



College Council

Meeting Minutes for November 13, 2025, | 12:50 pm to 1:50 pm | Location: OC*116

Join via [Zoom Link](#) | Meeting ID: 846 0509 6407 | Passcode: 780166

Council Members (19)

Ms. Natalie Aceves, Ms. Charise Allingham, Dr. Quinton Bemiller, Dr. Peggy Campo, Dr. Michael Collins, Ms. Vivian Harris, Ms. Azadeh Iglesias, Dr. Tenisha James, Dr. Virgil Lee, Mr. Keenan Morcilla (for Ms. Ashley Yoon, ASNC) Mr. Dan Reade, Ms. Martha Ramirez, Dr. Kaneesha Tarrant, and Ms. Patty Worsham,

Ex-officio Members: Dr. Monica Green (Administrator), Ms. Araceli Covarrubias (Faculty Association), Ms. Melissa Olivieri (CPROS), and Mr. Silvio Castillo (ASNC)

Council Members Not Present:

Dr. Hayley Ashby, Ms. Kimberly Bell, Ms. Janet Frewing, Ms. Ashlee Johnson, and Mr. Alex Spencer

Guest(s): Dr. Laura Adams, Dr. Jim Thomas, and Dr. Dominique Voyer

Recorder: Ms. Denise Terrazas (Substitute)

Quorum: 10

Subject to Brown Act: No

1. Call to Order: 01:01 p.m.

2. Action Items

2.1 Approval of Agenda

- MSC (Motion- Mr. Dan Reade /Second- Dr. Virgil Lee)
- The Council reviewed and approved the amended agenda.
- Remove Item 6.1 from Future Agenda Topics, as it is duplicated under Action Item 2.6.
- **Approved by consensus.**

2.2 Approval of Meeting Minutes, October 9, 2025

- MSC (Motion- Ms. Vivian Harris /Second- Dr. Tenisha James)
- The Council reviewed meeting minutes and approved.
- **Approved by consensus.**

2.3 Basic Needs and Wellness Center Name Change

- MSC (Motion- Ms. Vivian Harris/Second- Dr. Tenisha James)
- Amended Motion to table this item and provide council feedback. (Motion- Ms. Vivian Harris/Second- Dr. Tenisha James)
- The Council approved.

Presentation & Proposal

- Ms. Kimberly Thomas, Supervisor, Basic Needs and Wellness, presented at the Student Services Council on

renaming Basic Needs and Wellness to STABLE, with an accompanying acronym focused on connecting students with on-campus resources.

- Questions were raised about how educational technology at STABLE would be provided and how it differs from services already offered through the LRC.
- Members expressed concern that the term STABLE may confuse students, whereas Basic Needs is immediately clear. The website also uses a different set of acronyms, adding potential confusion.
- Recommendation that, if clarity is lacking, the proposal may need to be returned for reconsideration—framed through the lens of how students would interpret it.

Governance & Process

- Council discussed its role: Student Services Council can approve and forward items to College Council for input and recommendation, especially when they impact the entire college.
- Reminder that the structure is meant to empower councils, not serve as gatekeepers.
- Agreement to move the item forward with feedback rather than pause it at this level; final approval resides with the College President.
- **Approved by consensus.**

2.4 RCCD Strategic Plan 2025-2030 (Version 10 - First Read)

- MSC (Motion- Ms. Vivian Harris/Second- Dr. Virgil Lee)
- **Approved by consensus.**

2.5 Program Review Resource Prioritization: Student Support Council

- MSC (Motion- Ms. Vivian Harris/Second- Dr. Tenisha James)
- Dr. Kaneesha Tarrant shared that Student Services managers reviewed their areas to determine whether funds from the previous year were still needed, reprioritized requests, and conducted a collective review as a Student Services management group. The finalized list was then presented to SSC, which approved it.
- The Council accepted the Program Review Resource Prioritization for the Student Support Council.
- **Approved by consensus.**

2.6 Program Review Resource Prioritization: Academic Affairs Council

- MSC (Motion- Ms. Vivian Harris/Second- Dr. Tenisha James)
- Dr. Quinton Bemiller shared that new requests from Academic Affairs were sent to the schools for ranking and then brought to Academic Council. The spreadsheet was filtered to show only current-year requests, removing those previously funded. Items should have gone back to the schools that submitted requests for proper ranking.
- The Council accepted the Program Review Resource Prioritization for the Academic Affairs Council.
- **Approved by consensus.**

3. Discussion Items

None

4. Information Item

4.1 DSPC Update

Dr. Tenisha James provided the update: All three colleges presented on their Student Equity Plans before the Board Committee. There was no substantive feedback—only a question regarding the overall approach. The plans shared similar themes, including increased and enhanced student communication and professional development as strategies for closing equity gaps. All plans were approved, along with the SPGM and the Mission, Vision, and Values statement. For the next meeting, General Counsel Dobyns will resend the board policy, which includes the mission language for each college and the District. The council thanked Dr. James for her skillful presentation and coordination.

4.2 RSI Mock Review Results: Preparing for ACCJC Peer Review

Mock Review & Accreditation Preparation

- Dr. Laura Adams, faculty accreditation co-chair, reported on the mock Regular and Substantive Interaction (RSI) review conducted last summer in preparation for the upcoming accreditation visit.
- She reviewed ACCJC requirements, noting that 85% or more of sampled online courses must meet RSI standards and provide evidence of both regular engagement and substantive interaction.
- She outlined what occurs during an accreditation review, how inquiries are addressed, and the conditions under which recommendations may be issued.

Upcoming Accreditation Processes

- The spring 2026 sample will be pulled districtwide.
- The peer review team will meet in fall 2026 to evaluate the sample and the Institutional Self-Evaluation Report (ISER); core inquiries may be issued at that time.

Mock Review Conducted by Academic Senate

- With Academic Senate approval, Norco conducted its own mock review by pulling course samples and requesting volunteers.
- The team used the ACCJC Quality Continuum Rubric to identify strengths and gaps in advance of the college's formal visit.

RSI Standards & Findings

- Dr. Adams clarified that ACCJC does not specify a required number of interactions, but “once” is not sufficient unless it appears consistently throughout the course.
- Statewide DE guidance recommends at least once per week of RSI activity.

Results:

- 90% of courses showed at least two types of substantive interaction.
- Only 40% met the emerging level or higher for one of the RSI categories.
- Only 35% showed evidence of both regular and substantive interaction.
- 0% met the emerging level or higher when evaluating both components together.
- Samples point to a likely core inquiry and a possible compliance recommendation.

Key Takeaways

- The College may need to increase documentation and evidence collection, ensuring clear, predictable engagement and active monitoring.
- A more systematic and consistent quality assurance process is needed.

Recommendations Presented

- Establish and apply consistent RSI standards.
- Embed communication and monitoring expectations in Canvas shells and course syllabi.
- Expand professional development for faculty on RSI.
- Provide clear expectations and resources for associate faculty.

Additional Considerations

- The DE Committee may consider setting local RSI standards, though doing so could create higher accountability for the institution.
- A plan for continuous improvement is needed.
- There have been 35 faculty engagements with the RSI plan this semester, with four faculty actively working on implementation.
- Templates and documents have been prepared and posted online, though Design+ cannot track participation, limiting visibility into progress.
- Questions were raised about integration of RSI into faculty evaluation, particularly for online classes.
- ACCJC requirements will include specific plans and timelines, and this work must be coordinated districtwide.

4.3 Learning Outcome Assessment Status Briefing

Transition to New Assessment Process

- The College has shifted from the previous Nuventive form-based assessment process to collecting assessment data directly from Canvas using standardized rubrics, beginning in fall 2022.
- Data entered in Canvas is now pushed into Nuventive, but the College has not yet completed any assessment cycles for any outcomes. As of Spring 2025, only about 15% of active classes currently have data pulled from Canvas into Nuventive.
- Because full cycles are incomplete, the follow-up steps—reviewing results, discussing findings, and making changes—have not yet occurred. No formal data exists for a completed assessment cycle.

Progress to Date

- Program-Level Outcomes (PLOs) and GELOs have been embedded in Canvas; this is progress towards completing the assessment for these outcomes, but the process has not been fully established yet.
- Work continues on building systems and prompts within Nuventive to support consistent assessment practices.
- This work affects multiple sections of the ISER, including:
 - Review of disaggregated data
 - Standard I (institutional effectiveness)
 - Standard II (program review)
 - Resource request processes
 - Identification of concerns and gaps

Accreditation Implications

- The College will write its ISER throughout spring 2026, with a submission deadline of August 1, 2026. ACCJC will consider anything completed between the last review cycle and this one.
- The discontinuation of the former assessment process before the new system was fully launched has created a documented gap.
- This issue is expected to prompt a core inquiry, making it essential to demonstrate substantive and continuous progress between now and spring 2026 and continuing into fall 2026.

Institutional Needs & Next Steps

- The College must show that it is building a reliable, functioning, permanent assessment system with:
 - Clear timelines
 - A formal group charged with implementation
 - Prioritization of assessment as a major institutional focus
- Representatives for RSI and Learning Outcomes Assessment will bring updates back to departments to generate momentum and conversation.

- Additional needs include:
 - Dedicated funding
 - Time for faculty and departments
 - Development of strong quality assurance processes
- Assessment is a 10+1 academic and professional matter and not directed by administration.
- A gap in the administrative co-chair position on the Assessment Committee has slowed progress.
- Resources and materials were shared with QR codes during the meeting.

Faculty Engagement & Department-Level Actions

- Faculty should be encouraged to attend RSI workshops and trainings; departments may need to establish expectations for regular participation.
- The first required step for faculty is to ensure Canvas integration for assessment—linking SLOs within Canvas shells by the end of November.
- Course-level data is essential for completing the assessment cycle.
- Department chairs (e.g., Biology) noted the need for a list of courses still requiring SLOs.

4.4 Faculty Impact Survey

- The LFM team continues work on this project. From spring 2020–2022, the IE Office conducted quantitative data exploration to identify factors impacting Black student success, and the findings pointed to practices occurring within classrooms.
- Based on these findings, a survey was developed to gather information from faculty with the highest student success rates to better understand what practices may be contributing to positive outcomes.
- Current survey responses show wide variation, making it difficult to determine best practices; more data and greater faculty participation are needed.
- Communication efforts are underway through councils to encourage completion of the survey and help spread the word.
- Departments are asked to take five minutes in department meetings to complete the survey.

5 Good of the Order

- Dr. Tenisha James is planning a winter retreat for Tuesday, February 10, focused on governance council processes, procedures, and information flow related to SPMG. This will be a co-chair retreat, with more details forthcoming.
- Dr. Kaneesha Tarrant reported that the final PRT visit—the third and concluding visit—took place for the Standard of Care implementation. The team was pleased with the progress, and an update will be shared at the next meeting.
- Ms. Charise Allingham shared that a tutoring survey is available, and student and faculty members are encouraged to complete it.
- Dr. Michael Collins reported that the CACT building demolition is anticipated to begin next week, currently scheduled for Monday.

