



Curriculum Committee **Draft** Minutes

<https://www.rcc.edu/about/strategic-planning/tllc/curriculum-committee/resources.html>

October 8, 2024 • 2:30-4:30 pm • Hall of Fame

1. Call to Order at 2:33pm

Voting Committee Members Present	Members Absent
Tucker Amidon , English & Media Studies Dept. faculty. (24-26; will need a 25-27 or 26-27 term to correct)	Juan Ahumada , Communication Studies Dept. Rep. (23-25) [observing on behalf of department via Zoom]
Madeline Bettencourt , Cosmetology Dept. Rep. (24-26)	
Parissa Clark , Economics/Geography/Political Science Dept. Rep. (23-25; will need a 24-26 or 25-26 term to correct))	
Paul Conrad , Business Admin/Info Sys Tech Dept. Rep. (24-25 (cycle correction term))	Bobbie Grey , Chemistry Dept. Rep. (23-25; 25-26 (cycle correct term))
Ellen Drinkwater , Articulation Officer	
Shannon Hammock , Library/Learning Resources Dept. Rep. (24-25 (cycle correction term))	Mark Haines , Dance and Theater Dept. Rep. (24-26)
Robert Jew , Art Dept. Rep. (23-25; will need a 24-26 or 25-26 term to correct))	
Ryan Joseph , Life Sciences Dept. Rep. (24-25 (cycle correction term))	Karyn Magno , Counseling Dept. Rep. (24-26)
Tommy Korn , World Languages Dept. Rep. (needs a 24-25 election to correct)	
Amber Lappin School of Education and Teacher Preparation Dept. Rep. (24-26)	
Rakel Larson , Behavioral Science / Psychology Dept. Rep. (Fall 24; Kweku Williams will resume duties for Spring 25 & 25-27)	
Clara Lowden , Kinesiology/Athletics Dept. Rep. (23-25; will need a 24-26 or 25-26 term to correct))	
Valerie Merrill , Mathematics Dept. Rep. (24-26; will need a 25-27 or 26-27 term to correct)	
Doris Namala , History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (24-25 (cycle correction term))	
Pierre Ortanez , Applied Technology Dept. Rep. (24-25, (cycle correction term))	
Brock Russell , Physical Sciences Dept. Rep. (23-25; will need a 24-26 or 25-26 term to correct))	
Steven Schmidt , Music Dept. Rep. (23-25); Technical Review Com Chair	
Amy Vermillion , Nursing Dept. Rep. (24-26)	
Non-Voting Committee Members	
Kelly Douglass , Faculty Chair**, Curriculum Committee (22-24; 24-26); English	Harley Glenn , ASRCC Student Representative
Cassandra Greene , RCC Curriculum Instructional Support Coordinator	
Lynn Wright , VP of Academic Affairs; Administrative Co-Chair of CC	
Liaisons/Admin/Staff/Guests	
Jeanine Gardner , Admissions and Records	
Mia Timme , Instructional Department Specialist, English Media Studies and World Languages; IDS Liaison	

Riverside City College MISSION: 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.

VISION: Riverside City College strives to provide excellent educational opportunities that are responsive to the diverse needs of its students and communities, and empowers both to be active participants in shaping the future.

Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside City College Curriculum Committee will provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact Office of Diversity, Equity, & Compliance at 951-222-8039 or by email to Georgina Villaseñor-Lee: georgina.villaseñor-lee@rccd.edu or Lorraine Jones: lorraine.jones@rccd.edu.

2. **Approval of the Agenda:** 1st Lowden; 2nd Amidon; approved by consensus
The agenda will be reviewed, discussed, and considered for approval.
3. **Approval of Minutes from September 24, 2024:** 1st Amidon; 2nd Lowden; approved by consensus
The minutes will be reviewed, discussed, and considered for approval.
4. **Brown Act Review before action items:**
 - a. If a committee member is attending via Zoom for “Just Cause” or “Emergency Circumstances” we need to do a full roll call of the entire committee body.
 - b. Faculty can use the “Just Cause” provision for stated reasons in the law (which include contagious illness) twice in a calendar year.
 - c. Faculty can be present via zoom, but that means they cannot vote or contribute to committee discussion. They are not an actively attending member, but they are also not a member of the public.
 - d. Roberts Rules are an instructive set of guidelines for voting procedure, but not a legal requirement; highest principle is voting clearly around the motion and with clarity.
5. **Guest Report: Accreditation presented by Jacquie Lesch, Library Services Faculty and Accreditation Faculty Co-Chair**
 - a. RCC is actively in Accreditation phase. Will conclude in June 2027.
 - i. Jacquie Lesch and Lynn Wright are Accreditation leaders at RCC.
 - ii. New standards are much more flexible and user friendly
 - b. Leadership Councils are assigned work in the collection phase.
 - i. Each standard has sub-standards.
 - ii. In September the LC meetings had a presentation on Accreditation.
 - iii. Sub-Sections have been assigned out to individuals or groups to collect evidence.
 - c. Tool Kit has a Microsoft form, accessible by RCCD email, and you can submit evidence.
 - d. LCs will review collections at Oct meeting and then will do an overview of the standards to determine if evidence is missing – do we have it and if not why not.
 - e. Draft of ISER (Institutional Self Evaluation Report) by Fall 2025 – to go out to College Community.
 - f. Standard II is where curriculum found; among the nine subsections, curriculum is most present in 2.1, 2.2, 2.3, 2.6
 - i. Asking everyone to review the above sub-sections.
 - ii. If you have evidence, please upload it straight to the form
 - iii. They would like to collect by November 1.
 - g. Chair Douglass noted that she could review the lists and sent a list of linked documents to Accreditation Co-Chairs Jacquie Lesch and Lynn Wright
6. **Public comment - none**
Public comment period provided for members of the public; Curriculum Committee Chair may limit comment period by a vote of the committee.
7. **Action Items**
 - a. **ADT/AOE Interdisciplinary council proposal**

- i. Clarifying question about the Math AOE which still is confusing about the need for two representatives from each of the three areas. Chair Douglass will fix and include with minutes
- ii. Motion to approve: 1st Amidon; 2nd Namala; **approved unanimously**
- b. **Spreadsheet technical approvals:** Items discussed; Casandra Greene referred to District Curriculum Analyst Bryan Medina; resolved before meeting concluded.
https://docs.google.com/spreadsheets/d/1egOnWLuOsuJ-3EH78ILS_MaELvZSlr5jXLVequ6np64/edit#gid=2018103253

Review of items added to open spreadsheet of technical, no-discussion-needed minor corrections to curriculum proposals.

