August 1, 2026

Institutional Self-Evaluation Report

RCC
RIVERSIDE CITY COLLEGE

















Institutional Self-Evaluation Report

in Support of an Application for

Reaffirmation of Accreditation

Submitted by

Riverside City College
4800 Magnolia Avenue
Riverside, CA 92506

to

Accrediting Commission for Community and Junior Colleges

1 August 2026

Certification

To: Accrediting Commission for Community and Junior Colleges

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This Institutional Self-Evaluation Report is submitted to ACOC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACOC Standards and policies, and was developed with appropriate participation and review by the campus community.

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Forward to the Institutional Self-Evaluation Report

Riverside City College's Institutional Self Evaluation Report (ISER) development is a testament to the college's mission and TIGER Pride values of transparency, inclusivity, growth, equity, and respect. Over a two-year period, multiple inclusive "y'all come" opportunities were held to gather evidence, share, reflect, and write to ACCJC's accreditation standards. Faculty, classified professionals, administrators, and student leaders collaborated respectfully and equitably to learn and grow together and produce RCC's 2027 ISER.

The ISER that follows reflects a broad and honest examination of the college's strengths, challenges, and opportunities for growth. Several high-level themes emerged that speak to our ongoing commitment to student success, equity, and institutional effectiveness.

Commitment to Equity and Student Success: A central theme throughout the self-evaluation is our dedication to equitable student outcomes. Codified in our new BEST (Build, Engage, Serve, Treasure) strategic plan, our ability to identify needs and gauge success toward our goals is enhanced through the meaningful strides we have made in making equity data more accessible through Power BI dashboards, the program review process, and other reports produced by the Office of Institutional Effectiveness. At the same time, our ISER acknowledges that varying interpretations of equity across campus have created barriers to consistent, equity-minded practice, representing a key area for continued growth.

Data-Informed Decision Making: RCC demonstrates a strong culture of accountability through our use of disaggregated data and key performance indicators (KPIs) to evaluate progress and guide planning. Our Office of Institutional Effectiveness plays a central role in collecting, analyzing, and disseminating data to support decision-making at all levels.

Program Review and Continuous Improvement: The college's five-year program review cycle, recently updated to better reflect current goals and values, illustrates our commitment to ongoing institutional improvement. The importance of program review as a tool for assessing program health and identifying strategic opportunities has been reinforced through the reflective self-evaluation process.

Inclusive Governance and Transparency: RCC's governance structures support collaboration, transparency, and broad stakeholder engagement. From Board self-evaluations to campus strategic planning newsletters, we work to ensure that all constituent groups—including faculty, classified professionals, administrators, and students—have meaningful opportunities to participate in institutional decision-making.

Opportunities for Growth: The ISER candidly identifies areas for development, including the need for more intentional anti-racist practices, greater shared understanding of equity, and more consistent access to professional development across *all* employee groups.

Overall, our self-evaluation reveals that RCC is an institution that is student-focused, reflective, forward-looking, and deeply committed to continuous improvement in service of our students and community.

A. Introduction: Institutional Context

As the seventh oldest community college in California, RCC has served residents of the Inland Empire for 106 years. Riverside Junior College (the name when established) shared facilities with Riverside Polytechnic High School. At the opening of the fall term, September 25, 1916, twenty-four junior college courses were offered in fifteen departments of study. The enrollment for the first academic year was 110.

In 1924, the College built its first two buildings which are now a part of the popular quadrangle, a central hub of student activity to this day. In 1965 local voters passed an education bond providing funds to construct a new high school and Poly High School relocated a few miles away. This move provided RCC the opportunity to plan and build for future growth. Measure C, a $340 million bond measure, was approved in 2004 by voters in the Riverside Community College District. For the next 18 years, RCC benefited through construction of new facilities and modernization of classroom buildings.

RCC's beautifully manicured 108-acre campus combines historic architecture with modern technologies. Just a mile or so away in Centennial Plaza are two additional RCC teaching facilities which opened in 2015, the Coil School for the Arts, a state-of-the-art music training center and concert hall, and the Culinary Arts Academy which houses a kitchen and full-service restaurant. Rubidoux Annex is another space where a variety of academic and career educational courses are offered.

RCC serves Riverside and the surrounding communities of Jurupa Valley, and the census-designated places (CDP) of Highgrove, Lake Mathews, and Woodcrest. Feeder school districts include Alvord Unified, Jurupa Unified, and Riverside Unified.

College Service Area Profile

While RCC has dedicated feeder school districts, our students come from across the state and nation. Students are attracted to RCC because of excellent programs, including Nursing and Honors as well as co-curricular offerings, such as a world-class marching band and outstanding athletic teams.

For this report, the college's service area is the Inland Empire. Collectively, the Inland Empire—comprising both Riverside and San Bernardino counties—had a combined population estimate of 4,599,842 in 2020, which increased to 4,688,053 in 2023. The Public Policy Institute of California (PPIC) projects little to no growth for the traditional college age population through 2040.[1] This suggests the possibility of enrollment declines in the coming years.

[1] https://www.ppic.org/publication/californias-population/

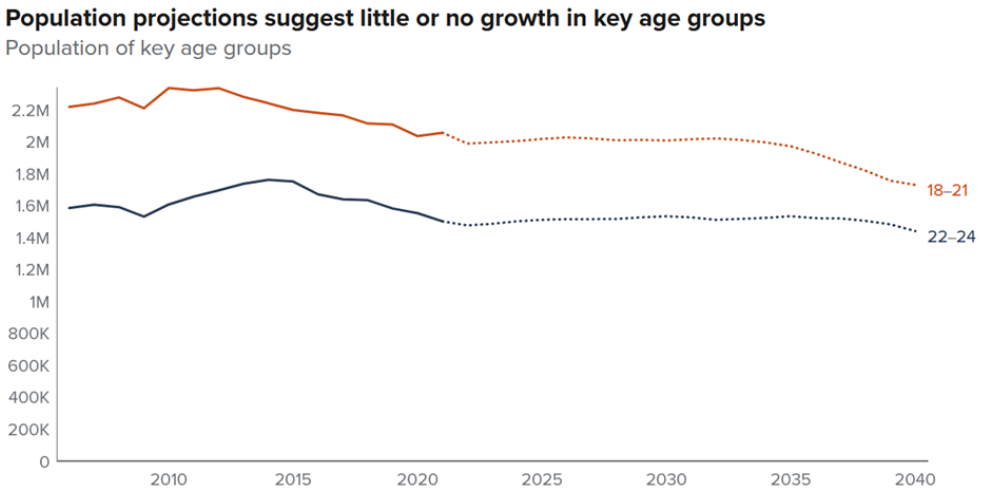


Figure 1 Population of Key Age Groups 2010 – 2024 – Assessible Description

Demographically, the Inland Empire has a younger population than the state of California as a whole. Consequently, college enrollment projections for the Inland Empire may initially reflect higher figures due to the greater proportion of individuals under 18. However, despite these potential short-term increases, overall enrollment rates remain comparatively lower. Furthermore, as the current population of children under five reaches college-going age in the next decade, a decline in enrollments could be anticipated compared to current levels.[2]

DEMOGRAPHIC CHARACTERISTICS BY GEOGRAPHY (PERCENT)

Characteristic	San Bernardino	Riverside	Inland Empire	California	United States
Persons under 5 years	6%	6%	6%	5%	6%
Persons under 18 years	25%	24%	25%	22%	22%
Persons 65 years and over	13%	16%	14%	16%	18%
Female persons	50%	50%	50%	50%	51%
White alone	75%	78%	76%	70%	75%
Black alone	9%	8%	9%	7%	14%
American Indian and Alaska Native alone	2%	2%	2%	2%	1%
Asian alone	9%	8%	9%	17%	6%
Native Hawaiian and Other Pacific	1%	1%	1%	1%	0%

[2] https://www.census.gov/quickfacts/fact/table/US/PST045224

Characteristic	San Bernardino	Riverside	Inland Empire	California	United States
Islander alone					
Two or More Races	4%	4%	4%	4%	3%
Hispanic or Latino	56%	52%	54%	40%	20%
White alone, not Hispanic or Latino	25%	31%	28%	34%	58%

Educational Attainment

In addition to examining the racial and ethnic composition of San Bernardino and Riverside Counties, it is important to understand the differences in educational attainment between these counties and both California as a whole and the nation. Within the national context, California surpasses the United States average in the percentage of residents with a bachelor's degree or higher. However, when Riverside and San Bernardino Counties are analyzed in relation to California and the nation, the attainment rate of a bachelor's degree or higher is significantly lower than the state and national averages.

By 2022, only 25% of residents in the Inland Empire had achieved a bachelor's degree or higher. In comparison, 36.5% of California's population had attained this level of educational achievement, closely aligning with the national average of 35%.

This trend corresponds to lower college-going rates among high school graduates in this region compared to other Southern California counties and California overall. This presents an opportunity for Riverside City College to address the educational gap by providing more efficient and affordable pathways to four-year universities and bachelor's degree completion. In addition, fostering a community capable of supporting and retaining a highly educated workforce is essential to ensuring that individuals can live and work within the area.

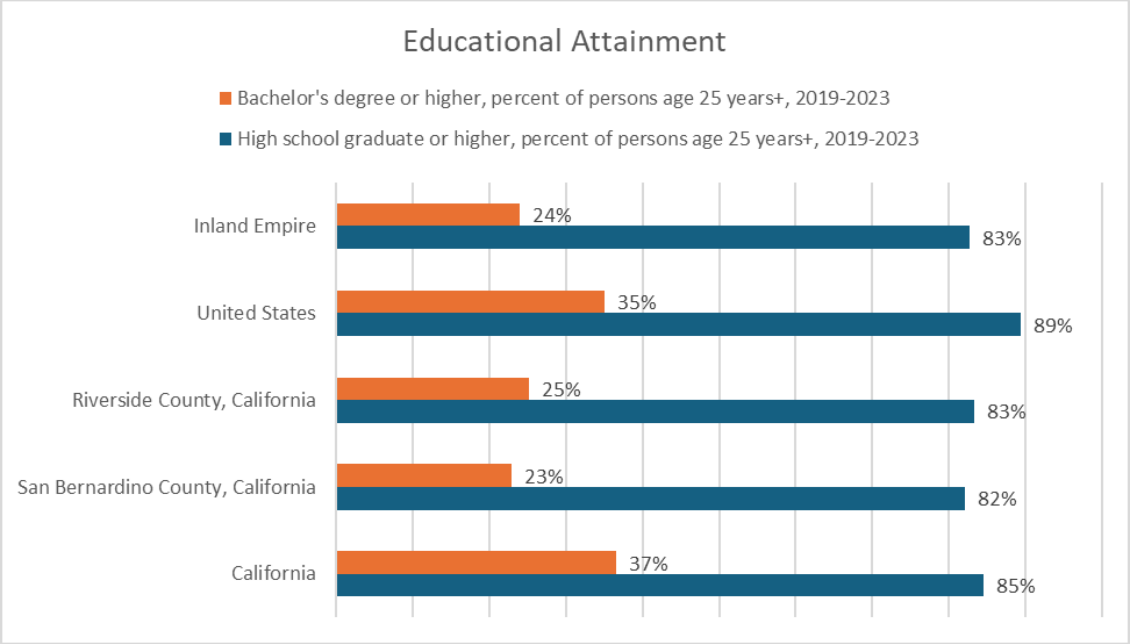


Figure 2 Education Attainment of Service Area – Accessible Description

Wages, Income, and Employment

While the Inland Empire remains one of the more affordable regions in California, the cost of living continues to rise. Increasing housing prices and general living expenses are making it progressively more challenging for residents to earn a sustainable wage and maintain financial stability.

The Bay Area demonstrates the highest per capita income, while the Inland Empire and San Joaquin Valley exhibit the lowest. San Diego County and Los Angeles County are relatively close to the state average, whereas Orange County surpasses it. Within Southern California, which encompasses the Inland Empire, Orange County, San Diego, and Los Angeles, the Inland Empire has the lowest per capita income by a significant margin.[3]

[3] Source: Public Policy Institute of California

PER CAPITA INCOME RELATIVE TO STATE, 1969-2022

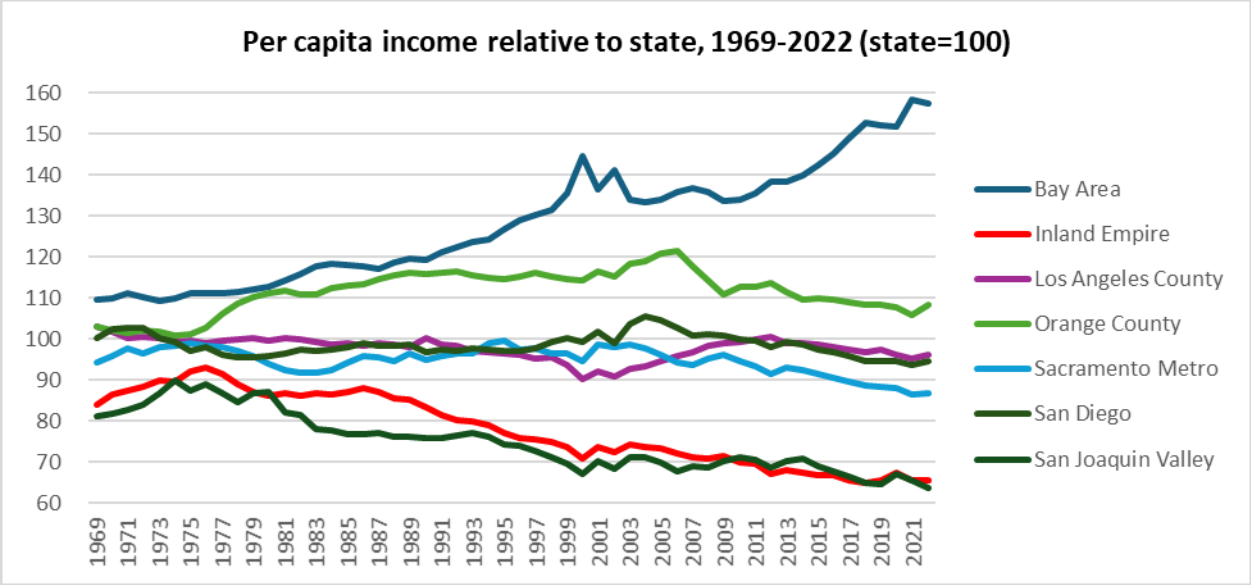


Figure 3 Per capita income relative to state 1969-2022 – Accessible Description

The environmental scan further explores this analysis by comparing RCC programs of study to sample occupational pathways with associated hourly wages. It categorizes these wages, identifying programs that exceed the livable wage of $27.00 per hour and those that fall below this threshold. The highest-paying occupation related to RCC programs of study is computer programming, which falls under the information industry, as depicted in the chart below. For instance, software developers, a potential occupation in this field, earn an average hourly wage of $66.57. Registered nursing follows closely, with registered nurses earning an average hourly wage of $64.05. These examples demonstrate the advantages of career and technical pathways in helping students secure high-paying, highly skilled jobs.

However, some programs are associated with sample occupational titles that fall below the livable wage of $27.00 per hour. These include occupations such as those in the bookkeeping and childcare. Although these crosswalks are not an exact match, they serve as a valuable illustration of how education at RCC can prepare students for future opportunities, including high-paying, highly skilled careers.[4]

[4] https://www.bls.gov/data/

Program of Study And Occupational Wage

RCCD Program of Study	Sample Occupational Title	Average Hourly Wage	Pay Level
Computer Programming	Software Developers	$66.57	High
Registered Nursing	Registered Nurses	$64.05	High
Administration of Justice	Police and Sheriff's Patrol Officers	$52.81	High
Data Science	Computer Systems Analysts	$51.54	High
Information Technology	Network and Computer Systems Administrators	$49.63	High
Computer Programming	Computer Programmers	$48.34	High
Web Master: Web Developer	Web Developers	$42.15	High
Film, Television, and Electronic Media	Film and Video Editors	$37.40	High
Welding Technology	Sheet Metal Workers	$35.45	High
Culinary Arts	Chefs and Head Cooks	$32.48	High
HVAC Commercial Technology	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	$32.45	High
Automotive Technology	Automotive Service Technicians and Mechanics	$31.07	High
Business Administration: Accounting	Bookkeeping, Accounting, and Auditing Clerks	$25.80	Medium / Low
Business Administration: Real Estate	Real Estate Sales Agents	$24.13	Medium / Low
Photography	Photographers	$23.10	Medium / Low
Cosmetology	Hairdressers, Hairstylists, and Cosmetologists	$21.03	Medium / Low
Early Childhood Education	Childcare Workers	$19.94	Medium / Low

Over the past seven years, RCC experienced shifts in student headcount and FTES numbers. There were sharp decreases during the COVID-19 pandemic; however, both the headcount and FTES numbers have rebounded by the 2024-25 academic year.

STUDENT HEADCOUNT AND FTES[5]

	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Headcount	31,561	32,052	30,099	27,043	29,205	30,576	32,972
FTES	17,196.6	17,255.9	16,049.1	14,511.1	15,465.4	16,705.6	17,440.5

While the overall student population has increased significantly from the dip in 2021-22, the demographics of our students have changed.

STUDENT HEADCOUNT BY RACE/ETHNICITY[6]

Race/Ethnicity	18-19	19-20	20-21	21-22	22-23	23-24	24-25
African-American	2,591	2,564	2,452	2,116	2,262	2,305	2,502
American Indian/Alaskan Native	126	136	81	61	58	60	61
Asian	1,510	1,497	1,499	1,358	1,464	1,519	1,581
Filipino	598	576	635	618	599	573	645
Hispanic	19,498	19,937	18,938	17,307	18,893	20,200	21,432
Pacific Islander	139	153	123	107	106	98	91
White	6,106	5,707	5,003	4,149	4,181	4,201	4,855
Multi-Ethnicity	548	567	1,027	1,040	1,211	1,251	1,414
Unknown	445	915	341	287	431	369	391
Total	**31,561**	**32,052**	**30,099**	**27,043**	**29,205**	**30,576**	**32,972**

Riverside City College is a Hispanic-Serving Institution (HSI) whose overall student population is largely Hispanic and has increased in recent years (18-19: 61.8%; 19-20: 62.2%; 20-21: 62.9%; 21-22: 64.0%; 22-23: 64.7%; 23-24: 66.1%; 24-25: 65.0%). The population of African American students has remained steady, making up 7.6% of the overall population in 2024-25. The college received distinction as a Black-Serving Institution (BSI) in 2025.

RCC students are predominantly female, with the group making up around 60% of the population. RCC serves an increasing number of non-binary students (19-20: 57 to 24-25: 554). Non-binary information has only recently started being collected during the application process, so it is likely that these numbers underestimate the size of the group. RCC has made concerted efforts to support the non-binary and LGBTQIA+ populations, which includes the creation of the Rainbow Engagement Center.

[5] Unduplicated annual student headcount and FTES generated by RCC from 2018-19 to 2024-25. These data are pulled from the CCCCO Datamart and RCC's Enrollment Management Dashboard

[6] Unduplicated annual student headcount disaggregated by race/ethnicity for RCC from 2018-19 to 2024-25. These data are pulled from the CCCCO Datamart.

Historically, RCC has had two distinct populations: traditional college age students (18-24 years old) and adult returning students (25+ years old). In recent years, RCC has made a committed effort to increase dual enrollment, which has led to the emergence of a third group: less than 18 years old. This group has nearly tripled from 2018-19 to 2024-25.

STUDENT HEADCOUNT BY AGE GROUPS[7]

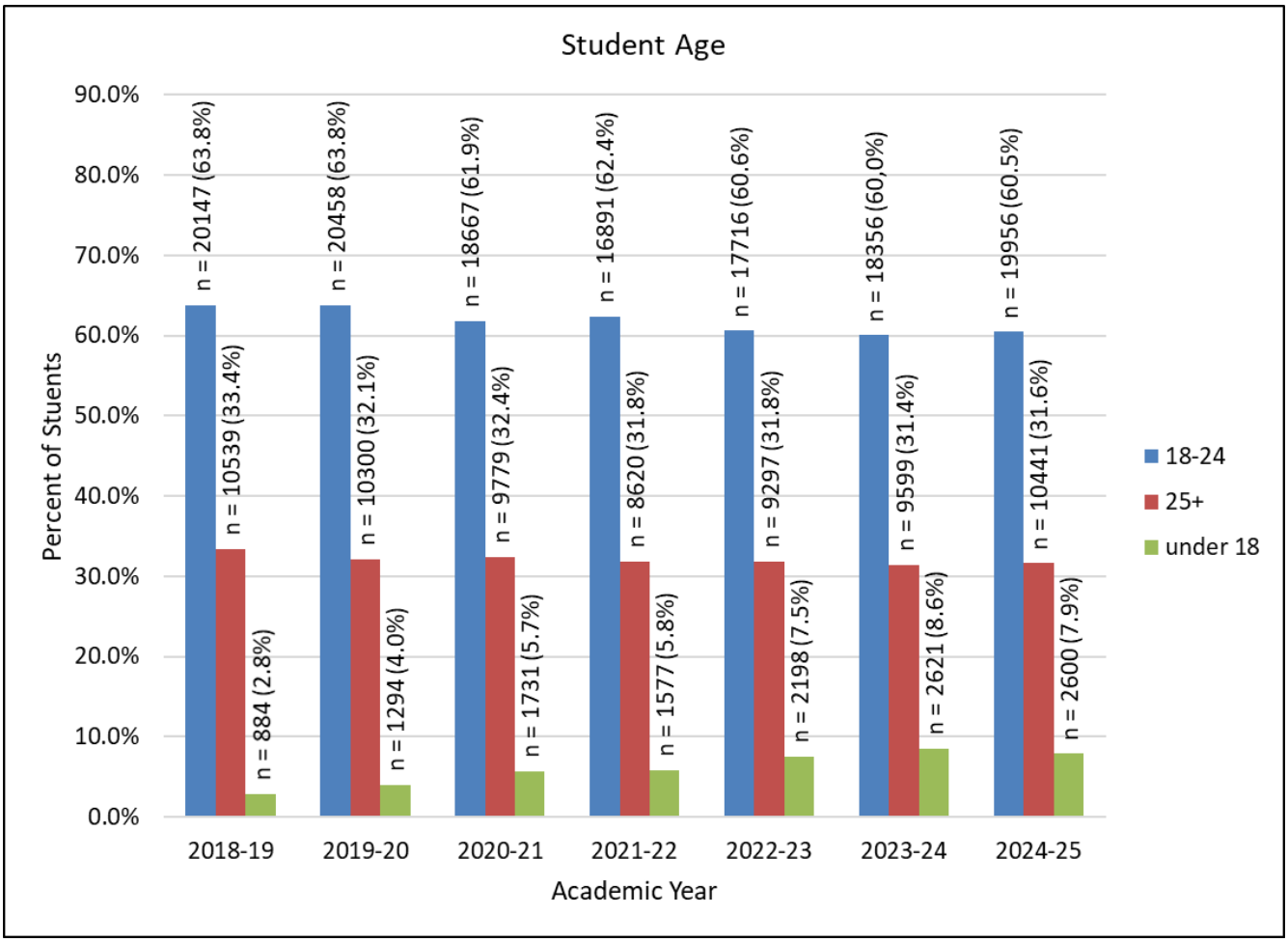


Figure 4 Student Headcount by Age Groups – Accessible Description

Riverside City College offers courses with several different modalities: in-person, online, and hybrid. As students' desired course modality has shifted, RCC's offerings have also changed.

