RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Board of Trustees - Special Board Meeting
Saturday, October 3, 2026 9:00 AM
District Office, Conference Room 309,
3801 Market Street, Riverside CA 92501

ORDER OF BUSINESS

Pledge of Allegiance

Board members, the Chancellor, faculty, management and classified professionals offer gratitude and respect to the land's Indigenous caretakers and affirm the District's intentions of maintaining the land's integrity and the Tongva (Gabrieleno), Cahuilla, Payómkawichum (Luiseño), Serrano and Cupeño tribes' legacy. We promise to honor the continued guardianship of the land, water and air — all of which are inseparable. We are indebted to the caretakers of yesteryears and the stewards of our institutions will honor the opportunity to live and educate upon these homelands.

Public access to the in-person meeting will begin 30 minutes prior to the start of the meeting. In order to encourage public participation to the greatest extent possible, a continued virtual link will be provided via live streaming at Riverside City College's YouTube Channel.

Submission of Public Comments

1. Anyone who wishes to make a presentation to the Board on an agenda item in person is requested to complete a "REQUEST TO ADDRESS THE BOARD OF TRUSTEES" card, available from the Public Affairs Officer. Please make sure that the Secretary of the Board has the correct spelling of your name and address to maintain proper records. Comments are limited to five (5) minutes or less. (This time limit will be doubled for members of the public utilizing a translator to ensure the non-English speaker receives the same opportunity to directly address the Board, unless simultaneous translation equipment is used.)
2. Members of the public may also join the meeting virtually through Zoom to directly voice their comments to the Board. Visit the Board of Trustees page on the RCCD website and complete the form to speak. A link to join the meeting will automatically be sent to you.
3. Written public comments may be sent to WrittenPublicComments@rccd.edu, which will be acknowledged and identified by the Board President during the public comment portion of the meeting. Submissions by email must be received prior to 4:00 pm the day of the meeting to be included.

Anyone who requires a disability-related modification or accommodation in order to participate in any meeting should contact the Chancellor's Office at (951) 222-8800 as far in advance of the meeting as possible.

Any public records relating to an open session agenda item that is distributed within 72 hours prior to the meeting is available for public inspection at the Riverside Community College District Chancellor's Office, 3rd Floor, 3801 Market Street, Riverside, California, 92501 during regular business hours or online.

I. COMMENTS FROM THE PUBLIC

Board invites comments from the public regarding any matters within the jurisdiction of the Board of Trustees. Due to the Ralph M. Brown Act, the Board cannot address or respond to comments made under Public Comment.

II. WELCOME AND INTRODUCTION

III. CHANCELLOR'S REPORT

III.A. Chancellor's Communications

Information Only

IV. ROLES AND RESPONSIBILITIES

V. BOARD SELF - ASSESSMENT

VI. GOALS AND PRIORITIES

VII. ADJOURNMENT

Board of Trustees - Special Board Meeting (III.A)

Meeting	October 3, 2026
Agenda Item	Other Items (III.A)
Subject	Chancellor's Communications
College/District	District
Funding	N/A
Recommended Action	Information Only

Background Narrative:

The Chancellor will provide the Board of Trustees with district information including Dual Enrollment Re-imagined, Adult Education - Strategic Vision, and Capital Project Plans.

Prepared By: Wolde-Ab Isaac, Chancellor

Dual Enrollment Reimagined

RCCD Board of Trustees Retreat

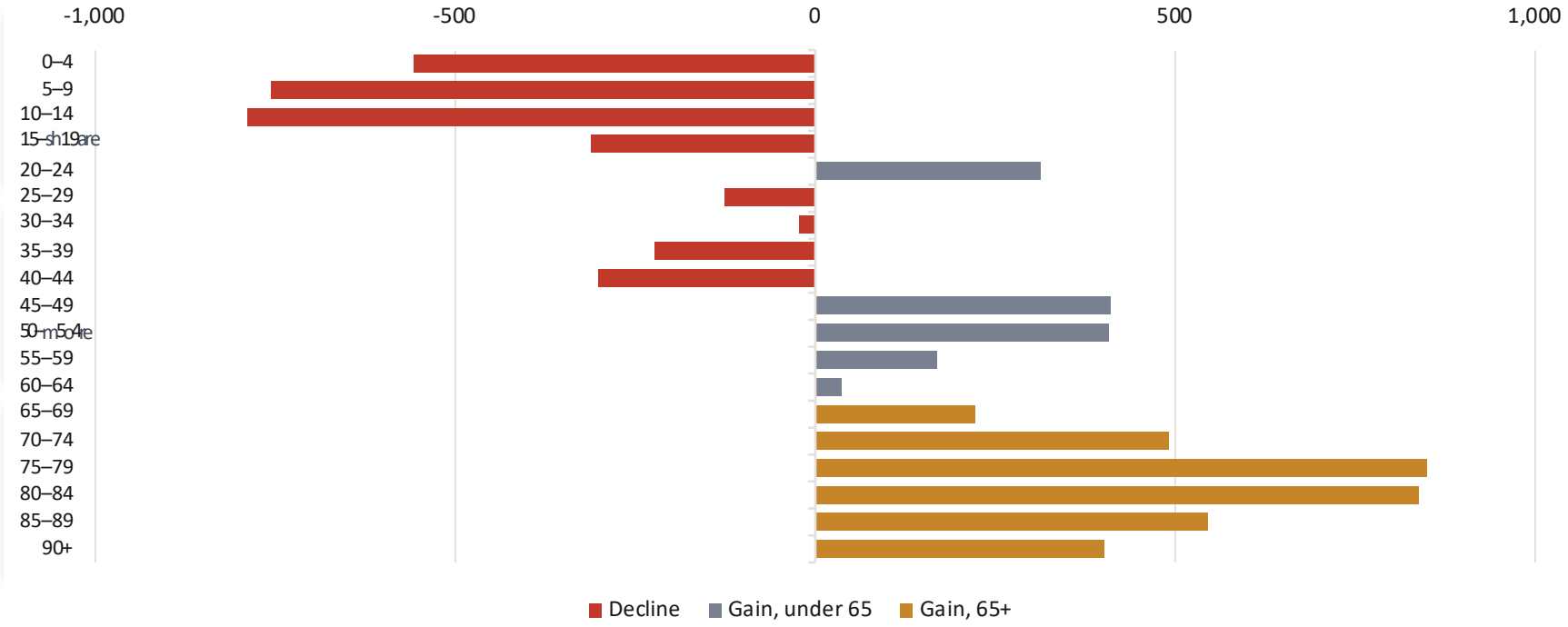
October 3, 2026

Topics

- Change in Population by Age
- Older Workforce Continue to Grow
- RCCD Dual Enrollment Data
  - Headcount and FTES
  - Projections

DEMOGRAPHIC CONTEXT

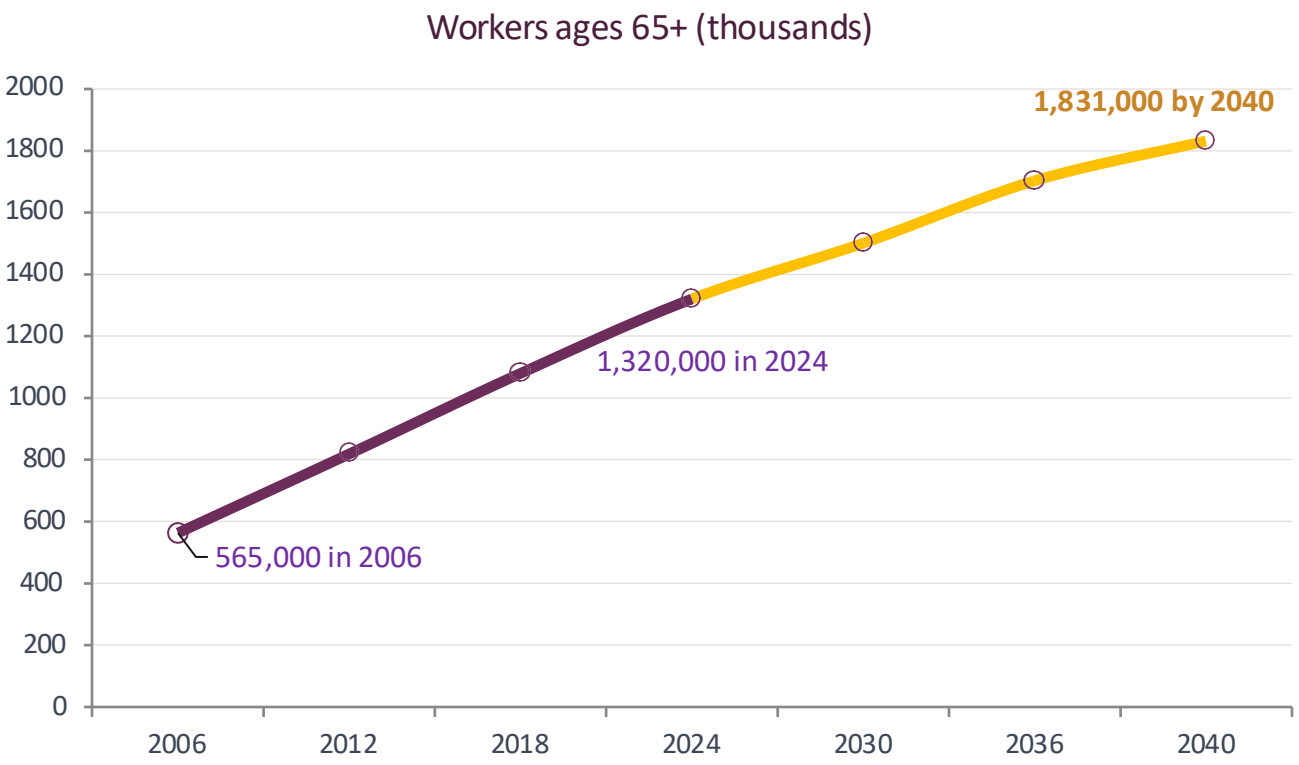
Change in population by age group, 2020 to 2040 (thousands)



Public Policy Institute of California · Older Workers in California: Projections to 2040

PROJECTIONS TO 2040

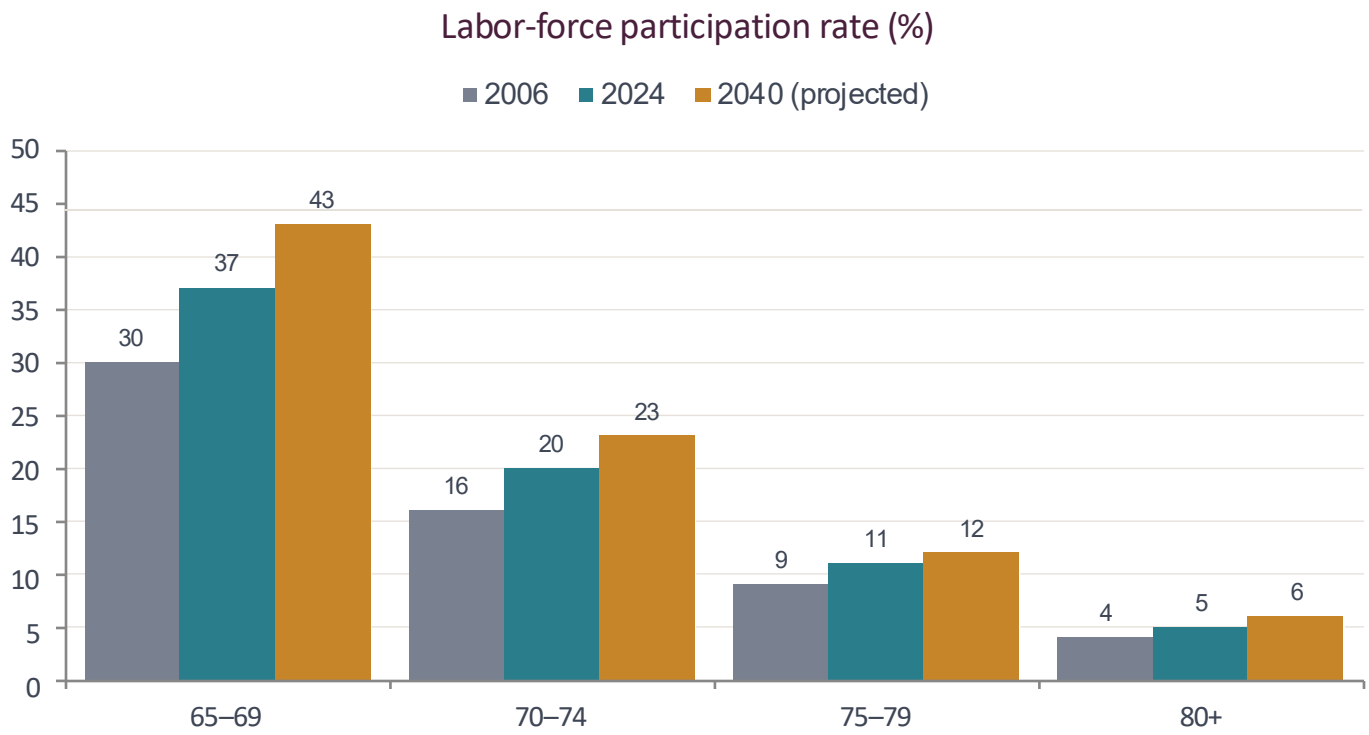
The older labor force will continue to grow rapidly



Public Policy Institute of California · Older Workers in California: Projections to 2040

PARTICIPATION BY AGE

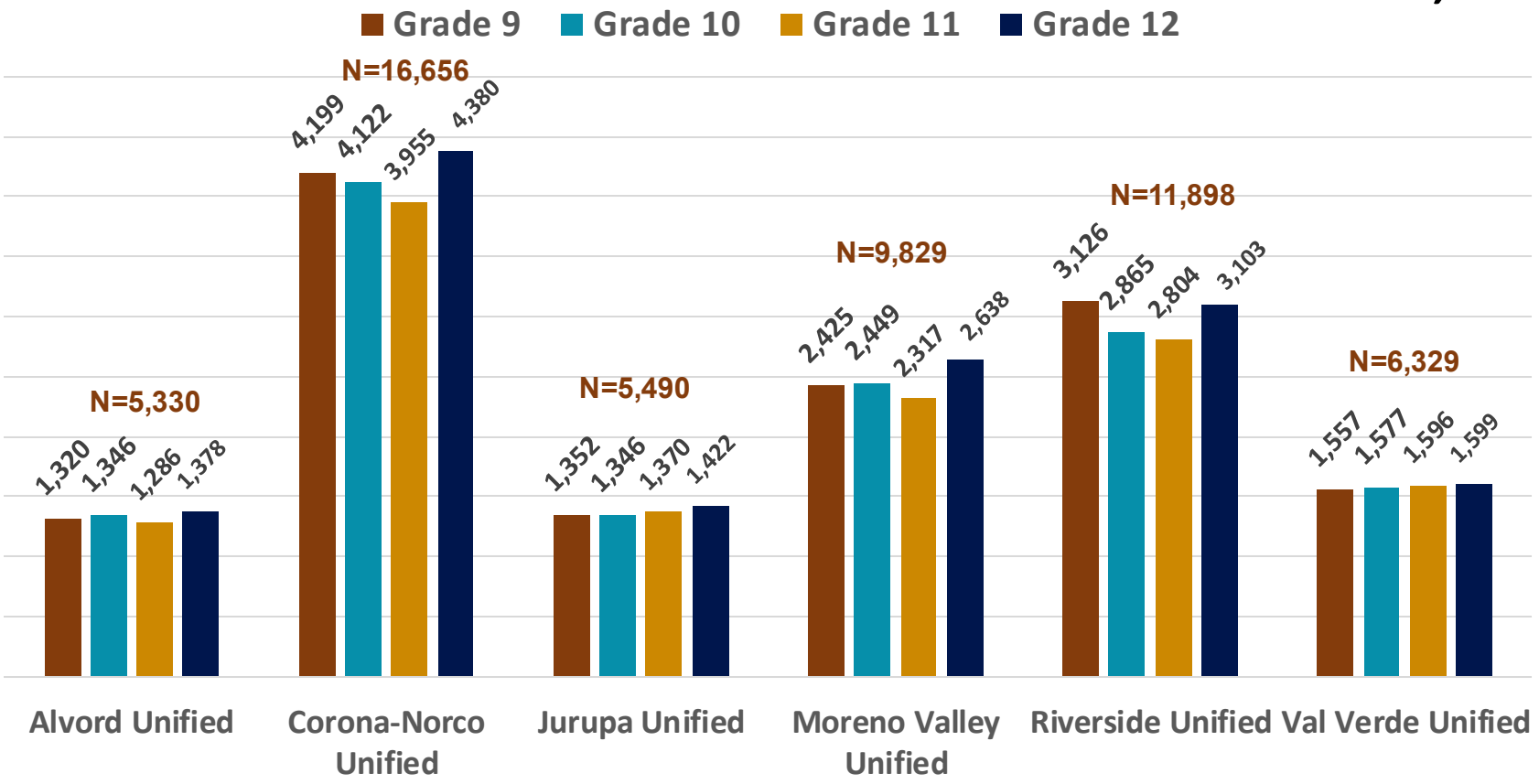
Labor Force Participation Rates rise for the 'young-old' — and stay low past 75



Public Policy Institute of California · Older Workers in California: Projections to 2040

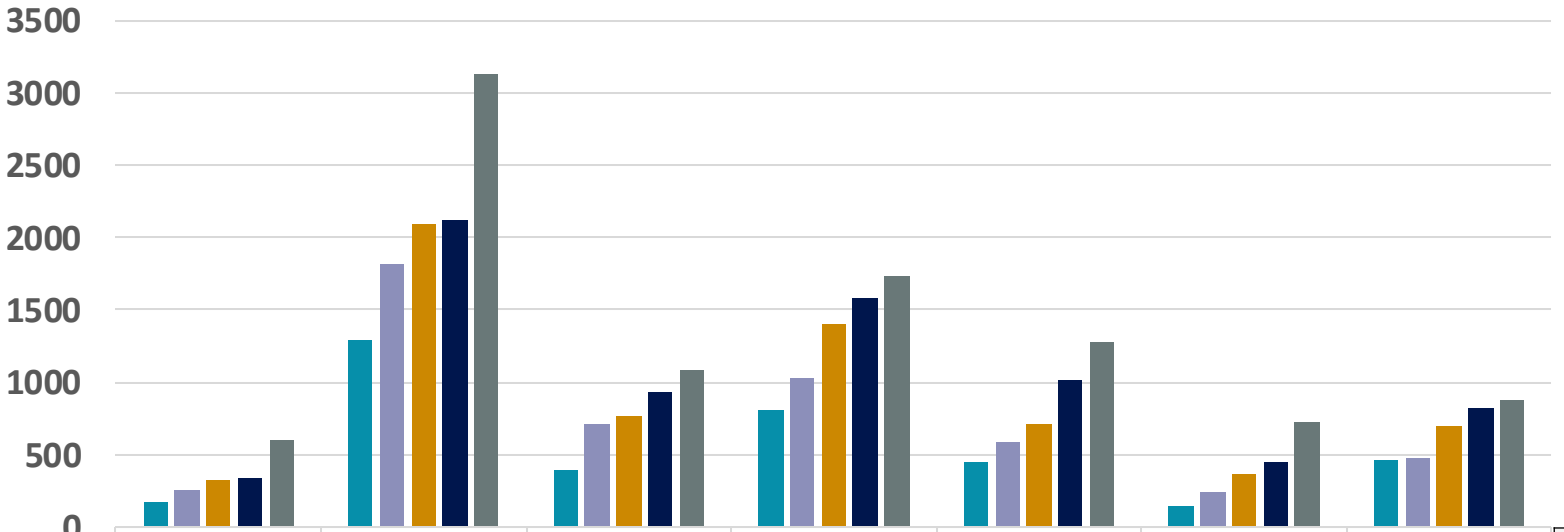
High School Student Headcount- Feeder Districts (2025-26)

Total N=55,532



Source: [Census Day Enrollment Data - Accessing Educational Data (CA Dept of Education)]

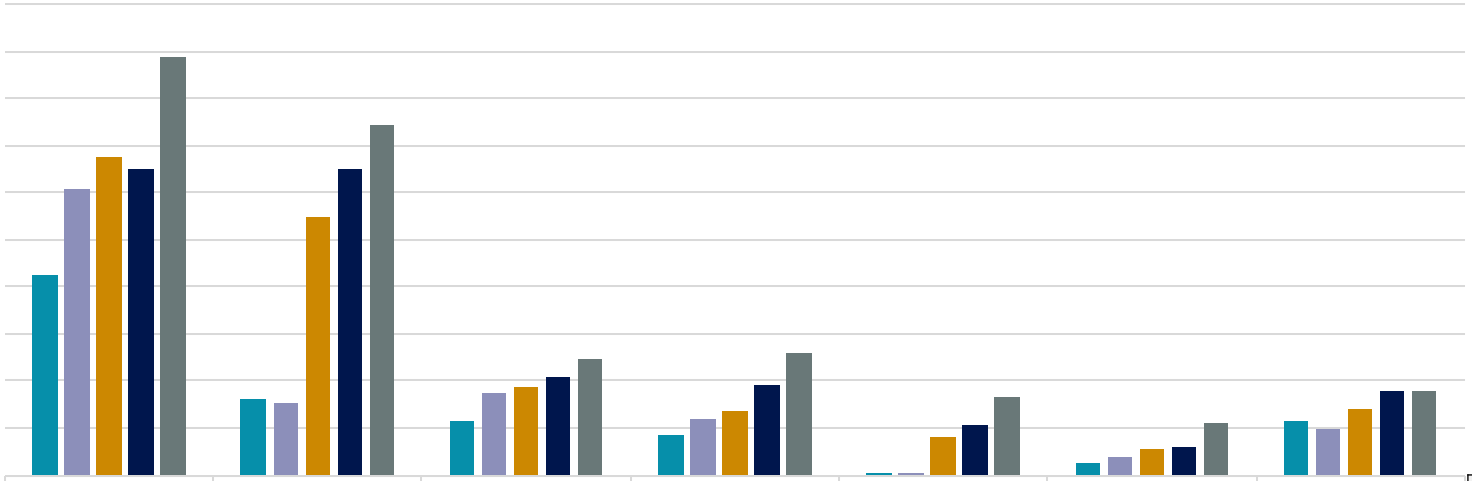
RCCD Dual Enrollment Headcount -Feeder Districts



	Alvord USD	Corona-Norco USD	Jurupa USD	Moreno Valley USD	Riverside USD	Val Verde USD	Other USDs	Total
2021-22	177	1,288	396	810	450	141	464	3,580
2022-23	259	1,813	707	1,023	586	236	469	4,956
2023-24	325	2,090	773	1,408	717	365	691	6,179
2024-25	336	2,120	926	1,581	1,010	450	827	7,096
2025-26	597	3,130	1,081	1,739	1,281	723	872	9,215

***Headcounts represent unduplicated student counts. Because students may enroll at multiple districts, the sum of district headcounts may not equal the district total.**

Dual Enrollment FTES -Feeder Districts



	Corona-Norco USD	Moreno Valley USD	Jurupa USD	Riverside USD	Val Verde USD	Alvord USD	Other USDs	Total
2021-22	427.33	163.63	114.42	84.73	1.65	26.75	112.8	931.31
2022-23	607.55	151.75	172.38	119.49	0.4	38.57	96.95	1,187.09
2023-24	674.45	547.14	188.22	135.66	82.71	55.8	141.4	1,825.38
2024-25	648.47	652.16	209.16	189.97	104.79	57.61	179	2,041.16
2025-26	887.76	743.28	247.84	260.57	164.43	112.15	177.99	2,594.02

***Students may enroll in multiple dual enrollment classes offered by different districts or may also take classes directly through RCCD.**