PROG M	BIO	Biology	All of the honors courses listed on the TMC are not listed on the Program Narrative in Meta (i.e. BIO-60H, CHE-1AH, CHE-1BH, etc)
PROG M	ADM	Graphic Design and Digital Media	Program Narrative from Meta missing ADM 55 that is listed in the POR attachment

- c. **Curriculum proposals (see below)**
Curriculum proposals will be reviewed, discussed, and considered for approval and forwarding to the District Curriculum Committee.

8. Reports

a. Curriculum Chair – Kelly Douglass

i. Update on Independent Study AP

1. Referred to FA for compensation who said that faculty need to decide on work hours first.
2. DCC discussed again and realized there are issues outside of the scope of the curriculum committee that remain unresolved.
3. We are taking what we came up with and all its year of revisions and refinement and detail, with questions included about workload, mission appropriateness, nature of independent study projects, to the District Academic Senate for their guidance on seeking larger faculty input and clearer guidance of what is possible and supportable.

ii. CCN updates

1. AHS, ECO, ENG, and HIS Phase 2 representatives and surveys were due last week; that is done
 - a. C-ID HIST 130: HIS 6/6H
 - b. C-ID HIST 140: HIS 7/7H
 - c. C-ID ENGL 120: no class; not participating
 - d. C-ID ENGL 110: ENG 1B/1BH
 - e. C-ID ECON 201: ECO 8/8H
 - f. C-ID ECON 202: ECO 7/7H
 - g. C-ID ARTH 110: AHS 1/1H
 - h. C-ID ARTH 120: AHS 2/2H
2. Phase 2 survey for AST, BIO, CHEM, MATH for all faculty is **due by October 20** – Douglass sent to reps; please share out
 - a. C-ID BIOL 110B, Human Anatomy with Lab: C-ID BIOL 110B, Human Anatomy with Lab: no class that aligns with C-ID; not participating

- b. C-ID BIOL 120B, Human Physiology with Lab: no class that aligns with C-ID; not participating
 - c. NO C-ID, General Survey Biology Course, ~~No Lab~~ (corrected to with Lab): Bio 1/1H
 - d. C-ID CHEM 101, Introduction to Chemistry: CHE 2A
 - e. C-ID CHEM 110, General Chemistry for Science Majors 1 with Lab: CHE 1A/1AH
 - f. Part of C-ID CHEM 120S, General Chemistry for Sciences Majors II with Lab: CHE 1B/1BH
 - g. C-ID MATH 210, Single Variable Calculus I Early Transcendentals: MAT 1A/1AH
 - h. C-ID MATH 211, Single Variable Calculus I Late Transcendentals: no class that aligns with C-ID; not participating
 - i. C-ID MATH 220, Single Variable Calculus II Early Transcendentals: MAT 1B
 - j. C-ID MATH 221, Single Variable Calculus II Late Transcendentals: no class that aligns with C-ID; not participating
 - k. NO C-ID, Astronomy with Lab: our Astronomy course does not have a lab; Rep. Russell still participating in conversations, but no class will come forward for CCN
3. Phase 2 survey for ANT, COM, SOC, and ECE for all faculty is **due by November 3** – Douglass sent to reps; please share out
- a. C-ID ANTH 110 and C-ID ANTH 115 L: Introduction to Biological Anthropology with Lab: ANT 1/1H and ANT 1L
 - b. C-ID COMM 130: Interpersonal Communication: COM 9/9H
 - c. C-ID SOCI 110: Introduction to Sociology: SOC 1/1H
 - d. C-ID CDEV 100: Child Growth and Development: EAR 20
4. Corrective memo expected from Chancellor’s office with the following details per listserv info from Michelle Grime-Hillman provided by Rep. and AO Drinkwater:
- a. Minimum units are a threshold of lecture and lab combined. Colleges can use combinations of lecture, lab, ~~and activity~~ as they exist in current courses, provided they meet or exceed the minimum units included in the CCN Course Template.
 - b. Advisories and recommended preparation were not intended to be among the common identical elements for Phase I courses and are at the discretion of the local college.
 - c. The Course Description is also the Catalog Description – either term can be used locally. Catalog Description is the term in the Chancellor’s Curriculum Inventory.
 - d. For the optional templates designed for Honors courses, recommendations to colleges for Part II completion were added, and the word Honors was added to the title. These templates are not required for Phase I submission.
- iii. Upcoming two meetings
- 1. October 22 is penultimate – anything launched at start of semester

2. November 12 is the big one – all the things that everyone waited until September 27 to launch; important to be here for this meeting; please know that the agenda will be big
 3. Please note that Thursday November 21 is a tentative meeting date
- b. Articulation Officer – Ellen Drinkwater
 - i. If there are ADTs and TMCs you need help with, please reach out to Ellen
 - ii. Please get materials in on time (or sooner!)
 - c. Instructional Programs Support Coordinator – Casandra Greene
 - i. Reiterated: Please make sure everyone gets their minutes submitted by the deadline. (Published deadline is October 25 but given the glut we are anticipating with usual fall catalog rush + CalGETC changes + PSY/SOC 48 changes, there will be more than usual, so **please submit program proposals by October 20.**)
 - ii. Failure to get them in on time could block programs throughout the district; they are interconnected by the PSY/SOC 48 unit change
 - iii. An email can be used for the vote.
 - d. Tech Review Chair – Steven Schmidt - none
 - e. VPAA – Lynn Wright
 - i. ACCJC – reached out two weeks ago for a list of all programs. Due Oct 11.
 - ii. State wide Academic Senate meeting – last Friday.
 1. Mid-February new academy on AI.
 2. Surveys for CCN – acknowledges they are having less reps, but using guidance from surveys.
 - f. ASRCC Representative – Harley Glenn
 - g. Equity-Minded Curriculum:

provided by Amidon, Douglass, Lowden, Namala, Ortañez, and other committee members

 - i. Sometimes we have really important wins that don't show up on the course success numbers at the end of the semester. Keeping a student in housing, alerting them to grief resources, protecting students and making sure students know they are in a safe place is important work. Remember the team work that goes into it, and others who will support a student.
 - ii. Remind yourself who your peers are and that we are not doing this alone. Chair Douglass encouraged everyone to care for students to ensure they are getting the resources they need, and care for each other in that work: know who your community is and who you can reach out to.
 - iii. Be flexible – with deadlines, maybe students need more time but they can do it
 - iv. Engagement Centers are always a resource to students and can connect students to what they need.
 - v. Perhaps remind students of the various campus resources available again, in case they need them now. We likely told them all in week 1, but now is likely when many need them.

