STANDARD IV.A
Decision-Making Roles & Processes
Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A: Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

DESCRIPTIVE SUMMARY

Norco Campus was established in 1991 as one of two educational centers in the Riverside Community Campus District. Administrative and faculty leaders have created an environment promoting autonomy, creativity of thought, and marked excellence among Norco staff, faculty, and students and across all institutional domains. The faculty, staff, students, and administrators who laid the academic groundwork during Norco Campus’s early years did so in a spirit of commitment and collaboration, laying a strong foundation for the collegiality that exists today, which has become one of Norco’s hallmarks. Although the campus has grown considerably since its early days, it maintains its unique sense of individuality, its friendly small-town atmosphere, and its commitment to serving the needs of its student population.

Norco has established systematic governance traditions which promote and assure inclusion in decision-making processes at all levels. Institutional leaders ensure that faculty, staff, students, and administrators communicate openly and freely on a regular basis by providing appropriate forums in which to do so. These include shared governance structures as well as faculty and staff meetings and campus retreats. All constituents are encouraged to voice ideas and concerns which contribute to planning and decision-making (see also standards I.A.4 and I.B.1-4). As the campus has grown and prepared to take on independent college status, those traditions have been formalized. There are a variety of means through which all constituencies participate. These include:

- Norco Academic Senate. In May 2005 Norco Campus finalized the establish-
ment of a separate academic senate, electing officers, writing its own bylaws, and electing department representatives1 (IV.A.1-1). The Senate is the primary means through which faculty participate in shared governance. Bylaws developed by the Norco Academic Senate and the District Senate specify the relationship between these two bodies and facilitate self-governance while at the same time maintaining appropriate lines of communication to address both local and district academic issues (IV.A.1-2). Norco Academic Senate members meet monthly to discuss issues of current interest to faculty at Norco Campus.

- **Norco Academic Planning Council (NAMP).** This council is comprised of faculty chairs, co-chairs (one faculty member and the dean of instruction), and assistant chairs who serve in an advisory capacity to administrators on matters concerning faculty hiring, budget planning and preparation, capital expenditures, program development, and the number and type of course/section offerings (IV.A.1-3). The NAPC meets monthly. Individual department chairs also meet whenever necessary with the college president and the dean of instruction.

- **Norco Strategic Planning Committee (NPSC).** Faculty, staff, administrators, and students have the opportunity to participate actively in effective discussion, planning and implementation for Norco Campus through the Strategic Planning Committee. This campus-based body has a critical role in communicating local campus concerns to district administrators through the District Strategic Planning Committee. (IV.A.1-4). The NSPC has nine subcommittees that deal with all aspects of campus operations, as follows:
  - Instructional Programs
  - Student Support Services
  - Institutional Mission and Effectiveness
  - Library and Learning Support Services
  - Financial Resources
  - Human Resources
  - Physical Resources
  - Technology
  - Leadership & Governance

The **Strategic Planning Co-Chairs Council** (comprised of the faculty and staff co-chairs of the nine subcommittees above the Dean of Instruction, the Vice Presidents of Educational Services and Business Services, and the co-chair of the larger NSPC). NSPC recommendations are forwarded to the campus president (IV.A.1-4).

- **The Norco Academic Master Plan (NAMP),** the primary instrument for campus planning, provides the foundation and direction by which mission-driven and student-centered decision-making is maintained. The NAMP, part

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1 Until fall 2005, Riverside Community College District faculty members were members of one academic senate made up of a representative from each department in the district’s three campuses. That senate had standing committees, which focused on specific areas such as curriculum, professional growth and sabbatical leave, and academic standards. In spring 2005, the RCCD faculty voted to adopt a new District Academic Senate constitution that, in anticipation of the creation of two new colleges, provided for each campus to establish its own academic senate, with the three presidents of those campus senates comprising a District Academic Senate. Also, since May of 2004, the Norco Academic Senate has met monthly during the spring and fall semesters, and its officers have met regularly with the campus provost/president. Bylaws were established in 2004, and modified in 2005 and 2006.
of the District Academic Master Plan, is written and updated yearly with contributions from program review documents, instructional departments and administration. The Academic Master Plan provides a summary of the academic characteristics, objectives, short- and long-term goals, and resource needs of the academic departments across the system. It details the needs of departments in terms of resources and personnel, the progress made towards accomplishing department-specific goals, and the steps necessary to continue moving forward in the future (IV.A.1-5).

- **Program Review and Assessment.** Program review and assessment, the cornerstone of academic planning, is used by academic disciplines to improve student learning outcomes through curriculum and instructional improvement. Norco faculty and administrators serve as members of the District Program Review and District Assessment Committees, which meet monthly throughout the academic year.

- **John F. Kennedy Advisory Council.** Comprised of Norco and John F. Kennedy High School faculty, counselors and administrators, this group met monthly from spring 2002 to fall 2006 (when the school opened) to discuss issues and make decisions pertaining to the relationship between Norco Campus and JFK student policies in areas such as admissions, curriculum, and matriculation² (IV.A.1-6).

- **District Matriculation Advisory Council.** Comprised of faculty, counselors, and Student Services staff, the MAC meets on a regular basis to write and implement matriculation standards and procedures (IV.A.1-7).

- **CTA and CSEA (District).** Faculty and staff members meet weekly to discuss bargaining and contractual issues (IV.A.1-8).

- **Associated Students of Norco Campus (ASNC).** The Associated Students of Norco Campus, established as part of the District Associated Students RCCD in spring 2001, wrote its own by-laws at that time and amended them in fall 2006. ASNC holds regular student senate, executive board, and Inter-Club Council meetings (IV.A.1-9).

By encouraging broad-based participation in the above listed entities, Norco Campus fosters an environment in which faculty, students, staff and administrators play a significant role in institutional decision-making. In the course of these activities, the centrality of the District’s strategic planning processes and initiatives is emphasized, with particular concern for improving student learning and fostering student success.

**Self-Evaluation**

The standard is met. Through a variety of systematic participatory processes, Norco leadership has created an environment for empowerment, innovation, and institutional excellence. The commitment of the administration to keep all constituents involved in the decision-making processes through the various councils, committees, and organiza-

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² John F. Kennedy Middle College High School, built in 2005-2006 and opened in fall semester 2006 with an initial enrollment of 600 students, is located on Norco Campus property adjacent to the college campus buildings. JFK High School is part of the Norco-Corona Unified School District. As a middle college high school, its focus is reflective of the “middle college” concept. The high school campus was constructed as part of an agreement between RCCD, the Norco Campus president, and Norco-Corona Unified School District.
tions ensures effective dialogue, planning, and implementation to meet the central Norco mission goal of improved student learning.

The history and formation of Norco’s academic departments is a pertinent example of faculty-driven policies and evidence of leadership within the institution. In 1995 – 1996 Norco faculty met and developed an organizational structure for new campus-based academic departments in lieu of the district-wide departments in place at that time. These changes and suggestions, agreed upon through local Norco faculty and administrative dialogue, and approved later through contract negotiations, were ultimately adopted by the district. (IV.A.1-10)

The Norco student body has an active and growing student government and organized student clubs. While it is sometimes difficult to gain student participation in campus-wide government structures, nonetheless, the opportunity is available to students. Norco faculty and administration are constantly seeking to increase student participation, as recently evidenced by student attendance at the Norco Strategic Planning Committee by the Norco student government president and designee. (IV.A.1-11, IV.A.1-12)

Norco Campus leaders have been exceedingly supportive in encouraging faculty and staff to take initiative in establishing governance bodies and providing programs and services at Norco which support student learning and improve institutional effectiveness. Extraordinary leadership roles undertaken by campus faculty and staff have been the result of the willingness of all who work at Norco Campus to maintain an atmosphere of collegiality and empowerment. Specific examples of faculty empowerment and initiative fully supported by Norco administrators include:

- Leadership roles by Norco faculty on District Program Review and Assessment Committees: a Norco faculty member co-chairs each of these committees (IV.A.1-13, IV.A.1-14).
- Leadership roles by Norco faculty on District Faculty Development Committee: a Norco faculty member has significant reassigned time to assist in faculty development, FLEX, and workshop activities (IV.A.1-15).
- Leadership roles by Norco faculty in the District Academic Senate: a Norco faculty member is President of the District and local Academic Senate and was recently named recipient of the Chair Academy’s 2007 International Exemplary Leader Award (IV.A.1-16).
- Leadership roles by Norco faculty in the district bargaining unit: a Norco faculty member is President of the CTA (IV.A.1-17).
- The writing and development of the district program review template for instructional disciplines: Norco faculty were lead authors of the document (IV.A.1-18).
- The writing and development of the District Assessment Report: a Norco faculty member is the lead author and researcher (IV.A.1-19).
- Extensive input into and contribution to the development of district-wide General Education SLOs: a Norco faculty member was lead author (IV.A.1-20, IV.A.1-21).
- Revision of district templates for integrated course outlines of record that incorporate general education and discipline-specific SLOs: a Norco faculty member led the development of a new curriculum template and wrote the District Guide to Course Outlines of Record (IV.A.1-22).
• Conducting workshops and writing a handbook to guide faculty through the process of developing distance education courses: a Norco faculty member pioneered faculty-to-faculty assistance workshops and wrote a Handbook for Online Instructors distributed district-wide (IV.A.1-23).

Specific examples of staff and student empowerment and initiative fully supported by Norco administration include:

• **Classified staff** co-chairs of **Strategic Planning Subcommittees**.
• Advising the **Academic Planning Council** on budgetary prioritization issues for capital expenditures and implementing **Schedule 25 course scheduling software** to facilitate the job of scheduling classes for faculty.
• Contributions by staff of significant information and writings included in this self study document, including creating and maintaining the **campus discussion board forum** for planning and accreditation.
• Development by veteran staff members of **department information packets** for faculty new hires.
• Significant **student contributions** to all stages of development of the **Norco mission statement** as well as providing information and feedback on the **self study**.
• Participation of **students** on the **Norco and District Strategic Planning Committees**.
• **Campus-wide dialogue workshop** held on February 8, 2007.

