Riverside City College Academic Senate

Agenda

Monday 9 June 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 May 5 and May 12
3:08	IV.	Public Comments
3:18	V.	Liaison Reports
		A. RCCD Faculty Association
		B. College President or designee
		C. ASRCC Representative
3:30	VI.	Committee or Council Updates and Reports
		A. Faculty Development Committee faculty co-chair Melissa Harman will share a preview of Fall FLEX (information)
		B. Student Equity Committee faculty co-chair Monique Greene and Dean of Equity Lorena Newson will introduce the
2.50	VII.	Student Equity Plan (first read)
3:50	V11.	Ongoing Business
		A. President Scott-Coe or designee will present the 2025 updates to RCCAS bylaws for approval (fourth read + action)
		B. Secretary-Treasurer Bottoms or designee will lead voting on nominees for RCCD Committees (action)
		C. RCC Assessment Committee faculty co-chairs Denise Kruizenga-Muro and Rosa Frazier will request a vote of approval on GE SLO #1 (third read + action)
		D. Professor of Nursing, Amy Vermillion, will request formal vote on the May 12 introduction of the Concept
		Approval proposal for a baccalaureate degree in Anesthesia Technology (action)
		E. VP of Business Services, Kristi DiMemmo will present an update about the Budget Allocation Model (BAM)
		(information + discussion)
		F. Faculty co-chair of EPOC, Wendy McKeen, will share the second read of the College Vision and Mission (action)
		G. EPOC faculty co-chair Wendy McKeen, classified co-chair Natalie Halsell, and/or Interim VP of Planning and Development Kristi Woods or designee(s) will present the second read of the strategic plan (action)
		H. VP Taylor or designee will share the official ASCCC Resolutions packet from Spring 2025 (information)
4:30	VIII.	New Business
1.50	v 111.	A. Interim VP of Student Services Thomas Cruz-Soto will provide updates about commencement and the RCC-UCR
		housing launch (information)
		B. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates for the
		following committees or councils (action)
		a. RCC Spring 2025 Division Election Results for Council Representation
		b. Faculty Co-Chair for SAS
		c. District Equivalency Committee
		d. ASCCC Library Services Platform (LSP) Committee
4:35	IX.	Officer Reports
		A. President Scott-Coe, VP Taylor, and Secretary Treasurer Bottoms will provide brief updates
4:45	Х.	Open Hearing
4:55	XI.	Learn, Share, Do
5:00	XII.	Adjourn
		Next RCCAS Meeting: Monday 8 September 2025 Agenda items due by Tuesday 2 September 2025 at noon

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

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

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

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

Riverside City College Academic Senate

May 5, 2025 • 3:00 - 5:00 PM • Hall of Fame

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

Roll Call

Academic Senate Officers (Term ending 2026) <u>President</u>: Jo Scott-Coe <u>Vice President</u>: Star Taylor <u>Secretary-Treasurer</u>: Megan Bottoms

Department Senators (Term ending 2025)

Applied Technology: Patrick Scullin <u>Behavioral Science</u>: Eddie Perez <u>Business, Law & CIS</u>: Skip Berry <u>Communication Studies</u>: Lucretia Rose <u>English</u>: Christine Sandoval <u>History/Philosophy/Humanities/Ethnic Studies</u>: Daniel Borses <u>Library & Learning Resources</u>: Sally Ellis <u>Life Sciences</u>: Gregory Russell <u>Mathematics</u>: Evan Enright <u>Music</u>: Steve Mahpar <u>World Languages</u>: Araceli Calderón

Department Senators (Term ending 2026)

<u>Art</u>: Will Kim <u>Chemistry</u>: Leo Truttmann <u>Cosmetology</u>: Rebecca Kessler <u>Counseling</u>: Sal Soto <u>Dance and Theatre</u>: Jason Buuck <u>Economics/Geography/Political Science</u>: Kendralyn Webber <u>Kinesiology</u>: Jim Elton <u>Nursing Education</u>: Lee Nelson <u>Physical Science</u>: James Cheney – Arrived at 3:07pm <u>School of Education & Teacher Preparation</u>: Emily Philippsen

Associate Faculty Senator

Lindsay Weiler – Arrived at 3:01pm

Ex-Officio Senators

<u>TLLC</u>: Lashonda Carter <u>ASC</u>: Jacquie Lesch <u>EPOC</u>: Wendy McKeen- Arrived at 3:40pm <u>GEMQLC</u>: Wendy McKeen -Arrived at 3:40pm <u>RDASLC</u>: Patrick Scullin <u>SAS LC</u>: Vacant <u>Curriculum</u>: Kelly Douglass <u>Parliamentarian</u>: Sal Soto

RCCD Faculty Association Emily Philippsen

Administrative Representatives

<u>College President</u>: Claire Oliveros <u>VP Academic Affairs</u>: Lynn Wright <u>VP Business Services</u>: Kristine DiMemmo <u>VP Planning and Development</u>: Kristi Woods (interim) <u>VP Student Services</u>: Thomas Cruz-Soto (interim)

ASRCC Representative

Vacant

Recorder of Minutes

Sydney Minter

Guests

- Diego Martinez- Viewpoints Reporter
- Herbert English- Counseling
- Myisha Jackson- Senator
- Gabriel Graves ASRCC Senator
- Deborah Brown- Associate Professor History (HPHES)
- Shari Yates- CTE

3:0 II. Approval of the Agenda

• M/S/C: (Sandoval/Borses) Approved unanimously

3:0 III. Approval of the Minutes – for April 7th

• M/S/C:(Berry/Kim) Approved unanimously

3:0 IV. Public Comments

No public comments

3:0 V. Liaison Reports

A. RCCD Faculty Association

- The MOU for Distance Education negations have been finalized. Please field all questions to representatives Araceli Calderon for full time faculty and for part-time faculty Dave Martinez.
- The Independent Study has been reviewed by District Academic Senate and forwarded to Faculty Association to look into compensation.
- The Faculty Association will be starting contract negotiations. Thank you to those that completed the survey that was sent out for feedback about which contract articles to open.
- There will be a Zoom virtual Town Hall meeting on May 20th from 2:30pm-3:30pm. Please send any questions or comments to your representatives.
- Faculty Association elections will close this Friday, May 9th

- The Faculty Association meets every week on Tuesdays from 1pm-3pm and all faculty are invited to attend.
- B. College President
 - Thank you to Senate, CTA, and CSEA and all who are serving on hiring committees.
 - Federal update on executive orders coming out of Washington DC regarding shutdowns and imminent threats. Many institutions including RCC received a termination letter on Friday morning for the NSF HSI Grant. Leadership is working on a contingency plan in collaboration with the vice presidents, district leadership, the grants office, and departmental and programs leads, including faculty, classified professionals, and administrators
 - The President's office is also tracking reports related to the AmeriCorps termination and NIH. More details to follow as we continue to monitor all changes to federal decisions. If anyone has any questions or concerns, please do not hesitate to reach out.
 - The TRIO proposed budget is set to be eliminated 2026-2027. The President's budget will be going in front of Congress, so we need advocacy now more than ever. If anyone is interested email or write to your representatives here in 92506. The representatives are Mark Takano and Ken Calvert. There will be additional actions coming out of TRIO's Leadership Group Council, working closely with our league of California Community Colleges and State Attorney General for any legal action.
 - The series of Our Time Lunch hour talks have been successful. Thank you to the faculty who came out last week. The management team had an informal chat Thursday during the week of spring break. We also want to appreciate classified professionals, faculty, and management for engaging in the informal dialogue.
 - SAVE THE DATE of May 19-23 for Classified Professionals Week.
 - RCC has been courted to host the pre-Olympic site for 2028 Olympics. Thank you to the vice presidents and deans of the athletic coaching team and faculty for their responsiveness.

C. ASRCC

No report

VI. Committee or Council Updates

- A. VP of Business Services, Kristi DiMemmo will present the DSSC draft Security Improvement Plan, along with an update about safety and facilities planning/projects (information + discussion)
- The 500-page DSSC draft was distilled to a 4-page security improvement proposal executive summary.
- The document is a road map for improvement and there are five categories of oversight and partnership.
- A security master plan is being developed and we want to make sure that our technology is updated and refreshed to support our security infrastructure.
- The recommended implementation plans from the report include security cameras, electronic access control systems, emergency phones, sirens, mass notifications, fire alarms, burglar alarms, and key management.
- We have a company coming on board called Alertus to assist with the implementation of a speaker system that sits in 4 different areas across campus.

There will be a speaker at by Evans Field, Digital Library, Cosmo, and one on the Math and Science building or the Kane building. The team is in the process of making sure that we have a certified architect and California engineer working on this project.

- The team will be meeting with community neighbors to ensure that they know what is happening and how we plan to move forward with the speaker system.
- The other part of the report was focused on keys. The team is looking into the cost and infrastructure of building(s) like the (Quad) that do not have the electronic key card system. They are requesting to use some of our bond funds to finance this project.
- Our fire alarms and burglar alarms are really good. All of our systems have been updated and they are annual assessed.
- In regard to security cameras and emergency phones. The cost for blue emergency
 phones is \$20,000 apiece and they are very underutilized. We are looking at different
 solutions for the emergency phones and our in the process of deciding whether we
 should keep the phones or find another alternative. Keith Dobyns is updating our BP
 and AP; we will need to make sure we have any conversations that may be
 necessary with our bargaining units about security cameras.
- We are working with Susanne Ma and the District to provide us an overview with estimates for infrastructure, especially on the technology side. They are looking at some different options and are also talking about how the bond may possibly support some of the initiatives as well.
- **B.** Faculty co-chair of EPOC, Wendy McKeen, will introduce the drafted College Vision and Mission (first read)
 - The EPOC Committee wanted to keep the vision statement short and to the point so that anyone could recite it. The committee is asking for a first read and then a vote from Senate. The mission statement's language needed to incorporate language referencing our status as an HSI (Hispanic Serving Institution).
 - President Oliveros and VP Wright put together a committee that will seek the Seal of Excelencia for RCC (to recognize a service commitment to our Latinx students).
 - The Vision and Mission will be voted on at the next Academic Senate meeting.
- **C.** Faculty co-chair of GEMQ, Wendy McKeen, will introduce a committee proposal to coordinate a master calendar of college meetings for 2025-26 (discussion + possible action)
- The GEMQ committee thought that it would be a good idea to capture a master calendar and be the keepers of the calendar. The are slowly filling in a Google Doc, and hopefully others will find it helpful. An additional goal could be for links to each committee's webpage as well as whom to contact.
- Currently there is no designated place of where the calendar will live but the thought is that it should live near Academic Senate's page.
- The plan is for the calendar to available in the middle or at the end of fall semester. Any questions or concerns can be directed to Wendy McKeen. The document is a work in progress.

VII. Ongoing Business

- **A.** President Scott-Coe will facilitate review of RCCAS bylaws updates with a revised timeline for approving on June 9 (second read)
- We are awaiting on our new strategic plan to be formalized and we may have more substantive changes in Fall 2025.
- On page 3 of the bylaws President Scott-Coe added the word "electronically" for vote storage since our ballots/voting process is now electronic.
- On page 8 President Scott- Coe coordinated with the DLC Chair and committee to incorporate language about the re-awakened Enrollment Management Committee (EMC). The consensus seems to be that EMC should not be a sub-committee of DLC but an equal counterpart of DLC, so it stays on the same line.
- **B.** VP Taylor and President Scott-Coe or designees will provide highlights of ASCCC Spring Plenary (information + discussion)
- At the ASCCC Spring Plenary there were new officers that were elected. Dr. LaTonya Parker from Moreno Valley College is the new president for ASCCC. The vice president comes from LA Southwest. The secretary comes Folsom Lake and the treasurer is from Moorpark. There is a new south representative from LA City College, Carlos Guerrero.
- Area D Faculty have a new representative, Bethany Tasaka from San Bernardino Valley College.
- VP Taylor highlighted 2 resolutions passed to recognize Dr. John Stanskas and Professor Matt Clark. They were honored posthumously with the Senator Emeritus status, which is the highest-ranking ASCCC recognition. It was moving and emotional to hear colleagues pay respects at Plenary.
- The State Chancellor's Office is talking about software that can assist with combating bots and fraudulent enrollment.
- A powerful breakout session was for FILA: Faculty Empowerment Leadership Academy.
- Many breakout sessions VP Taylor and President Scott-Coe attended addressed faculty mentorship and the importance of onboarding new faculty to keep them informed on their college campuses and connected to the state level.
- ASCCC discussed the affects of Eos to our college federal funds, so if anyone experiences any loss of grants or any operations, please contact the State Chancellor's Office immediately. If anyone feels inclined, please email our Chancellor, and let them know what is going on and how it affects us at RCC.
 - Most of the resolutions this spring passed; we are sharing the unofficial results packet today (we will share ASCCC's official final packet as information later).
 - President Scott- Coe called attention to 101.02, regarding ethnic studies. Thank you to those that provided feedback—many of the concerns expressed by our colleagues were reflected during debate, but the resolution did pass.
 - Resolution 106.01 suggests researching possible changes to the language of Title 5 that would possibly require more part-time faculty participation in governance committees. This was authored by Senator Lindsey Weiler.
- **C.** President Scott-Coe or designee will share preparations for implementing the updated equivalency procedure (information)
 - The preparations for updating the equivalency procedure require getting steps in order for implementation in Fall 2025.

- We are trying to stage the work so that when the procedure is officially approved, we will be ready. The procedure update has gone through District Academic Senate, District Strategic Planning, and the last stop will be the Chancellor.
- Each local senate president will appoint two committee members to the district committee; all disciplines need to identify their equivalency designees. Make sure you are asking who your equivalency reps will be.
- Please talk to your departments and disciplines this month and make sure your department chairs have the names officially identified; an input form will be going through the chairs at each college.
- The tentative start date for the new procedure will be the first day of Fall 2025.

VIII. New Business

- **A.** Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates (action)
 - a. a. Faculty Co-Chair for SAS (still open)

IX. Officer Reports

- A. Secretary-Treasurer
 - Please continue to turn in student of distinction nominations. Secretary-Treasurer Bottoms will be compiling those entries this week.
 - Commencement updates: There will be 4 ceremonies. Faculty need to show up to their assigned ceremony only so that we can make sure there is adequate seating for graduates and their families and friends. The faculty reception will be in the Hall of Fame. There will also be a taco truck, mariachi band, and photo booths.
 - The free speech committee is meeting again next week. PLT is putting together a countervailing environment where free speech is permitted. Tables will be set out at different locations around campus where departments can share what they do and provide a welcome to campus guests. Dr Cruz Soto and Dr. DiMemmo are working on putting together steps when visitors come. The plan is for messages and a phone tree. There will also be pre-approved messages that go out on behalf of the President's office to let people know.
 - The committee is also working on a free speech warning memo that effectively provides visitors an idea of what free speech on our campus looks like and this will serve as their first warning.
 - Dr. DiMemmo and the web team are working on a website for resources regarding free speech.
 - Student Life and Leadership is going to be collaborating with student government on a training to guide students on how to deal with free speech and academic freedom.
 - The free speech committee's next meeting is May 14th
 - Dr. DiMemmo's team has created new signs in English and Spanish regarding free speech. One sign says "graphic images ahead" and the other says "free speech zone." It has a QR code linking to our board policy.
 - The Transfer Recognition Ceremony hosted by the Transfer Center will be Friday, May 9th from 11am-1pm. Please encourage your students who are transferring to attend.

- This month is Pride month as well as National Foster Care month. Our Guardian Scholars are asking for donated self-care items like lotion, shampoo, conditioner, and deodorant. Items can be dropped off all month.
- Meetings alert: next week Monday, May 12th is our next Academic Senate meeting and then June 9th will be our final meeting this semester.
- Student Educational Assistant applications were sent out last week by District Academic Senate President Kimberly Bell. They are due by May 23rd.

B. President

- Everyone should have received an email from VPAA Wright's office about the College Corps Program coming online. For faculty there is an SPR opportunity. Faculty who are interested should respond to Dr. Adrienne Grayson by May 13^{th.} The term for work will be May19 June 30^{th.}
- The district strategic planning work group: Professors Scullin, Carter, McKeen, Taylor, and Scott-Coe along with VPPD Woods are representing, both on the larger workgroup and the smaller breakouts.
- IETTC had faculty forum meeting on May 1^{st.} Although it was not the ideal format, we did have strong representation and voices across divisions, reps from the academic and CTE sides of the house, and leadership from curriculum, DLC, Academic Senate, and strategic planning.
- Elections reminder: some senators will be rotating out and new people coming in. Please give us a head's up. Division elections also need to finished soon so that we can ratify representatives for the coming year.
- We are going to be investigating the process for ASCCC part-time liaison, to come up with something workable that will also provide transparency.
- President Scott- Coe has been in contact with Araceli Calderon, Emily Phillipsen, and Rhonda Taube about a training session on academic freedom and freedom of speech for Fall FLEX.
- The classified and manager kickball game is Friday, May 23rd from 12pm-2pm.
- C. Vice President
 - Vice president Taylor wants to congratulate RCCD's own LaTonya Parker for being elected new ASCCC President.
 - Please remind your departments to check book orders for summer and fall because some of them are missing or are completely wrong.
 - The Senate leadership team would like to come and visit your departments so please email Senate. We can share 10+1, IETTC concerns, and other items.
 - Dual Enrollment 101 starts Thursday May 22nd from 1pm-2pm and will be hosted by Dr. Adrienne Grayson.
 - The Promise Summer Experience program is launching this summer. Melissa Harman is asking for any willing faculty, both full-time and part-time, to participate by providing a demonstration of your class. This is a 4-week program and faculty who participate will receive \$250 a week. The dates are July 9, 16, 23, and 30. There will be 2 forty-minute sessions a day.

- President Scott Coe and VP Taylor met with VP of Planning and Development Dr. Woods last Wednesday. The first read for our strategic plan will be coming next week and the second read will come June 9, which is our last Senate meeting of the semester.
- Regarding the Tech Plan: We talked with VP Woods about where the tech plan "lives" so that faculty concerns can be effectively addressed. RDAS Faculty cochair Scullin clarified that RDAS "owns" the plan.

X. Open Hearing

- Shared governance committees should have a YouTube or Zoom option on campus. Senator Rose would like to vote on this at a future Senate meeting because it is an accessible and equitable way of conducting meetings.
- May is Asian American Pacific Islander (AAPI) appreciation month. Please be on the lookout for some events and announcements coming up in your emails.
- FILA applications with ASCCC are now open to be a mentor open to anyone. The Application closes on the 14th of June to be a mentor. The mentee application opens June 16th and closes August 24th.
- The Epic fellowship is hosting a symposium Saturday, May 17th the symposium is called Integrating Global Topics into Community College Curriculum. Please apply. They meet once a month on Fridays to talk about your project and developing curriculum. There is also a student focused event that happens in April through Epic.
- Accreditation had a 4th workshop last Friday and made more progress. The current step is to review all materials generated thus far. Thanks to everyone who participated and provided positive feedback.
- Clarification: the updated equivalency procedure (with new SME designees for panels) will have an anticipated start date of the first day of Fall 2025 semester.

XI. Learn, Share, Do

- We are only using half our security cameras
- Voting next meeting on RCC Vision and Mission
- The master calendar for RCC is in process of being developed
- Taco truck, photo both and mariachi band will be part of commencement
- Faculty should attend only the graduation ceremony to which we are assigned
- Check book orders for summer and fall for accuracy
- Submit Student of Distinction names by Tuesday, May 13th
- Division election results needed by 13th of May
- Apply for FILA

XII. Adjourn at 4:46pm M/S/C: (Rose/Bottoms)

Riverside City College Academic Senate

May 12, 2025 • 3:00 - 5:00 PM • Hall of Fame

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

Roll Call

Academic Senate Officers (Term ending 2026) <u>President</u>: Jo Scott-Coe <u>Vice President</u>: Star Taylor <u>Secretary-Treasurer</u>: Megan Bottoms

Department Senators (Term ending 2025)

Applied Technology: Patrick Scullin <u>Behavioral Science</u>: Eddie Perez <u>Business, Law & CIS</u>: Skip Berry <u>Communication Studies</u>: Lucretia Rose <u>English</u>: Christine Sandoval <u>History/Philosophy/Humanities/Ethnic Studies</u>: Daniel Borses <u>Library & Learning Resources</u>: Sally Ellis <u>Life Sciences</u>: Gregory Russell <u>Mathematics</u>: Evan Enright <u>Music</u>: Steve Mahpar World Languages: Araceli Calderón

Department Senators (Term ending 2026)

<u>Art</u>: Will Kim <u>Chemistry</u>: Leo Truttmann <u>Cosmetology</u>: Rebecca Kessler <u>Counseling</u>: Sal Soto <u>Dance and Theatre</u>: Jason Buuck <u>Economics/Geography/Political Science</u>: Kendralyn Webber <u>Kinesiology</u>: Jim Elton <u>Nursing Education</u>: Lee Nelson <u>Physical Science</u>: James Cheney <u>School of Education & Teacher Preparation</u>: Emily Philippsen

Associate Faculty Senator

Lindsay Weiler

Ex-Officio Senators

<u>TLLC</u>: Lashonda Carter <u>ASC</u>: Jacquie Lesch- Arrived at 3:13pm <u>EPOC</u>: Wendy McKeen-Arrived at 3:21pm <u>GEMQLC</u>: Wendy McKeen- Arrived at 3:21pm <u>RDASLC</u>: Patrick Scullin <u>SAS LC</u>: Vacant <u>Curriculum</u>: Kelly Douglass <u>Parliamentarian</u>: Sal Soto

RCCD Faculty Association Emily Philippsen

Administrative Representatives

<u>College President</u>: Claire Oliveros <u>VP Academic Affairs</u>: Lynn Wright <u>VP Business Services</u>: Kristine DiMemmo <u>VP Planning and Development</u>: Kristi Woods <u>VP Student Services</u>: Vacant

ASRCC Representative

Vacant

Recorder of Minutes

Sydney Minter

Guests

- Heather Smith-RCC DE
- Denise Kruizenga- Muro-RAC
- Janet Lehr- RCC DE
- Kayla Henry- RCC ECE
- Courtney Carter-Counseling
- Kris Acevedo- Communications
- Natalie Halsell- Professional Development
- Tammy Vanthul- Nursing
- Shari Yates-Dean CTE
- Shawna Bushnell- Dean DE
- Sharon Walker- Academic Support

3:0 II. Approval of the Agenda

 M/S/C: (Borses/Sandoval) approved unanimously, with adjustment to item 7C which is to be re-scheduled by request from VP DiMemmo.

3:0 III. Approval of the Minutes – April 21 (May 5 tabled)

• M/S/C:(Elton/Berry)-April 21st minutes approved unanimously

3:0 IV. Public Comments

• No public comments

3:0 V. Liaison Reports

- A. RCCD Faculty Association
 - The Faculty Association is having their Zoom Town Hall meeting from 2:30-3:30 on Tuesday, May 13th at Moreno Valley College. The regular Faculty Association meeting follows directly after the Town Hall.
 - There are some conversations going on within the district about the possibility of a Costof-Living Adjustment (COLA) being on the table for contract negations.

- The union is looking at the compensation component for the Distance Education MOU for faculty training that is happening within the district. The deadline to complete the distance education will be June 2026.
- B. College Vice President
 - Thanks to faculty for hanging in there and doing the best you can for our students. Let's encourage our students to hang in there, too, and not to give up on the hard work that they have put in this semester.
 - We had our Annual Transfer Recognition Ceremony on Friday, May 9th. We also had the CALA Awards. On Thursday we have the College CORE Celebration and our nursing scholarships Friday. We hope that faculty spend time with their students and celebrate their accomplishments with them.
 - We are preparing for commencement Friday, June 13^{th.} The four ceremonies will be held at 12pm, 2:30pm, 4:30pm, and 6:30pm. An email explained the breakdown by divisions or disciplines. Next Monday, May 19th is the last day for students to indicate that they want to participate in commencement.
 - Watch for emails coming through as we are doing a lot of interviewing for new faculty.
 - For summer enrollment we are already at 28% of our target, slightly above where we were last year. There is a lot more fraud protection in place, and at the board meeting it was said that they think they are catching up to 95% of them.
 - The fall semester is already at 18% and registration just opened Monday, May 12th.
 - The planning for Promise Program Summer Experience is underway and there are wonderful opportunities for faculty to demonstrate and interact with students. Faculty compensation will be through a SPR stipend or some other form of compensation.

C. ASRCC

• Vacant. No report at this time.

VI. Committee or Council Updates

- A. RCC Assessment Committee faculty co-chair Denise Kruizenga-Muro will report back about the GE SLO #1 revision document, with possible additional time requested to consider minor suggested revision for clarity (second read + possible action)
 - Kruizenga-Muro and Frazier took Academic Senate's general concerns about clarity back to the Riverside Assessment Committee and counterparts at Norco College and Moreno Valley College. The committees did not see any issue with the language.
 - As something may have been lost in translation, Senator Sandoval is requesting more time to explain her concern and share possible revised language for the GE SLO to avert potential confusion.
 - Senator Sandoval will connect with Profs. Kruizenga-Muro and Frazier offline to see if a possible clarification would be considered and accepted.
 - It was emphasized that this was a collegial request for clarification, not a disagreement about substance.

- B. Curriculum faculty co-chair Kelly Douglass end of semester update including information about the RCCD Lifelong Learning and Self-Development Descriptor (information)
 - o Curriculum agenda and action items have been minimal this spring.
 - Students are now enrolling in Common Course Numbering (CCN) Phase I: COMM C1000/C1000H, ENGL C1000/C1000H, STAT C1000/C1000H, POLS C1000/C1000H, PSYC C1000/C1000H.
 - Faculty should be announcing these course number changes because some students are not finding them and, in some cases, might be looking for the wrong discipline or course.
 - Phase IIA courses have been available all semester and must be launched by September 19th of this fall: ARTH, ECON, ENGL, HIST.
 - Another raft of course for Phase IIB are coming in hopefully by the end of May. They must launch by next Fall.
 - CCN Phase III also must launch by Fall 2026. There will be 45 more classes plus any honors versions of those courses.
 - The Lifelong Learning and Self-Development descriptor offers a guide for classes that people want to modify for our local GE courses. It is not for transfer students; it is for RCCD GE 2-year terminal degrees. Title 5 provides a description of all other GE categories, so when someone wants to do a modification, the descriptor is already there on the proposal form.
 - The two categories are meant to be inclusive but also to preserve the historical contours from long ago, primarily around nutrition and physical education as well as academic success. The second criteria was about using the language that ASCCC laid out in their 2023 resolution to preserve the category as a local requirement for CalGETC.
- C. DEMC faculty representative, Kirsten Gerdes, will provide an update on district enrollment management (information)
 - Spring semester enrollments dipped due to fraudulent enrollments; however, enrollment is still on target to be at 102.3% for FTES for the year.
 - This coming academic year we will see new growth targets for the next 3 years. "Efficient growth" is the key phrase, which means that we want to set targets to allow for growth because enrollment is how we get funding. The projected number for growth is 3%. There will be a big push for dual enrollment for CCAP because district gets more funding for CCAP students.
 - We should expect to see updated enrollment numbers that will exclude the fraudulent enrollments
 - There is a new accounting method for how we calculate FTES in the district but now it is going to be standardized to give everyone a bump in FTES.
 - More conversation to follow about possible implications for funding of classes with a curricular lab component. As this is a faculty purview, Prof. Gerdes remains vigilant in meetings to ensure that unfolding discussions and potential decisions are not made without substantive input from faculty subject matter experts.

- D. EPOC faculty co-chair Wendy McKeen, classified co-chair Natalie Halsell, and/or VP of Planning and Development Kristi Woods or designee(s) will present the draft of the strategic plan (first read)
 - o 2025-2030 RCC Strategic Plan Draft
 - On May 7-8 there was a Vision 2030, Region 9 Strategic Planning Workshop in Ontario, CA. The workshop was an opportunity to hear from Chancellor Sonya Christian and our own Chancellor Isaac as well.
 - We have already aligned much of our document with Vision 2030.
 - The Concept of the Strategic Plan draft is based on momentum points that transfer into our goals of BEST--Build, Engage, Serve, and Treasure starting with engaging our students in their 1st year experience.
 - A couple of frameworks have been set as a foundation for the plan that will serve as a base for the work that the ESCALA team has done.
 - The (HSI) Hispanic Serving Institutions team will be pursuing the Seal of Excelencia that ties in with Gina Garcia's work.
 - In terms of philosophical frameworks, we are looking at liberatory consciousness, based on Barbara Love's work. We hope to achieve the concepts of the four A's: Awareness, Analysis, Action, and Allyship. The team will be building workshops and liberatory roundtables into the plan.
 - The Strategic planning team is also in the process of pursuing the Black-Serving Institution (BSI) designation, a nice accompaniment to our HSI designation.
 - The logic modeling done with Coach Al Solano gives an example of conventional practices for providing information on websites. Self-directed search offering programs that do not capture every incoming student.
 - This Strategic Plan will be more streamlined than our current plan. There are 4 goals (B-E-S-T) and within those 4 goals are 9 strategies
 - The second part of the strategic plan is about capacity building and what we want to see for operations; we want to have budget and financial accountability for facilities and technology. We will have to put attention into the 5 areas of the pillars of support.
 - We are aligning our KPI's with the RCCD plan and the State Chancellor's 2030 Vision. We have drafted a section aligning with the leadership councils and program review; in theory it will align with the student equity plan as well so that we can move forward in a uniformed direction.
 - With the Strategic Plan in place, we will have an implementation meeting retreat workshop at the beginning of the next academic year.
 - Looking back: our team started with Legos, getting creative and doing "big picture" dreaming and envisioning about the operational plan, to help identify foundational resources that we need to make the Strategic Plan actually work.
 - The team will be tying in some of this work with President's Advisory Council, Professional Development, and Faculty Development.