9. Curriculum Policy & Procedure: None

10. Open Forum

Discussion forum provided for members of the committee to clarify points on agenda items or request an item be added to a future agenda.

- a. The Library will soon have printing (in the next 4-6 weeks)
- b. Applied Tech Labs – Question about extensive prep. Form on district curriculum website; important to answer each of the criteria points from your course outline of record

11. Meeting adjourned at 3:46 pm

12. Next Meeting: October 22, 2024

Action Items:

1. Course Deletions: pg. 6
2. Course Major Modifications: pg. 6
3. New Courses: pg. 7
4. State/Locally Approved Certificate/Degree Modifications: pg. 7-8

Information Items: All Information and Action Items for MVC and NC: pg. 9-14

1. Course Exclusions
2. Course Inclusions
3. Course Major Modifications
4. New Courses
5. New State/Locally Approved Certificates/Degrees
6. State/Locally Approved Certificate/Degree Modifications

Attachments:

- Minutes from September 24, 2024
- ADT/AOE Interdisciplinary Council (corrected)
- Nine accreditation documents labeled 2.1-2.9

Action Items:

Course	Long Title	Rationale	Campus
<i>Motion to approve all course proposals: 1st Lowden; 2nd Drinkwater; approved unanimously</i>			
Course Deletion			
JOU-12	Photojournalism	<i>This course is not offered as JOU but rather as PHO 12. No need to keep cross-listed courses of JOU 12.</i>	R Approved
Course Major Modification			
PHS-1	Introduction to Physical Science	<i>The change of course description reflects the new current content of the class, which includes the addition of the nature of science (what is science, who does science, etc.) as well as the removal of geology content, which is redundant with all the geography classes currently being offered at Norco College.</i>	MNR Approved

New Course			
KIN-V73	Women's Beach Volleyball <i>Note name has already changed to "Women's Beach Volleyball Conditioning"</i>	<i>To expand opportunities for women Varsity beach volleyball student athletes to maximize their beach volleyball skill ability and conditioning.</i>	R Approved

Motion to approve all program modifications: 1st Amidon; 2nd Drinkwater; approved unanimously

Program Modification - ADT			
AHS	Art History	<i>Updating ADT to align with CalGETC.</i>	R
BIO	Biology	<i>Updating degree to align with CalGETC.</i>	Approved
HIS	History	<i>Updating the degree to align with the CalGETC general education pattern.</i>	R Approved
JOU	Journalism	<i>Updating ADT to align with CalGETC.</i>	R Approved
MAT	Mathematics	<i>Updating to align with the CalGETC general education pattern.</i>	R Approved
PHI	Philosophy	<i>The Philosophy degree was updated based on new articulations of existing philosophy courses – students will have more choices now about how to complete their Philosophy degree requirements.</i>	R Approved
PSY	Psychology	<i>Updating ADT due to PSY/SOC-48 unit change. Including PSY-11 as an elective option.</i>	R Approved
THE	Theatre Arts	<i>Updating ADT to align with CalGETC.</i>	R Approved

Program Modification - AOE			
MAT	Math and Science	<i>To add the PSY/SOC 48 course to the required and elective area of the AOE AS493. PSY/SOC 48 has C-ID MAT 110 designation which is the same as the MAT 12/12H which is currently in the AOE.</i>	MNR Approved

Program Modification - Certificate			
ADM	Motion Graphics and 3D Animation	<i>Adding ADM69B Advanced Motion Graphics and Special Effects with After Effects as an elective for the Motion Graphic and 3D Animation certificate.</i>	R Approved

Program Modification - Certificate and Degree

ADM	Graphic Design and Digital Media	<i>Addition of a new course (ADM66 – Visual Storytelling). Adding ADM66 Visual Storytelling as an elective for the Digital Illustration emphasis of the Graphic Design and Digital Media certificate/degree. Adding ADM69B Advanced Motion Graphics and Special Effects with After Effects as an elective for the Motion Graphic emphasis of the Graphic Design and Digital Media certificate/degree.</i>	R Approved
ADM	Graphic Design and Printing	<i>Addition of a new course (ADM83 – Packaging Design). Addition of a new emphasis – Packaging Design Emphasis (due to the addition of the Packaging Design course)</i>	R Approved

Information Items: MVC and NC Action Items

Course Exclusions

DAN-D20	Introduction to Social Dance	<i>This course has not been offered at Moreno Valley College since Fall semester of 2013. The School of Visual and Performing Arts (SVPA) at MVC does not currently (and likely will not) have the requisite infrastructure to support an offering of this course. Therefore, DAN-D20 should be excluded from the college catalog.</i>	M
DAN-D35	Dance Repertoire, Hip-Hop	<i>This is a standalone course which has not been successfully offered at Moreno Valley College. The School of Visual and Performing Arts (SVPA) at MVC does not currently (and likely will not) have the requisite infrastructure to support an offering of this course. Therefore, DAN-D35 should be excluded from the college catalog.</i>	M
DAN-D43	Tap, Beginning	<i>This course is being removed from the ADT in Kinesiology at MVC because it has not been successfully offered (at MVC) since the Fall semester of 2010. The School of Visual and Performing Arts (SVPA) at MVC does not currently (and likely will not) have the requisite infrastructure to support an offering of this course. Therefore, DAN-D43 should be excluded from the college catalog.</i>	M
DAN-D44	Tap, Intermediate	<i>This course is being removed from the ADT in Kinesiology at MVC because it has not been successfully offered (at MVC) since the Fall semester of 2010. The School of Visual and Performing Arts (SVPA) at MVC does not currently (and likely will not) have the requisite infrastructure to support an offering of this course. Therefore, DAN-D44 should be excluded from the college catalog.</i>	M
DAN-D46	Pilates Mat Work	<i>This course has not been successfully offered at Moreno Valley College. The School of Visual and Performing Arts (SVPA) at MVC does not currently (and likely will not) have the requisite infrastructure to support an offering of this course. Therefore, DAN-D46 should be excluded from the college catalog.</i>	M

