

Riverside City College Academic Senate

Agenda

Monday 20 October 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>

- | | | |
|------|-------|--|
| 3:00 | I. | Call to Order |
| 3:05 | II. | Approval of the Agenda |
| 3:05 | III. | Approval of the Minutes September 22 [October 6 tabled] |
| 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. Accreditation chair, Jacquie Lesch, will share an update of current progress and timeline for the ISER (information) |
| | | B. DE Committee faculty co-chair, James Rocillo, or designee will share the committee's recommendation for possible expansion of DE certification equivalency options (information + possible action) |
| | | C. EPOC faculty co-chair Wendy McKeen or designee will present the committee's recommendation that "ILO" be used to abbreviate Institutional Learning Outcomes (information + action) |
| | | D. Senator and CMAC faculty rep Sally Ellis will share information about committee needs, the statewide OER survey, and new state guidance on burden-free access to instructional materials (information + discussion) |
| 4:00 | VII. | Ongoing Business |
| | | A. Secretary Treasurer Bottoms will share the glossary of terms/concepts from the Student Equity Plan as provided by the Student Equity Committee (information) |
| | | B. President Scott-Coe or designee will facilitate a second read of the RCCD 2025-30 Strategic Plan (discussion + action) |
| 4:10 | VIII. | New Business |
| | | A. The RCCAS Leadership team will provide an overview of changes to Title 5 language on FLEX (information + discussion) |
| | | B. President Scott-Coe or designee will provide a brief update from the ASCCC Area D meeting, with reminders about preparations for Fall Plenary (information) |
| | | C. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates for the following committees or councils (action) |
| | | a. GEMQ Faculty Co-Chair (Ginger White) |
| 4:30 | IX. | Officer Reports |
| | | A. Secretary Treasurer |
| | | B. President |
| | | C. Vice President |
| 4:45 | X. | Open Hearing |
| 4:55 | XI. | Learn, Share, Do |
| 5:00 | XII. | Adjourn |

Next RCCAS Meeting: Monday 3 November 2025

Agenda items due by Tuesday 28 October 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
September 22, 2025 • 3:00 - 5:00 PM • Hall of Fame

3:00 I. Call to Order at 3:13 pm, quorum met

Roll Call

Academic Senate Officers (Term ending 2026)

President: Jo Scott-Coe

Vice President: Star Taylor

Secretary-Treasurer: Megan Bottoms

Associate Faculty Senator (Term ending 2026)

Lindsay Weiler

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: Sean Pries

Kinesiology: Jim Elton

Nursing Education: Lee Nelson

Physical Science: Aaron Sappenfield

School of Education & Teacher Preparation: Kayla Henry

Department Senators (Term ending 2027)

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: Mary Legner

Music: Steve Mahpar

World Languages: Huda Aljord

Ex-Officio Senators

TLLC: Lashonda Carter

ASC: Jacquie Lesch 3:01pm

EPOC: Wendy McKeen

GEMQLC: Virginia White

RDASLC: Patrick Scullin

SAS LC: Melissa Harman

Curriculum: Kelly Douglass

Parliamentarian: Sal Soto

RCCD Faculty Association Araceli Calderon

Administrative Representatives

College President: Eric Bishop (Interim) -3:01pm

VP Academic Affairs: Lynn Wright

VP Business Services: Kristine DiMemmo

VP Planning and Development: Kristi Woods (Interim)

VP Student Services: Thomas Cruz-Soto (Interim)

ASRCC Representative

Latiesha Williams

Recorder of Minutes

Sydney Minter

Guests

Micherri Wiggs, Interim Dean, LHSS

Shari Yates, Dean CTE

Courtney Carter, Counseling

Kelly Bader, Assistant Professor, English

Maurice Bowers, Administrative Specialist- Equity, Inclusion, and Engagement

Wendy McEwen, OIE

Natalie Vasquez, Professional Development

Alex Cortez, Assistant Professor, Biology

Briana Franco, Viewpoints Reporter

Jaylen White, Viewpoints Reporter

3:0 II. Approval of the Agenda

- M/S/C: (Sandoval/Borses) unanimous

3:0 III. Approval of the Minutes September 8

- M/S/C: (Weiler/Legner) unanimous

3:0 IV. Public Comments

- Melissa Harman spoke about Faculty Development and Fall FLEX

3:0 V. Liaison Reports

A. RCCD Faculty Association

- There will be Rooftop Mixer hosted by the Faculty Association on Thursday, November 6th from 3pm-7pm at the District Office.
- The FA articles that were presented will be approved at the board meeting next week
- We have not heard back from the district about the articles they want to sunshine
- Please do not proceed on the mandatory cyber security training that was sent out by Christopher Blackmore. Those terms need to be negotiated.
- The Faculty Association is in full swing of IOI evaluations

B. College President or designee

- President Bishop is continuing to get around campus and trying to get to know RCC better through his coffee chats
- The President is focused on the standard of care
- The president's office is working through ramifications for Title III and Title V grants, and they are working with leadership teams and colleagues to see what the next steps are in moving forward
- Working on relationship with high schools to increase full time enrollees

C. ASRCC Representative

- Special election Wednesday, 9/24 and Thursday, 9/25
- 15 senator applications
- There is an academics related issue with common course numbering

VI. Committee or Council Updates

- A.** Faculty co-chair of EPOC, Wendy McKeen, or designee will provide an update from the committee (information)
- Tabled for October 6th

VII. Ongoing Business

- A.** Student Equity Committee (SEC) faculty co-chair Monique Greene and administrative co-chair Lorena Newson will present the 2025-28 Student Equity Plan (second read + action)
- 2025-2028 timeline key dates for presentations:
 - DSPC October 17, 2025
 - Chancellors' Cabinet October 27, 2025
 - Board of Trustees November 3, 2025
 - Submission November 30, 2025
 - The Student Equity Committee was able to complete revisions and added language regarding the Student Equity Planning Institute in our Tiger Values alignment
 - New language was also added in the "key learning" section because there were some organizational and structural changes prior to Dr. Newson taking the position as the new dean.
 - Information was also added to create alignment between the Student Equity Plan and the Strategic Plan. Some of the Vision 2030 language was condensed, and they refined the strategy and metric data.

M/S/C: (Legner/Weiler) motion to approve the Student Equity Plan, carried with 1 abstention

- B.** Senate leadership will facilitate a discussion of the draft DE certification rubric and the draft recommended qualifications for reviewers (second read + action)
- Discussion ensued about the form and making sure that the certification does not intrude upon regular IOI or impede academic freedom.
 - Suggestion for a column on the rubric to enable more mutual communication between instructor and reviewer, enabling an instructor to provide their rationale for how requirements are being satisfied (i.e. "I am satisfying this through live meeting

dialogue” or “I am satisfying this through this portion of my syllabus.”) This would give instructors a voice in the process and engage with reviewers.

- Recertification will happen every 3 years

M/S/C: (Sappenfield/Berry) contingent on the workgroup’s finalizing of non-substantive suggestions- unanimous

C. President Scott-Coe or designee facilitate continued discussion of the RCCD Strategic Plan draft to gather new feedback in preparation for first and second reads in October (information + discussion)

- In objective 1.2, faculty in the workgroup advocated for more comprehensive support for CCAP rather than simply a growth target.
- In objective 2.1 there is some shorthand in the benchmarks and KPIs. At the end of the document there is clarification about how equity benchmarks are determined for specific demographics.
- The equitable access to technology objective 5.4 was not on the original list, so we made sure that it got added.
- Discussion ensued about ensuring student access to personal hardware at home as well as hotspots.
- Suggestion to use the phrase “emerging technologies,” since terms such as “gen AI” can become dated quickly in a 5-year plan.
- Combining vouchers from different programs on campus can assist students with getting a personal laptop.
- The plan is missing language that we are a HSI Serving institution and district.
- Notes gathered here will be shared with Dr. Zhai.

VIII. New Business

A. Vice President Taylor or designee will sunshine the nominees for faculty representatives on District Committees (information)

- Senate emailed a call for faculty representatives on district committees. We received two nominations. One for RCCD Institutional Partnership Subcommittee (Prof. Jennifer Amaya). The other nominee was for the RCCD Civic Engagement Subcommittee (Prof. Star Taylor). We will vote on these candidates at our next meeting on October 6th.

B. Vice President Taylor will introduce the candidate(s) for faculty co-chair of the Program Review Committee and lead RCCAS in a time-sensitive vote (information + action)

- We had one nominee for faculty co-chair for the Program Review Committee, Dr. Virginia White.

M/S/C: (Kessler/Sappenfield) unanimous

C. President Scott-Coe or designee will facilitate a Senate discussion with Interim President Bishop about convening a Fall 2025 ad hoc advisory team of RCC faculty subject matter experts and leaders to address potential program development and/or curriculum design for IETTC (discussion and action)

- The Chancellor has decided based on bond funding that IETTC is going to belong to RCC

- Conversations have moved on from the conceptual phase to implementation, and we would like to call an ad hoc group that assembles faculty subject matter experts and college leaders to help shape decisions.
- The IETTC is estimated to open in 2030 and the process for planning and program development needs to begin so that any discrete physical needs of likely programs can inform designs/planning.
- It is important that we engage from the outset with this group of faculty to make sure that we are thinking about what programs would be the best for the center. We don't want programs duplicated or competing. We may also want to expand to areas we do not yet deliver. The goal is to have program designations by the beginning of February 2026.
- We need CTE representatives in these discussions.
- Discussion ensued about emerging technologies in the CT industries where virtual reality is becoming standard. If we are moving in that direction, we could have a building or space that would allow for multiple programs.
- The Visual Arts Department would like to be involved in the conversation of resources at IETTC.
- LA Trade Tech College is one model in the state/country that can help us imagine IETTC.
- Comments were made about the need for part-time faculty involvement and an awareness of noncredit courses and requirements, as well as the potential for general education courses (math or English, for example). Credit for prior learning (CPL) is also something we should consider.
- There were questions about whether IETTC may ultimately become its own college in the long-term.
- Timeline to be worked out-- more details to follow

M/S/C: (Legner/Scullin) motion to carry with 1 abstention to authorize President Scott-Coe to recruit faculty members for an ad hoc workgroup for IETTC

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

- a. Appointment of Prof. Mary Legner to ASCCC Transfer, Articulation, & Student Support Committee

M/S/C: (Nelson/Taylor) unanimous

- b. FPA representative on Faculty Development 25-27 (correction to reported results)

- Bryan Keene is the Fine and Performing Arts Representative for Faculty Development

M/S/C: (Kim/Borses) unanimous

- c. Time sensitive- LHSS substitute RDAS replacement of LHSS 24-26 faculty representative

- Replace Dan Hogan with Tucker Amidon to finish out the 24-26 term
M/S/C:(Taylor/Scullin)- unanimous

IX. Officer Reports

A. Vice President

- The support open house is Tuesday, 9/23 and Wednesday, 9/24 right in front of the MLK Building from 11am-1pm.
- The Parent Club is hosting their 2nd annual bring your kids to college day on Wednesday, 9/24 from 3pm-5pm in the Quad.
- Our colleague from LHSS Doris Namala sent out the First Five announcement on Friday. It highlighted the different counseling hours, a flyer for a movie viewing for Indigenous Peoples Day as well as a wellness workshop
- VP Taylor would like to remind everyone that we are still an HSI and MSI serving institution despite our grants being canceled. VP Taylor quotes our interim President Dr. Bishop's words on staying committed in ensuring that students know that they belong here at Riverside City College.

