



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: MARCH 12, 2024

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

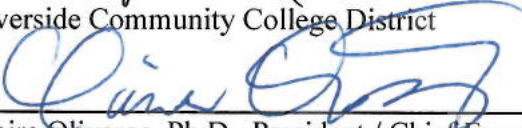
I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:




Wolde-Ab Isaac, Ph.D., Chancellor
Riverside Community College District

2/20/2024
Date



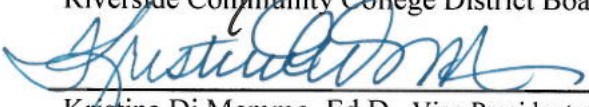
Claire Oliveros, Ph.D., President / Chief Executive Officer
Riverside City College

3/07/2024
Date



Jose Alcalá, President
Riverside Community College District Board of Trustees

2/20/2024
Date



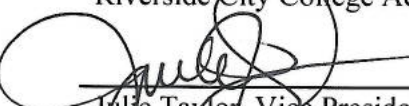
Kristine Di Memmo, Ed.D., Vice President of Planning and Development and ALO
Riverside City College

2/22/24
Date



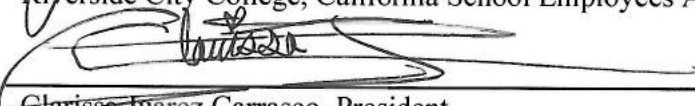
Jo Scott-Coe, President
Riverside City College Academic Senate

2/26/24
Date



Julie Taylor, Vice President
Riverside City College, California School Employees Association Chapter 535

2/23/24
Date



Clarissa Juárez Carrasco, President
Associated Students of Riverside City College

3/04/24
Date

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1. Statement of Report Preparation

The Accreditation Liaison Officer (ALO) and Vice President of Planning and Development, Dr. Kristine DiMemmo, and the Accreditation Faculty Co-Chair (AFC) Jacqueline Lesch, prepared the initial draft of the Riverside City College (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 (1.1). EPOC/ASC was responsible for reviewing progress made on planning items, including the recommendations from ACCJC, the Quality Focus Essay (QFE) projects, and drafts of the Midterm Report.

While the work of accreditation is continuous and ongoing (1.2, 1.3, 1.4), the focus of the Midterm Report began soon after the College's Follow-up Report (1.5) was accepted by ACCJC, and reaffirmation of accreditation for the remainder of the current cycle was received on January 27, 2022 (1.6). Throughout the 2022-2024 academic years, the ALO, AFC, Academic Senate and Strategic Planning leadership met to discuss the Midterm Report draft and provide regular status updates to college governance and planning groups (1.7). The College's 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 and approved by EPOC/ASC on November 1, 2023 (1.8) and Academic Senate on November 13, 2023 (1.9). Riverside Community College District (RCCD) Board of Trustees approved the Midterm Report on January 24, 2024 (1.10).

Table 1: Accreditation Midterm Report Timeline

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	1st read Academic Senate	09/11/2023
College	Presentations to Leadership Councils-for feedback	09/25/2023
College	Presentation to Meeting of the Managers for feedback	10/05/2023
College	1st read EPOC/ASC	10/09/2023
College	2nd read EPOC/ASC	11/01/2023
College	2nd read Academic Senate	11/13/2023
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 January Board Meeting	01/10/2024
District	Approval January Board Meeting	01/24/2024
College	Presentation to ASRCC for feedback	03/04/2024
College	Submit Midterm Report to ACCJC	3/12/2024
College/ACCJC	Submission deadline	03/15/2024

Campus Participation

The following councils, committees, departments, and individuals facilitated the process and documentation of the College's progress addressing ACCJC recommendations, QFE projects, and the ongoing efforts of accreditation standards presented in this Midterm Report including the collection of evidence.

Process and Timelines

- Academic Senate, EPOC/ASC

District Recommendation #1

- Vice Chancellor of Educational Services and Strategic Planning

College Recommendation #2

- Dean of Institutional Effectiveness
- Riverside Assessment Committee (RAC)
- Governance, Effectiveness, Mission and Quality (GEMQ) Leadership Council

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
- Riverside Assessment Committee (RAC) 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 a cycle of self-evaluation which identified plans for improvement reported in the 2020 Institutional Self-Evaluation Report (ISER). Improvement plans ranged from analyzing gaps in student learning and program learning outcomes (SLO/PLO) assessment, to 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, equity and Guided Pathways emerged as the most important frameworks for integrating the College's strategic planning efforts (see Figure 1). These improvement plans were aligned with three 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 (2.1).

