NORCO COLLEGE

Minutes
Norco Academic Senate Meeting
On October 20, 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, John Alpay, Darnell Bing, Michael Bobo, Meghan Chandler, Erin Deck, Vivian Harris, Marie Hicks, Brian Johnson, Hussam Mobin, Sandra Popiden, Dan Reade, Tim Russell, Jody Tyler, Jim Thomas, Patty Worsham,

    Guests: Charise Allingham, Hayley Ashby, Quinton Bemiller, Monica Green, Tenisha James, Kiandra Jimenez, Arezoo Marashi, Nancy Quiñones, Kaneesha Tarrant

2. Approval of Agenda
    M/J. Alpay, S/D. Reade; Approved by Consensus

3. Approval of Minutes for **October 6, 2025**
    M/, S/; Approved by Consensus

4. **Comments from the Public**
    - Meghan Chandler shared concerns from a full-time, tenure-track VAPA faculty member about delays in the review of professional growth and sabbatical proposals by the district PGSL committee.
    - Over the past two years, the faculty member submitted multiple proposals under AP6160A for salary advancement through creative projects and professional publications.
    - The PGSL committee has not reviewed these proposals or provided a review timeline.
    - The delay has resulted in lost pay increases over the past two years.
    - The faculty member has raised these issues with PGSL leadership and requested they be shared with the District Senate and Norco College, in case others are facing similar delays.
    - Meghan offered to connect anyone interested with the faculty member.

5. **CTA Report** (Araceli Covarrubias, Norco College Faculty Association Vice President & Michelle Ramin, Norco College Faculty Association Representative)
    - No Report

6. **Action Item**: Ratification of Senate President Appointments (K. Bell)

    - Current appointments pertain to the Standard of Care Communication and Early Alert SPR special project.
    - The standard of care was an all-call to any faculty who were interested.
        o **Standard of Care – Communication and Early Alert**

- Nancy Quinones
- Amberley Quintanar
- Vivian Harris
- Edwin Romero
- Daren Koch
  - o **CPL Counselor**
    - Erin Deck
    - Ted Jackson

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

7. **Action Item: APC Faculty Ranking 2025-26** (P.Worsham)
   - Student Services – Special Program –DSPS – DRC Counselor
   - Instructional – ETS
   - Instructional – ART
   - Instructional - ENE
   - Planning and Development: Equity Programs (make the MOC adjunct position full-time)
   - Student Services – Advising and Counseling – General Counselor
   - The Chancellor will fund five positions at Norco, five at Moreno Valley, and six at Riverside City.
   Approved by Consensus
   (Senate #10)

8. **Action Item: District Strategic Plan 2025-2030 Final** (K. Bell)
   - The District Strategic Plan was reviewed as a second read.
   M/D. Reade, S/M. Hicks; Approved by Consensus
   (Senate #10)

M/M. Hicks, S/J. Alpay; Approved by Consensus to rearrange the agenda

9. **Action Item: FPDC Updates & Bylaws** (Z.Allport, N.Quiñones)

   - Revised bylaws include two minor updates: clarification of how representatives are appointed to the committee (Section 1, A.a.) and correction of chair terms to two years.
   - Bylaws and mission statement appear inconsistent—some elements are missing. The committee should align bylaws with the Brown Act and ensure the same version of Robert's Rules of Order used by the Senate. The Senate mission's second part seems to have been omitted; unclear if intentional. Revised bylaws and mission will return to Senate for a first read with recommended changes and possible action.
   (Senate #7)

10. **Information Item: Assessment Status Briefing** (L. Adams)
    - Laura discussed the need to collect narrative data and emphasized the importance of collaboration with the Assessment Committee to develop prompts for capturing narrative, reflection, and improvement plans in Nuventive. She highlighted the necessity of training people to use the technology and encouraged departments to

start discussing and collecting data now to prepare for the spring when prompts are created.
[(Senate #8)](#)

11. **Information Item: RSI Mock Review Results** (L.Adams)

    - The Senate reviewed the results of a mock review for Regular and Substantive Interaction (RSI) in online courses, which showed that while RSI is present, the evidence lacks depth and intentional design. To address this, the team plans to establish and apply consistent RSI standards across all online courses, embed communication and monitoring plans in Canvas and syllabi, and provide templates for faculty to use.
    [(Senate #8)](#)

12. **Action Item: Norco Assessment Committee Report of Effectiveness 2024-25** (A.Johnson, H.Ashby)
    - Overall responses showed agreement; some shared information with disciplines even when not required.
    - Feedback suggestions:
    - Add project team updates as a standing agenda item.
    - Provide an assessment update to Academic Senate after each meeting.
    - Add an agenda item request form to the committee website.
    - Create an institutional assessment report summarizing all ongoing work.
    - Make assessment data visible for comparison and institutional improvement.
    - Assessment V2 focus: frequency, modality, and participation; established process for completing course outcomes and documenting in Nuventive.
    - Increasing Canvas assessment participation through training and support (linked to AV1).
    - Part-time faculty: can be paid for assessment participation (not training); must submit a form to their IDC.
    - TLC brown bag event on assessment for all faculty — date forthcoming.

      Approved by Consensus
      [(Senate #7)](#)

13. **Action Item: Program Review Committee Report of Effectiveness 24-25** (T.Russell, H.Ashby)
    - Survey of effectiveness was favorable overall.
      - Deliverables:
      - Implement and support comprehensive program review submissions.
      - Update and apply a standardized program review rubric.
      - Review and revise the program review process for 2024–2027.
      - Provide training to support those completing program reviews.
      - Next comprehensive review opens next year, due Spring 2027, aiming for 100% participation.

- Programs needing resources not identified through this process may seek opportunities via CPL; previously unfunded requests can ask committee to track the status.

Approved by Consensus
(Senate #7)

14. **Information Item: 2025 Institutional Set Standards and Procedural Response** (H.Ashby)

- ISS standards set by US Department of Education and ACCJC; include floor performance and stretch goals.
- Falling below the floor for two consecutive years triggers a required institutional response.
- Student course completion: 74% (above floor 71% and stretch 73%).
- Degrees awarded 23–24: 1,755 (above floor 1,455, below stretch; decreased from 1,934 last year).
- Certificates: fell below floor for the first time; will monitor 24–25 data.
- Transfers: below floor for fourth consecutive year (807; floor 834, stretch 1,284), but showing positive rebound from 608 in 22–23.
- Programs below floor needing action:
- Logistics & Materials Transportation (third consecutive year)
- Civil & Construction Management Technology (first year)
- Office of Institutional Effectiveness (IE): resetting ISS floor/stretch goals; reviewing methodology for consistency across colleges; any changes will go to IEGC for approval.
- Continuous monitoring required for areas below standards.
- IE supports Senate by providing data; Senate coordinates faculty workgroups to address needed improvements.
(Senate #5)

15. **Officer Reports**
    A. Secretary/Treasurer (Erin Deck)
       - No Report
    B. Vice President (Dan Reade)
       - No Report
    C. President (Kimberly Bell)
       - The schedule of courses for winter and spring is now available.
       - Registration opens November 3rd — encourage students to start planning early.
       - Registration dates should appear in the system soon (some already visible).
       - Faculty frustration noted with class cancellations; early student registration helps prevent cancellations.
       - Faculty can play a key role by encouraging students to:
         o Meet with counselors early to plan schedules.
         o Register as soon as possible to secure classes and avoid last-minute issues.

- Early planning supports both students' success and college scheduling stability.
- Canvas has been down since last night, impacting students during the end of short-term and start of late-start classes—please be mindful of the challenges this causes for them.

16. **College Reports**
    A. Associated Students Senate Representative (Hussam Mobin)
       - Harvest Festival is this Friday
       - Candy collection for Harvest Festival is still open through Thursday
    B. President (Monica Green)
       - No Report
    C. Vice President of Academic Affairs (Quinton Bemiller)
       - Canvas outage is likely creating stress today for Late Start students looking to begin their classes, and for first 8-week students wrapping up their classes.
       - Flexibility and understanding for students at this time is greatly appreciated, as you just heard. Also today, we are at 99% of our 25 fall FTES target, up 0.3% from last week.
       - Most of our 153 late start sections begin today.
       - Progress towards our annual FTS target stands at 51.8%.
       - Our efficiency stands at 15.28 FTES slash FTEF, meaning our semester goal of 15.25.

       - Thank you to the Deans of Instruction and Department Chairs for their efforts in reaching our Fall 2025 efficiency goal.
       - Most, but not all, full-time faculty have signed or declined the 2026 load banking election form. These were sent to all full-time faculty via Adobe Sign, and must be submitted by December 31st if you intend to load bank in the 2026 calendar year.

    D. Vice President Planning & Development (Tenisha James)
       - No Report
    E. Vice President Student Services (Kaneesha Tarrant)
       - No Report

17. **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

18. Meeting adjourned at 3:24 PM.

Ratifications of Senate President Appointments 10.20.25

Standard of Care – Communication and Early Alert

Nancy Quinones
Amberley Quintanar
Vivian Harris
Edwin Romero
Daren Koch

CPL Counselor

Erin Deck
Ted Jackson

Main updates include:

1. Added benchmarks and KPIs for Goals 4 and 5 to enhance business process improvement. We also received additional benchmarks/KPIs, so Appendix B has been added to include all proposed benchmarks and KPIs for Goals 4, 5, and 6**.**
2. Re-numbered all KPIs for easier reference and consistency.
3. Incorporated minor adjustments based on feedback from the colleges.
4. Updated several KPI charts with the most recent data.

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, as Hispanic-Serving Institutions (HSI), focus on instruction, student services, operations, and planning, while the District Office provides streamlining and coordinates support and programming in those areas to support student success.

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

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

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

Process

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

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

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

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

Figure 1 Strategic Plan Development Timeline

Mission, Vision, and Values

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

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

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

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

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

Goals and Objectives

Goal 1: Equity in Access
Broaden opportunities for all area residents to begin or continue their higher education journey at RCCD colleges.

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

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

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

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

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

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

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

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

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

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

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

Goal 2: Equity in Success
Improve the academic and career success of all current and prospective RCCD students.

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

Benchmark/KPI 7: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%.
Benchmark/KPI 8: By 2030, increase three-year completion rates by at least 15%.

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

> **2.2a**: Increase with equity the number of students earning an ADT.
> Benchmark/KPI 9: By 2030, increase with equity ADT awards by 35%.
>
> **2.2b**: Increase with equity the number of students transferring to UC or CSU.
> Benchmark/KPI 10: With intersegmental collaboration, increase transfers to UC/CSU by 30% by 2030.
>
> **2.2c**: Support the development of bachelor's degree programs at all three colleges that align with local workforce needs.
> Benchmark/KPI 11: By 2030, develop at least one bachelor's program at each of the three colleges.

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

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

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

Goal 3: Equity in Support

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

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

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

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

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

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

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

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

Goal 4: Institutional Effectiveness
The District identifies, measures and reports on student and institutional outcomes to demonstrate the advancement of the District's mission and goals.

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

Benchmark/KPI 18 Streamline and enhance core business processes to improve overall efficiency, as measured by:
- Reduce average number of days to process invoices for payment from 20 business days to <= 7 business days.
- Reduce the number of days to reimburse employees for travel expenses from 20 business days to <= 7 business days.
- Reduce the average time to convert a requisition into a purchase order from 7 days to <= 3 days.
- Through OnBase, reduce average time to process a CTF (Contract Transmittal Form) packet from 7 days to <= 4 days.
- Average time to resolve safety and emergency issues ≤ 30 days
- HRER will aid in reducing the average time to hire by 15% from the current baseline to improve recruitment efficiency and reduce delays by streamlining processes, automating

repetitive tasks, enhancing sourcing, improving communication, and identifying and removing bottlenecks.
- Conduct an annual review of core Institutional Advancement & Economic Development operational processes—including fundraising, grants administration, public records coordination, and strategic communications efforts—to identify inefficiencies and implement improvements that enhance alignment with District priorities and operational efficiency.
(See Appendix B for additional Benchmarks/KPIs)

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

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

Goal 5: Resources
The District will acquire, manage and deploy resources - including human, facilities, technology, and financial - to support District goals and advancement.

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

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

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

Benchmark/KPI 21:Promote a safe, healthy, and supportive environment, as measured by:
- Achieve a ≥95% response rate to Risk Management service requests within 24 hours.
- Achieve an annual safety training completion rate of ≥95% for all employees.
- ≥95% incidents are reported and investigated within 24 hours of occurrence.
- Maintain facility conditions that meet District safety and emergency standards, with interim measures for improvements requiring funding, achieving **≥90%** compliance.
- HRER will establish baseline data from surveys with results disaggregated by employee groups to guide equity-based interventions to establish key metrics for evaluating wellness programs which include participation rates, engagement levels, health outcomes, and satisfaction.
    (See Appendix B for additional Benchmarks/KPIs)

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

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

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

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

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

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

Goal 6: Partnerships and Community Engagement
Strengthen RCCD's role and impact as a leading academic institution by cultivating strategic partnerships, engaging the community, and expanding resources to support student success.

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

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

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

Benchmarks/KPI 26: Diversify funding streams to address uncertainty at the state and federal levels and reduce reliance on any one source as measured by:
- Increase the breadth of public granting agencies and/or programs that support the District by an average of 5 submissions each year to agencies and/or programs that have not previously been pursued and 3 new awards from these same agencies.
- Increase the value of private gifts by 25% by 2030 (5% annual increase)
- Increase financial resources obtained from non-public sources, including but not limited to private foundations, corporations, community based groups, and others by 25% by 2030 (5% annual increase).

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

Benchmark/KPI 27: Increase the number of RCCD workforce and economic development program participants who obtain employment, participate in upskill training, increase wages,

obtain federal contracts, or start a business by 5% annually.

