
Riverside Community College District

The relationship between the three RCCD colleges is multifaceted and continuously evolving. The transition from a three-college district to a college district has resulted in more efficient services and, when appropriate and necessary, a shift in service to local colleges. The District has made the decision to seek approval to create a single district strategically to increase the capacity of the current colleges to make decisions and be more directly accountable to the communities.

In the past, the District directed all major processes and has shifted from being "primary" in terms of responsibility for functions and operations to being "primary" for some functions. In some instances, the responsibility for carrying out a function is shared between the district and the colleges. Currently, the District and colleges collaborate to achieve the district and colleges' goals. The District leads major bond programs and maintains close oversight over the colleges establish and maintain their own facilities. Likewise, while the colleges are solely responsible for faculty and administrative positions, the District is responsible for monitoring mandates and verification of candidate qualifications. The organizational responsibilities is illustrated in the Role and Function Map. It illustrates how the three colleges and the District manage their functions. It is based on the Policy and Procedures for the College/Unit Districts or Systems of ACCJC/SWAC. The map shows seamless coordination of activities, legal compliance, and in assessing the distribution and delineation of functions.

The Function Map was developed and revised as the three colleges of the District, Riverside City, Norco, and Modesto Community College District office. A group, convened by the District's Education Services, which included the Chancellor of the colleges and the district met on October 17, 2012 and approved the current Function Map. A revised draft of the Function Map for the district constituencies during October, November and December 2012. A group reconvened on January 10, 2013, it considered the draft on further discussion, completed a second revision of the Function Map was shared again with college constituencies.

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

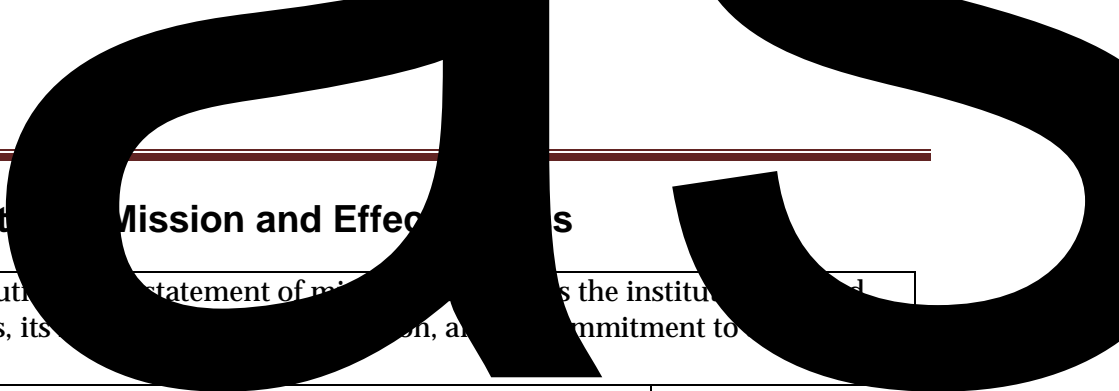
The Function Map includes indicators that depict the level and type of responsibility as follows:

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

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

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

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



Standard I: Institutional Mission and Effectiveness

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| <p>A. MISSION The institution's statement of mission describes the institution's educational purposes, its vision, and its commitment to student learning.</p> |
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| b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes. | P | S |
| c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. *The three colleges share a common core curriculum across the District, e.g. Eng 1A, His 7, Math 35, etc. | P | S |
| d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. | P | S |
| e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. | P | S |

- f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates and its stated student learning

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| formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services. *The three colleges share the same Board policies and procedures which are reviewed periodically. The colleges are responsible for the content of their catalogs, documents, and information disseminated to the public. | | |
| 7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge. | P | S |
| a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. | P | S |
| b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty. | P | S |
| c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks. *Institutional Code of Professional Ethics is a district board policy. | SH | SH |
| 8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies. | N/A | N/A |
| B. STUDENT SUPPORT SERVICES | | |
| The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services. | | |
| | College | District |
| 1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. | | |

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- b. Requirements
 - c. Major Policies Affecting Students
 - d. Locations or publications where other policies may be found.
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

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| input, and other appropriate measures in order to improve the effectiveness of the services. | | |
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1. The institution supports the quality of its instructional programs by providing library and other learning support services that are

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| Standard III: Resources |
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| A. HUMAN RESOURCES |
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The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve i ratevyo



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| <p>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.</p> | | |
| <p>2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</p> | P | S |
| <p>a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.</p> | P | S |
| <p>b. The president guides institutional improvement of the teaching and</p> | | |

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| b. | The district/system provides effective services that support the colleges in their missions and functions. | S | P |
| c. | The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges. | S | P |
| d. | The district/system effectively controls its expenditures. | S | P |
| e. | The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges. | S | P |
| f. | The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they | | |