In an effort to enhance the efficacy of faculty and staff participation in institutional governance, the Campus is working toward strengthening the processes by which new faculty and staff members are introduced to its shared governance structure and processes. Existing orientation programs for first-year faculty and staff members are being revised to incorporate more thorough and concise information concerning the Campus committee structure and the expected role of faculty and staff members in institutional governance.

Results of a recent survey of full-time faculty at Norco Campus indicate that a significant majority consider themselves participants in the governance structures of the campus and district; around half of all faculty consider the strategic planning structures in place to be effective, and nearly 90 percent have some sense of inclusion in these processes.\(^3\) These survey results suggest that even though new faculty would like more information early in their employment, they are quickly learning about shared governance through participation. However, adjunct faculty members are given very little orientation to the governance structures and leadership bodies of the Norco Campus; results of the same survey show that less than a third of part-time faculty members understand the governance structures of the campus.

**PLANNING AGENDA**

• Continue to survey students, staff, and faculty to monitor what they do and do not know about how the governance process works.
• Improve orientation of new faculty to governance structures and avenues of participation for both full and part-time faculty.

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\(^3\) Eighty-seven percent of Norco faculty indicate that they participate in shared governance through membership on the Norco Strategic Planning Committee; an additional 29% participate on the Academic Senate.
List of References

IV.A.1-1 Minutes establishing Norco Academic Senate as an independent entity
IV.A.1-2 Norco Academic Senate By-Laws
IV.A.1-3 Norco Academic Planning Council – minutes, roster of members: spring 2007
IV.A.1-4 *Strategic Planning Process, 2001-2006* (district document outlining the process and its history/development)
IV.A.1-5 Norco Academic Master Plan (NAMP)
IV.A.1-6 Sample minutes, JFK High School Advisory Council
IV.A.1-7 Sample minutes, Matriculation Advisory Council
IV.A.1-8 Sample CTA and CSEA meeting minutes; contracts
IV.A.1-9 Sample ASNC by-laws and meeting minutes
IV.A.1-10 Minutes establishing departmental structure; Norco Academic Master Plan
IV.A.1-11 Norco Strategic Planning Committee meeting minutes
IV.A.1-12 District Board of Trustee meeting agenda and minutes
IV.A.1-13 Membership list showing name of co-chair, District Program Review Committee
IV.A.1-14 Membership list showing name of co-chair, District Assessment Committee
IV.A.1-15 Position and duties of Faculty Development coordinator, Norco Campus
IV.A.1-16 District Academic Senate and Norco Senate minutes of election of Tom Wagner as Senate President
IV.A.1-17 CTA Minutes of election of Kari Skiba as President of bargaining unit
IV.A.1-18 *Instructional Program Review: Comprehensive (Background & Guidelines)*
IV.A.1-19 District Assessment Report showing name of author
IV.A.1-20 Norco faculty-administration workshop, fall 2005; reading and dialogue on Gen Ed. SLOs developed by coordinator of District Assessment Committee
IV.A.1-21 DAC Minutes showing adoption of gen ed SLOs
IV.A.1-22 *COR Guide*, Curriculum Committee
IV.A.1-23 *Handbook for Online Faculty*

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

**IV.A.2.a.** Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

**DESCRIPTIVE SUMMARY**

In 2004-2005, in response to ACCJC visiting team recommendations in 2001 pointing out the need for more sophisticated planning processes, the district developed a Strategic
Planning Process which was designed to ensure that faculty, staff, and administrators have a clear and substantive role in governance and a voice in policies, planning and budget. These “newly established principles and planning processes formally address academic, administrative, and facilities planning in a structured and integrated system” (IV.A.2-1). This new framework outlines a flow of communication and dialogue between all constituencies at the district and local levels to ensure that all interests are well represented in all of the governing bodies and committees of the institution.

All meetings of councils, committees, and other planning groups are held on a regular basis, have a published agenda, and are open to the community. The various roles and duties of Norco institutional decision-making bodies are detailed in standard IV.A.1. above.

In addition, Board policy sets out its own role in institutional planning and establishes the roles of the Academic Senate, classified staff, administration and associated student government in collegial governance (IV.A.2-2). The language delineating these roles assures that students, staff, and faculty have effective participation in developing recommendations to the Board of Trustees (IV.A.2-3).

Since May 2005, the president of the Norco Academic Senate has served on the District Academic Senate, which meets monthly with the Chancellor, the Vice-Chancellor for Academic Affairs, other campus academic senate officers, and chairs of the District Academic Senate standing committees. The senate president also meets monthly with the chancellor, his cabinet, and the president of the union at the district’s Board Book Review, and again with the chancellor for a separate, informal Academic Senate discussion group. Also, the Norco Senate president is a member of the Board of Trustees subcommittees and attends all Board of Trustee meetings, except those held in closed session, reporting activities and decisions back to the local Norco Academic Senate.

Members of the Norco Academic Senate attend regular meetings of the District Curriculum, Program Review, Assessment, Academic Standards, and Professional Growth & Sabbatical Leave Committees, reporting decisions and information back to the faculty at Norco Campus. In addition, four Norco Academic Senate standing committees have been established and will assume independent status in fall 2007 (IV.A.2-4):

- Norco Curriculum Committee
- Academic Standards and Publications Committee
- Program Review and Assessment Committee
- Norco Academic Planning Council

Besides their campus roles serving on a variety of Norco planning and governance committees and councils (see standard IV.A.1), Norco administrators sit on district standing committees (including the District Strategic Planning Committee), participate on ad hoc committees, and serve on district task forces. Further delineation of district vs. campus administrative roles is laid out in the Academic Affairs and Governance functions maps found in the Introduction to this self study (IV.A.2-5).

The district clearly defines the role of classified staff in Board Policy #2220, which states that classified staff will have one representative appointed to each board committee (IV.A.2-6). Board Policy #2510, “Participation in Local Decision-Making,” states: “Staff shall be provided the opportu-
nities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the CSEA will be given every reasonable consideration” (IV.A.2-6). A staff representative sits on the Board of Trustees standing committees, District and Norco Strategic Planning Committees, the District Prerequisite Advisory Committee, and the Accreditation Standard Committee (IV.A.2-7, 8-11). Classified staff members also serve on campus-wide committees when their expertise is needed or when a particular committee deals with a shared governance issue.

Students provide input into institutional decisions through student government, the ASNC constitution, and board policy (IV.A.2-12). On January 19, 1993, the Board of Trustees accepted and approved a student shared governance proposal in which the Board of Trustees recognizes the designated Student Trustee as the authority for defining student participatory governance procedures (IV.A.2-13). Student government is responsible for representing the social, political, monetary and educational concerns of Norco students. Student representatives serve on the Board’s four standing committees (Governance, Planning, Resources, Teaching & Learning), serve on the District Strategic Planning Committee along with the faculty Academic Senate, and participate on district-wide committees that affect student interests (IV.A.2-14).

SELF-EVALUATION

The standard is met. Written board policies and district documents exist that clearly specify the manner in which administrators, faculty, staff and students will bring forward ideas and work together to bring about their implementation. The District Strategic Planning Process (along with its related documents and strategic planning committees) is a positive response to 2001 accreditation team recommendations to develop a more sophisticated planning structure. Since the last self-study, separate Norco Academic Senate with standing committees and the Norco Associated Students have been established. Faculty and staff are active at all levels of district and Norco planning and decision making.

District administrators also contribute significantly to institutional governance. Not only do administrators (both academic and classified) serve on district committees, task forces, strategic planning committees, accreditation standard committees, etc., they serve as resource personnel for standing committees, often coordinating meetings and providing background and supporting materials. In many cases, district administrators and faculty share committee leadership responsibilities.

The Norco Academic Senate has made considerable progress in defining the relationship between district and campus senates, but there is still some confusion about the duties of the District Academic Senate standing committees and the Norco Senate committees in shared governance areas, especially regarding the role and responsibilities of the Norco Curriculum Committee with respect to those of the District Curriculum Committee. More formal processes need to be implemented to clarify lines of authority and responsibility.

Recommendations from District Academic Senate standing committees are generally followed by the administration and acted upon by the Board of Trustees. As Norco Campus moves to full college status, its own newly established Academic Senate committees (Curriculum, Academic Standards & Publication, Program Review & Assessment, and Academic Planning Council) will be expected to take the lead in
shared governance responsibilities and represent local senate and college interests at the district level.

The Board of Trustees recognizes the student government as the appropriate organization to select student representatives to serve on district committees, task forces, or other governance groups “that have or will have a significant effect on students” (IV.A.2-15). Each shared governance committee at Norco welcomes and strongly encourages student participation.

**PLANNING AGENDA**

- Examine current policies and procedures and the relationship between district and campus-based institutional governance structures and propose new policies and procedures as appropriate.

**IV.A.2.b.** The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

**DESCRIPTIVE SUMMARY**

Faculty recommendations regarding student learning programs and services primarily arise through the following groups:

- Norco Academic Senate and its standing committees, including the Norco Curriculum Committee and the Norco Academic Planning Council
- Norco Strategic Planning Committee via the Instructional Programs and the Student Support Services subcommittees.

These governing bodies provide an effective means for faculty participation in all issues related to student learning programs and services at Norco Campus.

Administrators attend both district and local Curriculum Committee meetings and Academic Senate meetings to facilitate communication about issues related to student programs and services. Administrators also work with faculty and staff on strategic planning sub-committees and on the Academic Planning Council.

As detailed in standard IV.A.1, the District Program Review and Assessment Committees include several active faculty participants from the Norco Campus who are appointed by the campus Senate. These faculty-driven committees have had primary responsibility for working with faculty in all disciplines and with service areas to facilitate the development of appropriate student learning outcomes at the district, program, discipline and course levels, as well as a more effective program review process in order to assess the effectiveness of stated SLOs in improving student learning. Both district and Norco administrators also serve on these committees.

