

GEMQ Agenda
3:00 pm – 5:00 pm October 28, 2024
Via Zoom. Click [here](#) to join

RCC Mission Statement: Riverside City College serves a diverse community of learners by offering certificates, degrees, and transfer programs that help students achieve their educational and career goals. The college strives to improve the social and economic mobility of its students and communities by being ready to meet students where they are, valuing and supporting each student in the successful attainment of their goals, and promoting an inclusive, equity-focused environment.

The following list is in alphabetical order.

Voting Membership	Representing	Term Dates
Brandon Owashi	Administration	
Bryn Glover	Classified Professionals	
Denise Kruizenga-Muro	LHSS	Fall 2024-Spring 2026
Janet Hill	LHSS	Fall 2024-Spring 2026
Jennifer Bielman (Co-Chair)	Classified Professionals	
Kevin Maroufkhani	LHSS	Fall 2024-Spring 2026
Empty Seat	Classified Professionals	
Kristi Woods (Co-Chair)	Administration	Fall 2024-Spring 2026
Louie McCarthy	Classified Professionals	
Mejgan Ahmadi	Classified Professionals	
Michael Love	CLLRAS	Fall 2024-Spring 2026
Mike Herrera	CTE	Fall 2023- Spring 2025
Rebbeca Kessler	CTE	Fall 2023- Spring 2025
Rosa Frazier	FPA	
Stephanie Lowry	NE	Fall 2023- Spring 2025
Tara Osekowsky	Classified Professionals	
Virginia White (6/2026)	STEMK	Fall 2024-Spring 2026
Wendy McEwen	Administration	
Wendy McKeen (Co-Chair)	STEMK	Fall 2024-Spring 2026

- 1) Call to order
- 2) Approval of Agenda
- 3) Approval of Minutes (September 2024)
- 4) Equity Activity: A Look at Our Disaggregated Success Data (break out rooms) (15 minutes)
- 5) Old Business
 - a. GEMQ's Dual Roles in Prioritization (5 minutes)
 - b. [Prioritization](#) Wrap-Up Questions (10 minutes)
 - c. [Accreditation Evidence](#) (30 minutes)
 - d. Mission Statement Discussion (10 minutes)

6) New Business

- a. GEMQ Yearly Goals (discussion) (30 minutes)
 - i. [CSEA Council/Committee Report Out](#)
 - ii. Council and Committee Inventory
 - iii. Biannual Committee/Council Report

7) Committee Reports (as time allows)

- a. ASRCC (representative)
- b. Report from EPOC (Wendy McKeen/Jennifer Bielman)
- c. Program Review Committee (Virginia White)
- d. Assessment Committee (Denise Kruizenga-Muro)
- e. Methods and Metrics (Brandon Owashi)

8) Open Forum

9) Adjourn

GEMQ Meeting Minutes

3:00 pm – 5:00 pm September 23, 2024 Via Zoom

Attn.	Voting Membership	Representing	Term Dates
x	Brandon Owashi	Administration	
x	Bryn Glover	Classified Professionals	
	Denise Kruizenga-Muro	LHSS	Fall 2024-Spring 2026
	Janet Hill	LHSS	Fall 2024-Spring 2026
x	Jennifer Bielman (Co-Chair)	Classified Professionals	
x	Kevin Maroufkhani	LHSS	Fall 2024-Spring 2026
x	Kristi Woods (Co-Chair)	Administration	Fall 2024-Spring 2026
	Louie McCarthy	Classified Professionals	
x	Mejgan Ahmadi	Classified Professionals	
x	Michael Love	CLLRAS	Fall 2024-Spring 2026
x	Rebecca Kessler	CTE	Fall 2023- Spring 2025
x	Rosa Frazier	FPA	
	Stephanie Lowry	NE	Fall 2023- Spring 2025
x	Tara Osekowsky	Classified Professionals	
x	Virginia White (6/2026)	STEMK	Fall 2024-Spring 2026
x	Wendy McKeen (Co-Chair)	STEMK	Fall 2024-Spring 2026

1) Call to order – 3:08pm

2) Ice Breaker

Introduce yourself and name a food that you dislike:

Jennifer – Raisin oatmeal cookies
Tara – Turkey Pastrami Sandwich
Rosa – Liver
Ginger – Kiwi
Bryn – Potato
Kristi – Lima Beans
Mejgan – Okra
Rebecca – Peas
Michael – Ketchup
Wendy – Squash
Melinda – Peas
Brandon – Mushy Vegetables
Kevin – Marinara Sauce