RCCD Dual Enrollment Types – Headcounts

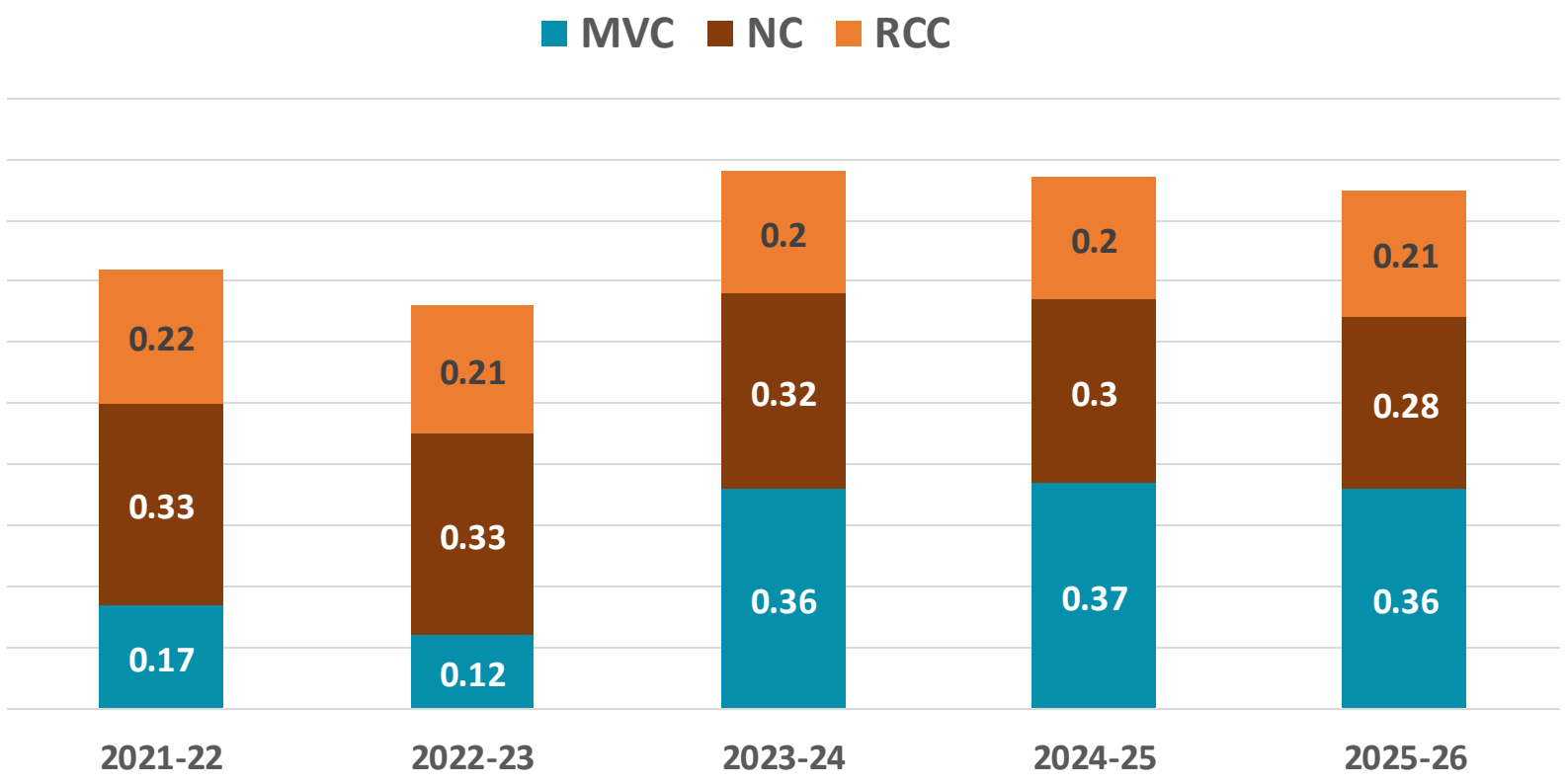
Early Middle College	2021-22	2022-23	2023-24	2024-25	2025-26
MVC	479	530	737	733	739
NC	593	661	685	689	689
RCC	149	188	286	278	280
RCCD	1,221	1,379	1,708	1,700	1,708
Other Dual Enrollment	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
MVC	474	722	1,029	1,289	1,694
NC	933	1,441	1,818	1,965	3,158
RCC	1,002	1,456	1,729	2,245	2,776
RCCD	2,359*	3,577*	4,471*	5,396*	7,507*
Total Dual Enrollment	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
MVC	953	1,252	1,766	2,022	2,433
NC	1,526	2,102	2,503	2,654	3,847
RCC	1,151	1,644	2,015	2,523	3,056
RCCD	3,580*	4,956*	6,179*	7,096*	9,215*

*Headcounts represent unduplicated student counts. Because students may enroll at multiple colleges, the sum of college-level headcounts may not equal the district total.

RCCD Dual Enrollment – FTES

Early Middle College	2021-22	2022-23	2023-24	2024-25	2025-26
MVC	144.01	129.21	361.00	402.13	438.92
NC	291.89	367.29	391.25	378.98	398.69
RCC	53.87	46.97	56.34	61.41	49.62
RCCD	489.77	543.47	808.59	842.52	887.23
Other Dual Enrollment	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
MVC	21.6	22.94	268.84	340.18	449.01
NC	215.19	319.65	401.1	409.36	664.31
RCC	204.75	301.02	346.84	449.1	593.47
RCCD	441.54	643.62	1016.78	1198.64	1,706.79
Total Dual Enrollment	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
MVC	165.61	152.15	629.84	742.31	887.93
NC	507.08	686.94	792.35	788.34	1,063.00
RCC	258.62	347.99	403.18	510.51	643.09
RCCD	931.31	1,187.09	1,825.37	2,041.16	2,594.02

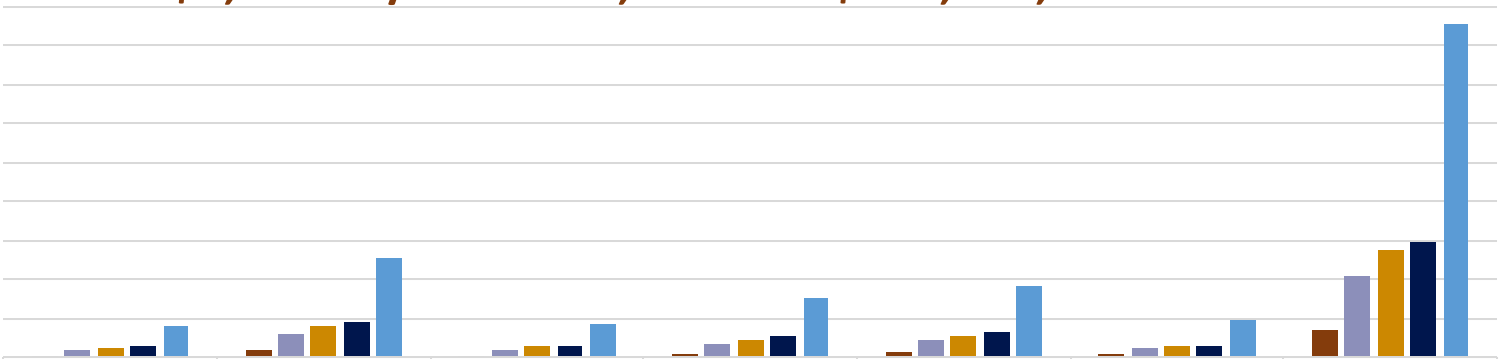
RCCD Dual Enrollment- Average FTES/ Student



Estimated FTES of the Dual Enrollment Model

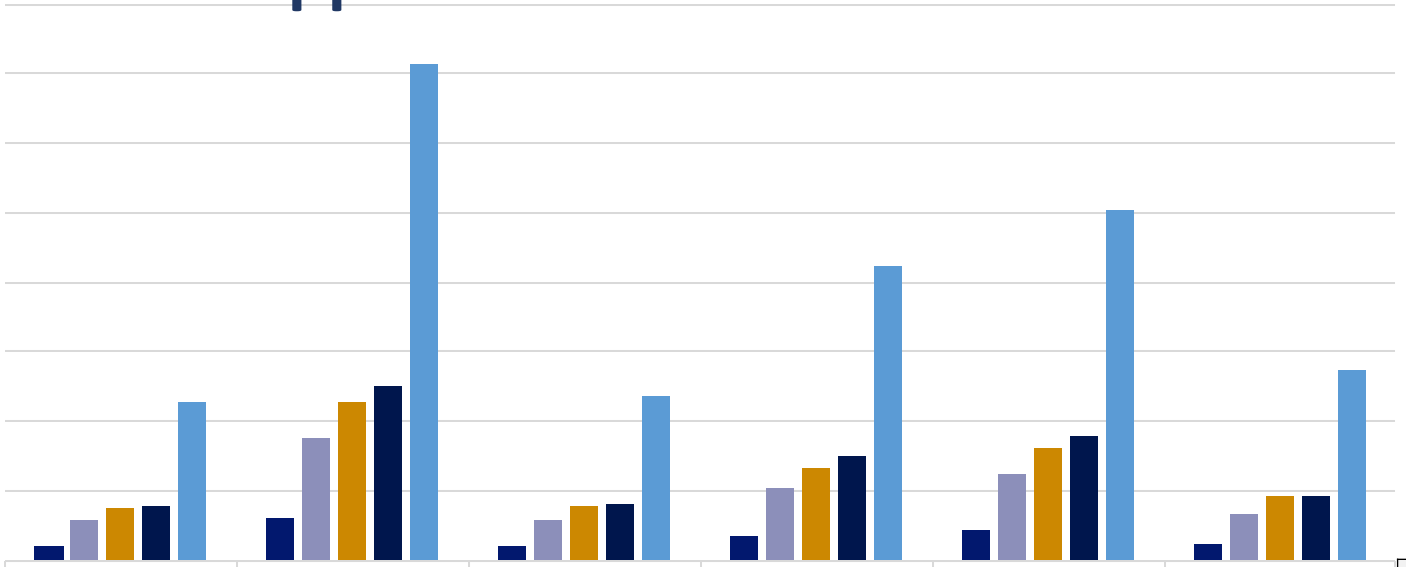
(12 x 3 Unit Classes: 9th – 1, 10th – 3, 11th – 4, 12th - 4)

Applying Current Dual Enrollment Apportionment Rate:
$7,595.29/FTES X 17,124.29 = $130,063,948.59



	Alvord Unified	Corona-Norco Unified	Jurupa Unified	Moreno Valley Unified	Riverside Unified	Val Verde Unified	Total
Grade 9	135.77	431.9	139.06	249.43	321.53	160.15	1,437.84
Grade 10	415.34	1,271.93	415.34	755.69	884.06	486.62	4,228.98
Grade 11	529.1	1,627.20	563.66	953.28	1,153.65	656.64	5,483.53
Grade 12	566.95	1,802.06	585.05	1,085.35	1,276.66	657.87	5,973.94
Total	1,647.16	5,133.09	1,703.11	3,043.75	3,635.90	1,961.28	17,124.29

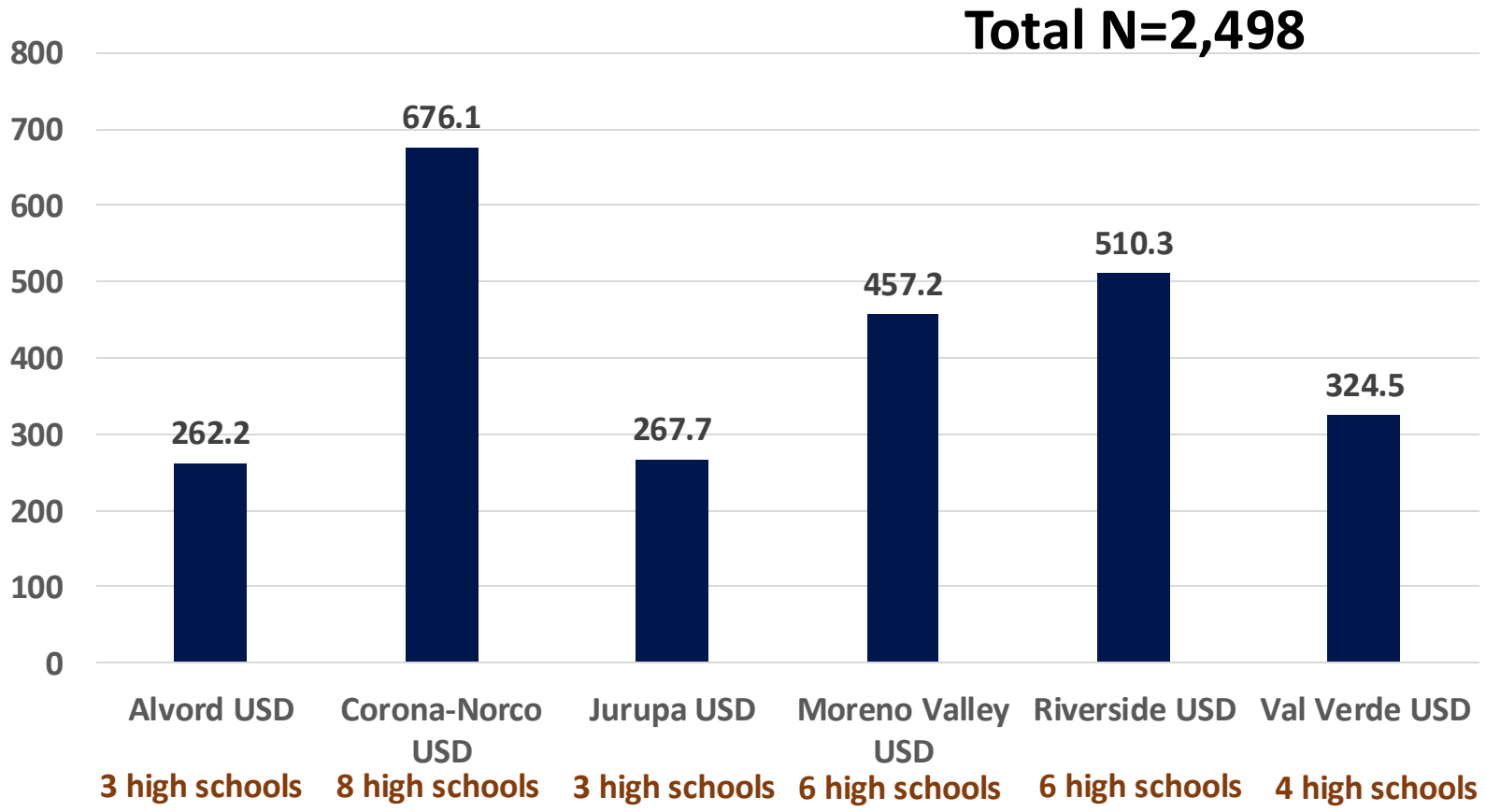
Estimated Full Time Equivalent Faculty (FTEF) Per Semester to Support Dual Enrollment Model



	Alvord Unified	Corona-Norco Unified	Jurupa Unified	Moreno Valley Unified	Riverside Unified	Val Verde Unified	Total
Grade 9	3.77	12	3.86	6.93	8.93	4.45	39.94
Grade 10	11.54	35.33	11.54	20.99	24.56	13.52	117.48
Grade 11	14.7	45.2	15.66	26.48	32.05	18.24	152.33
Grade 12	15.75	50.06	16.25	30.15	35.46	18.27	165.94
Total	45.76	142.59	47.31	84.55	101	54.48	475.69

***The estimated semester FTEF is calculated by dividing the annual FTES by the RCCD efficiency target (18 FTES/FTEF) and divide by 2.**

Feeder High School Teachers (FTE) - 2023-24



Data are from 2023-24, the latest data available for FTE
*https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx.



Expanding Noncredit at RCCD

An Enrollment, Workforce & Economic Mobility Strategy



Introduction: Expanding Noncredit at RCCD

Noncredit is designed to add capacity not to compete or replace existing front doors

ENROLLMENT

Reach adults who are not currently entering RCCD through the traditional credit pipeline.

WORKFORCE

Connect alternative, short, flexible entry points to credentials, apprenticeships, and expanded career opportunities

ECONOMIC MOBILITY

Create another front door into RCCD and help learners move forward through a connected college ecosystem leading to family-sustaining wages



The Potential Regional Economic Impact

Noncredit can be an entry point to postsecondary attainment, credentials, careers, and economic mobility.

INLAND EMPIRE OPPORTUNITY

1.9 MILLION

adults ages 25–54 in Riverside + San Bernardino counties without a college degree

RCCD TODAY

$1.2 BILLION

annual regional impact

15,756 jobs supported

1 out of every 44 regional jobs

RCCD ALUMNI IMPACT

$603.9 MILLION

added income annually

8,708 jobs supported

through alumni impact

CALIFORNIA ATTAINMENT RESEARCH

$4.4 TRILLION

net gains over 50 years at 70% attainment

~$4 TRILLION

even with only non-degree credentials or associate degrees

RCCD OPPORTUNITY: Use noncredit as an accessible first step that connects more adults to skills, credentials, continued education, higher earnings, and career advancement.

Sources: RCCD 2026 Noncredit Environmental Scan; RCCD Economic Impact Study (FY 2023–24, published 2025); Georgetown University CEW, The Golden Ticket (2026). Georgetown figures are statewide projections, not estimates of noncredit impact.



First, What Is Noncredit?

Understanding the terminology is foundational to the strategy.

Credit

$46/unit
Units / degrees
Traditional college pathway

Noncredit

Tuition-free
State-funded, curriculum-approved
No transferable units connected to Certificates + pathways.

Adult Education / CAEP

Foundational skills
Re-entry pathways
Adult-school partnerships

Community Education

Fee-based
Self-supporting
Enrichment / professional learning

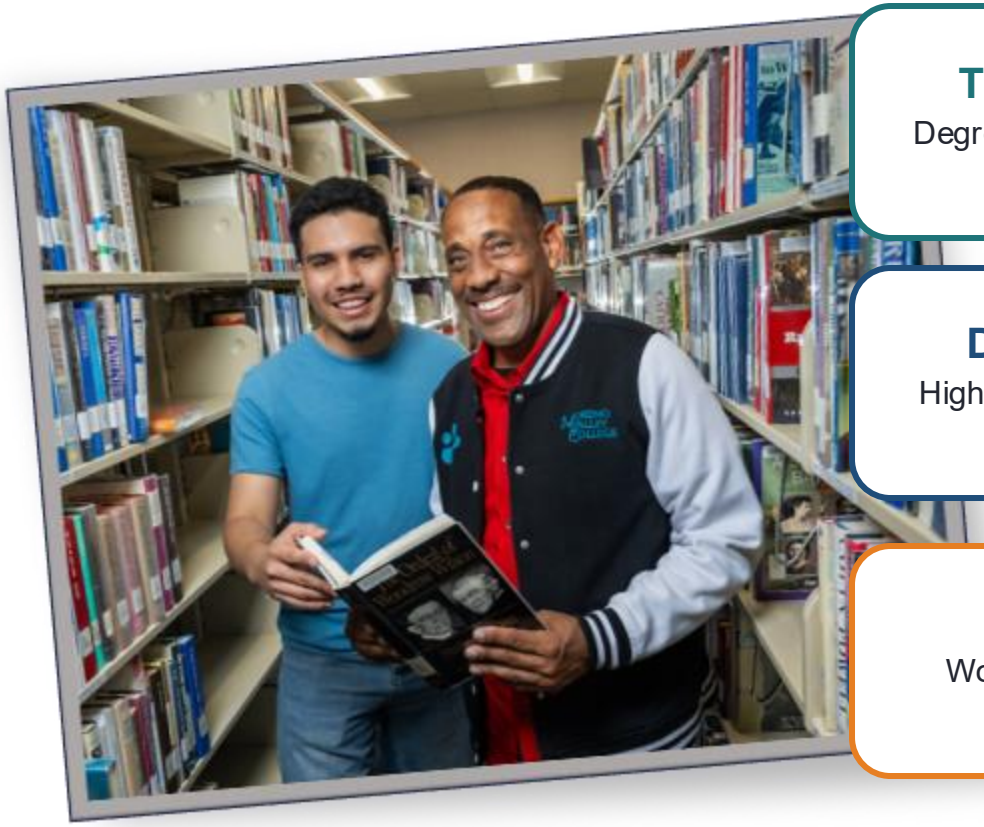


Source: RCCD California Community College Program Types Quick Reference Guide, July 23, 2026



The Adult Learner Opportunity

A more accessible first step for adults RCCD is not currently reaching.



TRADITIONAL CREDIT
Degree / transfer students, certificates, academic pathways

DUAL ENROLLMENT
High school students, earlier access, college momentum

NONCREDIT
Working adults, English learners, returning adults

The entry doors are different - the destination is connected.

Clear Pathways → Quality Instruction → Standard of Care → Completion → Economic Mobility



Statewide Benchmark: California's Top 20 Noncredit Producers

Rank	College / District	2024-25 NC + CDCP FTES
1	Mt. San Antonio	10,746
2	Rancho Santiago CCD	10,697
3	San Diego CCE	9,458
4	Los Angeles CCD	7,902
5	South Orange CCD	5,028
6	North Orange CCD	4,341
7	City College of San Francisco	3,645
8	Glendale	3,638
9	Sonoma County CCD	3,132
10	Santa Clarita / College of the Canyons	1,549
11	Pasadena	1,447
12	Santa Barbara	1,396
13	Butte-Glenn CCD	1,221
14	West Valley-Mission	1,114
15	Santa Monica	1,082
16	Rio Hondo	854
17	MiraCosta CCD	796
18	Allan Hancock	655
19	Gavilan Joint CCD	652
20	Coast CCD	644

Statewide Total
88,892 FTES
Noncredit + CDCP, 2024–25

Top 20 Share
69,997 FTES
Approximately 78% of statewide total

RCCD 2024–25
227 FTES
Current noncredit scale

RCCD 2030 Goal
500+ FTES
Strategic Plan milestone

Source: CCCCO Exhibit C, 2024–25 Early Recalculation; reproduced in Mt. SAC Noncredit 101 (2025)



Pathways to High-Skill, High-Pay, High-Demand Opportunities

Noncredit growth aligns with RCCD's Strategic Plan, addresses regional demand, and furthers our commitment to social and economic mobility.

HEALTH CARE
Regional demand

TECHNOLOGY / DIGITAL
Foundational + advanced

UTILITIES / INFRASTRUCTURE
Technical pathways

BUSINESS / OPERATIONS
Upskill + supervision

LOGISTICS / SUPPLY CHAIN
Technical + supervisory

SOCIAL ASSISTANCE
Scalable pathways

Access-oriented and workforce-oriented noncredit can connect learners to further education, credentials, apprenticeships, employment, and career advancement.



Building for Scale Through Strategic Planning

ACCESS-ORIENTED NONCREDIT

English language learning

Foundational skills

High school completion / equivalency

College readiness

Reentry / justice-impacted pathways

WORKFORCE-ORIENTED NONCREDIT

Short-term vocational education

Workforce preparation

Incumbent-worker upskilling

Employer-aligned pathways

High-skill, high-demand, high-pay focus



Building for Scale Through Strategic Planning

Scale should be intentional, measurable, supported by infrastructure, and informed by student outcomes.

DESIGN FOR ADULT LIVES

Evenings

Weekends

Accelerated

Hybrid

Community-based delivery

BUILD THE SYSTEM

Enrollment Management

Curriculum

Data/research

Student support

Partnerships

LET EVIDENCE LEAD

Headcount

FTES

Persistence

Certificates

Transitions

Employment Wages

Equity



Two Proven California Models

RCCD can learn from two different models.

MT. SAC SCHOOL OF CONTINUING EDUCATION

Noncredit at scale within a college structure

Dedicated leadership and student services

Short-term vocational programs

Connections between noncredit and credit

SAN DIEGO COLLEGE OF CONTINUING EDUCATION

Separately accredited college

Dedicated president and governance

Comprehensive community sites and student services

Full continuing-education infrastructure

RCCD potential sequence: build a similar Mt. SAC model and mature toward the SDCCE model when FTES, infrastructure, and accreditation readiness justify it.