6 Future Agenda Topics

6.1 Accreditation Update

Adjournment

1:51pm

Next Meeting: December 11, 2025, **Time:** 12:50pm to 1:50pm, **Location:** OC*116

Fall 2025 Meeting Schedule of College Council

Agenda Item Request Deadline

| | |
|--------------------------------------|------------------------------------|
| October 9, 2025, from 12:50-1:50 PM | 5 PM on Thursday, October 2, 2025 |
| November 13, 2025, from 12:50-1:50PM | 5 PM on Thursday, November 6, 2025 |
| December 11, 2025, from 12:50-1:50PM | 5 PM on Thursday, December 4, 2025 |



Basic Needs and Wellness

NC STABLE

S

Service

T

Transportation

A

Accessibility

B

Basic Needs

L

Living Assistance

E

Educational Technology

RCCD Strategic Plan 2025-2030

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DRAFT

Chancellor's Message

(To be drafted later)

Statement of Purpose

Purpose

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

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

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

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

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

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

Process

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

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

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

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

Figure 1 Strategic Plan Development Timeline



Mission, Vision, and Values

RCCD Mission Statement

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

RCCD Vision Statement

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

RCCD Guiding Principles

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

1. Student Success as Our Purpose

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

2. Equity in Action

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

3. Collaboration Across Communities

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

4. Integrity and Accountability

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

5. Innovation for the Future

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

Goals and Objectives

Goal 1: Equity in Access

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

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

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

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

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

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

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

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

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

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

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

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

Goal 2: Equity in Success

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal 3: Equity in Support

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

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

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

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

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

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

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

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

Goal 4: Institutional Effectiveness

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

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

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

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

- Through OnBase, reduce average time to process a CTF (Contract Transmittal Form) packet from 7 days to \leq 4 days.
- Average time to resolve safety and emergency issues \leq 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 $\geq 95\%$ response rate to Risk Management service requests within 24 hours.
- Achieve an annual safety training completion rate of $\geq 95\%$ for all employees.
- $\geq 95\%$ incidents are reported and investigated within 24 hours of occurrence.
- Maintain facility conditions that meet District safety and emergency standards, with interim measures for improvements requiring funding, achieving $\geq 90\%$ compliance.
- HRER will establish baseline data from surveys with results disaggregated by employee groups to guide equity-based interventions to establish key metrics for evaluating wellness programs which include participation rates, engagement levels, health outcomes, and satisfaction.

(See Appendix B for additional Benchmarks/KPIs)

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

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

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

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

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

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

Goal 6: Partnerships and Community Engagement

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

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

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

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

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

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

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

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

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

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

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

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

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

Basic Strategies

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

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

Goal 1: Equity in Access

Strategy 1: Community-Centered Outreach and Engagement

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

Plan of Action:

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

Supports Objectives:

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

Strategy 2: Seamless Pathways and Enrollment Support

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

Plan of Action:

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

Supports Objectives:

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

Strategy 3: Workforce-Aligned Program Expansion

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

Plan of Action:

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

Supports Objectives:

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

Goal 2: Equity in Success

Strategy 1: Completion and Support

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

Plan of Action:

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

Supports Objectives:

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

Strategy 2: Strengthen Transfer and Baccalaureate Pathways

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

Plan of Action:

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

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

Supports Objectives:

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

Strategy 3: Career-Connected Learning and Economic Mobility

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

Plan of Action:

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

Supports Objectives:

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

Goal 3: Equity in Support

Strategy 1: Proactive Financial Aid Outreach and Support

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

Plan of Action:

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

Supports Objective:

- 3.1 (Maximizing Financial Aid)

Strategy 2: Integrated Academic Planning and Advising

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

Plan of Action:

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

Supports Objective:

3.3 (Reduce Units to Completion)

Strategy 3: Cross-Sector Student Support Ecosystem

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

Plan of Action:

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

Supports Objectives:

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

Goal 4: Institutional Effectiveness

Strategy 1: Streamline Core Administrative Processes

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

Plan of Action:

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

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

Supports Objective:

4.1 (Efficiency in Core Processes)

Strategy 2: Integrate Advanced Technology for Institutional Innovation

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

Plan of Action:

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

Supports Objective:

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

Strategy 3: Optimize Instructional Efficiency and Resource Allocation

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

Plan of Action:

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

Supports Objective:

4.2 (Instructional Efficiency)

Goal 5: Resources

Strategy 1: Equitable and Transparent Resource Allocation

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

Plan of Action:

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

Supports Objective:

5.1 (Equitable Distribution of Funds)

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

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

Plan of Action:

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

Supports Objective:

5.2 (Well-being and Safety)

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

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

Plan of Action:

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

Supports Objectives:

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

Goal 6: Partnerships and Community Engagement

Strategy 1: Build and Deepen Strategic Partnerships

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

Plan of Action:

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

Supports Objective:

6.1 (Expand Collaborative Partnerships)

Strategy 2: Diversify and Grow External Funding Sources

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

Plan of Action:

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

Supports Objective:

6.2 (Increase External Support)

Strategy 3: Drive Regional Economic and Workforce Development

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

Plan of Action:

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

Supports Objective:

6.3 (Increase Economic Impact)

Appendices

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

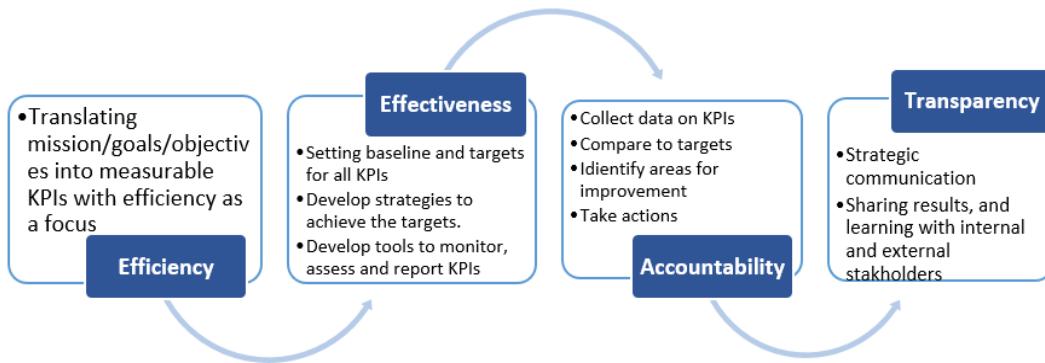
RCCD 2025–2030 Strategic Plan Assessment Process

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

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

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

Framework to Assess RCCD 2025-2030 Strategic Plan



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

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

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

Analysis of Key Performance Indicators (KPIs)

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

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

Equity in Assessment of KPIs

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

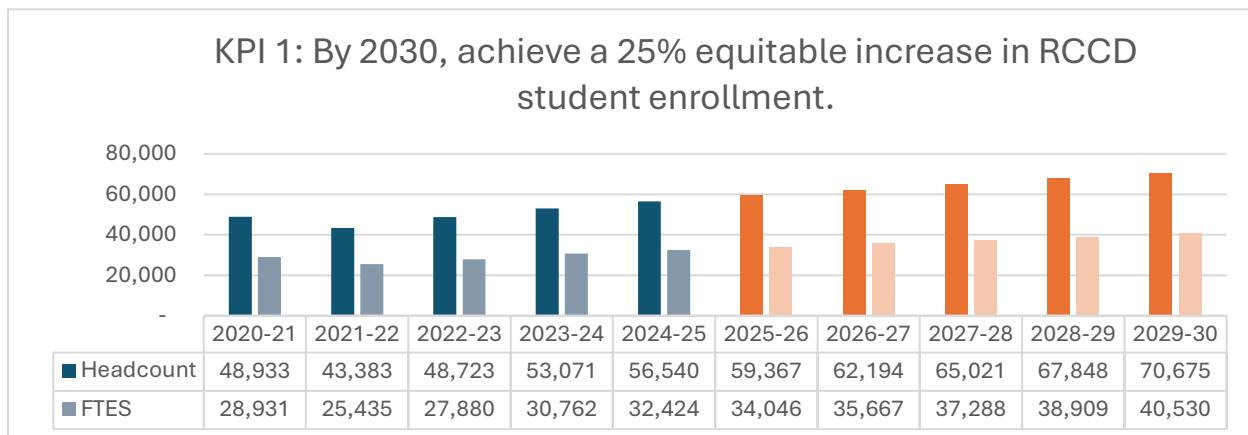
In evaluating progress toward measurable targets - particularly those associated with Goals 1, 2, and 3 - equity will serve as a critical lens through which achievement is assessed. Where appropriate, KPIs will be disaggregated by race and ethnicity and analyzed using the Percentage Point Gap (PPG-1)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

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

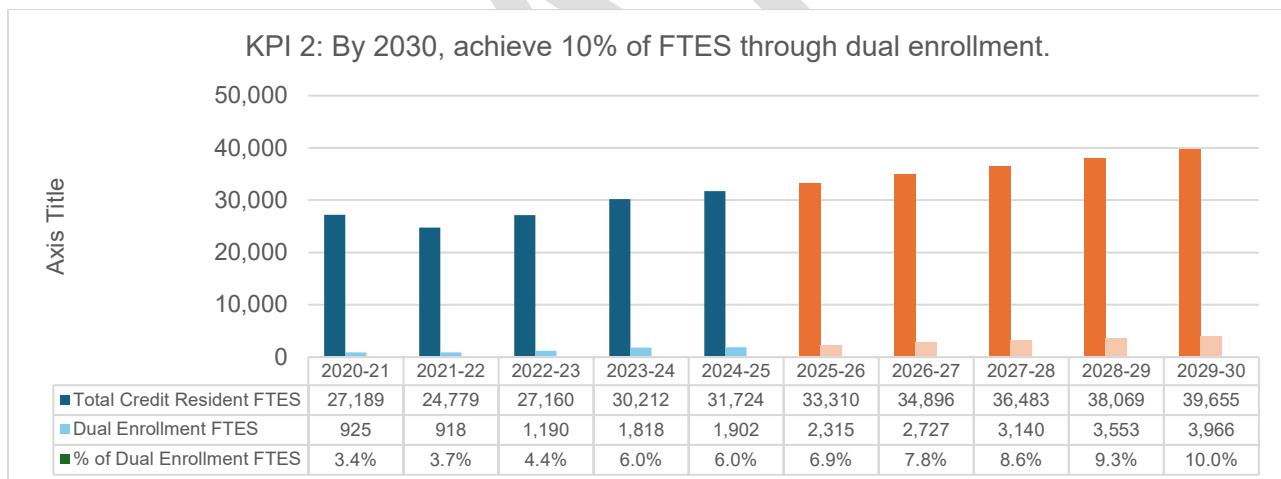
Overall KPI Baselines and Targets Goals 1, 2, and 3

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

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

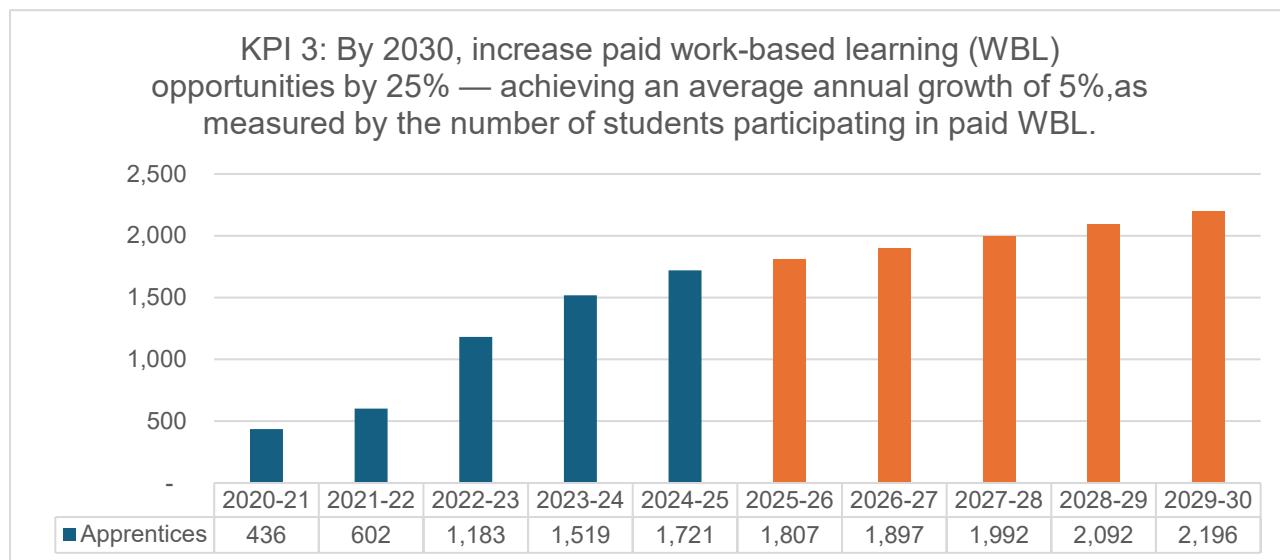


Objective 1.2: Increase dual enrollment participation by improving systemic communication and planning with local districts: strengthening high school and district partnerships, proactively identifying and addressing challenges, streamlining enrollment processes, and targeting outreach to underserved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

