PROJECTS**

**PROPOSITION 39 PERFORMANCE AUDIT  
June 30, 2019**

**PROCEDURES PERFORMED**

- We identified the expenditures and projects charged to the general obligation bond proceeds by obtaining the general ledger and project listing.
- We selected a judgmental sample of expenditures for supplies, services and capital outlay considering all projects for the year ended June 30, 2019. Our sample included 35 transactions totaling \$1,841,707.
  - We reviewed the actual invoices and supporting documentation to determine that expenditures charged to projects were:
    - Supported by invoices with evidence of proper approval and documentation of receipt of goods or services;
    - Supported by proper bid documentation, as applicable;
    - Were properly expended on the authorized bond projects as listed on the voter-approved bond project list.
- We selected the complete population of salaries and benefits for the year ended June 30, 2019. Our sample of expenditures for salaries and benefits included \$107,389 in payroll expenses.
  - We reviewed the payroll register and job description to determine that the amounts expended on salaries and benefits were only to the extent employees perform work associated with the Measure C bond projects as allowable per Opinion 04-110 issued on November 9, 2004 by the State of California Attorney General.

**CONCLUSION**

The results of our tests indicated that, in all significant respects, the District has properly accounted for the expenditures of the funds held in the General Obligation Bond Funded Capital Outlay Projects – Measure C Bond Program and that such expenditures were made on authorized bond projects.



**SUPPLEMENTARY INFORMATION**

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
GENERAL OBLIGATION BOND FUNDED CAPITAL OUTLAY PROJECTS**

**PROPOSITION 39 PERFORMANCE AUDIT  
BOND PROJECT SUMMARY**

**June 30, 2019**

The District has identified the following projects to be funded with proceeds from the general obligation bonds. The District incurred costs of \$396,883,575 through June 30, 2019 for these construction projects. Capital outlay and other financing expenditures were as follows:

	BUDGET	TOTAL PROJECT COSTS THROUGH June 30, 2018*	FY 18-19 ACTUAL COSTS	TOTAL PROJECT COSTS THROUGH June 30, 2019
Phase I - Parking Structure - Riverside	\$ 20,940,662	\$ 20,940,662	\$ -	\$ 20,940,662
Wheelock PE Complex/Athletic Field - Riverside	4,516,435	4,516,435	-	4,516,435
Swing Space - Riverside	4,273,734	4,273,733	-	4,273,733
Quad Modernization - Riverside	9,171,807	9,171,807	-	9,171,807
RCCD System Office Purchase	2,629,981	2,629,981	-	2,629,981
MLK Renovation - Riverside	1,010,614	1,010,614	-	1,010,614
Bridge Space - Riverside	1,175,132	1,175,132	-	1,175,132
Industrial Technology Facility Project - Norco	9,715,350	9,715,349	-	9,715,349
Computer/Network/ System Upgrades - District Wide	1,002,052	1,002,052	-	1,002,052
Phone and Voicemail Upgrades - District Wide	349,000	349,000	-	349,000
Scheduled Maintenance - Historic - District Wide	1,403,045	1,403,045	-	1,403,045
Nursing/Sciences Building - Riverside	16,347,203	16,347,203	-	16,347,203
Student/Academic Services Facility Project - Moreno Valley	5,939,817	5,917,791	22,026	5,939,817
Wheelock PE Complex Gymnasium Retrofit - Phase I & II - Riverside	13,204,882	13,204,882	-	13,204,882
Feasibility / Planning / Management / Staffing	7,793,992	6,223,072	155,469	6,378,541
Stokoe Innovative Learning Center - Riverside	7,399,505	7,399,506	-	7,399,506
ECS Secondary Effects - Moreno Valley	286,227	286,227	-	286,227
Room Renovations - Norco	100,019	100,019	-	100,019
Food Services Remodel - Riverside	987,705	987,705	-	987,705
Food Services Remodel - Moreno Valley	2,649,606	2,649,607	-	2,649,607
Infrastructure Projects - District Wide	484,414	484,414	-	484,414
Hot Water Loop System & Boiler Repl. - Moreno Valley	869,848	869,848	-	869,848
Emergency Phone Project - District Wide	379,717	379,717	-	379,717
Utility Retrofit Project - District Wide	6,181,188	6,181,189	-	6,181,189
Modular Redistribution Norco/MoVal/BC/Riv	8,425,862	8,425,862	-	8,425,862
ECS Building Upgrade Project - Moreno Valley/Norco	389,561	389,561	-	389,561
PBX Building - Riverside	428,119	428,119	-	428,119
PBX / NOC / M & O Facility - Norco	11,277,010	11,336,910	-	11,336,910
PBX / NOC / M & O Facility - Moreno Valley	2,931,707	2,898,843	32,863	2,931,706
Life Science / Physical Science Reconstruction - Riverside	208,000	207,914	-	207,914
Center for Student Success - Norco	15,633,873	15,633,873	-	15,633,873
Long Range Master Plan - District Wide	1,439,077	1,439,077	-	1,439,077
Logic Domain - Capital Project Management System	213,375	199,988	11,475	211,463
Aquatics Center - Riverside	10,874,233	10,874,233	-	10,874,233
Soccer Field / Artificial Turf - Norco	3,879,314	3,879,314	-	3,879,314
Learning Gateway Building - Moreno Valley	4,984,261	4,984,261	-	4,984,261
Bradshaw Building Electrical Project - Riverside	366,353	366,353	-	366,353
Quad Basement Remodel Project - Riverside	352,941	352,941	-	352,941
Black Box Theatre Remodel Project - Riverside	10,955	10,955	-	10,955
Technology Building A Remodel Project - Riverside	11,375	11,375	-	11,375
Center for Health, Wellness, and Kinesiology Phase I - Norco	86,500	86,500	-	86,500
Health Science Center - Moreno Valley	164,971	164,971	-	164,971
ADA Transition Plan - District Wide	6,046,162	6,046,162	-	6,046,162
March Dental Education Center - Moreno Valley	9,877,088	9,873,529	3,558	9,877,087
Secondary Effects Project - Norco	16,028,180	16,028,180	-	16,028,180
Utility Infrastructure Project - District Wide	6,232,049	6,232,049	-	6,232,049

See independent auditors' report

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
GENERAL OBLIGATION BOND FUNDED CAPITAL OUTLAY PROJECTS**

**PROPOSITION 39 PERFORMANCE AUDIT  
BOND PROJECT SUMMARY  
June 30, 2019**

	BUDGET	TOTAL PROJECT COSTS THROUGH June 30, 2018*	FY 18-19 ACTUAL COSTS	TOTAL PROJECT COSTS THROUGH June 30, 2019
Safety and Site Improvement Project - Norco	967,442	967,442	-	967,442
Safety and Site Improvement Project - Moreno Valley	719,827	719,827	-	719,827
Administrative Move to Humanities Bldg - Moreno Valley	25,990	25,990	-	25,990
Science Laboratories Remodel Project - Moreno Valley	302,804	302,804	-	302,804
Ben Clark Public Safety Training Center - Center Status - Moreno Valley	13,084,500	64,954	-	64,954
Interim Parking Lease - Riverside	177,023	177,023	-	177,023
Center for Human Performance - Moreno Valley	112,009	112,009	-	112,009
Cosmetology Building - Riverside	142,500	142,500	-	142,500
Alumni Carriage House Restoration Project	122,270	122,270	-	122,270
IT Upgrade (including audit) - District Wide	6,000,000	5,272,203	36,370	5,308,573
Culinary Arts / District Office Building - District	33,596,018	32,345,197	49,958	32,395,155
Parking Structure Fall Deterrent - Riverside	7,576	7,576	-	7,576
Nursing Portables - Moreno Valley	705,338	705,338	-	705,338
Central Plant Boiler Replacement - Norco	161,847	161,847	-	161,847
DSA Project Closures - District Wide	7,290	7,290	-	7,290
Scheduled Maintenance - New - District Wide	2,860,000	2,652,532	-	2,652,532
Electronic Contract Document Storage - District Wide	-	-	-	-
2014 - 2015 IPP/FPP District	-	-	-	-
Program Contingency	1,995,618	-	-	-
Program Reserve	1,448,965	-	-	-
District Design Standards	345,032	345,031	-	345,031
Library Learning Center - Moreno Valley	143,000	142,914	-	142,914
Student Services Building - Riverside	22,301,844	21,700,923	590,314	22,291,237
Lovekin Parking/Tennis Project - Riverside	4,351,724	4,351,724	-	4,351,724
Food Services "grab-n-go" Facility Project - Riverside	81,372	81,372	-	81,372
Master Plan Updates - District Wide	1,632,800	1,061,633	501,559	1,563,192
Swing Space - Market Street Properties	737,303	737,303	-	737,303
Groundwater Monitoring Wells - Norco	211,149	211,148	-	211,148
Emergency Phone Project - Moreno Valley	341,582	341,582	-	341,582
Self-Generation Incentive Program - Norco	3,110,000	2,969,451	-	2,969,451
Physicians Assistant Laboratory Remodel - Moreno Valley	49,191	49,191	-	49,191
Visual & Performing Arts Center - Norco	114,000	114,000	-	114,000
Audio Visual Upgrade and Lighting Project - Moreno Valley	134,457	134,457	-	134,457
Mechanical Upgrade Project - Moreno Valley	660,245	660,245	-	660,245
Cellular Repeater Booster System - Riverside	18,879	18,879	-	18,879
Student Services Project - Moreno Valley	19,000,000	-	667,621	667,621
Greenhouse - Riverside	500,000	-	-	-
Elevator Modernization & Fire Alarm System Upgrade - Moreno Valley	1,000,000	-	-	-
Coil School for the Arts - Riverside	24,280,001	25,736,075	-	25,736,075
Coil School for the Arts - Parking Structure	1,456,076	-	-	-
<b>Total Capital Outlay</b>	<u>361,578,573</u>	<u>319,532,690</u>	<u>2,071,213</u>	<u>321,603,903</u>
Series A Refunding Escrow	57,686,474	57,686,474	-	57,686,474
COPS Payoffs	11,582,875	11,582,873	-	11,582,875
Costs of issuance	2,839,859	3,026,475	-	3,026,475
Debt service	1,926,402	2,835,612	-	2,835,612
Election costs	98,238	98,236	-	98,236
<b>Total Other Financing Uses</b>	<u>74,133,848</u>	<u>75,229,670</u>	<u>-</u>	<u>75,229,672</u>
<b>TOTALS</b>	<u>\$ 435,712,421</u>	<u>\$ 394,762,360</u>	<u>\$ 2,071,213</u>	<u>\$ 396,833,575</u>

\*Total project costs through June 30, 2018 were decreased by \$910,480 based on reconciliations of project costs.

See independent auditors' report



October 9, 2019

The Board of Trustees  
The Measure C Citizens' Bond Oversight Committee  
Riverside Community College District  
Riverside, California

We have audited the financial statements of the General Obligation Bond Funded Capital Outlay Projects of Riverside Community College District for the year ended June 30, 2019. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

### ***Qualitative Aspects of Accounting Practices***

#### ***Accounting policies***

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year. We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

#### ***Accounting estimates***

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were accruals of receivables and liabilities. We evaluated that these estimates are reasonable in relation to the financial statements taken as a whole.

#### ***Financial statement disclosures***

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures. The financial statement disclosures are neutral, consistent, and clear.

### **Difficulties Encountered in Performing the Audit**

We encountered no significant difficulties in dealing with management in performing and completing our financial and performance audits.

### **Corrected and Uncorrected Misstatements**

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management did not identify and we did not notify them of any uncorrected financial statement misstatements

### **Disagreement with Management**

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

### **Management Representations**

We have requested certain representations from management that are included in the management representation letter dated October 9, 2019.

### **Management Consultations with Other Independent Accountants**

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

### **Significant Issues Discussed with Management Prior to Engagement**

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District’s auditors. However, these

discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

**Restriction on Use**

This information is intended solely for the information and use of the Board of Trustees, Measure C Citizens' Bond Oversight Committee, and management of the District and is not intended to be, and should not be used, by anyone other than these specified parties.

**Closing**

We will be pleased to respond to any questions you have about the foregoing. If you would like any information or would like to discuss any of the matters raised, please do not hesitate to contact Renee Graves at (626) 857-7300. We appreciate the opportunity to continue to be of service to Riverside Community College District.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

CliftonLarsonAllen LLP  
Glendora, California

## Board of Trustees Regular/Committee Meeting (IV.I)

Meeting	December 3, 2019
Agenda Item	Resources (IV.I)
Subject	Resources 2018-2019 Independent Audit Report for the Riverside Community College District Foundation
College/District	District
Funding	N/A
Recommended Action	The Committee to review the Riverside Community College District Foundation's independent audit report for the year ended June 30, 2019 for the permanent file of the District.

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### Background Narrative:

An independent audit of the Foundation's 2018-2019 financial statements was performed by CliftonLarsenAllen, LLP Certified Public Accountants (CLA). A representative of the firm will be available to present the report. Results of the audit are summarized below.

- Auditor's Opinion – The auditors have issued an unmodified opinion for the financial audit as of June 30, 2019, which is also known as a "clean" opinion. Unmodified is the highest level of assurance the auditors can provide of the four available opinions and indicates the financial statements are presented fairly, in all material respects, in accordance with generally accepted accounting principles.
- Audit Findings – There were no findings or questioned costs.
- Auditor's Required Communication – In accordance with the U.S. Auditing Standards AU-C 260, at the conclusion of the audit engagement CLA is required to communicate information to the Board of Trustees regarding their responsibility under Generally Accepted Auditing Standards (GAAS). Attached for your information is the required communication.
- The audit report was presented to and accepted by the Foundation's Board of Directors on November 13, 2018.

Prepared By: Aaron S. Brown, Vice Chancellor, Business and Financial Services  
Launa K. Wilson, District Foundation Executive Director



**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
**(A California Nonprofit Corporation)**

**FINANCIAL STATEMENTS**

**For the Fiscal Year Ended June 30, 2019**  
**With Comparative Totals for the Fiscal Year Ended June 30, 2018**  
**and**  
**Independent Auditors' Report**



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AUDIT, TAX, AND  
CONSULTING

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**

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## INDEPENDENT AUDITORS' REPORT

Board of Directors  
Riverside Community College District Foundation  
Riverside, California

### **Report on the Financial Statements**

We have audited the accompanying financial statements of the Riverside Community College District Foundation (the Foundation), a California nonprofit corporation, which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements

### **Management's Responsibility for the Financial Statements**

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

### **Auditor's Responsibility**

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

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

## INDEPENDENT AUDITOR'S REPORT

Board of Directors  
Riverside Community College District Foundation  
Riverside, California

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

### **Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Foundation as of June 30, 2019, and the changes in its net assets and its cash flows for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

### **Report on Summarized Comparative Information**

We have previously audited the Foundation's June 30, 2018 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated November 5, 2018. In our opinion, the summarized comparative information presented herein as of and for the fiscal year ended June 30, 2018, is consistent, in all material respects, with the audited financial statements from which it has been derived.

### **Emphasis of a Matter**

#### *Change in Accounting Principles*

As discussed in Note 2 to the financial statements, Riverside Community College District Foundation adopted the Accounting Standards Update (ASU) No. 2016-14, Not-for-Profit Entities (Topic 958): *Presentation of Financial Statements of Not-for-Profit Entities*. Our auditors' opinion was not modified with respect to that matter to the implementation.



**CliftonLarsonAllen LLP**  
Glendora, California  
November 5, 2019

# RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

## STATEMENT OF FINANCIAL POSITION

**June 30, 2019**

*With Comparative Totals as of June 30, 2018*

	<b>June 30, 2019</b>	<b>June 30, 2018</b>
<b><u>Assets</u></b>		
<b>Current Assets:</b>		
Cash and cash equivalents	\$ 496,339	\$ 469,689
Operating investments	303,398	248,215
Accounts receivable	200	17,567
Pledge receivable - current portion	248,790	135,859
Prepaid expenses	-	12,743
<b>Total Current Assets</b>	<b>\$ 1,048,727</b>	<b>\$ 884,073</b>
<b>Non-Current Assets:</b>		
Investments	10,743,901	9,378,007
Funds held with FCCC	454,164	454,164
Pledges receivable, net	297,493	506,192
Split interest agreements receivable	2,029,318	2,083,503
<b>Total Non-Current Assets</b>	<b>13,524,876</b>	<b>12,421,866</b>
<b>Total Assets</b>	<b>\$ 14,573,603</b>	<b>\$ 13,305,939</b>
<b><u>Liabilities and Net Assets</u></b>		
<b>Current Liabilities:</b>		
Accounts payable	\$ 86,545	\$ 3,982
Due to Riverside Community College District	232,475	130,951
Refundable advances	561,596	187,082
<b>Total Current Liabilities</b>	<b>880,616</b>	<b>322,015</b>
<b>Net Assets:</b>		
Without donor restrictions	631,231	549,070
With donor restrictions	13,061,756	12,434,854
<b>Total Net Assets</b>	<b>13,692,987</b>	<b>12,983,924</b>
<b>Total Liabilities and Net Assets</b>	<b>\$ 14,573,603</b>	<b>\$ 13,305,939</b>

See accompanying notes to the financial statements.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**

**STATEMENT OF ACTIVITIES  
For the Fiscal Year Ended June 30, 2019**

*With Comparative Totals for the Fiscal Year Ended June 30, 2018*

	June 30, 2019			June 30, 2018
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>Support and Revenues</b>				
<b>Support</b>				
Contributions	\$ 98,691	\$ 983,268	\$ 1,081,959	\$ 875,049
Grants		412,630	412,630	322,803
Special events		225,386	225,386	103,087
Administrative fees	145,890		145,890	115,756
Donated salaries and benefits	619,135		619,135	550,701
Donated facilities	11,326		11,326	10,808
In-kind donations	40,273		40,273	41,378
<b>Total Support</b>	<u>915,315</u>	<u>1,621,284</u>	<u>2,536,599</u>	<u>2,019,582</u>
<b>Other Income Gains and Losses</b>				
Investment income	28,479	452,104	480,583	718,756
Change in value - split interest agreements		(54,185)	(54,185)	47,652
Change in value - funds held by FCCC		-	-	7,327
<b>Total Other Income Gains and Losses</b>	<u>28,479</u>	<u>397,919</u>	<u>426,398</u>	<u>773,735</u>
Total revenues before net assets released from restrictions	943,794	2,019,203	2,962,997	2,793,317
Net assets released from restrictions	1,392,301	(1,392,301)	-	-
<b>Total Support and Revenues</b>	<u>2,336,095</u>	<u>626,902</u>	<u>2,962,997</u>	<u>2,793,317</u>
<b>Operating Expenses</b>				
Program				
Student and college support	1,079,509		1,079,509	1,036,084
Grant fulfillment	376,228		376,228	200,007
Supporting services				
Management and general	517,454		517,454	524,285
Fundraising	280,743		280,743	219,280
<b>Total Expenses</b>	<u>2,253,934</u>	<u>-</u>	<u>2,253,934</u>	<u>1,979,656</u>
<b>Change in net assets</b>	<u>82,161</u>	<u>626,902</u>	<u>709,063</u>	<u>813,661</u>
<b>Net Assets</b>				
Beginning of year	549,070	12,434,854	12,983,924	12,170,263
End of year	<u>\$ 631,231</u>	<u>\$ 13,061,756</u>	<u>\$ 13,692,987</u>	<u>\$ 12,983,924</u>

See accompanying notes to the financial statements.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

## STATEMENT OF CASH FLOWS For the Fiscal Year Ended June 30, 2019

*With Comparative Totals for the Fiscal Year Ended June 30, 2018*

	<u>June 30, 2019</u>	<u>June 30, 2018</u>
<b>Cash flows from operating activities</b>		
Cash received from donations, grants and fundraisers	\$ 1,858,981	\$ 1,133,617
Cash paid for student scholarships, grants and campus programs	(555,251)	(862,538)
Cash paid for operating expenses and fundraising	(669,812)	(307,827)
Net cash provided (used) by operating activities	<u>633,918</u>	<u>(36,748)</u>
<b>Cash flows from investing activities</b>		
Reinvested interest and dividends, net of expense	28,700	230,628
Proceeds from sale of investments	946,330	113,057
Purchase of investments	(1,811,406)	(490,554)
Net cash used by investing activities	<u>(836,376)</u>	<u>(146,869)</u>
<b>Cash flows from financing activities</b>		
Cash received from endowed donations	229,108	284,589
Net cash provided by financing activities	<u>229,108</u>	<u>284,589</u>
<b>Net increase (decrease) in cash and cash equivalents</b>	26,650	100,972
Cash and cash equivalents, beginning of year	<u>469,689</u>	<u>368,717</u>
Cash and cash equivalents, end of year	<u>\$ 496,339</u>	<u>\$ 469,689</u>
<b>Reconciliation of change in net assets to cash provided (used) by operating activities</b>		
Change in net assets	\$ 709,063	\$ 813,661
Adjustments to reconcile change in net assets to cash provided (used) by operating activities		
Realized and unrealized gains on investments	(451,883)	(488,128)
Reinvested interest and dividends, net of expense	(28,700)	(230,628)
Donated stock	-	(21,220)
Endowed contributions	(229,108)	(284,589)
Allowance and write off of uncollectible accounts, net	15,417	33,809
Change in value - split interest agreements	54,185	(47,652)
Change in value - funds held by FCCC	-	(7,327)
Change in operating assets - (increase) decrease:		
Accounts receivable	17,367	10,058
Pledges receivable, net	(23,767)	170,795
Prepaid	12,743	(12,743)
Change in operating liabilities - increase (decrease):		
Accounts payable	82,563	3,982
Due to Riverside Community College District	101,524	65,600
Refundable advances	374,514	(42,366)
<b>Net cash provided (used) by operating activities</b>	<u>\$ 633,918</u>	<u>\$ (36,748)</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**

**STATEMENT OF FUNCTIONAL EXPENSES**

**For the Fiscal Year Ended June 30, 2019**

*With Comparative Totals for the Fiscal Year Ended June 30, 2018*

	<u>June 30, 2019</u>					<u>June 30, 2018</u>	
	Student and College Support	Grant Fulfillment	Total Program	Management and General	Fundraising	Total	
Donated salaries and benefits	\$ 116,449	\$	\$ 116,449	\$ 327,448	\$ 163,912	\$ 607,809	\$ 550,701
Donated facilities	2,170		2,170	6,102	3,054	11,326	10,808
In-kind donations			-	51,599		51,599	41,378
Scholarships	470,565	3,588	474,153			474,153	541,042
Support - instructional and student programs	31,297	49,801	81,098			81,098	321,496
Professional fees			-	8,033	16,193	24,226	25,349
Printing	76		76			76	3,392
Office expenses	115,332		115,332	5,100		120,432	5,138
Postage, shipping and delivery			-	265		265	165
Insurance			-			-	1,597
Equipment	16,361		16,361	17,722		34,083	74,326
Meetings and conferences			-			-	1,978
Travel		771	771			771	817
Memberships and dues			-			-	145
Advertising			-			-	435
Special events			-		97,584	97,584	60,037
Contract services	176,683	141,576	318,259			318,259	100,980
Administrative fees	121,272	24,618	145,890			145,890	115,756
Allowance and write off of uncollectible pledges receivable, net			-	15,417		15,417	33,809
Other expenses	29,304	155,874	185,178	85,768		270,946	90,307
	<u>\$ 1,079,509</u>	<u>\$ 376,228</u>	<u>\$ 1,455,737</u>	<u>\$ 517,454</u>	<u>\$ 280,743</u>	<u>\$ 2,253,934</u>	<u>\$ 1,979,656</u>

See accompanying notes to the financial statements.



# RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

## NOTES TO THE FINANCIAL STATEMENTS

For the Fiscal Year Ended June 30, 2019

*With Comparative Totals for the Fiscal Year Ended June 30, 2018*

### **NOTE 1: ORGANIZATION**

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

### **NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

#### **Basis of Accounting**

The accompanying financial statements have been prepared on the accrual basis of accounting.

Donations, other than cash, or the equivalent of cash, are recorded at estimated fair value at the time of the donation.

#### **Classification of Net Assets**

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

#### **Net Assets Without Donor Restrictions**

Net assets available for use in general operations and not subject to donor restrictions. The board of directors has designated, from net assets without donor restrictions, net assets for board-designated endowment.

#### **Net Assets With Donor Restrictions**

Net assets subject to donor imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

We report contributions restricted by donors as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions, depending

# RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

## NOTES TO THE FINANCIAL STATEMENTS

For the Fiscal Year Ended June 30, 2019

*With Comparative Totals for the Fiscal Year Ended June 30, 2018*

### **NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

#### **Cash and Cash Equivalents**

Cash and cash equivalents are considered to be all cash available for immediate use. Cash and cash equivalents consist of cash in interest bearing bank accounts and money market funds. Cash held temporarily in the long-term investment portfolio (until suitable investments are identified) is excluded from cash and cash equivalents.

#### **Accounts Receivable**

Accounts receivable consists primarily of interest and donations receivable. Bad debts are accounted for by the direct write off method. Management has deemed all amounts as collectable; therefore, no allowance for doubtful accounts is considered necessary.

#### **Pledges Receivable**

Unconditional promises to give that are expected to be collected within one year are recorded at net realizable value. Unconditional pledges that are due in more than one year are recognized at fair value using the applicable mid-term federal rate published by the Internal Revenue Service (IRS) for the month of June 2019 and 2018. Amortization of the discount is included in contribution revenue.

The Foundation has net pledges receivables for unconditional promises to give in the amount of \$546,283 and \$642,051 at June 30, 2019 and 2018, respectively. Management has reviewed the collectability of these pledges and determines the balances to be fully collectable; however, a 5% allowance of uncollectable pledges is established. A plan to regularly evaluate pledges receivable and the potential collectability is in place and reviewed throughout the year. The allowance and write off of uncollectable pledges receivable is netted in the statement of functional expense.

#### **Investments**

Investments in marketable securities with readily determinable fair values and all investments in debt securities are reported at their fair values in the statement of financial position. Investment income (interest and dividends) is included in the change in net assets from operations unless the income or loss is restricted by donor or law.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

## NOTES TO THE FINANCIAL STATEMENTS

For the Fiscal Year Ended June 30, 2019

*With Comparative Totals for the Fiscal Year Ended June 30, 2018*

### **NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

#### **Split-Interest Agreements**

The Foundation has two charitable remainder trusts and one testamentary trust, referred to as split-interest agreements. The terms and discount rates for these agreements are based upon the life expectancy of the donor(s) and present value tables provided by the Internal Revenue Service for determining the amount of the charitable contribution. The charitable remainder trusts are administered by a third-party. Assets associated with the split-interest agreements are recognized at the present value of the estimated future benefits of the agreement.

#### **Accounts Payable**

Accounts payable consists of amounts due to vendors for goods and services received prior to June 30<sup>th</sup> annually.

#### **Functional Allocations of Expenses**

The costs of providing the various programs and supporting services have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

#### **Administrative Fee**

To allow for sufficient operating support, a 5% administrative fee may be assessed on all new gifts to the Foundation. In addition, an annual fee of up to 2% may be charged on all gifts. These fee assessments are reviewed on an annual basis.

#### **Contributions and Contribution Recognition**

Contributions, including unconditional promises to give, are recognized as revenues in the period the contribution or unconditional promise is received. Contributions of assets other than cash are recorded at their estimated fair value at the time of the gift.

The gifts are reported as net assets with donor restrictions if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified as net assets without donor restrictions and reported in the statement of operations as net assets released from restrictions. When a donor's restriction is met within the same year as the donation, the donation is reported as net assets without donor restrictions.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

## NOTES TO THE FINANCIAL STATEMENTS

For the Fiscal Year Ended June 30, 2019

*With Comparative Totals for the Fiscal Year Ended June 30, 2018*

### **NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

#### **In-Kind Donations**

The Foundation receives donations of non-cash items, such as equipment, from various businesses and foundations. This equipment is integral to the training and education programs provided by the Colleges and is passed through directly to the District for use in the educational programs. In addition, certain costs for goods and services are paid for by the District on the Foundation's behalf. Donated items with a value of less than \$5,000 are recorded at the donor's estimated value. When the value of the equipment has not been substantiated by appraisal reports, it is not included within the financial statements as support or expense.

#### **Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

#### **Reclassifications**

Certain reclassifications to the summarized comparative information have been made to conform to the current year presentation. The reclassifications has no effect on the previously reported net assets or change in net assets.

#### **Comparative Totals**

The financial statements and notes include certain prior-year summarized comparative information in total, but not by net assets class. Accordingly, such information should be read in conjunction with the Foundation's financial statements for the fiscal year ended June 30, 2018.

#### **Income Taxes**

The Foundation is a non-profit foundation exempt from federal income and California franchise taxes under Section 501(c)(3) of the Internal Revenue Code and corresponding California provisions.

The Foundation has evaluated its tax positions and the certainty as to whether those positions will be sustained in the event of any audit by taxing authorities at the federal and state levels. The primary tax positions evaluated relate to the Foundation's continued qualification as a tax-exempt organization and whether there are unrelated business income activities that would be

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**

**NOTES TO THE FINANCIAL STATEMENTS**

**For the Fiscal Year Ended June 30, 2019**

*With Comparative Totals for the Fiscal Year Ended June 30, 2018*

**NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

taxable. Management has determined that all income tax positions will more likely than not be sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required.

The Foundation files informational returns in the U.S. federal jurisdiction, and the state of California.

**Change in Accounting Principle**

On August 18, 2016, FASB issued Accounting Standards Update (ASU) 2016-14, Not-for-Profit Entities (Topic 958) – *Presentation of Financial Statements of Not-for-Profit Entities*. The update addresses the complexity and understandability of net asset classification, deficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. The Foundation has implemented ASU 2016-14 and have adjusted the presentation in these financial statements accordingly.

**Subsequent Events**

The Foundation has evaluated subsequent events through November 5, 2019, which is the date these financial statements were available to be issued. There were no subsequent events requiring disclosure as of June 30, 2019.

**NOTE 3: LIQUIDITY AND AVAILABILITY**

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

	<b><u>June 30, 2019</u></b>	<b><u>June 30, 2018</u></b>
Cash and cash equivalents	\$ 200,000	\$ 200,000
Pledge receivable - current portion	20,042	5,783
Operating investments	303,398	248,215
Total	<u>\$ 523,440</u>	<u>\$ 453,998</u>

As part of the Foundation's liquidity management plan, the Foundation invests cash in excess of \$200,000 in short-term investments, certificate of deposits, and money market funds. Donor-restricted cash and cash equivalents are not available for general expenditure.

Our board-designated endowment is subject to an annual spending rate of 4.5% as described in Note 11. At June 30, 2019 and 2018, the board-designated endowment was \$84,493 and

# RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

## NOTES TO THE FINANCIAL STATEMENTS

For the Fiscal Year Ended June 30, 2019

*With Comparative Totals for the Fiscal Year Ended June 30, 2018*

### **NOTE 3: LIQUIDITY AND AVAILABILITY**

\$81,272, respectively. Although we do not intend to spend from this board-designated endowment (other than amounts appropriated for general expenditure as part of our Board's annual budget approval and appropriation), these amounts could be made available if necessary.

Our endowment funds consist of donor-restricted endowments and funds designated by the board as endowments. Income from donor-restricted endowments is restricted for specific purposes, with the exception of the amounts available for general use. Donor-restricted endowment funds are not available for general expenditure.

### **NOTE 4: CONCENTRATION OF CREDIT RISK**

#### **Financial Instruments and Credit Risk**

The Foundation manages deposit concentration risk by placing cash and money market accounts, with financial institutions believed by us to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, the Foundation has not experienced losses in any of these accounts. Credit risk associated with accounts receivable and promises to give is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due organizations supportive of our mission. Investments are made by diversified investment managers whose performance is monitored by the Finance Committee of the Board of Directors. Although the fair values of investments are subject to fluctuation on a year-to-year basis, the Finance Committee believes that the investment policies and guidelines are prudent for the long-term welfare of the Foundation.

#### **Deposits**

Custodial credit risk is the risk that in the event of a bank failure, the Foundation's deposits may not be returned to it. The Foundation occasionally has a need to maintain cash balances in excess of \$250,000, the amount insured by the Federal Deposit Insurance Corporation (FDIC).

#### **Investments**

Investments with brokers are insured by the Securities Investor Protection Corporation (SIPC) up to \$500,000 of which \$250,000 may be cash. Insurance protects assets in the case of broker-dealer insolvency and not against declines in market valuation. As of June 30, 2019 the Foundation had investments in excess of the SIPC insurance amount. The Foundation followed established policies in directing and monitoring the investment management of the Foundation's investments during the year.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**

**NOTES TO THE FINANCIAL STATEMENTS**

**For the Fiscal Year Ended June 30, 2019**

*With Comparative Totals for the Fiscal Year Ended June 30, 2018*

**NOTE 5: INVESTMENTS**

Realized losses result from the sale of investments below historical cost. Unrealized losses result from the decline in market value of investments held from period to period.

Cost and fair values at June 30, 2019 and 2018, are as follows:

	<u>June 30, 2019</u>		<u>June 30, 2018</u>	
	Cost	Fair Value	Cost	Fair Value
Investments				
Cash and cash equivalents	\$ 615,998	\$ 615,998	\$ 103,493	\$ 103,493
Fixed Income (Level 1)	4,924,289	4,965,541	3,451,894	3,386,543
Equities (Level 1)	4,499,568	5,465,760	4,932,653	6,136,186
Total	<u>\$ 10,039,855</u>	<u>\$ 11,047,299</u>	<u>\$ 8,488,040</u>	<u>\$ 9,626,222</u>

Levels 1 through 3 have been assigned to the fair value measurement of investments. The fair value of measurement is determined as follows:

- Level 1 – quoted prices in an active market for identical assets.
- Level 2 – quoted prices for similar assets and market-corroborated inputs.
- Level 3 – the organization’s own assumptions about market participation, including assumptions about risk, developed based on the best information available in the circumstances.

Investment return for the fiscal year ended June 30, 2019 and 2018 was as follows:

	<u>June 30, 2019</u>	<u>June 30, 2018</u>
Realized gain on investments	\$ 576,785	\$ 103,576
Unrealized gain (loss) on investments	(124,902)	384,552
Interest and dividends	87,776	296,935
Investment return	<u>539,659</u>	<u>785,063</u>
Investment expenses	<u>(59,076)</u>	<u>(66,307)</u>
Net investment return	<u>\$ 480,583</u>	<u>\$ 718,756</u>

**NOTE 6: SPLIT INTEREST AGREEMENTS**

The Foundation is the beneficiary of three split-interest agreement (two charitable remainder unitrusts and one testamentary trust) for which the Foundation is not the administrator. The Foundation recognized the present value of the estimated future benefits of the agreement to be received as restricted contribution revenue and as a receivable when notified of the agreement.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**

**NOTES TO THE FINANCIAL STATEMENTS**

**For the Fiscal Year Ended June 30, 2019**

*With Comparative Totals for the Fiscal Year Ended June 30, 2018*

**NOTE 6: SPLIT INTEREST AGREEMENTS**

Contributions receivable from split-interests agreements totaled \$2,029,318 and \$2,083,503 at June 30, 2019 and 2018, respectively. The Foundation will not receive its share of the trust assets until the last heir to the estates passes away.

**NOTE 7: PLEDGES RECEIVABLE**

Unconditional promises to give at June 30, 2019 are as follows:

	<u>June 30, 2019</u>	<u>June 30, 2018</u>
Receivable - less than one year	\$ 248,790	\$ 135,859
Receivable - one to five years	<u>334,712</u>	<u>550,757</u>
Gross unconditional pledges	583,502	686,616
Less: discount	<u>(37,219)</u>	<u>(44,565)</u>
Net pledges receivable	<u>\$ 546,283</u>	<u>\$ 642,051</u>

Pledges receivable have been discounted to present value using a discount rate of 2.16% in fiscal year 2018-19 and 2.17% in fiscal year 2017-18.

**NOTE 8: REFUNDABLE ADVANCES**

The Foundation solicits and receives various grants on the District's behalf. These grants are received and held by the Foundation and passed through to the District when the funds have been spent according to the grant's purpose. Funds not spent must be returned; therefore, grant proceeds are recorded as refundable advances. At June 30, 2019 and 2018, refundable advances held by the Foundation on the District's behalf are \$561,596 and \$187,082, respectively.

**NOTE 9: INVESTMENT WITH FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES (FCCC)**

The Foundation has entered into a partnership arrangement with the California Community Colleges Scholarship Endowment (CCCSE) through the Foundation for California Community Colleges (FCCC). The FCCC has an investment advisory committee charged with the responsibility for directing and monitoring the investment management of the CCCSE's assets.

The Foundation has transferred a total of \$365,253 to the FCCC for Osher Scholarships and a donation of \$26,668 was made on the Foundation's behalf for Sempra Energy Scholarships. These funds are invested in a pooled investment fund held by the FCCC (Level 2). At June 30, 2019 the fair value of these pooled investments totaled \$457,121, which consisted of cash of \$9,550, equity securities of \$308,958, and fixed income instruments of \$138,613. The net investment gain of \$24,957 and fund distribution from investment return of \$22,000 were not



**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**

**NOTES TO THE FINANCIAL STATEMENTS**

**For the Fiscal Year Ended June 30, 2019**

*With Comparative Totals for the Fiscal Year Ended June 30, 2018*

**NOTE 9: INVESTMENT WITH FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES (FCCC)**

recognized during the fiscal years ended June 30, 2019. At June 30, 2018 the fair value of these pooled investments totaled \$454,164, which consisted of cash of \$22,708, equity securities of \$313,373, and fixed income instruments of \$118,082. The net investment gain of \$27,862 and fund distribution from investment return of \$20,534 was recognized as change in value, FCCC investment during fiscal year ended June 30, 2018.

**FCCC Net Assets as of June 30, 2019**

	<u>June 30, 2019</u>	<u>June 30, 2018</u>
Osher Scholarships	\$ 424,447	\$ 421,809
Sempra Energy Scholarships	32,674	32,355
	<u>\$ 457,121</u>	<u>\$ 454,164</u>

**Changes in FCCC Net Assets for the Fiscal Year Ended June 30, 2019**

	<u>June 30, 2019</u>	<u>June 30, 2018</u>
Endowment net assets, beginning of year	\$ 454,164	\$ 446,836
Investment return:		
Investment income, net of expenses	9,843	7,338
Net appreciation (realized and unrealized)	15,114	20,524
Total investment return	<u>24,957</u>	<u>27,862</u>
Other changes:		
Fund distributions	<u>(22,000)</u>	<u>(20,534)</u>
Total other changes	<u>(22,000)</u>	<u>(20,534)</u>
Change in value - funds held by FCCC	<u>2,957</u>	<u>7,328</u>
Endowment net assets, end of year	<u>\$ 457,121</u>	<u>\$ 454,164</u>

The CCCSE was set up to provide matching scholarships funds for California community colleges. The CCCSE was formed through a generous \$50 million matching commitment from the Osher Foundation and an initial contribution of \$25 million. The CCCSE began to distribute scholarship funding from the initial \$25 million gift to each participating community college in the 2009-10 year. The allocation is based on each college's full time equivalent students (FTES) and each scholarship will be valued at \$1,000 for a school year. For the year ended June 30, 2019 and 2018, the Foundation received \$68,200 and \$63,286, respectively, from the Osher Scholarship Fund for scholarships.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**

**NOTES TO THE FINANCIAL STATEMENTS**

**For the Fiscal Year Ended June 30, 2019**

*With Comparative Totals for the Fiscal Year Ended June 30, 2018*

**NOTE 10: ENDOWMENT**

The Foundation's endowment consists of various endowments established for scholarships and educational program purposes. Its endowment includes both donor-restricted endowment funds and funds designated by the Board of Directors to function as endowments. As required by generally accepted accounting principles, net assets associated with endowment funds, including funds designated by the Board of Directors to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

**Interpretation of Relevant Law**

The Board of Trustees of the Manor has interpreted the Uniform Prudent Management of Institutional Funds Act (UPMIFA) as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the Foundation retains in perpetuity (a) the original value of gifts donated to the endowment, (b) the original value of subsequent gifts to the endowment, and (c) accumulations to the endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added. Donor restricted amounts not retained in perpetuity are subject to appropriations for expenditure by the Foundation in a manner consistent with the standard of prudence prescribed by UPMIFA. As such, the Board has adopted a policy which treats realized and unrealized gains and losses as income on all Endowment Funds.

In accordance with UPMIFA, the organization considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

- 1) The duration and preservation of the fund
- 2) The purposes of the organization and the donor-restricted endowment fund
- 3) General economic conditions
- 4) The possible effect of inflation and deflation
- 5) The expected total return from income and the appreciation of investments
- 6) Other resources of the organization
- 7) The investment policies of the organization

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**

**NOTES TO THE FINANCIAL STATEMENTS**

**For the Fiscal Year Ended June 30, 2019**

*With Comparative Totals for the Fiscal Year Ended June 30, 2018*

**NOTE 10: ENDOWMENT**

**Endowment Net Asset Composition by Type of Fund as of June 30, 2019**

	<u>June 30, 2019</u>			<u>June 30, 2018</u>
	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>	<u>Total</u>
Donor-restricted	\$	\$ 7,903,920	\$ 7,903,920	\$ 7,426,910
Board-designated	84,493		84,493	72,898
	<u>\$ 84,493</u>	<u>\$ 7,903,920</u>	<u>\$ 7,988,413</u>	<u>\$ 7,499,808</u>

**Changes in Endowment Net Assets for the Fiscal Year Ended June 30, 2019**

	<u>June 30, 2019</u>			<u>June 30, 2018</u>
	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>	<u>Total</u>
Endowment net assets, beginning of year	\$ 81,272	\$ 7,418,536	\$ 7,499,808	\$ 6,906,335
Contributions		229,108	229,108	284,589
Investment return:				
Investment income, net of expenses	276	26,327	26,603	93,216
Net appreciation (realized and unrealized)	4,405	419,890	424,295	554,114
Total investment return	<u>4,681</u>	<u>446,217</u>	<u>450,898</u>	<u>647,330</u>
Other changes:				
Distributions	(1,460)	(189,941)	(191,401)	(338,446)
Total other changes	<u>(1,460)</u>	<u>(189,941)</u>	<u>(191,401)</u>	<u>(338,446)</u>
Endowment net assets, end of year	<u>\$ 84,493</u>	<u>\$ 7,903,920</u>	<u>\$ 7,988,413</u>	<u>\$ 7,499,808</u>

**Funds with deficiencies**

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level that the donor or UPMIFA required the Foundation to retain as a fund of perpetual duration. These deficiencies result from unfavorable market fluctuations that occurred shortly after the investment of new restricted contributions and continued appropriation for certain programs that are deemed prudent by the Board of Directors. In accordance with GAAP, there are no funds with deficiencies of this nature that are reported in net assets without donor restrictions as of June 30, 2019 and 2018.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**

**NOTES TO THE FINANCIAL STATEMENTS**

**For the Fiscal Year Ended June 30, 2019**

*With Comparative Totals for the Fiscal Year Ended June 30, 2018*

**NOTE 10: ENDOWMENT**

**Return Objectives and Risk Parameters**

The Foundation has adopted an investment policy which actively safeguards the assets while maintaining some growth to ensure the donations will provide a benefit to the college and its student population. Endowment assets include those assets of donor-restricted funds that the Foundation must hold in perpetuity or for a donor-specified period(s) as well as board designated funds. Under this policy, as approved by the Board of Directors, the endowment assets are invested in a manner that is intended to balance safety of principal, growth of principal and generation of income.

**Strategies Employed for Achieving Objectives**

To satisfy its long-term rate-of-return objectives, the Foundation invests the funds for long-term growth and income, while preserving principal with minimum risk.

**Spending Policy and How the Investment Objectives Relate to Spending Policy**

The Foundation has a spending policy which allows an annual spending limit of no more than 4.5% of a trailing three-year average of the total Endowment market value calculated on June 30 of each year.

**NOTE 11: FUNCTIONAL EXPENSE**

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include salaries and benefits, which are allocated on the basis of estimates of time and effort.

**NOTE 12: NET ASSETS WITH DONOR RESTRICTIONS**

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purposes as follows for the year ended June 30, 2019 and 2018:

	<u>June 30, 2019</u>	<u>June 30, 2018</u>
<b>Satisfaction of Purpose Restrictions</b>		
Scholarships	\$ 474,153	\$ 541,042
Grant fulfillment	376,228	200,007
Other restricted programs	541,920	317,652
Total net assets released from donor restrictions	<u>\$ 1,392,301</u>	<u>\$ 1,058,701</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**

**NOTES TO THE FINANCIAL STATEMENTS**

**For the Fiscal Year Ended June 30, 2019**

*With Comparative Totals for the Fiscal Year Ended June 30, 2018*

**NOTE 12: NET ASSETS WITH DONOR RESTRICTIONS**

Net assets with donor restrictions are restricted for the following purposes or periods:

	<u>June 30, 2019</u>	<u>June 30, 2018</u>
<b>Subject to expenditure for specific purpose:</b>		
Scholarships	\$ 439,089	\$ 414,436
Other restricted programs	1,694,134	1,397,182
Pledges receivable for scholarships and other restricted programs	293,151	460,383
<b>Subject to passage of time for specific purpose:</b>		
Split interest agreements held by others	2,029,318	2,083,503
<b>Not subject to spending policy or appropriations:</b>		
Investments held with FCCC in perpetuity (including amounts above original transfer amount of \$391,921):		
Osher scholarships	421,809	421,809
Sempra scholarships	32,335	32,355
<b>Subject to spending policy and appropriation:</b>		
Investment in perpetuity (including amounts above original gift amount of \$6,309,037 and \$6,069,051), the income from which is expendable to support:		
Pledges receivable for endowed scholarships	248,000	206,650
Endowed scholarships	<u>7,903,920</u>	<u>7,418,536</u>
Net assets with donor restrictions	<u>\$ 13,061,756</u>	<u>\$ 12,434,854</u>

**NOTE 13: RELATED PARTY**

The Foundation was organized as an independent organization under California Business Code and has a signed master agreement with the District. The agreement allows the District to provide administrative services to assist the Foundation in carrying out its purpose. The District pays salaries and benefits of the executive director, assistant director, and three administrative positions. In addition, working space for employees who perform administrative services for the Foundation is provided by the District at no charge. In return, the Foundation provides various levels of monetary support and service to the District. These transactions are recorded within the financial statements as distributions, student programs, and scholarship expense.

The donated services and facilities for the fiscal year ended June 30, 2019 were valued at \$619,135 and \$11,326. The donated services and facilities for the fiscal year ended June 30, 2018 were valued at \$550,701 and \$10,808. These were recognized in the financial statements as donated services and facilities and operating expenses. In addition, certain expenses for professional services, supplies and equipment for the Foundation were paid for by the District. For the fiscal years ended June 30, 2019 and 2018, these expenses were valued at \$40,273 and \$41,378, respectively, and are recognized as in-kind donations and operating expenses.



November 5, 2019

The Board of Directors  
Riverside Community College District Foundation  
Riverside, California

We have audited the financial statements of Riverside Community College District Foundation (the Foundation) for the year ended June 30, 2019, and have issued our report thereon dated November 5, 2019. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated July 26, 2019. Professional standards also require that we communicate to you the following information related to our audit.

### Significant Audit Findings

#### *Qualitative Aspects of Accounting Practices*

##### Accounting Policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Foundation are described in Note 2 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2018-19.

As described in Note 2, the entity implemented Accounting Standards Update (ASU) No. 2016-14 Not-for-Profit Entities (Topic 958): *Presentation of Financial Statements of Not-for-Profit Entities* during the fiscal year 2018-19. Accordingly, the accounting change has been retrospectively applied to prior periods presented as if the policy had always been used.

We noted no transactions entered into by the Foundation during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

##### Accounting Estimates

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

*Allowances for Uncollectable Accounts* – The Foundation utilizes the reserve method of accounting for bad debts and evaluates its ability to collect pledges receivable based on specific donor

circumstances, current economic conditions and trends, historical experience and the age of past due pledges receivable. See Notes 2 and 6.

*Fair Value of Pledges Receivable* – Unconditional promises to give that are not due on a current basis are measured at fair value. Management has elected to measure fair value using the present value valuation technique and has assumed a discount rate of 2.16% in 2018-19 and 2.17% in 2017-18. See Note 7.

*Fair Value of Investments* – Investments are reported at fair value based on the priority of the inputs to the valuation technique and classified based on a three-level fair value hierarchy as discussed in Notes 4 and 9.

*Fair Value of Split-Interest Agreements* – The Trusts are reported at fair value based on the present value of the net proceeds that are expected to be available to the Foundation at their maturity dates. Management has elected to measure fair value using the present value valuation technique and has assumed a discount rate of 2.16% in 2018-19 and 2.17% in 2017-18 through the estimated maturity dates. See Note 6.

*Functional Expenses* - Management's estimate of the functional allocation of expenses shared between programs, management and general, and fundraising is based on a reasonable and consistent basis using factors such as direct payroll allocation, square footage, full time equivalents within each department, and total direct expenses.

*Donated Services, Facilities and In-Kind Donations* – The Foundation records the value of donated services and facilities, and donated items as in-kind donations on the statement of activities and statement of functional expense when there is an objective basis available to measure their value. See Notes 2 and 13.

*Unrelated Business Income Tax (UBIT)* – The Foundation has considered the Financial Accounting Standards Board's (FASB) statement related to uncertainty in income taxes. This guidance requires organizations to evaluate tax positions and the certainty as to whether those positions will be sustained in the event of an audit by taxing authorities. The primary tax positions evaluated relate to the Foundation's tax exempt status and the potential for unrelated business income activities conducted that would be taxable. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of income tax contingencies are required. See Note 2.

We evaluated the key factors and assumptions used to develop these estimates in determining that they are reasonable in relation to the financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The financial statement disclosures are neutral, consistent, and clear. The most sensitive disclosures affecting the financial statements were:

*Investments* - The disclosure of investments described in Note 5 to the financial statements summarizes the cost and fair value information for the investments held by the Foundation as of 12/31/2018. See Note 5.



June 30, 2019 and 2018. Fair value measurements of the investments are assigned a category based on the source of valuation for the indicated investments (measured using significant unobservable inputs).

*Uniform Prudent Management of Institutional Funds Act (UPMIFA)* – UPMIFA is the disclosure pertaining to endowments and interpretation of the Uniform Prudent Management of Institutional Funds Act (UPMIFA) described in Note 10 to the financial statements. This disclosure summarizes the Board’s interpretation of UPMIFA and the criteria used to determine the value of net assets held in perpetuity with donor restrictions as of June 30, 2019, with comparative information as of June 30, 2018.

*Difficulties Encountered in Performing the Audit*

We encountered no significant difficulties in dealing with management in performing and completing our audit.

*Management Representations*

We have requested certain representations from management that are included in the management representation letter dated November 5, 2019.

*Disagreements with Management*

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

*Corrected and Uncorrected Misstatements*

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. None of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole. Exhibit A summarizes uncorrected misstatements of the financial statements.

In addition, a reconciliation between the internal financial statements ending net assets and the audited ending net assets has been provided for management’s use in Exhibit B.

*Significant Issues Discussed with Management*

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

*Items to be Considered in the Future Audits*

The Financial Accounting Standards Board (FASB) has released new Accounting Standards Update (ASU) pertaining to the not-for-profit entities that will have significant implications to the Foundation's financial statements.

ASU No. 2014-09 Not-for-Profit Entities (Topic 606): *Revenue from Contracts with Customers*

This standard provides a robust framework for addressing revenue recognition issues and almost all existing revenue recognition guidance, including industry-specific guidance in U.S. GAAP. The standard requires entities to apply a five step model to identify the performance obligations within the customer contract and to allocate the transaction price to those performance obligations using their standalone selling prices. The Foundation must assess (either internally or engage a third party) the impact this standard will have on their various revenue streams prior to implementation of the standard. For the Foundation, this standard is effective for the fiscal year June 30, 2020.

ASU No. 2016-01 Not-for-Profit Entities (Topic 825): *Financial Instruments – Overall Recognition and Measurement of Financial Assets and Financial Liabilities*

The standard provides guidance on the topic of financial instruments, such as, accounting for different financial instruments, including financial assets, financial liabilities, and equities. The standard also provides guidance on applicable occurrence dates on which the fair value option election can take place. The standard applies to not-for-profit entities, employee benefit plans, split interest agreements and permanent endowment funds. This amendment is effective for the Foundation's June 30, 2020 financial statements.

ASU No. 2016-02 Not-for-Profit Entities (Topic 842): *Leases*

This standard changes the accounting requirements so that lessees are required to recognize the rights and obligations resulting from leases as assets and liabilities for leases classified as operating leases. The core principle in the standard is that all leases create an asset and a liability. Although, there continues to be a differentiation between finance leases and operating leases, both will be recognized on the statement of financial position. This amendment is effective for the Foundation's June 30, 2021 financial statements.

ASU No. 2018-08 Not-for-Profit Entities (Topic 958): *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*

This standard clarifies and improves the scope and the accounting guidance for contributions received and contributions made. The amendments in this Update should assist entities in (1) evaluating whether transactions should be accounted for as contributions (nonreciprocal transactions) within the scope of Topic 958, Not-for-Profit Entities, or as exchange (reciprocal) transactions subject to other guidance and (2) determining whether a contribution is conditional. For the Foundation, this standard is effective for the fiscal year June 30, 2021.

*Management Consultations with Other Independent Accountants*

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

*Other Information in Documents Containing Audited Financial Statements*

We are aware that the District issues other documents that contain the audited basic financial statements of the Foundation. When such documents are to be published, such as the Foundation’s Annual Report, we have a responsibility to determine that such financial information is materially consistent with the audited statements of the Foundation.

**Closing**

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

Very truly yours,



CliftonLarsonAllen LLP

Glendora, California

Exhibits:

- A. Schedule of Uncorrected Misstatements
- B. Reconciliation between Internal and External Financial Statements

**EXHIBIT A**  
**Schedule of Uncorrected Misstatements**

Account	Description	Debit	Credit	Net Effect on Ending Net Assets
<b>Journal Entry # 1</b>				
To record change in value of Osher for fiscal year 2018-19.				
97.0-00-91500	CCC-OSHER CHALLENGE: INVESTMENTS	\$ 2,957		\$
99.0-00-8814	CHANGE IN NET ASSETS, CY, FCCC		2,957	
<b>Total</b>		<u>2,957</u>	<u>2,957</u>	2,957
<b>Journal Entry # 2</b>				
To recognize change in value for split interest agreements for fiscal year 2018-19.				
98.0-00-8815	REMAINDER TRUST CONTRIBUTIONS	2,583		
99.0-00-9164	BENEFICL INT, REMAINDER TRUST	43,172		
98.0-00-9164	BENEFICL INT, REMAINDER TRUST		2,583	
99.0-00-8815	REMAINDER TRUST CONTRIBUTIONS		43,172	
<b>Total</b>		<u>45,755</u>	<u>45,755</u>	40,589
<b>Journal Entry # 3</b>				
To write off pledges receivable deemed uncollectable.				
98.0-00-8820	CONTRIBUTIONS, GIFTS, GRANTS	20,000		
98.5-00-8820	CONTRIBUTIONS, GIFTS, GRANTS	15,000		
97.0-00-9165	PLEDGES RECEIVABLE		35,000	
<b>Total</b>		<u>35,000</u>	<u>35,000</u>	(35,000)
				<u>\$ 8,546</u>

**EXHIBIT B**  
**Reconciliation between Internal and External Financial Statements**

	<b>Without Donor Restrictions</b>	<b>With Donor Restriction</b>		<b>Total</b>
		<b>Spendable</b>	<b>Amounts Held in Perpetuity</b>	
Unrestricted (97000)	\$ 546,748	\$	\$	\$ 546,748
Restricted Programs (98000-98499)		2,553,139		2,553,139
Scholarships (98500-98999)		534,797		534,797
Spendable PR (99000)		3,043,355		3,043,355
Perm Rest (88000)			7,014,958	7,014,958
Ending net assets - per financial highlights	<u>546,748</u>	<u>6,131,291</u>	<u>7,014,958</u>	<u>13,692,997</u>
Reclassifications:				
Board designated endowments	<u>84,493</u>	<u>(18,493)</u>	<u>(66,000)</u>	<u>-</u>
Ending net assets - per audited financial statements	<u>\$ 631,241</u>	<u>\$ 6,112,798</u>	<u>\$ 6,948,958</u>	<u>\$ 13,692,997</u>

## Board of Trustees Regular/Committee Meeting (IV.J)

Meeting	December 3, 2019
Agenda Item	Resources (IV.J)
Subject	Resources 2018-2019 Independent Audit Report for the Riverside Community College District
College/District	District
Funding	N/A
Recommended Action	The Committee to review the Riverside Community College District's independent audit report for the year ended June 30, 2019 for the permanent file of the District.

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### Background Narrative:

In accordance with Education Code Section 84040(b), an independent audit of the District's 2018-2019 financial statements was performed by Eide, Bailly, LLP formally Vavrinek, Trine, Day & Co., LLP Certified Public Accountants (VTD). A representative of the firm will be available to present the report. Results of the audit are summarized below.

- Auditor's Opinion – The auditors have issued an unmodified opinion for the financial and State and Federal audit as of June 30, 2019, which is also known as a "clean" audit. Unmodified is the highest level of assurance the auditors can provide of the four available opinions. This opinion indicates the financial statements are presented fairly, in all material respects, in accordance with generally accepted accounting principles, and the District complied, in all material respects, with the types of compliance requirements that could have a direct and material effect on each of its major Federal and State programs.
- Audit Findings – There were no findings or questioned costs.
- Auditor's Required Communication – In accordance with the U.S. Auditing Standards AU-C 260, at the conclusion of the audit engagement VTD is required to communicate information to the Board of Trustees regarding their responsibility under Generally Accepted Auditing Standards (GAAS). Attached for your information is the required communication.
- Management Recommendation Letter – Attached is VTD's recommendation for strengthening internal controls and operating efficiency as it relates to cash collections.

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



Financial Statements  
June 30, 2019

# Riverside Community College District



# RIVERSIDE COMMUNITY COLLEGE DISTRICT

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JUNE 30, 2019

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**FINANCIAL SECTION**



## INDEPENDENT AUDITOR'S REPORT

Board of Trustees  
Riverside Community College District  
Riverside, California

### Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities and the aggregate remaining fund information of Riverside Community College District (the District) as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the Table of Contents.

### Management's Responsibility for the Financial Statements

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

### Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the 2018-2019 *Contracted District Audit Manual*, issued by the California Community Colleges Chancellor's Office. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

## Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate remaining fund information of the District as of June 30, 2019, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## Other Matters

### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require the Management's Discussion and Analysis on pages 5 through 12, the Schedule of Changes in the District's Net OPEB Liability and Related Ratios on page 69, the Schedule of OPEB Investment Returns on page 70, the Schedule of the District's Proportionate Share of the Net OPEB Liability - MPP Program on page 71, the Schedule of the District's Proportionate Share of the Net Pension Liability on page 72, and the Schedule of District Contributions for Pensions on page 73 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### *Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The accompanying supplementary information listed in the Table of Contents, including the Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and the other supplementary information are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The accompanying supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

### **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated November 26, 2019, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

*Eide Bailly LLP*

Riverside, California  
November 26, 2019

***USING THIS ANNUAL REPORT***

The purpose of this annual report is to provide readers with information about the activities, programs, and financial condition of the Riverside Community College District (the District) as of June 30, 2019. The report consists of three basic financial statements: the Statement of Net Position; Statement of Revenues, Expenses, and Changes in Net Position; and Statement of Cash Flows and provides information about the District as a whole. This section of the annual financial report presents our discussion and analysis of the District's financial performance during the fiscal year that ended on June 30, 2019. Please read it in conjunction with the District's financial statements, which immediately follow this section. Responsibility for the completeness and accuracy of this information rests with District management.

***OVERVIEW OF THE FINANCIAL STATEMENTS***

The Riverside Community College District's financial statements are presented in accordance with Governmental Accounting Standards Board Statements (GASB) No. 34, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments*, and No. 35, *Basic Financial Statements - and Management Discussion and Analysis - for Public College and Universities*. These statements allow for the presentation of financial activity and results of operations which focuses on the District as a whole. The government-wide financial statements present the overall results of operations whereby all of the District's activities are consolidated into one total versus the traditional presentation by fund type. The focus of the Statement of Net Position is designed to be similar to the bottom line results of the District. This statement combines and consolidates current financial resources with capital assets and long-term obligations. The Statement of Revenues, Expenses, and Changes in Net Position focuses on the costs of the District's operational activities with revenues and expenses categorized as operating and nonoperating, and expenses are reported by natural classification. The Statement of Cash Flows provides an analysis of the sources and uses of cash within the operations of the District.

The California Community Colleges Chancellor's Office has recommended that all State community colleges follow the Business-Type Activity (BTA) model for financial statement reporting purposes.

***FINANCIAL HIGHLIGHTS***

- The District's primary funding source is apportionment received from the State of California through the Student Centered Funding Formula (SCFF). Apportionment funding through the SCFF is based on 70 percent for Full-Time Equivalent Students (FTES), 20 percent for Supplemental metrics, and Student Success metrics. During the 2018-2019 fiscal year, total reported resident FTES were 29,974 as compared to 30,535 in the 2017-2018 fiscal year. The District has 859 unfunded credit FTES for fiscal year 2018-2019. The District realized \$17.56 million more in FY 2018-2019 total computational apportionment revenue than was realized in FY 2017-2018, primarily as a result of the Supplemental and Student Success metrics achieved.
- Several scheduled maintenance projects at the District and its three colleges resulted in building and site improvements totaling \$1,573,667 in the 2018-2019 fiscal year. Additionally, the District and its three colleges received \$2,053,444 in Proposition 39 Clean Energy Jobs Act funding which resulted in building and site improvements during 2018-2019.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2019

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- Completed facility projects, listed below, are primarily funded through the Physical Plant and Instructional Support allocation from the State, the District's voter approved General Obligation Bond (Measure C), and one-time budget savings allocations.

ADA Barrier Removal - District  
LED Conversion - Moreno Valley College  
Ben Clarke Training Center Fence Project - Moreno Valley College  
LED Conversion - Norco College  
Norco Parking Lot Paving and Striping - Norco College  
Noble Parking Lot - Riverside City College  
Campus Wide Accessibility Project - Riverside City College  
Student Services Building - Riverside City College

- Employee salaries increased by 9.31 percent or \$13.5 million from the 2017-2018 fiscal year and employee benefits increased by 29.45 percent or \$15.7 million. The increase in salaries is primarily due to a contractual salary increase of 2.0 percent for all permanent employees; a contractual salary increase of 0.5 percent for part-time faculty; a COLA increase of 2.71 percent; scheduled salary step increases; employee reclassifications; and an increase in the number of positions. The increase in benefit costs is due to increases in health and welfare benefit costs; an increase of 1.85 percent in CalSTRS employer contributions; 2.53 percent CalPERS employer contributions; and fixed charge increases associated with the increased number of positions discussed above.
- During the 2018-2019 fiscal year, the District provided approximately \$86.7 million in financial aid to students, representing an increase of 3.6 percent over the \$83.8 million in fiscal year 2017-2018. This aid was provided in the form of grants, scholarships, loans, and tuition reductions funded through the Federal government, State Chancellor's Office, and local funding as shown below.

Federal Pell Grants (PELL)	\$ 47,504,630
Federal Supplement Education Opportunity Grant (FSEOG)	1,421,923
Federal Direct Student Loans (Direct Loans)	3,626,412
Federal Work Study Program (FWS)	1,282,203
State of California Cal Grants B	9,487,454
California Community College Promise Grant	23,422,972
Total Financial Aid Provided to Students	<u>\$ 86,745,594</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**MANAGEMENT'S DISCUSSION AND ANALYSIS  
JUNE 30, 2019**

***THE DISTRICT AS A WHOLE***

**Net Position**

**Table 1**

	2019	2018	Change
<b>ASSETS</b>			
Current Assets			
Cash and investments	\$ 167,268,838	\$ 133,980,113	\$ 33,288,725
Accounts receivable (net)	22,829,230	17,692,325	5,136,905
Other current assets	286,212	157,003	129,209
Total Current Assets	<u>190,384,280</u>	<u>151,829,441</u>	<u>38,554,839</u>
Capital assets (net)	<u>420,304,241</u>	<u>429,548,028</u>	<u>(9,243,787)</u>
Total Assets	<u>610,688,521</u>	<u>581,377,469</u>	<u>29,311,052</u>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>			
Deferred charge on refunding	7,842,356	8,636,776	(794,420)
Deferred outflows of resources related to pensions and OPEB	<u>75,004,323</u>	<u>61,177,833</u>	<u>13,826,490</u>
Total Deferred Outflows of Resources	<u>82,846,679</u>	<u>69,814,609</u>	<u>13,032,070</u>
Total Assets and Deferred Outflows of Resources	<u>\$ 693,535,200</u>	<u>\$ 651,192,078</u>	<u>\$ 42,343,122</u>
Current Liabilities			
Accounts payable and other current liabilities	\$ 94,646,818	\$ 67,152,941	\$ 27,493,877
Current portion of long-term obligations	<u>7,781,560</u>	<u>7,073,716</u>	<u>707,844</u>
Total Current Liabilities	<u>102,428,378</u>	<u>74,226,657</u>	<u>28,201,721</u>
Long-Term Obligations	<u>534,490,854</u>	<u>512,267,025</u>	<u>22,223,829</u>
Total Liabilities	<u>636,919,232</u>	<u>586,493,682</u>	<u>50,425,550</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>			
Deferred inflows of resources related to pensions and OPEB	<u>16,080,455</u>	<u>17,238,691</u>	<u>(1,158,236)</u>
<b>NET POSITION</b>			
Net investment in capital assets	172,376,828	178,793,863	(6,417,035)
Restricted	26,073,442	23,113,535	2,959,907
Unrestricted (deficit)	<u>(157,914,757)</u>	<u>(154,447,693)</u>	<u>(3,467,064)</u>
Total Net Position	<u>40,535,513</u>	<u>47,459,705</u>	<u>(6,924,192)</u>
Total Liabilities, Deferred Inflows and Net Position	<u>\$ 693,535,200</u>	<u>\$ 651,192,078</u>	<u>\$ 42,343,122</u>

The District's components of assets, liabilities, and net position are noted on page 14.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2019

### Operating Results for the Year

The results of this year's operations for the District as a whole are reported in the Statement of Revenues, Expenses, and Changes in Net Position on page 15.

**Table 2**

	2019	2018	Change
Operating Revenues			
Tuition and fees (net)	\$ 20,636,786	\$ 20,645,851	\$ (9,065)
Grants and contracts	87,549,924	67,573,811	19,976,113
Other operating revenues	10,315	10,212	103
Total Operating Revenues	<u>108,197,025</u>	<u>88,229,874</u>	<u>19,967,151</u>
Operating Expenses			
Salaries and benefits	227,612,338	198,426,634	29,185,704
Supplies, maintenance, and equipment	63,686,393	56,687,139	6,999,254
Student financial aid	65,992,904	63,492,406	2,500,498
Depreciation	18,113,053	17,803,097	309,956
Total Operating Expenses	<u>375,404,688</u>	<u>336,409,276</u>	<u>38,995,412</u>
Loss on Operations	<u>(267,207,663)</u>	<u>(248,179,402)</u>	<u>(19,028,261)</u>
Nonoperating Revenues (Expenses)			
State apportionments	133,929,082	114,799,282	19,129,800
Property taxes	55,768,686	54,642,122	1,126,564
Other state revenues	5,425,776	6,960,968	(1,535,192)
Federal and State financial aid grants	62,644,528	61,378,617	1,265,911
Net investment income	2,845,401	1,682,844	1,162,557
Net interest expense	(14,546,666)	(14,638,528)	91,862
Other nonoperating revenues	10,032,512	9,519,831	512,681
Total Nonoperating Revenue			
(Expenses)	<u>256,099,319</u>	<u>234,345,136</u>	<u>21,754,183</u>
Other Revenues (Losses)			
State capital income	4,184,152	3,213,350	970,802
Local capital income (losses)	-	(210,934)	210,934
Total Other Revenues (Losses)	<u>4,184,152</u>	<u>3,002,416</u>	<u>1,181,736</u>
Net Increase (Decrease) in Net Position	<u>\$ (6,924,192)</u>	<u>\$ (10,831,850)</u>	<u>\$ 3,907,658</u>

The District's primary revenue sources are local property taxes, student enrollment fees, and State apportionment, which increased in fiscal year 2018-2019. Property taxes levied and received from property within the District's boundaries increased slightly during the year.

Grant and contract revenues relate primarily to student financial aid and to specific Federal and State grants received for programs serving the students and programs of the District. These grant and program revenues are restricted to allowable expenses related to the programs.



# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2019

During 2018-2019, the District's investment income was \$2.8 million and interest expense was \$14.5 million. Interest income is primarily derived from cash held in the Riverside County Treasury. Investment income has increased approximately \$1.2 million from the 2017-2018 fiscal year due to the interest yield on funds held in the Riverside County Investment Pool.

In accordance with requirements set forth by the California Community Colleges Chancellor's Office, the District reports operating expenses by object code. Operating expenses by functional classification are as follows:

**Table 3**

Year ended June 30, 2019:

	Salaries and Employee Benefits	Supplies, Materials, and Other Operating Expenses and Services	Student Financial Aid	Depreciation	Total
Instructional activities	\$ 103,981,450	\$ 6,246,802	\$ -	\$ -	\$ 110,228,252
Academic support	30,700,281	16,279,785	-	-	46,980,066
Student services	40,589,438	5,877,634	-	-	46,467,072
Plant operations and maintenance	9,707,307	5,980,439	-	-	15,687,746
Instructional support services	29,757,587	20,001,982	-	-	49,759,569
Community services and economic development	2,501,709	636,347	-	-	3,138,056
Ancillary services and auxiliary operations	10,374,566	3,001,383	-	-	13,375,949
Student aid	-	-	65,992,904	-	65,992,904
Physical property and related acquisitions	-	5,662,021	-	-	5,662,021
Unallocated depreciation	-	-	-	18,113,053	18,113,053
<b>Total</b>	<b>\$ 227,612,338</b>	<b>\$ 63,686,393</b>	<b>\$ 65,992,904</b>	<b>\$ 18,113,053</b>	<b>\$ 375,404,688</b>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**MANAGEMENT'S DISCUSSION AND ANALYSIS  
JUNE 30, 2019**

---

**Changes in Cash Position**

**Table 4**

	<u>2019</u>	<u>2018</u>	<u>Change</u>
Cash Provided by (Used in)			
Operating activities	\$ (214,302,934)	\$ (221,828,653)	\$ 7,525,719
Noncapital financing activities	249,582,936	230,563,709	19,019,227
Capital financing activities	(4,268,153)	(377,342)	(3,890,811)
Investing activities	<u>2,276,876</u>	<u>1,302,671</u>	<u>974,205</u>
Net Increase in Cash	33,288,725	9,660,385	23,628,340
Cash, Beginning of Year	133,980,113	124,319,728	9,660,385
Cash, End of Year	<u>\$ 167,268,838</u>	<u>\$ 133,980,113</u>	<u>\$ 33,288,725</u>

The Statement of Cash Flows on pages 16 and 17 provides information about cash receipts and payments during the year. This statement also assists users in assessing the District's ability to meet its obligations as they come due and its need for external financing. The District's primary operating receipts are student tuition and fees and Federal, State, and local grants and contracts. The primary operating expense of the District is the payment of salaries and benefits to faculty, administrators, and classified staff.

While State apportionment revenues and property taxes are the primary source of noncapital related revenue, the GASB accounting standards require that this source of revenue is shown as nonoperating revenue as it comes from the general resources of the State and not from the primary users of the college's programs and services, the students. The District depends upon this funding to continue the current level of operations.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2019

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### *CAPITAL ASSET AND DEBT ADMINISTRATION*

#### **Capital Assets**

At June 30, 2019, the District had \$626.6 million in a broad range of capital assets, including land, buildings, and furniture and equipment. At June 30, 2019, the District's net capital assets were \$420.3 million. Major capital improvement projects are ongoing throughout the District. These projects are primarily funded through Physical Plant and Instructional Support and Proposition 39: Clean Energy revenues, and District General Obligation Bonds. Projects are accounted for within the Construction in Progress account until the project is completed at which time the cost of the buildings and/or improvements will be recorded to the depreciable Buildings and Improvement category.

Note 6 in the financial statements provides additional information on capital assets. A summary of capital assets is presented below.

**Table 5**

	Balance July 1, 2018	Additions	Deletions	Balance June 30, 2019
Land and construction in progress	\$ 92,408,285	\$ 1,488,346	\$ (58,723,152)	\$ 35,173,479
Buildings and land improvements	476,473,643	64,937,233	-	541,410,876
Furniture and equipment	49,059,878	1,166,839	(185,719)	50,040,998
Subtotal	617,941,806	67,592,418	(58,908,871)	626,625,353
Accumulated depreciation	(188,393,778)	(18,113,053)	185,719	(206,321,112)
	<u>\$ 429,548,028</u>	<u>\$ 49,479,365</u>	<u>\$ (58,723,152)</u>	<u>\$ 420,304,241</u>

#### **Obligations**

At the end of the 2018-2019 fiscal year, the District had \$272.0 million in general obligation bonds outstanding, including premium. These bonds are repaid in annual installments, in accordance with the obligation requirements for each debt issuance, by way of property tax assessments on property within the District's boundaries.

The District is also obligated to employees of the District for compensated absences, load banking benefits, and retiree health payments.

#### **Aggregate Net Pension Liability (NPL)**

At year-end, the District had an aggregate net pension liability of \$221.6 million versus \$195.5 last year, an increase of \$26.1 or 13 percent. The District has therefore recorded its proportionate share of net pension liabilities for CalSTRS and CalPERS.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**MANAGEMENT'S DISCUSSION AND ANALYSIS  
JUNE 30, 2019**

Note 10 in the financial statements provides additional information on long-term obligations. A summary of long-term obligations is presented below.

**Table 6**

	Balance July 1, 2018	Additions	Deletions	Balance June 30, 2019
General obligation bonds	\$ 275,315,952	\$ 2,946,215	\$ (6,244,066)	\$ 272,018,101
Aggregate net other postemployment benefits (OPEB) liability	44,444,588	5,404,205	(5,740,756)	44,108,037
Aggregate net pension obligation	195,467,973	26,169,228	-	221,637,201
Other liabilities	4,112,228	396,847	-	4,509,075
Total Long-Term Obligations	<u>\$ 519,340,741</u>	<u>\$ 34,916,495</u>	<u>\$ (11,984,822)</u>	<u>\$ 542,272,414</u>
Amount due within one year				<u>\$ 7,781,560</u>

***GENERAL FUND BUDGETARY HIGHLIGHTS***

Over the course of the year, the District revises its budget to provide for unanticipated changes in revenues and expenditures. The Board of Trustees adopted the final amendment to the budget for the 2018-2019 fiscal year on June 11, 2019.

The District's final revised budget for the unrestricted General Fund anticipated that expenditures would exceed revenues by \$31.66 million. The actual results for the year showed revenues exceeded expenditures by \$9.75 million.

***ECONOMIC FACTORS AFFECTING THE FUTURE OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT***

The financial position of the District is closely tied to the economic position of the State of California since the District's largest source of general unrestricted revenue is State apportionment at 48.52 percent of total revenues. The District reported a decrease of 561 FTES during fiscal year 2018-2019 resulting from the strategic decision to shift 1,332 FTES from Summer 2018 to FY 2017-2018 and realize additional apportionment in the amount of \$7.11 million. Beginning in FY 2018-2019, the State of California adopted a new method for funding California community colleges, referred to as the Student Centered Funding Formula. The Student Centered Funding Formula shifts the emphasis of funding from solely on access through full-time equivalent students to a combination of access, equity and student success, with the equity component determined by the number of College Promise and Pell Grants awarded, and the student success component determined, among other aspects, by the number of degrees and certificates awarded. The District's fiscal year 2019-2020 unrestricted general fund adopted budget anticipates revenue increases of \$15.4 million, expenditure increases of \$21.2 million, and a Board-approved contingency of 5.0 percent. The District continues to manage enrollment and operating costs to ensure ongoing financial stability and to achieve reserve levels in excess of the required by Board policy and the State Chancellor's Office.

***CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT***

This financial report is designed to provide the District's citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact the Riverside Community College District at 3801 Market Street, Riverside, California 92501.



## **BASIC FINANCIAL STATEMENTS**

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**STATEMENT OF NET POSITION - PRIMARY GOVERNMENT  
JUNE 30, 2019**

**ASSETS**

**Current Assets**

Cash and cash equivalents	\$ 4,286,707
Investments - unrestricted	75,072,991
Investments - restricted	87,909,140
Accounts receivable	20,733,892
Student accounts receivable, net	2,064,500
Due from fiduciary funds	30,838
Prepaid expenses	255,338
Inventories	30,874

**Total Current Assets** 190,384,280

**Noncurrent Assets**

Nondepreciable capital assets	35,173,479
Depreciable capital assets, net of depreciation	385,130,762

**Total Noncurrent Assets** 420,304,241

**TOTAL ASSETS** 610,688,521

**DEFERRED OUTFLOWS OF RESOURCES**

Deferred charges on refunding	7,842,356
Deferred outflows of resources related to pensions	74,389,793
Deferred outflows of resources related to OPEB	614,530

**TOTAL DEFERRED OUTFLOWS OF RESOURCES** 82,846,679

**LIABILITIES**

**Current Liabilities**

Accounts payable	16,484,304
Accrued interest payable	4,819,810
Due to fiduciary funds	26,500
Unearned revenue	67,934,007
Claims liability	5,382,197
Compensated absences payable	1,736,560
Bonds payable	6,045,000

**Total Current Liabilities** 102,428,378

**Noncurrent Liabilities**

Compensated absences and load banking payable	2,772,515
Bonds payable	257,191,895
Bond premium	8,781,206
Aggregate net other postemployment benefits (OPEB) liability	44,108,037
Aggregate net pension liability	221,637,201

**Total Noncurrent Liabilities** 534,490,854

**TOTAL LIABILITIES** 636,919,232

**DEFERRED INFLOWS OF RESOURCES**

Deferred inflows of resources related to pensions	15,242,683
Deferred inflows of resources related to OPEB	837,772

**TOTAL DEFERRED INFLOWS OF RESOURCES** 16,080,455

**NET POSITION**

Net investment in capital assets	172,376,828
Restricted for:	
Debt service	14,049,421
Capital projects	2,057,098
Educational programs	9,746,350
Other activities	220,573
Unrestricted (deficit)	(157,914,757)

**TOTAL NET POSITION** \$ 40,535,513

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

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**STATEMENT OF REVENUES, EXPENSES,  
AND CHANGES IN NET POSITION - PRIMARY GOVERNMENT  
FOR THE YEAR ENDED JUNE 30, 2019**

<b>OPERATING REVENUES</b>	
Student Tuition and Fees	\$ 44,059,758
Less: Scholarship discount and allowance	(23,422,972)
Net tuition and fees	<u>20,636,786</u>
Grants and Contracts, Noncapital:	
Federal	14,574,554
State	61,105,547
Local	11,869,823
Net grants and contracts, noncapital	<u>87,549,924</u>
Other Operating Revenues	10,315
<b>TOTAL OPERATING REVENUES</b>	<u><u>108,197,025</u></u>
<b>OPERATING EXPENSES</b>	
Salaries	158,738,735
Employee benefits	68,873,603
Supplies, materials, and other operating expenses and services	56,937,732
Student financial aid	65,992,904
Equipment, maintenance, and repairs	6,748,661
Depreciation	18,113,053
<b>TOTAL OPERATING EXPENSES</b>	<u><u>375,404,688</u></u>
<b>OPERATING LOSS</b>	<u><u>(267,207,663)</u></u>
<b>NONOPERATING REVENUES (EXPENSES)</b>	
State apportionments, noncapital	133,929,082
Federal financial aid grants, noncapital	53,157,073
State financial aid grants, noncapital	9,487,455
Local property taxes levied for general purposes	39,562,556
Local property taxes levied for capital debt	16,206,130
State taxes and other revenues	5,425,776
Investment income	2,620,032
Interest expense on capital related debt	(14,546,666)
Investment income on capital related debt	225,369
Other nonoperating revenue	10,032,512
<b>TOTAL NONOPERATING REVENUES (EXPENSES)</b>	<u><u>256,099,319</u></u>
<b>LOSS BEFORE OTHER REVENUES</b>	<u><u>(11,108,344)</u></u>
<b>OTHER REVENUES</b>	
State revenues, capital	<u>4,184,152</u>
<b>CHANGE IN NET POSITION</b>	(6,924,192)
<b>NET POSITION, BEGINNING OF YEAR</b>	47,459,705
<b>NET POSITION, END OF YEAR</b>	<u><u>\$ 40,535,513</u></u>

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

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**STATEMENT OF CASH FLOWS - PRIMARY GOVERNMENT  
FOR THE YEAR ENDED JUNE 30, 2019**

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<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Tuition and fees	\$ 21,496,026
Payments to vendors for supplies and services	(63,923,760)
Payments to or on behalf of employees	(215,278,360)
Payments to students for scholarships and grants	(65,992,904)
Federal, State, and local grants and contracts, noncapital	109,385,749
Other operating receipts	10,315
<b>Net Cash Flows From Operating Activities</b>	<u>(214,302,934)</u>
<b>CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES</b>	
State apportionments	133,600,304
Noncapital grants and contracts	62,644,528
Property taxes - non-debt related	39,562,556
State taxes and other apportionments	5,192,183
Other nonoperating	8,583,365
<b>Net Cash Flows From Noncapital Financing Activities</b>	<u>249,582,936</u>
<b>CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES</b>	
Purchase of capital assets	(7,792,116)
State revenue, capital projects	4,184,152
Property taxes - related to capital debt	16,206,130
Principal paid on capital debt	(6,244,066)
Interest paid on capital debt	(13,793,837)
Interest received on capital related debt	225,369
Deferred charges on refunding	2,946,215
<b>Net Cash Flows From Capital Financing Activities</b>	<u>(4,268,153)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>	
Interest received from investments	<u>2,276,876</u>
<b>NET CHANGE IN CASH AND CASH EQUIVALENTS</b>	33,288,725
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>133,980,113</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 167,268,838</u>

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



**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**STATEMENT OF CASH FLOWS - PRIMARY GOVERNMENT, CONTINUED  
FOR THE YEAR ENDED JUNE 30, 2019**

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**RECONCILIATION OF NET OPERATING LOSS TO NET CASH FLOWS  
FROM OPERATING ACTIVITIES**

Operating Loss	<u>\$ (267,207,663)</u>
Adjustments to Reconcile Operating Loss to Net Cash Flows	
From Operating Activities:	
Depreciation	18,113,053
Changes in Assets, Deferred Outflows, Liabilities, and Deferred Inflows:	
Accounts receivable	(2,888,593)
Inventories	(131)
Prepaid expenses	(129,078)
Accounts payable and other accrued liabilities	144,507
Unearned revenue	25,583,658
Compensated absences and load banking	396,847
Claims liability	836,515
Aggregate net other postemployment benefits (OPEB)	(336,551)
Deferred outflows of resources related to pensions and OPEB	(13,826,490)
Aggregate net pension obligation	26,169,228
Deferred inflows of resources related to pensions and OPEB	<u>(1,158,236)</u>
Total Adjustments	52,904,729
<b>Net Cash Flows From Operating Activities</b>	<u><u>\$ (214,302,934)</u></u>

**CASH AND CASH EQUIVALENTS CONSIST  
OF THE FOLLOWING:**

Cash in banks	\$ 4,286,707
Unrestricted cash in county treasury	75,072,991
Restricted cash in county treasury	87,909,140
<b>Total Cash and Cash Equivalents</b>	<u><u>\$ 167,268,838</u></u>

**NON CASH TRANSACTIONS**

On behalf payments for benefits	\$ 11,830,924
Board of Governors fee waivers	23,422,972
	<u><u>\$ 35,253,896</u></u>

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

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**FIDUCIARY FUNDS  
STATEMENT OF NET POSITION  
JUNE 30, 2019**

	<b>Retiree OPEB Trust</b>	<b>Associated Students Trust</b>
<b>ASSETS</b>		
Cash and cash equivalents	\$ -	\$ 2,335,888
Investments	1,721,664	-
Due from primary government	-	26,500
<b>Total Assets</b>	<u>1,721,664</u>	<u>2,362,388</u>
<b>LIABILITIES</b>		
Accounts payable	-	46,326
Due to primary government	-	30,838
Due to student groups	-	1,274,123
<b>Total Liabilities</b>	<u>-</u>	<u>1,351,287</u>
<b>NET POSITION</b>		
Restricted for postemployment benefits other than pensions	1,721,664	-
Unrestricted	-	1,011,101
<b>Total Net Position</b>	<u>\$ 1,721,664</u>	<u>\$ 1,011,101</u>

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

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**FIDUCIARY FUNDS  
STATEMENT OF CHANGES IN NET POSITION  
FOR THE YEAR ENDED JUNE 30, 2019**

	<b>Retiree OPEB Trust</b>	<b>Associated Students Trust</b>
<b>ADDITIONS</b>		
Interest and investment income	\$ 191,351	\$ -
District contributions	4,679,405	-
Other local revenues	-	897,926
<b>Total Additions</b>	<u>4,870,756</u>	<u>897,926</u>
<b>DEDUCTIONS</b>		
Benefit payments	4,315,779	-
Services and operating expenditures	2,718	1,070,184
<b>Total Deductions</b>	<u>4,318,497</u>	<u>1,070,184</u>
<b>Change in Net Position</b>	552,259	(172,258)
<b>Net Position - Beginning of Year</b>	1,169,405	1,183,359
<b>Net Position - Ending of Year</b>	<u>\$ 1,721,664</u>	<u>\$ 1,011,101</u>

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



## **NOTES TO FINANCIAL STATEMENTS**

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2019

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### **NOTE 1 - ORGANIZATION**

The Riverside Community College District (the District) was established in 1916 as a political subdivision of the State of California and is a comprehensive, public, two-year institution offering educational services to residents of the surrounding area. The District operates under a locally elected five-member Board of Trustees form of government, which establishes the policies and procedures by which the District operates. The Board must approve the annual budgets for the General Fund, special revenue funds, capital project funds, and proprietary funds, but these budgets are managed at the department level. Currently, the District operates three colleges located within western Riverside County. While the District is a political subdivision of the State of California, it is legally separate and is independent of other State and local governments, and it is not a component unit of the State in accordance with the provisions of Governmental Accounting Standards Board (GASB) Statement No. 61. The District is classified as a Public Educational Institution under Internal Revenue Code Section 115 and is, therefore, exempt from Federal taxes.

### **NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

#### **Financial Reporting Entity**

The District has adopted GASB Statement No. 61, *Determining Whether Certain Organizations are Component Units*. This statement amends GASB Statement No. 14, *The Financial Reporting Entity*, to provide additional guidance to determine whether certain organizations, for which the District is not financially accountable, should be reported as component units based on the nature and significance of their relationship with the District. The basic criteria for including a component unit are (1) the economic resources held or received by the other entity are entirely or almost entirely for the direct benefit of the District, (2) the District is entitled to, or has the ability to otherwise access, a majority of the economic resources held or received by the other entity, and (3) the other entity's resources to which the District is entitled or has the ability to otherwise access are significant to the District. If any of these criteria are not met, the final criterion for including a component unit is whether the other entity is closely related to, or financially integrated with, the District. As defined by accounting principles generally accepted in the United States of America and established by the Governmental Accounting Standards Board, the financial reporting entity consists of the primary government, the District, and the following component unit:

- **Riverside Community College District Development Corporation**

The Riverside Community College District Development Corporation (the Corporation) is a legally separate organization and a component unit of the District. The Corporation was formed to provide financing and acquire assets for the District. A majority of the Corporation's Board of Directors either serves by reason of their position in the District or is appointed by the District's Board of Trustees. The financial activity has been "blended" or consolidated within the financial statements as the District as if the activity was the District's. Within the other supplementary information section of the report, the activity is included as the Riverside Community College District Development Corporation Fund as a Special Revenue Fund of the District. Individually prepared financial statements are not prepared for the Corporation. Condensed component unit information for the Corporation, the District's blended component unit, for the year ended June 30, 2019, is as follows:

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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*Condensed Statement of Net Position*

**ASSETS**

Cash and cash equivalents \$ 16,190

**NET POSITION**

Restricted for:

Capital projects \$ 16,190

*Condensed Statement of Revenues, Expenses, and Changes in Net Position*

**NONOPERATING REVENUES**

Interest income \$ 1

**CHANGE IN NET POSITION**

1

**NET POSITION, BEGINNING OF YEAR**

16,189

**NET POSITION, END OF YEAR**

\$ 16,190

**Measurement Focus, Basis of Accounting, and Financial Statement Presentation**

For financial reporting purposes, the District is considered a special-purpose government engaged only in business-type activities as defined by GASB Statements No. 34 and No. 35 as amended by GASB Statements No. 37, No. 38, and No. 39. This presentation provides a comprehensive government-wide perspective of the District's assets, liabilities, activities, and cash flows and replaces the fund group perspective previously required. Fiduciary activities, with the exception of the Student Financial Aid Fund, are excluded from the basic financial statements. Accordingly, the District's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. The significant accounting policies followed by the District in preparing these financial statements are in accordance with accounting principles generally accepted in the United States of America as prescribed by GASB. Additionally, the District's policies comply with the California Community Colleges Chancellor's Office *Budget and Accounting Manual*. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred. All material intra-agency and intra-fund transactions have been eliminated.

Revenues resulting from exchange transactions, in which each party gives and receives essentially equal value, are classified as operating revenues. These transactions are recorded on the accrual basis when the exchange takes place. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the District, operating revenues consist primarily of student fees, noncapital grants and contracts, and auxiliary activities through the bookstore and cafeteria.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

**JUNE 30, 2019**

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Nonexchange transactions, in which the District receives value without directly giving equal value in return, include State apportionments, property taxes, Federal and State financial aid grants, entitlements, and donations. Property tax revenue is recognized in the fiscal year received. State apportionment revenue is earned based upon criteria set forth from the Community Colleges Chancellor's Office and includes reporting of full-time equivalent students (FTES) attendance. The corresponding apportionment revenue is recognized in the period the FTES are generated. Revenue from Federal and State financial aid grants are recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements may include time and/or purpose requirements.

Operating expenses are incurred to provide instructional services including support costs, auxiliary services, and depreciation of capital assets. All other expenses not meeting this definition are reported as nonoperating. Expenses are recorded on the accrual basis as they are incurred; when goods are received or services are rendered.

The financial statements are presented in accordance with the reporting model as prescribed in GASB Statement No. 34, *Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*, and GASB Statement No. 35, *Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*, as amended by GASB Statements No. 37, No. 38, No. 39, and No. 61. The business-type activities model followed by the District requires the following components of the District's financial statements:

- Management's Discussion and Analysis
- Basic Financial Statements for the District as a whole including:
  - Statements of Net Position - Primary Government
  - Statements of Revenues, Expenses, and Changes in Net Position - Primary Government
  - Statements of Cash Flows - Primary Government
  - Financial Statements for the Fiduciary Funds including:
    - Statements of Fiduciary Net Position
    - Statements of Changes in Fiduciary Net Position
- Notes to the Financial Statements

### **Cash and Cash Equivalents**

The District's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition. Cash equivalents also include unrestricted cash with county treasury balances for purposes of the Statement of Cash Flows. Restricted cash and cash equivalents represent balances restricted by external sources such as grants and contracts or specifically restricted for the repayment of capital debt.

### **Investments**

In accordance with GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and External Investment Pools*, investments held at June 30, 2019, are stated at fair value. Fair value is estimated based on quoted market prices at year-end. Short-term investments have an original maturity date greater than three months, but less than one year at time of purchase. Long-term investments have an original maturity of greater than one year at the time of purchase.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

**JUNE 30, 2019**

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### **Restricted Assets**

Restricted assets arise when restrictions on their use change the normal understanding of the availability of the asset. Such constraints are either imposed by creditors, contributors, grantors, or laws of other governments or imposed by enabling legislation. Restricted assets represent investments required by debt covenants to be set aside by the District for the purpose of satisfying certain requirements of the bonded debt issuance.

### **Accounts Receivable**

Accounts receivable include amounts due from the Federal, State and/or local governments, or private sources, in connection with reimbursement of allowable expenditures made pursuant to the District's grants and contracts. Accounts receivable also consist of tuition and fee charges to students and auxiliary enterprise services provided to students, faculty, and staff, the majority of each residing in the State of California. The District provides for an allowance for uncollectible accounts as an estimation of amounts that may not be received. This allowance is based upon management's estimates and analysis. The allowance was estimated at \$460,557 for the year ended June 30, 2019.

### **Prepaid Expenses**

Prepaid expenses represent payments made to vendors and others for services that will benefit periods beyond June 30.

### **Inventories**

Inventories consist primarily of cafeteria food and supplies held for resale to the students and faculty of the college. Inventories are stated at cost, utilizing the weighted average method. The cost is recorded as an expense as the inventory is consumed.

### **Capital Assets and Depreciation**

Capital assets are long-lived assets of the District as a whole and include land, construction in progress, buildings, leasehold improvements, and equipment. The District maintains an initial unit cost capitalization threshold of \$5,000 and an estimated useful life greater than one year. Assets are recorded at historical cost, or estimated historical cost, when purchased or constructed. The District does not possess any infrastructure. Donated capital assets are recorded at acquisition value at the date of donation. Improvements to buildings and land that significantly increase the value or extend the useful life of the asset are capitalized; the costs of routine maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are charged as an operating expense in the year in which the expense was incurred. Major outlays for capital improvements are capitalized as construction in progress as the projects are constructed.

Depreciation of capital assets is computed and recorded utilizing the straight-line method. Estimated useful lives of the various classes of depreciable capital assets are as follows: buildings, 15 to 50 years; improvements, 10 years; equipment, 3 to 8 years; vehicles, 5 to 10 years.

### **Accrued Liabilities and Long-term Obligations**

All payables, accrued liabilities, and long-term obligations are reported in the government-wide financial statements.



# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2019

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### Debt Premiums

Debt premiums are amortized over the life of the bonds using the straight-line method.

### Deferred Charge on Refunding

Deferred charge on refunding is amortized using the straight-line method over the remaining life of the new debt or the life of the old debt, whichever is shorter.

### Deferred Outflows/Inflows of Resources

In addition to assets, the Statement of Net Position also reports deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then. The District reports deferred outflows of resources for deferred charges on refunding of debt, pension, and OPEB related items.

In addition to liabilities, the Statement of Net Position reports a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then. The District reports deferred inflows of resources for pension and OPEB related items.

### Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions and pension expense, information about the fiduciary net position of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) plan for schools (the Plans) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalSTRS and CalPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Member contributions are recognized in the period in which they are earned. Investments are reported at fair value.

### Postemployment Benefits Other Than Pensions (OPEB)

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the District Plan and the CalSTRS Medicare Premium Payment (MPP) Program and additions to/deductions from the District Plan and the MPP's fiduciary net position have been determined on the same basis as they are reported by the District Plan and the MPP. For this purpose, the District Plan and the MPP recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2019

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### Compensated Absences

Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the government-wide financial statements. The current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignation and retirements that occur prior to year-end that have not yet been paid within the fund from which the employees who have accumulated the leave are paid. The District also participates in "load-banking" with eligible academic employees whereby the employee may teach extra courses in one period in exchange for time off in another period. The liability for this benefit is reported on the government-wide financial statements.

Sick leave is accumulated without limit for each employee based upon negotiated contracts. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are never paid for any sick leave balance at termination of employment or any other time. Therefore, the value of accumulated sick leave is not recognized as a liability in the District's financial statements. However, retirement credit for unused sick leave is applicable to all classified school members who retire after January 1, 1999. At retirement, each member will receive .004 year of service credit for each day of unused sick leave. Retirement credit for unused sick leave is available to all full-time employees based on the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement Systems (CalPERS) criteria.

### Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for unearned revenue is removed from the combined balance sheet and revenue is recognized. Unearned revenue includes (1) amounts received for tuition and fees prior to the end of the fiscal year that are related to the subsequent fiscal year and (2) amounts received from Federal and State grants received before the eligibility requirements are met are recorded as unearned revenue.

### Noncurrent Liabilities

Noncurrent liabilities include bonds payable, bond premiums, compensated absences, load banking, the aggregate net OPEB liability, and aggregate net pension obligations with maturities greater than one year.

### Net Position

GASB Statements No. 34 and No. 35 report equity as "Net Position" and represent the difference between assets and liabilities. The net position is classified according to imposed restrictions or availability of assets for satisfaction of District obligations according to the following net asset categories:

**Net Investment in Capital Assets** consists of capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, or improvement of those assets. To the extent debt has been incurred, but not yet expended for capital assets, such accounts are not included as a component of net investment in capital assets.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2019

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**Restricted:** Net position is reported as restricted when there are limitations imposed on their use, either through enabling legislation adopted by the District, or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. The District first applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted resources are available.

**Unrestricted:** Net position that is not subject to externally imposed constraints. Unrestricted net position may be designated for specific purposes by action of the Board of Trustees or may otherwise be limited by contractual agreements with outside parties.

When both restricted and unrestricted resources are available for use, it is the District's practice to use restricted resources first and the unrestricted resources when they are needed. The government-wide financial statements report \$26,073,442 of restricted net position.

### Operating Revenues and Expenses

**Classification of Revenues** - The District has classified its revenues as either operating or nonoperating. Certain significant revenue streams relied upon for operation are classified as nonoperating as defined by GASB Statements No. 34 and No. 35. Classifications are as follows:

**Operating revenues** - Operating revenues include activities that have the characteristics of exchange transactions such as student tuition and fees, net of scholarship discounts and allowances, Federal, State, and local grants and contracts, and sales and services of auxiliary enterprises.

**Nonoperating revenues** - Nonoperating revenues include activities that have the characteristics of nonexchange transactions such as State apportionments, property taxes, investment income, gifts and contributions, and other revenue sources defined in GASB Statements No. 34 and No. 35.

**Classification of Expenses** - Nearly all of the District's expenses are from exchange transactions and are classified as either operating or nonoperating according to the following criteria:

**Operating expenses** - Operating expenses are necessary costs to provide the services of the District and include employee salaries and benefits, supplies, operating expenses, and student financial aid.

**Nonoperating expenses** - Nonoperating expenses include interest expense and other expenses not directly related to the services of the District.

### State Apportionments

Certain current year apportionments from the State are based on financial and statistical information of the previous year. Any corrections due to the recalculation of the apportionment are made in February of the subsequent year. When known and measurable, these recalculations and corrections are accrued in the year in which the FTES are generated.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2019

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### Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. The County of Riverside Assessor is responsible for assessment of all taxable real property. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County of Riverside bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when the County notifies the District of the availability of the revenues.

The voters of the District passed a General Obligation Bond in 2004 for the acquisition, construction, and remodeling of certain District property. As a result of the passage of the Bond, property taxes are assessed on the property within the District specifically for the repayment of the debt incurred. The taxes are assessed, billed, and collected as noted above and remitted to the District when collected.

### Scholarships, Discounts, and Allowances

Student tuition and fee revenue is reported net of scholarships, discounts, and allowances. Fee waivers approved by the Board of Governors are included within the scholarships, discounts, and allowances in the Statement of Revenues, Expenses, and Changes in Net Position. Scholarship discounts and allowances represent the difference between stated charges for enrollment fees and the amount that is paid by students or third parties making payments on the students' behalf.

### Federal Financial Assistance Programs

The District participates in federally funded Pell Grants, FSEOG Grants, and Work-Study programs, as well as other programs funded by the Federal government. Financial aid to students is either reported as operating expenses or scholarship allowances, which reduce revenues. The amount reported as operating expense represents the portion of aid that was provided to the student in the form of cash. Scholarship allowances represent the portion of aid provided to students in the form of reduced tuition. These programs are audited in accordance with Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*.

### Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

### Interfund Activity

Interfund transfers and interfund receivables and payables are eliminated during the consolidation process in the Primary Government and Fiduciary Funds' financial statements, respectively.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

**JUNE 30, 2019**

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### **Change in Accounting Principles**

In November 2016, the GASB issued Statement No. 83, *Certain Asset Retirement Obligations*. This Statement addresses accounting and financial reporting for certain asset retirement obligations (AROs). An ARO is a legally enforceable liability associated with the retirement of a tangible capital asset. A government that has legal obligations to perform future asset retirement activities related to its tangible capital assets should recognize a liability based on the guidance in this Statement.

This Statement establishes criteria for determining the timing and pattern of recognition of a liability and a corresponding deferred outflow of resources for AROs. This Statement requires that recognition occur when the liability is both incurred and reasonably estimable. The determination of when the liability is incurred should be based on the occurrence of external laws, regulations, contracts, or court judgments, together with the occurrence of an internal event that obligates a government to perform asset retirement activities. Laws and regulations may require governments to take specific actions to retire certain tangible capital assets at the end of the useful lives of those capital assets, such as decommissioning nuclear reactors and dismantling and removing sewage treatment plants. Other obligations to retire tangible capital assets may arise from contracts or court judgments. Internal obligating events include the occurrence of contamination, placing into operation a tangible capital asset that is required to be retired, abandoning a tangible capital asset before it is placed into operation, or acquiring a tangible capital asset that has an existing ARO.

The District has implemented the provisions of this Statement as of June 30, 2019.

In April 2018, the GASB issued Statement No. 88, *Certain Disclosures Related to Debt, including Direct Borrowings and Direct Placements*. The primary objective of this Statement is to improve the information that is disclosed in notes to government financial statements related to debt, including direct borrowings and direct placements. It also clarifies which liabilities governments should include when disclosing information related to debt.

This Statement defines debt for purposes of disclosure in notes to financial statements as a liability that arises from a contractual obligation to pay cash (or other assets that may be used in lieu of cash) in one or more payments to settle an amount that is fixed at the date the contractual obligation is established.

This Statement requires that additional essential information related to debt be disclosed in notes to financial statements, including unused lines of credit; assets pledged as collateral for the debt; and terms specified in debt agreements related to significant events of default with finance-related consequences, significant termination events with finance-related consequences, and significant subjective acceleration clauses.

For notes to financial statements related to debt, this Statement also requires that existing and additional information be provided for direct borrowings and direct placements of debt separately from other debt.

The District has implemented the provisions of this Statement as of June 30, 2019.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2019

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### New Accounting Pronouncements

In January 2017, the GASB issued Statement No. 84, *Fiduciary Activities*. The objective of this Statement is to improve guidance regarding the identification of fiduciary activities for accounting and financial reporting purposes and how those activities should be reported.

This Statement establishes criteria for identifying fiduciary activities of all State and local governments. The focus of the criteria generally is on (1) whether a government is controlling the assets of the fiduciary activity and (2) the beneficiaries with whom a fiduciary relationship exists. Separate criteria are included to identify fiduciary component units and postemployment benefit arrangements that are fiduciary activities.

The requirements of this Statement are effective for the reporting periods beginning after December 15, 2018. Early implementation is encouraged.

In June 2017, the GASB issued Statement No. 87, *Leases*. The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This Statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities.

The requirements of this Statement are effective for the reporting periods beginning after December 15, 2019. Early implementation is encouraged.

In August 2018, the GASB issued Statement No. 90, *Majority Equity Interests – An Amendment of GASB Statements No. 14 and No. 60*. The primary objectives of this Statement are to improve the consistency and comparability of reporting a government's majority equity interest in a legally separate organization and to improve the relevance of financial statement information for certain component units. It defines a majority equity interest and specifies that a majority equity interest in a legally separate organization should be reported as an investment if a government's holding of the equity interest meets the definition of an investment. A majority equity interest that meets the definition of an investment should be measured using the equity method, unless it is held by a special-purpose government engaged only in fiduciary activities, a fiduciary fund, or an endowment (including permanent and term endowments) or permanent fund. Those governments and funds should measure the majority equity interest at fair value.

For all other holdings of a majority equity interest in a legally separate organization, a government should report the legally separate organization as a component unit, and the government or fund that holds the equity interest should report an asset related to the majority equity interest using the equity method. This Statement establishes that ownership of a majority equity interest in a legally separate organization results in the government being financially accountable for the legally separate organization and, therefore, the government should report that organization as a component unit.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

**JUNE 30, 2019**

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This Statement also requires that a component unit in which a government has a 100 percent equity interest account for its assets, deferred outflows of resources, liabilities, and deferred inflows of resources at acquisition value at the date the government acquired a 100 percent equity interest in the component unit. Transactions presented in flows statements of the component unit in that circumstance should include only transactions that occurred subsequent to the acquisition.

The requirements of this Statement are effective for reporting periods beginning after December 15, 2018. Earlier application is encouraged. The requirements of this Statement should be applied prospectively.

In May 2019, the GASB issued Statement No. 91, *Conduit Debt Obligations*. The primary objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. This Statement achieves those objectives by clarifying the existing definition of a conduit debt obligation; establishing that a conduit debt obligation is not a liability of the issuer; establishing standards for accounting and financial reporting of additional commitments and voluntary commitments extended by issuers and arrangements associated with conduit debt obligations; and improving required note disclosures.

A conduit debt obligation is defined as a debt instrument having all of the following characteristics:

- There are at least three parties involved: (1) an issuer, (2) a third-party obligor, and (3) a debt holder or a debt trustee.
- The issuer and the third-party obligor are not within the same financial reporting entity.
- The debt obligation is not a parity bond of the issuer, nor is it cross-collateralized with other debt of the issuer.
- The third-party obligor or its agent, not the issuer, ultimately receives the proceeds from the debt issuance.
- The third-party obligor, not the issuer, is primarily obligated for the payment of all amounts associated with the debt obligation (debt service payments).

All conduit debt obligations involve the issuer making a limited commitment. Some issuers extend additional commitments or voluntary commitments to support debt service in the event the third party is, or will be, unable to do so.

An issuer should not recognize a conduit debt obligation as a liability. However, an issuer should recognize a liability associated with an additional commitment or a voluntary commitment to support debt service if certain recognition criteria are met. As long as a conduit debt obligation is outstanding, an issuer that has made an additional commitment should evaluate at least annually whether those criteria are met. An issuer that has made only a limited commitment should evaluate whether those criteria are met when an event occurs that causes the issuer to reevaluate its willingness or ability to support the obligor's debt service through a voluntary commitment.

This Statement also addresses arrangements—often characterized as leases—that are associated with conduit debt obligations. In those arrangements, capital assets are constructed or acquired with the proceeds of a conduit debt obligation and used by third-party obligors in the course of their activities. Payments from third-party obligors are intended to cover and coincide with debt service payments. During those arrangements, issuers retain the titles to the capital assets. Those titles may or may not pass to the obligors at the end of the arrangements.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

**JUNE 30, 2019**

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Issuers should not report those arrangements as leases, nor should they recognize a liability for the related conduit debt obligations or a receivable for the payments related to those arrangements. In addition, the following provisions apply:

- If the title passes to the third-party obligor at the end of the arrangement, an issuer should not recognize a capital asset.
- If the title does not pass to the third-party obligor and the third party has exclusive use of the entire capital asset during the arrangement, the issuer should not recognize a capital asset until the arrangement ends.
- If the title does not pass to the third-party obligor and the third party has exclusive use of only portions of the capital asset during the arrangement, the issuer, at the inception of the arrangement, should recognize the entire capital asset and a deferred inflow of resources. The deferred inflow of resources should be reduced, and an inflow recognized, in a systematic and rational manner over the term of the arrangement.

This Statement requires issuers to disclose general information about their conduit debt obligations, organized by type of commitment, including the aggregate outstanding principal amount of the issuers' conduit debt obligations and a description of each type of commitment. Issuers that recognize liabilities related to supporting the debt service of conduit debt obligations also should disclose information about the amount recognized and how the liabilities changed during the reporting period.

The requirements of this Statement are effective for the reporting periods beginning after December 15, 2020. Early implementation is encouraged.

### ***NOTE 3 - DEPOSITS AND INVESTMENTS***

#### **Policies and Practices**

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

#### **Investment in County Treasury**

In accordance with the *Budget and Accounting Manual*, the District maintains substantially all of its cash in the County Treasury as part of the common investment pool. The District is considered to be an involuntary participant in an external investment pool. The fair value of the District's investment in the pool is reported in the accompanying financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis. The County Treasurer also holds investments in a separate investment agreement account other than the County Pooled Investment noted above on behalf of the District. Funds in this investment agreement are strictly related to the District's general obligation bonds.



**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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**General Authorizations**

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are indicated in the schedules below:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

**Authorized Under Debt Agreements**

Investments of debt proceeds held by bond trustees are governed by provisions of the debt agreements rather than the general provisions of the California Government Code. These provisions allow for the acquisition of investment agreements with maturities of up to 30 years.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

**Summary of Deposits and Investments**

Deposits and investments as of June 30, 2019, consist of the following:

	Primary Government
Cash on hand and in banks	\$ 4,216,707
Cash in revolving	70,000
Investments	162,982,131
Total Deposits and Investments	<u>\$ 167,268,838</u>
	Fiduciary Funds
Cash on hand and in banks	\$ 2,335,888
Investments	1,721,664
Total Deposits and Investments	<u>\$ 4,057,552</u>

**Interest Rate Risk**

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The District manages its exposure to interest rate risk by investing in the Riverside County Investment Pool and mutual funds.

**Specific Identification**

Information about the sensitivity of the fair values of the District's investments to market interest rate fluctuation is provided by the following schedule that shows the distribution of the District's investment by maturity:

Investment Type	Book Value	Fair Market Value	Maturity Date*
Riverside County Investment Pool	\$ 162,982,131	\$ 163,642,527	1.06
Mutual Funds	1,721,664	1,721,664	N/A
Total	<u>\$ 164,703,795</u>	<u>\$ 165,364,191</u>	

\*Weighted average of maturity in years.

**Credit Risk**

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The District's investments in the Riverside County Investment Pool are rated AAA/S1 by Fitch Ratings Ltd. as of June 30, 2019. The District's investments in Mutual Funds are not required to be rated, nor have they been rated as of June 30, 2019.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2019

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### **Custodial Credit Risk - Deposits**

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The California Government Code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agency. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits. As of June 30, 2019, the District had bank balances of \$6,819,246 exposed to custodial credit risk because it was uninsured, but collateralized at 110 percent of balance over \$250,000 with securities held by the pledging financial institution's trust department or agent, but not in the name of the District.

### **NOTE 4 - FAIR VALUE MEASUREMENTS**

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

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

Level 2 - Observable inputs, other than Level 1 prices, such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, such as interest rates and curves observable at commonly quoted intervals, implied volatilities, and credit spreads. For financial reporting purposes, if an asset has a specified term, a Level 2 input is required to be observable for substantially the full term of the asset.

Level 3 - Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonably available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized - Investments in the Riverside County Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2019**

The District's fair value measurements are as follows at June 30, 2019:

Investment Type	Fair Value	Level 1 Inputs	Uncategorized
Riverside County Investment Pool	\$ 163,642,527	\$ -	\$ 163,642,527
Mutual Funds	1,721,664	1,721,664	-
Total	<u>\$ 165,364,191</u>	<u>\$ 1,721,664</u>	<u>\$ 163,642,527</u>

All assets have been valued using a market approach, with quoted market prices.

**NOTE 5 - ACCOUNTS RECEIVABLE**

Accounts receivable at June 30, 2019, consisted primarily of intergovernmental grants, entitlements, interest, and other local sources.

The accounts receivable are as follows:

Federal Government	Primary Government
Categorical aid	\$ 4,195,295
State Government	
Apportionment	328,778
Categorical aid	7,645,616
Lottery	1,514,853
Local Sources	
Interest	862,200
Property taxes	1,611,346
Self insurance	342,435
Other local sources	4,233,369
Total	<u>\$ 20,733,892</u>
Student receivables	\$ 2,525,057
Less allowance for bad debt	(460,557)
Student receivables, net	<u>\$ 2,064,500</u>
Total Receivables, Net	<u>\$ 22,798,392</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2019**

**NOTE 6 - CAPITAL ASSETS**

Capital asset activity for the District for the fiscal year ended June 30, 2019, was as follows:

	Balance July 1, 2018	Additions	Deductions	Balance June 30, 2019
Capital Assets Not Being Depreciated				
Land	\$ 32,502,697	\$ -	\$ -	\$ 32,502,697
Construction in progress	59,905,588	1,488,346	58,723,152	2,670,782
Total Capital Assets Not Being Depreciated	92,408,285	1,488,346	58,723,152	35,173,479
Capital Assets Being Depreciated				
Land improvements	15,342,154	2,821,463	-	18,163,617
Buildings and improvements	461,131,489	62,115,770	-	523,247,259
Furniture and equipment	49,059,878	1,166,839	185,719	50,040,998
Total Capital Assets Being Depreciated	525,533,521	66,104,072	185,719	591,451,874
Total Capital Assets	617,941,806	67,592,418	58,908,871	626,625,353
Less Accumulated Depreciation				
Land improvements	12,298,765	915,273	-	13,214,038
Buildings and improvements	133,357,150	15,249,465	-	148,606,615
Furniture and equipment	42,737,863	1,948,315	185,719	44,500,459
Total Accumulated Depreciation	188,393,778	18,113,053	185,719	206,321,112
Net Capital Assets	\$ 429,548,028	\$ 49,479,365	\$ 58,723,152	\$ 420,304,241

Depreciation expense for the year was \$18,113,053.

The District was the beneficiary of an extensive bequest of Mine Okubo's estate, a Japanese-American artist, inclusive of paintings, works of art, reference materials, photographs, books, writings, letters, and printed material. The District took possession of the materials bequeathed from the estate of Ms. Okubo as of June 30, 2009. The District has included the collection and materials as priceless in the District's capital assets (non-depreciable assets). During the course of the next several years and as the District learns the collection's long-term historical value, the values will be added to the District's capital assets. As of June 30, 2019, the District has not recorded a value for the collection in the financial statements.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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**NOTE 7 - ACCOUNTS PAYABLE**

Accounts payable at June 30, 2019, consisted of the following:

	<u>Primary Government</u>
Accrued payroll and benefits	\$ 1,477,805
Apportionment	6,357,200
Federal categorical programs	3,993
State categorical programs	556,664
Construction payables	1,248,525
Vendor payables	6,840,117
Total	<u>\$ 16,484,304</u>
	<u>Fiduciary Funds</u>
Vendor payables	<u>\$ 46,326</u>

**NOTE 8 - UNEARNED REVENUE**

Unearned revenue at June 30, 2019, consisted of the following:

	<u>Primary Government</u>
Federal financial assistance	\$ 28,611
State categorical aid	58,740,333
Scheduled maintenance	2,152,831
Enrollment fees	2,637,652
Health and liability self-insurance	2,764,900
Other local	1,609,680
Total	<u>\$ 67,934,007</u>

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

**JUNE 30, 2019**

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### *NOTE 9 - INTERFUND TRANSACTIONS*

#### **Interfund Receivables and Payables (Due To/Due From)**

Interfund receivable and payable balances arise from interfund transactions and are recorded by all funds affected in the period in which transactions are executed. Interfund activity within the governmental funds and fiduciary funds, respectively, has been eliminated respectively in the consolidation process of the basic financial statements. Balances owing between the primary government and the fiduciary funds are not eliminated in the consolidation process. As of June 30, 2019, the amounts owed between the primary government and the fiduciary funds were \$30,838 and \$26,500, respectively.

#### **Interfund Operating Transfers**

Operating transfers between funds of the District are used to (1) move revenues from the fund that statute or budget requires to collect them to the fund that statute or budget requires to expend them, (2) move receipts restricted to debt service from the funds collecting the receipts to the debt service fund as debt service payments become due, and (3) use restricted revenues collected in the General Fund to finance various programs accounted for in other funds in accordance with budgetary authorizations. Operating transfers within the funds of the District have been eliminated in the consolidation process. Transfers between the primary government and the fiduciary funds are not eliminated in the consolidation process. During the 2018-2019 fiscal year, there were no transfers made between the primary government and the fiduciary funds.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2019**

**NOTE 10 - LONG-TERM OBLIGATIONS**

**Long-Term Obligations Summary**

The changes in the District's long-term obligations during the 2019 fiscal year consisted of the following:

	Balance July 1, 2018	Additions	Deductions	Balance June 30, 2019	Due in One Year
<b>Bonds Payable</b>					
General obligation bonds, Series 2010 D/D-1	\$ 113,202,483	\$ 699,481	\$ 970,000	\$ 112,931,964	\$ 1,175,000
Unamortized debt premium	1,284,719	-	58,176	1,226,543	-
General obligation bonds,					
Refunding Bonds 2014, Series A and B	63,290,000	-	4,400,000	58,890,000	4,770,000
Unamortized debt premium	3,385,737	-	372,742	3,012,995	-
General obligation bonds, Series 2015 E	46,483,197	2,246,734	-	48,729,931	-
Unamortized debt premium	157,105	-	7,452	149,653	-
Refunding Bonds 2015	42,785,000	-	100,000	42,685,000	100,000
Unamortized debt premium	4,727,711	-	335,696	4,392,015	-
<b>Total Bonds Payable</b>	<b>275,315,952</b>	<b>2,946,215</b>	<b>6,244,066</b>	<b>272,018,101</b>	<b>6,045,000</b>
<b>Other Liabilities</b>					
Compensated absences	3,249,211	312,164	-	3,561,375	1,736,560
Load banking	863,017	84,683	-	947,700	-
Aggregate net other postemployment benefits (OPEB) liability	44,444,588	5,404,205	5,740,756	44,108,037	-
Aggregate net pension liability	195,467,973	26,169,228	-	221,637,201	-
<b>Total Other Liabilities</b>	<b>244,024,789</b>	<b>31,970,280</b>	<b>5,740,756</b>	<b>270,254,313</b>	<b>1,736,560</b>
<b>Total Long-Term Obligations</b>	<b>\$ 519,340,741</b>	<b>\$ 34,916,495</b>	<b>\$ 11,984,822</b>	<b>\$ 542,272,414</b>	<b>\$ 7,781,560</b>

**Description of Debt**

Payments on the general obligation bonds are made by the Bond Interest and Redemption Fund with local property tax collections. The compensated absences and aggregate net pension liability are paid by the fund for which the employees' salaries are paid from. The District's General Fund makes payments for the aggregate net other postemployment benefits (OPEB) liability and load banking.

**Bonded Debt**

**2010 General Obligation Bonds**

During December 2010, the District issued the 2010 General Obligation Bonds in the amount of \$109,999,278. The bonds mature beginning on August 1, 2015 through August 1, 2040, with interest yields ranging from 2.36 to 5.53 percent. The bonds issued included \$102,300,000 of current interest Build America Bonds (Series 2010D-1 Bonds) and \$7,699,278 of capital appreciation tax-exempt bonds (Series 2010D Bonds), with the value of the capital appreciation bonds maturing to a principal balance of \$15,920,000. At June 30, 2019, the principal balance outstanding was \$112,931,964 and unamortized premium cost of \$1,226,543. Premium costs are amortized over the life of the bonds as a component of interest expense on the bonds.



# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

**JUNE 30, 2019**

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The District has designated the Series 2010D-1 Bonds as "Build America Bonds" for purposes of the American Recovery and Reinvestment Act of 2009 (the Stimulus Act), the interest on which is not excluded from gross income for Federal income tax purposes, but is exempt from State of California personal income taxes. The District expects to receive a cash subsidy from the United States Treasury equal to 35 percent of the interest payable on such Series 2010D-1 Bonds. The District is obligated to make all payments of principal and interest on the Series 2010D-1 Bonds from the sources described in the official statement whether or not it receives cash subsidy payments pursuant to the Stimulus Act. Effective March 1, 2013, the subsidy percentage was reduced by 8.7 percent, to 26.3 percent as a result of sequestration by the Federal government. The sequestration percentage was again adjusted to 7.2 percent as of October 1, 2013. As of June 30, 2019, the sequestration percentage was 6.2 percent, resulting in a semi-annual subsidy of \$1,176,002.

The bonds are being used for the purposes of financing the repair, acquisition, construction, and equipping of certain District facilities, and to pay all legal, financial, and contingent costs in connection with the issuance of the bonds. The bonds are general obligations of the District payable solely from the proceeds of ad valorem property taxes. Interest with respect of the bonds accrues from the date of their delivery and is payable semiannually on February 1 and August 1 of each year, commencing August 1, 2015.

### **2014 General Obligation Refunding Bonds**

During May 2014, the District issued the \$73,090,000 2014 General Obligation Refunding Bonds, Series A and Series B (federally taxable) in the amounts of \$29,130,000 and \$43,960,000, respectively. Amounts paid to the refunded bond escrow agent in excess of outstanding debt at the time of payment are recorded as deferred charges on refunding on the statement of net position and are amortized to interest expense over the life of the liability. The refunding resulted in an economic gain of \$4,105,270 based on the difference between the present value of the existing debt service requirements and the new debt service requirements discounted at 5.81 percent.

Series A tax-exempt bonds have a final maturity to occur on August 1, 2027, with interest rates from 2.00 to 5.00 percent. The net proceeds of \$34,006,704 (representing the principal amount of \$29,130,000 plus premium on issuance of \$4,876,704) from the issuance were used to advance refund a portion of the District's outstanding 2004 General Obligation Bonds, Series 2004A, advance refund a portion of the District's 2005 General Obligation Refunding Bonds, advance refund a portion of the 2004 General Obligation Bonds, Series 2007C, and pay the costs associated with the issuance of the refunding bonds. At June 30, 2019, the principal balance outstanding was \$27,370,000. Unamortized premium received on issuance of the bonds amounted to \$3,012,995 as of June 30, 2019.

Series B federally taxable bonds have a final maturity to occur on August 1, 2024, with interest rates from 0.40 to 3.61 percent. The proceeds of \$43,960,000 from issuance were used to advance refund a portion of the District's outstanding 2005 General Obligation Refunding Bonds, and pay the costs associated with the issuance of the federally taxable bonds. At June 30, 2019, the principle balance outstanding was \$31,520,000.

### **2015 General Obligation Bonds, Series 2015E**

During July 2015, the District issued the 2015 General Obligation Bonds, Series E in the amount of \$45,004,145. The bonds mature beginning on August 1, 2015 through August 1, 2039, with interest yields ranging from 3.81 to 5.05 percent. At June 30, 2019, the principal outstanding was \$48,729,931 and unamortized premium cost of \$149,653. Premium costs are amortized over the life of the bonds as a component of interest expense on the bonds.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

**JUNE 30, 2019**

The bonds are being used for the purposes of financing the costs of renovating, acquiring, construction, repairing, and equipping District buildings and to pay all legal, financial, and contingent costs in connection with the issuance of the bonds. The bonds are general obligations of the District payable solely from the proceeds of ad valorem property taxes. Interest with respect of the bonds accrues from the date of their delivery and is payable semiannually on February 1 and August 1 of each year, commencing August 1, 2015.

### 2015 General Obligation Refunding Bonds

During July 2015, the District issued the 2015 General Obligation Refunding Bonds in the amount of \$43,920,000. Amounts paid to the refunded bond escrow agent in excess of outstanding debt at the time of payment are recorded as deferred charges on refunding on the statement of net position and are amortized to interest expense over the life of the liability. The refunding resulted in an economic gain of \$5,372,100 based on the difference between the present value of the existing debt service requirements and the new debt service requirements discounted at 4.32 percent.

The bonds have a final maturity to occur on August 1, 2032, with interest rates from 2.00 to 5.00 percent. The net proceeds of \$49,654,797 (representing the principal amount of \$43,920,000 plus premium on issuance of \$5,734,797) from the issuance were used to advance refund a portion of the District's outstanding 2004 General Obligation Bonds, Series 2007C, advance refund the remaining balance of the District's 2005 General Obligation Refunding Bonds and pay the costs associated with the issuance of the refunding bonds. At June 30, 2019, the principal balance outstanding was \$42,685,000. Unamortized premium received on issuance of the bonds amounted to \$4,392,015 as of June 30, 2019.

The outstanding general obligation bonded debt is as follows:

Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds		Accreted Interest		Bonds Outstanding June 30, 2019
				Outstanding July 1, 2018	Issued	Addition	Redeemed	
2010	2041	2.36%-5.53%	\$ 109,999,278	\$ 113,202,483	\$ -	\$ 699,481	\$ 970,000	\$ 112,931,964
2014	2028	0.40%-5.00%	73,090,000	63,290,000	-	-	4,400,000	58,890,000
2015	2040	3.81%-5.05%	45,004,145	46,483,197	-	2,246,734	-	48,729,931
2015	2033	2.00%-5.00%	43,920,000	42,785,000	-	-	100,000	42,685,000
				<u>\$ 265,760,680</u>	<u>-</u>	<u>\$ 2,946,215</u>	<u>\$ 5,470,000</u>	<u>\$ 263,236,895</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2019**

The General Obligation Bonds, Series 2010 D/D1 mature through 2041 as follows:

Fiscal Year	Principal (Including accreted interest to date)	Accreted Interest	Current Interest to Maturity	Total
2020	\$ 1,108,483	\$ 66,517	\$ 7,164,193	\$ 8,339,193
2021	1,179,027	180,973	7,164,193	8,524,193
2022	1,388,260	171,740	7,164,193	8,724,193
2023	1,496,803	278,197	7,164,193	8,939,193
2024	1,573,125	401,875	7,164,193	9,139,193
2025-2029	3,886,266	1,508,734	35,820,965	41,215,965
2030-2034	16,840,000	-	34,611,845	51,451,845
2035-2039	56,080,000	-	20,784,017	76,864,017
2040-2041	29,380,000	-	2,101,737	31,481,737
Total	\$ 112,931,964	\$ 2,608,036	\$ 129,139,529	\$ 244,679,529

The General Obligation Bonds, 2014 Refunding Bonds, Series A and B mature through 2028 as follows:

Fiscal Year	Principal	Current Interest to Maturity	Total
2020	\$ 4,770,000	\$ 2,284,479	\$ 7,054,479
2021	5,175,000	2,141,647	7,316,647
2022	5,635,000	1,966,891	7,601,891
2023	6,130,000	1,763,760	7,893,760
2024	6,675,000	1,533,011	8,208,011
2025-2028	30,505,000	3,087,784	33,592,784
Total	\$ 58,890,000	\$ 12,777,572	\$ 71,667,572

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

The General Obligation Bonds, Series 2015 E mature through 2040 as follows:

Fiscal Year	Principal (Including accreted interest to date)	Accreted Interest	Total
2020	\$ -	\$ -	\$ -
2021	-	-	-
2022	-	-	-
2023	-	-	-
2024	-	-	-
2025-2029	5,638,947	2,291,053	7,930,000
2030-2034	14,937,667	12,652,333	27,590,000
2035-2039	23,606,330	32,058,670	55,665,000
2040	4,546,987	8,093,013	12,640,000
Total	\$ 48,729,931	\$ 55,095,069	\$ 103,825,000

The General Obligation Bonds, 2015 Refunding mature through 2033 as follows:

Fiscal Year	Principal	Current Interest to Maturity	Total
2020	\$ 100,000	\$ 2,054,975	\$ 2,154,975
2021	100,000	2,052,975	2,152,975
2022	100,000	2,050,475	2,150,475
2023	100,000	2,047,475	2,147,475
2024	100,000	2,044,475	2,144,475
2025-2029	9,460,000	9,952,375	19,412,375
2030-2033	32,725,000	2,483,663	35,208,663
Total	\$ 42,685,000	\$ 22,686,413	\$ 65,371,413

**Compensated Absences**

At June 30, 2019, the liability for compensated absences was \$3,561,375.

**Load Banking**

At June 30, 2019, the liability for load banking was \$947,700.

**Aggregate Net Pension Obligation**

At June 30, 2019, the liability for the aggregate net pension liability amounted to \$221,637,201. See Note 12 for additional information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2019**

**Aggregate Net Other Postemployment Benefits (OPEB) Liability**

For the fiscal year ended June 30, 2019, the District reported an aggregate net OPEB liability, deferred outflows of resources, deferred inflows of resources, and OPEB expense for the following plans:

OPEB Plan	Aggregate Net OPEB Liability	Deferred Outflows of Resources	Deferred Inflows of Resources	OPEB Expense
District Plan	\$ 43,140,724	\$ 614,530	\$ 837,772	\$ (90,002)
Medicare Premium Payment (MPP) Program	967,313	-	-	(23,307)
Total	<u>\$ 44,108,037</u>	<u>\$ 614,530</u>	<u>\$ 837,772</u>	<u>\$ (113,309)</u>

The details of each plan are as follows:

**District Plan**

*Plan Administration*

The District's governing board administers the Postemployment Benefits Plan (the Plan). The Plan is a single-employer defined benefit plan that is used to provide postemployment benefits other than pensions (OPEB) for eligible retirees and their spouses.

Management of the plan is vested in the District management. Management of the trustee assets is vested with the California Employers' Retiree Benefit Trust.

*Plan Membership*

At June 30, 2019, the Plan membership consisted of the following:

Inactive employees or beneficiaries currently receiving benefits payments	108
Active employees	1,050
	<u>1,158</u>

**California Employers' Retiree Benefit Trust (CERBT)**

The CERBT OPEB Trust (the Trust) is an irrevocable governmental trust pursuant to Section 115 of the IRC for the purpose of funding certain postemployment benefits other than pensions. The Trust is administered by the California Public Employees' Retirement System (CalPERS) as directed by the investment alternative choice selected by the District. The District retains the responsibility to oversee the management of the Trust, including the requirement that investments and assets held within the Trust continually adhere to the requirements of the California Government Code Section 53600.5 which specifies that the trustee's primary role is to preserve capital, to maintain investment liquidity, and to protect investment yield. As such, the District acts as the fiduciary of the Trust. The financial activity of the Trust has been discretely presented.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

**JUNE 30, 2019**

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### *Benefits Provided*

The Plan provides medical and dental insurance benefits to eligible retirees and their spouses. Benefits are provided through a third-party insurer, and the full cost of benefits is covered by the Plan. The District's governing board has the authority to establish and amend the benefit terms as contained within the negotiated labor agreements.

### *Contributions*

The contribution requirements of Plan members and the District are established and may be amended by agreements with the District, the Faculty Association (CCA/CTA/NEA), the local California School Employees Association (CSEA), and unrepresented groups. The required contribution is based on projected pay-as-you-go financing requirements, with an additional amount to prefund benefits as determined annually through the agreements with the District, CTA, CSEA, and the unrepresented groups. For fiscal year 2018-2019, the District contributed \$4,679,405 to the Plan, of which \$2,322,522 was used for current premiums and \$2,356,883 was used to fund the OPEB Trust. Of this amount, \$2,039,868 was disbursed as a reimbursement to the District for current year OPEB premiums.

### **Investment**

#### *Investment Policy*

The Plan's policy in regard to the allocation of invested assets is established and may be amended by the governing board by a majority vote of its members. It is the policy of the District to pursue an investment strategy that reduces risks through the prudent diversification for the portfolio across a broad selection of distinct asset classes. The Plan's investment policy discourages the use of cash equivalents, except for liquidity purposes, and aims to refrain from dramatically shifting asset class allocation over short time spans. The following was the governing board's adopted asset allocation policy as of June 30, 2019:

<u>Asset Class</u>	<u>Target Allocation</u>
Global Equity	40%
Fixed Income	43%
Treasury Inflation-Protected Securities (TIPS)	5%
Real Estate Investment Trusts (REITs)	8%
Commodities	4%

#### *Rate of Return*

For the year ended June 30, 2019, the annual money-weighted rate of return on investments, net of investment expense, was 18.03 percent. The money-weighted rate of return expresses investment performance, net of investment expense, adjusted for the changing amounts actually invested.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

**JUNE 30, 2019**

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### Net OPEB Liability of the District

The District's net OPEB liability of \$43,140,724 was measured as of June 30, 2019, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of that date. The components of the net OPEB liability of the District at June 30, 2019, were as follows:

Total OPEB liability	\$ 44,862,388
Plan fiduciary net position	(1,721,664)
District's net OPEB liability	<u>\$ 43,140,724</u>
Plan fiduciary net position as a percentage of the total OPEB liability	<u>3.84%</u>

### Actuarial Assumptions

The total OPEB liability in the June 30, 2019 actuarial valuation was determined using the following assumptions, applied to all periods included in the measurement, unless otherwise specified:

Inflation	2.75 percent
Salary increases	3.00 percent, average, including inflation
Investment rate of return	7.01 percent, net of OPEB plan investment expense, including inflation
Healthcare cost trend rates	5.50 percent for medical; 5.00 percent for dental

The discount rate was based on the 20 year municipal bond rate.

Mortality rates were based on the 2015 CalSTRS Mortality Table for certificated employees and the 2014 CalPERS Active Mortality for Miscellaneous Employees Table for classified employees. Mortality rates vary by age and sex. (Unisex mortality rates are not often used as individual OPEB benefits do not depend on the mortality table used.) If employees die prior to retirement, past contributions are available to fund benefits for employees who live to retirement. After retirement, death results in benefit termination or reduction. Although higher mortality rates reduce service costs, the mortality assumption is not likely to vary from employer to employer.

The actuarial assumptions used in the June 30, 2018 valuation were based on the results of an actual experience study for the period July 1, 2017 to June 30, 2018.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

**JUNE 30, 2019**

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The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of arithmetic real rates of return for each major asset class included in the target asset allocation as of June 30, 2019, (see the discussion of the Plan's investment policy) are summarized in the following table:

<u>Asset Class</u>	<u>Long-Term Expected Real Rate of Return</u>
Global Equity	7.01%
Fixed Income	7.01%
Treasury Inflation-Protected Securities (TIPS)	7.01%
Real Estate Investment Trusts (REITs)	7.01%
Commodities	7.01%

### *Discount Rate*

The discount rate used to measure the total OPEB liability was 7.01 percent. The projection of cash flows used to determine the discount rate assumed that the District contributions will be made at rates equal to the actuarially determined contribution rates. Based on those assumptions, the OPEB plan's fiduciary net position was projected to be available to make all projected OPEB payments for current active and inactive employees. Therefore, the long-term expected rate of return on OPEB plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability.



**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

**Changes in the Net OPEB Liability**

	Increase (Decrease)		
	Total OPEB Liability	Plan Fiduciary Net Position	Net OPEB Liability
	(a)	(b)	(a) - (b)
Balance at June 30, 2018	\$ 44,623,373	\$ 1,169,405	\$ 43,453,968
Service cost	1,723,506	-	1,723,506
Interest	2,976,284	-	2,976,284
Differences between expected and actual experience	701,697	-	701,697
Contributions - employer	-	4,679,405	(4,679,405)
Net investment income	-	191,351	(191,351)
Changes of assumptions or other inputs	(846,693)	-	(846,693)
Benefit payments	(4,315,779)	(4,315,779)	-
Administrative expense	-	(2,718)	2,718
Net change in total OPEB liability	<u>239,015</u>	<u>552,259</u>	<u>(313,244)</u>
Balance at June 30, 2019	<u><u>\$ 44,862,388</u></u>	<u><u>\$ 1,721,664</u></u>	<u><u>\$ 43,140,724</u></u>

The discount rate was changed from 6.73 percent to 7.01 percent since the previous valuation. The healthcare trend rate was changed from 6.0 percent to 5.5 percent since the previous valuation. There were no changes in benefit terms since the previous valuation.

*Sensitivity of the Net OPEB Liability to Changes in the Discount Rate*

The following presents the net OPEB liability of the District, as well as what the District's net OPEB liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

<u>Discount Rate</u>	<u>Net OPEB Liability</u>
1% decrease (6.01%)	\$ 46,251,484
Current discount rate (7.01%)	43,140,724
1% increase (8.01%)	40,269,413

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2019**

*Sensitivity of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rates*

The following presents the net OPEB liability of the District, as well as what the District's net OPEB liability would be if it were calculated using healthcare cost trend rates that are one percent lower or higher than the current healthcare costs trend rates:

Healthcare Cost Trend Rates	Net OPEB Liability
1% decrease (4.5% for medical; 4.0% for dental)	\$ 39,432,563
Current healthcare cost trend rate (5.5% for medical; 5.0% for dental)	43,140,724
1% increase (6.5% for medical; 6.0% for dental)	47,399,262

**OPEB Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to OPEB**

For the year ended June 30, 2019, the District recognized OPEB expense of \$(90,002). At June 30, 2019, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience in the measurement of the total OPEB liability	\$ 614,530	\$ -
Changes of assumptions	-	741,514
Difference between projected and actual earnings on OPEB plan investments	-	96,258
Total	<u>\$ 614,530</u>	<u>\$ 837,772</u>

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2020	\$ (48,671)
2021	(48,671)
2022	(48,671)
2023	(22,292)
2024	(18,012)
Thereafter	(36,925)
	<u>\$ (223,242)</u>

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2019

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### **Medicare Premium Payment (MPP) Program**

#### **Plan Description**

The Medicare Premium Payment (MPP) Program is administered by the California State Teachers' Retirement System (CalSTRS). The MPP Program is a cost-sharing multiple-employer other postemployment benefit plan (OPEB) established pursuant to Chapter 1032, Statutes 2000 (SB 1435). CalSTRS administers the MPP Program through the Teachers' Health Benefits Fund (THBF).

A full description of the MPP Program regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017 annual actuarial valuation report, Medicare Premium Payment Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

#### **Benefits Provided**

The MPP Program pays Medicare Part A premiums and Medicare Parts A and B late enrollment surcharges for eligible members of the State Teachers Retirement Plan (STRP) Defined Benefit (DB) Program who were retired or began receiving a disability allowance prior to July 1, 2012 and were not eligible for premium free Medicare Part A. The payments are made directly to the Centers for Medicare and Medicaid Services (CMS) on a monthly basis.

The MPP Program is closed to new entrants as members who retire after July 1, 2012, are not eligible for coverage under the MPP Program.

#### **Contributions**

The MPP Program is funded on a pay-as-you go basis from a portion of monthly District contributions. In accordance with California *Education Code* Section 25930, contributions that would otherwise be credited to the DB Program each month are instead credited to the MPP Program to fund monthly program and administrative costs. Total redirections to the MPP Program are monitored to ensure that total incurred costs do not exceed the amount initially identified as the cost of the program.

#### **Net OPEB Liability and OPEB Expense**

At June 30, 2019, the District reported a liability of \$967,313 for its proportionate share of the net OPEB liability for the MPP Program. The net OPEB liability was measured as of June 30, 2018, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of June 30, 2017. The District's proportion of the net OPEB liability was based on a projection of the District's long-term share of contributions to the OPEB Plan relative to the projected contributions of all participating entities, actuarially determined. The District's proportionate share for the measurement periods of June 30, 2018 and June 30, 2017, was 0.2527 percent and 0.2355, respectively, resulting in a net increase in the proportionate share of 0.0172 percent.

For the year ended June 30, 2019, the District recognized OPEB expense of \$(23,307).

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

**JUNE 30, 2019**

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### Actuarial Methods and Assumptions

The June 30, 2018 total OPEB liability was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2017, and rolling forward the total OPEB liability to June 30, 2018, using the assumptions listed in the following table:

Measurement Date	June 30, 2018	June 30, 2017
Valuation Date	June 30, 2017	June 30, 2016
Experience Study	July 1, 2010 through June 30, 2015	July 1, 2010 through June 30, 2015
Actuarial Cost Method	Entry age normal	Entry age normal
Investment Rate of Return	3.87%	3.58%
Medicare Part A Premium Cost Trend Rate	3.70%	3.70%
Medicare Part B Premium Cost Trend Rate	4.10%	4.10%

For the valuation as of June 30, 2017, CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among our members. The projection scale was set equal to 110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table, issued by the Society of Actuaries.

Assumptions were made about future participation (enrollment) into the MPP Program because CalSTRS is unable to determine which members not currently participating meet all eligibility criteria for enrollment in the future. Assumed enrollment rates were derived based on past experience and are stratified by age with the probability of enrollment diminishing as the members' age increases. This estimated enrollment rate was then applied to the population of members who may meet criteria necessary for eligibility and are not currently enrolled in the MPP Program. Based on this, the estimated number of future enrollments used in the financial reporting valuation was 459 or an average of 0.27 percent of the potentially eligible population (171,593).

The MPP Program is funded on a pay-as-you-go basis with contributions generally being made at the same time and in the same amount as benefit payments and expenses coming due. Any funds within the MPP Program as of June 30, 2018, were to manage differences between estimated and actual amounts to be paid and were invested in the Surplus Money Investment Fund, which is a pooled investment program administered by the State Treasurer.

