

Riverside City College Academic Senate

Agenda

Monday 8 September 2025 • 3:00 - 5:00 PM

Meeting Location: The RCC Hall of Fame Room

YouTube link for viewing:

<https://www.youtube.com/channel/UC9tCDF4RDXCqzrUS0QfO09A/featured>

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|------|-------|---|
| 3:00 | I. | Call to Order |
| 3:05 | II. | Approval of the Agenda |
| 3:05 | III. | Approval of the Minutes June 9 |
| 3:08 | IV. | Public Comments |
| 3:18 | V. | Liaison Reports |
| | | A. RCCD Faculty Association |
| | | B. College President or designee |
| | | C. ASRCC Representative |
| 3:35 | VI. | Committee or Council Updates and Reports |
| | | A. Curriculum Co-Chair Kelly Douglass will provide Common Course numbering reminders/timeline and an update from the District Curriculum Committee (information) |
| 3:40 | VII. | Ongoing Business |
| | | A. The RCCAS leadership team will provide a review and orientation about roles and responsibilities of Academic Senate under Title V, with a preview of senate business for the academic year (information) |
| | | B. VP Taylor and Secretary Treasurer Bottoms or designee will provide an update about pending SP25 division election results, and sunshine a new process question related to future STEM-K elections (information) |
| 4:00 | VIII. | New Business |
| | | A. Professors and chairs of Nursing programs, Amy Vermillion and Gina Weeks, or designees, will share information on the status of AB 1440 (for Bachelor of Science in Nursing) and request RCCAS support for ongoing advocacy (information, discussion, and possible action) |
| | | B. President Scott-Coe or designee will sunshine the RCCD Strategic Plan draft and vetting timeline in preparation for first and second reads in October (information + discussion) |
| | | C. Summer DE Workgroup and TLLC member, Prof. Brit Osgood-Treston, or designee, will share an overview of the draft DE certification rubric, draft recommended qualifications for reviewers, and feedback survey (first read) |
| | | D. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates for the following committees or councils (action) |
| | | a. Faculty co-chairs of Faculty Development (2025-26) |
| | | b. Fine and Performing Arts (FPA) Engagement Center Coordinator (2025-26) |
| 4:35 | IX. | Officer Reports |
| | | A. President |
| | | B. Vice President |
| | | C. Secretary Treasurer |
| 4:45 | X. | Open Hearing |
| 4:55 | XI. | Learn, Share, Do |
| 5:00 | XII. | Adjourn |

Next RCCAS Meeting: Monday 22 September 2025

Agenda items due by Tuesday 16 September 2025 at noon

Title 5 §53200 and RCCD Board Policy 2005

Academic Senate "10+1" Purview Areas

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

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

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

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

Riverside City College Academic Senate
June 9, 2025 • 3:00 - 5:00 PM • Hall of Fame

3:00 I. Call to Order at 3:00 pm, quorum met

Roll Call

Academic Senate Officers (Term ending 2026)

President: Jo Scott-Coe

Vice President: Star Taylor

Secretary-Treasurer: Megan Bottoms

Department Senators (Term ending 2025)

Applied Technology: Patrick Scullin

Behavioral Science: Eddie Perez

Business, Law & CIS: Skip Berry

Communication Studies: Lucretia Rose

English: Christine Sandoval

History/Philosophy/Humanities/Ethnic Studies: Daniel Borses

Library & Learning Resources: Sally Ellis

Life Sciences: Gregory Russell

Mathematics: Evan Enright

Music: Steve Mahpar

World Languages: Araceli Calderón

Department Senators (Term ending 2026)

Art: Will Kim

Chemistry: Leo Truttmann

Cosmetology: Rebecca Kessler

Counseling: Sal Soto

Dance and Theatre: Jason Buuck

Economics/Geography/Political Science: Kendralyn Webber (absent)

Kinesiology: Jim Elton (absent)

Nursing Education: Lee Nelson

Physical Science: James Cheney

School of Education & Teacher Preparation: Emily Philippsen

Associate Faculty Senator

Lindsay Weiler

Ex-Officio Senators

TLLC: Lashonda Carter

ASC: Jacquie Lesch

EPOC: Wendy McKeen

GEMQLC: Wendy McKeen

RDASLC: Patrick Scullin

SAS LC: Vacant

Curriculum: Kelly Douglass

Parliamentarian: Sal Soto

RCCD Faculty Association Emily Philippsen

Administrative Representatives

College President: Claire Oliveros- departed 4pm

VP Academic Affairs: Lynn Wright

VP Business Services: Kristine DiMemmo

VP Planning and Development: Kristi Woods (Interim)

VP Student Services: Thomas Cruz-Soto (Interim)-arrived at 4pm

ASRCC Representative

Vacant

Recorder of Minutes

Sydney Minter

Guests

- Virginia White-Program Review, Life Sciences
- Shari Yates- CTE
- Maurice Bowers-
- Gabriel Graves- ASRCC
- Denise Kruzenga-Muro- RAC
- Huda Aljord- World Languages
- Natalie Vasquez- Professional Development
- Lorena Newson- Dan of Equity, Inclusion, and Engagement
- Monique Greene- Counseling Faculty- Equity Co-Chair
- Courtney Carter- Counseling
- Herbert English- Counseling

II. Approval of the Agenda

- M/S/C: (Berry/Calderon) with item 7E being tabled for September 8, 2025 meeting- approved unanimously

III. Approval of the Minutes – May 5th and May 12th

- M/S/C:(Sandoval/Borses) May 5th with the correction of an acronym FILA= FELA- approved unanimously
- M/S/C: (Sandoval/Soto) May 12th with a correction to a statement made in the open forum section of the minutes – approved unanimously

IV. Public Comments

Gabriel Graves, ASRCC representative—concerns about campus demonstrators targeting students

V. Liaison Reports

A. RCCD Faculty Association

- Congratulations on finishing the semester strong
- The Faculty Association had a meeting and the morning of June 9th and there were some colleagues with terminal degrees that were not placed appropriately on the salary scale.

Some conversations are moving forward about proper salary placement. A rationale will be needed from deans and chairs as to how specific terminal degrees advance the work of the discipline.

- President Taube met with the district on the MOU for independent study compensation and more information should be coming soon.
- For graduation the Faculty Association will be providing beer and wine at the different faculty receptions.

B. College President

- Happy finals week!
- President Oliveros stands in support and solidarity with our immigrant communities that are peacefully protesting and who have been impacted by the ICE raids. She is concerned about the militarization happening in downtown Los Angeles and stated that she is also concerned about the health and welfare of the college as connected to so many of our Los Angelinos. Please let's extend grace and flexibility during finals week. Also, remember to carry red cards, and revisit fliers that were sent out.
- Please help in sharing access to resources to our community members regarding their immigration concerns. There is also information available to students through student services and student support services.
- Friday, June 6th The Department of Education's FAFSA application will require additional documentation on the application. The Pell Grant and Medicaid are also under review for significant cuts and changes to requirements.
- Celebrating 1300 graduates on Friday June 13th in 4 separate graduation ceremonies.
- Thank you, Dr. Eddie Perez our Distinguished Faculty Lecturer for his remarkable lecture series.
- Thank you to all faculty for their work on our many hiring committees right now.

C. ASRCC

- Gabriel Graves was elected as the RCCD student trustee and will be sworn in on Tuesday, June 10th to represent students to the district.
- Gabriel also wanted to inform Academic Senate that ASRCC has agreed to support a resolution that he authored in showing institutional support for volunteerism programs as well as civic engagement programs like College Core. The point is to get these programs institutionalized so that they have a home and can be offered to students. Gabriel would really like to push for offices of student engagement and volunteerism throughout the district and at every college.
- The ASRCC team had a workshop on their bylaws but they unfortunately were not able to pass many bylaws for this past year.

VI. Committee or Council Updates

- A. Faculty Development Committee faculty co-chair Melissa Harman will share a preview of Fall FLEX (information)
 - Fall FLEX will be held in person on Wednesday and Thursday
 - Marla Franco will be the guest speaker; she is the Vice President of HSI Initiatives at Arizona State University.
 - On Thursday August 21st the inaugural Oliver Thompson award will be unveiled for equity minded teaching and learning. This is a collaboration between the faculty

Development Committee and the Student Equity Committee. Dr. Ajene Wilcoxson was chosen as they recipient of this award for his work with EMLI and other programs.

- Welcome Day will be Friday morning of FLEX week and faculty can earn up to 2 hours of FLEX credit for participating in Welcome Day. Also, on Friday we will have district wide Distance Education (DE) sessions on Zoom that will be recorded in case people cannot make it.
- The launch of our new faculty learning community will be led by Audrey Holod from the English department. This community will include some culturally minded teaching and learning seminars coordinated by Dean Newson and Monique Greene from Student Equity.
- Faculty learning travel awards have increased to \$1000 for attendees \$1500 for presenters but total funds are limited, so please apply early to be considered for funds.
- Melissa sent an email out regarding (DE) Distance Education Design Camp. A lot of emails have been coming in from faculty about getting FLEX credit, so if they have completed 16 hours of the DE Camp then they should've already received credit. If you have not received credit, please reach out to Facultydevelopment@rcc.edu and Sydney Minter can assist with that. For faculty who have not completed the Design Camp then they can enter that activity into FLEX Track as an individual activity to receive credit. Faculty were given up to 16 hours with 13 hours being general and the remaining 3 hours will be entered as equity FLEX per the MOU negotiated by the FA.

B. Student Equity Committee faculty co-chair Monique Greene and Dean of Equity Lorena Newson will introduce the Student Equity Plan (first read):

- The components of the plan are going to consist of a reflection on the 2022-2025 student equity plan (SEP). The group was tasked with providing an executive summary to look at our disproportionately impacted student populations and then to be intentional about strategies to close equity gaps for the most marginalized groups of students.
- The new component of the Student Equity Plan is to look at the student education plans within the 1st year. The team will be working with the counseling department to look at how we are being intentional about making sure that our first-year students are receiving a comprehensive educational plan as they move through their educational journey. They will be working alongside Dr. Adrienne Grayson with dual enrollment and doing some high school outreach as well.
- The SEP will return in fall for second read either on September 8th or September 15th. The group plans to take the SEP to District Strategic Planning (DSPC) on September 19 and to the Chancellor's cabinet on October 13th. This should give them enough time for revisions before the SEP is presented with Norco and Moreno Valley College at the Board of Trustees on November 3rd. The plan will be due for submission on November 30th.
- The metrics to be considered are enrollment, completion of transfer, math and English level persistence, completion of associates degree or certificate, and overall transfer and intensive focus. For the intensive focus they will be focusing on African American or black students and first-generation students because they showed up as disproportionate groups in the area of persistence.
- The State Chancellor's office uses Hispanic and we use Latine here on campus, so to clarify in the plan the committee will be adding a glossary of terms.
- The inclusive excellence framework will be utilized to signify the role of equity for not just one individual, a college president, a chief diversity officer but rather as a collective shared responsibility to examine our mission, vision, and values.

- In the inclusive excellence framework, there are key focus areas; academic processes, practices, and institutional structures as well as student engagement. The framework will be cross-walked with Gina Garcia's work that overlaps curriculum and pedagogy items, including equity minded leadership practices and community engagement co-curricular structures in relation to engagement centers.
- The HOTEPC consultants' equity audit was done in 2021 and is being utilized to highlight good work. Through the audit, they were able to introduce culturally relevant teaching practices and build a culture of equity mindedness here at RCC. EMLI (now going into its 4th cohort) is something bred out of this audit. Building shared equity leadership is all of our collective responsibility, so that we can provide services to our students to increase successful outcomes.
- The SEP has 5 metrics areas: successful enrollment, completion of transfer level Math and English, persistence (looking at foster youth specifically), completion (looking at LGBTQ+).

M/S/C: (Soto/Borses) to extend the discussion 2 more minutes

- Thank you to Dean Herbert English, Dr. Kristi Woods, Dr. Claire Oliveros, and Thomas Cruz-Soto for their support. We did submit our application for becoming a (BSI) Black Serving Institution, and with that application, there are strategies and a plan to couple with the SEP to make sure that we are held accountable in terms of increasing student access for our Black and African American students.