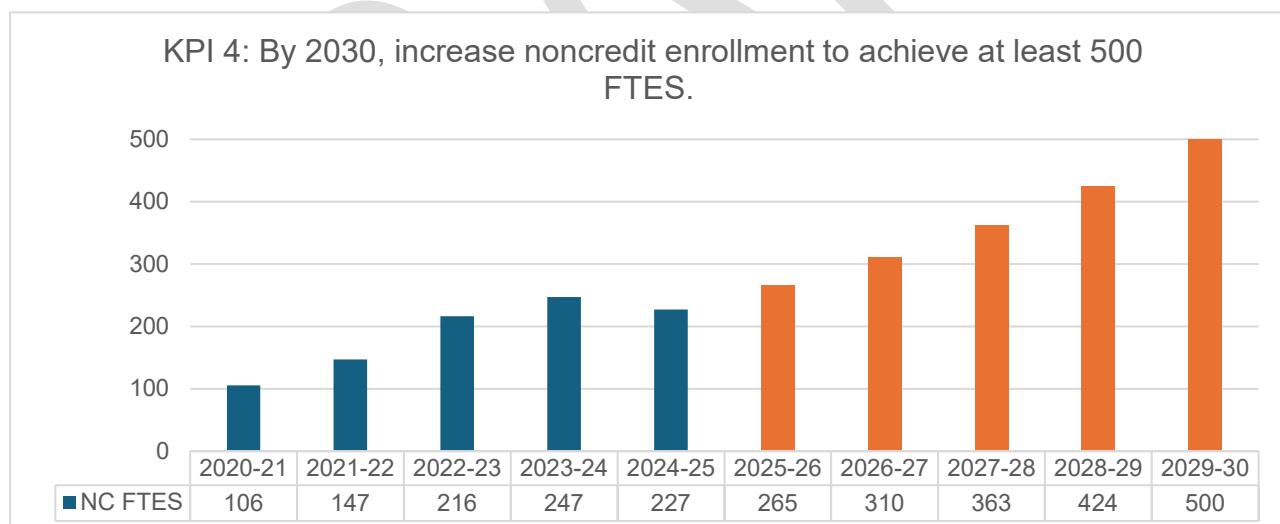


Note: Data are from CCSF-320 reports.

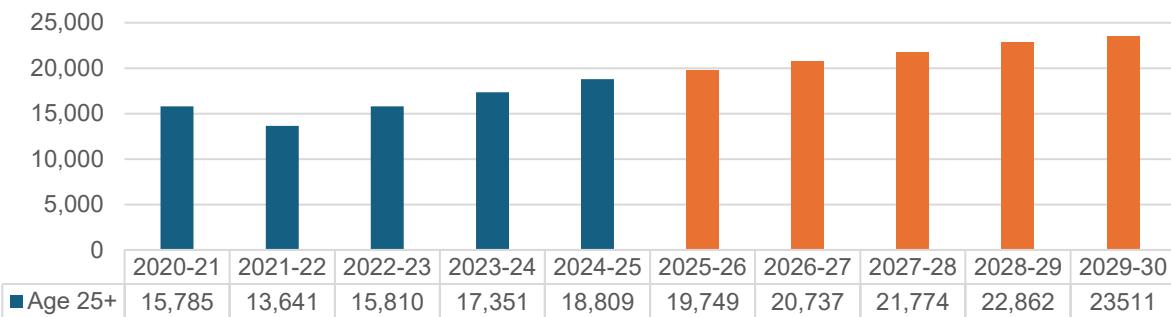
Objective 1.3: Expand RCCD's workforce development programming by increasing paid work-based learning (WBL) opportunities that align educational pathways with regional labor market needs.



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

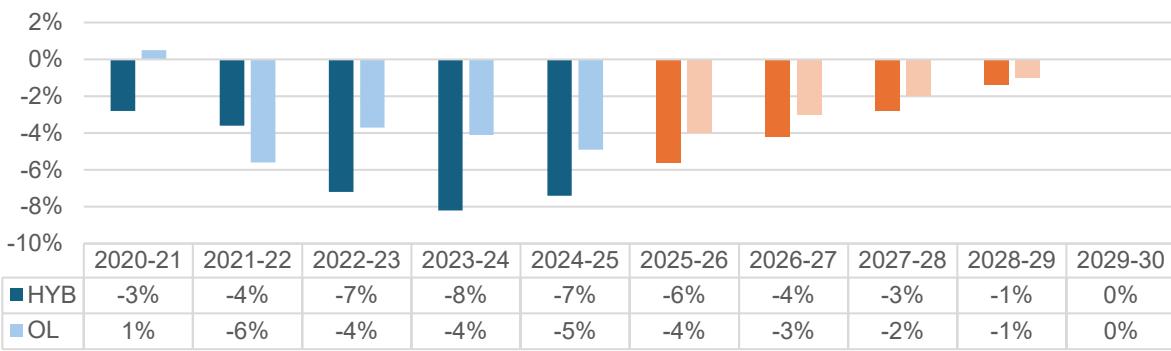


KPI 5: By 2030, increase the number of adult student (25 or older) headcount by 25%.



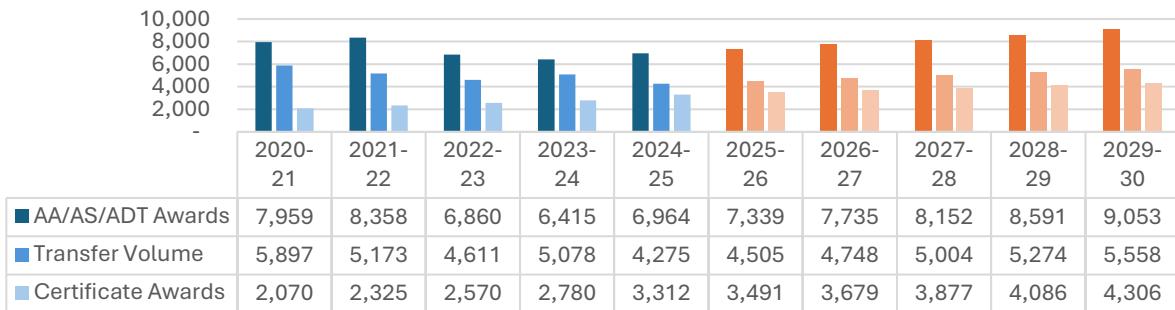
Objective 1.5: Strengthen institutional infrastructure, including policies, procedures and practices, as well as technological and human resources, to address with equity the instructional and student support needs of students who choose to pursue their educational goals at a distance through online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

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

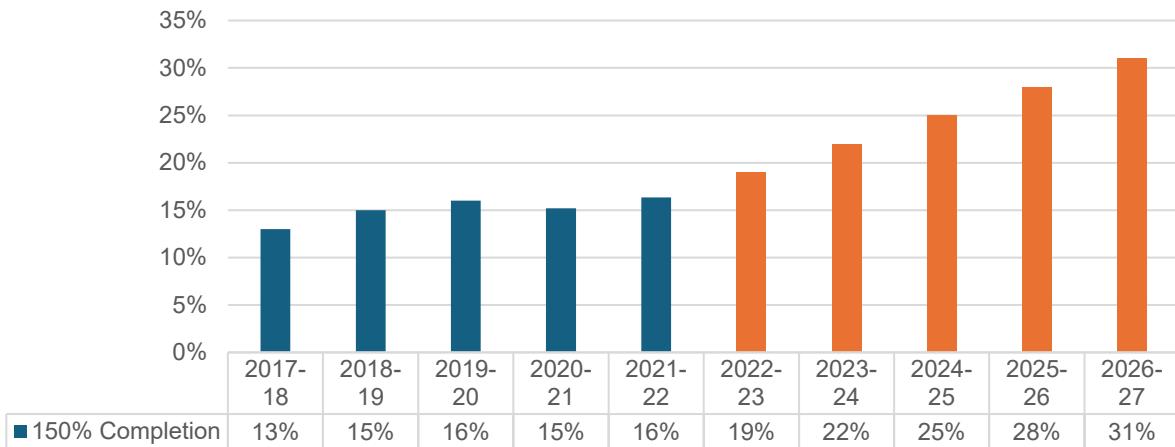


Objective 2.1: Increase with equity the number of students who achieve a meaningful educational outcome.

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

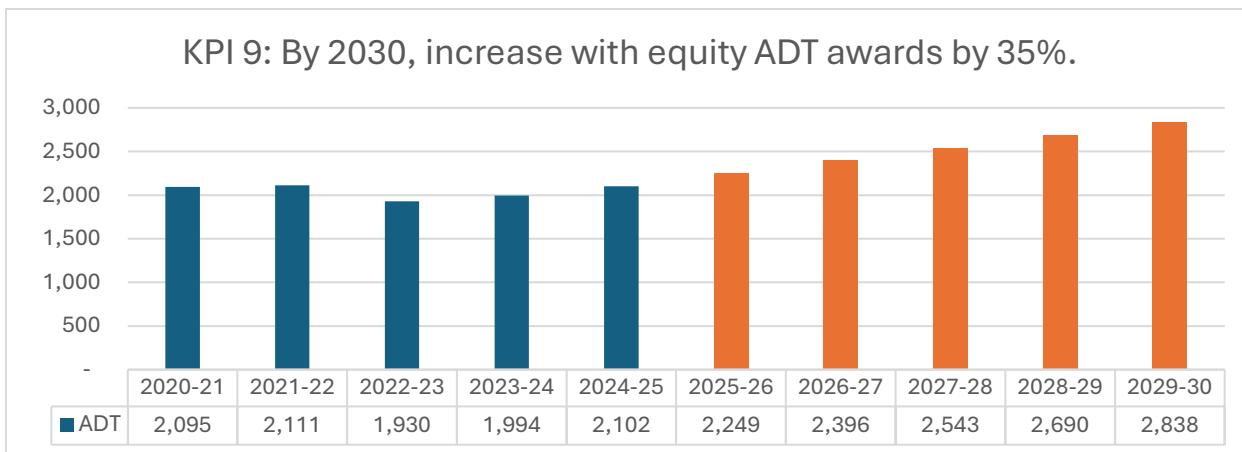


KPI 8: By 2030, increase the three-year completion rates by at least 15% (first-time student cohorts)