[7] Unduplicated annual student headcount disaggregated by age groups from 2018-19 to 2024-25. These data are pulled from RCC's MIS data.

COURSE OFFERINGS BY INSTRUCTIONAL MODALITY[8]

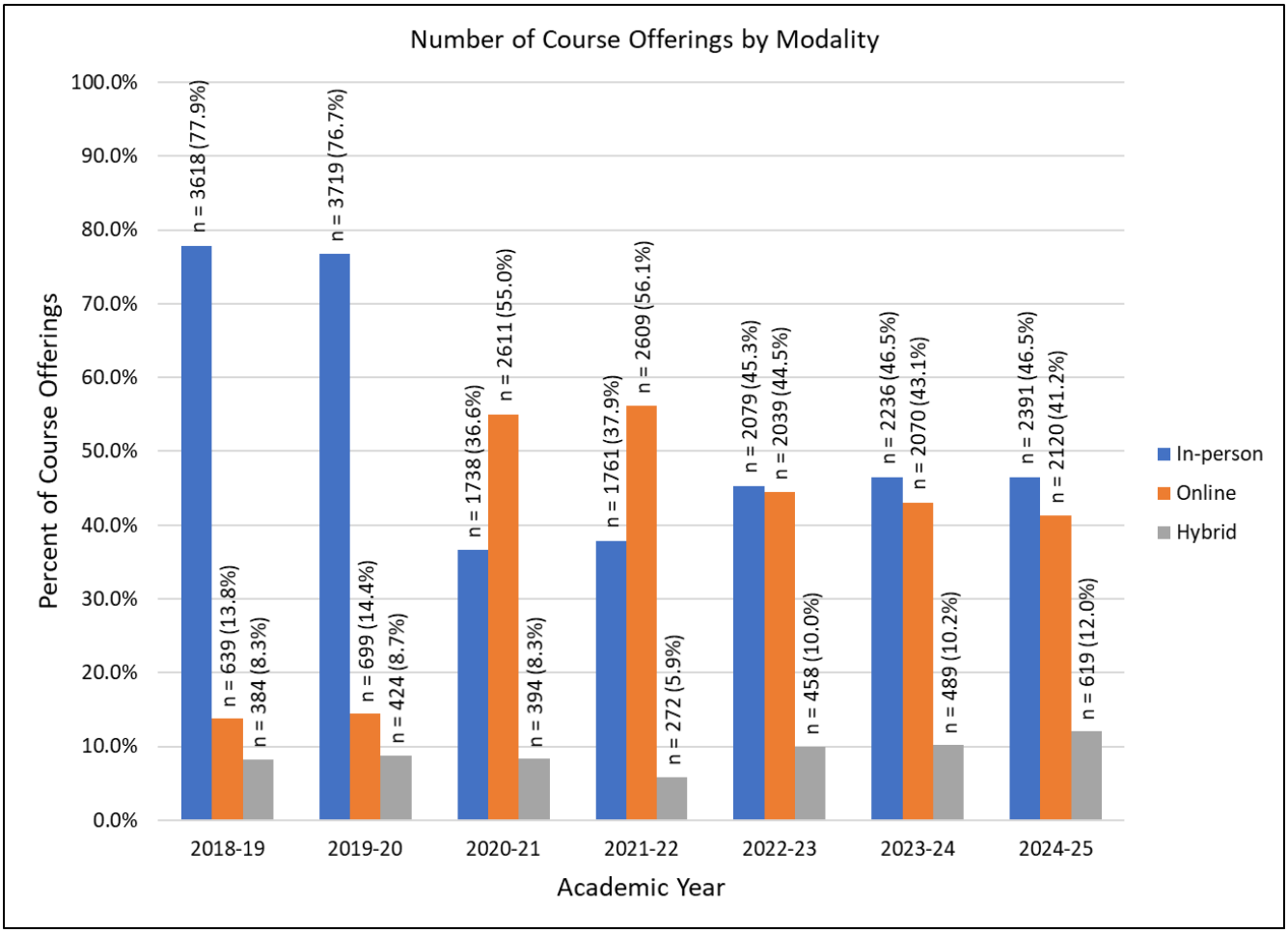


Figure 5 Course Offering by Instructional Modality – Accessible Description

Historically, RCC has predominately offered courses in-person. However, during and after the COVID-19 pandemic, students have preferred more online options. As a result, RCC has tripled the number of online courses offered (2018-19: 639; 2024-25: 2,210).

Riverside City College offers courses across 80 disciplines leading to over 200 degrees and certificates. Course success rate is regularly measured and analyzed to ensure that RCC is serving its students and is providing an environment for students to pass their courses.

[8] The number of course based on instructional modality that were offered at RCC from 2018-19 to 2024-25. These data are pulled from RCC's Enrollment Management Dashboard.

DISAGGREGATED COURSE SUCCESS RATES[9]

Race/Ethnicity	18-19	19-20	20-21	21-22	22-23	23-24	24-25
African-American	60.6%	66.3%	61.4%	58.9%	60.5%	63.7%	66.3%
American Indian/Alaskan Native	62.5%	62.7%	68.2%	53.2%	61.4%	68.5%	61.0%
Asian	78.1%	83.7%	82.4%	75.9%	76.5%	77.7%	80.9%
Filipino	76.2%	84.5%	80.9%	77.0%	75.5%	79.9%	81.7%
Hispanic	66.0%	71.9%	66.0%	64.8%	66.2%	67.4%	70.4%
Pacific Islander	67.2%	71.6%	67.5%	61.3%	65.2%	70.8%	72.0%
White	74.6%	80.3%	76.8%	75.1%	75.2%	75.2%	72.7%
Multi-Ethnicity	67.1%	70.8%	66.1%	67.3%	68.4%	72.0%	73.2%
Unknown	62.7%	63.3%	73.5%	79.8%	69.6%	67.5%	67.4%
Total	**68.0%**	**73.5%**	**68.6%**	**66.9%**	**67.8%**	**69.1%**	**71.2%**

Disaggregated course success rate data enables RCC to determine which population the institution is not serving and highlights where equity gaps exist.

SPECIFIC DISAGGREGATED COURSE SUCCESS RATES[10]

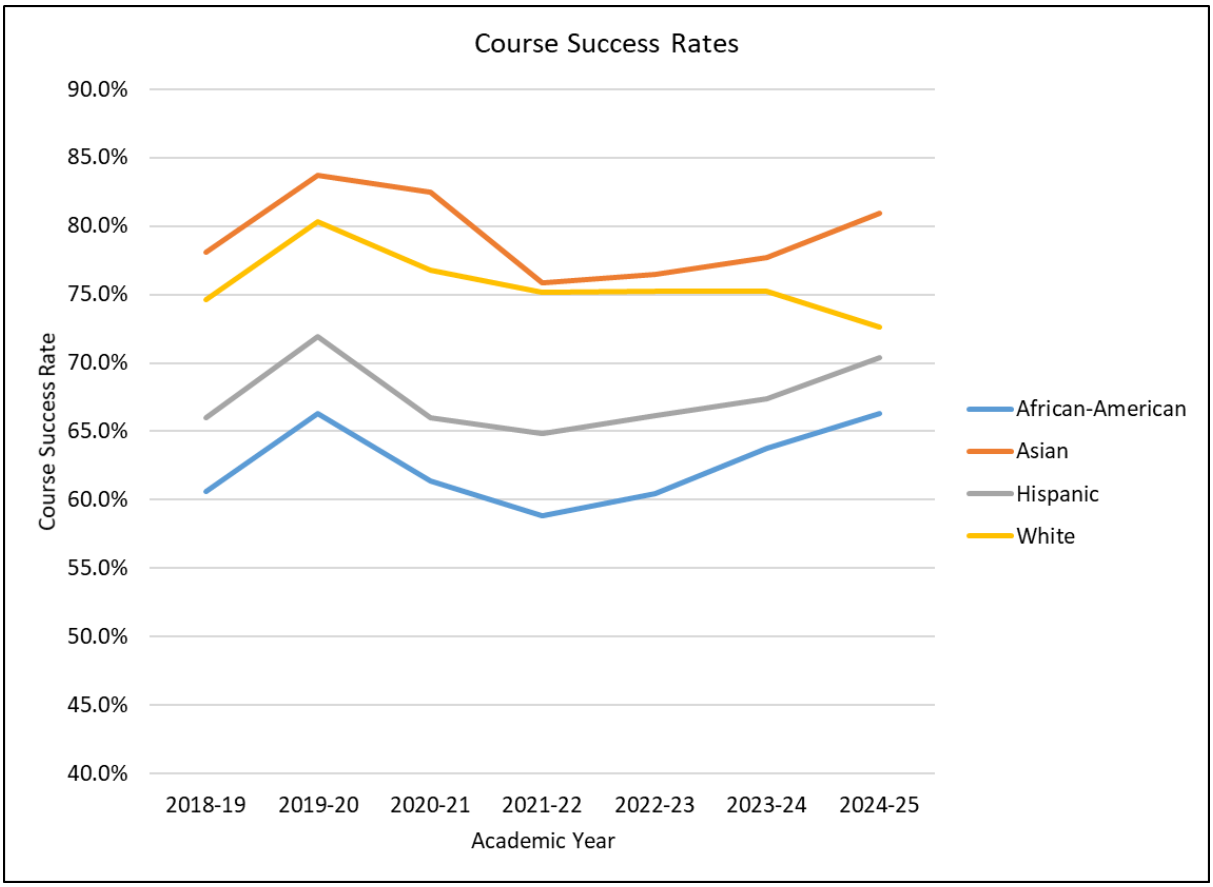


Figure 6 Specific Disaggregated Course Success Rates – Accessible Decription

[9] RCC Course success rates disaggregated by race/ethnicity from 2018-19 to 2024-25. These data were pulled from the CCCCO Datamart.

[10] Shows the RCC course success rates of the four largest student groups (by race/ethnicity) from 2018-19 to 2024-25. These data are pulled from the CCCCO Datamart.

While RCC has consisted of predominately Hispanic/Latinx and African American/Black students for many years, these students have not experienced the same level of success that their peers have, indicating that RCC is not serving these students well. RCC is committed to closing these equity gaps and has dedicated resources to create intentional, innovative, collaborative ideas to solve these issues. External experts, including Dr. Gina A. Garcia, have been brought in to help incorporate servingness and liberatory outcomes into RCC's planning documents. This focus marks a significant change in how RCC measures student success and will include student's perceptions, academic self-concept, engagement, and sense of belonging. RCC is a leader throughout the state in its Vision-Aligned Reporting program, and tools have been developed to collect engagement data from the Disability Resource Center, Extended Opportunity Program and Services, and engagement centers.

Another student success metric that RCC uses is "Completion of Transfer-Level Math and English in the First Year". The "Completion of Transfer-Level Math and English in the First Year" metric is influenced by two parts: access to the course and success in the course. RCC solved the access issue through a series of changes in student placement in math and English. Historically, RCC used placement tests to determine which course students could enroll in, but Multiple Measures Assessment Project (MMAP) was implemented in Fall 2017. This assessment placed students in courses based on self-reported high school GPA and highest level of math course passed. This was the precursor to AB 705 and AB 1705 that were later mandated across the state. These changes solved the access problem by allowing all students to enroll directly into transfer-level math and English courses, which led to increases in the number of first-year students enrolling in these courses.

FIRST-TIME COLLEGE STUDENTS ENROLLING AND PASSING TRANSFER-LEVEL MATH COURSES[11]

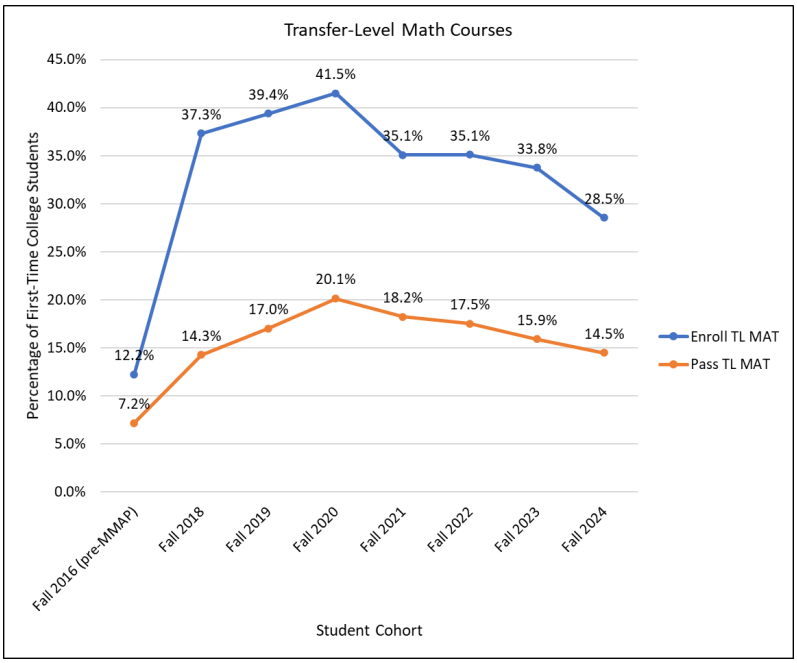


Figure 7 First-Time College Students Enrolling and Passing Transfer-Level Math Courses – Accessible Description

FIRST-TIME COLLEGE STUDENTS ENROLLING AND PASSING TRANSFER-LEVEL ENGLISH COURSES[12]

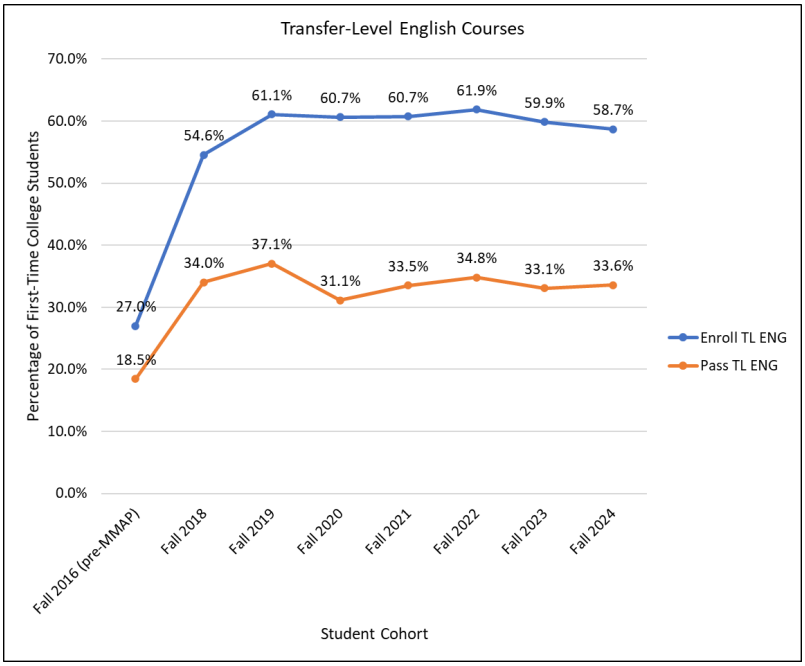


Figure 8 First-Time College Students Enrolling and Passing Transfer-Level English Courses – Accessible Description

[11] Percentage of first-time college students who enroll (also pass) transfer-level math courses in their first year of enrollment at RCC. The Fall 2016 cohort is included as a baseline since this is the last year before MMAP was implemented. The data are pulled from MIS.

[12] Percentage of first-time college students who enroll (also pass) transfer-level English courses in their first year of enrollment at RCC. The Fall 2016 cohort is included as a baseline since this is the last year before MMAP was implemented. The data are pulled from MIS.

While these policy changes have led to increases in the number of students enrolling in transfer-level math and English from pre-MMAP years, it did not automatically lead to increased success in the courses. Only about half of students pass their transfer-level math or English courses. In response, math and English faculty have been proactive in improving their practices to better serve their students. Both departments have developed Faculty Learning Communities where they learn about new practices to better engage students and create a more welcoming environment. Further, the English department has created contextualized sections that focus on specific themes in attempts to make the course more relevant and interesting to students. RCC has also conducted qualitative studies to gather information from students about their hesitations for enrolling in transfer-level math and English and their subsequent barriers to success (Olivares, Y. "RCC Voice of the Student 2023 Report"; Olivares, Y. "Equity Research 2024"). The reports provide information about students' perceptions of math and English, which highlights changes the college needs to make. Students commonly stated inconsistent communication as a barrier to their success, so RCC has hired a consultant to begin the development of a Strategic Communications Plan. These practices demonstrate RCC employees' commitment to continuous improvement in striving to better serve students and help them reach their potential.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

Riverside City College (RCC) presently finds itself at a crossroads, not one of hindsight and indecision but instead one of foresight and purpose. In the rearview mirror is the college's 2020-2025 strategic planning cycle, which placed growth at the forefront—raising success, escalating transfers, expanding programs, increasing enrollment. On the road ahead is the college's 2025-2030 strategic planning cycle, which looks more closely at how RCC can not only continue providing access through growth, but also nurture what it already has. Real growth requires cultivation, so the way forward builds on not only the concepts of servingness and belongingness already associated with the college's long-time Hispanic-Serving Institution (HSI) status but also the process of achieving a liberatory consciousness as it aligns with the college's newly-achieved Black-Serving Institution (BSI) designation. Thus continues the ongoing mission of the college to build relationships with, engage with, serve, and treasure all groups that make up the RCC community.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

In this rapidly changing and increasingly adversarial world, RCC remains deeply rooted in the community, and its mission, vision, and values clearly articulate the college's commitment to providing equitable educational opportunities and outcomes for the diverse community that it serves.

Obviously, the mission, vision, and values are not static; the college strives to always meet its community where it stands. For example, during the 2020-2025 strategic planning cycle, the mission statement was as follows: "Riverside City College serves a diverse community of learners by offering certificates, degrees, and transfer programs that help students achieve their education and career goals. The college strives to improve the social and economic mobility of its students and communities by being ready to meet students where they are, valuing and supporting each student in the successful attainment of their goals and promoting an inclusive, equity-focused environment."

However, to ensure that the college stays responsive to the evolving educational needs of its community, RCC assessed its mission, vision, and values statements with involvement from core college constituent groups and updated key components to include in and guide the 2025-2030 Strategic Plan. The last round of such deliberation began in September 2023, led by the Governance Effectiveness Mission and Quality (GEMQ) leadership council. GEMQ voting members—comprised of administrators, elected faculty, appointed classified professionals, and elected student representatives—completed a consolidated workbook in which they shared ideas for updating RCC's mission, vision, and values, which were then brought to the Educational Planning Oversight Committee (EPOC) for consideration and approval. The final draft of TIGER Pride Values (Transparency, Inclusivity, Growth, Equity, Respect, and Student-centeredness) was approved by EPOC at its October 2024 meeting. The mission statement underwent final edits and approval at EPOC in spring 2025; then, all three documents were presented to the Board of Trustees in November 2025, thereby culminating a long and collaborative process involving all stakeholders.

As a result of this process, RCC's current mission statement is as follows: "Riverside City College (RCC) is an open-access, Hispanic-Serving Institution (HSI) that builds upon the strengths and socio-cultural experiences of its diverse student population and the communities it serves. The college advances equity, access, and inclusion by supporting the attainment of workplace skills, career technical certificates, degrees, and transfer programs, which promote social and economic mobility for its students and communities."

The revised mission statement reflects the college's strategic emphasis on honoring and affirming the strengths and experiences of RCC's diverse student population and the larger communities the college serves. The college also recognizes in its mission statement that students come to RCC with a variety of academic, professional, and personal goals, so the mission statement amplifies the college's commitment to supporting students with a spectrum of flexible programs to enhance their cultural, educational, and employment opportunities. RCC is likewise proud to be a Hispanic-Serving Institution, far exceeding the federal standards for such a designation and commitment. The college has prioritized its designation as an HSI community college—both as an internal commitment to live up to that label and as an outward-facing declaration to its predominantly Hispanic student population and community that it is here to serve them. In addition, with the college's recent BSI designation, the mission statement's placing greater value on the capabilities and cultural capital its students already possess when they enroll in the institution becomes even more important.

Likewise, the college's vision: "empowering lives through equity, access, service, and excellence in education" reinforces RCC's dedication to closing equity gaps, expanding access to higher education, serving students throughout their academic journey, and providing impressive educational opportunities for all who enroll. RCC provides substantive opportunities for

students to expand their knowledge and understanding of society and their vital role in it; build on their strengths and experiences to improve their lives; and gain valuable skills, certificates, and/or degrees to increase their employment prospects.

The TIGER Pride Values serve as a reminder to all constituents that the college is focused on transparency, inclusion, growth (in many forms), equity, mutual respect, and student-centeredness. To focus on just a few of these, RCC regularly demonstrates its commitment to transparency in its operations and communications by hosting open forums to seek input and feedback on college business; for example, during selection cycles for the president and other high-level administrative positions, the RCC community is invited to various gatherings that shape qualities being sought in the candidates and test the compatibility the finalists have with the college and its varied constituent groups. The college also publishes weekly newsletters and monthly strategic planning updates, and regularly communicates through email listservs, various social media platforms, and direct messaging. For example, the 17 October 2025 Strategic Planning newsletter shared a variety of news items and announcements in support of the greater RCC community, from upcoming visiting artists, theatre performances, and faculty lectures to an introduction to the new Dean of Kinesiology & Director of Athletics Jen Spalding, who shared her vision for RCC athletics programs going forward.

