Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates, its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Norco Campus employs qualified academic and classified personnel in accordance with state and district hiring policies and procedures to ensure that physical, technical, and financial resources are appropriately and ethically utilized to achieve the highest levels of student learning and institutional effectiveness.

The campus follows the guidelines established by district policy as well as the Board of Trustees approved hiring policies for classified, confidential, academic, and managerial employees (III.A.1-1, 2-5). This ensures a district-wide fair and equitable process and that all personnel have the qualifications required in specific job descrip-
tions and/or meet minimum qualifications to provide, support, and maintain the educational programs and services of the college.

The Office of Diversity and Human Resources oversees the hiring processes for all district personnel, ensuring that established hiring procedures are administered fairly and equitably. The formation of hiring search committees is an established process in which appropriate constituencies participate. These procedures are outlined in Board policy (III.A.1-1) and in faculty, staff, and management handbooks (III.A.1-2, 1-3, 1-4).

Job descriptions include state-mandated minimum qualifications as well as specifically required and preferred qualifications (III.A.1-5). The descriptions are reviewed by the discipline and/or department head requesting the position; the search committee; the district Director of Diversity, Equity and Compliance; and the Director of Diversity and Human Resources. The search committee is responsible for ensuring that applicants meet the state-mandated minimum qualifications, including verification of degree from an accredited institution.

To ensure that new requests for full-time faculty positions are properly prioritized, the following policies and procedures have been established:

- Each department determines its hiring needs by (1) consulting with discipline faculty in the department; (2) utilizing identified staffing needs information provided in campus-based annual program review requests; (3) taking into consideration the campus and department academic master plans (III.A.1-7, III.A.1-8, III.A.1-9).
- Full-time faculty position requests are prioritized by the Norco Academic Planning Council (NAPC), a standing committee of the Norco Academic Senate, and reviewed by the Human Resources subcommittee of the Norco Strategic Planning Committee (NSPC) (III.A.1-10).
- The prioritized list is reviewed by the entire NSPC and forwarded to the Vice President of Educational Services (III.A.1-11).
- After consultation with the President, the Vice President of Educational Services submits the final recommendation for new faculty to the district Vice Chancellor for district wide prioritization (III.A.1-13).

Full-time faculty hiring includes the following requirements:

- In accordance with the faculty hiring policies of the RCCD Diversity and Human Resources Office, vacancy notices for all positions contain minimum qualifications and educational requirements, list of duties and responsibilities for the position, expected workload, and criteria indicating potential to contribute to the mission of the institution (III.A.1-12).

Positions are advertised via mailed announcements, internal e-mail notifications with links to the public Human Resources website for RCCD, major newspapers and discipline-specific journals, the community college Registry, and job sites via the web (III.A.1-6, III.A.1-14-15).

High integrity and performance of faculty are ensured by adherence to the following requirements:

- All candidates must meet the qualifications listed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges adopt-
ed by the Board of Governors of the California Community Colleges (III.A.1-16).

• Before the application review and selection processes begin, the composition of the applicant pool is analyzed to ensure that the goals established in the Affirmative Action and Staff Diversity policy are met and that members of historically underrepresented groups are not adversely impacted (III.A.1-17).

• An equivalency committee appointed by the academic senate determines equivalency if requested by the candidate or by the Office of Diversity and Human Resources (III.A.1-18).

• Tenured faculty both within and outside the discipline are directly involved in all steps of the selection process.

• The district Office of Diversity and Human Resources assists campuses with each step of the hiring process.

• Academic job announcements, initial paper screening criteria, interview questions, and other criteria deemed necessary by the committee are reviewed and approved by the Office of Diversity and Human Resources before being publicly disseminated.

Full time faculty hiring involves the following additional requirements for search committee members:

• Search committee members reflect the diversity, range of interests, philosophies, and programs in the department and/or discipline.

• Composition of search committee members is consistent with federal and state guidelines on race and sex.

• Diversity and equity training is provided for faculty involved in the hiring process by Human Resources (III.A.1-19).

• Search committee members receive orientation on hiring procedures and employment regulations (III.A.1-20).

Selection of qualified full-time faculty involves:

• Degree and reference checks completed by the campus chief instructional officer or designee;

• Interviews of finalists conducted by the President of the college/campus and the Vice President of Educational Services (III.A.1-21).

• Determination of degree equivalency for foreign degrees if applicable. A certified, translated copy of a candidate degree is required, with foreign credentials evaluated by a certified evaluation service (III.A.1-22).

High integrity and performance of managers and classified staff are ensured by adhering to the following procedures and requirements:

• Position descriptions and educational requirements exist for all positions (III.A.1-23, 24, 25).

• All new employees must meet qualifications stated in job descriptions.

• The President’s Cabinet develops a prioritized list of classified and administrative requests for new positions (III.A.1-26).

• The Norco Strategic Planning Council reviews the recommended, prioritized classified and administrative hiring requests (III.A.1-27).

Assurance of the selection of qualified full-time classified, confidential and administrative personnel is obtained through:

• Formal applications, review, and interview processes, through which deci-
sions are made based on established job qualifications.
• Classified and administrative job descriptions are approved by the Vice Chancellor of Diversity and Human Resources, with criteria, qualifications, and procedures for selection of personnel clearly and publicly stated in job descriptions/announcements (III.A.1-23, 24, 25).
• Reference checks are conducted by the human resources specialist or hiring manager.

SELF-EVALUATION

The standard is met. Working with the Office of Diversity and Human Resources, Norco Campus strives to select the best-qualified instructors for full-time faculty positions in terms of their knowledge of subject matter, teaching effectiveness, and ability to contribute to the mission of the institution. Oversight of hiring procedures will remain a district-level function administered through the district Diversity and Human Resources Office. Norco works in concert with this body to ensure all hires are linked to institutional and campus goals.

PLANNING AGENDA

None

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

DESCRIPTIVE SUMMARY

Norco Campus adheres to district-established written policies and procedures for evaluating all faculty, administrators, and classified employees on a regular and timely basis. The specific formal process used varies depending on the employee group and is governed by general board policy (III.A.1-28a).

For all personnel, the evaluation process uses performance indicators linked to institutional effectiveness and improvement. All criteria are accessible in written form (both electronic and hard copy), and employees are encouraged to familiarize themselves with their responsibilities, the expectations of their positions, the evaluation processes and timeline, and the appropriate evaluation forms. The evaluation process is used to identify strengths and special qualities of the person being evaluated, and to define areas where it is determined that improvement might be beneficial. For all personnel, if employees receive a less than satisfactory rating, a remediation process has been implemented.

FACULTY

The faculty tenure review process was re-organized in 2002; this document and the bargaining unit agreement provide specific evaluation procedures (III.A.1-29). For all faculty, evaluation includes assessment of subject mastery, preparation for teaching, classroom instructional methods and techniques, coaching/counseling skills, and campus and district involvement (III.A.1-30, III.A.1-31).
To properly assess performance, the purposes and frequency of faculty evaluations are broken out by category of hire.

- **For regular tenured faculty**, the purpose of evaluation is to strengthen the faculty member’s instructional skills and professional contributions. Evaluations occur once every three years (III.A.1-29).
- **For contract faculty (non-tenured)**, the purpose of evaluation is to determine if the faculty member continues to exhibit the professional competencies and qualifications consistent with the advertised job description, in order for the evaluation committee to decide on retention of the employee. It also provides opportunities to assess and strengthen any perceived area of deficiency and offer steps for improvement. Evaluation occurs during the first semester of employment and in the fall semester of each of the following three years (III.A.1-29).
- **For part-time faculty**, the purpose of evaluation is to assess professional performance, to provide advice as needed in professional areas, and to ensure that the faculty member is teaching the course in a manner consistent with the official course outline of record and with the standards of the discipline. Evaluation occurs during the first term of hire, every other semester for the first two years, and at least once every three years thereafter (III.A.1-29).

**CLASSIFIED/CONFIDENTIAL STAFF**

For all staff, evaluation includes a review of performance in order to identify outstanding performance, areas needing improvement, and/or documentation of unsatisfactory performance.

- **Classified staff** receive a written evaluation at least once each year; the evaluation is conducted by the employee’s immediate supervisor and includes a self-evaluation of performance (III.A.1-32).
- **Probationary employees** receive written evaluations at the end of the second month and each third month thereafter during the probationary period (III.A.2-32).

**MANAGEMENT**

Board policies and administrative regulations specify the procedure for management evaluations and documentation. The purpose for evaluation of management is to encourage improvement in carrying out functions, duties and responsibilities within the criteria and processes prescribed in the district’s Management Job Performance Evaluation document (III.A.1-33, 34). Procedures for evaluation include:

- **Assessment of administrators’ effectiveness** includes performance standards, leadership/supervision skills, motivation skills, professional performance, interpersonal skills, knowledge base, contributions to the campus/community, and professional development (III.A.1-33)
- **Evaluations supplied by peers, employees, and/or manager evaluations, and a self-evaluation from the administrator** (III.A.1-34, III.A.1-35).
- **A timeline to ensure consistency and equity in the implementation of the management evaluation process:**
  - Newly appointed managers must be evaluated at least once during each of the first two years in the position.
  - Subsequent to the first two years, managers must be evaluated at least once per three-year period (III.A.1-36).
  - The Office of Diversity and Human Resources sends evaluation forms to supervisors at the stated intervals.
The bargaining unit agreements for both faculty and classified employees specify the purpose and frequency of evaluation, using standardized evaluation criteria. The agreements also specify the manner in which actions may be taken after the evaluations are formally conducted and documented.

**SELF-EVALUATION**

The standard is met. Written criteria exist for evaluating all personnel including evaluation of performance of assigned duties, as well as participation in institutional responsibilities and other activities appropriate to their assignment. Processes are in place to provide evidence that all scheduled evaluations are completed.

Diversity and Human Resources tracks the status of all supervisor evaluations in the Datatel system. Supervisors and their managers receive a succession of “delinquent” letters when staff evaluations are not completed timely manner. Also, the Vice Chancellor, Diversity and Human Resources, reports to Chancellor’s executive cabinet members on a quarterly basis all managers and supervisors who have incomplete staff evaluations. This report is used by presidents and vice chancellors to communicate with their managers.

**PLANNING AGENDA**

None

**III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

**DESCRIPTIVE SUMMARY**

Norco Campus and the district are making excellent progress toward implementing student learning outcomes within the general education curriculum and all disciplines and course outlines of record. General education SLOs have been established for the district as a whole; after much dialogue and collaboration with administrators, faculty, staff and student groups, the District Assessment Committee (DAC) recommended the Gen Ed SLOs to the Academic Senate and the Board of Trustees, which approved them at its December 2006 meeting (III.A.1-37).

Through the process of four-year comprehensive academic program review and annual campus-based program updates, faculty in more than 50 occupational and academic disciplines across the district have engaged in ongoing dialogue to identify and determine means of assessing SLOs for their course outlines and the discipline as a whole (III.A.1-38, III.A.1-39). As a result of the program review process, by fall of 2007 a majority of course outlines of record district-wide will have been rewritten to contain integrated SLOs with related methods of instruction and methods of evaluation designed to assess student progress towards achieving stated student learning outcomes (III.A.1-40, III.A.1-41). Hence, the central document used to evaluate instructor effectiveness in producing stated SLOs is the discipline course outline of record.

In evaluating faculty, instructors’ syllabi, self-evaluation reports (in the case of regular or contract faculty), and student evaluation surveys and classroom observation reports are examined by the chair of the department, and by full time faculty peers with discipline and assessment expertise, to ensure that the course outline is being adhered to (III.A.1-42, 43-45). All instructor
syllabi are reviewed to ensure that they contain clear student learning outcomes for that course as stated in the Board-approved course outline of record. (III.A.1-44). The review process is conducted following steps outlined in the faculty contract (III.A.1-45). The final step in evaluation of a faculty member includes a dialogue which reviews the documents and their link to the official course outline of record (III.A.1-46). In addition, all faculty participate in assessment of SLOs through their discipline’s program review which includes an assessment plan. Because assessment is also a faculty duty, faculty awareness of and involvement in achieving student learning outcomes are thus a component of their evaluation, which includes discussion of assessment techniques and general pedagogical practices.

Likewise, student support services programs undertake comprehensive non-instructional program review and identify SLOs and service area outcomes (SAOs) a means of evaluating the role of support services in helping students achieve their learning goals. Assessment measures have been developed for all programs within the student support services framework in order to evaluate staff and program effectiveness in producing the stated learning outcomes (III.A.1-47, 48, 49).

**SELF-EVALUATION**

The standard is met. Faculty and others responsible for determining student learning outcomes and means of assessing student progress in achieving them have incorporated into their evaluation processes various measures of determining effectiveness in producing those outcomes. Achievement of SLOs is part of the contractually defined evaluation process in three ways:

1. SLOs are incorporated in course outlines of record;
2. District policy requires faculty syllabi to contain SLOS consistent with those in the course outlines;
3. All part- and full-time faculty syllabi undergo mandatory review to ensure that appropriate SLOs are incorporated.

**PLANNING AGENDA**

- Norco Campus will continue to provide workshops to faculty on incorporating student learning outcomes into integrated course outlines of record, and on assessment techniques to measure the effectiveness of the discipline or program in achieving the stated SLOs (III.A.1-50).

**III.A.1.d. The institution upholds a written code of professional ethics for all its personnel.**

**DESCRIPTIVE SUMMARY**

The Riverside Community College District (RCCD) has a number of policies and procedures that dictate appropriate conduct for its employees and foster an atmosphere of respect and trust throughout the district. These include:

- Board Policies #4005, “Employment of Relatives/Nepotism”; and #3110/4110/6110, “Prohibition of Sexual Harassment” provides clarity and guidance for professional faculty conduct with regard to equal opportunity and diversity, em-
employment of relatives, duties and responsibilities of faculty, unlawful discrimination, and sexual harassment (III.A.1-52).

- Board Policies #3410 and 3110/4110/6110 also deal with staff guidance and professional conduct in the areas of diversity and equal opportunity, employment of relatives, duties and responsibilities of staff, sexual harassment, and unlawful discrimination (III.A.1-52).

- The RCCD District Academic Senate “Ethics Statement” is a Senate resolution (adopted in 2002 and approved by the Board of Trustees) to accept the California State Academic Senate’s adoption of the Professional Ethics Statement of the American Association of University Professors (AAUP) for faculty (III.A.1-53).

- The Faculty Handbook addresses instructors’ responsibilities in classrooms and laboratories incorporating specific guidelines such as the California Education Code and the California Code for Title 5 (III.A.1-54).

- Board Policies #2715 (Code of Ethics/Standards of Practice) and #3050 (Institutional Code of Ethics) cover standards of administrative behavior and conduct. These are also published in the Management Handbook (III.A.1-55, 56).

The Diversity and Human Resources Office disseminates information to all employees pertaining to the district’s sexual harassment and unlawful discrimination policies and procedure for filing complaints. Additional information is available on their website. District policies and procedures may also be found in the district catalog and Student Handbook (III.A.1-57, III.A.1-58).

**SELF-EVALUATION**

The standard is met. Norco Campus and RCCD uphold a written code of professional ethics for all personnel as directed by Board policies and ethics codes.

**PLANNING AGENDA**

None

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**List of References**

**Standard III.A.1**

III.A.1-1 Policy/Procedure 7120 (Recruitment and Hiring); Policy/Procedure 3410 (Non-discrimination); Policy/Procedure 3110/4110/6110 and addenda (Prohibition of Harassment).