Course Inclusions

ADM-70	Project Production and Portfolio	<i>Necessary for students pursuing an AS in Graphic Design.</i>	M
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Course Major Modification

FIT-R10	Fire Fighter Rescue and Rapid Intervention Crew (RIC) Operations	<i>Course updates are required to meet State Fire Training curriculum update.</i>	M
FIT-R3	Common Passenger Vehicle Rescue Technician	<i>Curriculum update to ensure compliance with California State Fire Training</i>	M
FIT-R4	Rope Rescue Awareness Operations	<i>Curriculum update to ensure compliance with California State Fire Training.</i>	M
FIT-S3B	Firefighter I Academic Capstone & Skills Testing	<i>Maintain compliance with State Fire Training standards.</i>	M
New Course			
FIT-C19	Introduction to Wildland Fire Behavior	<i>Provide students with additional certification and experience while also supporting local training requirements for local agencies and partners to receive college credit through ISA agreements.</i>	M
FIT-C20	ICS 200: Basic Incident Command System for Initial Response	<i>The course is designed as part of the basic firefighter curriculum to understand incident management.</i>	M
FIT-S3B2	Fire Control 4A: Ignitable Liquids and Gases Awareness/Operations	<i>Curriculum added to ensure compliance with California State Fire Training.</i>	M
MAN-10	Manufacturing Basic Operations	<i>This course/program is based on SACA certifications. SACA certifications are industry-driven, developed for industry by industry. They are developed through a rigorous process that begins with the creation of truly international skill standards, endorsed by leading experts in Industry 4.0 technologies throughout the world. Certification examinations are created based on these standards, pilot tested, and statistically analyzed to ensure quality. Each certification includes a proctored hands-on evaluation and an online test to ensure that candidates for certification can "do" as well as "know." SACA uses an annual review process for all certifications to ensure that standards and examinations remain current and relevant in the fast-changing world of Industry 4.0.</i>	N

MAN-11	Manufacturing Advanced Operations	<p><i>This course/program is based on SACA certifications. SACA certifications are industry-driven, developed for industry by industry. They are developed through a rigorous process that begins with the creation of truly international skill standards, endorsed by leading experts in Industry 4.0 technologies throughout the world. Certification examinations are created based on these standards, pilot tested, and statistically analyzed to ensure quality. Each certification includes a proctored hands-on evaluation and an online test to ensure that candidates for certification can "do" as well as "know." SACA uses an annual review process for all certifications to ensure that standards and examinations remain current and relevant in the fast-changing world of Industry 4.0.</i></p>	N
MAN-12	Robot Systems Basic Operations	<p><i>This course/program is based on SACA certifications. SACA certifications are industry-driven, developed for industry by industry. They are developed through a rigorous process that begins with the creation of truly international skill standards, endorsed by leading experts in Industry 4.0 technologies throughout the world. Certification examinations are created based on these standards, pilot tested, and statistically analyzed to ensure quality. Each certification includes a proctored hands-on evaluation and an online test to ensure that candidates for certification can "do" as well as "know." SACA uses an annual review process for all certifications to ensure that standards and examinations remain current and relevant in the fast-changing world of Industry 4.0.</i></p>	N

MAN-13	Robot Systems Advanced Operations	<i>This course/program is based on SACA certifications. SACA certifications are industry-driven, developed for industry by industry. They are developed through a rigorous process that begins with the creation of truly international skill standards, endorsed by leading experts in Industry 4.0 technologies throughout the world. Certification examinations are created based on these standards, pilot tested, and statistically analyzed to ensure quality. Each certification includes a proctored hands-on evaluation and an online test to ensure that candidates for certification can "do" as well as "know." SACA uses an annual review process for all certifications to ensure that standards and examinations remain current and relevant in the fast-changing world of Industry 4.0.</i>	N
MAN-15	Industry 4.0 Total Productive Maintenance	<i>This course/program is based on SACA certifications. SACA certifications are industry-driven, developed for industry by industry. They are developed through a rigorous process that begins with the creation of truly international skill standards, endorsed by leading experts in Industry 4.0 technologies throughout the world. Certification examinations are created based on these standards, pilot tested, and statistically analyzed to ensure quality. Each certification includes a proctored hands-on evaluation and an online test to ensure that candidates for certification can "do" as well as "know." SACA uses an annual review process for all certifications to ensure that standards and examinations remain current and relevant in the fast-changing world of Industry 4.0.</i>	N
MAN-27	Variable Frequency Drive Systems	<i>Creating a new course for a new manufacturing certificate.</i>	N
MAN-28	Motor Control Troubleshooting 1	<i>Creating a new course for a new manufacturing certificate.</i>	N
New Program - ADT			

The Community Colleges Pathway to Law School (Cal LAW) initiative launched in 2014 with a goal of enhancing opportunities and advancement in the legal profession for diverse populations, particularly those who have traditionally been underrepresented. More than 700 community college students are currently enrolled in the program statewide, with more than 250 graduated Cal LAW Scholars already.

The initiative seeks to invest in the State's economic growth and global competitiveness through career education for the legal profession. At the core of the initiative is expanding diversity, equity, and inclusion by ensuring all students, regardless of race, age, economic status, or geography, gain exposure and confidence to pursue a Law career pathway. This initiative is intended to provide community college students, particularly women and people of color, with a direct path to law school, and to give those schools a pipeline of diverse students from across the state. Training students with 21st century skills is how the California Community Colleges will contribute to breaking the cycle of poverty and give community college students, their families, and their communities the opportunity for true economic mobility.

ADJ

Law, Public Policy and Society

M

The Associate in Art for Transfer degree in Law, Public Policy, and Society is a multi-disciplinary preparation degree for students who intend on transferring to a California State University (CSU) or other four-year institution for a bachelor's degree in Criminal Justice, Communication Studies, Economics, History, Law, Political Science, Philosophy, Public Administration, Public Policy, Social and Behavioral Sciences, or related majors. This degree emphasizes the development of logical, analytical and communication skills, and introduces students to the legal field. This degree has also been identified as one that will provide a solid foundation of preparation for students interested in attending law school upon completion of a bachelor's degree.