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

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

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

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

Basic Strategies

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

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

Goal 1: Equity in Access

Strategy 1: Community-Centered Outreach and Engagement

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

Plan of Action:
- Partner with community-based organizations, faith groups, and cultural centers to host college information sessions in multiple languages.
- Launch a mobile outreach unit to visit neighborhoods, community events, and high schools with enrollment support and program information.
- Develop culturally relevant marketing campaigns using local media, social media influencers, and student ambassadors.

- Collaborate and visit K-8 schools to introduce college earlier in the academic pipeline.

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

Strategy 2: Seamless Pathways and Enrollment Support

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

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

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

Strategy 3: Workforce-Aligned Program Expansion

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

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

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

Goal 2: Equity in Success

Strategy 1: Completion and Support

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

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

Supports Objectives:
- ✅ 2.1 (Completion)
- ✅ 2.2a (ADT Awards)
- ✅ 2.2c (Transfers)

Strategy 2: Strengthen Transfer and Baccalaureate Pathways

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

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

Supports Objectives:
- ✅ 2.2a (ADT)
- ✅ 2.2b (Bachelor's Programs)
- ✅ 2.2c (Transfers)

Strategy 3: Career-Connected Learning and Economic Mobility

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

Plan of Action:

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

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

Goal 3: Equity in Support

Strategy 1: Proactive Financial Aid Outreach and Support

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

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

Supports Objective:
✅ 3.1 (Maximizing Financial Aid)

Strategy 2: Integrated Academic Planning and Advising

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

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

Supports Objective:
✅ 3.3 (Reduce Units to Completion)

Strategy 3: Cross-Sector Student Support Ecosystem

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

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

Supports Objectives:
- ✅ 3.1 (Maximizing Financial Aid)
- ✅ 3.2 (Access to Basic Needs Support)

Goal 4: Institutional Effectiveness

Strategy 1: Streamline Core Administrative Processes

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

Plan of Action:
- Gather information on process reviews and assessments that have already been completed.
- Conduct process mapping and time-motion studies in HR and Business and Financial Services to identify bottlenecks.
- Implement digital workflow systems (e.g., e-signatures, automated approvals) to reduce processing time.
- Establish and monitor KPIs for HR, Finance, and Institutional Advancement with regular reporting and continuous improvement cycles.

Supports Objective:
- ✅ 4.1 (Efficiency in Core Processes)

Strategy 2: Integrate Advanced Technology for Institutional Innovation

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

Plan of Action:
- Pilot AI-powered tools (e.g., chatbots, virtual advisors) to improve access and responsiveness of districtwide services.

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

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

Strategy 3: Optimize Instructional Efficiency and Resource Allocation

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

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

Supports Objective:
✅ 4.2 (Instructional Efficiency)

Goal 5: Resources

Strategy 1: Equitable and Transparent Resource Allocation

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

Plan of Action:
- Assess BAM model to guide equitable budget allocations, incorporating enrollment, program costs, and student needs.
- Use a Total Cost of Ownership model to improve efficient and equitable use of resources.
- Establish clear KPIs and targets for resource distribution through collaboration with college and District finance, DBAC, and HR (e.g., 75% full-time faculty goal).
- Conduct annual equity audits of budget and staffing allocations to ensure alignment with institutional priorities.
- Complete the budget allocation model by integrating actual cost of college specific CTE programs.

- Support colleges to develop a BAM within the various units of their college along the principles laid for the District.
- Develop a BAM through the District Office that is data driven.

Supports Objective:
✅ 5.1 (Equitable Distribution of Funds)

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

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

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

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

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

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

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

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

Goal 6: Partnerships and Community Engagement

Strategy 1: Build and Deepen Strategic Partnerships

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

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

Supports Objective:
✅ 6.1 (Expand Collaborative Partnerships)

Strategy 2: Diversify and Grow External Funding Sources

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

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

Supports Objective:
✅ 6.2 (Increase External Support)

Strategy 3: Drive Regional Economic and Workforce Development

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

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

Supports Objective:
✅ 6.3 (Increase Economic Impact)

Appendices

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

RCCD 2025–2030 Strategic Plan Assessment Process

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

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

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

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

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

Framework to Assess RCCD 2025-2030 Strategic Plan

Effectiveness

Efficiency
- Translating mission/goals/objectives into measurable KPIs with efficiency as a focus

- Setting baseline and targets for all KPIs
- Develop strategies to achieve the targets.
- Develop tools to monitor, assess and report KPIs

Accountability
- Collect data on KPIs
- Compare to targets
- Idientify areas for improvement
- Take actions

Transparency
- Strategic communication
- Sharing results, and learning with internal and external stakholders

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

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

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

Analysis of Key Performance Indicators (KPIs)

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

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

Equity in Assessment of KPIs

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

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

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

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

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

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

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

	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	59,367	62,194	65,021	67,848	70,675
FTES	28,931	25,435	27,880	30,762	32,424	34,046	35,667	37,288	38,909	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.

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

	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%
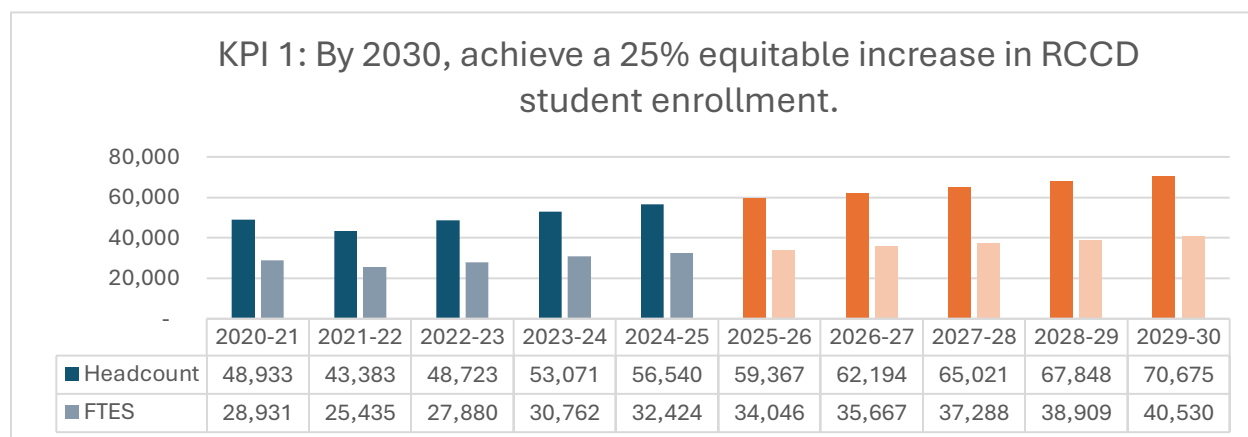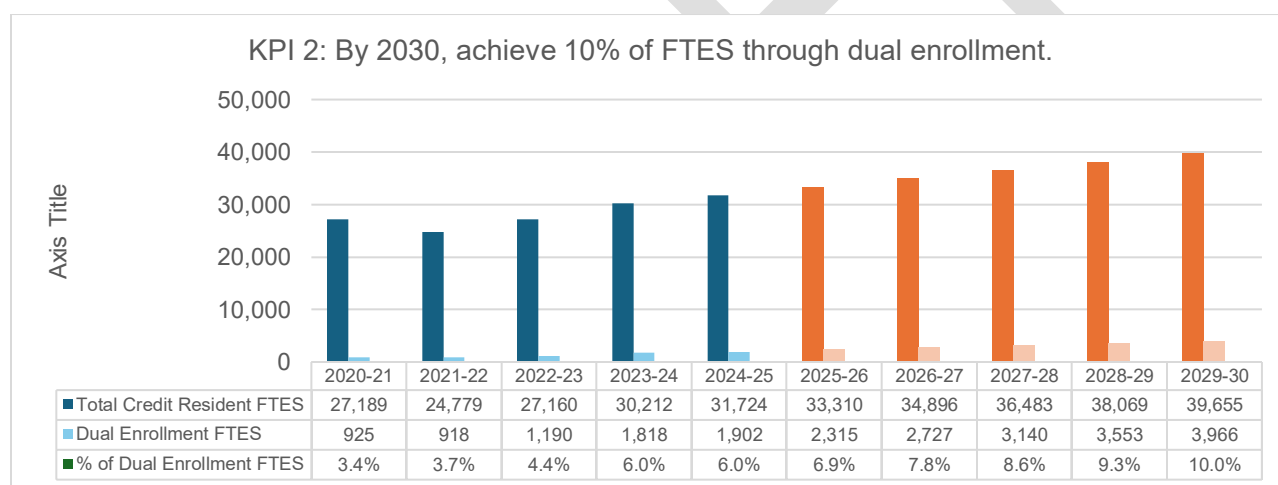
Note: Data are from CCSF-320 reports.

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.

KPI 3: By 2030, increase paid work-based learning (WBL) opportunities by 25% — achieving an average annual growth of 5%, as measured by the number of students participating in paid WBL.

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Apprentices	436	602	1,183	1,519	1,721	1,807	1,897	1,992	2,092	2,196

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

KPI 4: By 2030, increase noncredit enrollment to achieve at least 500 FTES.

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
NC FTES	106	147	216	247	227	265	310	363	424	500

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

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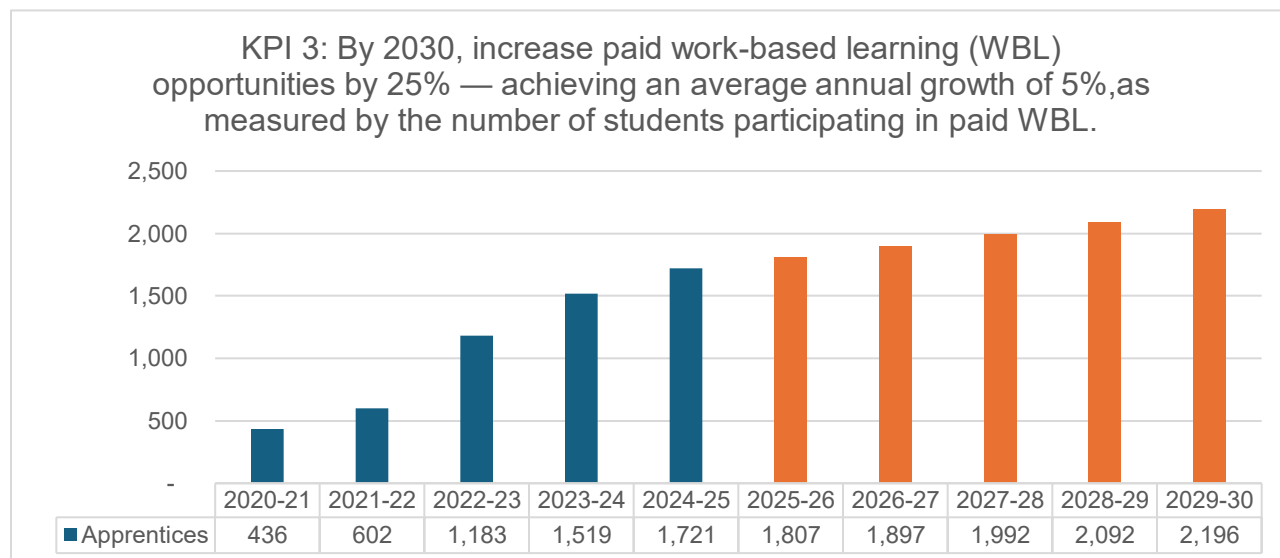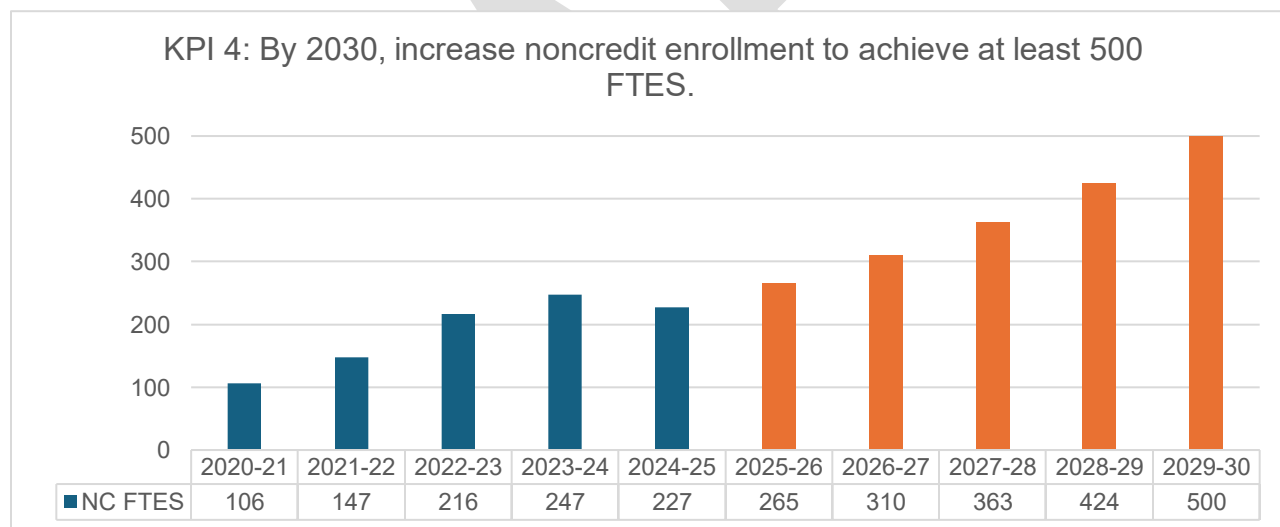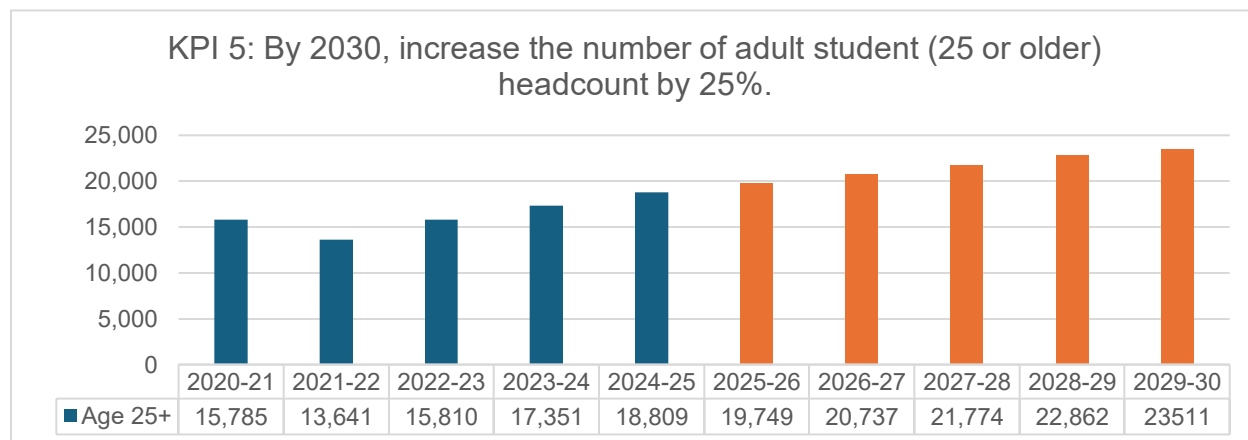
Objective 1.5: Strengthen institutional infrastructure, including policies, procedures and practices, as well as technological and human resources, to address with equity the instructional and student support needs of students who choose to pursue their educational goals at a distance through online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

