

Riverside Community College District Academic Senate

Monday, October 27, 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: Sept. 29, 2025
- 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 (**Zhai or designee**)

IV. Ongoing Business

- A. **First Read and Action:** The RCCDAS will discuss proposed updates to DAS constitution and bylaws in preparation for local governance review and DAS second read Dec. 1 (Scott-Coe or designee)
- B. **Discussion and Action:** The RCCDAS will review the proposed expansion of equivalency options for DE certification as shared from local DE committees and senates (**Navas, Bell, and Scott-Coe**)
- C. **Discussion Item (possible action):** The RCCDAS will discuss implementation and timeline for RCCD DE certification by peer-to-peer review (**Navas or designee**)
- D. **Discussion Item (possible action):** The RCCDAS will discuss notes received from the Faculty Association on AP 2101 and address next steps in approval flow (**Taube or designee, with Scott-Coe, Bell, and Navas**)
- A. **Action Item, Second Read:** The RCCDAS will conduct a second read of the RCCD Strategic Plan (**Zhai or designee**)

V. New Business:

- A. **Information and action:** The RCCDAS will review the draft calendar of local and district senate meetings for AY 2026-27 (**Scott-Coe or designee**)
- B. **Discussion and possible action:** The RCCDAS will review proposed updates from the PG&SL committee regarding AP 6160A (Renfrow or designee)
- C. **Discussion and possible action:** The RCCDAS will discuss development of BP/AP to address Title 5 Section 54221, Burden-Free Access to Instructional Materials (Bell or designee)

VI. Roundtable Senate Matters:

The District Academic Senate will address matters connected to purview areas and issues of immediate concern. (**Navas, Bell, Scott-Coe**)

VII. College Senate Reports

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

VIII. 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.

Riverside Community College District Academic Senate

Monday, September 29, 2025

3:00 PM - 5:00 PM

The meeting of the Riverside Community College District Academic Senate was called to order by Senate President, Jo Scott-Coe.

Members Present: Esteban Navas and Jo Scott-Coe

Members Absent: Kimberly Bell

Guests: L. Adams, C. Blackmore, M. Carpenter, S. Cerwin-Bates, A. Covarrubias, E. Deck, K Douglass, T. Few, R. Goldware, R. Gonzalez, W. Isaac, J. Lesch, S. Nafzgar, S. Popiden, D. Renfrow, J. Rhyne, L. Ripley, R. Taube, S. Yates and L. Zhai

I. Preliminaries

- A. Call to Order: 3:01 PM.
- B. Approval of the Agenda: Navas/Scott-Coe - Approved unanimously.
- C. Approval of the Minutes:
 - June 2, 2025 - Navas/Scott-Coe - Approved unanimously.
 - August 25, 2025 - Navas/Scott-Coe - Approved unanimously.
- D. Public Comments: None

II. Committee and liaison Reports

- A. RCCD Faculty Association (**Taube**)
 - Standardized Accounting Method issues are affecting both the Senate and the Faculty Association; progress depends on departments submitting proposals that reflect their specific needs. There will be no one-size-fits-all solution. Concerns were raised about potential pay impacts, especially for part-time faculty, with differences that could range from \$400–\$700 per course. Disciplines/departments are urged to meet, discuss and provide input.
 - The Faculty Association has sunshined its negotiation articles, but time remains for the District to do so. Additional items can added through mutual agreement.
- B. Curriculum (**Douglass**)
 - The District and College Curriculum Committees continue the intensive work on Common Course Numbering, despite the heavy workload from new state mandates. All three colleges have completed the required annual training for Title V's ongoing approving local authority.
 - Phase I of Common Course Numbering (CCN) has been completed, with all courses articulated and a launch deadline set for Friday, October 3 for the 2026-2027 catalog. Phase IIA is currently in progress and will be included in college catalogs next Fall. Activities for Phase IIB are scheduled for late fall and early spring, and Phase III will commence once state templates become available.
 - The new Standardized Accounting Method, which eliminates previously funded "overhang" units, affects faculty load, pay, and course design across 519 courses in 38 disciplines. Workload concerns are significant, and discussions are underway about possible reassigned time or special project support to manage the additional demands.

C. Global Learning and Study Abroad (**Rhyne**)

- The Global Learning and Study Abroad Committee will adopt updates to the committee's mission, vision, and objectives.
- The Committee is working on a new Certificate of Achievement in Global Studies, expected to launch next fall.
- 2026 Tokyo program applications are opening soon and there are indications of strong early interest from students.
- Fundraising efforts are underway to reduce program costs.
- The committee is analyzing recent student and faculty survey data to inform future planning.

D. Professional Growth and Sabbatical Leave (**Nafzgar**)

- Dr. Star Romero of Norco College will be invited to provide the next PG&SL report.
- The committee is working to align Professional Growth & Sabbatical Leave operations with Brown Act requirements, particularly balancing agenda transparency with the confidentiality for sensitive items. A uniform summary format for reporting to college and district senates is also being explored.
- The Committee is awaiting completion of revisions to AP 6160A to clarify unit definitions for workshops, publications, and independent studies. This is necessary to process pending professional growth and salary reclassification requests.

III. Administrative Reports

A. Chancellor's Report (**Isaac**)

- The ribbon cutting ceremony for the RCCD-UCR Student Housing project was successfully attended by members of the colleges, Board of Governors, Regents, and local elected officials. The event highlighted the project as a state model for addressing student housing and equity barriers.
- The Chancellor participated with City leaders, UC Riverside and Regents to discuss collaboration on regional economic mobility and workforce development, noting growing recognition of community colleges' essential role.
- Ongoing initiatives include strengthening partnerships with K–12 districts to expand dual enrollment and explore automatic community college admissions for high school graduates. Discussions with faculty unions and school districts are requested to initiate to expand dual enrollment programs while maintaining quality standards for instruction. Efforts are being made to simplify community college admissions for high school graduates, including a potential opt-out system and streamlined application procedures.
- Data shows higher college transfer rates among students completing A-G requirements and those dually enrolled, while concerns remain about low graduation rates after six years in community college. Associate Degree for Transfer graduates have higher transfer and graduation rates compared to those with Area of Emphasis.
- Cal State campuses are piloting instant admissions to encourage students to transfer, aiming to foster a sense of belonging before students leave community college.

B. Vice Chancellor's Report (**Zhai**)

- Colleges continue advancing the Standard of Care (SOC) through refining student success team roles, adjusting reporting structures, assigning caseloads, and hiring education advisors. Each college is implementing its own strategies. Riverside is holding retreat in October; Norco is strengthening counseling and faculty collaboration; and Moreno Valley

is aligning advising teams while exploring tutoring integration into SOC. The district is implementing Element 451 data integration, with a January go-live date, to support caseload management. Discussion also began on integrating mental health into the Standard of Care.

- All colleges have completed their strategic plans and are finalizing equity plans, which will go to the Board this fall. The districtwide strategic plan is being revised based on feedback and remains on track for board approval in December.
- Colleges are preparing for the transition to the new Standardized Attendance Accounting method, affecting 519 courses across 38 disciplines, with continued collaboration planned for November.
- Additional efforts are also underway to expand study abroad opportunities through community tours and international exchange partnerships.

IV. Ongoing Business:

- A. **Action Item:** The RCCDAS will conduct a second read of the DE peer-to-peer rubric and peer reviewer selection process drafted by the summer workgroup as charged by DAS, including feedback from local governance review. **(Navas). Motion: Scott-Coe/Navas, motion passed with the inclusion of non-substantive edits for clarification.**
- Feedback from local senates and DE committees indicated overall support, with minor clarifications suggested, mainly to refine language around equity, communication, and rubric precision. Most feedback focused on implementation logistics, such as reviewer access, module selection, and workload. The rubric remains aligned with accreditation standards and emphasizes appreciative inquiry and an improvement-focused review process. Reviewer qualifications require recent online teaching experience and completion of the district's DE certification.
- B. **Discussion:** The RCCDAS will identify questions and next steps to move towards implementation of the certification process **(Navas, Bell, and Scott-Coe)**
- Discussions on implementing the new Distance Education (DE) peer review rubric focused on possibly expanding the DE work group, determining reviewer compensation with the Faculty Association, and clarifying workload and budget roles. A coordinated districtwide approach for recruiting and training peer reviewers, with Academic Affairs and DE support, was emphasized.
- C. **Action Item, First Read:** The RCCDAS review the RCCD Strategic Plan **(Zhai)**
- The draft RCCD Strategic Plan for 2025–2030 outlines six main goals centered on student success, equity, institutional effectiveness, and community engagement. Feedback received requested clearer language, specific KPIs, and broader inclusion in professional development, which will be included in the next iteration. The discussion stressed the need for measurable objectives and coordinated district-wide training.
- D. **Information and Discussion:** The RCCDAS will discuss the seating of the Senate appointed District Equivalency Committee scheduled for Sept. 30 to deliver the committee charge for implementation of AP 6210A **(Scott-Coe or designee)**
- The District Equivalency Committee will be seated on September 30 (tomorrow), receiving its charge to begin implementation of the new AP6210A procedure. Committee members

have been provided with updated AP guidelines and the 2025 Minimum Qualifications Handbook and will discuss access to the list of subject matter designees.

- E. **Discussion:** The RCCDAS discuss progress and proposed edits on the updated draft for DAS bylaws. (Scott Coe or designee)
- Progress and proposed edits to the bylaws will be deferred to the next meeting in October.

V. New Business:

- A. **Information:** The RCCDAS will review the F25-SP26 meetings calendar, with agenda call and posting dates to facilitate RCCD-ALL messaging (**Navas, Bell, Scott-Coe**)
- The discussion addressed scheduling for the fall 2025 and spring 2026 meetings, emphasizing the importance of sharing meeting dates, agenda item calls, and agenda postings in advance to help district administrators and support staff prepare. The December 1 meeting will require earlier submissions to avoid conflicts with Thanksgiving and off-contract periods. The approach aims to streamline planning and communication for future meetings so that messaging can be anticipated on moderated list-servs.
- B. **Discussion:** The RCCDAS will discuss a proposed expansion of equivalency options for RCCD DE Certification (**Popiden or designee**)
- A proposal to update the District's Distance Education (DE) certification equivalency process was discussed. The proposed changes aim to simplify requirements by allowing completion of any approved @ONE course (40–60 hours) as sufficient for DE certification, removing the previous need to combine hours from two separate lists. This update is intended to help faculty meet the upcoming DE certification deadline and reduce current backlog. The proposal is being circulated at college DE Committees and local senates for further input before being considered for action at the next meeting in October.
- C. **Discussion:** The RCCDAS will review proposed updates to BP/AP 4400: Naming of Facilities, Events, and Programs (**Goldware or designee**)
- Review of Board Policy and Administrative Procedure 4400 focused on clarifying delegation rules and updating language for better understanding, with no changes to naming procedures. Updates to forms are planned. The item was presented for feedback only, potentially moving forward to the DSPC Governance Committee in October.

- VI. **Roundtable Senate Matters:** The District Academic Senate will address matters connected to purview areas and issues of immediate concern. (**Navas, Bell, Scott-Coe**)
- MVC President is proposing new workgroups focused on artificial intelligence (AI) and external grants and funding in response to federal funding cuts. College Council has distinctions between work groups, task forces, and committees, especially regarding their formation under College Council versus Senate, with an emphasis on aligning proposals with the strategic plan with consideration of administrative or faculty led.
 - Expressed appreciation for efforts to clarify the Senate's needs for DE support, including resources for workgroups and potential use of Canvas.
 - There is ongoing consideration of the structuring of subject matter experts' compensation.
 - Proposed and possible changes to accreditation language and its potential impact related to equity and inclusion coming from ACCJC.

VII. College Senate Reports

A. Moreno Valley College (**Navas**)

- A dual enrollment advisory work group is being launched, involving staff and faculty from partner schools and various academic disciplines to enhance collaboration and support for dual enrollment programs.
- Accreditation first-read is scheduled for October.
- Efforts are underway to improve tracking of committee members and chairs to ensure term awareness and continuity.
- Recent events included a campus visit from Mark Takano and toured the Organic Chemistry Lab and the Makers Space. Explored possible one-time funding.
- School of Public Safety will present the Senate Spotlight in December.
- MVCs Distinguished Faculty Lecture is Dr. Advije Tolunay.
- The district-wide DSPC Non-Credit Committee has been divided into seven work groups to address strategic planning and support across campuses.

B. Norco College (**Bell**)

- N/A

C. Riverside City College (**Scott-Coe**)

- RCC approved the Equity Plan.
- Title V grant extension was approved. A request has been made to extend Title III grant.
- The RCC Senate formed an ad hoc advisory group to review the organization of programs and curriculum planning discussions around IETTC.
- Senate leadership is conducting informal one-on-one meetings with faculty committee co-chairs to identifying current challenges and practical concerns, as well as determining what support or coordination may be needed.
- Upcoming review of a resolution passed by Mira Costa Academic Senate on broad principles related to AI.

VIII. Adjournment: 4:57 PM

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

Update: Wednesday Oct. 22, 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.

Update: Wednesday Oct. 22, 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 seven members: the Academic Senate President and Vice President from each of the Academic Senates from the Colleges of the Riverside Community College District, and the Secretary-Treasurer or senate designee from the college of the District Academic Senate President. Each academic year, the seat of DAS President and seventh member will rotate by college. The DAS President will serve as chair and will not vote except in cases of a tie.

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

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 [may?] appoint a faculty member to serve in a non-voting capacity for one academic year.

Update: Wednesday Oct. 22, 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 seven 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

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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. [Is this a consent vote or majority vote?]

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. Per Dobyns, we can leave this alone as historical record or delete if we choose. Recommend keeping.

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

Commented [DK1]: Refine. Majority vote of each of the three Senates(?)

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Update: Wednesday Oct. 22, 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"

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"

Section 3. The Strategic Planning and Budget Committee ["Reverted to college committees upon individual accreditation, now supplemented by DSPC and DBAC. Recommend deletion.]"

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."

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"

Section 5. Assessment and Accreditation Committee

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"

Section 6. Program Review Committee

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

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.

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

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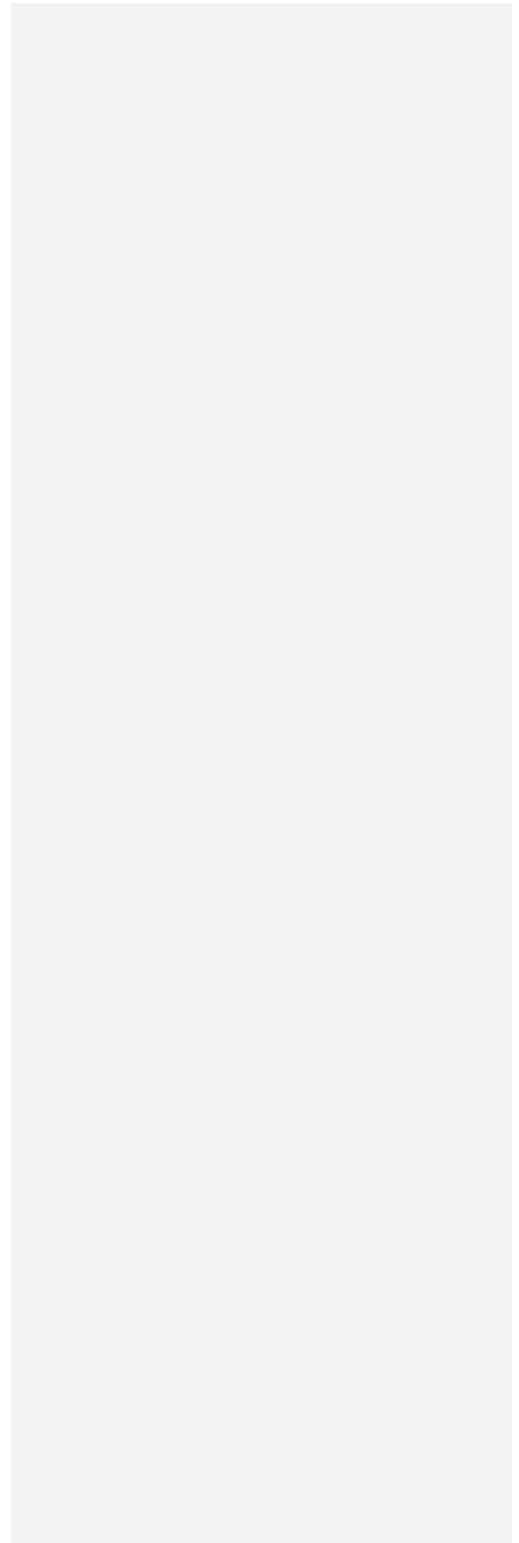
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Update: Wednesday Oct. 22, 2025

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



Proposed Expansion of DE Certification Equivalency Options

This DEC proposal seeks to expand the list of RCCD DE Certification [equivalency options](#) with the aim of increasing faculty members' access to @ONE courses that were agreed upon (by the DE Chairs and District DE) as acceptable equivalents to the RCCD DE Certification requirements.

Approval would expand the current DE Certification equivalency pathway, increasing faculty members and our colleges' ability to meet the June 2026 deadline for DE Certification.

Upon approval through shared governance, the following DE Certification Equivalency processes would be established and implemented to meet the DE Certification deadline outlined in the DE MOU from 4-30-2025.