Three Colleges, Distinct Strengths, One Strategy

A district framework can scale local strengths without requiring identical program menus.

Moreno Valley College

19 certificates
16 Completion
3 Competency

Largest FTES: ESL-847, ESL-846, ESL-848

Strategic standouts: ESL-848 and ESL-849

Additional strengths: dental assisting, public safety, business and technology

Norco College

22 certificates
19 Completion
3 Competency

Largest FTES: ESL-848, ESL-846, ESL-847

Strategic standouts: ESL-849 and ESL-850

Distinctive platform: CAD, CNC, automation, Revit, Fusion 360 and SolidWorks

RCC Riverside City College

43 certificates
35 Completion
8 Competency

Largest FTES includes ESL plus older-adult arts

Strategic standouts: ACC-801 and CUL-875

Broad portfolio: business, digital, automotive, baking/culinary and college readiness

Sources: 2026 MVC, Norco and RCC Noncredit Strategic Plan stakeholder packets; course dashboard FY 2023–24 through FY 2025–26.



Why Now? Three Strategic Accelerators

Faster pathways, potential financial support, and clearer connections to employment.

CREDIT FOR PRIOR LEARNING

Recognize college-level learning gained through work, military training, industry credentials, exams, or portfolios.

Shorten the distance to a credit credential.

WORKFORCE PELL

Effective July 1, 2026 for eligible short-term workforce programs.

Requires program eligibility, approvals, Title IV infrastructure, and outcomes accountability.

APPRENTICESHIP + PLACEMENT

Connect learning directly to registered apprenticeship, employers, placement, and wage outcomes.

Make the pathway visibly lead somewhere.

Entry → acceleration → eligible financial support → employment and career advancement

Sources: CCCCO CPL guidance; U.S. Department of Education / Federal Student Aid Workforce Pell guidance



Designing Noncredit for Quality and Scale

Responsible growth requires strong curriculum, correct program structure, and an understanding of how noncredit is funded.

10 ALLOWABLE CATEGORIES

All noncredit instruction must fit an authorized category

4 CDCP-ELIGIBLE AREAS

ESL • Basic Skills
Short-Term Vocational
Workforce Preparation

QUALITY + APPROVAL

Faculty curriculum process
Governing Board
CCCCO chaptering

CREDIT BASE RATE

$5,416.20 per FTES*
2025–26

REGULAR NONCREDIT

$4,567.26 per FTES
2025–26 statewide rate

ELIGIBLE CDCP

$7,595.29 per FTES
$3,028.03 more

Career Development and College Preparation (CDCP) enhanced funding applies only to eligible approved programs.
*Credit figure is the FTES base rate, not total credit funding under SCFF.



Seven Priorities Emerging From RCCD's Environmental Scan

These priorities complement the seven-stage student journey and help define what RCCD should build.

1
Adult Learner Recruitment

2
Equity-focused Outreach

3
Workforce Alignment

4
Noncredit-to-Credit Pathways

5
Reengage Older Adults

6
Digital Literacy & Technology

7
Disability Transition & College Success



Source: RCCD Environmental Scan – Noncredit and Adult Education 2026.



Taking RCCD Into the Community

Reaching more adult learners may require bringing RCCD closer to where they live, work, and already have trusted relationships.

COMMUNITY LOCATIONS
Libraries • K–12 sites
Community centers

TRUSTED PARTNERS
Faith-based organizations
Reentry partners

WORK + CAREER SITES
Employers
Workforce partners



- Specific sites should be guided by data, community need, partnerships, and demonstrated demand.
- Accessibility is also about time: evenings, weekends, accelerated formats, hybrid options, and other adult-friendly scheduling.
- If we want to reach students who are not currently coming to RCCD, we have to be prepared to go to them.



Our Standard of Care Follows the Student

Access without support is not an enrollment strategy.

Onboarding & Navigation	**Counseling / Education Planning**	**Career Services & Placement**	**DSPS / Accommodations**
Basic Needs Referrals	**Aid Navigation (Where Applicable)**	**Credit Transition Advising**	**Early Alert / Persistence**

- Removing tuition can open the door, but students still need intentional navigation and support.

- Not every categorical or fee-funded service automatically applies to noncredit students, so eligibility and gaps must be designed for intentionally.

- The Standard of Care turns access into persistence, persistence into completion, and completion into opportunity.

Sources: RCCD Quick Reference Guide; RCCD Noncredit Planning Document Set



The RCCD Adult Learner Journey

Seven connected stages turn a new front door into completion and mobility.

1. ACCESS
Tuition-free, flexible, community-based entry.

2. SUPPORT
Standard of Care: navigation, counseling, career and persistence support.

3. ACCELERATE
Credit for Prior Learning, Credit by Exam and aligned pathways reduce repetition.

4. TRANSITION
Intentional bridge from noncredit to credit, apprenticeship or credential.

5. AFFORD
No enrollment fee in noncredit; aid navigation and Workforce Pell where eligible.

6. COMPLETE
Certificates, degrees, apprenticeships and other meaningful completions.

7. MOBILITY
Career, transfer, advancement, wage growth and economic mobility.



Ties to Our Strategic Plan and Vision

Noncredit supports RCCD priorities for access, high-quality instruction, support, success, workforce alignment, and economic and social mobility.



- **ACCESS:** Reach adults not currently entering higher education.
- **INSTRUCTION:** High-quality teaching, thoughtful curriculum, sequencing, and intentional noncredit-to-credit connections.
- **SUPPORT:** Apply RCCD's Standard of Care through whichever front door a student uses.
- **PATHWAYS:** Connect learning to credentials, apprenticeships, careers, transfer, and high-skill, high-demand, high-pay opportunities.
- **MOBILITY:** Advance student success and economic and social mobility throughout the Inland Empire.

A larger front door into RCCD. A clearer pathway forward. More people connected to education, opportunity, and economic mobility.



Q&A

California Community College Program Types

Riverside Community College District (RCCD) — Quick Reference Guide

Credit (For-Credit) *Traditional college courses with transferable units*	**Noncredit** *College-delivered, state-funded, no units*	**Adult Education (CAEP)** *Basic skills & re-entry pathways for adults*	**Not-for-Credit** *Enrichment courses outside state-funded framework*	**Community Education** *Self-supporting, fee-based enrichment programs, college-branded, structured programs*
WHO IT'S FOR Students pursuing degrees, transfers, or career credentials	**WHO IT'S FOR** Community members; workforce returners; students who want to upskill, basic skills learners, 10 allowable categories	**WHO IT'S FOR** Adults 18+ foundational skills or re-entry Instructional: 5 allowable areas Student Services: transition from adult school to college	**WHO IT'S FOR** General public seeking personal growth or skill building outside college pathways, contract education	**WHO IT'S FOR** General public; hobbyists; professionals; community members
COST TO STUDENT $46/unit enrollment fee (waivers available)	**COST TO STUDENT** Free (no enrollment fee)	**COST TO STUDENT** Free (no enrollment fee)	**COST TO STUDENT** Fee-based; priced to cover program costs, financially self-sustaining	**COST TO STUDENT** Fee-based; set by the college to cover costs, financially self-sustaining
TRANSCRIPT / UNITS Full college transcript; transferable units; AA/AS/certificates	**TRANSCRIPT / UNITS** On college noncredit transcript; no transferable units; noncredit certificates	**TRANSCRIPT / UNITS** No college units; completion certificates only	**TRANSCRIPT / UNITS** No college transcript; no units; participation certificates only	**TRANSCRIPT / UNITS** No college transcript; completion certificates only
EXAMPLES Transfer courses, CTE programs, associate degrees	**EXAMPLES** 10 categories: ESL, immigrant ed, basic skills, health and safety, substantial disabilities, parenting, . . .	**EXAMPLES** 5 areas: ESL, immigrant ed, basic skills, substantial disabilities, vocational, and workforce prep.	**EXAMPLES** Personal enrichment, test prep, non-workforce skills workshops, skills required by an employer (contract ed)	**EXAMPLES** Cooking, photography, fitness, professional development, kids camp
RCCD HOME RCC, MVC, Norco--core academic programs	**RCCD HOME** RCC, MVC, Norco--counts toward FTES targets	**RCCD HOME** RCC, MVC, Norco--counts toward FTES targets RCC, MVC, Norco adult ed. transition programs/partnerships, RCCD Office of Adult Education leads consortium participation; community partners	**RCCD HOME** Distinct from community education; no apportionment impact, Contract Education overseen by RCCD Economic Development	**RCCD HOME** RCCD Office of Adult Education
FUNDING SOURCE State apportionment (primary FTES driver); highest rate w/ success metrics	**FUNDING SOURCE** State apportionment (FTES)	**FUNDING SOURCE** CAEP state allocation; not apportionment-driven, state apportionment (FTES for NC courses)	**FUNDING SOURCE** Self-supporting; NOT state-funded; no FTES generated	**FUNDING SOURCE** Self-supporting; NOT state-funded; no FTES generated

Credit vs. Noncredit at Riverside Community College District

Riverside Community College District (RCCD) — Quick Reference Guide

Credit (For-Credit) *Traditional college courses with transferable units*	**Noncredit at RCCD** *College-delivered, state-funded, no units*
FUNDING RATE Per-FTES Base Rate: $5,416.20 performance metrics influence rate	**FUNDING RATE** Basic Noncredit Per-FTES Base Rate: $4,567.26 CDCP Noncredit Per-FTES Base Rate: $7,595.29 (Enhanced credit rate | Does not qualify for supplemental or success point bonuses)
INSTRUCTOR QUALIFICATIONS Meet Chancellor's Office minimum qualification for Discipline	**INSTRUCTOR QUALIFICATIONS** Meet Chancellor's Office minimum qualification for Discipline (Same as credit)
INSTRUCTOR PAY Based on RCCD Salary Schedule	**INSTRUCTOR PAY** Based on RCCD Salary Schedule (Same as credit) Note: STRS Service Credit is calculated differently (credit is divided by 525 hours/year | noncredit is divided by 875/year) creating a 40% lower rate for noncredit. Mirrored noncredit is report as credit.
ATTENDANCE ACCOUNTING METHOD Census	**ATTENDANCE ACCOUNTING METHOD** Positive attendance/Alternative Attendance
ENROLLMENT Managed enrollment	**ENROLLMENT** Managed enrollment or Open-entry/open-exit enrollment depending on COR
RIGOR OF COURSES Academic college/CTE courses	**RIGOR OF COURSES** Academic/CTE college or skill building courses Mirrored noncredit courses will have the same content and expectations as credit courses.
COURSE APPROVAL PROCESS Curriculum Committee process as detailed in the PACH	**COURSE APPROVAL PROCESS** Curriculum Committee process as detailed in the PACH (Same as credit courses)
SCHEDULING CONSIDERATIONS Deans, Department Chairs and Disciplines coordinate to offer courses	**SCHEDULING CONSIDERATIONS** Deans, Department Chairs and Disciplines coordinate to offer courses Enrollment in mirrored courses must be monitored and adjusted Coordination may include multiple disciplines or external entities and off grid scheduling or off-site courses
STUDENT SUPPORT SERVICES Student Services Fee included automatically allowing students full access to support services	**STUDENT SUPPORT SERVICES** Students do not pay a student services fee or transportation, so they are excluded from services covered by those fees. The student services fee covers- student government scholarships and activities, emergency student loans, and club memberships
GRADE ASSIGNMENT Based on COR Designation: Letter Grade (A, B,. . .) or Pass/No Pass	**GRADE ASSIGNMENT** Based on COR designation: Noncredit Letter Grade (NA, NB,. . .) | Pass/No Pass (P/NP) | Satisfactory Progress (SP) | Ungraded (UG)

Types of Noncredit

Riverside Community College District (RCCD) — Quick Reference Guide

General Noncredit

Ed Code section 84757 and defined in title 5 section 55151

Programs Eligible to Offer Noncredit

Currently Offered at RCCD | Offered at RCCD Community Education | Offered by RUSD Adult Education

1. **Short-term Vocational Programs:** Designed for high employment potential that lead to a career-technical objective, or a certificate or award directly related to employment. (CTE)
2. **Workforce Preparation:** Skills that prepare students for job readiness.
3. **English as a Second Language (ESL):** Beginning to advanced English classes for academic, career technical, and personal goals.
4. **Immigrant Education:** Citizenship, ESL, and workforce preparation courses in the basic skills to support the Immigrant Workforce Preparation Act
5. **Elementary and Secondary Basic Skills:** Reading, writing, and math to help you prepare for college-level work.
6. **Parenting:** Education in parenting, child development, and family relations in order to enhance the quality of home, family, career, and community life.
7. **Programs for Older Adults:** Health, fitness, and personal enrichment classes designed for seniors.
8. **Substantial Disabilities:** Provide life-skill proficiencies essential to the fulfillment of academic, career technical, and personal goals.
9. **Home Economics:** Skills in nutrition, consumer education, and family management including culinary arts, hospitality, nutrition and food, life management and more.
10. **Health and Safety:** Lifelong education to promote health, safety, and the well-being of individuals, families, and communities and to network with other public welfare and health organizations.

Career Development and College Preparation (CDCP) Noncredit

Programs Eligible for CDCP

1. **Short-term Vocational Programs** (including apprenticeship programs)
2. **Workforce Preparation**
3. **English as a Second Language (ESL).**
4. **Elementary and Secondary Basic Skills** (supplemental learning linked to a primary credit course and tutoring)

CDCP courses do the following:

- Prepare students for employment or successful college level-credit coursework.
- Cumulate in certificate or diploma (2+courses/no min. hours):
  - **Certificate of Competency**: Basic skills area, ESL
  - **Certificate of Completion**: Career preparation areas
  - Adult High School Diploma

Mirrored Noncredit

- Same teacher/content as credit
- Creates low-stakes/cost entry point or skills repetition
- Scheduled with a separate section code in conjunction w/credit class
- Disciplines/departments choose how many “seats” to allocate

RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Capital Project Plans



Board of Trustees Retreat – October 3, 2026

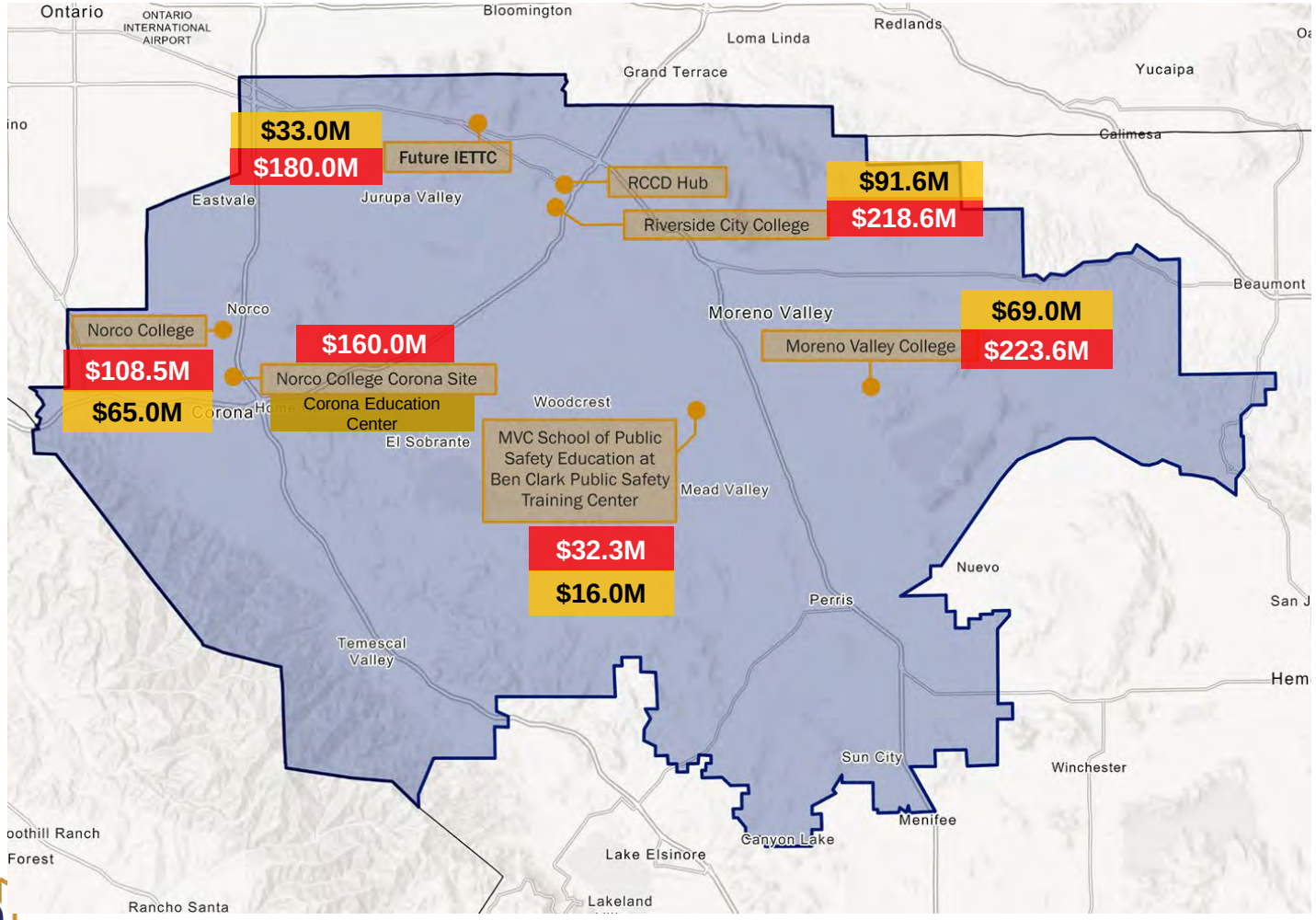
BUILD RCCD

Capital Project Plans

Capital Project Plans

- **Total Investment is $1.228 Billion**
  - **$954.0 Million** Measure CC passed by voters in November 2024
  - **$274.6 Million** State Capital Outlay Funds

Measure CC Districtwide Investment



Note: $31.0M has been allocated for Program Implementation

Total Investment:
$1.228B

$274.6M – State Funding

$954.0M – Measure CC

BUILD RCCD

Measure CC College Allocations

MVC	BCTC	NC	Corona	RCC	IETTC
$215.6	**$40.4**	**$108.5**	**$160.0**	**$218.7**	**$180.0**
❑ *Library Learning Recourse Center* ❑ *Biological & Physical Science (STEM) & STEM Expansion* ❑ *Library Reconstruction* ❑ *Athletic Field & Parking* ❑ *Central Plant*	❑ *School of Public Safety - BCTC 2-A*	❑ *Center for Human Performance + Kinesiology* ❑ *Library Learning Recourse Center + Student Services* ❑ *Central Plant Upgrades*	❑ *STEM & Allied Health*	❑ *Cosmetology* ❑ *Advanced Technology (ATEC)* ❑ *ATEC Secondary Effects (Relocation & Central Plant)*	❑ *IETTC Project*
$256.0		**$268.5**		**$398.7**	
$923.5					
$30.8 *(Program Implementation)*					
$954.0M					

BUILD RCCD

NC Center for Human Performance & Kinesiology

- **Program:** Kinesiology Lab, Basketball Gymnasium, Bleachers, Physical Education Spaces & Faculty Offices
- **Total Budget:** $58.5M
  - **Project Budget:** $54.2M (State Allocation: $31.2M + Measure CC: $22.8M)
  - **Secondary Effects:** $4.5M (Measure CC)
- **GSF:** 55,081; **ASF:** 38,791
- **Phase:** Construction; **Delivery Method:** Design-Bid-Build
- **Projected Opening:** Fall 2027
- **Architect:** DLR Group
- **Construction Manager:** C.W. Driver
- **General Contractor:** PCL, Construction



NC Library Learning Resource Center + Student Services

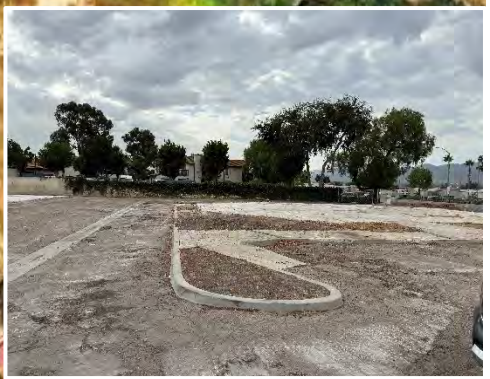
- **Programs:** Library, Learning Resource Center, Student Service, Welcome Center & Faculty Offices
- **Total Budget:** $115.0M
  - **Project Budget:** $99.2M (State Allocation: $33.7M + Measure CC: $65.5M)
  - **Secondary Effect (Swing Space & Central Plant Infrastructure):** $15.8M (Measure C)
- **GSF:** 71,739**; ASF:** 46,252
- **Phase:** Design; **Delivery Method:** Design-Bid-Build
- **Projected Opening:** Summer 2030
- **Architect:** DLR Group
- **Program Management/Design Manager:** Gafcon PM-CM
- **General Contractor:** TBD, Prequalification



Corona Education Center



- **Programs:** STEM & Allied Health
- **Total Budget:** $160.0M **(Measure CC)**
- **Scope:** 72,000 GSF
- **Phase:** Planning & Entitlement
- **Projected Opening:** Spring 2032
- **Delivery Method:** Progressive Design-Build
- **Program Management/Design Manager:** Gafcon PM-CM





MVC Library Learning Resource Center

- **Programs:** Library, Learning Resource Center, Student Activities, Student Association & Faculty Offices
- **Total Budget:** $128.1M
  - **Project Budget**: LLRC: 114.3M (State Allocation: $43.6M + Measure CC: $70.7M)
  - **Secondary Effects**: Mechanical Plant 2 Infrastructure: Mechanical Plant 2 Infrastructure: $13.8M
- **GSF:** 79,290; **ASF:** 53,140
- **Phase:** Design; **Delivery Method:** Design-Bid-Build
- **Projected Opening:** Summer 2030
- **Architect:** CannonDesign
- **Program Management/Design Manager:** Gafcon PM-CM
- **General Contractor:** TBD, Prequalification