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4 All department chairs, co-chairs and assistant chairs participate in the Academic Planning Council. An elected representative from each academic department serves on the Norco Curriculum Committee. Two representatives from each department plus Academic Senate committee chairs comprise the voting membership of the Norco Academic Senate.

5 Until spring 2005 Norco administrators and faculty attended District Academic Senate meetings, and Norco faculty made recommendations about learning programs and services as part of the single district-wide Senate. The same delineation of functions and roles applied to faculty recommendations about academic programs and courses, which were accomplished through a single district-wide Curriculum Committee. Until fall 2007, when the Norco Curriculum Committee began independent deliberations on programs created solely for Norco Campus, the institution relied on the district Curriculum Committee for recommendations about all programs, degrees, and certificates.
The nine strategic planning subcommittees of the Norco SPC review and make recommendations on all aspects of campus operations; the Instructional Programs and Student Support Services subcommittees are specifically set up to make recommendations on new programs and services at Norco Campus.

The written procedures delineating faculty roles and responsibilities for student learning programs appear in the District and Norco Academic Senate Constitutions and by-laws, the Curriculum Committee Handbook, the new program development process, the program review committee handbook, the flowchart for communication of decisions from the District Strategic Planning Council to the Norco Strategic Planning Committee, and the Academic Planning Council (IV.A.2-16, 17-21).

SELFEVALUATION

The standard is met. As a relatively small institution in its early years, Norco staff and faculty were able to make recommendations about student learning programs and services by participating on district committees and by utilizing informal systems of governance. To prepare to operate effectively as a larger, independent institution, Norco has formalized its Academic Senate and strategic planning activities to assure direct faculty access to district management structures and to strengthen local governance over programs and services through monthly faculty meetings, department meetings, NAPC meetings, and Norco Strategic Planning Committee meetings.

The focus of the Norco Academic Senate is to strengthen its subcommittees in order to ensure that faculty ideas and concerns about student learning programs and services are raised through appropriate governance processes. The Norco Curriculum Committee established in 2006 is charged with oversight and development of programs and courses specific to Norco Campus as well as supporting the Board Policy mandating a district-wide curriculum to ensure students can freely move between the campuses.

PLANNING AGENDA

- Continue to evaluate the newly established procedures and governance committees responsible for recommending Norco-specific student learning programs and services.
- Continue to formalize the relationships between the Norco Strategic Planning subcommittees, the NAPC, and the Norco Academic Senate with its standing committees.

List of References

| IV.A.2-1 | Strategic Planning Process, 2001-2006 |
| IV.A.2-2 | Board Policies #4005, 5400, 7120 |
| IV.A.2-3 | CA Academic Senate/Title 5 document(s) listing 11 areas of shared governance |
| IV.A.2-4 | October and November 2006 Norco Senate meeting minutes establishing subcommittees |
| IV.A.2-5 | RCCD District-Campus Functions Maps, Self Study Introduction |
| IV.A.2-6 | Board Policies #2220, 2510 |
| IV.A.2-7 | District Budget Advisory Committee membership list |
| IV.A.2-8 | Board of Trustees Standing Committee Agendas showing Norco staff representation and attendance |
IV.A.2-9 Strategic Planning Committee membership list
IV.A.2-10 District Prerequisite Advisory Committee membership list
IV.A.2-11 Accreditation Standard Committee Membership list
IV.A.2-12 Associated Students Norco Campus Constitution and By-Laws; Board Policies #5400, 2015, 2105
IV.A.2-13 Student Shared Governance Proposal
IV.A.2-14 Board Sub-Committee meetings showing student attendance/participation
IV.A.2-15 Board Policies #5400, 2015, 2105
IV.A.2-16 District Academic Senate Constitution and By-Laws
IV.A.2-17 Norco Academic Senate Constitution and By-Laws
IV.A.2-18 District Curriculum Committee Handbook
IV.A.2-19 Locally-Developed New and/or Substantially Changed Program Approval Process
IV.A.2-20 Strategic Planning Process, 2001-2006
IV.A.2-21 Roles and responsibility of Norco APC

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

DESCRIPTIVE SUMMARY

In 2005-2006, after three years of planning and dialogue by representatives from all constituency groups in the district, RCCD began major revisions to the organizational structure at the district level as a response to the 2001 accreditation team’s recommendations and in anticipation of the transition to a three-college district. The district organizational structure charts and Functions Maps (see Introduction to Self Study) outline a flow of communication and decision-making between all constituency groups: the Board of Trustees, district and local administrators, faculty, staff, and students.

The Board of Trustees has established four standing committees composed of representatives from each constituency group, ensuring that each group is provided the opportunity to participate effectively in the RCCD governance (IV.A.3-1). Meetings of the Board of Trustees and the standing committees are held on a regular basis, have published agendas, and are open to the community to allow for public comment.

At the same time, the Norco Campus established major revisions to its organizational structure in anticipation of a move toward college status within the district. The position of Provost was redefined to that of campus President, and the positions of Vice President Educational Services and Vice President Business Services were added to the organizational structure. The flow of communication between the administrative constituents and staff is now well defined (IV.A.3-2).

In addition to the established district governance structures, Norco Campus has established specific strategic planning sub-committees and other structures and prac-
tices to address all areas of governance. Standards IV.A.1 and IV.A.2 above give a detailed explanation of the various governance structures of Norco Campus as well as the processes that have been developed to ensure effective communication, forums for dialogue, and collegial governance among the Norco Campus constituents.

Briefly, the Norco Strategic Planning Committee (NSPC), the Strategic Planning Co-Chairs Council (composed of co-chairs from each subcommittee), and the nine NSPC sub-committees are composed of members from the Norco Campus administration, faculty, staff, and students. These committees meet on a regularly basis, have published agendas, and are open to the college community. All meetings have published minutes posted to the Norco Campus website (IV.A.3-3, 4, 5).

In addition, Norco Campus has established the Norco Academic Planning Council (NAPC), a committee of the Academic Senate, to address issues pertinent to growth and development on the campus. Topics of direct interest to the governance of Norco Campus have included faculty hiring recommendations, class scheduling, budgetary recommendations, enrollment management issues, and the development of the Norco Academic Master Plan (NAMP). The NAPC membership comprises elected chairs, co-chairs, and assistant chairs representing each department on the Norco Campus. The Dean of Instruction, the Vice President of Educational Services, and the faculty chair of the Academic Senate NAPC committee serve as the NAPC facilitators. The NAPC meets on a monthly basis throughout the fall and spring semesters; meetings have published agendas, are open to the college community, and have published minutes available for review in the office of the Dean of Instruction.

In addition to the formal mechanisms for collegial communication described above, the campus is attempting to foster dialogue throughout the organization by other means. A campus-wide workshop devoted to dialogue was held in February 2007. This session was designed to impact techniques for promoting open dialogue in both formal and informal settings and to provide participants with opportunities for engaging in campus-related dialogue in a follow-up FLEX session, in which Norco faculty used the techniques learned to discuss the six accreditation themes.

As detailed in standard IV.A.1, the Norco Academic Senate, the Associated Students of Norco Campus, and other campus-wide committees and councils meet regularly to discuss and take action on issues of importance to the institution. All dialogue within and between the various governance groups at Norco Campus is designed to facilitate improved student learning and enhance the effectiveness of the institution.

**Self-Evaluation**

The standard is met. Interactions within and among the various governance structures at Norco Campus--the Norco Strategic Planning Committee, NSPC Co-Chairs Council and subcommittees, the Norco Academic Planning Council, the Academic Senate and its subcommittees, and the Associated Students Norco Campus--involve all constituency groups on the Norco Campus. It is the responsibility of these committees and councils to gather information, deliberate, report, and formulate recommendations regarding policies and procedures, budget recommendations, and resource allocations.

In addition, the positions of the academic department chairs (now the Norco Academic Planning Council), the officers of the Norco Academic Senate, and students have been incorporated into the Norco Campus organizational structure (IV.A.3-2). The re-
relation and lines of communication and responsibility between Norco Campus faculty, staff and administrators and officials at the district level—the Chancellor and Vice Chancellors and the Board of Trustees—are in the process of being formalized. There is a need to clarify the relationships between the Norco Academic Senate, the Norco Associated Students, and the Norco Campus organizational structure as well. This will complete the flow of communication between all constituent groups.

There is a need for an orientation to governance and/or a Governance Handbook to explain the principles, organizational structure, operating procedures, and membership of the various Norco Campus constituency groups. Agendas and minutes from the Norco Academic Planning Council meetings are available online.

**PLANNING AGENDA**

- Develop an orientation to governance and a Norco Campus Governance Handbook to clarify the principles, organizational structure, and operating procedures of Norco constituency groups.

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**IV.A.4.** The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

**DESCRIPTIVE SUMMARY**

The Norco Campus fully understands the importance of honesty and integrity in its relationships with external agencies and is committed to compliance with the letter and the spirit of the accreditation standards, policies, guidelines and the Commission’s requirements for public disclosure, self-study and team visits.

It was the Accreditation Steering Committee’s task, as agreed upon by the Norco Academic Senate and the administration, to ensure that the self-study process included all college constituent groups, fostered an open and supportive environment for input, and met the Commission’s requirements for public disclosure, inclusive self study, and review of previous recommendations. Representatives of all the constituents of Norco Campus (students, faculty, staff, and administration) have taken an active and conscientious role in preparing the current self-study. Carefully adhering to the new format for the standards and other Com-
mission guidelines for the self study, the Norco Campus Steering Committee, under the guidance of the President, the Vice President of Educational Services, and the Dean of Instruction, has provided the leadership to collect evidence about the current status of the Norco Campus, assess which areas need improvement, and develop a planning agenda for the future. Every effort has been made to comply with all Accrediting Commission standards, policies, and guidelines as well as the requirements for public disclosure. Furthermore, Norco Campus, as part of Riverside Community College District, has met and/or exceeded all of the recommendations made by the previous (2001) accreditation visiting team. (IV.A.4-1)

In fall 2005, planning for the self study began with the establishment of the Norco Campus Accreditation Steering Committee comprised of selected faculty co-chairs, faculty/administrative co-chairs for each of the four standards, and appropriate campus leadership. At that time, nine subcommittees were formed and charged with writing various segments of the self study after engaging in dialogue and conducting background research; the Steering Committee appointed faculty/staff co-chairs for each of these. Relevant ACCJC documents were collected and disseminated in preparation for the writing task, which began in February 2006. Involved faculty and staff received training in the scope and compass of the self study document during a retreat in February 2006.