VII. Ongoing Business

- A. President Scott-Coe or designee will present the 2025 updates to RCCAS bylaws for approval (fourth read + action)
 - M/S/C: (Perez/Weiler) to approve bylaws-approved unanimously
- B. Secretary-Treasurer Bottoms or designee will lead voting on nominees for RCCD Committees (action)
 - Only senators can vote; senators can only cast 1 vote per committee
 - Nominee statements have been shared for discussion in departments/disciplines since May. Today is for voting only; simple majority carries.
 - RCC Professional Growth and Sabbatical Leave Committee-term length 2 years
 - Jay Boshara- 1
 - Antonio Curtis- 13
 - 1 abstention-
 - RCCD Global Learning & Study Abroad Committee- term length 3 years
 - Huda Aljord- 4
 - Deborah Brown- 9
 - 2 abstentions
 - RCCD Advancement and Partnership Committee- term length 2 years
 - Aaron Agramon 14
 - RCC Representative for Alternative resources-term length 2 years
 - One position available and we still need nominees

C. RCC Assessment Committee faculty co-chairs Denise Kruizenga-Muro and Rosa Frazier will request a vote of approval on GE SLO #1 (third read + action)

- Following up after discussion at the last senate meeting, Senator Sandoval emailed RCC AC chairs an explanation of potential confusion in the language, with suggestions for a possible friendly (i.e. not substantive) amendment for clarity.
- The RCC AC chairs then shared this information with Norco and Moreno Valley Assessment Committees.
- The AC committees preferred to go forward at this time with the GE SLO #1 language as originally submitted. That is the recommended vote from the AC chairs.

M/S/C: (Borses/Enright) to approve—motion carried
1 abstention, 2 opposed

- RCCAS will preserve the suggested revisions ideas in the event that alternatives may be desired at a future time.

D. Professor of Nursing, Amy Vermillion, will request formal vote on the May 12 introduction of the Concept Approval proposal for a baccalaureate degree in Anesthesia Technology (action)

- Professor Vermillion is seeking concept approval to continue moving forward with completing the application process (curriculum work will follow).
- The first anesthesia tech cohort for summer of 2024 has concluded and there will be a completion ceremony. There were 40 applications in the first cohort and 12 individuals were accepted—all 12 did complete the program.
- The application submissions went from 40 last year to 130 applicants and 85 of the 130 were fully qualified.
- The Nursing Department will be starting cohort 2 to align with the California Community College's Chancellor's Vision for 2030.
- The goal is to continue exploring, applying, and developing the curriculum for the bachelorette degree because there are NO baccalaureate programs in the state or nation for anesthesia.

M/S/C: (Berry/Rose) to approve the concept- approved unanimously

E. VP of Business Services, Kristi DiMemmo will present an update about the Budget Allocation Model (BAM) (information + discussion)

- Tabled for meeting September 8th

F. Faculty co-chair of EPOC, Wendy McKeen, will share the second read of the College Vision and Mission (action)

- The Mission and Vision is what is going to be in the strategic plan; the document will still be a working draft that can be revisited anytime.
 - M/S/C: (Weiler/Borses) – approved unanimously
- A group of faculty along with Dean Newson are working to get the document converted to Spanish.

G. EPOC faculty co-chair Wendy McKeen, classified co-chair Natalie Halsell, and/or Interim VP of Planning and Development Kristi Woods or designee(s) will present the second read of the Strategic Plan (action)

- The full narrative report is what the draft needs now, and the team will be adding tables, photos, and graphs to make it more accessible. The plan will at some point have a letter from the President which is standard.
- The 4 goals (B-E-S-T) are the basic elements of the plan and the second part is the implementation aspect. The foundational parts of the operation are budget, technology, communication, and professional learning.
- Key Performance Indicators (KPIs) are significant markers for the college; student success will always be measured in terms of completion.
- We will be focused on what is happening in our engagement centers.
- The Strategic Plan will be presented to the Chancellor's Cabinet in late July and to the Board Committee meeting in August, with the hopes of implementing the plan at the start of the school year.
- Dr. Kristi Woods, Natalie Halsell, and Wendy McKeen are also a part of the SWOT analysis group for RCCD planning, and they did a crosswalk and have come up with a proposal to present to the district for the colleges. In terms of the strategic planning, they are recommending repositories of information across the district, professional learning, and district strategic planning committees-- something that serves the strategic planning needs of the colleges.
- On July 1st the 3 colleges and the VPPD will be meeting about their joint presentation to the board.
 - M/S/C: (Sandoval/Calderon) to approve the 2nd read- approved unanimously

H. VP Taylor or designee will share the official ASCCC Resolutions packet from Spring 2025 (information)

- This is the official document produced by ASCCC about all resolutions at Spring Plenary Resolutions (passed and not passed).
- All information is available on ASCCC website.

VIII. New Business

A. Interim VP of Student Services Thomas Cruz-Soto will provide updates about commencement and the RCC-UCR housing launch (information)

- For over 3 years, RCCD's Chancellor and the Chancellor of UCR have been looking for opportunities for housing our students, culminating in a 124-million-dollar grant to build 1,568 bed residents at UCR.
- 320 beds will be for RCC students. Eligibility: Students who take 12 units in the fall, 12 credits in the spring, and 6 units in the summer and qualify for a max Pell grant will have zero cost to enter into this housing opportunity.
- The building is state of the art which includes a study space, marketplace, recreational facility, 24-hour gym, outdoor industrial grills, and hammocks.
- This is the first time in the state of California that a community college has partnered with a 4-year university in this way.
- All work has been conducted in tandem with the President's leadership team, admissions, financial aid, and many others. There were 634 applications submitted. Of that 634, 284 were conditionally accepted from Riverside City College, 39 from Moreno Valley, and 19 from Norco College.

- There is a waitlist of 133 people that were not Pell Grant eligible but are eager to pay. The fee would be \$750. The team will be extending this opportunity to students if there is eligibility for those who are partial or non-eligible if space becomes available.
- Over 30% of students that submitted applications came from our Umoja Program or our African American community
- Orientation will be June 24, 2025 from 10:30am- 1:30pm at the Coil Auditorium in Downtown Riverside where they will welcome 320 students.
- The roommate selection process will begin June 4th and end June 15th. Students will complete an interest survey, and then between June 17th and June 29th they will pick a roommate. The goal is for students to be paired accordingly.
- Saturday, August 23rd, will be move-in date. The time is TBA. Students will be provided with food in the cupboards and refrigerators, linens and toiletries so that they will have everything they need; they will be backfilled on a monthly basis.
- Twenty-four-hour parking will be available in the parking structure and the bus route through RTA runs every 15-20 minutes 7 days a week. It will be a 15 min direct route from UCR to RCC. This travel will be free with their RCC student ID.
- A premium meal plan has not been able to be negotiated but through our categorically funded programs and basic needs students will have meal options.
- Students will have swipe access into their rooms and facility with their IDs.
- Regarding 2025 graduation: The Commencement ceremony is over 1200 students, the largest in RCC's history.
- There will be 4 ceremonies: 12:30, 2:30, 4:30, and 6:30 PM. In the future the college is looking at opportunities to reserve a bigger venue.

B. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates for the following committees or councils (action)

a. RCC Spring 2025 Division Election Results for Council Representation

- There are vacancies and pending results to be resolved in September 2025 (see document)
- M/S/C: (Enright/Sandoval) to approve new and ongoing appointments as submitted by divisions and indicated in the packet--approved unanimously

b. Faculty Co-Chair for SAS

- This chair has been vacant for nearly 3 years.
- Melissa Harman has stepped forward to be the faculty co-chair and is supported by SAS constituency leaders. There are no more SAS meetings this semester.

M/S/C: (Rose/Truttmann) to approve Melissa Harman as the faculty co-chair for SAS-- approved unanimously (contingent upon anticipated official recorded vote by SAS in Fall)

c. District Equivalency Committee

- The 3 Academic Senate Presidents each appoint 2 faculty from each college to serve on this new committee to implement the new procedure (to start in Fall 2025). The term is 3 years (F2025-SP2028).
- The two nominees for ratification are:
 - Sunny (Kwokwai) Siu--Applied Digital Media and CTE
 - Christine Sandoval--English

M/S/C (Scullin/Bottoms) to approve these appointments- approved unanimously

- d. ASCCC Library Services Platform (LSP) Committee
M/S/C: (Ellis/Calderon) to approve Lua Gregory-- approved unanimously

IX. Officer Reports

A. Vice President

- Happy Finals week, please check your emails about commencement on Friday, June 13th.
- There will be a DE work group to address the MOU and to draft a rubric for faculty DE certification (replacing the camp).
- Thank you to all that attended the Academic Freedom Discussion and the Distinguished Faculty Lecturer Presentation. A big shout out to Dr. Eddie Perez. Both events were well attended and everyone had great questions.
- The Ethnic Studies open house was a success. Great turnout, a powerful speaker, and great food. Thanks to Dr. LaShonda Carter and Dr. Citlalli Anahuac for their work coordinating this event.
- Thank you to Thomas Cruz-Soto for his update on the housing initiative and gratitude to everyone who has worked on this initiative.

B. Secretary-Treasurer

- May 23rd classified/manager kickball game went well. It was awesome to have a collegial event.
- Some vacancies remain for subcommittees (including chairs and voting members) as well as engagement centers. We will need to recruit in the fall.
- Commencement: Please attend only your designated ceremony as seating is especially impacted this year.

C. President

- Let's recognize the senators who are rotating off senate this spring. Thank you for serving; we appreciate those faculty who will be stepping into this new representative role.
- The equivalency procedure still pending final approval from the Chancellor, which will be presented as information at the regular June BoT meeting.
- President Scott- Coe is working with Chris Blackmore on the input tool for chairs to use, to identify subject matter experts designated by each discipline to serve on equivalency panels in the coming year.
- Thank you again to the team who updated the Faculty Handbook—the document is up and live on the website, ready for all new hires.
- The educational assistant applications have been reviewed at DAS. There were many quality applications, and we continue to receive more applications than in past years. Results should be announced from DAS President in the coming days.
- President Scott-Coe was able to attend part of the first meeting of the President's Equity Advisory meeting PAC for Equity and Justice. Dr.

Lashonda Carter and Dr. Kristi Woods laid out the historical context in a compelling presentation.

- President Scott-Coe reached out to Chancellor Isaac about the attacks our community is experiencing locally and also seeing in Los Angeles. As we head into next week, please monitor official messages and updates about supports available.
- Let's acknowledge and encourage everyone to stay together in the work that we do, to do right by our students.
- Thank you to Star and Megan for stepping up this semester and for all their contributions to senate leadership.

X. Open Hearing

- Library vital statistics: The Door count is 332,687 walk-ins to the library for the school year. There were 2,687 student walk-ins entering the library building, with most staff taking the back elevator. The library staff are serving the students well and that includes physically, emotionally, and resource wise.
- On Thursday, June 19th the Animation Showcase will take place in the library auditorium at 6pm.
- We must have empathy for Latinos who are struggling right now. We are in a position of power so whatever we can do to help our students is essential.
- Please share with your students that La Casa is doing a check-in from 1-2 on June 10th
- On May 20th there will be Board of Governors meeting to discuss resolutions that address the high percentage of registration fraud. In addition to seeking robust identity and identifying verification processes, they are considering imposing nominal fees for students who apply. This raises an issue for students with housing and food insecurities. Public comments were made from a group of students that rallied together against that proposal.
M/S/C: (Perez/Kim) to extend the meeting for 5 minutes
- Laptops in the library for student use are dying and recommendations have been made to purchase ChromeBooks but the request keeps getting denied. Students rely on technology to access Canvas, My Portal, and other resources.