ADJ

Law, Public Policy, and Society

N

GEG	Geography	Norco College does not currently offer an ADT in Geography and would like to provide students the opportunity to earn an Associate Degree for Transfer in Geography. There is a large and increasing demand for Geography courses at Norco College, and yet we do not offer an ADT. Both Riverside City College and Moreno Valley College have been offering one for several years.	N
New Program - Certificate			
MAN	Robotics Specialist	This program is based on SACA certifications. SACA certifications are industry-driven, developed for industry by industry. They are developed through a rigorous process that begins with the creation of truly international skill standards, endorsed by leading experts in Industry 4.0 technologies throughout the world. Certification examinations are created based on these standards, pilot tested, and statistically analyzed to ensure quality. Each certification includes a proctored hands-on evaluation and an online test to ensure that candidates for certification can "do" as well as "know." SACA uses an annual review process for all certifications to ensure that standards and examinations remain current and relevant in the fast-changing world of Industry 4.0.	N
Program Modification - ADT			
ADJ	Administration of Justice	Insert recently approved course for C-ID, Honors courses: ADJ -1H (approved AJ 110) and ADJ 3H (approved AJ 120) add as more options for students. And included the course unit change to PSY-48/SOC-48 course.	M
Program Modification - Certificate and Degree			
ADJ	Crime and Intelligence Analysis	Program Modification required, due to the unit increase to PSY/SOC-48 course, 3 units to 4 units. Required Courses change and Total Program minimum units changed.	M

TIGER PRIDE VALUES

Tradition and Innovation: We work collaboratively to develop flexible and creative solutions to meet the evolving needs of our community and embrace change while respecting our tradition and legacy of strong partnerships.

Integrity and Transparency: We promote an environment of trust by being honest, fair, transparent, and equitable. We honor our commitments to our students, staff, and communities.

Growth and Continual Learning: We commit to intellectual inquiry, reflection, professional development, and growth for all stakeholders. We adjust our teaching practices to provide equitable opportunities and outcomes and to encourage continual learning for our students, faculty, and staff.

Equity-Mindedness: We promote social justice and equity.

Responsiveness: We respond to the needs of our students and communities through engagement and collaboration.

Student-Centeredness: We create meaningful learning environments that value the strengths and experiences our students bring and that support students in developing and accomplishing their personal, education, and career goals.

**Procedure for Creating Temporary Interdisciplinary Councils
to Act in Place of Disciplines in the Curriculum Process*
(ADT and AoE)**

***Share with Assessment/Program Review committees for faculty work on interdisciplinary degrees**

NOTE: This process does not alter the existing curriculum process; it is for interdisciplinary degrees that by definition are not owned by a single discipline. The as-needed council, as defined below for each degree type, will act in our regular degree change curriculum processes in any place where a single discipline has a role.

**Process for all changes to an interdisciplinary degree:
Interdisciplinary degree councils will be assembled each year according to the council make-up and timelines below for any degree change proposal received by Tech Review in the Fall of an academic year.**

- **For course additions and removals from interdisciplinary degrees:** Proposals should use an interdisciplinary exclusion/inclusion form that includes the following information:
 - Proposed course number and course name
 - The degree program name and description or outcomes with the parts that relate to your course highlighted
 - A list of the course SLOs and objectives, with those that address the program description or outcomes highlighted
 - A brief written explanation of how items in the COR relate to specific language in the program narrative or outcomes to illustrate to the council and curriculum committees how your course fits or no longer fits the degree

- **How to initiate a program modification to an interdisciplinary degree:**
 - When faculty in any discipline in the ADT want to initiate a program modification, they should submit an email request to tech review (techreview@rccd.edu) during the Fall of an academic year to assemble an interdisciplinary degree council to do the work in the Spring; the request should include a brief description of the reason for the council (statutory requirement of an ADT update; need for or result of degree program review; or other need beyond course exclusion/inclusion) . This allows the Tech Review chair to inform the college chairs of the need to assemble a council for the program modification work (which will also include any course inclusions/exclusions as noted above).
 - The assembled council—like a single discipline does with their degrees, in addition to reviewing course inclusions/exclusions, doing required degree updates and other program review work—may propose changes to a program. (This typically happens as a result of program review and/or assessment first.) The council can make their own recommendations or proposals about additional course inclusions or removals, but only with careful consideration from all disciplines with a stake in the degree whether they have a vote on the council or not.

Timeline

- **All course inclusion/exclusion for interdisciplinary degree proposal forms and email requests to assemble a council for degree modification should be submitted in Fall semesters of the academic year.**
- **Curriculum chairs will work together to identify volunteers according to council membership defined below as received or in February to review and complete the work of reviewing all proposals to the degree and the program modification by the end of Spring semester of the academic year in which they were received.**
- **Final minutes and paperwork should be in curricunet by the subsequent Fall semester deadline.**
- **The timeline can be adjusted with support and approval from Tech Review committee for degree compliance purposes if needed.**

Who are the councils and what do they do?

- Councils are assembled based on the disciplines in the degree. Specific make-up is below and depends on degree type.
- **Council lead:**
 - Curriculum committee chairs across the district will coordinate to request one current curriculum committee member to serve as the council lead for each degree council assembled. The lead for the degree must be someone from a discipline (or representing a department with that discipline in it) with a course in the degree though they don't have to be from among the voting members list.
 - The council lead, in consultation with their curriculum chair, will assemble a council according to definition below and will share with the curriculum chairs once assembled.
 - The council lead will seek representation for the purpose of review, consultation, and discussion from *each discipline* with a course in the degree; council members do not have to be on the curriculum committee; council lead will work with curriculum committee chair as needed to recruit council members. There should be clear written and multiple outreach efforts to disciplines with a course in the program to invite participation. Council discussion will happen with members who participate, so it is imperative to communicate the invitation and that the work will go on if it is declined and a discipline is not represented in discussion.
 - At the start of the Spring semester (February) the degree council lead should distribute all proposals to the council and schedule a zoom or in-person meeting to set the semester work schedule.
 - Once voting members vote on the proposals, the lead will provide a summary of the council votes (which can include any relevant points of discussion if they consider them important or can just be the tally) as a document to their college Curriculum Chairs to add as a document to accompany the modified degree proposal that goes to tech review, then the college committees, and then DCC and the final curriculum approval process.

