

Educational Planning Oversight Committee/Accreditation Steering Committee oversees and directs the general work of the councils, monitors institutional progress toward achieving college goals, and provides recommendations to the college president. It also serves as the Accreditation Steering Committee.

AGENDA

- I. **Call to Order**
- II. **Approval of Agenda**
- III. **Approval of March 11, 2024 Minutes ***
- IV. **Thoughts on ...**
- V. **ASRCC Updates**
- VI. **EPOC Co-Chairs Reports**
- VII. **President Report**
- VIII. **Leadership Council and Subcommittee Reports**
 - a. GEMQ: Co-Chairs
 - b. RDAS: Co-Chairs
 - c. SAS: Co-Chairs
 - d. TL: Co-Chairs
- IX. **Faculty Development Report – Melissa Harman**
- X. **Professional Development Report – Natalie Halsell**
- XI. **New Business/Discussion – “*” indicates attachment**
 - a. TLLC – Enrollment Management Committee structure (Russell) – Action Item*
 - b. Tiger Pride Values (McKeen) – Action Item*
 - c. Revised PRaP Timeline (McKeen) – Action Item*
 - d. Faculty co-chair replacement recommendation (McKeen) – Action Item*
 - e. Grant Submission/Acceptance Form (Weiss) – Action Item *
 - f. State Chancellor’s [Glossary of Terms](#) (Wilcoxson) – Action Item
 - g. Guided Pathways Alignment and Strategic Planning (Carter) – Information Item*
 - h. ACCJC Annual Financial Report (Di Memmo/Lesch)- Information Item*
 - i. Strategic Planning Leadership Council Constitution and Bylaws – Information Item*
 - j. Educational Master Plan (Di Memmo/Wilcoxson) - Information Item
 - k. RFP Security Assessment Updates (Di Memmo) – Information Item
 - l. DEABJ President’s Council (Wilcoxson) - Information Item
- XII. **Open Forum**
- XIII. **Adjourn**

Riverside City College MISSION: Building upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve, Riverside City College advances equity, access, and inclusion by supporting attainment of workplace skills, certificates, degrees, and transfer programs which help students achieve their educational and career goals to improve their lives and communities.

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

	Members	Liaisons/Admin./Staff/Guests
x	Ajene Wilcoxson, <i>Faculty Chair</i>	
X	Kristine Di Memmo, <i>Administrative Chair</i>	Natalie Halsell
x	Clarissa Juarez Carrasco, <i>ASRCC President</i>	Herb English
x	Al Weyant-Forbes, <i>SAS Classified Chair</i>	Micherri Wiggs
	Thomas Cruz-Soto, <i>SAS Administrative Chair</i>	Thea Quigley
	Vacant, <i>SAS Faculty Chair</i>	Kristi Woods
x	Greg Russell, <i>T & L Faculty Chair</i>	Wendy McEwen
	Lynn Wright, <i>T & L Administrative Chair</i>	
X	Mia Timme, <i>T & L Classified Chair</i>	
	Patrick Scullin, <i>RDAS Faculty Chair</i>	
x	Kristine Di Memmo, <i>RDAS Administrative Chair</i>	
X	Stephen Ashby, <i>RDAS Classified Chair</i>	
x	Wendy McKeen, <i>GEMQ Faculty Chair</i>	
X	Casandra Greene, <i>GEMQ Classified Chair</i>	
X	Jacqueline Lesch, <i>Accreditation</i>	
x	Virginia White, <i>Faculty Chair Program Review</i>	
	Melissa Harman, <i>Faculty Development Coordinator</i>	
	Claire Oliveros, <i>President Ex Officio</i>	
x	Garth Schultz, <i>CTA Ex Officio</i>	
	Jo Scott-Coe, <i>Academic Senate Ex Officio</i>	

- I. Call to Order – 3:11pm
- II. Approval of Agenda – M/S/C C. Greene/A. Weyant-Forbes
- III. Approval of November 1, 2023 Minutes – M/S/C M. Timme/G. Russell
 - VI. b. To read AVC Blackmore correction on the minutes
- IV. Thoughts on ...
 - o Sent an email as an example of a video to ask others to do the same instead of sending documents for report outs to EPOC. If you don't want to do the video send your reports to Melinda at least a week in advance of the EPOC meeting.
- V. ASRCC Updates
 - o Executive meeting was held today, a lot to discuss to get students involved.
 - o Club rush this week, next week bunny hop, spirit week, prizes.
 - o Working on students to sign up for ASRCC executive membership, full week of executive meetings, ASRCC awards, volunteer hours.
 - o All faculty and staff welcome to the bunny hop. This is a community wide event, egg hunt, clubs will be fundraising. There will be an Easter bunny, pictures.
 - o Upcoming TigerCon.
- VI. EPOC Co-Chairs Reports
 - o We have a lot to get done this semester want to prep everyone. Will discuss the schedule of meetings for the rest of the semester later in the meeting.

- Budget cuts are at 70 million at the state level. 15 to 18 million for RCC alone. Be prepared. The state is talking about cutting a lot of our one time funds. Depends on if the state chooses to defer, go into reserves. Student success being cut, what we have left of covid, schedule maintenance.
- We want everyone to try to think of innovative solutions. Important that everyone is aware of this and be transparent and involved in the discussions.

VII. Leadership Council and Subcommittee Reports

a. GEMQ: Co-Chairs

- Focus of the meeting was tiger pride values, agreed to come up with procedures for initiatives and faculty positions.
- In light of golden handshake create a best practices document for open positions.
- Since there is no faculty co-chair for SASLC we worked on a faculty chair replacement from someone outside of leadership council members. Academic senate asked GEMQ to come up with a process for replacing faculty LC chairs when a person from outside the committee volunteers to replace an empty seat that has not been filled from within the committee. The main issue is that faculty are elected by peers from their division and each LC has a limited number of voting members. GEMQ came up with the 3 possibilities.
- Ranked by preference but want EPOC to vote on the best.

b. RDAS: Co-Chairs – no report

c. SAS: Co-Chairs

- Discussion on the vacant faculty co-chair position.
- Discussed the prioritization process pushing everyone to keep voting and stay engaged.

d. TL: Co-Chairs

- Working hard on best practices for artificial intelligence.
- Discussed committee structure for enrollment management.

VIII. Faculty Development Report – Melissa Harman – n/a

IX. Professional Development [Report](#) – Natalie Halsell

- 202Q is reserved for anyone to participate in the spring book discussion.
- Launching a workshop series with our resident historian Dr. Kristi Woods on March 26th.
- Gina Garcia's book is being used for guiding program review.

X. New Business/Discussion

a. TLLC – Enrollment Management Committee structure (Russell) – Action Item

- Enrollment management has not met in a long time.
- The committee structure is largely based on the current structure that was approved at the last meeting of the fall.
- To include 2 co chairs, 2 administrative members, 4 classified professionals, IDS just preferred.
- Charge is unchanged from the previous one.
- Decided not to do the tri chair structure – administrator and faculty co chair.
- Ongoing discussion on the committee structure. This structure is different from any other committee.
- Ongoing discussion if classified professionals should be voting members.
 - Motion did not pass

- b. Educational Master Plan (Di Memmo/Wilcoxson) - Action Item - First Read
 - o Plan presented from Dr. Mills, the expectation is that it goes to EPOC in March and senate on April 15th. Please give feedback and recommendations. This is what we anticipate in the next 25 years.
 - o W. McEwen stated she was surprised how little there was about closing equity gaps specific populations, serving students where they are, meeting students' needs, becoming a student-ready college, ensuring we are HSI, didn't seem much about faculty development – supporting faculty as they create curriculum to meet evolving needs, develop programs and approaches to better engage students.
 - o The college has two significant department of education grants centered around Latinx students and the college as a Hispanic serving institute. Additionally, the college has an NSF HIS award.
 - o Institutionalizing Latinx servingness into our educational master plan will better position the college to pursue additional funds from these agencies. If the college wants to pursue the seal of excelencia, including servingness into all strategic planning is critical.
 - o Important to infuse all strategic planning with our status as an HSI.

- c. Spring 2024 Schedule of Meetings (Wilcoxson)
 - o Leadership councils meet on March 25. Would like to make the Wednesday March 27th an official EPOC meeting.
 - o April 22 senate and leadership councils meet on the same day. Propose to meet with Ajene separately and he will do the report out at senate or do report outs at the April 15th senate meeting.
 - o EPOC meets April 29th

- d. ACCJC Annual Institutional Report (Di Memmo/Lesch)- Information Item
 - o Went over enrollment data, DE info, federal data, institutional set standards, stretch goals reported, number of certificates, goal for 22-23 is still low.
 - o Strategic plan will have to look at these again.

- e. Timeline for Strategic Plan 2025-2030 – Information Item
 - o Everyone is invited to participate May 17th 1130 – 130pm
 - o Please calendar the date to celebrate the rewriting of our strategic plan.

