

Riverside Community College District Academic Senate

Monday, August 25, 2025

3:00 - 5:00 PM

Physical Location:

**RCCD District Offices Room 309A
3801 Market Street
Riverside, CA 92501**

Access Via Zoom: [LINK](#) Password: 768913

I. Preliminaries

- A. Call to Order
- B. Approval of the Agenda
- C. Approval of the Minutes: June 2, 2025 [tabled for September]
- D. Public Comments (limited to 3 minutes per person)

II. Committee and liaison Reports

- A. RCCD Faculty Association (**Taube or designee**)
- B. Curriculum (**Douglass or designee**)
- C. Global Learning and Study Abroad (**Rhyne or designee**)
- D. Professional growth and Sabbatical Leave (**Renfrow or designee**)

III. Administrative Reports

- A. Chancellor's Report (**Isaac or designee**)
- B. Vice chancellor's Report (**Bishop or designee**)

IV. New Business:

- A. **Information:** The written update from ASCCC President, Dr. LaTonya Parker, will be shared for distribution (**Navas or designee**)
- B. **Information and Action Item:** The Assessment Committee will present RCCDAS with its update to the language of ILO #1 (**Kruizenga-Muro or designee**)
- C. **Information, Discussion, and Possible Action:** The RCCDAS will receive the draft of the RCCD Strategic Plan and proposed timeline for sharing and gathering feedback through the governance process (**Zhai**)
- D. **Action Item:** The RCCDAS will conduct a first read of the DE peer-to-peer rubric and peer reviewer selection process drafted by the summer workgroup as charged by DAS, including a timeline for local governance review prior to DAS second read and vote (**Navas or designee**)
- E. **Discussion Item:** The RCCDAS will discuss the current status of moderated vs. unmoderated list-servs at colleges and district (**Scott-Coe, Navas, Bell**)

V. Ongoing Business:

- A. **Discussion Item:** The RCCDAS will discuss steps and timeline for seating the District Equivalency Committee, to begin implementation for updated AP 6210A (**Scott-Coe or designee**)
- B. **Discussion and Possible Action:** The RCCDAS will address considerations and dates for the Fall 2025 and Spring 2026 Senate Spotlight schedule (**Navas, Bell, Scott-Coe**)
- C. **Information and Discussion:** The RCCDAS will receive an update about ongoing draft revisions for DAS bylaws, with a revised timeline for first read followed by local senate reviews. (Scott Coe or designee)
- D. **Roundtable Senate Matters:** The District Academic Senate will address matters connected to purview areas and issues of immediate concern. (**Navas, Bell, Scott-Coe**)

VI. College Senate Reports

- A. Moreno Valley College (**Navas**)
- B. Norco College (**Bell**)
- C. Riverside City College (**Scott-Coe**)

VII. Adjournment

Fall 2025 Meetings:

August 25, 2025
September 29, 2025
October 27, 2025
December 1, 2025

Spring 2026 Meetings:

February 23, 2026
March 23, 2026
April 27, 2026
June 1, 2026

Title 5 §53200 and
RCCD Board Policy 2005
Academic Senate "10+1"
Purview Areas

1. Curriculum, including establishing prerequisites and placing courses within disciplines* 2. Degree and certificate requirements* 3. Grading policies* 4. Educational program development* 5. Standards or policies regarding student preparation and success* 6. District and college governance structures, as related to faculty roles** 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports** 8. Policies for faculty professional development activities* 9. Processes for program review** 10. Processes for institutional planning and budget development** 11. Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate**

* The RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate

**The RCCD Board of Trustees relies on recommendations that are the result of mutual agreement between the Trustees and the Academic Senate

Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside Community College District Academic Senate will swiftly provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact Office of Diversity, Equity, & Compliance at 951-222-8039.

RCCD Academic Senate Meeting

Public Comments

The public may comment on items not included on the District Academic Senate (DAS) agenda during the “Public Comments” agenda item only.

Total time for public comments will be limited to 10 minutes.

Time limits for each individual speaker will be 3 minutes, unless there are several speakers in which case time may be reduced to ensure public comment is limited to 10 minutes.

Public comment is to be germane to the duties of the body, relate to current or new items for discussion and decision by the body, be respectful, and avoid the use of names or pejoratives.

DAS members may not discuss nor may they take action on public comments associated with items not on the agenda. If a DAS member determines that the issue needs further discussion, the member may submit an agenda item dedicated to the issue at a subsequent meeting.

Curriculum Update and Reminders For DAS 25 August 2025

Phase IIA CCN Courses must be launched in curricunet by Friday, September 19; this is earlier than the regular launch deadline for everything else which is Friday, October 3.

These are the Phase IIA Courses:

- AHS 1/1H → ARTH-C1100/H
- AHS 2/2H → ARTH-C1200/H
- ECO 7/7H → ECON-C2002/H
- ECO 8/8H → ECON-C2001/H
- ENG 1B/1BH → ENGL-C1003/H
- HIS 6/6H → HIST C1001/H
- HIS 7/7H → HIST C1002/H

(The leads for all but English are at MVC this time, but all FT discipline faculty should be reviewing and providing final input to leads for courses not yet launched.)

Phase IIB CCN Course templates were released over the summer; while they aren't due until next fall, that is the deadline for Phase III courses too, so once we are past this fall's September and October deadlines, faculty should start working on Phase IIB courses.

Current GE SLO #1: Critical Thinking

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

Suggested Revision

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

Revision 2.0

Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions and/or approaches are possible, and propose solutions. Students will be able to construct sound arguments and develop, test, and evaluate rival hypotheses.

Revision 3.0

Students will be able to demonstrate higher order thinking skills about issues, explanations, and problems for which multiple solutions exist, and, where possible, solve them. Students will be able to construct sound arguments and develop, test, and evaluate rival hypotheses.

RCCD Strategic Plan 2025-2030

Contents

Chancellor’s Message	3
Statement of Purpose	3
Mission, Vision, and Values	4
Goals and Objectives	5
Basic Strategies	9
Appendices.....	187
A. Strategic Plan Assessment Process and Analysis of Key Performance Indicators	187
B. Environmental Scan and SWOT Analysis	25
C. District Strategic Plan Committee Structure	30
D. District Strategic Plan Workgroup Membership	30

DRAFT

Chancellor's Message

To be drafted later

Statement of Purpose

Purpose

The Riverside Community College District (RCCD) 2025–2030 Strategic Plan positions RCCD to lead with vision, equity, and innovation in a rapidly changing higher education environment. Aligned with the California Community Colleges Vision 2030 goals, the plan reaffirms the District's commitment to student success, equitable access, and institutional excellence.

Building on the foundation of the 2019–2024 Strategic Plan and guided by Vision 2030, this plan advances RCCD's integrated approach to districtwide planning by aligning college strategic plans and educational master plans with shared District priorities. It sets clear goals, measurable outcomes, and supports a culture of continuous improvement.

Developed collaboratively with input from faculty, classified professionals, and administrators across the colleges and District Office, the plan recognizes RCCD as a unified district. The District comprises three colleges and the District Office. The colleges focus on instruction, student services, operations, and planning, while the District Office provides streamlining and coordinates support and programming in those areas to support student success.

The plan establishes a framework for accountability, with the Board of Trustees, Chancellor, and college leaders working together to achieve District goals. Measurable benchmarks and key performance indicators (KPIs), aligned with Vision 2030, will guide progress in areas like closing equity gaps, boosting completion rates, and improving workforce outcomes.

RCCD will continue using the five-District committee structure under the District Strategic Planning Council (DSPC): Teaching and Learning; Equity, Social, Economic, and Environmental Justice; Institutional Planning, Effectiveness and Governance; Resources; and Advancement and Partnerships. These committees monitor progress, assess results, and recommend improvements.

Overall, the 2025–2030 Strategic Plan provides a clear and collaborative roadmap to guide the District in meeting student needs, supporting innovation, and advancing an equitable future for the region and the state.

Process

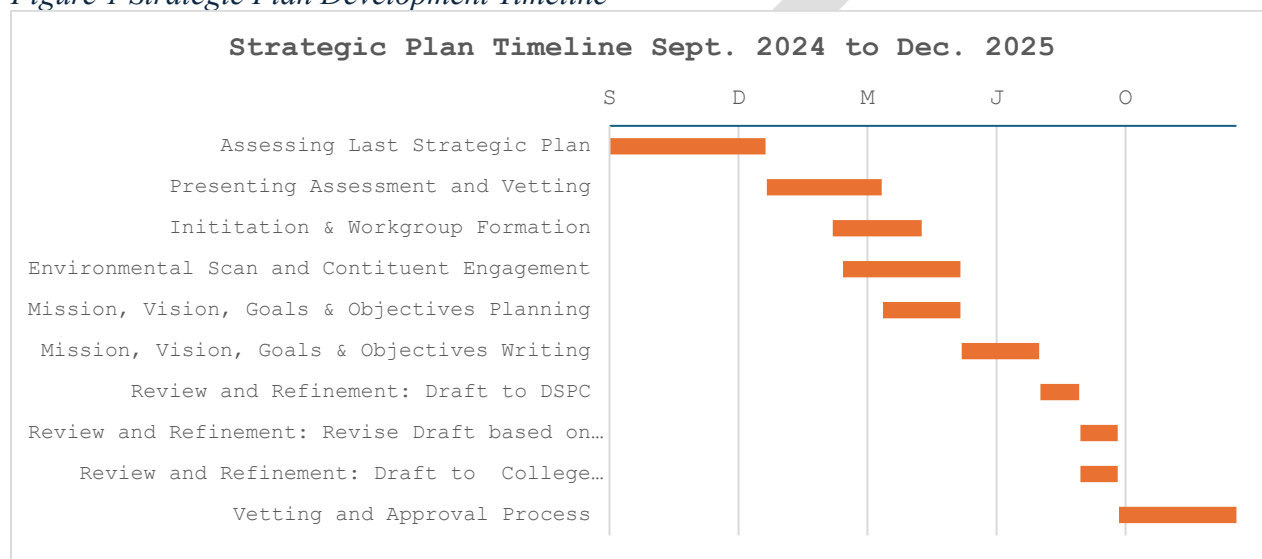
The District has been developing the 2025-2030 Strategic Plan since September 2024, following the conclusion of the 2019–2024 plan. As shown in Figure 1, the timeline began with an assessment of the previous plan, providing a foundation for this new one. The California Community Colleges Chancellor's Office (CCCCO) also introduced Vision 2030, a statewide framework with which this new plan is intentionally aligned. After the assessment, the DSPC launched a districtwide workgroup comprising faculty, classified professionals, and administration to collaboratively develop, draft, and finalize the new strategic plan. The workgroup convened throughout Spring and Summer 2025 to complete the environmental scan,

SWOT analysis, mission, vision, goals, and objectives.

Drafts were presented for review by the DSPC and college leadership at the start of Fall 2025. Following vetting and approval by college and District governing bodies, the plan was officially adopted.

This strategic plan is the result of a collaborative effort led by administrators, faculty, and classified professionals, reflecting a shared commitment to continuous improvement and student success

Figure 1 Strategic Plan Development Timeline



Mission, Vision, and Values

RCCD Mission Statement

Riverside Community College District supports its colleges in empowering diverse learners, advancing equity, and promoting social justice and economic mobility through affordable public higher education. We provide the systems, resources, and leadership needed to eliminate barriers, foster student success, and drive institutional transformation across the region.

RCCD Vision Statement

We envision a thriving region where education fuels opportunity, equity is realized, and every student has the power to shape their future.

RCCD Guiding Principles

The following values guide how RCCD serves its colleges and communities:

1. Student Success as Our Purpose

We exist to enable student learning, completion, and opportunity—supporting colleges to design systems that place students first.

2. Equity in Action

We operationalize equity across policy, practice, and resource allocation—especially for historically marginalized students and communities.

3. Collaboration Across Communities

We champion partnerships with industry, education, and the community to expand impact and build shared prosperity.

4. Integrity and Accountability

We lead with transparency, uphold trust, and take responsibility for aligning our efforts with our mission and goals in service to our colleges and community.

5. Innovation for the Future

We embrace change, encourage creative problem-solving, and use data and reflection to improve outcomes for all.

Goals and Objectives

Goal 1: Equity in Access

Broaden opportunities for all area residents to begin or continue their higher education journey at RCCD colleges.

Objective 1.1: Increase with equity the number of students attending a RCCD college, especially among underserved populations.

Benchmark/KPI: By 2030, achieve a 25% equitable increase in RCCD student enrollment.

Objective 1.2: Increase dual enrollment participation by improving systemic communication and planning with local districts: strengthening high school and district partnerships, proactively identifying and addressing challenges, streamlining enrollment processes, and targeting outreach to underserved student populations.

Benchmark/KPI: By 2030, achieve xx% of FTES through dual enrollment. (use historical data)

Objective 1.3: Expand RCCD's workforce development programming by increasing paid work-based learning (WBL) opportunities that align educational pathways with regional labor market needs.

Benchmark/KPI: By 2030, increase paid WBL opportunities by 25% — achieving an average annual growth of 5%, as measured by the number of students participating in paid WBL.

Objective 1.4: Grow RCCD's noncredit and adult education programs by expanding offerings in high-demand areas through community partnerships and targeted outreach.

Benchmarks/KPIs: #1. By 2030, increasing noncredit enrollment to achieve 500 FTES or more based on availability of space. #2. By 2030, increasing the number of adult (25 or older) student headcount by 25%.

Objective 1.5: Strengthen institutional infrastructure, including policies, procedures and practices, as well as technological and human resources, to address with equity the instructional and student support needs of students who choose to pursue their educational goals at a distance through online education.

Benchmark/KPI: By 2030, eliminate the course success rate gaps across all instructional modalities.

Goal 2: Equity in Success

Improve the academic and career success of all current and prospective RCCD students.

Objective 2.1: Completion: Increase with equity the number of students who achieve a meaningful educational outcome.

Benchmarks/KPIs: #1. By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%. #2. By 2030, increase the 3-year completion rates by at least 15%.

Objective 2.2: Increase with equity the number of students earning ADTs and transferring.

2.2a: Increase with equity the number of students earning an Associate Degree for Transfer (ADT).

Benchmark/KPI: By 2030, increase with equity ADT awards by 30%.

2.2b: Support the development of bachelor's degree programs at all three colleges that align with local workforce needs.

Benchmark/KPI: By 2030, Develop at least one bachelor's program at each of the three colleges.