- The DE Certification equivalency process resumes as of Fall 2025 and runs as it was established prior to the MOU, until changed through shared governance.
 - District DE will continue to examine the college-to-college equivalency requests, manage the equivalency process, and make determinations regarding granting RCCD DE Certification equivalency.
 - Faculty will be notified of the status of the equivalency request within two weeks of application submission
 - DE Committee Chairs will be consulted if there are requested appeals of the initial equivalency decision.
- The existing "Mix and Match" portion of the equivalency process, which required both list A and B options (160 hours total), will be updated with the following:
 - Any one (1) of the following @ONE course will be accepted for full DE Certification Equivalency:
 - [Assessment in Digital Learning](#) (40 hours; 4 weeks)
 - [Creating Accessible Course Content](#) (40 hours; 4 weeks)
 - [Equitable Grading Strategies](#) (40 hours; 4 weeks)
 - [Equity & Culturally Responsive Teaching](#) (40 hours; 4 weeks)
 - [Humanizing Online Teaching](#) (40 hours; 4 weeks)
 - [Intro to Course Design](#) (40 hours; 4 weeks)
 - [Online Teaching & Design](#) (120 hours; 12 weeks)
 - [10*10*10: Communication that Matters](#) (40 hours; 4 weeks)
 - Peer Online Course Review Options:
 - Completed POCR Reviewer Training Course (60 hours; 6 weeks)
 - Completed Local POCR process to badge a course

RCC DE Approved this with the following additional language –

1. June 2027 expiration date – to revisit
2. Add “Introduction to Teaching with Canvas” to the list of @One course (*facilitated version, not self-paced)
3. Add Leveling (beg, int, adv) to list of courses
4. Add self-assessment piece
 - a. Address level you’re at
 - b. Why you chose the course you chose.

DE Peer Certification Implementation - Draft Proposal

This proposal originated in the DE Workgroup throughout the Fall 2025 semester. The last slide [presented to District Academic Senate \(DAS\)](#) in September contains links to the deliverables of the DE Workgroup charged by DAS: DE Peer-to-Peer Certification Rubric, Recommended Reviewer Qualifications, and a Canvas Resource shell for reviewers and reviewees. All were approved in DAS on 9/29.

In October, the RCCD Faculty Association negotiated 15 hours of compensation with the District Office for peer reviewers.

From [feedback provided](#) as the above items moved through local senates and distance education committees, several questions were identified pertaining to implementation of the DE Peer Certification process.

Particularly, the following items still need to be addressed:

- Who will be tasked with running this DE Certification Peer-to-Peer process?
- Who will handle the campaign launch and outreach / support?
- Who will take the lead in establishing and maintaining the verification process of tracking all the faculty participants who obtain certification in the first attempt, those who required re-checks, and those who need additional support to align with the rubric requirements.
- Who will take the lead in the creation and provision of SPRs, selecting the reviewers, and engaging in the verification of time logs for reviewers?
- Who will handle the Google Forms process and FPDC collaboration to pay Associate faculty and provide FLEX credit to full-time faculty?
- Who will conduct the PD training to support alignment?

As well as the following items:

- Charge of the DE Workgroup
- Completion of the Canvas Shell
- The role of the District DE Office in Peer Certification

The next section outlines an option for implementation and offers answers to several of the above questions.

Option: Augment the DE Workgroup Charge

The charge of the DE Workgroup may be expanded to facilitate implementation of the Distance Education Peer Certification process by adding the following objectives:

- **Evaluate and select faculty peer reviewers**
- **Coordinate and plan norming sessions, OR Develop list of duties and responsibilities for a DE faculty coordinator**
 - **Coordination activities might include: help identify facilitators, communicate session information to peer reviewers, collaborate on agenda, and decide modality/day/time; facilitation optional but not required**
- **Continue to develop and maintain the Canvas Resource shell**
- **Work with Peer Reviewers to maintain list / MS or Google form of submitted peer certifications**
- **Report to District Academic Senate at least once a semester**

The workgroup may expand membership to ensure adequate faculty representation. Opportunities for RCCD faculty to participate will be broadly shared. At minimum, distance education committee liaisons should be identified to serve on this workgroup.

Potential Process for Recruiting Peer Reviewers

If the DE Workgroup charge is augmented to include implementation, then the below serves as a potential process for recruiting peer reviewers:

1. HRER or the Office of Ed Services will send out a [solicitation](#) to RCCD-ALL for faculty to apply to be a DE Peer Reviewer
 - [Recommended SPR language](#)
2. HRER will collect all applications (letters of interest) into a shared folder that is accessible to members of the DE Workgroup and Academic Senate Presidents
 - Any other members / roles that should have access should be discussed
 - A form should be created to help with the application process unless Educational Services recommends another preferable method
3. The DE Workgroup will review applications by November 18th (sample date) and notify successful applicants by November 20th
4. Members of the DE Workgroup will identify faculty from each college to assist with facilitation of norming / training sessions for Peer Reviewers in using the DE

Peer-to-Peer Certification Rubric, to be scheduled during the first week of December – in-person and online options

- This requires planning and coordination. Compensation via Special Project hours or reassigned time for a DE faculty coordinator was recommended by the DE Workgroup.

Implementation Details Revisited

Revisiting the questions from the first section in this document suggests the following possible answers (to be discussed in future DE Workgroup and DAS meetings):

- Who will be tasked with running this DE Certification Peer-to-Peer process?
 - **DE Workgroup, in collaboration with the District DE Office, Human Resources, and/or Ed Services**
- Who will handle the campaign launch and outreach / support?
 - **Human Resources and/or Ed Services per the process outlined above**
- Who will take the lead in establishing and maintaining the verification process of tracking all the faculty participants who obtain certification in the first attempt, those who required re-checks, and those who need additional support to align with the rubric requirements.
 - **District DE Office, with additional support from Offices of Academic Affairs, Deans, and Department Chairs at each college to communicate to faculty in need of certification to initiate the process. In collaboration with DE Committees. Certification attempts, re-checks, and support for alignment will all be handled by Peer Reviewers. Additional support to be provided by resources from District DE, Canvas Resources shell developed by the DE Workgroup, and/or DE Committee resources such as The DE Den**
- Who will take the lead in the creation and provision of SPRs, selecting the reviewers, and engaging in the verification of time logs for reviewers?
 - **Human Resources for SPRs, DE Workgroup for selecting reviewers, and Peer Reviewers to verify time spent by reviewees**
- Who will handle the Google Forms process and FPDC collaboration to pay Associate faculty and provide FLEX credit to full-time faculty?
 - **Human Resources for initial recruitment of peer reviewers and processing of time sheets. District DE Office and DE Workgroup to have access to the list of completed peer certifications submitted by peer reviewers, via a Microsoft or Google Form. Peer Reviewer form submissions will include hours spent by reviewees to award FLEX credit, which is forwarded to Offices of Academic Affairs and/or Faculty Development Committees to be shared with department Chairs**
- Who will conduct the PD training to support alignment?
 - **DE Workgroup will collaborate with Distance Education Committees to identify facilitators and coordinate norming sessions.**

The role of the District DE Office in Peer Certification, based on references in the above answers, would be to:

- **Maintain list of faculty in need of certification in collaboration with Academic Affairs Offices**
 - **Co-maintain list of submitted peer certifications with DE Workgroup**
 - **Provide additional support to faculty in need of aligning with Peer Certification Rubric**

The District DE Office will continue to evaluate faculty applying for Equivalent DE Certification and collaborate with appropriate participatory governance bodies to revise the DE Camp and Distance Education Certification Guidelines.

Needed changes to Academic Procedures and Board Policies pertaining to Distance Education still need to be initiated through proper district and college processes.

Riverside City College District
Distance Education Peer Reviewer Special Project Opportunity

Deadline to Apply: [Friday, November 7, 2025](#)

The following Special Project Request (SPR) opportunity to participate in a as a peer reviewer regarding distance education certification. Per the CTA Agreement, Article XX.H.2, *“All qualified District faculty in good standing shall have first right of refusal for contract education, economic development, and workforce preparation offerings. Faculty will be compensated according to the Faculty Salary Schedule for work that is comparable to and requires the necessary qualifications to teach in the regular credit and noncredit instructional programs.”* This opportunity is being brought to your attention, providing you with an opportunity to apply for the position, if you are interested and qualified.

The position available is:

Title: Distance Education Certification Peer Reviewers

Role: This SPR serves as part of the DE Peer Review implementation in support of distance education certification:

- Attend training and review resources on using the DE Peer-to-Peer Certification Rubric;
- Review DE courses of faculty in need of DE certification;
- Provide faculty reviewees with feedback;
- Review revised courses as needed;
- Submit final Peer Reviewed rubrics.

Reporting Office:

- District Office, Vice Chancellor of Educational Services

Contract Duration:

- Fall 2025, Winter 2026, Spring 2026

Schedule:

- Approximately 3 hours per week; 15 hours maximum

Assignment:

- See Role Above

Deliverables:

- Completed DE Rubrics for faculty reviewees that have completed the peer review process with Peer Reviewer

Qualifications:

Peer Reviewers must meet one of the following criteria:

- 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
 - Certification may exceed the past five years as long as Peer Reviewer has maintained POCCR certified status by attending annual norming sessions
 - Peer Online Course Review Sections A-D training completion
 - Completion of the RCCD Peer-to-peer DE Certification process

Peer Reviewers will have preference in selection for this SPR if they meet the following criteria:

- 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 POCCR reviewer
- POCCR certified course

**If interested in this SPR opportunity, please submit a letter of interest and resume to
Human Resources & Employee Relations
Attention: [Contact Person].**

All requested documents must be received by Human Resources & Employee Relations, no later than [Friday, November 7, 2025, 4:30pm](#)

The Riverside Community College District (the District) fosters and maintains a work environment free from discrimination, harassment or retaliation, where all persons are treated with dignity and respect. The District is a proud equal opportunity employer and does not discriminate against any person based on ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race, color, genetic information, sexual orientation, physical or mental disability, or any characteristic listed

or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law. The District adheres to these principles in all aspects of employment, including recruitment, hiring, training, compensation, promotion, benefits, discipline, and termination. All employees share in the responsibility for fulfilling the District's commitment to equal employment opportunity.

In addition, it is the policy of the District to provide reasonable accommodation to qualified applicants and employees. If you need assistance or an accommodation due to a disability or have inquiries regarding compliance or grievance procedures you may contact the District Compliance Officer and Title IX, Section 504/ADA Coordinator Lorraine Jones as follows:

Lorraine Jones, Ed.D., M.S.W.
District Compliance Officer and Title IX/ADA/504 Coordinator
3801 Market Street
Riverside, CA 92501
lorraine.jones@rccd.edu

To: All Full-Time Tenured, Tenure-Track Faculty, and Associate Part-Time Faculty Only

From: Human Resources & Employee Relations, [Contact Person]

Subject: Special Project Opportunity

The following Special Project Request (SPR) opportunity for Contract Education has been approved. Per the CTA Agreement, Article XX.H.2, "All qualified District faculty in good standing shall have first right of refusal for contract education, economic development, and workforce preparation offerings. Faculty will be compensated according to the Faculty Salary Schedule for work that is comparable to and requires the necessary qualifications to teach in the regular credit and noncredit instructional programs." This opportunity is being brought to your attention, providing you with an opportunity to apply for the positions, if you are interested and qualified.

The position available is:

District Office

Title: Distance Education Certification Peer Reviewers

Deadline to Apply: [Friday, November 7, 2025](#)

If interested in this SPR opportunity, please submit a letter of interest and resume to the Office of Human Resources & Employee Relations Attention: [[Contact Person](#)]

All requested documents must be received by Human Resources & Employee Relations, no later than [Friday, November 7, 2025](#)

AP 2101 INDEPENDENT STUDY**References:**

Title 5 Sections 55230 et seq.

Title 5 Section 58003.1, subdivision f on Alternative Attendance Accounting

Lower-division independent study courses provide individual students challenging and in-depth study or practicum experience on approved topics within any subject area under the director of an instructor. Independent study courses provide the students experience in planning and outlining a course of study with their independent study instructor and under departmental supervision.

Independent study courses can be designed and offered as a .5 or 1-unit class. In a .5-unit class, students will have 9 hours of direct contact with the instructor and 18 hours of independent work/study/practicum. In a 1-unit class, students will have 18 hours of direct contact with the instructor and 36 hours of independent work/study/practicum. The units and hours of study should be defined in the student learning contract.

- Faculty direct contact hours:
 - .5-unit class: 9 hours of direct contact; weekly student contact .5 hour
 - 1-unit class: 18 hours of direct contact; weekly student contact hour
- Independent study courses will be assigned as overload only and be compensated at the part-time lab rate.
- Faculty compensation info here? Faculty load calculation based on alternative attendance accounting method for independent study?? [CCC Independent Study accounting method](#) (beginning p. 30)
 - $FTES = (\# \text{ Students} \times "WCH" \times TLM) / 525$
 - $1 \text{ student w/18 contact hours} = 0.034 \text{ FTES}$

pg
#105

Students enrolling in independent study courses must be currently enrolled in a credit course within the district and have successfully completed one course in the intended independent study discipline in the district. Students taking an independent study course cannot be on academic probation. Independent study courses may be taken only once within a discipline. Students enrolling in an independent study course in a Career Technical Education field must pursue a major or certificate in the Career Technical Education area of which the independent study project is a part. (Maximum Independent Study units allowed per student needed? If so, what? Is there a financial aid applicable maximum? Already not transferable)

Students interested in an independent study course must first develop a learning contract with their instructor and the appropriate administrator. The content of the

independent study will be outlined when the specific topic and/or project are developed between the student and instructor and must remain lower-division work. Independent study should not be used to meet college requirements that can be satisfied through regular course offerings. This information will be included in the Independent Study Learning Contract which must be submitted to Admissions and Records.

The Independent Study Learning Contract must include:

- Detailed course components that outline what the independent work that the student will do and what the focus of the weekly student contact hours will be.
- How the student will meet the objectives and outcomes of the course based on the existing course outline of record
- Agreement on terms addressing the credit/citations the student will receive in any publications incorporating the independent study work, if applicable to project.
- Faculty advisor requirements
 - Must be an RCCD full-time academic employee.
 - Responsible for the supervision, control, and evaluation of the course and the enrolled student(s).
 - Provides orientation, guidance, and information regarding course content materials and services for each student subsequent to the student's official enrollment.
 - Maintains records/notes to illustrate student grade computation based on course components.
- Work product to be evaluated
- Number of units/hours as stated above
- Signatures
 - Student
 - Faculty advisor
 - Department chair
 - Division dean

Academic standards and procedures for evaluation of student progress for independent study are the same as those applied to other credit or noncredit courses.

Access to the instructor is the same as that commonly available to students in courses conducted by other instructional methods.

The University of California (UC) determines credit after transfer, which means that independent study courses are not counted for admission. Students should be advised to see a counselor for transfer limitations and other details.

Administrative Approval:

Legal Citations for AP 2101

Title 5. Education

Division 6. California Community Colleges

Chapter 6. Curriculum and Instruction

Subchapter 3. Alternative Instructional Methodologies

Article 3. Independent Study

5 CCR § 55230

§ 55230. Purpose.

The provisions of this article should be read in conjunction with the provisions of sections 58051 and 58003.1 concerning attendance in approved courses and programs designed and conducted as independent study.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer of subchapter 2 and section and new article 3 (sections 55230-55240) and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35). For prior history of subchapter 2, see Register 93, No. 25.

Title 5. Education

Division 6. California Community Colleges

Chapter 6. Curriculum and Instruction

Subchapter 3. Alternative Instructional Methodologies

Article 3. Independent Study

5 CCR § 55232

§ 55232. Academic Standards.

Academic standards applicable to courses of independent study shall be the same as those applied to other credit or noncredit courses, as appropriate, at the college.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).

3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55234

§ 55234. Student Progress.

Procedures for evaluation of student progress shall be in accordance with regulations established by the college. A report by an instructor on appropriate records bearing the student's name for purposes of state apportionment shall certify that adequate and proper progress toward accomplishment of the course objectives is being maintained by the student.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55236

§ 55236. Availability of Instructor.

The college shall provide access to the instructor for the students enrolled in courses offered pursuant to this article at least equivalent to that commonly available to students enrolled in courses conducted by other instructional methods in addition to regularly scheduled office hours as practiced at that college.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55238

§ 55238. Eligibility for State Funds.

In order for attendance in a course of independent study to be eligible for state apportionment pursuant to the provisions of this article, the course must be reported as required by this article, and meet all other requirements of statute and regulation relative to eligibility for state apportionment.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78310, Education Code.

HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55240

§ 55240. Instruction.

The instructor assigned to a course conducted pursuant to this article shall:

- (a) Be qualified to provide service in that capacity during the period in which that service is rendered;
- (b) Be responsible for the supervision, control, and evaluation of the course and the enrolled students;
- (c) Provide orientation, guidance, and information regarding course content materials and services for each student as soon as possible subsequent to the student's official enrollment by the college; and
- (d) Provide each student with the instructor's consultation schedule for the semester, quarter, or other prescribed term of the course. This schedule is to be included in the written record of student progress required by section 55234.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

- 1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
- 2. Editorial correction of History 1 (Register 95, No. 20).
- 3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

RCCD Strategic Plan 2025-2030

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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 is comprised of three colleges and the District Office. The colleges, as Hispanic-Serving Institutions (HSI), 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 of 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, integrate technology, 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 1: 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 2: By 2030, achieve 10% of FTES through 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.