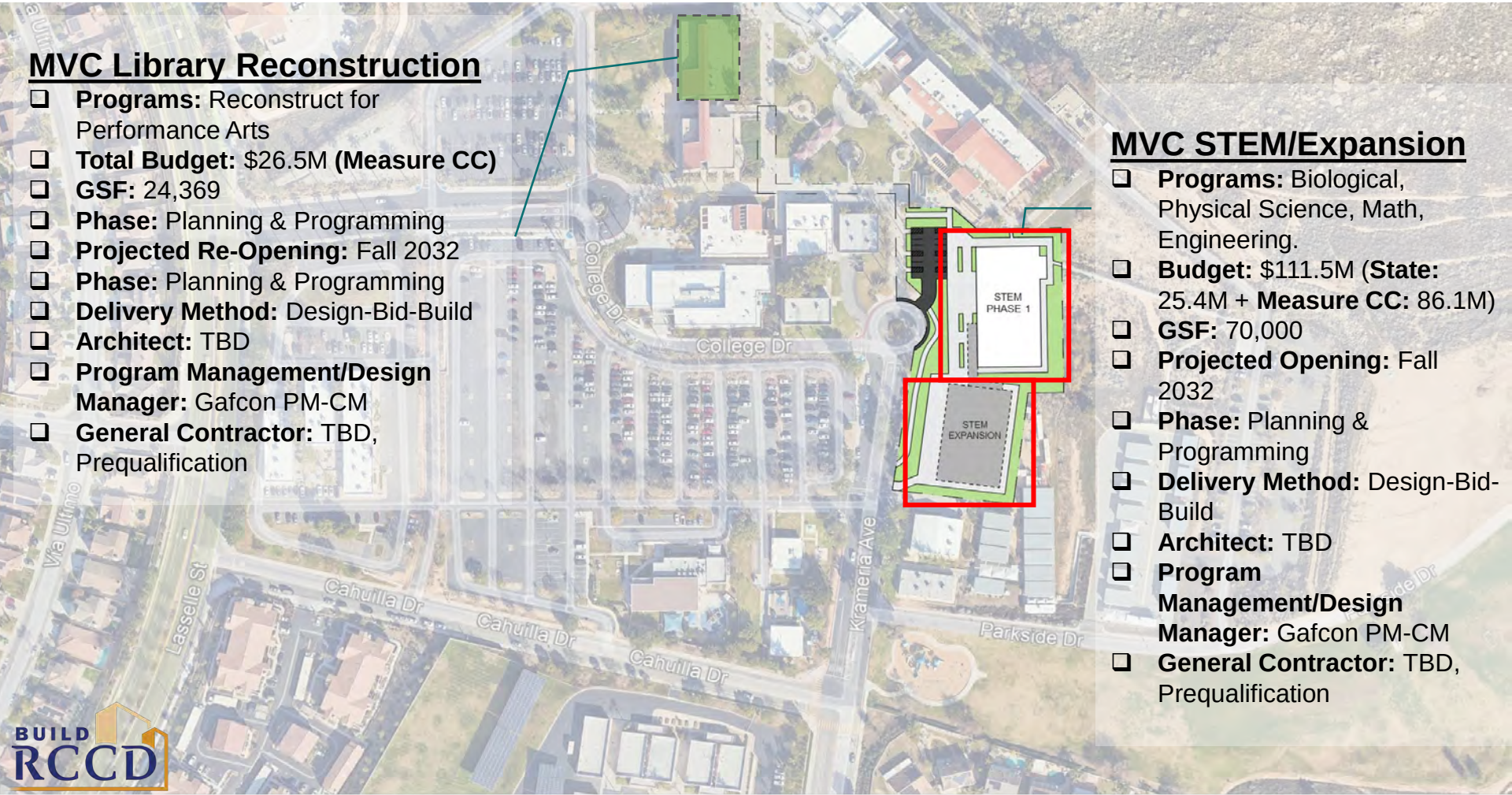
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MVC STEM and Library Reconstruction for Arts Program

MVC Library Reconstruction

- **Programs:** Reconstruct for Performance Arts
- **Total Budget:** $26.5M **(Measure CC)**
- **GSF:** 24,369
- **Phase:** Planning & Programming
- **Projected Re-Opening:** Fall 2032
- **Phase:** Planning & Programming
- **Delivery Method:** Design-Bid-Build
- **Architect:** TBD
- **Program Management/Design Manager:** Gafcon PM-CM
- **General Contractor:** TBD, Prequalification



MVC STEM/Expansion

- **Programs:** Biological, Physical Science, Math, Engineering.
- **Budget:** $111.5M (**State:** 25.4M + **Measure CC:** 86.1M)
- **GSF:** 70,000
- **Projected Opening:** Fall 2032
- **Phase:** Planning & Programming
- **Delivery Method:** Design-Bid-Build
- **Architect:** TBD
- **Program Management/Design Manager:** Gafcon PM-CM
- **General Contractor:** TBD, Prequalification

BUILD RCCD

MVC Athletic Field & Parking Lot



Athletic Field Project

- **Programs:** Athletic Field (synthetic turf, Musco lighting, bleachers, locker rooms, restroom and other support facilities); Parking Lot; Accessibility Improvements.
- **Total Budget:** $26.7M **(Measure CC)**
- **Phase:** Design
- **Delivery Method:** Design-Bid-Build
- **Projected Opening:** Summer 2029
- **Architect:** Westberg White, Architecture
- **Program Management/Design Manager:** Gafcon PM-CM
- **General Contractor:** TBD, Prequalification

BUILD RCCD

Ben Clark Training Center 2-A



- **Programs:** School of Public Safety, Paramedics, Physical Education & Faculty Offices
- **Project Budget:** $48.3M (State Allocation: $16.0M + Measure CC: $32.3M)
- **GSF: 33,700; ASF: 19,100**
- **Phase:** Design; **Delivery Method:** Design-Bid-Build
- **Projected Opening:** Fall 2029
- **Architect:** HMC Architects
- **Program Management/Design Manager:** Gafcon PM-CM
- **General Contractor:** TBD, Prequalification

BUILD RCCD

RCC Cosmetology

- **Programs:** Cosmetology Laboratories, Classroom, and Student Engagement & Faculty Offices
- **Total Budget:** $65.2M
  - **Project Budget:** $56.7M (State Allocation: $20.0M + Measure CC: $36.7M)
  - **Secondary Effects:** Old Cosmetology Building/Parking Lot: $8.5M (Measure C)
- **GSF:** 31,816; **ASF:** 21,675
- **Phase:** Design; **Delivery Method:** Design-Bid-Build
- **Projected Opening:** Fall 2029
- **Architect:** Westgroup Design, Inc.
- **Program Management/Design Manager:** Gafcon PM-CM
- **General Contractor:** TBD, Prequalification



RCC Advanced Technology

- **Programs:** Heating Ventilation Air Conditioning (HVAC), Automotive, and Welding
- **Budget:** $245.0M
  - **Project Budget:** $204.0M (State Allocation: $71.7M + Measure CC: $132.3M)
  - **Secondary Effect:** $41.0M
- **GSF:** 134,000; **ASF:** 87,400
- **Phase:** Design; **Delivery Method:** Design-Bid-Build
- **Projected Opening:** Summer 2032
- **Architect:** HED
- **Program Management/Design Manager:** Gafcon PM-CM
- **General Contractor:** TBD, Prequalification



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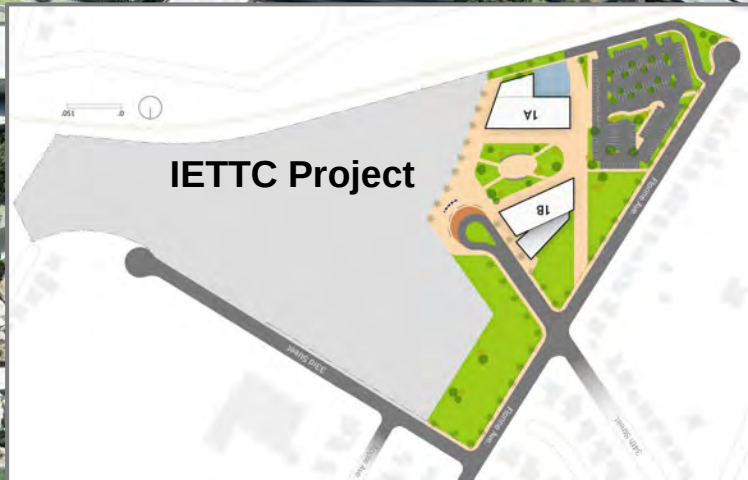
Inland Empire Technical Trade Center

Long-Term Vision



IETTC Project

- **Programs:** Health, Manufacturing, Construction, Technology & Business
- **Total Budget:** $213.0M
  - $33.0M **(State Appropriation - Acquisition)**
  - $180.0M **(Measure CC)** Site/Facilities
- **GSF:** 93,000 **(**Projected **400 FTES**)
- **Phase:** Planning & Programming
- **Projected Opening:** Summer 2031
- **Delivery Method:** Progressive Design-Build
- **Program Management/Design Manager:** Gafcon PM-CM



BUILD RCCD

Anticipated Construction Bids

Project	Delivery Method	Bid Date
MVC Library Learning Resource Center	Prequalification GC	November 2027
MVC Athletic Field & Parking Lot Improvement	Prequalification GC	September 2027
MVC Biological & Physical Science (STEM)	Prequalification GC	July 2029
MVC Biological & Physical Science (STEM Expansion)	Prequalification GC	August 2030
Mechanical Plant 2 Expansion & Chillers Upgrade	Prequalification GC	September 2027
MVC Old Library Reconstruction for Performing Arts	Prequalification GC	July 2031
BCTC Education Building - 2A	Prequalification GC	October 2027
NC Library Learning Resource Center + Student Services	Prequalification GC	October 2027
LLRC + Student Services Secondary Effects - Swing Space	Prequalification GC	April 2027
LLRC + Student Services - Central Plant F-1 Chillers Upgrade & Infrastructure	Prequalification GC	May 2027
Corona Education Center (CEC)	Progressive Design-Build	October 2026
RCC Cosmetology	Prequalification GC	November 2027
RCC Secondary Effects - Conversion of Old Cosmetology to Parking Lot	Prequalification GC	January 2029
RCC Advanced Technology	Prequalification GC	May 2029
RCC ATEC Secondary Effects - Central Plant Infrastructure	Prequalification GC	June 3032
RCC ATEC Secondary Effects - Staff Relocation from Tech B to MLK & BE	Prequalification GC	February 2028
Inland Empire Technical Trade Center (IETTC)	Progressive Design-Build	January 2027

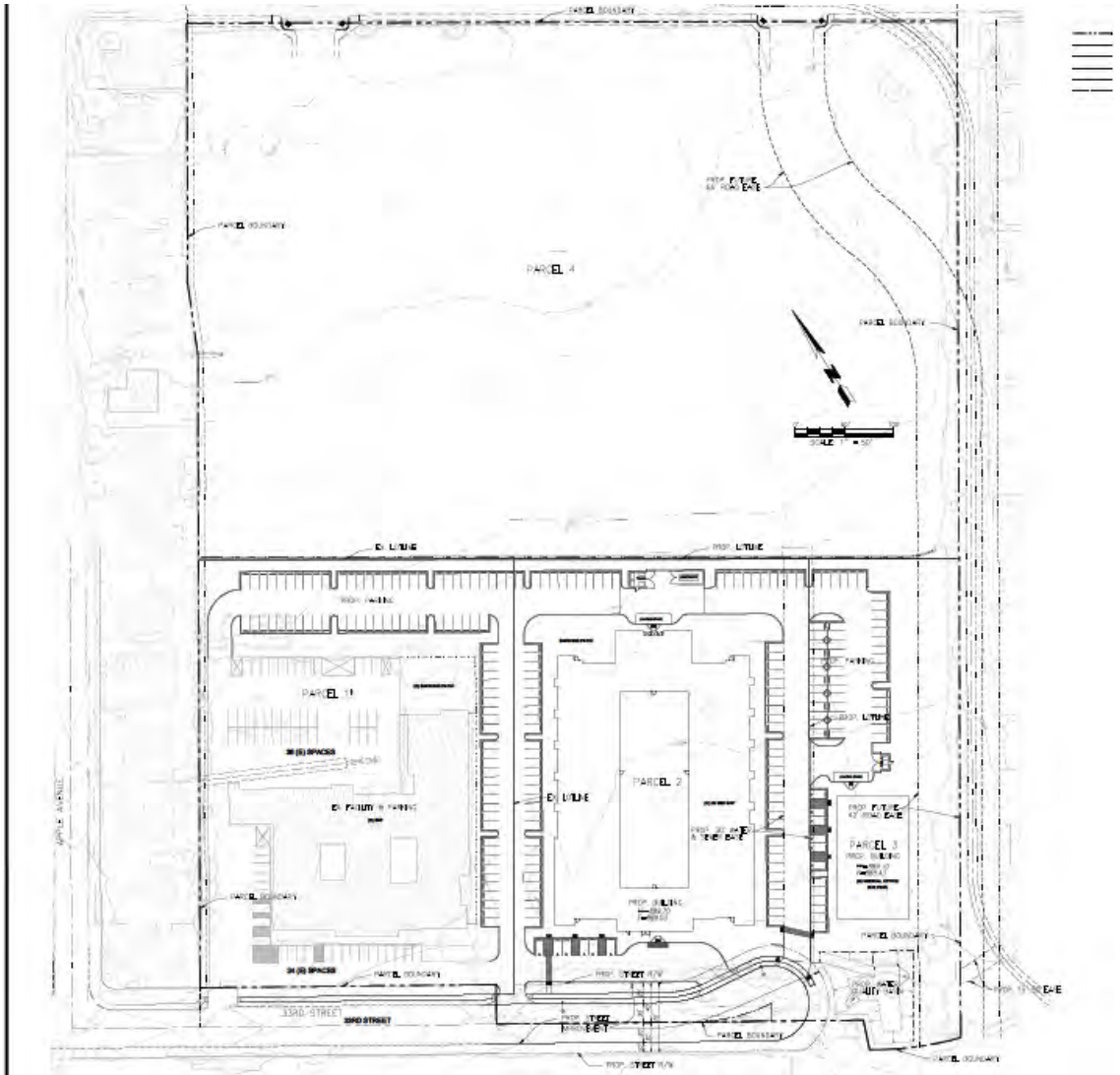
Land Acquisition and Other

Land Adjacent to IETTC Campus



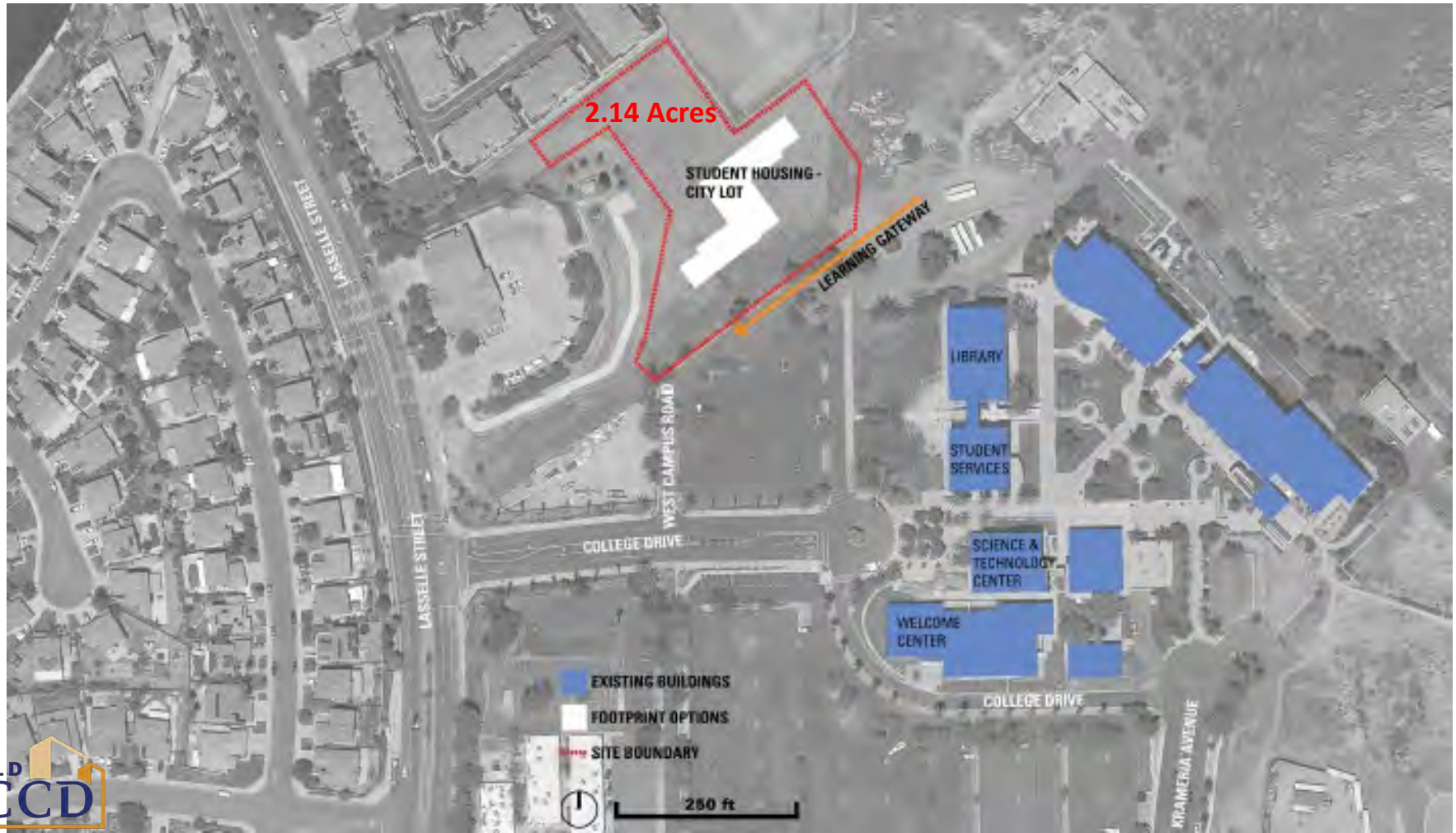
BUILD RCCD

Land Adjacent to IETCC Campus



BUILD RCCD

Moreno Valley City Owned Land Adjacent to MVC Campus



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UC RIVERSIDE
IN PARTNERSHIP WITH RCCD

STUDENT ACTIVITY CENTER
10,000 – 15,000 (TBD) SEATING CAPACITY

CONNECTING CAMPUS + COMMUNITY + INNOVATION THROUGH THE OASIS INNOVATION PARK

VIEW FROM INTERSTATE 215 (EAST)
A BOLD FRONT DOOR TO UC RIVERSIDE



STUDENT ACTIVITY CENTER HIGHLIGHTS
- 10,000 – 15,000 (TBD) SEATS FOR CONCERTS, ATHLETICS, AND EVENTS
- FLEXIBLE EVENT SPACES AND PREMIUM CLUB AREAS
- STUDENT-FOCUSED AMENITIES
- SUSTAINABLE DESIGN AND ENERGY EFFICIENT
- CONNECTED TO CAMPUS AND COMMUNITY

OASIS INNOVATION PARK CONNECTION
A VIBRANT PEDESTRIAN-ORIENTED DISTRICT LINKING THE STUDENT ACTIVITY CENTER TO OASIS INNOVATION PARK ON UNIVERSITY AVENUE

RESTAURANTS · RETAIL · CAFÉS · OUTDOOR DINING · PUBLIC PLAZAS · BIKE & PEDESTRIAN FRIENDLY



← TO CAMPUS CORE

WALKABLE CONNECTION

TO OASIS INNOVATION PARK →

RCCD | RIVERSIDE COMMUNITY


CONCEPTUAL PLAN -
RCCD TEQUESQUITE ADULT EDUCATION CAMPUS & DISTRICT OFFICE
TEQUESQUITE
LANDFILL
SANTA ANA RIVER TRAIL
53 Acres
WOOD STREETS
NEIGHBORHOOD
N

RCCD Board of Trustees Retreat

October 3, 2026

- *Welcome, Mr. Jose Alcala, BOT President*
- *Chancellor's Report, Dr. Wolde-Ab Isaac*
  - *Dual Enrollment Re-Imagined*
  - *Adult Education-Strategic Vision*
  - *Capital Project Plans*

- *Role's/Responsibilities, Dr. Jose Leyba, ACCT Facilitator*
- *Self Assessment 2026, Dr. Leyba*
- *Goals & Priorities: 2026 Survey, Dr. Leyba*

- *Concluding Remarks: Dr. Leyba*

THE ROLE OF TRUSTEES

Governance	Responsibilities
• Leadership	• Statutory
• Oversight	• Fiduciary
• Challenge	• Coordinating
• Directs	• Motivating
• Supports	
• Protects	
• Advocates	
• Guides	

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THE ROLE OF THE BOARD IS TO GOVERN, NOT MANAGE THE DISTRICT, BY:

1. • Conducting the business of the governing board
2. • Establishing policy
3. • Running effective meetings to achieve that objective

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A JOB DESCRIPTION ***FOR INDIVIDUAL TRUSTEES***

- Possess a sincere desire to provide a public service
- Carryout the legal, ethical, and moral obligations of a trustee
- Freely donate service and time to the District
- Represent all the interests of the community and State
- Do not speak for the board



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- Provide the Chancellor with clear expectations
- Understand Board Roles & Responsibilities
- Recognize the difference between setting policy and manage operations
- Refer complaints and suggestions to the Chancellor
- Maintain appropriate confidentiality
- Recognize the Chancellor and other college staff and fellow Trustees

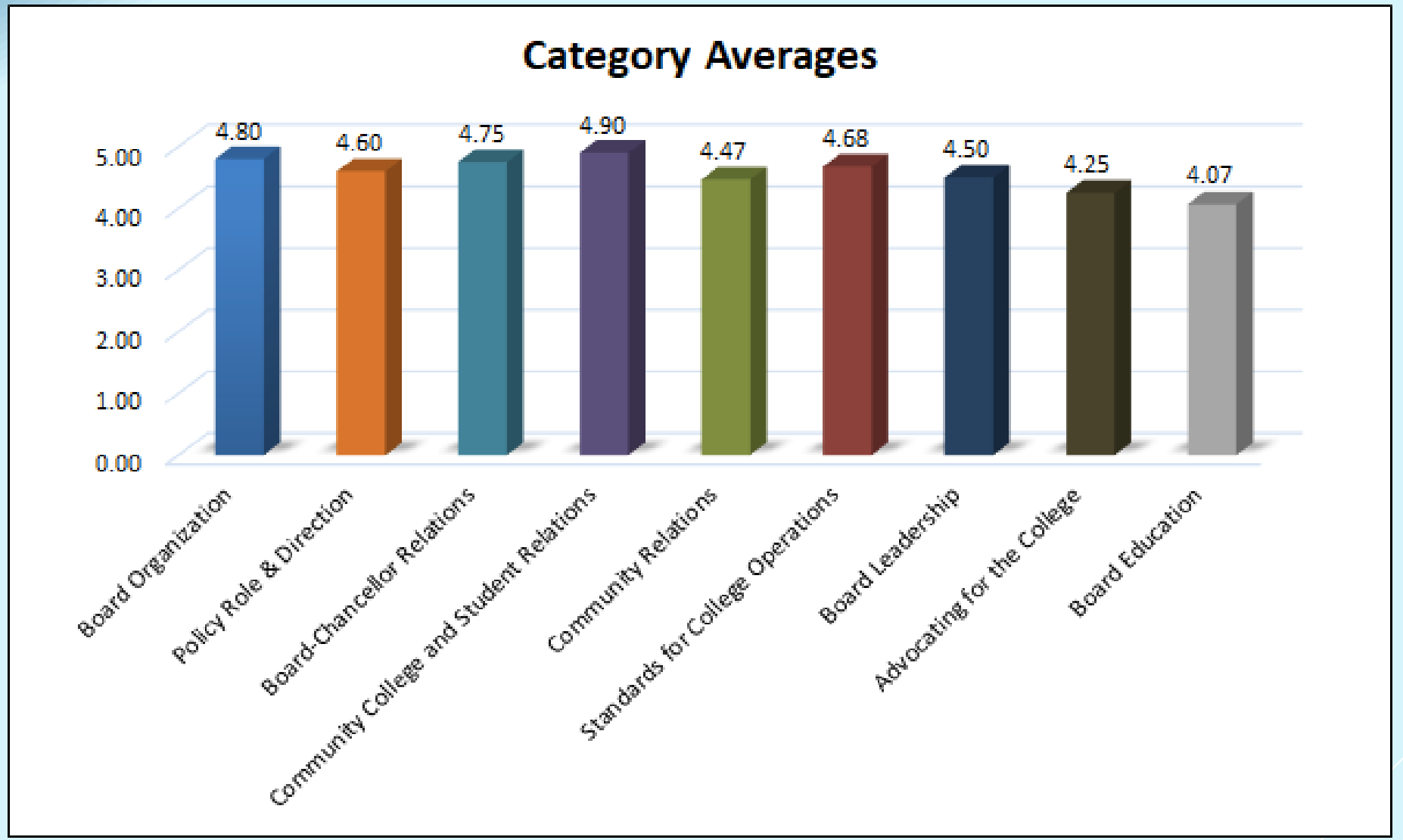
BUILDING AN EFFECTIVE TEAM: THE ROLE OF THE BOARD

Self-Assessment/Accreditation Evidence

Effective boards engage in a continuing process of self-assessment or evaluation of their performance.