The pursuit of equity for its students and community drives much of what RCC does as an institution. Even the RCCD/Faculty Association Collective Bargaining Agreement (CBA) contract includes in the Improvement of Instruction process the need for faculty to "cultivate a supportive and inclusive environment that promotes equitable access and success for a diverse student body (pg. 45)" which may include faculty conducting equity-minded gradebook analysis and working with Institutional Research to identify their individual equity gaps in order to think more holistically about their teaching and grading practices, as well as how they might adjust or modify their pedagogy to close equity gaps.

Clearly, RCC's mission, vision, and TIGER Pride Values inform the college's Strategic Plan, its Educational Master Plan, its shared governance structure, student equity work, and pedagogy. The stated objectives within these plans and within the charters and by-laws of the four leadership councils, EPOC, the Academic Senate, and others align with and operationalize the priorities emphasized in its mission, vision, and values statements.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

The achievement of institutional improvement, innovation, and equitable student outcomes are facilitated by the college's Strategic Plan, which is further supported by its Facilities Master Plan, its Educational Master Plan, and its Student Equity Plan. Together, these documents convert the institution's mission, vision, and values statements into deliberate and thoughtful action.

The college recently concluded a collaborative process of analyzing its 2020-2025 Strategic Plan and determining how to more effectively address the economic and educational needs of its community during the 2025-2030 planning cycle. Students' voices in particular were instrumental in shaping the updated Strategic Plan. Over the past few years, through Institutional Effectiveness projects like the Voice of the Student (2023), Equity Research Study (2024), and the Student Street Team surveys (2023), the college has listened deeply. Students have asked for clearer communication, more responsive support systems, improved access to mental health services, equitable access to tutoring, and visibility for learning communities, and the 2025-2030 Strategic Plan reflects their feedback and speaks directly to their particular experiences and needs at RCC.

The 2020-2025 Strategic Plan had five goals: Student Access, Student Success, Institutional Effectiveness, Resource Development and Allocation, and Community Engagement. The 2025-2030 Strategic Plan has four: Build, Engage, Serve, and Treasure. These goals shift the focus from operational to experiential, as they closely align with and complement RCC's Student Equity Plan (2025–2028) and the Black Serving Institution Strategic Plan and are fully compatible with the Seal of Excelencia Framework supporting Latino/a/*e* student success through intentional leadership, data, and practice. Cross-walked with the strategic plans at RCC's sister colleges—Moreno Valley College and Norco College—and in direct alignment with the District Strategic Plan and the Vision 2030 plan for California Community Colleges, the 2025-2030 Strategic Plan carries what the college already does well into the next decade and, along the way, ensures that RCC's goals, objectives, strategies, and equity commitments are not siloed, but systemic.

Guided by equity-minded practices at every stage of a student's journey through RCC (from application to graduation), the 2025-2030 Strategic Plan positions RCC as a leader in equity-focused education and innovation and envisions a vibrant community of scholars and leaders where individual dreams for academic achievement, career readiness, and economic mobility are not only supported but also fully realized. By integrating holistic student support through its "Standard of Care" framework instead of focusing just on set percentage increases, RCC expects to raise enrollment and build success for local high school graduates and returning learners while empowering them to thrive as technologically skilled, community-conscious global citizens of the 21st century.

Goal 1 of RCC's 2025-2030 Strategic Plan is **Build**. Through equity-centered onboarding, academic guidance, a simplified enrollment process, and ongoing student support, RCC works to build a relationship with its students that will last from initial contact all the way through to graduation. For example, strategic onboarding ensures each student has a complete Comprehensive Student Educational Plan, offers workshops focused on learning pathways and

career guidance, deploys Student Success Teams (counselors, educational advisors, peer mentors) to contact every student at least twice per semester, encourages full-time enrollment by communicating clearly the financial and academic benefits of choosing that path, assigns every student an engagement center based on their selected pathway/major, and trains classified professionals and mentors responsible for onboarding in understanding structural enrollment barriers that harm marginalized students. In addition, the college provides a simplified, user-friendly student portal for application, orientation, and registration; has streamlined the students' digital enrollment experience; uses peer mentors and targeted outreach to support applicants throughout the process; and conducts equity audits of onboarding and enrollment processes and revises them based on disaggregated student feedback. Combined, these strategies build a relationship of trust and commitment between the college and the student.

Goal 2 of the college's 2025-2030 Strategic Plan is **Engage**. RCC fosters student connections with peers, mentors, college employees, and programs and services through its Promise Program, engagement centers, extracurricular activities, Guided Pathways, and "Standard of Care" initiative. The college has started to operationalize its learning pathways by connecting students with faculty, alumni, and employers. For example, STEM students recently visited NASA's Jet Propulsion Laboratory to learn about internships, students in the Pilates certificate program act as assistants and interns at the college and in local studios and physical therapy centers, and students in the various CTE programs have worked directly with local businesses and organizations in everything from tax preparation, caregiving, and graphic design, to printing, cybersecurity and apprenticeships in welding and automotive repair. The college has also developed and supports identity-affirming mentoring and culturally-responsive support programs, such as Umoja, Puente, Guardian Scholars, LaCasa, the Rainbow Engagement Center, and the TIGERS academic program for student-athletes. To improve the function and value of these centers, RCC encourages students, faculty, and classified professionals in academic and cultural engagement centers to host monthly themed events tied to student success. For example, the LHSS Engagement Center hosts guest speakers about careers in the humanities, offers workshops on writing university transfer applications and personal statements, and sends out weekly "First Five" announcements. LHSS faculty and tutors also hold some of their student hours in the engagement centers instead of their offices to reach a broader base of students.

Goal 3 of RCC's 2025-2030 Strategic Plan is **Serve**. RCC recognizes how systemic inequities can derail student progress and actively analyzes where those barriers lie through collective data analysis of equity gaps in teaching, learning, programs, and services. In response to the results of that analysis, faculty, classified professionals, and administrators—often in collaboration with students—work together to align resources, refine structures, and minimize perceived friction from the student experience. For example, Counseling has increased its offering of virtual appointments, especially for evenings and weekends, and has added a chatbot to address

immediate issues. Likewise, the college has changed its appointment scheduling to open up at times more convenient for students, for example, having a new appointment block open for reservations at 7 AM rather than at midnight. RCC supports student momentum and completion through education plans, student-centered class schedules, math and English completion in the first year, and analyzing disaggregate data to address barriers to progress. In furtherance of this goal, RCC ensures paid roles exist for students to research institutional equity gaps and propose liberatory solutions. Examples include the #CaliforniansForAll College Corps program, which provides 50 students local service opportunities in community organizations such as food banks, climate action organizations, and K-12 education. Eligible students can earn up to $7,000 in a living allowance stipend and up to $3,000 education award in exchange for completing 450 hours of service over the course of the academic year. The Community Action Leadership Academy (CALA), as well, is a social justice-oriented internship in which students enroll in coursework pertaining to community leadership and simultaneously work for pay at local nonprofit organizations focusing on issues such as anti-racism, education, workers' rights, environmental justice, food security, assistance to the formerly incarcerated, LGBTQ+ rights, public health, and domestic violence.

Goal 4 of the college's 2025-2030 Strategic Plan is **Treasure**. RCC values every student's and employee's individual identity and strives to celebrate their lived experiences by upholding a standard of care that reflects deep institutional accountability. Through liberatory teaching, holistic support, and visible recognition of achievement, RCC is working to form a campus culture where students and employees feel valued and inspired.

The college has put much thought into establishing meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes through its mission, vision, and values. One example is RCC's community wealth map, developed as an institutional improvement for its students and to close the gap for student outcomes. In Spring 2023, RCC conducted an equity research study of its students to help identify the barriers they are facing, as well as an equity audit by Hotep Consultants. These barriers, as noted in the Voices of the Student 2023 Survey, included difficulty scheduling counseling appointments, inconsistent and ineffective college communication, a lack of awareness of campus resources and services, isolation and/or lack of belonging, family obligations, mental health struggles, and experiences with social injustice.

Many committees and departments have designated space on agendas and in programs for equity discussions. There are also discipline- and department-based equity-minded communities of practice, such as those offered by the English and Media Studies department and the Equity-Minded Learning Institute open to classified professionals, faculty, and administrators who wish to explore practices that foster an inclusive, equity-centered campus culture. Particular attention has been paid to equity gaps for men of color, specifically Latino

and African American men.

The college has also worked to make equity data more easily accessible for all constituents. Program reviews and the Institutional Effectiveness website provide detailed data on these efforts. Data is also available on Power BI Dashboards to which all vice presidents, deans, department chairs, and student success teams have access. The data provided for Program Review is pulled from these dashboards. In addition, individual faculty can request specific student equity data any time from the Director of Institutional Research.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Departments, disciplines, and programs undertake a comprehensive program review once every five years in alignment with the strategic planning cycle and are then asked to review and update their data yearly to ensure that institutional goals align with outcomes and continuous improvement efforts. The college holds itself accountable for achieving its mission and goals by regularly reviewing and evaluating relevant, meaningfully disaggregated data, in particular the college's key performance indicators (KPIs), to inform planning, improvement, and innovation. Through the Office of Institutional Effectiveness, data are systematically collected, analyzed, and disseminated to support decision-making across the college.

To illustrate, in 2025, departments, divisions, and administrative and service units were asked to complete a reflective prompt that provided key tasks and questions focused on all core aspects of a given unit's operations, such as recent enrollment trends and patterns, equity gaps at the course level identified through review of disaggregated data, the department or unit connecting Dr. Gina Garcia's "servingness" model to its work and what they are doing to positively impact servingness outcomes, and how they are connecting their work to Vision 2030. In their comprehensive program review, the Veterans Resource Center (VRC) described their implementation of "New Veteran and Military Affiliated Student Orientations," as well as increased participation in "Campus and VA Resource Fairs and … program specific faculty office hours within the VRC." One area of concern they noted in their self-reflection was how Credit for Prior Learning (CPL) can be used to fulfill new CALGETC requirements since CPL is not yet granted for students transferring to a UC. The concerns raised in the VRC's self-reflection are now being heard by the college curriculum committee, which is working with the state to address this. The VRC's review also indicated, "Lack of participation from veterans as the Veterans Center implements mental health support and activities." In response, they received "the Mental Health for Veterans Demonstration grant which aims to strengthen institutional policy and practice to provide support, including mental health services, professional development for faculty and staff, and peer-to-peer mentorship."

To increase the efficacy of program review, the college's Office of Institutional Effectiveness offers a Data Coaching Program, a year-long professional learning opportunity that builds capacity among faculty, classified professionals, and administrators to interpret equity-related data, to use tools such as the Equity Data Case Studies workbook and the Assessing and Analyzing Equity Data Using Power BI activity workbook in finding and interpreting such data, and finally to use their newfound knowledge/skill to facilitate campuswide conversations that promote a culture of inquiry, accountability, and student success. For example, this coaching program can help individual faculty identify and understand equity gaps at the course level, as well as have opportunities to perform gradebook evaluations through an equity lens to see where and how pedagogical modifications can help close identified gaps and improve overall instruction. Likewise, RCC's Improvement of Instruction (IOI) process for part-time and full-time faculty require faculty to engage in continuous improvement (RCCD/Faculty Association CBA contract Article XI, Sect. B.1b, c, e, f, n).

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

The college's mission-aligned 2025-2030 BEST Strategic Plan recommends direct, ongoing systemic planning and evaluation for resource allocation, innovation, and continuous quality improvement of programs, services, and resources. This goal is achieved through the Joint Prioritization Process, which is completed annually after all college units have submitted their annual Program Review and Plan documents to the Nuventive platform. This process illustrates how college units regularly plan and evaluate their programs services to determine what resources are needed to fulfill the college's mission and goals. Once needs have been identified, resource allocation requests flow from disciplines, departments, and service units to division leads and then to vice presidents. Through this process, such requests are considered and ranked at each level, ensuring that the highest priority requests will be placed at or near the top when the vice presidents present their plans to the Joint Leadership Council membership for ranking. At each stage, resource allocation requests are vetted for their alignment with the college's mission, with a ranked list of recommendations sent to EPOC for approval before the president makes the final decision. Once the president has decided which prioritized items will be funded and implemented, the college as a whole is notified, including instructional and service units which will need to prepare for implementation.

RCC's Strategic Plan dictates that the college aligns financial planning and transparency with its strategic goals to achieve equity-centered outcomes. Strategies for achieving this include equity-based budgeting, transparent budget communication, budget alignment audits, participatory budgeting, and fiscal professional development. An example of equity-based, transparently communicated, and participatory budgeting is RCC's Vice President of Business

Services (VPBS) "Budget 101" PowerPoint, which was shared with constituent groups across the college at multiple presentations, including the Academic Senate, followed by Q&A sessions. This effort to educate the college constituency on how budgeting works, what the Budget Allocation Models (BAMs) are, where funding comes from, what the different funding categories consist of, and the guiding principles for budgeting and how they connect to the college's mission illustrates RCC's renewed commitment to transparent and mission-driven budgeting.

Campus spaces, facilities, and environments also reflect RCC's commitment to access, belonging, and care for all students and employees. Strategies to achieve this include strategic facilities planning. The Facilities Department conducts an annual space inventory, which is submitted to and verified by the college president and RCCD Capital Planning & Facilities. Equity-centered maintenance is also emphasized. Facilities prioritizes scheduled maintenance projects by reviewing the deficiencies module in FUSION as well as reviewing known issues in house that may have occurred since the previous state deficiencies visit. Facilities will then identify which projects have the most impact on instruction and then proceed accordingly. Moreover, inclusive space management embeds equity and justice principles in space planning, design, and allocation processes. For example, in spring 2025 a committee of LGBTQIA2+ faculty and classified professionals (LASSE) met with the VPBS to determine how best to renovate the Rainbow Engagement Center (REC) to make the space more accessible and identity-affirming for this marginalized population. This included new furniture, decorations, storage, and paint to create a more welcoming and supportive environment.

The college is working as well to bridge digital equity gaps, enable effective instruction and operations, and foster innovation, as communication, storytelling, and engagement represent additional key components of the college's 2025-2030 Strategic Plan, which asserts that effective and inclusive communication is essential to sustaining momentum and ensuring accountability for the BEST Plan. Some recent technology upgrades include HyFLEX upgrades to classrooms to improve accessibility and, of course, the opening of the new state-of-the-art Business, Law, and Computer Information Systems building in 2024.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Internally, the college uses a variety of platforms to ensure transparency and shared understanding among stakeholders. First, it publishes the weekly RCC News feed to all constituents and the biweekly Strategic Planning Newsletter (SPN) to employees. These electronic newsletters highlight updates related to strategic initiatives, institutional goals, upcoming campus/community events, shout outs of college constituents, planning priorities,

and more. They are shared via email and are also housed on the college's website. The president shares formal and informal announcements about improvements around the campus throughout the month such as grand openings, crisis communication, and policy changes. In addition, the college administration publishes Strategic Planning Leadership Council Minutes**.** Along these same lines, Academic Senate Minutes are distributed via email and posted publicly on the college website, capturing key discussions, data analysis, and recommendations as related to the 10+1 that inform academic and planning decisions. The RCC Academic Senate meets twice a month in person, call-for-agenda items are requested well in advance, and the dates/times/locations and final agenda are posted on the website and shared via email with the campus community. The college also provides presentations and campus open forums on initiatives such as the joint RCC/UCR housing program, budget allocations, and more at college-wide meetings and online to ensure broad visibility. In an effort to improve budget transparency**,** budget details are broadly accessible to much of the college community (faculty, classified professionals, administrators) via the Galaxy app in their RCC SSO portal.

For external stakeholders, the college makes efforts to share institutional progress and key developments. First, the college periodically produces and disseminates printed external newsletters to community stakeholders offering insights into institutional achievements, planning updates, data related to enrollment, growing programs, and ongoing initiatives. Over the last several years, the college has also improved its marketing efforts with regular news blubs on the RCC website, via email, and on social media platforms that highlight successes, strategic initiatives, and community engagement efforts. For example, updates on new programs and/or existing program successes, events, affinity months, housing, and the like are shared through web stories and press releases. There are also Annual Board Reports**.** The External Affairs Office prepares reports highlighting yearly progress and institutional achievements, as well as reporting how successful the college's marketing is.

The institution visibly collects and uses data to assess performance and guide improvement through a variety of communication channels and processes. These assessments help inform the prioritization processes for strategic plan initiatives and budgeting. Likewise, the Strategic Planning Report Card is publicly available and provides a data-informed snapshot of progress on key performance metrics across the college relating back to the strategic plan. Near the culmination of the Program Review process, VP Prioritization Reports and Presidential Responses are produced and disseminated to the college as a whole, informed by data collected through program planning, strategic planning councils review, and prioritization requests. Following the joint prioritization process in the fall, the president issues a letter each spring explaining funding decisions.

Such a public and transparent process for understanding the college's strengths, priorities, and areas for continued improvement carries on through all levels and constituent groups. For

example, across the college's many service departments, such as Counseling, data is collected and has led to targeted improvements based on student feedback. Likewise, programs like A++ track engagement at student equity centers such as Umoja and La Casa and the Rainbow Engagement Center, supporting data-informed resource planning. In fact, collected data indicate that the Rainbow Engagement Center is one of the more high-traffic centers on campus, which has helped its advisory group make a more pointed argument for increased resource allocation.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

For the past several years, Riverside City College (RCC) has focused on actively raising the value of "servingness" in its curriculum, pedagogy, polices, and practices, especially when it comes to its academic support and student success programs. These programs are intentionally designed and regularly adjusted to optimally and cohesively provide the "standard of care" necessary to ensure each student's educational journey is not only unique but also empowering. RCC's physical and virtual spaces and those who fill them facilitate the sharing of diverse voices, ideas, and experiences, thereby fostering empathy, awareness, and intercultural competence.

The institution has become focused on addressing the support and success components of the institution to complement the historic efforts to increase access. The introduction of the college's Standard of Care is designed to intentionally provide support to learning, addressing in real time student challenges and needs for engagement.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

Academic programs are offered in recognized fields of academic, transfer, and career-technical education appropriate to postsecondary education and reflect appropriate breadth, depth, and expected learning outcomes. The Riverside City College Catalog, now in a convenient digital format easily accessible on the web, lists all academic programs and courses as well as other academic information, including admissions and records, counseling and matriculation, financial aid, credit for prior learning, and graduation and transfer requirements. The "Degrees and Certificates" tab includes a description of each as well as program requirements and Program Learning Outcomes (PLOs).

The college's mission to build "upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve" is reflected in the comprehensive array of academic and Career Technical Education (CTE) programs offered across a wide range of academic and career pathways, including 1,444 courses (credit and noncredit), 266 programs, 96 associate degrees, and 170 certificates. Students have access to a broad selection of majors and general education courses that support transfer, employment, and lifelong learning. Courses are offered in full-semester (16-week), short-term (first 7 weeks and second 7 weeks of the semester), and intersession (6 weeks winter and summer) formats, with some alternate

formats for specialty programs such as Culinary Arts and Cosmetology.

All instructional offerings, regardless of location taught or whether taught face-to-face or—when deemed pedagogically sound by an approved distance education addendum—delivered via distance education (hybrid or online), are intentionally designed to support student learning, educational attainment, and workforce preparation. Currently, 733 courses are approved to be taught online, and 778 courses have hybrid-format approval. An additional 419 courses have emergency online approval and 465 have emergency hybrid approval. These emergency approval designations will allow for quick responsiveness should an emergency disrupt the college's ability to offer face-to-face classes for any given time. Typically, modes of delivery are adjusted to best serve student need. Following the pandemic-related decline in enrollment, programs across RCC adapted to better meet evolving student needs. For example, the School of Education expanded its online course offerings by 52%. This strategic shift not only enabled the program to navigate pandemic disruptions effectively but also contributed to a 32.4% increase in enrollment. In spring 2026, 48% of the college's courses offerings were fully face-to-face, 40% were fully online, and 12% were offered in a hybrid format. This overall course modality ratio has held relatively steady over the past two years.

Most face-to-face classes are offered on the extensive grounds of RCC's main campus in mid-town Riverside. However, culinary classes and many music classes are offered less than two miles away at our Centennial Plaza location in downtown Riverside. Centennial Plaza is home to the Coil School for the Arts, a state-of-the-art music training center and concert hall, and the Culinary Arts Academy, which houses a kitchen and full-service restaurant that is open to the public. The Riverside Community College District (RCCD) offices also are located at Centennial Plaza. Additionally, the college provides an array of classes to high schools within our district through our College and Career Access Pathways (CCAP) program, which has seen an enrollment growth of 80% since the 2022-23 academic year. RCC has CCAP agreements with several high school districts, including Riverside Unified School District, Jurupa Valley Unified School District, and Alvord Unified School District. In 2025-26, the college offered 161 CCAP sections and in spring 2026 enrolled 2,171 high school students. CCAP student success rates consistently outpace that of the general RCC student population.

Recognizing the benefits Associate Degrees for Transfer (ADTs) offer to students, the college has sought to maximize their availability. Students have a broad selection from which to choose as the college currently has 41 ADTs available with eight of these in the area of Social Justice. Many academic programs offer both Associate Degrees/Associate Degrees for Transfer (ADTs) and certificate options. For example, students can pursue the two-year Associate of Science degree in Administration of Justice and then transfer to a university, or they can opt instead to complete a certificate in Crime Scene Investigation, Investigative Technician, Corrections, or Digital Forensics Investigation and be prepared to enter the workforce in less than one year.

Program alignment with the college's mission and academic standards occurs through established, faculty-driven curriculum development and review processes; these processes are governed by Board Policy and Administrative Procedure 2020 and outlined in the RCCD Curriculum Handbook. Curriculum and program development begins with discipline faculty collaboration to create and update courses and programs; new and revised curriculum is then submitted to the college's Curriculum Committee for review. Each member of the Curriculum Committee undergoes an annual training to comply with the California Community Colleges Chancellor's Office (CCCCO) Annual Curriculum Approval Certification; this annual training prepares committee members to carefully analyze curriculum to assure standards are met. RCC's curriculum committee, made up of seasoned members as well as a periodic influx of new ones, can be counted on for robust, student-centered dialogue during their twice-monthly meetings.