B. Secretary-Treasurer

- National Hispanic Heritage Month runs September 15th through October 15th.
- On October 9th we have the Justice 8 presentation in BLCIS 114. The LatinX Banquet is still in the planning process, more details to follow.
- Transitioning Minds is offering a Fresh Start Clinic Saturday, October 11th. There will be more information from Mark Sanchez and Rosana Gomez.
- The 18th Annual Student Research Conference, presented by RCC Honors and STEM will be on November 21st. Please encourage your students to submit their information by October 10th to Daniel Hogan.
- It is Homecoming Week and this year's theme rolls us back to "the decades." The Makerspace is helping in the Quad. There will be Karaoke on Wednesday, 9/24 from 12pm-2pm.
- On Thursday we have "dress the decades," and then we have a pep rally starting at 4:00pm. There will be band, cheer, theatre, and dance. We will also have homecoming candidates, a field goal kicking contest, and Raising Cane's afterwards.
- Saturday is the big day with a tailgate starting at 10am with a Denny's Sunshine Breakfast. The game will kick off at noon against Palomar.
- There are 10 candidates for homecoming, please utilize the QR code at the bottom of the Saved by the Bell themed posters to vote.
- Please encourage your students to attend the research conference.

C. President

- District Strategic Planning Committee met last Friday, and President Scott-Coe would like to give a shout out to Dr. Kristi Woods who presented the RCC Strategic Plan.
- The new District Equivalency Committee will be convened by District Academic Senate on Tuesday, September 30th. The full implementation of the updated equivalency procedure will start once the committee meets in October.
- As directed by RCCAS at the last meeting, President Scott-Coe drafted a letter supporting AB1400 directly to the governor; the letter was sent through the RCCD legislative office. Dr. Isaac has said that the governor will make his decision anytime between now and October 14th.
- President Scott-Coe has been reaching out to faculty co-chairs of committees and sub committees just to check-in to see if Academic Senate can assist with anything. The idea is to pull together any common themes or questions so that we can address them and be supportive of committee leaders and members.
- We are seeing some growing faculty concerns about AI appearing in learning management systems and in other instructional spaces not only here but across the state. In a recent message, ASCCC President, LaTonya Parker spoke to how these questions are bubbling up across the state. Next month we will take a look at a resolution on AI drafted and passed by faculty colleagues from at MiraCosta College Academic Senate. It may offer us some useful guiding principles to consider.
- Faculty are reasonably alarmed about attacks on immigrants in our local, regional communities, and across the country. We are also concerned about the overt and insidious attacks on academic freedom in higher education overall.
- President Scott-Coe wants to echo what VP Star Taylor said when she referred to President Bishop's message about remaining steadfast in lifting the voices, cultures, and experiences of our community even as resources shift. Our strength is found in the resilience of our students and the heritage that shapes us.
- Let us give more gratitude to the Student Equity Committee and the leadership of Dr. Monique Greene and Dr. Lorena Newson. The student equity plan can help us focus equity-minded approaches for faculty professional development.

X. Open Hearing

- October 10th is ongoing Hispanic Heritage Month celebrations; we have Fools in Medicine presented by Mesa. Yadira Perez is helping to sponsor this. These are two graduate students, who are also medical students and social influencers, who document their ventures and their experiences being racially profiled. There will be another meeting on Monday, September 29th from 10-12. The location is TBD.

- We need an update about when the electric car chargers will be in working use here on campus.
- October 10th is also the Wild and Scenic Field Festival, presented by the Sustainability Committee and the Student Sustainability Collective. The event will take place in Downtown Riverside at the Box Theatre right above the Food Lab. This year they will have 10 short films, and it is about a 2-hour program. A poster and ticketing link will be sent out, so please look out for that.
- The Life Sciences department is in opposition to any restructuring of the administrative support services building (Copy Center).

XI. Learn, Share, Do

- IETTTC will be a part of RCC
- Please be aware of cyber security trainings because it doesn't feel important until your data is stolen. October is cyber security awareness month.
- There are a lot of acronyms and terms in the Student Equity Plan and the existing glossary will be shared.
- We learned what a trifecta year is.
- October 10th features events for Hispanic Heritage Month and also The Wild and Scenic Film Festival at the Box.
- The Faculty Association is having a rooftop mixer in November.
- Distance Education certification is moving through governance and will next go to District Academic Senate
- We need faculty volunteers/subject matter experts for the ad hoc IETTTC group.
- Continue to share First Five in your classes
- Come to Homecoming and support students
- Tell your students about the Honors research conference
- Tell students to vote in Homecoming
- Continue to do what you have been doing to serve and support our students

XII. Adjourn at 4:37pm

M/S/C: (Berry/Bottoms) unanimous



MEMORANDUM

September 30, 2025

ESS 25-63 | Via Email

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

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

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

Purpose

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

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

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

Background

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

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

Why This Matters

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

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

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

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

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

Consider the possibilities for your college:

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

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

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

Policy To Practice This Year

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

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

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

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

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

Conclusion: A Systemwide OER Platform and Burden-Free Recommendations

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

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

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

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

RCC SEC Glossary of Terms

Ableism: The belief or practice that assumes being able-bodied is "normal," while other conditions require fixing or change. This can result in devaluing or discriminating against people with physical, intellectual or psychiatric disabilities. Institutionalized ableism may include or take the form of un/intentional organizational barriers that result in disparate treatment of people with disabilities (PwDs) (Glossary of Diversity, Inclusion and Belonging (DIB) Terms, 2025).

Accessibility: The opportunity [for a person with a disability] to acquire the same information and materials, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. This includes the intentional design or redesign of technology, policies, products, services, and facilities that increase one's ability to use, access, and obtain the respective item.

Ally: Person in a dominant position of power actively working in solidarity with individuals that do not hold that same power or they do not share a social identity with to end oppressive systems and practices. In the context of racial justice, allyship often refers to White people working to end the systemic oppression of people of color

anti-oppressive practice:

framework aimed at dismantling systems of oppression and discrimination based on various intersecting identities such as race, gender, sexuality, and class. Formally, it embodies a person-

centered philosophy and an egalitarian value system that seeks to reduce the negative effects of structural inequalities on individuals' lives, focusing on both process and outcome to empower users.

Anti-Racist: Person who actively opposes racism and the unfair treatment of people who belong to other races. They recognize that all racial groups are equal (i.e., nothing inherently superior or inferior about specific racial groups) and that racist policies have caused racial inequities. They also understand that racism is pervasive and has been embedded into all societal structures. An anti-racist challenges the values, structures, policies, and behaviors that perpetuate systemic racism, and they are also willing to admit the times in which they have been racist. Persons are either anti-racist or racist. Persons that say they are 'not a racist' are in denial of the inequities and racial problems that exist.

Anti-Racism: A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.

Antisemitism: a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities. Retrieved April 28th, 2025 from <https://holocaustremembrance.com/resources/working-definition-antisemitism>

Anti-Zionism: opposition to Zionism, the movement for the self-determination and statehood of the Jewish people in their ancestral homeland, the land of Israel. Anti-Zionism is often expressed, explicitly or implicitly in the rejection of Jewish nationhood and the right to self-determination; the vilification of individuals and groups associated with Zionism; and the downplaying or negation of the historic and spiritual Jewish connection to the land of Israel. Retrieved April 28th, 2025 from <https://www.adl.org/resources/backgrounder/anti-zionism>

Bias: Is an inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group. It is grounded in stereotypes and prejudices.

Co-conspirators: Are people who are willing to put something on the line to use their privilege to disband systems of oppression. In contrast to allyship, co-conspirators do not just educate themselves about systemic injustice and racism, but like modern-day activists, they take personal risks to pursue meaningful action.

Color Blindness: Is a racial ideology that assumes the best way to end prejudice and discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. This ideology is grounded in the belief that race-based differences do not matter and should not be considered for decisions, impressions, and behaviors. However, the term “colorblind” de-emphasizes, or ignores, race and ethnicity, a large part of one’s identity and lived experience. In doing so, it perpetuates existing racial inequities and denies systematic racism.

Color-Evasiveness: Is a racial ideology that describes the same concept as color-blindness where individuals reject or minimize the significance of race. Color-evasiveness, however, avoids describing people with disabilities as problematic or deficient by using blindness as a metaphor for ignorance.

Covert Racism: A form of racial discrimination that is disguised and indirect, rather than public or obvious. Covert racism discriminates against individuals through often evasive or seemingly passive methods. Since racism is viewed as socially unacceptable by mainstream society, people engage in covert racism in subtle ways, and therefore it may go unchallenged or unrecognized.

Culture: Is the values, beliefs, traditions, behavioral norms, linguistic expression, knowledge, memories, and collective identities that are shared by a group of people and give meaning to their social environments. Culture is learned and inherited behavior that

distinguishes members of one group from another group. Culture is not static and can change over time.

Cultural Change: Refers to the stages of development or new patterns of culture that occur as a response to changing societal conditions. Within an organization, cultural change is a new method of operating and a reorientation to one's role and responsibilities in the organization. Effective cultural change in an organization involves moving the organization toward a new vision or desired state. This change is influenced by many factors including effective leadership in all aspects of the change process, intentional alignment of structures, systems and policies with the new culture, ensuring staff and stakeholder participation, clear and frequent communication regarding the cultural change, obtaining feedback and evaluating progress, and managing any emotional response to the change.

Cultural Competence: Is the ability to honor and respect the beliefs, language, interpersonal styles and behaviors of those receiving and providing services. Individuals practicing cultural competency have knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face. Individuals striving to develop cultural competence recognize that it is a dynamic, on-going process that requires a long-term commitment to learning. In the context of education, cultural competence refers to the ability to successfully teach students who come from cultures other than one's own. It entails developing personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills for effective cross-cultural teaching.

Cultural Fluency: Is the ability to effectively interact with people from different cultures, racial, and ethnic groups. It includes an awareness of how to properly respond to differences in communication and conflict as well as the appropriate application of respect, empathy, flexibility, patience, interests, curiosity, openness, the willingness to suspend judgement, tolerance for ambiguity, and sense of humor.

Deficit-Minded Language: Is language that blames students for their inequitable outcomes instead of examining the systemic factors that contribute to their challenges. It labels students as inadequate by focusing on qualities or knowledge they lack, such as the cognitive abilities and motivation needed to succeed in college, or shortcomings socially linked to the student, such as cultural deprivation, inadequate socialization, or family deficits or dysfunctions. This language emphasizes "fixing" these problems and inadequacies in students. Examples of this type of language include at-risk or high-need, underprepared or disadvantaged, non-traditional or untraditional, underprivileged, learning styles, and achievement gap.

Disability: A physical or mental impairment that substantially limits one or more major life activities of an individual; a record of such an impairment; or being regarded as having such an impairment (from the Americans with Disabilities Act of 1990) (Glossary of Diversity, Inclusion and Belonging (DIB) Terms, 2025).

Discrimination: The unequal treatment of members of various groups based on race, ethnicity, gender, social class, sexual orientation, physical ability, religion, national origin, age, physical/mental abilities and other categories that may result in disadvantages and differences in provision of goods, services or opportunities.

Disproportionate Impact: when

certain student groups experience significant differences in outcomes compared to others, often due to inequitable practices or policies. This concept is particularly relevant in the context of student groups, where disparities in access to resources and support can hinder academic success.

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.

Equality: The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage.

Equity: The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.

Educational Equity Gap: The condition where there is a significant and persistent disparity in educational attainment between different groups of students.

Equity-Minded:: a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.

Ethnicity: Is a category of people who identify as a social group on the basis of a shared culture, origins, social background, and traditions that are distinctive, maintained between generations, and lead to a sense of identity, common language or religious traditions.