III.A.1-2 Faculty Handbook

III.A.1-3 Classified/Confidential Staff Handbook

III.A.1-4 Management Handbook

III.A.1-5 Sample job descriptions

III.A.1-6 Sample minutes: dept meetings, discussion of staffing needs

III.A.1-7 Sample program reviews: discussion of staffing needs

III.A.1-8 Sample prioritization list for FT hires submitted by BEIT, AHWL, Communication departments to Dean of Instruction

III.A.1-7 Sample program reviews: discussion of staffing needs
III.A.1-8 Sample prioritization list for FT hires submitted by BEIT, AHWL, Communication departments to Dean of Instruction

III.A.1-9 Sample prioritization list for FT hires: NAPC

III.A.1-10 Sample prioritization list for FT hires: NSPC

III.A.1-11 Sample prioritization list submitted by Dean of Instruction to President

III.A.1-12 Sample e-mail job announcement, internal RCCD mail

III.A.1-13 Email correspondence from Dean and Vice President Educational Services to Vice Chancellor, Academic Affairs

III.A.1-14 Sample newspaper job announcement

III.A.1-15 Sample job announcement: Community College Registry, Job Fair

III.A.1-16 “Minimum Qualifications for Faculty and Administrators in California Community Colleges”

III.A.1-17 Copy of statement on diversity in pool selection, Office of Diversity and Equity

III.A.1-18 Sample equivalency documents

III.A.1-19 Sample notice, Office of Equity and Diversity: diversity training workshops

III.A.1-20 List of training procedures for hiring/search committees

III.A.1-21 Sample notification template for final interview (final cut committee)

III.A.1-22 Policy: translation of transcripts for degree equivalency; list of certified translation services in Los Angeles

III.A.1-23 Sample position description for administrator

III.A.1-24 Sample position description for classified staff

III.A.1-25 Sample position description for confidential classified staff

III.A.1-26 Sample prioritized list of staff/admin positions, President’s cabinet

III.A.1-27 Sample minutes: NSPC review of staff/admin hiring requests

III.A.1-28a Board Policy #7150, “Employee Evaluations”

III.A.1-28b RCCD e-mails detailing dialogue on changes to tenure review process

III.A.1-29 CTA contract, pp. 25-32.

III.A.1-30 Sample FT faculty evaluation documents (tenure review process)

III.A.1-31 Sample PT faculty evaluation documents

III.A.1-32 CSEA Agreement, pp. 29-30.

III.A.1-33 RCCD Management Performance Evaluation Document

III.A.1-34 Sample manager’s evaluation form

III.A.1-35 Sample peer evaluation form, managers

III.A.1-36 Management Handbook, page VI-F.1

III.A.1-37 Board of Trustees meeting minutes: Dec. 2006

III.A.1-38 Instructional Program Review: Comprehensive (Background & Guidelines); Non-Instructional Program Review: Comprehensive

III.A.1-39 Sample Program Reviews (philosophy, humanities): SLOs and assessment reports

III.A.1-40 COR Guide with integrated COR samples

III.A.1-41 Sample integrated course outline of record

III.A.1-42 Sample evaluation form, part-time faculty

III.A.1-43 Sample evaluation form, contract/regular faculty

III.A.1-44 Sample faculty self-evaluation discussing assessment and SLOs

III.A.1-45 CTA Agreement

III.A.1-46 Sample instructor syllabus

III.A.1-47 Student Support Services program review: Outreach SLOs and SAOs
III.A.1-48  “Summary of general objectives, SLOs and SAOs and Assessment measures for Student Support Services areas”

III.A.1-49  CSEA Agreement – pp. 29-30 detailing evaluation process

III.A.1-50  Sample Assessment workshop handouts.

III.A.1-51  Board Policies #2715, 3050, 4030, 5500

III.A.1-52  Board Policies #3110, 4005, 3410, 4110, 6110

III.A.1-53  Academic Senate Ethics Statement/resolution

III.A.1-54  Faculty Handbook “Academic Policies and Procedures”

III.A.1-55  BP #2715, 3050

III.A.1-56  Management Handbook

III.A.1-57  RCCD College Catalog

III.A.1-58  Student Handbook

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

DESCRIPTIVE SUMMARY

As a multi-campus community college district, RCCD is continually developing, evaluating, and improving the processes that govern resource distribution. Its two smaller campuses, Norco and Moreno Valley, have experienced rapid student growth over the past five years. Utilizing the results from program review, the campus is in the process of refining procedures for adding qualified full-time faculty.

FACULTY STAFFING

To meet student needs, Norco Campus has added new staff and contract faculty positions through the district’s budget allocation process.

From 2001 to 2006, 20 full-time faculty positions and 26.54 part-time faculty FTEF were added to the staff of Norco Campus. Twelve new full-time faculty members joined the staff in the fall of 2005, eight faculty were added in the fall of 2006 (for a total of 66 full-time faculty), and more will be requested for fall of 2007 (III.A.2-1).

STAFF AND ADMINISTRATORS

Since fall 2001, Norco Campus has added new support staff and administrative positions.

In particular, the campus:

- Added two vice presidents and two deans
- Hired an assistant dean for library services
- Appointed a president for the campus
- Created two new IDS positions
- Hired additional staff for Tutorial Services and Student Services.

Each of these new staff members and administrators was selected based on his/her appropriate knowledge, experience, and ability to support Norco’s mission and educational goals. Currently there is sufficient administrative support on Norco Campus.
As of spring 2007, Norco Campus employed the following personnel:

- 5 full-time counselors (including one DSPS counselor)
- 5 part-time counselors (including one EOPS counselor)
- 66 full-time faculty
- 235 part-time faculty
- 1 full-time librarian and 1 full-time library assistant dean
- 3 part-time librarians
- 54 full-time classified staff
- 8 part-time permanent classified staff
- 15 administrators, supervisors and managers.

**Self-Evaluation**

The standard is met. Norco Campus has a sufficient number of faculty, staff, and administrators to assure support for Norco’s mission and goals.

The Norco campus selected consultants through a participatory process to assist with the development of a Long Range Educational Master Plan (III.A.2-2). The district engaged a consultant to conduct an environmental scan of the demographics and potential student population served by Norco Campus, which would provide a indication of potential future human resource needs for the campus (III.A.2-3). The Educational Master Plan will be based upon information from the NAMP as well as other data, such as the external environmental scan, demographic data, and the like. It will provide useful information needed to support a campus-based resource allocation model as well as the Norco Academic Master Plan. Both reports are expected to be completed by the end of 2007 (III.A.2-2, III.A.2-3).

**Planning Agenda**

- Based on future needs for staffing at Norco Campus, the NSPC, NAPC, and administration will review the needs of its growing and changing student population in relation to future human resource needs.
- Norco APC, SPC, and administrators will participate in the development, review and evaluation of a new district budget allocation model to be developed in 2007-08.

**List of References**

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<td>III.A.2-3</td>
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III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.
III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTIVE SUMMARY

Procedures ensuring fairness in all employment categories are governed by District policy and procedures; the California Education Code and Title 5; bargaining unit contracts; and state, federal and local labor laws. These policies are found in Board Policy Section 7 – Human Resources. Education Code Section 87359 and Title 5 Section 53430 regulations specify minimum qualifications for faculty and administrative hiring. Board of Trustees Policies #7160 (Professional Development); #3410 (Non-discrimination); #3115 (Drug-Free Workplace); #3230 (Smoking); #4005 (Nepotism); and Section 7 – Human Resources cover a variety of fairness in hiring regulations including nepotism; unlawful discrimination; affirmative action; local, state and federal codes and regulations; leaves of absence including sick leaves and jury duty; smoking and drug-free workplace concerns; salaries, employee classification, and bargaining agreements; professional growth; insurance and group benefits; and related matters. In May, 2007, the Board approved three new policies that take the place of several policies in current sections 3 & 4 (III.A.3-1, III.A.3-2).

The Office of Diversity and Human Resources oversees these policies and procedures. New or modified policies, procedures, and/or laws are communicated by disseminating the information to employees through institutional mailings and workshops, in Board of Trustees minutes, by making information available via the Human Resources website, and by communicating to the Academic Senate and bargaining units of the district.

Norco Campus adheres to the employment practices established by the district, which are described in the Board Policy Manual and available on the district website (III.A.3-2). Oversight by college administrators and the district Diversity and Human Resources Office staff ensures that employees follow established policies and protocols.

SELF-EVALUATION

The standard is met. Norco Campus adheres to written policies ensuring fairness in all employment procedures as designed and developed by the district and administered by the district’s Office of Diversity and Human Resources.

PLANNING AGENDA

None

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

DESCRIPTIVE SUMMARY

District records are maintained for classified and academic personnel in the Office of Diversity and Human Resources in secure areas containing locked file cabinets that are available only to authorized employees and appropriate administrative staff. Records are maintained and protected in accordance with California Ed Code Section 87071 (rights of employees to access personnel files), U.S. Government Code Section 6254.
(guaranteeing privacy of personnel files), and Civil Code Section 1798.24 (limiting disclosure of personnel information by agencies). Medical records are kept separate from the employee’s personnel file and are also secured in a locked file cabinet.

All employees have the right to review their personnel file upon request (California Ed. Code 87071). All files must be reviewed in the presence of Human Resources staff to maintain security and confidentiality.

**SELF-EVALUATION**

The standard is met. Norco Campus relies on the district Office of Diversity and Human Resources for security and confidentiality of all employee personnel files. Per district policy, Norco Campus provides for security and confidentiality of personnel records by sending all confidential personnel related materials directly to the districts Office of Diversity and Human Resources. At the district Systems Office, each employee has proper access to his/her own personnel records.

**PLANNING AGENDA**

None

**List of References**

III.A.3-1 Board Policies #6100, 6200, 3410
III.A.3-2 Board of Trustees Policies #7160 (Professional Development); #3410 (Non-discrimination); #3115 (Drug-Free Workplace); #3230 (Smoking); #4005 (Nepotism); Section 7 – Human Resources. See also policy #3110 (Prohibition of Harassment). Addenda dealing with complaint procedures for discrimination and harassment are found in Procedure 3100/4100/6100.

III.A.3-3 Employee Personnel Files Procedure Document

**III.A.4.** The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

**III.A.4.a.** The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

**DESCRIPTIVE SUMMARY**

Norco Campus demonstrates its commitment to equity and diversity by offering to its classified and academic employees a range of training and professional development opportunities via district and campus activities including:

- Sexual harassment training
- Diversity training
- Technology training
- New faculty orientation training
- FLEX workshops on diversity and equity issues
- Hiring practices orientations for prospective hiring committee members
- Leadership training workshops and online modules
- Equal Employment Opportunity information
- Management training on employment and personnel issues
- Title V technology training for underrepresented and at-risk student populations (III.A.4-1, 2-8).

A district-trained Equal Employment Opportunity (EEO) representative is present on all hiring committees for managers, faculty, and staff to ensure that members of the committee understand and follow EEO guidelines mandated by law and district policy.

The Faculty, Classified and Confidential Staff Handbooks contain the complete text of Board policies on affirmative action/staff diversity/employee selection, unlawful discrimination, and sexual harassment (III.A.4-9, III.A.4-10, III.A.4-11).

**SELF-EVALUATION**

The standard is met. Norco Campus supports appropriate district equity and diversity policies and offers sufficient programs and training to serve its diverse personnel and student body.

**PLANNING AGENDA**

None

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**III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

**DESCRIPTIVE SUMMARY**

Norco Campus and the district’s Office of Institutional Research maintain and evaluate records describing the diversity of Norco employees and student body. A chart depicting the diversity of students, faculty, administrators, and staff in fall 2005 is included in the demographics section in the Introduction of the self study (III.A.4-13, 14). This chart indicates consistency with Norco’s mission to serve its community in relation to the demographics of the area served (III.A.4-12).

Norco Campus has shown its commitment to understanding of, and concern for issues of equity and diversity by:

- Subscribing to, advocating, and demonstrating integrity in the treatment of its employees;
- Promoting a supportive work environment;
- Fostering collaboration and improved levels of communication; and
- Promoting healthy working conditions.

**SELF-EVALUATION**

The standard is met. The district Offices of Institutional Research and Reporting regularly assess Norco Campus’s employment equity and diversity to enable the campus to determine its congruency with the Norco mission.

**PLANNING AGENDA**

None

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**III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.**

**DESCRIPTIVE SUMMARY**

Norco Campus and the district maintain integrity in the treatment of personnel and
students by adherence to a number of regul-
atory policies and laws, including union
contracts; the State Education Code and
Title 5; District personnel policies and prac-
tices; and federal, state, and local labor
laws. RCCD has established procedures
and guidelines to enable it to hire highly
qualified individuals who will respond ef
fectively and sensitively to the educational
needs of students of diverse ethnic, cultural,
socioeconomic and educational back-
grounds, sexual orientation, or disability.

In addition, RCCD has an Equal Oppor
tunity Statement that addresses district-wide
policies on equal employment and educa
tional opportunities. Compliance with these
policies is the responsibility of the district
Diversity and Human Resources Office,
which disseminates information to all stu-
dents and employees regarding policies and
procedures pertaining to sexual harassment,
unlawful discrimination, and other matters
relating to the integrity of the institution.
The district demonstrates its concern for the
integrity of the students, faculty, staff and
administrators by providing board policies
that protect their respective rights. These
policies are enumerated in the Board Policy
manual and in section III.A.1.d above
(III.A.4-15, III.A.4-16).

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

List of References

III.A.4-1  Sexual harassment training: workshop announcements
III.A.4-2  Diversity training workshop announcements
III.A.4-3  Technology training workshops announcements
III.A.4-4  New faculty orientation announcements: local and district
III.A.4-5  Sample FLEX workshops on diversity and equity
III.A.4-6  Sample leadership training workshops (district) and online modules
   (4faculty.org)
III.A.4-7  EEO Information, Office of Diversity and HR
III.A.4-8  Sample faculty training workshops Title V workshops/projects
III.A.4-9  Faculty Handbook
III.A.4-10  Classified Staff Handbook
III.A.4-11  Confidential Staff Handbook
III.A.4-12  Demographic chart: Norco and Corona areas – see Introduction
III.A.4-13  Demographics chart: faculty, staff at Norco Campus – see Introduction
III.A.4-14  Demographics: Norco Campus student population – see Introduction
III.A.4-15  Board Policy Manual Section 7- Human Resources
III.A.4-16  Policy/Procedure 7120 (Recruitment and Hiring); Policy/Procedure 3410 (Non
discrimination); and Policy/Procedure 3110/4110/6110 (Prohibition of Harassment). Addenda dealing with complaint procedures for discrimination and harassment are found in Procedure 3435.
III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Based on the mission of Norco Campus, Board Policies #3080 and #4042 (now #7160, Professional Development), the pedagogical training needs of the faculty, and the skills training needs of support staff, professional growth opportunities are offered on a regular basis to faculty, staff, and administrators.

Faculty are provided varied opportunities for professional development through FLEX day activities/workshops, conferences/conventions, salary reclassification opportunities via professional growth activities, sabbatical leave awards,¹ and individual professional development activities designed and planned through collaboration by faculty and administration. All faculty development activities are conducted with the assistance of the Norco Coordinator of Faculty Development and by the district Office of the Assistant Vice Chancellor of Institutional Effectiveness (III.A.5-1).

Each activity is planned to meet one of the following criteria:

- Improvement of teaching
- Maintenance of current academic and technical knowledge and skills
- In-service training for vocational education and employment preparation programs
- Retraining to meet changing institutional needs
- Intersegmental exchange programs
- Development of innovations in instructional and administrative technique and program effectiveness
- Computer and technological proficiency programs
- Courses and training implementing affirmative action and upward mobility programs
- Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem (III.A.5-2).

New full-time faculty orientation and training also includes face-to-face workshops and online instruction through 4faculty.org (III.A.5-3). Each new faculty member is mentored by arrangement with the campus Coordinator of Faculty Development. Part-time faculty are encouraged to attend welcome meetings, professional development workshops organized by full-time faculty in their discipline, regular faculty development workshops on campus, and online pedagogical resources on 4faculty.org (III.A.5-4).

More than fifty different types of workshops are offered to faculty each year.

¹ Professional growth credit may be earned through approved activities including workshops, publication, independent study and course work. Sabbatical leave policies are governed by the agreement between the District and the bargaining unit. The contract allows faculty to pursue course work, independent study or research and other activities such as creative endeavors and curriculum development during their sabbatical.
These include discipline-specific training and ongoing collegiate dialogue, technology training, workshops on assessment and student learning outcomes, broad campus discussions of teaching and learning, Back-to-College days, and Flex days (III.A.5-3, 6-9).

Technology training workshops are offered by campus faculty and technical support staff on an ad hoc basis and by the district through the Open Campus and the Faculty Innovation Center. Faculty development activities and policies are communicated to faculty through the rccdfaculty.net website, the Online Faculty Handbook, the Faculty Survival Guide, the annual mailing to faculty homes, and through publication of a faculty newsletter, The Learning Curve (III.A.5-10, 11-14).