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

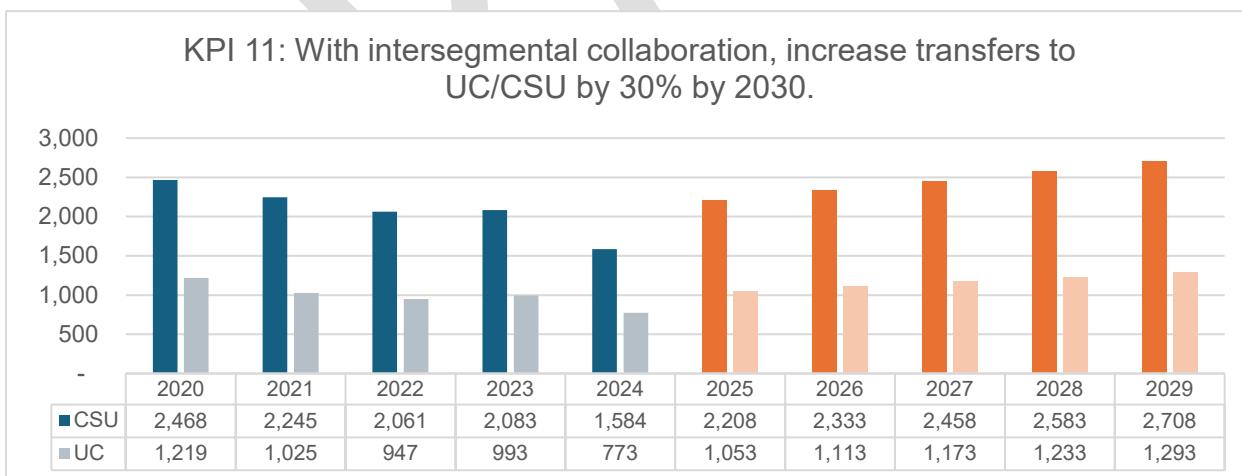
2.2a: Increase with equity the number of students earning an Associate Degree for Transfer (ADT).



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

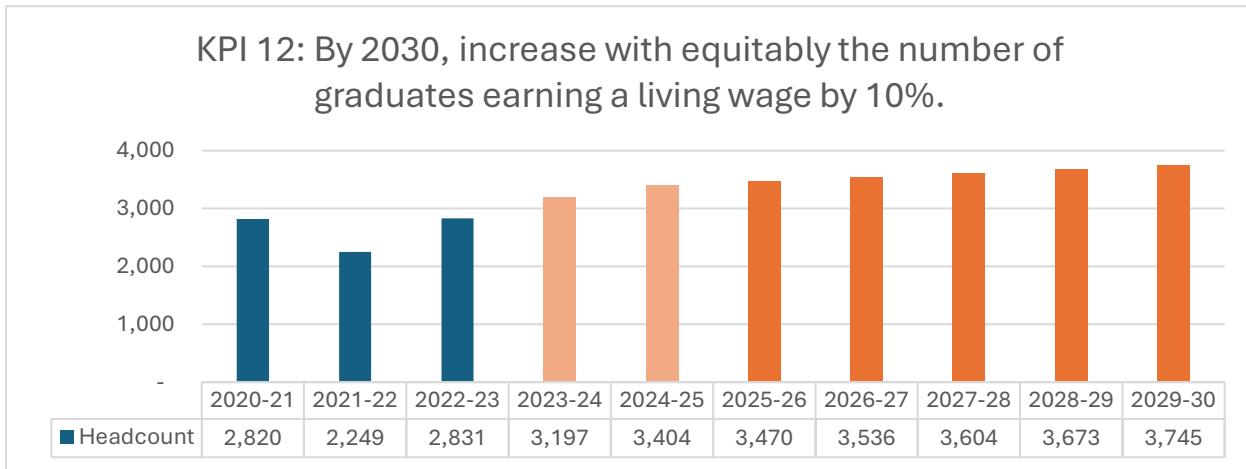
Benchmark/KPI 10: By 2030, develop at least one bachelor's degree program at each of the three colleges.

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



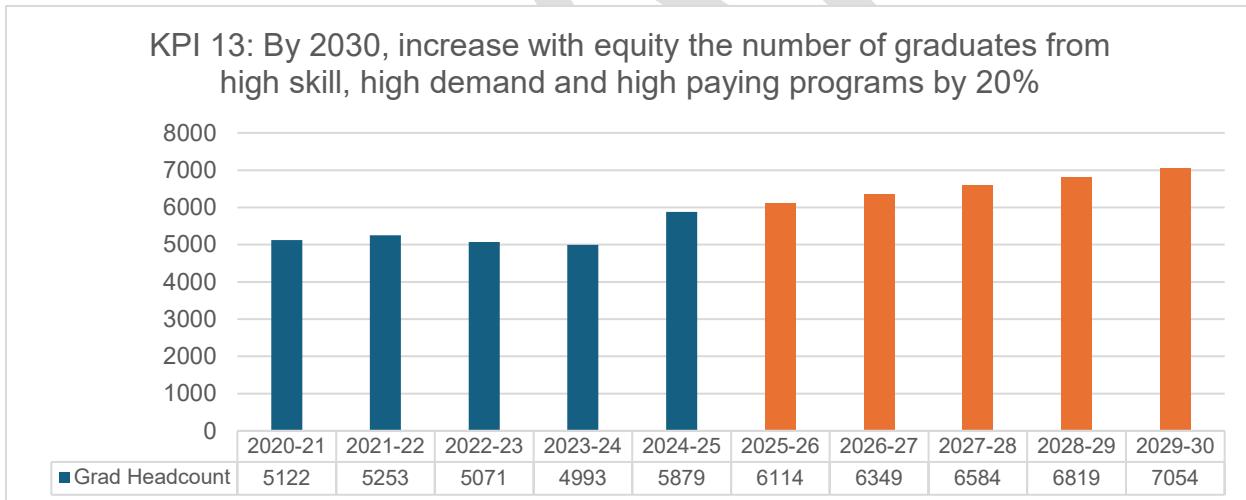
Note: Due to unavailable data, 2023 was used as the baseline for the projections.

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



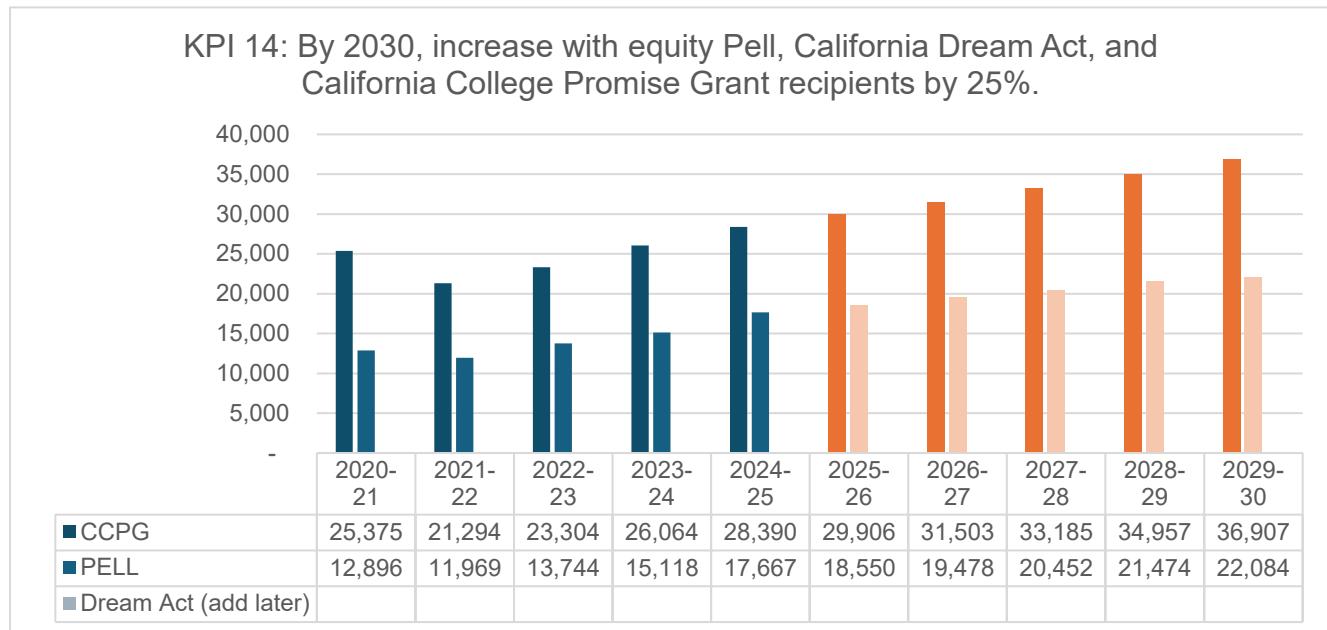
* Note: Due to unavailable data, half the percent increase from 2021–2022 to 2022–2023 was used to estimate increases for 2023–2024 and 2024–2025. The 2024–2025 estimate then served as the baseline for a projected 10% increase by 2029–2030.

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

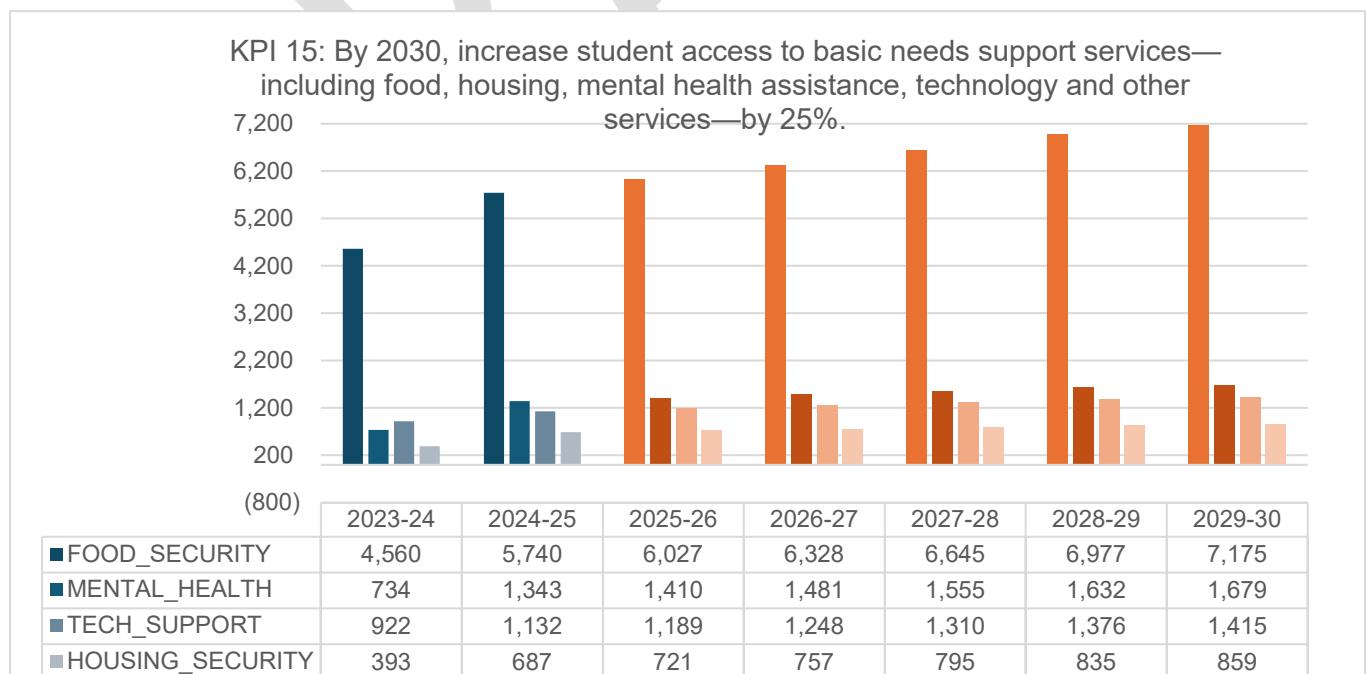


Note: High paying jobs are jobs associated with TopCodes that have an average of \$25 hourly wage.