### Discount Rate

The discount rate used to measure the total OPEB liability as of June 30, 2018, is 3.87 percent, respectively. The MPP Program is funded on a pay-as-you-go basis as described in Note 2, and under the pay-as-you-go method, the OPEB Plan's fiduciary net position was not projected to be sufficient to make projected future benefit payments. Therefore, a discount rate of 3.87 percent, which is the Bond Buyer 20-Bond GO Index from Bondbuyer.com as of June 30, 2018, was applied to all periods of projected benefit payments to measure the total OPEB liability. The discount rate increased 0.29 percent from 3.58 percent as of June 30, 2017.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2019**

*Sensitivity of the District's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate*

The following presents the District's proportionate share of the net OPEB liability calculated using the current discount rate, as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net OPEB Liability
1% decrease (2.87%)	\$ 1,069,897
Current discount rate (3.87%)	967,313
1% increase (4.87%)	874,688

*Sensitivity of the District's Proportionate Share of the Net OPEB Liability to Changes in the Medicare Costs Trend Rates*

The following presents the District's proportionate share of the net OPEB liability calculated using the current Medicare costs trend rates, as well as what the net pension liability would be if it were calculated using a Medicare cost trend rate that is one percent lower or higher than the current rate:

Medicare Costs Trend Rates	Net OPEB Liability
1% decrease (2.7% Part A and 3.1% Part B)	\$ 882,092
Current Medicare costs trend rates (3.7% Part A and 4.1% Part B)	967,313
1% increase (4.7% Part A and 5.1% Part B)	1,058,967

**NOTE 11 - RISK MANAGEMENT**

**Property and Liability Insurance Coverages**

The District is exposed to various risks of loss related to torts and liability; theft of, damage to and destruction of assets; errors and omissions and injuries to employees. The District obtains coverage for these risks as a member of various joint powers authorities or through the purchase of coverage from a risk retention group. The District has coverage up to \$55,000,000 for liability and tort risks. This coverage is subject to a \$100,000 self-insured retention. The District carries replacement coverage on its buildings and furniture and equipment with limits of \$800,000,000 (total pool value) with a \$50,000 self-insurance retention. A property and equipment audit performed by the Joint Powers Authority is used to identify the aforementioned exposures. However, claims against the property coverage would use current replacement value to respond to a covered event. Employee health benefits are covered by the employees enrolling in either one of two health maintenance organizations or in the District's self-insured health plan. The District's self-insured limit for the self-insured plan is \$100,000, and it purchases insurance coverage for the excess claims. The District purchases coverage for the dental benefits from a joint powers authority.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2019

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### Joint Powers Authority Risk Pools

During fiscal year ended June 30, 2019, the District contracted with the California Schools Risk Management (CSRМ) Joint Powers Authority for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant reduction in coverage from the prior year.

### Workers' Compensation

For fiscal year 2018-2019, the District participated in the California Schools Risk Management Fund Joint Powers Authority (JPA), an insurance purchasing pool. The District is self-insured for the first \$500,000 of each workers' compensation claim. The intent of the JPA is to achieve the benefit of a reduced premium for the District by virtue of its grouping and representation with other participants in the JPA. The workers' compensation experience of the participating districts is calculated as one experience, and a common premium rate is applied to all districts in the JPA. Each participant pays its workers' compensation premium based on its individual rate. Total savings are then calculated and each participant's individual performance is compared to the overall saving. A participant will then either receive money from or be required to contribute to the "equity-pooling fund." This "equity pooling" arrangement ensures that each participant shares equally in the overall performance of the JPA. Participation in the JPA is limited to K-12 and community college districts that can meet the JPA's selection criteria.

Insurance Program / JPA Name	Type of Coverage	Limits
California Schools Risk Management (CSRМ)	Workers' Compensation	\$ 500,000
California Schools Risk Management (CSRМ)	Excess Worker's Compensation	\$ 1,000,000
California Schools Risk Management (CSRМ)	General Liability	\$ 2,000,000
Schools Excess Liability Fund (SELF)	Excess Liability	\$ 55,000,000
California Schools Risk Management (CSRМ)	Property	\$ 800,000,000

Rates are set through an annual calculation process. The District pays a monthly contribution which is placed in a common fund from which claim payments are made for all participating districts. Claims are paid for all participants regardless of the claim's flow. The Board of Directors has the right to return monies to a district subsequent to the settlement of all expenses and claims if a district withdraws from the pool.

The District records an estimated liability for indemnity torts and other claims against the District. Claims liabilities are based on estimates of the ultimate costs of reported claims (including future claim adjustment expenses) and an estimate for claims incurred, but not reported based on historical experience. The estimated liabilities are calculated using historical experience and internal actuarial analysis.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

**JUNE 30, 2019**

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### Claims Liabilities

The District establishes a liability for both reported and unreported events, which includes estimates of both future payments of losses and related claim adjustment expenses. The following represent the changes in approximate aggregate liabilities for the District from July 1, 2017 to June 30, 2019:

	<u>Self- Insurance</u>
Liability Balance, July 1, 2017	\$ 3,574,629
Claims and changes in estimates	11,196,098
Claims payments	<u>(10,225,045)</u>
Liability Balance, June 30, 2018	4,545,682
Claims and changes in estimates	10,863,994
Claims payments	<u>(10,027,479)</u>
Liability Balance, June 30, 2019	<u>\$ 5,382,197</u>
Assets available to pay claims at June 30, 2019	<u><u>\$ 13,268,163</u></u>

The District records an estimated liability for indemnity healthcare, workers' compensation, torts, and other claims against the District. Claims liabilities are based on estimates of the ultimate cost of the reported claims including future claim adjustment expenses and an estimate for claims incurred, but not reported based on historical experience. The estimated liabilities are calculated using an actuarial valuation of its self-insured medical benefits, workers' compensation, and general liability programs.

### Employee Medical Benefits

The District has contracted with Kaiser Permanente, and Health Net, and also offers the RCCD Self-Insured PPO Health Plan to provide employee medical benefits. The District provides health and welfare benefits to all full-time and permanent part-time employees (20 hours or more) and their dependents. Those employees working less than full-time will receive a pro-rata share of the benefit package. Employees in positions less than 20 hours per week do not receive any fringe benefits.

- Medical - The employee has a choice of Kaiser Permanente, Health Net, or the RCCD Self-Insured PPO Health Plan. The employee may elect to change carriers once per year during open enrollment. Normally, such election shall be effective October 1 of each year.
- Dental - Delta Dental insurance coverage for employees and dependents shall be provided by the District. All employees shall participate in the program.
- Life Insurance - The District provides a \$50,000 life insurance policy by a carrier designated by the District. All employees shall participate in this life insurance program.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2019**

**NOTE 12 - EMPLOYEE RETIREMENT SYSTEMS**

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

For the fiscal year ended June 30, 2019, the District reported the net pension liabilities, deferred outflows of resources, deferred inflows of resources, and pension expense for each of the above plans as follows:

<u>Pension Plan</u>	<u>Collective Net Pension Liability</u>	<u>Collective Deferred Outflows of Resources</u>	<u>Collective Deferred Inflows of Resources</u>	<u>Collective Pension Expense</u>
CalSTRS	\$ 129,401,609	\$ 44,889,275	\$ 14,176,277	\$ 16,205,361
CalPERS	92,235,592	29,500,518	1,066,406	18,256,177
Total	<u>\$ 221,637,201</u>	<u>\$ 74,389,793</u>	<u>\$ 15,242,683</u>	<u>\$ 34,461,538</u>

The details of each plan are as follows:

**California State Teachers' Retirement System (CalSTRS)**

**Plan Description**

The District contributes to the State Teachers' Retirement Plan (STRP) administered by CalSTRS. STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

**Benefits Provided**

The STRP provides retirement, disability, and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.



# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

**JUNE 30, 2019**

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program, and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The District contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2019, are summarized as follows:

	STRP Defined Benefit Program	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	10.205%
Required employer contribution rate	16.28%	16.28%
Required State contribution rate	9.828%	9.828%

### Contributions

Required member, District, and State of California contribution rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2019, are presented above, and the District's total contributions were \$14,422,750.

### Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2019, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

Total net pension liability, including State share:	
District's proportionate share of net pension liability	\$ 129,401,609
State's proportionate share of net pension liability associated with the District	74,088,473
Total	\$ 203,490,082

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2019**

The net pension liability was measured as of June 30, 2018. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating college districts and the State, actuarially determined. The District's proportionate share for the measurement periods of June 30, 2018 and June 30, 2017, was 0.1408 percent and 0.1301 percent, respectively, resulting in a net increase in the proportionate share of 0.0107 percent.

For the year ended June 30, 2019, the District recognized pension expense of \$16,205,361. In addition, the District recognized pension expense and revenue of \$8,703,725 for support provided by the State. At June 30, 2019, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 14,422,750	\$ -
Net change in proportionate share of net pension liability	9,962,368	7,313,867
Differences between projected and actual earnings on the pension plan investments	-	4,982,780
Differences between expected and actual experience in the measurement of the total pension liability	401,269	1,879,630
Changes of assumptions	20,102,888	-
Total	<u>\$ 44,889,275</u>	<u>\$ 14,176,277</u>

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year.

The deferred outflows/(inflows) of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2020	\$ 1,081,902
2021	(785,057)
2022	(4,180,359)
2023	(1,099,266)
Total	<u>\$ (4,982,780)</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2019**

The deferred outflows/(inflows) of resources related to the net change in proportionate share of net pension liability, differences between expected and actual experience in the measurement of the total pension liability, and changes of assumptions will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is seven years and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2020	\$ 3,641,013
2021	3,641,013
2022	3,641,012
2023	4,792,298
2024	4,363,849
Thereafter	1,193,843
Total	<u>\$ 21,273,028</u>

**Actuarial Methods and Assumptions**

Total pension liability for STRP was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2017, and rolling forward the total pension liability to June 30, 2018. The financial reporting actuarial valuation as of June 30, 2017, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2017
Measurement date	June 30, 2018
Experience study	July 1, 2010 through June 30, 2015
Actuarial cost method	Entry age normal
Discount rate	7.10%
Investment rate of return	7.10%
Consumer price inflation	2.75%
Wage growth	3.50%

CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among its members. The projection scale was set equal to 110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table, issued by the Society of Actuaries.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2019**

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant (Pension Consulting Alliance-PCA) as an input to the process. The actuarial investment rate of return assumption was adopted by the board in February 2017 in conjunction with the most recent experience study. For each future valuation, CalSTRS consulting actuary (Milliman) reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of 20-year geometrically-linked real rates of return and the assumed asset allocation for each major asset class for the year ended June 30, 2018, are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return
Global equity	47%	6.30%
Fixed income	12%	0.30%
Real estate	13%	5.20%
Private equity	13%	9.30%
Absolute Return/Risk Mitigating Strategies	9%	2.90%
Inflation sensitive	4%	3.80%
Cash/liquidity	2%	-1.00%

**Discount Rate**

The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occurred midyear. Based on these assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate, as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (6.10%)	\$ 189,558,214
Current discount rate (7.10%)	129,401,609
1% increase (8.10%)	79,525,946

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2019

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### California Public Employees' Retirement System (CalPERS)

#### Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under CalPERS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017, annual actuarial valuation report, Schools Pool Actuarial Valuation. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

#### Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor, and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or age 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2019, are summarized as follows:

	School Employer Pool (CalPERS)	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	On or before December 31, 2012	On or after January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	7.00%
Required employer contribution rate	18.062%	18.062%

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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**Contributions**

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The District is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contribution rates are expressed as a percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2019, are presented above, and the total District contributions were \$9,077,528.

**Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions**

As of June 30, 2019, the District reported net pension liabilities for its proportionate share of the CalPERS net pension liability totaling \$92,235,592. The net pension liability was measured as of June 30, 2018. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating college districts, actuarially determined. The District's proportionate share for the measurement periods of June 30, 2018 and June 30, 2017, was 0.3459 percent and 0.3150 percent, respectively, resulting in a net increase in the proportionate share of 0.0309 percent.

For the year ended June 30, 2019, the District recognized pension expense of \$18,256,177. At June 30, 2019, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 9,077,528	\$ -
Net change in proportionate share of net pension liability	4,410,507	1,066,406
Differences between projected and actual earnings on the pension plan investments	756,538	-
Differences between expected and actual experience in the measurement of the total pension liability	6,046,628	-
Changes of assumptions	9,209,317	-
Total	\$ 29,500,518	\$ 1,066,406

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2019**

The deferred outflows/(inflows) of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2020	\$ 2,751,698
2021	658,044
2022	(2,108,789)
2023	(544,415)
Total	<u>\$ 756,538</u>

The deferred outflows/(inflows) of resources related to the net change in proportionate share of net pension liability, differences between expected and actual experience in the measurement of the total pension liability, and changes of assumptions will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is 4.0 years and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2020	\$ 7,716,580
2021	7,421,640
2022	3,461,826
Total	<u>\$ 18,600,046</u>

**Actuarial Methods and Assumptions**

Total pension liability for the SEP was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2017, and rolling forward the total pension liability to June 30, 2018. The financial reporting actuarial valuation as of June 30, 2017, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2017
Measurement date	June 30, 2018
Experience study	July 1, 1997 through June 30, 2015
Actuarial cost method	Entry age normal
Discount rate	7.15%
Investment rate of return	7.15%
Consumer price inflation	2.50%
Wage growth	Varies by entry age and service

The mortality table used was developed based on CalPERS-specific data. The table includes 15 years of mortality improvements using Society of Actuaries 90 percent of Scale MP-2016.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2019**

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations, as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first ten years) and the long-term (11+ years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the rounded single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equal to the single equivalent rate calculated above and adjusted to account for assumed administrative expenses. The target asset allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global equity	50%	5.98%
Fixed income	28%	2.62%
Inflation assets	0%	1.81%
Private equity	8%	7.23%
Real assets	13%	4.93%
Liquidity	1%	-0.92%

**Discount Rate**

The discount rate used to measure the total pension liability was 7.15 percent. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Based on these assumptions, the School Employer Pool fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate, as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

<u>Discount Rate</u>	<u>Net Pension Liability</u>
1% decrease (6.15%)	\$ 134,290,611
Current discount rate (7.15%)	92,235,592
1% increase (8.15%)	57,344,933



# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2019

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### On Behalf Payments

The State of California makes contributions to CalSTRS and CalPERS on behalf of the District. These payments consist of State General Fund contributions to CalSTRS for the fiscal year ended June 30, 2019, which amounted to \$6,192,077 (9.828 percent) of salaries subject to CalSTRS. Contributions are no longer appropriated in the annual *Budget Act* for the legislatively mandated benefits to CalPERS. Therefore, there is no on behalf contribution rate for CalPERS. No contributions were made for CalPERS for the year ended June 30, 2019. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. These amounts have been reflected in the basic financial statements as a component of operating revenue and employee benefit expense.

Senate Bill 90 (Chapter 33, Statutes of 2019), which was signed by the Governor on June 27, 2019, appropriated for an additional 2018-2019 contribution on behalf of school employers of \$2.246 billion for CalSTRS and \$904 million for CalPERS. A proportionate share of these contributions has been recorded in these financial statements.

### Deferred Compensation

The District offers its employees deferred compensation plans created in accordance with Internal Revenue Code Section 403(b) and Section 457. The plans, available to all District employees, permit them to defer a portion of their salary until future years. The deferred compensation is not available to the employees until termination, retirement, death, or an unforeseeable emergency.

All amounts of compensation deferred under the plans, all property and rights purchased with those amounts, and all income attributable to those amounts, property, or rights are solely the property and rights of the Financial Agent, until paid or made available to the employee or other beneficiary.

The CalSTRS 403b Comply is the Financial Agent for the District.

### Public Agency Retirement Services (PARS) - Alternate Retirement System

The Omnibus Budget Reconciliation Act of 1990 [Internal Revenue Code Section 3121 (b) (7) (F)] requires State and local public agencies to provide a retirement plan for all employees not covered under existing employer pension plans and/or Social Security.

The District is a member of the Public Agency Retirement Services (PARS), a multiple-employer retirement trust established in 1990 by a coalition of public employers. The plan covers the District's part-time, temporary, and other employees not covered under CalPERS or CalSTRS, but whose salaries would otherwise be subject to Social Security tax. Benefit provisions and other requirements are established by District management based on agreements with various bargaining units. PARS is a defined contribution qualified retirement plan under Section 401 (a) of the Internal Revenue Code.

The minimum total contribution is 7.5 percent of employees' salaries, of which the employee contributes the total 7.5 percent. District employees are covered under PARS Plan #763 as of June 30, 2019. Total contributions to the plan amounted to \$802,450.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTES TO FINANCIAL STATEMENTS

**JUNE 30, 2019**

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### ***NOTE 13 - PARTICIPATION IN PUBLIC ENTITY RISK POOLS AND JOINT POWERS AUTHORITIES***

The District is a member of the School Excess Liability Fund (SELF), the Riverside Community College - County Superintendent Self-Insurance Program for Employees (RCCCSSIPE), the Riverside Employers/Employees Plan (REEP), and the Southern California Schools Risk Management (SCSRM) Joint Powers Authorities (JPAs). The District pays annual premiums for its property liability, health, and workers' compensation coverage. The relationship between the District and the JPAs is such that they are not component units of the District for financial reporting purposes.

The JPAs have budgeting and financial reporting requirements independent of member units and their financial statements are not presented in these financial statements; however, transactions between the JPAs and the District are included in these statements. Audited financial statements are available from the respective entities.

The District's share of year-end assets, liabilities, or fund equity has not been calculated. During the year ended June 30, 2019, the District made payments of \$79,464, \$27,600, \$1,583,995, and \$1,455,510 to SELF, RCCCSSIPE, REEP, and SCSRM, respectively.

### ***NOTE 14 - COMMITMENTS AND CONTINGENCIES***

#### **Grants**

The District receives financial assistance from Federal and State agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the District. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2019.

#### **Litigation**

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial statements of the District at June 30, 2019.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2019**

**Operating Leases**

The District has entered into various operating leases for buildings and equipment with lease terms in excess of one year. None of these agreements contain purchase options. All agreements contain a termination clause providing for cancellation after a specified number of days written notice to lessors, but it is unlikely that the District will cancel any of the agreements prior to the expiration date. Future minimum lease payments under these agreements are as follows:

Year Ending June 30,	Lease Payment
2020	\$ 124,610
2021	121,068
2022	115,342
2023	105,773
Total	<u>\$ 466,793</u>

**Construction Commitments**

As of June 30, 2019, the District had the following budgetary commitments with respect to the unfinished capital projects:

Project	Estimated Cost to Complete	Percent Complete	Estimated Completion
Moreno Valley College - Student Services	\$ 10,332,379	6.07%	FY 2020-2021
District - IT Upgrade	727,797	87.87%	FY 2019-2020
Norco College - Self-Generation Incentive Program	82,874	97.34%	FY 2020-2021
	<u>\$ 11,143,050</u>		

The projects are funded through a combination of general obligation bonds and capital project apportionments from the State Chancellor's Office, as well as private donations and redevelopment funding sources.

**NOTE 15 - SUBSEQUENT EVENTS**

On October 24, 2019, the District issued Election of 2004 General Obligation Bonds, Series 2019F in the amount of \$39,995,000. The bonds are being issued to finance the acquisition, construction, modernization and equipping of District sites and facilities and to pay the costs associated with issuing the bonds. The bonds carry interest rates of 3.00 percent to 4.00 percent with semi-annual interest payments commencing on February 1, 2020. The bonds have a final maturity of August 1, 2039.

On October 24, 2019, the District issued 2019 General Obligation Refunding Bonds in the amount of \$100,295,000. The bonds are being issued to advance refund the District's outstanding Election of 2004, Series 2010D-1 Build America Bonds and to pay the costs associated with issuing the bonds. The bonds carry interest rates of 3.00 percent to 4.00 percent with semi-annual interest payments commencing on February 1, 2020. The bonds have a final maturity of August 1, 2040.



**REQUIRED SUPPLEMENTARY INFORMATION**

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SCHEDULE OF CHANGES IN THE DISTRICT'S NET OPEB LIABILITY  
AND RELATED RATIOS  
FOR THE YEAR ENDED JUNE 30, 2019**

	2019	2018
<b>Total OPEB Liability</b>		
Service cost	\$ 1,723,506	\$ 1,751,284
Interest	2,976,284	2,928,661
Differences between expected and actual experience	701,697	-
Changes of assumptions	(846,693)	-
Benefit payments	(4,315,779)	(3,585,234)
<b>Net changes in total OPEB liability</b>	<u>239,015</u>	<u>1,094,711</u>
<b>Total OPEB Liability - beginning</b>	44,623,373	43,528,662
<b>Total OPEB Liability - ending (a)</b>	<u><u>\$ 44,862,388</u></u>	<u><u>\$ 44,623,373</u></u>
<b>Plan fiduciary net position</b>		
Contributions - employer	\$ 4,679,405	\$ 6,209,619
Net investment income	191,351	116,869
Benefit payments	(4,315,779)	(5,968,234)
Administrative expense	(2,718)	(2,197)
<b>Net change in plan fiduciary net position</b>	<u>552,259</u>	<u>356,057</u>
<b>Plan fiduciary net position - beginning</b>	1,169,405	813,348
<b>Plan fiduciary net position - ending (b)</b>	<u><u>\$ 1,721,664</u></u>	<u><u>\$ 1,169,405</u></u>
<b>District's net OPEB liability - ending (a) - (b)</b>	<u><u>\$ 43,140,724</u></u>	<u><u>\$ 43,453,968</u></u>
<b>Plan fiduciary net position as a percentage of the total OPEB liability</b>	<u>3.84%</u>	<u>2.62%</u>
<b>Covered-employee payroll</b>	<u>\$ 84,110,182</u>	<u>\$ 85,823,805</u>
<b>District's net OPEB liability as a percentage of covered-employee payroll</b>	<u>51.29%</u>	<u>50.63%</u>

*Note* : In the future, as data becomes available, ten years of information will be presented.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SCHEDULE OF OPEB INVESTMENT RETURNS  
FOR THE YEAR ENDED JUNE 30, 2019**

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	2019	2018
Annual money-weighted rate of return, net of investment expense	<u>18.03%</u>	<u>4.51%</u>

*Note* : In the future, as data becomes available, ten years of information will be presented.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET  
OPEB LIABILITY - MPP PROGRAM  
FOR THE YEAR ENDED JUNE 30, 2019**

	2019	2018
Year ended June 30,		
District's proportion of the net OPEB liability	0.2527%	0.2355%
District's proportionate share of the net OPEB liability	\$ 967,313	\$ 990,620
District's covered-employee payroll	N/A <sup>1</sup>	N/A <sup>1</sup>
District's proportionate share of the net OPEB liability as a percentage of it's covered-employee payroll	N/A <sup>1</sup>	N/A <sup>1</sup>
Plan fiduciary net position as a percentage of the total OPEB liability	-0.40%	0.01%

<sup>1</sup> As of June 30, 2012, active members are no longer eligible for future enrollment in the MPP Program; therefore, the covered payroll disclosure is not applicable.

*Note* : In the future, as data becomes available, ten years of information will be presented.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE  
NET PENSION LIABILITY  
FOR THE YEAR ENDED JUNE 30, 2019**

	<u>2019</u>	<u>2018</u>
<b>CalSTRS</b>		
District's proportion of the net pension liability	<u>0.1408%</u>	<u>0.1301%</u>
District's proportionate share of the net pension liability	\$ 129,401,609	\$ 120,279,953
State's proportionate share of the net pension liability associated with the District	<u>74,088,473</u>	<u>71,156,604</u>
Total	<u>\$ 203,490,082</u>	<u>\$ 191,436,557</u>
District's covered-employee payroll	<u>\$ 81,232,301</u>	<u>\$ 73,435,278</u>
District's proportionate share of the net pension liability as a percentage of its covered-employee payroll	<u>159.30%</u>	<u>163.79%</u>
Plan fiduciary net position as a percentage of the total pension liability	<u>71%</u>	<u>69%</u>
<b>CalPERS</b>		
District's proportion of the net pension liability	<u>0.3459%</u>	<u>0.3150%</u>
District's proportionate share of the net pension liability	<u>\$ 92,235,592</u>	<u>\$ 75,188,020</u>
District's covered-employee payroll	<u>\$ 45,678,186</u>	<u>\$ 40,139,783</u>
District's proportionate share of the net pension liability as a percentage of its covered-employee payroll	<u>201.92%</u>	<u>187.32%</u>
Plan fiduciary net position as a percentage of the total pension liability	<u>71%</u>	<u>72%</u>

*Note* : In the future, as data becomes available, ten years of information will be presented.



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<u>2017</u>	<u>2016</u>	<u>2015</u>
<u>0.1386%</u>	<u>0.1322%</u>	<u>0.1408%</u>
\$ 112,090,120	\$ 89,023,018	\$ 82,251,502
<u>63,810,906</u>	<u>47,083,363</u>	<u>49,667,008</u>
<u>\$ 175,901,026</u>	<u>\$ 136,106,381</u>	<u>\$ 131,918,510</u>
<u>\$ 70,453,924</u>	<u>\$ 63,394,932</u>	<u>\$ 62,691,527</u>
<u>159.10%</u>	<u>140.43%</u>	<u>131.20%</u>
<u>70%</u>	<u>74%</u>	<u>77%</u>
<u>0.3277%</u>	<u>0.3284%</u>	<u>0.3371%</u>
\$ 64,730,434	\$ 48,412,453	\$ 38,273,998
<u>\$ 39,298,827</u>	<u>\$ 36,227,160</u>	<u>\$ 35,391,662</u>
<u>164.71%</u>	<u>133.64%</u>	<u>108.14%</u>
<u>74%</u>	<u>79%</u>	<u>83%</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SCHEDULE OF DISTRICT CONTRIBUTIONS FOR PENSIONS  
FOR THE YEAR ENDED JUNE 30, 2019**

	2019	2018
<b>CalSTRS</b>		
Contractually required contribution	\$ 14,422,750	\$ 11,721,821
Contributions in relation to the contractually required contribution	14,422,750	11,721,821
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>
District's covered-employee payroll	<u>\$ 88,591,830</u>	<u>\$ 81,232,301</u>
Contributions as a percentage of covered-employee payroll	<u>16.28%</u>	<u>14.43%</u>
<b>CalPERS</b>		
Contractually required contribution	\$ 9,077,528	\$ 7,094,279
Contributions in relation to the contractually required contribution	9,077,528	7,094,279
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>
District's covered-employee payroll	<u>\$ 50,257,602</u>	<u>\$ 45,678,186</u>
Contributions as a percentage of covered-employee payroll	<u>18.062%</u>	<u>15.531%</u>

*Note* : In the future, as data becomes available, ten years of information will be presented.

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2017	2016	2015
\$ 9,238,158	\$ 7,559,706	\$ 5,629,470
9,238,158	7,559,706	5,629,470
<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
\$ 73,435,278	\$ 70,453,924	\$ 63,394,932
<u>12.58%</u>	<u>10.73%</u>	<u>8.88%</u>
\$ 5,574,613	\$ 4,655,732	\$ 4,264,299
5,574,613	4,655,732	4,264,299
<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
\$ 40,139,783	\$ 39,298,827	\$ 36,227,160
<u>13.888%</u>	<u>11.847%</u>	<u>11.771%</u>

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTE TO REQUIRED SUPPLEMENTARY INFORMATION JUNE 30, 2019

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### *NOTE 1 - PURPOSE OF SCHEDULES*

#### **Schedule of Changes in the District's Net OPEB Liability and Related Ratios**

This schedule presents information on the District's changes in the net OPEB liability, including beginning and ending balances, the Plan's fiduciary net position, and the net OPEB liability. In the future, as data becomes available, ten years of information will be presented.

*Changes in Benefit Terms* - There were no changes in the benefit terms since the previous valuation.

*Changes of Assumptions* - The plan rate of investment return assumption was changed from 6.73 percent to 7.01 percent since the previous valuation. The healthcare trend rate assumption was changed from 6.00 percent to 5.50 percent since the previous valuation.

#### **Schedule of OPEB Investment Returns**

This schedule presents information on the annual money-weighted rate of return on OPEB plan investments. In future years, as data becomes available, ten years of information will be presented.

#### **Schedule of the District's Proportionate Share of the Net OPEB Liability - MPP Program**

This schedule presents information on the District's proportionate share of the net OPEB liability - MPP program and the Plans' fiduciary net position. In the future, as data becomes available, ten years of information will be presented.

*Changes in Benefit Terms* - There were no changes in the benefit terms since the previous valuation.

*Changes of Assumptions* - The plan rate of investment return assumption was changed from 3.58 percent to 3.87 percent since the previous valuation.

#### **Schedule of the District's Proportionate Share of the Net Pension Liability**

This schedule presents information on the District's proportionate share of the net pension liability (NPL), the Plans' fiduciary net positions and, when applicable, the State's proportionate share of the NPL associated with the District. In the future, as data becomes available, ten years of information will be presented.

*Changes in Benefit Terms* - There were no changes in benefit terms since the previous valuations for both CalSTRS and CalPERS.

*Changes of Assumptions* - There were no changes in economic assumptions for either the CalSTRS or CalPERS plans from the previous valuations.

#### **Schedule of District Contributions for Pensions**

This schedule presents information on the District's required contribution, the amounts actually contributed, and any excess or deficiency related to the required contribution. In the future, as data becomes available, ten years of information will be presented.



**SUPPLEMENTARY INFORMATION**

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## DISTRICT ORGANIZATION JUNE 30, 2019

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The Riverside Community College District was founded in 1916 and is comprised of an area of approximately 440 square miles located in the western portion of Riverside County. There were no changes in the boundaries of the District during the current year. The District's colleges are accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC, WASC), which is one of six regional associations that accredit public and private schools, colleges, and universities in the United States.

The District is currently comprised of three Colleges: Riverside City, Norco, and Moreno Valley Colleges.

### BOARD OF TRUSTEES

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Tracey Vackar	President	December 2022
Mary Figueroa	Vice President	December 2020
Bill Hedrick	Secretary	December 2020
Virginia Blumenthal	Member	December 2022
Jose Alcala	Member	December 2022

### DISTRICT ADMINISTRATION

Dr. Wolde-Ab Isaac, Ph.D.	Chancellor
Mr. Aaron Brown	Vice Chancellor, Business and Financial Services
Dr. Susan Mills	Vice Chancellor, Educational Services and Strategic Planning
Dr. Terri Hampton	Vice Chancellor, Human Resources and Employee Relations
Ms. Rebecca Goldware	Vice Chancellor, Institutional Advancement and Economic Development

### COLLEGE ADMINISTRATION

Dr. Gregory Anderson	President, Riverside City College
Dr. Monica Green	Interim President, Norco College
Dr. Robin Steinback	President, Moreno Valley College

See accompanying note to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
FOR THE YEAR ENDED JUNE 30, 2019**

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	CFDA Number	Pass-Through Identifying Number	Federal Expenditures	Amounts Provided to Subrecipients
<b>U.S. DEPARTMENT OF DEFENSE</b>				
Procurement Technical Assistance For Business Firms	12.002		\$ 303,428	\$ -
<b>U.S. DEPARTMENT OF JUSTICE</b>				
Bulletproof Vest Partnership	16.607		2,017	-
<b>U.S. DEPARTMENT OF LABOR</b>				
Workforce Investment Act				
Passed through from Chaffey Community College				
Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants	17.282	TC-26434-14- 60-A-6	88,797	-
<b>INSTITUTE OF MUSEUM AND LIBRARY SERVICES</b>				
Passed through from California State Library				
Career Vision	45.310	40-8862	18,000	-
Research and Development Cluster				
<b>NATIONAL SCIENCE FOUNDATION</b>				
GP-Impact: Geoscientist Development	47.050		10,824	-
Flying with Swallows: Improve STEM Education at MVC	47.076		26,694	-
STEM En Familia	47.076		408,360	-
Norco College Apprenticeship Program	47.076		72,802	-
The Information Assurance Auditing Project	47.076		34,829	-
National Center for Supply Chain Automation	47.076		830,596	118,476
<b>U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES</b>				
Passed through from Regents of the University of California, Riverside				
Agents of Change for a Healthier Tomorrow Total Research and Development Cluster	93.884	S-000834	16,200	-
			1,400,305	118,476
<b>SMALL BUSINESS ADMINISTRATION</b>				
Passed through from California Department of Food and Agriculture				
CA State Trade Export	59.061	SBAHQ-17-IT-0010	117,286	-
<b>U.S. DEPARTMENT OF VETERANS AFFAIRS</b>				
Veterans Services	64.117		1,997	-

See accompanying note to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS, CONTINUED  
FOR THE YEAR ENDED JUNE 30, 2019**

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	CFDA Number	Pass-Through Identifying Number	Federal Expenditures	Amounts Provided to Subrecipients
<b>U.S. DEPARTMENT OF EDUCATION</b>				
Childcare Access Means Parents in School (CCAMPIS)	84.335A		\$ 12,999	\$ -
TRIO Cluster:				
Student Support Services Program	84.042A		1,644,820	-
Talent Search	84.044A		327,945	-
Upward Bound Program	84.047A		1,977,261	-
Upward Bound Program - Math & Science	84.047M		231,905	-
Subtotal TRIO Cluster			<u>4,181,931</u>	<u>-</u>
Student Financial Assistance Cluster:				
Federal Supplemental Education Opportunity Grant (FSEOG)	84.007		1,326,278	-
FSEOG Administrative	84.007		95,645	-
Federal Direct Student Loans (Direct Loans)	84.268		3,626,412	-
Federal Work Study Program (FWS)	84.033		1,203,237	-
Federal Work Study Administrative	84.033		78,966	-
Federal Pell Grants (PELL)	84.063		47,421,060	-
Federal Pell Administrative	84.063		83,570	-
Subtotal Student Financial Assistance Cluster			<u>53,835,168</u>	<u>-</u>
Higher Education Act				
Title V - Accelerating Pathways to Graduation and Transfer	84.031S		521,210	-
Title V - Moreno Valley College Corrections Scenario Training	84.031S		244,604	-
Title V - Moreno Valley College STEM Project	84.031S		1,257,520	-
Title V - STEM Engineering Pathways	84.031C		1,585,857	-
Passed through from University Enterprise Corporation at CSUSB				
Title V - Here to Career	84.031S	GT16146	42,066	-
Career and Technical Education Act				
Passed through from California Community Colleges Chancellor's Office				
Career and Technical Education, Title I-B Regional Consortia Desert	84.048	13-156	219,995	-
Career and Technical Education, Title I-C	84.048A	18-C01-045	1,117,159	-
Career and Technical Education Transitions	84.048A	18-C01-045	104,004	-
Rehabilitation Act				
Passed through from California Department of Rehabilitation				
Workability	84.126A	29287	255,256	-
Total U.S. Department of Education			<u>63,377,769</u>	<u>-</u>

See accompanying note to supplementary information.



**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS, CONTINUED  
FOR THE YEAR ENDED JUNE 30, 2019**

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	CFDA Number	Pass-Through Identifying Number	Federal Expenditures	Amounts Provided to Subrecipients
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES				
Passed through from California Community Colleges Chancellor's Office				
Temporary Assistance for Needy Families (TANF)	93.558	[1]	\$ 222,067	\$ -
Foster & Kinship Care Education Program (FKCE)	93.658	[1]	52,013	-
Passed through from Yosemite Community College District				
Early Childhood Study - Consortium Grant	93.575	17-18-4165	23,409	-
Total U.S. Department of Health and Human Services			<u>297,489</u>	<u>-</u>
CORPORATION FOR NATIONAL AND COMMUNITY SERVICE				
Americorps Student Ambassador Program	94.006		4,419	-
U.S. DEPARTMENT OF HOMELAND SECURITY				
Passed through from California Governor's Office of Emergency Services				
State Homeland Security Grant	97.067	[1]	25,042	-
Total Expenditures of Federal Awards			<u>\$ 65,636,549</u>	<u>\$ 118,476</u>

[1] Pass-Through Identifying Number not available.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SCHEDULE OF EXPENDITURES OF STATE AWARDS  
FOR THE YEAR ENDED JUNE 30, 2019**

Program	Program Entitlements		
	Current Year	Prior Year	Total Entitlement
AB 86 Adult Education Block Grant	\$ 540,527	\$ 567,440	\$ 1,107,967
Adult Ed Program Data Block	-	26,112	26,112
Basic Skills	1,411,430	1,230,022	2,641,452
Board Financial Assistance Program	1,506,584	-	1,506,584
Cal Grant B	9,487,454	-	9,487,454
California Apprenticeship Initiative	499,593	649,379	1,148,972
California Career Pathways Trust	-	3,000,131	3,000,131
California College Promise (AB 19)	1,083,546	-	1,083,546
CalWORKs	1,189,782	-	1,189,782
CalWORKs Community College Set-Aside	100,000	9,312	109,312
Campus Safety and Sexual Assault	-	64,937	64,937
CARE	271,602	-	271,602
CCC Maker Implementation Grant with Sierra College	100,000	10,000	110,000
Certified Nursing Assistant Expansion	112,500	-	112,500
Community College Basic Skills and Student Outcomes Transformation	1,514,126	1,063,486	2,577,612
CTE Data Unlocked Initiative	-	100,000	100,000
Deputy Sector Navigator	35,000	52,957	87,957
Disabled Student Programs and Services (DSPS)	3,243,559	-	3,243,559
Early Childhood Education Center	5,000,000	-	5,000,000
Enrollment Growth for ADN-RN	421,970	-	421,970
EOPS Special Project Set Aside	900,000	191,342	1,091,342
Extended Opportunity Program and Services (EOPS)	1,996,770	-	1,996,770
Faculty and Staff Diversity	50,000	37,787	87,787
Faculty Entrepreneurship Champion Mini-Grant	7,500	-	7,500
Financial Aid Technology	412,124	-	412,124
Foster Care Education Program	66,110	-	66,110
Foster Parent Pre-Training	274,296	-	274,296
Go-Biz	137,030	-	137,030
Growing Inland Achievement (RCEC)	-	16,000	16,000
Guided Pathways	1,111,236	921,578	2,032,814
Hunger Free Campus Support Allocation	264,896	35,761	300,657
Innovation in Higher Education	491,258	378,096	869,354
Instructional Equipment	296,754	129,428	426,182
JFK Middle College HS Counseling	20,000	3,129	23,129
K-12 Strong Workforce Program	19,151,056	-	19,151,056
Mental Health Services	-	348,297	348,297
Mental Health Support	263,720	-	263,720
Middle College High School	100,000	-	100,000
New Workforce Development	1,000,000	-	1,000,000
Nextup (CAFYES)	2,198,250	802,770	3,001,020

See accompanying note to supplementary information.

Program Revenues

Cash Received	Accounts Receivable	Accounts Payable	Unearned Revenue	Total Revenue	Program Expenditures
\$ 1,107,967	\$ -	\$ -	\$ (507,952)	\$ 600,015	\$ 600,015
26,112	-	-	-	26,112	26,112
2,641,452	-	-	(1,289,107)	1,352,345	1,352,345
1,506,584	-	(7,821)	-	1,498,763	1,498,763
9,487,454	-	-	-	9,487,454	9,487,454
127,013	46,843	-	-	173,856	173,856
300,132	-	-	-	300,132	300,132
1,083,546	-	-	(245,960)	837,586	837,586
1,189,782	-	(700)	-	1,189,082	1,189,082
(83,034)	198,897	(7,654)	-	108,209	108,209
64,937	-	-	(57,329)	7,608	7,608
271,602	-	(3,750)	-	267,852	267,852
20,135	89,865	-	-	110,000	110,000
112,500	-	-	(112,500)	-	-
(29,000)	2,523,470	-	-	2,494,470	2,494,470
50,000	-	-	(50,000)	-	-
15,484	60,000	-	-	75,484	75,484
3,243,559	-	-	-	3,243,559	3,243,559
5,000,000	-	-	(4,999,712)	288	288
421,970	-	-	(35,081)	386,889	386,889
3,500	329,985	(3,500)	-	329,985	329,985
1,989,390	-	(65)	-	1,989,325	1,989,325
87,787	-	-	(50,236)	37,551	37,551
7,500	-	(1,684)	-	5,816	5,816
412,124	-	-	(257,124)	155,000	155,000
66,110	-	(1,893)	-	64,217	64,217
203,526	33,336	(24,402)	-	212,460	212,460
-	32,297	-	-	32,297	32,297
-	16,000	-	-	16,000	16,000
2,032,814	-	-	(1,351,285)	681,529	681,529
300,657	-	(2,990)	(247,877)	49,790	49,790
1,922,426	-	-	(1,600,113)	322,313	322,313
426,182	-	-	(274,224)	151,958	151,958
3,129	20,000	(610)	-	22,519	22,519
19,151,056	-	-	(19,150,329)	727	727
138,297	20,503	-	(59,819)	98,981	98,981
263,720	-	-	(191,713)	72,007	72,007
-	100,000	-	-	100,000	100,000
1,000,000	-	-	(1,000,000)	-	-
3,001,020	-	(467,916)	-	2,533,104	2,533,104

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SCHEDULE OF EXPENDITURES OF STATE AWARDS, CONTINUED  
FOR THE YEAR ENDED JUNE 30, 2019**

Program	Program Entitlements		
	Current Year	Prior Year	Total Entitlement
Proposition 39 Clean Energy	\$ -	\$ 194,551	\$ 194,551
Industry Sector Program	100,000	-	100,000
Song Brown Registered Nursing	200,000	104,037	304,037
Song Brown RN Special Program	178,236	28,886	207,122
SSSP Special Project Set-Aside	-	4,337,665	4,337,665
Staff Development	119,725	2,788	122,513
Strong Workforce Program Local	3,841,647	4,712,616	8,554,263
Strong Workforce Program Regional	9,529,183	13,559,083	23,088,266
Student Equity	3,627,327	1,506,227	5,133,554
Student Health and Wellness	-	1,500	1,500
Student Success and Support Program	6,199,860	973,137	7,172,997
Student Success Completion Grant	4,350,237	-	4,350,237
UMOJA Community Education Foundation	92,543	-	92,543
Veteran Resource Center	135,767	2,047,185	2,182,952
Veteran Resource Center Vision for Success	100,000	-	100,000
Total State Programs			

See accompanying note to supplementary information.

Program Revenues

Cash Received	Accounts Receivable	Accounts Payable	Unearned Revenue	Total Revenue	Program Expenditures
\$ 193,004	\$ -	\$ -	\$ -	\$ 193,004	\$ 193,004
100,000	-	-	-	100,000	100,000
179,037	20,898	(14,249)	-	185,686	185,686
24,435	59,391	-	(845)	82,981	82,981
38,124	4,030,197	-	-	4,068,321	4,068,321
122,513	-	-	(122,056)	457	457
8,547,229	-	(19,430)	(6,203,501)	2,324,298	2,324,298
23,088,265	-	-	(16,176,431)	6,911,834	6,911,834
5,138,582	-	-	(2,111,184)	3,027,398	3,027,398
1,500	-	-	(906)	594	594
7,172,997	-	-	(772,073)	6,400,924	6,400,924
3,591,200	-	-	-	3,591,200	3,591,200
32,000	60,543	-	(91,959)	584	584
2,182,952	-	-	(1,781,017)	401,935	401,935
-	3,391	-	-	3,391	3,391
<u>\$ 107,979,271</u>	<u>\$ 7,645,616</u>	<u>\$ (556,664)</u>	<u>\$ (58,740,333)</u>	<u>\$ 56,327,890</u>	<u>\$ 56,327,890</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SCHEDULE OF WORKLOAD MEASURES FOR STATE GENERAL  
 APPORTIONMENT ANNUAL (ACTUAL) ATTENDANCE  
 FOR THE YEAR ENDED JUNE 30, 2019**

<b>CATEGORIES</b>	* Revised Reported Data	Audit Adjustments	Audited Data
<b>A. Summer Intersession (Summer 2018 only)</b>			
1. Noncredit	17.47	-	17.47
2. Credit	1,292.73	-	1,292.73
<b>B. Summer Intersession (Summer 2019 - Prior to July 1, 2019)</b>			
1. Noncredit	-	-	-
2. Credit	-	-	-
<b>C. Primary Terms (Exclusive of Summer Intersession)</b>			
1. Census Procedure Courses			
(a) Weekly Census Contact Hours	18,303.05	-	18,303.05
(b) Daily Census Contact Hours	2,603.22	-	2,603.22
2. Actual Hours of Attendance Procedure Courses			
(a) Noncredit	112.83	-	112.83
(b) Credit	2,162.99	-	2,162.99
3. Alternative Attendance Accounting Procedure Courses			
(a) Weekly Census Procedure Courses	3,018.65	-	3,018.65
(b) Daily Census Procedure Courses	2,462.94	-	2,462.94
<b>D. Total FTES</b>	<u>29,973.88</u>	<u>-</u>	<u>29,973.88</u>
<b>SUPPLEMENTAL INFORMATION (Subset of Above Information)</b>			
<b>E. In-Service Training Courses (FTES)</b>	535.54	-	535.54
<b>H. Basic Skills Courses and Immigrant Education</b>			
1. Noncredit	52.68	-	52.68
2. Credit	1,127.96	-	1,127.96

\*Annual report was revised as of October 28, 2019.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**RECONCILIATION OF EDUCATION CODE SECTION 84362 (50 PERCENT LAW) CALCULATION  
FOR THE YEAR ENDED JUNE 30, 2019**

	Object/TOP Codes	ECS 84362 A Instructional Salary Cost AC 0100 - 5900 and AC 6110			ECS 84362 B Total CEE AC 0100 - 6799		
		Reported Data	Audit Adjustments	Revised Data	Reported Data	Audit Adjustments	Revised Data
<b><u>Academic Salaries</u></b>							
<b>Instructional Salaries</b>							
Contract or Regular	1100	\$ 34,624,271	\$ -	\$ 34,624,271	\$ 34,624,271	\$ -	\$ 34,624,271
Other	1300	36,532,526	-	36,532,526	36,532,526	-	36,532,526
<b>Total Instructional Salaries</b>		<b>71,156,797</b>	<b>-</b>	<b>71,156,797</b>	<b>71,156,797</b>	<b>-</b>	<b>71,156,797</b>
<b>Noninstructional Salaries</b>							
Contract or Regular	1200	-	-	-	15,191,517	-	15,191,517
Other	1400	-	-	-	2,932,724	-	2,932,724
<b>Total Noninstructional Salaries</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>18,124,241</b>	<b>-</b>	<b>18,124,241</b>
<b>Total Academic Salaries</b>		<b>71,156,797</b>	<b>-</b>	<b>71,156,797</b>	<b>89,281,038</b>	<b>-</b>	<b>89,281,038</b>
<b><u>Classified Salaries</u></b>							
<b>Noninstructional Salaries</b>							
Regular Status	2100	-	-	-	30,302,865	-	30,302,865
Other	2300	-	-	-	2,209,924	-	2,209,924
<b>Total Noninstructional Salaries</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>32,512,789</b>	<b>-</b>	<b>32,512,789</b>
<b>Instructional Aides</b>							
Regular Status	2200	2,326,723	-	2,326,723	2,326,723	-	2,326,723
Other	2400	424,790	-	424,790	424,790	-	424,790
<b>Total Instructional Aides</b>		<b>2,751,513</b>	<b>-</b>	<b>2,751,513</b>	<b>2,751,513</b>	<b>-</b>	<b>2,751,513</b>
<b>Total Classified Salaries</b>		<b>2,751,513</b>	<b>-</b>	<b>2,751,513</b>	<b>35,264,302</b>	<b>-</b>	<b>35,264,302</b>
Employee Benefits	3000	26,758,094	-	26,758,094	53,920,603	-	53,920,603
Supplies and Material	4000	-	-	-	1,874,201	-	1,874,201
Other Operating Expenses	5000	-	-	-	16,631,065	-	16,631,065
Equipment Replacement	6420	-	-	-	-	-	-
<b>Total Expenditures Prior to Exclusions</b>		<b>100,666,404</b>	<b>-</b>	<b>100,666,404</b>	<b>196,971,209</b>	<b>-</b>	<b>196,971,209</b>

See accompanying note to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**RECONCILIATION OF EDUCATION CODE SECTION 84362 (50 PERCENT LAW) CALCULATION, CONTINUED  
FOR THE YEAR ENDED JUNE 30, 2019**

	Object/TOP Codes	ECS 84362 A Instructional Salary Cost AC 0100 - 5900 and AC 6110			ECS 84362 B Total CEE AC 0100 - 6799		
		Reported Data	Audit Adjustments	Revised Data	Reported Data	Audit Adjustments	Revised Data
<b><u>Exclusions</u></b>							
<b>Activities to Exclude</b>							
Instructional Staff - Retirees' Benefits and Retirement Incentives	5900	\$ -	\$ -	\$ -	\$ 562,744	\$ -	\$ 562,744
Student Health Services Above Amount Collected	6441	-	-	-	30,246	-	30,246
Student Transportation	6491	-	-	-	-	-	-
Noninstructional Staff - Retirees' Benefits and Retirement Incentives	6740	-	-	-	1,762,027	-	1,762,027
<b>Objects to Exclude</b>							
Rents and Leases	5060	-	-	-	1,077,483	-	1,077,483
Lottery Expenditures							
Academic Salaries	1000	-	-	-	-	-	-
Classified Salaries	2000	-	-	-	3,730,063	-	3,730,063
Employee Benefits	3000	-	-	-	1,489,780	-	1,489,780
Supplies and Materials	4000	-	-	-	-	-	-
Software	4100	-	-	-	-	-	-
Books, Magazines, and Periodicals	4200	-	-	-	-	-	-
Instructional Supplies and Materials	4300	-	-	-	-	-	-
Noninstructional Supplies and Materials	4400	-	-	-	-	-	-
<b>Total Supplies and Materials</b>		-	-	-	-	-	-

See accompanying note to supplementary information.



**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**RECONCILIATION OF EDUCATION CODE SECTION 84362 (50 PERCENT LAW) CALCULATION, CONTINUED  
FOR THE YEAR ENDED JUNE 30, 2019**

	Object/TOP Codes	ECS 84362 A Instructional Salary Cost AC 0100 - 5900 and AC 6110			ECS 84362 B Total CEE AC 0100 - 6799		
		Reported Data	Audit Adjustments	Revised Data	Reported Data	Audit Adjustments	Revised Data
Other Operating Expenses and Services	5000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay							
Library Books	6000	-	-	-	-	-	-
Equipment	6300	-	-	-	-	-	-
Equipment - Additional	6400	-	-	-	-	-	-
Equipment - Replacement	6410	-	-	-	-	-	-
<b>Total Equipment</b>		-	-	-	-	-	-
<b>Total Capital Outlay</b>							
Other Outgo	7000	-	-	-	-	-	-
<b>Total Exclusions</b>		-	-	-	8,652,343	-	8,652,343
<b>Total for ECS 84362, 50 Percent Law</b>		\$ 100,666,404	\$ -	\$ 100,666,404	\$ 188,318,866	\$ -	\$ 188,318,866
<b>Percent of CEE (Instructional Salary Cost/Total CEE)</b>		53.46%		53.46%	100.00%		100.00%
<b>50% of Current Expense of Education</b>					\$ 94,159,433		\$ 94,159,433

See accompanying note to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT (CCFS-311)  
WITH AUDITED FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2019**

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There were no adjustments to the Annual Financial and Budget Report (CCFS-311) which required reconciliation to the audited financial statements at June 30, 2019.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**PROPOSITION 30 EDUCATION PROTECTION ACCOUNT (EPA)  
EXPENDITURE REPORT  
FOR THE YEAR ENDED JUNE 30, 2019**

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<b>Activity Classification</b>	<b>Object Code</b>				<b>Unrestricted</b>
EPA Revenue:	8630				\$ 29,539,879
<b>Activity Classification</b>	<b>Activity Code</b>	<b>Salaries and Benefits (Obj 1000-3000)</b>	<b>Operating Expenses (Obj 4000-5000)</b>	<b>Capital Outlay (Obj 6000)</b>	<b>Total</b>
Instructional Activities	1000-5900	\$ 29,179,970	\$ 359,909	\$ -	\$ 29,539,879
<b>Revenues Less Expenditures</b>					\$ -

See accompanying note to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**RECONCILIATION OF GOVERNMENTAL FUNDS TO THE  
STATEMENT OF NET POSITION  
JUNE 30, 2019**

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**Amounts Reported for Governmental Activities in the Statement  
of Net Position are Different Because:**

**Total Fund Balance and Retained Earnings:**

General Funds	\$ 62,935,825
Special Revenue Funds	2,353,319
Capital Outlay Projects	6,555,798
Debt Service Funds	18,869,231
Proprietary Fund	7,885,966
Student Financial Aid Fund	<u>220,573</u>

**Total Fund Balances and Retained Earnings -**

**All District Funds** **\$ 98,820,712**

Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds.

The cost of capital assets is:	626,625,353	
Accumulated depreciation is:	<u>(206,321,112)</u>	420,304,241

In governmental funds, unmatured interest on long-term obligations is recognized in the period when it is due. On the government-wide financial statements, unmatured interest on long-term obligations is recognized when it is incurred. (4,819,810)

Deferred outflows of resources related to pensions represent a consumption of net position in a future period and is not reported in the District's funds.

Deferred outflows of resources related to pensions at year-end consist of:

Pension contributions subsequent to measurement date	23,500,278	
Net change in proportionate share of net pension liability	14,372,875	
Differences between projected and actual earnings on pension plan investments	756,538	
Differences between expected and actual experience in the measurement of the total pension liability	6,447,897	
Changes of assumptions	<u>29,312,205</u>	
<b>Total Deferred Outflows of Resources Related to Pensions</b>		<b>74,389,793</b>

Deferred inflows of resources related to pensions represent an acquisition of net position that applies to a future period and is not reported in the District's funds. Deferred inflows of resources related to pensions at year-end consist of:

Net change in proportionate share of net pension liability	(8,380,273)	
Differences between projected and actual earnings on pension plan investments	(4,982,780)	
Differences between expected and actual experience in the measurement of the total pension liability	<u>(1,879,630)</u>	
<b>Total Deferred Inflows of Resources Related to Pensions</b>		<b>(15,242,683)</b>

See accompanying note to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**RECONCILIATION OF GOVERNMENTAL FUNDS TO THE  
STATEMENT OF NET POSITION, CONTINUED  
JUNE 30, 2019**

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Deferred outflows of resources related to OPEB represent a consumption of net position in a future period and is not reported in the District's funds. Deferred outflows of resources related to OPEB at year-end consist of differences between expected and actual experience in the measurement of the total OPEB liability	\$ 614,530
Deferred inflows of resources related to OPEB represent an acquisition of net position that applies to a future period and is not reported in the District's funds. Deferred inflows of resources related to OPEB at year-end consist of:	
Differences between projected and actual earnings on OPEB plan investments	\$ (96,258)
Changes of assumptions	<u>(741,514)</u> (837,772)
Total Deferred Inflows of Resources Related to OPEB	
Deferred charges on refunding (the difference between the reacquisition price and net carrying amount of refunded debt) are capitalized and amortized over the remaining life of the new or old debt (whichever is shorter) and are included with governmental activities.	7,842,356
Long-term obligations, including bonds payable, are not due and payable in the current period and, therefore, are not reported as liabilities in the funds.	
Long-term obligations at year-end consist of:	
Bonds payable	260,252,279
Compensated absences and load banking	4,509,075
Aggregate net other postemployment benefits (OPEB) liability	44,108,037
Aggregate net pension liability	221,637,201
In addition, the District has issued 'capital appreciation' general obligation bonds. The accretion of interest unmatured on the general obligation bonds to date is:	11,765,822
Less compensated absences already recorded in funds	<u>(1,736,560)</u> (540,535,854)
<b>Total Net Position</b>	<b><u>\$ 40,535,513</u></b>

See accompanying note to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTE TO SUPPLEMENTARY INFORMATION  
JUNE 30, 2019**

**NOTE 1 - PURPOSE OF SCHEDULES**

**District Organization**

This schedule provides information about the District's organization, governing board members, and administration members as of June 30, 2019.

**Schedule of Expenditures of Federal Awards**

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (Part 200), *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The District has not elected to use the ten percent de minimis cost rate as covered in Section 200.414 Indirect (F&A) costs of the Uniform Guidance.

The following schedule provides reconciliation between revenues reported on the Statement of Revenues, Expenses, and Changes in Net Position, and the related expenditures reported on the Schedule of Expenditures of Federal Awards. The reconciling amounts consist primarily of Build America Bonds, Federal Work Study Program, and Medi-Cal Administrative Activities funds that have been recorded in the current period as revenues that have not been expended as of June 30, 2019. In addition, Title V, Federal Pell Grants and Federal Supplemental Education Opportunity Grant (FSEOG) funds that in the previous period were recorded as revenues but were unspent. These unspent balances have been expended in the current period.

Description	CFDA Number	Amount
Total Federal Revenues From the Statement of Revenues, Expenses, and Changes in Net Position:		\$ 67,731,627
Build America Bonds	N/A	(2,346,990)
Title V	84.031S	358
Federal Pell Grants	84.063	355,489
Federal Supplemental Education Opportunity Grant (FSEOG)	84.007	130,386
Federal Work Study Program	84.033	(124,928)
Medi-Cal Administrative Activities	93.778	(109,393)
Total Expenditures of Federal Awards		<u>\$ 65,636,549</u>

**Schedule of Expenditures of State Awards**

The accompanying Schedule of Expenditures of State Awards includes the State grant activity of the District and is presented on the modified accrual basis of accounting. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The information in this schedule is presented to comply with reporting requirements of the California State Chancellor's Office.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## NOTE TO SUPPLEMENTARY INFORMATION

JUNE 30, 2019

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### **Schedule of Workload Measures for State General Apportionment Annual (Actual) Attendance**

FTES is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds, including restricted categorical funding, are made to community college districts. This schedule provides information regarding the annual attendance measurements of students throughout the District.

### **Reconciliation of *Education Code* Section 84362 (50 Percent Law) Calculation**

ECS 84362 requires the District to expend a minimum of 50 percent of the unrestricted General Fund monies on salaries of classroom instructors. This is reported annually to the State Chancellor's Office. This schedule provides a reconciliation of the amount reported to the State Chancellor's Office and the impact of any audit adjustments and/or corrections noted during the audit.

### **Reconciliation of Annual Financial and Budget Report (CCFS-311) With Audited Financial Statements**

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Form CCFS-311 to the District's audited financial statements.

### **Proposition 30 Education Protection Account (EPA) Expenditure Report**

This schedule provides the District's summary of receipts and uses of the monies received through the EPA.

### **Reconciliation of Governmental Funds to the Statement of Net Position**

This schedule provides a reconciliation of the adjustments necessary to bring the District's internal fund financial statements, prepared on a modified accrual basis, to the government-wide full accrual basis financial statements required under GASB Statements No. 34 and No. 35 business-type activities reporting model.



## **INDEPENDENT AUDITOR'S REPORTS**





**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Trustees  
Riverside Community College District  
Riverside, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities and the aggregate remaining fund information of Riverside Community College District (the District) as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated November 26, 2019.

**Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

## **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "Eide Bailly LLP".

Riverside, California  
November 26, 2019



**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR  
EACH MAJOR PROGRAM AND REPORT ON INTERNAL CONTROL  
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Board of Trustees  
Riverside Community College District  
Riverside, California

**Report on Compliance for Each Major Federal Program**

We have audited Riverside Community College District's (the District) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the District's major Federal programs for the year ended June 30, 2019. The District's major Federal programs are identified in the Summary of Auditor's Results section of the accompanying Schedule of Findings and Questioned Costs.

**Management's Responsibility**

Management is responsible for compliance with Federal statutes, regulations, and the terms and conditions of its Federal awards applicable to its Federal programs.

**Auditor's Responsibility**

Our responsibility is to express an opinion on compliance for each of the District's major Federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major Federal program. However, our audit does not provide a legal determination of the District's compliance.

**Opinion on Each Major Federal Program**

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2019.

## Report on Internal Control over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major Federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major Federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a Federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Riverside, California  
November 26, 2019



## INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Trustees  
Riverside Community College District  
Riverside, California

### Report on State Compliance

We have audited Riverside Community College District's (the District) compliance with the types of compliance requirements as identified in the 2018-2019 California Community Colleges Chancellor's Office *District Audit Manual* that could have a direct and material effect on each of the District's State programs as noted below for the year ended June 30, 2019.

### Management's Responsibility

Management is responsible for compliance with State laws and regulations, and the terms and conditions of its State awards applicable to its State programs.

### Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of the District's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the standards and procedures identified in the 2018-2019 California Community Colleges Chancellor's Office *District Audit Manual*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above could have a material effect on the applicable programs noted below. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such procedures as we consider necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of the District's compliance with those requirements.

### Unmodified Opinion

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that are applicable to the State programs noted below that were audited for the year ended June 30, 2019.

In connection with the audit referred to above, we selected and tested transactions and records to determine the District's compliance with State laws and regulations applicable to the following:

- Section 421 Salaries of Classroom Instructors (50 Percent Law)
- Section 423 Apportionment for Activities Funded From Other Sources
- Section 424 State General Apportionment Funding System
- Section 425 Residency Determination for Credit Courses
- Section 426 Students Actively Enrolled
- Section 427 Dual Enrollment (CCAP and Non-CCAP)
- Section 430 Scheduled Maintenance Program
- Section 431 Gann Limit Calculation
- Section 435 Open Enrollment
- Section 439 Proposition 39 Clean Energy Fund
- Section 444 Apprenticeship Related and Supplemental Instruction (RSI) Funds
- Section 475 Disabled Student Programs and Services (DSPS)
- Section 479 To Be Arranged Hours (TBA)
- Section 490 Proposition 1D and 51 State Bond Funded Projects
- Section 491 Education Protection Account Funds

The District reports no Apportionment for Activities Funded From Other Sources; therefore, the compliance tests within this section were not applicable.

The District did not receive any funding through Proposition 1D and 51 State Bond Funded Projects; therefore, the compliance tests within this section were not applicable.



Riverside, California  
November 26, 2019



## **SCHEDULE OF FINDINGS AND QUESTIONED COSTS**

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SUMMARY OF AUDITOR'S RESULTS  
FOR THE YEAR ENDED JUNE 30, 2019**

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**FINANCIAL STATEMENTS**

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

**FEDERAL AWARDS**

Internal control over major Federal programs:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified?	<u>None reported</u>
Type of auditor's report issued on compliance for major Federal programs:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Section 200.516(a) of the Uniform Guidance?	<u>No</u>

Identification of major Federal programs:

<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
84.007, 84.033, 84.063, 84.268	Student Financial Assistance Cluster
84.031C, 84.031S	Title V - Accelerating Pathways to Graduation and Transfer, Title V - Moreno Valley College Corrections Scenario Training Project, Title V - Moreno Valley College STEM Project, Title V - STEM Engineering Pathways, Title V - Here to Career

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 1,969,096</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

**STATE AWARDS**

Type of auditor's report issued on compliance for State programs:	<u>Unmodified</u>
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**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**FINANCIAL STATEMENT FINDINGS AND RECOMMENDATIONS  
FOR THE YEAR ENDED JUNE 30, 2019**

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None reported.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2019**

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None reported.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**STATE AWARDS FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2019**

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None reported.

# **RIVERSIDE COMMUNITY COLLEGE DISTRICT**

## **SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2019**

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Except as specified in previous sections of this report, summarized below is the current status of all audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

### ***Financial Statement Findings***

None reported.

### ***Federal Awards Findings***

None reported.

### ***State Awards Findings***

None reported.



Board of Trustees  
Riverside Community College District  
Riverside, California

We have audited the financial statements of the business-type activities and the aggregate remaining fund information of Riverside Community College District (the District) for the year ended June 30, 2019. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter dated July 18, 2019. Professional standards also require that we communicate to you the following information related to our audit.

### Significant Audit Findings

#### *Qualitative Aspects of Accounting Practices*

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 2 to the financial statements. We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

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

Management's estimate of the claims liability is based on actuarial evidence provided by an actuary. We evaluated the key factors and assumptions used to develop the estimates for the claims liability in determining that it is reasonable in relation to the financial statements taken as a whole.

Management's estimate of the aggregate net other postemployment benefit (OPEB) liability is based on actuarial evidence provided by an actuary. We evaluated the key factors and assumptions used to develop the estimates for the OPEB liability in determining that it is reasonable in relation to the financial statements taken as a whole.

In addition, management's estimate of the aggregate net pension obligation and associated accounts is based on actuarial evidence provided by the pension plan sponsors. We evaluated the key factors and assumptions used to develop the estimates for pension obligation, pension cost, and both deferred inflows and outflows of resources in determining that it is reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.

*Difficulties Encountered in Performing the Audit*

We encountered no significant difficulties in dealing with management in performing and completing our audit.

*Corrected and Uncorrected Misstatements*

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. There were no corrected or uncorrected misstatements of the financial statements.

*Disagreements with Management*

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

*Management Representations*

We have requested certain representations from management that are included in the management representation letter dated November 26, 2019.

*Management Consultations with Other Independent Accountants*

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

*Other Audit Findings or Issues*

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

Other Matters

We applied certain limited procedures to the required supplementary information (RSI), which supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on the supplementary information as listed on the table of contents of the Annual Financial Report, which accompanies the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Restriction on Use

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

*Eide Bailly LLP*

Riverside, California  
November 26, 2019

# Board of Trustees Regular/Committee Meeting (IV.K)

Meeting	December 3, 2019
Agenda Item	Planning and Operations (IV.K)
Subject	Resources Ben Clark Training Center Needs Assessment and Approval of the Establishment of Moreno Valley College Education Center for Public Safety Training at Ben Clark Training Center
College/District	Moreno Valley College
Funding	N/A
Recommended Action	The Committee to review the Needs Assessment prepared by ALMA Strategies and Approve the Establishment of Moreno Valley College Education Center for Public Safety Training at Ben Clark Training Center.

---

## Background Narrative:

Riverside Community College District (RCCD) has been in partnership with the County of Riverside for public safety education training since 1952. The program was first offered through Riverside City College and then from the Moreno Valley College, once it became an accredited college in 2010. The goal of the District has long been to have the Ben Clark Public Safety Training Center (BCTC) be an education center of Moreno Valley College located at 16791 Davis Avenue, Riverside, California. Many steps have been taken over the past several years in pursuit of this important District objective. Towards this end, in March of 2010, the RCCD Board of Trustees adopted Resolution Number 40-09/10 authorizing the establishment of an Education Center at BCTC. On June 16, 2010, RCCD sent a Letter of Intent issued to the State Chancellor's Office, to have BCTC designated as an Education Center of MVC. That same month, due to the state budget crisis a moratorium on centers by the State Chancellor's Office was announced. In recognition of advancing the goals and understanding of the partners for BCTC, the Board of Trustees and the Board of Supervisors of the County of Riverside entered into a Memorandum of Agreement (MOA) in September 2010. The MOA outlined implementation elements to make a center come to fruition.

For several months thereafter, a draft ground lease (Ground Lease) was prepared and negotiated between the lead staff for each agency. The County of Riverside cleared the Ground Lease in April 2012, but it was not processed at the time because the Ground Lease included performance measures dependent upon State funding. The State funding eligibility was contingent upon MVC receiving Education Center Status for BCTC, which could not be met at the time due to the State's moratorium on education centers. Since that time, the State Chancellor's Office has lifted the moratorium on education centers, and both the County of Riverside (County) along with Moreno Valley College have developed Facilities Master Plans for the Ben Clark site. The MVC Facilities Master Plan is linked to its Educational Master Plan, and includes BCTC. In January 2019, the Board of Trustees approved a Revised Ground Lease for the Education Center at Ben Clark Training Center with the County of Riverside, which also approved it by their Board of Supervisors in February 2019.

The Ground Lease provided the possessory interest the District needed to design and build a facility, and again apply for Education Center Status. The Ben Clark Training Center's instructional programs focus on public safety training in the areas of: Law Enforcement, Fire Technology, Homeland Security, and EMT/Paramedic training. Students attending the Ben Clark Training Center are able to complete their certifications through primarily face-to-face instruction and training. The Ben Clark Public Training Center continues to evolve its public safety program offerings based upon demand, industry trends, and gainful employment opportunities. The Ben Clark Training Center generated 854 Full-Time Equivalent Students (FTES) during the 2018-2019 academic year. Preliminary enrollment and FTES projections suggest that the Ben Clark Training Center will



serve approximately 3,123 unduplicated headcount students and reach 1,302 FTES by the 2029-2030 academic year.

Having secured the Ground Lease and achieved the State of California Community College Chancellor's Office threshold of 500 annual FTES and approval of the Letter of Intent, it is now eligible for Education Center Status once the Board of Governors approves the Need Assessment, which was submitted to the State Chancellor's Office on November 1, 2019. By approving this recommended action, the Board of Trustees is formally authorizing and supporting the establishment of the Moreno Valley College Education Center for Public Safety Training at Ben Clark subject to the approval of the California Community College Chancellor's Office Board of Governors approval of the Ben Clark Training Center application for Education Center Status. With Education Center Status approval, the District will be eligible to receive additional State apportionment funding and will be eligible for State Capital Outlay funding. It is recommended that the Board of Trustees approve the establishment of the Moreno Valley College Education Center for Public Safety Training at Ben Clark.

Prepared By: Robin L. Steinback, Ph.D., President, Moreno Valley College, MVC  
Nathaniel Jones III, Ph.D., Vice President, Business Services, MVC  
Carlos Lopez, Vice President, Academic Affairs, MVC  
Aaron S. Brown, Vice Chancellor, Business and Financial Services  
Hussain Agah, Associate Vice Chancellor, Facilities Planning & Development

# MVC EDUCATION CENTER AT BEN CLARK – NEEDS ASSESSMENT



DR. NATHANIEL JONES III  
VICE PRESIDENT, BUSINESS SERVICES, MVC

# CENTER STATUS FOR BCTC

- ▶ For nearly a decade, it has been the intent of the District and Moreno Valley College to apply to the California Post Secondary Education Commission and California Community College System Board of Governor's for the establishment of an education center at BCTC due to the anticipated benefits which include the following:
  - ▶ 1) Increases apportionment funding;
  - ▶ 2) Eligible for additional State Capital Outlay resources; and
  - ▶ 3) Reduces the need for leased operational space

# Key Requirements For Education Center Status

- ▶ Ownership or long term lease of the site
- ▶ Access to student services
- ▶ On-site administration
- ▶ Access to student population
- ▶ Offering of general education courses
- ▶ Expected enrollment exceeding 500 full-time equivalent students (FTES), for a minimal of three-years

# HISTORICAL MILESTONES

- ▶ BCTC came under operational control of Moreno Valley College (MVC) in 2006
- ▶ In 2010, RCCD approved a resolution to pursue Center Status for BCTC
- ▶ Following approval of this resolution, the CCCCO issued a moratorium on Education Center Status approvals
- ▶ Moreno Valley College resumed pursuit of Center Status in 2019 following the lifting of the moratorium

# OWNERSHIP/LEASE REQUIREMENT

- January 2019 - Board approved revised ground lease for the Education Center
- February 2019 – Riverside County Board of Supervisors approved the ground lease
- Ground lease provided District with possessory interest to design and construct an education facility at Ben Clark Training Center

# Center Status Process

- ▶ Preliminary Notice - Early notification that a district will be submitting an application. (completed)
- ▶ Letter of Intent (LOI) – Reflects the District’s plan to create a center; which must be approved by the State before authorization is granted for a Needs Study. (completed)
- ▶ Needs Study – Provides data for analysis and verification of need and compliance with approval criteria. (completed)

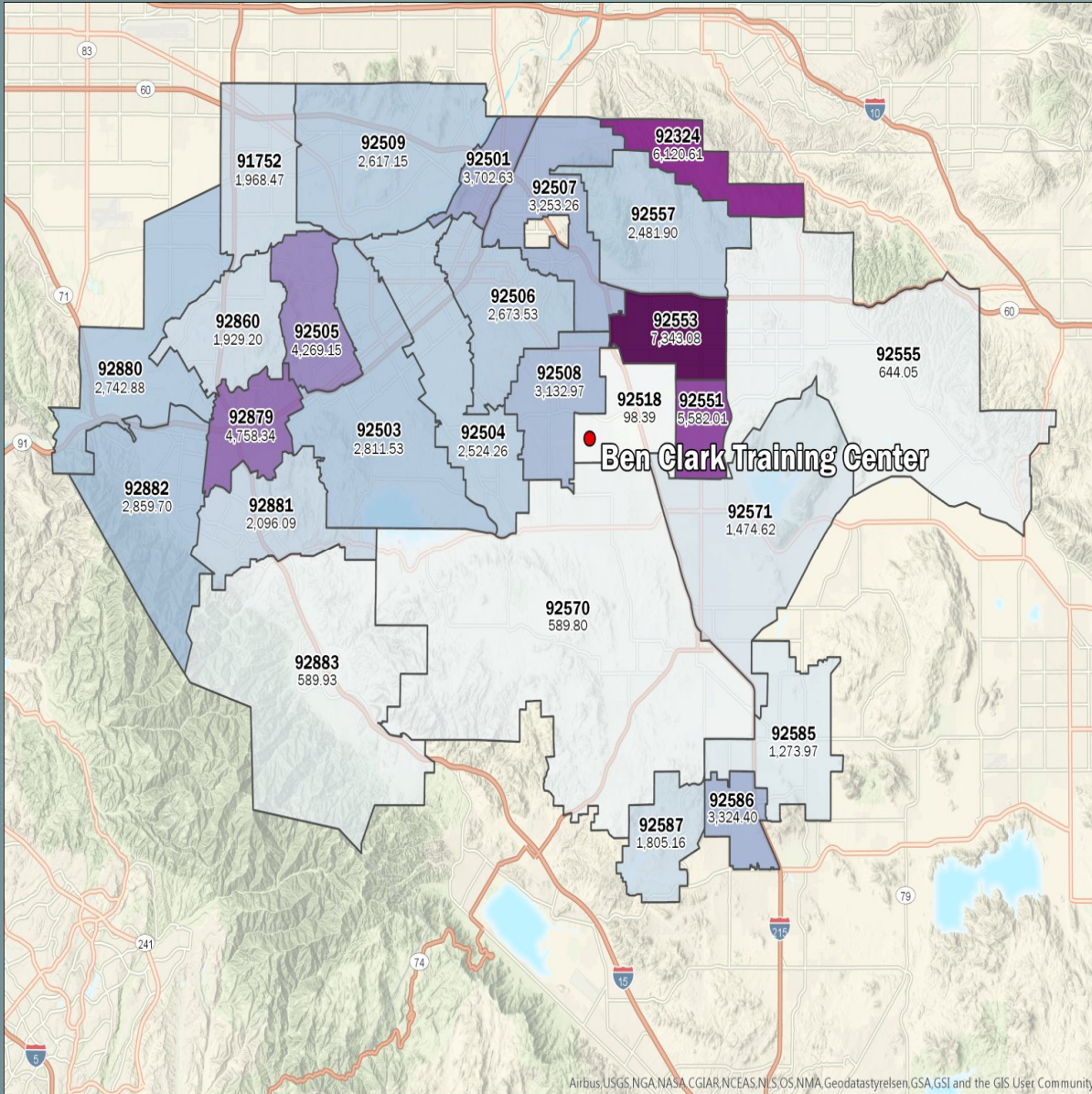
# TIMELINE

Milestones	Date
Preliminary Notice Letter	May 29 <sup>th</sup> , 2019
Letter of Intent Submittal	June 14 <sup>th</sup> , 2019
Population and FTES Projection Methodology Approval	June 26 <sup>th</sup> , 2019
Letter of Intent Approval	September 25 <sup>th</sup> , 2019
Population and FTES Projection Methodology Approval	June 26 <sup>th</sup> , 2019
Needs Assessment Submittal	November 1 <sup>st</sup> , 2019
Needs Assessment Approval by Board of Governors	Anticipated Jan 13 <sup>th</sup> , 2020
Center Status Approval	Anticipated March 2020
Receipt of Apportionment Funds	Anticipated 2022-2023 Fiscal Year



# EDUCATION CENTER: NEEDS ASSESSMENT STUDY OVERVIEW

# BCTC SERVICE AREA AND POPULATION DENSITY MAP

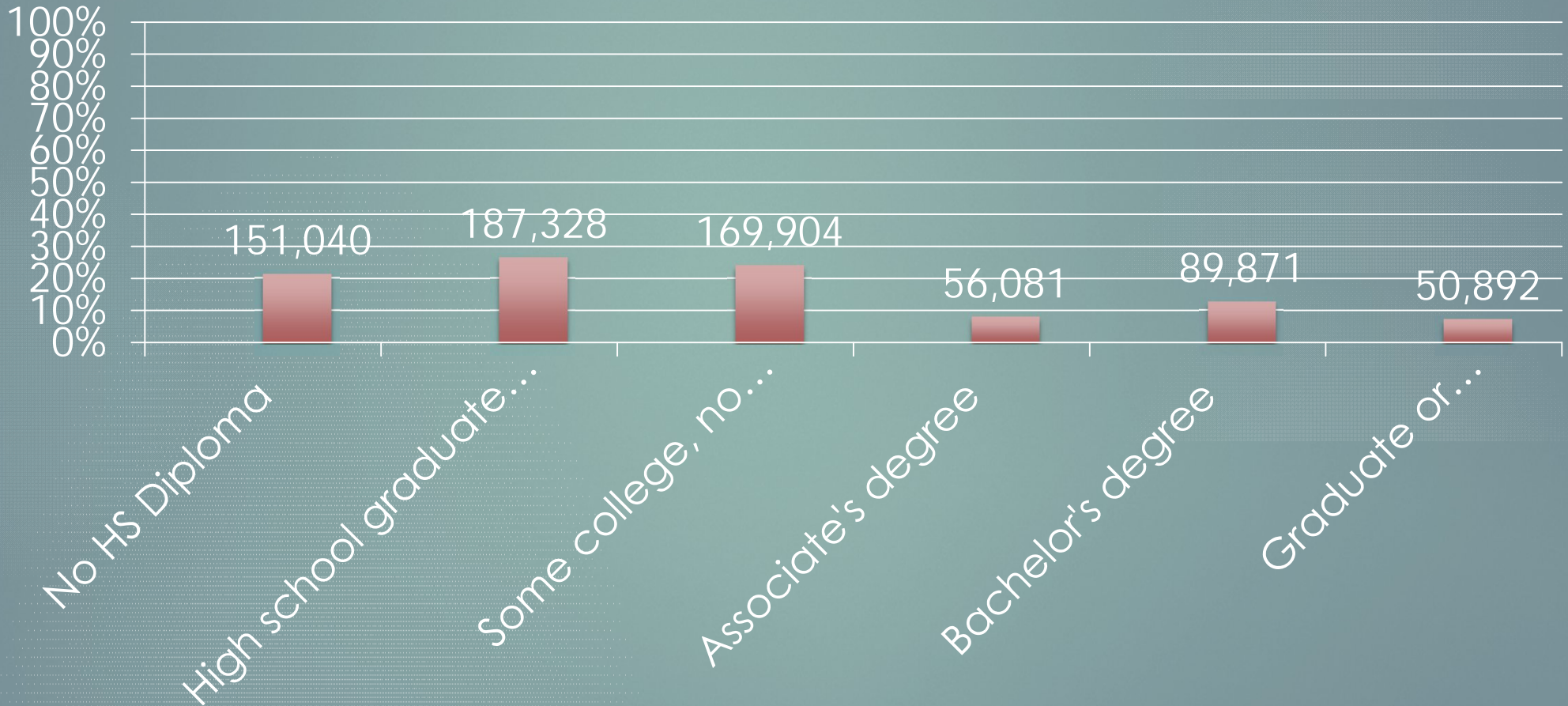


- BCTC Service Area covers 613 square miles
- 1,197,936 adults reside within the BCTC Service Area

City	% of BCTC Students (Fall 2017)
Moreno Valley	37%
Riverside	23%
Perris	19%
Corona	10%
All other Cities	11%

# BCTC SERVICE AREA EDUCATION ATTAINMENT (AGE: 25+)

- 72% of the of the service area population has not earned a college degree



# BCTC HEADCOUNT AND FTES PROJECTIONS (2019-2030)



Riverside Community College District			
Ben Clark Training Center			
Academic Year	Annual Enrollment	Annual FTES	FTES/Enrollment
2019-20	2,379	880	0.37
2020-21	2,449	919	0.38
2021-22	2,522	959	0.38
2022-23	2,597	1,001	0.39
2023-24	2,674	1,045	0.39
2024-25	2,754	1,091	0.40
2025-26	2,824	1,135	0.40
2026-27	2,896	1,174	0.41
2027-28	2,970	1,216	0.41
2028-29	3,046	1,258	0.41
2029-30	3,123	1,302	0.42

- At 1,000 FTES, base apportionment funding is further increased and the Center is eligible for Capital Outlay funding (FPP)
- FTES/WSCH generated by BCTC is currently claimed by MVC for apportionment
  - Once Center Status is attained, FTES/WSCH will be transferred from MVC to BCTC incrementally

# COMMUNITY SUPPORT AND REGIONAL DEMAND

- ▶ Moreno Valley College has received Letters of Support from the following neighboring post-secondary education institutions:
  - ▶ Crafton Hills College
  - ▶ Mt. San Jacinto
  - ▶ San Bernardino Valley College (SBVC)
- ▶ SBVC provides the only other Public Safety Training and Instruction program within a 25 mile radius.
  - ▶ The program at SBVC will not be negatively impacted by Center Status approval of BCTC.

# STUDENT SERVICES AND OUTREACH

- ▶ Student Services located on site at BCTC:
  - ▶ Admissions and Records
  - ▶ Counseling
  - ▶ Outreach (Part-Time)
- ▶ All other student services are housed at the MVC main campus and are available at the request of BCTC students



Certified Staff	FTE
Dean of Instruction, PSET	1
Counselors	
FT Counselors	1
Subtotal Certificated Staff before Instructional FTEF	2
Instructional Faculty (FTEF)-Teaching Assignments	
FT Faculty (Contract and Overload)	5.63
PT Faculty	3.6
Subtotal Instructional Faculty in the Classroom	9.23
<b>Total Certificated FTE Staff</b>	<b>11.23</b>

Classified Staff	FTE
Network Systems Technician	0.25
Administrative Assistant III	1
Customer Service Clerk	1.4
Ops & Logistic Coordinator	1
Student Services Technician-A&R	2
Veterans Services Specialist/DSS	1
Enrollment Services Assistant	1
Outreach Specialist	0.4
Outcomes Assessment Specialist	1
<b>Total Classified FTE Staff</b>	<b>9.05</b>

• Total FTE Certificated and Classified Staff - 20.28 FTEF

- ▶ The financial impact of BCTC Center Status approval is approximately \$3,727 per Credit FTES generated (based on new Student Center Funding Formula FY18-19 rates)
- ▶ Center Status would generate an additional apportionment of \$1,300,000.00 (in the 2022-23 FY per current projections)

Revenue Sources	Revenue
Current Apportionment based on 850 FTES	\$3,169,950.00
Grants & Other Revenues	\$2,540,550.00
Anticipated Additional Apportionment from Center Status	\$1,300,000.00
<b>Total</b>	<b>\$7,010,500.00</b>



# NEEDS ASSESSMENT CONCLUSION

- ▶ BCTC meets all criteria for formal Educational Center status approval:
  - ▶ Ownership/long term lease of the site
  - ▶ Location serves a demonstrated need within the District service area
  - ▶ Regionally unique educational opportunities & facilities
  - ▶ Organizational structure and operations consistent with State requirements for Educational Centers
  - ▶ Supported by neighboring institutions and local/state entities
  - ▶ Will not negatively impact neighboring CCD enrollments
  - ▶ Already generates more than the minimum required annual FTES for Center status (500 FTES)

# COUNTY & RCCD PLANNING



THANK  
YOU!



# Needs Assessment

Ben Clark Training Center  
Riverside Community College District



1260

November 2019



# **NEEDS ASSESSMENT**

FOR THE TRANSITION  
OF

## **Ben Clark Training Center**

TO

## **EDUCATIONAL CENTER**

**November 2019**

Prepared by:  
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Submitted by:  
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Submitted to:  
California Community Colleges Chancellor's Office



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## CHAPTER I – GENERAL DISCUSSION & OVERVIEW

### Description of Proposal

The Riverside Community College District (RCCD) and RCCD Board of Trustees are seeking education center status for the Ben Clark Training Center located in the northwestern corner of Riverside County (see *Appendix A for Riverside Community College Board Resolution*). In 1952, RCCD approved a plan to have the Riverside City College administer a proposed Law Officers Training School at the Riverside County Sheriff's training facility. In 1996, the college moved the program to the present site on the March Air Reserve Base. The site is known as the Ben Clark Training Center (BCTC). The programs at the center were realigned with Moreno Valley College in 2006. Today the Ben Clark Training Center provides public-safety programs and courses in partnership with the Riverside County Sheriff's Department, California Department of Forestry & Fire Protection, Riverside County Fire Department, California Highway Patrol, and Riverside County Probation Department. The programs available to students are: Administration of Justice, Fire Technology, Emergency Medical Service Technology, and Homeland Security. Students enrolled in these programs prepare for work as law enforcement officers, firefighters, paramedics, emergency medical technicians, correctional officers, dispatchers, probation officers, and juvenile correctional counselors.

The instructional and student services facilities total approximately 32,000 ASF, The Ben Clark Training Center will expand instructional space to accommodate increase demand. RCCD and Moreno Valley College desire Educational Center Status for the Ben Clark Training Center to equip the center with the resources to effectively deliver instruction and student services. New and updated facilities at the Ben Clark Training Center will accommodate the growing student body and receiving center status for Ben Clark Training Center will provide proper funding for the projects slated on the 5-Year Construction Plan.

During the most recent academic year in which FTES and Headcount data are available (2013-2014), Ben Clark Training Center served 1903 students and generated approximately 708.94 FTES, which would successfully satisfy the initial requirement of generating a minimum of 500 annual FTES to obtain education center status. Over the course of the 2018-2019 academic year, the Ben Clark Training Center is expected to serve 2307 students and generate 850.76 FTES. The demand for instructional offerings at Ben Clark Training Center demonstrates the existing facilities need to be improved

Ben Clark Training Center offers courses during the day and evening Monday through Saturday. The Center also offers a number of online courses. BCTC also provides student services including an assessment center, admissions and records, counseling, disability support services (DSS), extended opportunity programs and services (EOPS), financial aid, health services, and veterans services.

To gain Education Center Status for Ben Clark Training Center, the District submitted a Preliminary Notice Letter informing the State of the intent to achieve education center status on May 29, 2019 (see *Appendix B*).

Following submission of the Preliminary Notice Letter, the District prepared and submitted a Letter of Intent in June 2019. The Letter of Intent is in its final review process by the California Community Colleges Chancellor's Office (CCCCO). The CCCCCO provided the District with a list of items to be addressed and expanded upon in the Needs Assessment. All items listed by the CCCCCO as needing further explanation are addressed throughout this document, with additional supplemental information



provided in *Appendix C*. The Letter of Intent is provided in *Appendix C*. The Letter of Intent Approval Letter is expected by October 2019 and will also be included in *Appendix C*. The District also prepared and submitted 10-year enrollment and Full Time Equivalent Student (FTES) projections for the Ben Clark Training Center to the Department of Finance and was awarded approval of the projections in July 2019 (see *Appendix D*).

This Needs Assessment document serves as the final requirement to demonstrate need and allow for the consideration and approval of formal education center status for the Ben Clark Training Center.

### **Physical Description of Site**

#### **(Population Densities, Topography, Road & Highway Configurations, etc.)**

The Ben Clark Training Center started serving students in 2006. The Ben Clark Training Center is located on a 375-acre site in Riverside, California. The physical address of the site location is: 16791 Davis Avenue, Riverside, CA 92518. Classes and public safety training currently take place in the existing facilities on the site, which encompass over 35,000 ASF (54,000 GSF). Parking at the site consists of multiple lots around the main facility.



Exhibit 1.01 Site Location Map



Source: Riverside CCD

The location of the Ben Clark Training Center site is defined with a red outline in *Exhibit 1.01*. The center is located near the western edge of land that was formerly March Air Force Base, within the unincorporated area west of the city of Moreno Valley. Residential neighborhoods border the center to the west. Ben Clark Training Center is 2 miles west of Interstate Highway 215, the primary regional circulation route for this area. Local access to I-215 is provided via the full accesses interchanges at Van Buren Boulevard. The land to the north and northwest of the Ben Clark Training Center site is planned for commercial development. Vehicular access to Van Buren Boulevard through this development is being reconfigured. It is not being planned to provide a primary circulation access route for the Ben Clark Training Center site.



### Exhibit 1.02 Road/Highway Configuration Map

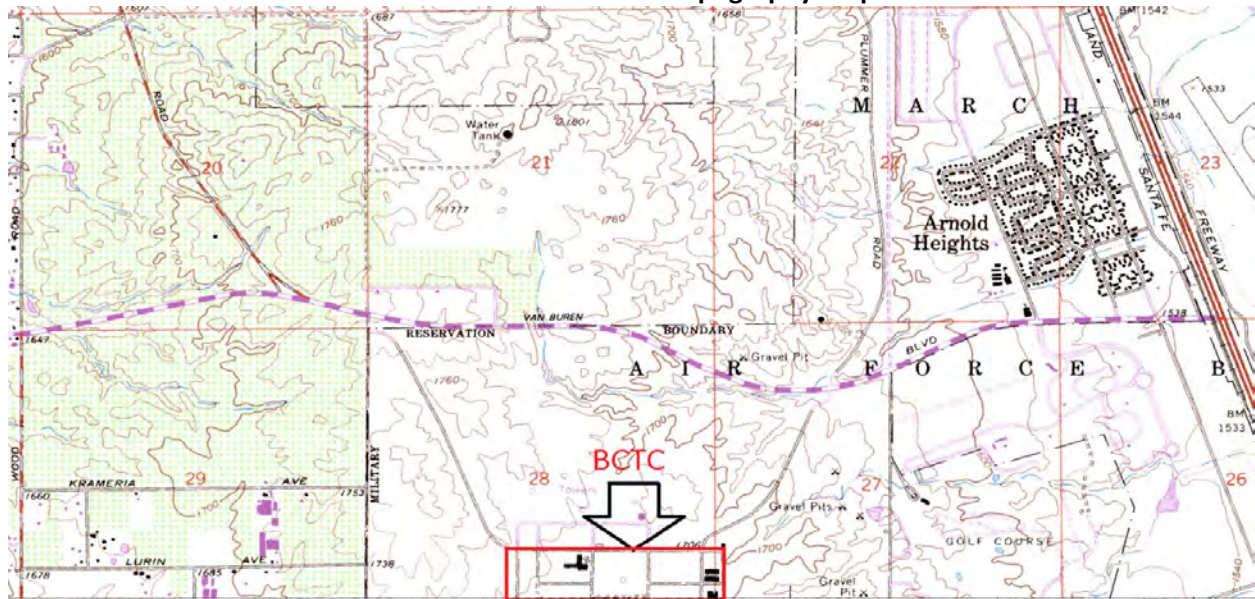


Source: Google Earth; ALMA Strategies



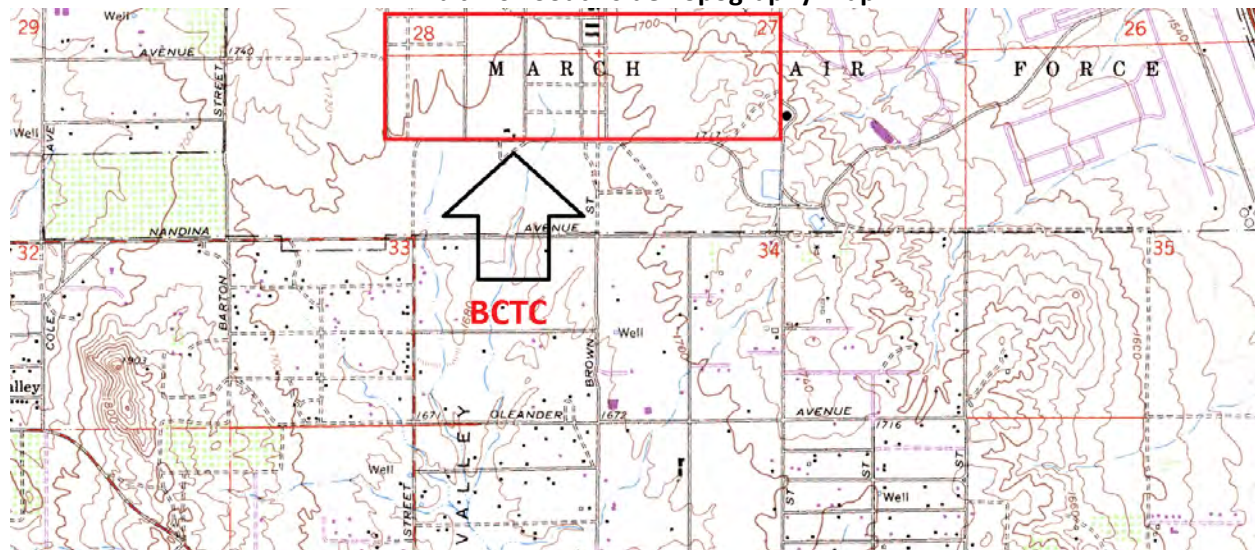
The Ben Clark Training Center is located on the site of the March Air Reserve Base in the relatively flat terrain of northwestern Riverside County.

**Exhibit 1.03 North side Topography Map**



Source: *efghmaps.com*; ALMA Strategies

**Exhibit 1.04 South side Topography Map**



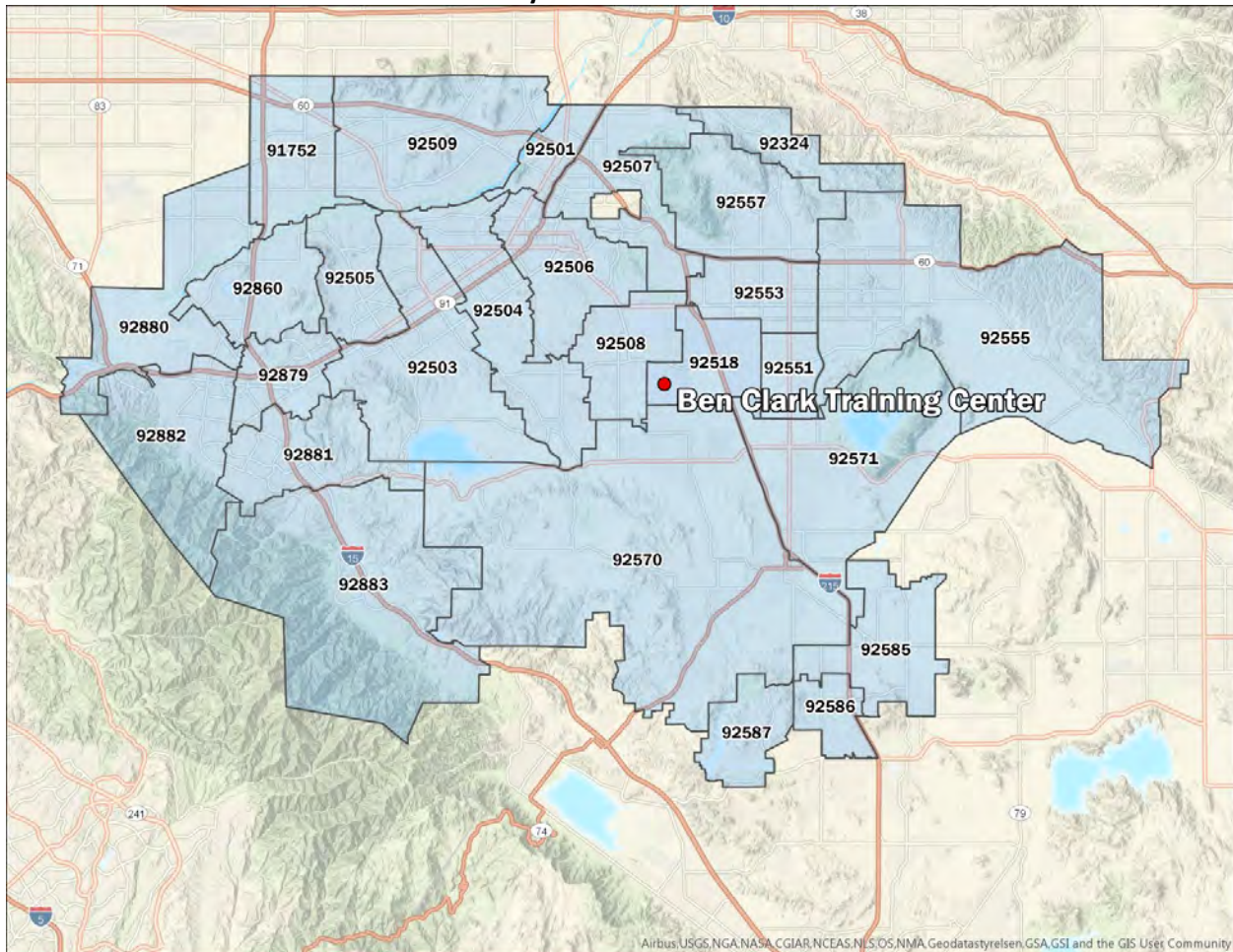
Source: *efghmaps.com*; ALMA Strategies

Ben Clark Training Center’s service area covers approximately 613 square miles in North Western Riverside County and aligns with the service area of RCCD. A map illustrating each service area zip code is provided in Exhibit 1.05. Ben Clark Training Center is the only site in the region where students located within RCCD can receive specialized public safety related instruction and career training. Service area ZIP codes and cities are provided in Exhibit 1.06.



Ben Clark Training Center’s service area encompasses those cities and ZIP codes in which students who attend the Ben Clark Training Center reside. The service area includes ZIP codes within the cities of March ARB CDP, Mead Valley CDP, Moreno Valley, Perris, Corona, Coronita CDP, Eastvale, El Cerrito CDP, El Sobrante CDP, Home Gardens CDP, Norco, Temescal Valley CDP, Highgrove CDP, Jurupa Valley, Lake Mathews CDP, Riverside city, and Woodcrest CDP (see *Exhibit 1.06*).

**Exhibit 1.05 Primary Service Area Cities and ZIP Codes**



Source: ArchGIS; ALMA Strategies



**Exhibit 1.06 Service Area Cities & ZIP Codes by Region**

City	Zip
Jurupa Valley/Eastvale/Mira Loma	91752
Highgrove	92324
Highgrove/Riverside	92501
Riverside	92503
Riverside/Woodcrest	92504
Riverside/Jurupa Valley	92505
Riverside	92506
Riverside/Highgrove	92507
Riverside/Moreno Valley	92508
Jurupa Valley/Riverside	92509
March ARB	92518
Moreno Valley/March ARB	92551
Moreno Valley/March ARB	92553
Moreno Valley	92555
Moreno Valley	92557
Perris/Mead Valley/Lake Mathews	92570
Perris/Moreno Valley	92571
Perris	92585
Perris	92586
Perris	92587
Norco/Riverside	92860
Corona/Home Gardens/El Cerrito	92879
Corona/Eastvale	92880
Corona	92881
Corona	92882
Corona/Temescal Valley	92883

Source: ALMA Strategies

Exhibit 1.07 provides a table of the Ben Clark Training Center service area population density by zip code. ZIP codes within the primary service for the Ben Clark Training Center encompass 612.77 square miles with a total population in 2017 of 1,197,936 persons. In 2017, the population density of the Ben Clark Training Center service area was 1,954 persons/square mile. More rural outlying areas within the service area have a low population density, however, ZIP codes in immediate proximity to the Center have a high population density (see *Exhibit 1.08*). ZIP codes with the highest population density encompass the cities of Moreno Valley, Riverside, Highgrove, and Corona. The centralized location of the Ben Clark Training Center in high-density areas allows the Center to serve as many potential residents as possible. There is a gap in the service area within the 92507 ZIP code that encompasses the University of California, Riverside campus site.





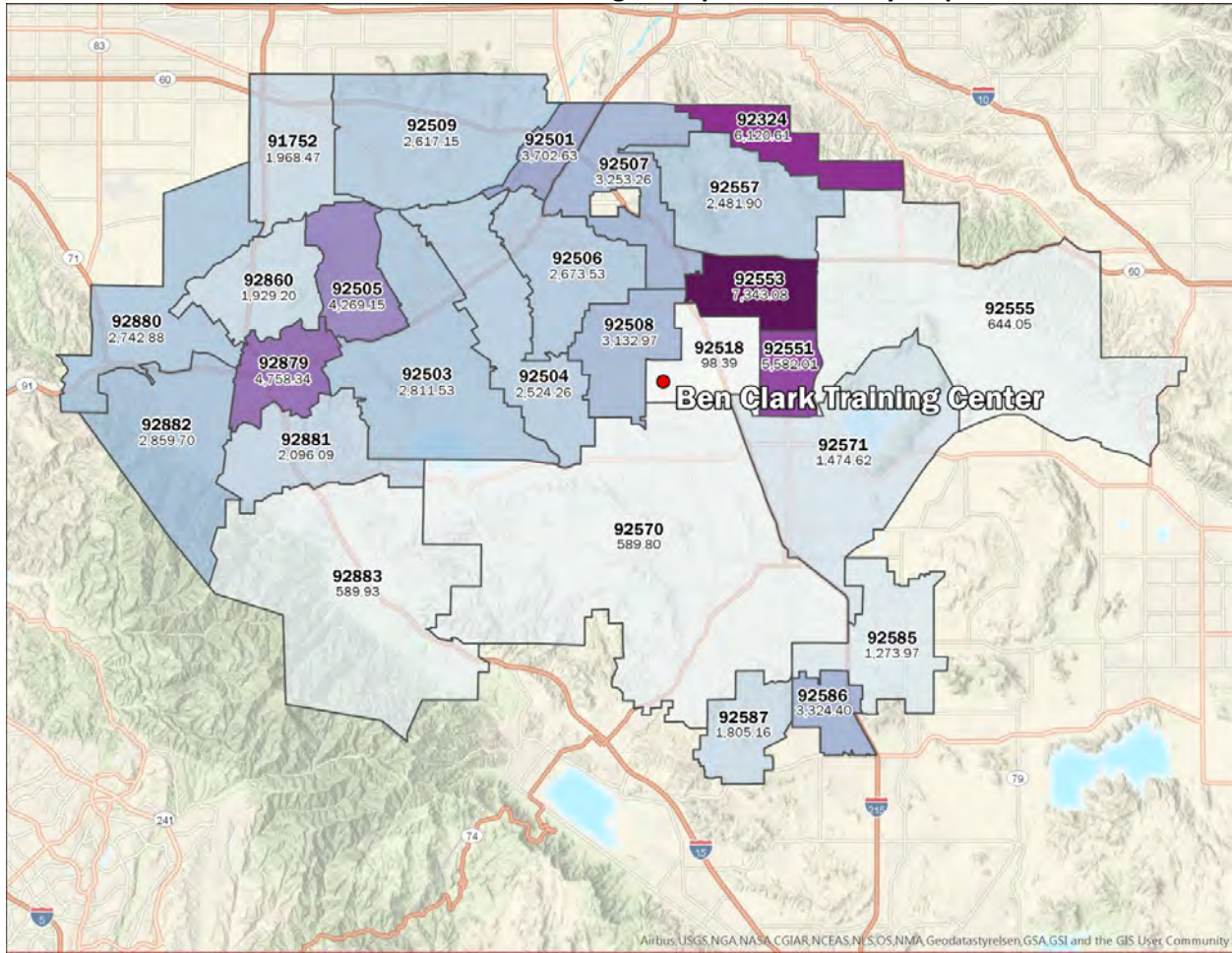
**Exhibit 1.07 Service Area Population Density Table**

City	ZIP Code	Land Sq. Mi.	Population 2017	Population Density / Sq. Mi.
Jurupa Valley/Eastvale/Mira Loma	91752	15.60	30,176	1,968.47
Highgrove	92324	9.58	58,650	6,120.61
Highgrove/Riverside	92501	5.86	21,707	3,702.63
Riverside	92503	33.62	94,523	2,811.53
Riverside/Woodcrest	92504	22.96	57,955	2,524.26
Riverside/Jurupa Valley	92505	11.74	50,110	4,269.15
Riverside	92506	17.14	45,831	2,673.53
Riverside/Highgrove	92507	17.83	58,017	3,253.26
Riverside/Moreno Valley	92508	12.49	39,121	3,132.97
Jurupa Valley/Riverside	92509	30.99	81,093	2,617.15
March ARB	92518	10.82	1,065	98.39
Moreno Valley/March ARB	92551	6.09	33,980	5,582.01
Moreno Valley/March ARB	92553	10.20	74,918	7,343.08
Moreno Valley	92555	67.44	43,436	644.05
Moreno Valley	92557	20.87	51,789	2,481.90
Perris/Mead Valley/Lake Mathews	92570	102.32	60,349	589.80
Perris/Moreno Valley	92571	37.85	55,814	1,474.62
Perris	92585	16.54	21,077	1,273.97
Perris	92586	6.07	20,186	3,324.40
Perris	92587	9.47	17,095	1,805.16
Norco/Riverside	92860	13.79	26,613	1,929.20
Corona/Home Gardens/El Cerrito	92879	9.62	45,767	4,758.34
Corona/Eastvale	92880	25.13	68,915	2,742.88
Corona	92881	16.24	34,039	2,096.09
Corona	92882	24.89	71,188	2,859.70
Corona/Temescal Valley	92883	57.60	33,982	589.93
<b>TOTAL</b>		<b>612.77</b>	<b>1,197,936</b>	<b>1,954.96</b>

Source: U.S. Census – American Fact Finder; ArcGIS/ALMA Strategies



**Exhibit 1.08 Service Area Region Population Density Map**

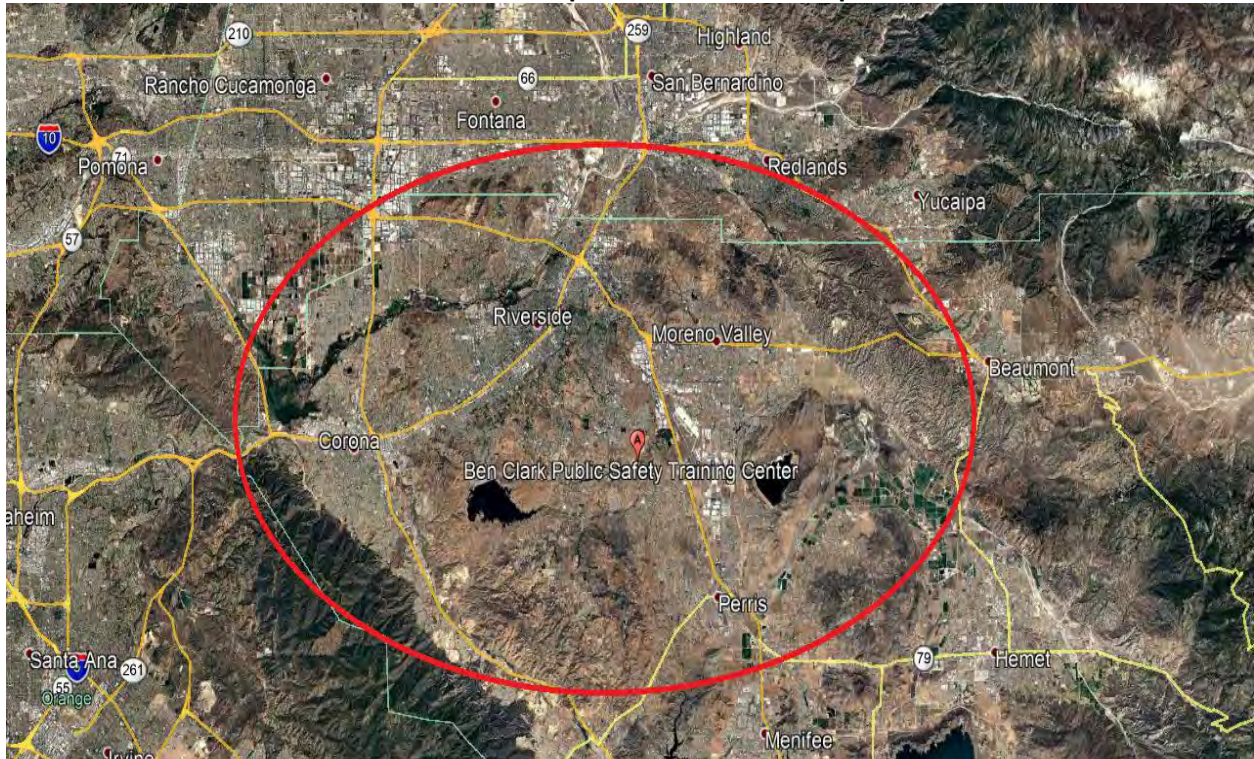


Source: ArcGIS; ALMA Strategies

The sphere of influence for the Ben Clark Training Center encompasses the ZIP codes of the cities mentioned previously in the “Service Area and Population Density” section above. Students receiving awards from the Ben Clark Training Center will go on to serve in occupations within this sphere (see Exhibit 1.09). During the fall 2017 term, approximately 37% of the Ben Clark Training Center’s unduplicated enrollment was from Moreno Valley, while Riverside city accounted for 23% of enrollment, and Perris city accounted for 19% of students. Additionally, Corona accounted for 10% of enrollment at Ben Clark Training Center. The remaining 11% of enrolled students resided among the other cities mentioned in the “Service Area and Population Density” section above. The sphere of influence for the Ben Clark Training Center, like the service area, encompasses the northwestern corner of Riverside County. The major cities within the sphere of influence are Riverside City, Moreno Valley, Corona, and Perris.



**Exhibit 1.09 Sphere of Influence Map**

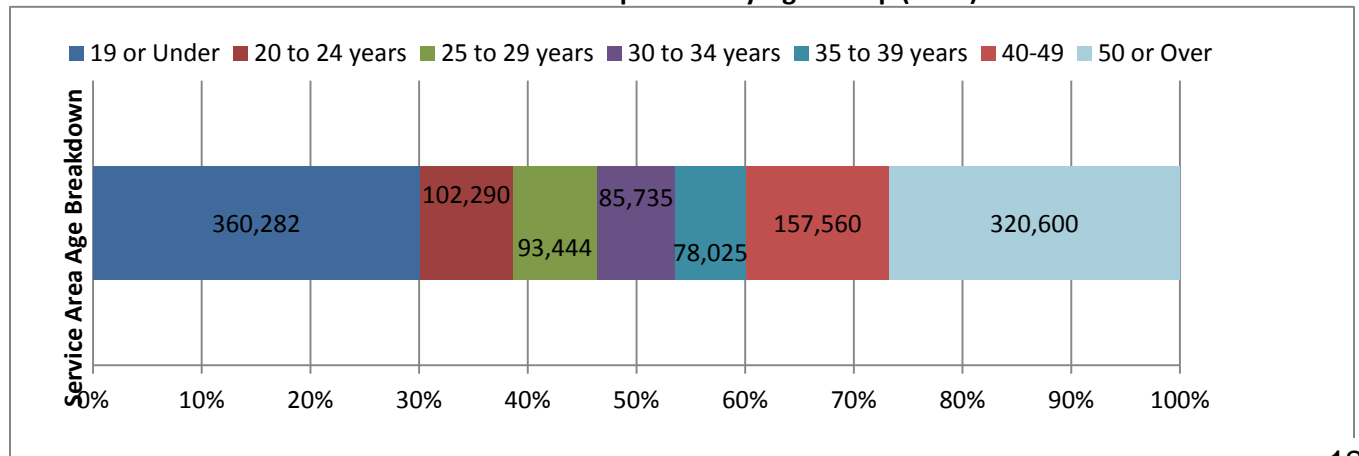


Source: Google Earth; ALMA Strategies

**Social & Demographic Analysis of Service Area**

In 2017, the estimated population of the Ben Clark Training Center service area was 1,197,936 persons. Exhibit 1.10 presents the breakdown of this population by age group. Approximately, 360,282 persons within the service area were under the age of 19 (30.08%), 102,290 persons were age 20-24 (8.54%), 93,444 were age 25-29 (7.80%), 85,735 were age 30 to 34 (7.16%), 78,025 persons were age 35 to 39 (6.51%), 157,560 persons were age 40-49 (13.15%), and 320,600 persons were age 50 or over (26.76%).

**Exhibit 1.10 Service Area Population by Age Group (2017)**

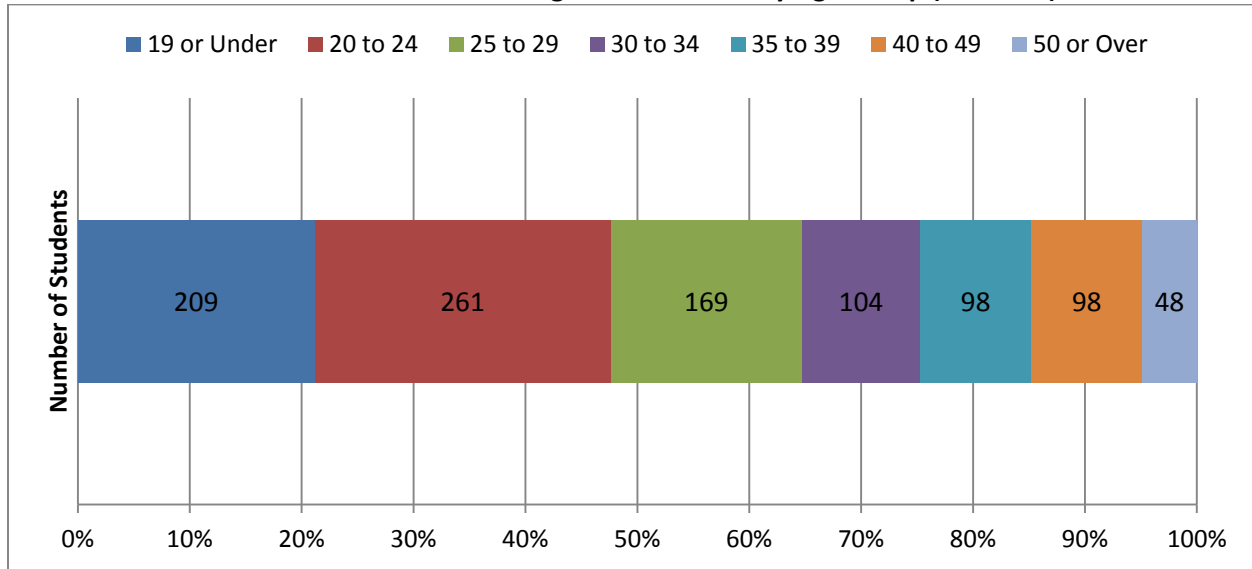


Source: American Community Survey 5-Year Population by Age Estimates



In comparison to Exhibit 1.10, Exhibit 1.11 presents Ben Clark Training Center students who reside in the service area by age group. The data shows that students who attend Ben Clark Training Center are disproportionately younger in comparison to the age breakdown of the total service area population. In Fall 2017, 987 students attended classes at Ben Clark Training Center. Of these students, 639 (64.74%) students were under the age of 30.

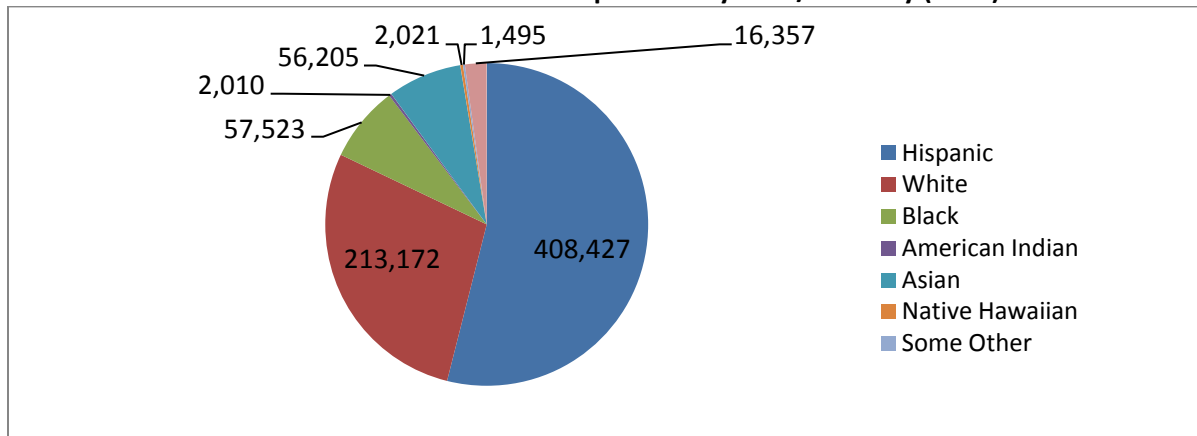
**Exhibit 1.11 Students Residing in Service Area by Age Group (Fall 2017)**



Source: Moreno Valley College Office of Institutional Effectiveness

In 2017, the adult population (age 18 to 64) in the service area was 757,210 people (see Exhibit 1.12). A majority of the service area population identified their race/ethnicity as Hispanic (53.94%), followed by White (28.15%), and Black (7.6%). Smaller percentage of the service area adult population self-identified as Asian (7.42%), Two or More Races (2.16%), American Indian (0.27%), Native Hawaiian or Pacific Islander (0.27%), and Some Other Race (0.20%).

**Exhibit 1.12 Service Area Population by Race/Ethnicity (2017)**

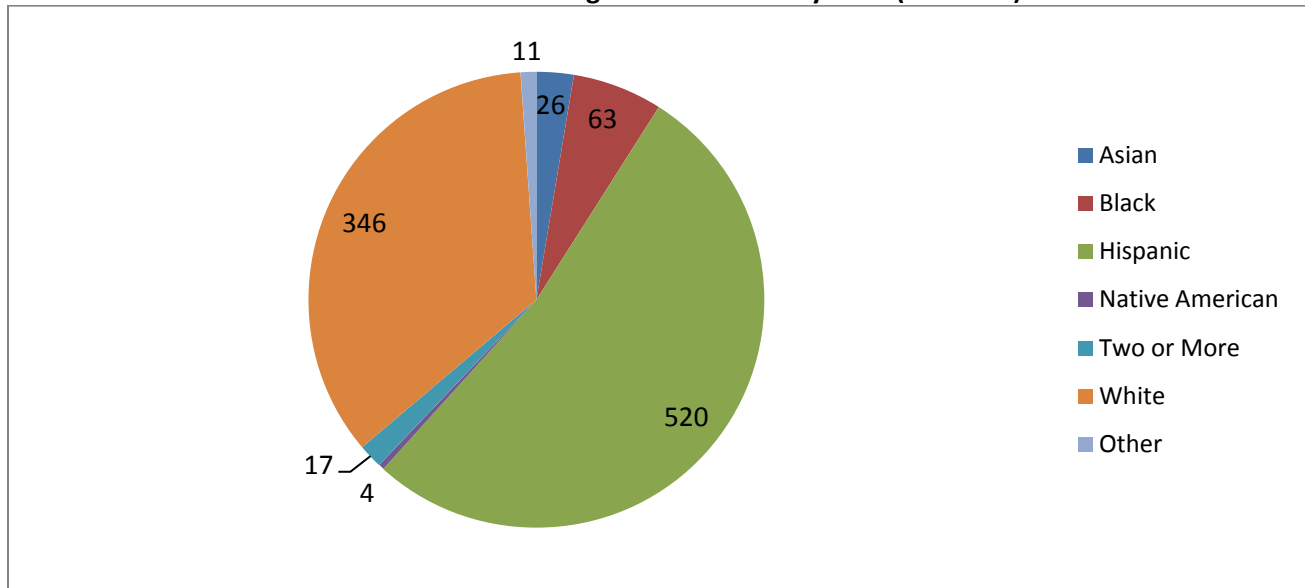


Source: American Community Survey 5-Year Population by Race Estimates



Exhibit 1.13 presents the race/ethnicity of Ben Clark Training Center students who reside within the service area. In Fall 2017, of the 987 students from the service area, 52.68% self identified as Hispanic, followed by 35.06% as White, and 6.38% as Black. While Asian residents in the service area make up 7.42% of the population, only 2.63% of students self-identified as Asian in Fall 2017. Additionally, 1.72% of students self-identified as Two or More Races, 1.11% self-identified as Other, and 0.41% as Native American.

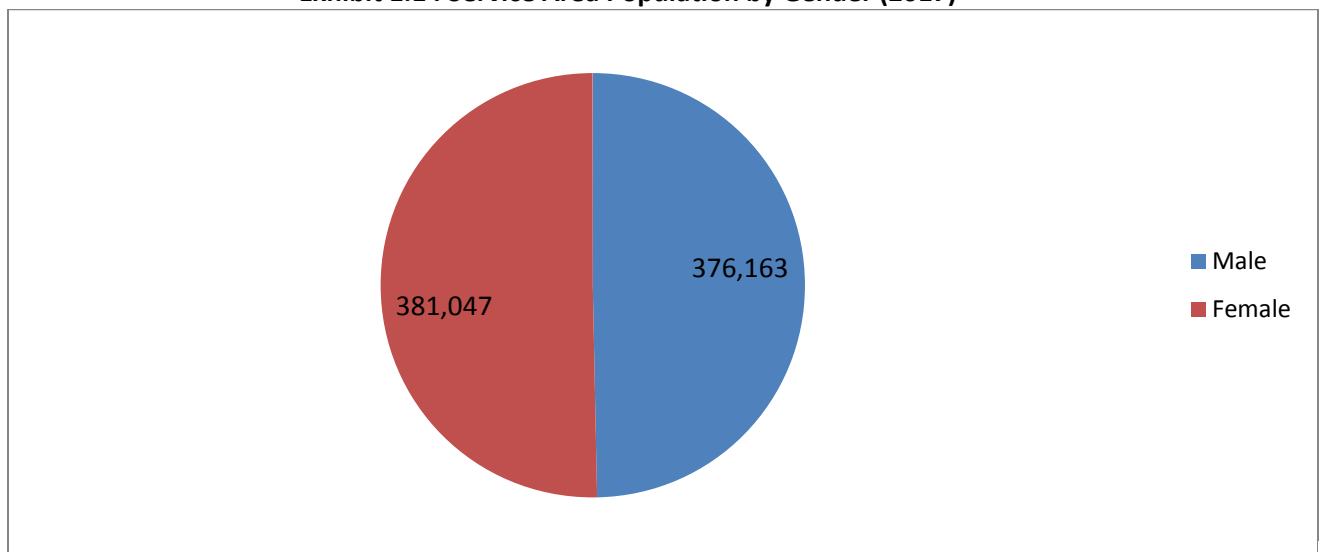
**Exhibit 1.13 Students Residing in Service Area by Race (Fall 2017)**



Source: Moreno Valley College Office of Institutional Effectiveness

In 2017, the majority of the adult population in the service area identified as Female (50.03%), while 49.67% self-identified as Male (Exhibit 1.14).

**Exhibit 1.14 Service Area Population by Gender (2017)**

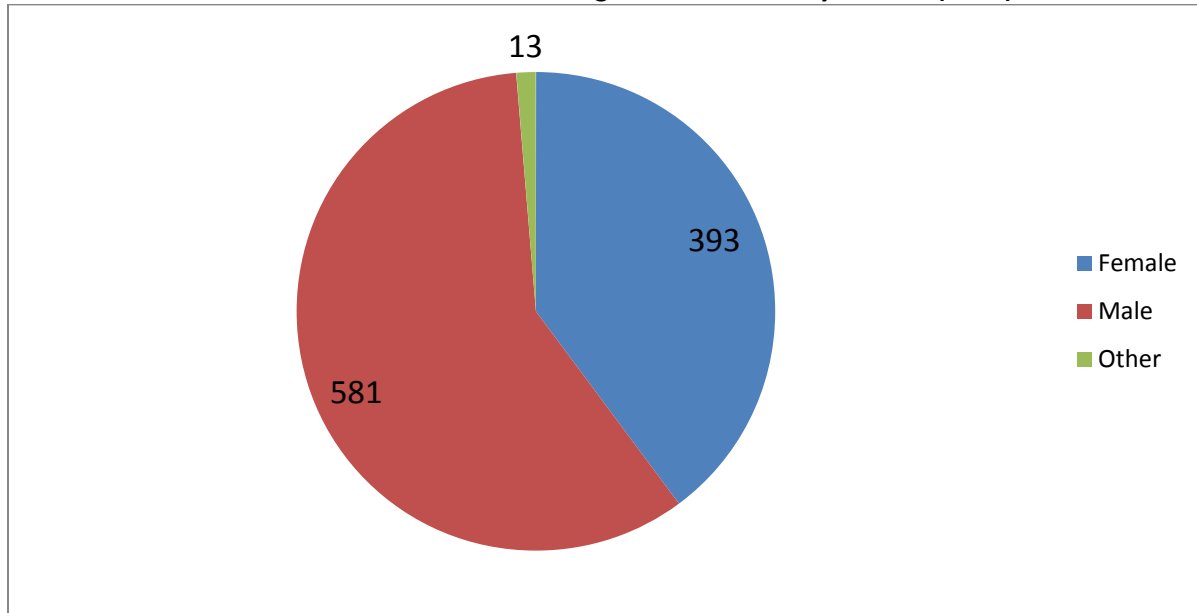


Source: American Community Survey 5-Year Population by Gender Estimates



In Fall 2017, the gender breakdown of the students enrolled in courses at Ben Clark Training Center did not reflect the service area adult population gender breakdown. The majority of Fall 2017 students residing in the service area identified as Male (58.87%) compared to Female (39.82%). Additionally, 13 Ben Clark Training Center students (1.32%) identified as Other.

**Exhibit 1.15 Students Residing in Service Area by Gender (2017)**



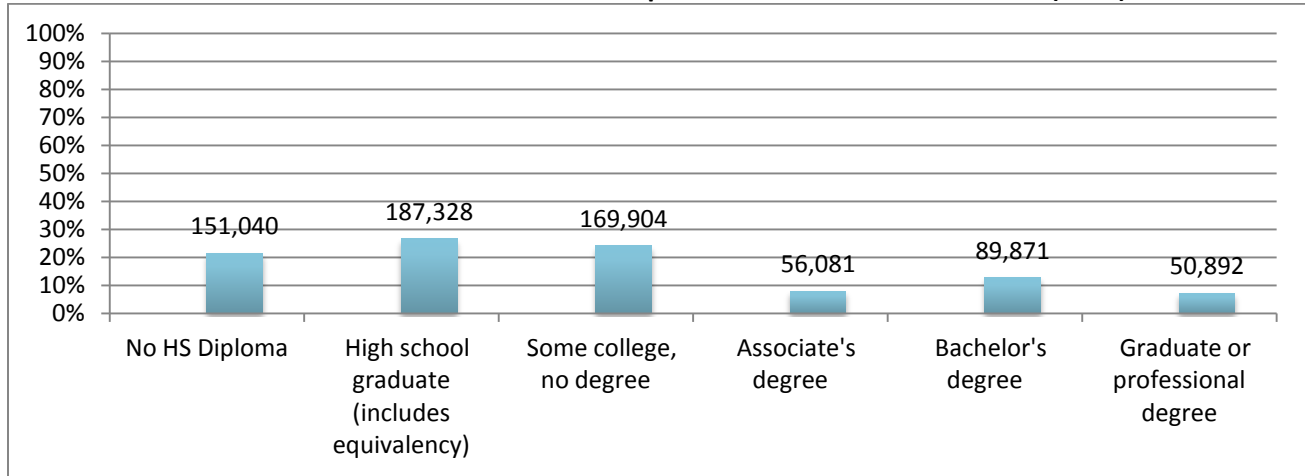
Source: Moreno Valley College Office of Institutional Effectiveness

### **Socioeconomic Profile of Service Area**

Educational attainment is defined as the highest level of education an individual completed and may be associated with socioeconomic outcomes. An example would be an area with higher than average poverty rates having a lower percentage of the population with Bachelor's degrees. Exhibit 1.16 presents the educational attainment of the service area population for adults aged over 25 years. In the service area, the vast majority of the population has not earned a college degree (72%). Of the segment of service area resident without a college degree, 21.42% do not have a high school degree, 26.57% are high school graduates, and 24.10% have attended some college, but have not received a degree. 27.92% of service area residents do have some sort of college degree. Within this segment, 7.95% have an Associate's degree, 12.75% have a Bachelor's degree, and 7.22% have a graduate or professional degree. The Ben Clark Training Center provides local opportunities to help individuals obtain a higher level of education, such as earning a college degree, transferring to a four-year institution, or completing workforce training.



**Exhibit 1.16 Educational Attainment for Population 25+ within Service Area (2017)**



Source: 2013-2017 American Community Survey (2017)

Exhibit 1.17 presents six-year (2012-2017) annual income level estimates for households in the service area. In 2017, 17.10% of households earned less than \$24,999.00, 21.43% of households earned between \$25,000.00 and \$49,999.00, 32.67% of households earned between \$50,000.00 and \$99,999.00, and 28.80% earned more than \$100,000.00.

**Exhibit 1.17 Income Level within Service Area (2007-2011, 5-Year Estimates)**

Annual Income Level	2012	2013	2014	2015	2016	2017
<b>Less than \$24,999</b>	60,084	61,108	62,137	62,452	61,237	56,130
<b>\$25,000 to \$49,999</b>	71,806	72,627	72,159	73,502	73,124	70,350
<b>\$50,000 to \$99,999</b>	103,767	104,736	105,147	106,475	107,486	107,245
<b>\$100,000 or greater</b>	79,766	79,748	79,469	81,468	86,800	94,540
<b>Total Households</b>	<b>315,423</b>	<b>318,219</b>	<b>318,912</b>	<b>323,897</b>	<b>328,647</b>	<b>328,265</b>

Source: 2012-2017 American Community Survey 5-Year Household Income Estimates

Exhibit 1.18 provides California Employment Development Department estimates of Riverside County, San Bernardino County, and the state of California. In March 2018, the Riverside County unemployment rate was 4.4%, the San Bernardino unemployment rate was 4.0%, and the California unemployment rate was 4.10%.

**Exhibit 1.18 Labor Force Data (March 2018)**

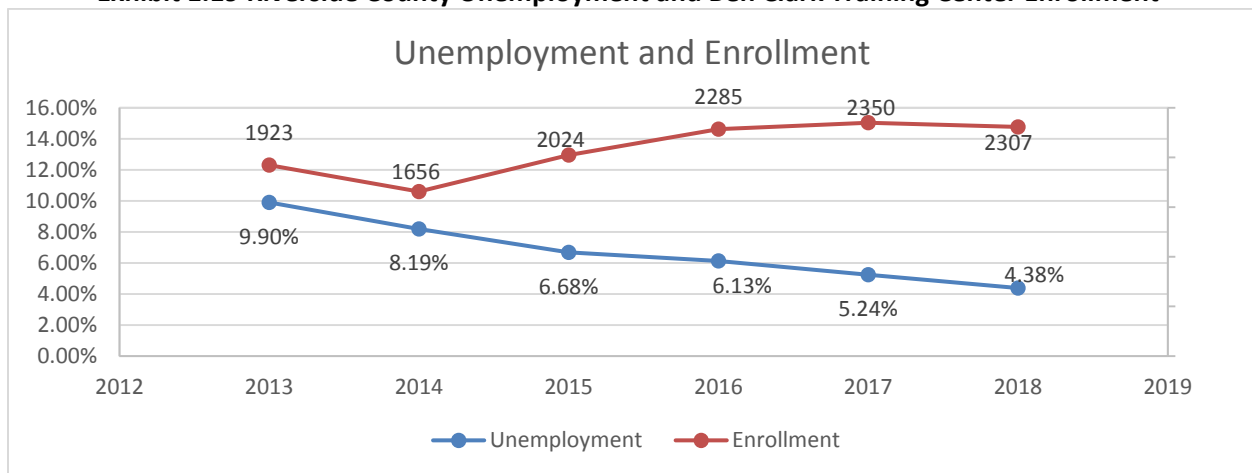
Area	Labor Force Data			
	Labor Force	Employment	Unemployment	Unemployment Rate
Riverside County	1,092,400	1,044,600	47,800	4.4%
San Bernardino County	961,000	922,300	38,800	4.0%
<b>California</b>	<b>37,274,700</b>	<b>35,720,640</b>	<b>1,552,710</b>	<b>4.10%</b>

Source: California Employment Development Department, LMI



Exhibit 1.19 shows the correlation between the Riverside County unemployment rate and Ben Clark Training Center enrollment from 2013 to 2018. From 2013 to 2014, Ben Clark Training Center saw a slight decrease in enrollment. However, from 2014 to 2017, enrollment increased from 1656 to 2,350. Enrollment then decreased slightly in 2018 to 2307 students. While enrollment has fluctuated over the years, annual student enrollment has remained relatively constant. Enrollment at Ben Clark Training Center is not linked to the county unemployment rate. As enrollment fluctuated, the unemployment rate in Riverside County steadily declined year over year from 9.90% in 2013 to 4.38% in 2018. This is due to public safety related occupational demands being typically insulated from larger-scale economic fluctuations in a given community.

**Exhibit 1.19 Riverside County Unemployment and Ben Clark Training Center Enrollment**



Source: <https://data.edd.ca.gov/Labor-Force-and-Unemployment-Rates>

In 2017, the average household size within Riverside County was 3.28, 3.31 in San Bernardino County, and 2.96 state-wide (see *Exhibit 1.20*), while the average household size in the service area was 3.49 persons (see *Exhibit 1.21*). Both the 2017 median household and per income within Riverside County and neighboring San Bernardino County were below the State-wide average. The average per capita income of the service area is below the State-wide average, and was on par with the per capita income of Riverside County. The average median household income of the service area was above that of Riverside County, San Bernardino County, and California. In 2017, approximately 12% of families in Riverside County were below the poverty level, compared to 14.50% of families in San Bernardino County and 11.10% families in California. The average percentage of families below the poverty level within the service area is approximately 10.69%.

**Exhibit 1.20 Household Size, Income and Poverty Rate (2013-2017, 5-Year Estimates)**

Area	Avg. Household Size	Median Household Income	Per Capita Income	Families Below Poverty (%)
Riverside County	3.28	60,807	25,700	12.00%
San Bernardino County	3.31	57,156	22,867	14.50%
<b>California</b>	<b>2.96</b>	<b>67,169</b>	<b>33,128</b>	<b>11.10%</b>

Source: U.S. Census 2017, ACS 5-Year Estimates





**Exhibit 1.21 Household Size, Income and Poverty Rate (Service Area, 2017)**

ZIP Code	City	Avg. Household Size	Median Household Income	Per Capita Income	% of Families Below Poverty Line
91752	Jurupa Valley/Eastvale/Mira Loma	3.75	\$70,880.00	\$25,744.00	9.70%
92324	Highgrove	3.29	\$48,578.00	\$19,433.00	14.10%
92501	Highgrove/Riverside	3.1	\$55,192.00	\$22,810.00	10.90%
92503	Riverside	3.73	\$62,998.00	\$22,132.00	11.60%
92504	Riverside/Woodcrest	3.39	\$60,211.00	\$23,031.00	11.20%
92505	Riverside/Jurupa Valley	3.68	\$62,232.00	\$21,308.00	11.30%
92506	Riverside	3.03	\$87,190.00	\$37,836.00	7.70%
92507	Riverside/Highgrove	3.06	\$44,912.00	\$18,793.00	19.10%
92508	Riverside/Moreno Valley	3.8	\$103,942.00	\$32,872.00	5.90%
92509	Jurupa Valley/Riverside	4.12	\$63,719.00	\$19,802.00	13.30%
92518	March ARB	1.78	\$67,365.00	\$43,867.00	0.00%
92551	Moreno Valley/March ARB	4.21	\$54,955.00	\$16,913.00	15.70%
92553	Moreno Valley/March ARB	4.07	\$48,329.00	\$15,934.00	19.90%
92555	Moreno Valley	4.05	\$81,104.00	\$24,409.00	6.70%
92557	Moreno Valley	3.72	\$67,121.00	\$22,683.00	10.40%
92570	Perris/Mead Valley/Lake Mathews	4.37	\$47,696.00	\$16,378.00	22.00%
92571	Perris/Moreno Valley	4.5	\$56,921.00	\$16,248.00	17.50%
92585	Perris	3.58	\$65,188.00	\$24,650.00	11.40%
92586	Perris	2.15	\$36,887.00	\$24,590.00	9.40%
92587	Perris	3.01	\$71,838.00	\$31,251.00	9.50%
92860	Norco/Riverside	3.37	\$92,199.00	\$31,421.00	3.60%
92879	Corona/Home Gardens/El Cerrito	3.14	\$61,783.00	\$25,041.00	10.60%
92880	Corona/Eastvale	3.9	\$100,175.00	\$30,017.00	6.10%
92881	Corona	3.48	\$94,498.00	\$34,513.00	5.10%
92882	Corona	3.25	\$70,235.00	\$28,162.00	10.90%
92883	Corona/Temescal Valley	3.3	\$99,231.00	\$36,769.00	4.30%
<b>Service Area Average</b>		<b>3.49</b>	<b>\$68,283.81</b>	<b>\$25,638.73</b>	<b>10.69%</b>

Source: 2013-2017 American Community Survey 5-Year Estimates (2017)

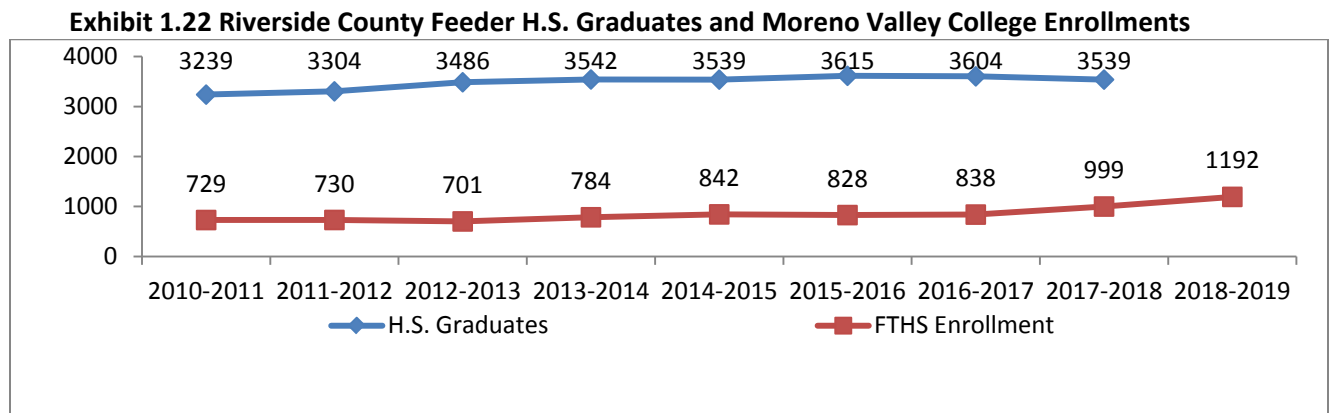
### Preferences and Needs of Service Area

Located in the to the south west corner of Moreno Valley Unified School District and in the north west corner of the Val Verde Unified School District, the Ben Clark Training Center will benefit both Moreno Valley College and its community by providing comprehensive public safety instruction and training closer to students and residents in the region. The Moreno Valley Unified School District, one of Moreno Valley College’s largest feeder high school districts, maintains seven public high schools. The Val Verde Unified School District, with five public high schools, also falls within the Ben Clark Training Center’s service area. The Ben Clark Training Center will serve as an anchor and entryway for high schools students interested in Public Safety training for Moreno Valley College and the Riverside Community



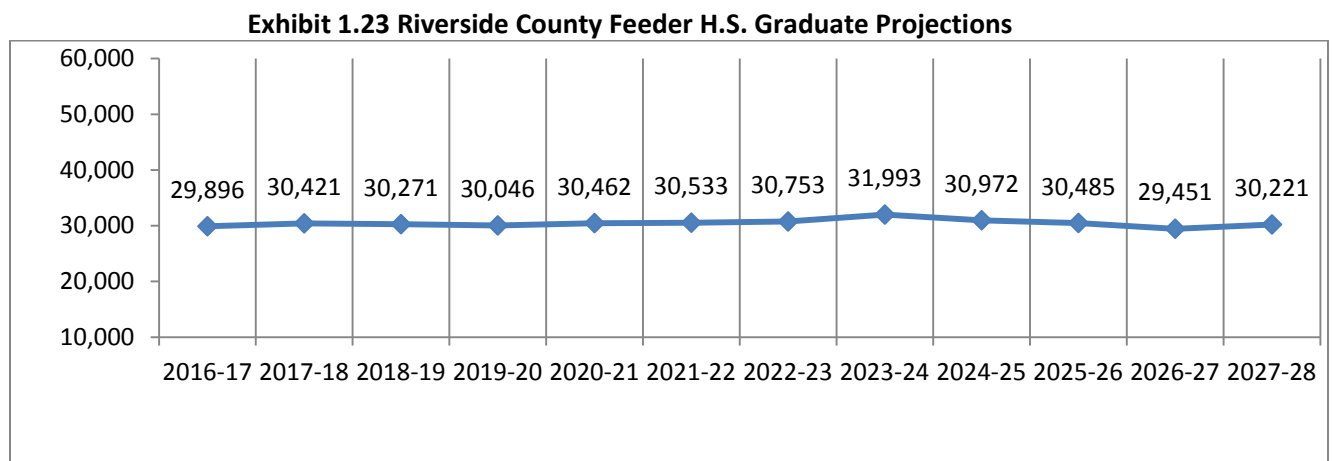
College District as it continues to strengthen its relationship with high schools and adult schools within these districts.

In 2017-18, 3,539 students graduated from the College’s feeder high school districts, which include Moreno Valley Unified and Val Verde Unified districts. Of these graduates, 33.68% (1,192 students) enrolled as first-time high school students (FTHS) at Moreno Valley College in 2018-2019 (see *Exhibit 1.22*).



Sources: California Department of Education (CDE): HS Graduates (<http://dq.cde.ca.gov/dataquest/>); Moreno Valley College Office of Institutional Effectiveness.

Exhibit 1.23 shows actual high school graduates from 2013-14 through 2017-18 along with projections for 2018-19 through 2025-26. These numbers represent high school graduates for the entire Riverside County and projections are based on current K-12 enrollments. Riverside County high school graduates are projected to remain relatively constant through 2027-28. The physical site location of the Ben Clark Training Center, and it’s accessibility to local high schools in the Riverside Community College service area will allow the District to strengthen relationships with prospective students within the community.