Gender: Is separate from 'sex,' which is the biological classification of male or female based on physiological and biological features. Gender is socially constructed roles, behavior, activities, and attributes that society considers "appropriate" for men and women. A person's gender may not necessarily correspond to their birth assigned sex or be limited to the gender binary (woman/man).

Gender Identity: One's internal sense of being a man, woman, both, in between, or outside of the gender binary which may or may not correspond with sex assigned at birth. Gender identity is internal and personally defined, it is not visible to others, which differentiates it from gender expression (i.e., how people display their gender to the world around them).

Identity Affirming Practice: refers to the recognition, validation, and support of an individual's self-identified characteristics, such as race, gender, sexual orientation, ethnicity, disability status, and cultural background. It is an essential component of fostering inclusive environments where individuals feel valued and respected for who they are.

Implicit Bias: Bias that results from the tendency to process information based on unconscious associations and feelings, even when these are contrary to one's conscious or declared beliefs.

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Inclusive Excellence: strategic framework employed in a variety of organizational settings, including academic institutions, corporate entities, non-profit organizations, and honor societies, to advance diversity, equity, and inclusion (DEI). Originating in the educational sector, this concept emphasizes the integration of diversity into the core missions and operational strategies of organizations, aiming to foster innovation and enhance outcomes by ensuring all community members are actively engaged and supported.

Intersectionality: The acknowledgement that within groups of people with a common identity, whether it be gender, sexuality, religion, race, or one of the many other defining aspects of identity, there exist intragroup differences. In other words, each individual experience social structure slightly differently because the intersection of their identities reflects an intersection of overlapping oppressions. Therefore, sweeping generalizations about the struggle or power of a particular social group fail to recognize that individuals in the group also belong to other social groups and may experience other forms of marginalization. Unfortunately, institutions and social movements based on a commonly shared identity tend to disregard the presence of other marginalized identities within the group.

Institutional Racism: Particular and general instances of racial discrimination, inequality, exploitation, and domination in organizational or institutional contexts. While institutional racism can be overt (e.g., a firm with a formal policy of excluding applicants of a particular race), it is more often used to explain cases of disparate impact, where organizations or societies distribute more resources to one group than another without overtly racist intent

(e.g., a firm with an informal policy of excluding applicants from a low income, minority neighborhood due to its reputation for gangs). The rules, processes, and opportunity structures that enable such disparate impacts are what constitute institutional racism (and variants such as 'structural racism,' 'systemic racism,' etc.).

Latinx: Used as a gender-neutral or non-binary alternative to Latino or Latina to describe a person of Latin American origin or descent (Glossary of Diversity, Inclusion and Belonging (DIB) Terms, 2025).

Liberatory Consciousness:

an awareness of oppression and intentionality about changing systems of oppression. It consists of four key elements: awareness, analysis, action, and accountability/allyship. This concept enables individuals to navigate oppressive systems with a critical understanding and a commitment to social justice.

Low Income: Is defined per federal guidelines as household incomes that are or below 100% of their poverty threshold. These households are considered "in poverty." Household incomes that are below 50% of their poverty threshold are considered "severe" or "deep poverty." Low-income persons have less disposable income than others and may sometimes struggle to cover their basic needs. In addition, low-income persons also face housing, food, transportation, and health disparities.

Marginalized/Marginalization: The process by which minority groups/cultures are excluded, ignored, or relegated to the outer edge of a group/society/community. A tactic used to devalue those that vary from the norm of the mainstream, sometimes to the point of denigrating them as deviant and regressive. Marginalized groups have restricted access to resources like education and healthcare for achieving their aims.

Merit: A concept that at face value appears to be a neutral measure of academic achievement and qualifications; however, merit is embedded in the ideology of Whiteness and upholds race-based structural inequality. Merit protects White privilege under the guise of standards (i.e., the use of standardized tests that are biased against racial minorities) and as highlighted by anti-affirmative action forces. Merit implies that White people are deemed better qualified and more worthy but are denied opportunities due to race-conscious policies. However, this understanding of merit and worthiness fails to recognize systemic oppression, racism, and generational privilege afforded to Whites.

Microaggressions: Are brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial slights and insults that potentially have harmful or unpleasant psychological impact on the target person or group.

Minoritized: describes the process of "minoritization" whereby individuals are afforded less power and representation based on their social identities. These social identities, such as race and ethnicity, are socially constructed concepts that are created and accepted by

society. They are used to minoritize individuals in specific environments and institutions that sustain an overrepresentation of Whiteness and subordinate other groups.

Obligation Gap: Is the call for civic consciousness and acts of genuine care with the intention of catalyzing change toward becoming a more equity-centered college through epistemological disruption and the reconstruction of educational structures and policies that negatively impact poor and ethno-racially minoritized students. It places the onus of change on the higher education institution rather than the student.

Oppression: The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society. Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups

Overt Racism: that is observable. Historically, overt racism is a creation and product of White supremacy. Characterized by blatant use of negative and/or intentionally harmful attitudes, ideas, or symbols and actions directed at a specific racial group or groups deemed nonwhite or colored, overt racism persists in many forms throughout contemporary society. Overt racism occurs in individual and group interactions, institutions, nations, and international relations, spanning micro- and macro-level social realities.

Power: Is the ability to exercise one's will over others. Power occurs when some individuals or groups wield a greater advantage over others, thereby allowing them greater access to and control over resources. There are six bases of power: reward power (i.e., the ability to mediate rewards), coercive power (i.e., the ability to mediate punishments), legitimate power (i.e., based on the perception that the person or group in power has the right to make demands and expects others to comply), referent power (i.e., the perceived attractiveness and worthiness of the individual or group in power), expert power (i.e., the level of skill and knowledge held by the person or group in power) and informational power (i.e., the ability to control information). Wealth, Whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates.

Prejudice: A hostile attitude or feeling toward a person solely because he or she belongs to a group to which one has assigned objectionable qualities. Prejudice refers to a preconceived judgment, opinion or attitude directed toward certain people based on their membership in a particular group. It is a set of attitudes, which supports, causes, or justifies discrimination. Prejudice is a tendency to over categorize.

Privilege: Is unearned social power (set of advantages, entitlements, and benefits) accorded by the formal and informal institutions of society to the members of a dominant group (e.g., White/Caucasian people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and

rich people with respect to poor people). Privilege tends to be invisible to those who possess it, because its absence (lack of privilege) is what calls attention to it.

Pronouns: Words to refer to a person after initially using their name. Gendered pronouns include she and he, her and him, hers and his, and herself and himself. "Preferred gender pronouns" (or PGPs) are the pronouns that people ask others to use in reference to themselves. They may be plural gender-neutral pronouns such as they, them, their(s). Or, they may be ze (rather than she or he) or hir (rather than her(s) and him/his). Some people state their pronoun preferences as a form of allyship (Glossary of Diversity, Inclusion and Belonging (DIB) Terms , 2025)

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. There are no distinctive genetic characteristics that truly distinguish between groups of people. Race presumes human worth and social status for the purpose of establishing and maintaining privilege and power. Race is independent of ethnicity.

Racial Justice: The systematic fair treatment of people of all races, resulting in inequitable opportunities and outcomes for all. Racial justice – or racial equity – goes beyond “anti-racism.” It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.

Racism: Is the intentional or unintentional use of power to isolate, separate and exploit others on the basis of race. Racism refers to a variety of practices, beliefs, social relations, and phenomena that work to reproduce a racial hierarchy and social structure that yield superiority, power, and privilege for some, and discrimination and oppression for others. It can take several forms, including representational, ideological, discursive, interactional, institutional, structural, and systemic. Racism exists when ideas and assumptions about racial categories are used to justify and reproduce a racial hierarchy and racially structured society that unjustly limits access to resources, rights, and privileges on the basis of race.

Reverse Racism: A term created and used by White people to erroneously describe the discrimination they experience when racial minorities allegedly receive preferential treatment. Propagated by segregationist and those against affirmative action, reverse racism is a form of racism that denies the existence of White privilege and assumes that White people have a superior claim to the opportunities that racial minorities earn. This term is also generally used to describe hostile behavior or prejudice directed at White people.

Sex: Is the biological classification of male or female based on physiological and biological features. A person's sex may differ from their gender identity.

Structural Racism: Is the normalization and legitimization of an array of dynamics historical, cultural, institutional and interpersonal that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism all other forms of racism emerge from structural racism.

Transgender: Is an umbrella term for people whose gender identity and/or gender expression differs from their assigned sex at birth (i.e., the sex listed on their birth certificates). Transgender people may or may not choose to alter their bodies through the use of hormones and/or gender affirmation surgery. Transgender people may identify with any sexual orientation, and their sexual orientation may or may not change before, during, or after transition. Use "transgender," not "transgendered."

Underserved Students: Are students who have not been afforded the same educational opportunities and equitable resources as some of their peers or as other students in the academic pipeline. This group of students includes low-income, minoritized, disabled, and first-generation students.

White Immunity: Is a product of the historical development and contemporary manifestation of systematic racism and White supremacy. White immunity describes how White people are immune from disparate racial treatment and their privileges are elevated, while people of color are marginalized and denied their rights, justice, and equitable social treatment due to systematic racism. White immunity is used to engage and describe White privilege more accurately.

White Privilege: Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are White. Generally White people who experience such privilege do so without being conscious of it.

White Supremacy: Is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by White peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.

RCCD Strategic Plan 2025-2030

Contents

Chancellor’s Message (To be drafted later)	3
Statement of Purpose.....	3
Mission, Vision, and Values	4
Goals and Objectives.....	5
Basic Strategies	100
Appendices	19
Appendix A: Strategic Plan Assessment and Analysis of Key Performance Indicators	19
Appendix B: Benchmarks/KPIs for Goals 4, 5, 6 by District Office	29
Appendix C: Environmental Scan and SWOT Analysis	35
Appendix D: District Strategic Plan Committee Structure	37
Appendix E: DSPC Strategic Planning Workgroup Membership	38

Chancellor's Message

(To be drafted later)

Statement of Purpose

Purpose

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

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

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

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

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

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

Process

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

workgroup convened throughout Spring and Summer 2025 to complete the environmental scan, SWOT analysis, mission, vision, goals, and objectives.

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

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

Figure 1 Strategic Plan Development Timeline



Mission, Vision, and Values

RCCD Mission Statement

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

RCCD Vision Statement

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

RCCD Guiding Principles

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

1. Student Success as Our Purpose

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

2. Equity in Action

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

3. Collaboration Across Communities

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

4. Integrity and Accountability

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

5. Innovation for the Future

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

Goals and Objectives

Goal 1: Equity in Access

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

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

Benchmark/KPI 1: By 2030, achieve a 25% equitable increase in RCCD student enrollment.

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

Benchmark/KPI 2: By 2030, achieve 10% of FTES through dual enrollment.

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

Benchmark/KPI 3: By 2030, increase paid WBL opportunities by 25% - achieving an average annual growth of 5%, as measured by the number of students participating in paid WBL.

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

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

Benchmark/KPI 5: By 2030, increase the number of adult (25 or older) student headcount by 25%.

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

Benchmark/KPI 6: By 2030, eliminate the course success rate gaps across all instructional modalities.

Goal 2: Equity in Success

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal 3: Equity in Support

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

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

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

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

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

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

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

Benchmark/KPI 17: By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.

Goal 4: Institutional Effectiveness

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

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

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

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

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

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

Benchmark/KPI 19: Attain an overall efficiency of 18 FTES/FTEF.