2.2c: Increase with equity the number of students transferring to UC or CSU.

Benchmark/KPI: With intersegmental collaboration, increase transfers to UC/CSU by 25% by 2030.

Objective 2.3: Workforce Outcome: Identify the region's high skill, high demand and high paying programs as well as new programs to be added by 2030 to increase with equity the number of students earning a living wage.

Benchmark/KPI: By 2030, increase with equity the number of graduates earning a living wage by 10%.

By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by xx% (based on historical data)

Goal 3: Equity in Support

Provide maximum levels of institutional support to students by achieving a systematic standard of care that supports students from matriculation through completion.

Objective 3.1: Maximizing Financial Aid: Increase with equity the number of students receiving state, federal, and institutional aid for which they are eligible

Benchmark/KPI: By 2030, increase with equity Pell, California Dream Act, and California College Promise Grant recipients by 25%.

Objective 3.2: Improve Access to Basic Needs: Ensure that RCCD students have equitable access to timely basic needs support (including food and housing) by enhancing services districtwide, strengthening community partnerships, and pursuing funding to sustain and expand these supports.

Benchmark/KPI: By 2030, increase student access to basic needs support services—including food and housing assistance—by 20%. (check past data)

Objective 3.3: Reduce Units to Completion: Decrease with equity the number of units in excess of the 60-unit threshold for the Associate Degree for Transfer or other associate degrees.

Benchmark/KPI: By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.

Benchmark/KPI: By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.

Goal 4: Institutional Effectiveness

The District identifies, measures and reports on student and institutional outcomes to demonstrate the advancement of the District's mission and goals.

Objective 4.1: Improve the efficiency and timeliness of core District processes and procedures, such as Human Resources and Business and Financial Services, to effectively support the development and delivery of instructional, student support, and administrative services.

Benchmark/KPI: District Office will develop KPIs, define baseline data, and set measurable targets.

Objective 4.2: Attain a district-level efficiency of 18 (FTES/FTEF).

Benchmark/KPI: Achieve overall efficiency of 18 FTES/FTEF.

Goal 5: Resources

The District will acquire, manage, and deploy resources—including human, facilities, technology, and financial—to support District goals and advancement.

Objective 5.1: Develop a transparent, data-driven budget allocation model across all units within the colleges and district office to ensure the equitable and efficient distribution of resources.

Benchmark/KPI: District Budget Advisory Sub-Committee will develop KPIs, define baseline data, and set measurable targets.

Objective 5.2: Increase student, faculty, and staff satisfaction with their well-being and safety.

Benchmark/KPI: Human Resources Sub-Committee and District Safety and Security Sub-Committee will develop KPIs, define baseline data, and set measurable targets.

Objective 5.3: Strengthen the physical plant to support academic programs, workforce training, student support services, and administrative functions Districtwide.

Benchmark/KPI: Facilities Planning and Development Sub-Committee will develop KPIs, define baseline data, and set measurable targets.

Objective 5.4: Advance student success and institutional growth through equitable access to technology, a culture of innovation and collaboration, and a resilient, future-ready infrastructure that leverages generative AI and emerging technologies.

Benchmarks/KPIs: IT will establish baselines and targets for the following KPIs:

- Utilization rates of student-facing digital services (MyPortal, SARS, etc.)
- Reduction in equity gaps in course success rates for online and hybrid modalities.
- Percentage of core systems migrated to cloud-based infrastructure.
- Faculty and staff participation in technology-focused professional development.
- Student access to hardware – laptops/internet etc.

Goal 6: Partnerships and Community Engagement

Strengthen RCCD's role and impact as a leading academic institution by cultivating strategic partnerships, engaging the community, and expanding resources to support student success.

Objective 6.1: Expand collaborative partnerships with educational institutions, civic organizations, and businesses to advance student success, regional workforce development, and community enrichment.

Benchmark/KPI: Increase the number of formal partnership agreements leading to resource generation, coordinated programming, and leveraged services by 25% by 2030 (5% annual

increase).

Objective 6.2: Strengthen RCCD capacity to achieve its vision, mission, and strategic priorities through the acquisition of financial resources and other external support, including but not limited to public and private grant funding, philanthropic contributions, and government advocacy.

Benchmarks/KPIs: Diversify funding streams to address uncertainty at the state and federal and reduce reliance on any one source as measured by

- 6.2.1 Achieve a 60% success rate on submitted grant applications (success rate is the number of grants awarded divided by the number of grants submitted)
- 6.2.2 Increase the value of private gifts by 25% by 2030 (5% annual increase)
- 6.2.3 Increase financial resources obtained from private foundations by xx% by 2030.

Objective 6.3: Increase the economic impact of RCCD through the delivery of targeted workforce and economic development initiatives that support employers, employees, industry sectors, and entrepreneurs, among others.

Benchmark/KPI: Increase the number of RCCD workforce and economic development program participants who obtain employment, participate in upskilling training, increase wages, obtain federal contracts, or start a business by 5% annually.

Basic Strategies

Of the six District goals—each with specific objectives—the first three — Equity in Access, Equity in Success, and Equity in Support — correspond most directly to the mission of the District and serve as the driving force of the strategic planning process. These three goals form the basis for all of the District’s teaching and learning activities and provide the essential foundation for prioritizing resources.

The following section outlines a set of possible basic strategies to support these and the remaining District goals. While not exhaustive, these strategies offer a practical starting point to advance our commitment to equity, effectiveness, and student-centered innovation. Developed collaboratively, it includes a clear purpose, actionable plans, and alignment with specific objectives to guide measurable progress by 2030. Together, they serve as a roadmap to initiate implementation and spark continued dialogue, refinement, and expansion as RCCD moves forward.

Goal 1: Equity in Access

Strategy 1: Community-Centered Outreach and Engagement

Purpose: Build trust and awareness among underserved populations to increase equitable access.

Plan of Action:

- Partner with community-based organizations, faith groups, and cultural centers to host college information sessions in multiple languages.
- Launch a mobile outreach unit to visit neighborhoods, community events, and high schools with enrollment support and program information.
- Develop culturally relevant marketing campaigns using local media, social media influencers, and student ambassadors.
- Collaborate and visit K-8 schools to introduce college earlier in the academic pipeline.

Supports Objectives:

- ☒ 1.1 (Enrollment Equity)
- ☒ 1.2 (Dual Enrollment)
- ☒ 1.4 (Noncredit/Adult Ed)

Strategy 2: Seamless Pathways and Enrollment Support

Purpose: Remove barriers to entry and streamline the student journey from interest to completion.

Plan of Action:

- Implement a “One-Stop” digital and in-person enrollment hub with multilingual support.
- Simplify dual enrollment processes through MOUs with local high schools and shared data systems.
- Offer enrollment incentives, including incentives for pursuing full-time enrollment, such as free application workshops, transportation vouchers, or textbook support.

Supports Objectives:

- ☒ 1.1 (Enrollment Equity)
- ☒ 1.2 (Dual Enrollment)
- ☒ 1.4 (Noncredit/Adult Ed)

Strategy 3: Workforce-Aligned Program Expansion

Purpose: Align RCCD offerings with regional economic needs and provide real-world learning opportunities.

Plan of Action:

- Collaborate with local employers and workforce boards to co-design Career Education and noncredit programs.
- Expand paid internships, apprenticeships, and job shadowing through employer partnerships and grant funding.
- Launch targeted programs in ESL, digital literacy, and reentry skills with flexible scheduling and wraparound services.

Supports Objectives:

- ☒ 1.3 (Work-Based Learning)
- ☒ 1.4 (Noncredit/Adult Ed)

Goal 2: Equity in Success

Strategy 1: Completion and Support

Purpose: Help students stay on track and complete their educational goals efficiently and equitably.

Plan of Action:

- Ensure every student is assigned counselors and educational resource advisors to streamline their educational pathway.
- Expand proactive academic advising and case management, especially for first-generation and underserved students.
- Strategically implement academic support services, including assigned tutoring, to students in academic distress.
- Implement AI and other advanced technological tools to provide real-time access to degree audit and personalized academic plans to support timely completion.
- Offer completion incentives such as graduation grants, textbook vouchers, or priority registration for students nearing completion.

Supports Objectives:

- ☒ 2.1 (Completion)
- ☒ 2.2a (ADT Awards)
- ☒ 2.2c & 2.2d (Transfers)

Strategy 2: Strengthen Transfer and Baccalaureate Pathways

Purpose: Create clear, supported pathways to four-year degrees and expand local baccalaureate options.

Plan of Action:

- Deepen partnerships with UC, CSU, and private universities to streamline transfer pathways and articulation agreements.
- Create opportunities for guaranteed admissions to transfer institutions, providing students with access to transfer opportunities.
- Launch targeted ADT campaigns and transfer fairs with university partners.
- Develop and promote RCCD bachelor's degree programs aligned with regional workforce needs (e.g., healthcare, IT, education).

Supports Objectives:

- ☒ 2.2a (ADT)

- ☒ 2.2b (Bachelor's Programs)
- ☒ 2.2c & 2.2d (Transfers)

Strategy 3: Career-Connected Learning and Economic Mobility

Purpose: Ensure students are prepared for high-wage, high-demand careers through real-world learning and support.

Plan of Action:

- Integrate career exploration and planning into the first- year experience and across the curriculum.
- Grow partnerships with employers to expand internships, apprenticeships, and job placement services.
- Track and support alumni outcomes to ensure equitable attainment of living-wage employment.

Supports Objectives:

- ☒ 2.1 (Completion)
- ☒ 2.3 (Living Wage)
- ☒ 2.2b (Bachelor's Programs)

Goal 3: Equity in Support

Strategy 1: Proactive Financial Aid Outreach and Support

Purpose: Ensure all eligible students access the financial resources they need.

Plan of Action:

- Launch a multilingual, culturally responsive financial aid awareness campaign targeting high-need communities.
- Embed financial aid workshops into onboarding, orientation, and first-year experience programs.
- Partner with high schools and community organizations to offer FAFSA and Dream Act Application completion events and one-on-one support.

Supports Objective:

- ☒ 3.1 (Maximizing Financial Aid)

Strategy 2: Integrated Academic Planning and Advising

Purpose: Help students complete their degrees efficiently by reducing excess units.

Plan of Action:

- Implement mandatory academic planning sessions using degree audit tools and guided pathways maps.
- Provide additional professional development for counselors, faculty, and classified professional advisors to monitor student progress and intervene early when students deviate from their plans.
- Use predictive analytics to identify students at risk of accumulating excess units and provide targeted advising.
- Embed technological solutions to reduce time and improve efficiency where appropriate.

Supports Objective:

- ☒ 3.3 (Reduce Units to Completion)

Strategy 3: Cross-Sector Student Support Ecosystem

Purpose: Leverage partnerships to provide wraparound services that address students' academic, financial, and social needs.

Plan of Action:

- Establish formal referral networks with local housing, food security, mental health, and transportation providers.
- Co-locate services on campus through partnerships with county agencies and nonprofits. Create a centralized student support hub (physical and virtual) to connect students with available resources.

Supports Objectives:

- ☒ 3.1 (Maximizing Financial Aid)
- ☒ 3.2 (Access to Basic Needs Support)

Goal 4: Institutional Effectiveness

Strategy 1: Streamline Core Administrative Processes

Purpose: Improve the efficiency and responsiveness of essential District operations to better support instruction and student services.

Plan of Action:

- Conduct process mapping and time-motion studies in HR and Business & Financial Services to identify bottlenecks.
- Implement digital workflow systems (e.g., e-signatures, automated approvals) to reduce processing time.

- Establish and monitor KPIs for HR and Finance with regular reporting and continuous improvement cycles.

Supports Objective:

- ☒ 4.1 (Efficiency in Core Processes)

Strategy 2: Integrate Advanced Technology for Institutional Innovation

Purpose: Leverage generative AI and emerging technologies to enhance learning, student support, and administrative functions.

Plan of Action:

- Pilot AI-powered tools (e.g., chatbots, virtual advisors) to improve access and responsiveness of Districtwide services.
- Support faculty subject matter experts to explore AI integration in teaching and learning, ensuring alignment with academic standards.
- Adopt new technology solutions that improve accessibility, engagement, or operational efficiency.
- Provide professional development to develop deeper knowledge and use of currently available technology solutions such as Microsoft 365 applications.

Supports Objective:

- ☒ 4.1 (AI and Technology Integration to Improve Efficiency, Productivity and Innovation)

Strategy 3: Optimize Instructional Efficiency and Resource Allocation

Purpose: Improve instructional productivity while maintaining quality and equity in learning outcomes.

Plan of Action:

- Use data analytics to align course offerings with student demand and program pathways.
- Identify and introduce technology driven tools to automate course scheduling to maximize resource efficiency.
- Provide professional development for deans and department chairs on scheduling efficiency and FTES/FTEF optimization.
- Monitor and report on FTES/FTEF ratios district-wide, with targeted interventions to reach the benchmark of 18.

Supports Objective:

- ☒ 4.2 (Instructional Efficiency)

Goal 5: Resources

Strategy 1: Equitable and Transparent Resource Allocation

Purpose: Ensure that funding and staffing are distributed fairly across the entire District to meet the diverse needs of each college.

Plan of Action:

- Assess BAM model to guide equitable budget allocations, incorporating enrollment, program costs, and student needs.
- Use a Total Cost of Ownership model to improve efficient and equitable use of resources.
- Establish clear KPIs and targets for resource distribution through collaboration with college and District finance, DBAC, and HR (e.g., 75% full-time faculty goal).
- Conduct annual equity audits of budget and staffing allocations to ensure alignment with institutional priorities.
- Complete the budget allocation model by integrating the actual cost of college specific CTE programs.
- Allow colleges to develop a BAM within the various units of their college along the principles laid for the District.
- Develop a BAM through the District Office that is data driven.

Supports Objective:

- ☒ 5.1 (Equitable Distribution of Funds)

Strategy 2: Foster a Safe, Inclusive, and Supportive Campus Environment

Purpose: Promote access to resources to improve the physical and emotional well-being of students, faculty, and staff.

Plan of Action:

- Expand campus safety infrastructure (e.g., lighting and surveillance) and implement regular safety drills.
- Continue and monitor well-being initiatives such as mental health services, wellness workshops, and employee assistance programs.
- Conduct annual climate and safety surveys and use results to guide continuous improvement efforts.