Table 2: ISER Improvement Plans and Quality Focus Essay Projects Mapping

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
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

Standard	Improvement Needed	Expected Outcome(s)	Timeline	QFE Project	Strategic Planning Alignment
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
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 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.	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, 2.10, 3.1, 3.2, 4.7

Standards Referenced:

Prior ACCJC Standard I.B.1: The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Prior ACCJC Standard I.B.3: The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Prior ACCJC Standard IB.9: The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Prior ACCJC Standard II.A.3: The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Prior ACCJC Standard II.A.7: The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Prior ACCJC Standard II.A.9: The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Prior ACCJC Standard III.A.10: The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution mission and purposes. (ER 8)

Prior ACCJC Standard III.A.12: Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

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)

Background

As noted in the Peer Review Team Report, RCCD, hereafter referred to as 'District/district,' has in place board polices/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 BP/AP review cycle and professional/ethical conduct.

3.1 Part One: Regularly Assessed Board Policies and Bylaws

Analysis, Evaluation and Action

The review of BP/APs 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 BP/APs. 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 Senates, developed new policies for independent study and honorary/honorary posthumous degrees (3.1). During the fall semester 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 California School Employees Association (CSEA). District General Counsel presented the updated policies at colleges 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 Chapter 2 board policies consisting of academic affairs; all of Chapter 3 pertaining to student services and consisting of 38 board policies; all of Chapter 4 pertaining to institutional advancement and consisting of 5 board policies. Additionally, Chapter 5 (Business and Financial Services) and Chapter 6 (Human Resources) board policies totaling 83 board policies are currently under review and revision and are anticipated to be completed by 2025.

Status

The District has drafted a cyclical review plan ensuring that all BP/APs 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 BP/APs will be initiated by the District 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 deals 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 deals 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.

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.

3.2 Part Two: Professional Ethics

Analysis, Evaluation and Action

The District implements BP/APs to address professional and ethical conduct. Current BP/AP 1800 (formerly BP/AP 3050) outlines the ethical and professional expectations of all RCCD employees as well as students (3.2). Noncompliance of these policies may lead to administrative procedures as described in Education Code Section 87666 (3.3), which limits actionable steps to those set forth in Section 87732 (3.4). Accordingly, the grounds for discipline described in District BP/AP 1800 as negotiated by the District and its employees' collective bargaining units (3.5, 3.6), limit the grounds for discipline to those solely set forth in Section 87732. Notably, Section 87732(f) provides for discipline of employees for "persistent violation of, or refusal to obey,...reasonable regulations...by the governing board of the community college district employing him or her."

Status

The District does not have a practice of including language in BP/APs that remind its employees that noncompliance of the BP/AP may lead to discipline. Doing so would require the inclusion of repetitive language in every BP/AP so as to not erode the language in Education Code Section 87732 and the collective bargaining agreements holding all District employees accountable and subject to discipline or dismissal for noncompliance. The District does not seek to emphasize the consequences of noncompliance of any one BP/AP. As such, noncompliance 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

Originally, the College received two recommendations. One for compliance and one for improvement. The compliance recommendation was addressed and rectified in the RCC Follow-up report submitted in January 2022 (4.1). The following is the 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)

Background

The College is committed to data-driven assessment. Challenges to service area outcomes (SAO) assessment include developing SAOs appropriate for each individual co-curricular student support/learning support service areas, and data collection. Assessment has predominantly consisted of tracking utilization rates rather than an assessment of their impact on individual student achievement.

Analysis, Evaluation and Action

The Office of Institutional Effectiveness has dedicated efforts to address SAO assessment of co-curricular units. During the summer of 2020, the Dean of Institutional Effectiveness worked with the Assessment Committee to create an SAO Guide, and develop area-specific SAO's (4.2). SAO's were subsequently added to the Nuventive™ platform utilized by the College to track program review and assessment (4.3, 4.4). During the summer 2023 Guided Pathways retreats, the SAO Guide was shared as well as example SAOs from programs such as UMOJA, La Casa, and Academic Support as part of SAO development training for GP engagement centers. (4.5, 4.6).