The dialogue, preliminary drafts, and evidence collection processes, once begun, continued through the spring and fall of 2006, with the nine subcommittees meeting on a regular basis to discuss the process and share ideas and concerns. During the spring of 2006, four major standard committees were set up to coordinate the work of the nine subcommittees. The Steering Committee co-chairs also held bi-monthly meetings to allow each subcommittee the opportunity to present its achievements or to share any challenges related to the self study with the rest of the campus. In turn, the campus community was able to provide input, varying views and opinions, which were then incorporated into the self study documents, ensuring that all voices were represented.

The four standard committees completed the first rough draft during summer of 2006, and the self-study editor was named and added to the Steering Committee at that time. During the late summer and fall of 2006, administrators, faculty, staff, and students gathered and organized appropriate evidence to support their findings. Materials pertinent to the self study were posted on the college website (IV.A.4-2) as the draft writing was in progress so that they could be reviewed by all campus stakeholders.

In fall 2006, the self study editor, working with the district Vice Chancellor for Institutional Effectiveness, completed an online template for the four standards and the introduction to the self-study. As written drafts were reviewed, revised and completed, the editor uploaded them to the Norco Campus webpage on the district Accreditation website (IV.A.4-3). In this manner, the draft self study could be shared with all campuses in the district and with administrators at the district level. The timeline, committee composition, process, and procedures for implementing and completing the self-study were conveyed to the Vice Chancellor’s office on a regular basis by the Steering Committee co-chairs, the self-study editor, the Vice President of Educational Services, and the Dean of Instruction of Norco Campus (IV.A.4-4). In spring 2007, the editor and Steering Committee co-chairs distributed the final draft to all cam-
pus constituencies for reading and input, and after incorporation of suggestions and emendations, the self study was submitted first to the Norco Academic Senate and then to the Vice Chancellor’s office for approval at the district level. The Board of Trustees approved the final written edition of the self study in spring 2007.

SELF-EVALUATION

The standard is met. The district has established a process to ensure that all constituencies have access and input into accreditation documents via the Norco and district Accreditation websites and through frequent campus meetings and draft reviews (IV.A.4-5). When completed, the 2007 self study report presented to the Commission and the public a vital, serious, and accurate report of the status of Norco Campus and its plans for future improvements related to the accreditation standards. Norco Campus has done its best to advocate for and demonstrate honesty and integrity in its relationship with the district, external agencies, and the Accrediting Commission.

PLANNING AGENDA

None

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IV.A.5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY

As previously noted in standard IV.A.3, in 2005-2006 RCCD began major revisions to its organizational structure at the district level in anticipation of the transition to a multi-college district. The current district organizational structure (see district Organizational Charts, Introduction) outlines the flow of communication between all constituency groups from the Board of Trustees and district officials to Norco Campus administrators, faculty, staff, and students.

Standing committees of the Board are composed of representatives from each constituency group, ensuring all parties the opportunity to participate effectively in RCCD governance. Likewise, standing committees and councils at the campus lev-
el ensure participation by administrators, faculty, staff and students in decision-making related to improvement of student learning and services at Norco Campus.

In 2005-2006, after much formal and informal dialogue by all campus constituencies directed towards evaluation of the effectiveness of existing governance structures on a rapidly growing campus, Norco Campus made major revisions to its own organizational structure in anticipation of a move toward college status within the district.

Specifically, the position of Provost was re-defined to that of President, and positions of Vice President Educational Services and Vice President Business Services were added to the organizational structure. In the spring of 2007 Norco Campus gained an Assistant Dean of Library and Learning Support Services. The flow of communication between the administration and staff/faculty is increasingly well defined and supportive of campus and community needs (IV.A.5-I).

All of these administrative changes, as well as the formation of a fully functioning Norco Academic Senate and Curriculum Committee, the institution of strategic planning sub-committees, and the creation of the Norco Academic Planning Council, were made in response to perceived needs with regard to: (a) having strong executive leadership at the Norco Campus; (b) addressing a shortage of administrators specifically responsible for Norco, particularly in the areas of Educational and Business Services; (c) strengthening independent shared governance bodies; and (d) increasing faculty, staff, and student participation in shared governance.

As Norco Campus begins to operate with these additional governance structures, formalize methods of evaluating them will be developed.

**SELF-EVALUATION**

The standard is met.

**PLANNING AGENDA**

- Establish formal processes for evaluating the newly created governance structures.

**List of References**

IV.A.5-1 Norco Campus Organizational Chart
STANDARD IV.B
Board & Administrative Organization
Standard IV.B: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The governing board of Riverside Community College District (RCCD) is the Board of Trustees, composed of five local residents, elected at large for four-year terms. Any registered voter living in the Riverside Community College District can vote during a trustee election, which is held in November at the same time as general and local elections. The district ensures the continuity of board membership and provides for staggered terms of office: two members take office on the first Friday in December in one even-numbered year and three members the next succeeding even-numbered year. The District has a written policy to fill any vacancies that might occur (IV.B.1-1). A student-elected trustee represents the interests of students at all three campuses in the district (IV.B.1-2). The student trustee, although empowered to ask questions and to discuss all matters, may not vote or participate in closed meetings of the board.

The Board of Trustees is governed by a set of bylaws, set forth in the Board Policy Manual, that mandate how, when, where and in what manner the Board shall govern the district (IV.B.1-3).

Board policies which deal directly with the organization and conduct of the Board include:

1010 Legal Authority and Organization
1011 Board of Trustees’ Committee By-laws
1015 Election and Terms of Members
1016 Student Member of Government Board
1036 Open Meetings and Public Participation
2000 Organizational Structure
2200 Board Duties and Responsibilities
2410 Policy and Administrative Procedure
2740 Board Education
2745 Board Self-Evaluation
2715 Code of Ethics/Standards of Practice
3050 Institutional Code of Ethics

STANDARD IV.B: BOARD AND ADMINISTRATIVE ORGANIZATION
NORCO CAMPUS ACCREDITATION SELF STUDY
It is the policy of RCCD that the Board members have no employment or personal financial interest in the institution.

The Board is an independent policy-making body that relies primarily on the administration to provide direction in policy development and implementation. In an effort to provide a venue for presentations and discussion about topics pertinent to the governance of the district, the Board has established four standing committees comprised of representatives from various college constituencies serving with two Board members. Each committee is a venue for the discussion, review and deliberation of issues related to effective governance of the college (IV.B.1-4):

- **Governance Committee** - State and local governance matters, mission, institutional effectiveness, jurisdictional issues.
- **Planning Committee** - Strategies, goals and objectives; evaluation of institutional progress in meeting strategic planning goals; long-range planning for all resources needs; facilities-related projects.
- **Resources Committee** - Issues related to human, financial, physical, technology resources; staff development and training; facilities planning and construction; information technology; capital outlay.
- **Teaching and Learning Committee** - Academic affairs, student services, program review, staff development, student access and diversity, and related legislative matters.

Regular Board of Trustees meetings take place on the third Tuesday of the month, while standing committee meetings are held on the second Tuesday of the month (IV.B.1-5). Each board agenda provides for public presentation and for staff reports as appropriate. All general board and standing board committee meetings are open to the public, and board policy requires the keeping and preserving of minutes of all board meetings. These minutes are kept in hard copy in the chancellor’s office and on the RCCD website. The Board, as a group, takes action only when there is a majority decision of its members.

Statements reflecting expectations for institutional integrity and effectiveness of student learning program are found in the vision, mission statements, and the goals of the Board of Trustees (IV.B.1-6).

**SELF-EVALUATION**

The standard is met. The Board of Trustees of Riverside Community District (RCCD) has developed clear policies and administrative procedures to ensure institutional effectiveness and the quality of student learning, and to protect the district from undue influence or pressure (IV.B.1-3).

**PLANNING AGENDA**

None

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6 Board meetings are usually held at the Riverside City Campus, but once each semester they are held at the Moreno Valley and Norco Campuses, reflecting the board’s recognition that the district serves all three communities.

7 The Board also meets in closed session to discuss personnel and litigious issues.

8 No vote is taken at standing committee meetings, and an item can be withdrawn from the Board agenda before the Board committee meeting if further clarification is required.
IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

DESCRIPTIVE SUMMARY

The mission of the Riverside Community College District is both comprehensive and specific:

The Riverside Community College District is an accessible, comprehensive community college committed to providing an affordable post-secondary education, including student services and community services, to a diverse student body. The District provides transfer programs paralleling the first two years of university offerings, pre-professional, career preparation, and occupational and technical programs leading to the associate of arts degree, the associate of science degree, and a variety of certificates. In the tradition of general education, the liberal arts and sciences and the occupational and technical programs and courses prepare students for intellectual and cultural awareness, critical and independent thought, and self-reliance. Consistent with its responsibility to assist those who can benefit from post-secondary education, the District provides pre-college, tutorial, and supplemental instruction for under-prepared students. The District works in partnership with other educational institutions, business, industry, and community groups to enhance the quality of life and the internal harmony of the communities it serves. The District serves Western Riverside County from three interrelated campuses in the cities of Riverside, Norco and Corona, and Moreno Valley.