- Self-assessment helps boards to identify where they are performing well, and where they might improve.
- Self-assessment provides an opportunity to discuss board roles and responsibilities.
- Self-assessment can strengthen communication and understanding among board members, and can lead to stronger, more cohesive working groups.
- Self-assessment serves as a model for the rest of the institution and is evidence needed for accreditation purposes.. It indicates that board members take their responsibilities very seriously.
- One goal of the Board Self-Assessment (BSA) is to strengthen the board's unique leadership role and partnership with the chancellor.

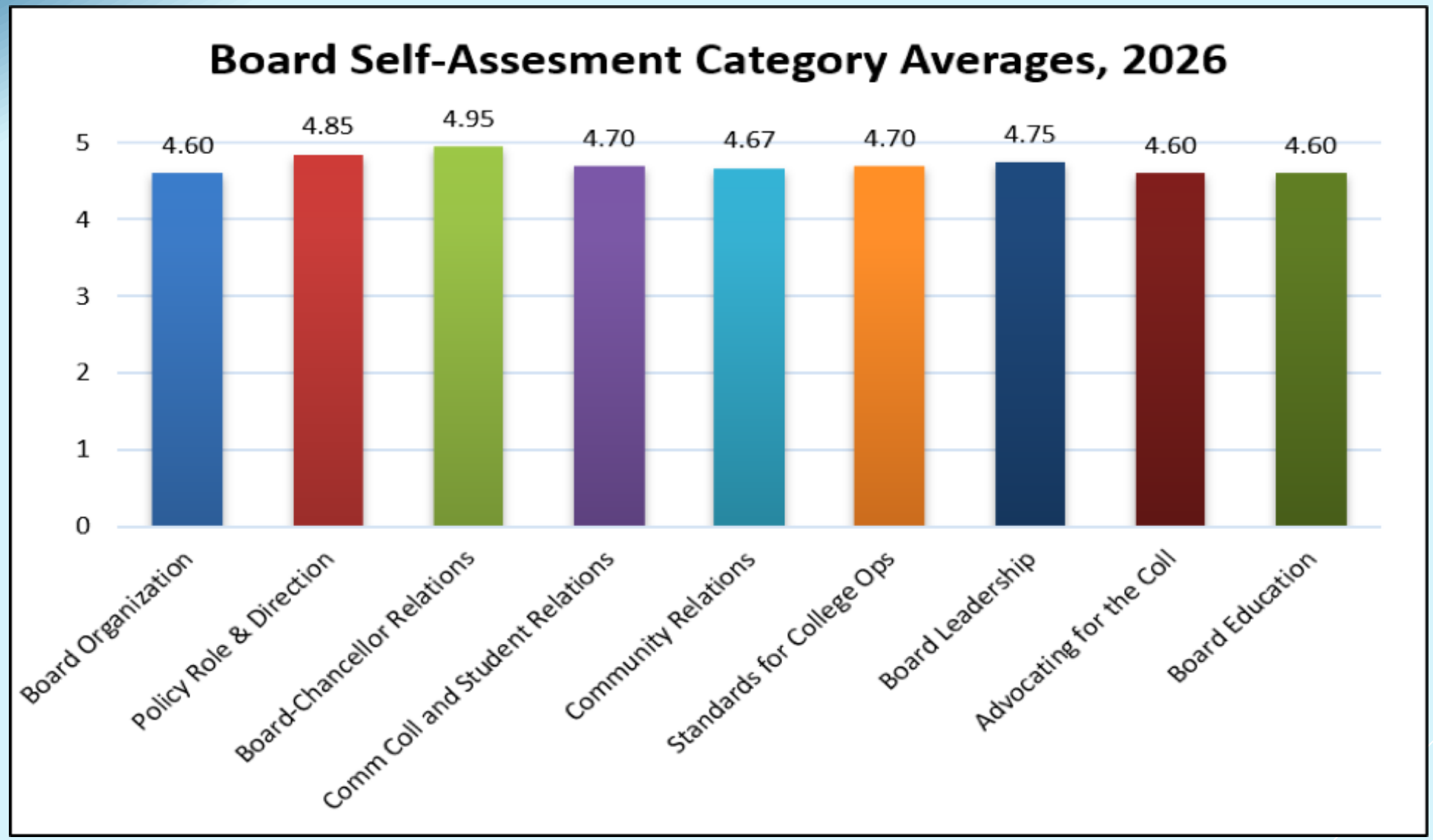
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2019 RCCD BOARD OF TRUSTEES SELF ASSESSMENT AVERAGES

- **Key Findings**
- • The 2026 RCCD assessment averaged 4.72 across 37 items, up 0.14 points from 4.58 in 2019.
  • Board-Chancellor Relations rated highest at 4.95; Board Organization, Advocating for the College, and
- Board Education rated lowest at 4.60.
  • Overall, 98.9 percent of responses were rated 4 or 5, with no ratings of 1 or 2 and no “don’t know”
- responses.
  • Eight categories improved from 2019; comments highlighted RCCD’s quality and growth while identifying
- Human Resources, meeting preparation, transparency, and oversight as areas for attention.

2026 BSA KEY FINDINGS PAGE 6


Board Self-Assesment Category Averages, 2026
5
4
3
2
1
0
4.60
4.85
4.95
4.70
4.67
4.70
4.75
4.60
4.60
Board Organization
Policy Role & Direction
Board-Chancellor Relations
Comm Coll and Student Relations
Community Relations
Standards for College Ops
Board Leadership
Advocating for the Coll
Board Education

BSA PAGE 7

4. The board understands that one of its primary function is to establish the policies governing the community college district, based on consideration of all pertinent perspectives.

8. The board provides the proper level of authority to the chancellor for administration of the District.

9. Board members respect the role of the chancellor as the link between the board and staff.

10. The board encourages the professional growth of the chancellor.

22. The board sets goals, priorities and action items that align with the mission.

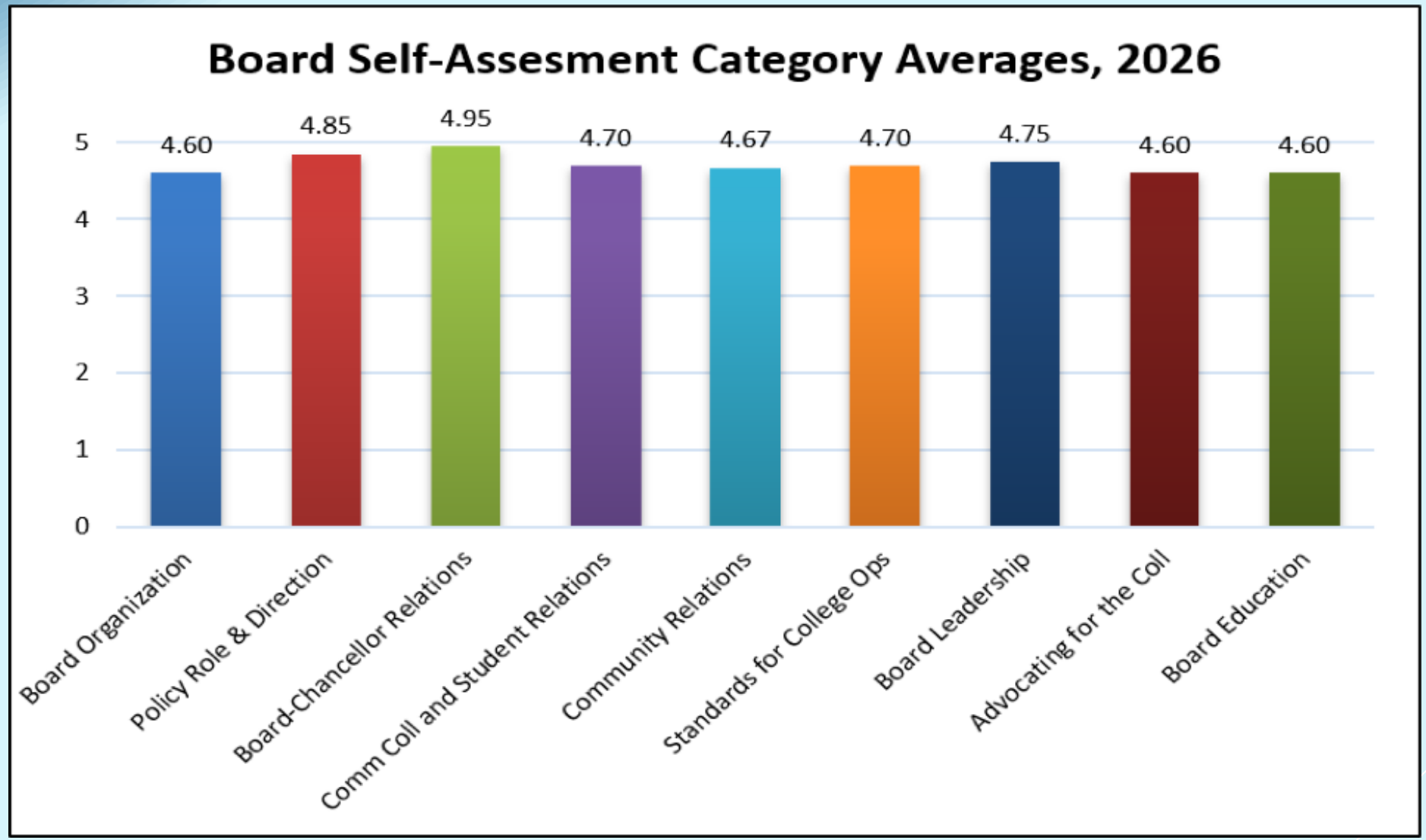


BSA HIGHEST RATED ITEMS PAGE 6

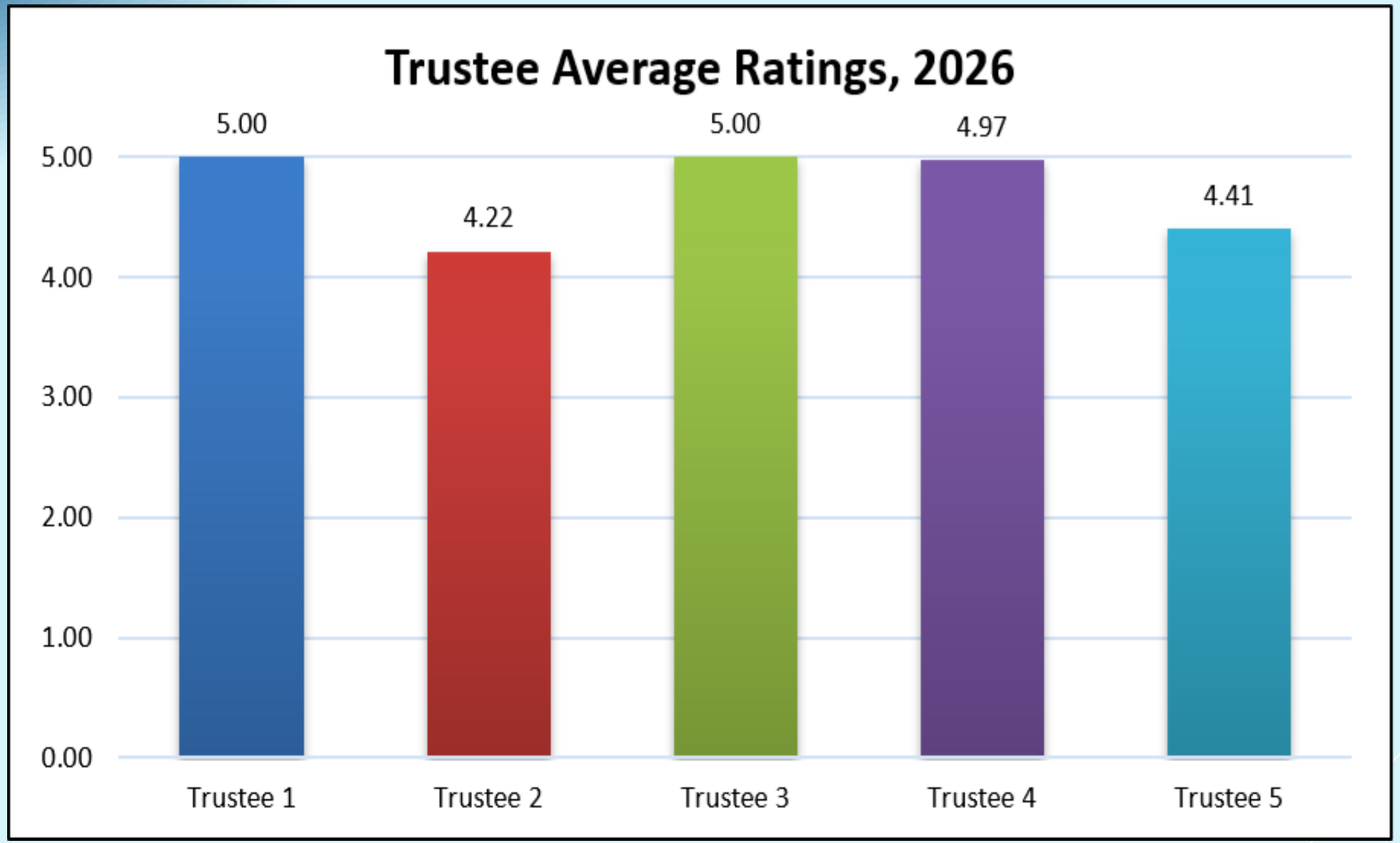
32. The board helps educate the local community about District needs and issues.



BSA LOWEST RATED ITEM PAGE 6



BSA PAGE 7 & COMPARISON WITH 2019 BSA


Trustee Average Ratings, 2026
5.00
4.22
5.00
4.97
4.41
5.00
4.00
3.00
2.00
1.00
0.00
Trustee 1
Trustee 2
Trustee 3
Trustee 4
Trustee 5

BSA PAGE 8



WHAT DO YOU SEE? PERCEPTION? RCCD GOALS?

- 1. What would you like covered during the RCCD Retreat?
- A) Individual Trustees promote RCCD
- B)Board Policies re: grant positions
- C) HR Lawsuits, litigation, settlements
- D) Review ongoing goals and progress

RETREAT AGENDA SURVEY 2026 (5 QUESTIONS)



RCCD GOALS

- Goal 1: Equity in Access
- Goal 2: Equity in Success
- Goal 3: Institutional Effectiveness
- Goal 4: Institutional Effectiveness
- Goal 5: Resources
- Goal 6: Partnerships & Community Engagement

RCCD STRATEGIC PLAN GOALS: CORRELATE TO THE RETREAT SURVEY 2026



Agree to Disagree Respectfully

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2. Do you have any specific concerns that should be addressed?

A) Issue certain bachelor degrees

B) Outstanding liabilities

C) Trustees ability to remember or recall previous decisions/discussions, procedures

D) Review construction plans

RETREAT AGENDA SURVEY 2026

- 3. Are there any specific outcomes you'd like to see?
- A) This Board works well together
- B) Transparency: District Offices & HR
- C) Address medias public scrutiny of Boards (Ex: Rancho Santiago)

RETREAT AGENDA SURVEY 2026

4. Please list your top 3 priorities for the college.

- Priority 1:
- A) Select new Chancellor
- B) Improve persistence rates
- C) Accessible education
- Priority 2:
- A) Transition new Chancellor
- B) Decrease time to graduate
- C) Update CTE skills all ages
- Priority 3:
- A) Increase state funding
- B) Aid Math & English
- C) Strategic Plan completion & bond

RETREAT AGENDA SURVEY 2026

- 5. Anything else you'd like us to know?
- A) Each board member brings something to the table that enhances our board.
- B) Overall a great District.
- C) Elected officials responsibility/commitment to participate in district/community activities
- D) Look forward to goals review with new Chancellor

RETREAT AGENDA SURVEY 2026

Speak With One Voice



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- **What do you see as the primary purpose for the Riverside Community College District Governing Board retreat? Is there anything specific you would like addressed or included on the agenda?**

1. Equity of degrees and programs across the District.
2. So we stay focused on main issues throughout the school year. Goals agreed upon by the board that need to be addressed by the board.

- **What do you view as the strengths of the Governing Board? What do you most appreciate about the board?**

1. Our Board's willingness to hear those that speak at our meetings. I think we do need more follow-up on sensitive issues such as those expressed by our own PD, staff, and students.
2. The members of this board truly care about the students and our district. They want to make this the best district in the State of California

-

-

SURVEY 2024: PRIORITIES & GOALS

- **What do you view as the strengths of the Governing Board? What do you most appreciate about the board?**

1. Our Board's willingness to hear those that speak at our meetings. I think we do need more follow-up on sensitive issues such as those expressed by our own PD, staff, and students.
2. The members of this board truly care about the students and our district. They want to make this the best district in the State of California

-

SURVEY 2024: PRIORITIES & GOALS

- **What do you view as the strengths of the Governing Board? What do you most appreciate about the board?**

1. Our Board's willingness to hear those that speak at our meetings. I think we do need more follow-up on sensitive issues such as those expressed by our own PD, staff, and students.
2. The members of this board truly care about the students and our district. They want to make this the best district in the State of California

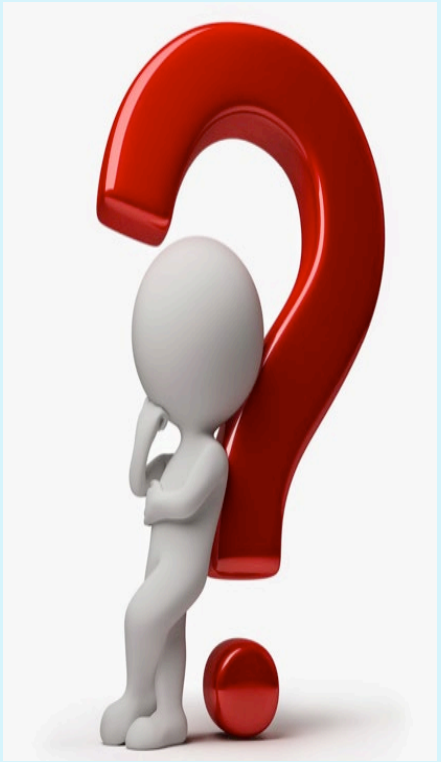
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SURVEY 2024: PRIORITIES & GOALS

- **Please list your top 3 priorities.**

1. Equity
2. Persistence
3. Completion
4. Higher graduation of both students and high school attendees
5. Larger percentage to transfer to four year institutions
6. Higher numbers in the trade classes to train for full time, high paying jobs.

SURVEY 2024: PRIORITIES & GOALS



ANY ADDITIONAL PRIORITIES OR GOALS?



CONCLUDING REMARK

- *Remember, the only difference between the words **“UNIT”** and **“UNITY”** is the **“Y”.***
- *The UNIT is ME thinking, and the*
- *UNITY is WE thinking.*
- *To that end, **the “Y” (WHY) matters***

- *It’s important to remember the **“WHY”** of strong board-superintendent relationships before even mentioning the **“HOW”.***
- ***Were coming together to “Do Right”, and not be “right”.***

REFLECTION



From me to we: Why strong board-superintendent relationships are important, District Administration, May 18, 2023

- A team is a group of individuals with diverse skills and roles who align their energy and efforts to achieve a common purpose.
- A team is not “My way or the highway”
- A team has a purpose and goals that are shared by all
- A team is not micromanagement: “When an individual steps out of their role”
- A team has positive team Norms
- A team does not micromanage: “Some is easy to detect, other actions are harder to detect, and it may be a difference of opinion between a Trustee and Chancellor”.
- A team “searches for alignment, respects different perspectives, engages in dialogue, learning and commits to truth”
- A team recognizes the Chair/President of the Board is the Facilitator, who encourages communication, establishes positive norms

CONCLUDING REMARK: WHAT A TEAM IS

CONCLUDING REMARK?

EXECUTIVE TRANSITIONS CAN BE UNCOMFORTABLE FOR BOTH BOARDS AND CEO"S. BUT THEY'RE ALSO OPPORTUNITIES TO THINK ABOUT THE ORGANIZATION'S FUTURE.



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“Until we meet again”

Riverside Community College District

2026 Board Self-Assessment

Summary Report

Prepared by the
Association of Community College Trustees



This report has been prepared for the Riverside Community College District (RCCD) Board of Trustees by the Association of Community College Trustees (ACCT). RCCD understands that the content of written materials produced by ACCT as an independent contractor, excepting general report formats, pursuant to the agreement between the parties shall be deemed to have been made or developed by ACCT solely for the benefit of RCCD and will be considered "work made for hire" under United States copyright law and shall be owned by RCCD.

The RCCD Board of Trustees and ACCT shall hold in strict confidence, unless compelled to disclose by judicial or administrative process or other requirements of law, all reports and assessment materials produced under the services agreement between the parties.

ACCT appreciates the opportunity to assist the Riverside Community College District Board of Trustees with this process.

Should you have any questions, please contact Hollie Chessman at hchessman@acct.org or Teri Jacques at tjacques@acct.org.

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Appendix A- Assessment Questions 31

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OVERVIEW OF BOARD SELF-ASSESSMENT PROCESS

The Association of Community College Trustees (ACCT) is pleased to assist the Riverside Community College District (RCCD) Board of Trustees with its 2026 self-assessment process. RCCD has six board members when the student trustee is included. Five trustees completed the assessment. Because the student trustee does not typically participate in the board self-assessment, these five responses represent 100 percent participation among the board members who normally complete the assessment; the response count does not indicate that a regular board member failed to participate. All responses have been anonymously tabulated. ACCT may have made minimal stylistic changes to comments to provide greater clarity, ensure confidentiality, protect the integrity of the process, and encourage positive and productive dialogue.

One goal of the Board Self-Assessment (BSA) is to strengthen the board's unique leadership role and partnership with the chancellor. Periodic board self-assessment provides an opportunity for trustees to review their roles and responsibilities, set standards, and clarify expectations. It can also demonstrate the board's continuing commitment to accountability and assessment for the RCCD community.

This summary report provides an overall assessment of the board as a unit and reinforces the role of the governing board. It also provides a profile of each trustee's response to every assessment item. Comparing these results shows where there is broad consensus while preserving each trustee's individual perspective when ratings differ from the board as a whole.

The BSA is designed to assess key characteristics of effective governance. The 2026 RCCD instrument includes 37 items across nine categories. Items are rated on a scale of 1 to 5, indicating the extent to which respondents agree or disagree. Comparative references in this report are to RCCD's 2019 assessment (which also had 100% completion), conducted seven years before the 2026 assessment.