XI. Learn, Share, Do

- Make sure to attend your own commencement ceremony
- Wonderful job on the equity and strategic plan
- UCR/RCC housing
- 1300 graduates
- Over 300,000 visits to library
- Plans are underway for Fall FLEX and the summer workgroup to be formed for update of the DE certification
- New SAS faculty co-chair Melissa Harman
- Vacancies still open for committees and subcommittees as well as engagement centers

XII. Adjourn at 5:05 >> M/S/C: (Calderon/Weiler)- approved unanimously

PHASE I (COMPLETE)

These courses are active as of this year's catalog:

- COMM-C1000/H
- ENGL-C1000/H
- POLS-C1000/H
- PSYC-C1000/H
- STAT-C1000/H

COMM, ENGL, POLS, and PSYC also have all other courses in discipline using the four-letter discipline name stem

PHASE IIA

LAUNCH 9/19/25
FOR 26-27 (SUM
26) CATALOG

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

PHASE IIB

MUST LAUNCH
SEPT 2026* FOR
27-28 (SUM 27)
CATALOG

***SHOULD LAUNCH
LATE FALL 2025 OR
SPRING 2026 TO
AVOID OVERLAP
WITH PHASE III**

- Courses in ANT, AST, BIO, COMM, EAR, MAT, SOC
- Templates became available in July 2025
- BIO for Anatomy & Physiology and Chemistry classes postponed to Phase III

PHASE III

MUST LAUNCH
SEPT 2026 FOR
27-28 (SUM 27)
CATALOG

- Currently, courses in ACC, ADJ, ART, AHS, BIO, BUS, EAR, COMM, HIS, KIN, MAT, MUS, PHI, POLS, PSYC, SOC, Chicano Studies (ETS?), College Comp for multi-language learners (ESL?)
- Templates not available until 2026 – can't work without template

THEN WHAT?



- When we have a CCN major mod, all courses in discipline will change to 4-character stem abbreviation
- Courses not in CCN retain articulations
- No further number or disc. changes unless locally desired

Common Course Numbering

Welcome to RCC Academic Senate (RCCAS)

Academic Year F25-SP26

Orientation Essentials + Resources to Share

Academic Senate and the 10 + 1

- Title V and Education Code in California
- AB 1725 (1988): “[T]he bill helped to create perhaps the most inclusive system of governance enjoyed by any system of higher education in the world” (D. Morse, History of ASCCC Project Chair, 2017)
- RCCD Board Policy 2005
 - BOT “relies primarily” on recommendations of Senate OR “reaches mutual agreement”
- 10+1 (see cards!)

Meetings

- **Dates for local and District Academic Senate meetings are approved districtwide every spring**
 - 2X per month, usually first and third Mondays (adjusted for months with Monday holidays)
 - Extra meeting reserved for finals week *only if needed* to conclude essential business
 - See [RCCAS Website](#) for AY25-26
- As a legislative body, RCCAS complies with Ralph M. Brown Act.
 - Agenda requests are sent out 12 days before meetings
 - Agendas post publicly the Wednesday before meetings (in advance of 72-hr minimum)
 - Minutes are posted publicly after approval by Senate
 - Public comments

Membership

- **Representation**

- FT senators are elected by departments (single OR multi-discipline depts.)
 - 2-year terms (see roster on minutes; remember your year)
- PT senator is elected by PT faculty only
 - 1-year term

- **Officers** (President, VP, Secretary-Treasurer) elected every 3 years

- **Ex-officio members do not vote** (Faculty co-chairs of Curriculum, Leadership Councils, EPOC, FA)

- **Quorum needed to conduct business** (i.e. to address action items)

- Majority of *voting* members
- Ex-officio members and guests do not count towards quorum

Senator Roles and Responsibilities

Constitution Article VI. 1

- Review agenda + materials when posted and discuss as needed with departments
- Represent department views, concerns, questions (consider multiple vs. single discipline issues)
- Assist Senate officers in gathering information/feedback from departments/disciplines (esp. important before state Plenary sessions, for example)
- Communicate with other senators and encourage faculty participation
- Serve, when possible, on RCCAS committees or workgroups, and assist with recruitment

Your Senate Leadership Team

Constitution Article V

- Officer terms are 3 years
 - Current term is 2023-26, so regular elections this year
 - All faculty vote for new officers on regular cycle
 - Replacement elections, if needed, are conducted by senators only
- Coordinates agendas and facilitates meetings
- Meets regularly to represent RCCAS with local and district administration, also partner senates through DAS
- Addresses the Board of Trustees directly on “academic and professional matters” within the 10+1
- President serves as ex-officio member on councils, committees, and workgroups as needed

RCCAS works most closely with...

- Dr. Lynn Wright, VP Academic Affairs
- Sydney Minter, Administrative Tech, Academic Affairs
- Chair of EPOC and Chairs of Planning Councils
- Chairs of Standing Committees
- We coordinate in tandem and sometimes “carpool” with Faculty Association
 - FA = Contract (working conditions/compensation)
 - RCCAS = 10+1 (faculty purview and responsibilities under Title V and Board Policy)

Partner Senates and Representative Bodies

- Moreno Valley College and Norco College Academic Senates
 - Local college academic senate meetings are coordinated together across district annually and meet on the same dates
- District Academic Senate (DAS) every 4th Monday
- ASCCC (Academic Senate for California Community Colleges)
 - RCCAS is a dues-paying “member Academic Senate”
 - Fall and Spring Plenary sessions for state resolutions process
 - Spring Leadership Training opportunities (*sometimes conflicts with RCCD commencement)
 - Many resources, including *ASCCC Rostrum*

Developing Agenda Items

- Regular council + committee reports and/or updates
- Ratifications of appointments and elections as needed
- Standard action to review, provide feedback on, and approve plans as stipulated in in current processes (e.g. Strategic Plans of RCC and RCCD, Student Equity Plan, etc.)
- Addressing items within 10 + 1
 - Issues vs. “items”
 - Proactivity vs. reactivity

Our shared work in Academic Senate is recursive + evolving

- Vigilance about local and district processes
- Monitoring impacts of legislation on 10 + 1
- Considering and/or developing resolutions
- Refreshing/updating bylaws
- Orienting new faculty to Academic Senate
- Coaching/assisting with Brown Act practices in standing committees
- Advice and research on flow/timing/appropriate forums for addressing concerns

Division Elections Results

OPENINGS and Pending Results from SPRING 2025 elections

**to be recruited/ratified as soon as possible*

Career & Technical Education (CTE)

SAS (2025-27): Skyler Murdock and Laneisha (LJ) Judon

TLLC (2025-27): Kinnari Bhavsar and **VACANT**

RDAS (2025-27): Angelina Alcantar and Patrick Scullin

GEMQ (2025-27): Jennifer Corr and Rebecca Kessler

Faculty Development (2025-27): Steve Corbin and **VACANT**

CMAC (2025-27): Joshua Orlando

DE (2025-27): Janet Lehr

Engagement Center Coordinators (2025-26)

Advance Tech Arts & Trades and Education & Teacher Preparation Coordinator: Christina Rivera

Business, Law & Computer Information Systems (CIS) Coordinator: Jennifer Corr

Fine and Performing Arts (FPA)

SAS (2025-27): Megan Worsley

TLLC (2025-27): Peter Curtis

GEMQ (2025-27): Rosa Frazier

RDAS (2025-27): Charlie Richard

Faculty Development (2025-27): Steve Corbin + VACANT

CMAC (2025-27): **VACANT**

DE (2025-27): James Rocillo

Engagement Center Coordinator: ~~VACANT~~ **Jennifer Amaya**

Nursing/Health Related Sciences (HRS)

SAS (2025-27): Marquette Booker

TLLC (2025-27): Brandon Sumrall

GEMQ (2025-27): Sabrina Kroetz

RDAS (2025-27): Adam Korick

***DE** (replacement: finishing 2-year position until 2026): April Carillo

***Faculty Development** (replacement: finishing 2-year term until 2026): Diana Seguro-Lovo

HRS Engagement Center Coordinator (2025-26): Nicole Render

Division Elections Results

OPENINGS and Pending Results from SPRING 2025 elections

**to be recruited/ratified as soon as possible*

Science, Technology, Engineering, Mathematics, & Kinesiology (STEM-K)

DE (2025-27): PENDING

Faculty Development (2025-27): PENDING

CMAC (2025-27): PENDING

STEM Engagement Center Coordinator: VACANT

TLLC (vacancy through 2026) PENDING

RDAS (vacancy through 2026) PENDING

LHSS Division

LHSS Engagement Center Coordinator (2025-26): Doris Namala



President

LaTonya Parker-Parnell
Moreno Valley College

Vice President

Robert L. Stewart Jr.
Los Angeles Southwest
College

Secretary

Eric Wada
Folsom Lake College

Treasurer

Erik Reese
Moorpark College

At-Large Representatives

Karen Chow
DeAnza College
Mitra Sapienza
City College of San Francisco

North Representatives

Stephanie Curry
Reedley College
Erik Woodbury
DeAnza College

South Representatives

Carlos Guerrero
Los Angeles City College
Luke Lara
MiraCosta College

Area A Representative

Christopher J. Howerton
Woodland College

Area B Representative

Mark Edward Osea
Mendocino College

Area C Representative

Edgar Perez
Los Angeles Valley College

Area D Representative

Bethany Tasaka
San Bernardino Valley
College

Executive Director

Krystinne Mica

June 17, 2025

The Honorable Esmeralda Soria
California State Assembly
1021 O St, Suite 4110
Sacramento, CA 95814

**RE: AB 1400 (Soria): California Community College Bachelor's Degree in
Nursing Pilot – SUPPORT**

Dear Assemblymember Soria:

On behalf of the Academic Senate for California Community Colleges (ASCCC), I write to express our support for AB 1400, your bill to establish a pilot program allowing up to 15 California community college districts to offer a Bachelor of Science in Nursing (BSN) degree. This legislation represents a crucial step toward addressing California's urgent nursing shortage while expanding equitable access to higher education across the state.

The ASCCC has consistently supported the expansion of baccalaureate degree offerings at California community colleges. In particular:

- **Resolution Number 113.01 Spring 2024**– *Support Bachelor of Science in Nursing (BSN) degree in Community Colleges*. The resolution emphasizes that this initiative aligns with the ASCCC's commitment to expanding baccalaureate degree offerings in community colleges, particularly in fields that address critical workforce shortages. By supporting BSN level education in California, the ASCCC aims to enhance access to affordable, high-quality nursing education and to meet the growing demand for BSN prepared nurses in California's healthcare system.
- **Resolution Number 06.02 Fall 2019**– *Support for the Expansion of Baccalaureate Degrees programs in allied health fields, including nursing, within California community colleges* reinforces our belief that expanding these degrees, including in fields like nursing, is essential to serving students in underserved regions and meeting California's economic and workforce development goals.

The current structure of nursing education in California is limited primarily to associate degrees at community colleges and BSNs at CSUs, UCs, and private institutions creates barriers for students, especially those in rural or disadvantaged communities. AB 1400 addresses this by enabling more

affordable, accessible BSN pathways that are responsive to local healthcare needs.

Community colleges are well positioned to meet this challenge. Our nursing programs are high quality, community centered, and deeply responsive to the regions they serve. A pilot BSN in nursing will not only bolster the nursing workforce pipeline but will also allow the state to assess and scale a model that addresses regional disparities in healthcare access.

For these reasons, and consistent with our formally adopted positions, the Academic Senate for California Community Colleges is proud to support AB 1400. We thank you for your thoughtful leadership and advocacy on behalf of students and communities across California.

Sincerely,

A handwritten signature in black ink that reads "LaTonya Parker-Parnell". The signature is written in a cursive, flowing style.