To ensure all program offerings continually reflect the breadth, depth, and expected learning outcomes appropriate for all those served by the college, new and existing courses and programs undergo additional scrutiny through district technical review as well as local committee approval to confirm rigor, academic integrity, and compliance with accreditation and state requirements. Career and Technical Education curriculum is reviewed every two years and includes local industry and workforce partner advisory board input; all other curriculum and programs are reviewed on a five-year cycle.

All approved curricula (courses and programs) are submitted to the California Community Colleges Curriculum Inventory (COCI) system and align to course identification (C-ID) coding. Transfer courses and programs go through an articulation process with transfer institutions, including the California State University and University of California systems. The college is in the processes of updating curriculum coding in response to the state-legislated Common Course Numbering as well as the CCCCO's required transition from using Taxonomy of Programs (TOPs) to the federal Classification of Instructional Programs (CIPs) codes. This course and program numbering alignment, mandated by the state, will further assure consistency, alignment, and overall integrity of curriculum.

Student learning outcomes (SLOs) are created as a part of the curriculum development process, and SLOs are aligned with appropriate program-level outcomes (PLOs). Course-level student learning outcomes (SLOs) are documented in Course Outlines of Record (CORs) and maintained in the district curriculum management system, CurriQUNet. The percentage of SLOs assessed are published to Nuventive each year by discipline to track and share assessment progress. Program-level learning outcomes are assessed through established assessment processes to ensure students who complete certificates and degrees achieve expected competencies through the Riverside Assessment committee, and published

program requirements support completion within expected timeframes. Each year, the Assessment Committee publishes a report on assessment committee goals and accomplishments.

Courses offered through distance education are held to the same academic standards as face-to-face courses, ensuring consistency in academic rigor, learning outcomes, and instructional quality. Furthermore, distance education courses are evaluated for regular and substantive interaction between instructors and students, and course design and instructional materials are developed to ensure accessibility for all students, including students with disabilities, and are updated regularly to address legislative changes, such as the ADA updates rolling out in early 2026.

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. (ER 3, ER 9, ER 11, ER 14)

RCC is proud to have formally agendized "Equity-Minded Curriculum Practices" as a point of discussion for every Curriculum Committee meeting since Fall 2020, and it supports faculty work to embed equitable teaching practices in Course Outlines of Record (CORs) via Curriculum Committee dialogue and review and through concrete resources such as the COR Review and Equity in Curriculum Development Tool. In fact, years of conversation about equitable curriculum as part of the regular review process enabled the college to respond quickly to the recent changes to Title 5 §55001 b and c requiring a documented procedure for ensuring equitable and inclusive practices detailed in the course outline and for articulating universal design for learning principles for the course. The Curriculum Committee created a process with an additional layer of review and documentation to highlight equity-minded curriculum elements in every COR proposal on its agenda and in committee review.

The college relies on faculty-driven curriculum development and review processes to ensure academic programs not only reflect current disciplinary, transfer, and industry standards but also support equitable attainment of learning outcomes and achievement of educational goals. The College Catalog defines Program-level Learning Outcomes (PLOs), required coursework, and degree and certificate sequencing. Course-level Student Learning Outcomes (SLOs) are documented in the CORs and maintained in the district curriculum management system.

Equity-minded curriculum design is reflected throughout RCC's curriculum development and review processes. Through regularly scheduled faculty professional development offerings and discipline-specific communities of practice, faculty are provided with resources to support equitable practices in curriculum design, with intentional attention to instructional materials,

instructional methods, and evaluation methods. Equity considerations are also incorporated into course and program modification cycles and reviewed through annual and comprehensive program review, during which faculty examine and evaluate assessment results, including disaggregated student success data, to revise course outlines, rethink instructional strategies, and modify learning outcomes as appropriate. Recently, the English Department looked at disaggregated data for the English C1000 (first-level transfer English course, formerly English 1A) co-requisite support course. Through their data analysis, department members determined that the course was not serving students' best interests. Rather than eliminate the course completely, they created a more student-friendly (and optional) noncredit version of the course, removing barriers found in the credit course. These practices support continuous improvement and alignment with institutional, transfer, and workforce expectations.

For career and technical education (CTE) programs, curriculum design and review are further informed by workforce and industry stakeholders through required consortium and advisory committee processes. Current accrediting bodies include Print[ED] National Accreditation Program administered by the Printing & Graphics Association MidAtlantic (PGAMA), Accreditation Council For Business Schools and Programs (ACBSP), Early Learning Program Accreditation from the National Association for the Education of Young Children (NAEYC), Accreditation Commission for Education in Nursing (ACEN), Society for Simulation in Healthcare (SSH), California Board of Registered Nurses (BRN), California Board of Vocational Nursing and Psychiatric Technicians (BVNPT), California Department of Public Health (CDPH), and Commission on Accreditation of Allied Health Education Programs. To maintain these essential CTE accreditations, programs regularly monitor equitable access, success, completion data both in the classroom and during practicums. Such monitoring enabled Nursing faculty to respond quickly to some medication administration issues in clinicals. A Medication Intensive Lab for each nursing level was developed, providing students with a controlled environment to practice and be assessed on medication administration before they could administer meds in the clinical setting. At a more global level, this situation led the Nursing Program to switch their clinical evaluations to include daily formative feedback forms, which have proved valuable for helping students achieve their clinical outcomes before they receive summative scores that could halt their progression. This is one example of how regular attention to student learning outcomes at the formative level allows for focused responses to equitably support students' learning and success.

Several CTE programs enhance student learning through apprenticeship options, providing students real-world, hands-on training and promoting access to employment pathways. RCC launched its apprenticeship program in 2020 in response to state and regional workforce priorities. Designed around a "learn while you earn" model, the program allows students to work full-time as paid employees with sponsoring organizations while completing their education. The return on investment has been significant for both students and employers.

Apprentices benefit from structured on-the-job training, progressive wage increases, mentorship, waived tuition, and clear pathways for career advancement. Employers, in turn, gain access to a highly trained workforce, improved staff development, stronger retention, reduced turnover, and employees with enhanced technical and soft skills.

Since its inception, the RCC apprenticeship program has grown from zero participants to 377 apprentices across multiple disciplines, including Automotive Service Technician and Mechanic, Automotive Master Service Technician, Network Information Technologies, Cybersecurity Specialist, Information Technology Support Technician, Licensed Vocational Nurse (LVN), Registered Nurse (RN), and Early Childhood Educator. The integration of apprenticeship pathways into the automotive program has been particularly impactful, increasing enrollment by 40% and boosting completion rates by 51%. Today, RCC operates the largest automotive apprenticeship program in the state of California.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

All degree programs at RCC include a general education framework designed to develop broad knowledge, skills, and competencies in communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and engagement with diverse perspectives. RCC's general education framework incorporates approved local and state-recognized general education patterns and is documented in the College Catalog. General education courses are offered across a broad range of disciplines and promote integrative learning, intellectual growth, and civic engagement.

General education learning outcomes (also known as Institutional Learning Outcomes, or ILOs) are embedded within course-level student learning outcomes and documented in all applicable Course Outlines of Record. General education courses are developed, reviewed, and approved through faculty-led curriculum processes that begin at the discipline level and then work their way through department, division, college, and district levels. General education competencies also inform the design and delivery of academic support services, including tutoring, writing and math support, and information literacy instruction, thereby reinforcing student learning inside and outside the classroom.

Assessment of general education outcomes is an Assessment Committee-led process that informs instructional improvement. RCC's general education framework is assessed on a regular five-year cycle to evaluate institutional learning outcomes (ILO) and inform continuous improvement. The College is currently in its third assessment cycle. Institutional learning

outcomes related to critical thinking, information competency and technology literacy, communication, and self-development and global awareness are assessed on a rotating schedule using student artifacts and common rubrics.

The Riverside Assessment Committee's assessments are conducted using representative student assignments from mapped general education courses and include evaluation of alignment, rigor, utility, and inclusivity. Recent refinements to assessment rubrics incorporate equity-minded indicators, including non-academic measures of student development. Additionally, assessment findings have informed revisions to institutional learning outcome language and preparations for further outcome refinement, demonstrating the college's commitment to using assessment results to strengthen general education and student learning.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

RCC communicates clear, accurate, and accessible information regarding academic programs, student services, and institutional resources to support students throughout their educational journeys, via the college website. Responsibility for student-facing communication is shared across academic departments, student services, and institutional offices to ensure consistency and accountability. Student-focused communication is offered through multiple platforms, including institutional websites, printed materials, *Canvas* learning management system messaging, social media, and in-person onboarding events, information booths, and engagement centers. Digital communications are designed to meet accessibility standards and support students with diverse needs. The implementation of a student support tool, Element 451, provides greater ease and access to communicating with students, individually, by academic pathways, or a curated cohort, allowing multiple areas of the college to communicate tailored messaging without over saturating the student.

Centralized and program-specific web resources provide clear information about services, eligibility requirements, and access points, including student support programs, disability resources, veterans and foster youth services, financial aid, and consumer information. Program brochures and digital materials communicate degree and certificate pathways, career and transfer opportunities, and faculty contact information. The College Catalog also includes comprehensive information about the college's programs and processes. In 2024, the college transitioned its College Catalog to a convenient digital format. The eCatalog, with its clearly labeled tabs, allows for simple and easy access to a breadth and depth of essential college information, ranging from admissions and records; counseling and matriculation; credit for prior learning; curriculum, programs, and degrees and certificates; graduation and transfer requirements; financial aid and student employment; policies and procedures; student support

services; and much more. The schedule of classes also can be found in digital formats through the student web portal used for registration as well as in pdf on the college website.

RCC uses digital outreach tools such as social media, chatbots, and student engagement initiatives to provide timely updates and gather student feedback, which is then used to refine communication strategies. The college's communication plan has been informed by two studies conducted by the Institutional Effectiveness Office, "Voice of the Student Study: Communication Feedback" and "Riverside City College Equity Research 2024: Student-identified barriers and opportunities". In these studies, students shared their preferred modes of communication and provided recommendations to the college. Academic and cultural engagement centers and *Canvas*-based program hubs provide personalized and centralized access to academic and student support resources.

The college is always striving to strengthen strategic communication practices to improve clarity, consistency, and accessibility for all constituents. In fact, in December 2025, RCC engaged a strategic communications consultant through the Growing Inland Achievement (GIA) grant to evaluate and enhance internal communication with employees. This work includes an assessment of existing communication channels, identification of gaps, and development of a phased communication plan to support more effective and coordinated messaging. Building on this work, the college will extend its evaluation to student-facing communication through review of student achievement data, service utilization trends, and program outcomes, supporting continuous improvement and equitable access to information across the institution.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Guided by faculty leadership and participatory governance structures, the college holds itself accountable for student success by scheduling courses in a manner that supports completion of degree and certificate programs within the expected period of time. The Department Leadership Council (DLC), recognized by the Academic Senate, provides a forum for department chairs and deans to address scheduling and enrollment management practices that align with student pathways and program requirements that ensure required courses are available in a sequence and at a frequency that supports timely completion. RCC offers a full array of courses each term, including multiple sections of core courses needed for general education requirements, program pathway completion, and transfer, so students typically have a broad selection of courses, modalities, days/times, and shortened-term (e.g., 7-week) with late start (e.g., mid-semester) options from which to choose. In fall 2025, RCC scheduled 1,796 primary sections, which included 145 sections of English C1000, a course nearly every degree- or transfer-seeking student must take. Of these English C1000 sections, 69 were fully online, 34

were hybrid, and 42 were in-person, providing a variety of options for those seeking to take this course. The college also strives to ensure that essential completion courses, like capstones, are kept on the schedule even if they are low enrolled. Many departments have course rotation cycles, and as the college updates its Enrollment Management plan next year, course rotation cycles will be developed and published for all departments and pathways.

In fall 2025, RCC became a Pathways Program Mapper (PPM) college through the California Community Colleges' Foundation. PPM provides a user-friendly web-based visual guide outlining and illustrating course sequences for academic and career pathways. Adopting PPM created an opportunity to hold structured and supported workshops with department chairs and other faculty leads across the disciplines to update program maps. Faculty reflected on current program maps, examined curricular changes and student pathway completion needs, and updated accordingly. This first round of pathway sequencing focused on two-year completion cycles; the next round will focus on sequencing cycles that address those attending part-time, which in AY 2024-2025 represented 74.5% of RCC's students. RCC's program maps using the new 2.0 version of Pathways Program Mapper is in the process of being publicly launched.

To maintain scheduling efficacy, departments engage in annual or comprehensive program review, examining alignment with Guided Pathways initiatives, student progression data, and time-to-completion metrics. The college's current program maps web-based tool, which has undergone significant assessment and revision during the 2025-2026 academic year and will continue to be in use while we await the launch of Pathways Program Mapper, helps students identify recommended course sequencing and estimated completion timelines.

Educational planning data also informs discussions about course demand and scheduling priorities. Students can monitor progress toward completion through graduation evaluation processes such as automated suggested scheduling sequences in EduNav verified by Student Educational Plans completed in consultation with counselors or educational advisors, as well as other faculty advising and support services offered through student support programs and academic engagement centers. One or more of these processes will lead to a graduation check so that students can complete their requirements on schedule. RCC awarded 3,340 degrees in AY 2024-2025 and 1,002 certificates. Course completion rate for that same year was 70.2%, and the graduation rate was 29%.

RCC is striving to improve graduation and completion rates, and the Standard of Care model is designed to do just that. The model proactively identifies students' pathway needs and guides them through their registration. It also enables the Standard of Care (Engagement Center) educational advisors and counselors to closely monitor enrollment demand and in turn identify for academic deans any need for specific course section additions; deans in turn will work with

department chairs to add course sections to address these identified needs. Low enrolled classes prompt dialogue between the dean and the department chair to evaluate impact resulting from cancellation. Special circumstances, such as the length of time since the course was last offered or a capstone course needed for program completion, may determine the need to retain the class.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

RCC offers courses in multiple delivery modes, including face-to-face (in-person), hybrid (part face-to-face/part online), online synchronous (via Zoom), online asynchronous, and HyFlex. HyFlex courses are designed to allow students the flexibility to participate through multiple approved modes of attendance while maintaining consistent course learning outcomes, instructional rigor, and regular and substantive contact regardless of how students engage with the course.

Student enrollment trends indicate increasing demand for online instruction when compared to exclusively face-to-face offerings. Since the college's last accreditation cycle, the number of courses offered with fully or partially online components has increased from 471 in Fall 2020 to 973 in Fall 2025, representing a 106% increase. This growth is primarily driven by the expansion of online, hybrid, and HyFlex modalities, which provide students with greater flexibility to balance academic responsibilities with work, family, and other obligations. In fall 2025, 40% of primary course sections were fully online, 14% were hybrid, and 46% were in-person. These trends, along with the college's recent membership with California Virtual Campus, reflect RCC's intentional use of multiple delivery modes to promote equitable access to instruction while maintaining enrollment efficiency and program viability across disciplines.

RCC employs a range of evidence-based methodologies designed to promote equitable learning outcomes across modalities. These can include active learning strategies, project-based assignments, collaborative discussions, and culturally responsive pedagogical practices that reflect the diversity of RCC's student population. These strategies are described in the CORs and are assessed and updated by discipline faculty during regular curriculum revision cycles. The college's methods for disseminating and assessing the effectiveness of these delivery modes and teaching methodologies are multifaceted, with various practices in place to ensure student needs are met. These include communities of practice, professional development, Distance Education support, annual and comprehensive program review, Improvement of Instruction (IoI) processes, data coaching, and distance education certification.

The Power BI system available to all faculty, administrators, and classified professionals with access to the RCC employee applications portal provides data that allows departments to assess

enrollment and student success. This data can be disaggregated by race, gender, modality, course discipline, and term. During annual program review, department chairs are prompted to review their course-level data looking for equity gaps. They, in turn, ask faculty to reflect on this data and utilize targeted intervention for specific groups, such as offering tutoring in cultural/affinity engagement centers, participating in ESCALA training or faculty learning communities, and supporting college initiatives to reduce achievement gaps. With support from RCC's Title V HSI grant, "Proyecto Creacion de Comunidad," 27 faculty members in the disciplines of biology, chemistry, communication, English, math, physics, and sociology have participated in ESCALA Educational Services' professional development focusing on equitable grading and teaching strategies tailored for Latinx student success. Five faculty participants shared their learning at a Flex Day presentation, reporting impressive gains in equitable grade distribution as a result of applying some of the equitable teaching strategies learned and implemented. The ESCALA-trained faculty are now able to train and support other faculty who wish to implement culturally-responsive effective teaching strategies to increase engagement and achieve equitable grade distributions in their classes.

All faculty, courses, and programs are regularly evaluated through the Improvement of Instruction (IoI) process (for faculty) and Course and Program Level Assessment (for courses and programs) to inform continuous improvement. For example, a part-time instructor undergoing IoI would on their evaluation form be evaluated on how well they relay course material from the COR to students and if they are developing and utilizing "effective pedagogical techniques to enhance communication of ideas and promote optimal student learning, critical thinking, and performance skills" as well as cultivating "a supportive and inclusive environment that promotes equitable access and success." These judgments are based on a combination of classroom observation, review of instructional materials and *Canvas* shells, and student survey results. For the full-time faculty IoI process detailed in the RCCD/Faculty Association CBA contract faculty (those in the tenure process) provide a written narrative that is to include ways in which they support "equitable student access and success" (CBA, Article XI.D.1.d), and committee members "may review, for informational purposes only, the contract faculty member's grade distribution, equitable access and success data, and retention statistics" (CBA, Article XI.D.1.c—page 50). Similar guidance applies for regular (tenured) faculty IoIs (CBA, Article XI.D.2.c—page 54). Outside of the IoI process, faculty can also choose to assess their own courses via support from the Office of Institutional Effectiveness.

When assessment or evaluation data reveal performance gaps among student groups, instructors can look to redesign activities, refine assessment tools, and apply universal design principles to course delivery. This data-driven cycle reinforces the college's mission to provide equitable access to high-quality instruction regardless of delivery mode. RCC's Data Coaching Program is a one-year, cohort-based, equity-focused initiative that builds participants' capacity in data literacy, analysis, and communication. Data coaches engage in a structured series of interactive training and then collaborate with faculty and departments to facilitate discussions,

interpret student success metrics, and guide evidence-based decision-making.

For general assistance with pedagogy (or andragogy), be it classroom management, equity-focused assignments and assessments, or re-envisioning academic integrity in the age of Artificial Intelligence (AI), faculty can utilize the resources offered through the Faculty Flex Program and cohort-based programs such as the year-long New Faculty Orientation offered through Faculty Development and the Equity-Minded Learning Institute and TIGER PERC offered through the Office of Equity Inclusion and Engagement. When it comes to distance education, the college offers resources and training in conjunction with district Distance Education (DE) to ensure optimal and equitable learning for all students. The RCC Distance Education Committee acts as liaison between District DE and other college bodies, including academic divisions, departments, and disciplines and disseminates information from the district about changing requirements (*e.g.,* the 2026 ADA updates and new district DE certification processes) and training opportunities. All online faculty in the district, including those at RCC, must be certified by District DE and are required to recertify every three years. The primary requirements of certification involve course design and online instruction that offer Regular and Substantive Interaction (RSI) and accessibility that meet all district, state, and accreditation standards. Faculty can achieve DE certification in a variety of ways, including undergoing a District Academic Senate-approved peer-to-peer review process, achieving equivalency via successful completion of a pre-approved @ONE course, or proof of completion of another educational institution's distance education training course that meets District DE standards.

Through these multiple delivery modes and ongoing pedagogical development, RCC ensures that students can access and succeed in courses that meet their individual needs and learning preferences. Faculty utilize data-informed teaching practices and equity-minded methodologies to promote comparable learning outcomes across modalities. Continuous assessment and professional development reinforce the college's commitment to equitable achievement for all learners.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Through its academic support and student success programs, RCC strives to provide standards of care that ensure the needs of every student are addressed. The college creates and delivers comprehensive, equitable services and support to assist students throughout their educational journey from the time they apply through graduation and transfer. When students complete their RCC application, they receive Congratulations and Welcome emails that directs them to

complete an online orientation, during which they are asked about the resources they may need. Departments and programs across campus can then access those responses and provide the students specific information about those resources. Then, during the first two weeks of classes, Welcome Day, Club Rush, and Resource Fairs provide additional opportunities for new and returning students to learn about the resources and engagement opportunities available to them. Students enrolled in student support programs such as EOPS, CalWORKs, and the Promise Program complete additional orientations that reiterate additional resources and can provide warm hand-offs. In addition to Counseling, which offers drop-in and appointment-based consultations both in-person and online, student support comes from the Transfer Center, the Disability Resource Center, and the Financial Aid Department, all of which provide not only day-to-day services but also communication campaigns throughout each term to encourage students to determine or maintain eligibility, schedule one-on-one appointments, attend workshops, and participate in special events.

During their course of study, students can receive academic support through Supplemental Instruction, face-to-face and online tutoring, and centers such as the Math Learning Center, Writing and Reading Center, and Center for Communication Excellence that offer peer- and instructor-led tutoring and workshops. RCC provides tutoring support in over 60 subject areas across the curriculum, and tutoring services are delivered by over 40 trained tutors. The college offers in-person tutoring Monday through Thursday from 8 am to 4 pm and Friday from 8 am to 12 noon. RCC also provides tutoring online during these same days and hours, extending to 6 pm Monday through Thursday. Online tutoring through NetTutor is available to students for additional evening hours as well as 24 hours Friday through Sunday.

A crucial source of academic support, of course, is the RCC Library, which continually updates its resources and services, and has reconfigured spaces to meet the instructional and non-instructional needs of students. The library supports students in their instructional programs with remote access not only to scholarly journals, newspapers, magazines and books via library databases, but also to the reserve textbook collection through controlled digital lending (CDL). With the CDL program, the library creates a digital version of a textbook, which students access online through the library website within copyright compliance. Library faculty provide information literacy instruction to students in the use of these resources through library orientations and workshops, one-on-one interactions at the two Information Desks, online chat, phone queries, and electronic research guides.