Source: [http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public\\_K-12\\_Graded\\_Enrollment/](http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public_K-12_Graded_Enrollment/)



### Present and Future Labor Market Requirements

The top 19 industry groups in the Inland Empire (consisting of Riverside and San Bernardino Counties) are noted in Exhibit 1.24. The table shows 10-year job growth (2016-2026) by industry within the Inland Empire. The largest increases in the number of jobs are expected in Healthcare and Social Assistance (47,000 jobs); Transportation and Warehousing (44,200 jobs); Construction (27,600 jobs); Accommodation and Food Services (26,900 jobs); and Government (23,100 jobs). The Government sector is where most of the occupations that students train for at Ben Clark Training Center will be added.

**Exhibit 1.24 Top 21 Industry Groups in Riverside and San Bernardino County with 10-yr Projections**

Industry Groups in the Inland Empire (Riverside and San Bernardino Counties)					
NAICS Code	Industry Title	Base Year Employment Estimate 2016	Projected Year Employment Estimate 2026	Numeric Change 2016-2026	Percentage Change 2016-2026
62	Health Care and Social Assistance	195,700	242,900	47,200	24.1%
48-49	Transportation and Warehousing	102,000	146,200	44,200	43.3%
23	Construction	92,000	119,600	27,600	30.0%
72	Accommodation and Food Services	140,900	167,800	26,900	19.1%
-	Government	242,300	265,400	23,100	9.5%
56	Administrative and Support and Waste Management and Remediation Services	96,900	115,200	18,300	18.9%
44-45	Retail Trade	178,000	191,000	13,000	7.3%
54	Professional, Scientific, and Technical Services	39,000	46,000	7,000	17.9%
81	Other Services (excludes 814-Private Household Workers)	44,600	51,400	6,800	15.2%
42	Wholesale Trade	62,800	67,000	4,200	6.7%
61	Educational Services (Private)	18,600	21,500	2,900	15.6%
31-33	Manufacturing	98,600	101,100	2,500	2.5%
71	Arts, Entertainment, and Recreation	19,200	21,500	2,300	12.0%
53	Real Estate and Rental and Leasing	17,900	19,200	1,300	7.3%
52	Finance and Insurance	26,700	27,700	1,000	3.7%
55	Management of Companies and Enterprises	9,100	9,500	400	4.4%
22	Utilities	5,200	5,300	100	1.9%
1133,21	Mining and Logging	900	700	-200	-22.2%
51	Information	11,500	11,100	-400	-3.5%

Source: CA Employment Development Department 10-Year Industry Projections for Riverside-San Bernardino-Ontario MSA



### **Labor Market Requirements and Community Program Preferences**

As a result of opening the Ben Clark Training Center at the March Air Reserve Base in 1997, the site moved to a more centralized location in the most populous part of Riverside County, increasing access to comprehensive public safety training services to residents in the service area. The closest public safety training program outside of the Ben Clark Training Center is housed at San Bernardino Valley College in San Bernardino. With the support of the public safety training program at San Bernardino Valley College, the Ben Clark Training Center can provide workforce preparation for public safety related occupations at a convenient location in Riverside County.

The anticipated growth of the Health Care and Social Assistance and Government sectors in the Inland Empire indicates that the regional demand for jobs in these sectors is growing. Emergency Medical Technicians, Police Officers, Fire Fighters, Highway Patrol are all occupations which are encompassed within these sectors. Public safety training courses offered at the Ben Clark Training Center will provide students with the qualifications and the proper certifications to fill these positions in the near future as demand and the regional population increases.

### **Community Support & Possible Community Opposition**

Riverside Community College District and Moreno Valley College have received overwhelming community support for pursuing Center Status for the Ben Clark Training Center and increasing access to comprehensive public safety training and instruction. Achieving education center status for the Ben Clark Training Center has been analyzed, planned, and supported by the regional community since 2015, when the original application for Center Status was considered for Ben Clark Training Center prior to the state-wide moratorium on approving Center Status for off-site educational locations.

Establishing the Ben Clark Training Center as a center has received abundant support from the Riverside Community College District, Norco College, Riverside City College, Mt. San Jacinto Community College District, San Bernardino Valley College, the Riverside County Sheriff's Department, the California Department of Forestry & Fire Protection, the Riverside County Fire Department, the California Highway Patrol, and the Riverside County Probation Department. The surrounding communities within the Riverside Community College District and Inland Empire recognize the importance of a well-trained and highly professional public safety workforce and having local options for students to pursue their goals is vital to the community and to its safety.

The community support for obtaining center status for the Ben Clark Training Center has been overwhelmingly positive, and this goal has not received opposition from any community group or entity.



## CHAPTER II – ENROLLMENT PROJECTIONS

An important component of the Ben Clark Training Center Needs Assessment is a 10-year enrollment and Full Time Equivalent Student (FTES) projection. This section provides student headcount and FTE projections for Ben Clark Training Center. The methodology for developing the projections presented in this section follows the recommended procedures outlined within the California Community College’s Facilities Planning manual developed by the CCCC and is consistent with a methodology acceptable to the Department of Finance Demographic Research Unit. The District defines an academic year as the leading summer term and two primary terms (fall and spring), with a shorter winter term between fall and spring. For example, the 2019-2020 academic year is defined by the District as Summer 2019, Fall 2019, Winter 2020, and Spring 2020. Throughout this section, student headcount and FTES projections follow the District’s definition of the academic year. Annual student headcount refers to the headcount of students and is unduplicated within a given term, but may be duplicated within an academic year. Enrollment projections were developed while the Spring 2019 semester was still in session, thus, Spring term student headcount and FTES were estimated using attendance reporting estimates at the time.

### Historical Enrollment Data (Fall, Spring, Winter, Summer, and Annualized Headcount, and FTES)

In the Fall 2013 term, Ben Clark Training Center served 824 students constituting 220.36 Full-Time Equivalent Students (FTES). By the Fall 2018 term, the student body (Headcount Enrollment) grew to 992, resulting in an FTES of 277.78 (see *Exhibit 2.01*).

Annually, Ben Clark Training Center generated 708.94 FTES and served 1,923 students, resulting in a FTES/Headcount ratio of .37 over the course of the 2013-14 academic year. By the end of the 2018-19 academic year, Ben Clark Training Center is expected to generate 850.76 FTES and serve 2307 students, resulting in a FTES/Headcount ratio of .37.

**Exhibit 2.01: Historical FTES & Unduplicated Enrollment**

Term	Headcount Enrollment	FTES	FTES/Headcount
Summer 2013	171	164.98	0.96
Fall 2013	824	220.36	0.27
Winter 2014	221	34.02	0.15
Spring 2014	707	289.58	0.41
Annual 2013-2014	1,923	708.94	0.37
Summer 2014	133	178.46	1.34
Fall 2014	724	210.13	0.29
Winter 2015	177	143.25	0.81
Spring 2015	622	251.1	0.40
Annual 2014-15	1,656	782.94	0.47
Summer 2015	258	73.72	0.29
Fall 2015	645	260.6	0.40
Winter 2016	196	69.01	0.35
Spring 2016	925	242.26	0.26
Annual 2015-16	2,024	645.59	0.32
Summer 2016	211	72.73	0.34



<b>Fall 2016</b>	1,014	271.28	0.27
<b>Winter 2017</b>	198	63.21	0.32
<b>Spring 2017</b>	862	240.93	0.28
<b>Annual 2016-17</b>	<b>2,285</b>	<b>648.15</b>	<b>0.28</b>
<b>Summer 2017</b>	251	64.95	0.26
<b>Fall 2017</b>	987	284.57	0.29
<b>Winter 2018</b>	205	52.61	0.26
<b>Spring 2018</b>	907	270.88	0.30
<b>Annual 2017-18</b>	<b>2,350</b>	<b>673.01</b>	<b>0.29</b>
<b>Summer 2018</b>	217	167.93	0.77
<b>Fall 2018</b>	992	277.28	0.28
<b>Winter 2019</b>	200	42.36	0.21
<b>Spring 2019 (Projected)</b>	898	363.19	0.40
<b>2018-19 Annual (Projected)</b>	<b>2,307</b>	<b>850.76</b>	<b>0.37</b>

Source: Moreno Valley College Office of Institutional Effectiveness

Participation rate may be defined as headcount enrollment per 1,000 persons within the service area adult population (18-65). During the Fall 2018 term, the Ben Clark Training Center experienced a participation rate of 1.29 students per 1,000 adult persons within the service area (see *Exhibit 2.02*).

#### Exhibit 2.02 Ben Clark Training Center – Historic Participation Rate

Term	Headcount Enrollment	Service Area Adult Pop	Estimated Participation Rate
<b>Summer 2013</b>	171	716,976	0.24
<b>Fall 2013</b>	824	716,976	1.15
<b>Winter 2014</b>	221	728,277	0.30
<b>Spring 2014</b>	707	728,277	0.97
<b>Annual 2013-2014</b>	<b>1,923</b>	<b>728,277</b>	<b>2.64</b>
<b>Summer 2014</b>	133	728,277	0.18
<b>Fall 2014</b>	724	728,277	0.99
<b>Winter 2015</b>	177	739,367	0.24
<b>Spring 2015</b>	622	739,367	0.84
<b>Annual 2014-15</b>	<b>1,656</b>	<b>739,367</b>	<b>2.24</b>
<b>Summer 2015</b>	258	739,367	0.35
<b>Fall 2015</b>	645	739,367	0.87
<b>Winter 2016</b>	196	749,862	0.26
<b>Spring 2016</b>	925	749,862	1.23
<b>Annual 2015-16</b>	<b>2,024</b>	<b>749,862</b>	<b>2.70</b>
<b>Summer 2016</b>	211	749,862	0.28
<b>Fall 2016</b>	1,014	749,862	1.35
<b>Winter 2017</b>	198	757,210	0.26
<b>Spring 2017</b>	862	757,210	1.14
<b>Annual 2016-17</b>	<b>2,285</b>	<b>757,210</b>	<b>3.02</b>



Summer 2017	251	757,210	0.33
Fall 2017	987	757,210	1.30
Winter 2018	205	768,751	0.27
Spring 2018	907	768,751	1.18
<b>Annual 2017-18</b>	<b>2,350</b>	<b>768,751</b>	<b>3.06</b>
Summer 2018	217	768,751	0.28
Fall 2018	992	768,751	1.29
Winter 2019	200	780,539	0.26
Spring 2019 (Projected)	898	780,539	1.15
<b>2018-19 Annual (Projected)</b>	<b>2,307</b>	<b>780,539</b>	<b>2.96</b>

Source: ACS Community Survey Adult Population (18-65) 5-Year Estimates; 2013-2017

### Projections (Fall, Winter, Spring, Summer, and Annualized Headcount, FTES, and WSCH per Headcount)

During the period between the 2013-2014 and 2018-2019 academic year, Ben Clark Training Center experienced an average annual participation rate of 2.77 students at its site per 1,000 adult persons within the service area population (see *Exhibit 2.03*). Over the course of the 2013-14 school year, the participation rate was 2.64 students per 1,000 service area residents. Historically, the participation rate hits its peak after the 2017-18 academic year at 3.06 students per 1,000 service area residents. The participation rate is expected to dip slightly to 2.96 after the 2018-19 school year.

### Exhibit 2.03 Participation Rate – Service Area Residents at Ben Clark Training Center

Term	Headcount Enrollment	Service Area Adult Pop	Estimated Participation Rate
Annual 2013-2014	1,923	728,277	2.64
Annual 2014-15	1,656	739,367	2.24
Annual 2015-16	2,024	739,862	2.70
Annual 2016-17	2,285	757,210	3.02
Annual 2017-18	2,350	768,751	3.06
2018-19 Annual (Projected)	2,307	780,539	2.96
<b>Average Participation Rate</b>	<b>2.77</b>		

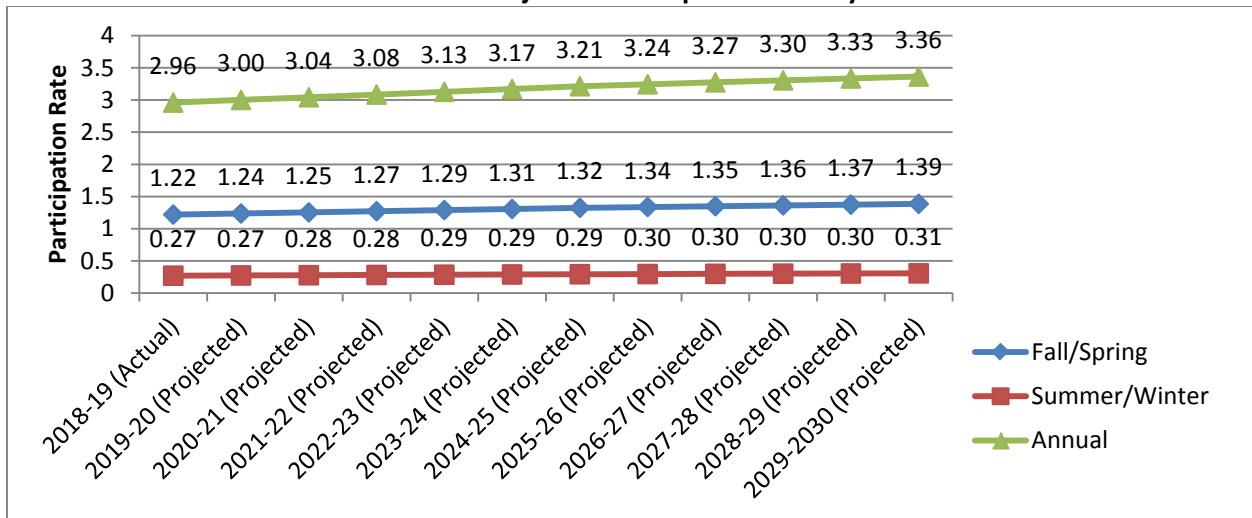
Source: Moreno Valley College Office of Institutional Effectiveness; ACS Community Survey 5-year Adult Population (18-65) Estimates 2013-2017

As the Ben Clark Training Center expands program/course offerings and services, it is anticipated that the annual participation rate will increase from approximately 2.96 students/1,000 adult persons within the service area in the 2018-19 academic year to 3.36 students per 1,000 adult persons within the service area by the 2029-30 academic year. Over the next 5 years the Ben Clark Training Center will be increasing its overall course offerings, increasing its public safety training programs, and constructing two new capital outlay projects on site. Thus, projected growth in participation rates from 2018-19 to 2023-24 are expected to be higher than the growth rates from 2025 to 2030. From the 2018-19 to 2024-2025 academic years, it is expected that the Ben Clark Training Center's participation rate growth will be consistent with the most recent State Chancellor's Office Long Range WSCH and Enrollment Projection



annual growth for the District of 1.4%. From the 2024-25 to 2029-30 academic year, it is expected that the Center’s participation rate growth will be consistent with the most recent State Chancellor’s Office Long Range WSCH and Enrollment Projection annual growth for the District of 0.90% (see *Exhibit 2.04*).

**Exhibit 2.04 Projected Participation Rate by Term**



Source: ALMA Strategies

Annual FTES/Headcount Enrollment is calculated by dividing the annual historical FTES generated per student within the service area by the annual unduplicated enrollment that same year. The average FTES/Headcount Enrollment at Ben Clark Training Center from 2013 to 2019 is 0.35 FTES/Headcount Enrollment.

**Exhibit 2.05 FTES/Enrollment – Annual**

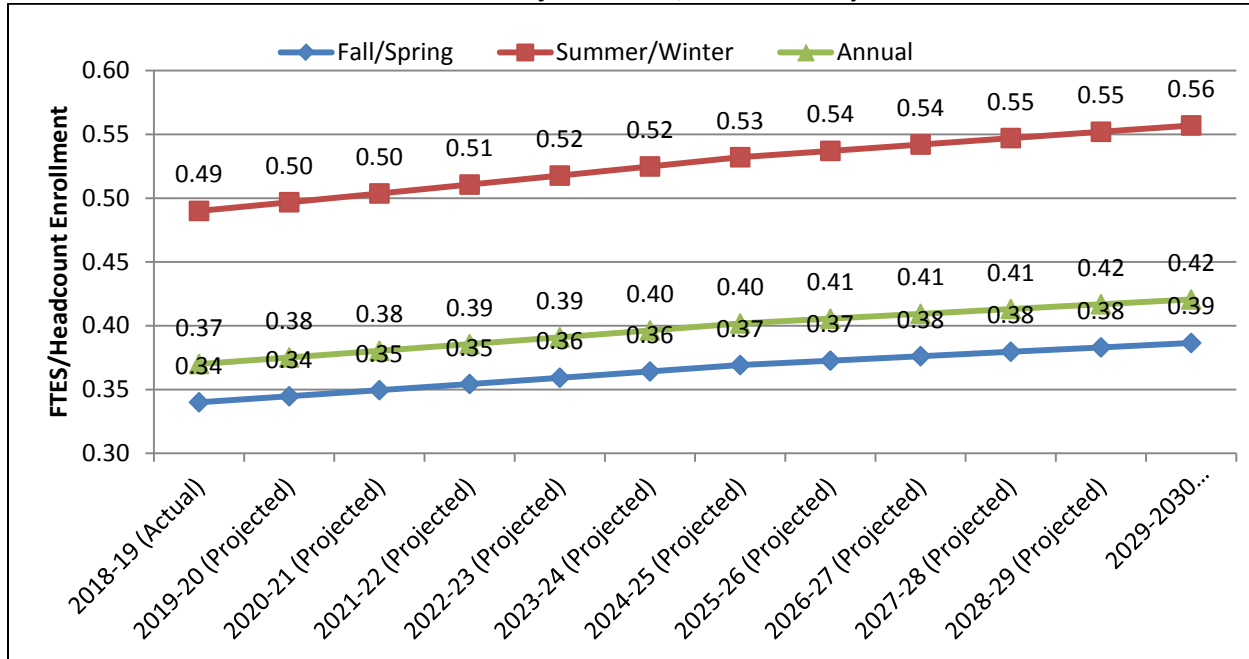
Year	FTES/Enrollment
2013-14	0.37
2014-15	0.47
2015-16	0.32
2016-17	0.28
2017-18	0.29
2018-19	0.37
<b>Average 2013-2019</b>	<b>0.35</b>

The current FTES/Headcount Enrollment ratio at Ben Clark Training Center is 0.37 for the 2018-19 academic year. As program and course offerings expand, it is anticipated that the Ben Clark Training Center will approach a FTES/Headcount Enrollment ratio of 0.40 by the 2023-24 academic year. By the 2029-30 academic year, the FTES/Headcount Enrollment ratio is expected to rise to 0.42 (see *Exhibit 2.06*). Over the next few years, the District’s Educational Master Plan calls for increasing course offerings at the Ben Clark Training Center to provide specialized public safety training to meet the needs of its students and to support local public safety workforce needs.





**Exhibit 2.06: Projected FTES/Enrollment by Term**



Source: ALMA Strategies

Fiver-year FTES and enrollment projections suggest that Ben Clark Training Center will generate 1,045 FTES and serve 2,674 students by the 2023-2024 academic year (see *Exhibit 2.07*). Ten-year FTES and enrollment projections estimate that Ben Clark Training Center will generate approximately 1,302 FTES and serve 3,123 students by the 2029-2030 academic year (see *Exhibit 2.07*).

**Exhibit 2.07: 10-Year FTES & Enrollment Projections**

Term/Academic Year	Headcount Enrollment	FTES	FTES / Headcount	Estimated Participation Rate
(Actual) Summer 2018	217	166	0.77	0.28
(Actual) Fall 2018	992	278	0.28	1.29
(Actual) Winter 2019	200	43	0.21	0.26
(Projected) Spring 2019	898	359	0.4	1.15
<b>(Actual) 2018-19 Academic Year</b>	<b>2307</b>	<b>854</b>	<b>0.37</b>	<b>2.96</b>
Summer 2019	222	171	0.77	0.28
Fall 2019	1,021	286	0.28	1.31
Winter 2020	209	44	0.21	0.26
Spring 2020	924	370	0.40	1.17
<b>2019-20 Academic Year</b>	<b>2,379</b>	<b>880</b>	<b>0.37</b>	<b>3.00</b>
Summer 2020	228	178	0.78	0.29
Fall 2020	1,051	298	0.28	1.33



Winter 2021	215	46	0.21	0.27
Spring 2021	951	386	0.41	1.18
<b>2020-21 Academic Year</b>	<b>2,449</b>	<b>919</b>	<b>0.38</b>	<b>3.04</b>
Summer 2021	235	186	0.79	0.29
Fall 2021	1,082	311	0.29	1.34
Winter 2022	221	48	0.22	0.27
Spring 2022	980	403	0.41	1.20
<b>2021-22 Academic Year</b>	<b>2,522</b>	<b>959</b>	<b>0.38</b>	<b>3.08</b>
Summer 2022	242	194	0.80	0.30
Fall 2022	1,114	325	0.29	1.36
Winter 2023	228	50	0.22	0.27
Spring 2023	1,009	421	0.42	1.22
<b>2022-23 Academic Year</b>	<b>2,597</b>	<b>1,001</b>	<b>0.39</b>	<b>3.13</b>
Summer 2023	249	203	0.81	0.30
Fall 2023	1,147	339	0.30	1.38
Winter 2024	235	52	0.22	0.28
Spring 2024	1,039	439	0.42	1.23
<b>2023-24 Academic Year</b>	<b>2,674</b>	<b>1,045</b>	<b>0.39</b>	<b>3.17</b>
Summer 2024	256	211	0.82	0.30
Fall 2024	1,181	354	0.30	1.40
Winter 2025	242	54	0.22	0.28
Spring 2025	1,070	458	0.43	1.25
<b>2024-25 Academic Year</b>	<b>2,754</b>	<b>1,091</b>	<b>0.40</b>	<b>3.21</b>
Summer 2025	263	220	0.84	0.31
Fall 2025	1,211	368	0.30	1.41
Winter 2026	248	57	0.23	0.28
Spring 2026	1,097	477	0.43	1.26
<b>2025-26 Academic Year</b>	<b>2,824</b>	<b>1,135</b>	<b>0.40</b>	<b>3.24</b>
Summer 2026	270	228	0.84	0.31
Fall 2026	1,242	381	0.31	1.43
Winter 2027	254	59	0.23	0.29
Spring 2027	1,125	493	0.44	1.27
<b>2026-27 Academic Year</b>	<b>2,896</b>	<b>1,174</b>	<b>0.41</b>	<b>3.27</b>
Summer 2027	277	236	0.85	0.31
Fall 2027	1,274	395	0.31	1.44
Winter 2028	261	61	0.23	0.29
Spring 2028	1,154	511	0.44	1.28
<b>2027-28 Academic Year</b>	<b>2,970</b>	<b>1,216</b>	<b>0.41</b>	<b>3.30</b>
Summer 2028	284	244	0.86	0.32



Fall 2028	1,306	408	0.31	1.45
Winter 2029	268	63	0.23	0.29
Spring 2029	1,183	528	0.45	1.30
<b>2028-29 Academic Year</b>	<b>3,046</b>	<b>1,258</b>	<b>0.41</b>	<b>3.33</b>
Summer 2029	291	252	0.87	0.32
Fall 2029	1,339	422	0.32	1.47
Winter 2030	274	65	0.24	0.30
Spring 2030	1,213	547	0.45	1.31
<b>2029-30 Academic Year</b>	<b>3,123</b>	<b>1,302</b>	<b>0.42</b>	<b>3.36</b>

Source: ALMA Strategies

### Regional Demand for Educational Center

Adult population (ages 18 to 65) estimates and projections by ZIP code were obtained from the ACS Community Survey 5-Year Population Estimates from 2012 to 2017. The subset of service area population within the 18 to 65 age group is important to delineate from total population since persons within that age group may be considered “college-age”.

ACS’s adult population estimates are available for years 2012 through 2017. To formulate projections out to 2030, the annual historical rates for each ZIP code within the service area for 2012-2017 were calculated into a 5-year growth rate average per ZIP code. The average growth rate for each ZIP code was applied to and compounded every subsequent year post-2017 to project the adult population for each service area ZIP code. The 5-year average historical growth rate average for 2012-2017 is 2.85% for across all ZIP codes within the service area. The service area adult population was estimated at 757,210 persons in 2017 and is expected to increase to 792,579 persons in 2020. Exhibit 3 provides the service area adult population estimates from 2012-2017 and the population projections from 2018-2020 (see Exhibit 2.08).

**Exhibit 2.08: Estimated & Projected Service Area Adult Population (2012-2020)**

Zip	Adult Population (Age 18-65)								
	2012	2013	2014	2015	2016	2017	2018	2019	2020 Forecast
91752	18,345	18,772	17,948	18,665	18,999	19,486	19,731	19,979	20,230
92324	34,708	35,185	35,527	35,880	35,966	35,684	35,884	36,084	36,286
92501	14,092	14,190	14,734	14,495	14,671	14,677	14,799	14,922	15,047
92503	55,161	56,553	57,370	59,034	58,671	59,250	60,108	60,978	61,861
92504	33,491	34,114	34,330	34,575	36,760	36,986	37,736	38,502	39,283
92505	30,981	31,305	31,281	31,625	32,137	32,582	32,913	33,246	33,584
92506	28,175	27,943	28,902	28,922	28,923	28,620	28,714	28,807	28,901
92507	38,281	38,677	39,556	40,450	41,273	42,266	43,112	43,975	44,855
92508	22,721	23,071	23,592	25,027	24,583	25,463	26,058	26,667	27,291
92509	49,392	49,116	49,206	49,153	50,214	51,074	51,420	51,768	52,119
92518	316	406	482	448	480	389	411	434	459
92551	17,656	19,276	20,217	20,878	20,845	20,934	21,671	22,433	23,223
92553	44,818	45,173	45,031	46,192	46,612	46,605	46,973	47,344	47,718

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92555	24,064	24,874	25,179	26,216	26,734	27,770	28,579	29,411	30,268
92557	32,266	32,700	33,278	33,140	33,295	33,152	33,333	33,516	33,699
92570	32,093	33,420	35,338	35,363	36,375	36,602	37,585	38,595	39,631
92571	29,581	31,390	32,739	32,154	32,912	34,148	35,155	36,191	37,258
92585	10,824	11,444	12,184	12,841	13,117	12,690	13,108	13,540	13,987
92586	8,613	8,226	8,773	8,806	8,749	9,299	9,451	9,605	9,762
92587	9,817	9,826	10,416	11,039	10,880	10,769	10,976	11,187	11,402
92860	18,389	18,290	18,257	18,013	17,759	17,473	17,296	17,120	16,946
92879	29,747	30,249	31,253	30,922	30,495	30,181	30,274	30,367	30,460
92880	39,801	40,669	37,322	39,079	41,294	42,541	43,166	43,800	44,444
92881	19,405	19,946	20,393	20,967	21,851	21,617	22,092	22,578	23,074
92882	42,814	43,086	44,975	45,935	46,758	46,581	47,379	48,191	49,017
92883	18,268	19,075	19,994	19,548	19,509	20,371	20,828	21,296	21,774
<b>TOTAL</b>	<b>703,819</b>	<b>716,976</b>	<b>728,277</b>	<b>739,367</b>	<b>749,862</b>	<b>757,210</b>	<b>768,751</b>	<b>780,539</b>	<b>792,579</b>

Source: ALMA Strategies; ACS Community Survey 5-Year Population Estimates

From 2021 to 2030 the service area population is expected to increase by approximately 123,397 persons (15.33%). Thus, there is expected to be a large overall population increase within the Ben Clark Training Center service area. The volume of adult residents within the Ben Clark Training Center's service area boundaries is expected to be significant at nearly a million persons by 2030.

**Exhibit 2.09: Estimated & Projected Service Area Adult Population (2021-2030)**

Zip	Adult Population (Age 18-65)									
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
91752	20,484	20,742	21,003	21,267	21,534	21,805	22,079	22,357	22,638	22,922
92324	36,489	36,693	36,898	37,104	37,312	37,520	37,730	37,941	38,153	38,366
92501	15,172	15,298	15,425	15,554	15,683	15,814	15,946	16,078	16,212	16,347
92503	62,757	63,666	64,588	65,523	66,472	67,435	68,411	69,402	70,407	71,427
92504	40,079	40,892	41,722	42,568	43,431	44,312	45,211	46,128	47,064	48,018
92505	33,924	34,269	34,616	34,967	35,322	35,681	36,043	36,408	36,778	37,151
92506	28,996	29,091	29,186	29,281	29,377	29,473	29,569	29,666	29,762	29,860
92507	45,753	46,669	47,603	48,556	49,527	50,519	51,530	52,561	53,613	54,686
92508	27,928	28,581	29,249	29,933	30,633	31,349	32,081	32,831	33,599	34,384
92509	52,472	52,828	53,186	53,546	53,909	54,274	54,642	55,012	55,385	55,760
92518	485	512	541	572	605	639	675	713	754	796
92551	24,040	24,886	25,762	26,668	27,607	28,578	29,584	30,625	31,703	32,818
92553	48,095	48,475	48,858	49,244	49,633	50,025	50,421	50,819	51,221	51,625
92555	31,149	32,056	32,990	33,951	34,939	35,957	37,004	38,082	39,191	40,332
92557	33,884	34,069	34,256	34,443	34,631	34,821	35,012	35,203	35,396	35,589
92570	40,696	41,789	42,912	44,064	45,248	46,463	47,711	48,993	50,309	51,660
92571	38,356	39,487	40,651	41,849	43,083	44,353	45,660	47,006	48,392	49,818
92585	14,448	14,924	15,416	15,924	16,449	16,991	17,551	18,130	18,727	19,344
92586	9,922	10,084	10,249	10,416	10,587	10,760	10,936	11,114	11,296	11,481
92587	11,622	11,845	12,073	12,305	12,542	12,783	13,029	13,280	13,535	13,795

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<b>92860</b>	16,774	16,604	16,435	16,269	16,103	15,940	15,778	15,618	15,459	15,302
<b>92879</b>	30,554	30,648	30,742	30,836	30,931	31,026	31,122	31,217	31,313	31,410
<b>92880</b>	45,097	45,759	46,432	47,114	47,806	48,509	49,221	49,945	50,678	51,423
<b>92881</b>	23,581	24,099	24,629	25,170	25,723	26,289	26,866	27,457	28,060	28,677
<b>92882</b>	49,857	50,711	51,580	52,463	53,362	54,277	55,207	56,153	57,115	58,093
<b>92883</b>	22,263	22,762	23,273	23,796	24,330	24,876	25,434	26,005	26,589	27,186
<b>TOTAL</b>	<b>804,877</b>	<b>817,440</b>	<b>830,274</b>	<b>843,385</b>	<b>856,781</b>	<b>870,468</b>	<b>884,453</b>	<b>898,744</b>	<b>913,348</b>	<b>928,274</b>

Source: ALMA Strategies

The historic Enrollment and FTES numbers of the locations being replaced by the attainment of Center Status of Ben Clark will mirror the data outlined in Exhibit 2.01 Ben Clark Training Center – Historic FTES & Unduplicated Enrollment. The District historically served its service area region by offering courses at the Ben Clark Training Center via renting office and instructional space owned by the County of Riverside on site. While the District is anticipating the construction of two new public safety facilities to house future courses and programming within the next five years, the facilities will still be located on the Ben Clark Site.

**Exhibit 2.10 Enrollment History of Locations Being Relocated/Replaced**

<b>Ben Clark Current Facilities</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Enrollment</b>	1,923	1,656	2,024	2,285	2,350	2,307
<b>FTES/Enrollment</b>	.37	.47	.32	.28	.29	.37

**DOF Demographic Research Unit Approval**

The Department of Finance Demographic Research Unit population projections for Riverside Community College District’s Ben Clark Training Center has been reviewed and approved (see *Appendix D* for approval letter).

In the 2013-2014 academic year, Ben Clark Training Center served 1,923 students and generated 708.94 FTES, which would successfully satisfy the initial requirement of generating a minimum of 500 annual FTES to obtain education center status. Enrollment and FTES projections were completed while the Spring 2019 term was still in session, thus, Spring 2019 term data was estimated using the best available data at the time. Ben Clark Training Center is expected to complete the 2018-2019 academic year with 2,307 students served and 854 FTES generated. By the 2029-2030 academic year, the Ben Clark Training Center is expected to serve 3,123 students and generate 1.302 FTES.



**Exhibit 2.11 DOF Approved Enrollment Projection for Riverside CCD Ben Clark Training Center**

Riverside Community College District			
Ben Clark Training Center			
Academic Year	Annual Enrollment	Annual FTES	FTES/Enrollment
2019-20	2,379	880	0.37
2020-21	2,449	919	0.38
2021-22	2,522	959	0.38
2022-23	2,597	1,001	0.39
2023-24	2,674	1,045	0.39
2024-25	2,754	1,091	0.40
2025-26	2,824	1,135	0.40
2026-27	2,896	1,174	0.41
2027-28	2,970	1,216	0.41
2028-29	3,046	1,258	0.41
2029-30	3,123	1,302	0.42

*Source: ALMA Strategies*

**Justification of Regional or Local Need**

As of the end of the 2018-2019 academic year, the projected annual enrollment (2,307 students) and projected annual FTES (854 FTES) at Ben Clark Training Center has exceeded the minimum threshold (500 annual FTES) for being considered as an official education center. The Center has met these requirements every year it has been operating since 2013.

Enrollment projections for Ben Clark Training Center were developed following recommended procedures outlined within the California Community College’s Facilities Planning Manual developed by the State Chancellor’s Office and was approved by the Department of Finance on June 26<sup>th</sup>, 2019. Annual enrollment and FTES at Ben Clark Training Center are expected to increase at an average annual growth rate of 1.40% from the 2018-2019 to 2024-2025 academic years. Additionally, annual enrollment and FTES from 2024-2025 to 2029-2030 is expected to grow at an annual rate of 0.90%.

The District historically served its service area region by partnering with established community organizations and relocating the site of public-safety training to a more centralized location in 1997. In order to properly serve its working adult students, the course also offered courses online and on weekends. However, during the state-wide budget crisis from 2008 to 2012, the District was forced to scale back its program offerings at the Ben Clark Training Center. As the economy at large recovered, funding for the Center through Moreno Valley College was made available and the Center has experienced growth in enrollment and FTES generation.

In Fall 2016, a total of 448 students residing in the Ben Clark Training Center service area (ages 24 and under) attended courses at the site. This number increased slightly by 4.9% to 470 students in Fall 2017. The increase in students (ages 24 and under) from the service area attending courses at the Ben Clark



Training Center can may be attributed expanded outreach, regional population growth, and expanded facilities and programs on the site.

### **Summary**

This chapter provides student headcount and FTES projections for the Ben Clark Training Center, which is an essential component to a Needs Assessment. The methodology for developing the projections follows the recommended procedures outlined in the California Community College's Facilities Planning Manual developed by the CCCC and is based on acceptable methods established by the Department of Finance Demographic Research Unit for determining projections. The Ben Clark Training Center's actual academic year headcount enrollment and FTES projections were computed using the 2013 through 2019 Summer, Fall, Winter, and Spring terms. Ben Clark Training Center's first full academic year of operation for which FTES and headcount data is available (2013-14), the headcount was 1,923 students and 708.94 FTES were generated.

Projected FTES/Enrollment and participation rate targets were computed using the average FTES/Enrollment at Ben Clark Training Center from the 2013-2014 to 2018-2019 school year, which were .35 FTES/Student and 2.77 students per 1,000 adults within the service area population. As the Ben Clark Training Center continues to gain community awareness, collaborates with local high schools, and expands program/course offerings and services, it is anticipated that the FTES/Enrollment will increase to 0.42 and annual participation rate will increase to 3.36 students per 1,000 residents by 2030. The largest increases in participation rates for the Ben Clark Training Center are predicted over the next five years (2019-2023), with the growth expected to taper off and align with the District's Long Range WSC and Enrollment Projection annual growth of 0.90% between 2024 and 2030.

By the 2023-2024 academic year, the Ben Clark Training Center is expected to annually generate approximately 1,045 FTES and serve 2,674 students. The Ben Clark Training Center expects to meet its growth projections through community outreach and expanded course offerings. Supporting public safety workforce needs, remaining accessible, and improving community relationships are other ways the Ben Clark Training Center leadership plans to reach projected FTES/Enrollment. The ten-year projections (2029-2030 academic year) for the Ben Clark Training Center are anticipated at 1,302 FTES and annual student count 3,123 students (projected student count is duplicated across terms).

Another factor considered when developing enrollment projections was the overall growth rate of the service area adult population. The service area adult population is expected to increase by 15.33% from 2021 to 2030, which will lead to an increase of residents who will potentially enroll in courses at the Ben Clark Training Center. A large population increase will also create demand for public safety related occupations to be filled. Additionally, there are over a half million adults (ages 18 to 64) in the service area that have not obtained a college degree. In addition, 17.10% of households in the service area earn less than \$24,999 annually and could financially benefit from obtaining skills training, public safety program certification, or a degree.



## CHAPTER III – ALTERNATIVE DISCUSSION

### **Expansion (More Space)**

Expansion of instructional space and facility updates may be necessary for Ben Clark Training Center to effectively delivery public safety workforce training if enrollment continues to grow as projected. Currently, Moreno Valley College has a lease with the Count of Riverside to rent space at the Ben Clark Training Center. Therefore, expanding space at the Ben Clark Training Center can be done by renting more space on-site from the County of Riverside or via the construction of capital outlay projects. There are currently two state capital outlay projects slated for construction on Moreno Valley College’s 5-Year Construction Plan. There is an additional third project detailed in Moreno Valley College’s updated Master Plan over the next ten years. However, these projects will not be feasible from a budgeting standpoint without obtaining Education Center Status and becoming eligible for state capital outlay funding.

### **Increased Utilization (Longer Hours, Weekends)**

The Riverside Community College District, Moreno Valley College, and the Ben Clark Training Center already promote increasing utilization of spaces within their existing campus, center, and sites. The Ben Clark Training Center operated within a 32,122 Assignable Square Foot (ASF) facility. The location has enough space to accommodated anticipated 10-year enrollment growth projections. As the Ben Clark Training Center increases and expands its programs and offerings, existing space will achieve higher utilization hours and station occupancy rates. The Ben Clark Training Center will strive to achieve instructional space utilization rates consistent with Title V policy standards on space utilization. Furthermore, the Ben Clark Training Center will manage its space capacity to ensure it does not exceed 100% capacity load ratio for lecture, laboratory, office, library, and audio/visual media room use categories. Additionally, courses at the Ben Clark Training Center often require students to stay onsite for 8 hours a day for instruction and training. Weekend courses are also already available for enrollment for students as long periods of instructional time during the weekdays can hinder students who work as they attend courses from otherwise enrolling.

### **Shared Use of Facilities**

Historically, Riverside Community College District has partnered and shared facilities with local public safety groups in order to offer courses as part of the Public Safety Education & Training program. The origin of the public safety education and training program in the Riverside Community College District emanates from two separate career and technical education programs rooted in collaboration with the Riverside County Sheriff’s Department and CAL Fire/Riverside County Fire. In 1952, the program was officially located at the Riverside County Sheriff’s training facility at 150 Box Springs Road in Riverside and shared between the District and the Sheriff’s Department and CAL Fire. Between the early 1960s and 1981, the program experiences a series of changes, including curriculum development and expansion, facility relocation, and renaming.

In 1996, Riverside City College took over the Public Safety Education & Training program from the District and was relocated it to its present site at the Ben Clark Training Center at the March Air Reserve Base. Under this arrangement from 1996 to 2006, students of the Public Safety Education Training program shared facilities with the Riverside County Sheriff’s Department, Riverside County Probation Department, California Highway Patrol, Riverside District Attorney’s Office, Riverside County Fire, and CAL Fire. After the Public Safety Education & Training program was realigned under Moreno Valley





College in 2006, students attending courses at Ben Clark Training Center continued to share facilities with the aforementioned groups. Current facilities at the Ben Clark Training Center are located within a public benefit conveyance area and are leased from Riverside County. The lease agreement is a long-term ground lease to acquire land for development of college facilities at Ben Clark Training Center.

Shared used of facilities was always necessary to effectively deliver instruction to Public Safety Education and Training students at Ben Clark Training Center due to the specialized nature of equipment and facilities.

### **Use of Non-Traditional Instructional Delivery**

The District already supports various types of non-traditional instructional delivery at Ben Clark Training Center. The Ben Clark Training Center offers online, fast-track Associate degree programs and evening and weekend classes for students faced with a variety of scheduling needs and learning styles. While online instructional delivery can be expanded for some courses at Ben Clark Training Center, the majority of training programs and courses offered at the Center require face-to-face learning as scenario and simulation-based education is a crucial component of public safety occupational training. The Ben Clark Training Center also offers hybrid and web-enhanced courses. Hybrid and web-enhanced courses include a combination of both online and face-to-face instruction and use an online portal to post assignments, encourage discussion among students, and perform assessments of those enrolled.

### **Private Fund Raising / Donations**

The facility and operational costs at the Ben Clark Training Center are not primarily funded using private funds or donations. The original ground lease agreement signed in 1996 between the Riverside Community College District and the County of Riverside was not funded using private funds or donations. The passage of Measure C by the electorate in 2004 included funding for the planning and development of the Ben Clark Training Center. The Riverside Community College District 2012-2025 Five Year Capital Construction Plan also identifies the planning and need for the Ben Clark Training Center, with an estimated occupancy date of 2020-2021 for the first phase of the permanent facility. There are two other capital outlay projects included in the Riverside Community College District 5-Year Plans which are expected to be funded using state capital outlay funds or future local bond dollars.

### **Alternative Sites**

In 1996, the Riverside Community College District entered into a long-term ground lease with the County of Riverside at the Ben Clark Training Center. The program was located at the Riverside County Sheriff's Training facility at 150 Box Springs Road up until that point. Alternative sites were considered until the Riverside Community College District decided to relocate the program to the Ben Clark Training Center at the March Air Reserve Base. Identifying and acquiring an alternative site to the Ben Clark Training Center would serve as a detriment to the quality of instruction and training that students receive as the current facilities are shared in partnership with critical public safety agencies. Additionally, alternative sites that are equipped with the proper facilities to facilitate public safety education and training are limited and do not have an existing operational structure that collaborates with other agencies to effectively deliver instruction.

### **Cost-Benefit Analysis**

The Ben Clark Training Center offers an opportunity for the Riverside Community College District to better provide access to public safety training and certification programs and services to residents in the



service area. The Ben Clark Training Center will not only contribute to increasing District enrollment and FTES generation, but will also increase opportunities for long-term partnerships with local high schools, businesses, government agencies, and community groups. Additionally, by transitioning to a recognized Education Center, the Ben Clark Training Center will be eligible for capital outlay funds that it did not previously have access to independently.

### **Proposed Operation**

Gaining approval of education center status for the Ben Clark Training Center offers numerous advantages, both financial and instructional, compared to other alternatives.

1. Increase outreach efforts to those within the service area of the Ben Clark Training Center as program offerings increase. The Ben Clark Training Center will increase these efforts by expanding established partnerships and developing new partnerships.
2. Achieving center status for the Ben Clark Training Center has been a goal of Moreno Valley College since 2010. The 2015 Moreno Valley College Comprehensive Master Plan outlines center status achievement as a goal for Ben Clark Training Center following the lifting of the state-wide moratorium of center status approval. Center status for the Ben Clark Training Center will also assist the District and Moreno Valley College by increasing enrollments and maintaining fiscal stability. The Guided Pathways framework will aid in Enrollment Management and Scheduling at the Ben Clark Training Center.
3. The Ben Clark Training Center site acreage is already leased long-term from Riverside County and is paid for by the Riverside Community College District. The site acreage is sufficient to support a comprehensive public safety training and instruction program as an official education center. The site is adequately sized to support the expansion of programs and services at the Ben Clark Training Center.
4. The Ben Clark Training Center is located in the center of northwestern Riverside County, where most of the population in the county resides. The Ben Clark Training Center is ideally situated to serve the growing population of Riverside County and those living within the Riverside Community College District service area. Without the Ben Clark Training Center, the Riverside Community College District and Moreno Valley College could see a significant loss in student headcount and FTES, which may result in the loss of State apportionment funding.
5. The Ben Clark Training Center and Moreno Valley College have cultivated positive working relationships with multiple community organizations and school districts. The Ben Clark Training Center is an important institution for the community through providing access to public safety training and instruction within the region in which students trained and certified will eventually serve.
6. The Ben Clark Training Center site and facilities were developed initially to support the Riverside County Fire Department and Sheriff's Office at March Air Force Base. Following the beginning of the partnership with Moreno Valley College, additional facilities and site improvements at the Ben Clark Training Center developed with support from a locally approved bond measure.



7. The Ben Clark Training Center would receive additional State apportionment funding by becoming a formally approved education center. The additional funding would make it possible for this location to enhance existing program offerings, develop additional programs, and increase student services for its students. The availability of expanded programs and services would encourage more local students to participate in higher education, a major goal of the State.



## CHAPTER IV – ACADEMIC PLANNING & PROGRAM JUSTIFICATION

### District Education Master Plan & Chancellor’s Office Approval

“Moreno Valley College inspires, challenges, and empowers our diverse, multicultural community of learners to realize their goals; promotes citizenship, integrity, leadership, and global awareness; and encourages academic excellence and professionalism. To accomplish this mission, we provide comprehensive support services, developmental education, and academic programs leading to: Baccalaureate Transfer, Associate Degrees in Arts and Sciences, Certificates and Technical Educational Fields, and Post-Employment Opportunities.”

The Moreno Valley College Comprehensive Master Plan was originally published in 2015. The plan is currently being updated as of October 2019 and is expected to be finalized by early 2020. The 2015 Comprehensive Master Plan includes support for the transition of the Ben Clark Training Center into an official Educational Center. The Ben Clark Training Center improves access of public safety related training to residents in the service area and increases partnerships with community members, high schools, and local emergency service departments. The Comprehensive Master Plan Update will include the Moreno Valley College’s Educational Master Plan and Facilities Master Plan once finalized. The 2015 Comprehensive Master Plan also includes Educational and Facilities Plans (*Appendix E*). As part of the planning process, the College completed an in-depth enrollment study examining population projections, current enrollment trends, enrollment forecasts, and transportation trends to the Moreno Valley College campus.

Using the enrollment study results included in the 2015 Comprehensive Master Plan, Moreno Valley College made a commitment to pursue educational center status of the Ben Clark Training Center following the lifting of the state-wide moratorium on educational center status approvals. The vision will provide the service area an opportunity to have access to comprehensive public safety training opportunities including training in the Fire Technology, Administration of Justice, Emergency Medical Services, and Homeland Security fields. Additionally, pursuit of center status for the Ben Clark Training Center is intended to expand access of general education courses.

The CCCCO has provided the District with a list of items to be addressed and expanded upon in the Needs Assessment. All items listed by the CCCCO as needing further explanation are addressed throughout this document, with additional supplemental information provided in *Appendix C*. The Letter of Intent is provided in *Appendix C*. The Letter of Intent Approval Letter is expected by August 2019 and will also be included in *Appendix C*.

### Community Preferences and Needs for Programs and Education

Moreno Valley College and the Ben Clark Training Center work with the Riverside County Sheriff’s Office, California Highway Patrol, CAL Fire, Riverside County Fire Department and other local public safety agencies to identify public safety workforce needs and implement the appropriate programs to equip students with the skills to meet those needs. The purpose of working with local public safety agencies is not only to enhance instruction by providing students access to knowledgeable faculty, but also to understand public safety sectors needs to better serve the surrounding community. In addition, Moreno Valley College’s program review process requires each department to inform the administration of



major developments and changes among state of the art technologies, teaching methods, workforce needs, and overall enrollment demand. Due to the partnership between Moreno Valley College, Ben Clark Training Center, and local public safety agencies, the college is able to receive insightful information regarding the trends, needs, and areas of improvement in the regional public safety sector and the training and education process.

**Objectives for Meeting Community Preferences and Needs**

The Ben Clark Training Center and Moreno Valley College collaborate on a weekly basis with local public safety agencies (see agencies listed in the last section) for input on the effectiveness of training and education that take place on the site. Ben Clark Training Center offers Public Safety Education and Training courses from 4 academic departments: (1) Administration of Justice; (2) Emergency Medical Services; (3) Fire Technology; and (4) Homeland Security. In addition, the Ben Clark Training Center offers limited English, Art, Guidance, Math, and Political Science courses. Students can enroll in courses to achieve certification in one of the 4 departments listed above. A fast track Associate Degree program is also available to students enrolled in courses at the Ben Clark Training Center. The fast track program provides students an avenue to complete their certification while taking all of the introductory general education courses needed to complete an Associate of Science degree. These programs are evaluated through the program review process and comparing the current goals and objective of each department to their respective performances in time to degree or certification completion and average number of units per student

**Basic Skills and ESL Courses**

The Ben Clark Training Center offers instruction consistent with the requirements of Assembly Bill 705 (AB 705). While most of the courses offered at Ben Clark Training Center are specific to public safety related education, English Composition and Mathematic courses are available for students. If students need to enroll in ESL and Basic Skills courses that are not available at the Ben Clark Training Center site, a comprehensive array of these courses are available at the Moreno Valley College main campus.

**Course Offerings (Degree and Non-Degree)**

The Ben Clark Training Center provides an array of courses specifically tailored to public-safety related training for students pursuing their certification or associate degrees. The Ben Clark Training Center offers traditional classes during the day and evenings, Monday through Saturday. A small minority of courses offered are online. The Spring 2019 semester schedule included four non-public safety-related courses including Art, Political Science, Mathematics, and English Composition courses. Additionally, a Guidance course was offered in Spring 2019.

**Exhibit 4.01 Ben Clark Training Center List of Course Offerings (Spring 2019)**

Program	Course Number	Course Name
ADMINISTRATION OF JUSTICE	ADJ-1	INTRODUCTION TO ADMINISTRATION OF JUSTICE
ADMINISTRATION OF JUSTICE	ADJ-15	NARCOTICS
ADMINISTRATION OF JUSTICE	ADJ-2	PRINCIPLES OF JUSTICE SYSTEM
ADMINISTRATION OF JUSTICE	ADJ-20	INTRODUCTION TO CORRECTIONS
ADMINISTRATION OF JUSTICE	ADJ-4	LEGAL ASPECTS OF EVIDENCE
ADMINISTRATION OF JUSTICE	ADJ-8	JUVENILE LAW AND PROCEDURES

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ADMINISTRATION OF JUSTICE	ADJ-B1A	PHYSICAL CONDITIONING FOR ACADEMIES
ADMINISTRATION OF JUSTICE	ADJ-B1B	PHYSICAL CONDITIONING FOR ACADEMIES ADVANCED
ADMINISTRATION OF JUSTICE	ADJ-B2A	LAW ENFORCEMENT PRE-ACADEMY
ADMINISTRATION OF JUSTICE	ADJ-D1A	BASIC PUBLIC SAFETY DISPATCH
ADMINISTRATION OF JUSTICE	ADJ-D1A	BASIC PUBLIC SAFETY DISPATCH
ADMINISTRATION OF JUSTICE	ADJ-D1B	DISPATCHER UPDATE
ADMINISTRATION OF JUSTICE	ADJ-D1C	COMMUNICATIONS TRAINING OFFICER
ADMINISTRATION OF JUSTICE	ADJ-D3A	RESPONDING TO SUICIDAL CALLERS
ADMINISTRATION OF JUSTICE	ADJ-D4B	DISPATCHER: CRITICAL INCIDENTS ADVANCED
ADMINISTRATION OF JUSTICE	ADJ-D5A	DISPATCHER PUBLIC SAFETY ADVANCED
ADMINISTRATION OF JUSTICE	ADJ-D7A	DISPATCHER DOMESTIC VIOLENCE AND SEXUAL ASSAULT
ADMINISTRATION OF JUSTICE	ADJ-P4A	PC832 ARREST, SEARCH, SEIZURE
ADMINISTRATION OF JUSTICE	ADJ-P4A	PC832 ARREST, SEARCH, SEIZURE
ADMINISTRATION OF JUSTICE	ADJ-R1A2	LEVEL III MODULAR ACADEMY TRAINING
ADMINISTRATION OF JUSTICE	ADJ-S1A	SUPERVISORY COURSE
ADMINISTRATION OF JUSTICE	ADJ-S1A	SUPERVISORY COURSE
ADMINISTRATION OF JUSTICE	ADJ-W10A	PC832 FIREARMS
ART	ART-6	ART APPRECIATION
EMERGENCY MEDICAL SERVICES	EMS-50	EMERGENCY MEDICAL TECHNICIAN
EMERGENCY MEDICAL SERVICES	EMS-50	EMERGENCY MEDICAL TECHNICIAN
EMERGENCY MEDICAL SERVICES	EMS-50	EMERGENCY MEDICAL TECHNICIAN
EMERGENCY MEDICAL SERVICES	EMS-51	EMS-BASIC CLINICAL/FIELD
EMERGENCY MEDICAL SERVICES	EMS-51	EMS-BASIC CLINICAL/FIELD
EMERGENCY MEDICAL SERVICES	EMS-51	EMS-BASIC CLINICAL/FIELD
EMERGENCY MEDICAL SERVICES	EMS-80	MEDICAL EMERGENCIES
EMERGENCY MEDICAL SERVICES	EMS-81	SPECIAL POPULATIONS
EMERGENCY MEDICAL SERVICES	EMS-82	SPECIAL TOPICS
EMERGENCY MEDICAL SERVICES	EMS-83	CLINICAL MEDICAL SPECIALTY II
ENGLISH COMPOSITION	ENG-1A	ENGLISH COMPOSITION
FIRE TECHNOLOGY	FIT-1	FIRE PROTECTION ORG
FIRE TECHNOLOGY	FIT-1	FIRE PROTECTION ORG
FIRE TECHNOLOGY	FIT-1	FIRE PROTECTION ORG
FIRE TECHNOLOGY	FIT-2	FIRE BEHAVIOR/COMBUSTION
FIRE TECHNOLOGY	FIT-3	FIRE PROTECTION EQUIPMENT/SYSTEMS
FIRE TECHNOLOGY	FIT-4	BUILDING CONSTRUCTION FOR FIRE PROTECTION
FIRE TECHNOLOGY	FIT-7	PRINCIPLES FIREFIGHTER SAFETY AND SURVIVAL
FIRE TECHNOLOGY	FIT-C19B	INTERMEDIATE WILDLAND BEHAVIOR
FIRE TECHNOLOGY	FIT-CO2A	HUMAN RESOURCES MANAGEMENT



FIRE TECHNOLOGY	FIT-CO2B	GENERAL ADMINISTRATIVE FUNCTIONS
FIRE TECHNOLOGY	FIT-CO2C	FIRE INSPECTIONS AND INVESTIGATIONS
FIRE TECHNOLOGY	FIT-CO2D	ALL RISK COMMAND OPERATIONS
FIRE TECHNOLOGY	FIT-CO2E	WILDLAND INCIDENT OPERATIONS
FIRE TECHNOLOGY	FIT-COH1	HAZARDOUS MATERIALS INCIDENT COMMANDER
FIRE TECHNOLOGY	FIT-INS1	INSTRUCTOR I
FIRE TECHNOLOGY	FIT-INS1	INSTRUCTOR I
FIRE TECHNOLOGY	FIT-INS1	INSTRUCTOR I
FIRE TECHNOLOGY	FIT-S3	BASIC FIRE FIGHTER ACADEMY
GUIDANCE	GUI-48A	COLLEGE SUCCESS STRATEGIES-STUDY SKILLS
HOMELAND SECURITY	HLS-1	INTRODUCTION TO HOMELAND SECURITY
HOMELAND SECURITY	HLS-2	PREPAREDNESS FOR EMERGENCIES, DISASTERS
MATHEMATICS	MAT-35	INTERMEDIATE ALGEBRA
POLITICAL SCIENCE	POL-1	AMERICAN POLITICS

Source: 2019 Spring Course Schedule

#### Academic & Occupational Organization

The Fall 2018 academic and occupational organization at the Ben Clark Training Center is noted in Exhibit 4.02 and Exhibit 4.03. The Full Time Equivalent (FTE) staffing plan comprises full-time and part-time certified and classified staff. The total certificated FTE staff is 11.23, and the total classified FTE staff is 9.05, for a grand total of 20.28 FTE staff members at the Ben Clark Training Center.

**Exhibit 4.02 Ben Clark Training Center FTE Staffing Plan (Fall 2018)-Certified Staff**

Certified Staff	FTE
Dean of Instruction, PSET	1
<b>Counselors</b>	
FT Counselors	1
<i>Subtotal Certificated Staff before Instructional FTEF</i>	2
<b>Instructional Faculty (FTEF)-Teaching Assignments</b>	
FT Faculty (Contract and Overload)	5.63
PT Faculty	3.6
<i>Subtotal Instructional Faculty in the Classroom</i>	<b>9.23</b>
<b>Total Certificated FTE Staff</b>	<b>11.23</b>

Source: Moreno Valley College Office of Institutional Effectiveness



**Exhibit 4.03 Ben Clark Training Center FTE Staffing Plan (Fall 2018)-Classified Staff**

<b>Classified Staff</b>	<b>FTE</b>
Network Systems Technician	0.25
Administrative Assistant III	1
Customer Service Clerk	1.4
Ops & Logistic Coordinator	1
Student Services Technician-A&R	2
Veterans Services Specialist/DSS	1
Enrollment Services Assistant	1
Outreach Specialist	0.4
Outcomes Assessment Specialist	1
<b>Total Classified FTE Staff</b>	<b>9.05</b>

<b>Total FTE Certificated and Classified Staff</b>	<b>20.28</b>
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## CHAPTER V – STUDENT SERVICES AND OUTREACH

### **Preferences and Needs of the Community for Student Services and a Description of how Student Services Match these Needs**

Comprehensive support services that meet the needs of all students are critical to student success. Moreno Valley College and the Ben Clark Training Center are committed to providing equitable access to student services regardless of location. This includes services ranging from outreach, initial contact, successful onboarding, retention and learning support services, financial aid, counseling, and transition services.

Moreno Valley College and the Ben Clark Training Center utilize several methods to identify the learning and support needs of its students. The application for admission includes areas where students can specify or request specific services (e.g. financial aid information, academic counseling, disability resources, and career/counseling). Each student service department also logs generic information about visits, requests, and interest for a specific service, which in turn informs student service staff as to what the need for each service is. Outreach services are also used to inform Moreno Valley College as to what services new students will need. Using these methods, the services offered on site at the Ben Clark Training Center were determined to be Admissions and Records, Counseling, and Outreach.

See the section titled *Description of Services* below for specific information on available services at the Ben Clark Training Center.

### **How Support Services are Planned, Staffed, and Evaluated**

Student Support Services at the Ben Clark Training Center are planned, staffed, and evaluated based on the demand and need for students. Thus, the student services available on site at the Ben Clark Training Center are those that are most needed by Ben Clark Training Center students. Services available on site are Admissions and Records, Counseling, and Outreach. Student services available at the Ben Clark Training Center are evaluated using Student Learning Outcomes data, employee evaluations, surveys and assessments, and information drawn from the Moreno Valley College’s Program Review process.

### **Description of Planned Services**

#### *Student Services Located On-Site at Ben Clark Training Center*

The Riverside Community College District offers support services and programs designed to assist new, current, and graduating students. The Ben Clark Training Center provides full time access to counseling and admissions and records services on site based on student demand and need. There is also a part-time Outreach Services Specialist located on-site at the Ben Clark Training Center (see section below “Student Outreach”). The Admissions and Records office offers services to New, Returning, Transferring, and Continuing students that assist in navigating course enrollment, the admissions process, and transcript submission and retrieval. Counseling services are tailored to specific student need and are available to First-Time College Students, Continuing and Returning Students, Transfer Students, Veterans, and CTE Students. Open counseling is also available to students and is intended to assist students on a same day basis. Specific counseling services cover: academic advising, course selection, dates and deadlines, add/drop classes and consequences, abbreviated educational plans, credit/no credit grading, readmit contracts, matriculation appeals, career counseling, transfer requirements, and certificate/associate degree/graduation requirements. All other services are needed by students at the Ben Clark Training Center infrequently and are delivered to the students from the Moreno Valley College



main campus as needed or at request. Many of these programs and services are available through in-person contact, on-line, or telephone services. The core services at the Ben Clark Training Center are: admissions and records, counseling, and outreach and are available on site and are accessible through in-person contact during hours of operation.

#### *Student Services Located at Moreno Valley College Main Campus*

Other vital support services, such as orientation, mental health services, and transfer preparation, among others, are housed on the Moreno Valley College main campus. These services can be accessed by students at the Ben Clark Training Center upon request via telecommunication, online, or in-person contact. Specific counseling support (DSS & EOP&S) and assessment services each have designated office space within the Student Services department on the Moreno Valley College main campus. Students enrolled at the Ben Clark Training Center are able to schedule appointments on site or at the Moreno Valley College main campus as required. Note, DSS services and Accessibility are described in more detail at the end of this chapter. The student services housed at the Moreno Valley College main campus are:

- General Services:
  - Associated Students of Moreno Valley (ASMVC)
  - Assessment Center
  - Career and Transfer Center
  - Health Services
  - Student Employment
  - Student Financial Services
  - Tutorial Services
  - Transcripts
  
- Specialized Services:
  - Academic Counseling and Educational Support
  - CalWorks
  - Disability Support Services (DSS)
  - Educational Talent Search
  - Extended Opportunity Programs & Services (EOPS)
  - First Year Experience Program
  - Puente Program
  - Supplemental Instruction
  - TRiO Programs
  - Upward Bound
  - Veterans Services

All services listed above are available to students at the Ben Clark Training Center upon request.

#### **Description of Support Service Staffing**

Hiring at the Ben Clark Training Center is based on the Moreno Valley College Staffing Plan and drawn using information from Program Reviews of the various departments housed on the site. As of Fall 2018, the Ben Clark Training Center scheduled 9.05 FTEF (student services staff and IT service staff), which depended on demand and enrollment.



### **Expected Hours of Operation**

Currently, the Admissions hours of operation at the Ben Clark Training Center are Monday--Thursday 8:00AM—4:00PM. Instructional hours at the Ben Clark Training Center are Monday—Saturday 6:00AM—10:00PM with no classes on Sunday. Based upon demand and industry trends for each support service offered, these hours of operations may change in order to benefit the students, the Ben Clark Training Center, and the community.

### **Student Outreach**

The Ben Clark Training Center employs a part-time Outreach specialist to provide Outreach services for students. In the event that the Outreach specialist is not available, Outreach staff from the main Moreno Valley College Campus are available full-time to support students enrolled at the Ben Clark Training Center. The goal of the Outreach office is to promote awareness of support services, academic programs, and other scholastic opportunities to current, incoming, transfer, and prospective students. The Outreach office also provides services to local high schools for prospective students. Currently, outreach services at high schools such as classroom presentations, workshops, and college fairs are only offered to schools within the Moreno Valley Unified School District and the Val Verde Unified District. Through the Outreach office, current students are offered campus tours and detailed program information and new/prospective students are offered campus tours, enrollment information, and registration assistance.

### **ADA Services Accessibility**

ADA Services and accessibility include services from the Disability Support Services office (DSS), which is designed to provide specialized instruction and services to students with disabilities (e.g. physical, visual, auditory, communication, learning, and psychological disabilities). These disabilities might limit educational attainment for these students within the college environment. DSS offers accommodations that assist students with documents temporary or permanent physical, psychological, and/or learning disabilities to reach their maximum potential while pursuing their educational goals. DSS services are available onsite at the Ben Clark Training Center upon request and online to meet student's specific needs for educational access and success. DSS accommodations for students are determined based on the educational limitations of the documented disability. DSS services include academic advising and career counseling, test accommodations, adaptive computer technology, adaptive equipment loan, alternate media, disability-related counseling, note taking assistance, priority registration, and real time captioning of lectures. DSS counselors have designated office space on the Moreno Valley College main campus and will travel to provide these services at the Ben Clark Training Center upon request. DSS staff members act as liaisons to all areas of the campus and off-site locations to eliminate the physical, academic, and attitudinal barriers students may face. The facilities located on site at the Ben Clark Training Center are all ADA compliant and the surface parking lot on site provides 32 handicap parking spaces.

### **Student Confidentiality and Record Keeping for Services Offered**

In conjunction with the Riverside Community College District, the Ben Clark Training Center and Moreno Valley College maintain student records as required by the California Education Code and secures these records in compliance with the Family Educational Rights and Privacy Act (FERPA) regulations. The Ben Clark Training Center and Moreno Valley College abide by the Family Educational Rights and Privacy Act regulations in the release of student records. Access to student records is limited to district personnel



and the student unless a signed waiver is on file. Online access is secured through encrypted passwords. District personnel are granted access to student records' information on a need-to-know basis, requiring approval of a dean or higher-level administrator for any access to specific areas of the student database.

All offices within Student Services, including Counseling, Admissions and Records, Veterans services, financial aid, and DSS maintain departmental records in a similarly secure manner. DSS and Veterans services, in addition to complying with FERPA requirements, comply with applicable provisions of the American Disabilities Act (ADA) with regard to records. Any health related services provided at the Ben Clark Training Center also comply with all provisions of Health Insurance Portability and Accountability Act (HIPPA). All student services records are kept in a secure, locked cabinet or office and are not released without a student's signed approval based on the Family Educational Rights and Privacy Act regulations. All staff computers are password protected. Student Services' and Financial Aid records have also been digitized, including student transcripts from high school and/or other colleges.

Confidentiality of student records is maintained by granting access to database records to those with a need-to-know status, as dictated by the Riverside Community College District. Student workers are not allowed access to student information unless it is determined necessary, and all student workers must sign a Student Worker Confidentiality Agreement.



## CHAPTER VI – SUPPORT & CAPITAL OUTLAY PROJECTIONS

### **Center Operation Plan (10 Years or More)**

The Riverside Community College District (RCCD) is governed by a five-member Board of Trustees elected to four-year terms by voters, and a student Executive Officer of the Associated Student Government also serves as student trustee for a one-year term. As an education center, the Ben Clark Training Center will operate within the District’s multi-college organizational structure. Oversight for the Ben Clark Training Center planning and monitoring of academic quality and institutional effectiveness is incorporated into the District’s current governance and planning structures.

The Ben Clark Training Center is expected to meet the same standards for course success and retention rates as the rest of Moreno Valley College. The Moreno Valley College Office of Institutional Effectiveness provides summary data on student enrollment and Full-time Equivalent Students (FTES), and all data required for monitoring, evaluating, and improving the overall effectiveness and quality of services across Moreno Valle College and separated by location. As normal business practices, Moreno Valley College will work with faculty at the Ben Clark Training to continue collecting, tracking, and monitoring student enrollment and progress information, including demographic data, as a means to assure effectiveness.

Instructional spaces at the Ben Clark Training Center are currently leased from the County of Riverside. Over the next decade, the Public Safety Education and Training program is expected to be shifted from the leased space that it currently occupies to new facilities. The new facilities will still be located at the Ben Clark Training Center site at 16791 Davis Avenue. The first facility constructed is expected to be ready for occupancy by the 2020-2021 fiscal year and will be called the Ben Clark Platform Scenario Training Center. Two other projects are expected to be constructed within the next decade. The Ben Clark Training Center Phase I project is anticipated to be constructed and ready for occupancy by the 2021-2022 fiscal year and the Ben Clark Training Center Phase II project has not yet been assigned an occupancy date (see section *Capital Outlay 5-Year Plan* below for more information).

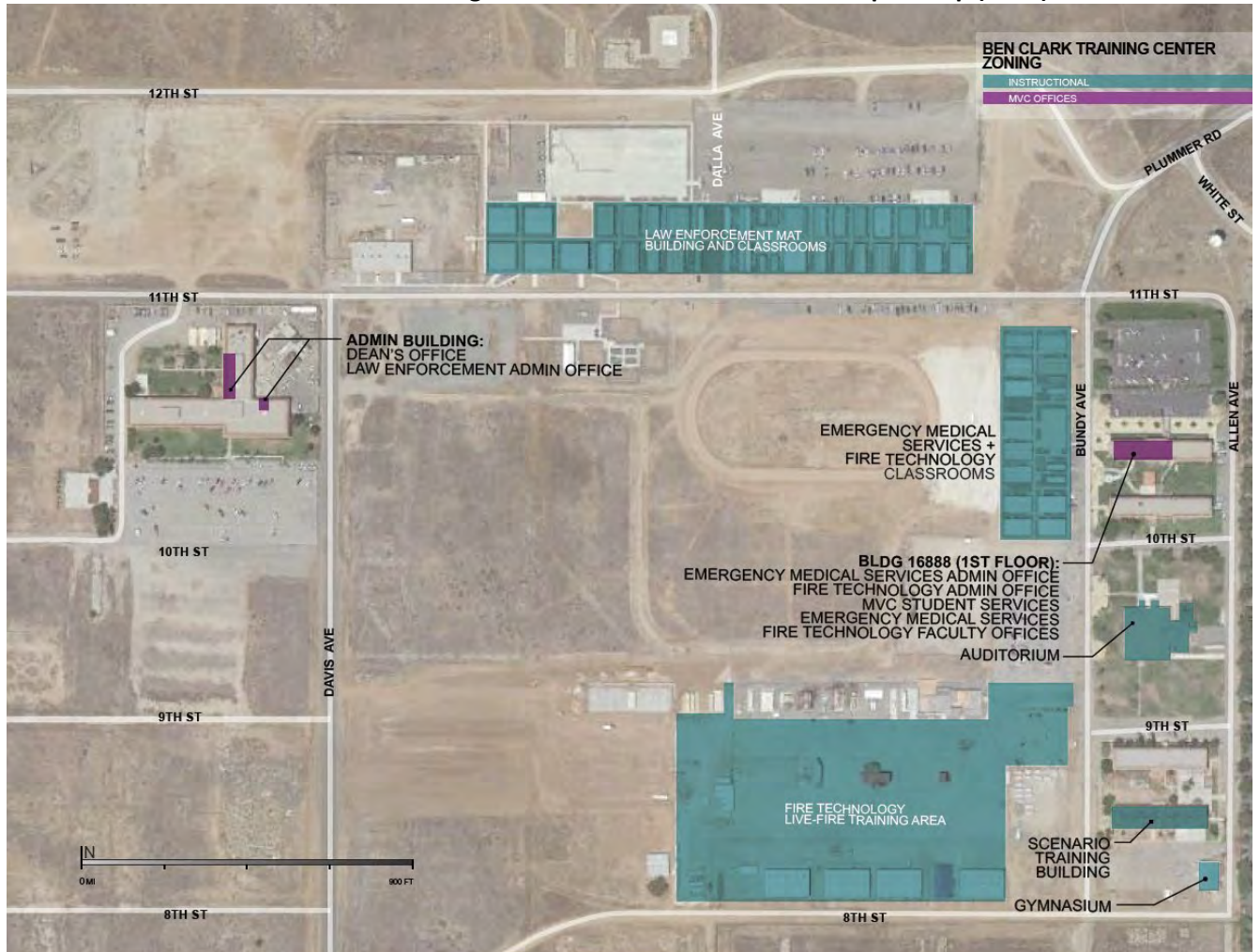
### **District Facilities Master Plan**

The Moreno Valley College 2015 Comprehensive Master Plan includes the most recent Facilities Master Plan for Ben Clark Training Center. The Comprehensive Master Plan is currently in the process of being updated as of August 2019. The 2015 Comprehensive Master Plan provides a long-range horizon for the build-out of Moreno Valley College and the Ben Clark Training Center. The Master Plan details the most current framework for facilities planning for the main Moreno Valley College campus and the Ben Clark Training Center. In 2012, Moreno Valley College began leasing office, instructional, and parking space that is owned and operated by the County of Riverside on the 400-acre Ben Clark Training Center property. Exhibit 6.01 illustrates the current zoning of functions for Moreno Valley College at Ben Clark Training Center. Instructional facilities are highlighted in blue, indicating shared use of classrooms, labs, and the fire technology live-fire training area. Offices are highlighted in purple and include administrative services offices, student services offices, and faculty offices. In addition to the current facilities, Moreno Valley College and RCCD are expecting to construct 2 new capital outlay projects at Ben Clark Training Center using funds from the California State Capital Outlay system and Measure C



local bond funds; 1) a Platform Scenario facility and 2) the first phase of a new Public Safety Training building. Measure C is expected to be voted on by the public in March of 2020.

**Exhibit 6.01 Ben Clark Training Center Facilities Master Plan Campus Map (2015)**



Source: Moreno Valley College 2015 Comprehensive Master Plan

**Capital Outlay 5-Year Plan**

In April 2012, a ground lease was executed by the Riverside County Board of Supervisors, but was not processed by the Riverside CCD due to an ongoing moratorium of the state on creating new Education Centers. Since the moratorium has lifted, there have been plans to construct 2 new capital outlay projects at the Center within the next 5 years. The projects are tentatively named the Ben Clark Platform Scenario Training Center and the Ben Clark Training Center Phase I.

The Ben Clark Platform Scenario Training Center is currently in the design development stage and is designed to construct a correctional facility platform for Administration of Justice program use. Moreno Valley College began space programming and design during the 2016-17 fiscal year. Preliminary plan costs were \$73,000.00. The additional cost of working drawings, construction, and equipment are



currently being estimated. The expected total project cost is currently estimated to be \$2,198,000.00. The project is expected to be occupied during the 2020-21 fiscal year.

The project will include two stories of a correctional training space and will meet the facility and space needs identified in Moreno Valley College’s 2015 Comprehensive Master Plan Update. The new facility includes space for the following:

**1<sup>st</sup> floor:** Includes modern electrical systems and a correctional facility scenario training center which will include: a control center, three cells, a shower area, an open dorm/recreation area, a day room, a safety cell with padded walls, an intake chamber, an ERT room, a sobering room, and a holding cell.

**2<sup>nd</sup> Floor:** Includes a catwalk that looks down on the first floor to support as part of the correctional scenario training facility.

The second capital outlay project at the Ben Clark Training Center is the Ben Clark Training Center Phase I facility. This project is currently still in the programming phase. Moreno Valley is expected to acquire the land for the project in the 2019-2020 fiscal year for roughly \$500,000.00. The additional cost of preliminary plans, working drawings, construction, and equipment are currently being estimated. The expected total project cost is currently estimated to be \$13,000,000.00. The project is expected to be occupied during the 2021-22 fiscal year.

The project is considered the first phase of a new permanent facility at the Ben Clark Training Center to support the Administration of Justice, EMT, Fire Technology, and Homeland Security programs via the construction of new classroom, laboratory, office, and other student and faculty support spaces. As this project is currently in its initial planning and programming phase, the exact specifications of what will be constructed on each floor is unknown at this time.

**Total ASF With Cost per ASF**

The Ben Clark Platform Scenario Training Center will total 2,659 ASF and is projected to cost \$2,198,000 or \$676.95 per ASF.

The Ben Clark Training Center Phase I totals 11,187 ASF and is projected to cost \$13,000,000 or \$986.71 per ASF.

**Exhibit 6.02 5-Year Capital Outlay Budget**

Project	Funding	Phase	Occupancy	Project Cost	ASF	Const. Cost/ ASF
Ben Clark Platform Scenario Training Center	Local	Design Development	2020/2021	\$2,198,000.00	2,659	\$676.95
Ben Clark Training Center Phase I	Local	Programming	2021/2022	\$13,000,000.00	11,187	\$986.71



### 5-Year Support Budget

The Ben Clark Training Center is currently funded through Moreno Valley College's operational budget. Revenues and expenditures for the 2018-2019 academic year are included in *Exhibit 6.03*, along with projections over the next four academic years. Revenue for the Ben Clark Training Center is currently based on the apportionment received by Moreno Valley College from the State of California. However, Moreno Valley College and the Riverside Community College District are aware that the Student Centered Funding Formula will change the way apportionment funding is received to include FTES, supplemental funding (Grants, Contracts, etc.), and student outcomes. The Ben Clark Platform Scenario Training Center is currently funded using Measure C bond dollars for construction.

**Exhibit 6.03 Ben Clark Training Center Multi-Year Budget Projections**

Budget Metric	2018-19 (Actual)	2019-20	2020-21	2021-22	2022-23
FTES Projections	854	880	919	959	1,001
<b>Growth Assumption at Ben Clark Training Center</b>	-	<b>26</b>	<b>39</b>	<b>40</b>	<b>42</b>

Revenue	2018-19 (Actual)	2019-20	2020-21	2021-22	2022-23
<b>Total Revenue*</b>	\$5,710,499.00	\$7,662,525.00	\$7,087,702.72	\$7,512,964.88	\$7,963,742.78

Expenditures	2018-19 (Actual)	2019-20	2020-21	2021-22	2022-23
Faculty Salaries	\$2,923,355.00	\$2,824,042.00	\$3,046,120.41	\$3,228,887.63	\$3,422,620.89
Staff Salaries	\$466,775.00	\$517,150.00	\$521,480.25	\$552,769.07	\$585,935.21
Employee Benefits	\$866,025.00	\$1,048,180.00	\$1,014,528.65	\$1,075,400.37	\$1,139,924.39
Material & Supplies	\$105,491.00	\$79,808.00	\$98,208.47	\$104,100.98	\$110,347.04
Travel/Services/Other	\$1,120,187.00	\$2,233,025.00	\$1,777,202.36	\$1,883,834.50	\$1,996,864.57
Furniture/Fixture/Equip	\$228,666.00	\$960,320.00	\$630,162.58	\$667,972.33	\$708,050.67
<b>Total Expenditures</b>	\$5,710,499.00	\$7,662,525.00	\$7,087,702.72	\$7,512,964.88	\$7,963,742.78
<b>Excess of Revenues over Expenses</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Source: Moreno Valley College Business Office

\*Revenue does not include contracts with other agencies, grant awards, or lottery funds

### Number of Personnel Years

The Ben Clark Training Center provides a comprehensive set of public safety-related course offerings, programs, and general services to students. Student support staff is reflected in the organizational structure chart, along with FTE instructional faculty. In order to ensure proper student instruction, training, and support, the Ben Clark Training Center employed approximately 11.23 Certificated FTEF, along with 9.05 Classified FTEF. Future hiring recommendations for the Ben Clark Training Center will be



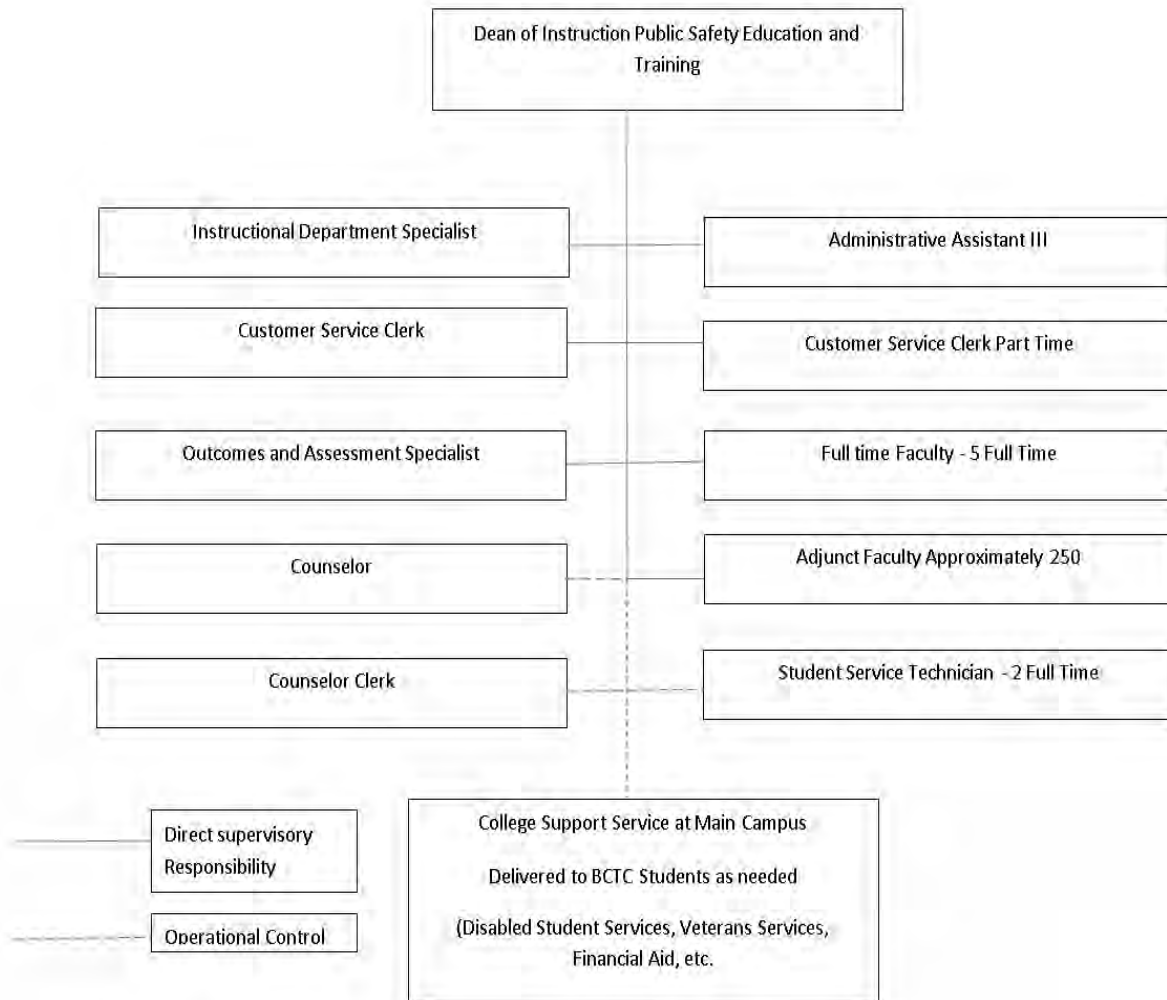


based on the Moreno Valley College staffing plan and drawn using information from the College's Program Reviews per department.

### Organizational Chart

The Ben Clark Training Center is administered by a Dean of Instruction of Public Safety Education and Training. The Dean of Instruction has direct supervisory responsibility over most of the faculty and staff located at the Ben Clark Training Center. The Dean of Instruction directly supervises the Instructional Department Specialist, the Customer Service, Outcomes and Assessment Specialist, Administrative Assistants, 5 full-time faculty members, and roughly 250 adjunct faculty. Operational control of the Counselors, Counselor Clerk, 2 full-time student service technicians, and any additional student support services needed is overseen by the Dean of Instruction at Ben Clark Training Center.

**Exhibit 6.04 Ben Clark Training Center Organizational Structure**





## CHAPTER VII – GEOGRAPHIC & PHYSICAL ACCESSIBILITY

### Transportation Plan

Students registered in one or more units at Moreno Valley College, and thus Ben Clark Training Center, can ride anywhere Riverside Transit Authority (RTA) travels by using their student ID through the GO Pass program at Moreno Valley College. Students pay a small transportation fee of under \$6 per semester for this service. Currently, there are no bus lines that travel directly by the Ben Clark Training Center. There is a one RTA stop just less than 2 miles from the Ben Clark Training Center requiring students who rely on public transport to walk or bike the remaining 2 miles. There is ample parking on site, including 32 ADA parking stalls available to students who commute to the Ben Clark Training Center via personal transportation.

### ADA Access Plan

RCCD seeks to make all programs, services and facilities accessible to people with disabilities. The District is committed to raising the level of awareness of accessibility issues at all campus locations, providing reasonable accommodation for persons with special needs, documenting accessibility issues, systematically addressing issues involving accessibility, and involving faculty, staff and students in planning efforts to identify, report, and assist the campuses in meeting their accessibility goals.

The Ben Clark Training Center facility and surface parking lot were built with current ADA state requirements and accessible paths-of-travel to the facilities located on site and surface parking lot, along with routes to outside seating areas, areas of student interest, and the main entrance. The surface parking lot includes 32 ADA compliant handicapped stalls.

### Estimated Commute Times

Residents who attend courses at the Ben Clark Training Center face commute times that range from 20-35 minutes during light traffic times and 28-50 minutes during peak traffic times. In Exhibit 7.02, the estimated commute times from other colleges within the Riverside Community College District and major cities within the Ben Clark Training Center service area are outlined.

**Exhibit 7.01 Estimated Commute Time to Nearest Community Colleges from Ben Clark Training Center**

BCTC from:	Distance	Light Traffic	Peak Traffic	Fastest Route
Moreno Valley College Campus	9.7 mi	20 min	35 min	via Harley Knox Blvd.
Norco College Campus	20.7 mi	35 min	50 min	via CA-91 and Van Buren Blvd.
Riverside City College Campus	10.1 mi	20 min	30 min	via I-215 S
Riverside City	11.1 mi	20 min	35 min	via Alessandro Blvd.
Perris	10.2 mi	20 min	28 min	via I-215 N
Corona	18.6 mi	35 min	50 min	via CA 91 E and Van Buren Blvd.
Jurupa Valley	18.3 mi	30 min	50 min	via CA 60 E and I-215 S

Source: Google Maps



## CHAPTER VIII – EFFECTS ON OTHER INSTITUTIONS

### Letters of Support (Community & Postsecondary Institutions)

Within a 20-mile radius, most neighboring postsecondary schools are for-profit or state approved institutions, and typically serves a different clientele than potential Ben Clark Training Center students. The communities within the District's regions are receptive of the Ben Clark Training Center transitioning into a formally approved Education Center.

Letters of support from the southern regional community of Riverside CCD and surrounding postsecondary institutions are in *Appendix F*

### Letters of Support (Adjacent Community College District)

There are approximately 26 postsecondary institutions within a 20-mile radius of the Ben Clark Training Center, of which only 2 are neighboring community colleges (San Bernardino Valley College and Mt. San Jacinto College). Most neighboring postsecondary schools are for-profit or state-approved institutions and typically serve a different clientele than potential students at the Ben Clark Training Center. These private or state approved institutions offer a unique curriculum that focuses on specific areas of study and are not anticipated to be impacted by the Ben Clark Training Center receiving Education Center status.

Norco College, Moreno Valley College, and Riverside City College are all Riverside CCD institutions located within a 20-mile radius of the Ben Clark Training Center. The prospect of the Ben Clark Training Center transitioning into a formally approved Education Center is a welcomed opportunity for residents throughout the District's service area. The Ben Clark Training Center is not planning to duplicate specialized program offerings that are available at the other locations within the District, thus, mitigating any negative impact on enrollment at associated College/Center sites.

San Bernardino Valley College and Mt. San Jacinto College are the only 2 neighboring community colleges within a 20-mile of the Ben Clark Training Center (see exhibit 4.02). The Ben Clark Training Center serves all of those that live within the Riverside CCD boundaries. It is recognized that although Ben Clark Training Center has a formal partnership with Moreno Valley College, students residing in Riverside City and Norco College's service area regions may attend the Ben Clark Training Center as Moreno Valley College students as it transitions into a formal Education Center. Letters of support for the Ben Clark Training Center are provided in *Appendix F*.

### Impact on Enrollment Projections for Adjacent Community College Districts

The private or state approved institutions offer a unique curriculum that focuses on specific areas of study and are not anticipated to be impacted by the Ben Clark Training Center receiving Education Center status.

The Ben Clark Training Center is not duplicating specialized program offerings that would conflict with other District locations, and instead is looking to collaborate with the College and other Centers and sites to provide a more comprehensive and coexisting College. Thus, there is no negative impact on enrollment at its associated College/Center sites.



San Bernardino CCD, Chaffey CCD, North Orange CCD, Rancho Santiago CCD, and Mt. San Jacinto CCD are all among neighboring community college districts that have been consulted regarding the District’s plans to obtain Education Center status for the Ben Clark Training Center. San Bernardino Valley College provides the only other public safety training program in a 20 mile radius and will not be impacted by center status approval for the Ben Clark Training Center (See *Appendix F*).

Each Post-Secondary Institution outlined in Exhibit 4.01 has an associated number, which can be used to locate the institution in Exhibit 4.02.

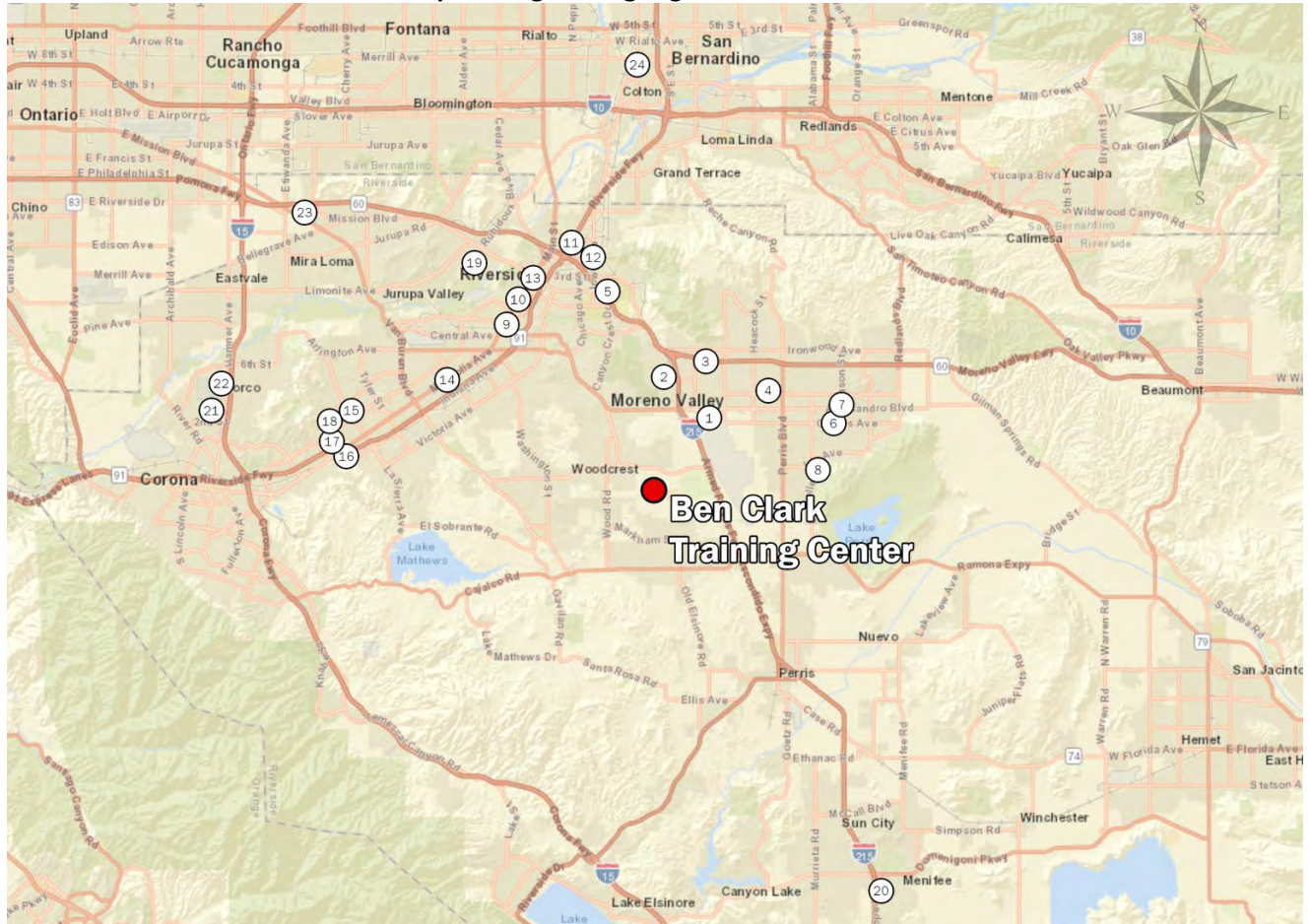
**Exhibit 8.01 Neighboring Postsecondary Institutions – 20-Mile Radius**

Neighboring Postsecondary Institution	Address	Distance	No.
Pacific Times Healthcare College	14340 Elsworth St B 108/109, Moreno Valley, CA 92553	4.7	1
Platt College	6465 Sycamore Canyon Blvd, Riverside, CA 92507	5.3	2
Career Care Institute	22500 Town Cir #2205, Moreno Valley, CA 92553	7.5	3
Moreno Valley Community Adult School	13350 Indian St, Moreno Valley, CA 92553	8	4
University of California, Riverside	900 University Ave, Riverside, CA 92521	8.5	5
Riverside University Health System Medical Center	26520 Cactus Ave, Moreno Valley, CA 92555	9.2	6
Southwest Bible College	13890 Nason St, Moreno Valley, CA 92555	9.9	7
Moreno Valley College	16130 Lasselle St, Moreno Valley, CA 92551	10	8
California Southern Law School	3775 Elizabeth St, Riverside, CA 92506	10.2	9
Riverside City College	4800 Magnolia Ave, Riverside, CA 92506	10.3	10
Glen Oaks College	1660 Chicago Ave Suite N1, Riverside, CA 92507	10.8	11
InterCoast Colleges, Riverside Campus	2460, 1989 Atlanta Ave, Riverside, CA 92507	10.9	12
Riverside Community College Culinary Academy	3801 Market Street, Riverside, CA 92501	11.3	13
California Baptist University	8432 Magnolia Ave, Riverside, CA 92504	11.5	14
North-West College - Riverside	4550 La Sierra Ave, Riverside, CA 92505	13.9	15
Dental Career College	3741 Merced Dr A, Riverside, CA 92503	14.2	16
American College of Healthcare	11801 Pierce St #100, Riverside, CA 92505	14.5	17
La Sierra University	4500 Riverwalk Pkwy, Riverside, CA 92505	15	18
Spartan College - IE Campus	4130 Mennes Ave, Riverside, CA 92509	15.1	19
Mt. San Jacinto College	28237 La Piedra Rd, Menifee, CA 92584	19.4	20
Norco College	2001 Third St, Norco, CA 92860	20	21
American Career College	3299 Horseless Carriage Dr # C, Norco, CA 92860	20	22
RTC College	10427 San Sevaie Way A, Mira Loma, CA 91752	20	23
San Bernardino Valley College	701 S Mt Vernon Ave, San Bernardino, CA 92410	20	24

Source: ALMA Strategies



**Exhibit 8.02 Map of Neighboring Higher Education Institutions**



*Source: ArcGIS; ALMA Strategies*

The University of California, Riverside is the only public four-year higher education institution within a 20-mile radius of the Ben Clark Training Center. Education Center status approval is expected to have no effect of enrollment and transfer rates at this institution due to the specialized nature of the public safety curriculum taught at Ben Clark Training Center.

### **Community Support & Possible Community Opposition**

Along with support from surrounding post-secondary education districts and members, the District has received overwhelming community support from the surrounding unified school districts, local residents, and businesses. Letters of support for establishing the Ben Clark Training Center as a center has been provided by Mt. San Jacinto Community College District and Crafton Hills Community College District. The surrounding Moreno Valley, Perris, and Riverside city communities recognize the importance of a well-trained public-safety workforce and having local options for students to pursue training is vital to the community and its safety. There has been a rich history of cooperative planning for joint use of facilities and staff between campuses within RCCD and the County of Riverside. The



prospect of establishing Ben Clark Training Center as an education center will enhance those collaborative opportunities.

The community support for obtaining Education Center status for the Ben Clark Training Center has been overwhelmingly positive, and the process has not received opposition from any community group or entity.

San Bernardino Valley College provides the only other public safety training program within a 20-mile radius. The president of San Bernardino Valley College has voiced support for center status of the Ben Clark Training Center and stated that center status approval will not negatively effect enrollment, financial status, and instructional programs.

### **Regional Demand for Educational Center Status**

The demographic profile of the Ben Clark training Center service area supports the need for transitioning the existing site location into a comprehensive education center. The Ben Clark training Center has been and will continue to generate most of its enrollment from the communities directly surrounding it. The primary service area for the Ben Clark Training Center includes the cities of March ARB CDP, Mead Valley CDP, Moreno Valley, Perris, Corona, Coronita CDP, Eastvale, El Cerrito CDP, El Sobrante CDP, Home Gardens CDP, Norco, Temescal Valley CDP, Highgrove CDP, Jurupa Valley, Lake Mathews CDP, Riverside city, and Woodcrest CDP

The total annual enrollment in 2018-2019 for the Ben Clark Training Center was 2,307 students and 854 annual FTES. California Department of Finance approved enrollment projections suggest that enrollment will increase to 3,123 (1,302 FTES) students by the 2029-30 academic year. From 2018 to 2030, the service area adult population (ages 18 to 64) is projected to increase from 768,751 persons to 928,274 persons, which is just under a million potential student enrollments.

In 2017, 195,734 persons ages 18 to 29 lived in the service area, while 430 adults in this age group were enrolled in courses at the Ben Clark Training Center in Fall 2017. Only 0.2% of the target group (18 to 29) residing in the service area attended courses at the Ben Clark Training Center. The low capture rate of this target age group in the service area illustrates that the Ben Clark Training Center has room to expand its outreach and therefore enrollment of potential students.

Educational attainment refers to the highest level of education an individual has completed. In the service area the vast majority of residents have not attained at least an Associate Degree (72.08%) while 7.95% have attained an Associate Degree, 12.75% have attained a Bachelor's degree, and 7.22% have attained a graduate degree as of 2017. Establishing the Ben Clark Training Center as an education center may help increase opportunities for service area residents to begin or return to higher education to pursue an Associate Degree, career training, and/or certification in a public safety-related field.

The top feeder high school districts for Moreno Valley College and the Ben Clark Training Center are the Moreno Valley Unified School District (MVUSD) and the Val Verde Unified School District (VVUSD). MVUSD has 5 public high schools, one community day school, and one online academy, and VVUSD has 4 public high schools and one academy. During the 2017-2018 academic year, approximately 3.5% of high school graduates with the District's service area matriculated directly to the Ben Clark Training Center after graduation (35 students). Attending community college with the goal of receiving



occupational certification or obtaining an Associate Degree is often a preferred option for service area residents, and the Ben Clark Training Center will provide a closer comprehensive public safety training and certification option for the service area residents.

The top 19 industries for employment in the Inland Empire are listed in Exhibit 1.24. The majority of these industries are projected to have increases in jobs by 2026, with the largest increases in the number of jobs expected in Health Care and Social Assistance (47,200 jobs), Transportation and Warehousing (44,200 jobs), Construction (27,600 jobs), Accommodation and Food Services (26,900 jobs), and Government (23,100 jobs). Across the 19 top industries, the number of jobs in the Inland Empire is projected to grow 16.28% from 1,401,900 jobs to 1,630,100 jobs in 2026, over a 10-year span starting from 2016. Regional occupations anticipated to have the most job openings that require at least a postsecondary award/certificate or associate's degree include police officers, fire fighters, and emergency services technicians. The Ben Clark Training Center equips students with the proper training and certification for occupations within the Health Care and Social Assistance and Government fields, which are two of the industries that are expected to experience the largest increases in number of jobs by 2026.



## CHAPTER IX – ENVIRONMENTAL IMPACT

### California Environmental Quality Act (CEQA) Process: Notice of Exemption

The Riverside Community College District followed the CEQA process for the legal environmental entitlement to construct the new Ben Clark Platform Scenario Training Center (referred to as the Ben Clark Training Center Riverside Community College Classroom Training Project in the Notice of Exemption). A Notice of Exemption Memorandum was submitted to the Riverside Community College Board of Trustees on March 29, 2019. The Notice of Exemption Memorandum was filed and approved by the County of Riverside on April 17, 2019 (see *Appendix F*). Following approval, a Categorical Exemption was granted for CEQA requirements by the County as no physical environmental impacts are anticipated to occur.





## CHAPTER X – ECONOMIC EFFICIENCY

### **Financial Burden for the State**

The financial impact for the State is approximately \$3,727 per FTES in addition to funding generated through the new Student Centered Funding Formula through the supplemental and success allocations. The Ben Clark Training Center achieving Center status will not impact State apportionment; however, the projected increase in FTES will allot the District more money based off the increase in support service needs and FTES. The District’s goal of furthering their reach within District boundaries to better serve these communities and increase fiscal stability is the objective for all community college districts.

From a local Proposition C bond, the District was able to fund the Ben Clark Platform Scenario Training Center project design, equipment, and construction.

### **Collaborative Efforts With Other Segments to Expand Educational Access**

Riverside Community College District strives to maintain a rich tradition of responding to the educational needs of its service area population. Evidence of this tradition is demonstrated with the long-term development of the Public Safety Education and Training program currently housed at the Ben Clark Training Center. In 1996, responding to growth and educational demand for the Public Safety Education and Training program, the Riverside Community College District entered into a long-term ground lease agreement with the County of Riverside at the Ben Clark Training Center.. Historical enrollment and FTES growth within the Riverside Community College District have supported the creation of new campuses, and now it supports the transition of the Ben Clark Training Center into an official education center. In order to meet targeted FTES goals, Riverside Community College District is implementing strategies to grow enrollment at all campuses and educational sites within the District’s boundaries. The continued development of program/service offerings at the Ben Clark Training Center is vital to achieving enrollment growth as anticipated in the 2014 Moreno Valley College Comprehensive Master Plan. As the program/services at the Ben Clark Training Center mature, the participation rate and FTES/Enrollment from service area residents is anticipated to also grow.

In 2017, the total adult (age 18 to 64) population with the Ben Clark Training Center’s service area was estimated at 757,210 persons. By the year 2030, the service area population is expected to increase by 171,064 persons, to a total adult population of approximately 928,274 persons. The adult population is expected to be just under a million by 2030. The Ben Clark Training Center will support the need for increased access to higher education and public safety training to those adults within the service area.

The Ben Clark Training Center has met the initial requirement of 500 annual FTES (709 FTES) since the 2013-2014 academic year. Department of Finance approved enrollment and FTES projections expect the Ben Clark Training Center to reach 3,123 students and 1,302 FTES by the 2029-2030 academic year.

Establishing the Ben Clark Training Center as an Education Center is not anticipated to have any negative impact on other neighboring post-secondary education institutions. The Ben Clark Training Center has received letters of support from the following neighboring institutions: Mt. San Jacinto Community College District, Crafton Hills College, and San Bernardino Valley College (see *Appendix F*). Local supporters include: The Riverside County Sheriff’s Office, CAL Fire, County of Riverside Fire, and CHP. Letters of support verify that the institutes and community were consulted during the process, there were no anticipated negative impact for the community or institute (e.g. enrollment decreases that



would impose a financial burden), and the Ben Clark Training Center receiving Education Center status is viewed positively. The Ben Clark Training Center receiving education Center status will not create excess enrollment capacity and will not lead to an unnecessary duplication of programs.

The Needs Assessment demonstrates that there are many positive reasons to support the transition of the Ben Clark Training Center to an official education center, including, but not limited to: providing public safety instruction and training to adequately serve career opportunities and workforce needs; increasing options to complete programs without requiring long student commute times; enhancing convenience and access to higher education for a larger number of potential students; extending outreach to underserved populations; allowing unique collaboration arrangements with critical public safety agencies in the community (Riverside County Sheriff's Office, CAL Fire, etc.); promoting a focus on programs for local needs; and increasing educational and workforce training options for students within the service area.

To mitigate any negative impact that the Ben Clark Training Center may have on enrollment at other District locations, as well as neighboring institutions, there will continue to be careful consideration regarding the types of programs and services offered at the Center. The Riverside Community College District recognizes that coordinated planning must occur as new programs are planned and existing programs are expanded to strategically manage course offerings and ensure availability of adequate resources. It should be noted that these same issues would remain with out a transition for the Ben Clark Training Center to an education center.

With all factors considered, the information in this Needs Assessment analysis shows the prevailing need and justification for the transition of the Ben Clark Training Center into a comprehensive education center.





# APPENDIX A: BOARD OF TRUSTEES RESOLUTION

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
BOARD RESOLUTION NO. 67-18/19

MORENO VALLEY COLLEGE

BEN CLARK TRAINING CENTER  
LETTER OF INTENT APPLICATION FOR EDUCATIONAL CENTER STATUS

RESOLUTION OF THE BOARD OF TRUSTEES OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT LETTER OF INTENT APPLICATION TO THE CALIFORNIA COMMUNITY COLLEGE CHANCELLOR'S OFFICE BOARD OF GOVERNORS FOR THE BEN CLARK TRAINING CENTER EDUCATIONAL CENTER STATUS

WHEREAS the Board of Trustees of the Riverside Community College District of Riverside County, State of California has declared the Ben Clark Training Center Letter of Intent Application for Educational Center Status and approval as a priority item;

WHEREAS the District has completed its due diligence and determined this education center to be necessary to serve the students within the District;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Riverside Community College District to approve submission of the Letter of Intent Application to the California Community College Chancellor's Office Board of Governors to achieve official educational center status for the Ben Clark Training Center.

APPROVED AND ADOPTED THIS 11<sup>th</sup> day of June, 2019, by the Governing Board of the Riverside Community College District of Riverside County, California.

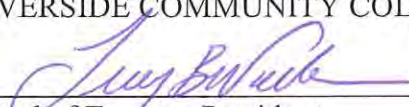
AYES: 4

NOES: 0

ABSENT TRUSTEES: Hedrick

ABSTENTIONS: None

RIVERSIDE COMMUNITY COLLEGE DISTRICT

  
\_\_\_\_\_  
Board of Trustees President

Attest:

  
\_\_\_\_\_  
Board of Trustees Secretary

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
BOARD RESOLUTION NO. 67-18/19

MORENO VALLEY COLLEGE

BEN CLARK TRAINING CENTER

LETTER OF INTENT APPLICATION FOR EDUCATIONAL CENTER STATUS

RESOLUTION OF THE BOARD OF TRUSTEES OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT LETTER OF INTENT APPLICATION TO THE CALIFORNIA COMMUNITY COLLEGE CHANCELLOR'S OFFICE BOARD OF GOVERNORS FOR THE BEN CLARK TRAINING CENTER EDUCATIONAL CENTER STATUS

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APPROVED AND ADOPTED THIS 11<sup>th</sup> day of June, 2019, by the Governing Board of the Riverside Community College District of Riverside County, California.

AYES:

NOES:

ABSENT TRUSTEES:

ABSTENTIONS:

RIVERSIDE COMMUNITY COLLEGE DISTRICT

---

Board of Trustees President

Attest:

---

Board of Trustees Secretary



# APPENDIX B: PRELIMINARY NOTICE LETTER



May 29, 2019

**MORENO  
VALLEY  
COLLEGE**

Chancellor Eloy Ortiz Oakley  
California Community Colleges  
1102 Q Street  
Sacramento, CA 95811-6549

Dear Chancellor Oakley,

This letter constitutes the Riverside Community College District's "Preliminary Notice" to secure Education Center status for the Ben Clark Training Center which was established as a satellite outreach location in the year 1997.

The Ben Clark Training Center is located at 16791 Davis Avenue in Riverside, as shown in Exhibit A. The District Educational Master Plan and Long-Range Capital Construction Plan identified a need for the District to establish a permanent public safety training location within Riverside CCD. The establishment of the Ben Clark Training Center as an Educational Center will not replace existing satellite sites. The Ben Clark Training Center was established to provide programming and specialized public safety training to the community within the District service area.

The Ben Clark Training Center's instructional programs focus on public safety training in the areas of: Law Enforcement, Fire Technology, Homeland Security, and EMT/Paramedic training. Additionally, courses are offered for students to complete certification in one of the areas identified above. Students attending the Ben Clark Training Center are able to complete their certification through primarily face-to-face instruction and training. The Ben Clark Public Safety Training Center continues to evolve its public safety program offerings based upon demand, industry trends, and gainful employment opportunities.

The Ben Clark Training Center primarily offers an adequate space for public safety training. Other services needed for enrolled students at the Center, such as student services, financial aid, etc. are located at the Moreno Valley College site to the east of Ben Clark Training Center.

In 1997, public safety training programs were relocated to March Reserve Air base as the Ben Clark Training Center by Riverside CCD. Instructional and administrative facilities are in excess of 35,000 ASF (54,000 GSF) and consist of a combination of permanent and modular classrooms and offices that are leased from Riverside County, the owners of the property. These include Air Force base facilities that have been repurposed, temporary buildings, and modular buildings. In addition, several new permanent facilities have been built, such as the state-of-the-art firearms range and scenario village.

*Office of the President*

16130 Lasselle Street, Moreno Valley, CA 92551

• (951) 571-6161 • FAX (951) 571-6176

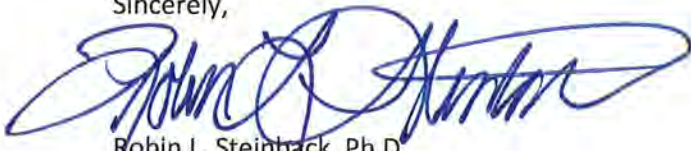
[www.mvc.edu](http://www.mvc.edu)



The Ben Clark Training Center generated 854 Full-Time Equivalent Students (FTES) during the 2018-2019 academic year. Preliminary enrollment and FTES projections suggest that the Ben Clark Public Safety Training Center serve approximately 3,123 unduplicated headcount students reach 1,302 FTES by the 2029-2030 academic year. The Letter of Intent to follow will provide detailed enrollment and FTES projections, and the Needs Study will include the Department of Finance Demographic Research Unit endorsement of the enrollment and FTES forecast.

It is our understanding that this Preliminary Notice represents an informational document and will not require formal consideration or approval by the State Chancellor's Office staff; however, we look forward to working with all state agencies as we develop application materials necessary for Education Center status approval of the Ben Clark Training Center at Moreno Valley College.

Sincerely,



Robin L. Steinback, Ph.D.  
President  
Moreno Valley College

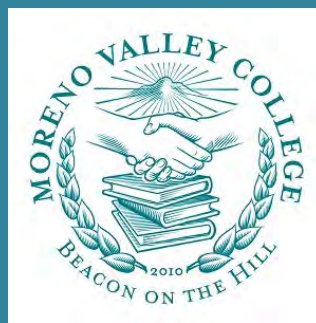
Exhibit A: Ben Clark Public Safety Training Center Site Location Map



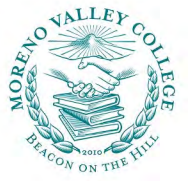


# APPENDIX C: LETTER OF INTENT & APPROVAL LETTER

# Educational Center: Letter of Intent Ben Clark Training Center Riverside CCD



**MORENO  
VALLEY  
COLLEGE**



**LETTER OF INTENT**

FOR THE TRANSITION

OF

**Ben Clark Training Center**

TO

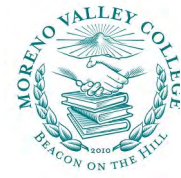
**EDUCATIONAL CENTER**

**May 2019**

Prepared by:  
Bobby Khushal, Director  
ALMA Strategies  
1303 J Street, Suite 500  
Sacramento, CA 95814  
[bobby@almastrategies.com](mailto:bobby@almastrategies.com)

Submitted by:  
Robin Steinback, Ph.D., President  
Moreno Valley College  
16130 Lasselle Street  
Moreno Valley, CA 92551

Submitted to:  
California Community Colleges Chancellor's Office



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## CHAPTER I – BACKGROUND

### State Guidelines as Applicable to Education Center Approval

Among the responsibilities of the California Community Colleges Chancellor's Office is the review of proposals for new campuses and off-campus centers of the State's community college institutions. In order to carry out its given responsibilities in this area, policies and procedures are detailed in a document known as the *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Center*. The Guidelines call for a three-step application process:

- (1.) Preliminary Notice: Letter stating that a district is beginning the planning process to establish a new community college or center. A Preliminary Notice is an informational process, and does not require formal consideration or approval by the reviewing State agency. A Preliminary Notice may be submitted to the State at any time.
- (2.) Letter of Intent (LOI): Identifies the district's plan to create one or more formally approved institutions (college or center). The LOI must be approved by the reviewing State agency in order to authorize the development of a Needs Study. The LOI must be submitted to the State before July 30.
- (3.) Needs Study: Provides certain prescribed data elements to satisfy specific criteria. The Needs Study must be approved by the California Community Colleges Chancellor's Office Board of Governors. The Needs Study must be submitted to the State before July 30 and within one year of approval of the LOI.

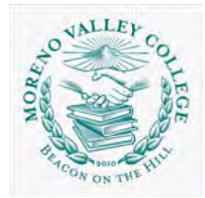
Important statutory and regulatory references are:

- California Code of Regulations, title 5, section 55180 allows for state approval of a proposed educational center if it has generated at least 500 FTES annually (per the district's most recent "final attendance report," which, consistent with section 58003.4(b)-(c), refers to the Annual Apportionment Attendance Report [CCFS-320] unless a Revised Annual [Recal] CCFS-320 Report is filed by the district for the fiscal year in question, in which case, the Recal report is deemed to be the "final attendance report" for that fiscal year). This approval allows the new site to become eligible to compete for state capital outlay funds.
- Budget Act of 2013, Ch. 20, Item 6870-101-0001, Provision 17 (p. 514-516), requires the Chancellor of the California Community Colleges to "provide a report by November 1 of each year, to the Department of Finance and the Legislative Analyst, on the number of new centers and colleges added for the current fiscal year and those anticipated to be added for the prospective budget year."

Important deadlines in the review and approval of proposed new educational centers:

- By July 30 district submits 3 copies of the Needs Assessment, accompanied by a certification of the center's FTES as reported in the district's most recent final attendance.
- By November 1 the Chancellor's Office submits a report to the Department of Finance and the Legislative Analyst on the number of new educational centers and colleges approved in the current fiscal year and proposed for the budget year.

Ben Clark Training Center  
Moreno Valley College  
Riverside CCD  
Letter of Intent



- The next January after review by all divisions in the Chancellor's Office is completed, the request to approve the proposed educational center will be scheduled for action by the Board of Governors.

### Riverside CCD

Riverside County covers a land area of 7,207 square miles according to the US Census Bureau. Riverside CCD (Riverside CCD) was originally established in 1916 to serve the northwestern corner of Riverside County. Riverside CCD is the largest community college district in Riverside County today and borders 5 other community college districts: San Bernardino, Chaffey, North Orange, Rancho Santiago, and Mt. San Jacinto. The District is a three college higher education system servicing residents within a relatively compact 450 square mile service area within one of the fastest growing counties in California.

Riverside City College was established in 1916 and is located in downtown Riverside. RCC provides programs in liberal arts, science, performing arts, nursing and athletics. Norco College (NC), located west of RCC, focuses on engineering and technology based education. Moreno Valley College is located in the eastern section of Riverside CCD and has seven academic divisions: (1) Business and Info Technology Systems, (2) Communications, (3) Health, Human and Public Services, (4) Humanities, Arts, and Social Sciences, (5) Mathematics, (6) Public Safety, Education and Training, and (7) Science and Kinesiology.

Exhibit 1.01 Riverside CCD Site Locations



Source: Riverside CCD



Ben Clark Training Center  
Moreno Valley College  
Riverside CCD  
Letter of Intent



Riverside CCD also operates six Early and Middle College High School programs, partners in the operation of the Ben Clark Training Center, provides economic development and contract business assistance services, and serves 6,000 community education customers each year. Riverside CCD enrolled approximately 41,328 students during the Fall 2018 term. Riverside CCD offers over 100 comprehensive programs to aid students seeking to transfer to a four-year college or university, obtain a two year degree, a professional certificate, occupational training, or simply to update their work skills.

### **Ben Clark Training Center**

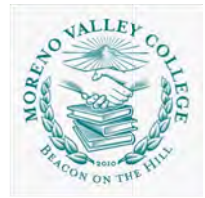
The Ben Clark Training Center was opened in 1997 and works in cooperation with the Moreno Valley College to provide public safety programs that equip students with the skills to secure related occupations. The public safety education and training programs in the Riverside CCD emanates from two separate career and technical education programs rooted in collaboration with the Riverside County Sheriff's Department, CAL Fire/Riverside County Fire, and regional departments. The antecedents of the Administration of the Justice/Law Enforcement and Fire Technology/Fire Academy programs today extend back decades in their relationships with the county of Riverside and have evolved into well-established academic and career opportunities. The historical developments of the programs, their operational arrangements, and their programmatic growth to meet the workforce needs in Riverside County illustrate an enduring relationship between Riverside CCD and the public safety agencies of Riverside County via its partnership with Moreno Valley College.

The Administration of Justice (ADJ) program, whose legacy from its inception has been connected with Riverside County, evolved in several ways. In 1952, the Riverside CCD approved a plan to have the Riverside City College administer a proposed Law Officers Training School to serve 11 counties in Southern California. This approval led to the Riverside City College locating the program at the Riverside County Sheriff's training facility at 150 Box Springs Road, in Riverside, where approximately one hundred uniformed deputies began their training in 1953. By 1961, several faculty hired by the college developed a curriculum for the Peace Officers Training School. Between the early 1960's and 1981, the program experienced a series of changes, including curriculum development and expansion, facility relocation, and renaming.

Since those early years, other significant developments in the ADJ program have continued to occur. In 1996, the college moved the program to the present site on the March Air Reserve Base, known as the Ben Clark Training Center (BCTC), named in honor of the late Sheriff Bernard J. Clark. Besides its physical relocation, the program experienced a significant programmatic shift. In the early 1990's ADJ was divided into two programmatic areas: academic (Administration of Justice/General Education) and career and technical education (Administration of Justice/Law Enforcement).

The ADJ/General Education courses are offered primarily at Riverside City College but also at Moreno Valley College and Norco College. The courses emphasize developing students' awareness of the criminal justice system and provide students with general knowledge and skills about the United States Constitution, individuals' constitutional rights, and current theory and practice in the criminal justice system. Offered at BCTC, the ADJ/Law Enforcement courses

Ben Clark Training Center  
Moreno Valley College  
Riverside CCD  
Letter of Intent



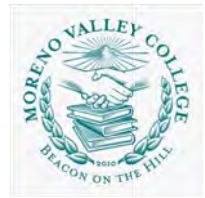
emphasize a commitment to educating, training, and developing learners who seek careers and advancement as local peace, correctional, and probation officers.

The division of the ADJ academic program into two areas has enabled Riverside CCD to continue developing its growing focus in career and technical education with law enforcement agencies. In partnership with the Riverside County Sheriff's Department (RSD), the ADJ program has developed and expanded further the curriculum to address the changing cultural, critical thinking, and professional needs of recruits in the Basic Peace Officer, Reserve Peace Officer, and Corrections academies, as well as those needs of employees in the Riverside County Probation Department. Likewise, the ADJ program curriculum has provided law enforcement agencies, including the California Highway Patrol (CHP) since its renewed partnership with Riverside CCD in January 2008, with the opportunity to provide college credit for their employees receiving advanced officer training. The ADJ program curriculum has permitted law enforcement agencies to educate students in the requisite basic skills required by the California Commission of Peace Officer Standards and Training (P.O.S.T.) and certify those students when they graduate to work as sworn peace officers in the state of California. The ADJ program curriculum has also permitted those agencies to educate and train sworn and non-sworn students in basic skills required by the Standard Training in Corrections (STC) Board to work as corrections professionals to operate local jails and juvenile correctional facilities and to hold probation officer positions. Since then, program offerings at Ben Clark Training Center have expanded to include certification in Emergency Medical Services and Homeland Security. Although program offerings are provided through BCTC's partnership with Moreno Valley College, Ben Clark Training Center serves as a hub for public safety education and training for the Riverside CCD service area as a whole due to the specialized nature of the courses and programs offered.

The ADJ/General Education and ADJ/Law Enforcement program provides a breadth and depth of educational opportunities for Riverside CCD to work with its community partners. Working with the Riverside Sheriff's Department, the Riverside District Attorney's Office, the Department of Social Services, the state of California Department of Justice Regional Crime Lab, and the California Highway patrol provides a comprehensive range of services and learning opportunities for students. Those educational opportunities will lead students to improve their academic credentials, receive advanced officer training, continue their professional development, and earn certificates and Associate of Science degrees in the Administration of Justice program.

Like the ADJ program, the Fire Technology/Fire Academy (FIT) program has evolved in distinctive ways. The antecedents of today's program emanate from the Riverside County fire service agencies that worked together in the 1970's to provide the area residents with fire, rescue, and emergency medical services. During these early years of collaboration, agencies began to identify the need to standardize their training, implemented courses developed by the State Fire Marshal's Office, and recognized in the early 1980's the need for a comprehensive educational and training program, with the proper facilities to deliver a standardized education.

Ben Clark Training Center  
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As a result of the educational and training needs of firefighters, Riverside CCD began offering a series of FIT courses at Riverside City College. The collaboration between Riverside CCD and all fire service agencies, including CAL Fire/Riverside County Fire Department, Riverside County Training Officers Association, and local fire departments, eventually led to the growth of the Fire Technology program and to its relocation in 1997 with CAL Fire and the Riverside County Sheriff's Department at the Ben Clark Training Center. A result of the collaboration was a series of initiatives that included the development of an Associate of Science degree in Fire Technology, a certificate in Fire Technology, and a multi-agency Truck Academy. In addition, the program expanded its curriculum in fire administration, operations, and command. In 2001, the FIT program added the Basic Firefighter Academy to address the demand for entry-level skills for firefighters. The FIT program provides a range of educational opportunities from pre-employment minimum education and training to executive-level management courses. The program was realigned with the Moreno Valley College from Riverside City College in 2006.

Riverside CCD has demonstrated significant support for Public Safety Education and Training (PSET) program conducted at the Ben Clark Training Center and its partnership with Moreno Valley College. The Ben Clark Training Center is administered by an onsite administrative team that includes an educational dean, two directors and a department chair, who are supported by student services technicians, instructional specialists, clerical staff and faculty. The Ben Clark Training Center operation is funded as an instructional department of Moreno Valley College. Ben Clark Training Center's annual operating budget is determined by the number of full time equivalent students (FTES). Current facilities at the center are located within a public benefit conveyance area located on March Air Reserve Base.

***The Ben Clark Training Center has already exceeded the threshold of 500 annual Full-Time Equivalent Student (FTES) required for Education Center status.***

The required "Preliminary Notice" establishing the District's intent to obtain formal Education Center status for the Ben Clark Training Center has been filed with the State Chancellor's Office (see Appendix A). The Riverside CCD Board of Trustees has formally expressed its support for obtaining Education Center status approval for the Ben Clark Training Center (see Appendix B).



## CHAPTER II – ENROLLMENT HISTORY & PROJECTIONS

This Chapter provides responses to the following elements within the State Chancellor’s Office Letter of Intent (LOI) Checklist for California Community College Educational Centers and Colleges:

- 1.1 Preliminary five-year enrollment projection and attendance (headcount & FTES) for the new Education Center from the Fall 2013 term onward.
- 1.2 Enrollment history of locations other than the main campus that are being relocated and replaced by the new Educational Center

### FTES and Unduplicated Enrollment at Ben Clark Training Center

In the Fall 2013 term, Ben Clark Training Center served 824 unduplicated students constituting 220.36 Full-Time Equivalent Students (FTES). By the Fall 2018 term, unduplicated enrollment grew to 992, resulting in an FTES of 277.78. All FTES and Headcount data is sourced from the Moreno Valley College Office of Institutional Effectiveness.

Annually, Ben Clark Training Center generated 708.94 FTES and served 1,923 unduplicated students, resulting in a FTES/Headcount ratio of .37 over the course of the 2013-14 academic year. By the end of the 2018-19 academic year, Ben Clark Training Center is expected to generate 850.76 FTES and serve 2307 unduplicated students, resulting in a FTES/Headcount ratio of .37.

**Exhibit 2.01 Ben Clark Training Center – Historic FTES & Unduplicated Enrollment**

Term	Headcount Enrollment	FTES	FTES/Headcount
Summer 2013	171	164.98	0.96
Fall 2013	824	220.36	0.27
Winter 2014	221	34.02	0.15
Spring 2014	707	289.58	0.41
<b>Annual 2013-2014</b>	<b>1923</b>	<b>708.94</b>	<b>0.37</b>
Summer 2014	133	178.46	1.34
Fall 2014	724	210.13	0.29
Winter 2015	177	143.25	0.81
Spring 2015	622	251.1	0.40
<b>Annual 2014-15</b>	<b>1656</b>	<b>782.94</b>	<b>0.47</b>
Summer 2015	258	73.72	0.29
Fall 2015	645	260.6	0.40
Winter 2016	196	69.01	0.35
Spring 2016	925	242.26	0.26
<b>Annual 2015-16</b>	<b>2024</b>	<b>645.59</b>	<b>0.32</b>
Summer 2016	211	72.73	0.34
Fall 2016	1014	271.28	0.27
Winter 2017	198	63.21	0.32
Spring 2017	862	240.93	0.28
<b>Annual 2016-17</b>	<b>2285</b>	<b>648.15</b>	<b>0.28</b>
Summer 2017	251	64.95	0.26
Fall 2017	987	284.57	0.29

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Winter 2018	205	52.61	0.26
Spring 2018	907	270.88	0.30
<b>Annual 2017-18</b>	<b>2350</b>	<b>673.01</b>	<b>0.29</b>
Summer 2018	217	167.93	0.77
Fall 2018	992	277.28	0.28
Winter 2019	200	42.36	0.21
Spring 2019 (Projected)	898	363.19	0.40
<b>2018-19 Annual (Projected)</b>	<b>2307</b>	<b>850.76</b>	<b>0.37</b>

Source: Moreno Valley College Office of Institutional Effectiveness

### Participation Rate

Participation rate may be defined as headcount enrollment per 1,000 persons within the service area adult population. Adult population estimates by ZIP code were obtained from ACS Community Survey 5-Year Population Estimates for the population aged 18-65. During the Fall 2018 term, the Ben Clark Training Center experienced a participation rate of 1.29 students per 1,000 adult persons within the service area.

Annually, Ben Clark Training Center is expected to experience a participation rate of 2.96 students per 1,000 adult persons within the service area after the end of the 2018-19 academic year.

### Exhibit 2.02 Ben Clark Training Center – Historic Participation Rate

Term	Headcount Enrollment	Service Area Adult Pop	Estimated Participation Rate
Summer 2013	171	716976	0.24
Fall 2013	824	716976	1.15
Winter 2014	221	728277	0.30
Spring 2014	707	728277	0.97
<b>Annual 2013-2014</b>	<b>1923</b>	<b>728277</b>	<b>2.64</b>
Summer 2014	133	728277	0.18
Fall 2014	724	728277	0.99
Winter 2015	177	739367	0.24
Spring 2015	622	739367	0.84
<b>Annual 2014-15</b>	<b>1656</b>	<b>739367</b>	<b>2.24</b>
Summer 2015	258	739367	0.35
Fall 2015	645	739367	0.87
Winter 2016	196	749862	0.26
Spring 2016	925	749862	1.23
<b>Annual 2015-16</b>	<b>2024</b>	<b>749862</b>	<b>2.70</b>
Summer 2016	211	749862	0.28
Fall 2016	1014	749862	1.35
Winter 2017	198	757210	0.26
Spring 2017	862	757210	1.14
<b>Annual 2016-17</b>	<b>2285</b>	<b>757210</b>	<b>3.02</b>
Summer 2017	251	757210	0.33
Fall 2017	987	757210	1.30
Winter 2018	205	768751	0.27
Spring 2018	907	768751	1.18
<b>Annual 2017-18</b>	<b>2350</b>	<b>768751</b>	<b>3.06</b>

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<b>Summer 2018</b>	217	768751	0.28
<b>Fall 2018</b>	992	768751	1.29
<b>Winter 2019</b>	200	780539	0.26
<b>Spring 2019 (Projected)</b>	898	780539	1.15
<b>2018-19 Annual (Projected)</b>	<b>2307</b>	<b>780539</b>	<b>2.96</b>

Source: ACS Community Survey Adult Population (18-65) 5-Year Estimates; 2013-2017

### FTES and Enrollment Projections

The methodology for developing headcount enrollment and FTES projections follows recommended procedures outlined within the California Community Colleges Facilities Planning Manual and is consistent with a methodology acceptable to the Department of Finance Demographic Research Unit. The 2019-20 academic year is defined by the District as including Summer 2019, Fall 2019, Winter 2020, and Spring 2020 terms. Thus, annual unduplicated enrollment and FTES projections follow the District's definition of the academic year.

Following the 2018-19 academic year, the Ben Clark Training Center is expected to experience an average annual participation rate of 2.77 students per 1,000 adult persons within the service area population.

**Exhibit 2.03 Participation Rate –Service Area Residents at Ben Clark Training Center**

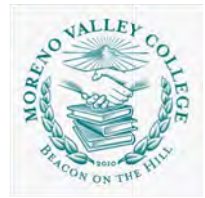
Term	Headcount Enrollment	Service Area Adult Pop	Estimated Participation Rate
<b>Annual 2013-2014</b>	1,923	728,277	2.64
<b>Annual 2014-15</b>	1,656	739,367	2.24
<b>Annual 2015-16</b>	2,024	739,862	2.70
<b>Annual 2016-17</b>	2,285	757,210	3.02
<b>Annual 2017-18</b>	2,350	768,751	3.06
<b>2018-19 Annual (Projected)</b>	2307	780,539	2.96
<b>Average Participation Rate</b>	<b>2.77</b>		

Source: Moreno Valley College Office of Institutional Effectiveness and ACS Community Survey 5-year Adult Population (18-65) Estimates 2013-2017

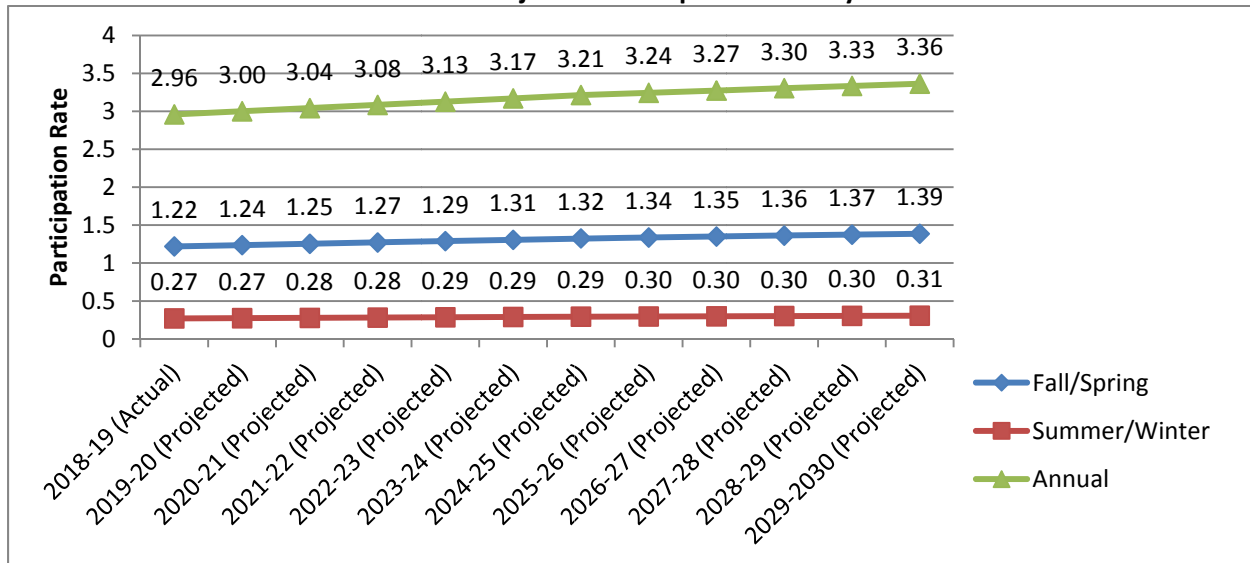
Over the course of the 2013-14 school year, the participation rate was 2.64 students per 1,000 service area residents. Historically, the participation rate hits its peak after the 2017-18 academic year at 3.06 students per 1,000 service area residents. The participation rate is expected to dip slightly to 2.96 after the 2018-19 school year.

However, over the next 5 years the Ben Clark Training Center's facilities will be expanded with the new construction of a Platform Scenario Training Center, and one other Public Safety Training facility on site. As these changes are made and course offerings are expanded, the participation rate is expected to grow at the same rate of Weekly Student Conduct Hour projections according to the California Community College State Chancellor's Office. Therefore, the Ben Clark Training Center is anticipated to reach an annual participation rate of 3.21 by 2024-25 and 3.36 by 2029-30.

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**Exhibit 2.04 Projected Participation Rate by Term**



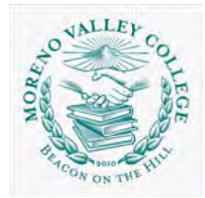
Source: ALMA Strategies

Annual FTES/Headcount Enrollment is calculated by dividing the annual historical FTES generated per student within the service area by the annual unduplicated enrollment that same year. The average FTES/Headcount Enrollment at Ben Clark Training Center from 2013 to 2019 is 0.35 FTES/Headcount Enrollment.

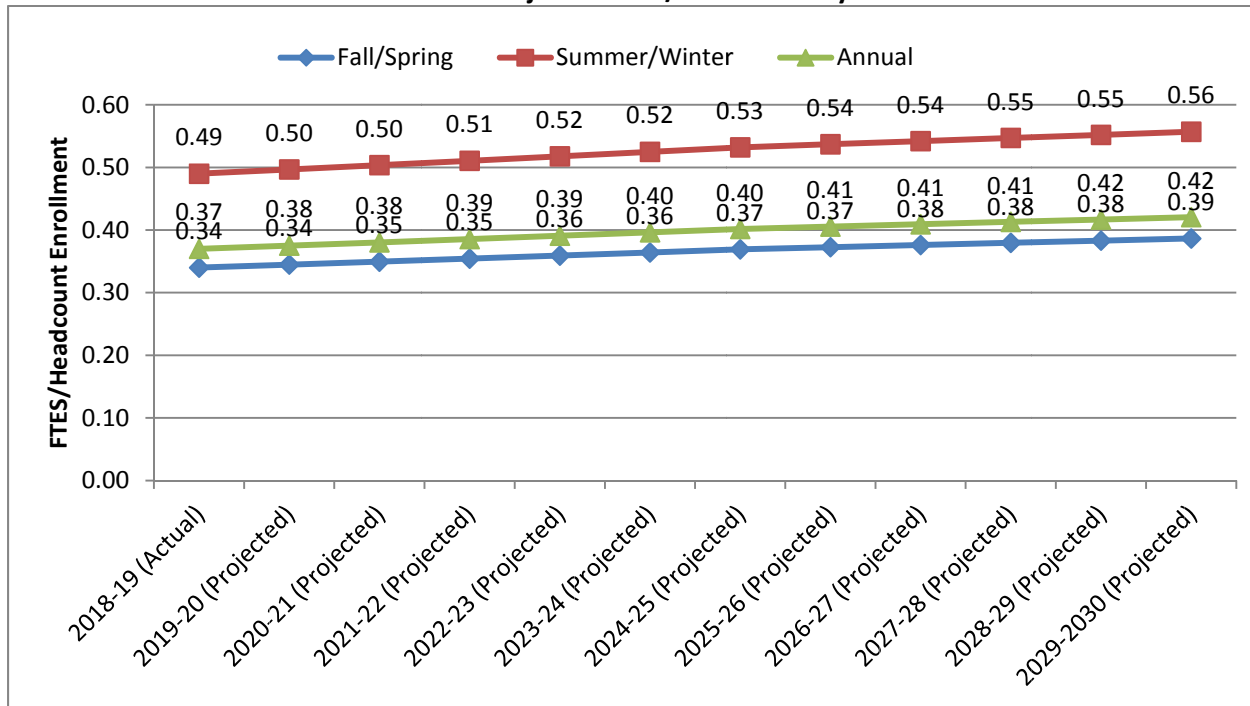
**Exhibit 2.05 Historical FTES/Enrollment – Annual**

Year	FTES/Enrollment
2013-14	0.37
2014-15	0.47
2015-16	0.32
2016-17	0.28
2017-18	0.29
2018-19	0.37
<b>Average 2013-2019</b>	<b>0.35</b>

The current FTES/Headcount Enrollment ratio at Ben Clark Training Center is 0.37 for the 2018-19 academic year. As program and course offerings expand, it is anticipated that the Ben Clark Training Center will approach a FTES/Headcount Enrollment ratio of 0.40 by the 2023-24 academic year. By the 2029-30 academic year, the FTES/Headcount Enrollment ratio is expected to rise to 0.42. Over the next few years, the District’s Educational Master Plan calls for increasing course offerings at the Ben Clark Training Center to provide specialized public safety training to meet the needs of its students and to support local public safety workforce needs.



**Exhibit 2.06 Projected FTES/Enrollment by Term**



Source: ALMA Strategies

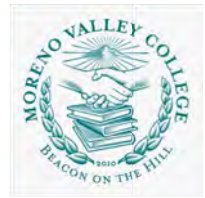
Five-Year FTES and enrollment projections anticipate that the Ben Clark Training Center will generate 1,045 FTES and serve 2,674 unduplicated headcount students by the 2023-24 academic year. Ten-Year FTES and enrollment projections estimate the Ben Clark Training Center will generate approximately 1,302 FTES and serve 3,123 students by the 2029-30 academic year.

**Exhibit 2.07 10-Year FTES & Enrollment Projections**

Term/Academic Year	Headcount Enrollment	FTES	FTES / Headcount	Estimated Participation Rate
(Actual) Summer 2018	217	166	0.77	0.28
(Actual) Fall 2018	992	278	0.28	1.29
(Actual) Winter 2019	200	43	0.21	0.26
(Projected) Spring 2019	898	359	0.4	1.15
<b>(Actual) 2018-19 Academic Year</b>	<b>2307</b>	<b>854</b>	<b>0.37</b>	<b>2.96</b>
Summer 2019	222	171	0.77	0.28
Fall 2019	1,021	286	0.28	1.31
Winter 2020	209	44	0.21	0.26
Spring 2020	924	370	0.40	1.17
<b>2019-20 Academic Year</b>	<b>2,379</b>	<b>880</b>	<b>0.37</b>	<b>3.00</b>
Summer 2020	228	178	0.78	0.29
Fall 2020	1,051	298	0.28	1.33
Winter 2021	215	46	0.21	0.27



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Spring 2021	951	386	0.41	1.18
<b>2020-21 Academic Year</b>	<b>2,449</b>	<b>919</b>	<b>0.38</b>	<b>3.04</b>
Summer 2021	235	186	0.79	0.29
Fall 2021	1,082	311	0.29	1.34
Winter 2022	221	48	0.22	0.27
Spring 2022	980	403	0.41	1.20
<b>2021-22 Academic Year</b>	<b>2,522</b>	<b>959</b>	<b>0.38</b>	<b>3.08</b>
Summer 2022	242	194	0.80	0.30
Fall 2022	1,114	325	0.29	1.36
Winter 2023	228	50	0.22	0.27
Spring 2023	1,009	421	0.42	1.22
<b>2022-23 Academic Year</b>	<b>2,597</b>	<b>1,001</b>	<b>0.39</b>	<b>3.13</b>
Summer 2023	249	203	0.81	0.30
Fall 2023	1,147	339	0.30	1.38
Winter 2024	235	52	0.22	0.28
Spring 2024	1,039	439	0.42	1.23
<b>2023-24 Academic Year</b>	<b>2,674</b>	<b>1,045</b>	<b>0.39</b>	<b>3.17</b>
Summer 2024	256	211	0.82	0.30
Fall 2024	1,181	354	0.30	1.40
Winter 2025	242	54	0.22	0.28
Spring 2025	1,070	458	0.43	1.25
<b>2024-25 Academic Year</b>	<b>2,754</b>	<b>1,091</b>	<b>0.40</b>	<b>3.21</b>
Summer 2025	263	220	0.84	0.31
Fall 2025	1,211	368	0.30	1.41
Winter 2026	248	57	0.23	0.28
Spring 2026	1,097	477	0.43	1.26
<b>2025-26 Academic Year</b>	<b>2,824</b>	<b>1,135</b>	<b>0.40</b>	<b>3.24</b>
Summer 2026	270	228	0.84	0.31
Fall 2026	1,242	381	0.31	1.43
Winter 2027	254	59	0.23	0.29
Spring 2027	1,125	493	0.44	1.27
<b>2026-27 Academic Year</b>	<b>2,896</b>	<b>1,174</b>	<b>0.41</b>	<b>3.27</b>
Summer 2027	277	236	0.85	0.31
Fall 2027	1,274	395	0.31	1.44
Winter 2028	261	61	0.23	0.29
Spring 2028	1,154	511	0.44	1.28
<b>2027-28 Academic Year</b>	<b>2,970</b>	<b>1,216</b>	<b>0.41</b>	<b>3.30</b>
Summer 2028	284	244	0.86	0.32
Fall 2028	1,306	408	0.31	1.45
Winter 2029	268	63	0.23	0.29
Spring 2029	1,183	528	0.45	1.30

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2028-29 Academic Year	3,046	1,258	0.41	3.33
Summer 2029	291	252	0.87	0.32
Fall 2029	1,339	422	0.32	1.47
Winter 2030	274	65	0.24	0.30
Spring 2030	1,213	547	0.45	1.31
2029-30 Academic Year	3,123	1,302	0.42	3.36

Source: ALMA Strategies

**Locations Being Relocated/Replaced by the Ben Clark Training Center**

The District historically served its service area region by offering courses at the Ben Clark Training Center via renting office and instructional space owned by the County of Riverside on site. While the District is anticipating the construction of two new public safety facilities to house future courses and programming within the next five years, the facilities will still be located on the Ben Clark Site. Therefore, the historic Enrollment and FTES numbers of the locations being replaced by the attainment of Center Status of Ben Clark will mirror the data outlined in Exhibit 2.01 Ben Clark Training Center – Historic FTES & Unduplicated Enrollment.