Benchmark/KPI 3: 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.

Benchmark/KPI 4: By 2030, increase noncredit enrollment to achieve at least 500 FTES based on availability of space.

Benchmark/KPI 5: By 2030, increase 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 support success of students who choose to pursue their educational goals at a distance through online education.

Benchmark/KPI 6: 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: Increase with equity the number of students who achieve a meaningful educational outcome.

Benchmark/KPI 7: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%.

Benchmark/KPI 8: By 2030, increase three-year completion rates by at least 15%.

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

2.2a: Increase with equity the number of students earning an ADT.

Benchmark/KPI 9: By 2030, increase with equity ADT awards by 35%.

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

Benchmark/KPI 10: With intersegmental collaboration, increase transfers to UC/CSU by 30% by 2030.

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

Benchmark/KPI 11: By 2030, develop at least one bachelor's program at each of the three colleges.

Objective 2.3: . By 2030, increase with equity the number of students earning a living wage by identifying the region's high skill, high demand and high paying programs and developing new programs.

Benchmark/KPI 12: By 2030, increase with equity the number of graduates earning a living wage by 10%.

Benchmark/KPI 13: By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by 20%.

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

Benchmark/KPI 14: By 2030, increase with equity Pell, California Dream Act, and California College Promise Grant recipients by 25%.

Objective 3.2: Ensure that RCCD students have equitable access to timely basic needs support (including but not limited to food, housing, mental health, and technology) by enhancing services districtwide, strengthening community partnerships, and pursuing funding to sustain and expand these supports.

Benchmark/KPI 15: By 2030, increase student access to basic needs support services—including food, housing, mental health assistance, technology and other services by 25%.

Objective 3.3: 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 16: By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.

Benchmark/KPI 17: 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, Business and Financial Services, and Institutional Advancement & Economic Development, to effectively support the development and delivery of instructional, student support and administrative services.

Benchmark/KPI 18 Streamline and enhance core business processes to improve overall efficiency, as measured by:

- Reduce average number of days to process invoices for payment from 20 business days to ≤ 7 business days.
- Reduce the number of days to reimburse employees for travel expenses from 20 business days to ≤ 7 business days.
- Reduce the average time to convert a requisition into a purchase order from 7 days to ≤ 3 days.

- Through OnBase, reduce average time to process a CTF (Contract Transmittal Form) packet from 7 days to ≤ 4 days.
- Average time to resolve safety and emergency issues ≤ 30 days
- HRER will aid in reducing the average time to hire by 15% from the current baseline to improve recruitment efficiency and reduce delays by streamlining processes, automating repetitive tasks, enhancing sourcing, improving communication, and identifying and removing bottlenecks.
- Conduct an annual review of core Institutional Advancement & Economic Development operational processes—including fundraising, grants administration, public records coordination, and strategic communications efforts—to identify inefficiencies and implement improvements that enhance alignment with District priorities and operational efficiency.
(See Appendix for additional Benchmarks/KPIs)

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

Benchmark/KPI 19: Attain an 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: Strengthen and refine the equitable distribution of funds among the colleges and the District Office.

Benchmark/KPI 20: By 2030, develop a transparent, data-driven budget allocation model for colleges and the District Office to equitably and efficiently distribute resources across all units.
(See Appendix B for additional Benchmarks/KPIs)

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

Benchmark/KPI 21: Promote a safe, healthy, and supportive environment, as measured by:

- Achieve a $\geq 95\%$ response rate to Risk Management service requests within 24 hours.
- Achieve an annual safety training completion rate of $\geq 95\%$ for all employees.
- $\geq 95\%$ incidents are reported and investigated within 24 hours of occurrence.
- Maintain facility conditions that meet District safety and emergency standards, with interim measures for improvements requiring funding, achieving $\geq 90\%$ compliance.
- HRER will establish baseline data from surveys with results disaggregated by employee groups to guide equity-based interventions to establish key metrics for evaluating wellness programs which include participation rates, engagement levels, health outcomes, and satisfaction.

(See Appendix B for additional Benchmarks/KPIs)

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

Benchmark/KPI 22: Conduct annual space utilization and optimization studies, with a target of implementing 80% of identified recommendations and repurposing 80% of underutilized classrooms and labs into other priority spaces.

Benchmark/KPI 23: Complete 25% of prioritized schedule maintenance projects each year, based on districtwide facilities condition assessments.

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.

Benchmark/KPI 24: Enhance Technology Access, Training, and Infrastructure by:

- Percentage of core systems migrated to cloud-based infrastructure – increase by 5% annually .
- Faculty and staff participation in technology-focused professional development-Increase by 5% annually
- Student access to hardware (laptops/internet/hotspots, etc.) -Increase by 5% annually (See Appendix B for additional Benchmarks/KPIs)

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 25: 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/KPI 26: Diversify funding streams to address uncertainty at the state and federal levels and reduce reliance on any one source as measured by:

- Increase the breadth of public granting agencies and/or programs that support the District by an average of 5 submissions each year to agencies and/or programs that have not previously been pursued and 3 new awards from these same agencies.
- Increase the value of private gifts by 25% by 2030 (5% annual increase)

- Increase financial resources obtained from non-public sources, including but not limited to private foundations, corporations, community based groups, and others by 25% by 2030 (5% annual increase).

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

Objective 6.4: Establish and execute an annual legislative agenda that proactively identifies, monitors, and responds to proposed legislation impacting RCCD priorities through strategic engagement, reporting, and advocacy.

Benchmark/KPI 28: 100% of legislative priorities from the annual agenda are tracked through at least 9 established monitoring systems, with up to 12 updates provided to leadership each year based on urgency.

Objective 6.5: Enhance and improve internal and external communications in support of the goals and objectives outlined in the RCCD's Strategic Plan.

Benchmark/KPI 29: By June 2026, develop and implement a comprehensive set of communication standards and guidelines adopted by the District, with annual reviews to ensure alignment with strategic priorities; execute four targeted marketing campaigns annually beginning in FY 2026; deliver at least 40 multimedia content pieces and creative assets annually that support RCCD initiatives.

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.
- Scale Credit for Prior Learning (CPL) opportunities with a focus on military service, apprenticeships, and technical industry certifications.

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: Support students in staying on track and completing their educational goals efficiently and equitably by implementing the Standard of Care framework.

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.
- Implement AI and other advanced technological tools to provide real-time access to degree audit and personalized academic plans to support timely completion.
- Strategically implement academic support services, including assigned tutoring, to students in academic distress.
- 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 (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:

- Offer transfer application fee waivers and assistance as an incentive.
- Deepen partnerships with UC and CSU 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 degree programs aligned with regional workforce needs (e.g., healthcare, IT, education).

Supports Objectives:

- ✓ 2.2a (ADT)
- ✓ 2.2b (Bachelor's Programs)
- ✓ 2.2c (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 through implementing Standard of Care 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.
- Develop and implement a classified professional development plan to ensure adequate staffing, balanced workloads, and ongoing training to support expanded services.

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:

- Gather information on process reviews and assessments that have already been completed.

- Conduct process mapping and time-motion studies in HR and Business and 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, Finance, and Institutional Advancement 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 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 emerging technologies in teaching and learning, ensuring alignment with academic standards and contributions to student success.
- 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.
- Implement Anthology as a centralized platform that connects student success, academic affairs, BFS, and HRER by streamlining data integration, automating workflows, and providing real-time dashboards.

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 streamline course scheduling to maximize resource efficiency, engaging Instructional Department Coordinators (IDCs) in the planning, training, and implementation process.” Provide professional development for deans and department chairs on scheduling efficiency and FTES/FTEF optimization.
- Monitor and report on FTES/FTEF ratios districtwide, 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 actual cost of college specific CTE programs.
- Support 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, emotional well-being, and professional growth 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.
- Clarify policies, documentation procedures, tools, and feedback loops for reports of concern about campus community members' safety and well-being.
- Establish targeted hiring pipelines, career ladders, and professional growth opportunities for classified professionals to support retention of skilled employees and clear pathways for advancement.

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 dedicated training time and workload support for classified professionals and managers to adapt to new emerging technologies, ensuring AI tools enhance their student-facing roles.

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 effort to pursue and secure non-public grant funding through coordinated efforts on the part of the RCCD Foundation and the Grants and Sponsored Programs teams.
- Establish an annual districtwide 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 upskill 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

Appendix A: Strategic Plan Assessment and Analysis of Key Performance Indicators

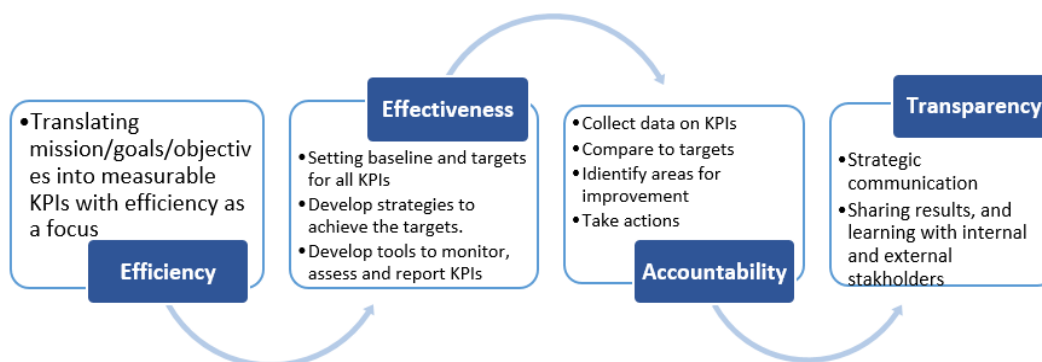
RCCD 2025–2030 Strategic Plan Assessment Process

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 and impacts.
- **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.

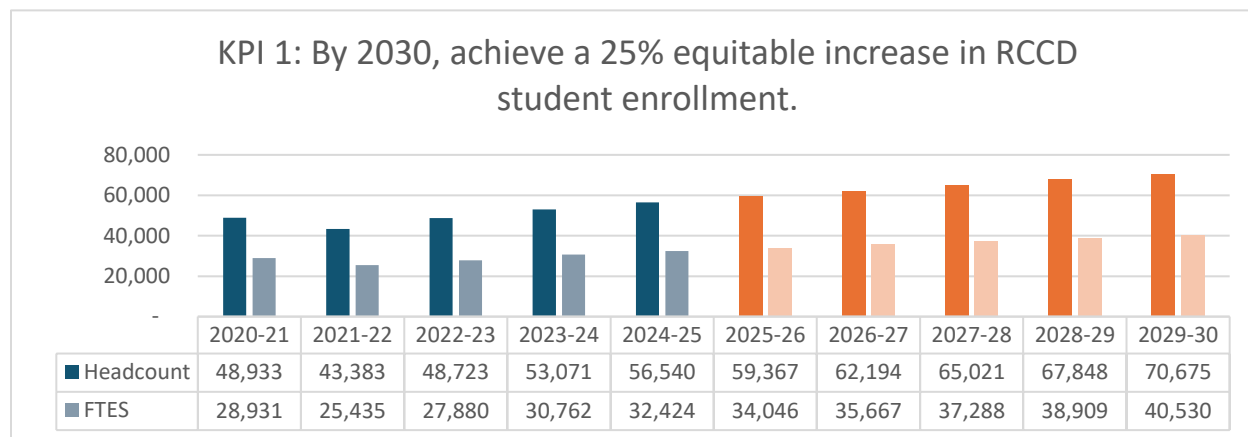
In evaluating progress toward measurable targets - particularly those associated with Goals 1, 2, and 3 - equity will serve as a critical lens through which achievement is assessed. Where appropriate, KPIs will be disaggregated by race and ethnicity and analyzed using the Percentage Point Gap (PPG-1) 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 student segments experiencing disproportionate impacts.

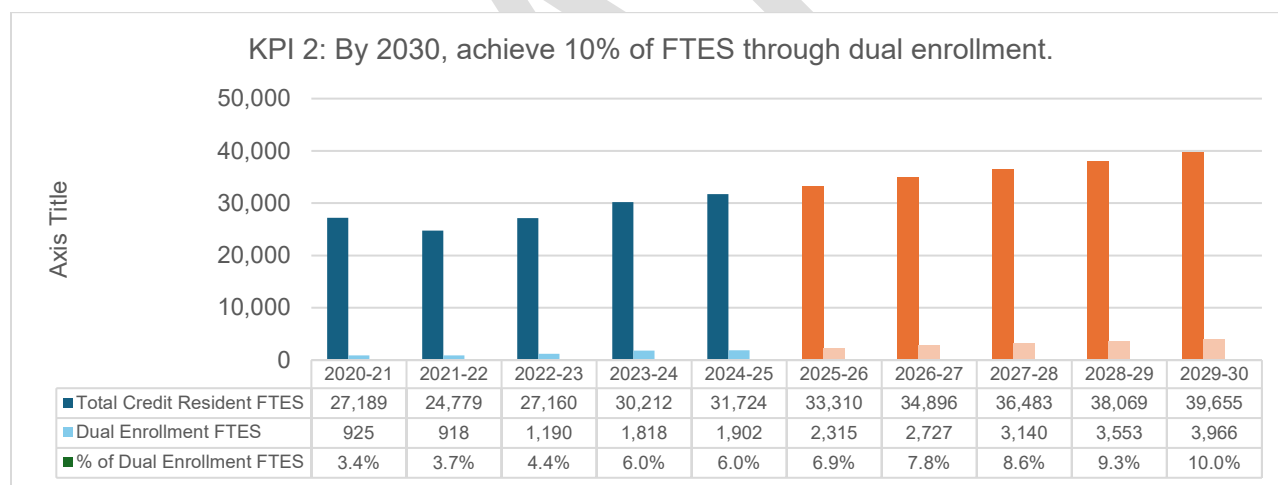
Overall KPI Baselines and Targets Goals 1, 2, and 3

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 2024–2025 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.

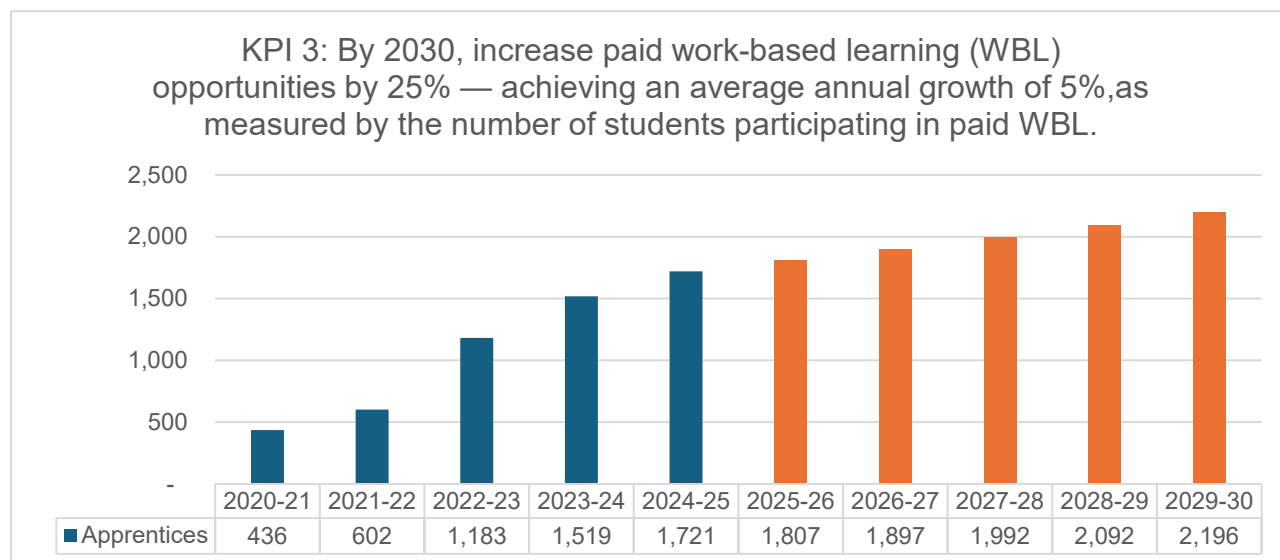


Objective 1.2: Increase dual enrollment participation by improving systemic communication and planning with local districts: strengthening high school and district partnerships, proactively identifying and addressing challenges, streamlining enrollment processes, and targeting outreach to underserved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