Many of the College's co-curricular units such as CalWorks, Transfer Center, Veteran's Resource Center, and Hunger Free Campus have participated in the California Community College's Vision Aligned Reporting Pilot – assessing specific activities and their impact on students and relationship to the State's Vision for Success goals for the academic years 2021-2022 through 2023-2023 (4.7). These co-curricular units and others will continue to participate. Additionally, RAC includes co-curricular department members (CalWorks, TRIO, and Financial Aid), actively participating in discussion and sharing their experiences with SAO assessment (4.8).

As previously noted, a challenge to SAO assessment is the College's ability to track students at the individual co-curricular activity level. The College's Writing Reading Center (WRC) partnered with Institutional Research in fall semester 2021 to assess utilization of its labs and services to conduct more substantive assessment of the impact of WRC lab attendance on student learning outcomes as a pilot project. Student ID numbers were obtained from A+ Attendance™ of all students enrolled in an English class that has a WRC lab requirement (English 1A and

English 1B) to meet with an instructor in the WRC for a one-on-one consultation about an assignment. Those data showed that students who met with a WRC professor had higher course success rates than their classmates who did not meet with a WRC professor (4.9).

Status

The College continues to focus efforts to develop and regularly assess SAOs for all learning support services areas, especially as they relate to the College's Guided Pathways and student equity efforts such as but not limited to the use of the Center of Urban Education's (CUE) *Guiding Concepts* that maintain that the path toward dismantling racial inequity requires a focus on race, a participatory process, remediating practices, inquiry as a strategy of change, and racial inequity as a problem of practice (4.10, 4.11). In Spring 2020, the College began implementing A+ Attendance TM as a mechanism to record individual student attendance at workshops, engagement centers, and student support/learning support area as an alternative to manual tracking which is often based on an overall count rather than individual student ID. College-wide implementation of A+ Attendance provides the opportunity for co-curricular units to conduct SAO assessment similar to the WRC pilot project, rather than relying on overall count and indirect assessment with student surveys and other feedback opportunities. The RAC and the Office of Institutional Effectiveness is working to align the SAO assessment data collection with the College's 5-year Program Review cycle in Nuventive.

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

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. In addition, the College has an established assessment committee which provides guidance to departments, disciplines, and other co-curricular units undergoing program review, and strengthens the connection between assessment, curriculum, and faculty development. The Program Review process was revised to include the alignment of Strategic Planning Goals and objectives for all departments, divisions and within the Vice President Plans.

Analysis, Evaluation and Action

Strengths

Members of RAC represent a broad cross-section of the College which coordinates and oversees assessment of SLOs, PLOs, GE SLOs, and SAOs. 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 and 6 non-voting administrative and professional staff members (5.1). RAC also reports to QEMQ, linking assessment to program review and planning. The College's revised program review process includes annual assessment cycles and reports for every discipline and department, and a comprehensive program review in year five of the cycle (5.2). In order to capture assessment data by discipline and service areas, the College upgraded the Nuventive assessment platform to Premier Edition. The Dean of Institutional Effectiveness collaborates with individual disciplines to support their SLO assessment cycle and data entry into Nuventive.

RAC faculty coordinators revised the format of the monthly committee meetings to include conversations about equity-minded assessment grounded in the review of education literature, and incorporated student voices with a student representative from Associated Students of Riverside City College (ASRCC). Additionally, RAC hosts an annual 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 a rubric for each GE SLO being assessed, and the student work is evaluated by teams consisting of faculty, staff, and students. In December 2022, seven students attended the retreat and participated in assessing the critical thinking GE SLO. RAC completed a 5-year GE SLO assessment cycle and began a second cycle in Fall 2021 scheduled to complete assessment one GE SLO per year (5.3).

RAC has also reorganized and revamped the Assessment webpages of the rcc.edu website (5.4). In addition to assessment meeting agendas/minutes and annual reports, a new Assessment webpage provides examples of real classroom assessment projects and success stories, resource lists for equity in assessment, and SLO and SAO assessment tools.