Goal 5: Resources

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

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

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

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

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

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

(See Appendix B for additional Benchmarks/KPIs)

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

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

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

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

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

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

Goal 6: Partnerships and Community Engagement

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

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

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

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

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

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

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

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

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

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

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

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

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

Basic Strategies

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

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

Goal 1: Equity in Access

Strategy 1: Community-Centered Outreach and Engagement

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

Plan of Action:

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

Supports Objectives:

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

Strategy 2: Seamless Pathways and Enrollment Support

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

Plan of Action:

- Implement a “One-Stop” digital and in-person enrollment hub with multilingual support.
- Simplify dual enrollment processes through MOUs with local high schools and shared data systems.
- Offer enrollment incentives, including incentives for pursuing full-time enrollment.
- Scale Credit for Prior Learning (CPL) opportunities with a focus on military service, apprenticeships, and technical industry certifications.

Supports Objectives:

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

Strategy 3: Workforce-Aligned Program Expansion

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

Plan of Action:

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

Supports Objectives:

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

Goal 2: Equity in Success

Strategy 1: Completion and Support

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

Plan of Action:

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

Supports Objectives:

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

Strategy 2: Strengthen Transfer and Baccalaureate Pathways

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

Plan of Action:

- Offer transfer application fee waivers and assistance as an incentive.
- Deepen partnerships with UC and CSU to streamline transfer pathways and articulation agreements.

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

Supports Objectives:

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

Strategy 3: Career-Connected Learning and Economic Mobility

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

Plan of Action:

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

Supports Objectives:

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

Goal 3: Equity in Support

Strategy 1: Proactive Financial Aid Outreach and Support

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

Plan of Action:

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

Supports Objective:

- ✓ 3.1 (Maximizing Financial Aid)

Strategy 2: Integrated Academic Planning and Advising

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

Plan of Action:

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

Supports Objective:

- ✓ 3.3 (Reduce Units to Completion)

Strategy 3: Cross-Sector Student Support Ecosystem

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

Plan of Action:

- Establish formal referral networks with local housing, food security, mental health, and transportation providers.
- Co-locate services on campus through partnerships with county agencies and nonprofits. Create a centralized student support hub (physical and virtual) to connect students with available resources.
- Develop and implement a classified professional development plan to ensure adequate staffing, balanced workloads, and ongoing training to support expanded services.

Supports Objectives:

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

Goal 4: Institutional Effectiveness

Strategy 1: Streamline Core Administrative Processes

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

Plan of Action:

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

- Conduct process mapping and time-motion studies in HR and Business and Financial Services to identify bottlenecks.
- Implement digital workflow systems (e.g., e-signatures, automated approvals) to reduce processing time.
- Establish and monitor KPIs for HR, Finance, and Institutional Advancement with regular reporting and continuous improvement cycles.

Supports Objective:

- ✓ 4.1 (Efficiency in Core Processes)

Strategy 2: Integrate Advanced Technology for Institutional Innovation

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

Plan of Action:

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

Supports Objective:

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

Strategy 3: Optimize Instructional Efficiency and Resource Allocation

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

Plan of Action:

- Use data analytics to align course offerings with student demand and program pathways.
- Identify and introduce technology-driven tools to streamline course scheduling to maximize resource efficiency, engaging Instructional Department Coordinators (IDCs) in the planning, training, and implementation process.” Provide professional development for deans and department chairs on scheduling efficiency and FTES/FTEF optimization.
- Monitor and report on FTES/FTEF ratios districtwide, with targeted interventions to reach the benchmark of 18.

Supports Objective:

- ✓ 4.2 (Instructional Efficiency)

Goal 5: Resources

Strategy 1: Equitable and Transparent Resource Allocation

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

Plan of Action:

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

Supports Objective:

- ✓ 5.1 (Equitable Distribution of Funds)

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

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

Plan of Action:

- Expand campus safety infrastructure (e.g., lighting and surveillance) and implement regular safety drills.
- Continue and monitor well-being initiatives such as mental health services, wellness workshops, and employee assistance programs.
- Conduct annual climate and safety surveys and use results to guide continuous improvement efforts.
- Clarify policies, documentation procedures, tools, and feedback loops for reports of concern about campus community members' safety and well-being.
- Establish targeted hiring pipelines, career ladders, and professional growth opportunities for classified professionals to support retention of skilled employees and clear pathways for advancement.

Supports Objective:

- ✓ 5.2 (Well-being and Safety)

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

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

Plan of Action:

- Prioritize capital projects that support academic programs, workforce training, and student services in collaboration with District and college leadership.
- Expand access to digital tools and cloud-based systems to improve service delivery and learning outcomes.
- Provide dedicated training time and workload support for classified professionals and managers to adapt to new emerging technologies, ensuring AI tools enhance their student-facing roles.

Supports Objectives:

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

Goal 6: Partnerships and Community Engagement

Strategy 1: Build and Deepen Strategic Partnerships

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

Plan of Action:

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

Supports Objective:

- ✓ 6.1 (Expand Collaborative Partnerships)

Strategy 2: Diversify and Grow External Funding Sources

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

Plan of Action:

- Launch a districtwide effort to pursue and secure non-public grant funding through coordinated efforts on the part of the RCCD Foundation and the Grants and Sponsored Programs teams.
- Establish an annual districtwide giving campaign and donor engagement strategy to grow philanthropic support.
- Advocate for RCCD priorities at the local, state and federal levels through coordinated government relations efforts.
- Expand advocacy to regional, state and national foundations (i.e., Irvine Foundation, College Futures, etc.)

Supports Objective:

- ✓ 6.2 (Increase External Support)

Strategy 3: Drive Regional Economic and Workforce Development

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

Plan of Action:

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

Supports Objective:

- ✓ 6.3 (Increase Economic Impact)

Appendices

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

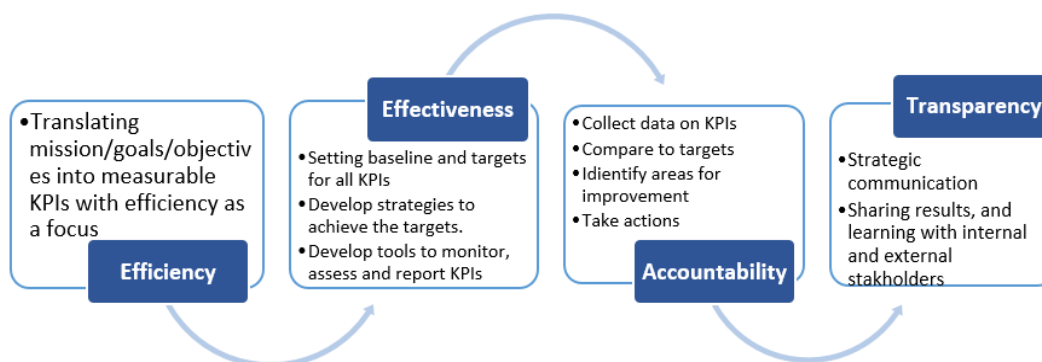
RCCD 2025–2030 Strategic Plan Assessment Process

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

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

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

Framework to Assess RCCD 2025-2030 Strategic Plan



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

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

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

Analysis of Key Performance Indicators (KPIs)

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

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

Equity in Assessment of KPIs

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

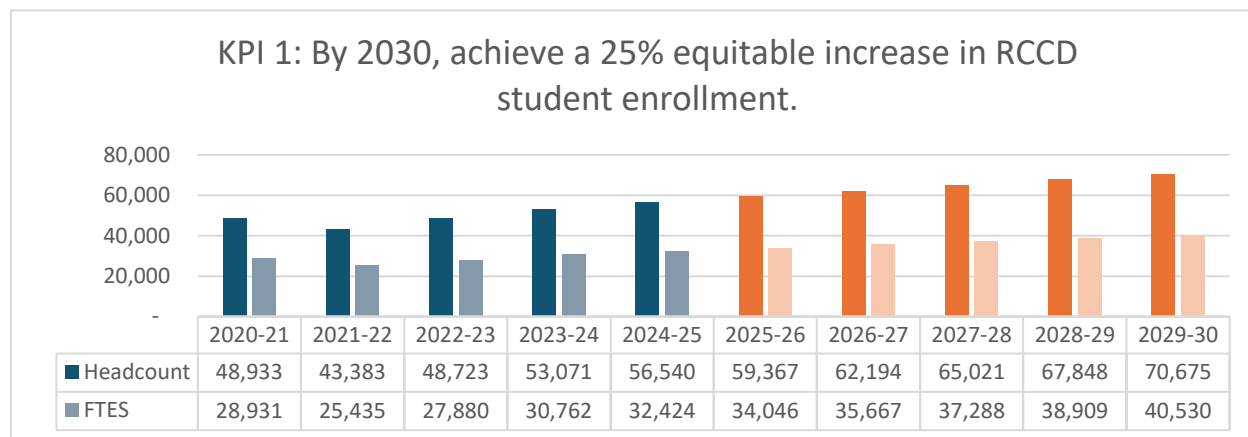
In evaluating progress toward measurable targets - particularly those associated with Goals 1, 2, and 3 - equity will serve as a critical lens through which achievement is assessed. Where appropriate, KPIs will be disaggregated by race and ethnicity and analyzed using the Percentage Point Gap (PPG-1)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

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

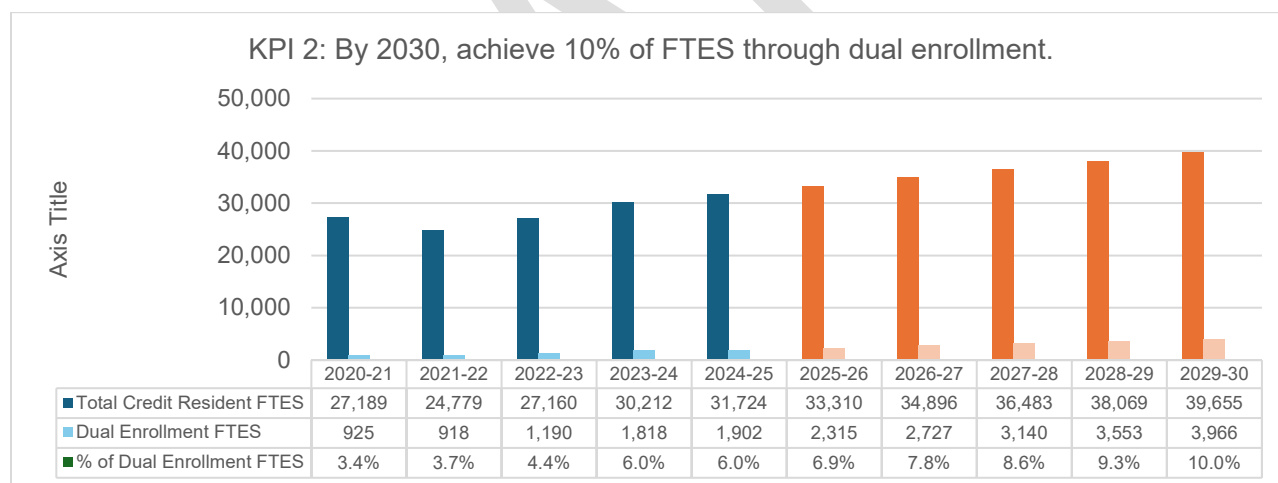
Overall KPI Baselines and Targets Goals 1, 2, and 3