- f. College BAM procedures (DiMemmo) – Information Item
 - o Project to identify how we allocate some of the programs.
 - o College budget allocation model – implement how the leadership of business service can sit down and review what is needed. Goal is a lot of assessment and metrics. Look at the metrics and give your perspective what we are missing.
 - o Conversation in each division, how efficient our labs are utilized, what are we doing to help make sure you have what you need.
 - o Student support and operationalize side - how to identify deficient.
 - o Take this back to your perspective areas and give feedback.
 - o Course caps – CTA negotiated
 - o Ongoing discussion regarding the budget allocation

- g. Solar Project Updates (DiMemmo) - Information Item
 - o Solar project coming online during summer.
 - o Lot E and Kane will start in June.
 - o Lot E will be under construction through October.
 - o Concerns for students crossing the street. Working on a temporary stop sign, caution lights. Working with city of Riverside for flow of traffic.

- Overview of lot E, C and the parking spaces that will be lost
- During June 8 August 18 – should be enough parking throughout all the other lots.
- June 10 thru October 18 – Lot E
- Working on lights and cameras in parking structure
- Are there safety measures for the off campus parking lots?

h. DEABJ President's Council

- DEIA proposal brought forward from GEMQ spanned over two years trying to focus on compliance.
- Met with small group in December and February. Important to engage EPOC. Would like to have EPOC part of the discussion on the committee members.
- DEABJ – Diversity, Equity, Inclusion, Accessibility, Anti-racism, Belonging Justice
- President as the chair, this would be an adhoc committee and look similar to leadership councils.
- Committee to include equity, competency, administrators, classified, faculty, dean of equity, a manager with equity competency, faculty, union, tri chairs, students, community based leader, center for social justice and civil liberties.
- Will look at the charge and enhance. Look at restructuring space, template for hiring.
- One time funds are going away for example basic needs and marketing funds.
- Will bring a draft and get the first meeting scheduled. Need to leverage the work of the people that are not already on leadership councils.
- Convene the committee during the last week of March or the first week of April.
- There will be a call out and survey to gather information on why you would like to serve on the committee.
- This work will be in addition to your leadership councils. Co design and engineer the work and be a web of support.

i. State Chancellor's [Glossary of Terms](#) (Wilcoxson)

- Website has a glossary of terms, foundation of language.
- Encourage these terms to be integrated.
 - Motion to have a vote of support brought to senate – M. Timme/V. White
- In order to have common language and shared understanding the DEIA terms we adopt this for use in our college operations and planning documents and reports.
- Bring to next LC meetings.
- Bring to next EPOC for voting,

j. Scheduling/Rotating Reports to Senate (Wilcoxson)

- Take back to councils to discuss important action items for EPOC and senate.
- How can we be more organized and bring things to senate?

XI. Open Forum

- STEM will be having a big high school outreach event in May. Please help advertise this event.
- J. Lesch asked to share with leadership councils when putting together documentation for accreditation put your council's name and date on the documents.

XII. Adjourn – 4:55pm - W. McKeen/V. White

Enrollment Management Committee

Taken from 2018-2020 Strategic Enrollment Management Plan with adjustments

Meetings: Friday 8:30a – 10a

Term: 3 years

Voting Membership

Co-Chairs (2)

Administrative Co-chair: Vice President of Academic Affairs

Faculty Co-chair:

Administrative Members (4) –

2 Academic Deans

Dean of Enrollment Services or Designees

Dean of Institutional Effectiveness or Designees

Faculty Members – at least one Department Chair or Designee from each division

2 from LHSS

2 from STEMK

2 FPA

2 CTE

2 Counseling/Library

2 Nursing

Articulation officer

Classified Professionals (4)

4 Classified Professionals (CSEA appointed)

Guests Welcome.

Charge:

To establish comprehensive student enrollment goals aligned with the college's mission and strategic plan.

- ✓ Promote student success by improving access, engagement, persistence, and completion.
- ✓ Ensure fiscal stability and viability by optimizing enrollments and integrating SEM into financial planning, budgeting, and allocation processes.
- ✓ Offer quality and relevant programs with clear educational pathways, course offerings, and appropriate student support.
- ✓ Implement strategies that lead to equitable access and outcomes.
- ✓ Create a data-rich environment to inform decisions and evaluate strategies.
- ✓ Design and implement communications and marketing with internal and external

- stakeholders to increase understanding of SEM and to meet SEM goals.
- ✓ Increase collaboration among departments across the campus to support the enrollment program.

Including:

- a. Enrollment Demographics and Equity
- b. Curriculum, Scheduling, and the Academic Calendar
- c. Technology
- d. Outreach
- e. Room Utilization
- f. Scheduling Grid

Enrollment Management Principles

In alignment with the Educational Master Plan, the College's enrollment management decisions will be guided by the following principles:

1. Decision making should be focused on student access, student equity, student success, and efficiency, as well as the quality and academic integrity of programs and services.
2. The plan must recognize the multiple missions of the college and demonstrate a commitment to a balance of these missions as determined through shared governance.
3. The plan must facilitate students' successful completion of their chosen Pathways by aligning course offerings in schedules that demonstrate efficient use of space and exhibit a student-centered distribution of courses by time and modality.
4. Any expansion of offerings to facilitate access, equity, and success—for example, offering sections on weekends and expanding evening offerings—requires the College to offer students access to full college support services at these times, keeping the focus not on access alone but on the support necessary to facilitate student equity and success.
5. The plan supports the necessity of front-loading the dissemination of information about academic programs and support services available to students during recruitment/outreach and the enrollment process so that current and prospective students are able to make informed decisions.
6. The plan is founded on using good qualitative and quantitative data to inform discussions and decisions and improve efficiency.
7. The plan must recognize and be responsive to fluctuating fiscal and facilities realities.
8. The plan must strive to achieve efficiency, but in a nuanced way that understands that the efficiency target for the college as a whole is a composite of the efficiency ratios for each discipline.
9. The plan must comply with the external demands of accreditation standards and state-mandated metrics while also remaining consistent with RCCD collective bargaining agreements.

March 25, 2024

PROPOSED: TIGER PRIDE VALUES

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

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

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

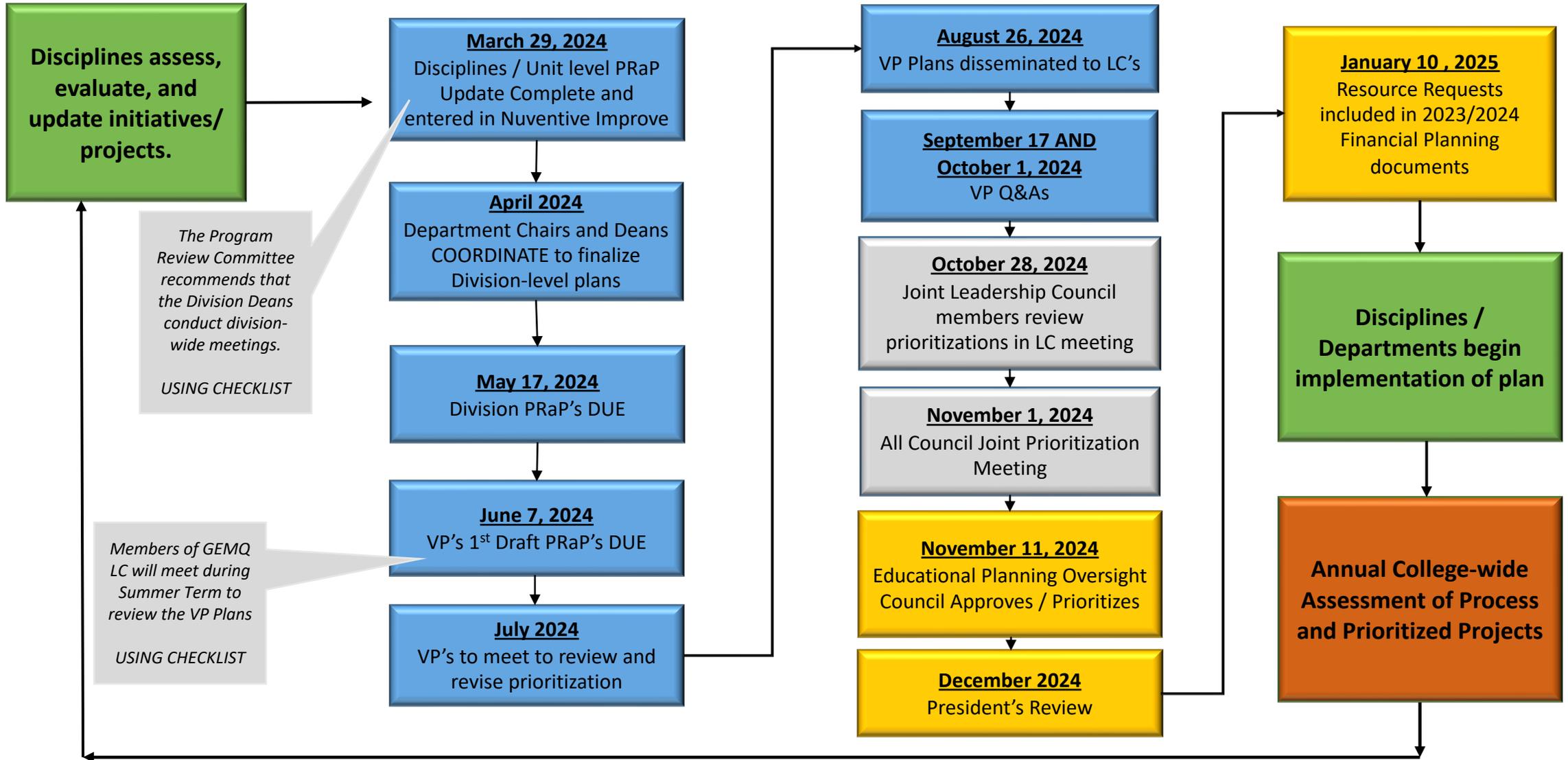
EQUITY: We are dedicated to dismantling barriers to success and creating a college community where equity is not just a goal but a reality for all, with a focus on those who have been outlined in our **Student Equity Plan** as being historically underserved and marginalized

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

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

Riverside City College

2024-2025 Prioritization Process (Annual Updates) *revised March 14 2024*



Faculty Chair Replacement from Someone Outside of Leadership Council Members

Information: Academic Senate asked GEMQ to come up with a process for replacing faculty LC chairs when a person from outside the committee volunteers to replace an empty seat that has not been filled from within the committee. The main issue is that faculty are elected by peers from their division and each LC has a limited number of voting members.