Growth Opportunities

As part of the College's GE SLO assessment cycle, RAC reflected and assessed the process. Four key recommendations were shared with the College in the GE Learning Outcome Assessment Findings Fall 2018 – Fall 2020 report (5.5):

- Faculty should announce to students and/or embed in assignments/paper prompts the course related SLO, GE SLO, and/or PLO so students are aware of the learning objective and have agency in the learning process. Due to this recommendation, faculty members have continued or begun to include these items on assignments.
- RAC should conduct flexible calendar activities (FLEX) training, in collaboration with Faculty Development, on how to craft assignments for the intended SLO, GE SLO, and/or PLO. To promote an emphasis on equity in assessment, a FLEX activity consisting of a panel of service area professionals and faculty members shared how they have changed their assessment processes in the classroom and service areas to make them more equitable.
- Each discipline should review, and revise if necessary, 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.

Demonstrated Improvements

RAC completed the first round of GE SLO assessment in 2021 and has already begun the next cycle of GE SLO assessment. During the second round of assessment of GE SLO-1, 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.

As a result, RAC 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. The process includes creating a temporary workgroup comprised of assessment coordinators from each of the colleges to review and revise the GE SLO. The revised GE SLO is presented to District Academic Senate and the Board of Trustees for final approval (5.6).

Challenges

While the College has made substantial progress scheduling SLO assessment aligned with the program review cycle, and remains committed to ensuring all disciplines/service areas are regularly assessing SLOs. To address any challenges, 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 College's strategic planning cycle (5.7) and the College upgraded the assessment platform to Nuventive Premier Edition to collect SLO, PLO, SAO, and GE SLO assessment results. The Dean of Institutional Effectiveness has been coordinating with individual disciplines to support their SLO schedule development and data entry into Nuventive. Each discipline's Nuventive homepage now includes a percentage of SLOs assessed to report and track progress for the year. The updated Nuventive™ homepage also includes the assessment schedule at a glance, which helps faculty and the discipline's assessment coordinator identify what assessments need to be completed during the academic year and how close they are to reaching 100% completion.

Status

In addition to aligning and developing a regular schedule of all course SLO assessment, the Dean of Institutional Effectiveness continues to work with co-curricular programs to develop and assess SAO's. Follow-up questions have been added to Nuventive to support faculty entering their assessment data, and integrated support continues to be provided through RAC and the Office of Institutional Effectiveness.

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 College's Institutional Effectiveness website (6.1). The review of institutional set standards is strengthened by the proactive processes that involves 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 (6.2, 6.3, 6.4, 6.5). 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 strategic goals with local Vision for Success goals (6.6).

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 (6.7). 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 strives to meet aspirational goals, the COVID-19 pandemic and national social justice movements provided an opportunity for the College to pause and re-evaluate approaches to reach aspirational goals. The College conducted an equity audit in 2023 of practices, policies and procedures to uncover potential barriers to student success, specifically as it related to the impact on historically minoritized/marginalized students (6.8). The outcomes of the equity audit revealed additional student support needs and adjusted the College's strategic planning processes to meet aspirational goals. With intentionality, the College established a number of college-wide initiatives to improve outcomes.

College-wide Initiative(s) to Improve Outcomes

- Renewed focus on Faculty Professional Development including:
 - o Faculty Learning Communities (see 7.27 and 7.29)
 - o STEM en Familia – a National Science Foundation grant supporting home classrooms and faculty development (6.9, 6.10)
 - o ESCALA faculty development for HSI's (6.11)
- Equity Minded Learning Institute supporting learning and equity-minded approaches for faculty, classified professionals, and administrators (6.12)
- 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 (6.13)
- 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 (6.14)
- Intentionality of including student voices – engaging in qualitative research with students through formal qualitative studies and informal methods (6.15, 6.16, 6.17). 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 (6.1). 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 (6.3, 6.4, 6.5).

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

Background

The College remains 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, committee appointments, faculty/professional development, 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 initiatives (Figure 1). The College's Guided Pathways Plan 2022-