VII. Ongoing Business

- A. Vice President Taylor will sunshine faculty nominees for RCCD Committees, with senate vote to be June 9 (information)
 - Please take the time to read over faculty nominees for RCCD committees. No action today.
 - Share with your departments about who is running. We will vote on these nominees on June 9th.
- B. Secretary Treasurer Bottoms will sunshine the revised faculty handbook to go "live" by end of spring (information)
 - The handbook update is now complete.
 - President Scott-Coe reminded about the background. A small work group was created in winter 2025. Senator Phillipsen represented both the chair and Faculty Association perspective. Also contributing were Professors Jan Andres, Brit Osgood-Treston, and Mark Haines.
 - This is not an action item. DLC also has the Faculty Handbook on their agenda so the chairs can get their eyes on it. We are trying to look at this updated resource as an improved guide and reference for new hires.
 - If you have any notes or question, please send them to President Scott-Coe.
 - The Mission and Vision statements will need to be updated (as the new one will have second read on June 9). We will wait until DLC's meeting to just to make sure everything else is in order before the handbook is goes online again.
 - Watch for the announcement that the handbook is "live" (before end of semester). Thanks to everyone who participated.
- C. VP of Business Services, Kristi DiMemmo will present an update about the Budget Allocation Model (BAM), with information about a series of upcoming 2025-26 workshops (information + discussion)
 - This item was tabled for a future meeting

VIII. New Business

- A. School of Nursing Dean, Tammy VantHul, will introduce the Nursing discipline's plan to submit an application for a Bachelor's Degree for the Anesthesia Technology program (information + possible action)
 - Dean Tammy Vanthul came before Academic Senate last year regarding the concept of an Anesthesia Tech Program here at RCC. Tammy is here today to talk about the plan to submit an application to begin a BA program in this discipline, either in August 2025 or January 2026.
 - That program is not offered in the CSU system; this degree is much-needed in our community.
 - Dr. Amy Vermillion is going to be bringing the application plan for a BA in anesthesia to the Curriculum Committee.
 - Dean VanThul and her team are still working in the background and will share more information as it becomes available.
 - \circ The Nursing Program will be graduating their first class on June 12th at 1:30pm.

- B. RCCD Dean of DE, Shawna Bushell, will share DE supports currently offered by the district (information)
 - Shawna Bushell is the Dean of Distance Education and Educational Services for RCCD. She was invited to Academic Senate to talk about Distance Education (DE) accessibility to faculty.
 - She holds office hours from 4pm-7pm.
 - DE assisted summer experience students with how to use services on Canvas. They also created workshops for students as part of their programs; upon completion, students will receive a certificate.
 - Professors shared the benefits of working with Dean Bushell and her team to improve Canvas design as well as campus programs. For example, DE assisted with Tiger CON, and was able to bring in artists and make the event available and accessible for students online through a live stream.
 - DE was able to assist Dr. Kristopher Acevedo with revamping his course design to make it more user friendly for students.
 - Faculty are encouraged to ask for assistance.
- C. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates (action)
 - a. Faculty Co-Chair for SAS (still vacant)
 - Note: Quite a few ratifications will be coming June 9^{th.} There will be several chairs opening up as well; faculty will need to do targeted recruitment.

IX. Officer Reports

- A. President
 - Division and department election results have been coming in. We would like to have all division results by Friday. If anyone needs more time, please let President Scott -Coe know. We want to ensure people are seated for the fall term to the extent possible.
 - Some departments are due for elections of their chairs, curriculum representatives, or other committees. Academic Senate does not approve those departmental appointments but we request minutes to indicate that results are officially approved by departments on the regular cycle.
 - Senate leadership is tracking pending updates to the Brown Act that may need to be considered next year. There are at least 2 legislative proposals, one in Assembly and one in the Senate. We will update any new issues or learning in our orientation of new and returning Senators.
 - Remember to complete the required Title IX training and take advantage of Cyber Security training modules that are ongoing.
 - Don't forget to approve discipline designees for equivalency panels coming online next year. More details to follow. Please make sure that your chairs have the information/results ready to input this summer.

- B. Vice- President
 - United for Justice event hosted by the Undocumented Allies Club is happening on Thursday, May 20th during college hour in Quad 144. Contact Professor Tina Stravapolous for more information.
 - LIFT Leadership Institute for Tomorrow hosted by the 3 C's is providing webinars for professional development on May 16th 12-1.
 - Please join the One Book One College guest talk by Dr. Jessica Luck on Thursday May 15th during college hour in DL 231. FLEX credit is available.
 - UCR in conjunction RCC ACL community plus the Student Parent Club event is happening on May 20th in the cafeteria during college hour.
 - The Lavender graduation ceremony for our LGBTQ community will be held on May 23rd at 4pm in DNDL 12. The Puente graduation will be May 30th a 5:30-7:30 in CIS 114. La Casa's graduation will also be on May 30, with the time TBD. The Umoja Program will be holding their graduation on Saturday, June 7th from 3-5 in the Quad.
 - Commencement ceremonies this year will start with Social and Behavioral Science at 12pm; then Languages, Humanities, Visual Performing and Visual Arts at 2pm; followed by Business Law and Computer Information systems graduation at 4:30; and finally our STEM and Health-related Sciences graduation at 6:30pm.
 - A friendly reminder to instruct your faculty to attend their designated ceremony so that there is room for student families and friends.
- C. Secretary-Treasurer
 - Next Thursday, May 22 Senate is hosting our ASCCC 2020 position paper discussion on Academic Freedom and Freedom of Speech.
 - Remember that Thursday, May 29th during college hour, Professor Eddie Perez will be delivering his Distinguished Faculty Lecture in the Hall of Fame.
 - Monday, June 9th will be the final RCCAS meeting this semester.

X. Open Hearing

- Senator Ellis shared concerns about faculty purview being overridden in the context of instructional equipment needed for for instructional purposes. This subject has come up because of music faculty being prevented from using sound equipment purchased with ASRCC and Cares funds for classroom use. The request is to agendize discussion for the next Academic Senate meeting to examine our 10+1 purview as it relates to this situation. The request is also to include ASCCC representation at the meeting and to discuss an educational marketing campaign to inform faculty of their rights and responsibilities.
- Senator Rose implores RCC Administrators, faculty, and classified professionals to embody a growth mindset when it comes to changing polices and procedure at RCC. No person or institution is above critique.

XI. Learn, Share, Do

- DE Staff is available and ready to assist faculty with their need on Canvas
- Several graduations coming up in the next few weeks.
- More fraud protection in place
- Graduation season, support our students
- Strategic plan draft is well put together
- People need to create new programs maps
- Faculty attend own graduation
- Review candidate for committee assignments
- Academic freedom discussion paper on May 22nd.
- Eddie Perez's Distinguished faculty lecturer in the Hall of Fame during college hour on May 29.
- Please attend the Undocumented event

XII. Adjourn at 4:48

M/S/C: (Taylor/Bottoms) approved unanimously

2025 - 2028STUDENT EQUITY PLAN **OVERVIEW**

PRESENTERS: LORENA NEWSON, MONIQUE GREENE

COMPONENTS OF THE PLAN

OUTLINE

- Reflection
- Continuity Plan
- Executive Summary
- DI Metrics and Strategies
- Intensive Focus
- Vision 2030
- Comprehensive Education Planning

TIMELINE

KEY DATES

- Academic Senate- First Read- June 9th
- Academic Senate-Second Read
 September 8th or 15th
- DSPC-September 19th
- Chancellor's Cabinet October 13th
- Board of Trustees November 3rd
- Submission- November 30th

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d-June 9^t ead

DISPROPORTIONATE IMPACT

Metric	ŀ
Successful Enrollment	E
Completion of TL Math and English	E
Persistence	F
Completion	L
Transfer	F
Intensive Focus	ŀ

Highest % of DI- MIS Data (Plan Focus) *

- Black or African-American
- Black or African-American
- Foster Youth
- LGBT
- Hispanic
- African-American, First Generation

INCLUSIVE EXCELLENCE FRAMEWORK ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES (AAC&U)

The Inclusive Excellence Framework is a strategic model developed by the Association of American Colleges & Universities (AAC&U) to help institutions embed DEI into all aspects of their operations. Rather than treating DEI as a separate initiative, Inclusive Excellence calls for institutions to integrate these values into their mission, policies, practices, culture, and learning outcomes.

INCLUSIVE EXCELLENCE FRAMEWORK ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES (AAC&U)

Inclusive Excellence Framework: Three-Set Venn Diagram Academic Practices Workforce Diversity Student Success Curriculum & Pedagogy

Student Engagement

Focus: Inclusive Excellence

Institutional Structures

Institutional Commitment Accountability & Assessment

Community Engagement

INCLUSIVE EXCELLENCE FRAMEWORK AND SERVINGNESS KEY PRIORITY INDICATOR (KPI) CROSSWALK

Academic Practices	

Student Engagement

Institutional Structures

- Curriculum & Pedagogy (IE) (Servingness) Workplace Diversity (IE)
- · Student Success (IE)
- Equity-minded Leadership Practices (Servingness)
- \cdot Compositional Diversity (Servingness)

Curriculum & Pedagogy (IE)
 Community Engagement (IE) (Servingness)
 Co-Curricular Structures (Servingness)

Institutional Commitment (IE)
Community Engagement (IE) (Servingness)
Accountability & Assessment (IE)
Mission and Purpose Statements (Servingness)

HOTEP CONSULTANTS EQUITY AUDIT

KEY FINDINGS- RCC TO FOCUS ON THREE AREAS TO BE EQUITY ADVANCING

- Student Readiness Hire a cabinet-level equity administrator
- Equity Mindedness Center Equity in Professional Development
- Transformative Services Organizational change, capacity building, Shared Equity Leadership

SUCCESSFUL ENROLLMENT

Key strategies to increase Successful Enrollment for our Black or **African-American Student Population:**

- Use Power BI to connect students to engagement centers for outreach and the completion of matriculation steps.
- Increase African-American Parent Engagement and outreach to Black Student Unions, Heritage, local churches, and other legacy programs that support the African-American student experience.
- Increase participation in the Promise Program, other first-year and summer bridge opportunities for Black or African-American students.

Our plan will focus on the strategies below for our overall student population: Increasing the number of dual enrollment students who matriculate to full-time students after high school graduation.

COMPLETION OF TRANSFER LEVEL MATH AND ENGLISH

Key Strategies to increase Completion of Transfer-Level Math and English for our Black African American Student Population:

- Increase the number of Black or African American students joining the **Umoja Learning Community and enrolling in transfer-level Math and** English during the first year.
- Increase the number of Black or African American students who utilize tutoring and academic support services.
- Increase the number of Black or African American students who receive comprehensive educational plans in the first year.

Our plan will focus on the strategies below for our overall student population:

Automatic Enrollment of Promise Program students into transfer-level Math and English.

PERSISTENCE: PRIMARY TERM TO SECONDARY TERM

Key Strategies to Increase Persistence from the Primary Term to the Secondary Term for the Foster Youth Student Population:

- Increase Student Engagement Center usage and connection to student success team members, including counselors.
- Connect Foster Youth to the Guardian Scholars Program and Next Up.
- Increase basic need resources and housing opportunities available to Foster Youth via the UCR RCC Housing Grant Program.

Our plan will focus on the strategies below for our overall student population:

Develop a communication plan and utilize a one-stop app to increase communication with students.

Center usage and connection to Icluding counselors. Ian Scholars Program and Next Up. I housing opportunities available to sing Grant Program.

COMPLETION

Key Strategies to increase Completion for the LGBT population:

- Increase staffing, counseling hours and access in the Rainbow **Engagement Center.**
- Increase access to Student Health and Psychological services and basic needs resources.
- Provide dedicated resources to the Rainbow Learning Community and appropriate course scheduling.

Our plan will focus on the strategies below for our overall student population:

Improve communication about available student supports and resources with an emphasis on Tutoring, Student-Parent Services, Mental Health Support, Financial Aid, and Budgeting.

TRANSFER

Key Strategies to increase Transfer for the Hispanic student population:

- Improve communication regarding which courses transfer.
- Communicate better about course rotations/offerings.
- Increase transfer events and activities available to Hispanic students.

Our plan will focus on the strategies below for our overall student population:

- Campus tours specific to students' race/ethnic identities and cultural groups (Including HBCU and HSI tours)
- Increase caravan and transfer fair opportunities
- Participate in regional transfer opportunities

INTENSIVE FOCUS AFRICAN-AMERICAN & *FIRST GENERATION STUDENTS

BSI Application Expanding Umoja program support and resources **First Year Experience** Programming **Mentorship Opportunities**

Metric	Highest % of DI- MIS Data (Plan Focus) *
Successful Enrollment	Black or African American
Completion of TL Math and English	Black or African American
Persistence	Foster Youth
Completion	LGBT
Transfer	Hispanic
Intensive Focus	African American, First Generation

2025-2028 Student Equity Plan Draft

2022-25 Plan Reflection

The Riverside City College (RCC) Student Equity Plan 2022-2025 aimed to address systemic inequities and improve student success outcomes for disproportionately impacted (DI) groups, including Black/African American, Hispanic/Latinx, Pacific Islander, and Foster Youth students. The plan focused on five key metrics: Successful Enrollment, Transfer-Level Math and English in the First-Year, Persistence from Term to Term, Completion, and Transfer to 4-year institutions. It emphasized race-conscious strategies, inquiry-based approaches, and immediate interventions to close equity gaps.

The 2022-2025 plan integrated RCC's mission and vision by promoting an inclusive, equityfocused environment while aligning with the RCC Strategic Plan and Guided Pathways framework. It incorporated a critical examination of institutional practices, guiding concepts such as race-consciousness and participatory processes, and equity assets like structures, programs, personnel, practices, and policies. The plan outlined inquiry strategies aimed to deepen understanding of DI students' experiences, while implementing strategies focused on providing inescapable student support and equity-minded professional development.

Riverside City College (RCC) identified several root causes of equity gaps experienced by disproportionately impacted (DI) student populations across the five metrics. These included systemic barriers such as limited communication about available resources, inconsistent counseling, fear of failure, and challenges related to students' external responsibilities (e.g., work, family, housing insecurity). Additionally, DI students often lacked awareness of support services and experienced a diminished sense of belonging, particularly those not engaged in learning communities or special programs. The table below describes the institutional actions utilized to impact equity in the 2022-25 plan.

Commented [GM1]: Do we need to continue to write DI out?

Institutional Action	Description
Engagement Centers and Inescapable Student Support	RCC leveraged its seven Engagement Centers to provide targeted and integrated support for DI students. These centers offer workshops, counseling, mentoring, and financial aid assistance, supporting culturally responsive practices.
Equity-Minded Professional Development	RCC implemented sustained professional development programs (e.g., EMLI) to train faculty, staff, and administrators in culturally affirming and race-conscious practices, fostering institutional accountability.
Improved Communication Strategies	RCC adopted multimodal communication methods (email, social media, Canvas, text messaging) to ensure students were informed about resources, deadlines, and academic pathways.

Table 1.1

These actions have helped RCC foster a culture of equity by affirming student identities, addressing systemic barriers, and promoting institutional transformation to reduce equity gaps and meet target outcomes.

2022-2025 Student Equity Plan Executive Summary

Key Learnings

One strategy of the 2022-2025 plan included the implementation of a Student Equity qualitative research study. The goal of the Riverside City College Student Equity Qualitative Study (2024) aimed to identify student recommendations to reduce equity gaps by understanding the barriers disproportionately impacted (DI) students faced and their recommendations for removing those barriers. The study focused on DI groups with the greatest equity gaps, including Black/African American students completing transfer-level Math and English in their first year, Hispanic/Latinx students transferring to 4-year institutions by their third year, Foster Youth persisting from their first to second semester, and Pacific Islander students completing their vision goals by their third year. Through qualitative methods, the study aimed to explore students' experiences, perceptions, and actionable solutions to improve equity outcomes at RCC.

The RCC Student Equity Research Study (2024) identified key barriers contributing to equity gaps and provided actionable recommendations to address them:

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Root Cause	Description
Limited Communic	Students across all disproportionately impacted (DI) groups reported insufficient communication about available support services, such as tutoring, mental health
ation	resources, and financial aid.
	Foster Youth and other DI students experienced conflicting advice from counselors,
	leading to confusion about academic paths and course requirements.
Fear of	Black students expressed fear of failure in transfer-level Math and English,
Failure	exacerbated by a lack of early encouragement and awareness of tutoring services.
External	Many DI students, including Pacific Islanders and Hispanic/Latinx students,
Responsibi	struggled to balance school with work and family obligations, impacting their
:4:	academic progress.

ities

Table 1.2

Plan Continuity

The RCC Student Equity Qualitative Study (2024) identified barriers and solutions for equity gaps among DI groups. As a Hispanic Serving Institution (HSI), with over 70% of our students identifying as Latine, Hispanic students recommended improving communication about course transferability and availability, emphasizing multimodal communication (email, social media, Canvas, text messaging, and a searchable calendar). They indicated that messages should be clear, concise, and available in Spanish. Students also suggested grouping non-urgent messages and sending them on a set schedule. Non-LC/SP (Learning Community, Special Program) students highlighted the need for better communication about tutoring, mental health services, and counseling appointments. Early communication about course limitations and transfer pathways was emphasized to boost confidence and streamline academic planning.

Additionally, Foster Youth at Riverside City College recommended extending counseling appointments to better address their complex academic and personal needs while also suggesting alternative support systems, such as accountability partners, to reduce reliance on inconsistent counseling. Additionally, disproportionately impacted (DI) groups proposed targeted support services to address their unique challenges. These recommendations included creating singleparent support groups to assist students balancing family responsibilities, offering financial literacy workshops to teach budgeting and scholarship navigation, and ensuring accessible tutoring programs to improve academic outcomes. The suggestions aimed to provide tailored, comprehensive support systems that foster equity and student success. Implementing these measures would help address persistent barriers and enhance the overall student experience at RCC.

These findings highlight the importance of tailored interventions and effective communication to reduce equity gaps and improve student outcomes. We plan to utilize the voices of our students to guide the development and implementation of the 2025-2028 Student Equity Plan.

Student Equity Qualitative Study

Executive Summary

A call to action, the goal of Riverside City College's 2025-2028 Student Equity Plan is to align our institution with the California Community Colleges' Chancellor's Office (CCCCO) Vision 2030 goals, outcomes, and success metrics. Vision 2030 is the CCCCO's long-term enterprising strategic framework that is designed to transform our state's community college system into an equitable, student-centered system of economic and social mobility by the year 2030. Building on the progress of earlier versions, Vision 2030 renews and deepens the system's commitment to eliminating equity gaps and ensuring all students, specifically those historically marginalized, can access, persist in, and complete their educational journeys. With the vision of CCCCO in mind, Riverside City College embarks on a plan to focus on students and future learners impacted by increasing income inequality and poverty. In alignment with CCCCO, we take the stance that "All families, students and workers deserve the freedom to succeed: to build real-life skills and pursue careers (Gov. Gavin Newsom)." <u>Vision 2030 Report</u>

At its core, Vision 2030 focuses on equity-centered student success, striving to eliminate racial and economic disparities in access, retention, and completion. The framework emphasizes the importance of credential attainment as a pathway to economic mobility, aiming to significantly increase the number of students earning degrees, certificates, or transferring to four-year institutions, particularly in fields aligned with workforce demands. To support this goal, Vision 2030 supports the creation of streamlined pathways and seamless transitions that guide students efficiently from college to career or transfer, while removing structural and procedural barriers that hinder progress. Lastly, the framework idealizes a future-focused system transformation, where colleges build institutional capacity for innovation, modernize outdated systems, and reimagine educational structures to better serve students across diverse communities. Through these commitments, Vision 2030 aspires to create a more just, responsive, and inclusive community college system that meets the evolving needs of California and underrepresented student populations. (Keep or remove this paragraph, or is this where we add specific RCC strategic plan information, see highlighted insert below?)

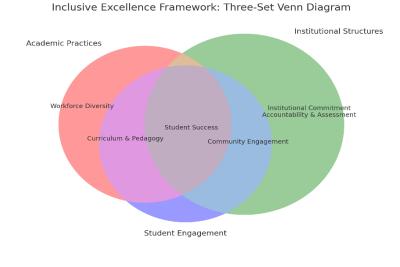
Riverside City College (RCC), the largest of three colleges in the Riverside Community College District, has served its diverse, low-income, and first-generation student population for over 100

years. Designated as both a Hispanic Serving Institution (HSI) and a Minority Serving Institution (MSI), RCC enrolls a majority Hispanic student body (68%) and reflects the region's most pervasive socioeconomic challenges. Many students face academic and financial obstacles, often balancing school with work and family responsibilities. RCC recognizes its responsibility to adapt institutionally to meet these needs and is committed to implementing systemic changes that support student success and prepare graduates for California's evolving workforce.

Whereas the 2022-25 plan drew on the analysis of the 2020 NACCC Racial Climate Report and the Center for Urban Education's (CUE) equity mindedness report which assessed the colleges race conscious and culturally inclusive language and programming, the current plan will draw upon Hotep Consultants Riverside City College Equity Audit, conducted by Dr. Lasana Hotep and his team and Dr. Gina Garcia's indicators of Servingness for Hispanic Serving Institutions. The indicators of serving that we will be examining as we investigate our organizational structures and culture include:

- Mission and Purpose Statements
- Curricular and Co-curricular Structures
- Equity-minded Leadership Practices
- Compositional Diversity
- Community Engagement

We will be examining our capacity for Servingness utilizing the tenets of Inclusive Excellence. Through the lens of the Inclusive Excellence Framework, this plan will outline specific practices for embedding Diversity, Equity, and Inclusion (DEI) into our institutional practices and organizational structures. Commented [GM3]: remove, hes not a DR.



Commented [MW4]: I like this. I haven't seen this before.

Image 1.1

The Inclusive Excellence Framework is a strategic model developed by the Association of American Colleges & Universities (AAC&U) to help institutions embed DEI into all aspects of their operations. Rather than treating DEI as a separate initiative, Inclusive Excellence calls for institutions to integrate these values into their mission, policies, practices, culture, and learning outcomes.

INSERT STRATEGIC PLAN GOALS AND OBJECTIVES

Utilizing the key elements of the Inclusive Excellence (IE), our plan will cross-walk the tenets of IE with the Servingness indicators.

Inclusive Excellence and Servingness Key Priority Indicator (KPI) Crosswalk

Academic Practices	Curriculum & Pedagogy (IE) (Servingness)
	Workplace Diversity (IE)
	Student Success (IE)
	Equity-minded Leadership Practices (Servingness)
	Compositional Diversity (Servingness)
Student Engagement	Curriculum & Pedagogy (IE)
	Community Engagement (IE) (Servingness)
	Co-Curricular Structures (Servingness)

Commented [GM5]: anywhere that we talk about DEI, we need to include accessibility (A) critical for our neurodivergent groups

Institutional Structures	Institutional Commitment (IE)
	Community Engagement (IE) (Servingness)
	Accountability & Assessment (IE)
	Mission and Purpose Statements (Servingness)

Table 1.3

As we move toward the development and implementation of equity-minded practices and centering the student voice, it is imperative that we incorporate the findings from the inquiry studies deployed during our 2022-25 plan. As the previous plan was underway, RCC hired Hotep Consultants (Fall 2021) to conduct an equity audit aimed to analyze institutional policies, practices, and procedures to uncover barriers to student success, particularly for historically minoritized students. The audit utilized the Student-Ready, Equity-Minded, and Transformative (S.E.T.) Framework to assess RCC's equity efforts and provide actionable recommendations.

Key findings from the Equity Audit revealed alignment between strategies necessary to close current equity gaps among our disproportionately impacted students' groups and those KPI's identified in the Inclusive Excellence and Servingness frameworks.

The overarching themes revealed systemic challenges and opportunities in advancing equity within our institutional settings. First, clarity and communication emerged as a foundational concern. Our campus stakeholders often held differing understandings of what equity meant, which complicated the implementation of equity-minded practices. This lack of shared understanding created barriers to fostering open, critical, and collegial conversations about equity across departments and divisions.

Second, there the equity audit revealed a pressing need for intentionality around anti-racism. While many within the institution expressed a desire to advance anti-racist principles, traditional pedagogical and operational approaches remained deeply entrenched. Without deliberate structural changes, efforts to address systemic inequities risked becoming symbolic rather than transformative. With the current political climate and legislative landscape surrounding diversity, equity and inclusion, Riverside City College remains steadfast in advocating and promoting anti-racist practices and policy.

Lastly, the theme of setting expectations and providing support campus-wide underscored a disconnect between institutional goals and the resources made available to achieve them. While there was an expectation for all members of the campus to embed equity in their work, the professional learning opportunities offered were often limited in scope, excluding key groups such as classified professionals and business services staff. This misalignment hindered the institution's ability to build a cohesive, equity-literate culture across all levels. The current plan includes structured professional development activities for RCC personnel.

Recommendations from Hotep's audit for advancing equity were organized into three key areas: Student-Ready Institutions, Equity-Minded Individuals, and Transformative Services. To build a student-ready institution, it was recommended that the college strengthen its infrastructure and leadership by hiring a cabinet-level equity administrator and conducting a comprehensive equity map to track all related efforts. In the fall of 2024, the college hired a Dean of College Equity, Inclusion, and Engagement to advance equity efforts across campus.

There was also a recommendation to center equity in professional development, including Flex Day activities that involved all campus groups-particularly part-time faculty and classified staff. As a strategy to center equity in professional development, RCC implemented the Equity Minded Leadership Institute (EMLI) and is currently on its fourth cohort of participants. The vision of the Equity-Minded Learning Institute is to foster a culture of inclusive excellence by promoting equity-minded innovation in teaching, leadership, and service. Rooted in raceconsciousness and historical awareness, EMLI seeks to eliminate racial disparities and inspire collective responsibility for student success through intentional disruption and systemic change. The mission of EMLI is to drive institutional transformation by engaging cross-functional cohorts of RCC employees in year-long professional learning experiences. Guided by equityminded experts, participants engage in a reflective and action-oriented process aimed at challenging assumptions, reshaping policies, and dismantling structural barriers. The goal is to build a campus community committed to advancing equity and ensuring that all individuals can thrive. EMLI is a great example of shared equity leadership. Comprised of faculty, staff and administrators, the institute advances the core principles of Shared Equity Leadership which include:

- Collective Responsibility
- Personal Journey and Growth
- Values-Driven Leadership
- Distributed Leadership
- Organization Change and Capacity Building.



SHARED EQUITY LEADERSHIP

Image 1.2

Shared Equity Leadership (SEL) is a framework that calls for the distribution of the responsibility for equity across the institution resulting in individual ownership and direct agency that will guide the implementation of this plan. SEL supports a collective, collaborative approach where leadership is shared among individuals across roles, identities, and various positions of power and authority.

Shared Equity Leadership is grounded in the belief that advancing equity is a collective responsibility, not the sole duty of DEI leaders or individuals from marginalized communities. It calls on all members of an institution to contribute to equity work. Central to this approach is the recognition that personal journey and growth are essential; leaders must engage in deep self-reflection, confront their biases, and develop an understanding of systemic oppression. This work is guided by values-driven leadership, where humility, empathy, courage, and accountability shape individual and collective actions. Rather than relying on hierarchical structures, distributed leadership ensures that power and responsibility are shared among faculty, staff, and administrators, promoting collaboration across all levels.

Ultimately, the goal is organizational change and capacity building—transforming institutional structures, policies, and practices to remove systemic barriers and create lasting, equitable outcomes. Below are the practices that will be utilized to center the students' needs in the current plan based on our equity audit, voice of the student and student equity research report final study.

Shared Equity Leade	rship Practices (SEL)
Communication Practices	Shared language around equity-related concepts
Practices That Challenge Status Quo	Embed equity principles into course outlines and institutional policies
Developmental Practices	Critical reflection, training and professional development for students and staff Center equity within all Flex Day activities and campus professional learning experiences
Structural Practices	Structured onboarding, funding innovation equity- focused projects
Relational Practices	Promote equity mindedness, cultural awareness training

Table 1.4

In addition to our Equity-Minded Learning Institute (EMLI), another example of Shared Equity Leadership at Riverside City College (RCC) is our *Moving Towards Servingness* initiative—HSI Equipo. This cross-functional team was selected by the President's Leadership Team (PLT) to align Hispanic-Serving Institution (HSI) principles and practices with the College's Strategic Plan.

Launched in Summer 2023, a dedicated group of RCC faculty began focusing on improving teaching and learning for Hispanic students. By Fall 2024, the team identified a key goal: to establish the structures necessary for RCC to successfully apply for and be awarded the **Seal of Excelencia**. As an HSI, RCC currently holds two U.S. Department of Education HSI grants (Title V and Title III STEM), as well as two National Science Foundation HSI grants (one completed and one in progress). Many faculty have engaged in professional development through ESCALA (define or spell out), and efforts to institutionalize ESCALA's equity-focused training are ongoing.

RCC is currently in a *trifecta year*—a unique convergence of three major planning processes: the development of the Comprehensive Program Review and Plan, the Strategic Plan, and our Accreditation Self-Evaluation. This moment offers an opportunity for deep institutional reflection. We are leveraging this planning window to position RCC for a successful Seal of Excelencia application, while enhancing the college's capacity to serve all students, especially those who are disproportionately impacted.

Commented [OB6]: Maybe define based on how they describe themselves "a premier professional development organization for HSIs"

These efforts, alongside the development of the 2025–2028 Student Equity Plan, will sharpen our institutional focus on embedding equity into our policies, practices, and procedures, ensuring long-term, sustainable impact.

2025-2028 Student Equity Strategies to Address DI Groups

Overview

The 2025-2028 Student Equity Plan is centered on culturally responsive practices, intentional outreach, and data-informed interventions to address disparities in the five aforementioned metrics above. Below you will find robust strategies designed to support student success outcomes in each of the metrics.