GEMQ came up with the 3 possibilities below. The options are listed below in order of preference by GEMQ. We would like you all to vote for either one, two, or all to be forwarded to the Academic Senate for consideration. The Academic Senate will then vote to approve one process to be placed into the Bylaws.

1. One additional person past the number of seats allocated can sit on the council. The faculty chair becomes a non-voting member until divisional reelection occurs.
2. One additional person past the number of seats allocated can sit on the council. One of the additional members (from the same division as the newly appointed chair) becomes nonvoting. It is up to the respective council members to decide who to replace.
3. The faculty chair replaces a voting member from their division. In the case of multiple seats, the least senior faculty remains on the council.

Proposal & Grant Acceptance Form

Riverside City College

Submission Date

Award Date

Project Director: _____ Extension/Email: _____
(List only one)

Department: _____ College/Area: _____

Title of Project & Very Brief Description: _____

Agency: _____

Grant Type: __ Federal __ State __ Foundation __ Local __ Corporate __ Other: _____

Project Duration: From: ___/___/_____ To Date: ___/___/_____ Due Date: _____

YES	NO	<u>ATTENTION: PLEASE ANSWER THE FOLLOWING QUESTIONS</u>	Notes/Comments:
		1. Will you need space other than that which is assigned to you to perform the project?	
		2. Does this proposal involve hiring any new employee(s)?	
		3. Is reassigned time requested for any individual?	
		4. Are humans involved as subjects?	
		5. Does this proposal align with your college strategic goals?	
		6. Does this proposal require institutional commitment to project sustainability?	
		7. Does this proposal require the formation of a NEW center, office or institute?	
		8. Are grant funds going to be used for direct student aid (e.g., tuition, incentives)?	

Notes Contin. (personnel, effort, budget, etc):

	Requested	Matching	Source
	Budget for First (or Current) Year Only		
Personnel	_____	_____	_____
Benefits	_____	_____	_____
Travel	_____	_____	_____
Equipment	_____	_____	_____
Supplies	_____	_____	_____
Contractual	_____	_____	_____
Other	_____	_____	_____
Total Direct	_____	_____	_____
Indirect	_____	_____	_____
Training	_____	_____	_____
TOTAL	_____	_____	_____
Indirect %	_____	_____	_____
Total (Entire Grant Period – All Year)			
_____ - _____			

PROJECT DIRECTOR

1. _____

VP BUSINESS SERVICES

4. _____

COLLEGE DEAN/AREA HEAD

2. _____

PRESIDENT

5. _____

DIVISION VICE PRESIDENT

3. _____

RETURN SIGNED DOCUMENT TO SPONSORED PROGRAMS OFFICE.

NOTES

1. Above signatories approve submission of this proposal and acceptance of grant as written should subsequent award documents be required.
2. Project Director's signature indicates agreement to comply with RCCD Conflict of Interest and Misconduct Policies.
3. Copy of approved administrative procedure attached.
4. Complete proposal budget attached.

Guided Pathways Committee Work Team Members and GP Workplan Tasks

Student Access and Support Work Team (SAS)		Teaching and Learning Work Team (TLLC)	
<u>Workplan Tasks</u>	<u>Members</u>	<u>Workplan Tasks</u>	<u>Members</u>
<ul style="list-style-type: none"> • Utilize data from New Student Orientation to reach out to students ahead of registration to introduce students to resources. • Collect and evaluate data to determine effectiveness of previous steps. • Identify strategic ways to help students engage in career conversations, career guidance and exploration, and career readiness throughout the college. • Expansion of Internship, Apprenticeship, and Experiential Learning opportunities for students. • Examine systemic portfolio options to ensure students are connecting with employers and universities. • Connect outcomes from Voice of the Student and other Qualitative research projects with both SEA and GP work. Identify and follow-through with actionable outcomes. Then assess VFS targets. • Develop an Adult Education Plan – aligned with our Strategic Enrollment Management Plan – focused on adult learners and how best we support our community, while increasing our offerings and in turn increasing our FTES. This includes the identification of resources • Identify strategies to increase Adult students’ “sense of belonging.” 	<ul style="list-style-type: none"> • Justin Borden • Timothy Gavilanes • Loren Overbo • Delia Tijerina • Sharon Walker 	<ul style="list-style-type: none"> • Explore year around scheduling • Collect and evaluate data on success rates of online and hybrid courses, and provide professional development opportunities to increase success. • Develop and Promote RCC Teaching Culture <ul style="list-style-type: none"> ○ Launch “Just 1 Thing” and “First 5 Minutes” Campaigns ○ Develop Teaching Values/Mission around Equity Forward Teaching ○ Explore contextualized learning with career focus and active and applied learning, encouraging students to think critically, solve meaningful problems, and work and communicate effectively with others. • Faculty Professional Development <ul style="list-style-type: none"> ○ Scale Equity Minded Teaching and Learning Institute and/or other equity focused professional development training initiatives. ○ Expand Communities of Practice to identify best practices for teaching and learning and creating a sense of belonging for students. 	<ul style="list-style-type: none"> • Tonya Huff •

		<ul style="list-style-type: none">○ Continue to provide professional development and support to increase equity minded pedagogy in courses.○ Expand New Faculty Development and explore reorientation opportunities for all faculty● Examine how programs, trainings and curriculum impact the practice in the classroom and in support programs in a systemic way.● Identify strategic ways to help students engage in career conversations, career guidance and exploration, and career readiness throughout the college.● Explore contextualized learning with career focus and active and applied learning, encouraging students to think critically, solve meaningful problems, and work and communicate effectively with others.● Connect outcomes from Voice of the Student and other Qualitative research projects with both SEA and GP work. Identify and follow-through with actionable outcomes. Then assess VFS targets.● Zero Textbook Cost to Degree (ZTC) Integration<ul style="list-style-type: none">○ Examine additional ways to promote ZTC adoption. Meet with ZTC/OER faculty Division Mentors and the Course Materials Affordability Committee (CMAC) to outline plans to expand efforts.	
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		<ul style="list-style-type: none"> ○ Faculty and Student survey on textbooks and ZTC/LTC/OER will be completed by June 9, 2023. ○ Map ZTC courses to find where gaps exist so we can develop and highlight ZTC degree pathways. ○ Support ZTC/OER division faculty reps with expansion efforts. 	
Resource Development and Administrative Services Work Team (RDAS)		Governance Effectiveness Mission and Quality Work Team (GEMQ)	
<u>Workplan Tasks</u>	<u>Members</u>	<u>Workplan Tasks</u>	<u>Members</u>
<ul style="list-style-type: none"> • Develop more structured and streamlined onboarding process for classified professionals (onboarding activities would include an introduction to RCC to increase awareness of support networks, introduce RCCs Culture of Care, understand their role in GP initiatives, etc.). • Provide more consistent training/development opportunities for classified professionals on GP, Equity, and cultural competency related to their scope of work. • Create a “classified professional to classified professional” mentor program for new employees to strengthen networks across constituency groups. 	<ul style="list-style-type: none"> • Jennifer Amaya • Natalie Halsell • Tony Ortiz 	<ul style="list-style-type: none"> • Collect and evaluate data to determine effectiveness GP goals/tasks • Utilize Data Coaching program to support student success. • Examine how programs, trainings and curriculum impact the practice in the classroom and in support programs in a systemic way. 	<ul style="list-style-type: none"> •
Student Success Teams (SSTs)		Department Leadership Work Team (DLC)	
<u>Workplan Tasks</u>	<u>Members</u>	<u>Workplan Tasks</u>	<u>Members</u>
<ul style="list-style-type: none"> • Align and Systemize the Work of the Engagement Centers/Success Teams • Continue growth and promotion of Career Center, Career Development efforts, and Job Development support into each engagement center. Include salary information and course sequences for each program of study at RCC on website. • Design the Engagement Centers as key “navigation” points for their students. Student engagement and 	<ul style="list-style-type: none"> • Lilia Acevedo • John Adkins • Lorena Franco • Cecilia Lusk 	<ul style="list-style-type: none"> • Program Mapping Integration <ul style="list-style-type: none"> ○ Update Program Maps yearly during Annual Program Review process. ○ All Program Maps will be updated with Career Information so that students can make informed decisions. 	<ul style="list-style-type: none"> • Scott Herrick • Sal Soto • Shari Yates



<p>work. Identify and follow-through with actionable outcomes. Then assess VFS targets.</p> <ul style="list-style-type: none">• Support ADT integration efforts and the training of personnel regarding AB 928 and determine process of placing all students in ADT pathway where an ADT major pathway exist			
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Riverside City College

GP COMMITTEE RESTRUCTURE 4/29/24



Guided Pathways Workplan Sections

1. Successful Enrollment

- 27% (21-22) - stayed even with 20-21
- DI pop.: Black or AA Females

2. Persistence: First Primary Term to Secondary Term

- 54% (21-22) - decreased 12% from 19-20
- DI pop.: Foster Youth

3. Completed Transfer-Level Math & English

- 13% (21-22) - stayed even with 20-21
- DI pop.: Black or AA Students

4. Transfer

- 6% (18-19) - increased 1% from 17-18
- DI pop.: Hispanic or Latino Students

5. Completion

- 6% (20-21) - decreased 2% from 19-20
- DI pop.: Native Hawaiian Students

Guided Pathways Workplan Sections (cont.)