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



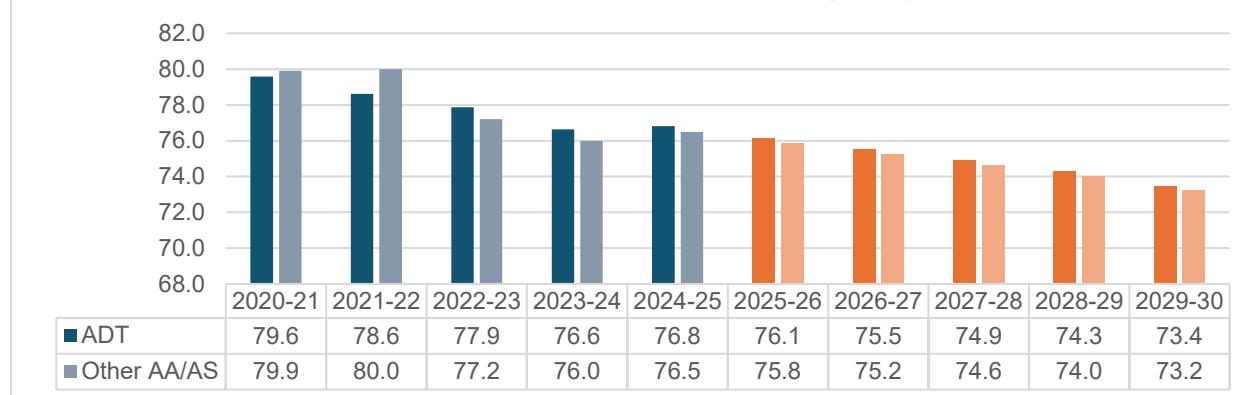
Objective 3.2.: Ensure that RCCD students have equitable access to timely basic needs support (including but not limited to food, housing, mental health, and technology) by enhancing services districtwide, strengthening community partnerships, and pursing funding to sustain and expand these supports.



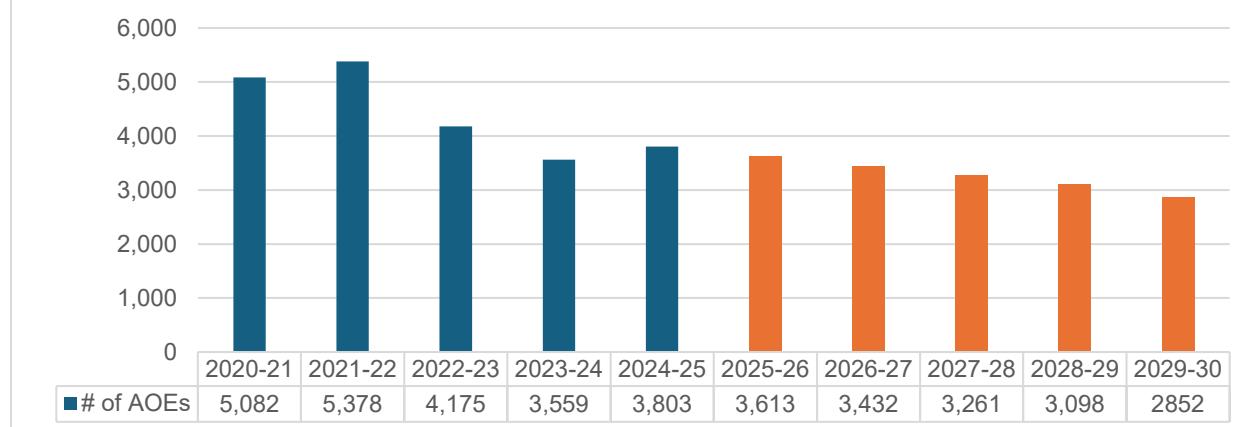
*Data not collected fully until fall 2023

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

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



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



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

Goal 4: Institutional Effectiveness

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

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

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

BFS Benchmarks/KPIs:

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

HRER Benchmarks/KPIs:

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

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

Institutional Advancement & Economic Development Benchmarks/KPIs:

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

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

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

Goal 5: Resources

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

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

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

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

Additional BFS Benchmarks/KPIs:

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

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

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

BFS Benchmarks/KPIs:

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

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

HRER Benchmark/KPI:

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

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

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

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

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

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

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

Additional Benchmarks/KPIs:

BFS Benchmarks/KPIs:

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

HRER Benchmarks/KPIs:

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

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

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

Goal 6: Partnerships and Community Engagement

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

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

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

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

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

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

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

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

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

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

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

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

Appendix C: Environmental Scan and SWOT Analysis

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

Student access, success and equity

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

Career readiness and workforce development

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

Transfer and academic excellence

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

Technology and learning innovation

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

Infrastructure, planning and collaboration

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

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

Organizational effectiveness and fiscal resilience

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

Safety and professional development

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

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

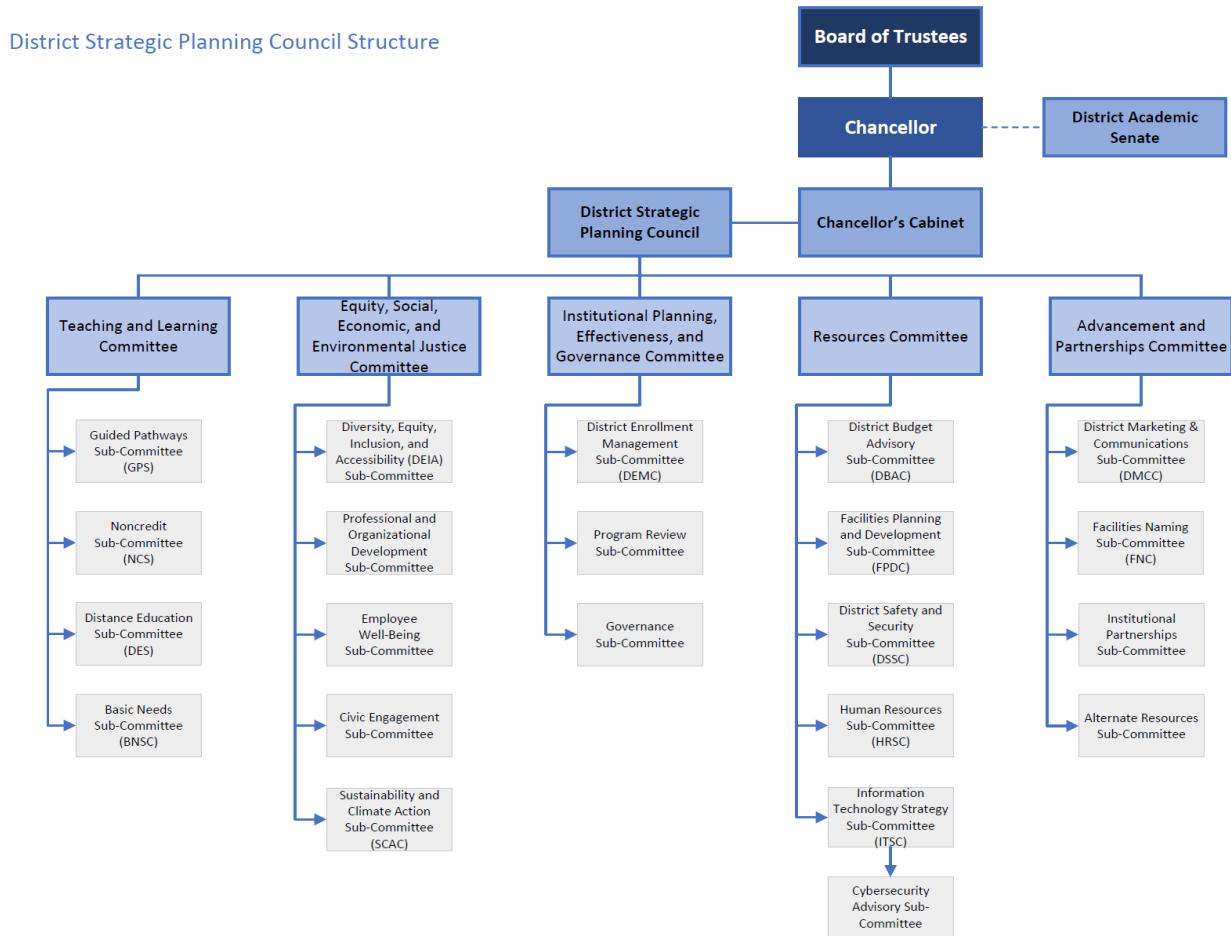
Targeted outreach should focus on Latino/a/x students (who comprise over 70% of RCCD enrollment) and special populations such as foster youth, Veterans, single parents, and formerly incarcerated individuals. Expanding culturally responsive and multilingual support services, along with equity-focused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

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

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

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

Appendix D: District Strategic Plan Committee Structure



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](#)

| Unit | \$ Amount Requested | Resource Type | Request Title | What resources do you need? | Funding Status | Notes | 2024-25 Rank | Additional Notes | 2025-26 Update |
|-------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|---------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------|----------------|
| Student Services: Advising and Counseling | \$430,000. BUDGET: Request Ongoing Funding (Support, Mktg) | Adjunct Counselor Funding | Overload and Adjunct Counselor Funding | Committed annual funding for overload and adjunct counseling (1439 object code) to sustain at least 5,500 hours (about \$800,000). | Not Funded - Insufficient | Using COVID Block, One Time Funds and AB928 | 2 | To ensure counseling support throughout the academic year in alignment with the | 1 |
| Student Services: Advising and Counseling | \$28,000. BUDGET: Request Ongoing Funding (Support, Mktg) | Student Engagement Activities | | Funding to support ongoing student engagement activities. | Not Funded - Insufficient | 10K from PD for Food and Events, no budget for speakers (CAP) | 3 | Requesting \$16,000 annually for practicing professional guest speakers and \$12,000 | 9 |
| Student Services: Student Life | \$150,000. BUDGET: Facilities Building, Remodel | Funding for permanent confidential space for mental | | Funding for department build-out or allocated permanent counseling space, 3 additional office spaces | No Action-Insufficient funding | Pods/Wiggle Rooms | 4 | Mental health counseling requires a private office/location to comply with HIPPA standards. | 5 |
| Student Services: Enrollment Services | \$79,598. BUDGET: Facilities Building, Remodel | Office Construction for Financial Aid Assistant | | Modular walls to create an office space | In Progress | Waiting for 3rd quote | 5 | The Assistant Director provides direct supervision of FA staff (classified professionals and student | 7 |
| Student Services: Student Life | \$135,000. BUDGET: Request Ongoing Funding (Support, Mktg) | Sustained - Commencement Budget | | Dedicated budget to keep pace with inflation and costs of commencement ceremony | In Progress | | 6 | Commencement budget is funded for 24-25; on-going funding is needed. | 6 |
| Student Services: Advising and Counseling | \$20,000. BUDGET: Request Ongoing Funding (Support, Mktg) | Outreach Aides | | Supplemental funding to support 2 Outreach Aides working 10-15 hours per week | Not Funded - Insufficient | Ongoing - currently using one-time funds | 7 | Currently funded and supported with one-time grant funds. | 4 |
| Administrative: Student Services | \$30,000. BUDGET: Request Ongoing Funding (Support, Mktg) | Sustained - Funding to support student employees/peer | | ongoing budget | | | | | 3 |
| Student Services: Library and LRC | \$255,000. BUDGET: Request Ongoing Funding (Support, Mktg) | LRC - Augment base budget for Tutor salaries to support Tutorial | | Additional general fund budget to support current tutorial services needs for students | | | | | 2 |
| Student Services: Special Programs (DRC) | \$25,000. BUDGET: Facilities Building, Remodel | Testing Room sound masking/white noise installation | | White noise machine and sound masking tools | | | | | 8 |