- **Council authority based on degree type:**
 - For ADTs, which are college degrees, the final proposal or decision of the council, acting in place of a single discipline, will be made by a vote of participating voting members and *if approved* will move forward through the regular curriculum process.
 - For AOE's, which are district degrees, the final recommendation of the council, acting in place of a single discipline, will be made by a vote of participating voting members serving on the council and forwarded to the full college curriculum committee's *as a recommendation* and *if approved by a majority of the college curriculum committees will move forward* through the regular curriculum process.
- **Council member based on degree type:**

The council's voting membership depends on degree type and composition as described below and is based on the degree discipline make-up at the time of the council formation; councils are an annual service activity and not standing committees; they will be formed only when there are proposals for a specific degree and only for that year's proposals:

 - Interdisciplinary ADTS (college councils):
 - For already built ADTs: Voting members are from the disciplines in the core courses and are proportional to the number of courses each discipline has in the required core.
 - For new ADTs under construction: Voting members are from the disciplines in the core courses and are proportional to the number of courses each discipline has in the required core.
 - Interdisciplinary AOE's that have required core courses (district council):
 - Voting members are from the disciplines in the core courses and are proportional to the number of courses each discipline has in the required core. Some councils may need to increase voting members proportionally to represent all three colleges and preserve the ratio of representation.
 - Interdisciplinary AOE's that have no required core courses (district council):
 - The Curriculum Rep council lead will request volunteers for a voting membership of six, with each voting member being from the disciplines with the most courses represented in the degree.
 - The council will also be equally represented with two reps from each college (this may require some orchestration from curriculum chairs to make sure the six council members cover the six most represented disciplines as well as the three colleges equally).
- **Additional note on degree leads and councils:** for any degrees with overlapping and similar discipline membership, there is no requirement for separate degree chairs and council members; for example, RCC has several Social Justice Studies ADTs many of which include most of the same disciplines with only slight variation. The assembled members could serve as council for all degrees with outlier disciplines participating in votes and discussion relevant to their degrees only.

Appendix of **examples** based on 2023-24 catalog:

- **Interdisciplinary ADTS**
 - RCC degrees and disciplines in Required Core on ADT and TMC:
 - Law, Public Policy, and Society (24-25 Revision)
 - 2 ENG faculty
 - 1 PHI faculty
 - 1 POL faculty
 - 1 ADJ faculty
 - 2 COM faculty
 - 1 HIS faculty
 - 1 faculty member from MAT, PSY or SOC (To represent Statistics)
 - Note that PAL is not in the ADT because it is not a transferable discipline; however, PAL is the lower division discipline most affiliated with the formation of the degree and should be an involved discipline in program and course review discussions.
 - 3 ADTs: Social Justice Studies: Asian American Studies; Social Justice Studies: Black Studies; Social Justice Studies: Native American and Indigenous Studies
 - 2 ETS faculty
 - 1 SOC faculty
 - Social Justice Studies: Chicanx and Latinx Studies
 - 2 ETS faculty
 - 1 SOC faculty
 - 1 HIS faculty
 - Social Justice Studies: Ethnic Studies
 - 2 ETS faculty
 - 1 SOC faculty
 - 1 HIS faculty
 - Social Justice Studies: General
 - 1 ETS faculty
 - 3 SOC faculty
 - Social Justice Studies: LGBTQ Studies
 - 1 ETS faculty
 - 1 SOC faculty
 - 1 PHI faculty

- **Interdisciplinary District AOE**s that **HAVE** required core courses:
 - AOE AA in Admin and Info Systems, 9 unit core from
 - 1 ACC faculty
 - 2 BUS faculty
 - 1 CAT faculty
 - 2 CIS faculty
 - 2 ECO faculty
 - 1 POL faculty
 - AOE AA in American Studies, 6 unit core from
 - 1 ENG faculty
 - 2 ETS faculty
 - 4 HIS faculty
 - 1 MIL faculty
 - AOE AA in Kinesiology, Health and Wellness; 3 units each from (note that this council will be six members; two from disciplines as listed below from each of the colleges to ensure district representation)
 - 3 HES or BIO faculty (x-listed same course)
 - 3 KIN faculty
 - AOE AS in Math and Science, one course each from three major areas; the one faculty member per area will be duplicated to create a committee of six: 2 from each area to allow for the diversity in Physical Sciences category and make a district committee more representative
 - 2 MAT faculty
 - 2 Phys. Sciences faculty (from one of these disciplines listed in order of course options available for this single course slot (listed in order of course frequency in degree): CHE; GEO; PHY; GEG; AST; OCE; PHS
 - 2 BIO faculty
- **Interdisciplinary District AOE**s that have no required core courses:
 - AOE AA in Communication, Media, and Languages:
 - 19 disciplines, some with one course and one with 26
 - 18 units required;
 - 6 reps from disciplines with most represented course options; 1 per discipline listed:
 - ENG
 - ASL
 - JOU
 - COM
 - SPA
 - 1 faculty member from any of the four disciplines tied for discipline with the sixth most options: ARA, FST, FRE, or JPN

- AOE AA in Fine and Applied Arts
 - 10 disciplines, some with four courses and some with 20+
 - 18 units required;
 - 6 reps from disciplines with most represented course options; 1 per discipline listed:
 - MUS
 - ART
 - DAN
 - THE
 - FTV
 - AHS

- AOE AA in Humanities, Philosophy and Arts
 - 26 disciplines, some with one course and some with 20+
 - 18 units required;
 - 6 reps from disciplines with most represented course options; 1 per discipline listed:
 - ENG
 - AHS
 - HIS
 - ASL
 - HUM
 - PHI
 - (Doesn't include count of applicable studio courses and disciplines but these are only 3 units of applicability and courses are less than 3 units; to count distorts more towards Fine and Applied Arts)

- AOE AA in Social and Behavioral Sciences
 - 15 disciplines
 - 18 units required;
 - 6 reps from disciplines with most represented course options; 1 per discipline listed:
 - POL
 - ADJ
 - HMS
 - ANT
 - ECE
 - SOC



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Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. (ER 3, ER 9, ER 11, ER 14)

Review Criteria:

- The institution’s processes for curriculum design and development include appropriate faculty oversight for ongoing review, monitoring, and revision of programs in order to close identified gaps in student achievement.
- The institution’s processes for curriculum design and development includes dialogue around student equity and maximizing equitable student success outcomes.
- The institution defines student learning outcomes for courses and academic programs (including degree and certificate programs).
- Development of learning outcomes includes consideration of feedback from workforce/industry partners, as appropriate for the institution’s mission and program discipline.
- The institution provides students with accurate, current, and consistent student learning outcomes for the courses and programs in which they are enrolled.

