

Riverside City College
Academic & Career/ Technical Programs
Instructional Support Services (ACTPIS)
September 20, 2018 | Meeting Minutes
Heritage Room, 12:50pm – 1:50pm

Members present: J. Leung, C. Farrar, A. Marshall, K. DiMemmo, A. Fawson, J. Gardner, T. Huff, C. Ishihara, J. Knieriem, M. Legner, J. Mowrey, R. Ruiz, V. Sandoval, J. Seals, and S. Soto

Guests present: K. Sell, R. Smith, G. Schultz

- I. Call to Order – Meeting called to order at 12:58 pm, quorum met
- II. Approval of the Agenda – M/S/C A. Fawson/M. Legner - motion carried by consensus
- III. Approval of Minutes of ACTPIC meeting held on 5/17/18
 - a. Motion by M. Legner, second by J. Gardner
 - b. Corrections to the minutes – typo on J. Mowtey’s name
 - c. Minutes approves with corrections with 2 abstentions
- IV. New Business
 - a. 18-19 work plan reviewed
 - b. Program Review - prioritization process
 - Information/questions sessions (Hall of Fame) no need to attend both meetings:
 - September 27, 2018 from 12:30pm to 2:00pm; *includes college hour*
 - September 28, 2018 from 9:00am to 11:00am
 - Prioritization Meetings (Hall of Fame)
 - October 18 (Joint Council Meeting | 12:30pm to 2:00pm)
 - October 19 (Joint Council Meeting | 12:30pm to 2:00pm | *after Fall Retreat*)
 - Faculty will prioritization faculty requests
- V. Ongoing Business
 - a. Accreditation presentation and update – Kathleen Sell
 - Writing needs to be direct, factual and concrete. Who is doing what? Cite evidence clearly without flowery writing. The key is to show evidence that we meet the standard.
 - b. Assignments (handout of Standard II.A)
 - Added ACTPIS members to standards
 - c. Evidence needs to be added to SharePoint;
 - d. Scheduling a retreat with faculty teaching dual enrollment courses
- VI. Committee Reports
 - a. Confirmed Committee report & deadlines for reports responsibilities
 - i. Recruit members for Education Master Plan Committee – Juliana Leung, Akia Marshall, and Carol Farrar
 - ii. Recruit members for Community Engagement Plan Committee – James Seals, Victor Sandoval, and Akia Marshall
 - iii. Curriculum Committee – Jeannie Gardner needs to be added to the meeting invite,
 - iv. Strategic Enrollment Management - James Knieriem attends and reports to ACTPIS (report attached)
 - v. Education Master Plan Committee representatives: Juliana Leung, Carol Farrar and Akia Marshall
 - vi. Academic Standards – not currently meeting

- vii. Distance Education Steve Brewster attending
- viii. Guided Pathways Tonya Huff attending
- ix. Departmental Leadership Council representative is Victor Sandoval
- x. Integrated Academic Support on hold
- xi. College Readiness is in process of reorganization, Mary Legner attending

VII. Adjourn – Meeting adjourned at 1:50 pm. Next meeting – joint council meeting – Oct. 18, 2018

ACTPIS - Standard IIA Subcommittee Accreditation Standard IIA Draft #2 Timeline

- September 20: Regular ACTPIS Meeting
- writing and evidence inventory assignments
- October 4: Standard IIA section drafts and evidence inventories due to Kristi Woods and Kristi DiMemmo
- Week of Oct. 8: Standard IIA draft writing subcommittee meets to finalize Draft # 2
- October 18 Regular ACTPIS Meeting
- 1st review of Standard IIA Draft # 2 and evidence inventories submitted to ACTPIS for feedback
- Week of Oct. 22 Standard IIA subcommittee meets to work on edits and completion of evidence inventory
- November 1 Standard IIA draft update presented to EPOC
- Week of Nov. 5 Standard IIA subcommittee meets to finalize Draft #2
- November 15 Regular ACTPIS Meeting
- Review and approve Standard IIA Draft #2 for submission to EPOC on November 29th

STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. INSTRUCTIONAL PROGRAMS

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. Follow-up Questions: What are the generally accepted academic and professional standards and expectations?
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. **In every class section** students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and **directly supports students in learning the knowledge and skills necessary to advance** to and succeed in college level curriculum.
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.
10. The institution makes available to its students **clearly stated transfer-of-credit policies** in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Riverside City College
 Discipline SLO Assessment Report
 As of September 27th, 2018

Count and Percentage of SLO's with assessment results entered by Division and Department
 for those courses scheduled to be assessed in 2017-2018

Division	Department	Results Entered			%
		Yes	No	Total	
CTE	Applied Technology	113	74	187	60.4%
	Business Admin/Info Sys Tech	140	64	204	68.6%
	Cosmetology	0	0	0	-
	Early Childhood Education	6	16	22	27.3%
CTE Total		259	154	413	62.7%
Languages, Humanities, and Social Sciences	Behavioral Sciences	25	38	63	39.7%
	Communication Studies	42	2	44	95.5%
	Economics, Geography, and Political Science	10	6	16	62.5%
	English & Media Studies	11	37	48	22.9%
	History/Humanities/Philosophy	28	26	54	51.9%
	World Languages	42	6	48	87.5%
	Langues, Humanities, and Social Sciences Total	158	115	273	57.9%
	Library and Counseling	8	0	8	100.0%
	Library & Learning Resources	4	0	4	100.0%
	Library and Counseling Total	12	0	12	100.0%
Math, Science, and Kinesiology	Chemistry	0	0	0	-
	Kinesiology	0	0	0	-
	Life Sciences	4	2	6	66.7%
	Mathematics	28	25	53	52.8%
	Physical Science	0	1	1	0.0%
STEM and Kinesiology Total	32	28	60	53.3%	
Nursing	Nursing	210	0	210	100.0%
Nursing Total		210	0	210	100.0%
Performing Arts	Art	0	61	61	0.0%
	Dance / Theater	15	106	121	12.4%
	Music	103	3	106	97.2%
Performing Arts Total		118	170	288	41.0%
Overall		789	467	1256	62.8%

Nothing Scheduled

Nothing Scheduled
 Nothing Scheduled

Riverside City College
 Discipline SLO Assessment Report
 As of October 10th, 2018

Count and Percentage of SLO's with assessment results entered by Division and Department
 for those courses scheduled to be assessed in 2017-2018

Division	Department	Results Entered			Total	%	
		Yes	No				
CTE	Applied Technology	113	74		187	60.4%	
	Business Admin/Info Sys Tech	157	29		186	84.4%	
	Cosmetology	0	0		0	-	
	Early Childhood Education	9	7		16	56.3%	
CTE Total		279	110		389	71.7%	
Languages, Humanities, and Social Sciences	Behavioral Sciences	25	38		63	39.7%	
	Communication Studies	42	2		44	95.5%	
	Economics, Geography, and Political Science	10	6		16	62.5%	
	English & Media Studies	11	37		48	22.9%	
	History/Humanities/Philosophy	28	26		54	51.9%	
	World Languages	42	6		48	87.5%	
	Langues, Humanities, and Social Sciences Total	158	115		273	57.9%	
	Library and Counseling	Counseling	8	0		8	100.0%
		Library & Learning Resources	4	0		4	100.0%
	Library and Counseling Total		12	0		12	100.0%
Math, Science, and Kinesiology	Chemistry	0	0		0	-	
	Kinesiology	0	0		0	-	
	Life Sciences	4	2		6	66.7%	
	Mathematics	31	22		53	58.5%	
	Physical Science	0	1		1	0.0%	
STEM and Kinesiology Total		35	25		60	58.3%	
Nursing	Nursing	210	0		210	100.0%	
Nursing Total		210	0		210	100.0%	
Performing Arts	Art	31	30		61	50.8%	
	Dance / Theater	15	106		121	12.4%	
	Music	12	0		12	100.0%	
Performing Arts Total		58	136		194	29.9%	
Overall		752	386		1138	66.1%	

Nothing Scheduled
 Nothing Scheduled

Nothing Scheduled