The Norco Campus mission statement is as follows:

Today's Students, Tomorrow's Leaders

Norco Campus, located in Western Riverside County, provides educational programs, services, and learning environments that meet the needs of a diverse community. We equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development, and personal enrichment while they achieve established learning outcomes. Norco Campus emphasizes the development of technological programs to meet the needs of the growing business community. As a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement.

Primary goals of the district are to respond to the educational needs of an ever-changing community, to provide programs and services that reflect academic excellence, and to ensure that the district’s three campuses promote open access and celebrate the diversity both of its students and staff, as well as the community.

These goals are accomplished through its three campuses, Riverside City, Norco, and Moreno Valley, which provide comprehensive programs and services in:

- Lower division transfer curricula
- Occupational and technical curricula
- Community and contract education
- Basic skills development
- Economic development and workforce preparation.

To ensure the quality and integrity, and improvement of the district’s student learning programs and services, the Board of Trustees reviews and approves all district educational programs; reviews and approves the budget as well as all district expenditures at its monthly meetings; and relies on the chancellor, district administrators, the
three campus presidents, and their administration to ensure that institutional practices reflect both board-approved policies and the mission statements of each campus (IV.B.1-7, IV.B.1-8).%

Board of Trustees policies outline the process for program and curriculum development and articulation as well as the philosophy and criteria for associate degrees throughout the district (IV.B.1-9). The Curriculum Process agreement with the District Academic Senate establishes the relationship between Board policy and shared governance in the areas of curriculum and program development (IV.B.1-10).

In addition, the Board has established a series of Board policies to govern support services to students (IV.B.1-11).

**SELF-EVALUATION**

The standard is met. Board policies are sufficient to assure consistency with the district’s mission and goals. Board policies are reviewed periodically and revised as necessary.

**PLANNING AGENDA**

None

**IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

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9 Before approving any major item – including new or revised curriculum, the budget or budgetary revisions, and/or institutional practices – the Board of Trustees discusses the item in the appropriate board standing committee meeting. As stated in standard IV.B.1.a, these committee meetings allow for participation and discussion and for board members to listen to differing points of view before an item comes to the board for final approval at its regular meeting.

**DESCRIPTIVE SUMMARY**

The Board of Trustees receives regular reports and presentations concerning the status of various educational programs, strategic planning, fiscal planning, and formal budgets. These reports are part of the agenda packet prepared for each Board meeting (IV.B.1-12). The reports are presented in public meetings and via written reports within the board agendas given to trustee members on a monthly basis. Suggestions for improvement, if necessary, are discussed by the Board in its standing subcommittees (see standard IV.A.1.a. above) and at regular Board of Trustee meetings, and communicated to the proper campus administrator(s).

Legal matters of the District are discussed in both open and closed sessions of the Board. When necessary and appropriate, the Board consults with legal counsel to ensure the integrity of legal decisions. Specific statutory issues such as, but not limited to, real estate transactions, employee discipline, dismissal or release, potential or actual litigation and labor negotiations are discussed in closed session meetings. The intent to hold a closed session is always announced in the Board agenda and when action is taken on an item discussed in closed session, the action must be reported out in open session.

The Board ensures the fiscal integrity of the district through commission and review of an annual audit by an independent audit firm and a minimum requirement of a 5 percent reserve (IV.B.1-15). The Board approves the yearly budget and monitors expenditures via the Board of Trustees Board packet, which includes a list of requisitions paid on a monthly basis (IV.B.1-16).
SELF-EVALUATION

The standard is met. The governing Board demonstrates its responsibility for educational quality, legal matters, and financial integrity.

PLANNING AGENDA

None

IV.B.1.d. The institution or the governing board publishes the board by-laws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

DESCRIPTIVE SUMMARY

The Board of Trustees is governed by a set of policies that specify the Board’s size, duties, responsibilities, structure, and operating procedures. These policies are listed in standard IV.B.1.a above and included in the District’s Board Policy Manual (IV.B.1-17). This manual is available to the college community and district residents on the RCCD website and in paper form in the President’s and Chancellor’s offices. The Board policies are updated as necessary based on information supplied by the Community College League of California (IV.B.1-18, IV.B.1-19). A major update of board policies and procedures was undertaken in spring 2007 (IV.B.1-14, see standard IV.B.1.e below for details).

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

DESCRIPTIVE SUMMARY

As stated previously, the Board of Trustees operates under Board Policies Section 1 (District) and Section 2 (Board of Trustees), which include bylaws of the board in accordance with related state education and administration codes. Minutes and resolutions of the RCCD Board of Trustees reflect that it consistently acts according to its policies and bylaws.

Board policies are reviewed periodically during Board retreats and scheduled Board of Trustees meetings to ensure they conform to current legislation. In order to accommodate the transition to a multi-college district and to ensure compliance with mandated evaluation and revision of policies and practices, a major update of board policies and procedures was begun in spring 2007 (IV.B.1-14). Dates of board policy revisions are located on the RCCD website, as well as in the individual policy. Board policies are available to the public on the RCCD website (see IV.B-1-5).

An update of major sections of board policies and procedures was initiated during 2006, including board, general institutional, and district policies; academic affairs; student services; the academic senate; human resources; and business & fiscal affairs. New policies/procedures sections include:

- Section 1 - District
- Section 2 - Board of Trustees
- Section 3 - General Institution
- Section 4 - Academic Affairs
- Section 5 - Student Services
• Section 6 – Business & Fiscal Affairs
• Section 7 – Human Resources

It is anticipated that all policies will have been written, revised and approved by the Board of Trustees over the next 12-18 months. From that point, all policies and procedures will be updated twice yearly, based on advisory information provided by the CCLC.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

IV.B.1.f. The governing board has a program for development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTIVE SUMMARY

Under the direction of the chancellor, the district conducts an orientation session for all candidates running for the office of the Board of Trustees. The orientation includes a brief history of the district, an overview of the budget, an overview of Academic Affairs and Student Services units, an overview of strategic planning and development initiatives, a profile of the district demographics, the role of the Academic Senate, the role of the bargaining units, the role of the trustees, and time for questions. The presidents of the three campuses, appropriate vice presidents, and other members of the Chancellor’s Cabinet, the District Academic Senate president, and the presidents of the bargaining units conduct the orientation, which includes a tour of the District.

Also, Board members receive information about and attend sessions on board duties and responsibilities sponsored by the California Community College League in Sacramento every year at the end of January. Board members also attend such sessions as those sponsored by the California Community College League or the Center for Effective Governance (IV.B.1-18, IV.B.1-19). The Association of Governing Boards (AGB) also conducts conferences and produces written materials for Board development (IV.B.1-20). In addition to attendance at a wide variety of state and national trustee conferences, board members also attend Board Planning Retreats held on an annual basis (IV.B.1-21). These activities provide an update on programs and services at all campuses and the budgetary status of the district.

As noted previously (see standard IV.B.1.a.) the district ensures the continuity of board membership and provides for staggered terms of office: two members take office on the first Friday in December in one even-numbered year and three members the next succeeding even-numbered year. The District also has a written policy to fill any vacancies that might occur (IV.B.1-1).

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.
DESCRIPTIVE SUMMARY

Board Policy #2745, “Board Self-Evaluation,” clearly defines processes for self-evaluation of members of the board (IV.B.1-22). The policy provides for an annual self-assessment process to both consider its effectiveness and model its commitment to continuous improvement. Dialogue will be structured around the Board’s effectiveness with regard to:

1. Commitment to Learners
2. Constituency Interface
3. Community College System Interface
4. Economic/Political System Interface
5. District Policy Leadership
6. Management Oversight
7. Process Guardianship

The Board regularly calendars the various dialogue/assessment topics on their Board of Trustees agenda for open-ended discussion.

SELF-EVALUATION

The standard is met. Board Policy #2745 clearly defines a self-assessment process for the Board of Trustees. The Board does discuss the above dimensions of board effectiveness in the context of issues and concerns raised during committee and general meetings. Self-assessment discussions have occurred on a yearly basis at the spring Board Retreat.

PLANNING AGENDA

None

DESCRIPTIVE SUMMARY

The Riverside Community College Board of Trustees maintains Board Policy #2715, “Code of Ethics/Standards of Practice,” which specifically defines appropriate motives and actions of the Board of Trustees and provides a process for dealing with behavior in violation of the policy (IV.B.1-23). The Board also maintains Board Policy #1080, Conflict of Interest Code, pursuant to the requirements of the Political Reform Act of 1974, Gov. Code §81000. This code sets forth the required provisions for the disclosure of assets and income of designated employees, the disqualification of designated employees from acting where a conflict of interest exists, the list of designated employees subject to the disclosure provisions of the Code, and the list of disclosure categories specifying the types of assets and income required to be disclosed by each of the designated employees. In addition, all board members fill out a Statement of Economic Interest (California Fair Political Practices Commission 1999/2000 Form 700), which is kept on file in the Human Resources office.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

DESCRIPTIVE SUMMARY

Since the inception of the current accreditation self study process at Riverside Community College District (RCCD), the Board
of Trustees has been kept abreast of the accreditating process through ongoing reports at board meetings given by the Chancellor, the Vice Chancellor of Academic Affairs, the presidents of the campuses, the campus accreditation co-chairs, and the president of the District Academic Senate.

The Board has shown its commitment to conduct a thorough and accurate self-study with wide involvement of all constituencies through its allocation of funds for this purpose. The final draft of the Norco self study had the approval of the Board of Trustees before the report was sent to the Accrediting Commission.

**Self-Evaluation**

The standard is met.

