



Program Review Committee Minutes for October 24, 2024

2:30- 3:45 pm

Operations Center (OC) 116

(Zoom link for guests) <https://rccd-edu.zoom.us/j/85634329059>

Meeting Participants

Committee Members Present

Greg Aycock (co-chair), Svetlana Borissova, Caitlin Busso, Rosalio Cedillo, Araceli Covarrubias, Eric Doucette, Vivian Harris, Ashlee Johnson, Starlene Justice, Daniela McCarter, Lindsay Owens, and Kristin Rigby.

Committee Members Not Present

Quinton Bemiller, Joseph DeGuzman, Tim Russell (co-chair) and Dana White.

Guest

Hayley Ashbey, Sara Nafzgar and Sigrid Williams.

Recorder

Charise Allingham

1. Call to Order

- 2:33 pm

2. Action Items

2.1 Approval of Agenda

- MSC (Vivian Harris / Starlene Justice)

2.1 Conclusion

- Approved by consensus.

2.2 Approval of September 26, 2024, Minutes

- MSC (Vivian Harris / Starlene Justice)

2.2 Conclusion

- Approved by consensus.

3. Discussion Item

3.1 Program Review Cycle

The committee continued the discussion about changing the program review cycle to align with the college's strategic plan.

A timeline of the current Program Review Cycle, Strategic Plan cycle, and proposed five-year program Review Cycle was reviewed.

- Our program review cycle ends in Spring 2027 currently, which is the second year of the strategic planning cycle, and is in the process of being updated.
- The new Strategic plan draft has 17 objectives and 8 Key performance indicators (KPIs), and the current plan has 76 objectives and 15 KPIs.
 - Key Performance Indicators (KPIs) are the measurements we use to see how the institution is doing
 - Our new Equity KPIs are aligned with the Student Equity Plan metrics.
- One issue is that in our current cycle, we will be moving to the new objectives and KPIs; any goals or objectives that have been created may no longer connect to any of the active Area/Program goals and objectives.
- Another issue is that the ranking and prioritization process looks at how Resource Request aligns with Education Master Plan (EMP) goals and objectives; if a prior resource request is no longer aligning, the ranking could be affected because there is no longer a connection.
- By moving to a 5-year cycle, we would be doing the next comprehensive in Spring 2026.
- With a 5-year plan, a required annual update would be necessary.
 - Suggestion to keep the annual update to a minimum and provide a place to indicate where no changes have happened or are needed.
 - Suggestion to tie to the resource request.
- Discussions are taking place at the district about the possibility of the colleges aligning on the same 5-year plan.
- Currently, RCC's program review process is aligned with its strategic plan and accreditation.
- Has the committee taken into consideration CTE courses which need to be comprehensively reviewed every three years and review their data every year?
 - Suggestion when taking into consideration CTE: would a 6-year plan be a possibility?
 - CTE needs can be considered by creating a program review unit that covers all the areas that are needed.
 - Request for CTE membership.
- Going forward, the EMP goals will eventually update, and again, the program review cycle will not align if we stay on the three-year cycle.
- Suggestion to use year five as a closure year to reflect back on progress made on the prior goals and objectives.
- If the committee moves to a 5-year cycle, the next comprehensive would be one year sooner.

3.1 Follow-up Items

3.1 Task of

3.1 Due by

3.1 Follow-up Items	3.1 Task of	3.1 Due by
Provide a narrative for moving to a 5-year cycle, including the timeline.	Co-chairs	ASAP
Gather feedback from schools	Committee members	Next meeting

3.2 Program Goals Progression Prompt

- Nuventive was shared. Under Program Goals, there is no place to provide information on how we are progressing.
- We do a lot of planning, but we lack a way to demonstrate that we have closed the loop or to measure progress toward our goals.
- Suggestion to add monitoring to the evidence tab, especially because the tab is designed to provide progress on goals.
- Monitoring progress is similar to the assessment process.
 - The assessment committee is in the process of developing the cycle in a similar way but has not identified a frequency to do the activities. The goal is to have a full plan developed by the end of the academic year.
- The committee is requested to bring ideas and feedback to the next meeting.

3.3 Credit for Prior Learning Addition to Program Review

A request to include some questions about credit for prior learning (CPL) to help track offerings and awarding.

Questions requested to be included include:

1. Do you offer any Credit for Prior Learning (CPL) within your discipline?
2. If yes, which course/s has your discipline approved as CPL and the type (JST, Standardized Exams, Credit by Exam, Industry Credential/Certification, or Portfolio Review)?
3. If not, please explain why, and include a timeline when CPL can be discussed within your discipline.
4. How often has your discipline awarded or reviewed potential awards of CPL in the last two years?

- The committee was asked if Program Review is the best place for this.

CPL is one of the state Chancellor's projects, part of the CCCCCO Vision 2030 and a requirement of Title 5 and Title 38 (Veterans). Audits are being conducted by the Dept. of Defense and Veteran Affairs. These audits are being conducted to ensure our community colleges are offering CPL to our Veterans and their families. One month after a term (academic year) ends, we (Norco) must report on CLP offerings and awards.