KPI 6: By 2030, eliminate the course success rate gaps across all instructional modalities. (% gap from face-to-face)

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

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
AA/AS/ADT Awards	7,959	8,358	6,860	6,415	6,964	7,339	7,735	8,152	8,591	9,053
Transfer Volume	5,897	5,173	4,611	5,078	4,275	4,505	4,748	5,004	5,274	5,558
Certificate Awards	2,070	2,325	2,570	2,780	3,312	3,491	3,679	3,877	4,086	4,306
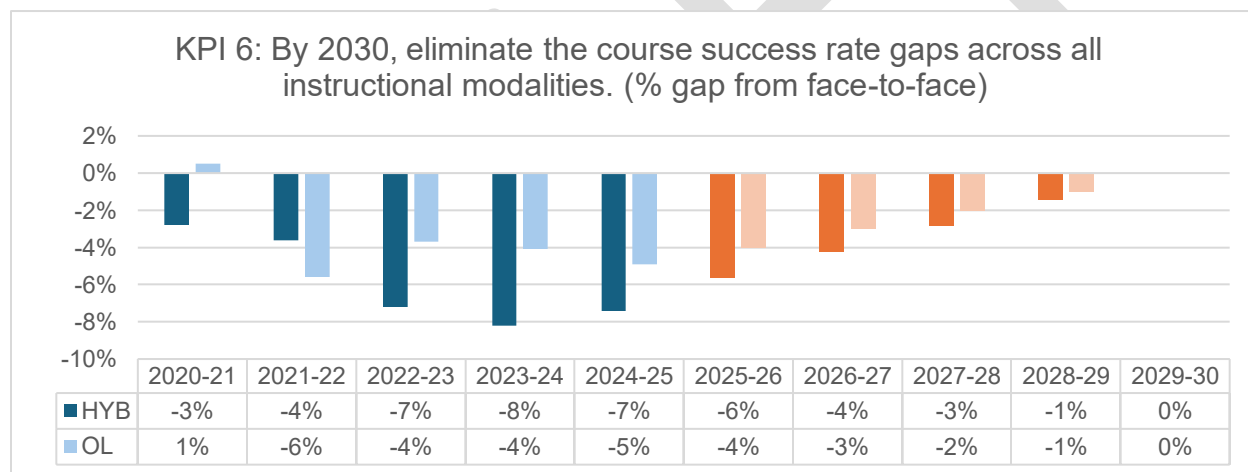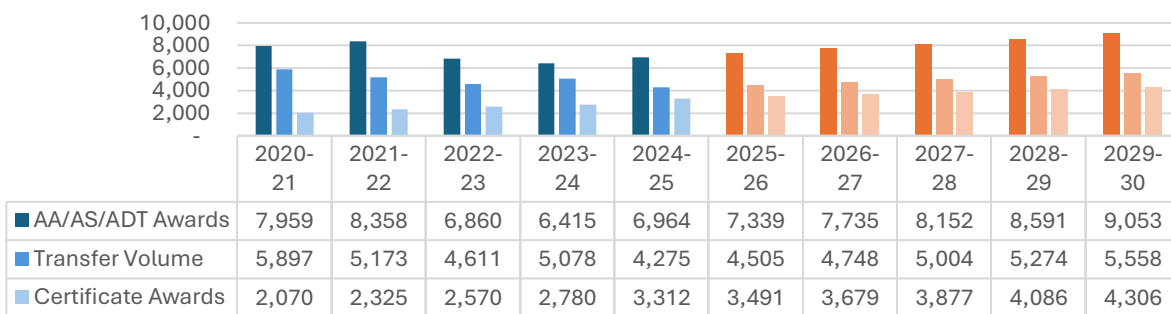
KPI 8: By 2030, increase the three-year completion rates by at least 15% (first-time student cohorts)

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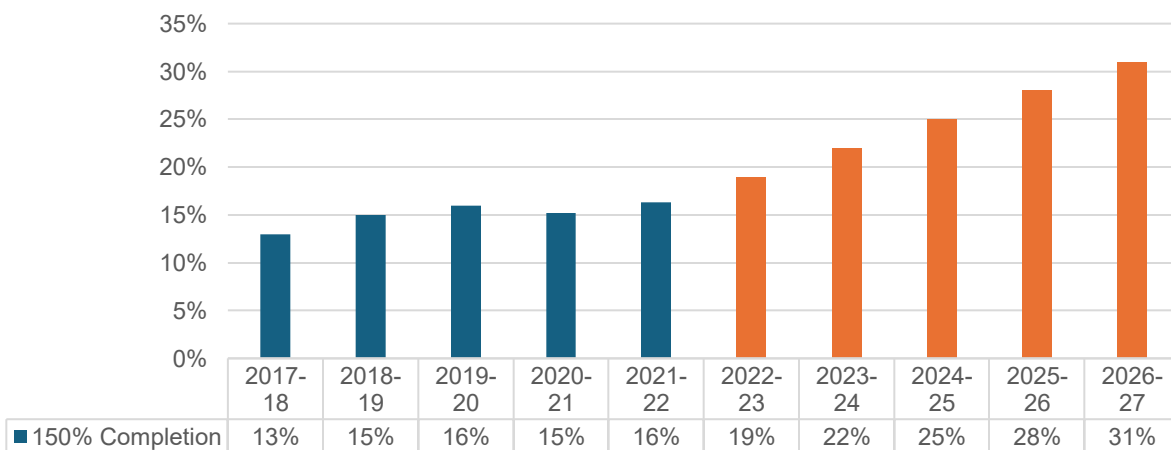
Objective 2.2: Increase with equity the number of students earning ADTs and transferring.

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

KPI 9: By 2030, increase with equity ADT awards by 35%.
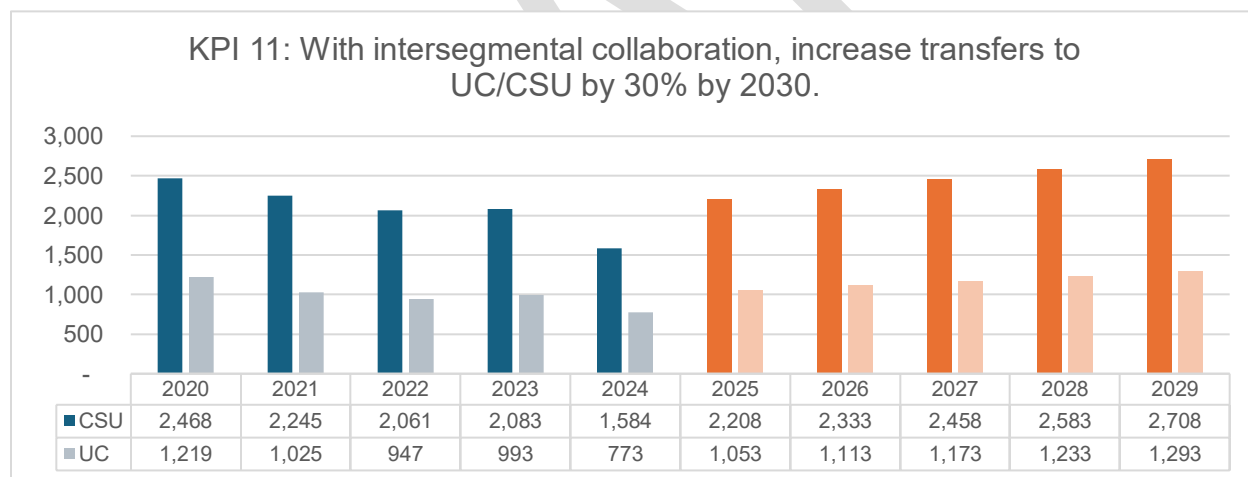
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ADT	2,095	2,111	1,930	1,994	2,102	2,249	2,396	2,543	2,690	2,838
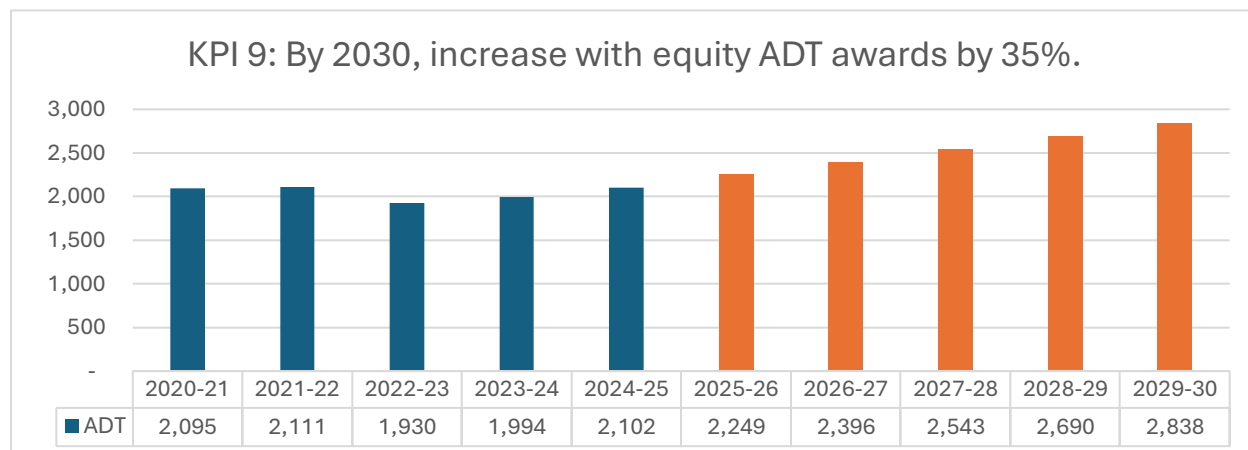
2.2b: Support the development of bachelor's degree programs at all three colleges that align with local workforce needs.

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

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

KPI 11: With intersegmental collaboration, increase transfers to UC/CSU by 30% by 2030.

	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: 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.

