

Riverside City College Academic Senate



Agenda

Monday, 11 September 2023 • 3:00 - 5:00 PM
Meeting Location: The RCC Hall of Fame Room

YouTube link for viewing:

<https://www.youtube.com/channel/UC9tCDF4RDXCqzrUS0QfO09A/featured>

- 3:00 I. **Call to Order**
- 3:05 II. **Approval of the Agenda**
- 3:05 III. **Approval of the Minutes: 28 August 2023**
- 3:10 IV. **Public Comments**
- 3:20 V. **Officer and Liaison Reports**
- A. Vice President
 - B. Secretary-Treasurer
 - C. President
 - D. RCCD Faculty Association
 - E. College President
 - F. ASRCC Representative
- 3:40 VI. **Committee or Council Updates and Reports**
- A. RCC Curriculum Chair Kelly Douglass will provide an update about AB111 (information)
 - B. Honors Faculty Coordinator Diana Pell will provide an overview about processes, timelines, and key elements of Honors student contracts (information)
- 4:00 VII. **New Business**
- A. President Scott-Coe will provide an update about the RCCAS bylaws review schedule and planning (information)
 - B. Dr. Amy Vermillion (Nursing) will provide an overview of two proposed new disciplines for conceptual approval: Healthcare Ancillaries (HCA) and Public Health Science (PHS) (information, possible action)
 - C. Accreditation chair Jacqueline Lesch will give the first read of the RCC Midterm Accreditation Report Executive Summary (first read)
 - D. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates (action)
 - a. Faculty Co-Chair for SAS
 - b. DSSC Committee representative
- 4:45 VIII. **Open Hearing**
- 4:55 IX. **Learn, Share, Do**
- 5:00 X. **Adjourn**

Title 5 §53200 and RCCD Board Policy 2005
Academic Senate "10+1" Purview Areas

1. Curriculum, including establishing prerequisites and placing courses within disciplines* 2. Degree and certificate requirements* 3. Grading policies* 4. Educational program development* 5. Standards or policies regarding student preparation and success* 6. District and college governance structures, as related to faculty roles** 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports** 8. Policies for faculty professional development activities* 9. Processes for program review** 10. Processes for institutional planning and budget development** 11. Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate**

* The RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate

**The RCCD Board of Trustees relies on recommendations that are the result of mutual agreement between the Trustees and the Academic Senate

Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside City College Academic Senate will swiftly provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact Office of Diversity, Equity, & Compliance at 951-222-8039.

Riverside City College Academic Senate
August 28, 2023 • 3:00 - 5:00 PM • Hall of Fame

3:00 I. Call to Order – 3:04 pm

Roll Call

Academic Senate Officers

President: Jo Scott-Coe
Vice President: Ajené Wilcoxson
Secretary-Treasurer: Micherri Wiggs

Department Senators

Applied Technology: Patrick Scullin
Art: Will Kim
Behavioral Science: Eddie Perez
Business Admin/IST: Skip Berry
Chemistry: Leo Truttmann
Communication Studies: Star Romero
Cosmetology: Peter Westbrook (not present)
Counseling: Sal Soto
Dance and Theatre: Todd Faux
Early Childhood Education: Emily Philippsen
Economics/Geography/Political Science: Kendralyn Webber (not present)
English: Christine Sandoval (not present)
History/Humanities/Philosophy: Daniel Borses
Kinesiology: Jim McCarron (not present)
Library: Sally Ellis
Life Sciences: Lisa Thompson-Eagle
Mathematics: Evan Enright
Music: Steve Mahpar
Nursing: Lee Nelson (not present)
Physical Science: James Cheney
World Languages: Rosemarie Sarkis (not present)

Associate Faculty Senator

Lindsay Weiler

Ex-Officio Senators

EPOC: Vacant
ASC: Jacquie Lesch
Teaching and Learning LC: Greg Russell
Student Access and Success LC: Vacant
Resource Development and Administrative Services LC: Patrick Scullin
Government, Effectiveness, Mission, and Quality LC: Wendy McKeen (not present)
Curriculum: Kelly Douglass (not present)
Parliamentarian: Vacant

RCCD Faculty Association

Michael Chavez

Administrative Representatives

College President: Claire Oliveras
VP Academic Affairs: Lynn Wright
VP Business Services: Danny Villanueva (not present)

VP Planning and Development: Kristine DiMemmo (not present)
VP Student Services: FeRita Carter (not present)

ASRCC Representative

Jennifer Shaw (not present)

Recorder of Minutes

Danielle Elizondo

Guests

Jim Elton, Kinesiology
Heather Smith, Life Sciences
Kyla Teufel, Dean, Enrollment Services
Denise Mosqueda, Community Schools Coordinator
Shari Yates, Dean CTE
Steve Holman, Interim Dean STEM-K
Herbert English, Dean Counseling PSFP
Mary Legner, Mathematics

3:05 II. Approval of the Agenda – 3:04 pm

- M/S/C: (Soto/Weiler) Approved by consent

3:05 III. Approval of the Minutes – 3:05 pm

- May 1, 2023- M/S/C: (Borses/Thompson/Eagle) Approved by consent.
- May 15, 2023- M/S/C: (Ellis/Faux) Approved by consent.

3:10 IV. Public Comments – 3:07 pm

- No comments.

3:20 V. Officer and Liaison Reports – 3:07 pm

A. President-

- Officer reports will be rotated between President, VP, and Secretary-Treasurer in future meetings.
- Welcome all new and returning Senators. We have six brand new Senators.
- All three Officers attended the ASCCC Leadership Institute in June and are operating as a team.
- Mentorship teams have been created for Senators with the idea of reciprocal learning.
- Orientation will be an ongoing process built into the agendas with a community of cultural wealth mindset to help each other be successful.
- The new agenda packets are formatted with tabs and links where everything is self-contained without the use of SharePoint. Agenda packets will be posted on Wednesdays, giving Senators two working days to review the content before meetings.
- Thank you, Dr. Wright, for providing refreshments for today's meeting as a warm welcome.
- Academic.Senate@rcc.edu is the official conveyor of business for agenda items and other things to be housed to keep history for future incoming officers.
- As discussed in Spring, changes in Title V require compliance related to DEIA competencies and criteria into all employee evaluations. District Council, Keith

Dobyns, explained that a single sentence of standard DEIA competency language was added in BP 6210 for faculty. It will go to DSPC on Friday 8/25. It goes to the Chancellor's cabinet today; it will go to BOT on 9/5 and 9/19. Next is a policy adjustment by October 13, 2023. Forthcoming negotiations about implementation will involve Senate, Faculty Association, CSEA, and administration.

- The college bookstore vendor will be changing from Follett to Barnes and Noble. The transition will take place between October and November 2023. Committee member Kyla Teufel is here as a guest to answer questions in regards to the vendor change. Teufel explains that some of the rational for the change include: 24/7 faculty support, better integration model with ERP and Anthology, better merchandise, financial incentives, larger inventory of used books. More to come about schedule and implementation details.
- Temporary ERP will be used before Anthology is implemented. The interim ERP is estimated to be used for 1 year. Expect more information in our next meeting.
- Key takeaways from ASCCC institute include using the concepts of liberatory design for meetings and workgroups to develop a framework of Relational Trust.

B. Vice President-

- ASRCC is getting organized and plans to have a representative present at our next meeting.
- We are organizing previous meeting minutes into a searchable database. With this we will be able to look up previously approved Senate resolutions to see where we are at and what we need to do, if anything, to make them happen.
- Key takeaways from ASCCC institute include IDEAA (Inclusion, Diversity, Equity, Anti-racism, Accessibility) and collaboration (to design with instead of for.)

C. Secretary Treasurer-

- California State Academic Senate just updated their strategic plan with simplicity and fluidity in mind. This is an influence that we want to follow so we can respond to changing needs in a timely manner.
- We will be looking at our bylaws in the next meeting. Major changes are not anticipated. The review will be an opportunity for us to learn together.
- Senators received a stack of collegiality challenge cards. We ask that you hand one out to every faculty member in your department along with the notes about potential errors with names and titles. Please share any discrepancies with faculty names listed on the cards.
- Senate mixer dates are listed on the back of the challenge cards. Invites will be split up over the academic year and sent out via email.

D. RCCD Faculty Association-

- Mike Chavez introduces himself as the new Vice President for Faculty Association. Mike will be taking on the role of FA representative for Senate.
- Golden handshake questions should be directed to your CalSTRS rep.
- Wednesday 8/30 nurses from Community Hospital will be holding an informational picket at 7:30 am and 7pm. Everyone is welcome to join them in solidarity as fellow union members.
- We will be back in negotiations as our contract is expiring next year. Negotiations include COLA plus 1.4%.

E. College President Oliveros-

- Enrollment is at 100.8% and we have surpassed our 2019 enrollment.
- Introducing our new Dean of STEM Steve Holman.
- Nine faculty members were impacted by the flooding in the Quad and have been temporarily placed in Library, STVR, and MU. We are looking at 8-12 weeks for repairs. Thank you, faculty, for your flexibility and thank you, PLT, for quickly placing them.
- Looking forward to meeting you in your areas.
- VP Wright added that headcount is up as is units per student. We were at 8.6 – 8.8 average units per students and are now at 9 average units per student. She thanked faculty for adding students.

F. ASRCC Representative-

- Not present.

3:40 VI. Committee or Council Updates and Reports – 3:55 pm

A. RCC DE Education Committee Chair Heather Smith provides an update about activities and directions for the coming academic year (information)

- For those who don't know, we have joined the CVC OEI as a home college.
- We would like to move to being a teaching college.
- First, we have to have a POCR review team. Our team is headed up by Janet Lehr and is set to review this Fall.
- POCR certified courses reach our students better.
- More information to come this semester.

B. RCC CMAC Committee Chair Heather Smith provides an update about ZTC/LTC (information)

- Last year we started with \$20,000 from the state to implement division mentors and purchase open stack books.
- At the end of Spring each college got \$180,000 to develop ZTC Pathways.
- August 15th the state informed they authorized acceleration grants to develop other ZTC Pathways and they are giving \$200,000 for it. The preliminary report is due to the state by September 15th and the committee hasn't had the chance to meet.
- We would like to focus on STEM ZTC Pathways.
- The committee meets Thursdays during college hour so please attend or join via zoom. Reach out to Heather Smith.

3:50 VII. Ongoing Business – 4:05 pm

A. RCCAS leadership team provides a review and orientation about the roles and responsibilities of Academic Senate (information)

- Secretary Treasurer Wiggs shared a brief history of the faculty role California community college decision making. When legislation changed to empower faculty as the primary voice in academic matters, the Academic Senate was born.
- Overview of 10+1 card given to all Senators. Board policy identifies the first half as “relies primarily” on senate and the second half as “mutually agreed upon.” Unclear if the cut off is at #5 or #6 in the 10+1. President Scott-Coe inquired with district legal counsel Keith Dobyons on this question and will also be following up on the history with other RCCD academic senate presidents.

- The RCC Academic Senate Constitution is our creation document.
 - VP Wilcoxson talked about the senator roles identified in the constitution and how to continue to digest and think about them in a more applicable way.
 - Bylaws will be opened up at the next meeting with proposed sections and making sure we stay inside our purview.
 - Our existing constitution and bylaws are on the RCC Senate website.
 - President Scott-Coe emphasizes that the senator mentorship teams are for ongoing education about senate purview and processes; these are not “lobbying” groups, which would potentially violate the Brown Act. The Senate will be building intentional reminders about 10+1 into RCCAS agenda items throughout the year. She also mentioned that MVC has developed standard questions for discussion or debates. Will report back with more info to elicit discussion.
- B. BP 3500: RCCAS President Scott-Coe leads a discussion about fall interdisciplinary workgroup on AI/ChatGPT and academic integrity (action)
- Conversation ensued in regards to terminology and clarifying language in BP 3500 as it relates to academic integrity and who the appropriate body to take up this issue would be.
 - Motion to have TLLC charged with investigating, understanding, and reporting back to Senate in the Spring. M/S/C: Romero/Elton.
 - Conversation continued as to who to task this with.
 - Motion to amend the original motion M/S/C: Romero/Perez, passes unanimously.
 - Amended motion- Motion to have TLLC charged with investigating, understanding, and reporting back to Senate in the Spring with clarity on what AI/ChatGPT is as it relates to BP3500, M/S/C: Romero/Weiler, amended motion passes unanimously.