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

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

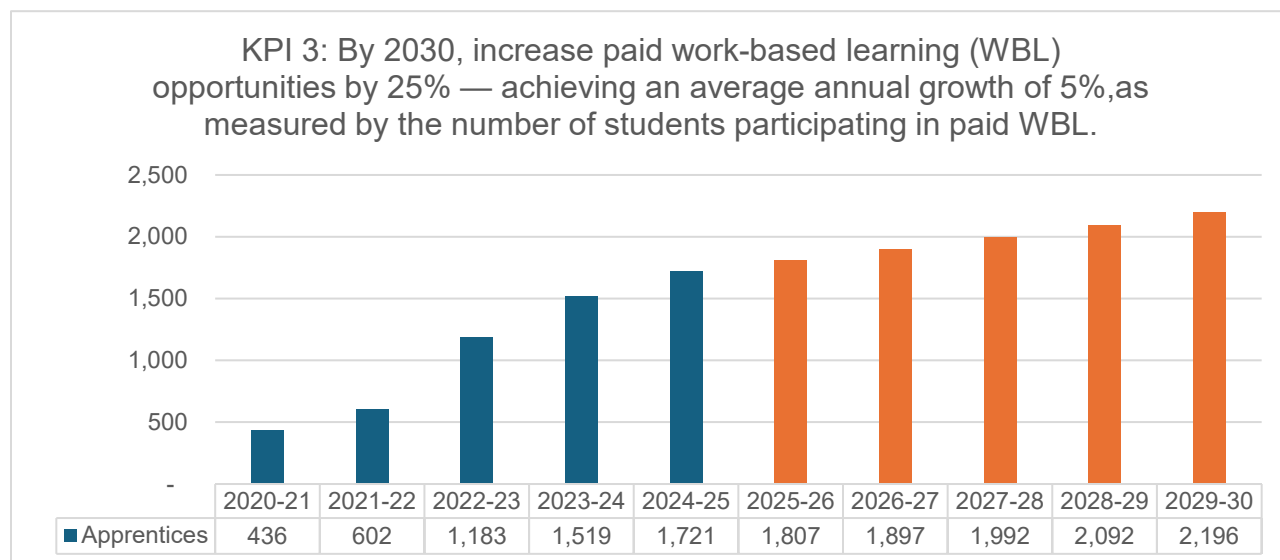


Objective 1.2: Increase dual enrollment participation by improving systemic communication and planning with local districts: strengthening high school and district partnerships, proactively identifying and addressing challenges, streamlining enrollment processes, and targeting outreach to underserved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

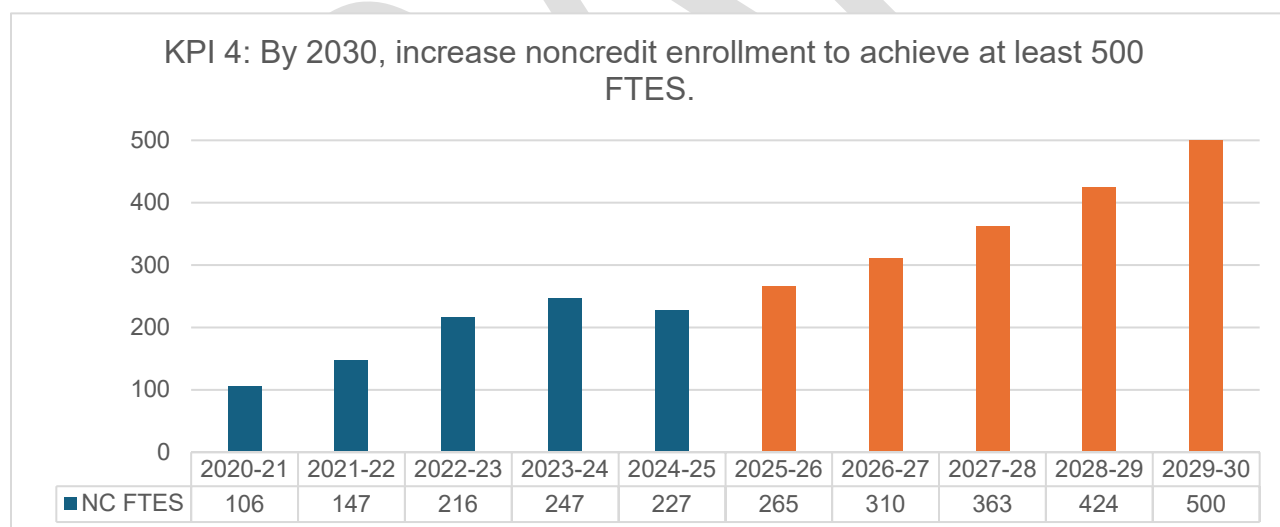


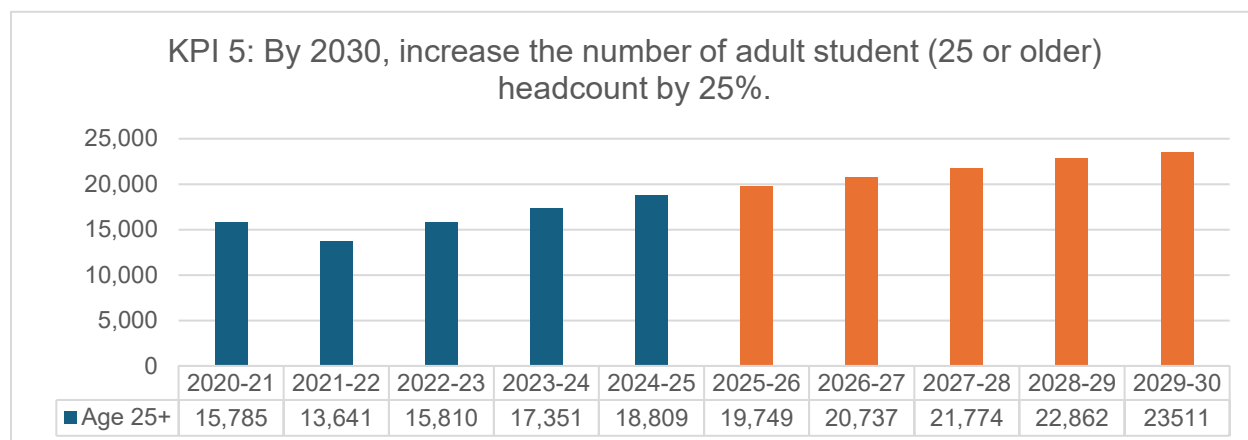
Note: Data are from CCSF-320 reports.

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

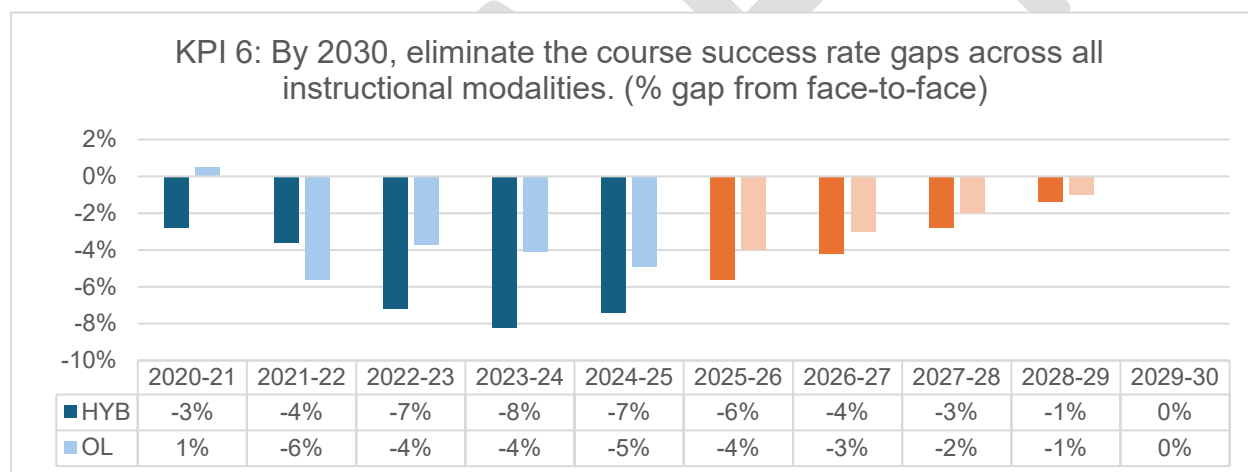


Objective 1.4: Grow RCCD's noncredit and adult education programs by expanding offerings in high-demand areas through community partnerships and targeted outreach.

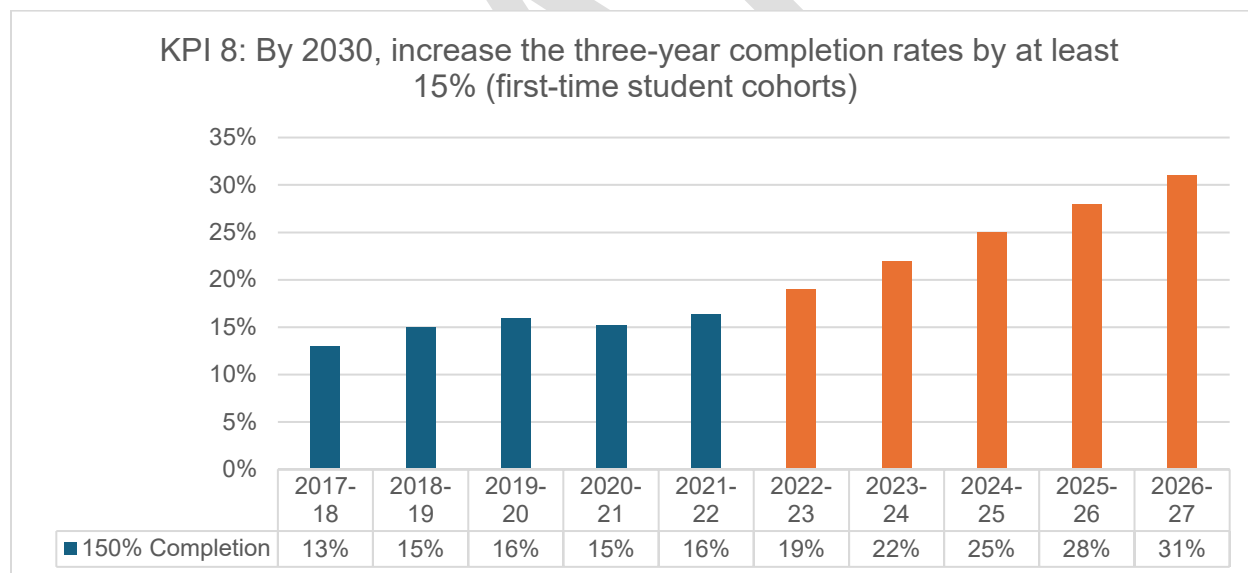
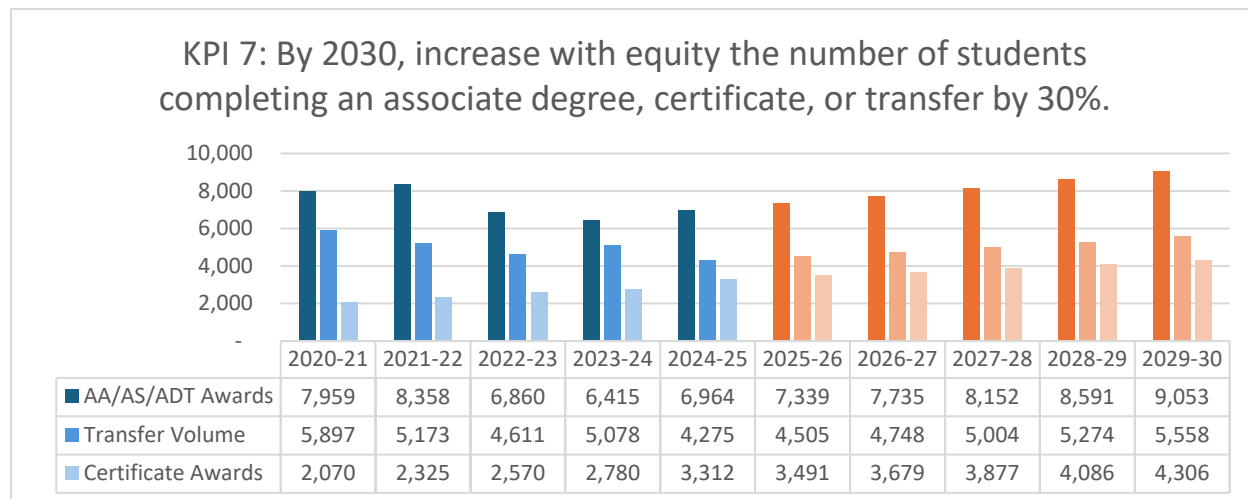