Enrollment Equity Initiatives

RCC Data shows that Black or African American students are significantly underrepresented among those who complete all matriculation steps and successfully enroll. To close this gap, RCC will increase successful enrollment by expanding outreach through engagement centers, launching culturally relevant parent and community engagement campaigns, and strengthening awareness of support programs like Promise and Umoja. Strategic use of Power BI, targeted faculty training, and coordinated events—such as Black Grad participation and campus tours will promote enrollment readiness and early connection to campus resources.

Transfer-Level Math and English Completion

According to our MIS data, only a small percentage of Black students complete transfer-level English and Math in their first year. To improve this outcome, RCC will offer Umoja-supported, culturally responsive course sections, expand academic support services, and embed tutoring within affirming spaces such as the Umoja homeroom. The college will also increase the number of Black tutors and ensure all Umoja and Promise participants complete comprehensive educational plans (CEPs) early in their academic journey.

Persistence from Primary to Secondary Term

MIS data reflects that Foster Youth face the most significant barriers in term-to-term persistence. RCC's approach emphasizes early connection to support programs like Guardian Scholars and proactive engagement through initiatives such as the Foster Youth Access Demonstration Project. Additional strategies include integrating counselors and faculty into Engagement Centers, linking coursework to support services, and launching a housing partnership with UC Riverside that addresses basic needs and incentivizes full-time enrollment.

Completion (Degree/Certificate)

According to MIS Data, LGBTQ students are the most disproportionately impacted in completion outcomes. RCC will expand counseling availability and provide dedicated support staff within the Rainbow Engagement Center. The plan includes increased access to mental health services, basic needs support, and trauma-informed care. Faculty will be supported

through Special Project funds to develop inclusive curriculum and provide materials to economically disadvantaged students within the Rainbow Learning Community.

Transfer to a Four-Year Institution

RCC local data demonstrate that Latine students remain underrepresented among those who successfully transfer. RCC will address this by improving communication around course transferability and streamlining degree pathways using Program Mapper. Comprehensive educational planning will be aligned with strategic course scheduling, ensuring students can plan effectively and avoid delays. RCC will also host culturally affirming transfer events, build partnerships with HSIs and local four-year institutions, and engage Latine families through targeted outreach and workshops.

Institutional-Level Strategies

Across all student populations, RCC will enhance communication by revising and relaunching its Canvas Student Support Hub, integrating QR codes in classrooms, and ensuring students receive timely information about academic support, key deadlines, and campus resources. Efforts to support dual enrollment students transitioning to full-time status, coupled with an emphasis on culturally responsive campus tours and regional transfer events, will ensure a more equitable and informed college experience for all.

Successful Enrollment Metric

According to our MIS data, Black or African American students are disproportionately impacted in successful enrollment at Riverside City College. Of 4,474 of students who completed all of the matriculation steps to enrollment during the 2022-2023 academic year, only 17% (insert number) of Black students completed the necessary steps resulting in successful enrollment. To eliminate disproportionate impact for Black students, RCC needs to increase enrollment by 5.8% or by a total of 94 students.

Our current plan will focus on the following key strategies to increase Successful Enrollment for our Black/African American Student Population:

• Strategy 1: Use Power BI to connect students to engagement centers for outreach and the completion of matriculation steps.

To promote equity in enrollment and support disproportionately impacted students, Riverside City College will maintain records of all applicants, including those who do not complete all matriculation steps and fully enroll. These records will be organized by academic pathway and shared with engagement centers. Engagement center staff, peer mentors and student success teams will proactively contact first-time, incoming students who have not fully matriculated before the start of the fall term. The college will track the number of students completing all matriculation steps before and after outreach to assess the impact of these efforts. We will also facilitate matriculation workshops and train faculty to inform them of their role in the process.

• Strategy 2: Increase African American/Black Parent Engagement and outreach to Black Student Unions, Heritage, local churches, and other legacy programs that support the African American student experience.

To support equity in African American/Black student completion of matriculation steps, we will launch a targeted marketing and awareness campaign in collaboration with our K-12 partners. This campaign will promote early awareness of the enrollment process, beginning with high school juniors and seniors, to ensure they can take full advantage of our outreach services and academic advising offered through the Welcome Center. We will expand parent engagement efforts by hosting more on-campus parent nights and other student events to explain each step of the matriculation process and emphasize its longterm significance. In partnership with our outreach and student equity teams, we will provide tailored presentations at local African American student council meetings and collaborate with Jurupa, Riverside and Alvord Unified school districts to promote a clear, supportive path from application to enrollment. As an enrollment strategy, we will participate in the Inland Empire Black Graduation and serve as a vendor, advertising our services, and signing students up for the college. We will also look for opportunities to invite students to campus to engage with our students and faculty, and for campus tours. Additionally, we will highlight the advantages of attending a community college-open access, affordability, and the potential for social and economic mobility-to reinforce the value of higher education in the lives of our students and their families.

Strategy 3: Increase awareness of the Promise Program, other first-year and summer bridge opportunities for Black or African American students.

We will be intentional and deliberate in promoting the benefits of our Promise Program to prospective Black/African American students. The Promise Program supports full-time students by offering priority registration, book vouchers, workshops, and meal vouchers—removing financial and logistical barriers to student success. As part of our commitment to equity, we will embed targeted outreach within the Promise Program to connect students directly to the Umoja program. We will host dedicated sessions where Promise students can apply to Umoja on the spot, engage in student panels featuring current Umoja participants, and meet one-on-one with counselors to learn more about the program's academic and cultural support. This approach ensures early connection to a culturally affirming community that fosters persistence and completion.

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Our plan will focus on the strategies below for our overall student population:

• Comprehensive Strategy: Increasing the number of dual enrollment students who matriculate to full-time students after high school graduation.

To strengthen equity and support for dual enrollment students, RCC will implement a multi-faceted strategy focused on belonging, guidance, and access. A peer mentorship program will connect current CCAP students with RCC mentors who also participated in dual enrollment. Seniors in the program will receive counseling appointments to complete student educational plans (SEPs), ensuring a smooth transition to college and career pathways. Students will also be <u>encouraged</u> to complete the matriculation steps in order to become full-time students once they graduate. The onboarding process will be improved through accessible media tutorials covering topics like Canvas navigation and faculty engagement. RCC's Office of Educational Partnerships will support high schools in developing equity action plans, using disaggregated data to promote inclusive participation. Partnerships with affinity groups like Legacy, Heritage, and Black Student Union will help integrate dual enrollment into school culture and ensure outreach to historically underrepresented students.

Additionally, RCC will expand student engagement opportunities through events like Welcome Day, campus visits, and Back to School nights, while increasing parent involvement through virtual and on-site presentations, student panels, and middle school outreach.

Completed Both Transfer-Level Math and English Metric

According to our MIS data, Black or African American students are the most disproportionately impacted in the successful completion of transfer-level Math and English in the first year at Riverside City College. Of 631 students who completed transfer-level math and <u>English during</u> the 2022-2023 academic year, only 5.3% (insert number) of black students successfully completed transfer-level Math and English in the first year. Our current plan will focus on the following:

Key Strategies to increase Completion of Transfer-Level Math and English for our Black African American Student Population:

• Strategy #1: Increase the number of Black or African American students enrolling in transfer-level Math and English during the first year.

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To increase the number of Black/African American students enrolling in transfer-level Math and English, RCC will offer dedicated Umoja-supported sections of English 1A and transfer level Mathematics courses. These culturally responsive courses will be part of the Umoja Learning Community and designed to foster academic success and belonging. We will identify resources to strengthen the Umoja program and actively promote these course offerings—and their benefits—to Promise Program students, dual enrollment participants, and recent high school graduates.

Strategy #2: Increase the number of Black or African American students who utilize tutoring and academic support services.

Black/African American students at RCC have historically underutilized tutoring and academic support services. To address this, we will expand tutoring hours and increase tutor availability within the Umoja homeroom, creating a culturally affirming space where students feel supported and empowered to seek help. We will also pursue a dedicated, private space on campus specifically for academic support tailored to Black students, fostering a welcoming environment for learning and course content review.

In addition, we will collaborate with the Engagement Centers to host targeted academic support activities and provide incentives for participation. Long-term, we aim to increase the number of Black tutors in English and Math, recognizing that students are more likely to engage when they see themselves reflected in their support systems. This peer-to-peer connection helps reduce stigma around academic assistance and builds trust through shared cultural understanding.

Strategy #3: Increase the number of Black or African American students who receive comprehensive educational plans in the first year.

To support the academic success of Black/African American students, we will work with counselors to identify black students within each academic pathway and review their records to ensure they have a comprehensive student educational plan (CSEP) on file. Through the Promise Program, we will offer group planning sessions and workshops that actively engage students in creating their individual CSEPs. Additionally, all Umoja Program participants will be required to complete a comprehensive educational plan by the end of their first year, ensuring they are on a clear and guided path toward their academic and career goals. We can also work with our dual enrollment partners to ensure that fully matriculating incoming high school seniors have a CSEP on file upon fall enrollment.

Our plan will focus on the strategies below for our overall student population:

Comprehensive Strategy: Automatic Enrollment of Promise Program students into transfer-level Math and English.

The office of Planning and Development will collaborate with Academic Affairs to implement block scheduling and offer priority registration for transfer-level Math and English courses. This coordinated effort will support the timely completion of gateway courses and improve course access for students, particularly those in structured support programs like Promise, Umoja and Puente.

Persistence: Primary Term to Secondary Term Metric

According to our MIS data, Foster Youth are the most disproportionately impacted in term-to-term persistence at Riverside City College. Of 3115 students who persisted from primary term to secondary term during the 2021-2022 academic year, only 48.5% (insert number) of Black students successfully persisted from the first primary term to the secondary term. Our current plan will focus on the following key strategies to increase Persistence from the Primary Term to the Secondary Term for the Foster Youth Student Population:

• Strategy #1: Increase Student Engagement Center usage and connection to student success team members, including counselors.

Many students are still unaware of the valuable resources and support available through our Student Engagement Centers, and the Guardian Scholar Engagement Center specifically. To promote greater utilization, we aim to increase visibility and integration of these spaces into the student experience. One strategy is to partner with faculty to encourage them to not only promote the Engagement Centers in their classrooms but also to consider holding their office hours in these spaces. In some cases, instructional faculty may even be open to hosting entire class sessions in the Engagement Centers, fostering a deeper connection between students and the resources available.

We also propose inviting pathway counselors to dedicate time in the Engagement Centers, rather than seeing students exclusively in their offices. This could create more opportunities for informal advising and foster stronger relationships between students and counselors. Additionally, we can enhance student engagement by linking Engagement Centers to academic coursework. For example, a Biology instructor might require or recommend that students complete a specific assignment in the STEM Engagement Center, where they can access peer support, guidance from the Educational Advisor, or assistance from the Faculty Coordinator. Commented [GA8]: I believe this should say Foster Youth Commented [GM9]: FOSTER YOUTH?

Commented [GA10]: Is this strategy for Foster Youth or should it be a comprehensive strategy for all students? If it should be specific for foster youth, perhaps focus efforts on advancing the Guardian Scholars Engagement Center.

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Commented [GM12]: this is already happening in the academic pathway centers

Commented [GM13]: Education Advisors had a title change. I think its ed resource advisor?

By embedding the Student Engagement Centers more deeply into both instruction and support services, we can build a stronger, more connected learning environment that supports student success.

• Strategy #2: Connect Foster Youth to Guardian Scholars Program in First Year.

Our approach emphasizes early intervention through initiatives such as the Foster Youth Support Network, the Foster Youth Dual Enrollment Program, and our annual *College Bound* event. Most recently, we launched the Foster Youth College Access Demonstration Project, which enables us to proactively engage with foster youth while they are still in high school. These efforts ensure that students are aware of available programs before they enroll in college courses. Early engagement also strengthens our collaboration with high school counselors by equipping them with the knowledge and resources to better guide foster youth in planning their postsecondary pathways. We will also emphasize job connection and career alongside academic pathway guidance.

Strategy #3: Increase basic need resources and housing opportunities available to Foster Youth via UCR RCC Housing Grant Program.

In Fall 2025, Riverside City College will launch the Transfer Student Success Residential Experience Program through a new partnership with the University of California, Riverside. This initiative responds directly to student feedback highlighting the urgent need for greater access to essential resources such as housing, food, and transportation. The program will provide housing for over 300 RCC students, particularly those with socioeconomic backgrounds similar to the foster youth population.

To be eligible, foster youth must be at least 18 years old, enrolled in a minimum of 12 units, demonstrate financial need through Pell Grant eligibility, and maintain a GPA of 2.0 or higher. This opportunity enables RCC to incentivize full-time enrollment among students in foster youth support programs such as Guardian Scholars and NextUp. Encouraging full-time status is critical, as it supports academic momentum and helps students meet degree requirements before aging out of eligibility for certain support services.

Our plan will focus on the strategies below for our overall student population:

Comprehensive Strategy: Develop communication plan with touchpoints for engagement.

Riverside City College will develop a comprehensive communication plan to inform students of key dates and deadlines each term. The plan will include registration periods, add/drop and withdrawal deadlines, and information about upcoming campus events that

offer academic support and promote student engagement and persistence. This proactive communication strategy aims to keep students informed, reduce procedural barriers, and foster a stronger connection to the college community.

Completion Metric

According to our MIS data, LGBT students are the most disproportionately impacted in the completion metric at Riverside City College. Of 849 students who completed (earning a degree/certificate) during the 2019-2020 academic year, only 8.5% (insert number) of LGBT students successfully completed and/or earned a degree or certificate. Our current plan will focus on the following key strategies to increase Completion for the LGBT population.

• Strategy #1: Increase counseling hours and access, and staffing in the Rainbow Engagement Center.

Expanding counseling hours and increasing access to support staff are critical equity strategies to ensure all students, particularly those from historically underserved populations, such as LGBTQ students, have the guidance and resources necessary to navigate academic requirements and timelines. Enhanced access will allow students to receive timely support, including grade and GPA checks, academic standing evaluations, and progress reports on units completed. These services help demystify the path to completion and empower students with the information needed to make informed decisions. By embedding equity into advising practices, Educational Advisors can provide case management support, identify key milestones, and proactively engage students at critical points in their academic journey—ultimately closing gaps in persistence, retention, and completion.

• Strategy #2: Increase access to Student Health and Psychological services and basic needs resources.

Increasing access through this strategy includes offering mental health services more consistently and providing on-site support within the Rainbow Engagement Center. Prioritizing mental health is essential to fostering a sense of safety and belonging for LGBTQ students, who often face unique stressors and challenges. Services could be expanded to include group counseling, targeted workshops, and campus-wide training for faculty, staff, and students to build inclusive and affirming environments. Additionally, earmarking funds to bring in licensed mental health professionals—particularly after traumatic campus events—would ensure that students receive timely and culturally competent support. This intentional focus on well-being supports persistence, retention, and academic success for LGBTQ and other disproportionately impacted students.

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• Strategy #3: Provide dedicated resources to the Rainbow Learning Community and appropriate course scheduling.

Special Project funds will be earmarked to support faculty in the development of inclusive and affirming curriculum for the Rainbow Learning Center. These funds will also be allocated for the purchase of books and classroom supplies to ensure that economically disadvantaged students have equitable access to the materials needed for academic success. This investment underscores RCC's commitment to creating learning environments that are both academically rigorous and culturally responsive, particularly for LGBTQ students and those from underserved communities.

Our plan will focus on the strategies below for our overall student population:

Comprehensive Strategy: Improve communication about available student support and resources.

In addition to outlining key dates and deadlines related to registration, course adds/drops, and withdrawals, this communication plan will expand to include timely information about essential student support services. These services—such as tutoring, financial aid, budgeting assistance, mental health counseling, and resources for student parents—are critical to reducing barriers that impact academic success, particularly for disproportionately impacted students.

As part of this effort, RCC will revise and relaunch its Canvas Student Support Hub, making it a central access point for students and faculty. The updated hub will emphasize how to locate, access, and navigate available support resources. To increase visibility and ease of use, classrooms will be equipped with QR codes linking directly to the Support Hub, academic support services, tutoring, and engagement centers. This integrated approach ensures that students are continuously connected to the tools they need to thrive academically and personally.

Transferred to a 4-Year Metric

Commented [GA17]: Community?

According to our MIS data, Hispanic students are the most disproportionately impacted in the Transferred to a Four-Year metric at Riverside City College. Of 506 students who transferred during the 2018-2019 academic year, only 19.7% (insert number) of Hispanic students successfully transferred. Our plan will focus on the following key strategies to increase Transfer for the Hispanic student population.

• Strategy #1: Improve communication regarding which courses transfer.

During the Student Equity Research Study conducted by Yvonne Oliveres, one of the key recommendations was to ensure that Latine students are well informed about which courses are UC and CSU transferable. To address this, RCC will strengthen its educational planning efforts and update program maps to align with Cal-GETC requirements. Beginning in the upcoming cycle, the college will adopt Program Mapper—an interactive, student-centered tool designed to help students explore, plan, and complete their academic programs more efficiently.

Program Mapper provides a clear, semester-by-semester visualization of degree and certificate pathways, including required courses, general education options, electives, and developmental (noncredit) courses. This tool enhances transparency and empowers students—especially first-generation and disproportionately impacted students, with the information needed to make informed decisions about their academic journey. By making transfer requirements and course sequencing more accessible, Program Mapper will help reduce barriers, improve communication, and support equitable student success.

Strategy #2: Communicate better about course rotations/offerings.

Comprehensive Educational Plans will be aligned with Program Maps and informed by Strategic Enrollment Management (SEM) course scheduling to provide students with clear guidance on course availability. This alignment is particularly important for students who may need to retake courses, as it ensures they are aware of when specific classes are offered and can plan accordingly. By integrating program mapping with intentional scheduling, RCC aims to minimize delays in students' academic progress and promote timely completion, especially for those who have experienced academic setbacks or face additional barriers to persistence.

• Strategy #3: Increase transfer events and activities available to Hispanic students.

To support the transfer success of our Latine student population, RCC will strengthen partnerships with local four-year institutions that offer programs specifically designed for

Commented [GM18]: are Hispanic and Latine terms used interchangeably?

Latine and low-income, first-generation students. Institutions such as UC Riverside and Cal State San Bernardino have established initiatives that create pathways for Latine students into high-demand fields like communications, business, and engineering.

RCC will host dedicated Latine Transfer Days on campus, featuring transfer panels, guest speakers, and alumni who have successfully navigated the transfer process. These events will provide culturally relevant inspiration and guidance while helping students see themselves reflected in higher education success stories. In addition, the college will explore best practices from other institutions and develop outreach materials and events to equip families with the knowledge and tools needed to support Latine students through the transfer journey. By fostering culturally responsive engagement, RCC aims to increase transfer rates and close equity gaps for Latine students.

Our plan will focus on the strategies below for our overall student population:

• Comprehensive Strategy: Increase culturally affirming <u>campus</u> tours and outreach to 4-year institutions.

Riverside City College will expand culturally responsive transfer support by offering campus tours tailored to students' racial, ethnic, and cultural identities, including visits to Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs). These experiences will provide students with exposure to institutions where they may feel a stronger sense of belonging and cultural affirmation.

In addition, RCC will increase the number of transfer caravans and on-campus transfer fairs to broaden access to a variety of postsecondary options. The college will also actively participate in regional transfer initiatives to ensure students are connected to a wide network of four-year institutions. These efforts aim to demystify the transfer process, strengthen transfer pathways, and close equity gaps in degree attainment for disproportionately impacted student populations.

Intensive Focus – African American Students, First Gen

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Question #1: Consider your institution's policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college?

Riverside City College (RCC) is unequivocally committed to advancing the academic and holistic success of Black and African American students. This commitment is both principled and mission-aligned, reflecting RCC's identity as an open-access, Hispanic-Serving Institution that builds upon the strengths and socio-cultural experiences of our diverse student population. RCC's mission explicitly centers equity, access, and inclusion, which guides our strategies to promote social and economic mobility through degrees, certificates, and transfer programs.

RCC's vision—to provide excellent educational opportunities that are responsive to the diverse needs of its students and communities—grounds our focus on Black student success. Our TIGER PRIDE values, particularly Equity, Inclusivity, Respect, and Student-Centeredness, inform every layer of our institutional culture. We understand that equity is not just a goal but a shared responsibility that demands systemic change and sustained attention.

Our 2025–2030 B.E.S.T. Strategic Plan reinforces this commitment through core pillars of Build, Engage, Serve, and Treasure. The plan emphasizes equity-based infrastructure, culturally responsive teaching and advising, and community partnerships that support our students from enrollment to transfer. These strategic actions align directly with RCC's 2025–2028 Student Equity Plan, which identifies Black students as disproportionately impacted in key metrics including successful enrollment, completion of transfer-level Math and English, and certificate/degree completion.

Question #2: What is your college's action plan to achieve your identified goals across all five metrics for this specific student population?

As part of our application to become a California Black-Serving Institution, RCC has established ambitious, data-informed benchmarks:

- Increase Black student completions from 445 to 600+ annually
- Double 3-year completion rates from 9.1% to 18%
- Raise 6-year completion rates from 13.8% to 25%
- Improve transfer rates from 12.5% to 20%+

To meet these goals, RCC is scaling successful equity-focused strategies, including:

- · Expanding cohort-based programming such as Umoja
- · Providing intrusive, strengths-based academic advising
- · Embedding culturally sustaining pedagogy across disciplines

- Strengthening engagement centers and academic support hubs
- Prioritizing resource allocation through equity-based budgeting frameworks

Include More Information from BSI application and data for First Generation Students

(Expand 5000 characters)

- 1. How will your college address and overcome the challenges and/or barriers shared above?
- 2. What specific strategies will be implemented, especially across academic and student affairs, and what will success look like?
- · First Gen Family Day
- · First Gen Parent Night
- · First Gen peer mentor program
- · Intro 2 College Course: Transitioning to CC
- · First Year Experience Program

3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

Notes:

I need courtney to help with Communication Plan Details I need Monique to help with counseling specifics Plan does not address the recurring theme of limited space Plan does not address reoccurring theme of food insecurity Plan does not speak explicitly to professional development in strategies Plan does not go into detail regarding culturally responsive, equity-minded teaching and learning outside of learning communities (REC and Umoja)

Commented [OB19]: I know you mentioned EMLI in at the reflection of the previous plan, but potentially could be incorporated in the current plan as well to partially address PD

BYLAWS OF THE RIVERSIDE CITY COLLEGE ACADEMIC SENATE

PREAMBLE

The Riverside City College Academic Senate ("RCCAS") can propose, change, and amend its Bylaws by a majority vote of all of its members provided that (1) motions to amend the Bylaws must be proposed in writing and (2) two weeks must elapse between the making of a motion to amend and any action to adopt the motion.

ARTICLE I. MEETINGS & PROCEEDINGS

- 1. Regular RCCAS meetings will be scheduled in the Hall of Fame of the Bradshaw Student Center from 3:00 until 5:00 PM on the first and third Mondays of each month (contract holidays excepted) during the academic year, unless otherwise announced.
- 2. RCCAS meetings and faculty meetings called by the RCCAS are conducted under the parliamentary guidance of the most recent edition of Robert's Rules of Order, Revised.
- 3. Pursuant to the Ralph M. Brown Act, space for public comments related to the purview of RCCAS will be included in each agenda.
 - The public may comment on items not included on the agenda during the "Public Comments" agenda item only.
 - Total time for public comments will be limited to 10 minutes.
 - Time limits for each individual speaker will be 3 minutes, unless there are several speakers in which case time may be reduced to ensure public comment is limited to 10 minutes.
 - Public comment is to be germane to the duties of the body, relate to current or new items for discussion and decision by the body, be respectful, and avoid the use of names or pejoratives.
 - RCCAS members may not discuss nor may they take action on public comments associated with items not on the agenda. If an RCCAS senator determines that the issue needs further discussion, the member may submit an agenda item dedicated to the issue at a subsequent meeting.
- 4. The RCCAS shall establish its own agenda by simple majority vote of the members present. The agenda must be established in accordance with State laws and regulations. Any member of the Riverside City College faculty may submit agenda items to the RCCAS. The established agenda may be abridged by majority vote or by consensus of the members present.
- 5. The RCCAS President will contact any Senator who misses three regularly scheduled meetings to assess the problem. If appropriate, the RCCAS President will contact the Senator's Department Chair regarding such absenteeism, with the hope of resolving the situation and avoiding departmental under-representation. Replacement of such absentee Senators may be necessary.

6. At its discretion, the RCCAS may authorize the RCCAS President to act on its behalf during the summer months. Wherever possible, action should be deferred until the Senate can meet and confer during the academic year.

ARTICLE II. ELECTIONS

- 1. Elections are conducted according to Article VIII of the Constitution.
- 2. The call for nominations shall be made at least three weeks in advance of the holding of an open faculty meeting which will constitute the closing of nominations.
- 3. In those years when the offices of President, Vice President, and Secretary-Treasurer are open for election, the College Academic Senate shall arrange in a timely manner through its committees for an open forum at which candidates for these positions may present themselves and their programs to the voting faculty.
- 4. Elections shall be conducted electronically or by campus mail in such a manner as to maximize the integrity of the electoral process.
- 5. The Nominations Committee shall establish the dates and times for distribution, collection, and counting of ballots so that the results can be posted immediately after votes are counted. The Nominations Committee will conduct the election in such a manner as to minimize the interference of the Spring Break with the election process.
- 6. The Nominations Committee shall request the Departments to hold elections for Department Senators and shall inform the Departments in a timely manner whenever a special need exists to fill a vacancy. Terms of office for Departmental Representatives to the Senate shall be for two (2) years with no limitation on the number of consecutive terms to which a departmental member may be elected as a Senator.
- 7. The Department representative elections shall be held as follows:

The following Departments shall elect representatives in odd-numbered years:

Applied Technology; Behavioral Sciences/Psychology; Business, Law, and Computer Information Systems; Communication Studies: English & Media Studies; History, Philosophy, Humanities, and Ethnic Studies; Library & Learning Resources; Life Sciences; Mathematics; Music; World Languages.

The following Departments shall elect representatives in even-numbered years:

Art; Chemistry; Cosmetology; Counseling/Student Activities; School of Education & Teacher Preparation; Economics, Geography, Political Science; Nursing; Dance and Theater; Physical Science; Kinesiology.

RCC Academic Senate

- 8. In the event that a departmentally-elected Senator is unable to serve due to extended medical leave, semester-abroad assignment, sabbatical leave, load-bank leave, other leave of absence, or is otherwise unable to regularly attend Senate meetings, the Department shall elect a replacement representative for the balance of the term and so indicate in Department minutes.
- 9. Where the Constitution requires election by majority vote, a runoff election will be held between the top two vote-getters. In some cases involving tie votes, a runoff between more than two candidates could occur.
- 10. According to Article VIII Section 5 of the Constitution, one Part Time Senator representing the part time faculty shall serve on the Senate. The Part Time Senator's term is for one year and begins on the first contract day of service in the academic calendar. According to Article III Section 2 of the Constitution, senators from the part time faculty shall be elected by the part time faculty. If for any reason the elected Part Time Senator is unable to serve, the RCCAS shall appoint to the position the eligible nominee who received the next highest number of votes.
- 11. Ballots and election results shall be kept on file electronically and shall be available for review for 120 days.

ARTICLE III. RIVERSIDE CITY COLLEGE EDUCATIONAL PLANNING, LEADERSHIP COUNCILS, COMMITTEES AND WORKGROUPS

Section 1: Educational Planning Oversight Committee

- A. Pursuant to RCCAS's role in educational planning and budgeting under Title 5, §53200.10, the RCCAS President shall work with the President of Riverside City College to create an overarching strategic planning and operations structure for Riverside City College. The central structure shall be named the Strategic Planning Council and its primary input shall be the Educational Planning Oversight Committee ("EPOC"). The primary responsibility of the EPOC shall be to monitor institutional progress toward achieving college goals and to provide recommendations to the college president. EPOC also shall oversee and direct the general work of the Strategic Planning Leadership Councils ("SPLCs") and shall serve as the Accreditation Steering Committee when necessary.
- B. The Constitution and Bylaws of EPOC and the Riverside Strategic Planning Councils shall be ratified by the RCCAS. Any proposed changes to this document shall be brought before the RCCAS for consideration and ratification.
- C. The President of RCCAS shall accept nominations for faculty co-chair of EPOC, which will be brought to the RCCAS for deliberation and election. The President of Riverside City College shall choose an administrative co-chair for EPOC. These two will jointly oversee EPOC.
- D. The term of the faculty co-chair of EPOC shall be two years.

E. The faculty co-chair of EPOC shall be regarded as an ex-officio, non-voting member of the RCCAS and shall provide regular reports the RCCAS.

Section 2: Strategic Planning Leadership Councils

- A. The Strategic Planning Leadership Councils ("SPLCs") allow all members of the college community to participate in the decision-making process. Membership includes students, faculty, classified professionals, and administration. The SPLCs develop the college's long-range plans, review and approve the Five-Year Comprehensive Program Review Plans in the areas for which they are responsible, monitor the specific activities of each unit and evaluate each unit's Annual Assessment report, and link goals, vision, and processes for planning to resource allocation.
- B. The SPLCs, in accordance with their respective charges, shall determine when meetings are necessary in order to:
 - 1. Develop and implement the college's long-range strategic plans;
 - 2. Create integrated action plans to monitor, evaluate, and advance each unit's action plans;
 - 3. Make recommendations to the Educational Planning Oversight Committee;
 - 4. Facilitate the dissemination of strategic planning information to the college community;
 - 5. Advance the implementation of college goals and targets; and
 - 6. Assess the progress each year the college makes to achieve its targets.
- C. The four (4) leadership councils are Student Access and Support (SAS); Teaching and Learning (TL); Resource Development and Administrative Services (RDAS); and Governance, Effectiveness, Mission and Quality (GEMQ).
- D. With the assistance of the faculty co-chair of EPOC, the RCCAS President shall accept nominations for the presiding faculty co-chairs of the SPLCs and bring them to the RCCAS for ratification. Appointments for presiding faculty co-chair and other faculty positions on the SPLCs shall be for two years; incumbents may be reappointed. To the degree possible, appointments shall be staggered terms. Members may be removed after three absences at the discretion of the constituent group. At the beginning of each academic year, the council shall provide the EPOC with a roster of voting members and other participating members.
- E. The faculty co-chairs of SPLCs shall represent their committees as ex-officio, non-voting members of the RCCAS and shall provide monthly reports to the RCCAS.
- F. The composition and charge of the SPLCs shall be articulated in the Constitution and Bylaws of EPOC and the Riverside Strategic Planning Councils.

Section 3: Standing Committees

A. In general, committees perform work necessary for the policy and procedure recommendations of the SPLCs. Other committees are charged with addressing faculty issues under Title 5 §53200's "10+1" and serve as stand-alone strategic and operational inputs, such as Curriculum. Committees that are tasked with academic issues (e.g. Curriculum, Academic Standards, Associate Faculty) shall consist solely of faculty as

voting members.

- B. Committees shall elect their chair in the spring prior to the term that begins in the fall. Faculty chairs of Committees shall be selected by the membership of the Committee and brought before RCCAS for confirmation. Committees who wish to do so may designate a faculty co-chair. The Chair of the Curriculum Committee shall serve as an *ex officio*, nonvoting member of the RCCAS and shall provide reports as needed, at least once per semester, to RCCAS with the co-chairs of the Leadership Councils.
- C. Committees shall meet, at a minimum, once a month during the academic year. Committees may meet as part of District-wide committees where the Colleges of the District cooperate under the auspices of a Standing Committee of the District Academic Senate.
- D. The College President or designee shall identify an Administrator to serve as non-voting co-chair and to provide a liaison to the Administration on any Committee that has a committee that meets at the District level.

1. Curriculum Committee

- a. The Riverside City College faculty shall establish a Curriculum Committee, for the purposes of representing the faculty through the Senate to the Administration and to the Board of Trustees on all matters relating to any courses offered by the College. The Committee may freely utilize the expertise of all faculty in questions regarding specific courses, and shall direct special attention to the general issues of curriculum philosophy and development.
- b. The term of the chair of the Curriculum Committee shall be two years, beginning in the fall of even- numbered years. Should the Curriculum Committee choose a co-chair, the term shall commence in the fall of odd-numbered years.
- c. The Curriculum Committee shall be composed of Department representatives serving two-year terms of office. When new departments are established and their election year specified in the Bylaws or Bylaw revision is not synchronous with the time of scheduled elections or bylaws revision, a representative shall be elected to fill the length of the term remaining until the next scheduled election.
- d. In the event that a departmentally elected Curriculum Committee representative 5 | P a ge

is unable to serve due to extended medical leave, semester- abroad assignment, sabbatical leave, other leave of absence, or is otherwise unable to regularly attend Curriculum Committee meetings, the Department shall elect a replacement representative for the balance of the term.

e. The following Departments shall elect Curriculum representatives in oddnumbered years:

Applied Technology; Behavioral Sciences/Psychology; Business, Law, and Computer Information Systems; Communication Studies: English & Media Studies; History, Philosophy, Humanities, and Ethnic Studies; Library & Learning Resources; Life Sciences; Mathematics; Music; World Languages.

The following Departments shall elect Curriculum representatives in evennumbered years:

Art; Chemistry; Cosmetology; Counseling/Student Activities; School of Education & Teacher Preparation; Economics, Geography, Political Science; Nursing; Dance and Theater; Physical Science; Kinesiology.

- f. The RCC Articulation Officer is a voting member of the curriculum committee.
- g. Election of members of the Curriculum Committee shall take place by the fulltime faculty members of the Departments in the same manner as Department Senators are chosen. Curriculum Committee members shall serve beginning on the first day of service of the academic year.

2. Academic Standards Committee

- a. The Riverside City College faculty shall have representatives on the District Academic Standards Committee. This committee will effectively function as a district committee with college representatives. RCCAS reserves the right to reformulate this committee as a college committee, if deemed necessary. Academic Standards exists for the purpose of recommending policy pertaining to student academic standards at Riverside Community College District and therefore, at Riverside City College. For example, the committee may recommend grading policies, withdrawal policies, degree standards, certificate standards, performance testing, remedial standards, transfer standards, nontransfer standards.
- b. The Academic Standards committee is composed of the curriculum chairs from each college in the district, the three Articulation officers from each college in the district, and one faculty member from each college's curriculum committee. As such, RCCAS is represented by its elected curriculum chair and another departmentally elected faculty from the curriculum committee, whose election is identified in the "Curriculum Committee' section of this document (3D1).

3. Departmental Leadership/Enrollment Management Committee

- a. The Riverside City College faculty shall recognize the Departmental Leadership/Enrollment Management Committee, which shall be tasked with articulating departmental and disciplinary issues, considering best practices for departmental operations, scheduling and enrollment management, and working with Academic Deans to assess and prioritize Comprehensive Program Review and five-year plans and other departmental and disciplinary matters.
- b. The members of the Departmental Leadership/Enrollment Management Committee Council shall be constituted of department chairs as established in the prevailing "Agreement between Riverside Community College District and Riverside Community College District Faculty Association CCA/CTA/NEA."

Section 4: Subcommittees

- A. Subcommittees perform work necessary for the policy and procedure recommendations of the SPLCs and Committees. Typically, Subcommittees work directly with the Committees to which they are attached. Subcommittees that are tasked with academic issues (e.g. Professional Growth and Sabbatical Leave, Course and Program Assessment, Faculty Program Review) shall consist solely of faculty as voting members. Subcommittees charged with ongoing, regular strategic and operational functions (such as Course and Program Assessment) shall have structures that mirror the college's departmental structure.
- B. Subcommittees shall choose their chairs by majority vote at their first meeting, except for the chair of PGSL and the Faculty Development Subcommittee. This chair, the Faculty Development Coordinator, shall be determined by the subcommittee's members, brought to the President of RCCAS and the President of Riverside City College and confirmed by the RCCAS. The faculty chairs of other Subcommittees shall be selected by the membership of the Subcommittee and brought before RCCAS for confirmation.
- C. Subcommittees shall meet, at a minimum, once a month during the academic year. Subcommittees may meet as part of District-wide committees where the colleges of the District cooperate under the auspices of a Standing Committee of the District Academic Senate.
- D. Each Subcommittee that has a District Academic Senate counterpart shall have an Academic Administrator to serve as non-voting co-chair and to provide a liaison to the Administration.
 - 1. Professional Growth and Sabbatical Leave Subcommittee (PGSL)
 - a. The RCCAS shall establish a Professional Growth and Sabbatical Leave Subcommittee, for the purpose of representing the faculty on all matters

relating to professional growth and sabbatical leave. This subcommittee will effectively function as a district committee with college representatives. RCCAS reserves the right to reformulate this committee as a college committee, if deemed necessary.

- b. Two members of the RCC faculty will serve as voting members on the Riverside Community College District (RCCD) PGSL Committee, except when one of the members is serving as chair (see 4D1d). One voting member will be elected in even years and the other in odd years.
- c. The term of service for each member will be two years. In the spring, RCCAS officers will solicit nominations for this committee to be later ratified at an RCCAS meeting.
- d. The chair of the RCCD PGSL rotates amongst the three colleges each year. The chair of the committee does not have a vote during their year of service.
- e. RCC representatives on the Professional Growth and Sabbatical Leave Subcommittee shall liaison with the RCC Human Resources Committee of the Resource Development and Administrative Services Leadership Council.

2. Course and Program Assessment Subcommittee

- a. The RCCAS shall establish a Course and Program Assessment Subcommittee, for the purposes of representing the faculty in the Assessment Committee, known as the Riverside Assessment Committee or RAC, and to the Board of Trustees on all matters relating to ongoing academic course, program, and institutional level learning outcome assessment. The RAC may freely utilize the expertise of all faculty in questions regarding course, program and degree level assessment and shall direct special attention to the general issues of student learning outcomes assessment philosophy and development. The goal of the committee is to inform, instruct, and provide resources to faculty to facilitate discipline and department assessments.
- b. The RAC shall be composed of Department representatives serving two-year terms of office. When new departments are established and their election year specified in the Bylaws or Bylaw revision is not synchronous with the time of scheduled elections or bylaws revision, a representative shall be elected to fill the length of the term remaining until the next scheduled election.
- c. In the event that a departmentally elected RAC representative is unable to serve due to extended medical leave, semester-abroad assignment, sabbatical leave, other leave of absence, or is otherwise unable to regularly attend Assessment Committee meetings, the Department shall elect a replacement representative for the balance of the term.

d. The following Departments shall elect Assessment representatives in oddnumbered years:

Applied Technology; Behavioral Sciences/Psychology; Business, Law, and Computer Information Systems; Communication Studies: English & Media Studies; History, Philosophy, Humanities, and Ethnic Studies; Library & Learning Resources; Life Sciences; Mathematics; Music; World Languages.

The following Departments shall elect Assessment representatives in evennumbered years:

Art; Chemistry; Cosmetology; Counseling/Student Activities; School of Education & Teacher Preparation; Economics, Geography, Political Science; Nursing; Dance and Theater; Physical Science; Kinesiology.

- e. Election of members of the RAC shall take place by the full-time faculty members of the Departments in the same manner as Department Senators are chosen. Assessment Subcommittee members shall serve beginning on the first day of service of the academic year.
- f. RAC shall liaison with the Governance, Effectiveness, Mission and Quality (GEMQ),

3. Academic Program Review Subcommittee

- a. The Riverside City College faculty shall establish an Academic Program Review Subcommittee for the purpose of working with academic units to complete Program Review and Plan (PRAP) document and Annual Unit Plan Updates or their equivalents and to bring this information to the Governance, Effectiveness, Mission and Quality (GEMQ).
- b. The Academic Program Review Committee shall be composed of Department representatives serving two-year terms of office. When new departments are established and their election year specified in the Bylaws or Bylaw revision is not synchronous with the time of scheduled elections or bylaws revision, a representative shall be elected to fill the length of the term remaining until the next scheduled election.
- c. In the event that a departmentally elected Academic Program Review Committee representative is unable to serve due to extended medical leave, semester- abroad assignment, sabbatical leave, other leave of absence, or is otherwise unable to regularly attend Academic Program Review Committee meetings, the Department shall elect a replacement representative for the balance of the term.

d. The following Departments shall elect Academic Program Review representatives in odd- numbered years:

Applied Technology; Behavioral Sciences/Psychology; Business, Law, and Computer Information Systems; Communication Studies: English & Media Studies; History, Philosophy, Humanities, and Ethnic Studies; Library & Learning Resources; Life Sciences; Mathematics; Music; World Languages.

The following Departments shall elect Academic Program Review representatives in even- numbered years:

Art; Chemistry; Cosmetology; Counseling/Student Activities; School of Education & Teacher Preparation; Economics, Geography, Political Science; Nursing; Dance and Theater; Physical Science; Kinesiology.

- e. Election of members of the Academic Program Review Committee shall take place by the full-time faculty members of the Departments in the same manner as Department Senators and Curriculum representatives are chosen. Academic Program Review Committee members shall serve beginning on the first day of service of the academic year.
- f. The Academic Program Review Subcommittee shall liaison with the Governance, Effectiveness, Mission and Quality (GEMQ) leadership council.
- g. The chair of the Academic Program Review committee also serves on district committees for which program review is a focus area.
- h. The chair of the Academic Program Review committee shall attend EPOC meetings.

4. Distance Education Subcommittee

- a. The Riverside City College faculty shall establish a Distance Education Subcommittee to develop policies and promote practices that contribute to the quality and growth of distance education and bring these to the Teaching and Learning Leadership Council and Resource Development and Administrative Services Leadership Council ("RDAS").
- b. The Distance Education Subcommittee shall be composed of six elected members serving two-year terms and representing the six divisions: Career and Technical Education; Counseling, Library and Learning Resources, and Academic Support; Fine and Performing Arts; Languages, Humanities and Social Sciences; Mathematics, Science and Kinesiology; Nursing. Three members shall be elected in even-numbered years and three shall be elected in odd-numbered years.

The following divisions shall elect representatives in odd-numbered years: Career and Technical Education; Fine and Performing Arts; Mathematics, Science and Kinesiology.

The following divisions shall elect representatives in even-numbered years: Counseling, Library and Learning Resources, and Academic Support; Languages, Humanities and Social Sciences; Nursing.

c. The Distance Education Subcommittee will interface primarily with the Technology Resources Committee of Resource Development and Administrative Services Leadership Council.

5. Faculty Development Subcommittee

- a. The RCCAS shall establish a Faculty Development Subcommittee that seeks to encourage the professional development of faculty through collegially supported learning opportunities that share the vision and values of RCC.
- b. The Faculty Development Subcommittee shall be charged with creating the faculty development section of the Staff Development Plan.
- c. The Subcommittee shall consist of twelve voting members: ten full-time faculty members proportionally representing the academic divisions and one Associate (part-time) faculty member representing Associate faculty. The full-time faculty members shall be selected by their respective divisions via division elections, and the Associate faculty members shall be selected by the Associate Faculty via an Associate faculty election. The composition of the Subcommittee shall be as follows:
 - Languages, Humanities, and Social Sciences three members
 - Career and Technical Education two members
 - Mathematics, Science and Kinesiology two members
 - Counseling, Library and Learning Resources, and Academic Support one member
 - Fine and Performing Arts one member
 - Nursing one member
 - Associate (Part-Time) Faculty one member

The above-mentioned faculty members shall serve as voting members on the Committee. Other non-voting faculty members may participate in the Committee planning and discussion.

The following divisions shall elect representatives in odd-numbered years: Career and Technical Education; Fine and Performing Arts; Mathematics, Science and Kinesiology. The following divisions shall elect representatives in even-numbered years: Counseling, Library and Learning Resources, and Academic Support; Languages, Humanities and Social Sciences; Nursing.

d. The Faculty Development Subcommittee shall liaison with the Human Resources Committee of the Resource Development and Administrative Services Leadership Council.

6. Course Materials Affordability Subcommittee

- a. The Riverside City College faculty shall establish a Course Materials Affordability Subcommittee (CMAC) to develop policies and promote practices that support efforts across the college related to Open Educational Resources (OERs), Zero Textbook Cost (ZTCs), and Low Textbook Cost (LTCs) materials in line with state legislation.
- b. The voting membership of CMAC shall be composed of six elected faculty members serving two-year terms and representing the six divisions: Career and Technical Education; Counseling, Library and Learning Resources, and Academic Support; Fine and Performing Arts; Languages, Humanities and Social Sciences; Mathematics, Science and Kinesiology; Nursing. Three members shall be elected in even-numbered years and three shall be elected in odd-numbered years.
 - The following divisions shall elect representatives in odd-numbered years: Career and Technical Education; Fine and Performing Arts; Mathematics, Science and Kinesiology.
 - The following divisions shall elect representatives in even-numbered years: Counseling, Library and Learning Resources, and Academic Support; Languages, Humanities and Social Sciences; Nursing.
- c. The CMAC will interface primarily with the Teaching and Learning Leadership Council

Section 6: Temporary Workgroups

- A. Temporary Workgroups perform work necessary for the policy and procedure recommendations for strategic planning or for other RCCAS initiatives. Temporary Workgroups are given a specific, narrow charge by strategic planning groups or RCCAS and may be convened or dissolved as necessary.
- B. Chairs of temporary workgroups shall be selected by the membership of the Temporary Workgroup and brought before the relevant strategic planning group or RCCAS for confirmation.

ARTICLE IV. ASSOCIATE FACULTY COMMITTEE

The Riverside City College faculty shall establish an Associate Faculty Committee, for the purpose of developing and representing the Associate Faculty issues to the RCCAS.

Additionally, as Associate Faculty are a valued part of the RCC faculty, any Associate Faculty member who wishes to broaden her/his experience by serving on a committee, subcommittee or workgroup other than the Associate Faculty Committee should contact the appropriate chair.

- A. The Associate Faculty Committee shall comprise five elected members serving two-year terms. Two shall be elected in even-numbered years and three shall be elected in odd-numbered years.
- B. The elected Associate Faculty Senator shall serve as chair on the committee and shall report to the RCCAS.

RCC Reps for RCCD Professional Growth & Sabbatical Leave Committee – 1 position Term Length: 2 years (2025-27)

Jay Boshara: I am interested in serving on the Professional Growth & Sabbatical Leave Committee. Though I have never taken sabbatical leave before, I have taken courses at other institutions while I was a full-time Ph.D. student studying Geography at the University of Iowa. I also spent a year teaching at Eastern Mediterranean University in Cyprus, and several of my students were professors from universities in nearby Nicosia, Famagusta and Larnaka who were interested in deepening their understanding of Meteorology, Physical, Regional or Human Geography, and International Water Politics in order to broaden their credentials to teach at their own universities. I would love the opportunity to work with our own faculty in their efforts to develop their own disciplinary depth.

Antonio Curtis: I think it is exciting when faculty are advancing their careers, either through additional education or other relevant activities. As a member of the Professional Growth & Sabbatical Leave Committee for this academic year, I have enjoyed the opportunity to learn of the professional growth of my colleagues while ensuring that application processes are in accordance with district polices and administrative procedures. This past year has gone by quickly and I feel like I am just getting started on the committee! I benefited from the work of the Professional Growth & Sabbatical Leave Committee as I continued my education, and I look forward to continuing to pay it forward by assisting other faculty on their professional growth journeys.

<u>Rep for RCCD Global Learning & Study Abroad Committee – 1 position</u> <u>**Term Length**: 3 years (2025-28)</u>

Huda Aljord: I am excited to express my interest in serving on the Global Learning & Study Abroad Committee. As someone from the Arabic and Middle Eastern region who has lived in the United States for over 28 years, I bring a unique perspective shaped by both global and local experiences. I am deeply committed to expanding educational opportunities and fostering cross-cultural understanding. I believe in the importance of global learning to help students gain a broader worldview, and I would be honored to support programs that promote international study, virtual exchange, and global engagement across the RCCD community.

Deborah Brown: I have had the opportunity to serve the students and Riverside City College for the past 6 years. I have taken on a variety of leadership opportunities and responsibilities articulated in the tables below. These responsibilities have led me to work in local, statewide, and national service, which has been a highlight of my career. I would like to continue to serve as a RCCD Global Learning & Study Abroad Committee member to use my experience to work for RCCD students. Most importantly, I want to focus on systemic changes to Global Studies and Study Abroad to break down barriers for minoritized student access. In doing this work, I intentionally focus on the IDEAA (Inclusion, Diversity, Equity, Anti-racism and Accessibility) framework identified by the ASCCC. I will put in the time, energy, and hard work on the RCCD Global Learning & Study Abroad Committee.

I have over 28 years of Global Studies and Study Abroad experience in a variety of positions that impact faculty purview and primacy in these areas including:

Global Studies & Study Abroad Experience

• Stanford University Global Studies Education Partnership for Internationalizing Curriculum (EPIC) Community College Faculty Fellow, Project: "Sankofa: Centering African in African American Studies," AY2024-25

• Council of American Overseas Research Centers (CAORC) - West African Research Center (WARC) Faculty Development Research Seminar Grant Awardee, Program: "West Africa: Continuities and Transformations," Senegambia, Winter 2025

	• RCCD Study Abroad Program in Ghana, (Program Postponed) – Selected at Faculty Co-Lead, Winter 2025
	• Fulbright-Hays Group Project Abroad (GPA) Grant Awardee, Program: "African Knowledge Systems: Performing Arts in South Africa During Apartheid and Beyond," Summer 2023
	• Max and Hilde Kochmann Workshop: Modern Trends in European Jewish History, sponsored by the University of Sussex Centre for German-Jewish History and the Oxford University Centre for Hebrew and Jewish Studies, Yarnton Manor, Oxford University, Oxford, England, July 2009.
	• Mellon Program on the Holocaust in American and World Culture (UCLA), Dissertation Fellow, 2009-10
	• Paper Presentation: "Counting the 'Other' – 1, 2, 3: The National Socialist Censuses of 1933 and 1939 and the Racialization of the German Body-Social," at the 2 nd Annual Black European Studies International, Interdisciplinary Conference in Berlin, Germany, July 2006.
	• Paper Presentation: "The Constructions of Race in the Third Reich: German Racialization of Black People in <i>Der Stürmer</i> ," at the Crossovers: African Americans and Germany Conference in Münster, Germany, March 2006.
	• UCLA Center for European and Eurasian Studies, FLAS Grant - French, 2006
	• German Historical Institute Doctoral Fellowship, 2009 – Summer Research Trip to Germany
	• <i>Deutsche Akademischer Austausch Dienst</i> (DAAD) Research Grant, 2007-08 – Research Year; Home Institution – Technische Universität, Berlin, Germany
	• Stanford University Honors Project Research Grant, 1998-99 – Germany, Palestine, and United Kingdom
	• Stanford University Study Abroad Program – Berlin, Germany, Spring/Summer 1998
	• Study Abroad Program – Hebrew <i>Ulpan</i> , Hebrew University of Jerusalem, 1997
	• Dorot Travel Grant - Palestine, Summer 1997
IDEAA	I will work as a co-conspirator to support the Inclusion, Diversity, Equity, Anti- racism and Accessibility (IDEAA) work of the ASCCC in addressing structural inequities in Global Studies and Study Abroad

Accessibility	I will work collaboratively on the RCCD GSSAC to address accessibility issues in
	Global Studies and study abroad programs that specifically impact minoritized
	students, including financial constraints, concerns about academic fit, language
	barriers, and even family and personal obligations.

SEE NEXT PAGE \rightarrow

RCC Reps for RCCD Advancement and Partnership Committee – 2 positions Term Length: 2 years (2025-27)

Aaron Agramon: I am eager to join the RCCD Advancement and Partnership Committee to actively support and advocate for RCCD and the goals outlined in its District Strategic Plan—particularly legislative initiatives that will continue to benefit our students and campuses. I bring years of experience in community engagement and outreach across Riverside and San Bernardino Counties. My background includes service at UC Riverside, Riverside City College, and with CHIRLA, a nonprofit organization championing immigrant rights throughout the Inland Empire. I'm committed to advancing equity and access to education through strong community partnerships and legislative advocacy. These efforts include, but are not limited to, the annual legislative program, workforce and economic development initiatives, strategic communication efforts, and identifying external funding sources.

RCC Reps for RCCD Alternative Resources Subcommittee – 1 position

<u>**Term Length:**</u> 2 years (2025-27)

Still open/No nominees

Current GE SLO #1: Critical Thinking

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

Suggested Revision

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

Revision 2.0

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

Revision 3.0

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

From: Sandoval, Christine <<u>Christine.Sandoval@rcc.edu</u>> Sent: Tuesday, May 13, 2025 8:12 AM To: Kruizenga-Muro, Denise <<u>Denise.Kruizenga-Muro@rcc.edu</u>>; Frazier, Rosa <<u>Rosa.Frazier@rccd.edu</u>> Cc: Scott-Coe, Jo <<u>Jo.Scott-Coe@rcc.edu</u>> Subject: ILO Issue Explanation with Possible Revision Ideas

Hi, Denise and Rosa:

Thank you for taking this back to your committee. I realize that you all have been working on this for a while, and because it seems that our question about the ILO at a previous Senate meeting may not have been understood by the committee, I appreciate the opportunity to clarify. Again, please understand this is not about content but about structural clarity—thinking ahead to when faculty will need to assess the learning objective.

In the interest of assisting with a possible solution, I have included my clarification first, followed by some possible revision ideas. Please share with your committee members.

1. Here is the SLO as brought to us:

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

The issue with clarity is in the first sentence. The word group "for which multiple solutions exist" is modifying all three previous nouns ("issues," "explanations," and "problems"). Therefore, the sentence is claiming that multiple solutions exist for issues, multiple solutions exist for explanations, and multiple solutions exist for problems. Now, obviously, the last claim makes perfect sense. But the claim that multiple solutions exist for explanations makes no sense. A second problem is that the pronoun "them" could refer to the four possible antecedents ("issues," "explanations," "problems," and "solutions"). This error causes less confusion, I believe, than the first one, but would disappear with certain revisions for clarity.

2. Here are a few possible revisions I drafted to address the clarity issue while staying true to the SLO's main ideas.

- 1. Students will be able to demonstrate higher order thinking skills about problems for which multiple solutions exist. Students will be able to construct sound arguments and develop, test, and evaluate rival hypotheses and explanations.
- 2. Students will be able to demonstrate higher order thinking skills about issues and problems for which multiple solutions exist, and, where possible, solve them. Students will be able to construct sound arguments and develop, test, and evaluate rival hypotheses and explanations.
- 3. Students will be able to demonstrate higher order thinking skills to address, explain, or solve issues and problems when multiple solutions may exist. Students will be able to construct sound arguments and develop, test, and evaluate rival hypotheses.

Please let me know what you think. Whatever the committee ends up deciding, thanks to all of you again for your concentration on this SLO update and for permitting me the time to clarify my concern and assist with a possible solution.

Again, please do not hesitate to reach out to me if the committee has any questions, or if I can be otherwise helpful.

I look forward to hearing from you!

Christine

Christine Sandoval Riverside City College Associate Professor, English <u>christine.sandoval@rcc.edu</u>

Riverside City College School of Nursing

Academic Senate Anesthesia Technology Baccalaureate Degree Concept Approval June 9, 2025

The School of Nursing as a discipline within the Nursing and Health-Related Sciences pathway is proposing concept approval to be able to proceed with the creation of a baccalaureate degree for Anesthesia Technology at RCC following the California Community College Chancellor's Office and Academic Senate for California Community Colleges guidelines and requirements

The Academic Senate provided concept approval for RCC to offer an Associate of Science degree in Anesthesia Technology in 2023. The program curriculum was approved through the college and district curricular processes. The Anesthesia Technology program admitted the first cohort of students in Summer 2024 and will have their completion ceremony for this cohort on June 12, 2025. The Anesthesia Technology program earned National Accreditation on March 21, 2025, from the Commission on Accreditation of Allied Health Education Programs.

Concept Approval Justification and Need:

- Aligns with CCCCO Vision 2030 Strategic Direction 1: Equitable Baccalaureate Attainment
 - 70% postsecondary degree and certificate attainment among working-aged Californians by 2030.
 - o Support and expand community college baccalaureate opportunities
 - Improve access for disadvantaged students and those who are place bound to achieve gainful employment and increase their income by \$18,000-32,0000/year.
 - Respond to workforce shortages.
- Increase affordability to keep students out of debt.
- Legislative support AB927 (Medina) seeks to increase the number of bachelor's degrees in highdemand workforce industries, of which health care is a high-demand workforce industry.
- California needs to increase the number of bachelor's degrees awarded by 40% to keep up with the demand for a college-educated workforce.
- Healthcare agency partners need various healthcare technologists in the workforce to support licensed healthcare professionals in our region. Moreover, the intention of the baccalaureate degree will be to produce leaders and educators for Anesthesia Technology.
- There are currently no CSU or UC baccalaureate degree programs in California offering a Bachelor of Science in Anesthesia Technology.
- Locally, Kaiser Permanente, Riverside Community Hospital, Eisenhower, Desert Regional, and Loma Linda University Medical Center are using Anesthesia Technologist in their perioperative inpatient and outpatient areas.

Program Alignment with College:

MISSION: The Anesthesia Technology (AT) program reflects the mission of Riverside City College to serve a diverse community of learners by offering certificate, degree, and pathway programs. The AT program will prepare nationally certified, clinically competent graduates to the community, while assisting

students to achieve their educational and career goals. Thus, the anesthesia technology program strives to improve the social and economic mobility of its students to improve anesthesia care delivery to the community.

VISION: The AT program strives to provide outstanding educational opportunities that are responsive to the community need of certified anesthesia technologists by providing a hybrid distance education program to the Inland Empire/Desert Region and North San Diego County providing highly educated graduates to improve anesthesia care delivery and healthcare in those areas.

VALUES:

Tradition and Innovation: Collaboration in the development of a flexible and creative distance education hybrid program anesthesia technology program to meet the dynamic needs of the community with outreach to the Inland Empire/Desert Region and North San Diego County.

Integrity and Transparency: The anesthesia technology program evokes an environment of trust through open and honest communication to students, faculty, and the community providing highly qualified, safe, and certified graduates of the program.

Growth and Continual Learning: The anesthesia technology program provides students the opportunity for academic and clinical growth through an evidence-based curriculum, as well as student self-assessment and reflection. Faculty are provided the opportunity to further educational opportunities through advanced and continuing education.

Equity-Mindedness: The anesthesia technology program promotes and environment where students from a variety of backgrounds have an equal opportunity to apply, matriculate, and graduate from the program.

Responsiveness: The anesthesia technology program addresses the needs of our students and communities through a variety of means including advisory committees, Inland Empire/ Desert Region Workforce Development meetings, and semester input from program evaluations from didactic/clinical faculty, students, and employers of graduates.

Student-Centeredness: The anesthesia technology program support students through its rich didactic and clinical curriculum assisting students in accomplishing their personal, education, and career goals.



California Community Colleges

Top 10 Reasons to Champion Community College Bachelor's Degrees

Bachelor's Degree Programs close equity gaps, address workforce demands and lead to better wages and social mobility for Californians.



They help advance the State's vision for higher education.

The *Roadmap for the Future*, enacted in 2022, proposes a bold goal of **70% of adults having a college degree or certificate by 2030.** To achieve this goal, California must continue to expand workforce-focused baccalaureate programs in our community college system.

They are affordable and help keep students out of debt.

Students can earn a four-year degree for a total of just \$10,560– less than half the tuition at even the most affordable public universities. Students will graduate with less debt and will draw down less in state financial aid dollars. In fact, **72% of students reported taking out no student loan debt to finance their education.**

They graduate students into high-paying, high-skill jobs.