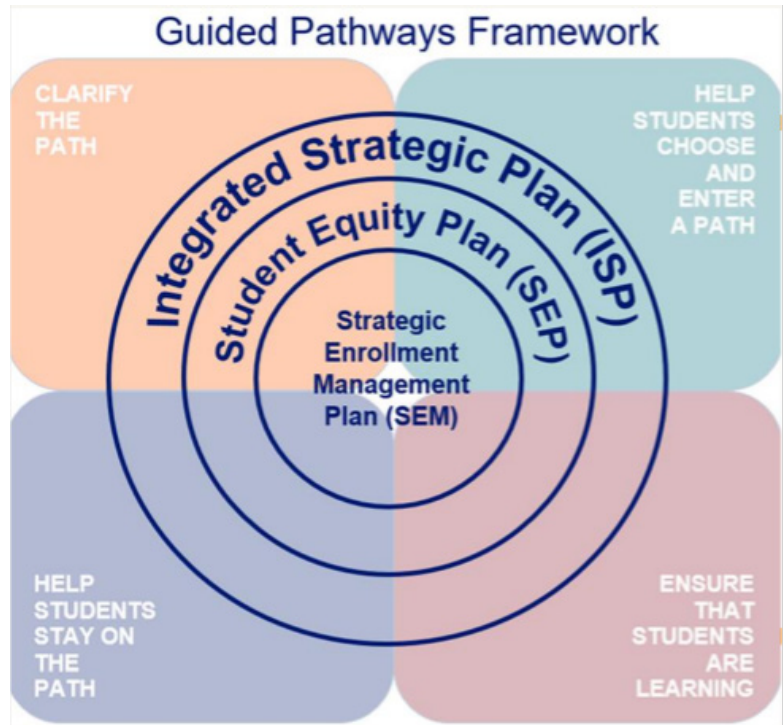


Figure 1: Guided Pathways Framework

2026 has been updated to align with the existing principles of Guided Pathways 2.0 (7.1). It has also been proposed that the Diversity, Equity, Inclusion, and Access (DEIA) committee fall under GEMQ. GEMQ is currently working on reviewing the DEIA committee charge and will be forward recommendations to EPOC/ASC and Senate.

Analysis, Evaluation and Action

Institutional Alignment of Strategic Planning

Upon review and analysis of the improvement plans arising from the 2020 RCC ISER (see Table 2), 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 leadership 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 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 align with the College's Strategic Plan and adhere 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) (7.2, 7.3). The implementation of eight instructional pathways and development of program maps for majors better guide our students through 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

Background

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. The College 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.

The College, in conjunction with Norco and Moreno Valley colleges, collaborated weekly to fully implement the EduNav™ student planning and course registration platform 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 proprietary 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 (7.4, 7.5).

The College website has been fully re-designed to easily navigate program maps, referred to as instructional pathways or programs of study, which include information about program requirements, number of units, typical time of completion, and course sequence patterns. As of August 2023, the College's nearly 2000 courses are organized under eight (8) distinct academic pathways: 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 (7.6).

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 browse 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 requirements, and the University of California Intersegmental General Education Transfer Curriculum (IGETC) requirements (7.7).

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 (7.2, 7.3). As part of this work, the College has prioritized a focus on the analysis of both quantitative and qualitative data to help elevate the voice of the student to improve student success and close equity gaps (7.8, 7.9). This feedback, and a promotion of a college-wide shared understanding of equity-minded practices has helped to create holistic and inescapable student support systems to ensure effective communication and to promote a sense of belonging (7.10)

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. The College participated with Moreno Valley and Norco colleges in district-wide discussions to clarify the vision and philosophy of Inescapable Holistic Student Support (supporting a student from college application through graduation), and what is needed to ensure the student experience is consistent across the district, especially as related to integrated academic support (7.11). District-wide discussions led to broadening the concept of inescapable support beyond academic support services. Inescapable support must also address the whole student including basic needs, safety, psychological and self-fulfillment needs. A standard of care encompassing the full spectrum of support was developed by establishing guidelines for collaborative student success teams working within the three college's engagement centers to provide consistent and standardized student support (see 6.14).

Student Success Teams

The college currently has five Guided Pathways 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) (7.11.1). The College has worked diligently in establishing roles and responsibilities of those who serve in the engagement centers as part of Student Success Teams (7.12, 7.13). 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 (7.14), 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 and online formats. 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%), indicating students are in fact seeking the counseling support they need in the fashion they need it (7.15, 7.16). Although students are attending appointments, multiple survey results indicate that students continue to struggle to find available appointments with counselors in their pathways which impedes their overall success. The Counseling department has recognized the importance of the student voice and are developing strategies to meet student counseling needs (7.17).

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 (7.18).

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 (7.19, 7.20).

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 (7.10, 7.21). 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 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 (7.11.1). 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. In addition, peer tutors have been placed in some engagement centers, and most engagement centers include faculty who regularly hold office hours and/or lab hours on site (7.22). 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 (7.22, 7.23, 7.24).