Objective 1.5: Strengthen institutional infrastructure, including policies, procedures and practices, as well as technological and human resources, to address with equity the instructional and student support needs of students who choose to pursue their educational goals at a distance through online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

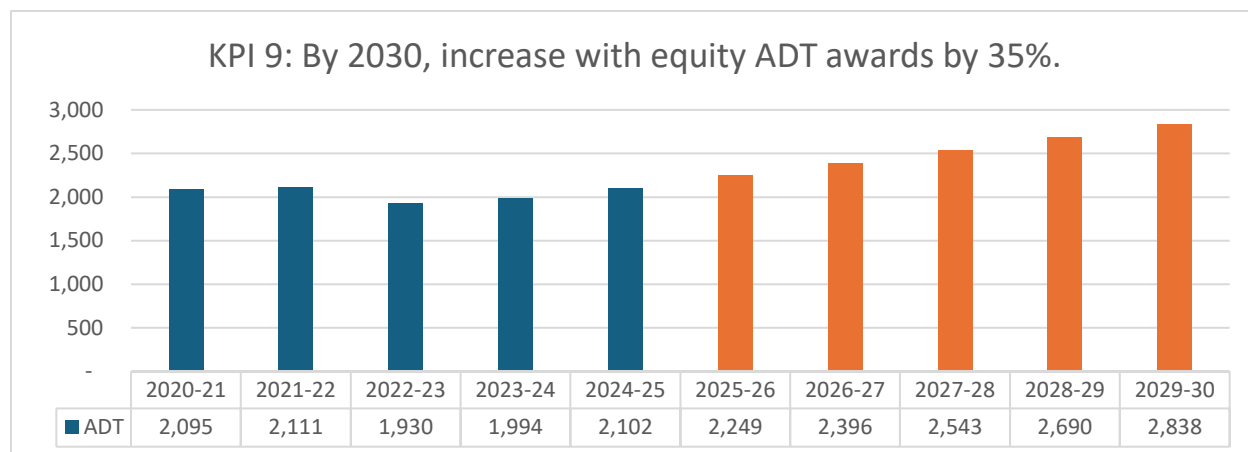


Objective 2.1: Increase with equity the number of students who achieve a meaningful educational outcome.



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

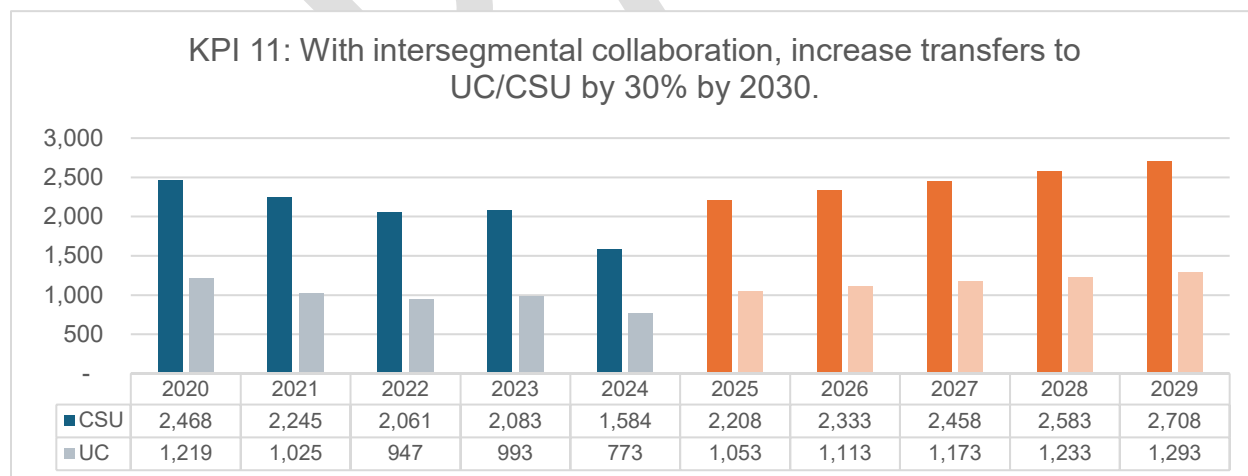
2.2a: Increase with equity the number of students earning an Associate Degree for Transfer (ADT).



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

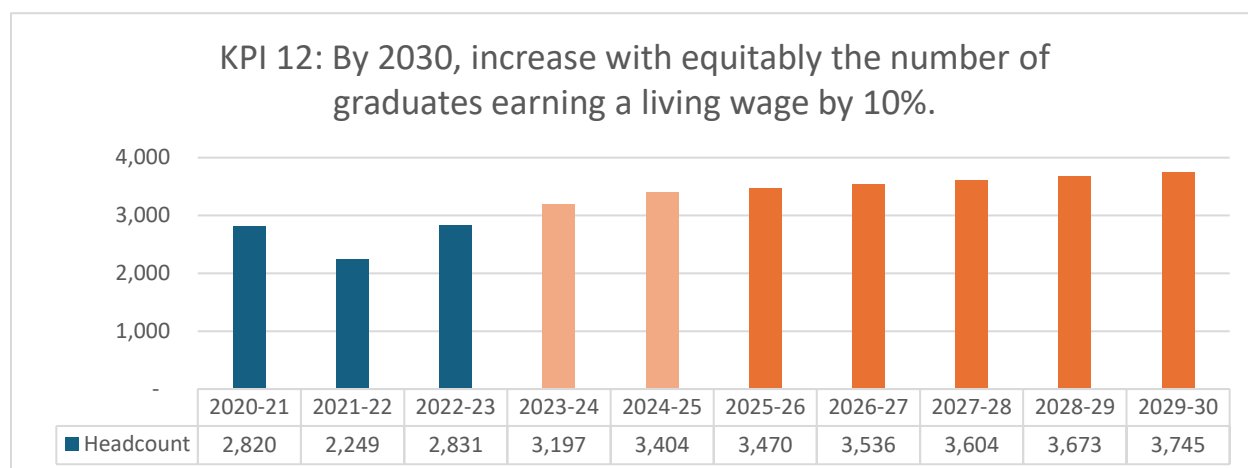
Benchmark/KPI 10: By 2030, develop at least one bachelor's degree program at each of the three colleges.

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



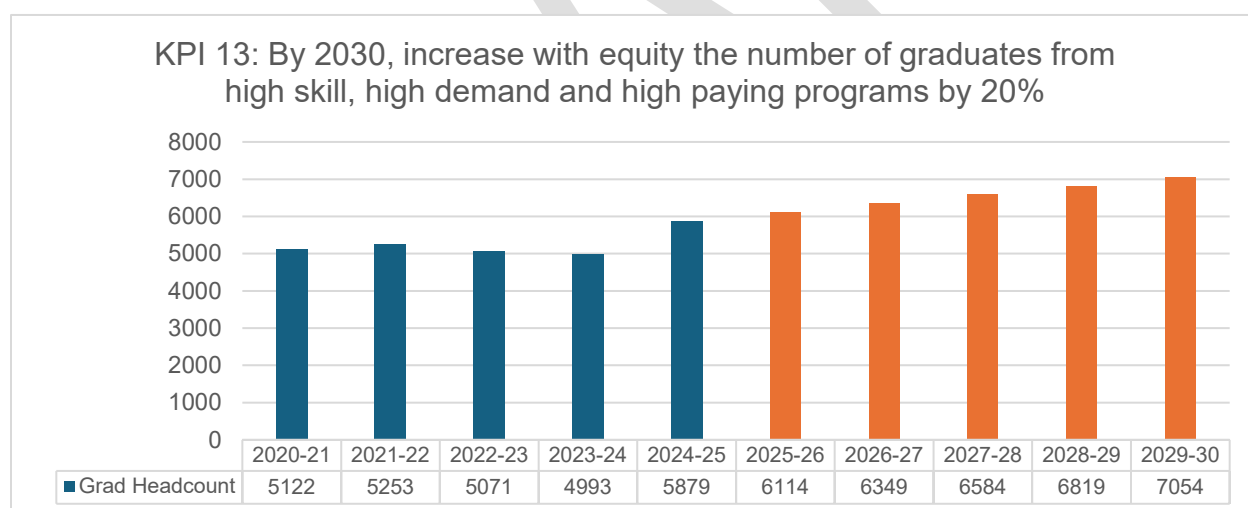
Note: Due to unavailable data, 2023 was used as the baseline for the projections.

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



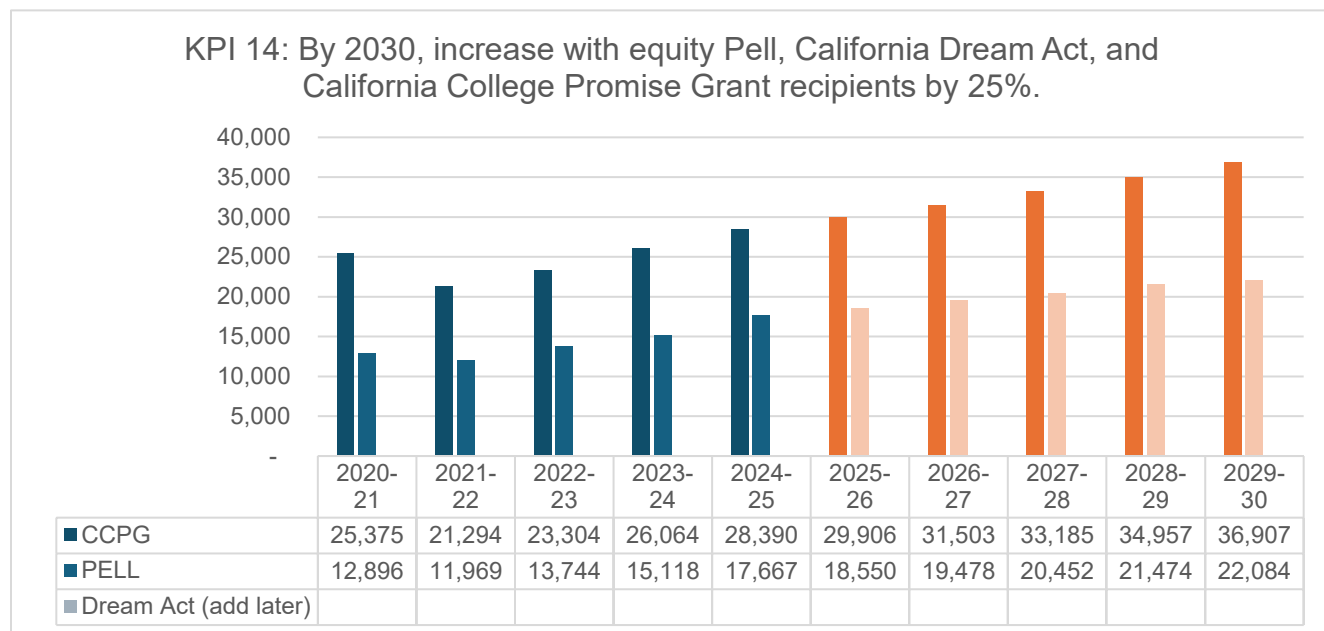
** Note: Due to unavailable data, half the percent increase from 2021–2022 to 2022–2023 was used to estimate increases for 2023–2024 and 2024–2025. The 2024–2025 estimate then served as the baseline for a projected 10% increase by 2029–2030.*