4:15 VIII. New Business – 4:38 pm

- A. RCCAS leadership team provides a brief overview of feedback from strategic planning listening sessions of Leadership Councils (information)
- Conversations seemed to be welcomed but there seemed to be some hesitation to engage.
 - Folks are hungry for action.
 - Some structures that exist within the committee may need to be evaluated for simplification.
- B. Ratification of new and ongoing appointments- action (Scott-Coe)
- a. EPOC faculty co-chair- motion to ratify Ajené Wilcoxson as interim EPOC faculty co-chair M/S/C: Elton/Romero, passes unanimously.
 - b. ASCCC noncredit pretransfer and continuing education committee- motion to ratify Mary Legner’s appointment M/S/C: Wilcoxson/Borses, passes unanimously.
 - c. LHSS Faculty representatives for Leadership Councils- Alex Gilbert for SAS 1-year term, Tina Stavropolous for TLLC 1-year term, David Lee for RDAS 1-year term, Denise Kruienza-Muro for GEMQ 1-year term, Thatcher Carter for FD 2-year term, Jan Andres for FD 2-year term, Audrey Holod for FD 2-year term, Doris Namala for LHSS Engagement Center Faculty Coordinator.

- d. FPA faculty representatives for Leadership Councils- Peter Curtis for TLC, Bryan Keene for SAS, Charlie Richard for ARDAS, John Byun for GEMQ, Brian Kohl and Jennifer Amaya for Program Review, James Rocillo for DE. Motion to approve the appointments for LHSS and FPA M/S/C: Borses/ Scullin, motion passes unanimously.
- e. Faculty co-chair for SAS- vacant
- f. RCCAS Parliamentarian- motion to nominate Sal Soto M/S/C: Wilcoxson/Perez, motion passes unanimously.

Motion to extend the meeting time by 5 minutes M/S/C: Romero/Weiler, motion passes unanimously.

4:45 IX. Open Hearing – 4:57 pm

- Soto- Prioritization is coming up and we need to push the importance of reviewing and voting.

4:55 X. Learn, Share, Do – 4:59 pm

- Learn:
 - More about POCR exchange
 - Review the Constitution of Senate
- Share:
 - DEIA language regarding evaluation
 - Bookstore vendor change
 - Nurse picket
 - POCR review and ZTC Pathways money from state
 - EPOC interim position
- Do:
 - Distribute challenge cards and Senate mixer news
 - Review constitution with your Senate mentor team
 - Talk to your faculty about SAS co-chair
 - Encourage LC reps to participate in prioritization

5:00 XI. Adjourn – 5:02 pm

- Motion to adjourn M/S/C: Truttmann/Philippsen

Glossary:

M/S/C = Motion Seconded and Carried

RCC Honors Program Contract Proposal Cover Sheet

Revised Spring 2023

- ✓ This agreement must be filled out **by the instructor** in collaboration with the student and submitted to the Honors Program Faculty Coordinator via email (Diana.Pell@rcc.edu) .
- ✓ Honors students may apply at most two contracts towards program completion requirements.
- ✓ Students are encouraged to take on no more than one contract per semester.
- ✓ Only Honors students in good standing may complete an Honors contract.
- ✓ Documents to be submitted include:
 - Honors Contract Agreement form (i.e., this form), digitally signed by the student and the instructor (email confirmation would be sufficient)
 - Contract Proposal & Description detailing contract work parameters and meeting times
- ✓ **The target DEADLINE for proposal submissions for fall and spring semesters is FRIDAY before the first HAC meeting of the semester, which is held the first Tuesday of the month. This would usually be the last Friday in August/February. This will usually be week 2-3 of the semester. For summer/winter contracts, the deadline will be the last Friday in May/November prior to the new term. These deadlines are established to give the Honors Advisory Council sufficient time to review and approve/deny the proposal.**
- ✓ **A contract proposal submitted after the first Honors Advisory Council of the semester during the term in which the contract is intended to be completed will be categorically denied. Exceptions to this are possible but rare, so students and faculty are strongly advised to meet this deadline.**

The Fine Print (Not to be included in Contract Proposal):

1. These courses provide Honors credit to the student who is currently enrolled in a transfer-level class with the selected faculty member; the contract is individually negotiated between the faculty member and the student. The contract must be approved by the HAC and the appropriate division dean.
2. The project must be completed by the end of the term in which the non-Honors course is active. The Project Completion Form verifying the completed project should be turned in to Honors Program Faculty Coordinator via email (Diana.Pell@rcc.edu) by the end of the semester. Instructors can send these forms in once they have completed final grades.
3. Contract courses will *not* have an “H” designated on student transcripts. However, both HTCC and UCLA-TAP have agreed to recognize Honors contract courses as legitimate methods of completing RCC’s Honors program.

Honor Contract Guidelines:

All Honors contract work must be scholarly endeavors over and above the normally expected curriculum at the lower division level, and that work must be clearly defined in the proposal.

Examples of “What Makes It Honors”:

- Topics that are more advanced than regular, lower division coursework
- Research beyond normal course assignment
- Extensive reliance on primary source documents
- Critical thinking and extended analysis not required in regular coursework
- Creative projects beyond regular requirements of the course

Honors Project Requirements:

1. The instructor in consultation with the student determines the overall project design, with the instructor having final say. Submissions should be as specific as possible when describing Honors projects and assignments (e.g.: number of outside sources, number of pages required, etc.).

2. Students must arrange to meet with the instructor during office hours throughout the term to check on student progress, work out details or concerns, and so on. At least four face-to-face meetings are recommended, plus regular email communication.
3. Student must earn a C or higher in the course to earn Honors credit for the contract, just as a student must do in an Honors standalone course.



RCCD HONORS
DISCOVER. CHALLENGE. LEARN.

Riverside City College Honors Program Contract Proposal

Step 1: Student, Faculty, and Course Information

Student Name:	RCC ID:
Student Email:	Date:
Course Number/Title:	Section Number:
Professor Name:	Contract Term: <input type="checkbox"/> fall <input type="checkbox"/> spring
Professor Email:	

Step 2A: Study Proposal and Description

What the form/format your work will take (check all that apply)?

- | | |
|--|---|
| <input type="checkbox"/> Research Paper | <input type="checkbox"/> Film |
| <input type="checkbox"/> Quantitative/Qualitative Research Project | <input type="checkbox"/> Portfolio |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Computer Program |
| <input type="checkbox"/> Creative Writing or Fine Arts work | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Research Journal | |

In addition to the checklist above, please attach a typed, one-page summary of excellent quality which outlines the project or assignments designed for the Honors contract. Please submit to the Honors Program Faculty Coordinator, Prof. Daniel Hogan, by 5PM on the Friday before the first HAC meeting the semester during the term in which you will complete the project/assignment, or the Friday before the last HAC of the semester prior to the summer/winter term you will complete the project/assignment. Your proposal **MUST** be signed and address all of the following areas:

1. **Project Goal, Driving Question, Thesis:** What question or focus drives the work on this project?
2. **Project Outcomes:** In general terms, what will be the evidence of completion of this project? Be specific about quantity whenever possible. Please note: a 250-word conference presentation abstract is strongly encouraged to be one work product of the contract.
3. **Project Methods:** What methods (library research, field research, creative work, and/or ...) will the student use to complete the Honors contract activity? Be specific.
4. **Project Process, Timeline, and Due Dates:** Please outline the steps the student will likely take to complete the Honors contract project or assignments along with an expected timeline of completion. For example, explain when the field or library research will likely be completed, when the student will write up his/her/their findings, when the student will present (if applicable). If the instructor and

student will have scheduled meetings, indicate in the proposal how often they will likely meet. (If necessary, additional forms can be attached to this document.)

Step 3: Articulation of Honors Criteria and Project Goals

As a rule of thumb, students should anticipate investing at least one additional hour of time and effort each week on average (possibly more) over the semester in order to complete the contract work and earn the honors credit. The goal of this contract is to stimulate and enrich the academic experience for both faculty and student. The contract submitted by the student must incorporate **at least five** of the attributes below, as compared to the non-honors course.

Student and instructor circle/check the items from the list below, certifying which work the student will be doing to fulfill the Honors contract, adding others if applicable (on separate pages, if necessary):

- Greater depth and/or breadth of subject matter investigation, especially requiring synthesis of different points of view
- Greater enhancement of skills in critical thinking, analysis, and interpretation of course subject matter
- Higher degree of student participation and involvement in the class
- More advanced supplemental reading, especially from primary sources
- More opportunities for writing, and at a higher standard
- Student presentation in the class, on campus, or at RCC's and/or HTCC's student research conferences
- More opportunities for student-conceived research
- Integration of research source material in the work product, particularly in cross- or interdisciplinary contexts
- Use of resources or consultants from beyond the campus, such as university libraries, local professionals/leaders in related fields (lab directors, business leaders, public employees, non-governmental organizations, artists, etc.)
- Community-based research experiences: field trips, interviews, cultural events, service engagement
- Leadership in the classroom: leading study groups, facilitating class discussion, teaching a portion of a class meeting, or other
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

<p>Please note: Any resources the student is encouraged or required to make use of should be without additional cost to the student (beyond basic transportation expenditures). Research should make use of open course materials, texts on reserve, and other library resources.</p>
--

Step 4: Agreement

I _____ (student) agree to the complete the proposed study plan and will complete it by the end of the upcoming semester:

Student Signature: _____ Date: _____

I certify that I have reviewed and approved this Honors Contract Proposal. The academic focus reflected in this proposal is of high quality and meets my expectations for an Honors contract. I will meet with the student regularly during office hours and ensure that the final product fulfills this contract.

Professor Signature _____ Date: ____/____/____

Discipline Dean Signature _____ Date: ____/____/____

Step 5: Final Approval of Contract

This contract has been approved by the Honors Advisory Council:

Yes No

Honors Program Faculty Coordinator Signature: _____ Date: ____/____/____

FOR OFFICE USE ONLY:

Date Received: ____/____/____

**Riverside City College
School of Nursing**

Academic Senate Discipline and Program Proposal
September 11, 2023

The School of Nursing as a discipline within the Nursing and Health-Related Sciences pathway is proposing the adoption of the following discipline and program in which a certificate or Associate Degree of Science can be earned.

Proposed CCCC Discipline: Healthcare Ancillaries (HCA)

Proposed Program within Proposed Discipline: Anesthesia Technology

Program Alignment with College:

MISSION: The Anesthesia Technology (AT) program reflects the mission of Riverside City College to serve a diverse community of learners by offering certificate, degree, and pathway programs. The AT program will prepare nationally certified, clinically competent graduates to the community, while assisting students to achieve their educational and career goals. Thus, the anesthesia technology program strives to improve the social and economic mobility of its students to improve anesthesia care delivery to the community.

VISION: The AT program strives to provide outstanding educational opportunities that are responsive to the community need of certified anesthesia technologists by providing a hybrid distance education program to the Inland Empire/Desert Region and North San Diego County providing highly educated graduates to improve anesthesia care delivery and healthcare in those areas.

VALUES:

Tradition and Innovation: Collaboration in the development of a flexible and creative distance education hybrid program anesthesia technology program to meet the dynamic needs of the community with outreach to the Inland Empire/Desert Region and North San Diego County.

Integrity and Transparency: The anesthesia technology program evokes an environment of trust through open and honest communication to students, faculty, and the community providing highly qualified, safe, and certified graduates of the program.

Growth and Continual Learning: The anesthesia technology program provides students the opportunity for academic and clinical growth through an evidence based curriculum, as well as student self-assessment and reflection. Faculty are provided the opportunity to further educational opportunities through advanced and continuing education.

Equity-Mindedness: The anesthesia technology program promotes an environment where students from a variety of backgrounds have an equal opportunity to apply, matriculate, and graduate from the program.

Responsiveness: The anesthesia technology program addresses the needs of our students and communities through a variety of means including advisory committees, Inland Empire/ Desert Region Workforce Development meetings, and semester input from program evaluations from didactic/clinical faculty, students, and employers of graduates.

Student-Centeredness: The anesthesia technology program support students through its rich didactic and clinical curriculum assisting students in accomplishing their personal, education, and career goals.

Need:

Healthcare agency partners are in need of various healthcare technicians in the workforce to support licensed healthcare professionals in our region. This associate degree and/or certificate program aligns with Guided Pathways and the Nursing & Health-Related Sciences Pathway. Currently, Pasadena City College is the only community college that is offering this program. Locally, Kaiser Permanente, Riverside Community Hospital, Eisenhower, Desert Regional, and Loma Linda University Medical Center are using Anesthesia Technologist in their perioperative inpatient and outpatient areas.

In addition, the SON has developed a new course for non-nursing professionals who may desire to transition and advance place into the ADN (RN) program which enables students to continue on an educational pathway.