| Unit | Resource Year | \$ Amount Requested | Resource Type | Request Title | What resources do you need? |
|-----------------------------------|----------------------|----------------------------|------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Administrative: Student Services | 2025 Update | \$9,150.00 | ITEM: Equipment, Services, Software, Furniture | Software and Equipment for Media Production | An additional lens for sports and group pictures (\$5,500), wireless mic system for digital and video |
| Student Services: Library and LRC | 2025 Update | \$50,000. | ITEM: Technology | LIB - 6 new Interactive Displays to replace smartboard projectors in Library Student | 6 new Interactive Displays to replace current smartboard projector technology. |
| Student Services: Library and LRC | 2025 Update | \$100,000. | ITEM: Technology | LRC - 12 new Interactive Displays to replace smartboard projectors.2024-27 | 12 new Interactive Displays to replace the currently failing smartboard projectors. |

| Unit | Resource Year | \$ Amount Rec | Resource Type | Request Title | What resources do you need? | 2024-2025 Ra | Additional Notes | 2025-26 Ranking |
|-------------------------------------------|---------------|---------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Student Services: Enrollment Services | 2024 - 2027 | \$53,128. | Confidential, Mgr | STAFF: Classified Professional, Moving 47.5% Financial Aid Office Assistant to 100% | \$39,365.04 to cover 27.5% salary and benefits | 2 | Increase position from PT to FT to increase capacity in Financial Aid. | 1 |
| Student Services: Student Life | 2024 - 2027 | \$156,000. | Confidential, Mgr | STAFF: Classified Professional, FT Mental Health Counselor | Funding for Mental Health Counselor | 3 | Increased demand for Mental Health Services and only one FT employee (Mental Health Supervisor) | 2 |
| Student Services: Enrollment Services | 2025 Update | \$59,779. | Confidential, Mgr | STAFF: Classified Professional, Increasing 31 hour Customer Service Clerk/Office Assistant to 40 hours SFS Specialist (previously called SFS Advisor) | Funds to cover increase to 40 hours (salary and benefits and new pay grade J) | | | 3 |
| Student Services: Enrollment Services | 2024 - 2027 | \$65,490. | Confidential, Mgr | STAFF: Classified Professional, Financial Aid Outreach Specialist Full-time | \$65,490.12 to move the Outreach Specialist from 19 hours to 40 hours a week | 10 | Increase position from PT to FT to increase capacity in Financial Aid. Position to be re-prioritized to determine as temporary funding for | 4 |
| Student Services: Advising and Counseling | 2024 - 2027 | \$132,855. | Confidential, Mgr | STAFF: Classified Professional, Employment Placement Coordinator | 1 FT Employment Placement Coordinator for general students | 9 | High priority and need from Holistic Student Survey. September 2024: update to employment services plan involving CTE Employment | 5 |
| Student Services: Enrollment Services | 2025 Update | \$112,905. | Confidential, Mgr | STAFF: Classified Professional, Full-Time Office Assistant for Veterans Resource Center | Funding for full-time Office Assistant to serve Veterans Resource Center | | | 6 |
| Student Services: Special Programs (DRC) | 2025 Update | \$200,000. | Confidential, Mgr | STAFF: Classified Professional, Part-time interpreter | 4 part-time sign language interpreters | | | 7 |
| Student Services: Advising and Counseling | 2024 - 2027 | \$205,830. | Confidential, Mgr | STAFF: Classified Professional, Director, Academic Advising and Student Success | 1 Director, Academic Advising and Student Success | 4 | Due to the loss of the Title V grant, this item needs to be added back to the ranking and ranked for possible funding in 2025-26 In Progress | 8 |
| Student Services: Enrollment Services | 2024 - 2027 | \$108,076. | Confidential, Mgr | STAFF: Classified Professional, Operations Assistant at 50% and Student Services Specialist at 40% plus benefits | \$55,276.80 in salaries and \$52,800 in benefits for a total of \$108,076.80 | 11 | Operations Assistant 11 Student Services Specialist 12 To support Enrollment Services including CRC, Dual Enrollment | 9 |
| Student Services: Enrollment Services | 2025 Update | \$138,593. | Confidential, Mgr | STAFF: Classified Professional, Increase PT Student Services Specialist (19.5 hrs) to Full-Time (40 hours) | Funding to pay for the increase in salary/benefits | | | 10 |
| Student Services: Enrollment Services | 2025 Update | \$112,905. | Confidential, Mgr | STAFF: Classified Professional, Full-Time Office Assistant for Welcome Center | Funding to support permanent, classified Office Assistant at 40 hours | | | 11 |

| | | | | | | | |
|------------------------------------------|-------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------------------------------------------------------------------------|-------------|
| Student Services: Student Life | 2024 - 2027 | \$156,000. Confidential, Mgr | STAFF: Classified Professional, Funding for a Full-Time Registered Nurse | none | 14 | Funded at 32 hours. Budget for this position needs to be reassessed. Currently was in process of hiring. | 12 |
| Student Services: Enrollment Services | 2025 Update | \$3,000. Development | STAFF: Professional Professional Development Funds | Additional funding to maintain state and Federal compliance with Department of Education and CA regulation | 13 | | |
| Student Services: Student Life | 2025 Update | \$151,000. Confidential, Mgr | STAFF: Classified Professional, Educational Resource Specialist for Basic Needs & Wellness | Staff member and work station | 14 | | |
| Student Services: Library and LRC | 2025 Update | \$34,461. Confidential, Mgr | STAFF: Classified Professional, LIB - PT Library Clerk I 2024-27 | PT (19 hour) Library Clerk I to cover peak usage times in the library during 10 am-2:00 pm Monday-Thursday when the library hosts frequent student engagement | 15 | | |
| Student Services: Library and LRC | 2025 Update | \$121,243. Confidential, Mgr | STAFF: Classified Professional, LRC - FT Tutorial Services Clerk 2024-27 | A FT Tutorial Services Clerk to Cover Evening Shift Hours (11:30 am-8:00 pm). LRC is open 12.5 hours M-Th; 8.5 hours on Friday; and 5 hours on Saturday. The Funding to pay for annual NaBita Training and Certification for members of the CARE | 16 | | |
| Administrative: Student Services | 2025 Update | \$20,000. Development | STAFF: Professional NaBita Training | Network. This would include Basic Behavioral Intervention, Structured Manager to oversee LRC/tutoring operations, promotion and strategic | 17 | | |
| Student Services: Library and LRC | 2025 Update | \$188,550. Confidential, Mgr | STAFF: Classified Professional, LRC - Director, Learning Resource Center 2024-27 | planning. This position would work in close collaboration with and report to the Dean | 18 | | |
| Administrative: Student Services | 2024 - 2027 | \$30,000. Development | STAFF: Professional Division Retreat (5) LIB - Increase Library/LRC | Funding to lead retreat for process mapping for each area within student services and one retreat for SS Management | 16 | To support division efforts in equity, quided pathway, SSIPP and Standard of Care. | 19 |
| Student Services: Library and LRC | 2025 Update | \$85,123. Confidential, Mgr | STAFF: Classified Professional, Administrative Assistant III PT position from 18 hours/week to FT 40 hours/week. 2024-27 | FT position at 40 hours/week | 20 | | |
| Student Services: Special Programs (DRC) | 2024 - 2027 | \$170,000. Confidential, Mgr | STAFF: Classified Professional, DRC Educational Advisor | A team member to support the case management meetings with DRC students. | 7 | To support growth in the DRC, Counseling/Advising services and Standard of Care. | In Progress |

| Unit | School | Resource Year | \$ Amount Requested | Resource Type | Request Title | Academic Affairs Resource Request | | | This request for my area is Priority #: Funding Status | 2024-25 School/ Council ranking | 2024-25 Notes from Council |
|--------------------------------------|--------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------|----------------------------|
| | | | | | | What resources do you need? | Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes space the program will need to start offering ceramics courses. | What resources do we already have? | | | |
| | | | | | | Klin: \$6,000 Klin furniture (shelves and posts): \$900 Venting: \$100 Wheels (\$100 per wheel x 4): \$4,000 Wedging table: \$800 San Kuei: \$300 Warecarts: \$800 Extruder: \$600 Sawdust: \$200 Hand tools (rolling pins, banding wheels, project boards, mixing paddles, dipping tongs, buckets): \$600 total: \$25,090 + 11% for 3 year inflation rate (\$25396.00) | This request serves 2030 Goal 7. (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students. We have very few hand tools that can be used in ceramics classes. Goal 1, Objective 1.3 and 1.4. (Access) Expand college access by increasing both headcount and FTES. The Office of Institutional Effectiveness provided We have one ceiling projector, one white board (front facing), and computer station We need: 3 new additional whiteboards mounted against the walls around the room and another ceiling projector similar to ATEC 211. The projector and screen in IT 106 are outdated and obstruct essential instruction. Staying current with industry-standard equipment is imperative for esp Projector, screen, ceiling speakers An upgrade to the A/V components for Dan Lameros 1 year subscription at the Basic level, includes comprehensive AI content detection | Storage shelves: 460 Cer: \$100 per gallon: \$200 Glazes (\$30 to \$100 per gallon): \$500 total: \$25,090 + 11% for 3 year inflation rate (\$25396.00) | 1 Pending-Not enough information 1 provided | 1 | |
| Instruction Visual & Performing Arts | | 2024 - 2027 | \$25,090. ITEM: Instructional Supplies | Tools and Equipment for Ceramics Classes at Norco College | Total: \$25,396.00 | | | | | | |
| Instructional Honors | | 2025 Update | \$3,500. ITEM: Instructional Supplies | Honors Classroom Whiteboards and Additional Ceiling Projector | A/V upgrade in IT 106 | | | | | | |
| Instruction Visual & Performing Arts | | 2024 - 2027 | \$120. ITEM: Technology | | | | | | | | |
| Instruction Visual & Performing Arts | | 2024 - 2027 | \$120. ITEM: Equipment, Services, Software, For "OPTzero" anti-plagiarism and AI content detection software subscription | | | | | | | | |
| Instruction Visual & Performing Arts | | 2025 Update | \$36,016. ITEM: Equipment, Services, Software, For Replace broken classroom furniture in ATEC 209 (desks) | | | | | | | | |
| Instruction Visual & Performing Arts | | 2024 - 2027 | \$32,000. ITEM: Equipment, Services, Software, For New Upright Pianos for MUS Practice Rooms | | | | | | | | |
| Instruction Visual & Performing Arts | | 2024 - 2027 | \$8,000. ITEM: Equipment, Services, Software, For Media Table for Theater - Allows Mixing from the house to better support performances | | | | | | | | |
| Instruction Visual & Performing Arts | | 2024 - 2027 | \$2,000. ITEM: Equipment, Services, Software, For Bose L1 Pro 16 PA System (Portable) for smaller scale live performances | | | | | | | | |
| Instruction Visual & Performing Arts | | 2024 - 2027 | \$212,790. ITEM: Technology | Technology Updates to Norco College Art Gallery | Objective: to update all technology in the Norco College Art Gallery in order to keep up with current trends in the industry and to draw more diverse artists and present more exc | This request supports the following 2025 EMP Goals:Goal 1: (Access) Expand college access by in Currently there are 26 drafting tables in ATEC 209. All of these desks are over 15 years old. Six of these desks are broken, non-functional and not in use but stored in the class room. Ten of the remaining desk | | | | | |
| Instruction 2025 Update | | 2025 Update | \$350.00 ITEM: Instructional Supplies | Light Blox Kits | | | | | | | |

