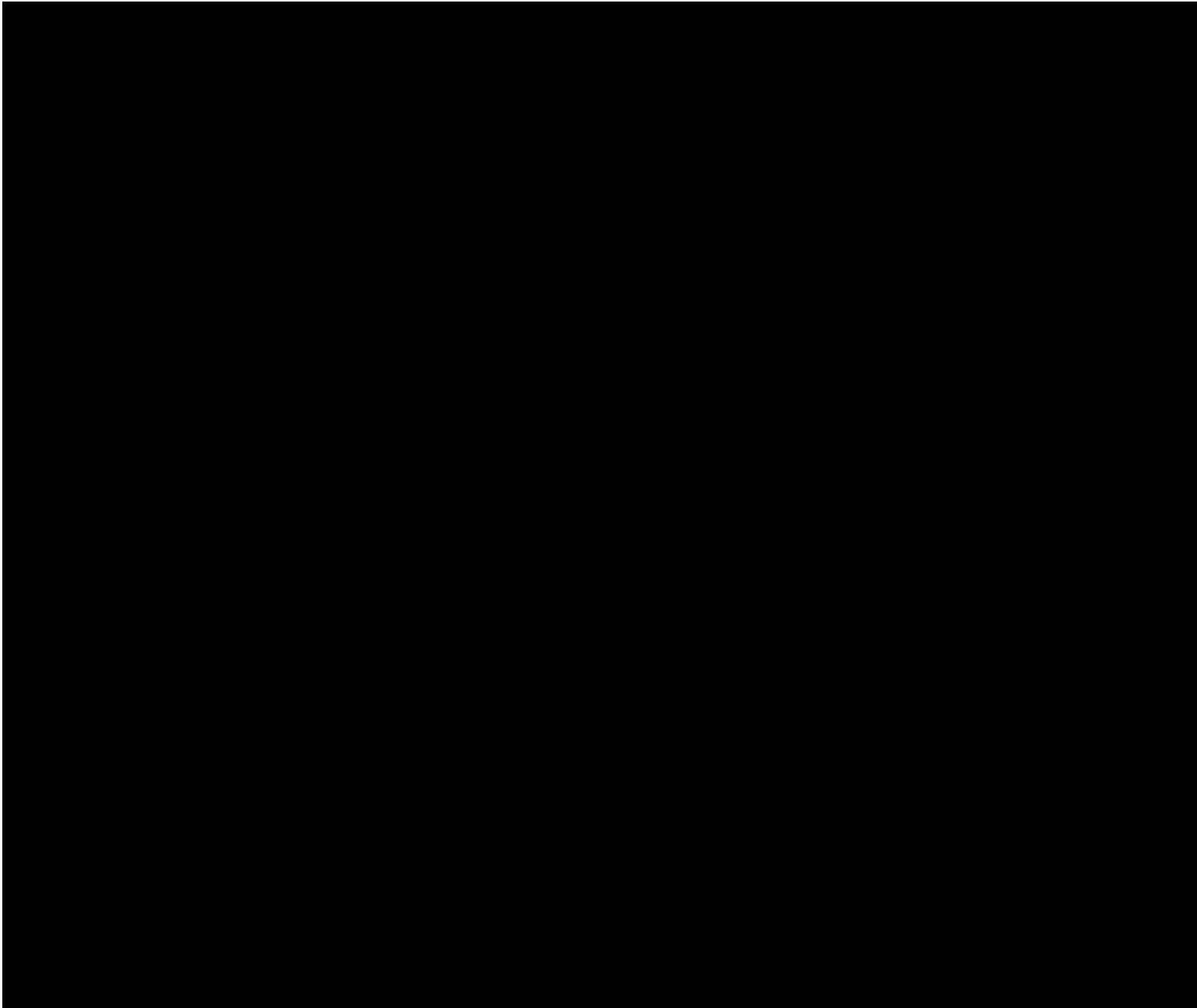## Midterm Report Certi cation

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

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

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

ACCJC Midterm Report

Contents

1. Statement of Report Preparation

The Accreditation Liaison Of cer (ALO) and Vice President of Planning and Development, Dr. Kristine DiMemmo, and the Accreditation Faculty Co-Chair (AFC) Jacqueline Lesch, prepared