6. Student Equity and Achievement (SEA) Program Integration
7. Associate Degree for Transfer (ADT) Integration
8. Zero Textbook Cost to Degree (ZTC) Program Integration
9. California Adult Education Program (CAEP) Integration
10. Strong Workforce Program (SWP) Integration

Highlights:

Alignment, Continuity, and Expansion of Engagement Centers/SSTs

- Design the Engagement Centers as key “navigation” spaces for their students.
 - Where student engagement and outreach is accessible through various mediums and consistent.
- Provide consistent high-quality engagement, outreach, and support across success teams/centers.
- Utilize Engagement Center Toolkit across teams/centers.
- Consistent monitoring and engagement between students and their counselors/ advisors (Stay on Path)
- Inclusion of Engagement Centers in Welcome Day programming.
- Strong collaborative relationships and communication between the Success Teams with campus partners

Highlights:

Focus on Data Analysis & Monitoring as we Scale Efforts and Develop Interventions

- Pathway data used by SSTs
- Course data by department chairs and faculty
- Voice of the Student (VoS) project
- Data Coaching

Highlights:

Develop and Promote RCC Teaching and Learning Culture

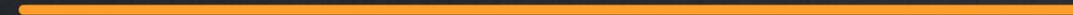
- "Just 1 Thing" Campaign
- "First 5 Minutes" Campaign
- New Faculty Development/Reorientation
- Faculty Guiding Principles and Resources
- Training for Chairs through Department Leadership Council
- Faculty profiles on program/department webpages
- Increase faculty collaboration with Engagement Center

Highlights:

Provide Consistent Training/Development Opportunities

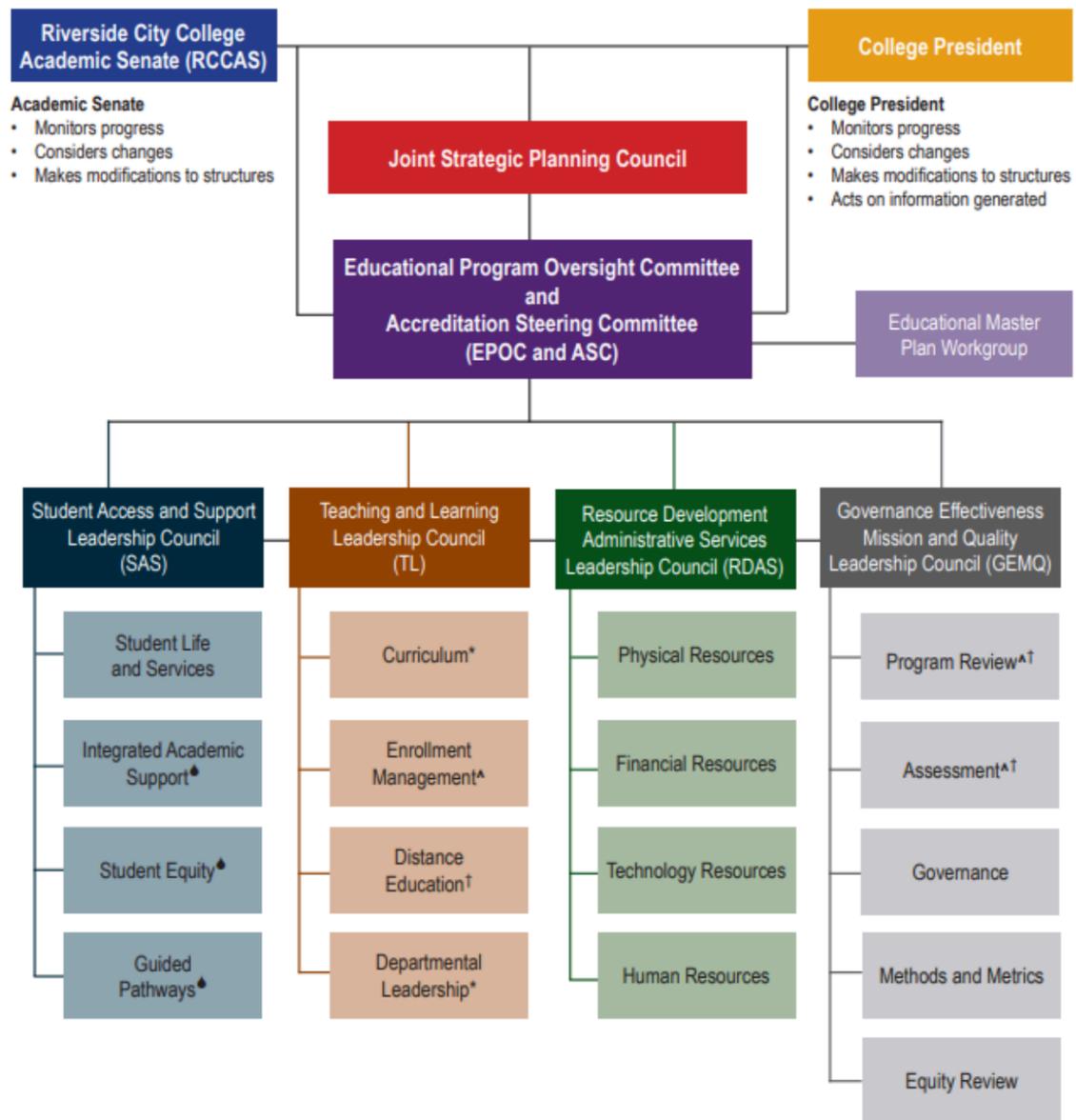
- Develop more structured and streamlined onboarding process for classified professionals
- Intentional inclusion and training for classified professionals in GP, Equity, and cultural competency efforts
- Mentorship programs
- EMLI and other equity training opportunities
- Training for SST members