Key Findings

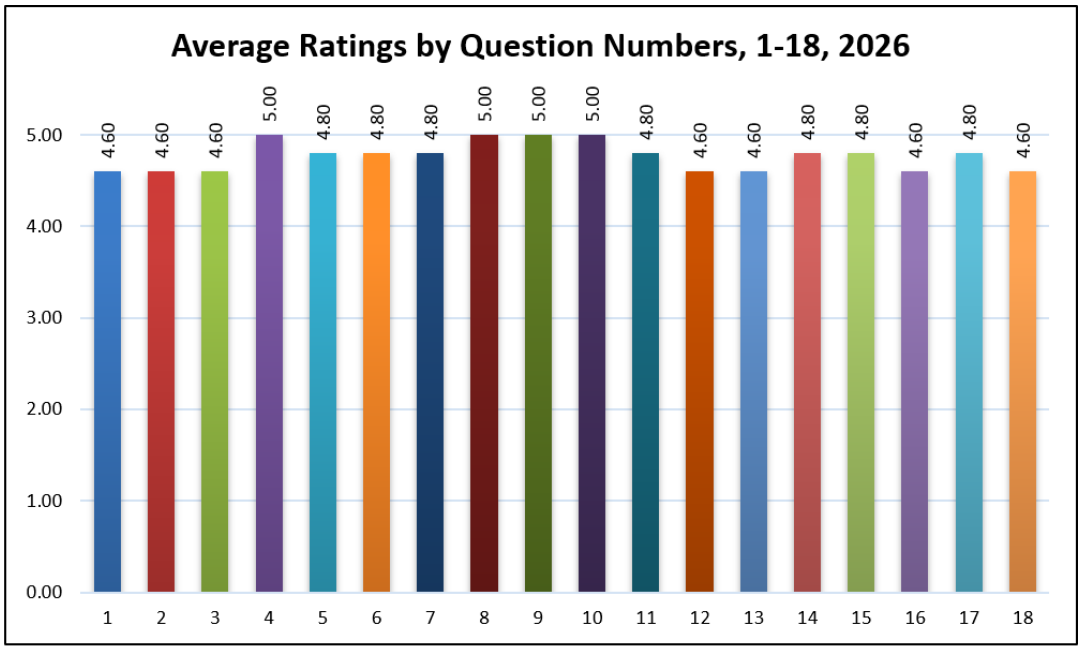
- The 2026 RCCD assessment averaged 4.72 across 37 items, up 0.14 points from 4.58 in 2019.
- Board-Chancellor Relations rated highest at 4.95; Board Organization, Advocating for the College, and Board Education rated lowest at 4.60.
- Overall, 98.9 percent of responses were rated 4 or 5, with no ratings of 1 or 2 and no "don't know" responses.
- Eight categories improved from 2019; comments highlighted RCCD's quality and growth while identifying Human Resources, meeting preparation, transparency, and oversight as areas for attention.

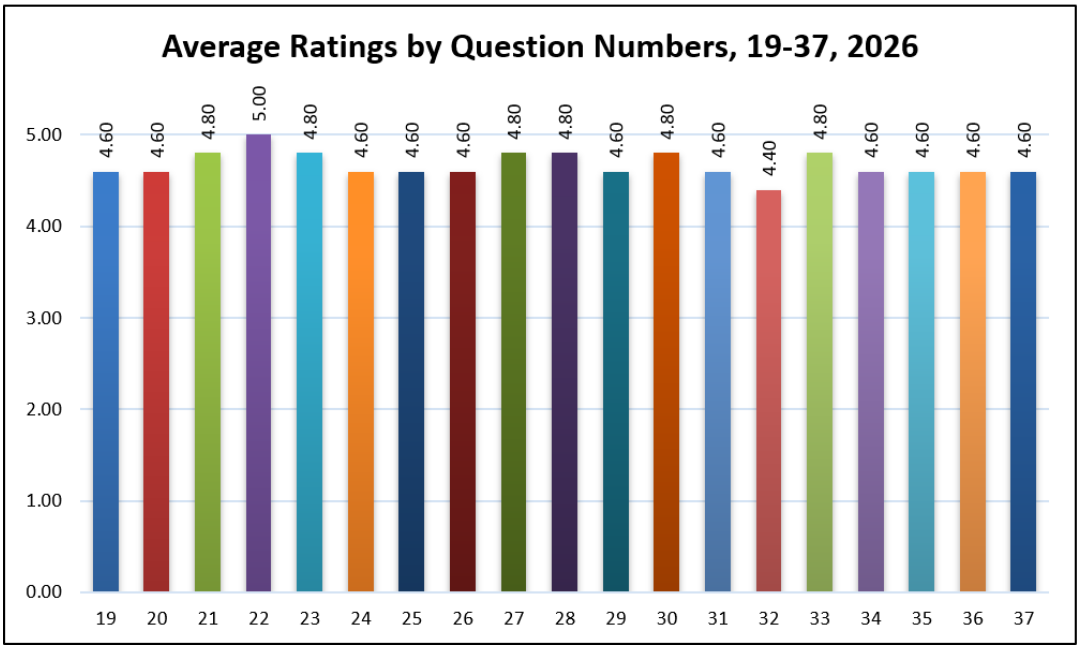
We hope this process will encourage discussion around areas where the board may want to direct its attention. In addition, we hope this activity will enhance board-chancellor and trustee-to-trustee relationships. Please note that ACCT does not allow any individuals or institutions to reproduce, distribute, or transmit in any form or by any means the self-assessment instrument, including photocopying, recording, or other electronic or mechanical methods.

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Highlights and Summary

The chart below displays the average rating for each of the 37 items in the 2026 RCCD assessment. The overall average was 4.72, compared with 4.58 in the 2019 assessment, an increase of 0.14 points. Item averages ranged from 4.40 to 5.00, and every item averaged at least 4.0. See Appendix A for the assessment instrument. Item numbers under each bar correspond to the question number.





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Highest and Lowest Rated Items

The tables below display the items with the highest and lowest average ratings. All 37 items (100 percent) averaged 4.0 or higher in 2026. Five items received the maximum average of 5.00, while the lowest-rated item averaged 4.40.

Three of the five highest-rated items were in Board-Chancellor Relations (items 8, 9, and 10); item 4 in Policy Role & Direction and item 22 in Standards for College Operations also averaged 5.00. The lowest-rated item was item 32, educating the local community about District needs and issues, at 4.40.

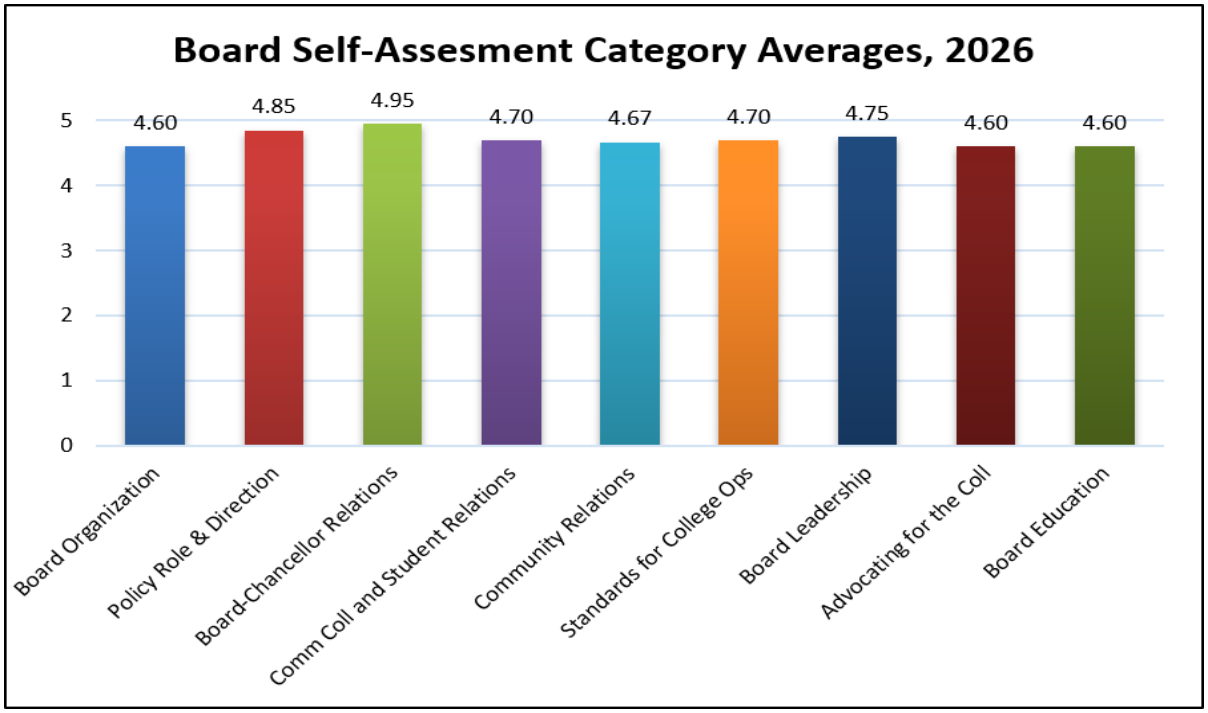
Highest Rated Items	AVG	Category
4. The board understands that one of its primary functions is to establish the policies governing the community college district, based on consideration of all pertinent perspectives.	**5.00**	Policy Role & Direction
8. The board provides the proper level of authority to the chancellor for administration of the District.	**5.00**	Board-Chancellor Relations
9. Board members respect the role of the chancellor as the link between the board and staff.	**5.00**	Board-Chancellor Relations
10. The board encourages the professional growth of the chancellor.	**5.00**	Board-Chancellor Relations
22. The board sets goals, priorities and action items that align with the mission.	**5.00**	Standards for College Operations

Lowest Rated Item	AVG	Category
32. The board helps educate the local community about District needs and issues.	**4.40**	Advocating for the College

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Category Averages

The chart below displays the 2026 average for each category, and the table compares category averages with 2019. Board-Chancellor Relations was highest at 4.95, followed by Policy Role & Direction at 4.85 and Board Leadership at 4.75. Board Organization, Advocating for the College, and Board Education were lowest at 4.60. Eight categories improved from 2019; Board Education showed the largest increase (+0.53), while Board Organization declined by 0.30 points.



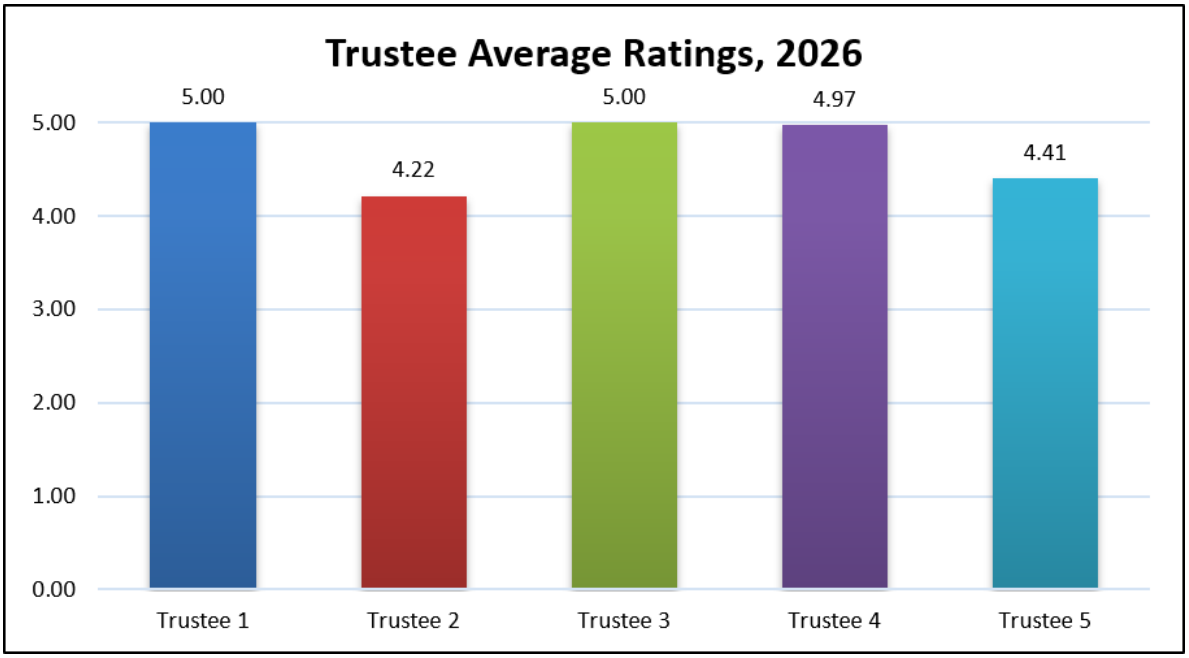
Category	2019	2026	Diff
Board-Chancellor Relations	4.75	**4.95**	0.20
Policy Role & Direction	4.80	**4.85**	0.05
Board Leadership	4.47	**4.75**	0.28
Comm Coll and Student Relations	4.68	**4.70**	0.02
Standards for College Ops	4.50	**4.70**	0.20
Community Relations	4.60	**4.67**	0.07
Board Organization	4.90	**4.60**	-0.30
Advocating for the Coll	4.25	**4.60**	0.35
Board Education	4.07	**4.60**	0.53

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Individual Trustee Averages

Five trustees completed the 2026 assessment, representing 100 percent participation among the board members who normally complete it; the student trustee does not typically participate. Individual trustee averages ranged from 4.22 to 5.00. Two trustees averaged 5.00, and the remaining averages were 4.97, 4.41, and 4.22. The 0.78-point range reflects consistently favorable ratings overall, with some variation in the degree of agreement.

You can see the individual ratings for each item on pages 10-27.

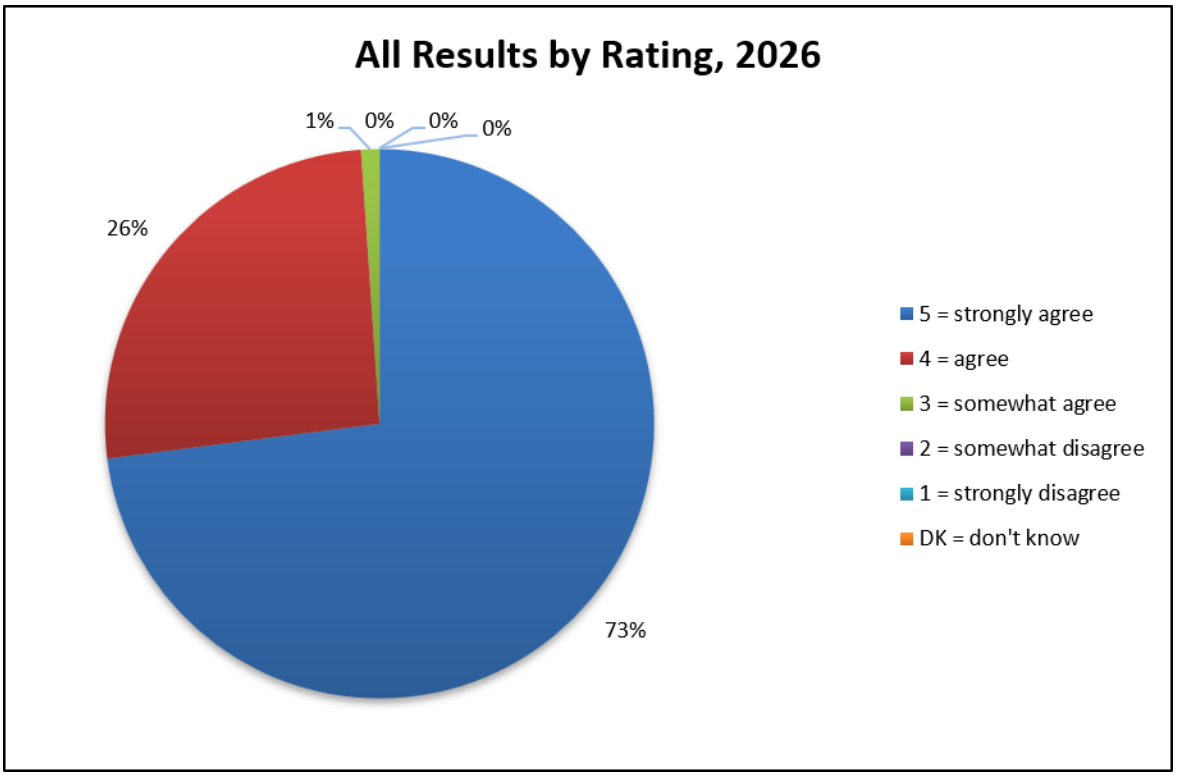


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Breakdown of Responses by Rating

The chart below displays the percentage distribution of all 185 ratings submitted in the 2026 RCCD assessment.

Of the 185 responses, 135 (73.0 percent) were rated "5" (Strongly Agree) and 48 (25.9 percent) were rated "4" (Agree). Together, ratings of 4 or 5 accounted for 183 responses, or 98.9 percent. The remaining two responses (1.1 percent) were rated "3" (Somewhat Agree). Respondents did not select 1 or 2 and "Don't Know."



Rating	# of Responses	% of Responses
5 = strongly agree	135	73%
4 = agree	48	26%
3 = somewhat agree	2	1%
2 = somewhat disagree	0	0%
1 = strongly disagree	0	0%
DK = don't know	0	0%
Total	185	100%

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Results by Topic

Throughout the following section, each category includes charts showing the 2026 item averages and individual trustee ratings. The accompanying table reports each item's 2019 and 2026 averages and the seven-year difference.

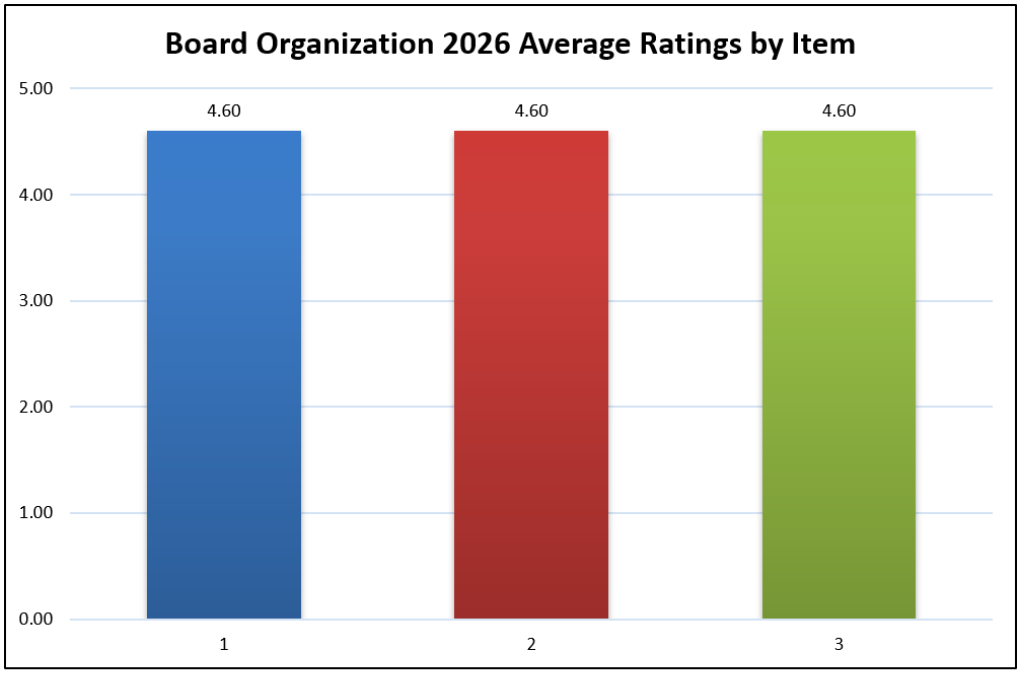
Trustee ratings were strongly positive across all nine categories. The category notes identify meaningful differences between 2019 and 2026 and highlight the highest- and lowest-rated items within each topic.

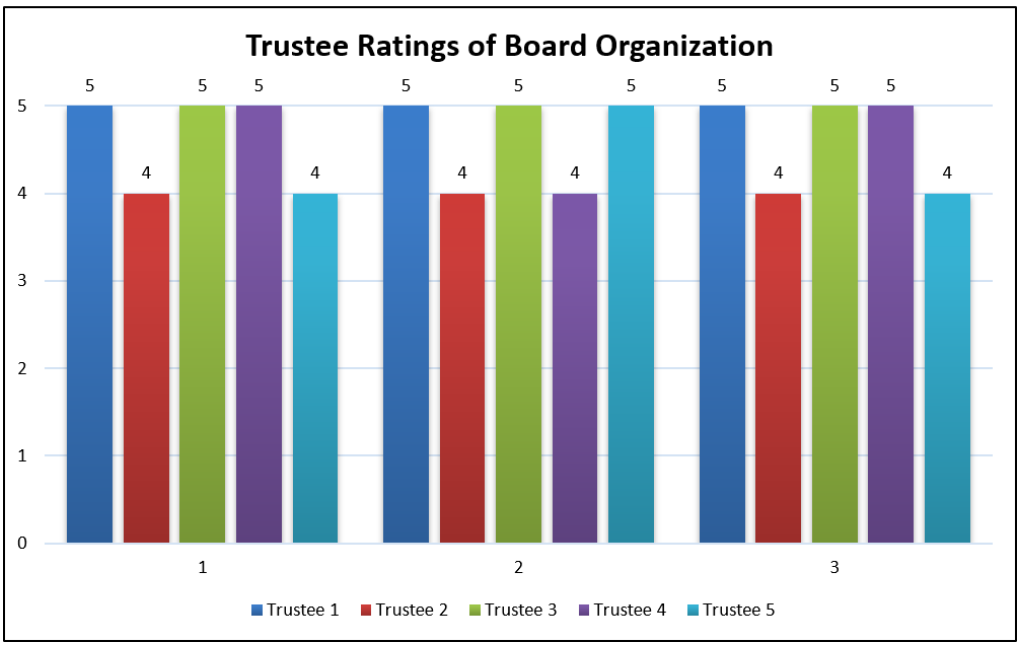
Trustee comments are verbatim (except for grammatical edits) and areas that may need to be addressed or offer recommendations are highlighted.

Board Organization	2019	2026	Diff
1. Board meetings are conducted in such a manner that the purposes are achieved effectively and efficiently.	4.80	**4.60**	-0.20
2. Board members are given timely and adequate background information on the issues they are requested to make decisions about.	4.80	**4.60**	-0.20
3. Board members make decisions after thorough discussion and exploration of many perspectives.	4.80	**4.60**	-0.20

Data Notes
Board Organization averaged 4.60 in 2026, down 0.30 points from 4.90 in 2019. Each of the three items averaged 4.60 and declined by 0.20 points, indicating a consistent response pattern across meeting effectiveness, background information, and deliberation.