Supports Objective:

- ☒ 5.2 (Well-being and Safety)

Strategy 3: Build a Future-Ready, Tech-Enabled Infrastructure

Purpose: Advance student success and institutional resilience through strategic investments in facilities and technology.

Plan of Action:

- Prioritize capital projects that support academic programs, workforce training, and student services in collaboration with District and college leadership.
- Expand access to digital tools and cloud-based systems to improve service delivery and learning outcomes.
- Provide ongoing professional development for faculty and staff on emerging technologies, including generative AI.

Supports Objectives:

- ☒ 5.3 (Strengthen Physical Plant)
- ☒ 5.4 (Technology and Innovation)

Goal 6: Partnerships and Community Engagement

Strategy 1: Build and Deepen Strategic Partnerships

Purpose: Expand RCCD's network of collaborators to enhance student success, workforce development, and community enrichment.

Plan of Action:

- Formalize new partnership agreements with K-12 districts, universities, employers, and civic organizations.
- Host annual partnership summits to align goals, share data, and co-design programs.
- Develop a centralized partnership tracking system to monitor growth and impact.

Supports Objective:

- ☒ 6.1 (Expand Collaborative Partnerships)

Strategy 2: Diversify and Grow External Funding Sources

Purpose: Strengthen RCCD's financial resilience and capacity to support strategic priorities.

Plan of Action:

- Launch a districtwide grants development team to pursue public and private funding opportunities.
- Establish an annual district-wide giving campaign and donor engagement strategy to grow philanthropic support.
- Advocate for RCCD priorities at the local, state, and federal levels through coordinated government relations efforts.
- Expand advocacy to regional, state and national foundations (i.e. Irvine Foundation, College Futures, etc.)

Supports Objective:

- ☒ 6.2 (Increase External Support)

Strategy 3: Drive Regional Economic and Workforce Development

Purpose: Position RCCD as a key driver of economic mobility and innovation in the region.

Plan of Action:

- Expand workforce training and upskilling programs in partnership with industry sectors and economic development agencies.
- Launch entrepreneurship and small business support initiatives through RCCD centers or incubators.
- Conduct and publish economic impact reports every three years to demonstrate RCCD's value to the region.

Supports Objective:

- ☒ 6.3 (Increase Economic Impact)

Appendices

A. Strategic Plan Assessment and Analysis of Key Performance Indicators

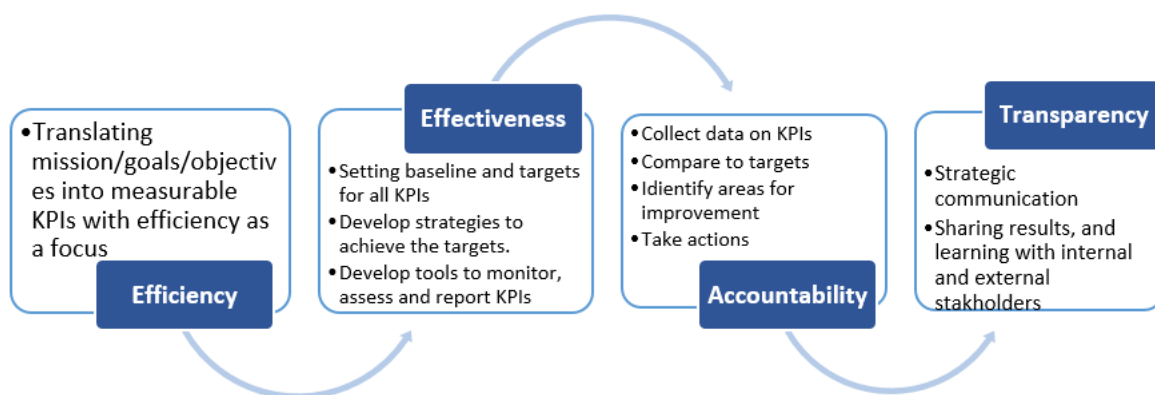
RCCD 2025–2030 Strategic Plan Assessment Process

RCCD’s assessment of its 2025–2030 Strategic Plan is grounded in an integrated, cyclical process that promotes institutional improvement through clear metrics, continuous feedback, and evidence-based decision-making. Designed to evaluate how effectively RCCD fulfills its mission, vision, and strategic goals, this process is anchored in the principles of **Efficiency**, **Effectiveness**, **Accountability**, and **Transparency**—ensuring measurable progress and districtwide alignment.

At the core of this assessment process are four key pillars:

- **Efficiency** begins the cycle by translating the District’s mission and strategic goals into meaningful KPIs. In collaboration with the DSPC, colleges, and departments, RCCD defines metrics related to equity in student access, success, and support, institutional effectiveness, resource allocation, and community engagement. The goal is to optimize resource utilization while maintaining high quality and responsiveness, with a strong focus on advancing student success and closing equity gaps.
- **Effectiveness** involves establishing baselines and annual performance targets for each KPI using both internal and external data. RCCD develops tools and frameworks to monitor progress and assess the impact of strategic initiatives, ensuring alignment between institutional efforts and desired outcomes.
- **Accountability** is a measure of the power of the strategic plan to function as a powerful instrument for delegation of responsibilities and thereby acts as a means to require accountability. Accountability is achieved through systematic measurements and reporting. KPI results are evaluated annually and compared to established targets in a formal Annual Progress Report, which highlights accomplishments, identifies areas for improvement, and assigns responsibility for follow-up actions. This fosters a culture of continuous improvement and performance-based accountability.
- **Transparency** ensures that outcomes, findings, and improvement plans are clearly communicated across the District. Governance structures and decision-making processes are reviewed regularly for clarity and accessibility. Results are disseminated via presentations, publications, and District websites to promote trust, engagement, and institutional integrity.

Framework to Assess RCCD 2025-2030 Strategic Plan



To reinforce these efforts, RCCD will prepare a written annual summary of the progress report, which will be shared broadly across the District. This summary will keep all constituents—including faculty, staff, students, and administration—informed of progress, challenges, and strategic adjustments.

Importantly, RCCD will integrate this annual strategic plan assessment process with the districtwide program review process. By embedding strategic goals/objectives and KPIs into program review, departments and units will be able to align their planning, resource requests, and improvement efforts with the overarching goals of the Strategic Plan. This integration ensures coherence across planning processes and creates a unified framework for continuous institutional effectiveness and accountability.

This assessment cycle is iterative and ongoing, allowing RCCD to continuously translate its strategic vision into measurable impact. Each year, the District will review and refine KPIs, including developing KPIs for social and economic mobility, assess progress, report results, and implement improvements. If goals are not met, corrective actions will be initiated. This closed-loop approach ensures that the Strategic Plan remains a dynamic, responsive tool that supports both internal development and the broader priorities of Vision 2030.

Analysis of Key Performance Indicators (KPIs)

KPIs provide a structured framework for measuring institutional progress toward achieving the District's strategic goals and objectives. Each KPI is aligned with a specific objective and includes a defined baseline—the current performance level based on the most recent validated data—and a target representing the desired level of achievement over the next five years.

By setting clear, measurable benchmarks, this section ensures accountability and facilitates data-informed decision-making across the District. The KPIs will be monitored annually and updated as needed to reflect changing conditions, new initiatives, and evolving District priorities. Together, these metrics support RCCD's continuous improvement efforts and commitment to equitable student success.

Equity in Assessment of KPIs

Equity is a foundational theme embedded throughout the goals, objectives, and KPIs outlined in this document. Its consistent integration across all facets of the planning process reflects its centrality to the mission and vision of the District. Rather than isolating equity as a standalone objective, RCCD aligns with statewide practices by embedding equity considerations within each goal and measure.

In evaluating progress toward measurable targets—particularly those associated with Goals 1, 2, and 3—equity will serve as a critical lens through which achievement is assessed. Where appropriate, KPIs will be disaggregated by race and ethnicity and analyzed using the Percentage Point Gap (PPG-1) method, a recognized approach for identifying disproportionate impact (DI). This method compares the performance of specific student populations against the overall performance, excluding the population in question. For instance, the success rate of African American students will be compared to the overall success rate minus African American students. If the resulting gap exceeds the established margin of error, the population will be designated as experiencing disproportionate impact.

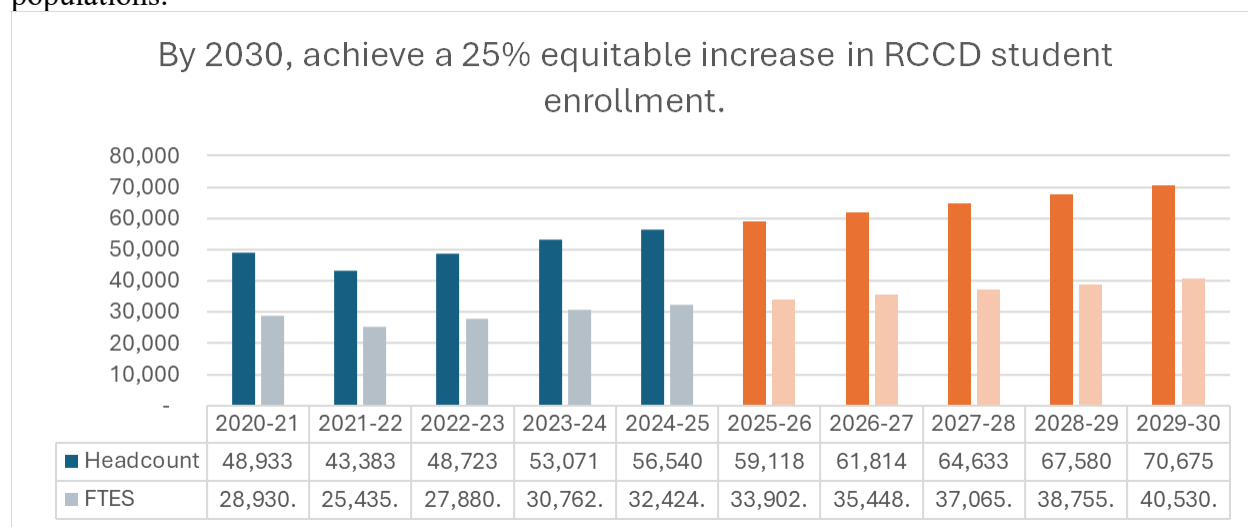
Importantly, improvements in overall success rates must be accompanied by a proportional reduction in DI gaps as identified through PPG-1 analysis. Meeting the overall target alone does not constitute full attainment of a KPI unless there is also demonstrable progress in closing equity gaps among DI populations identified during the initial assessment year. This equity-focused analysis will be incorporated into the annual evaluation of each goal to ensure accountability and sustained progress. Resources will support the progress through equitable allocation of human and fiscal resources aligned through the district's standard of care framework to continually uplift students segments experiencing disproportionate impacts.

Overall KPI Baselines and Targets

This section presents the KPIs for Goals 1 (Equity in Access), 2 (Equity in Success), and 3 (Equity in Support), which focus on student-related outcomes. Some KPIs for Goals 4, 5, and 6 are currently under development and will be added at a later stage. The data and projections use 2024–25 as the baseline year, with annual targets established for each KPI over the next five years.

Objective 1.1: Increase with equity the number of students attending a RCCD college, especially among underserved

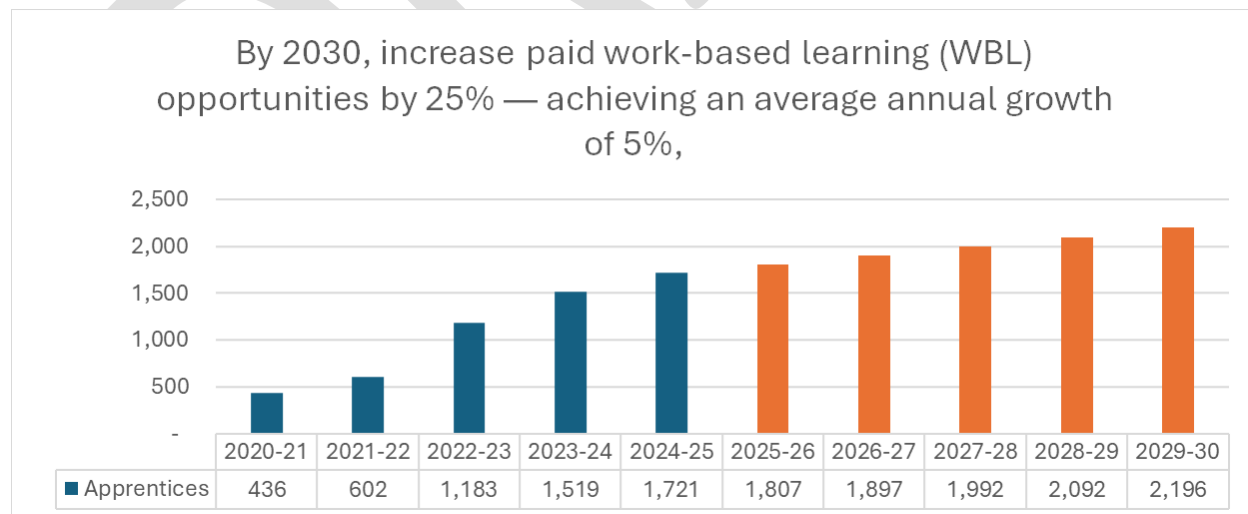
populations.