In addition, Norco Campus provides appropriate support for classified personnel through staff development opportunities including informational meetings, district workshops, professional organization workshops and seminars, professional organization conferences, community education, and online workshops (III.A.5-15). All activities are designed to assist staff in maintaining and improving their knowledge and skills in the technical aspects of their job responsibilities. Moreover, campus Maintenance and Operations provides continued training for its staff. Most recently, the grounds staff participated in two off-site seminars dealing with turf and athletic field maintenance. The custodial staff also participated in a seminar on cleaning techniques for public buildings.

Requests for compensatory funds for attending development activities are managed by a classified and confidential Staff Development Committee, comprised of five to seven classified and confidential employees representing various employee groups; the Associate Vice Chancellor of Human Resources, or a designee, chairs the committee.

The district also makes a variety of professional development programs available to staff and administrators, including workshops and programs on the following topics:

- Disability, discrimination, family and medical care leave, workers’ compensation, and retirement plans
- Legal issues regarding hiring in community colleges
- Administration of overlapping laws regarding disability retirement
- Performance management evaluations for community college districts.

**SELF-EVALUATION**

The standard is met. FLEX day activities and staff development activities are consistent with the institutional mission and based on identified teaching and learning needs. The district offers a variety of opportunities that meet the needs of its personnel.

Opportunities for staff development have been readily available through Classified and Confidential Staff Development Program, under the auspices of the district Office of Diversity and Human Resources. The program’s greatest success has been in providing funding for individuals seeking professional enrichment.

**PLANNING AGENDA**

- Develop more on-campus orientation and professional development activities for both staff and faculty.
III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

**DESCRIPTIVE SUMMARY**

Participants in professional development activities evaluate the content and presentation of each activity at the conclusion of the respective program. All attendees, including administrators, department chairs, faculty, and staff, are asked to rate their satisfaction pertaining to FLEX instructional development, professional and personal development activities, conferences, workshops, and the like. The evaluation forms also provide space for suggestions and/or recommendations (III.A.5-16).

The Office of Institutional Effectiveness (following its merger with the former office of Faculty Affairs) assesses activities scheduled by the district to determine future needs and ways to improve professional development activities (III.A.5-17). The Norco campus Faculty Development Coordinator assesses the effectiveness of each professional development workshop.

**SELF-EVALUATION**

The standard is met. The district and Norco Campus provide faculty and staff who participate in professional development activities with sufficient opportunities to evaluate professional development events, and the district Office of Institutional Effectiveness uses the results of these evaluations as a basis for continuous improvement of the professional development process.

FLEX days for faculty are contractually limited to 18 hours per academic year, some of which are reserved for discipline meetings. This limitation does not preclude the campus from offering additional professional development opportunities, such as the Dialogue Workshop presented in February 2007. Currently formal evaluative tools and informal requests serve as a means of assessing attendees’ satisfaction and for determining future events.

**PLANNING AGENDA**

None

**List of References**

III.A.5-1 URL: [http://www.rccdfaculty.net/pages/about.jsp](http://www.rccdfaculty.net/pages/about.jsp)

III.A.5-2 RCCD Faculty Handbook, [http://www.faculty.net/handbook](http://www.faculty.net/handbook)

III.A.5-3 New faculty orientation/training workshops, announcements (see website above)

III.A.5-4 Sample workshop flyers for part-time faculty; [http://www.4faculty.org/](http://www.4faculty.org/)

III.A.5-5 Sample discipline-specific training (sample norming workshop for English comp faculty)

III.A.5-6 *Online Faculty Handbook*; sample e-mails, Norco tech training workshops; Faculty Innovation Center: sample calendar

III.A.5-7 DAC and Office of Institutional Effectiveness workshops on SLOs and assessment - flyers

III.A.5-8 Agenda, Norco Back-to-College Day: Fall 2006

III.A.5-9 Spring 2007, Feb. 9 agenda FLEX day, Norco
III.A.6. Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

Each year the chancellor asks each campus for its personnel requests. These requests are evaluated and prioritized to meet state requirements and fulfill the mission of the district and the individual campus. At Norco Campus, the information submitted to the chancellor by the campus president is compiled from the information presented in the Norco Academic Master Plan, with input from the Norco Academic Senate, the NSPC, the NAPC, the deans, and the vice presidents (see standard III.A.1.a. for a detailed explanation of the process). Local campus human resources planning is thus integrated with campus and district planning procedures through the district-wide strategic planning process (III.A.6-1).

Hiring policies and search processes are managed by the district’s Office of Diversity and Human Resources. Norco Campus has begun developing and improving the procedure by which it systematically assesses the effective use of its human resources. The annual program review updates and comprehensive four-year program reviews for instructional and non-instructional programs identify human resource needs. After these are identified at the program level, they are prioritized by each department and forwarded to the NAPC for campus-wide prioritization. The prioritized requests for staffing are forwarded in turn to the Human Resources subcommittee of the Norco Strategic Planning Committee, where the human resource requests for the campus are reviewed and sent for review to the general body of the NSPC. Finally, the NSPC forwards its hiring recommendations to the campus president and her cabinet for further action. The campus president and her cabinet review the position requests and transmit a prioritized list for action and approval at the district level.

Norco Campus personnel are working on establishing appropriate evaluative tools and ways to use assessment as the basis for improvement in all areas which enhance institutional effectiveness, including human resource assessment, via the strategic planning process introduced by the district in fall 2005.

SELF-EVALUATION
The standard is met. Norco Campus follows current district strategic planning processes and procedures for determining and prioritizing human resource needs, as well as the regularly updated Norco Academic Master Plan, which integrates human resource planning with institutional planning. This process ensures that human resources requests meet the needs of the campus within the constraints imposed by limited funding and the need for a revised budget allocation model for the three campuses in the district. Both the campus and the district have a process in place to systematically assess the effective use of human resources and use the results of these assessments as the basis for improvement.

As the campus and the district have only recently implemented these processes; they will need to be evaluated and revised if necessary as the campus assesses the effects of their implementation.

**PLANNING AGENDA**

- Develop and disseminate written guidelines for NSPC for prioritizing human resource needs.

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**List of References**

III.A.6-1  *Strategic Planning Process, 2001-2006*

III.A.6-2  Board of Trustees – Section 4, Academic Affairs; Section 7 – Human Resources. (In May 2007, the Board approved three new policies that take the place of several policies in current sections 3 and 4.)
STANDARD III.B
Physical Resources
STANDARD III.B: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

DESCRIPTIVE SUMMARY

Norco Campus opened in 1991 as an educational center and satellite campus of the Riverside Community College District. The district’s original plans for the campus called for facilities to be constructed in five phases. Phase I of the building plan was completed in 1991, not long after the campus opened. Phase II of the initial build-out plan has been completed. Phase III, which includes revisions due to increased cost of materials, was approved by the state of California in 2006 (III.B.1-1, III.B.1-2). The planning of Phase I, Phase II, and Phase III proceeded in conjunction with input from the Site committee, comprised of faculty and staff with guidance from the district’s Facility Planning, Design, and Construction Department.2

The most recent state-funded building project, Phase III, has been designed to alleviate some of the critical need for space by providing (with the aid of Measure C funding) a Student Success Center building, an Industrial Technology building (in response to the needs of the growing manufacturing program), a Chemical Storage building, and a Network Operations Center (III.B.1-3).4 The Student Success Center will contain office space and administrative and instructional support areas; the Industrial Technology building will include lecture halls, labs, and faculty offices. The NOC will house the campus’s standalone server as well as technical support workrooms and offices.5 (III.B.1-4).

In addition, in February 2007 the Norco Strategic Planning Committee approved six new portables plus one restroom facility for installation by the beginning of the fall 2007 semester.6 These will include:

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2 This committee has now evolved into the Norco Strategic Planning Committee (NSPC).
3 Originally, the campus was to be constructed in five phases; this evolved into an eight-phase build-out plan designed to give the campus more opportunities to obtain state funding. The current Facilities Master Plan, to be revised once again within a year with the adoption of the Long-Range Educational Master Plan, was accepted and approved by the District Board of Trustees in 2001.
4 The current 2001 Facilities Master Plan included only the Industrial Tech building in Phase III; funding for the Student Success Center and the NOC comes from Measure C, while the chemical storage building is provided for by earmarked state funds.
5 The architects for Phase III are tBP/Architecture; project managers for the tech building are Pro-West.
6 The project was given final budgetary approval by the Board of Trustees in March 2007.
• Two large lecture rooms (capacity 75-100)
• A second Activity Center with fitness equipment
• Office space for faculty
• A restroom facility
• Space for a Construction Programs demonstration project.

Implementation of this project will extricate the campus from existing costly and inefficient leasing arrangements and will accommodate anticipated campus enrollment growth until the planned 2009 opening of the Phase III Industrial Technology building.

The Norco Academic Master Plan (NAMP), updated annually, has been the main document through which departments and programs:

• Evaluate, modify and prioritize their physical resources needs
• Request facilities and physical equipment, including physical plant changes, additions, and modifications (III.B.1-5).

Recently, the campus selected consultants to assist in the development of Long-Range Educational and Campus Master Plans (III.B.1-6). This EMP includes a revised Facilities (Campus) Master Plan, which will take into account needed revisions related to the Phase III build-out at the Norco Campus due to secondary effects, including increased costs of building materials and the availability of Measure C building funds. This new Facilities (Campus) Master Plan is expected to be dynamic and adaptable, to be revised as financial and physical circumstances change. Until the new EMP is adopted, additional requests for space will follow the district and Norco strategic planning processes. The NAMP will remain the document through which classroom, facilities, and equipment requests are handled.

As part of the ongoing process of facilities planning, each campus academic and non-instructional department identifies its resource needs by means of comprehensive program reviews conducted on a systematic four-year cycle as well as annual program updates. Department chairs communicate resource requests to the Norco Academic Planning Council (NAPC). Utilizing information from the NAMP, NSPC, comprehensive program reviews, annual program review updates, and other sources, and guided by Norco’s institutional goals, the Norco Strategic Planning Committee (NSPC) identifies and prioritizes facility needs, then forwards its recommendations to the campus president. These needs are also summarized within the Norco Academic Master Plan.

The president and her Cabinet then communicate physical resource needs to the appropriate committees at the district level, particularly to the District Strategic Planning Committee. Through this strategic planning process, all constituencies have input into capital planning, design and construction for new and updated facilities which support Norco Campus programs and services.

The new strategic facilities planning process will be implemented for the planned Student Success Center building approved by the Board of Trustees in the fall of 2006 (funded by Measure C) (III.B.1-7). A Student Success Center design team composed of faculty, staff, administrators and students will work with the architectural team to design a center that will meet current and future needs (III.B.1-8). The Student Success Center building will include a large and comprehensive dining room, areas for student study and social interaction, and will
accommodate student service programs (including Associated Students) and other service programs that promote student retention (III.B.1-2). The center will also contain multi-purpose meeting rooms, including at least one large meeting area for all-faculty meetings and Board of Trustees meetings, which have often been held in the administrative building foyer because no other space was available.

Regarding the Phase III Industrial Technology building, the architects and projects managers are working on the construction documents, cost estimates; and furniture, fixture and equipment schedules. As of spring 2007, the work was 90 percent completed. Faculty members were involved in the original building planning years ago, and campus departments have participated from the start in updating equipment and planning the technical specifications.

At this time, classrooms on the Norco Campus are well utilized in the morning, afternoon, and evening hours, Monday through Thursday; in the mornings on Friday; and during daytime hours on Saturday and Sunday (III.B.1-9). With the steady increase in student population and additional classroom space provided by the opening of the JFK Middle College High School adjacent to Norco Campus, more classes are being scheduled in the afternoons and evenings Monday through Thursday.

In addition to the six new portables planned for installation in fall 2007, three portable buildings currently provide one classroom (one portable) and office space (two portables) for Norco faculty members. Demand for courses is being met by offering sections at off-site locations (III.B.1-10). As mentioned above, a partial solution to the shortage of classroom space has been a partnership with JFK Middle College High School, which was built adjacent to the Norco Campus and opened in fall of 2006.

Since 2001, Norco Campus has:

- Added a number of portable buildings which are used for classrooms, faculty offices, and administrative space (III.B.1-12).
- Added sections of courses at a variety of off-campus locations (III.B.1-10).
- Added over 22 classes in afternoons and evenings through the partnership with JFK High School (III.B.1-11).
- Constructed and later upgraded facilities by remodeling the Early Childhood Education Center using funds from Measure C, a local bond measure, and other funds. Remodeling included:
  - features that support study of childhood education and socialization
  - installation of tile flooring in restrooms;
  - a surveillance system for safety purposes;
  - an acoustical and sound system in the classrooms;
  - installation of concrete pathways around the playground (III.B.1-13).
- Installed a “floating floor” in the Multi-purpose/Activities building to support student safety and quality of instruction.
- Resurfaced the existing parking lots and completed a new parking lot adjacent to the JFK Middle College High School in the summer of 2006.

The district Office of Facilities Planning has initiated the NORESCO EMC Project, a plan to make Norco Campus lighting and energy systems more efficient and environmentally friendly. The project includes a variety of activities, from changing to more energy-efficient light bulbs in classrooms and offices, to upgrading existing air conditioning...
and heating systems. The internal light fixture (occupancy sensors) and external light pole replacement program is completed. The second phase of the project, dealing with management of the energy conservation system, began in March 2007 (III.B.1-15).

The Norco Campus now has 11 permanent buildings, including the child development center and the physical plant, with three additional permanent buildings planned for Phase III. Also, there are 3 portable buildings, a soccer field, and parking for approximately 1618 vehicles.

**SELF-EVALUATION**

The standard is met. Planning processes are in place to assure effective utilization and continuing quality of facilities at Norco Campus in order to support its programs and services. The addition of new portables, new off-site locations, and the construction of the JFK Middle College High School, providing additional classroom space in late afternoons and evenings, have enabled Norco Campus to meet some of the needs of its ever-growing student population and evolving programs and services. Although it is a struggle to find sufficient space, Norco Campus has been successful to date in providing appropriately equipped facilities.

Phase III of the Norco Campus build-out plan received funding from the state of California, and the planned new buildings will alleviate much of the campus’s classroom and office space needs. In addition, as discussed in the Descriptive Summary, the campus has enlisted an educational master planner (STRATUS) and an architectural firm (MDA Johnson Favaro Architects) specializing in campus master plans to assist in the development of a Long Range Educational and Campus Master Plan; this plan will allow Norco to better anticipate future needs as the institution continues to grow. The contract was approved at the February 20, 2007 board meeting (III.B.1-16).

As evidenced by room utilization data, the number of portable buildings planned and purchased recently, and the use of the administration building foyer as a meeting room for Board meetings and other all-campus functions, Norco has been and continues to be in rapid growth mode.

In general terms, the planning processes in place will assure effective utilization of facilities at Norco Campus. Although in spring 2006 the Board of Trustees approved a capital planning process that clearly indicates the role of the campuses, the exact relationship between the district planning process and the role of campus facilities planning groups is still evolving. The strategic planning process is fairly new, and campus decision-making groups have been working hard to determine the nature and extent of their duties and responsibilities.

The architectural firm hired to assist Norco in developing its Long-Range Educational and Campus Master Plan will engage in dialogue and coordinate with the locally driven strategic planning groups charged with input into facilities planning. All members of the NAPC will be working with the consultants on the Long-Range EMP in order to assure effective integration of all facilities planning components with district and local strategic planning processes.

**PLANNING AGENDA**

- Implement and evaluate processes and procedures for successful campus-based planning that is integrated with strategic planning.
- Collaborate with educational master planner (STRATUS) and architectural firm.
firm (MDA Johnson Favaro Architects) to develop Long Range Educational and Facilities Master Plan for Norco Campus.

- Using current and future facilities plans, continue to build out the campus to meet student and staff requirements as enrollments and program offerings increase.

### III.B.1.b. The institution assures that the physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

**DESCRIPTIVE SUMMARY**

Norco Campus facilities personnel meet regularly to address issues of proper access and safety at all locations where programs, services, and courses are offered. Facilities personnel also ensure that security issues are addressed and coordinated with College Safety and Police. In terms of strategic planning, the Physical Resources subcommittee of the Norco SPC also meets on a regular basis to develop a physical resources tactical plan aligning emerging academic and service needs and requirements with emerging facilities.

In summary, their responsibility is to present solutions that lead to a more healthful learning and working environment (III.B.1-17, III.B.1-18).