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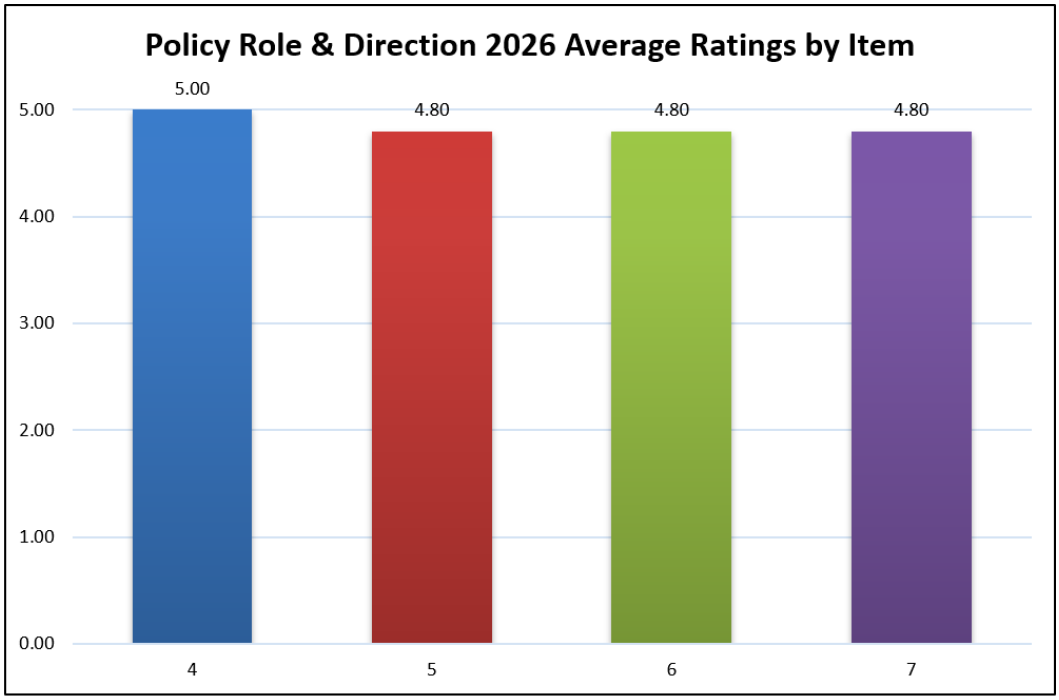
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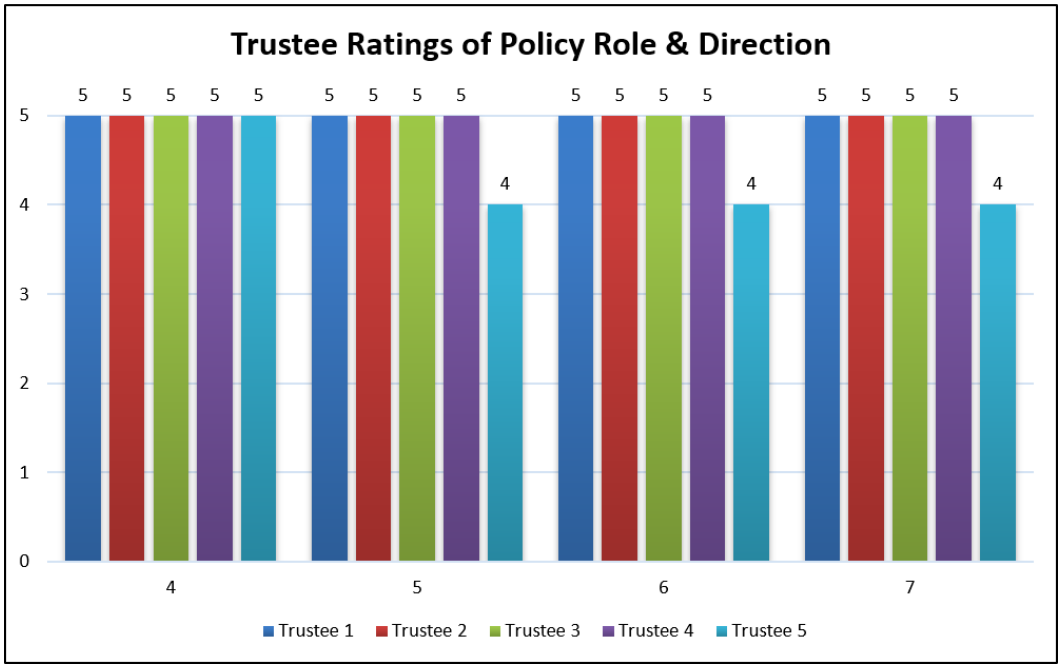
Policy Role & Direction	2019	2026	Diff
4. The board understands that one of its primary functions is to establish the policies governing the community college district, based on consideration of all pertinent perspectives.	4.60	**5.00**	0.40
5. The board spends sufficient time discussing the future direction of the District.	4.40	**4.80**	0.40
6. The board adopts policies that guide the administration of the District and monitors compliance while leaving the day-to-day operations of the District to the chancellor.	4.60	**4.80**	0.20
7. The board has ensured that the mission and goals are sufficiently stated to be responsive to current and future community needs.	4.80	**4.80**	0.00

Data Notes

Policy Role & Direction averaged 4.85 in 2026, up 0.05 points from 4.80 in 2019. Item 4 was highest at 5.00 (+0.40); items 5, 6, and 7 each averaged 4.80, with item 7 unchanged from 2019.

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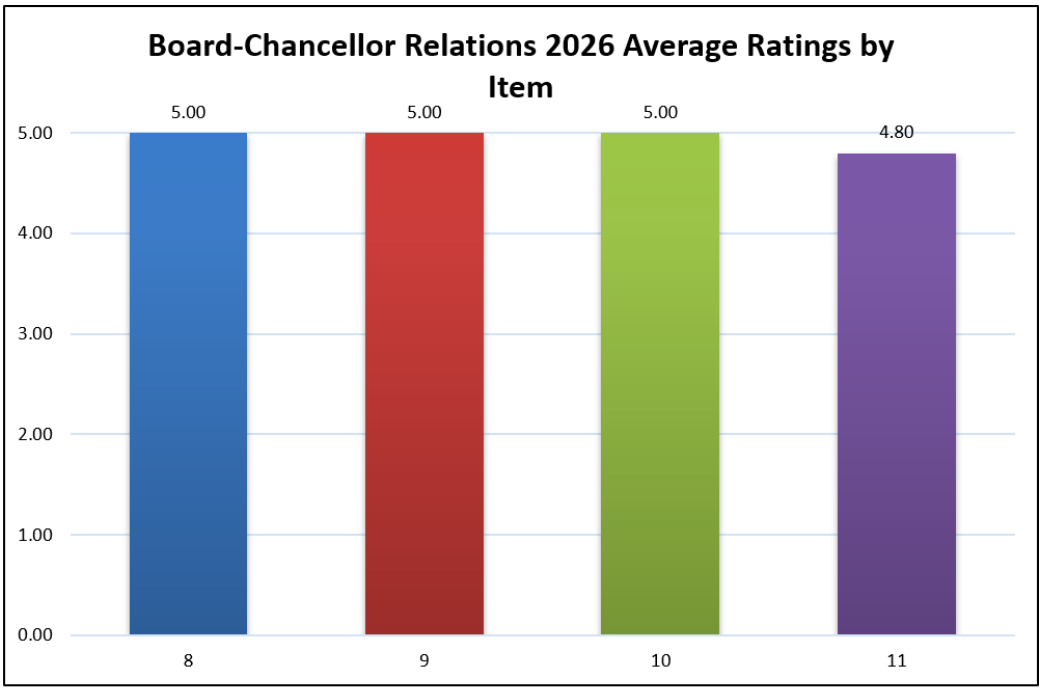
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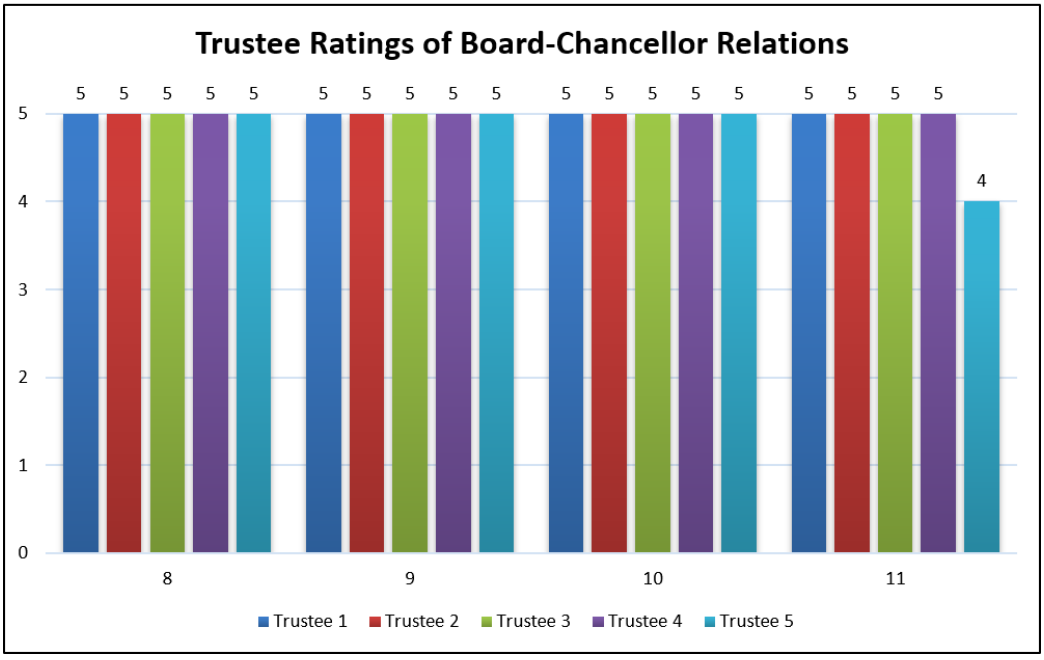
Board-Chancellor Relations	2019	2026	Diff
8. The board provides the proper level of authority to the chancellor for administration of the District.	4.80	**5.00**	0.20
9. Board members respect the role of the chancellor as the link between the board and staff.	4.80	**5.00**	0.20
10. The board encourages the professional growth of the chancellor.	5.00	**5.00**	0.00
11. Board members are adequately prepared to address important issues facing the District.	4.40	**4.80**	0.40

Data Notes

Board-Chancellor Relations was the highest-rated category in 2026 at 4.95, up 0.20 points from 4.75 in 2019. Items 8, 9, and 10 each averaged 5.00; item 11 was lowest at 4.80 but improved by 0.40 points from 2019. Responses were nearly unanimous at the top of the scale.

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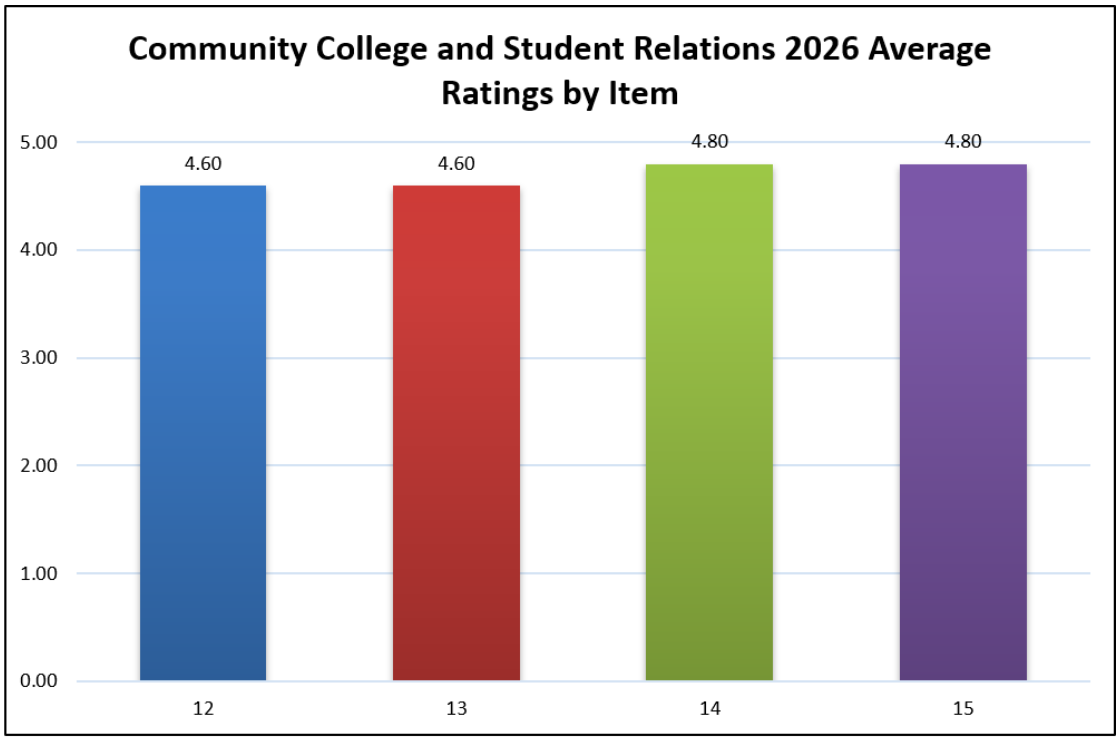
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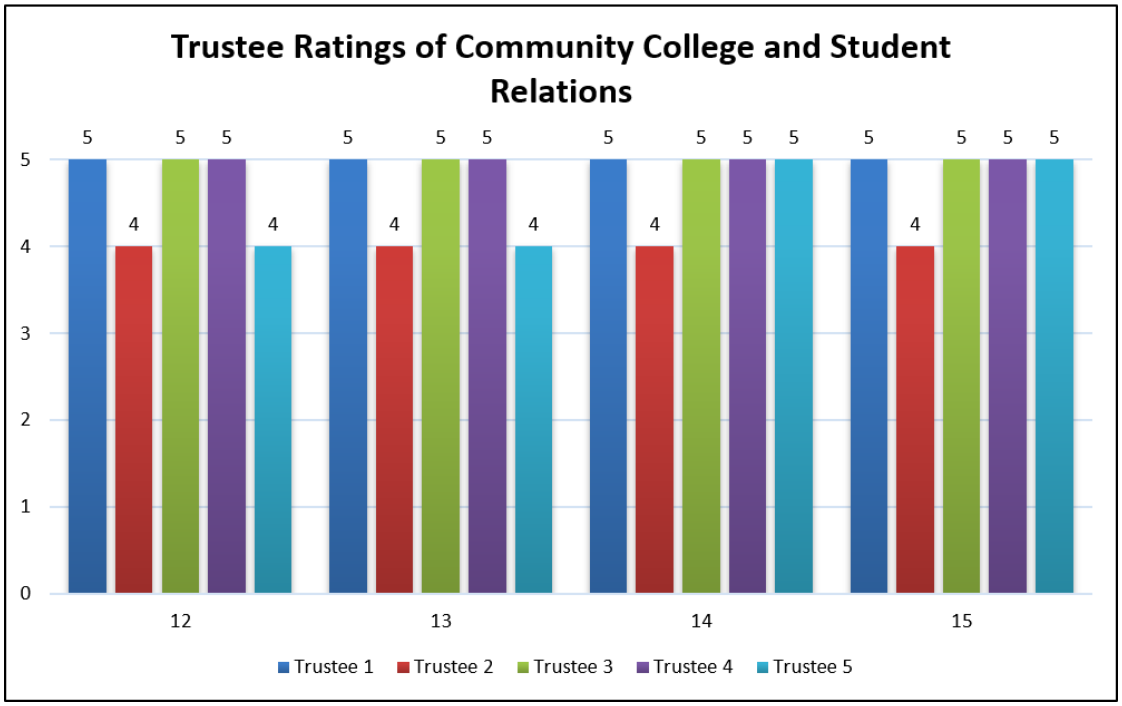
Community College and Student Relations	2019	2026	Diff
12. Board members show support for student and employee achievements by recognizing them during meetings and attending awards celebrations.	5.00	**4.60**	-0.40
13. Board members support the programs and activities of the District by attending the various District events.	5.00	**4.60**	-0.40
14. Transparency of board actions and materials is important to board members.	4.80	**4.80**	0.00
15. The board is sensitive to the concerns of students and employees while maintaining impartiality.	4.80	**4.80**	0.00

Data Notes

Community College and Student Relations averaged 4.70 in 2026, a slight 0.02-point increase from 4.68 in 2019. Items 14 and 15 were highest at 4.80 and unchanged; items 12 and 13 averaged 4.60, each 0.40 points below 2019. Overall, ratings remained strongly favorable.

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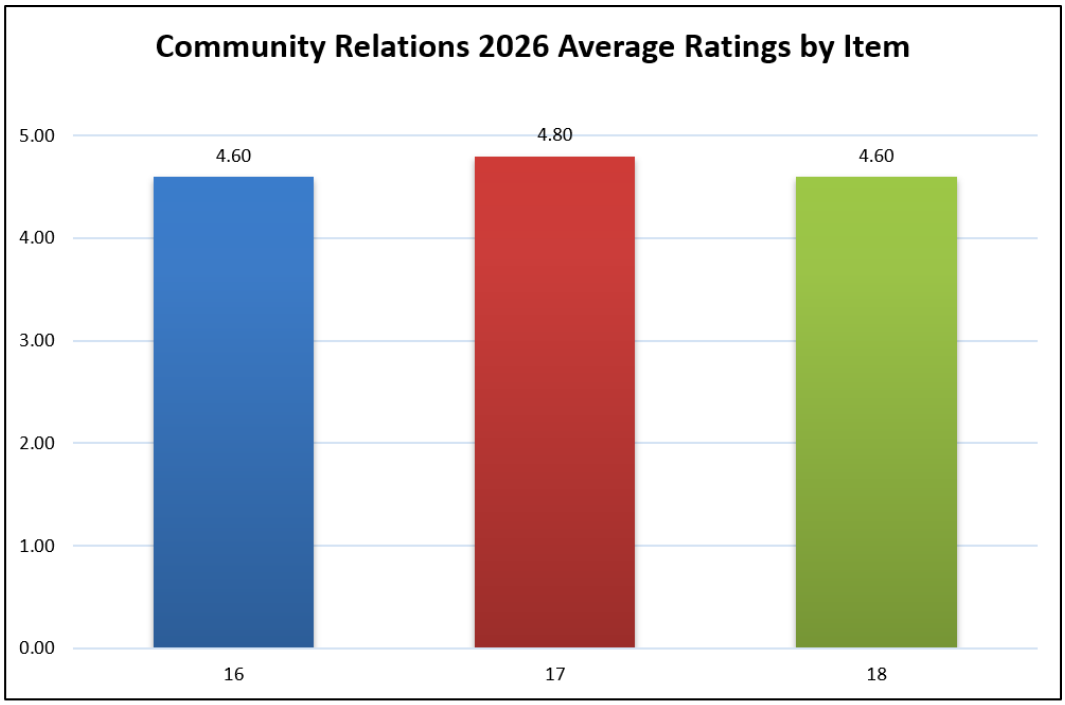
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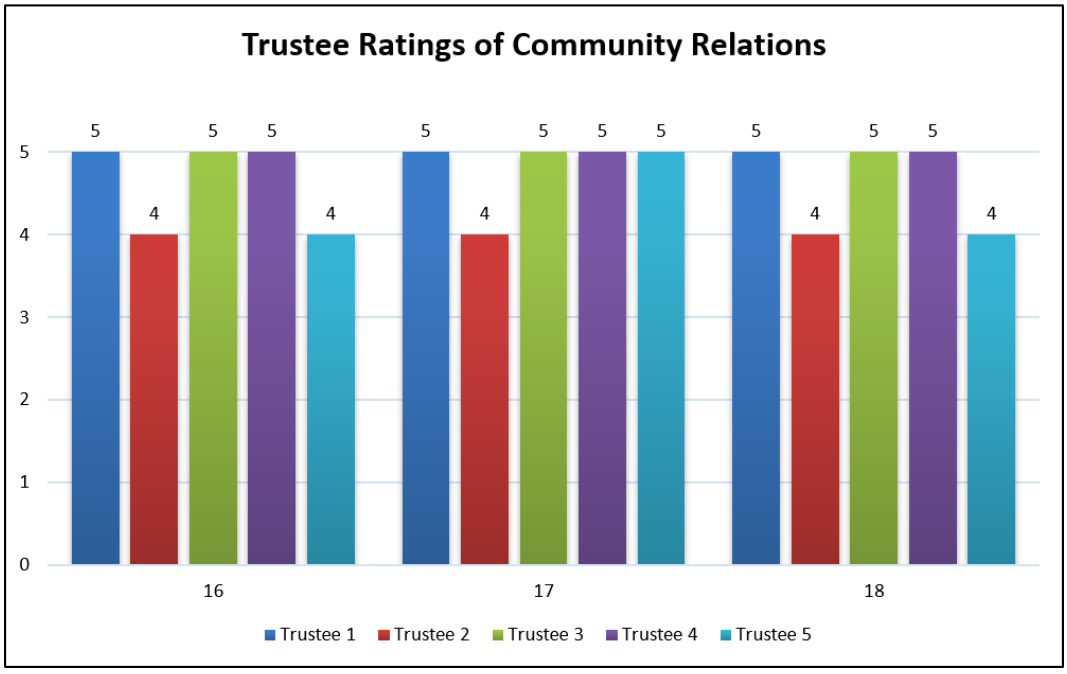
Community Relations	2019	2026	Diff
16. The board is knowledgeable about community and regional needs and expectations.	4.60	**4.60**	0.00
17. Board members keep the chancellor informed of community contacts and issues.	4.60	**4.80**	0.20
18. The board assists in developing educational partnerships with community agencies, businesses and local government, where appropriate.	4.20	**4.60**	0.40

Data Notes

Community Relations averaged 4.67 in 2026, up 0.07 points from 4.60 in 2019. Item 17 was highest at 4.80 (+0.20); items 16 and 18 averaged 4.60, with item 18 improving by 0.40 points and item 16 unchanged.

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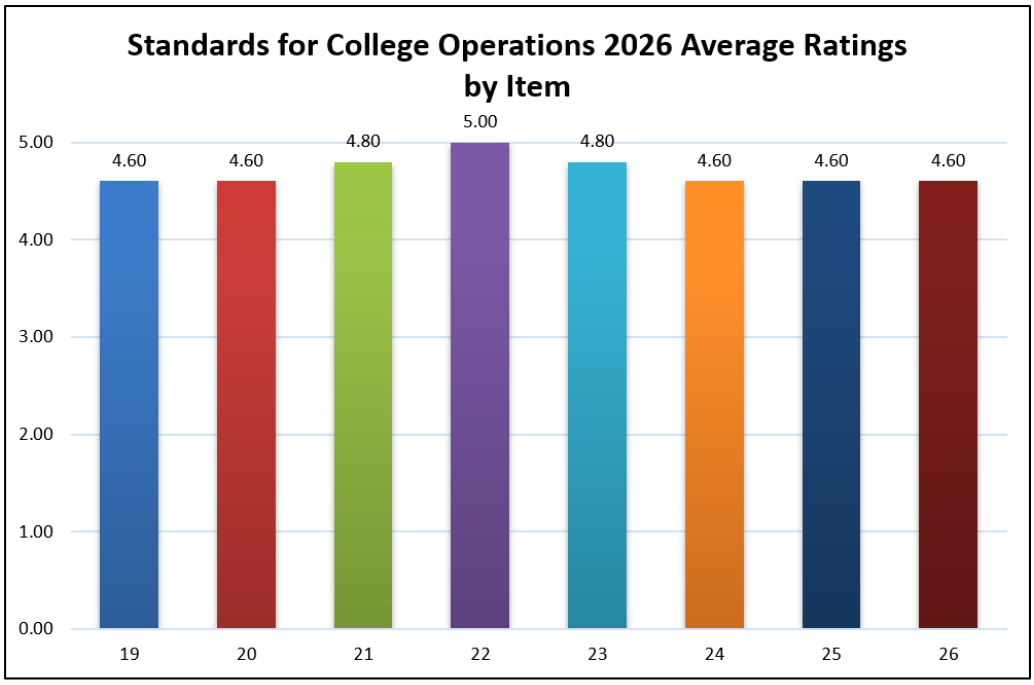
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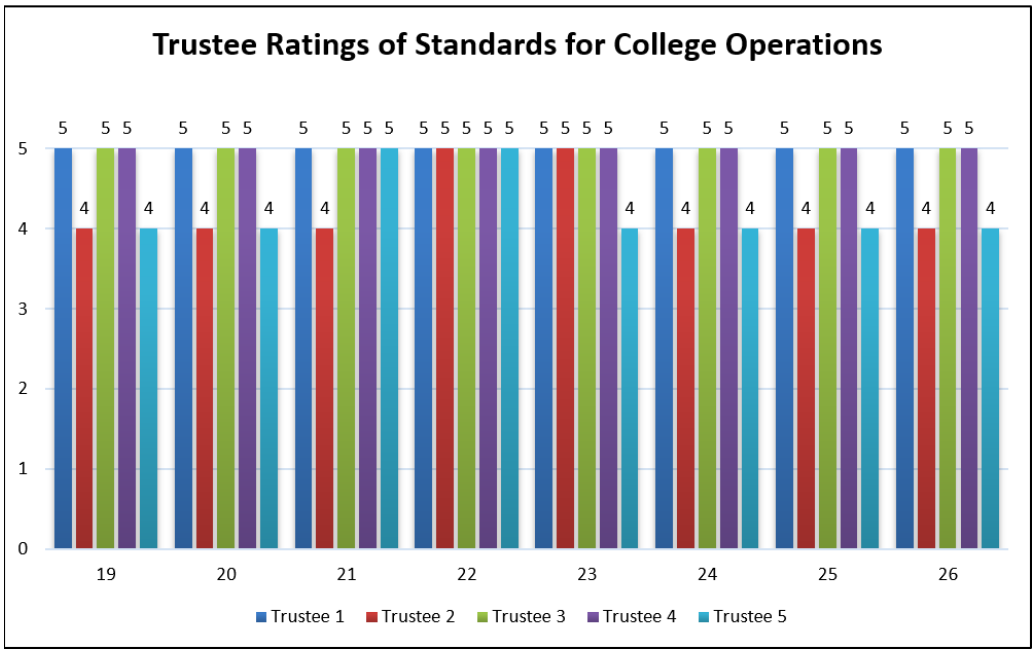
Standards for College Operations	2019	2026	Diff
19. The board is knowledgeable about the college's educational programs/services.	4.60	**4.60**	0.00
20. The board assures that the budget reflects college priorities in the mission and goals.	4.60	**4.60**	0.00
21. The board engages in effective planning.	4.60	**4.80**	0.20
22. The board sets goals, priorities and action items that align with the mission.	4.60	**5.00**	0.40
23. The board sets suitable goals for the chancellor that align with the mission.	4.80	**4.80**	0.00
24. Board policies adequately address parameters for facilities maintenance and appearance.	4.60	**4.60**	0.00
25. The board is aware of the college's funding structure.	4.80	**4.60**	-0.20
26. The board has policies that require adequate participation in decision-making within the institution.	4.80	**4.60**	-0.20

Data Notes

Standards for College Operations averaged 4.70 in 2026, up 0.20 points from 4.50 in 2019. Item 22 was highest at 5.00 (+0.40). Items 21 and 23 averaged 4.80; items 19, 20, 24, 25, and 26 averaged 4.60. Items 25 and 26 declined by 0.20 points, while four items were unchanged.