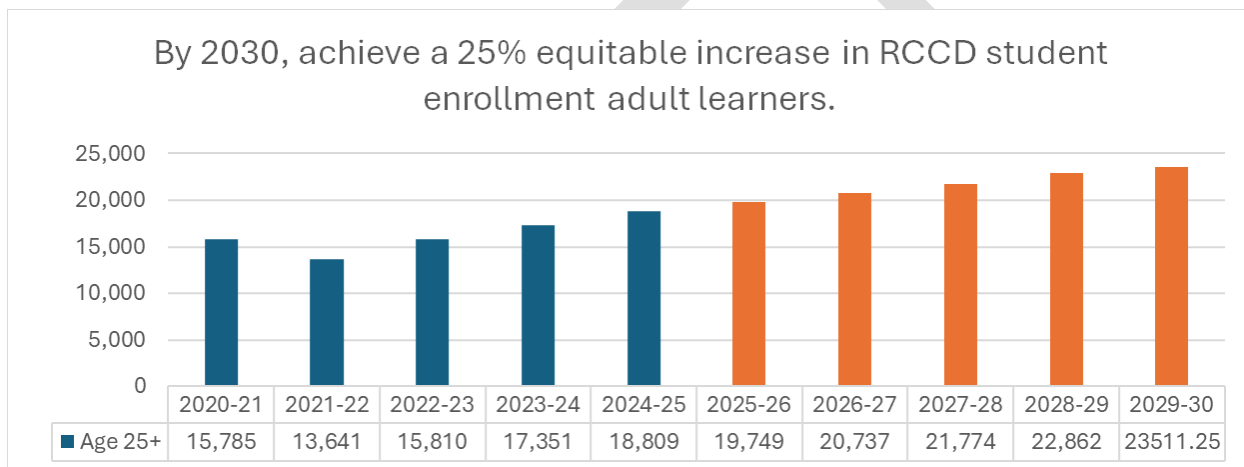
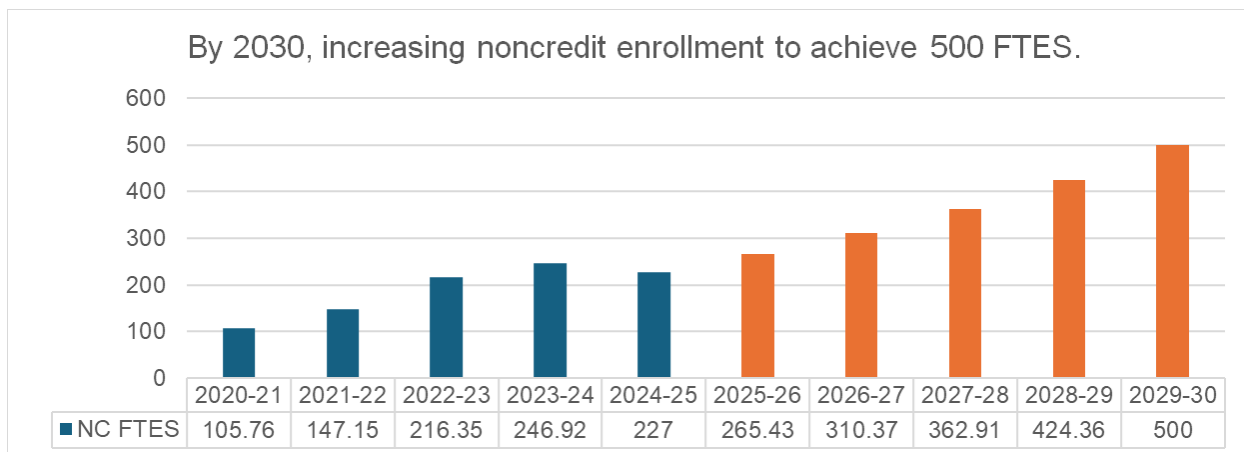
Objective 1.2: Increase dual enrollment participation by improving systemic communication and planning with local districts: strengthening high school and district partnerships, proactively identifying and addressing challenges, streamlining enrollment processes, and targeting outreach to underserved student populations.

Add FTES data from dual enrollment

Objective 1.3: Expand RCCD's workforce development programming by increasing paid work-based learning (WBL) opportunities that align educational pathways with regional labor market needs.

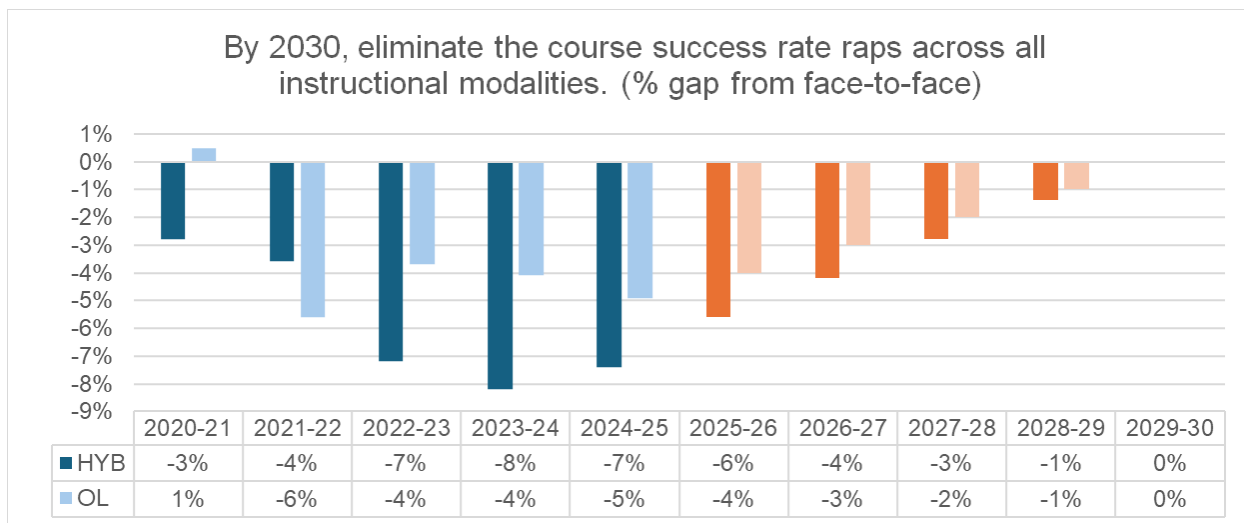


Objective 1.4: Grow RCCD's noncredit and adult education programs by expanding offerings in high-demand areas through community partnerships and targeted outreach.

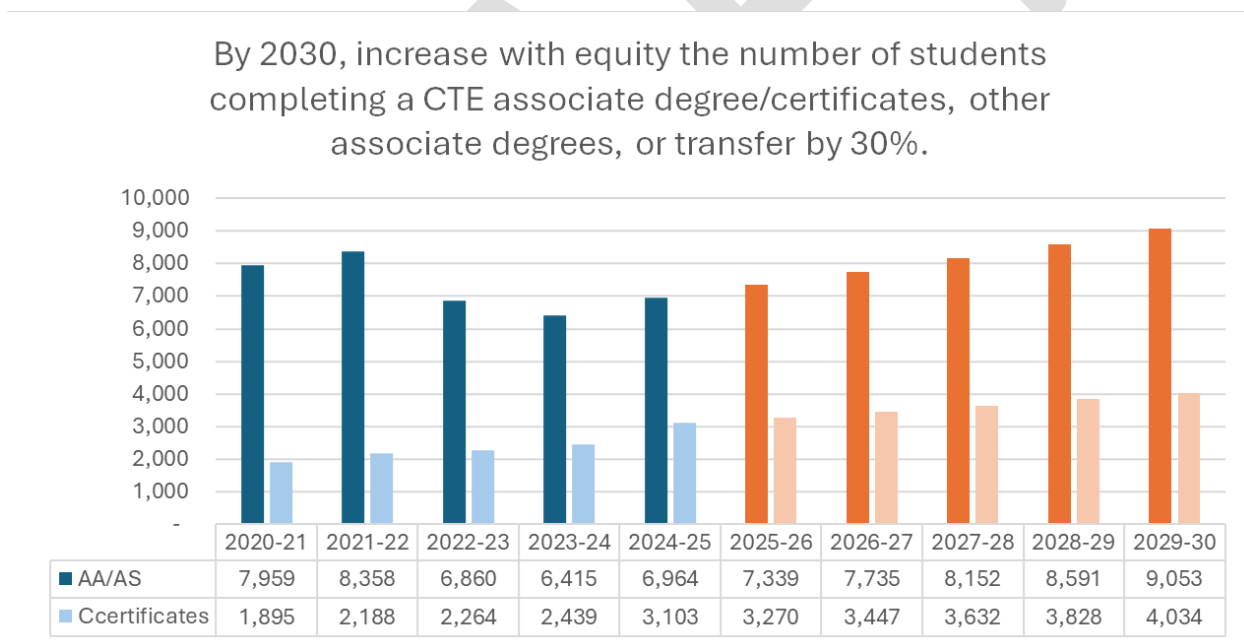


Objective 1.5: Strengthen institutional infrastructure, including policies, procedures and practices, as well as technological and human resources, to address with equity the instructional and student support needs of students who choose to pursue their educational goals at a distance through online education.

Benchmark/KPI: By 2030, eliminate the course success rate gaps across all instructional modalities.



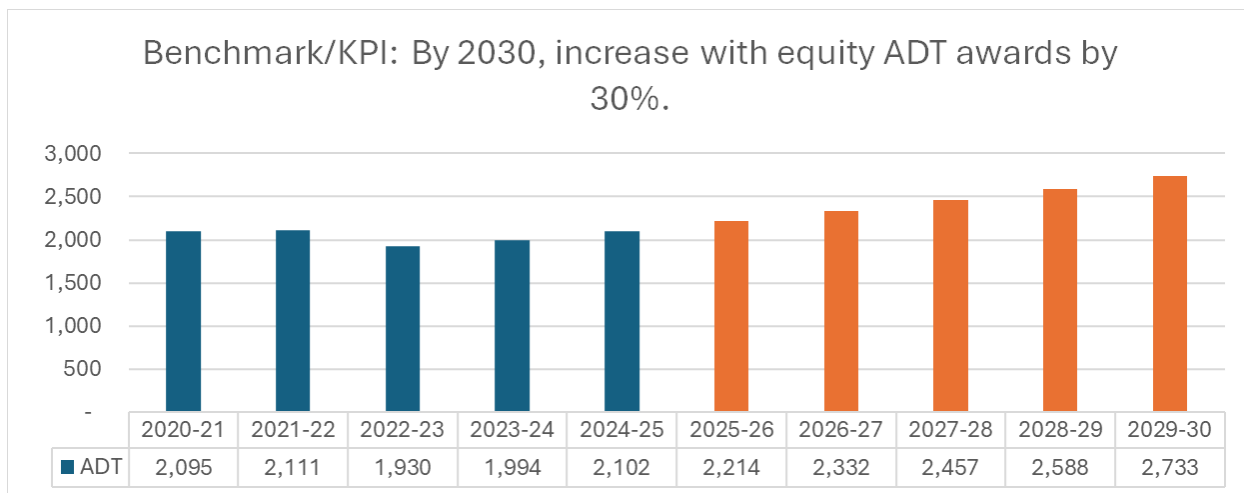
Objective 2.1: Completion: Increase with equity the number of students who achieve a meaningful educational outcome.



Add three year graduation rate data

Objective 2.2: Increase with equity the number of students earning ADTs and transferring.

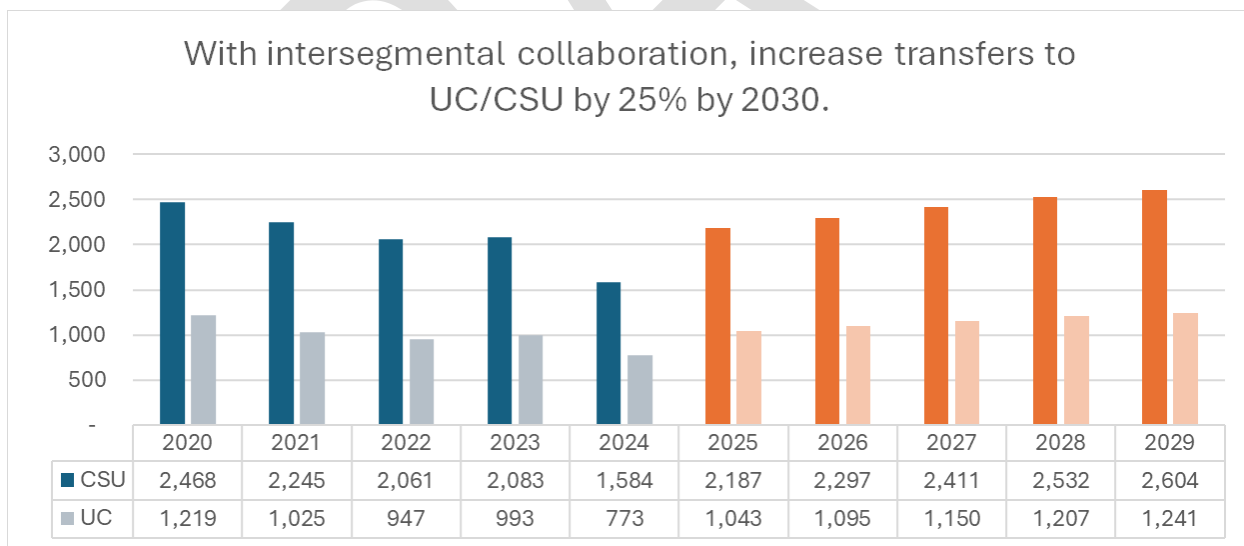
2.2a: Increase with equity the number of students earning an Associate Degree for Transfer (ADT).



2.2b: Support the development of bachelor's degree programs at all three colleges that align with local workforce needs.

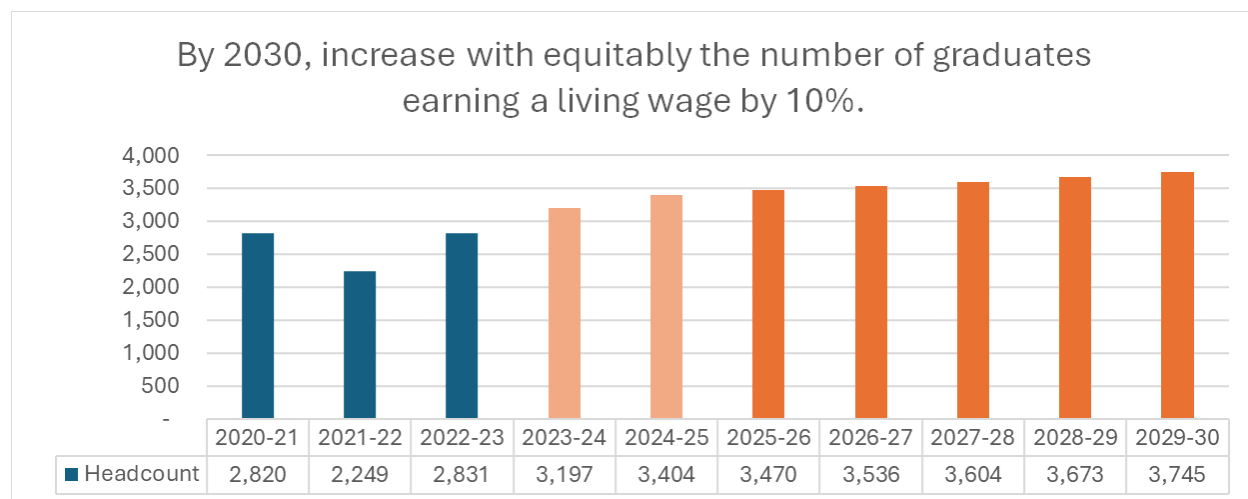
Benchmark/KPI: By 2030, develop at least one bachelor's degree program at each of the three colleges.