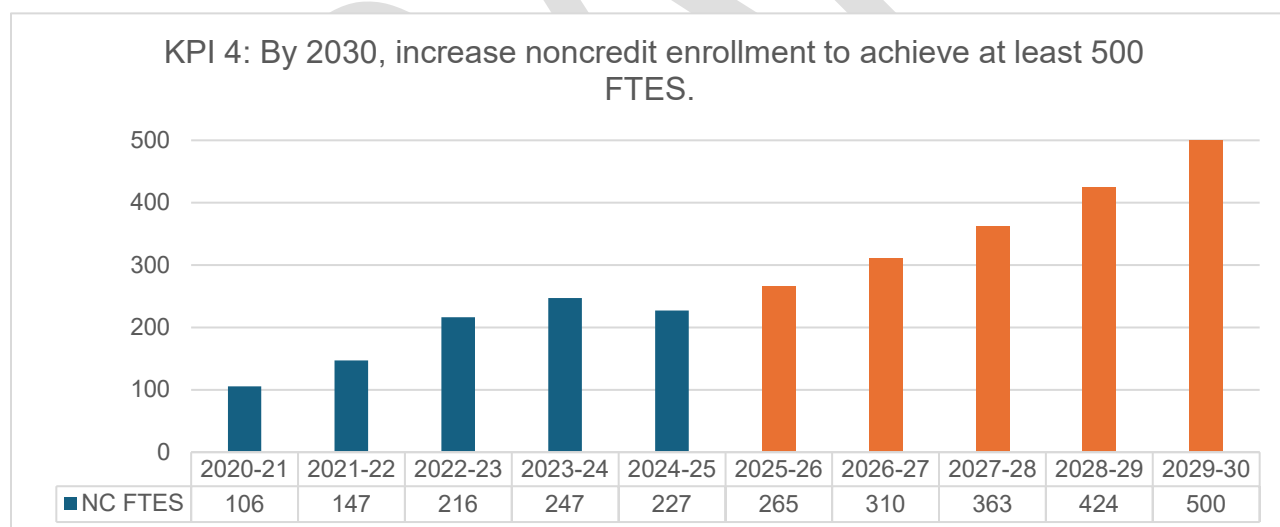


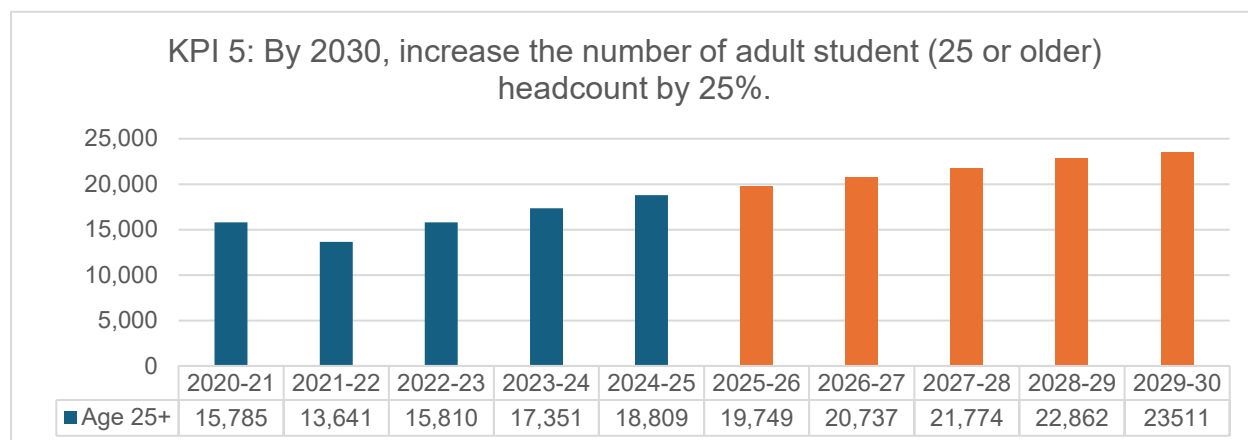
Note: Data are from CCSF-320 reports.

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.

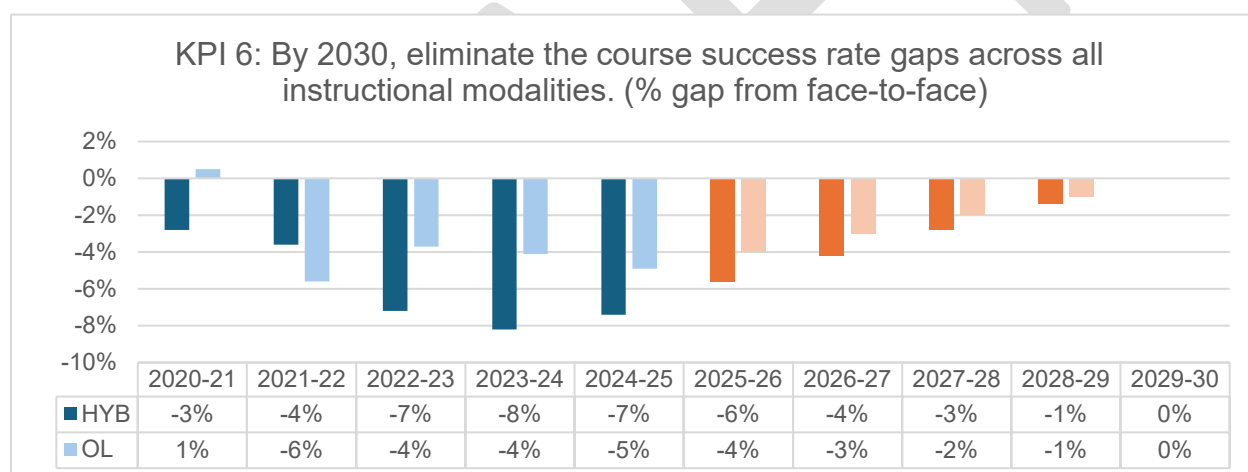


Objective 1.4: Grow RCCD's noncredit and adult education programs by expanding offerings in high-demand areas through community partnerships and targeted outreach.

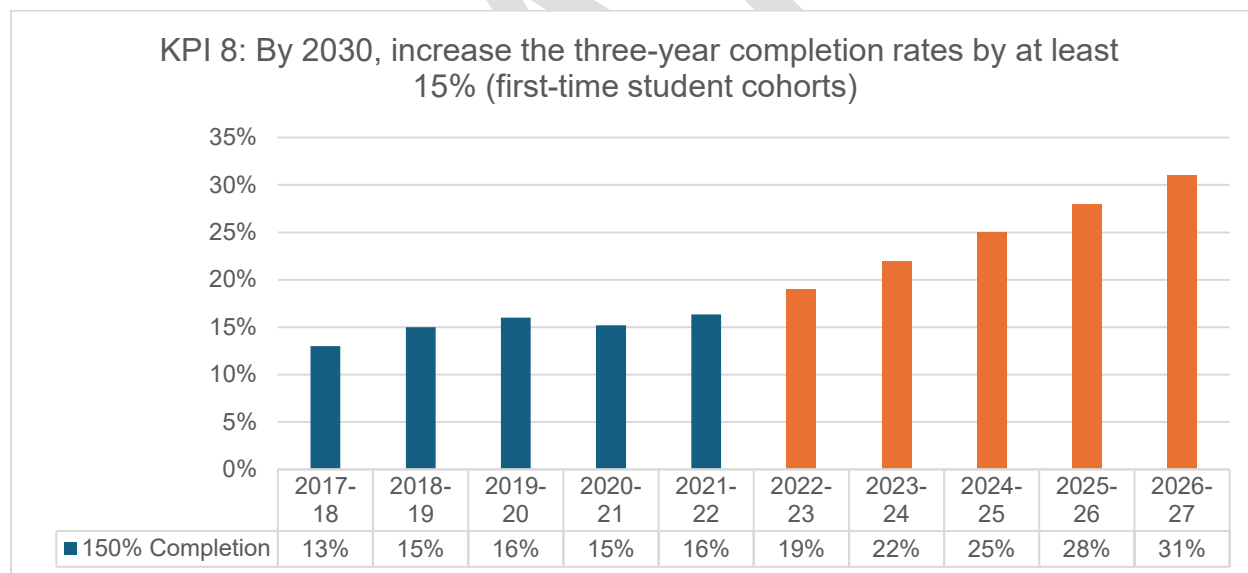
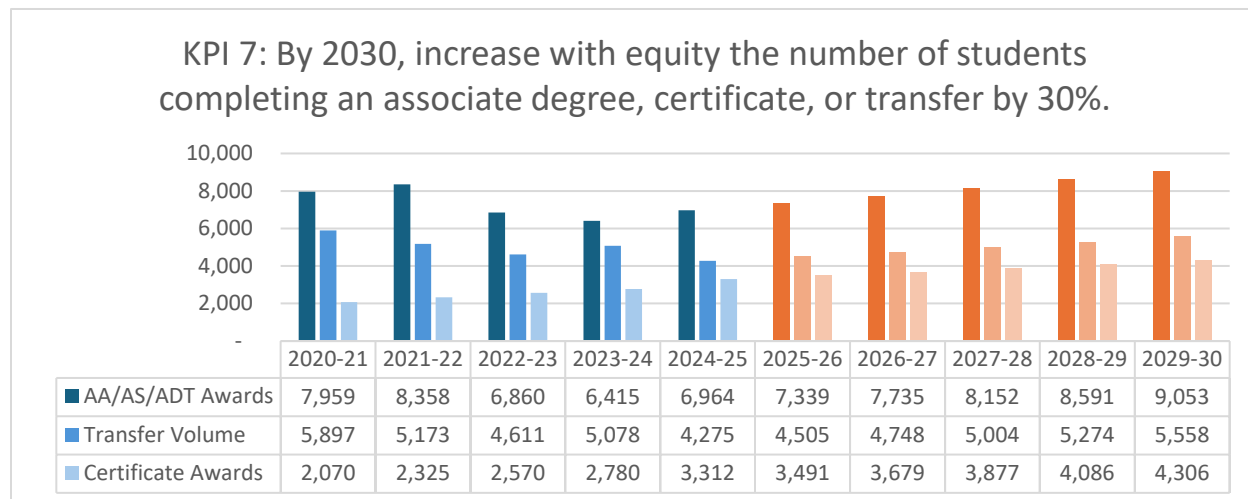




Objective 1.5: Strengthen institutional infrastructure, including policies, procedures and practices, as well as technological and human resources, to address with equity the instructional and student support needs of students who choose to pursue their educational goals at a distance through online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

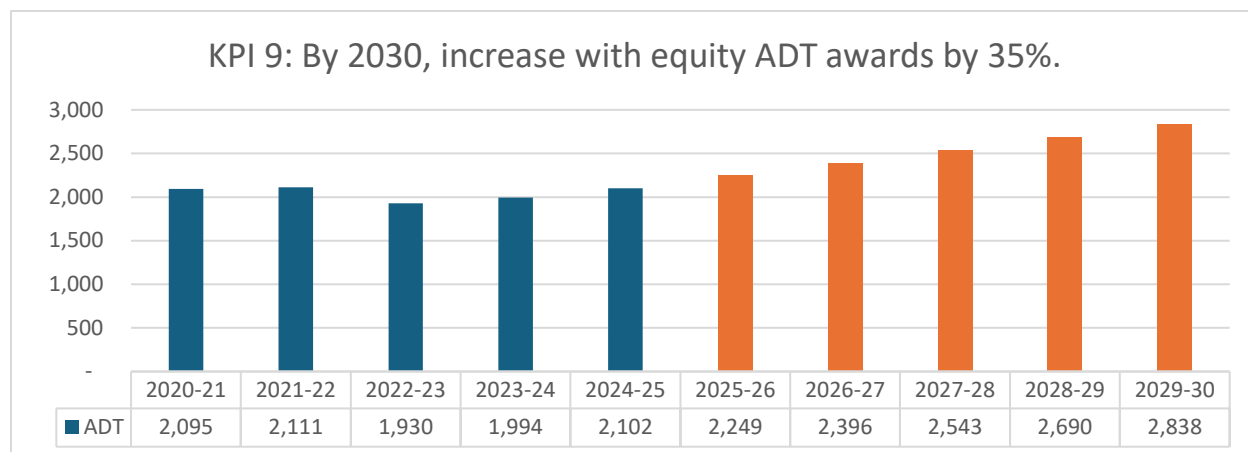


Objective 2.1: Increase with equity the number of students who achieve a meaningful educational outcome.



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

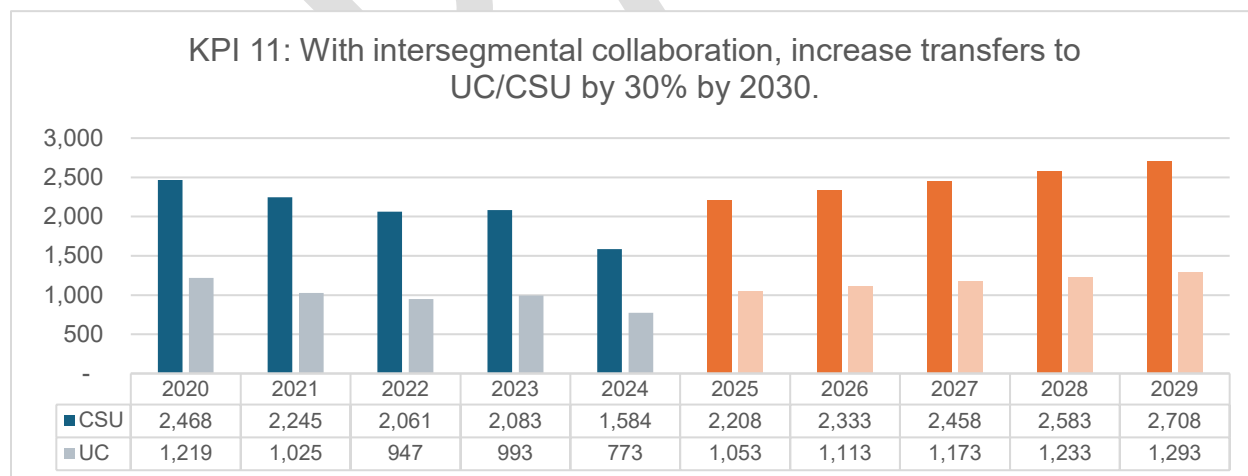
2.2a: Increase with equity the number of students earning an Associate Degree for Transfer (ADT).



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

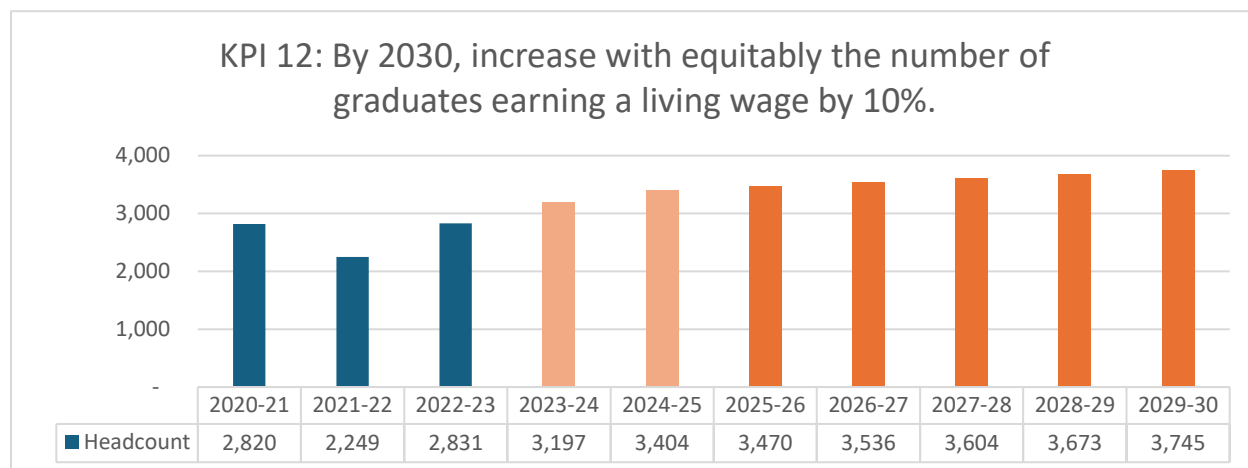
Benchmark/KPI 10: By 2030, develop at least one bachelor's degree program at each of the three colleges.

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



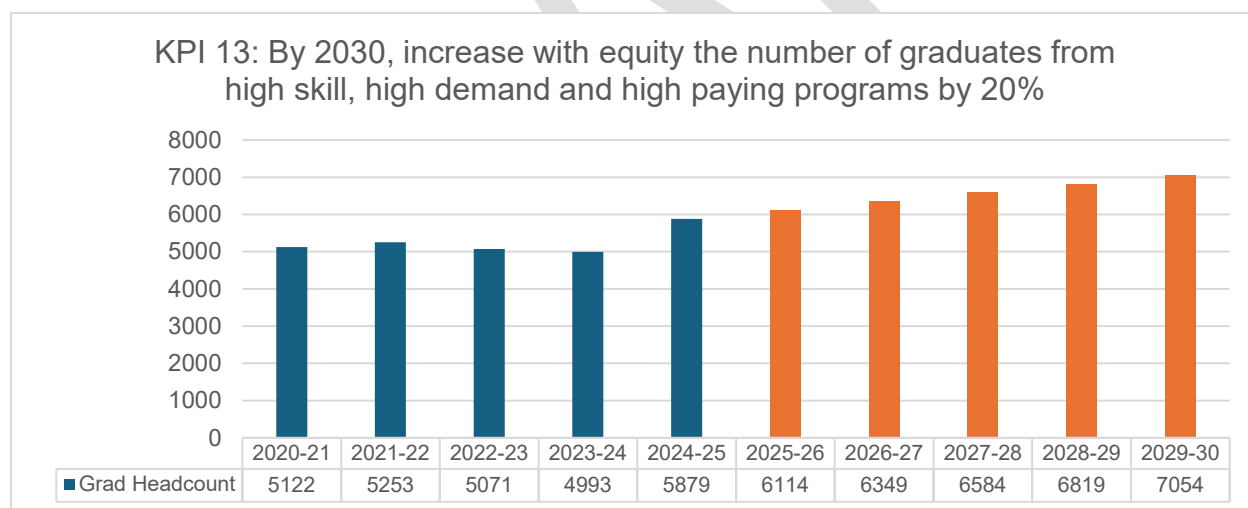
Note: Due to unavailable data, 2023 was used as the baseline for the projections.