Through a process of dialogue with her cabinet and appropriate campus constituencies, including the NSPC and its Physical Resources sub-committee, the Norco Campus president reviews the existing facilities both on- and off-campus to identify room use and effective utilization of all buildings and grounds. This information is summarized and sent to the district, where it is compiled into a district facilities utilization report, which is forwarded to the state Chancellor’s office (III.B.1-19, III.B.1-20).

By means of shared operations at the district and campus levels (see also standard III.B.2.b.), Norco Campus assures safety, security, and access to its facilities, specifically utilizing the following means:

- All blueprints and designs for new buildings (credit course facilities) are submitted to the Division of the State Architect (DSA), which provides oversight for the design and construction for all California K-12 schools and community colleges (III.B.1-21). New buildings and major remodeling of on-campus buildings are designed to meet all applicable state and local codes.

- A work order system (called *Footprints*) for all routine maintenance requests exists to support any campus employee who requests repairs or replacements. This information is logged electronically (III.B.1-22).

- The Director of Plant Operations and Maintenance has a scheduled maintenance list developed in conjunction with the district. The list assures that roofs, heating and cooling systems, fire suppression systems, and similar safety equipment are replaced or upgraded in a timely manner (III.B.1-23).

- Facilities undergo regular inspection through on-campus bi-monthly safety/quality control walks performed by the Norco Campus Director of Plant Operations and Maintenance.8 (III.B.1-24).

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8 The District Facilities Planning Office used to be in charge of this process, and generated a list of safety, infrastructure, environmental, and grounds concerns that were prioritized and acted upon (III.B.1-24). The list included repairs and/or replacement items. This
o Any problems found during quality walks are logged electronically using Footprints (suspended since 2005) (III.B.1-24).

o Safety hazards problems receive the highest priority in terms of finances and response time.

- The Disabled Student Programs and Services program (DSP&S) assists faculty and staff in ensuring that each classroom has the appropriate physical and technical equipment (e.g., tape recorders, Braille readers/writers), furniture, and personnel (e.g., sign translator for the deaf) to support participation and learning for all students needing assistance in the varied educational environments existing on campus.

- An on-campus audit for accessibility was conducted by the state Chancellor’s office in early February 2007.

- College credit classes held at off-campus sites must meet the standards of the Field Act.

- Emergency information is posted in public locations throughout the campus buildings and bulletin boards and at all off-site locations so that staff and students know what to do in the event of an emergency such as earthquake or fire.

- Blue light safety/emergency systems are installed throughout the campus so that staff and/or students may alert police of any potential problems on campus.

- At the Norco Campus, remodeling of the Early Childhood Education Center included improvement of safety features (surveillance system). In addition, a “floating floor” was installed in the Multipurpose Activities Building to support student safety and quality of instruction, where activities classes had been previously conducted on a concrete floor.

The buildings from Phase I of Norco’s build-out have just passed their 15th birthday, and are now covered under the Deferred/Scheduled Maintenance Plan with the State of California. The institution’s Scheduled Maintenance Plan includes upgrades to building features such as roofs, automatic doors, carpet, interior and exterior paint, and restrooms.

District security officers assigned to the campus provide professional services and safety assistance to students, faculty, and staff. Though campus assignments and schedules of police officers are decided at the district level, the Norco Campus has a College Safety and Police office and participates in the district-wide, 24-hour, central dispatch system. Off-site locations are served by the nearest police department via the 911 emergency systems.

Credit classes are also housed off-campus in public and privately owned buildings that meet most of the same stringent local and state codes as the on-campus site. However, owners of off-site locations are responsible for their maintenance and security. Suitability of off-site locations is evaluated by the Dean of Instruction and/or the Vice President of Educational Services, who also implements and oversees off-site contracts. Currently, the dean or vice president asks department chairs to provide instructor feedback regarding the sufficiency and adequacy of off-site locations. When specific

9 In the spring of 2007, using Measure C funds, the District anticipates beginning a second comprehensive review of all facilities for compliance with ADA regulations, in accordance with state mandates. Phase one of this program began in 2002 and is nearing completion. Phase two is currently in the planning stages.
facilities improvements are recommended by faculty or students, corrections are made as feasible.

**SELF-EVALUATION**

The standard is met. District and campus procedures and policies are in place to assure access, safety, security, and a healthful learning and working environment.

The Director of Plant Operations and Maintenance at the Norco Campus has established and maintained effective procedures to ensure that the selection, maintenance, inventory, and replacement of faulty and/or needed facilities equipment are accomplished in a regular manner that supports the programs and services of Norco’s students and staff.

The current maintenance and custodial staff work diligently to ensure that the buildings are kept safe and clean and that all extracurricular activities are provided with the facilities and equipment needed on the Norco Campus. Campus roads and parking lots are well lit and maintained and provide secure passage for all drivers and pedestrians. In addition, a city bus comes onto the campus during the day for students needing public transportation.

Norco’s Director of Plant Operations and Maintenance conducts local walks every two weeks. Procedures for reporting results have yet to be standardized. Specifically, Norco Campus needs a locally developed and managed comprehensive checklist of items to assess for quality and safety, schedules for assessment and repair, record keeping, training needs, and identification of qualified personnel. The checklist for safety/quality control walks should also include ADA and access issues criteria.

**PLANNING AGENDA**

- Establish a campus safety committee.
- Develop local protocols for safety/quality walks.

**List of References**

| III.B.1-1 | Phase II Facilities Master Plan, Norco |
| III.B.1-2 | Phase III Facilities Master Plan, Norco |
| III.B.1-3 | Five-Year Construction Plan, RCCD: RCCD Fact Book |
| III.B.1-4 | Minutes, Technology Subcommittee meeting: Spring 2005 |
| III.B.1-5 | Norco Academic Master Plan |
| III.B.1-6 | Board minutes: consultant contract for “Long Range Educational Program, Growth, and Capital Plans” |
| III.B.1-7 | Board of Trustees minutes: approval of Measure C funding for Student Support Building at Norco |
| III.B.1-8 | Student Support Services Center task force: sample agenda |
| III.B.1-9 | Schedule of classes, spring 2007, Norco Campus section |
| III.B.1-10 | Off-site Locations 2006-2007 |
| III.B.1-11 | Copy, JFK partnership agreement |
| III.B.1-12 | District modular projects and budget approvals, Board report VI-C-2, March 20, 2007 |
| III.B.1-13 | (a) Early Childhood Education Centers upgrades and retrofit, Moreno Valley and Norco Campuses, Board report VI-B-2, November 21, 2006; |
(b) purchase order #63608, October 18, 2005, All Sports Flooring, Junkers Clip Systems Floating Floor in Norco Activity Center

III.B.1-14 Contract to resurface/build new parking lots
III.B.1-15 NORESCO EMC (environmental) project: plan, report
III.B.1-16 Board meeting minutes (segment) of 2/20/2007 showing approval of Long-Range Educational master Plan for Norco (section IV-C-1)
III.B.1-17 Sample minutes: Physical Resources subcommittee, NSPC
III.B.1-18 Duties of Physical Resources subcommittee
III.B.1-19 Norco Facilities Utilization Report
III.B.1-20 District Facilities Utilization Report
III.B.1-21 Division of the State Architect: http://www.dsa.dgs.ca.gov/default.htm; sample report submitted to this division
III.B.1-22 Sample “Footprints” work order - 2006-07, Norco Campus
III.B.1-23 Scheduled Maintenance Plan
III.B.1-24 Sample Safety-Quality Control Walk List
III.B.1-25 DSPS facilities request for classrooms or DSPS Center
III.B.1-26 Contract for floating floor in Multipurpose Building

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

DESCRIPTIVE SUMMARY

In June 2007, the RCCD Board of Trustees approved a Five-Year Capital Construction Plan 2008-2014 (III.B.2-1). This document indirectly links district physical plant development with Norco Campus’s educational goals and its local capital planning process. The local capital planning process is driven in turn by the NAMP (see discussion in standard III.B.1.a above) and the district/campus Facilities Master Plan. Based on the NAMP, which contains facilities, equipment and staffing requests provided by instructional, student services and administrative units, the Facilities Master Plan provides a direct link between facilities and the campus’s educational goals.

Capital projects needed to support specific program/discipline goals are initiated at the discipline level through annual and comprehensive program review, evaluated by the appropriate department, and forwarded to the Physical Resources subcommittee and/or the NSPC for final recommendation to the campus president and her cabinet, who convey the Norco project requests to the District Strategic Planning Council (DSPC). Upon approval by the DSPC, the item is forwarded to the chancellor for consideration and presentation for action by the Board of Trustees (III.B.2-2).
Certain projects that preceded the establishment of local approval processes followed a different process. Recent capital projects falling into this category include the John F. Kennedy Middle College High School; the Network Operating Center (NOC); and the chemical storage building (III.B.2-4, 5-7). These projects were either required in order to comply with state and/or federal regulations, assure reliable delivery of district operations, or represent a district-based initiative.

As part of its capital development process, the district must complete an initial project proposal and final project proposal for state funded projects, which are delivered to the state community college Chancellor’s office for review and approval (III.B.2-8). All proposals must include operating costs, including utility cost estimates and classified staff requirements.

The district formula for determining “total cost of ownership” includes such items as:

- Capital investment
- Operating costs
- Short/long term requirements of facility or equipment
- Debt service, if any
- Ownership of equipment or facility vs. renting or leasing
- Useful life and salvage value
- Scheduled or deferred maintenance.

In spring 2007, the district created a Maintenance and Operations Task Force. This group is expected to provide recommendations in the following areas:

- Building maintenance standards
- Maintenance and operations staffing level benchmarks based on variable factors such as assignable and gross square footage; FTES; student and employee headcount; and space utilization ratios
- Training and development of maintenance and operations staff.

**Self-Evaluation**

The standard is met. Norco’s long-range capital plans support campus improvement goals and reflect district projections of the total cost of ownership of new facilities and equipment.

While the district has procedures in place to work with the campus to assure that the institutional goals are supported (using the NAMP and NSPC), the procedures are new and their effectiveness is only beginning to be evaluated. The institution will soon improve strategic facilities planning by developing a mid-range financial model that will earmark operational resources using the base budget and the new budget allocation model currently under consideration (see standard III.D.2.a.). Such a model is needed to assure maintenance of district assets, achievement of safety benchmarks, and appropriate support for instructional or student services whenever new capital facilities are constructed.

**Planning Agenda**

- Continue to evaluate the effectiveness of the strategic planning process for informing facilities planning at the local level.
- Proceed with the development of a mid-range financial plan which includes cost estimates for required staffing, equipment, and services to support program development and/or maintenance of new capital facilities.
III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

The district’s Facilities Planning, Design, and Construction Office has primary responsibility for oversight and coordination of the planning of all major capital outlay projects. At the campus level, the Norco Strategic Planning Committee (NSPC), particularly the Physical Resources subcommittee, engages in dialogue to assure that all constituencies’ needs are taken into consideration. Strategic planning is informed by the Norco Academic Master Plan (NAMP), which is developed by department chairs and administrators, using discipline and student services program reviews. The NAMP document ties physical resources needs directly to student learning. In this way, planning, building, maintenance, replacement, and upgrades support programs and services at Norco Campus.

Initially, each campus academic or non-instructional unit identifies its resource needs by means of comprehensive discipline, student services, or administrative unit program reviews conducted on a systematic four-year cycle, supplemented by annual program updates. The process of facilities planning is as follows:

- Department chairs communicate academic resource requests to the Norco Academic Planning Council (NAPC).
- The NAPC will prioritize facilities needs for each department and make recommendations to the Norco Strategic Planning Committee (NSPC).
- For non-instructional programs and units, requests are sent to the NSPC through the newly created Administrative Planning Council. A similar planning council has been established to prioritize student services program needs.
- The NSPC forwards its recommendations to the campus president.
- The president and her cabinet then communicate physical resource requests to the appropriate committees at the district level, particularly to the District Strategic Planning Committee.

An example of the effectiveness of the strategic planning process is the Student Success Center building project. All campus constituents voted unanimously for this building, and it is the first major project to be developed through the district and local strategic planning processes. This building is now part of the Five-Year Capital Construction Plan and currently in the design stage.

In order to integrate physical resource planning with institutional planning more fully, and to prepare for the transition from campus to college, the district has funded the hiring of an educational master planner and an architectural firm to assist Norco Campus in the creation of a Long Range Educational and Campus (Facilities) Master Plan. [Please see the discussion in the descriptive summary for standard III.B.1.a above (III.B.2-9)]. This master plan will utilize information from the NAMP, NSPC, comprehensive instructional and non-instructional program reviews, annual pro-
program review updates, and other sources, and will be guided by Norco’s institutional goals.

The district conducts assessment of the effective use of physical resources in several ways. The Facilities Planning, Design, and Construction Office conducts an annual review and assessment of the effective use of each campus’s facilities (IIIB.2-10). This review process:

- is based on state-mandated compliances in areas such as AQMD regulations, elevator permits and usage, compressors, and back flow devices;
- includes assessment of work orders; classroom effectiveness; utility usage including gas, electric, water, and waste disposal; and district vehicle maintenance, repair and gasoline consumption;
- provides a means by which to evaluate and monitor existing space;
- uses its results to project future allocated funds to be used for operations, supplies, and utilities.

The campus receives facilities and equipment funding, and scheduled maintenance, through state block grants, measure C, state construction and general unrestricted funds (IIIB.2-11).

At the campus level, the director of Plant Operations and Maintenance conducts facilities assessment by preparing room utilization reports (IIIB.2-12). Faculty members also perform informal facilities and physical equipment assessment through observation and report back to their department chairs. Department chairs assess and prioritize campus-wide facilities requests made via discipline program reviews and annual program review updates, and then communicate these facilities requests to the Physical Resources subcommittee of the Norco SPC.

Evaluation of facilities is thus integrated into the planning process and the Norco Academic Master Plan through program review (as discussed above), department requests, and independent facilities assessments by the director of Plant Operations and Maintenance, and reports from the Norco SPC and Physical Resources subcommittee. In future, these evaluative processes will inform the new Norco Facilities Master Plan.

SELF-EVALUATION

The standard is met. The current system of identifying and communicating physical resource needs through comprehensive discipline and non-instructional program reviews and annual campus-based program review updates, with collaboration by the Physical Resources subcommittee, and of integrating these processes into the Norco AMP, is a strong model for physical resource decision-making driven by program needs.

The strategic planning processes appear to be working to integrate planning and institutional goals more effectively as evidenced by the development of Student Success Center. The Physical Resources subcommittee of the Norco SPC actively investigated the need for a Student Success Center, and all campus constituencies have engaged in discussion and dialogue about its concept and design. It is evident that effective dialogue throughout the strategic planning process has resulted in clearer communication among all appropriate constituencies, leading to more effective resource integration and elimination of redundancy.

11 As of spring 2007, Norco Campus had a classroom utilization ratio of **77 percent** for on-campus classrooms (IIIB.2-13).
PLANNING AGENDA

- Work with the educational master planner (STRATUS) and architectural firm (MDA Johnson Favaro Architects) to develop Long Range Educational and Campus (Facilities) Master Plan for Norco Campus, ensuring that it is driven by, and integrated with, the NAMP.

List of References

III.B.2-1  RCCD Five-Year Capital Construction Plan (Norco Campus), Fact Book, pp. 410-438
III.B.2-2  Strategic Planning Process, 2001-2006
III.B.2-4  District/Norco project proposals for JFK Middle College High School (refs #3-6 in Fact Book, pp. 381 ff.)
III.B.2-5  District project proposal for NORESCO EMC – see #4
III.B.2-6  District/Norco project proposal for Network Operations Center – see #4
III.B.2-7  District/Norco project proposal for chemical storage building – see #4
III.B.2-8  Sample District Initial Project Proposal and final Project Proposals
III.B.2-9  Board minutes, copy of consultant contract for Long-Range Educational and Campus Master Plan
III.B.2-10 Sample Facilities program review
III.B.2-11 Sample RCCD block grant
III.B.2-12 Data report sample Norco room utilization
STANDARD III.C
Technology Resources
STANDARD III.C: Technology Resources

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

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTIVE SUMMARY

Norco Campus manages its technology services and support through the following district-level departments:

- **Academic Information Architecture and Web Services**
  Academic web-server management, systems management, accessibility standards, web policies, practices, and procedures related to faculty, academic and instructional program websites (III.C.1-1).