LaTonya Parker-Parnell

President, Academic Senate for California Community Colleges

RCCD Strategic Plan 2025-2030

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Chancellor's Message

To be drafted later

Statement of Purpose

Purpose

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

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

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

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

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

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

Process

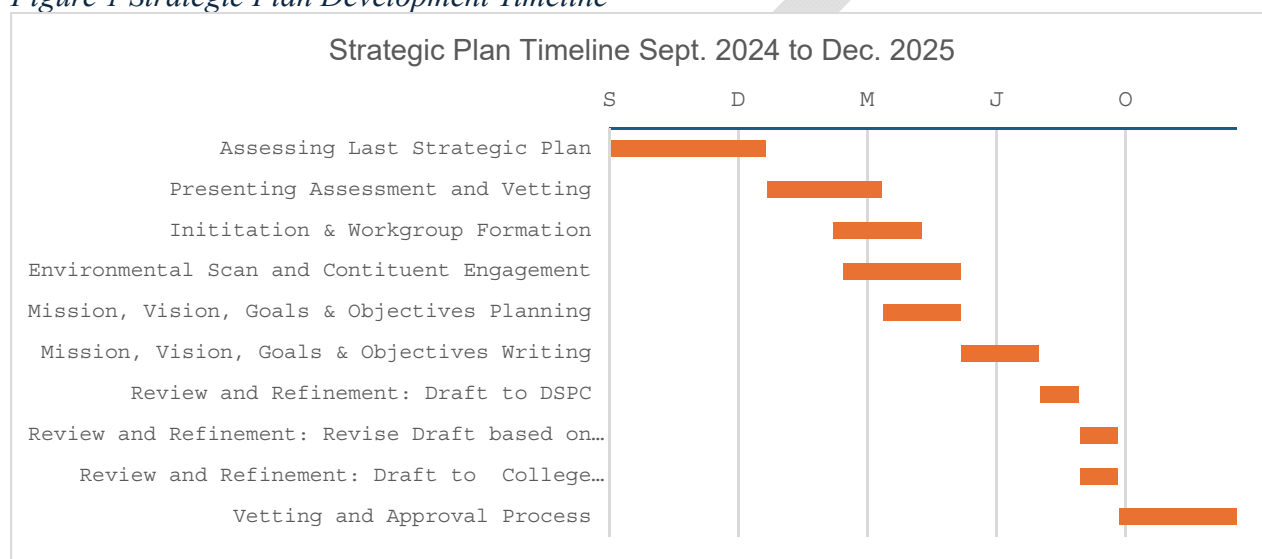
The District has been developing the 2025-2030 Strategic Plan since September 2024, following the conclusion of the 2019–2024 plan. As shown in Figure 1, the timeline began with an assessment of the previous plan, providing a foundation for this new one. The California Community Colleges Chancellor's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

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

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

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

Figure 1 Strategic Plan Development Timeline



Mission, Vision, and Values

RCCD Mission Statement

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

RCCD Vision Statement

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

RCCD Guiding Principles

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

1. Student Success as Our Purpose

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

2. Equity in Action

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

3. Collaboration Across Communities

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

4. Integrity and Accountability

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

5. Innovation for the Future

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

Goals and Objectives

Goal 1: Equity in Access

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

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

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

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

Benchmark/KPI: By 2030, achieve 10% of FTES through dual enrollment.

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

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

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

Benchmark/KPI#1: By 2030, increase noncredit enrollment to achieve at least 500 FTES based on availability of space.

Benchmark/KPI#2: By 2030, increase the number of adult (25 or older) student headcount by 25%.

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

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

Goal 2: Equity in Success

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

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

Benchmark/KPI#1: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%.

Benchmark/KPI#2: By 2030, increase three-year completion rates by at least 15%.

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

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

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

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

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

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

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

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

Benchmark/KPI#1: By 2030, increase with equity the number of graduates earning a living wage by 10%.

Benchmark/KPI#2: By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by 20%.

Goal 3: Equity in Support

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

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

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

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

Benchmark/KPI: By 2030, increase student access to basic needs support services—including food, housing, and mental health assistance by 25%. (may revise based on more discussions)

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

Benchmark/KPI#1: By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.

Benchmark/KPI#2: By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.

Goal 4: Institutional Effectiveness

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

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

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

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

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

Goal 5: Resources

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

Objective 5.1: Strengthen and refine the equitable distribution of funds among the colleges and the District Office.

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

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

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

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

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

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

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

- Utilization rates of student-facing digital services (MyPortal, SARS, etc.)
- Percentage of core systems migrated to cloud-based infrastructure.
- Faculty and staff participation in technology-focused professional development.
- Student access to hardware - laptops/internet, etc.

Goal 6: Partnerships and Community Engagement

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

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

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

Objective 6.2: Strengthen RCCD capacity to achieve its vision, mission and strategic priorities through the acquisition of financial resources and other external support, including, but not

limited to, public and private grant funding, philanthropic contributions, and government advocacy.

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

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

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

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

Basic Strategies

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

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

Goal 1: Equity in Access

Strategy 1: Community-Centered Outreach and Engagement

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

Plan of Action:

- Partner with community-based organizations, faith groups, and cultural centers to host college information sessions in multiple languages.

- Launch a mobile outreach unit to visit neighborhoods, community events, and high schools with enrollment support and program information.
- Develop culturally relevant marketing campaigns using local media, social media influencers, and student ambassadors.
- Collaborate and visit K-8 schools to introduce college earlier in the academic pipeline.

Supports Objectives:

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

Strategy 2: Seamless Pathways and Enrollment Support

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

Plan of Action:

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

Supports Objectives:

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

Strategy 3: Workforce-Aligned Program Expansion

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

Plan of Action:

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

Supports Objectives:

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

Goal 2: Equity in Success

Strategy 1: Completion and Support

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

Plan of Action:

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

Supports Objectives:

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

Strategy 2: Strengthen Transfer and Baccalaureate Pathways

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

Plan of Action:

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

Supports Objectives:

- ☒ 2.2a (ADT)
- ☒ 2.2b (Bachelor's Programs)
- ☒ 2.2c (Transfers)

Strategy 3: Career-Connected Learning and Economic Mobility

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

Plan of Action:

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

Supports Objectives:

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

Goal 3: Equity in Support

Strategy 1: Proactive Financial Aid Outreach and Support

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

Plan of Action:

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

Supports Objective:

- ☒ 3.1 (Maximizing Financial Aid)

Strategy 2: Integrated Academic Planning and Advising

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

Plan of Action:

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

Supports Objective:

- ☒ 3.3 (Reduce Units to Completion)

Strategy 3: Cross-Sector Student Support Ecosystem

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

Plan of Action:

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

Supports Objectives:

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

Goal 4: Institutional Effectiveness

Strategy 1: Streamline Core Administrative Processes

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

Plan of Action:

- Gather information on process reviews and assessments that have already been completed.
- Conduct process mapping and time-motion studies in HR and Business and Financial Services to identify bottlenecks.

- Implement digital workflow systems (e.g., e-signatures, automated approvals) to reduce processing time.
- Establish and monitor KPIs for HR and Finance with regular reporting and continuous improvement cycles.

Supports Objective:

☒ 4.1 (Efficiency in Core Processes)

Strategy 2: Integrate Advanced Technology for Institutional Innovation

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

Plan of Action:

- Pilot AI-powered tools (e.g., chatbots, virtual advisors) to improve access and responsiveness of districtwide services.
- Support faculty subject matter experts to explore AI integration in teaching and learning, ensuring alignment with academic standards and contribute to student success.
- Adopt new technology solutions that improve accessibility, engagement, or operational efficiency.
- Provide professional development to develop deeper knowledge and use of currently available technology solutions such as Microsoft 365 applications.
- Implement Anthology as a centralized platform that connects student success, academic affairs, BFS, and HRER by streamlining data integration, automating workflows, and providing real-time dashboards.

Supports Objective:

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

Strategy 3: Optimize Instructional Efficiency and Resource Allocation

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

Plan of Action:

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

Supports Objective:

- ☒ 4.2 (Instructional Efficiency)

Goal 5: Resources

Strategy 1: Equitable and Transparent Resource Allocation

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

Plan of Action:

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

Supports Objective:

- ☒ 5.1 (Equitable Distribution of Funds)

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

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

Plan of Action:

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

Supports Objective:

- ☒ 5.2 (Well-being and Safety)

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

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

Plan of Action:

- Prioritize capital projects that support academic programs, workforce training, and student services in collaboration with District and college leadership.
- Expand access to digital tools and cloud-based systems to improve service delivery and learning outcomes.

Supports Objectives:

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

Goal 6: Partnerships and Community Engagement

Strategy 1: Build and Deepen Strategic Partnerships

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

Plan of Action:

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

Supports Objective:

- ☒ 6.1 (Expand Collaborative Partnerships)

Strategy 2: Diversify and Grow External Funding Sources

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

Plan of Action:

- Launch a districtwide grants development team to pursue public and private funding opportunities.
- Establish an annual districtwide giving campaign and donor engagement strategy to grow philanthropic support.
- Advocate for RCCD priorities at the local, state and federal levels through coordinated government relations efforts.

- Expand advocacy to regional, state and national foundations (i.e., Irvine Foundation, College Futures, etc.)

Supports Objective:

- ☒ 6.2 (Increase External Support)

Strategy 3: Drive Regional Economic and Workforce Development

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

Plan of Action:

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

Supports Objective:

- ☒ 6.3 (Increase Economic Impact)

Appendices

A. Strategic Plan Assessment and Analysis of Key Performance Indicators

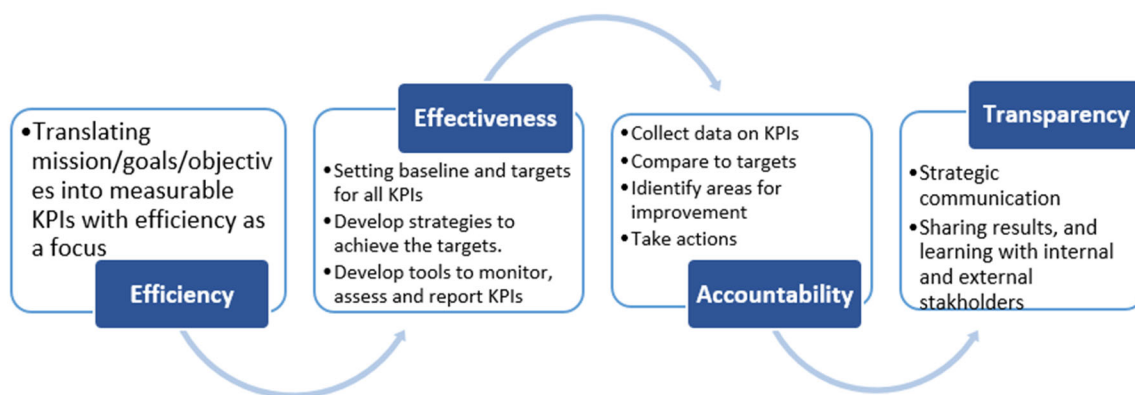
RCCD 2025–2030 Strategic Plan Assessment Process

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

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

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

Framework to Assess RCCD 2025-2030 Strategic Plan



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

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

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

Analysis of Key Performance Indicators (KPIs)

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

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

Equity in Assessment of KPIs

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

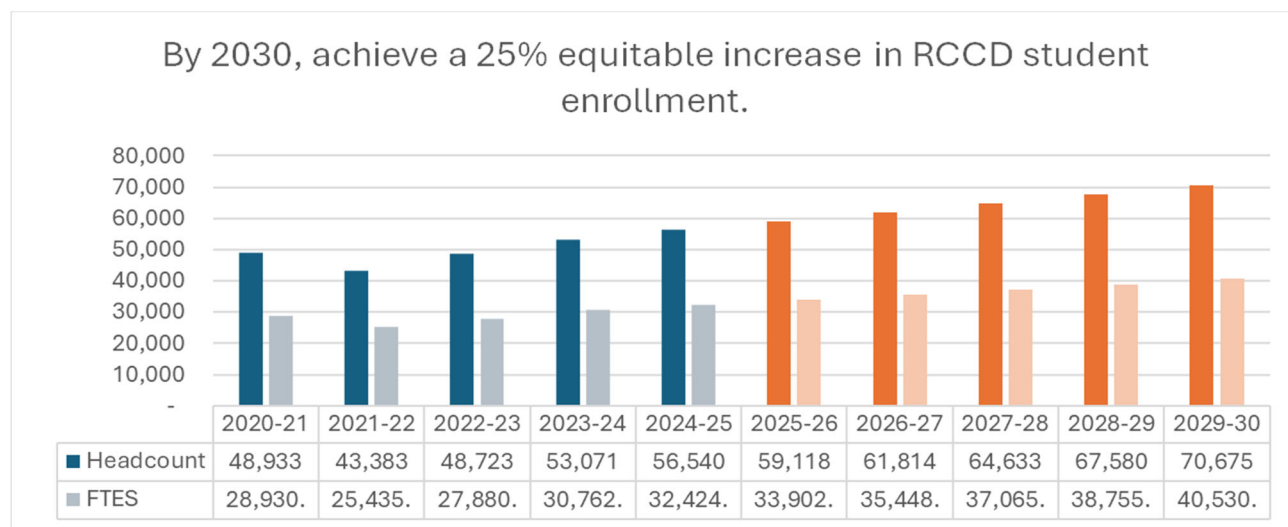
In evaluating progress toward measurable targets - particularly those associated with Goals 1, 2, and 3 - equity will serve as a critical lens through which achievement is assessed. Where appropriate, KPIs will be disaggregated by race and ethnicity and analyzed using the Percentage Point Gap (PPG-1)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