STRUCTURE OF GP COMMITTEE



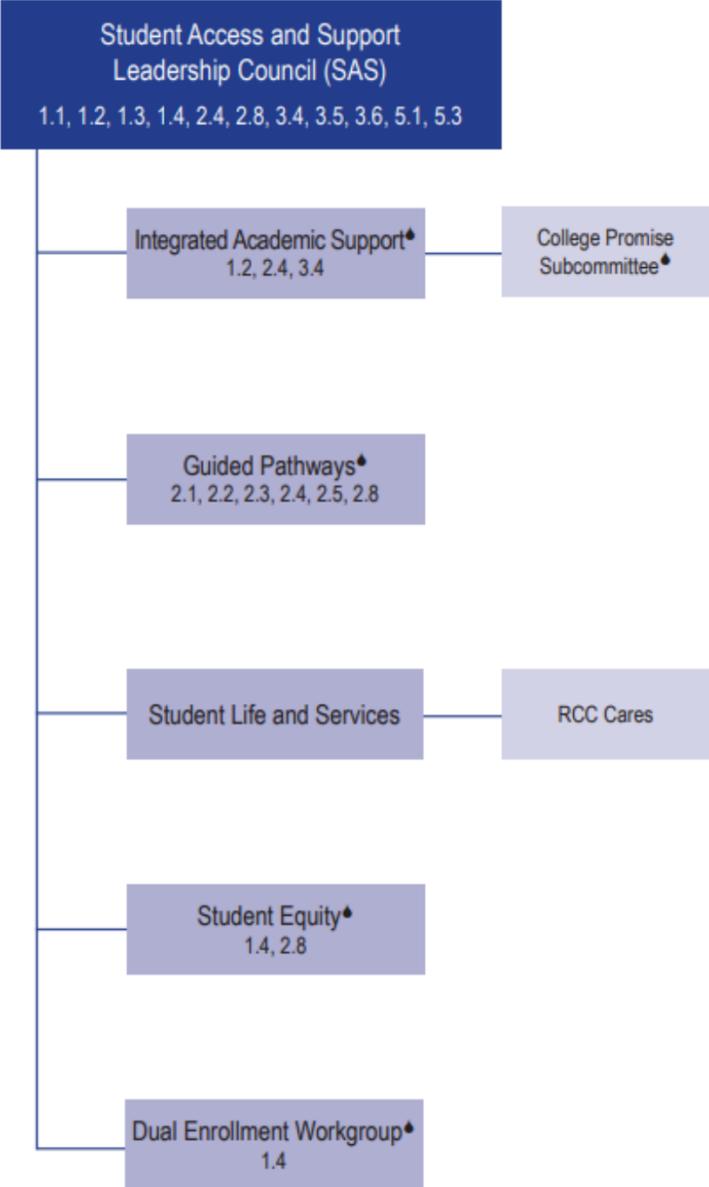
Council and Committee Structure

Work to create, monitor, assess and revise structure



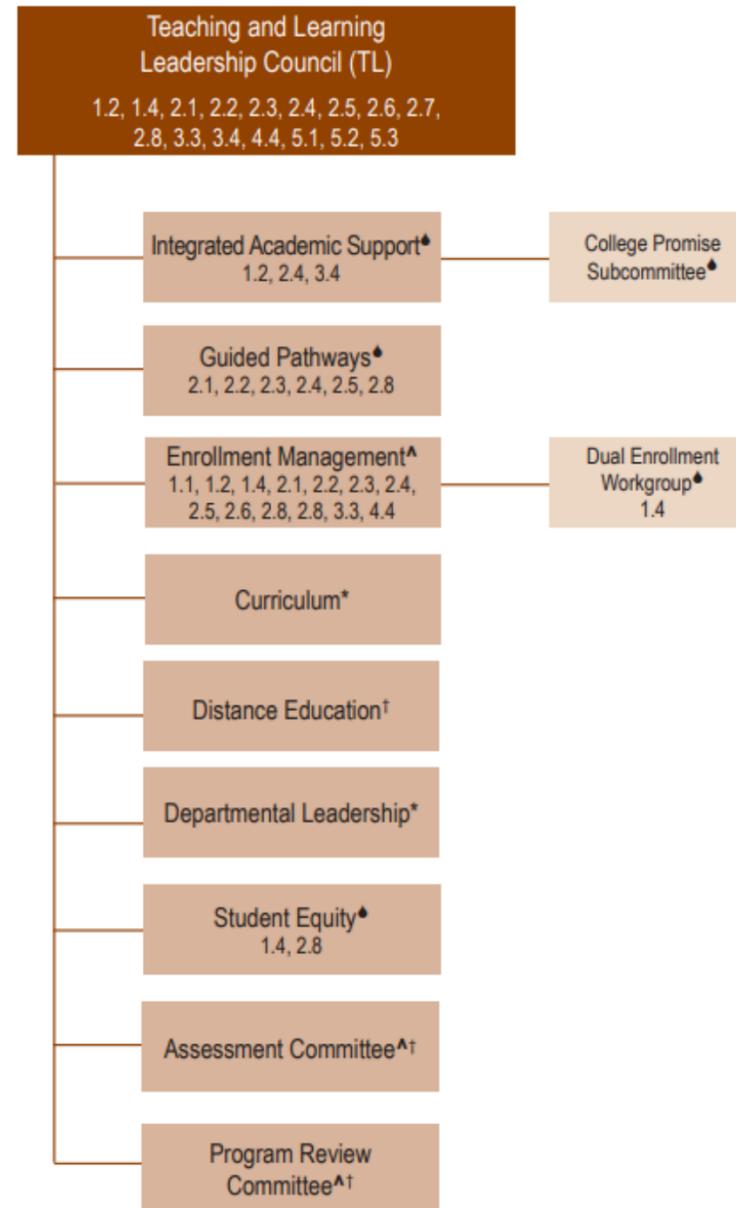
* RCCAS Committee
 † RCCAS Subcommittee
 ♦ Joint committee of TL and SAS
 ^ Joint with TL and GEMQ

Student Access and Support Leadership Council (SAS)



* RCCAS Committee
 † RCCAS Subcommittee
 ♦ Joint committee of TL and SAS
 ^ Joint with TL and GEMQ

Teaching and Learning Leadership Council (TL)



* RCCAS Committee
† RCCAS Subcommittee
* Joint committee of TL and SAS
^ Joint with TL and GEMQ

Strategic Plan 2020 - 2025 Goals the GP Committee Supports

- 2.1 - Increase by at least 20% annually the number of RCC students who acquire associate degrees, credentials, certificates, or specific job-oriented skills sets
- 2.2 - Increase by 20% annually the number of RCC students transferring to a UC, CSU, private college, or out-of-state public or private institution.
- 2.3 - Increase the percentage of exiting students who report being employed in their field of study by 3.5% annually, an increase of 10%, median earnings 9.75% annually, and the number of those earning a living wage by 9.75% annually.
- 2.4 - Through targeted interventions based on disaggregated student equity data, shorten the time to completion for part-time students from 6 to 4 years, and full-time students from 6 to 3 years.
- 2.5 - Increase number of students who complete both transfer-level math and English in first year by at least 20% annually.
- 2.8 - For each of the objectives above, decrease equity gaps by 40% in 5 years and eliminate within 10 years, by providing cultural proficiency training for faculty and academic support staff, and by providing integrated academic support, and discipline-specific pedagogical practices for improved student outcomes at the curricular level.

Structural Elements of Proposed Restructuring



- GP and Equity should be part of everything we do as an institution
- Focus on implementation of GP Workplan
- Integrate into current college structures
- Project teams that outline goals each semester (focus on work rather than report outs)
- Project teams meet consistently while larger committee meets 1 - 2 times a semester (Fall and Spring)

GP Committee Team Projects

DEPARTMENT LEADERSHIP

Projects related to:

- Program maps
- AB705 - Math & English completion
- Class scheduling
- Training for chairs



GOVERNANCE, EFFECTIVENESS, MISSION AND QUALITY

Projects related to:

- Assessment of pathway program outcomes (PLO's)/ Engagement Center Service Area Outcomes (SAO's)
- Program Mapping aligned with the annual Program Review and Planning process
- Resource Development aligned with the Strategic Planning Process



RESOURCE DEVELOPMENT & ADMINISTRATIVE SERVICES

Projects related to:

- Development of structured & streamlined onboarding process for classified professionals
- Examining and advocating for human and physical resource needs related to GP initiatives



STUDENT ACCESS & SUPPORT

Projects related to:

- Identification of strategies to support students' "sense of belonging"
- Student onboarding and orientation
- Identification of student needs and collaborating with offices/ departments on interventions



STUDENT SUCCESS TEAMS

Projects related to:

- Promotion of centers
- Center alignment and continuity
- Advising and Counseling
- Student persistence and outreach
- Career and Transfer support



TEACHING AND LEARNING

Projects related to:

- Development and promotion of RCC teaching culture
- Faculty Professional Development
- Zero Cost Textbook to Degree integration
- Expansion of equity forward teaching



Thoughts?



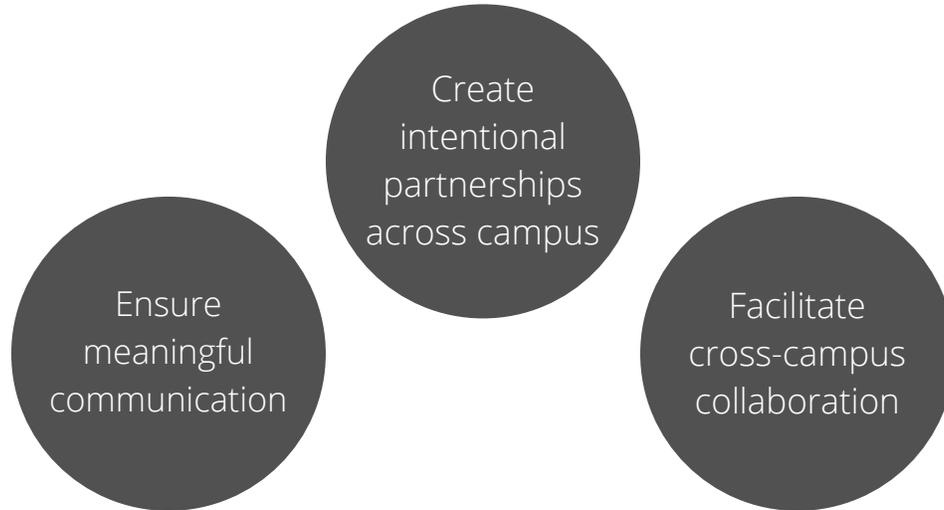
Questions?



THANK YOU!

May the Force be with you!

DESIGNED TO...



SECTIONS

- 1** Successful Enrollment
27% (21-22) - stayed even with 20-21
DI pop.: Black or AA Females
- 2** Persistence: First to Second Term
54% (21-22) - decreased 12% from 19-20
DI pop.: Foster Youth
- 3** Complete Transfer-Level Math/English
13% (21-22) - stayed even with 20-21
DI pop.: Black or AA Students
- 4** Transfer
6% (18-19) - increased 1% from 17-18
DI pop.: Hispanic or Latino Students
- 5** Completion
6% (20-21) - decreased 2% from 19-20
DI pop.: Native Hawaiian Students
- 6** Student Equity and Achievement (SEA) Program Integration
- 7** Associate Degree for Transfer (ADT) Integration
- 8** Zero Textbook Cost to Degree (ZTC) Program Integration
- 9** California Adult Education Program (CAEP) Integration
- 10** Strong Workforce Program (SWP) Integration

HIGHLIGHTS

Alignment, continuity, and expansion of Engagement Centers/SSTs

Focus on data analysis & monitoring as we scale efforts and develop interventions

Develop and promote RCC Teaching & Learning "Culture"

Provide consistent training/development opportunities

2024 Annual Fiscal Report

General Instructions and Survey Questions

(California Community Colleges in Multi-College Districts)

This document provides assistance with the ACCJC 2024 Annual Fiscal Report (AFR). The final version of the report will be submitted online, but the questions are included below for reference and to facilitate the data collection process. For California Community Colleges, the 2024 AFR is due no later than **April 12, 2024**.