- **Information Services (IS)**
  Computer, network and information technology including administrative systems (DATATEL/Colleague software suite), data center operations, district help desk, microcomputer support, network administration, and telephony (III.C.1-2).

- **Open Campus**
  Responsible for technology-mediated instruction and faculty technology training including distance and online class software (III.C.1-1). Technology training is currently a district supplied service through the Office of Institutional Effectiveness.

- **Instructional Media Center (IMC)**
  Instructional media support including audio, video, video-conferencing, and classroom projection systems (III.C.1-3, III.C.1-4, III.C.1-5).

- **Library Technology**
  District-wide online library catalog, e-books, streaming media materials, online periodicals, videotapes, microfilm, and assistive media technologies (III.C.1-6).

- **Learning Support Services**
  Includes Disabled Student Services, Computer (CIS) lab, math lab, Writing and Reading Center lab (III.C.1-7).

- **Public Relations**
  Provides and maintains website infrastructure for the district and campuses, including online catalog, schedules of classes, and other online college publications (III.C.1-3).

- **Facilities**
  Workstation fixtures and furnishings, centralized systems for power, environmental control, fire suppression, and
assistive facilities for disabled students. (III.C.1-1).

Open Campus, Academic Information Architecture, and Public Relations are entirely district functions. Information Systems, IMC, Airey Library, Learning Support Services, and Facilities have one or more full-time staff at the Norco Campus. Library and IMC staff report to the Norco Campus Assistant Dean of Library and Learning Resources.

- IMC has one full-time and several part-time employees located on the Norco Campus.
- Norco Campus has a full-time instructional support specialist (reporting directly to the Norco Assistant Dean of Library & Learning Resources) responsible for training faculty and staff as needed on an ad hoc basis, by appointment, or through FLEX workshops. This specialist serves as a member of several college committees to assist Norco in improving current technical operations, plan for future technological needs, and enhance communication to create more effective student learning and teaching opportunities.
- Front-line support to the Norco Campus user community (students, staff, faculty, and administration) is provided primarily by two full-time members of the Information Services Microcomputer Support group assigned to the Norco Campus. These staff members work under the direction of the district's Information Services office and are responsible for handling work orders generated through the IS Help Desk, as well as the ongoing maintenance and upgrades of desktop hardware and software for both administrative and academic computing. This Norco-based IS team interacts with the campus Instructional Media Center (IMC) and instructional departments to ensure a useful and appropriate link at the campus. The on-site team interfaces with other IS district staff to ensure district and campus hardware and software standards are met.

Network Administration and Telephone Group are located on the Riverside City College campus; staff in the operations centers at that location provide remote monitoring and routine management of the networking infrastructure and PBX/VoIP phone system. Technicians and engineers are dispatched to the Norco Campus as needed for on-site maintenance or troubleshooting; the microcomputer support specialist provides assistance in conducting initial on-site diagnostics. Both the District Help Desk and the Administrative Systems group support the Norco Campus community from their respective locations at the Riverside City Campus.

**Academic Information Architecture and Web Services** provides the following services from its district office:

- District-wide assistance to academic departments and programs and individual faculty in the development of websites, and provide input related to e-learning strategies.
- Oversight of system management tasks, including data backup, preventive maintenance, internal structure, security, and performance monitoring.
- Management of academic web-servers including the assignment of server space and creation of individual system accounts.
- Web policies, practices, and procedures related to faculty, academic and instructional program websites. (III.C.1-2).

The **Information Services Group** (IS), which has administrative oversight of the district-wide information infrastructure and
its supporting components, provides computer hardware, software and network support to the Norco Campus. The IS Group is organized into the following service and support areas:

- Administrative Systems (DATATEL/Colleague software suite)
- Data Center Operations
- District Help Desk
- Microcomputer Support
- Network Administration
- Telephone Group (III.C.1-1).

The District Help Desk, as mentioned above, operates from a central location on the Riverside City College campus. Its purpose is to provide a centralized system for addressing incoming help desk requests and distributing work assignments as appropriate, including:

- Desktop support
- Laptop support
- Open Campus assistance requests
- Network support
- E-mail support
- Campus lab support
- WebAdvisor
- Wireless access (III.C.1-1).

Open Campus is responsible for all aspects of online and distance education at the campus and district levels, including:

- Online, hybrid and web-enhanced course set-up and maintenance, upgrades and training, backup and implementation, in conjunction with the host provider (Web CT/Blackboard).
- Online support training including use of web page publishing software, streaming media software, and peripherals via one-on-one training, FLEX workshops, and hybrid academy.
- Maintenance of servers and software licenses for online related instruction (III.C.1-2).

Open Campus also provides support for many other software applications such as Excel, PowerPoint, Camtasia, and a wide variety of software applications that support the instructor in and out of the classroom.

The Instructional Media Center’s primary purpose is to provide instructional media support to academic programs. IMC supports audio-visual equipment in classrooms as well as videoconferencing services. Primary areas of responsibility include:

- Audio-visual equipment delivery to classrooms and conference/meeting rooms
- VIP media requests
- Service and repair of media equipment
- Video conferencing
- Satellite downlinking
- Streaming media
- Assistance with new equipment acquisition, installation, and training of faculty/staff (III.C.1-4).

IMC provides technical assistance and media production services in the following formats: video, audio, graphics and animation, digital imaging, scanning, digital photography, and PowerPoint presentations. IMC services are also available on a fee basis for special programs, which are supported and/or sponsored by the Campus in cooperation with city, county, civic and community agencies. These resources can be reserved through the IMC website (III.C.1-8).

Library Technology. Adaptive equipment and software are available to assist disabled
students in the learning process. The printers and copy machines in the library are on maintenance contracts enabling parts, hardware and software to be replaced without additional charge. Norco IS technicians maintain student and staff computers (hardware and software) and update all the software and security packages. Multimedia equipment in the library, including televisions, DVD players, VCRs, is secured to tabletops to prevent theft.

In addition to these major technological resources, Norco students are provided access to two district library websites, LAMP (http://library.rcc.edu) and the IMC (http://imc.rcc.edu). LAMP is an online resource for all students in the district which includes the district online catalog, e-books and streaming media titles, electronic course reserve materials, district-wide subscription databases, tutorials and library guides. Details of equipment, materials and support services for the library are discussed in Standard II.C (III.C.1-2, III.C.1-6).

Learning Support Services. Norco Campus maintains several classroom laboratories equipped with appropriate and sufficient hardware and software designed to enhance the operation and effectiveness of the institution. These include: 3 CAD computer classroom/labs; 3 CIS computer classroom/labs; one lab each for math, art, language media, assessment/testing, chemistry and biology; and a general purpose computer classroom. Mobile computer equipment is also available: a mobile physics lab and Apple wireless computer cart for physics, 2 Gateway classroom laptop carts, and a mobile electronics lab.

The IS staff at Norco Campus makes every effort to protect the software and equipment on its computer systems. Computer workstations are installed with the most updated software available; administrative, staff and faculty computers are configured to download the most updated versions of Trend Micro anti-virus and registry protection software to avoid time-consuming repairs. All academic computers in classrooms that are linked to the Internet also contain anti-virus software. District Information Services provides centralized security and intrusion detection, anti-spam filtering, and network monitoring to insure a reliable, secure network environment. (III.C.1-9).

The Technology Resources subcommittee of the Norco Strategic Planning Committee (NSPC) is developing a campus-based technology standards and processes document that addresses the ongoing need for providing enhanced facilities, hardware and software to meet teaching and learning needs, campus-wide communications, research, and campus operations (III.C.1-10). The goal of this document is to provide guidelines for the ongoing analysis and prioritization of hardware, software, services and facilities needs anticipated by Norco Campus departments and programs.

In the fall of 2005, the Technology Resources subcommittee surveyed faculty, administrators and staff to determine their immediate technology needs (III.C.1-11, III.C.1-12). Based on the results of this survey, the committee was better able to prioritize technology needs so as to incorporate them into the proposed campus technology standards and processes document (III.C.1-13).

SELF-EVALUATION

The standard is met. Norco Campus provides appropriate support to faculty for research and course development and/or maintenance; to students for learning activities; and to staff and administration for the performance of their job duties. Academic
Information Architecture, Information Services, Open Campus, IMC, Library Technology, Learning Support Services, Public Relations, and Facilities departments provide a wide variety of services and support to maintain and enhance the operation and effectiveness of the campus.

Technology surveys conducted in fall 2005 indicate that 64 percent of staff, faculty and administrators agree that Norco Campus is providing adequate technology; 87 percent of faculty members believe that the software provided meets their needs inside and outside the classroom. Some staff suggested various types of hardware that would improve or enhance teaching. (III.C.1-13).

Fortunately, as a result of previous equipment requests from departments and personnel, in fall 2005 all faculty received new computers in their offices; as a result, a recent accreditation survey conducted in March 2007 confirmed that 82 percent now agree that the computer equipment in their offices is adequate. In March 2007, 73 percent of faculty agreed that the software and network connections are adequate in their classrooms. However, it remains difficult to keep up with faculty and student needs given the rapid pace of technological change.

PLANNING AGENDA

- The Norco Technology Resources subcommittee will continue to engage in dialogue about technology standards and processes in order to create a guideline for future technology upgrades and purchases.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTIVE SUMMARY

The district and Norco Campus provide quality in-house training in technology and its applications to faculty and staff on a regular basis. Norco’s administration and Instructional Support Services (ISS) staff are committed to the provision of ongoing quality training through flex activities and other staff development opportunities as needed throughout the year. When new software is introduced to facilitate fiscal, purchasing, enrollment, classroom management or any other district/campus process, district experts in Information Services implement a thorough training plan for the campus staff. (III.C.1-14).

Faculty members receive training as requested when new software or equipment is installed, as well as through ongoing and FLEX day workshops (III.C.1-15). At the district level, online instructors receive extensive training and support through the Open Campus Faculty Innovation Center13 (III.C.1-15). Although the district Open Campus office is responsible for training faculty in basic use of the Web CT platform and hybrid/online course management, training in supplemental tools (such as podcasting and Tegrity) is available at Norco from Instructional Support Services staff (III.C.1-16). Additional training in methods and techniques for effective online teaching is provided by faculty with appropriate experience and expertise.

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13 Open Campus trains faculty to use the Web CT course management system through mandatory attendance at a one-day Hybrid/Online Academy. These Academies are offered on a regular basis throughout the year. In addition, the Innovation Center schedules regular workshops and one-on-one appointments to train faculty in the use of Office and Adobe products/software suites, open source software, streaming media technologies (audio, video, and iTunes/mp3 services) and software, CD/DVD editing, Dreamweaver, Grade book, and the like.
The district also provides training for all employees on system-wide technology upgrades (III.C.1-14). The Help Desk supports faculty and staff by forwarding requests for in-person or on-site assistance to Norco ISS staff. Instructor training in the use of Web Advisor, the district’s online enrollment management site, is ongoing through regularly scheduled sessions on Norco Campus or one-on-one sessions with a district applications support specialist. Other district services provided locally on the Norco Campus include:

- IMC equipment training/support for faculty and staff
- Application support staff training in Datatel, Resource 25, and a variety of student and record management applications
- Workshops for faculty on compliance of online and traditional course material with section 508 of the Federal Rehabilitation Act and with ADA requirements.

As mentioned above, Norco faculty members experienced in online instructional methods and techniques provide technology-related training to other faculty. For example, during winter 2006, a Norco Campus faculty member in the humanities provided a five-week series of workshops in methods and techniques for effective online teaching and in distance education course design for new online instructors. Both Norco and Riverside faculty participated in these workshops (III.C.1-17). At campus-wide Norco faculty meetings, faculty members in science, math, social science, humanities and many other fields have shown examples of their online courses or of how they use new software such as Tegrity in their classroom.

In spring 2006, a Norco faculty member created an Online Faculty Handbook which was promoted and endorsed by the Norco Faculty Senate. This handbook offers useful technical advice for online instructors, and also describes best practices for online course design (III.C.1-18). The Online Faculty Handbook has been widely distributed to Norco Campus faculty and shared with district deans, the district vice chancellor, and the Board of Trustees (III.C.1-19).

The Norco ISS specialist and outside vendors demonstrate the use of many new kinds of software and hardware at faculty and staff meetings or through one-on-one training. Norco’s ISS specialist has most recently provided training in podcasting and Tegrity for instructors to enhance their online and face-to-face course content and delivery (III.C.1-16). For general staff and faculty needs, Norco instructional support staff provide training as requested in Adobe, Microsoft Windows and Office applications, webpage technology and development, Tegrity, podcasting, graphics, electronic grade books, classroom management systems, hardware, scanning, OCR recognition, Web Advisor, database and spreadsheet development.

Quality training in the application of information technology is also available to Norco students to meet a variety of learning needs. Specifically:

- The Norco math discipline has developed a video tutorial for students enrolled in online math courses (III.C.1-20).
- Weekly library orientations and workshops instruct students about district policies on appropriate internet use, remote access procedures for electronic resources, and conducting research using electronic databases and websites, including instruction in the use of citation and essay writing tools available online (III.C.1-21).
- The Transfer Center in the Student Services department provides training in a
variety of software to support students’ career and educational goals.

- The Writing and Reading Center (WRC), Computer (CIS) and math labs, and language lab provide students with basic training in Microsoft Office and internet software to assist them in completing their course work successfully.

The district Disabled Students Programs and Services (DSP&S) unit modifies teaching materials for use with disabled students and assists with campus-wise communication and college-wide events such as convocation and graduation. DSP&S conducts ongoing assessment of needs related to specialized technology and works in collaboration with the district and its campuses to ensure ADA access compliance. DSP&S provides the following adaptive technology assistance to Norco Campus students and staff:

- A district DSP&S specialist visits the campus weekly to train students on adaptive software and hardware. The specialist also provides student lab assistants and training on adaptive software/hardware for Norco faculty on site as needed.

- With assistance from DSP&S through Open Campus, instructors may create section 508 compliant web pages using Dreamweaver and Frontpage; perform webpage accessibility verification with ACCVerify/Repair; and receive training in mp3 creation using TextAloud.

- Students with print disabilities receive e-text access training on WYNN and ReadPlease.

- Students with mobility impairments are trained in the use of Dragon NaturallySpeaking.

- Visually impaired students receive screen-reader training using JAWS and OpenBook; those with low vision impairment are instructed in the use of ZoomText (III.C.1-22).

Site licenses have been purchased for the core assistive software programs detailed above, and computer stations equipped with these specialized programs are available in the library, the CIS/math lab, the Writing and Reading Center, the language lab, the Student Assessment Center, and in the DSP&S Center.

**SELF-EVALUATION**

The standard is met. Norco Campus makes appropriate technology training available to all students, faculty and staff who need assistance and support. The campus has the goal of providing effective and quality training to students who use technology in their courses or research work, including an array of services to students with special needs.

The results of a 2005 Norco Student Computer Skills Survey conducted by faculty in the BEIT department suggested that students were interested in further training in how to use wireless internet communications on campus. This issue has been resolved (III.C.1-13.). The faculty and staff technology surveys indicated that while most faculty and staff are satisfied with the quality of the technology training provided, there is a need for a broader range of technology training on site at the Norco Campus.

Currently, technology training at Norco is limited by lack of space; this need is being addressed by the inclusion of a Faculty Innovation Center in the Student Success Center (III.C.1-23).

The Technology Resources subcommittee of the Norco SPC also recognizes the need for an overall RCCD technology standards and
processes document in order to prioritize and act upon facilities and software requests, as well as training for staff and faculty in the effective application of technology to enhance student learning.

**PLANNING AGENDA**

- Use the strategic planning process and the Technology Resources subcommittee of the NSPC to draft a campus technology standards and processes document for the Norco Campus.

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**Standard III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

**DESCRIPTIVE SUMMARY**

RCCD Information Services and Norco Campus work closely together to meet the technological needs of the campus using a variety of funding sources. As a team, they strive to maintain high quality technology services at Norco, upgrading and replacing infrastructure and equipment to serve student, staff and faculty needs and the campus technology mission.

**DISTRICT RESPONSIBILITIES AND INFRASTRUCTURE PLANNING**

Information Services’ Network Administration office provides all necessary components for a district-wide Cisco-based Gigabit Ethernet. This new district-based network equipment has provided increased bandwidth and a more reliable infrastructure. Campus internet service is provided by CENIC, a statewide ISP for educational institutions. Other services include:

- Network services to all district offices and off-site locations;
- Free wireless Internet service to any registered student, staff or faculty member at each campus;
- Centralized security and intrusion detection, anti-spam filtering, and network monitoring to insure a reliable, secure network environment;
- Planning, implementation and maintenance of appropriate solutions for email, storage area networks (SANS), and servers in support of academic and administrative needs (III.C.1-24).