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

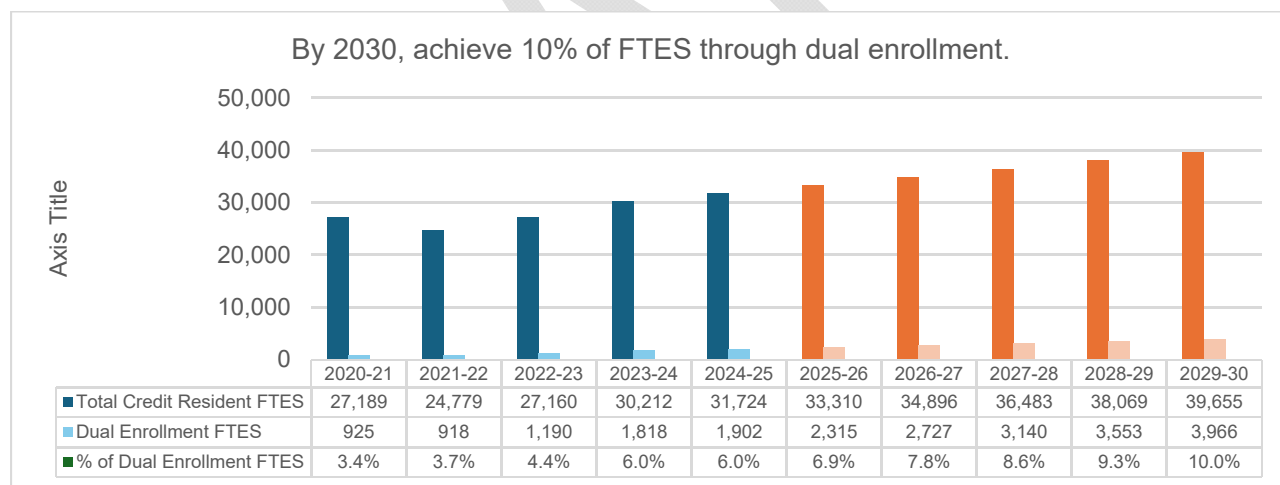
Overall KPI Baselines and Targets

This section presents the KPIs for Goals 1 (Equity in Access), 2 (Equity in Success), and 3 (Equity in Support), which focus on student-related outcomes. Some KPIs for Goals 4, 5 and 6 are currently under development and will be added at a later stage. The data and projections use 2024–2025 as the baseline year, with annual targets established for each KPI over the next five years.

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

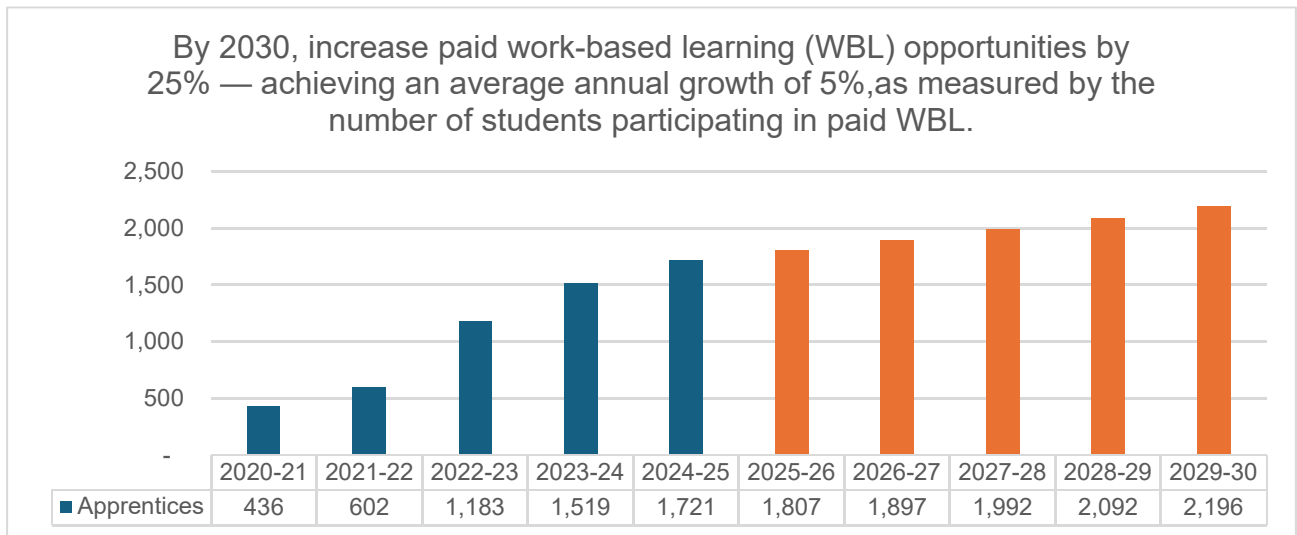


Objective 1.2: Increase dual enrollment participation by improving systemic communication and planning with local districts: strengthening high school and district partnerships, proactively identifying and addressing challenges, streamlining enrollment processes, and targeting outreach to underserved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

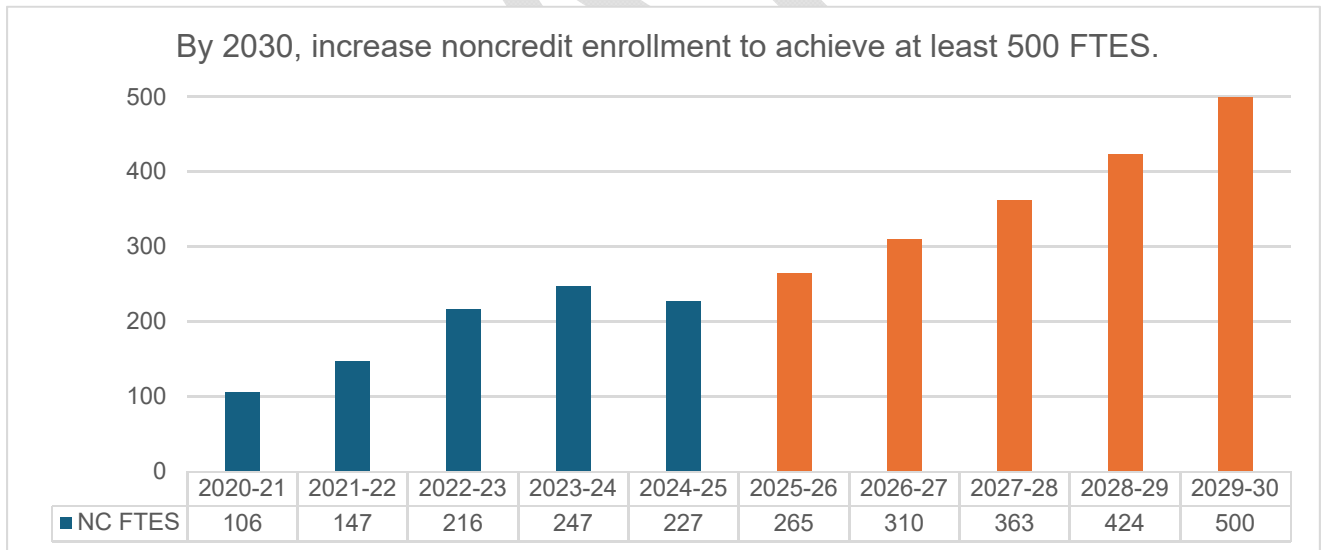


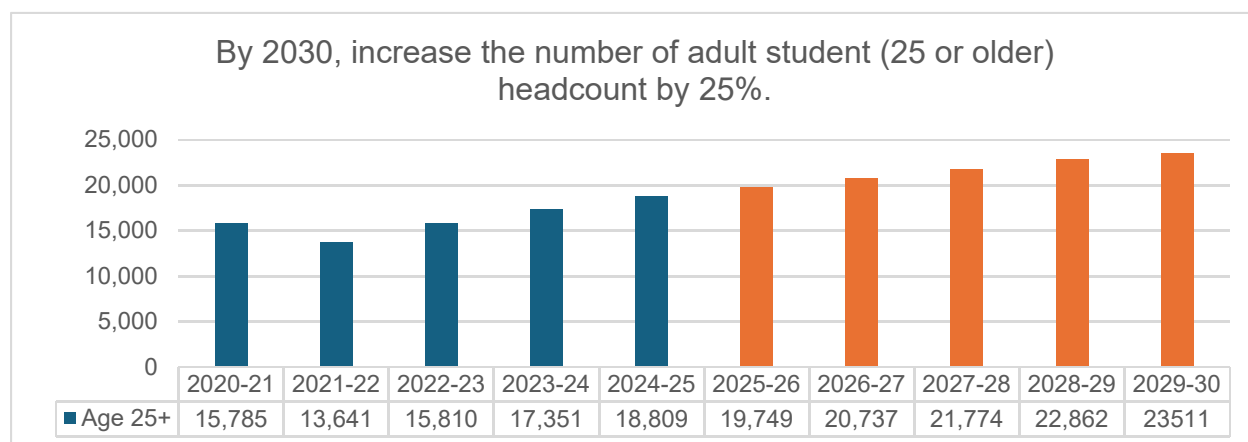
Note: Data are from CCSF-320 reports.

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

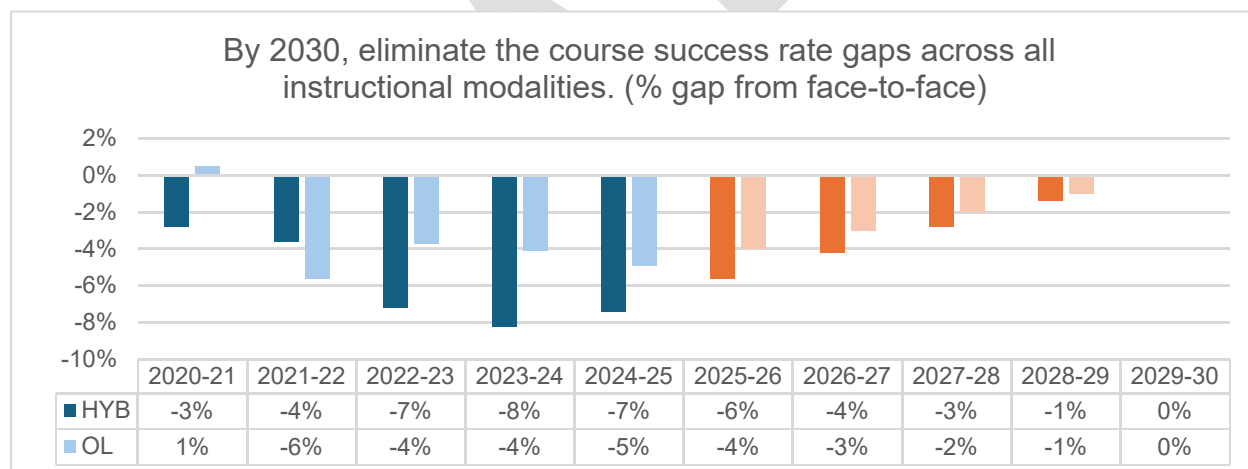


Objective 1.4: Grow RCCD’s noncredit and adult education programs by expanding offerings in high-demand areas through community partnerships and targeted outreach.