**Exhibit 2.08 Enrollment History of Locations Being Relocated/Replaced**

Ben Clark Current Facilities	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Enrollment</b>	1923	1656	2024	2285	2350	2307
<b>FTES</b>	.37	.47	.32	.28	.29	.37

**CHAPTER III – LOCATION OF EDUCATION CENTER**

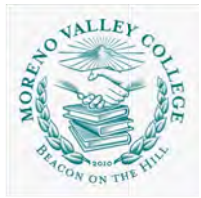
This Chapter provides responses to the following elements within the State Chancellor’s Office Letter of Intent (LOI) Checklist for California Community College Educational Centers and Colleges:

- 1.3 The location of the proposed new Educational Center with a brief description of each site under construction
- 1.4 Maps of the area in which the proposed Educational Center is to be located including a map of the proposed center, service area, population density, road/highway configurations, sphere of influence, topography, neighboring institutions, and any other features of interest

**Site Location, Roadways, and Topography**

The Ben Clark Training Center is located on a 375-acre site in Riverside, California. The physical address of the site location is: 16791 Davis Avenue, Riverside, CA 92518. Classes currently take place in the existing facilities on the site, which encompass over 35,000 ASF (54,000 GSF).

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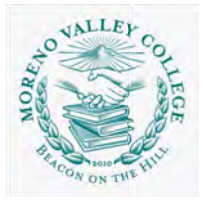
**Exhibit 3.01 Site Location Map**



Source: Moreno Valley 2015 Comprehensive Master Plan/ALMA Strategies

The location of the Ben Clark Training Center site is indicated with a red outline in Exhibit 3.01. The center is located near the western edge of land that was formerly March Air Force Base, within the unincorporated area west of the city of Moreno Valley. Ben Clark Training Center is about 2 miles west of Interstate Highway 215, the primary regional circulation route for this area. Local access to I-215 is provided via the full access interchanges at Van Buren Boulevard.

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**Exhibit 3.02 Road/Highway Configuration Map**



Source: Google Earth/ALMA Strategies

The land to the north and northwest of the Ben Clark Training Center site is planned for commercial development. Vehicular access to Van Buren Boulevard through this development is being reconfigured. It is not being planned to provide a primary circulation access route for the Ben Clark Training Center site.



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**Service Area and Population Density**

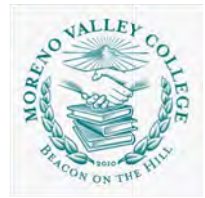
Ben Clark Training Center’s service area aligns with the service area of Riverside CCD as it is the only site in the region where students located within the Riverside CCD can receive specialized public safety related instruction and career training. Service area ZIP codes and cities are provided in Exhibit 3.05.

Riverside CCD’s service area encompasses those cities and ZIP codes in which students who attend the Ben Clark Training Center reside. The service area includes ZIP codes within the cities of March ARB CDP, Mead Valley CDP, Moreno Valley, Perris, Corona, Coronita CDP, Eastvale, El Cerrito CDP, El Sobrante CDP, Home Gardens CDP, Norco, Temescal Valley CDP, Highgrove CDP, Jurupa Valley, Lake Mathews CDP, Riverside city, and Woodcrest CDP.

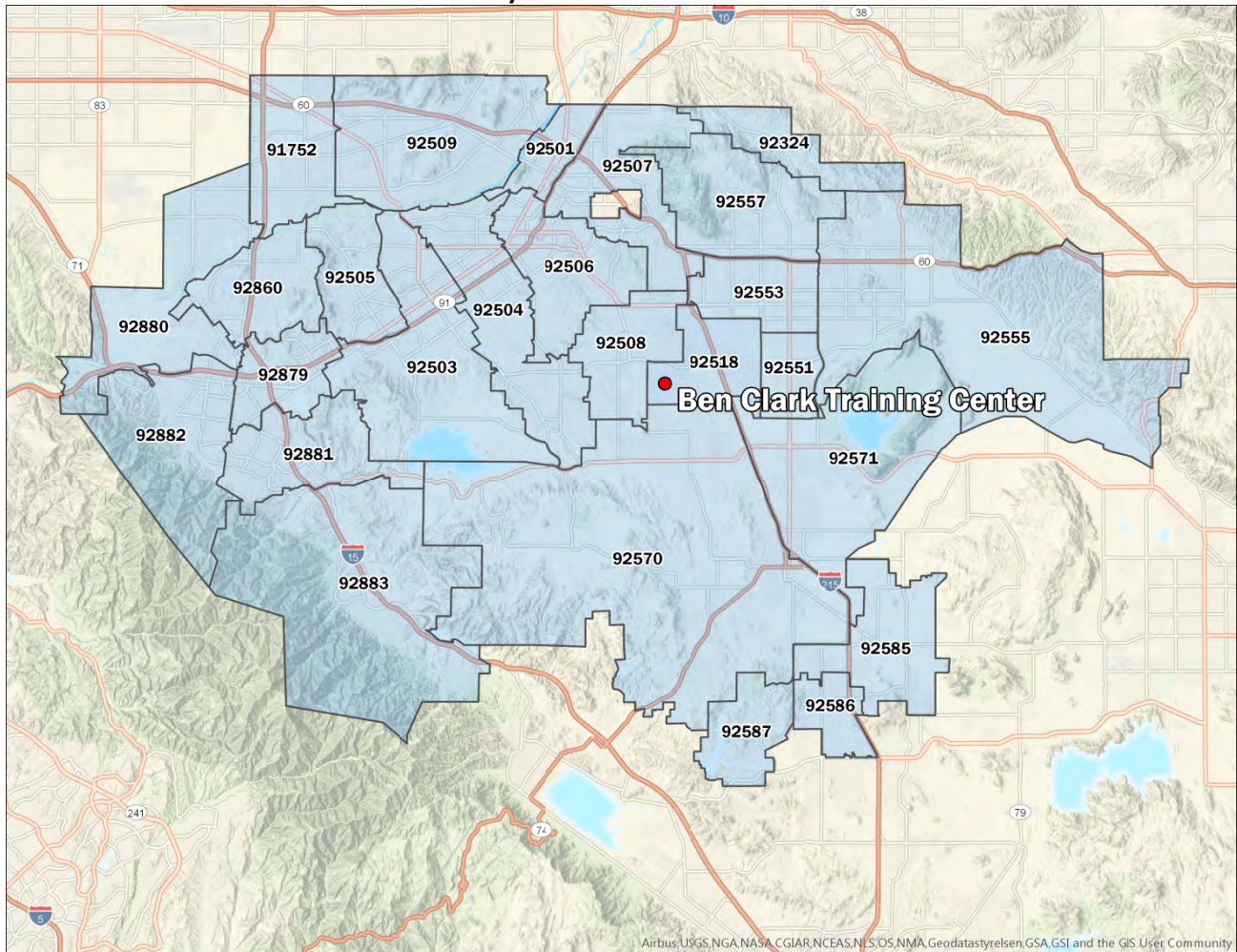
**Exhibit 3.05 Service Area Cities & ZIP Codes by Region**

City	Zip
Jurupa Valley/Eastvale/Mira Loma	91752
Highgrove	92324
Highgrove/Riverside	92501
Riverside	92503
Riverside/Woodcrest	92504
Riverside/Jurupa Valley	92505
Riverside	92506
Riverside/Highgrove	92507
Riverside/Moreno Valley	92508
Jurupa Valley/Riverside	92509
March ARB	92518
Moreno Valley/March ARB	92551
Moreno Valley/March ARB	92553
Moreno Valley	92555
Moreno Valley	92557
Perris/Mead Valley/Lake Mathews	92570
Perris/Moreno Valley	92571
Perris	92585
Perris	92586
Perris	92587
Norco/Riverside	92860
Corona/Home Gardens/El Cerrito	92879
Corona/Eastvale	92880
Corona	92881
Corona	92882
Corona/Temescal Valley	92883

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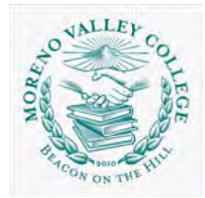
**Exhibit 3.06 Primary Service Area Cities and ZIP Codes**



Source: ArcGIS/ALMA Strategies

ZIP codes within the primary service are for the Ben Clark Training Center encompasses 612.77 square miles with a total population in 2017 of 1,197,936 persons. The population density in 2017 of the Ben Clark Training Center service area was 1,954 persons/square mile. Exhibit 3.07 provides a table of the Ben Clark Training Center's service area population density in 2017. More rural outlying areas within the service area have a low population density, however, ZIP codes within the cities of Moreno Valley, Riverside, Highgrove, and Corona have the highest population density (as depicted in Exhibit 3.08).

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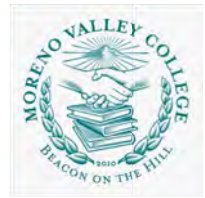
**Exhibit 3.07 South Service Area Region Population Density Table**

City	ZIP Code	Land Sq. Mi.	Population 2017	Population Density / Sq. Mi.
Jurupa Valley/Eastvale/Mira Loma	91752	15.6	30,176	1968.47
Highgrove	92324	9.58	58,650	6120.61
Highgrove/Riverside	92501	5.86	21,707	3702.63
Riverside	92503	33.62	94,523	2811.53
Riverside/Woodcrest	92504	22.96	57,955	2524.26
Riverside/Jurupa Valley	92505	11.74	50,110	4269.15
Riverside	92506	17.14	45,831	2673.53
Riverside/Highgrove	92507	17.83	58,017	3253.26
Riverside/Moreno Valley	92508	12.49	39,121	3132.97
Jurupa Valley/Riverside	92509	30.99	81,093	2617.15
March ARB	92518	10.82	1,065	98.39
Moreno Valley/March ARB	92551	6.09	33,980	5582.01
Moreno Valley/March ARB	92553	10.2	74,918	7343.08
Moreno Valley	92555	67.44	43,436	644.05
Moreno Valley	92557	20.87	51,789	2481.90
Perris/Mead Valley/Lake Mathews	92570	102.32	60,349	589.80
Perris/Moreno Valley	92571	37.85	55,814	1474.62
Perris	92585	16.54	21,077	1273.97
Perris	92586	6.07	20,186	3324.40
Perris	92587	9.47	17,095	1805.16
Norco/Riverside	92860	13.79	26,613	1929.20
Corona/Home Gardens/El Cerrito	92879	9.62	45,767	4758.34
Corona/Eastvale	92880	25.13	68,915	2742.88
Corona	92881	16.24	34,039	2096.09
Corona	92882	24.89	71,188	2859.70
Corona/Temescal Valley	92883	57.6	33,982	589.93
<b>TOTAL</b>		<b>612.77</b>	<b>1,197,936</b>	<b>1954.96</b>

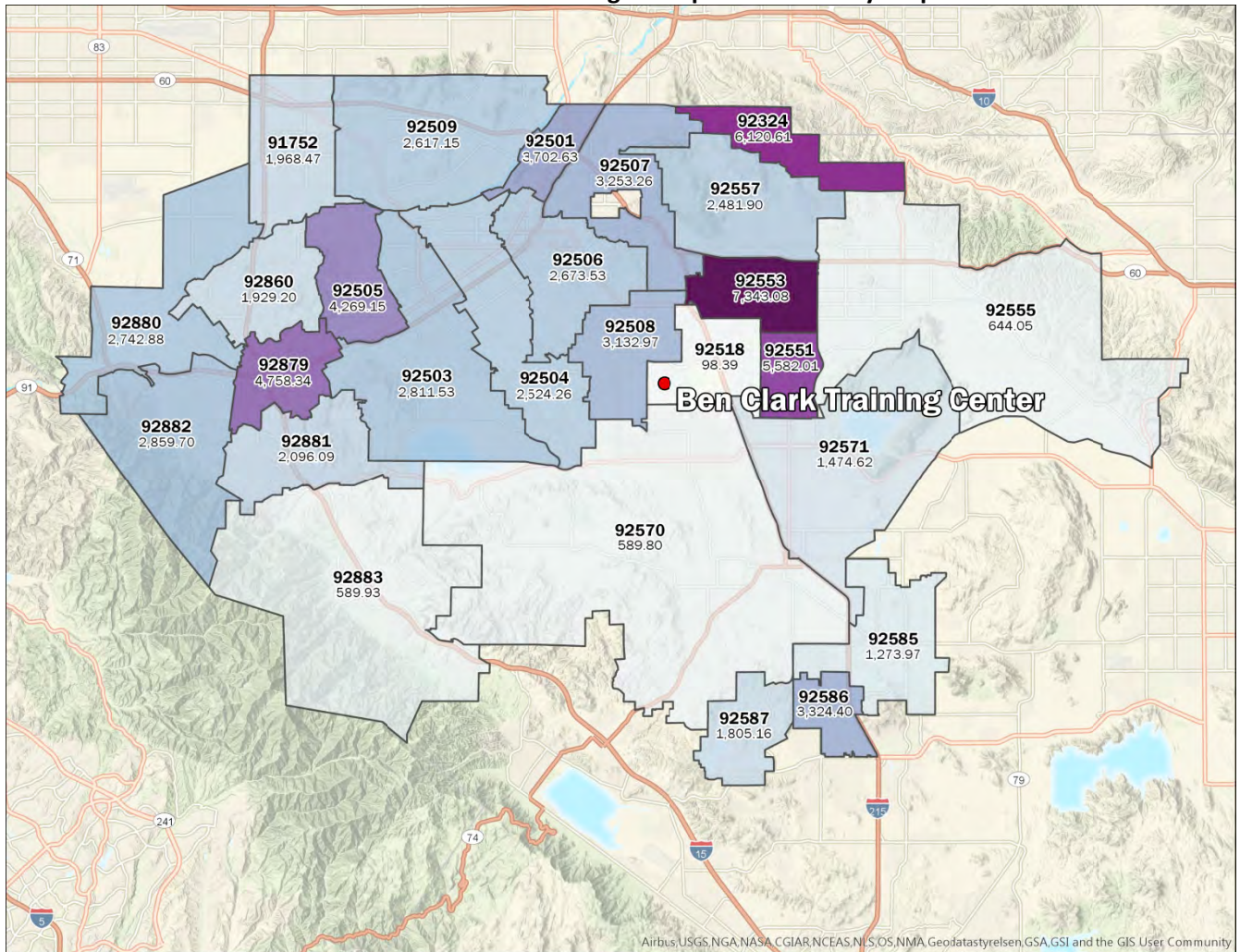
Source: U.S. Census – American Fact Finder; ArcGIS/ALMA Strategies



Ben Clark Training Center  
 Moreno Valley College  
 Riverside CCD  
 Letter of Intent



**Exhibit 3.08 South Service Area Region Population Density Map**

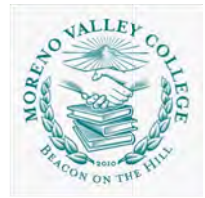


Source: ArcGIS/ALMA Strategies

**Sphere of Influence**

The Riverside CCD service area encompasses the northwestern corner of Riverside County. Ben Clark Training Center has the same service area boundaries as the Riverside CCD. The sphere of influence for the Ben Clark Training Center is primarily from the ZIP codes of the cities mentioned previously in the “Service Area and Population Density” section above.

Ben Clark Training Center  
Moreno Valley College  
Riverside CCD  
Letter of Intent



**Exhibit 3.09 Sphere of Influence Map**



Source: Google Earth/ALMA Strategies

#### CHAPTER IV – NEIGHBORING EDUCATIONAL INSTITUTIONS

This Chapter provides responses to the following elements within the State Chancellor’s Office Letter of Intent (LOI) Checklist for California Community College Educational Centers and Colleges:

- 1.5 The identification of neighboring public and independent institutions in the area in which the proposed campus is to be located

##### **Proximity to Neighboring Higher Education Institutions**

There are approximately 26 postsecondary institutions within a 20-mile radius of the Ben Clark Training Center, of which only 2 are neighboring community colleges (San Bernardino Valley College and Mt. San Jacinto College). Most neighboring postsecondary schools are for-profit or state-approved institutions and typically serve a different clientele than potential students at the Ben Clark Training Center. These private or state approved institutions offer a unique curriculum that focuses on specific areas of study and are not anticipated to be impacted by the Ben Clark Training Center receiving Education Center status.

Ben Clark Training Center  
 Moreno Valley College  
 Riverside CCD  
 Letter of Intent



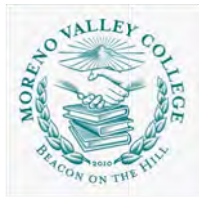
**Exhibit 4.01 Neighboring Postsecondary Institutions – 20-Mile Radius**

Neighboring Postsecondary Institution	Address	Distance	No.
<b>Pacific Times Healthcare College</b>	14340 Elsworth St B 108/109, Moreno Valley, CA 92553	4.7	1
<b>Platt College</b>	6465 Sycamore Canyon Blvd, Riverside, CA 92507	5.3	2
<b>Career Care Institute</b>	22500 Town Cir #2205, Moreno Valley, CA 92553	7.5	3
<b>Moreno Valley Community Adult School</b>	13350 Indian St, Moreno Valley, CA 92553	8	4
<b>University of California, Riverside</b>	900 University Ave, Riverside, CA 92521	8.5	5
<b>Riverside University Health System Medical Center</b>	26520 Cactus Ave, Moreno Valley, CA 92555	9.2	6
<b>Southwest Bible College</b>	13890 Nason St, Moreno Valley, CA 92555	9.9	7
<b>Moreno Valley College</b>	16130 Lasselle St, Moreno Valley, CA 92551	10	8
<b>California Southern Law School</b>	3775 Elizabeth St, Riverside, CA 92506	10.2	9
<b>Riverside City College</b>	4800 Magnolia Ave, Riverside, CA 92506	10.3	10
<b>Glen Oaks College</b>	1660 Chicago Ave Suite N1, Riverside, CA 92507	10.8	11
<b>InterCoast Colleges, Riverside Campus</b>	2460, 1989 Atlanta Ave, Riverside, CA 92507	10.9	12
<b>Riverside Community College Culinary Academy</b>	3801 Market Street, Riverside, CA 92501	11.3	13
<b>California Baptist University</b>	8432 Magnolia Ave, Riverside, CA 92504	11.5	14
<b>North-West College - Riverside</b>	4550 La Sierra Ave, Riverside, CA 92505	13.9	15
<b>Dental Career College</b>	3741 Merced Dr A, Riverside, CA 92503	14.2	16
<b>American College of Healthcare</b>	11801 Pierce St #100, Riverside, CA 92505	14.5	17
<b>La Sierra University</b>	4500 Riverwalk Pkwy, Riverside, CA 92505	15	18
<b>Spartan College - IE Campus</b>	4130 Mennes Ave, Riverside, CA 92509	15.1	19
<b>Mt. San Jacinto College</b>	28237 La Piedra Rd, Menifee, CA 92584	19.4	20
<b>Norco College</b>	2001 Third St, Norco, CA 92860	20	21
<b>American Career College</b>	3299 Horseless Carriage Dr # C, Norco, CA 92860	20	22
<b>RTC College</b>	10427 San Sevaine Way A, Mira Loma, CA 91752	20	23
<b>San Bernardino Valley College</b>	701 S Mt Vernon Ave, San Bernardino, CA 92410	20	24

Norco College, Moreno Valley College, and Riverside City College are all Riverside CCD institutions located within a 20-mile radius of the Ben Clark Training Center. The prospect of the Ben Clark Training Center transitioning into a formally approved Education Center is a welcomed opportunity for residents throughout the District’s service area. The Ben Clark Training Center is not planning to duplicate specialized program offerings that are available at the other locations within the District, thus, mitigating any negative impact on enrollment at associated College/Center sites.

San Bernardino Valley College and Mt. San Jacinto College are the only 2 neighboring community colleges within a 20-mile of the Ben Clark Training Center (see exhibit 4.02). The Ben Clark Training Center serves all of those that live within the Riverside CCD boundaries. It is recognized that although Ben Clark Training Center has a formal partnership with Moreno Valley College, students residing in Riverside City and Norco College’s service area regions may attend the Ben Clark Training Center as Moreno Valley College students as it transitions into a formal Education Center. San Bernardino CCD, Chaffey CCD, North Orange CCD, Rancho Santiago CCD, and Mt. San Jacinto CCD are all among neighboring community college districts that have been consulted regarding the District’s plans to obtain Education Center status for the Ben Clark Training Center. Letters of support for the Ben Clark Training Center are provided in Appendix C.

Ben Clark Training Center  
Moreno Valley College  
Riverside CCD  
Letter of Intent



The University of California, Riverside is the only public four-year higher education institution within a 20-mile radius of the Ben Clark Training Center. Education Center status approval is expected to have no effect of enrollment and transfer rates at this institution due to the specialized nature of the public safety curriculum taught at Ben Clark Training Center.

Each Post-Secondary Institution outlined in Exhibit 4.01 has an associated number, which can be used to locate the institution in Exhibit 4.02.

**Exhibit 4.02 Map of Neighboring Higher Education Institutions**



Source: ArcGIS/ALMA Strategies



## CHAPTER V – TIME SCHEDULE FOR EDUCATIONAL CENTER STATUS APPROVAL

This Chapter provides responses to the following elements within the State Chancellor’s Office Letter of Intent (LOI) Checklist for California Community College Educational Centers and Colleges:

- 1.6 Timeline for development of new Educational Center, and enrollment levels at opening, mid-point, and final build-out

### Timeline for Development of the Ben Clark Training Center

The Ben Clark Training Center is currently projected to serve 2,307 unduplicated headcount students by the end of the 2018-19 school year. Current facilities at the Center are located within a public benefit conveyance area located on land formerly part of March Air Force Base, before base realignment to March Air Reserve Base in 1994. Instructional and administrative facilities are in excess of 35,000 ASF (54,000 GSF) and consist of a combination of permanent and modular classrooms and offices that are leased from Riverside County, the owners of the property. These include Air Force base facilities that have been repurposed, temporary relocatable buildings, and modular buildings. In addition, several new permanent facilities have been built, such as the state-of-the-art firearms range and scenario village. The Riverside CCD has negotiated a draft, long-term ground lease with the County of Riverside to acquire land for development of college facilities at Ben Clark Training Center. This arrangement, as part of the overall master planning development of the 375 acre Ben Clark Training Center site by the County of Riverside, and the facility plans are included in the college’s 2015 Comprehensive Master Plan, which was approved by the Board of Trustees in May 2015. The Comprehensive Master Planning includes both educational and facility plans for the initial and long-term efforts for permanent facilities at the Ben Clark Training Center. Further planning development and implementation will comply with all applicable legal requirements, including those required by CEQA and the County of Riverside. Facilities at Center are constructed under the jurisdiction and for the use of the Riverside CCD and will be in conformance with the California Education Code and the requirements of the Division of the State Architect for Community College Construction.

Currently, there are plan for 2 additional major capital outlay improvements at the Ben Clark Training Center within the next 5-year horizon (2021-2025). Enrollment and FTES levels from 2013 to the present for the next 5-year horizon are provided in Chapter 2 of this document.

## CHAPTER VI – TENTATIVE CAPITAL OUTLAY BUDGET

This Chapter provides responses to the following elements within the State Chancellor’s Office Letter of Intent (LOI) Checklist for California Community College Educational Centers and Colleges:

- 1.7 Tentative five-year capital outlay budget starting with first appropriation for the new Educational Center

### Tentative 5-Year Capital Outlay Budget

In April 2012, a ground lease was executed by the Riverside County Board of Supervisors, but was not processed by the Riverside CCD due to an ongoing moratorium of the state on creating new Education

Ben Clark Training Center  
 Moreno Valley College  
 Riverside CCD  
 Letter of Intent



Centers. Since the moratorium has lifted, there have been plans to construct 2 new capital outlay projects at the Center within the next 5 years. The projects are tentatively named the Ben Clark Platform Scenario Training Center and the Ben Clark Training Center Phase I.

The Ben Clark Platform Scenario Training Center is currently in the design development stage and is designed to construct a correctional facility platform for Administration of Justice program use. Moreno Valley College began space programming and design during the 2016-17 fiscal year. Preliminary plan costs were \$73,000.00. The additional cost of working drawings, construction, and equipment are currently being estimated. The expected total project cost is currently estimated to be \$2,198,000.00. The project is expected to be occupied during the 2020-21 fiscal year.

The project will include two stories of a correctional training space and will meet the facility and space needs identified in Moreno Valley College's 2015 Comprehensive Master Plan Update. The new facility includes space for the following:

**1<sup>st</sup> floor:** Includes modern electrical systems and a correctional facility scenario training center which will include: a control center, three cells, a shower area, an open dorm/recreation area, a day room, a safety cell with padded walls, an intake chamber, an ERT room, a sobering room, and a holding cell.

**2<sup>nd</sup> Floor:** Includes a catwalk that looks down on the first floor to support as part of the correctional scenario training facility.

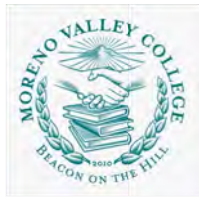
The second capital outlay project at the Ben Clark Training Center is the Ben Clark Training Center Phase I facility. This project is currently still in the programming phase. Moreno Valley is expected to acquire the land for the project in the 2019-2020 fiscal year for roughly \$500,000.00. The additional cost of preliminary plans, working drawings, construction, and equipment are currently being estimated. The expected total project cost is currently estimated to be \$13,000,000.00. The project is expected to be occupied during the 2021-22 fiscal year.

The project is considered the first phase of a new permanent facility at the Ben Clark Training Center to support the Administration of Justice, EMT, Fire Technology, and Homeland Security programs via the construction of new classroom, laboratory, office, and other student and faculty support spaces. As this project is currently in its initial planning and programming phase, the exact specifications of what will be constructed on each floor is unknown at this time.

**Exhibit 6.01 Tentative 5-Year Capital Outlay Budget**

Project	Funding	Phase	Occupancy	Project Cost	ASF	Const. Cost/ ASF
Ben Clark Platform Scenario Training Center	Local	Design Development	2020/2021	\$2,198,000.00	2,659	\$676.95
Ben Clark Training Center Phase I	Local	Programming	2021/2022	\$13,000,000.00	11,187	\$986.71

Ben Clark Training Center  
Moreno Valley College  
Riverside CCD  
Letter of Intent



# APPENDIX A: PRELIMINARY NOTICE LETTER



May 29, 2019

**MORENO  
VALLEY  
COLLEGE**

Chancellor Eloy Ortiz Oakley  
California Community Colleges  
1102 Q Street  
Sacramento, CA 95811-6549

Dear Chancellor Oakley,

This letter constitutes the Riverside Community College District's "Preliminary Notice" to secure Education Center status for the Ben Clark Training Center which was established as a satellite outreach location in the year 1997.

The Ben Clark Training Center is located at 16791 Davis Avenue in Riverside, as shown in Exhibit A. The District Educational Master Plan and Long-Range Capital Construction Plan identified a need for the District to establish a permanent public safety training location within Riverside CCD. The establishment of the Ben Clark Training Center as an Educational Center will not replace existing satellite sites. The Ben Clark Training Center was established to provide programming and specialized public safety training to the community within the District service area.

The Ben Clark Training Center's instructional programs focus on public safety training in the areas of: Law Enforcement, Fire Technology, Homeland Security, and EMT/Paramedic training. Additionally, courses are offered for students to complete certification in one of the areas identified above. Students attending the Ben Clark Training Center are able to complete their certification through primarily face-to-face instruction and training. The Ben Clark Public Safety Training Center continues to evolve its public safety program offerings based upon demand, industry trends, and gainful employment opportunities.

The Ben Clark Training Center primarily offers an adequate space for public safety training. Other services needed for enrolled students at the Center, such as student services, financial aid, etc. are located at the Moreno Valley College site to the east of Ben Clark Training Center.

In 1997, public safety training programs were relocated to March Reserve Air base as the Ben Clark Training Center by Riverside CCD. Instructional and administrative facilities are in excess of 35,000 ASF (54,000 GSF) and consist of a combination of permanent and modular classrooms and offices that are leased from Riverside County, the owners of the property. These include Air Force base facilities that have been repurposed, temporary buildings, and modular buildings. In addition, several new permanent facilities have been built, such as the state-of-the-art firearms range and scenario village.

*Office of the President*

16130 Lasselle Street, Moreno Valley, CA 92551

• (951) 571-6161 • FAX (951) 571-6176

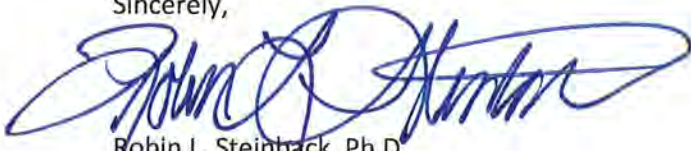
[www.mvc.edu](http://www.mvc.edu)



The Ben Clark Training Center generated 854 Full-Time Equivalent Students (FTES) during the 2018-2019 academic year. Preliminary enrollment and FTES projections suggest that the Ben Clark Public Safety Training Center serve approximately 3,123 unduplicated headcount students reach 1,302 FTES by the 2029-2030 academic year. The Letter of Intent to follow will provide detailed enrollment and FTES projections, and the Needs Study will include the Department of Finance Demographic Research Unit endorsement of the enrollment and FTES forecast.

It is our understanding that this Preliminary Notice represents an informational document and will not require formal consideration or approval by the State Chancellor's Office staff; however, we look forward to working with all state agencies as we develop application materials necessary for Education Center status approval of the Ben Clark Training Center at Moreno Valley College.

Sincerely,

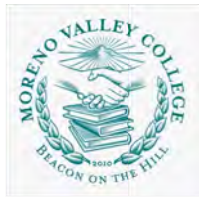


Robin L. Steinback, Ph.D.  
President  
Moreno Valley College

Exhibit A: Ben Clark Public Safety Training Center Site Location Map



Ben Clark Training Center  
Moreno Valley College  
Riverside CCD  
Letter of Intent



# APPENDIX B: BOARD OF TRUSTEES RESOLUTION

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
BOARD RESOLUTION NO. 67-18/19

MORENO VALLEY COLLEGE

BEN CLARK TRAINING CENTER  
LETTER OF INTENT APPLICATION FOR EDUCATIONAL CENTER STATUS

RESOLUTION OF THE BOARD OF TRUSTEES OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT LETTER OF INTENT APPLICATION TO THE CALIFORNIA COMMUNITY COLLEGE CHANCELLOR'S OFFICE BOARD OF GOVERNORS FOR THE BEN CLARK TRAINING CENTER EDUCATIONAL CENTER STATUS

WHEREAS the Board of Trustees of the Riverside Community College District of Riverside County, State of California has declared the Ben Clark Training Center Letter of Intent Application for Educational Center Status and approval as a priority item;

WHEREAS the District has completed its due diligence and determined this education center to be necessary to serve the students within the District;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Riverside Community College District to approve submission of the Letter of Intent Application to the California Community College Chancellor's Office Board of Governors to achieve official educational center status for the Ben Clark Training Center.

APPROVED AND ADOPTED THIS 11<sup>th</sup> day of June, 2019, by the Governing Board of the Riverside Community College District of Riverside County, California.

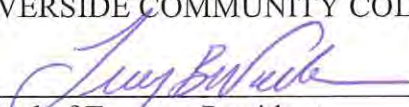
AYES: 4

NOES: 0

ABSENT TRUSTEES: Hedrick

ABSTENTIONS: None

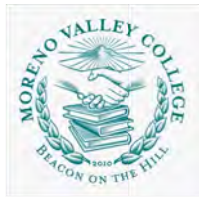
RIVERSIDE COMMUNITY COLLEGE DISTRICT

  
\_\_\_\_\_  
Board of Trustees President

Attest:

  
\_\_\_\_\_  
Board of Trustees Secretary

Ben Clark Training Center  
Moreno Valley College  
Riverside CCD  
Letter of Intent



# APPENDIX C: LETTERS OF SUPPORT

April 23, 2019

Dr. Robin Steinback, President  
Moreno Valley College  
16130 Lasselle Street  
Moreno Valley, CA 92551

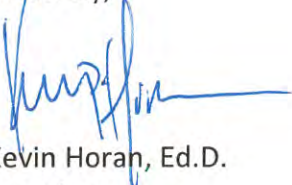
Dear President Steinback:

Crafton Hills College is aware that the Ben Clark Training Center (BCTC) at Moreno Valley College/Riverside Community College District is going through the process to become formally recognized as an Education Center. On behalf of Crafton Hills College, I am pleased to provide this letter of support for the BCTC making its transition to an Educational Center. I would like to validate that our institution was notified and consulted during this process and that we support the educational center status endeavors of the BCTC at Moreno Valley College.

Our institution's enrollment, financial status, and instructional programs are not expected to be negatively impacted if the BCTC is approved by the State Chancellor's Office as an Education Center. Furthermore, Education Center status of the BCTC will not reduce our existing/projected enrollment, damage the economy of our operation, create excess enrollment capacity, or contribute to an unnecessary duplication of programs.

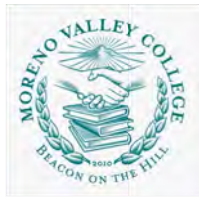
Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kevin Horan", with a long horizontal flourish extending to the right.

Kevin Horan, Ed.D.  
President

Ben Clark Training Center  
Moreno Valley College  
Riverside CCD  
Letter of Intent



# APPENDIX D: FIVE-YEAR CAPITAL CONSTRUCTION PLAN

2021-2025 FIVE YEAR CAPITAL OUTLAY PLAN  
(2021-2022 FIRST FUNDING YEAR)

**Riverside Community College District**

Prepared in reference to the Community College Construction Act of 1980  
and  
approved on behalf of the local governing board for submission to  
the office of the Chancellor, California Community Colleges

Signed \_\_\_\_\_  
Wolde-Ab Isaac, Ph.D.  
(Chief Executive Officer or their designee)

Title \_\_\_\_\_ Chancellor

Date \_\_\_\_\_ 5/30/2019

Contact Person \_\_\_\_\_ Aaron Brown

Telephone \_\_\_\_\_ 951-222-8201

Date Received at  
Chancellor's Office:

\_\_\_\_\_

Chancellor's Office  
Reviewed by:

\_\_\_\_\_

Notice of Approval



**Riverside Community College District 960**

List the address and acreage of every land unit owned by the district (Education Code 81821(e)). Please identify all locations, both on-campus and off-campus, grouped according to their "parent" institution. In the event the list is long or complicated, please substitute copies of college bulletins or other notices to the public which display similar information. The list should be current as of October the prior year.

Address	Acres
<b>Center for Social Justice and Civil Liberties</b> 3855 Market Street Riverside, CA 92501	0.5
<b>District Offices</b> 3801 Market Street Riverside, CA 92501	0
<b>Land Owned</b> 3801 Market Street Riverside, CA 92501	4
<b>Moreno Valley College</b> 16130 Lasselle Street Moreno Valley, CA 92551	132
<b>Norco College</b> 2001 Third Street Norco, CA 92860	141
<b>Old District Offices</b> 1533 Spruce Street Riverside, CA 92507	0
<b>Riverside City College</b> 4800 Magnolia Avenue Riverside, CA 92506	118
<b>Stokoe Innovative Learning Center</b> 4501 Ambs Drive Riverside, CA 92593	5
<b>Total Acreage:</b>	<b>400.5</b>

**Legislative Districts**

Campus	Assembly	Senate	House
Riverside City College	61	31	41
Moreno Valley College	61	31	41
Norco College	60	31	42
Riverside District Administrative Office*	61	31	41

**Riverside Community College District 960****Address****Arlington High School**

2951 Jackson Street  
Riverside, CA 92503

**Ben Clark Training Center - Law**

16791 Davis Avenue  
Riverside, CA 92518

**Brandon Place Senior Apts**

3941 Polk Street  
Riverside, CA 92505

**Cambria at Riverwalk**

4725 Sierra Vista Drive  
Riverside, CA 92505

**Centennial High School**

1820 Rimpau Avenue  
Corona, CA 92881

**Culinary Academy**

3801 Market Street  
Riverside, CA 92501

**Eleanor Roosevelt High School**

7447 Scholar Way  
Corona, CA 92880

**Fitness 19**

14075 Frederick Street  
Moreno Valley, CA 92551

**Hillcrest High School**

11800 Indiana Avenue  
Riverside, CA 92503

**Janet Goeske Center**

5257 Sierra Street  
Riverside, CA 92504

**John F. Kennedy Middle College**

1951 Third Street  
Norco, CA 92860

**John W. North High School**

1550 3rd Street  
Riverside, CA 92507

**Joint Electrical Apprent Train**

1855 Business Center Dr  
San Bernardino, CA 92408

**Jurupa Valley High School**

10551 Bellegrave Avenue  
Jurupa Valley, CA 91752

**La Sierra High School**

4145 La Sierra Avenue  
Riverside, CA 92505

**Magnolia Presbyterian Church**

7200 Magnolia Avenue  
Riverside, CA 92504

**Martin Luther King High School**

9301 Wood Road  
Riverside, CA 92508

**Riverside Community College District 960****Address**

**Moreno Valley College**  
16130 Lasselle Street  
Moreno Valley, CA 92551

**Moreno Valley Senior Center**  
25075 Fir Avenue  
Moreno Valley, CA 92553

**Norco Business Park**  
1801 Third Street  
Norco, CA 92860

**Norco College**  
2001 Third Street  
Norco, CA 92860

**Norco High School**  
2065 Temescal Avenue  
Norco, CA 92860

**Norte Vista High School**  
6585 Crest Avenue  
Riverside, CA 92503

**North High School**  
1550 3rd Street  
Riverside, CA 92507

**Nueva Vista Continuation School**  
6836 34th Street  
Riverside, CA 92509

**Park Field**  
16130 Lasselle Street  
Moreno Valley, CA 92551

**Patriot High School**  
4355 Camino Real  
Jurupa Valley, CA 92509

**Raincross Senior Village**  
5234 Central Avenue  
Riverside, CA 92504

**Ramona High School**  
7675 Magnolia Avenue  
Riverside, CA 92504

**Riverside City College**  
4800 Magnolia Avenue  
Riverside, CA 92506

**Riverside Polytechnic High School**  
5450 Victoria Avenue  
Riverside, CA 92506

**Rubidoux High School**  
4250 Opal Street  
Riverside, CA 92509

**Stokoe Innovative Learning Center**  
4501 Ambs Drive  
Riverside, CA 92593

**Victoria Presbyterian Church**  
6091 Victoria Avenue  
Riverside, CA 92506

**Riverside Community College District 960**

No. Project			Schedule of Funds						
Campus	Source	Total Cost	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>1 BEN CLARK PLATFORM SCENARIO TRAINING CENTER</b>									
Moreno Valley College			Phases C, E						
Occupancy:	2020-21	STATE: \$0							
Net ASF:	2,659	DISTRICT: \$2,198,000	\$2,000,000						
<b>2 NEW WELCOME CENTER</b>									
Moreno Valley College			Phase W	Phases C, E					
Occupancy:	2021-22	STATE: \$0	\$0	\$0					
Net ASF:	3,303	DISTRICT: \$14,275,000	\$769,000	\$12,737,000					
<b>3 VETERANS RESOURCE CENTER</b>									
Norco College			Phases C, E						
Occupancy:	2020-21	STATE: \$0		\$0					
Net ASF:	1,926	DISTRICT: \$2,450,000	\$2,250,000						
<b>4 BEN CLARK PUBLIC SAFETY TRAINING CENTER PHASE I</b>									
Moreno Valley College			Phase P	Phases C, W	Phase E				
Occupancy:	2021-22	STATE: \$0	\$0	\$0	\$0				
Net ASF:	0	DISTRICT: \$13,000,000	\$819,000	\$11,781,000	\$400,000				
<b>5 LIFE SCIENCE/PHYSICAL SCIENCE RECONSTRUCTION</b>									
Riverside City College			Phases P, W		Phases C, E				
Occupancy:	2024-25	STATE: \$21,775,000		\$1,381,000	\$20,394,000				
Net ASF:	-20,130	DISTRICT: \$6,883,000		\$921,000	\$5,963,000				
<b>6 LIBRARY LEARNING CENTER (LLC)</b>									
Moreno Valley College			Phases P, W		Phases C, E				
Occupancy:	2025-26	STATE: \$27,572,000		\$1,796,000	\$25,776,000				
Net ASF:	45,902	DISTRICT: \$27,572,000		\$1,796,000	\$25,776,000				
<b>7 CENTER FOR HUMAN PERFORMANCE AND KINESIOLOGY</b>									
Norco College			Phases P, W		Phases C, E				
Occupancy:	2025-26	STATE: \$13,295,000		\$1,295,000	\$11,999,000				
Net ASF:	29,888	DISTRICT: \$13,261,000		\$948,000	\$12,313,000				
<b>8 BIOLOGICAL &amp; PHYSICAL SCIENCE BUILDING</b>									
Moreno Valley College			Phases P, W		Phases C, E				
Occupancy:	2026-27	STATE: \$17,318,000		\$1,291,000	\$16,027,000				
Net ASF:	9,698	DISTRICT: \$17,318,000		\$1,291,000	\$16,027,000				
<b>9 LIBRARY/LEARNING RESOURCE CENTER (LLRC)</b>									
Norco College			Phases P, W		Phases C, E				
Occupancy:	2025-26	STATE: \$25,343,000		\$1,867,000	\$23,475,000				
Net ASF:	19,272	DISTRICT: \$0		\$0	\$0				
<b>10 MLK RENOVATION</b>									
Riverside City College			Phases P, W		Phases C, E				
Occupancy:	2026-27	STATE: \$17,133,000		\$1,660,000	\$15,473,000				
Net ASF:	-326	DISTRICT: \$1,896,000		\$0	\$1,896,000				
<b>11 KINESIOLOGY AND ATHLETICS BUILDING</b>									
Moreno Valley College			Phases P, W		Phases C, E				
Occupancy:	2026-27	STATE: \$15,507,000		\$1,307,000	\$14,200,000				
Net ASF:	42,176	DISTRICT: \$15,507,000		\$1,307,000	\$14,200,000				
<b>12 COSMETOLOGY BUILDING</b>									
Riverside City College			Phases P, W		Phases C, E				
Occupancy:	2026-27	STATE: \$21,515,000		\$1,390,000	\$20,125,000				
Net ASF:	14,249	DISTRICT: \$1,896,000		\$463,000	\$1,433,000				

**Riverside Community College District 960**

No. Project			Schedule of Funds						
Campus	Source	Total Cost	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>13 VISUAL/PERFORMING ARTS CENTER</b>									
Moreno Valley College									
Occupancy: 2026-27	STATE:	\$12,675,000				Phases P, W	Phases C, E		
Net ASF: 19,987	DISTRICT:	\$12,675,000				\$953,000	\$11,722,000		
<b>14 CENTER FOR HUMAN PERFORMANCE AND KINESIOLOGY PHASE II</b>									
Norco College									
Occupancy: 2026-27	STATE:	\$7,645,000					Phases P, W	Phases C, E	
Net ASF: 1,600	DISTRICT:	\$0					\$632,000	\$7,014,000	
<b>15 INFRASTRUCTURE UPGRADES</b>									
Moreno Valley College									
Occupancy: 2027-28	STATE:	\$0		Phase P	Phases C, E, W				
Net ASF: 0	DISTRICT:	\$0		\$0	\$0				
<b>16 MULTIMEDIA AND ARTS CENTER (MAC)</b>									
Norco College									
Occupancy: 2026-27	STATE:	\$67,959,000					Phase P	Phase W	Phases C, E
Net ASF: 82,776	DISTRICT:	\$1,498,000					\$2,716,000	\$2,012,000	\$63,232,000
<b>17 STUDENT SERVICES REMODEL FOR EFFICIENCY</b>									
Norco College									
Occupancy: 2027-28	STATE:	\$4,974,000						Phases P, W	Phases C, E
Net ASF: 9,558	DISTRICT:	\$0						\$491,000	\$4,483,000
<b>18 CAMPUS OPERATIONS &amp; SAFETY (MAINTENANCE &amp; OPERATIONS)</b>									
Moreno Valley College									
Occupancy: 2027-28	STATE:	\$0						Phase P	Phase W
Net ASF: 0	DISTRICT:	\$0						\$0	\$0
<b>19 CAREER TECHNICAL EDUCATION BUILDING</b>									
Moreno Valley College									
Occupancy: 2028-29	STATE:	\$0						Phase P	Phase W
Net ASF: -3,980	DISTRICT:	\$0						\$0	\$0
<b>20 STUDENT SERVICES &amp; LIBRARY REPURPOSING</b>									
Moreno Valley College									
Occupancy: 2028-29	STATE:	\$0						Phase P	Phase W
Net ASF: 0	DISTRICT:	\$0						\$0	\$0
<b>21 EARLY COLLEGE HIGH SCHOOL</b>									
Moreno Valley College									
Occupancy: 2028-29	STATE:	\$0							Phase P
Net ASF: 0	DISTRICT:	\$0							\$0
<b>22 HUMANITIES BUILDING RENOVATION</b>									
Moreno Valley College									
Occupancy: 2028-29	STATE:	\$0							Phase P
Net ASF: 0	DISTRICT:	\$0							\$0
<b>23 MULTIPURPOSE PARKING STRUCTURE</b>									
Moreno Valley College									
Occupancy: 2028-29	STATE:	\$0						Phase P	Phase W
Net ASF: 0	DISTRICT:	\$0						\$0	\$0
<b>24 SCIENCE &amp; TECHNOLOGY REPURPOSING</b>									
Moreno Valley College									
Occupancy: 2028-29	STATE:	\$0						Phase P	Phase W
Net ASF: 0	DISTRICT:	\$0						\$0	\$0

**Riverside Community College District 960**

No. Project			Schedule of Funds						
Campus	Source	Total Cost	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>25 CHILD DEVELOPMENT CENTER REPLACEMENT</b>									
Moreno Valley College									
Occupancy: 2028-29	STATE:	\$0							Phase P
Net ASF: 0	DISTRICT:	\$0							\$0
<b>26 BEN CLARK STAFETY TRAINING CENTER PHASE II</b>									
Moreno Valley College									
Occupancy: 2029-30	STATE:	\$0							Phase P
Net ASF: 0	DISTRICT:	\$0							\$0
<b>27 MAC SECONDARY EFFECTS</b>									
Norco College									
Occupancy: 2027-28	STATE:	\$0							
Net ASF: -87	DISTRICT:	\$200,000							
<b>GRAND TOTALS</b>									
	Total Cost		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	STATE:	\$252,711,000	\$0	\$1,381,000	\$23,485,000	\$46,243,000	\$104,370,000	\$9,517,000	\$67,715,000
	DISTRICT:	\$130,629,000	\$5,838,000	\$25,439,000	\$9,107,000	\$42,103,000	\$45,278,000	\$0	\$1,498,000

**Riverside Community College District 960**

**District Lecture Capacity/Load Ratios**

No.	Project	Lect ASF	WSCH	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
5	<b>LIFE SCIENCE/PHYSICAL SCIENCE RECONSTRUCTION</b>	4,364	10,172	2024					318,662		
	Riverside City College								91%		
6	<b>LIBRARY LEARNING CENTER (LLC)</b>	-2,151	-4,547	2025						314,115	
	Moreno Valley College									89%	
7	<b>CENTER FOR HUMAN PERFORMANCE AND KINESIOLOGY</b>	-759	-1,604	2025						312,511	
	Norco College									88%	
8	<b>BIOLOGICAL &amp; PHYSICAL SCIENCE BUILDING</b>	865	1,828	2026							314,339
	Moreno Valley College										88%
10	<b>MLK RENOVATION</b>	-36	-83	2026							314,256
	Riverside City College										88%
11	<b>KINESIOLOGY AND ATHLETICS BUILDING</b>	2,500	5,285	2026							319,541
	Moreno Valley College										89%
12	<b>COSMETOLOGY BUILDING</b>	-592	-1,379	2026							318,162
	Riverside City College										89%
13	<b>VISUAL/PERFORMING ARTS CENTER</b>	100	211	2026							318,373
	Moreno Valley College										89%
16	<b>MULTIMEDIA AND ARTS CENTER (MAC)</b>	7,751	16,386	2026							334,759
	Norco College										94%
<b>Lecture Summary / Totals</b>					<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
	Lecture ASF Actual*/Projected WSCH				332,521	337,123	341,778	346,493	351,270	354,543	357,850
	138,981 Cumulative Capacity				308,490	308,490	308,490	308,490	308,490	318,662	312,511
	Capacity/Load Ratio				93%	92%	90%	89%	88%	90%	87%

**Riverside Community College District 960**

**District Lab Capacity/Load Ratios**

No.	Project	Lab ASF	WSCH	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
1	<b>BEN CLARK PLATFORM SCENARIO TRAINING CENTER</b>	2,659	1,243	2020	89,511						
	Moreno Valley College				86%						
5	<b>LIFE SCIENCE/PHYSICAL SCIENCE RECONSTRUCTION</b>	1,527	113	2024					89,624		
	Riverside City College								82%		
6	<b>LIBRARY LEARNING CENTER (LLC)</b>	4,813	1,861	2025						91,485	
	Moreno Valley College									83%	
7	<b>CENTER FOR HUMAN PERFORMANCE AND KINESIOLOGY</b>	-1,644	-178	2025						91,307	
	Norco College									82%	
9	<b>LIBRARY/LEARNING RESOURCE CENTER (LLRC)</b>	2,000	778	2025						92,085	
	Norco College									83%	
8	<b>BIOLOGICAL &amp; PHYSICAL SCIENCE BUILDING</b>	5,441	2,167	2026							94,252
	Moreno Valley College										84%
10	<b>MLK RENOVATION</b>	-204	-994	2026							93,257
	Riverside City College										83%
11	<b>KINESIOLOGY AND ATHLETICS BUILDING</b>	1,700	530	2026							93,787
	Moreno Valley College										84%
12	<b>COSMETOLOGY BUILDING</b>	12,435	5,811	2026							99,598
	Riverside City College										89%
13	<b>VISUAL/PERFORMING ARTS CENTER</b>	1,206	469	2026							100,067
	Moreno Valley College										90%
16	<b>MULTIMEDIA AND ARTS CENTER (MAC)</b>	40,174	16,240	2026							116,307
	Norco College										104%



**Riverside Community College District 960**

<b>Lab Summary / Totals</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
Lab ASF	Actual*/Projected WSCH	103,847	105,284	106,738	108,210	109,702	110,724	111,757
218,859	Cumulative Capacity	88,268	89,511	89,511	89,511	89,511	89,624	92,085
	Capacity/Load Ratio	85%	85%	84%	83%	82%	81%	82%



**Riverside Community College District 960**

<b>Office Summary / Totals</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
Office ASF	Actual*/Projected FTE	1,026	1,038	1,052	1,068	1,085	1,098	1,108
166,381	Cumulative Capacity	1,160	1,164	1,164	1,164	1,164	1,170	1,193
	Capacity/Load Ratio	113%	112%	111%	109%	107%	107%	108%

**Riverside Community College District 960**

**District Library Capacity/Load Ratios**

No.	Project	Lib ASF	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
3	<b>VETERANS RESOURCE CENTER</b>	684	2020	92,202						
	Norco College			76%						
5	<b>LIFE SCIENCE/PHYSICAL SCIENCE RECONSTRUCTION</b>	1,000	2024					93,202		
	Riverside City College							75%		
6	<b>LIBRARY LEARNING CENTER (LLC)</b>	19,564	2025						112,766	
	Moreno Valley College								89%	
9	<b>LIBRARY/LEARNING RESOURCE CENTER (LLRC)</b>	12,111	2025						124,877	
	Norco College								99%	
10	<b>MLK RENOVATION</b>	-101	2026							124,776
	Riverside City College									98%
16	<b>MULTIMEDIA AND ARTS CENTER (MAC)</b>	4,804	2026							129,580
	Norco College									102%
<b>Library Summary / Totals</b>				<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
	Library ASF	Actual*/Projected ASF		121,224	122,165	123,112	124,067	125,035	126,008	126,993
	91,518	Cumulative Capacity		91,518	92,202	92,202	92,202	92,202	93,202	124,877
		Capacity/Load Ratio		75%	75%	75%	74%	74%	74%	98%

**Riverside Community College District 960**

**District AV/TV Capacity/Load Ratios**

No.	Project	AVTV ASF	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
5	<b>LIFE SCIENCE/PHYSICAL SCIENCE RECONSTRUCTION</b>	2,000	2024					13,385		
	Riverside City College							45%		
6	<b>LIBRARY LEARNING CENTER (LLC)</b>	1,766	2025						15,151	
	Moreno Valley College								51%	
9	<b>LIBRARY/LEARNING RESOURCE CENTER (LLRC)</b>	2,644	2025						17,795	
	Norco College								60%	
8	<b>BIOLOGICAL &amp; PHYSICAL SCIENCE BUILDING</b>	2,700	2026							20,495
	Moreno Valley College									69%
13	<b>VISUAL/PERFORMING ARTS CENTER</b>	1,200	2026							21,695
	Moreno Valley College									73%
<b>AV/TV Summary / Totals</b>				<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
AV/TV ASF	Actual*/Projected ASF	29,311	29,391	29,471	29,553	29,635	29,718	29,801		
11,385	Cumulative Capacity	11,385	11,385	11,385	11,385	11,385	13,385	17,795		
	Capacity/Load Ratio	39%	39%	39%	39%	38%	45%	60%		

**Riverside Community College District 960**
**District Load Distribution**

	Instructional Staff FTE	Total Campus WSCH	Off-Campus WSCH	On-Campus WSCH	P.E. Laboratory WSCH	On-Campus Lecture WSCH	On-Campus Laboratory WSCH
<b>Actual</b>							
2017	975	445,621	15,823	429,798	18,897	317,561	93,340
2018	995	451,812	7,914	443,898	18,863	324,322	100,714
<b>Projected</b>							
2019	1,008	458,085	9,059	449,026	18,621	327,931	102,474
2020	1,026	464,430	9,242	455,188	18,820	332,521	103,847
2021	1,038	470,858	9,370	461,488	19,080	337,123	105,284
2022	1,052	477,359	9,499	467,860	19,344	341,778	106,738
2023	1,068	483,945	9,631	474,314	19,611	346,493	108,210
2024	1,085	490,616	9,763	480,853	19,881	351,270	109,702
2025	1,098	495,188	9,854	485,334	20,066	354,543	110,724

**Riverside Community College District 960**

**Instructional Load by Campus**

WSCH Distributed to Campuses or Other Locations

	Actual			Projected						
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Riverside City College	236,097	243,414	249,400	249,656	250,792	254,263	257,774	261,330	264,933	267,402
Moreno Valley College	92,880	96,705	98,495	100,779	102,175	103,589	105,019	106,468	107,936	108,941
Norco College	105,417	105,502	103,917	107,650	111,463	113,006	114,566	116,147	117,748	118,845
Riverside District Administrative Office*	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>434,396</b>	<b>445,621</b>	<b>451,812</b>	<b>458,085</b>	<b>464,430</b>	<b>470,858</b>	<b>477,359</b>	<b>483,945</b>	<b>490,616</b>	<b>495,188</b>



**Load Distribution & Staff Forecast**

**Riverside Community College District 960**

**Total District Library Load**

(a)	Total Day-Graded (b)	Number of Campuses (c)	Initial ASF (3,795/Camp) (d)	First 3,000 Day Graded (3.83/DG) (e)	Between 3k - 9k (3.39/DG) (f)	Above 9,000 (2.94/DG) (g)	Total ASF (d+e+f+g)
<b>Projected</b>							
2019	33,927	4	15,180	11,490	20,340	73,285	120,295
2020	34,243	4	15,180	11,490	20,340	74,214	121,224
2021	34,563	4	15,180	11,490	20,340	75,155	122,165
2022	34,885	4	15,180	11,490	20,340	76,102	123,112
2023	35,210	4	15,180	11,490	20,340	77,057	124,067
2024	35,539	4	15,180	11,490	20,340	78,025	125,035
2025	35,870	4	15,180	11,490	20,340	78,998	126,008





**Load Distribution and Staff Forecast**

**Library Load by Campus or Location**

	Projected						
	2019	2020	2021	2022	2023	2024	2025
Riverside City College	62,674 (52%)	63,037 (52%)	63,526 (52%)	64,018 (52%)	64,515 (52%)	65,018 (52%)	65,524 (52%)
Moreno Valley College	28,029 (23%)	28,488 (24%)	28,709 (24%)	28,931 (24%)	29,156 (24%)	29,383 (24%)	29,612 (24%)
Norco College	29,593 (25%)	29,700 (25%)	29,930 (25%)	30,162 (25%)	30,397 (25%)	30,633 (25%)	30,872 (25%)
Riverside District Administrative Office*	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Total</b>	<b>120,296</b>	<b>121,225</b>	<b>122,165</b>	<b>123,111</b>	<b>124,068</b>	<b>125,034</b>	<b>126,008</b>



**Load Distribution & Staff Forecast**

**Riverside Community College District 960**

**Total District AV, Radio, TV Load**

(a)	Total Day-Graded (b)	Number of Campuses (c)	Initial ASF (3,500/Camp) (d)	First 3,000 Day Graded (1.50/DG) (e)	Between 3k - 9k (0.75/DG) (f)	Above 9,000 (0.25/DG) (g)	Total ASF (d+e+f+g)
<b>Projected</b>							
2019	33,927	4	14,000	4,500	4,500	6,232	29,232
2020	34,243	4	14,000	4,500	4,500	6,311	29,311
2021	34,563	4	14,000	4,500	4,500	6,391	29,391
2022	34,885	4	14,000	4,500	4,500	6,471	29,471
2023	35,210	4	14,000	4,500	4,500	6,553	29,553
2024	35,539	4	14,000	4,500	4,500	6,635	29,635
2025	35,870	4	14,000	4,500	4,500	6,718	29,718



**Load Distribution and Staff Forecast**

**AV, Radio, TV Load by Campus or Location**

	Projected						
	2019	2020	2021	2022	2023	2024	2025
Riverside City College	15,230 (52%)	15,242 (52%)	15,283 (52%)	15,325 (52%)	15,367 (52%)	15,410 (52%)	15,453 (52%)
Moreno Valley College	6,811 (23%)	6,888 (24%)	6,907 (24%)	6,926 (24%)	6,945 (24%)	6,964 (24%)	6,984 (24%)
Norco College	7,191 (25%)	7,181 (25%)	7,201 (25%)	7,220 (25%)	7,240 (25%)	7,261 (25%)	7,281 (25%)
Riverside District Administrative Office*	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Total</b>	<b>29,232</b>	<b>29,311</b>	<b>29,391</b>	<b>29,471</b>	<b>29,552</b>	<b>29,635</b>	<b>29,718</b>

Campus Reports for Riverside City College (961)

**Riverside Community College District 960**

**Riverside City College 961**

**Campus Lecture Capacity/Load Ratios**

No.	Project	Lect ASF	WSCH	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
5	LIFE SCIENCE/PHYSICAL SCIENCE RECONSTRUCTION	4,364	10,172	2024					167,794		
Riverside City College										91%	
10	MLK RENOVATION	-36	-83	2026							167,711
Riverside City College										89%	
12	COSMETOLOGY BUILDING	-592	-1,379	2026							166,332
Riverside City College										88%	
					2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Actual*/Projected WSCH				175,392	177,819	180,274	182,761	185,281	187,007	188,751
Lecture ASF	Cumulative Capacity				157,622	157,622	157,622	157,622	157,622	167,794	167,794
67,620	Capacity/Load Ratio				90%	89%	87%	86%	85%	90%	89%

**Riverside Community College District 960**

**Riverside City College 961**

**Campus Lab Capacity/Load Ratios**

No.	Project	Lab ASF	WSCH	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
5	LIFE SCIENCE/PHYSICAL SCIENCE RECONSTRUCTION	1,527	113	2024					53,854		
Riverside City College										88%	
10	MLK RENOVATION	-204	-994	2026							52,860
Riverside City College										85%	
12	COSMETOLOGY BUILDING	12,435	5,811	2026							58,670
Riverside City College										94%	
					2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Actual*/Projected WSCH				58,052	58,856	59,668	60,491	61,325	61,897	62,474
Lab ASF	Cumulative Capacity				53,741	53,741	53,741	53,741	53,741	53,854	53,854
137,829	Capacity/Load Ratio				93%	91%	90%	89%	88%	87%	86%

**Riverside Community College District 960**

**Riverside City College 961**

**Campus Office Capacity/Load Ratios**

No.	Project	Off ASF	FTE	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
5	LIFE SCIENCE/PHYSICAL SCIENCE RECONSTRUCTION	919	7	2024					518		
Riverside City College										92%	
10	MLK RENOVATION	231	2	2026							520
Riverside City College										90%	
12	COSMETOLOGY BUILDING	1,257	9	2026							529
Riverside City College										91%	
					2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Office ASF					538	542	549	557	566	572	578
Actual*/Projected FTE					511	511	511	511	511	518	518
Cumulative Capacity					95%	94%	93%	92%	90%	91%	90%
Capacity/Load Ratio											

**Riverside Community College District 960**

**Riverside City College 961**

**Campus Library Capacity/Load Ratios**

No.	Project	Lib ASF	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
5	LIFE SCIENCE/PHYSICAL SCIENCE RECONSTRUCTION	1,000	2024					67,653		
								Riverside City College	104%	
10	MLK RENOVATION	-101	2026							67,552
								Riverside City College	102%	
				2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Library ASF	Actual*/Projected ASF			63,037	63,526	64,018	64,515	65,018	65,524	66,036
66,653	Cumulative Capacity			66,653	66,653	66,653	66,653	66,653	67,653	67,653
	Capacity/Load Ratio			106%	105%	104%	103%	103%	103%	102%



**Riverside Community College District 960**

**Riverside City College 961**

**Campus AV/TV Capacity/Load Ratios**

No.	Project	AVTV ASF	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
5	LIFE SCIENCE/PHYSICAL SCIENCE RECONSTRUCTION	2,000	2024					12,619		
Riverside City College								82%		
	Actual*/Projected ASF			15,242	15,283	15,325	15,367	15,410	15,453	15,497
AV/TV ASF	Cumulative Capacity			10,619	10,619	10,619	10,619	10,619	12,619	12,619
10,619	Capacity/Load Ratio			70%	69%	69%	69%	69%	82%	81%

**Riverside Community College District 960**

**Riverside City College 961**

**Campus Load Distribution**

	Instructional Staff FTE	Total Campus WSCH	Off-Campus WSCH	On-Campus WSCH	P.E. Laboratory WSCH	On-Campus Lecture WSCH	On-Campus Laboratory WSCH
<b>Actual</b>							
2017	510	243,414	3,067	240,347	13,844	172,930	53,573
2018	532	249,400	3,043	246,358	13,771	176,072	56,514
<b>Projected</b>							
2019	534	249,656	3,745	245,911	13,525	174,597	57,789
2020	538	250,792	3,762	247,030	13,587	175,392	58,052
2021	542	254,263	3,814	250,449	13,775	177,819	58,856
2022	549	257,774	3,867	253,907	13,965	180,274	59,668
2023	557	261,330	3,920	257,410	14,158	182,761	60,491
2024	566	264,933	3,974	260,959	14,353	185,281	61,325
2025	572	267,402	4,011	263,391	14,486	187,007	61,897

**Riverside Community College District 960**

**Riverside City College 961**

**FTE Instruction Staff Worksheet - Fall 2019**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	456.0	0.0	456.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	27.0	0.0	27.0
<b>Department Administrator</b>	51.0	0.0	51.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	6.0	6.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	5.0	5.0	0.0
<b>Actual 2019 Totals</b>	<b>545.0</b>	<b>11.0</b>	<b>534.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalent devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Riverside City College 961**

**FTE Instruction Staff Worksheet - Fall 2020**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	460.0	0.0	460.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	27.0	0.0	27.0
<b>Department Administrator</b>	51.0	0.0	51.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	6.0	6.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	5.0	5.0	0.0
<b>Projected 2020 Totals</b>	<b>549.0</b>	<b>11.0</b>	<b>538.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalent devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Riverside City College 961**

**FTE Instruction Staff Worksheet - Fall 2021**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	464.0	0.0	464.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	27.0	0.0	27.0
<b>Department Administrator</b>	51.0	0.0	51.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	6.0	6.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	5.0	5.0	0.0
<b>Projected 2021 Totals</b>	<b>553.0</b>	<b>11.0</b>	<b>542.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalent devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Riverside City College 961**

**FTE Instruction Staff Worksheet - Fall 2022**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	470.0	0.0	470.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	28.0	0.0	28.0
<b>Department Administrator</b>	51.0	0.0	51.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	5.0	5.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	5.0	5.0	0.0
<b>Projected 2022 Totals</b>	<b>559.0</b>	<b>10.0</b>	<b>549.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalents devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Riverside City College 961**

**FTE Instruction Staff Worksheet - Fall 2023**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	478.0	0.0	478.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	28.0	0.0	28.0
<b>Department Administrator</b>	51.0	0.0	51.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	6.0	6.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	5.0	5.0	0.0
<b>Projected 2023 Totals</b>	<b>568.0</b>	<b>11.0</b>	<b>557.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalent devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Riverside City College 961**

**FTE Instruction Staff Worksheet - Fall 2024**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	486.0	0.0	486.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	29.0	0.0	29.0
<b>Department Administrator</b>	51.0	0.0	51.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	6.0	6.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	5.0	5.0	0.0
<b>Projected 2024 Totals</b>	<b>577.0</b>	<b>11.0</b>	<b>566.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalent devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.



**Riverside Community College District 960**

**Riverside City College 961**

**FTE Instruction Staff Worksheet - Fall 2025**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	492.0	0.0	492.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	29.0	0.0	29.0
<b>Department Administrator</b>	51.0	0.0	51.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	6.0	6.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	5.0	5.0	0.0
<b>Projected 2025 Totals</b>	<b>583.0</b>	<b>11.0</b>	<b>572.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalent devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.



Planning

**Cumulative Sum of Existing & Proposed Space (2020 - 2026)**

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**Riverside Community College District 960**

**Riverside City College 961**

Priority & Year of Occupancy (a)	Classroom 100's (b)	Laboratory 200's (c)	Office 300's (d)	Library 400's (e)	AV Radio TV 530-535 (f)	P.E. 520-525 (g)	Assembly 610 & 615 (h)	Inactive 050-070 (i)	All Other Areas (j)	Total ASF (k)
<b>Total ASF</b>	67,620	137,829	71,604	66,653	10,619	53,518	36,176	6,123	84,513	534,655
5 2024 LIFE SCIENCE/PHYSICAL SCIENCE RECONSTRUCTION										
	4,364	1,527	919	1,000	2,000			-37,530	7,590	-20,130
	71,984	139,356	72,523	67,653	12,619			-31,407	92,103	514,525
10 2026 MLK RENOVATION										
	-36	-204	231	-101					-216	-326
	71,948	139,152	72,754	67,552					91,887	514,199
12 2026 COSMETOLOGY BUILDING										
	-592	12,435	1,257						1,149	14,249
	71,356	151,587	74,011						93,036	528,448
<b>Total Existing and Proposed Space</b>	71,356	151,587	74,011	67,552	12,619	53,518	36,176	-31,407	93,036	528,448

**Riverside Community College District 960**
**Riverside City College 961**
**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Total Net ASF	ASF per 100 WSCH	Total Capacity WSCH
Classroom Space	67,620	42.9	157,620

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Net ASF	ASF per 100 WSCH	Capacity WSCH
0400 - Biological Sciences	16,148	235	6,871
0500 - Business and Management	5,081	128	3,970
0600 - Media and Communications	375	214	175
0700 - Information Technology	4,976	171	2,910
0900 - Engineering and Industrial Technologies	4,244	321	1,322
0946 - Environmental Control Technology (HVAC)	3,491	556	628
0948 - Automotive Technology	17,836	856	2,084
0956 - Manufacturing and Industrial Technology	4,432	385	1,151
1000 - Fine and Applied Arts	26,267	257	10,221
1100 - Foreign Language	1,192	150	795
1200 - Health	9,881	214	4,617
1300 - Family and Consumer Sciences	4,682	257	1,822
1500 - Humanities (Letters)	1,236	150	824
1700 - Mathematics	3,400	150	2,267
1900 - Physical Sciences	19,067	257	7,419
3000 - Commercial Services	8,010	214	3,743
4900 - Interdisciplinary Studies	7,511	257	2,923
<b>Summary</b>	<b>Total Net ASF</b>	<b>ASF per 100 WSCH</b>	<b>Total Capacity WSCH</b>
Lab Space	137,829	256	53,741

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Total Net ASF	ASF per FTE	Total Capacity FTE
Office Space	71,604	140	511

**Riverside Community College District 960**  
**Riverside City College 961**

District Priority & Project: **5 LIFE SCIENCE/PHYSICAL SCIENCE RECONSTRUCTION**

Project Type:  Site Acquisition       New Construction       Reconstruction  
 Replacement       Infrastructure       Equipment

Total Estimated Cost: \$28,659,000

Anticipated Source(s) of Funds: State and Non-State

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2020-2021	2020-2021	2021-2022	2021-2022	2024-2025
Estimated Cost		\$1,371,000	\$931,000	\$23,384,000	\$2,972,000	

**Explain why this project is needed:**

This project proposes to reconstruct the Physical Science and Life Science buildings into an Interdisciplinary complex that can accommodate program growth in many different disciplines. The Physical Science and Life Science buildings are now vacant since the Nursing/Science building is online. Many academic programs have outgrown their current facilities or are in temporary facilities. The entire Business program will be relocated and the Business Education building will be demolished as part of this project.

**Riverside Community College District 960**  
**Riverside City College 961**

District Priority & Project: **5 LIFE SCIENCE/PHYSICAL SCIENCE RECONSTRUCTION**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary	8,800	9,400	4,555	1,000	2,000	8,300	34,055
Project Secondary	-4,436	-7,873	-3,636	0	0	-38,240	-54,185
Project Net ASF	4,364	1,527	919	1,000	2,000	-29,940	-20,130

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	4,364	42.9	10,172

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
0500 - Business and Commerce, General	0	0	0	-5,081	-128	-3,970
0700 - Information Technology, General	9,400	171	5,497	-1,676	-171	-980
1900 - Physical Sciences, General	0	0	0	-1,116	-257	-434
<b>Summary</b>				<b>Net ASF</b>	<b>Capacity WSCH</b>	
Lab Space				1,527	113	

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	919	140	6.56

**Riverside Community College District 960**  
**Riverside City College 961**

District Priority & Project: **10 MLK RENOVATION**

Project Type:  Site Acquisition       New Construction       Reconstruction  
 Replacement       Infrastructure       Equipment

Total Estimated Cost: \$19,030,000

Anticipated Source(s) of Funds: State and Non-State

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2022-2023	2022-2023	2023-2024	2023-2024	2026-2027
Estimated Cost		\$844,000	\$816,000	\$15,699,000	\$1,670,000	

**Explain why this project is needed:**

The MLK High Tech center was constructed in 1968 and has had no major renovations. The current Facilities Condition Index (FCI) is 77% and most all of the buildings systems have outlived their usefulness. Once renovated the MLK Building will provide 1,680 asf of Classroom space, 12,000 asf of Laboratory space, 1,990 asf of Faculty Office space, 7,700 asf of Library space, and 3,500 asf of Other space.

**Riverside Community College District 960**  
**Riverside City College 961**

District Priority & Project: **10 MLK RENOVATION**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary	1,680	12,000	1,990	7,700		3,500	26,870
Project Secondary	-1,716	-12,204	-1,759	-7,801		-3,716	-27,196
Project Net ASF	-36	-204	231	-101		-216	-326

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	-36	42.9	-84

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
0700 - Information Technology, General	0	0	0	-3,300	-171	-1,930
0900 - Engineering, General (requires Calculus)(Transfer)	0	0	0	-955	-321	-298
1500 - Humanities (Letters)	0	0	0	-1,236	-150	-824
4900 - General Studies	12,000	257	4,669	0	0	0
4900 - Liberal Arts and Sciences, General	0	0	0	-6,713	-257	-2,612
Summary				Net ASF	Capacity WSCH	
Lab Space				-204	-994	

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	231	140	1.65

**Riverside Community College District 960**  
**Riverside City College 961**

District Priority & Project: **12 COSMETOLOGY BUILDING**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$23,412,000

Anticipated Source(s) of Funds: State and Non-State

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2022-2023	2022-2023	2023-2024	2023-2024	2026-2027
Estimated Cost		\$884,000	\$969,000	\$20,445,000	\$1,113,000	

**Explain why this project is needed:**

This project proposes to construct a 23,878 assignable square foot Cosmetology building on the south side of the campus. This new buildings location was selected during the master planning process and was affirmed when the board approved the new educational and facilities master plan in 2008. The spaces for this project include 20,445 of Cosmetology lab space, 2,212 asf of office space, 475 asf of meeting room space, 468 asf of staff lounge space, and 278 asf of data processing space. A secondary effect of this project will include the demolition of the current Cosmetology building.



**Riverside Community College District 960**  
**Riverside City College 961**

District Priority & Project: **12 COSMETOLOGY BUILDING**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary	0	20,445	2,212			1,221	23,878
Project Secondary	-592	-8,010	-955			-72	-9,629
Project Net ASF	-592	12,435	1,257			1,149	14,249

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	-592	42.9	-1,379

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
3000 - Cosmetology and Barbering	20,445	214	9,554	-8,010	-214	-3,743
Summary				Net ASF	Capacity WSCH	
Lab Space				12,435	5,811	

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	1,257	140	8.98

Campus Reports for Moreno Valley College (962)

**Riverside Community College District 960**

**Moreno Valley College 962**

**Campus Lecture Capacity/Load Ratios**

No.	Project	Lect ASF	WSCH	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
6	LIBRARY LEARNING CENTER (LLC)	-2,151	-4,547	2025						79,133	
Moreno Valley College										97%	
8	BIOLOGICAL & PHYSICAL SCIENCE BUILDING	865	1,828	2026							80,961
Moreno Valley College										98%	
11	KINESIOLOGY AND ATHLETICS BUILDING	2,500	5,285	2026							86,246
Moreno Valley College										104%	
13	VISUAL/PERFORMING ARTS CENTER	100	211	2026							86,457
Moreno Valley College										105%	
					2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Actual*/Projected WSCH					76,876	77,940	79,016	80,106	81,211	81,967	82,732
Lecture ASF					83,680	83,680	83,680	83,680	83,680	83,680	79,133
39,581											
Cumulative Capacity					83,680	83,680	83,680	83,680	83,680	83,680	79,133
Capacity/Load Ratio					109%	107%	106%	104%	103%	102%	96%

**Riverside Community College District 960**  
**Moreno Valley College 962**

**Campus Lab Capacity/Load Ratios**

No.	Project	Lab ASF	WSCH	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
1	BEN CLARK PLATFORM SCENARIO TRAINING CENTER	2,659	1,243	2020	18,975						
Moreno Valley College					85%						
6	LIBRARY LEARNING CENTER (LLC)	4,813	1,861	2025						20,837	
Moreno Valley College					88%						
8	BIOLOGICAL & PHYSICAL SCIENCE BUILDING	5,441	2,167	2026							23,003
Moreno Valley College					96%						
11	KINESIOLOGY AND ATHLETICS BUILDING	1,700	530	2026							23,533
Moreno Valley College					98%						
13	VISUAL/PERFORMING ARTS CENTER	1,206	469	2026							24,002
Moreno Valley College					100%						
					2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Actual*/Projected WSCH				22,254	22,562	22,873	23,189	23,508	23,727	23,949
Lab ASF	Cumulative Capacity				17,733	18,975	18,975	18,975	18,975	18,975	20,837
38,012	Capacity/Load Ratio				80%	84%	83%	82%	81%	80%	87%

**Riverside Community College District 960**

**Moreno Valley College 962**

**Campus Office Capacity/Load Ratios**

No.	Project	Off ASF	FTE	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
6	LIBRARY LEARNING CENTER (LLC)	2,876	21	2025						238	
Moreno Valley College										91%	
8	BIOLOGICAL & PHYSICAL SCIENCE BUILDING	-4	0	2026							238
Moreno Valley College											90%
11	KINESIOLOGY AND ATHLETICS BUILDING	276	2	2026							240
Moreno Valley College											91%
13	VISUAL/PERFORMING ARTS CENTER	-64	0	2026							239
Moreno Valley College											91%
					2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Actual*/Projected FTE				242	247	251	255	259	262	264
Office ASF	Cumulative Capacity				217	217	217	217	217	217	238
30,436	Capacity/Load Ratio				90%	88%	87%	85%	84%	83%	90%

**Riverside Community College District 960**

**Moreno Valley College 962**

**Campus Library Capacity/Load Ratios**

No.	Project	Lib ASF	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
6	LIBRARY LEARNING CENTER (LLC)	19,564	2025						29,529	
									100%	
Moreno Valley College				2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Actual*/Projected ASF			28,488	28,709	28,931	29,156	29,383	29,612	29,843
Library ASF	Cumulative Capacity			9,965	9,965	9,965	9,965	9,965	9,965	29,529
9,965	Capacity/Load Ratio			35%	35%	34%	34%	34%	34%	99%

**Riverside Community College District 960**

**Moreno Valley College 962**

**Campus AV/TV Capacity/Load Ratios**

No.	Project	AV/TV ASF	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
6	LIBRARY LEARNING CENTER (LLC)	1,766	2025						1,876	
Moreno Valley College										27%
8	BIOLOGICAL & PHYSICAL SCIENCE BUILDING	2,700	2026							4,576
Moreno Valley College										65%
13	VISUAL/PERFORMING ARTS CENTER	1,200	2026							5,776
Moreno Valley College										82%
				2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
AV/TV ASF		Actual*/Projected ASF		6,888	6,907	6,926	6,945	6,964	6,984	7,003
110		Cumulative Capacity		110	110	110	110	110	110	1,876
		Capacity/Load Ratio		2%	2%	2%	2%	2%	2%	27%

**Riverside Community College District 960**

**Moreno Valley College 962**

**Campus Load Distribution**

	Instructional Staff FTE	Total Campus WSCH	Off-Campus WSCH	On-Campus WSCH	P.E. Laboratory WSCH	On-Campus Lecture WSCH	On-Campus Laboratory WSCH
<b>Actual</b>							
2017	247	96,705	7,765	88,939	2,108	67,630	19,202
2018	232	98,495	985	97,510	1,950	74,108	21,452
<b>Projected</b>							
2019	237	100,779	1,008	99,771	1,995	75,826	21,950
2020	242	102,175	1,022	101,153	2,023	76,876	22,254
2021	247	103,589	1,036	102,553	2,051	77,940	22,562
2022	251	105,019	1,050	103,969	2,079	79,016	22,873
2023	255	106,468	1,065	105,403	2,108	80,106	23,189
2024	259	107,936	1,079	106,856	2,137	81,211	23,508
2025	262	108,941	1,089	107,852	2,157	81,967	23,727



**Riverside Community College District 960**

**Moreno Valley College 962**

**FTE Instruction Staff Worksheet - Fall 2019**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	195.0	0.0	195.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	17.0	0.0	17.0
<b>Department Administrator</b>	25.0	0.0	25.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	1.0	1.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	4.0	4.0	0.0
<b>Actual 2019 Totals</b>	<b>242.0</b>	<b>5.0</b>	<b>237.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalent devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Moreno Valley College 962**

**FTE Instruction Staff Worksheet - Fall 2020**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	199.0	0.0	199.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	17.0	0.0	17.0
<b>Department Administrator</b>	26.0	0.0	26.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	1.0	1.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	4.0	4.0	0.0
<b>Projected 2020 Totals</b>	<b>247.0</b>	<b>5.0</b>	<b>242.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalent devoted to noninstructional work.  
Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Moreno Valley College 962**

**FTE Instruction Staff Worksheet - Fall 2021**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	203.0	0.0	203.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	17.0	0.0	17.0
<b>Department Administrator</b>	27.0	0.0	27.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	1.0	1.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	4.0	4.0	0.0
<b>Projected 2021 Totals</b>	<b>252.0</b>	<b>5.0</b>	<b>247.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalent devoted to noninstructional work.  
Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Moreno Valley College 962**

**FTE Instruction Staff Worksheet - Fall 2022**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	206.0	0.0	206.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	17.0	0.0	17.0
<b>Department Administrator</b>	28.0	0.0	28.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	4.0	4.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	4.0	4.0	0.0
<b>Projected 2022 Totals</b>	<b>259.0</b>	<b>8.0</b>	<b>251.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalentents devoted to noninstructional work.  
Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Moreno Valley College 962**

**FTE Instruction Staff Worksheet - Fall 2023**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	209.0	0.0	209.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	17.0	0.0	17.0
<b>Department Administrator</b>	29.0	0.0	29.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	1.0	1.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	4.0	4.0	0.0
<b>Projected 2023 Totals</b>	<b>260.0</b>	<b>5.0</b>	<b>255.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalentents devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Moreno Valley College 962**

**FTE Instruction Staff Worksheet - Fall 2024**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	213.0	0.0	213.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	17.0	0.0	17.0
<b>Department Administrator</b>	29.0	0.0	29.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	1.0	1.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	4.0	4.0	0.0
<b>Projected 2024 Totals</b>	<b>264.0</b>	<b>5.0</b>	<b>259.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalent devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Moreno Valley College 962**

**FTE Instruction Staff Worksheet - Fall 2025**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	215.0	0.0	215.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	18.0	0.0	18.0
<b>Department Administrator</b>	29.0	0.0	29.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	1.0	1.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	4.0	4.0	0.0
<b>Projected 2025 Totals</b>	<b>267.0</b>	<b>5.0</b>	<b>262.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalent devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.



**Cumulative Sum of Existing & Proposed Space (2020 - 2026)**

**Riverside Community College District 960**

**Moreno Valley College 962**

Priority & Year of Occupancy (a)	Classroom 100's (b)	Laboratory 200's (c)	Office 300's (d)	Library 400's (e)	AV Radio TV 530-535 (f)	P.E. 520-525 (g)	Assembly 610 & 615 (h)	Inactive 050-070 (i)	All Other Areas (j)	Total ASF (k)
<b>Total ASF</b>	39,581	38,012	30,436	9,965	110	2,650	3,214	0	30,947	154,915
1 2020 BEN CLARK PLATFORM SCENARIO TRAINING CENTER										
		2,659								2,659
		40,671								157,574
6 2025 LIBRARY LEARNING CENTER (LLC)										
	-2,151	4,813	2,876	19,564	1,766				19,034	45,902
	37,430	45,484	33,312	29,529	1,876				49,981	203,476
8 2026 BIOLOGICAL & PHYSICAL SCIENCE BUILDING										
	865	5,441	-4		2,700				696	9,698
	38,295	50,925	33,308		4,576				50,677	213,174
11 2026 KINESIOLOGY AND ATHLETICS BUILDING										
	2,500	1,700	276			32,350			5,350	42,176
	40,795	52,625	33,584			35,000			56,027	255,350
13 2026 VISUAL/PERFORMING ARTS CENTER										
	100	1,206	-64		1,200		17,300		245	19,987
	40,895	53,831	33,520		5,776		20,514		56,272	275,337
<b>Total Existing and Proposed Space</b>	40,895	53,831	33,520	29,529	5,776	35,000	20,514	0	56,272	275,337



**Riverside Community College District 960**

**Moreno Valley College 962**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Total Net ASF	ASF per 100 WSCH	Total Capacity WSCH
Classroom Space	39,581	47.3	83,678

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Net ASF	ASF per 100 WSCH	Capacity WSCH
0400 - Biological Sciences	4,777	235	2,033
0500 - Business and Management	2,468	128	1,928
0700 - Information Technology	1,228	171	718
1000 - Fine and Applied Arts	6,800	257	2,646
1200 - Health	10,963	214	5,123
1700 - Mathematics	2,532	150	1,688
1900 - Physical Sciences	1,786	257	695
4900 - Interdisciplinary Studies	7,458	257	2,902

Summary	Total Net ASF	ASF per 100 WSCH	Total Capacity WSCH
Lab Space	38,012	214	17,733

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Total Net ASF	ASF per FTE	Total Capacity FTE
Office Space	30,436	140	217

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **1 BEN CLARK PLATFORM SCENARIO TRAINING CENTER**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$2,198,000

Anticipated Source(s) of Funds: Non-State

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2017-2018	2018-2019	2019-2020	2019-2020	2020-2021
Estimated Cost		\$73,000	\$125,000	\$1,800,000	\$200,000	

**Explain why this project is needed:**

This project will construct a scenario training building at the Ben Clark Training Center for the Public Safety Training Program. The facility will provide space for corrections related training under the Administration of Justice Department. This project is anticipated to contribute to growth in FTES at the BCTC. As designed, this building will house approximately 2,659 ASF of lab space (3,397 GSF) for programs dedicated to Public Safety, such as Administration of Justice.

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **1 BEN CLARK PLATFORM SCENARIO TRAINING CENTER**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary		2,659					2,659
Project Secondary		0					0
Project Net ASF		2,659					2,659

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	0		0

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
2100 - Administration of Justice	2,659	214	1,243	0	0	0
Summary				Net ASF	Capacity WSCH	
Lab Space				2,659	1,243	

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	0		0.00

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **2 NEW WELCOME CENTER**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$14,275,000

Anticipated Source(s) of Funds: Non-State

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2018-2019	2019-2020	2020-2021	2020-2021	2021-2022
Estimated Cost		\$769,000	\$769,000	\$12,287,000	\$450,000	

**Explain why this project is needed:**

This project will construct a new Welcome Center on MVC's campus. The New Welcome Center will be approximately 17,000 GSF. Existing facilities that house various student and administrative services are inadequate for current and future needs for Moreno Valley College. These services are also spread out around the campus and the New Welcome Center will rectify this by consolidating functions into one location at a prominent location at the front of campus. Secondary effects of this project will be the demolition of the admin annex, and the inactivation of the Student Services building.

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **2 NEW WELCOME CENTER**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary	0		9,629		0	4,005	13,634
Project Secondary	-2,332		-6,094		-110	-1,795	-10,331
Project Net ASF	-2,332		3,535		-110	2,210	3,303

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	-2,332	47.3	-4,930

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
-	0	0	0	0	0	0
Summary	Net ASF			Capacity WSCH		
Lab Space	0			0		0

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	3,535	140	25.25

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **4 BEN CLARK PUBLIC SAFETY TRAINING CENTER PHASE I**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$13,000,000

Anticipated Source(s) of Funds: Non-State

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2019-2020	2020-2021	2020-2021	2021-2022	2021-2022
Estimated Cost		\$819,000	\$743,000	\$11,038,000	\$400,000	

**Explain why this project is needed:**

This project proposes to construct the first phase of a new permanent facility at the Ben Clark Training Center. The programs held at BCTC include the Administration of Justice, EMT, Fire Technology and Homeland Security programs in addition to several general education courses that support public safety programs. The proposed project may include classroom, laboratory, faculty office, and other student/faculty support spaces. The proposed project is currently in the initial planning phase, thus, no space array is currently available.

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **4 BEN CLARK PUBLIC SAFETY TRAINING CENTER PHASE I**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary							0
Project Secondary							0
Project Net ASF							0

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	0		0

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
-	0	0	0	0	0	0
Summary	Net ASF			Capacity WSCH		
Lab Space	0			0		0

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	0		0.00

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **6 LIBRARY LEARNING CENTER (LLC)**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$55,145,000

Anticipated Source(s) of Funds: State and Non-State

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2021-2022	2021-2022	2022-2023	2022-2023	2025-2026
Estimated Cost		\$1,832,000	\$1,760,000	\$46,416,000	\$5,137,000	

**Explain why this project is needed:**

This project proposes to build a new four-story Library Learning Center (LLC) at Moreno Valley College. A new building is necessary to accommodate the College’s current and future enrollment growth and increase instructional capacity. The project would bolster and expand space dedicated to student support services and interdisciplinary computer laboratory space. The existing Library is not large enough to accommodate the current student body, instructionally inadequate for student success and teaching excellence, and has outdated infrastructure and technology that is struggling to keep up with campus demands. The proposed new Library Learning Center will provide students with updated resources for information access and additional space for individual/group study, library services, faculty and student services offices, and audio/visual media services. In addition to library and learning resource functions, the proposed facility will be a center of activity for the College and include space for food services, student service activities, and bookstore. Non-state supportable functions within the proposed facility will be exclusively locally funded.

The proposed Library Learning Center will encompass 101,422 Gross Square Feet (GSF) and consist of 69,344 Assignable Square Feet (ASF). Functional space within the building will include 2,104 ASF of classroom, 6,119 ASF of laboratory, 7,197 ASF of office, 26,091 ASF of library, 1,766 ASF of audio/visual, and 26,067 ASF of other support space. The proposed building will be located on the Parking Lot G site on campus. The building will be adjacent to student Drop-Off on Krameria Street, which will put the facility at the planned center of campus. The existing Bookstore and Lion’s Den modulars will be demolished and Library will be inactivated as secondary effects of the proposed project.

Total project cost is estimated at \$55,136,828 (not escalated to mid-point of construction).

The proposed project is Category B: Instructional Growth.



**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **6 LIBRARY LEARNING CENTER (LLC)**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary	2,104	6,119	7,197	26,091	1,766	26,067	69,344
Project Secondary	-4,255	-1,306	-4,321	-6,527	0	-7,033	-23,442
Project Net ASF	-2,151	4,813	2,876	19,564	1,766	19,034	45,902

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	-2,151	47.3	-4,547

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
1000 - Art (Painting, Drawing and Sculpture)	0	0	0	-1,160	-257	-451
1200 - Health Occupations, General	0	0	0	-146	-214	-68
4900 - Interdisciplinary Studies	6,119	257	2,381	0	0	0
Summary				Net ASF	Capacity WSCH	
Lab Space				4,813	1,861	

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	2,876	140	20.54

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **8 BIOLOGICAL & PHYSICAL SCIENCE BUILDING**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$34,636,000

Anticipated Source(s) of Funds: State and Non-State

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2022-2023	2022-2023	2023-2024	2023-2024	2026-2027
Estimated Cost		\$1,243,000	\$1,339,000	\$30,227,000	\$1,827,000	

**Explain why this project is needed:**

The project proposes to construct a new Biological and Physical Science Building on the Moreno Valley College campus. Currently the Science and Math program is dispersed across multiple temporary portables and the Science & Technology building on campus. The proposed building consolidates science related programs within a single building on campus and expands instructional space to meet student demand. Secondary effects of this project will remove/demolish PSC Portables 3, 7, 8, 9, 10, 18, 20, and 22 as well as inactivate the existing Science & Technology Building.

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **8 BIOLOGICAL & PHYSICAL SCIENCE BUILDING**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary	9,000	17,000	1,400		2,700	800	30,900
Project Secondary	-8,135	-11,559	-1,404		0	-104	-21,202
Project Net ASF	865	5,441	-4		2,700	696	9,698

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	865	47.3	1,829

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
0400 - Biological Sciences	10,000	235	4,255	0	0	0
0400 - Biology, General	0	0	0	-3,564	-235	-1,517
0400 - Microbiology	0	0	0	-1,213	-235	-516
1200 - Medical Assisting	0	0	0	-1,800	-214	-841
1900 - Chemistry, General	0	0	0	-55	-257	-21
1900 - Physical Sciences	7,000	257	2,724	0	0	0
1900 - Physical Sciences, General	0	0	0	-1,573	-257	-612
4900 - General Studies	0	0	0	-3,354	-257	-1,305
<b>Summary</b>				<b>Net ASF</b>	<b>Capacity WSCH</b>	
Lab Space				5,441	2,167	

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	-4	140	-0.03

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **11 KINESIOLOGY AND ATHLETICS BUILDING**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$31,014,000

Anticipated Source(s) of Funds: State and Non-State

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2022-2023	2022-2023	2023-2024	2023-2024	2026-2027
Estimated Cost		\$1,321,000	\$1,293,000	\$27,720,000	\$681,000	

**Explain why this project is needed:**

The Moreno Valley campus is in the process of implementing comprehensive Athletics, Physical Education, Health, Wellness, and Kinesiology programs. Currently, only a few physical education activity courses are offered on campus and the entire program is housed within a 3,360 GSF portable modular. The proposed project will construct a regulation size gymnasium that will support the College's instructional and student support needs. The building will include a fitness center, traditional weight training spaces, lecture classrooms, physical education laboratories, locker rooms, faculty offices, and other support space. The proposed facility is critical to the College having permanent facilities associated with a comprehensive college. The existing PSC Multipurpose modular will be demolished as a secondary effect of this project.

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **11 KINESIOLOGY AND ATHLETICS BUILDING**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary	2,500	1,700	450			40,350	45,000
Project Secondary	0	0	-174			-2,650	-2,824
Project Net ASF	2,500	1,700	276			37,700	42,176

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	2,500	47.3	5,285

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
0800 - Physical Education	1,700	321	530	0	0	0
Summary				Net ASF	Capacity WSCH	
Lab Space				1,700	530	

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	276	140	1.97

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **13 VISUAL/PERFORMING ARTS CENTER**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$25,350,000

Anticipated Source(s) of Funds: State and Non-State

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2022-2023	2022-2023	2023-2024	2023-2024	2026-2027
Estimated Cost		\$930,000	\$976,000	\$21,739,000	\$1,705,000	

**Explain why this project is needed:**

Currently, there is no dedicated space on MVC's campus for Performing or Visual Arts. The limited amount of existing space for music, dance, and art programs is housed within portable modulars and individual rooms within the Library and Humanities buildings that are not designed for performing/visual arts instruction. The proposed project would construct a new building to house classroom, laboratory, individual practice, faculty office, and audio visual spaces. The project would also include a dedicated performance theater with associated support space. The proposed facility is critical to the College having permanent facilities associated with a comprehensive college. Secondary effects of the proposed project would remove/demolish PSC Portables 2, 4, 11, 21, and 23.

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **13 VISUAL/PERFORMING ARTS CENTER**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary	1,000	4,000	1,100		1,200	17,700	25,000
Project Secondary	-900	-2,794	-1,164		0	-155	-5,013
Project Net ASF	100	1,206	-64		1,200	17,545	19,987

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	100	47.2	212

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
1000 - Dance	1,500	257	584	0	0	0
1000 - Music	2,500	257	973	-2,794	-257	-1,087
Summary				Net ASF	Capacity WSCH	
Lab Space				1,206	469	

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	-64	140	-0.46

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **15 INFRASTRUCTURE UPGRADES**

Project Type:  Site Acquisition       New Construction       Reconstruction  
 Replacement       Infrastructure       Equipment

Total Estimated Cost: \$0

Anticipated Source(s) of Funds:

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2020-2021	2021-2022	2021-2022	2021-2022	2027-2028
Estimated Cost		\$0	\$0	\$0	\$0	

**Explain why this project is needed:**

As many of the currently proposed projects begin construction, upgrades to the campus infrastructure will be needed in order to create a more sustainable, modern, and environmentally friendly campus in order to support the new facilities. This project will provide various infrastructure upgrades throughout campus, including but not limited to, utilities, energy efficiency, technology, safety/security, storm water, and accessibility. The proposed project is currently in the initial planning phase, thus, no budget is currently available.



**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **15 INFRASTRUCTURE UPGRADES**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary							0
Project Secondary							0
Project Net ASF							0

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	0		0

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
-	0	0	0	0	0	0
Summary	Net ASF			Capacity WSCH		
Lab Space	0					0

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	0		0.00

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **18 CAMPUS OPERATIONS & SAFETY (MAINTENANCE & OPERATIONS)**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$0

Anticipated Source(s) of Funds:

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2024-2025	2025-2026	2026-2027	2027-2028	2027-2028
Estimated Cost		\$0	\$0	\$0	\$0	

**Explain why this project is needed:**

As Moreno Valley College implements its Facilities Master Plan it will be upgrading many of their existing buildings, infrastructure, and constructing new buildings to accommodate institutional needs. Existing Maintenance and Operations facilities will not be sufficient to effectively maintain the future campus needs. The proposed project would construct a new Campus Operations and Safety Facility to accommodate Maintenance & Operations, Shipping/Receiving, and Police/Safety Office functions. Scope of work may also include outdoor yard, parking, and vehicle service/storage space. Secondary effects of this project may include demolition of the existing PSC Warehouse (13A), PH1 Mechanical, PH2 Mechanical, and a portion of PSC 1. The proposed project is currently in the initial planning phase, thus, no space array or budget are currently available.

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **18 CAMPUS OPERATIONS & SAFETY (MAINTENANCE & OPERATIONS)**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary							0
Project Secondary							0
Project Net ASF							0

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	0		0

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
-	0	0	0	0	0	0
Summary	Net ASF			Capacity WSCH		
Lab Space	0					0

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	0		0.00

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **19 CAREER TECHNICAL EDUCATION BUILDING**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$0

Anticipated Source(s) of Funds:

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Estimated Cost		\$0	\$0	\$0	\$0	

**Explain why this project is needed:**

Currently, the Career Technical Education departments are spread out throughout the campus and located within multiple buildings, hindering inter-disciplinary instruction and efficiency of space usage. The buildings in which these departments are housed lack the necessary space and equipment to effectively accommodate enrollment growth and modern instructional delivery. The new building will consolidate Career Technical Education instruction within a single facility and include classroom, laboratory, faculty office, and student support spaces. Secondary effects of this project would be the demolition of the Parkside Complex Buildings 1, 5, 6, 13, 14, 15, 17, 19, the Dental Ed Mechanical Building, and Dental Education Centers A-C. The proposed project is currently in the initial planning phase, thus, no space array or budget are currently available.

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **19 CAREER TECHNICAL EDUCATION BUILDING**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary						0	0
Project Secondary						-3,980	-3,980
Project Net ASF						-3,980	-3,980

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	0		0

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
-	0	0	0	0	0	0
Summary	Net ASF			Capacity WSCH		
Lab Space	0			0		0

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	0		0.00

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **20 STUDENT SERVICES & LIBRARY REPURPOSING**

Project Type:  Site Acquisition       New Construction       Reconstruction  
 Replacement       Infrastructure       Equipment

Total Estimated Cost: \$0

Anticipated Source(s) of Funds:

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Estimated Cost		\$0	\$0	\$0	\$0	

**Explain why this project is needed:**

This project will renovate and repurpose the existing Student Services and Library buildings. These buildings are planned to be vacated with occupancy of the future Welcome Center and Library Learning Center projects. The buildings will be offline until they are eventually renovated and repurposed for other institutional functions. Scope of work would include upgrades to building systems, infrastructure, and accessibility. The proposed project is currently in the initial planning phase, thus, no space array or budget are currently available.

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **20 STUDENT SERVICES & LIBRARY REPURPOSING**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary							0
Project Secondary							0
Project Net ASF							0

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	0		0

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
-	0	0	0	0	0	0
Summary	Net ASF			Capacity WSCH		
Lab Space	0					0

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	0		0.00

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **21 EARLY COLLEGE HIGH SCHOOL**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$0

Anticipated Source(s) of Funds:

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2025-2026	2026-2027	2027-2028	2028-2029	2028-2029
Estimated Cost		\$0	\$0	\$0	\$0	

**Explain why this project is needed:**

The proposed project would construct a 500 student high school on the Moreno Valley College campus and provide high school students enrolled access to instruction and resources on the College campus. The facility would be dedicated to high school instruction and not scheduled for College courses. The proposed project is currently in the initial planning phase, thus, no space array or budget are currently available.



**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **21 EARLY COLLEGE HIGH SCHOOL**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary							0
Project Secondary							0
Project Net ASF							0

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	0		0

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
-	0	0	0	0	0	0
Summary	Net ASF			Capacity WSCH		
Lab Space	0			0		0

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	0		0.00

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **22 HUMANITIES BUILDING RENOVATION**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$0

Anticipated Source(s) of Funds:

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2025-2026	2026-2027	2027-2028	2028-2029	2028-2029
Estimated Cost		\$0	\$0	\$0	\$0	

**Explain why this project is needed:**

This project proposes to renovate the existing Humanities building. The existing building was originally constructed in 1995 and has not had any major renovations. Many rooms throughout the building will be vacated throughout the life of the capital construction program at Moreno Valley College. The proposed project will renovate spaces throughout the existing building and upgrade systems/infrastructure. Included within the scope of work will be accessibility upgrades throughout the building. The proposed project is currently in the initial planning phase, thus, no space array or budget are currently available.

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **22 HUMANITIES BUILDING RENOVATION**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary							0
Project Secondary							0
Project Net ASF							0

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	0		0

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
-	0	0	0	0	0	0
Summary	Net ASF			Capacity WSCH		
Lab Space	0					0

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	0		0.00

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **23 MULTIPURPOSE PARKING STRUCTURE**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$0

Anticipated Source(s) of Funds:

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2024-2025	2025-2026	2026-2027	2028-2029	2028-2029
Estimated Cost		\$0	\$0	\$0	\$0	

**Explain why this project is needed:**

This project proposes to construct a new multi-purpose parking structure to accommodate future institutional needs. The proposed project is currently in the initial planning phase, thus, no space array or budget are currently available.

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **23 MULTIPURPOSE PARKING STRUCTURE**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary							0
Project Secondary							0
Project Net ASF							0

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	0		0

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
-	0	0	0	0	0	0
Summary	Net ASF			Capacity WSCH		
Lab Space	0			0		0

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	0		0.00

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **24 SCIENCE & TECHNOLOGY REPURPOSING**

Project Type:  Site Acquisition       New Construction       Reconstruction  
 Replacement       Infrastructure       Equipment

Total Estimated Cost: \$0

Anticipated Source(s) of Funds:

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Estimated Cost		\$0	\$0	\$0	\$0	

**Explain why this project is needed:**

This project will renovate and repurpose the existing Science & Technology. The building is planned to be vacated with occupancy of the future Science Technology Engineering & Math (STEM) Building. The building will be offline until it is eventually renovated and repurposed for other institutional functions. Scope of work would include upgrades to building systems, infrastructure, and accessibility. The proposed project is currently in the initial planning phase, thus, no space array or budget are currently available.

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **24 SCIENCE & TECHNOLOGY REPURPOSING**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary							0
Project Secondary							0
Project Net ASF							0

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	0		0

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
-	0	0	0	0	0	0
Summary	Net ASF			Capacity WSCH		
Lab Space	0					0

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	0		0.00

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **25 CHILD DEVELOPMENT CENTER REPLACEMENT**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$0

Anticipated Source(s) of Funds:

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2025-2026	2026-2027	2027-2028	2028-2029	2028-2029
Estimated Cost		\$0	\$0	\$0	\$0	

**Explain why this project is needed:**

The proposed project will construct a new Child Development Center to replace the existing Early Childhood Center on campus. The proposed new building will provide Child Development Center demonstration space in addition to instructional rooms for the Early Child Education program and faculty offices. Scope of work will include necessary outdoor play area improvements. The existing Early Childhood Center will be demolished as a secondary effect of the proposed project. The proposed project is currently in the initial planning phase, thus, no space array or budget are currently available.



**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **25 CHILD DEVELOPMENT CENTER REPLACEMENT**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary							0
Project Secondary							0
Project Net ASF							0

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	0		0

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
-	0	0	0	0	0	0
Summary	Net ASF			Capacity WSCH		
Lab Space	0					0

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	0		0.00

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **26 BEN CLARK STAFETY TRAINING CENTER PHASE II**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$0

Anticipated Source(s) of Funds:

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Estimated Cost		\$0	\$0	\$0	\$0	

**Explain why this project is needed:**

This project proposes to construct the second phase of new facilities at the Ben Clark Training Center. The programs held at BCTC include the Administration of Justice, EMT, Fire Technology and Homeland Security programs in addition to several general education courses that support the public safety programs. Phase II construction at the Ben Clark Training Center will include facilities needed to support instructional expansion and student support services at the site location. The proposed project is currently in the initial planning phase, thus, no space array or budget are currently available.

**Riverside Community College District 960**  
**Moreno Valley College 962**

District Priority & Project: **26 BEN CLARK STAFETY TRAINING CENTER PHASE II**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary							0
Project Secondary							0
Project Net ASF							0

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	0		0

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
-	0	0	0	0	0	0
Summary	Net ASF			Capacity WSCH		
Lab Space	0					0

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	0		0.00

Campus Reports for Norco College (963)

**Riverside Community College District 960**

**Norco College 963**

**Campus Lecture Capacity/Load Ratios**

No.	Project	Lect ASF	WSCH	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
7	CENTER FOR HUMAN PERFORMANCE AND KINESIOLOGY	-759	-1,604	2025						65,584	
Norco College										77%	
16	MULTIMEDIA AND ARTS CENTER (MAC)	7,751	16,386	2026							81,970
Norco College										95%	
					2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Lecture ASF	Actual*/Projected WSCH			80,254	81,364	82,488	83,626	84,778	85,568	86,366
	31,780	Cumulative Capacity			67,188	67,188	67,188	67,188	67,188	67,188	65,584
		Capacity/Load Ratio			84%	83%	81%	80%	79%	79%	76%

**Riverside Community College District 960**  
**Norco College 963**

**Campus Lab Capacity/Load Ratios**

No.	Project	Lab ASF	WSCH	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
7	CENTER FOR HUMAN PERFORMANCE AND KINESIOLOGY	-1,644	-178	2025						16,616	
Norco College										66%	
9	LIBRARY/LEARNING RESOURCE CENTER (LLRC)	2,000	778	2025						17,394	
Norco College										69%	
16	MULTIMEDIA AND ARTS CENTER (MAC)	40,174	16,240	2026							33,635
Norco College										133%	
					2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Actual*/Projected WSCH				23,541	23,867	24,196	24,530	24,868	25,100	25,334
Lab ASF	Cumulative Capacity				16,795	16,795	16,795	16,795	16,795	16,795	17,394
43,018	Capacity/Load Ratio				71%	70%	69%	68%	68%	67%	69%

**Riverside Community College District 960**

**Norco College 963**

**Campus Office Capacity/Load Ratios**

No.	Project	Off ASF	FTE	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
3	VETERANS RESOURCE CENTER	551	4	2020	236						
Norco College					96%						
7	CENTER FOR HUMAN PERFORMANCE AND KINESIOLOGY	211	2	2025						237	
Norco College					90%						
9	LIBRARY/LEARNING RESOURCE CENTER (LLRC)	17	0	2025						237	
Norco College					90%						
14	CENTER FOR HUMAN PERFORMANCE AND KINESIOLOGY PHASE II	200	1	2026							239
Norco College					90%						
16	MULTIMEDIA AND ARTS CENTER (MAC)	4,125	29	2026							268
Norco College					101%						
					2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Actual*/Projected FTE				246	249	252	256	260	264	266
Office ASF	Cumulative Capacity				232	236	236	236	236	236	237
	32,445										
	Capacity/Load Ratio				94%	95%	94%	92%	91%	89%	89%

**Riverside Community College District 960**

**Norco College 963**

**Campus Library Capacity/Load Ratios**

No.	Project	Lib ASF	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
3	VETERANS RESOURCE CENTER	684	2020	15,584						
Norco College				52%						
9	LIBRARY/LEARNING RESOURCE CENTER (LLRC)	12,111	2025						27,695	
Norco College				90%						
16	MULTIMEDIA AND ARTS CENTER (MAC)	4,804	2026							32,499
Norco College				104%						
				2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Library ASF	Actual*/Projected ASF			29,700	29,930	30,162	30,397	30,633	30,872	31,113
14,900	Cumulative Capacity			14,900	15,584	15,584	15,584	15,584	15,584	27,695
	Capacity/Load Ratio			50%	52%	52%	51%	51%	50%	89%



**Riverside Community College District 960**  
**Norco College 963**

**Campus AV/TV Capacity/Load Ratios**

No.	Project	AVTV ASF	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
9	LIBRARY/LEARNING RESOURCE CENTER (LLRC)	2,644	2025						3,213	
Norco College									44%	
				2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Actual*/Projected ASF			7,181	7,201	7,220	7,240	7,261	7,281	7,301
AV/TV ASF	Cumulative Capacity			569	569	569	569	569	569	3,213
569	Capacity/Load Ratio			8%	8%	8%	8%	8%	8%	44%

**Riverside Community College District 960**

**Norco College 963**

**Campus Load Distribution**

	Instructional Staff FTE	Total Campus WSCH	Off-Campus WSCH	On-Campus WSCH	P.E. Laboratory WSCH	On-Campus Lecture WSCH	On-Campus Laboratory WSCH
<b>Actual</b>							
2017	218	105,502	4,990	100,512	2,945	77,002	20,565
2018	231	103,917	3,886	100,030	3,141	74,142	22,747
<b>Projected</b>							
2019	237	107,650	4,306	103,344	3,100	77,508	22,736
2020	246	111,463	4,459	107,005	3,210	80,254	23,541
2021	249	113,006	4,520	108,486	3,255	81,364	23,867
2022	252	114,566	4,583	109,984	3,300	82,488	24,196
2023	256	116,147	4,646	111,501	3,345	83,626	24,530
2024	260	117,748	4,710	113,038	3,391	84,778	24,868
2025	264	118,845	4,754	114,091	3,423	85,568	25,100

**Riverside Community College District 960**

**Norco College 963**

**FTE Instruction Staff Worksheet - Fall 2019**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	197.0	0.0	197.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	13.0	0.0	13.0
<b>Department Administrator</b>	27.0	0.0	27.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	2.0	2.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	4.0	4.0	0.0
<b>Actual 2019 Totals</b>	<b>243.0</b>	<b>6.0</b>	<b>237.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalentents devoted to noninstructional work.  
Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Norco College 963**

**FTE Instruction Staff Worksheet - Fall 2020**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	206.0	0.0	206.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	13.0	0.0	13.0
<b>Department Administrator</b>	27.0	0.0	27.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	2.0	2.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	4.0	4.0	0.0
<b>Projected 2020 Totals</b>	<b>252.0</b>	<b>6.0</b>	<b>246.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalent devoted to noninstructional work.  
Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Norco College 963**

**FTE Instruction Staff Worksheet - Fall 2021**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	209.0	0.0	209.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	13.0	0.0	13.0
<b>Department Administrator</b>	27.0	0.0	27.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	2.0	2.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	4.0	4.0	0.0
<b>Projected 2021 Totals</b>	<b>255.0</b>	<b>6.0</b>	<b>249.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalentents devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Norco College 963**

**FTE Instruction Staff Worksheet - Fall 2022**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	212.0	0.0	212.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	13.0	0.0	13.0
<b>Department Administrator</b>	27.0	0.0	27.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	2.0	2.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	4.0	4.0	0.0
<b>Projected 2022 Totals</b>	<b>258.0</b>	<b>6.0</b>	<b>252.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalentents devoted to noninstructional work.  
Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Norco College 963**

**FTE Instruction Staff Worksheet - Fall 2023**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	216.0	0.0	216.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	13.0	0.0	13.0
<b>Department Administrator</b>	27.0	0.0	27.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	2.0	2.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	4.0	4.0	0.0
<b>Projected 2023 Totals</b>	<b>262.0</b>	<b>6.0</b>	<b>256.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalents devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Norco College 963**

**FTE Instruction Staff Worksheet - Fall 2024**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	219.5	0.0	219.5
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	13.0	0.0	13.0
<b>Department Administrator</b>	27.0	0.0	27.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	2.0	2.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	4.0	4.0	0.0
<b>Projected 2024 Totals</b>	<b>265.5</b>	<b>6.0</b>	<b>259.5</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalent devoted to noninstructional work.  
Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.



**Riverside Community College District 960**

**Norco College 963**

**FTE Instruction Staff Worksheet - Fall 2025**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	223.5	0.0	223.5
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	13.0	0.0	13.0
<b>Department Administrator</b>	27.0	0.0	27.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	2.0	2.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	4.0	4.0	0.0
<b>Projected 2025 Totals</b>	<b>269.5</b>	<b>6.0</b>	<b>263.5</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalents devoted to noninstructional work.  
Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Norco College 963**

Priority & Year of Occupancy (a)	Classroom 100's (b)	Laboratory 200's (c)	Office 300's (d)	Library 400's (e)	AV Radio TV 530-535 (f)	P.E. 520-525 (g)	Assembly 610 & 615 (h)	Inactive 050-070 (i)	All Other Areas (j)	Total ASF (k)
<b>Total ASF</b>	31,780	43,018	32,445	14,900	569	5,845	3,672	0	36,641	168,870
3 2020 VETERANS RESOURCE CENTER			551	684					691	1,926
			32,996	15,584					37,332	170,796
7 2025 CENTER FOR HUMAN PERFORMANCE AND KINESIOLOGY	-759	-1,644	211			29,148			2,932	29,888
	31,021	41,374	33,207			34,993			40,264	200,684
9 2025 LIBRARY/LEARNING RESOURCE CENTER (LLRC)		2,000	17	12,111	2,644				2,500	19,272
		43,374	33,224	27,695	3,213				42,764	219,956
14 2026 CENTER FOR HUMAN PERFORMANCE AND KINESIOLOGY PHASE II			200			400			1,000	1,600
			33,424			35,393			43,764	221,556
16 2026 MULTIMEDIA AND ARTS CENTER (MAC)	7,751	40,174	4,125	4,804			17,476		8,446	82,776
	38,772	83,548	37,549	32,499			21,148		52,210	304,332
<b>Total Existing and Proposed Space</b>	38,772	83,548	37,549	32,499	3,213	35,393	21,148	0	52,210	304,332

**Riverside Community College District 960**

**Norco College 963**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Total Net ASF	ASF per 100 WSCH	Total Capacity WSCH
Classroom Space	31,780	47.3	67,186

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Net ASF	ASF per 100 WSCH	Capacity WSCH
0100 - Agriculture and Natural Resources	1,815	492	369
0400 - Biological Sciences	5,484	235	2,334
0600 - Media and Communications	2,067	214	966
0700 - Information Technology	1,578	171	923
0900 - Engineering and Industrial Technologies	9,822	321	3,060
0956 - Manufacturing and Industrial Technology	5,265	385	1,368
1000 - Fine and Applied Arts	4,853	257	1,888
1100 - Foreign Language	784	150	523
1500 - Humanities (Letters)	1,835	150	1,223
1700 - Mathematics	1,583	150	1,055
1900 - Physical Sciences	5,489	257	2,136
4900 - Interdisciplinary Studies	2,443	257	951

Summary	Total Net ASF	ASF per 100 WSCH	Total Capacity WSCH
Lab Space	43,018	256	16,795

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Total Net ASF	ASF per FTE	Total Capacity FTE
Office Space	32,445	140	232

**Riverside Community College District 960**  
**Norco College 963**

District Priority & Project: **3 VETERANS RESOURCE CENTER**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$2,450,000

Anticipated Source(s) of Funds: Non-State

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2017-2018	2017-2018	2019-2020	2019-2020	2020-2021
Estimated Cost		\$90,000	\$110,000	\$2,010,000	\$240,000	

**Explain why this project is needed:**

This project will construct a Veterans resource center for the Norco College campus.

**Riverside Community College District 960**  
**Norco College 963**

District Priority & Project: **3 VETERANS RESOURCE CENTER**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary			551	684		691	1,926
Project Secondary			0	0		0	0
Project Net ASF			551	684		691	1,926

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	0		0

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
-	0	0	0	0	0	0
Summary	Net ASF			Capacity WSCH		
Lab Space	0			0		0

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	551	140	3.94

**Riverside Community College District 960**  
**Norco College 963**

District Priority & Project: **7 CENTER FOR HUMAN PERFORMANCE AND KINESIOLOGY**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$26,556,000

Anticipated Source(s) of Funds: State and Non-State

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2021-2022	2021-2022	2022-2023	2022-2023	2025-2026
Estimated Cost		\$1,225,000	\$1,019,000	\$23,577,000	\$736,000	

**Explain why this project is needed:**

The Norco campus is in the process of implementing a comprehensive Physical Education program. Currently only a few PE activity courses are offered and the entire program is housed in 5,000 square feet of portable facilities. This project proposes to construct a regulation size gymnasium that will support 6 badminton courts, 3 volleyball courts and 3 basketball courts, with adequate height clearances and safe boundary clearances. Provide a wellness center in addition to a traditional weight room. The facility will also house a kinesiology lab for the Physical Education program. Men's and women's locker/shower facilities will also be provided in addition to two team rooms, a self defense room, a trainers area and adequate equipment storage.

**Riverside Community College District 960**  
**Norco College 963**

District Priority & Project: **7 CENTER FOR HUMAN PERFORMANCE AND KINESIOLOGY**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary	0	1,500	1,140			36,642	39,282
Project Secondary	-759	-3,144	-929			-4,562	-9,394
Project Net ASF	-759	-1,644	211			32,080	29,888

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	-759	47.3	-1,604

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
0400 - Other Biological Sciences	1,500	235	638	0	0	0
0956 - Manufacturing and Industrial Technology	0	0	0	-3,144	-385	-817
Summary				Net ASF	Capacity WSCH	
Lab Space				-1,644	-178	

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	211	140	1.51

**Riverside Community College District 960**  
**Norco College 963**

District Priority & Project: **9 LIBRARY/LEARNING RESOURCE CENTER (LLRC)**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$25,343,000

Anticipated Source(s) of Funds: State

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2022-2023	2022-2023	2023-2024	2023-2024	2025-2026
Estimated Cost		\$889,000	\$979,000	\$21,312,000	\$2,164,000	

**Explain why this project is needed:**

Norco College continues to have large enrollment increases as predicted in its educational master plan. The Library/Learning Learning Center (LLRC) is a necessity in order to provide students with access to many types of library, tutorial and instructional media space. This project proposes to construct a 30,450 asf learning center that includes 2,000 asf in Lab, 2,450 asf in Office, 20,500 asf in Library, 3,000 asf in AV/TV and 2,500 asf in Other space.

The second floor of the existing Library, building 9 will be vacated as those programs expand into the LRC. The second floor of the Library will then be remodeled into a Student Services Center once the LRC is constructed. In addition, Portables A and B will be demolished as part of this project.



**Riverside Community College District 960**  
**Norco College 963**

District Priority & Project: **9 LIBRARY/LEARNING RESOURCE CENTER (LLRC)**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary		2,000	2,450	20,500	3,000	2,500	30,450
Project Secondary		0	-2,433	-8,389	-356	0	-11,178
Project Net ASF		2,000	17	12,111	2,644	2,500	19,272

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	0		0

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
4900 - General Studies	2,000	257	778	0	0	0
Summary				Net ASF	Capacity WSCH	
Lab Space				2,000	778	

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	17	140	0.12

**Riverside Community College District 960**  
**Norco College 963**

District Priority & Project: **14 CENTER FOR HUMAN PERFORMANCE AND KINESIOLOGY PHASE II**

Project Type:  Site Acquisition  New Construction  Reconstruction  
 Replacement  Infrastructure  Equipment

Total Estimated Cost: \$7,645,000

Anticipated Source(s) of Funds: State

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2023-2024	2023-2024	2024-2025	2024-2025	2026-2027
Estimated Cost		\$310,000	\$322,000	\$6,994,000	\$20,000	

**Explain why this project is needed:**

This project proposes to construct the Colleges first track and field for the Physical Education program. Approximately five acres will be developed including a locker room with space for storing Physical Education equipment. This facility will compliment the already state approved Center for Human Performance and Kinesiology and will allow those Physical Education classes to apply their lab experiences in an outdoor setting.

**Riverside Community College District 960**  
**Norco College 963**

District Priority & Project: **14 CENTER FOR HUMAN PERFORMANCE AND KINESIOLOGY PHASE II**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary			200			1,400	1,600
Project Secondary			0			0	0
Project Net ASF			200			1,400	1,600

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	0		0

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
-	0	0	0	0	0	0
Summary	Net ASF			Capacity WSCH		
Lab Space	0			0		0

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	200	140	1.43

**Riverside Community College District 960**  
**Norco College 963**

District Priority & Project: **16 MULTIMEDIA AND ARTS CENTER (MAC)**

Project Type:  Site Acquisition     New Construction     Reconstruction  
 Replacement     Infrastructure     Equipment

Total Estimated Cost: \$69,457,000

Anticipated Source(s) of Funds: State and Non-State

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2023-2024	2024-2025	2025-2026	2025-2026	2026-2027
Estimated Cost		\$2,716,000	\$2,012,000	\$60,761,000	\$3,969,000	

**Explain why this project is needed:**

This project proposes to construct the first multimedia and arts center at the Norco College campus. This project was identified as a high priority in the 2008 Educational Master plan. Per the master plan guidelines, the project will construct a 83,676 asf/129,133 gsf facility that will enable to college's fine and applied arts programs to grow along with the college. The state of the art facility will be constructed allow multiple instructional methodologies to be used for the benefit of student learning. Additionally, the 400 seat auditorium will allow students to put on visual performances as part of their instructional program. Currently the campus has a small multi purpose room with an inadequate lighting and sound system as their only source for performances

**Riverside Community College District 960**  
**Norco College 963**

District Priority & Project: **16 MULTIMEDIA AND ARTS CENTER (MAC)**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary	8,651	40,174	4,125	4,804		25,922	83,676
Project Secondary	-900	0	0	0		0	-900
Project Net ASF	7,751	40,174	4,125	4,804		25,922	82,776

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	7,751	47.3	16,386

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
0600 - Digital Media	7,778	214	3,635	0	0	0
1000 - Art (Painting, Drawing and Sculpture)	8,066	257	3,139	0	0	0
1000 - Commercial Music	4,955	257	1,928	0	0	0
1000 - Dance	2,535	257	986	0	0	0
1000 - Dramatic Arts	2,602	257	1,012	0	0	0
1000 - Fine Arts, General	3,291	257	1,281	0	0	0
1000 - Music	6,600	257	2,568	0	0	0
1000 - Technical Theater	4,347	257	1,691	0	0	0
<b>Summary</b>	<b>Net ASF</b>			<b>Capacity WSCH</b>		
Lab Space	40,174			16,240		

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	4,125	140	29.46

**Riverside Community College District 960**  
**Norco College 963**

District Priority & Project: **17 STUDENT SERVICES REMODEL FOR EFFICIENCY**

Project Type:  Site Acquisition       New Construction       Reconstruction  
 Replacement       Infrastructure       Equipment

Total Estimated Cost: \$4,974,000

Anticipated Source(s) of Funds: State

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2024-2025	2024-2025	2025-2026	2025-2026	2027-2028
Estimated Cost		\$236,000	\$255,000	\$4,232,000	\$251,000	

**Explain why this project is needed:**

This project will renovate the then vacant second floor of the library and convert it into much needed student services area.

**Riverside Community College District 960**  
**Norco College 963**

District Priority & Project: **17 STUDENT SERVICES REMODEL FOR EFFICIENCY**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary			9,558				9,558
Project Secondary			0				0
Project Net ASF			9,558				9,558

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	0		0

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
-	0	0	0	0	0	0
Summary	Net ASF			Capacity WSCH		
Lab Space	0			0		0

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	9,558	140	68.27

**Riverside Community College District 960**  
**Norco College 963**

District Priority & Project: **27 MAC SECONDARY EFFECTS**

Project Type:  Site Acquisition       New Construction       Reconstruction  
 Replacement       Infrastructure       Equipment

Total Estimated Cost: \$200,000

Anticipated Source(s) of Funds: Non-State

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

**Anticipated Time Schedule**

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year				2026-2027	2026-2027	2027-2028
Estimated Cost				\$100,000	\$100,000	

**Explain why this project is needed:**

This project will backfill the vacated spaces (that were not demolished) from the MAC project. These spaces are scattered throughout five buildings on campus. This project will simply expand general classrooms, labs and offices into the vacated spaces. No physical construction will occur.



**Riverside Community College District 960**  
**Norco College 963**

District Priority & Project: **27 MAC SECONDARY EFFECTS**

**Outline of Project Space - Buildings and Remodelings**

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary	11,955	7,602	3,074			1,434	24,065
Project Secondary	0	-10,352	-400			-13,400	-24,152
Project Net ASF	11,955	-2,750	2,674			-11,966	-87

**Project Net Capacity**

**Classrooms, Classroom Service (Room Use Code 100s)**

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	11,955	47.3	25,274

**Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)**

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
0600 - Digital Media	0	0	0	-1,244	-214	-581
1000 - Art (Painting, Drawing and Sculpture)	0	0	0	-3,315	-257	-1,290
1000 - Commercial Music	0	0	0	-1,531	-257	-596
1000 - Fine Arts, General	0	0	0	-986	-257	-384
1000 - Music	0	0	0	-1,414	-257	-550
1000 - Photography	0	0	0	-1,862	-257	-725
4900 - General Studies	7,602	257	2,958	0	0	0
<b>Summary</b>				<b>Net ASF</b>	<b>Capacity WSCH</b>	
Lab Space				-2,750	-1,167	

**Office & Office Service Areas (Room Use Code 300s)**

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	2,674	140	19.10

Campus Reports for Riverside District Administrative Office\* (964)

**Riverside Community College District 960**  
**Riverside District Administrative Office\* 964**

**Campus Lecture Capacity/Load Ratios**

No.	Project		2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Lect ASF	WSCH	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Actual*/Projected WSCH		0	0	0	0	0	0	0
Lecture ASF	Cumulative Capacity		0	0	0	0	0	0	0
0	Capacity/Load Ratio		0%	0%	0%	0%	0%	0%	0%

**Riverside Community College District 960**  
**Riverside District Administrative Office\* 964**

**Campus Lab Capacity/Load Ratios**

No.	Project	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
		2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Actual*/Projected WSCH	0	0	0	0	0	0	0
Lab ASF	Cumulative Capacity	0	0	0	0	0	0	0
0	Capacity/Load Ratio	0%	0%	0%	0%	0%	0%	0%

**Riverside Community College District 960**  
**Riverside District Administrative Office\* 964**

**Campus Office Capacity/Load Ratios**

No.	Project	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Off ASF	FTE	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Actual*/Projected FTE		0	0	0	0	0	0	0
Office ASF	Cumulative Capacity		199	199	199	199	199	199	199
31,896	Capacity/Load Ratio		0%	0%	0%	0%	0%	0%	0%

**Riverside Community College District 960**  
**Riverside District Administrative Office\* 964**

**Campus Library Capacity/Load Ratios**

No.	Project	Lib ASF	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
				2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Library ASF	Actual*/Projected ASF		0	0	0	0	0	0	0
0		Cumulative Capacity		0	0	0	0	0	0	0
		Capacity/Load Ratio		0%	0%	0%	0%	0%	0%	0%

**Riverside Community College District 960**  
**Riverside District Administrative Office\* 964**

**Campus AV/TV Capacity/Load Ratios**

No.	Project	AVTV ASF	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
				2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Actual*/Projected ASF			0	0	0	0	0	0	0
AV/TV ASF	Cumulative Capacity			87	87	87	87	87	87	87
87	Capacity/Load Ratio			0%	0%	0%	0%	0%	0%	0%

**Riverside Community College District 960**  
**Riverside District Administrative Office\* 964**

**Campus Load Distribution**

	Instructional Staff FTE	Total Campus WSCH	Off-Campus WSCH	On-Campus WSCH	P.E. Laboratory WSCH	On-Campus Lecture WSCH	On-Campus Laboratory WSCH
<b>Actual</b>							
2017	0	0	0	0	0	0	0
2018	0	0	0	0	0	0	0
<b>Projected</b>							
2019	0	0	0	0	0	0	0
2020	0	0	0	0	0	0	0
2021	0	0	0	0	0	0	0
2022	0	0	0	0	0	0	0
2023	0	0	0	0	0	0	0
2024	0	0	0	0	0	0	0
2025	0	0	0	0	0	0	0



**Riverside Community College District 960**  
**Riverside District Administrative Office\* 964**

**FTE Instruction Staff Worksheet - Fall 2019**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	0.0	0.0	0.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	0.0	0.0	0.0
<b>Department Administrator</b>	0.0	0.0	0.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	0.0	0.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	0.0	0.0	0.0
<b>Actual 2019 Totals</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalents devoted to noninstructional work.  
Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**  
**Riverside District Administrative Office\* 964**

**FTE Instruction Staff Worksheet - Fall 2020**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	0.0	0.0	0.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	0.0	0.0	0.0
<b>Department Administrator</b>	0.0	0.0	0.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	0.0	0.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	0.0	0.0	0.0
<b>Projected 2020 Totals</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalent devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Riverside District Administrative Office\* 964**

**FTE Instruction Staff Worksheet - Fall 2021**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	0.0	0.0	0.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	0.0	0.0	0.0
<b>Department Administrator</b>	0.0	0.0	0.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	0.0	0.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	0.0	0.0	0.0
<b>Projected 2021 Totals</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalents devoted to noninstructional work.  
Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**  
**Riverside District Administrative Office\* 964**

**FTE Instruction Staff Worksheet - Fall 2022**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	0.0	0.0	0.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	0.0	0.0	0.0
<b>Department Administrator</b>	0.0	0.0	0.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	0.0	0.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	0.0	0.0	0.0
<b>Projected 2022 Totals</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalent devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**  
**Riverside District Administrative Office\* 964**

**FTE Instruction Staff Worksheet - Fall 2023**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	0.0	0.0	0.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	0.0	0.0	0.0
<b>Department Administrator</b>	0.0	0.0	0.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	0.0	0.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	0.0	0.0	0.0
<b>Projected 2023 Totals</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalents devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Riverside District Administrative Office\* 964**

**FTE Instruction Staff Worksheet - Fall 2024**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	0.0	0.0	0.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	0.0	0.0	0.0
<b>Department Administrator</b>	0.0	0.0	0.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	0.0	0.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	0.0	0.0	0.0
<b>Projected 2024 Totals</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Column (b) is the total number of Column (a) distributed to categories

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**Riverside Community College District 960**  
**Riverside District Administrative Office\* 964**

**FTE Instruction Staff Worksheet - Fall 2025**

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
<b>Instructor</b>	0.0	0.0	0.0
<b>Counselor</b> Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	0.0	0.0	0.0
<b>Department Administrator</b>	0.0	0.0	0.0
<b>Librarian</b> Include certificated director of audio/visual, et. al.	0.0	0.0	0.0
<b>Institutional Administrator</b> Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	0.0	0.0	0.0
<b>Projected 2025 Totals</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalents devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

**Riverside Community College District 960**

**Riverside District Administrative Office\* 964**

Priority & Year of Occupancy (a)	Classroom 100's (b)	Laboratory 200's (c)	Office 300's (d)	Library 400's (e)	AV Radio TV 530-535 (f)	P.E. 520-525 (g)	Assembly 610 & 615 (h)	Inactive 050-070 (i)	All Other Areas (j)	Total ASF (k)
Total ASF	0	0	31,896	0	87	0	0	2,427	11,170	45,580



**Riverside Community College District 960**

**Riverside District Administrative Office\* 964**

**Office & Office Service Areas (Room Use Code 300s)**

<b>Summary</b>	<b>Total Net ASF</b>	<b>ASF per FTE</b>	<b>Total Capacity FTE</b>
Office Space	31,896	160	199



September 25, 2019

Dr. Robin Steinback  
President  
Moreno Valley College  
16130 Lasselle Street  
Moreno Valley, California 92551

**Subject:** Approval of the Letter of Intent for Riverside Community College District's Proposed Ben Clark Training Center for Educational Center Status

Dear Dr. Steinback:

This letter serves as formal notification that the California Community Colleges Chancellor's Office (Chancellor's Office) has reviewed and approved Riverside Community College District's Letter of Intent to establish the Ben Clark Training Center as a state-funded Educational Center. The Chancellor's Office finds that the Letter of Intent is both complete and in alignment with the required elements of the Letter of Intent review criteria.

Given this approval, Riverside Community College District may proceed with the preparation and submission of a Needs Assessment, which will be reviewed by the Chancellor's Office and subsequently considered for Educational Center status by the California Community Colleges Board of Governors. The Needs Assessment should provide evidence to support the Ben Clark Training Center's transition to a state-approved Educational Center. Particular attention should be given to the effects the Ben Clark Training Center could have on other postsecondary institutions offering similar programs in the service area.

Please direct your staff to refer to the California Code of Regulations, title 5, Sections 55180-55185 for regulations that guide the Chancellor's Office and Board of Governors' review of the Needs Assessment. In addition, please review the California Community Colleges Long-Range Master Plan; the California Postsecondary Education



Commission's Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers; and the Chancellor's Office memo FP 13-08, which includes the Needs Assessment checklist for an Educational Center. These documents will support the development of the Needs Assessment, and you may request them from the Chancellor's Office.

Please contact Ronnie Slimp at (916) 324-8901 or [rslimp@cccco.edu](mailto:rslimp@cccco.edu) if you have questions or need any further assistance from our office.

Sincerely,

A handwritten signature in black ink, appearing to read 'Frances'.

Frances Parmelee  
Assistant Vice Chancellor  
College Finance and Facilities Planning Division

Cc: Dr. Wolde-Ab Isaac, Chancellor of Riverside Community College District  
Mr. Aaron Brown, Vice Chancellor of Business and Financial Services at Riverside  
Community College District



# **APPENDIX D: DEPARTMENT OF FINANCE ENROLLMENT PROJECTIONS APPROVAL LETTER**



June 26, 2019

Robin Steinback, Ph.D.  
President  
Moreno Valley College  
16130 Lasselle Street  
Moreno Valley, CA 92551

Dear Dr. Steinback,

The Demographic Research Unit has reviewed and approves the following enrollment projection for Riverside Community College District's Ben Clark Training Center:

Riverside Community College District			
Ben Clark Training Center			
	Annual Enrollment	Annual FTES	FTES/Enrollment
2018	2,307	854	0.37
2019	2,379	880	0.37
2020	2,449	919	0.38
2021	2,522	959	0.38
2022	2,597	1,001	0.39
2023	2,674	1,045	0.39
2024	2,754	1,091	0.40
2025	2,824	1,135	0.40
2026	2,896	1,174	0.41
2027	2,970	1,216	0.41
2028	3,046	1,258	0.41
2029	3,123	1,302	0.42

We extend our best wishes for the success of the center.

Sincerely,

Alexander Alvarado  
Research Data Specialist  
Demographic Research  
Department of Finance

cc: Carlos Montoya, CCCCCO  
Hoang Nguyen, CCCCCO  
Andrew Tylock, ALMA Strategies  
Bobby Khushal, ALMA Strategies



# APPENDIX E: COMPREHENSIVE MASTER PLAN (2015)

# 2015 COMPREHENSIVE MASTER PLAN



**MORENO VALLEY COLLEGE**  
RIVERSIDE COMMUNITY COLLEGE DISTRICT  
MAY 19, 2015







# MORENO VALLEY COLLEGE

RIVERSIDE  
COMMUNITY COLLEGE DISTRICT

## BOARD OF TRUSTEES

Virginia Blumenthal, President  
Janet Green, Vice President  
Nathan Miller, Secretary  
Mary Figueroa, Trustee  
Tracey Vackar, Trustee  
April Galvan, Student Trustee, 2014 - 2015

## CHANCELLOR

Michael Burke, Ph.D.

## PRESIDENT

Sandra Mayo, Ed.D.

# 2015 COMPREHENSIVE MASTER PLAN

Moreno Valley College  
MVC-Main Campus  
16130 Lasselle Street  
Moreno Valley, CA 92551

MVC-Ben Clark Training Center  
Law Enforcement: 16791 Davis Avenue  
EMS/Fire Technology: 16888 Bundy Avenue  
Riverside CA 92518



# ORGANIZATION

## EDUCATIONAL PLAN

## FACILITIES PLAN

### INTRODUCTION

#### 1 BACKGROUND

#### 2 PROFILE OF THE COLLEGE COMMUNITY AND STUDENTS

#### 3 PROGRAMS AND SERVICES

#### 4 PLANNING DATA

#### 5 EXISTING CONDITIONS

#### 6 RECOMMENDATIONS



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1516

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# LETTER FROM



At some point in Riverside Community College District's storied history, someone had a dream.

In the early 1980s, Riverside City College began offering classes in Moreno Valley. By 1991, Moreno Valley Campus (MVC) had four buildings and opened for classes at its current location on Lasselle Street south of Iris Boulevard. Two decades later, in March 2010, the campus received accreditation and officially became MVC, the 111th college in the California Community College System.

Today MVC serves 8,400 credit students. And though much has changed these past 23 years, the commitment of MVC faculty and staff to student success and access focused on academic excellence and innovation has never wavered. Among the College's community-changing innovations are the Early College High School program with the Nuview Bridge Early College High School and Middle College High Schools with Moreno Valley Unified School and Val Verde Unified School districts.

MVC has a second site at the Ben Clark Training Center where space is leased from the county. The Ben Clark Training Center houses Public Safety Education and Training, which includes certificates and degrees in Law Enforcement, Fire Technology, and EMT/Paramedic programs, and supports a unique partnership between MVC, Riverside County Sheriff's Department, and the California Department of Forestry and Fire Protection (CAL FIRE)/ Riverside County Fire Department.

Additionally, the College was designated as an allied health center for the District and offers a Physician Assistant program in partnership with the Riverside County Regional Medical Center and accredited Dental Hygiene and Dental Assistance programs. Through the Dental Hygiene program, the College operates a low-cost preventive dental care clinic for disadvantaged individuals and families, a service staffed by MVC dental hygiene students under the supervision of faculty and dentists affiliated with the Tri-County Dental Society.

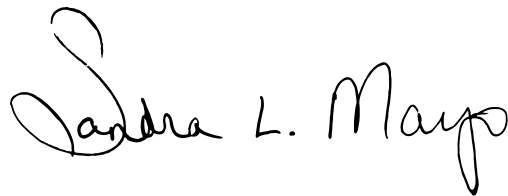
MVC is excited to be completing its Comprehensive Master Plan. The College is approaching its 25th anniversary in 2016, California is in economic recovery and the cities of Moreno Valley and Perris, along with the entire Inland Empire, are showing signs of renewed growth and prosperity. As this comprehensive planning document indicates, MVC is poised to build programs and facilities to meet the current and future needs of the community.

# THE PRESIDENT

The 2015 Comprehensive Master Plan is much more than just a planning document. It is an articulation of our vision as a College. So while the effort was guided by HMC Architects and consulting experts in landscape, educational, transportation, and technology planning, at its core it is a College effort—built with critical input from students, faculty, staff, administrators, and community members.

I am proud to present this document and I am excited about what it means for our institution and our community. I would like to thank the MVC Comprehensive Master Plan Committee, the governing board, HMC Architects, Collaborative Brain Trust, AHBE Landscape Architects, Fehr + Peers, and Waveguide Consulting for their skill, dedication, and patience during the planning process. Their collective commitment to listening to the voices of all constituents has led to a strong final document that is both inclusive and visionary.

MVC is truly the “Beacon on the Hill.”

A handwritten signature in black ink that reads "Sandra L. Mayo". The signature is written in a cursive, flowing style.

SANDRA MAYO, ED.D.  
PRESIDENT

# MISSION

A photograph of a campus landscape. In the foreground, there are several circular concrete planters containing green plants and flowers. A paved walkway leads through the scene. In the background, there are trees, a tall light pole, and a building. The sky is blue with some clouds.

**Riverside Community College District** is dedicated to the success of its students and to the development of the communities it serves. By facilitating its Colleges and learning center to provide educational and student services, it meets the needs and expectations of its unique communities of learners. The District provides the Colleges with leadership in the areas of advocacy, resource stewardship, and planning.

*Revised and Adopted by the Board of Trustees on April 16, 2013*



# STATEMENTS

**Moreno Valley College** inspires, challenges, and empowers our diverse, multicultural community of learners to realize their goals; promotes citizenship, integrity, leadership, and global awareness; and encourages academic excellence and professionalism.