In addition to online resources, the library maintains a hardcopy collection with over 56,000 books and a variety of study aids such as molecular chemistry models and box sets of non-articulated skeleton bones. Upon analysis of overdue fines and fees in 2024, the library revised the loan period from 21 days to semester-long checkouts for books, calculators, and laptops. This policy update helps to circumvent the accrual of costly library fees and fines that adversely

impact economically disadvantaged students. Furthermore, spaces have been optimized to accommodate quiet and noisy zones. The noisy zones are furnished with tables and mobile white boards for group study, while quiet study and computer lab zones cater to individual seating. The computer lab is equipped with technology to access Microsoft applications, *Canvas* with a lockdown browser option, and accessibility software. As well, the library provides 1,000 laptops to loan students at no cost on a semester-by-semester basis.

RCC students can receive additional academic support services from the engagement centers established for all academic pathways. These academic engagement centers serve as critical hubs for providing a dedicated academically-focused Standard of Care, which is the college's commitment to ensuring students maintain their academic progress in an intrusive and specialized manner. Faculty, classified professionals, and peer advisors assist students with enrollment, registration, programs of study, academic and non-academic support, career exploration, and transfer requirements; the centers also host workshops and events related to their affiliated programs of study. Academic engagement centers include the Advanced Technical Arts and Trades, and Education and Teacher Preparation, Business, Law, and Computer Information Systems, Fine and Performing Arts, Health-Related Sciences, Language, Humanities, and Social Sciences, and STEM.

When it comes to addressing their non-academic needs, including their personal, mental, and physical wellness, RCC students have a multitude of options. The college's on-campus Health and Psychological Services center offers in-person care, wellness events, and wellness resources, as well as virtual appointments and online resources for mental health services. The RCC CARES team also provides mental health support and crisis management. In addition, RCC's Basic Needs Resource Center (BNRC) is available to all RCC students who need to supplement basic food, housing, clothing, and daily amenities in order to maintain their overall wellness and success. For example, RCCD, in conjunction with the University of California, Riverside (UCR), has established a Residential Scholars program that offers RCCD students a unique residential experience at UCR for transfer-bound RCC students.

Additional engagement and resource centers, programs, and events dedicated to the equitable student support include Umoja; La Casa; Rainbow; Guardian Scholars; Puente; Veterans; EOPS; including CARE and NextUp supplemental benefits to student parents and current and former foster youth, respectively; TRiO; CalWORKS; Rising Scholars; Student Parents; Undocumented Students; and the Career Center and Career Closet.

The RCC Library also addresses students' non-academic needs. It collaborated with Food Services to create a food lounge with vending machines, microwave ovens, and board games to support social activities and foster connections. After observing students sleeping on the floor, the library also created a Serenity Lounge with fifteen recliners for students to rest and recharge

in a safe environment. In addition, the library is home to RCC's Maker Space where students can create their own projects with 3D printers, sewing machines, button makers, and other tools. And twice a semester, the library hosts a popular stress reduction program with the organization Paws-to-Share where students can interact with dogs and cats in the library. Open more hours than any other facility on campus (Monday – Thursday 8am – 5pm; Friday 8am – 4pm; Saturday 9am – 2pm), the library recently partnered with the Basic Needs Resource Center and the Student Parents Club to provide student parents with access to food items in the library after 5:00pm on several dates throughout the fall and spring semesters.

RCC provides a wealth of resources that address student needs. Many of these resources are available online, throughout campus, and pushed out to students via email and Canvas announcements. Despite efforts to clearly and consistently communicate these resources to students, there is room for improvement, and the Standard of Care currently in the implementation stage within each academic engagement center represents the college's commitment to addressing this need.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

The introduction and implementation of the Standard of Care is designed to provide equitable resources and support to students' unique educational journeys, academically and non-academically. The case management structure ties each student to at minimum a counselor and educational resource advisor. This dedicated team allows for a triage of service (academic, emotional, or cocurricular) when indications of student interest or need arise. The Standard of Care academic engagement center team is supplemented by additional student connection across the college, depending on the student's engagement level, such as athletics, student resident, affinity group, and specialized categorical relationships and more. The design to ensure a sense of belonging and connection, academically as well as socially, provides ongoing engagement, communication, and support to students in real time.

RCC's student government, athletics programs, performing arts programs, co-curricular organizations, as well as its cultural and affinity-based engagement centers, offer students many options for engaging with the college and with each other in ways that not only create belonging and community but also support the varied educational journeys that make each student unique.

The Associated Students of RCC (ASRCC) provides students a direct pathway into the college's collective governance. ASRCC maintains its own Senate and Inter-Club Council and also provides

student representation for the college's four strategic planning leadership councils and other governing bodies. ASRCC also hosts various events on campus, including Tiger Pride, After Hours, Finals Survival, Halloweentown, Homecoming, Bunny Hop, and banquet. ASRCC's Student Life and Activities recognizes and supports over 75 student clubs and organizations, ranging from cultural, academic and honor societies, recreational, religious, and special interest.

Riverside City College Athletics serves as a high-impact student engagement and success component of the institution, supporting a large and diverse student population. RCC currently sponsors 19 intercollegiate athletic programs sanctioned by the California Community College Athletic Association (3C2A) and additionally supports Cheer and Spirit programs as co-curricular opportunities that enhance campus involvement and student engagement. Each academic year, RCC Athletics supports approximately 648 student-athletes across its intercollegiate teams. This number does not include Cheer and Spirit, which together engage an additional approximately 80 students, expanding the overall reach of Athletics within the college community.

Participating in RCC athletics gives students various opportunities to practice and develop their athletic talents individually and in fellowship. RCC's cheerleading and STUNT squads routinely have podium finishes at national competitions. The Men's Cross Country Team had a historic record-breaking season in 2025; as well, four members of the Men's Water Polo team earned prestigious All-Orange Empire Conference honors. In December 2025, three women from the water polo team earned All-SoCal and All-State honors, while the entire team finished as the 3C2A State Runner-Up. RCC student athletes are also provided with academic support to help them transfer, inspire, graduate, excel, get results, and achieve success through the T.I.G.E.R.S. program. This program offers student athletes a variety of academic services including transfer advisement, Student Educational Plan scheduling, orientations, tutoring, and study hall. To further encourage student athletes, the college has created Scholar Squad to honor and celebrate those student athletes who maintain a 3.0 GPA or higher and to highlight those student athletes who carry a perfect 4.0 GPA. Scholar Squad also serves as a measurable indicator of academic engagement and persistence among student-athletes. In its inaugural year (2025-26), Scholar Squad recognized 277 student athletes with a cumulative GPA of 3.0 or higher and 57 who achieved a perfect 4.0 GPA.

Co-curricular organizations at RCC also promote community building and engagement. The Model United Nations (MUN) program is a case in point. Through enrollment in the 3-unit course POLS 10 (International Organizations), approximately 30–40 students annually participate in immersive academic preparation and domestic and international conferences, including the National Model United Nations conference in New York City and recent international conferences in Spain and Canada. Students engage collaboratively in research, writing, and public speaking on global issues both in the classroom and in a dedicated Model United Nations lounge that provides shared academic and social space. RCC dance students

presented at the 2026 American College Dance Association national conference and earned a performance spot in the conference's closing gala performance. At the end of 2025, the award-winning RCC Marching Tigers won national recognition and first place honors in the Metallica Marching Band—Collegiate Edition. The RCC Theater Department regularly produces professional-caliber musicals and plays in the Landis Performing Arts Center, offering students collaborative experiences on the stage, in production and support, and in community outreach. Similarly, the RCC Music Department offers a wide range of programs to listeners with ensemble performances in Jazz, choral, winds, guitar, percussion, and symphony, providing students and the community with over 100 concerts and recitals annually. Last year, RCC's state-of-the-art Coil School for the Arts Concert Hall achieved its largest audience yet with a total annual community member attendance of 41,123. The Music Department also works with area schools through its festival programs, guest artist spotlight, and co-sponsored concert performances; these events serve as essential recruitment vehicles for our music programs.

RCC's academic and cultural engagement centers offer opportunities for students to interact with their peers, counselors, and professors outside of the classroom. Many of the college's engagement centers offer workshops, special guest speakers, and social events throughout the year. For example, the La Casa engagement center supports students by providing several *Pláticas* covering topics related to student interests such as the intersections of the LGBTQIA2S+ and Latinx communities, masculinity and emotional expression, and activism through the art of hip hop. Furthermore, "Tigers Taking Action" was a cross-campus collaboration between a number of academic, cultural, and affinity-based engagement centers to promote student awareness around voting and civics, along with a voter registration drive. In collaboration with the cultural engagement centers and other clubs and organizations, RCC regularly holds celebrations that highlight groups and observances such as LatinX, Native and Indigenous, AAPI, Black History, Women's History, and LGBTQIA+ as well as Farmworkers Day, Veterans Day, and MLK Day observances.

The college's Promise Program offers a comprehensive approach to academic success while fostering a deep sense of belonging. Each year, 1,400 to 1,600 students participate in this program that provides priority registration and covers tuition and fees plus a book voucher for two years (3 years for STEM/Nursing students). Promise students must take a full-time course load and participate in a one-week high-touch onboarding session in the summer to build familiarity with the campus and its services as well as build community with their peers and some of the college's faculty. Throughout the year, students participate in academic workshops and educational planning as well as engage with their success team and engagement centers. RCC Promise students nearly double the success rates of non-Promise students and 93% of RCC Promise graduates transferred. Survey data reveal that over 90% of Promise students felt a strong sense of belonging as well as had more confidence and more resource awareness. The college plans to expand this program and will continue to make data-informed responsive

adjustments as needed.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

Riverside City College (RCC) ensures the quality of its academic, learning support, and student services programs through a systematic, equity-centered cycle of evaluation, assessment, and continuous improvement, as outlined in the 2025–2028 Student Equity Plan (SEP) submitted to the California Community Colleges Chancellor's Office (CCCCO). The college utilizes disaggregated data, student voice, and race-conscious inquiry to assess progress across key student success metrics, with a sustained focus on disproportionately impacted (DI) student populations.
This continuous improvement approach is further informed by findings from Lasana Hotep's Equity Audit, which identified alignment between institutional strategies to close equity gaps and key performance indicators within the Inclusive Excellence and Servingness frameworks. The audit surfaced several critical themes that continue to shape RCC's institutional practices. First, the need for greater clarity and shared understanding of equity emerged as a foundational issue, as varying interpretations across campus created barriers to consistent implementation of equity-minded practices and limited the ability to engage in open, critical dialogue. Second, the audit highlighted the importance of intentional anti-racist practice, noting that without deliberate structural change, efforts risk remaining symbolic rather than transformative. Third, the audit identified a misalignment between institutional expectations and available support, particularly in professional development, where opportunities had not consistently reached all employee groups, including classified professionals and operational staff.

In response, RCC has taken deliberate steps to address these findings and strengthen institutional capacity. Recommendations from the audit were organized into three areas: Student-Ready Institutions, Equity-Minded Individuals, and Transformative Services. The college enhanced its equity infrastructure through the hiring of a Dean of College Equity, Inclusion, and Engagement and continues to advance institution-wide professional learning through initiatives such as the Equity-Minded Leadership Institute (EMLI), now in its fourth cohort. These efforts support the development of a shared equity framework and build the capacity of faculty, classified professionals, and administrators to implement equity-minded practices across instructional and student support areas.

Evaluation of these and other strategies occurs at multiple, structured intervals throughout the academic year. At the end of each fall semester, RCC conducts a mid-year review of all SEP metrics, including DI group disaggregation and trend analysis, alongside qualitative data gathered through student surveys and listening circles coined "Student Equity Hour" with disproportionately impacted students. At the end of the spring semester, the college completes a

comprehensive annual evaluation of all strategies, including assessment of race-conscious practices and student belonging indicators. These evaluations result in actionable recommendations for programmatic improvement and resource alignment.

Findings are systematically reviewed and disseminated through participatory governance structures, including the Student Equity Committee (SEC), Academic Senate, Classified Leadership, Associated Students of RCC, President's Leadership Team, and Strategic Planning Leadership Councils. Ongoing monitoring is maintained through monthly or bi-monthly SEC review of progress dashboards, affinity program data-sharing cycles, and continuous student pulse-check surveys to ensure timely responsiveness to student needs.

Annually, by June 30, RCC submits a formal progress update on its Student Equity Plan (SEP) to the CCCCO and makes Student Equity-related meeting agendas and minutes publicly available to the campus community, reinforcing transparency and institutional accountability. During August Flex Week, the college presents prior-year SEP findings and integrates them into professional development planning to ensure that assessment results directly inform instructional practices, counseling, tutoring, and student support services. For example, for fall 2025 Flex Week, the Dean of Equity and the Faculty Development Coordinator developed and implemented a New Faculty Academy focused on culturally responsive teaching and learning practices.

In addition to the focused Student Equity Plan work, RCC broadly conducts systematic review of its academic, academic support, and student success programs through the use of PowerBI, Nuventive, and a multitude of FLEX workshops. Faculty, classified professionals, and administrators use PowerBI to track student performance such as completion, course success and course retention based on race, ethnicity, and gender. This data, accompanied by Data Coaching, is then used to steer Professional Development opportunities such as sessions at RCC's Fall and Spring FLEX meetings. Disaggregated data was also present in the 2020-2025 Strategic Plan and was used to create institutional goals. RCC is currently using the new 2025-2030 Strategic Plan to review, assess, and update academic, learning support, and student support programs to continuously improve the college's facilitation of equitable student achievement.

During both annual program review and comprehensive program review, instructional and non-instructional departments engage in discussion and assessment of the goals and mission of the college, focusing on plans currently in place to help achieve those goals. Data is stored and tracked in Nuventive and reviewed and updated annually, and based on these assessments, the college determines which initiatives are continuing, which have not worked and need to be adjusted or discontinued, and what new initiatives should be proposed. As the college has transitioned from the 2020-2025 Strategic Plan to the 2025-2030 Strategic Plan, the Program Review Committee has updated the Program Review Template to better align with the college's current goals and values. The new template was scheduled to be used for the first time in the

Spring 2026 Program Review cycle.

The transition of new executive leadership to the college has begun to place an emphasis on the importance of program review as a means of identifying program health and strategic opportunities. Allowing reviews to flow through the governance process to the leadership and back connects accountability and transparency to the assessment of program quality.

On the curricular level, the RCC College Assessment Committee (RAC) is a standing Academic Senate committee dedicated to supporting learning outcomes assessment at the institutional level, program level, and course level. The committee's primary emphasis is on using assessment to improve teaching, curriculum, and student success. RAC facilitates campus-wide assessment efforts, guides departments during program review, and promotes dialogue about pedagogy and curriculum. For example, each academic department has a member on the committee, and these representatives keep their departments apprised of SLO and PLO assessment cycles for all their courses and offer support for conducting those assessments and documenting them in Nuventive. The committee provides coordination for faculty, classified professionals, and students to actively engage in and take ownership of academic programs and curriculum and use evidence to identify strengths and areas for improvement in programs and services.

Of course, RCC's Institutional Effectiveness (IE) Office plays a key role in leading and supporting ongoing review and assessment in support of equitable student achievement. The "Voice of the Student Study"(April 2023) has been particularly impactful, providing student feedback on the college's Guided "Self-Serve" Pathways as well as Engagement Centers, Math Achievement, and more. This study has guided many discussions and helps inform the Standard of Care and more focused responsibilities within our Academic Engagement Centers.

In another study, the IE Office initiated a student "Street Team" during fall 2023 whereby a group of students trained and employed by the IE team walked around campus to conduct on-the-spot surveys among their student peers. Nine surveys were conducted throughout the fall 2023 semester on topics ranging from "Math and English Enrollment at RCC" to "Experiences at RCC's Campus" to "Student Attendance," and a total of 613 responses were collected. Lessons learned from the Street Team's surveys and the "Voice of the Student" study led to the development of RCC's "You Matter" campaign, designed to foster a sense of belonging throughout the campus. "You Matter" is one of the initiatives tied to our commitment to "Servingness."

Through this structured, evidence-based, and collaborative process, grounded in both ongoing evaluation and equity audit findings, RCC embeds continuous, data-informed improvement

within participatory governance and institutional planning, advancing equitable student achievement and fostering innovation in support of student success.

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

Riverside City College is committed to building and strengthening the policies, practices, and infrastructure that unite operations and human resources in serving its students equitably and successfully. The college values its faculty, classified professionals, and administrators and their essential roles in ensuring the health and stability of all aspects of the college through servingness and belongingness. From working with the classified and faculty associations to encourage internal recruitment and growth and routinely exceeding base compliance for its Faculty Obligation Number (FON) to ensuring faculty and classified representation in all hiring decisions and financial resource allocation, the college continually evaluates how best to carry out its mission and values.

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)

Sustaining and supporting the services that foster student success is the goal of all faculty, classified professionals, administrators, and other personnel employed by the college. RCC actively seeks to hire and maintain qualified personnel, understanding the vital role each member of the RCC community plays in nurturing students and advancing the mission of the college. RCC personnel work together to serve the college's diverse community of learners and help students achieve their educational and career goals.

As of spring 2026, RCC employed 282 full-time faculty; 496 part-time faculty; 254 full-time classified professionals, 27 part-time classified professionals, 55 administrators, and 614 student workers. Regarding faculty, the full- to part-time ratio was 55 percent of the faculty obligation number (FON). The FON represents the minimum number of full-time equivalent faculty (FTEF) that a district must employ, with minimum compliance being 50 percent FTEF and the ultimate goal being 75 percent FTEF.

Equity and mission fulfillment are reinforced through alignment between district policies, Human Resources practices, and college-level leadership as represented on the Diversity, Equity, Inclusion, and Accessibility subcommittee of the District Strategic Planning Council and the Equal Employment Opportunity Plan. The college's hiring procedures not only emphasize

technical qualifications but also demonstrate a strong commitment to student success, inclusive practices, and service to diverse communities, important aspects of both an Hispanic-Serving Institution (HSI) and a Black-Serving Institution (BSI). The consistent use of equity-focused language in job announcements, required hiring committee training, and ongoing assessment of hiring practices demonstrates an institutional commitment to continuous improvement. Employee recruitments are coordinated through District Human Resources and Employee Relations and guided by established board policies (BPs) and administrative procedures (APs): BP/AP 6120 - Recruitment and Hiring Policy; BP/AP 6210 Minimum Qualifications Policy; and BP/AP 6100 Commitment to Diversity Policy. Collectively, these policies ensure equitable recruitment standards, align hiring practices with the California Community Colleges Chancellor's Office minimum qualifications, and affirm the District's responsibility to maintain a workforce that is consistent with—and reflective of—the diverse communities it serves. District hiring practices also encourage transfers and promotions. Open positions are advertised internally as a transfer opportunity across the district for faculty and administrative positions as well as for classified professionals. Should no transfer occur within the allotted timeframe, the position opens to public recruitment.

Implementation of district recruitment and hiring policies is clearly reflected in job postings across all employment levels at RCC. Faculty, classified professional, management, and executive-level postings are created by their respective departments and divisions to articulate the minimum qualifications, preferred competencies, and expectations related to equity and student success in a manner that not only complies with district standards but also reflects that discipline's or department's mission, values, and ongoing efforts to meet the current needs of its constituents. For example, a department that has requested and been authorized to fill a replacement faculty position may begin with a position description from the most recent faculty hire in the department and invite discussion and feedback from discipline and department membership on minimum qualifications, desired qualifications, teaching experience, types of experience, and dedication to diversity, equity, and inclusion. The new position description resulting from this feedback will then be forwarded to Human Resources for review for compliance and, ultimately, for posting.

At RCC, the Resource Development and Administrative Services (RDAS) leadership council oversees the college's Human Resources Plan, which guides the planning, allocation, and hiring of faculty, classified professionals, and other personnel. In its hiring processes, the college adheres to all state-mandated minimum qualifications for faculty and administrators and applies consistent screening criteria across all classified professional and other personnel groups. In alignment with the Minimum Qualifications Policy, the college emphasizes continuous improvement in hiring practices. To support this goal, all hiring committee members are required to complete the district diversity hiring in practice training no more than 24 months prior to serving on any screening committee. This training addresses legal compliance,

implicit bias, and equitable hiring practices, as documented in the district's Recruitment and Hiring process [BP/AP 6120]. These requirements not only ensure that hiring committee members uphold established policies but also enhance the quality, consistency, and fairness of candidate evaluation. Through this structure, RCC strengthens its commitment to equitable hiring and sustains the high quality of its educational services.

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

RCC supports its faculty, classified professionals, administrators, and student workers with professional learning opportunities aligned with institutional mission and goals and designed to promote equitable student success. The Faculty Development Committee, a subcommittee of the Academic Senate, is led by an elected faculty member with release time to design Flexible Calendar Program (FLEX) events and year-long professional learning opportunities. Recognizing the need for professional development beyond state-mandated faculty FLEX, RCC hired a full-time classified professional to serve in the role of Professional Development Coordinator. The Classified Leadership and Success (CLAS) committee offers professional development opportunities to classified professionals. FLEX and professional development opportunities are intentionally designed and delivered through structured and recurring formats which are evaluated through participation data, feedback mechanisms, and needs assessments. These various opportunities, as well as discipline- and department-specific communities of practice and training, ensure professional development remains responsive to individual and professional wants, emerging campus priorities, and evolving student needs while supporting continuous improvement.

RCC approaches professional learning as an ongoing institutional process that strengthens employee effectiveness, improves operational and instructional practices, and advances equity. Professional development opportunities are designed to benefit faculty, classified professionals, and administrators, and are refined through assessment and reflection to ensure learning experiences remain relevant, effective, and connected to student outcomes. For example, in Winter 2026, CLAS convened a four-hour planning retreat to align classified professional learning priorities with institutional goals and accreditation expectations. The retreat was designed to ensure that classified professional learning is purposeful, equity-centered, and sequenced across the academic year, with direct alignment to RCC's Student Equity Plan and the B.E.S.T. Strategic Plan. Using institutional grounding, guided reflection, capacity mapping, and a structured prioritization activity, participants identified what institutional commitments require of classified professionals in daily practice and clarified the skills and knowledge employees need to support student success. The committee then prioritized and sequenced learning topics using shared

decision lenses focused on equity impact, strategic alignment, accreditation relevance, classified relevance, and feasibility. The retreat also produced planning artifacts, including agendas, worksheets, summaries, and professional learning designs, which provide clear evidence of effective and aligned professional learning practices.