3) Approval of Agenda – M/S/C T. Osekowsky/R. Kessler by consensus

4) Approval of Minutes (May 2024) – M/S/C – T. Osekowsky/R. Kessler 1 abstention by consensus

5) Share Equity Best Practices and Suggestions for Improvement

- STEM connections event happening October 17th. This event is a way to make students aware of all things available to them. Hoping to convince other entities at the college to join.
- There was a training given on Working in Resilient Environment focused on treating people humanly in the workplace. Reminding us to lead with kindness. Taking time to reflect or self reflect. K. Woods will share the handout.
- W. McKeen is attending ESCALA. A team of 13 from the college is attending to enter into strategic planning with how to enfuse servingness at the forefront.
- R. Frasier shared there will be a Mexican dance artist here from Mexico City bringing beautiful synergy. Offering two classes for the entire RCC community.

- Engagement center dance student is a peer mentor. Proposed to bring engagement center to lower campus.
- Prepping for spring dance concert, bringing cross discipline to collaborate.

6) Old Business

a. 25-year Educational Master Plan Update

- This plan is a long document that did not have measurable outcomes. All three colleges vetoed the plan. District is writing a new one.

7) New Business

a. Prioritization Overview

- Every fall is prioritization for the 4 VP plans. In October you will get a survey link for you to review and rank the initiatives.

b. VP Plans Overview

- Wendy went over the VP plans
- GEMQ usually receives the VP plans for clarity but were not able to do that this year.
- Initiatives seem to be focused on positions this year.
- Listed in order of preference.
- Classified will have a meeting open to all to hear them and make an informed decision.
- GEMQ assesses and make suggestions how to make the process better.
- Generate a survey instead of trying to get people together for a meeting.

c. How to Represent Our Constituents Discussion

- Start talking to people in your areas, try to get as many opinions as you can to make the best decisions for the college.
- There are certain pots of money that can only fund certain things.
- K. Woods recommended having the Dean cosign the email. Voting is from the feedback from the people you talked to.
- Asking everyone to take information back to division reps. Suggestion for GEMQ tri chair send out email to each Dean and make sure the Dean is sending out to all divisions to get representation. Ask for Deans to cc GEMQ chairs on the email going out to divisions.

d. Challenges to the Program Review Process

- From a Deans perspective, timeline March 30th Deans have a month, in the middle of IOI's take a lot of time, opportunity for give and take. Division meetings twice during flex week. End up writing based on deadlines and not a purpose. Need to figure out a better design. Reason for the deadline because GEMQ wants to look at it during summer.
- V. White proposed departmental due end of spring, Deans have summer to pull together plans up to VP's.
- Ongoing discussion regarding the timeline for program review due dates.
- W. McKeen suggested department due end of March, Dean plan due by end of semester, VPs have summer. GEMQ meets day one of fall semester. Use GEMQ checklist. Make sure equitable items. Break into smaller groups, with each of the 4 plans. Send feedback to each VP. Week three release to all. May 30 for Deans July 30 for VPs.
- Come up with a new proposed timeline bring to GEMQ and then bring to EPOC and Senate. On how to give people amply time to write program reviews.

e. Evidence for Accreditation Standards I and IV

- We as GEMQ are responsible for collecting evidence.

- Our responsibility is Standards 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 4.2, and 4.3. Sign up for three sub standards. By next meeting we want to upload the evidence. This is our participation in the accreditation process.
- f. November Meeting: Monday, Nov 18th or Wednesday, Nov 20th
 - Majority of members can attend Monday, November 18. Melinda will send out calendar invite.