**Planning Agenda**

None

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**IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

**Descriptive Summary**

Board Policy #2431, “Chancellor Selection,” states that “in the case of a Chancellor, vacancy, the board will establish a process to fill the vacancy. The process will be fair and open, and will comply with relevant regulations.” Board Policy #2430, “Delegation of Authority to the Chancellor,” defines the duties and responsibilities of the chancellor (IV.B.1-24). The Board conducts annual evaluations of the chancellor as specified in Board Policy #2435, “Evaluation of Chancellor;” these evaluations are conducted in closed session. In turn, the Chancellor evaluates the college presidents once every three years, or sooner as needed, according to established policy, using the Management Performance Evaluation Process (IV.B.1-25, IV.B.1-26). When a vacancy exists at the president’s level, the chancellor directs a search, oversees the selection process, evaluates the recommendations of the search committee, and may authorize site visits for candidates at the final interview level. The chancellor presents the final candidate to the board for approval.

The first chancellor of the district, appointed to that position in 2002, informed the Trustees of his intent to retire in July 2006. A firm was engaged to facilitate the process and by fall 2006, the search for a new chancellor was underway. Since the process spanned several months, the chancellor’s stay was extended and continues as of this writing.

**Self-Evaluation**

The standard is met.

**Planning Agenda**

None
IV.B.1-1  Board Policy #1015
IV.B.1-2  Board Policy #1016
IV.B.1-3  Board Policy #2200
IV.B.1-4  Board Policy #1011
IV.B.1-5  Calendar of scheduled Board of Trustee meetings; www.rcc.edu/administration/board
IV.B.1-6  RCCD Mission Statement and Gen Ed SLOs
IV.B.1-7  Sample Board Agenda
IV.B.1-8  District and Norco Campus Mission Statements
IV.B.1-9  Board Policy #4050
IV.B.1-10 Curriculum Process Agreement, http://academic.rcc.edu/academicsenate/District_Curriculum.htm
IV.B.1-11 Board Policies #5010 through 5075
IV.B.1-12 Sample Board of Trustees agenda and Board of Trustees minutes
IV.B.1-13 Sample Board of Trustees agenda, closed session
IV.B.1-14 Board of Trustees: minutes of agreement with legal consultant to revise policies
IV.B.1-15 District Annual Audit Report
IV.B.1-16 Sample Board of Trustee meeting requisition lists
IV.B.1-17 Board Policy Manual; see also www.rcc.edu/board/
IV.B.1-19 Center for Effective Governance website: http://www.acct.org/CenterEffectiveGovernance.asp
IV.B.1-20 Association of Governing Boards: http://www.agb.org/
IV.B.1-21 Sample Board Planning Retreat agenda
IV.B.1-22 Board Policy #2045
IV.B.1-23 Board Policy #2715
IV.B.1-24 Board Policy #2430, 2431
IV.B.1-25 Board Policies #2430, 2431, 2435
IV.B.1-26 Management Performance Evaluation Process document

IV.B.2. The president has primary responsibility for the quality of the instruction he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.
DESCRIPTIVE SUMMARY

The President serves as the chief executive officer of the Norco Campus, reporting to the district chancellor and advising the Board of Trustees on all matters related to the administration of the Norco Campus. The president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The president of the Norco Campus has expanded the size of her administration and improved the institution’s ability to provide appropriate services that reflect its mission and increased growth. She assigns responsibility to her team of administrators and managers consistent with their assigned responsibilities (IV.B.2-1).

The president has overall responsibility to establish collegial processes; to set values, goals, and priorities for the Norco Campus; and to communicate those values, goals, and priorities to all constituencies on the campus. She also is responsible for effectively controlling the budget and expenditures, and for working with the community that the Norco Campus serves.

The president communicates with the Board of Trustees by attending all of the Board of Trustees meetings and standing subcommittee meetings. She coordinates with the district chancellor by attending and participating in Chancellor’s Cabinet, District Budget Bunch, and District Strategic Planning Committee meetings.

SELF-EVALUATION

The standard is met. Over the past fifteen years, the president, previously acting as the Norco Campus provost, successfully transformed the Norco Campus from a satellite educational center of the Riverside City College campus to a well-functioning, stand-alone college. Her leadership in this effort was recognized in April 2006, when she was recommended for promotion by the district chancellor and promoted by the Board of Trustees to the office of president of Norco Campus.

PLANNING AGENDA

None

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

DESCRIPTIVE SUMMARY

The president consistently strives to maintain collegiality in all the decision-making processes that occur campus-wide. She does this by meeting with the Norco Strategic Planning Committee chairs and subcommittee co-chairs; with individual department chairs and faculty by appointment; and by being present whenever possible at Norco Academic Senate meet-
ings (IV.B.2-2). In addition, the president meets with all vice presidents and deans on a weekly basis to ensure that the college is meeting the needs of students effectively and efficiently through scheduled maximum classroom utilization that support maximum generation of state funding (IV.B.2-3). Also, she meets with Academic Senate and bargaining unit representatives to keep in touch with faculty contractual concerns and to comply with shared governance mandates (IV.B.2-4).

The president regularly examines, supports, and pursues the use of external and internal research focused on improvement of student learning and institutional effectiveness. This is evidenced by her requests for data from the Offices of Institutional Research and Reporting, labor and market research statistics for the communities served by Norco Campus, general community demographic data, and other academic research related to higher education. This data is used by the president and all constituencies at Norco to ensure reliable evaluation of campus systems and procedures and appropriate institutional planning.

The Norco Campus president works closely with facilities personnel both at the site and district level, along with business service personnel, the vice presidents, and the dean of instruction to ensure that appropriate resource allocations are made which are necessary to achieving optimum student learning outcomes. The president engages in dialogue and collaborative problem-solving with faculty and staff leaders to ensure coordination between academic and resource planning and procedures. Finally, the president meets with community groups periodically to ensure community needs are identified and integrated into resource planning (IV.B.2-5). Processes and procedures by which the president evaluates overall institutional planning and implementation efforts include a systematic cycle of instructional and non-instructional program review, the regular collection of external and internal data, consultation and dialogue with staff and faculty, and regular review and revision of Norco Campus mission and goals.

As a result of the president’s on-campus leadership, the Norco Campus has the reputation of having a most collegial staff and faculty within the district, while providing high level student learning opportunities with a comparatively small but effective administrative staff. The president coordinates with Norco faculty by attending Strategic Planning Committee meetings and by conducting regularly scheduled meetings with Norco Academic Senate officers and other campus faculty leaders. Also, the president coordinates with her administrative personnel by holding weekly Cabinet meetings and being available for individual consultation and planning. Finally, she supports the collegial campus atmosphere by keeping an open-door policy for both faculty and staff.

**SELF-EVALUATION**

The standard is met. The president actively participates in the collegial governance processes and provides guidance for instruction and establishing procedures that make the college function at a high level of effectiveness and efficiency. Staff and Faculty Accreditation Surveys conducted in spring 2007 demonstrated that 82.5 percent of the staff and 71 percent of full-time faculty agree that the president provides effective leadership for the Norco Campus (IV.B.2-6).

**PLANNING AGENDA**

None
IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

DESCRIPTIVE SUMMARY

The president has overall responsibility to know and understand all statutes, regulations, and board policies; to assure their consistency with institutional mission and policies; and to communicate to Norco Campus staff, faculty, administrators, and students all important and pertinent regulatory information. The president also is responsible for guiding the Norco Campus in accordance with the institutional mission and policies. The president keeps copies of all pertinent statutes, regulations, and board policies in her office and makes them available to all staff and faculty members. The Norco Campus president is a regular participant in the Chancellor’s Cabinet, Budget Bunch, and Board of Trustee meetings, and attends District Strategic Planning meetings on a monthly basis. She attends other meetings as needed at the district level to ensure that the college is in compliance with statewide and district mandates regarding budgets, policies, procedures, and actions.

SELF-EVALUATION

The standard is met. The President meets regularly with the District Board of Trustees and the Chancellor, and maintains up-to-date knowledge of board policies, procedures, and regulations. She places a strong emphasis on continuous college-wide dialogue related to the values, goals, and progress of Norco Campus in achieving its mission, in meeting student learning outcomes, and in continually striving to improve institutional effectiveness.

PLANNING AGENDA

None

IV.B.2.d. The president effectively controls budget and expenditures.

DESCRIPTIVE SUMMARY

The president is responsible for (1) obtaining an adequate budget to allow the Norco Campus to meet its mission, (2) appropriately allocating the budget, (3) educating management, staff and faculty in how to properly spend and account for expenditures, and (4) overseeing the expenditure of funds.

The president obtains budget projections from all segments of the Norco Campus through her direct reports, and analyses requests and needs to determine how best to organize the budget to meet the Norco Campus mission. The president participates in the District Budget Bunch to coordinate the allocation of funding among the campuses and interacts with the Vice-Chancellor of Administration and Finance to ensure appropriate implementation of funding.

The president also works closely with the Norco Vice President of Business Services to ensure successful planning and effective representation of Norco Campus needs at the district level. The president meets regularly with the Vice President of Business Services and other vice presidents, Academic Senate representatives, and the NSPC Financial Resources subcommittee to discuss budget needs and determine how to best allocate the college’s limited funds. Additionally, she holds meetings for all fac-
ulty and staff as needed to communicate budgetary information and to request input on final recommendations for use of funds. **SELF-EVALUATION**

The standard is met.

**PLANNING AGENDA**

None

**IV.B.2.e. The president works and communicates effectively with the communities served by the institution.**

**DESCRIPTIVE SUMMARY**

The president is responsible for coordinating with the community to ensure that the Norco Campus is meeting its mission. She is also tasked with reaching out to the community to ensure that local constituencies understand the value of the Norco Campus and the accessibility of its learning opportunities. The president is the most high-profile employee at the Norco Campus and is often the first person contacted with concerns coming from the community.

The president maintains contact with various local and business leaders, who provide her with input into how the college can continue to best serve the community. The president also maintains a community advisory group that meets periodically throughout the year to discuss issues related to the Norco Campus and student needs. In addition, the president is involved in several community organizations, including Chambers of Commerce and service groups, including Rotary Club, African-American Historical Society, and Today’s Youth (IV.B.2-7). She is frequently asked to speak at various organizations and clubs concerning higher education in general and the Norco Campus in particular. She is an excellent representative and symbol of the Norco Campus.