Possible Sources of Evidence Could Include:

- Examples of how student learning and achievement data inform ongoing curriculum design and development
- Processes for establishing and maintaining currency and relevancy of learning outcomes (curriculum review, industry advisory discussions, etc.)
- Sample syllabi and corresponding course outlines

Required Documentation – Student Success

Within the Institutional Self-Evaluation Report, the institution will provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard. Institutions must also include documentation of the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

2ii. Documentation that the institution’s transfer of credit policies include the following

- Any established criteria the institution uses regarding the transfer of credit earned at another institution
- Any types of institutions or sources from which the institution will not accept credits
- A list of institutions with which the institution has established an articulation agreement
- Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning (Policy on Transfer of Credit)

FOR TITLE IV PARTICIPANTS

2x. Documentation of the institution’s implementation of the required components of the Title IV Program, including

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FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION

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2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

Review Criteria:

- Consistent with the institution’s mission, academic programs are structured to lead to degrees, certificates, transfer, employment, or other similar credentials.
- The institution’s processes for curriculum design and development ensure all academic programs align with the institution’s mission.
- The institution’s processes for curriculum design and development reflect generally accepted practices in higher education for ensuring breadth, depth, and rigor appropriate to the level of instruction (e.g., associate or baccalaureate level) and across all modalities.

Possible Sources of Evidence Could Include:

- Examples from the institution’s curriculum development and approval processes (including processes for distinguishing lower and upper division content, if applicable)
- Examples illustrating the curriculum review cycle and criteria by which existing courses are reviewed and updated to ensure breadth, depth, and rigor appropriate to the content level
- Catalog listings of academic programs outlining expected learning outcomes

Required Documentation – Student Success

Within the Institutional Self-Evaluation Report, the institution will provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard. Institutions must also include documentation of the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

2i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including

- Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees
- Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities
- Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable
- methodology to reasonably equate the direct assessment program to credit or clock hours , if applicable (ER 10, Policy on Credit Hour, Clock Hour, and Academic Year and Policy on Competency Based Education)

FOR TITLE IV PARTICIPANTS

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2xii. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum

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2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

Review Criteria:

- The institution has a rationale for general education, developed with appropriate input from faculty, which serves as the basis for inclusion of courses in general education and is listed in the catalog.
- The institution’s general education philosophy reflects its degree requirements and is consistent with expected norms in higher education for lower division coursework (and upper division coursework, if applicable).
- The institution’s general education offerings provide opportunities for students to engage with the arts and humanities, sciences, mathematics, and social sciences.

Possible Sources of Evidence Could Include:

- General education philosophy, as documented in institutional policy, catalogs, and/or other official publications
- Documents and/or narrative detailing process for arriving at and reviewing philosophy for general

education (including faculty input into general education)

- Documents and /or narrative outlining curricular processes that determine a course's inclusion in general education
- Documents and/or narrative detailing expected learning outcomes of general education component and indicating assessment results are used
- Demonstration of the institution's commitment to global awareness and cultural competency
- Examples of how concepts named in the Standard are addressed throughout the curriculum and/or supported through student and learning support services

Required Documentation – Student Success

Within the Institutional Self-Evaluation Report, the institution will provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard. Institutions must also include documentation of the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

2iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)

FOR TITLE IV PARTICIPANTS

2x. Documentation of the institution's implementation of the required components of the Title IV Program, including

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2.4 The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students’ unique educational journeys. (ER 20)

Review Criteria:

- The institution provides students with accurate, current, and consistent student learning outcomes for the courses and programs in which they are enrolled.
- The institution has mechanisms for ensuring effective communication with its students in multiple modalities regarding the programs, services, and resources available to support the student journey.
- The institution regularly reviews its communication practices, policies, procedures to ensure clarity, consistency, accuracy, and relevance.

Possible Sources of Evidence Could Include:

- Program information (from catalog, website, etc.) showing program learning outcomes for degree and certificate programs
- Documents outlining institution’s processes for communicating learning outcomes to students
- Sample syllabi and corresponding course outlines
- Information (from catalog, website, etc.) regarding available student support services and learning support resources
- Samples of student-facing communications in multiple formats, modalities, and (if applicable)

languages, tailored to meet the needs of specific student populations

- Examples of how the institution evaluates the effectiveness of its student-facing communications (communication survey results, website/social media analytics, processes for ensuring consistency of messages across multiple communication platforms, etc.)
- Examples of changes/improvements in communication--in messaging, format, or modality resulting from evaluations

Required Documentation – Student Success

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2iv. Documentation of clear policies and procedures for handling student complaints, including:

- Evidence that these policies/procedures are accessible to students in the catalog and online
- Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs

FOR TITLE IV PARTICIPANTS

2x. Documentation of the institution's implementation of the required components of the Title IV Program, including

- Findings from any audits and program/other review activities by the U.S. Department of Education (ED)
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2.5. The institution holds itself accountable for students’ success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Review Criteria:

- The institution schedules classes in alignment with student needs and program pathways to ensure students have the opportunity to complete programs (including baccalaureate programs, if offered) within a reasonable period of time.
- The institution evaluates the degree to which scheduling facilitates timely completion of degrees, certificates, and transfer.
- The institution reflects on time-to-completion data in program review and institutional evaluation, and devises plans to improve completion rates.

Possible Sources of Evidence Could Include:

- Documentation and/or narrative detailing how the institution’s scheduling processes ensure programs can be completed in a timely manner
- Recommended sequencing or pathway maps, as published in the catalog or other student-facing documents
- Enrollment management plans that take into consideration time to completion and program pathways

- Analysis of student achievement and/or progression data that demonstrates how the institution evaluates the effectiveness of its scheduling, pathways planning, and enrollment management practices

Required Documentation – Student Success

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2v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating:

- Accurate and consistent implementation of complaint policies and procedures
- No issues indicative of noncompliance with Standards (Policy on Complaints Against Member Institutions)

FOR TITLE IV PARTICIPANTS

2x. Documentation of the institution's implementation of the required components of the Title IV Program, including

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2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

Review Criteria:

- The institution regularly evaluates the effectiveness of its delivery modes and teaching methodologies to supporting equitable student learning and achievement, and uses results to guide improvements.
- Institutions have practices in place to ensure ongoing alignment with federal requirements for distance education and correspondence education, and direct assessment, as defined in ACCJC’s Policy on Distance Education and on Correspondence Education and Policy on Competency Based Education (if applicable).