Network Administration office is currently working with the Norco Strategic Planning subcommittees to build a Network Operations Center on the Norco Campus in 2007. This NOC will house an independent server for the Norco Campus. At present, Norco Campus has a DS3 Internet connection to the Riverside City College campus, which is the main portal to the internet.

Information Services’ Administrative Systems office is responsible for the implementation and support of the district-wide Datatel administrative system suite (Colleague and Benefactor) and related software packages. Currently, the district supports and maintains licensing on the entire suite of Datatel modules (Student, Financial Aid, Finance, Advancement and Human Resources). The institution is currently running version 17 of the software and is planning the implementation and migration to version 18 in 2007-2008 (III.C.1-24).

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14 Colleague is a comprehensive, academic management system used by Admissions and Records, Student Financial Services, Academics, Student Accounts, Matriculation, Alumni Foundation and other groups to facilitate the record keeping and reporting of student, faculty and staff activity and transactions in campus and district daily operations.
The Telephone Group is also district based and administered through Information Services. It maintains a centralized telephone system for the entire district. Currently, this is a NEC hybrid PBX capable of supporting the legacy digital system as well as Voice-over-Internet Protocol (VoIP) deployment. As new buildings are constructed or remodeled within the District, VoIP will be utilized, decreasing wiring and management costs. Telephone Group is also responsible for the planning, construction and maintenance of the district’s cable plant and related technology infrastructure. Recently, to help facilitate long range cable and network planning, Information Services initiated a comprehensive review of all existing cable plant and conduit pathways. This information will be used in planning for each campus to ensure adequate infrastructure for future campus building phases (III.C.1-24, III.C.1-27).

**Norco Technology Infrastructure and Planning**

Most classrooms on the Norco Campus are equipped with a TV, a DVD/VCR combination unit, flip charts, and an overhead projector. Classrooms are also equipped with ceiling-mounted data projectors which are integrated into an instructor console comprised of a portable computer cart with monitor and speakers. Computers and related peripherals have been replaced for classified staff as needed through non-instructional department funding; software has been replaced on a regular basis to meet district upgrades and institutional needs. All Norco faculty offices are equipped with a computer (desktop or laptop) loaded with appropriate and updated software, a printer, a telephone, and a variety of peripherals based on discipline needs and departmental requests.

As part of its mission to emphasize technology programs, Norco Campus has acquired a considerably upgraded and enhanced technology infrastructure over the past five years:

**2000-2002**

- Norco Campus used a one-time allocation of funds to purchase new Dell computers (approximately 400 replacement workstations) for staff and faculty offices and student areas (library, DSP&S, Tutorial and Assessment Centers).
- Upgrade of 8 administrative computers with 18” LCD monitors; purchase of 15” LCD monitors for Student Services front counter workstations; acquisition of 20 new computers for the Student Assessment Center.
- Purchase of 25 computers for a student general-use computer technology classroom; replacement of 36 computers/student workstations in the Drafting lab; the CAD lab/student classroom replaced 32 computer workstations with upgraded software; purchase of 37 LCD displays in for technology classroom.
- Purchase of Apple Wireless notebook cart with 16 iBook laptops for physics classes.

**2003-2004**

- 6 new servers for the CISCO network upgrade (installed in 2006); additional administrative workstations; high-speed scanner (counseling); new printers (Student Services); new staff workstations (Transfer Center); widescreen laptops for engineering instructors.
- 70 replacement workstations for CIS, WRC, and CAD/CIS labs; 34 LCD monitors for general purpose computer classroom.
• 7 new all-in-one “profile” workstations for Airey Library; 16 laptop computers for TRIO/Upward Bound student checkout/use.

• iBook wireless cart with 20 iBook laptops and new Gateway mobile lab cart with 17 laptop computers for BEIT department courses and programs.

2005-2006

• 12 replacement administrative computers; widescreen laptops for administration and IS personnel; three tablet PCs for administration; printers for Student Services; server for library; new SATA storage system.

• 95 replacement computers for engineering program and CIS computer lab; 3D scanner for manufacturing program; 3 Apple MacBook laptops for instructional use; 13 computers for library; 70+ replacement student computers in classrooms.

• Mobile lab 30 Gateway laptops for faculty use; 60 replacement faculty computers and printers.

2006-2007

Technical support was provided via two allocations: one was for instructional equipment; the second was a career technical allocation.

• 35 replacement computers for BEIT classroom; Zbrush software; Adobe software upgrade; 30 computer monitors for a business classroom; memory modules; graphics adapters.

• 36 replacement computers for the Writing and Reading Center.

• Basic skills allocation for purchase of 6 (OHP) projection units for classrooms in the JFK Middle College High School building.

• 53 replacement computers for the Airey Library.

Norco Campus technology staff carries out regular computer maintenance, upgrade, and replacement tasks. Other duties include installation of hardware and software and user support. IT staff also troubleshoot and are responsible for warranty issues.

The Norco Campus capital asset inventory is maintained by the district’s Inventory Control Department (III.C.1-24). Technical equipment is identified by unique asset tags which are recorded in a district database in the Inventory Control office.

SELF EVALUATION

The standard is met. It is the philosophy of Norco administration, and an integral part of the Norco Campus mission, that classrooms where technology is taught or used should maintain current hardware and software to stay up to date with the learning needs of Norco students. Norco has made every effort to replace and upgrade its technology infrastructure regularly, and a majority of its equipment is less than three years old.

The development of a campus technology standards and processes document will provide a systematic means of replacing and upgrading hardware and software at the Norco Campus. Funding for technology infrastructure at Norco Campus is primarily reliant on the availability of funding from the state making it difficult to stay on track given the fluctuation in state funding.

PLANNING AGENDA

• Develop systematic, scheduled evaluation and replacement processes and protocols to meet institutional technology needs.
Standard III.C.1.d. The distribution and utilization of technology resources support the development, maintenance and enhancement of its programs and services.

Descriptive Summary

Standard III.C.1.c has explained the upgrading and purchase of technology resources over the past five years in order to support the development, maintenance, and enhancement of Norco Campus programs and services to meet student learning needs.

Allocation of technology resources is made by administrative decision after incorporation of input from faculty, campus technical specialists, and data from end-users; and on an “as-needed” basis, subject to funding availability. The Technology Resources subcommittee of the Norco SPC, using information from discipline program reviews and departmental budget requests, prioritizes the purchase of equipment in order to ensure equitable distribution and utilization of technology resources.

A secure technical infrastructure for Norco Campus is assured in multiple ways, as described in standards III.C.1.a. and III.C.1.c above. This includes physical protection of Norco technology resources; robust firewall and anti-virus software protection and maintenance of Internet and network linkages on all Norco computers; regularly scheduled remote systems maintenance; and responsible district and campus-based operational support staff. Additionally, a number of district Information Services and Norco-based IS and technology resources support the maintenance and enhancement of campus programs and services:

- Intercampus connectivity from Riverside to Norco operates via T-3 lines, with additional redundant T-1 connectivity wired through the Moreno Valley campus for failover purposes (III.C.1-24).
- Norco’s IS technicians participate in the Microcomputer Support group of the district Information Services division. They respond to Norco Campus-specific needs and provide on-site assistance to the Network Services group for network and web-specific troubleshooting.
- All Microsoft and academic software used at Norco is up to date.
- The on-site Instructional Media Center (IMC) staff provides faculty instructional media support including audio, video, video-conferencing, and classroom projection systems. IMC instructional media services supporting maintenance and enhancement of Norco technology resources also include:
  - **Service and Repair.** Includes a routine equipment maintenance schedule. Prior to the beginning of each semester, preventive maintenance on all IMC related classroom media equipment. Evaluation and repair of any equipment needing service.
  - **Equipment Acquisition.** Assisting faculty and staff with the acquisition of new media equipment and media technology for the classroom. Recommending equipment based on need, equipment specifications, and budget.
  - **Installation and Training.** Equipment installation including any necessary wiring. Training of faculty and staff on proper use of the equipment (III.C.1-4).
- The planned Network Operations Center to be built at Norco Campus will provide independent, upgraded server operations for the campus.
The technology infrastructure at Norco Campus is the responsibility of the district. Information Services identifies the major technological goals and direction of the district, including assessment of budgetary funding needs to maintain current technology and acquire new, state-of-the-art hardware and software (III.C.1-27). At the campus level, the IS staff implements decisions with support from administration. In addition, the IMC continually monitors the development of new instructional media and equipment, and takes responsibility for integrating emerging technology into the instructional environment it supports.

The district’s Information Services office purchases Microsoft Windows operating system and Microsoft Office suite licenses for all district and campus computers. When possible, the district uses FCCC for purchases of software licenses. In addition, the FCCC has created a program for students and staff to purchase personal copies of software for work-related use at a reduced rate, while Dell and Apple offer discounts on their products to staff via the web (III.C.1-25).

The district’s commitment to distance learning is accommodated through the use of the Web CT/Blackboard course management system and other web-based learning platforms. As explained in detail in standard III.C.1.a., Open Campus is responsible for technology-mediated instruction and faculty technology training across the district.

Open Campus supports the district infrastructure, allowing for delivery of technology-mediated classes. Effective distribution and utilization of distance education technology resources involves:

- **Servers.** Currently, Open Campus accommodates a production WebCT server hosted in Canada by Web CT, a Web CT development server located on the Riverside City College campus, and a streaming media server hosted in Los Angeles.

- **Application Service Providers.** Open Campus licenses Turnitin.com, a leading online anti-plagiarism software service for all instructors throughout the district.

- **SIS Integration.** Open Campus obtains information on term deadlines, courses, instructors and students from Datatel, reformats it, and imports it into WebCT.

- **Reporting.** Open Campus provides reports for district administration, the State Chancellor’s office, national organizations, and other constituencies.

- **Software.** Open Campus licenses assessment software (Respondus, StudyMate), and ToolBook) used to create computer-based instructional programs for online course development (III.C.1-26).

Priorities for maintaining, upgrading, and purchasing new software are dependent on campus-based discipline annual program review updates provided to departments, which in turn identify goals and communicate technology resource requests to the Norco Academic Planning Council (NAPC), the Technology Resources subcommittee, and the NSPC. Department equipment requests are incorporated into the Norco Academic Master Plan, which becomes part of the district AMP.

**SELF-EVALUATION**

The standard is met. Norco Campus uses and distributes technology resources to support, develop, maintain, and enhance campus programs and services. Norco Campus and the district remain reasonably up to date technologically.
In recent years, the use of instructional technology and the Internet has become an essential tool for all disciplines. More faculty and students regularly utilize technology than ever before; thus, faculty staff and students have a direct interest in the decision-making process for technology resources allocation.

As a result, the Norco Campus is making a conscious transition from earlier informal processes to a formalized long-range planning process for the acquisition of technology resources. The Technology Resources subcommittee of the NSPC has clearly articulated the need for a Norco Campus technology standards and processes document to assist in strategic planning and budgeting for technology resources. This plan will prioritize future technology goals and include an inventory of current technology hardware and software, with anticipated schedules for replacement or upgrade.

**PLANNING AGENDA**

- Develop systematic, scheduled evaluation and replacement processes and protocols to meet institutional technology needs.

**List of References**

III.C.1-1  Administration and Finance functions maps  
III.C.1-2  Academic Affairs functions map  
III.C.1-3  Chancellor’s Office functions map  
III.C.1-4  IMC Norco Purpose and Responsibilities  
III.C.1-5  IMC Production Processes  
III.C.1-6  Library Program Review  
III.C.1-7  www.rcc.edu/services/dsp/hightech.cfm  
III.C.1-8  IMC website – [http://imc.rcc.edu](http://imc.rcc.edu); Norco IMC Operation Chart  
III.C.1-9  Information Services report  
III.C.1-10  Minutes: Technology Subcommittee; draft Norco Technology Plan  
III.C.1-11  Norco Faculty Technology Survey  
III.C.1-12  Norco Staff/Administration Technology Survey  
III.C.1-13  Report on results of Norco Inland Empire Computer Skills Survey  
III.C.1-14  E-mail notices and flyers announcing training for Resource 25 and Datatel  
III.C.1-15  Flyers announcing WebAdvisor training for FT and PT faculty; Innovation Center calendar  
III.C.1-16  E-mail announcements: training workshops in Tegrity and podcasting  
III.C.1-17  E-mail announcements of Online faculty training workshops  
III.C.1-18  *Online Faculty Handbook*  
III.C.1-19  Board minutes, Oct-Nov. subcommittee meeting, introduction of *Online Faculty Handbook*  
III.C.1-20  Math video tutorial for online Beginning Algebra (Math 52)  
III.C.1-21  Library program review  
III.C.1-22  DSP&S list: adaptive equipment and software  
III.C.1-23  Minutes, Student Success Center Program  
III.C.1-24  Administration & Finance functions maps  
III.C.1-25  [http://www.collegebuys.org](http://www.collegebuys.org)
Standard III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the result of evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

Technology planning and evaluation of resources are the responsibility of both the district and the individual campuses. Evaluative processes are in place at the district level to systematically review, assess and modify systems and processes to ensure the effective use of technology resources. District-based entities (Academic Information Architecture, Information Services and its sub-divisions, Open Campus, and Public Relations) provide leadership and assistance to campuses in planning their resources. Hence, the process of requesting, planning, acquiring and maintaining new technology for Norco Campus is supported throughout at the district level.

At the individual campus level, there is a series of processes and evaluations used to assess and then upgrade or modify technology resources to ensure their effective use. For general institutional technology needs assessment, Norco Campus follows a variety of established procedures:

- In purchasing new technology to meet administrative computing requirements, the Norco administration is guided by end-user input and the appropriate support department within the district’s Information Services group.
- Hardware purchases for the Norco Library are approved and specified by the assistant dean, library faculty and staff.
- In the case of vocational programs, technology requests incorporate the input of industry advisory committees when appropriate.
- Large purchases, such as projects which are significant enough to require competitive bidding, may involve the oversight and support of the Purchasing office (district), the Administration and Finance office, and the guidance of a number of district-wide committees—formerly the district Technology Equity and Access Committee and now the District Strategic Planning Committee.

Academic purchasing decisions generally originate with a request from faculty. For academic computing at the Norco Campus, either individual faculty members or an instructional discipline may initiate a request for new equipment or upgrades through their academic department, often with the assistance of IS staff. These requests are reviewed and prioritized in departmental meetings, then communicated to campus administration. Prior to deciding the disposition of a request, Norco administrators usually seek the guidance of the Norco Strategic Planning Committee (NSPC), the

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15 Initially, the annual program review update process evaluates whether technology needs are being met for individual disciplines and programs. A more comprehensive evaluation takes place through the four-year program reviews conducted by instructional and non-instructional units at the district and campus level. The recommendations from these program reviews and updates are communicated by discipline faculty to the departments.
Technology Resources subcommittee,\textsuperscript{16} the Norco Academic Planning Council (NAPC), and the Academic Senate, particularly when multiple requests are competing for available funds. Also, technology resource requests are incorporated each year by the departments into the Norco Academic Master Plan, with input from the NAPC and the NSPC.

Once approved, new technology proposals are reviewed by the district Information Services group or the Instructional Media Center at the Digital Library. For hardware purchases, the district staff develops detailed technical specifications and pricing which are used to acquire the requested technology (through competitive bidding if appropriate) through the district Information Services Group and district Purchasing office.

Through the process of informed recommendations and decision-making at the campus and district levels, technology planning is integrated with institutional planning at Norco Campus.

**Self Evaluation**

The standard is met. Technology planning and decision-making take place at many levels within the campus and the district to ensure that the proper technology resources are available for the Norco Campus. A system has been developed to ensure that all requests for additional equipment or software are researched and analyzed.

**Planning Agenda**

\textsuperscript{16} The Technology Resources subcommittee has as its primary task to evaluate and recommend appropriate use of technology equipment for both administrative and instructional enhancement and efficiency.
STANDARD III.D
Financial Resources
STANDARD III.D: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

DESCRIPTIVE SUMMARY

The district Academic Master Plan (AMP), updated in 2005, reflects the mission and goals of Norco Campus inasmuch as this document serves as one of the primary elements for financial planning at both district and campus levels (III.D.1-1).