Table 1: Accreditation Midterm Report Timeline

College	Gathering Evidence/Preparing Draft	01/02/2023-06/05/20 23
College	Pull together nal draft	06/06/2023-08/16/20 23
College	Draft #1 for College Leadership	08/31/20 23
College	1st read Academic Senate	09/11/2023
College	Presentations to Leadership Councils-for feedback	09/25/20 23
College	Presentation to Meeting of the Managers for feedback	10/05/20 23
College	1st read EPOC/ASC	10/09/20 23
College	2nd read EPOC/ASC	11/01/2023
College	2nd read Academic Senate	11/13/2023
Distric t	District Strategic Planning	11/17/2023
Distric t	Item due to Chancellor's Cabinet	11/20/2023
Distric t	Present at Chancellor's Cabinet	11/27/2023
Distric t	Present at January Board Meeting	01/10/2024
Distric t	Approval January Board Meeting	01/24/202 4
College	Presentation to ASRCC for feedback	03/04/202 4
College	Submit Midterm Report to ACCJC	3/12/2024
College/AC CJC	Submission deadline	03/15/202 4

Campus Participation Item T 5.0 Tdd [(5423 (ollTana)-2 ()9 (ee9 ()]TJ w)]TJ)16 (g r)-31ou]TJcils, rdue tticipamnae5

Quality Focus Essay

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

Annual Reporting

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

Fiscal Reporting

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

2. Plans Arising from the Self-Evaluation Process

The College completed a cycle of self-evaluation which identied plans for improvement reported in the 2020 Institutional Self-Evaluation Report (ISER). Improvement plans ranged from analyzing gaps in student learning and program learning outcomes (SLO/PLO) assessment, to strengthening links in the strategic planning process between departments, divisions, and vice presidents while maintaining a commitment to ensure participation of all college stakeholders (I.B Academic Quality and Institutional Effectiveness; II.A. Instructional Programs; III.A Human Resources). Upon review and analysis of the improvement plans, equity and Guided Pathways emerged as the most important frameworks for integrating the College's strategic planning efforts (see Figure 1). These improvement plans were aligned with three QFE projects: 1) program mapping, 2) developing integrated academic support, and 3) sharpening the focus on teaching and learning. Table 2 maps the improvement plans with the QFE project(s) and the alignment with the College's 2020-2025 strategic planning goals (2.   1).

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

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Standards Referenced:

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

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

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

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

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

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

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

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

Status

The District has drafted a cyclical review plan ensuring that all BP/APs will go through a
ve-year cycle of review. The review plan provides that the following timeline will be followed:

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

The review plan will vary depending on the chapter being reviewed and the constituent
groups involved in the review. Generally, the review of BP/APs will be initiated by the District
General Counsel who will advise as to the current state of the BP/APs and recommend any
legal revisions based on a legal review of the change in statutory or regulatory law. Thereafter,
the review will continue to the applicable constituent groups directly affected by the chapter
being reviewed. For example, Chapter 2 BP/APs deals with academic affairs and will be reviewed
by the Academic Senates of each college and their various sub-committees (e.g. Curriculum,
Guided Pathways, Distance Education). Chapter 3 BP/APs deal with student services and will
be reviewed by the Associated Student groups at each college. Chapter 6 BP/APs deals with
Human Resources and will be reviewed by the exclusive bargaining representatives for all
employees. It is understood and anticipated that various BP/APs will have overlapping interests
that require multi-level review by various constituent groups. For example, Chapter 3 BP/APs
while being reviewed by the Associated Students groups will also have signi cant overlap
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3.2 Part Two: Professional Ethics

Analysis, Evaluation and Action

The District implements BP/APs to address professional and ethical conduct. Current BP/AP 1800 (formerly BP/AP 3050) outlines the ethical and professional expectations of all RCCD employees as well as students (3. 2). Noncompliance of these policies may lead to administrative procedures as described in Education Code Section 87666 (3. 3), which limits actionable steps to those set forth in Section 87732 (3. 4)