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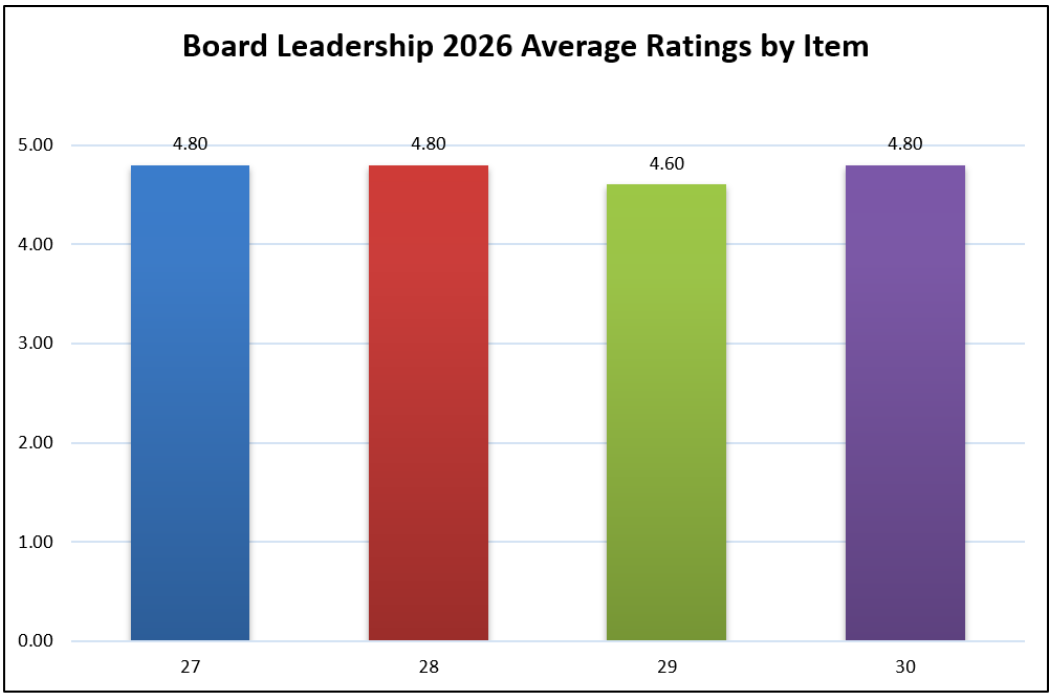
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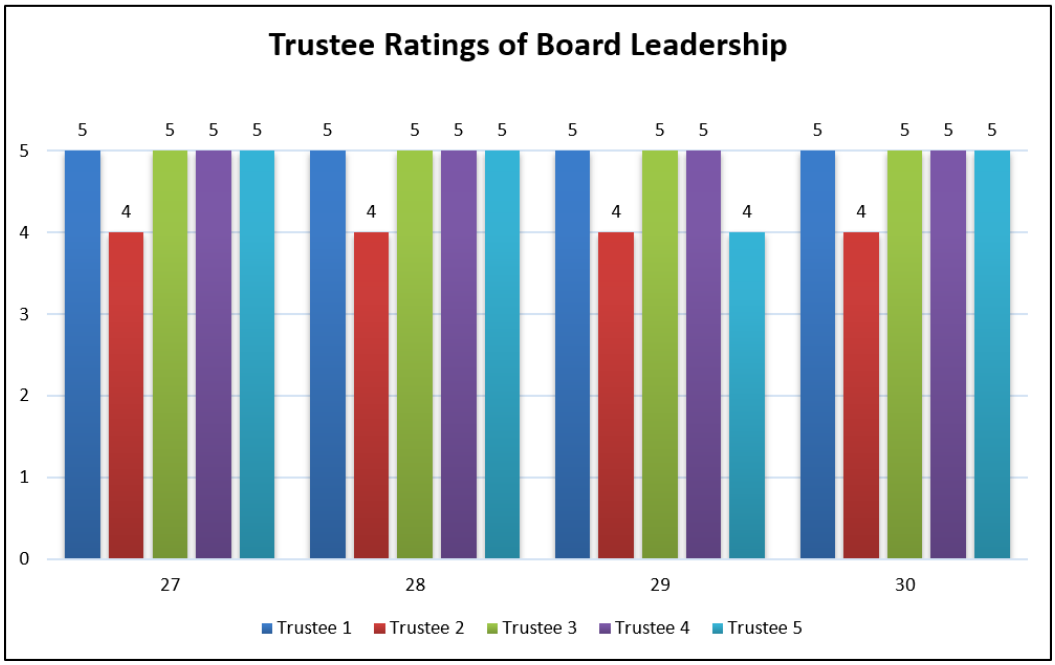
Board Leadership	2019	2026	Diff
27. Through its behavior, the board has set a positive example for the chancellor and other employees.	4.40	**4.80**	0.40
28. The board bases its decisions upon all available facts in each situation.	4.80	**4.80**	0.00
29. Once a decision is made, board members cease debate and uphold the decision of the board.	4.00	**4.60**	0.60
30. The board is willing to re-evaluate decisions when necessary.	4.80	**4.80**	0.00

Data Notes

Board Leadership averaged 4.75 in 2026, up 0.28 points from 4.47 in 2019. Items 27, 28, and 30 were highest at 4.80. Item 29 was lowest at 4.60, but its 0.60-point increase was the category's largest improvement.

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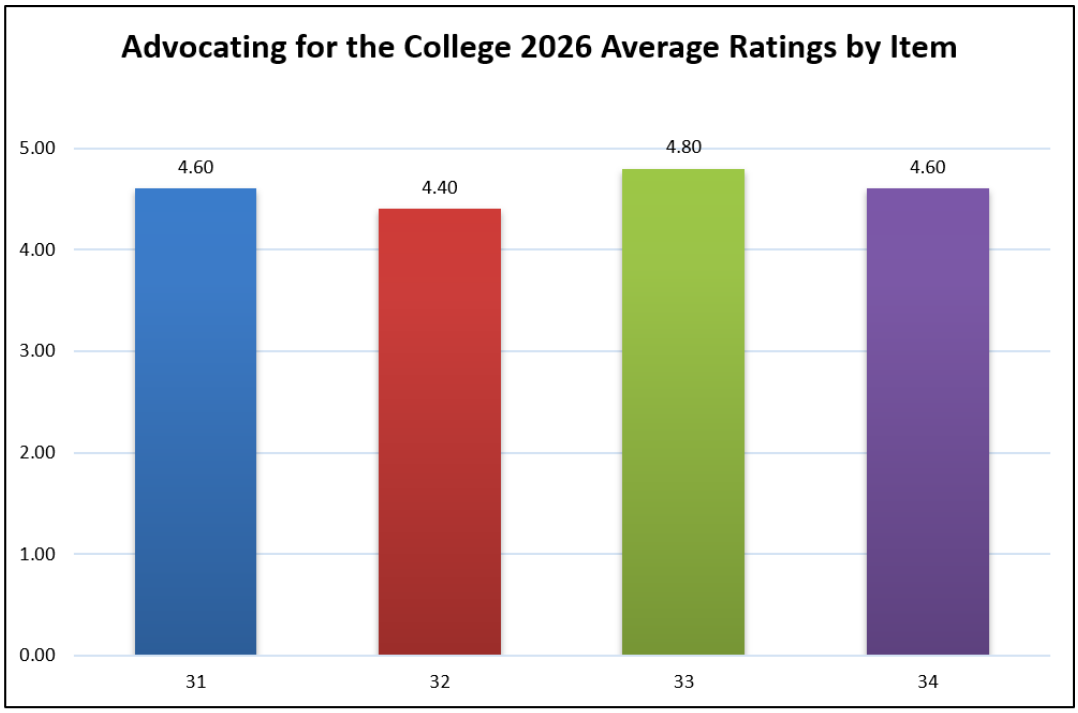
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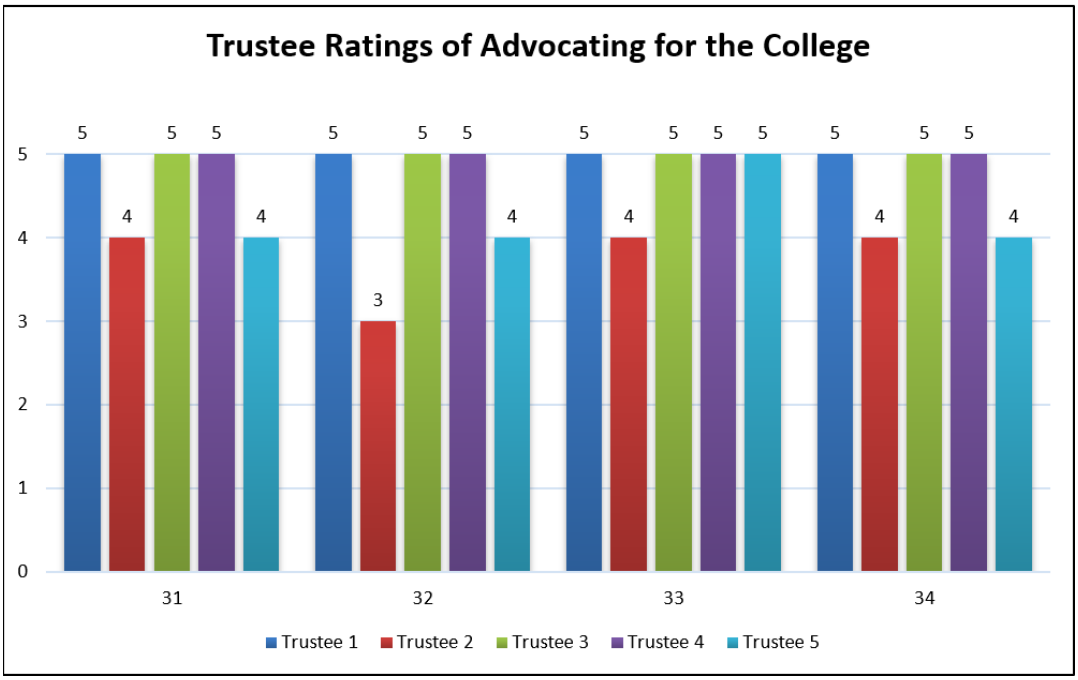
Advocating for the College	2019	2026	Diff
31. Board agendas include sufficient legislative and state policy issues facing the District.	4.00	**4.60**	0.60
32. The board helps educate the local community about District needs and issues.	4.40	**4.40**	0.00
33. The board advocates college interests to state and national agencies and legislators.	4.40	**4.80**	0.40
34. The board actively supports the District's foundation and fundraising efforts.	4.20	**4.60**	0.40

Data Notes

Advocating for the College averaged 4.60 in 2026, up 0.35 points from 4.25 in 2019. Item 33 was highest at 4.80 (+0.40); item 32 was lowest at 4.40 and unchanged. Items 31 and 34 each averaged 4.60, improving by 0.60 and 0.40 points, respectively.

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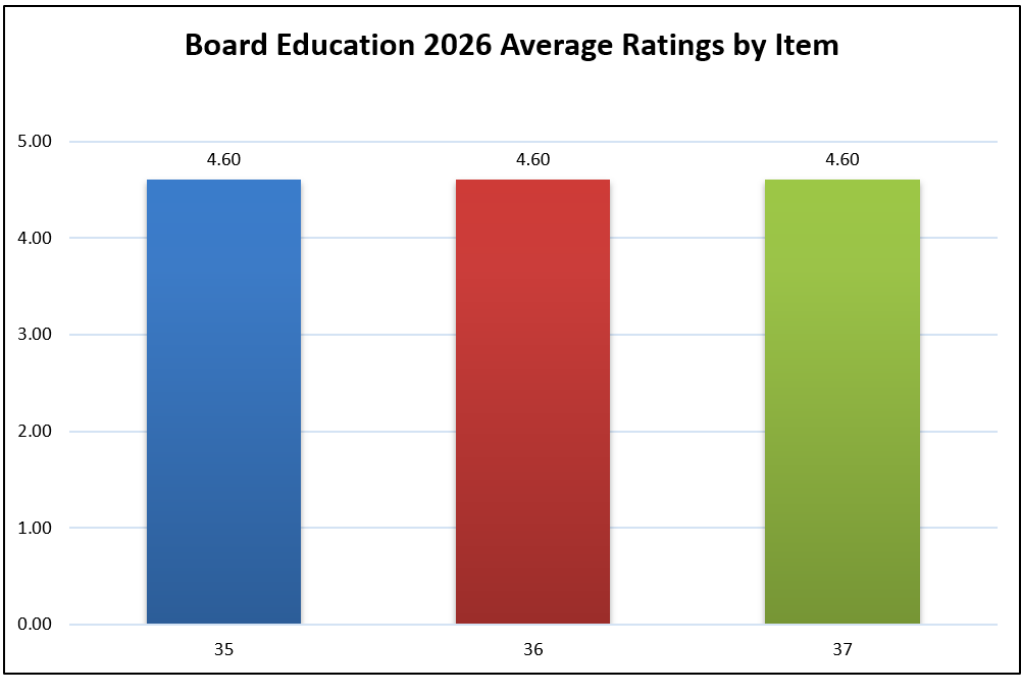
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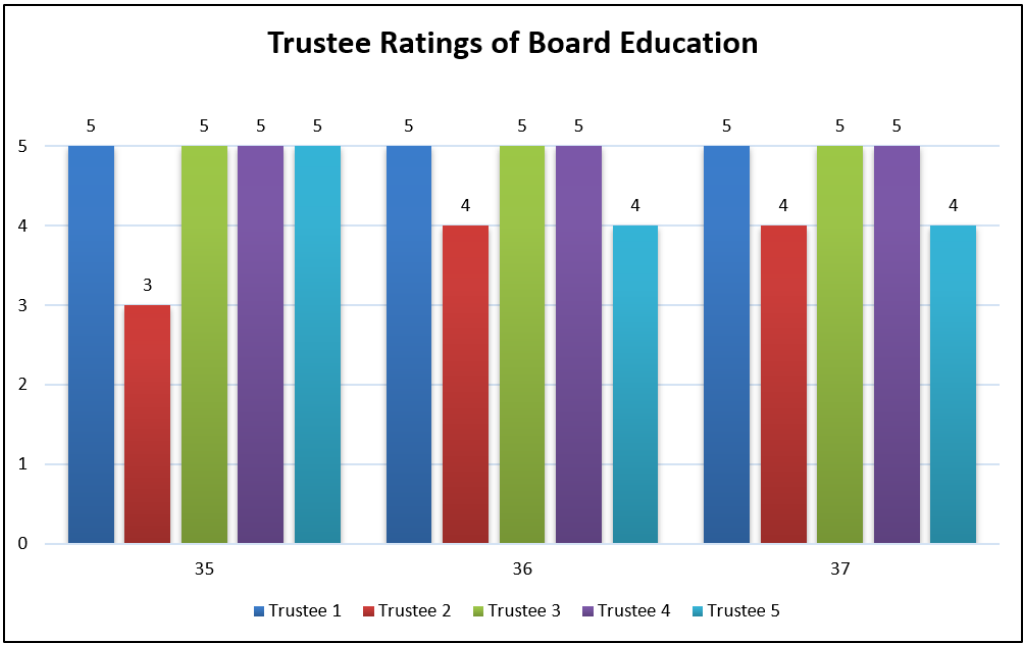
Board Education	2019	2026	Diff
35. Board members are engaged in a continuous process of training and development.	3.60	**4.60**	1.00
36. The board is knowledgeable about major social and economic trends and issues that affect the institution.	4.00	**4.60**	0.60
37. Sufficient resources are allocated for board members to attend conferences and community events upon invitation.	4.60	**4.60**	0.00

Data Notes

Board Education averaged 4.60 in 2026, up 0.53 points from 4.07 in 2019, the largest category increase. All three items averaged 4.60. Item 35 improved by 1.00 point, item 36 by 0.60 points, and item 37 was unchanged.

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Open-Ended Items

As a trustee, I am most pleased about:
Trustees expressed pride in RCCD's educational quality, program and facility growth, responsiveness to change, regional leadership, and the mutual respect among board members.

- Following through on our commitments to the community, specifically expansion of programs, growth of the physical footprint of the district and playing the role of leader in the region for how a community college district should serve its community.
- The collective respect the trustees have for one another. Even though we may not agree politically, we respect the other's position and rarely bring negativity to the board table. ...the continued progress of the District in providing excellent, affordable education, whether through ADTs or CTE, to our communities.
- Our ability to manage change and adapt to stress that impact our students.
- The level of excellence at all levels of the District.

As a trustee, I have concerns about:
Concerns centered on Human Resources capacity, meeting attentiveness, advance briefing on agenda items, financial stability, and the need to manage personnel-related risks.

- Our Human Resources Department. Trustees listening and being attentive during the meeting and especially when we have guest speakers or public comments. I don't believe we should be on cell phones or other distractions when people expect us to be listening to them when they speak. In maintaining the continuity of the district's needs, we must ensure a strong Human Resources department that can keep up with the high demands of a large district, with constant activity in its employment ranks. I believe an overall audit of Human Resources might be in order so that administration can have a clear assessment of what is going on and what the needs are for district. This might help to address the increase in closed session items that result in lawsuit settlements involving employment.
- I have no outstanding serious concerns. If I had, I would have raised them with the chancellor.
- Any agenda item that is a surprise or is not fully briefed in advance is of concern to me. The last couple of meetings have contained items that were not fully briefed in advance, and the board conversations were somewhat tense.
- Keeping the level of income at the current level.

I recommend that the board have the following goals for the coming year:
Suggested goals included strengthening Human Resources, ensuring a transparent chancellor transition and bond reporting, continuing program and facility expansion, improving legal and personnel briefings, and exploring selected bachelor's degrees.

- Take a deep look and strategic plan for how we will improve this key department in our district.
- A smooth transition of the Chancellor position. A transparent process where all district and community people understand what has happened and how we are moving forward. This is our opportunity to once again showcase the district and all that it has to offer the region. We should take advantage of that opportunity.
- We should ensure that the district is kept informed of the advances of projects under our Bond Measure.

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- The community should continue to feel a part of the process, since they are the ones paying for the results. We should continue to enhance our CTE programs with special emphasis of the Jurupa Valley IETTC and the additional site at Perris. We should move forward with the plans to establish the Ben Clark Training Center into the College of Public Safety. Law Enforcement is seeing changes on a national level, that needs continued support toward educational and academic upgrade.
- Frankly, I do not believe we need new goals. I believe we should continue the current course of expanding opportunities through our expansion/construction plans, and continuing to preserve our emphasis on diversity, equity, and inclusion.
- Establish a policy to ensure the board is briefed annually on all outstanding legal actions especially as related to personnel. Establish a policy to ensure the board is briefed on all staff layoffs as related to grant funding that may impact strategic goals, such as improving student achievement or reducing time to graduate.
- Attempting to issue bachelor's degrees in certain areas, such as nursing.

What are areas where you might need additional assistance, training, or support?
Support needs focused on timely updates about changing laws and policies, continued budget and bond oversight, transparent communication, and targeted assistance from the chancellor's office as needed.

- Continued updating of the changing laws and policies that affect our roles. For example, changes in the Brown Act when they happen are highly important and should be brought to us when they happen. Sometimes unless we attend the conferences, we may not be aware of those changes. We should maintain a constant oversight of the budget, especially due to the large Measure Bond money. If we need to increase the reporting out of this item, we should consider the increase. Transparency is highly important so that the community is made aware of what is happening along the way. Open communication is key.
- There are no particular areas that come to mind. I have always sought assistance, if needed, from the chancellor's office.
- We are a great District, respected and admired. We just have a few housekeeping areas to clear up.

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Notes

Thank you for choosing ACCT to coordinate your assessment process.

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Appendix A – The Assessment Questions

1. **Board Organization**
2. Board meetings are conducted in such a manner that the purposes are achieved effectively and efficiently."
3. Board members are given timely and adequate background information on the issues they are requested to make decisions about.
4. Board members make decisions after thorough discussion and exploration of many perspectives.

   Policy Role & Direction
5. The board understands that one of its primary functions is to establish the policies governing the community college district, based on consideration of all pertinent perspectives.
6. The board spends sufficient time discussing the future direction of the District.
7. The board adopts policies that guide the administration of the District and monitors compliance while leaving the day-to-day operations of the District to the chancellor.
8. The board has ensured that the mission and goals are sufficiently stated to be responsive to current and future community needs.

   Board-Chancellor Relations
9. The board provides the proper level of authority to the chancellor for administration of the District.
10. Board members respect the role of the chancellor as the link between the board and staff.
11. The board encourages the professional growth of the chancellor.
12. Board members are adequately prepared to address important issues facing the District.

    Community College and Student Relations
13. Board members show support for student and employee achievements by recognizing them during meetings and attending awards celebrations.
14. Board members support the programs and activities of the District by attending the various District events.
15. Transparency of board actions and materials is important to board members.
16. The board is sensitive to the concerns of students and employees while maintaining impartiality.
17. Community Relations
18. The board is knowledgeable about community and regional needs and expectations.
19. Board members keep the chancellor informed of community contacts and issues.
20. The board assists in developing educational partnerships with community agencies, businesses and local government, where appropriate.

    Standards for College Operations
21. The board is knowledgeable about the college's educational programs/services.
22. The board assures that the budget reflects college priorities in the mission and goals.
23. The board engages in effective planning.
24. The board sets goals, priorities and action items that align with the mission.
25. The board sets suitable goals for the chancellor that align with the mission.
26. Board policies adequately address parameters for facilities maintenance and appearance.
27. The board is aware of the college's funding structure.
28. The board has policies that require adequate participation in decision-making within the institution.

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Board Leadership

29. Through its behavior, the board has set a positive example for the chancellor and other employees.
30. The board bases its decisions upon all available facts in each situation.
31. Once a decision is made, board members cease debate and uphold the decision of the board.
32. The board is willing to re-evaluate decisions when necessary.

Advocating for the College

33. Board agendas include sufficient legislative and state policy issues facing the District.
34. The board helps educate the local community about District needs and issues.
35. The board advocates college interests to state and national agencies and legislators.
36. The board actively supports the District's foundation and fundraising efforts.

Board Education

37. Board members are engaged in a continuous process of training and development.
38. The board is knowledgeable about major social and economic trends and issues that affect the institution.
39. Sufficient resources are allocated for board members to attend conferences and community events upon invitation.

Open Ended Questions

40. As a trustee, I am most pleased about:
41. As a trustee, I have concerns about:
42. I recommend that the board have the following goals for the coming year:
43. What are areas where you might need additional assistance, training, or support?

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