The district Academic Master Plan, founded on the district’s mission and goals, is comprised of the Academic Master Plans of each of the three campuses in the district. The Norco Academic Master Plan (NAMP) is compiled annually with recommendations from all Norco academic departments and programs (III.D.1-2). These recommendations are based in turn on instructional, student services, and administrative unit program reviews and annual program review updates. Supplementary reports and surveys supplied by the district’s Offices of Institutional Research and Reporting are also used to develop the NAMP (III.D.1-3).

Within the Norco Academic Master Plan, each department provides an individual mission statement, a current description, a set of goals, a plan for future growth and development, and a list of potential obstacles to staffing, equipment, facilities planning, and budget requests. To maintain a proper relationship between financial and institutional planning, the district AMP, along with each campus AMP, is updated on an annual basis and published every five years.

The district AMP is aligned with the district Strategic Planning Process to ensure that all financial planning effectively furthers the mission and goals of Norco Campus. At the center of the campus strategic planning process is the Norco Strategic Planning Committee (NSPC), which consists of nine subcommittees including the Financial Resources subcommittee (III.D.1-4). The role of the NSPC and its subcommittees is to work with the Norco Academic Planning Council (NAPC) to review each department’s contribution to the NAMP, and along with other documents, prioritize current and future needs on an annual basis. The district recognizes the NAMP and its financial planning requests as the platform for Norco’s mission and goals. In short, institutional planning, both current and future, is linked closely to financial planning at both district and campus levels (III.D.1-5).
The Board of Trustees is kept abreast of financial planning and allocation through regular reports from district administrators, the Norco president, and the Vice President of Business Services (III.D.1-6). These reports are based on the recommendations of the Norco Strategic Planning Committee, the Financial Resources subcommittee, and the Norco Academic Planning Council, as reflected in the NAMP.

The district is primarily responsible for overseeing the budgeting and the disbursement of all fixed income including full-time instructors, full-time staff, and part-time occasional staff. It is also responsible for financial planning and funding of the Foundation, Public Information, Information Services, Admissions and Records, Student Financial Services, Digital Library/Instructional Media Services, Athletics, and Campus Safety & Police by means of a matrix reporting. The district relies on a cost-basis budget model which is based on actual cost of operation, with the starting point the prior year’s budget for each department.

With respect to budget allocations, the district was in a transition phase during the 2006-2007 school year. Specifically, campus administrators became even more involved in the determination of specific, clearly identified campus and district allocation amounts for certain categorical funding needs (instructional and non-instructional equipment, basic skills, and supplemental budget items). Also, district administrators have placed greater emphasis on the prioritization requests of the various planning and decision-making bodies (NSPC, Financial Resources sub-committee, NAPC) at the campus level.

Norco Campus has its own budget for part-time instructors and short-term hourly staff (III.D.1-7). Since the last accreditation team visit in 2001, Norco Campus has experienced increased enrollment, additional facilities, and an increased need for support costs, such as computers, furniture, and supplies associated with the addition of full and part-time instructors and four new full-time administrators.

Norco has been the recipient of both state and Bond Measure C funding to assist with the construction of new buildings on the Norco Campus (III.D.1-8, and see standard III.B.1.a). These funds are allocated according to a project list approved by the governing board of the Riverside Community College District. A district-wide Bond Oversight Committee monitors the proper allocation of bond funds (III.D.1-9).

SELF-EVALUATION

The standard is met. The base budget provides for all full time, part time, and temporary personnel and related benefits, supplies, and services. Review and prioritization of such requests at the campus level is based on the Norco Academic Master Plan (NAMP), which incorporates departmental funding requests based upon detailed instructional and non-instructional program reviews.

An architectural firm has been hired to assist Norco with the development of a Long Range Educational and Facilities (Campus) Master Plan, incorporating and revising the previous Norco Campus Facilities Master Plan (III.D.1-10). The EMP will be based upon information from the NAMP as well as other data, such as an external scan, demographic data, and the like. It will provide useful information needed to support a campus-based resource allocation model as

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17 Base budget augmentation and special categorical budgets to support the acquisition of equipment and minor renovation are handled as separate processes.
well as the Norco Facilities Master Plan. Both plans are expected to be completed by the end of 2007 (III.D.1-10).

There are a number of support functions critical to the mission and goals of Norco Campus whose operations, personnel, and budget are performed by District personnel. They include:

- Public Affairs
- Information Services
- Student Financial Services
- Athletics
- Campus Police

The current budget allocation model generally speaking is incremental in nature. A new budget allocation model will be developed for use in fiscal 2008 – 2009.

**PLANNING AGENDA**

- Implement the new budget allocation model for fiscal year 2008-2009.

**III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

**DESCRIPTIVE SUMMARY**

Since its last accreditation report, the district has developed and implemented appropriate processes and procedures to reflect realistic assessment of financial resources and expenditures through its Administration and Finance Office (III.D.1-11). As mentioned above in standard III.D.1.a, part-time salaries, supplies and equipment, services, and specified (variable cost) categorical funds are under the direct control of Norco Campus, while the remaining budgetary areas such as fixed costs and district support functions are managed centrally.

A monthly financial report that provides detailed budgetary and financial information for each department is distributed by the Norco Vice President of Business Services to administrators and department chairs and provided to the Financial Resources sub-committee of the Norco SPC (III.D.1-13). To provide additional support and strength the institution, the district and Norco Campus have pursued other funding sources. These have included:

- Successful passage of Bond Measure C for capital projects.
- Applying for and receiving Title V, NSF, and other grants (III.D.1-14).
- Specifically allocated basic skills funding and career technical development monies (III.D.1-12).
- Collaborating with the John F. Kennedy Middle College High School, located on Norco Campus property, for additional classroom space for college classes held in the late afternoon and evening.
- Additional funds raised by the RCCD Foundation in order to increase the amount of financial assistance available to students throughout the district (III.D.1-15).
- During fiscal year 2006-2007, in addition to the annual allocation of instructional equipment (based upon a three-year average of FTES), Norco Campus received $97,000 in one-time categorical funds to support new biology courses (III.D.1-16).

**SELF-EVALUATION**

The standard is met. Through the monthly financial reports submitted to department chairs and administrators, dialogue and recommendations on budgetary matters from the Financial Resources subcommittee
of the SPC, and prioritized input from departments via instructional and non-instructional program reviews, Norco Campus makes every effort to establish funding priorities to help departments achieve their educational and financial goals.

During 2006-07 the co-chairs of the NSPC reviewed the budget recommendation process. Revisions to the process were approved in spring 2007 for implementation in subsequent budget cycles. The net result of the new budget allocation model will reflect a much more realistic assessment of financial resource availability and provide a better indication of how to develop further financial resources for the Norco Campus.

PLANNING AGENDA

- Norco Campus will continue to pursue partnerships and seek outside resources.
- Continue the transition to a campus-based budget allocation model by building the capacity of NSPC to evaluate and prioritize resource requests using program reviews and district/campus strategic initiatives.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

DESCRIPTIVE SUMMARY

Over the past several years, Riverside Community College District has met and exceeded its five percent reserve fund target. This makes it a financially stable community college district despite the series of recent funding cuts by the state which took place from 2001-2005. Board Policy #6200 ("Budget Preparation") mandates the maintenance of a minimum 5% general operating reserve in the district’s budget (III.D.1-17). To ensure that this is maintained, the 5% reserve is the first item budgeted each year. At the campus level, an administrative contingency account is established each year to provide for unbudgeted needs and new initiatives as they may arise during the year.

Regular full- and part-time salaries, cost increases for those salaries, and long-term liabilities are considered as designated budget items with funds set aside by the district prior to allocating funds to the campuses. Included are such expenses as health and welfare benefits, retirement funds, disability insurance, state unemployment insurance, workers’ compensation insurance, long-term leases, utility expenses, and debt payments. Also, the district addresses its insurance and liability exposures through a combination of insurance, participation in joint powers associations, and self-insurance. Before funding is appropriated to various other needs, such as facility rentals and debt payments, the district sets aside funds to meet contractual obligations.

SELF-EVALUATION

The standard is met. In terms of making short-range financial plans, the district and Norco Campus take into account long-range financial priorities in order to assure the financial stability of the institution. Plans for payment of liabilities and future obligations are clearly identified in annual district budget reports and planning documents.

To assist in integrating short- and long-range planning for the Norco Campus, in spring 2007 the campus selected a consultant to assist the campus with the development of a Long Range Educational Plan and
an update of the campus Facilities Master Plan.\textsuperscript{18}

With the opening of the Early Childhood Education Center in fall 2005, the anticipated construction of a 35,000-square-foot Industrial Technology building, the design for a new Student Success Center underway, and the construction of a self-sufficient Norco Network Operations Center (NOC), the campus is positioning itself to better support the students of the Norco Campus in the future.

\textbf{PLANNING AGENDA}

None

\textbf{III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.}

\textbf{DESCRIPTIVE SUMMARY}

The current process of financial planning, budget development, and appropriate control mechanisms at the district level and at Norco is in accord with Board Policies #7080 - “Budget Development: Fund Balance Target”; #6200 – “Budget Preparation”; and #6300 – “Fiscal Management” (III.D.1-18). The detailed process is as follows:

\textit{District Level}

\begin{itemize}
  \item The Educational Master Plan (EMP) will be based upon information from the District AMP and the Norco AMP as well as other data, such as an external scan, demographic data, and the like. Both plans are expected to be completed by the end of 2007.
  \item The Budget Bunch plays an integral role in the development of the annual budget. Norco is represented on the committee by the campus President and by the Vice President of Business Services.
  \item In fulfilling this responsibility, the Budget Bunch is kept informed by the district Office of Administration and Finance of projections and assumptions as the governor and legislature develop the budget for the coming fiscal year.
  \item The Resources Committee of the Board of Trustees provides a venue for constituent groups to be informed and voice their input regarding budgetary matters.
  \item When the governor announces the budget, the district Office of Administration and Finance prepares district-wide budget scenarios based on the budget allocation model.\textsuperscript{19} This initial budget is reviewed by the Resources Board Committee of the Board of Trustees. This committee includes members of the Academic Senate, student body, and faculty/staff bargaining units).
  \item The district Office of Administration and Finance distributes New Position Request and Capital Outlay Request forms in May for return in July. Departmental budget worksheets are distributed in July. These worksheets allow for changes in department budgets related to temporary/hourly wages, services, and supplies (III.D.1-19, 20, 21).
  \item The tentative budget is then reviewed by the Budget Bunch and a recommended budget is forwarded to the chancellor. The chancellor presents this tentative budget to the Board of Trustees in June for approval.
\end{itemize}

\textsuperscript{18} The Educational Master Plan (EMP) will be based upon information from the District AMP and the Norco AMP as well as other data, such as an external scan, demographic data, and the like. Both plans are expected to be completed by the end of 2007.

\textsuperscript{19} The proposed budget is based on fixed and known variable costs as well as district-wide initiatives that have been authorized for funding.
• After the state legislature and the governor approve the final state budget, the district budget is further reviewed by the Budget Bunch, the Chancellor, and the Resources Board Committee. The budget is then submitted to the Board of Trustees in September.

• In addition to the development of a budget proposal, the Budget Bunch discusses any problem areas, and, as necessary, submits recommendations to the Chancellor, who forwards the recommendations to the Resources Board Committee and/or the Board of Trustees.

_District-Norco Budget Communications_

• In general terms, the current budget allocation methodology has been a bottom-up and cost-driven process. The starting point for the new budget each year is the Revised Budget as of April 30th of the prior year. Budget Adjustment/ Augmentation worksheets are sent to each department in July each year. This is the opportunity for departments to translate the results of their planning into a budget request.20

• The Budget Adjustment worksheets are submitted to campus leadership for consideration and prioritization. Once reviewed and prioritized, they are then submitted to Finance to accumulate for discussion by Budget Bunch, who take into consideration requests district-wide and the amount of available resources to fund the requests.

• In May each year, Capital Equipment and Position Request forms are distributed to campus leadership, which then distributes the forms to the departments (III.D.1-20). Again, this is the opportunity for departments to translate the results of their planning efforts into a budget request. The submission process follows the same methodology as described above for the Budget Adjustment worksheets (III.D.1-21).

_Norco Campus Level_

• Norco Campus has a local Academic Senate with representation on the District Academic Senate. As a committee of the District Senate, the Budget and Legislative Committee is composed of elected members representing the institution at large. The chair of this committee serves as representative to the Resources Board Committee of the Board of Trustees. Representatives from the Academic Senate, ASRCC, CTA and CSEA also attend meetings of the Resources Board Committee.

• Through program review, the Norco academic departments and non-instructional units develop five-year long range plans, with funding requests prioritized and then summarized in the Norco Academic Master Plan. These plans address the needs of each department with respect to human and physical resources to meet the expected growth. These plans are updated annually through the annual program review process, with identified needs prioritized and integrated into budget allocation decision-making.21

• The office of the Vice President, Business Services distributes a monthly financial report to campus departments. This report presents by budget line the

20 This district-campus process has been past practice. However, the campus will follow a different process for the fiscal year 2008-09 budget. The revised process, which will rely more heavily on information provided in program reviews has been adopted by the Norco SPC.

21 Program review drives campus budget priorities beginning at the department level, then moving through various constituencies such as NAPC and NSPC, including the Financial Resources subcommittee; recommendations are made to campus leadership during the budget development process throughout the year.
adopted budget, revised budget, year to date expenditures, encumbrances, and balance available. This information is provided to the department chair and managers so that they can monitor their financial activity and make changes as necessary (III.D.1-13).

SELF-EVALUATION

The standard is met. The Norco Campus follows all guidelines and processes financial planning and budget development, allowing all campus constituencies to participate in the processes. The Norco Academic Planning Council, the Dean of Instruction, the Vice Presidents of Business Services and Educational Affairs, and the President of Norco Campus, along with the Norco Strategic Planning Committee (SPC) and its Financial Resources subcommittee, review and discuss the funding needs of the campus.

Norco Campus constituents appreciate the support provided by the chancellor and the Board of Trustees over the past five years in giving their approval for hiring additional full-time faculty as well as the allocation of Measure C bond funds and specific categorical funds to the Norco Campus.

PLANNING AGENDA

- Effectively participate in the development of a new district budget allocation model.

List of References

| III.D.1-1 | District Academic Master Plan          |
| III.D.1-2 | Norco Academic Master Plan             |
| III.D.1-3 | Fact Book, pgs. 72-121, 201-245        |
| III.D.1-4 | *Strategic Planning Process 2001-2006* |
| III.D.1-5 | Board of Trustees Minutes: record of NAMP/AMP approval (2005-2006) |
| III.D.1-6 | Sample reports by district admin and Norco President |
| III.D.1-7 | Copy of part-time instructional budget 2006-2007, Norco Campus |
| III.D.1-8 | Measure C documents                     |
| III.D.1-9 | Bond Oversight Committee membership list |
| III.D.1-10| Agreement with long-range educational plan consultant |
| III.D.1-11| Administrative and Financial Services Function Map |
| III.D.1-12| RCCD General Unrestricted Budget, 2006-2007 |
| III.D.1-13| Sample Monthly Financial Report         |
| III.D.1-14| “Federal Grant Awards, Calendar Years 2001-Present,” “Foundation Grant Awards, Calendar Years 2004 – Present,” “State Grant Awards, Calendar Years 2001-2004” |
| III.D.1-15| Sample Foundation audit-financial report |
| III.D.1-16| Funding allocation approval: Office of Budget and Finance, for biology courses |
| III.D.1-17| Board Policy #6200                      |
| III.D.1-18| Board Policy #6200, 6300                |
| III.D.1-19| Fiscal year 2007-2008 Tentative Budget Development Schedule |
| III.D.1-20| Capital Equipment and Position Request form (sample) |
| III.D.1-21| Budget Adjustment Worksheet (sample)    |
III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

DESCRIPTIVE SUMMARY

The district’s annual budget as well as its finances and expenditures are audited yearly by external auditors. Audit finding responses are prepared by the responsible administrator at either the district or campus level. The responses are included in the issued audit report. Audit reports are submitted to federal, state and local oversight agencies and to the district Board of Trustees based on predetermined timelines (III.D.2-1).