- Past 12 months, 44 anesthesia technology job ads were posted in the Inland Empire/Desert Region.
 - Across California posted 335 online job ads for anesthesia technology workers.
 - Employers in California are willing to pay between \$47,944 and \$94,411 annually, above the \$45,386 annual (\$21.82 hourly) MIT living wage standard.
 - Approximately 86% of anesthesia technology job ads were posted with the job title anesthesia technicians (288 job ads).
 - Within job ads, approximately 89% of employers sought candidates with a high school diploma or equivalent, and 11% sought candidates with an associate degree.
- Regional community colleges and other regional postsecondary education institutions do not currently provide training programs for anesthesia technology workers.

Curriculum Standards:

This program prepares students to become a Certified Anesthesia Technologist in the preparation necessary to become an integral member of the anesthesia patient care team. The program emphasizes the fundamental and advanced clinical procedures to assist licensed anesthesia providers in the acquisition, preparation, and application of various equipment required for the delivery of anesthesia care. Courses are aligned with the Commission on Accreditation of Allied Health Programs (caahep.org) Standards of Accreditation of Anesthesia Technology Education Program.

Program Outcomes:

Upon successful completion of this program, students should be able to:

1. Collaborate with the multi-disciplinary anesthesia care team, in the development of an anesthesia plan of care for patients in areas to which they are assigned.
2. Assist the anesthesia provider in a variety of current anesthesia techniques, and use of equipment for providing anesthesia.
3. Provide support for anesthesia services to all patients and types of anesthesia, including trauma and emergency cases.

4. Maintain vigilance and patient safety throughout the peri anesthetic continuum, by actively protecting patients from iatrogenic complications, and utilizes appropriate precautions in infection control.
5. Conduct a comprehensive, appropriate equipment check, identifies and takes appropriate action when confronted with anesthetic equipment-related malfunctions and maintains.
6. Use critical thinking skills in assisting the anesthesia provider with patients of all types, ages and physical conditions for a variety of surgical and medically related procedures.
7. Set up, and calibrate non-invasive and invasive monitoring equipment, and understands data obtained from these modalities.
8. In collaboration with the anesthesia provider recognize and appropriately respond to anesthetic complications that occur during the perioperative period.

Goal: Successfully pass the Anesthesia Technology National Certification Examination (AT NCE).

Adequate Resources:

The program will use the School of Nursing classroom space and will be proposed for a hybrid modality. The School of Nursing already possesses the laboratory and simulation equipment needed for the program. A consultant has been hired and once the program has been approved, a part-time Director for the program will be hired.

Compliance:

The program will pursue accreditation through the Commission on Accreditation of Allied Health Education Programs and has been developed to align with said standards.

**Riverside City College
School of Nursing**

Academic Senate Discipline and ADT Proposal
September 11, 2023

The School of Nursing as a discipline within the Nursing and Health-Related Sciences pathway is proposing the adoption of the following discipline and Associate Degree for Transfer (ADT).

Proposed Discipline: Public Health Science (PHS)

CCCCO Discipline: Health

Proposed ADT: Public Health Science

Alignment with College:

To offer a complementary pathway to students who either want to earn a dual degree in Public Health Science and Nursing or an additional healthcare pathway to a transferring university. The prerequisites for Public Health ADT, Nursing, and other healthcare pathways are similar and this new pathway can provide students with a declared nursing major an additional healthcare pathway while either awaiting admission or for those who determine nursing may not be their desired educational goal. The COVID-19 pandemic illuminated the critical need for employability in the public health sector.

Need:

Currently have 3,767 nursing declared majors. Crafton Hills and Grossmont Colleges are the nearest community colleges offering a Public Health ADT.

Curriculum Standards:

The ADT has been developed based on the CCCCCO Transfer Model Curriculum. RCC offers all courses with the exception of Introduction to Public Health which has been developed. The Associate in Science in Public Health Science for Transfer focuses on an understanding of the health of populations. This degree is designed to prepare students in the study of public health science and provide comprehensive preparation for upper-division work. Students choosing this degree program will study a range of topics related to human health and disease including: core functions and disciplines of public health; human anatomy and physiology; diseases and their causes, including risk factor; distributions of diseases; primary prevention strategies; and behavior-change theory and application. Students will be gain understanding of the biopsychosocial basis for health and healthy populations. Further they will be able to understand and assess the burden of disease on the health of populations, including the impact of environmental exposures; use of data to support evidence based practices; develop and deliver health programs and interventions that are based on behavior frameworks; and evaluate health programs and initiatives for effectiveness. Public Health Science bridges the gap between scientific discoveries and the application of this knowledge to improve the quality of life

Program Outcomes:

Upon successful completion of this program, students should be able to:

1. Students will be able to assess the burden of disease on the health of populations, including the impact of environmental exposures and use data to support evidence based practices.

2. Students will be able to develop and deliver health programs and interventions that are based on behavior frameworks, and evaluate health programs and initiatives for effectiveness.
3. Describe the interplay between health determinants and inequities, such as environmental conditions, social, behavioral and cultural factors, and biological considerations, and explain the role of each in determining local, national and global health organization and policy.
4. Analyze current public health issues and describe how they affect societal well-being among specific populations of age, gender, sexual orientation/preference, ethnicity, marginalization, education and socioeconomic status.
5. Recognize the challenges and opportunities of public health in the 21st century and beyond.

Goal: Successfully transfer to a CSU or UC.

Adequate Resources:

The TMC is interdisciplinary. Nursing will house the discipline and offer the Introduction to Public Health Nursing, however, anyone who meets the minimum qualification for Health as outlined in the CCCCCO Minimum Qualifications for Faculty and Administrators in California Community Colleges can teach it.

Compliance:

The proposed ADT is in compliance with the CCCCCO Transfer Model Curriculum.



▲

New Discipline Proposal

Healthcare Ancillaries (HCA) & Public Health Science (PHS)

Healthcare Ancillaries (HCA) Discipline

Proposed Program within Discipline

- Anesthesia Technology
- HCA discipline will be used for FSA
- Others to come such as Cardiovascular Technician

Alignment with College

- Pathways
 - Certificate and/or
 - Associate degree
 - Non-nursing healthcare professional pathway
- Improve social and economic mobility
- Entry-level



PURPOSE

- ▼ An entry-level program that will prepare students to become an integral part of the anesthesia patient care team

Healthcare Ancillaries (HCA) Discipline

Need

- Aligns with Nursing & Health-Related Science pathway
- No programs in our region
- Clinical agencies requesting
 - Kaiser
 - Local surgery centers
 - Loma Linda University Medical Center
 - Riverside Community Hospital

Curriculum Standards

- Aligned with Commission on Accreditation of Allied Health Programs Standards of Accreditation of Anesthesia Technology programs

Healthcare Ancillaries (HCA) Discipline

Goal

- Anesthesia Technology National Certification
- Wages
 - \$47,944 and \$94,411 annually
 - Above the \$45,386 annual (\$21.82 hourly) MIT living wage standard.

Resources

- Supplies & equipment already in place in SON
- Secured clinical placements
- Face-to-face/hybrid/online modalities



PURPOSE

Provide a complementary pathway for students interested in nursing and other health-related sciences

Public Health Science (PHS) Discipline

Proposed CCCCO Discipline

- Health discipline will be used for FSA
- Interdisciplinary

Alignment with College

- Pathways
 - Nursing & Health-Related Science
 - ADT
 - Complementary
- Increase ADT options

Public Health Science (PHS) Discipline

Need

- Currently have 3,767 nursing declared majors
- Crafton Hills and Grossmont College closest in our region

Curriculum Standards

- Aligned with CCCCCO Transfer Model Curriculum for Public Health Science
- Majority of required courses are the same as what is needed for nursing & other health-related sciences

Public Health Science (PHS) Discipline

Goal

- Increase transfer rates
- Provide an additional degree option

Resources

- Face-to-face/hybrid/online modalities
- Health FSA allows multiple disciplines to teach the Introduction to Public Health course
 - Only 1 course needed to be developed

VI. PROGRAM APPROVAL PROCESSES

Overview

Any faculty member, or an administrator or community leader working in collaboration with a faculty member, may originate a new program proposal.

Program Development Process

Any new program proposal or existing program should meet the following five criteria for curriculum development endorsed by the State Chancellor's Office:

- Appropriateness of Mission - The objectives of the program should align with the college mission.
- Need - There must be local demonstrable need for the program.
- Curriculum Standards - The courses in the program are rigorous, up-to-date, and are sufficient to meet the objectives of the program.
- Adequate resources - The college must be able to provide the necessary resources to offer the program.
- Compliance - The program should not violate any regulations, laws, or requirements.

The development process below applies specifically to new program proposals within a discipline or field of study that does not exist in the district.

- Initial Program Concept Development
 - The faculty originator develops an initial program outline that meets a local demonstrable need and falls within the mission of the college.
 - The initial program outline should include program learning outcomes and a potential list of courses with their unit values.
 - The faculty originator should compile research on comparable programs at other community colleges, as well as lower division major requirements to similar programs at CSUs and UCs.
 - For CTE programs, evidence of labor market need is required.
- Discipline/Department Consultation and Concept Approval
 - The faculty originator presents the initial program outline to the college discipline for consultation and conceptual approval.
 - The program outline is presented to the district-wide discipline for discussion and to determine if there is interest in offering the program at more than one college in the district.
 - The faculty originator finalizes the program outline based on the recommendations of the discipline.
 - Complete course outlines for all courses in the program are developed.
- College/District Strategic Planning Committee Concept Approval
 - The faculty originator presents the program proposal to the College SPC for review and conceptual approval.
 - The SPC considers any impact the program may have on college resources, budget, facilities, and enrollment.
 - Programs requiring new district resources will also require DSPC review and approval.
- College Academic Senate Concept Approval

- The faculty originator presents the program proposal to the college academic senate for review and conceptual approval.
- The senate should not approve the program concept if any significant issues regarding the program are unresolved.

Following completion of the development process, the New Program Development/Concept Approval Form should be completed and attached to the program proposal. The program and the courses that comprise the program then go through the appropriate curriculum approval processes.

References

- RCCD New or Revised Program Development Process (2011 Revision)
[http://academic.rccd.edu/curricunet/Program Development Process_2011Revision.pdf](http://academic.rccd.edu/curricunet/Program%20Development%20Process%202011Revision.pdf)

Modifications to Existing Programs

A program that has been approved by the State Chancellor's Office may undergo modifications as needed, provided the modifications do not substantially change the essence of the program. Such modifications include changing of course sequencing, changing of program title, and changing of certificate/degree unit totals, etc. If the modifications to an existing program are so substantial that the program can no longer be considered the same, faculty should instead propose a new program and take the old program through the discontinuance process.

Program modifications must proceed through the RCCD program approval process. Modifications to any existing ADT will require the program to be reviewed manually by CCCCCO staff (step 8 of the approval process). Modifications to all other existing programs do not require review by CCCCCO staff. However, all programs are subject to a periodic review by CCCCCO staff to ensure compliance with Title 5 and CCCCCO recommendations.