| Unit | School | Resource Year | \$ Amount Requested | Resource Type | Column1 | Request Title | What resources do you need? | What resources do we already have? | This request for my area is Priority #: | Funding Status | Notes | School / Council ranking | Council notes |
|--------------------------------------------------------------------------------------|--------------------------------------------------------|---------------|---------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------------|-----------------------------------------|----------------|-------|--------------------------|---------------|
| Administrative: Academic Affairs | Administrative: Academic Affairs | 2024 - 2027 | \$2,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | CRC - Marketing re posters, table banners, branded materials, The CRC currently houses approximately 3200 residents. Of these 3200 residents, approximately 500 of them are students in the Rising Scholars program at CRC. If we are able to hire a full time Student Services Technician to support students through the entire enrollment process and interior outreach to all CRC residents, we could double our FTEs at the CRC. | | | | | | | | |
| Administrative: Academic Affairs | Administrative: Academic Affairs | 2024 - 2027 | \$10,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | VAPA Visiting Artists: We have a need to provide student experien Reputable VAPA programs typically include an annual rotation of guest performances, lectur We have limited budgets based on established program needs. | | | | | | | | |
| Administrative: Academic Affairs | Administrative: Academic Affairs | 2024 - 2027 | \$12,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | Budget for Theater We need an operational budget to support Goal 6, Objective 8: Stimulate regional arts development. We know that sports and performi We have a well-equipped Theater building, which h 1 | | | | | | | | |
| Administrative: Academic Affairs | Administrative: Academic Affairs | 2024 - 2027 | \$24,544. | BUDGET: Request Ongoing Funding (Support, Mktg) | Rising Scholars/CRC Embedded Tutors (2) | | | | | | | | |
| Administrative: Academic Affairs | Administrative: Academic Affairs | 2024 - 2027 | \$193,084. | BUDGET: Request Ongoing Funding (Support, Mktg) | CRC Rising Schola FT Counselor/Coordinator | EMP Goal 3: Close all student equity gaps. EMP Goal 1: Expand College access by increasing Counseling hours currently being paid through Ris 2 | | | | | | | |
| Administrative: Academic Affairs | Administrative: Academic Affairs | 2024 - 2027 | \$255,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | LRC - Augment ba: Additional general fund budget to support c Directly supports EMP goal 7, objectives 7.6 and 7.7. Tutoring supports student access; succ Approximately \$24,000 allocated budget/year | 2 | | | | | | | |
| Instructional: Administration of Justice | Human & Public Services (HAPS) | 2024 - 2027 | \$1,500. | BUDGET: Request Ongoing Funding (Support, Mktg) | Outreach Support Outreach support, promotional supplies, pr EMP Goals 1, 2, 3, 4, 5, 6, & 7. Annual career fair and multiple public safety workshops to pro Program brochures - New Corrections certificate/7 | | | | | | | | |
| Instructional: Architecture Graphics | Applied Technologies & Apprenticeships | 2024 - 2027 | \$25,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | Architectural site v Funds to support Architecture / Design / Art to support equity, art appreciation / enrich students learning and marketing our college as a : None | 1 | | | | | | | |
| Instructional: Art | Visual & Performing Arts | 2024 - 2027 | \$0. | BUDGET: Facilities Building, Remodel | 2nd dedicated clas Objectives: to accommodate 3D/sculpture/ This request directly relates to 2030 Goal 1: (Access) Expand college access by increasing b We have one dedicated classroom to Studio Arts w 1 | | | | | | | | |
| Instructional: Art | Visual & Performing Arts | 2024 - 2027 | \$100. | BUDGET: Request Ongoing Funding (Support, Mktg) | Art History program Color printed trifold brochures | Request supports EMP Goal 1 (Access), Goal 2 (Success), Goal 3 (Equity), Goal 7 (Programs Webpage hosted on Norco College / VAPA website 2 | | | | | | | |
| Instructional: Art | Visual & Performing Arts | 2024 - 2027 | \$466. | BUDGET: Request Ongoing Funding (Support, Mktg) | Norco College Visi Objective: to have an exciting & engaging On the request aligns with 2030 Goal 1: (Access) Expand college access by increasing both hea A page on Norco College website | 7 | | | | | | | |
| Instructional: Art | Visual & Performing Arts | 2024 - 2027 | \$6,555. | BUDGET: Request Ongoing Funding (Support, Mktg) | Artist Residency Pr Objective: to pay for a nationally-renowned This request directly supports:EMP Goal 2: This program will have a DE& focus by centering : We have gallery space. We do not have additional : 4 | | | | | | | | |
| Instructional: Art | Visual & Performing Arts | 2024 - 2027 | \$149,850. | BUDGET: Facilities Building, Remodel | Remodel Updat Objective: to renovate and update all techni This request aligns with 2030 Goal 10: (Facilities) Build a comprehensive and inspiring campi Art Gallery space with one full (floor to ceiling) wal 2 | | | | | | | | |
| Instructional: Biology | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$650. | BUDGET: Request Ongoing Funding (Support, Mktg) | Human Anatomy a 2 memberships | This Service would connect our full-time Anatomy and Physiology instructors to the greater c None | 15 | | | | | | |
| Instructional: Biology | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$7,000. | BUDGET: Facilities Building, Remodel | Outdoor Lab setup Fencing, appropriate watering system attac An outdoor lab space is essential for developing the Agriculture - Plant Science ADT and exp: Space with a sprinkler system already installed | 14 | | | | | | | |
| Instructional: Biology | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$50,000. | BUDGET: Facilities Building, Remodel | Student Chairs an: Replacement of all student chairs and desk Students do not have equal access to working desks for taking lecture notes and taking exam None | 18 | | | | | | | |
| Instructional: Biology | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$50,000. | BUDGET: Facilities Building, Remodel | Student Chairs an: Replacement of all student chairs and desk Students do not have equal access to working desks for taking lecture notes and taking exam None | 20 | | | | | | | |
| Instructional: Biology | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$255,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | Budget for Tutoring Current tutoring is inadequate. The science: Tutoring supports success in all science classes | Some tutoring | 6 | | | | | | |
| Instructional: Biology | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$150,000,000. | BUDGET: Facilities Building, Remodel | State of the Art Sci We need a state of the art science building ! By having a new science building, we can recruit, retain and provide updated and innovative s We currently have old and outdated laboratories a 25 | | | | | | | | |
| Instructional: Chemistry | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$50,000. | BUDGET: Facilities Building, Remodel | Replace Chairs in Replace all chairs in the room | The existing chairs in these rooms will likely need to be removed completely as we have been Existing chairs that still work but not enough for all students to have a desk to write on | | | | | | | |
| Instructional: Chemistry | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$200,000. | BUDGET: Facilities Building, Remodel | Renovation HUM 2 renovations | None | | | | | | | |
| Instructional: Chemistry | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$200,000. | BUDGET: Facilities Building, Remodel | Renovation HUM 2 Renovation to meet ADA guidelines | This request supports the following EMP Goals 1 (access), 2 (Success), 3 (Equity), 4 (Program lab room that does not meet ADA guidelines | 19 | | | | | | |
| Instructional: Dance | Visual & Performing Arts | 2024 - 2027 | \$800. | BUDGET: Request Ongoing Funding (Support, Mktg) | Supplies for DAN C Cleaner; towels | More DAN classes can potentially increase student headcounts and FTEs | 1 | | | | | | |
| Instructional: English | Communication, Humanities & Languages (CHL) | 2024 - 2027 | \$150. | BUDGET: Request Ongoing Funding (Support, Mktg) | International Writir Annual membership fees | This request supports EMP Objective 2.7 and EMP Goal 3 in its entirety; a successful WRC is None | 4 | | | | | | |
| Instructional: English | Communication, Humanities & Languages (CHL) | 2024 - 2027 | \$10,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | Staffing of Writing : A more stable funding source that will allow Stabilizing and increasing faculty presence in the WRC is vital to EMP Goal 2.7, EMP Goal 3, a At present, faculty staffing of the Writing and Read 3 | | | | | | | | |
| Instructional: English | Communication, Humanities & Languages (CHL) | 2024 - 2027 | \$15,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | Development of El Special project funding to pay five faculty to The request supports EMP goal 2.7 and all of EMP goal 3. This requests also supports the pro RCCD has created generic online templates for 161 | | | | | | | | |
| Instructional: English | Communication, Humanities & Languages (CHL) | 2024 - 2027 | \$255,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | Increased Tutor Su A more stable funding stream for tutors. Tutors are an essential part of effectively supporting student success. Unfortunately, tutor s: The current budget for tutoring, which relies heavily | 2 | | | | | | | |
| Instructional: Ethnic Studies | Social & Behavioral Sciences | 2024 - 2027 | \$10,000. | BUDGET: Facilities Building, Remodel | Dedicated Classro Dedicated Classroom | Goal 3 Equity Close all student equity gaps. Goal 10 Facilities Build a comprehensive and insi None | 2 | | | | | | |
| Instructional: Game Development | Math, Engineering, Computer Science & Game Development | 2024 - 2027 | \$10,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | Game Developer's Funding to attend industry conferences that Evidence shows that students of African American descent are not succeeding in our progra None | 1 | | | | | | | |
| Instructional: Game Development | Math, Engineering, Computer Science & Game Development | 2024 - 2027 | \$20,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | Shadow Tech Virtu Shadow Tech Virtual Computers | As an advocate for equitable education and in alignment with our department and school go: Computers in class | 1 | | | | | | |
| Instructional: Guidance | Guidance Department | 2024 - 2027 | \$10,000. | BUDGET: Facilities Building, Remodel | Specified rooms or Specific, designated rooms for guidance instruction to take place in ever semester | random rooms after other disciplines have commit 1 | | | | | | | |
| Instructional: Honors | Administrative: Academic Affairs | 2024 - 2027 | \$200. | BUDGET: Request Ongoing Funding (Support, Mktg) | Honors Members HTCC Membership Dues | None | 2 | | | | | | |
| Instructional: Honors | Administrative: Academic Affairs | 2024 - 2027 | \$300. | BUDGET: Request Ongoing Funding (Support, Mktg) | Honors Conferenc Student and faculty fees to attend Honors Conferences | None | 1 | | | | | | |
| Instructional: Honors | Administrative: Academic Affairs | 2024 - 2027 | \$2,500. | BUDGET: Request Ongoing Funding (Support, Mktg) | Supplies Food and supplies for end of year honors graduation banquet and cords, orientation, monthly activities, etc. | None | | | | | | | |
| Instructional: Honors | Administrative: Academic Affairs | 2024 - 2027 | \$2,500. | BUDGET: Request Ongoing Funding (Support, Mktg) | Travel Expenses Travel expenses to conferences, transfer school visits, lectures, and cultural events | None | | | | | | | |
| Instructional: Humanities | Communication, Humanities & Languages (CHL) | 2024 - 2027 | \$255,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | LRC - Augment ba: Additional general fund budget to support c Directly supports EMP goal 7, objectives 7.6 and 7.7. Tutoring supports student access, succ Approximately \$24,000 allocated budget/year | 2 | | | | | | | |
| Instructional: Kinesiology | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$42,000,000. | BUDGET: Facilities Building, Remodel | NC Center for Hun Gymnasium; pool; track; baseball field; loc: This request supports EMP Goal 1, EMP Goal 7, and EMP Goal 10 Objective 10 Design spr Fitness center and associated equipment; Activity 1 | | | | | | | | |
| Instructional: Library | Communication, Humanities & Languages (CHL) | 2024 - 2027 | \$500. | BUDGET: Request Ongoing Funding (Support, Mktg) | Funds to Support t The Library is requesting funds to cover the i This resource request maps to the Program/Unit Goal Align Library Services with the Guided I The Library, Art, and Art History disciplines secured | 4 | | | | | | | |
| Instructional: Library | Communication, Humanities & Languages (CHL) | 2024 - 2027 | \$1,134. | BUDGET: Request Ongoing Funding (Support, Mktg) | Alma Digital (Alma The Library would like to purchase the Alma This resource request maps to the Program/Unit Goal Infuse Diversity, Equity, Inclusion, and The Library currently has a subscription for the Libr 2 | | | | | | | | |
| Instructional: Manufacturing, Machine Shop Te Applied Technologies & Apprenticeships | Applied Technologies & Apprenticeships | 2024 - 2027 | \$6,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | Personal Develop The Personal Development training by Festo Resource Request Lab Volt Training 2 days by Festo on Campus2030 Goal 3 (Equity) Close al We have all the Festo/Labvolt equipment for this tr 1 | | | | | | | | |
| Instructional: Mathematics | Math, Engineering, Computer Science & Game Development | 2024 - 2027 | \$36,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | Norco College Tes If we can use existing space inside the LRC, Currently there are no support services to implement a test proctoring center on campus. St None. Faculty do this during office hours or on their own time. | | | | | | | | |
| Instructional: Mathematics | Math, Engineering, Computer Science & Game Development | 2024 - 2027 | \$40,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | Embedded Tutorin A tutoring budget specifically for the implem Directly supports EMP goal 7, objectives 7.6 and 7.7. Tutoring supports student access, succ Roughly \$20,000 from the tutoring budget is spent on embedding tutoring in math courses | | | | | | | | |
| Instructional: Mathematics | Math, Engineering, Computer Science & Game Development | 2024 - 2027 | \$255,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | LRC - Augment ba: Additional general fund budget to support c Directly supports EMP goal 7, objectives 7.6 and 7.7. Tutoring supports student access, succ Approximately \$24,000 allocated budget/year | 2 | | | | | | | |
| Instructional: MIS - MusicIndustry Studies | Visual & Performing Arts | 2024 - 2027 | \$300,000. | BUDGET: Facilities Building, Remodel | Rehearsal space(s A building, portables, or renovation of a larg Goal 1.1 and 1.2: helps increase FTEs by allowing for more ensembles. Goal 6.8: Stimulate r Theater space is currently being used for ensemble | 2 | | | | | | | |
| Instructional: MUS - Music | Visual & Performing Arts | 2024 - 2027 | \$3,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | Increase in Budget Money for contracting piano technician Pianos in the practice rooms are utilized by students in the following MUS courses: MUS 3, 4, There is a budget that can be used for piano tuning | 4 | | | | | | | |
| Instructional: MUS - Music | Visual & Performing Arts | 2024 - 2027 | \$4,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | Increase in budget Need more music: comprehensive collecti Supports Continuing Work of Choir and exposes students (and audiences) to broad variety of Currently building a music library so have multiple | 8 | | | | | | | |
| Instructional: MUS - Music | Visual & Performing Arts | 2024 - 2027 | \$5,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | Budget Lin Item t Money for Special Projects for Faculty and SEMP 6.7; EMP 6.8: Ad hoc based on administrative discretion | budget 3 | | | | | | | |
| Instructional: MUS - Music | Visual & Performing Arts | 2024 - 2027 | \$300,000. | BUDGET: Facilities Building, Remodel | Rehearsal Space(s A building, portables, or renovation of a larg Goal 1.1 and 1.2: helps increase FTEs by allowing for more ensembles Goal 6.8: Stimulate r Theater space is currently being used for ensemble | 1 | | | | | | | |
| Instructional: Physics | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$500,000. | BUDGET: Facilities Building, Remodel | Classroom Tables New tables and chairs and/or desks in IT 10 N/A Without desks, tables, and chairs, we cannot utilize these rooms for double lecture clas Broken tables and chairs that are beyond repair ac 24 | | | | | | | | |
| Instructional: Political Science | Social & Behavioral Sciences | 2024 - 2027 | \$5,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | POLS Speaker Seri Political Science is submitting a \$5,000 req: This funding request supports the following four EMP goals and 13 EMP objectives. A speake The POLS discipline does not currently have any fu 3 | | | | | | | | |
| Instructional: Political Science | Social & Behavioral Sciences | 2024 - 2027 | \$50,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | Local NC Peer On The POLS discipline, the college, students, c Below I outline the student success data for NC POLS in comparison to the NC average succ Norco College currently does not have a local POC 2 | | | | | | | | |
| Instructional: Sociology | Social & Behavioral Sciences | 2024 - 2027 | \$6,000. | BUDGET: Request Ongoing Funding (Support, Mktg) | Sociology Event Fu Money to organize sociology events where I This request will help meet the following goal objectives: 2.1, 2.2, 2.4, and 2.6. Unknown | 2 | | | | | | | |
| Instructional: Theater | Visual & Performing Arts | | | | | | | | | | | | |