During the annual audit process, if audit exceptions are noted, the district Office of Administration and Finance immediately contacts the unit responsible for the exception and recommends a corrective action plan. There were no audit exceptions in fiscal year 2003-2004. There were four (4) audit exceptions in fiscal year 2004-2005:

- Three federal award findings
  - 2 for student financial aid and 1 for GEAR-Up/Passport Plus
- One state award finding
- One for EOPS program (III.D.2-2)

To redress the exceptions, the Office of Administration and Finance contacted the student services program directors for each of the programs to obtain their corrective action plan. The corrective action plan was included in the published audit report under the “District Response” section. The district controller followed up with the program directors throughout the year to determine if the corrective action plans had been implemented. A follow-up was also conducted by the Federal and State governmental departments having oversight over those programs that had audit exceptions.22

With regard to budget allocation and use of financial resources in the district, the current budget allocation methodology at RCCD is a bottom-up process. The starting point for the new budget each year is the revised budget from April 30 of the prior year. In order to ensure appropriate allocation and use of financial resources as the district moves to a multi-college model, the district recently initiated the Three Colleges Project, coordinated by the Vice Chancellor, Administration and Finance, with participation of the college business officers and district finance and administrative associate vice chancellors, to assess the appropriateness and effectiveness of financial and administrative procedures and policies within the context of a three-college district.

22 See the Finance section of the Accreditation Evidence website for a copy of the audit report. Correspondence with the Federal Department of Education has been placed on the website.
Among the issues under review is the RCCD Budget Allocation Model (see III.D.1.a. above).

During 2007-2008, a new RCCD Budget Allocation Model (BAM) and a mid-Range Financial Model will be developed to assist in allocating resources to campuses and District office functions as well as to assist in planning for the effects of new programs and initiatives on district and campus resources.

Development of the BAM will involve representatives from the campus, particularly the new campus Business VPs. The RCCD Budget Allocation Model will provide opportunities for strengthening the linkage between planning and budgeting.

The district was in a transition phase to this new allocation model during the 2006-2007 school year. Specifically, campus administrators became more involved in the determination of specific, clearly identified campus and district allocation amounts for certain categorical funding needs. Also, district administrators placed greater emphasis on the prioritization requests of the various planning and decision-making bodies (NSPC, financial resources sub-committee, NAPC) at the campus level. Categorical funding was allocated as follows:

<table>
<thead>
<tr>
<th>Funding Need</th>
<th>Amount Allocated</th>
<th>Percent of total district allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional equipment</td>
<td>$320,306</td>
<td>21%</td>
</tr>
<tr>
<td>Non-instructional equipment</td>
<td>125,000</td>
<td>25%</td>
</tr>
<tr>
<td>Basic skills</td>
<td>109,720</td>
<td>19%</td>
</tr>
<tr>
<td>Remodeling projects</td>
<td>75,000</td>
<td>25%</td>
</tr>
</tbody>
</table>

In general, the distribution for each campus was based on a three-year average of total FTES produced (Norco’s average was 21.79%).

Before sending a final recommendation to the President through the NSPC, the Norco APC meets to re-prioritize instructional equipment requests after departmental input before sending a final recommendation to the President. In terms of non-instructional equipment, already committed repair and replacement projects will receive first priority. Norco budget allocation for supplemental budget requests will depend on the district Budget Bunch receiving from the Norco president (via the NSPC) a prioritized list based upon departmental requests for additional funds, including new classified positions, software, and library books and on budget availability.

**SELF-EVALUATION**

The standard is met. The district is committed to conducting a review of the cost allocation model and is expected to produce an alternative base budget model, which will use long range and various metrics to allocate funds in a manner more consistent with strategic planning. This review began in fiscal year 2006-2007 and will be fully implemented by the 2008-09 fiscal year.

As noted above, the amount of base budget allocated to the Norco Campus is initially based on the prior spending level. Adjustments in full- and part-time faculty are made to reflect changes in enrollment. While base funding is relatively predictable, the ability to obtain base budget increases beyond faculty resources is dependent on the amount of funds available district-wide at the time of the request.
PLANNING AGENDA

- Participate in the implementation of the new budget allocation and new mid-range financial models.

III.D.2.b. Appropriate financial information is provided throughout the institution.

DESCRIPTIVE SUMMARY

Appropriate financial information is provided online. A printed copy of the District’s budget is placed in the library at each campus and it is a public document. Administrative officers at each campus receive information on budget accounts. The Norco Campus Vice President of Business Services provides a monthly summary financial report to the president and the Financial Resources subcommittee of the NSPC. In addition, each department receives a monthly financial report that highlights budgetary issues or items needing specific action.

Moreover, department chairs and managers can access real time budget and expenditure data and related information via Galaxy budget and financial system software. Budget information can also be obtained from the campus business office or district Administration & Finance Office by request.

SELF-EVALUATION

This standard is met.

PLANNING AGENDA

None

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

DESCRIPTIVE SUMMARY

The primary sources of RCCD funding are through general apportionment and funds from categorical programs. Through the Administration and Finance Office, the district provides annual, quarterly, and monthly budget reports that communicate cash flow requirements, reserve levels, expenditures, fixed costs, and cost of insurance and workers’ compensation (III.D.2-6).

Board policy also mandates the maintenance of a minimum 5% general operating reserve in the District’s budget (III.D.2-7). To ensure that this is maintained, the 5% reserve is the first item budgeted each year. Any general funds not spent by the district or RCC Norco are placed in the district’s ending balance at the end of the fiscal year. Using the district’s current budget allocation model, these funds are redistributed and/or re-allocated the following year (III.D.2-8).

At the district level, an administrative contingency account is established each year to provide for unbudgeted needs (III.D.2-9).

RCCD has maintained sufficient insurance coverage that covers property and liability; workers’ compensation; and vehicle insurance. To comply with Board policy, the district has a Risk Management Office to ensure that its risk management program meets all legal requirements and provides protection against loss, damage, or liability in accordance with California Education Code #72506 and any other applicable state codes (III.D.2-10).
SELF-EVALUATION

The standard is met. The district Administration and Finance Office has been conservative in its approach, keeping the district financially sound and meeting all obligations without reducing the number of programs or faculty. The Board’s policy objective is a budgeted ending balance equal to “at least 5% of total available funds.”

With respect to contingency funds, the district provides the president of the Norco Campus with $40,000 each year to address any unmet or unexpected financial need (III.D.2-11). Other possible sources include the district contingency and the reallocation of unspent budget balances. The district will consider alternative methods for contingency funding at the campus level in the development of the new Budget Allocation Model.

PLANNING AGENDA

None

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

DESCRIPTIVE SUMMARY

Oversight of RCCD’s finances includes the following processes:

- The Board of Trustees Resource Board Committee meets regularly to review the budget status and information prepared by the district’s Financial Services department (III.D.2-12).
- Board Policy #2200 requires that the Board of Trustees ensure an annual audit of all funds. RCCD’s internal auditor also provides oversight in all areas of compliance. The District’s external independent auditors provide financial and programmatic oversight during the annual audit (III.D.2-1,6).
- The district Grants & Contracts Office provides oversight for all financial compliance related to grants (see Chancellor’ Office functions map) (III.D.2-13).
- The independent Citizens’ Bond Oversight Committee makes sure that the funds from Measure C bonds are spent in accordance with projects and programs outlined in the election ballot. (III.D.2-14).
- Student Financial Services oversees student financial aid with the district’s Auxiliary Business Services Office providing accounting support (III.D.2-15).
- Foundation funds are managed by an executive director and an Executive & Finance Committee, with the assistance of the district’s Auxiliary Business Services Department performing the accounting role. The foundation, as a separate not-for-profit (501-C-3) organization, is audited each year (III.D.2-16).
- Administrators contracting for goods and services have oversight over outside contracts to ensure that the contract obligation is met. The Administration & Finance Office, specifically Purchasing and Accounts Payable, provides an additional level of oversight for these contractual obligations.
- In general, the Administration & Finance Office maintains overall budget oversight of finances for grants and financial aid, performs an accounting function for the financial activity of auxiliary organizations such as ASRCC and the RCCD Foundation, and accounts for the District’s fixed assets. The District is obligated by regulation to maintain...
III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

DESCRIPTIVE SUMMARY

The district performs a fiscal oversight function of all grants, externally funded programs, and auxiliary functions. Board Policies #6200 – “Budget Preparation” and #6300 – “Fiscal Management” regulate district and college use of funding. The district conducts regular audits of practices to determine if there are any deviations from standard procedures. Norco Campus strives to link all resources, including discretionary funds, fundraising events, and grant funds, to the mission statement and to the campus goals described in the Norco Academic Master Plan. Through the auspices of the district, RCCD Foundation and federal grant funds are earmarked for projects on the Norco Campus.

SELF-EVALUATION

The standard is met. Norco Campus, through district oversight of auxiliary funds, fund-raising efforts, and grants, utilizes resources with integrity to meet the mission and goals of the institution.

PLANNING AGENDA

None

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTIVE SUMMARY

Most contractual agreements are initiated and managed at the campus level. They also are typically reviewed at the district level, and are approved by the Board of Trustees. Norco Campus therefore depends on the administrative and legal resources and actions of the district in this regard. As explained previously in standard III.D.2.d, the district’s Administration & Finance Office, in coordination with Norco Campus, manages all major accounting functions and provides all state and federal reporting. RCCD has established a series of internal controls and procedures for the use of external contractual agreements. Evidence of oversight of these contracts is found in the district financial audit, referenced in standard III.D.2.d above.

Contracts with outside vendors require Board approval. The district has a contract expert who reviews proposed contracts and provides assistance to the college during negotiations. A district auditor conducts reviews of practices and ensures they are in conformance with board policies and administrative regulations. The Board ensures strict adherence to all contracts governed by
federal and state codes and regulations. All contractors must meet the insurance specifications required by the district administrative services policy.

On projects related to the Norco Campus, the campus Physical Resources and Financial Resources and other sub-committees of the NSPC play a role in determining which contractors will provide the best services and are consistent with Norco’s mission and goals.

SELF-EVALUATION

The standard is met. RCC Norco participates in district-approved contractual agreements that range from provision of professional service contracts, software agreements, and the leasing of equipment and hardware, to the leasing of off-site instructional spaces. Norco Campus is actively engaged in the recommendation of consultants to the Board of Trustees. Rigorous guidelines are established to ensure that the best bid is obtained and that the campus is protected from contractor negligence or incompetence (III.D.2-1, 21).

The practice of requiring that all contracts, regardless of amount, be approved by the Board of Trustees contributes to delays in processing and initiation of contracts at the local level. The delegation of contract signature authority is currently under consideration by the Board.

PLANNING AGENDA

• Work with district officials to streamline contract approval processes.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

DESCRIPTIVE SUMMARY

Both the district and Norco Campus have procedures to evaluate financial management processes. The district-wide Budget Bunch looks at budget data and reviews allocation processes, making adjustments when necessary. In addition, the district uses an annual external audit to provide feedback and a written report to the Board of Trustees on the efficiency and effectiveness of the district processes and procedures.

With the appointment of the Vice President of Business Services, Norco Campus was able to ensure regular evaluations of its local financial management processes to ensure appropriate allocation of financial resources from the district. A significant change will include the district’s review of its base model allocation system and the subsequent modification of that system to align resource distribution more closely with metrics such as headcount, FTES, faculty load ratios and, in particular, strategic planning.

As a result of concerted evaluative efforts, the district recently created a new initiative, the Three Colleges Project, to be coordinated by the Vice Chancellor, Administration and Finance, with participation by the college business officers and district finance and administrative Associate Vice Chancellors, to assess the appropriateness and effectiveness of financial and administrative procedures and policies within the context of a three-college district (III.D.2-24). Among the issues under review is the
Budget Allocation Model (see standard III.D.2.a. above).

**SELF-EVALUATION**

The standard is met. The district has evaluative processes in place for allocation and use of financial resources at its college and educational centers.

**PLANNING AGENDA**

The Norco Campus Vice President of Business Services and the members of the Three Colleges Project will:

- Discuss, explore and implement, as needed, modifications and/or new administrative and financial procedures and policies suitable for a multi-college district.

**List of References**

III.D.2-1 District annual independent audit, 2005-06
III.D.2-2 Report listing audit exceptions
III.D.2-4 Copy of categorical funding allocation, 2006-2007, Norco Campus
III.D.2-6 Sample Finance and Audit budget reports; see also board policies #2200, 6300
III.D.2-7 Board Policy #6200 (Budget Preparation)
III.D.2-8 FY 2006-2007 Adopted Budget
III.D.2-9 Copy of district administrative contingency account
III.D.2-10 California Education Code website showing insurance requirements, or legal document (obtain from Risk Management showing district risk management obligations
III.D.2-11 President’s contingency budget showing $40,000 allocation
III.D.2-12 District monthly financial report
III.D.2-13 Chancellor’s Office organizational chart and functions map
III.D.2-14 Measure C and The Citizens’ Bond Oversight Committee; [http://www.rcc.edu/community/cbox/index.cfm](http://www.rcc.edu/community/cbox/index.cfm); District annual independent audit; Report on Proposition 39, Funding Financial and Performance Audits
III.D.2-15 District annual independent audit, 2005-06
III.D.2-18 Board Policies #6200, and 6300.
III.D.2-19 Board policy #6140
III.D.2-20 Internal controls and procedures for external contractual agreements; see also Board Policy Section 6 – Business & Fiscal Affairs
III.D.2-21 RCCD Finance and Audit. Report No.: VI-D-3, 10/17/06
III.D.2-22 District Annual Independent Audit 2005-2006
III.D.2-24 Minutes or documentation, Three Colleges Project
III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

The evaluation of financial resources is the responsibility of the district and the individual campuses. Board Policy regulates the effective use of financial resources. Evaluative processes are in place at the district level to systematically review, assess and modify systems and processes to ensure the effective use of financial resources.23

At the individual campus level, there are a series of processes and reviews to assess and modify systems to ensure the effective use of financial resources. Initially, the annual program review update process evaluates if fiscal needs are being met for individual disciplines and programs. These evaluations are also evident in the comprehensive program reviews conducted by instructional and non-instructional units at the district and campus level. Any process changes recommended are communicated in turn to the departments, and through the departments to the Norco Academic Planning Council and to the Norco Strategic Planning Committee. The Norco Academic Senate may also provide leadership in recommending evaluation of fiscal matters or process changes. These groups may request changes to the process or evaluation of financial resources through the Financial Resources subcommittee of the NSPC, or directly to Norco Campus management.

The creation of a new business office on the Norco Campus, along with the hire of a Vice President of Business Services, has assisted the Financial Resources subcommittee of the NSPC and Norco Campus administration in assessing the effective use of financial resources and using the results of the evaluation as the basis for improvement.

SELF-EVALUATION

The standard is met. The district and the campuses have processes in place to systematically assess the effective use of financial resources and to use the results of any evaluation as the basis for improvement. On the Norco Campus, the Norco Strategic Planning Committee, and its Financial Resources Subcommittee make recommendations for changes to the process or evaluation of fiscal needs utilizing input from departments and annual program review updates. The Vice President of Business Services and the Norco Campus administration also make recommendations for fiscal process modifications based on their evaluations of the effectiveness of current processes.

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23 There are several mechanisms that oversee the use of financial resources in the district. The Finance and Audit Committee of the Board of Trustees receives financial information from administrators and auditors. The Financial and Legislative Committee of the District Academic Senate has representation on the Budget Bunch. These committees hear reports, ask questions and approve them or recommend changes. The District Resources Committee and the district Administration & Finance Office also provide input and oversight. The independent Citizens’ Bond Oversight Committee ensure that the funds from Measure C bonds are spent in accordance with projects and programs outlined in the election ballot.
One recent recommendation for change to district procedures that has arisen as a result of evaluation of the current base budget model is the proposed new Budget Allocation Model (see standard III.D.2.d.). More importantly, as a result of concerted evaluative efforts at the district and campus levels, the District’s new initiative, the Three Colleges Project, has been created to assess the appropriateness and effectiveness of financial and administrative procedures and policies within the context of a three-college district (III.D.2-24). These two examples provide ample evidence of an effective evaluative process at RCCD for the efficient use of financial resources and for the improvement of fiscal services throughout the district.

**PLANNING AGENDA**

- Continue to identify budgetary priorities at Norco Campus and conduct periodic analysis to determine if the allocated resources are being utilized for the purposes identified during the budget development process.