Program Approval Documents

For submission to the State Chancellor's Office, proposals for new programs or modified programs require the following documents:

All Programs:

- Narrative, with all completed sections as outlined in the PCAH
- Transfer preparation documentation (transfer programs only)
- TMC template (ADTs only)
- C-ID or ASSIST articulation information (ADTs only)

Proposals for new CTE programs or modifications to existing CTE programs require additional documents:

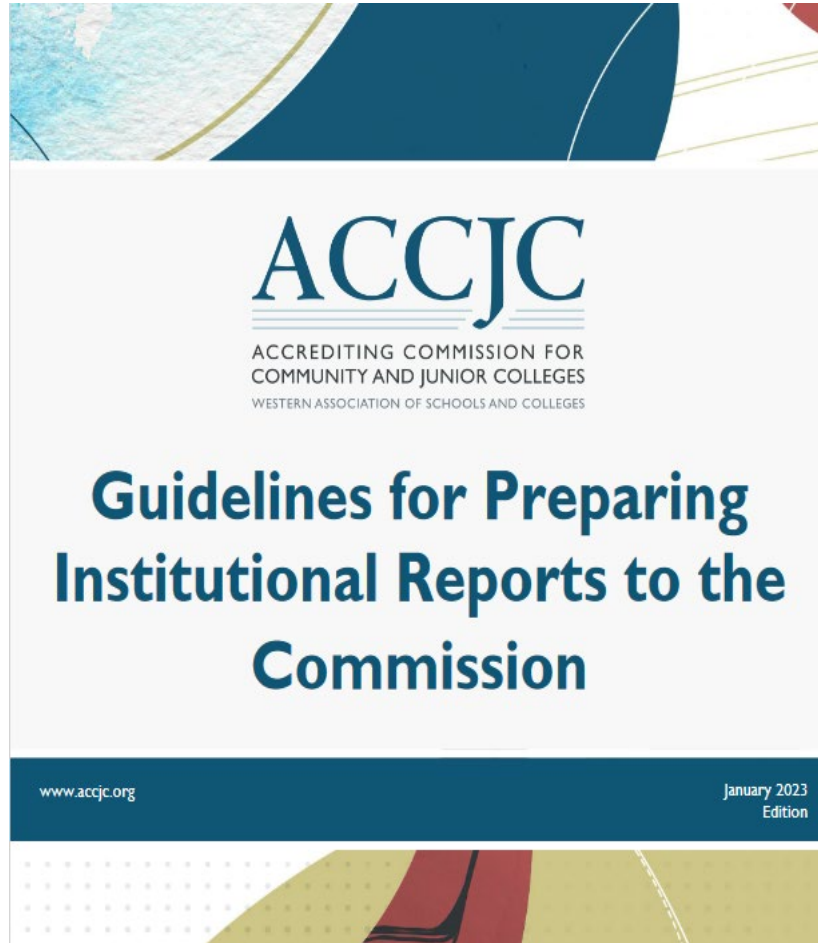
- Labor market information (LMI) – The labor market information on file with the State Chancellor's Office must always be kept current. For example, if the LMI for a given program covers the years 2020-2025, a new LMI must be obtained and submitted to the State Chancellor's Office in 2025.
- Regional consortia recommendation – Consortia recommendation is required for new programs only and is not needed for modified programs.

The background features a low-angle shot of modern architecture. On the left, a building with a prominent orange-brown metal mesh facade is visible. In the center, a tall, slender tower with a glass and metal exterior reaches towards the sky. To the right, another modern building with a grid-like window pattern is partially visible. A large, dark blue rectangular overlay covers the central portion of the image, with a bright orange triangle in the bottom right corner. The text is centered within the blue area.

**RIVERSIDE CITY COLLEGE
ACCREDITATION
MIDTERM REPORT
2024**

MIDTERM REPORT

GUIDELINES



REQUIREMENTS AND FORMAT

- Cover Sheet
- Certification Page
- Table of Contents
- Report Preparation
- Plans Arising from the Self-Evaluation
- Institutional Reporting on Quality Improvement
 - Response to Recommendations for Improvement
 - Improving Institutional Performance: Student Learning Outcomes and Institution Standards
 - Quality Focus Project
 - Fiscal Reporting
- Evidence Appendices

TIMELINE

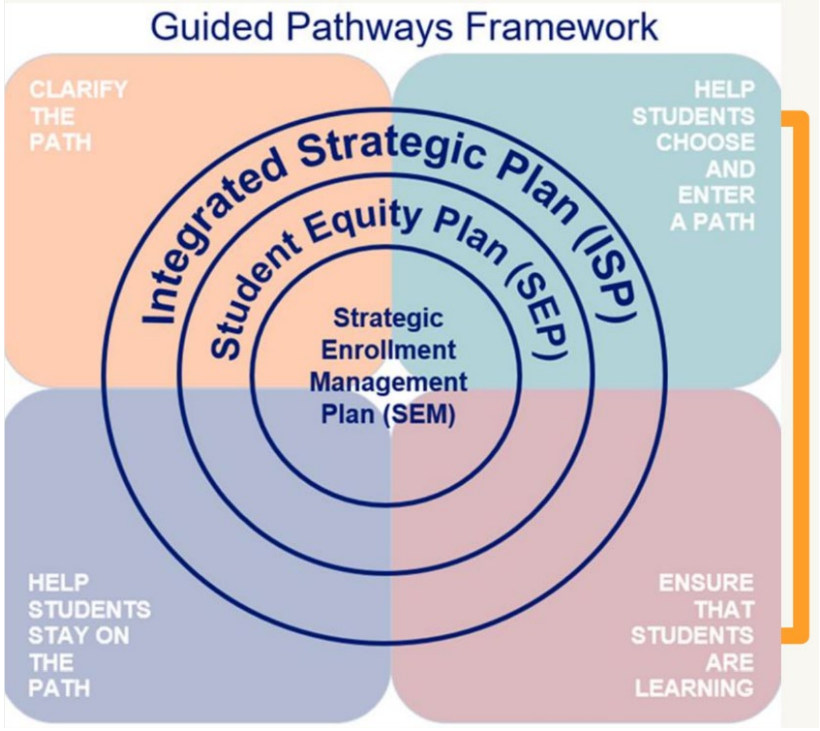
KEY DATES

MID TERM REPORT		
College	Gathering Evidence/Preparing Draft	01/02/2023-06/05/2023
College	Pull together final draft	06/06/2023-08/16/2023
College	Draft #1 for College Leadership	08/31/2023
College	1 st read Academic Senate	9/11/2023
College	Presentations to Leadership Councils-for feedback	9/25/2023
College	Presentation to ASRCC-for feedback	9/29/2023
College	Presentation to Meeting of the Managers-for feedback	10/5/2023
College	1 st read EPOC	10/9/2023
College	2 nd read Academic Senate	10/16/2023
College	2 nd read EPOC	11/1/2023
District	Item due for District Strategic Planning Agenda	11/10/2023
District	District Strategic Planning	11/17/2023
District	Item due to Chancellor's Cabinet	11/20/2023
District	Present at Chancellor's Cabinet	11/27/2023
District	Present at December Board Meeting	12/5/2023
District	Approval December Board Meeting	12/12/2023
College	Submit Midterm Report to ACCJC	02/01/2023
College/ACCJC	<i>Submission deadline</i>	<i>03/15/2024</i>

MIDTERM REPORT

SEVEN PLANS ARISING FROM 2019 ISER

Standard	Improvement Needed	Expected Outcome(s)	Timeline	QFE Project	Strategic Planning Alignment
I.B.1	Develop a five-year integrated Guided Pathways Plan to allow for the pillars to be at the forefront of all college conversations.	Full implementation of GP 1.0 Fall 2020; assessment and refinement over the life of the 2020-2025 Strategic Plan to complete the College's transition to a full Guided Pathways Institution.	Completed Fall 2020	Project 2	College Goal(s): All of 2.0 (2.1-2.8), 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.2



MIDTERM REPORT

RESPONSE TO RECOMMENDATIONS

District Recommendation:

“In order to improve institutional effectiveness, the District should fully implement its cyclical review of Board Policies. (IV.C.7)”

Part One: Regularly Assessed Board Policies and Bylaws

Year 1: Chapters 1 (District/Board) and 4 (Institutional Advancement) – 52 BPs and 35 APs

Year 2: Chapter 2 (Academic Affairs) – 37 BPs and 41 APs

Year 3: Chapter 3 (Student Services) – 38 BPs and 45 APs

Year 4: Chapter 5 (Business and Financial Services) – 39 BPs and 58 APs

Year 5: Chapter 6 (Human Resources) – 44 BPs and 76 APs

Part two: Professional Ethics

Current [BP/AP 1800](#) (formerly BP/AP 3050) sets out the ethical and professional expectations of all employees (faculty, classified professionals, and management) as well as students.

MIDTERM REPORT

RESPONSE TO RECOMMENDATIONS

College Recommendation:

In order to increase effectiveness, the peer review team recommends that the College plan systematic cycles of assessment which analyze results at the program level for both student support service and learning support services and use the results for improvement. (II.B.2, II.C.2)

- Summer of 2020, Dean of Institutional Effectiveness worked with different co-curricular groups providing training, creating a SAO Guide, and creating Service Area Outcomes (SAO's)
- Assessment Committee includes co-curricular department members (CalWorks, TRIO, and Financial Aid), actively participating in discussion and sharing their experiences with SAO assessment
- One challenge to SAO assessment is RCC's ability to track individual students at the individual co-curricular activity level. The college does not have a system like Starfish.

MIDTERM REPORT

REFLECTION OF STUDENT LEARNING OUTCOMES

Assessment Committee: Comprised of faculty representation from each department and 6 non-voting members administrative and staff members

Program Review: RCC developed annual assessment cycles and reports for every discipline and department, with a comprehensive program review in year five of the cycle

Nuventive Upgraded to Premiere with enhanced tools to collect PLO, SLO, and SAO data

Equity: Focus on equity-minded assessment and including student voices in GE SLO assessment retreats

SAOs: Dean Institutional Effectiveness working with co-curricular programs to develop SAOs including engagement centers.

MIDTERM REPORT

INSTITUTION SET STANDARDS

Course Completion Rates: RCC has remained steady at around 68% AY 2019 - 2022

Certificate Completion: RCC continues to realize an annual increase in the number of certificates awarded: AY 2020 – 2021: 531 compared to AY 2021 – 2022: 769

Associate Degree (A.A./A.S.): Repeatedly surpass institution set standards yearly by 29% AY 2021-2022: 4256

Transfer: RCC continues to surpass institution set standards of 1702, AY 2021-2022: 2125

Licensure Examination Pass Rates: The College has met its Institution-Set Standard for Registered Nursing, Licensed Vocational Nursing and Cosmetology

QUALITY FOCUS ESSAY: PROJECTS

Program Mapping



Guided Pathways, Website Redesign with over 2,000 courses organized in 8 distinct pathways, Full implementation of EduNav

Integrated Academic Support



Support the Whole Student: *basic needs, safety, psychological & self fulfillment*
Engagement Centers with Academic Support Teams by Guided Pathways divisions

Teaching and Learning



Assessment, Faculty Development/Flex Activities, Equity, Communities of Practice, Discipline Best Practices, Online/Hybrid/F2F Pedagogy

INTERVIEWS & EVIDENCE GATHERING

Program Mapping



Counseling Team, Guided Pathways Coordinator

Integrated Academic Support



Student Success Teams

Teaching and Learning



Assessment Committee, Faculty Development Coordinator

RCC ACCREDITATION WEBSITE

CURRENT AND PAST REPORTS

<https://www.rcc.edu/about/accreditation/index.html>

Annual Reports

- Enrollment data
- Course Completion Rates
- Certificate Completion
- Association Degree Completion
- Transfer data

Annual Fiscal Reports

- District Data Revenue
- Expenditure/Transfers
- Employment Benefits
- Cash Position
- Annual Audit



Riverside City College ACCJC Midterm Report

Submitted by:

Riverside City College
4800 Magnolia Ave.
Riverside, CA, 92506

Submitted to:

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

Date Submitted:

<<TBD>>

Midterm Report Certification

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

From: Claire Oliveros, Ph.D., President / Chief Executive Officer
Riverside City College
4800 Magnolia Avenue
Riverside, CA 92506-1299

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

Wolde-Ab Isaac, Ph.D., Chancellor Riverside Community College District	Date
Claire Oliveros, Ph.D., President / Chief Executive Officer Riverside City College	Date
Bill Hedrick, President Riverside Community College District Board of Trustees	Date
Kristine Di Memmo, Ed.D., Vice President of Planning and Development and ALO Riverside City College	Date
Jo Scott-Coe, President Riverside City College Academic Senate	Date
Julie Taylor, Vice President Riverside City College, California School Employees Association Chapter 535	Date
Clarissa Juarez Carrasco, President Associated Students of Riverside City College	Date

This page left intentionally blank

DRAFT

Contents

1. Statement of Report Preparation.....	5
2. Plans Arising from the Self-Evaluation Process	7
3. Response to District Recommendation 1	11
4. Response to College Recommendation 2	14
5. Reflection on Student Learning Outcomes	16
6. Reflection on Institutional-Set Standards	20
7. Report on the Outcomes of the Quality Focus Essay Projects.....	23
7.1 Project 1: Program Mapping	25
7.2 Project 2: Developing Integrated Academic Support	26
7.3 Project 3: Sharpening the Focus on Teaching and Learning	30
8. Fiscal Reporting.....	32
9. Evidence.....	33

DRAFT

1. Statement of Report Preparation

Process

The Accreditation Liaison Officer (ALO) and vice president of Planning and Development, Dr. Kristine Di Memmo, and the Accreditation Faculty Co-Chair (AFC) Jacqueline Lesch, prepared the initial draft of the RCC 2024 Accreditation Commissions for the Community and Junior Colleges (ACCJC) Midterm Report under the guidance of the college president, Dr. Claire Oliveros in August 2023. The Accreditation Midterm Report was created and vetted for feedback in 2023 through a collaborative process lead by the RCC Educational Planning and Oversight Committee/Accreditation Steering Committee (EPOC/ASC). EPOC/ASC is comprised of representatives from faculty, classified professional staff, administrative leadership, and students to solicit and encourage broad constituency participation. EPOC/ASC was responsible for reviewing progress made on planning items, including the Recommendations from the ACCJC, Quality Focus Essay (QFE) projects, and drafts of the Midterm Report.