Possible Sources of Evidence Could Include:

- Program reviews that disaggregate student learning assessment data and student achievement data by mode of delivery
- Examples of improvements to delivery modes and/or teaching methodologies there were made in order to address gaps in student learning and achievement
- Institutional reports on diverse and changing needs of students and resulting plans for developing or improving delivery modes and teaching methodologies

- Local guidelines that establish expectations for effectiveness and quality in distance education and/or correspondence education (if applicable)

Required Documentation – Student Success

Within the Institutional Self-Evaluation Report, the institution will provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard. Institutions must also include documentation of the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

2vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup

FOR TITLE IV PARTICIPANTS

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2.7 The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Review Criteria:

- The institution designs and delivers effective processes for identifying students’ academic, nonacademic, personal wellness, and basic needs.
- The institution designs and delivers effective intake and onboarding services such as orientation, registration, counseling, educational planning, financial aid workshops, and/or similar services that maximize preparation, success, and retention.
- The institution designs and delivers effective learning support resources such as library collections, library instruction, learning labs, and tutoring services in a variety of modalities (face to face, hybrid, online, etc.) dependent on institutional mission and student need.
- The institution designs and delivers effective student support services such as counseling, academic advising, first year experience, veterans services, disability services, mental health services, etc. in a variety of modalities (face to face, hybrid, online, etc.) dependent on institutional mission and student need.

- The institution provides clear information and supports for students regarding transfer and career opportunities.
- The institution's documentation of and communication to students (catalogs, policies, procedures, etc.) regarding support services and expectations for their use are clear and consistent.
- The institution systematically collects and analyzes disaggregated data to evaluate the effectiveness of its support services and learning support resources in supporting equitable student success and uses the results for planning and improvement.

Sources of Evidence Could Include:

- Communication to students regarding supports (catalogs, handbooks, policies/ procedures related to student-facing services such as Financial Aid, Admissions and Records, FERPA, or similar) • Disaggregated data used to determine students' needs and appropriate supports/services • Documentation of how the institution evaluates services to ensure their effectiveness in maximizing student preparation, success, and retention (program review, survey results, planning documents, etc.)
- Documentation/evidence of how the institution evaluates the effectiveness of its student support services and library/learning support resources (program review metrics, disaggregated data, institution-set standards and/or similar program outcomes related to student success outcomes) • Evidence outlining how the institution monitors students' progress towards their educational goals (early alert or similar tools, survey results, pathways-related discussions, etc.) • Examples of institutional innovations to support students (changes to tutoring, use of mixed support modalities, etc.) throughout the curriculum and/or supported through student and learning support services

Required Documentation – Student Success

Within the Institutional Self-Evaluation Report, the institution will provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard. Institutions must also include documentation of the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

2vii. Documentation of the institution's policies and/or practices for the release of student records

FOR TITLE IV PARTICIPANTS

2x. Documentation of the institution's implementation of the required components of the Title IV Program, including

- Findings from any audits and program/other review activities by the U.S. Department of Education (ED)
- Evidence of timely corrective action taken in response to any Title IV audits or program reviews (Policy on Institutional Compliance with Title IV)

FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION

2xi. Documentation of the institution's

- Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit

- Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable)
- Policies regarding protection of student privacy (Policy on Distance Education and on Correspondence Education)

REQUIRED ONLY IF APPLICABLE

2xii. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum

2xiii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit

2xiv. Documentation of agreements with other external parties regarding the provision of student and/or learning support services

2xv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs



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Accreditation Standards

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Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students’ unique educational journeys. (ER 15)

Review Criteria:

- The institution creates formal and informal opportunities for students to engage with the institution, programs, and peers (e.g., cultural, academic, clubs, political, ethnicity-based engagement, networking, athletics, internships, career trainings).
- The institution establishes co-curricular and/or student engagement activities based on the needs of the students and community it serves, including the needs of student populations that have been historically under-resourced.
- If these programs are offered the institution ensures the quality of such programs and frequently assesses activities and programs (qualitative/quantitative).

Possible Sources of Evidence Could Include:

- Examples of student engagement opportunities in multiple modalities including those related to student life, diversity, equity, and career training
- Qualitative and quantitative data used to evaluate the effectiveness of programs (program reviews,

assessments of learning outcomes and/or service area outcomes, student surveys, event attendance, etc.)

- Examples of how activities increase student success and retention (if applicable) throughout the curriculum and/or supported through student and learning support services

Required Documentation – Student Success

Within the Institutional Self-Evaluation Report, the institution will provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard. Institutions must also include documentation of the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

2viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination

FOR TITLE IV PARTICIPANTS

2x. Documentation of the institution's implementation of the required components of the Title IV Program, including

- Findings from any audits and program/other review activities by the U.S. Department of Education (ED)
- Evidence of timely corrective action taken in response to any Title IV audits or program reviews (Policy on Institutional Compliance with Title IV)

FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION

2xi. Documentation of the institution's

- Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit
- Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable)
- Policies regarding protection of student privacy (Policy on Distance Education and on Correspondence Education)

REQUIRED ONLY IF APPLICABLE

2xii. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum

2xiii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit

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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. (ER 11, ER 14)

Review Criteria:

- The institution follows established processes that include analysis of data related to student learning (i.e., outcomes assessment results) and achievement (e.g., course completions and degree/certificate completions), disaggregated for student subpopulations and/or learning modalities as appropriate.
- Faculty and other educators engage in dialogue about learning and achievement data, disaggregated for student subpopulations and/or learning modalities as appropriate, in order to guide program improvement and curriculum development, address achievement gaps, and inform institutional goalsetting.
- The institution’s dialogue about disaggregated learning and achievement data informs institutional goal-setting.

Possible Sources of Evidence Could Include:

- Documentation of processes for design and evaluation of curriculum
- Documentation of processes for program review and outcomes assessment, including consideration of how disaggregated data are incorporated, analyzed, and used for improvement
- Examples of completed reviews and/or

assessments outlining how results inform improvements in curriculum design, service delivery, and/or teaching and learning practices to support equitable achievement

Required Documentation – Student Success

Within the Institutional Self-Evaluation Report, the institution will provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard. Institutions must also include documentation of the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

2ix. Official college catalog contains required elements (ER 20)

FOR TITLE IV PARTICIPANTS

2x. Documentation of the institution’s implementation of the required components of the Title IV Program, including

- Findings from any audits and program/other review activities by the U.S. Department of Education (ED)
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