According to the nonpartisan Legislative Analyst's Office, students* in California Community Colleges baccalaureate programs reported that their income **increased by an average of \$28,000 annually** after graduating; **nearly 98% of graduates* reported that they were employed in their field of study** after graduation.

4 They are unique, and do not duplicate or compete with California's four-year universities.

These are applied, workforce-oriented baccalaureate programs that focus on local and regional workforce needs. Colleges that seek to establish a program must consult with four-year universities to ensure that their proposed program is not duplicative.

5

They are helping California address the effects of climate change.

Climate change driven Wildfires, have become an unfortunate fact of life in California. In rural Plumas County, a more than two-hour drive from the nearest public four-year university campus, a new program in Ecosystem Restoration and Applied Fire will ensure that students in this underserved community have an opportunity to be on the front lines of wildfire prevention and suppression.

They are training the next generation to address California's top issues.

San Diego City College is establishing a Bachelor of Science in Cyber Defense and Analysis, which could not be more relevant at a time of growing cybersecurity threats, including hacking and the threat of global cyber warfare. Bakersfield College is pursuing a program in Police Science, following recent legislation designed to reduce implicit bias and systemic racism in policing.

They have strong support from elected policymakers.

Senate Bill 850 (Block, 2014), which established a pilot program of 15 community college baccalaureate degree programs, passed the Legislature *unanimously* and was signed by Gov. Jerry Brown; Assembly Bill 927 (Medina, 2021), which removed the pilot status and authorized community colleges to expand baccalaureate programs, also passed the Legislature *unanimously* before being signed into law by Gov. Gavin Newsom.

8 They reduce equity gaps.

6

63% of students in the pilot cohort were students of color, and 75% belonged to one or more underrepresented groups – they were a first-generation college student, received federal financial aid, reported struggling financially or experiencing homelessness or housing insecurity, indicated a disability, or were a military veteran. A majority* reported that they would not have pursued a bachelor's degree at all if not for the opportunity provided by their local community college, which oftentimes is the closest option, as many communities cannot afford to move to attend a four-year institution.

9 They keep California competitive amidst a growing national trend of community colleges offering bachelor's degrees.



California is one of 25 states that authorize community colleges to offer baccalaureate programs; several of the largest states, including Florida, Ohio, and Texas, have authorized their entire community college system to offer these unique programs. California cannot fall behind the rest of the nation and risk more high-wage, skilled jobs and industries moving out of state.

10 They help keep college graduates in California.

At a time when California's population growth has slowed, community college baccalaureate programs help graduates remain in California and employed in their field of study. An astonishing **95% of graduates have remained in California** after receiving a community college baccalaureate degree.

BACHELOR'S DEGREE PROGRAMS AT CALIFORNIA COMMUNITY COLLEGES MEET DEMAND, ADDRESS INEQUITIES AND HELP CREATE A MORE ROBUST ECONOMY.





California Community College

Baccalaureate Degree

Acronyms and Organizations

- ACCJC: Accrediting Commission for Community and Junior Colleges
- Baccalaureate Degree Pilot Program Handbook:
- BDP: California Community Colleges Bachelor's
 Degree Programs
- BS: Bachelor's of Science Degree
- <u>CCBA</u>: The Community College Baccalaureate
 Association
- CCC Local GE: California Community Colleges Local General Education Pattern
- <u>CCCBA</u>: California Community College
 Baccalaureate Association
- CIP Code: Classification of Instructional Programs
- COCI: Chancellor's Office Curriculum
 Inventory
- COMIS: Chancellor's Office Management Information System
- CSU GE Breadth: California State University General Education
- DOE: Department of Education
- IGETC: Intersegmental General Education
 Transfer Curriculum
- PCAH: Program and Course Approval. Handbook
- TOP Code: Taxonomy of Programs

Baccalaureate Degree Checklist

- Proposed degree not duplicated at a UC or CSU
- **Documentation of unmet workforce needs**
- Evidence program meets industry standards; provides knowledge and skills for occupations that pay a livable wage
- □ Evidence program will provide equity
- □ Evidence of sufficient demand/student interest
- Evidence of necessity for a 4-year degree in the proposed degree program
- Proposed coursework and recommended sequence (40 upper division semester units (60 quarter units)/ including 9 semester units (12 quarter units) upper division general education)
- Program alignment with industry standards
- □ Faculty commitment/minimum qualifications
- Program capacity
- Program facilities and equipment
- □ Required internship and/or directed clinical practice
- Accreditation and compliance (ACCJC and any external accreditation or licensure requirements)
- **General Estimated costs to students**
- □ Funding plan
- □ Adequate human administrative support—support staff, counselors, DSPS, and faculty
- □ Financial and physical resources and processes (initiate, maintain, and monitor the BS degree)
- □ Library and learning resources (quality, currency, variety, quantity and depth)
- □ Facilities and equipment

- College mission "high-quality undergraduate education at an affordable price for students and the state"
- □ Necessary updates to Student System
- □ Curriculum development and approval process
- for upper division
- Financial Aid Eligibility updated to include BS Degrees

Resources

Considerations

Need

Program Details



Riverside City College Budget Allocation Model

Objectives:

- Equity-Minded Framework Each college will be guided by an equity-minded framework that includes core values and guiding principles to inform institutional practices and procedures related to budget management and fiscal planning.
- We recognize the current budget outlook is likely to have an impact for many years to come; we will attempt to make strategic decisions that recognize the finite nature of one-time funds received.
- We will assert an equity-minded decision-making process for budget reductions, restoration, and reallocation of resources that has minimal impact on student success.

Goals:

- The goal is to implement the District BAM at the colleges, with an emphasis on fairness, equity, and transparency.
 - Strategic planning Which includes a crosswalk with the Integrated Strategic Plan, Guided Pathways framework, Education Master Plan, Student Equity Plan and Vision for Success.
- Each college will analyze instructional expenses for resource allocation, FTES target production, efficiency, and understanding as to the resource needs for each discipline by using the BAM cost/FTES framework. The goal being to analyze FTES generation and whether additional resources and support are needed.
- Each college will analyze the non-instructional budgets and expenditures to maximize efficiency and effectiveness, while ensuring alignment with the college's strategic plans.
- This project will use a standardized approach to ensure the metrics implemented align with the District BAM and are consistent across the colleges. The leadership team in each area, along with Business Services, will meet to review and analyze data for programs, and critically evaluate the efficiency and effectiveness of resource allocation.
- Annual assessment of the college BAM implementation will take place via survey and/or focus group feedback, and modifications made as a result.

Instructional/Academic Performance Metrics to Be Analyzed:

- 1. College FTES targets by discipline/division
 - a. Were the targets met?
 - b. Why, why not?
 - c. FTES/FTEF efficiency (target is 18.5 @ 595) by discipline
 - d. Institutional efficiency FTES/FTEF
- 2. What errors or variables are impacting efficiency metrics? How do we fix?
- 3. What are the cost implications resulting from low efficient disciplines?
- 4. What are the impacts of a classroom load cap on "potential" FTES generation?
 - a. How efficiently are classroom and lab environments being utilized in comparison to FTES production?
- 5. What scheduling modifications will need to be considered?

- a. DE vs. F2F implications
- 6. What Health and Safety factors should be considered?
- 7. What emergency mandates or legislative updates have transpired that may affect outcomes?
- 8. Proposed course of action- i.e. reconfigure or repurpose classrooms or labs, evaluate course caps, etc. In consultation with CTA (for negotiated items) and Academic Senate (10+1).

Student Support/Operational/Other Performance Metrics to Be Analyzed:

- 1. Assessment of ongoing department budgets and positions aligned with the college Strategic Plans.
- 2. Identify deficits and surpluses in non-instructional budgets to understand the complexities of expenditures and funding opportunities.
- 3. Consider realignment of resources to support strategic plan initiatives, aligned with Guided Pathways framework, Student Equity Plan, and Vision for Student Success.
- 4. Analysis of emergency mandates or legislative updates impacting outcomes.
- 5. Review of department expenses to assess the success of action plans and goals in achieving desired results of the College's overall objectives.
- 6. Ensuring department budget allocations match the activities outlined in their budgets, supporting the college's wider performance aims.

Core Values:

- Student Success
 - Experience learning that empowers students to achieve their personal, academic, and career aspirations.
- Equity
 - Recognize patterns of inequity and distribute resources needed to be successful.
- Inclusive Excellence
 - Inspire an inclusive and welcoming environment for critical thinking, learning, achievement, and responsible participation in the community.
- Learning and Teaching
 - Cultivate new knowledge, skills, and abilities through various modalities.
- Fiscal Prudence
 - Exercise fiscally sound, efficient, transparent, and accountable practices essential to achieve our mission.
- Data-Informed
 - Consciously seek out data to help us ask better questions and guide our consideration of solutions.
- Compassion
 - Care for people in an intentional manner. We understand people don't care how much you know until they know how much you care.
- Innovation
 - Disrupt the status quo by taking risks to find creative and flexible solutions in support of the College and District mission.
- Social Justice
 - Compassionate and equitable distribution of resources and all members are physically and psychologically safe and secure.

Timing: April and September (as aligned with schedule development process)

Riverside City College Mission Vision and Values **DRAFT PROPOSAL FOR REVIEW** *As of April 21, 2025*

VISION (Who we want to be)

Empowering lives through equity, access, service, and excellence in education

MISSION (Who we are)

Riverside City College (RCC) is an open-access, Hispanic-Serving Institution (HSI) that builds upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve. Our college advances equity, access, and inclusion by supporting the attainment of workplace skills, career technical certificates, degrees, and transfer programs, which promote social and economic mobility for our students and communities.



Executive Summary and B.E.S.T. Plan Brief

"It started with LEGOs . . ." In Winter 2025, the Strategic Planning process at Riverside City College took a bold, creative turn. Leadership Council Chairs met for five consecutive weeks as the core group of the RCC Strategic Planning Workgroup. During these winter meetings, the workgroup members engaged in a series of visioning sessions—including two powerful LEGO® Serious Play workshops. These hands-on experiences became a metaphor for institutional transformation: dismantling outdated structures, building collaborative models, and defining our collective mission with renewed passion and purpose. We envisioned our strategic work as an orange tree, rooted in Riverside's citrus heritage—symbolizing the fruits of our labor, the importance of nurturing growth, and the recognition of both "lowhanging fruit" and long-term investments.



From these sessions emerged the B.E.S.T. framework—Build, Engage, Serve, Treasure—a concise and action-oriented structure designed to center equity, energize our campus community, and move from intention to implementation. This plan is a living blueprint, designed to be used—a guide to help every individual across the college ask: What should we be doing better, differently, or not at all? We are committed to an inclusive process that elevated the voices of all employee groups especially classified professionals, whose perspectives and service are vital to student success. We set out to build a plan that is inspiring, equity-minded, and grounded in the shared belief that RCC should be a place where purpose, people, and possibility converge. The BEST Framework is also underpinned by the intensive work begun at the President's Leadership Team Plus Shared Governance Leads (PLT +) Retreat in Fall of 2024, where this group engaged in actively reviewing the goals, strategies, and activities of the sunsetting 2020-2025 strategic plan. This group provided impetus for setting intentions for the new planning cycle. At the heart of Riverside City College's 2025–2030 B.E.S.T. Strategic Plan is a commitment to Liberatory Consciousness—a transformative framework that empowers individuals and institutions to recognize, analyze, and dismantle systems of oppression while building strengthening our structures with an equity lens. Drawing on the scholarship of Dr. Barbara Love and bell hooks, liberatory consciousness offers a four-part praxis of awareness, analysis, action, and accountability. RCC adopts this framework not simply as an abstract ideal, but as a practical lens for designing policy, pedagogy, support systems, and governance that interrupt historical inequities and advance justice.

This plan positions equity not as an isolated initiative, but as a shared responsibility that lives within every goal, strategy, and operational process. Liberatory consciousness helps us center the lived experiences of Black, Indigenous, Latinx, and historically minoritized students and employees while building institutional capacity for collective reflection, redesign, and sustained accountability. RCC's approach ensures that, by embedding this consciousness into every level of our work, from classroom practices to campus-wide operations and governance, we affirm that educational transformation begins with how we see, engage, and build community together.

Student voices have been instrumental in shaping this plan. Over the past few years, through projects like the Voice of the Student (2023), Equity Research Study (2024), and the Student Street Team surveys (2023), we've listened deeply. Students asked for clearer communication, more responsive support systems, mental health services, equitable access to tutoring, and visibility for learning communities. This plan reflects their feedback and speaks directly to their lived experiences—especially during the critical momentum points from entry to completion.

The B.E.S.T. Plan is aligned with and complements RCC's Student Equity Plan (2025–2028), our Black Serving Institution Strategic Plan, and is fully compatible with the Seal of Excelencia Framework, supporting Latino student success through intentional leadership, data, and practice. It is also cross-walked with the strategic plans at our sister colleges—Moreno Valley College and Norco College—and in direct alignment with the District Strategic Plan and Vision 2030. In doing so, we ensure that our goals, strategies, and equity commitments are not siloed, but systemic.

The planning process was robust and participatory, involving collaboration across:

- The President's Leadership Team (PLT) and PLT + Retreat
- Riverside City College Academic Senate
- Educational Program Oversight Committee
- Joint Deans: Academic Affairs, Student Services, Planning and Development
- Planning and Development Division Deans

- RCC SEPI (Student Equity Planning Institute) Team
- Leadership Council Strategic Planning Workgroup

We hope this plan evokes not only commitment but excitement. It's built for shared use, powered by shared purpose, and rooted in the belief that all of us—students, classified professionals, faculty, administrators—are both architects and stewards of the college's future. As we move forward, the B.E.S.T. Plan invites every member of the RCC community to participate in shaping a learning environment that is bold, equity-centered, and liberatory.

Executive Brief: B.E.S.T. Strategic Plan (2025–2030)

Overview

The B.E.S.T. Strategic Plan—Build, Engage, Serve, Treasure—outlines Riverside City College's bold, equity-centered vision for 2025–2030. It is rooted in community input, student voice, and the liberatory consciousness framework. This plan transforms strategic planning into a participatory, data-informed, and mission-driven process that guides how we design, implement, and evaluate institutional change.

Origin & Development

The plan began with five weekly planning sessions in Winter 2025, including two LEGO® Serious Play workshops that helped define individual leadership values and the college's shared mission. The orange tree was chosen as a living symbol of Riverside's heritage and our collective labor to grow student success. The plan reflects RCC's desire to shift from lagging metrics to proactive, student-centered strategies that promote equity and belonging.

Framework Alignment

B.E.S.T. aligns with Vision 2030, the RCCD District Strategic Plan, the 2025–2028 Student Equity Plan, the Black Serving Institution (BSI) Strategic Plan, and the Seal of Excelencia Framework. These alignments ensure consistency, accountability, and systemwide impact.

Key Components

- 9 Equity-centered strategies supported by KPIs

- Integration of Student Voice (e.g., VoS Survey 2023, Street Team Survey, Equity Research 2024)

- Annual implementation cycle led by GEMQ Council and EPOC
- Use of ACIP Protocol and Liberatory Consciousness as core planning models
- Shared governance structures actively engaged in strategy execution

Implementation and Flexibility

The plan includes an annual strategic planning retreat to evaluate progress and prioritize initiatives, supported by key metrics and governance input. It is adaptable to new opportunities and contextual realities—economic shifts, socio-political changes, and lessons from the pandemic.

Closing Statement

This plan is more than a roadmap—it is a collective commitment to build a liberatory college culture that nurtures student success and institutional accountability. It is a call to action and a shared responsibility across all members of the RCC community.

Riverside City College Strategic Plan (DRAFT), 2025-2030 An Equity minded Strategic Plan: Centering Liberatory Consciousness and Servingness

Our North Star: Double 3-Year Completion Rate from 15% to 30 % by May 2030¹

Section I. Introduction to the 2025-2030 RCC Strategic Plan:

a. Letter from the College President – to be added

b. RCC Mission and Values

MISSION:

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VISION:

Riverside City College strives to provide excellent educational opportunities that are responsive to the diverse needs of its students and communities, and empowers both to be active participants in shaping the future.

TIGER PRIDE VALUES

Transparency: We are committed to open communication and decision-making processes that foster trust and understanding among all members of our community.

Inclusivity: We honor the rich traditions of our diverse community. We celebrate diversity and actively cultivate an environment where every individual feels welcomed, respected, and valued, regardless of their background, identity, or experiences.

Growth: We believe in the transformative power of education to inspire individuals and communities, providing innovative opportunities for personal and academic growth for all students.

¹ 2021-22 cohort (link to the data report)

Equity: We are dedicated to dismantling barriers to success and creating a college community where equity is not just a goal but a reality for all, with a focus on those who have been historically underserved, marginalized, or minoritized.

Respect: We honor the dignity and worth of every person, regardless of their background, identity, or lived experiences, by fostering a culture of mutual respect, empathy, and understanding.

Student-Centeredness: We place students at the heart of everything we do, prioritizing their needs, goals, and well-being with a holistic approach to our policies, programs, and decision-making processes.

c. Executive Summary: B.E.S.T. Strategic Plan 2025–2030

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At the heart of Riverside City College's 2025–2030 B.E.S.T. Strategic Plan is a commitment to Liberatory Consciousness—a transformative framework that empowers individuals and institutions to recognize, analyze, and dismantle systems of oppression while building strengthening our structures with an equity lens. Drawing on the scholarship of Dr. Barbara Love and bell hooks, liberatory consciousness offers a four-part praxis of awareness, analysis, action, and accountability. RCC adopts this framework not simply as an abstract ideal, but as a practical lens for designing policy, pedagogy, support systems, and governance that interrupt historical inequities and advance justice.

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d. People

RCC President's Leadership Team:

Claire Oliveros, President Thomas Cruz-Soto, Interim Vice President, Student Services Kristine DiMemmo, vice President, Business Services, Kristi Woods, Interim Vice President, Planning and Development Lynn Wright, Vice President, Academic Affairs

Strategic Planning Workgroup:

John Adkins Jennifer Bielman Araceli Calderon Courtney Carter La Shonda Carter Herbert English Lorena Franco Adrienne Grayson Casandra Greene Melissa Harmon Jacqueline Lesch Wendy McEwen

Wendy McKeen Lorena Newson Brandon Owashi Jo Scott-Co Patrick Scullin Mia Timme Tammy Vanthul Natalie Vazquez Al Weyant-Forbes Virginia White Shari Yates Mia Timme

Section II. Why BEST? Why now?

A. BEST Value Statement

Build. Engage. Serve. Treasure. Guided by equity-minded practices at every momentum point—from application to graduation—this 2025–2030 Strategic Plan positions Riverside City College as a beacon of hope and excellence. Rooted in Liberatory Consciousness with a deep commitment to Servingness, this plan positions the college as a leader in equity-focused education and innovation and envisions a vibrant community of scholars and leaders where individual dreams for academic achievement, career readiness, and economic mobility are not only supported, but fully realized. By integrating holistic student support, RCC will elevate enrollment and success for local high school graduates and returning learners while empowering them to thrive as technologically skilled, community-conscious global citizens of the 21st century.

B. Plan Development

The development of this final strategic framework was the result of a collaborative and iterative process grounded in campus-wide engagement. Initial input was gathered during the October 2024 President's Leadership Team Plus (PLT+) retreat, where faculty, classified professionals and administrators identified key barriers, supports, and proposed strategies aligned with student success. These insights were synthesized into strategy language and action steps that reflect our shared commitment to student-centered transformation.

To ensure coherence and alignment with institutional priorities, the emerging strategies were mapped onto RCC's newly adopted BEST goals—Build, Engage, Serve, and Treasure—which had been reviewed and endorsed by both the Educational Program Oversight Committee and the President's Leadership Team and Academic Senate. Concurrently, the ACIP framework (Ask, Connect, Inspire, Plan)² was introduced to the Strategic Planning Workgroup and integrated into the final document as a practical, student-focused structure for organizing and implementing our efforts.

To deepen our commitment to equity, justice, and student liberation, this strategic plan has been infused with Barbara Love's Liberatory Consciousness Framework. The dimensions of Awareness, Analysis, Action, and Accountability/Allyship provide an ongoing lens to evaluate how oppressive structures may impact student success and how we, as an institution, must respond.

Together, these elements reflect a holistic approach to institutional planning, reinforcing RCC's commitment to equitable student success, continuous improvement, and liberation-centered transformation.

² ACIP Framework–link to the resource

<u>Goal 1: Build [Relationships]</u>: From Application to Enrollment ACIP Focus: Ask | Liberatory Consciousness: Awareness + Analysis

To build is to begin—with care, intention, and inquiry. This stage initiates the student's journey by forming authentic connections rooted in their identities, goals, and lived experiences. Through equity-centered onboarding, RCC asks the right questions and becomes aware of systemic barriers that impact access. We analyze how institutional practices shape student engagement and intentionally co-create supportive entry points. Building meaningful relationships early ensures every student is seen, heard, and equipped to pursue their path.

Strategy 1: Provide clear onboarding and academic guidance.

- Ensure all incoming students complete a comprehensive Ed Plan.
- Launch onboarding workshops focused on learning pathway and career selection.
- Use Student Success Teams to contact every student at least twice per semester.
- Promote full-time enrollment and help students understand financial and academic benefits.
- Student Success Teams engaged in outreach and onboarding, including classified professionals and student mentors gain an understanding of structural enrollment barriers affecting marginalized students.

Strategy 2: Simplify and support the enrollment process.

- Update a user-friendly student portal for application, orientation, and registration.
- Digitize key processes and offer extended tech support during peak periods.
- Use peer mentors and targeted outreach to support applicants through enrollment.
- Conduct equity audits of onboarding and enrollment processes and revise based on disaggregated student feedback.

Goal 2: Engage [Connecting to the College]: First-Year Experience ACIP Focus: Connect | Liberatory Consciousness: Awareness + Action

Engagement is the heartbeat of belonging. RCC fosters dynamic student connections with peers mentors, college employees, and programs and services through a reimagined first-year experience. We remain aware of the isolation often faced by historically excluded students and take intentional action to build bridges of trust and solidarity. Engagement at RCC is about cultivating identity, sparking curiosity, and laying the foundation for long-term academic and personal success through culturally responsive, community-driven practices.

Strategy 3: Create a connected first-year experience.

- Assign student success teams (peer mentors, educational resource advisors, counselors, faculty advising and student support coordinator) to all first-year students.
- Routinize Standard of Care practices for communication with students regarding advising, tutoring, instruction, peer mentor interactions at high-impact moments throughout each term (e.g., midterms, career, transfer, registration).
- Operationalize Learning Pathways by linking students with faculty, alumni, and employers.
- Develop enriching and identity-affirming mentoring programs and launch restorative healing practices.

Strategy 4: Foster a sense of belonging and support.

- Expand culturally responsive support for students.
- Use Engagement Centers to host monthly themed events affirming student "college-going" identity and support for success.
- Increase professional learning for faculty and student peer mentors, tutors, and study group leaders to create inclusive, student-centered classrooms.

<u>Goal 3: Serve [Key Momentum Points]</u>: 24+ Units Through Completion ACIP Focus: Plan | Liberatory Consciousness: Analysis + Action

To serve is to honor student journeys through responsive planning and continuous support. At this stage, RCC recognizes how systemic inequities can derail student progress and actively analyzes where those barriers lie. In response, we take action by aligning resources, refining structures, and removing friction from the student experience. By co-creating liberatory learning environments, RCC ensures students not only persist but thrive on their way to degree completion, transfer, and career success.

Strategy 5: Support student momentum and completion.

- Ensure every student has a program map and regular Ed Plan updates.
- Build a student-centered class schedule that supports full-time progress.
- Increase 1st-year Math and English completion through learning communities, co-requisite support, and quality teaching.
- Analyze disaggregated student data to identify systemic barriers to progress, particularly for Black/African American students due to stubbornly persistently disproportionate impacts in KPIs.

Strategy 6: Provide real-world learning opportunities.

- Expand career-relevant experiential learning opportunities into each Learning Pathway.
- Institutionalize coordination of internships, student employment, and employer partnerships.
- Develop "earn while you learn" opportunities for students to research institutional equity gaps and propose liberatory solutions; as well as to participate in service to community-based organizations, and discipline-based summer research opportunities.

<u>Goal 4: Treasure [the Experience]</u>: Transformative, Inclusive, Celebrated ACIP Focus: Inspire | Liberatory Consciousness: Accountability + Allyship

Treasure represents the culmination of transformation—where equity, excellence, and joy intersect. RCC affirms student identity, celebrates lived experience, and upholds a standard of care that reflects deep institutional accountability. Through liberatory teaching, holistic support, and visible recognition of achievement, we foster a campus culture where students and employees feel valued and inspired. To treasure is to lead with love, allyship, and the conviction that every student's journey matters.

Strategy 7: Deliver engaging, contextualized learning.

- Implement a student success course in each Learning Pathway.
- Pair courses into learning communities to promote deeper learning.
- Support faculty development with implementing liberatory outcomes in courses.
- Launch a "Liberatory Teaching & Service Certificate" for faculty and classified professionals focused on anti-oppressive pedagogy and identity-affirming practices.

Strategy 8: Care for the whole student.

- Actively communicate access all campus services, highlighting resources/grants for those facing housing and food insecurity, those with transportation challenges; and book vouchers and other emergency grants.
- Extend student service hours into evenings and weekends.
- Launch family engagement and celebration events that affirm student identity and success.
- Implement a regularly updated campus-wide equity scorecard and require Student Equity Impact Statements for all major proposals.

Strategy 9: Foster holistic employee well-being.

- Create a supportive and nurturing environment that addresses the physical, emotional, mental, and professional well-being of all employees.
- Develop communication practices that foster an environment that promotes effective communication throughout the college.
- Identify a shared vision respecting and understanding the value of human capacity.
- Curate service area operational plans, desk manuals, supervision models, and collaborative recommendations for efficiency and employee morale.

Section III. Laying the Foundation — Institutional Infrastructure for Implementation

The successful implementation of Riverside City College's 2025–2030 B.E.S.T. Strategic Plan requires a coordinated investment in the systems, structures, and practices that sustain long-term, equity-centered transformation. These foundational elements are not additional goals. These are the enabling conditions that support every strategy within the B.E.S.T. framework.

The implementation of this plan calls on us to move from awareness and analysis to action and collective accountability. It equips us to effectively utilize our institutional and organizational capacity to challenge conformity, shift power dynamics, and build a more just and inclusive college.

This foundational aspect of the B.E.S.T. Plan includes a holistic view of budgeting practices, inclusive decision-making structures, support for culturally affirming spaces, technology that supports adaptability, leadership, and preparation of RCC students across fields of study. The plan also embeds transparent communication systems, and a professional development plan that is aligned with each strategy. Within our organizational infrastructure, RCC ensures that equity is not only aspirational—but operational. The following infrastructure domains express our institutional capacity to ensure that our commitment to transformation is not person-dependent but *systemically embedded* across all areas of the college.

1. Budget and Financial Accountability

To achieve equity-centered outcomes, RCC must align financial planning and transparency with our strategic goals.

Strategies:

- **Equity-Based Budgeting**: Align annual resource allocations to support student success metrics and equity-focused KPIs.
- **Transparent Budget Communication**: Publish quarterly budget transparency reports connecting expenditures to strategic goals.
- **Budget Alignment Audits**: Conduct annual internal audits to verify spending alignment with B.E.S.T. outcomes.
- **Fiscal Professional Development**: Offer annual training in equity-driven budgeting and resource development.

2. Facilities and Campus Environments

Campus spaces must reflect our commitment to access, belonging, and care for all students and employees.

Strategies:

- **Strategic Facilities Planning**: Annually assess space assignments to align with strategic priorities (e.g., Engagement Centers, First-Year Experience).
- Inclusive Space Management and Maintenance: Embed equity and justice principles in space planning, design, maintenance and allocation processes.

3. Technology Services and Innovation

Technology systems must bridge digital equity gaps, enable effective instruction and operations, and foster innovation.

Strategies:

- **Technology Equity Plan**: Conduct annual audits and expand student/staff access to needed devices, software, and Wi-Fi.
- Smart Learning & Work Environments: Implement phased upgrades for classrooms and offices with equity-minded tools and infrastructure.
- Educational Technology Innovation: Foster continuous improvement in teaching and learning tools, including guidance on ethical, equity-minded use of generative AI.
- **Sustainability in Technology**: Implement energy-efficient and low-waste technology practices to support RCC's environmental goals.
- **Integrated Ticketing System**: Launch a centralized work-order platform prioritizing support aligned with student and instructional needs.

4. Communication, Storytelling, and Engagement

Effective and inclusive communication is essential to sustaining momentum and ensuring accountability for the B.E.ST. Plan.

Strategies:

• **Strategic Communication Calendar**: Create an annual calendar with regular BEST updates, milestones, and celebration events.

- **Equity-Centered Messaging**: Develop a BEST Communications Style Guide focused on inclusive, student-affirming language.
- **Multi-Modal Platforms**: Use email, SMS, social media, app notifications, and print to reach members of the college community.
- **Narratives for Impact**: Highlight student and employee success through digital storytelling and campus-wide events tied to B.E.S.T. goals.
- Feedback & Engagement Loops: Host town halls, surveys, and focus groups to gather community input and respond to evolving needs.
- **Community Partnerships**: Deepen collaboration with local organizations to expand access to technology, internships, and community-based learning.

5. Professional Development Across Employee Roles

Riverside City College Professional Learning Strategy

Riverside City College's 2025–2030 Professional Learning Strategy is designed to build institutional capacity by enhancing employee skills, expanding knowledge, and fostering collaborative relationships that support student success. The strategy focuses on four core competency areas that reflect the most pressing needs across institutional priorities:

1. Equity-Centered Leadership & Service – Developing the knowledge and skills to lead inclusively, deliver culturally responsive service, and foster student belonging.