KPI 12: By 2030, increase with equitably the number of graduates earning a living wage by 10%.
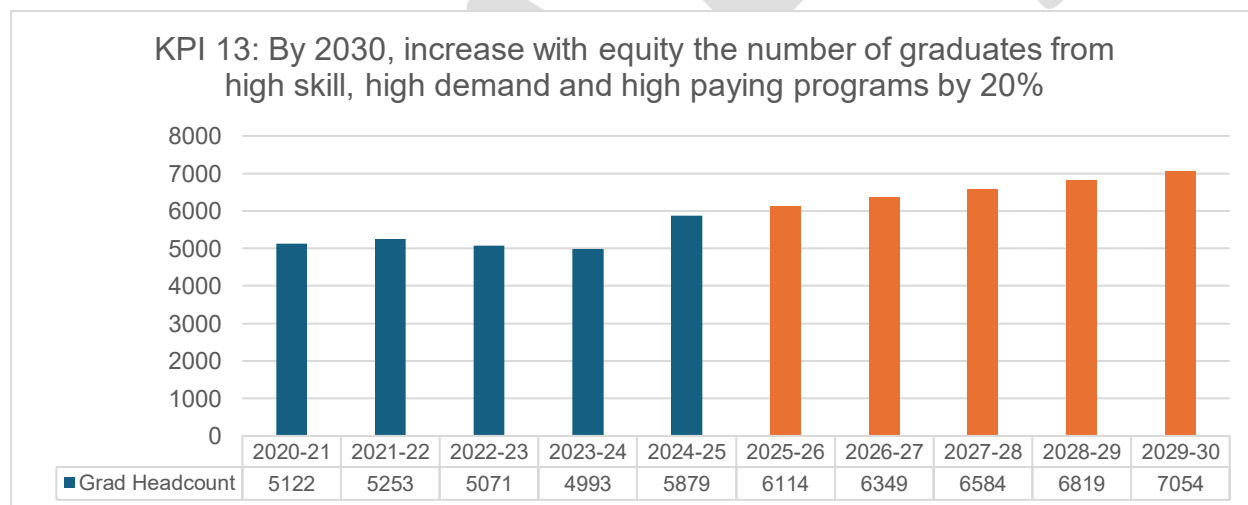
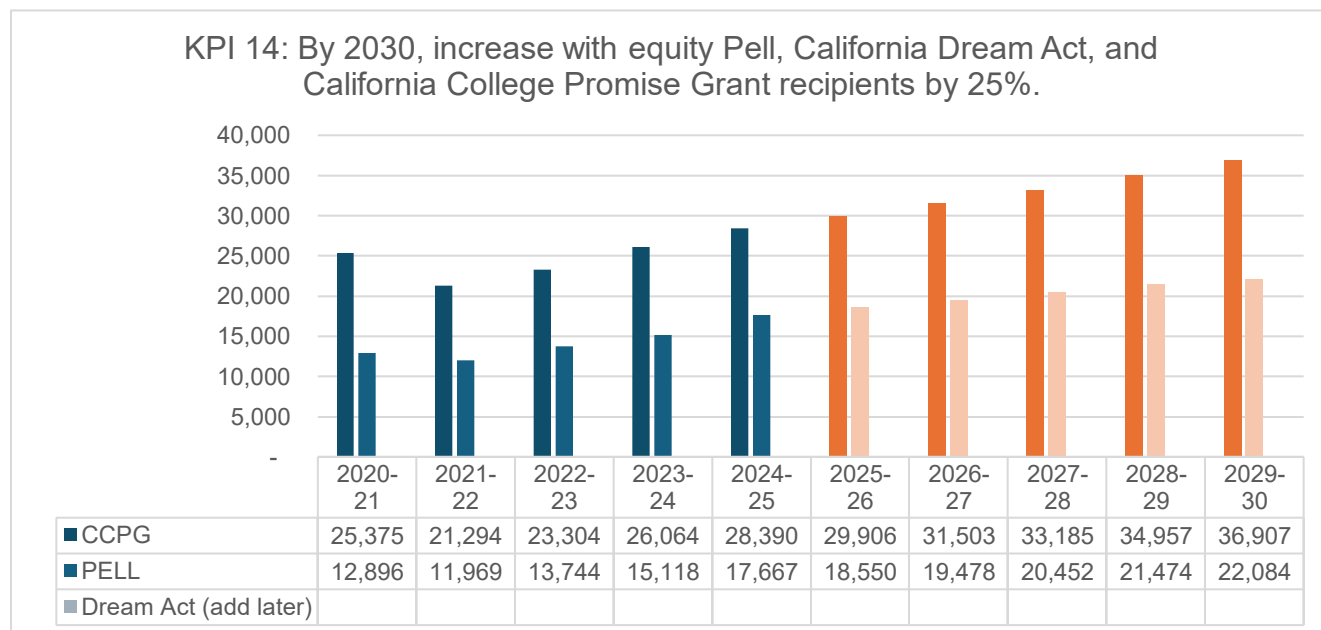|	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Headcount	2,820	2,249	2,831	3,197	3,404	3,470	3,536	3,604	3,673	3,745
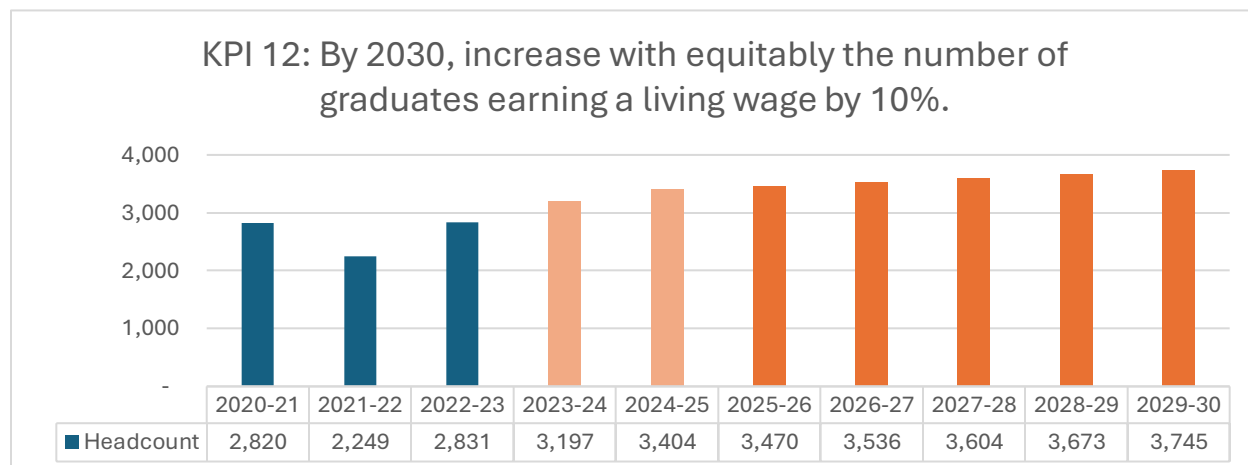
* Note: Due to unavailable data, half the percent increase from 2021–2022 to 2022–2023 was used to estimate increases for 2023–2024 and 2024–2025. The 2024–2025 estimate then served as the baseline for a projected 10% increase by 2029–2030.
*Note: We will also look at programs with a living wage from the Bureau of Labor Statistics and connect that to graduates.

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

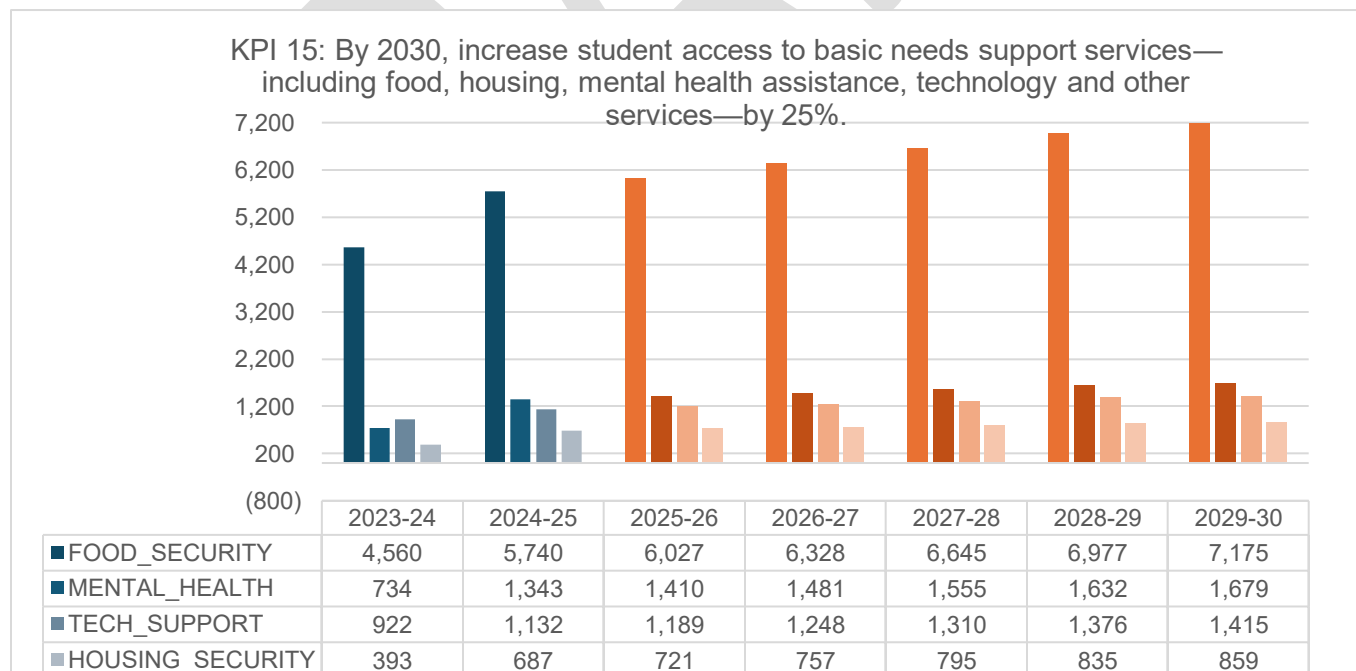|	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Grad Headcount	5122	5253	5071	4993	5879	6114	6349	6584	6819	7054

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

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

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

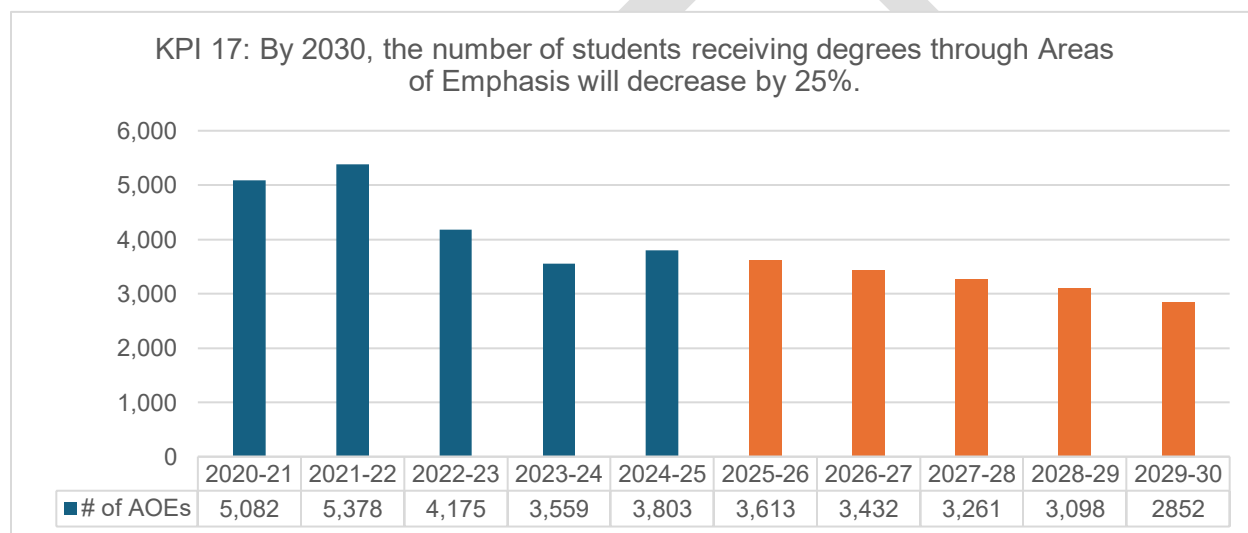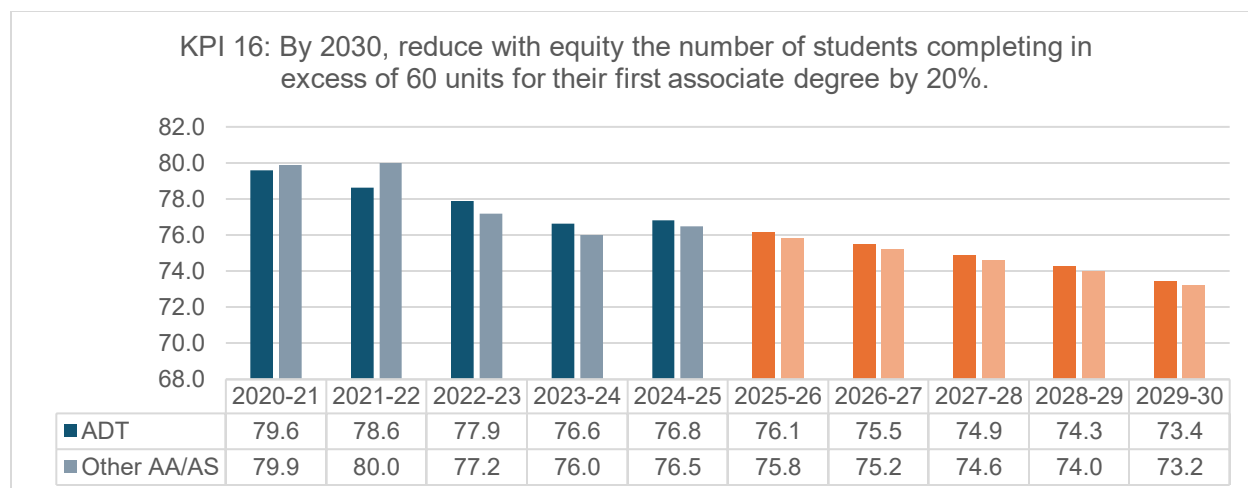|	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
CCPG	25,375	21,294	23,304	26,064	28,390	29,906	31,503	33,185	34,957	36,907
PELL	12,896	11,969	13,744	15,118	17,667	18,550	19,478	20,452	21,474	22,084
Dream Act (add later)										

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

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

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
FOOD_SECURITY	4,560	5,740	6,027	6,328	6,645	6,977	7,175
MENTAL_HEALTH	734	1,343	1,410	1,481	1,555	1,632	1,679
TECH_SUPPORT	922	1,132	1,189	1,248	1,310	1,376	1,415
HOUSING_SECURITY	393	687	721	757	795	835	859

Data not collected fully until fall 2023

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

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ADT	79.6	78.6	77.9	76.6	76.8	76.1	75.5	74.9	74.3	73.4
Other AA/AS	79.9	80.0	77.2	76.0	76.5	75.8	75.2	74.6	74.0	73.2

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

	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

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

Goal 4: Institutional Effectiveness

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

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

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

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

HRER Benchmarks/KPIs:
- HRER will aid in reducing the average time to hire by 15% from the current baseline to improve recruitment efficiency and reduce delays by streamlining processes, automating repetitive tasks, enhancing sourcing, improving communication, and identifying and removing bottlenecks.
- HRER will reduce the average compliant resolution time by at least 10% from the established baseline.
- HRER will identify and establish baseline KPIs and metrics such as: Attrition Rate, Turnover Rates, Retention, Absenteeism, Leave Ratio, Time to Fill, Time to Recruit,

Professional and Organizational Development Participation, Cost per Hire, Employee Productivity, Employee Satisfaction, Complaint Resolution, and Job Acceptance.