While the work of accreditation is continuous and ongoing, the focus of the Midterm Report began soon after the RCC Follow-up report was accepted by the Commission, and reaffirmation of Accreditation for the remainder of the was received on January 27, 2022 (1.X). Throughout the 2022-2024 academic years, the ALO and the faculty leadership met to discuss the Midterm Report draft and provided regular status updates to college governance and planning groups (1.X). The Midterm Report draft was completed in August 2023 and shared college-wide in accordance with the Accreditation Midterm Report Preparation Timeline (Table 1). The final draft of the report was reviewed by the Academic Senate on September 11, 2023, and subsequently approved October 16, 2023. EPOC/ASC reviewed the final draft on October 9, 2023 (1.X), and subsequently approved on November 1, 2023 (1.X). Riverside Community College District Board of Trustees approved the Midterm Report on December 12, 2023 (1.X).

Table 1. Accreditation Midterm Report Timeline

MID TERM REPORT		
College	Gathering Evidence/Preparing Draft	01/02/2023-06/05/2023
College	Pull together final draft	06/06/2023-08/16/2023
College	Draft #1 for College Leadership	08/31/2023
College	1 st read Academic Senate	9/11/2023
College	Presentations to Leadership Councils-for feedback	9/25/2023
College	Presentation to ASRCC-for feedback	9/29/2023
College	Presentation to Meeting of the Managers-for feedback	10/5/2023
College	1 st read EPOC	10/9/2023
College	2 nd read Academic Senate	10/16/2023
College	2 nd read EPOC	11/1/2023
District	Item due for District Strategic Planning Agenda	11/10/2023
District	District Strategic Planning	11/17/2023
District	Item due to Chancellor's Cabinet	11/20/2023
District	Present at Chancellor's Cabinet	11/27/2023
District	Present at December Board Meeting	12/5/2023
District	Approval December Board Meeting	12/12/2023
College	Submit Midterm Report to ACCJC	02/01/2023
College/ACCJC	Submission deadline	03/15/2024

Campus Participation

The following councils, committees, departments and individuals facilitated the process and writing of the responses contained in this document, including the collection of evidence. (1.X)

Process and Timelines

- Academic Senate, Educational Planning and Oversight Committee/Accreditation Steering Committee (EPOC/ASC)

District Recommendation #1

- VC Educational Services and Strategic Planning

College Recommendation #2

- Dean, Institutional Effectiveness
- Riverside Assessment Committee
- Governance, Effectiveness, Mission and Quality (GEMQ)

Quality Focus Essay

- Dean of Counseling and Special Projects
- Dean of Languages, Humanities and Social Sciences
- Dean of Fine and Performing Arts
- Dean of Science, Technology, Engineering and Math
- Dean of Career and Technical Education
- Associate Dean of Career and Technical Education
- Dean of Nursing
- Dean of Equity, Inclusion and Engagement
- Dean of Student Services
- Dean of Admissions and Records
- Dean of Institutional Effectiveness
- Director of Institutional Research
- Director of Academic Support
- Guided Pathways Faculty Coordinator
- Counseling Faculty
- Assessment Committee Faculty representatives
- Academic Senate President
- Academic Senate Vice President
- Academic Senate Secretary
- Vice President of Academic Affairs
- Vice President of Planning and Development
- Vice President of Student Services

Annual Reporting

- Dean of Institutional Effectiveness
- Director of Institutional Research
- Vice President of Planning and Development

Fiscal Reporting

- Resource Development and Administrative Services (RDAS) Leadership Council
- Interim Business Services Manager
- Interim Vice President of Business Services
- District Business Services representatives

2. Plans Arising from the Self-Evaluation Process

The College completed the self-evaluation report in 2019 which self-identified plans for improvement (Table 2). Improvement plans ranged from analyzing gaps in student learning and

program learning outcomes' (SLO/PLO) assessment, to the strengthening links in the strategic planning process between departments, divisions, and vice presidents while maintaining a commitment to ensure participation of all college stakeholders (I.B Academic Quality and Institutional Effectiveness; II.A. Instructional Programs; III.A Human Resources). Upon review and analysis of the improvement plans, the common themes of Equity and Guided Pathways emerged as overarching frameworks for integrating the College's strategic planning efforts. These improvement plans were aligned with three Quality Focused Essay (QFE) projects: 1) program mapping, 2) developing integrated academic support, and 3) sharpening the focus on teaching and learning. Table 2 maps the improvement plans with the QFE project(s) and the alignment with the College's 2020-2025 strategic planning goals (2.X).

Table 2: ISER Improvement Plans and Quality Focus Essay Projects - Updates

Standard	Improvement Needed	Expected Outcome(s)	Timeline	QFE Project	Strategic Planning Alignment
I.B.1	Develop a five-year integrated Guided Pathways Plan to allow for the pillars to be at the forefront of all college conversations.	Full implementation of GP 1.0 Fall 2020; assessment and refinement over the life of the 2020-2025 Strategic Plan to complete the College's transition to a full Guided Pathways Institution.	Completed Fall 2020	Project 2	College Goal(s): All of 2.0 (2.1-2.8), 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.2
I.B.3	Aligning with and developing strategies to meet the institution-set standards in the District Strategic Plan. This alignment could be incorporated into the updated Strategic Plan and the Program Review and Plan template.	Fully aligned college/district targets in college's 2020-2025 Strategic Plan; revised program review template	Completed Fall 2020	Project 2/ Project 3	College Goal(s): ALL

Standard	Improvement Needed	Expected Outcome(s)	Timeline	QFE Project	Strategic Planning Alignment
I.B.9	Improve the link between department, division, and vice president plans and increase the alignment of planning and resources with college goals and targets.	Increased transparency, improved integration through a revised program review template.	Completed Fall 2020 and assessed annually.	Project 2/ Project 3	College Goal(s): 3.2, 3.3, 3.6, 4.1
II.A.3	Analyze gaps in SLO and PLO assessment to identify underlying process issues and target areas for improved engagement. Evaluate and strengthen the link between the Riverside Assessment Committee (RAC) and planning/governance groups (e.g. TL-LC, GEMQ-LC, DLC, CC) to increase substantive and strategic conversations about pedagogy based on assessment results.	Broad conversations at all levels (discipline, department, college) about assessment and pedagogy, documented in meeting minutes, as a result of structural improvements and membership changes. Increased percentages of SLO and PLO results entered following the set schedule due to process adjustments and targeted engagement.	Completed Fall 2020	Project 3	College Goal(s): 2.2, 2.4, 2.5, 2.10

Standard	Improvement Needed	Expected Outcome(s)	Timeline	QFE Project	Strategic Planning Alignment
II.A.7	Integrate equity into planning structures and responsibilities to ensure the participation of all stakeholders. Develop an Equity Committee, other than the Student Equity Committee to address other aspects of equity (e.g., hiring, professional development) college-wide	Equity embedded in the college 2020-2025 Strategic Plan with metrics developed to monitor, evaluate, and assess progress. Revised structure for councils and committees	Completed Fall 2020/ Anticipated completion Fall 2023	Project 1, Project 2, & Project 3	College Goal(s): 1.1, 2.8, 3.1, 3.2, 4.6
II.A.7 II.A.9 III.A.10	Update the Spring 2015 Human Resources Staffing Plan to analyze and evaluate the college's progress in meeting the staffing goals in that plan and to establish/reset targets for appropriate staffing levels that can continue to be monitored, evaluated, and assessed.	Updated Human Resources Staffing Plan and annual assessment of the targets in the plan	Completed Fall 2020?	Project 2/ Project 3	College Goal(s): 4.2, 4.5, 4.6, 4.7
III.A.12	Integrate equity into college planning structures and responsibilities	Equity embedded in the college 2020-2025 Strategic Plan with metrics	Completed Fall 2020/ Anticipated completion Fall 2023	Project 1, Project 2, & Project 3	College Goal(s): 1.1, 2.10, 3.1, 3.2, 4.7

	<p>to ensure the participation of all college stakeholders. Develop an Equity Committee, other than the Student Equity Committee, to address other aspects of equity (e.g., hiring professional development) college wide.</p>	<p>developed to monitor, evaluate, and assess progress.</p> <p>Revised structure for councils and committees</p>			
--	--	--	--	--	--

3. Response to District Recommendation 1

In order to improve institutional effectiveness, the District should fully implement its cyclical review of Board Policies. (IV.C.7)

As noted in the Peer Review Team Report, the District has in place Board Policies/Administrative Procedures (BP/APs) that govern the district, academics, services, business/finance and human resource standards of the organization at large. The following response is organized in two parts that address the review cycle and professional/ethical conduct.

Part One: Regularly Assessed Board Policies and Bylaws

Analysis, Evaluation and Action

The review of board policies is comprehensive and ongoing. During summer 2022, a workgroup consisting of the Academic Senate Presidents, Curriculum Committee Chairs, Articulation Officers, Vice Presidents of Academic Affairs, Associate Vice Chancellor of Educational Services and Institutional Effectiveness, Vice Chancellor of Educational Services and Strategic Planning, and General Counsel performed a detailed review and update of Academic Affairs Board Policies. As a follow-up to the summer work, during the academic year 2022-2023, the District Academic Standards Committee, in close consultation with the Academic Senate,

developed new policies for independent study and honorary/honorary posthumous degrees (3.X). During the fall semester of 2022, updates from the summer were shared with impacted constituency groups through participatory governance bodies. These included the Student District Consultation Council, Academic Senates, Faculty Association, and CSEA. RCCD General Counsel presented the updated policies at college and district Academic Senates, District Strategic Planning Council, Chancellor's Cabinet, and Board of Trustees meetings.

As a result, since the last accreditation review in 2020, the District has completed its review and/or revision of Board Policies for all of Chapter 1 pertaining to the Board of Trustees, generally, and consisting of 47 Board Policies; 33 out of 43 Ch. 2 Board Policies consisting of academic affairs; all of Ch. 3 pertaining to student services and consisting of 38 Board Policies; all of Ch. 4 pertaining to institutional advancement and consisting of 5 Board Policies. Additionally, Ch. 5 (Business and Financial Services) and Ch. 6 (Human Resources) Board Policies totaling 83 Board Policies are currently under review and revision. They are anticipated to be completed by 2025.

Standards Referenced:

Prior ACCJC Standard IV.C.7: The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for the effectiveness in fulfilling the college/district/system mission and revises them as necessary.

2024 ACCJC Standard Four – Governance and Decision-Making: The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

Part two: Professional Ethics

Analysis, Evaluation and Action

Additionally, BP/APs govern professional and ethical conduct. Current BP/AP 1800 (formerly BP/AP 3050) sets out the ethical and professional expectations of all employees (faculty, classified professionals, and management) as well as students (3.X). The consequences for violation of these policies are tied to and limited by the provisions of the Education Code regarding discipline of employees. Education Code Section 87666 limits the discipline and dismissal of faculty to the grounds set forth in Section 87732 (3.X). Accordingly, the grounds

for discipline set forth in District BP/APs, and negotiated by the District and faculty bargaining groups, limit the grounds for discipline to those solely set forth in Section 87732 (3.X). Notably, Section 87732(f) provides for discipline of faculty for “persistent violation of, or refusal to obey,...reasonable regulations...by the governing board of the community college district employing [the faculty member].” Similarly, the Board Policies for discipline and dismissal of classified professionals recognize that grounds for discipline are set forth in the Education Code and collective bargaining agreement and/or employee handbooks. For example, the classified professional collective bargaining agreement identifies “willful or persistent violation of the Education Code or policies of the Board of Trustees” as grounds for discipline. This would include BP/AP 1800 professional ethics and any violations of the provisions of that BP/AP.