Equity-centered professional learning is a sustained and evolving focus at RCC. The Equity-Minded Learning Institute (EMLI), now in its fifth year, supports faculty, classified professionals, and administrators in building shared language and actionable equity practices that inform institutional work. EMLI has already seen more than 70 graduates. EMLI participants engage in a year-long guided learning, reflective practice, and develop and apply projects tied to improving student experience and outcomes. RCC also strengthens equity learning through applied reflective experiences that connect institutional work to real-world structures impacting students and communities. For example, the "Big Ag and Big Ed" EMLI creative project illustrates how professional learning supports employees in examining systems of power, access, and opportunity, helping employees connect equity reflection to institutional responsibility and student success outcomes. Another EMLI research project, "Advocating for Every Body: Exploring Seating Challenges and Inclusivity for Individuals of Size in Higher Education," led to recommendations connecting seating equity to diversity, equity, inclusion, accessibility and student success efforts. The college has applied these recommendations as it has had opportunities to purchase new classroom furniture, replacing restricting sleigh desks with accommodating tables and chairs. Overall, these professional learning experiences reinforce RCC's equity commitments by supporting employee growth in cultural awareness, community context, and student-centered decision-making and actions.

RCC's professional learning strategy also supports institutional capacity-building through evidence-based learning communities and work tied to sustainability and scale. For example, the college in 2025 was represented by faculty, classified professionals, and students at two national conferences: the Alliance of Hispanic Serving Institution Educators (AHSIE) Best Practices Conference in Chicago, Illinois, and the Innovations Conference by the League for Innovation in the Community College in San Antonio, Texas. These teams stemmed from the college's ongoing work to maintain and expand initiatives that improve student outcomes, particularly in STEM-related and equity-focused pathways. These efforts support RCC's continuous improvement approach by helping all constituent groups create, refine, and carry out, and assess long-term institutional practices that can be sustained over time.

In addition to strategic planning and equity-centered learning, RCC provides role-specific training that improves operational effectiveness and employee confidence in institutional processes. RCC delivers recurring, collegewide professional learning through FLEX professional development programming, which provides structured opportunities aligned with institutional priorities such as equity, student success, accessibility, and operational effectiveness. For example, bi-annual

FLEX events are planned at the start of the fall and spring semesters comprised of keynote presentations by invited guests such as Dr. Marla Franco in Fall 2025 and Dr. Corey Timberlake in Spring 2026, as well as in-house presentations by faculty and classified professionals on everything from equity to technology to the ethics of AI. As part of this framework, the Servingness Equity FLEX Series supports RCC's ongoing work as a Hispanic-Serving Institution by strengthening employee capacity to translate servingness principles into daily practice and equity-minded decision-making.

RCC also provides practical training sessions that address workflow and efficiency, including workshops in purchasing, budgeting, Adobe training, and AI training. For example, the college collaborated with AVID and Growing Inland Achievement (GIA) to offer faculty and classified professionals the AVID AI in Higher Education Professional Learning Series. The focus of this learning series was to explore how artificial intelligence can be used to enhance critical thinking in the classroom. RCC also supports long-term employee development through clearly articulated pathways and resources that are reviewed annually. Onboarding practices have been strengthened through clearer role-based training and improved technology orientation supporting earlier employee effectiveness, while new faculty participate in a year-long faculty development Friday series with tenured faculty mentors covering topics such as student-centered, culturally responsive syllabi, assignments, and gradebooks.

RCC evaluates professional learning effectiveness through multiple measures, including participation data, post-training surveys, and needs assessments. Results are reviewed to identify strengths, emerging gaps, and future priorities. Feedback data are used to refine session content, delivery formats, and scheduling decisions to improve access and effectiveness across employee groups. In response to favorable feedback to hearing student voices, such presentations like the "You Matter Showcase" are being included more regularly on FLEX days. RCC also supports long-term employee development through clearly articulated pathways and resources that are reviewed annually for continued relevance and responsiveness.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

RCC evaluates all personnel on a regular and systematic basis using clearly defined, role-appropriate criteria that align with professional responsibilities and institutional mission and goals. Evaluation processes are established through district board policies, administrative procedures, and collective bargaining agreements and are implemented consistently through the Office of Human Resources and Employee Relations (HRER).

The district maintains an evaluation framework that ensures consistency, equity, transparency, and accountability across colleges and categories of personnel. Evaluation instruments, cycles,

and procedures are standardized at the district level while allowing for role-specific criteria that reflect instructional, operational, and leadership responsibilities. HRER provides evaluation forms, timelines, and procedural guidance to ensure consistent application and compliance with contractual and regulatory requirements.

Faculty evaluations assess instructional effectiveness, preparation and organization, adherence to course outlines of record, communication skills, inclusive and equitable teaching practices, participation in institutional service, and engagement in professional development. The evaluation process includes classroom observations and/or *Canvas* shell evaluations, student surveys, review of syllabi, and assessment of professional responsibilities and growth goals, ensuring that instruction and service are regularly evaluated for their contribution to student learning and equity outcomes. Associate (part-time) faculty are evaluated during their first term of hire, annually for the next two years, and at least once every three years thereafter. The evaluation process includes classroom observation and/or *Canvas* shell evaluation, review of syllabi, student surveys, and department chair review. Evaluation criteria emphasize subject matter expertise, effective pedagogy, equitable classroom practices, and timely fulfillment of instructional responsibilities. Contract faculty (full-time, tenure track) are evaluated the semester they are hired and every fall semester thereafter for the four years of the tenure review process. Regular faculty (full-time tenured) are evaluated on a three-year rotational cycle. The process and criteria for these faculty evaluations, known as the Improvement of Instruction (IoI) process, are explicated in the CBA between the Riverside Community College District and the CTA Faculty Association. (Article XI.D.1 and Article XI.D.2)

Classified and confidential personnel are evaluated annually using standardized performance evaluation forms aligned with job-specific competencies. Evaluation criteria assess accomplishment of assignments, knowledge and skills, communication, interpersonal effectiveness, resource utilization, and overall work performance, reinforcing expectations for high-quality service and support of student-centered operations.

Classified professionals and other personnel are evaluated on established and recurring cycles. HRER sends managers a monthly list of classified personnel whose evaluation cycle will be due the following month. The performance evaluation process includes supervisor review, an optional self-evaluation, a discussion between supervisor and evaluee of the contents of the evaluation, evaluee and supervisor written acknowledgment (signatures), opportunities for written response, and documentation in official personnel files with HRER (Article XII). Evaluation outcomes are used for accountability and improvement, informing professional development, goal setting, and, when necessary, structured improvement processes in accordance with contractual provisions.

Management personnel are evaluated by their respective supervisor each June (annually) using a standardized form. The process involves a self-evaluation as well as an opportunity to set goals

and objectives for the upcoming year. Across all personnel groups, evaluation criteria reinforce the college's and the district's commitment to equity, inclusion, and student success.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

RCC uses a structured and integrated planning and budgeting framework to continuously develop, maintain, and enhance its educational services and operational functions. Fiscal decision-making is guided by evidence, program review, and participatory governance, allowing the institution to evaluate the effectiveness of prior investments, adjust priorities, and allocate resources in ways that sustain the mission and promote equitable student success over time. Annually, during final budget development, deans and directors are provided historical expenditure data to assess spending patterns, evaluate operational needs, and develop budget plans that best support departmental priorities and institutional goals for the subsequent fiscal year.

Program Review and Planning (PRaP) is the primary mechanism through which RCC evaluates resource effectiveness, identifies emerging needs, and aligns fiscal decisions with institutional goals. All instructional and non-instructional programs complete PRaPs on a common five-year cycle aligned with the college's Strategic Plan. There is a comprehensive program review in year one, with updates in years two through five. Through this ongoing process, programs assess outcomes, identify equity gaps, evaluate whether previous resource allocations achieved intended results, and articulate future resource needs tied directly to student access, success, and institutional effectiveness.

Resource requests generated through PRaP are reviewed through a comprehensive annual prioritization process that begins with the division deans and then moves forward to the Vice Presidents, Strategic Planning leadership councils, and ultimately the college president. This process includes the vice presidents holding a series of town hall meetings to share their priorities and justification with the entire college community, visits by the vice presidents to the various leadership councils, and individual prioritization and voting by each member of each leadership council to determine the rank of initiatives being forwarded to the college president. This process allows the institution to compare requests across divisions, assess impact and feasibility, and refine funding decisions annually based on data, equity considerations, and institutional capacity rather than one-time or ad hoc requests. PRaP itself undergoes regular review though the Program Review Committee, and changes are made to the questions it asks and types of data it gathers. The most recent changes to PRaP were made in Spring 2026 with a shift to a narrative-driven approach that asks departments to focus more on the "big picture" and less on unexplained lists of fiscal needs.

RCC recognizes that fiscal resources are finite, which partially explains its formal prioritization framework to ensure that funding decisions are intentional, transparent, and aligned with institutional goals. Requests are evaluated based on demonstrated need, alignment with the Strategic Plan, impact on student success, equity considerations, and long-term sustainability. An example of this structured process is reflected in the FY 2024–25 Vice President of Planning and Development (VPPD) Program Review prioritization, which asked that support for La Casa (one of the college's cultural engagement centers and very much aligned with RCC being an HSI) be increased by $150,000 to expand the center's capacity to serve more students. Through the joint leadership prioritization process, the initiative was ranked fifth among collegewide funding requests. Given its strong alignment with equity goals and documented student impact, the initiative was funded through the Student Equity Program and formally incorporated into the RCC Student Equity Plan rather than ongoing general fund support.

This approach demonstrates RCC's ability to align funding sources strategically with the purpose of each initiative—leveraging categorical equity resources for equity-driven programs while preserving general fund capacity for core operational needs. Across divisions, vice presidential program review summaries document how prioritized investments respond to identified needs, address equity gaps, and support continuous improvement within Academic Affairs, Business Services, Planning and Development, and Student Services. Outcomes from funded initiatives are evaluated through subsequent program review cycles to inform future budget development.

The college recognizes that some programs rely on external funding sources, such as grants, to support equity-focused initiatives and emerging student needs. RCC addresses the risks associated with external funding through regular assessment, integration into program review, and proactive sustainability planning. PRaP requires programs to identify funding sources, evaluate effectiveness, and assess long-term viability, prompting early planning for continuation, modification, or institutionalization if external funds are reduced or eliminated. In several cases, the college has transitioned externally funded positions and initiatives to general fund support when assessment results demonstrated sustained impact and strong alignment with institutional mission and student success goals. For example, in FY 2025–26, an Educational Resource Advisor position previously funded through the Student Equity and Achievement Program (SEAP) was reassigned to College Promise funding, and two counselor positions were transitioned from SEAP to the general fund. This practice reduces reliance on short-term funding, strengthens fiscal sustainability, and ensures continuity of essential student support services while allowing the institution to strategically reallocate limited external resources. RCC supports operational effectiveness and fiscal sustainability through systematic lifecycle planning for facilities and technology.

The Replacement Lifecycle and Future Funding Process represents an evolving, structured approach to assessing infrastructure needs, prioritizing replacements, and planning future

expenditures. While the program remains a work in progress, the Resource Development and Administrative Services (RDAS) leadership council is actively establishing a comprehensive lifecycle framework to guide long-term facilities and technology renewal. This process is intended to reduce deferred maintenance, improve predictability in budgeting, and ensure that infrastructure investments continue to support instructional and operational needs effectively. Recent investments have included the replacement of faculty desktop computers with laptops and docking stations, as well as renovations to several computer labs. For one-time emergency equipment expenditures or urgent replacement needs, the college utilizes available reserves to maintain continuity of operations and support institutional effectiveness.

Equity is a central and ongoing consideration in fiscal planning and resource allocation. Funding decisions prioritize initiatives that close equity gaps, expand access, and improve outcomes for disproportionately impacted students. Recent expansion of investments in counseling, engagement centers, academic support, and instructional capacity attest to the college's commitment to student equity. These investments are evaluated through program review and outcomes data to determine effectiveness and inform future resource adjustments.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

The college ensures that its mission and institutional goals serve as the foundation for financial planning and budgeting. Fiscal planning is conducted on an annual cycle and is intentionally integrated with program review, strategic planning, and enrollment planning to ensure that resources are directed toward sustaining educational quality, supporting student learning, and advancing equitable student success. RCC disseminates planning information widely to promote transparency and provide meaningful opportunities for stakeholders to participate in planning and budget development.

The budget development process begins with a review of institutional priorities, including strategic goals, enrollment projections, and program review outcomes. This process ensures that budget decisions are not made in isolation but instead reflect RCC's mission and long-term planning efforts. Fiscal planning is aligned with systemwide funding realities and college priorities, including student equity commitments and state and district guidance related to access, economic mobility, and educational equity. Budget assumptions and parameters are communicated early to guide consistent planning across divisions and ensure departments understand constraints and expectations during development cycles.

RCC supports effective planning and decision-making by sharing clear financial information with leaders and departments throughout the year. These access points and regularly scheduled

budgeting workshops strengthen accountability, reduce confusion about budget development steps, and ensure departments have the information needed to make informed resource decisions aligned with institutional goals.

RCC also strengthens transparency by building employee fiscal literacy through professional learning opportunities that explain funding sources, allowable expenditures, and the operational realities shaping local budget decisions. District resources and college trainings help faculty and classified leaders connect institutional priorities, student success goals, and resource decisions to the realities of the Student-Centered Funding Formula, enrollment targets, and staffing and reserve requirements. RCC's financial planning process includes structured opportunities for stakeholder involvement. Area leaders (deans, managers, administrators) are responsible for developing budgets in alignment with timelines and planning expectations, with a clear expectation that budget development includes collaboration with faculty and classified professionals where possible. This approach supports participatory decision-making and aligns with shared governance values, ensuring the budget reflects both operational realities and the perspectives of those closest to student-facing work.

In addition, RCC provides targeted training and tools to increase stakeholder ability to participate meaningfully in budget discussions. In response to feedback from members of the college community who expressed uncertainty regarding budgeting and financial processes, RCC developed an ongoing series of workshops to build knowledge and confidence in institutional fiscal practices. Trainings are offered throughout the year and are designed to be practical and accessible, with each session consisting of approximately 15 minutes of focused presentation followed by 45 minutes of hands-on assistance and individualized support. FLEX-based professional learning supports department leaders in understanding definitions, funding streams, and the process for connecting resource requests to strategic planning and program review. This strengthens the quality of resource requests and improves the college's ability to make decisions using shared criteria and consistent information.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

RCC ensures the integrity and responsible use of financial resources through established fiscal governance structures, district board policies, consistent internal controls, and ongoing monitoring of fiscal outcomes. Financial management practices are evaluated regularly through external audits, required state financial reporting, and routine financial review processes. These practices strengthen accountability, support effective decision-making, and ensure that fiscal resources sustain institutional mission fulfillment and equitable student success.

The district's financial practices are guided by Board Policies that establish clear expectations for

budget preparation, budget management, and fiscal accountability. BP 5200 (Budget Preparation and Reserves) defines the structure and responsibilities for developing budgets that align with institutional priorities. BP 5250 (Budget Management) sets expectations for monitoring expenditures and managing resources responsibly throughout the fiscal year. BP 5300 (Fiscal Management) provides the framework for sound fiscal administration, including appropriate safeguards and controls that protect district resources and ensure responsible financial stewardship.

RCC and RCCD evaluate fiscal outcomes through recurring financial reporting and analysis processes that support transparency and timely corrective action when needed. Required state and system reporting, including the CCFS-311 Annual Financial Report, provides a structured mechanism for reviewing the district's financial position and fiscal outcomes year over year and ensures alignment with statewide accountability expectations. In addition, the district provides routine financial updates through regularly produced financial reports that support ongoing monitoring of revenues, expenditures, and fiscal trends. Monthly financial statements are made publicly available on the district website and are also included in monthly Board of Trustees agenda materials, further promoting transparency and informed governance oversight.

These recurring processes support continuous improvement by ensuring financial leaders can identify emerging risks early, adjust spending patterns as needed, and communicate updated fiscal conditions to inform institutional decisions. Fiscal integrity is further maintained through independent external audits conducted annually. The district's annual audit reports provide an objective evaluation of financial statements, compliance with applicable regulations, and internal control practices. These audits confirm responsible use of financial resources and establish documented accountability for fiscal management across the three colleges. Audit outcomes are used as part of continuous improvement. Findings and management recommendations guide refinement of financial procedures, strengthen internal controls, and reinforce institutional practices that support compliance, transparency, and long-term fiscal sustainability.

RCC and the district maintain responsible fiscal practices by ensuring funding is used as intended, monitored consistently, and supported by documentation. Financial compliance and integrity are reinforced through district-level oversight of grant and categorical funds, including audit tracking and reporting that support appropriate use of restricted resources and alignment with institutional purpose. These controls protect the college and district from fiscal risk while supporting mission-driven investment in student success initiatives.

RCC strengthens fiscal integrity by connecting financial planning and decision-making to program review and institutional effectiveness processes. Each instructional and non-instructional unit completes Program Review and Plan (PRaP) on a defined cycle aligned with

strategic planning. Program review processes support responsible resource use by requiring departments to assess outcomes, identify needs, and justify resource requests in relation to institutional goals and student success priorities. RCC's Program Review Committee supports ongoing improvement by facilitating the PRaP process, monitoring completion, and recommending refinements that strengthen the linkage between planning, resource allocation, and measurable outcomes.

RCC recognizes the importance of strengthening the full improvement cycle from planning to prioritization to implementation and follow-up. Prioritization, implementation, and follow-up are supported through ongoing evaluation and continuous improvement processes. The college continues to enhance financial management practices by improving documentation, increasing transparency in fiscal decision-making, and expanding efforts to track outcomes connected to funded priorities. These improvements support institutional effectiveness by ensuring financial decisions are not only aligned to mission at the planning stage, but also assessed for results and institutional impact over time. Examples of continuous improvement include the development of a formal resource request form to strengthen consistency and transparency in allocation decisions, and the creation of an equipment lifecycle program to support planned replacement, sustainability, and long-term fiscal stewardship.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

RCC ensures financial solvency through responsible fiscal planning practices that balance short-range operational needs with long-range financial priorities and future obligations. The college uses recurring fiscal review processes, long-term forecasting, and board-aligned planning frameworks to maintain stability and ensure the continued delivery of educational services. These practices support RCC's mission and safeguard the institution's ability to sustain student success initiatives over time.

RCC's annual budgeting process reflects a deliberate approach to fiscal stability by integrating immediate resource needs with longer-term planning considerations. When developing short-range plans, RCC in conjunction with the district evaluates expected revenues, enrollment and staffing needs, and operational cost drivers while accounting for obligations that extend beyond a single fiscal year. This approach allows the institution to plan responsibly within current-year constraints without undermining long-term viability. This approach also aligns with district practices. To strengthen solvency, RCCD uses conservative fiscal assumptions and monitors expenditures throughout the year to ensure spending remains aligned with available resources. Ongoing fiscal monitoring allows the institution to respond to changing conditions, avoid structural deficits, and maintain appropriate reserves needed for stability.

RCC's long-range fiscal planning includes attention to obligations that can significantly impact future budgets, including employee-related costs, insurance liabilities, and negotiated compensation agreements. Collective bargaining agreements establish multi-year commitments that must be planned for well in advance. The district incorporates these obligations into financial projections to ensure the institution can meet compensation and benefit commitments while sustaining operations and core student support services.

In addition, RCCD evaluates longer-term financial risk through required actuarial valuations related to self-insurance programs. These valuations provide formal estimates of future liabilities and help ensure that the district plans responsibly for future claims and obligations. Incorporating actuarial findings into financial planning strengthens fiscal integrity and reduces risk to long-term solvency.

RCC supports long-term solvency by planning for facilities and infrastructure needs through multi-year capital planning. RCC's Facilities Master Plan coordinates with the district Five-Year Capital Construction Plan prioritizes major facility and infrastructure projects and ensures that future obligations tied to modernization, deferred maintenance, safety and growth are incorporated into long-range planning rather than deferred until costs become urgent. This approach supports stable and predictable fiscal planning and reduces the risk of unplanned expenditures. Current examples within the Five-Year Capital Construction Plan include the Life Science/Physical Science Reconstruction project, which addresses renewal of aging instructional facilities, and the ATEC Secondary Effects project, which supports space reconfiguration and operational improvements tied to broader campus modernization efforts. Additional planned initiatives include the MLK Renovation project and the Visual Arts Complex Phase I project, reflecting RCC's continued investment in student learning environments and campus infrastructure. Similarly, RCC's Technology Plan guides long-range investments in instructional and operational technology, supporting sustainability and ensuring that technology needs are addressed systematically. This planning reduces disruptive replacement cycles, supports effective services, and allows the institution to align technology spending with mission needs and student success goals.

3.8. The institution constructs and maintains physical resources to support and sustain education services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

Riverside City College constructs, maintains, and enhances its physical resources to support and sustain high-quality educational services, student support, and operational functions. The College ensures that facilities and physical infrastructure are safe, functional, and adequate across all

locations where instruction, student services, and learning support occur. RCC uses long-range facilities planning, structured capital prioritization, and ongoing maintenance and safety processes to ensure physical resources remain aligned with institutional mission and evolving campus needs.

RCC's approach to physical resources is grounded in strategic facility planning that aligns long-term infrastructure decisions with educational priorities, operational needs, and student success outcomes. The College's long-range planning is guided by the RCC Facilities Master Plan, which establishes facility priorities related to modernization, space utilization, sustainability, and student-centered design. This planning framework supports continuous improvement by using data and broad campus participation to identify facility needs and guide phased development over time.

In addition, RCC participates in districtwide capital planning processes that prioritize facility projects based on institutional goals such as instructional capacity, student support access, and modernization of aging infrastructure. Through these processes, RCC ensures that physical resources are not only maintained, but enhanced in ways that strengthen institutional effectiveness and support evolving educational and operational demands.

RCC uses structured planning and prioritization to identify and advance projects that directly support instructional excellence, student services, and workforce development. Current priorities reflected in planning documentation include projects that expand and modernize learning spaces and support mission-critical program needs.

Examples of mission-aligned facility projects include:

- Advanced Technology Building, which supports workforce development and applied learning opportunities aligned with institutional goals;
- MLK Renovation, which strengthens student learning support infrastructure through expanded tutoring and academic support spaces; and
- Visual Arts Complex, which supports academic programs and strengthens student engagement and community-connected learning through new instructional facilities.