8. Committee Reports (as time allows)

- a. ASRCC (representative) no rep
- b. Student Equity (representative) no rep
- c. Guided Pathways (representative) W. McKeen will reach out to Courtney Carter and see what is needed from GEMQ.
- d. Program Review Committee (Virginia White)
 - Discussed prompts for comprehensive program review.
 - This year department plans will be due end of March. Writing a plan and mapping out the next five years. Starting early to have meaningful conversation how to better serve students.
 - Adopted Gina Garcia's servingness. How to better serve our students specially Latinx students.
 - Retreat coming up to help everyone be on the same page. Answer questions regarding data, where to pull numbers.
 - Three opportunities this fall conversations around Dr. Garcia's publications. Short article to read and then guided conversation how to utilize servingness in our support services.
- e. Assessment Committee (Denise Kruizenga-Muro) (Rosa Frazier)
 - The committee is using "servingness" as a guiding theme to help with discussions on "tuning up" assessment practices through this lens.
 - RAC will continue to use podcasts and articles as a way to engage in conversations about servingness in assessment.
 - Completing the 2023-24 RAC report and starting planning for the next year. No voting is needed; RAC report will be posted on the assessment website.
 - PLO Assessment Reminders 2024-25. Most assessments are done, but we are having difficulties uploading to Nuventive.
- f. Report from EPOC (Wendy McKeen/Jennifer Bielman)
 - Has not met supposed to be 2nd Monday 3-5pm moved EPOC to 9/30.
- g. Methods and Metrics (Brandon Owashi)
 - Committee has not met yet. Al Solano came to present to managers. Frame work to look and develop the new strategic plan. We have goals but no strategies to achieve those goals. Looking at using the planning goals to help.
- h. Governance Committee (representative) no rep

8) Open Forum

- Planning and development program review last two or four items were added after the fact so may not be technically in order.
- W. McKeen will check with W. McEwen as to the order.
- W. McKeen looking to step down as GEMQ chair .2 release time 6 hour a week.