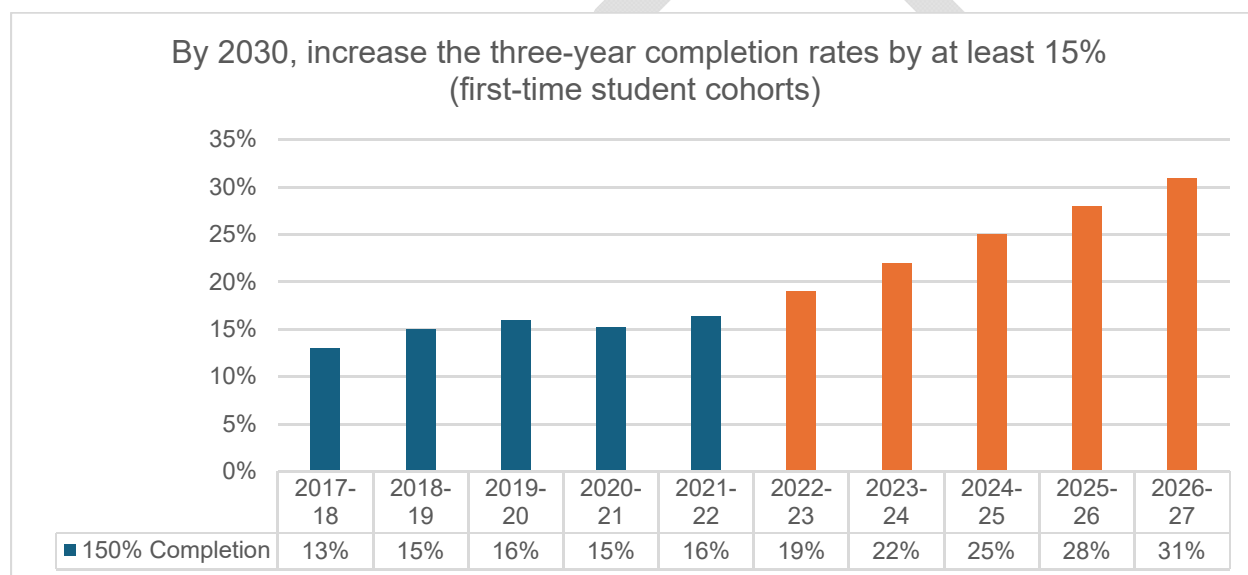
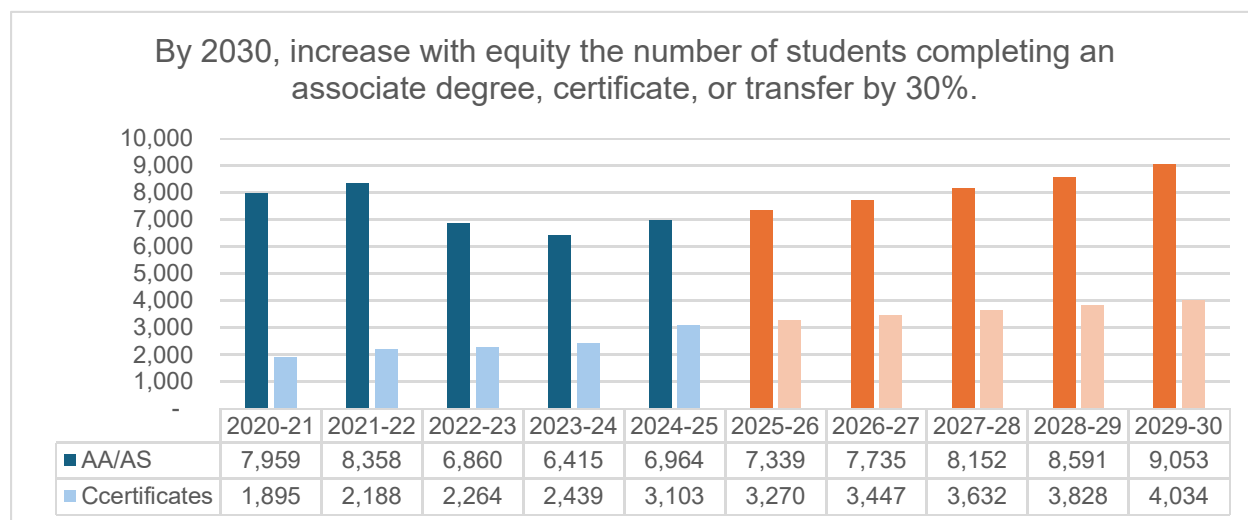




Objective 1.5: Strengthen institutional infrastructure, including policies, procedures and practices, as well as technological and human resources, to address with equity the instructional and student support needs of students who choose to pursue their educational goals at a distance through online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

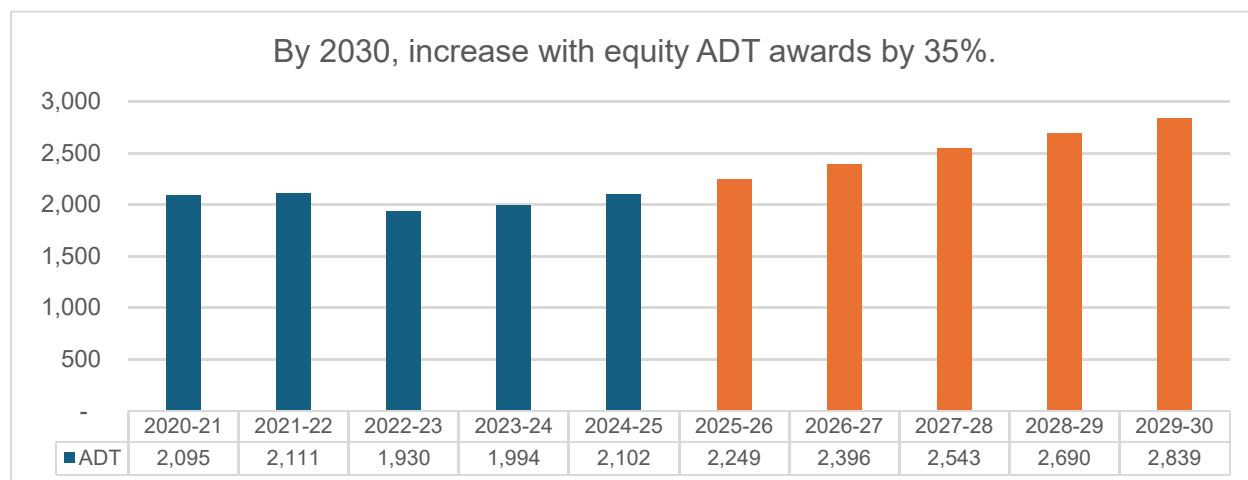


Objective 2.1: Completion: Increase with equity the number of students who achieve a meaningful educational outcome.



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

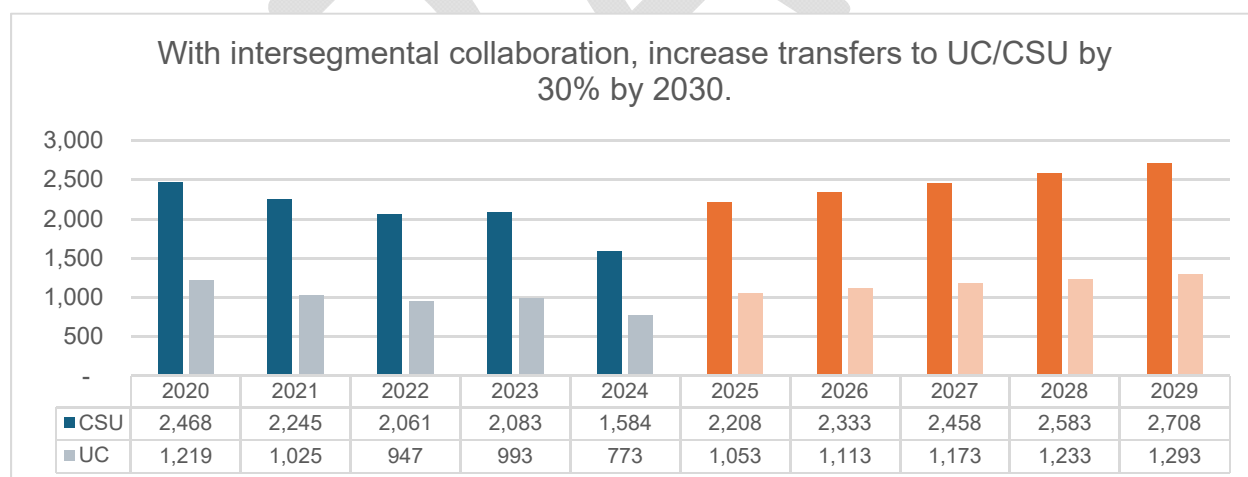
2.2a: Increase with equity the number of students earning an Associate Degree for Transfer (ADT).



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

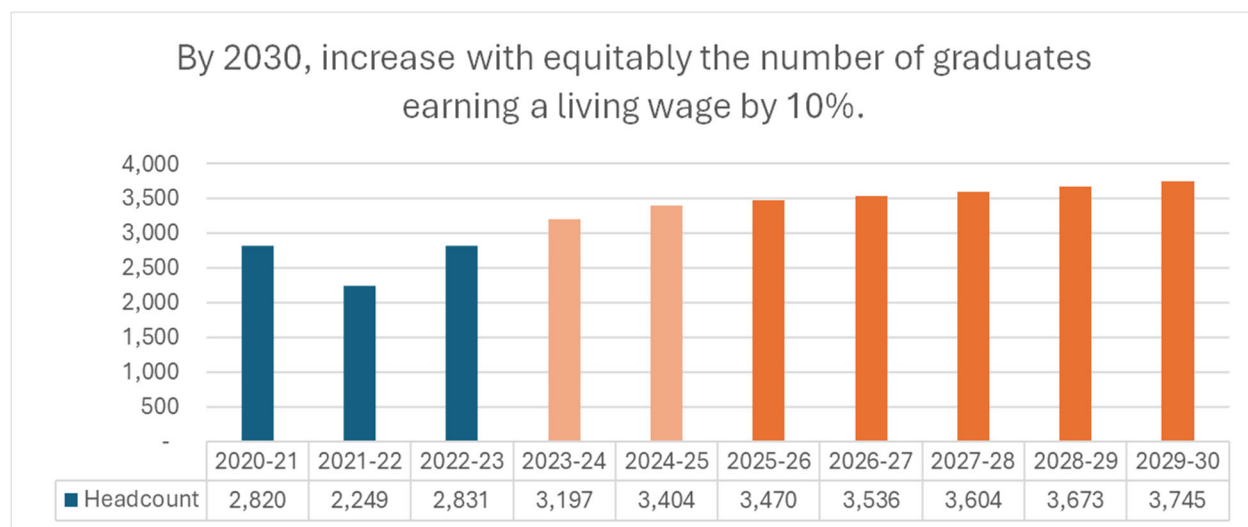
Benchmark/KPI: By 2030, develop at least one bachelor's degree program at each of the three colleges.

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



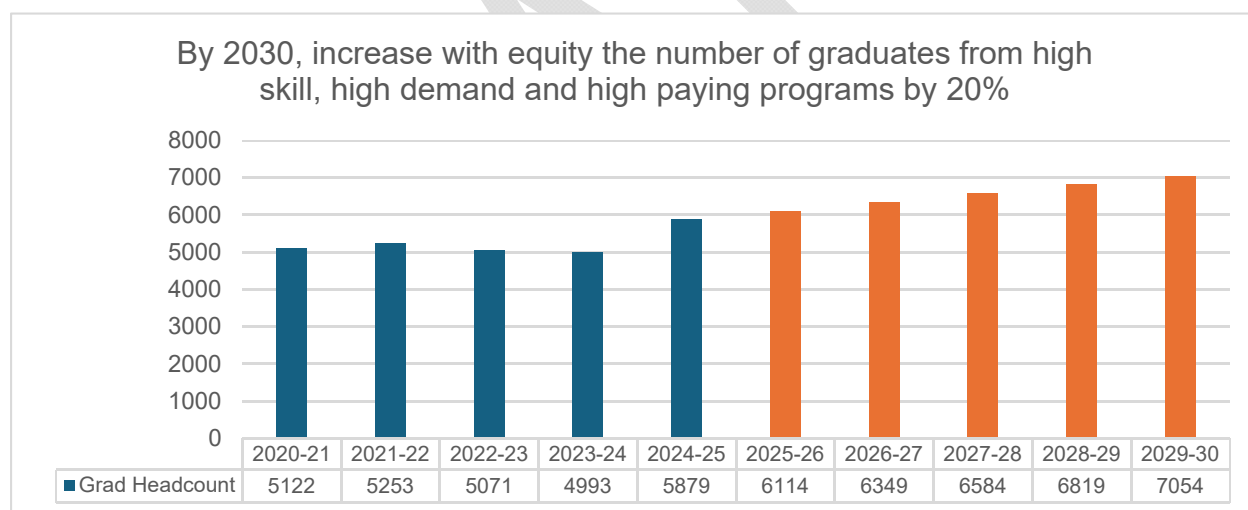
Note: Due to unavailable data, 2023 was used as the baseline for the projections.