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

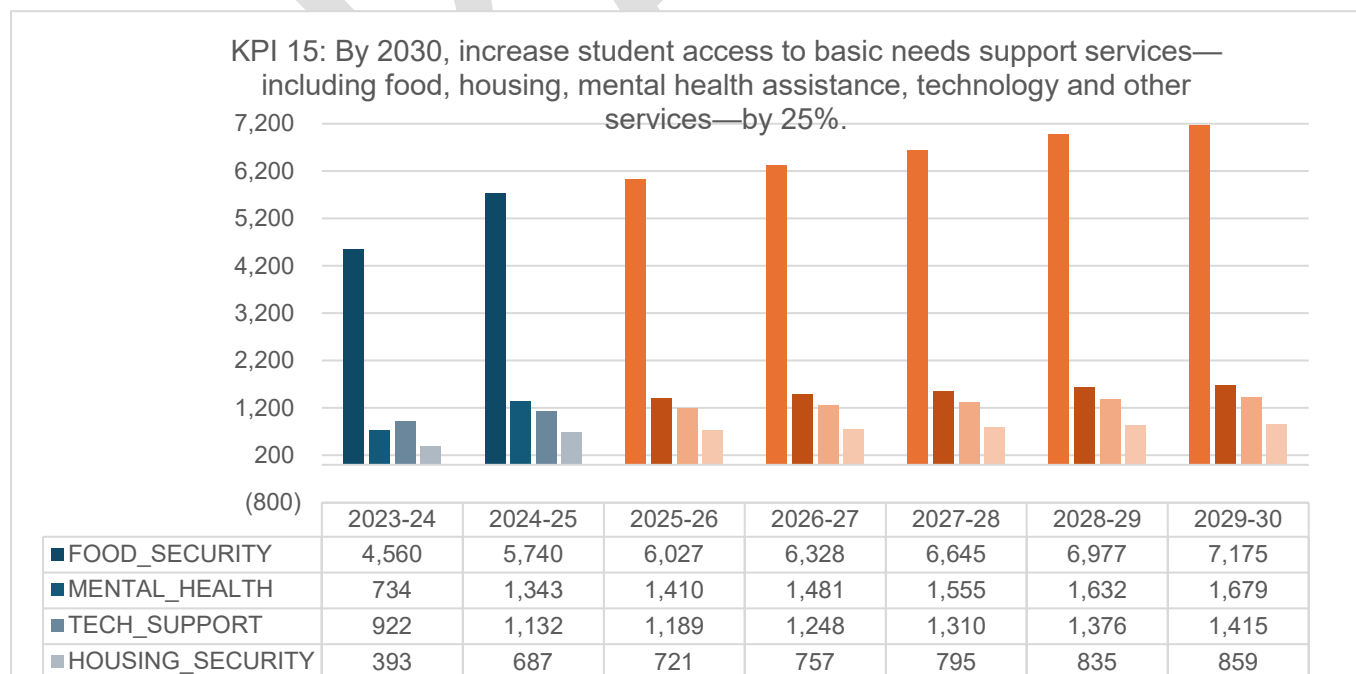


Note: High paying jobs are jobs associated with TopCodes that have an average of \$25 hourly wage.

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

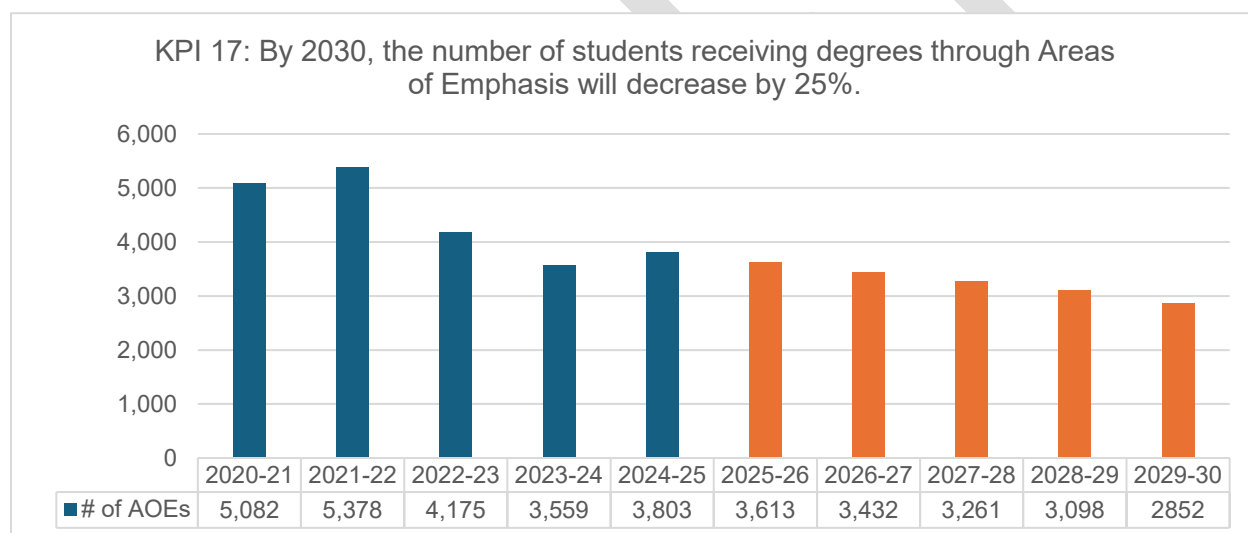
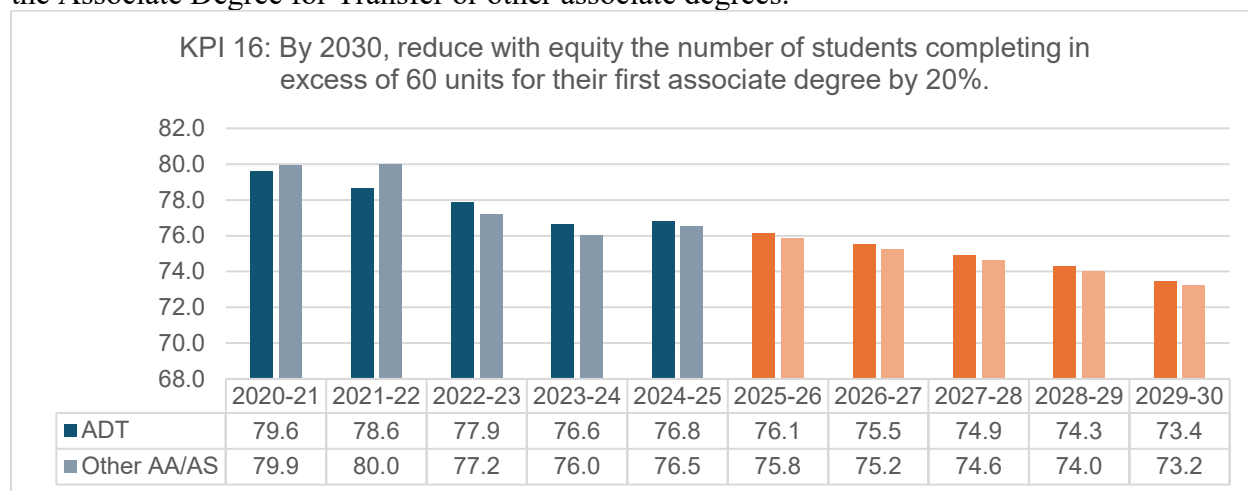


Objective 3.2.: Ensure that RCCD students have equitable access to timely basic needs support (including but not limited to food, housing, mental health, and technology) by enhancing services districtwide, strengthening community partnerships, and pursuing funding to sustain and expand these supports.



**Data not collected fully until fall 2023*

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



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

Goal 4: Institutional Effectiveness

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

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

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

BFS Benchmarks/KPIs:

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

HRER Benchmarks/KPIs:

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

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

Institutional Advancement & Economic Development Benchmarks/KPIs:

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

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

Benchmark/KPI 19: Attain an overall efficiency of 18 FTES/FTEF.

Goal 5: Resources

The District will acquire, manage and deploy resources - including human, facilities,

technology, and financial - to support District goals and advancement.

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

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

Additional BFS Benchmarks/KPIs:

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

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

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

BFS Benchmarks/KPIs:

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

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

HRER Benchmark/KPI:

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

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

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

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

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

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

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

Additional Benchmarks/KPIs:

BFS Benchmarks/KPIs:

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

HRER Benchmarks/KPIs:

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

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

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

Goal 6: Partnerships and Community Engagement

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

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

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

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

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

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

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

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

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

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

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

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

Appendix C: Environmental Scan and SWOT Analysis

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

Student access, success and equity

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

Career readiness and workforce development

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

Transfer and academic excellence

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

Technology and learning innovation

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

Infrastructure, planning and collaboration

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

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

Organizational effectiveness and fiscal resilience

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

Safety and professional development

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

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

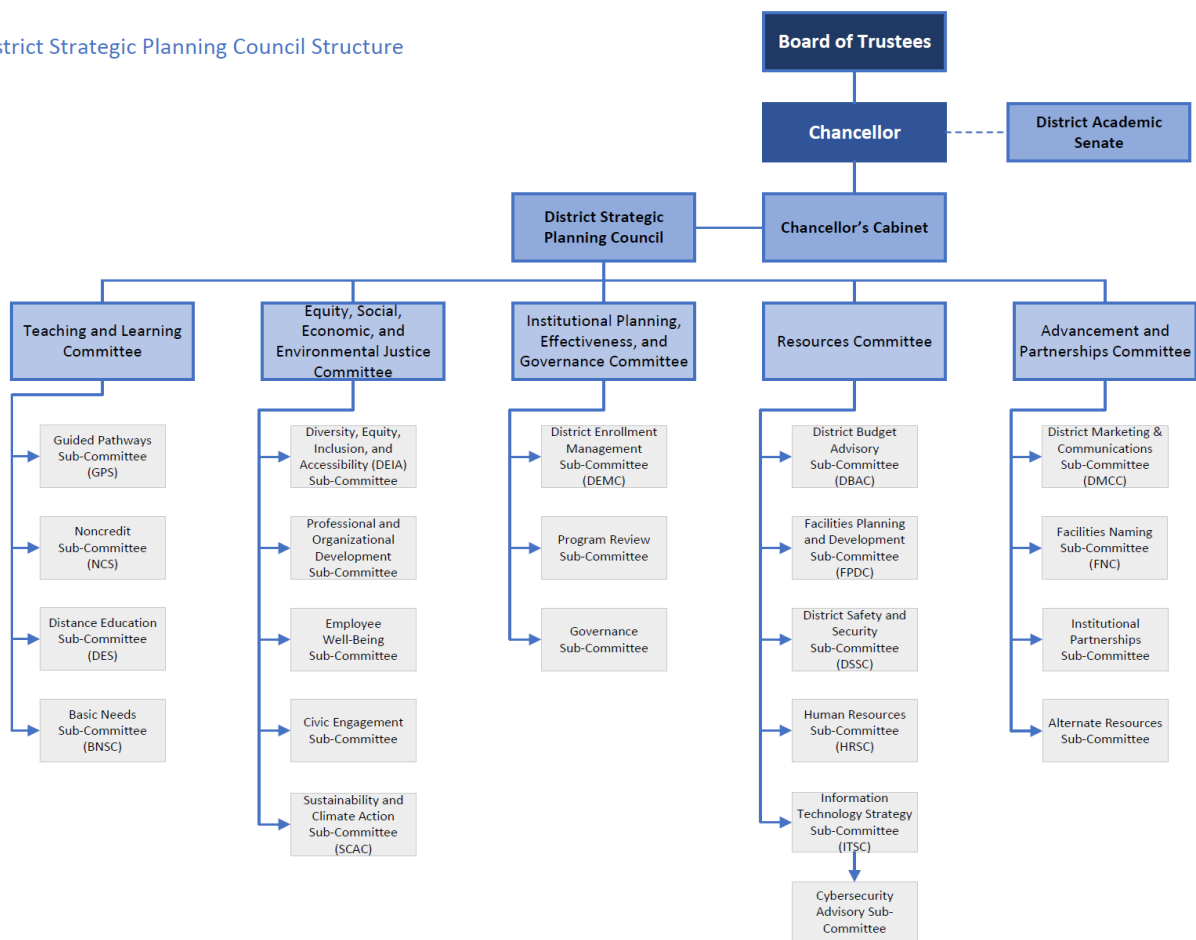
Targeted outreach should focus on Latino/a/x students (who comprise over 70% of RCCD enrollment) and special populations such as foster youth, Veterans, single parents, and formerly incarcerated individuals. Expanding culturally responsive and multilingual support services, along with equity-focused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