9) Adjourn – 4:48pm

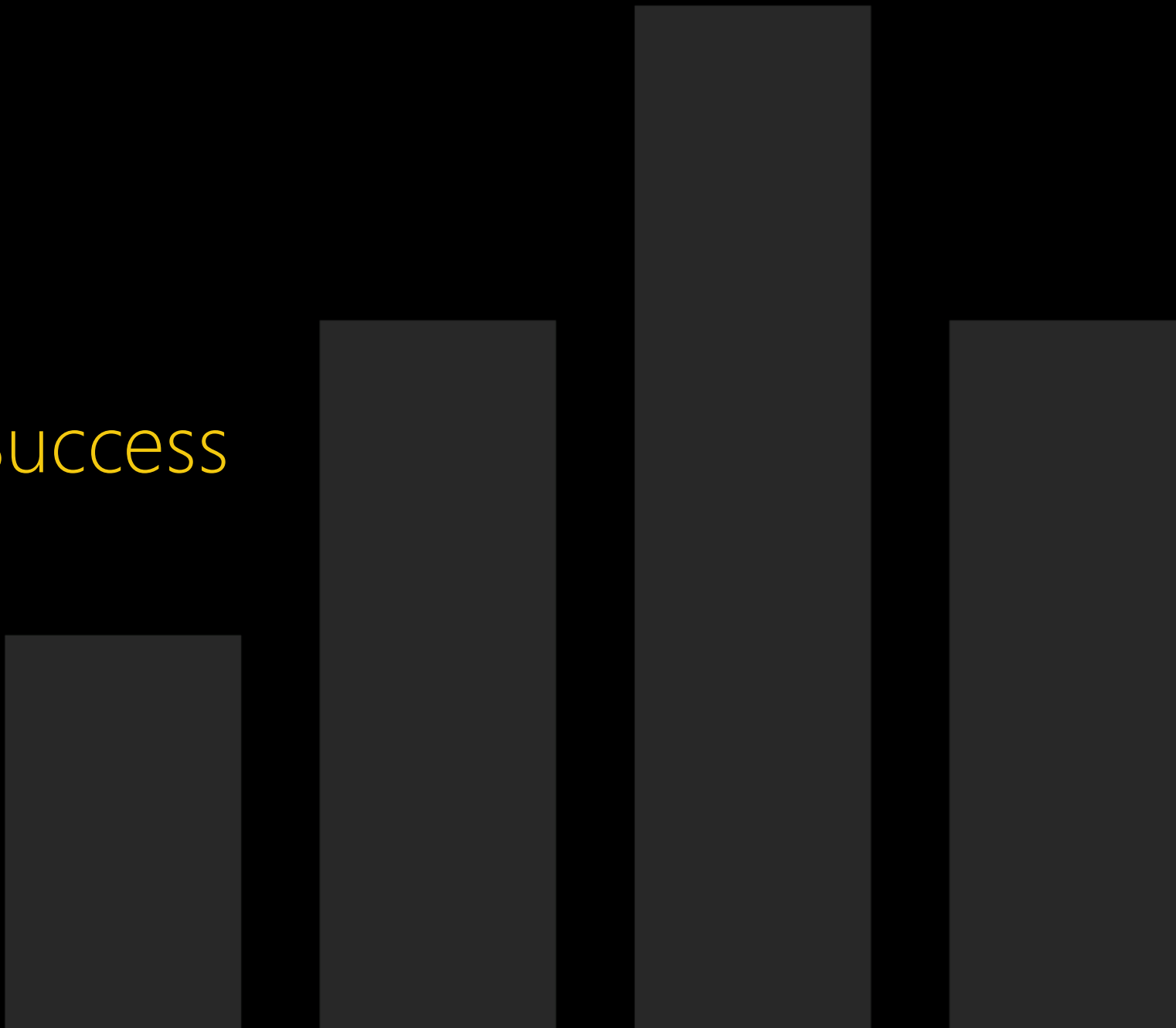
minutes submitted by Melinda Miles

Equity Course Success

[View in Power BI](#) ↗

Last data refresh:
9/4/2024 11:29:29 PM UTC

Downloaded at:
10/20/2024 11:06:34 PM UTC



Discipline-Level Course Retention/Success Disaggregated Data

Purpose

The goal of this dashboard is to provide a platform for the user to explore course retention and success data quickly.

Disproportionately Impacted Methodology

The dashboard uses the Percentage Point Gap methodology (PPG-1) to determine disproportionately impacted groups. Details on this methodology can be found [here](#). It is important to note that this is a different methodology that has been historically used at Riverside City College. The Percentage Point Gap methodology is generally more conservative and will identify fewer disproportionately impacted groups.

Definitions

Enrolled: The number of enrollments in the course past census.

Retained: The number of enrollments would did not withdrew or dropped course after census.

Success: The number of enrollments who earned a passing grade in course.

DI: A "1" indicates group is disproportionately impacted (will also be red) and a "0" indicates group is not disproportionately impacted

Close Gap: The number of additional students needed to completely close the equity gap (if all other variables remain constant).

Important Notes

- You can select various filters on the left side of the page. The tables will update as you make different selections.
- To protect privacy, the table results will be blank if the filter selections lead to a course that is only taught by one faculty member.
- Click on the "Clear Selection" button (top right on each page) to start a new query to ensure all previous filter selections are cleared.
- Toggle between charts and tables by clicking the chart/table buttons at the top middle of each page.

Questions, Concerns, and Support

Contact Brandon Owashi (phone: [951-222-8751](tel:951-222-8751); email: brandon.owashi@rcc.edu) with any questions or if you would like help with any data analysis.

Note: There was an ethnicity coding issue at the State Chancellor's Office with the expanded ethnicity question on CCCApply so the Unknown ethnicity group will be slightly higher for terms Fall 2019 and beyond.

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections



Year

☐ 2019-20

☐ 2020-21

☐ 2021-22

☐ 2022-23

☒ 2023-24

Term

☐ Summer 2023

☐ Fall 2023

☐ Winter 2024

☐ Spring 2024

College

☐ MVC

☐ NC

☒ RCC

Discipline

All

Instruction Type

☐ Hybrid

☐ Non-Online

☐ Online

☐ Work Study

Course

☒ Select all

☒ ACC-19

☒ ACC-19L

☒ ACC-1A

☒ ACC-1B

☒ ACC-55

☒ ACC-62

☒ ACC-63

☒ ACC-65

☒ ACC-66

☒ ACC-67

Discipline-Level: MAT, SOC, ADJ, GUI, ART, GEG, PSY, ...

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	72,865	49,163	67.5%	0	736
African American	5,394	3,288	61.0%	1	392
Asian	4,379	3,356	76.6%	0	0
Hispanic	49,654	33,199	66.9%	0	849
Native American	161	93	57.8%	1	17
Pacific Islander	211	146	69.2%	0	0
White	9,258	6,614	71.4%	0	0
Two or More	3,125	2,248	71.9%	0	0
Unknown	683	219	32.1%	1	247
Male	50,935	35,174	69.1%	0	0
African American	3,822	2,510	65.7%	1	88
Asian	4,040	3,064	75.8%	0	0
Hispanic	32,848	22,188	67.5%	0	157
Native American	79	58	73.4%	0	0
Pacific Islander	256	182	71.1%	0	0
White	7,337	5,359	73.0%	0	0
Two or More	2,306	1,655	71.8%	0	0
Unknown	247	158	64.0%	0	10
Non-Binary	1,543	1,029	66.7%	0	19
African American	84	50	59.5%	0	8
Total	126,654	85,998	67.9%	0	0

Course-Level: MAT-1A, SOC-2, ADJ-3, SOC-1, GUI-...