4. Response to College Recommendation 2

Originally, the College received two recommendations. One for compliance and one for improvement. The compliance recommendation was addressed and recti ed in the RCC Follow   -

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

Status

The College continues to focus efforts to develop and regularly assess SAOs for all learning support services areas, especially as they relate to the College's Guided Pathways and student equity efforts such as but not limited to the use of the Center of Urban Education's (CUE) Guiding Concepts that maintain that the path toward dismantling racial inequity requires a focus on race, a participatory process, remediating practices, inquiry as a strategy of change, and racial inequity as a problem of practice (4.10, 4.11). In Spring 2020, the College began implementing A+ Attendance TM as a mechanism to record individual student attendance at

5. Re ection on Student Learning Outcomes

Background

Developing a culture continual assessment provides the College with evidence that allows it to strengthen the content and delivery of its curriculum and services by identifying areas of strength and areas for improvement. In addition, the College has an established assessment committee which provides guidance to departments, disciplines, and other co-curricular units undergoing program review, and strengthens the connection between assessment, curriculum, and faculty development. The Program Review process was revised to include the alignment of Strategic Planning Goals and objectives for all departments, divisions and within the Vice President Plans.

Analysis, Evaluation and Action

Stren gths

Members of RAC represent a broad cross-section of the College which coordinates and oversees assessment of SLOs, PLOs, GE SLOs, and SAOs. RAC is a standing committee of the Academic Senate as established by Article III, Section 5 of the Academic Senate By-laws composed of faculty members from each department and 6 non-voting administrative and professional staff members   (5.1). RAC also reports to QEMQ, linking assessment to program review and planning. The College's revised program review process includes annual assessment cycles and reports for every discipline and department, and a comprehensive program review in y(or e)1/s y(ent)-10 (,mn(.)]Tent)-1hn9

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

Growth Opportunities

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

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

Demonstrated Improvements

RAC completed the rst round of GE SLO assessment in 2021 and has already begun the next cycle of GE SLO assessment. During the second round of assessment of GE SLO-1, critical thinking, the committee analyzed the language and determined it to be protracted, repetitive, and dif cult to assess:

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

Background

As reported by the Peer Review Team, the College has established institution-set standards for student achievement that are appropriate to the College's mission. These standards are reviewed annually through established participatory governance structures and are available on the College's Institutional Effectiveness website (6.   1). The review of institutional set standards is strengthened by the proactive processes that involves the Dean of Institutional Effectiveness to review, update, and present the status each year.

Analysis, Evaluation and Action

The College reports on institution-set standards for course completion, number of degrees, number of certi cates, number of transfers, licensure pass rates, and job placement rates for CTE degrees and certi cates as part of its annual ACCJC reporting, and in alignment with their stated mission (6.2   , 6.3, 6.4,

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

	2019-20 20	2020-202 1	2021-20 22
Institution-Set Standard (Floor)	1179	1179	1179
Stretch Goal (Aspirational)	3653	4384	5260
Actual	3985	4256	4256

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

Table 6: Transfer

	2019-20 20	2020-202 1	2021-20 22
Institution-Set Standard (Floor)	1702	1702	1702
Stretch Goal (Aspirational)	2373	284 7	34 16
Actual	2638	2632	2185

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

Table 7: Licensure Examination Pass Rates

Progr am	Exa m	Institutional- Set Standard (Floor)	Stretch Goal (Aspir ational)	2019-20 20 Pass Rate	2020-202 1 Pass Rate	2021-20 22 Pass Rate
Register ed Nursin g	Stat e	85%	90%	91%	97%	96%
Lic ensed Vocational Nursing	Stat e	85%	90%	97%	94%	95%
Cosmet ology	Stat e	80%	100%	100%	100%	100%