To accomplish this mission, we provide comprehensive support services, developmental education, and academic programs leading to:

- Baccalaureate Transfer
- Associate Degrees in Arts and Sciences
- Certificates in Career and Technical Education Fields
- Post-employment Opportunities

*Adopted by MVC Strategic Planning Council, September 26, 2013*

*Approved by the Board of Trustees on November 19, 2013*

# ACKNOWLEDGMENT

## BOARD OF TRUSTEES

Ms. Virginia Blumenthal, President, Trustee Area 2  
Ms. Janet Green, Vice President, Trustee Area 4  
Mr. Nathan Miller, Secretary, Trustee Area 1  
Mr. Samuel Davis, Secretary (until December 2014)  
Ms. Mary Figueroa, Trustee Area 3  
Ms. Tracey Vackar, Trustee Area 5  
Ms. April Galvan, Student Trustee, 2014-15  
Mr. Jared Synder, Student Trustee, 2013-14

## DISTRICT ADMINISTRATION

Dr. Michael Burke, Chancellor  
Dr. Michael Reiner, Vice Chancellor, Educational Services  
Mr. Aaron Brown, Vice Chancellor, Business and Financial Services  
Ms. Sylvia Thomas, Interim Vice Chancellor, Diversity and Human Resources  
Ms. Chris Carlson, RCCD Chief of Staff and Facilities Development

## COLLEGE ADMINISTRATION

Dr. Sandra Mayo, President  
Dr. Robin L. Steinback, Vice President, Academic Affairs  
Dr. Dyrell Foster, Vice President, Student Services  
Mr. Norm Godin, Vice President, Business Services

## PLANNING COMMITTEE

### COLLEGE AND DISTRICT ADMINISTRATION:

Dr. Sandra Mayo, President  
Dr. Robin L. Steinback, Vice President, Academic Affairs  
Dr. Dyrell Foster, Vice President, Student Services  
Ms. Eugenia Vincent, Acting Vice President Student Services (July – November, 2014)  
Dr. Greg Sandoval, Vice President Student Services (until June 2014)  
Mr. Norm Godin, Vice President, Business Services  
Mr. David Vakil, Dean of Instruction  
Mr. Christopher Whiteside, Dean of Instruction, Career Technical Education (until September 2014)  
Ms. Ann Yoshinaga, Associate Dean Public Safety Education and Training  
Ms. Cid Tenpas, Dean, Technology and Instructional Support Services (until June 2013)  
Ms. Chris Carlson, RCCD Chief of Staff and Facilities Development  
Mr. Bart Doering, RCCD Construction, Facilities Planning and Development  
Mr. Laurens Thurman, RCCD Construction, Facilities Planning and Development

### FACULTY:

Dr. Rossllynn Byous, Physician Assistant  
Ms. Rebecca Loomis, Anatomy/Physiology  
Ms. Debbi Renfrow, Library Services  
Mr. Salvador Soto, Counseling

### STUDENTS:

Mr. Ronald Johnson, Associated Students of MVC  
Mr. Tyrone Macedon Sr., Associated Students of MVC

### STAFF:

Ms. Mary Gallardo, Instructional Department Specialist  
Ms. Susan Lauda, Academic Affairs  
Mr. Gustavo Segura, Instructional Media

### COMMUNITY:

Ms. Michelle Dawson, City Manager, City of Moreno Valley

## FALL 2013 PARTICIPANTS

Mr. Ed Alvarez, Assessment Specialist  
Ms. Ree Amezcua, English  
Mr. Nicolae Baciuna, Mathematics  
Ms. Amy Balent, Art  
Mr. James Banks, Human Services  
Mr. Mathew Barboza, Computer Information Systems  
Dr. Dipen Bhattacharya, Physics  
Dr. Fabian Biancardi, Political Science  
Dr. Cordell Briggs, English  
Ms. Kim Brooks, DSPS Specialist  
Dr. Larisa Broyles, Anthropology  
Dr. Rossllynn Byous, Physician Assistant  
Ms. Lisa Chavez, Director, Student Support Services Grant  
Mr. Winston Chi, Economics  
Dr. Daniel Clark, English  
Ms. Jamie Clifton, Director, Enrollment Services

# EMENTS

Ms. Micki Clowney, Director, Upward Bound  
Math & Science  
Dr. Lisa Conyers, Spanish  
Mr. Sean Drake, Mathematics  
Dr. Olga Dumer, English As a Second Language  
Mr. Jose Duran, Business Administration  
Dr. Gregory Elder, History  
Mr. Matthew Fast, Computer Information Systems  
Ms. Jennifer Floerke, Communication Studies  
Mr. Robert Fontaine, Emergency Medical Services  
Mr. Donald Foster, Music  
Mr. George Gage, Community Interpretation  
Mr. Felipe Galicia, Biology  
Dr. Travis Gibbs, Psychology  
Mr. Julio Gonzalez, Director, Middle College High School  
Ms. Lisa Hausladen, Medical Assisting  
Ms. Cheryl Honore, Accounting  
Ms. Jeanne Howard, Counseling  
Dr. Lidia Hulshof, Dental Assisting  
Ms. Fen Johnson, Mathematics  
Ms. Joyce Kim, Speech Language Pathology Assisting  
Dr. Donna Lesser, Dental Hygiene  
Ms. Ellen Lipkin, Microbiology  
Ms. Rebecca Loomis, Anatomy/Physiology  
Mr. Robert Loya, Computer Information Systems  
Ms. Anya-Kristina Marquis, Geography  
Dr. Diane Marsh, Chemistry  
Ms. Shara Marshall, Biology  
Mr. Michael McQuead, Computer Information Systems  
Dr. Rosario Mercado, Spanish  
Dr. Kim Metcalfe, Early Childhood Education

Ms. Bonnie Montes, EOPS Counselor  
Ms. Deborah Moon, Dental Hygiene  
Ms. Frankie Moore, Coordinator, Student Activities  
Mr. James Namekata, Mathematics  
Dr. Christopher Nollette, Director, Emergency Medical  
Services  
Ms. Sonya Nyrop, Reading  
Ms. Yoshi Palomo, Counseling Clerk  
Ms. LaTonya Parker, Counseling  
Mr. Larry Pena, Counseling  
Ms. Ann Pfeifle, History  
Dr. Sheila Pisa, Mathematics  
Ms. Donna Plunk, Tutorial Services Technician  
Ms. Linda Pratt, Director, Student Financial Services  
Dr. Carolyn Quin, Music  
Dr. Bonavita Quinto, Spanish  
Ms. Jennifer Reynoso, Reading Paraprofessional  
Ms. Kari Richards-Dinger, Mathematics  
Dr. Christopher Rocco, Humanities  
Ms. Kathleen Saxon, Mathematics  
Mr. Michael Schwartz, English  
Mr. Nicholas Sinigaglia, Philosophy  
Ms. Nicole Snitker, Dental Hygiene  
Mr. Salvador Soto, Counseling  
Ms. Paula Stafford, Physician Assistant  
Ms. Sherry Stone, RCCD Emergency Planning  
Coordinator  
Ms. Susan Tarcon, Director, Health Services  
Ms. Lizette Tenorio, Student Services Technician  
Mr. Eric Thompson, Sociology  
Dr. Adviye Tolunay, Psychology  
Ms. Johanna Vargas, Tutorial Services Clerk



Mr. Joe Vargo, Journalism  
Ms. Eugenia Vincent, Dean, Student Services  
Mr. Stephen Wagner, Biology  
Dr. Joanna Werner-Fraczek, Biology  
Mr. Christopher Whiteside, Dean of Instruction, Career and  
Technical Education  
Ms. Ingrid Wicken, Kinesiology  
Mr. Edward Williams, English  
Dr. Chui Yao, Mathematics  
Mr. Alexander Ygloria, DSPS Counselor  
Ms. Ann Yoshinaga, Associate Dean, Public Safety  
Dr. Valarie Zapata, English

## TECHNOLOGY VISIONING PARTICIPANTS

Ms. Tonette Brown, Library Technical Assistant II  
Mr. Joe Gonzales, Support Service Specialist Aide, Disabled  
Student Services  
Ms. Lisa Horn, Instructional Media Assistance  
Mr. Abel Sanchez, Laboratory Technician  
Mr. James Bow, Information Technology Analyst  
Ms. Christy Pollard, Student Services Technician  
Mr. Gustavo Segura, Instructional Media

## MASTER PLANNING TEAM

HMC Architects, Facilities Planning  
Collaborative Brain Trust, Educational Planning  
AHBE Landscape Architects, Landscape Planning  
CWE, Drainage + Stormwater Planning  
Fehr + Peers, Transportation Planning  
Waveguide Consulting, Instructional Technology Plann **1523**

# PURPOSES

The *Moreno Valley College 2015 Comprehensive Master Plan* is a long-term plan that identifies and analyzes the programs and services provided to the College's students and communities. The plan is grounded in an analysis of both internal realities, such as the College's current programs and services, and external influences, such as demographic trends and the local educational interests and workforce needs. That information is used to predict the challenges that the College will be called upon to address in the coming decade. These data and challenges coupled with a thorough analysis of the College's current facilities lead to the development of recommendations regarding future growth in technology and facilities. This document is intended to be the foundation for other components in the College's integrated planning process.

Specifically, the purposes of this comprehensive master plan are to:

- Project the long-term development of programs and services;
- Develop recommendations for site and facilities improvements;
- Articulate a vision and goals for a sustainable and environmentally responsible campus and identify opportunities for sustainable strategies in the culture, education, and the development of the environment to meet identified goals;
- Provide a foundation for the development of the other plans, such as the Technology Plan and Campus Sustainability Plan;
- Inform the public of the College's intentions and garner support for the services provided in and to the community; and
- Support accreditation and demonstrate compliance with accreditation standards.



# PROCESS

MVC faculty, staff, and administrators participated in the development of the *Moreno Valley College 2015 Comprehensive Master Plan* in four ways.

## PLANNING COMMITTEE

The College president appointed faculty, staff and administrators to serve on a Planning Committee. Members were chosen from each constituent group on campus to ensure that all voices would be heard during the development of this long-term plan. Please refer to the *Acknowledgments* page of this document for a list of the committee members.

This committee provided direction and input throughout the development of this document during monthly meetings in 2013-2014. Its tasks were to:

- Monitor that the document was prepared using the processes outlined in the initial meeting and on the promised timeline;
- Participate in brainstorming during the development of the challenges and facilities recommendations;
- Serve as a liaison between the Planning Committee and their constituent groups;
- Be the first readers of the document as sections were drafted; and
- Advocate for the purposes and integration of the master plan in the College's other planning processes.

## CONTENT-SPECIFIC MEETINGS

In addition to the Planning Committee, meetings were held with MVC faculty, staff, students, and administrators to provide an opportunity for a content-specific dialogue.

- Representatives of each academic discipline and student service met with an educational planning consultant, a facilities planning consultant and a technology consultant to discuss the specific needs of each area. Please refer to the *Acknowledgments* page of this document for a list of the MVC faculty, staff, and administrators who participated in these interviews.
- Faculty, staff, and students were appointed by their constituent groups to meet with a technology consultant for the purposes of providing feedback on the draft analysis of the status of MVC instructional technology and to participate in visioning about the future of instructional technology at MVC. Please refer to the *Acknowledgments* page of this document for a list of those who participated in these brainstorming sessions.
- A group of faculty, staff, students and administrators participated in a sustainability workshop which provided a forum for stakeholder representatives to share sustainability visions and goals and identify opportunities for sustainable strategies to achieve those goals.

## COLLEGE-WIDE REVIEWS OF DRAFTS

Two processes were used to promote college-wide participation in the development of this document.

- A comprehensive master plan website was established to inform the internal and external community about the planning process. Information posted on this site included committee membership, drafts of the document, meeting agendas and minutes, and PowerPoint presentations.
- When a draft of a section of the comprehensive master plan was reviewed by the Planning Committee and revised, a second draft of that section was distributed district-wide for review and comment. Drafts were revised as warranted based on this college-wide feedback.

## COLLEGE-WIDE MEETINGS

A total of five town hall meetings were held during the year that this comprehensive master plan was developed. These town hall meetings were announced by a college-wide invitation from the college president. Audience members were encouraged to ask questions throughout the presentation. The PowerPoint presentations were posted on the comprehensive master plan website following the meetings.

- September 2013: An overview of the process and timeline
- November 2013: Review of the document chapters, highlights from the data chapter, challenges, and preliminary analysis of facilities' existing conditions
- December 2013: Overview of the educational plan portion of the comprehensive master plan, the facilities' space inventory analysis and facilities' master plan space needs
- March 2014: Report on project status and draft facilities' recommendations
- April 2014: Report on technology visioning sessions and technology recommendations

Feedback from the town hall meetings led to revisions of the document.

In addition to town hall meetings, the document was reviewed and feedback provided via: Resources Committee (subcommittee of the MVC Strategic Planning Council), Academic Senate, MVC Strategic Planning Council, President's Cabinet, District Strategic Planning Committee, and Chancellor's Cabinet. The document was also shared with the President's Community Advisory Committee for community leader feedback. Feedback was also submitted in response to a college-wide email request for final review and comments.

# EXECUTIVE

The *Moreno Valley College 2015 Comprehensive Master Plan* is a long-term plan that identifies and analyzes the programs and services provided to the College's students and communities. This document is intended to be the foundation for other components in the College's integrated planning process, all of which are developed with a focus on enriching programs and services for students and increasing student success.

The *Comprehensive Master Plan* document is organized into two parts. The first part is the Educational Plan, which includes Chapters 1, 2, and 3, and the second part is the Facilities Plan, which includes Chapters 4, 5, and 6. Together, the two parts form the Comprehensive Master Plan, which represents an integrated approach to coordinating educational and facilities planning efforts.

## EDUCATIONAL PLAN

*Chapter 1: Background* describes the College's geographic location within the Riverside Community College District, adjacent community college districts, and a general overview of the College's programs and services as well as the current local, state, and national economic and higher education context.

The College is one of two new colleges in a three-college district that received independent college accreditation in 2010. The College, located in the eastern portion of the Riverside Community College District, serves close to 9,000 students in the fall semesters. The College serves as a center for health sciences and public safety programs as well as offering a full array of liberal arts and sciences offerings on-campus at MVC-Main Campus, online, and off-campus at a fitness center and at the MVC-Ben Clark Training Center. The College's communities are recovering from the recent economic downturn and both population and employment growth are projected for this region. The College is in sync with the current national and state dialogue on student success and places a high priority on the benchmarks related to student success as a way to measure the fulfillment of its mission.

*Chapter 2: Profile of the College Community and Students* presents and analyzes internal and external scans data to assess the College's effectiveness in fulfilling its mission and to identify the challenges that are likely to arise in the next decade. The population within the RCCD geographic boundaries is projected to increase 19% by 2025, which is an average of a little over 1% each year for the next fifteen years. Although the current unemployment rate for this region has been higher than the state and national rates, economic forecasts predict that employment opportunities will increase in the next decade. Student headcount has varied over the years with a high of over 10,000 students in fall 2008 and a low of 8,936 in fall 2012. This decline reflects the College's reduction in course offerings that were necessitated by reduced state funding. The College's students are relatively youthful, with 82% below 30 years of age; express a traditional educational goal of achieving an associate degree or certificate or fulfilling transfer requirements; and attend during the day or day and evening. The proportion of part-time students to full-time students at 80% part-time is higher than the statewide proportion of 68% part-time. Similarly, students' readiness for college-level English and mathematics courses is below the statewide placement averages.



# SUMMARY

Based on the internal and external scans presented in this chapter, the College identified three challenges that MVC will be called upon to address in the coming decade:

- **Challenge #1:** To meet its mission, MVC must increase its offerings of programs and services to meet anticipated increases in student demand.
- **Challenge #2:** To meet its mission, MVC must meet the student needs created by the unique demographics of its communities.
- **Challenge #3:** To meet its mission, MVC must increase the rate at which students complete degrees, certificates and transfer requirements.

MVC intends to develop strategies to address these challenges through other components of its integrated planning process.

*Chapter 3: Programs and Services* presents a descriptive snapshot and brief analysis of each academic discipline and student service. The enrollment growth targets for the term of this comprehensive master plan is 3% per year for each of the next ten years. Although the College is likely to grow overall contingent on funding, all programs and services will not grow at the same rate. The analysis of each academic discipline and student service culminates in a growth projection for each academic discipline and student service as being slower than, at the same rate as, or faster than the projected total college growth of 3% per year each year for next decade.

## FACILITIES PLAN

*Chapter 4: Planning Data* describes the integrated planning process and links findings and implications described in the Educational Plan to recommendations for facilities. Additional and improved facilities are needed to support the projected growth in academic programs and support services.

*Chapter 5: Existing Conditions* documents the investigations of the planning team related to the existing sites and facilities. Functional zoning of functions and circulation patterns are identified as key issues to be addressed in the recommendations.

*Chapter 6: Recommendations* includes a description of the facilities planning principles used to guide the development of site and facilities improvements. Several new facilities are recommended to support the projected growth and replacement of temporary facilities. As new facilities are constructed, spaces are freed up in existing permanent facilities and are recommended to be repurposed to support program needs.



# CHAPTER 1

## BACKGROUND

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# CHAPTER 1 BACKGROUND

# BACKGROUND

This chapter describes the college's geographic location within the Riverside Community College District, adjacent community college districts, and a general overview of the college's programs and services as well as the current local, state, and national economic and higher education context.

## MORENO VALLEY COLLEGE

- Riverside Community College District
- MVC History
- MVC Today
  - / MVC - Main Campus
  - / MVC - Ben Clark Training Center

## NATIONAL, STATE, AND LOCAL CONTEXT

- The Economy
- California Community Colleges



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MORENO VALLEY COLLEGE

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

Riverside Community College District (RCCD) is a multi-college district. This Southern California district encompasses 451 square miles and is located in the northwest portion of Riverside County.

Riverside County is a moderate-sized county of 7,206 square miles east of the Los Angeles metropolitan area. The county borders Arizona on the east, San Bernardino County to the north, Orange County to the west, and San Diego and Imperial Counties to the south. The total population of Riverside County in 2010 was 2,194,933, which makes it the 4th largest county in California in terms of population. The California Department of Finance projects that the county's population will reach 2,662,235 residents by 2025, which is a 21% increase when compared to 2010. ([dof.ca.gov/research/demographic/reports/projections/P-1/](http://dof.ca.gov/research/demographic/reports/projections/P-1/))

RCCD is part of the California Community College system, the largest system of higher education in the United States, with 112 colleges organized into 72 districts. RCCD is the tenth largest community college district in California, serving 35,371 students in fall 2013. RCCD includes three colleges, one of the state's oldest community colleges, Riverside City College established in 1916, and two of its newest colleges, Moreno Valley College (MVC) and Norco College, both accredited as independent colleges in 2010.

RCCD is surrounded by three other community college districts: San Bernardino Community College District to the north, Chaffey Community College District to the northwest and west, and Mt San Jacinto Community College District to the south and east. Student enrollment in RCCD is approximately double that of its neighboring community college districts. The RCCD annual enrollment in academic year 2013-2014 was 51,967 students compared to 23,500 students served by San Bernardino Community College District, 26,292 students served by Chaffey Community College District, and 20,093 served by Mt San Jacinto Community College District. ([datamart.cccco.edu](http://datamart.cccco.edu)). Given the proximity of these four districts, students have multiple community college options within a reasonable driving distance. For example, 28% of the students attending MVC in fall 2012 lived outside of RCCD geographic boundaries. (Refer to [Chapter 2, Data Set 2.](#))

Close to three-quarters of a million residents lived within RCCD boundaries in 2010, which represent approximately one-third of the population in Riverside County. The cities within the District's boundaries are Corona, Eastvale, Jurupa Valley, Moreno Valley, Norco, Perris and Riverside. The California Department of Finance projects that the population within RCCD will increase 28% between 2010 and 2025. (Refer to [Chapter 2, Data Set 1.](#))



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## MORENO VALLEY COLLEGE

# MVC HISTORY

RCCD began serving the Moreno Valley community by offering classes at March Air Force Base and Moreno Valley High School. The number of courses expanded with the community's population and in October 1985 the Robert C. Warmington Company donated 112 acres for the construction of a college in Moreno Valley. This philanthropic act was motivated by the company's vision that having a college close to the homes that it intended to build would make those homes more attractive to potential buyers. In 1989, RCCD purchased 20 additional acres. Construction began in the same year and MVC officially opened in 1991 when four buildings were completed: the Library, the Student Services Building, the Science and Technology Building, and the student center. In keeping with the RCCD mission and master plan, in the 26 years since it was established, MVC expanded its facilities, growing from the initial four buildings in 1991 to 40 buildings in fall 2014, most of which are portable structures.

In 1990, the year after the college construction began, the population in the city of Moreno Valley was 118,779. The population grew rapidly over the next twenty years, reaching 193,365 in 2010. The city's population is projected to reach 213,739 residents by 2020 and 255,231 residents by 2025, which is a 32% increase compared to the population total in 2010. (Refer to [Chapter 2, Data Set 1](#).) The city's residents are served by two school districts, Moreno Valley Unified and Val Verde Unified, which together educate over fifty thousand students. (Refer to [Chapter 2](#) for a description of the demographics of the cities within RCCD geographic boundaries.)

RCCD opened campuses in the cities of Moreno Valley and Norco at the same time. By the Board's design, the District's three sites—the Moreno Valley Center, the Norco Center, and Riverside City College—shared these commonalities:

- A Common Core general education and transfer curriculum with a number of distinctive career technical education programs at each site;
- One student contract allowing students to take courses at all three sites;
- One academic calendar; and
- One set of faculty and staff contracts.

The career technical education programs unique to each site were to be the feature that differentiated the three RCCD locations. The unique career technical education programs at the Moreno Valley Center were to be in the fields of Health Sciences and Public Safety.

## MORENO VALLEY COLLEGE

# MVC TODAY

MVC's student enrollment has grown, from serving 3,490 students in its first semester to 8,220 students in fall 2013. Student enrollment at MVC is slightly lower than Norco College's student enrollment of 9,353 students in fall 2013 and both are lower than Riverside City College's enrollment of 17,798 students in the same semester. (datamart.cccco.edu)

MVC is the RCCD's designated center for health sciences and public safety programs, which are offered in partnership with entities such as the Riverside County Regional Medical Center, the Riverside County Sheriff's Department and California Department of Forestry and Fire Protection.

MVC offers instruction at two sites, a main campus located in the city of Moreno Valley and an off-campus site, the Ben Clark Training Center, located approximately 11 miles from the main campus.

### **MVC – Main Campus**

Approximately 75% of the college's students attend courses on the main campus, which offers a full array of liberal arts and sciences courses on-site and online. Curricular outreach extends into MVC's feeder school districts by means of an early college high school and a middle college high school. These programs for high school students provide two-plus-two enrollment initiatives and career pathway opportunities, such as a focus on health sciences.

Instructional programs are complemented by a full range of student support services, including library resources, matriculation, assessment, counseling, admissions and records, a bookstore, college safety and police, a career and transfer center, disabled students services, equal opportunity programs and services, food services, job placement, outreach, student financial services, health services, student activities, and tutorial services.

### **MVC – Ben Clark Training Center**

MVC's primary off-campus site is the Ben Clark Training Center, a regional training site that offers one of the largest public safety training curricula in Southern California. This site, formerly part of March Air Force Base, was conveyed to the County of Riverside for the purposes of operating and developing a public safety training center. The 2010 Memorandum of Agreement between the County of Riverside and the Riverside Community College District limits the programmatic focus at the MVC – Ben Clark Training Center to public safety training and outlines the college's intent to offer subject area and general education courses leading to certificates and degrees in public safety education and training and allied disciplines.

MVC partners with Riverside County Sheriff's Department and California Department of Forestry and Fire Protection/Riverside County Fire Department to offer training for law enforcement officers, firefighters, paramedics, emergency medical technicians, correctional officers, and dispatchers at this location.

In September 2010 the Board of Trustees approved a resolution to establish a MVC Education Center at the MVC – Ben Clark Training Center. Although the state imposed a moratorium on the approval of new education centers during the economic downturn, that moratorium has now been lifted and RCCD is pursuing approval of this site as an educational center. In keeping with the requirement for center status, the MVC – Ben Clark Training Center offerings will be expanded to include an appropriate range of library and student services to support the educational programs.

## NATIONAL, STATE, AND LOCAL CONTEXT

# THE ECONOMY

The nation is slowly recovering from the most serious economic downturn since the 1930s. The Great Recession has had a negative impact on every facet of the economy, marked by high unemployment rates, a depressed housing market, and low consumer spending. These economic indices are showing signs of improvement and UCLA economists predict that the national recovery will be sluggish but steady over the next two years. (uclaforecast.com)

The pace of the economic recovery is illustrated by gradual improvements in unemployment rates. The national unemployment rate was between 8.9% and 10.0% from April 2009 until October 2011. Since then, the rate has slowly but consistently decreased, reaching 5.6% in December 2014. To provide a frame of reference, the national unemployment rate was 4.6% in January 2007. Three years later at the beginning of 2010, the national unemployment rate more than doubled reaching 9.7%. The December 2014 unemployment rate of 5.6% is the lowest it has been since October 2008. (bls.gov)

A similar pattern of slow, but hopeful growth is seen in both new construction and sales of existing homes. New housing starts increased in 2012 and economists predict that the combination of pent-up demand plus continued low prices and mortgage rates will continue to fuel the recovery in this sector.

The economic downturn in California has been especially severe. For example, in December 2006, the state's unemployment rate was 4.6%, and in January 2010, the rate had almost tripled, reaching 13.2%. California's unemployment rate was then and continues to be higher than the national unemployment rate. California's December 2014 unemployment rate was 7.0%, one of the highest unemployment rates in the nation. (bls.gov) The good news is that there are signs of recovery. The forecast is that California's economy is projected to grow through 2015 across all private sector industries, led by technology, tourism, and exports as the strongest sectors. This fiscal recovery is evident in state budget surpluses, which have been created by higher personal income tax receipts and restrained spending. However, the state faces serious challenges, such as health care costs, the lack of immigration reform, domestic out-migration, and water shortages that will impact the rate of economic growth. (<http://laedc.org/wp-content/uploads/2014/02/LAEDC-2014-15-February-Forecast-Report.pdf>)

One positive sign of the economic recovery is that the unemployment rates in Riverside County are decreasing. The unemployment rate was 14.6% in January 2010 and has been steadily declining since then. Despite that positive news, Riverside County's unemployment rate continues to be higher than the statewide rate; in December 2014 the unemployment rate for Riverside County was 7.4%, which is higher than both the national and statewide rates. (<http://www.labormarketinfo.edd.ca.gov>)

Unemployment rates have declined due to increases in the number of available jobs in the Inland Empire, which regained 40,000 of the 147,000 jobs lost during the recession. The primary sectors that have been adding jobs are leisure and hospitality, wholesale trade, retail trade, health care, transportation, warehousing, utilities, and professional scientific and technical services. Payrolls were reduced in government and administrative and support services. Other good news for the local area is the increase in housing indicators, such as new home construction permits and home prices. Based on these forecasts, the local economy is likely to have the same type of slow but steady recovery as the nation and the state. (Refer to *Chapter 2, Data Set 15.*) ([laedc.org/reports/2013-14EconomicForecastandIndustryOutlook.pdf](http://laedc.org/reports/2013-14EconomicForecastandIndustryOutlook.pdf))

## NATIONAL, STATE, AND LOCAL CONTEXT

# CALIFORNIA COMMUNITY COLLEGES

Based on the belief that college-educated residents are necessary in order to advance its economic, political, and social success, California developed an impressive system of 112 community colleges. The colleges are as diverse as the regions and populations they serve. The largest higher education system in the United States, California community colleges served 2,309,989 students by headcount with 1,092,603 full-time equivalent students taking credit courses and 68,684 full-time equivalent students taking non-credit courses in 2013–2014. (datamart.cccco.edu) To place these numbers in perspective, one third of all community college students in the nation are enrolled at a California community college. ([http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014\\_StateOfSystem/2014\\_State\\_of\\_the\\_System\\_FINAL.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_StateOfSystem/2014_State_of_the_System_FINAL.pdf))

California community colleges are the most cost-effective system of education in the state when compared to K-12 public schools and the University of California and CSU systems according to the Community College League of California. For 2013–2014, the state allocated \$5,997 for a full-time student in community college compared to \$8,365 a year in the K-12 system and \$12,506 and \$22,428 respectively, at a California State University and a University of California. (ccleague.org)

California's community colleges today are called upon to continue providing quality higher education while also addressing four powerful and inter-related challenges.

### **1. Increase in Student Demand**

One impact of the Great Recession is an increase in student demand for access to community college programs and services. There are two reasons for this increase. First, given California's high unemployment rate, students are seeking entry into community colleges for career training. Second, since the state's budget deficits have impacted all three of the state's public higher education systems, the state's universities have reduced the number of students in their freshman classes. As a result, there is an increase in the numbers of students seeking entry into community colleges to fulfill transfer requirements.

### **2. Emphasis on Degree and Certificate Completion**

Once the industrialized country with the highest percentage of young adults with a college degree globally, the United States now ranks 10th. College-age students are now likely to be less well educated than their parents. President Barack Obama challenged the nation to award an additional five million degrees and certificates by 2020. Extrapolating that challenge to community colleges, each California community college is asked to triple the number of degrees and certificates awarded by 2020. ([cccvision2020.org](http://cccvision2020.org))

This national challenge is especially acute in California because it ranks lower than many other states on the higher education achievements of its residents. Based on the US Census, 39% of the working adults in California aged 25 to 64 have earned an associate degree or higher. According to the Georgetown University Center on Education and the Workforce, 61% of California's jobs will require postsecondary education as soon as 2018. The current rate of degree completion will be insufficient to meet this workforce need. Analysts at the Lumina Foundation project that if the current rate of degree completion continues, 45% of California's working adults will have earned a college degree by 2025, far short of the 61% that is projected to be needed for the workforce. ([luminafoundation.org](http://luminafoundation.org))

### **3. California Achievement Gap**

A study by the Institute for Higher Education Leadership and Policy at California State University in Sacramento identified ethnic differences in student achievement. Among the African-American and Latino students who attend community colleges, proportionately fewer African-American and Latino students (26% and 22% respectively) completed a degree or certificate within six years compared to white and Asian Pacific Islanders (37% and 35% respectively). Proportionately, twice as many white students transfer to a four-year university than Latino students. ([csus.edu/ihelp/PDFs/R\\_Div\\_We\\_Fail\\_1010.pdf](http://csus.edu/ihelp/PDFs/R_Div_We_Fail_1010.pdf))

## CALIFORNIA COMMUNITY COLLEGES (CONT'D)

### 4. Fiscal Challenge

State allocations to the California community colleges declined \$809 million, or 12% between 2008-2009 and 2012-2013. In response to this decrease in state allocations, the colleges reduced programs and services for students. As a result, enrollment decreased by more than 600,000 students over these years.

([californiacommunitycolleges.cccco.edu](http://californiacommunitycolleges.cccco.edu))

A proposition to temporarily increase taxes was approved by the voters in November 2012, resulting in \$210 million in additional funding to help prevent further reductions in community college programs and services and provide resources to keep pace with technological innovations.

Thanks to this measure as well as the improving state economy, funding for community colleges has increased in the past two years. Despite this good news, fiscal challenges continue because the revenue lost during the years of the recession will not be restored and the stability of today's increased funding is uncertain.

Six statewide solutions have been recently developed to assist colleges with these challenges.

### 1. The Student Success Task Force

Perhaps the most dramatic change to the California community college system occurred due to the work performed by the Student Success Task Force, a task force established by the Board of Governors in 2011 in an effort to re-examine system priorities in light of continuous budget cuts. The goal of the task force was to examine national best practices and models, and then make recommendations to improve California community college student success. The task force made twenty-two specific recommendations, twenty of which are currently being implemented through statutory change, regulatory change and/or the adoption of best practices.

([californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/SSTF\\_Final\\_Report\\_1-17-12\\_Print.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/SSTF_Final_Report_1-17-12_Print.pdf))



Notable aspects of these regulatory changes are:

- Priority Registration  
In September 2012 the Board of Governors established a regulation regarding priority registration for all California community colleges. Beginning fall 2014, students in the following categories will have registration priority over other students:
  - / Active-duty military
  - / Recent veterans
  - / Current former foster youth
  - / Students served through Extended Opportunity Programs and Services and Disabled Students Programs and Services
  - / New students who have completed college orientation, completed college assessment, and developed education plans
  - / Continuing students in good academic standing who have not exceeded 100 units not including units in basic skills English, mathematics or English as a Second Language ([extranet.cccco.edu/Portals/1/Legal/Regs/FINAL\\_AS\\_FILED\\_Enrollment%20priorities\\_regs.pdf](http://extranet.cccco.edu/Portals/1/Legal/Regs/FINAL_AS_FILED_Enrollment%20priorities_regs.pdf))
- The Student Success Act of 2012 (SB1456)  
This Senate bill implemented selected recommendations of the Student Success Task Force by providing statutory authority to alter current laws regarding:
  - / Student Success and Support Program – The bill calls for substantial changes to student support services. The goals of the Student Success and Support Program (formerly matriculation) are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the student success and support program process: admissions, orientation, assessment and testing, counseling, and student follow-up. After submitting a Student Success and Support Plan to the Chancellor’s Office, colleges may apply for funding and technical assistance.
  - / Common Assessment – Colleges will need to use common assessment practices once they are made available to the colleges.
  - / The Student Success Scorecard – The scorecard, first distributed in April 2013, is a system of accountability that requires each college to measure what are considered “high-order” outcomes such as degrees, certificates, remedial programs, job training programs, student retention, and transfer data. The scorecard focuses on institutional progress rather than comparative information between colleges. The data are reported by gender, age, and ethnicity and is available on-line for access by the community. ([scorecard.cccco.edu](http://scorecard.cccco.edu))
  - / Minimum Academic Standards – This aspect of the Senate bill requires students who receive fee waivers due to fiscal hardship to meet minimum standards to maintain their waivers.

## CALIFORNIA COMMUNITY COLLEGES (CONT'D)

### 2. Student Transfer Achievement Reform Act

An important strategy to improve California's degree completion rates has been codified in the Student Transfer Achievement Reform Act (SB 1440). Research shows that California community college students annually transfer to a state university with more than the required 60 semester units. Under the provision of this recent legislation, eligible students will receive an associate degree for transfer in their area of study with 60 units. Following this step, students are then guaranteed admission into a California State University campus as a junior and only need to complete 60 additional units in order to graduate with a bachelor's degree.

To implement this legislation, colleges developed transfer degrees that allow students to transfer to specific CSU programs without additional coursework. Most colleges, including MVC, adopted the Transfer Model Curriculum prepared jointly by the state Academic Senates for the California State University and the community colleges. A total of 1,600 new transfer degrees were developed in 2011-2012. The student response has been enthusiastic. The number of students who earned transfer degrees in 2012-2013 was 5,366; that number doubled to 11,839 transfer degrees earned in 2013-2014. ([http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014\\_StateOfSystem/2014\\_State\\_of\\_the\\_System\\_FINAL.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_StateOfSystem/2014_State_of_the_System_FINAL.pdf))

### 3. Course Repetition and Repeatability

On-going fiscal constraints in California have triggered an increase in the scrutiny of California community college programs and practices. In 2012 regulatory changes were made to Title 5 §55041 regarding course repeatability to reduce the number of times students can take the same course. This move was made to reduce dollars paid to the colleges and to allow new students greater access to courses. The move restricts the apportionment that colleges can collect for students who repeat the same course.

Additionally, individual college curriculum committees have found it necessary to analyze whether their courses require alterations due to regulatory change. This modification has had a profound impact on the visual and performing arts, physical education, dance, and kinesiology where repeatability is limited to courses that are required to finish a bachelor's degree at a transferring state public university, regardless of the grade symbol a student receives in a class. ([extranet.cccco.edu/Portals/1/Legal/Regs/FINAL\\_as\\_Filed\\_Course\\_Repeatability\\_Regs.pdf](http://extranet.cccco.edu/Portals/1/Legal/Regs/FINAL_as_Filed_Course_Repeatability_Regs.pdf))

### 4. On-line Education

In a recent budget proposal California Governor Brown suggested that colleges reduce costs by encouraging students to take advantage of Massive Open Online Courses to complete general education courses that may be impacted at public colleges and universities. These courses are often inexpensive and are offered by proprietary colleges. Current conversations on this idea are focused on how and if the state's public colleges and universities will accept units earned in such courses.

## 5. Doing What Matters for Jobs and the Economy

Leaders in the Chancellor’s Office believe that California community colleges are in a unique position to close the gap between what employers need and the skills workers have. “Doing What Matters for Jobs and the Economy” identified major California Industries and includes labor priorities necessary for industries such as energy and utilities, agriculture, healthcare, biotechnology, advanced transportation, small business export, retail, advanced manufacturing, hospitality and tourism, and information and communication.

California was divided into 15 regions and each region was asked to identify regional market needs and to:

- Consider those needs when making local decisions as to workforce training (Give Priority);
- Retool or eliminate programs that are not working for industry (Make Room);
- Adopt common regional metrics and necessary skill sets needed by regional workers (Student Success); and
- Invest in innovation for select programs (Innovation).

In addition to coping with these challenges, many community colleges are re-examining their missions to align their programs and services with the needs of the communities they serve in a fiscally responsible manner. (<http://doingwhatmatters.cccco.edu>)

## 6. California Community College System Goals

The recommendations of the Student Success Task Force, in addition to being the impetus for the Student Success Act of 2012 described previously in this section, was also the impetus for the development of system-wide goals. Approved in 2014, the goals are to improve the system’s performance in each of these areas:

- Student Success
- Equity
- Student Services
- Efficiency
- Access

The Scorecard, described previously in this section, will provide most of the metrics for assessing progress in system-wide improvement in these areas. The annual report of progress will include system-wide performance on each of these metrics as well as the performance of each college and district. In addition to the annual report presented to the legislature, these Indicators of Institutional Effectiveness are to be posted on college websites by June 30, 2015.

A status report on all 22 recommendations from the Student Success Task Force is available at ([http://www.californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessInitiative/SS\\_TaskForce\\_1\\_13\\_15.pdf](http://www.californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessInitiative/SS_TaskForce_1_13_15.pdf)).



# CHAPTER 2

## PROFILE

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and students

# CHAPTER 2 PROFILE

# PROFILE OF THE COLLEGE COMMUNITY AND STUDENTS

This chapter provides background information about the demographic and economic characteristics of the MVC service area and its students.

The data sets in this chapter were derived from a variety of resources including state agencies, local agencies, the MVC Office of Institutional Research and Assessment, and the Riverside Community College District Office of Institutional Research & Strategic Planning. The specific source of the information is identified for each data set.

Occasionally the data from one source is not an exact match with data from a different source. The reason for this discrepancy is that data from various sources are often developed with different methodologies. Given that the implications for planning in this comprehensive master plan are drawn from an analysis of trends, minor discrepancies in numbers are not significant.

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AND CHARACTERISTICS

LOCAL ECONOMIC TRENDS

ENROLLMENT TRENDS

STUDENT CHARACTERISTICS

STUDENT ACHIEVEMENT

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# REGIONAL POPULATION TRENDS + CHARACTERISTICS

**DATA SET 1: CURRENT AND PROJECTED POPULATION BY CITIES  
WITHIN RCCD BOUNDARIES**

	2010	2020	2025	% Growth from 2010 to 2025
Corona	152,374	155,818	164,559	8%
Eastvale	53,670	61,461	68,250	27%
Jurupa Valley	95,004	103,714	125,950	33%
Moreno Valley	193,365	213,739	255,231	32%
Norco	27,063	30,757	32,657	21%
Perris	68,386	82,028	114,046	67%
Riverside City	303,871	338,977	382,681	26%
<b>RCCD Total</b>	<b>893,733</b>	<b>986,494</b>	<b>1,143,374</b>	<b>28%</b>
<b>Riverside County California</b>	<b>2,194,933</b>	<b>2,478,059</b>	<b>2,662,235</b>	<b>21%</b>
	<b>37,341,978</b>	<b>40,619,346</b>	<b>42,373,301</b>	<b>13%</b>

For city data: Riverside County Center for Demographic Research, [rctlma.org/rcd/content/projections/PHEProjections\\_2010.pdf](http://rctlma.org/rcd/content/projections/PHEProjections_2010.pdf) (January 23, 2015)

For county and state data: California Department of Finance, [dof.ca.gov/research/demographic/reports/projections/P-1/](http://dof.ca.gov/research/demographic/reports/projections/P-1/) (January 23, 2015)

- The two cities within RCCD boundaries that have the greatest number of residents are Riverside (2010 population 303,871) and Moreno Valley (2010 population 193,365). The city with the smallest population is Norco (2010 population 27,063).
- The number of residents living within the RCCD geographic boundaries is projected to increase 28% by 2025, which is an average of 1.7% each year for fifteen years.
- A population increase is projected for all cities within RCCD boundaries, with Perris projected to have a 67% increase in population, Moreno Valley a 32% increase, and Corona the lowest projected increase at 8%.
- The distribution of the population across these seven cities in RCCD is projected to remain stable over the next decade, with Riverside and Moreno Valley as the two largest cities and Norco as the smallest.
- Overall, the population in Riverside County is projected to grow 21%, which is higher than the projected increase for California (13%). A 21% increase in Riverside County's population by 2025 is an average increase of 1.4% each year for fifteen years.

**DATA SET 2: MORENO VALLEY COLLEGE STUDENT HEADCOUNT  
BY CITIES WITHIN RCCD BOUNDARIES**

City	Fall 2012 Student Headcount	% of Total Student Headcount
Corona	268	3%
Moreno Valley	3,967	43%
Norco	43	<1%
Perris	1,341	15%
Riverside City	1,109	12%
<b>Total Within RCCD</b>	<b>6,728</b>	<b>72%</b>
<b>Total Outside RCCD</b>	<b>2,560</b>	<b>28%</b>
<b>Total MVC Enrollment</b>	<b>9,288</b>	<b>100%</b>

Source: Riverside Community College District Office of Institutional Research & Strategic Planning, 2013

Note: RCCD boundaries encompass seven cities. Eastvale and Corona share a zip code and in this analysis, students from Eastvale are included in the number of students from Corona. Jurupa Valley and Riverside share a zip code and in this analysis, students from Jurupa Valley are included in the number of students from Riverside.

- Seventy-two percent (72%) of all students enrolled at MVC in fall 2012 resided within RCCD boundaries.
- Seventy percent (70%) of all MVC students in fall 2012 resided in the cities of Moreno Valley, Perris and Riverside.



## REGIONAL POPULATION TRENDS AND CHARACTERISTICS (CONT'D)

**DATA SET 3: MORENO VALLEY COLLEGE STUDENT HEADCOUNT BY CITIES OUTSIDE RCCD BOUNDARIES**

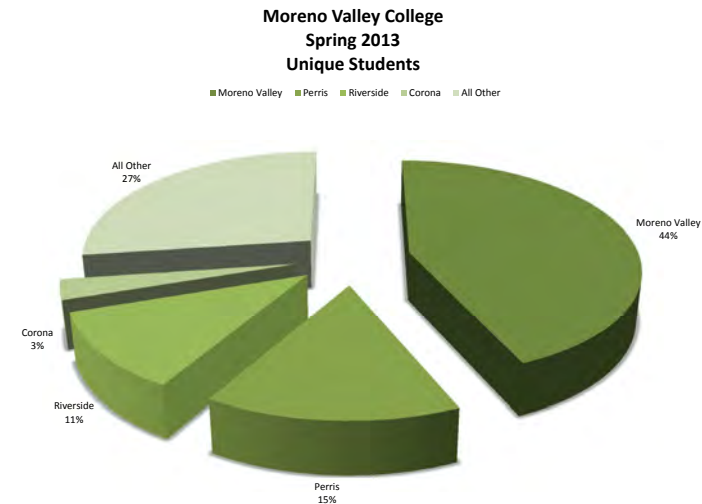
City	Fall 2012 Student Headcount	% of Total Student Headcount
Beaumont	103	4%
Hemet	163	6%
Menifee	124	5%
Murrieta	153	6%
Sun City	142	6%
<b>Total from communities with fewer than 100 students traveling to MVC</b>	<b>1,875</b>	<b>73%</b>
<b>Total Outside RCCD</b>	<b>2,560</b>	<b>27%</b>
<b>Total MVC Enrollment</b>	<b>9,288</b>	<b>100%</b>

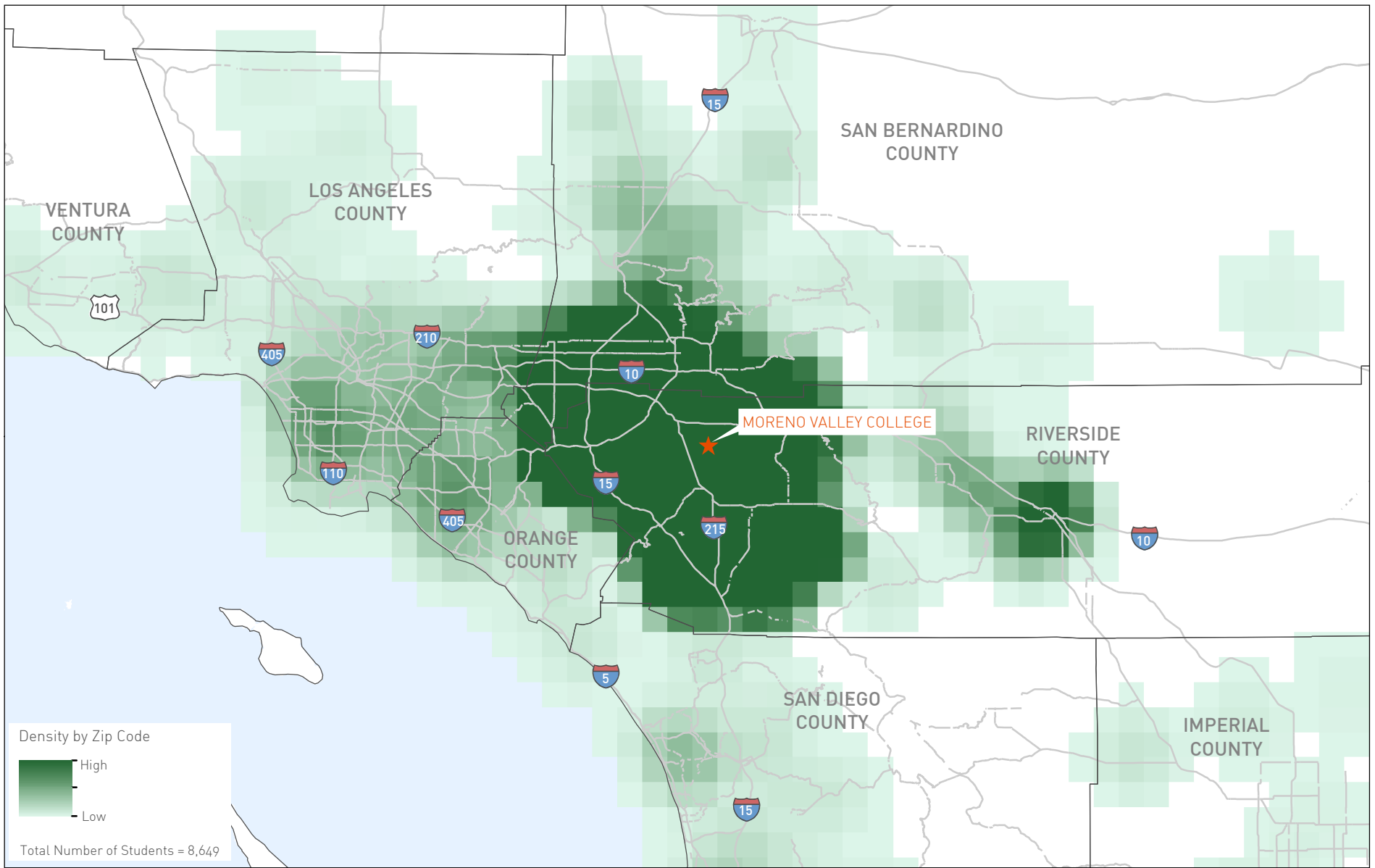
Source: Riverside Community College District Office of Institutional Research & Strategic Planning, 2013

Note: RCCD boundaries encompass seven cities. Eastvale and Corona share a zip code and in this analysis, students from Eastvale are included in the number of students from Corona. Jurupa Valley and Riverside share a zip code and in this analysis, students from Jurupa Valley are included in the number of students from Riverside.

- Students who attended MVC in fall 2012 who live outside of RCCD boundaries are widely dispersed and reside in many different communities.
- The five cities outside RCCD boundaries with the greatest number of students attending MVC in fall 2012 are Beaumont, Hemet, Menifee, Murrieta and Sun City.

**DATA SET 4: UNIQUE STUDENTS BY ZIP CODE**





UNIQUE STUDENTS BY ZIP CODE - SPRING 2017

## REGIONAL POPULATION TRENDS + CHARACTERISTICS (CONT'D)

**DATA SET 5: POPULATION BY RACE/ETHNICITY WITHIN RCCD BOUNDARIES**

City	African-American	American Indian, Alaska Native	Asian	Hispanic	Pacific Islander	White	Two or more races
Corona	5%	<1%	9%	43%	1%	39%	2%
Eastvale	11%	<1%	22%	40%	0	25%	2%
Jurupa Valley	4%	<1%	3%	66%	<1%	25%	1%
Moreno Valley	17%	<1%	5%	54%	<1%	20%	2%
Norco	7%	1%	4%	28%	0	58%	3%
Perris	11%	<1%	4%	71%	<1%	13%	1%
Riverside City	6%	1%	7%	49%	<1%	34%	2%

Source: Riverside County Center for Demographic Research, [rctlma.org/rcd/content/projections/PHEProjections\\_2010.pdf](http://rctlma.org/rcd/content/projections/PHEProjections_2010.pdf) (January 23, 2015)

- The population within RCCD boundaries is ethnically diverse, with the greatest proportions of the residents identifying themselves as either Hispanic or White.

**DATA SET 6: POPULATION BY GENDER WITHIN RCCD BOUNDARIES**

City	Female	Male
Corona	51%	50%
Eastvale	50%	50%
Jurupa Valley	50%	50%
Moreno Valley	51%	49%
Norco	44%	56%
Perris	51%	49%
Riverside City	50%	50%

- There is a gender balance in the populations in all cities within RCCD boundaries with the exception of Norco.

Source: Riverside County Center for Demographic Research, [rctlma.org/rccd/content/projections/PHEProjections\\_2010.pdf](http://rctlma.org/rccd/content/projections/PHEProjections_2010.pdf) (January 23, 2015)



## REGIONAL POPULATION TRENDS + CHARACTERISTICS (CONT'D)

**DATA SET 7:** CURRENT AND PROJECTED POPULATION BY AGE FOR RIVERSIDE COUNTY AND CALIFORNIA

City	Preschool Age 0-4	School Age 5-17	College Age 18-24	Working Age 25-64	Young Retirees 65-74	Mature Retirees 75-84	Seniors
Riverside County 2010	7%	21%	10%	50%	6%	4%	1%
Riverside County 2020	7%	18%	11%	50%	8%	4%	2%
Riverside County 2030	7%	17%	9%	50%	10%	6%	2%
California 2010	7%	18%	11%	53%	6%	4%	2%
California 2020	7%	17%	10%	52%	9%	4%	2%
California 2030	6%	16%	9%	49%	10%	6%	2%

Source: California Department of Finance, [dof.ca.gov](http://dof.ca.gov)

*Note:*

The age cohorts are unevenly divided to provide a projection for the college-going age cohort.

- The proportions of the population that are school age (5–17) and college-age (18–24) in Riverside County are projected to decrease and the proportions of the population that are young retirees (65–74) and mature retirees (75–84) are projected to increase over the next twenty years.
- Changes in the proportions of the Riverside County population in each age cohort are projected to reflect the same shifts as changes in the proportions of the state population, with a slightly lower proportion of school age and a slightly higher proportion of retirees by 2030. The proportion of the Riverside County population that is of school age is projected to decrease from 21% in 2010 to 17% by 2030. The proportion of the population in the cohort of young retirees is projected to increase from 6% to 10% in the same period and the proportion of the cohort of mature retirees is projected to increase from 4% to 6%.

**DATA SET 8: LANGUAGE SPOKEN AT HOME BY RESIDENTS AGE 5 AND OLDER**

City	Language Other than English Spoken at Home
Corona	42%
Moreno Valley	48%
Norco	24%
Perris	63%
Riverside City	43%
Riverside County	40%
California	43%

Source: US Census 2010 Quick Facts, [quickfacts.census.gov](http://quickfacts.census.gov)

*Note:*

*RCCD boundaries encompass seven cities. Eastvale and Corona share a zip code and in this analysis, residents in Eastvale are included in the number of residents from Corona. Jurupa Valley and Riverside share a zip code and in this analysis, residents in Jurupa Valley are included in the number of residents from Riverside.*

- The cities within RCCD boundaries with the highest proportion of the population that speak a language other than English at home are Moreno Valley, Perris and Riverside.
- Moreno Valley, Perris and Riverside are the cities of residence for 70% of the College's student population. (Refer to [Data Set 2.](#))

## REGIONAL POPULATION TRENDS + CHARACTERISTICS (CONT'D)

**DATA SET 9: MEDIAN HOUSEHOLD INCOME BY CITIES WITHIN RCCD BOUNDARIES**

City	Median Household Income
Corona	\$79,877
Moreno Valley	\$56,768
Norco	\$84,812
Perris	\$49,812
Riverside City	\$57,555
Riverside County	\$58,365
California	\$61,632

Source: US Census 2010 Quick Facts, [quickfacts.census.gov](http://quickfacts.census.gov)

*Note:*

RCCD boundaries encompass seven cities. Eastvale and Corona share a zip code and in this analysis, residents in Eastvale are included in the number of residents from Corona. Jurupa Valley and Riverside share a zip code and in this analysis, residents in Jurupa Valley are included in the number of residents from Riverside.

- The median household income for the residents of Corona and Norco are above the county and state median household income levels. All other cities within RCCD boundaries are below both county and state median household income levels.

**DATA SET 10: PERCENTAGE OF PERSONS BELOW POVERTY LEVEL BY CITIES WITHIN RCCD BOUNDARIES**

City	% of Residents Below Poverty Level
Corona	42%
Moreno Valley	48%
Norco	24%
Perris	63%
Riverside City	43%
Riverside County	40%
California	43%

Source: US Census 2010 Quick Facts, [quickfacts.census.gov](http://quickfacts.census.gov)

*Note:*

RCCD boundaries encompass seven cities. Eastvale and Corona share a zip code and in this analysis, residents in Eastvale are included in the number of residents from Corona. Jurupa Valley and Riverside share a zip code and in this analysis, residents in Jurupa Valley are included in the number of residents from Riverside.

- Compared to Riverside County overall, the proportion of residents with a median household income below the poverty level is higher in all of the cities within RCCD, other than Norco. The 2012 poverty level in California is annual income of \$37,060 for a family of 3 and \$44,700 for a family of 4. ([www.dhcs.ca.gov](http://www.dhcs.ca.gov))

**DATA SET 11: LEVEL OF EDUCATIONAL ATTAINMENT FOR RESIDENTS AGE 25+ WITHIN RCCD BOUNDARIES**

	Corona	Moreno Valley	Norco	Perris	Riverside City	California
Did not graduate high school	19%	25%	20%	38%	23%	19%
High school graduate	23%	28%	29%	29%	25%	22%
Some college	25%	25%	27%	19%	23%	22%
Subtotal: Residents without a college degree	<b>67%</b>	<b>78%</b>	<b>76%</b>	<b>86%</b>	<b>71%</b>	<b>63%</b>
Associate's degree	9%	8%	9%	6%	7%	8%
Bachelor's degree or higher	24%	15%	16%	9%	22%	30%
Total population age 25+ years	<b>88,873</b>	<b>101,391</b>	<b>18,487</b>	<b>32,488</b>	<b>173,719</b>	<b>23,497,945</b>

Source: American Community Survey 2006 – 2010, [www.census.gov/acs/www/](http://www.census.gov/acs/www/)

*Note:*

RCCD boundaries encompass seven cities. Eastvale and Corona share a zip code and in this analysis, residents in Eastvale are included in the number of residents from Corona. Jurupa Valley and Riverside share a zip code and in this analysis, residents in Jurupa Valley are included in the number of residents from Riverside.

- A significant proportion of the residents age 25 and older who live within RCCD boundaries have not attended college.
- Statewide, the proportion of adults aged 25 and older that have earned a higher education degree is 38%, which is higher than the proportions of adults with a college education in Corona (33%), Moreno Valley (23%), Norco (25%), Perris (15%), and Riverside City (29%). The proportions of adult residents who have not earned a college degree are highest in Moreno Valley (78%), Norco (76%), and Perris (86%).
- With the exception of Perris, the proportions of residents within RCCD boundaries whose highest level of educational attainment is an associate degree are comparable to the state level of 8%. Also with the exception of Perris, the proportions of high school graduates and residents with some college in the RCCD cities are higher than the state level of 22%.
- With the exception of Corona, the proportions of residents who have not graduated from high school are higher than the state level of 19%. The proportion of residents who have not graduated from high school is highest in the cities of Moreno Valley (25%) and Perris (38%).



# LOCAL ECONOMIC TRENDS

## DATA SET 12: EMPLOYMENT AND UNEMPLOYMENT FOR RIVERSIDE COUNTY

Sector	December 2013	December 2014	Difference
Labor Force	957,000	959,000	2,000
Employment	872,100	888,200	16,100
Unemployment	84,900	70,800	-14,100
Unemployment Rate	8.9%	7.4%	-1.5%

Source: <http://www.calmis.ca.gov/file/1fmonth/1312rcou.pdf>

- Even with an additional 2,000 workers entering the labor force, unemployment rates in Riverside County dramatically improved between December 2013 and December 2014.

## LOCAL ECONOMIC TRENDS (CONT'D)

**DATA SET 13: NATIONAL EARNINGS AND UNEMPLOYMENT RATES BY EDUCATIONAL ATTAINMENT FOR ADULTS**

Education attained	Unemployment rate in 2012	Median weekly earnings in 2012
Doctoral degree	2.5%	\$1,624
Professional degree	2.1%	\$1,735
Master's degree	3.5%	\$1,300
Bachelor's degree	4.5%	\$1,066
Associate's degree	6.2%	\$785
Some college, no degree	7.7%	\$727
High school diploma	8.3%	\$652
Less than a high school diploma	12.4%	\$471

Source: U.S. Bureau of Labor Statistics, Current Population Survey, [bls.gov/emp/ep\\_table\\_001.htm](http://bls.gov/emp/ep_table_001.htm)

- Nationally, adults age 25 and older with the lowest levels of educational attainment have the highest rates of unemployment and the lowest median weekly earnings. Given that a significant proportion of the residents age 25 and older who live within RCCD boundaries have not attended college, level of educational attainment is a major factor in the high rates of unemployment in the Inland Empire and the percentages of residents who live below the poverty level. (Refer to [Data Set 9](#) and [Data Set 10](#).)

**DATA SET 14: UNEMPLOYMENT RATES IN RCCD**

City	November 2013	November 2014
Corona	6.9%	6.0%
Eastvale	9.5%	8.2%
Jurupa Valley	8.9%	8.2%
Moreno Valley	11.0%	9.6%
Norco	7.7%	6.7%
Perris	14.9%	13.1%
Riverside City	9.5%	8.3%
<b>California</b>	<b>8.2%</b>	<b>7.1%</b>

Source: <http://www.homefacts.com/unemployment/California/Riverside-County/Eastvale.html> (January 23, 2015)

- Unemployment rates declined in the past year in the cities within RCCD boundaries.
- Within RCCD boundaries the cities with the highest unemployment rates are Moreno Valley and Perris. Corona and Norco experienced the lowest unemployment rates in the past two years.

**DATA SET 15: PROJECTED EMPLOYMENT GROWTH IN THE INLAND EMPIRE BY INDUSTRY**

Industry Sector	Number of Jobs		
	2005	2015	% Change from 2005 to 2015
Administrative services	85,800	121,300	41.4%
Wholesale trade	47,200	66,200	40.3%
Transportation and warehousing	52,100	71,000	36.3%
Construction	114,800	149,200	30.0%
Professional, scientific and technical services	32,000	43,900	37.2%
Accommodation and food services	104,000	134,100	28.9%
Retail trade	157,500	200,400	27.2%
Private education services	13,700	17,400	27.0%
Mining	1,200	1,600	33.3%
Arts, entertainment and recreation	15,600	19,300	23.7%
Utilities	5,100	5,900	15.7%
Real estate, rental and leasing	18,000	21,500	19.4%
Information	14,200	16,700	17.6%
Finance and insurance	28,500	34,300	20.4%
Healthcare and social assistance	107,200	132,900	24.0%
Management	11,700	12,900	10.3%
Other services	40,100	48,500	20.9%
Federal government	17,200	17,100	-1.2%
State and local government	199,100	244,500	22.8%
Nondurable manufacturing	34,900	37,900	8.6%
Durable manufacturing	86,100	92,000	6.9%

Source: *The Inland Empire in 2015*, [ppic.org/content/pubs/report/R\\_408HJR.pdf](http://ppic.org/content/pubs/report/R_408HJR.pdf)

- Employment in the Inland Empire is projected to grow in every sector except federal government.
- The state and local government sector is projected to include the largest number of jobs by 2015. This sector includes public safety agencies, such as the law enforcement and fire departments.
- Five other sectors projected to have over 100,000 jobs in the Inland Empire by 2015 are: retail trade, administrative services; construction; healthcare and social assistance; and accommodation and food service.
- The percentage of growth in the number of jobs is highest for administrative services; wholesale trade; and professional scientific and technical services. Although the percentage of change is high for each of these sectors, the total number of jobs in wholesale trade and professional, scientific and technical services is relatively small.



## LOCAL ECONOMIC TRENDS (CONT'D)

**DATA SET 16:** PERCENTAGE OF JOBS BY EDUCATION IN THE INLAND EMPIRE AND STATE

	Less than high school diploma	High school diploma	Some college	Bachelor's degree	Graduate degree
Inland Empire					
2005	21%	29%	32%	12%	7%
2015	18%	36%	26%	13%	8%
California					
2005	16%	23%	31%	20%	10%
2015	13%	29%	25%	21%	12%

Source: *The Inland Empire in 2015*, [ppic.org/content/pubs/report/R\\_408HJR.pdf](http://ppic.org/content/pubs/report/R_408HJR.pdf)

Note:

In this analysis, the category of "some college" includes associate degrees and career technical education certificates.

- In 2005, 50% of the jobs in the Inland Empire required only a high school diploma or less, compared to 39% of the jobs statewide. About 1/3 of the jobs in both the Inland Empire and the state required "some college," a category that includes associate degrees and career technical education certificates. Only 18% of the jobs in the Inland Empire in 2005 required a bachelor's degree or higher in contrast 30% of the jobs statewide.
- The projection for 2015 is that there will be a shift in Inland Empire's job requirements at the lower end of the education spectrum. In 2015 the percentage of jobs that do not require a high school diploma will decrease from 21% to 18% and the percentage of jobs that require a high school diploma will increase from 29% to 36%. There is a comparable shift statewide, with a decrease in the percentage of jobs that do not require a high school diploma from 16% to 13% and an increase in the percentage of jobs that require a high school diploma from 23% to 29%.
- The projection is that in 2015 the percentage of the jobs in both the Inland Empire and the state that require some college will decrease from approximately 32% to approximately 25%.
- In both the Inland Empire and the state, the percentage of jobs that require a bachelor's degree or higher will increase, but the disparity between the Inland Empire jobs and statewide jobs continues, with 20% of the jobs in the Inland Empire requiring a bachelor's degree or higher compared to 33% of the jobs statewide.

**DATA SET 17: EMPLOYMENT BY SECTOR FOR THE INLAND EMPIRE 2012-2013**

Sector	September 2013	September 2014	Change from 2013 to 2014	
			# of Jobs	% Change
Management & professions	46,300	47,900	1,600	3.5%
Federal and state	37,300	3,500	200	0.5%
Mining	1,200	1,200	0	0.0%
Utilities	5,500	5,400	(100)	-1.8%
Local government	73,300	72,800	(500)	-0.7%
Higher education	15,500	14,700	(800)	-5.5%
<b>Subtotal: Good Paying Jobs</b>	<b>179,100</b>	<b>179,500</b>	<b>400</b>	<b>0.2%</b>
K-12 education	111,000	115,800	4,800	4.5%
Healthcare	118,700	120,600	1,900	1.6%
Publish, telecom, other	11,200	11,600	400	3.5%
Financial activities	41,900	42,300	400	1.0%
<b>Subtotal: Moderate Paying Jobs that Require Higher Education</b>	<b>282,800</b>	<b>290,300</b>	<b>7,500</b>	<b>2.7%</b>
Distribution & transportation	130,900	135,600	4,700	3.6%
Construction	71,900	73,800	1,900	2.7%
Manufacturing	87,000	88,100	1,100	1.3%
<b>Subtotal: Moderate Paying Jobs that Do Not Require Higher Education</b>	<b>289,800</b>	<b>297,500</b>	<b>7,700</b>	<b>2.7%</b>
Retail trade	163,300	168,500	5,200	3.2%
Eating & drinking	104,800	109,900	5,100	4.9%
Social assistance	48,600	52,900	4,300	8.8%
Employment agency	41,400	43,300	1,900	4.7%
Administrative Support	48,900	49,600	700	1.4%
Agriculture	12,800	12,900	100	0.8%
Accommodation	14,200	13,700	(500)	-3.6%
Amusement	14,500	13,900	(600)	-4.1%
Other services	41,000	39,200	(1,800)	-4.4%
<b>Subtotal: Lower Paying Jobs</b>	<b>489,500</b>	<b>503,900</b>	<b>14,400</b>	<b>3.0%</b>
<b>Total, all industries</b>	<b>1,241,200</b>	<b>1,271,200</b>	<b>30,000</b>	<b>2.4%</b>

- Reflecting the economic recovery, there has been an overall 2.4% increase in the number of jobs in the past year in the Inland Empire.
- In the past year, job growth was slowest in the category of “good paying jobs.” The only sector in this category that increased the number of jobs is management and professions.
- In the category of “moderate paying jobs that require higher education” the sectors with the highest proportional growth in jobs are K-12 education and publishing and telecommunication.
- In the category of “moderate paying jobs that do not require higher education” the sector with the greatest growth is distribution and transportation.
- In the category of “lower paying jobs” the sectors that demonstrated the highest growth were social assistance, eating and drinking and employment agency.

Sources: Employment Development Department ([edd.ca.gov](http://edd.ca.gov)) and Inland Empire Quarterly Economic Report (<http://www.johnhusing.com/QUER%20Reports/QUER%20Oct%202014%20web.pdf>)

## LOCAL ECONOMIC TRENDS (CONT'D)

**DATA SET 18:** HEALTHCARE OCCUPATIONAL EMPLOYMENT BY EDUCATION LEVEL IN THE INLAND EMPIRE

Education Level	# of Occupations	2011 Jobs	2016 Jobs	Growth	% Growth	Openings	Average Hourly Wages
Short-term on-the-job training	4	16,970	20,334	3,364	16%	4,364	\$12.51
Moderate-term on-the-job training	6	23,228	26,472	3,244	12%	5,108	\$16.37
Postsecondary vocational award	7	22,208	24,830	2,622	11%	4,656	\$18.93
Associate Degree	11	29,407	33,390	3,983	13%	6,556	\$28.70
Growth rate for occupations requiring an associate degree or less: 13%							
Bachelor's Degree	4	2,849	3,114	265	9%	608	\$28.05
Degree plus Work Experience	1	2,438	2,717	279	11%	512	\$40.30
Master's Degree	6	4,376	4,945	569	12%	927	\$33.01
Doctoral Degree	3	4,334	4,804	470	12%	1,050	\$36.16
First Professional Degree	5	9,769	10,727	958	9%	1,947	\$53.96
Growth rate for occupations requiring a bachelor's degree or higher: 10%							
<b>Total/Average</b>	<b>47</b>	<b>115,579</b>	<b>131,333</b>	<b>15,754</b>	<b>14%</b>	<b>25,728</b>	<b>\$29.78</b>

Source: Labor Market Study: Healthcare Industries and Occupations in the Inland Empire May 2012, coeccc.net

- The demand for trained healthcare workers in the Inland Empire is projected to increase over the next five years. The two categories of healthcare occupations projected to have the most growth over the next five years are those that require short-term on-the-job training (16% growth) and those that require an associate degree (13% growth).
- Entry-level jobs requiring on-the-job training are plentiful and are projected to grow by 12% to 16% in the next five years. However, the average hourly wages for these jobs are only slightly above the California minimum wage of \$10 per hour.
- Jobs requiring a vocational certificate or associate degree are also plentiful and are projected to grow by 11% to 13% in the next five years. The average hourly wages are higher, almost double the California minimum wage of \$10 per hour for jobs requiring a vocational certificate and triple the minimum wage for those requiring an associate degree.
- Similarly, jobs requiring a bachelor's degree or higher are projected to grow by 10% in the next five years. The average hourly wages increase commensurate with the increased requirements for higher levels of education.

**DATA SET 19: GROWTH OF HEALTHCARE OCCUPATIONS IN THE INLAND EMPIRE**

Occupation	2011 jobs	2016 jobs	Growth	% Growth	Openings	Average hourly wage
Short-term on-the-job training						
Home health aides	5,133	6,164	1,031	20%	1,287	\$10.48
Occupational therapist aides	42	47	5	12%	8	\$15.97
Personal and home care aides	11,283	13,543	2,260	20%	2,964	\$9.58
Physical therapist aides	512	580	68	13%	105	\$14.02
Moderate-term on-the-job training						
Dental assistants	4,177	4,894	717	17%	1,110	\$14.72
Dental laboratory technician	117	125	8	7%	21	\$25.19
Medical assistants	7,137	8,251	1,114	16%	1,512	\$13.10
Medical secretaries	6,419	7,273	854	13%	1287	\$15.05
Pharmacy technicians	2,941	3,351	410	14%	780	\$16.28
Social and human service assistants	2,437	2,578	141	6%	398	\$13.86
Postsecondary vocational award						
Emergency medical technicians & paramedics	1,919	2,296	377	20%	573	\$17.74
Licensed vocational nurses	6,154	6,891	737	12%	1,700	\$21.15
Medical transcriptionists	1,553	1,619	66	4%	153	\$12.80
Nursing assistants	10,456	11,706	1,250	12%	1,771	\$12.02
Psychiatric technicians	1,433	1,532	99	7%	279	\$22.55
Respiratory therapy technicians	75	78	3	4%	12	\$26.08
Surgical technologists	618	708	90	15%	168	\$20.17
Associate degree						
Cardiovascular technologists and technicians	328	378	50	15%	74	\$25.07
Dental hygienists	1,305	1,530	225	17%	358	\$39.31
Diagnostic medical sonographers	387	431	44	11%	72	\$32.61
Medical and clinical laboratory technicians	699	775	76	11%	142	\$18.71
Medical records and health information technicians	1,442	1,613	171	12%	318	\$18.83
Nuclear medicine technologists	100	111	11	11%	18	\$38.60
Occupational therapist assistants	214	243	29	14%	45	\$22.80
Physical therapist assistants	566	643	77	14%	118	\$25.59
Physician assistant*	831	984	153	18%	46	\$39.31
Radiologic technologists and technicians	1,508	1,676	168	11%	277	\$28.73
Registered nurses	21,353	24,281	2,928	14%	4,793	\$36.22
Respiratory therapists	1,505	1,709	204	14%	341	\$29.21

Source: Labor Market Study: Healthcare Industries and Occupations in the Inland Empire May 2012, coeccc.net

\*MVC offers a certificate and an associate degree in the discipline of physician assistant, which prepares students for advanced levels of higher education and to take the national certifying examination. By 2020 students will be required to have completed a master's degree in order to qualify for taking the national certifying examination.

- MVC offers career technical education certificates in three of the occupations identified as requiring moderate on-the-job training: dental assistants, medical assistants, and social and human services assistants. The number of jobs in each of these areas is projected to grow in the next five years, by 16% to 17% for dental and medical assistants and by 6% for social and human services assistants.
- MVC offers career technical education certificates in two of the occupations identified as requiring postsecondary vocational certificates: emergency medical technicians and paramedics and medical transcriptionists. The number of jobs in these areas is projected to grow in the next five years, by 20% for emergency medical technicians and paramedics and by 4% for medical transcriptionists.
- MVC offers an associate of science degree in dental hygiene, an occupation identified in this labor market study as requiring an associate degree. The number of dental hygiene jobs is projected to grow by 17% in the next five years.
- MVC offers an associate of science degree in physician assistant, an occupation identified in this labor market study as requiring a master's degree. However, since students are eligible to take the national certifying exam once they complete an accredited program, the physician assistant program is included in this report.

## LOCAL ECONOMIC TRENDS (CONT'D)

**DATA SET 20: HEALTHCARE OCCUPATIONS BY EDUCATION AND NUMBER OF COMPLETIONS IN THE INLAND EMPIRE**

Occupations	Annual Openings	2011 Total Completions	Annual 2010-2011 MVC Awards	% of Completions at MVC	2010-2011 Oversupply or (Undersupply)	Projected Increase in Jobs by 2016
Moderate-term on-the-job training						
Dental assistants	222	567	5 AS degrees 7 certificates	2%	345	17%
Dental laboratory technician	4	8	3 AS degrees 1 certificate	50%	4	7%
Medical assistants	302	3,006	21 AS degrees 8 certificates	<1%	2,704	16%
Social and human service assistants	80	105	4 AS degrees 20 certificates (18-29 units) 11 certificates (6-17 units)	33%	25	6%
Postsecondary vocational award						
Emergency medical technicians and paramedics	115	270	Paramedic: 8 AS degrees	3%	155	20%
Medical transcriptionist	31	0	0	0	(31)	4%
Associate degree						
Dental hygienists	109	72	8 AS degrees	11%	37	17%
Medical records and health information technicians	64	250	0	0	186	12%

Source: Labor Market Study: Healthcare Industries and Occupations in the Inland Empire May 2012, coeccc.net

**Notes:**

- The number of annual MVC awards assumes that students earning an associate degree also earned a certificate in that discipline; therefore, to avoid counting students twice, the number of degrees earned is deleted from the total number of certificates awarded.
- Annual Openings are the number of job openings anticipated to be available to workers in the geographic area within a one-year time period. This estimate includes both new and replacement jobs.

- The comparison of the total number of completions in the Inland Empire to the number of annual awards granted by MVC indicates that the College's graduates constitute a low percentage of the total number of completions in each occupational area.
- The 2011 comparison of the number of annual openings to the number of awards shows an oversupply of trained workers in all occupations except medical transcriptionist. However, the number of positions for all occupations is projected to increase by 2016.

**DATA SET 21: MVC DEGREE AND CERTIFICATE COMPLETION IN HEALTHCARE OCCUPATIONS**

	Annual 2010- 2011 Awards	Annual 2011-2012 Awards
Associate of Science Degree in Healthcare Occupations		
Dental Assistant	5	2
Dental Hygienist	8	20
Dental Laboratory Technician	3	Program not offered
Human Services	4	5
Medical Assisting	21	19
Paramedic	8	2
Physician Assistant	8	12
Certificate requiring 60+ units		
Physician Assistant	19 (8 also received AS degree)	24 (12 also received AS degree)
Certificate requiring 30 – 59 units		
Dental Assistant	12 (5 also received AS degree)	18 (2 also received AS degree)
Dental Laboratory Technician	4 (3 also received AS degree)	Program not offered
Paramedic	8 (8 also received AS degree)	4 (2 also received AS degree)
Certificate requiring 18 – 29 units		
Human Services	20 (2 also received AS degree)	28 (4 also received AS degree)
Medical Assisting	29 (21 also received AS degree)	40 (19 also received AS degree)
Certificate requiring 6 – 17 units		
Human Services	11	8
Emergency Medical Services	56	124
Certificate requiring less than 6 units		
Clinical Medical Assisting	0	2

Source: Chancellor's Office Data Mart, [datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

Note:

The number of annual MVC awards assumes that students earning an associate degree also earned a high-unit certificate in that discipline; therefore, to avoid counting students twice, the number of degrees earned is deleted from the total number of certificates awarded that required 18 – 60+ units.

- MVC awarded approximately the same number of associate degrees in healthcare occupations in 2010-2011 and 2011-2012 (57 degrees and 60 degrees respectively).
- Almost 40% of all associate of science degrees earned in 2010-2011 were in medical assisting (21). About two-thirds of all associate of science degrees earned in 2011- 2012 were in dental hygiene (20) and medical assisting (19).

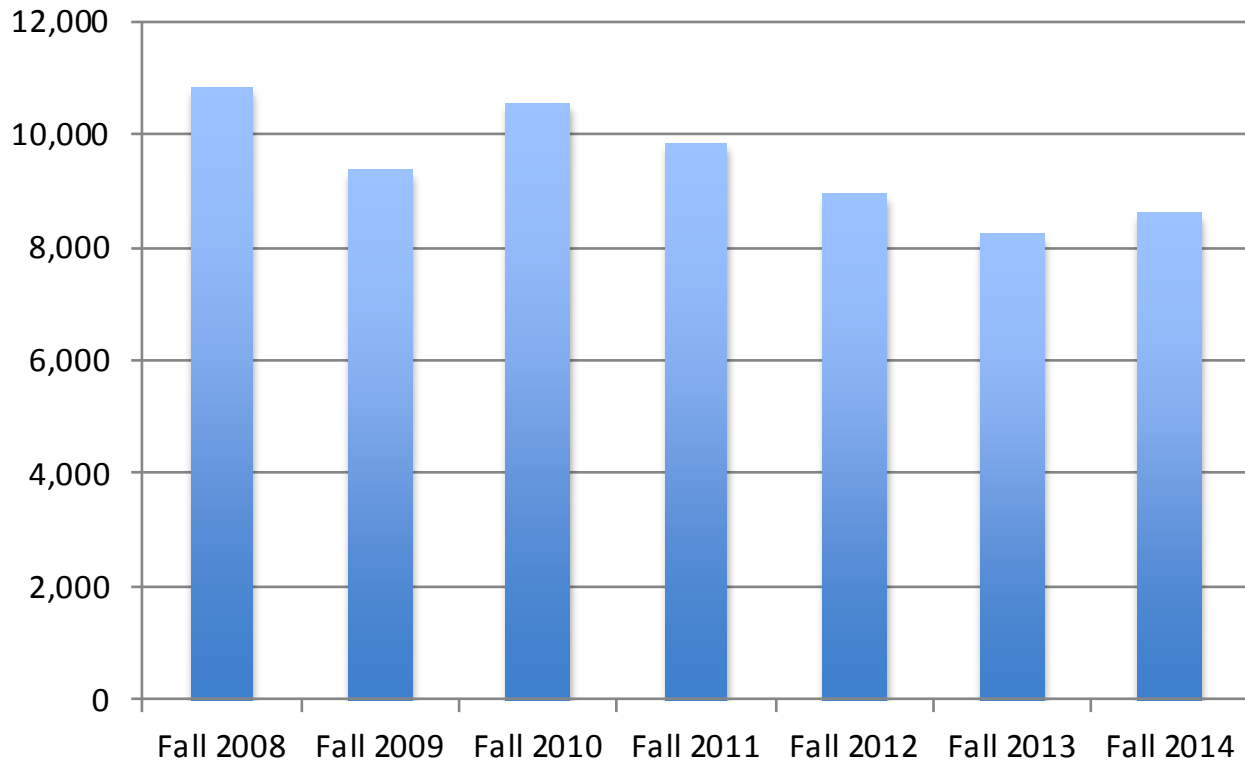


HUMANITIES

May Financial Awards  
Cash and prizes  
FREE FOOD & GOODIES  
May 15, 10:00 AM - 12:00 PM  
Student Center

# ENROLLEMENT TRENDS

**DATA SET 22:** MVC STUDENT HEADCOUNT



- Following student headcounts of over 10,000 students in fall 2008 and fall 2010, MVC student headcount reached a low of 8,220 students in fall 2013. This decline reflects the College's reduction in course offerings necessitated by reduced state funding.

Source: Chancellor's Office Data Mart, [datamart.cccco.edu](http://datamart.cccco.edu)



## ENROLLEMENT TRENDS (CONT'D)

**DATA SET 23:** MVC STUDENT HEADCOUNT BY SITE

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	# of Students	% of Total Students	# of Students	% of Total Students	# of Students	% of Total Students	# of Students	% of Total Students	# of Students	% of Total Students
MVC-Main Campus	7,720	72%	7,906	84%	7,754	73%	7,209	72%	7,051	78%
MVC-Ben Clark Training Center	3,039	28%	1,455	16%	2,925	27%	2,792	28%	2,003	22%
<b>Total</b>	<b>10,759</b>		<b>9,361</b>		<b>10,679</b>		<b>10,001</b>		<b>9,054</b>	

Source: MVC Office of Institutional Research and Assessment

- With the exception of fall 2009, about one-fourth of the College's students attend classes at the MVC-Ben Clark Training Center.

**DATA SET 24: MVC STUDENT HEADCOUNT BY AREA OF RESIDENCE**

	Fall 2010		Fall 2012	
	# of Students	% of Total Students	# of Students	% of Total Students
Corona	343	3%	268	3%
Moreno Valley	4,418	41%	3,967	43%
Norco	50	<1%	43	<1%
Perris	1,464	13%	1,341	15%
Riverside City	1,296	12%	1,109	12%
<b>Subtotal: Within RCCD</b>	<b>7,571</b>	<b>70%</b>	<b>6,728</b>	<b>72%</b>
<b>Subtotal: Outside RCCD</b>	<b>3,283</b>	<b>30%</b>	<b>2,560</b>	<b>28%</b>
<b>Total</b>	<b>10,854</b>	<b>100%</b>	<b>9,288</b>	<b>100%</b>

Source: MVC Zip Code Analysis 2013, a report prepared by the Riverside Community College District Office of Institutional Research & Strategic Planning

*Notes:*

- Student headcount reflects the number of unique students enrolled; each student is counted once no matter how many courses that student enrolled in for that semester.

- RCCD boundaries encompass seven cities. These data are derived by zip codes. Since Eastvale and Corona share a zip code, in this analysis students residing in Eastvale are included in the number of students from Corona. Similarly since Jurupa Valley and Riverside City share a zip code, in this analysis, students residing in Jurupa Valley are included in the number of students from Riverside City

- The pattern of where MVC students live has been relatively stable in recent years. In fall 2010 70% of the students resided within RCCD boundaries as did 72% of MVC students in fall 2012.
- Comparing fall 2010 to fall 2012, the percentage of MVC students who live in Riverside City remained at 12% while the percentage of MVC students who live in Moreno Valley and Perris increased slightly (from 41% to 43% and from 13% to 15%).

## ENROLLEMENT TRENDS (CONT'D)

**DATA SET 25: MVC STUDENT ENROLLMENTS BY AREA OF RESIDENCE**

	Fall 2010			Fall 2012		
	# of Enrollments	# of Students	# of Enrollments per Student	# of Enrollments	# of Students	# of Enrollments per Student
Corona	550	343	1.60	436	268	1.63
Moreno Valley	10,415	4,418	2.36	9,558	3,967	2.41
Norco	89	50	1.78	64	43	1.48
Perris	3,488	1,464	2.38	3,211	1,341	2.39
Riverside City	2,267	1,296	1.75	1,918	1,109	1.73
<b>Within RCCD</b>	<b>16,809</b>	<b>7,571</b>	<b>2.22</b>	<b>15,187</b>	<b>6,728</b>	<b>2.26</b>
<b>Outside RCCD</b>	<b>5,437</b>	<b>3,283</b>	<b>1.67</b>	<b>4,404</b>	<b>2,560</b>	<b>1.72</b>
<b>MVC Total</b>	<b>22,246</b>	<b>10,854</b>	<b>2.05</b>	<b>19,591</b>	<b>9,288</b>	<b>2.11</b>
<b>Statewide</b>	<b>4,431,140</b>	<b>1,747,248</b>	<b>2.54</b>	<b>4,010,297</b>	<b>1,582,258</b>	<b>2.54</b>

- In fall 2012 the number of enrollments per student is higher for students who reside within RCCD geographic boundaries (2.26) compared to students who reside outside of RCCD boundaries (1.72).
- In both fall 2010 and fall 2012, the number of enrollments per student at MVC (2.05 and 2.11 respectively) is lower than the statewide number (2.54 in both fall semesters).

Source: MVC Zip Code Analysis 2013, a report prepared by the Riverside Community College District Office of Institutional Research & Strategic Planning.

**Notes:**

- The number of enrollments reflects the duplicated student count; for example if a student enrolls in three courses, that student would be counted three times.
- RCCD boundaries encompass seven cities. These data are derived by zip codes. Since Eastvale and Corona share a zip code, in this analysis students residing in Eastvale are included in the number of students from Corona. Similarly since Jurupa Valley and Riverside City share a zip code, in this analysis, students residing in Jurupa Valley are included in the number of students from Riverside City.

**DATA SET 26: HIGH SCHOOL GRADUATES IN RCCD**

District	2003-2004	2005-2006	2007-2008	2009-2010	2011-2012	% Change from 2003-2004 to 2011-2012
Alvord	872	1,020	1,008	1,130	1,155	31%
Corona-Norco	2,479	2,647	3,250	3,731	3,964	60%
Jurupa	1,029	1,034	1,100	1,245	1,298	26%
Moreno Valley	1,724	1,762	1,850	1,972	2,044	19%
Riverside	2,455	2,566	2,717	3,061	3,082	26%
Val Verde	618	578	749	1,267	1,442	133%

Source: Moreno Valley College Fact Book 2013, <http://www.mvc.edu/files/FactBook2013-MV.pdf>

- The number of high school graduates within RCCD boundaries has steadily increased over the past decade.
- The three school districts that graduated the greatest number of students in 2011- 2012 are Corona-Norco, Moreno Valley and Riverside.
- The two school districts in closest proximity to MVC have both increased the number of graduates significantly, with Moreno Valley experiencing a 19% increase and Val Verde more than doubled the number of graduates between 2003-2004 and 2011-2012.
- The high school capture rate is the percent of recent high school graduates who are 19 years old or under who enrolled in RCCD during the fall term following graduation. This rate for RCCD has been 20% for each of the past two years.

## ENROLLEMENT TRENDS (CONT'D)

**DATA SET 27:** MVC EFFICIENCY MEASURES BY DISCIPLINE FALL 2011

Instructional Discipline	Full-time Equivalent Faculty	Weekly Student Contact Hours	WSCH/FTEF	Fill Ratio
Accounting	1.00	625.60	625.60	81.0%
Administration of Justice	0.63	530.40	848.64	106.0%
Basic Peace Officer Training Acad & Basic Public Safety Dispatch	10.25	2,890.75	282.13	89.0%
Basic Correctional Dep Acad	2.96	718.05	242.74	80.0%
Probation & Parole	1.75	538.78	613.49	66.0%
Anatomy & Physiology	3.50	2,581.00	737.45	106.0%
Anthropology	1.35	1,247.80	924.30	125.0%
Art	2.73	1,615.55	591.11	72.0%
Astronomy	0.20	180.20	901.00	117.8%
Biology	2.82	1,779.08	631.62	101.1%
Business	2.00	1,152.40	576.20	99.7%
Chemistry	2.50	1,281.40	512.56	105.0%
Communication Studies	3.20	1,633.40	510.44	100.0%
Community Interpretation	0.97	448.60	464.10	103.0%
Computer App & Office Tech	0.80	471.25	589.06	97.0%
Computer Info Systems	4.90	3,246.69	662.59	103.0%
Dance	0.50	435.20	870.40	108.0%
Dental Assistant	2.55	441.41	172.97	75.0%
Dental Hygiene	4.76	686.88	144.18	60.0%
Early Childhood Education	1.43	1,072.27	752.47	128.0%
Economics	1.23	928.20	757.71	93.0%
Emergency Medical Tech	6.06	2519.02	415.96	102.0%
Paramedic	3.49	694.72	198.91	65.0%
English	20.41	8,623.19	422.59	107.0%
English as a Second Language	2.50	661.77	264.73	72.0%
Film Studies	0.20	102.00	510.00	100.0%
Fire Technology	5.80	2,089.41	360.55	82.0%
Fire Academy	5.10	1,267.73	248.80	93.0%
Geography	0.83	446.60	541.33	111.0%

- The most common statewide measure of efficiency compares the number of hours faculty are with students in class each week (Weekly Student Contact Hours) with the number of equivalent full-time faculty (Full Time Equivalent Faculty). The state goal for this ratio for semesters not on a compressed calendar is 525, representing one faculty member teaching five three-unit classes per semester with 35 students in each class. While many disciplines meet or exceed this standard, others do not for a variety of reasons including the ratio of lecture to laboratory hours within a discipline and room capacity. The disciplines with the highest efficiency are lecture-based disciplines, such as anthropology at 924 and history at 811. Career technical education disciplines are generally laboratory-based and limit the number of students admitted to the programs. As a result, these disciplines have lower efficiency, such as Basic Police Officer Training Academy at 282 and Dental Hygiene at 144.

**DATA SET 27: MVC EFFICIENCY MEASURES BY DISCIPLINE FALL 2011 (CONT'D)**

Instructional Discipline	Full-time Equivalent Faculty	Weekly Student Contact Hours	WSCH/FTEF	Fill Ratio
Guidance	1.47	821.43	560.05	109.0%
Health Science	1.15	1,319.20	1,147.13	103.0%
Health Care Technician	5.18	1,090.90	210.47	90.0%
History	2.23	1,805.40	811.42	107.0%
Homeland Security	0.60	284.47	474.12	57.0%
Human Services	1.60	1,234.20	771.38	117.0%
Humanities	1.08	911.67	848.07	109.0%
Journalism	0.52	241.69	467.76	94.0%
Kinesiology	2.58	2,318.80	900.50	133.0%
Library Science	0.07	29.82	447.08	90.0%
Mathematics	13.87	9,982.81	719.90	100.0%
Medical Assisting	2.50	1,403.87	561.55	92.0%
Microbiology	1.50	850.00	566.67	104.0%
Music	3.28	2,233.42	680.78	99.0%
Philosophy	1.48	1,186.29	804.26	114.0%
Photography	0.33	192.00	590.77	100.0%
Physician Assistant	5.21	2,181.43	418.84	57.0%
Physics	1.45	809.20	558.07	110.0%
Political Science	1.43	1,048.53	735.81	104.0%
Psychology	3.05	2,546.60	834.95	110.0%
Reading	3.51	1,753.51	499.02	112.0%
Real Estate	0.40	224.40	561.00	94.0%
Sociology	1.70	1,415.53	832.66	113.0%
Spanish	4.60	2,725.35	592.52	109.0%
Speech Language Path Ass't	1.33	565.80	424.30	82.0%
Theater Arts	0.48	312.68	646.97	101.0%
Work Experience	0.40	172.00	430.00	89.0%
<b>College-wide Total</b>	<b>168.36</b>	<b>80,836.33</b>	<b>480.13</b>	<b>96%</b>

Source: Moreno Valley College Discipline Data September 11, 2013: a report prepared by the MVC Office of Academic Affairs

Note: The fill ratio compares the number of active students to the section capacity.

- The state goal of a ratio of 525 between weekly student contact hours and full-time equivalent faculty (referred to as the efficiency benchmark) is more relevant as a college-wide goal rather than a goal for a specific discipline. In a comprehensive community college, the higher efficiency of lecture-based disciplines balances the lower efficiency of laboratory-based disciplines. MVC's college-wide efficiency ratio is 480 for fall 2011, reflecting that the average class size for MVC is less than 35 students per class and/or that proportionately more laboratory-based classes than lecture-based classes were offered.
- The three disciplines that generated the greatest amount of WSCH in fall 2011 are Computer Information Systems (3,246), English (8,623), and Mathematics (9,982).
- Although the college-wide total fill rate is high at 96%, there is variation across the disciplines, from a high of 128% in Early Childhood Education to a low of 57% in Homeland Security and Physician's Assistant. Classes in 75% of the College's disciplines fill at 90% or higher.

## ENROLLEMENT TRENDS (CONT'D)

### DATA SET 28: MVC FTES

	MVC	% Change from Previous Year	RCCD Total	% of RCCD Total Earned by MVC
2008-2009	7,159.29	--	30,969.03	23%
2009-2010	6,944.00	-3%	31,185.00	22%
2010-2011	6,829.00	-2%	29,148.00	23%
2011- 2012	5,918.65	-13%	25,857.76	23%
2012-2013	5,777.63	-2%	25,118.52	23%

Source: Moreno Valley College Fact Books, [mvc.edu/files/FactBook2012-MV.pdf](http://mvc.edu/files/FactBook2012-MV.pdf) and [mvc.edu/files/FactBook2013-MV.pdf](http://mvc.edu/files/FactBook2013-MV.pdf)

- The decline in resident FTES earned by MVC has decreased each year for the past four years, most significantly from 2010-2011 to 2011-2012. This decline reflects the reduction in the number of sections that were offered. The reduction was needed to comply with the state-mandated reduction in RCCD's workload.
- The proportion of the RCCD total resident FTES earned by MVC has been consistent across the past five years.

**DATA SET 29: MVC AND STATEWIDE CREDIT STUDENTS BY UNITS**

	Fall 2010		Fall 2011		Fall 2012	
MVC						
	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students
Less than 6	4,991	47%	4,665	47%	3,973	45%
6.0 to 11.9	3,551	34%	3,323	34%	3,136	35%
12 or more	1,924	18%	1,767	18%	1,781	20%
Non-credit	66	<1%	74	<1%	46	<1%
<b>Total</b>	<b>10,532</b>	<b>100%</b>	<b>9,829</b>	<b>100%</b>	<b>8,936</b>	<b>100%</b>
Statewide						
Less than 6	540,295	34%	488,607	33%	457,071	32%
6 to 11.9	520,975	33%	518,196	35%	511,735	36%
12 or more	516,241	33%	485,866	33%	461,736	32%
Non-credit	169,729	10%	162,412	10%	132,599	9%
<b>Total</b>	<b>1,747,240</b>	<b>100%</b>	<b>1,655,081</b>	<b>100%</b>	<b>1,582,186</b>	<b>100%</b>

- A significant number of MVC students are part-time. In fall 2012, 80% of MVC students were enrolled in 11.9 or fewer units compared to 68% of community college students statewide.
- Forty-five percent (45%) of MVC students took fewer than six units compared to 32% of students statewide.

*Sources:*

*For MVC data: MVC Office of Institutional Research and Assessment*

*For statewide data: California State Chancellor's Office Data Mart, [datamart.cccco.edu](http://datamart.cccco.edu)*



## ENROLLEMENT TRENDS (CONT'D)

**DATA SET 30:** MVC STUDENT ENROLLMENTS BY METHOD OF INSTRUCTION AND RESIDENCE

Method of Instruction	Fall 2010		Fall 2011		Fall 2012		Change from 2010 to 2012	
	# of Enrollments	Proportion of Total Enrollments	# of Enrollments	Proportion of Total Enrollments	# of Enrollments	Proportion of Total Enrollments	Change in # of Enrollments	% Change in # of Enrollments
Reside Within RCCD Boundaries								
Face-to-Face	51,857	96%	48,529	96%	47,753	97%	-4,104	-8%
Distance Education	2,262	4%	1,972	4%	1,675	3%	-587	-26%
<b>Total w/in RCCD</b>	<b>54,119</b>	<b>100%</b>	<b>50,501</b>	<b>100%</b>	<b>49,428</b>	<b>100%</b>	<b>-4,691</b>	<b>-9%</b>
Reside Outside RCCD Boundaries								
Face-to-Face	14,594	95%	13,527	96%	12,734	95%	-1,860	-13%
Distance Education	724	5%	614	4%	617	5%	-107	-15%
<b>Total outside RCCD</b>	<b>15,318</b>	<b>100%</b>	<b>14,141</b>	<b>100%</b>	<b>13,351</b>	<b>100%</b>	<b>-1,967</b>	<b>-13%</b>
<b>Total Face-to-Face</b>	<b>66,451</b>	<b>96%</b>	<b>62,056</b>	<b>96%</b>	<b>60,487</b>	<b>96%</b>	<b>-5,964</b>	<b>-9%</b>
<b>Total Distance Education</b>	<b>2,986</b>	<b>4%</b>	<b>2,586</b>	<b>4%</b>	<b>2,292</b>	<b>4%</b>	<b>-694</b>	<b>-23%</b>
<b>Total</b>	<b>69,437</b>		<b>64,642</b>		<b>62,779</b>		<b>-6,658</b>	<b>-11%</b>

- Almost all MVC instruction is provided face-to-face, in the range of 95%-97%, for both students who reside within the RCCD boundaries as well as those who reside outside of the RCCD boundaries.
- Comparing fall 2010 to fall 2012, the number of enrollments declined for both methods of instruction, but the proportion of distance education units declined significantly more (-23%) compared to the decline for face-to-face instruction (-9%).

Source: MVC Zip Code Analysis 2013, a report prepared by the Riverside Community College District Office of Institutional Research & Strategic Planning

# STUDENT CHARACTERISTICS

**DATA SET 31:** MVC STUDENTS BY SITE AND AGE

Age	Fall 2008		Fall 2010		Fall 2012		Change from 2008 to 2012	
	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students	Change in # of Students	% Change in # of Students
MVC-Main Campus								
19 or less	2,756	36%	2,559	33%	2,074	29%	-682	-25%
20-24	2,533	33%	2,831	37%	2,835	40%	302	12%
25-29	870	11%	918	12%	889	13%	-19	-2%
30-34	464	6%	512	7%	458	7%	-6	-1%
35-39	378	5%	324	4%	288	4%	-90	-28%
40-49	467	6%	401	5%	337	5%	-130	-28%
50 and older	252	3%	209	3%	170	2%	-82	-33%
<b>Sub-total</b>	<b>7,720</b>	<b>100%</b>	<b>7,754</b>	<b>100%</b>	<b>7,051</b>	<b>100%</b>	<b>-669</b>	<b>-9%</b>
MVC-Ben Clark Training Center								
19 or less	197	7%	251	9%	178	9%	-19	-10%
20-24	520	17%	576	20%	381	19%	-139	-26%
25-29	580	19%	560	19%	351	18%	-229	-39%
30-34	555	18%	464	16%	347	17%	-208	-37%
35-39	470	16%	406	14%	277	14%	-193	-41%
40-49	547	18%	524	18%	356	18%	-191	-34%
50 and older	168	6%	144	5%	112	6%	-56	-33%
Unknown	2	1%	0	0	1	<1%	1	1%
<b>Sub-total</b>	<b>3,039</b>	<b>100%</b>	<b>2,925</b>	<b>100%</b>	<b>2,003</b>	<b>100%</b>	<b>-1,036</b>	<b>-34%</b>

Source: MVC Office of Institutional Research and Assessment

- The proportion of MVC-Main Campus students younger than 20 decreased between fall 2008 and fall 2012, from 36% to 25%. The proportion of MVC-Main Campus students between the ages of 20-29 increased, accounting for 53% of the total student population in fall 2012 compared to fall 2008 when 20-29 year olds accounted for 44% of the total student population. The proportions of students aged 30 and older have been relatively consistent across this three-year snapshot.
- Students on the MVC-Main Campus are younger than the students attending the MVC-Ben Clark Training Center. The proportions of MVC-Ben Clark Training Center students are almost evenly dispersed across the age cohorts between the ages of 20 and 49. The proportions of students in each age cohort have been relatively consistent from fall 2008 to fall 2012.

## STUDENT CHARACTERISTICS (CONT'D)

### DATA SET 32: MVC STUDENTS BY SITE AND RACE/ETHNICITY

Race/ Ethnicity	Fall 2008		Fall 2010		Fall 2012		Change from 2008 to 2012	
	# of Students	% of Total Students	# of Students	% of Total Students	# of Students	% of Total Students	# of Students	% Change in # of Students
<b>MVC-Main Campus</b>								
Asian	617	8%	559	7%	513	7%	-104	-17%
African American	1,340	17%	1,300	17%	1,020	15%	-320	-24%
Hispanic/ Latino	3,442	45%	3,801	49%	3,903	55%	461	13%
White	1,729	23%	1,444	19%	1,133	16%	-596	-34%
Other	592	8%	650	8%	482	7%	-110	-19%
<b>Sub-total</b>	<b>7,720</b>	<b>100%</b>	<b>7,754</b>	<b>100%</b>	<b>7,051</b>	<b>100%</b>	<b>-669</b>	<b>-7%</b>
<b>MVC-Ben Clark Training Center</b>								
Asian	113	4%	94	3%	71	4%	-42	-37%
African American	199	7%	182	6%	132	7%	-67	-34%
Hispanic/ Latino	900	30%	1,082	37%	735	37%	-165	-18%
White	1,512	50%	1,414	48%	952	48%	-560	-37%
Other	315	10%	153	5%	113	6%	-202	-64%
<b>Sub-total</b>	<b>3,039</b>	<b>100%</b>	<b>2,925</b>	<b>100%</b>	<b>2,003</b>	<b>100%</b>	<b>-1,036</b>	<b>-34%</b>

Source: MVC Office of Institutional Research and Assessment

Note: The category of "Other" consists of students who self-identify as multi-ethnic and students who decline to identify their race/ethnicity.

- The proportion of MVC-Main Campus students who self-identify as Hispanic/Latino increased from 45% to 55% between fall 2008 and fall 2012 while the proportions of students who self-identify as African American and White decreased from 17% to 15% and from 23% to 16% respectively. The proportion of MVC-Ben Clark Training Center students who self-identify as Hispanic/Latino increased from 30% to 37% between fall 2008 and fall 2012 while the proportion of students at this site who self-identify as White decreased slightly from 50% to 48%.
- Consistently across this sample of time, the predominate racial/ethnic group on the MVC-Main Campus is Hispanic/Latino, followed by White and African American. The two predominate racial/ethnic groups at the MVC-Ben Clark Training Center are White (48%) and Hispanic (37%).

**DATA SET 33: MVC STUDENTS BY SITE AND GENDER**

	Fall 2008		Fall 2010		Fall 2012	
	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students
MVC-Main Campus						
Female	4,950	64%	4,858	63%	4,241	60%
Male	2,724	35%	2,860	36%	2,779	39%
Unknown	46	1%	36	1%	31	<1%
<b>Sub-total</b>	<b>7,720</b>	<b>100%</b>	<b>7,754</b>	<b>100%</b>	<b>7,051</b>	<b>100%</b>
MVC-Ben Clark Training Center						
Female	592	20%	640	22%	511	26%
Male	2,414	79%	2,269	78%	1,465	73%
Unknown	33	1%	16	1%	27	1%
<b>Total</b>	<b>3,039</b>	<b>100%</b>	<b>2,925</b>	<b>100%</b>	<b>2,003</b>	<b>100%</b>

Source: MVC Office of Institutional Research and Assessment

- There was a shift in the proportions of males and females in the student populations at both the MVC-Main Campus and the MVC-Ben Clark Training Center between fall 2008 and fall 2012. The proportion of males attending the MVC-Main Campus increased from 35% of the total student population to 39% and concomitantly, the proportion of females decreased from 64% to 60%. The opposite shift happened at the MVC-Ben Clark Training Center during these years; the proportion of females increased from 20% to 26% with a concomitant decrease from 79% to 73% in the proportion of male students.
- The proportion of males and females in most of the cities within RCCD boundaries is close to balanced, with the exception of Norco which has a higher proportion of males compared to females (58% to 42%). (Refer to [Data Set 6](#)).

## STUDENT CHARACTERISTICS (CONT'D)

### DATA SET 34: MVC STUDENTS BY EDUCATIONAL GOAL

Educational Goal	Fall 2010	Fall 2011	Fall 2012
<b>1. Degree, certificate or transfer</b>			
BA w/AA	4,087	3,829	3,806
BA w/o AA	728	674	659
AA w/o transfer	715	654	528
2 year CTE degree w/o transfer	148	138	105
2 year CTE certificate w/o transfer	263	261	200
Complete 4-year college requirements	253	241	239
<b>Subtotal</b>	<b>6,194</b>	<b>5,979</b>	<b>5,537</b>
<b>Subtotal %</b>	<b>59%</b>	<b>59%</b>	<b>62%</b>
<b>2. Other</b>			
Develop career interests	150	155	171
Acquire job skills	548	523	441
Update job skills	1,261	1,144	866
Maintain certificate or license	168	133	113
Educational development	206	185	160
Improve basic skills	142	109	95
Complete HS diploma/GED	247	211	166
<b>Subtotal</b>	<b>2,722</b>	<b>2,460</b>	<b>2,012</b>
<b>Subtotal %</b>	<b>26%</b>	<b>25%</b>	<b>23%</b>
<b>3. Undecided</b>			
Undecided on goal	1,575	1,532	1,360
Uncollected, unreported	41	40	27
<b>Subtotal</b>	<b>1,616</b>	<b>1,572</b>	<b>1,387</b>
<b>Subtotal %</b>	<b>15%</b>	<b>16%</b>	<b>16%</b>
<b>Total</b>	<b>10,532</b>	<b>9,829</b>	<b>8,936</b>

Source: Moreno Valley College Fact Book, [mvc.edu/files/FactBook2013-MV.pdf](http://mvc.edu/files/FactBook2013-MV.pdf)

- From 2010 to 2012, the proportion of MVC students seeking degrees, certificates or transfer increased 3%.
- The greatest number of students in the “other” category report that their reason for attending college was to acquire or update job skills.
- The proportion of undecided MVC students remained consistent over this period.

**DATA SET 35: COMPARISON OF EDUCATIONAL GOALS FOR MVC AND RCCD STUDENTS**

Educational Goal	MVC Students				RCCD Students			
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Degree, certificate or transfer	63%	59%	59%	62%	65%	67%	67%	69%
Other	20%	26%	25%	23%	17%	17%	16%	15%
Undecided	17%	15%	16%	16%	19%	16%	17%	16%

Source: *Moreno Valley College Fact Books*, [mvc.edu/files/FactBook2012-MV.pdf](http://mvc.edu/files/FactBook2012-MV.pdf) and [mvc.edu/files/FactBook2013-MV.pdf](http://mvc.edu/files/FactBook2013-MV.pdf)

- Most students identify completing a degree, certificate, or transfer requirements as their educational goal. In fall 2012 the percentage of students with this goal is lower for MVC than for the District as a whole (62% compared to 69%).
- While the proportion of RCCD students with the educational goal to earn a degree or certificate or complete transfer requirements increased steadily between fall 2009 and fall 2012, the proportion of MVC students with such educational goals declined for fall 2010 and fall 2011 semesters.

## STUDENT CHARACTERISTICS (CONT'D)

**DATA SET 36:** COMPARISON OF MVC AND RCCD STUDENTS ATTENDING COLLEGE TO UPDATE JOB SKILLS

Educational Goal	MVC Students				RCCD Students			
	2009	2010	2011	2012	2009	2010	2011	2012
Update Job Skills	516	1,261	1,144	866	1,047	1,677	1,490	N/A

Source: *Moreno Valley College mvc.edu/files/FactBook2012-MV.pdf, mvc.edu/files/FactBook2013-MV.pdf*

- The number of MVC students who reported that they attended college to update their job skills doubled between 2009 and 2011, coinciding with peaks in the local unemployment rates.
- The number of MVC students who reported that they attended college to update their job skills accounted for 77% of the RCCD total number of students who attended college to meet this educational goal in fall 2011.

**DATA SET 37:** MVC STUDENTS BY SCHEDULE

Schedule	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students
Day Only	8,379	78%	7,464	80%	8,380	82%	8,009	83%	7,386	83%
Evening Only	2,180	20%	1,611	17%	1,848	18%	1,570	16%	1,298	15%
Unknown	249	2%	276	3%	304	3%	250	3%	252	3%
<b>Total</b>	<b>10,808</b>	<b>100%</b>	<b>9,351</b>	<b>100%</b>	<b>10,532</b>	<b>100%</b>	<b>9,829</b>	<b>100%</b>	<b>8,936</b>	<b>100%</b>

Source: *MVC Office of Institutional Research and Assessment*

- The number of students taking day classes accounted for 83% of the total student population in fall 2012, which is an increase in the proportion of day students compared to fall 2008.

**DATA SET 38:** PLACEMENT OF FIRST-TIME COLLEGE MVC STUDENTS

Placement	Fall 2010		Fall 2011		Fall 2012	
	# of Students	% of Total Students	# of Students	% of Total Students	# of Students	% of Total Students
English						
Below College Level	1,178	81%	929	82%	741	84%
College Level or Above	267	19%	197	18%	141	16%
<b>English Total</b>	<b>1,445</b>		<b>1,126</b>		<b>882</b>	
Mathematics						
Below College Level	1,400	96%	1,089	96%	861	98%
College Level or Above	64	4%	50	4%	17	2%
<b>Mathematics Total</b>	<b>1,464</b>		<b>1,139</b>		<b>878</b>	
Reading						
Below Reading Competency	827	58%	680	60%	568	64%
Reading Competency	609	42%	447	40%	313	36%
<b>Reading Total</b>	<b>1,436</b>		<b>1,127</b>		<b>881</b>	

Source: MVC Office of Institutional Research and Assessment

Notes:

- All first-time college students are required to take a placement assessment. First-time students may be exempted from the on-campus assessment if they completed a placement assessment while in high school.
- These data present the placement levels for first-time college students who were assessed and subsequently enrolled in any course in the fall semester.

- A low percentage of first-time college students who completed the assessment examination placed at college-level English or above, in the range of 16%-19% in this three-year snapshot.
- Very few of the first-time college students who completed the assessment examination placed at college-level mathematics or above, in the range of 2%-4%.
- About 40% of the first-time college students assessed at the level of reading competency.





# STUDENT ACHIEVEMENT

## DATA SET 39: MVC RETENTION RATES BY DISCIPLINE

Discipline	Fall 2012 Completion Rate	Discipline	Fall 2012 Completion Rate
Accounting	61%	History	83%
Administration of Justice	96%	Homeland Security	82%
Anatomy and Physiology	79%	Human Services	85%
Anthropology	89%	Humanities	86%
Art	85%	Journalism	77%
Astronomy	81%	Kinesiology	91%
Biology	88%	Library	95%
Business Administration	72%	Management	77%
Computer Applications & Office Tech	68%	Marketing	68%
Chemistry	89%	Mathematics	78%
Computer Information Systems	79%	Medical Assisting	88%
Community Interpretation	97%	Microbiology	71%
Communication Studies	91%	Music	85%
Dance	89%	Philosophy	83%
Dental Assistant	89%	Photography	72%
Dental Hygiene	96%	Physician Assistant	93%
Early Childhood Studies	94%	Physics	84%
Economics	86%	Political Science	76%
Emergency Medical Services	86%	Psychology	86%
English	82%	Reading	89%
English as a Second Language	83%	Real Estate	95%
Fire Technology	91%	Speech Language Pathology Ass't	84%
Geography	90%	Sociology	92%
Guidance	91%	Spanish	84%
Health Sciences	90%	Theatre	96%
		Work Experience	97%
<b>College Overall Retention Rate</b>	<b>85%</b>		
<b>Statewide Retention Rate</b>	<b>87%</b>		

Sources:

For MVC data: *Moreno Valley College Fact Book 2013*, [mvc.edu/files/FactBook2013-MV.pdf](http://mvc.edu/files/FactBook2013-MV.pdf)

For statewide data: *California State Chancellor's Office Data Mart*, [datamart.cccco.edu](http://datamart.cccco.edu)

- MVC's overall student completion rate is slightly lower than the statewide completion rate in fall 2012.
- Student completion rates for each discipline vary, ranging from as high as 100% to as low as 61%. The completion rates for 23 of the 51 disciplines listed meet or exceed the statewide completion rate of 87%.
- Disciplines demonstrating 90% or greater completion rates are Administration of Justice, Community Interpretation, Communications, Dental Hygiene, Early Childhood Studies, Fire Technology, Guidance, Health Sciences, Kinesiology, Library, Physician's Assistant, Real Estate, Sociology, Theatre, and Work Experience.

## STUDENT ACHIEVEMENT (CONT'D)

**DATA SET 40:** MVC AND RCCD RETENTION RATES FOR FACE-TO-FACE AND DISTANCE EDUCATION COURSES

Method of Instruction	MVC			RCCD		
	Fall 2010	Fall 2011	Fall 2012	Fall 2010	Fall 2011	Fall 2012
Face-to-Face	87%	86%	86%	85%	85%	84%
Distance Education	77%	78%	77%	79%	77%	77%

Source: *Moreno Valley College Fact Book 2013*, [mvc.edu/files/FactBook2013-MV.pdf](http://mvc.edu/files/FactBook2013-MV.pdf)

- MVC and RCCD have comparable course completion rates for both courses taught face-to-face and those taught through distance education.
- For the College and the District, the course completion rates for face-to-face courses are higher than the course completion rates for distance education courses.

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**DATA SET 41: MVC AND STATEWIDE STUDENT SUCCESSFUL COURSE COMPLETION RATES BY DISCIPLINE**

Discipline	Fall 2011 MVC Success Rate	Fall 2011 Statewide Success Rate
Accounting	35%	65%
Administration of Justice - transfer	82%	80%
Administration of Justice – Basic Peace Officer Training Academy & Basic Public Safety Dispatch	98%	98%
Administration of Justice - Basic Correctional Deputy Academy	97%	72%
Administration of Justice – Probation & Parole	98%	81%
Anthropology	82%	67%
Art	77%	75%
Astronomy	79%	66%
Biology - Anatomy & Physiology	43%	64%
Biology - General	62%	67%
Biology - Microbiology	55%	75%
Business	54%	65%
Chemistry	83%	67%
Communication Studies	81%	76%
Community Interpretation	86%	85%
Computer Applications & Office Techn	51%	63%
Computer Information Systems	70%	62%
Dance	76%	73%
Dental Assistant	92%	87%
Dental Hygiene	99%	96%
Dental Technology	100%	92%
Early Childhood Education	76%	72%
Economics	56%	64%
Emergency Medical Services – Emergency Medical Technician	69%	72%
Emergency Medical Services – Paramedic	100%	83%
English	61%	67%
English as a Second Language	61%	73%
Film Studies	63%	72%

Discipline	Fall 2011 MVC Success Rate	Fall 2011 Statewide Success Rate
Fire Technology	86%	84%
Fire Academy	93%	93%
Geography	61%	65%
Guidance	73%	74%
Health Science	68%	70%
Health Care Technician – CNA & Phlebotomy	87%	87%
History	72%	62%
Homeland Security	71%	62%
Human Services	79%	73%
Humanities	62%	67%
Journalism	53%	69%
Kinesiology	83%	77%
Library Science	59%	64%
Mathematics	46%	55%
Medical Assisting	72%	77%
Music	64%	71%
Philosophy	68%	65%
Photography	60%	69%
Physician Assistant	86%	94%
Physics	70%	70%
Political Science	64%	64%
Psychology	63%	67%
Reading	72%	68%
Real Estate	71%	63%
Sociology	71%	66%
Spanish	72%	68%
Speech Language Pathology Assistant	70%	72%
Theatre Arts	68%	76%
Work Experience	80%	71%
<b>Total</b>	<b>71%</b>	<b>69%</b>

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*Source: Moreno Valley College Discipline Data September 11, 2013: a report prepared by the MVC Office of Academic Affairs*

*Note: The successful course completion rate is determined by comparing the number of students who completed the course with a passing grade (A, B, C, CR, or P) with the total number of grades.*

- MVC's overall student successful course completion rate is slightly higher than the statewide completion rate.
- Student successful course completion rates for each discipline vary, ranging from as high as 100% to as low as 35%. The completion rates for 36 of the 57 disciplines listed meet or exceed the statewide completion rate of 69%.
- Disciplines demonstrating 90% or greater student successful course completion rates are the Administration of Justice academies, Dental Assistant, Dental Hygiene, Dental Technology, Paramedic, and Fire Academy.

## STUDENT ACHIEVEMENT (CONT'D)

**DATA SET 42:** MVC AND RCCD STUDENT SUCCESSFUL COURSE COMPLETION RATES FOR FACE-TO-FACE AND DISTANCE EDUCATION COURSES

Method of Instruction	MVC				RCCD			
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Face-to-Face	70%	73%	72%	72%	67%	68%	68%	69%
Distance Education	56%	52%	56%	54%	55%	53%	55%	56%

Source: MVC Office of Institutional Research and Assessment

Note: The successful course completion rate is determined by comparing the number of students who completed the course with a passing grade (A, B, C, CR, or P) with the total number of grades.

- MVC's student successful course completion rates for face-to-face and distance education courses stayed relatively consistent across this period in the range of 70%-73% for face-to-face courses and 52%-56% for distance education courses.
- Students in face-to-face courses were significantly more successful in completing courses with a passing grade compared to students in distance education courses.
- MVC's student successful course completion rates are consistently higher than RCCD's student successful course completion rates for face-to-face courses. The College and the District have comparable student successful course completion rates for distance education courses.

**DATA SET 43: MVC STUDENT SUCCESSFUL COURSE COMPLETION RATES BY SITE**

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
MVC-Main Campus					
Successful	69%	69%	68%	69%	70%
Unsuccessful	17%	16%	16%	14%	15%
Withdraw/Dropped	13%	15%	16%	17%	15%
MVC-Ben Clark Training Center					
Successful	94%	92%	92%	92%	93%
Unsuccessful	5%	6%	5%	5%	4%
Withdraw/Dropped	1%	2%	3%	3%	3%

Source: MVC Office of Institutional Research and Assessment

Notes:

The rates presented in this data set are calculated as follows using final grades.

- Successful:

Numerator: A, B, C, P, IB, IC

Denominator: A, B, C, D, F, P, NP, I\*, FW, W, DR

- Unsuccessful:

Numerator: D, F, NP, ID, IF

Denominator: A, B, C, D, F, P, NP, I\*, FW, W, DR

- Withdraw/Dropped:

Numerator: FW, W, DR

Denominator: A, B, C, D, F, P, NP, I\*, FW, W, DR

- Approximately 70% of the students taking classes at the MVC-Main Campus successfully complete those classes. Students take classes for a variety of reasons as shown in [Data Set 34](#).
- In contrast, almost all of the students enrolled in the career technical education programs offered at the MVC-Ben Clark Training Center successfully complete their classes.



## STUDENT ACHIEVEMENT (CONT'D)

### DATA SET 44: MVC-MAIN CAMPUS STUDENT PERSISTENCE RATES

	Attended Fall	Attended Next Spring	Persistence Rate
Fall 2008	7,205	4,093	57%
Fall 2009	7,248	4,256	59%
Fall 2010	7,251	4,457	62%
Fall 2011	6,653	4,180	63%
Fall 2012	6,604	4,082	62%

	Attended Fall	Attended Next Fall	Persistence Rate
Fall 2008	7,205	2,749	38%
Fall 2009	7,248	3,016	42%
Fall 2010	7,251	3,103	43%
Fall 2011	6,653	2,960	45%

Source: MVC Office of Institutional Research and Assessment

- The fall-to-spring persistence rates for students taking classes at the MVC-Main Campus has shown some improvement in recent years, from 57% for fall 2008 to spring 2009 and rising to 62% for fall 2012 to spring 2013.
- The fall-to-fall persistence rates for students taking classes at the MVC-Main Campus has shown a similar pattern of improvement in recent years, from 38% for fall 2008 to fall 2009 and rising to 45% for fall 2011 to fall 2012.
- Compared to the district-wide fall-to-fall persistence rates, the MVC-Main Campus fall-to-fall persistence rates were lower than the district-wide rates from fall 2008 to fall 2009 (38% and 45% respectively) and were higher than the district-wide rates from fall 2011 to spring 2012 (45% and 41% respectively). (For district-wide rates refer to *Moreno Valley College Fact Book 2013*, [mvc.edu/files/FactBook2013-MV.pdf](http://mvc.edu/files/FactBook2013-MV.pdf))
- Both the College and the District student persistence rates are significantly lower than the statewide student persistence rate of 62% for college-prepared students and 67% for students who are unprepared for college. (Refer to [scorecard.cccco.edu](http://scorecard.cccco.edu))

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## STUDENT ACHIEVEMENT (CONT'D)

**DATA SET 45:** MVC-BEN CLARK TRAINING CENTER STUDENT PERSISTENCE RATES

	Attended First Fall	Attended Subsequent Spring	Persistence Rate
Fall 2008	247	67	27%
Fall 2009	484	100	21%
Fall 2010	577	103	18%
Fall 2011	284	85	30%
Fall 2012	152	46	30%

	Attended First Spring	Attended Subsequent Fall	Persistence Rate
Fall 2008	121	31	12%
Fall 2009	617	63	15%
Fall 2010	627	93	10%
Fall 2011	225	15	14%

	Attended First Fall	Attended Subsequent Fall	Persistence Rate
Fall 2008	247	43	17%
Fall 2009	484	74	15%
Fall 2010	577	61	11%
Fall 2011	284	63	22%

Source: MVC Office of Institutional Research and Assessment

*Note: This table presents persistence rates for first-time students taking at least one class at the MVC-Ben Clark Training Center. The career technical education programs offered at the Ben Clark Training Center are typically completed in one year or less.*

- Persistence rates for first-time students taking at least one class at MVC-Ben Clark Training Center are low, 30% for fall-to-spring persistence in 2012-2013, 14% for spring-to-fall persistence in 2011, and 22% in fall-to-fall persistence in 2011-2012. These low rates are to be expected given the short-term training programs offered at this site.
- The highest rates are seen in fall-to-spring persistence.

**DATA SET 46: DEGREES AND CERTIFICATES AWARDED BY MVC AND RCCD**

	Annual 2010-2011 Award Total		Annual 2011- 2012 Award Total		Annual 2012 –2013 Award Total		% Change from 2010-2011 to 2012-2013	
	MVC	RCCD	MVC	RCCD	MVC	RCCD	MVC	RCCD
Associate in Science for Transfer (A.S.-T)	N/A	N/A	N/A	N/A	N/A	6	N/A	N/A
Associate in Arts for Transfer (A.A.-T)	N/A	N/A	N/A	4	9	44	N/A	N/A
Associate of Science (A.S.)	146	1,096	205	1,122	226	1,091	55%	<1%
Associate of Arts (A.A.)	168	1,498	261	1,634	294	1,647	75%	10%
Certificates requiring 60+ units	19	19	24	24	24	24	26%	26%
Certificates requiring 30 to 59 units	67	548	81	557	131	570	96%	4%
Certificates requiring 18 to 29 units	92	279	131	333	117	299	27%	7%
Certificates requiring 6 to 17 units	103	609	238	1,160	203	836	97%	37%
Other credit awards requiring fewer than 6 units	11	19	26	35	8	9	-27%	-52%
<b>Total</b>	<b>606</b>	<b>4,068</b>	<b>966</b>	<b>4,869</b>	<b>1,012</b>	<b>4,526</b>	<b>67%</b>	<b>11%</b>

- The number of degrees and certificates awarded by MVC increased 67% between 2010-2011 and 2012-2013. The number of awards earned district-wide increased 11% in the same period.
- A little over half of the 2012-2013 awards were associate degrees for MVC (529 associate degrees compared to 1,012 total) while 62% of the degrees awarded district-wide were associate degrees (2,788 associate degrees compared to 4,526 total).
- The number of certificates awarded increased each year in this three-year snapshot for both MVC and RCCD.

Source: California State Chancellor's Office Data Mart, [datamart.cccco.edu](http://datamart.cccco.edu)



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PROFILE OF THE COLLEGE  
COMMUNITY AND STUDENTS

# IMPLICATIONS FOR PLANNING

This section presents an analysis of the internal and external scans presented in Chapters 1 and 2 to identify the key challenges that MVC will be called upon to address in the coming decade.

**Challenge #1: To meet its mission, MVC must increase its offerings of programs and services to meet anticipated increases in student demand.**

*Rationale: Student demand will increase from current levels because MVC offered fewer courses in recent years due to reductions in state funding and therefore there is currently unmet student needs for programs and services.*

Across the state, reductions in course offerings have limited student access to California community college programs and services. The Chancellor's Office estimates that there was a decline of 600,000 students attending community colleges between 2008-2009 and 2012-2013. (*Chapter 1.*)

Consistent with the state-wide decline, MVC's student headcount decreased, dropping from a high of 10,808 students in fall 2008 to 8,220 students in fall 2013. (*Data Set 22.*) Similarly, the number of enrollments decreased by 11% between fall 2010 and fall 2012. (*Data Set 30.*)

Now that state funding is restored, MVC is in the process of increasing the number of sections and services for students in order to meet the student demand that the College could not satisfy over the past five years.

*Rationale: Student demand will increase from current levels because the populations of the communities that MVC serves are projected to increase.*

MVC's reduction in course offerings is contrary to the reality that the communities served by MVC are continuing to increase in population. (*Data Set 1.*)

The populations of Riverside County as a whole and of the cities within RCCD boundaries specifically are projected to increase between now and 2025. Riverside County's population is projected to increase 21% by 2025, which is higher than 13% projected increase for the statewide population. The number of residents living within the RCCD geographic boundaries is projected to increase 28% by 2025, which is an average of about 2% each year for fifteen years.

This population growth is especially important for MVC because 57% of MVC students reside in the two cities (Moreno Valley and Perris) that are projected to experience the greatest amount of population growth in the coming decade (32% and 67% respectively). (*Data Set 1.* and *Data Set 2.*)

The growth of the communities within RCCD boundaries is reflected in the steady increase in the number of high school graduates. However, only 20% of these graduates attend an RCCD college. MVC has the potential to increase the number of students served if steps are taken to attract recent high school graduate: 1606 to the College. (*Data Set 26.*)

## IMPLICATIONS FOR PLANNING (CONT'D)

*Rationale: Student demand will increase from current levels because high unemployment rates increase student demand.*

With record high unemployment rates in the Inland Empire, adults are seeking career training to enhance their employment opportunities. (*Data Set 12.* and *Data Set 14.*) Between 2009 and 2011, the number of students who cite “Update job skills” as their reason for attending MVC doubled. (*Data Set 34.* and *Data Set 36.*)

*Rationale: Student demand will increase because jobs requiring postsecondary education and/or specialized training are projected to increase.*

Currently, adults with the lowest educational attainment have the highest rates of unemployment. (*Data Set 13.*) This trend is likely to continue if economists are correct in projecting that the education level required for employment will increase in the next decade. One such forecast from the Georgetown University Center on Education and the Workforce projects that 61% of California’s jobs will require postsecondary education as soon as 2018. (*Chapter 1.*)

The projection is that about 1/2 of the jobs in the Inland Empire will require a high school diploma or less, about 1/4 will require some college and 20% will require a bachelor’s degree or higher. (*Data Set 16.*) The number of available jobs that require postsecondary education is likely to increase student demand for MVC programs and services.

Jobs in state and local government are projected to increase by 2015. This industry sector includes public safety occupations, such as law enforcement, fire, and parademics. (*Data Set 15.*)

**Challenge #2: To meet its mission, MVC must meet the student needs created by the unique demographics of its communities.**

*Rationale: MVC’s students have unique needs for support in developing and achieving their educational goals.*

There are multiple interacting demographic variables that signal the need for unique types of student support.

Many students speak a language other than English at home. Moreno Valley (48%) and Perris (63%) have higher rates of households in which languages other than English are spoken at home compared to the other cities in RCCD, to Riverside County overall (40%) and to the state overall (43%). (*Data Set 8.*)

1. A significant proportion of the residents age 25 and older who live within RCCD boundaries have not attended college (42% to 67%). The highest level of education attained by more than half of the residents of Moreno Valley and Perris (53% and 67% respectively) is a high school diploma or less. ([Data Set 11.](#))
2. The income for many residents in MVC communities is below poverty level. Moreno Valley and Perris have a lower median household income and therefore a higher percentage of persons living below poverty level (48% in Moreno Valley and 63% in Perris) compared to other cities in RCCD, to Riverside County overall (40%) and the state overall (43%). ([Data Set 9.](#) and [Data Set 10.](#))
3. The unemployment rate in the Inland Empire continues to be higher than that of the state and the nation. The November 2014 unemployment rates for six of the seven cities with RCCD boundaries were higher than the unemployment rate for the state and the nation. ([Chapter 1.](#) and [Data Set 14.](#))

Combined, these demographics indicate that many MVC students live in households in which the parents have little formal education and therefore may not be equipped to support formal education. This may contribute to the high portion of first-time MVC students who place below college-level in English (83%), mathematics (96%) and reading (60%). ([Data Set 38.](#))

Economic concerns within the family and the possible necessity to work part-time may contribute to the high portion of MVC students who attend college part-time. In fall 2012, 80% of MVC students were enrolled in 11.9 or fewer units compared to 68% of community college student statewide. ([Data Set 29.](#))

Students face the conundrum that unemployment and poverty are often barriers to achieving the education that is needed to increase their opportunities for employment and thereby increase their income. ([Data Set 13.](#))

**Challenge #3: To meet its mission, MVC must increase the rate at which students complete degrees, certificates and transfer requirements.**

*Rationale: The rates of persistence and completion of educational goals for MVC students are below rates needed for local, state and national economic recovery.*

Although MVC has made great strides in recent years by nearly doubling the number of associate degrees and certificates awarded from 2010-2011 to 2012-2013, the numbers of degrees and certificates awarded are not sufficient to meet current and projected workforce demands. ([Data Set 46.](#))

Students' completion of degrees and certificates as a strategy to meet workforce needs is a focus of national, state and local attention. At the national level, economists project that the majority of tomorrow's jobs will require postsecondary education. To stimulate progress toward the goal of meeting these workforce needs, President Obama set a target for each community college to triple the number of degrees and certificates awarded by 2020. ([Chapter 1.](#))

The projection for California is that by 2020, 61% of the jobs will require postsecondary education: 32% will require some college, a career technical certificate, or an associate degree; 23% will require a bachelor's degree; and 12% will require a master's degree. ([georgetown.edu/grad/gppi/hpi/cew/pdfs/Recovery2020.SR.Web.pdf](http://georgetown.edu/grad/gppi/hpi/cew/pdfs/Recovery2020.SR.Web.pdf))

In support of this focus on certificate and degree completion, the California 2013- 2014 Budget includes new UC and CSU reporting requirements on the following priorities: graduation rates, the number of transfer students from community colleges, and the number of degrees completed. ([ebudget.ca.gov/FullBudgetSummary.pdf](http://ebudget.ca.gov/FullBudgetSummary.pdf))



## IMPLICATIONS FOR PLANNING (CONT'D)

In the Inland Empire, the projection is that by 2015, 54% of the jobs will require a high school diploma or less, 26% will require some college (associate degrees and career technical certificates are included in this category), and 21% will require a bachelor's degree or more. (*Data Set 16.*) The two categories of healthcare occupations projected to have the most growth over the next five years in the Inland Empire are those that require short-term, on-the-job training (16% growth) and those that require an associate degree (13% growth). (*Data Set 18.*)

The comparison of the total number of completions in the Inland Empire to the number of annual awards granted by MVC indicates that the College's graduates constitute a low percentage of the total number of completions in each healthcare occupation. (*Data Set 20.*) Labor market research indicates that the majority of students complete their education at local for-profit institutions. (Labor Market Study: Healthcare Industries and Occupations in the Inland Empire May 2012 coeccc.net) Given that MVC is designated as the health sciences and public safety campus, this need to compete with for-profit institutions is a significant factor to consider in planning.

Increasing the rate of students' completion of degrees and certificates requires attention to multiple benchmarks of students' matriculation.

- Number of units per semester: 80% of MVC students in fall 2011 were part-time, taking fewer than 12 units per semester. This is significantly higher than the percentage of part-time students statewide (68%). The number of enrollments per student was highest for students who live in Moreno Valley (average 2.41) and Perris (average 2.39), the two cities in closest proximity to MVC. (*Data Set 25.*)
- Educational goal: In 2010, 59% of MVC students reported that their educational goal was to complete a degree, certificate or transfer requirements. Over the next three years this proportion increased to 62%. (*Data Set 34.*) During the same period, the proportion of RCCD students with the educational goal of completing a degree, certificate or transfer requirements increased from 65% to 67%. (*Data Set 35.*)

- Readiness for college-level work: In fall 2012 a significant portion of first-time MVC students placed below college-level in English (84%), mathematics (98%), and reading (64%). (*Data Set 38.*)
- Course Completion: The rates at which MVC students completed both face-to-face and distance education courses from fall 2010 to fall 2012 were comparable to RCCD rates. (*Data Set 40.*) Although the college and district rates were comparable, in fall 2012, 23% of MVC students did not complete the distance education courses in which they enrolled.
- Successful Course Completion: The rates at which MVC students completed face-to-face and distance education courses with a passing grade were comparable to RCCD rates. This similarity aside, in fall 2012, 28% of MVC students did not successfully complete the face-to-face courses in which they enrolled and in fall 2012 only 54% of MVC students successfully completed the distance education courses in which they enrolled. (*Data Set 42.*)

- Persistence: Although the fall-to-fall persistence rates for students who attended MVC-Main Campus are comparable to the student persistence rates for RCCD (in the range of 38% to 45%), these college and district persistence rates are significantly below the statewide persistence rates. (*Data Set 44.*)

MVC will develop strategies to address these challenges through other components of its integrated planning process.



# CHAPTER 3

## PROGRAMS AND SERVICES

# CHAPTER 3

## PROGRAMS AND

### SERVICES

# PROGRAMS AND SERVICES

This chapter presents a descriptive snapshot and brief analysis of each academic discipline and student service and a summary of the discussions related to learning technology.

ACADEMIC DISCIPLINES

STUDENT SERVICES

LEARNING TECHNOLOGY VISIONING

## PROGRAMS AND SERVICES (CONT'D)

The educational plan portion of the *Moreno Valley College Comprehensive Master Plan* is data-driven, using an analysis of the programs and services currently offered to students as well as external scan data as the foundation to plan the College's future.

The analysis of programs and services presented in this chapter is comprised of three components for each MVC academic program and student service:

- Description,
- Data, and
- Growth projection.

The first component is a narrative that describes the role of each program or service in a student's matriculation through the College. The second component is a data table that for student services presents the frequency of student use of the service and for academic programs presents two types of data:

- Efficiency of academic programs: these data elements are those that are used statewide to assess academic programs, such as the number of weekly student contact hours. Fall 2011 data were chosen as the baseline for this calculation because the number of course offerings were dramatically reduced in the following two fall semesters.
- Student success: these data elements reflect the percentage of students who complete a course with a passing grade at the end of the semester. The analysis in this chapter compares each academic discipline's rate of successful course completion with the statewide average of successful course completion for that discipline.

The operational definitions of these data elements are included in the last page of this chapter.

The growth projection for each program and service is derived from an analysis of the potential of that specific program or service to keep pace with the overall college growth rate. Based on the data in the previous chapter, MVC projects that the College's credit enrollment will grow at the rate of 3% per year each year in the coming decade. This projection of the overall college growth projection is based on the following two facts.

- The population within RCCD boundaries is projected to increase 19% over the next ten years. (Refer to [Chapter 2, Data Set 1.](#))
- MVC's student headcount decreased 15% over the past five years. (Refer to [Chapter 2, Data Set 22.](#))

This decline in student headcount does not reflect a reduction in student demand. Despite the ongoing student demand, the College offered fewer sections of courses over these years as the result of the reduction in state funding. During this same period, the communities served by MVC continued to increase in population.

To ensure that the College is fulfilling its mission to provide access to higher education to residents of its service area, the College has made an institutional commitment to increase student enrollment.

Although the College is likely to grow overall, all programs and services will not grow at the same rate. Therefore, in the following growth projections, each academic discipline and student service is rated as growing slower than, at the same rate as, or faster than the projected overall college growth rate of 3% per year each year for ten years.



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## PROGRAMS AND SERVICES

# ACADEMIC DISCIPLINES

Accounting  
Administration of Justice  
Anthropology  
Art  
Biology

- Anatomy and Physiology
- Microbiology

Business Administration

- Management
- Marketing

Chemistry  
Communication Studies  
Community Interpretation  
Computer Applications and Office Technology  
Computer Information Systems  
Dance  
Dental Assistant  
Dental Hygiene  
Early Childhood Education  
Economics  
Emergency Medical Services

- Emergency Medical Technician
- Paramedic

English  
English as a Second Language  
Fire Technology  
Geography  
Health Science  
History  
Homeland Security  
Humanities

Human Services  
Journalism  
Kinesiology  
Library  
Mathematics  
Medical Assisting  
Music  
Philosophy  
Photography  
Physician Assistant  
Physics and Astronomy  
Political Science  
Psychology  
Reading  
Real Estate  
Sociology  
Spanish  
Theatre Arts  
Work Experience

## ACCOUNTING

Accounting is the systematic recording, analysis, and explanation and interpretation of financial transactions of a business. The accounting program includes theoretical and practical courses for students planning to transfer as accounting majors.

The accounting department curriculum consists of nine, three-unit courses. All of the accounting courses, except Accounting 55: Applied Accounting/Bookkeeping, transfer to CSU and two of the nine accounting courses transfer to UC.

Six sections were offered in fall 2013, three during the day and three in the evening.

Refer to the Business Administration page in this document for a description of the certificate and associate degree with a concentration in accounting.

Judging from the fall 2011 snapshot, accounting courses fill at a moderate rate (81%) and are efficient (WSCH/FTEF = 626) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 35% is significantly below the statewide successful course completion rate for this discipline (65%).

### Growth projection

The discipline of accounting is projected to grow at the same rate as the College's overall growth rate. In addition to this growth goal, a primary goal for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

### DATA: ACCOUNTING

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	626	1.0	626	81%	35%	65%

## ADMINISTRATION OF JUSTICE

Administration of Justice examines the structure, function, laws, procedures, and decision-making processes of the police, courts, and correctional agencies that constitute the criminal justice system. The courses in this discipline provide academic background for transfer to four-year institutions as well as a basic peace officer training academy.

As an academic discipline, the curriculum consists of seven three-unit courses that provide instruction in criminal law and policy, police and correction systems organization, the administration of justice and the judiciary, and public attitudes regarding criminal justice issues. All of the courses transfer to CSU and three of the courses also transfer to UC.

Three sections were offered in fall 2013, all in the evening.

Students may earn an administration of justice certificate after completing 27 units in specific courses. Upon completion of the certificate program plus the general education/graduation requirements, students may earn an associate of science degree in administration of justice.

The basic peace officer training academy combines theory and practical experience to prepare students to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control and public relations,

witness interviewing, evidence collection and management, basic crime prevention methods, weapon and equipment operation and maintenance, report preparation and other routine law enforcement responsibilities. The curriculum in the basic peace officer training academy is designed to meet the requirements of various law enforcement agencies at the local, state, and federal levels.

The applied courses in Administration of Justice are offered at the MVC- Ben Clark Training Center. The full-time basic academy is offered two or three times per year, forty hours per week, for 24 weeks. The basic academy is also periodically offered for part-time students during the evening and weekends. The number of offerings is contingent on the hiring needs of the Riverside County Sheriff's Department. Upon successful completion of the course the College awards 39 units of college credit and the California Commission on Peace Officer Standards and Training issues a Basic Peace Officer's Certificate.

Students may earn an administration of justice/law enforcement certificate after completing 27 units in specific courses. Upon completion of the certificate program plus the general education/graduation requirements, students may earn an associate of science degree in administration of justice/law enforcement.

## ACADEMIC DISCIPLINES (CONT'D)

### ADMINISTRATION OF JUSTICE (CONT'D)

In addition, the College offers a basic correctional deputy academy and training for public safety dispatchers. Students may earn a certificate upon completion of the basic correctional deputy academy (13 units) or upon completion of the public safety dispatch course (5 units).

The advisory committee is comprised of different groups. The first one is the Basic Law Enforcement Advisory Committee and provides direction for the basic law academy. This includes representatives from Police Officers Standards and Training and various law enforcement agencies from all the inland counties. A second group, the Riverside County Law Enforcement Trainers Association, also guides law enforcement curriculum and includes representatives from Police Officers Standards and Training and law enforcement in Riverside County. Both advisory groups meet twice a year.

#### DATA: ADMINISTRATION OF JUSTICE

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	530	0.63	849	106%	82%	80%

Judging from the fall 2011 snapshot, the transfer courses in administration of justice fill at a high rate (106%), are extremely efficient (WSCH/FTEF = 849) compared to the state standard for lecture courses (WSCH/FTEF = 525), and have an 82% student successful course completion rate, which is comparable to the statewide successful course completion rate of 80% for this discipline.

#### DATA: BASIC PEACE OFFICER TRAINING ACADEMY AND BASIC PUBLIC SAFETY DISPATCH

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	2,891	10.25	282	89%	98%	98%

Judging from the fall 2011 snapshot, the basic peace officer training academy and basic public safety dispatch courses fill at a strong rate (89%) and student successful course completion rate of 98% matches the statewide successful course completion rate for this discipline (98%). However the discipline is extremely inefficient overall (WSCH/FTEF = 282) compared to the state standard for lecture courses (WSCH/FTEF = 525). The reason for this low WSCH/FTEF ratio is that some class sizes are limited for safety reasons.

Judging from the fall 2011 snapshot, the applied courses in the correctional deputy academy and courses in probation and parole fill at moderate rates (80% and 66% respectively) and have student successful course completion rates of 97% and 98% respectively, which are significantly higher than the statewide successful course completion rates of 72% and 81% for these disciplines.

**DATA: BASIC CORRECTIONAL DEPUTY ACADEMY**

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	718	2.96	243	80%	97%	72%

**DATA: PROBATION AND PAROLE**

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	539	1.75	308	66%	98%	81%

Both the basic correctional deputy academy and probation and parole programs are inefficient (WSCH/FTEF = 243 and 308 respectively) compared to the state standard for lecture courses (WSCH/FTEF = 525).

**Growth projection**

Both the transfer program and applied training programs in administration of justice are projected to grow at the same rate as the College's overall growth rate. Given that the course offerings in the transfer administration of justice program are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment. Growth of the applied training programs, such as the basic academy, is contingent on the Riverside County Sheriff's Department training needs.

## ACADEMIC DISCIPLINES (CONT'D)

### ANTHROPOLOGY

Anthropology, a social science, is the study of human behavior from a biological, historical, cultural, and social perspective. Anthropology analyzes the place of humans in the natural world and explores cultural assumptions across the globe.

The anthropology curriculum consists of eight three-unit courses, all of which transfer to CSU and UC. The College plans to expand the curriculum by adding a laboratory course in the near future to give students hands-on experiences with anthropological research. The College offers an associate degree for transfer in anthropology.

Eight sections were offered in fall 2013, all during the day. Evening and online sections were not offered.

Judging from the fall 2011 snapshot, courses in anthropology fill at a high rate (125%), are extremely efficient (WSCH/FTEF = 924), and have an 82% student successful course completion rate, which is significantly higher than the statewide successful course completion rate of 67% for this discipline.

#### **Growth projection**

The discipline of anthropology is projected to grow at the same rate as the College's overall growth rate. Given that student demand currently exceeds the number of course offerings, the offerings in this discipline should increase both in the near term and far term to keep pace with the College's enrollment. Current facilities limit the number of offerings as well as the numbers and types of hands-on exercises that faculty can provide for students.

#### **DATA: ANTHROPOLOGY**

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,248	1.35	924	125%	82%	67%

## ART

Art is the fine arts discipline of expressing or applying human creative skill and imagination, typically in a visual form such as painting or sculpture, to produce works to be appreciated primarily for their beauty or emotional power. This program offers theoretical and practical courses in the traditional disciplines of art and art history as well as animation.