Objective 2.3: 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.



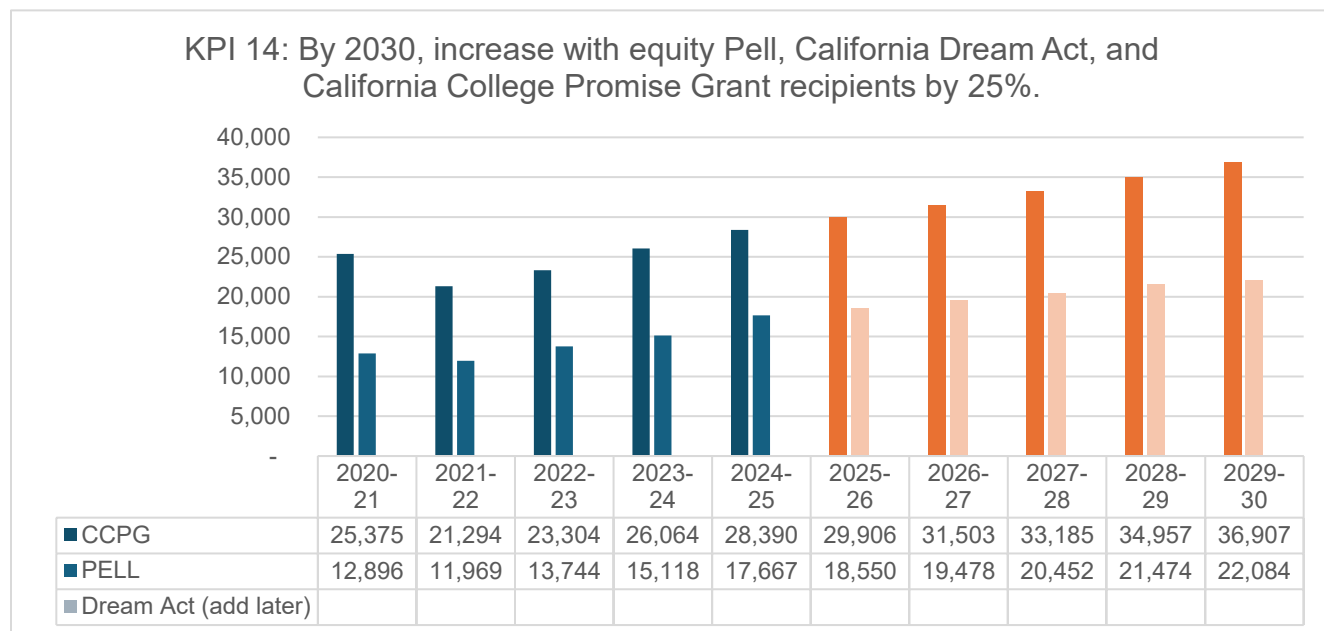
** Note: Due to unavailable data, half the percent increase from 2021–2022 to 2022–2023 was used to estimate increases for 2023–2024 and 2024–2025. The 2024–2025 estimate then served as the baseline for a projected 10% increase by 2029–2030.*

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

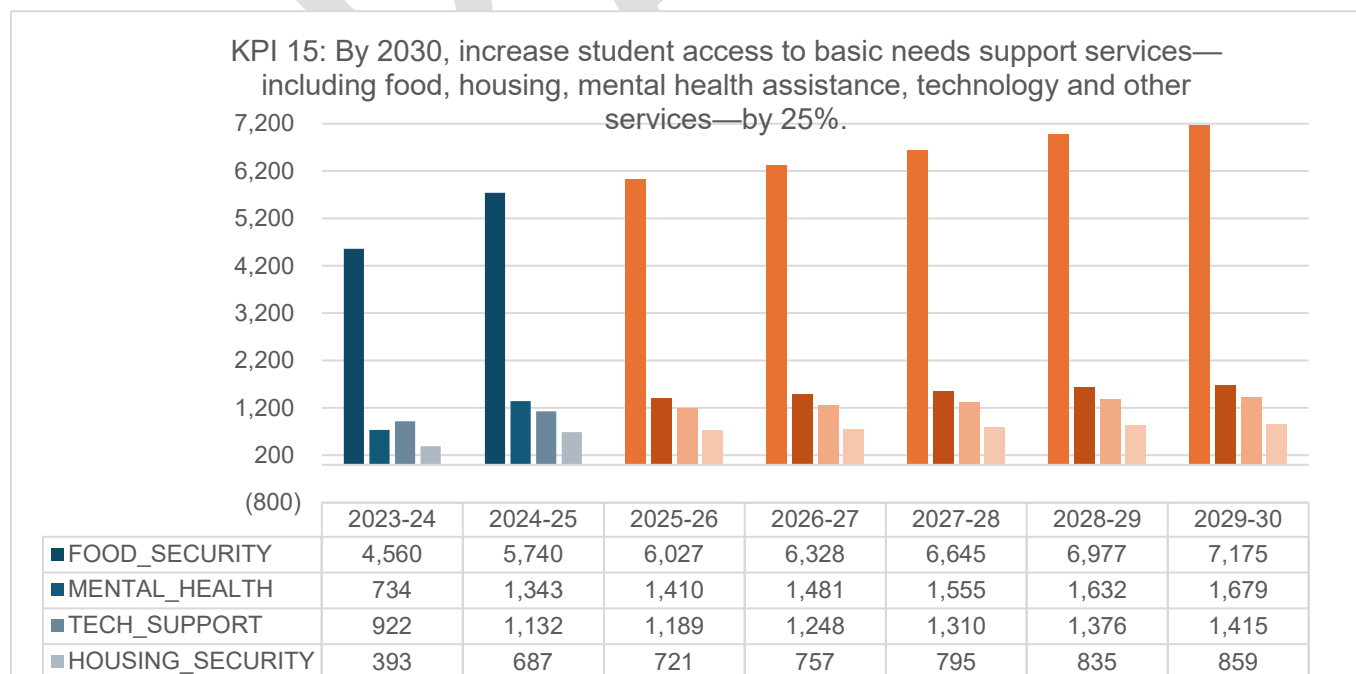


Note: High paying jobs are jobs associated with TopCodes that have an average of \$25 hourly wage.

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

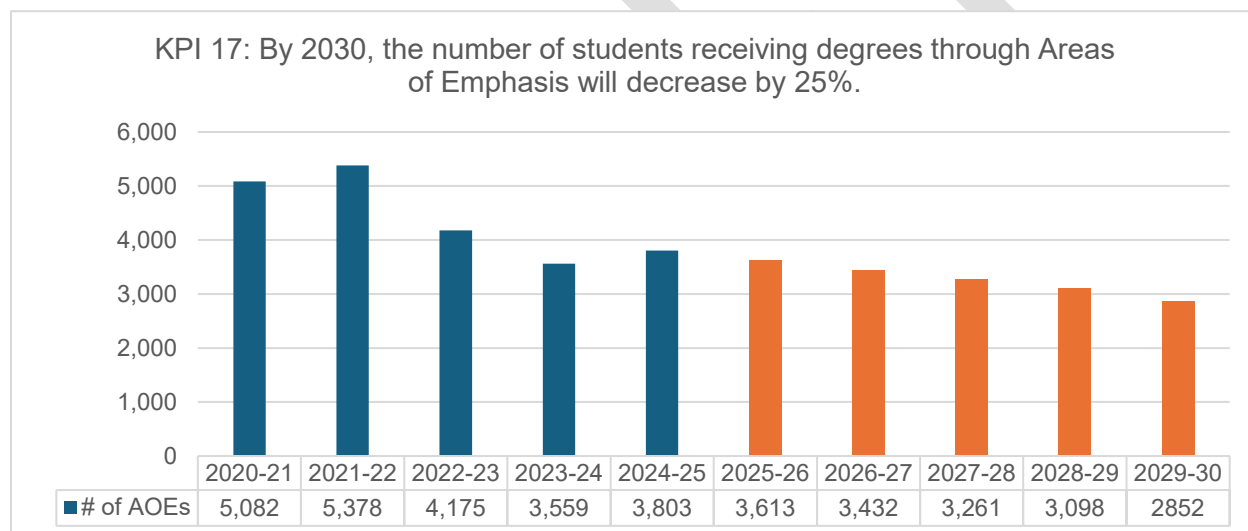
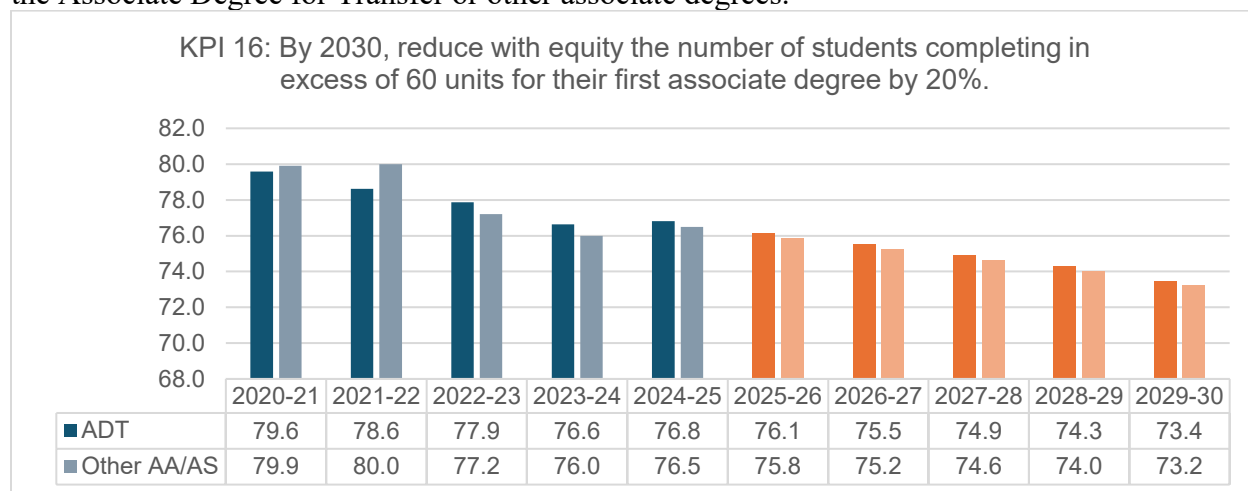


Objective 3.2.: Ensure that RCCD students have equitable access to timely basic needs support (including but not limited to food, housing, mental health, and technology) by enhancing services districtwide, strengthening community partnerships, and pursuing funding to sustain and expand these supports.



**Data not collected fully until fall 2023*

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



Appendix B: Benchmarks/KPIs for Goals 4, 5, 6 by District Office

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, Business and Financial Services, and Institutional Advancement & Economic Development, to effectively support the development and delivery of instructional, student support and administrative services.

Benchmark/KPI 18: Streamline and enhance core business processes to improve overall efficiency, as measured by:

BFS Benchmarks/KPIs:

- Reduce average number of days to process invoices for payment from 20 business days to ≤ 7 business days.
- Reduce the number of days to reimburse employees for travel expenses from 20 business days to ≤ 7 business days.
- Reduce the average time to convert a requisition into a purchase order from 7 days to ≤ 3 days.
- Reduce average number of days to prepare budget and financial projections from 10 days to ≤ 2 days.
- Through OnBase, reduce average time to process a CTF (Contract Transmittal Form) packet from 7 days to ≤ 4 days.
- Average time to resolve safety and emergency issues ≤ 30 days
- Reduce the percentage of employee Payment on Demand (POD)'s issued from 1.3% to 0.5% of total payroll checks.
- Reduce the percentage of student PODs issued from 4.1% to 1.5% of total student payroll checks.
- Increase the percentage of employees receive travel reimbursements via ACH from 0% to 75%.
- Reduce average number of days to process Associated Student checks from 15 business days to ≤ 7 business days.
- Increase the number of on-site college and district office accounts payable and payroll business process trainings to -0- per year to 4 per year.
- Reduce average number of days to process positions in the OATs system from 5 to ≤ 3 business days from time of notification.
- Reduce collective average number of hours expended on business process inconsistencies, issues, and errors from 15 hours per month to ≤ 5 hours per month.
- Reduce estimated average number of days to issue new travel card and reload existing travel cards from 3 days to ≤ 1.5 days
- Acquire and fully implement a modern Capital Project Management Information System (PMIS) platform by June 2026.
- Reduce capital project timeline from 48 months to 42 months; reduce the number of bids to ≤ 2 ; reduce the number of project change orders to ≤ 2 .
- $\geq 95\%$ of program assessment and/or safety inspection findings resolved within 90 days.

HRER Benchmarks/KPIs:

- HRER will aid in reducing the average time to hire by 15% from the current baseline to improve recruitment efficiency and reduce delays by streamlining processes, automating repetitive tasks, enhancing sourcing, improving communication, and identifying and removing bottlenecks.
- HRER will reduce the average compliant resolution time by at least 10% from the established baseline.

- HRER will identify and establish baseline KPIs and metrics such as: Attrition Rate, Turnover Rates, Retention, Absenteeism, Leave Ratio, Time to Fill, Time to Recruit, Professional and Organizational Development Participation, Cost per Hire, Employee Productivity, Employee Satisfaction, Complaint Resolution, and Job Acceptance.
- HRER will work to identify, collect, clean, standardize, and maintain data that will be used to cultivate a culture that is driven by data, and promoting proactive, insight-based decision-making utilizing new and existing systems such as Anthology, Benefits Bridge, OnBase, PeopleAdmin and other digital systems as they come online.
- HRER will develop and establish baseline measures for the complaint resolution cycle in a continuing effort to work with management and employees to increase the percentage of employees completing mandatory compliance training (e.g., Title IX, Sexual Harassment, etc.) to 100%.
- HRER will work with management and employees to effectively reduce number employee relations matters and grievances received by 10%, by collaborating with management and employees to create a supportive work environment, fostering a culture of open communication, encouraging an open and honest workplace where employees feel comfortable discussing concerns before escalating to formal grievances, training managers to give and receive feedback, and providing training to managers on effective communication and handling difficult conversations to reduce grievances.
- HRER will conduct a training needs assessment that includes a skills gap analysis which includes qualitative metrics on succession readiness, employee development, and leadership potential.
- Ensure workforce alignment with industry standard HR to Employee Ratio, which compares the number of Human Resources professionals in an organization to the total workforce (ex. one Human Resources professional for every 100 employees (1:100), or as a percentage of total headcount, to ensure that the Human Resources function is appropriately scaled to support and meet the needs of the institution.

Institutional Advancement & Economic Development Benchmarks/KPIs:

- Reduce the number of overtime hours required to complete core tasks for each division/department.
- Reduce the percent of carry-over on the District's grants, including local, state, and federal, public and private.
- Conduct an annual review of core Institutional Advancement & Economic Development operational processes—including fundraising, grants administration, public records coordination, and strategic communications efforts—to identify inefficiencies and implement improvements that enhance alignment with District priorities and operational efficiency.

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

Benchmark/KPI 19: Attain an 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: Strengthen and refine the equitable distribution of funds among the colleges and the District Office.

Benchmark/KPI 20: By 2030, develop a transparent, data-driven budget allocation model for colleges and the District Office to equitably and efficiently distribute resources across all units.

Additional BFS Benchmarks/KPIs:

- Enhance the Total Cost of Ownership (TCO) dashboard to integrate academic and student support resource plans by June 2027.
- Develop a District Comprehensive and Strategic Visioning Plan that aligns and addresses institutional educational goals across all six sites, incorporating each college's Educational and Facilities Master Plan as a standalone chapter, by **June 2027**.
- Increase the number of community outreach events from 1 per year to 2 by 2026 and 4 by 2030.

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

Benchmark/KPI 21: Promote a safe, healthy, and supportive environment, as measured by:

BFS Benchmarks/KPIs:

- Achieve a **≥95%** response rate to Risk Management service requests within **24 hours**.
- Achieve an annual safety training completion rate of **≥95%** for all employees.
- **≥95%** incidents are reported and investigated within 24 hours of occurrence.
- **Maintain** facility conditions that meet District safety and emergency standards, with interim measures for improvements requiring funding, achieving **≥90%** compliance.
- Sustainability measures:
 - Reduce natural gas emissions the by 75% compared to 1990 baseline
 - Increase percentage of zero emission RCCD vehicles to 100%
 - Reduce indoor and outdoor water use by 60%
 - Manage 100% of landscape organically
 - Transition existing landscape to zeroscape by 50%
 - Increase rewild areas by 30%
 - Reduce total weight of non-construction waste generated annually by 30%
 - Increase non-construction waste diverted from landfills annually by 25%
- Submit semi-annual facility condition attestations on time with appropriate leadership approval, achieving **100%** compliance.
- Conduct annual lockdown and evacuation drills, achieving **100%** completion.
- **100%** of departments complete their annual Emergency Action Plan before the due date.
- Prepare and submit competitive Affordable Student Housing grant applications on behalf of Moreno Valley College and Norco College to the State Chancellor's Office until each college secures a grant award.
- By 2027, establish procedures to clearly define project goals, objectives, vision, scope, budget, and schedule from FPP development to approved capital project planning.