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

College-wide Initiative(s) to Improve Outcomes

- Renewed focus on Faculty Professional Development including:
  - o Faculty Learning Communities (see 7.27 and 7.29)
  - o STEM en Familia – a National Science Foundation grant supporting home classrooms and faculty development (6.9   , 6.10)
  - o ESCALA faculty development for HSI's (6.11)
- Equity Minded Learning Institute supporting learning and equity-minded approaches for faculty, classi ed professionals, and administrators (6.   12)
- Data coaching cohorts and data literacy workshops to empower faculty, administrators, and classi ed professionals to work with and understand student-level data supporting conversations about increasing success and closing student equity gaps (6.   13)
- Integrated Student Success Teams – Following our Guided Pathways and Student Equity framework, re-invigorated our Engagement Center student success teams in each engagement center to provided inescapable support for students with a focus on the culture of care and creating a space to increase students' sense of belonging (6.   14)
- Intentionality of including student voices – engaging in qualitative research with students through formal qualitative studies and informal methods (6.15, 6.16   , 6.17). This increases direct student feedback to the institution and identi es how students can be better served.
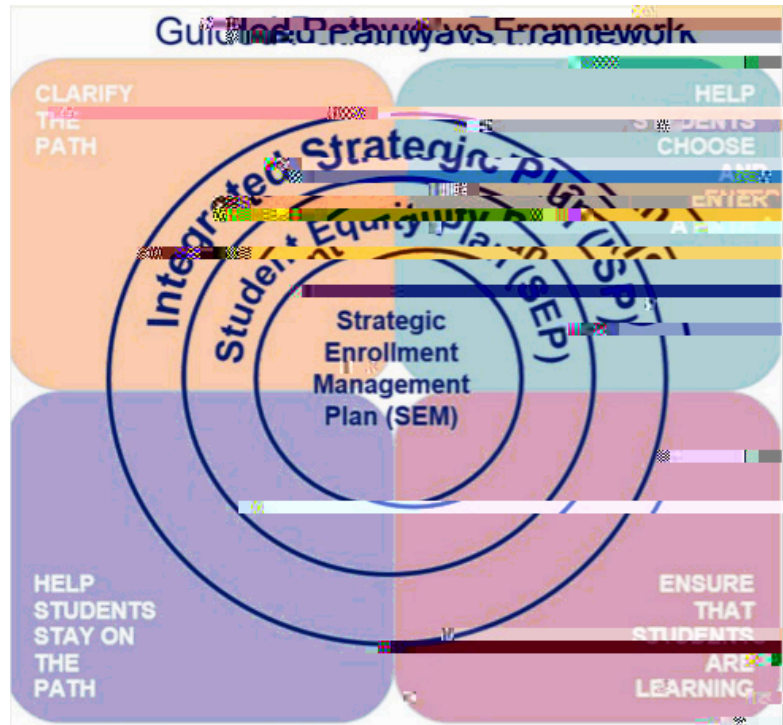
Status

The Institutional Set Standards are posted on the College's Institutional be
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7. Report on the Outcomes of the Quality Focus Essay Projects

Background

The College remains committed to the mission and intentionality of continuous improvement, especially as it relates to college-wide integration of the Guided Pathways framework and the student equity goals. The College wants to be known for being an institution where equitable practices permeate every aspect of the college culture and every constituency group – from hiring practices, committee appointments, faculty/professional development, to the inclusion and acceptance of all individuals. To this extent, the College has aligned strategic planning goals and targets with Guided Pathways and equity initiatives (Figure 1). The College's Guided Pathways Plan 2022-2026 has been updated to align with the existing principles of Guided Pathways 2.0 (7. 1). It has also been proposed that the Diversity, Equity, Inclusion, and Access (DEIA) committee fall under GEMQ. GEMQ is currently working on reviewing the DEIA committee charge and will be forward recommendations to EPOC/ASC and Senate.