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. Efforts include but are not limited to assessing and revamping the faculty development flexible calendar activities (FLEX) with an emphasis on equity; developing Community of Practice groups; facilitating faculty to share best practices, and creating a comprehensive space plan for the Glenn Hunt Center for Teaching and Learning to better facilitate faculty development efforts and activities. The advent of exclusive online teaching for most faculty due to the Covid 19 Pandemic prompted additional faculty development in online technology and pedagogy.

FLEX

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 (7.25). 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 (7.25). 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.

Statewide FLEX requirements mandate equity-related faculty development effective 2020. The Faculty Development Committee, in conjunction with College leadership and Strategic Planning Councils, Academic Senate developed an equity statement and social justice professional development criteria as:

- Removing the predictability of success and failure that currently correlates with any social or cultural factor;
 - Identifying and dismantling inequitable practices, examining biases, and creating inclusive and just conditions for all; and
 - Honoring and cultivating the gifts, talents and interests that each human possesses.
- (Adapted from National Equity Project 7.25.1).

To this extent FLEX approved opportunities include but are not limited to:

- Any college/district-sponsored training, speaker, consultant brought to discuss/consult facilitate on equity-mindedness, cultural proficiency, and social justice; and
- Communities of practice, trainings, and facilitated discussion by experts and/or RCCD employees/equity leaders who have completed a relevant researched-based course or training.

In 2021/23, the Student Equity, Professional Development, and Faculty Development committees hosted an online webinar featuring Dr. Bettina Love, author of *We Want to do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom* (7.26). Subsequently, a college-wide book discussion was sponsored by the Teaching and Learning Leadership Council and Faculty Development Committee. The next book discussion hosted by the Faculty and Professional Development committees is *Leading in a Culture of Change*, by Michael Fullan is scheduled for Fall 2023.

Communities of Practice

Divisions throughout the College have developed communities of practice to dedicate an emphasis on improving teaching and learning. STEM faculty developed a Community of Practice (COP) series that focused on investigating equity data and conversations about what we were individually as faculty, are doing to help close equity gaps (7.27). The English discipline began a COP series in AY 2019-20 originally in response to AB705 (7.28). English faculty moderated workshops tailored to the English discipline. The original scope broadened to an array of student-oriented, equity-minded, best practices in teaching and learning applicable across disciplines and academic student support. This led the English faculty to seek cross-disciplinary collaboration and open participation to the entire College community. A COP series is held each semester with monthly workshops and an annual Winter Institute (7.29). Previous topics include gradebook analysis, course pacing, conferencing and conversation (talking with students), grading for equity, understanding the needs of adult learners, navigating positionality to affirm student experiences in the classroom, and alternative assignments. In addition, the English discipline developed and maintains a blog, *Composing Possibilities*, documenting discussions, workshop schedules, and recommended readings. A teaching and learning best practices manual is in the development phase (7.30).

Glenn Hunt Center

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 2022, 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)* (7.31).

Online Pedagogy

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.

Status

RCC has focused efforts to enrich student learning through classroom teaching. To this extent, there have been faculty-led initiatives such as communities of practice on equity and teaching and learning best practices, and revamping FLEX programming with a dedicated space. These efforts are in-progress.

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 (8.1). The annual audit was “unmodified: and did not identify any material weaknesses or compliance issues (8.2). Additionally, there were no findings in the institutional annual report (8.3).

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*.