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



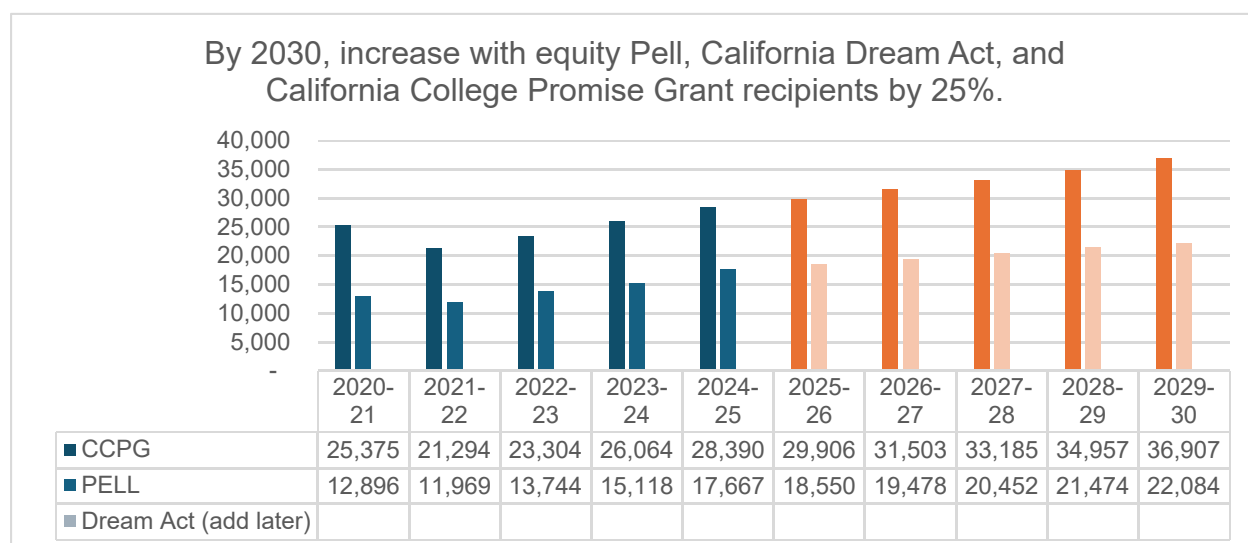
** Note: Due to unavailable data, half the percent increase from 2021–2022 to 2022–2023 was used to estimate increases for 2023–2024 and 2024–2025. The 2024–2025 estimate then served as the baseline for a projected 10% increase by 2029–2030.*

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



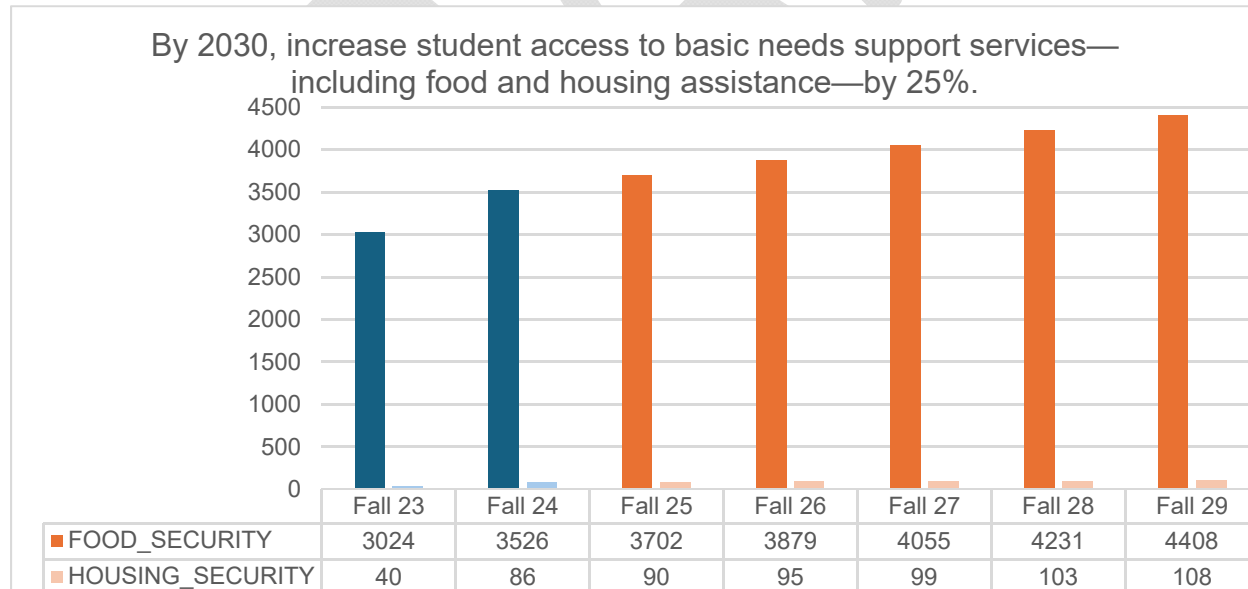
Note: High paying jobs are jobs associated with TopCodes that have an average of \$25 hourly wage.

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



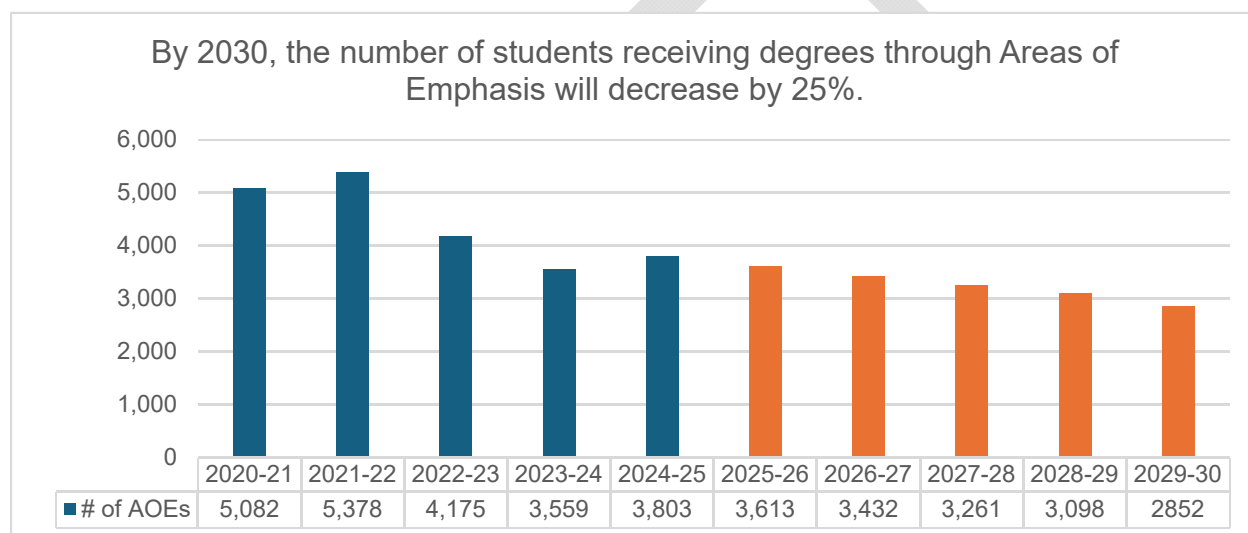
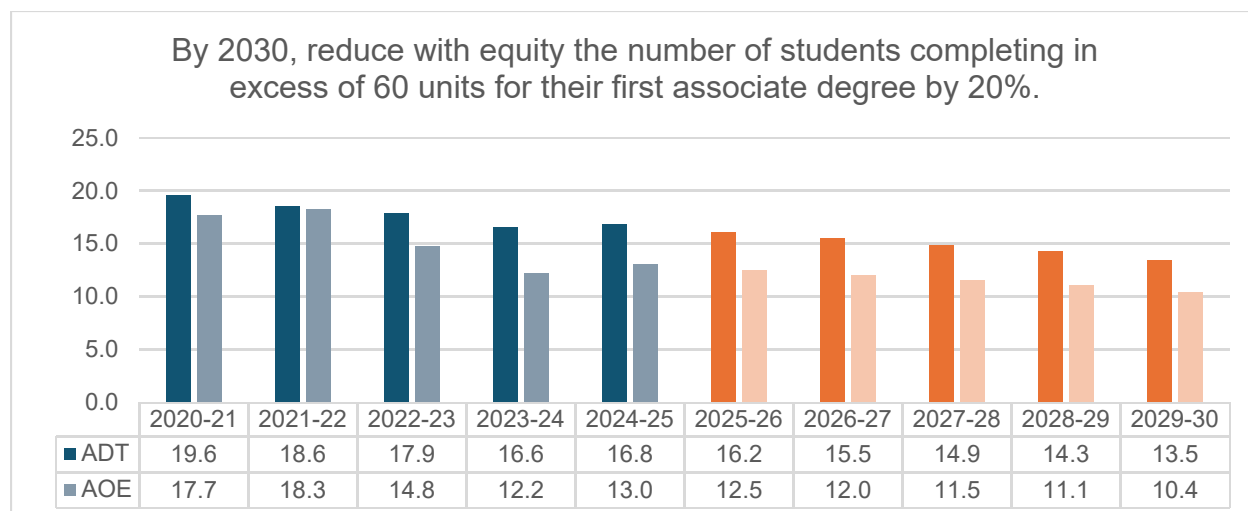
Objective 3.2.: Improve Access to Basic Needs Support: Ensure that RCCD students have equitable access to timely basic needs support (including food, housing, mental health) by enhancing services districtwide, strengthening community partnerships, and pursuing funding to sustain and expand these supports.

(KPI may be revised based on more discussions-add mental health data)



*Data not collected fully until fall 2023

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



B. Environmental Scan and SWOT Analysis

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

Student access, success and equity

- Expand dual enrollment and adult education programs
- Develop targeted outreach for Latino/a/x and special populations
- Strengthen guided pathways and first-year experience programs
- Establish a coordinated, student-centered, and accountable support framework through the Standard of Care model
- Support students by enhancing and establishing high-impact programs that address financial obstacles

- Expanding Zero- and Low-Cost Textbook courses, student housing, and basic needs initiatives

Career readiness and workforce development

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

Transfer and academic excellence

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

Technology and learning innovation

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

Infrastructure, planning and collaboration

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

Organizational effectiveness and fiscal resilience

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

Safety and professional development

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

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

Targeted outreach should focus on Latino/a/x students (who comprise over 70% of RCCD enrollment) and special populations such as foster youth, Veterans, single parents, and formerly incarcerated individuals. Expanding culturally responsive and multilingual support services, along with equity-focused programs, is essential to closing persistent completion gaps.