7.1 Project 1: Program Mapping

Background

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

The College, in conjunction with Norco and Moreno Valley colleges, collaborated weekly to fully implement the EduNav ™ student planning and course registration platform during the 2019-2020 academic year. EduNav ™

7.2 Project 2: Developing Integrated Academic Support

Background

Counseling

The RCC Counseling department has been a leader in aligning practices with the overall college-wide Guided Pathways framework. Each counselor, serving as a student success

engagement and open house activities, aligned with the programs of study they serve, the overarching timelines and communication strategies remain the same, which provides the consistency that inescapable student support encourages. This toolkit ensures that if a student who changes their program of study to a different pathway, receives the same level of support and communication from any and all engagement centers and pathways (7.22   , 7.23, 7.24).

Status

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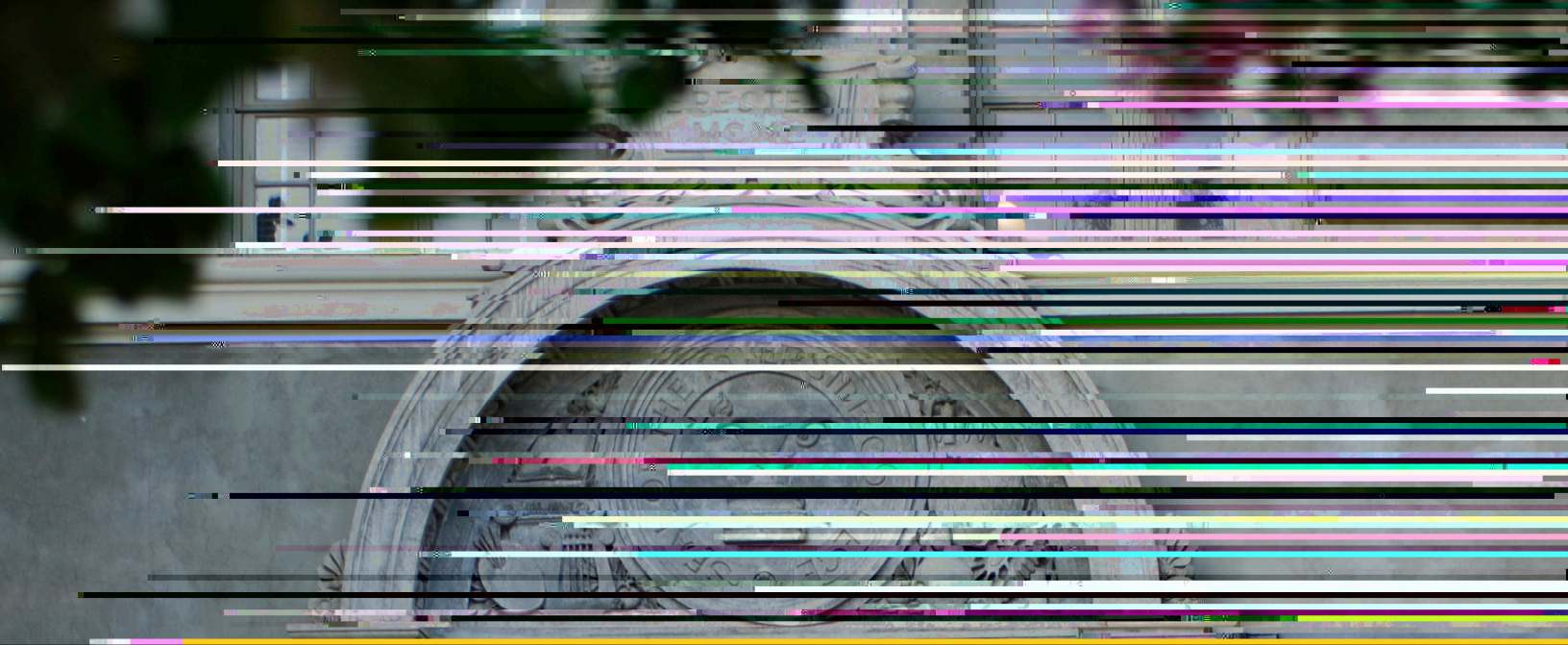
Background

7.3 Project 3: Sharpening the Focus on Teaching and Learning

9. Evidence

RCC transitioned to a Digital Repository/Archive system utilizing the Ex Libris's library service

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