- Increase the number of on-site college and district office business process trainings from 1 per year to 4 per year.
- Increase the number of on-site college and district office purchasing and procurement trainings at the colleges and district offices from 2 per year to 4 per year.

HRER Benchmark/KPI:

- HRER will establish baseline data from surveys with results disaggregated by employee groups to guide equity-based interventions to establish key metrics for evaluating wellness programs which include participation rates, engagement levels, health outcomes, and satisfaction.

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

Benchmark/KPI 22: Conduct annual space utilization and optimization studies, with a target of implementing 80% of identified recommendations and repurposing 80% of underutilized classrooms and labs into other priority spaces.

Benchmark/KPI 23: Complete 25% of prioritized schedule maintenance projects each year, based on districtwide facilities condition assessments.

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.

Benchmark/KPI 24: Enhance Technology Access, Training, and Infrastructure by:

- Percentage of core systems migrated to cloud-based infrastructure – increase by 5% annually.
- Faculty and staff participation in technology-focused professional development – increase 5% annually.
- Student access to hardware (laptops/internet/hotspots, etc.) - increase by 5% annually.

Additional Benchmarks/KPIs:

BFS Benchmarks/KPIs:

- Transition manual business processes to OnBase Technology: CTF by January 2026; Invoicing by June 2026; Other business processes – 2-3 per year thereafter.
- Reduce average time to conduct public bid and request for proposal processes from 10 weeks to ≤ 7 weeks.

HRER Benchmarks/KPIs:

- HRER will conduct an HRIS process audit to find automation gap to assesses how effectively automation is being applied within the various systems to streamline operations through integration with other systems thus determining time saved, error rate reduction, number of manual interventions per month, and process completion time

(Before vs After Automation), as well as assessing the utilization of employee self-service functionality.

- HRER will create dashboards to expand the annual applicant workforce analysis, into a broader *Equity Audit of Staffing Distribution*, disaggregated by race, gender, and employee group to identify and address equity gaps in hiring and retention and ensure equity audit findings are incorporated annually into the District's Strategic Plan Progress Report.
- HRER will launch an HRER Operations Dashboard to track digitization workflows (e.g. hiring, onboarding, performance evaluations).

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 25: 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/KPI 26: Diversify funding streams to address uncertainty at the state and federal levels and reduce reliance on any one source as measured by:

- Increase the breadth of public granting agencies and/or programs that support the District by an average of 5 submissions each year to agencies and/or programs that have not previously been pursued and 3 new awards from these same agencies.
- Increase the value of private gifts by 25% by 2030 (5% annual increase)
- Increase financial resources obtained from non-public sources, including but not limited to private foundations, corporations, community based groups, and others by 25% by 2030 (5% annual increase).

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

Objective 6.4: Establish and execute an annual legislative agenda that proactively identifies, monitors, and responds to proposed legislation impacting RCCD priorities through strategic engagement, reporting, and advocacy.

Benchmark/KPI 28: 100% of legislative priorities from the annual agenda are tracked through at least 9 established monitoring systems, with up to 12 updates provided to leadership each year based on urgency.

Objective 6.5: Enhance and improve internal and external communications in support of the goals and objectives outlined in the RCCD's Strategic Plan.

Benchmark/KPI 29: By June 2026, develop and implement a comprehensive set of communication standards and guidelines adopted by the District, with annual reviews to ensure alignment with strategic priorities; execute four targeted marketing campaigns annually beginning in FY 2026; deliver at least 40 multimedia content pieces and creative assets annually that support RCCD initiatives.

Appendix C: Environmental Scan and SWOT Analysis

Based on a comprehensive environmental scan and SWOT analysis, here are strategic planning recommendations that focus on the pillars of equity in access, equity in success, and equity in support:

Student access, success and equity

- 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
- Establish a coordinated, student-centered, and accountable support framework through the Standard of Care model
- Support students by enhancing and establishing high-impact programs that address financial obstacles
- Expanding Zero- and Low-Cost Textbook courses, student housing, and basic needs initiatives

Career readiness and workforce development

- Invest in career and technical education (CTE) pathways
- Create tailored workforce training programs aligned with emerging job markets
- Launch a regional workforce and economic mobility initiative

Transfer and academic excellence

- Enhance transfer pathways and ADT utilization
- Strengthen RCCD's unique academic programs and noncredit offerings to stay competitive against online learning platforms

Technology and learning innovation

- Expand online and hybrid learning support
- Invest in updated technology to streamline business operations (HR, purchasing, enrollment) and reduce inefficiencies
- Develop a shared equity and innovation resource hub that facilitates cross-college learning communities such as data equity centered materials and practices and data literacy

Infrastructure, planning and collaboration

- Build a centralized data infrastructure
- Establish more integrated workflows for vertical and horizontal collaboration and pathway flows between areas, ensuring planning and assessment efforts are aligned districtwide
- Scale the District Strategic Planning Council to focus on items like best practices, annual planning summits, and ensuring consistency with Vision 2030 and state mandates
- Develop a unified planning hub that enables real-time data sharing, benchmarking, and decision making

- Develop a Shared Equity and Innovation Resource Hub to foster cross-college learning and collaboration

Organizational effectiveness and fiscal resilience

- Create efficient, effective, accountable, and transparent District core business processes
- Secure alternative funding sources such as grants, partnerships, private foundations, and philanthropic contributions to navigate budget volatility

Safety and professional development

- Improve safety strategy, including better security infrastructure, awareness programs, and stronger community partnerships
- Continue support for employee professional development

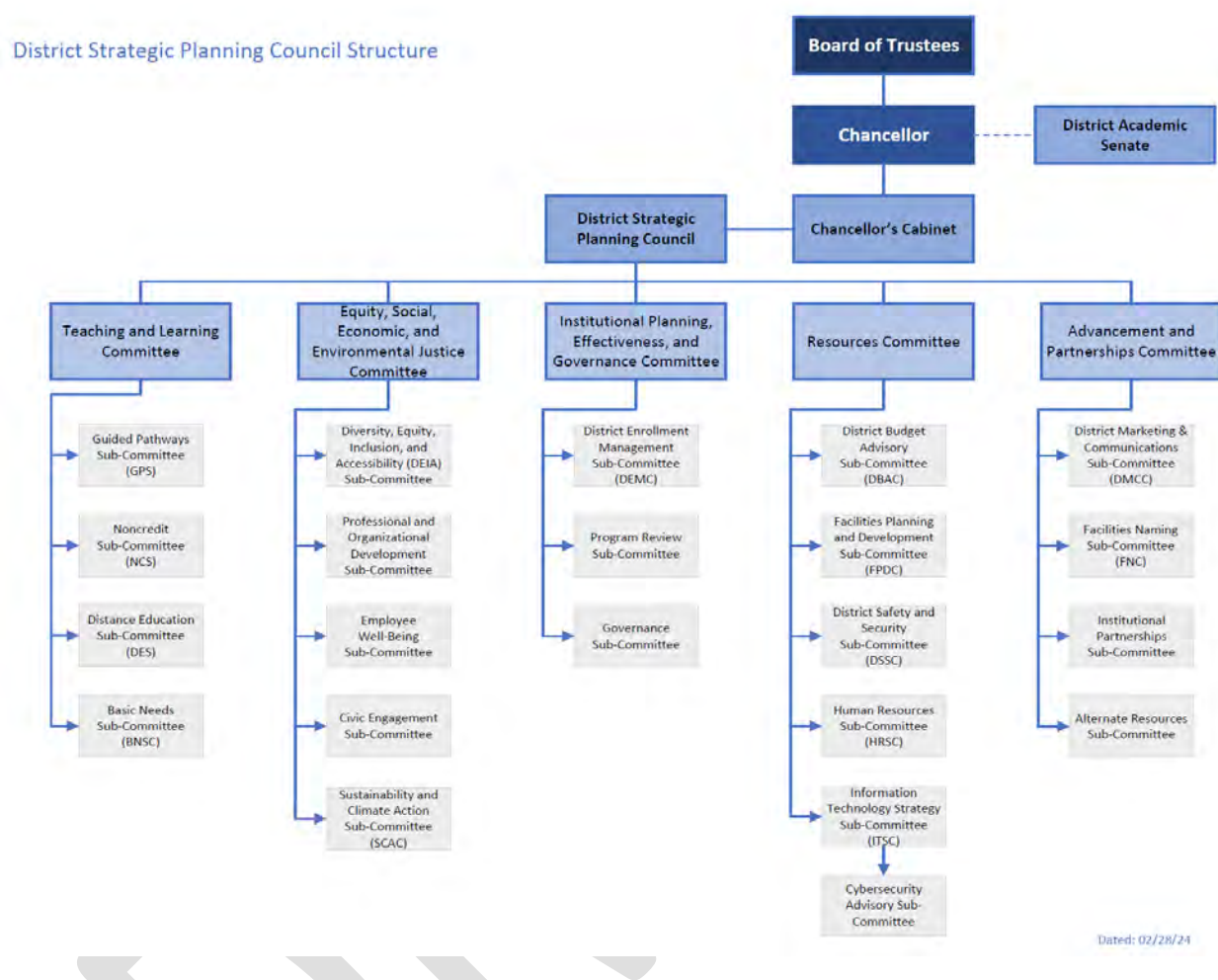
The environmental scan and SWOT analysis highlight strategies to expand educational access and address enrollment growth challenges. Key recommendations include strengthening dual enrollment - especially for 9th and 10th graders - partnering with high schools with low college-going rates, and expanding adult education to tap into the growing 25–54 population. With Inland Empire college-going rates below the state average despite strong high school graduation rates, RCCD can boost enrollment by offering high-skill, high-wage career pathways aligned with regional workforce needs.

Targeted outreach should focus on Latino/a/x students (who comprise over 70% of RCCD enrollment) and special populations such as foster youth, Veterans, single parents, and formerly incarcerated individuals. Expanding culturally responsive and multilingual support services, along with equity-focused programs, is essential to closing persistent completion gaps. Strengthening Guided Pathways, first-year experience programs, and CTE offerings in nursing, IT, and data science will support student success and workforce readiness. Investments in stackable credentials, short-term certificates, and a robust, student-centered support framework through the “Standard of Care” model will create a comprehensive and connected experience for students by providing consistent, personalized guidance based on FTES allocation across the District.

Institutional effectiveness can be enhanced by aligning planning vertically and horizontally, modernizing administrative systems, improving campus safety, and diversifying revenue through grants, partnerships, and innovative programs. A Unified Strategic Planning Hub and Shared Equity & Innovation Resource Hub will streamline districtwide planning, data use, and professional development, fostering collaboration, transparency, and equity-centered decision-making.

Additional priorities include expanding Zero- and Low-Cost Textbook courses, student housing, and basic needs initiatives. Centralized funding and operations, improved hiring practices, and a districtwide technology plan will further align resources with strategic priorities. Collectively, these actions strengthen RCCD’s role in advancing student success, workforce alignment, and regional economic transformation.

Appendix D: District Strategic Plan Committee Structure



Appendix E: 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](#)

**Local Senate and District Senate Meeting Dates
F26-SP27**

FALL 2026

<u>Local</u>	<u>District</u>
	Aug. 24
Aug. 31 OR Sept. 14 (due to Labor Day) Sept. 21	Sept. 28
Oct. 5 Oct. 19	Oct. 26
Nov. 2 Nov. 16	Nov. 30 [due to Nov. 23 holiday]
<i>Dec. 14 if needed</i>	

SPRING 2027

	Feb 22
March 1 March 15	March 22
April 5 April 19	April 26
May 3 May 17	May 24
<i>June 7 if needed</i>	

Note: Both semesters have 6 local senate meetings, with a cushion end-of-term if additional meeting needed. 4 DAS meetings each term.

**Riverside Community College District Administrative No. 76160a
Procedure**

Human Resources and Employee Relations

**AP 76160a PROFESSIONAL GROWTH – FULL TIME FACULTY –
SALARY ADVANCEMENT AND SABBATICAL LEAVE**

Reference:

Accreditation Standard ~~III.A.5.14~~ 3.2

I. General Information

A. Professional growth is defined as those academic, scholarly, and professional endeavors planned, developed, and carried out by a full time faculty member, including, but not limited to: course work and instructional programs completed at regionally accredited colleges and universities; professional publications; creative work; independent study, intensive preparation workshops and institutes; and return to industry, which have been approved by the District Professional Growth and Sabbatical Leave Committee (PG&SL Committee), which is co-chaired by a faculty member and an administrator.

~~1. A faculty member interested in beginning an academic professional growth endeavor as set forth in Section II, below, is required to submit the appropriate paperwork and documentation in accordance with published deadlines. To receive incremental salary advancement in column placement, the professional growth plan—program must be reviewed and approved by the PG&SL Committee, Vice Chancellor of Educational Services and Strategic Planning (ES&SP), and the District Academic Senate Presidents in advance of initiating the endeavor. The documents of academic endeavors will also be reviewed by Vice Chancellor of Educational Services & Strategic Planning (ES&SP) and the District District Academic Senate President.~~

~~2. Faculty members shall contact Human Resources & Employee Relations (HR&ER) to provide provide the following information to be verified by PG&SL committee co-chairs:—The Plan for Professional Growth form; A letter to the committee describing how the program is directly related to the applicant's faculty service area(s) and, if applicable, course descriptions.~~

~~3. Human Resources & Employee Relations (HR&ER) will confirm the following information on the Plan for Professional Growth form: date of hire as a full-time faculty member, occupational salary schedule if applicable, occupational salary schedule, employment type (tenure track, long-term temporary or categorically funded), present salary placement (column and step), carry-over units at the time of hire if applicable, and currently approved and enrolled professional growth activities at the time of hire.~~

Commented [DK1]: What is the purpose of having VC and AS review the documents? Are they able to overrule the PG&SL decision? Are they simply ensuring compliance with the policy?

Commented [KK2R1]: Keith will rephrase this paragraph

Commented [BS3R1]: The VC was the administrative co-chair prior to the hiring of the AVC and the ASP reported out a status at the regular Senate meetings

Commented [KK4]: For Keith: carry over units can only be used once

B. ~~Once the approved academic endeavor is complete~~ Fifteen approved semester units will be necessary for each salary reclassification. Upon completion of fifteen (15) semester units of approved coursework or activities in the professional growth plan, ~~the faculty member must~~ the faculty member must submit a request for reclassification packet to the PG&SL Committee. The request must include appropriate documentation and must be submitted in accordance with published deadlines. ~~To request reclassification for salary column advancement pay purposes, the faculty member is required to submit appropriate documentation in accordance with published deadlines to the PG&SL Committee.~~ Upon verification of the completion of the reclassification request, an approved professional development program growth plan, which after review, the PG&SL Committee will forward the recommendations to the Vice Chancellor of Educational Services and Strategic Planning (ES&SP) and the College Academic Senate Presidents, ~~the President of the College and as well as the Vice Chancellor of Human Resources and Employee Relations (HR&ER) who will place the item on the agenda for approval by the Board of Trustees.~~ Following appropriate Board of Trustees' action, faculty members may be reclassified on the salary schedule based on the number of units completed since their initial salary placement or their most recent salary reclassification. Carry over units from the time of hire, if any, will be used first. Remaining carry over units may be used toward the next column advancement, as applicable.

Commented [DK5]: Is the purpose of forwarding to the VC and AS just to keep them informed?

Commented [KK6R5]: Just to keep them informed

Commented [NS7]: Once the approved academic endeavor is complete, the faculty member must submit a request for reclassification to the PG&SL committee. The request must include appropriate documentation and must be submitted in accordance with published deadlines.

Commented [KK8]: For information only

1. ~~Any approved Salary~~ Reclassification will be effective the first day of the month following Board of Trustees approval for pay purposes. ~~will be effective the 1st day of the month following Board approval.~~

Commented [JL9]: Salary reclassification will begin the first day of the month following Board of Trustee approval for pay purpose.

Commented [KK10R9]: Keith to review this edit

2. Salary reclassification based on completed coursework or approved activities shall not be implemented ~~applied retroactively.~~

2. ~~Reclassification for pay purposes is not retroactive with respect to the date of completion of the course work, or approved activity, activity, or the submission of verification of completed course work or activity.~~

Commented [JL11]: Salary reclassification based on completed coursework or approved activities shall (or will) not be implemented retroactively.

Commented [KK12R11]: Keith to review this edit

C. Appeal process: If the academic endeavor or the request for reclassification is ~~rejected/denied by the PG&SL Committee, the VC of ES&SP, or the District Academic Senate Presidents, the faculty member may petition the decision by submitting a written request addressed to the co-chairs of the PG&SL committee.~~

D. The files of those who request the appeal process will be forwarded to the College ~~District Academic Senate Presidents. The District Academic Senate Presidents will review the files forwarded by the PG&SL Committee and shall make a decision by majority vote. The decision of the District Academic Senate Presidents is final.~~

II. Options for Professional Growth

A. Professional growth through course work and instructional programs. The courses must be directly related to the applicant's faculty service area(s), ~~or~~

Commented [DK13]: Highlighting for further discussion re foreign language classes.