2.2c: Increase with equity the number of students transferring to UC or CSU.



Note: Due to unavailable data, 2023 was used as the base line for the projections.

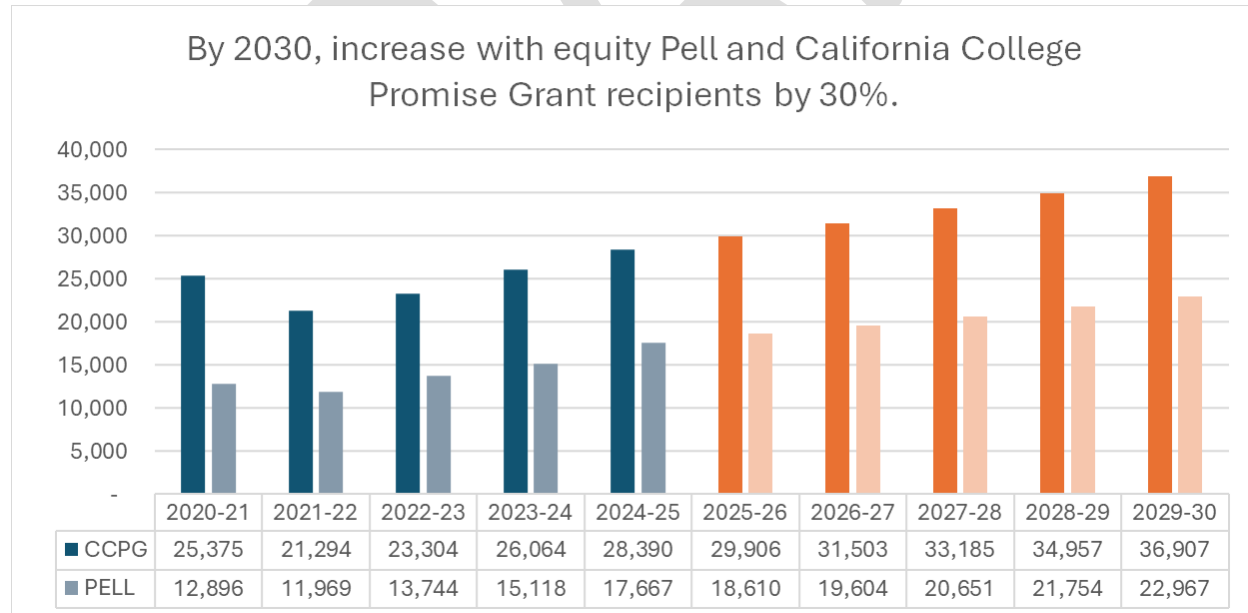
Objective 2.3: Workforce Outcome: Increase with equity the number of students earning a living wage.



** Note: Due to unavailable data, half the percent increase from 2021–22 to 2022–23 was used to estimate increases for 2023–24 and 2024–25. The 2024–25 estimate then served as the baseline for a projected 10% increase by 2029–30.*

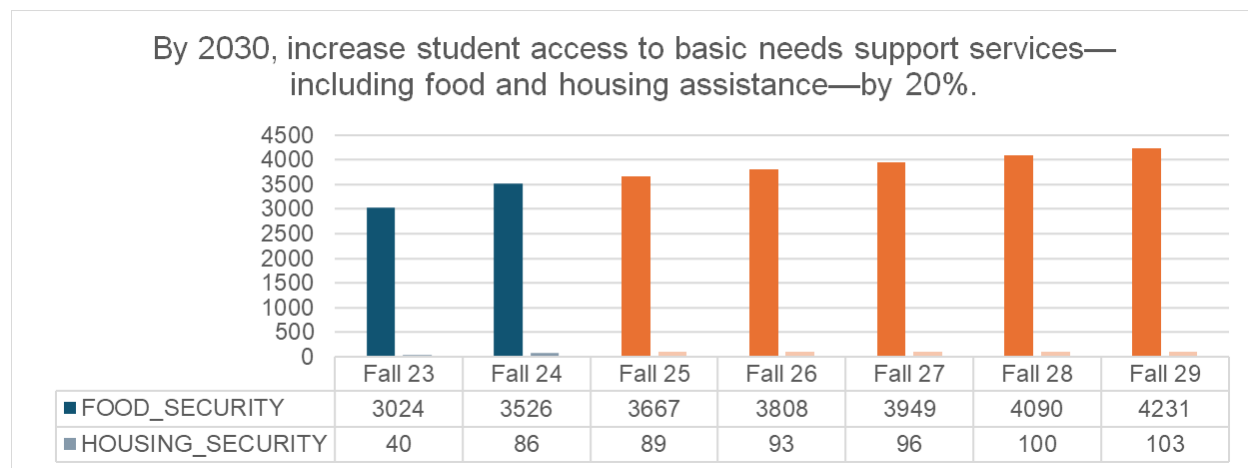
**Note: We will also look at programs with a living wage from the Bureau of Labor Statistics and connect that to graduates.*

Objective 3.1: Maximizing Financial Aid: Increase with equity the number of students receiving state, federal, and institutional aid for which they are eligible.



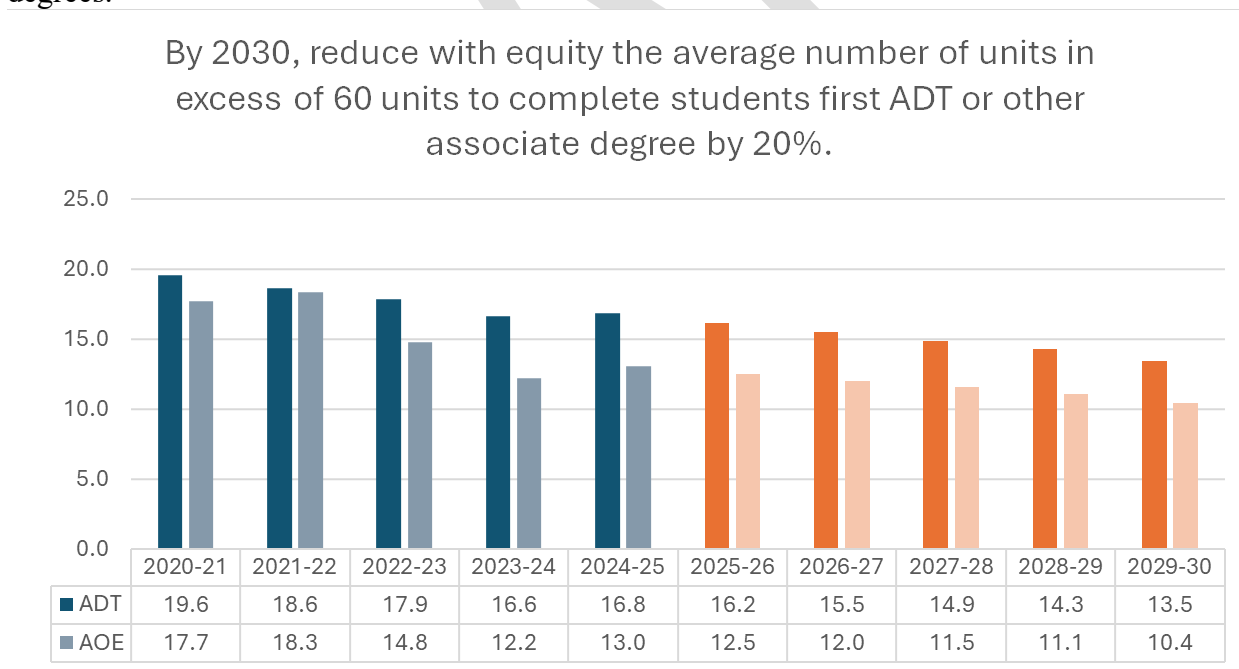
Objective 3.2.: Improve Access to Basic Needs Support: Ensure that RCCD students have equitable access to timely basic needs support (including food and housing) by enhancing services districtwide, strengthening community partnerships, and pursuing funding to sustain and expand these supports.

Benchmark/KPI: By 2030, increase student access to basic needs support services—including food and housing assistance—by 20%. (check this data)



*Data not collected fully until fall 2023

Objective 3.3: Reduce Units to Completion: Decrease with equity the number of units in excess of the 60-unit threshold for the Associate Degree for Transfer or other associate degrees.



Add AOE data here (phase out)

B. Environmental Scan and SWOT Analysis

Environmental Scan

Based on this comprehensive environmental scan for the Riverside Community College District (RCCD), here are 12 strategic planning recommendations focused on the pillars of access, success, and support:

- Expand Dual Enrollment and Adult Education Programs
- Develop Targeted Outreach for Latino/a/x and Special Populations
- Strengthen Guided Pathways and First-Year Experience Programs
- Invest in Career and Technical Education (CTE) Pathways
- Support Students by Enhancing and Establishing High Impact Programs that Address Financial Obstacles
- Build a Centralized Data Infrastructure
- Expand Online and Hybrid Learning Support
- Enhance Transfer Pathways and ADT Utilization
- Create Efficient, Effective, Accountable, and Transparent Business District Office Processes
- Launch a Regional Workforce and Economic Mobility Initiative
- Continue Support for Employee Professional Development
- Establish a Coordinated, Student Centered, and Accountable Support Framework through the Standard of Care Model

Riverside Community College District's environmental scan recommendations focus on expanding educational access through dual enrollment and adult education programs. Strengthening partnerships with local high school districts, particularly those with low college-going rates, is a key component of this initiative. By extending dual enrollment opportunities to 9th and 10th graders and allocating additional resources, RCCD aims to reverse enrollment declines and reduce student loan burdens. Population trends indicate a decline in high school enrollments by 2030, but a potential increase in adult learners aged 25-54, offers new enrollment opportunities. Moreover, college-going rates in the Inland Empire are significantly lower than the state average, despite higher-than-average high school graduation rates. This suggests that a substantial number of high school graduates are choosing not to pursue further academic education. One strategy to improve college-going rates is to offer high-skill, high-wage career and academic pathways that align with the community's local workforce needs.

Targeted outreach efforts are designed to support Latino/a/x students and special populations, including foster youth, veterans, single parents, and formerly incarcerated individuals. Given that over 70% of RCCD students identify as Latino/a/x, yet bachelor's degree attainment remains low, culturally responsive outreach and support services are essential. Additional programs focused on special populations aim to close persistent equity gaps in college completion rates. Addressing language diversity in the Inland Empire further highlights the need for multilingual student support.

Strengthening student pathways and career preparation is central to the plan. Enhancements to Guided Pathways and first-year experience programs aim to ensure students complete 30 units in their first year while integrating career exploration early on. Expanding career and technical education (CTE) programs in high-wage fields such as nursing, IT, and data science aligns with

regional labor market needs. Investments in stackable credentials, short-term certificates, and campus infrastructure will improve workforce readiness, supporting economic mobility. Moreover, a robust and student centered support framework through the standard of care can create a comprehensive and connected support framework for a student on their academic journey by providing consistent and personalized guidance that is based on the allocation of FTES across the district.

Additional recommendations focus on student success through financial and support services. Expanding Zero and Low Textbook Cost courses, providing student housing, and strengthening basic needs initiatives will reduce financial barriers. Investing in centralized data infrastructure, hybrid and online learning support, and improving transfer pathways will enhance RCCD's ability to track student progress and improve outcomes. A renewed focus on institutional efficiency, regional workforce alignment, and employee retention supports the District's commitment to social and economic transformation.

SWOT Analysis

This section presents a SWOT analysis of the strategic planning efforts undertaken by the colleges for their upcoming planning cycles. The analysis is based on data derived from the gap analysis tables above, which compare strategic planning approaches across the colleges. The goal of this section is to identify areas where the District can provide targeted support to address potential gaps and to help mitigate any weaknesses or threats that may impact college-level strategic planning.

Strengths

- **Unified College Planning Vision:** All colleges have aligned their strategic planning with the California Community Colleges' Vision 2030. By basing district-wide planning on this framework, colleges remain consistently aligned not only with one another but also with the District and state.
- **Equity-Focused Frameworks:** While all colleges have embraced an equity-minded approach, they have engaged with different frameworks. Nevertheless, each college's plan is rooted in social justice and committed to advancing equity.
- **Integration of Guided Pathways:** All colleges have adopted the guided pathways framework, incorporating its concepts and processes into their planning to enhance student success.
- **Strong Governance and Planning Structures:** Each college has established robust planning and governance structures that align with the District's strategic planning governance, ensuring effective coordination and implementation.
- **Commitment to Professional Development:** All colleges have prioritized ongoing professional development to support continuous improvement and provide equity-focused training.

District Office Specific:

- **Passionate employees:** District office employees are dedicated for the improvement of student and community betterment. The employees have expertise and commitment to the furtherment of education and community improvement.

Weaknesses

- **College-Specific Strategic Planning:** Thus far, strategic planning has been largely siloed within individual colleges. While all institutions align with Vision 2030 and District directives, they have adopted distinct frameworks and processes. Therefore, intentionality of alignment becomes of utmost importance.
- **Diverse Planning Approaches:** Strategic planning approaches vary in complexity and structure. RCC's transformational approach may lean toward abstraction, whereas Norco's framework might be more procedural.

District Office Specific:

- **Siloed, Disconnected, and Outdated:** Departments and areas often operate separately relying on outdated technology and processes that are inefficient. These inefficiencies have proven difficult to modernize and resistant to change. Disconnect and inefficient processes can lead to operational barriers that affect the student experience.

Opportunities

- **Opportunities for Cross-Collaboration:** A shared District plan can facilitate and support collaboration among colleges, ensuring alignment with their collective purpose and vision. This analysis is setting the foundation for that cross-collaboration.
- **Advancing Data and Technology Expansion:** The District and colleges have the opportunity to drive innovation by promoting emerging technologies like AI and implementing a centralized data structure for improved efficiency and accessibility.
- **Leading in Equity Initiatives:** By integrating the strongest equity elements from its colleges, the District has the potential to become a leader in equity within the Inland Empire and across the state.
- **Expanding Career-Aligned Learning:** The District can strengthen community support and economic resilience by promoting high-paying, high-skilled career pathways and expanding career-focused learning opportunities.