Status

Status - Part One: Regularly Assessed Board Policies and Bylaws

The District has drafted a cyclical review plan ensuring that all Board Policies and Administrative Procedures will go through a five-year cycle of review. The review plan provides that the following timeline will be followed:

- Year 1: Chapters 1 (District/Board) and 4 (Institutional Advancement) – 52 BPs and 35 APs
- Year 2: Chapter 2 (Academic Affairs) – 37 BPs and 41 APs
- Year 3: Chapter 3 (Student Services) – 38 BPs and 45 APs
- Year 4: Chapter 5 (Business and Financial Services) – 39 BPs and 58 APs
- Year 5: Chapter 6 (Human Resources) – 44 BPs and 76 APs

The review plan will vary depending on the Chapter being reviewed and the constituent groups involved in the review. Generally, the review of Board Policies and Administrative Procedures will be initiated by General Counsel who will advise as to the current state of the BP/APs and recommend any legal revisions based on a legal review of the change in statutory or regulatory law. Thereafter, the review will continue to the applicable constituent groups directly affected by the chapter being reviewed. For example, Chapter 2 BP/APs deal with academic affairs and will be reviewed by the Academic Senates of each college and their various sub-committees (e.g. Curriculum, Guided Pathways, Distance Education). Chapter 3 BP/APs deal with student services and will be reviewed by the Associated Student groups at each college. Chapter 6

BP/APs deal with Human Resources and will be reviewed by the exclusive bargaining representatives for all employees. It is understood and anticipated that various BP/APs will have overlapping interests that require multi-level review by various constituent groups. For example, Chapter 3 BP/APs while being reviewed by the Associated Students groups will also have significant overlap with academic and professional matters overseen by the Academic Senates of each college. Accordingly, multi-disciplinary workgroups are utilized to ensure appropriate representation while managing efficient processes for review.

Status - Part two: Professional Ethics

The District does not have a practice of including language in BP/APs that remind employees that violation of the BP/AP could lead to discipline. To do so, would require the inclusion of similar language in every BP/AP so as to not erode the already existing language in the Education Code (Section 87732) and collective bargaining agreements (CSEA Art. XXX.B.1.c.) that holds employees accountable and subject to discipline or dismissal for violation of any BP/AP (3.X). The District does not seek to emphasize the consequences of violation of one BP/AP or any other BP/AP. Accordingly, a violation of any BP/AP subjects employees to discipline; no BP/AP is held as inherently more risky or discipline-worthy than any other BP/AP.

Standards Referenced:

Prior ACCJC Standard III.A.13: The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

2024 ACCJC Standard Three – Infrastructure and Resources: The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

4. Response to College Recommendation 2

In order to increase effectiveness, the peer review team recommends that the College plan systematic cycles of assessment which analyze results at the program level for both student support service and learning support services and use the results for improvement. (II.B.2, II.C.2)

Analysis, Evaluation and Action

The 2020 Peer Review Team reported that some of our student and learning support service areas do not regularly assess their program-level impact on student learning. Direct evaluation of the RCC learning support services area indicate that these areas are primarily assessing utilization rates, rather than an assessment of their impact on student learning outcomes. Assessment of discipline labs and learning centers is left to departmental assessment of course student learning outcomes (SLOs) and does not systematically disaggregate the impact of different learning support services on students, making it difficult to show how they contribute to the attainment of student learning. The team recommended that the College “plan systematic cycles of assessment which analyze results at the program level for both student support service and learning support services and use the results for improvement.”

During the summer of 2020, RCC’s Dean of Institutional Effectiveness worked with several different co-curricular groups providing training, creating a SAO Guide, and creating Service Area Outcomes (SAO’s) (4.X). These SAO’s are included in the Nuventive software platform for scheduling and reporting and are assessed as part of the program review cycle (4.X). Many of these co-curricular units, (CAN WE HAVE EXAMPLES OF A FEW HERE) have also participated in the State’s pilot of the Vision Aligned Reporting Pilot – assessing specific activities and their impact on students and relationship to the State’s Vision for Success goals (4.X). Additionally, Riverside City College’s Assessment Committee includes co-curricular department members (CalWorks, TRIO, and Financial Aid), actively participating in discussion and sharing their experiences with SAO assessment (4.X).

One challenge to SAO assessment RCC’s ability to track individual students at the individual co-curricular activity level. The college does not have a system like Starfish, so recording individual student attendance at workshops, engagement centers, etc. is manual and is often based on an overall count, not tied to the student ID. This creates a challenge to truly assess the impact of these activities directly. Thus, much of the assessment is indirect – via student surveys and other student feedback. As the college continues to work with the Vision Aligned Reporting Pilot, we hope to identify an electronic solution to better track, report, and assess the impact of co-curricular activities at an individual student level.

As the college continues to develop its Guided Pathways (GP) infrastructure, the Dean of Institutional Effectiveness is working with the GP Coordinator as well as the Faculty Advising and Student Support Coordinators in each Engagement Center to create specific Engagement Center SAO's. The SAO Guide has been provided to the teams during the Summer 2023 GP Retreats and examples from other programs including UMOJA, La Casa, and Academic Support have been shared as part of the learning and SAO development (4.X).

Status

The College has made great strides in developing and regularly assessing Service Area Outcomes (SAO) for all learning support services area, especially as they relate to the College's Guided Pathways and Student Equity work. To continue to move forward assessing SAO's the College will need to identify an electronic solution in order to better track, report, and assess the impact of co-curricular activities at an individual student level.

Standards Referenced:

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

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

2024 ACCJC Standard 2.9: The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.

5. Reflection on Student Learning Outcomes

Background

It is our college mission to improve student success and learning. Developing a culture continual assessment provides the College with evidence that allows it to strengthen the content and delivery of its curriculum and services by identifying areas of strength and areas for

improvement. The college has an established assessment committee which provides guidance to departments, disciplines, and other units undergoing program review, and strengthens the connection between assessment, curriculum, and faculty development.

Analysis, Evaluation and Action

Strengths

Members of the Riverside Assessment Committee (RAC) represent a broad cross-section of the College which coordinates and oversees assessment of:

- Student Learning Outcomes (SLO),
- Program Level Outcomes (PLO),
- General Education Student Learning Outcomes (GE SLO), and
- Service Area Outcomes (SAO).

The RAC is a standing committee of the Academic Senate as established by Article III, Section 5 of the Academic Senate By-laws composed of faculty members from each department. (5.X).

The By-Laws also indicate the committee should include an additional 6 non-voting administrative and staff members. RCC revised its Program Review process to include annual assessment cycles and reports for every discipline and department, and a comprehensive program review in year five of the cycle (5.X).

In order to capture assessment data by discipline and service areas, RCC upgraded the assessment platform to Nuventive Premier Edition. The Dean of Institutional Effectiveness collaborates with individual disciplines to support their SLO schedule development and data entry into Nuventive.

The RAC faculty coordinators revised the format of the monthly committee meetings to include conversations about equity-minded assessment based on review of scientific research, and incorporated student voices in GE SLO assessments. Additionally, each semester RAC hosts a GE SLO Assessment Retreat. Faculty are invited to submit assignments and student work related to the GE SLO being assessed: critical thinking, information competency and technology literacy, communication, and self-development and global awareness. The process includes creating rubric is designed for each of the GE SLO being assessed, and the student work is

evaluated by teams consisting of faculty, staff, and students. The RAC completed a 5-year GE SLO assessment cycle and has begun a second cycle.

The RAC has also reorganized and revamped the Assessment In addition to assessment meeting agendas/minutes and annual reports, a new Assessment website provides examples of real classroom assessment projects and success stories, and resource lists for equity in assessment, and SLO and SAO assessment tools.

Growth Opportunities

As part of our GE SLO assessment cycle, RAC reflected and assessed the process. Four key recommendations were shared with the College:

- Faculty should announce to students and/or embed in assignments/paper prompts the course SLO, GE SLO, and PLO so students know what they are supposed to be learning and to give students agency in the learning process. Due to this recommendation, faculty members have continued or begun to include these items on assignments.
- The RAC should conduct FLEX training, in collaboration with Faculty Development, on how to craft assignments that do the above. – In conjunction with the equity work RAC is doing, the committee held a FLEX Panel of Service Area Professionals and Faculty members sharing how they have changed their assessment processes in the classroom and service areas to make them more equitable (5.X).
- If necessary, each discipline should review and revise the GE SLO mapping for their courses.
- Upon completion of each course SLO assessment, faculty should upload their assignment and several examples of student work to facilitate GE SLO and PLO assessments. – To ease this process, questions were added to Nuventive for faculty entering their assessment data to include their assignments and student work.

Demonstrated Improvements

The RAC completed the first round of GE SLO assessment in 20xx and has already begun the next cycle of GE SLO assessment. During the second round of assessment of GE SLO1, critical thinking, the committee analyzed the language and determined it to be protracted, repetitive, and difficult to assess:

Critical Thinking: Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

The RAC has initiated a process involving district colleagues at Norco College and Moreno Valley colleges to revise the critical thinking GE SLO language and create a district-wide process for any future revisions to other GE SLOs.

<<Business Discipline added an equity SLO/Ajene>>

Challenges

While RCC has been doing a good job accessing those SLO's that are scheduled, there is a challenge of ensuring that all SLO's are regularly scheduled for assessment. To address this challenge, RAC and the Office of Institutional Effectiveness developed a plan in 2022/23 to ensure that every SLO in every course is scheduled to be assessed at least once during RCC's strategic planning cycle. As previously mentioned, RCC upgraded the assessment platform, Nuventive, to Nuventive Premier Edition to collect SLO, PLO, SAO, and GE SLO assessment results. The Dean, Institutional Effectiveness has been working with individual disciplines to support their SLO schedule development and data entry into Nuventive. Each discipline's home page now includes a percent of SLOs assessed to report and track progress for the year. In addition, the homepage now includes the assessment schedule at a glance, which helps faculty and the discipline assessment coordinator quickly identify what assessments need to be completed during the academic year and how close they are to 100% completion.

Status

As with SLO's, the Dean, Institutional Effectiveness has been working with co-curricular programs to develop and assess Service Area Outcomes (SAO's). As RCC's Academic Engagement Centers become a focus of Guided Pathways planning, Institutional Effectiveness is

working with the Faculty Advising and Student Support Coordinators and the Guided Pathways Coordinator to develop common SAO's across each of the centers.

6. Reflection on Institutional-Set Standards

Background

As reported by the Peer Review Team, the College has established institution-set standards for student achievement that are appropriate to the College's mission. These standards are reviewed annually through established participatory governance structures and are available on the RCC Institutional Effectiveness website ([Institutional Effectiveness \(rcc.edu\)](https://www.rcc.edu/institutional-effectiveness), 6.X). The review of institutional set standards are strengthened by the proactive processes that call on the Dean of Institutional Effectiveness to review, update and present the status each year.

Analysis, Evaluation and Action

The College reports on institution-set standards for course completion, number of degrees, number of certificates, number of transfers, licensure pass rates, and job placement rates for CTE degrees and certificates as part of its annual ACCJC reporting, and in alignment with their stated mission ([Accreditation Reports \(rcc.edu\)](https://www.rcc.edu/accjc-reports), 6.X). Efforts are made to ensure alignment and currency with State Chancellor's Office initiatives—as demonstrated through the institution's use of the annual report card. The College's efforts are timely and responsive. Institution-set standards are incorporated into the College's key performance indicators as part of its efforts to align their strategic goals with their local Vision for Success goals ([Institutional Effectiveness \(rcc.edu\)](https://www.rcc.edu/institutional-effectiveness), 6.X).

Floor Standards

Table 3: Course Completion Rates

	2019-2020	2020-2021	2021-2022
Institution-Set Standard (Floor)	66%	66%	66%
Stretch Goal (Aspirational)	70%	71%	72%
Actual	70%	69%	68%

Course completion rates have remained steady over the past few years. The College continues to surpass the annual institutional set standard of 66%.

Table 4: Certificate Completion

	2019-2020	2020-2021	2021-2022
Institution-Set Standard (Floor)	447	447	447
Stretch Goal (Aspirational)	741	890	1067
Actual	612	531	769

The College continues to realize an annual increase in the number of certificates awarded. While there was a slight decrease in 2020-2021 due to the outcomes of the COVID-19 pandemic, the college has surpassed the annual institutional set standard.

Table 5: Associate Degree (A.A./A.S.)

	2019-2020	2020-2021	2021-2022
Institution-Set Standard (Floor)	1179	1179	1179
Stretch Goal (Aspirational)	3653	4384	5260
Actual	3985	4256	4256

The College has repeatedly surpassed its Associate Degree Institution-Set standard by over 29% every year.

Table 6: Transfer

	2019-2020	2020-2021	2021-2022
Institution-Set Standard (Floor)	1702	1702	1702
Stretch Goal (Aspirational)	2373	2847	3416
Actual	2638	2632	2185

The College continues to surpass the Transfer Institution-Set Standard of 1702 students.

