



Riverside City College Academic Senate

Agenda

Monday 6 April 2026 • 3:00 - 5:00 PM

Meeting Location: The RCC Hall of Fame Room

YouTube link for viewing:

<https://www.youtube.com/channel/UC9tCDF4RDXCqzrUS0QfO09A/featured>

- 3:00 I. **Call to Order**
- 3:05 II. **Approval of the Agenda**
- 3:05 III. **Approval of the Minutes** March 2; March 16 [tabled]
- 3:08 IV. **Public Comments**
- 3:18 V. **Liaison Reports**
- A. RCCD Faculty Association
 - B. College President or designee
 - C. ASRCC Representative
- 3:25 VI. **Committee or Council Updates and Reports**
- A. Faculty co-chair of GEMQ, Ginger White or designee, will review the Program Review process for this spring including guiding questions and relevant deadlines (information)
 - B. TLLC faculty co-chair, LaShonda Carter, will share a revised draft position statement on AI for senate feedback (information and discussion)
 - C. RCCAS will hear any updates regarding IETTC (information)
 - D. Accreditation co-chair, Jacquie Lesch or designee, will introduce the Institutional Self-Evaluation Report (ISER) for the first read (information and discussion, first read)
- 3:35 VII. **Ongoing Business**
- A. President Scott-Coe or designee will share information about the forms and timeline for 2026-27 Education Assistant applications (information)
 - B. President Scott-Coe or designee will share the final updated District Academic Senate bylaws following input in Fall 2025, with a recommendation for final approval that can be taken back to DAS in April (information + action)
 - C. VP Taylor or designee will share the [ASCCC Resolutions Packet](#) for distribution and feedback from departments in advance of ASCCC Spring Plenary 2026 (information)
 - D. RCCAS will consider any updates regarding the proposed Canvas gradebook software pilot for Early Alert (information and discussion)
- 4:25 VIII. **New Business**
- A. Prof. Kevin Mayse or designee will share the application materials and supporting documents for the Naming Recognition of Professor Robert Dominguez for the Drum Set Room at Coil School for the Arts (discussion and action)
 - B. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates for the following committees or councils (action)
 - a. Updated College, District, and State Committee vacancies and re-appointments coming in April
- 4:30 IX. **Officer Reports**
- A. Secretary-Treasurer
 - B. President
 - C. Vice-President
- 4:45 X. **Open Hearing**
- 4:55 XI. **Learn, Share, Do**
- 5:00 XII. **Adjourn**

Next RCCAS Meeting: Monday 20 April 2026

Agenda items due by Wednesday 8 April at noon (to allow for posting before Spring Break)

Title 5 §53200 and RCCD Board Policy 2005

Academic Senate "10+1" Purview Areas

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

* The RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate

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

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

Riverside City College Academic Senate
March 2, 2026 • 3:00 - 5:00 PM • Hall of Fame

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

Roll Call

Academic Senate Officers (Term ending 2026)

President: Jo Scott-Coe

Vice President: Star Taylor

Secretary-Treasurer: Megan Bottoms- absent

Department Senators (Term ending 2026)

Art: Bryan Keene

Chemistry: Leo Truttmann

Cosmetology: Rebecca Kessler

Counseling: Sal Soto

Dance and Theatre: Jason Buuck

Economics/Geography/Political Science: Sean Pries

Kinesiology: Jim Elton

Nursing Education: Lee Nelson

Physical Science: Aaron Sappenfield- absent

School of Education & Teacher Preparation: Kayla Henry

Associate Faculty Senator (Term ending 2026)

Lindsay Weiler 3:05pm

Department Senators (Term ending 2027)

Applied Technology: Patrick Scullin

Behavioral Science: Eddie Perez

Business, Law & CIS: Skip Berry

Communication Studies: Lucretia Rose

English: Christine Sandoval

History/Philosophy/Humanities/Ethnic Studies: Daniel Borses-absent

Library & Learning Resources: Sally Ellis

Life Sciences: Gregory Russell

Mathematics: Mary Legner

Music: Steve Mahpar

World Languages: Huda Aljord-absent

Ex-Officio Senators

TLLC: Lashonda Carter –not present

ASC: Jacquie Lesch

EPOC: Wendy McKeen –not present

GEMQLC: Virginia White

RDASLC: Patrick Scullin

SAS LC: Melissa Harman
Curriculum: Kelly Douglass –not present
Parliamentarian: Sal Soto

RCCD Faculty Association

Araceli Calderon

Administrative Representatives

College President: Eric Bishop (Interim) 3:15pm
VP Academic Affairs: Lynn Wright
VP Business Services: Elia Blount
VP Planning and Development: Kristi Woods
VP Student Services: FeRita Carter –not present