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

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

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

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

Goal 5: Resources

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

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

the District Office.

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

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

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

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

BFS Benchmarks/KPIs:
- Achieve a **≥95%** response rate to Risk Management service requests within **24 hours**.
- Achieve an annual safety training completion rate of **≥95%** for all employees.
- **≥95%** incidents are reported and investigated within 24 hours of occurrence.
- **Maintain** facility conditions that meet District safety and emergency standards, with interim measures for improvements requiring funding, achieving **≥90%** compliance.
- Sustainability measures:
  o Reduce natural gas emissions the by 75% compared to 1990 baseline
  o Increase percentage of zero emission RCCD vehicles to 100%
  o Reduce indoor and outdoor water use by 60%
  o Manage 100% of landscape organically
  o Transition existing landscape to zeroscape by 50%
  o Increase rewild areas by 30%
  o Reduce total weight of non-construction waste generated annually by 30%
  o Increase non-construction waste diverted from landfills annually by 25%
- Submit semi-annual facility condition attestations on time with appropriate leadership approval, achieving **100%** compliance.
- Conduct annual lockdown and evacuation drills, achieving **100%** completion.
- **100%** of departments complete their annual Emergency Action Plan before the due date.
- Prepare and submit competitive Affordable Student Housing grant applications on behalf of Moreno Valley College and Norco College to the State Chancellor's Office until each college secures a grant award.
- By 2027, establish procedures to clearly define project goals, objectives, vision, scope, budget, and schedule from FPP development to approved capital project planning.
- Increase the number of on-site college and district office business process trainings from 1 per year to 4 per year.
- Increase the number of on-site college and district office purchasing and procurement trainings at the colleges and district offices from 2 per year to 4 per year.

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

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

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

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

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

Benchmark/KPI 24: Enhance Technology Access, Training, and Infrastructure by:
- Percentage of core systems migrated to cloud-based infrastructure – increase by 5% annually.
- Faculty and staff participation in technology-focused professional development – increase 5% annually.
- Student access to hardware (laptops/internet/hotspots, etc.) - increase by 5% annually.

Additional Benchmarks/KPIs:

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

HRER Benchmarks/KPIs:
- HRER will conduct an HRIS process audit to find automation gap to assesses how effectively automation is being applied within the various systems to streamline operations through integration with other systems thus determining time saved, error rate reduction, number of manual interventions per month, and process completion time (Before vs After Automation), as well as assessing the utilization of employee self-service functionality.
- HRER will create dashboards to expand the annual applicant workforce analysis, into a broader *Equity Audit of Staffing Distribution,* disaggregated by race, gender, and employee group to identify and address equity gaps in hiring and retention and ensure

equity audit findings are incorporated annually into the District's Strategic Plan Progress Report.
- HRER will launch an HRER Operations Dashboard to track digitization workflows (e.g. hiring, onboarding, performance evaluations).

Goal 6: Partnerships and Community Engagement
Strengthen RCCD's role and impact as a leading academic institution by cultivating strategic partnerships, engaging the community, and expanding resources to support student success.

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

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

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

Benchmarks/KPI 26: Diversify funding streams to address uncertainty at the state and federal levels and reduce reliance on any one source as measured by:
- Increase the breadth of public granting agencies and/or programs that support the District by an average of 5 submissions each year to agencies and/or programs that have not previously been pursued and 3 new awards from these same agencies.
- Increase the value of private gifts by 25% by 2030 (5% annual increase)
- Increase financial resources obtained from non-public sources, including but not limited to private foundations, corporations, community based groups, and others by 25% by 2030 (5% annual increase).

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

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

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

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

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

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

Appendix C: Environmental Scan and SWOT Analysis

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

Student access, success and equity
- Expand dual enrollment and adult education programs
- Develop targeted outreach for Latino/a/x and special populations
- Strengthen guided pathways and first-year experience programs

- Establish a coordinated, student-centered, and accountable support framework through the Standard of Care model
- Support students by enhancing and establishing high-impact programs that address financial obstacles
- Expanding Zero- and Low-Cost Textbook courses, student housing, and basic needs initiatives

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

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

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

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

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

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

The environmental scan and SWOT analysis highlight strategies to expand educational access and address enrollment growth challenges. Key recommendations include strengthening dual enrollment - especially for 9th and 10th graders - partnering with high schools with low college-going rates, and expanding adult education to tap into the growing 25–54 population. With Inland Empire college-going rates below the state average despite strong high school graduation rates, RCCD can boost enrollment by offering high-skill, high-wage career pathways aligned with regional workforce needs.
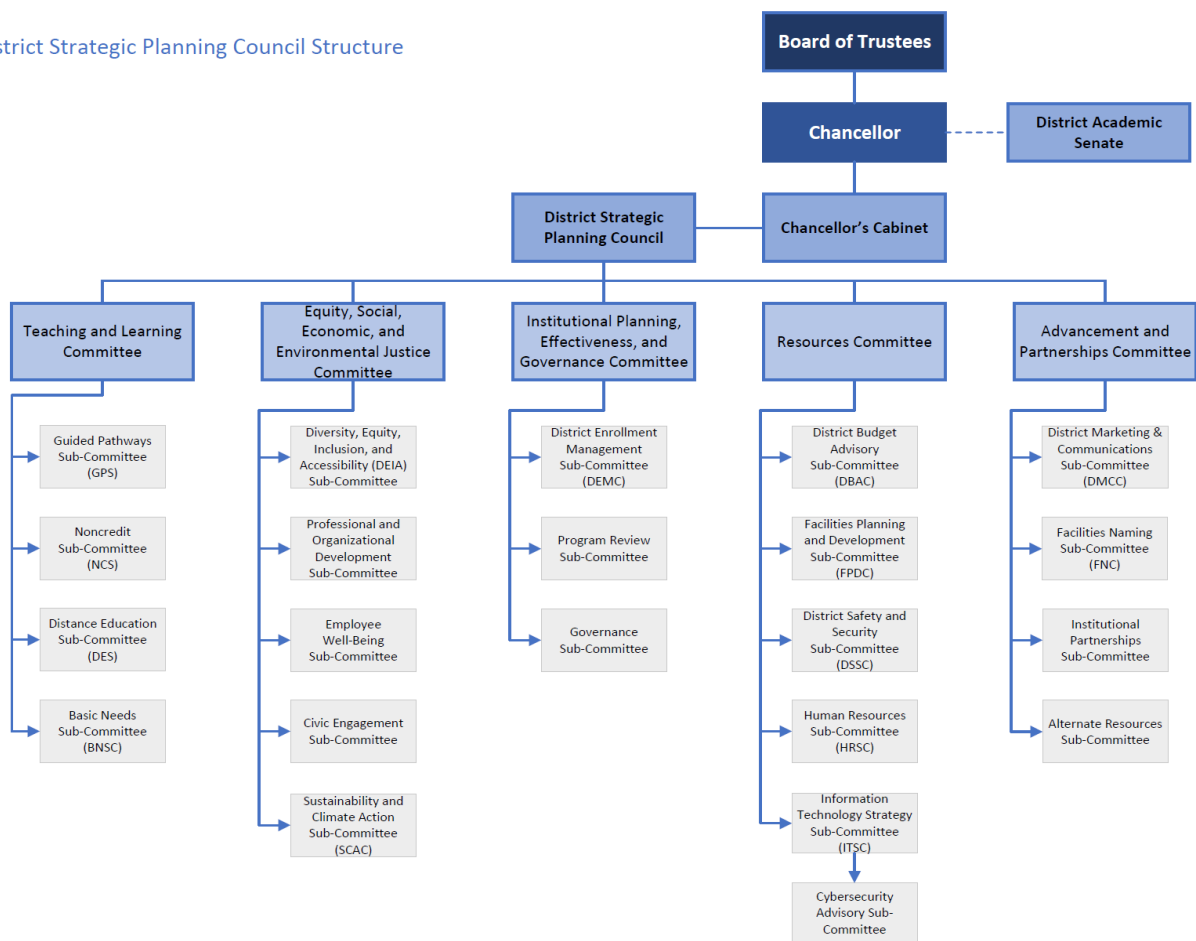
Targeted outreach should focus on Latino/a/x students (who comprise over 70% of RCCD enrollment) and special populations such as foster youth, Veterans, single parents, and formerly incarcerated individuals. Expanding culturally responsive and multilingual support services, along with equity-focused programs, is essential to closing persistent completion gaps. Strengthening Guided Pathways, first-year experience programs, and CTE offerings in nursing, IT, and data science will support student success and workforce readiness. Investments in stackable credentials, short-term certificates, and a robust, student-centered support framework through the "Standard of Care" model will create a comprehensive and connected experience for students by providing consistent, personalized guidance based on FTES allocation across the District.

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

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

Appendix D: District Strategic Plan Committee Structure

District Strategic Planning Council Structure

Board of Trustees

Chancellor — District Academic Senate

District Strategic Planning Council — Chancellor's Cabinet

Teaching and Learning Committee
- Guided Pathways Sub-Committee (GPS)
- Noncredit Sub-Committee (NCS)
- Distance Education Sub-Committee (DES)
- Basic Needs Sub-Committee (BNSC)

Equity, Social, Economic, and Environmental Justice Committee
- Diversity, Equity, Inclusion, and Accessibility (DEIA) Sub-Committee
- Professional and Organizational Development Sub-Committee
- Employee Well-Being Sub-Committee
- Civic Engagement Sub-Committee
- Sustainability and Climate Action Sub-Committee (SCAC)

Institutional Planning, Effectiveness, and Governance Committee
- District Enrollment Management Sub-Committee (DEMC)
- Program Review Sub-Committee
- Governance Sub-Committee

Resources Committee
- District Budget Advisory Sub-Committee (DBAC)
- Facilities Planning and Development Sub-Committee (FPDC)
- District Safety and Security Sub-Committee (DSSC)
- Human Resources Sub-Committee (HRSC)
- Information Technology Strategy Sub-Committee (ITSC)
  - Cybersecurity Advisory Sub-Committee

Advancement and Partnerships Committee
- District Marketing & Communications Sub-Committee (DMCC)
- Facilities Naming Sub-Committee (FNC)
- Institutional Partnerships Sub-Committee
- Alternate Resources Sub-Committee

Dated: 02/28/24

Appendix E: DSPC Strategic Planning Workgroup Membership

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

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

Links to supporting documents:

Assessment Report of RCCD Strategic Plan 2019-2024

RCCD Environmental Scan 2025

RCCD Strategic Planning SWOT Analysis 2025

# 10.20.2025 Accreditation Liaison Report to Academic Senate

ISER Progress

- Continuing to collect evidence
- In the beginning stages of writing narrative to explain evidence.

RSI Campaign

The RSI campaign has directly engaged 32 faculty members through workshops, open-lab sessions, and asynchronous support. The charts below show participation by school and by employment status.

RSI Engagement by School
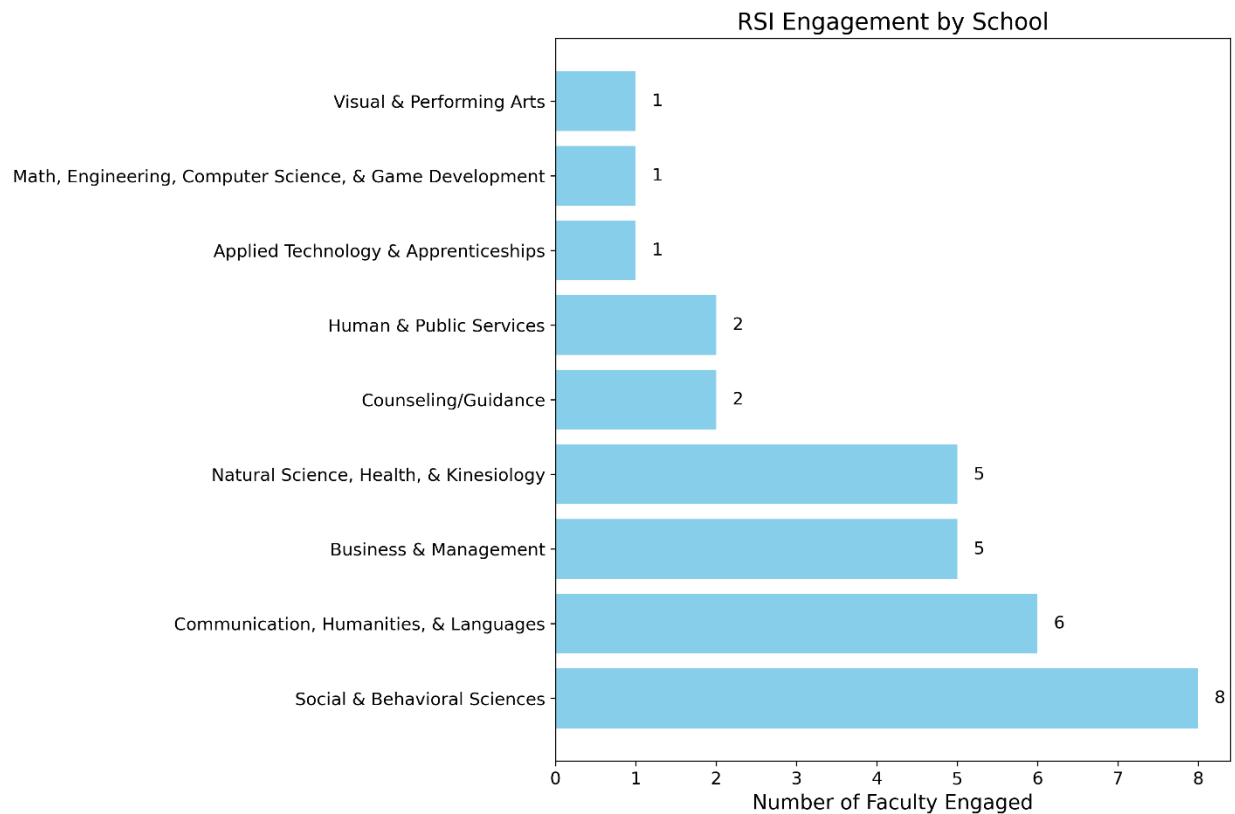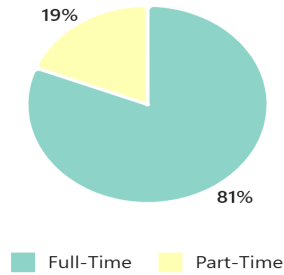
Faculty are encouraged to attend upcoming RSI Open-Lab sessions:

- Wednesday 10/29, 11-1, IT 127
- Friday 11/14, 11-1, IT 125
- Tuesday 12/2, 12:50-2:50, IT 127

Additional information and resources can be found at the RSI tab of the Distance Education Committee website.