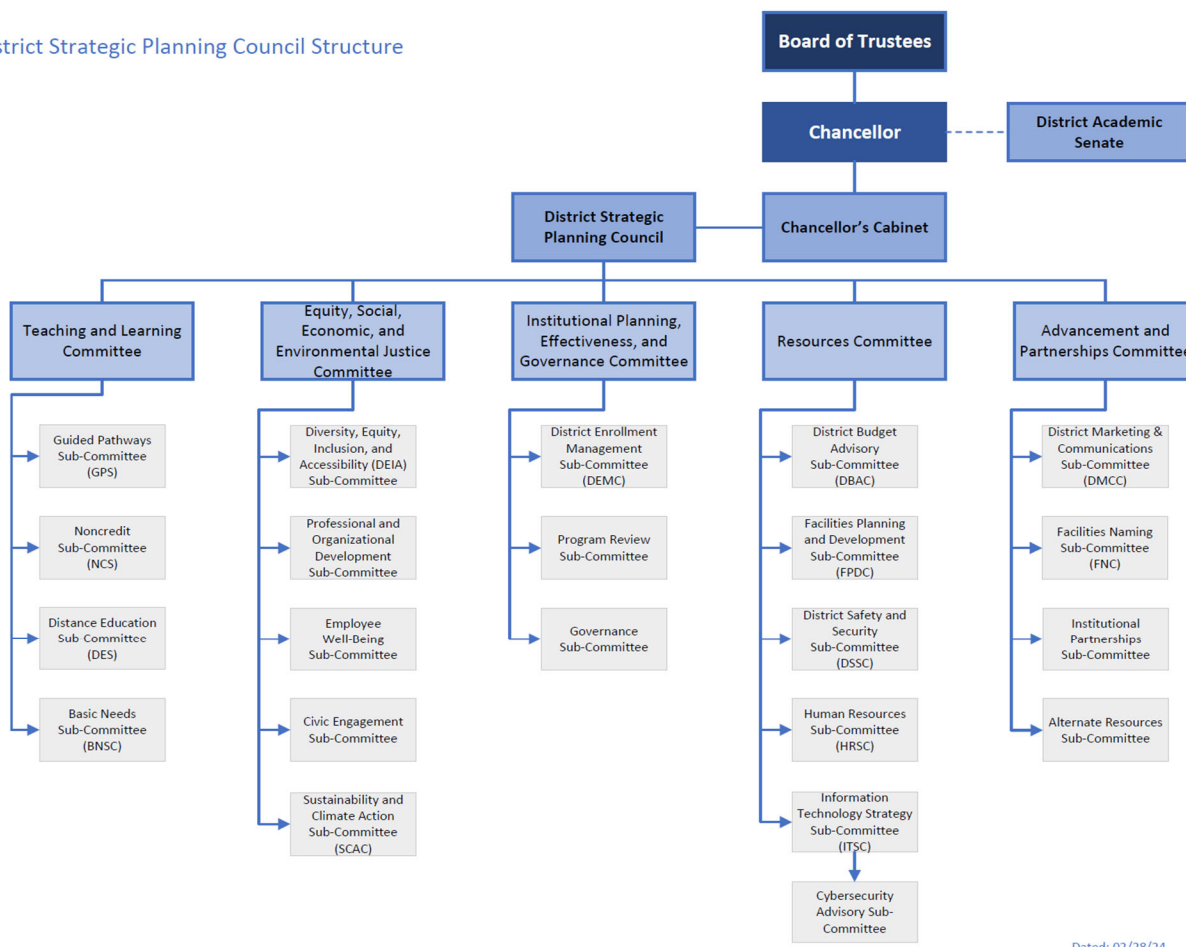
Strengthening Guided Pathways, first-year experience programs, and CTE offerings in nursing, IT, and data science will support student success and workforce readiness. Investments in stackable credentials, short-term certificates, and a robust, student-centered support framework through the “Standard of Care” model will create a comprehensive and connected experience for students by providing consistent, personalized guidance based on FTES allocation across the District.

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

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

B. District Strategic Plan Committee Structure

District Strategic Planning Council Structure



Dated: 02/28/24

C. DSPC Strategic Planning Workgroup Membership

Thank you to the following DSPC Taskforce members for their contributions to the development of this Strategic Plan:

Kimberly Bell – District Academic Senate/Norco Academic Senate President
 Esteban Navas – Moreno Valley College Academic Senate President
 Jo Scott-Coe – Riverside City College Academic Senate President
 Joel Webb – Moreno Valley College faculty
 Jennifer Escobar – Moreno Valley College faculty
 Wendy McKeen – Riverside City College faculty
 Lashonda Carter – Riverside City College faculty
 Patrick Scullin – Riverside City College faculty
 Rhonda Taube – Faculty Association representative

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

Links to supporting documents:

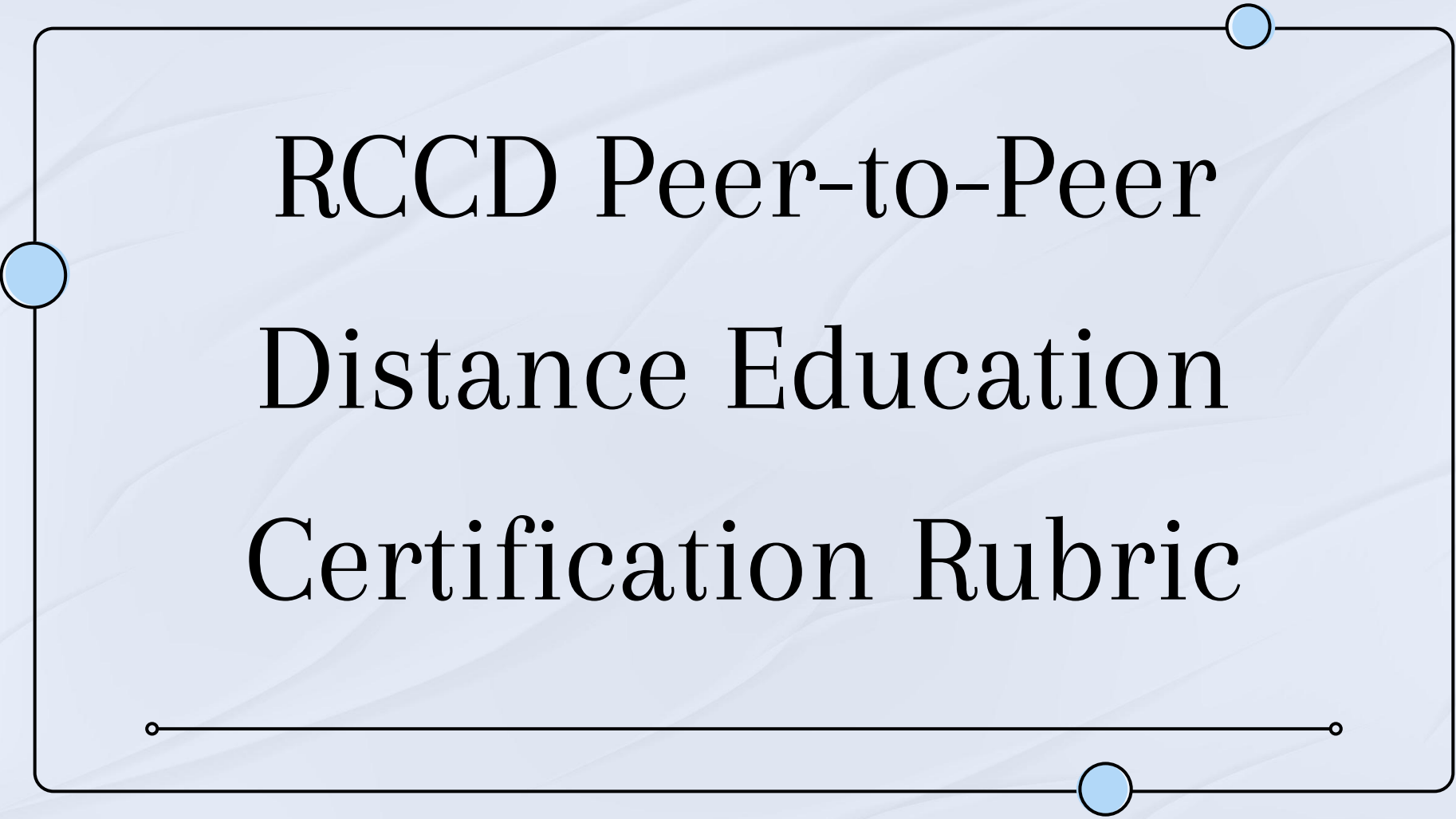
[Assessment Report of RCCD Strategic Plan 2019-2024](#)

[RCCD Environmental Scan 2025](#)

[RCCD Strategic Planning SWOT Analysis 2025](#)

RCCD Strategic Plan 2025-30 Vetting Timeline
DRAFT as of August 25, 2025

| | |
|---------------------|---|
| April, 2025 | Strategic Planning Workgroup formed |
| April-June, 2025 | Environmental scan & SWOT analysis, drafting mission, vision, value statements, goals, objectives, KPIs |
| June – August, 2025 | Review and revise draft mission, vision, value statements, goals, objectives, KPIs |
| August 13, 2025 | Completed draft – Share draft with Dr. Isaac to get initial feedback |
| August 25, 2025 | Share the timeline and draft with District Academic Senate |
| August 29, 2025 | Share the timeline and draft with DSPC |
| September 2, 2025 | Send draft to local college leadership constituencies including Presidents, VCs, VPs, Deans, Academic Senate Presidents, Strategic Planning Chairs for review and input |
| September 26, 2025 | Feedback due date |
| September 29, 2025 | District Academic Senate first read |
| October 1- 31, 2025 | College Council/College Planning Council approvals |
| October 6, 2025 | College Academic Senates first read |
| October 20, 2025 | College Academic Senates second read and approve |
| October 27, 2025 | District Academic Senate second read and approve |
| October 27, 2025 | Institutional Planning, Effectiveness, and Governance Committee review and approve |
| November 14, 2025 | District Strategic Planning Council review and approve |
| November 17, 2025 | Chancellors Cabinet |
| December 2, 2025 | Board of Trustees Teaching and Learning Committee |
| December 9, 2025 | Board of Trustees Regular meeting - approve |

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RCCD Peer-to-Peer Distance Education Certification Rubric

Agenda

01

Workgroup & Scope
of Project

03

Reviewer
Qualifications

02

DE Certification
Rubric

04

Recommendations &
Resources

Distance Education Summer Workgroup

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

Scope of Work

History:

- DE MOU

Charge:

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

Deliverables:

- Peer-to-Peer Distance Education Certification Rubric
- Criteria for selecting reviewers
- DE resources and materials

Reference Documents

Support Documents Reviewed:

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

Peer-to-Peer DE Certification Rubric - Section 1

Content Presentation and Course Design in Canvas

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

Peer-to-Peer DE Certification Rubric - Section 2

Course Communication and Interactions

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

Peer-to-Peer DE Certification Rubric - Section 3

Assignments

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

Peer-to-Peer DE Certification Rubric - Section 4

Equitable Teaching Practices

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

Reviewer Minimum Qualifications

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

Candidates will be selected based on the below criteria:

Minimum qualifications

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

Reviewer Preferred Qualifications

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

Preferred qualifications

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

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

Recommendations & Resources

- Governance processes
- Developing support
- Request for feedback
- Resource Development
 - RCCD Peer-to-Peer Distance Education Certification Rubric
 - RCCD Peer-to-Peer Distance Education Certification Rubric Submission Form
 - Canvas Resources



Slides QR Code



Feedback QR Code

| RCCD Peer-to-Peer Distance Education Certification Rubric |
|---|
| <p>Instructions:</p> <p>To complete your peer review for distance education certification, download this document and fill out the Faculty Information section to begin your review. Save the file in the following format: Current Term and Year_Faculty First and Last Name_DE Certification Review.</p> <p>This document includes the following sections:</p> <ul style="list-style-type: none">- Faculty Information: Fill in this section with the appropriate information.- Review Overview: This section provides an overview of the review and will be automatically updated as you complete the rubric. You do not need to edit any cell in this section.- Key for 'Review' Dropdown Values: This section outlines the color coded system for the rubric.- Distance Education Certification Rubric Criteria: You will complete your review in this section. You will update the review section (using the dropdown options) and add notes for any criteria that is identified as 'Not Yet' to provide guidance on what needs to be completed for alignment. The 'Total Aligned' below each major section will automatically calculate as you complete the review. <p>If revisions are required by faculty for alignment, send your review to the faculty for them to complete updates. A second review will be necessary once updates are made. If the faculty has met all criteria during the first review, a second review is not necessary.</p> <p>Once the faculty has a review that meets all criteria, the completed rubric will be submitted to the DE Chair or Coordinator.</p> |

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

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

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

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

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

Recommended Qualifications for Reviewer Selection

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

Candidates will be selected based on the below criteria:

Minimum qualifications

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

Preferred qualifications

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

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