ACCJC Support Contacts:

For technical support: Tom Lane (tlane@accjc.org)
For all other questions: Christine Statton (cstatton@accjc.org)

Background: About the ACCJC Annual Fiscal Report (AFR)

In accordance with federal regulations and the Commission [Policy on Monitoring Institutional Performance](#), ACCJC applies a set of annual monitoring and evaluation approaches to assess member institutions' strengths, stability, and ongoing alignment with the Standards during the course of the accreditation review cycle. The Annual Fiscal Report (AFR) is one of the tools used for this process.

Technical Notes for the 2024 AFR Survey

- The 2024 AFR collects data for the three-year period that includes FY 2020-2021, FY 2021-2022, and FY 2022-2023.
- Additional information and data definitions are provided in the instruction text where relevant.
- All questions with an * are required.
- If a question is not applicable, please enter n/a.
- Answers are saved automatically and can be accessed and revised as many times as needed prior to submission.
- Use the "Section Navigator" buttons on the next page to jump between sections.

Submitting the 2024 AFR Survey

To submit a final copy, follow the instructions in the Final Step page of the online survey. When the survey has been submitted, ACCJC will forward a final PDF copy of the answers to the ALO and CEO for final review (and adjustment, if needed). If no corrections are needed, the PDF copy will stand as the final, certified copy of the 2024 AFR.



Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES

2024 Annual Fiscal Report Questions
California Community Colleges in Multi-College Districts
(Due April 12, 2024)

General Information

1. College name:

2. District Name:

3. Contact information for Chief Business Officers (CBO):

a. Name of College CBO:

b. Title of College CBO:

c. Phone number of College CBO:

d. Email of College CBO:

e. Name of District CBO (if different than College CBO):

f. Title of District CBO (if different than College CBO):

g. Phone number of District CBO:

h. Email of District CBO:

Section 2 - District Data - Revenue

(Source: Unrestricted General Fund, CCFS 311 Annual Revenues, Expenditures, and Fund Balance)

4. Revenue (Source: UGF, CCFS 311 Annual Revenues, Expenditures, and Fund Balance)

	FY 20/21	FY 21/22	FY 22/23
4a. Total Unrestricted General Fund Revenues (excluding account 8900)	\$	\$	\$
4b. Other Unrestricted Financing Sources (account 8900) (Enter 0 if none)	\$	\$	\$

4bi. Other Unrestricted Financing Sources (account 8900) entered above in 4b is primarily comprised of the following (describe two largest components for each FY):

Note: ACCJC does not count other unrestricted financing sources as a regular and ongoing source of revenue, unless it is a sustainable annual revenue. ACCJC will no longer count HEERF funds as sustainable for FY 22/23. Transfers-in from OPEB trusts are not sustainable – list these as one-time. Please list any HEERF used in 2022/23 as one time.

Year	Description	Amount	Sustainable/One-time/HEERF
FY 20/21		\$	
FY 20/21		\$	
FY 21/22		\$	
FY 21/22		\$	
FY 22/23		\$	
FY 22/23		\$	

5. Unrestricted General Fund Beginning/Ending Balance

	FY 20/21	FY 21/22	FY 22/23
5a. Net (Adjusted) Unrestricted General Fund Beginning Balance <i>Use CCFS 311 Annual, adjusted unrestricted beginning fund balance</i>	\$	\$	\$
5b. Net Unrestricted General Fund Ending Balance, including transfers in/out <i>This is the amount reported on the CCFS 311 report after transfers in/out</i>	\$	\$	\$

Section 3 – Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)

6. Expenditures (Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)

	FY 20/21	FY 21/22	FY 22/23
6a. Total Unrestricted General Fund Expenditures (including account 7000)	\$	\$	\$
6b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	\$	\$	\$
6c. Other Unrestricted General Fund Expenses <i>(i.e., 6a minus 6b)</i>	\$	\$	\$
6d. Unrestricted General Fund Ending Balance <i>(Same as 5b, which includes transfers in/out)</i>	\$	\$	\$

Section 4 – Liabilities/Debts

	FY 20/21		FY 21/22		FY 22/23	
7. Did the District borrow funds for cash flow purposes?	Yes	No	Yes	No	Yes	No
8. Short-Term Borrowing (less than one year): <i>Total short-term Unrestricted General Fund borrowing/debt</i>	\$		\$		\$	
9. Did the District issue unrestricted long-term debt instruments or other new borrowing (not G.O. Bonds) during the fiscal year? (Do <u>not</u> include GASB capitalized leases)	Yes	No	Yes	No	Yes	No
9a. If you answered YES for any year in question 9, please indicate what <u>type</u> . Enter n/a if not applicable.						
9b. IF you answered YES for any year in question 9, please indicate <u>amounts</u> . Enter n/a if not applicable.	\$		\$		\$	
10. Debt Service Payments (Unrestricted General Fund): (Please include payments on GASB 87 leases) <i>This amount also includes transfers made from the Unrestricted General Fund to any other fund for the purposes of debt service payments.</i>	\$		\$		\$	

Section 5 – Other Post-Employment Benefits (OPEB)

11. From the most recent GASB 74/75 OPBE Actuarial Report:	
11a. Total OPEB Liability (TOL) for OPEB	\$
11b. Fiduciary Net Position	\$
11c. Net OPEB Liability (11a – 11b)	\$
11d. Funded Ratio – i.e., Fiduciary Net Position (FNP)/TOL	%
12. Date of most recent GASB 74/75 OPEB Actuarial Report (use valuation date)	
	(mm/dd/yyyy)

13. Has an irrevocable trust been established for OPEB liabilities? Yes No
14. OPEB Trust or Reserves (enter n/a if not applicable):
- | | FY 20/21 | FY 21/22 | FY 22/23 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|
| 14a. Amount deposited into OPEB Irrevocable Trust
<i>Add amounts deposited during the fiscal year. These amounts are usually included in the District's Annual Audit, and trust is referred to as Fiduciary Trust or Plan Fiduciary.</i> | \$ | \$ | \$ |
| 14b. Amount deposited into non-irrevocable Reserve specifically for OPEB | \$ | \$ | \$ |
15. Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in 22/23? Yes No
If YES, that description and amount should be reported in question 4bi for FY 22/23

Section 6 – Cash Position

- | | FY 20/21 | FY 21/22 | FY 22/23 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|
| 16. Cash Balance at June 30 from Annual CCFS-311 Report
(Combined General Fund Balance Sheet Total – Unrestricted and Restricted- accounts 9100 through 9115) | \$ | \$ | \$ |
17. Does the district prepare cash flow projections during the year? Yes No

Section 7 – Annual Audit Information

***NOTE:** Audited financial are due to the ACCJC no later than **April 12, 2024**. A multi-college district may submit a single district audit report on behalf of all colleges in the district. Please email a PDF version of the Audited Financial Statements to support@accjc.org.*

18. Date annual audit report for the 22/23 fiscal year was electronically submitted to ACCJC, along with the institution's response to any audit exceptions:
(mm/dd/yyyy)

The following information is found in the beginning of the Findings and Questioned Costs section of the Annual Audit

- | | FY 20/21 | FY 21/22 | FY 22/23 |
|---------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|
| 19. List the number of audit findings (financial statement, federal compliance, and state compliance) for each year. Enter 0 if none. | | | |
20. Number of modified/qualified opinions in the Summary of Auditors Results (Annual Audit) for 2022/23 (enter 0 if none):

Section 8 – Other District Information

21. Budgeted/Actual FTES (District)	FY 20/21	FY 21/22	FY 22/23
21a. Final Adopted Budget – budgeted Full Time Equivalent Students (FTES) (Annual Target) <i>Include resident FTES only.</i>			
21b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320, or from more recent CCFS 320 Recal if applicable <i>Report resident FTES only. Report actual FTES, not hold harmless FTES.</i>			
22a. During the report year, did the institution settle any contracts with employee bargaining units?			Yes No
22b. Did any negotiations remain open?			Yes No
22c. How many unit contracts remained open (ongoing negotiations) for over two years? (Enter 0 if none.)			
22d. Please use the text box below to provide additional context related to significant impacts of settlements and any ongoing negotiations. (Enter N/A if not applicable.)			

Section 9 – College Data

23. Budgeted/Actual FTES (College)	FY 20/21	FY 21/22	FY 22/23
23a. Final Adopted Budget – budgeted Full Time Equivalent Students (FTES) (Annual Target - college)			
23b. College Actual Full Time Equivalent Students (FTES) from Annual CCFS 320, or from more recent CCFS 320 Recal if applicable <i>Report resident FTES only. Report actual FTES; not hold-harmless.</i>			
	Cohort Year 2018 (published fall 2021)	Cohort Year 2019 (Published fall 2022)	Cohort Year 2020 (Published fall 2023)
24. USDE official cohort Student Loan Default Rate (FSLD) (Cohort 3-year rate)	%	%	%

Section 10 – District and College Information

- 25a. For report year, how many executive or senior administrative leadership positions have a new permanent administrator as of June 30, 2023, or remain vacant at June 30, 2023? List for the District and the College.