Together, these planned improvements demonstrate how RCC continuously develops its physical resources to meet emerging needs, increase service capacity, and ensure facilities remain aligned with student success and mission fulfillment. RCC maintains safe and effective facilities through structured maintenance processes that support timely identification and resolution of physical resource needs. The College uses an established work order and facilities request system that enables employees to submit facility-related service requests across major categories such as climate control, lighting, alarms/locks, graffiti removal, maintenance, signage, and furniture

needs. This centralized reporting structure strengthens operational responsiveness by ensuring facility concerns are documented, routed appropriately, and addressed through a consistent workflow.

This system supports continuous improvement by allowing the College to monitor recurring issues, strengthen response procedures, and prioritize facility service needs based on safety, urgency, and operational impact. RCC sustains safe learning and working environments through proactive safety planning, ongoing communication structures, and coordinated emergency preparedness practices. The RCC Safety Working Group supports institutional safety and workplace health through an established operational process that promotes employee engagement, hazard communication, and continuous problem-solving around safety concerns. This approach strengthens institutional effectiveness by ensuring safety needs are addressed through shared responsibility and ongoing review rather than reactive responses.

In addition to communication-based safety systems, RCC continues to strengthen campus safety infrastructure. For example, safety improvements include enhanced access control measures and the placement of lockdown buttons in buildings with digital access control, expanding campus readiness and emergency response capacity. The College's commitment to emergency preparedness is further reinforced through regular campus drills and structured follow-up processes designed to identify strengths and improve future response.

RCC supports long-term facility sustainability by monitoring space use and facility condition through systematic inventory and planning tools. The College maintains building and room-level space inventories that support facility planning, campus utilization review, and long-range decision-making. These data systems strengthen RCC's ability to assess facility capacity, identify constraints, and ensure physical resources remain aligned with instructional and service needs.

RCC also uses long-range facilities planning to address aging infrastructure challenges and strengthen stewardship of physical resources. Through facility condition monitoring and prioritized investment planning, the College works to reduce deferred maintenance risks and improve the overall safety and effectiveness of campus spaces over time.

RCC's physical resource practices reflect an ongoing cycle of planning, assessment, prioritization, and improvement. Long-range capital planning ensures the College can modernize facilities in alignment with instructional and operational needs, while facilities reporting and safety structures provide day-to-day systems for maintaining safe and functional learning and work environments. Through strategic investment, responsive maintenance systems, and continuous safety enhancements, RCC demonstrates that physical resources are actively managed to sustain educational quality and support student success.

These coordinated processes demonstrate RCC's commitment to ensuring physical resources are safe, effective, regularly maintained, and continuously enhanced to support institutional mission and operational effectiveness.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

RCC implements, enhances, and secures technology resources through its own strategic planning, regular campus operations, and coordination with the district, thereby ensuring technology resources sustain instructional programs, student services, and administrative operations while meeting expectations for appropriate use and data security. Technology leadership is centralized at the district level through the Information Technology Strategy Council (ITSC), while locally assigned Technology Support Services (TSS) personnel provide direct, on-site support responsive to campus needs. This model was strengthened through the 2023 district IT reorganization, which improved service delivery, clarified responsibilities, and enhanced system reliability across the three colleges. Technology planning is guided by the RCCD Technology Plan, which establishes districtwide goals to support instruction, communication, infrastructure stability, service delivery, user training, and information security. The plan explicitly aligns technology goals with district strategic goals and is reviewed annually as a living planning document through ITSC and college technology advisory structures.

At the college level, RCC maintains a complementary RCC Technology Plan approved through the Technology Resources Committee (TRC) and integrated into college planning, program review, and resource allocation processes. This plan establishes minimum technology standards for classrooms, laboratories, study spaces, conference rooms, offices, and network infrastructure, ensuring consistent, equitable access to instructional and operational technology across campus environments. The plan also requires annual review by the RDAS leadership council, ensuring ongoing alignment with the college's mission and values. Together, the district and college plans demonstrate an intentional connection between technology investment, instructional effectiveness, equity of access, and institutional effectiveness.

RCCD supports instructional technology through districtwide standards for enterprise systems such as the learning management system, ERP, Microsoft 365 environment, classroom media standards, and network infrastructure. For example, the RCC Technology Plan specifies required classroom and lab technology components, including instructor computer stations, audiovisual projection, wireless access, discipline-specific technology, and emergency communication tools.

These standards ensure that instructional spaces are consistently equipped to support teaching and learning.

RCC clearly communicates expectations for the safe and appropriate use of technology. Administrative procedures governing computer and network use define user responsibilities for students and employees. Students acknowledge acceptable use requirements when accessing district email and Microsoft 365 accounts, and these expectations are reinforced through onboarding materials, student handbooks, and campus publications. Employees receive similar guidance during onboarding and through regular district communications. For example, faculty and classified professionals are encouraged to participate in monthly online cybersecurity training through the KnowBe4 app made available to all personnel; these short training courses can also count toward professional development. In addition, in compliance with Board Policy 2721 Information Security and Data Protection, a longer cybersecurity training "IT Security in the Workplace" was mandated by the district for all faculty and classified professionals to complete during the 2025-2026 academic year.

The district employs a multi-layered cybersecurity framework aligned with Board Policy and state and federal regulations, including FERPA and GLBA. Security practices include endpoint protection, vulnerability scanning, phishing simulations, secure authentication protocols including multi-factor authentication, data backup and disaster recovery systems, and ongoing risk assessments conducted with external partners. The district communicates training expectations through direct reminders, provides clear instructions for completion, and links training completion to continued system access. This demonstrates an active and enforced approach to user cybersecurity awareness.

The effectiveness of technology infrastructure and support services is also assessed through direct user feedback. The district's ServiceDesk system automatically distributes follow-up surveys to employees after technology support requests are completed. These surveys allow users to evaluate the quality, timeliness, and effectiveness of the service provided. This feedback loop ensures that Technology Support Services and District IT continuously evaluate and improve service delivery based on user experience and documented service metrics.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

RCC maintains coordinated strategies, policies, and procedures that support risk management and ensure continuity of operations during financial, environmental, technological, and other unforeseen emergencies. Risk management information, safety procedures, and emergency resources are publicly available to students and employees through the Riverside Community

College District (RCCD) Risk Management website, which provides 24/7 access to guidance on emergency management, safety training, and the work of the district Safety and Security Committee. Employees and students are encouraged to enroll in RAVE, the district's emergency alert system, which distributes urgent notifications through email, text message, phone call, and on-campus computer alerts. This system strengthens real-time communication during emergencies and supports coordinated response across colleges.

District leadership for risk management resides in the Office of Risk Management and Safety, which oversees risk identification, evaluation, and mitigation for all three colleges. This work is guided by Board Policies and Administrative Procedures, including BP/AP 5800 Campus Safety, BP/AP 5805 Disaster Preparedness and Emergency Operations, and BP/AP 5810 Workplace Violence and Safety. Monitored by the District Safety and Security Committee, which includes representation from all three colleges, RCCD's risk management framework includes comprehensive insurance coverage for property, liability, cyber threats, and workers' compensation; routine risk assessments and safety audits; formal incident reporting and investigation protocols; and workgroups and training programs on workplace safety, emergency response, and regulatory compliance.

RCCD maintains emergency management protocols for both the district and each college that outline procedures for responding to natural disasters, public health crises, environmental hazards, and technological disruptions. These protocols are reviewed regularly and developed in coordination with local emergency services and public health agencies. Each college maintains a designated Emergency Operations Center with trained personnel to coordinate response efforts, and the district conducts drills to test readiness and refine procedures. Each college also provides emergency information to its students, including RCC's online Emergency Hub. Additionally, each college communicates safety updates to all constituent groups and posts appropriate signage. To address objectives prioritizing life safety, property protection, and educational continuity, the district has developed an Emergency Operations Plan that identify strategies addressing various potential threats ranging from natural disasters to human-caused incidents.

Financial risk is managed through conservative fiscal practices, multi-year budget planning, scenario modeling, and reserve analysis. The district maintains reserve funds in alignment with Board policy and state guidelines to protect against enrollment fluctuations, funding volatility, and economic downturns. RCCD also addresses technological risk through cybersecurity protocols that include system backups, disaster recovery procedures, network monitoring, intrusion detection, cyber insurance coverage, and employee training on phishing and data protection.

Risk management activities are integrated into district governance through regular reporting to

the Chancellor's Cabinet, Board of Trustees, and college leadership. The district also participates in risk-sharing consortia and works with legal counsel and insurance providers to monitor emerging risks and regulatory requirements. Through publicly accessible guidance, formal policies, emergency planning, financial safeguards, cybersecurity measures, and governance oversight, RCCD demonstrates that appropriate strategies and contingency procedures are in place to protect institutional stability and ensure continuity of educational and operational services.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

Opportunities for meaningful participation and inclusion in both college and district governance are widely available at Riverside City College (RCC). Under both the 2020-2025 and the 2025-2030 strategic plans, faculty, students, and classified professionals have served alongside college leaders on organized policy-making and advisory bodies that collectively support achievement of the college's mission to build "upon the strengths and socio-cultural experiences of its diverse student population and the communities it serves" and advance "equity, access, and inclusion by supporting the attainment of workplace skills, career technical certificates, degrees, and transfer programs, which promote social and economic mobility for its students and communities."

Governance roles and responsibilities begin at the discipline and department levels, progress through division representation in strategic planning and participatory governance, and expand to department chair and division dean seats at college leadership roundtables and college committee chair membership on districtwide committees, such as curriculum, distance education, and Academic Senate. From faculty senators taking board policy revision suggestions back to their departments for input to members of the Teaching and Learning (TL), Governance Effectiveness Mission and Quality (GEMQ), Resource Development and Administrative Services (RDAS), and Student Access and Support (SAS) leadership councils voting as one body to prioritize the action plans and funding requests being forwarded to the college president, the decision-making processes at the college reflect clear and effective governance practices.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

RCC remains firmly committed to the principles of free speech and academic freedom essential to a robust educational environment, as are expressed in the college's TIGER Pride Values of Transparency, Inclusivity, Growth, Equity, Respect, and Student-Centeredness. The college upholds district Board Policy 2030 (Academic Freedom), which states, "Academic Freedom, in its teaching aspect, is fundamental for the protection of the right of the teacher in teaching and of the student's freedom in learning. Academic professionals need the freedom to explore ideas that may be strange or unpopular, endeavors proper to higher education, while also maintaining the responsibility of related subject matter to the classroom." Board Policy 2030 provides a foundational orientation for campus initiatives that uphold academic freedom and underscores our institutional belief that teaching, learning, and scholarship flourish when faculty and students are free to engage in open inquiry. The college affirms that faculty are not

subject to institutional censorship or discipline for presenting controversial or unpopular material when these materials are pedagogically relevant and aligned with course objectives. Board Policy 2030 and related district procedures, including the Faculty Association contract, protect faculty from retaliation for the lawful exercise of academic freedom in teaching, scholarship, and service.

RCC operationalizes these principles through defined procedures that support both academic freedom and academic integrity. For example, in cases of suspected academic dishonesty, faculty and students are provided guidance on expectations and processes in the faculty handbook, the student handbook, and in Board Policy 3500A. When a faculty member identifies an incident of academic dishonesty—such as plagiarism, unauthorized use of Artificial Intelligence (AI), cheating, or other violations of academic integrity—the instructor first applies appropriate course-level academic sanctions consistent with syllabus policies and district expectations. Sanctions may include assignment-level penalties, reduced course grades, or failing grades, depending on the nature of the violation and documented instructional standards. For transparency, record-keeping, due process, and protection of both faculty and students, faculty may also complete an Academic Dishonesty Reporting Form, which is submitted to the Vice President of Academic Affairs. In cases warranting more significant action, faculty may recommend a review by the Dean of Instruction for the respective division, for example, Languages, Humanities, and Social Sciences (LHSS) or Science, Technology, Engineering, and Mathematics (STEM). The Dean of Instruction engages with the student in accordance with the Standards of Student Conduct articulated in the Student Rights and Responsibilities section of the student handbook, which includes notification of alleged violations, specification of applicable policies, opportunities for the student to respond, and appropriate timelines for resolution. This multi-step process balances faculty authority in academic matters with administrative oversight and student protections, illustrating a procedural commitment to fairness, transparency, and the preservation of academic freedom. If the recommendation is suspension, the Dean turns the case over to the Vice President of Student Services or the Vice President of Academic Affairs.

To reduce the necessity of such enforcement procedures, RCC encourages faculty to reinforce academic integrity across the campus community. Through the Improvement of Instruction (IOI) process, faculty are urged to routinely include clear academic honesty statements and consequences for violations in their syllabi, along with explicit expectations regarding the responsible use of sources and technologies, including AI. Maintaining academic integrity is further supported through orientation activities and library research instruction modules for students and through professional development offerings addressing ethical scholarship and citation practices for faculty. These co-curricular components help differentiate academic freedom from academic misconduct and ensure students—and faculty—understand their responsibilities within the college learning environment.

The college's commitment to academic freedom is further reinforced through participatory governance. The Academic Senate, as the representative body for faculty in all academic and professional matters, actively reviews district policies that protect academic freedom and integrity. Senate discussions and actions—including workshops and FLEX activities dedicated to academic freedom—demonstrate intentional reflection and engagement with emergent issues in higher education. For example, during the spring 2025 semester and fall 2025 FLEX periods, the Senate facilitated a discussion of the Academic Senate for California Community Colleges (ASCCC) position paper, "Protecting the Future of Academic Freedom During a Time of Significant Change," followed by an online workshop to analyze the paper's implications for instructional practice. In fall 2025, a FLEX workshop on academic freedom and free speech "*Speak Freely, Learn Boldly"* was presented in partnership with District General Counsel, providing faculty with structured opportunities for professional dialogue about these foundational values. Also in fall 2025, a workgroup from the Teaching and Learning Leadership Council, made up of faculty, classified professionals, and administrators, joined the AAC&U AI Learning Institute to begin a year-long study and discussion of the college's position on AI and the potential need for college-wide recommendations, policies, and practices about the role of AI inside and outside of the classroom.

RCC intentionally extends its commitment to academic freedom beyond policy and faculty governance into the broader educational experience of the campus community. Academic freedom and free speech are not treated as abstract principles but instead as shared institutional values reinforced through instruction, dialogue, and student engagement. Faculty are empowered to design curriculum, select instructional materials, and engage in research that reflects their academic expertise and disciplinary needs. Students are encouraged to explore issues, challenge assumptions, and contribute to academic discourse through research, service, and civic engagement. Initiatives such as student-led debates and research projects—where participants actively engage in discussions on topics including climate change and social justice—illustrate how free speech and academic inquiry intersect in meaningful educational experiences. Through coordinated efforts among faculty leadership, student support programs, and legal counsel, the college ensures that faculty and students understand their rights and responsibilities within a learning environment grounded in inquiry, respect, and constitutional protections. The college has designated "Free Speech Zones" on campus, hosts a wide range of guest speakers including activists, authors, and public figures, and openly protects all students, including those threatened by changing political climates.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

While the RCCD Board of Trustees serves as the ultimate policy-making authority for the Riverside Community College District and its colleges, there is a clear commitment to participatory governance and shared decision-making within clearly defined roles and responsibilities. Board Policy 1510 establishes that faculty, classified professionals, administrators, and students participate meaningfully in institutional decision-making within their respective spheres of influence, consistent with Title 5 and district governance procedures. The District further distinguishes the roles of the governing board, the college president, and constituent groups to ensure effective and timely decision-making. The Board retains responsibility for setting policy and ensuring fiscal and institutional integrity (Board Policy 1200), the Chancellor is the chief executive officer of the District, and the President is responsible for day-to-day operations and the implementation of board policy at the college (Board Policy 1430).

Faculty participate in academic and professional matters primarily through the Academic Senate as defined in Board Policy 2005, while classified professionals and students participate through representative governance bodies and committees, including the strategic planning leadership councils and subcommittees. Headed by the Educational Planning and Oversight Committee (EPOC), which oversees and directs the general work, monitors progress toward institutional goals, and provides formal recommendations to college leaders, these councils and committees collectively coordinate institutional planning, resource prioritization, and assessment. Membership includes elected representatives from all major constituencies, including faculty, classified professionals, administrators, and students, ensuring broad participation and transparency in institutional planning processes.

EPOC meets monthly during the academic year and serves as the primary venue for reviewing and aligning the college's strategic plan, mission and vision statements, institutional goals, and resource allocation priorities. EPOC also serves as the accreditation steering committee, and it oversees the final stage of each year's program review and joint prioritization process, forwarding its recommendations to the president for final action.

The college emphasizes transparency and communication throughout its governance and planning processes to ensure broad awareness, meaningful participation, and institutional accountability. Governance decisions, recommendations, and planning updates are communicated to the campus community through publicly posted agendas and minutes, governance websites, campus forums, and regularly scheduled committee meetings. In

addition, the college distributes a campus strategic planning newsletter that provides updates on institutional priorities, progress toward goals, and opportunities for engagement, further supporting transparency and shared understanding across constituent groups.

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

RCC demonstrates leadership and institutional effectiveness through a structured shared governance model that emphasizes collaboration, innovation, and accountability in planning and resource development. Central to this model is the Strategic Planning Leadership Council structure, which includes representatives from all constituent groups and advances recommendations to the Educational Planning and Oversight Committee (EPOC) for institutional integration and executive consideration. Through this process, faculty, classified professionals, administrators, and students participate directly in identifying priorities, proposing initiatives, and evaluating institutional needs.

The effectiveness of this leadership model is illustrated in the development of RCC's 2025–2030 Strategic Plan, which was constructed through a multi-phase participatory process involving campus-wide retreats, governance council review cycles, and EPOC validation. Faculty, classified professionals, administrators, and students contributed to articulating institutional goals, strategies, and key performance indicators (KPIs), ensuring that planning decisions reflected diverse perspectives and evidence-based priorities. This inclusive process resulted in a strategic framework explicitly tied to student achievement, equity gaps, enrollment stability, and institutional sustainability.

The college has also established dedicated administrative leadership and cultural frameworks that support equity, inclusion, and engagement. The Dean of Equity, Inclusion, and Engagement (EIE) coordinates equity-focused efforts across student services, academic support, and cultural responsiveness initiatives and plays a central role in the strategic planning conversations, equity audits, and engagement activities that inform institutional decisions and resource allocation processes, ensuring that planning and implementation reflect the diverse needs of the student community and support culturally responsive practices. The Dean of EIE also co-chairs the Student Equity Committee.

RCC's commitment to equity and shared values is also reflected in its TIGER Pride Values, which explicitly frame institutional priorities around Transparency, Inclusivity, Growth, Equity, Respect, and Student-Centeredness. These values are woven through the governance documents, planning discussions, and campus communications to guide decision-making and reinforce a culture of collaboration and belonging that supports student success and continuous

improvement. In fact, one of the spring 2026 charges for the four Strategic Planning leadership councils is to explicitly evaluate and directly align their missions, goals, and service areas to these values.

Implementation of recommendations and decisions made through participatory governance is further supported by the President's Leadership Team (PLT), which serves as the college's primary executive coordination body. PLT is comprised of senior administrators responsible for academic affairs, student services, institutional effectiveness, business services, and planning and development. The team meets regularly to review recommendations emerging from participatory governance bodies (Academic Senate, Curriculum, etc.) and EPOC, align implementation strategies across divisions, and monitor progress toward institutional goals. Through PLT, governance-driven priorities are translated into coordinated operational action, ensuring consistency, accountability, and timely execution of planning and resource decisions.

Final authority for institutional planning and resource allocation rests with the college president, who reviews governance recommendations, ensures alignment with district policy, fiscal parameters, and strategic priorities, and authorizes implementation. This structure preserves broad participatory input from campus constituent groups while maintaining clear executive accountability for institutional outcomes and mission fulfillment, thus ensuring that institutional planning is both inclusive and decisively implemented.

Institutional leadership effectiveness is evaluated through multiple mechanisms, including strategic plan progress reporting, governance self-assessment surveys, and review of institutional performance metrics such as course success rates, persistence, and completion disaggregated by student demographics. These assessments inform adjustments to governance processes, committee structures, and leadership priorities, reinforcing a cycle of continuous improvement.

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

The RCCD Board of Trustees (Board) exercises its fiduciary and policy-making responsibilities by focusing on institutional quality, fiscal stability, and student success. The Board ensures that the district and its three colleges, including RCC, operate in alignment with their missions and strategic goals. The Board governs primarily through the adoption, implementation, and systematic review of Board Policies (BPs) and Administrative Procedures (APs), which establish the foundation for academic quality, operational integrity, and financial stewardship across the district. Policies and procedures are developed collaboratively with district and college leadership, legal counsel, and participatory governance bodies, ensuring alignment with

regulatory requirements and college needs. Board policies are reviewed on a rotating cycle to maintain relevancy, legal compliance, and responsiveness to emerging educational, fiscal, and workforce priorities. Draft revisions are distributed to each college for review and feedback prior to final approval by the Board, reinforcing transparency and districtwide engagement in governance processes.

The Board's leadership spans key operational and strategic domains, including academic and student affairs, human resources and labor relations, facilities and capital planning, budget development and financial management, risk management, and institutional effectiveness. This comprehensive scope allows the district's three colleges, including RCC, to respond to enrollment fluctuations, fiscal conditions, compliance requirements, and strategic initiatives while maintaining institutional stability and educational quality.

The Board maintains regular oversight through a structured public meeting schedule, convening twice monthly during the academic year, with committee meetings held on the first Tuesday of each month and regular business meetings on the third Tuesday, except in July. Committee meetings include presentations and dialogue on strategic planning, program performance, enrollment trends, accreditation updates, and college initiatives, enabling trustees to monitor institutional progress and provide policy guidance. Board agendas and minutes document sustained engagement in institutional planning and performance monitoring.

Fiscal oversight is a central component of the Board's responsibilities. Throughout the year, the Board reviews budget development materials, quarterly financial reports, and long-term fiscal projections and formally authorizes district and college budgets. The Board also reviews annual independent audit reports and addresses audit findings to ensure fiscal transparency and regulatory compliance. The Board's Fiscal and Audit Committee provides additional review and public accountability regarding financial practices, bond expenditures, and internal controls.