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	72,865	49,163	67.5%	0	736
African American	5,394	3,288	61.0%	1	392
Asian	4,379	3,356	76.6%	0	0
Hispanic	49,654	33,199	66.9%	0	849
Native American	161	93	57.8%	1	17
Pacific Islander	211	146	69.2%	0	0
White	9,258	6,614	71.4%	0	0
Two or More	3,125	2,248	71.9%	0	0
Unknown	683	219	32.1%	1	247
Male	50,935	35,174	69.1%	0	0
African American	3,822	2,510	65.7%	1	88
Asian	4,040	3,064	75.8%	0	0
Hispanic	32,848	22,188	67.5%	0	157
Native American	79	58	73.4%	0	0
Pacific Islander	256	182	71.1%	0	0
White	7,337	5,359	73.0%	0	0
Two or More	2,306	1,655	71.8%	0	0
Unknown	247	158	64.0%	0	10
Non-Binary	1,543	1,029	66.7%	0	19
African American	84	50	59.5%	0	8
Total	126,654	85,998	67.9%	0	0

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")

- "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down



Foster Youth

Clear Selections



Course-Level: MAT-1A, SOC-2, ADJ-3, SOC-1, GUI-48, ART-40A, GEG-1, GEG-1L, PSY-1, HUM-10, COM-9...

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	2,419	2,035	84.1%	0	17
African American	454	383	84.4%	0	1
Asian	18	15	83.3%	0	1
Hispanic	1,412	1,171	82.9%	1	33
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	341	299	87.7%	0	0
Two or More	175	151	86.3%	0	0
Unknown	Masked Data			0	
Male	1,240	1,056	85.2%	0	0
African American	244	212	86.9%	0	0
Asian	Masked Data			0	
Hispanic	697	580	83.2%	0	10
Native American				0	
Total	3,796	3,203	84.4%	0	0

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	2,419	1,302	53.8%	0	39
African American	454	243	53.5%	0	5
Asian	18	14	77.8%	0	0
Hispanic	1,412	745	52.8%	1	37
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	341	191	56.0%	0	0
Two or More	175	99	56.6%	0	0
Unknown	Masked Data			0	
Male	1,240	690	55.6%	0	0
African American	244	134	54.9%	0	0
Asian	Masked Data			0	
Hispanic	697	379	54.4%	0	1
Native American				0	
Total	3,796	2,065	54.4%	0	0

Year

- ☐ 2019-20
- ☐ 2020-21
- ☐ 2021-22
- ☐ 2022-23
- ☒ 2023-24

Term

- ☐ Summer 2023
- ☐ Fall 2023
- ☐ Winter 2024
- ☐ Spring 2024

College

- ☐ MVC
- ☐ NC
- ☒ RCC

Discipline

All

Instruction Type

- ☐ Hybrid
- ☐ Non-Online
- ☐ Online
- ☐ Work Study

Support Course

- ☐ Yes
- ☐ No

Course

- ☒ Select all
- ☒ ACC-19
- ☒ ACC-1A
- ☒ ACC-1B
- ☒ ACC-55
- ☒ ACC-62
- ☒ ACC-63
- ☒ ACC-65
- ☒ ACC-66
- ☒ ACC-67
- ☒ ACC-819

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- "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down



Puente Program

Clear Selections

Year

- ☐ 2019-20
☐ 2020-21
☐ 2021-22
☐ 2022-23
☒ 2023-24

Term

- ☐ Summer 2023
☐ Fall 2023
☐ Winter 2024
☐ Spring 2024

College

- ☐ MVC
☐ NC
☒ RCC

Discipline

All

Instruction Method

- ☐ Hybrid
☐ Non-Online
☐ Online

Support Course

- ☐ Yes
☐ No

Course

- ☒ Select all
☒ ACC-1A
☒ AHS-1
☒ AHS-1H
☒ AHS-6
☒ ANT-1
☒ ANT-10
☒ ANT-1L
☒ ANT-2
☒ ART-6
☒ ASL-1
☒ AUT-50



Course-Level: MAT-1A, SOC-1, GUI-48, GEG-1, GEG-1L, PSY-1, COM-9, ANT-1, POL-1, ART-6, ILA-800, R...