If you or your group needs additional RSI support, please submit the RSI Support Form.

# Norco Assessment Committee (NAC) - 10/15/25
Academic Senate Report

- NAC approved the 2024-2025 Report of Effectiveness
- Student Learning Outcome Assessment Activity Report
  - The committee reviewed and approved the use of an online form for both full time and part time faculty to report student learning outcome assessment activity.
  - The form will provide a repository for evidence of assessment analysis and discussion. This information will be used for program review and for evidence for the college's Institutional Self Evaluation Report (ISER) for accreditation.
  - The form will provide a mechanism for part-time faculty to document their assessment activity to support their submission for payment (maximum of 3 hours per year)
  - The form is live and available on the NAC website.
- Reports on the status of the project teams:
  - Legacy (PLOs, AOEs, and GELOs) - Encouraged faculty to import PLOs and ILOs in Canvas and use the rubrics to collect assessment data. Working on a form to collect program learning outcome (PLO) assessment schedules.
  - AV1 Training and Support – The updated training documents are available on the NAC website. Instructional training videos are in progress.
  - AV2 Frequency, Modality, and Participants – Recommended using a sample size of at least 10 students per demographic category to draw meaningful conclusions and develop actions for improvement. Working on prompts and guiding questions in Nuventive.
- Laura Adams, Faculty Accreditation Co-Chair, provided a helpful review and recommendations for priorities for NAC to prepare the college for the upcoming accreditation visit. Details are provided in the Assessment Briefing (agenda item and documents for the October 20, 2025 Senate meeting).
- Upcoming Training
  - Providing Canvas Outcomes training for departments and disciplines as requested, reach out to the assessment co-chairs or charise.allingham@norcocollege.edu to schedule.
  - TLC Brown Bag TBD
  - First Fridays November 7th @ 10am

# Riverside City College Existing Emergency Phone Locations
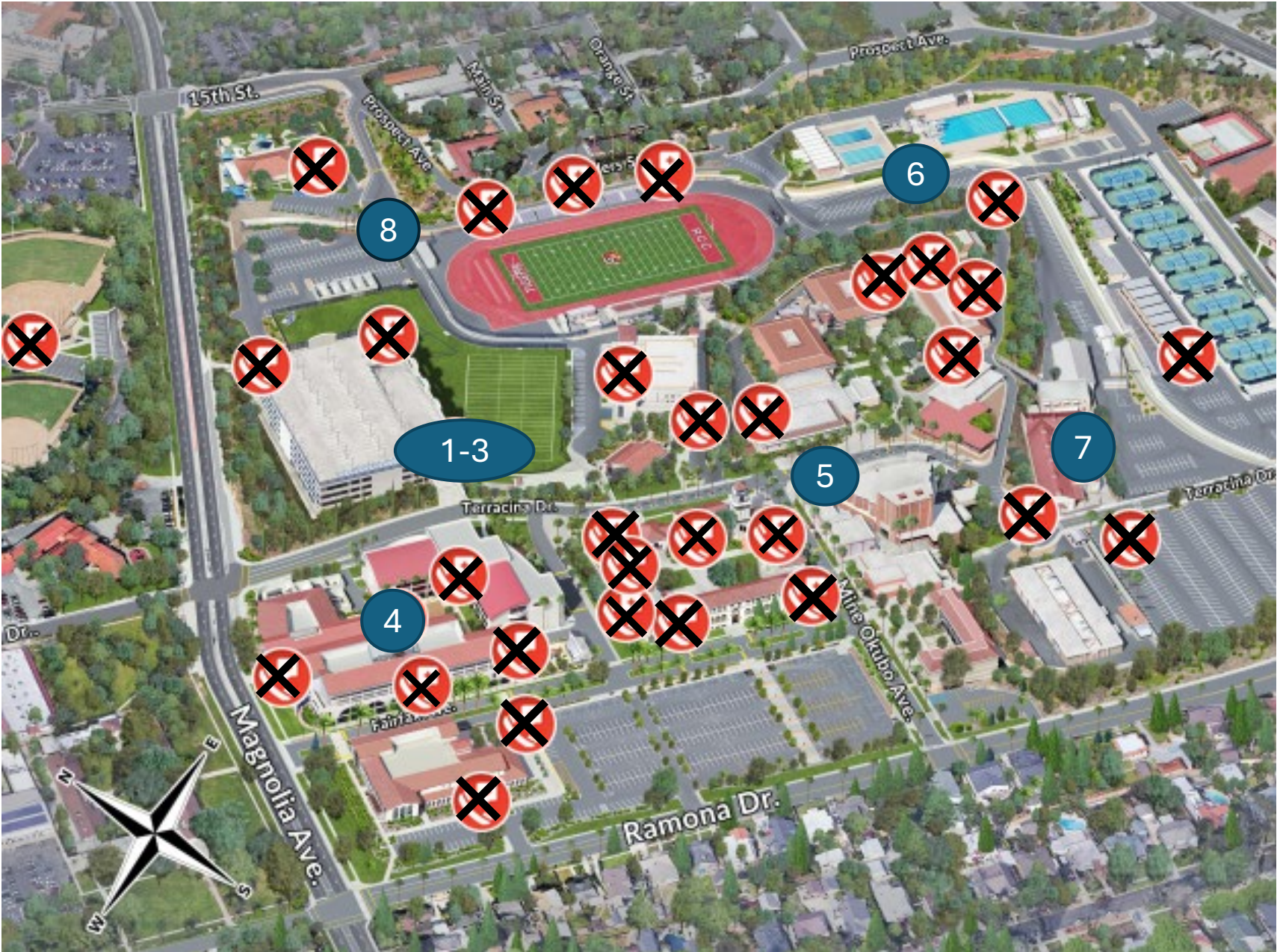
Moreno Valley College Existing Emergency Phone Locations

Riverside Community College District
16130 Lasselle Street
Moreno Valley, CA 92551-2045

Legend:
- Emergency Telephones
- Elevators
- Restrooms
- Free Speech Area
- Accessible Parking
- Patient Parking
- Parking Pay Station

MVC 09 — 7
MVC 10 — 14
MVC 04
MVC 11 — 5
MVC 05 — 6
MVC 03 — 3
MVC 07
MVC 12 — 4
MVC 06 — 1
MVC 02
MVC 13
MVC
MVC 01 — 2
MVC 17
MVC 14
MVC 15

Ben Clark Public Safety Training Center
- Classrooms 1-38
- Classrooms A-L
- Student Assessment/Resource Center
- Parking

1. Veterans Services
2. STUDENT SERVICES (STU)
   - Admissions
   - Assessment Center
   - Career and Transfer Center
   - Counseling Services
   - Dean of Student Services
   - E.O.P.S./CARE
   - Puente
   - Renaissance Scholars Program
   - Student Financial Services
   - UBMS (Upward Bound)
   - Vice President, Student Services
3. SCIENCE AND TECHNOLOGY (SCI)
   - Computer Lab/STEM Center
   - Grants and College Support
   - Science Labs
   - TRiO
4. LIONS' DEN CAFE
5. STUDENT ACTIVITIES CENTER
   - ASMVC Student Government
6. BOOKSTORE
7. JOHN M. COUDURES, JR. PLAZA
8. HUMANITIES (HM)
   - Academic Departments:
     - Business and Information Technology Systems
     - Communications
     - Humanities, Arts and Social Sciences
     - Mathematics
     - Science and Kinesiology
   - Dean of Student Services (Counseling)
   - Evaluations
   - Math Lab
   - Meeting Room (HUM 234)
   - Open Computer Lab
   - Workforce Prep/CalWorks
   - Writing and Reading Lab
9. PHASE I MECHANICAL BUILDING
10. PHASE II MECHANICAL BUILDING
11. EDMUND C. JAEGER DESERT INSTITUTE
12. CROSS COUNTRY TRACK
13. PARKSIDE COMPLEX (PSC)
    - 1 College Police/Parking Services
    - 2 Music Practice Rooms
    - 3-4 Classrooms
    - 5 Restrooms
    - 6 Health Services
    - 7-10 Classrooms
    - 11 Music
    - 12 Classroom
    - 14A Meeting Room
    - 14B Human Services Lab
    - 15 Health Science Programs
    - 16-18 Classrooms
    - 19 Restrooms
    - 20 Classroom
    - 21 Physician Assistant Program
    - 22-23 Classrooms
13A. PSC WAREHOUSE
    - Facilities Office
    - Mailroom
13B. PSC MULTIPURPOSE BUILDING
14. SPORTS FIELDS

1 -

Norco College Existing Emergency Phone Locations
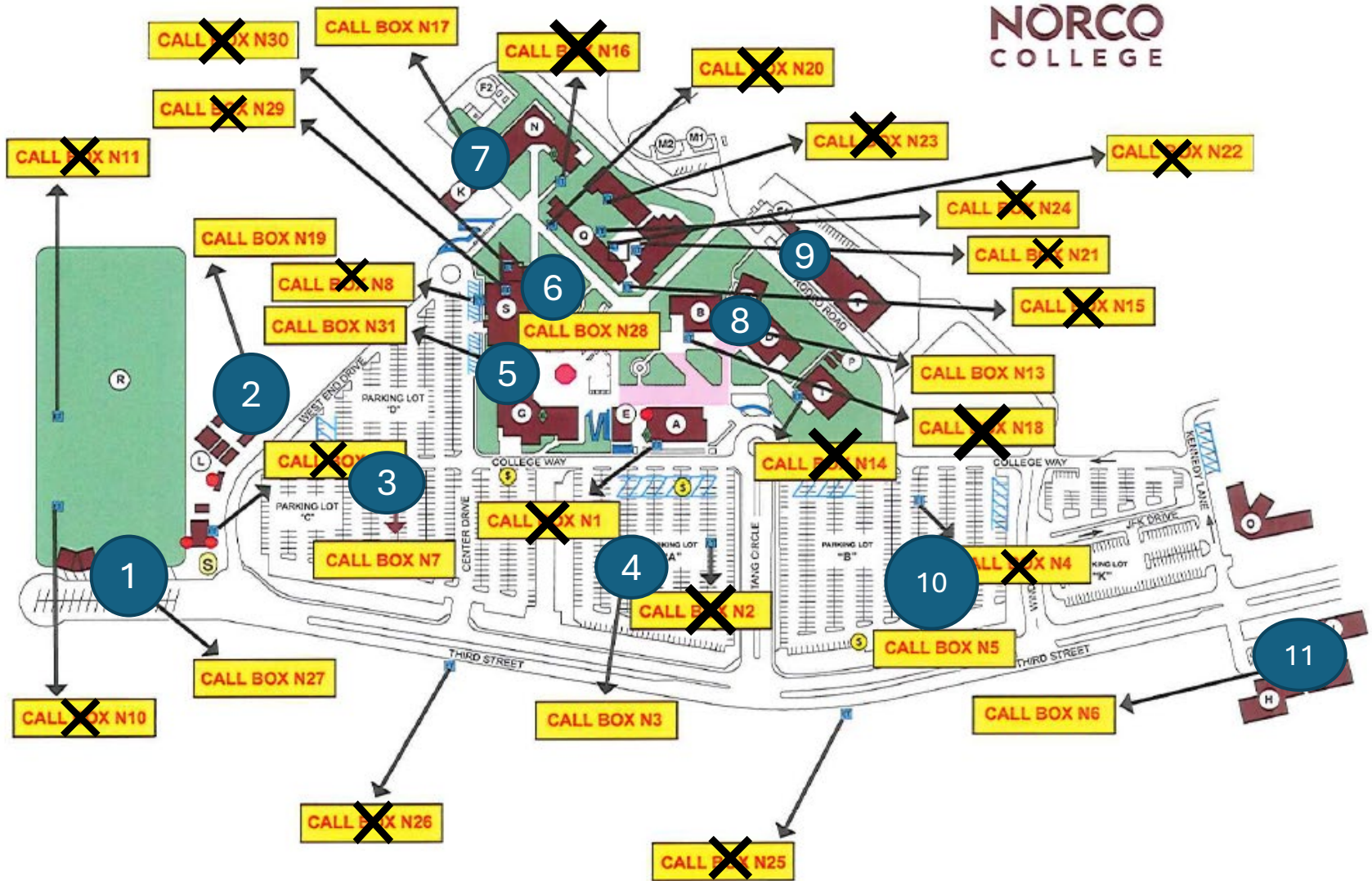
RCCD DE Guidance on Discord & External Tools

Overview

District Distance Education (DE) and **Norco College DE Committee (DEC)** advise faculty on the risks involved in using non-RCCD approved third-party online tools, such as Discord.