For academic and professional matters, the Board relies primarily upon the district Academic Senate (comprised of Senate leadership from each college), especially when it comes to development and implementation of curriculum, degree and certificate requirements, grading policies, educational program development and discontinuance, student preparation and success standards and policies, and professional development. For example, the district Curriculum Committee (comprised of the chairs from each college's curriculum committee) has been working diligently to expand the state-driven common course numbering efforts and to evaluate the courses offered on each campus. Working in concert, the three colleges' respective curriculum committees evaluate their own college courses and then come together to present a district-wide plan of action. This approach allows the Board to assess progress toward institutional goals and to hold the Chancellor and college leadership accountable for outcomes.

The Board further demonstrates institutional leadership through its annual self-evaluation process and mandatory trustee training, ensuring adherence to ethical standards, conflict-of-interest regulations, and effective policy governance. These practices reinforce public trust, strengthen Board capacity, and support evidence-based decision-making aligned with student success and institutional sustainability.

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The Board exercises its authority to select, appoint, and evaluate the Chancellor in accordance with Board policies and best practices in higher education governance. The Board ensures that the Chancellor is empowered to lead the district effectively, implement Board policies, and advance the mission and strategic priorities of the three colleges. The selection of the Chancellor is governed by Board Policy 1431, which establishes a transparent, inclusive, and equitable process. When a permanent vacancy occurs, the Board initiates a national search and appoints a search committee that includes faculty, classified professionals, administrators, students, and community members. The process includes public forums, stakeholder input, screening and interviews by the search committee, and final interviews and selection by the Board. This inclusive structure ensures that the Board's decision reflects RCCD's commitment to diversity, equity, and inclusion and that the selected candidate aligns with the district's mission, values, and strategic goals

The Board maintains a clear distinction between governance and management, refraining from interference in administrative matters, while the Chancellor provides regular reports to the Board on institutional performance, policy implementation, and emerging issues. To strengthen executive leadership and support the Chancellor, the district recently appointed a Deputy Chancellor and Provost. This position enhances coordination across the three colleges, provides additional oversight of academic programs, and supports implementation of strategic initiatives at the district level, ensuring alignment with Board priorities and institutional goals.

The Board conducts an annual, evidence-based evaluation of the Chancellor in accordance with Board Policy 1435. The evaluation process includes the Chancellor's self-assessment, feedback from Board members and key stakeholders, and review of progress toward strategic goals and institutional performance metrics. These metrics include student success indicators, equity outcomes, fiscal health, enrollment trends, and progress on strategic plan initiatives. The Board also monitors Chancellor performance throughout the year through regular reports on strategic plan implementation, fiscal management, accreditation updates, and operational performance. These ongoing updates provide the Board with timely oversight while preserving the Chancellor's authority to manage daily district operations effectively.

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The Board functions as a cohesive and effective governing body, committed to advancing the mission, vision, and values of the district and its three colleges. The Board is comprised of five members elected by registered voters within the district and a student voted in by their peers and operates as a single entity in conducting official business; while individual trustees may express personal opinions during deliberations, the Board acts with a singular voice through the Board President, who serves as the official spokesperson for the Board. Trustees engage in open, public deliberations, make decisions through majority vote, and regularly participate in strategic planning, accreditation processes, and policy development. These actions ensure alignment with the district's mission to provide high-quality, equitable education and support student success across diverse communities. The Board also maintains strict adherence to the Brown Act and regulations regarding communication in and out of meetings.

The Board maintains sound fiscal oversight by approving budgets, monitoring expenditures, and ensuring compliance with state and federal regulations. Trustees receive regular financial reports, audit findings, and updates on bond-funded projects, as well as training in fiduciary responsibilities through the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT). The Board adheres to a robust code of ethics and conflict-of-interest policies, completes annual Form 700 disclosures, and receives regular training on governance, ethics, and the Brown Act. Trustees also participate in professional development sessions focused on legislative updates, accreditation requirements, and equity-focused governance. These opportunities allow trustees to apply best practices to improve decision-making, enhance accountability, and strengthen alignment with district priorities. The Board also established an institutional code of ethics that outlines the institutions responsibility towards is faculty, staff, students, and community.

The Board conducts an annual self-evaluation to reflect on its effectiveness, identify areas for improvement, and establish goals for continuous governance enhancement. Self-evaluation results inform future professional development, guide policy refinement, and ensure that the Board remains responsive to emerging institutional and community needs.

The District maintains a culture of transparency by publicly posting Board agendas, minutes, and supporting materials. The Board engages with faculty, classified professionals, students, and community members through open forums, advisory committee feedback, and participatory governance input. For example, each college presents a "Senate Spotlight" that highlights an innovative or noteworthy program or project. This process ensures that stakeholders have meaningful opportunities to inform Board decisions and that the Board's actions reflect community and institutional priorities.

C. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process.

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	ACCJC Reaffirmation of Accreditation 2022-01-27 2023 ACCJC Action Letter
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	RCC Constitution and Bylaws Strategic Planning Leadership Councils Mission, Vision, Values 2025-2030 Updates – Presentation to Board of Trustees BP 1005 District Mission RCC Mission, Vision, Values Review Process Grid Strategic Planning Leadership Council Minutes – Mission, Vision, Values, 2023-09-25
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	Board of Trustee Meeting Minutes approving RCC Mission, Vision, and Values 2025-2030 Updates – 2025-11-18
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	RCC Constitution and Bylaws Strategic Planning Leadership Councils
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	Vision for Success Metrics and Goals Fall 2022 Update Student Equity Plan 2025-2028 Executive Summary Hotep Consultants Equity Audit

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) • Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable (See Commission *Policy on Competency Based Education* and *Policy on Credit Hour, Clock Hour, and Academic Year*)	RCC Catalog 2026/27 – Programs and Course Listings RCC Catalog 2025/26 – Graduation Requirements RCCD Curriculum Handbook BP/AP 2020 Program Curriculum, and Course Development Sample Course Outline of Record Exemplars
ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See *Policy on Transfer of Credit*	RCC Articulation Agreements via ASSIST.org RCC Catalog 2025/26 Academic Coursework Taken at Other Colleges and Universities RCC Catalog 2025/26 – Credit for Prior Learning BP/AP 2235 – Credit for Prior Learning BP/AP 2050 Articulation
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)	BP/AP 6120 Recruitment and Hiring Federal Student Aid Handbook: Incentive Compensation Prohibition

Required Item	Documentation
iv. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	RCC Catalog 2026/27 – Complaint Procedures RCC Student Handbook 2025/26 - pg. 66 Complaints associated with the institution's compliance with accrediting standards. AP 3500[B] – Student Grievance Process for Instruction and Grade Related Matters AP 3500[C] – Student Grievance Process for Matters Other than Instruction, Grades or Discipline
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	BP/AP 3035 Withholding of Student Records BP/AP 3040 – Student Records, Directory Information & Privacy AP 3040[A] Student Records: Preferred Names and Gender BP/AP 3045 Student Records: Challenging Content & Access Log
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	BP/AP 2021 Program Viability and Discontinuance
FOR TITLE IV PARTICIPANTS:	

Required Item	Documentation
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See *Policy on Institutional Compliance with Title IV*	BP/AP 3130 Financial Aid RCCD Financial Statements Independent Audit Report 2025-06-30 Federal Student Aid: RCC Eligibility & Certification Approval Report 2026-01-23 Federal Student Aid: RCC Program Participation Agreement effective through 2030-06-30 Federal Student Financial Aid: RCC Program Participation Agreement Approval Letter 2024-09-16
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution's: • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy See *Policy on Distance Education and on Correspondence Education*	BP/AP 2105 Distance Education
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	N/A
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	RCC Catalog 2025/26 – Credit for Prior Learning BP/AP 2235 – Credit for Prior Learning
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	AP 2610 Instructional Service Agreements

Required Item	Documentation
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	BP 2030 Academic Freedom BP 6100 Commitment to Diversity RCC Catalog 2026/27 Sexual Harassment and Discrimination

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	Board Policies & Administrative Procedures Chapter 6: Human Resources & Employee Relations
ii. Employee handbooks or similar documents that communicate expectations to employees	RCC Classified Guidebook 2026 RCC Faculty Guide 2025
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	District Audit Report – 2024-25 District Audit Report – 2023-24 District Audit Report – 2022-23
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	Resource and Budget Development - Exhibit G and Exhibit H
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	BP/AP 5100 - Delegation of Authority, Business & Financial Services BP/AP 5150 Designation of Authorized Signatures BP 5200 - Budget Preparation and Reserves BP 5250 - Budget Management BP 5300 - Fiscal Management BP 5300 [A] - Fiscal Management - Cash Equivalent Aid

vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	BP/AP 2720 - Computer and Network Use AP 2720 [A] - Establishing and Maintaining Web Page Accessibility BP/AP 2721 - Information Security and Data Protection BP/AP 2725 - Information and Communications Technology and Acceptable Use
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	Annual Fiscal Report Questions Survey to ACCJC - Multi-College Districts 2026
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's *Policy on Contractual Relationships with Non-accredited Organizations*	BP/AP 5340 - Bids and Contracts
ix. Written code of professional ethics for all personnel including consequences for violations	BP/AP 1715 - Code of Ethics Standards of Practice

Standard 4: Governance and Decision-Making

Checklist Item	**Documentation**
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	BP/AP 1431 – Chancellor Selection BP/AP 1435 – Evaluation of Chancellor BP/AP 6121 – President Recruiting and Hiring BP 6155 – Evaluation of President
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	BP 1200 – Board Duties, Responsibilities, & Privileges BP/AP 1430 – Delegation of Authority to Chancellor & President

Checklist Item	Documentation
iii. Governing board policies/procedures/bylaws related to Board Ethics	BP/AP 1715 – Code of Ethics Standards of Practice BP 1716 – Political Activity BP 1717 – Personal Use of Public Resources BP 1720 – Communication Among Board Members BP/AP 1800 – Institutional Code of Professional Ethics
iv. Governing board policies/procedures/bylaws related to conflict of interest	BP/AP 1710 – Conflict of Interest BP/AP 1712 – Conflict of Interest Code

Other Federal Regulations and Related Commission Policies

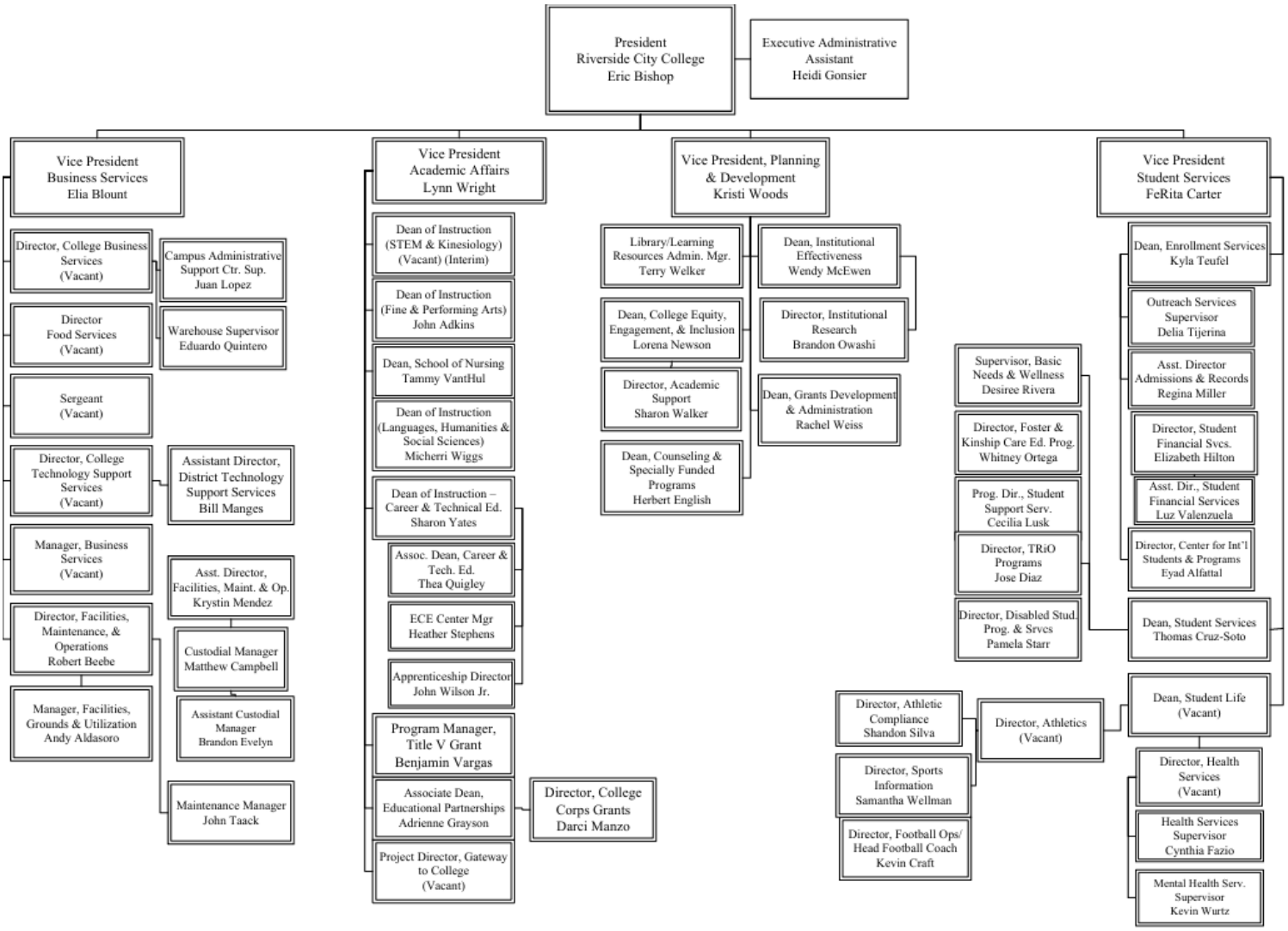
Checklist Item	Documentation
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions*, Section D	ACCJC Peer Review Summary Evaluation Report for RCC Site Visit March 2020 pg. 11 RCC Accreditation Website
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See *Policy on Representation of Accredited Status*	RCC Accreditation Website RCC Accreditation Reports Website

D. Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	7; 604
Educational Mission	4
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	19 – 20
Course, Program, and Degree Offerings	83 – 294
Student Learning Outcomes of Programs and Degrees	84 – 294
Academic Calendar and Program Length	11 – 12
Academic Freedom Statement	19
Available Student Financial Aid	33 – 37
Available Learning Resources	46; 49 – 51
Names and Degrees of Administrators and Faculty	564 – 595
Names of Governing Board Members	606
Requirements	
Admissions	25 – 29
Student Tuition, Fees, and Other Financial Obligations	7 – 10
Degrees, Certificates, Graduation and Transfer	Programs of Study: 84 – 294 Graduation: 51 – 54 Transfer: 55 – 57
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	19; 21
Nondiscrimination	620 – 626
Acceptance and Transfer of Credits	32 – 33; 81 – 83
Transcripts	9; 31 – 32
Grievance and Complaint Procedures	563; 621 – 626
Sexual Harassment	564; 621; 623
Refund of Fees	619
Locations or Publications Where Other Policies May be Found	
RCCD Board of Trustee Policies and Administrative Procedures	BOT Policies and Administrative Procedures

E. Appendix 2: Organizational Structure

Riverside City College



F. Appendix 3: Approved Locations

Students may complete 50% or more of a degree or certificate program at the following locations:

Coil School for the Arts
3890 University Avenue
Riverside, CA 92501

Culinary Academy
3801 Market Street
Riverside, CA 92501

G. Appendix 4: Institutional Context Accessible Descriptions

Figure 1 – Population of Key Age Groups
The chart shows that both the 18–21 and 22–24 age groups are projected to experience little to no population growth over time, with gradual declines already underway. From about 2008 to 2020, the 18–21 population fluctuates slightly around just above 2.1 million before beginning a slow downward trend. Projections suggest this decline will continue through 2040, dropping below 1.8 million by the end of the period. Similarly, the 22–24 age group starts near 1.6 million in 2008, rises modestly around 2015, and then steadily decreases. Future estimates show this group remaining mostly flat through the early 2030s before trending downward toward approximately 1.4 million by 2040. Overall, the chart highlights demographic stagnation and gradual decline across these key young adult age groups, suggesting minimal growth for institutions or sectors that rely on them.
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Figure 2 – Education Attainment of Service Area
The graph illustrates notable differences in educational attainment among adults age 25 and older across the Inland Empire, its counties, California, and the United States during the 2019–2023 period. While a large majority of adults in all regions have completed at least a high school education, the Inland Empire (83%)—including Riverside County (83%) and San Bernardino County (82%)—lags behind both California (85%) and the nation overall (89%). The disparity is more pronounced at the bachelor's degree level: only about 23–25% of adults in the Inland Empire and its two counties hold a bachelor's degree or higher, compared with 37% statewide and 35% nationally. This gap highlights a consistent pattern in which the Inland Empire trails the state and national averages in higher educational attainment, even though basic educational completion levels remain relatively high across all geographies.
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Figure 3 – Per Capita Income Relative to State, 1969 – 2022 (State = 100)
The chart shows long-term differences in per capita income across major California regions relative to the statewide average (indexed to 100) from 1969 to 2022. The Bay Area stands out clearly, rising from just above the state average in the early period to roughly 155–160 by 2022, with pronounced growth after the mid-1990s despite short-term volatility in the early 2000s. Orange County generally tracks above the state average, peaking around 120 in the early 2000s before gradually declining toward about 108 by 2022. Los Angeles County remains close to the state average for most of the period, dipping below it in the late 1990s and ending the series slightly under 100. In contrast, the Inland Empire and San Joaquin Valley show persistent underperformance relative to the state, both declining steadily from near or below average in the 1970s to around 65–70 by 2022. Sacramento Metro and San Diego fall in between, fluctuating modestly but trending slightly downward over time, ending the period below the statewide benchmark. Overall, the chart highlights widening regional income disparities, particularly the sustained divergence between the Bay Area and inland regions.
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Figure 4 – Student Headcount by Age Group

The chart illustrates the distribution of student ages over seven academic years, from 2018–19 through 2024–25, highlighting consistent patterns and gradual shifts in enrollment by age group. Students ages 18–24 make up the clear majority each year, accounting for roughly 61% to 64% of total enrollment, though their share shows a slight downward trend over time. Students age 25 and older represent the second-largest group, remaining relatively stable at approximately 31% to 33% across the period. In contrast, students under age 18 comprise a much smaller but steadily growing share of enrollment, increasing from under 3% in 2018–19 to nearly 8% by 2024–25. Overall, the chart indicates that while traditional college-age students continue to dominate enrollment, there is a modest shift toward greater participation by both younger and nontraditional students in more recent years.

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Figure 5 - Course Offering by Instructional Modality

The chart shows a pronounced shift in course delivery modalities over time, reflecting changes across the 2018–19 through 2024–25 academic years. In 2018–19 and 2019–20, in-person courses dominated the schedule, comprising roughly 77–78% of all offerings, while online courses accounted for about 14% and hybrid courses less than 9%. This pattern changed dramatically in 2020–21 and 2021–22, when online instruction became the prevailing modality, peaking at 55–56% of all course offerings, while in-person courses dropped to their lowest levels at approximately 36–38%. Beginning in 2022–23, in-person offerings rebounded and stabilized in the mid-40% range, slightly exceeding or closely matching online offerings, which gradually declined to just over 41% by 2024–25. Hybrid courses consistently represent the smallest share throughout the period but show gradual growth, rising from about 8–9% in the earlier years to roughly 12% by 2024–25. Overall, the chart highlights a lasting diversification of instructional modalities following the pandemic, with a more balanced mix of in-person, online, and hybrid course offerings in recent years.

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Figure 6 - Specific Disaggregated Course Success Rates

The chart presents trends in course success rates by student group across the 2018–19 to 2024–25 academic years, showing both persistent differences and modest fluctuations over time. Asian students consistently have the highest success rates, starting at about 78% in 2018–19, peaking near 84% in 2019–20, dipping during 2020–21 and 2021–22, and then rebounding to roughly 81% by 2024–25. White students follow a similar but slightly lower pattern, with success rates rising to around 80% in 2019–20 before gradually declining to approximately 73% by the end of the period. Hispanic students maintain mid-range success rates, increasing from about 66% to a high of roughly 72% in 2019–20, experiencing a modest downturn during the pandemic years, and steadily improving again to about 69% in 2024–25. African-American students show the lowest success rates overall, though the pattern is comparable: an increase to approximately 66% in 2019–20, a decline to about 59% in 2021–22, followed by a gradual recovery to roughly 66% in 2024–25. Overall, the chart highlights both achievement gaps across groups and signs of post-pandemic recovery in course success rates.

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Figure 7 - First-Time College Students Enrolling and Passing Transfer-Level Math
The chart shows trends in both enrollment in and passage of transfer-level math courses among first-time college students across cohorts from Fall 2016 (pre-MMAP) through Fall 2024. Enrollment in transfer-level math rises sharply following Fall 2016, increasing from 12.2% to a peak of 41.5% in the Fall 2020 cohort, reflecting expanded access to transfer-level coursework during this period. After 2020, the share of students enrolling in transfer-level math gradually declines, falling to 28.5% by Fall 2024. A similar pattern is observed for successful completion of transfer-level math: pass rates increase from 7.2% in Fall 2016 to a high of 20.1% in Fall 2020, then steadily decrease to 14.5% by Fall 2024. Overall, the chart indicates substantial growth in both access to and completion of transfer-level math following initial placement reforms, followed by a moderated decline in more recent cohorts, though outcomes remain well above pre-MMAP levels.
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Figure 8 - First-Time College Students Enrolling and Passing Transfer-Level English
The chart illustrates trends in enrollment and successful completion of transfer-level English courses among first-time college students from the Fall 2016 pre-MMAP cohort through Fall 2024. Enrollment in transfer-level English increases substantially following Fall 2016, rising from 27.0% to over 54% in Fall 2018 and stabilizing near 60% across subsequent cohorts, with a peak of 61.9% in Fall 2022 before a modest decline to 58.7% in Fall 2024. Successful completion follows a similar but more variable pattern, increasing from 18.5% in Fall 2016 to a high of 37.1% in Fall 2019, then fluctuating within the low-to-mid 30% range through Fall 2024. Overall, the chart indicates sustained gains in access to transfer-level English coursework after placement reforms, with completion rates remaining well above pre-MMAP levels despite some year-to-year variability.
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