Evidence List

Citation	Document Name
1.1	Strategic Planning Structure EPOC/ASC
1.2	Accreditation Midterm Report 2024 Assessment Interview Transcript
1.3	Accreditation Midterm Report 2024 Equity Interview Transcript
1.4	Accreditation Midterm Report 2024 Academic Support Transcript
1.5	RCC Accreditation 2020 Follow-up Report
1.6	ACCJC Reaffirmation of Accreditation Letter January 27, 2022
1.7	Academic Senate Meeting Minutes RCC Accreditation Midterm Report Overview 1 st Read
1.8	EPOC Meeting Minutes - RCC Accreditation Midterm Report 1 st Read and Approval
1.9	Academic Senate Meeting Minutes RCC Accreditation Midterm Report Approval
1.10	RCCD Board of Trustees 12/12/23 – RCC Accreditation Midterm Report Approval (pending)
2.1	RCC 2020-2025 Strategic Plan
3.1	RCCD Academic Standards Committee Meeting Minutes Honorary Posthumous Degrees and Independent Study 2022 - 2023
3.2	RCCD BP/AP 1800
3.3	California Ed Code Sec 87666
3.4	California Ed Code Sec 87732
3.5	RCCD CSEA Agreement 2021 - 2024
3.6	RCCD Faculty Association Agreement 2021 - 2024
4.1	RCC Accreditation 2020 Follow-up Report
4.2	Service Area Outcomes (SAO) Guide
4.3	Nuventive Training Manual SAO Assessment
4.4	2021 – 2022 RCC Assessment Report
4.5	RCC Academic Support Draft SAOs
4.6	RCC Ujima and Homeroom Draft SAOs
4.7	Vision Aligned Reporting Pilot and Assessment
4.8	Assessment Committee Meeting Minutes 6/2021 & 12/2020 with CalWorks and Trio SAO
4.9	WRC Lab Attendance Assessment Pilot Project
4.10	RCC Equity Plan 2020 – 2025
4.11	Center for Urban Education Student Equity Plan Review: A Focus on Racial Equity
5.1	RCCAS Bylaws Committee Structures Approved 11/6/2023
5.2	Program Review and Assessment Cycle
5.3	GE SLO Assessment Schedule

5.4	Revamped/Updated Assessment Committee Website
5.5	GE SLOs Findings Report
5.6	Draft Process to Revise GE SLOs District-wide
5.7	RCC Assessment Guide
6.1	Institutional Effectiveness Webpage
6.2	RCC ACCJC Annual Institutional Reports 2020 - 2023
6.3	Strategic Planning Report Card 2023
6.4	Strategic Planning Report Card 2022
6.5	Strategic Planning Report Cards 2021
6.6	Vision for Success and Student Achievement Data
6.7	Career and Technical Education Employment Outcomes Survey (CTEOS)
6.8	RCC Equity Audit
6.9	Faculty Learning Communities
6.10	STEM en Familia Grant
6.11	ESCALA Faculty development for HSI's
6.12	Equity Minded Learning Institute
6.13	Data Coaching and Data Literacy Workshops
6.14	Integrated Student Success Teams – Engagement Center Operational Guide
6.15	Voice of the Students
6.16	RCC Street Team
6.17	Fall 2023 Flex Student Panel - Agenda
7.1	2022-2026 Guided Pathways Plan
7.2	2019-2022 Student Equity Plan
7.3	2022-2025 Student Equity Plan
7.4	RCC EduNav Program Reviews 8-24-21
7.5	EduNav Smart Rules – 5-6-22
7.6	RCC Website with Eight Academic Pathways
7.7	Program Mapping Agenda
7.8	NACCC Student Survey
7.9	Voice of the Student Qualitative Study
7.10	Academic Support Vision Plan 2023 - 2024
7.11	Inescapable Holistic Student Support Guided Pathways June 2023 BOT
7.11.1	RCC Academic and Affinity Engagement Centers
7.12	Guided Pathways Coordinator Job Description
7.13	Faculty Advising and Student Support Coordinator – Engagement Centers Job Descriptions
7.14	Power BI Training Activity
7.15	RCC Counseling Data
7.16	RCC Counseling Retreat 4.23

7.17	Board of Trustees Presentation on Counseling – October, 2023
7.18	Linking Career to the Classroom and the Pathways 2.10.23
7.19	Librarian Guided Pathways Assignments
7.20	Librarian Support Guided Pathways
7.21	Academic Support Plan 2021 - 2022
7.22	Engagement Center Operational Guide - Toolkit
7.23	Guided Pathways Retreat Agenda 7.26.23
7.24	Engagement Center Gantt Chart Timelines Messages Activities - Toolkit
7.25	FLEX Presentations Archive 2021 - 2023
7.26	FLEX Webinar – A Conversation with Dr. Bettina Love March 29
7.27	STEM Faculty Community of Practice Investigating Equity Data to Close the Gap
7.28	English Community of Practice Overview email
7.29	English Community of Practice Events 2020 - 2023
7.30	English Community of Practice Blog
7.31	Title V HSI Grant - Proyecto Creacion de Comunidad / Project Creating Community (PC ₂)
8.1	2023 ACCJC Annual Fiscal Report Riverside City College for FY 2021 - 2022
8.2	RCCD Annual Audit Report 2022
8.3	2023 ACCJC RCC Institutional Report

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4800 Magnolia Ave.
Riverside, CA, 92506
rcc.edu