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Unknown				0	
Hispanic				0	
Non-Binary	10	8	80.0%	0	1
Hispanic	10	8	80.0%	0	1
Male	70	61	87.1%	0	0
African American				0	
Hispanic	70	61	87.1%	0	0
Native American				0	
Unknown				0	
Female	227	198	87.2%	0	0
African American				0	
Asian				0	
Hispanic	217	188	86.6%	0	3
Native American				0	
White				0	
Unknown	10	10	100.0%	0	0
Total	307	267	87.0%	0	0

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	227	177	78.0%	0	0
African American				0	
Asian				0	
Hispanic	217	167	77.0%	0	0
Native American				0	
White				0	
Unknown	10	10	100.0%	0	0
Male	70	43	61.4%	1	12
African American				0	
Hispanic	70	43	61.4%	1	12
Native American				0	
Unknown				0	
Non-Binary	10	8	80.0%	0	0
Hispanic	10	8	80.0%	0	0
Unknown				0	
Hispanic				0	
Total	307	228	74.3%	0	0

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")
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Riverside City College

Council and Committee Inventory Model

Adapted from the Continuous Learning Institute – Dr. Al Solano

<https://www.continuous-learning-institute.com/integrated-planning>

(The actual information will be collected using MS Forms)

Purpose of the Council and Committee Inventory

As part of the Strategic Plan update, the Governance, Effectiveness, Mission, and Quality Leadership Council (GEMQ-LC) is coordinating an inventory of all Councils and Committees. This will help us clarify roles, clarify alignment to institutional mission and priorities, and also identify overlap.

Components:

- Name of Group
- Charge / By-Laws
- Connection to the college's Mission/ Vision/ Values
- Which Council / Committee (s) the Group reports to
- Which Council / Committee (s) report to the Group
- If group is primarily responsible for a plan, initiative, process, etc. indicate it here: (as an example, GEMQ is primarily responsible for ACCJC standard 1.0, Assessment, Program Review, and Governance).
- Meeting schedule
- Group Composition
- Typical time commitment for members

Group Characteristics

- Select what type of group it is
 - Leadership Council
 - Committee
 - Workgroup
 - Not sure [note: this would alert the college to better define this group]
 - Other
- What is the group's primary function?
 - Shared Governance
 - Administrative/ Operational
 - Strategic Planning
 - Don't know/ not sure
 - Other
- Charge / By-Laws
- The group
 - has authority to make decisions and/or change/set policies
 - operates in an advisory capacity and makes recommendations to another group
 - receives and reviews reports and provides feedback, but does not set policy
 - Not sure
 - Other...
- Which Council / Committee (s) the Group reports to
- Which Council / Committee (s) report to the Group
- How often does this group meet?
 - Weekly
 - Bi-weekly
 - Monthly
 - Once or twice per semester
 - As needed

Membership

- List by position and department and/or constituent group, not name of representative
 - indicate number of representatives for each position
 - length of term and maximum number of terms, if applicable (i.e., 1 year term, maximum 2 terms)
 - Typical monthly time commitment for each position (hours per month)
-
- Chair/ Co-Chair 1
 - Co-Chair 2
 - Faculty
 - Classified Professional
 - Administration/ Management
 - Student
 - Other (Board Member, Community, etc.)
 - Resources (provides information, expertise or data, but does not participate in group's decision-making)
 - Administrative Support

Group Contact

- Website
- Check if the group posts any of the following
 - Agenda
 - Minutes
 - Resources
 - Other...
- Group's Main Contact - provide the following: Name, Position in Group, Employee Title, Department, Email Address
- Updated on
 - Month, day, year

Bi-Annual Council and Committee Report

This template provides an ability to document and communicate the activities of councils and committees and how their important work aligns with accreditation improvement plans.

When you submit this form, the owner will be able to see your name and email address.

1. Name of Council / Committee

2. Please indicate the reporting term.

- ☐ Fall 2019
- ☐ Spring 2020

3. Identify the Council or Committee Top Goals for 2019-2020 (up to 4)

4. Using the defined Goals from #3, identify the goal alignment with the Accreditation Improvement Plan

	Standard I	Standard II	Standard III	Standard IV
Goal 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What activities / strategies were implemented to address these goals?

Enter your answer

6. What activities / strategies does the council or committee anticipate implementing in the next term?

Enter your answer

7. What support (collaboration, resources, training, etc.) is needed to help the council or committee meet these goals?

Enter your answer

8. Please provide a short success story from this term's activities.

Enter your answer

9. Identify any challenges or obstacles the council or committee encountered during the term.

Enter your answer

10. Is there anything else important for the college leadership to know about your council or committee's role?

Enter your answer

Submit

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