Compliance and Risk

Faculty use of non-approved tools presents significant risks because RCCD must comply with several external requirements:

- **Accessibility:** Federal law requires that all course materials and platforms are accessible and in alignment with the [Web Content Accessibility Guidelines](#) (WCAG) 2.1 level AA [Department of Justice](#) compliance [requirement](#) with Title II of the ADA.
- **Student Privacy (FERPA):** Tools must protect student data and comply with federal privacy laws.
- **Regular and Substantive Interaction (RSI):** ACCJC Accreditation requires documentation that distance education courses ensure adequate interaction within Canvas between students and faculty.

Preferred and Supported Tools

To ensure compliance and a supported teaching environment, RCCD provides a wide array of **approved tools within Canvas** designed for robust student and faculty interaction. These preferred methods include:

- **Canvas Studio**
- **Discussion Boards**
- **NameCoach**
- **PlayPosit**
- **VoiceThread**
- **TextExpander**

By using these approved resources, faculty can effectively engage their students while meeting all federal and accreditation standards.

Summary of Risks Posed by Discord

Discord is not an approved or appropriate platform for instructional or communication purposes with our students. The platform presents significant concerns related to student safety, FERPA compliance, accessibility, and institutional liability—particularly in dual enrollment courses where many students are minors. For these reasons, it cannot be used as part of our instructional environment.

Canvas Tools Demonstrate RSI, are Accessible, & FERPA Compliant

Canvas provides several **robust, approved communication tools** designed to support RSI, student learning, and regular interaction:

- **Canvas Inbox/Conversations** – Allows direct and group messaging between instructors and students, fully FERPA-compliant and integrated into course records.
- **Canvas Announcements** – Enables timely updates to the entire class with email and mobile notifications.
- **Canvas Discussions** – Offers interactive, threaded conversations to support academic dialogue.
- **Canvas Groups** – Offers a collaborative space within a course where two or more students can work together on projects and assignments
- **Canvas Chat (if enabled)** – Provides a real-time space for student–faculty engagement within the secure Canvas environment.
- **Outlook (College Email)** – Remains the official channel for one-to-one communication outside Canvas.

These approved platforms are **vetted, supported, and aligned** with institutional and accreditation standards, ensuring consistency, security, and accountability in our online courses.

We encourage faculty to continue building on the strong connections you are already making with students by utilizing these approved tools.

We sincerely appreciate our faculty members' commitment to student success and ensuring our communication practices remain **safe, compliant, and effective**.

Would you like to explore how to leverage Canvas features and tools to increase student engagement? If so, personalized training and support is available! Our Distance Education team would be happy to work with you.

Library & Academic Support Committee (LASC)

Senate Report for October 20, 2025

1. The Norco College Librarians provided an update about the new library building
2. The [Read 2 Succeed](#) student book panel featuring *Fireworks Every Night* by Beth Raymer will be held on October 16, 2025 in CSS-217 from 12:50-1:50 & online via Zoom
3. The [Tutoring Standard of Care Workgroup](#) had its first meeting and will be meeting again this month
4. Calculators are available for semester-long checkout in the Learning Resource Center (LRC)

Professional Growth & Salary Advancement (PG&SL) Committee Meeting Summary

Date: October 7, 2025
Next Scheduled Meeting: November 8, 2025
Norco College Faculty: Dr. Estrella Romero & Sara Nafzgar

1. AP 6160A Revision Update

- An edited draft of Administrative Procedure (AP) 6160A is ready to be submitted to the Academic Senate for review.
- The approval process may involve the following bodies:
    - Academic Senate
    - Governance Committee
    - District Strategic Planning Council
    - Board of Trustees

2. Brown Act Compliance

- The committee discussed compliance with the Brown Act.
- Faculty Co-Chair Estrella Romero received guidance from General Counsel Keith Dobyns indicating that the committee should proceed with meetings as usual while awaiting further clarification from Keith Dobyns and Jo Scott-Coe.

3. Faculty Course Approval Requests

- The committee reviewed five course approval requests submitted by faculty.
    - Approved: 3 requests
    - Denied: 2 requests

4. Salary Reclassification Requests

- The committee reviewed three faculty salary reclassification requests.
    - All three requests were approved.

INSTITUTIONAL SET STANDARDS-2025

PRESENTATION TO ACADEMIC SENATE – OCTOBER 2025

DR. HAYLEY ASHBY, DEAN OF INSTITUTIONAL EFFECTIVENESS

NORCO COLLEGE

INSTITUTION SET STANDARDS

- Institution-Set Standards (ISS) are comprised of two elements: floor performance and stretch goals.

- The floor performance is the level that marks when the institution is moving into a "danger zone" for a specific outcome area.

  - Floor Performance Methodology- Floor set by calculating the value of one-half a standard deviation below a 5-year mean. The floor is stable for the time of the Strategic Plan (established in ISPC Spring 2019). ==Will be reset this year!==

  - Stretch Goal Methodology – aligning with established framework (e.g. Vision for Success, Guided Pathways, local goals).

- When values fall below the ISS for at least 2 years, a procedural response which addresses what will be done to raise outcomes in the area is required by ACCJC.

INSTITUTION-SET STANDARDS
2025 ANNUAL REPORT

Successful student course completion rate for the 2023-24 academic year:

Outcome	ISS (Floor)	ISS (Stretch)
74%	71%	73%

Number of degrees awarded in the 2023-2024 academic year:

Outcome	ISS (Floor)	ISS (Stretch)
1755	1455	3052

INSTITUTION-SET STANDARDS 2025 ANNUAL REPORT

Number of certificates awarded in the 2023-2024 academic year:

Outcome	ISS (Floor)	ISS (Stretch)
158	175	348

Number of students who transferred to 4-year colleges/universities in 2023-2024:

Outcome	ISS (Floor)	ISS (Stretch)
807	834	1284

2022-2023 JOB PLACEMENT RATES FOR STUDENTS COMPLETING CERTIFICATE PROGRAMS AND CTE (CAREER-TECHNICAL EDUCATION) DEGREES:

OCCUPATIONAL AREA	Outcome	ISS (floor)	ISS (stretch)
ARCHITECTURE AND ARCHITECTURAL TECHNOLOGY	N/A	43.4%	77.0%
BUSINESS AND COMMERCE, GENERAL	76.2%	72.2%	77.0%
ACCOUNTING	76.2%	72.9%	80.2%
BUSINESS ADMINISTRATION	95.6%	77.1%	84.8%
BUSINESS MANAGEMENT	N/A	79.4%	76.0%
MARKETING AND DISTRIBUTION	N/A	67.5%	76.0%
LOGISTICS AND MATERIALS TRANSPORTATION	72%*	72.8%	87.9%
REAL ESTATE	73.5%	57.1%	77.0%
DIGITAL MEDIA	57.1%	65.0%	77.0%
COMPUTER INFORMATION SYSTEMS	N/A	61.5%	77.0%
ENGINEERING TECHNOLOGY, GENERAL	N/A	80.7%	77.0%
ELECTRONICS AND ELECTRIC TECHNOLOGY	N/A	91.3%	100.0%
DRAFTING TECHNOLOGY	N/A	62.6%	77.0%
MANUFACTURING AND INDUSTRIAL TECHNOLOGY	N/A	83.6%	92.0%
CIVIL AND CONSTRUCTION MANAGEMENT TECHNOLOGY	60%	77.5%	77.0%
COMMERCIAL MUSIC	N/A	77.0%	77.0%
CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	77.9%	70.5%	84.8%
ADMINISTRATION OF JUSTICE	85.7%	82.2%	90.4%
COMPUTER SOFTWARE DEVELOPMENT	N/A	54.1%	77.0%
CONSTRUCTION CRAFTS TECHNOLOGY	94.8%	94.0%	100%

-N/A indicates there were less than 10 in group.

-Red indicates first year below ISS.

-*Two years below ISS requires institutional action.

AREAS REQUIRING A RESPONSE

Employment rates for Career and Technical Education students:

- Job placement rates for students completing certificate programs and CTE (career-technical education) degrees.

Methodology for Employment:

- CTE students who receive a degree or certificate or CTE Concentrator in an academic year and then do not enroll anywhere for the successive academic year are compared against the Unemployment Insurance database to see if they received wages in any quarter during that year.
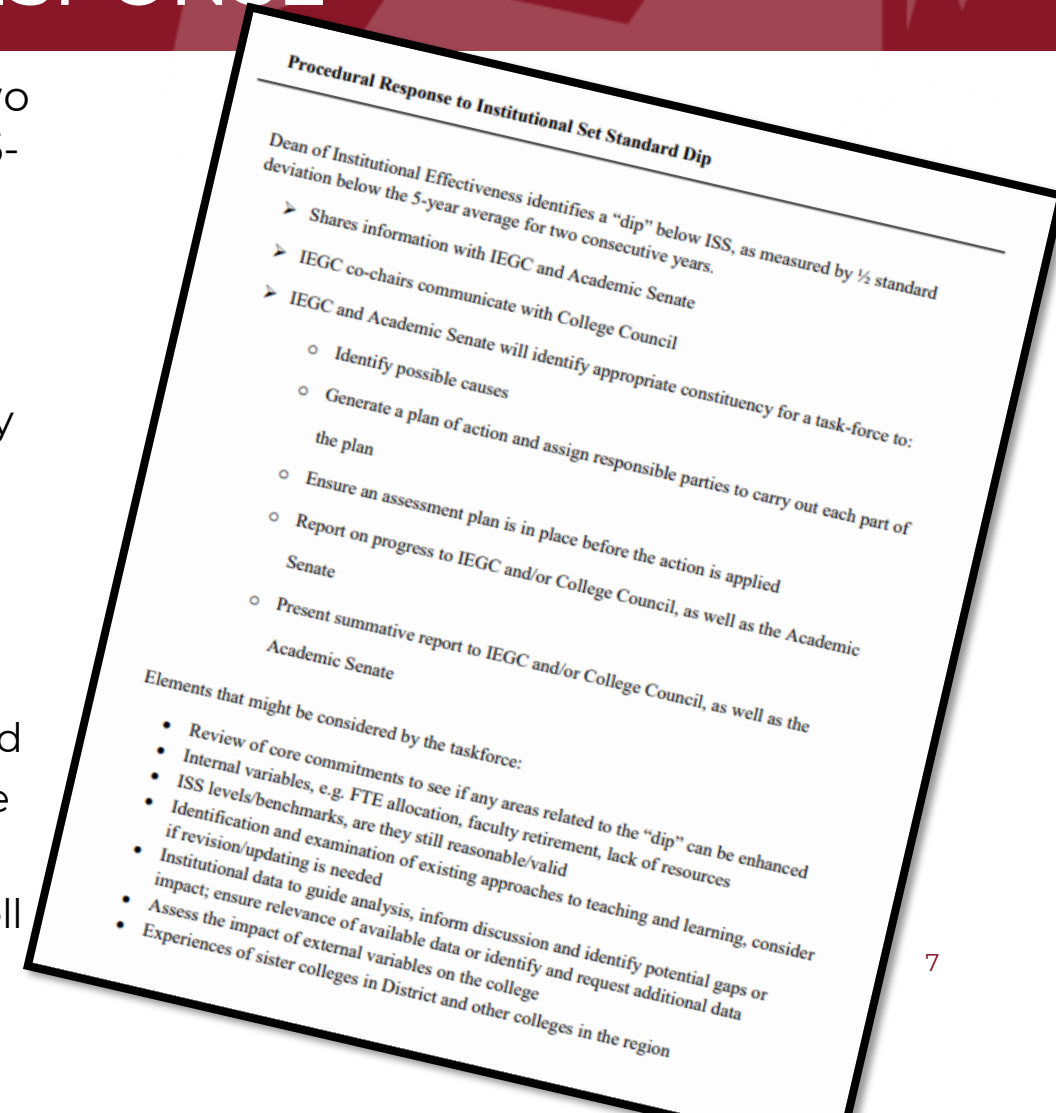
Program	Institution Set Standard (floor) %	Stretch Goal %	2021-22 Job Placement rate	2022-23 Job Placement rate	2023-24 Job Placement rate
Logistics and Materials Transportation	79.9%	87.9%	70%	65%	72.2%

Area	Institution Set Standard (floor)	Stretch Goal	2021-22 Outcome	2022-23 Outcome	2023-24 Outcome
Transfer to 4-year	834	1284	631	608	807

Dean of Institutional Effectiveness identifies a "dip" below ISS for two consecutive years, as measured by ½ standard deviation from the 5-year norm.

❖ Shares information with IEGC and Academic Senate

❖ IEGC co-chairs communicate with College Council

❖ IEGC and Academic Senate will identify appropriate constituency for a task-force to:

- Identify possible causes
- Generate a plan of action and assign responsible parties to carry out each part of the plan
- Ensure an assessment plan is in place before the action is applied
- Report on progress to IEGC and/or College Council, as well as the Academic Senate
- Present summative report to IEGC and/or College Council, as well as the Academic Senate

Procedural Response to Institutional Set Standard Dip

Dean of Institutional Effectiveness identifies a "dip" below ISS, as measured by ½ standard deviation below the 5-year average for two consecutive years.

➢ Shares information with IEGC and Academic Senate

➢ IEGC co-chairs communicate with College Council

➢ IEGC and Academic Senate will identify appropriate constituency for a task-force to:

  ○ Identify possible causes

  ○ Generate a plan of action and assign responsible parties to carry out each part of the plan

  ○ Ensure an assessment plan is in place before the action is applied

  ○ Report on progress to IEGC and/or College Council, as well as the Academic Senate

  ○ Present summative report to IEGC and/or College Council, as well as the Academic Senate

Elements that might be considered by the taskforce:

- Review of core commitments to see if any areas related to the "dip" can be enhanced
- Internal variables, e.g. FTE allocation, faculty retirement, lack of resources
- ISS levels/benchmarks, are they still reasonable/valid
- Identification and examination of existing approaches to teaching and learning, consider if revision/updating is needed
- Institutional data to guide analysis, inform discussion and identify potential gaps or impact; ensure relevance of available data or identify and request additional data
- Assess the impact of external variables on the college
- Experiences of sister colleges in District and other colleges in the region

7

QUESTIONS

Report of Effectiveness 2024-2025

Governance Entity:

Program Review Committee

Charge:

The Program Review Committee is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below:

2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.