District Office Specific:

- **Align Processes, Develop Employees, and Assess:** Develop and leverage modern technology and business processes to streamline decision making. Outreach to local employers and high-school districts to align processes and develop a data centralized pipeline. Assess processes with program review processes that align with District, college, and state strategic planning.

Threats

- **Risk of Fragmented Planning:** A lack of cohesion in planning models and governing structures can result in siloed efforts and inefficiencies, hindering overall effectiveness.
- **Challenges of Initiative and Legislative Fatigue:** When outcomes are unclear or difficult to measure, resistance and complacency can emerge, leading to strategic plans being shelved rather than serving as active guides for business processes.

- **Prioritizing Resource Equity:** Uneven or insufficient resources must be addressed as a priority; without adequate support, plans risk becoming impractical and impossible to fully implement.

District Office Specific:

- **Budget, Competition, and Legislation:** State budget deficit and threats against federal grant funding with changes to federal education structure and support can impact operations. Also, online opportunities through for-profit institutions create competition for potential student enrollments.

Centralization and Support Framework

To centralize and support the three strategic plans from Riverside City College (RCC), Moreno Valley College (MVC), and Norco College (NC), a coordinated district-wide approach is essential. Here's a structured proposal for how this could be achieved.

1. Scale the District Strategic Planning Council to focus on

- Share best practices
- Coordinate timelines and reporting
- Ensure consistency with RCCD Vision 2030 and CCCCO mandates
- Annual district-wide planning summit
- Update and maintain current district-wide governance repository
- Use the three colleges' strategic plans to drive and inform the District's strategic plan

2. Create a Unified Strategic Planning Hub

A centralized platform that:

- Reports progress towards shared goals and uses Vision 2030 goals that allows comparisons across District
- Leverage already established dashboards that allows disaggregated data comparisons
- Supports transparency and accountability that reduces the need to report out
- Share findings from climate surveys and program reviews from both the District and colleges

Benefits:

- Enables real-time data sharing and planning practices
- Facilitates cross-college benchmarking
- Supports equity-focused decision-making

Tool: A district-wide calendar and planning matrix.

3. Develop a Shared Equity and Innovation Resource Hub that Facilitates Cross-College Learning Communities

A digital and physical repository for:

- Professional development materials (e.g., DEIA, Guided Pathways, AI ethics)
- Equity frameworks (e.g., RCC's Liberatory Consciousness, MVC's Social Justice lens)
- Templates for program review, onboarding, student engagement, hiring practices, and succession plans.
- Monthly "Strategic Exchange" forums
- Rotating leadership development workshops

Focus Areas:

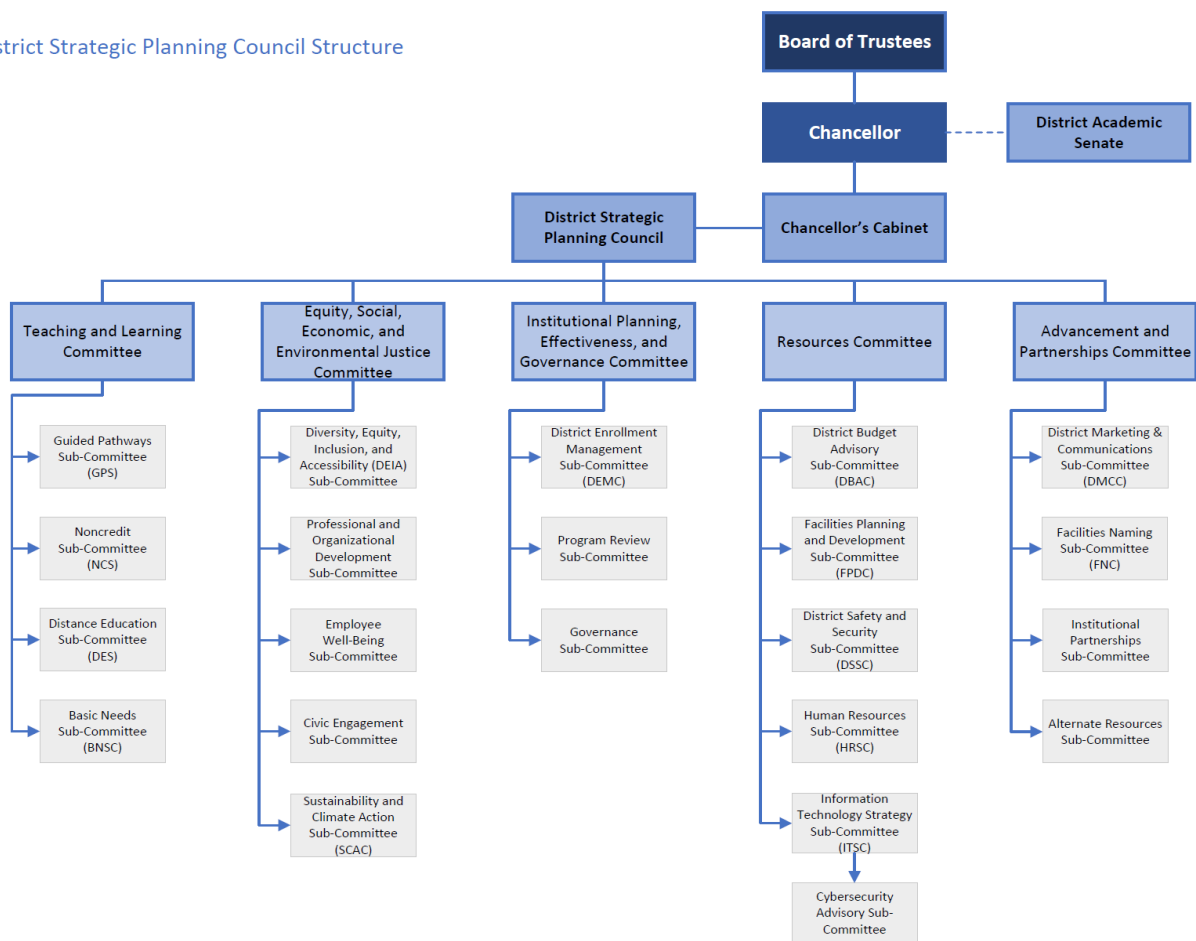
- Equity-centered training materials on pedagogy and practices
- Data literacy
- Student-centered policies, practices, and procedures
- Governance and participatory decision-making

4. Leverage District-Level Funding and Centralized Functions

- Pool resources for shared initiatives (e.g., AI integration, ZTC pathways, student basic needs)
- Coordinate grant writing and reporting
- Align budget allocation models (BAM), and District staffing with colleges' strategic priorities
- Increase the three colleges' accessibility to the District budget information and decision-making
- Implement a district-wide technology plan that supports the college's needs
- Evaluate and improve hiring practices and procedures

B. District Strategic Plan Committee Structure

District Strategic Planning Council Structure



Dated: 02/28/24

C. DSPC Strategic Planning Workgroup Membership

Thank you to the following DSPC Taskforce members for their contributions to the development of this strategic plan:

Kimberly Bell – District Academic Senate / Norco Academic Senate President
 Esteban Navas – Moreno Valley College Academic Senate President
 Jo Scott-Coe – Riverside City College Academic Senate President
 Joel Webb – Moreno Valley College faculty
 Jennifer Escobar – Moreno Valley College faculty
 Wendy McKeen – Riverside City College faculty
 Lashonda Carter – Riverside City College faculty
 Patrick Scullin – Riverside City College faculty
 Rhonda Taube – Faculty Association representative
 Tenisha James – Norco College Vice President Planning and Development
 Kristi Woods – Riverside City College Vice President Planning and Development
 Jake Kevari – Moreno Valley College Vice President Planning and Development
 Tammy Few – Vice Chancellor of Human Resources & Employee Relations

Casandra Greene – Riverside City College classified professional
Maurice Bowers – Riverside City College classified professional
Charise Allingham – Norco College classified professional
Arlene Serrato – Moreno Valley College classified professional
Christopher Blackmore – Associate Vice Chancellor, District office IT representative
Chris Clarke – Executive Director, External Relations & Strategic Communication
Susanne Ma – District Information Technology representative
Kristine DiMemmo – Riverside City College Vice President Business Services
Eric Bishop – Vice Chancellor of Educational Services & Strategic Planning/Interim President, RCC
Rebeccah Goldware – Vice Chancellor of Institutional Advancement & Economic Development
Aaron Brown – Vice Chancellor of Business & Financial Services
Laurie McQuay-Peninger, Executive Director, Office of Grants & Sponsored Programs
Debra Mustain, Dean, Community Partnerships & Workforce Development
Robert Mason, Director of Inland Empire Tech Bridge
Steven Butler – Dean of Institutional Research, Planning, and Effectiveness
Lijuan Zhai – Associate Vice Chancellor of Educational Services & Institutional Effectiveness

Links to supporting documents:

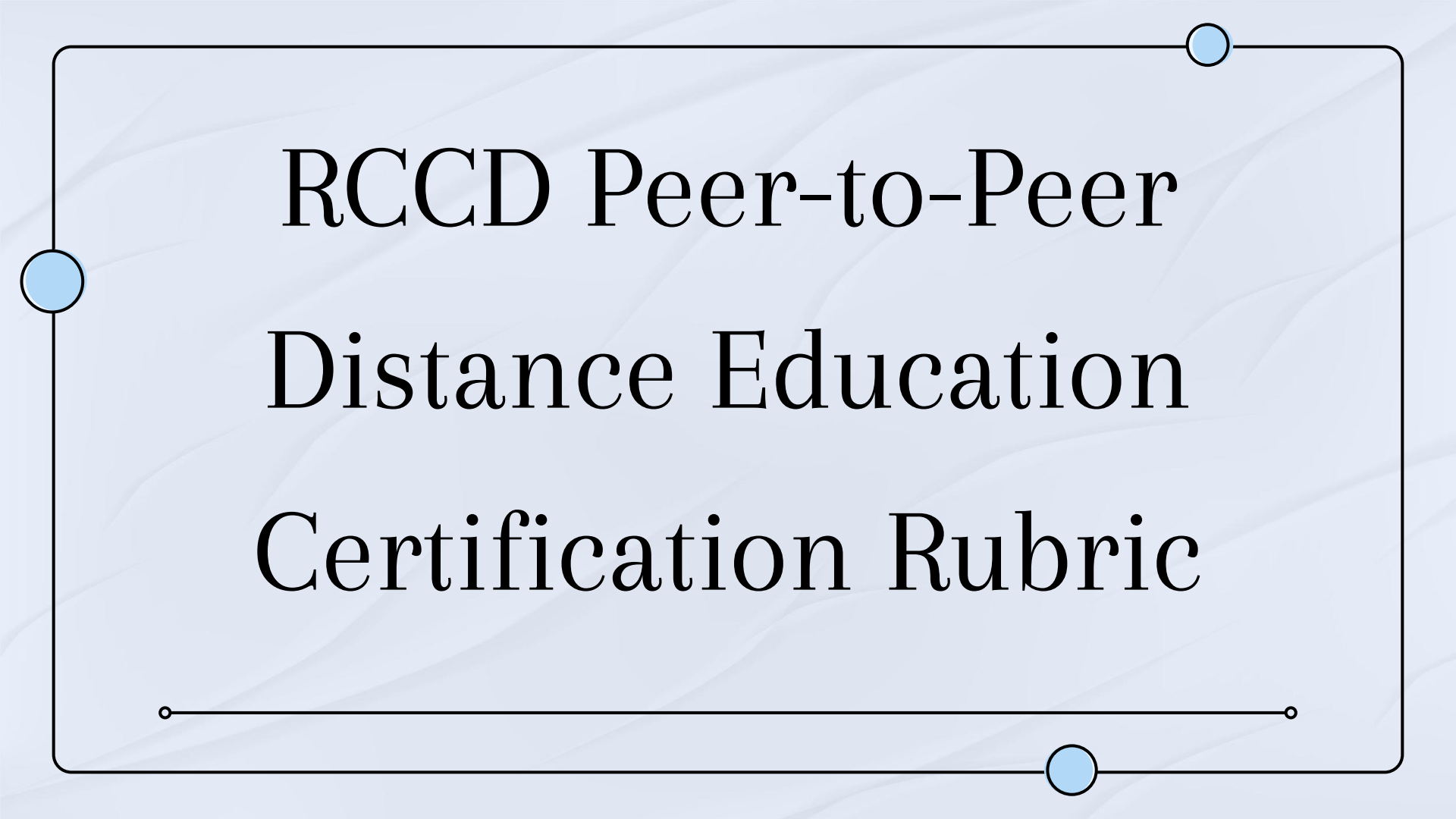
[Assessment Report of RCCD Strategic Plan 2019-2024](#)

[RCCD Environmental Scan 2025](#)

[RCCD Strategic Planning SWOT Analysis 2025](#)

RCCD Strategic Plan 2025-30 Vetting Timeline
DRAFT as of August 7, 2025

April, 2025	Strategic Planning Workgroup formed
April-June, 2025	Environmental scan & SWOT analysis, drafting mission, vision, value statements, goals, objectives, KPIs
June – August, 2025	Review and revise draft mission, vision, value statements, goals, objectives, KPIs
August 13, 2025	Completed draft – Share draft with Dr. Isaac to get initial feedback
August 25, 2025	Share the timeline and draft with District Academic Senate
August 29, 2025	Share the timeline and draft with DSPC
September 1, 2025	Send draft to local college leadership constituencies including Presidents, VCs, VPs, Deans, Academic Senate Presidents, Strategic Planning Chairs for review and input
September 26, 2025	Feedback due date
October 6, 2025	College Academic Senates first read
October 20, 2025	College Academic Senates second read and approve
October 27, 2025	Institutional Planning, Effectiveness, and Governance Committee review and approve
November 14, 2025	District Strategic Planning Council review and approve
November 17, 2025	Chancellors Cabinet
December 2, 2025	Board of Trustees Teaching and Learning Committee
December 9, 2025	Board of Trustees Regular meeting - approve