The president is well-known throughout the Norco-Corona service area both for her commitment to the community and for her advocacy of the value of the Norco Campus and its learning opportunities. Her work with the Corona, the Corona Hispanic, and the Norco Chambers of Commerce (where she served as president in 2003) has provided the campus with the opportunity to participate in local issues and concerns and the community with the opportunity to influence and participate in the campus. These efforts have resulted in new programs and classes for the Norco Campus that meet specific local needs, and the corresponding participation of community leaders as advisors and speakers on the Norco Campus.

**SELF-EVALUATION**

The standard is met. By maintaining multiple connections with community leaders and participating in various organizations in the Norco Campus service area, the president effectively works with and communicates with the communities served by the institution.

**PLANNING AGENDA**

None

**List of References**

IV.B.2-1 Norco Organizational Chart, Self Study Introduction p. 57
IV.B.2-2 Meeting minutes: President’s attendance at NSPC and other faculty meetings
IV.B.2-3 Sample agenda and meeting minutes: President’s attendance and participation at administrators’ meetings (President’s Cabinet)
IV.B.2-4 Meeting minutes: President’s attendance at Norco Academic Senate
IV.B.2-5 Meeting minutes with local community advisory group(s)
IV.B.2-6 Staff and Faculty Accreditation Surveys, Spring 2007
IV.B.2-7 Campus President, “Record of Community Activities”

IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

DESCRIPTIVE SUMMARY

A series of district/college organizational charts was prepared and presented to the Board of Trustees in fall 2006 showing newly established and defined roles of authority and responsibility and identifying new positions (IV.B.3-1). Responding to its changing role as facilitator of district strategic planning and management processes, and to delineate more clearly its own operational responsibilities and functions from those belonging to the campuses, most district administrative offices were moved to a separate location in Riverside in fall of 2006, away from their former location at the Riverside City College campus.

As part of this considerable effort to delineate district and campus functions, roles, and responsibilities, the district began the development of a series of “Functions Maps” in fall 2006. This project shows, in matrix format, the district and college responsibilities in the following areas:

- Function 1 - Academic Affairs
- Function 2 – Administration and Finance
- Function 3 – Chancellor’s Office
- Function 4 - Governance
- Function 5 – Human Resources
- Function 6 – Student Services

These functions maps were submitted to the Chancellor’s Executive Cabinet in spring 2007 and will be sent to the Board of Trustees for approval (IV.B.3-2). They comprise the roadmap which distinguishes the responsibilities and functions of the district office and the campuses, in order to assist in clearer delineation of their respective roles and duties and to contribute to planning for the transition to a multi-college district.

SELF-EVALUATION

The standard is met. The district’s updated organizational charts and newly created Functions Maps clearly define the operational responsibilities of all district constitu-
PLANNING AGENDA

- Continue to revise and revise the organizational charts and Functions Maps as the district moves to multi-college status and as new positions are developed at the campus level to accommodate the need for more administrative support.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

DESCRIPTIVE SUMMARY

The Riverside Community College District provides essential and effective services for all three campuses. Budgets for these services are the responsibility of district personnel, not the individual campus. Varying degrees of support are provided in each area depending on the needs and requests of the campus, as well as resources available. The following is a list of services that the district provides directly to the three campuses, including the Norco Campus:

District Functions
- Business services
- Community education services
- Economic development programs
- Human resources
- Information services
- Institutional reporting
- Online class set-up, delivery, and technical assistance (Open Campus)
- Phone and network services
- Purchasing and payroll
- Warehousing, inventory control, and delivery
- Workforce development (IV.B.3-2)

The district also shares responsibility with Norco Campus for other services:

District-Campus Shared Functions
- Admissions and records archiving-recordkeeping
- Child development center
- Computing services
- Facilities support
- Institutional research
- Instructional Media Center (IMC)
- Library services
- Strategic Planning
- Student services (15 programs)

The implementation of effective services by the district has supported the growing campuses in their missions and functions while Norco and Moreno Valley were still educational centers, but services are undergoing a period of redefinition and restructuring as the district moves to multi-college status.

SELF-EVALUATION

The standard is met. RCCD provides adequate services to support the three campuses in their missions and functions as currently laid out in the district-campus functions maps.

PLANNING AGENDA

None

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

DESCRIPTIVE SUMMARY

RCCD distributes funds based on a system wherein the district assumes responsibility for fixed costs (full-time instructors and...
staff, part-time occasional staff), and the campuses receive funding for necessary operations costs. Although the existing resource distribution model poses some constraints in terms of balancing resources with identified needs, the Norco Campus generally receives resources when requested (IV.B.3-3). The funding is based on the budget (actual operating costs) of the preceding year. Campuses request funds, and allocations are based on these requests. Discretionary funds allocated to the campus, while available in limited amounts, are not always sufficient to address campus needs that emerge during the course of the fiscal year. Budgets are based on previous year allocations and the need to expand in designated areas with input from the Norco administration, Academic Planning Council, and the Strategic Planning Committee.

There are a number of support functions critical to the mission and goals of Norco Campus whose operations, personnel, and budget are oversee at the district level. It is important to note that the use of such a district-based budget control model has been successful in certain areas such as DSPS, Financial Aid, and RCCD Foundation, and not as successful in other areas such as Campus Police, Instructional Media Center, Library, and Information Systems Services. Also, continued evaluation of current district-controlled budget allocation processes has led to changes in some areas.

With respect to budget allocations, the District was in a transition phase during the 2006-2007 school year. Specifically, campus administrators became more involved in the determination of specific, clearly identified campus and district allocation amounts for certain categorical funding needs. Also, district administrators placed greater emphasis on the prioritization requests of the various planning and decision-making bodies (the NSPC, Financial Resources sub-committee, and NAPC) at the campus level. In fall 2006 the Norco Campus took over administration of the adjunct faculty (variable) budget and certain discretionary costs (instructional and non-instructional equipment, basic skills, and supplemental budget items), a change in procedure from the past.

Using funds from the Measure C bond measure, the board requested and received a list of desired projects from all three campuses with input from the district offices, conducting a public survey beforehand to determine what the community determined as important (IV.B.3-4, IV.B.3-5). Based on this list, the district allocated a share to Norco Campus. The planned projects at Norco Campus resulting from Measure C funding include an Early Childhood Education Center building upgrade, a Student Support Services building, a Network Operations Center, a technology upgrade for staff and faculty offices, and portable offices for faculty.

**Self-Evaluation**

This standard is met. With regard to budget allocation and use of financial resources in the district, the starting point for the new budget each year is the Revised Budget from April 30th of the prior year. In order to ensure appropriate allocation and use of financial resources as the district moves to a multi-college model, the district recently initiated the Three Colleges Project, coordinated by the college business officers and district finance and administrative Associate Vice Chancellors, to assess the appropriateness and effectiveness of financial and administrative procedures and policies within the context of a three-college district. Among the issues under review is the Budget Allocation Model (see standards III.D.1.a. and III.D.2.a).
During 2007-2008, a new Budget Allocation Model (BAM) and a mid-Range Financial Model will be developed to assist in allocating resources to campuses and District office functions as well as to assist in planning for the effects of new programs and initiatives on District and campus resources. Development of the BAM will involve representatives from the campus, particularly the new campus vice presidents of Business Services. The BAM is designed to be more sensitive to planning activities at the campus level.

**PLANNING AGENDA**

- Develop an effective individual campus budget using the proposed budget allocation model which operates in concert with campus strategic planning

**IV.B.3.d. The district/system effectively controls its expenditures.**

**DESCRIPTIVE SUMMARY**

Board policy charges the chancellor with directing the staff in the development of a budget under the direction of the Board of Trustees, which is responsible for establishing the guidelines (IV.B.3-7).

Audits for the last three years have found that the systems used by the district have been satisfactory and have successfully controlled expenditures, although budgeting has been especially challenging during the past few years (IV.B.3-8, IV.B.3-9). The district has in place both an effective budget development process and a budget control process.

The financial planning and decision-making systems at RCCD and Norco Campus are as follows:

- Board of Trustees
- Budget Bunch (consisting of the vice chancellors, campus presidents, and the chief of staff representing the chancellor)
- Submission of budget and budget adjustment requests by campus and district leadership.

The district maintains a budget control process to ensure that expenditures fall within the adopted budget or board-approved revisions. This budget control process consists of:

- a financial accounting system (provides budgetary control and accountability)
- a budget control department (performs due diligence procedures on every financial transaction)
- an accounting department (ensures that financial transactions are appropriate and accounted for before funds are disbursed)
- a position control system (ensures that all full-time positions are approved and budgeted)
- a purchasing department (ensures that policies, procedures and purchasing regulations are adhered to)
- a purchase and expenditure approval and authorization process (provides appropriate internal controls and ensures that expenditures conform to district policies and procedures)
- Board of Trustees oversight on approval/ratification of purchases, contracts and hiring decisions.

**SELF-EVALUATION**

The standard is met.

**PLANNING AGENDA**

None
IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

DESCRIPTIVE SUMMARY

The Board of Trustees delegates to the chancellor the task of providing leadership for planning, setting priorities, managing resources, ensuring compliance with state statutes and regulations, and implementing all Board policies. In turn, the chancellor delegates the authority for administration and operation of Norco Campus to the campus president. To ensure that these responsibilities are carried out efficiently and effectively, Executive Cabinet meetings are held weekly to discuss matters of importance to the district and the campuses. Chancellor’s Cabinet meetings are also held bi-weekly. The Norco Campus president meets regularly with the Chancellor as needed to communicate and advise on matters of importance.

SELF-EVALUATION

The standard is met. The chancellor has given responsibility and authority to the new campus president to implement the district’s policies in a manner that is appropriate for the local campus and community, without interference in day-to-day management decisions. Likewise, the Norco Campus president is held accountable for the budget, operation, and management of the campus.