Commented [KK14R13]: Potentially add to this to include student population, etc.

must ~~be a series which would~~ enhance and further the faculty member's ability to perform in ~~his/her the applicant's faculty service area(s) or~~ planned area of expertise. ~~In the case of terminal degrees,~~ The Committee may seek clarification or further information when the ~~degree~~ course work or instructional program(s) is not discipline-specific or in a faculty member's service area.

Commented [ZL15]: do we want to limit the units for this?

Commented [KK16R15]: Keith to draft language regarding certificates

1. Course work is defined as those courses for which graduate or upper-division credit can be certified by a regionally accredited college or university, and which has applicability toward a degree, certificate, or credential program at that institution. Those faculty employed with less than a B.A. or B.S. degree will be exempt from the upper-division course requirement.

2. Courses will be evaluated for salary reclassification using the following criteria: (a) unit credit will be granted on the basis of semester units; (b) quarter units will be converted to semester units by multiplying quarter units earned by 2/3.

3. Continuing Educational Units (CEU) - CEU will be granted on the basis of the number of hours required to complete either a single session (non-cumulative hours), or for multiple sessions which result in a certificate (hours will be cumulative.) CEU leading to a certificate will be used for salary schedule advancement upon the awarding of the certificate. At least ~~36-54~~ hours of verifiable participation will equate to one semester unit. CEU leading to a certificate are limited to one per certificate for each salary advancement. The limit for single session CEU will be five per each salary advancement. CEU can only be applied for salary advancement up to Column E. The courses must be directly related to the applicant's faculty service area(s), or the courses must be a series which would enhance and further the faculty member's ability to perform in his/her planned area of expertise. All CEU course work must be offered through an accredited institution. Course work/Certificates – Units awarded for course work applicable towards a graduate level certificate shall only be applied for salary advancement up to one additional column and in no event beyond Column G.

4. In the case of attending or facilitating institutes and/or workshops in which unit or certificate credit is not given by the sponsor, a maximum of five units of semester equivalency units for institutes/workshops is applicable to each salary reclassification. Applications for professional growth based on attending or facilitating institutes and/or workshops will be considered for up to 6 months after the date of completion.

Commented [NS17]: Does this section apply to attending an institute/workshop, or facilitating an institute/workshop, or both?

• One semester unit of workshop credit will be granted on the basis of at least 36 verified hours of intensive outside preparation and participation in the workshop. "Intensive outside preparation" ~~i ncludes, which is defined as extensive effort above and beyond attending or facilitating the workshop and includes, but is not limited to, activities such as preparation required to present a paper at a workshop;~~

Commented [DK18]: How is this defined?

Commented [DK19R18]: Fixed

~~in~~extensive pre-and/or post-workshop "homework" assignments; designing, planning, and/or hosting workshops, etc.

• For workshops which themselves do not require intensive outside preparation, a minimum of 54 verified hours of workshop participation will equate to one unit of workshop credit. ~~Applications for professional growth based on attending or facilitating institutes and/or workshops will be considered for up to 6 months after the date of completion.~~

4.—

~~includes, but is not limited to, activities such as preparation required to present a paper at a workshop; intensive pre and post-workshop "homework" assignments; designing, planning, and/or hosting workshops, etc. For workshops which themselves do not require intensive outside preparation, a minimum of 54 verified hours of workshop participation will equate to one unit of workshop credit.~~

5.— Fifteen approved semester units will be necessary for each salary reclassification.

6-5. Placement on Salary Schedule Column G (M.A. + 60), will require the recommendation by the PG&SL Committee to be based on the verification that there exists direction and cohesion in the fifteen semester units submitted above and beyond those required for previous reclassification. When the fifteen semester units have been completed, verification that the faculty member followed his/her submitted plan is required.

6. Faculty will be expected to undertake focused study at upper division and graduate level for all reclassification beyond the baccalaureate.

7. ~~8. However, Lower division units may be permitted for faculty members on the occupational salary schedule employed with less than a B.A. or B.S. degree, may have lower division units be approved for lower division units may be approved for~~ allowed to those CTE faculty employed with less than a B.A. or B.S. degree, if they are approved in advance by the PG&SL Committee, as part of the faculty member's planned professional growth plan, development program. ~~The All planned lower division program must be completed before the units will be recommended for salary reclassification.~~

B. Professional Growth Based on Professional Publications

1. Professional publications are defined as articles published as authored individual works in textbooks or ~~juried~~ scholarly publications as determined by the PG&SL eCommittee in their sole

Commented [DK20]: Must directly relate to FSA?

Commented [NS21]: approved for ??

Commented [NS22]: Is it important to us that we limit professional publications to "juried" scholarly publications? Including "juried" makes me think that only peer reviewed journal articles are considered here. Is that correct?
I suspect that there are folks producing/publishing scholarly work in other venues that contribute to the field and their professional growth (i.e., trade publications, professional organizations, conferences, etc.). I saw many examples of this in one of the distinguished faculty applications.

Commented [KK23R22]: Keith to consider peer-reviewed, scholarly, textbooks.

~~discretion~~ ~~at~~, ~~compilations, or textbooks.~~ Applications for professional growth based on professional publications will be considered for up to 6 months after the date of publication. ~~The application for professional growth will include documentation and rationale for the units requested within 6 months of the publication.~~ Requests for this reclassification credit option shall include a rationale for the number of units requested. One unit of publication credit will be granted on the basis of at least 36 hours of intensive preparation which includes, but is not limited to, activities such as coordinating with a publisher, researching, writing, and editing the work. ~~T— Approximately 36 hours will qualify as one unit.~~ ~~The~~ Committee may ask for further clarification or information regarding professional publications submitted for consideration. _

2. Upon recommendation of the PG&SL Committee and concurrence by the ~~_Chancellor~~ Vice Chancellor of, ES&SP, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific publication and may be applicable for the purpose of salary reclassification.

3. A maximum of five units of reclassification credit earned by professional publication may be granted for each salary reclassification. If the applicant achieved a terminal degree in his/her field, the maximum may be extended on a case-by-case basis.

C. Professional Growth Based on Independent Study

1. Independent study is defined as a creative project, through which a faculty member may improve professional competency and effectiveness, such as an art exhibit; a musical composition or performance; literary publications such as novels, poems, or plays; creation of sculpture; or independent research at a graduate level of competency. ~~The application for professional growth will shall include documentation and rationale for the units requested.~~ ~~Approximately 54 36 hours will qualify as one unit.~~ ~~The Committee may ask for further clarification or information regarding the creative project submitted for consideration.~~

~~2.~~

~~3.2.~~ Upon the recommendation of the PG&SL Committee and concurrence by the ~~Chancellor~~ Vice Chancellor of, ES&SP, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific independent study, ~~_~~ and may be applicable for purposes of salary reclassification.

~~4.3.~~ A maximum of five units of reclassification credit earned by independent study may be granted for each salary reclassification. If the applicant achieved a terminal degree in his/her field, the maximum may be extended on a case-by-case basis.

Commented [NS24]: Applications for professional growth based on professional publications will be considered for up to 6 months after the date of publication. Requests for this reclassification credit option shall include a rationale for the number of units requested. One unit of publication credit will be granted on basis of at least 36 hours of intensive preparation which includes, but is not limited to activities such as coordinating with publisher, researching, writing, and editing the work.

D. Professional Growth Based on Return to Industry

1. Faculty teaching in areas in which students are actively preparing for entry employment in industry, and who may have received their own training through occupational experience rather than academic preparation, are encouraged to consider professional growth based on return to industry as a means of updating skills and knowledge. The application for professional growth will shall include documentation and rationale for the units requested. Approximately 36 (or 54?) 54 hours will qualify as one unit.

Commented [NS25]: Remove approximately

Commented [KK26R25]: Maybe 54 all across, make it consistent.

2. Return to industry is defined as re-employment in business or industry while on leave from the District, through which a faculty member may update knowledge of current practices and problems in areas directly related to teaching and classroom responsibilities.

3. Upon recommendation of the PG&SL Committee and concurrence by the ~~Chancellor~~ Vice Chancellor of ES&SP, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific period of reemployment in industry, and may be applicable for purposes of salary reclassification.

4. A maximum of five units of reclassification credit earned by reemployment in industry may be granted for each salary reclassification.

III. Professional Growth Procedures & Salary Placement

- A. The PG&SL Committee will develop effective procedures for the operation of the Committee.

~~B. Faculty members must submit a plan for professional growth to the PG&SL Committee for review to ensure that the activities meet District requirements for professional growth and unit allocation. With the exception of publications, proposed growth activities shall not be initiated before the plan has been approved. Faculty members must submit a plan for professional growth to the PG&SL Committee in advance of initiating appropriate professional growth activities besides professional publications. And The faculty member must have preliminary approval of that plan by the PG&SL Committee to ensure it meets the necessary District requirements, and criteria for professional growth and unit allocation.~~
B. _____

Commented [NS27]: do these words belong here?

Commented [NS28]: This wording suggests to me that the plan must be submitted before initiating, but I think we mean to also convey that the plan must be approved before initiating. Can we clarify. Suggestion:

- C. The administrative and faculty Co-Chairpersons of the PG&SL Committee will inform the faculty member in writing that the plan is approved or that changes are necessary.

- D. Upon completion of the plan, the faculty member will submit a formal

Faculty members must submit a plan for professional growth to the PG&SL committee for review to ensure that the activities meet District requirements for professional growth and unit allocation. With the exception of publications, proposed growth activities should not be initiated before the plan has been approved.

written request for salary reclassification accompanied by all appropriate documentation required by the PG&SL Committee. The administrative and faculty Co-Chairpersons of the Committee will be responsible for verifying these documents.

D. _____

E. Upon completion and conferral of a Bachelor's degree (only applies to those on the occupational salary schedule with less than a B.A. or B.S. degree) or a Master's degree (or Bachelor's degree for those on the occupational salary schedule with less than a B.A. or B.S. degree), faculty without a pre-approved plan for professional growth may submit an application with supporting documents to the PG&SL Committee for salary reclassification based on degree and applicable units completed. Units can only be applied for salary advancement up to Column E. Degrees must be completed from a regionally accredited institution.

E.F. Upon completion and conferral of a Doctoral degree, faculty may submit an application to PG&SL Committee for approval (with supporting documents) for salary reclassification to column H. Degrees must be completed from a regionally accredited institution. Faculty members placed on Column G of the faculty salary schedule, who complete a Doctoral program from a regionally accredited institution will be placed on Column H upon submitting official transcripts with the degree posted and conferred.

F.G. The PG&SL Committee will submit its recommendations through the administrative and faculty co-chairpersons to the Vice Chancellor of ES&SP Educational Services and Strategic Planning, Workforce Development and Planning, or designee, who reviews and forwards to Diversity and Human Resources and Employee Relations for inclusion on consent items for final approval by the Board of Trustees. A copy of the recommendations must be submitted to the District Academic Senate as part of its committee's report.

IV. Sabbatical Leave

Sabbatical leave will be granted in accordance with Article XIII, Section P.Q of the collective bargaining agreement between the District and the District's Chapter of the CCA/CTA/NEA. This Agreement is available for review on the District's website (www.rccd.edu) under the Human Resources and Employee Relations link, or by contacting the District's CTA President at (951) 222-8424.

Office of Primary Responsibility: Vice Chancellor, ~~Diversity and~~ Human Resources and Employee Relations

Administrative Approval:

January 27, 2015

Revised: ~~February 12, 2019 March 21, 2019 May 18, 2023,~~
December 12, 2023, January 30, 2024

Commented [ZL29]: Separate these two

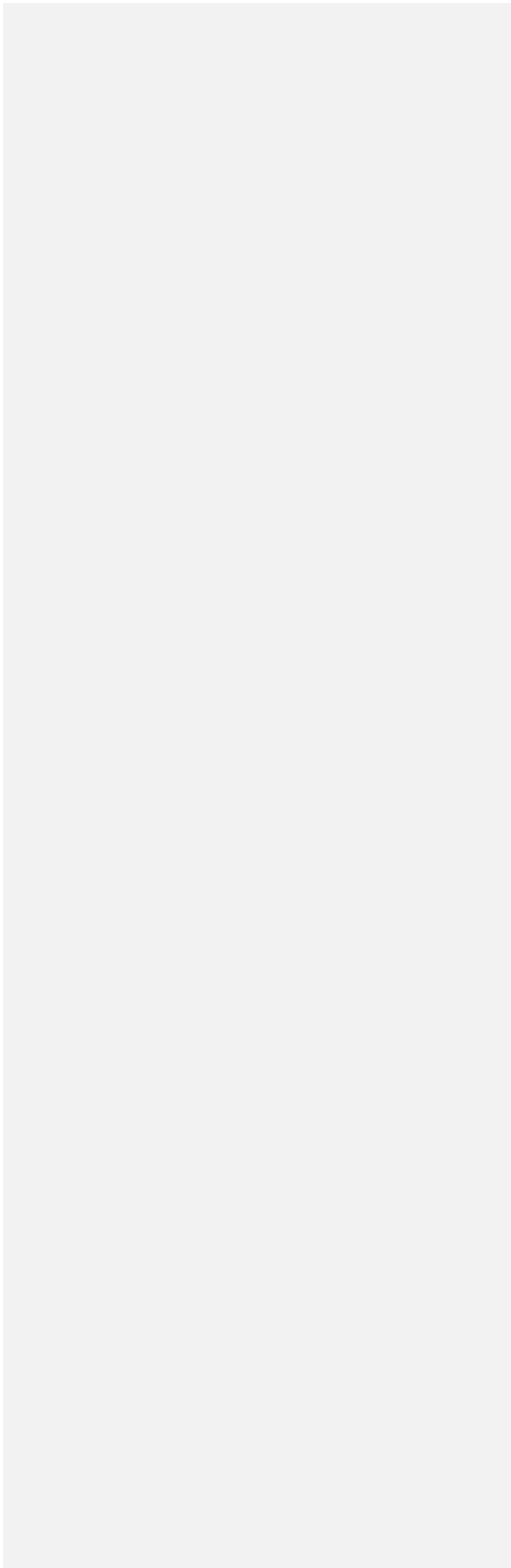
Commented [ZL30R29]: What about completed a certificate?

Commented [KK31R29]: Related to faculty's expertise? Clean this up.

Commented [KK32R29]: Keith to review and add language

Commented [BS33]: Update to 2021-2024 CTA Agreement

| (Replaces Regulations 3080)



Human Resources and Employee Relations

AP 6160a PROFESSIONAL GROWTH – FULL TIME FACULTY – SALARY ADVANCEMENT AND SABBATICAL LEAVE

Reference: Accreditation Standard 3.2

I. General Information

- A. Professional growth is defined as those academic, scholarly, and professional endeavors planned, developed, and carried out by a full time faculty member, including, but not limited to: course work and instructional programs completed at regionally accredited colleges and universities; professional publications; creative work; independent study, intensive preparation workshops and institutes; and return to industry, which have been approved by the District Professional Growth and Sabbatical Leave Committee (PG&SL Committee), which is co-chaired by a faculty member and an administrator.
 - 1. A faculty member interested in beginning a professional growth endeavor as set forth in Section II, below, is required to submit the appropriate paperwork and documentation in accordance with published deadlines. To receive incremental salary advancement in column placement, the professional growth plan must be reviewed and approved by the PG&SL Committee, Vice Chancellor of Educational Services and Strategic Planning (ES&SP), and the District Academic Senate Presidents in advance of initiating the endeavor.
 - 2. Faculty members shall provide the following information to be verified by PG&SL committee co-chairs: The Plan for Professional Growth form; A letter to the committee describing how the program is directly related to the applicant's faculty service area(s) and, if applicable, course descriptions.
 - 3. Human Resources & Employee Relations (HR&ER) will confirm the following information on the Plan for Professional Growth form: date of hire as a full-time faculty member, occupational salary schedule if applicable, employment type (tenure track, long-term temporary or categorically funded), present salary placement (column and step), carry-over units at the time of hire if applicable, and currently approved and enrolled professional growth activities.
- B. Fifteen approved semester units will be necessary for each salary reclassification. Upon completion of fifteen (15) semester units of approved coursework or activities in the professional growth plan, the faculty member must submit a request for reclassification packet to the PG&SL Committee. The

request must include appropriate documentation and must be submitted in accordance with published deadlines. Upon verification of the completion of the reclassification request, the PG&SL Committee will forward the recommendations to the Vice Chancellor of ES&SP and the College Academic Senate Presidents, as well as the Vice Chancellor of HR&ER who will place the item on the agenda for approval by the Board of Trustees. Following appropriate Board of Trustees' action, faculty members may be reclassified on the salary schedule based on the number of units completed since their initial salary placement or their most recent salary reclassification. Carry over units from the time of hire, if any, will be used first. Remaining carry over units may be used toward the next column advancement, as applicable.