Table 7: Licensure Examination Pass Rates

Program	Exam	Institutional-Set Standard (Floor)	Stretch Goal (Aspirational)	2019-2020 Pass Rate	2020-2021 Pass Rate	2021-2022 Pass Rate
Registered Nursing	State	85%	90%	91%	97%	96%
Licensed Vocational Nursing	State	85%	90%	97%	94%	95%
Cosmetology	State	80%	100%	100%	100%	100%

The College has met its Institution-Set Standard for Registered Nursing, Licensed Vocational Nursing and Cosmetology.

Table 8: Job Placement Rates

Program	Institutional-Set Standard (Floor)	Stretch Goal (Aspirational)	2019-2020 Pass Rate	2020-2021 Pass Rate	2021-2022 Pass Rate
Registered Nursing	90%	90%	98%	98%	99%
Licensed Vocational Nursing	60%	60%	60%	71%	61%
Cosmetology	80%	80%	89%	89%	89%

The College uses the Career and Technical Education Employment Outcomes Survey (CTEOS) to review and compare prior year data to better understand trends (6.X). The most recent survey indicates that student satisfaction is good and 73% of the students surveyed are employed in a job that is closely related to their program of study. Additionally, students' hourly wages increased by \$9 per hour as a result of their RCC training.

Stretch Aspirational Goals

Stretch or Aspirational Goals for college-level metrics have been set through the Office of Institutional Effectiveness through participatory governance structures. While the College continues to strive to meet its aspirational goals, it has not been successful. The COVID-19 pandemic and the national racial justice movements dampened the positive momentum the college was making towards meeting these goals, and as a result, an assessment of our approaches had to be made (6.X). One of the assessments the college focused on was an Equity Audit (6.X). The outcomes of the equity audit resulted in an adjustment to our strategic planning processes, and a fresh look at how we support our students, and in return meet our aspirational goals. With intentionality, the College readjusted its approach to meeting the established aspirational goals with a number of college-wide initiatives.

College-wide Initiative(s) to Improve Outcomes

- Renewed focus on Faculty Professional Development including:
 - Faculty Learning Communities (6.X)

- STEM en Familia – a National Science Foundation grant supporting home classrooms and faculty development (6.X)
- ESCALA faculty development for HSI's (6.X)
- Equity Minded Learning Institute supporting learning and equity-minded approaches for faculty, classified professionals, and administrators (6.X)
- Data coaching cohorts and data literacy workshops to empower faculty, administrators, and classified professionals to work with and understand student-level data supporting conversations about increasing success and closing student equity gaps (6.X)
- Integrated Student Success Teams – Following our Guided Pathways and Student Equity framework, re-invigorated our Engagement Center student success teams in each engagement center to provided inescapable support for students with a focus on the culture of care and creating a space to increase students' sense of belonging.(6.X)
- Intentionality of including student voices – engaging in qualitative research with students through formal qualitative studies and informal methods (6.X). This increases direct student feedback to the institution and identifies how students can be better served.

Status

The Institutional Set Standards are posted on the College's Institutional Effectiveness webpage ([Institutional Effectiveness \(rcc.edu\)](https://www.rcc.edu/institutional-effectiveness)). The College has met its Institution-set standards every year; however, the college is striving to do better to meet aspirational goals. The Office of Institutional Effectiveness produces an annual Strategic Planning Report Card that communicates progress towards meeting its student achievement and equity outcomes, demonstrating a commitment to the use of data to support systematic evaluation and quality improvement (6.X).

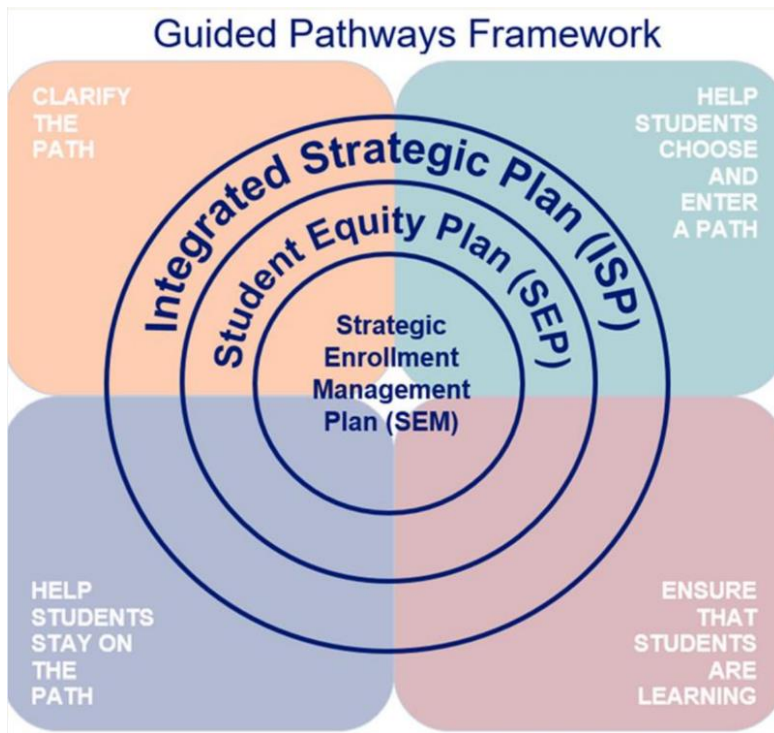
7. Report on the Outcomes of the Quality Focus Essay Projects

Background

The College continues to remain committed to the mission and intentionality of continuous improvement, especially as it relates to college-wide integration of the Guided Pathways framework and the Student Equity goals. The College wants to be known for being an institution where equitable practices permeate every aspect of the college culture and every constituency

group – from hiring practices, to committee appointments, to the inclusion and acceptance of all individuals. To this extent, the College has aligned strategic planning goals and targets with Guided Pathways and Equity (Figure 1). The College’s *Guided Pathways Plan 2022-2026* has been updated to align with the existing principles of Guided Pathways 2.0 (7.X).

Figure 1: Guided Pathways Framework



Analysis, Evaluation and Action

Institutional Alignment of Strategic Planning

Upon review and analysis of the improvement plans arising from the 2020 RCC Institutional Self-Evaluation Report, common themes of Equity and Guided Pathways emerged as overarching frameworks for integrating the College’s strategic planning efforts. The college’s strategic planning process, and the college councils now mirror the strategic initiatives, framework and planning process for all departments, programs and services. The college has

embedded student equity into all aspects of planning, program development, assessment, teaching and learning, and evaluation.

The RCC 2020 ISER improvement plans were then aligned with three Quality Focused Essay (QFE) projects: mapping programs of study (Project 1); designing inescapable, integrated student support services with academic engagement centers (Project 2); and strengthening the commitment to student teaching and learning with intentional faculty professional development, and program/course level assessment for continual improvement of student achievement gaps (Project 3).

The 2019-2022 and 2022-2025 Student Equity Plans aligns with the RCC's Strategic Plan and adheres to the organizing principles of the four pillars of Guided Pathways (clarify the path, get on the path, stay on the path and ensure learning) (7.X). The implementation of eight instructional pathways and development of program maps for majors better inform our students of their academic journey. Along with the informative course mapping for students' educational planning, the principles underlying the Promise Program and Guided Pathways are the foundational Student Equity strategies: cultural proficiency, integrated academic support, targeted interventions based on disaggregated student equity data, and discipline-based pedagogical practices for improved student outcomes at the curricular level.

7.1 Project 1: Program Mapping

Since 2017, the College has participated in the California Guided Pathways Project and continues to actively participate in developing impactful practices to improve student outcomes. RCC began developing program maps in early 2018 with the goal of clarifying instructional pathways for programs of study. Program maps include a degree profile description, suggested course sequencing by term, course rotation information, milestones, career opportunities, and transfer guidance.

RCC, in conjunction with Norco and Moreno Valley colleges, collaborated weekly to fully implement EduNav during the 2019-2020 academic year. EduNav is designed to support the Guided Pathways framework by providing real-time academic plans to assist students in

navigating their educational path to reach their goals for both full-time and part-time students. EduNav educational plans use SmartPlan rules that incorporate the same logic faculty employ in the development of program maps. The process begins first with developing valid plans and adds SmartPlan rules that are 100% valid and roughly 80% counselor recommended. Program maps and SmartPlan rules are continually monitored by Counseling faculty as new programs of study are developed, or courses within a program map change (7.1X)

The RCC website has been fully re-designed to easily navigate program maps which include information about program requirements, number of units, typical time of completion, and course sequence patterns. As of August 2023, the RCC's nearly 2000 courses are organized under eight (8) distinct academic pathways available to review on College's website: Advanced Technical Arts and Trades; Business Information Systems and Technology and Law; Education and Teacher Preparation; Health Related Sciences; Language and Humanities, Science Technology Engineering and Mathematics-STEM; Social and Behavioral Sciences; and Visual Performing and Creative Arts.

Status

The College has developed and implemented program maps in support of Guided Pathways to clarify instructional pathways for programs of study. These programs of study have been implemented in EduNav and are highlighted on the redesigned College website allowing students to easily browser the variety of programs offered by the College. Program maps are monitored by Counseling faculty to ensure accuracy and alignment with California State University General Education/University of California Intersegmental General Education Transfer Curriculum requirements.

7.2 Project 2: Developing Integrated Academic Support

Background

The College has remained focused on integrating both the Guided Pathways Plan and the Student Equity Plan to enhance academic counseling, advising, engagement and support to help students make informed decisions regarding their educational goals and future careers (7.2X). As part of

this work, the college has prioritized a focus on the analysis of both quantitative and qualitative data to help us elevate the voice of the student to improve student success and close equity gaps (7.2X). This feedback, and a promotion of a college-wide shared understanding of equity mindedness has helped us create holistic and inescapable student support systems to ensure effective communication and to promote a sense of belonging (7.2X).

Inescapable Support for Students

The Guided Pathways and Student Equity Plans have been the driving factors of college-wide decision making over the past few years. As a result, all three colleges within the district came together to map out what it meant to provide Inescapable Holistic Student Support (supporting a student from the time they applied to the college through graduation), and what was needed to ensure the student experience was consistent, especially as it related to integrated academic support across the district (7.2X). What was found in these discussions, was in addition to a devotion to providing academic support, the inescapable support for students must also include addressing basic needs, safety, psychological and self-fulfillment needs. In order to provide a consistent culture of care, encompassing the full spectrum of support, a standard of care was developed by establishing district-wide collaborative student success teams working within engagement centers that provided consistent and standardized student support (7.2X).

Student Success Teams

The college currently has five Academic Engagement Centers (Advanced Technical Arts and Trades/Business and Information Systems/Education and Teacher Preparation; Health Related Sciences; LHSS/Social and Behavioral Sciences; STEM; and Visual/Performing/Creative Arts) and three Affinity Engagement Centers (Umoja; La Casa; Rainbow) ([Academic Support \(rcc.edu\)](http://rcc.edu)). The College has worked diligently in establishing roles and responsibilities of those who serve in the engagement centers as part of Student Success Teams (7.2X). The Student Success teams include dedicated Counselors, Librarians, Faculty Advising and Student Support Coordinators, Ed Advisors, Outreach team members, Clerks and Peer Mentors.

As the success teams were developed, and roles and responsibilities clarified, one of the overarching concerns was the lack of consistent student data by pathway and how to access this

data. As a result of these concerns, the Office of Institutional Effectiveness developed the Guided Pathways Power BI dashboard, which provides all pathways data on enrollment, math, English, persistence, degrees and certificates, transfer and completion.

Counseling

The RCC Counseling department has been a leader in aligning practices with the overall college-wide Guided Pathways framework. Each counselor, serving as a student success team member, has been assigned to a specific pathway, and meets with students assigned to these pathways in both a face-to-face format and online format. Based on the counseling appointment summary data collected over the past few years, counselors are seeing on average an increase in the number of students appointments (both in person and online), between three percent (3%) and twenty percent (20%), which means our students are in fact seeking the counseling support they need in the fashion they need it (7.2X). While the students are attending appointments, multiple survey results have indicated that students continue to struggle to find available appointments to meet with counselors within their pathways and that this impedes their overall success. The counseling department has recognized the importance of the student voice and as a result has strategized on new approaches to meet students needs with counseling (7.2X).

The assignment of counselors by pathway is the first step in establishing a comprehensive case load model. Throughout the college-wide Guided Pathways discussions, it became evident that no matter how many counselors the college hired, it would never be enough to serve the thousands of students who come to our college. Therefore, a triage support strategy was developed, where every member of the student success team, with their specific roles, would serve to help answer student questions and meet student needs. This would then allow counselors to remain focused on providing emotional support and comprehensive Student Educational Plans to help support student success.