| Unit | School | Resource Year | \$ Amount Requested | Resource Type | Request Title | What resources do you need? | Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data. | What resources do we already have? | This request for my area is Priority #: | Funding Status | Notes | School/ Council ranking | Council notes |
|----------------------------|----------------------------------------|---------------|---------------------|------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-----------------------------------------|----------------|-------|-------------------------|---------------|
| Instructional: Biology | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$100,000 | STAFF: Classified Profession | Teaching Night/Weekend Lab Technician | Part-time night/weekend lab technician | Having more courses at night and on weekends will allow additional offerings of STEM courses at night and on weekends. Having more courses at night. Currently we have a part-time lab tech who will be | 1 | Approved | | | | |
| Instructional: Chemistry | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$5,100 | STAFF: Classified Profession | Teaching Assistant (TA) for Che 1B Labs | 2 TAs | CHE-1B labs are more complicated and students need more individual attention during the lab. It is very stressful for the instructor to handle. None | 13 | Approved | | | | |
| Instructional: Chemistry | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$30,600 | STAFF: Classified Profession | Teaching Assistant for Che 2A Labs and Lectures | 1 per each section for a total of 12 | Che-2A supports all nursing and allied health majors as well as all science majors and, pre-vet, pre-dental and pre-med majors and is the intro. None | 14 | Approved | | | | |
| Instructional: Physics | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$20,000 | STAFF: Classified Profession | Tutors for Physics Classes | Additional 2 Embedded Tutors each semester in high needs courses | Embedded tutors help increase success rates for students and can help close equity gaps in courses where students may not feel comfortable. 1-2 Embedded Tutors each semester through the | 16 | Approved | | | | |
| Instructional: Chemistry | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$255,000 | STAFF: Classified Profession | Funding for LRC Tutoring Center | Need money for tutors | We are requesting that the budget for the Tutoring Center at the Learning Resource Center be converted from grant funding to a line item in the Temporary grant funding | 18 | Approved | | | | |
| Instructional: Kinesiology | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$120,000 | STAFF: Classified Profession | Full-time Laboratory Technician | Full-time laboratory technician, replacing current part-time position. | This request supports EMP 7 Objective 7.6. Part-time Laboratory technician | 25 | Approved | | | | |
| Instructional: Physics | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$120,000 | STAFF: Classified Profession | FullTime Lab Technician | To change the position of the part time lab tech into a full time lab tech | With the increase of course offerings in Science, including the addition of more evening, Friday, and Saturday labs, it is critical that we have at least four full time lab techs and one part time lab tech | 25 | Approved | | | | |
| Instructional: Chemistry | Natural Sciences, Health & Kinesiology | 2024 - 2027 | \$100,000 | STAFF: Classified Profession | Change part-time lab technician position to full-time lab tech | 1 additional full time | Laboratory is an essential part of learning chemistry. Laboratory experiments help students "learn by doing". Chemistry Discipline of Norco C: 4 full-time and one part-time | 7 | Approved | | | | |
| Instructional: Biology | Natural Sciences, Health & Kinesiology | 2025 Update | \$120,000 | STAFF: Classified Profession | Full-time lab technician | Another full time lab tech | All BIO-CHE-PHY Lab coursesInformationSp2013Sp2025% Increase total # lab techs44.512.5 FT Total440 PT Total011009 Che lab courses6. Currently have 4 full-time and 1 part-time and sci | 1 | Approved | | | | |
| Instructional: Chemistry | Natural Sciences, Health & Kinesiology | 2025 Update | \$100,000 | STAFF: Classified Profession | Change part-time lab technician position to full-time lab tech | 1 additional full time | Laboratory is an essential part of learning chemistry. Laboratory experiments help students learn by doing. Chemistry Discipline of Norco Coll 4 Full-time and one part-time | 1 | Approved | | | | |

RSI MOCK REVIEW RESULTS

PREPARING FOR ACCJC PEER REVIEW



Distance Education Committee | RSI Workgroup | Accreditation Team

|

COMPLIANCE REQUIREMENTS

- ACCJC requires $\geq 85\%$ 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 across governance groups
- 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 ($\approx 15\%$ 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.

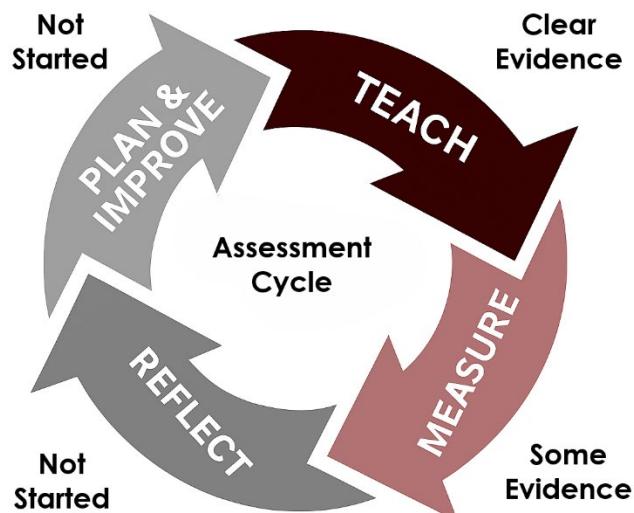


Figure 1. Current status of Norco College's Assessment Cycle

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.

FACULTY IMPACT ON BLACK STUDENT SUCCESS



HISTORY

-

Spring 2020-Spring 2022

- Statewide call to action, quantitative data exploration, advisory group, faculty best practices, survey creation

Survey Administration

Fall 2022

Fall 2023

Fall 2024

NOW!
Fall 2025

WHAT WE'RE DOING NOW

- Norco College Leading for the Middle team
 - Operationalizing results from Fall 2022-24
 - Developing professional development program
 - Continuing to collect and analyze data through the Faculty Impact Survey

NEXT STEPS

- GATHER MORE DATA

- Survey open now!

- SPREAD THE WORD

- Communication from IE and department chairs
 - Encourage PT faculty to complete survey