The art curriculum consists of 35, three-unit courses. All art courses transfer to CSU and 18 of the 35 courses transfer to UC. The College offers one honors course in this discipline, ART - 6H: Honors Art Appreciation. The College offers an associate degree for transfer in studio art.

Sixteen sections were offered in fall 2013, eleven during the day and five in the evening. Eleven classes were stacked or offered at the same time as others, resulting in eleven classes being offered in only one of four different time frames.

### DATA: ART

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,616	2.73	591	72%	77%	75%

Judging from the fall 2011 snapshot, courses in art fill at a relatively low rate (72%). However, this discipline is efficient (WSCH/FTEF = 591) and the student successful course completion rate of 77% is slightly above the statewide successful course completion rate for this discipline (75%).

### Growth projection

The discipline of art is projected to grow at the same rate as the College's overall growth rate. A portion of this growth could be achieved through increased efficiencies within existing resources. Once efficiency is improved, the number of offerings will need to be increased to keep pace with the College's enrollment.



## ACADEMIC DISCIPLINES (CONT'D)

### BIOLOGY

Biology is the science of life and living organisms, including their structure, function, growth, origin, evolution, and distribution. Biology courses are prerequisites to programs in the health professions. The biology program includes three disciplines: anatomy and physiology; biology; and microbiology.

Anatomy and physiology: The anatomy and physiology curriculum consists of two, four-unit lecture and laboratory courses and one, three-unit lecture course. All anatomy and physiology courses transfer to both CSU and UC.

Nine sections of anatomy and physiology were offered in fall 2013, seven during the day and two in the evening. One of the day sections and one evening section were web-enhanced.

Biology: The biology curriculum consists of ten courses. Each of these is approved as partial fulfillment of the general education requirements for an associate degree. All of these courses transfer to CSU and eight of the ten courses transfer to UC. The College offers two honors courses in this discipline: BIO - 1H: Honors General Biology and BIO - 11H: Honors Introduction to Molecular and Cellular Biology.

Ten sections of biology were offered in fall 2013, eight during the day and two in the evening. All sections were web-enhanced courses.

Microbiology: The microbiology curriculum consists of one lecture and laboratory course, which has been approved as partial fulfillment of the general education requirements for an associate degree. The course transfers to both CSU and UC.

Four sections of microbiology were offered in fall 2013, four during the day and one during the evening that was web-enhanced.

#### DATA: BIOLOGY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,779	2.82	632	101%	62%	67%

#### DATA: ANATOMY & PHYSIOLOGY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	2,581	3.5	737	106%	43%	64%

#### DATA: MICROBIOLOGY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	850	1.5	567	104%	55%	75%

Judging from the fall 2011 snapshot, courses in biology, anatomy and physiology and microbiology fill at rates slightly higher than capacity (101%, 106%, and 104% respectively) and are more efficient than the state standard for lecture courses (WSCH/FTEF = 632, 737, and 567 respectively compared to the state standard WSCH/FTEF for lecture courses of 525). However, the successful course completion rates of 62%, 43%, and 55% respectively are below the statewide successful course completion rate for these disciplines (67%, 64%, and 75% respectively).

#### Growth Projection

The disciplines of biology, anatomy and physiology and microbiology are all projected to grow faster than the College's overall growth rate. In addition to growth, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

## BUSINESS ADMINISTRATION

Business Administration is a study of the practices and products of commerce. Business administration courses include theoretical and practical courses for students planning to enter the job market after completing an associate degree or to transfer in one specialization within business administration.

The business administration curriculum consists of 11, three-unit courses. All of these courses transfer to CSU and three of the 11 business administration courses transfer to UC. Eleven sections were offered in fall 2013, five during the day, three during the evening and three online. One day section and one evening section are hybrid courses. All other sections are either online or are web-enhanced.

Management: The management curriculum consists of four, three-unit courses. One of the courses is cross-listed with business administration. Three of the four courses transfer to CSU. One online section was offered in fall 2013.

Marketing: The marketing curriculum consists of three, three-unit courses. All of these courses transfer to CSU. One online section was offered in fall 2013.

Students may earn a certificate or an associate degree in business administration with a major concentration in one of these areas:

- Accounting
- General Business
- Management
- Marketing
- Real Estate

Each certificate requires students to complete 18 units of core business administration courses plus 12 units in one of the areas of concentration. Upon completion of one of these certificate programs plus the general education/graduation requirements, students may earn an associate of science degree in business administration with a major concentration. The College also offers an associate degree for transfer in business administration.

The College also offers two six-unit certificates in small business accounting and small business payroll accounting. These certificates may lead to employment competency but do not lead to an associate degree.

## DATA: BUSINESS, MANAGEMENT, AND MARKETING

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,152	2.0	576	100%	54%	65%

Judging from the fall 2011 snapshot, courses in business administration fill to capacity (100%) and are extremely efficient (WSCH/FTEF = 576) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 54% is below the statewide successful course completion rate for this discipline (65%).

### Growth Projection

The discipline of business administration is projected to grow at the same rate as the College's overall growth rate. In addition to this growth goal, a second goal for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

## ACADEMIC DISCIPLINES (CONT'D)

### CHEMISTRY

Chemistry is an experimental and physical science that studies the composition, structure, properties and reactions of physical matter. Lecture and laboratory sections emphasize compounds and molecules for inorganic and organic chemistry including reactions, structure, and physical and chemical properties.

The chemistry curriculum consists of six chemistry courses, four of which are five-unit lecture and laboratory courses. All of these courses transfer to both CSU and UC. The College offers two honors courses in this discipline: Chemistry 1AH: Honors General Chemistry I and Chemistry 1BH: Honors General Chemistry II. The two introduction to chemistry courses, Chemistry 2A and 2B, serve as a pathway to the allied health programs.

Six sections were offered in fall 2013, five during the day and one in the afternoon and evening.

Judging from the fall 2011 snapshot, courses in chemistry fill at a rate slightly higher than capacity (105%), are nearly as efficient as lecture courses (WSCH/FTEF = 513 compared to the state standard WSCH/FTEF for lecture courses of 525), and have an 83% student successful course completion rate, which is significantly higher than the statewide successful course completion rate of 67% for this discipline.

#### Growth Projection

The discipline of chemistry is projected to grow faster than the College's overall growth rate. However, that growth is contingent on increased space. Current laboratory facilities limit the number of sections offered and the range of curriculum that can be offered. For example, the College cannot develop courses in inorganic chemistry due to the lack of appropriate facilities and equipment. Without lower division courses in inorganic chemistry, STEM chemistry and engineering majors cannot complete lower division requirements at MVC.

#### DATA: CHEMISTRY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,281	2.50	513	105%	83%	67%

## COMMUNICATION STUDIES

Communication Studies provides students with a theoretical and methodological foundation of the nature of communication in its various forms and contexts, as well as the uses, effects, and relevancy of communication for the purpose of increasing competence.

The communication studies curriculum consists of 14 courses, one of which is at the pre-collegiate level. All of the credit courses transfer to CSU and ten of the 13 courses transfer to UC. Two Honors courses are offered, COM - 1H: Honors Public Speaking and COM - 9H: Honors Interpersonal Communication. The College offers an associate degree for transfer in Communication Studies.

Twenty-two sections were offered in fall 2013, 17 during the day, four in the evening and one during the weekend at the MVC-Ben Clark Training Center.

Judging from the fall 2011 snapshot, courses in communication studies fill to the capacity (100%), are moderately efficient (WSCH/FTEF = 510), and have an 81% student successful course completion rate, which is slightly higher than the statewide successful course completion rate of 76% for this discipline.

### Growth Projection

The discipline of communication studies is projected to grow at the same rate as the College's overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment.

### DATA: COMMUNICATION STUDIES

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,633	3.20	510	100%	81%	76%

## ACADEMIC DISCIPLINES (CONT'D)

### COMMUNITY INTERPRETATION

Community Interpretation courses serve as an introduction to a career in translating English/Spanish interactions in the contexts of medicine, law, and business. The curriculum includes general translation skills and intensive training in the three modes of interpreting: simultaneous, consecutive, and sight translation.

The community interpretation curriculum consists of six courses, two at three units, two at four units and two at six units. The six-unit courses include a 54-hour laboratory requirement.

Four sections were offered in fall 2013, three during the day and one in the evening.

There is no advisory committee for this career technical education program.

These career technical education courses improve the job skills for employees who use Spanish and English in the workplace and may lead to a certificate. Upon completion of the required 18 units for the certificate plus the general education/graduation requirements, students may earn an associate of science degree in community interpretation.

Judging from the fall 2011 snapshot, courses in community interpretation fill to capacity (103%) and have an 86% student successful course completion rate, which is comparable to the statewide successful course completion rate of 85% for this discipline. However, the discipline's efficiency (WSCH/FTEF = 464) is below the state standard for lecture courses (WSCH/FTEF = 525).

#### Growth Projection

The discipline of community interpretation is projected to grow slower than the College's overall growth rate.

#### DATA: COMMUNITY INTERPRETATION

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	449	0.97	464	103%	86%	85%

## COMPUTER APPLICATIONS AND OFFICE TECHNOLOGY

The Computer Applications and Office Technology program serves students with courses in basic skills, transfer, and career and technical education. Composed of curriculum focused in the areas of computer applications and business protocols, the program provides students with theoretical and hands-on experience in using the power to compute to critically evaluate and solve business issues.

The computer applications and office technology curriculum consists of 18 courses. Twelve of these courses transfer to CSU. Ten of the courses are cross-listed with business, computer information systems, or accounting.

Four sections were offered in fall 2013, three as hybrids and one was web-enhanced.

### DATA: COMPUTER APPLICATIONS AND OFFICE TECHNOLOGY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	471	0.80	589	97%	51%	63%

Judging from the fall 2011 snapshot, computer applications and office technology courses fill at a high rate (97%) and are efficient (WSCH/FTEF = 589) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 51% is significantly below the statewide successful course completion rate for this discipline (63%).

### Growth Projection

The discipline of computer applications and office technology is projected to grow at the same rate as the College's overall growth rate. In addition to this growth goal, a primary goal for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

## ACADEMIC DISCIPLINES (CONT'D)

### COMPUTER INFORMATION SYSTEMS

Computer Information Systems courses focus on computers, computing problems and solutions, and design of computers systems and user interfaces from a scientific perspective. The courses in this discipline include instruction in the principles of computation science, and computing theory; computer hardware design; computer development and programming; video game development; and application to a variety of end-use situations. Serving students with courses in basic skills, transfer, and career and technical education, this discipline provides students with both the theory of the field as well as hands-on experiences.

The computer information systems curriculum consists of 40 courses. Thirty of these courses are cross-listed with business administration; computer applications and office technology; computer science; or simulation and game development. All of these courses transfer to CSU and ten of the 40 courses transfer to UC.

Twenty-eight sections of computer information systems were offered in fall 2013, 22 during the day and six during the evening. Twenty-four of the sections are web-enhanced and one section is offered as a hybrid course. Two of the web-enhanced courses are offered during the day on a short-term schedule.

Students may earn one of three certificates in this field:

- Computer Applications (31.5 – 32.5 units)
- Computer Programming (26.5 units)
- Simulation and Gaming: Game Art (36 units)

Upon completion of one of these certificate program plus the general education/graduation requirements, students may earn an associate of science degree in computer information systems. The college also offers an associate degree for transfer in computer science.

Students may earn a locally approved web master certificate with specialization as a web designer or a web developer, both of which require a total of 18 units.

Judging from the fall 2011 snapshot, courses in computer information systems fill at a high rate (103%), are efficient (WSCH/FTEF = 663) compared to the state standard for lecture courses (WSCH/FTEF = 525), and have a 70% student successful course completion rate, which is higher than the statewide successful course completion rate of 62% for this discipline.

#### Growth Projection

The discipline of computer information systems is projected to grow at the same rate as the College's overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment.

#### DATA: COMPUTER INFORMATION SYSTEM

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	3,247	4.9	663	103%	70%	62%

## DANCE

Dance is the fine arts discipline of moving rhythmically usually to music, using prescribed or improvised steps and gestures. This program examines dance choreography, performance, and aesthetics in diverse dance styles and techniques and offers performance opportunities for general education students.

The dance curriculum consists of 11 courses, one lecture course and ten activity courses. All courses transfer to both CSU and UC.

Three sections are offered fall 2013, two during the day and one at night.

Judging from the fall 2011 snapshot, courses in dance fill at a rate slightly above capacity (108%), are extremely efficient (WSCH/FTEF = 870), and have a 76% student successful course completion rate, which is comparable to the statewide successful course completion rate of 73% for this discipline.

### Growth Projection

The discipline of dance is projected to grow at the same rate as the College's overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment.

### DATA: DANCE

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	435	0.50	870	108%	76%	73%



## ACADEMIC DISCIPLINES (CONT'D)

### DENTAL ASSISTANT

The Dental Assistant program prepares individuals to provide patient care, take dental radiographs (x-ray), prepare patients and equipment for dental procedures, as well as discharge office administrative functions under the supervision of dentists. The curriculum includes instructions in dental sciences, dental record-keeping, general office duties, patient scheduling and reception, equipment maintenance and sterilization, dental radiography, pre and post-operative patient care and instructions, chair-side assisting and preparation of dental materials, taking impressions, and supervised clinical practice.

To qualify for admission into the dental assistant program, students must demonstrate fulfillment of the following criteria: be certified as a CPR-BLS for healthcare provider, provide verification of Hepatitis B vaccination, immunizations, and TB testing and provide verification of high school graduation or equivalent. The program is limited to 24 students per cohort and requires a full-time one-year commitment of coursework including clinical practice. The curriculum is comprehensive with 13 courses that range from one to five units each. The dental assistant program is accredited by the American Dental Association's Commission on Dental Accreditation.

In fall 2013, seven sections of dental assisting courses were offered, all during the day.

A total of 36 units are required for a certificate in dental assisting. Upon completion of the certificate program and general education requirements, students may earn an associate of science degree in dental assisting.

The Dental Assistant Advisory Committee meets twice a year and is comprised of two representatives of local businesses, four dentists, four registered dental assistants, one currently enrolled student and recent graduates.

Judging from the fall 2011 snapshot, courses in dental assisting fill at a relatively low rate (75%) and are extremely inefficient (WSCH/FTEF = 173) compared to the state standard for lecture courses (525 WSCH/FTEF). Although the cohort size of 24 students limits this program's efficiency, an efficiency rate higher than WSCH/FTEF = 173 is possible within existing resources.

The student successful course completion rate of 92% is higher than the statewide successful course completion rate for this discipline (87%). The passing rate on the registered dental assistant examinations was 100% in 2012. The overall passing rate on the registered dental assistant examination as of April 2013 was 89%.

#### DATA: DENTAL ASSISTANT

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	441	2.55	173	75%	92%	87%

#### Growth Projection

The discipline of dental assisting is projected to grow slower than the College's overall growth rate because of the limited availability of clinical sites and the limit of 24 students per cohort.

## DENTAL HYGIENE

The Dental Hygiene program graduates individuals who are safe and competent clinicians in preventive dental services including recognizing atypical and pathologic oral lesions during extra-oral and intra-oral exams; providing oral hygiene education including nutritional and tobacco cessation counseling; identifying and treating gingival and periodontal disease; communicating and treating a diverse population; and the application of dental sealants and fluoride. The curriculum includes head and neck anatomy, preventive dentistry, oral radiology, radiology interpretation, infection control, dental anatomy, dental morphology, histology and embryology, general pathology, oral pathology, pain control, periodontology ethics, medical and dental emergencies, dental treatment of geriatric and medically compromised patients, applied pharmacology, dental materials, community dental health, research methodology, nutrition in dentistry, practice management and jurisprudence, advanced topics surrounding dental hygiene and clinical courses.

To qualify for selection into the dental hygiene program, potential students must meet admission criteria ranging from having a current and valid CPR – BLS provider certificate to meeting multiple health requirements in addition to successfully completing 11 required prerequisite courses. The program is limited to 24 students per cohort and requires a commitment of two full years of coursework including clinical practice. The curriculum is comprehensive with 37 courses that range from one to four units each, all of which transfer to CSU. The dental hygiene program is accredited by the American Dental Association's Commission on Dental Accreditation.

An Associate in Science Degree in Dental Hygiene is awarded upon completion of 60.5 units of required dental hygiene courses as well as general education and other graduation requirements.

In fall 2013, 18 sections of dental hygiene courses were offered, all during the day.

## ACADEMIC DISCIPLINES (CONT'D)

### DENTAL HYGIENE (CONT'D)

The Dental Hygiene Advisory Committee meets biannually and consists of three dental hygiene students, three faculty members, three dentists, five registered dental hygienists, one representative of the local dental society, one representative of the local dental hygiene society and one representative of a dental corporation.

#### DATA: DENTAL HYGIENE

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	687	4.76	144	60%	99%	96%

Judging from the fall 2011 snapshot, dental hygiene courses fill at a low rate (60%) and are extremely inefficient (WSCH/FTEF = 144). Although the cohort size of 20 students limits this program's efficiency, an efficiency rate higher than WSCH/FTEF = 144 is possible within existing resources.

#### EXAMINATION PASS RATES FOR DENTAL HYGIENE STUDENTS

Examination	2010	2011	2012	2013
National Board Dental Hygiene	100% N = 13	100% N = 14	100% N = 15	100% N = 9
California Registered Dental Hygiene Licensure	100%	91%	100%	100%

The student successful course completion rate of 99% is higher than the statewide successful course completion rate for this discipline (96%). Upon completion of the Associate in Science Degree in Dental hygiene, students are eligible to take the national and state examinations that are required for employment. Reflecting the high rates of successful course completion, students' passing rates on these dental hygiene examinations have been consistently high.

#### Growth Projection

The discipline of dental hygiene is projected to grow slower than the College's overall growth rate because of the limited class sizes.

## EARLY CHILDHOOD EDUCATION

Early Childhood Education is a career technical education program that prepares students for transfer to a four-year institution or for work with children from infancy to third grade. The curriculum focuses on the theory and practice of learning and teaching children from birth to age eight; the basic principles of educational and developmental psychology; the art of observing, teaching and guiding young children; planning and administration of developmentally appropriate inclusive educational activities; school safety and health issues; and the social and emotional foundations of early care and education.

The early childhood education curriculum is comprehensive, consisting of 21 courses, 19 at three units and two at four units. Students have the opportunity to complete some coursework in four on-campus laboratory-classrooms that serve a total of 86 children. All of the courses transfer to CSU and two of the courses also transfers to UC. Nine sections were offered in fall 2013, five during the day and four in the evening. One of the daytime sections was offered on an accelerated schedule.

The advisory committee for early childhood education is a district-wide committee that meets twice a year.

Upon completing 31 units, students may earn either a certificate in Early Childhood Education or Early Childhood Intervention Assistant. Once students complete the requirements for the certificate in Early Childhood Education plus an additional 16 units of special courses in general education, they may apply to the state for a Child Development Permit, teacher level. Upon completion of either of these certificate programs plus the general education/graduation requirements, students may earn an associate of science degree in one of these fields. The College also offers an associate degree for transfer in Early Childhood Education.

Students also have the option of earning one of the following locally approved certificates that may lead to employment competency but do not lead to an associate degree:

- Early Childhood Education Assistant Teacher (6 units)
- Early Childhood Education/Twelve Core Units (12 units)
- Infant and Toddler Specialization (12 units)

### DATA: EARLY CHILDHOOD EDUCATION

	WSCH FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion	
Fall 2011	1,072	1.43	752	128%	76%	72%

Judging from the fall 2011 snapshot, courses in early childhood education fill at a high rate (128%), are extremely efficient (WSCH/FTEF = 752), and have a 76% student successful course completion rate, which is slightly higher than the statewide successful course completion rate for this discipline of 72%.

### Growth Projection

The transfer courses in early childhood education are projected to grow faster than the College's overall growth rate. The applied courses will grow to the extent possible given the limitations of the facilities and mandated child/teacher ratios.

## ACADEMIC DISCIPLINES (CONT'D)

### ECONOMICS

Economics, with applications in both business and the social sciences, examines the production, distribution, and consumption of goods and services as well as the theory and management of economies and how the choices made by individuals, firms, and governments impact scarce resources.

The economics curriculum consists of seven, three-unit courses. All of these courses transfer to CSU and six of the seven transfer to UC. The College offers two honors course in this discipline, ECO- 7H: Honors Principles of Macroeconomics and ECO-8H: Principles of Microeconomics.

Seven sections were offered in fall 2013, five during the day, one in the evening, and one online. Four of the day sections of economics were web-enhanced.

Judging from the fall 2011 snapshot, economics courses fill at a rate close to capacity (93%) and are extremely efficient (WSCH/FTEF = 758) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 56% is below the statewide successful course completion rate for this discipline (64%).

#### Growth Projection

The discipline of economics is projected to grow at the same rate as the College's overall growth rate. Given that the number of course offerings are currently close to meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment. In addition to this growth goal, a second goal for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

#### DATA: ECONOMICS

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	928	1.23	758	93%	56%	64%

## EMERGENCY MEDICAL SERVICES

Emergency Medical Services is a career technical education program that prepares students to serve as either emergency medical technicians or paramedics, both of whom work under the remote supervision of physicians to recognize, assess, and manage medical emergencies in pre-hospital settings. The curriculum includes basic, intermediate, and advanced emergency medical services procedures; medical triage; rescue operations; crisis scene management and personnel supervision; equipment operation and maintenance; patient stabilization, monitoring, and care; drug administration; identification and preliminary diagnosis of disease and injuries; communication and computer operations; basic anatomy, physiology, pathology, and toxicology; and professional standards and regulations.

The curriculum for emergency medical services is comprehensive, consisting of 14 courses, ranging from 1 to 10 units. Twelve sections were offered in fall 2013, all during the day. To be qualified to participate in one of the emergency medical services program, students must demonstrate that they fulfill various criteria, such as being certified as a CPR provider and completing a background and healthcare screening. The paramedic program requires students to make a 12-month full-time commitment to complete the program. Both of the emergency medical services programs are accredited by a national organization, the Commission for the Accreditation of Allied Health Educational Programs.

In keeping with the accreditation standards, the advisory committee meets twice a year, is chaired by a medical director and is comprised of representatives from these communities of interest: the public, the faculty, the hospital, local employers, fire department, emergency medical services professionals, government, a recent graduate from the program and a current student.

The emergency medical technician certificate requires students to successfully complete seven units. This certificate may lead to employment competency, but it does not lead to an associate of science degree. Successful completion of this certificate is one of the prerequisites for admission into the firefighter academy and the paramedic program.

The paramedic certificate requires students to successfully complete 49.5 units. Upon completion of the paramedic certificate program plus the general education/graduation requirements, students may earn an associate of science degree in paramedics.

### DATA: EMERGENCY MEDICAL TECHNICIAN

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	2,519	6.06	416	102%	69%	72%

Judging from the fall 2011 snapshot, the emergency medical technician courses fill at a high rate (102%). However due to the requirement that the student-faculty ratio be ten to one during skills practice, the discipline is inefficient (WSCH/FTEF = 416) compared to the state standard for lecture courses (WSCH/FTEF = 525). The student successful course completion rate of 69% is slightly below the statewide successful course completion rate for this discipline (72%).

## ACADEMIC DISCIPLINES (CONT'D)

### EMERGENCY MEDICAL SERVICES (CONT'D)

EXAMINATION PASS RATES ON EMERGENCY MEDICAL TECHNICIAN: COURSE COMPLETION DATE: 3RD QUARTER 2007 TO 3RD QUARTER 2012

Attempted the Exam	First Attempt Pass	Cumulative Pass w/in 3 Attempts	Cumulative Pass w/in 6 Attempts	Failed all 6 Attempts	Eligible for Retest	Did Not Complete w/in 2 years
1,339	78% 1,043/1,339	87% 1,164/1,339	87% 1,169/1,339	0% 1/1,339	5% 69/1,339	7% 100/1,339

EXAMINATION PASS RATES ON PARAMEDICS: COURSE COMPLETION DATE: 3RD QUARTER 2007 TO 3RD QUARTER 2012

Attempted the Exam	First Attempt Pass	Cumulative Pass w/in 3 Attempts	Cumulative Pass w/in 6 Attempts	Failed all 6 Attempts	Eligible for Retest	Did Not Complete w/in 2 years
56,781	69% 39,064/56,781	83% 47,402/56,781	86% 48,875/56,781	1% 485/56,781	6% 3,185/56,781	8% 4,330/56,781

The above chart represents all paramedics that have taken the National Exam and not only the paramedics at Moreno Valley College.

**DATA: PARAMEDIC**

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	695	3.49	199	65%	100%	83%

Judging from the fall 2011 snapshot, the paramedic courses fill at a low rate (65%). However due to the requirement that the student-faculty ratio be six to one during skills practice, on class size, the discipline is significantly inefficient (WSCH/FTEF = 199) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 100% is significantly higher than the statewide successful course completion rate for this discipline (83%).

#### **Growth Projection**

The paramedic program is projected to grow slower than the College's overall growth rate in the short-term while the curriculum is revised. Both the emergency medical technician and paramedic programs are projected to grow at the same rate as the College's overall growth rate in the far term. However, future growth is contingent on factors such as space for simulation exercises and the number of available clinical slots for students.

## ENGLISH

The English discipline focuses on the development of composition, critical thinking, and critical reading. English courses, offered at both the developmental and transfer-levels, provide students with intensive instruction and practice in the composition, revision, and editing of academic essays. The courses also provide opportunities for students to develop skills in reading college-level texts (both fiction and nonfiction) and making critical judgments about those texts.

English and reading faculty collaborate by sharing pedagogies and methods to integrate course offerings and provide students with more pathways for success.

The English curriculum consists of 31 courses, 23 of which are college-level and eight of which are pre-college level. All of the college-level courses transfer to CSU and 21 of these 23 courses transfer to UC. One course, ENG 23: The Bible as Literature, is cross-listed as a humanities course. Two of the college-level courses are honors courses, ENG 1AH: Honors English Composition and ENG 1BH: Honors Critical Thinking and Writing. The College limits student enrollment in English courses; ENG 1B: Critical Thinking and Writing is limited to 35 students, honors courses are limited to 20 students, and all other English courses are limited to 30 students. The College offers an associate degree for transfer in English.

Eighty sections of English were offered in fall 2013, 63 during the day (including 10 hybrid sections), 12 in the evening (including one hybrid section), and five online. Of these sections, two were honors courses, 11 were hybrid courses, 23 were web-enhanced, 11 were short-term, one was for students in the Puente program and two were taught at the MVC-Ben Clark Training Center and were designed for students who intend to enter the fields of public safety.

## DATA: ENGLISH

	WSCH FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion	
Fall 2011	8,623	20.41	423	107%	70%	67%

Judging from the fall 2011 snapshot, courses in English fill at a high rate (107%) and have a 70% student successful course completion rate, which is comparable to the statewide successful course completion rate for this discipline of 67%. The discipline's efficiency (WSCH/FTEF = 423) is below the state standard for lecture courses of 525.

### Growth Projection

The discipline of English is projected to grow faster than the College's overall growth rate.



## ACADEMIC DISCIPLINES (CONT'D)

### ENGLISH AS A SECOND LANGUAGE

English as a Second Language courses provide advanced skills development and college academic preparation to students whose first language is other than English. The program provides students with the tools and techniques they need to reach their goals, including college academic preparation, workplace improvement, and personal enrichment.

The curriculum consists of 16 pre-college level courses. These courses in composition, listening, speaking, reading, vocabulary, and grammar do not fulfill degree or transfer requirements. In addition the college offers three English as a second language courses for degree credit.

Seven sections of English as a second language courses were offered in fall 2013, one during the day, four in the evening, and two short-term, online sections. Both of the online sections were offered on a short-term schedule and two of the sections were web-enhanced

courses, one during the day and one during the evening. Judging from the fall 2011 snapshot, courses in English as a second language fill at a relatively low rate (72%), are extremely inefficient (WSCH/FTEF = 265), and have a 61% student successful course completion rate, which is significantly lower than the statewide successful course completion rate for this discipline of 73%.

#### Growth Projection

The discipline of English as a second language is projected to grow at the same rate as the College's overall growth rate. This growth can be achieved through increased efficiencies within existing resources. In addition to this efficiency goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

#### DATA: ENGLISH AS A SECOND LANGUAGE

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	662	2.5	265	72%	61%	73%

## FIRE TECHNOLOGY

Fire Technology is a career technical education program that combines theory and practical experience to prepare students to perform the duties of firefighters. The curriculum includes instruction in firefighting equipment operation and maintenance, principles of fire science and combustible substances, methods of controlling different types of fires, hazardous material handling and control, fire rescue procedures, public relations and applicable laws and regulation.

Fire technology courses are offered in partnership with the Riverside County Fire Department at the MVC- Ben Clark Training Center. The curriculum in fire technology is comprehensive and includes a basic firefighter academy as well as advanced training courses. Generally offered twice a year, the basic firefighter academy requires students to make a full-time commitment for 12 weeks. The number of students in a basic firefighter academy is limited to 40. The number of academies offered is contingent on the hiring needs of the local fire departments. To be qualified to enter the basic firefighter academy, students must possess a California emergency medical technician certificate, pass a physical assessment, and complete the course FIT 1: Fire Protection Organization.

The advisory committee is comprised of the Riverside County Fire Department Training Officers and college personnel. College representatives of this program also make regular reports at the Riverside County Fire Chiefs' quarterly meetings.

Students considering a career in fire technology may complete the 23 units required for the fire technology certificate. Students who complete the 19 units of the basic academy receive the Basic Firefighter certificate. Firefighters currently working in the field may complete 19.5 units for the Chief Officer certificate or 16.5 units for the Fire Officer certificate.

Upon completion of one of these certificate programs plus the general education/graduation requirements, students may earn an associate of science degree in one of these areas of concentration.

### DATA: FIRE TECHNOLOGY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	2,089	5.80	361	82%	86%	84%

### DATA: FIRE ACADEMY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,268	5.10	249	93%	93%	93%

Judging from the fall 2011 snapshot, the fire technology courses and the fire academy courses fill at a moderate to strong rate (82% and 93% respectively) and have student successful course completion rates that are comparable statewide successful course completion rates for these disciplines. However due to the requirement that the student-faculty ratio be ten to one or five to one during skills practice, the discipline is extremely inefficient overall (WSCH/FTEF = 361 and 249 respectively) compared to the state standard for lecture courses (WSCH/FTEF = 525).

### Growth Projection

Since growth of the fire technology program is contingent on the local fire department training needs, the programs in this discipline are projected to grow at a slower rate than the College's overall growth rate.

## ACADEMIC DISCIPLINES (CONT'D)

### GEOGRAPHY

Geography is the study of the earth, including the distribution and interconnectedness of all natural and cultural phenomena and how places are particular expressions of nature and culture.

The geography curriculum consists of four three-unit courses and one one-unit laboratory course. One of the three-unit courses is an honors course, GEG 1H: Honors Physical Geography. All of these courses transfer to both CSU and UC.

Eight sections were offered in fall 2013, six during the day, one during the evening, and one online. Three of the six sections offered during the day were sections of physical geography lab, which is a companion to the physical geography lecture course.

Judging from the fall 2011 snapshot, courses in geography fill at a high rate (111%) and are efficient (WSCH/FTEF = 541) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 61% is below the statewide successful course completion rate for this discipline (65%).

#### Growth Projection

The discipline of geography is projected to grow at the same rate as the College's overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment. In addition to this growth goal, a second goal for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

#### DATA: GEOGRAPHY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	447	0.83	541	111%	61%	65%

## HEALTH SCIENCE

Health Science is a discipline that explores many facets of health, including principles and practices of personal health; concepts of prevention and treatment of disease; maintenance of a healthy lifestyle; and nutrition.

The health science curriculum consists of one, three-unit course, Health Science 1. This course satisfies the California teacher's certificate requirement for drug, alcohol, and nutrition education and transfers to CSU and UC. Additionally, every student who earns an associate degree must take Health Science 1.

Ten sections of Health Science 1 were offered fall 2013, seven during the day, and three in the evening. All of the class sections include web-enhanced instruction.

Judging from the fall 2011 snapshot, health science courses fill at a rate that slightly exceeds capacity (103%) and are extremely efficient (WSCH/FTEF = 1,147). However, the successful course completion rate of 68% is slightly below the statewide successful course completion rate for this discipline (70%).

### Growth Projection

The discipline of health science is projected to grow faster than the College's overall growth rate. In addition to this growth goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

### DATA: HEALTH SCIENCE

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,319	1.15	1,147	103%	68%	70%

## ACADEMIC DISCIPLINES (CONT'D)

### HISTORY

The study of History is the endeavor to understand the present by becoming knowledgeable about the past. As the context of all human activity, history gives students the depth needed to understand society and their place in it.

The history curriculum consists of 21 three-unit courses. All of these courses transfer to both CSU and UC. Two of the history courses are honors courses: HIS-6H: Honors Political and Social History of the United States and HIS-7H: Honors Political and Social History of the United States. The College offers an associate degree for transfer in history.

Thirteen sections were offered in fall 2013, ten during the day and three in the evening. One of the day sections was an honors course.

#### DATA: HISTORY

	WSCH FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion	
Fall 2011	1,805	2.23	811	107%	72%	62%

Judging from the fall 2011 snapshot, courses in history fill at a high rate (107%), are extremely efficient (WSCH/FTEF = 811), and have a 72% student successful course completion rate, which is higher than the statewide successful course completion rate for this discipline of 62%.

#### Growth Projection

The discipline of history is projected to grow faster than the College's overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment.

## HOMELAND SECURITY

Homeland Security is a career technical education program that prepares students to provide support in preparing for, responding to and recovering from a critical incident. This program is a multi-disciplinary, all-hazards approach to homeland security.

The College's curriculum in homeland security consists of six three-unit courses. All of the courses transfer to CSU.

The homeland security curriculum is currently being redesigned. During this period of transition, the existing courses are not being offered.

Given that this discipline is being redesigned, an analysis of these data is not relevant to the projection of future growth.

### **Growth Projection**

Given limited employment opportunities, the discipline of homeland security is projected to grow slower than the College's overall growth rate.

### **DATA: HOMELAND SECURITY**

	WSCH FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion	
Fall 2011	284	0.60	474	57%	71%	62%

## ACADEMIC DISCIPLINES (CONT'D)

### HUMANITIES

Humanities, an interdisciplinary study, examines the ways people throughout time and cultures have developed cultural, mortal/ethical, and artistic creations in response to their world, and analyzes cultural and artistic productions in their original context.

The humanities curriculum consists of nine three-unit courses. All of these courses transfer to both CSU and UC. Three of the humanities courses are honors courses: HUM-4H: Honors Arts and Ideas: Ancient World, HUM-5H: Honors Arts and Ideas: The Renaissance through the Modern Era, and HUM-10H: Honors World Religions.

Eight sections were offered in fall 2013, three during the day, one during the evening, one on the weekend, and three online. One of the day sections is cross-listed.

Judging from the fall 2011 snapshot, courses in humanities fill at a high rate (109%) and are extremely efficient (WSCH/FTEF = 848). However, have a 79% student successful course completion rate, which is higher than the statewide successful course completion rate for this discipline of 73%.

#### Growth Projection

The discipline of humanities is projected to grow at the same rate as the College's overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment. In addition to this growth goal, a second goal for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

#### DATA: HUMANITIES

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	912	1.08	848	109%	62%	67%

## HUMAN SERVICES

Human Services is a career technical education program that prepares students for transfer to a four-year institution or for various entry-level paraprofessional positions in human services, such as mental health case manager, job coach/employment specialist, social service intake specialist, or community health worker. Positions such as these are needed in a variety of settings such as group homes, halfway houses, mental health and correctional facilities, family, child and service agencies under the direct supervision of social workers and other human services professionals in public and non-profit social service agencies.

The human services curriculum is comprehensive, consisting of eleven courses, 11 at three units and one at one unit. Sixteen to 20 hours of service in the community is required for each class. All of the courses transfer to CSU. Ten sections were offered in fall 2013, two during the day, six in the evening and two on the weekend.

There is currently not an advisory committee for this career technical education discipline.

After completing four units, students may earn a locally approved certificate in Employment Support Specialization. To earn a certificate in Human Services, students are required to complete 20 units in specific human services courses. Upon completion of the certificate program plus the general education/graduation requirements, students may earn an associate of science degree in human services.

### DATA: HUMAN SERVICES

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,234	1.60	771	117%	79%	73%

Judging from the fall 2011 snapshot, courses in human services fill at a high rate (117%), are extremely efficient (WSCH/FTEF = 771) compared to the state standard for lecture courses (WSCH/FTEF = 525), and have a 79% student successful course completion rate, which is higher than the statewide successful course completion rate for this discipline of 73%.

### Growth Projection

The discipline of human services is projected to grow at the same rate as the College's overall growth rate. Given that student interest in this discipline is already slightly above the number of course offerings, the offerings in this discipline should increase as needed to keep pace with the College's enrollment.



## ACADEMIC DISCIPLINES (CONT'D)

### JOURNALISM

Journalism is an academic study related to the collection and editing of news.

The journalism department curriculum consists of seven, three-unit courses, all of which transfer to CSU.

Five sections were offered in fall 2013, all during the day. Four of these sections were offered at the same time on the same day in the same room (in a stacked format), JOU-20A, 20B, 20C, and 20D.

Judging from the fall 2011 snapshot, courses in journalism fill at a relatively high rate (94%) and are moderately efficient (WSCH/FTEF = 468), but have an 53% student successful course completion rate, which is significantly below the statewide successful course completion rate for this discipline of 69%.

#### Growth Projection

The discipline of journalism is projected to grow slower than the College's overall growth rate. The targets for this discipline are to increase its efficiency and to develop strategies to improve rates of students' successful course completion.

#### DATA: JOURNALISM

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	242	0.52	468	94%	53%	69%

## KINESIOLOGY

Kinesiology is the study of human anatomy, physiology, and biomechanics as impacted by human movement. Kinesiology includes many different areas of study in which the origins and consequences of human physical activity are examined.

The kinesiology curriculum consists of six, three-unit lecture courses and 17, one-unit activity courses. All of the kinesiology courses transfer to CSU and all but one of the kinesiology courses transfers to UC.

Five kinesiology lecture courses were offered fall 2013, two during the day and three in the evening. Fifteen activity courses were offered during the same semester, 13 during the day and two in the evening. Since these courses are housed in leased space off campus, such as gymnasiums and at other similarly appropriate sites, expansion in the number of sections offered is limited.

The College is developing an associate degree for transfer in kinesiology.

Judging from the fall 2011 snapshot, courses in kinesiology fill at a high rate (133%), are extremely efficient (WSCH/FTEF = 901), and have an 83% student successful course completion rate, which is significantly higher than the statewide successful course completion for this discipline of 77%.

### Growth Projection

The discipline of kinesiology is projected to grow at the same rate as College's overall growth rate.

### DATA: KINESIOLOGY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	2,319	2.58	901	133%	83%	77%

## ACADEMIC DISCIPLINES (CONT'D)

### LIBRARY

The Library provides resources and services for students, faculty, and staff as well as the community. The library provides access to books and electronic resources including academic journals, magazines, research guides, newspapers, and e-books.

The library has computers available for students to both check out of the library and use in the library. The library provides a wide range of resources and services including reference services; library instruction; orientations and workshops; circulation services; intra-library loans; reserve collections; and group study facilities.

The library is open during the day and early evening, Monday through Thursday and until early afternoon on Fridays.

One strategy for delivering service is for the library to offer an information competency course. One short-term, hybrid section of this course was offered in fall 2013.

Judging from the fall 2011 snapshot, the course in library filled a rate that is close to capacity (90%). However, the course is relatively inefficient for a lecture course (WSCH/FTEF = 447) and the successful course completion rate of 59% is below the statewide successful course completion rate for this discipline (64%).

#### Growth Projection

The primary functions of the library are delivered through direct service to students and faculty. The service component of the library is projected to grow faster than the College's overall growth rate.

The instructional component of the library is projected to grow at the same rate as the College's overall growth rate. A portion of this growth could be achieved through increased efficiencies within existing resources. Once efficiency has improved, the number of offerings will need to be increased to keep pace with the College's enrollment.

#### DATA: LIBRARY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	30	0.07	447	90%	59%	64%

## MATHEMATICS

Mathematics is the abstract deductive study of structure and pattern that serves as the foundation of science and technology. Courses in mathematics function as prerequisites to other college disciplines. The College's mathematics curriculum offers courses at the university level; courses one level below university level (intermediate algebra), two levels below university level (elementary algebra), and three levels below university level (pre-algebra).

The mathematics curriculum consists of 25 courses, 11 at the college-level and 14 non-degree applicable credit courses. All of the college-level mathematics courses transfer to both CSU and UC.

The College offers an associate degree for transfer in mathematics.

Thirty-five sections of college-level mathematics courses were offered in fall 2013, 26 during the day and 9 during the evening. Of the day sections, eight were hybrid courses and two were web-enhanced. Of the evening sections, one was hybrid and one was web-enhanced. Twenty-eight sections of non-degree applicable credit courses were offered in fall 2013, fifteen during the day, seven during the evening and six as self-paced, open entry/open exit courses. Six of the day sections were hybrid courses and three of the day sections were web-enhanced.

The Mathematics Lab provides tutoring and proctoring services in the day and evening Monday through Thursday as well as Friday during the day.

### DATA: MATHEMATICS

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	9,983	13.87	720	100%	46%	55%

Judging from the fall 2011 snapshot, courses in mathematics fill to capacity (100%) and are extremely efficient ( $WSCH/FTEF = 720$ ) compared to the state standard for lecture courses ( $WSCH/FTEF = 525$ ). However, the successful course completion rate of 46% is significantly below the statewide successful course completion rate for this discipline (55%).

### Growth Projection

The discipline of mathematics is projected to grow faster than the College's overall growth rate. A second target for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

## ACADEMIC DISCIPLINES (CONT'D)

### MEDICAL ASSISTING

Medical Assisting is a career technical education program that prepares students to provide medical office administrative services and perform clinical duties including patient intake and care, routine diagnostic and recording procedures, pre-examination and examination assistance, administration of medications, and first aid under the supervision of a physician. The curriculum includes basic anatomy and physiology; medical terminology; medical law and ethics; patient psychology and communications; medical office procedures; and clinical/diagnostic examination, testing, and treatment procedures.

The curriculum in medical assisting is comprehensive, consisting of 11 courses, ranging from two to five units. Two of these courses transfer to CSU. Clinical courses are limited to 15 students per section.

Twelve sections were offered in fall 2013, nine during the day, two in the evening, and one on the weekend.

There is currently not an advisory committee for this career technical education program.

Medical assisting courses may lead to either a certificate in Administrative/Clinical Medical Assisting or a certificate in Medical Transcription. The Administrative/Clinical Medical Assisting certificate requires a total of 22 units, four core courses and six units of elective

courses. The Medical Transcription certificate requires a total of 26 units, five core courses and nine units of elective courses. Upon completion of one of the medical assisting certificate programs plus the general education/graduation requirements, students may earn an associate of science degree in one of these areas of concentration.

#### DATA: MEDICAL ASSISTING

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,404	2.50	562	92%	72%	77%

Judging from the fall 2011 snapshot, medical assisting courses fill at a strong rate (92%) and are efficient (WSCH/FTEF = 562) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 72% is slightly below the statewide successful course completion rate for this discipline (77%).

#### Growth Projection

The discipline of medical assisting is projected to grow slower than the College's overall growth rate.

## MUSIC

Music is the fine arts discipline of producing vocal and/or instrumental sounds combined in such a way as to create beauty of form, harmony, and expression of emotion. The music program offers courses in music appreciation, theory, and history as well as opportunities for group and solo performances that contribute to students' skills as well as the cultural life of the College and the community. MVC's three performance groups are the MVC Gospel Singers, the MVC Chamber Singers, and the MVC Guitar Ensemble.

The music curriculum consists of 12 lecture courses and 19 music performance courses, all of which transfer to CSU and UC. The College offers an associate degree in music and an associate degree for transfer in music.

Twenty-one sections were offered in fall 2013, 14 during the day, four in the evening, and three online. One of the day sections and three of the evening sections were web-enhanced. Four sections were stacked (offered at the same time) into two different time slots.

Judging from the fall 2011 snapshot, courses in music fill to near capacity (99%) and are extremely efficient (WSCH/FTEF = 681) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 64% is significantly below the statewide successful course completion rate for this discipline (71%).

### DATA: MUSIC

	WSCH FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion	
Fall 2011	2,233	3.28	681	99%	64%	71%

### Growth Projection

The discipline of music is projected to grow at the same rate as the College's overall growth rate. Given that the current course offerings meet student demand, the number of sections scheduled in this discipline should increase as needed to keep pace with the College's enrollment. However, current enrollment in music and enrollment growth in this discipline are contingent on the development of space for music fundamentals, music theory, piano laboratory, composition and music technology courses, and rehearsal and performance space that would include sound-proofing as well as equipment and furnishings appropriate for this discipline.

In addition to this growth, a second goal for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

## ACADEMIC DISCIPLINES (CONT'D)

### PHILOSOPHY

Philosophy is the study of the fundamental nature of reality, knowledge, and values through a critical analysis of fundamental assumptions or beliefs.

The philosophy curriculum consists of seven three-unit lecture courses. All of the philosophy courses transfer to both CSU and UC. One of the courses is an honors course: PHI-10H Honors Introduction to Philosophy. The college offers an associate degree for transfer in philosophy.

Nine sections of philosophy were offered in fall 2013, six during the day, two in the evening, and one as part of an accelerated weekend program offered at the MVC-Ben Clark Training Center.

Judging from the fall 2011 snapshot, courses in philosophy fill at a high rate (114%), are extremely efficient (WSCH/FTEF = 804), and have a 68% student successful course completion rate, which is comparable to the statewide successful course completion rate for this discipline of 65%.

#### Growth Projection

The discipline of philosophy is projected to grow at the same rate as the College's overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment.

#### DATA: PHILOSOPHY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,186	1.48	804	114%	68%	65%

## PHOTOGRAPHY

Photography is the study of the aesthetic and technical skills necessary to produce photographic documents.

The photography department curriculum consists of two, three-unit courses. Both of the three-unit courses transfer to CSU. One of these courses is cross-listed with Journalism.

One section was offered in fall 2013 during the day.

Judging from the fall 2011 snapshot, courses in photography fill to capacity (100%) and are efficient (WSCH/FTEF = 591) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 60% is below the statewide successful course completion rate for this discipline (69%).

### Growth Projection

The discipline of photography is projected to grow at the same rate as the College's overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment.

### DATA: PHOTOGRAPHY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	192	0.33	591	100%	60%	69%



## ACADEMIC DISCIPLINES (CONT'D)

### PHYSICIAN ASSISTANT

Physician Assistant is a career technical education program that prepares students academically and clinically to provide health care services under the supervision of a physician. Physician Assistants provide a broad range of medical services including history taking, physical assessment, assistance with surgical procedures, interpretation of diagnostic studies, and the implementation of therapeutic interventions. Additionally, physician assistants advocate health promotion with an emphasis on disease prevention as an integral part of patient care. The curriculum includes medical science across the lifespan, behavioral and social sciences; physical assessment; supervised clinical practice in family medicine, pediatrics, women's health, general surgery, psychiatry, and behavioral medicine; and health policy issues and professional practice in the delivery of health care services to underserved populations.

To qualify for enrollment in the physician assistant program, applicants must demonstrate educational and experiential criteria. Educational prerequisites include recent and successful completion of courses in physics, chemistry, algebra, English, anatomy and physiology, microbiology, psychology and sociology or cultural anthropology. In addition, students must complete a minimum of 2,000 hours of paid hands-on patient care in a clinical setting. Work experience in the disciplines of medicine, nursing or allied health is required.

The physician assistant curriculum is rigorous and comprehensive, consisting of a total of 26 courses (this total includes one elective). Seventeen sections were offered in fall 2013. All of these courses transfer to CSU. The program is externally accredited by the Accreditation Review Commission on Education for the Physician Assistant.

The state of California has projected that it will need 4,000 physician assistants to provide primary care once the Affordable Care Act has been fully implemented. Potential employers require that physician assistants graduate from an accredited program, are certified and licensed. It is not currently a mandate for employment that physician assistants have a master's degree, but by 2020, the Accreditation Review Commission on Education for the Physician Assistant will require all physician assistant programs to confer a master's degree.

Student cohorts range from 21 to 28 and students are required to make a 24-month full-time commitment to complete the program. The program is delivered in corroboration with Moreno Valley College and Riverside County Regional Medical Center.

The advisory committee is comprised of members of the community—program graduates, clinical preceptors, practicing physician assistants and currently enrolled students.

A total of 91.5 units are required for the physician assistant certificate. Upon completion of the certificate requirements plus the general education/graduation requirements, students may earn an associate of science degree in this field.

#### DATA: PHYSICIAN ASSISTANT

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	2,181	5.21	419	57%	86%	94%

Judging from the fall 2011 snapshot, physician assistant courses fill at a very low rate (57%), are relatively inefficient (WSCH/FTEF = 419), and have an 86% student successful course completion rate, which is lower than the statewide successful course completion rate of 94% for this discipline.

#### Growth Projection

Although the need for physician assistants is projected to increase, this physician assistant program is projected to grow slower than the College's overall growth rate as a result of accreditation enrollment limitations.

## PHYSICS AND ASTRONOMY

Physics is the branch of science that studies nature at its most fundamental level and includes classical mechanics, thermodynamics, electricity and magnetism, waves, relativity and quantum mechanics.

The physics curriculum consists of six physics courses. Three of the courses include both lecture and laboratory and one course is a laboratory course. All of these courses transfer to both CSU and UC.

Five sections are offered in fall 2013, all during the day. One section was web-enhanced.

Astronomy is the study of the formation, composition, interactions, and evolution of the universe as a whole and the celestial objects comprising it, such as planets, stars, nebulae, galaxies, and black holes.

The College's astronomy curriculum consists of two lecture courses, both of which are approved as partial fulfillment of the general education requirements for an associate degree. The courses transfer to both CSU and UC.

One section of astronomy was offered in fall 2013 during the day; this course was web-enhanced.

### DATA: PHYSICS

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	809	1.45	558	110%	70%	70%

### DATA: ASTRONOMY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	180	0.20	901	118%	79%	66%

Judging from the fall 2011 snapshot, courses in both physics and astronomy fill at a high rate (110% and 118% respectively), are extremely efficient (WSCH/FTEF = 558 and 901 respectively), and have student successful course completion rates that meet or exceed the statewide successful course completion rates for these disciplines.

### Growth Projection

Both physics and astronomy are projected to grow at the same rate as the College's overall growth rate. Given that student demand is currently slightly higher than the number of course offerings, the offerings in these disciplines should increase as needed to keep pace with **1658** the College's enrollment.

## ACADEMIC DISCIPLINES (CONT'D)

### POLITICAL SCIENCE

Political Science, a social science, is the study of the processes, principles, and structure of government and political institutions; and the analysis of issues that governments face in developing policies in the current domestic and global context.

The political science curriculum consists of 11, three-unit courses. All of these courses transfer to CSU and eight of the 11 political sciences courses transfer to UC. Three of the nine courses are honors courses, POL - 1H: Honors American Politics, POL - 2H: Honors Comparative Politics, and POL - 4H: Honors Introduction to World Politics. The College offers an associate degree for transfer in political science.

Six sections of POL 1: American Politics were the only political science sections offered on campus or online in fall 2013. Of these, two were offered during the day, two in the evening, one as a hybrid course, and one online.

Judging from the fall 2011 snapshot, courses in political science fill at a high rate (104%), are extremely efficient (WSCH/FTEF = 736) compared to the state standard for lecture courses (WSCH/FTEF = 525), and have a student successful course completion rate that matches the statewide successful course completion rate for this discipline.

#### Growth Projection

The discipline of political science is projected to grow at the same rate as the College's overall growth rate. Given that the number of course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the College's enrollment.

#### DATA: POLITICAL SCIENCE

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,049	1.43	736	104%	64%	64%

## PSYCHOLOGY

Psychology is the scientific study of mental processes and behavior with an emphasis in the biopsychosocial model—how biology, psychology, and social/environment interact in thoughts, emotions, and behavior.

The psychology department curriculum consists of six, three-unit courses and one four-unit course. All of these courses transfer to both CSU and UC. The College offers an associate degree for transfer in psychology.

Seventeen sections were offered in fall 2013, 13 during the day and four in the evening.

Judging from the fall 2011 snapshot, psychology courses fill at a high rate (110%) and are extremely efficient (WSCH/FTEF = 835) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 63% is below the statewide successful course completion rate for this discipline (67%).

### Growth Projection

The discipline of psychology is projected to grow faster than the College's overall growth rate. In addition to this growth goal, a second goal for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

### DATA: PSYCOLOGY

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	2,547	1.43	835	110%	63%	67%

## ACADEMIC DISCIPLINES (CONT'D)

### READING

The Reading discipline includes courses that focus on basic skills and transfer requirements. The courses are designed to develop techniques for the critical analysis of language and informative literature required for college-level work and, as such, these courses support student success across the curriculum.

The reading curriculum consists of eight courses. Three of the eight courses transfer to CSU. The remaining courses are credit, non-degree applicable courses. Only the three courses that are required to meet graduation requirements (REA 81: Reading, Level 1, REA 82: Reading, Level II and REA 83: Reading, Level III) have consistently been offered each year. However, the discipline hopes to soon begin offering REA 3: Reading for Academic Success and REA 4: Critical Reading as Critical Thinking as well as other electives.

Fourteen sections of reading were offered in fall 2013, nine during the day and five in the evening. Four of the sections were offered as hybrid courses.

Judging from the fall 2011 snapshot, courses in reading fill at a high rate (112%) and have a 72% student successful course completion rate, which is higher than the statewide successful course completion rate of 68% for this discipline. The discipline's efficiency (WSCH/FTEF = 499) is close to the state standard for lecture courses of 525.

#### Growth Projection

The discipline of reading is projected to grow at the same rate as the College's overall growth rate. A portion of this growth could be achieved through increased efficiencies within existing resources. Once efficiency is improved, the number of offerings will need to be increased to keep pace with the College's enrollment.

#### DATA: READING

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,754	3.51	499	112%	72%	68%

## REAL ESTATE

Real Estate provides education for students who plan to enter the real estate profession and for persons working in real estate and related fields that wish to enhance their knowledge and skills.

The real estate department curriculum consists of seven, three-unit courses. All of the real estate courses transfer to CSU. Two sections were offered in fall 2013, both in the evening and both web-enhanced.

Students may earn a certificate or an associate degree in business administration with a major concentration in real estate. Each certificate requires students to complete core business administration courses plus courses related to the area of concentration. Upon completion of this certificate plus the general education/graduation requirements, students may earn an associate of science degree in business administration with a concentration in real estate.

Judging from the fall 2011 snapshot, courses in real estate fill to near capacity (94%), are efficient (WSCH/FTEF = 561) compared to the state standard for lecture courses (WSCH/FTEF = 525) and have a 71% student successful course completion rate, which is higher than the statewide successful course completion rate of 63% for this discipline.

### Growth Projection

The discipline of real estate is projected to grow slower than the College's overall growth rate. Although offerings currently meet student demand, future growth in this discipline is contingent on a shifting marketplace.

### DATA: REAL ESTATE

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	224	0.40	561	94%	71%	63%

## ACADEMIC DISCIPLINES (CONT'D)

### SOCIOLOGY

Sociology is the study of human social behavior, groups, and the influence of environment on behavior, with a focus on the origins, organization, institutions, and developments of society.

The sociology curriculum consists of seven, three-unit courses. All of these courses transfer to CSU and six of the seven sociology courses transfer to UC. The College offers an associate degree for transfer in sociology.

Nine sections were offered in fall 2013, six during the day, one at night, one online, and one as a short-term, weekend course offered at the MVC-Ben Clark Training Center. One of the six sections offered during the day was web-enhanced.

Judging from the fall 2011 snapshot, courses in sociology fill at a high rate (113%), are extremely efficient (WSCH/FTEF = 833) compared to the state standard for lecture courses (WSCH/FTEF = 525), and have a 71% student successful course completion rate, which is higher than the statewide successful course completion rate of 66% for this discipline.

#### **Growth Projection**

The discipline of sociology is projected to grow faster than the College's overall growth rate.

#### **DATA: SOCIOLOGY**

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	1,416	1.70	833	113%	71%	66%

## SPANISH

Spanish courses encompass both language proficiency and cultural understanding so that students may become active participants in a global society. The program also addresses the needs of native heritage speakers.

The Spanish curriculum consists of 11 courses. All of these courses transfer to CSU and ten of the 11 courses transfer to UC. The College offers two honors courses in this discipline: SPA - 1H: Honors Spanish I and SPA - 2H: Honors Spanish II. The College offers an associate degree for transfer in Spanish.

Fifteen sections of Spanish were offered in fall 2013, eight during the day, two in the evening that were also hybrid courses, and five web-enhanced courses.

Judging from the fall 2011 snapshot, Spanish courses fill at a high rate (109%), are efficient (WSCH/FTEF = 593) compared to the state standard for lecture courses (WSCH/FTEF = 525), and have a 72% student successful course completion rate, which is higher than the statewide successful course completion rate of 68% for this discipline.

### Growth Projection

The discipline of Spanish is projected to grow faster than the College's overall growth rate.

### DATA: SPANISH

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	2,725	4.60	593	109%	72%	68%



## ACADEMIC DISCIPLINES (CONT'D)

### THEATER ARTS

Theatre Arts is a collaborative form of the fine arts that uses live performers to present the experience of a real or imagined event before a live audience. The performers may communicate this experience to the audience through combinations of gesture, speech, song, music, and dance. Elements of design and stagecraft are used to enhance the physicality, presence, and immediacy of the experience. This discipline includes both transfer education and hands-on training for those wishing to work in the theatre arts industry.

The theatre arts curriculum consists of two, three-unit courses. Both courses transfer to CSU and UC.

Two sections were offered in fall 2013, one during the day and one in the evening.

Judging from the fall 2011 snapshot, courses in theatre arts fill to capacity (101%) and are efficient (WSCH/FTEF = 647) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the successful course completion rate of 68% is below the statewide successful course completion rate for this discipline (76%).

#### Growth Projection

The discipline of theatre arts is projected to grow at the same rate as the College's overall growth rate. Given that the course offerings are currently meeting student demand, the number of offerings will need to be increased to keep pace with the College's enrollment. A target for this discipline is to develop and implement strategies to improve rates of students' successful course completion.

#### DATA: THEATER ARTS

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	313	0.48	647	101%	68%	76%

## WORK EXPERIENCE

Work Experience courses provide students with an opportunity to increase their work-related skills and knowledge of jobs with on-the-job experience. There are two work experience programs: general and occupational.

- General work experience provides career guidance, job information, human relations, and other similar services for students employed in any occupation. These jobs do not have to be related to the student's major. The job may be salaried or volunteer, but students must have a job before the beginning of the third week of class. Students earn three units per semester for 180-225 hours of volunteer or paid work experience, respectively, plus weekly attendance at a one-hour lecture class. Students may take two semesters of general work experience for a maximum of six units.
- Occupational work experience provides students with opportunities to work as a volunteer or paid employee in a job related to their majors. Students may earn from one to four units, contingent on the number of hours worked per week and whether the position is volunteer or paid. Students must also attend a weekly one-hour lecture class.

Work experience courses are available in most of the College's disciplines. Employers set students' work schedule. For the lecture portion of work experience classes, students may attend either a morning or afternoon twice-weekly session for the first half of the semester. For the second half of the semester, the lecture portion of the class is fulfilled through one-on-one appointments.

### DATA: WORK EXPERIENCE

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	172	0.40	430	89%	80%	71%

Judging from the fall 2011 snapshot, courses in work experience fill at a moderate rate (89%) and are relatively inefficient (WSCH/FTEF = 430). However, the student successful course completion rate of 80% is significantly above the statewide successful course completion rate for this discipline (71%).

### Growth Projection

The discipline of work experience is projected to grow at the same rate as the College's overall growth rate. A portion of this growth could be achieved through increased efficiencies within existing resources. Once efficiency is improved, the number of offerings will need to be increased to keep pace with the College's enrollment.

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# STUDENT SERVICES

## PROGRAMS AND SERVICES

# STUDENT SERVICES

Admissions and Records  
Assessment Center  
CalWORKs  
Career and Transfer Center  
Counseling  
Disabled Student Services  
Early and Middle High School Programs  
Extended Opportunity Programs and Services  
Special Programs

- Puente Program
- Renaissance Scholars Program
- Student Support Services
- Upward Bound Math and Science

Student Activities  
Student Employment Services  
Student Financial Services  
Student Health and Psychological Services  
Tutorial Services  
Veterans Resources Center

## STUDENT SERVICES (CONT'D)

### ADMISSIONS AND RECORDS

Admissions and Records is responsible for a variety of services to support student access and success. Services include, but are not limited to the following:

- Assist students with registration process and process all aspects of registration including adds and drops;
- Provide students with technical assistance for the successful submission of online admissions applications;
- Retain permanent and temporary student records in accordance with board policy and Ed code;
- Process incoming and outgoing transcripts;
- Serve as cashiers for tuition, health and student service fees, health services fees;
- Process student requests for enrollment verifications;
- Collaborate with faculty and administrators on student appeals;
- Determine student residency;
- Submit information for state reports; and
- Assist with seasonal and informal records evaluation.

These services are available to students Monday through Thursday from 8:30 am to 4:30 pm, on Friday from 8:30 am to noon, and during the evening upon request.

#### DATA: ADMISSIONS AND RECORDS

Year	2012	2013
Student Served	5,191	7,313

#### Growth Projection

Admissions and Records is projected to grow at the same rate as the College's enrollment.

## ASSESSMENT CENTER

The *Assessment Center* provides students with fair, comfortable, appropriate, and valid assessments of their current skill levels in mathematics, English, reading, Spanish, and chemistry. This testing process is designed to assist students in making informed educational choices that will help them realize their educational goals in a timely manner.

There is an Assessment Center located at MVC-Main Campus as well as at the MVC-Ben Clark Training Center. The MVC-Main Campus center is open from 8 am to 4 pm Mondays, Tuesdays, Wednesdays, and Fridays and 8 am to noon on Thursday. The MVC-Ben Clark Training Center assessment office in the Fire Technology Building is open on Thursdays from noon to 4 pm.

In addition to the services provided on campus, the Assessment Center reaches out to feeder higher schools by conducting application workshops and placement testing on site at the high schools. The application workshops provide the students with general college information such as MVC programs, services, and degrees; admissions deadlines and requirements; and assessment, orientation and counseling requirements as well as assisting students with submitting an application.

### DATA: JULY-DECEMBER 2013: ON CAMPUS ASSESSMENT

# students completing placement testing	1,343
# students completing ESL testing	57
# students completing reading testing	26
# students completing Spanish testing	45

### DATA: SPRING 2014: HIGH SCHOOL OUTREACH

High School	# of Application Workshops	# Applications Submitted	# Placement Testing Sessions	# Students Completing Placement Testing
Canyon Springs	1	36	1	30
Citrus Hill	2	39	1	17
Moreno Valley	1	77	2	99
Rancho Verde	1	45	1	41
Val Verde	1	5	1	4
Valley View	1	79	1	71
Vista de Lago	2	41	2	35

### Growth Projection

The Assessment Center is projected to grow at the same rate as the College's enrollment.

## STUDENT SERVICES (CONT'D)

### CALWORKS

California Work Opportunities and Responsibilities for Kids (CalWORKs) program provides academic, financial aid, personal, crisis counseling and employment-focused services to low-income families with minor children. Some additional supportive services are funded through the Chancellor's Office of California Community Colleges. CalWORKs is designed to promote self-sufficiency through employment, education, and community collaboration. Students receiving CalWORKs from a county welfare department are eligible. As a result of the Welfare Reform Act in 1996 CalWORKs/TANF customers face a four-year lifetime limit, and the Community College's CalWORKs program is one of the ways California is assisting participants to meet the challenge. Many current CalWORKs students could not get the education they need to break the cycle of poverty and dependency without such assistance.

As of January 2013, all persons receiving aid from the CalWORKs program are eligible to receive supportive service to assist with college attendance for up to 24 months. Enrollment is ongoing with new CalWORKs students enrolling each week. The services provided include the following.

- Financial aid, academic, personal and career counseling
- Official college Student Educational Plans
- Financial aid and GAIN-approved Student Educational Plans
- Intensive case management
- Priority registration
- Book loan
- Workshops
- Attendance verification
- Work study and job placement
- Direct referrals to EOPS/CARE
- Coordination and advocacy on and off campus
- Educational and occupational assessments
- Access to computer lab with internet/printing capability
- Career pathway planning and linkages to labor market
- Assistance with meeting the 20/35 GAIN activity hours

These services are available to students Monday through Thursday from 8:30 am to 2:30 pm. Appointments are available on Friday and during the evening upon request.

#### DATA: CALWORKS

	Fall 2011	Fall 2012	Fall 2013
Total Students Served	210	65	168
Appointments	123	72	98
Academic Advising	132	92	200
Actual counted on MIS	118	77	160
Drop-ins	10	14	60
Workstudy	0	11	12

#### Growth Projection

The growth of the CalWORKs program is contingent on the level of state funding.

## CAREER AND TRANSFER CENTER

The Transfer Center is dedicated to increasing the transfer function by educating and increasing awareness of the transfer center and the services provided in an effort to increase the number of students prepared for transfer to baccalaureate-level institutions. This is accomplished through the coordination of college transfer efforts, with an emphasis on the preparation and transfer of underrepresented students, including disabled students, low-income students, first-generation college students, and other groups of students underrepresented in the transfer process. The Transfer Center serves as the focal point for transfer activities and is designed to strengthen the transfer function at Moreno Valley College by assisting students through the transfer process. The Transfer Center provides resources to students interested in transferring to baccalaureate-level institutions.

The Career Center is dedicated to providing encouragement and guidance to students in their various stages of lifelong career development. Counselors, staff and resources will offer a framework for individuals to define and achieve their educational and occupational goals, and prepare them for the diverse and changing economy. The Career Center provides opportunities for extensive career exploration and evaluation of interest, aptitudes, skills and other characteristics related to vocational and pre-professional planning and job success.

The Career and Transfer Center helps prepare students, through its resources, to achieve their transfer and career goals and to empower students to take charge of their future through planning, research, utilization of Career and Transfer Center resources, and ongoing collaboration with Career and Transfer Center staff throughout their education.

The services provided include the following:

- Career assessment (MBTI and EUREKA)
- Computer access to utilize career and transfer resources, eureka online, researching majors, researching occupations, and career planning.
- In-class presentations
- Transfer workshops
- “What to major in” workshops
- Virtual tours of universities
- Individual appointment with university representatives for academic advising
- Transfer Fairs: Fall and Spring
- Transfer Recognition Ceremony
- Transfer counseling
- Career counseling

These services are available to students Monday through Thursday from 8 am to 5 pm, on Friday from 8 am to noon, and during the evening upon request.

### DATA: CAREER AND TRANSFER CENTER

Service	Number of Students		
	2010-2011	2011-2012	2012-2013
Career Transfer Center Visits	N/A	N/A	456
Workshops	158	258	245
Appointments w/ University Reps	285	341	160
Appointments w/ Counselors for Transfer Reasons	232	216	310
Appointments w/ Counselors for Career Reasons	17	37	60

### Growth Projection

The demand for career and transfer services is likely to grow at a higher rate than the college enrollment rate because these services have been severely limited for the past few years.



## STUDENT SERVICES (CONT'D)

### COUNSELING

The Counseling program provides essential support to students through individual and group interactions as well as classroom instruction. These core functions include:

- Academic Counseling
- Career Counseling
- Personal Counseling
- Crisis Intervention
- Outreach
- Participation and Advocacy

Counselors are fully integrated into almost every grant, program, and service including categorical programs, such as Disabled Student Services; Extended Opportunity Program and Services; Science, Technology, Engineering and Mathematics grant; Student Support Services grant; Financial Aid, and CalWORKS. Counseling provides services to help students resolve personal difficulties and acquire the skills, attitudes, abilities, and knowledge that will enable them to take full advantage of their college experience and accomplish their educational goals. Students are given assistance in developing their education programs, coordinating their career and academic goals, understanding graduation, major, certificate, and transfer requirements, exploring career options, and resolving personal issues. Counseling services are delivered by means of individual counseling sessions, small group counseling, classroom visitations, special workshops and programs, online advising, and credit guidance classes.

Guidance courses combine academic theory with practical application and are designed to assist students in identifying and overcoming academic and personal issues that impact their academic success. The curriculum for counseling services delivered via guidance courses consists of six courses, four one-unit courses, one two-unit course, and one three-unit course. All of the courses fulfill general education requirements for an associate degree and transfer to CSU. One of the courses also transfers to UC. Twelve sections were offered in fall 2013, seven during the day, one during the evening, and two online. Two of the day sections were offered on an accelerated schedule. Two of the day classes were offered for unique populations: one for the Nuvview Bridge Early College High School program and one for Puente Program students.

Counseling services are available to students Monday through Thursday from 8:30 am to 4 pm and on Friday from 8:30 am to noon. Counseling services with support staff are housed at the MVC-Ben Clark Training Center in the Fire Technology Building.

**DATA: COUNSELING SERVICES**

	2010-2011	2011- 2012	2012-2013
Academic Advising/Other	7,223	5,732	4,834
Readmission/Probation	804	637	665
Student Education Plans	2,139	1,832	1,805
Orientation/Counseling Groups	319	30	0
Career/Transfer	249	255	370
ESL Orientation/Counseling Groups	168	45	1
Walk-Ins (prospective students)	707	476	323
Advising for Nursing Majors	26	20	26
Online Appointments	28	12	15

**DATA: GUIDANCE COURSES**

	WSCH	FTEF	WSCH/ FTEF	Fill Rate	Discipline Successful Course Completion	Statewide Successful Course Completion
Fall 2011	821.43	1.47	560.05	109.0%	73%	74%

Judging from the fall 2011 snapshot, guidance courses fill at a strong rate (109%), are very efficient (560 WSCH/FTEF), and have a student successful course completion rate that is comparable to the statewide successful course completion rate for this discipline.

**Growth Projections**

Student demand for guidance courses and counseling services is likely to grow at the same rate as the College's enrollment.

## STUDENT SERVICES (CONT'D)

### DISABLED STUDENT SERVICES

Disabled Student Services assists students with disabilities to participate in college programs and activities. Services are provided to students with a variety of disabilities, including mobility, psychiatric disabilities, visual, speech, and hearing limitations; learning disabilities; acquired brain injury; and developmentally delayed learning. Support services include exam accommodations, note taking assistance, alternate format materials, priority registration, academic counseling and other specialized counseling, and an assistive technology computer lab.

These services are available to students Monday through Thursday from 8:30 am to 5:00pm and on Friday from 8:30 am to 12:00pm.

#### DATA: DISABLED STUDENT SERVICES

	2010-2011	2011- 2012
Hours of Counseling	539	547
Hours of Intakes	280	202
Hours of Accommodation Orientations	8*	71.5
Hours of Test Proctoring	1,050	1,594
Hours of Adaptive Technology Training	39	39

#### Growth Projection

The demand for disabled student services is likely to grow at the same rate as the College's enrollment.

*\*This was the first year DSS implemented an accommodations orientation.*

	2011- 2012				2012- 2013			
	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring
Students Served	106	313	151	227	120	322	130	232

## EARLY AND MIDDLE COLLEGE HIGH SCHOOL PROGRAMS

MVC hosts one early college high school program, the Nuvview Bridge Early College High School, and one middle college program, the Middle College High School Program. Both programs provide students with the opportunity to take college classes that count toward both their high school graduation requirements and an associate degree.

Nuvview Bridge Early College High School, located in the community of Nuvview, provides high school students in grades 9 - 12 a college experience. This experience begins with 9th grade students taking a college Guidance course. Students in grades 10 - 12 enroll in college courses that satisfy high school graduation requirements, A-G requirements, and/or IGETC or AA/AS degree requirements. This program is a partnership with Nuvview Union High School District.

The Middle College High School serves high-potential, at-risk high school students who complete the last two years of high school on the college campus. Students take college courses at the same time as completing high school graduation requirements. Each year 70 new participants are accepted into the program. Although first established in 1999 through a grant from the Community College Chancellor's Office, as of August 2013 the program is supported and funded by Moreno Valley College, Moreno Valley Unified School District and Val Verde Unified School District. This program offers early development of college experience as well as guidance in students' educational endeavors.

**DATA:** NUVIEW BRIDGE EARLY COLLEGE HIGH SCHOOL

Academic Year	Student Enrollment	Students Enrolled in MVC Courses other than Guidance		Students Enrolled in MVC Guidance		High School Seniors	High School Diploma	Enrolled in College after High School	Earned AA/AS
		Fall	Spring	Fall	Spring				
2013-14	552	236	173	57	140	93	N/A	N/A	N/A
2012-13	514	205	190	50	43	95	95	90	19
2011-12	450	176	227	60	58	83	83	No Info	11
2010-11	383	351	234	47	59	85	85	No Info	9

**DATA:** MIDDLE COLLEGE HIGH SCHOOL

Graduation Year	Student Participants	High School Diploma	Percentage of H.S. Diploma	Continue College	Percentage of Continue College	AA/S	Percentage of AA/S
2013	51	51	100%	50	98%	6	11.76%
2012	57	57	100%	54	94.7%	19	33.33%
2011	63	63	100%	60	95.2%	15	23.80%

### Growth Projection

Enrollment is limited in early and middle college programs and therefore these programs are projected to grow slower than the College's growth rate.

## STUDENT SERVICES (CONT'D)

### EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

Extended Opportunity Programs and Services (EOPS) is a statewide outreach and special assistance program that provides academic support services for students from educationally and financially disadvantaged backgrounds. This support is comprehensive and includes providing students with tools that are above and beyond those offered by the College to assist the students in enrolling, remaining, and ultimately graduating from college. These support services include:

- Academic, career, and personal counseling
- Priority registration
- Financial support to purchase textbooks
- Tutoring
- Transfer assistance

The EOPS office also administers the Cooperative Agencies Resources for Education (CARE) program, which provides funding for childcare, transportation, workshops, and books for single parents/heads of households with minor children.

These services are available to students Monday through Thursday from 8 am to 5 pm, on Friday from 8 am to noon, and during the evening upon request.

#### DATA: EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

EOPS Service		Fall 2013
Number of New Students		220
Number of Continuing Students		135
Number of Students Referred to Tutoring		49
Number of Students Scheduled Counseling Appointments		288
Number of Students Scheduled Counseling Appointments		171
Number of Book Awards for New Students		165
Number of Book Awards for Continuing Students		109
Number of Students above 3.0 GPA		110
Number of Students Received Priority Registration		153
Number of Foster Youth Students		3
Number of Workshops		1
CARE Service		Fall 2013
Number of New Students		34
Number of Continuing Students		9
Number of Book and Supplies Awards		43
Number of Workshops		5

#### Growth Projection

The demands for EOPS and CARE services are likely to grow at the same rate as the College's enrollment.

## SPECIAL PROGRAMS

The College offers four programs tailored to its students' unique needs. The following is a brief description of each.

Puente Program is designed to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors of future generations. The Puente Program has been active at Moreno Valley College since 2001 and has helped students achieve college success. Puente is open to all students and is committed to helping students develop strong writing skills, academic and personal goals, and transfer to a four-year university.

Puente students commit to a rigorous two-semester English 50/80/Guidance 47 courses during the fall term and English 1A/Guidance 48 courses during spring term. In addition to the Puente classes, students also take additional courses to meet their full-time status. They work closely with a guidance counselor to prepare an academic plan to transfer to four-year institutions. Students also meet regularly with a professional mentor from the community. The Puente Program provides a supportive and stimulating environment to facilitate students' writing skills. Classes are conducted as writing workshops in which students work in small response groups. The curriculum includes multicultural and Latino/a literature and issues; the faculty members' methods draw on the students' cultural and character strengths.

Renaissance Scholars Program is designed to increase the number of educationally underserved students who enroll in college, earn their degrees, transfer to four-year colleges or universities, and return to the community as leaders and mentors to future generations.

The Renaissance Scholars Program is open to all students, however, with a focus to educate African American students about their African cultural heritage in order to promote an African American centered consciousness. This program provides students with a learning community that combines English and guidance courses as well as enrichment activities, such as trips to four-year institutions.

Student Support Services provides first-generation, low-income, and disabled students with the knowledge, tools, and support necessary to achieve academic success. The program's goal is to increase retention and graduation rates for students who are committed to transferring to a four-year institution. This is a five-year TRIO grant program funded by the U.S. Department of Education.

Program participants benefit from:

- Workshops:
  - / Career exploration
  - / Economic and financial literacy
  - / Financial aid and scholarships
  - / Study and test-taking skills
  - / Transfer to four year university
  - / Writing personal statement
- Priority registration
- Grant Aid for qualifying first- and second-year students
- Fieldtrips to four year universities, museums, and cultural events
- Academic and personal counseling
- Tutorial services
- Assistance completing FAFSA and university admission applications
- Support network of faculty, staff, and students

## STUDENT SERVICES (CONT'D)

### SPECIAL PROGRAMS (CONT'D)

Participation is limited to 140 students annually. Students are selected through an application and interview process. Eligibility is established through the U.S. Department of Education, TriO Programs. Three quarters (3/4) of those students will be both first generation and low income. The remaining quarter (1/4) will be first generation, low income, or individuals with disabilities. Among those with disabilities, two thirds (2/3) will also be low income. All students are required to demonstrate a need for academic support services. To continue to receive program services, students are required to meet with the Student Support Services advisor or counselor twice and attend two activities each semester.

The Upward Bound Math and Science Program is designed to strengthen high school students' mathematics and science skills and to encourage them to pursue postsecondary degrees in mathematics and science. The target population for this program is low income, first generations students. This partnership with Moreno Valley Unified School District is a federally funded five-year grant from the U.S. Department of Education and serves a cohort of sixty students who attend Vista Del Lago High School and/or its service area in Moreno Valley Unified School District.

The services include:

- Hands-on, interactive activities related to mathematics, science, engineering and technology
- Supplemental instruction in mathematics, laboratory sciences, composition, literature, and foreign languages
- Mentoring and special guest lecturers
- Academic advising
- Career exploration and aptitude assessment
- Exposure to research and internship opportunities
- Information on Financial Aid and Economic Literacy
- Assistance in completing college, financial aid, and scholarship applications
- Educational and cultural outings
- SAT/ACT Test Prep
- Access to computer lab
- Writing assistance
- 6-week summer experience
- Family workshops

### DATA: SPECIAL PROGRAMS

Program	Maximum # of Students per Semester
Puente Program	35
Renaissance Scholar's Program	35
Student Support Services	140
Upward Bound Math and Science Program	60

### Growth Projections

The Puente and Renaissance Scholars Programs are projected to grow slower than the College's growth rate because enrollment in these programs is limited. A growth rate is not projected for the Student Support Services and Upward Bound Math and Science programs because these are grant-funded programs. At the conclusion of the grants, applications will be filed to renew the grants or the services currently provided by these programs will either be integrated into existing departments or will be discontinued.

## STUDENT ACTIVITIES

Student Activities provides opportunities for students to enhance their educational experience, to grow personally, and to develop leadership skills through co-curricular learning activities. Students are encouraged to participate in and influence the College's social and political environment. Emphasis is placed on developing a sense of community among students, faculty, and staff through involvement.

This office provides logistical support and leadership for the following groups and activities:

- Associated Students of Moreno Valley College;
- ATHENA Student Leadership Program;
- Student clubs;
- Student Activities Center;
- On-campus events, such as commencement; and
- On-campus events initiated by other college departments, such as Student Health and Psychological Services and the library.

The Associated Students of Moreno Valley College is the College's student government organization. This body appoints student representatives to serve on college-wide groups, such as the Academic Senate and the Strategic Planning Council; manages student government budgeting and financing; and supports student activities across the campus.

The ATHENA College Leadership Program for Students, initiated in fall 2012, is a one-semester program for a cohort of 15 students. This no-cost program consists of a series of workshops with college and community speakers and other interactive activities that are designed to assist students in developing leadership and career skills.

The Student Activities Center provides students with access to computers and study spaces.

The Student Activities Office is open Monday through Thursday from 8 am to 5 pm, on Friday from 8 am to noon, and during the evening upon request.

### DATA: NUMBER OF STUDENT CLUBS

Fall 2010	Fall 2011	Fall 2012	Fall 2013
20	22	15	19

In addition to the number of student clubs, the number of students who volunteer to work in the community also provides evidences of student engagement. In 2012-2013, 131 students worked approximately 11,600 hours in the community at various agencies.

### Growth Projection

The demand for student activities is likely to grow at the same rate as the College's enrollment.



## STUDENT SERVICES CONT'D)

### STUDENT EMPLOYMENT SERVICES

Student Employment Services monitors the hiring and part-time employment (up to 20 hours per week) of students by:

- Providing marketing and recruitment services that promote on- and off- campus employment opportunities to students,
- Connecting eligible students to available job openings and assisting in the application process,
- Answering inquiries and concerns regarding regulations of the various student employment programs,
- Assisting in coordinating campus career and job fairs, recruitment fairs, and conducting work readiness workshops, and
- Assisting students, faculty and staff in maintaining rules and regulations of the College, Federal and State government in the implementation of the Student Employment Programs.

Students are assisted in applying for a variety of jobs within the following work study programs:

- Federal Work Study (includes Community Service, America Reads, America Counts, Literacy)
- CalWORKs Work Study, or
- Department-funded programs within the College

Each program has unique requirements such as minimum units in which students are to be enrolled or the student's grade point average.

Student employment services are available to students generally during the day; the schedule varies each semester.

### DATA: STUDENT EMPLOYMENT SERVICES

	Number of Students	
	2012-2013	2013-2014
America Counts	2	2
America Reads	1	2
Literacy	0	2
CalWORKs	15	46
Community Services	20	25
On-campus Federal Work Study	137	260
On-campus student employment	175	337

### Growth Projection

The demand for student employment services is likely to grow at the same rate as the College's enrollment.

## STUDENT FINANCIAL SERVICES

Student Financial Services assists students in reaching their educational goals by coordinating and distributing student aid from the federal government, the state of California, and other sources. This service provides prospective and enrolled students with information, resources, and assistance in filing applications, while meeting the fiduciary requirements of the funding sources. The types of aid include grants, loans, scholarships and tuition fee waivers.

The office is open to students on Monday, Tuesday and Thursday 8:30-4:30, Wednesday 8:30-12:30 and closed on Friday. Appointments for times other than this office schedule are available upon request.

### **Growth Projection**

The demand for student financial aid services is likely to grow at the same rate as the College's enrollment.

### **DATA: STUDENT FINANCIAL SERVICES**

Type of Funding	2012- 2013		2013 – 2014 as of May 2, 2014	
	# Students	Funds Disbursed	# Students	Funds Disbursed
PELL Grants	3,228	\$9,115,120	3,398	\$10,129,909
FSEOG Grants	697	\$468,625	462	\$355,042
CAL B Grants	422	\$446,921	470	\$496,928
CAL C Grants	69	\$23,803	75	\$26,0136
Loans	318	\$1,159,192	292	\$1,075,553

## STUDENT SERVICES CONT'D)

### STUDENT HEALTH AND PSYCHOLOGICAL SERVICES

Student Health and Psychological Services offers clinical and educational programs to provide quality and reasonably priced health care, assisting a diverse student population to achieve and maintain optimum physical and psychological health, enhancing retention and satisfaction with the college experience. Using a whole-person treatment approach, the services are based on the philosophy that physical and psychological health is associated with academic development, leadership qualities, and overall satisfaction with college. Services include health assessment, first aid and emergency care, health and psychological counseling and referrals, non-prescription and prescription medication, tuberculosis skin tests, immunizations, blood pressure screening, pregnancy testing, low cost laboratory and immunization services, and information referrals on a variety of health issues, and health education programs. Pre-course physical examinations, a prerequisite for some health sciences programs, are also provided. Smoke free campus activities, health fairs, disaster preparation, crisis intervention, and wellness seminars are provided in collaboration with campus, community, state and federal entities. Incident reports and the Student Accident Insurance Program are administered through this office. Faculty and staff services include tuberculosis skin testing, seasonal flu shots, and worker's compensation entry point and referral.

Registered nurses, registered nurse practitioners, physicians, mental health professionals, and health educators provide these health services.

Health services are available to students Monday through Thursday from 8 am to 4 pm and on Friday from 8 am to noon. The hours that psychological services are available varies.

#### Growth Projection

The demand for student health and psychological services is likely to grow at the same rate as the College's enrollment.

#### DATA: STUDENT HEALTH AND PSYCHOLOGICAL SERVICES

	2010-2011	2011- 2012	2012-2013
# of Health Services Office visits	9,155	9,994	9,105
# of Psychological counseling visits	245	456	666
# of students reached through classroom presentations	1,039	718	656
# of students reached through outreach events	663	1,229	1,096
Fall/spring health provider available	8 hours/week	8 hours/week	8 hours/week
Summer/intersession health provider available	4 hours/week	4 hours/week	4 hours/week
Mental health counselor availability	4 hours/week	16-20 hours/week	32- 36 hours/week

## TUTORIAL SERVICES

Tutorial Services provides free individual/group tutoring and self-help materials for students who voluntarily seek tutoring or who are referred to tutoring by a faculty member or program. Students must be enrolled in the exact class for which they are requesting tutoring services. Students are allowed a maximum of two one-hour sessions a week per subject. Tutoring is offered in the following subjects: Accounting, Biology, Chemistry, Computer Information Systems, Humanities, Mathematics, Spanish, Economics, History, Political Science, Psychology and Speech.

With faculty recommendations, tutors are highly qualified and currently enrolled students who earned an A or B in the course for which they provide tutorial services and successfully completed a Tutorial Training workshop. Tutors for all subjects are trained in strategies for tutoring and group facilitation by the Tutorial Services staff at the beginning of each semester.

Tutorial services are available to students Monday through Thursday from 8 am to 7 pm and on Friday from 8 am to 1:00 pm.

### DATA: TUTORIAL SERVICES

	2011-2012	2012-2013	2013-2014 Data Through March 30
District Students	884	1,060	1,246
EOPS Students	81	71	156
District Hours	3,999.5	2,593	4,292.5
EOPS Hours	623.5	359	831.5
Perkins Appointments in CIS Laboratory	2,636.5	2,288	1,995.5
# Tutors	28	31	38
# Subjects	51	59	100
Master Tutor Training Workshops	N/A	Spring 2013 27 Attendees	Fall 2013 29 Attendees

### Growth Projection

The demand for tutorial services is likely to grow at the same rate as the College's enrollment.

## VETERANS RESOURCE CENTER

The Veterans Resource Center supports veterans' achievement of their education goals by providing consistent information and assistance in applying for and receiving benefits from the Department of Veterans Affairs. The services include providing information on the process to apply for veterans' educational benefits; collaborating with counseling to ensure that students develop an educational plan; processing enrollment certifications using VA ONCE; and coordinating with other college/district offices to accurately track and certify students' enrollment and tuition payments. The College's veterans services comply with federal guidelines, regulations, policies and procedures as mandated by the Federal Department of Veteran Affairs as well as honor the College's commitment to the Principles of Excellence presented in Presidential Executive Order 13607.

These services are available to students generally during the day; the schedule varies each semester.

### DATA: NUMBER OF CERTIFIED FILES

	Summer	Fall	Winter	Spring
2011- 2012	17	142	61	173
2012- 2013	99	216	97	258
2013- 2014	162	255	85	252

### DATA: VETERANS SERVED (WALK-INS)

Year	# of students
2012-2013 (July 1st – June 30th)	1, 443
2012-2013 (July 1st – April 30th)	1,943

### Growth Projection

The demand for the services provided by the Veterans Resource Center is likely to grow at the same rate as the College's enrollment.

# GLOSSARY FOR DATA FOR ACADEMIC DISCIPLINES

Presented in the order that the data elements are displayed in the data tables for academic disciplines.

## **WSCH**

The amount of time faculty are in contact with students as calculated by this formula: the # of hours per week the class meets times the # of students at census.

## **FTEF**

Full Time Equivalent Faculty represents the equivalent number of full-time faculty by dividing the total weekly contact hours (WFCH) by 15 hours (full-time faculty load).

## **WSCH/FTEF**

A ratio comparing the hours that faculty are with students in class each week (Weekly Student Contact Hours) to the number of full-time equivalent faculty (Full Time Equivalent Faculty) that it takes to support that WSCH.

The product of this ratio is best understood when compared to some other standard, such as the state goal of 525 for an 18-week semester. It is higher for compressed calendars since the WSCH figure used for calculations has been condensed.

WSCH/FTEF is derived with this formula:

- 1 FTES = 15 WCH
- 17.5 Weeks/Semester = 35 weeks
- 15 WCH x 35 Weeks = 525

The result is that 35 students in a class will yield a 525 WSCH/FTEF.

## **Fill Rate**

A percentage comparing room or course capacity to the number of students enrolled at census.

## **Discipline Successful Course Completion**

Of all credit enrollments, the rate at which students completed Moreno Valley College courses in this discipline with a grade of A, B, C, or P.

## **Statewide Discipline Successful Course Completion**

From the Chancellor's Office Data Mart: statewide averages of the rate at which students completed courses in this discipline with a grade of A, B, C, or P.

# LEARNING TECHNOLOGY VISIONING

An analysis of how information technology and audiovisual communications are currently being used at MVC was conducted as a foundation for developing recommendations about how new technologies and the learning modes they support could be incorporated in the College's planning.

Dialogue with faculty and staff as well as observations during a campus tour were benchmarked against the learning technology equipment and use patterns found across the range of public and private academic institutions from K-12 schools to community colleges and universities. The overall conclusion from this assessment is that learning technology resources at MVC are currently below the resources available in other public institutions at all levels of instruction. Two specific examples are:

- The age of audiovisual systems results in a higher rate of equipment failure and a lack of compatibility with newer technologies such as those that allow the presentation of digital content, and
- The age of classroom computers limit faculty and student access to current software applications.

Interviews with faculty, staff, students, and administrators indicate a high level of awareness of the College's technology needs and a motivation to work toward solutions.

With the foundation of these observations and interviews, the College developed the following recommendations as a first step for prioritizing the needs and options that will enable and enrich student and faculty use of technology in the teaching and learning processes.

- Prepare a detailed and comprehensive inventory of existing campus technology resources as a starting point for purging what's obsolete, for allocating what's viable, and for acquiring what's missing.
- Establish learning community venues in which faculty and staff can share learning technology tools and strategies.
- Develop and implement a one-stop destination for students, faculty and staff to access help with any learning technology problem.
- Build a campus data network as an essential foundation for learning technology. Ideally, this network will provide highly reliable high-speed Internet connectivity; incorporate both wired and wireless connections; and support connection of mobile devices and interoperability across a broad range of commonly used platforms.

- Develop a standard for classroom technology that would provide a simple, consistent user interface to enhance the usability and effectiveness of classroom technology across the campus. Begin from that baseline to develop technology standards tailored to the unique needs of specific disciplines as needed.
- Institutionalize a total cost of ownership model for technology purchase decisions, including cost of staffing, maintenance, and eventual replacement.
- Optimize the effectiveness of learning technologies by incorporating standards for image sizes, sightlines, and acoustics when designing new and renovated facilities. For example, consideration of such standards in lighting design can optimize presentation image quality and in acoustical design can support the intelligibility of sound and minimize disruption from adjacent activities.
- Build a redundant connection to high-speed Internet access to reduce MVC's vulnerability to loss of service when the current connection from RCCD is disrupted.
- Document clear lines of responsibility within and between the MVC and RCCD technology support services.

For more details, refer to the complete learning technology analysis at <http://www.mvc.edu/files/technology-visioning-sessions.pdf>









# CHAPTER 4

## PLANNING DATA

# CHAPTER 4

## PLANNING DATA

# PLANNING DATA

This Moreno Valley College 2015 Comprehensive Master Plan represents an integrated planning approach and links findings and implications described in the Educational Plan to recommendations for facilities.

This Planning Data Chapter describes the methodology used to forecast the amount and type of space necessary to support the academic program of instruction and support services for the coming decade.

MASTER PLAN HORIZONS

CALCULATING SPACE NEEDS

SPACE UTILIZATION + PLANNING

SPACE INVENTORY ANALYSIS

SUMMARY OF GROWTH PROJECTIONS

MASTER PLAN SPACE PROGRAM



## PLANNING DATA

# MASTER PLAN HORIZONS

Based on the analysis in [Chapters 1 and 2](#), MVC projects, on the average and contingent on funding, the College's credit enrollment will increase 3% per year each year in the coming decade. This projection of the College's potential growth is based on the following two facts.

- The population within RCCD boundaries is projected to increase 19% over the next ten years. (Refer to [Chapter 2, Data Set 1.](#))
- MVC's student headcount decreased 15% over the past five years. (Refer to [Chapter 2, Data Set 21.](#)) This decline in student headcount does not reflect a reduction in student demand. Despite the ongoing student demand, state funding was reduced, and as a result, the College offered fewer sections of courses. During this same period, the communities served by MVC continued to increase in population.

To ensure that the College is fulfilling its mission to provide access to higher education to residents of its service area, the College has made an institutional commitment to increase student enrollment.

*The Moreno Valley College 2015 Comprehensive Master Plan* includes two master plan horizons. Horizon 1 is based on the analysis presented in [Chapters 1 and 2](#). Horizon 2 is used for facilities planning purposes and represents the build out capacity for the campus. The build out capacity is based on several factors including available land, buildable areas and vehicular access points.

**TABLE 1: MASTER PLAN HORIZONS**

Year	Headcount (Fall)	Notes
Baseline (2012)	8,936	
Horizon 1	12,000	The projected growth rate based on the analysis in Chapters 1 and 2
Horizon 2	14,000	The projected growth rate that represents the campus's build-out capacity

## PLANNING DATA

# CALCULATING SPACE NEEDS

The inventory of facilities is an important tool in planning and managing college campuses. FUSION (Facilities Utilization, Space Inventory Options Net) is a database of all the California community college facilities that includes descriptive data on buildings and rooms for each college and district within the state. This information is essential for developing the annual five-year construction plans, planning for capital outlay construction projects, projecting future facility needs, and analyzing space utilization.

The California Community Colleges Chancellor's Office (CCCCO) mandates annual updates of the inventory of all facilities in the District. By combining existing and future enrollment and program forecasts with appropriate space standards, space requirements for current and future needs are developed. Space capacity/load is the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs.

Space capacity/load analysis enables an institution to identify the types of space it needs and the types of space it holds in excess. The analysis of space forms the core of this *Moreno Valley College 2015 Comprehensive Master Plan (CMP)*.

While the state provides standards for utilization for more than 60% of space types on campus, the capacity estimates for non-state standard spaces are based on a combination of factors, including the size of the institution, student enrollment headcounts, and/or a flat institutional rate.

Space capacity/load analysis typically includes the categories of space listed in [Table 2](#) on the opposing page. In the majority of cases, these categories represent a percentage of student enrollments, such as Assembly/Exhibition, Food Facilities, and Merchandising/Bookstore; a percentage of the total campus ASF (Physical Plant/Facilities); or they may reflect flat allowance totals (see Physical Education, Health Services, and Data Processing).



The line item in adjacent [Table 2](#) for space type “other” includes a number of spaces on campus that are considered to be in non-capacity load categories. These are spaces that are not analyzed by the CCCCCO in relation to utilization and efficiency, but are important as part of the College’s inventory related to maintenance and operations. Types of spaces included in “other” include the following:

- Physical Education (Teaching Gym)
- Clinic/Demonstration
- Assembly/Exhibition
- Food Facilities
- Lounge
- Merchandise Facilities (Bookstore)
- Recreation
- Meeting Rooms
- Locker Rooms
- Data Processing
- Physical Plant/Facilities
- Health Services

**TABLE 2: ROOM USE CATEGORIES**

Space Type	Room Use Numbers	Description
Lecture	100s	Classrooms + support spaces
Lab	200s	Teaching Labs + support spaces
Offices/ Conference Room	300s	Offices + support spaces; all offices, including administrative and student services
Library/LRC Study/Tutorial	400s	Library + Learning Resources Center; including study, tutorial + support spaces
Instructional Media AV/TV	530s	AV/TV + Radio; Technology + support spaces
Other	520, 540 to 800s	Non-capacity load categories

Source: California Community Colleges Chancellor’s Office (CCCCO) *Space Inventory Handbook*

## PLANNING DATA

# SPACE UTILIZATION + PLANNING

To determine the amount of space required to support the programmatic needs for a college, the enrollment and program forecasts are applied to a set of standards for each type of space.

The required utilization and space standards for classroom, laboratory, office, library, and audio-visual are contained in the *California Code of Regulations* (CCR), Title 5, Chapter 8, Section 57020–57032. These standards refer to the *Board of Governors of the California Community Colleges Policy on Utilization and Space Standards* dated September 2010.

These space standards, when applied to the total weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (allocated on a per student or per faculty member basis). The space standards and formulas used to determine both existing and future capacity requirements are summarized in [Table 3 and 4](#) on the following pages.

[Table 3](#), on a following page, is applied to a campus with **less than** 140,000 WSCH, which is applicable to Moreno Valley College for both horizons 1 and 2.

The standards for teaching laboratories are measured in both ASF per student station and in ASF per 100 WSCH generated. [Table 5](#), on a following page, summarizes these standards.

Each component of these standards is applied to projected enrollment to produce a total assignable square foot (ASF) capacity requirement for each category of space. The sum of these areas represents the total building area requirement for Moreno Valley College.

The space standards are based on the following assumptions:

- Utilization standards refer to the amount of time rooms and “stations” (such as a desk, laboratory bench, or computer terminal) should be in use. “Utilization” is the amount of time rooms and stations are actually in use. Utilization standards used address utilization on an “hours-per-week” basis.
- Classrooms are available 48 hours per 70-hour week for a campus with less than 140,000 WSCH. The utilization standards for laboratories are lower than the classroom utilization standards.
- Office space includes faculty offices, administrative offices, student services offices, office service rooms, and conference rooms.
- Library space includes stack, staff, study and tutorial space.
- Areas such as lobbies, elevators, stairs, corridors, restrooms, and areas accommodating building maintenance services are considered usable/assignable.

## SPACE UTILIZATION + PLANNING (CONT'D)

**TABLE 3:** PRESCRIBED SPACE STANDARDS FOR A CAMPUS WITH **LESS THAN 140,000 WSCH**

Category	Formula	Rates/Allowances
Lecture (Classroom)	ASF/Student Station	15
	Station Utilization Rate (occupancy)	66%
	Average hours room/week	<b>48</b>
	Station use/week (hours)	<b>31.68</b>
Laboratory (Teaching Labs)	ASF/Student Station	<i>see Table 5</i>
	Station Utilization Rate (occupancy)	85%
	Average hours room/week	27.5
	Station use/work (hours)	23.375
Offices/Conference Room	ASF per FTE instructional staff member	140
Library/LRC/Study	Base ASF Allowance	3,795
	ASF/1st 3,000 DGE	3.83
	ASF/3001–9,000 DGE	3.39
	ASF/DGE>9,000 DGE	2.94
Instructional Media AV/TV + Radio	Base ASF Allowance	3,500
	ASF/1st 3,000 DGE	1.50
	ASF/3001–9,000 DGE	0.75
	ASF/DGE>9,000 DGE	0.25

The following definitions pertain to the formulas listed in adjacent [Table 3 and 4](#).

- ASF/Student Station: assignable square feet per student station.
- Average hours room/week: Number of hours out of a 70-hour week, 8am to 10pm, a classroom or class laboratory, on the average, should be in use.
- Station Utilization Rate (occupancy): The percentage of expected student station occupancy when rooms are in use.
- Station use/week: The number of hours per week (out of the 70-hour week for classrooms and class laboratories) which a student station, on average, should be in use.
- FTE: Full-time equivalent
- DGE: Day-graded enrollment
- DGS: Day-graded student

**TABLE 4: ASSIGNABLE SQUARE FEET (ASF) FOR LABORATORY SPACE**

Top Code	Top Code Division	ASF per 100 WSCH	ASF per Station
0100	Agriculture and Natural Resources	492	115
0115	Agricultural & Forestry Power/Machinery	856	200
0200	Architecture and Environmental Design	257	60
0400	Biological Sciences	235	55
0500	Business and Management	128	30
0600	Communications	214	50
0700	Computer and Information Science	171	40
0800	Education	321	75
0936	Printing and Lithography	342	80
0937	Tool and Machine	385	90
0945	Mechanical Technology	556	130
0947	Diesel Technology	856	200
0948	Automotive Technology	856	200
0950	Aeronautical and Aviation Technology	749	175
0952	Construction Crafts/Trades Technology	749	175
0954	Chemical Technology	556	130
0956	Industrial Technology	385	90

Top Code	Top Code Division	ASF per 100 WSCH	ASF per Station
All other 900s	(Engineering)	321	75
1000	Foreign Language	150	35
1200	Health Services	214	50
1300	Consumer Education/Home Economics	257	60
1400	Law	150	35
1500	Humanities	150	35
1600	Library Science	150	35
1700	Mathematics	150	35
1800	Military Studies	214	50
1900	Physical Sciences	257	60
2000	Psychology	150	35
2100	Public Affairs and Service	214	50
2200	Social Sciences	150	35
3000	Commercial Services	214	50
4900	Interdisciplinary	257	60

Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, September 2010.

## PLANNING DATA

# SPACE INVENTORY ANALYSIS

The Moreno Valley College Space Inventory Report was used as the basis for the analysis of space. The adjacent [Table 5](#) includes a summary of the capacity load categories of space at Moreno Valley College and their respective totals. It is important to note that the Space Inventory Report includes all facilities on campus that are in use, including temporary facilities.

As described in the analysis of existing facilities, there are several facilities that are recommended as part of this *Moreno Valley College 2015 Comprehensive Facilities Plan (CMP)* to be removed. [Table 5](#) includes an “adjusted inventory” in which the removal of temporary facilities and the addition of facilities under construction and in design are accounted for.

The graphic on the opposing page highlights the recommendations for buildings to be demolished or removed. These buildings will be removed incrementally as permanent space is provided for the programs that they house.



Student Activity Center



Bookstore

**TABLE 5: SPACE INVENTORY:**  
CURRENT + ADJUSTED

Space Type	Current Inventory (ASF)	Adjusted Inventory (ASF)*
Lecture + Lab	73,703	61,068
Office/Conference	24,866	18,794
Library/LRC/ Study	15,945	14,717
Instructional Media	2,534	2,534
Other	34,686	18,555
<b>TOTALS</b>	<b>151,734</b>	<b>115,668</b>

The Lion’s Den food service facility and the Student Activities Center (SAC) will remain for the near term, but are ultimately planned for removal as part of the implementation of the Horizon 1 recommendations. The placement of recommended new facilities, including the Library Learning Center, are planned to allow these buildings to remain until they are replaced by permanent facilities.

\* ADJUSTMENTS INCLUDE THE FOLLOWING:

### TEMPORARY BUILDINGS

- Administration Annex (AA)
- Parkside Complex (PSC)

### MODULAR BUILDINGS

- Bookstore (BK)
- Student Activity Center
- Headstart
- Lion’s Den
- Dental Education Center (Long term recommendation)



Administration Annex

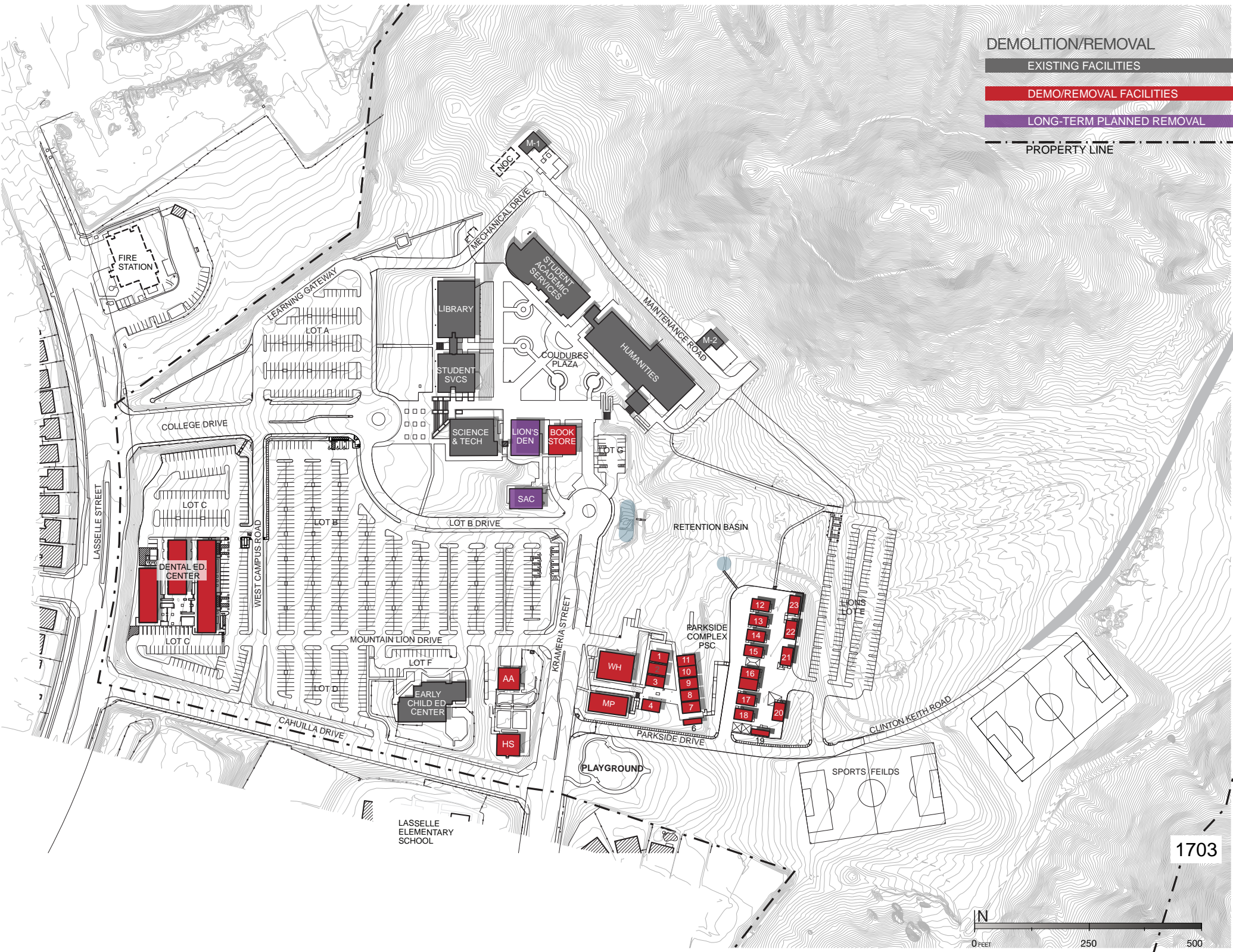
DEMOLITION/REMOVAL

EXISTING FACILITIES

DEMO/REMOVAL FACILITIES

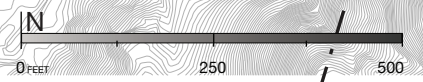
LONG-TERM PLANNED REMOVAL

PROPERTY LINE



LASSELLE  
ELEMENTARY  
SCHOOL

1703



## PLANNING DATA

# SUMMARY OF GROWTH PROJECTIONS

Through the development of this comprehensive master plan, a growth projection for each academic program and student service was established based on an analysis of that program's potential to keep pace with the overall college growth rate. Although the College is projected to grow overall, each academic program and student service will not grow at the same rate.

Most academic programs will grow at the same rate as the College's overall growth. A few will grow slower than the College's overall growth rate because of barriers such as limited clinical placement sites or the limited role of courses in that discipline in students' matriculation. A few disciplines will grow faster than the College's overall growth rate because of the role of that discipline in students' matriculation, such as English, or evidence that student demand is not currently being met, such as biology. As noted in [Chapter 3](#), each academic discipline and student service is projected to grow slower than, at the same rate as, or faster than the projected overall college growth rate of 3% per year each year for ten years.

Growth projections for most student services programs are that they will grow at the same rate as the College's overall growth. It is reasonable to project that as the number of students increase there will be a concomitant increase in students' need of support services. Growth for a few student services programs are limited because they are grant funded or they are intended to serve a limited number of students.

The growth projections for academic programs were based on an analysis that included a review of each academic program's efficiency and effectiveness.

- *Efficiency* was measured by WSCH/FTEF, which compares the hours that faculty are with students in class each week (Weekly Student Contact Hours) to the number of full-time equivalent faculty (Full Time Equivalent Faculty) that it takes to support that WSCH. Please refer to the glossary at the end of [Chapter 3](#) for more information about this ratio.
- *Effectiveness* was measured by comparing each academic discipline's rate at which students complete courses with a passing grade with the comparable statewide rate.



# SUMMARY OF GROWTH PROJECTIONS FOR ACADEMIC DISCIPLINES

Slower than College Growth Rate	Same as College Growth Rate	Faster than College Growth Rate
Community Interpretation	Accounting	Biology (includes Anatomy & Physiology and Microbiology)
Dental Assistant	Administration of Justice (transfer courses and academies)	Chemistry
Dental Hygiene	Anthropology	Early Childhood Education (transfer courses)
Journalism	Art	English
Homeland Security	Business Administration (includes Marketing and Management)	Health Science
Medical Assisting	Computer Applications/Office Technology	History
Physician Assistant	Computer Information Systems	Mathematics
Real Estate	Communication Studies	Psychology
	Dance	Sociology
	Economics	Spanish
	Emergency Medical Services (EMT and Paramedics)	
	English as a Second Language	
	Geography	
	Guidance	
	Humanities	
	Human Services	
	Kinesiology	
	Library	
	Music	
	Philosophy	
	Photography	
	Physics and Astronomy	
	Political Science	
	Reading	
	Theatre Arts	
	Work Experience	

## PLANNING DATA

# MASTER PLAN SPACE PROGRAM

The master plan space program forms the basis for developing recommendations for facilities. The space inventory analysis combined with the space needs forecast is summarized on the opposing page in [Table 6](#) and indicates the total amount of additional assignable space needed to accommodate a master plan horizon student headcount of 15,000.

The methodology for projecting future space needs is summarized as follows:

- The space inventory was adjusted to reflect the proposed removal of temporary facilities and the addition of projects currently under construction or in capital outlay planning. This is referred to as the “adjusted inventory.”
- Master plan and WSCH projections were applied in combination with appropriate space planning standards to result in a total space requirement in ASF by type of space.
- The “adjusted inventory” was subtracted from the total space requirements described above to result in the net ASF overage or need by type of space for each master plan horizon.
- The result, net assignable square footage by type of space, served as the basis for developing facilities recommendations for Moreno Valley College.





# CHAPTER 5

## EXISTING CONDITIONS

# CHAPTER 5

## EXISTING

### CONDITIONS

# EXISTING CONDITIONS

This chapter includes a series of graphic plates and narrative descriptions that illustrate the physical characteristics and usage of the existing sites and facilities and identify important aspects of the College's physical context.

Through this examination, key planning challenges and opportunities were identified in order to frame the exploration of options and inform the development of facilities recommendations.

## DISTRICT SERVICE AREA

### REGIONAL CONTEXT

#### MVC - MAIN CAMPUS

- / Local Context
- / Campus Plan
- / Development History
- / Vehicular Circulation
- / Parking
- / Parking Utilization
- / Pedestrian Circulation
- / Transit
- / Campus Zoning
- / Landscape Typology
- / Storm Water infrastructure

## ENVIRONMENTAL ANALYSIS

### MVC - BEN CLARK TRAINING CENTER

## EXISTING CONDITIONS

# DISTRICT SERVICE AREA

The Riverside Community College District (RCCD) consists of three colleges: Riverside City College, established in 1916, and Moreno Valley College and Norco College, both of which were accredited as independent colleges in 2010. Moreno Valley College is located on the eastern side of the RCCD service area, as illustrated on the graphic on the opposing page. It is situated in Moreno Valley in Riverside County, which is near the eastern edge of the Los Angeles metropolitan area. Moreno Valley is also near and west of the San Geronio Pass, gateway to the Coachella Valley and the interior desert regions of southern California. The climate of this region sees little of the moderating influence of the Pacific Ocean and the impact of temperature, wind, and rain are often strongly felt. This region is characterized by mountain ranges and valleys and the active geology is evident in the striking vistas of rock-studded hillsides.

### OBSERVATIONS:

- I-215 and SR-60 provide access to a series of other regional transportation facilities and to transportation linkages that extend to all of California and the Western States.
- The I-215/SR-60 interchange does get congested during typical weekday mornings, but is relatively uncongested during typical weekday evenings.
- Climate conditions and geology are important considerations for the planning of campus facilities and site improvements.



*MVC–Main Campus*

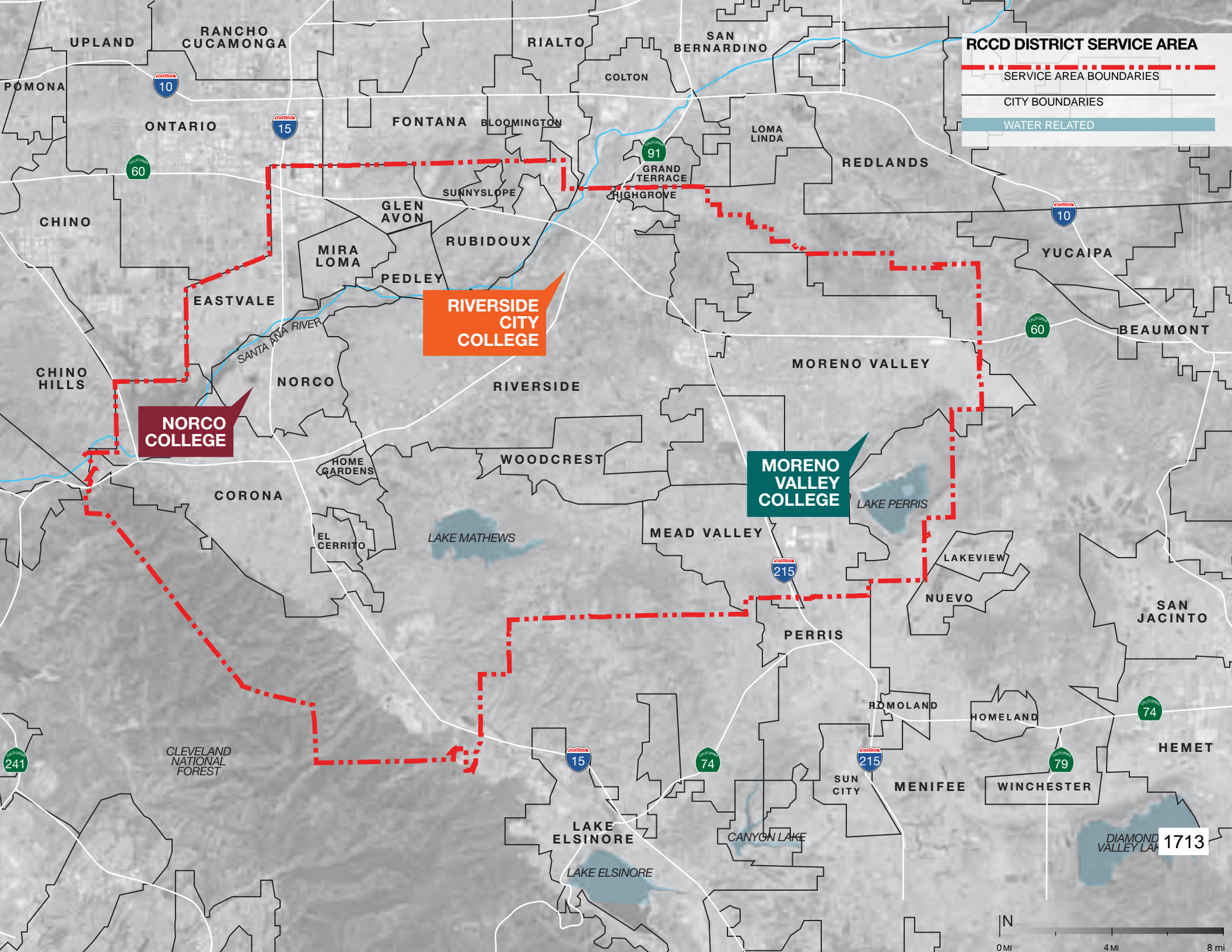


*Norco College*



*Riverside City College*





**RCCD DISTRICT SERVICE AREA**

- SERVICE AREA BOUNDARIES
- CITY BOUNDARIES
- WATER RELATED

**NORCO COLLEGE**

**RIVERSIDE CITY COLLEGE**

**MORENO VALLEY COLLEGE**

1713

# REGIONAL CONTEXT

The main campus of Moreno Valley College is located in the City of Moreno Valley at the eastern edge of the broad valley bounded by the Box Springs Mountains and the Reche Mountains to the north and the Russell Mountains to the southeast. The gently sloping terrain to the west of the city falls within the jurisdiction of the City of Riverside and Riverside County. This area includes the county's Ben Clark Training Center, where MVC provides public safety training.

The availability of water has always been a key factor in the history of the American West, including the history of settlement in Moreno Valley. The first inhabitants of the valley were Native Americans, who settled in areas adjacent to springs and rivers and developed a pastoral culture. During the Spanish colonial era, the valley was part of the large Spanish land grant of San Jacinto Nuevo Y Potrero. In 1850, California became a state and the valley became public land and was developed by ranchers. In 1883, Frank E. Brown formed the Bear Valley Land and Water Company. The valley was named Moreno Valley after Mr. Brown ('Brown' is 'Moreno' in Spanish).

Until well into the 20th century, the available water resources limited the population to small agricultural communities scattered throughout the valley. Reliable water supplies were developed by the Eastern Municipal Water District in the 1950s, spurring the growth of the valley's population.

The City of Moreno Valley was incorporated on December 3, 1984. Attractive land prices lured developers to the valley to build houses and commercial developments. The affordable home prices attracted families to the area and Moreno Valley experienced a rapid growth rate that started the transition from rural life to urbanism. The City has provided its residents more than 32 parks and/or joint-use facilities and 6,000 acres of open space at Lake Perris and fostered the development of recreational, major medical, and educational facilities; quality housing at affordable prices; abundant retail centers; commercial and industrial development; and social/cultural activities.

Moreno Valley is also home to March Air Reserve Base and March Inland Port, a civilian air cargo center--successors to March Air Force Base. The base started as a military airfield built in 1918 and has greatly influenced the economic growth of the valley. In 1996, March Air Force Base was realigned under the March Joint Powers Authority. About 4,400 acres were surplus and made available through conveyances to benefit the public and the regional economy. Among the reused land and facilities is the Ben Clark Training Center.

The graphic on the opposing page highlights the Moreno Valley city boundaries, surrounding natural and recreational open space, highways, and significant places. These include the March Air Reserve Base and Inland Port, Moreno Valley civic center, hospitals, library, and the Ben Clark Training Center.

Local access from Interstate Highway 215 to the main campus of Moreno Valley College is provided via the full access interchanges at Cactus Avenue if traveling to/from the north and Ramona Expressway from the south. Local access from State Route 60 to the main campus is provided via full access interchanges at Perris Boulevard if traveling to/from the west and Nason Street if traveling to/from the east. Local access from Interstate Highway 215 to the Ben Clark Training Center is provided via full access interchanges at Van Buren Boulevard.

## OBSERVATIONS:

- Recent rapid population growth has led to the infilling of undeveloped land areas within the valley.
- This includes the on-going transition of the former March AFB to an air reserve base and commercial inland port.
- I-215 and SR-60 provide access to a series of other regional transportation facilities, which extend out to all of California.
- Moreno Valley is situated at the hub of regional circulation routes to the surrounding communities. However, being located among suburban residential neighborhoods about 4 miles from both I-215 and SR-60, the main campus of Moreno Valley College is somewhat removed and not visible from those routes.
- The Ben Clark Training Center is located about 2 miles from I-215.



Lake Perris State Recreational Area



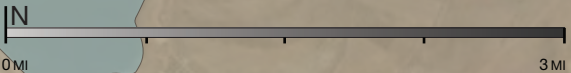
March Air Reserve Base



**REGIONAL CONTEXT**

- MORENO VALLEY COLLEGE (MVC)
- BEN CLARK TRAINING CENTER
- WATER RELATED
- PARKS/RECREATION
- NATURAL AREAS
- FREEWAY
- CITY BOUNDARIES
- ▲ INSTITUTION

1715



# LOCAL CONTEXT

The main campus of Moreno Valley College is situated on the east side of Lasselle Street between Iris Avenue and Krameria Avenue, about 4 miles west of Interstate Highway 215 (I-215), one of two primary freeways providing regional access. I-215 runs north/south to the west of the campus and provides regional access to Perris, Menifee, and Murrieta, as well as a connection to Interstate Highway 15. State Route 60 (SR-60) is the other freeway providing regional access to the College. SR-60 runs east/west to the north of the campus and provides regional access to Riverside, SR-91, and I-215 to the west and access to Beaumont, Banning, and I-10 to the east.

MVC-Main Campus is adjacent to extensive hillside natural open space, the Russell Mountains serve as the backdrop to the campus. Nestled at the base of the mountains the campus is easily accessed via hiking and community trails. There are three vehicular entry points

into campus with the main entrance at Lasselle Street and College Drive.

The graphic on the opposing page highlights the adjacent hillside open space and community trails; the water-related features (flood basin and storm drainage channels managed by the Eastern Municipal Water District); main streets and campus vehicular entries; and residential neighborhoods, schools, parks, and commercial land uses.

## OBSERVATIONS:

- The main campus is not close to freeways or major arterial streets. There is a need to consider traffic impacts to local streets.
- The campus is adjacent to the community trails and natural hillside areas with the opportunities to connect and provide access to these amenities.
- Storm water management must be addressed as an integral part of future campus development. Flood prevention and the maintenance of water quality are major issues in this region and climate.



*View from the main campus to Russell Mountains*



*Moreno Valley Trail System*

# MORENO VALLEY



MORENO VALLEY RANCH

MORENO VALLEY RANCH GOLF COURSE

IRIS AVE

PERRIS BLVD

KITCHING ST

MORENO VALLEY COLLEGE

LAKE PERRIS STATE RECREATIONAL AREA

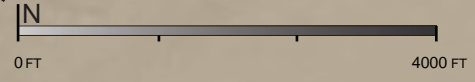
KRAMERIA

LASSELLE ST

## LOCAL CONTEXT

- MORENO VALLEY COLLEGE
- CAMPUS ENTRY
- WATER RELATED
- PARKS/RECREATION
- NATURAL AREA
- RESIDENTIAL
- COMMERCIAL
- K-12 CAMPUS
- IMPROVED TRAIL
- MULTI-USE TRAIL
- CITY BOUNDARIES

1717



EASTERN MUNICIPAL WATER DISTRICT

# MVC—MAIN CAMPUS CAMPUS PLAN

The graphic on the opposing page shows the entire campus, bracketed by foothills. The western, more developed portion of the campus is adjacent to the community and consists of driveways and parking lots, permanent and temporary facilities, landscaped areas and playfields. The eastern and less developed campus area contains cross country trails used for high school competitions, community trail connections, unpaved overflow parking, and the retention basin.

The Eastern Municipal Water District (EMWD) water tanks, are a visible symbol of the utility easements and underground site utilities that crisscross the campus and will affect the placement of future development. The graphic on the opposing page zooms in on the campus core and indicates permanent facilities, temporary facilities, and the campus areas that are leased to others (Playground and Head Start facility).



*EMWD Water Tanks*

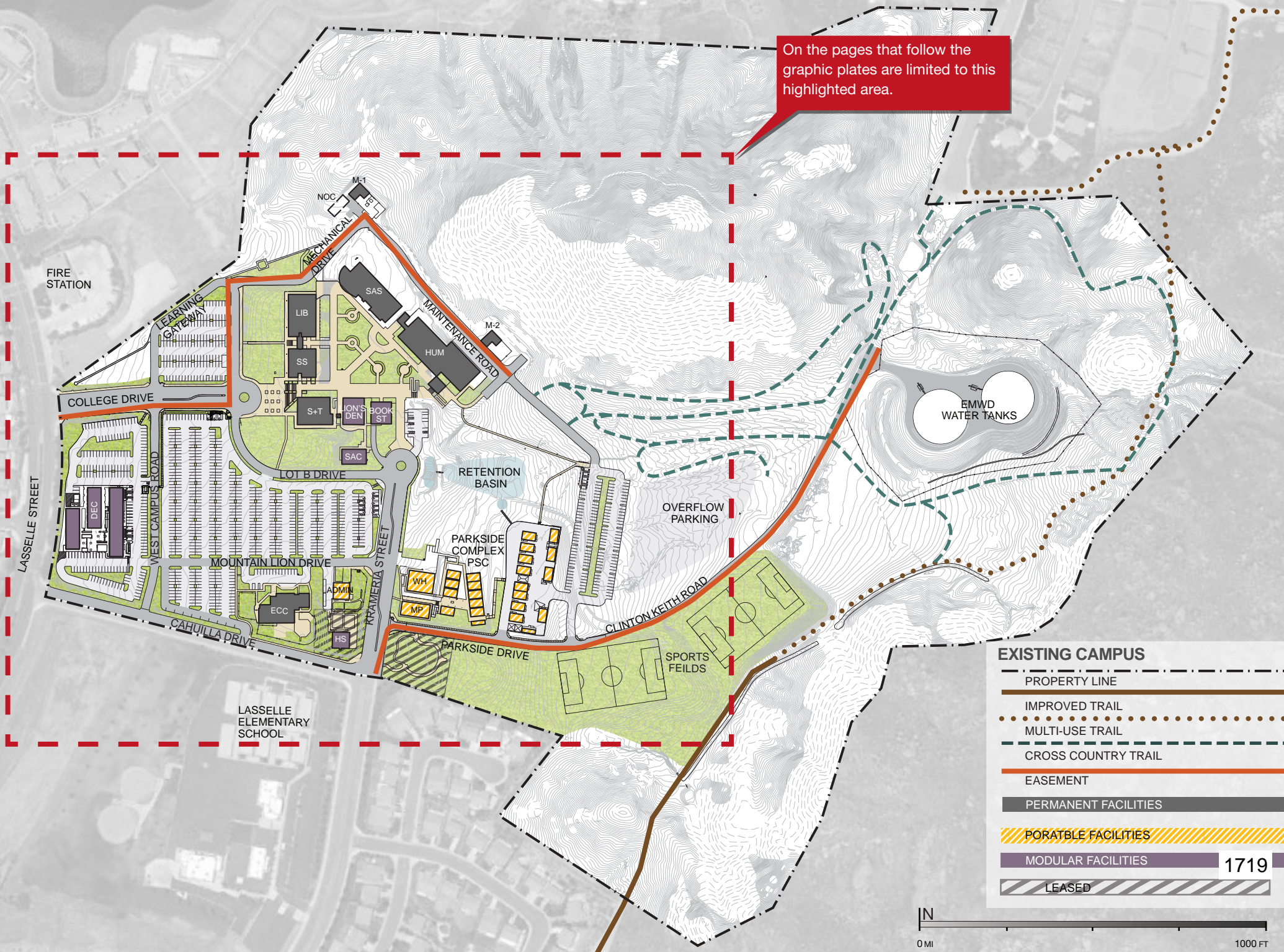
## OBSERVATIONS:

- Existing development is clustered into one highly structured and two less structured groups of buildings that are separated by the driveways and parking lots.
- The varied topography and geology of the campus will limit the buildable areas for future development.
- Existing utility easements must be accommodated within the design of future development.



*Courdures Plaza*

On the pages that follow the graphic plates are limited to this highlighted area.



**EXISTING CAMPUS**

- PROPERTY LINE
- IMPROVED TRAIL
- MULTI-USE TRAIL
- CROSS COUNTRY TRAIL
- EASEMENT
- PERMANENT FACILITIES
- PORTABLE FACILITIES
- MODULAR FACILITIES
- LEASED

1719



LASSELLE  
ELEMENTARY  
SCHOOL

FIRE  
STATION

EMWD  
WATER TANKS

RETENTION  
BASIN

OVERFLOW  
PARKING

PARKSIDE  
COMPLEX  
PSC

SPORTS  
FEILDS

ECC

ADMIN

HS

LIB

SAS

HUM

SAC

S+T

ION'S DEN

BOOK ST

M-1

NOC

M-2

MECHANICAL

MAINTENANCE ROAD

LOT B DRIVE

CLINTON KEITH ROAD

PARKSIDE DRIVE

CAHUILLA DRIVE

MOUNTAIN LION DRIVE

WEST CAMPUS ROAD

COLLEGE DRIVE

LEARNING GATEWAY

MECHANICAL DRIVE

RAMERIA STREET

LASSELLE STREET

# DEVELOPMENT HISTORY



**1916**

Riverside City College opens



**1918**

The March airfield was established



**1934**

The completion of the first phase of permanent buildings at March Field

**1964**

Riverside Community College District is created

**RCCD**

RIVERSIDE  
COMMUNITY  
COLLEGE  
DISTRICT

1920

1930

1940

1950

1960

1720



1991

The Moreno Valley Center opens with five new buildings:

- Library
- Lions' Den
- Mechanical
- Science + Technology
- Student Services

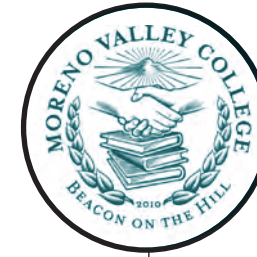
1995

The Humanities Building opens in the Moreno Valley Center

The Joint Powers Authority (JPA) identified acreage in the western portion of the March Air Force base as "...reserved to create a Riverside County Sheriffs Training Academy."

2010

Moreno Valley Center is officially recognized as Moreno Valley College



2016

25th Anniversary



1985

A Moreno Valley developer donated acreage to RCCD



1996

March Air Force Base officially became March Air Reserve Base under the Air Force Reserve Command (AFRC), ending a 78-year active duty military presence.

1970

1980

1990

2000

2010

## MVC—MAIN CAMPUS

# DEVELOPMENT HISTORY

The main campus of Moreno Valley College opened its doors in March 1991 as the Moreno Valley Center, a state-approved off-campus center of Riverside City College, the seventh oldest community college in California. In March 2010, the Board of Governors of the California Community Colleges officially recognized Moreno Valley College as the 111th California community college.

The Moreno Valley Center campus started with five buildings, the Library, the Student Services Building, Mechanical Building, the Science and Technology Building, and Lions' Den that subsequently was enlarged and repurposed into a food service facility. Construction of the Bookstore and the Humanities Building followed soon after. Since the start of the new millennium, permanent buildings for the Early Childhood Center, the Dental Education Center, and the Student Activities Center, as well as twenty-five temporary buildings have been opened. Most recently, the Student Academic Services Building opened in spring 2014. The graphic on the opposing page indicates the time period during which each of the campus facilities opened.

### OBSERVATIONS:

- All of the buildings are relatively new.
- No major remodels are recorded.
- Most of the permanent buildings were built near the time when the campus was first opened.



*Historical Image of the Campus*



*Historical photo of the Student Services Building*



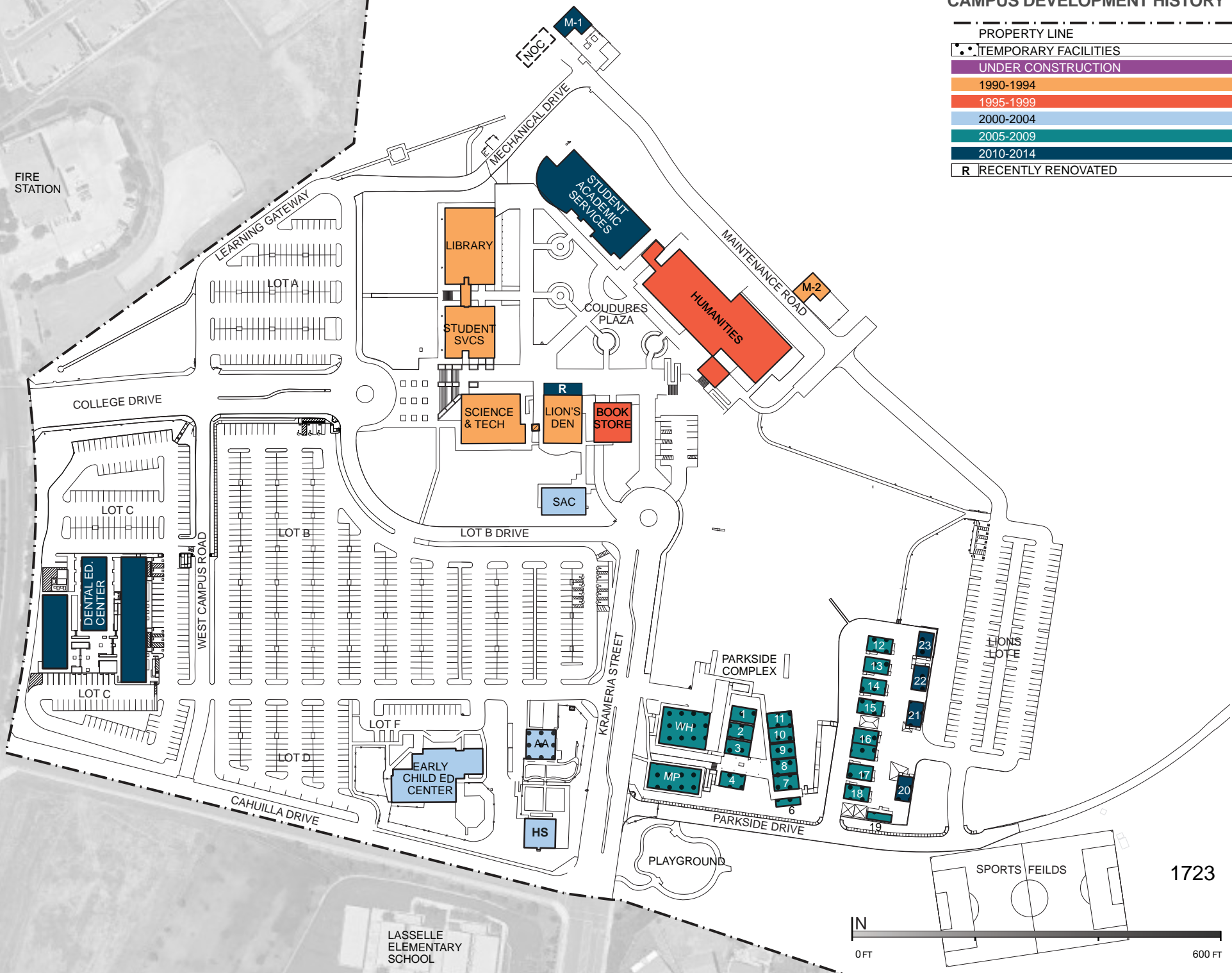
*Historical photo of the Humanities Building*

# CAMPUS DEVELOPMENT HISTORY

---	PROPERTY LINE
•••	TEMPORARY FACILITIES
■	UNDER CONSTRUCTION
■	1990-1994
■	1995-1999
■	2000-2004
■	2005-2009
■	2010-2014
R	RECENTLY RENOVATED

LASSELLE STREET

FIRE STATION



1723



LASSELLE  
ELEMENTARY  
SCHOOL

# VEHICULAR CIRCULATION

Vehicular circulation patterns and observations are described on the following pages.

## LOCAL ACCESS

Local vehicular access is provided via Iris Avenue, Lasselle Street, College Drive, Cahuilla Drive, and Krameria Avenue. The graphic on the opposing page highlights the existing vehicular circulation.

### Iris Avenue

Iris Avenue is classified as a “Divided Major Arterial” in the City of Moreno Valley General Plan and intersects with Lasselle Street north of the campus. Within the study area, it generally provides three travel lanes in each direction, has a raised landscape median island, and a Class II bicycle facility, which is an on-street bike lane, through most of its length. Iris Avenue begins at March ARB in the east and travels east/west through the City, past the MVC–Main Campus, and ends at Oliver Street, where it becomes Moreno Beach Boulevard, a north/south street.



*Iris Avenue/Lasselle Street intersection*

### Lasselle Street

Lasselle Street is classified as an “Arterial” in the City of Moreno Valley General Plan. Lasselle Street intersects with Iris Avenue north of the campus, and serves as the primary gateway to the campus. Within the study area, it generally provides two travel lanes in each direction, has a raised landscape median island, and is also identified as a Class III bicycle route, which is an on-street bike route, through most of its length. Lasselle Street begins south of SR-60 in the north and travels north/south through the City, past MVC–Main Campus, and turns into Evans Road north of Ramona Expressway.

### College Drive

College Drive is not classified in the City of Moreno Valley General Plan, but functions like a “Collector”. College Drive intersects with Lasselle Street west of the campus, and serves as the primary entry to the campus. College Drive provides two lanes in each direction, and begins at Lasselle Street in the west and ends on-campus at the drop-off area. College Drive currently provides the primary vehicular access onto the campus.



*Lasselle Street/Campus Drive Campus Gateway*

### Cahuilla Drive

Cahuilla Drive is not classified in the City of Moreno Valley General Plan, but functions like a “Collector”. Cahuilla Drive intersects with Lasselle Street southwest of campus, and provides secondary access to the campus. Cahuilla Drive provides one travel lane in each direction and also provides some on-street parking for the campus. It begins at Lasselle Street in the west and ends when it intersects with Krameria Avenue.

### Krameria Avenue

Krameria is not classified in the City of Moreno Valley General Plan, but functions like a “Collector”. Krameria Avenue intersects with Lasselle Street southwest of campus, and provides secondary access into the campus. Krameria Avenue generally provides two travel lanes in each direction and also provides on-street parking within the campus. Krameria begins west of campus and terminates within the campus core.











### Lot B Drive

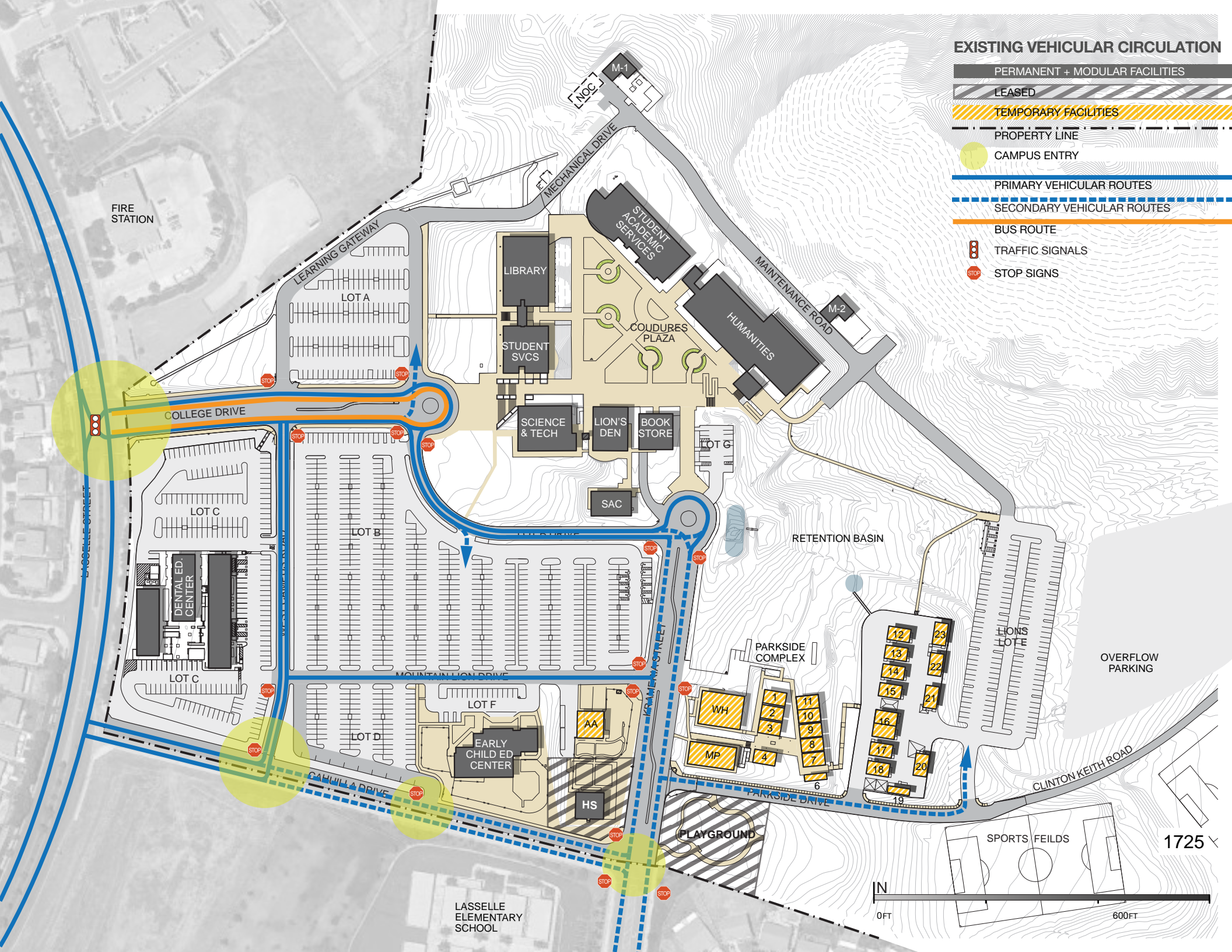
Lot B Drive is a roadway internal to MVC–Main Campus. It provides access for vehicles entering from College Drive to Parking Lot B and over to the east end of campus along Krameria Street.