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

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

Appendix D: District Strategic Plan Committee Structure

District Strategic Planning Council Structure



Dated: 02/28/24

Appendix E: DSPC Strategic Planning Workgroup Membership

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

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

Links to supporting documents:

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

[RCCD Environmental Scan 2025](#)

[RCCD Strategic Planning SWOT Analysis 2025](#)

Final Revisions to Title 5, California Code of Regulations relating to Flexible Calendar

Section 55720 of Article 2 of Subchapter 8 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is amended to read:

§ 55720. Operating Under Flexible Calendar; Accountability of Employees; Professional Learning Activities.

(a) Subject to the approval of the Chancellor pursuant to ~~§~~Section 55724, a community college district may designate an amount of time in each fiscal year for all employees, including full-time faculty, part-time faculty, classified staff, student employee, and administrators, to ~~conduct~~ engage in professional learning ~~staff, student, and instructional improvement~~ activities. These activities may ~~be conducted~~ occur at any time during the fiscal year. The time designated for these activities shall be known as “flexible time.”

(b) A district with an approved flexible calendar may designate as flexible time for ~~an employee~~ full-time faculty not more than 8.57 percent of that employee's contractual obligation for hours of ~~classroom instruction~~ service which are eligible for state apportionments in that academic year, exclusive of any intersessions.

(c) Under no circumstances may a district operate a flexible calendar program which results in an academic calendar which would be inconsistent with the requirements of subdivision (b) of ~~§~~Section 55701.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Sections 70901 and 84890, Education Code.

Section 55724 of Article 2 of Subchapter 8 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is amended to read:

§ 55724. Request for Approval.

(a) The governing board of a district wishing to conduct a flexible calendar pursuant to this article shall obtain the advance approval of the Chancellor. The request for approval shall be on a form provided by the Chancellor, and shall address at least the following:

(1) A complete description of the calendar configuration.

(2) The number of days of instruction and evaluation which will meet the requirements of the 175-Day Rule (Section 58120 of this part).

(3) The number of days during which ~~instructional staff~~ full-time faculty, part-time faculty, classified staff, student employee, and administrators will participate in ~~staff, student, and instructional improvement~~ professional learning activities in lieu of ~~part of the institution holding~~ regular classroom instruction.

(4) The activities which college personnel will be engaged in during their ~~designated staff, student and instructional improvement~~ professional learning days. Activities Institutional

service or professional learning activities for college personnel may also include, but need not be limited to, the following:

- (A) evaluation of course instruction and evaluation;
 - (B) staff development, in-service training and instructional service improvement;
 - (C) ~~program and course~~ curriculum or and learning resource development, and evaluation, and redesign to better meet the needs of students and improve student outcomes;
 - (D) ~~student personnel~~ engagement and learning resource services;
 - (E) ~~learning resource services~~ engagement in governance activities focused on student success;
 - (F) related activities, such as ~~student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity~~ evaluation and improvement of college and/or district services to students and communities served;
 - (G) ~~departmental, or divisional, or institutional~~ meetings, conferences and workshops, and institutional research;
 - (H) other duties as assigned by the district;
 - (I) the necessary supporting activities for the above;
- (5) A certification that all college personnel, as defined, will be involved in at least one of the activities authorized in subsection (4). For the purposes of this section, “all college personnel” shall include any district employee specified by the district in its approved plan to participate in such activities; and
- (6) A certification that the district will fully implement the provisions of Section 55730, as well as a description of the current status of such implementation, and a timetable for completion of the initial implementation.
- (b) The Chancellor shall approve a request which is found to be complete and meets the requirements of law.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.

Section 55726 of Article 2 of Subchapter 8 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is amended to read:

§ 55726. Activities During Designated Days.

~~(a) For each instructor specified by the district to participate in staff, student, and instructional improvement activities in lieu of classroom instruction the district shall enter into an agreement with such employee specifying the particular activities during the designated days which the instructor will perform in lieu of classroom instruction. The agreement shall also specify the number of classroom hours which are being substituted with such activities, and the number of hours the instructor is required to spend carrying out the in lieu of instruction activities. The required hours of in lieu of instruction activities must at least be equal to the sum of the classroom hours from which the instructor is released plus~~

~~those out-of-classroom hours of responsibilities which will no longer need to be performed as the result of being released from classroom instruction.~~

(a) For each full-time faculty, part-time faculty, classified, student employee, or administrative employee specified by the district to participate in professional learning activities, the district shall enter into an agreement with such employees specifying the following:

(1) the professional learning activities the employees will perform in lieu of normal job duties during the designated days;

(2) the number of hours of normal job duties being substituted with the professional learning activities; and

(3) the number of hours the employee is required to spend on the professional learning activities, which must be at least equal to the number of total work hours from which the employee is released.

~~(b) For each employee specified by the district to participate in staff, student and instructional improvement~~professional learning activities during the designated days, the district shall also maintain records on the type and number of activities assigned, and the number of such employees participating in ~~these~~those activities.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.

Section 55728 of Article 2 of Subchapter 8 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is amended to read:

§ 55728. Flexible Calendar Attendance Reporting.

(a) On forms provided by the Chancellor, districts with approved flexible calendar operations shall report at least the following:

(1) the total hours of classroom assignments (~~teaching instructional~~ time) ~~which instructors that full-time faculty and part-time faculty~~ specified in the district's approved plan were required to ~~teach~~ provide instruction;

(2) of the total in ~~§~~subsection (a)(1), the total faculty contact hours of instruction for which ~~staff, student, and instructional improvement~~ professional learning activities are being substituted. This total of faculty contact hours shall further be reported in terms of credit and noncredit faculty contact hours of instruction; and

(3) the number of faculty contact hours of instruction for which instruction during the designated days is being substituted. Such instruction during the designated days meeting the attendance accounting standards may be claimed for apportionment; and the faculty contact hours shall not be eligible for adjustment pursuant to Section 55729.

(b) Districts with approved flexible calendar operations shall also report such additional data as deemed necessary by the Chancellor, including any data necessary to compute the FTES adjustment specified in Section 55729.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.

Section 55729 of Article 2 of Subchapter 8 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is amended to read:

§ 55729. Full-Time Equivalent Student (FTES) Units; Adjustments to Reflect Activities; Computation by Multiplier Factor.

(a) The Chancellor's Office shall adjust the actual units of full-time equivalent student (FTES) of a district operating under a plan approved in accordance with this article to reflect the conduct of ~~staff, student, and instructional improvement~~ professional learning activities in lieu of scheduled instruction during flexible time. The adjusted units of ~~full-time equivalent student FTES~~ FTES shall be computed by multiplying the actual units of ~~full-time equivalent student FTES~~ FTES in the academic year, exclusive of any intersessions, computed pursuant to ~~§~~Section 58003.1, by a factor which does not change the ~~full-time equivalent student FTES~~ FTES which would have otherwise been generated if the time for the professional learning ~~improvement~~ activities had not been permitted and scheduled instruction had instead taken place.

(b) For courses other than those described in subdivision (b) of ~~§~~Section 58003.1, the multiplier factor shall equal the sum of the following:

(1) 1.0; and

(2) the total of all the actual hours of flexible time of all instructors pursuant to ~~§~~Section 55720 in the fiscal year, divided by the total of all the actual hours of classroom instruction of all instructors in the academic year, exclusive of any intersessions.

(c) For those courses described in subdivision (b) of ~~§~~Section 58003.1, this multiplier factor shall equal the term length multiplier applicable to the district.

(d) The Chancellor shall also withhold the appropriate amount of state aid whenever there is a final audit finding that an instructor did not spend at least as much time performing ~~staff, student, and instructional improvement~~ professional learning activities as the amount of time ~~he or she was~~ they were released from classroom instruction.

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

Section 55730 of Article 2 of Subchapter 8 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is amended to read:

§ 55730. Ongoing Responsibilities of Districts.

A district conducting an approved flexible calendar shall do all of the following to ensure effective use of resources during the designated flexible calendar days (flex days):

(a) every three years, conduct and ~~annually~~ update a survey of the most critical ~~staff, student, and instructional improvement~~ professional learning needs in the district;

(b) develop and carry out a plan of activities to address the critical needs;

(c) maintain records on the description, type and number of activities scheduled and the number of district employees ~~and students~~ participating in these those activities;

(d) evaluate annually the effectiveness of conducted activities and update the plan to reflect needed changes;

(e) appoint and hold regular meetings of an advisory committee composed primarily of faculty, ~~students, administrators~~ with adequate representation from other employee groups and other interested persons to make recommendations on ~~staff, student, and instructional improvement~~ professional learning activities to the college president or chief executive officer; and

(f) provide, upon request of the Chancellor, copies of documents and information specified in ~~S~~subsections (a) through (d), inclusive.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.

Section 55732 of Article 2 of subchapter 8 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is amended to read:

§ 55732. Ongoing Responsibilities of the Chancellor.

The Chancellor shall:

(a) Adjust state aid for districts with approved flexible calendar operations in accordance with the provisions of ~~s~~Section 55729;

(b) Periodically review documentation from selected districts to determine whether they are in compliance with the provisions of ~~sections 55720, 55726, 55728, and 55730~~this article, and to determine whether they are conducting their flexible calendar operations in a manner consistent with the approved requests. Districts which are found to be out of compliance shall be notified and be given an opportunity to respond; and

(c) Terminate approval of any flexible calendar operation if it is found that the district has, without good cause, failed to conduct its flexible calendar operation in a manner consistent with its approved request or failed to comply with any of the requirements of this article.

~~(1) failed to conduct its flexible calendar operation in a manner consistent with its approved request;~~

~~(2) failed to comply with the requirements of section 55720;~~

~~(3) failed to carry out the responsibilities specified in section 55726; or~~

~~(4) failed to meet its ongoing responsibilities as specified in section 55730.~~

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.