Additionally, over the last year, our Career Center faculty coordinator has been instrumental in communicating strategies that bring Career into each Engagement Center. This strategy then also aligns with the focus of providing inescapable support for students where they are, both in

engagement centers and in the classroom rather than having students have to navigate where to find these support services (7.2X).

Library

The RCC Library faculty have also adopted a commitment to the Guided Pathways and Student Equity frameworks by realigning the duties of each Librarian to better serve each pathway and engagement center. Each Librarian functions to serve different areas of library including: Public Services, Technical Services, Instructional Design, Outreach, and Digital Assets. Each Librarian with a commitment to equity, works collaboratively to not only support their designated pathway and the students within, but to support the college collectively with their expertise (7.2X).

Academic Support

Academic Student Support through a collective understanding of Guided Pathways and Student Equity has been re-energized to provide support for students where students are, rather than expecting students to come only to a central location. Working in collaboration with student success teams in each engagement center, the leadership of Academic Support has developed the 2021-2022 Academic Support Plan and the Academic Support Vision Plan 2023-2024 that addresses not only the goals for Academic Support, but also plans to market and outreach the services to students, and the resources needed to complete these goals (7.2X). These goals include supporting students by providing tutoring, supplemental instruction, and academic support for each pathways in engagement centers, hosting monthly workshops on topics focused on an environment focused on the culture of care (time management, study/test taking skills, stress management, math and English workshops, and study jams), and increasing marketing and outreach to illustrate opportunities for students to seek the help they need.

Engagement Centers

The College has been committed to serving our students by pathway in eight (8) engagement centers which include five (5) academic engagement centers and three (3) affinity-based engagement centers. They include: Advanced Technical Arts and Trades/Business and Information Systems/Education and Teacher Preparation; Health Related Sciences; LHSS/Social and Behavioral Sciences; STEM; and Visual/Performing/Creative Art; along with Umoja, La

Casa, and Rainbow. Each engagement center has been provided dedicated space with support staff. While some engagement centers vary in size, each are provided space to serve students, with study space, computers, and place to connect with their student success teams, including counselors, ed advisors, and peer mentors. As a strategy to provide the standard of care in each engagement center, the Guided Pathways team leads helped to develop the Engagement Center Toolkit. The Engagement Center Toolkit provides timelines, messages, outcomes, tools and support for each Engagement Center in order to provide the inescapable support for students no matter their pathway. While each engagement center has different engagement and open house activities, aligned with the programs of study they serve, the overarching timelines and communication strategies remain the same, which provides the consistency that inescapable student support encourages. This toolkit ensures that if a student who changes their program of study to a different pathway, receives the same level of support and communication from any and all engagement centers and pathways (7.2.X).

Status

The College has developed and implemented an academic support model and plan that is aligned with our Guided Pathways, Student Equity and Strategic Plans. In order to move forward with a focus on inescapable student support (focused on the Culture of Care), student success teams were finalized with definite roles and responsibilities, engagement center toolkits were developed and implemented for consistent communication and support for students throughout their educational journey, data was prepared for ease of use and constant assessment, and tutoring and supplemental instruction has been re-energized to provide student support where students need it.

7.3 Project 3: Sharpening the Focus on Teaching and Learning

Background

Aligned with Guided Pathways framework pillar four and the Student Equity plan, RCC has focused efforts to enrich student learning through classroom teaching with transformational, institution wide faculty/professional development aimed to flip the narrative about student success in the classroom – focusing on where the achievement gaps exist and what faculty can do

about it (7.3X). Efforts include but are not limited to assessing and revamping the faculty development flexible calendar activities (FLEX) with an emphasis on equity; creating a comprehensive space plan for the Glenn Hunt Center for Teaching and Learning; developing Community of Practice groups; and facilitating faculty to share best practices.

Faculty Development/Glenn Hunt Center

Each academic year the Faculty Development Committee (FDC) coordinates flexible calendar activities (FLEX) and workshops for faculty on topics related to course instruction, evaluation, and assessment (7.3X). As of 2019, the FDC revamped FLEX programming to support a culture of teaching and learning styles of adult students of all equity groups with training, research, and inquiry into socio-cultural and brain-based pedagogies (7.3X). Likewise, the Assessment Committee supports student learning through outcomes assessment at the course, program, and general education levels to identify areas of strength and areas for improvement with goals of stronger alignment between assessment, curriculum, and faculty development as previously noted in section 5 of the Midterm Report. To meet the goals sharpening the focus on teaching and learning, the college targeted the renovation of the Glenn Hunt Center for Teaching Excellence (7.3X).

The Glenn Hunt Center, located on the 4th floor of the Rotella Library, was repurposed as a dedicated space for faculty development. The space, originally designed as an executive suite for RCC's seventh president, Salvatore Rotella, is not conducive for large group activities, contains limited technology, and is not furnished to promote collaboration. This project was temporarily suspended from a college-wide move to remote teaching/learning and support services in March 2020, prompted by the COVID 19 pandemic. As the College transitioned back to face-to-face instruction and support services in <<date>> RCC has resumed renovation efforts of the Glenn Hunt Center. A plan is in development to maximize the use of the space, explore how best to support research and inquiry in the science of teaching and learning and culturally responsive teaching practices; house materials; deliver content to more faculty; and institutionalize how to share best practices for classroom faculty in an ongoing, systematic way. This work is aligned with strategic planning at RCC through the Teaching and Learning Leadership Council (TL-LC) as well as the Faculty Development and Student Equity committees. The Faculty Development

Committee will continuously monitor and assess implementation strategies, and report to TL-LC. TL-LC chairs are members of EPOC/ASC and provide regular updates on council plans and activities. Renovation of the Glenn Hunt Center was included in the Title V HSI Grant: *Proyecto Creacion de Comunidad / Project Creating Community (PC₂)*.

In March 2020, RCC transitioned to predominantly online instruction and student support with the campus closure in response to the COVID 19 pandemic. Faculty Development shifted to online training and pedagogy as the majority of course offerings converted from in-person to online. Faculty with no previous experience teaching online converted their courses to the Canvas learning management system and became versed in virtual meeting platforms such as Zoom and Microsoft teams. In response to the need for training and support, the district recruited instructional designers to provide instructional design support at each of the district colleges.

Communities of Practice

Online/Hybrid/F2F Pedagogy

Status

(TBS)

8. Fiscal Reporting

On March 23, 2023, Riverside City College submitted to the ACCJC the 2023 (for Fiscal Year 2021-2022) Annual Fiscal report which did not identify any financial issues (8.X). The annual audit was “unmodified: and did not identify any material weaknesses or compliance issues (8.X). Additionally, there were no findings in the institutional annual report (8.X).

Status

Riverside City College meets the ACCJC annual fiscal and institutional reporting, and no action is required.

9. Evidence

RCC transitioned to a Digital Repository/Archive system utilizing the Ex Libris's library service platform (LSP) *Alma/Primo*. *Alma/Primo* is a statewide system of the California Community Colleges libraries. RCC created a new faculty librarian position, Digital Assets Librarian, who oversees RCC's Digital Repository/Archive collection. The links below provide access to the RCC Accreditation Midterm Report evidence uploaded and cataloged in *Alma/Primo*.

Table 9: Evidence List

Citation	Document Name
1.X	January 27, 2022, Reaffirmation Letter
1.X	Academic Senate Meeting Minutes
1.X	Educational Planning and Oversight Committee/Accreditation Steering Committee (EPOC/ASC) Meeting Minutes
1.X	Accreditation Interview Transcript 1
1.X	Accreditation Interview Transcript 2
1.X	Accreditation Interview Transcript 3
1.X	<i>Academic Senate Meeting Minutes RCC Accreditation Midterm Report Approval (pending)</i>
1.X	<i>Board of Trustees Meeting Minutes RCC Accreditation Midterm Report Approval (pending)</i>
1.X	<i>EPOC Meeting Minutes 10/9/23 - RCC Accreditation Midterm Report 1st Read(pending)</i>
1.X	<i>EPOC Meeting Minutes 11/1/23 - RCC Accreditation Midterm Report 2nd Read/Approval (pending)</i>
1.X	<i>RCCD Board of Trustees 12/12/23 – RCC Accreditation Midterm Report Approval (pending)</i>
1.X	RCC Strategic Planning Council Structure
2.X	RCC 2020-2025 Strategic Plan
2.X	RCC Accreditation Follow-up Report
3.X	RCCD BP/AP 1800
3.X	Ed Code Sec 87666
3.X	Ed Code Sec 87732
3.X	CSEA CBA - Art. XXX.B.1.c
4.X	SAO Guide
4.X	Program Review Cycle
4.X	Co-Curricular Examples of SAO's
4.X	Visional Aligned Reporting Pilot and Assessment
4.X	RAC Minutes for CalWorks, TRIO, Financial Aid shared experiences
4.X	Guided Pathways Retreat Agenda #1
4.X	Guided Pathways Retreat Agenda #2

5.X	Riverside Assessment Committee Guide
5.X	Riverside Assessment Committee Bylaws
5.X	Program Review and Assessment Cycle
5.X	Riverside Assessment Committee Flex presentations
6.X	Institutional Effectiveness Webpage
6.X	Strategic Planning Report Card 2020
6.X	Strategic Planning Report Card 2021
6.X	Strategic Planning Report Card 2022
6.X	Strategic Planning Report Cards 2023
6.X	RCC ACCJC Annual Report 2020
6.X	RCC ACCJC Annual Report 2021
6.X	RCC ACCJC Annual Report 2022
6.X	RCC ACCJC Annual Report 2023
6.X	Career and Technical Education Employment Outcomes Survey (CTEOS)
6.X	EPOC Agenda/Minutes as a response to COVID-19 and National Racial Justice Movements
6.X	RCC Equity Audit
6.X	Faculty Learning Communities
6.X	STEM en Familia Grant
6.X	ESCALA Faculty development for HSI's
6.X	Equity Minded Learning Institute
6.X	Data Coaching
6.X	Guided Pathways Agendas (for Integrated student support teams & Sense of Belonging)
6.X	NCAA Student Survey
6.X	Voice of the Student Qualitative Study
6.X	RCC Street Team
6.X	Flex Student Panel - Agenda
7.X	2022-2026 Guided Pathways Plan
7.X	RCC 2020 ISER
7.X	2019-2022 Student Equity Plan
7.X	2022-2025 Student Equity Plan
7.X	2020-2025 RCC Strategic Plan
7.1.X	Program Mapping Agenda
7.1.X	RCC EduNav Program Reviews 8-24-21
7.1.X	EduNav Smart Rules – 5-6-22
7.2.X	2022-2026 Guided Pathways Plan
7.2.X	2019-2022 Student Equity Plan
7.2.X	2022-2025 Student Equity Plan
7.2.X	NCAA Student Survey
7.2.X	Voice of the Student Qualitative Study
7.2.X	RCC Street Team

7.2.X	RCC Equity Audit
7.2.X	Office of Institutional Effectiveness – Equity Spotlights
7.2.X	Vision for Success and Achievement Data
7.2.X	District-wide Counseling Meeting Agenda/Presentations
7.2.X	Guided Pathways Retreat Agendas #1/#2
7.2.X	Guided Pathways Board of Trustees Presentation
7.2.X	GP Coordinator Job Description
7.2 X	GP Faculty Advising and Student Success Job Description
7.2.X	RCC Counseling Data
7.2.X	Board of Trustees Presentation on Counseling – October, 2023
7.2.X	FLEX Presentation – Career Integration into Guided Pathways
7.2.X	Library Meeting minutes – Guided Pathways
7.2.X	Library Announcements – Sally Ellis
7.2 X	2021-2022 Academic Support Plan
7.2.X	2023-2024 Academic Support Plan
7.2.X	Engagement Center Toolkit
7.3.X	2023 Strategic Planning Report Card
7.3.X	Flexible (FLEX) Calendar
7.3.X	Socio-cultural and brain-based pedagogies examples
7.3.X	Plan for Glenn Hunt Center for Teaching Excellence
7.3.X	Faculty Development Committee Agendas – monitoring Glenn Hunt Center modifications
7.3.X	Title V HSI Grant - <i>Proyecto Creacion de Comunidad / Project Creating Community (PC₂)</i> .
7.3.X	Communities of Practice Blog
7.3.X	Online/Hybrid/F2F Pedagogy
8.X	2023 ACCJC RCC Fiscal Report
8.X	Annual Audit
8.X	2023 ACCJC RCC Institutional Report
	Practice Link to LSP