RCCD Peer-to-Peer Distance Education Certification Rubric

Agenda

01

Workgroup & Scope
of Project

03

Certification Rubric

02

DE Certification
Rubric

04

Next Steps &
Recommendations

Distance Education Summer Workgroup

- Laura Adams, Professor, Psychology (NC)
- Stacy Cerwin- Bates, Associate Professor, Reading (RCC)
- Carrie Foster, Associate Professor, Communication Studies (MVC)
- Adam Navas, Associate Professor, Mathematics (MVC)
- Brit Osgood-Treston, Associate Professor, English (RCC)
- Kyla Rankin, Associate Professor, Psychology (MVC)
- Jo Scott-Coe, Professor, English (RCC)
- Soohyun Son, Associate Faculty, Music (NC)

Scope of Work

History:

- DE MOU

Charge:

- Develop thresholds for certification in alignment with ACCJC accreditation standards
- Draft peer review rubric for reviewer selection

Deliverables:

- Peer-to-Peer Distance Education Certification Rubric
- Criteria for selecting reviewers

Reference Documents

Support Documents Reviewed:

- ADA: Americans with Disabilities Act
- ACCJC RSI: [ACCJC RSI Rubric](#)
- T5: [California Title 5](#)
 - T5 55204: [California Title 5 Section 55204. Instructor Contact](#)
 - T5 55200: [California Title 5 Section 55200 Definition and Application](#)
 - T5 55206: [California Title 5 Section 55206 Separate Course Approval](#)
- ADA: [Americans with Disabilities Act](#)
- AP2105: [RCCD AP2105](#)
- RCCD RSI: [RCCD RSI Guidelines](#)
- DE IOI: [RCCD DE IOI](#)
 - [Approved by RCCD Academic Senate 5/24/2021](#)
- OEI: [OEI Course Design & POER Rubric](#)
- POER: [Peralta Online Equity Rubric \(POER\)](#)

Peer-to-Peer DE Certification Rubric - Section 1

Content Presentation and Course Design in Canvas

- a. OEI (A4): Homepage is set and provides clear instructions as to where to start.
- b. RCCD RSI/OEI (C4): A tentative schedule shows items such as due dates, topics of instruction, etc.
- c. RCCD RSI/AP2105: Predictable publishing, unlocking, and availability cycles, such as modules, assignments, or announcements, are spread throughout the semester with due dates.
- d. DE IOI (2.2, 2.5)/OEI (A5): Modules have consistent structure and organization.
- e. DE IOI (2.3)/OEI (A4): Clear guidance is provided on how to navigate material for each module (e.g., introduction page, announcement, home page).
- f. RCCD RSI/AP2105/OEI (A9): The instructor provides explanation as to how students should engage with the course content (e.g., readings, documents, videos, links).

Peer-to-Peer DE Certification Rubric - Section 2

Course Communication and Interactions

- a. ACCJC RSI/RCCD RSI/AP2105/OEI (B2): The communication policy in the syllabus states how the instructor will initiate contact with students, including method, frequency, and response time.
- b. ACCJC RSI/RCCD RSI/AP2105: The communication policy in the syllabus states how the instructor will monitor and respond to student academic engagement and success.
- c. ACCJC RSI/OEI (B3): The communication policy in the syllabus states how students can contact the instructor, including guidance for participation.
- d. ACCJC RSI/AP2105/RCCD RSI/DE IOI: At least two of the following types of substantive interactions are provided on a regular basis:
 - Providing direct instruction
 - Assessing or providing feedback on a student's coursework
 - Providing information or responding to questions about the content of a course or competency
 - Facilitating a group discussion regarding the content of a course or competency
- e. AP2105/DE IOI/T5 (55204): Opportunities for student-to-student engagement and interaction are present.

Peer-to-Peer DE Certification Rubric - Section 3

Assignments

- a. DE IOI/OEI (C5): Assignments have clear descriptions of educational goals.
- b. DE IOI/OEI (C6): Assignments have clear instructions and submission guidelines.
- c. DE IOI/OEI (C6, C7): Assignments have clear grading criteria and include a timeline for feedback.

Peer-to-Peer DE Certification Rubric - Section 4

Equitable Teaching Practices

- a. RCCD RSI/ACCJC RSI/OEI (A10)/POER (E2): The instructor promotes and encourages use of tutoring services, engagement centers, or other campus resources.
- b. RCCD RSI/ACCJC RSI/OEI (A10): Canvas guides and video tutorials are available where needed.
- c. RCCD RSI/POER (E8): Communications and activities foster care and connection among students and with the instructor.
- d. ADA/T5 (55200, 55206)/AP2105/OEI (Section D)/DE IOI: Module reviewed is accessible (all sections below must be aligned/not applicable for alignment).
 - D1 - Use of proper headings
 - D2 - Uses accessible lists
 - D3 - Uses descriptive links
 - D4 - Uses accessible tables
 - D5-D6 - Uses accessible color contrast
 - D7 - Uses images with alternative text
 - D8-D10 - Uses accessible files (Documents, Slides, and Spreadsheets)
 - D12-D13 - Uses video/audio with closed captions

Reviewer Minimum Qualifications

Faculty who regularly teach Distance Education courses should apply to become a Peer-to-peer Distance Education certification reviewer. If interested in this SPR opportunity, please submit a letter of interest and resume to Human Resources & Employee Relations.

Candidates will be selected based on the below criteria:

Minimum qualifications

- 6 terms teaching online within the past five years
- At least one type of DE Certification through
 - An equivalent online teaching certification from the below list:
 - Pre-Approved [DE trainings for equivalency](#) from other colleges
 - Online Teaching and Design @One course completion
 - A POCCR certified course from any college
 - Peer Online Course Review Sections A-D training completion
 - Completion of the RCCD Peer-to-peer DE Certification process

Reviewer Preferred Qualifications

Faculty who regularly teach Distance Education courses should apply to become a Peer-to-peer Distance Education certification reviewer. If interested in this SPR opportunity, please submit a letter of interest and resume to Human Resources & Employee Relations.

Preferred qualifications

- 10 terms teaching online
- MVC, NC, or RCC DE Committee Member
- Online Teaching and Design @One course completion and completion of one of the One of four @ONE Equity options
 - Teaching with OER and Open Pedagogy for Equity
 - Equity & Culturally Responsive Teaching
 - Equitable Grading Strategies
 - Humanizing Online Learning & Teaching
- Experience as a POCR reviewer
- POCR certified course

Selected reviewers will be expected to attend training and review resources on using the DE Peer-to-Peer Certification Rubric.

Next Steps & Recommendations

- Governance processes
- Developing support
- Request for feedback

Resources & Links

- [RCCD Peer-to-Peer Distance Education Certification Rubric](#)
- [RCCD Peer-to-Peer Distance Education Certification Rubric Submission Form](#)
- Canvas Resources

RCCD Peer-to-Peer Distance Education Certification Rubric	
Instructions: To complete your peer review for distance education certification, download this document and fill out the Faculty Information section to begin your review. Save the file in the following format: Current Term and Year_Faculty First and Last Name_DE Certification Review.	
This document includes the following sections: - Faculty Information: Fill in this section with the appropriate information. - Review Overview: This section provides an overview of the review and will be automatically updated as you complete the rubric. You do not need to edit any cell in this section. - Key for 'Review' Dropdown Values: This section outlines the color coded system for the rubric. - Distance Education Certification Rubric Criteria: You will complete your review in this section. You will update the review section (using the dropdown options) and add notes for any criteria that is identified as 'Not Yet' to provide guidance on what needs to be completed for alignment. The 'Total Aligned' below each major section will automatically calculate as you complete the review.	
If revisions are required by faculty for alignment, send your review to the faculty for them to complete updates. A second review will be necessary once updates are made. If the faculty has met all criteria during the first review, a second review is not necessary.	
Once the faculty has a review that meets all criteria, the completed rubric will be submitted to the DE Chair or Coordinator.	

Faculty Information	
Faculty Reviewed (First and Last Name):	
Faculty Reviewed RCCD Email:	
Faculty College:	
Date of Review:	
Course Title (e.g., English Composition):	
Course Number and Section (e.g., ENGL-C1000-00000):	
Module Reviewed (e.g., Week 4: Title):	
Term Reviewed (e.g., Spring 2025):	
Faculty Reviewer (First and Last Name):	
Faculty Reviewer RCCD Email:	

Review Overview (this section will update automatically as you complete the rubric below)		
Section	Total Aligned	Conclusion
Content Presentation and Course Design in Canvas (6 Criteria)	0	Not Yet
Course Communication and Interactions (5 Criteria)	0	Not Yet
Assignment Include Clear Descriptions (3 Criteria)	0	Not Yet
Equitable Teaching Practices (4 Criteria)	0	Not Yet

Key for 'Review' Dropdown Values:	Needs Review
	0 = Not Yet
	1 = Aligned

Distance Education Certification Rubric Criteria			
Rubric Major Sections	Rubric Criteria	Review	Notes (for 'Not Yet')
1. Content Presentation and Course Design in Canvas	1A: Homepage is set and provides clear instructions as to where to start.	Needs Review	
	1B: A tentative schedule shows items such as due dates, topics of instruction, etc.	Needs Review	
	1C: Predictable publishing, unlocking, and availability cycles, such as modules, assignments, or announcements, are spread throughout the semester with due dates.	Needs Review	
	1D: Modules have consistent structure and organization.	Needs Review	
	1E: Clear guidance is provided on how to navigate material for each module (e.g., introduction page, announcement, home page).	Needs Review	

	1F: The instructor provides explanation as to how students should engage with the course content (e.g., readings, documents, videos, links).	Needs Review	
	TOTAL ALIGNED (OUT OF 6):	0	
2. Course Communication and Interactions	2A: The communication policy in the syllabus states how the instructor will initiate contact with students, including method, frequency, and response time.	Needs Review	
	2B: The communication policy in the syllabus states how the instructor will monitor and respond to student academic engagement and success.	Needs Review	
	2C: The communication policy in the syllabus states how students can contact the instructor, including guidance for participation.	Needs Review	
	2D: At least two of the following types of substantive interactions are provided on a regular basis: - Providing direct instruction - Assessing or providing feedback on a student's coursework - Providing information or responding to questions about the content of a course or competency - Facilitating a group discussion regarding the content of a course or competency	Needs Review	
	2E: Opportunities for student-to-student engagement and interaction are present.	Needs Review	
	TOTAL ALIGNED (OUT OF 5):	0	
3. Assignments Include Clear Descriptions	3A: Assignments have clear descriptions of educational goals.	Needs Review	
	3B: Assignments have clear instructions and submission guidelines.	Needs Review	
	3C: Assignments have clear grading criteria and include a timeline for feedback.	Needs Review	
	TOTAL ALIGNED (OUT OF 3):	0	
4. Equitable Teaching Practices	4A: The instructor promotes and encourages use of tutoring services, engagement centers, or other campus resources.	Needs Review	
	4B: Canvas guides and video tutorials are available where needed.	Needs Review	
	4C: Communications and activities foster care and connection among students and with the instructor.	Needs Review	
	4D: Module reviewed is accessible (all sections below must be aligned/not applicable for alignment).	Needs Review	
	Use of proper headings	Needs Review	
	Uses accessible lists	Needs Review	
	Uses descriptive links	Needs Review	
	Uses accessible tables	Needs Review	
	Uses accessible color contract	Needs Review	
	Uses images with alternative text	Needs Review	
	Uses accessible files (Documents, Slides, and Spreadsheets)	Needs Review	
	Uses video/audio with closed captions	Needs Review	
	TOTAL ALIGNED (OUT OF 4):	0	

Recommended Qualifications for Reviewer Selection

Faculty who regularly teach Distance Education courses should apply to become a Peer-to-peer Distance Education certification reviewer. If interested in this SPR opportunity, please submit a letter of interest and resume to Human Resources & Employee Relations.

Candidates will be selected based on the below criteria:

Minimum qualifications

- 6 terms teaching online within the past five years
- At least one type of DE Certification through
 - An equivalent online teaching certification from the below list:
 - Pre-Approved [DE trainings for equivalency](#) from other colleges
 - Online Teaching and Design @One course completion
 - A POCR certified course from any college
 - Peer Online Course Review Sections A-D training completion
 - Completion of the RCCD Peer-to-peer DE Certification process

Preferred qualifications

- 10 terms teaching online
- MVC, NC, or RCC DE Committee Member
- Online Teaching and Design @One course completion and completion of one of the One of four @ONE Equity options
 - Teaching with OER and Open Pedagogy for Equity
 - Equity & Culturally Responsive Teaching
 - Equitable Grading Strategies
 - Humanizing Online Learning & Teaching
- Experience as a POCR reviewer
- POCR certified course

Selected reviewers will be expected to attend training and review resources on using the DE Peer-to-Peer Certification Rubric.

Senate Spotlight Dates for Fall 2025-Spring 2026

Fall 2025

September 16—Regular BOT

Moreno Valley College*

**Possible pivot to December meeting if no presenter is yet available.*

October 7—Regular/Committee BOT Meeting (RCC Campus)

Riverside City College

November 18—Regular Board Meeting

Norco College

December 9—Regular Board Meeting

*TBD if needed

Spring 2026 >> Dates TBD

March

Moreno Valley or Riverside City College (depending on December)

April

*Spring Break April 13-17

Norco College

May

Moreno Valley College or Riverside City College (depending on March)

June

*TBD if needed (depending on March)

Update: Wednesday July 30 2025

CONSTITUTION OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT ACADEMIC SENATE

ARTICLE I. NAME AND MISSION

Section 1. The name of the representative organization hereby established shall be the Academic Senate for the Riverside Community College District, hereafter called the District Academic Senate.

Section 2. Mission of The District Academic Senate:

A. The District Academic Senate operates pursuant to Title 5, Subchapter 2, Sections 53200 - 53206, California Code of Regulations and Education Code Sections 70900-70902.

B. The District Academic Senate is the duly elected official voice of the Academic Senates of the Riverside Community College District, and is comprised of representatives from each of the College Academic Senates within the District. It is an official vehicle for communication between the Riverside Community College District Board of Trustees, the Riverside Community College District Administration, and College faculties. It is recognized as a body through which dialog necessary to the formulation of District policy and recommendations in academic and professional matters may take place, particularly in the following areas (Title V, Section 53200):

1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation and success;
6. district and college governance structures, as related to faculty roles;
7. faculty roles and involvements in accreditation processes, including self study and annual reports;
8. policies for faculty professional development activities;
9. processes for program review;
10. processes for institutional planning and budget development;
11. other academic and professional matters as mutually agreed upon between the Board of Trustees and the District Academic Senate.