- 2025 Objective 8.2 Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.

Sponsoring Council/Senate:

Academic Senate

Co-chairs:

Tim Russell

Members:

Quinton Bemiller, Svetlana Borissova, Caitlin Busso, Rosalio Cedillo, Araceli Covarrubias, Vivian Harris, Ashlee Johnson, Starlene Justice, Daniela McCarson, Lindsay Owens, Tim Russell (co-chair), and Dana White.

Evaluation of the Survey of Effectiveness:

Overall, the committee strongly agrees and agrees with all areas of the survey. There was one response:

"I feel that the Program Review Committee is such a cordial group where we can discuss big decisions (such as the switch from a 3 to 5-year program review cycle) in a respectful way, hearing all sides and concerns raised, having thoughtful discussions, and voting on our action items in a reasonable time frame. I think the committee is functioning well." Anonymous committee member

EMP Goal Alignment and Objective Alignment:

2030 Goal 8: 2025 Objective 8.2 Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans

Assessment of Scope and Deliverables:

Specific deliverables for the 2024-25 academic years are:

- Implement and support the comprehensive program review submission.

- o 24 Annual Updates to the Program Review were submitted late March 2025, and were accepted by the Program Review Committee on April 24, 2025
- Update and implement a standardized Program Review Rubric.
  - o The standardized Program Review Rubric was created for the most recent Comprehensive Program Review and response from the program and unit leads indicates that the qualitative feedback from the Program Review Committee, using this new rubric, was well received.
- Review and update the Program Review Process for 2024-2027.
  - o During the 2024-2025 Academic Year, the Program Review Committee discussed, wrote, and has added a Credit for Prior Learning (CPL) section to the Program Review Nuventive platform.
  - o Responding to feedback from the most recent Annual Update cycle, the Program Review Committee is discussing the inclusion of program goal update questions to allow programs to update the progress of their goals as necessary.
- Provide training as needed to support the needs of those completing program reviews.
  - o Training was conducted by the Program Review team on an individual basis, as needed.

Report of Effectiveness 2024-2025

Governance Entity:

Assessment Committee

Charge:

The charge of the Assessment Committee is to facilitate assessment of student learning in instructional programs, and student and learning support services to support the assessment of Guided Pathways.

The Assessment Committee is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below:

2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.

- 2025 Objective 8.1 Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real-time.

Sponsoring Council/Senate:

Academic Senate

Co-chairs:

Ashlee Johnson and Roger Perez

Members:

Hayley Ashby, Caitlin Busso, Eric Doucette, Bani Ghosh, Ted Jackson, Ashlee Johnson (co-chair), Stephany Kyriakos, Bibiana Lopez, Jethro Midgett, Roger Perez (co-chair), Timothy Russell, David Schlanger, Calvin Vo, Jude Whitton, and Aldo Yañez Ruiz.

Evaluation of the Survey of Effectiveness:

The results of the Survey of Effectiveness were reviewed and discussed by the committee on May 19th, 2025.

Overall, the committee responses were in agreement, except for communication, where two responses were 'does not apply'.

Discussion: Some members may have chosen 'does not apply' because they are alternates and are not responsible for communicating back to their group.

Suggestion that some individuals may share what they learn when attending committee meetings, but not necessarily everything that voting members would report back to their constituency group.

Feedback ideas for possible implementation:

- Add project team updates as a standing item on the agenda.

- Provide an assessment update to the Academic Senate after every committee meeting.

- Suggestion to put an agenda item suggestion or request form on the committee website.

- Suggestion to provide an institutional report of assessment that includes everything everyone is working on.

- Suggestion to make assessment data visible to all to allow comparison and to improve as an institution.

EMP Goal Alignment and Objective Alignment:

2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college. 2025 Objective 8.1 Make program, student, and effectiveness data (including assessment) available, usable, and clear so critical data is visible in real-time.

Assessment of Scope and Deliverables:

The purpose of this section is to assess the completion of deliverables defined by NAC's charter during the academic year. During 2024-2025, the committee developed three project teams to make progress on the following three deliverables:

1. Create Assessment V2 Plan of Action.

   • Project Team: AV2- Frequency, Modality, Participants Project Team

   This project team was formed to establish a clear process for completing course outcome assessments. This includes identifying types of observations and guidelines for documentation, as well as developing and designing the forms and fields in Nuventive.

2. Increase participation in Canvas assessment.

   • Project Team: AV1-Training and Support Project Team

   While there has been an increase in participation in using Canvas outcomes to collect data, this project team was established to provide clear and accessible training and support, with a particular focus on collecting assessment data in Canvas. As of the end of 2024-2025, only 15% of course outcomes (Student Level Outcomes) data has been collected in Canvas.

3. Implement an approach for PLO Assessment.

   • Project Team: PLOs, GELOs, AOEs (AKA Legacy) Project Team

- This project team is charged with developing the model for Program Level Outcomes assessment which includes data collection, evaluation, and improvement.

The three project teams will continue to convene and work to complete their tasks in the 2025-2026 year.

RSI MOCK REVIEW RESULTS

PREPARING FOR ACCJC PEER REVIEW

NORCO COLLEGE

Distance Education Committee | RSI Workgroup | Accreditation Team   1

COMPLIANCE REQUIREMENTS

- ACCJC requires ≥85% of sampled online courses to meet RSI standards

- Courses must show:

    - **Substantive interaction**

    - **Regular interaction**

- Evidence rated: Initial → Emerging → Developed → Highly → Developed

WHAT HAPPENS DURING PEER REVIEW

- **<85% compliance or mostly initial evidence → Core Inquiry**

- If gaps persist → **Recommendation for Compliance**

- Even with 85% compliance → **Recommendation for Improvement** possible

MOCK REVIEW SNAPSHOT

- **Conducted**: Summer 2025

- **Sample**: 20 courses

- **Reviewers**: Members of the RSI Workgroup

- **Tool**: ACCJC Quality Continuum Rubric

- **Goal**: Identify strengths and gaps before the Spring 2026 sample is collected

SUBSTANTIVE INTERACTION – WHAT COUNTS

Must include at least **two** methods:

- Direct instruction (synchronous only)

- Visible feedback on coursework

- Providing information and answering questions about course content

- Facilitated group discussions

SUBSTANTIVE INTERACTION RESULTS

- 90% showed at least two types of substantive interaction

- 40% met the emerging level or higher

- **Key takeaway**: Interaction is present but often lacks depth and intentional design

REGULAR INTERACTION – WHAT COUNTS

To meet the standard, a course must include **both**:

- **Predictable engagement**: Regular, scheduled opportunities for interaction

- **Active monitoring**: Instructor tracks student progress and initiates contact

REGULAR INTERACTION RESULTS

- 35% showed both required elements but

- 0% met the emerging level or higher

- **Common issues:** communication & monitoring expectations not included in the syllabus or Canvas shell

- **Key Takeaway**: Regular interaction is present in some courses but lacks structure and proactive engagement.

WHAT THIS MEANS

- This sample would trigger a **Core Inquiry**

- If gaps persist → **Recommendation for Compliance**

- If evidence remains at the initial level →**Recommendation for Improvement**

PREPARING FOR ACCREDITATION

- Establish and apply consistent RSI standards across all online courses

- Embed communication and monitoring plans in Canvas & syllabus shells

- Expand faculty professional development on RSI

- Support associate faculty with clear expectations & resources

NEXT STEPS

- Share findings with across governance

- Collaborate on solutions

- Launch RSI support and training

- Monitor progress for Spring 2026

THANK YOU

Faculty Participants

RSI Workgroup Members:

- Sara Nafzgar
- Anya Marquis
- Sandra Popiden
- Laura Adams

District Distance Education

Learning Outcome Assessment Status Briefing: Gaps, Priorities, and Accreditation Implications

Prepared by: Dr. Laura Adams, Faculty Co-Chair for Accreditation
Purpose: A status update and strategic roadmap for strengthening assessment practices in alignment with 2024 ACCJC Standards.

Norco College has made meaningful progress in rebuilding its assessment infrastructure. Faculty participation, leadership from the Assessment Committee, and support from the Office of Institutional Effectiveness have enabled a transition to Canvas-based course Student Learning Outcome (SLO) data collection and the recent implementation of Program Learning Outcome (PLO) assessment capability. These developments lay essential groundwork for a more sustainable assessment system that supports institutional improvement and accreditation readiness. This document outlines remaining gaps and four immediate priorities aligned with the 2024 ACCJC Standards.

Current Status & Compliance Gap

Norco College has begun collecting direct SLO data through Canvas; however, only **15% of active courses** have participated, and **no discipline has completed a full assessment loop** due to the absence of a system for documenting reflection and improvement.

Required Component	Current Status at Norco College
1. Teach: SLO/PLO aligned instruction	Clear evidence
2. Measure: Direct evidence of student learning aligned to SLOs/PLOs	In progress (≈15% of active courses)
3. Reflect: Faculty evaluation of results and equity patterns	Not started
4. Plan & Improve: Improvement actions and reassessment	Not started

The diagram below visually represents Norco College's current position within the assessment cycle, complementing the table above.
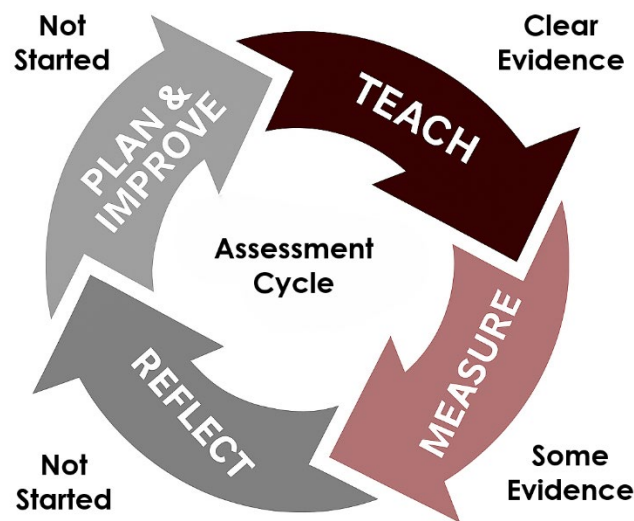

Figure 1. Current status of Norco College's Assessment Cycle

This gap leaves the College out of compliance with 2024 ACCJC expectations for institutional effectiveness, including :

- **Standard 1.3** – Institutions regularly review meaningfully disaggregated data to evaluate progress and inform improvement.
- **Standard 2 (Student Success)** – Requires continuous, evidence-based improvement of learning and achievement.

A major barrier is the lack of course-level disaggregation of SLO results, which prevents the College from identifying learning trends, examining equity gaps, or demonstrating instructional improvement. Additionally, while the Office of Institutional Effectiveness has enabled PLO assessment in Canvas, a formal system for documenting program-level analysis and improvement has not yet been established.

Why This Is Critical

- **Accreditation Risk:** ACCJC requires evidence of completed assessment loops to demonstrate institutional effectiveness. Without documented analysis, reflection, and improvement actions, the College will remain out of compliance with the 2024 Standards.
- **Equity & Insight:** Identifying disproportionate impact requires disaggregated course-level assessment data. Without faculty reflection on learning gaps and equity trends, the College cannot target interventions or demonstrate equity-minded improvement.
- **Institutional Integration:** ACCJC expects assessment results to inform planning, program review, and resource allocation. Without systematic documentation of changes based on assessment, results cannot drive institutional decision-making or improvement.

Immediate Priorities (Next 6–12 Months)

1. Faculty Training, Participation, and Documentation

- Expand faculty participation in SLO assessment by providing training and implementation support for Canvas-based SLO data collection.
- Provide structured professional development on using assessment results to improve course design, instruction, and student learning.
- Establish a College Assessment Handbook as an institutional standard to ensure consistent, accreditation-aligned assessment processes.

2. Course-Level Disaggregation of SLO Data

- Disaggregate SLO results to the course level for all instructional areas.
- Use disaggregated data to identify learning trends, address equity gaps, and inform instructional and curricular improvement.

3. System for Reflection and Closing the Loop

- Immediately implement a process to collect evidence of faculty dialogue on assessment results using a centralized submission method.
- Transition this documentation into Nuventive in Spring to record complete assessment loops and provide verifiable evidence for accreditation.

4. Program-Level Assessment Infrastructure

- Provide faculty training and support for PLO data collection in Canvas using direct evidence of student achievement.
- Develop a formal process for PLO analysis, improvement plans, and integration into program review and planning.

In Summary

Norco College has made meaningful progress in rebuilding its learning assessment system, including a transition to SLO data collection in Canvas and new capacity to collect PLO evidence. To meet the 2024 ACCJC Standards, the College must now expand participation, disaggregate results at the course level, and document reflection and improvement to complete assessment loops. These coordinated actions over the next year are necessary for accreditation compliance and for demonstrating a culture of continuous, equity-minded improvement.

Norco College Faculty Professional Development Committee Bylaws
[Updated on 10/14/2025]

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. Each school will submit the name of one delegate, either full time or associate faculty, to serve as a voting representative on the committee and the name of one alternate to vote when the faculty representative(s) from their respective school cannot attend a meeting. All faculty, including Associate Faculty, are welcome to join as visiting members.
    b. Upon receiving delegate names, FPDC will confirm new members at the following meeting.
    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 two 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 ___**10/14/2025**____

**Approved by the NC Academic Senate _____