Senior administrative leadership generally includes the Chief Executive Officer (CEO) of the college/district and any administrators who report to that position and/or sit on the CEO's cabinet or executive committee. Senior executive leadership always includes the chief business official or chief financial officer of the college/district.

College:
District:

- 25b. How many executive or senior administrative leadership positions have been replaced with an interim as of June 30, 2023? List for the District and College.

College:
District:

- 25c. Please describe the leadership change(s) referenced in 25a and 25b (enter N/A if not applicable):

26. Please use the text box below to provide any comments or context related to the data submitted in this report (optional, no word limit).

SUBMISSION INSTRUCTIONS

Once all data has been entered into the online survey, use the Section Navigation links to review carefully. Answers may be reviewed and revised as many times as needed prior to final submission.

Follow the instructions in the **Final Step** page of the online survey to submit. Upon submission, ACCJC will forward PDF copy of the answers to the ALO and CEO for final review (and correction, if needed). If no corrections are needed, the PDF copy will stand as the final, certified copy of the institution's 2024 Annual Fiscal Report.

Constitution And Bylaws

Riverside Strategic Planning
Leadership Councils

Ratified by RCCAS.....May 16, 2016

Revision ratified.....November 5, 2018

Revision ratified by RCCAS... May 16, 2022

Riverside City College Strategic Planning Leadership Councils

CONSTITUTION

Article I

Purpose

The Strategic Planning Leadership Councils allow all members of the college community – students, faculty, classified professionals, and administration – to participate in the college strategic and operational decision-making process, one based on common values, trust, and open dialogue. The purpose of the Strategic Planning Leadership Councils is grounded in statute, regulations, and accreditation standards. For example, California Education Code §70901 gives “faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions...and [ensures]...that these opinions are given every reasonable consideration.” The nature of the roles that the stakeholder groups play in participatory governance is further developed and clarified in the California Code of Regulations, Title 5, §§51023.5, 51023.7, and 53200-53206.

Accreditation Standard IV.A.2 requires that “the institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes.” Accreditation Standard IV also states, “governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer.” Finally, Accreditation Standard IV.A.1 states, “when ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.”

Article II

Roles of College Constituencies

Section 1: College Administration

The College Administration will take an active role in shared governance by being involved in the formulation and development of college policy and procedures. Education Code §87002b gives educational administrators “responsibility for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district.” Accreditation Standard IV.A.3 states that administrators, “through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget in their areas of responsibility and expertise.” Accreditation Standard IV.A. states that academic administrators, “through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.”

Section 2: Faculty

Along with the College Administration, faculty play a central role in the college's strategic planning and operations. Title 5, §53200 gives the faculty primary responsibility for making recommendations to or reaching agreement with the governing board on academic and professional matters. It also gives the Academic Senate "special" authority to formulate policy and make recommendations to the board in the "10 + 1" areas, including "processes for program review, processes for institutional planning and budget development, district and college governance structures, as related to faculty roles, and education program development." The Academic Senate will assure student, classified professional, and administrative participation in all areas that directly impact them as mandated by Title 5. Accreditation Standard IV.A.3 states that faculty, "through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget in their areas of responsibility and expertise." Accreditation Standard IV.A.4 states that faculty, "through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services."

Section 3: Classified Professionals

Classified Professionals will take an active role in shared governance by being involved in the development of college policies and procedures. Title 5, §51023.5 ensures that classified and confidential employees are given the opportunity to "participate effectively in district and college governance," particularly in the formulation and implementation of policies that "have or will have a significant impact" on classified employees, and that their "recommendations and opinions...are given every reasonable consideration." Accreditation Standard IV.A.2 provides the opportunity for classified professionals participation in the decision-making process.

Section 4: Students

Students will participate in shared governance by being involved in the development of college policies and procedures, which have a significant impact on them as defined in Title 5, §51023.7 This section of Title 5 gives students "the opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students" and ensures that "recommendations and positions developed by students are given every reasonable consideration." Accreditation Standard IV.A.2 provides the opportunity for student participation in the decision-making process and "makes provision for student participation and consideration of student views in those matters in which students have a direct and reasonable interest."

Article III

Strategic Planning Leadership Councils

Section 1: Purpose

The Strategic Planning Leadership Councils (SPLCs) allow all members of the college community to participate in the decision-making process. Membership includes students, faculty, classified professionals, and administration. The SPLCs develop, assess, monitor, and evaluate the college's long-range plans; review and approve the Five-Year Comprehensive Program Review Plans in the areas for which they are responsible; monitor the specific activities of each unit and evaluate each unit's Annual Assessment report; and link goals, vision, and processes for planning and evaluation to resource allocation.

The SPLCs, in accordance with their respective charge, shall

- a. Coordinate the development and implementation of the college's long-range strategic plans, after approving the planning priorities of the disciplines, departments, and divisions generated from the Comprehensive Program Review and Five-Year Plan;
- b. Create integrated action plans to monitor, evaluate, and advance each unit's action plans;
- c. Make recommendations to the Educational Planning Oversight Committee;
- d. Facilitate the dissemination of strategic planning information to the college community;
- e. Advance the implementation of college goals and targets; and
- f. Assess the progress each year the college makes to achieve its targets.

Section 2: Composition

The four (4) leadership councils are Student Services and Support (SAS); Teaching and Learning (TL); Resource Development and Administrative Services (RDAS); and Governance, Effectiveness, Mission and Quality (GEMQ).

Any member of the college community, including part-time faculty, may join one of the leadership councils as a non-voting member. Each council has, as its voting membership, a presiding faculty chair, an administrative co-chair, a classified co-chair, and a student co-chair. Classified and administrative appointments, the administrative co-chairs, classified co-chairs, and student co-chairs shall be made by the college president, the California School Employees Association (CSEA), and the Associated Students of Riverside City College student government (ASRCC), respectively. The Academic Senate will confirm the faculty presiding chair, as elected by the councils. Voting members of the councils are elected by division. Appointments/ elected terms shall be for two years; incumbents may be reappointed. To the degree possible, appointments shall be made in staggered terms. Members may be removed after three absences at the discretion of the constituent group. Each voting member of a council may be expected to serve on at least one of the council's major subcommittees in order to facilitate effective communication and integration. At the beginning of each academic year, each council shall provide the Educational Programs Oversight Committee with a roster of voting members and other participating members.

Section 3: Meetings

All meetings shall take place during the fall and spring terms. The SPLCs shall meet once a month or as deemed necessary. Quorum shall consist of 50 percent, plus one (1) of voting membership. Strategic Planning Leaderships Council meetings are held on the fourth Monday of each month from 3:00pm – 5:00pm during the primary terms to ensure that no conflicting meetings interfere with the ability of voting members to participate.

Article IV

Educational Program Oversight Committee

Section 1: Purpose

EPOC oversees and directs the general work of the councils, monitors institutional progress toward achieving college goals, and provides recommendations to the college president. It also serves as the Accreditation Steering Committee.

Section 2: Composition

The voting membership of EPOC consists of 18 members: the presiding Faculty Chair of EPOC, the faculty Accreditation Steering Committee chair, the presiding faculty chairs of each leadership council, the four administrative co-chairs of the leadership councils, three faculty members who chair one of the councils' permanent committees, the four classified co-chairs, and the ASRCC president. The three faculty representatives chairing one of the councils' permanent committees shall serve one-year terms. Based on the planning priorities of the college for the subsequent year and relying on the recommendations from the leadership councils and approved by EPOC, the RCCAS shall confirm the subsequent year appointments at its May meeting. The college President shall serve as an *ex officio* member of EPOC and shall be responsible for appointing an administrative co-chair of EPOC. The presiding Faculty Chair of EPOC shall be appointed by the Academic Senate and the Academic Senate President shall serve as an *ex officio* member of EPOC. The college vice president of CTA and the college vice president of CSEA (or their designees) shall also be *ex officio* members of EPOC.

Section 3: Meetings

EPOC meetings are held the second Monday of the month from 3:00pm–5:00pm during the regular semesters or as deemed necessary by the presiding chair. Quorum shall consist of 50 percent, plus one (1) of voting membership.

Article V Operating Procedures

Section 1: Rules of Operation

The Ralph M. Brown Act shall be followed for scheduling and holding meetings and Robert's Rules of Order (most recent edition) shall serve the basis for parliamentary procedure.

Section 2: Decision-Making Process of the Councils

All action items brought before the councils will be decided openly at its meetings. Whenever possible, decisions will be made by consensus. Consensus is reached by discussing elements of a motion or action item that are of concern to any constituency until concerns are resolved as fully as possible. Every attempt will be made to arrive at consensus. If there is a lack of consensus on an action item, a vote will be taken with the majority decision forwarded, with the positions of the representatives clearly noted. If a majority of the faculty representatives do not make up a majority in the majority decision, the decision will be brought to the RCCAS for consideration. A minority opinion may be included with the majority decision.