- Some data is already captured in the MAP platform when students are awarded CPL; these questions address the portion of the data requested by the state chancellor's office that has been difficult for the CPL leads to collect.
- A question was raised on how a discipline knows if CPL has been offered for their courses because they have never been contacted to review any prior learning in their area. If the program review authors are unsure, how would they answer these questions?
- Suggestion for faculty to attend the CPL summit to have their questions answered.
 - <https://californiacommunitycolleges.cventevents.com/event/CPLSummit/summary>
 - MAP@rccd.edu

- The California community college chancellor has a directive to make CPL a priority.
- Suggestion that adding CPL to the program review provides the opportunity for all areas to look at our practices and how we improve, which is what the program reviews are for. The accountability aspect of program review could be leveraged to ensure departments focus on CPL.
 - A need for training and support to effectively implement the incorporation of a CPL section in the Program review process was emphasized.
- What role does assessment play in CPL, and should it?
 - Suggestion to have a CPL representative come to an Assessment committee meeting.
 - Suggestion that the qualitative could be handled by assessment.
 - Suggestion to add a question to ask what we could do to improve.
- This will be brought back to the committee for a vote to be included in 2025-26; with the annual update opening before the next program review meeting, it is too late to include it in this upcoming annual update.

4. Information Items

4.1 Equity Professional Development Summary

- The requested summary that contains the professional development requested on the third question of the equity questions was shared.
- The summary will be shared with areas on campus that conduct professional development to communicate requested areas of interest.

5. Good of the Order

- The Next meeting will be Greg's last meeting; he retires on November 22, 2024.

6. Future Agenda Topics

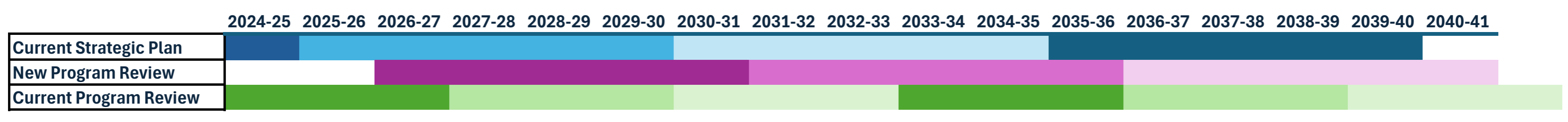
- Program Review Process Improvement
- Review the Charter membership.

7. Adjournment

- 3:44 pm

Next Meeting

Date: November 21, 2024



Proposed Credit for Prior Learning Addition to Program Review

CPL is one of the state Chancellor's projects and part of the CCCCO Vision 2030. It is also a requirement of Title 5 and Title 38 (Veterans). The Dept. of Defense and VA are doing audits to ensure our community colleges are offering CPL to our Veterans and their families. Recently, a community college lost its financial aid funding because while it said it did, it had no proof and could not pass the audit. Other colleges are being put on notice.

Because of this, there is a request for CPL to be considered in the program review process. This would allow us to capture the data on whether schools/disciplines are offering CPL, awarding CPL, or not. This will allow us to stay in the good graces of all stakeholders involved in the legislative processes of CPL.

Four simple questions to ask our faculty writing or updating their program review:

1. Do you offer any Credit for Prior Learning (CPL) within your discipline?
2. If yes, which course/s has your discipline approved as CPL and the type (JST, Standardized Exams, Credit by Exam, Industry Credential/Certification, or Portfolio Review)?
3. If not, please explain why, and include a timeline when CPL can be discussed within your discipline.
4. How often has your discipline awarded or reviewed potential awards of CPL in the last two years?

This inclusion will help identify access and equity opportunities and make our programs stronger.

Summary of the Responses to the Program Review Equity Section

This summarizes the requested training and professional development identified in the Equity section of the Administrative, Instructional, and Student Services Program Reviews. The question used to assess:

- What additional equity-related professional development/trainings do you seek to better support your area?

Although many units identified areas of completed training, approximately 20% (10 out of 52) did not request any further training or professional development. The requested training and professional development areas, along with their frequency, are outlined in the table below.

Training	# of Requests
Equity/ DEIA/underrepresented populations	24
Care-Empathy	2
Cultural Competency/ Responsive training	4
Discipline-specific pedagogy training	9
Modality specific -DE, Hybrid, In person	3
STEM	4
LGBTQ+	2
Specific training- CORA, @ONE, POCR,	3
Implicit Bias	3
OER, Zero cost textbook	2

*n=52

Specific training requested:

- Peer Online Course Review (POCR) <https://onlinenetworkofeducators.org/course-design-academy/pocr-resources/>
- California Virtual Campus Online Network of Educators (CVC @ONE) <https://onlinenetworkofeducators.org/>
- Center for Organizational Responsibility and Advancement (CORA) <https://coralearning.org/>

Sample of noteworthy quotes:

“CARE Team training for classified staff as we interact with hundreds of students per day.”

“Training schedule needs to consider specialized training by constituency group and proficiency levels (beginner to expert).”

“I believe we should have a session educating faculty on how unique our student population is here within the district. Additionally, educating faculty on some of the cultural values of our student population could help us better understand our students.”

“...more equity-training related to providing academic support to special populations, especially incarcerated students”

“Explicit professional development for teaching hybrid classes. These classes increase access and flexibility for our students, but we have not received training in course design for the hybrid format.”

“If I could "request" anything, it would be dedicated time so that all faculty could participate more frequently.”