1. Any approved salary reclassification will be effective the first day of the month following Board of Trustees approval.
 2. Salary reclassification based on completed coursework or approved activities shall not be applied retroactively.
- C. Appeal process: If the academic endeavor or the request for reclassification is denied by the PG&SL Committee, the VC of ES&SP, or the District Academic Senate Presidents, the faculty member may petition the decision by submitting a written request addressed to the co-chairs of the PG&SL committee.
- D. The files of those who request the appeal process will be forwarded to the District Academic Senate Presidents. The District Academic Senate Presidents will review the files forwarded by the PG&SL Committee and shall make a decision by majority vote. The decision of the District Academic Senate Presidents is final.

II. Options for Professional Growth

- A. Professional growth through course work and instructional programs. The courses must be directly related to the applicant's faculty service area(s), or must enhance and further the faculty member's ability to perform in the applicant's faculty service area(s) or planned area of expertise. The Committee may seek clarification or further information when the course work or instructional program(s) is not discipline-specific or in a faculty member's service area.
1. Course work is defined as those courses for which graduate or upper-division credit can be certified by a regionally accredited college or university, and which has applicability toward a degree, certificate, or credential program at that institution. Those faculty employed with less than a B.A. or B.S. degree will be exempt from the upper-division course requirement.
 2. Courses will be evaluated for salary reclassification using the following criteria: (a) unit credit will be granted on the basis of semester units; (b) quarter units will be converted to semester units by multiplying quarter units

earned by 2/3.

3. Continuing Educational Units (CEU) - CEU will be granted on the basis of the number of hours required to complete either a single session (non-cumulative hours), or for multiple sessions which result in a certificate (hours will be cumulative.) CEU leading to a certificate will be used for salary schedule advancement upon the awarding of the certificate. At least 54 hours of verifiable participation will equate to one semester unit. CEU leading to a certificate are limited to one per certificate for each salary advancement. The limit for single session CEU will be five per each salary advancement. CEU can only be applied for salary advancement up to Column E. The courses must be directly related to the applicant's faculty service area(s), or the courses must be a series which would enhance and further the faculty member's ability to perform in his/her planned area of expertise. All CEU course work must be offered through an accredited institution.
4. Course Work/Certificates – Units awarded for all course work, whether or not applicable towards a graduate level certificate, shall only be applied for salary advancement up to one additional column and in no event beyond Column G.
5. In the case of attending or facilitating institutes and/or workshops in which unit or certificate credit is not given by the sponsor, a maximum of five units of semester equivalency units for institutes/workshops is applicable to each salary reclassification. Applications for professional growth based on attending or facilitating institutes and/or workshops will be considered for up to 6 months after the date of completion.
 - One semester unit of workshop credit will be granted on the basis of at least 36 verified hours of intensive outside preparation and participation in the workshop. "Intensive outside preparation" is defined as extensive effort above and beyond attending or facilitating the workshop and includes, but is not limited to, activities such as preparation required to present at a workshop; extensive pre-and/or post-workshop "homework" assignments; designing, planning, and/or hosting workshops, etc.
 - For workshops which themselves do not require intensive outside preparation, a minimum of 54 verified hours of workshop participation will equate to one unit of workshop credit.
6. Placement on Salary Schedule Column G (M.A. + 60), will require the recommendation by the PG&SL Committee to be based on the verification that there exists direction and cohesion in the fifteen semester units submitted above and beyond those required for previous reclassification. When the fifteen semester units have been completed, verification that the faculty member followed his/her submitted plan is required.

7. Faculty will be expected to undertake focused study at upper division and graduate level for all reclassification beyond the baccalaureate.
8. Lower division units may be permitted for faculty members on the occupational salary schedule employed with less than a B.A. or B.S. degree, if they are approved in advance by the PG&SL Committee, as part of the faculty member's planned professional growth plan.

B. Professional Growth Based on Professional Publications

1. Professional publications are defined as articles published as authored individual works in textbooks or scholarly publications as determined by the PG&SL Committee in their sole discretion. Applications for professional growth based on professional publications will be considered for up to 6 months after the date of publication. Requests for this reclassification credit option shall include a rationale for the number of units requested. One unit of publication credit will be granted on the basis of at least 36 hours of intensive preparation which includes, but is not limited to, activities such as coordinating with a publisher, researching, writing, and editing the work. The Committee may ask for further clarification or information regarding professional publications submitted for consideration.
2. Upon recommendation of the PG&SL Committee and concurrence by the Vice Chancellor of ES&SP, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific publication and may be applicable for the purpose of salary reclassification.
3. A maximum of five units of reclassification credit earned by professional publication may be granted for each salary reclassification. If the applicant achieved a terminal degree in his/her field, the maximum may be extended on a case-by-case basis.

C. Professional Growth Based on Independent Study

1. Independent study is defined as a creative project, through which a faculty member may improve professional competency and effectiveness, such as an art exhibit; a musical composition or performance; literary publications such as novels, poems, or plays; creation of sculpture; or independent research at a graduate level of competency. The application for professional growth shall include documentation and rationale for the units requested. 54 hours will qualify as one unit. The Committee may ask for further clarification or information regarding the creative project submitted for consideration.
2. Upon the recommendation of the PG&SL Committee and concurrence by the Vice Chancellor of ES&SP, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific independent study, and

may be applicable for purposes of salary reclassification.

3. A maximum of five units of reclassification credit earned by independent study may be granted for each salary reclassification. If the applicant achieved a terminal degree in his/her field, the maximum may be extended on a case-by-case basis.

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1. Faculty teaching in areas in which students are actively preparing for entry employment in industry, and who may have received their own training through occupational experience rather than academic preparation, are encouraged to consider professional growth based on return to industry as a means of updating skills and knowledge. The application for professional growth shall include documentation and rationale for the units requested. 54 hours will qualify as one unit.
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- A. The PG&SL Committee will develop effective procedures for the operation of the Committee.
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- C. The administrative and faculty Co-Chairpersons of the PG&SL Committee will inform the faculty member in writing that the plan is approved or that changes are necessary.
- D. Upon completion of the plan, the faculty member will submit a formal written

request for salary reclassification accompanied by all appropriate documentation required by the PG&SL Committee. The administrative and faculty Co-Chairpersons of the Committee will be responsible for verifying these documents.

- E. Upon completion and conferral of a Master's degree (or Bachelor's degree for those on the occupational salary schedule with less than a B.A. or B.S. degree), faculty without a pre-approved plan for professional growth may submit an application with supporting documents to the PG&SL Committee for salary reclassification based on degree and applicable units completed. Units can only be applied for salary advancement up to Column E. Degrees must be completed from a regionally accredited institution.
- F. Upon completion and conferral of a Doctoral degree, faculty may submit an application to PG&SL Committee for approval (with supporting documents) for salary reclassification to column H. Degrees must be completed from a regionally accredited institution. Faculty members placed on Column G of the faculty salary schedule, who complete a Doctoral program from a regionally accredited institution will be placed on Column H upon submitting official transcripts with the degree posted and conferred.
- G. The PG&SL Committee will submit its recommendations through the administrative and faculty co-chairpersons to the Vice Chancellor of ES&SP who reviews and forwards to Human Resources and Employee Relations for inclusion on consent items for final approval by the Board of Trustees. A copy of the recommendations must be submitted to the District Academic Senate as part of its committee's report.

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Office of Primary Responsibility: Vice Chancellor, Human Resources and Employee Relations

Administrative Approval:

January 27, 2015

Revised: May 18, 2023

December 12, 2023, January 30, 2024

(Replaces Regulations 3080)



MEMORANDUM

September 30, 2025

ESS 25-63 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Academic Senate Presidents

FROM: James Todd, Vice Chancellor of Academic Affairs
LaTonya Parker-Parnell, President of Academic Senate for California Community Colleges
Michelle Pilati, Project Director of Academic Senate for California Community Colleges
Open Educational Resources Initiative

RE: Empowering Day-One Access through OER (Title 5, § 54221)

Purpose

Every student should begin every class fully equipped to learn—no fees to clear, no codes to buy, and no waiting for financial aid. California Code of Regulations, title 5, [§ 54221 Burden-Free Access to Instructional Materials](#), advances this vision by calling for district policies that ensure first-day access to textbooks and supplemental materials, minimize financial and administrative burdens on students, and preserve faculty responsibility and academic freedom in selecting course materials. This memo embraces the regulation not as a checklist, but as an opportunity to widen the path to transfer and completion by encouraging colleges to achieve its intent through the adoption of open educational resources (OER) and building sustainable Zero-Textbook-Cost (ZTC) pathways.

This new regulation also directly advances the goals of Vision 2030: equity in access, equity in support, and equity in success. By eliminating the cost barrier to instructional materials, students who have historically been excluded from timely participation in their coursework can engage from the very first day. By encouraging the use of OER and establishing Zero-Textbook-Cost (ZTC) pathways, colleges can provide consistent, sustainable affordability across entire programs, and not just individual courses. And by embedding burden-free access into local policy, districts help students complete their educational journeys more efficiently and equitably, strengthening pathways to transfer, degrees, and family-sustaining careers.

This guidance follows the Chancellor's Office memorandum issued July 22, 2025 ([ESS 25-43](#)), which outlined the regulatory provisions for burden-free access, and previewed this empowerment memo to support local policy development and day-one access across textbooks, supplies, and supplementary materials.

Background

As noted in [ESS 25-43](#), title 5 [§ 54221 Burden-Free Access to Instructional Materials](#) was filed July 1, 2025, and became effective July 30, 2025. Districts have 180 days—until Jan. 26, 2026—to align local policy. While policy is the start, meeting the intent of the regulation will take local focus and collaboration. Core expectations include: ensuring first-day access to textbooks and supplemental materials (including through adopting or adapting OER or, where needed, providing initial textbook chapters consistent with copyright); strengthening access to all other instructional materials before they are required; upholding faculty academic freedom; and fostering student-centered practices such as ZTC degrees, library lending, and early financial-aid disbursements consistent with federal regulations.

The regulation defines “instructional materials” broadly as all required items for a course—textbooks, supplemental materials, and supplies. Textbooks are the educational resources listed in the syllabus; supplemental materials include lab manuals, workbooks, required software or homework systems, journal articles, interactive websites, and readers. This breadth invites colleges to reimagine the entire learning experience—not just the book—through an affordability lens.

Why This Matters

The July memo underscored what students have told us for years: required materials can cost hundreds of dollars annually, forcing many to avoid courses, change majors, or attend class without required tools. When day-one access is the norm, faculty can teach to the syllabus from the first moment; students engage immediately; and momentum toward transfer and completion strengthens—especially for learners who have historically shouldered the greatest financial burdens.

From Regulation to Reality: Colleges Can Deliver Day-One Access Through OER

Imagine the first week of each term on your campus. A student opens Canvas on Sunday night and finds the resources they need to start the class—ready to go, without the barrier of a required payment. A faculty member feels free to choose the best materials for learning and to adapt them over time to better reflect local communities and program outcomes. A library has built the connective tissue—stable links, print-on-request at institutional cost, course reserves—to make materials persistently available in multiple formats. This is the day-one experience the burden-free regulation invites us to co-create.

To move toward this vision, consider a collaborative arc that brings together administrators, local Academic Senates, libraries, student services, and faculty, with the [Academic Senate for California Community Colleges Open Educational Resources Initiative \(OERI\)](#) as the practical hub. The OERI, stewarded by the Academic Senate, has become a cornerstone for this work. It offers far more than a collection of open resources. OERI curates [comprehensive discipline-specific collections of](#)

[OER](#) that are aligned with the California Community Colleges' transfer infrastructure, including C-ID course descriptors and Transfer Model Curricula (TMCs). This means that for many of the courses students must take to transfer, there are already high-quality, peer-reviewed OER textbooks, ancillaries, and even OER for complete Associate Degree for Transfer (ADT)-aligned pathways available for adoption. OERI also supports faculty through accessibility checklists, DEIA-informed style guides, and professional development webinars, while fostering a statewide network of OER liaisons and discipline leads who share practices, troubleshoot challenges, and participate in materials development where gaps exist. In other words, OERI offers both the content and the community needed to make day-one access through OER not only possible, but practical and sustainable.

Consider the possibilities for your college:

- **Discovery aligned to transfer.** Departments might begin with high-enrollment, transfer-critical courses such as those in Cal-GETC or ADT pathways. Faculty and OER liaisons can [explore OERI's curated collections](#)—organized by discipline, aligned to C-ID, and scaffolded to TMCs—to locate ready-to-adopt texts and ancillaries that match California transfer patterns.
- **Adopt for day one; adapt for your students.** When a strong match exists, faculty can post OER in Canvas ahead of the term, ensuring immediate, no-cost access. When gaps appear, OER licensing enables remix and localization. Faculty can integrate culturally responsive examples, adjust sequencing, and align assessments without delaying access to students. The regulation preserves academic freedom even as it encourages zero-cost practices; OER expands the palette of choices available to instructors.
- **Cover the whole syllabus.** Because instructional materials also include supplemental items such as homework systems, readers, software, and manuals, faculty and librarians could cross-walk each syllabus against open or library-licensed alternatives. Where proprietary elements remain essential and no open alternative exists, districts can implement policies and practices that eliminate student costs through lending, targeted purchasing, or library acquisitions—so students still begin fully equipped.
- **Accessibility and DEIA by design.** Instructional designers, accessibility experts, and librarians might use OERI's accessibility practices and discipline-based quality approaches during adoption cycles, so accessible formats, alt-text, captions, and inclusive examples are standard.
- **Make it seamless for students.** Colleges are already required to mark no-cost sections in the schedule of classes, assisting students in finding those sections that are already aligned to the new regulation. In addition, colleges can ensure durable library links to resources are available and provide print options at institutional cost. When a print bridge is helpful, providing initial chapters consistent with copyright keeps learning moving from day one.

- **Stitch courses into pathways.** Departments may convene and discuss how to connect course adoptions into ZTC degree maps, using OERI’s C-ID and TMC scaffolds, so students can complete certificates and degrees without materials charges.
- **Support the people doing the work.** Adopting and adapting OER is scholarly and pedagogical work. Colleges might recognize this through providing faculty time, flex credit, peer mentoring, adoption “studios” supported by instructional designers and librarians, and by recognizing and valuing OER work in evaluation and professional growth. The OERI liaison network and regular webinars provide community, professional learning, shared ancillaries, and just-in-time help as faculty move away from publisher bundles.

Throughout, imagine the compounding effect for students: consistent, predictable no-cost access course after course; a schedule that clearly signals affordability; and a Canvas page that always opens to what they need.

Policy To Practice This Year

[ESS 25-43](#) encouraged colleges to view the new regulatory provisions as a strategic opportunity to formalize and strengthen policies that already align with equity plans and board priorities.

Adopted policies are not expected to result in the immediate establishment of no-cost first-day access, but to establish the conditions to achieve this goal over time. Local Academic Senates and administrators together might consider:

- **Policy as a runway.** Rather than a single compliance moment, imagine policy language that guides long-term decisions—procurement, budgeting, library investments, and program review—toward sustainable practices that gradually eliminate student costs for instructional materials. OER offers the clearest pathway toward this goal, with lending and targeted purchasing filling in when open options are not yet available.
- **Collaborative pathway build-outs.** Colleges may convene cross-functional design sprints—faculty leads, OER liaisons, librarians, instructional designers, financial aid—to map the next wave of OER adoptions in large GE and transfer bottlenecks and publish a living OER/ZTC pathway map students can plan around.
- **Student-centered operations.** Imagine materials that are available before they are required for a grade, with multiple formats supported, schedule notes that help students choose no-cost sections, and (where appropriate) earlier aid timing to reduce frictions that remain.

In reflecting on these directions, colleges may also weigh which solutions align most closely with the intent of title 5 [§ 54221 Burden-Free Access to Instructional Materials](#).

Automatic-billing approaches—sometimes called “inclusive” or “equitable” access programs—do place materials in students’ hands on day one, but they do not eliminate instructional materials costs. These models address only one dimension of the regulation: timing. By contrast, OER and ZTC pathways embody both the letter and the spirit of the regulation by ensuring access on the first day and by eliminating costs for students over the long term. Colleges and senates might imagine policies that set this more ambitious outcome as the north star, with each new OER adoption and each new ZTC pathway a step toward a future where instructional materials no longer represent a financial barrier.

Conclusion: A Systemwide OER Platform and Burden-Free Recommendations

As previewed in the July memo ([ESS 25-43](#)), the Chancellor’s Office is completing an RFP process to identify a systemwide OER platform to simplify searching, adoption, adaptation, attribution, and accessibility support. Additionally, the Burden-Free Instructional Materials Implementation Taskforce, charged with translating recommendations into actionable, sustainable strategies, will culminate its work into an action-oriented report with best practices, systemwide opportunities, and technical assistance.

The new title 5 [§ 54221 Burden-Free Access to Instructional Materials](#) invites us to do together what none of us can do alone: *make day-one, burden-free access the California Community Colleges standard*. When administrators and local Academic Senates collaborate to align policy and practice, when faculty are supported to choose and shape OER, when libraries and student services smooth the path, and when procurement aligns with our values, every student begins every class ready to learn. That is the spirit of Vision 2030—and the promise this regulation helps us realize.

For questions regarding this memorandum, please contact Chad Funk, Educational Services and Support Division at CFunk@CCCCO.edu.

cc: Sonya Christian, Chancellor
Rowena Tomaneng, Deputy Chancellor
Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives