NORCO COLLEGE

Minutes
Norco Academic Senate Meeting
On September 22, 2025
1:30 - 3:30 PM | OC-116 & via Zoom

Meeting called to order at 1:32 PM.

1. Attendees

    Officers, Senators, Alternates, and Committee Chairs & Liaisons: Laura Adams, Maria Adams, John Alpay, Michael Bobo, Meghan Chandler, Erin Deck, Noel Evangelista, Vivian Harris, Marie Hicks, Hussam Mobin, Sandra Popiden, Dan Reade, Tim Russell, Jody Tyler, Jim Thomas, Patty Worsham

    Guests: Natalie Aceves, Charise Allingham, Kevin Baccari, Quinton Bemiller, Kylie Campbell, Cheryl Cox, Lilia Garcia, Monica Green, Tenisha James, Roger Perez, Nancy Quiñones, Kaneesha Tarrant, Melissa Wilson

2. Approval of Agenda

    M/L. Adams, S/M. Hicks; Approved by Consensus

3. Approval of Minutes for September 8, 2025

    M/J. Alpay, S/E. Deck; Approved by Consensus

4. Comments from the Public

    None

5. **CTA Report** (Araceli Covarrubias, Norco College Faculty Association Vice President & Michelle Ramin, Norco College Faculty Association Representative)

    - No Report

6. **Standing Committees & Liaisons Reports**

    A. Academic Senate Standing Committees: APC, Assessment, CMAC, Curriculum, DE, FPDC, LGBTQ+ Advocates, Library/LRC, Program Review, TLC

    B. Academic Senate Liaisons: Accreditation, CSEA, CTE, DBAC, DEMC, DSPC, Guided Pathways, Prison Education Program, District Safety and Security, Equity, PGSL

7. Officer Reports

A. Secretary/Treasurer (Erin Deck)
- No Report

B. Vice President (Dan Reade)
- Committee elections for commencement speaker begin in October; all faculty are eligible for nomination.

C. President (Kimberly Bell)
- No Report

8. **College Reports**

A. Associated Students Senate Representative
- ASNC applications closed a week ago, no longer accepting new members
- Over 41 clubs participated in Club Rush

- ASNC co-hosting Lowrider Car Event Oct. 3, 5–10 p.m., it is a great outreach opportunity for the campus; hope you can make it
- SSCCC Delegate Special Assembly Thursday.

B. President (Monica Green)
- Chancellor open forum Sept. 23 in ATEC 114 during college hour
- There are upcoming listening sessions that will be scheduled soon, first will be for Hispanic servingness, a schedule will be put together to collect feedback to see how we can better connect with our Latinx, Hispanic population and have a sense of connectedness on the campus
- Later this fall there will be space consideration and listening sessions as well; a list of things is being made for things that need to be considered
- Anticipates 12+ new faculty hires including those from last years failed searches
    - The district has not issued the faculty allocation by college in the approved budget; there are 16 new faculty; district-wide
    - $2M district-wide Standard of Care budget; exploring expanded space for mental health counseling for 26–27

C. Vice President of Academic Affairs (Quinton Bemiller)
- Focus on late-start courses with targeted outreach.
- Fall FTES at 96.7% of target; annual FTES at 50.9%; efficiency at 15.09 (target 15.25)

D. Vice President Planning & Development (Tenisha James)
- No Report

E. Vice President Student Services (Kaneesha Tarrant)
- Standard of Care updates forthcoming
- Joint outreach to 3,078 applicants who applied but did not register
- SSV remodel signage is in progress
- Title 5 grant changes; PACES ends in September with no-cost extension; we will not be receiving additional federal funding for the Échale Ganas grant, and we are anticipating getting a one-year no-cost extension that will allow us to continue grant activities through September of 2026; We are waiting for additional guidance; The college is still committed to the work done with both grants.

9. **Action Item: District Strategic Plan 2025-2030 Draft (Item Tabled)**
- No new draft or changes. Feedback to Dr. James by Sept. 26; BOT approval expected in December. The Senate should have an updated draft at the next meeting.

10. **Action Item: RCCD Peer-to-Peer DE Certification Rubric** (L. Adams, on behalf of the RCCD DE Summer Workgroup)
- Rubric approved by consensus; proposal for implementation process to be discussed with District Academic Senate.

M/J. Alpay, S/J. Tyler; Approved by Consensus

11. **Action Item: Approval of FPDC By-Laws** (Z. Allport, N. Quiñones)
- Clarification needed on voting members and chair term language; revisions will return for second read.

12. **Information Item: Review Academic Planning Chair (APC) Committee Survey of Effectiveness** (P.Worsham)
- Chairs report functioning well, improved collegiality, and openness to feedback.

13. **Information Item: APC: Approval of Replacement Hires** (P.Worsham)

- Approved replacement hires for ENG and LIB faculty positions. Faculty ranking discussion scheduled for Oct. 3.

14 **Information Item: APC Review of 5-Cap Limit on JFK Students** (P.Worsham)

- General agreement to remove 5-student cap and allow general registration; VP Reade to discuss next steps with President Bell. Timeline allows change before registration.

15. **Information Item: Update on California Rehabilitation Center (CRC) - Norco Closure and Winter/Spring Terms** (K. Campbell)

- CRC closing Sept. 2026; population transfers underway. Programming for winter/spring may shift to online/hybrid or 8-week terms. Exploring to create a Rising Scholars 2.0 and partnerships with other CDCR facilities for online correspondence.

16. Meeting adjourned at 2:32 PM.

APC Standing Committee Report

Academic Planning Chairs – Meeting Minutes
Date: September 12, 2025
Time: 8:30–11:00 a.m.
Location: IT 218 / Zoom (Hybrid)

1. Call to Order / Welcome (8:30 a.m.)

- Meeting called to order.
- **Approval of Agenda:** Motion (Kamerin/Gray) – Approved.
- **Approval of Minutes (May 9, 2025):** Motion (Kamerin/Nafzgar) – Approved.
- **Public Comment:**
  - Senate adjusted public comment time from 4 minutes to 3 minutes (Reade).
  - Appreciation expressed for IDC workload and contributions (Reade).

2. Action Items (8:35 a.m.)

- **Faculty Replacement Requests (Kamerin/Nafzgar):**
  1. English (Reade)
  2. Library – Outreach Librarian (Nafzgar)

3. Information Items (8:40 a.m.)

3.1 Faculty Prioritization Ranking (Worsham)

- Two positions requested (ENE and COM).
- COM withdrew request (Nafzgar).
- ENE remains; will return for October vote (no need to restart process).

3.2 CRC & Dual Enrollment Update (Campbell)

- **CRC:**
  - Fall term underway with ~450 students.
  - Prison moving toward online-only instruction; Winter/Spring uncertain.
  - Surveying faculty willingness to teach online.
  - CRC-specific Canvas shell poses additional challenges.
- **Dual Enrollment:**
  - Efforts to add Winter and Spring short-term/late-start classes.
  - Persistent textbook delays for students; OER strongly recommended.
  - Kylie to share list of affected classes with Chairs.

3.3 JFK 5-Cap & Priority Registration (Campbell)

- Request to remove 5-student cap and priority registration constraints.
- Motion (Peggy) to support change – Approved by APC.
- Patty to present at next Senate meeting as information item.
- Would align JFK students with concurrent enrollment, helping address textbook access issues.

3.4 OER & Dual Enrollment (Campbell/DOIs)

- Reinforced need to support instructors moving to OER for dual enrollment students.

3.5 Institutional Service Plans (Bemiller)

- Plans due today.

- No standardized reporting across Schools for faculty hours (e.g., meetings, IOIs).
- Discussion around clarifying expectations for new faculty.

3.6 Enrollment Integrity & Fraud Prevention (Gonzalez)

- Reminder: Census deadlines should be met on assigned date, not within 5-day window.
- Fraudulent enrollment significantly reduced.
- CCC data breach increased suspicious enrollments, but issue managed effectively.
- A&R recognized for excellent responsiveness.

3.7 RCCD Peer-to-Peer DE Certification Rubric (Gray)

- Faculty DE certification will now require re-certification every 3 years (shortened process).
- Options include DE Camp (16 hours), @One certification, or peer-to-peer review.
- Peer reviewers will be compensated.
- Chairs encouraged to support faculty preparation.

4. Discussion Items (9:10 a.m.)

4.1 SEM Plan – Appendix B.1 (Worsham)

- Two-year rotation plan not practical; students taking longer to complete.
- EduNav (SmartPlan) issues continue; Chairs asked to report to Erin Deck.
- Concerns raised about premature class cancellations despite historical late enrollments.
- Stress on DOIs acknowledged; broad agreement on need for evidence-based scheduling.
- Suggestions: staggered class lengths (16, 14, 12, 10, 6 weeks), rolling late-start offerings.
- Chairs agreed document requires revision for practicality.

4.2 Scheduling Blocks (DOIs)

- Will revisit alongside SEM Plan revisions.

4.3 Friday/Saturday Classes (DOIs)

- To be revisited with SEM Plan discussion.

4.4 Two-Year Rotations (DOIs)

- To be revisited with SEM Plan discussion.

4.5 Five-Student Cap (DOIs/Campbell)

- Addressed under Information Items.

5. Reports (9:45 a.m.)

- **Academic Senate:** Main item – DE certification.
- **College Council:** District Strategic Plan under review. Feedback requested (Dr. Tarrant). Appreciation expressed to Peggy for contributions.
- **District Enrollment Management:**
    - MVC did not meet enrollment goals.
    - New funding model based on units rather than hours, impacting ENG, MAT, and Sciences (effective Fall 2026).

    - Student debt rising: $4M at start of term (vs. typical $2.5M).
- **CTA:** Reminder about CPL; folders distributed.

VPAA Report (Quinton – submitted via email)

1. **Enrollment Focus for 2025–2026**
    - **At Fall Flex's State of the College presentation, Enrollment was announced as the college-wide priority.**
    - **Norco lost over $2M from its budget this year after not meeting targets. MVC was allowed to increase their share of district resources.**
    - **Meeting the annual FTES target and maintaining efficiency are critical goals for 2025–2026.**
    - **Additional external threats include possible loss of the Title V grant and CRC closure.**
2. **Fall 2025 Enrollment Status**
    - **Current standing: 95.8% of target (approx. 138 FTES short).**
    - **Efficiency is 15.08 FTES/FTEF; goal is 15.25.**
    - **Expectation is that late-start sections will help reach the target.**
3. **Action Focus: Late-Start Sections**
    - **Chairs and faculty encouraged to add late-start classes wherever enrollment potential exists.**
    - **Efficiency must be maintained.**
    - **Collaboration with Counseling, Student Services, and A&R is key for targeted outreach and course placement.**
4. **Community of Practice – Shortened Courses**
    - **New initiative to create accelerated (shortened) course pathways, starting with Business and Communication Studies.**
    - **Faculty co-leads: John Alpay and Star Romero.**
    - **Includes professional development for faculty teaching shortened courses.**
    - **Insights from the CoP will help refine and expand Norco's shortened course offerings.**
5. **Acknowledgment of Efforts**
    - **Quinton thanked DOIs and Department Chairs for preparation work for Fall 2025.**
    - **Acknowledged challenges with canceled classes and difficult scheduling adjustments.**
    - **Expressed deep appreciation for faculty and leadership perseverance.**

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- **Dean's Reports:** None.
- **Counseling Report:**
    - New hires: Melanie Titturude (Rising Scholars/CRC), Brittanee (Amberley) Quintinar (General).
    - John Moore expanding dual enrollment support.

    - Awaiting more information on CRC closure.
    - ERAs reclassified; broader responsibilities (career skills, resume, job search).
    - Collaboration with counseling to expand student support.
    - Transfer KPI remains challenging; Transfer Center restructured with Counselor Coordinator and larger space in Student Services.

6. Future Agenda Items (10:30 a.m.)

- Educational Resource Advisors/Counselors – October meeting.

7. Good of the Order (10:55 a.m.)

- **Kim:** Music program thriving; move into W7 successful. Orchestra established with 19 string players. Enrollment up 55%.
- **Alexis:** Suggested eliminating faculty retreat (costly, low impact). Dan noted off-campus value for team-building. Patty noted scheduling challenges remain despite retreat discussions.
- **Patty:** Access to Justice Night – flyer to be shared digitally with faculty for distribution to students.

NAS DEC September 2025 Updates

1. **POCR progress to date**

1.1. DEC and NAS approved POCR "Quality Reviewed" icon (like ZTC) to designate badged courses aligning with the CVC OEI Rubric

1.2. DEC secured NAS approval to proceed with pursuing a local POCR process (Spring 2025)

1.3. Secured one-time funding, a collaborative effort with FPDC for $1,000 stipend each to fund 5 future local POCR reviewers (June 2025; $5,000 total)

- Dr. Sandra Popiden
- Farshid Mirzaei
- Pamela Kimbrough
- Christ McConnell-Freeman
- Dr. Elizabeth Walker

1.4. Identified 10 other NC faculty with POCR reviewer status (Spring 2025)

- Dr. Laura Adams
- Caroline Hutchings
- Bibiana Lopez
- Sara Nafzgar
- Ryan Hitch
- Dr. Paul Flor
- Dr. Carlotta Falzone Robinson
- Soohyun Son
- Susan Seifried
- Dakota Mattson

1.5. Title V Grant Proposal (Summer 2025)

- **BOOST: B**uilding **O**pportunities for **O**nline **S**tudent **T**ransformation
- NC is the college lead applicant with MVC
- POCR proposal and budget developed in coordination with Laurie McQuay-Peninger, Executive Director, Office of Grants & Sponsored Programs; Karina Gigliotti, Director of RCCD Grants; Musumba, Alice, Director, Grants Planning &

Development Office; Sarah Valadez, Grants Writer; Dr. Sandra Popiden, NC DEC Chair; Dr. Roger Perez, Dean of Instruction; Sara Nafzgar, NC DEC member

- If awarded, it is a 5-year HSI DE shared grant with NC & MVC sharing approximately $3 million
- Grant proposal is to support a robust and sustainable POCR process to achieve objective of 20% of NC OL classes being POCR badged in a local NC POCR process. (Approx. $300,000 / year for 5 years)

2. **Current POCR Work**
   2.1. Goal to secure NAS approval for **local NC Process** (Fall 2025)
   2.2. Coordinate with RCCD DE to develop integrated process of outreach and multifaceted support for Accessibility, RSI, and CVC-Alignment

3. **Future POCR Objectives**
   3.1. If NAS approves, coordinate with Norco FA regarding workload and faculty compensation
   3.2. **Apply** to become a local **POCR certified** campus
   3.3. Launch **POCR team capstone process** to review first batch of 3 courses (Spring 2025) to obtain local NC POCR certification.
   3.4. Create NC POCR website – aligned with information on MVC website
   3.5. Create promotional materials
   3.6. Secure funding for robust and sustainable local NC POCR process
   3.7. Coordinate to launch SPR request for faculty POCR reviewers
   3.8. Confirm POCR lead and DEC Coordinator positions & attend POCR norming sessions
   3.9. Establish a POCR process launch date & begin implementation

4. **DEC RSI Workgroup (Collaboration with NC Accreditation Team)**
   4.1. RSI Workgroup created an RSI Survey that was distributed to faculty in spring 2025.
   4.2. RSI Workgroup also worked with DEC to develop a self-check RSI process and provided an email to Nor-All with RSI resources and strategies to all NC faculty in spring of 2025.
   4.3. Results were presented to faculty in the Fall 2025 FLEX joint DEC – Accreditation Team presentation
   4.4. RSI Workgroup (Dr. Sandra Popiden, Dr. Laura Adams, Sara Nafzgar, and Anya Marquis) also conducted a Mock ACCJC RSI review of 20 NC OL sections in summer 2025 of archived fall 2024 sections

4.5. RSI Mock review was conducted based on a stratified random sample taken from the 100% OL sections from the 8 NC Schools. The sample included the selected sections of faculty who agreed to have their section included in the RSI institutional review and utilized the ACCJC RSI rubric

4.6. The Results of the Mock ACCJC RSI review were presented as a joint RSI workgroup & Accreditation team Fall **FLEX 2025 RSI presentation**. The results of the ACCJC Mock Review were shared with the college, which concluded that the college did not meet the ACCJC Accreditation expectations of 85% of the sections displaying the expected level of regular and substantive instructor-initiated interaction with online students. RSI mock check results indicate that Norco College would likely receive a Recommendation for Compliance based on an ACCJC review of a sample of fully online courses.

4.7. THE RSI team members also held two consecutive RSI Fall 2025 FLEX sessions, located in the NC computer lab, to work directly with faculty to implement RSI improvements for the upcoming fall 2025 sections. Participating faculty were supported in the creation of a Homepage with contact information, a communication plan to be placed in the course syllabus and in the Welcome Module, guidance in providing regular and substantive feedback, and helping in creating interactive discussion boards with instructor presence. This means that the faculty provides students with opportunities to interact with the instructor and each other, and facilitates the discussion by offering evidence, feedback, insights, and asking questions to move the DB forward.

4.8. In Fall 2025, the RSI workgroup is continuing to meet. Our efforts this semester include focusing on the Accreditation team RSI report, the creation of additional RSI templates and examples to be shared with NC faculty through the NC DEC website and Canvas Commons. As well as organizing four drop-in RSI computer lab sessions to provide faculty with additional support. And a December joint DEC – TLC Brown Bag focusing on the RSI checklist based on the ACCJC rubric and the resources and templates the RSI workgroup is in the process of developing.

5. Peer-to-Peer DE Certification Rubric

5.1. Over the summer of 2025, two representatives from NC collaborated with faculty from RCC and MVC to develop a new **P-2-P DE Certification Rubric** to support the launch of a new DE certification process.

5.2. The new rubric was brought to DEC in a special meeting held on 9/4, and there was support from the DEC members in the vote on the agenda item.

5.3. There were a number of questions from DEC members regarding the implementation of the Peer-to-Peer process. They included:

- What type of reviewer access will district DE provide? Evaluator / observer like IOIs or Instructor level access?
- Does the rubric, which requires review of the substantive elements of RSI, require access to the Canvas gradebook and the content of discussion boards to determine if there has been appropriate monitoring, substantive and regular feedback, and facilitation of discussion boards?
- Course Communications and Interactions (Item D): Does peer evaluation of the RSI element, which may require access to student level grade information pose a potential FERPA violation? Does RCCD legal counsel need to examine the FERPA issue prior to NAS and DAS approving the rubric and new process?
- Will the rubric clearly designate that only 1 Content Module, the syllabus, and the Welcome Module will be included in the review process? That the intent in NOT to review the entire course in the p-2-p review process.
- Will the instructor under review have the ability to select the Module to be reviewed? Or will this decision be made by the reviewer?
- Will there be a Google Form or alternative way for the faculty member to share with the reviewer where to find elements of RSI?
- Course Communication and Interactions (Items A,B,C), will APC be asked to consider supporting the creation of a syllabus shell modification to include a Communication Template, as mentioned in items A-C?
- Equitable Teaching Practices (Item C): is it possible to modify the following item: "Communications and activities foster care and connection among students and with the instructor." To the following: Communications and / or activities foster care and / or connection among students and with the instructor.
- How many hours are appropriate for initial review, work with faculty to improve to gain alignment with the rubric, and for a second review and paperwork authorizing that the faculty member's course Module is now aligned with the new rubric?
- Who will be tasked with running this DE Certification P-2-P process?
    1. Who will handle the campaign launch and outreach / support?
    2. Who will take the lead in establishing and maintaining the verification process of tracking all the faculty participants who obtain certification in the first attempt, those who required re-checks, and those who need additional support to align with the rubric requirements.
    3. Who will take the lead in the creation and provision of SPRs, selecting the reviewers, and engaging in the verification of time logs for reviewers?

4. Who will handle the Google Forms process and FPDC collaboration to pay Associate faculty and provide FLEX credit to full-time faculty?
5. Who will conduct the PD training to support alignment?

6. **Collaboration with DEC, District DE, and FPDC on Fall FLEX 2025 Professional Development Opportunities**
   - District DE's four (4) Fall 2025 FLEX workshops on Friday, Aug 22:
     - 9 am: What's New in District DE = 201 faculty attended
     - 10 am: Accessible Charts and Tables = 175 faculty attended
     - 11 am: Tools for Regular and Substantive Interactions = 174 faculty attended
     - 12 pm: Deep Dive into ChatGPT 5.0 = 167 faculty attended

7. **NC DEC Proposal to Expand the RCCD DE Equivalency Option**
   7.1. Unanimously and enthusiastically adopted by the DE committee members
   7.2. Members noted a backlog of longstanding DE equivalency applications that remain pending from before the DE Certification MOU.
   7.3. Members approved re-opening the equivalency process and expanding the available options to help faculty and colleges to achieve the June 2026 DE Certification deadline.
   7.4. NC DEC, the DEC Chairs from all 3 colleges, and District DE all agree on the proposed re-opening of the equivalency process and the list of expanded options for faculty to qualify for RCCD DE Certification equivalency.
8. **Ongoing Collaboration with DEC, District DE, and FPDC on Ongoing 2025-2026 DE Professional Development focused on Accessibility**
   8.1. The NC DE chairs attended a joint meeting with representatives from District DE and FPDC 0n 9/4/225 to discuss the vision for professional development in the fall semester. The district agreed to offer the following sessions targeting accessibility to prepare faculty for the upcoming Department of Justice legal requirement that 100% of all digital content must be accessible by Spring 2026.
   - TidyUp Tool: How to easily "tidy up" one's course by removing inaccessible content that is no longer required or is not published / student facing for the spring 2026 semester.
   - PopeTech: How to use PopeTech to resolve common accessibility issues, such as missing Headers, AltText, or Image Contrast Issues.
   - DesignPlus Templates: How to use RCCD created DesignPlus Templates to make one's course more accessible and visually appealing and interesting.

District.DE.Fall.Workshop.Series

Fridays from 12 - 1 pm starting Sept. 12th. After each workshop, bring your questions to the Ask It! drop in hours from 1 - 3 pm.

- September 19, 12-1 pm: Accessibility & Course Set-up Tools
- September 26, 12-1 pm: Substantive Feedback Options (ACCJC Prep)
- October 3, 12-1 pm: Deep Dive into AI: Notebook LM
- October 10, 12-1 pm: New Features in Canvas Discussions
- October 17, 12-1 pm: Accessibility: Lists, Color Contrast, and Color for Meaning
- October 24, 12-1 pm: Substantive Discussions Options (ACCJC Prep)
- October 31, 12 -1 pm: Deep Dive into AI: CoPilot
- November 7, 12-1 pm: Canvas Tools (more info coming soon)
- November 14, 12-1 pm: Regular Opportunities & Monitoring Progress (ACCJC Prep)
- November 21, 12-1 pm: Accessibility: Easy Fixes Using Pope Tech
- December 5, 12-1 pm: Adding RSI Language Throughout (ACCJC Prep)

Proposed Expansion of DE Certification Equivalency Options

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

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

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

- The DE Certification equivalency process resumes as of Fall 2025 and runs as it was established prior to the MOU, until changed through shared governance.
  - District DE will continue to examine the college-to-college equivalency requests, manage the equivalency process, and make determinations regarding granting RCCD DE Certification equivalency.
  - Faculty will be notified of the status of the equivalency request within two weeks of application submission
  - DE Committee Chairs will be consulted if there are requested appeals of the initial equivalency decision.

- The existing "Mix and Match" portion of the equivalency process, which required both list A and B options (160 hours total), will be updated with the following:
  - Any one (1) of the following @ONE course will be accepted for full DE Certification Equivalency:
    - **Assessment in Digital Learning** (40 hours; 4 weeks)
    - **Creating Accessible Course Content** (40 hours; 4 weeks)
    - **Equitable Grading Strategies** (40 hours; 4 weeks)
    - **Equity & Culturally Responsive Teaching** (40 hours; 4 weeks)
    - **Humanizing Online Teaching** (40 hours; 4 weeks)
    - **Intro to Course Design** (40 hours; 4 weeks)
    - **Online Teaching & Design** (120 hours; 12 weeks)
    - **10*10*10: Communication that Matters** (40 hours; 4 weeks)
    - Peer Online Course Review Options:
      - Completed POCR Reviewer Training Course (60 hours; 6 weeks)
      - Completed Local POCR process to badge a course

09/22/25 Accreditation Report for NAC

- We are continuing to collect evidence and create outlines for sections of the ISER. Our focus for October will be on creating the initial rough draft of our Institutional Self-Evaluation Report
- In collaboration with DEC, launching an RSI campaign to help faculty document regular & substantive interactions in their distance education courses.
- Save the date for **Friday, 10/3, 10-12: Drop-in Workshop RSI using your Course Homepage and Communication Plan**.

Committee Name: Professional Growth & Sabbatical Leave Committee
Meeting Date: 9/2/25
Faculty Reporting: Sara Nafzgar & Dr. Star Romero
Update:

1. **Information items**
    1. The committee discussed aligning PG&SL with Brown Act requirements.
    2. The committee discussed creating a meeting summary report to share with all 3 colleges and the District Academic Senate.
    3. We have requested a status update for the completion timeline of AP6160a. Currently, only coursework and CEUs can be considered. Other requests will be tabled.
2. **Recommendations**
    1. The committee made recommendations for 4 professional growth plans.
    2. The committee made recommendations for 7 requests for salary reclassification due to the completion of approved growth plan work.
3. **Important dates**
    1. Rank of Professor
        1. Submit materials to the Professional Growth and Sabbatical Leave (PG&SL) Committee via the Vice Chancellor of Educational Services and Strategic Planning at **VC_EdServices@rccd.edu** no later than **October 31, 2025**.
        2. The **application form** .
        3. A **letter of application** including your name, position, department, and location on each page.
        4. **Supporting documentation** showing that you meet the criteria (years of service, education, institutional service, and one additional option: advanced degree, scholarship, or exemplary service).
        5. **Official transcripts** sent electronically to lijuan.zhai@rccd.edu or requested through Human Resources.
        6. Eligibility requires at least **10 years of full-time service at RCCD** at the time of application and a master's degree. Please see BP/AP 2000 for full criteria.
    2. Rank of Distinguished Professor
        1. Faculty must be **nominated by two individuals** (one full professor and one administrator at RCCD).
        2. Nominations must be submitted with supporting documentation to **VC_EdServices@rccd.edu** by **October 31, 2025**.
        3. Nominees must have served as a full professor at RCCD for at least 4 years and demonstrate advanced scholarship and **20+ years of exemplary service** beyond contractual expectations.
        4. Final decisions for both ranks follow the review process outlined in **BP/AP 2000.**
    3. Professional Growth and Salary Advancement Dates
        1. Meeting Date Deadline Date

2. October 7, 2025 September 16, 2025
3. November 4, 2025 October 21, 2025
4. December 2, 2025 (In Person) November 18, 2025
5. For additional information please click on the following link(s)
    1. PG&SL: Professional Growth & Sabbatical Leave
    2. AP6160[A]: 6160A (rccd.edu)

RCCD Strategic Plan 2025-2030

Contents

Chancellor's Message

To be drafted later

Statement of Purpose

Purpose

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

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

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

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

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

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

Process

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

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

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

Figure 1 Strategic Plan Development Timeline

Mission, Vision, and Values

RCCD Mission Statement

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

RCCD Vision Statement

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

RCCD Guiding Principles

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

1. **Student Success as Our Purpose**
   We exist to enable student learning, completion and opportunity—supporting colleges to design systems that place students first.

2. **Equity in Action**
   We operationalize equity across policy, practice and resource allocation—especially for historically marginalized students and communities.
3. **Collaboration Across Communities**
   We champion partnerships with industry, education and the community to expand impact and build shared prosperity.
4. **Integrity and Accountability**
   We lead with transparency, uphold trust and take responsibility for aligning our efforts with our mission and goals in service to our colleges and community.
5. **Innovation for the Future**
   We embrace change, encourage creative problem solving, and use data and reflection to improve outcomes for all.

Goals and Objectives

Goal 1: Equity in Access

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

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

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

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

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

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

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

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

Benchmark/KPI#1: By 2030, increase noncredit enrollment to achieve at least 500 FTES based on availability of space.
Benchmark/KPI#2: By 2030, increase the number of adult (25 or older) student headcount by 25%.

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

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

Goal 2: Equity in Success

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

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

Benchmark/KPI#1: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%.
Benchmark/KPI#2: By 2030, increase three-year completion rates by at least 15%.

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

> **2.2a**: Increase with equity the number of students earning an ADT.
> Benchmark/KPI: By 2030, increase with equity ADT awards by 35%.
>
> **2.2b**: Support the development of bachelor's degree programs at all three colleges that align with local workforce needs.
> Benchmark/KPI: By 2030, develop at least one bachelor's program at each of the three colleges.
>
> **2.2c**: Increase with equity the number of students transferring to UC or CSU.
> Benchmark/KPI: With intersegmental collaboration, increase transfers to UC/CSU by 30% by 2030.

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

Benchmark/KPI#1: By 2030, increase with equity the number of graduates earning a living wage by 10%.
Benchmark/KPI#2: By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by 20%.

Goal 3: Equity in Support

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

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

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

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

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

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

Benchmark/KPI#1**:** By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.
Benchmark/KPI#2: By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.

Goal 4: Institutional Effectiveness

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

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

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

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

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

Goal 5: Resources

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

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

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

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

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

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

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

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

Benchmarks/KPIs: IT will establish baselines and targets for the following KPIs:
- Utilization rates of student-facing digital services (MyPortal, SARS, etc.)
- Percentage of core systems migrated to cloud-based infrastructure.
- Faculty and staff participation in technology-focused professional development.
- Student access to hardware - laptops/internet, etc.

Goal 6: Partnerships and Community Engagement

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

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

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

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

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

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

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

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

Basic Strategies

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

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

Goal 1: Equity in Access

Strategy 1: Community-Centered Outreach and Engagement

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

Plan of Action:

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

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

Supports Objectives:

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

Strategy 2: Seamless Pathways and Enrollment Support

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

Plan of Action:

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

Supports Objectives:

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

Strategy 3: Workforce-Aligned Program Expansion

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

Plan of Action:

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

Supports Objectives:

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

Goal 2: Equity in Success

Strategy 1: Completion and Support

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

Plan of Action:

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

Supports Objectives:

☑ 2.1 (Completion)
☑ 2.2a (ADT Awards)
☑ 2.2c (Transfers)

Strategy 2: Strengthen Transfer and Baccalaureate Pathways

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

Plan of Action:

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

Supports Objectives:

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

Strategy 3: Career-Connected Learning and Economic Mobility

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

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

Supports Objectives:
☑ 2.1 (Completion)
☑ 2.3 (Living Wage)
☑ 2.2b (Bachelor's Programs)

Goal 3: Equity in Support

Strategy 1: Proactive Financial Aid Outreach and Support

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

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

Supports Objective:
☑ 3.1 (Maximizing Financial Aid)

Strategy 2: Integrated Academic Planning and Advising

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

Plan of Action:

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

Supports Objective:

☑ 3.3 (Reduce Units to Completion)

Strategy 3: Cross-Sector Student Support Ecosystem

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

Plan of Action:

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

Supports Objectives:

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

Goal 4: Institutional Effectiveness

Strategy 1: Streamline Core Administrative Processes

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

Plan of Action:

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

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

Supports Objective:
☑ 4.1 (Efficiency in Core Processes)

Strategy 2: Integrate Advanced Technology for Institutional Innovation

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

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

Supports Objective:
☑ 4.1 (AI and Technology Integration to Improve Efficiency, Productivity and Innovation)

Strategy 3: Optimize Instructional Efficiency and Resource Allocation

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

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

Supports Objective:
☑ 4.2 (Instructional Efficiency)

Goal 5: Resources

Strategy 1: Equitable and Transparent Resource Allocation

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

Plan of Action:

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

Supports Objective:
☑ 5.1 (Equitable Distribution of Funds)

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

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

Plan of Action:

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

Supports Objective:
☑ 5.2 (Well-being and Safety)

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

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

Plan of Action:

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

Supports Objectives:
☑ 5.3 (Strengthen Physical Plant)
☑ 5.4 (Technology and Innovation)

Goal 6: Partnerships and Community Engagement

Strategy 1: Build and Deepen Strategic Partnerships

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

Plan of Action:

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

Supports Objective:
☑ 6.1 (Expand Collaborative Partnerships)

Strategy 2: Diversify and Grow External Funding Sources

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

Plan of Action:

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

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

Supports Objective:
☑ 6.2 (Increase External Support)

Strategy 3: Drive Regional Economic and Workforce Development

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

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

Supports Objective:
☑ 6.3 (Increase Economic Impact)

Appendices

A. Strategic Plan Assessment and Analysis of Key Performance Indicators

RCCD 2025–2030 Strategic Plan Assessment Process

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

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

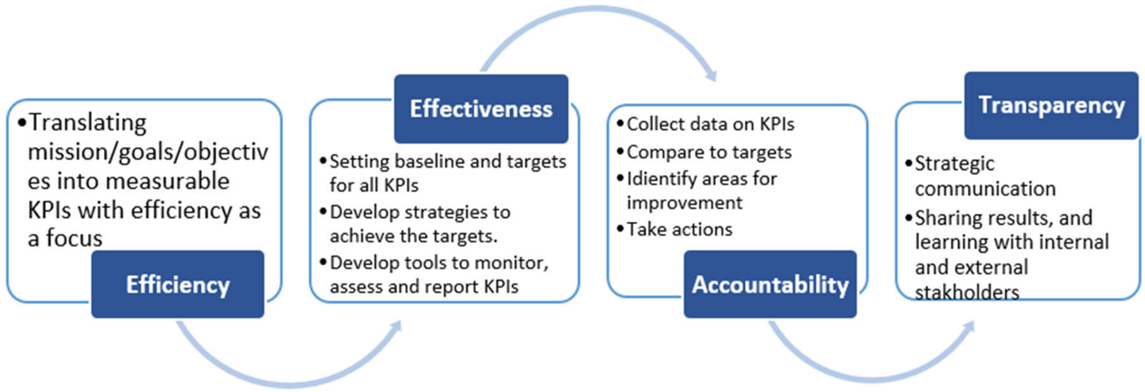
- **Efficiency** begins the cycle by translating the District's mission and strategic goals into meaningful KPIs. In collaboration with the DSPC, colleges, and departments, RCCD defines metrics related to equity in student access, success, and support; institutional effectiveness; resource allocation; and community engagement. The goal is to optimize resource utilization while maintaining high quality and responsiveness, with a strong focus on advancing student success and closing equity gaps.

- **Effectiveness** involves establishing baselines and annual performance targets for each KPI using both internal and external data. RCCD develops tools and frameworks to monitor progress and assess the impact of strategic initiatives, ensuring alignment between institutional efforts and desired outcomes and impacts.

- **Accountability** is a measure of the power of the strategic plan to function as a powerful instrument for delegation of responsibilities and thereby acts as a means to require accountability. Accountability is achieved through systematic measurements and reporting. KPI results are evaluated annually and compared to established targets in a formal Annual Progress Report, which highlights accomplishments, identifies areas for improvement, and assigns responsibility for follow-up actions. This fosters a culture of continuous improvement and performance-based accountability.

- **Transparency** ensures that outcomes, findings, and improvement plans are clearly communicated across the District. Governance structures and decision-making processes are reviewed regularly for clarity and accessibility. Results are disseminated via presentations, publications, and District websites to promote trust, engagement and institutional integrity.

Framework to Assess RCCD 2025-2030 Strategic Plan



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

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

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

Analysis of Key Performance Indicators (KPIs)

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

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

Equity in Assessment of KPIs

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

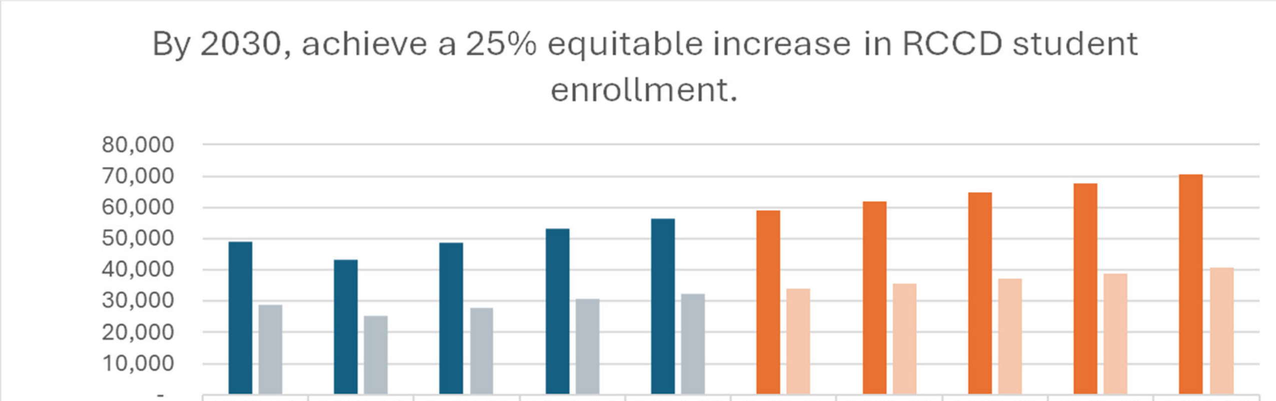
In evaluating progress toward measurable targets - particularly those associated with Goals 1, 2, and 3 - equity will serve as a critical lens through which achievement is assessed. Where appropriate, KPIs will be disaggregated by race and ethnicity and analyzed using the Percentage Point Gap (PPG-1)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

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

Overall KPI Baselines and Targets

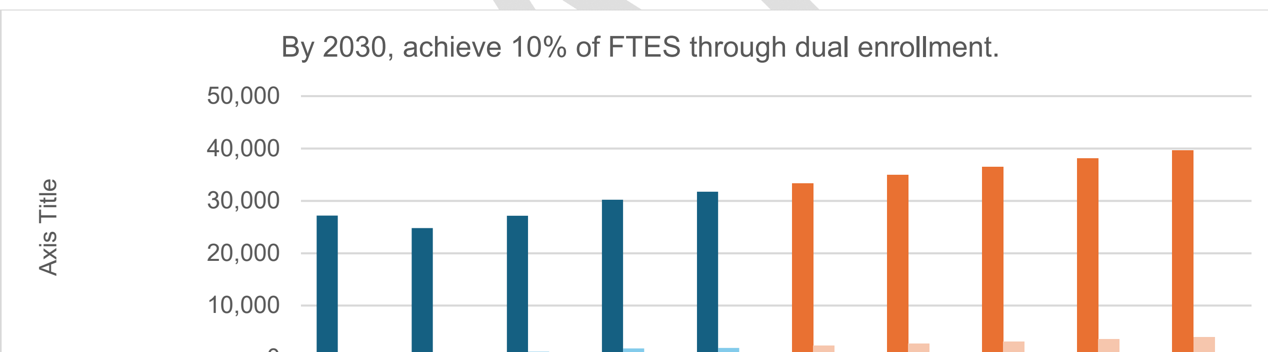
This section presents the KPIs for Goals 1 (Equity in Access), 2 (Equity in Success), and 3 (Equity in Support), which focus on student-related outcomes. Some KPIs for Goals 4, 5 and 6 are currently under development and will be added at a later stage. The data and projections use 2024–2025 as the baseline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

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



	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Headcount	48,933	43,383	48,723	53,071	56,540	59,118	61,814	64,633	67,580	70,675
FTES	28,930.	25,435.	27,880.	30,762.	32,424.	33,902.	35,448.	37,065.	38,755.	40,530.

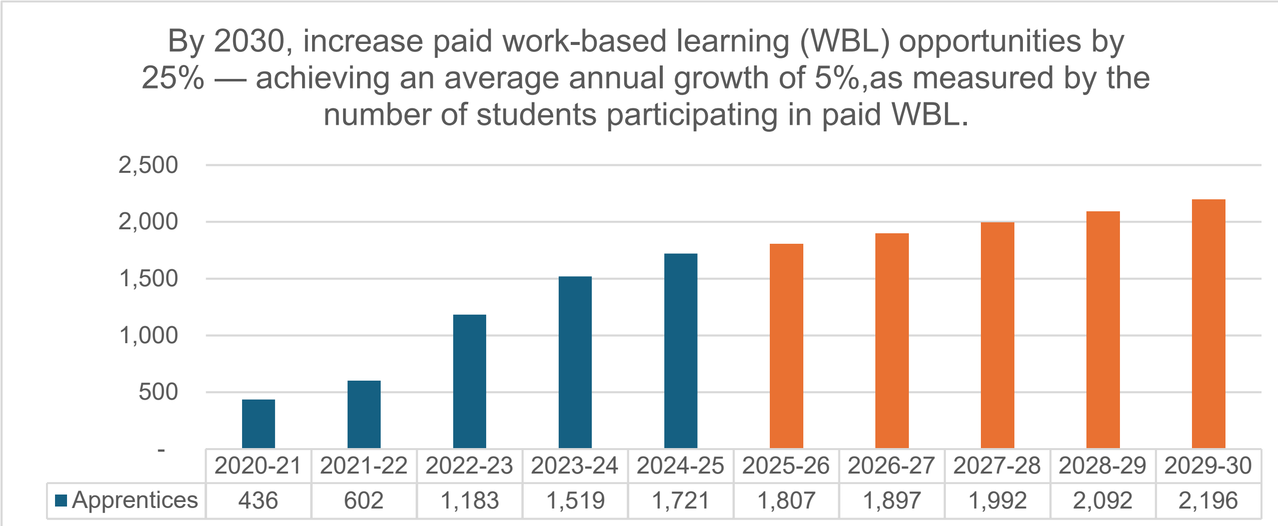
Objective 1.2: Increase dual enrollment participation by improving systemic communication and planning with local districts: strengthening high school and district partnerships, proactively identifying and addressing challenges, streamlining enrollment processes, and targeting outreach to underserved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



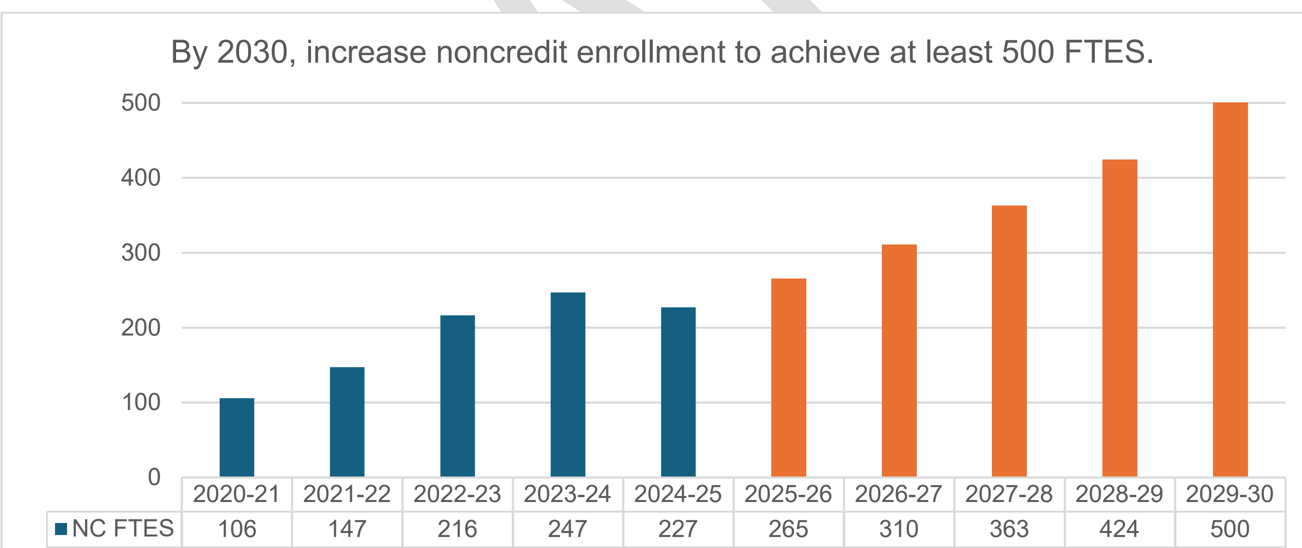
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Total Credit Resident FTES	27,189	24,779	27,160	30,212	31,724	33,310	34,896	36,483	38,069	39,655
Dual Enrollment FTES	925	918	1,190	1,818	1,902	2,315	2,727	3,140	3,553	3,966
% of Dual Enrollment FTES	3.4%	3.7%	4.4%	6.0%	6.0%	6.9%	7.8%	8.6%	9.3%	10.0%

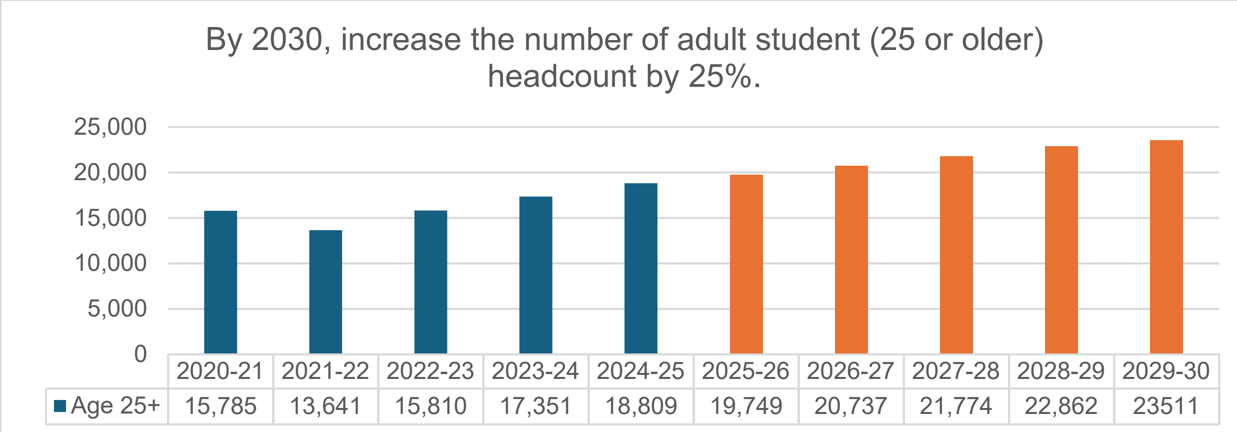
Note: Data are from CCSF-320 reports.

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



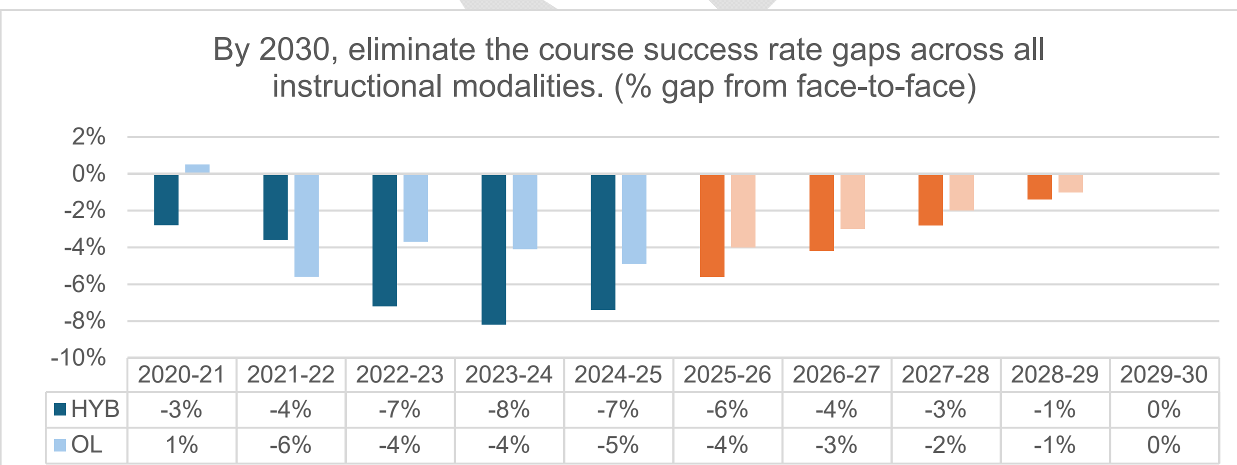
Objective 1.4: Grow RCCD's noncredit and adult education programs by expanding offerings in high-demand areas through community partnerships and targeted outreach.





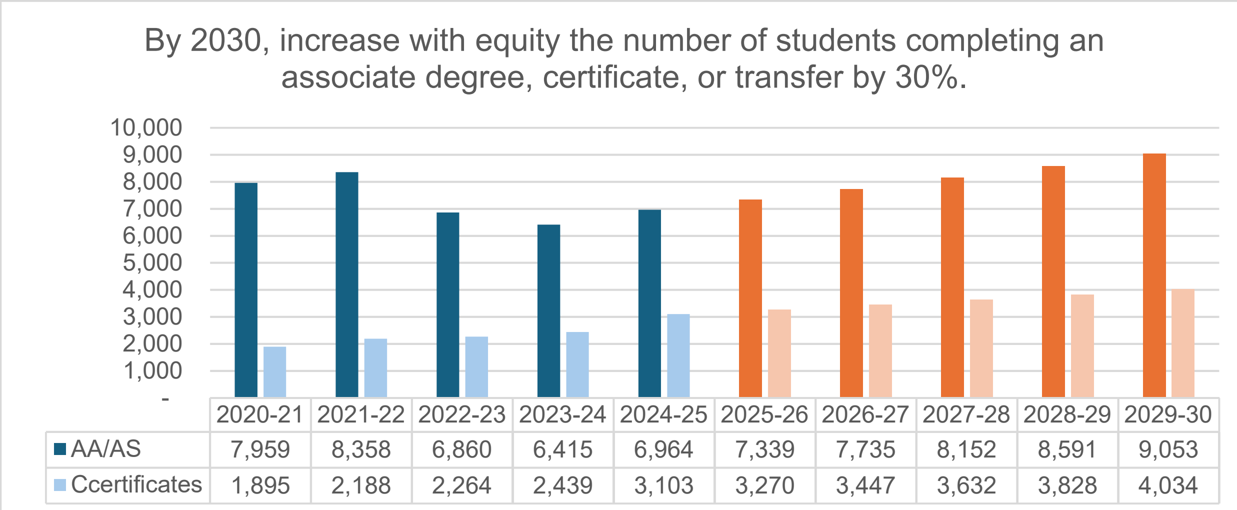
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Age 25+	15,785	13,641	15,810	17,351	18,809	19,749	20,737	21,774	22,862	23511

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

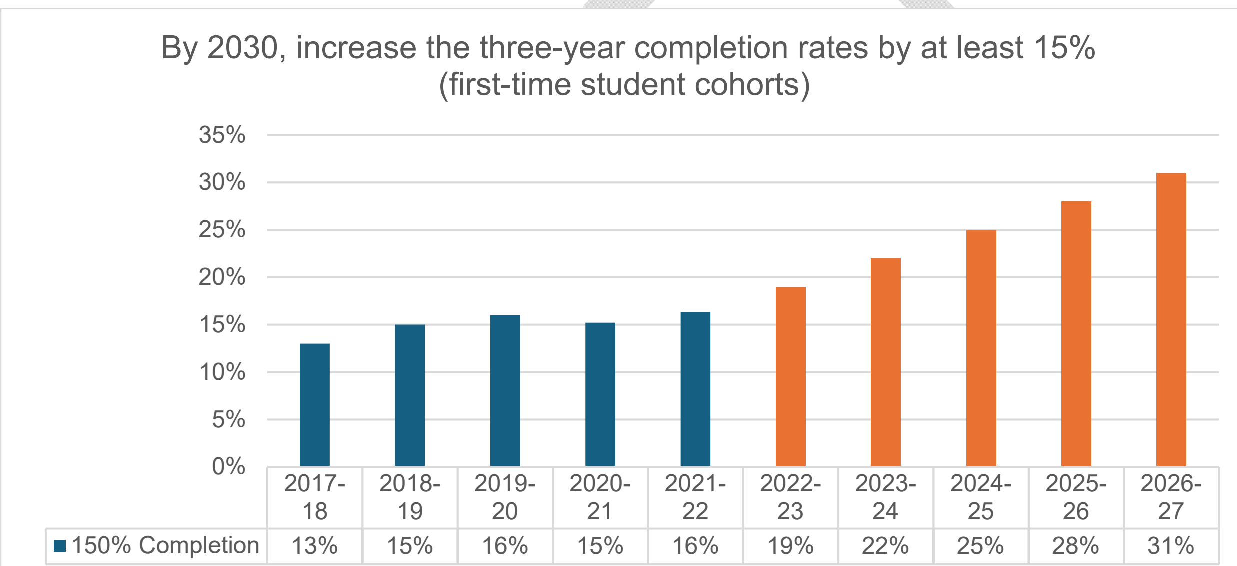


	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
HYB	-3%	-4%	-7%	-8%	-7%	-6%	-4%	-3%	-1%	0%
OL	1%	-6%	-4%	-4%	-5%	-4%	-3%	-2%	-1%	0%

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



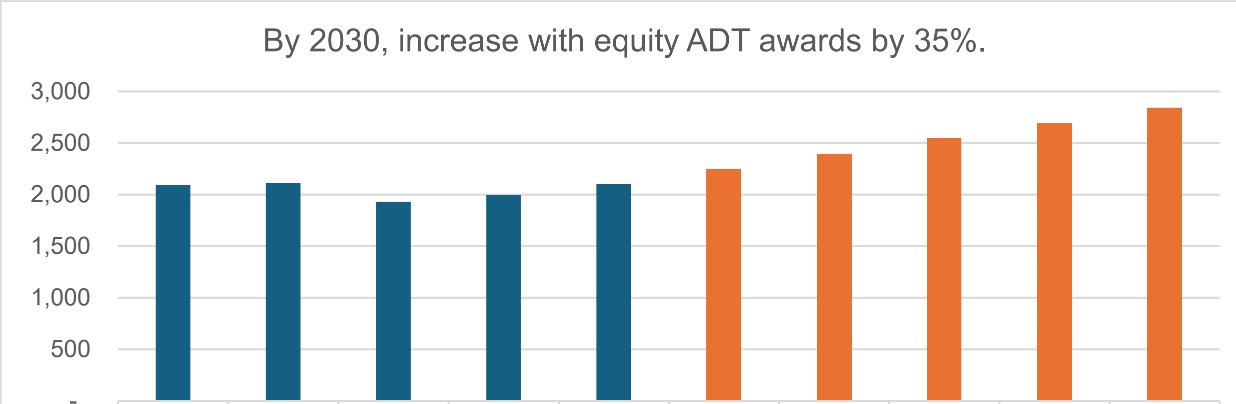
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
AA/AS	7,959	8,358	6,860	6,415	6,964	7,339	7,735	8,152	8,591	9,053
Ccertificates	1,895	2,188	2,264	2,439	3,103	3,270	3,447	3,632	3,828	4,034



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
150% Completion	13%	15%	16%	15%	16%	19%	22%	25%	28%	31%

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

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

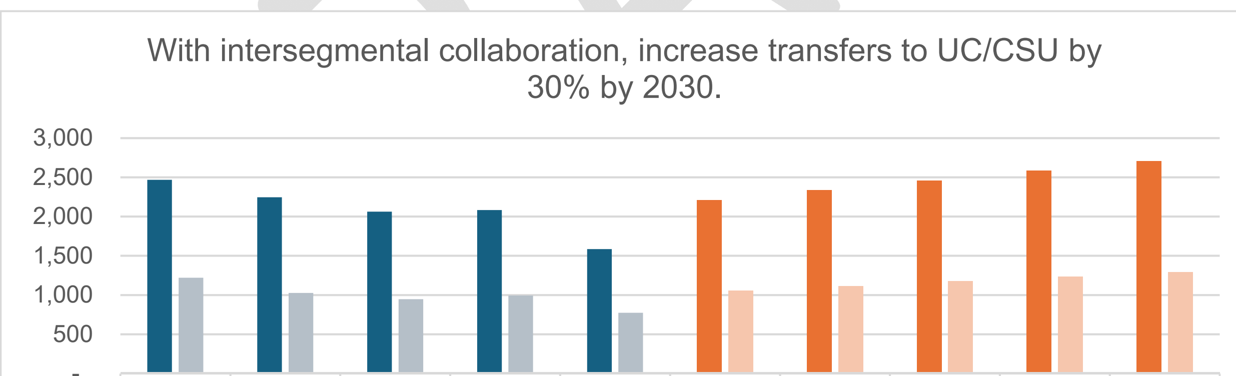


	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ADT	2,095	2,111	1,930	1,994	2,102	2,249	2,396	2,543	2,690	2,839

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

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

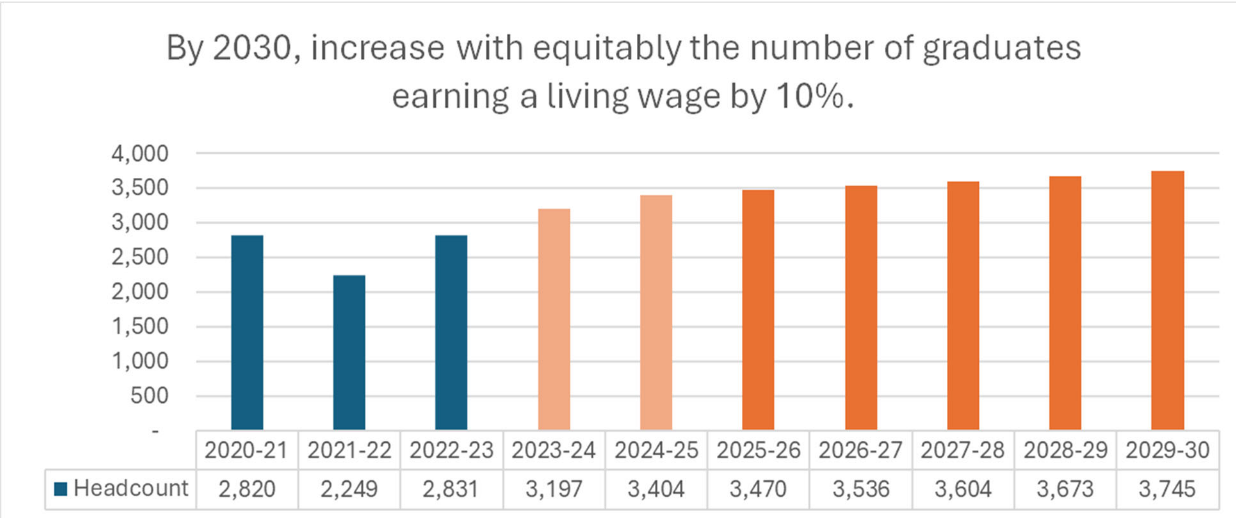
2.2c: Increase with equity the number of students transferring to UC or CSU.



	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
CSU	2,468	2,245	2,061	2,083	1,584	2,208	2,333	2,458	2,583	2,708
UC	1,219	1,025	947	993	773	1,053	1,113	1,173	1,233	1,293

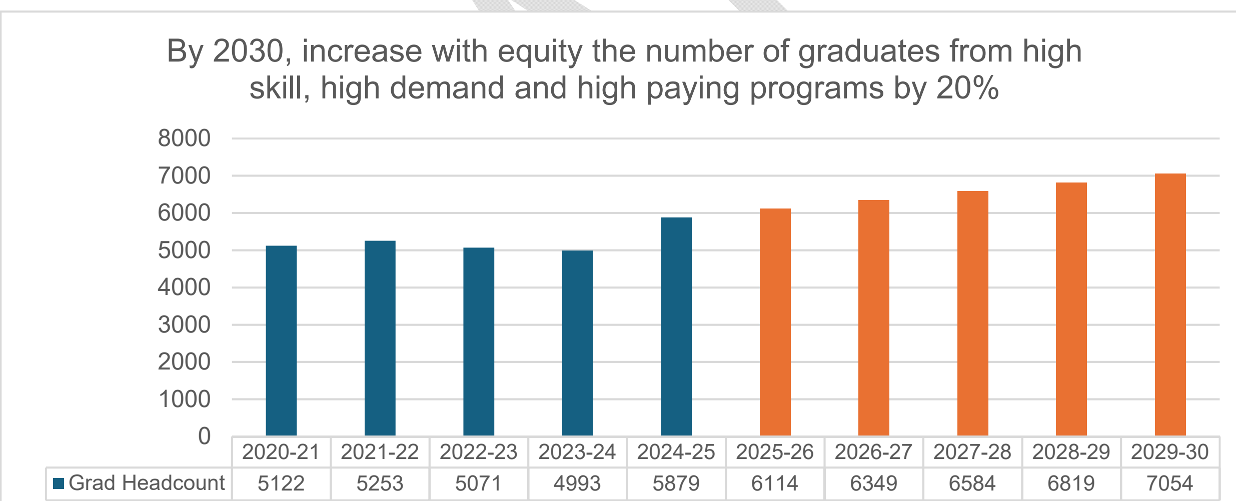
Note: Due to unavailable data, 2023 was used as the baseline for the projections.

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



	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Headcount	2,820	2,249	2,831	3,197	3,404	3,470	3,536	3,604	3,673	3,745

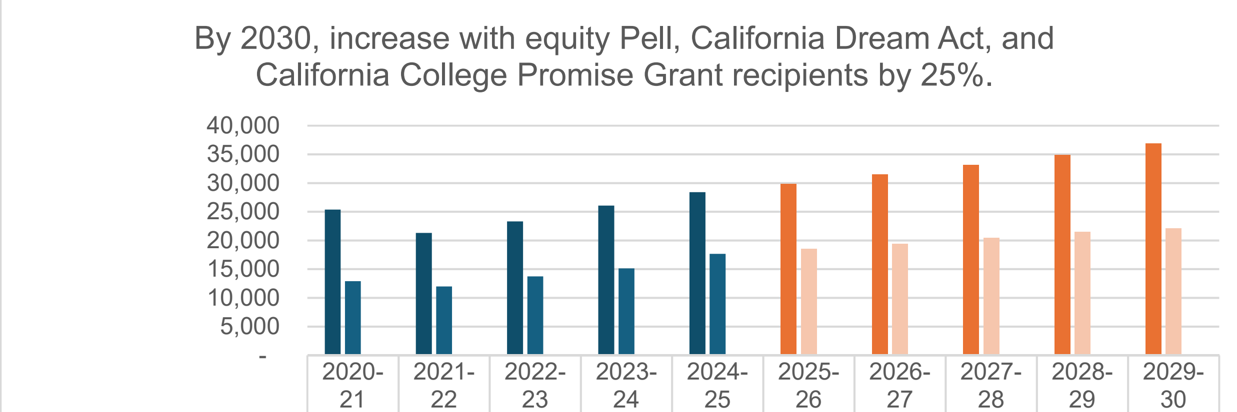
** Note: Due to unavailable data, half the percent increase from 2021–2022 to 2022–2023 was used to estimate increases for 2023–2024 and 2024–2025. The 2024–2025 estimate then served as the baseline for a projected 10% increase by 2029–2030.*
**Note: We will also look at programs with a living wage from the Bureau of Labor Statistics and connect that to graduates.*



	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Grad Headcount	5122	5253	5071	4993	5879	6114	6349	6584	6819	7054

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

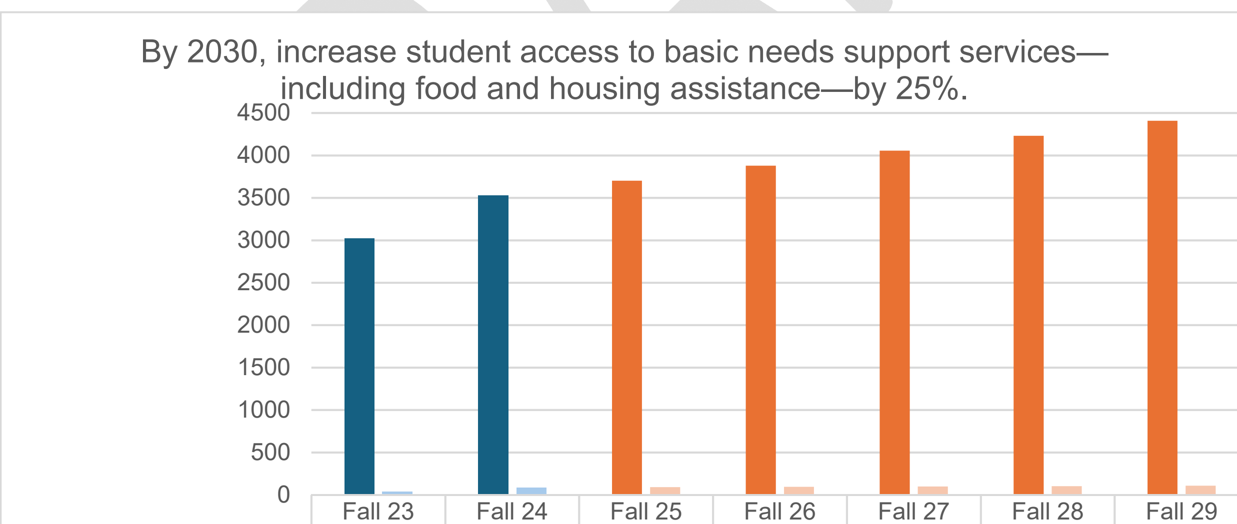
Objective 3.1: Maximizing Financial Aid: Increase with equity the number of students receiving state, federal and institutional aid for which they are eligible.



	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
CCPG	25,375	21,294	23,304	26,064	28,390	29,906	31,503	33,185	34,957	36,907
PELL	12,896	11,969	13,744	15,118	17,667	18,550	19,478	20,452	21,474	22,084
Dream Act (add later)										

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

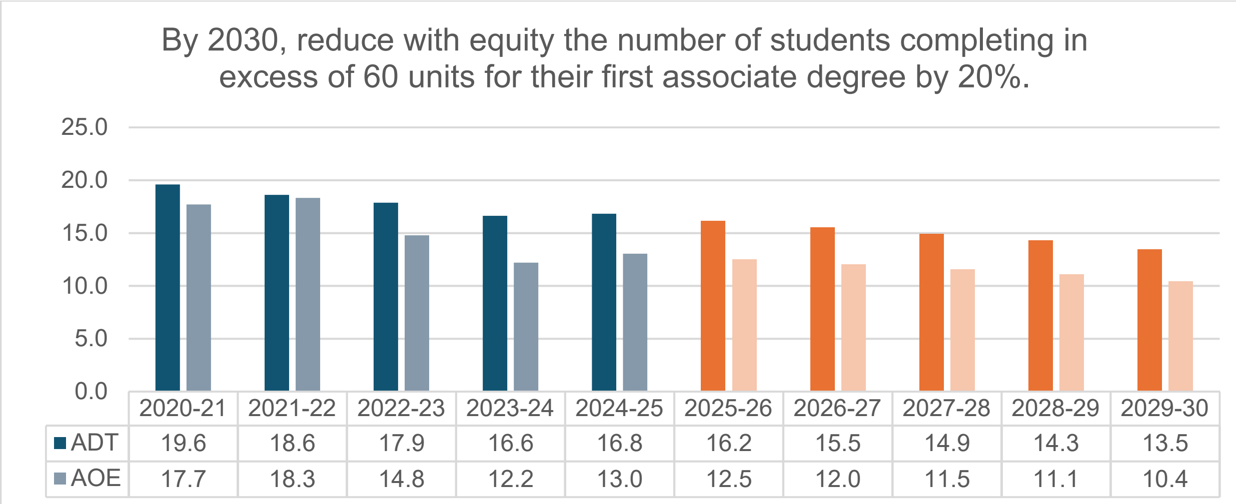
(KPI may be revised based on more discussions-add mental health data)



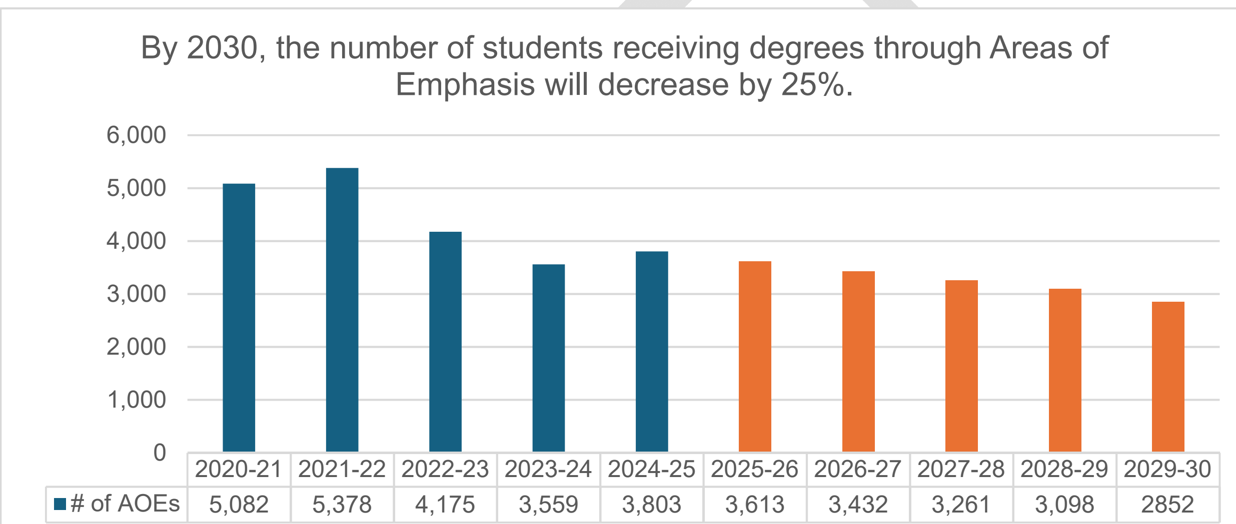
	Fall 23	Fall 24	Fall 25	Fall 26	Fall 27	Fall 28	Fall 29
FOOD_SECURITY	3024	3526	3702	3879	4055	4231	4408
HOUSING_SECURITY	40	86	90	95	99	103	108

**Data not collected fully until fall 2023*

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



	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ADT	19.6	18.6	17.9	16.6	16.8	16.2	15.5	14.9	14.3	13.5
AOE	17.7	18.3	14.8	12.2	13.0	12.5	12.0	11.5	11.1	10.4



	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
# of AOEs	5,082	5,378	4,175	3,559	3,803	3,613	3,432	3,261	3,098	2852

B. Environmental Scan and SWOT Analysis

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

Student access, success and equity

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

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

Career readiness and workforce development

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

Transfer and academic excellence

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

Technology and learning innovation

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

Infrastructure, planning and collaboration

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

Organizational effectiveness and fiscal resilience

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

Safety and professional development

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

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

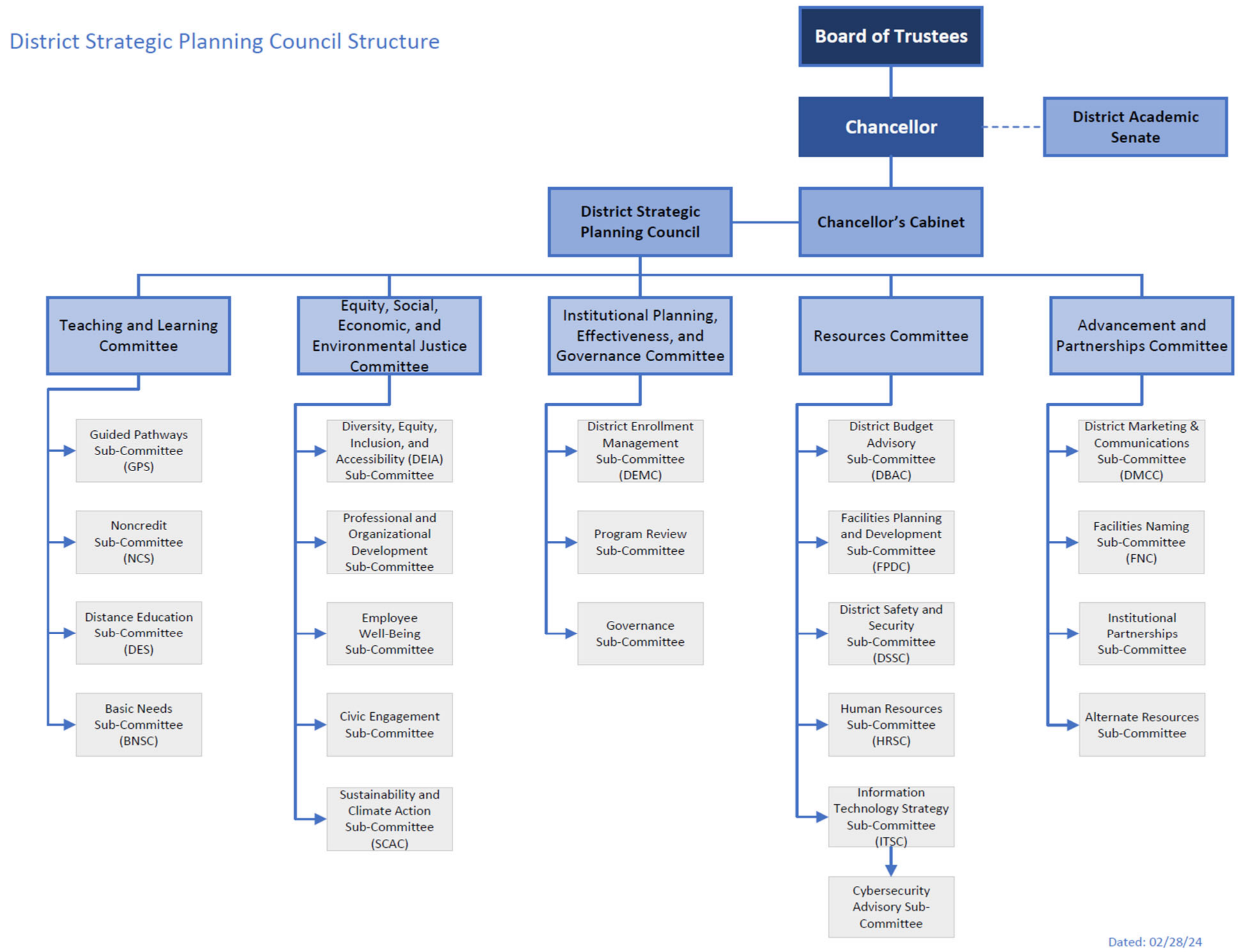
Targeted outreach should focus on Latino/a/x students (who comprise over 70% of RCCD enrollment) and special populations such as foster youth, Veterans, single parents, and formerly incarcerated individuals. Expanding culturally responsive and multilingual support services, along with equity-focused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

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

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

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

B. District Strategic Plan Committee Structure



C. DSPC Strategic Planning Workgroup Membership

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

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

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

Links to supporting documents:

Assessment Report of RCCD Strategic Plan 2019-2024

RCCD Environmental Scan 2025

RCCD Strategic Planning SWOT Analysis 2025

RCCD Peer-to-Peer DE Certification Rubric

Presented to Norco Distance Education Committee & Academic Senate

Agenda

1

Workgroup & Scope of Project

2

DE Certification Rubric

3

Reviewer Qualifications

4

Recommendations & Resources

Distance Education Summer Workgroup

Laura Adams, Professor, Psychology (NC)

Soohyun Son, Associate Faculty, Music (NC)

Stacy Cerwin- Bates, Associate Professor, Reading (RCC)

Brit Osgood-Treston, Associate Professor, English (RCC)

Jo Scott-Coe, Professor, English (RCC)

Carrie Foster, Associate Professor, Communication Studies (MVC)

Adam Navas, Associate Professor, Mathematics (MVC)

Kyla Rankin, Associate Professor, Psychology (MVC)

Scope of Work

History: DE MOU

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

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

Reference Documents

ADA: Americans with Disabilities Act

ACCJC RSI: ACCJC RSI Rubric

T5: California Title 5

- T5 55204: California Title 5 Section 55204. Instructor Contact
- T5 55200: California Title 5 Section 55200 Definition and Application
- T5 55206: California Title 5 Section 55206 Separate Course Approval

AP2105: RCCD AP2105

RCCD RSI: RCCD RSI Guidelines

DE IOI: RCCD DE IOI

- Approved by RCCD Academic Senate 5/24/2021

OEI: OEI Course Design & POCR Rubric

POER: Peralta Online Equity Rubric (POER)

Section 1: Content Presentation & Course Design in Canvas

A. Homepage is set and provides clear instructions as to where to start. **OEI-A4**

B. A tentative schedule shows items such as due dates, topics of instruction, etc. **RCCD RSI | OEI-C4)**

C. Predictable publishing, unlocking, and availability cycles, such as modules, assignments, or announcements, are spread throughout the semester with due dates. **RCCD RSI | AP2105**

Section 1: Content Presentation & Course Design in Canvas (cont)

D. Modules have consistent structure and organization. **DE IOI (2.2, 2.5) | OEI-A5**

E. Clear guidance is provided on how to navigate material for each module (e.g., introduction page, announcement, home page). **DE IOI (2.3) | OEI-A4**

F. The instructor provides explanation as to how students should engage with the course content (e.g., readings, documents, videos, links). **AP2105 | RCCD RSI | OEI-A9**

Section 2: Communications & Interactions

A. The communication policy in the syllabus states how the instructor will initiate contact with students, including method, frequency, and response time. **ACCJC RSI | RCCD RSI | AP2105 | OEI-B2**

B. The communication policy in the syllabus states how the instructor will monitor and respond to student academic engagement and success. **ACCJC RSI | RCCD RSI | AP2105**

C. The communication policy in the syllabus states how students can contact the instructor, including guidance for participation. **ACCJC RSI | OEI-B3**

Section 2: Communications & Interactions (cont)

D. At least two of the following types of substantive interactions are provided on a regular basis. **ACCJC RSI | AP2105 | RCCD RSI | DE IOI**

- Providing direct instruction
- Assessing or providing feedback on a student's coursework
- Providing information or responding to questions about the content of a course or competency
- Facilitating group discussion regarding the content of a course or competency

E. Opportunities for student-to-student engagement and interaction are present. **T5-55204| AP2105 | DE IOI |**

Section 3: Assignments

A. Assignments have clear descriptions of educational goals. **DE IOI | OEI-C5**

B. Assignments have clear instructions and submission guidelines. **DE IOI | OEI-C6**

C. Assignments have clear grading criteria and include a timeline for feedback. **DE IOI | OEI-C6/C7**

Section 4: Equitable Teaching Practices

A. The instructor promotes and encourages use of tutoring services, engagement centers, or other campus resources. **ACCJC RSI | RCCD RSI | OEI-A10 | POER-E2**

B. Canvas guides and video tutorials are available where needed. **ACCJC RSI | RCCD RSI | OEI-A10**

C. Communications and activities foster care and connection among students and with the instructor. **RCCD RSI | POER-E8**

Section 4: Equitable Teaching Practices (cont)

D. Module reviewed is accessible (all sections below must be aligned or not applicable). **ADA | T5 55200/55206 | AP2105 | OEI-D | DE IOI**

- D1 - Use of proper headings
- D2 - Uses accessible lists
- D3 - Uses descriptive links
- D4 - Uses accessible tables
- D5-D6 - Uses accessible color contrast
- D7 - Uses images with alternative text
- D8-D10 - Uses accessible files
- D12-D13 - Uses video/audio with closed captions

Reviewer Minimum Qualifications

6 terms teaching online within the past five years

At least one type of DE Certification

- An equivalent online teaching certification from the below list:
  - Pre-Approved DE trainings for equivalency from other colleges
  - Online Teaching and Design @One course
- A POCR certified course from any college
- Peer Online Course Review Sections A-D training completion
- Completion of the RCCD Peer-to-peer DE Certification process

Reviewer Preferred Qualifications

10 terms teaching online

MVC, NC, or RCC DE Committee Member

Online Teaching and Design @One course and an @ONE Equity course:

- Teaching with OER and Open Pedagogy for Equity
- Equity & Culturally Responsive Teaching
- Equitable Grading Strategies
- Humanizing Online Learning & Teaching

Experience as a POCR reviewer

POCR certified course

Recommendations & Resources

Governance processes

Developing support

Request for feedback

Feedback QR Code

Resource Development

- RCCD Peer-to-Peer Distance Education Certification Rubric
- RCCD Peer-to-Peer Distance Education Certification Rubric Submission Form
- Canvas Resources

Norco College Faculty Professional Development Committee Bylaws
[Updated & Approved on 9/9/2025]

ARTICLE I. DEFINITIONS

The following terms are to be understood in the sense herein defined:

A. Norco College, hereinafter “NC.”
B. Norco College Academic Senate, hereinafter “NCAS.”
C. Riverside Community College District, hereinafter “RCCD.”
D. Norco College Faculty Professional Development Committee, hereinafter “FPDC.”
E. Norco College Faculty Professional Development Committee Chair/Coordinator, hereinafter, “Chair.”

ARTICLE II. MISSION

The Norco Faculty Professional Development Committee offers ongoing opportunities to improve, develop, and expand the skills and practices of faculty who promote students' ability to achieve their educational goals. The committee will function under the direction of the Academic Senate and in accordance with state requirements associated with faculty development.

ARTICLE III. MEMBERSHIP, MEETINGS, AND RESPONSIBILITIES

Section 1. Membership:

A. Voting Members: The FPDC will maintain a roster of voting members. All voting members of the FPDC will be NC faculty and the majority will be full time faculty.
    a. Voting members of FPDC will ideally be at least one full time faculty representative from each school and up to two Associate Faculty representatives. The election or appointment of faculty representatives will be determined by each department. All faculty, including Associate Faculty, are welcome to join as visiting members.
    b. Up to two additional faculty members can serve as alternate voting members when the faculty representative(s) from their respective schools cannot attend the meetings.
    c. Any position that has not been filled by the first official meeting of the Fall or Spring semester for any reason, shall be considered vacant until filled. When a department representative voting member of the FPDC must resign for any

reason, they must notify their School chair and the FPDC co-chairs so that the School may replace that vacancy with an alternate or a new member.

d. Voting members are expected to attend each FPDC meeting in-person. Members who anticipate missing a meeting should report their absence to the co-chairs in advance. Should missing meetings become a pattern, the co-chairs and that member will have a conversation regarding continuing membership or replacement.
e. Voting committee members will:
    i. Serve as a strategic and operational body, addressing academic and professional matters under Title 5 §53200's "10+1."
    ii. The FPDC will act in manner consistent with the NCAS Constitution and Bylaws
    iii. The FPDC will develop, promote, and support professional development activities and opportunities for all NC faculty. These efforts will satisfy NC professional development initiatives and ensure that the College fulfills FLEX (District and State Flexible Calendar) requirements. The FPDC will approve or deny events for FLEX credit according to California Ed Code, §87153.
    iv. The FPDC will contribute to the production of key reports as needed.
    v. The FPDC will routinely assess its work in light of its own charter, mission statement, and the vision and mission statements of the College.
    vi. During the Fall and Spring semesters, the FPDC will review applications for Faculty Professional Development Funds for activities relating to faculty development including but not limited to travel, conferences, FLEX activities, and First Fridays at regularly scheduled FPDC meetings.
        - Individual faculty development funding requests are subject to approval based on the following:
            - Administration's Fall and Spring timely report of all available Faculty Professional Development Funds as well as applicable grants and other institutional funding sources.
            - Completing the Application for Faculty Professional Development Funds, providing proper documentation and dean approval if travel occurs during scheduled work hours.
            - Recommendation to be presented at the FPDC

meeting, either in-person or online, where request(s) will be reviewed, discussed and voted on.

    - Plans for sharing professional development activity/event with the college community (for example: FLEX workshop or panel, report to your department and/or discipline).
    - Funding availability (up to "the amount stated on the Application for Faculty Professional Development Funds," per person, per academic year) and on a first-come-first serve basis.

- So that the committee can prioritize funding professional development activities, FPDC funds can be used for food for Fall FLEX, Spring FLEX, and First Fridays only so that remaining funds can be allocated to faculty conferences, travel, and meetings.
- The committee will aim to split travel budget equally between Fall and Spring semesters, making sure to reserve funds for conference requests submitted in the second half of the year.
- Requests for events that have already occurred will not be funded.
- Out of state requests must be received by the committee for review at least 45 days before the subsequent Board of Trustees Meeting.
- When considering travel funding requests, the FPDC will grant priority to faculty who…
    - Can clearly link their travel to the mission of the committee
    - Have not already requested money within the same academic year
    - Depending on remaining budget, if funding requests have already been submitted by more than two people from the same school for the same conference, funding may be possible but will depend on both the remaining funds and the distribution of the budget at that point across different schools.

vii. During the summer and winter intercessions, the FPDC chair(s) will review applications for Faculty Professional Development Funds for activities relating to faculty development and copy the committee members on email communications regarding FPDC Funds in case they would like to contribute input. Co-chairs will report those requests to FPDC at the next regularly scheduled FPDC meeting.

f. Committee members will actively collaborate to support FPDC efforts and programming, including but not limited to Fall and Spring FLEX Days and First Fridays.

B. Non-voting members: Non-voting members shall be those who attend and participate regularly in FPDC meetings but are not official appointees of a department or unit unless serving as a departmental designee for a voting member in their absence.

Section 2. Officers & Committees

A. Faculty Chair: The FPDC Chair receives .2 reassign, which may be split between two Co-Chairs as determined by elected Co-Chairs.

a. The Chair's/Co-Chairs' duties will include the following:

i. Call for agenda items a week prior to each regular FPDC meeting and set/distribute an agenda at least 72 hours prior to each meeting.

ii. Preside over FPDC meetings.

iii. Maintain FPDC membership roster, coordinating with the NCAS President and/or Department Chairs to fill vacancies.

iv. Maintain the FPDC website.

v. Coordinate Fall and Spring FLEX sessions, providing a detailed description of each day's activities/events to NC faculty as soon as the schedule is settled.

vi. Coordinate New Faculty Orientation and additional meetings, workshops or FLEX activities for new faculty.

vii. Keep records of each NC/District-approved faculty development activity/event, including dates and times, names and qualifications of presenters, and a description of the event.

viii. Support advertising of College/District-approved faculty development events and events of interest for individual/independent FLEX through emails or a calendar accessible through the FPDC website.

ix. Arrange for timely FPDC identification of FLEX events that meet

RCCD's criteria for Equity FLEX and facilitate communication with the college FLEX Administrator.

x. If identifying whether a college-wide FLEX activity/event meets RCCD's criteria for Equity FLEX is unclear, the Chair will bring the FLEX activity/event to the FPDC for discussion and approval pending a majority vote. Pre-approved Equity FLEX groups on campus can be approved by the Chair(s).

xi. Arrange for FPDC review of funding requests and send requests to committee members in advance of meetings.

xii. Maintain all forms relevant to faculty development, presenting all updates to the FPDC for approval.

xiii. Make monthly reports to NCAS, either in person or in writing, on FPDC activities.

xiv. Represent the FPDC at NCAS, District Academic Senate, Equitable and Inclusive Teaching and Learning Committee, College Development and Engagement Committee and other NC/RCCD committees as requested.

xv. Confer with counterparts at Norco College and Riverside Community College on issues relating to district-wide faculty development.

xvi. Make regular email announcements to College Faculty on amount of funding remaining.

xvii. Communicate with past Chair(s) and Administration to obtain any needed information (data, processes, etc.) to assure smooth transition and consistency in current term.

b. The term of office for the FPDC Chair/Co-Chairs is three academic years. The Chair/Co-Chairs will be a full time NC faculty member(s).

   i. Selection of the incoming Chair/Co-Chairs will occur during the Fall semester of the outgoing Chair's term.

   ii. The Chair/Co-Chairs will be elected by a simple majority of voting members. The committee voting members will select an election coordinator, not running for the Chair/Co-Chairs position(s), to receive nominations and organize an in-person, anonymous public vote. The result of the election will be forwarded to NCAS for recommendation and to appoint a chair.

   iii. The Chair/Co-Chairs may be removed from their position by the NCAS or through a majority vote of no-confidence by the FPDC members themselves, with the Chair not voting, subject to NCAS approval. If the

Chair/Co-Chairs resigns or is removed before the completion of their term, the FPDC will conduct an election to select a replacement to forward as a recommendation to NCAS for approval.

B. Sub-Committees
    a. Sub-committee members duties may include supporting efforts to:
        i. Advertise or highlight College/District-approved faculty development events and events of interest for individual/independent FLEX.
        ii. Support on the planning, execution, marketing, and logistics of FLEX Day Events and First Fridays.
        iii. Design and assess proposal review, budget, allocation and approval processes for all Faculty Professional Development Fund requests.

C. Administrative support duties will include:
    a. Maintaining the FPDC website with updated links, documentation, and archival materials of meeting minutes and agendas.
    b. Taking notes during all committee meetings.
    c. Assisting faculty members processing Concur requests.

Section 3: Meetings

A. The FPDC will meet a minimum of once a month per academic year. Meeting dates will align with the NC calendar established by the Institutional Effectiveness and Governance Committee of the College Council.

B. Meetings and agendas shall be announced to all NC constituents no later than 72 hours prior to an FPDC meeting.

C. Meeting minutes will be posted on the committee website in a timely manner.

D. In cases not provided for in these Bylaws, the FPDC will follow the procedures prescribed in the most recent edition of Robert's Rules of Order.

E. A quorum for the voting members of the FPDC shall be 50% +1 of members. If there are one or more vacancies in the membership, the quorum shall be reduced by the number of vacancies at that meeting.

F. The faculty Chair/Co-Chairs may call a special meeting. If a special meeting is needed, committee members and NC constituents need to be notified at least 24 hours in advance. All special meetings must be conducted within the parameters of the Brown Act and the meeting will be announced within the time frame set by that Act. Special meetings cannot include a voting item and no other business can be transacted except that for which the meeting was called.

G. The Chair/Co-Chairs may cancel a meeting, if needed. Members will be notified by email. If needed and appropriate, the meeting will be rescheduled under the conditions permitted by the Brown Act.

H. The NC Instructional Programs Support Coordinator can attend FPDC Meetings, providing information as requested on FLEX Track and related items.

I. All members of the NC community are welcome to attend and participate in FPDC meetings. (items H. and I. moved down from Section 2 to Section 3 – wording unchanged)

J. For voting items related to changes to processes or procedures (e.g. forms for funding request), adequate time should be allowed for review and discussion by all members prior to a regular meeting.

ARTICLE IV. BYLAWS

A. These Bylaws, once approved, will be reviewed annually or sooner as needed. The year and date of approval should be included on the Bylaws.

B. Amendments to these Bylaws may be proposed by the FPDC Chair or by request of a voting member(s) and submitted to the chair. The proposed amendment(s) must be included in the notice of a regular meeting for a first reading and considered at two meetings provided the amendments were in the call for the meeting. At the following regular meeting the amendment(s) will be considered for a vote.

C. Amendments must be approved by a majority of the voting members present at the scheduled meeting.

D. An electronic copy of the FPDC Bylaws shall be posted on the college website.
   a. The official copy of these Bylaws shall be left with the Recorder and archived on the college’s website on both the NCAS and FPDC webpages.
   b. Any amendment to these Bylaws shall be distributed to all members of the FPDC Committee and the NCAS upon adoption and added to the electronic copy.

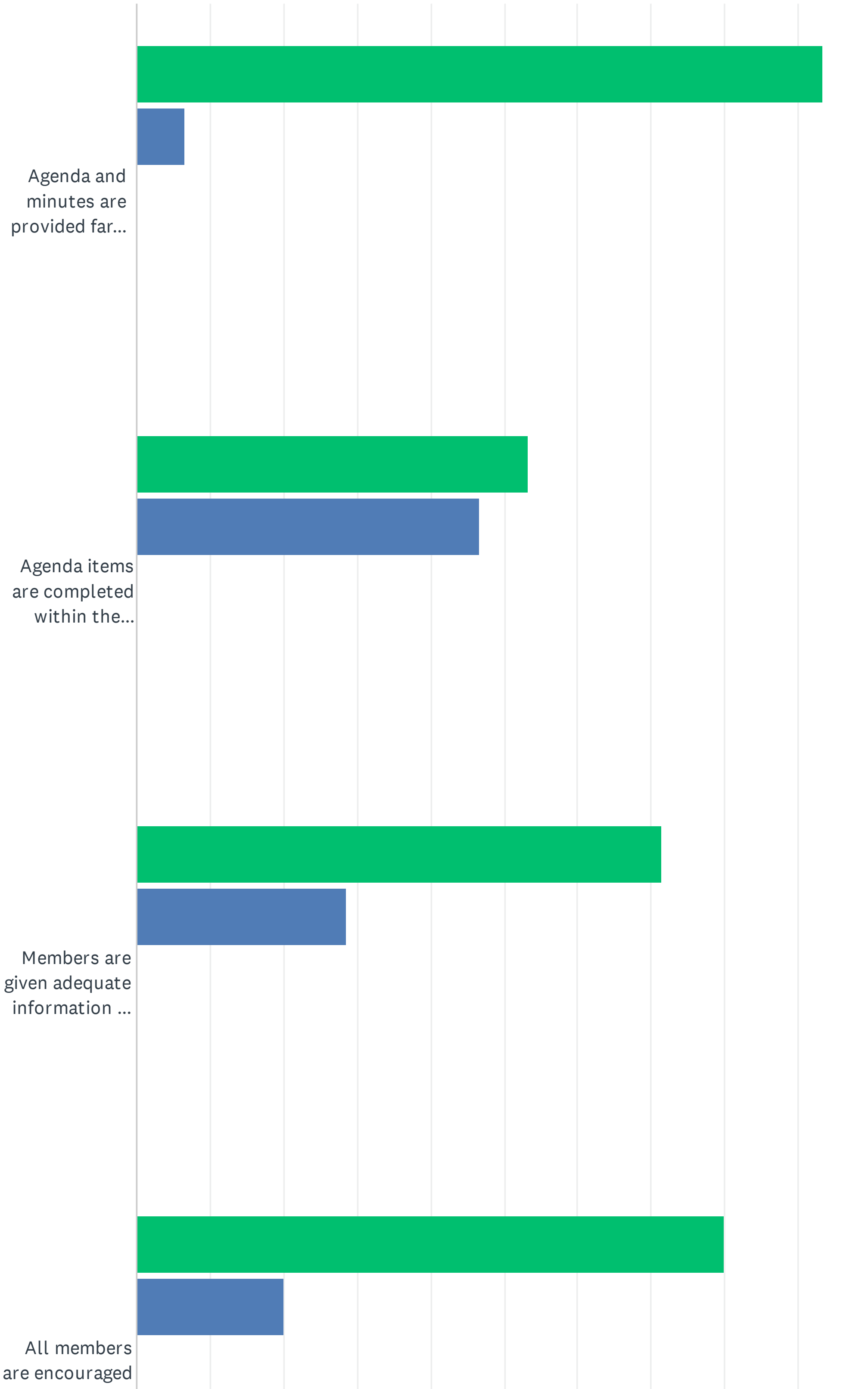
E.