2. Equity Data Literacy – Building the capacity to interpret and act on disaggregated data to close equity gaps and improve outcomes.

3. Collaborative Problem Solving – Strengthening cross-functional coordination to redesign systems, improve onboarding, and streamline student support.

4. Change Readiness & Innovation – Equipping employees to navigate institutional transformation, adopt new technologies, and sustain continuous improvement.

The table below organizes each strategy from RCC's Strategic Plan (2025–2030) alongside its aligned Professional Learning Focus Area and recommended Professional Development needs.

Strategic Plan Strategy	Professional Learning	Professional Development
	Focus Area	Needed
#1 Provide clear	Equity-Centered	Culturally responsive
onboarding and academic	Leadership & Service	onboarding practices
guidance		• Equity-minded counseling and
		academic planning
		• Training for Success Teams on
		structural barriers

	1	
		• Identity-affirming
//a. 0; 1;0 1		communication techniques
#2 Simplify and support the enrollment process	Collaborative Problem Solving	• Process mapping and systems redesign
		• Peer mentoring training with
		an equity lens
		• Digital onboarding tools and
		tech support skill-building
		• Equity audits and data-to-
		action translation
#3 Create a connected	Equity-Centered	• Standard of care training for
first-year experience	Leadership & Service	faculty, staff, and mentors
		• Cross-role collaboration in
		Success Teams
		• Equity-based mentoring and
		identity-affirming practices
		• Launch and support of racial
		healing initiatives
#4 Foster a sense of	Equity-Centered	Inclusive pedagogy and
belonging and support	Leadership & Service	student engagement training
	-	Programming and facilitation
		skills for Engagement Centers
		• DEIA classroom practices
		• Student-centered event
		planning
#5 Support student	Equity Data Literacy	Disaggregated data analysis
momentum and		and inquiry-based planning
completion		• Program mapping and
		scheduling for equity
		• Learning community design
		and implementation
		• Department-level student
		tracking and intervention
#6 Provide real-world	Collaborative Problem	• Partnership development with
learning opportunities	Solving	employers and community
		 Designing and supervising
		applied learning opportunities
		• Mentoring students in equity-
		centered research
		 Career-aligned pedagogy
#7 Deliver engaging,	Change Readiness &	• Liberatory and contextualized
contextualized learning	Innovation	instructional design
-		• Participation in the Center for
		Teaching & Learning
		programming
		u

#8 Care for the whole student	Equity-Centered Leadership & Service	 Employee certificates in liberatory pedagogy High-impact, equity-focused teaching and service practices Communication strategies for basic needs access Coordinated care models and
		referral systems • Training in Student Equity Impact Statement development • Implementation of campus- wide equity dashboards
#9 Foster holistic employee well-being	Change Readiness & Innovation	 Supervisory coaching and communication Operational planning (desk manuals, succession plans) Promoting employee wellness and morale Strategies for equity-minded workplace culture
#10 Systemwide Liberatory Practices	Equity Data Literacy & Collaborative Problem Solving	 Facilitating Liberation Roundtables Using and Interpreting Liberatory Metrics Dashboards Leading or participating in cross-functional Liberation Councils Skills in reflection, redesign, and shared accountability

Professional learning aligned with these areas will be embedded into implementing each strategic goal, ensuring that faculty, classified professionals, and administrators are fully supported in advancing institutional equity and student-centered transformation.

Section IV. Key Performance Indicators—Strategic Goals

Strategy 1 KPIs: Provide clear onboarding and academic guidance.

- % of first-time students with a completed comprehensive Ed Plan within first term
- % of new students attending onboarding workshops
- % of students contacted at least twice per term by Success Teams
- Increase in full-time enrollment rate (12+ units) for first-time students
- % of onboarding staff and mentors completing equity and barrier-awareness training

Strategy 2 KPIs: Simplify and support the enrollment process

- User satisfaction rating of the student portal (measured via short surveys)
- % of enrollment processes digitized and accessible
- # of peer mentor interactions during peak enrollment periods
- Completion rate of onboarding equity audits
- % of enrollment and orientation changes implemented based on disaggregated student feedback

Strategy 3 KPIs: Create a connected first-year experience.

- % of first-year students assigned to a Student Success Team
- % of first-year students using advising or tutoring services by midterms
- # of engagement events connecting students with faculty, alumni, and employers
- % of students enrolled in identity-based mentoring programs
- # of racial healing sessions held and participation rates

Strategy 4 KPIs: Foster a sense of belonging and support

- # of monthly Engagement Center events held per term
- Attendance and satisfaction scores for identity-affirming events
- % of faculty and staff completing inclusive classroom practices PD
- Student survey results indicating increased sense of belonging

Strategy 5 KPIs: Support student momentum and completion.

- % of students with up-to-date Ed Plans each semester
- % of students completing 24+ units within their first year
- % of first-time students completing transfer-level Math and English in Year 1

- # of active learning communities per term
- Frequency of disaggregated student success data review and related action plans

Strategy 6 KPIs: Provide real-world learning opportunities.

- # of students completing internships, job shadows, or applied projects
- % of programs integrating experiential learning into their pathway
- # of employer or community partnerships maintained or added per year
- # of paid student researchers engaged in equity-focused projects

Strategy 7 KPIs: Deliver engaging, contextualized learning.

- # of students enrolling and completing a success course per Learning Pathway
- # of learning communities integrating paired or contextualized courses
- % of instructional faculty engaged in liberatory-focused PD
- # of faculty and staff earning the Liberatory Teaching & Service Certificate

Strategy 8 KPIs: Care for the whole student.

- # of students enrolling and completing a success course per Learning Pathway
- # of students accessing basic needs services (housing, food, emergency funds)
- Increase in utilization of student services during evening/weekend hours
- # of family engagement or celebration events held per year
- Campus-wide Equity Scorecard completion and annual publication rate
- % of institutional proposals with a completed Student Equity Impact Statement

Strategy 9 KPIs: Foster holistic employee well-being.

- Develop a mentor program to support new employees, serving % each year
- Develop a repository of operational and desk plans for future succession planning
- Promote additional professional development opportunities
- Increase communication and opportunities to promote well-being

Section V: Implementation Process and Continuous Assessment

a. Annual GEMQ Retreat (Review KPIs, Equity Goals, etc.)

Implementation of the 2025–2030 B.E.S.T. Strategic Plan at Riverside City College will follow an **annual reflective, data-informed, and context-responsive cycle**, led by the Governance, Effectiveness, Mission, and Quality (GEMQ) Leadership Council. Each year, GEMQ will convene

a **college-wide Strategic Planning Retreat** to review institutional progress toward the plan's strategic goals and make recommendations for the next cycle of implementation.

This annual review process will include:

- A comprehensive assessment of **Key Performance Indicators (KPIs)** aligned with B.E.S.T. goals and strategies (as detailed in Section IV),
- An analysis of **Student Equity Plan targets**, **District-wide standards**, and **Vision 2030 metrics**, and
- A consideration of **emerging data**, **student feedback**, and **community needs** that may reveal new priorities or require mid-course adjustments.
- b. Contextual Considerations

While key metrics have been established for each strategy, RCC recognizes the need for **flexibility and responsiveness**. The plan allows for new initiatives and metrics to be integrated as the college responds to unanticipated developments or opportunities. As part of the review, GEMQ will also evaluate the effectiveness of prior-year activities and determine whether strategic adjustments or innovations are warranted.

Following the retreat, GEMQ will identify and forward **priority strategies for the upcoming year** to the **Educational Program Oversight Committee (EPOC)** for review and formal approval, ensuring shared governance in decision-making.

Importantly, the decision to implement strategies each year will also be informed by key contextual factors, including:

- Constitutional context, including reflection on the 2019–2024 Strategic Plan's outcomes and persistent equity challenges.
- **Socio-political landscape**, such as changes in student demographics, legislation and policy changes, , workforce needs, academic and curricular considerations, current societal contexts
- **Budgetary and economic conditions**, at both the college, district, state, and federal levels, including the availability of discretionary and categorical funding.
- **Post-pandemic insights**, particularly lessons from the COVID-19 era around remote learning, health equity, and institutional resilience.
- S Plan adaptability, acknowledging that institutional planning must be nimble and responsive to both crisis and opportunity.

This structured-yet-flexible approach ensures that the B.E.S.T. Plan remains a living, evolving framework—guided by vision, shaped by data, and driven by collective responsibility to build, engage, serve, and treasure our diverse college community.



c. Shared Governance Structures and Processes for Implementation

The implementation of the B.E.S.T. Strategic Plan is a collective, cross-functional responsibility that engages RCC's shared governance ecosystem. Each body plays a distinct role in ensuring that equitycentered strategies are advanced, resourced, and evaluated. The **Strategic Planning Leadership Councils** provide vision and structure for plan alignment and oversight. The annual and comprehensive **Program Review and Plan (PRaP/CPRapP)** and the **Prioritization Process** guide data-informed resource allocation aligned with strategic priorities. The **Student Equity Committee**, **Guided Pathways Committee**, and **Student Success Teams** help embed equity and servingness into student-facing structures and initiatives. Engagement spaces such as **Pathways Engagement Centers** and **Cultural and Affinity Engagement Centers** serve as hubs for relational support and inclusive outreach. The **Department Leadership Committee**, **Academic Senate**, and **Joint Deans meetings** ensure faculty and instructional leadership are engaged in implementation and curriculum alignment. The **President's Leadership Team** and **Associated Students of Riverside City College** ensure that executive direction and student voice remain central to planning, implementation, and iterative review.

(include governance structure flow chart and org charts)

B: Roadmap for Developing KPIs for Infrastructure & Capacity

Purpose: To establish meaningful, equity-minded KPIs that monitor the health and effectiveness of foundational supports enabling the B.E.S.T. Plan. Key Performance Indicators (KPIs) for infrastructure and capacity-building will be developed during the implementation phase to track progress, ensure equity, and promote transparency in support of B.E.S.T. outcomes."

III Phase 1: Define KPI Purpose & Ownership

Timeline: Month 1–3 of Implementation Year 1 (2025–2026) **Goal:** Clarify what success looks like for each infrastructure domain.

Task	Responsibility	Output
Conduct workgroup meetings for each Section III area (Finance, Facilities, Tech, Communications, PD)	Strategic Implementation Leads + Domain Experts	Shared understanding of capacity goals

Task	Responsibility	Output
Identify key questions for each domain (e.g., "What should students/staff experience if this area is effective?")	Section leads + Institutional Research	Draft of KPI focus areas per domain
Create a KPI Development Charter (equity lens, roles, principles)	Planning Office + Research + Equity Team	A guiding framework for KPI development

Phase 2: Develop & Pilot Draft KPIs

Timeline: *Months 4–6 of Implementation Year 1* **Goal:** Draft measurable indicators and begin piloting them internally.

Responsibility	Output
Domain leads + Institutional Research	Draft KPI set
IR, IT, Admin Services	Data availability matrix
Institutional Research + Functional Areas	Refined KPI metrics and visuals
	Domain leads + Institutional Research IR, IT, Admin Services Institutional Research +

Phase 3: Validate and Approve KPIs

Timeline: *Months 7–9 of Implementation Year 1* **Goal:** Vet KPIs through governance and user feedback.

Task	Responsibility	Output
Present draft KPIs to Leadership Councils and Senate	VP Admin, Institutional Effectiveness, Equity Office	Feedback and edits
Hold listening sessions with staff and students	Domain leads + Student Equity Committee	Validation of meaningfulness and equity relevance
Finalize KPI list and data collection plan	Strategic Planning Office + IR	Institutional approval

Phase 4: Integrate into Dashboards & Reporting

Timeline: Months 10–12 of Year 1 + Ongoing Annual Cycles **Goal:** Monitor progress, identify gaps, and inform resource allocation.

Task	Responsibility	Output
Build visual dashboards for Section III KPIs	IT + IR	Embedded in B.E.S.T. implementation dashboard
Include in annual Planning & Program Review cycle	Strategic Planning + Admin Services	KPI review in budgeting and prioritization
Publish equity-centered KPI report summaries	Equity Team + Institutional Effectiveness	Annual transparency tool for campus and community

Conclusion: A Call to Action

The 2025–2030 B.E.S.T. Strategic Plan is not simply a document—it is a declaration. It signals our shared commitment to build an institution rooted in equity, driven by innovation, and inspired by the voices of those we serve. This plan belongs to all of us: students, classified professionals, faculty, and administrators alike. Together, we will hold ourselves accountable—not only for what we achieve, but for how we listen, learn, and lead. The future we envision is not theoretical; it is possible. And the fruit of this labor will be measured in lives transformed, communities empowered, and a college that leads with both courage and care. Let this plan guide us—and ground us—as we build, engage, serve, and treasure every member of the RCC community.

Appendices

Appendix A: Alignment of BEST Strategies with SEP Metrics and Vision 2030 Outcomes

BEST Strategy	Relevant SEP Metrics	Vision 2030 Outcomes	Notes for KPI Integration
1. Onboarding & First-Year Experience	Successful Enrollment, Persistence (First to Second Term), Transfer-Level Math/English	Outcome 4: Student Participation, Outcome 1: Completion	Track DI disaggregated persistence rates and math/English completion in first year.
2. Teaching & Learning Excellence	Completion (Degrees/Certs), Transfer-Level Completion	Outcome 1: Completion, Outcome 2: Baccalaureate Attainment	Use course success and completion rates by DI group, and success in gateway courses.
3. Integrated Student Support	Persistence, Completion, Financial Aid Access	Outcome 1 & 5: Completion & Financial Aid	Measure increase in FAFSA/CA Dream Act completion and persistence by DI group.
4. Career & Transfer Pathways	Completion, Transfer	Outcome 2 & 3: Baccalaureate Attainment, Workforce Outcomes	Include metrics on ADT completion, transfer rates, and earning a living wage.
5. Equity-Minded Teaching Practices	Transfer-Level Math/English, Course Success Rate	Outcome 1: Completion	Use disaggregated course success rates and term GPA of DI students.
6. Financial & Basic Needs Support	Financial Aid Access, Persistence, Completion	Outcome 5: Financial Aid, Outcome 3: Workforce Outcomes	Track student access to aid and completion with basic needs support interventions.
7. Culturally- Responsive Engagement	Persistence, Completion, Student Voice	Outcome 4: Participation, Outcome 1: Completion	Integrate student climate and engagement surveys with equity disaggregations.
8. Data-Driven Improvement	All SEP metrics, Disproportionate Impact analyses	Outcomes 1–6	Institutional dashboards tracking progress on DI gaps and protometrics from Vision 2030.
9. Systemwide Liberatory Practices	All DI Populations across SEP Metrics	All Vision 2030 Outcomes	Align with broader structural equity goals; track policy impact on equity gaps.

Appendix B: BEST Goal Alignment with Vision 2030 and District Strategic Plan

BEST Goal	RCC Strategy Focus	Vision 2030 Alignment	District Strategic Plan Alignment	Aligned KPIs
Build	Onboarding, enrollment equity, comprehensive Ed Plans, tech- enabled processes	Equity in Access + Success; Strategic Direction: Future of Learning	Increase in full- time enrollment, onboarding effectiveness, Ed Plan completion	FT enrollment rates, % with Ed Plans, % completing onboarding, user satisfaction with portal
Engage	First-year experience, student success teams, engagement centers, identity- based mentoring	Equity in Support; Focus on Identity- based engagement & Dual Enrollment	Sense of belonging, tutoring and advising usage, engagement event participation	% assigned to Success Teams, % accessing support, survey on belonging, racial healing events
Serve	Progress monitoring, learning communities, experiential learning, career alignment	Equity in Success; Focus on Baccalaureate attainment, workforce outcomes	Transfer-level Math/English in Year 1, 24+ unit completion, pathway-based experiential learning	% completing 24+ units, % Math/English completion Year 1, # of internships/externships
Treasure	Liberatory teaching, inclusive culture, holistic student support, staff well-being	Equity in Support; Climate and wellness, holistic support, inclusive teaching	Equity scorecard use, faculty PD, student basic needs, institutional transparency	# of students in success courses, % of inclusive PD completions, equity impact statements

Appendix C: Strategy-Level Alignment

Strategy #	Strategy Focus	Vision 2030 Alignment	District Strategic Plan Alignment
Strategy 1	Onboarding and Ed Plans	Equity in Access	Student onboarding and Ed Plan completion
Strategy 2	Simplified enrollment and tech tools	Equity in Access; The Future of Learning	Digitization, enrollment simplification
Strategy 3	First-Year Experience and Success Teams	Equity in Support	First-year experience and advising access
Strategy 4	Belonging and identity- based supports	Equity in Support	Sense of belonging, mentoring, identity affirmation
Strategy 5	Momentum and transfer-level completion	Equity in Success	Math/English completion Year 1, program mapping
Strategy 6	Experiential and career learning	Equitable Workforce and Economic Development	Internships, job shadowing, pathway alignment
Strategy 7	Liberatory pedagogy and student success courses	Equity in Success and Support	Instructional innovation, inclusive PD
Strategy 8	Basic needs, family engagement, equity tools	Equity in Support; Climate & community wellness	Student services access, equity scorecard use
Strategy 9	Employee well-being and supportive environments	Equity in Support; Staff and systems care	Professional development, morale, operational consistency

Appendix D: ACIP Framework

Ask

Connect

Inspire

Students are expected to forge relationships in their field independently.

Coventional Practice

Conventional Practice

followed by self -guided

navigation.

Some students are helped to

Conventional Practice

Academic and career exploration

summer bridge programs that don't

capture every incoming student.

Conventional Practice

assistance is mainly limited to information on websites, self -directed search, and

Students spend the first term/ year completing developmental and/or general education prerequisites.

develop first -semester schedules,

Plan

ACIP

Elevating our Practice

Every RCC student is asked about their interests, strengths, and aspirations and *is guided throughout their journey to programs and people at the college with similar interests.*

Elevating our Practice

From the start, RCC organizes opportunities for all students to meet with faculty, students, alumni, and employers in fields of interest to them.

Elevating our Practice

Every RCC student takes at least one course in term 1 on topics of interest that "light their fire" for learning.

Elevating our Practice

RCC helps every student to develop a comprehensive ed plan used to schedule classes and monitor progress.

Appendix E: RCC Strategic Plan Goals Overview: B.E.S.T.

Build [Relationships]: From Application to Enrollment

To build is to begin—with care, intention, and inquiry. This stage initiates the student's journey by forming authentic connections rooted in their identities, goals, and lived experiences. Through equity-centered onboarding, RCC asks the right questions and becomes aware of systemic barriers that impact access. We analyze how institutional practices shape student engagement and intentionally co-create supportive entry points. Building meaningful relationships early ensures every student is seen, heard, and equipped to pursue their path.

Engage [Connecting to the College]: First-Year Experience

Engagement is the heartbeat of belonging. RCC fosters dynamic student connections with faculty, peers, mentors, and programs through a reimagined first-year experience. We remain aware of the isolation often faced by historically excluded students and take intentional action to build bridges of trust and solidarity. Engagement at RCC is about cultivating identity, sparking curiosity, and laying the foundation for long-term academic and personal success through culturally responsive, community-driven practices.

Serve [Key Momentum Points]: 24+ Units Through Completion

To serve is to honor student journeys through responsive planning and continuous support. At this stage, RCC recognizes how systemic inequities can derail student progress and actively analyzes where those barriers lie. In response, we take action by aligning resources, refining structures, and removing friction from the student experience. By co-creating liberatory learning environments, RCC ensures students not only persist but thrive on their way to degree completion, transfer, and career success.

Treasure [the Experience]: Transformative, Inclusive, Celebrated

Treasure represents the culmination of transformation—where equity, excellence, and joy intersect. RCC affirms student identity, celebrates lived experience, and upholds a standard of care that reflects deep institutional accountability. Through liberatory teaching, holistic support, and visible recognition of achievement, we foster a campus culture where students and employees feel valued and inspired. To treasure is to lead with love, allyship, and the conviction that every student's journey matters.

Systemwide Liberatory Practices

Systemwide Liberatory Practices institutionalize equity as a shared responsibility across all departments and divisions. By embedding the principles of liberatory consciousness into everyday planning, teaching, and service, RCC cultivates a culture of reflection, dialogue, and redesign. Through collaborative structures like Reflection Roundtables (awareness, analysis, action, advocacy), Metrics Dashboards, and cross-functional Councils, this strategy ensures that transformation is continuous, data-informed, and rooted in collective accountability and allyship.

Appendix F: Leading in Ethical and Equity-Minded Use of Generative Artificial Intelligence

Riverside City College recognizes that the future of higher education is being shaped by rapid advancements in **generative artificial intelligence (AI)**. In alignment with **Vision 2030 Strategic Direction 3**, RCC will take a leading role in **responsible, equitable, and innovative use of AI** in service to teaching, learning, professional development, and institutional operations.

Grounded in our values of **equity**, **justice**, **and servingness**, we are committed to developing policies and practices that ensure **AI enhances—not replaces—human connection**, educational integrity, and cultural relevance.

o Strategic Commitments

- 1. Student Empowerment and Digital Equity
 - Ensure all students have equitable access to AI tools, literacy, and support through **device loans**, **digital skill development**, and inclusive design.
 - Embed AI literacy and critical thinking into first-year experience curriculum and Learning Pathways.
 - Promote student creativity, inquiry, and ethical awareness when using generative tools such as ChatGPT, DALL·E, and similar platforms.

2. Faculty and Staff Development

- Launch a **Liberatory Teaching & Innovation Certificate** that includes AI applications in pedagogy, assessment, and academic integrity.
- Host **cross-role learning labs** to explore the use of AI in teaching, service delivery, and administrative tasks.
- Support faculty and staff in **reimagining workflows** to reduce administrative burden and increase student-facing time.

3. Institutional Effectiveness and Innovation

- Pilot smart analytics and generative AI tools within:
 - Student Success Teams (e.g., nudging, predictive advising),
 - LMS-integrated learning support (e.g., tutoring chatbots),
 - Business process improvements (e.g., document automation, grant writing support).
- Establish an **Al Advisory Taskforce** to ensure ethical review, risk assessment, and continuous feedback from campus stakeholders.
- Ensure **data privacy, algorithmic transparency, and accountability** in all AI implementations.

Vision 2030 Alignment

Vision 2030 Action

12a: Improve the student experience through AI and smart analytics

12b: Modernize infrastructure for online education and faculty

12c: Analyze AI's impact and update policy/practices

RCC Strategic Alignment

First-Year Experience redesign, Student Success Teams, integrated tech platforms

Smart classrooms, LMS integration, faculty AI training

RCC AI Taskforce, policy review, professional learning, digital equity efforts

Appendix G: Operationalizing the BEST Strategic Plan through Leadership Councils

Leadership Council Responsibilities by BEST Goal

This handout provides an at-a-glance guide to how Riverside City College's 2025–2030 BEST Strategic Plan is embedded within the college's shared governance and planning structure. It is designed to support leadership council members in understanding their roles in strategy implementation and continuous improvement.

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BEST Goal	Relevant Strategies	Primary Council	Supporting Councils	Key Operational Tasks
Build	Strategies 1 & 2	Student Access & Support (SASLC)	GEMQLC, RDASLC	Redesign onboarding; Implement tech- based tools for enrollment and Ed Plans
Engage	Strategies 3 & 4	Teaching & Learning (TLLC)	SASLC, GEMQLC	Launch first-year experience model; expand mentoring and identity-based engagement
Serve	Strategies 5 & 6	Teaching & Learning (TLLC)	RDASLC, SASLC	Track momentum metrics; enhance internships, learning communities, career pathways
Treasure	Strategies 7, 8, 9	Governance, Effectiveness, Mission & Quality (GEMQLC)	RDASLC, SASLC	Infuse liberatory practice, professional development, and institutional well-being

Council Implementation Supports

Appoint BEST Liaisons: Assign at least one member to track progress and report on relevant strategies.

Use Integrated Action Plans (IAPs): Align strategy timelines with budget and planning cycles.

Embed KPIs in Program Review: Link college-wide and state metrics to annual reporting.

Report to EPOC: Share updates quarterly to support integration and alignment across councils.

Promote Shared Ownership: Ensure strategies appear as standing agenda items for regular review. Contact the Office of Institutional Effectiveness for data support, strategy maps, or additional implementation

resources.





2025 Spring Plenary Session

Adopted Resolutions

Resolutions Committee

Robert L Stewart Jr, ASCCC Resolutions Chair, Area C Karen Chow, ASCCC Resolutions Second Chair, Area B Nikki Grose, Feather River College, Area A Jerome Hunt, Long Beach City College, Area D Yuting Lin, Sierra College, Area A Krystinne Mica, ASCCC Executive Director

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RECORDING RESOLUTIONS VOTING

Final results of voting on resolutions are recorded using the following, based on the <u>*Resolutions Handbook*</u> (page 12):

- MSC: Moved, Seconded, Carried
- MSF: Moved, Seconded, Failed
- MSR: Moved, Seconded, Referred
- MSU: Moved, Seconded, Unanimous (including consent calendar & unanimous consent)
- Acclamation: Moved, Seconded, Acclamation

RESOLUTIONS CATEGORIES

New resolutions categories that more closely align with the purview of the ASCCC were piloted for the 2024 Spring Plenary Session and approved for post-pilot use by the ASCCC Executive Committee at its May 2024 meeting. Numbering of these new categories begins from 101 for the first category, 102 for the second category, and so forth to distinguish them from the old categories. The approved new categories are as follows:

- 101. Curriculum
- 102. Degree and Certificate Requirements
- 103. Grading Policies
- 104. Educational Program Development
- 105. Student Preparation and Success
- 106. Governance Structures
- 107. Accreditation
- 108. Professional Development
- 109. Program Review
- 110. Institutional Planning and Budget Development
- 111. Academic Senate for California Community Colleges
- 112. Hiring, Minimum Qualifications, Equivalency, and Evaluations
- 113. Legislation and Advocacy
- 114. Consultation with the Chancellor's Office

ADOPTED RESOLUTIONS

101 CURRICULUM

101.01 S25 Addressing Barriers to Articulation

Whereas, The California Community Colleges (CCC) system serves as the largest public higher education system in the nation, providing vital transfer pathways to the California State University (CSU), the University of California (UC) system, and independent colleges and universities, yet students continue to experience challenges with articulation of courses, leading to duplication of coursework and barriers to timely degree completion¹;

Whereas, The Course Identification Numbering System (C-ID) has played a significant role in facilitating articulation and transfer by providing a common framework for course comparability across California community colleges, but gaps remain in the articulation of courses outside of the transfer model curriculum and associate degree for transfer;

Whereas, AB 1111 (Berman, 2021)² mandates common course numbering across the CCC system, which has the potential to improve transfer and articulation but does not resolve the systemic issues with inconsistent articulation policies between CCC, CSU, and UC, nor does it address disparities in how courses are evaluated for equivalency; and

Whereas, The existing articulation process relies on faculty-driven review and articulation agreements through ASSIST, yet discrepancies between CCC, CSU, and UC articulation practices, coupled with lengthy approval timelines, create significant challenges for students seeking seamless transfer pathways³;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates, articulation officers, and system offices including the California Community Colleges Chancellor's Office, California State University Chancellor's Office, and University of California Office of the President to reimagine articulation processes, ensuring that efforts such as the Course Identification Numbering System (C-ID) and common course numbering effectively support streamlined transfer pathways; and

Resolved, That the Academic Senate for Community Colleges work with the Intersegmental Committee of the Academic Senates, articulation officers, and system offices including the California Community Colleges Chancellor's Office, California State University Chancellor's Office, and University of California Office of the President to advocate for improved

¹ <u>https://www.kqed.org/news/11956322/california-community-college-students-face-tough-barriers-when-transferring</u>

² https://legiscan.com/CA/text/AB1111/id/2436122

³ https://www.auditor.ca.gov/wp-content/uploads/2024/09/2023-123-Report-WP.pdf

transparency, consistency, and timeliness in articulation decisions and identify systemwide policies and processes to ensure articulation agreements are consistent across institutions.

Contact: ASCCC Executive Committee

MSU

101.02 Cal-GETC Approval of California Community Colleges Ethnic Studies Courses

Whereas, Effective fall 2021, students are required to complete an ethnic studies course as part of the intersegmental general education transfer pattern California State University General Education Breadth (CSU GE) Area F Ethnic Studies and, effective fall 2023, Intersegmental General Education Transfer Curriculum (IGETC) Area 7 Ethnic Studies, with both being replaced by California General Education Transfer Curriculum (Cal-GETC) Area 6 Ethnic Studies effective fall 2025;

Whereas, California community college faculty have developed ethnic studies courses approved by their local curriculum committees only to be denied transfer CSU GE Area F/IGETC Area 7 approval and, even after addressing concerns from reviewers, were subsequently again denied⁴;

Whereas, Articulated California community college ethnic studies courses are being held to a higher standard for review and approval for the transfer general education ethnic studies requirement than articulated California State University and University of California ethnic studies courses⁵; and

Whereas, CSU students often take California community college ethnic studies courses that are accepted and approved for their CSU campus ethnic studies general education requirements, but these same ethnic studies courses are not approved for CSU GE Area F, and therefore California community college students take the same ethnic studies courses that count for the CSU students' ethnic studies requirement but the courses do not count for the community college students for the transfer general education ethnic studies requirement⁶;

⁴ San Diego Mesa College Chicana/o History courses were denied CSU GE Area F inclusion. The San Diego Mesa College faculty addressed the denial comments after the first denial and resubmitted only to be denied again. After two submissions without acquiring approval, the San Diego Mesa College Chicana/o Studies faculty decided to suspend their effort

⁵ Ohlone College CHS 101 and CHS 106A are both approved for Sonoma State's Critical Race Studies Graduation Requirement5, CHS 101, ETHN 100, ETHN 105, ETHN 114A, and ETHN 114B are approved for UCSB's College of Engineering, and College of Letters and Science GE Ethnicity Requirement5 and CHS 101 and ETHN 100 are approved for UCSC's Ethnicity and Race General Education Requirement5. These courses were initially approved for CSU GE Area F but now have a Fall 2026 phase-out term. The CSUCO required that the courses be reviewed again for 2024, but no reason for the review was given, and the courses were subsequently denied approval. ⁶ San Diego State University (SDSU) students took San Diego Mesa College ethnic studies courses that were approved for meeting the ethnic studies requirements at SDSU, but the San Diego Mesa College courses were not approved for CSU GE Area F

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates to develop and implement a policy, effective Fall 2026, that any California community college ethnic studies course that is articulated to any California State University or University of California course approved for ethnic studies general education or graduation requirements be automatically approved for Cal-GETC Area 6.