The Board of Trustees "relies primarily" or reaches "mutual agreement" on the recommendations of Academic Senate(s) on items #1-11 above as indicated in Board Policy 2005.

ARTICLE II. POWERS AND RESPONSIBILITIES

The powers of the District Academic Senate shall be:

Section 1. To provide coordination among the faculties and Academic Senates of the Colleges within the Riverside Community College District.

Section 2. To participate in the formation of policies and procedures in academic and professional matters.

Section 3. To coordinate the academic and professional development of a multi-college district.

Section 4. To facilitate communication between the Board of Trustees, the Administration, faculty, and students in all matters relating to community college education.

Section 5. The District Academic Senate is recognized by the Board of Trustees as a consultant body to the Board of Trustees and to the Chancellor.

Section 6. The District Academic Senate may accept any powers and responsibilities delegated to it by law and by the Board of Trustees. Further, it is recognized as a partner in developing the policies of participatory governance for the District.

Section 7. The District Academic Senate may accept any powers and responsibilities delegated to it by joint resolution of the Academic Senates of the Colleges.

Deleted: , the

Deleted: will

Deleted: y

Formatted: Highlight

Deleted: for items falling under XXXXX and reach "mutual agreement" with Academic Senate on items XXXXX [need to sort numbers since order is different in BP vs here/Ed Code].

Formatted: Font: Bold, Highlight

Update: Wednesday July 30 2025

Section 8. The President of each College Academic Senate shall have a recognized chair at all formal meetings of the Board of Trustees. The District Academic Senate President shall be empowered to speak to the items under consideration.

Section 9. The Academic Senate of a College within the District may present views and recommendations to the Chancellor for inclusion in the Board Agenda as information items. The Board of Trustees shall consider and respond to such views and recommendations (Title 5, Section 53200).

Section 10. Initiate research relating to policies and procedures on academic and professional matters.

Section 11. Participate in Board of Trustees Subcommittees with governing board representatives in the development of key institutional policies, including but not limited to minimum qualifications, equivalencies, and hiring procedures; and collaborate with the bargaining agent, in the development of personnel policies (e.g., tenure review, evaluation procedures, and faculty service areas).

Section 12. Provide a mechanism for the selection of the Distinguished Faculty Lecturer.

ARTICLE III. LIMITATION OF AUTHORITY

Section 1. The District Academic Senate is comprised of representatives from the Academic Senates from the Colleges of the District, and must provide a forum for the expression of concerns from these separate entities. Constituent Academic Senates shall enjoy equality in the deliberative process, and through the District Academic Senate be heard as one voice.

Section 2. District decisions may only be made by the District Academic Senate. It is expected that a culture of collegiality will prevail and consensus will be reached. However, when consensus is not reached, a majority vote may be used. When no agreement exists, a joint session of the College Senates may be called by two out of three College Academic Senate presidents or two out of three College Academic Senates.

Section 3. If a joint session of the College Senates does not produce consensus, a College Academic Senate President may demand that a majority vote be taken. At the discretion of the dissenting College Academic Senate, a minority report may be presented to the Board of Trustees.

ARTICLE IV. REPRESENTATION

Section 1. The District Academic Senate (DAS) shall consist of six members: the Academic Senate President and Vice President from each of the Academic Senates from the Colleges of the Riverside Community College District. Each academic year, the seat of DAS President will rotate by college. The DAS President will serve as chair and will not vote except in cases of a tie. Is "one college, one vote" possible as an alternative to the non-voting chair if we expand the body?

Formatted: Highlight

Section 2. The District Academic Senate will also include a non-voting chairperson from each of the Standing Committees established by the By-laws of the District Academic Senate and the Chancellor's designee.

Section 3: Pursuant to the Ralph M. Brown Act, all meetings of the District Academic Senate, and all standing committees authorized under District Academic Senate auspices, shall be governed by the Ralph M. Brown Act and be open to all members of the faculty, the Administration, staff, students, and the public.

Section 4: Public Comments The public may comment on items not included on the District Academic Senate (DAS) agenda during the "Public Comments" agenda item only.

- Total time for public comments will be 10 minutes. A majority vote of DAS may extend this time.
- Time limits for each individual speaker will be 3 minutes unless there are several speakers, in which case individual speaker time may be reduced or total time may be extended by majority vote.
- Public comment is to be germane to the duties of the body, relate to current or new items for discussion and decision by the body, be respectful, and avoid the use of offensive language or pejoratives.
- DAS members may not discuss nor may they take action on public comments associated with items not on the agenda. If a DAS member determines that the issue needs further discussion, the member may submit an agenda item dedicated to the issue at a subsequent meeting

Commented [DK1]: With a max allotted time of 10 minutes, this only allows for 3 speakers before a vote is needed to extend time.

Section 5. When the membership of the District Academic Senate does not include a faculty member from a vocational area, the District Academic Senate shall appoint a faculty member to serve in a non-voting capacity for one academic year.

Commented [DK2]: Shall or may?

Update: Wednesday July 30 2025

Section 5. The District Academic Senate shall hold regular meetings not less than once a month during the full semesters of the academic year. The time and place of regular meetings shall be determined by the District Academic Senate. A quorum of the District Academic Senate will be four of six members.

ARTICLE V. OFFICERS

Section 1. Officers for the District Academic Senate shall include a President, a Vice-President, and a Secretary.

Section 2. The office of the District President shall rotate annually among the Presidents or designees of the College Academic Senates next in alphabetical order according to the names of the Colleges

Section 3. The incoming President shall designate the Vice-President and Secretary, subject to the agreement of those nominated. Appointments take effect immediately upon agreement of those serving.

Section 4. The officers of the District Academic Senate shall serve terms of office of one year.

Section 5. The President and Vice President of the District Academic Senate may not hold the office of the President or Vice President of RCC-CTA concurrently.

Section 6. The officers of the District Academic Senate serve for the fiscal year (July 1-June 30.).

Section 7. The District Academic Senate President shall:

- A. develop agendas and conduct meetings of the District Academic Senate;
- B. regularly meet with the District Chancellor, with other administrators and staff as needed, and report to the District Academic Senate on relevant issues;
- C. represent before the Board of Trustees any faculty matter within the purview of the District Academic Senate;
- D. represent the District Academic Senate on any District-wide and/or administrative council;
- E. represent the District Academic Senate in consultation with RCC-CTA, CSEA, and the District Student Senate;
- F. upon approval of the District Academic Senate, register District Academic Senate endorsement of documents sent to relevant federal, state, and regional authorities;
- G. address academic and professional aspects of regulatory issues in the Education code and Title 5 of the California Code of Regulations, and organize a District Academic Senate response in a timely manner;
- H. make appointments not otherwise provided for in this Constitution, such appointments to be ratified by agreement of the District Academic Senate.

Section 8. The District Vice-President shall:

- A. act in the capacity of the President in any case where the President is unable to serve;
- B. participate with the District Academic Senate President in monthly meetings with the Chancellor of the District, and with others as needed.

Section 9. The District Secretary shall:

- A. keep minutes of the District Academic Senate meetings, keep minutes of any general faculty meeting called by the District Academic Senate, make these records available to the entire faculty following District Academic Senate approval, maintain a file of all minutes and official documents (e.g. dated copy of Constitution and By-Laws of the District Academic Senate, expiration dates of all terms of office of officers and committee members);
- B. ensure that all written material be prepared in a timely manner for dissemination at general sessions of the District Academic Senate;
- C. participate with the District Academic Senate President in monthly meetings with the Chancellor of the District, and with other administrators and staff as needed;

ARTICLE VI. DISTRICT ACADEMIC SENATE COMMITTEES

Section 1. The District Academic Senate shall create such District Standing Committees as it deems necessary for the fulfillment of its role in the governance of the District. Standing committees shall be listed, their functions and their

Update: Wednesday July 30 2025

membership described, and their membership selection processes explained in the District Academic Senate By-Laws. With the exception of the Curriculum Committee, Standing Committees shall be composed of two members from each of the Colleges in the District, designated in a fashion determined in the Constitutions and Bylaws of the College Academic Senates.

Section 2. The District Academic Senate shall create ad hoc committees as needed to conduct the business of the District Academic Senate or to fulfill any of its governance responsibilities. Membership on ad hoc committees may come from the District Academic Senate or from the faculty at large or from a combination of sources as the District Senate determines. The District Academic Senate President shall name members of ad hoc committees contingent upon the approval of the District Academic Senate.

ARTICLE VII. BY-LAWS AND AMENDMENTS

Section 1. Upon the consent of the College Academic Senates in the District, any article or section of this Constitution may be amended.

Commented [DK3]: Refine. Majority vote of each of the three Senates(?)

Section 2. Amendments may be proposed by any College Academic Senate in the District.

Section 3. The By-Laws of the District Academic Senate shall be enacted or amended by the District Academic Senate in accordance with the Constitution of the Senate.

ARTICLE VIII. EFFECTIVE DATE

Section 1. This District Academic Senate Constitution will take effect upon the approval of the faculty of the Riverside Community College District. Until such time as the Riverside Community College District is composed of separately accredited colleges, the District Academic Senate President shall represent all faculty, organized on campuses of the District. To the extent possible, the principles embodied in this document will be honored as the District works toward separate accreditation for its colleges.

Section 2. This District Academic Senate Constitution shall be re-authorized by each of the College Academic Senates upon the Re-Accreditation of the Riverside Community College District as a multi-college district, whichever comes later.

BY-LAWS OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT ACADEMIC SENATE

ARTICLE I. COMMITTEE POWERS AND RESPONSIBILITIES

Section 1. The purpose of Standing Committees is to facilitate the work of the District Academic Senate in the areas described in I.2.B of the Constitution. Each Committee shall, at its first meeting and under the supervision of the President of the District Academic Senate, elect a chairperson to serve for one year and to represent the committee on the District Academic Senate. Each committee shall meet regularly, but not less than once monthly during the fall and spring semesters. The chairperson of each Standing Committee shall represent the Committee on the District Academic Senate. With the approval of the committee, the chairperson may delegate this duty to any willing member of the committee. Chairs of the Standing Committees shall rotate annually among the Colleges on an alphabetical basis.

Section 2. Each Standing Committee will be composed of six members serving staggered two-year terms. Two faculty members shall be chosen from each College in a fashion designated by the Constitutions/By-Laws of the College.

Section 3. The primary purpose of District Standing Committees shall be to discuss and inform the College Academic Senates in order to empower them to make decisions in academic and professional interests of their faculty. Where a District Standing Committee believes a change in District Board Policy is needed, its members shall recommend changes to and through their College Academic Senates.

Section 4. Each Standing Committee of the District Academic Senate shall identify an Administrator to serve as non-voting co-chair and to provide a liaison to the Administration.

Section 5. The District Academic Senate also recognizes the central faculty role in the District Equivalency Committee

Update: Wednesday July 30 2025

ARTICLE II. STANDING COMMITTEES

Section 1. The Curriculum Committee

A. The District Curriculum Committee shall be the coordinating voice of faculty in the District with regard to 5 California Code of Regulations Section 53200.1, "Curriculum, including establishing prerequisites and placing courses within disciplines"

Deleted: Title V,

B. The District Curriculum Committee shall be made up of faculty representatives from each College, in the manner determined by the Constitution and By-laws of the College.

C. All curricular matters of relevance to a single College shall be resolved by the curriculum committee of the College affected.

D. All curricular matters which impact two or more Colleges must come before the District Curriculum Committee. The District Curriculum Committee shall have the power to recommend resolution of curricular conflicts between Colleges to the District Academic Senate. The chairperson of the District Curriculum Committee shall represent the District Curriculum Committee to the District Academic Senate, which shall make the final decision in areas of curricular conflict.

Section 2. The Professional Growth and Sabbatical Leave Committee

A. The District Professional Growth and Sabbatical Leave Committee shall be the coordinating voice of faculty in the District with regard to 5 California Code of Regulations Section 53200.8, "policies for faculty professional development activities"

Deleted: Title V,

Section 3. The Strategic Planning and Budget Committee [Where did this committee go? If chaired by admin and not a standing committee of senate, then non-Brown Act]

A. Section 1. The Strategic Planning and Budget Committee shall be the coordinating voice of faculty in the District with regard to 5 California Code of Regulations Section 53200(c)(10), "processes for institutional planning and budget development."

Deleted: Title V,

Deleted: .10

B. The Strategic Planning and Budget Committee shall establish a liaison with both RCC-CTA and the District Chief Financial Officer.

Section 4. Academic Standards Committee

A. The Academic Standards Committee shall be the coordinating voice of faculty in the District with regard to 5 California Code of Regulations Section 53200(c)(2) and (c)(3), "degree and certificate requirements" and "grading policies"

Deleted: Title V,

Deleted: s

Deleted: .2 and .3

Section 5. Assessment and Accreditation Committee [Do we still have this? Would it be standing or District?]

A. The District Assessment and Accreditation Committee shall be the coordinating voice of faculty in the District with regard to 5 California Code of Regulations Section 53200(c)(5) and (c)(7), "standards or policies regarding student preparation and success" and "faculty roles and involvement in accreditation processes, including self study and annual reports"

Deleted: Title V,

Deleted: s

Deleted: .5 and .7

Section 6. Program Review Committee

A. The District Program Review shall be the coordinating voice of faculty in the District with regard to 5 California Code of Regulations Section 53200(c)(9), "processes for program review."

Deleted: Title V,

Deleted: s

Deleted: .9

Section 7. Part-Time Faculty Committee

A. The District Academic Senate shall establish a Part-Time Faculty Committee to report on issues relating to part-time faculty.

B. The Part-Time Faculty Committee shall establish a liaison with CTA.

ARTICLE III. Senate-appointed District Committees

Section 1. District Equivalency Committee: Pursuant to District Administrative Procedure 6210[A], the District Equivalency Committee is recognized by the District Academic Senate.

Deleted: per AP

A. At the end of each academic year, or upon District Academic Senate request, the equivalency committee will deliver an activity report to the District Academic Senate (total equivalencies granted and denied, disciplines requested, total procedural appeals if any). The committee may also recommend or request a review of the equivalency procedure.

ARTICLE IV. THE FACULTY LECTURE

Section 1. The District Academic Senate shall designate the Distinguished Faculty Lecturer. The Faculty Lecturer shall not normally come from the same college in any two subsequent years. The District Academic Senate may

Update: Wednesday July 30 2025

delegate the means of selecting the Distinguished Faculty Lecturer to a College in the District.