Article VI Adoption and Revision

This constitution will become effective after the RCCAS and a majority of the Strategic Planning Council membership (the voting members of the leadership councils) approve the document. Reconsideration or amendment of this charter shall be considered upon the recommendation of any two-constituency groups and approved by the RCCAS and the Strategic Planning Council membership. The bylaws of the Strategic Planning Leadership Councils may be revised by a simple majority vote by the voting members of the EPOC and by the voting members of the councils and permanent advisory/work groups. Such modifications shall be brought to the RCCAS and College President for ratification and approval.

Riverside City College Strategic Planning Leadership Councils

BYLAWS

Article I Council

Purpose

Strategic Planning Leadership Councils (SPLCs) make their recommendations to the Education Program Oversight Committee (EPOC), which in turn, after discussion, approves and forwards the recommendation to the college president for action. The president shall communicate his/her decision to EPOC. When appropriate, the president shall also communicate the recommendation to the District Strategic Planning Committee or Chancellor, and report any decisions/actions back to the EPOC. The presiding chairs of the leadership councils are responsible for communicating all decisions to their councils, committees, and workgroups.

Article II Leadership Councils

Each leadership council should include, at a minimum, one member from each of the constituency groups (i.e., faculty, administration, classified, and students). Each council has a presiding faculty chair, a classified co-chair, an administrative co-chair, and a student co-chair. Each constituency group shall be responsible for appointing its representatives to leadership councils.

Membership of each council is unlimited; however, each council has only 19 voting members who vote regularly; the presiding faculty chair, though a member of the council, should only vote in accordance with the expectations of parliamentary procedure. Voting members shall consist of the presiding faculty chair (1), the classified, student and administrative co-chairs (3), one (1) Administrator, nine (9) full-time Faculty, and five (5) Classified professionals. The ten faculty members should represent the six academic divisions. The Language, Humanities, and Social Science division shall have three (3) representatives who shall serve two-year terms. The following divisions should have two (2) faculty representatives who shall serve two-year terms: Career and Technical Education; Mathematics, Science and Kinesiology. The following divisions shall have one faculty representative who shall serve a two-year term: Nursing; Counseling, Library and Learning Resources and Academic Support; Fine and Performing Arts. The following divisions shall elect Council members in odd-numbered years: Career and Technical Education; Fine and Performing Arts; Nursing. The following divisions shall elect Council members in even-numbered years: Counseling, Library and Learning Resources and Academic Support; Languages, Humanities and Social Sciences; Mathematics, Science and Kinesiology. Classified co-chairs to councils shall be appointed by CSEA and student co-chairs by ASRCC. Faculty representatives shall elect the leadership council chair from among the faculty representatives elected to the council. Any faculty member willing to serve as a leadership council presiding chair should put his or her name forward to be elected to the council within his/her division. The faculty presiding chair needs to be ratified by the RCCAS. Any proposed candidates to fill vacancies shall be brought to the respective representative bodies (e.g., RCCAS, CSEA and ASRCC) for confirmation. Any voting member of a Leadership Council cannot serve as a voting member on any other Council.

Each leadership council will be supported by committees, sub-committees, and workgroups to address specific issues or to accomplish a designated task. Committees, except those connected to the RCCAS, should have membership from each constituency group and shall have, at a minimum, presiding faculty and administrative co-chairs. The membership of the committees shall be appointed by the Leadership Council and should have the expertise necessary to complete the assigned task.

Committees, sub-committees, and workgroups shall make decisions by consensus and forward their recommendations to the appropriate leadership council. All voting council members may be expected to serve on at least one of the council's major sub-committees to facilitate communication and integration. The strategic planning leadership council and committee structure is outlined below. The membership and structure of the Academic Senate committees that report to the councils shall reflect the Constitution and Bylaws of the RCCAS.

Section 1: Council Responsibilities

Any college or district proposals or plans that impact students and/or require or allocate resources, regardless of their funding sources, shall go to the appropriate leadership council for approval before they are forwarded to EPOC for approval and integration into the strategic planning process. Each leadership council has both strategic and operational responsibilities:

Student Access and Support Leadership Council (SASLC)

Strategic Responsibilities

1. Develop and monitor, in conjunction with the Teaching and Learning Leadership Council the integrated plan for SEAP (Student Equity and Achievement Program; colleges still need a separate student equity plan);
2. Accept the Five-year Comprehensive Program Review Plans for each unit and prioritize the plans, including resource requests, that relate to student services/access and integrated academic support;
3. Assess the progress of the council's long-range plans each academic year;
4. Assist in the development of the college's Mid-Range Financial Plan; and
5. Assume responsibility for Accreditation Standard IIB & IIC.

Operational Responsibilities

1. Based on yearly assessments of the Five-Year plans and on current year budget constraints, amend the resource requests (staffing, technological, and facilities) in each college unit's yearly assessment that relate to student services/access and integrated academic support;
2. Develop an Integrated Action Plan each year;
3. Assess each year student support services/access targets and goals and make recommendations for their improvement;
4. Review the college's action plans related to student services/access and integrated academic support to ensure alignment to college goals and progress toward measurable targets;
5. Assess current instructional services provided by the library and other learning support services and make recommendations for their improvement; and
6. Monitor and evaluate each unit's annual Assessment Report in the areas of student services/access and integrated academic support.

Teaching and Learning Leadership Council (TLLC)

Strategic Responsibilities

1. Develop, monitor and assess the college's Educational Master Plan, and Strategic Enrollment Management Plan with Governance, Effectiveness, Mission and Quality (GEMQ) and provide verification that the outline criteria and timelines of the Educational Master plan are being met;
2. Accept and prioritize resource requests from each college unit's Five-Year Program Review and Plans that relate to academic or career/technical programs;
3. Coordinate with the Curriculum Committee to make recommendations for new programs and for enlarging, reducing, or eliminating programs from the Educational Master Plan;
4. In conjunction with Student Access and Support (SAS), develop, monitor and assess the integrated SEAP plan (Student Equity and Achievement Program) and Student Equity Plan; and
5. Assume responsibility for Accreditation Standard IIA.

Operational Responsibilities

1. Review Key Performance Indicators (KPI) with GEMQ and provide a direct report to the Educational Planning and Oversight Committee (EPOC);
2. Implement and assess each year the college's Strategic Enrollment Management Plan;
3. Develop and assess the Integrated Action Plans for each academic year;
4. Monitor the assessment of academic, career & technical, college, and basic skills educational programs.
5. Assist in the development and implementation of the college's Financial Plan through prioritization with RDAS;
6. Review the action plans of the council and sub-committees to ensure alignment to college goals and adequate benchmarks are established (see council and committee structure chart); and
7. Advance the implementation of college goals.

Resource Development and Administrative Services Leadership Council (RDASLC)

Strategic Responsibilities

1. Develop the college's Midrange Financial and Allocation Plan that encompasses human, technological, and physical resource requirements as well as develop potential revenue sources;
2. Develop the college's Facilities Master Plan;
3. Develop the college's Human Resources Plan, including the college's Professional Development Plan (faculty, classified, administrative);
4. Develop the college's Technology Plan; and
5. Accept and prioritize resource requests from each unit's Five-Year Comprehensive Program Review Plan; and
6. Assume responsibility for Accreditation Standard III.

Operational Responsibilities

1. Review periodic revenue and expenditure reports for the college;
2. Develop Integrated Action Plans for each academic year;
3. Assess and re-calibrate each year the college's resource metrics and objectives;
4. Make recommendations on Professional Development Plans;
5. Advance the implementation of college goals;
6. Assess each year the college's facilities load ratio metrics;
7. Assess each year the implementation of the college's Technology Plan;
8. Assess each year the college's Human Resources Plan;
9. Assess each year the college's Finance Plan.

Governance, Effectiveness, Mission, and Quality Leadership Council (GEMQLC)

Strategic Responsibilities

1. Facilitate the review process of the mission, vision, and values statements; ensure alignment with Strategic Plan and Educational Master Plan;
2. Coordinate the review and evaluation of the program review and plan template and process;
3. Facilitate the completion of program reviews and plans by providing technical support and training to disciplines/units;
4. Review and analyze progress on the college's Strategic Plan, and review alignment with the Educational Master Plan;
5. Review and update the college's Assessment Plan in alignment with the Strategic Plan and Educational Master Plan;
6. Review the methodology for setting institution-set standards, and adjust as needed to ensure alignment with the Strategic Plan (Shared Governance Assessment Committee);
7. Accept and prioritize resource requests from each unit's Five-Year Comprehensive Program Review Plan;
8. Assume responsibility for Accreditation Standards I and IV;
9. Assess and use assessment results for improvement in role delineation, decision-making structures and communication methods; and
10. Foster a sustained, substantive, and collegial dialog about student outcomes, equity, academic quality, institutional effectiveness, and continuous improvement.

Operational Responsibilities

1. Coordinate with the Office of Institutional Effectiveness to support the use of data, research, and analysis to inform planning;
2. Review and encourage the alignment of discipline/unit goals with college strategic goals;
3. Review and analyze progress on college strategic goals using program review updates and Institutional Effectiveness metrics;
4. Review progress on assessment goals and activities at the course, program, degree, and institutional levels; evaluate college performance related to student achievement; and recommend actions toward improvement;
5. Coordinate the review and evaluation of college planning structures, processes, and operations.