Contact: David Degroot, Allan Hancock College, Area C

MSC

101.03 S25 Honoring Approved IGETC Lists for Cal-GETC

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Implementation Guidance Memo dated February 14 2024⁷ specifies that only "courses approved for an IGETC area in ASSIST.org as of August 1, 2024, with the exception of Area 1C, will migrate to the corresponding Cal-GETC area by ASSIST.org," and the Intersegmental General Education Transfer Curriculum (IGETC) provides a structured pathway for California community college students to fulfill lower-division general education requirements before transferring to the University of California (UC) or California State University (CSU) systems;

Whereas, Cal-GETC has been developed to standardize the transfer process and ensure that coursework taken at a California community college aligns with general education requirements across California public institutions;

Whereas, Students rely on accurate and consistent articulation agreements to make informed decisions about their academic coursework and transfer eligibility, and discrepancies in the retroactive application of Cal-GETC course lists could result in unfair barriers for students who have completed IGETC coursework in good faith; and

Whereas, According to IGETC Standards version 2.4, section 5.1.1 California Community College Course Application Rights Certification, coursework completed for IGETC will be honored provided that a course was on a college's approved IGETC list when it was completed;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates to ensure that certification of coursework completed for IGETC will be honored for Cal-GETC, provided that all courses were previously listed on the California community college's approved IGETC list at the time they were completed by the student except for IGETC Area 1C; and

⁷ <u>California General Education Transfer Curriculum (Cal-GETC) Implementation Guidance Memo dated February 14</u> 2024

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates to ensure transparency and consistency in the recognition of IGETC coursework to uphold student transfer rights and promote seamless educational progress and that this policy be included in the Cal-GETC Standards publication.

Contact: Melain McIntosh, Compton College, Area C

MSU

102 DEGREE AND CERTIFICATE REQUIREMENTS

103 GRADING POLICIES

103.01 S25 Advancing Credit for Prior Learning in Alignment with the CCCCO Vision 2030 (Apprenticeships, Veterans Sprint, and Rising Scholars)

Whereas, The California Community Colleges Chancellor's Office (CCCCO) Vision 2030 emphasizes equitable access to education by advocating for the removal of systemic barriers to student success, including the recognition and awarding of credit for prior learning (CPL), and aligns with the core academic and professional matters outlined in the Title 5 §53200⁸ by fostering student achievement and seamless transfer pathways;

Whereas, CCCCO apprenticeship programs provide innovative pathways for students to gain hands-on experience and earn college credit through paid on-the-job training, aligning with the Vision 2030 goal of preparing students for in-demand careers and fostering economic mobility;

Whereas, The CCCCO Veterans Sprint initiative focuses on supporting veterans by streamlining CPL processes, ensuring their military training and experiences are recognized as valuable academic credit and promoting their successful transition into civilian careers; and

Whereas, The CCCCO Rising Scholars initiative supports system-impacted and formerly incarcerated students, providing equitable access to education and creating opportunities to recognize prior learning experiences gained through life and work, aligning with the Vision 2030 goals of inclusivity and student success;

Resolved, That the Academic Senate for California Community Colleges support the expansion and implementation of the California Community Colleges Chancellor's Office apprenticeship initiative to provide equitable access to career-focused learning opportunities and credit for onthe-job training;

Resolved, That the Academic Senate for California Community Colleges support the California Community Colleges Chancellor's Office Veterans Sprint initiative, advocating for streamlined

⁸ <u>Title 5 Section 53200 - 10+1</u>

policies that recognize military training and experience as academic credit to ensure equitable educational opportunities for veterans; and

Resolved, That the Academic Senate for California Community Colleges support the goals of the California Community Colleges Chancellor's Office Rising Scholars Initiative, encouraging colleges to implement policies that recognize the prior learning of system-impacted and formerly incarcerated students to foster inclusivity and equity in educational opportunities.

Contact: Dr. Sigrid Williams, Norco College, Area D

MSU

103.04 S25 Eliminating Financial Barriers: No Fees for Credit by Exam for Credit for Prior Learning

Whereas, California community colleges are committed to ensuring equitable access to credit for prior learning (CPL) for all students, recognizing the diverse experiences and knowledge students bring to their educational journeys;

Whereas, While California Education Code permits community colleges to charge students a fee for administering credit by exam, and, according to California Code of Regulations Title 5 §55050⁹, a district may charge a fee for administering the examination as long as the fee does not exceed the enrollment fee for the course for which the student seeks credit, but colleges should consider student equity when determining these fees to ensure they do not place an undue financial burden on students seeking CPL, thereby limiting access to CPL;

Whereas, §55050 of the credit for prior learning regulation in Title 5 states that the determination to offer credit by examination rests solely on the discretion of the discipline faculty and that a separate examination shall be conducted for each course for which credit is to be granted; and

Whereas, Colleges may grant credit only to students who are registered at the college and in good standing and only for courses listed in the catalog of the college;

Resolved, That the Academic Senate for California Community Colleges recommend that no fee be assessed for credit for prior learning examinations.

Contact: Dr. Sigrid Williams, Norco College, Area D

MSC

⁹ Title 5, Section 55050

104 EDUCATIONAL PROGRAM REQUIREMENTS

104.01 S25 Reimagining Transfer Alignment Efforts

Whereas, The Academic Senate for California Community Colleges adopted Resolution 15.01 F17,¹⁰ which resolved that "the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California to identify a single pathway in each of the majors with an Associate Degree for Transfer to ensure that students will be prepared to transfer into either the California State University or the University of California systems";

Whereas, The Transfer Alignment Project and the Course Identification Number system have been working with faculty from all three segments to modify transfer model curricula (TMCs) to encompass the major preparation requirements for both the California State University (CSU) and University of California (UC) systems;

Whereas, Many UC Transfer Pathways in high unit science, technology, engineering, and mathematics disciplines cannot be converted into a TMC, even with modifications to the California General Education Transfer Curriculum (Cal-GETC), because they have too many units to fit within the 66 units permitted by AB 2057 (Berman, 2023),¹¹ requiring removal of courses from the preferred major preparation to create a compliant associate degree for transfer; and

Whereas, Any aligned transfer pattern should provide students with the equivalent preparation as students that began their studies at a CSU or UC campus, and community college students completing this transfer pattern should be prepared for junior level coursework in their chosen majors at a campus in either system;

Resolved, That the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California and each segment's system office to propose and develop an aligned alternative to the associate degree for transfer for high unit science, technology, engineering, and mathematics majors that includes guaranteed admission and any major preparation course required by either segment.

Contact: Craig Rutan, Santiago Canyon College, C-ID Curriculum Director

MSC

105 STUDENT PREPARATION AND SUCCESS

¹⁰ <u>https://asccc.org/resolutions/aligning-transfer-pathways-california-state-university-and-university-california-systems</u>

^{II} AB 2057 (Berman 2023)

105.01 S25 Catalog Rights for Dual Enrollment Students

Whereas, California Code of Regulations Title 5 §40401¹² establishes a system-wide catalog rights policy for undergraduate students of the California State University, which includes California community college transfer students, and allows that

An undergraduate student remaining in attendance in regular sessions at any California State University campus, at any California community college, or any combination of California community colleges and campuses of The California State University may for purposes of meeting graduation requirements elect to meet the requirements in effect at the campus from which the student will graduate either:

- (1) at the time the student began such attendance or
- (2) at the time of entrance to the campus, or
- (3) at the time of graduation;

Whereas, Dual enrollment students who start at a California community college may establish community college catalog rights in the semester they first start taking courses at a community college, but the California State University (CSU) will not honor those catalog rights, as dual enrollment students may only establish catalog rights with the CSU after they graduate from high school¹³; and

Whereas, With the implementation of the California General Education Transfer Curriculum (Cal-GETC), dual enrollment students graduating high school on or after Spring 2025 who completed courses to satisfy the California State University General Education Breadth or the Intersegmental General Education Transfer Curriculum will be considered new first-year students who are required to complete Cal-GETC and thus might have to either take additional courses or repeat courses to meet Cal-GETC requirements, which is inequitable;

Resolved, That the Academic Senate for California Community Colleges advocate to the Academic Senate of the California State University and the California State University Office of the Chancellor to allow dual enrollment students to establish catalog rights during a student's first term of transcriptable attendance at a California community college.

Contact: Mark Edward Osea, ASCCC Executive Committee

MSU

¹² <u>Title 5 §40401</u>

¹³ <u>CSU Transfer Programs Appendix A: Cal-GETC Catalog Rights Chart</u>

105.02 S25 Maximizing Student Awareness: Promoting Credit for Prior Learning Awareness through Syllabus Statements and Other Appropriate Institutional Communications at California's Community Colleges

Whereas, The California Community Colleges Chancellor's Office Vision 2030¹⁴ incorporates a commitment to proactively bring college education to prospective students, wherever they are, to ensure equity in access;

Whereas, Many students could benefit from greater awareness of the opportunities available through credit for prior learning (CPL), particularly working adults and veterans who may earn college credit for knowledge gained outside of a traditional academic environment; and

Whereas, Several colleges have found success with the inclusion of a CPL syllabus statement in course syllabi to promote awareness of CPL opportunities and to inform students of this pathway to accelerate their educational goals;

Resolved, That the Academic Senate for California Community Colleges develop and provide an optional sample syllabus statement for colleges and districts to adopt in order to help maximize student awareness of Credit for Prior Learning opportunities by Spring 2026; and

Resolved, That the Academic Senate for California Community Colleges encourage local and district academic senates to collaborate with campus leadership to develop and implement strategies for disseminating Credit for Prior Learning information across various appropriate institutional communications and student-facing materials to enhance awareness and understanding of CPL and its benefits.

Contact: Dr. Sigrid Williams, Norco College

MSC

106 GOVERNANCE STRUCTURES

106.01 S25 Advocating for Inclusive Participation of Part-Time Faculty in California Community College Local Academic Senates

Whereas, The California Community Colleges' diversity, equity, inclusion, and accessibility statement and the Academic Senate for California Community Colleges' (ASCCC) inclusivity statement demonstrate commitment to promoting inclusion, diversity, equity, antiracism, and accessibility among all faculty members;

Whereas, Part-time faculty are integral to the mission, vision, and values of the ASCCC, and the inclusion of part-time faculty in college participatory governance structures is essential for fostering a collaborative and effective academic community;

¹⁴ <u>CCCCO Vision 2030</u>

Whereas, Previous resolutions and resources produced by the ASCCC—including resolutions 1.02 F20, 19.01 S21, 17.02 S22, 1.01 S23, and 17.02 S23—have emphasized the importance of equity for part-time faculty and recognized the significant contributions of part-time faculty in the educational environment, thus aligning with a strong commitment to create an environment where all voices are heard and all faculty members can contribute to decision-making processes; and

Whereas, Current Title 5 §53202 (d)¹⁵ reads, "The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate," thus granting full-time faculty the discretion to include part-time faculty in membership and participation in the local academic senates through the use of the term "may," which could inadvertently contribute to inequities and lack of representation;

Resolved, That the Academic Senate for California Community Colleges research the potential effects that a change in Title 5 §53202 (d) language from "may" to "shall," which would require full-time faculty to include part-time faculty members in membership and participation in local academic senates, may have on other areas of Title 5 by Fall 2026; and

Resolved, That the Academic Senate for California Community Colleges, upon completing research into the potential consequences of a language change in Title 5 §53202 (d) from "may" to "shall" and barring any negative effects on other areas of Title 5, work with the California Community Colleges Chancellor's Office to update Title 5 §53202 (d) to provide true equity and inclusion in local college governance to all faculty in the California Community Colleges system.

Contact: Lindsay Weiler, Riverside City College

MSC

107 ACCREDITATION

108 PROFESSIONAL DEVELOPMENT

109 PROGRAM REVIEW

110 INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

111 ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

111.01 S25 Update the ASCCC Document, "Standards of Practice for California Community College Counseling Faculty and Programs"

Whereas, The document *Standards of Practice for California Community College Counseling Faculty and Programs* was originally adopted by the delegates to the 1997 Academic Senate for

¹⁵ <u>Title 5 Section 53202 (d)</u>

California Community Colleges Spring Plenary Session, revised and adopted by the delegates at the 2008 Fall Plenary Session, and has not been updated since;

Whereas, The document itself recommends that it be reviewed at least every six years¹⁶; and

Whereas, Since the last update of the document, new technologies, implementation of guided pathways, and the COVID-19 pandemic have necessitated that California community colleges reenvision how counseling services are offered;

Resolved, That the Academic Senate for California Community Colleges review and update the document *Standards of Practice for California Community College Counseling Faculty and Programs* by the 2026 Academic Senate for California Community Colleges Spring Plenary Session.

Contact: Mark Edward Osea, ASCCC Executive Committee

MSU

111.02 S25 Senator Emeritus for Dr. Matthew "Matt" Merrill Clark (Posthumous)

Whereas, Dr. Matthew "Matt" Merrill Clark was a beloved Woodland Community College (WCC) statistics professor for 32 years, a dedicated Yuba Community College District faculty leader, and a founding member of WCC's provisional senate who played a crucial role in the college's successful accreditation and establishment as California's 110th community college in 2008, continued his service for over 15 years in the WCC Academic Senate by serving as its third and fifth academic senate president (both prime numbers), and was a consistent and reliable faculty voice while navigating growing pains into a new multi-college district inclusive of program development, curriculum realignment, and governance, and Matt passed unexpectedly on June 21, 2024;

Whereas, Matt served for over a decade as a delegate to the Academic Senate for California Community Colleges (ASCCC), where he provided thoughtful amendments and counterpoints during Area A meetings to clarify potential outcomes, provided insights consistently centered on student support and inclusion, diversity, equity, antiracism, and accessibility, advocated for faculty primacy in academic and professional matters, advocated for higher education, communicated the unique perspective of small and rural community colleges, introduced many of his colleagues to statewide service; and empowered leadership through ASCCC plenaries, institutes, and regional meetings;

Whereas, Matt demonstrated exceptional dedication through his service on the ASCCC Relations with Local Senates Committee, resulting in contributions to the development of the initial version of the ASCCC *Local Senates Handbook*, and his work on the ASCCC Math and Quantitative Reasoning Taskforce was an invaluable resource to the ASCCC in advancing faculty-

¹⁶ P.19 <u>Standards of Practice for California Community College Counseling Faculty and Programs</u>

driven work on AB 705 and AB 1705, providing guidance on the implications of these legislative mandates for mathematics instruction, placement practices, and student equity, leaving a lasting impact on colleagues, students, and the statewide community; and

Whereas, Matt's encouragement supported many faculty across Area A, ASCCC Executive Committee members, and numerous ASCCC Presidents, and his service of leadership, empowerment, and faculty voice embodied the mission of ASCCC and will be deeply missed by the colleagues he inspired;

Resolved, That the Academic Senate for California Community Colleges hereby grant its highest honor of senator emeritus posthumously to Dr. Matthew "Matt" Merrill Clark.

Contact: Aree Metz, Woodland Community College, Area A

ACCLAMATION

111.03 S25 Senator Emeritus for Dr. Peter John Stanskas (Posthumous)

Whereas, The ASCCC owes a debt of deep gratitude to Dr. Peter "John" Stanskas for his unwavering dedication to students, San Bernardino Valley College, and the California Community Colleges system as a genuine and stylish leader who celebrated life and made everyone smile with his legendary shiny blue shoes;

Whereas, John earned his doctorate in nuclear chemistry from the University of Maryland and pursued his passion for teaching at San Bernardino Valley College, beginning as an adjunct faculty member in 2001 and becoming a full-time chemistry faculty member in 2002, and during his tenure, John served in numerous leadership roles, including Academic Senate for California Community Colleges President, San Bernardino Valley College Dean of Science, and the California Community Colleges' Vice Chancellor of Academic Affairs, profoundly impacting the lives of students and colleagues;

Whereas, John led the California Community Colleges system through the tumultuous racial reckoning of 2020 with a Call to Action, providing direction for faculty and empowering local academic senates to create their own plans of action, all while helping to lead the California Community Colleges Diversity, Equity, and Inclusion Task Force, setting the direction of DEI efforts in the system; and

Whereas, John mentored many current and future senate leaders, introducing faculty to statewide service and encouraging them to take leadership roles, often serving as a sounding board to discuss the many questions one might have about statewide leadership with kindness, humility, and encouragement;

Resolved, That the Academic Senate for California Community Colleges hereby grant its highest honor of senator emeritus posthumously to Dr. Peter John Stanskas.

Andrea Hecht, San Bernardino Valley College, Area D

ACCLAMATION

111.04 S25 Support of Sanctuary Campus Designations

Whereas, The Academic Senate for California Community Colleges is committed to inclusivity, dignity, and respect for all of its diverse student body, faculty, and staff through education in a safe and tolerant environment that celebrates and protects the core values of academic freedom, wherein all students, faculty, and staff may express and challenge ideas and beliefs without threat or fear of retaliation, including actions on the part of governments of the State of California and the United States of America;

Whereas, The aforementioned values have been radically challenged by the rhetoric and actions of some elected and appointed officials of the federal government of the United States, which, in turn, has emboldened statements and acts of intolerance within the state of California, including from within the California Community Colleges system; and

Whereas, The November 15, 2024 California Community Colleges Chancellor's Office memo "California and its Community Colleges Remain Sanctuary Jurisdictions"¹⁷ states that the Chancellor's Office "anticipate[s] that the president-elect will issue new executive orders similar in scope and intent to Executive Order 13768, [and since] the president-elect's party has won control of both branches of Congress, additional anti-immigrant legislation may soon be enacted," but also asserts that "our system will refrain from cooperating in federal enforcement of national immigration laws unless compelled to do so by state or federal law and, the system does not capture information on undocumented students, therefore our colleges will not release personally identifiable student information related to immigration status unless required by judicial order;"

Resolved, That the Academic Senate for California Community Colleges recognize that individual campuses' sanctuary designations are part of a systemwide commitment to inclusion, diversity, equity, anti-Racism, and accessibility;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with their college administrations to designate their colleges sanctuary campuses; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to provide professional development opportunities and guidance regarding the formal adoption of the designation of sanctuary campus.

Contact: Joshua Scott, Solano Community College, Area B

ACCLAMATION

¹⁷ Legal Advisory 24-11-15: California and its Community Colleges Remain Sanctuary Jurisdictions

111.05 S25 Advocating for the Inclusion of California Community Colleges Classified Senates in Title 5

Whereas, Education Code §70902(b)(7)¹⁸ states that the Board of Governors shall "[e]stablish procedures that are consistent with minimum standards...to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance," and Title 5 §51023.5¹⁹ states that "[s]taff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff," but Title 5 does not recognize local classified senates, nor does it include classified staff areas of purview appropriate to classified professionals and analogous to those delineated for academic senates in §53200²⁰ and student leadership in §51023.7²¹, leaving classified senates without a formalized position within the structure of local colleges and districts that could reinforce the principles of participatory governance, accountability, and inclusivity within California's educational institutions;

Whereas, Local classified professionals make up 60% of the California Community Colleges system's full-time workforce but are often underrecognized for their roles and responsibilities within participatory governance since they do not have a formally recognized representative body within college governance structures;

Whereas, The California Community College Classified Senate represents all classified professionals and plays a vital role in promoting transparent, equitable, and effective governance by ensuring that the concerns and recommendations of classified professionals are considered in the decision-making processes of colleges and the system; and

Whereas, The inclusion of the California Community College Classified Senate in Title 5, along with a delineation of the purview of classified senates, would bring consistency among participatory governance practices that are already institutionalized by the long-time existence of the Student Senate for California Community Colleges and the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to advocate for a commitment to fostering a culture of participatory governance by ensuring that the insights and expertise of local classified senates are integrated into institutional participatory governance processes;

¹⁸ California Education Code §70902

¹⁹ Title 5 Section 51023.5

²⁰ <u>Title 5 Section 53200</u>

²¹ <u>Title 5 Section 51023.7</u>

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, advocate for the formal recognition of local classified senates in Title 5, including the designation of areas of purview explicitly acknowledged alongside those of academic senates and student leadership; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, advocate for formal recognition of the California Community Colleges Classified Senate as the official voice of classified professionals in participatory governance at the state level to safeguard the interests of classified professionals and enhance the collaborative framework of the California Community Colleges system.

Julie Bruno, Sierra College, Area A

ACCLAMATION

111.06 S25 Unapologetic Commitment to IDEAA and Academic Freedom

Whereas, The Academic Senate for California Community Colleges (ASCCC) has consistently championed inclusion, diversity, equity, anti-Racism, and accessibility (IDEAA) as fundamental to its mission and goals, as reflected in numerous resolutions supporting IDEAA -related initiatives, including resolutions 09/07 F21, 03.02 S21, 19.01 F19, and 03.01 S21;

Whereas, ASCCC President Cheryl Aschenbach's statement titled "Upholding ASCCC Values" dated February 14, 2025 reaffirmed the organization's unwavering commitment to fostering an inclusive and equitable academic environment despite ongoing national political challenges and opposition to IDEAA efforts in education, and IDEAA principles are essential for ensuring equitable access and success for students from historically marginalized and underrepresented backgrounds, aligning with the California community colleges' mission to serve all students with excellence;

Whereas, Faculty primacy in academic and professional matters, as established in Title 5 §53200, includes curriculum, professional development, and student support programs, all of which are strengthened by a commitment to IDEAA, ensuring that course content, faculty hiring, and institutional practices reflect the diverse experiences and needs of California's students; and

Whereas, Academic freedom is essential to the role of faculty in higher education²², protecting critical inquiry, research, and teaching without fear of censorship, retaliation, or political interference, and threats to IDEAA efforts represent a broader attack on faculty autonomy and the integrity of academic institutions;

²² American Association of University Professors. (n.d.). <u>Endorsers of the 1940 Statement</u>.

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to resist efforts to diminish or eliminate inclusion, diversity, equity, anti-racism, and accessibility initiatives within their purview as defined in Title 5 §53200; and

Resolved, That the Academic Senate for California Community Colleges affirm the indivisible nature of academic freedom and inclusion, diversity, equity, anti-Racism, and accessibility, upholding faculty rights to teach, conduct research, and participate in professional discourse on IDEAA matters free from threats of political mischief, suppression, or institutional retaliation.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

ACCLAMATION

111.07 S25 Laboratory Faculty and College Governance

Whereas, Title 5 §55002.5²³ defines all credit hours as total student work and does not differentiate between work completed in lecture, in lab, or outside the classroom, and Title 5 §§55002²⁴(a)(2)(C) states that credit courses shall treat "subject matter with a scope and intensity that requires students to study independently outside-of-class time";

Whereas, The Academic Senate for California Community Colleges (ASCCC) affirmed in ASCCC Resolution 09.02 SP01 that modern teaching pedagogy "has shifted to best meet student learning needs, including a movement to lecturing with various technology platforms in a laboratory setting and the inclusion of laboratory-like group collaborations and peer assisted learning in lecture formats";

Whereas, The ASCCC affirmed in Resolution 19.02 SP16 that the "differential between a lecture and a laboratory or activity course full-time load hours is a governance concern that affects all programs containing laboratory or activity courses"; and

Whereas, Women and faculty of color are underpaid in many disciplines compared to their White male counterparts, particularly in STEM and health professions disciplines that require extensive laboratory instruction²⁵;

Resolved, That the Academic Senate for California Community Colleges assert that the discrepancy between lecture and laboratory compensation is not grounded in modern pedagogical practices or the actual work performed and instead creates inequities among faculty groups;

Resolved, That the Academic Senate for California Community Colleges recommend that colleges prioritize eliminating historical structural inequities in faculty load and pay

²³ <u>Title 5 Section 55002.5</u>

²⁴ <u>Title 5 Section 55002</u>

²⁵ <u>https://www.cupahr.org/surveys/research-briefs/representation-and-pay-equity-in-higher-ed-faculty-trends-april-2024/</u>

determinations as part of their processes of instructional planning and budget development; and

Resolved, That the Academic Senate for California Community Colleges investigate how load hours difference between lectures and laboratory or activity courses impacts the recruitment, hiring, and retention of faculty in disciplines with laboratory instruction.

Contact: Preston Pipal, San José City College, Area B

MSC

111.08 S25 Advocating for Systemwide Access to AI Tools and Training

Whereas, The rapid integration of artificial intelligence (AI) technologies in higher education necessitates coordinated support for faculty, staff, and students across the California Community Colleges system;

Whereas, The California State University system has successfully implemented a centralized AI Commons that provides tools, resources, professional development, and guidance for ethical AI implementation across their institutions;

Whereas, The absence of centralized AI support results in duplication of effort and spending, as local colleges independently evaluate tools, negotiate licenses, and develop training, creating inefficiencies that a systemwide strategy could address through shared procurement, equitable rollout, and coordinated professional development; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) has previously acknowledged the importance of addressing AI in education through various resolutions, including ASCCC resolutions 13.05 SP23 and 108.01 F24, which have called for the development of resources, frameworks, and criteria for evaluating AI tools for educational use;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Chancellor's Office, in partnership with industry, faculty, and statewide organizations such as the California Community Colleges Digital Center for Innovation and Learning Lab, establish a centralized California Community Colleges AI Commons that provides system-wide access to generative artificial intelligence tools, resources, and professional development opportunities;

Resolved, That the Academic Senate for California Community Colleges confirm that the governance, content curation, and educational frameworks within the AI Commons are academic and professional matters that require primary reliance upon the advice and judgment of California community college faculty; and

Resolved, That the Academic Senate for California Community Colleges develop and implement a comprehensive plan for the California Community Colleges AI Commons, including vetted system-wide AI tool access, professional development pathways, and resources for ethical and responsible implementation and use across diverse disciplines and learning environments by spring 2026.

Contact: Mark Branom, San José City College, Area B

MSC

111.09 S25 Supporting a United Faculty Workplace for California Community Colleges

Whereas, The Academic Senate for California Community Colleges (ASCCC) is a statewide steward of academic and professional matters as outlined in Title 5 §53200(c),²⁶ with a long history advocating for equity and equal rights for part-time faculty and formally working with various faculty groups, such as Faculty Association of California Community Colleges, through the Council of Faculty Organizations on common issues under academic and professional matters and overlapping purview, all of which are essential to equitable and high-quality education;

Whereas, California community colleges currently operate under a divided, or two-tier, faculty system²⁷ comprised of part-time (adjunct) and full-time (tenured or tenure-track) faculty who often operate under wholly separate rules, guidelines, and affordances, creating many inequities in both working conditions and academic and professional matters, including collegial consultation, professional development opportunities , curriculum development, participatory governance structures, strategic and institutional planning, and more, all of which negatively affect the college experience and success of the marginalized students part-time faculty serve;

Whereas, The persistence of the two-tier faculty system deprives California community colleges of the opportunity to benefit from the diverse viewpoints and professional expertise of a large part of every campus' faculty body²⁸ and causes disparities, which may be described as "tenurism,"²⁹ that belie the equitable treatment of faculty and deny basic professional dignity, undermining the principles of equity and just working conditions as outlined in Article 23.1 of the Universal Declaration of Human Rights³⁰; and

Whereas, While the current structure, with its two vastly unequal tiers, has produced inconsistent and inequitable service for students, the United Faculty model—also referred to as the one-tier, one-faculty, or unified faculty model—emphasizes the elimination of the two employment tiers to create a structure that will better serve students, colleges, and the state of California, will relieve full-time faculty overburdened by college governance duties by greatly

²⁶ <u>Title 5 Section 53200(c)</u>

²⁷ The One-Tier Concept for Advancing Student Success and Achieving Faculty Equality

²⁸ <u>CCCCO Faculty and Staff Demographics</u>

²⁹ <u>https://cpfa.org/tenurism/</u>

³⁰ Article 23.1 of the Universal Declaration of Human Rights

increasing the number of faculty available to participate in college governance, and will support students outside of instructional hours;

Resolved, That the Academic Senate for California Community Colleges continue the work called for in its Resolution 17.03 F23 "Supporting Equal Rights for Part-time Faculty" by promoting and supporting legislation enacting the United Faculty model for all California community colleges and actively encouraging system-wide changes to ratify the united faculty system;

Resolved, That the Academic Senate for California Community Colleges, within its purview of academic and professional matters, work in solidarity with the Faculty Association of California Community Colleges, the California Part-time Faculty Association, the New Faculty Majority, the California Federation of Teachers, the Community College Association, and other faculty organizations by endorsing the United Faculty model and encouraging colleges and districts to ensure that all instructors, regardless of rank or tenure status, have equitable access to some form of basic job security as well as equitable and proportional duties and development opportunities as they are willing and available; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with local collective bargaining units and advocacy groups to develop campus cultures that seek out all faculty voices and provide equal access to compensated opportunities in curriculum development, participatory governance roles, professional development, and institutional planning for those part-time faculty who wish to engage in such work.

Contact: Pablo Martin, San Diego Miramar College, Area D

MSC

112 HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

112.01 S25 Disciplines List – Art

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following revision of the art discipline:

Master's in fine arts, or art, or art history

OR

Bachelor's in any of the above AND Master's in humanities art history.

OR

the equivalent

(NOTE: "Master's in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, creative writing or other nonplastic arts.); and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed revision to the Disciplines List for art.