*Krameria Avenue/Cahuilla Drive Campus Gateway*

**EXISTING VEHICULAR CIRCULATION**

-  PERMANENT + MODULAR FACILITIES
-  LEASED
-  TEMPORARY FACILITIES
-  PROPERTY LINE
-  CAMPUS ENTRY
-  PRIMARY VEHICULAR ROUTES
-  SECONDARY VEHICULAR ROUTES
-  BUS ROUTE
-  TRAFFIC SIGNALS
-  STOP SIGNS



FIRE STATION

M-1  
NOC

LIBRARY  
STUDENT SVCS

STUDENT ACADEMIC SERVICES

HUMANITIES

SCIENCE & TECH

LION'S DEN

BOOK STORE

SAC

COLLEGE DRIVE

LEARNING GATEWAY

MECHANICAL DRIVE

MAINTENANCE ROAD

LOTA

COUDURES PLAZA

LOT C

LOT B

LOT G

RETENTION BASIN

LOT C

DENTAL CENTER

LOT D

LOT F

EARLY CHILD ED CENTER

AA

HS

WH

MP

PARKSIDE COMPLEX

12

13

14

15

16

17

18

19

20

21

22

23

24

25

OVERFLOW PARKING

LIONS LOT E

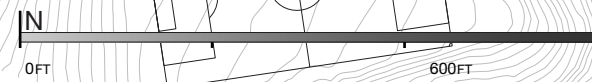
CLINTON KEITH ROAD

PLAYGROUND

SPORTS FEILDS

1725

LASSELLE ELEMENTARY SCHOOL



## VEHICULAR CIRCULATION (CONT'D)

### OBSERVATIONS:

- Most of the campus traffic currently passes through one of the campus' two primary gateway intersections: Lasselle Street/College Drive and Krameria Avenue/Cahuilla Drive. These gateways connect to either College Drive or Krameria Avenue, both of which provide access to the various parking lots. Two additional driveways provide access to the campus and are located along Cahuilla Drive between Lasselle Street and Krameria Avenue.
- Traffic flow is controlled by a traffic signal located at Lasselle Street/College Drive and an all-way stop controlled intersection at Krameria Avenue/Cahuilla Drive. The traffic signal not only regulates the vehicles entering the campus, but also pedestrians crossing Lasselle Street to access the campus.
- Under existing conditions, the campus generates about 10,800 daily vehicle trips (inbound plus outbound), of which about 1,132 are during the AM peak hour and 1,177 are during the PM peak hour. Vehicle traffic peaks at the campus gateways between the times of 7:15 to 8:15 AM and 5:00 to 6:00 PM. These morning and evening peaks are similar to the peaks on adjacent streets.
- Morning peak hour traffic is split amongst the campus gateways: approximately 69 percent to the College Drive gateway, 18 percent to the Krameria gateway, and the remaining 13 percent split among the two driveways on Cahuilla Drive. During the PM peak hour, traffic is split similarly with 68 percent to College Drive gateway, 19 percent to Krameria gateway, and the remaining 13 percent split among the two driveways on Cahuilla Drive.
- Currently, congestion occurs at the primary campus gateway intersection of Lasselle Street/College Drive. In the morning, traffic backs up along Lasselle Avenue, primarily on the southbound left-turn lanes which access the campus. The total intersection volumes is higher in the evening peak hour, but due to the intersection configuration and high volume movements, it operates a little better than during the morning peak hour. Ultimately, the intersection currently operates at level of service (LOS) C in the AM peak hour and LOS B in the PM peak hour.
- The Lasselle/College intersection is currently configured to facilitate vehicles coming in and out of the campus. Most vehicles enter campus from the north, and make a southbound left-turn at the intersection. To satisfy the demand, the intersection currently provides two southbound left-turn lanes with a 400 foot pocket length for each, which allows for about 32 vehicles to queue in the left-turn pockets before backing up to Lasselle Street. This configuration is optimal given the demand for that particular turning movement. The intersection is also configured optimally for vehicles exiting the campus. It is a T-intersection, and provides dedicated left and right-turn lanes, each with about 250 feet of stacking distance. Most vehicles exiting the campus make a westbound right-turn onto Lasselle Street, and the intersection not only provides the dedicated right-turn lane, but also provides a right-turn overlap phase. The right-turn overlap phase provides vehicles making the westbound right-turn a protected phase while the southbound left-turn phase is going, and ultimately provides them more green time, allowing more vehicles to exit the campus per cycle.
- Lasselle Elementary School is located south of MVC–Main Campus, on the southwest corner of Krameria Avenue/Cahuilla Drive. Although not related or part of MVC–Main Campus, Lasselle Elementary School has an effect on MVC–Main Campus's vehicular circulation. Vehicles traveling to Lasselle Elementary from the north, are unable to make a southbound left-turn onto Cahuilla Drive to access the school. They either have to make the southbound left-turn at College Drive or Krameria Avenue. Most vehicles choose College Drive because it is more direct and shorter distance than if they took Krameria Avenue. Ultimately, vehicles related to Lasselle Elementary School travel through campus in order to get to the elementary school.



Campus Entry sign at College Drive

# CAMPUS ENTRIES

PERMANENT + MODULAR FACILITIES

LEASED

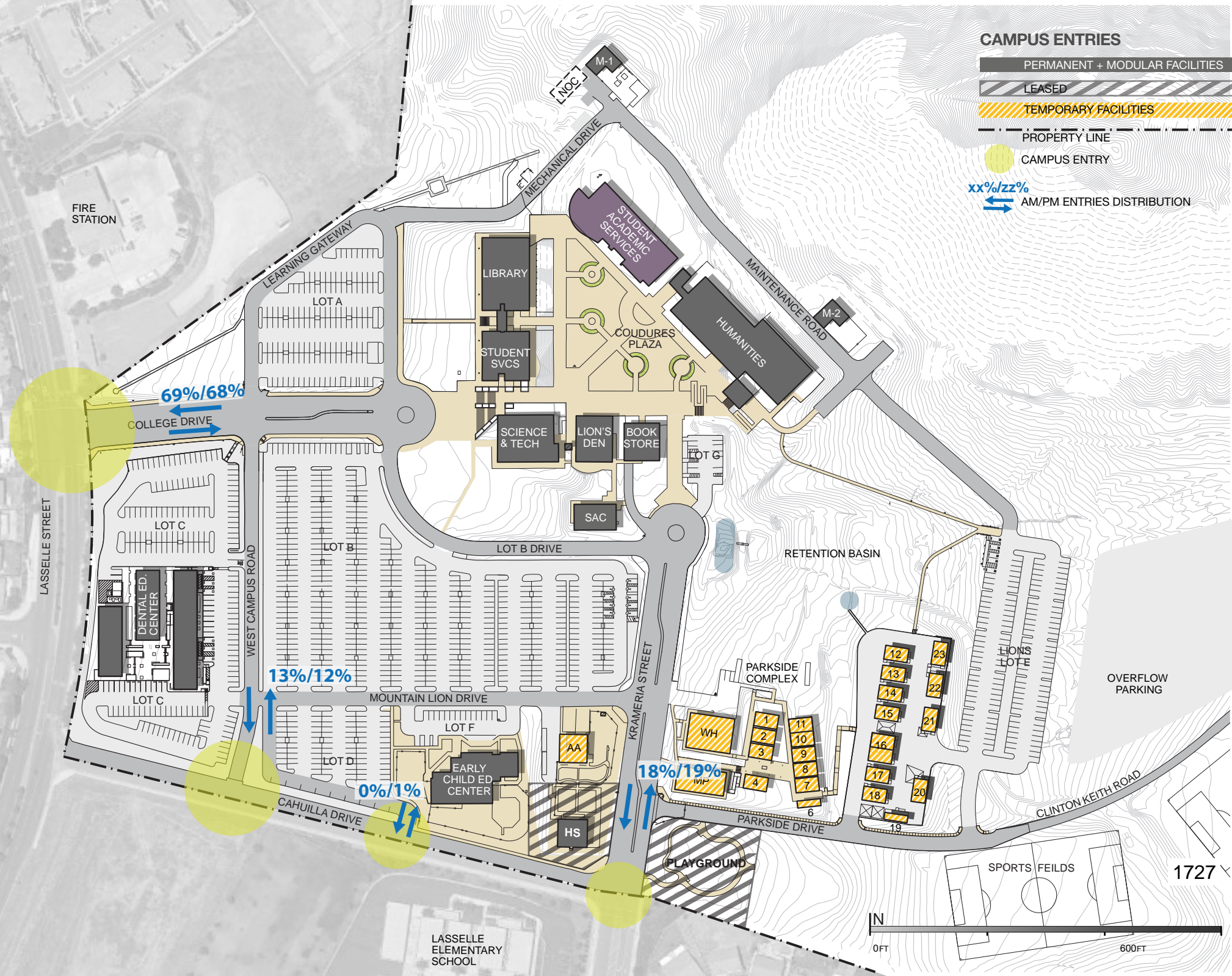
TEMPORARY FACILITIES

PROPERTY LINE

CAMPUS ENTRY

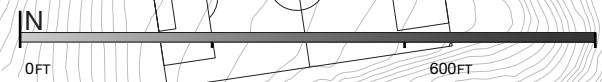
xx%/zz%

AM/PM ENTRIES DISTRIBUTION



LASSELLE  
ELEMENTARY  
SCHOOL

1727



## MVC—MAIN CAMPUS PARKING

Parking facilities for faculty, staff, students, and visitors are located in large surface lots throughout the campus. Short-term parking spaces and parking spaces reserved for service vehicles are located along Krameria Avenue. The graphic on the opposing page shows the locations of the various parking facilities on the campus with their current capacities.

### OBSERVATION:

- The majority of campus parking is located to the south and west of the campus core.
- The demand for parking exceeds the current number of spaces available. This was confirmed with the data collected in the parking survey.
- A number of students park in adjacent residential neighborhoods.



*Mountain Lion Drive*



*Parking Lot E*



**EXISTING PARKING**

LEASED



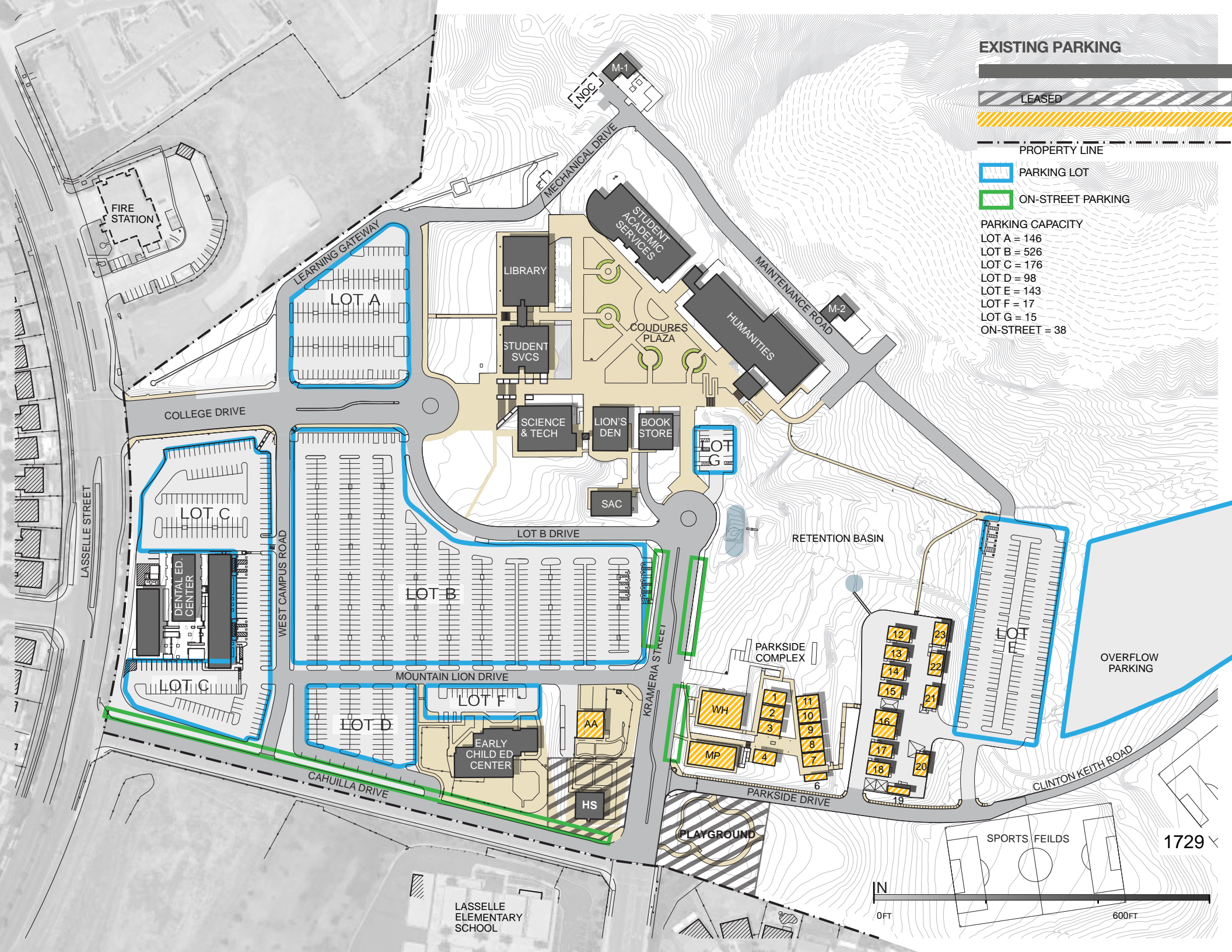
PROPERTY LINE

PARKING LOT

ON-STREET PARKING

**PARKING CAPACITY**

- LOT A = 146
- LOT B = 526
- LOT C = 176
- LOT D = 98
- LOT E = 143
- LOT F = 17
- LOT G = 15
- ON-STREET = 38



1729



LASSELLE  
ELEMENTARY  
SCHOOL

## MVC—MAIN CAMPUS

# PARKING UTILIZATION

A parking occupancy survey performed in October 2013 included all of the parking lots and on-street parking facilities. The inventory also included the residential neighborhood west of Lasselle Street, since many students currently park in the adjacent residential neighborhood and walk onto campus. The adjacent residential neighborhood was included as part of the survey to determine a true campus parking demand.

The parking survey showed that on a typical weekday, the campus-wide peak parking demand occurred at 10:30 AM.

### **OBSERVATION:**

- The data showed that on a typical weekday, the existing parking demand is 97% of the existing supply, including the students who park across Lasselle St in the residential neighborhood.

# EXISTING PEAK PARKING UTILIZATION

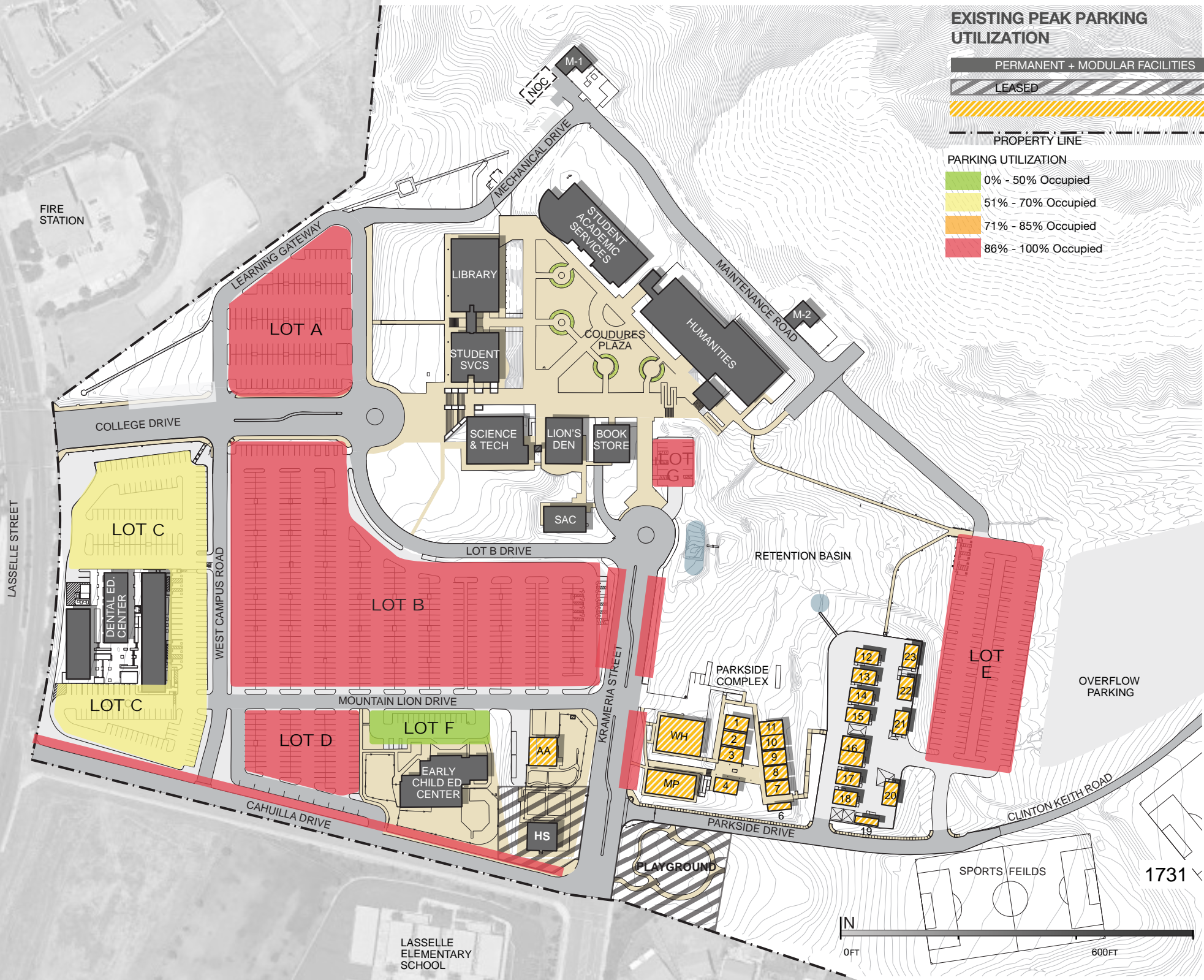
PERMANENT + MODULAR FACILITIES

LEASED

PROPERTY LINE

## PARKING UTILIZATION

- 0% - 50% Occupied
- 51% - 70% Occupied
- 71% - 85% Occupied
- 86% - 100% Occupied



# PEDESTRIAN CIRCULATION

## PEDESTRIAN CIRCULATION

Due to the compact size of the campus, walking is the primary mode of circulation. A walking audit was performed to evaluate the location and quality of existing pedestrian facilities at and near the campus. The graphic on the opposing page illustrates the pedestrian circulation patterns and student gathering areas.

### OBSERVATIONS:

- There are several gaps in the pedestrian network. This results in students having to walk within the roadway or on dirt.
- Over 40% of the parking supply is provided in Lot B. Once parked, students and staff then cross Lot B Drive to gain access to the campus. This creates potential vehicular-pedestrian conflicts.
- Pedestrians must cross vehicular traffic and parking lots to travel between clusters of buildings. Many building entrances are difficult to find and many outdoor spaces adjacent to buildings are not well-connected to indoor spaces.

## BICYCLE CIRCULATION AND PARKING

Existing bicycle facilities in the vicinity of MVC–Main Campus include Iris Avenue, which is a Class II bicycle facility, and provides on-street bike lanes. Additionally, Lasselle Street is a Class III bicycle route. People wishing to access the campus on a bicycle can easily do so given the existing facilities adjacent to MVC–Main Campus.

### OBSERVATIONS:

- There is currently one bicycle rack on campus which has a capacity of approximately 15 bicycles. As shown in the adjacent image, the rack was highly utilized at the time of the visit.
- Bicycle counts were performed at the campus gateways in an effort to quantify the number of bicyclists related to MVC–Main Campus. During the AM peak hour, only six bicyclists were observed at the primary campus gateway of Lasselle Street/ Campus Drive and only five bicyclists were observed during the PM peak hours.



*Sidewalk gaps in connectivity*










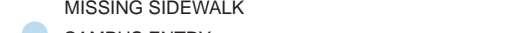






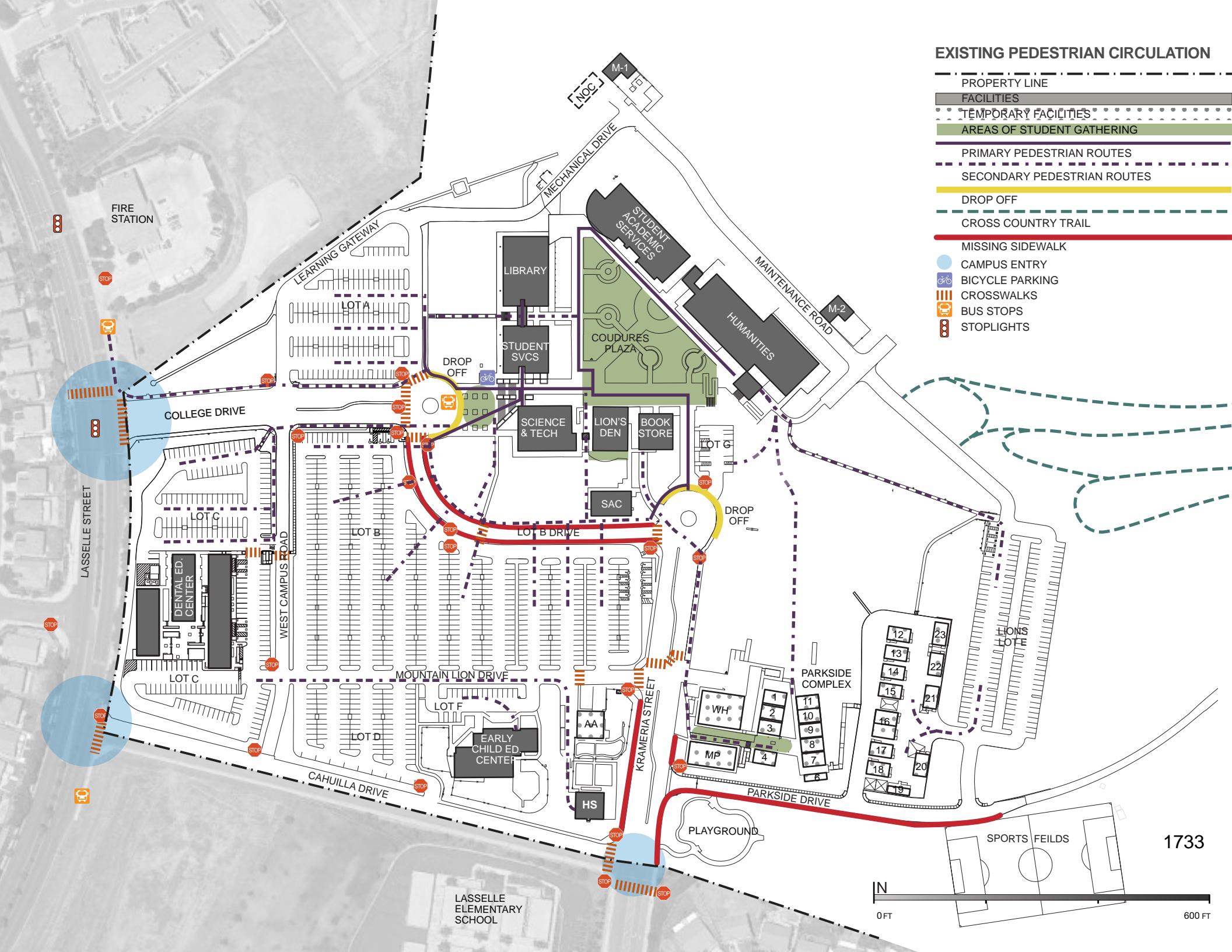
*Lot B Drive 1*



*Bicycle parking*

# EXISTING PEDESTRIAN CIRCULATION

-  PROPERTY LINE
-  FACILITIES
-  TEMPORARY FACILITIES
-  AREAS OF STUDENT GATHERING
-  PRIMARY PEDESTRIAN ROUTES
-  SECONDARY PEDESTRIAN ROUTES
-  DROP OFF
-  CROSS COUNTRY TRAIL
-  MISSING SIDEWALK
-  CAMPUS ENTRY
-  BICYCLE PARKING
-  CROSSWALKS
-  BUS STOPS
-  STOPLIGHTS



1733



## MVC–MAIN CAMPUS TRANSIT

The study area is serviced by the Riverside Transit Agency, which operates four bus routes with stops on or adjacent to the main campus. The routes are shown on the graphic on the opposing page and described below:

### BUS ROUTES

#### Route 18 (Sunnymead Ranch to MVC–Main Campus)

Route 18 is a local route serving Moreno Valley Mall, Canyon Springs High School, Sunnymead Ranch, Moreno Valley High School, Vista Del Lago High School, and MVC–Main Campus. The College has a bus stop and turn-around zone on campus adjacent to Lasselle Street. Route 18 operates on approximately 60 minute headways during weekdays and weekends.

#### Route 19 (Moreno Valley Mall to Perris Station Transit Center – Trumble Road)

Route 19 is a local route serving Moreno Valley Mall, March Mountain High School, MVC–Main Campus, Perris, and Perris High School. The College has a bus stop and turn-around zone on campus adjacent to Lasselle Street. Route 19 operates on approximately 45 minute headways during weekdays and weekends.



#### Route 20 (Magnolia Center to MVC–Main Campus)

Route 20 is a local route serving Magnolia Center, Riverside County Regional Medical Center, Moreno Valley Community Hospital, and MVC–Main Campus. The College has a bus stop and turn-around zone on campus adjacent to Lasselle Street. Route 20 operates on approximately 60 minute headways during weekdays and weekends.

#### Route 41 (Mead Valley Community Center to Riverside County Regional Medical Center)

Route 41 is a local route serving Mead Valley Community Center, Rancho Verde High School, Riverside County Regional Medical Center, and MVC–Main Campus. The College has a bus stop and turn-around zone on campus adjacent to Lasselle Street. Route 41 operates on approximately 60 minute headways during weekdays and weekends.

Prior to the summer of 2013, MVC–Main Campus participated in the Riverside Transit Agency Go-Pass Program allowing college students to ride a local bus or a CommuterLink bus for free. Students who showed their college ID's were able to take unlimited bus rides to any destination serviced by the Riverside Transit Agency bus system.



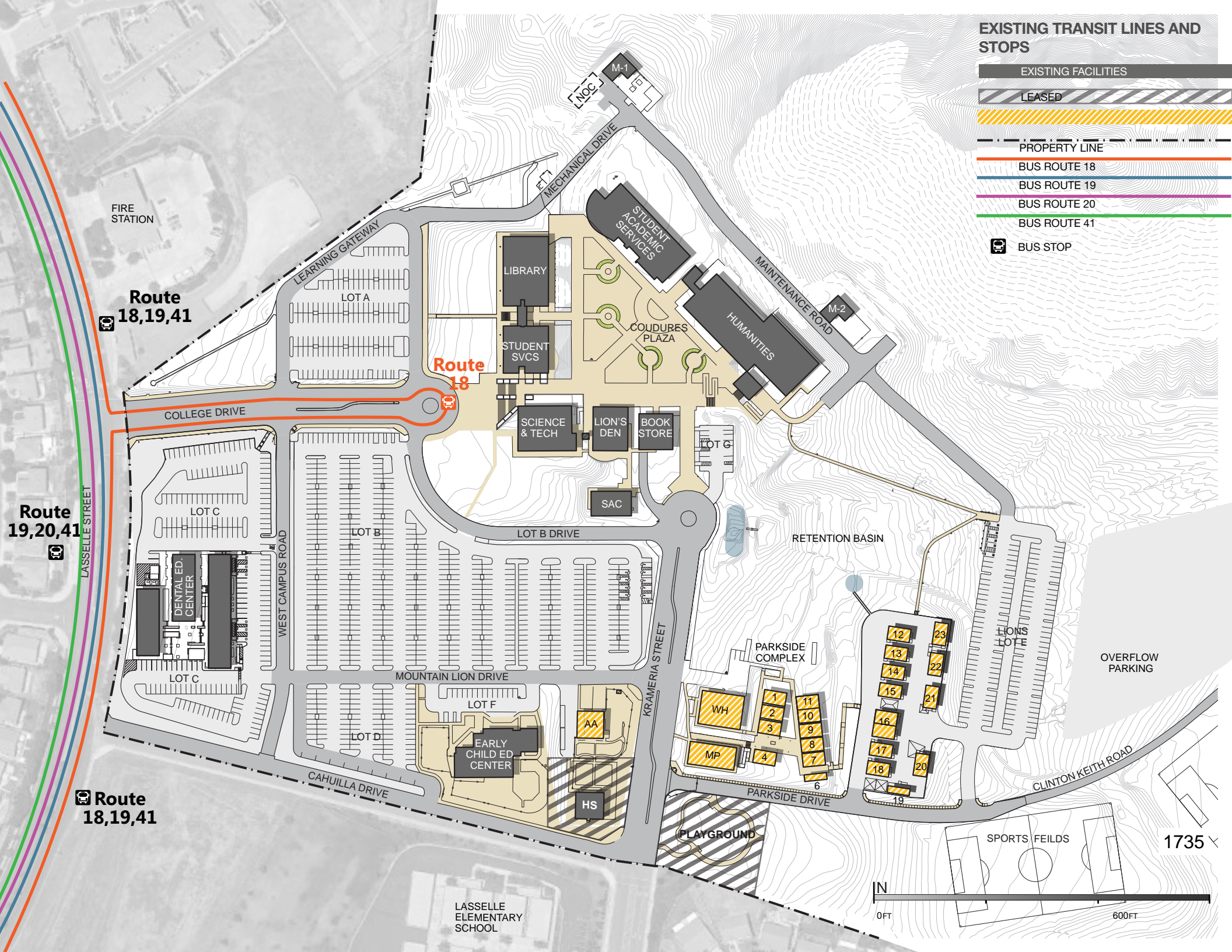
### OBSERVATIONS:

- Many of the bus stops identified provide several amenities, including a shelter and a bench.
- Several lines and stops provide service in the vicinity of MVC–Main Campus. However, Route 18 is the only route which provides access directly into campus, as shown in the picture above.
- The ridership data showed that on a typical weekday, 98 students boarded Route 18 at the on-campus stop and 114 students got-off Route 18 at the on-campus stop. Some ridership on Routes 19, 20, and 41 is also likely associated with MVC–Main Campus, but determining which riders are going to/from campus is not possible. A substantial number of students and staff utilize transit.
- The College is currently not involved in the Go-Pass Program. However, ridership data before and after the program was removed was analyzed, and did not show a decrease in ridership. It showed about the same ridership with and without the program.

# EXISTING TRANSIT LINES AND STOPS

**EXISTING FACILITIES**

- LEASED
- PROPERTY LINE
- BUS ROUTE 18
- BUS ROUTE 19
- BUS ROUTE 20
- BUS ROUTE 41
- BUS STOP



FIRE STATION

**Route 18,19,41**

**Route 18**

**Route 19,20,41**

**Route 18,19,41**

LIBRARY  
 STUDENT SVCS  
 SCIENCE & TECH  
 LION'S DEN  
 BOOK STORE  
 SAC  
 STUDENT ACADEMIC SERVICES  
 HUMANITIES

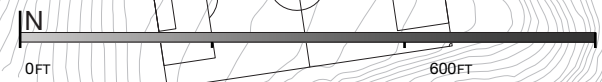
LOTA  
 LOT C  
 DENTALED CENTER

LOT B  
 LOT D  
 LOT F  
 EARLY CHILD ED CENTER  
 AA  
 HS

PARKSIDE COMPLEX  
 WH  
 MP  
 1-20

LIONS LOFE  
 OVERFLOW PARKING

LASSELLE ELEMENTARY SCHOOL



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## MVC—MAIN CAMPUS

# CAMPUS ZONING

The graphic on the opposing page highlights the zoning of main functional categories on campus, including instruction, student services and activities, library/study and administration.

### OBSERVATIONS:

- The main campus core is set back from and elevated above the street frontage and campus gateways.
- The campus has strongly reinforced front and back sides.
- Library and tutorial spaces are distributed throughout the campus.
- The Dental Education Center is quite separate from the other instructional spaces.



*Humanities Building*



*Student Activity Center*



*Student Academic Services, View from the Coudures Plaza*



**EXISTING CAMPUS ZONING**

- PROPERTY LINE
- STUDENT SERVICES + ACTIVITIES
- ADMINISTRATION
- LIBRARY
- INSTRUCTIONAL
- CHILD DEVELOPMENT CENTER
- SERVICE
- LEASED
- TEMPORARY
- Ⓢ COMMUNITY USE



## MVC—MAIN CAMPUS

# LANDSCAPE TYPOLOGY

The main campus is located at the edge of The Russell Mountains where the developed area of the city tapers off to the native desert mountain environment. Uniquely located at this edge, the campus can take advantage of both the urban and natural character of its adjacencies. The City of Moreno Valley is located at 33°55'35" North, 117°13'42" West and is considered to be located at a geographic crossroad. To the east lie the San Gorgonio Pass and Coachella Valley; to the south are Lake Perris, the San Jacinto Mountains, and the route to San Diego; to the north are the San Bernardino Valley and San Bernardino Mountains. Although the City and campus are located within a well developed area, several valuable open space and wilderness resources are in close proximity and provide clues to the native landscape and its ecology.

One of the most visible geographical features in Moreno Valley, visible from almost anywhere in the city, is Box Springs Mountain. The associated reserve is located roughly 7 miles from the main campus and lies on a steep and rugged granitic slope near the top of Box Springs Mountain, in a transitional zone between coastal sage scrub and chamise chaparral plant communities. A cold spring on the adjacent land gives rise to freshwater seeps and an intermittent stream. Rich in vertebrates, the reserve hosts nineteen species of reptiles, including three rare species: the coast horned lizard (*Phrynosoma coronatum*), the orange-throated whiptail (*Cnemidoporus hyperythrus*), and the red diamond rattlesnake (*Crotalus ruber*). Sixteen species of mammals inhabit the reserve, including the Pacific kangaroo rat (*Dipodomys agilis*), mountain lion (*Felis concolor*), and mule deer (*Odocoileus hemionus*). Also observed on site are over eighty-five bird species. Soaring and hunting on the updrafts are many raptors, such as golden eagle, turkey vulture, red-tailed hawk, white-tailed kite, northern harrier, and American kestrel.

Other avian species frequently seen are white-throated swift, Anna's hummingbird, rock and canyon wrens, lazuli bunting, western meadowlarks, and rufous-crowned, black-chinned and sage sparrows.

Another valuable resource that is directly adjacent to campus land is the San Jacinto Wildlife Area and Lake Perris State Recreation Area. Combined these areas cover roughly 20,000 acres and include 9,000 acres of restored wetlands. The wetlands are unique in that they are the first state wildlife area to utilize reclaimed water to enhance its wetlands. More than a hundred different species of birds have been spotted at Lake Perris and the nearby wetlands. Many are migratory, and stop at the park briefly during their travels, while others make their permanent residence here. Larks, loggerhead shrikes, roadrunners, California thrashers, quail, wrens, sparrows, hummingbirds, golden eagles, several varieties of hawks, ospreys, and even bald eagles may be seen. In addition, many varieties of waterfowl use the lake including pintails, widgeons, teals, mallards, shovelers, various geese, and sometimes whistling swans and pelicans. Blacknecked stilts, avocets, killdeer, willets, kingfishers, egrets, and herons are attracted to the water's edge.

**PLANT COMMUNITIES OF THE AREA**

**GRASSLANDS**

FOUND ON UNDEVELOPED LAND ON THE VALLEY FLOOR  
 Foxtail grass\*, Cheatgrass\*, Mustards\*, Lupines (n), and Russian Thistle\*.



**CHAMISE CHAPARRAL**

FOUND ON STEEP NORTHERLY SLOPES  
 Chamise (n), Hoaryleaf Ceanothus (n), Sugar bush (n), Yucca (n), and Black Sage

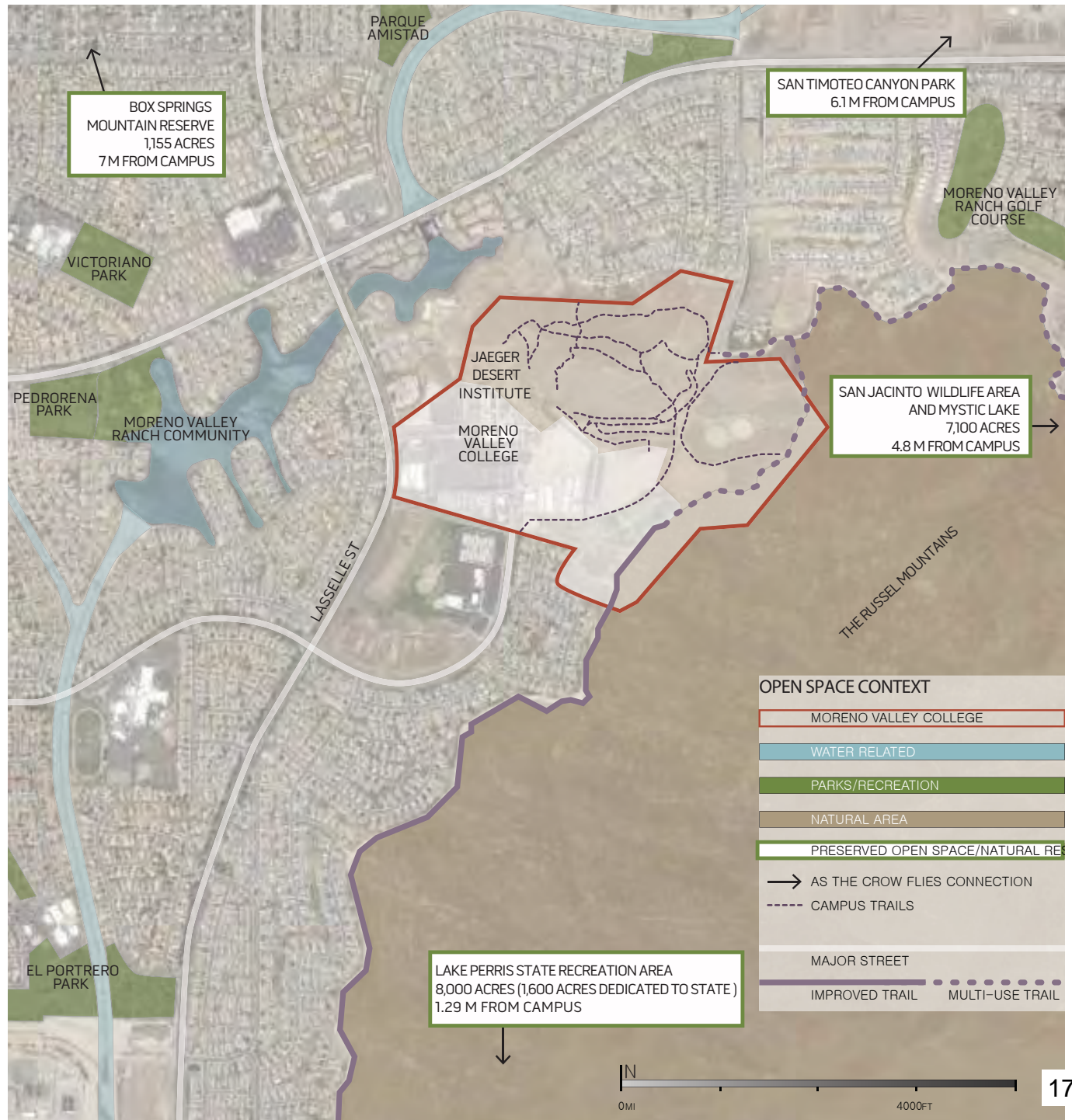


**COSTAL SAGE SCRUB**

HILLSIDES AND SOUTH FACING SLOPES  
 Brittlebrush, Desert encelia, Sagebrush, Black and White sages, Yucca, Sugar sumac, California buckwheat



\* INVASIVE SPECIES  
 (n) NATIVE SPECIES



## MVC—MAIN CAMPUS

### LANDSCAPE TYPOLOGY (CONT'D)

The low lying areas within the San Jacinto River floodplain (below 1430 foot elevation) contain excellent examples of alkali sink scrub, fresh water marsh, and cottonwood-willow riparian habitat. The hillsides surrounding the San Jacinto River floodplain are largely dominated by Riversidian Sage Scrub. The Lake Perris State Recreation Area offers a wide range of outdoor activities to its visitors year round including boating, fishing, picnicking, hiking and horseback riding. The untended naturalized areas of the reserve host a variety of natural wonders, many of which would be similar to those found on the naturalized areas of the campus.

The predominant plant community, coastal sage scrub is host to a variety of birds and wildlife. Mule deer, roadrunners, bobcats, coyotes, cotton tail, jack rabbits, quail, gopher snakes and rattlesnakes may sometimes be seen by day though they tend to shy away from people. More frequently seen are a wide variety of lizards, rodents, water fowl, and birds of prey. Beautiful displays of wildflowers occur during the rainy season—generally November through April.

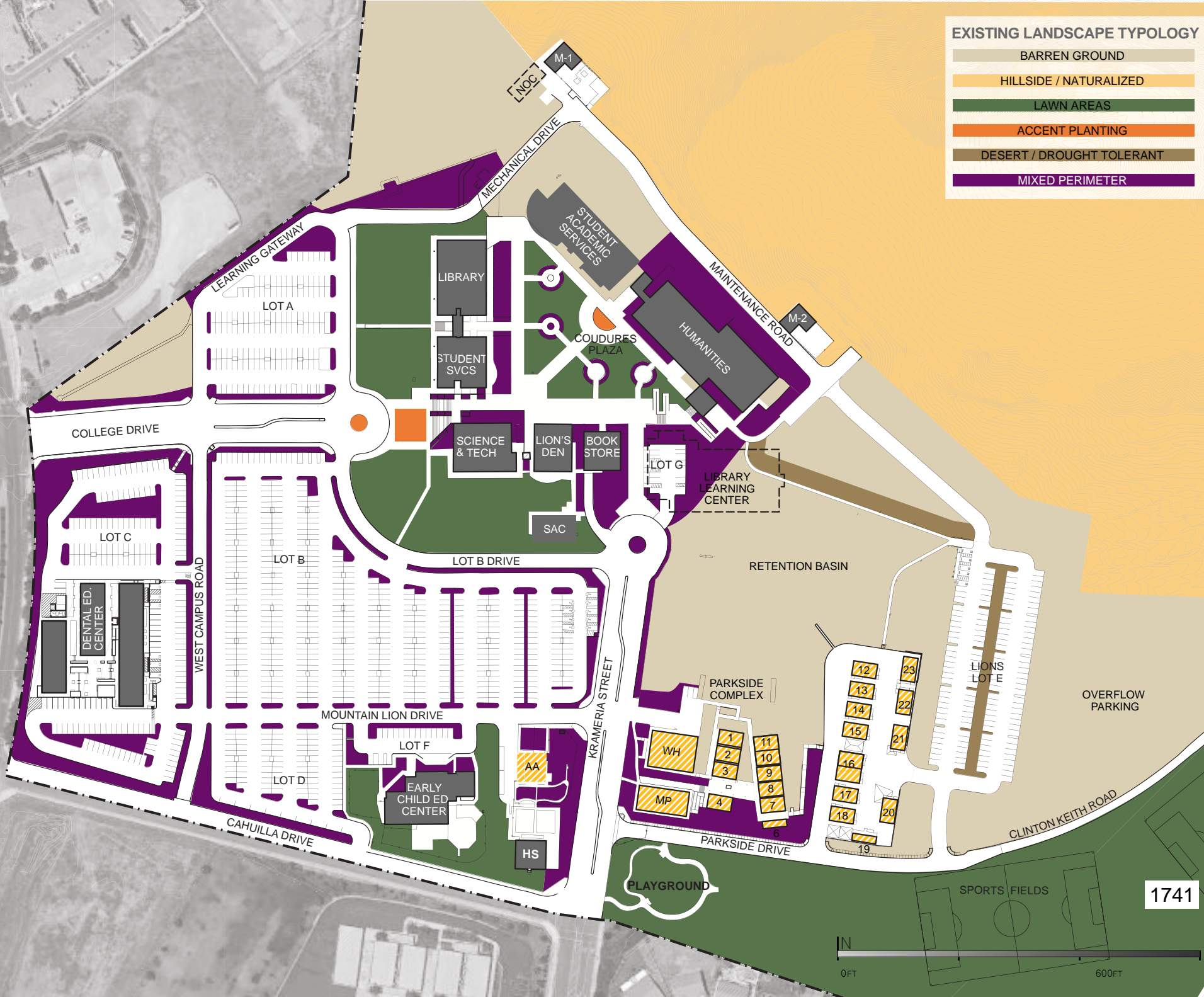
Lake Perris is ringed by various hills and small mountains. The coastal sage scrub community is predominant on the south-facing slopes of the Russell Mountains and Bernasconi Hills and is characterized by shrubby plants including desert encelia, brittlebush, sagebrush, black sage, white sage, buckwheat, and cacti. Conditions are somewhat shadier on hillsides that face north or northwest so that chaparral plants such as chamise, penstemon, and—caution!—poison oak are apt to be found. Remnants of the original perennial grasses that once flourished in this region can still be found in the flat interior of the park surrounding the lake, but the majority of plants that now make up the valley grassland community (including Russian thistle) were imported from Europe by early settlers. Riparian areas near springs, seeps and on east and south lakes include willows, cattails, elderberry and nettles.

Understanding the native plant communities of the area provides insight into what could be planted within the Moreno Valley College campuses and would require little to no maintenance. Mimicking the native area ecologies also offers a valuable educational resource for the College and the possibility of creating a campus-wide concept of a Living Laboratory.

Currently the existing site's plant communities, with the exception of the naturalized areas, host very few native species. The majority of the plants found on the main campus are standard ornamental plants that you see typically. Due to the reclaimed water, and local climate many of the plants require a high level of maintenance and are struggling to survive. A large majority of the developed area of the main campus is covered in lawn. While typical to many campus environments, lawns require a significant amount of water and on-going regular maintenance. To help better understand the existing plants found on campus we have catalogued them into a few basic landscape typologies. These include Mixed Perimeter, Accent, Lawn Areas, Hillside/Naturalized, and Desert/Drought Tolerant. It should be noted that a large area of the campus has no vegetation at all. These include the asphalt parking lots and barren land around the existing retention basin and portable buildings. The most recent planted areas around campus, the Lion's Lot and the Dental Education Center, display excellent examples of climate appropriate plants for the campus including native wildflowers, agaves, and Palo Verde trees. As the campus grows, this landscape typology should be expanded to become the predominant type of plants found on campus. This shift would reduce the site's water requirements and reduce the work required to maintain the campus.

### EXISTING LANDSCAPE TYPOLOGY

- BARREN GROUND
- HILLSIDE / NATURALIZED
- LAWN AREAS
- ACCENT PLANTING
- DESERT / DROUGHT TOLERANT
- MIXED PERIMETER



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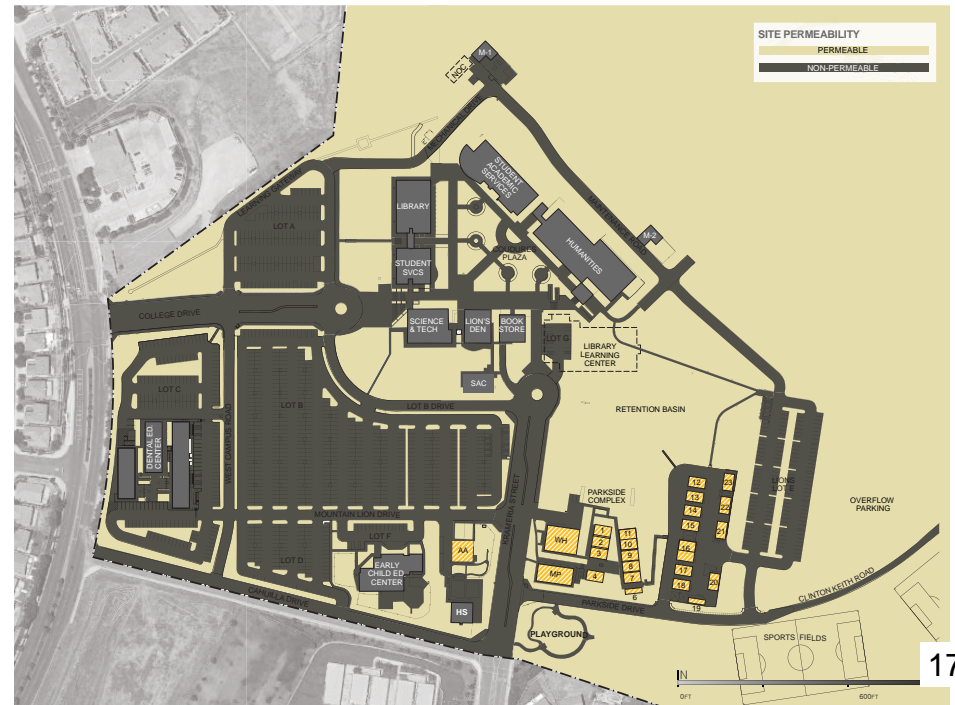
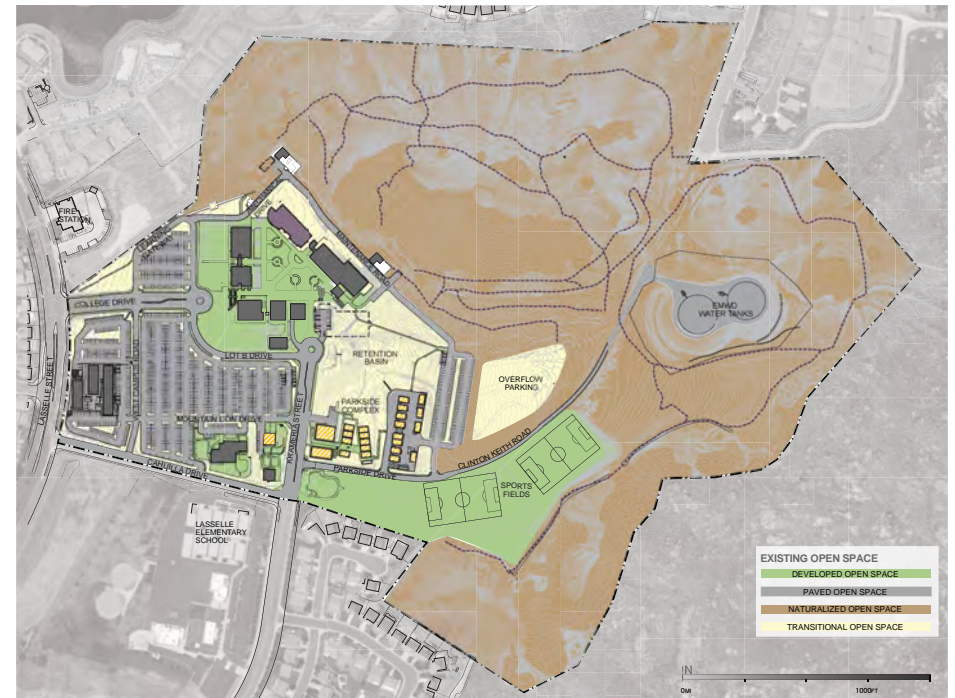


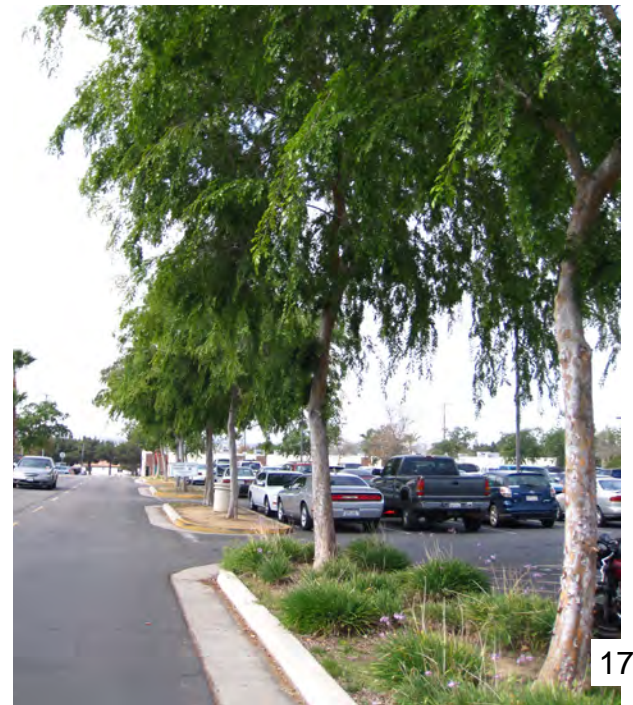
# MVC—MAIN CAMPUS

## LANDSCAPE TYPOLOGY (CONT'D)

When looking at the entire campus property a significant area remains undeveloped. This area includes steep hillsides, trails, a water tank and a naturalized landscape that resembles the adjacent wilderness areas previously described. Although much of this area, due to its topography, is considered undevelopable it should be cherished as a valuable open space resource that makes this campus unique from other academic facilities. This area not only provides recreational opportunities for the campus and the local community, it provides critical habitat to the area's flora and fauna.

Zooming in on the developed areas of the campus a significant area is impervious, particularly at the low point on the campus, at the parking lots on the west and south sides of the campus. The topography of the site is significant, with roughly a 200' elevation change from the low point at the Campus entry at Lasselle Street and College Drive, to the top of the hill east of the Humanities Building. While a significant topographic change exists, clear plateaus or levels, can also be seen. The first level is the existing drop off area which sits roughly at an elevation of +1550.00. The next level is the existing Courdures Plaza at +1565.00 and continues to rise by 20 feet to the Lion's Lot which sits at roughly +1585.00.





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# STORM WATER INFRASTRUCTURE

The main campus site is located on an alluvial fan, below a natural catchment that drains adjacent to, or onto, the campus. The catchment and campus grounds appear to consist of fine silt and clay soils with limited vegetation. These conditions are typically indicative of poor infiltration, which should be confirmed through future geotechnical studies. The lack of vegetation and low infiltration potential suggests that during significant rain events the catchment may generate erosive sediment bearing flows.

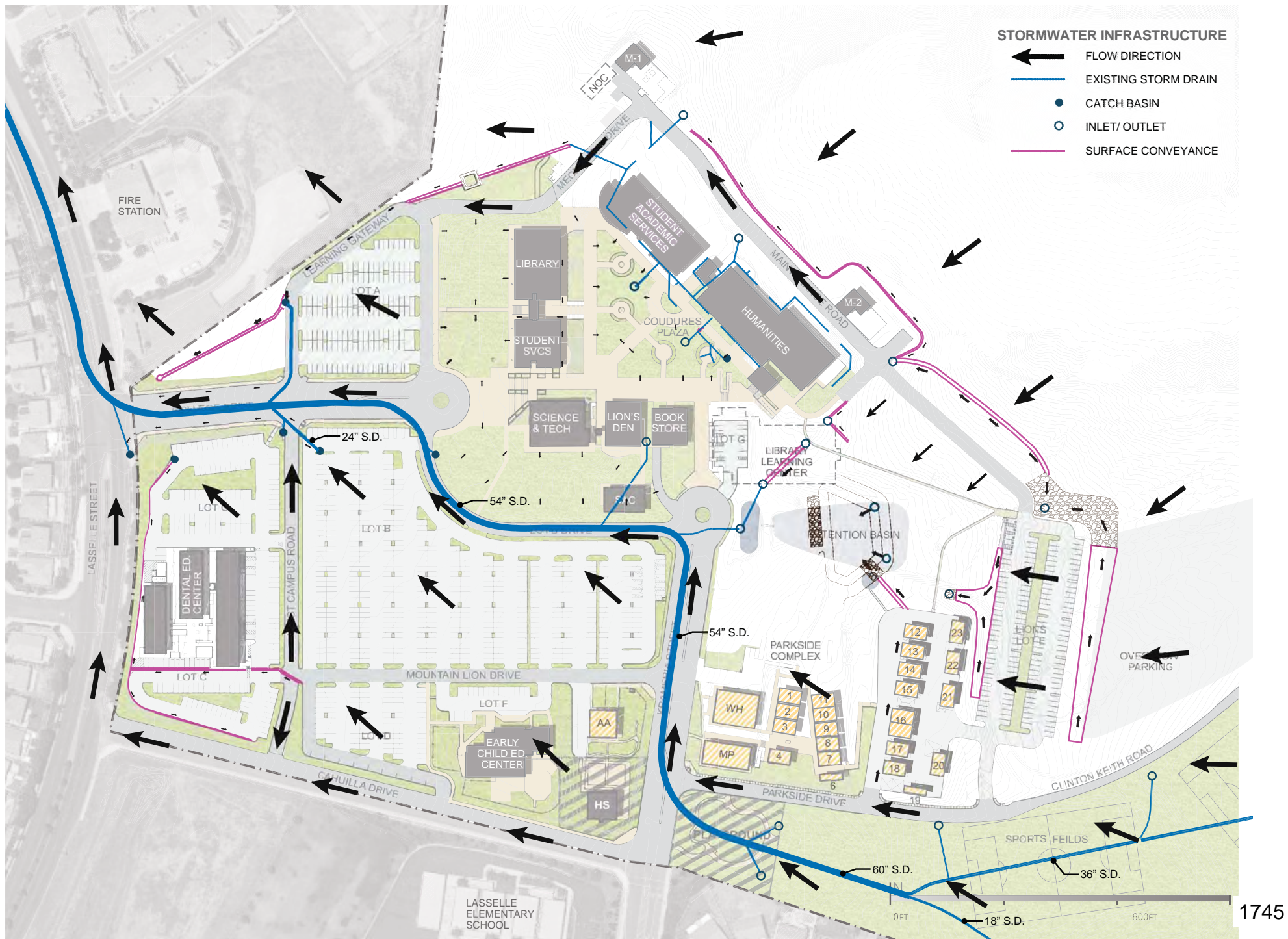
The general drainage pattern of the campus follows the site's topography and connects to a 54" storm drain that runs under Krameria Street, along Lot B drive, down College Drive to Lasselle Street. With regards to storm water Best Management Practices's (BMP), several interim, or construction, BMPs can be found around the campus; however it is anticipated that most would be replaced by permanent structural BMPs during redevelopment. The BMPs adjacent to the Parking Lot E, include a debris basin and rip rap reinforced conveyances that reduce sediment transport by slowing sheet flow rates and allowing deposition within BMPs. In addition to sedimentation, these BMPs allow infiltration that reduces runoff which might otherwise contribute nutrients and other pollutants to regional receiving waters such as Canyon and Elsinore Lakes.

The sediment trap and small debris basin are subject to bypass, sediment deposition, and increased maintenance demands as a result of high intensity storms, and resulting runoff flows.

While treatment controls may be effective at reducing pollutant loads, they do not offer the advantage of reducing runoff volumes via infiltration or retention, which are the preferences of developing regulatory emphases. Bypassed or treated discharges that leave the campus may cause the District to incur additional costs, if the discharges are perceived to be contaminated and enter impaired water bodies. For these reasons, structural BMPs that incorporate runoff reduction and retention are recommended over flow through treatment BMPs.











## ENVIRONMENTAL ANALYSIS

# WIND PATTERNS

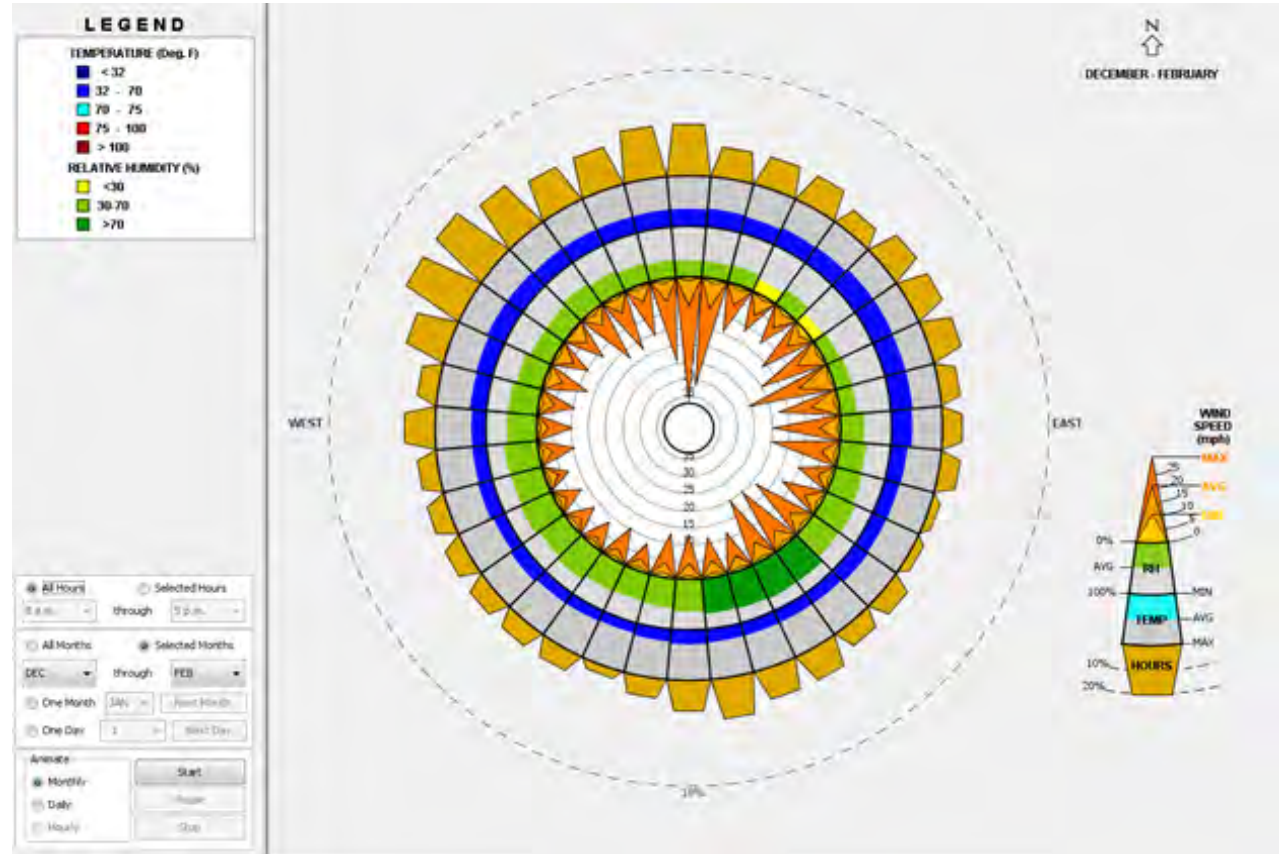
The wind rose diagram indicates a depth of wind information, including wind direction, velocity, frequency, temperature, and humidity. The wind rose is organized much like a compass. The bearing of wind direction is indicated along the circumference of the rose. Frequency of wind direction is indicated in dark yellow; wind speed is indicated in orange; relative humidity is indicated in green; temperature is indicated in blue.

At the main campus of Moreno Valley College, wind patterns shift with the seasons and across the course of the day.

## WINTER

During the winter, winds primarily come from the north and northwest directions, as indicated by the dark yellow bars of the wind rose. These winds range from 7-20 miles per hour, with gusts as high as 35 miles per hour (as indicated by the orange cones in the center of the wind rose). These cool winds tend to have a relative humidity of 30% and an average temperature that ranges between 30-70 degrees Fahrenheit.

WIND ROSE DIAGRAM



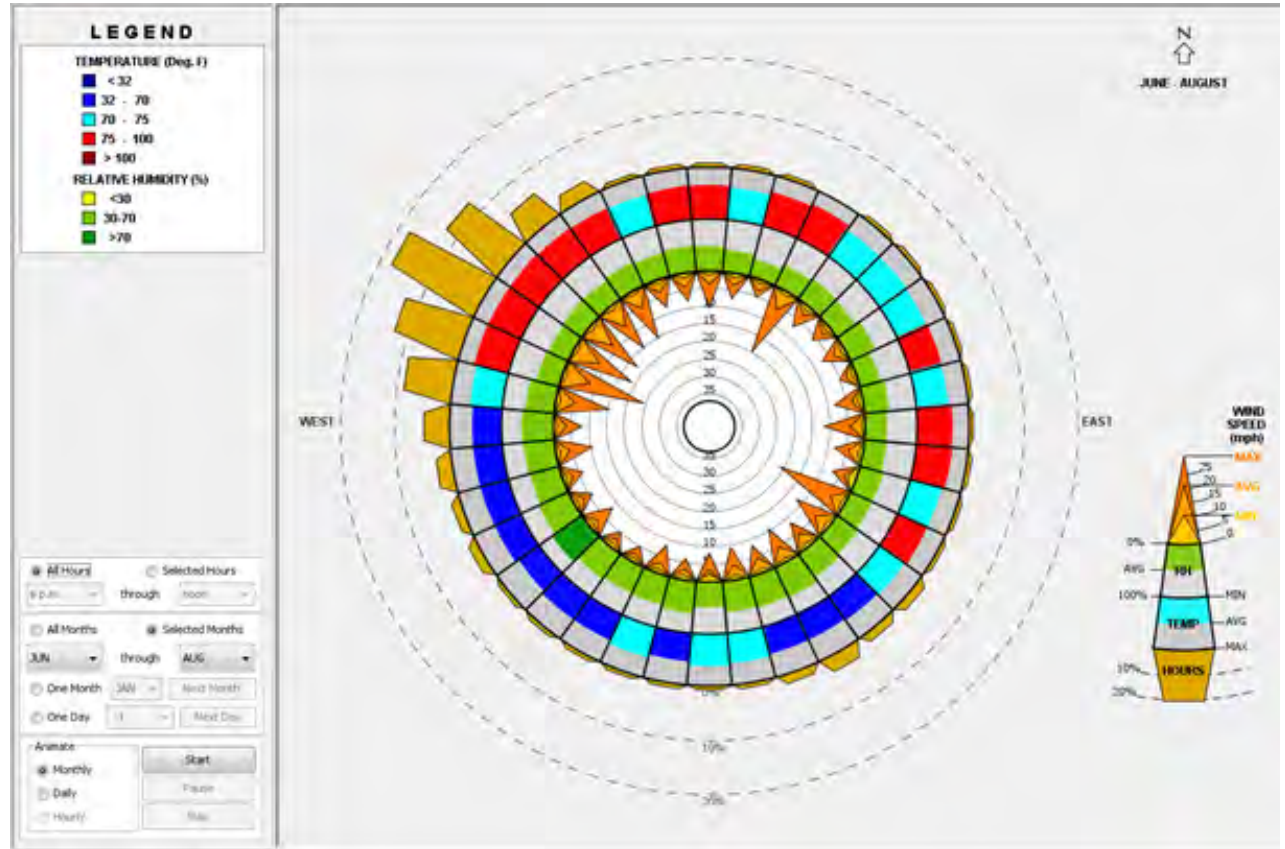
## SUMMER

During the summer season winds tend to come in from the west and range between 5-25 miles per hour, with anomalous wind gusts from the north as high as 35 miles per hour. However, these winds are significantly warmer during the summer, with a relative humidity of 30% and temperatures which range between 75-100 degrees Fahrenheit. These warm winds are fairly consistent throughout the summer and fall, and would work well in conjunction with water elements to provide evaporative cooling. Alternatively, these winds could also be used in conjunction with an indirect-direct evaporative cooling system, as the humidity levels are very low.

The consistency and velocity of the wind in this area warrants the consideration of wind turbine technology in order to provide a renewable source of energy for the campus.

Primarily west and northwest winds at average of 5-20 mph with gusts up to 30 miles per hour at 75-100 degrees from the north, northwest and east at 32-70 degrees from the west and south. Winds cool down by 15-20 degrees at night.

## WIND ROSE DIAGRAM



## ENVIRONMENTAL ANALYSIS

# COMFORT ZONE

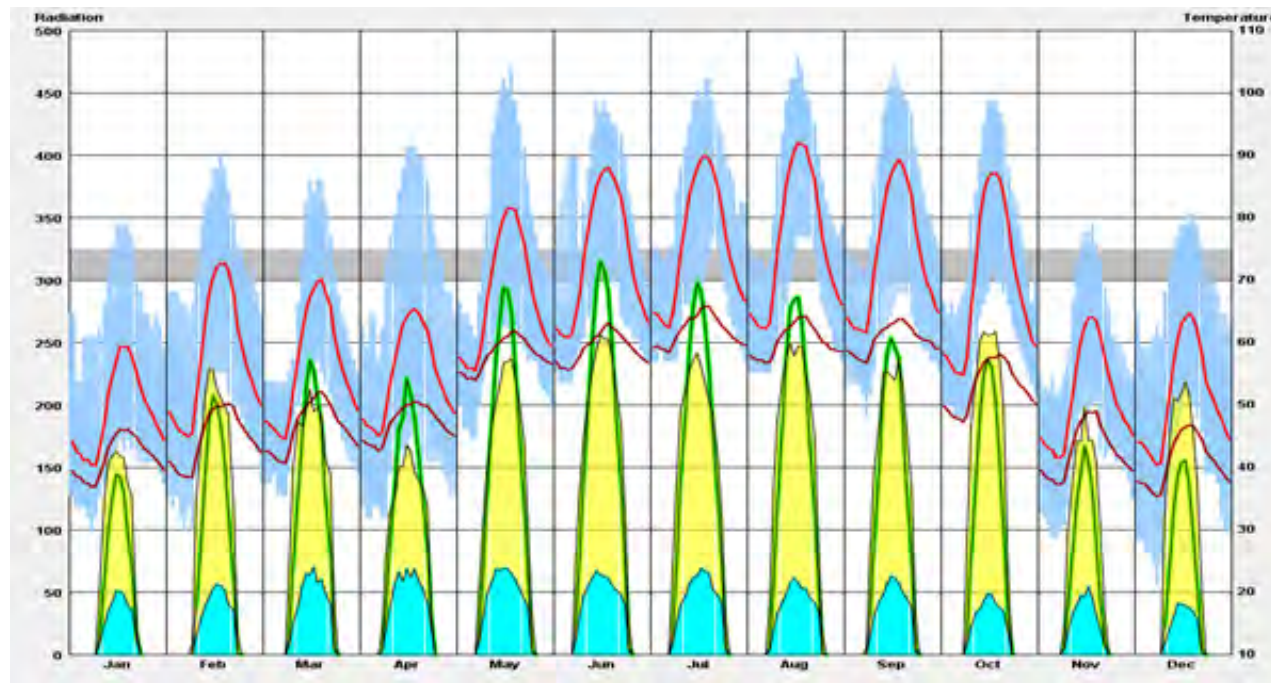
Moreno Valley's dry bulb temperature, (indicated by the red line undulating up and down on the chart), changes throughout the course of the year relative to the comfort zone, (indicated by the grey bar which moves across the grid and which marks a temperature range of 70-75 degrees Fahrenheit).

During the fall and winter seasons (November-February), temperatures tend to stay below the comfort zone and range between 50-70 degrees Fahrenheit, however they can dip as low as 30 degrees and spike as high as 90 degrees. During the spring and summer months (May to September), temperatures tend to stay well above the comfort zone, and range between 70-100 degrees, but can dip as low as 50 degrees and spike as high as 110 degrees.

This temperature swing is characteristic of the Moreno Valley-Riverside area, which provides an ideal setting for solar passive design strategies such as night cooling and thermal mass.

These strategies work with the latent heat properties of building materials such as concrete and masonry, solar orientation optimization (south facing buildings), and the surrounding earth mass to regulate building temperatures.

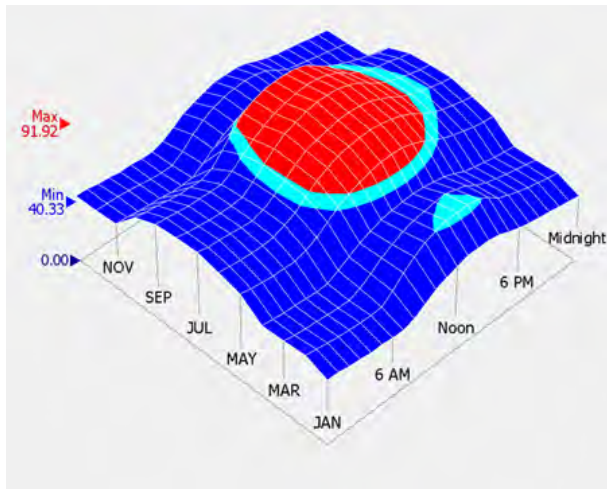
**COMFORT ZONE DIAGRAM**



## DRY BULB TEMPERATURE

75% of the year the temperature ranges between 32-70 degrees. The warmest time of year is between May to September (75-100 degrees Fahrenheit). The warmest times of day are between 12 pm to 2 pm, while the coldest times of day occur between 10 pm – 6 am. These fluctuations in dry bulb temperature support the use of solar passive design strategies discussed in the previous section.

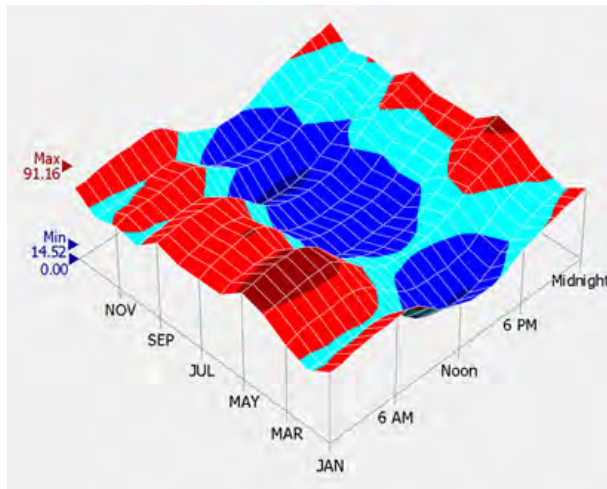
### DRY BULB TEMPERATURE CHART



## RELATIVE HUMIDITY

62% of the year relative humidity is less than 60%. For the majority of the day, the relative humidity is less than 50%. This humidity level again suggests that natural ventilation combined with water elements would be effective for natural, passive cooling. This data also suggests that a mechanical system such as an indirect-direct evaporative cooler would work effectively.

### RELATIVE HUMIDITY CHART



## ENVIRONMENTAL ANALYSIS

# SKY COVER RANGE

Moreno Valley receives plentiful solar exposure throughout the year, with an average of only 40% cloud cover. From June to December cloud cover is consistently below 40%. From January to May, cloud cover increases to 45% to 50% for part of the day. This data suggests that solar passive strategies such as sun shading design should be considered substantially in order to invite sun into spaces when heating is required, and in order to deflect sun away from interior spaces when solar gains are not desired.

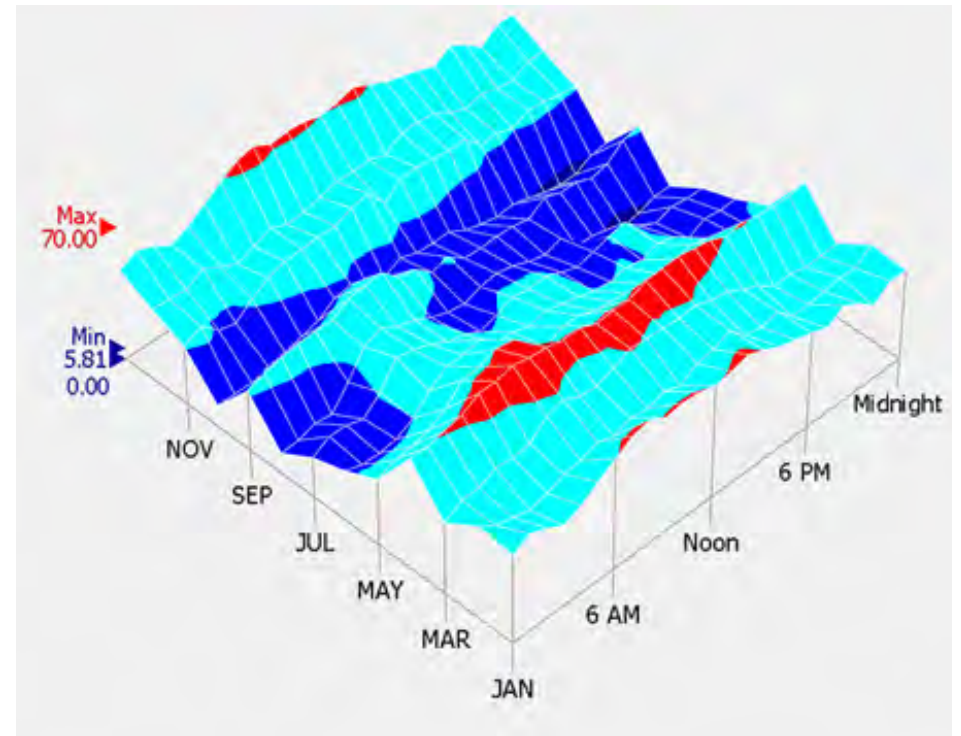
This data further suggests that renewable energy systems such as photovoltaic arrays, solar thermal panels, or solar water heating would be effective, as cloud cover is below 40%, thereby creating an ideal environment for solar energy production.

### SKY COVER CHART

#### LEGEND

SKY COVER  
(percent)

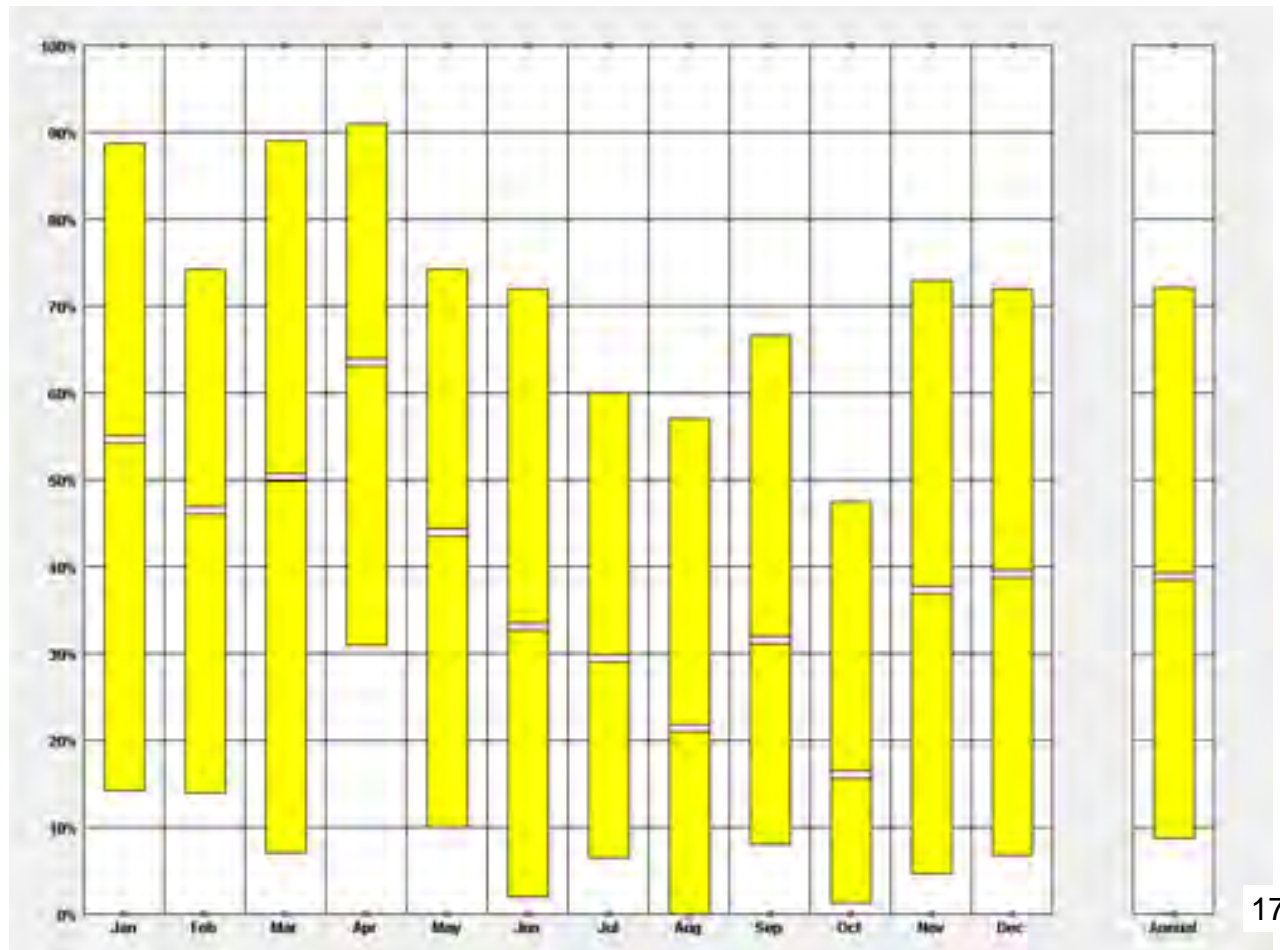
13%	■	< 10
31%	■	10 - 30
52%	■	30 - 60
3%	■	60 - 80
0%	■	> 80





### SKY COVER DIAGRAM

Total Cloud Cover 100%  
 RECORDED HIGH - ○  
 AVERAGE HIGH - ■  
 MEAN - ▬  
 AVERAGE LOW - ■  
 RECORDED LOW - ○  
 Clear Skies 0



## ENVIRONMENTAL ANALYSIS

# SOLAR ACCESS

### SOLAR PASSIVE STRATEGIES FOR WARM MONTHS OF THE YEAR

Moreno Valley's temperature profile, wind patterns, and solar exposure provide a unique opportunity to explore the implementation of solar passive strategies. According to climatic data imported into Climate Consultant version 5.2 software, strategies such as thermal mass, natural ventilation for cooling, and sun shading design would prove to be the most effective means of providing comfort. These strategies combined would provide comfort approximately 97% of the year.

### BEHAVIORAL CHANGES

Behavioral changes in building operations, and how occupants use the building has the most impact in building performance. This can positively impact efficiency by as much as 20-30%, and is the most crucial step in attaining true green building success. Building user awareness can be increased and supported through a robust sustainable signage education program which allows the College to promote and highlight sustainable practices throughout the campus.

### THERMAL MASS

The thermal mass of the building may be used to provide a consistent building temperature. For example, when outside temperatures are fluctuating throughout the day, a large thermal mass within the insulated portion of a building can serve to regulate the daily temperature fluctuations. The thermal mass of the building will absorb the thermal energy of the external environment when the surroundings are higher in temperature than the mass. The thermal energy will then be radiated back to the environment when the surroundings are cooler. Building materials with significant thermal mass properties include concrete, masonry, insulated concrete forms (ICF) and structurally insulated metal panels (SIPS).

### NATURAL VENTILATION

By locating building openings and courtyards along natural wind paths, natural ventilation can provide building occupants with access to cooling breezes. By combining natural ventilation with a water feature such as a fountain or water misting fixtures, the effective cooling of the wind will increase significantly. This will result in less reliance on mechanical cooling, thus reducing the energy consumption of the campus.

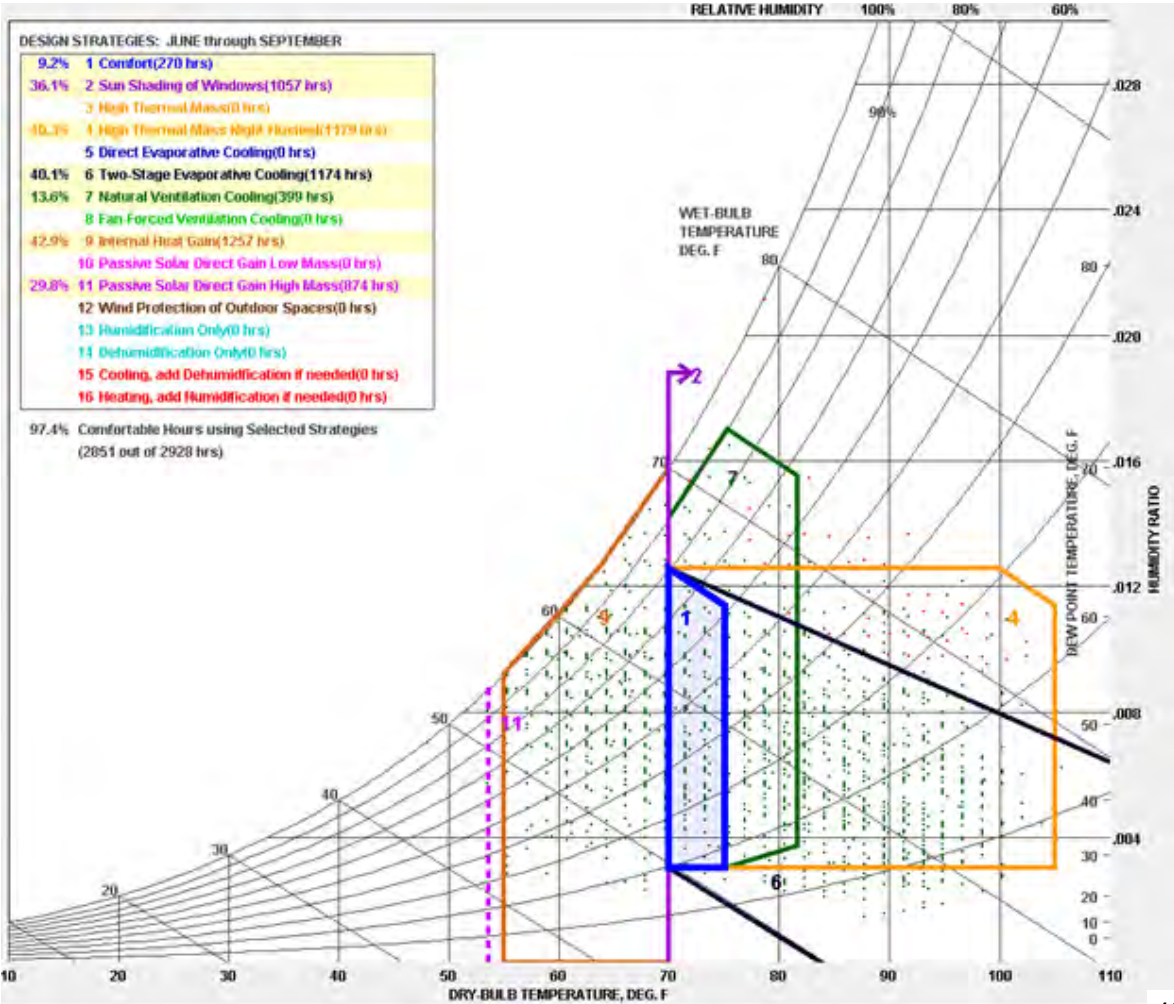
### SUN SHADING

Effective sun shading of windows for each façade orientation can significantly reduce the intensity of solar gains within a building. By providing deep overhangs along the south façades of buildings and vertical fins along the east and west façades, which are angled specifically to block out glare, natural daylighting can be achieved while deflecting solar exposure. Sun shading design combined with efficient insulated glazing units can substantially increase occupant comfort and building efficiency. Glazing units with a solar heat gain coefficient of 0.27 (low) and a visual transmittance of 63% (nearly clear) can provide occupants with access to views and daylight, while blocking out much of the solar radiation from the sun.

**PSYCHROMETRIC CHART - SOLAR PASSIVE STRATEGIES FOR WARM MONTHS OF THE YEAR**

**EVAPORATIVE MECHANICAL COOLING**

In order to maintain occupant comfort, some mechanical cooling will be necessary during the warmer months. As described in previous sections, an indirect-direct mechanical cooling system is recommended for consideration, due to Moreno Valley’s low humidity levels. This system would provide effective and efficient evaporative cooling. However, by implementing the solar passive strategies previously described, reliance upon the mechanical cooling system will be decreased, thus optimizing building energy performance.



Solar passive strategies for cooler times of the year include thermal mass and building insulation optimization.

## ENVIRONMENTAL ANALYSIS

# SOLAR ACCESS

### **SOLAR PASSIVE STRATEGIES FOR COOL MONTHS OF THE YEAR**

Solar passive strategies for cooler times of the year include thermal mass and building insulation optimization.

#### **THERMAL MASS**

In winter, thermal mass in the floor or walls absorbs radiant heat from the sun through north, east and west-facing windows. The sun penetrates these windows and hits exposed thermal mass such as concrete floors. During the night, the heat is gradually released back into the room as the air temperature drops. This maintains a comfortable temperature for some time, reducing the need for supplementary heating during the early evening. Building materials with significant thermal mass properties include concrete, masonry, insulated concrete forms (ICF) and structurally insulated metal panels (SIPS).

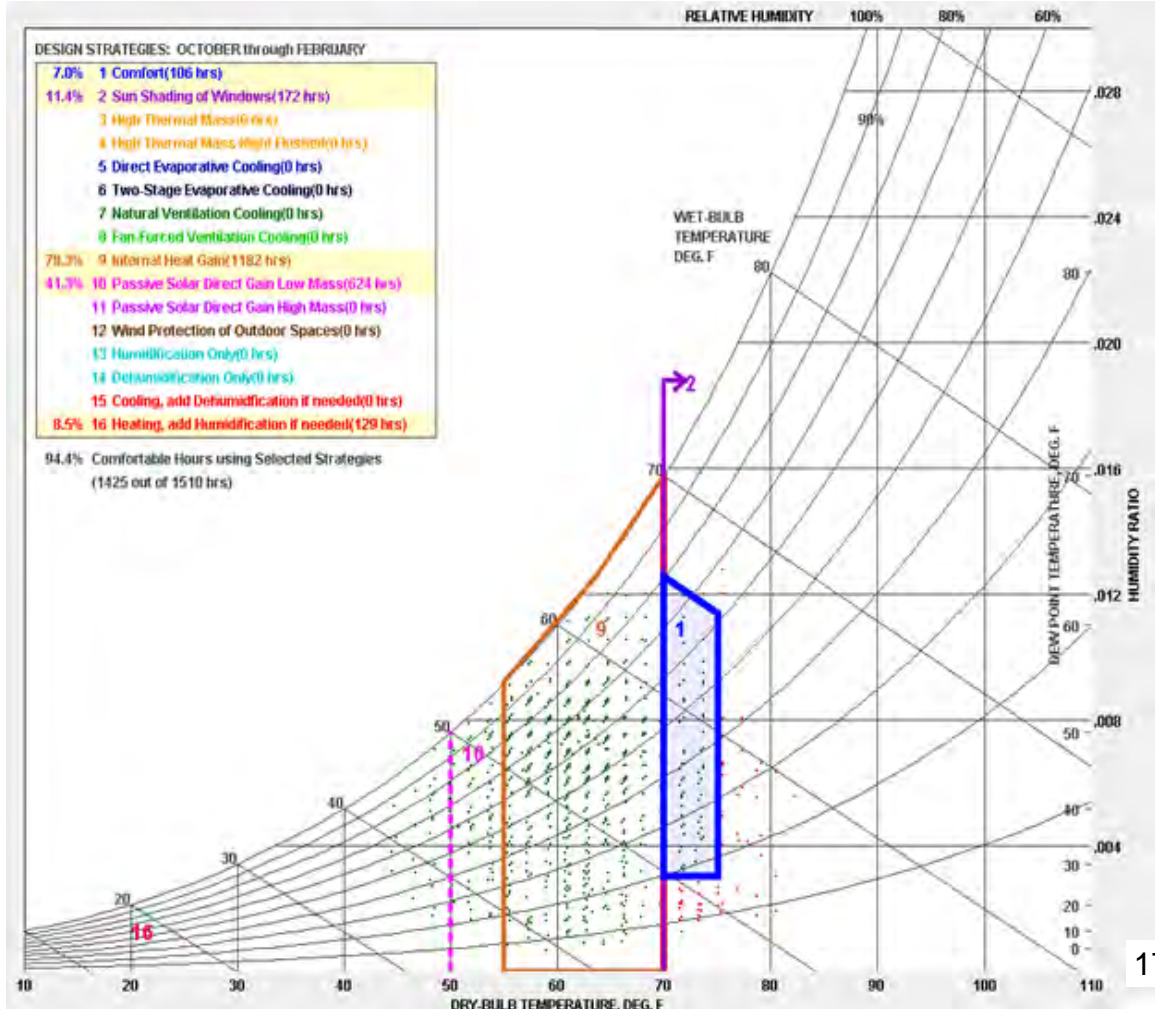
### **SUN SHADING OF WINDOWS**

By designing sun shading devices to allow solar radiation into buildings, while keeping out the glare, buildings will be able to maintain a naturally comfortable temperature throughout the course of the day. This will reduce reliance on mechanical heating.

**PSYCHROMETRIC CHART - SOLAR PASSIVE STRATEGIES FOR COOL MONTHS OF THE YEAR**

**MECHANICAL HEATING**

In order to maintain occupant comfort, some mechanical heating will be necessary during the cooler months. However, by implementing the solar passive strategies described above, reliance upon mechanical heating will be decreased, thus optimizing building energy performance.



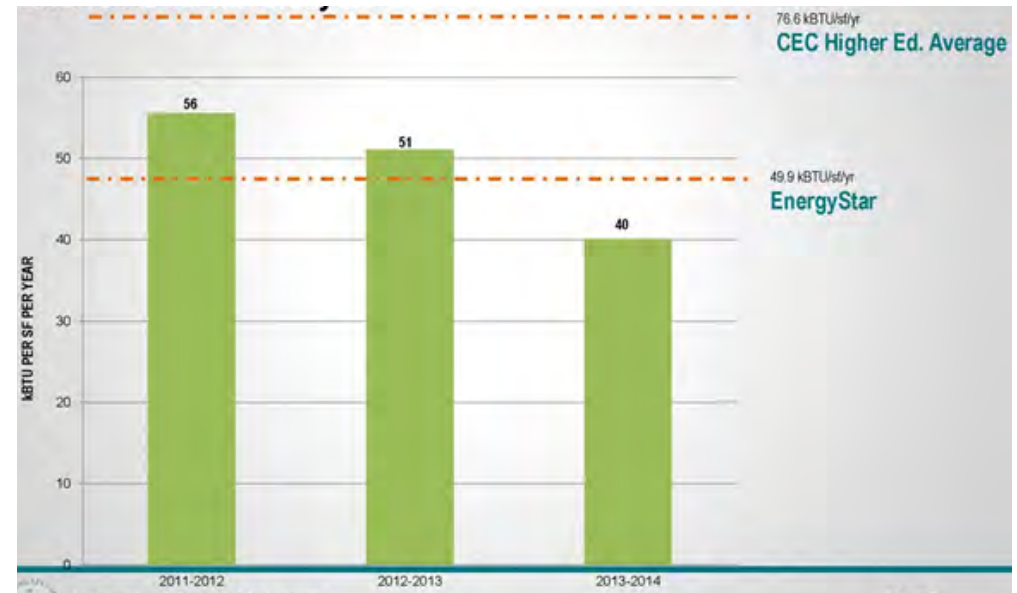
## ENVIRONMENTAL ANALYSIS

# ENERGY USE

An analysis of MVC–Main Campus’s energy use over the past 3 years (from 2011-2013) was conducted. Electricity and gas use were compiled together in order to show total energy use. This downward trend is attributed to closer monitoring of the campus’s energy management system. Tighter coordination of building use and mechanical systems led to a more efficient use of energy as well. Two energy benchmarks are shown in order to provide the College with reference for performance. The first of these two benchmarks comes from the California Energy Commission’s 2006 report on energy use in higher education buildings. This report specifically looked at energy use in 206 million square feet of higher education facilities. This benchmark, which indicates the average energy use for a higher education building, is 76.6 kBTU/sf/year.

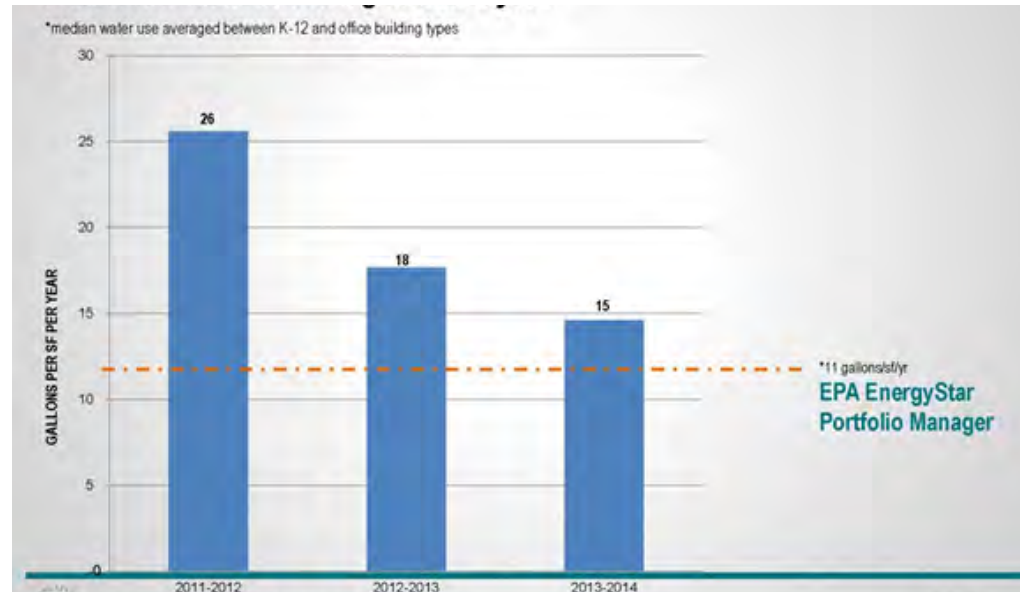
The second benchmark indicates a more efficient level of energy use. Energy Star utilizes the Energy Information Administration’s Commercial Buildings Energy Consumption Survey (CBECS) to determine the type and scale of energy usage a building should meet in order to qualify as an Energy Star building. A building should perform 35% better than an average building of a similar building type in a similar climate zone to be considered an Energy Star building. A 35% more efficient higher education building would operate at 49.9 kBTU/sf/year and would be minimally compliant with EnergyStar requirements.

MVC–Main Campus is well below the California Energy Commission 2006 report of higher education facilities’ energy use, (76.6 kBTU/sf/yr). The College has also been able to reduce energy use over the last 3 years to the extent that it has been able to outperform an Energystar higher education facility’s energy use of 49.9/sf/yr as well.



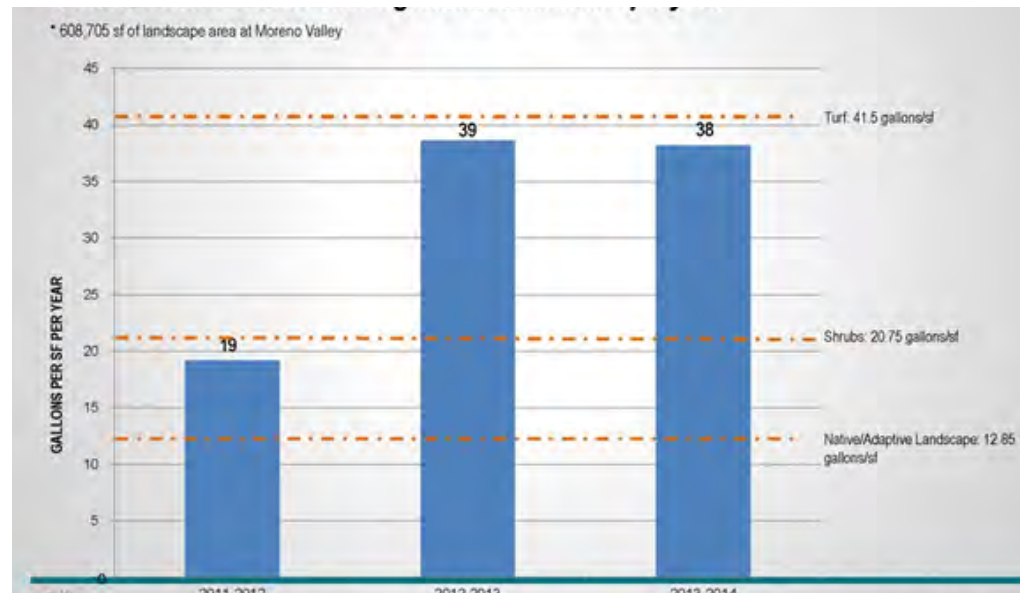
# BUILDING WATER USE

An analysis of MVC–Main Campus’s building water use over the past 3 years (from 2011-2013) was also conducted. The College has been able to reduce water use significantly over the last 2 years. This is due to the upgrading of plumbing fixtures. The Environmental Protection Agency’s Data Trends Water Use Tracking study serves as reference benchmark for water use in this analysis. The College used slightly more (15 gallons/sf per year) when compared to an average use of 11 gallons/sf per year.



# IRRIGATION WATER USE

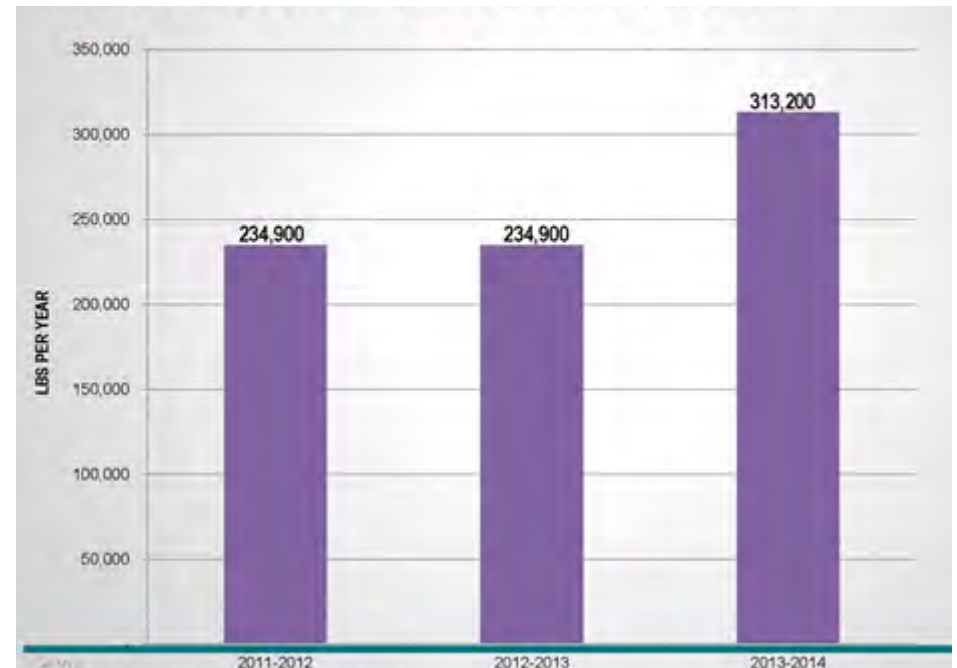
Analyzing the planting areas and materials reveals that the College has a decent amount of landscape that is composed of turf, which requires substantially more irrigation than native, adaptive and drought tolerant plants. Over the last three years, irrigation use has increased from 19 gallons/sf of landscaping to 38 gallons/sf of landscaping. Three irrigation benchmarks have been shown to provide a frame of reference: water use typically required to maintain turf, shrubs, and a palette of native/adapted plants. Relative to typical turf water use, the College used slightly less water in 2013, at 38 gallons/sf of turf. Relative to shrub and native adaptive landscape water use, the College uses significantly more water. The campus however does benefit from the availability of municipally reclaimed water for irrigation (non-potable water meant only for secondary uses such as irrigation). However, with the scarcity of water in the region, reduced water use is recommended, and can be achieved through the incorporation of more native, adaptive, and drought tolerant landscaping.



## ENVIRONMENTAL ANALYSIS

# WASTE PRODUCTION

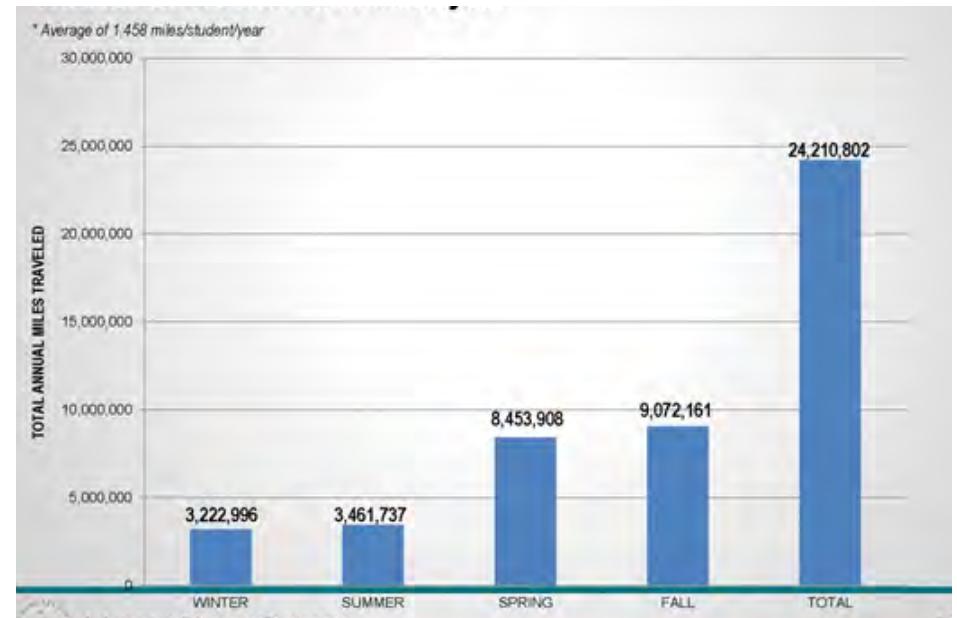
Waste production has increased over the last three years at MVC–Main Campus. Until 2012, the College maintained four 4-ton trash dumpsters. In 2013, the College increased this number to six 4-ton trash dumpsters which are collected 6 days a week, excluding off session days. In addition the College maintains 4 recycling dumpsters which are collected 2 times a week, excluding off session days. A total of 313,200 pounds of landfill bound trash was collected in 2013. A total of 69,600 pounds of recycled materials was also collected. This equates to a landfill diversion rate of 18% in 2013. The California Green Building Code (CALGreen) was used as a reference for landfill diversion. CALGreen, requires that all new construction achieves a landfill diversion rate of 50%. Through further campus-wide recycling efforts such as green waste, composting, e-waste collection, construction waste diversion and involvement in student recycling campaigns such as Recyclemania, and with more detailed coordination with the College’s hauling agency, this rate can easily be achieved.





# TRANSPORTATION

Transportation over the course of 2013 was analyzed in order to ascertain the frequency and intensity of automobile use at MVC–Main Campus. Data was based upon the number of units attempted per enrolled student within a 50 mile radius. The study also took roundtrip miles per effective days per semester and carpooling factors into account. A total of approximately 24.2 million miles were traveled in 2013 by students at MVC–Main Campus. The spring and fall sessions had the greatest number of miles driven, as these sessions are the longest and most heavily populated with student hours. This figure can in part be attributed to the College’s location and limited mass transit resources.

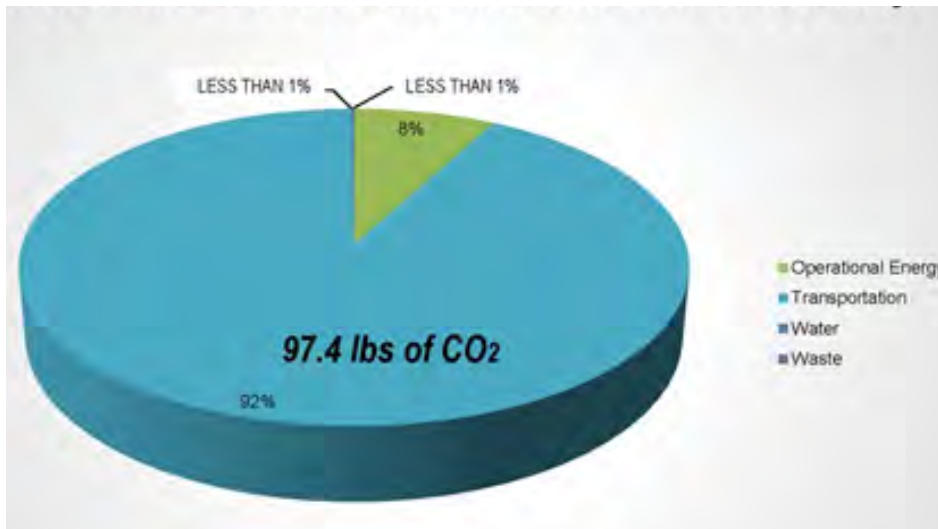


## ENVIRONMENTAL ANALYSIS

# CARBON FOOTPRINT

Energy, water, waste and transportation data for MVC–Main Campus was combined and converted into a total carbon footprint, which is measured in pounds of carbon, or CO<sub>2</sub>e. CO<sub>2</sub>e stands for carbon dioxide equivalent, and is the standard unit used to measure the global warming potential (GWP) of greenhouse gases emitted into the earth’s atmosphere. By using this unit of measurement, a carbon footprint consisting of various sources can be expressed as a single number. For the purposes of this analysis, the annual number of kilowatt-hours of electricity, therms of fuel, gallons of water, pounds of waste, and miles driven has been converted into pounds of CO<sub>2</sub>e per square foot of building area per year. Energy (electricity and fuel), water, waste and transportation were chosen as the main criteria, as a solid set of data was available to provide a basis for the calculation.

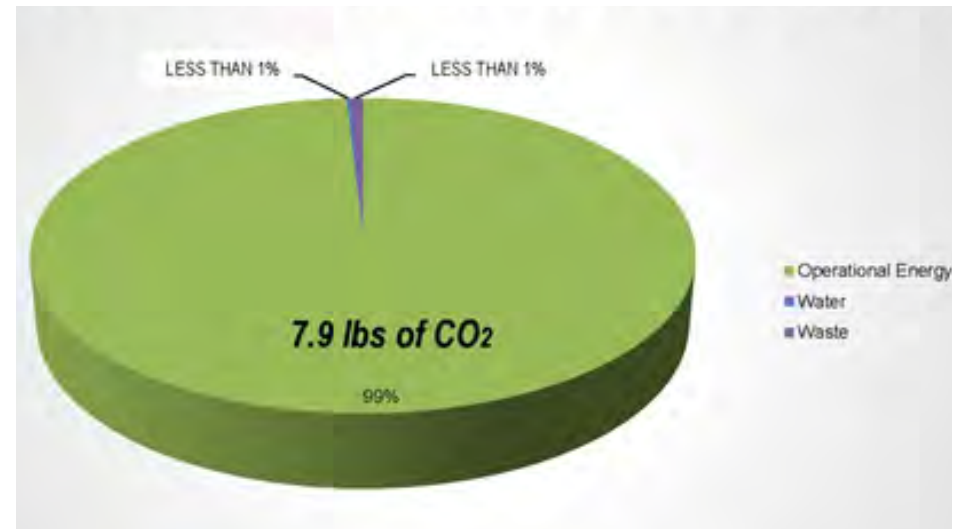
### CARBON FOOTPRINT - WITH TRANSPORTATION



The carbon footprint of MVC–Main Campus with transportation and without transportation was studied. This allows for a better comprehension of each criteria's (energy, water, waste, transportation) contribution to the College's carbon emissions.

Taking transportation into account, the College generates a total of 97.4 pounds of CO<sub>2</sub>e. The greatest contributor to this carbon footprint is transportation, which accounts of 92% of the total. This can be attributed to the large number of miles traveled by students on an annual basis.

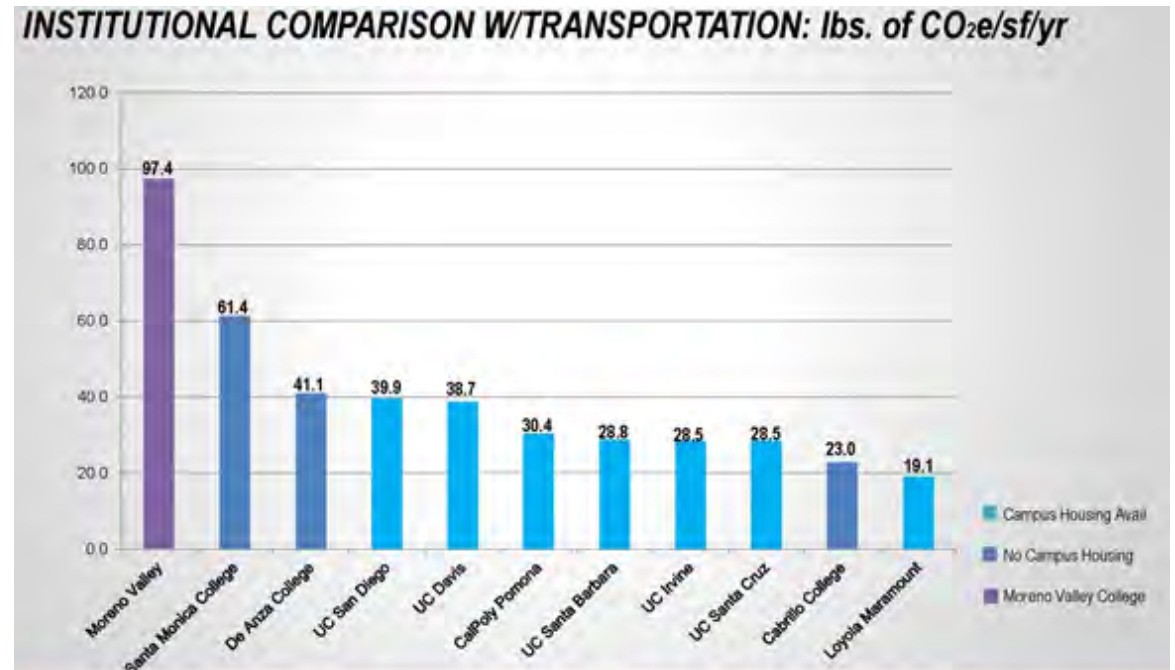
### CARBON FOOTPRINT - WITHOUT TRANSPORTATION



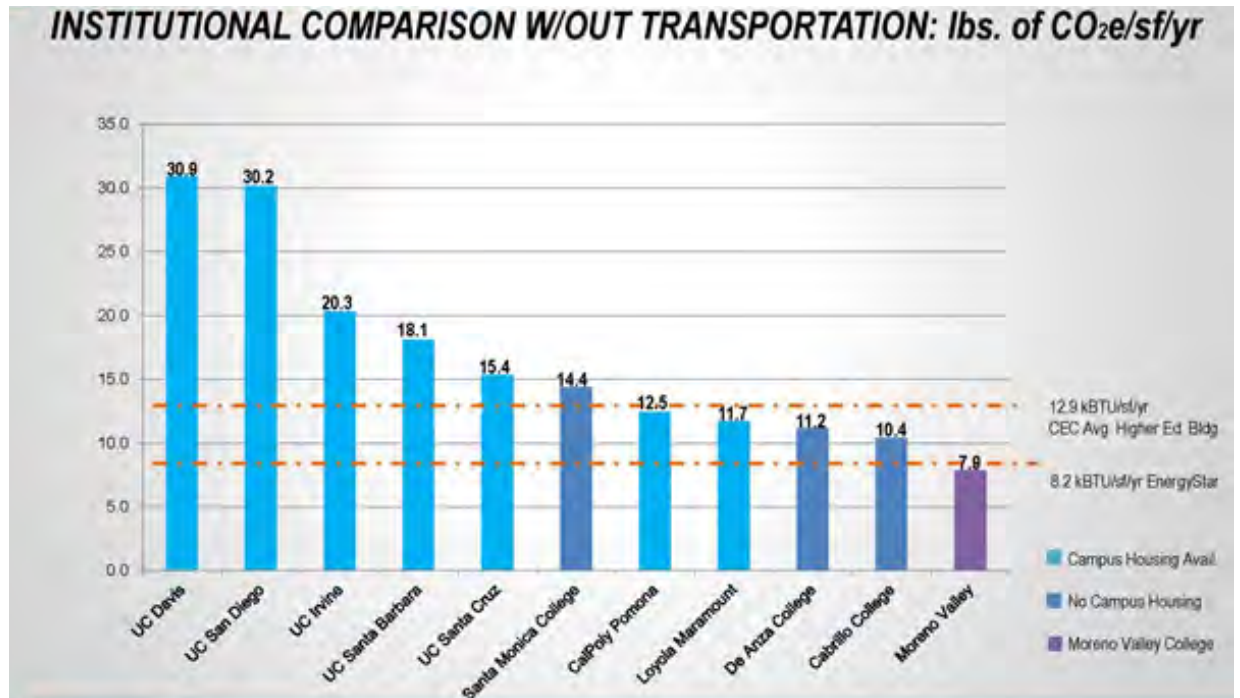
Without transportation taken into account, the College maintains a total of 7.9 pounds of CO<sub>2</sub>e. The greatest contributor to this version of the carbon footprint is energy, which accounts of 99% of the total.

## ENVIRONMENTAL ANALYSIS CARBON FOOTPRINT (CONT'D)

In order to provide the College with a frame of reference a comparative analysis of like institutions was conducted. The carbon footprints of several higher education institutions was calculated, based off of each institution's published carbon footprint data provided from the American College and University Climate Action Plan's Annual report. Many of these institutions have a similar campus make up as MVC–Main Campus. When taking transportation into account, the College maintains the greatest carbon footprint. Institutions with on-campus housing are indicated in light blue, institutions with no housing are indicated in dark blue.



When omitting transportation from the carbon footprint equation, the College maintains the smallest carbon footprint. This further illustrates the impact of transportation on the carbon footprint of a higher education institution. Without transportation taken into consideration, Moreno Valley College maintains the most efficient of the higher education institutions shown with regards to energy, water and waste.





## EXISTING CONDITIONS

# MVC-BEN CLARK TRAINING CENTER

Since 1953, RCCD and Riverside County have partnered to provide public safety training. In 1953, the Law Officers Training School opened its doors at the county-owned facilities at 150 Box Springs Road in Riverside. The opportunity for the County to acquire a larger site and broaden its programming arose through the 1996 realignment of March Air Force Base. About 4,400 acres of land became available for uses that benefit the public and the regional economy. The approximately 400-acre site of the Ben Clark Training Center (BCTC) was conveyed to Riverside County for the purposes of operating and developing a public safety training center.

Riverside County has been developing the BCTC site and facilities and offers hands-on training through partnerships with state and regional public safety agencies and educational institutions, including RCCD and Moreno Valley College. Within the framework of its partnership, Moreno Valley College administers the MVC-Ben Clark Training Center (MVC-BCTC). Currently, MVC-BCTC occupies offices and teaches in instructional facilities that are owned and operated by Riverside County.



1996 view of Ben Clark Training Center site



2014 view of BCTC Live-Fire Fire Technology Training Area

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## MVC–BEN CLARK TRAINING CENTER

# NEIGHBORHOOD CONTEXT

The boundaries of the Ben Clark Training Center are indicated with a red outline in the graphic illustration on the opposing page. The center is located near the western edge of land that was formerly March Air Force Base, within the unincorporated area west of the city of Moreno Valley. BCTC is about 2 miles west of Interstate Highway 215, the primary regional circulation route for this area. Local access to I-215 is provided via the interchange at Van Buren Boulevard.

The approximately 400-acre BCTC site and much of the adjacent lands are being redeveloped for a variety of planned uses under the auspices of the March Joint Powers Authority, the designated local reuse and redevelopment authority. Riverside County has established a conceptual master plan for the BCTC, which is guiding the development of facilities, site improvements, and infrastructure.

The land to the north and northwest of the BCTC site is planned for commercial development. Vehicular access to Van Buren Boulevard through this development is being reconfigured. It is not being planned to provide a primary circulation access route for the BCTC site.



*Aerial View of the Ben Clark Training Center*



*March Air Force Base historical image*



*BCTC Live-Fire Fire Technology Training Center*



# BEN CLARK TRAINING CENTER NEIGHBORHOOD CONTEXT

 BEN CLARK TRAINING CENTER

 FREEWAY

 STREET



See page 5.61 for an enlarged graphic of this area

PLANNED COMMERCIAL DEVELOPMENT

RIVERSIDE NATIONAL CEMETERY

ARCHIE J OLD JR GOLF COURSE

AIR FORCE VILLAGE WEST

PLANNED CEMETARY

TRAUTWEIN RD

KRAMERIA AVE

MARIPOSA AVE

COVELL ST

BARTON RD

BARTON RD

11TH ST

LARRY PARRISH PARKWAY

FERGUSON AVE

ALEXANDER ST

DAVIS AVE

BUNDY AVE

ALLEN AVE

BROWN ST

CLARK ST

ORANGE TERRACE PKWY

VAN BUREN BOULEVARD

PLUMMER RD

5TH ST

NANDINA AVE

VILLAGE W DR

MERIDIAN PKWY

## MVC–BEN CLARK TRAINING CENTER

# EXISTING CAMPUS

Riverside County and its state and regional partners offer public safety training at the Ben Clark Training Center in facilities that are owned and maintained by the County. These include Air Force base facilities that have been repurposed, temporary relocatable buildings, and modular buildings. In addition, several new permanent facilities have been built, such as the state-of-the-art firearms range and scenario village.

Through its partnership with the County, MVC leases the facilities used by MVC-BCTC. The graphic illustration on the opposing page shows the current zoning of functions for MVC-BCTC. Instructional facilities are highlighted in blue on the graphic, indicating shared use of classrooms, labs, and the fire technology live-fire training area. Offices are highlighted in purple and include administrative services offices, student services offices, and faculty offices.



*Law Enforcement temporary relocatable classrooms*



*The Ben Clark Training Center Administration/Classroom Building is a repurposed facility originally built for March AFB.*

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# BEN CLARK TRAINING CENTER ZONING

INSTRUCTIONAL

MVC OFFICES

12TH ST

DALLA AVE

PLUMMER RD

WHITE ST



LAW ENFORCEMENT MAT BUILDING AND CLASSROOMS

11TH ST

**ADMIN BUILDING:**  
DEAN'S OFFICE  
LAW ENFORCEMENT ADMIN OFFICE



11TH ST



EMERGENCY MEDICAL SERVICES +  
FIRE TECHNOLOGY CLASSROOMS

BUNDY AVE

ALLEN AVE

10TH ST

**BLDG 16888 (1ST FLOOR):**  
EMERGENCY MEDICAL SERVICES ADMIN OFFICE  
FIRE TECHNOLOGY ADMIN OFFICE  
MVC STUDENT SERVICES  
EMERGENCY MEDICAL SERVICES  
FIRE TECHNOLOGY FACULTY OFFICES



AUDITORIUM

10TH ST

DAVIS AVE

9TH ST



FIRE TECHNOLOGY  
LIVE-FIRE TRAINING AREA

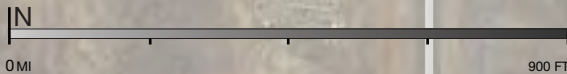
9TH ST

SCENARIO TRAINING BUILDING



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GYMNASIUM



8TH ST

8TH ST

# PREVIOUS PLANNING

State recognition of MVC-BCTC as an education center has been a long-standing objective of RCCD, Moreno Valley College, and Riverside County. Prior to June 2012, when the California Community College Chancellor's Office placed a moratorium on the recognition of new education centers, these partners planned for this objective. The following actions were taken towards this end.

**March 16, 2010:**

RCCD Board Report and Resolution Number 40-09/10 authorized the establishment of an educational center.

**June 16, 2010:**

RCCD issued a Letter of Intent to the State Chancellor's Office.

**September 21, 2010:**

A Board Report and Memorandum of Agreement was established with RCCD and the County of Riverside.

**January 2010:**

Moreno Valley College was accredited as the 111th community college in California. Administration of the public safety training programs was placed under MVC.

**April 18, 2012:**

A ground lease was executed by the Riverside County Board of Supervisors, but not processed by RCCD due to the moratorium. The site of the ground lease is shown in the graphic on pages 5.64 and 5.65.

## MEMORANDUM OF AGREEMENT

The Memorandum of Agreement (MOA) sets forth the partners' understanding of the implementation elements for the development and use of the MVC-BCTC site. The partners agree that RCCD will have a long-term possessory interest in the site. RCCD and MVC intend to seek center status and apply for available state capital outlay funds and operational funds. Access will be maintained for the general education student population and priority will be given to the placement of students enrolled in public safety programs. Subject area and general education courses will be structured to benefit students enrolled in public safety programs. On-site administrative services and access to student services will be provided. Faculty and staff development activities will be accommodated. Operational understandings, including those that pertain to the joint use of County facilities, will be established in an operational agreement.

## CONTINUING THE PLANNING FOR MVC-BCTC

In January 2014, the State Chancellor's Office released the moratorium. The partners have renewed their commitment to support and pursue center status for MVC-BCTC. The MVC Comprehensive Master Plan planning process provided a forum to continue discussions among the partners that have led to recommendations for facilities, which are described in Chapter 6.

# CONCEPTUAL MASTER PLAN

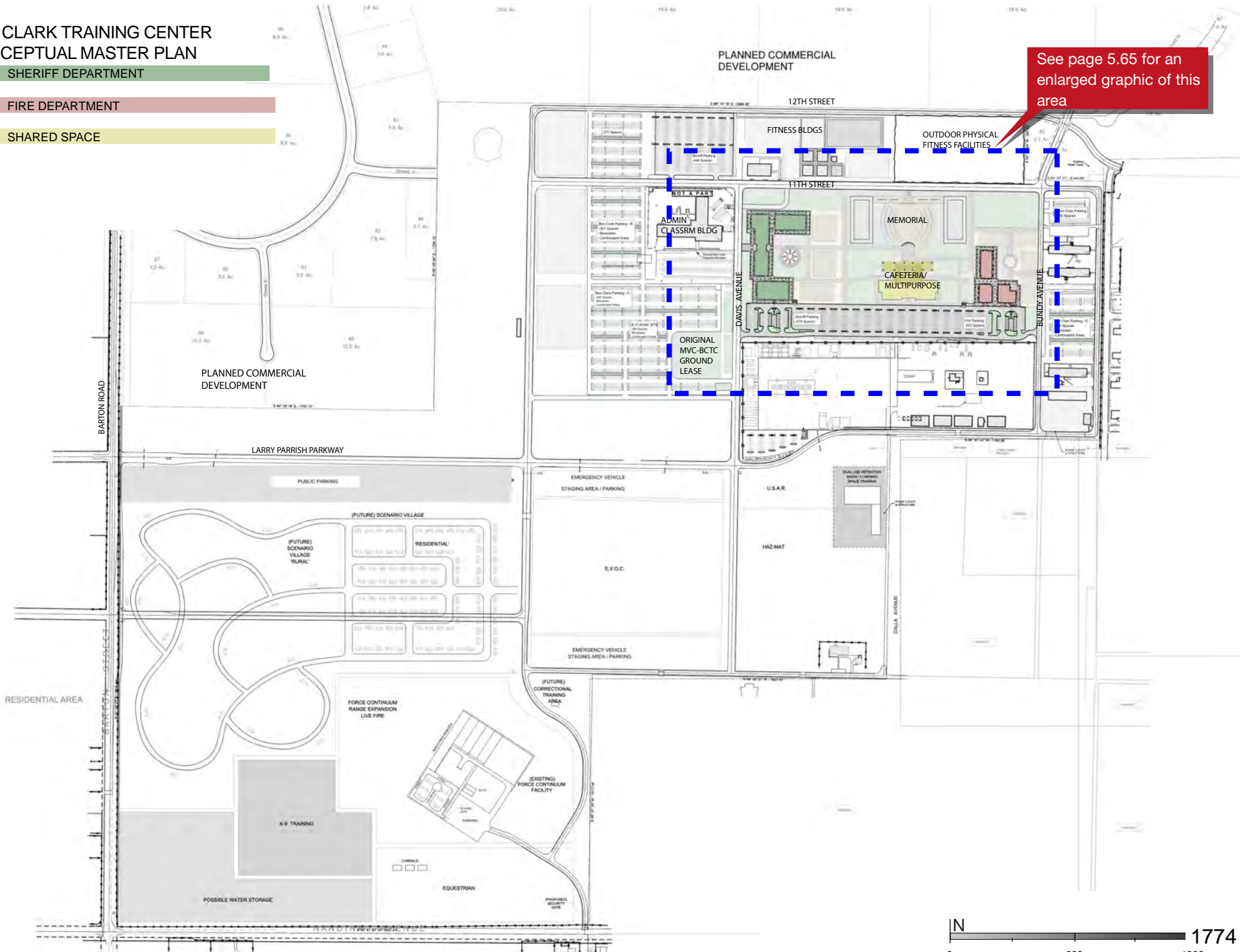
Riverside County has established and is implementing their Conceptual Master Plan for facilities at the Ben Clark Training Center. A graphic which illustrates the components of the Conceptual Master Plan is shown on the opposing page. The main vehicular access to the BCTC is planned from Barton Road via Larry Parrish Road. Much of the BCTC site is planned to be developed for training facilities that replicate real-life scenarios and support cooperative, integrated training. The core of the campus will be constructed on the northern section of the site. In this section, which is shown on page 5.65, the Conceptual Master Plan calls for existing temporary classrooms to be removed as permanent sheriff and fire department instructional facilities are constructed. The planned amount of permanent space is equivalent to the amount of temporary space that will be replaced. The existing and future facilities that are planned for the campus core are shown in the following list.

## PLANNED FACILITIES:

- Sheriff's classrooms
  - / Advance Officer Training
  - / Sheriff's Academies
- Fire Department classrooms
  - / Fire Academies
  - / Emergency Medical Services Training
- Shared cafeteria/multipurpose space
- Administration/Classroom Building
- Memorial site
- Physical fitness track and outdoor facilities
- Fitness/mat buildings
- Vehicular routes and parking
- Site utilities infrastructure

**BEN CLARK TRAINING CENTER  
CONCEPTUAL MASTER PLAN**

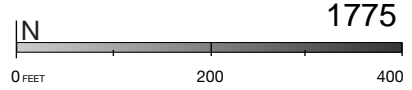
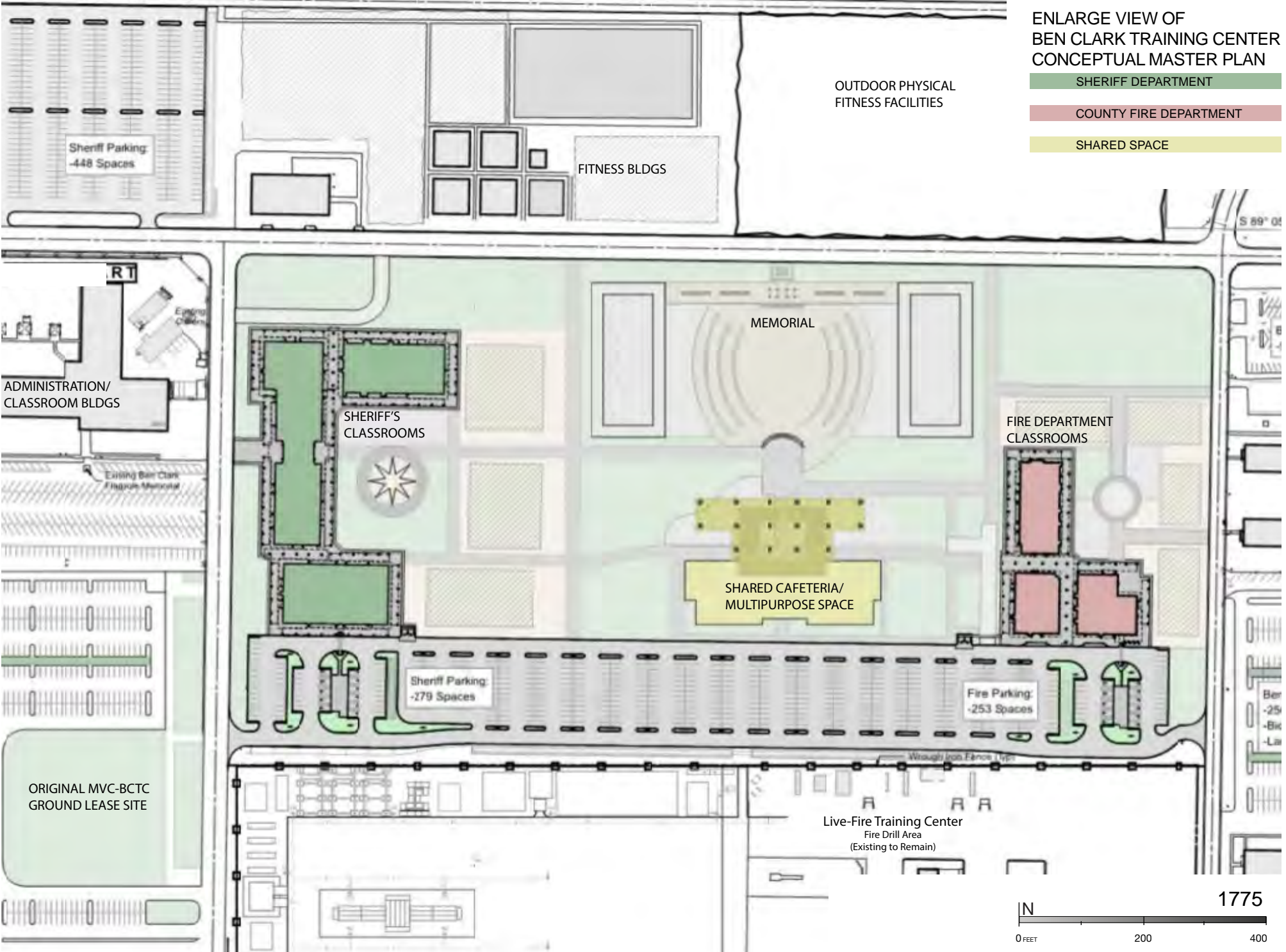
- SHERIFF DEPARTMENT
- FIRE DEPARTMENT
- SHARED SPACE



BCTC - Conceptual Master Plan prepared by HOLT Architecture - September 2014

ENLARGE VIEW OF  
BEN CLARK TRAINING CENTER  
CONCEPTUAL MASTER PLAN

- SHERIFF DEPARTMENT
- COUNTY FIRE DEPARTMENT
- SHARED SPACE



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# CHAPTER 6

## RECOMMENDATIONS

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# CHAPTER 6

## RECOMMENDATIONS

# RECOMMENDATIONS

The CMP recommendations translate the educational planning needs and the identified campus issues into a series of facilities and site recommendations. The recommendations are included in this section.

While drawings presented in this section appear specific, the forms are conceptual sketches that highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs.

## FACILITIES PLANNING PRINCIPLES

### MVC - MAIN CAMPUS

- / Development Options
- / Facilities Recommendations
- / Site Improvement Recommendations

## GOALS AND STRATEGIES FOR SUSTAINABILITY

### MVC - BEN CLARK TRAINING CENTER

# FACILITIES PLANNING PRINCIPLES



The recommendations for site and facilities improvements address the projected facilities space needs identified in *Chapter 4* and the key planning issues identified in *Chapter 5*. With this information as a foundation, coupled with the early visioning discussions with the Planning Committee, a series of facilities planning principles were established to guide discussions and inspire the development of the recommendations.

## DEVELOP CAMPUS TO ENHANCE STUDENT SUCCESS

- Develop campus to promote collaboration between students, faculty and staff.
- Locate student support services in facilities that are easy to access.
- Centralize and expand library and instructional support services to improve access.

## MAXIMIZE FUNCTIONAL SPACE

- Improve functional zoning and operational efficiencies.
- Improve instructional space to support effective learning environments.
- Provide robust technology and utility infrastructure systems.
- Address maintenance needs.

## ELIMINATE NON-FUNCTIONAL SPACE

- Replace temporary facilities with permanent space.
- Replace aged and poorly functioning facilities.

## IMPROVE EFFICIENCY/UTILIZATION OF SITE + FACILITIES

- Maximize land use.
- Cluster related programs and services.
- Develop flexible, multi-purpose facilities to adapt over time.

## DEVELOP A SUSTAINABLE AND ENVIRONMENTALLY FRIENDLY CAMPUS

- Incorporate sustainable design features into all projects.
- Use thoughtful design features to reduce maintenance needs and environmental impact.



## RIGHT-SIZE THE CAMPUS TO ADDRESS PROGRAM NEEDS

- Provide space to address the master plan program needs.
- Align the projected space inventory with state guidelines.
- Position Moreno Valley College to maximize federal, state and local funding.

## ENHANCE THE COLLEGIAL LEARNING ENVIRONMENT

- Develop campus to promote collaboration among faculty, staff and students.
- Provide comfortable, shaded gathering spaces for students.
- Provide indoor and outdoor zones that facilitate collegial collaboration and learning.
- Improve campus landscape, wayfinding, and identity.
- Deepen connection to the community.

## IMPROVE ACCESSIBILITY AND SAFETY

- Provide pleasant and accessible learning/working environments.
- Create safe and secure environments that are easily monitored.
- Improve circulation to separate vehicles and pedestrians.

## IMPROVE CAMPUS IDENTITY, CONNECTIONS + CIRCULATION

- Develop campus edges and identity.
- Define multiple clear, inviting campus entry points.
- Promote clear and safe vehicular movement and passenger loading zones.
- Locate appropriate amount of parking in best locations.

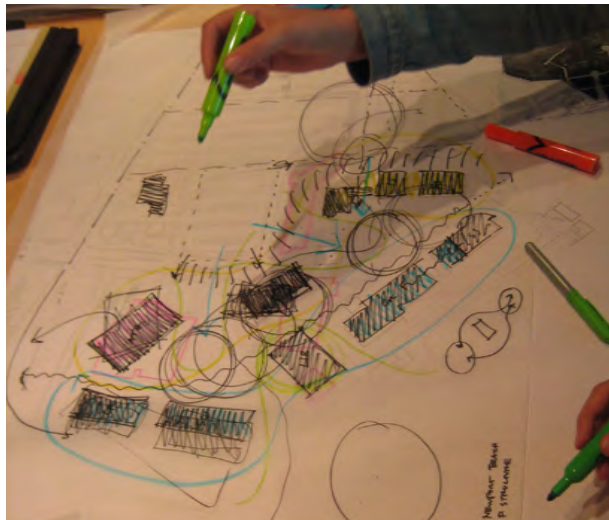
## SIMPLIFY IMPLEMENTATION

- Limit disruption to campus and programs.
- Reduce swing space costs.
- Reduce number of temporary moves.

# DEVELOPMENT

The existing campus of Moreno Valley College exhibits a variety of spatial challenges and opportunities that define the quality of academic and social experiences for its students, staff and faculty. The recommended plan creates an interconnected landscape network, a living laboratory that encourages students, faculty and staff to spend more time outdoors in academic, recreational, and social settings.

The planning team, working closely with campus leaders, has identified three key development concepts that provide the conceptual framework for the ideas illustrated in the master plan recommendation.



## CONTEXTUALISM

Creating a distinct sense of place requires an understanding of the unique forces that shape a particular environment. This includes the physical characteristics of a given site along with the cultural values and behaviors of its inhabitants. Thus, a goal of the master plan is to create a campus environment that celebrates the native characteristics of the area, offer a robust and diverse set of uses, and enable the culture of its users to flourish and grow. This will be reflected in the way exterior spaces are formed for enhanced use, how buildings are organized to create clarity and how the natural environment is used to bind the campus to surroundings and celebrate its unique characteristics.

## HILL TOWN

The campus is nestled against a small range of rocky hills that wrap the campus and define its eastern edge while providing a natural backdrop that roots the campus to its regional environment. The topography of the site experiences a vertical change in excess of 75'-0" in the areas suitable for development. The nature of the landforms is reminiscent of an Italian hill town that embraces its environment and allows the topography to play a key role in the development of spaces. In many ways, the natural environment begins to dictate the design decisions with regard to place making and building location. The resulting experience is one of unique character that is undeniably shaped by the natural environment and thus has become another guiding principle and goal of the master plan.

# CONCEPTS



## CONVERGENCE

In order to create flame, one needs three key ingredients: a fuel source, oxygen and a spark. The absence of any one of these ingredients will not result in ignition but the combination of all three can result in an unpredictable event. Similarly, the on-campus experiences of a student during the course of their academic career are shaped by the campus environment, the relationships they form with their peers and the encounters they have with their instructors. Creating opportunities for convergence, defined by spaces that enable these moments to occur then becomes the fuel for academic breakthroughs and another goal of the master plan. Like a knot that binds two separate pieces of rope, spaces are formed and paths are crossed to light the spark to create something truly special.



# SUMMARY

## FACILITIES RECOMMENDATIONS

The facilities recommendations for Moreno Valley College are highlighted in this section of the CMP. The graphic plan on the opposite page illustrates the College's vision for the future of MVC and includes a number of recommendations.

While the drawings on the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of recommended improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs with a designated user group.

The existing Lion's Den food service facility and the Student Activities Center (SAC) will remain for the near term, but are planned for removal as part of the implementation of the Horizon 1 recommendations. The Lion's Den will be removed when permanent food service facilities are built. The SAC will be removed following the repurposing of space for student activities programs in the existing Library.

### NEW FACILITIES

- Library Learning Center (LLC)
- Science Building (SB)
- Instructional Building (IB)
- Center for Human performance + Kinesiology (CHPK)
- Warehouse (W)
- Allied Health Building (FUTURE)
- Community Joint Use Facility (FUTURE)

### REPURPOSING

- Library (LIB)
- Student Services (SS)
- Science and Technology (ST)

### FOOD SERVICE FACILITIES

In order to support MVC's campus culture and encourage healthy lifestyle choices, the College will plan and build comprehensive food service facilities that offer students and employees a wide, appealing, and healthy range of nutritional choices. Facilities would be developed through a three-step process: research, strategic plan development, and implementation.