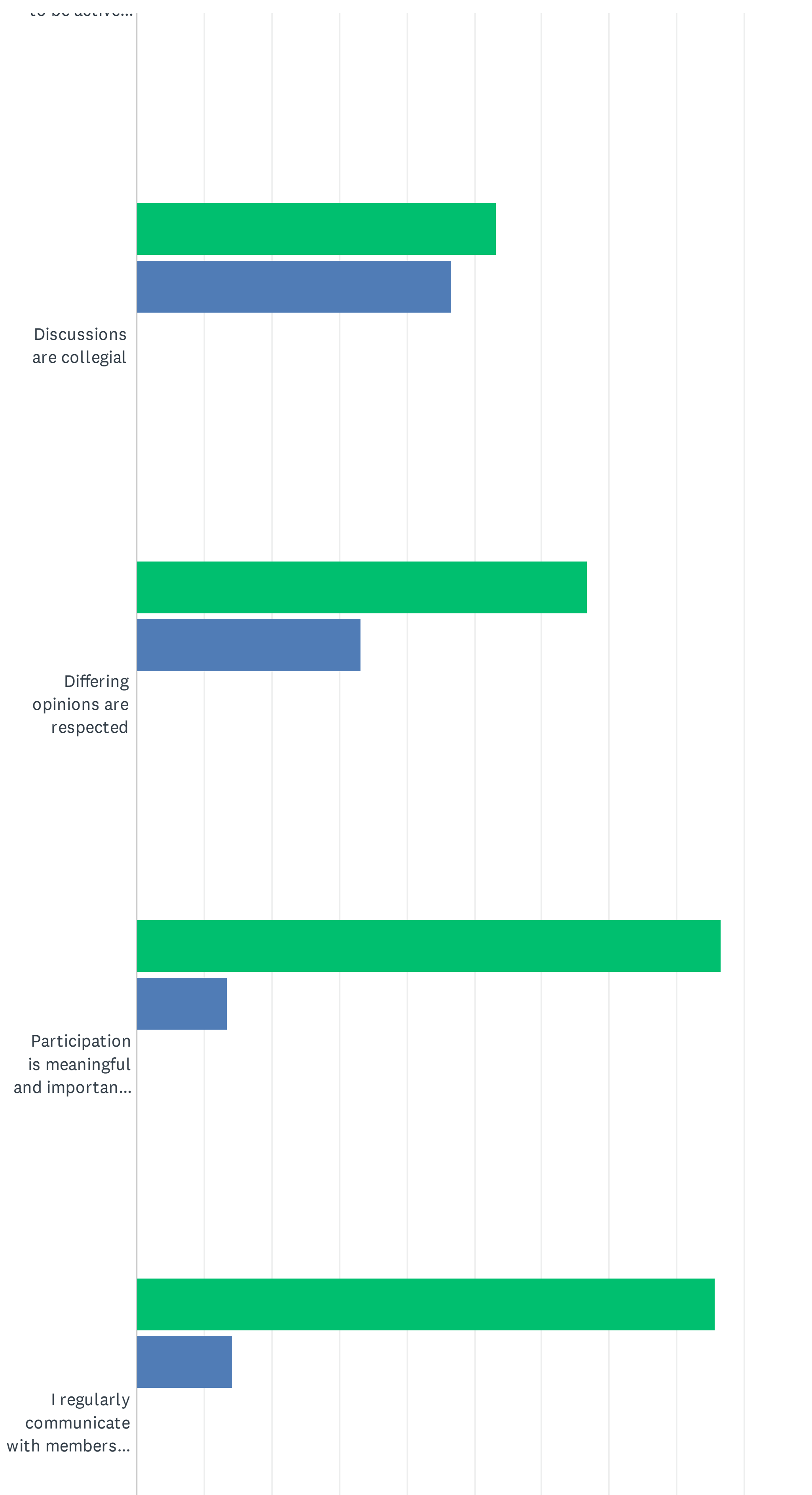
*Approved by the Faculty Professional Development Committee ___**9/9/2025**____

**Approved by the NC Academic Senate ____

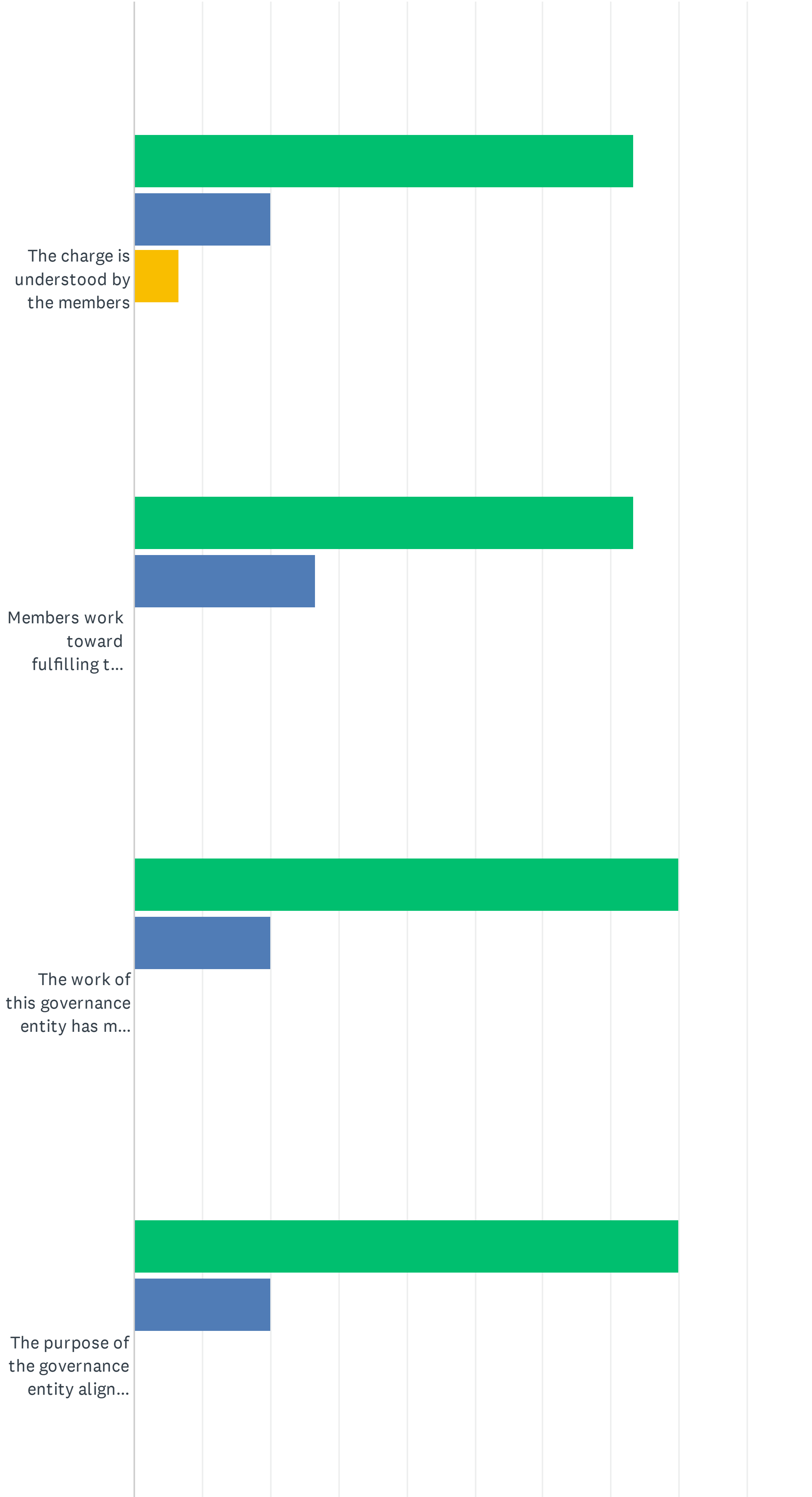
Q1 Please rate your level of agreement with the following statements for the governance entity selected above:

Answered: 15 Skipped: 0

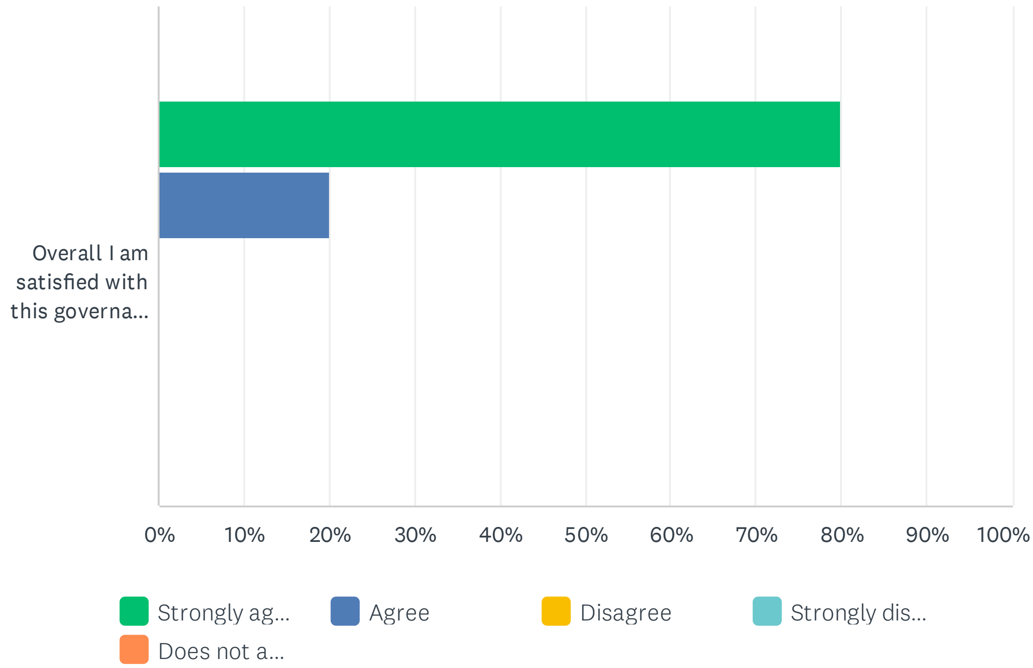



to be active...
Discussions are collegial
Differing opinions are respected
Participation is meaningful and importan...
I regularly communicate with members...

Academic Planning Chairs Survey of Effectiveness



Academic Planning Chairs Survey of Effectiveness



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY	TOTAL
Agenda and minutes are provided far enough in advance of meetings	93.33% 14	6.67% 1	0.00% 0	0.00% 0	0.00% 0	15
Agenda items are completed within the meeting time	53.33% 8	46.67% 7	0.00% 0	0.00% 0	0.00% 0	15
Members are given adequate information to make informed recommendations or decisions	71.43% 10	28.57% 4	0.00% 0	0.00% 0	0.00% 0	14
All members are encouraged to be actively involved	80.00% 12	20.00% 3	0.00% 0	0.00% 0	0.00% 0	15
Discussions are collegial	53.33% 8	46.67% 7	0.00% 0	0.00% 0	0.00% 0	15
Differing opinions are respected	66.67% 10	33.33% 5	0.00% 0	0.00% 0	0.00% 0	15
Participation is meaningful and important to me	86.67% 13	13.33% 2	0.00% 0	0.00% 0	0.00% 0	15
I regularly communicate with members of the constituent group I represent regarding key issues discussed and actions taken during meetings	85.71% 12	14.29% 2	0.00% 0	0.00% 0	0.00% 0	14
The charge is understood by the members	73.33% 11	20.00% 3	6.67% 1	0.00% 0	0.00% 0	15
Members work toward fulfilling the charge	73.33% 11	26.67% 4	0.00% 0	0.00% 0	0.00% 0	15
The work of this governance entity has made an impact on its assigned EMP Goals or KPIs	80.00% 12	20.00% 3	0.00% 0	0.00% 0	0.00% 0	15
The purpose of the governance entity aligns well with the college mission	80.00% 12	20.00% 3	0.00% 0	0.00% 0	0.00% 0	15
Overall I am satisfied with this governance entity’s performance	80.00% 12	20.00% 3	0.00% 0	0.00% 0	0.00% 0	15

Q2 Is there something that you would recommend to help the committee function more effectively?

Answered: 2 Skipped: 13

#	RESPONSES	DATE
1	This year APC Is more cordial and truly allows for all input and diverse opinions. Thank you.	3/14/2025 9:45 AM
2	The committee is doing a much better job of facilitating professional and collegial discussion. Considering the amount we have to cover in each meeting, I would like to see agendas come out earlier, say the Monday or Friday before the meeting to allow more time to review material. We also have Brown Act considerations: at the very least, agendas need to come out early Tuesday to meet the 72 hour posting requirement.	3/14/2025 9:44 AM

APC approved the following replacement hires in September 2025.

ENG (Kiandra Jimenez) moved to Dean position

LIB (Haley Ashby) moved to Dean position

At its September business meeting, APC discussed the 5-Cap limit on enrollment of JFK students in regular Norco classes. First off, APC acknowledges the historical reasons for this limit and remains committed to supporting faculty in impacted disciplines. At the same time, other disciplines are frustrated by the bottlenecks on broader enrollment this policy creates, particularly at a time when enrollments across the college are impacted.

At the September meeting, APC discussed a recent proposal that would remove the 5-Cap limit on JFK students and also remove preferential enrollment for those same students. There was broad agreement among chairs that this is a reasonable compromise, one that provides support to those disciplines that have been impacted on the past while at the same time allowing JFK students to more fully access Norco classes. APC encourages the Academic Senate to consider this compromise.

Proposed change:

Remove 5 cap, remove early registration. Allow JFK students to enroll in courses with general population beginning November 10 for Winter and Spring 2026.