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

DESCRIPTIVE SUMMARY

Information flows among the campuses via the following mechanisms:

- Monthly Board of Trustees meetings which include:
  - Chancellor’s report
  - Campus president reports
  - Student report
  - Academic Senate report
  - Board of Trustee sub-committee reports

- Board of Trustee agendas posted on rcc.edu website
  - Email notification to all faculty and staff

- Minutes of all Board meetings posted on the rcc.edu website with web link e-mailed to all faculty and staff
- Weekly Chancellor’s Executive Cabinet meetings
- Individual program presentations at Board meetings (IV.B.3-10).

Additionally, Board of Trustees meetings are rotated between all three campuses throughout the year. Members of the Board occasionally visit the colleges to meet with faculty, students and staff and attend campus events and presentations. (IV.B.3-11)

SELF-EVALUATION
The standard is met.

PLANNING AGENDA

None

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY

Since the last accreditation visit in 2001, a number of new procedures have been designed and implemented for evaluating decision making processes as part of ongoing strategic planning (IV.B.3-12). As part of strategic planning, the District SPC developed and agreed upon Strategic Initiatives for 2005-2010 (IV.B.3-13). The Strategic Planning Committee for each campus has responded to and interpreted those initiatives as they pertain to the campus and district missions (IV.B.3-14).

The strategic initiatives identify goals for the district and campuses for 2010; progress toward these goals is tracked and reported to all relevant constituencies. In addition, the firm of Charles McIntyre was hired in October 2006 to conduct a major environmental scan of the district to further inform its planning processes. This same firm conducted a scan in 2001 which was used in discipline program review in order to match educational goals for disciplines to the constituencies served.

The new organizational charts and functions maps will also assist the district in defining roles and responsibilities, governance processes, and decision-making systems (IV.B.3-2).

PLANNING AGENDA

• Continue to evaluate the new strategic planning processes and the effectiveness of the published district and local strategic initiatives in meeting district and campus educational goals.

SELF-EVALUATION

The standard is met. There is continuing dialogue concerning governance and governance structures, and there are now processes in place to facilitate that dialogue and ongoing evaluation.
List of References

IV.B.3-1 District Organizational Charts, pp. 51-56.
IV.B.3-2 District functions maps (see Introduction to self study pp. 58-84)
IV.B.3-3 Norco Campus budget, 2005-2006
IV.B.3-4 Measure C projects by campus (list)
IV.B.3-5 Measure C Community Watch Group membership list
IV.B.3-7 Board Policy #2430, “Delegation of Authority to the Chancellor”
IV.B.3-8 District audit report
IV.B.3-9 Measure C audit report
IV.B.3-10 Sample board meeting agendas and minutes (most recent)
IV.B.3-11 Convocation brochures and calendar of locations for board meetings, spring 2006
IV.B.3-12 Strategic Planning Process, 2001-2006 (pamphlet)
IV.B.3-13 RCCD Strategic Initiatives 2005-2010, Fact Book, pp. 43-47
IV.B.3-14 Norco Campus Response to Strategic Initiatives, Fact Book, pp. 57-62
Summative Essay, Standard IV: Leadership and Governance

Decision-making roles and processes are the drivers of an institution. Purposeful management of student learning and institutional effectiveness requires a clear vision and the determination to take responsibility for creating and directing the processes fundamental to the educational enterprise. Board members, administrators, faculty and staff acknowledge the designated responsibilities of each member of the institution, demonstrating ethical and effective leadership for the sake of continuous improvement of district and campus processes.

Institutional Commitment

All constituencies involved in the processes of decision-making at Norco Campus are actively committed to providing a high quality education congruent with the campus mission and goals. The active participation of staff in shared governance and on strategic planning and decision-making committees and councils reflects Norco’s commitment to the educational process. Norco’s president and administrators have created a positive environment for empowerment of staff, faculty and students by encouraging strong participation in the various strategic planning groups which help to drive the mission of Norco Campus. In turn, faculty, staff and students demonstrate their commitment to the improvement of the institution by actively and creatively contributing to the governance of the campus. Evidence of institutional commitment is shown not only through the active contributions of all constituencies, but also through clear and openly published delineations of the rights and responsibilities of faculty, staff and management and the use of established processes to work together collegially for the good of the institution.

Evaluation, Planning and Improvement

Norco Campus has embraced specific decision-making processes through which faculty, staff, students, and administrators govern the institution and work for the improvement of student learning. The Strategic Planning Committee and its nine specifically designed subcommittees dealing with all aspects of institutional planning, along with the President’s Cabinet, the Norco Academic Planning Council, and the Academic Senate, guide the development of the Academic Master Plan. Through the process of shared governance and participation on these committees and councils, faculty members have a substantial voice in institutional policies, planning and budget relating to their areas of expertise. Particular responsibility for learning programs and curriculum resides with the faculty and is demonstrated through membership on the District Curriculum, Program Review and Assessment Committees. The president and her cabinet provide strong leadership in the budgetary, resource allocation, and planning arenas and make recommendations about student learning programs and services. The leadership processes at Norco Campus are regularly evaluated in order to assure their integrity and effectiveness. Decision-making, planning, and evaluation are directed toward student learning and institutional improvement.

Student Learning Outcomes

Having ultimate responsibility for educational quality, the governing board supports institutional development of course, degree, program, and campus level student learning outcomes. The Norco Campus President and other institutional leadership groups are responsible for guiding and supporting collegial processes leading to improvement of teaching and learning. The development and refinement of student learning outcomes are supported by the strategic
planning model which is at the core of the governance structure of Norco Campus and Riverside Community College District.

General education SLOs at the district level are communicated to faculty and staff through participative, dialogue-based processes of comprehensive program review and assessment, in a cycle of evaluation, improvement, and re-evaluation directed towards the goal of enhancing student learning. Faculty leadership on the Norco Strategic Planning Committee and its subcommittees, the Norco Academic Planning Council, and the Academic Senate illustrates the role and processes of campus governance in promoting student learning outcomes.

The good of the institution is based on commonly agreed-upon goals of enhanced student learning and improved institutional effectiveness; all constituencies at Norco Campus—administrators, students, staff, and faculty—are unified in meeting this goal.

**Organization**

*Organization* is the key theme related to governance and decision-making processes at an institution. Governance processes at Norco Campus are consciously and deliberately directed toward full participation of all stakeholders in the institution. Through the Norco Strategic Planning Committee, the Norco Academic Planning Council, the Academic Senate, the President’s cabinet, and Associated Students of Norco campus all constituencies are involved in developing, discussing, evaluating, revising, and re-evaluating institutional mission, goals, and SLOs for the sake of supporting student learning.

The president oversees the administrative structure and serves as the chief executive officer of the Norco Campus, reporting to the district chancellor and advising the Board of Trustees on all matters related to the administration of the Norco Campus. The president also shapes values, goals, and priorities for the Norco Campus and communicates them to all constituencies on the campus. Norco Campus administrators serve on the President’s Cabinet and Administrative Planning Council and participate either directly or in a supporting role in other governance processes on campus and in the district.

Norco has a shared governance process that promotes inclusion in decision-making at all levels. Institutional leaders ensure that faculty, staff, students, and administrators communicate openly and freely on a regular basis. The various organizational structures in which faculty, staff, students, and administrators participate provide appropriate forums in which to do so. Articulation between and among these various components is evaluated and revised when necessary.

The Chancellor serves as a liaison between the Norco campus and the governing board. The District Assessment Committee supports the efforts of the campuses in coordinating student learning outcomes for a shared district curriculum through its efforts in helping disciplines define SLOs and in taking the lead in developing general education SLOs. The District Academic Senate and its curriculum committee provide oversight for shared curriculum and resolve curricular issues. Fundamental to all organizational structures at Norco Campus and in the district is the commitment to support student learning and improve institutional effectiveness—and to ensure that resource allocation is tied to these goals.

**Dialogue**
The Norco Campus Mission Statement summarizes the campus commitment to dialogue as follows: “As a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement.”

Shared governance at the Norco Campus supports the participation of all members of the campus in a process of self-reflection and conversational exchange about student achievement, student learning, assessment of SLOs, and the effectiveness of policies, processes and organization. The leadership of the campus has supported dialogue through a variety of means including a dialogue workshop in February 2007, a vibrant campus culture of open communication and collegiality, and ongoing support of governance process that are inclusive of all constituencies. The president consults with faculty and engages in dialogue with the community as part of the process of ensuring that the educational goals and mission of the Norco Campus are being achieved and that the campus serves the needs of its identified student population.

Strategic planning processes associated with the transition to a three-college district provide evidence of the importance of meaningful dialogue to the institution. All campus constituencies have similarly participated in formal and informal discussions as part of an intensive examination of the effectiveness of participatory governance mechanisms on a rapidly growing Norco Campus.

The Board of Trustees also engages in self-evaluation which includes reflective dialogue, further indicating the extent to which all the parts contribute to the whole: an institution committed to ongoing review and self-reflection with the goal of institutional improvement.

INSTITUTIONAL INTEGRITY

Norco Campus demonstrates institutional integrity in its leadership and governance roles and processes in a variety of ways. Established policies embody the Board and chief administrators’ commitment to guiding educational quality with consistency and integrity. The campus president is dedicated to providing a model of leadership for the Norco Campus through a clearly defined process of planning, organizing, budgeting, and assessment of institutional effectiveness.

The Board of Trustees and Chancellor similarly fulfill their primary responsibilities for educational quality, legal matters, and financial integrity of the district and its campuses. Commitment to the appropriate governance of the district includes published evaluation processes for assessing and monitoring the performance of board members, the chancellor, the campus president, and management personnel.

The transparency and inclusiveness of district and campus strategic planning processes, the decision-making which takes place through the Strategic Planning Committee and other governance entities, the written processes governing institutional procedures in the institution, and fiscal responsibility are strong evidence of Norco’s unflinching commitment to honesty, truthfulness, and institutional integrity.