#### Research:

- / Gather input from key stakeholders to determine a vision for food services at MVC.
- / Conduct a competitive analysis of local restaurants to understand the competition.
- / Conduct a demand study that examines potential locations and hours of operation.
- / Conduct peer college benchmarking to explore potential business models.

#### Strategic Plan Development:

- / Establish a preliminary financial model for food service operations.
- / Contact service providers to solicit interest and conditions under which they would operate.
- / Select a strategic direction for implementation.

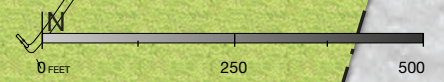
#### Implementation:

- / Design and construct facilities.
- / Establish operational agreements with service providers.



2015 FACILITIES MASTER PLAN

- EXISTING FACILITIES
- NEW FACILITIES (FUTURE)
- REPURPOSED FACILITIES
- NEW PARKING STRUCTURE
- NEAR-TERM EXISTING FACILITIES
- PROPERTY LINE



## FACILITIES RECOMMENDATIONS

# NEW FACILITIES

The recommended new facilities will provide additional instructional space to address the current and projected growth in enrollment and create spaces that accommodate programs that promote health and wellness, support a collaborative and collegial work environment, and replace temporary facilities. All instructional programs currently housed in the temporary buildings, such as music, will be moved to one of the new instructional buildings to be constructed, such as Instruction Building (IB).

The proposed facilities are located to reinforce the campus' strong and established functional zoning concept. At this conceptual planning level, the proposed buildings are sited, massed, and oriented to enhance the existing campus pattern of development, work with environmental conditions, and strengthen circulation patterns.

Descriptions of each recommended construction project are included in the following pages. The order of the projects do not reflect an order of priorities. Phasing plans will develop following the completion of this CMP and will be tied to availability of funding.

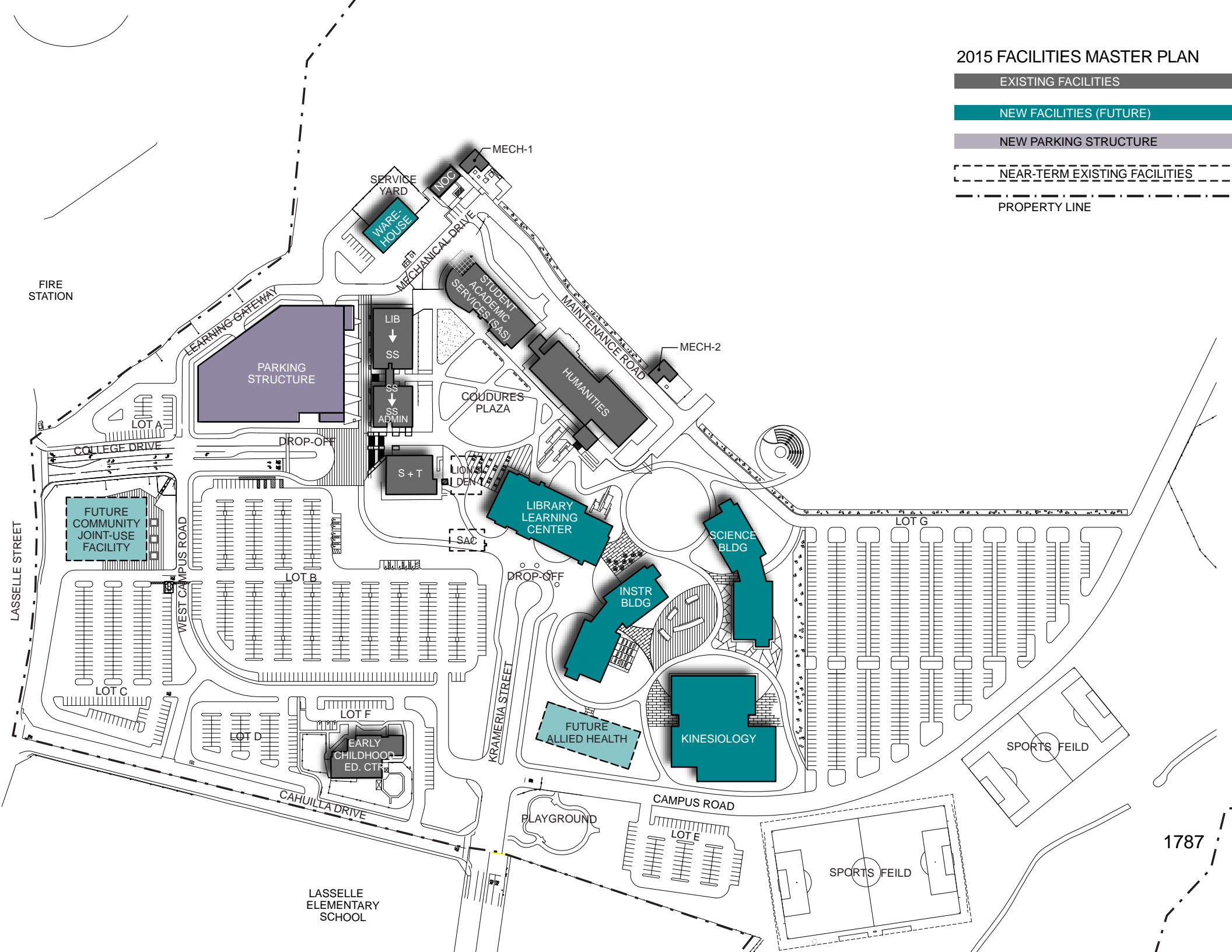
The graphic plan on the opposing page illustrates the recommended new facilities.

## NEW FACILITIES PROJECTS

- Library Learning Center (LLC)
- Science Building (SB)
- Instructional Building (IB)
- Center for Human performance + Kinesiology (CHPK)
- Warehouse (W)
- Parking Structure (PS)

# 2015 FACILITIES MASTER PLAN

- EXISTING FACILITIES
- NEW FACILITIES (FUTURE)
- NEW PARKING STRUCTURE
- NEAR-TERM EXISTING FACILITIES
- PROPERTY LINE



## NEW FACILITIES

# LIBRARY LEARNING CENTER (LLC)

The new Library Learning Center (LLC) will address MVC's need to provide improved instructional support services which will lead to enhanced student success. The new facility will provide spaces to effectively deliver library and learning resource programs and create an inviting atmosphere for students to learn and study. The LLC will consolidate the campus computer labs into a single location and improve accessibility for all students.

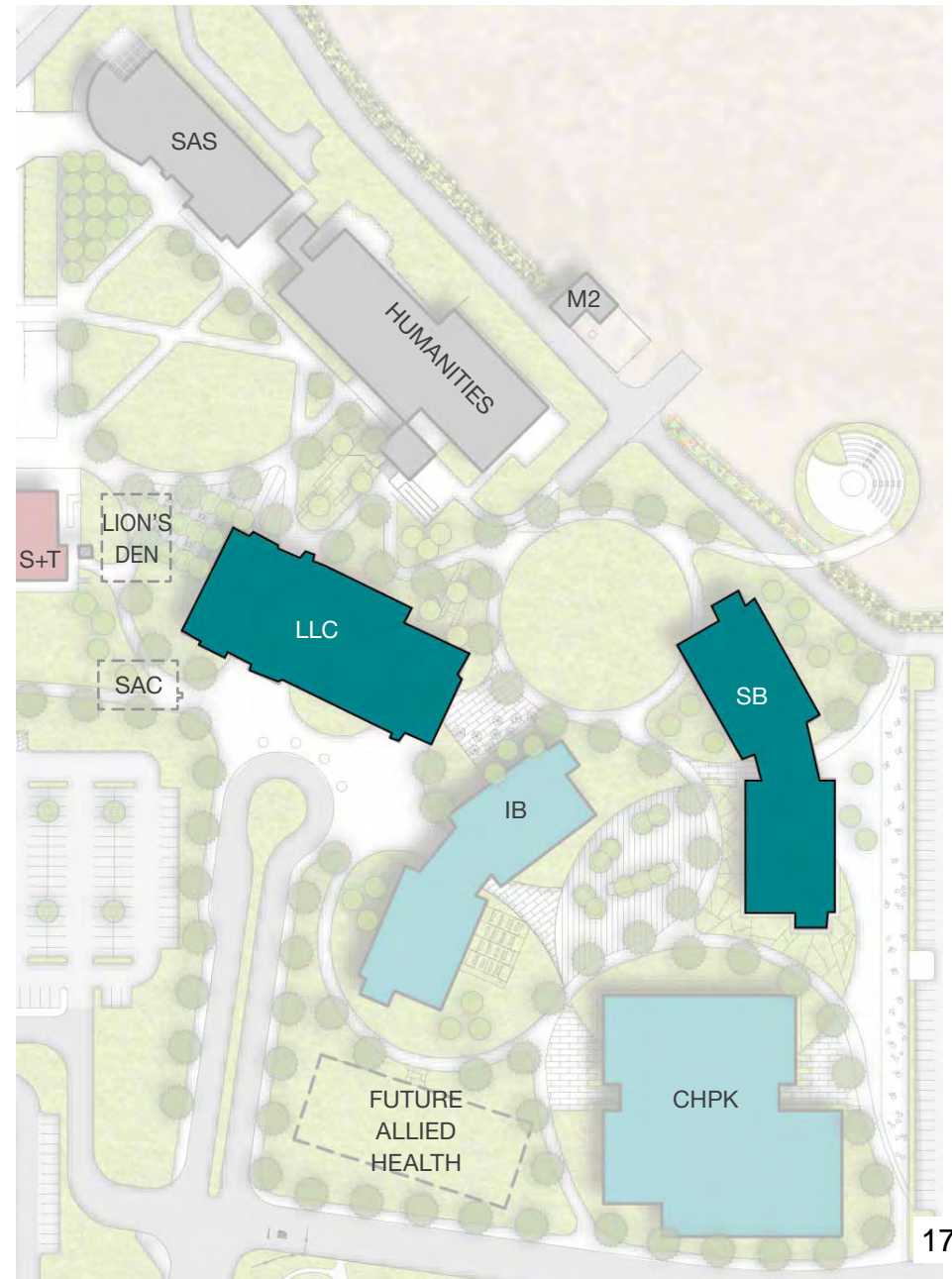
The proposed location for the new LLC is at the new center of campus, linking the existing portion of the campus with the expansion to the southeast. The LLC occurs at the hinge point between two main open spaces on campus providing easy access and a welcoming experience for students at the campus core. Vertically bridging the change in topographic levels, the new LLC creates a hub for students and provides key programmatic links at the interface conditions on both levels.

The placement of the LLC is planned to allow the Lion's Den food service facility and the Student Activities Center to remain until they are replaced by permanent facilities.

# SCIENCE BUILDING (SB)

The new Science Building (SB) will shift the high demand for natural science programs out of the limiting and inefficient PSC building into a new building. The new Science Building will be programmed and designed to support state-of-the-art science labs and classrooms along with study and office space.

The proposed location for the new SB is shaped by the existing topography and provides a building edge that defines the new Science Plaza. Working in tandem with two new adjacent facilities, a new academic plaza is created with laboratory gardens that directly support the programs within.



# INSTRUCTIONAL BUILDING (IB)

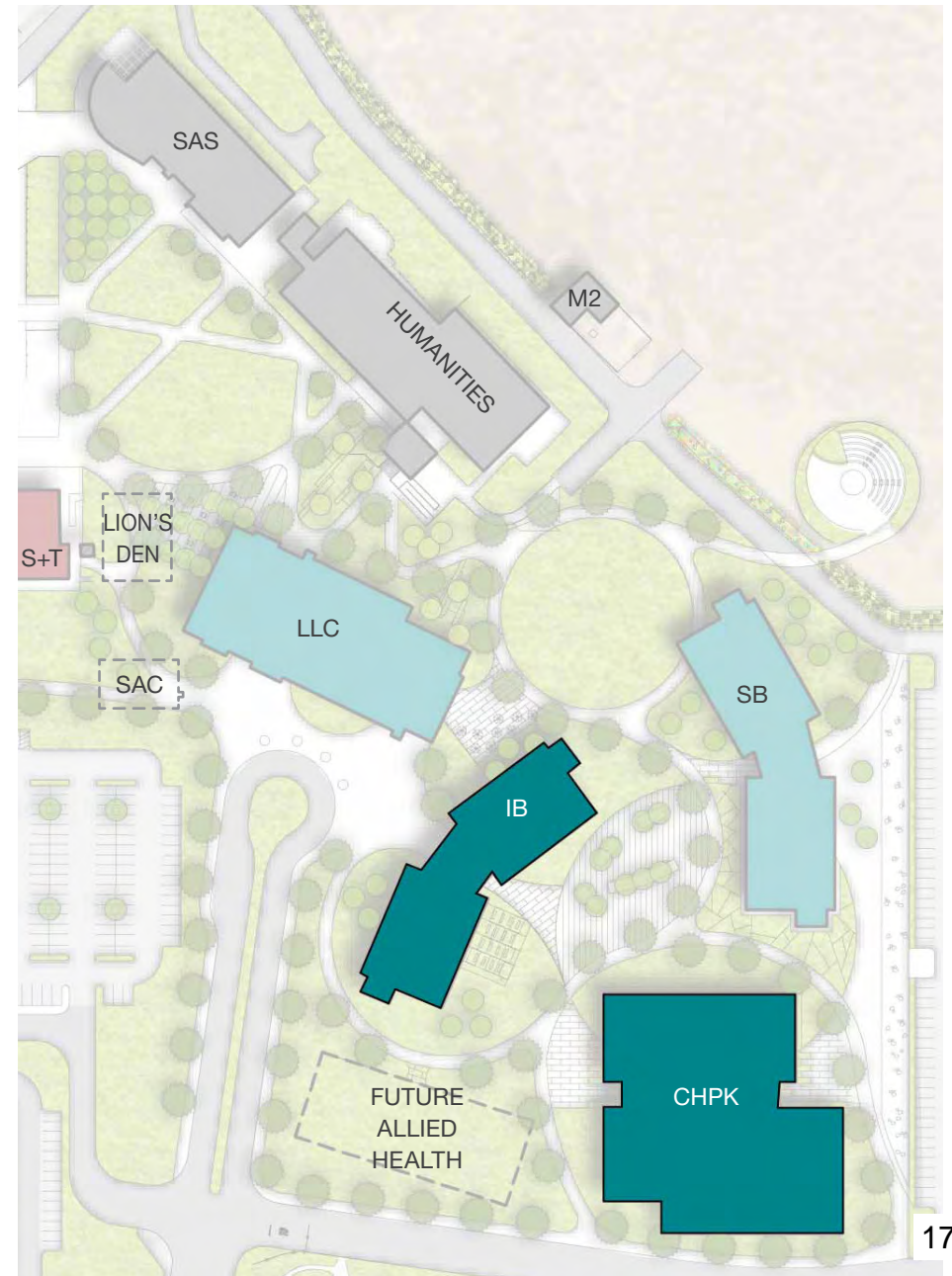
Based on the projected enrollment and program growth identified in Chapters 2 and 5 of this CMP, additional instructional space will be needed on the MVC campus. A new Instructional Building (IB) is recommended to address this need and will provide permanent interdisciplinary lecture and lab space, along with study and office space.

The proposed location for the new IB helps define the new western edge of the campus. Working in conjunction with the new Science and Kinesiology Buildings, the new IB forms a boundary for the Science Plaza while providing the opportunity for smaller scaled outdoor classroom experiences that extends from within the new facility.

# CENTER FOR HUMAN PERFORMANCE + KINESIOLOGY (CHPK)

MVC is unable to provide a comprehensive physical education program due to the lack of available facilities. This project addresses this need and includes the development of a new Center for Human Performance and Kinesiology Building (K). The new K Building will be designed to address the Kinesiology program needs for current and future projected enrollment. Flexible, multi-purpose spaces will support a variety of instructional program needs, including the need for music recital performance space, and increase the programming and efficient scheduling of this facility.

The proposed location for the new K Building is strategically located to support the fields within the athletic zone while maintaining a strong connection to the campus core. Placed adjacent to new parking Lot G, students and visitors will have direct and immediate access to the new facility for campus and community events.



## NEW FACILITIES

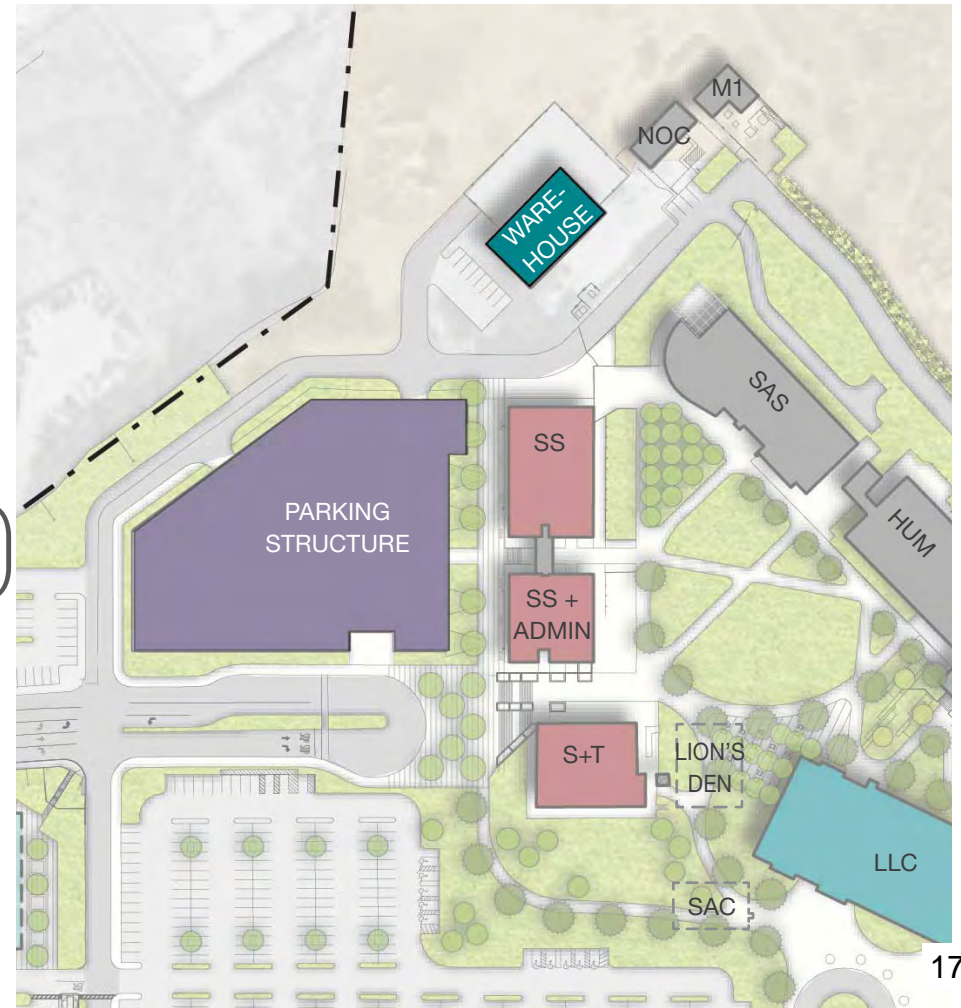
# WAREHOUSE (W)

The MVC main campus warehouse is currently located in a temporary facility which is slated for removal. This project includes the development of a new Warehouse Building to support the operational needs of the campus.

The proposed location for the new Warehouse places it nearby to other campus support facilities in a location at the northwestern edge of campus. Located along the existing campus service road, the new location takes advantage of its proximity to the existing campus core while maintaining a subtle separation from the busy pedestrian routes at the front of campus.

# PARKING STRUCTURE (PS)

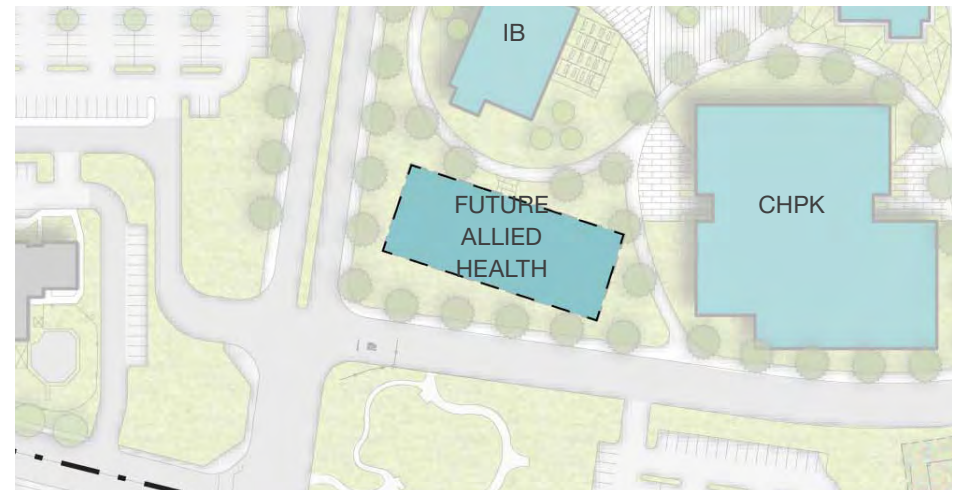
A three story parking structure is recommended in the northwest corner of the campus, on the current site of Lot A. This additional space will increase the overall campus parking capacity and address the projected demand estimated for the master plan build-out. It is estimated the parking structure will provide 162 spaces per floor, for a total of approximately 486 parking spaces. If conditions change, and the need for parking is reduced, a one level parking structure would meet the horizon 1 temporary headcount projection.



# ALLIED HEALTH (FUTURE)

A new Allied Health Building is identified as a future project, as part of the overall build-out of the MVC Main Campus. The new facility will provide space to consolidate and expand the allied health programs, including the Dental Education programs, currently housed in modular buildings.

The site for this facility was chosen to complete the western expansion of the campus and bring the balance of academic programs into the campus core. Once implemented, this facility will enhance the open space of the Science Plaza and complete a family of buildings dedicated to science, health and wellness.



# COMMUNITY JOINT-USE (FUTURE)

Following the construction of the new Allied Health Building, the land at the front of the campus becomes available. This high visibility location has been identified as a location for a potential joint use community building to support a partnership with MVC and the city or with a local business partner. Future discussion are recommended in order to identify potential partnerships that would be most beneficial to MVC.



# FACILITIES RECOMMENDATIONS

## REPURPOSING

Most of the Moreno Valley College Main Campus buildings were constructed in the 1990's and have many useful years remaining. As functions move out of some of these buildings into new facilities, there are opportunities to repurpose spaces to address current and projected program needs. Three buildings are identified to be repurposed and have a change of use as part of the CMP recommendations.

The three buildings are recommended to be programmed as a complex at the same time in order to maximize opportunities to create optimal zoning of functions both horizontally and vertically.



### LIBRARY (LIB)

Following the construction of the new Library Learning Center, spaces will be vacated in the existing Library and will be repurposed to support the following functions:

#### FIRST FLOOR

- Bookstore
- Student Services (first contact)
- Maintenance + Operations Support

#### SECOND FLOOR

- Student Activities

#### THIRD FLOOR

- Student Activities
- Meeting Rooms



### STUDENT SERVICES (SS)

Following the construction of the new Library Learning Center, the existing Student Services Building will be reprogrammed to expand into services into the neighboring Library and PST Buildings. This will provide opportunities to improve the organization and delivery of services and increase access to students.

#### FIRST FLOOR

- Student Services (first contact)

#### SECOND FLOOR

- Student Services (second contact)

#### THIRD FLOOR

- Administration (replacing space currently located in temporary facilities)



### SCIENCE AND TECHNOLOGY (ST)

Following the construction of the new Science Building, spaces will be vacated in the existing ST Building and will be repurposed to support the following functions:

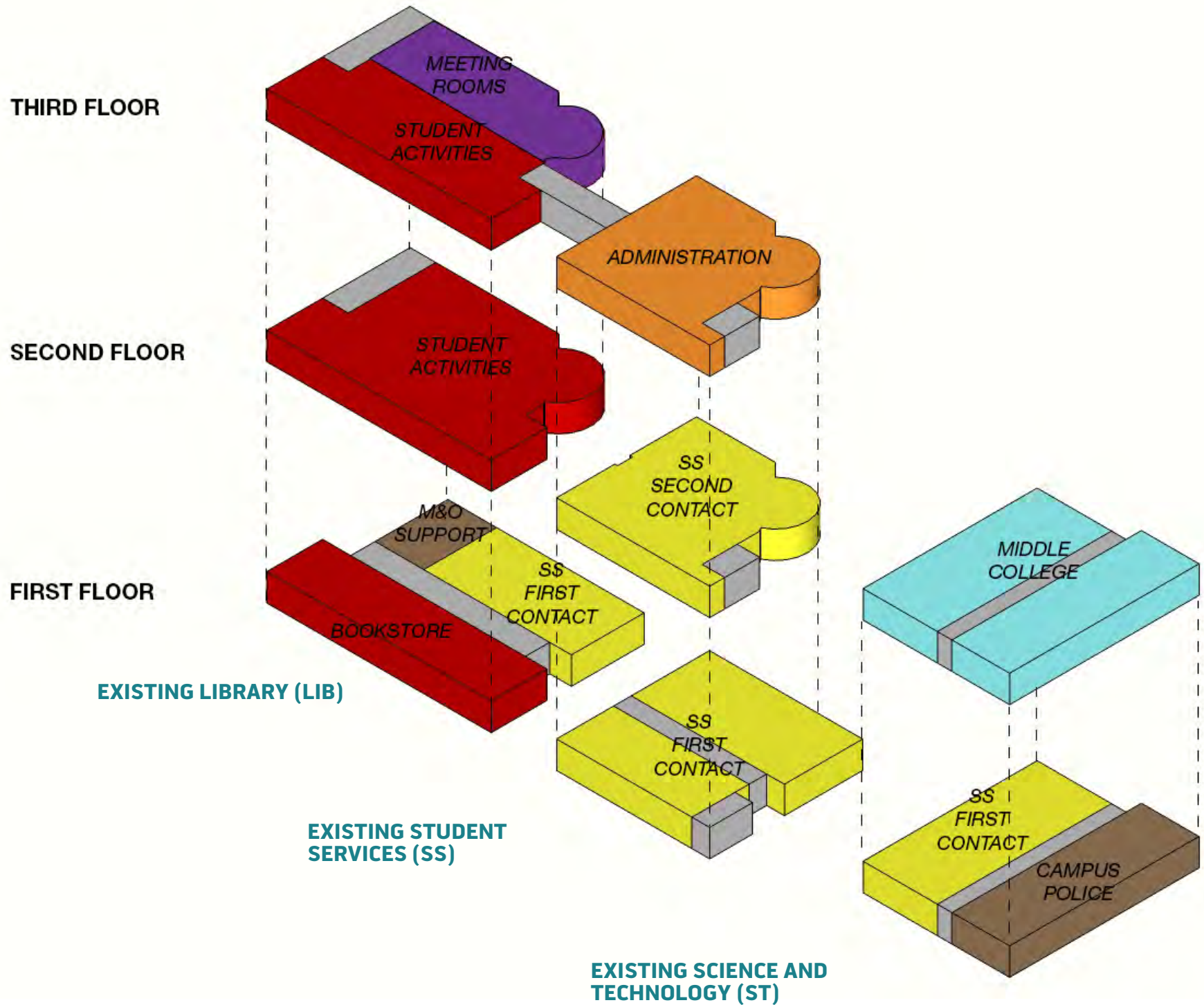
#### FIRST FLOOR

- Campus Police
- Student Services (first contact)

#### SECOND FLOOR

- Middle College







# SUMMARY

## SITE IMPROVEMENT RECOMMENDATIONS

When creating a campus environment, both the architectural language and the landscape language are of equal importance. Campus landscape connects the buildings on a campus and by design is the unifying element that creates the campus as a whole.

With sustainability in mind, the site improvement recommendations pay attention to the use of native species, the enhancement and restoration of native ecosystems and habitat, the replenishment of ground water, the reduction of landscape waste. They also create opportunities for outdoor education and recreation. The CMP site improvement recommendations focus on achieving three unifying goals.

The locations of the existing Lion's Den food service facility and the Student Activities Center (SAC) are shown on plans on the following pages. These buildings are planned for removal in the implementation of the Horizon 1 recommendations. Following their removal, the building sites will be repurposed as shown in these site improvement recommendations.

### SITE IMPROVEMENT RECOMMENDATIONS

- / Vehicular Circulation
- / Parking
- / Pedestrian and Bicycle Circulation
- / Landscape Guidelines
- / Landscape Plan
- / Site Projects
- / Storm Water Strategy

## SITE IMPROVEMENT RECOMMENDATIONS

# VEHICULAR CIRCULATION

The graphic plan on the opposing page illustrates the site improvement recommendations related to vehicular circulation.

### CAMPUS GATEWAYS

One of the challenges Moreno Valley College will face is the configuration of the campus gateways. Given the location and configuration of existing roadways, the intersection of Lasselle Street/College Drive will remain the primary campus gateway.

As part of the planning process a second primary campus gateway was considered. This included the modification of the intersection of Lasselle Street/Cahuilla Drive to be a full access intersection and providing a secondary access to/from the east from Grande Vista Drive.

Reconfiguring the intersection of Lasselle Street and Cahuilla Drive would require significant modifications to Lasselle Street given the adjacent intersection of Lasselle Street/Calle Agua.

Connecting Clinton Keith Road to Grande Vista Drive was also considered. Given the residential nature of Clinton Keith Road, it was not recommended as a secondary campus gateway. However, it is recommended Clinton Keith Road be connected to Grande Vista Drive to provide any emergency egress in the event of an emergency.

Based on the anticipated campus growth, the primary campus gateway at Lasselle Street/Cahuilla Drive is anticipated to operate at acceptable levels with the anticipated campus growth. As previously mentioned, the intersection is configured to facilitate vehicles coming into and leaving the campus. No additional campus gateway is anticipated to be required to sustain the estimated campus growth.

### LOT B

In order to eliminate vehicular/pedestrian conflicts and provide a safe and direct route to access the campus, the closure of Lot B Drive is recommended. This closure will result in the development of pedestrian pathways, open space and additional parking.

With the closure of Lot B Drive, the on-campus circulation will need to be modified to account for this change. As shown on the opposing page, West Campus Road and Mountain Lion Drive are realigned to provide vehicular access from the primary campus gateway off Campus Drive to all of the existing and proposed parking lots. This includes the new parking Lot G on the east side of the campus. The realigned roadway will serve as the on-campus backbone, providing vehicular connectivity and access from all campus gateways.

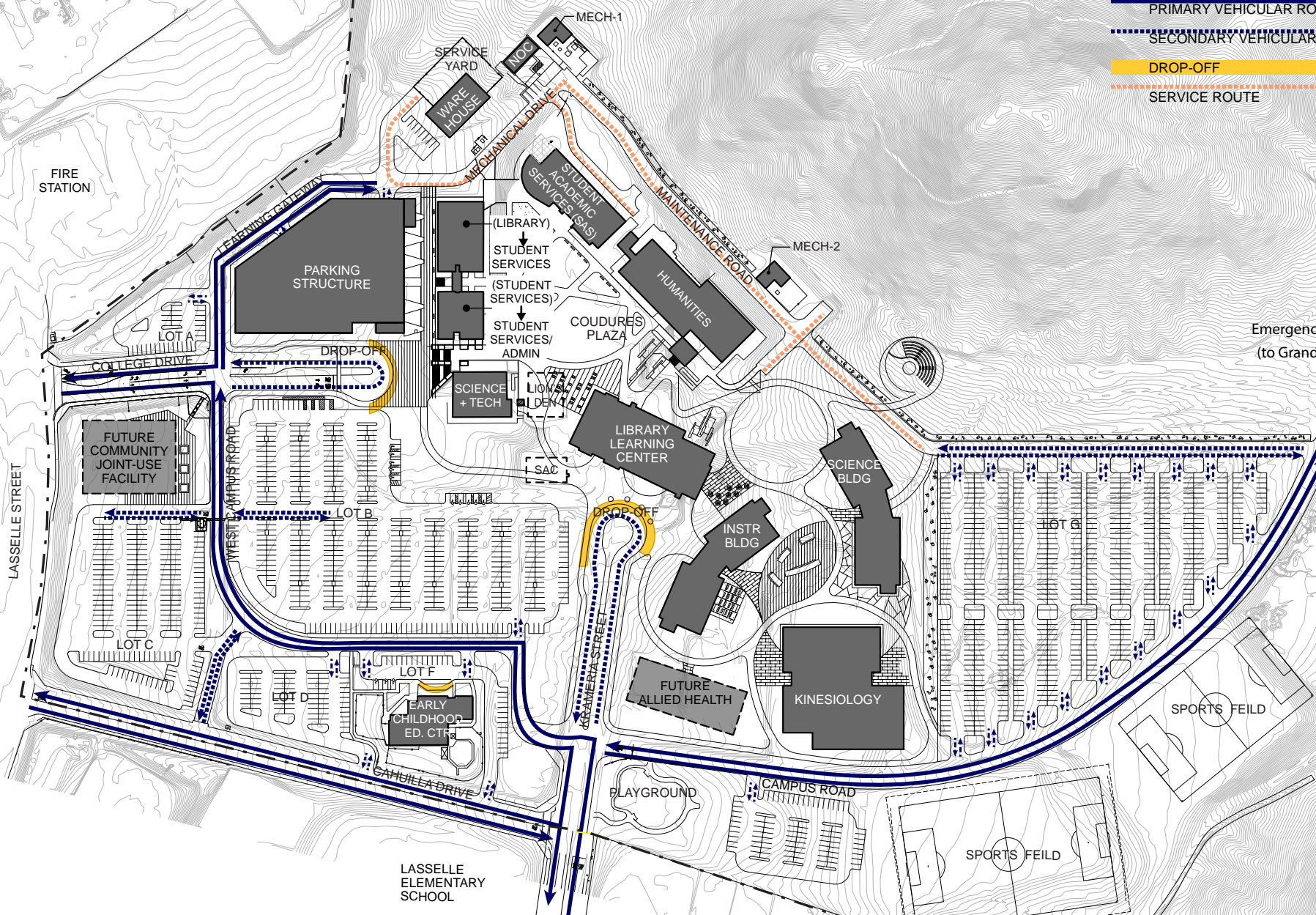
With the closure of Lot B Drive, College Drive east of West Campus Road and Krameria Street north of Campus Road become secondary vehicular routes. At the ends of both College Drive and Krameria Street there will be a designated pedestrian drop-off area. Along College Drive, the existing bus stop will be maintained and a pull-out area will be developed on the north side to improve vehicular circulation flow in this area of the campus.

### TRAFFIC STUDY

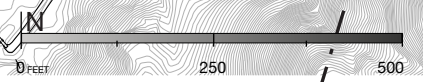
The *Moreno Valley College 2015 Comprehensive Master Plan* Development process included many discussions regarding vehicular circulation. It is recommended that a comprehensive, detailed traffic study be performed which will further analyze all conditions and address the potential impacts of the proposed campus growth on the roadway network, with a particular focus on off-site impacts.

# PROPOSED VEHICULAR CIRCULATION

- — — — — PROPERTY LINE
- ▬ FACILITIES
- - - - - NEAR-TERM EXISTING FACILITIES
- ▬ PRIMARY VEHICULAR ROUTE
- ▬ SECONDARY VEHICULAR ROUTE
- ▬ DROP-OFF
- ▬ SERVICE ROUTE



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## SITE IMPROVEMENT RECOMMENDATIONS

# PARKING

The graphic plan on the opposing page illustrates the recommended parking lot configurations and parking structure locations.

As described in *Chapter 5*, a detailed parking survey was performed to determine the current parking demand at Moreno Valley College. Based on the data collected, the existing MVC - Main Campus parking counts provide a 6.15 to 1 ratio (student headcount to parking spaces). Student headcount is used in this parking ratio formula and accounts for all areas of parking, including faculty, staff and visitors.

A 6:1 parking ratio is recommended to provide additional capacity.

Based on the CMP Horizon 1, a total of 2,000 parking spaces will be needed to support a student headcount of 12,000. The campus currently provides 1,159 spaces, which translates to a need for an additional 842 spaces.

Reconfiguration of surface parking lots and a new parking structure are recommended to provide this additional space.

## SURFACE PARKING LOTS

Realignment of roads and reconfiguration of existing surface parking lots are recommended to increase the campus parking capacity. Based on the preliminary analysis this will result in an increase of surface parking from 1,159 to 1,550.

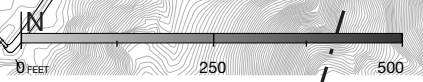
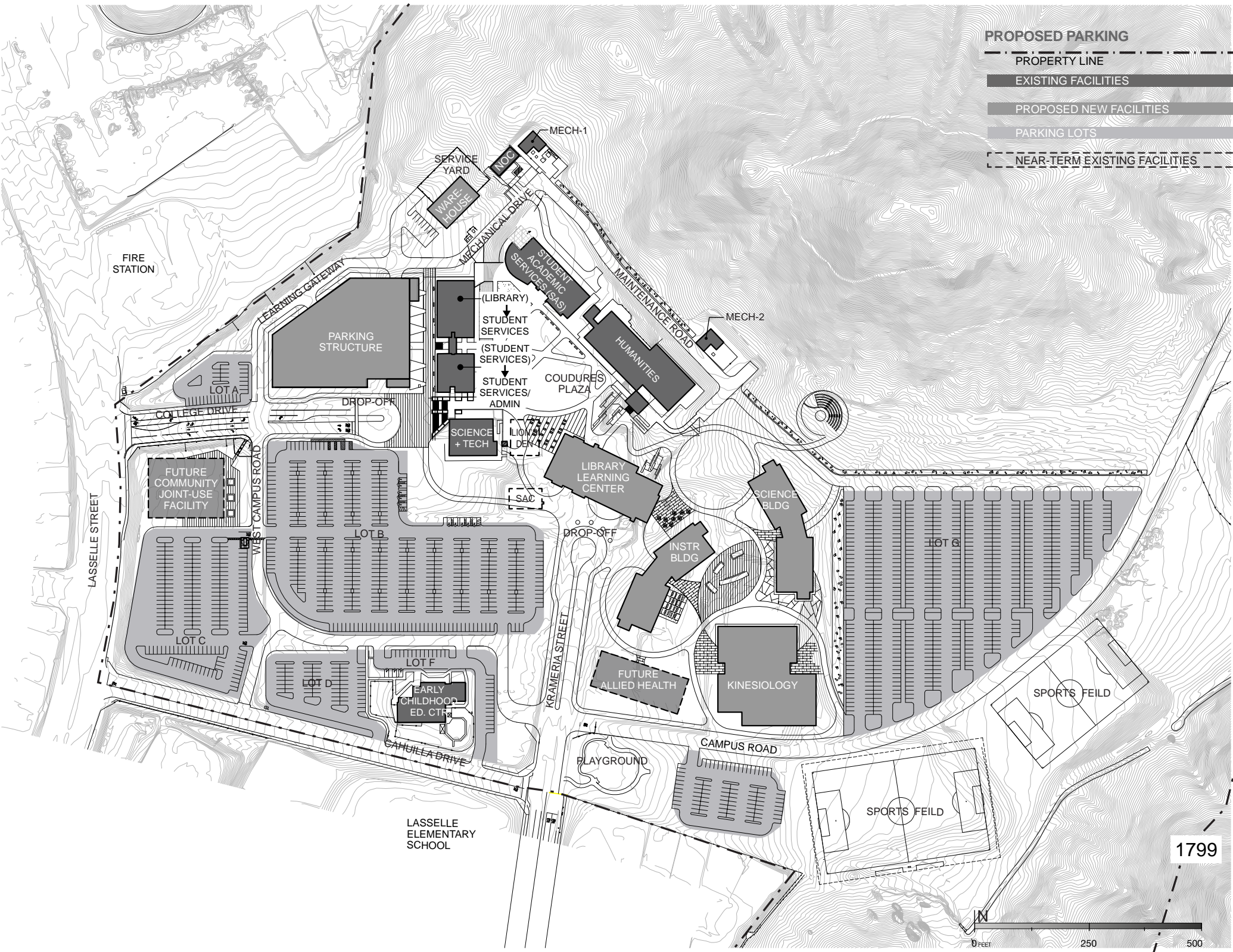
## PARKING STRUCTURES

In order to address the Horizon 2 parking needs at campus build out, a 3 story structure is recommended. Each floor would accommodate approximately 150 spaces and would increase the total campus parking capacity to 2,000.

See additional details related to the parking structure project in the *New Facilities* section of this chapter.

**PROPOSED PARKING**

- — — — — PROPERTY LINE
- EXISTING FACILITIES
- PROPOSED NEW FACILITIES
- PARKING LOTS
- - - - - NEAR-TERM EXISTING FACILITIES



## SITE IMPROVEMENT RECOMMENDATIONS

# PEDESTRIAN AND BICYCLE CIRCULATION

### PEDESTRIAN CIRCULATION

Recommendations to reconfigure vehicular circulation routes will improve pedestrian and bicycle circulation on campus. Pedestrian circulation will be clearly defined, and passenger loading zones will be provided at key locations at the campus core.

With the closure of Lot B Drive, pedestrian-vehicle conflicts will be eliminated and both students and staff will have a safe and direct route to access the campus. Once on campus, a series of walking paths will provide pedestrians access to all part of the campus, as shown on the opposing page.

### BICYCLE CIRCULATION AND PARKING

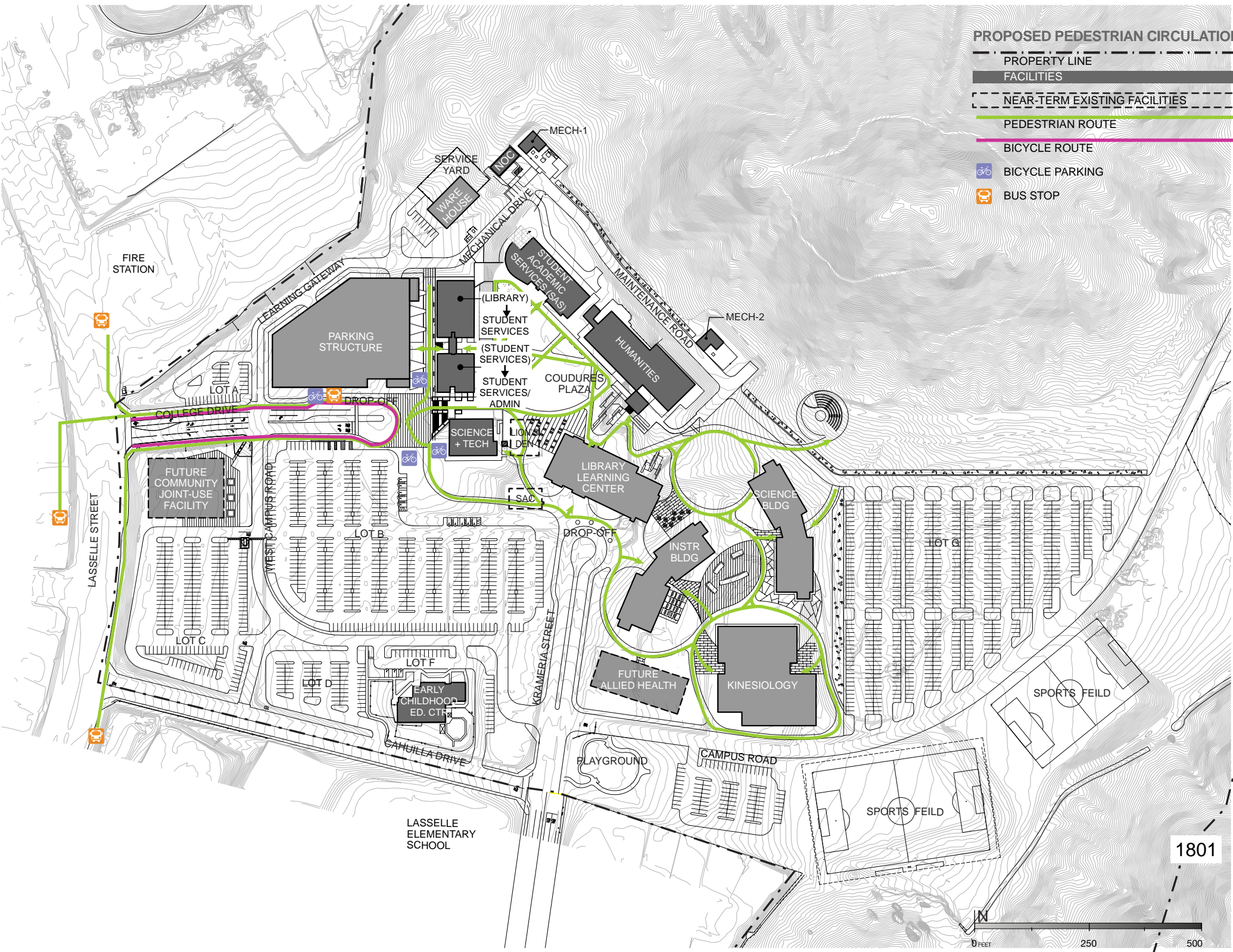
Given the relatively small and compact nature of Moreno Valley College, bicycle circulation is not proposed within the campus. Since Lasselle Street is a Class III bicycle route, the proposed circulation plan recommends bicyclists enter the campus via College Drive and proceed to the campus core. Bicyclists will then park their bicycles at one of the various bike racks placed around the drop-off area, as shown on the opposing page. Once secured, the students and faculty will be able to walk throughout the campus via the pedestrian routes.



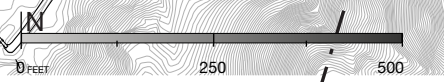


# PROPOSED PEDESTRIAN CIRCULATION

- PROPERTY LINE
- FACILITIES
- NEAR-TERM EXISTING FACILITIES
- PEDESTRIAN ROUTE
- BICYCLE ROUTE
- BICYCLE PARKING
- BUS STOP



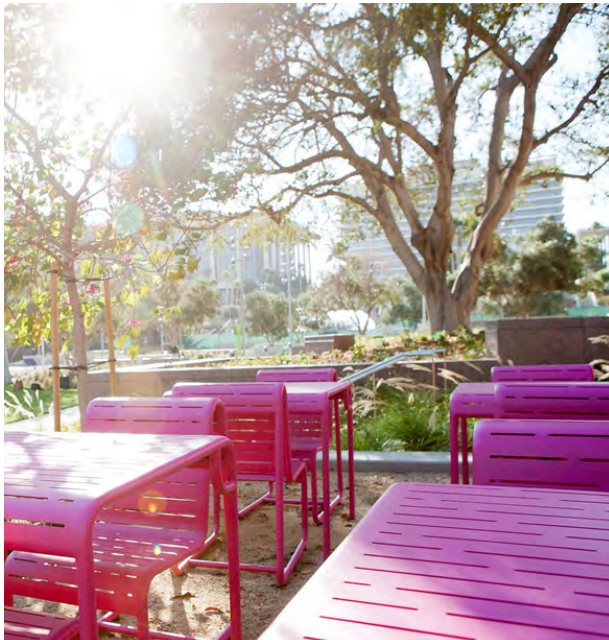
1801



## SITE IMPROVEMENT RECOMMENDATIONS

# GENERAL LANDSCAPE GUIDELINES

While guideline specifications are not part of this CMP, some general landscape guidelines are identified for site improvement projects as they develop.



### SOFTSCAPE

- Species selection should encourage drought-tolerant materials and the use of California native plants.
- The use of plant species listed as having high-moderate water needs by WUCOLS III should be restricted to limited areas. Areas where high water use plants are tolerated are the sports fields, entry gardens and passive storm water management areas.
- Plants should be preserved and cared for by a staff that is properly trained for the maintenance of California native landscapes. If the current staff is not familiar with native species, maintenance training is recommended.
- Plant species should be selected for both their visual, educational, habitat, and maintenance qualities.
- Mulch should be provided in all planted areas. Mulch can be both organic and inorganic materials such as pebble or cobble.
- Invasive plants listed by the California Invasive Plant Council in Southern California should not be permitted on campus. Existing invasive species found on campus should be managed carefully and/or removed.
- Extensive lawn areas should be minimized, with the exception of the sport facilities, Coudrures Lawn, and the Lawn Bowl.
- Trees should be installed in a range of container sizes, with the minimum container size of 24" box.





## SOILS

- Improve health of degraded soils through soil restoration, reuse, and rehabilitation to achieve conditions similar to regional reference soil to enhance on-site and surrounding ecosystem services.
- Reduce waste through the practice of on-site composting.
- Reuse excess vegetative materials as an amendment to maintain soil health and water, mineral, and nutrient holding capacity.
- Avoid the use of pollutants, chemicals, or soil amendments that can harm human and ecological health.



## HARDSCAPE

- Hardscape areas and pedestrian routes should be identical and coordinated to achieve a unified character.
- Use enhanced paving materials to help identify interest and character to key plaza areas.
- Encourage the use of recycled materials where feasible.
- All hardscape should be ADA accessible and made of approved ADA materials.
- Limit the use of dark colored paving materials in order to reduce the urban heat island effect. Select colors that are endemic to the area's natural landscape.
- Provide adequate shade in all hardscape areas.
- Promote the use of local resources, manufacturers, material and suppliers.



## SITE FURNITURE

- A common set of landscape furniture elements should be selected for use along the campus open space and pedestrian circulation systems.
- Promote the use of local manufacturers and recycled materials whenever possible. Site furniture should be graffiti proof.
- Benches should be placed and oriented to provide refuge and comfort, but not impede access or circulation.

## SITE IMPROVEMENT RECOMMENDATIONS


# SITE PROJECTS

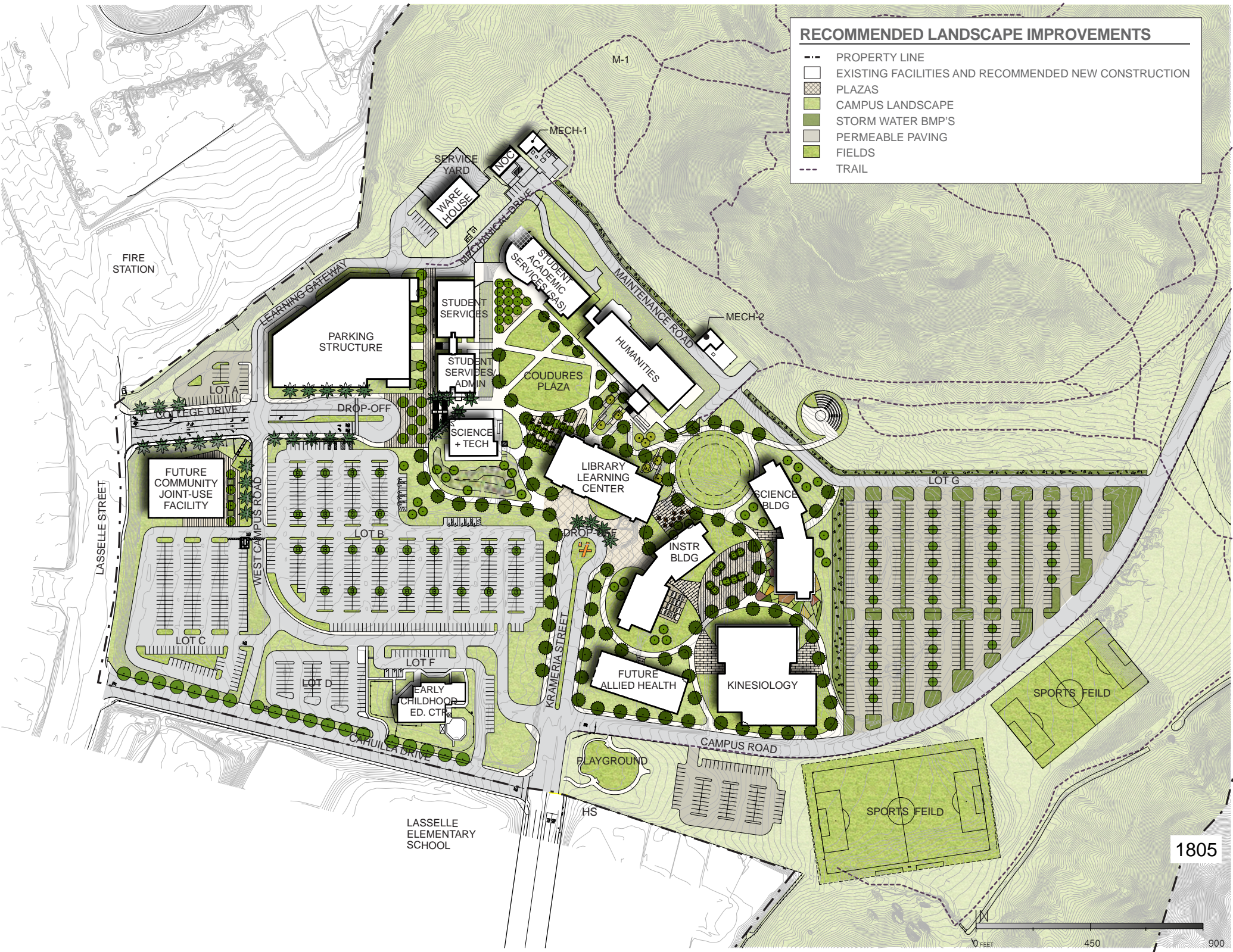
The recommended site improvement projects address issues that were identified and validated throughout the planning process. Descriptions of these projects are organized into groups based on campus location and/or project type. It is important to note that while drawings appear specific, the recommendations are conceptual sketches that require further study and discussion with a designated user group.

## SITE PROJECTS

- / Campus Arrival
- / Entry Garden
- / Streetscape
- / Parking Lots
- / The Yards
- / Activities Yards
- / Science Yards
- / The Outback

# RECOMMENDED LANDSCAPE IMPROVEMENTS

-  PROPERTY LINE
-  EXISTING FACILITIES AND RECOMMENDED NEW CONSTRUCTION
-  PLAZAS
-  CAMPUS LANDSCAPE
-  STORM WATER BMP'S
-  PERMEABLE PAVING
-  FIELDS
-  TRAIL



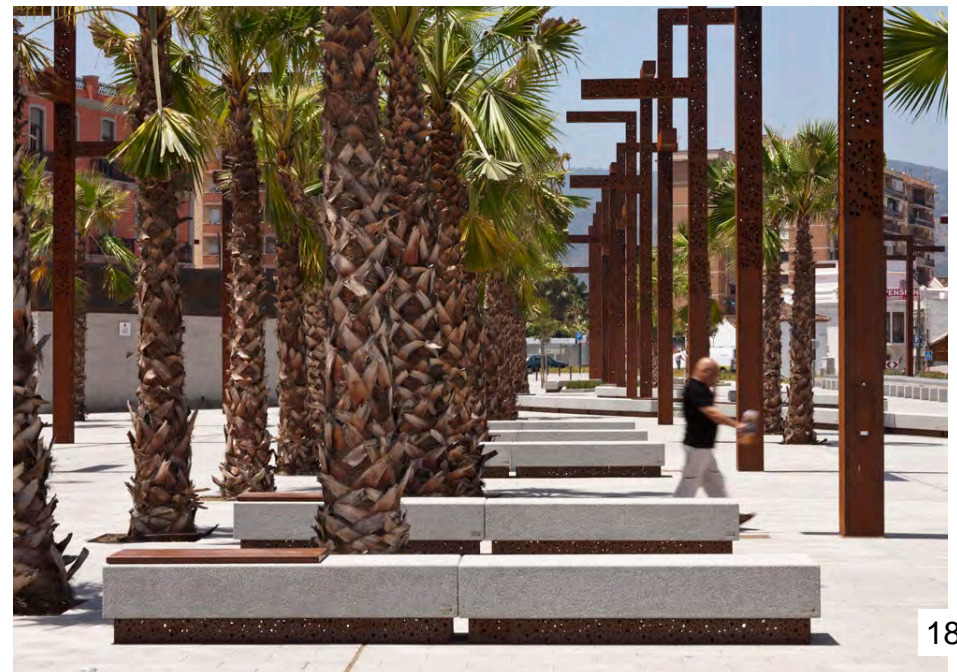
## SITE PROJECTS(CONT'D)

# CAMPUS ARRIVAL

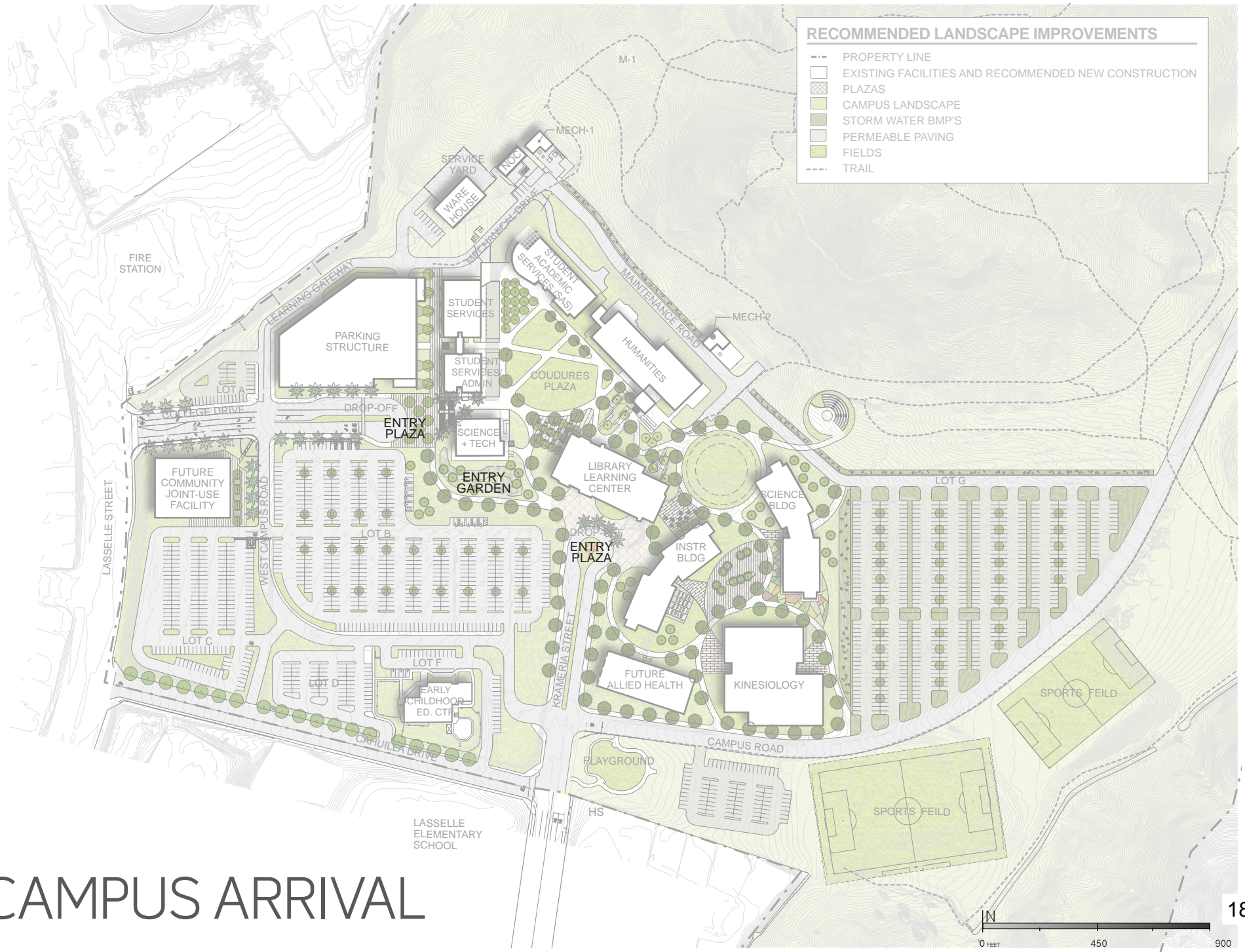
Two plazas are proposed at the main entry/drop off area for the Campus, one replacing the existing plaza at the end of College Drive and the other at the end of Krameria Street in front of the proposed Library Learning Center building. As entry and primary drop-off points, these areas should be designed to accommodate high volumes of vehicular and pedestrian traffic and provide ample seating areas that are well shaded.

Specific design recommendations include:

- Have a formal design character.
- Use enhanced architectural paving drop-off areas and plazas.
- Encourage the use of alternative modes of transportation to and from the Campus by incorporating public transit information, bus stops, and bike racks into the plaza designs.
- Provide Wi-Fi connections.
- Use canopy trees planted in a formal grid pattern to highlight the entry and provide shade for the seating areas.
- Provide clear gateway and campus wayfinding signage.
- Incorporate public or student art.



# CAMPUS ARRIVAL



## SITE PROJECTS(CONT'D)

# ENTRY GARDEN

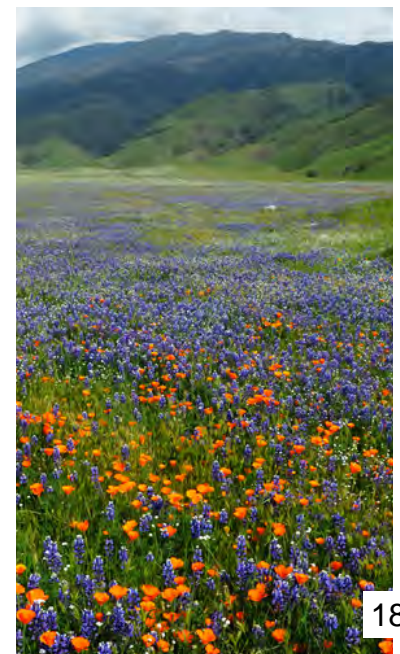
A large garden area is proposed as part of the entry sequence. The garden, in contrast to the more formal design character of the plaza areas, is intended to have a much more naturalized character and double as a large-scale storm water treatment area for a portion of the sites run-off. In addition to a storm-water treatment area this area should be designed to provide habitat for some of the area wildlife, such as the migrating swallow population.

Specific design recommendations include:

- To ensure storm water runoff capacity, this garden should have a slight depression from its surrounding areas.
- Select species that can tolerate periodic wet conditions during storm events. Native riparian and wet-meadow plants are recommended.
- Use boulders found on-site and incorporate them into the garden design as potential seating areas.
- Provide educational signage about storm water run-off and how the garden treats it naturally.
- Incorporate bird, butterfly, and bat houses into the design.
- Work with the biology department to ensure this area can be used as a living laboratory.



Tanner Fountain by SWA





# STREETSCAPE

The two main streets on campus, College Drive and Krameria will stay relatively the same in terms of layout and configuration, with some improvements proposed to enhance the pedestrian experience and encourage bike traffic.

Specific design recommendations include:

- Plant canopy trees along all roadways. Space trees in a regular pattern and at a minimum of 25' on center.
- Select tree species with a uniform character and ample canopy to provide shade for pedestrians. Continuation of the existing pines along Krameria Street, date palms along College Drive, and Sycamore trees along Cahuilla Drive is recommended.
- Plant central medians and roundabouts with shrubs and groundcovers.
- Incorporate Green Street storm water BMP's where feasible.
- Provide enhanced crosswalks at all pedestrian crossings.
- Provide pedestrian sidewalks on both sides of the street from the entry plazas to the property boundaries.
- Incorporate a dedicated bike lane or shared lane into the lane configurations.

# PARKING LOTS

The edges of the campus are dominated by surface parking lots, effectively creating a “desert of asphalt” as the primary visual as one enters the Campus. These barren lots contribute negatively to the aesthetic image of the campus and provide minimal pedestrian amenities. With parking in high demand, new facilities and lot configurations/circulation are being recommended.

Specific design recommendations include:

- Alter the current lot configuration and circulation to eliminate pedestrian/vehicular conflicts.
- Plant regularly spaced canopy trees to reduce heat gain and provide shade.
- Incorporate clearly defined pedestrian walkways, crosswalks, and connections.
- Provide clear directional and wayfinding signage.
- Create terraced lots in Parking Lot G that respond to the existing grade changes and incorporate LID BMP's into the design, including bioswales and sub-surface detention.
- Incorporate storm water management into parking lot design including permeable paving, sub-surface storage, and passive vegetative filtration such as bio-swales.
- Add solar panels over a portion of the parking lots if and where feasible.
- Incorporate pedestrian safe lighting into the parking lot design.

## SITE PROJECTS(CONT'D)

# THE YARDS

Ensnconced within the academic core of the Campus, The Yards are the exterior places envisioned as the main venue for outdoor gathering and socializing. Planned around opportunities for convergence, these places present a variety of settings intended for both individual and group activities; such as outdoor classes, special events, and informal gatherings. The Yards will be designed to support how the adjacent buildings are being used.

The two main central campus yards are the Activities Yard and the Science Yard. Both of these areas are further sub-divided into smaller areas that relate to the use of the adjacent buildings and are described in greater detail below.

## ACTIVITIES YARD

### COURDURES' "LAWN"




Currently, this area is the primary outdoor space within the existing campus. Unfortunately the existing configuration limits its use to small group gatherings. The FMP recommends re-configuring this area to accommodate large gatherings and functions, such as a graduation ceremony. To achieve this, selected trees will be removed and new trees limited to the perimeter of the lawn area. The lawn will be segmented with walkways to provide direct access between the surrounding buildings. The existing seating areas will be removed and replaced with the Gathering Grove and Reading Room.

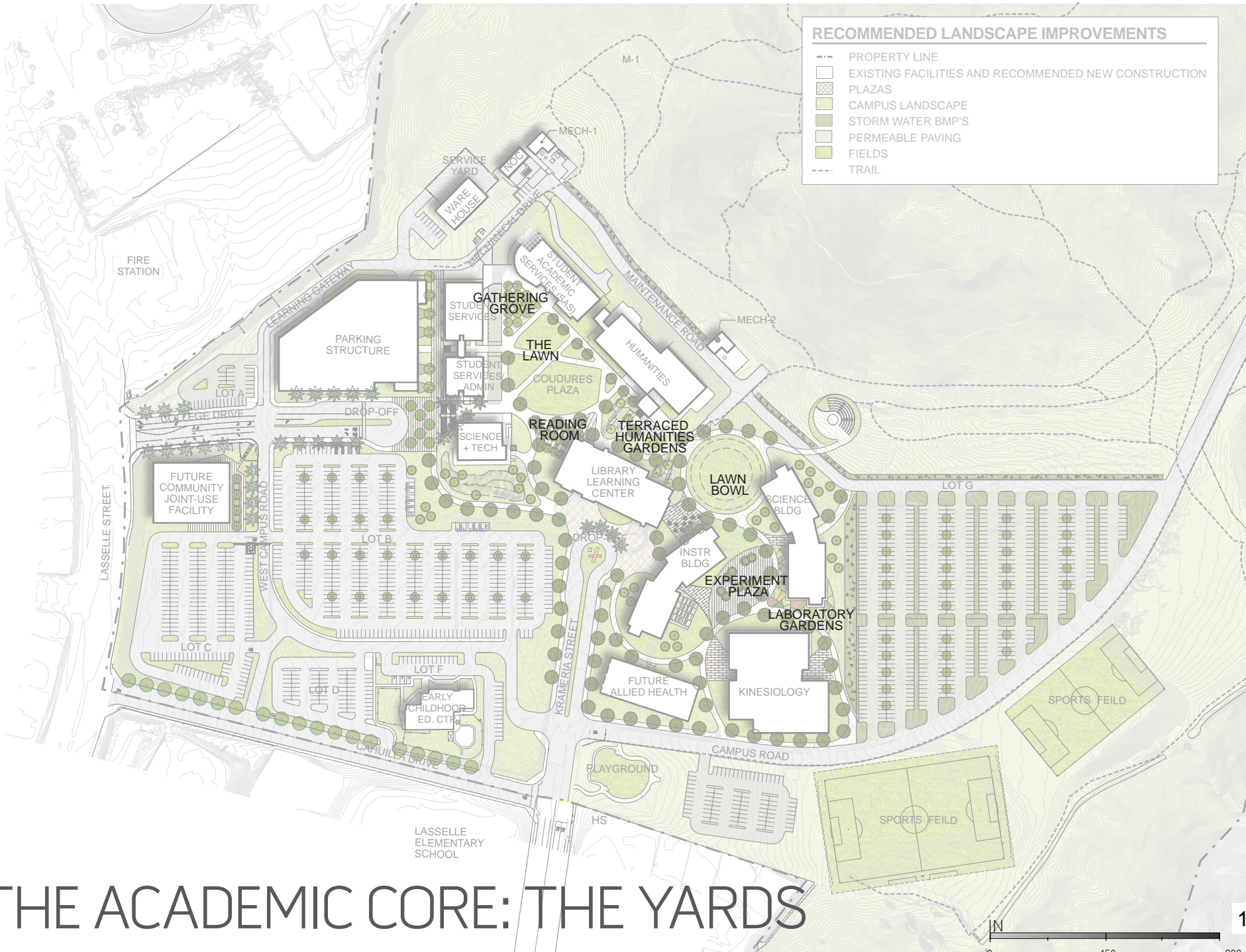
Specific design recommendations include:

- Remove the existing concrete seating areas, associated vegetation, and trees to open up the space for larger gathering functions.
- Create pedestrian pathways in the most direct path of travel to limit pedestrian activity on the lawn surface.
- Use low water use grass that can tolerate high volumes of pedestrian traffic.
- Provide power access to this area for large assemblies and gatherings.



**RECOMMENDED LANDSCAPE IMPROVEMENTS**

-  PROPERTY LINE
-  EXISTING FACILITIES AND RECOMMENDED NEW CONSTRUCTION
-  PLAZAS
-  CAMPUS LANDSCAPE
-  STORM WATER BMP'S
-  PERMEABLE PAVING
-  FIELDS
-  TRAIL



# THE ACADEMIC CORE: THE YARDS



## SITE PROJECTS(CONT'D)

### GATHERING GROVE

A gathering area planted with a dense grove of trees is proposed at the north end of the activities yard, between the newly constructed Student Academic Services building and the re-purposed Student Services building.

Specific design recommendations include:

- Use single trunked evergreen trees planted in a formal grid to provide year-round shade.
- Use a permeable walking surface, such as decomposed granite, permeable concrete or pavers beneath the tree grove.
- Provide freestanding tables and chairs that can be easily moved around into a variety of configurations.
- Create a look-out point at the far northern end of the grove that looks out over the lake and development below.

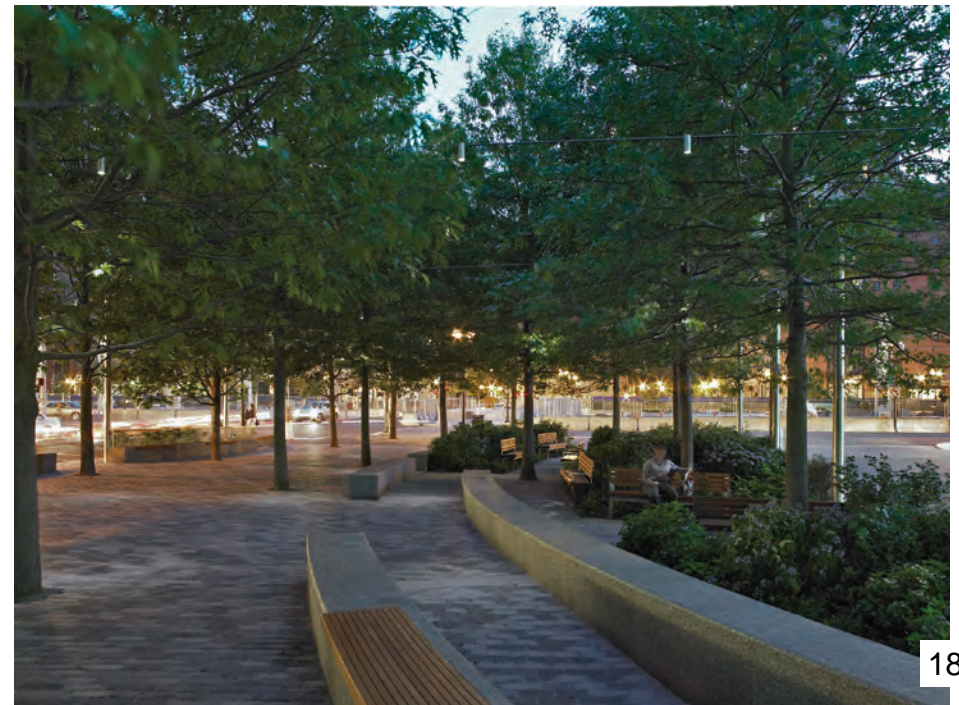


### READING ROOM

In addition to the proposed Gathering Grove, a second seating area is planned adjacent to the proposed Library Learning Building. This area is intended to be an extension of the adjacent building and provide outdoor space for study, student groups, and classes.

Specific design recommendations include:

- Provide a variety of seating areas and configurations for a variety of group functions. Seating options should include a variety of table sizes.
- Provide exterior lighting.
- Provide power outlets and Wi-Fi access for computer use.
- Use evergreen shade trees to provide year-round shade.

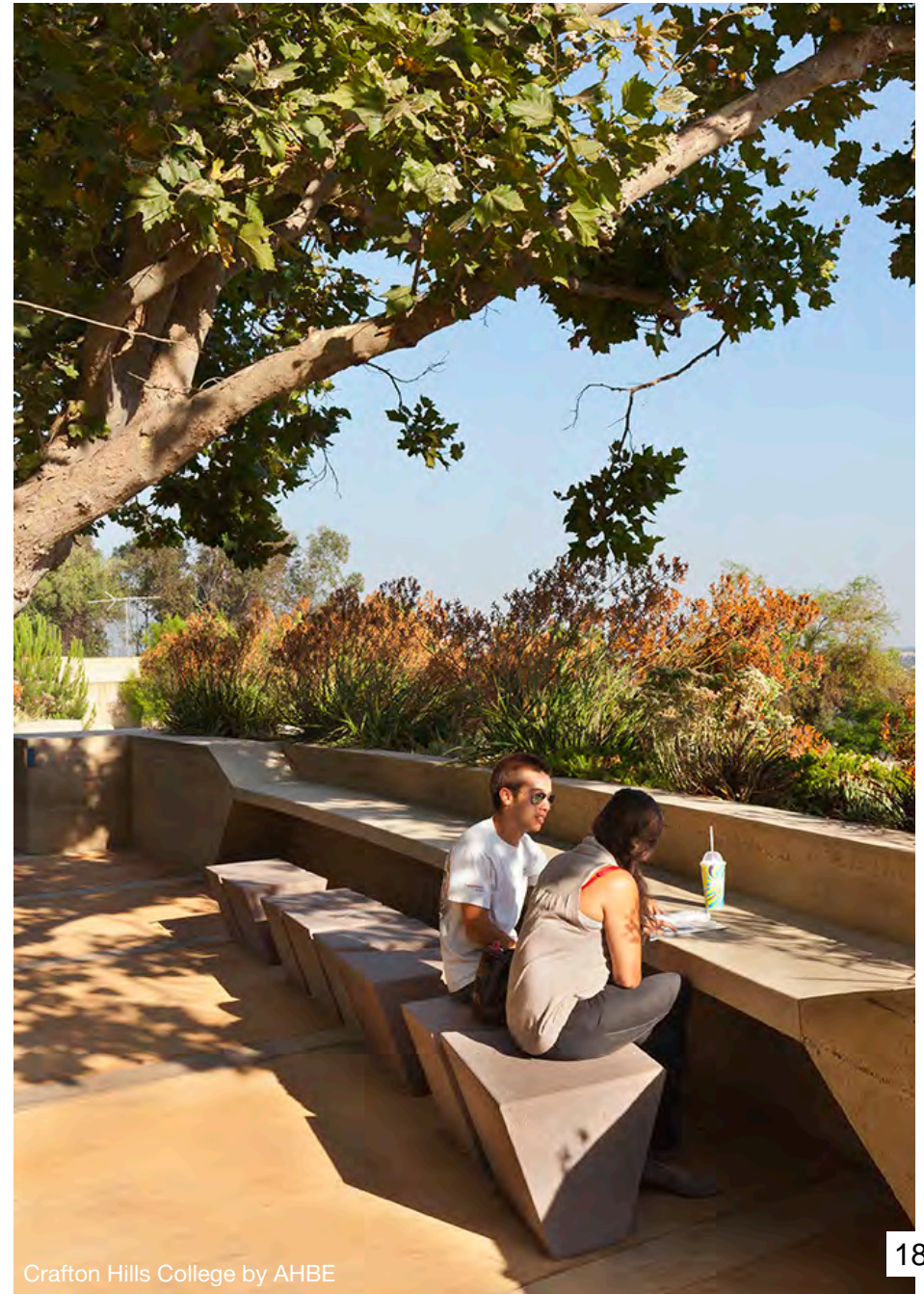


## TERRACED HUMANITIES GARDEN

A significant grade change occurs between the proposed Library Learning Building, the existing Humanities building, and the proposed lawn bowl creating a need for a long meandering path and terraced garden levels. Like the gathering grove and reading room, this area is intended for student gathering, however it's set within an ornamental garden environment.

Specific design recommendations include:

- Selected garden plants should display varieties from Mediterranean climate zones from around the world. These include the Mediterranean Basin, California, Western and Southern Australia, Southwestern South Africa, Central Asia, and Central Chile.
- A selection of plants should have plaques that identify the plant, a short narrative about the plants cultural value, and its name displayed in English, Latin and the native language from where it is from.
- Create at least five seating areas that incorporate built in seating and table surfaces into the terrace retaining walls.
- All walking surfaces shall be made of a permeable material within the garden.
- Use canopy trees to provide shade for the seating areas.
- Incorporate outdoor art and sculpture into the design of these gardens.



## SITE PROJECTS(CONT'D)

# SCIENCE YARDS

## EXPERIMENT PLAZA

A proposed Experiment Plaza is intended to be the hub of the proposed building expansion on campus. The plaza itself is envisioned as a large hardscape area where vegetation, lighting, and seating areas are incorporated into its design. While it is a place for everyone on campus, its design character should be closely linked to the planned academic programs in the buildings around its perimeter and offer opportunities for outdoor science related education.

Specific design recommendations include:

- Use decorative architectural concrete to create a graphic pattern that is based on a specific geometry or mathematical formula.
- Use a variety of paving materials that demonstrate a range of solar reflectance index (SRI value).
- Incorporate an outdoor classroom into the plaza design.
- Create a dedicated habitat garden and provide educational signage for a selection of the species.
- Provide a variety of seating areas and configurations for a variety of group functions.
- Use a range of materials in the design and provide signage that highlight lessons on sustainability. For example a sign could talk about how much oxygen a tree produces, or the heat gain of a particular material, or how much energy went into producing/manufacturing it.



## LAWN BOWL

A second open lawn area is proposed within the campus core called the lawn bowl. This area is intended to provide a variety of gathering areas as well as double as a storm water retention area during the rainy season. The circular lawn is slightly depressed to assist in the capture of storm water but also to make a more intimate setting.

Specific design recommendations include:

- Use a drought tolerant grass or a groundcover that can tolerate pedestrian traffic.
- The pedestrian path should follow the entire perimeter of the lawn bowl area and have seating and shade trees incorporated into the design.
- The bowl shall have a slight depression, roughly 2' at the center of the circle to allow for storm water collection. The capacity of the bowl must be designed by a civil engineer. The lawn bowl is described in greater detail within the stormwater strategies section of this document.



## LABORATORY GARDENS

While the entire campus is envisioned as a living laboratory, a dedicated garden area is proposed as part of the Science Yard. This area is intended to provide an area where student and teachers can create their own gardens and as an educational resource.

Specific design recommendations include:

- Subdivide the area into a series of garden plots of 60 SF each at a minimum.
- Plant half of the plots with permanent garden installations that are themed for educational purposes. Garden themes could include a medicinal garden, a genetically modified vegetable garden, an heirloom vegetable garden, a butterfly garden, a utilitarian garden that highlights plants used to create tools such as grasses for baskets, or gourds for bowls, and/or an on-site nursery that propagates plants that can then be planted around the campus.



## SITE PROJECTS(CONT'D)

# THE OUTBACK

The final terrace is the “Outback”. This area is essentially all the undeveloped naturalized area behind the campus. Currently this area is underutilized and the FMP proposes some small interventions that could transform this area into a valuable and unique resource for the campus.









Specific design recommendations include:

- Create an outdoor amphitheatre on one of the existing hillsides that can accommodate medium to large groups. The amphitheatre should be sited to take advantage of the natural hillside slope and views, and to be far enough away from any classroom buildings that could be disturbed during an outdoor performance.
- Create a hillside trail map that everyone has access to and provide clear wayfinding signage along the mapped trails.
- Enhance and maintain the existing Jaeger institute so that it can be a valuable educational resource about the desert and its unique species of flora and fauna.
- Create a series of outback laboratories that can be used as an academic and recreational resource for the community and the campus. Ideas include installing weather stations, creating an astronomy platform for star gazing and/or a habitat viewing area.





**RECOMMENDED LANDSCAPE IMPROVEMENTS**

-  PROPERTY LINE
-  EXISTING FACILITIES AND RECOMMENDED NEW CONSTRUCTION
-  PLAZAS
-  CAMPUS LANDSCAPE
-  STORM WATER BMP'S
-  PERMEABLE PAVING
-  FIELDS
-  TRAIL

JAEGER DESERT INSTITUTE

TRAIL NETWORK

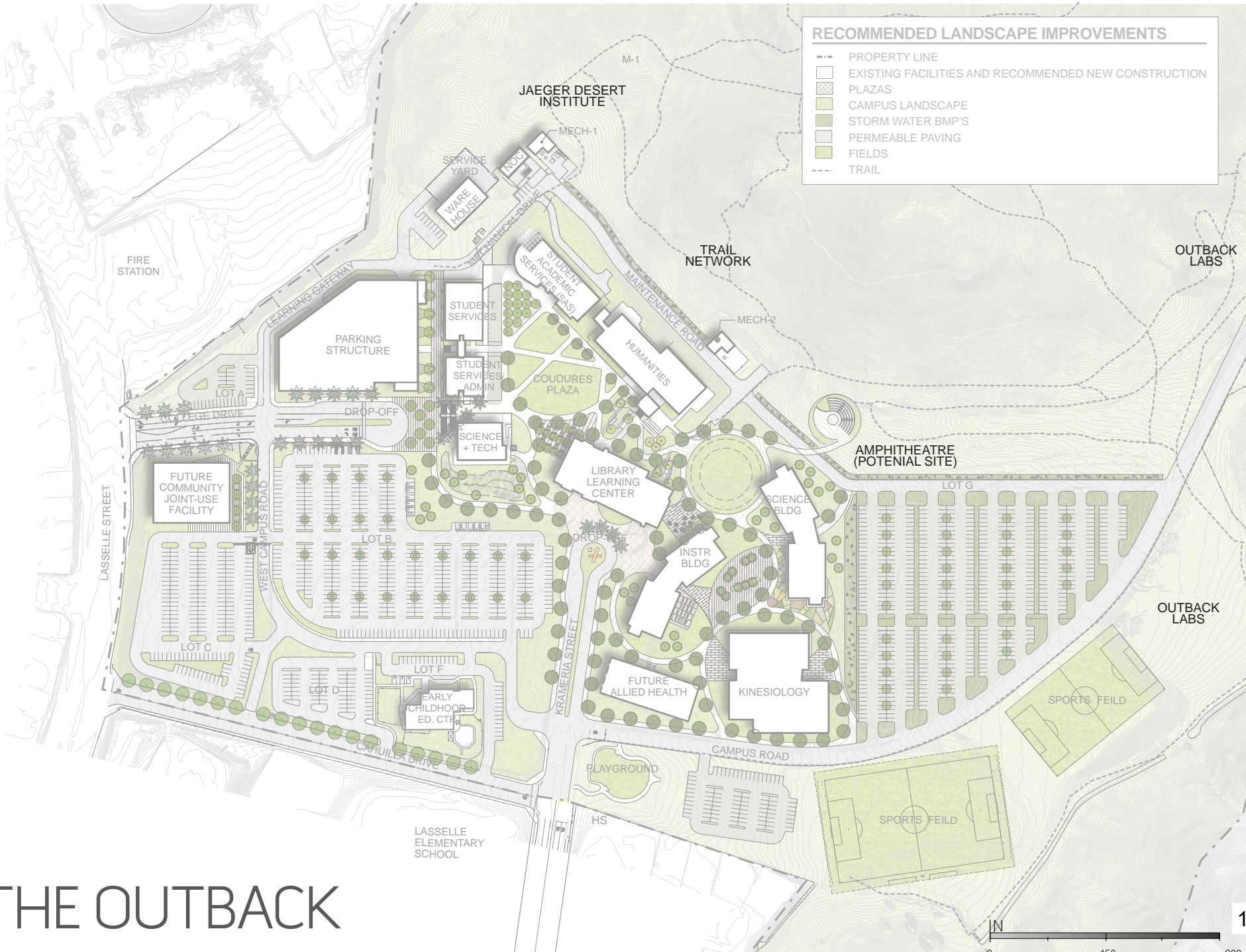
OUTBACK LABS

AMPHITHEATRE (POTENTIAL SITE)

OUTBACK LABS

# THE OUTBACK

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## SITE IMPROVEMENTS RECOMMENDATIONS

# STORM WATER STRATEGY

Due to developing regulatory concerns regarding the control of storm and urban water runoff, and the pollutants it conveys, the CMP recommends that the College anticipate the need for post-construction structural BMPs that emphasize retention, infiltration, and/or reuse. By controlling runoff volume, these BMPs reduce the possibility of transporting pollutants from the campus to receiving waters, while also replenishing groundwater supplies or allowing runoff retention and irrigation reuse.

The topography and apparent soil conditions that underlay the campus imposes constraints on the use of on-site storm water retention BMPs. Most of the existing impervious surfaces are concentrated near the west and south sides of the campus and there appears to be limited opportunities to construct traditional surface or below surface infiltration systems without sacrificing existing developed structures. These limitations support consideration of a broad range of BMP opportunities. Treatment BMPs, like those currently in use, can reduce pollutant concentrations, but generally do not reduce the increased volume of runoff or the perception that the increased runoff might by itself be contributing to erosion problems downstream from the site (hydromodification). They also generally have high maintenance costs and are falling out of regulatory favor due to water shortages in Southern California. For these reasons, BMPs that incorporate retention and reuse are recommended.

While opportunities exist for cost effective BMPs such as the proposed rain gardens, bioretention basins, flow through treatment planters and bioswales, the overall site topography, apparent subsurface geology, evolving regulatory considerations, and existing and proposed development objectives in combination suggest consideration of a runoff water reuse scenario that would eliminate much of the campus runoff discharge during the majority of storm events.









A runoff reuse scenario, based on local design storm parameters, is most compatible with current water quality protection and conservation objectives. This suggestion is primarily a result of the large impervious area and potential for the campus to utilize runoff flows from the west catchment. Retention and reuse offer sustainable means for irrigation and groundwater replenishment while reducing the problematic possibility of transporting pollutants downstream to highly regulated receiving waters. However, a complete geotechnical evaluation of soil infiltration rates will be required for proper design of such retention structures.

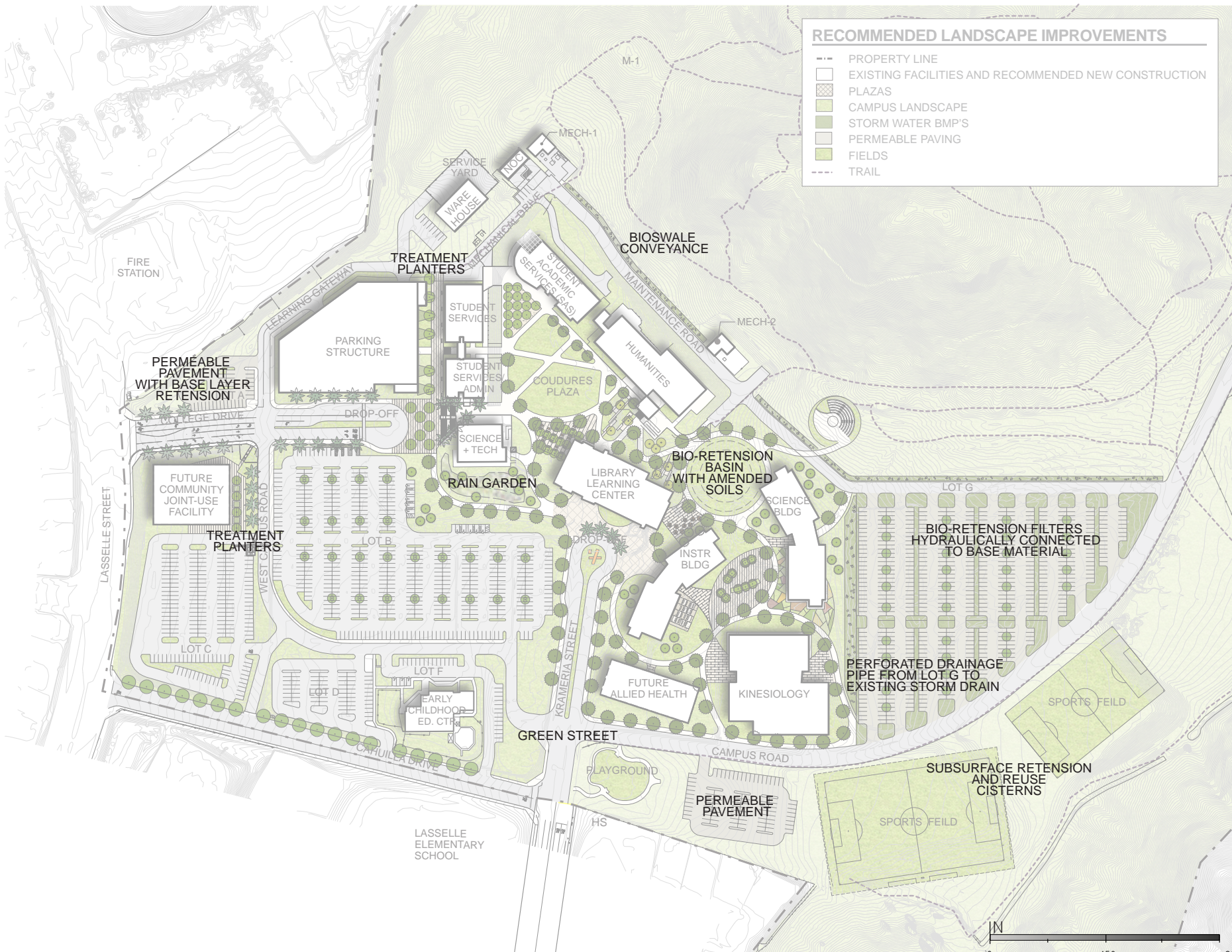
The proposed rain gardens, treatment planters, green street and infiltration basin offer immediate opportunities to retain runoff and provide aesthetically pleasing landscaping within the main campus. While relatively expensive to build and operate, incorporating an onsite retention and reuse system near parking lot G should receive favorable regulatory consideration, be attractive to grant support from water conservation agencies, and reduce or eliminate the substantial unknowns related to future runoff management regulations. Utilizing the proposed features within the main campus should provide a variety of opportunities for storm and urban water management while providing an aesthetically pleasing environment.

Specific recommendations include:

- A bioretention basin, in the proposed lawn bowl area between the planned Science, Humanities and Library buildings offers a potential location for storm water collection during the winter. Opportunities for features like this exist around many of the proposed buildings, especially around the perimeter of the proposed parking structure on the northwest portion of the campus. These can accept and hold rooftop flows, or divert water into the ground as opposed to directing it over walkways and into the storm drain system.
- Rain gardens offer appropriate aesthetic advantages while accepting flows to reduce runoff and direct water away from buildings.
- Parkings lots A through F can be reconstructed to incorporate median bioswales to reduce runoff volumes from the adjacent extensive impermeable areas.
- Enhancing Krameria Avenue into a green street may be achieved using parkway bioswales or an inverted street cross section with a landscaped center median.
- Parking lot G, offers a significant opportunity for incorporating runoff reducing LID structural BMPs. During typical small storms of less than an inch, rain could either drain through porous parking lot pavement or be collected in bioretention medians that are hydraulically connected with the parking lot base material. The depth of base material, under the pavement, would be determined using the applicable regulatory water quality design storm criteria and should incorporate subsurface terrace or check dams to evenly spread and retain water under the entire parking lot, despite necessary surface slopes or drainage gradients.

**RECOMMENDED LANDSCAPE IMPROVEMENTS**

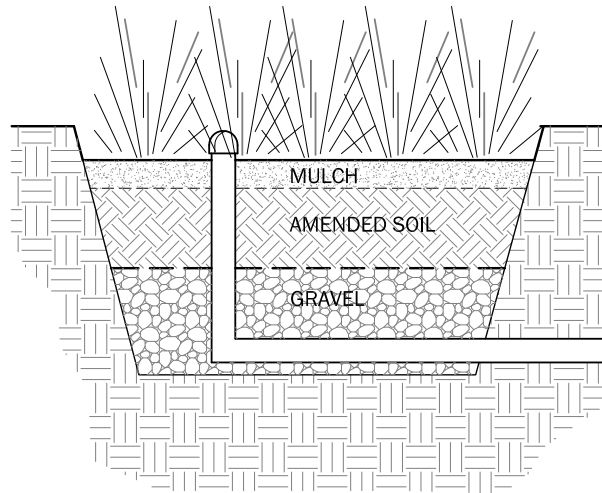
-  PROPERTY LINE
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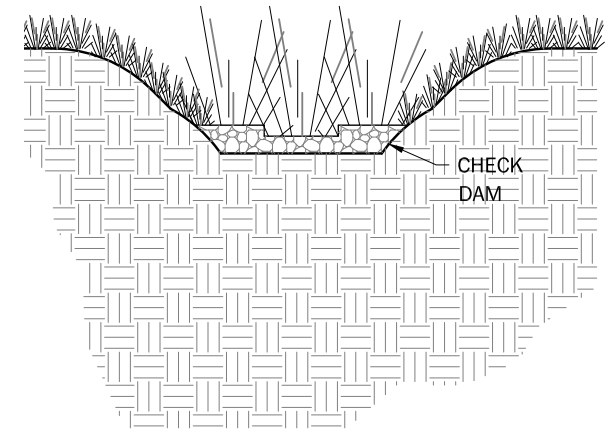
## SITE IMPROVEMENTS RECOMMENDATIONS

### STORM WATER STRATEGY (CONT'D)

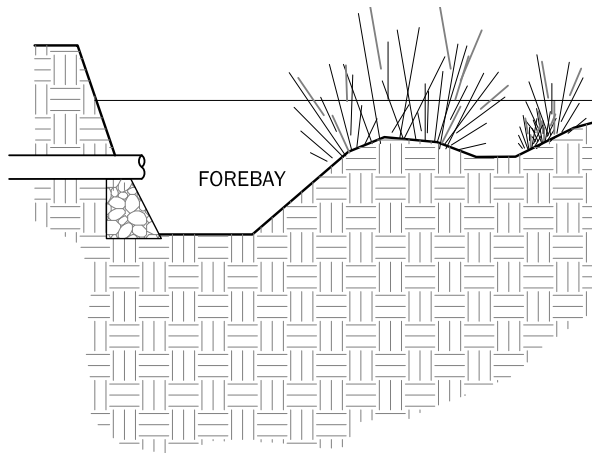
- Westerly draining subsurface water should be intercepted, prior to draining onto the campus by perforated pipes within a proposed drainage interception trench between the parking lot and main campus, then conveyed south to the existing storm drain or alternatively to a cistern located under the athletic fields.
- Runoff from the hills located to the north, could be collected in a bioswale and conveyed offsite along the main campus perimeter with minimal treatment, since the origin of the runoff is the natural hillside and there is little potential for anthropogenic pollution.
- During extremely rare large storm events, runoff or mudflows from the hills to the north and east may exceed the conveyance capacity of the existing drains. The parking lot is planned as a series of terraces, each with a median constructed as a bioswale, with a concrete curb on the western side. As runoff cascades through the parking lot, each terrace is intended to detain a portion of the flow in a shallow pond over the pavement.
- Cisterns can be useful for storing rain for use as irrigation water. Due to the likely poor infiltration potential of the native soils, incorporating a cistern under the athletic fields could provide multiple benefits. With adequate pretreatment, the substructure could harvest runoff from Lot G and most of the adjacent north and east catchment slopes to provide seasonal irrigation of the athletic fields.



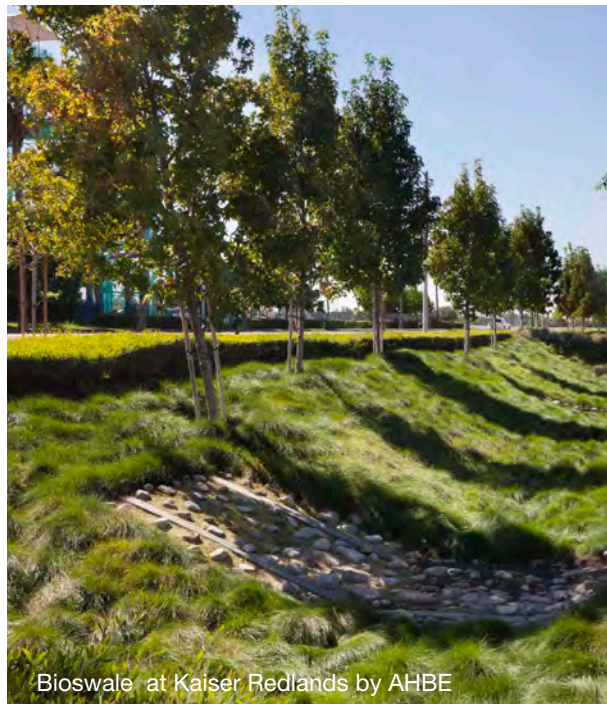
- **Flow-through planters and Rain Gardens (Biofiltration BMP)**  
As storm water passes down through the planting soil of these planters, pollutants are filtered, adsorbed, and biodegraded by the soil and plants. Because they are not contained within an impermeable structure, they may allow for infiltration. For sites not passing the infiltration feasibility screening, an impermeable liner may be needed to prevent incidental infiltration.



- **Bioswale/ Vegetated Swales (Biofiltration BMP)**  
Vegetated swales are broad, shallow channels with vegetation covering the side slopes and bottom that collect and slowly convey runoff to downstream discharge points. The design of swales seeks to reduce storm water volume through infiltration, improve water quality through infiltration and vegetative filtering, and reduce runoff velocity by increasing flow path lengths and channel roughness.



- Constructed Wetlands (Treatment Control Measures)**  
 These are engineered shallow marsh systems that facilitate pollutant removal through the settling of larger solids and coarse organic material and also by uptake in the aquatic vegetation. Pocket wetlands are designed with three distinct zones: a forebay immediately after the inlet to receive storm water, the wetland area, and a micropool immediately prior to the outfall.



## RECOMMENDATIONS

# GOALS AND STRATEGIES FOR SUSTAINABILITY

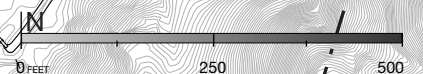
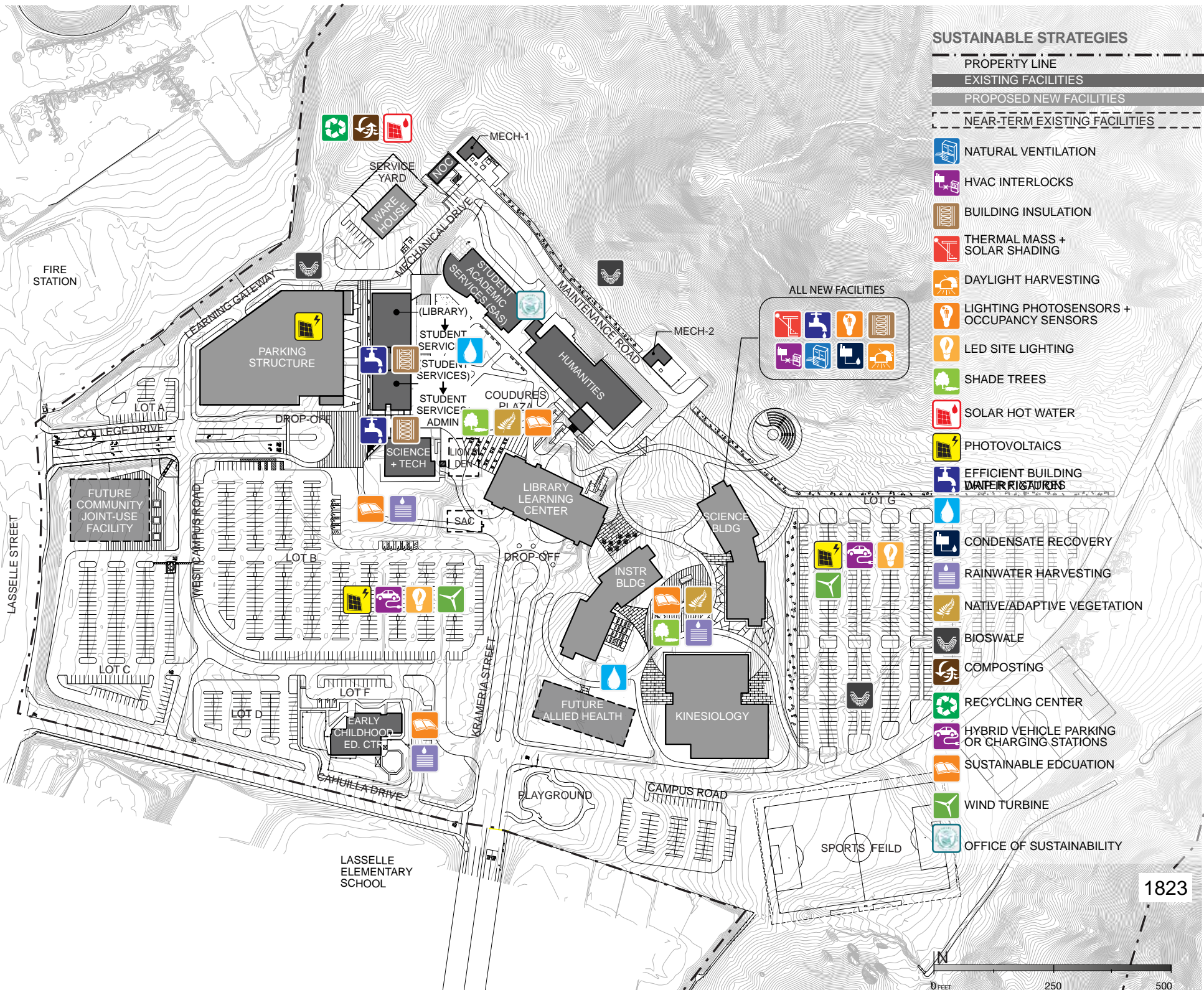
The CMP recommendations for Moreno Valley College include sustainability goals and strategies reflecting the College's commitment to creating a sustainable and environmentally responsible campus. The following eight sustainability goals were developed by the planning committee in an interactive sustainability workshop and are based on the existing environmental conditions of the campus outlined in chapter 6. These goals guided the identified sustainable opportunities and recommended strategies reflected on the campus site plan on the opposite page. These goals and strategies identified will serve as a starting point to guide the integration of a sustainable approach and focus into campus development as projects are implemented and can provide a foundation for the development of a more comprehensive campus sustainability plan and further research into the identified strategies.



# SUSTAINABLE STRATEGIES

- PROPERTY LINE
- EXISTING FACILITIES
- PROPOSED NEW FACILITIES
- NEAR-TERM EXISTING FACILITIES
- NATURAL VENTILATION
- HVAC INTERLOCKS
- BUILDING INSULATION
- THERMAL MASS + SOLAR SHADING
- DAYLIGHT HARVESTING
- LIGHTING PHOTOSENSORS + OCCUPANCY SENSORS
- LED SITE LIGHTING
- SHADE TREES
- SOLAR HOT WATER
- PHOTOVOLTAICS
- EFFICIENT BUILDING WATER FIXTURES
- CONDENSATE RECOVERY
- RAINWATER HARVESTING
- NATIVE/ADAPTIVE VEGETATION
- BIOSWALE
- COMPOSTING
- RECYCLING CENTER
- HYBRID VEHICLE PARKING OR CHARGING STATIONS
- SUSTAINABLE EDUCATION
- WIND TURBINE
- OFFICE OF SUSTAINABILITY

## ALL NEW FACILITIES



## RECOMMENDATIONS

# GOALS AND STRATEGIES FOR SUSTAINABILITY

- Leadership and Culture: Be role models for the community by demonstrating sustainable principles throughout the campus, restoring the natural environment and celebrating the unique character of the desert.
- Water and Landscape: Conserve water through efficient plumbing fixtures, drought tolerant landscaping and retention and reuse of rain water.
- Energy: Conserve energy through best practices such as passive solar building design, energy efficient upgrades to existing building systems, and clean energy production.
- Environmental Quality, Comfort, Health and Wellness: Support a healthy indoor and outdoor environment by providing access to fresh air, views, natural lighting and walking trails.
- Waste: Reduce meaningless waste by organizing a campus culture based on the principle of reduce, reuse and recycle.
- Curriculum and Training: Create a 'green' mentality for the campus by supporting professional development in sustainability and capitalizing on the classroom by implementing researched based learning.
- Transportation: Reduce emissions caused by transportation to the campus by promoting and/or providing alternative transportation practices such as carpooling, mass transit, biking amenities and preferred parking for alternative fuel vehicles.
- Green Business Practices: Adopt green purchasing practices, rely on efficiency of technology rather than hardcopy materials, and opt to reuse rather than repurchase.

While the strategies and opportunities are shown for Moreno Valley College's main campus, many of the goals can also be applied to the Ben Clark Training Center as it is developed.



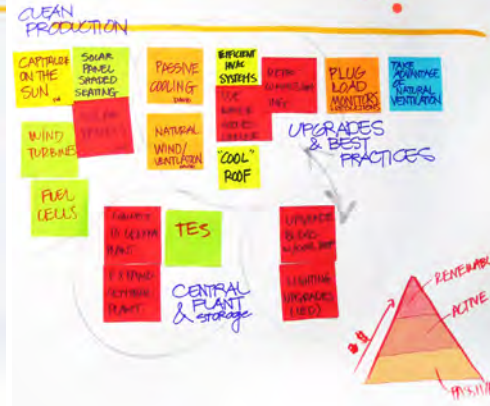
# LEADERSHIP & CULTURE



# WATER & LANDSCAPE



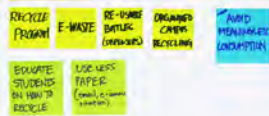
# ENERGY



# INDOOR AIR QUALITY & COMFORT



# WASTE



# CURRICULUM TRAINING



# TRANSPORTATION



# GREEN BUSINESS PRACTICES





## RECOMMENDATIONS

# MVC–BEN CLARK TRAINING CENTER

In March of 2010, the RCCD Board of Trustees approved a resolution to seek state recognition of the MVC–Ben Clark Training Center as an education center. As RCCD and MVC moved toward the implementation of this resolution, the state imposed a moratorium on the recognition of new education centers. The moratorium has been lifted and MVC, RCCD, and Riverside County have renewed their commitment to seek and support center status.

The recommended steps to establish the MVC-BCTC as a state-recognized educational center and develop its facilities are summarized in the following list.

### **MVC-BCTC RECOMMENDATIONS:**

- Enter into a long-term ground lease with Riverside County to support the future growth and expansion of the MVC–Ben Clark Training Center.
- Enter into an operational agreement with Riverside County.
- Apply for education center status in order to make MVC–Ben Clark Training Center eligible for state funding.
- Plan for local RCCD funding of the initial phase of development.
- Apply for state capital outlay funding in order to fund subsequent phases of development.

## RECOMMENDATIONS

# MVC–BEN CLARK TRAINING CENTER

### JOINT-USE OPPORTUNITIES

Since 2010, when a site was first selected and a ground lease was pursued, Riverside County has established and begun to implement their Conceptual Master Plan for the Ben Clark Training Center. In order to restart the planning for MVC-BCTC site and facilities, it was important to understand the County's master plan and the joint-use opportunities that it affords. The MVC Comprehensive Master Plan process included meetings attended by the Riverside County partners, MVC, and RCCD. The County partners that participated in these meetings represent the California Department of Forestry and Fire Protection/Riverside County Fire Department and the Riverside County Sheriff's Department.

### PHASED IMPLEMENTATION

Following these discussions, a master plan space program was developed to accommodate MVC-BCTC program needs. The MVC-BCTC Master Plan Space Program, which is summarized on the table on page 6.51, provides space for functions required for state-recognized centers and elements described in the Memorandum of Agreement. The program for the initial Center Status phase provides for near-term needs and is scaled to support immediate implementation using available local funds. The program for Future Growth provides space to house functions that are needed in the long term, but may be deferred until additional funding is available.

### PROGRAMMING REQUIREMENTS FOR STATE RECOGNITION OF EDUCATION CENTER STATUS FOR MVC-BCTC:

The Center Status phase of the MVC-BCTC space program provides space to meet the following requirements for center status:

- Access to student services
- On-site administration
- Access to the general student population
- Offering of general education courses

## SITE SELECTION CRITERIA

The establishment of a master plan space program is an important step toward setting the criteria for the selection of a site by quantifying facilities space needs. Other site selection criteria include the following:

- Adjacency to county-owned joint-use facilities
- Buildable topography
- Vehicular circulation and parking access
- Site utility infrastructure access
- Alignment with MOA implementation elements

## MVC-BEN CLARK TRAINING CENTER MASTER PLAN SPACE PROGRAM

Space Code	Type of Space	CENTER STATUS	FUTURE GROWTH
100s	Classroom	2,500	13,000
210-255	Labs	1,400	5,400
300s	Office (including Student Services)	2,827	750
400s	Library/LRC/Tutorial	2,910	400
530-535	AV/TV (Distance Learning)	-	1,000
520-525	PE/Fitness (Multi-purpose)	1,200	500
630-635	Food Service/Bookstore	-	1,000
670-690	Multi-purpose	-	3,270
	Other	350	1,600
	<b>Total Assignable Area</b>	<b>11,187</b>	<b>26,920</b>
	65% efficiency		
	<b>Gross Building Area</b>	<b>17,211</b>	<b>41,415</b>

## RECOMMENDATIONS

# MVC—BEN CLARK TRAINING CENTER

RCCD intends to enter into the long-term ground lease of a site on which to build facilities that will provide for near-term and long-term needs. During the CMP planning discussions, the Riverside County partners asked MVC/RCCD to consider a location within the campus core in the northern portion of the BCTC site, as shown in the County's Conceptual Master Plan graphic on the opposing page.

This area satisfies the site selection criteria. It is rough-graded and generally level. The proximity to the planned locations for the Sheriff and Fire Department instructional facilities, as well as the planned cafeteria/multipurpose space, supports the joint use of these facilities. Planned outdoor fitness facilities are conveniently located across 11th Street. This area provides the added benefit of access to shared parking lots that are planned by the County. Vehicular access is available via Davis Avenue, 11th Street, and Bundy Avenue. The area is served by in-road utility mainlines for sanitary sewer, water, natural gas, and electricity in 11th Street.

Locating facilities for MVC-BCTC within the campus core, adjacent to the County's instructional and student service facilities, supports the creation of a hub for student life. The specific site location (or locations) will be determined through discussions with the Riverside County partners and consideration will be given to programmatic needs and the terms of the MOA.

S 89° 10' 16" E - 1268.35'

12th Street

12th Street

# BEN CLARK TRAINING CENTER CONCEPTUAL MASTER PLAN

SHERIFF DEPARTMENT

COUNTY FIRE DEPARTMENT

SHARED SPACE

AREA OF CONSIDERATION FOR  
GROUND LEASE

th Street

Sheriff Parking:  
-448 Spaces

Future Expansion

Grinder  
FOC  
Perimeter

OUTDOOR PHYSICAL  
FITNESS FACILITIES

Physical Fitness

Armory  
Existing

Mat  
Rooms  
Perimeter

Mat Room Expansion  
FITNESS BLDGS

Dallas Ave

S 89° 05'

11th Street

Administration/  
Classroom Building  
-Existing-to be Renovated

Existing  
Chillers

Parking Area  
(Existing)  
128 Spaces

Existing Ben Clark  
Pegpole Memorial

Building B  
Advance Officer  
Training  
28,223 sf

Building C -  
Basic Academy  
14,337 sf

Future  
Expansion

Carson Walk

Escorted

MEMORIAL

Academy Courtyard

Future  
Expansion

Academic Greens

Cafeteria/ Multi-Purpose  
25,000 sf

Future  
Expansion

Future  
Expansion

Building C  
Academy  
10,122 sf

Fire Courtyard

Future  
Expansion

Building A -  
Advance Training  
18,023 sf

Future  
Expansion

Building B  
EMS  
7,294 sf

Building A  
Multi-Purp.  
8,950 sf

Future  
Expansion

Sheriff Parking:  
-279 Spaces

Fire Parking:  
-253 Spaces

AREA OF ORIGINAL  
GROUND LEASE

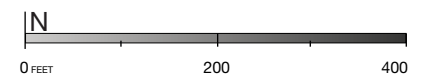
Davis Avenue

Fire Training Expansion  
(Future)

Live-Fire Training Center  
Fire Drill Area  
(Existing to Remain)

Bundy Avenue

1831













# APPENDIX F: LETTERS OF SUPPORT—COMMUNITY AND POSTSECONDARY INSTITUTIONS

April 23, 2019

Dr. Robin Steinback, President  
Moreno Valley College  
16130 Lasselle Street  
Moreno Valley, CA 92551

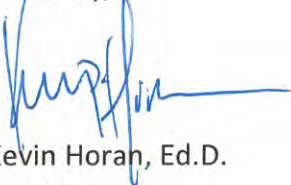
Dear President Steinback:

Crafton Hills College is aware that the Ben Clark Training Center (BCTC) at Moreno Valley College/Riverside Community College District is going through the process to become formally recognized as an Education Center. On behalf of Crafton Hills College, I am pleased to provide this letter of support for the BCTC making its transition to an Educational Center. I would like to validate that our institution was notified and consulted during this process and that we support the educational center status endeavors of the BCTC at Moreno Valley College.

Our institution's enrollment, financial status, and instructional programs are not expected to be negatively impacted if the BCTC is approved by the State Chancellor's Office as an Education Center. Furthermore, Education Center status of the BCTC will not reduce our existing/projected enrollment, damage the economy of our operation, create excess enrollment capacity, or contribute to an unnecessary duplication of programs.

Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kevin Horan", with a long horizontal flourish extending to the right.

Kevin Horan, Ed.D.  
President



**Mt. San Jacinto Community College District**  
1499 N. State Street, San Jacinto, CA 92583

Roger W. Schultz, Ph.D.  
Superintendent/President

Board of Trustees  
Tom Ashley  
Vicki Carpenter  
Sherrie Guerrero, Ed.D.  
Dorothy McGargill  
Ann Motte

June 7, 2019

Dr. Robin Steinback, President  
Moreno Valley College  
16130 Lasselle Street  
Moreno Valley, CA 92551

Re: Letter of Support for Ben Clark Training Center – Education Center Status Application

Dear Dr. Steinback:

Mt. San Jacinto Community College District has recently received notification from Moreno Valley College that it is currently in the process of formalizing its application to transition the Ben Clark Training Center (BCTC) to a Chancellor's Office approved Education Center. On behalf of the Mt. San Jacinto Community College Board of Trustees, I respectfully submit this letter in support of the Education Center status of the BCTC at Moreno Valley College.

Mt. San Jacinto Community College District does not anticipate any substantial negative impacts in relation to our existing and/or projected enrollments, financial solvency, or instructional program offerings should the BCTC be approved by the Chancellor's Office as an Education Center. Given the specific programmatic focus at the BCTC, Mt. San Jacinto Community College District does not expect there to be an unnecessary duplication of programs within the adjacent regions served by our two institutions.

I appreciate the opportunity to be consulted regarding the Education Center status application for your BCTC and hope that we can continue to provide mutual and reciprocal support in the future.

Sincerely,

Roger W. Schultz, Ph.D.  
Superintendent/President  
951-487-3002 | [rschultz@msjc.edu](mailto:rschultz@msjc.edu)



**OFFICE OF THE PRESIDENT**

June 24, 2019

Dr. Robin Steinback, President  
Moreno Valley College  
16130 Lasselle Street  
Moreno Valley, CA 92551

Dear President Steinback,

San Bernardino Valley College is aware that the Ben Clark Training Center (BCTC) at Moreno Valley College/Riverside Community College District is going through the process to become formally recognized as an Education Center. On behalf of San Bernardino Valley College, I am pleased to provide this letter of support for the BCTC making its transition to an Educational Center. I would like to validate that our institution was notified and consulted during this process and that we support the educational center status endeavors of the BCTC at Moreno Valley College.

Our institution's enrollment, financial status, and instructional programs are not expected to be negatively impacted if the BCTC is approved by the State Chancellor's Office as an Education Center. Furthermore, Education Center status of the BCTC will not reduce our existing/projected enrollment, damage the economy of our operation, create excess enrollment capacity, or contribute to an unnecessary duplication of programs.

Please feel free to contact me if you have any questions.

All the best,

A handwritten signature in black ink, appearing to read 'D. Rodriguez', with a long, sweeping horizontal line extending to the right.

Diana Z. Rodriguez  
President  
San Bernardino Valley College



# APPENDIX G: ENVIRONMENTAL IMPACT REPORT (EIR)

STATE OF CALIFORNIA - THE RESOURCES AGENCY  
DEPARTMENT OF FISH AND GAME  
**ENVIRONMENTAL FILING FEE CASH RECEIPT**

Receipt #: 19-108664

State Clearinghouse # (if applicable): \_\_\_\_\_

Lead Agency: RIVERSIDE COMMUNITY COLLEGE DISTRICT

Date: 04/17/2019

County Agency of Filing: RIVERSIDE

Document No: E-201900427

Project Title: BEN CLARK TRAINING CENTER RIVERSIDE COMMUNITY COLLEGE CLASSROOM TRAINING

Project Applicant Name: RIVERSIDE COMMUNITY COLLEGE DISTRICT

Phone Number: (951) 222-8962

Project Applicant Address: 3801 MARKET STREET, RIVERSIDE, CA 92501

Project Applicant: SCHOOL DISTRICT

CHECK APPLICABLE FEES:

Environmental Impact Report

Negative Declaration

Application Fee Water Diversion (State Water Resources Control Board Only)

Project Subject to Certified Regulatory Programs

County Administration Fee

Project that is exempt from fees (DFG No Effect Determination (Form Attached))

Project that is exempt from fees (Notice of Exemption)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\$0.00

Total Received \$50.00

Signature and title of person receiving payment: \_\_\_\_\_



Deputy

Notes:



Notice of Exemption

Appendix E

FILED / POSTED

County of Riverside
Peter Aldana
Assessor-County Clerk-Recorder

E-201900427
04/17/2019 12:25 PM Fee: \$ 50.00
Page 1 of 1

From: (Public Agency): Riverside Community College District

3801 Market Street
Riverside, California 92501

(Address)

Removed: By: Deputy

Project Title: Ben Clark Training Center Riverside Community College Classroom Training Project

Project Applicant: Riverside Community College District

Project Location - Specific:

20694 11th Street

Project Location - City: Riverside Project Location - County: Riverside County

Description of Nature, Purpose and Beneficiaries of Project:

The Riverside Community College District (RCCD) is proposing to enter into a license agreement with the County of Riverside (County) for the installation and operation of a pre-manufactured modular building for use as a training classroom for the County Sheriff's Department (Sheriff). The proposed building would be located at 20694 11th Street on the Ben Clark Training Center site adjacent to existing modular buildings used by the Sheriff as part of an existing training program. The modular training facility would consist of 3,380 square feet of classroom training space in a single-story building. The building would simulate the interior of an existing detention facility and would include an intake and booking area, an entry corridor, a day room, a control pod, a fire room, a shower, an open dorm/recreation area, a control center, and seven additional holding/cell rooms. The site of the building is already graded and disturbed and the building would utilize the existing sidewalks/hardscape and other site improvements already existing on site. The new building would provide additional training amenities for the existing Sheriff training program and would not result in additional staff or trainees that would increase capacity or the intensity of use of the facility. No direct or indirect physical environmental impacts are anticipated from execution of the license agreement, the new facility and provision of additional Sheriff training amenities.

Name of Public Agency Approving Project: Riverside Community College District

Name of Person or Agency Carrying Out Project: Riverside Community College District

Exempt Status: (check one):

- Ministerial (Sec. 21080(b)(1); 15268);
Declared Emergency (Sec. 21080(b)(3); 15269(a));
Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
Categorical Exemption. State type and section number: 15303 - New Construction or Conversion of Small Structures; 15314 - Minor Additions to Schools

Statutory Exemptions. State code number:

Lead Agency
Contact Person: Bart Doering Area Code/Telephone/Extension: 951.222.8982

Reasons why project is exempt:
See Attachment A.

If filed by applicant:

- 1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: Date: 4/16/19 Title: VC, BUSINESS & FINANCIAL SERVICES

Signed by Lead Agency Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code. Date Received for filing at OPR:
Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Revised 2011



# Attachment A

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## Notice of Exemption Memorandum

## NOTICE OF EXEMPTION MEMORANDUM

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**To:** Riverside Community College Board of Trustees  
**From:** Rachel Struglia, Dudek  
**Subject:** Ben Clark Training Center Riverside Community College Classroom Training Project  
**Date:** March 29, 2019  
**cc:** Riverside County Assessor-County Clerk-Recorder  
Bart Doering, Riverside Community College District, Facilities Director  
County of Riverside, Economic Development Agency

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The Riverside Community College District (RCCD) is proposing to enter into a license agreement with the County of Riverside (County) for the construction and operation of a pre-manufactured modular building for use as a training classroom for the County Sheriff's Department (Sheriff) (Ben Clark Training Center Riverside Community College Classroom Training Project (project)). The proposed building would be located at 20694 11th Street (Assessor's Parcel Number 294-110-005) on the Ben Clark Training Center site adjacent to existing modular buildings used by the Sheriff as part of an existing training program. The modular training facility would consist of a 3,380-square-foot classroom training space in a single-story building. The building would simulate the interior of an existing detention facility and would include an intake and booking area, an entry corridor, a day room, a control pod, a fire room, a shower, an open dorm/recreation area, a control center, and seven additional holding/cell rooms. The site of the proposed building is already graded, covered with decomposed granite, and is used as a parking lot for existing operations at the Training Center. The proposed building would utilize the existing sidewalks/hardscape and other site improvements already existing on site. The new building would provide additional training amenities for the existing Sheriff training program and would not result in additional staff or trainees that would increase capacity or the intensity of use of the facility.

### Applicability of a Categorical Exemption

Sections 15300 to 15333 of the California Environmental Quality Act (CEQA) Guidelines provide classes of projects that have been determined not to have a significant effect on the environment and that are exempt from further CEQA requirements. Based on our understanding of the proposed project, the following exemptions apply to the project.

- **Section 15303 (c) – New Construction or Conversion of Small Structures.** CEQA Guidelines Section 15303 defines "Class 3" projects, which are projects characterized as "New Construction or Conversion of Small Structures." Class 3 exemptions include the construction and location of limited numbers of new, small facilities or structures; installation of small new equipment and facilities in small structures; and the conversion of existing small structures from one use to another where only minor modifications are made in the exterior of the structure, including but not limited to (c) a store, motel, office, restaurant, or similar structure not involving the use of significant amounts of hazardous substances, and applies to up to four such commercial buildings not exceeding 10,000 square feet in floor area on sites zoned for such use if

not involving the use of significant amounts of hazardous substances where all necessary public services and facilities are available and the surrounding area is not environmentally sensitive.

**Response:** The project would involve the construction and operation of a new modular building located within the Ben Clark Training Center. The project would construct a 3,380-square-foot modular building, which is less than the 10,000-square-foot threshold within this exemption. The project site is located within the existing Ben Clark Training Center on an already-graded site covered with decomposed granite and currently used as parking by the Training Center. Given the existing conditions and the highly disturbed nature of the project site and surrounding area, the site is not located on or adjacent to environmentally sensitive habitat. Additionally, the project site is located in close proximity to existing utilities, including domestic water, sanitary sewer, telecommunications, and electricity. As such, adjacent utilities can be extended onto the project site with nominal environmental impacts. Given the nature of the proposed use, the project could be adequately served by existing infrastructure. Additionally, the proposed building would utilize the existing sidewalks/hardscape and other site improvements already located on site.

The proposed classroom training facility would be within the existing Ben Clark Training Center and would be consistent with the existing land use. No additional student capacity would be created by the project, as the project would be limited to the provision of additional training amenities for an existing Sheriff training program. As proposed, the project is a minor addition to the existing Sheriff training program to improve and provide the appropriate level of educational services. The proposed building will be located on previously disturbed land within the Ben Clark Training Center, would not substantially increase or expand the use of the existing Sheriff's training program, and is limited to the continued use of the site in a similar capacity. Given the nature of the project as an instructional use, the project would not involve the use or handling of hazardous materials. Therefore, the project is exempt as the project meets the scope and intent of the Categorical Exemption identified in Section 15303, Article 19, Categorical Exemptions of the CEQA Guidelines.

- **Section 15314 (e)(2) –Minor Additions to Schools.** CEQA Guidelines Section 15314 defines "Class 14" projects, which are projects characterized as "Minor Additions to Schools." Class 14 exemptions consist of minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or 10 classrooms, whichever is less.

**Response:** The addition of portable classrooms is included in this exemption. The Ben Clark Public Safety Training Center is a comprehensive, integrated training center for law enforcement, fire, custody, and emergency medical practitioners through cooperative and integrative training. In 1952, the Board of Education approved a plan to have a Law Officers Training School, leading RCCD to create the Sheriff's Training Facility, which has subsequently moved to the Ben Clark Training Center site. The RCCD operates the program as part of the Moreno Valley College. The proposed modular classroom training facility would be a pre-manufactured building that would qualify as a portable classroom within the Moreno Valley College, in which the RCCD operates an existing school program at the Ben Clark Training Center. The execution of the license agreement would provide a new pre-fabricated facility as a minor addition, consisting only of one classroom training facility and not increasing student capacity, as it would be limited to the provision of additional training amenities for the existing Sheriff training program. Therefore, the project is exempt as it meets the scope and intent of the Categorical Exemption identified in Section 15314, Article 19, Categorical Exemptions of the CEQA Guidelines.

- **15300.2. Exceptions**

(a) Location. Classes 3, 4, 5, 6, and 11 are qualified by consideration of where the project is to be located – a project that is ordinarily insignificant in its impact on the environment may in a particularly sensitive environment be significant. Therefore, these classes are considered to apply all instances, except where the project may have an impact on an environmental resource of hazardous or critical concern where designated, precisely mapped, and officially adopted pursuant to law by federal, state, or local agencies.

**Response:** As previously discussed, the project would be located within the boundaries of the existing Ben Clark Training Center, within an urbanized part of the Riverside area. Under the existing conditions, the project site is covered with decomposed granite and used as a parking lot for students and staff accessing other parts of the Ben Clark Training Center. Given the highly disturbed nature of the project site, no sensitive biological resources are present on site. Additionally, the project site is not located within a criteria cell of the Western Riverside Multiple Species Conservation Plan. Therefore, the project is not located within a particularly sensitive environment and would not result in a significant impact on the environment.

(b) Cumulative Impact. All exemptions for these classes are inapplicable when the cumulative impact of successive projects of the same type in the same place, over time is significant.

**Response:** Both project construction and operations could result in incremental environmental effects that are not considered significant; however, as with any environmental impact, when combined with impacts related to the implementation of other related projects located throughout the broader geographic area, there is always potential—albeit remote—for the project to result in cumulative impacts.

However, due to the relatively minor scope of the project; the developed/disturbed nature of the project site; and mandatory adherence with all applicable federal, state, and local laws, regulations, and guidelines, any incremental, individual-level impact resulting from project construction and operations would remain less than significant and would not constitute a considerable contribution to potential regional cumulative impacts in the greater project region.

Further, all other related projects are presumably required by the applicable lead agency to comply with all applicable federal, state, and local regulatory requirements and incorporate all feasible mitigation measures to further ensure that their potentially cumulative impacts would remain at less-than-significant levels. Thus, cumulatively considerable impacts would not occur.

(c) Significant Effect. A categorical exemption shall not be used for an activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances.

**Response:** The proposed execution of the license agreement and provision of a new modular facility to provide Sheriff training educational services would not result in any direct or indirect physical environmental impacts. The additional 3,380-square-foot modular space would require limited construction activity within the Ben Clark Training Center but would not alter the function or use of the site or have any external physical effects. The site of the modular building is located within an already developed education training campus and is surrounded by existing training facilities on a site that is secured and owned by the County. The site for the modular building has been previously disturbed, is vacant, and would not involve the demolition of any existing buildings or structures.

The nearest off-site sensitive receptors to the proposed project site are located more than 2,000 feet away, and there are Intervening buildings that would block the line of sight, eliminating any potential noise or visual effects. Due to the small footprint of the project, construction activity would be limited to one or two pieces of equipment, would involve minor disturbance to land at a depth less than 2 feet, and would involve less than 0.2 acres. Construction would not require the import or export of soil. No additional significant effects to hazards, land use, soil, air and water quality, or biological and cultural resources would occur during construction or operation.

Additionally, there is no evidence of unique conditions (e.g., unique geotechnical characteristics that would result in impacts to either the project or adjacent land use), either on site or within the project area, and no unusual circumstances have been identified by RCCD, the County, other agencies, or local stakeholders. The project is not expected to be affected by unusual circumstances or otherwise unforeseen conditions.

(d) Scenic Highways. A categorical exemption shall not be used for a project which may result in damage to scenic resources, including but not limited to, trees, historic buildings, rock outcroppings, or similar resources, within a highway officially designated as a state scenic highway. This does not apply to improvements which are required as mitigation by an adopted negative declaration or certified EIR.

**Response:** According to the California Department of Transportation, the only "Officially Designated State Scenic Highway" in Riverside is the segment of State Route 243 (Banning-Idyllwild Panoramic Highway), located approximately 25 miles east of the project site (Caltrans 2011). In addition, although designated an "Eligible State Scenic Highway" and not an "Officially Designated State Scenic Highway," Interstate 15, is located approximately 13 miles east of the project site. Due to natural topographical variations and Intervening development, the project site is not directly visible from State Route 243 or Interstate 15. Thus, this exception to the exemption does not apply.

(e) Hazardous Waste Sites. A categorical exemption shall not be used for a project located on a site which is included on any list compiled pursuant to Section 65962.5 of the Government Code.

**Response:** The provisions in California Government Code Section 65962.5 are commonly referred to as the "Cortese List" (after the legislator who authored the legislation that enacted it). The list, or a site's presence on the list, has bearing on the local permitting process as well as on compliance with CEQA. The California Department of Toxic Substances Control's EnviroStor and the State Water Resources Control Board's GeoTracker online databases are commonly searched to determine the presence or absence of hazardous materials sites included on the Cortese List.

A review of both GeoTracker (SWRCB 2019) and EnviroStor (DTSC 2019) found that no sites occur in the immediate vicinity of the planned improvements that currently have an "open" cleanup case and are presently undergoing remediation activities. Thus, this exception to the exemption does not apply.

(f) Historical Resources. A categorical exemption shall not be used for a project which may cause a substantial adverse change in the significance of a historical resource.

**Response:** The entirety of the project site has been heavily disturbed over the years as a result past grading activities and the site's current use. As such, significant surficial and subsurface archaeological and paleontological resources are unlikely to occur on site. Additionally, the site does

*not contain any structures; this the project would not involve the demolition of any existing historic buildings or structures.*

#### **Limitations and Recommendations**

- Consistent with the existing provisions set forth by the Migratory Bird Treaty Act of 1918, construction activities in the vicinity of trees that could provide suitable nesting habitat for birds and raptors should be avoided during the nesting season (generally February to August). Should project construction need to occur during the nesting season, all suitable nesting habitat in the immediate vicinity of the area of disturbance should be thoroughly surveyed for the presence of nesting birds by a qualified biologist before the start of construction activities. Typically, if an active nest is detected, then an appropriate avoidance buffer around the nest, as determined by a qualified biologist, is flagged and avoided until the nesting cycle is complete.
- In accordance with Section 7050.5 of the California Health and Safety Code, if human remains are found, the County Coroner would immediately be notified of the discovery. No further excavation or disturbance of the site or any nearby area reasonably suspected to overlie adjacent remains would occur until the County Coroner has determined, within 2 working days of notification of the discovery, the appropriate treatment and disposition of the human remains. If the County Coroner determines that the remains are, or are believed to be, Native American, he or she would notify the Native American Heritage Commission in Sacramento within 24 hours. In accordance with California Public Resources Code Section 5097.98, the Native American Heritage Commission must immediately notify those persons it believes to be the most likely descendent from the deceased Native American. The most likely descendent must complete his/her inspection within 48 hours of being granted access to the site. The designated Native American representative would then determine, in consultation with the property owner, the disposition of the human remains.

#### **Summary**

Based upon the identified exemptions previously outlined, no physical environmental impacts are anticipated to occur, and the project as proposed is exempt under CEQA. No further environmental analysis is warranted.

#### **References Cited**

Caltrans (California Department of Transportation). 2011. "Officially Designated State Scenic Highways and Historic Parkways." Accessed March 2019. [http://www.dot.ca.gov/hq/LandArch/16\\_Iivability/scenic\\_highways/](http://www.dot.ca.gov/hq/LandArch/16_Iivability/scenic_highways/).

DTSC (Department of Toxic Substances Control). 2019. EnviroStor database. Accessed June 2019. <https://www.envirostor.dtsc.ca.gov/public/map/?myaddress=16791+Davis+Ave%2C+Riverside%2C+CA+92518>

SWRCB (State Water Resource Control Board). 2019. GeoTracker database. Accessed March 2019. <https://geotracker.waterboards.ca.gov/map/?CMD=runreport&myaddress=ben+clark+training+center%2C+riverside%2C+ca.>

04/17/2019

12:23 PM PDT

RIVERSIDE CO. - 2724  
2724 GATEWAY DR.  
1ST FLOOR  
RIVERSIDE, CA 92507

TERMINAL NAME: E0631503

ORDER #: 90247880

PAYMENT

MISC 123 \$50.00

AGENCY SUBTOTAL: \$50.00  
LEXISNEXIS SERVICE FEE: \$2.50

TOTAL USD: \$52.50

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CARD #: 3660 DISCOVER  
PAYMENT: CREDIT CHIP READ-CONTACT  
MODE: ISSUER  
MID: \*\*\*\*\*2407  
TID: \*\*\*\*\*407  
AUTH CODE: 01705R  
APP LABEL: Discover  
CVM: NO SIG REQUIRED  
AID: A0000001523010  
TC: 336503991F39E408  
AMOUNT: \$52.50

\*\*\* CARD APPROVED \*\*\*

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AMOUNT PAID:  
\$52.50

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# Board of Trustees Regular/Committee Meeting (IV.L)

Meeting	December 3, 2019
Agenda Item	Resources (IV.L)
Subject	Resources Ben Clark Training Center Corrections Platform Training Facility Project Budget Augmentation
College/District	Moreno Valley College
Funding	Grant Funds, General Funds, Redevelopment Funds
Recommended Action	The Committee to review the project budget augmentation by \$680,000 to increase the project budget from \$2,740,000 to \$3,420,000 for the Corrections Platform Training Facility Project at the Ben Clark Training Center.

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## Background Narrative:

On September 17, 2018, the Board of Trustees approved the project budget in the amount of \$2,740,000 for the Corrections Platform Training Facility at the Ben Clark Training Center.

In October 2019, the District received construction bids in response to the Notice Inviting Bids. The lowest construction bids exceeded the estimated bid amount by \$363,048. District and college staff, and Tilden-Coil Constructors, met with each prime contractor to review their bid proposals and discuss value engineering (VE) options that could reduce bid costs. It was determined no significant savings would result without substantially altering the functionality of the facility or negatively impact the instructional programs taught in the facility. Tilden-Coil Constructors confirmed that construction costs throughout the Southern California region have been increasing faster than expected due to the bid climate and increased material costs.

The new total project budget is now estimated to be at \$3,420,000, which is \$680,000 over the original board approved budget. The increase of \$680,000 is due to: 1) \$246,387 more than the original project estimate to meet the minimum facility design requirements of the instructional program, 2) \$363,048 due to the higher construction costs resulting from current bid climate and construction costs, 3) \$20,875 for increased construction management services due to increased project costs, and 4) \$49,690 for increased project contingency due to the increased total project cost.

The college has identified additional funding for the increased project amount of \$680,000 as follows: \$350,000 from the Strong Workforce Grant and \$330,000 from Moreno Valley College's one-time Budget Savings Allocation and Redevelopment funds.

It is recommended that the Board of Trustees approve the project budget augmentation by \$680,000 and approve the new project budget of \$3,420,000.

Prepared By: Robin Steinback, President, Moreno Valley College  
Nathaniel Jones III, Vice President, Business Services (Moreno Valley College)  
Carlos Lopez, Vice President, Academic Affairs (Moreno Valley College)  
Arthur Turnier, Dean of Instruction PSET, BCTC  
Aaron S. Brown, Vice Chancellor, Business and Financial Services  
Hussain Agah, Associate Vice Chancellor, Facilities Planning & Development

Bart Doering, Facilities Development Director

Division / Description		Post-Bids Budget	Pre-Bids Budget (Estimates)	Delta + / -
<b>A- Primes Contractors Fees</b>				
Bid Category #01- Miscellaneous		\$ 773,000.00	\$ 424,004.00	\$ (348,996.00)
Bid Category #02- Concrete		\$ 209,000.00	\$ 163,384.00	\$ (45,616.00)
Bid Category #03- Rough Carpentry		\$ 326,000.00	\$ 318,102.00	\$ (7,898.00)
Bid Category #04- Security & Detention		\$ 267,130.00	\$ 246,639.00	\$ (20,491.00)
Bid Category #05- Roofing/Sheet Metal		\$ 65,215.00	\$ 79,201.00	\$ 13,986.00
Bid Category #06- Site Utilities/Plumbing/Fire Sprinklers		\$ 341,000.00	\$ 338,298.00	\$ (2,702.00)
Bid Category #07 - HVAC		\$ 91,000.00	\$ 95,252.00	\$ 4,252.00
Bid Category #08- Electrical		\$ 247,000.00	\$ 291,417.00	\$ 44,417.00
<b>Prime Contractor Subtotal:</b>		<b>\$ 2,319,345.00</b>	<b>\$ 1,956,297.00</b>	<b>\$ (363,048.00)</b>
<b>B- General Conditions and Construction Manager Fees</b>				
DSA Closeout Contingency		\$ 10,000.00	\$ 10,000.00	\$ -
CM General Conditions (Contract)		\$ 349,000.00	\$ 349,000.00	\$ -
CM Fee (contract) - 5.75%		\$ 133,362.00	\$ 112,487.00	\$ (20,875.00)
<b>Construction Manager Subtotal:</b>		<b>\$ 492,362.00</b>	<b>\$ 471,487.00</b>	<b>\$ (20,875.00)</b>
<b>C- Soft Costs</b>				
CM Preconstruction Services	Contract	\$ 24,800.00	\$ 24,800.00	\$ -
Architect Amendments	Contract	\$ 109,780.00	\$ 109,780.00	\$ -
Architect Agreement	Contract	\$ 155,762.00	\$ 155,762.00	\$ -
Inspection Fees (IOR & River City)	Actual Proposal	\$ 102,232.00	\$ 102,232.00	\$ -
Technology	Actual Proposal	\$ 51,762.00	\$ 51,762.00	\$ -
CEQA	Actual Proposal	\$ 2,470.00	\$ 2,470.00	\$ -
Utility Connection Fees	Estimated	\$ 66,090.00	\$ 66,090.00	\$ -
DSA Review Fees	Estimated	\$ 45,707.00	\$ 45,707.00	\$ -
<b>Soft Cost Subtotal:</b>		<b>\$ 558,603.00</b>	<b>\$ 558,603.00</b>	<b>\$ -</b>
<b>D- Project Contingency</b>				
Project Contingency		\$ 49,690.00	\$ -	\$ (49,690.00)
<b>Contingency Subtotal</b>		<b>\$ 49,690.00</b>	<b>\$ -</b>	<b>\$ (49,690.00)</b>
<b>GRANT TOTAL BUDGET</b>		<b>\$ 3,420,000.00</b>	<b>\$ 2,986,387.00</b>	<b>\$ (433,613.00)</b>
<b>Original Project Budget Approved by BOT; September 17, 2019</b>		<b>\$ 2,740,000.00</b>	<b>\$ 2,740,000.00</b>	<b>\$ -</b>
<b>Over Budget</b>		<b>\$ (680,000.00)</b>	<b>\$ (246,387.00)</b>	<b>\$ (433,613.00)</b>

**Notes:**

The Total Project Budget Approved by BOT in September 17, 2018 was at \$2,740,000.00;

The Total Project Budget Prior to Bids was estimated at \$2,986,378.00; The Anticipated Budget Shortfall was at \$246,387.00

The Total Project Budget Calculation After Receiving Bids, Revising Soft Costs & Adjusting Project Contingency/Closeout is at \$3,420,000.00; Current Budget Shortfall is at \$680,000.00