Contact: Christopher J. Howerton, ASCCC Executive Committee

MSU

112.02 S25 Disciplines List – Physical Education (Adapted)

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following revision of the physical education (Adapted) discipline:

Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, adaptive adapted physical education

OR

Bachelor's in any of the above AND masters in any life science, dance, physiology, health education, recreation administration or physical therapy

OR

the equivalent AND 15 semester units of upper division or graduate study in-<u>related to</u> adapted physical education; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed revision to the Disciplines List for physical education (adapted).

Contact: Christopher J. Howerton, ASCCC Executive Committee

MSU

112.03 S25 Disciplines List – Brewing, Fermentation, and Distillery Sciences

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following addition of the brewing, fermentation, and distillery sciences discipline:

Any bachelor's degree or higher and two years of professional experience,

OR

Any associate's degree and six years of professional experience; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for brewing, fermentation, and distillery sciences.

Contact: Christopher J. Howerton, ASCCC Executive Committee

MSC

112.04 S25 Update the Paper, "A Re-examination of Faculty Hiring Processes and Procedures"

Whereas, The Academic Senate for California Community Colleges Faculty Hiring Processes and Procedures Paper *A Re-examination of Faculty Hiring Processes and Procedures* was originally adopted in 2000 and last revised and adopted in Spring of 2018;

Whereas, The 2018 paper references California Community College Chancellor's Office Equal Employment Opportunity (EEO) Best Practices Handbook that has since been updated in 2022 and is, at the time writing of this resolution, in the process of being updated again;

Whereas, Since the 2018 update of the paper, the Academic Senate for California Community Colleges, in collaboration with system partners, has garnered greater attention to and focus on

faculty diversification and retention by addressing structural racism in California community colleges, including leading a call to action, contributing to the 2023 EEO 10-Point Plan for Faculty Diversity Hiring, furthering discussions of including student voice in faculty hiring processes, and supporting various innovative and culturally responsive hiring methods that this paper has yet to explore; and

Whereas, In 35 of California's 73 community college districts, part-time faculty make up 70% or more of the instructional faculty³¹, inviting special attention to part-time faculty hiring policies and procedures, which is not currently addressed in the 2018 paper *A Re-examination of Faculty Hiring Processes and Procedures*;

Resolved, That the Academic Senate for California Community Colleges review and update the paper A *Re-examination of Faculty Hiring Processes and Procedures*.

Contact: Luke Lara, ASCCC Executive Committee

MSU

113 LEGISLATION AND ADVOCACY

113.01 S25 Advocating for a 21st Century Ralph M. Brown Open Meetings Act

Whereas, The Academic Senate for California Community Colleges (ASCCC) has affirmed the value of flexible remote participation in governance through prior resolutions such as Resolution 1.04 S22, recognizing that faculty and staff have demonstrated success and effectiveness using remote platforms since the COVID-19 pandemic;

Whereas, Rigid in-person meeting requirements of the Ralph M. Brown Open Meetings Act, including limitations on teleconferencing, posting mandates for private locations, and arbitrary caps on remote attendance, reflect a workplace structure of a previous generation and do not meet the needs of dynamic, modern academic institutions seeking to expand access, transparency, and participation across geographically diverse and time-constrained constituencies;

Whereas, Institutions globally are integrating digital processes to support inclusion, sustainability, and equity, and California's community colleges have demonstrated that public, accessible remote meetings can be effective, transparent, and broadly engaging³²; and

³¹https://www.asccc.org/papers/part-time_faculty-equity_rights_roles_in_governance

³²Chancellor's Office Vision Resource Center <u>https://visionresourcecenter.azurewebsites.net/events/</u>

Whereas, Expanding remote participation in public meetings aligns with the California Community Colleges Chancellor's Office *Vision 2030* Goal 5, "Equitable Distribution of Resources," by reducing barriers and enabling wider public involvement;

Resolved, That the Academic Senate for California Community Colleges support AB 259 (Rubio, 2025)³³ to preserve flexible teleconferencing options; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and California's Legislature to advocate for policy changes that expand remote participation options in modern academic governance processes in ways that uphold transparency and public participation while supporting equity, access, inclusion, and sustainability.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

MSC

113.02 S25 Revising Student Centered Funding Formula Metrics to Better Serve All Students

Whereas, The Student-Centered Funding Formula (SCFF) was designed to incentivize student success and equity outcomes but does not adequately account for the realities faced by working adults and nontraditional students, including students who enroll part-time due to work and family obligations, a concern the Academic Senate for California Community Colleges has addressed by calling for new approaches to measure success in Resolution 07.03 S23;

Whereas, Current SCFF metrics prioritize full-time enrollment, degree/certificate completion, and transfer rates, which disproportionately disadvantages institutions serving a high percentage of working adults, lifelong learners, and students who pursue career education in shorter increments that do not align with traditional academic pathways;

Whereas, Many working adult students benefit from skills-building, upskilling, and short-term stackable credentials that improve employability and economic mobility, but many such achievements are not captured within the existing SCFF completion metrics, thereby disincentivizing ongoing education and skill development³⁴; and

Whereas, From 2022-2023 to 2023-2024, the statewide success rates for four-year transfer and living wage—neither of which is fully within the control of colleges—declined despite the fact

³³ AB 259 (Rubio, 2025): Open meetings: local agencies: teleconferences <u>Bill Text - AB-259 Open meetings: local</u> <u>agencies: teleconferences.</u>

³⁴ See ASCCC legislative advocacy letter, February 28, 2019, Revising the "Student Centered Funding Formula" to Incentivize Student-Focused Outcomes:

https://www.asccc.org/sites/default/files/Revising%20the%20Student%20Centered%20Funding%20Formula%202. 28.19_1.pdf

https://www.asccc.org/sites/default/files/Revising the Student Centered Funding Formula 2.28.19_1.pdf

that the statewide success rates for associate degree for transfer completion, associate of arts and associate of science degree completion, certificate completion, and completion of 9+ career technical education units all improved, penalizing colleges for declines in these two metrics both of which are influenced by factors outside their control— and suggesting that the current SCFF is fundamentally flawed;

Resolved, That the Academic Senate for California Community Colleges advocate for revisions to the Student-Centered Funding Formula metrics that recognize and appropriately fund colleges for serving all of their students, including working adults and nontraditional students, to include success metrics that measure all levels of incremental skills attainment, all wage gains, transfer, and completion of short-term industry-recognized credentials, regardless of student status;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other interest holders to explore alternative funding metrics and models that account for the success of all students, including part-time students, adult learners, and workforce education participants, ensuring equitable funding for colleges serving diverse student populations;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to analyze disaggregated student success data to ensure that Student-Centered Funding Formula adjustments support equitable outcomes for all student demographics, with particular focus on nontraditional transfers and working adults; and

Resolved, That the Academic Senate for California Community Colleges collaborate with local academic senates to develop recommendations for Student-Centered Funding Formula modifications that promote student-centered policies without disadvantaging colleges with significant working adult and part-time student populations.

Leticia Barajas, East Los Angeles College, Area C

MSC

113.03 S25 Allow Districts to Offer Mathematics and English Courses to Support Upskilling for Student Advancement

Whereas, Generations of students have attended California Community Colleges to take specific courses to upskill in preparation for advancement in the workplace, which is a need recently observed in the California Master Plan for Career Education,³⁵ and in preparation for their academic journey;

³⁵ <u>https://www.gov.ca.gov/wp-content/uploads/2024/12/CA-Master-Plan-Framework-Governors-Office.pdf</u>

Whereas, California Education Code Section 78213,³⁶ as revised in 2022 by AB 1705 (Irwin), reduces upskilling opportunities by prohibiting community college districts from enrolling students in pretransfer-level English and mathematics courses and enrolling STEM majors in mathematics courses below Calculus 1 unless those courses can demonstrate better aggregate results in one-year throughput irrespective of students wanting to take the courses to enhance their skills to advance their career and academic goals;

Whereas, California Education Code Section 66010.2³⁷ provides that all education institutions, including "the California Community Colleges... share goals designed to provide educational opportunity and success to the broadest possible range of our citizens," and yet state restrictions on community college course offerings have excluded citizens who seek to upskill their remedial skills in mathematics and English; and

Whereas, The Academic Senate for California Community Colleges opposes legislation that censors academic offerings while advocating for legislation to allow community college districts to offer students the option of taking pre-transfer level English and mathematics courses and mathematics courses below Calculus, as established in Resolutions 13.04 SP 23 and 113.01 F24;

Resolved, That the Academic Senate for California Community Colleges advocate for revisions to California Education Code section 78213 to allow community college districts to offer English and mathematics courses that students seek for upskilling to advance their career and academic development.

Contact: Jeffrey Hernandez, Los Angeles Community College District

MSC

113.04 S25 Support of Assembly Bill 1433 (Sharp-Collins): Education Finance—Funding for Noncredit Instruction as of February 21, 2025

Whereas, The California Community Colleges system has, for over five decades, provided tuition-free noncredit education that supports adult learners through short-term, competencybased instruction designed to advance employment opportunities, foster career development, facilitate access to higher education, and promote lifelong learning;

Whereas, Noncredit students represent a diverse and often underserved population, including immigrants, older adults, individuals with disabilities, and communities historically affected by systemic inequities and underinvestment, who benefit from access to essential academic and support services;

 ³⁶ See California Education Code Section 78213, particularly sub-sections (d) through (j)
 <u>https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78213</u>.
 ³⁷ See California Education Code Section 66010.2

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=66010.2

Whereas, Current law does not recognize noncredit colleges and centers as distinct institutions of higher education, thus limiting their access to base funding under most categorical programs, which in turn restricts the ability to offer comprehensive student services such as disability accommodations, veteran resources, basic needs support, and mental health care; and

Whereas, Assembly Bill 1433³⁸ (Sharp-Collins) proposes to formally define noncredit colleges and centers and to mandate the allocation of base funding within designated categorical programs to eligible noncredit institutions that meet specified conditions, thereby enabling equitable access to critical wraparound services;

Resolved, That the Academic Senate for California Community Colleges support Assembly Bill 1433, as of February 21, 2025, recognizing the essential role of noncredit education in advancing educational equity, access, and student success.

Contact: Mona Alsoraimi-Espiritu, San Diego City College

ACCLAMATION

114 CONSULTATION WITH THE CHANCELLOR'S OFFICE

114.01 S25 Empowering Faculty Voice in Rising Scholars Programming

Whereas, Rising Scholars is a commitment made in the California Community Colleges Chancellor's Office Vision 2030: "California and the California Community Colleges Chancellor's Office (Chancellor's Office) have institutionalized the Rising Scholars Network and grant program to specifically bring educational opportunities to justice-involved young people and adults";

Whereas, Successful Rising Scholars program development and implementation aligns with the following areas of Title 5 §53200³⁹: #1 Curriculum, #2 Degree and certificate requirements, #4 Educational program development, #5 Standards or policies regarding student preparation and success, #8 Policies for faculty professional development activities, #9 Processes for program review, #10 Processes for institutional planning and budget development;

Whereas, Current Rising Scholars programs across California rely on intentional decisionmaking, informed by faculty expertise, about the unique strengths, needs, and barriers that Rising Scholars students face; and

Whereas, Rising Scholars students generate higher levels of apportionment for local colleges;

³⁸ <u>https://legiscan.com/CA/bill/ABI433/2025</u>

³⁹ Title 5 Section 53200

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to learn about, explore, and advocate intentionally for Rising Scholars;

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to include in their Rising Scholars Guidelines that state funding specifically resources faculty coordination for Rising Scholars programs;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and partner organizations, such as the California Community Colleges Chief Instructional Officers and the Chief Student Services Officers, to provide professional development, grounded in faculty expertise, so that all interest holders understand their impact on and accountability to Rising Scholars students and how to best support Rising Scholars faculty; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to encourage awareness of the involvement of faculty in budget processes and to provide guidance and expectations for colleges to make sure funds generated by Rising Scholars programming via increased apportionment go directly back into Rising Scholars programming, thus creating a budgeting structure that ensures Rising Scholars programs receive the highest portion of the income they generate.

Contact: Mitra Sapienza, ASCCC Executive Committee, ASCCC Rising Scholars Faculty Advisory Committee

ACCLAMATION

114.03 S25 Clarification of Noncredit Alternative Attendance Accounting Procedure for Asynchronous Classes

Whereas, The Academic Senate for California Community Colleges Resolution 07.13 F22 Overhaul of Attendance Accounting was instrumental in updating the Standardized Attendance Accounting Regulations for all credit courses but neglected to update the noncredit accounting methods;

Whereas, Title 5 §58003.1(f)(2)⁴⁰ and the 2024 *Attendance Accounting Manual*⁴¹ (section 3, pages 23-25) provide confusing and sometimes contradictory guidance for the calculation of student attendance according to hours of instruction, hours of outside study, and instructor contact, the latter of which has been discouraged at conference presentations;

Whereas, The current example provided with the guidance appears to impose a credit model of two hours of study for every hour in class instead of taking into account the pedagogical

⁴⁰ <u>Title 5 Section 58003.1(f)(2)</u>

⁴¹ 2024 Attendance Accounting Manual

approaches that are the basis of noncredit course outline design and that underpin actual noncredit teaching and learning practices in and out of class; and

Whereas, Establishing explicit guidance on basing apportionment on hours in the course outline in compliance with Title 5 should alleviate internal accounting tensions and aid institutions in the calculation of full-time equivalent students for asynchronous and combination asynchronous/synchronous scheduling patterns for distance education sections of noncredit courses;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers Board and the California Community Colleges Chancellor's Office to form a task force or work group to explore options for regulatory changes that would overhaul the current noncredit asynchronous attendance accounting rules;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to review and revise the guidance for the noncredit alternative attendance accounting procedure that is used to calculate full-time equivalent students for both fully asynchronous and combination asynchronous/synchronous online course delivery to reflect actual noncredit approaches and to provide apportionment equitably with inperson classes;

Resolved, That the Academic Senate for California Community Colleges advocate to the California Community Colleges Chancellor's Office for the inclusion of noncredit faculty to review a clear noncredit asynchronous accounting approach that can be used systemwide; and

Resolved, That the Academic Senate for California Community Colleges request the California Community Colleges Chancellor's Office to publish an updated guidance document for noncredit accounting, with particular attention to asynchronous courses, to be disseminated by the Academic Senate for California Community Colleges at its Spring 2026 Plenary Session.

Contact: Alexis Litzky, City College of San Francisco, Area B

MSU

114.04 S25 Fraudulent Bot Enrollments in California Community Colleges Courses

Whereas, In the past several years, the dramatic rise in fraudulent enrollments, mainly from bots mimicking students, has disrupted the enrollment in California community college courses, necessitated larger than normal adjustments to P1 reporting, and created financial impacts on California community colleges, and despite the California Community Colleges Chancellor's

Office efforts to prevent and mitigate fraud systemwide,⁴² the California Community Colleges system lost more than \$7.5 million to financial aid fraud in 2024;⁴³

Whereas, The influx of fraudulent enrollments has prevented local students from being able to access needed courses⁴⁴, causing further scheduling complications and making it more difficult for students to register for required courses needed to make progress toward their academic and professional goals;

Whereas, Faculty need support, including professional development for pedagogical strategies⁴⁵ to accurately identify and drop fraudulent students so that add codes can be given to real students to enroll in their place before the add deadline; and

Whereas, Currently each California community college or district is attempting to combat this fraud separately, incurring significant costs for individual colleges or districts in terms of staff time and technology, and leveraging a systemwide approach may help address the local need and uplift fraud trends that can be addressed statewide;

Resolved, That the Academic Senate for California Community Colleges commend the California Community Colleges Chancellor's Office on efforts already underway to mitigate fraud, including enhancements to CCCApply;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Chancellor's Office assess the extent that fraudulent enrollments are affecting apportionment received by community college districts under the Student-Centered Funding Formula and advance mitigations to offset negative impacts; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to increase efforts toward supplying disaggregated data by district or provide an explanation for why providing such data is not in the best interests of the colleges, as well as provide systemwide technology or funding to help local colleges' efforts to understand and combat fraud in enrollment and financial aid.

Contact: Ric Epps, Imperial Valley College, ASCCC Educational Policies Committee

ACCLAMATION

⁴² <u>https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/fraud-prevention</u>

⁴³ Ed Source: Financial aid fraud is growing at California's community colleges.

⁴⁴ <u>https://calmatters.org/education/higher-education/2024/04/financial-aid-fraud/</u>

⁴⁵ <u>https://asccc.org/content/how-student-engagement-can-mitigate-enrollment-fraud</u>

FAILED RESOLUTIONS AND AMENDMENTS

103.02 S25 Enhancing Student Mobility: Credit for Prior Learning and Transcript Reciprocity Among California Community Colleges

Whereas, Not every student begins and ends their academic career at the same college, and with the increasing trend of students transferring between institutions of higher education, it is incumbent upon the California Community Colleges system to facilitate a seamless and efficient transfer process for transfers;

Whereas, The California State University (CSU) system accepts students' transcripts wholesale, including credit for prior learning (CPL), but the California Community Colleges system does not have a written policy on a reciprocity agreement among California community colleges when it involves the transcription of CPL, leading to inconsistencies in how colleges accept transcripts from other community colleges within the state;

Whereas, Some evaluators within colleges and districts already accept official transcripts of courses completed or awarded using CPL without question, while others create roadblocks for students, not accepting these official transcripts and thereby impacting student progress; and

Whereas, There is a difference between transcript reciprocity and articulation reciprocity, whereby transcript reciprocity focuses on the acceptance of official transcripts from one institution by another, simplifying the transfer process by recognizing the credits and grades from the sending institution's transcripts without requiring a detailed course-by-course evaluation, and articulation reciprocity refers to agreements between institutions that ensure a smooth transfer process for students, outlining how credits from one institution will be recognized and applied toward degree requirements at another institution, but with the current curriculum structure, course outlines of records and learning outcomes may not always align with the receiving college, creating conflicts;

Resolved, That the Academic Senate for California Community Colleges recommend the development of a standardized transcript reciprocity policy within the California Community Colleges system, aligned with the California State University policy for credit for prior learning, as this policy would ensure that CPL credits and grades are accepted and applied toward transfer requirements without additional evaluations; and

Resolved, That the Academic Senate for California Community Colleges encourage the University of California to consider adopting a similar policy to promote student mobility and ensure equitable access to educational opportunities.

Contact: Dr. Sigrid Williams, Norco College, Area D

MSF

104.01.01 S25 Amend 104.01 S25 Reimagining Transfer Alignment Efforts

Replace 3rd whereas:

Whereas, Many UC Transfer Pathways (UCTPs)⁴⁶ in high unit science, technology, engineering, and mathematics (STEM) disciplines cannot be converted into a TMC, even with modifications to the California General Education Transfer Curriculum (Cal-GETC)⁴⁷, because they have too many units to fit within the 66 units permitted by AB 2057 (Berman, 2023)⁴⁸ requiring removal of courses from the preferred major preparation to create a compliant Associate Degree for Transfer (ADT); and

Whereas, TMCs in a number of majors including business administration, law, public policy, and society, and some science, technology, engineering, and mathematics disciplines do not include the full or correct major preparation coursework; and

Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California and each segment's systems office to propose and develop an aligned alternative to the Associate Degree for Transfer for high unit science, technology, engineering, and mathematics (STEM) majors that includes guaranteed admission and any major preparation course required by either segment. develop a programmatic alternative to the associate degree for transfer that provides the same level of priority admission for students who complete the correct ASSIST.org-articulated major preparation coursework for their intended CSU or UC campus.

Contact: Pablo Martin, San Diego Miramar College

MSF

114.02 S25 Advocating for Systemwide Access to AI Tools and Training

Whereas, The California State University and University of California systems have launched major systemwide artificial intelligence (AI) initiatives to provide coordinated access to tools, training, and research capacity, thus ensuring their students, faculty, and staff are prepared to engage with evolving technologies and workforce needs⁴⁹;

⁴⁶ <u>https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/uc-transfer-programs/transfer-pathways/</u>

⁴⁷ <u>https://icas-ca.org/cal-getc/</u>

⁴⁸ AB 2057 (Berman 2023)

⁴⁹ CSU unveils massive AI venture (LA Times, Feb 2025) <u>https://www.latimes.com/california/story/2025-02-04/california-state-university-unveils-massive-ai-venture</u> UC Artificial Intelligence Council <u>https://ai.universityofcalifornia.edu/tools-and-resources.html</u>

Whereas, The California community colleges are currently the only public higher education system in California without funded systemwide access to vetted AI tools and training, leaving 116 colleges to navigate implementation independently, which exacerbates inequities, strains local budgets, and hinders coordinated innovation;

Whereas, *Vision 2030* calls on the California Community Colleges to "embrace emerging technologies such as artificial intelligence to prepare students for jobs of the future and support educators in adapting to rapidly evolving tools and pedagogies," directly linking AI adoption to the system's goals for workforce responsiveness, equity, and academic excellence⁵⁰; and

Whereas, The absence of centralized AI support results in duplication of effort and spending, as local colleges independently evaluate tools, negotiate licenses, and develop training creating inefficiencies that a systemwide strategy could address through shared procurement, equitable rollout, and coordinated professional development;

Resolved, That the Academic Senate for California Community Colleges advocate for and work with the California Community Colleges Chancellor's Office to lead a systemwide initiative to provide equitable access to vetted AI tools, training, and support for faculty, staff, and students in the California Community Colleges system.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

MSF

REFERRED RESOLUTIONS AND AMENDMENTS

103.03 S25 Ensuring Access and Equity: Removing Residency Barriers for Credit for Prior Learning (CPL)

Whereas, The California community colleges recognize the value of prior learning and the importance of acknowledging the knowledge and skills students bring to their educational journey;

Whereas, Credit for prior learning provides students with the opportunity to receive academic credit for validated skills and knowledge gained outside of traditional coursework;

Whereas, The California Community Colleges Chancellor's Office Vision 2030⁵¹ emphasizes the importance of equity in access and success, including dismantling systemic barriers to education and expanding opportunities for all learners; and

⁵⁰ Vision 2030, California Community Colleges Chancellor's Office

https://www.cccco.edu/About-Us/Vision-2030 (Goal 4: Responsiveness to Community and Workforce Needs) ⁵¹ https://www.cccco.edu/About-Us/Vision-2030

Whereas, Residency requirements and minimum unit attainment should not obstruct the timely recognition and awarding of credit for prior learning so that students can benefit from their prior learning experiences beginning with their first semester of enrollment;

Resolved, That the Academic Senate for California Community Colleges recommend that colleges eliminate barriers to awarding credit for prior learning (CPL) by removing unit residency requirements to promote equitable access to CPL in alignment with the goals and principles of the California Community Colleges Chancellor's Office Vision 2030.

Contact: Dr. Sigrid Williams, Norco College, Area D

MSR – Referred to the ASCCC Executive Committee to **take action and report back** at the Fall 2026 Plenary Session

DELEGATES

College	First Name	Last Name
Alameda, College of	Cynthia	Haro
Allan Hancock College	Alberto	Restrepo
American River College	Brian	Knirk
Antelope Valley College	Hal	Huntsman
Bakersfield College	Lisa	Harding
Barstow College	Melissa	Matteson
Berkeley City College	Matthew	Freeman
Butte College	Jess	Vickery
Cabrillo College	Victoria	Banales
Calbright College	Michael	Stewart
Canada College	Gampi	Shankar
Canyons, College of	Lisa	Hooper
Cerritos College	Yvonne	Mills
Cerro Coso College	Mona	Abdoun
Chaffey College	Nicole	DeRose
Citrus College	Lisa	Villa
Clovis College		
Coalinga College	Matt	Magnuson
Coastline College	Ann	Holliday
College of Marin	Maria	Coulson
Columbia College	Marcus	Whisenant
Compton College	Sean Christopher	Moore
Contra Costa CCD	Joseph	Carver

College	First Name	Last Name
Contra Costa College	Gabriela	Segade
Copper Mountain College	Jennifer	Anderson
Cosumnes River College	Jacob	Velasquez
Crafton Hills College	Natalie	Lopez
Cuesta College	Alexandra	Kahane
Cuyamaca College	Karen	Marrujo
Cypress College	Kathleen	McAlister
De Anza College	Erik	Woodbury
Desert, College of	Corbyn	Wild
Diablo Valley College	John	Freytag
East Los Angeles College	Leticia	Barajas
El Camino College	Charlene	Brewer-Smith
Evergreen Valley College	Eric	Narveson
Feather River College	Nikki	Grose
Folsom Lake College	Wayne	Jensen
Foothill College	Voltaire	Villanueva
Foothill DeAnza CCD	Kathryn	Maurer
Fresno City College	Karla	Kirk
Fullerton College	Bridget	Kominek
Gavilan College	Cherise	Mantia
Glendale College	Cameron	Hastings
Golden West College	Damien	Jordan
Grossmont College	Perla	Lopez
Hartnell College		
Imperial Valley College	Ric	Epps

College	First Name	Last Name
Irvine Valley College	RJ	Dolbin
Laney College	Leslie	Blackie
Las Positas College	Ashley	McHale
Lassen College	Adam	Runyan
Lemoore College		
Long Beach City College	Jerome	Hunt
Los Angeles CCD	Angela	Echeverri
Los Angeles City College	Anna	Le
Los Angeles Harbor College	Adrienne	Brown
Los Angeles Mission College	Maryanne	Galindo
Los Angeles Pierce College	Margarita	Pillado
Los Angeles Southwest College	Erum	Syed
Los Angeles Trade Tech College	Marvin	Da Costa
Los Angeles Valley College	Edgar	Perez
Los Medanos College	Louie	Giambattista
Los Rios CCD	Paula	Cardwell
Madera College		
Mendocino College	Nicholas	Petti
Merced College	Wanda	Schindler
Merritt College	Tom	Renbarger
MiraCosta College	Curry	Mitchell
Mission College	Joanna	Sobala
Modesto Junior College	Gisele	Flores
Monterey Peninsula College	Adria	Gerard
Moorpark College	Nicole	Block

College	First Name	Last Name
Moreno Valley College	Esteban	Navas
Mt. San Antonio College	Kelly	Rivera
Mt. San Jacinto College	John	Torres
Napa Valley College	Matthew	Kronzer
Norco College	Kimberly	Bell
North Orange Continuing Education	Michelle	Patrick-Norng
Ohlone College	Katherine	Michel
Orange Coast College	Rendell	Drew
Oxnard College	Dolores	Ortiz
Palo Verde College	Sarah	Frid
Palomar College	Elizabeth	Pearson
Pasadena City College	Carmen	Stephens
Peralta CCD	Eleni	Gastis
Porterville College	Rebecca	Baird
Rancho Santiago CCD	Claire M.	Coyne
Redwoods, College of the	Bernadette	Johnson
Reedley College	Ruby	Duran
Rio Hondo College	Angela	Rhodes
Riverside City College	JO	Scott-Coe
Riverside CCD	Kimberly	Bell
Sacramento City College	Amy	Strimling
Saddleback College	Frank	Gonzalez
San Bernardino Valley College	Andrea	Hecht
San Diego City College	Mona	Alsoraimi-Espiritu

College	First Name	Last Name
San Diego College of Continuing		
Education	Richard	Weinroth
San Diego Mesa College	Andrew	Hoffman
San Diego Miramar College	Pablo	Martin
San Francisco, City College of	Alexis	Litzky
San Joaquin Delta College	Becky	Plaza
San Jose City College	Heidi	Kozlowski
San Jose-Evergreen CCD	David	Hendricks
San Mateo CCD	David	Eck
San Mateo, College of	Tod	Windisch
Santa Ana College	Merari	Weber
Santa Barbara City College	Kathleen	O'Connor
Santa Monica College	Jamar	London
Santa Rosa Junior College	John	Stover
Santiago Canyon College	Sara	Gonzalez
Sequoias, College of the	Ramyar Alavi	Moghaddam
Shasta College	Jacquelyn	Horton
Sierra College	Andre	Mendoza
Siskiyous, College of the		
Skyline College	Jessica	Truglio
Solano College	Joshua	Scott
Southwestern College	Andrew	Rempt
Taft College	Michelle	Beasley
Ventura College		
Victor Valley College	Harry	Bennett Jr.

College	First Name	Last Name
West Los Angeles College	Patricia	Zuk
West Valley College	Meg	Farrell
Woodland College	Aree	Metz
Yuba College	Melissa	На

Executive Committee Member	First Name	Last Name
President	Cheryl	Aschenbach
Vice President	LaTonya	Parker
Secretary	Stephanie	Curry
Treasurer	Robert L.	Stewart Jr.
At-large Representative	Karen	Chow
At-large Representative	Christopher	Howerton
North Representative	Eric	Wada
North Representative	Mitra	Sapienza
South Representative	Carlos	Guerrero
South Representative	Luke	Lara
Area A Representative	Juan	Arzola
Area B Representative	Mark	Osea
Area C Representative	Erik	Reese
Area D Representative	Maria-Jose	Zeledon-Perez

Division Elections Results

SPRING 2025

Any pending results to be ratified in September 2025

Career & Technical Education (CTE)

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

TLLC (2025-27): Kinnari Bhavsar and VACANT

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

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

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

CMAC (2025-27): Joshua Orlando

DE (2025-27): Janet Lehr

Engagement Center Coordinators (2025-26)

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

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

Fine and Performing Arts (FPA)

SAS (2025-27): Megan Worsley

TLLC (2025-27): Peter Curtis

GEMQ (2025-27): Rosa Frazier

RDAS (2025-27): Charlie Richard

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

CMAC (2025-27): VACANT

DE (2025-27): James Rocillo

Engagement Center Coordinator: VACANT

Nursing/Health Related Sciences (HRS)

SAS (2025-27): Marquetta Booker

TLLC (2025-27): Brandon Sumrall

GEMQ (2025-27): Sabrina Kroetz

RDAS (2025-27): Adam Korick

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

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

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

Division Elections Results

SPRING 2025

Any pending results to be ratified in September 2025

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

PENDING RESULTS

LHSS Division

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