ASRCC Representative

Latiesha Williams – not present

Recorder of Minutes

Sydney Minter

Guests

Shari Yates, CTE Dean
Susana Escobedo, RCC Viewpoints
Courtney Carter, Counseling
Micherri Wiggs, LHSS Interim Dean
Herbert English, Counseling Dean
Andres Soria, Student

3:0 II. Approval of the Agenda

M/S/C: (Sandoval/Buuck) approved by consent

III. Approval of the Minutes (Nov. 17 and Dec. 8)

M/S/C: (Legner/Henry) Nov.17 with correction to attendance in minutes:
Lashonda Carter signed in and left on Nov.17

M/S/C: (Sandoval/Soto) Dec. 8 with correction to attendance in minutes:
Lashonda Carter was not present at the Dec. 8 meeting

IV. Public Comments

- Professors Virginia White and Mary Legner each spoke independently in remembrance of Greg Burchett, sharing kind words, followed by a moment of silence.

V. Liaison Reports

A. RCCD Faculty Association

- a. Negotiations are underway and are meeting on Fridays from 8 am to the end of the day. The experience has been positive, and the Faculty Association has been diligent in working to create a clear contract.
- b. The Distance Education peer-to-peer evaluator MOU has been signed. If anyone is interested, please apply.
- c. The Chief of Police position is stalled due to a low candidate pool.
- d. Our PPO has switched to Kenan, and workshops and informational sessions are available if you have been affected by the change.
- e. The search for the next President of RCC is underway.
- f. Because of intellectual property, sharing of syllabi is allowed among colleagues but is not required. Department storage of syllabi for accreditation purposes is OK.

B. College President or designee

- a. The City of Riverside is working to revitalize and expand the Riverside Airport to attract aviation education. The city is working to partner with all educational institutions in the area, including colleges and high schools, on new programs and existing programs in the field. Currently, there is NO footprint for Aerospace Engineering in the Inland Empire. We will start hearing more about (LIFT), Leveraging Innovation and Flight Technology, in the near term.
- b. We are moving forward with an architect to draft the RFP for the (IETTC) Inland Empire Trade Technical Center and need to pull a team of faculty together to help craft the RFP.
- c. This spring, 7 new faculty members started here at RCC. There was a new faculty orientation that consisted of two days of training, preparing them for spring FLEX, so they were not scrambling to get acclimated to their new roles. For fall, the training could occur in June.

C. ASRCC Representative

- a. Our ASRCC Representative is traveling for a conference

VI. Committee or Council Updates

- A. Accreditation Co-chair Jacqueline Lesch will provide a progress report on the Winter 2026 intersession ISER work and updated timeline (information)
 - a. We held 3 writing workshops in the spring of 2025, and then a draft of the standards was sent to the Leadership Council groups for revision and update.
 - b. In winter (January), a team comprised of faculty, classified professionals, and administrators met and worked over the winter term to fully develop a draft for each standard, complete with linked evidence and files. The team convened on

Thursday, February 5th, 2026, where each standard team submitted their work and reported out. The writing teams have completed their assignments, and the document is in editorial review with Jacqueline Lesch, Lynn Wright, and lead editor Brit Osgood-Treston.

- c. Thank you to all the faculty, classified professionals, and admin. who participated in the winter work groups.
- d. We will bring the final full draft to the Academic Senate on April 6th for the first read and then come back to the Academic Senate for final approval on May 4.

VII. Ongoing Business

- A. The RCC Academic Senate will discuss a recommendation to accept the IETTC Phase One program proposal from the ad hoc advisory work group, with discussion of next steps and how to ensure regular updates to RCCAS (second read and action)
 - a. At the December meeting, the ad hoc workgroup presented a formal Phase 1 program proposal to the Academic Senate. The goal was to review the recommendation for phase 1. If we approve today, the ad hoc workgroup will be dissolved upon conclusion of its business. Going forward, we need to maintain connections with subject-matter experts and the Academic Senate to ensure we do not lose the connection on consultation and process/information.

M/S/C: (Elton/Berry) to approve the Phase 1 IETTC program proposal as submitted and dissolve the ad hoc workgroup- approved unanimously

- b. Relatedly, the district facilities planning group has engaged an architect to write the Request for Proposal (RFP), and given the work done in the fall, we want to make sure key faculty SMEs are involved help the architect understand the needs for specific programs. Interim President Bishop met with Academic Senate President Jo Scott-Coe to gather names to ensure faculty representation.
 - c. The goal is to complete the RFP by the end of spring so it can go out for the design bid at the beginning of summer. That will give us time to figure out the needs, including students, faculty, security, lighting, etc., to be incorporated into the design bid.
- B. Vice-President Taylor or designee will share reminders of collegewide spring election cycles for distribution among faculty departments/divisions (information)
 - a. Division and department elections are currently underway. Faculty, please take this information back to your departments and review the highlighted areas. The ones in yellow are on deck for replacement this spring (2026 is an “even” year), so please pay close attention.
 - b. Please encourage faculty to represent their departments or divisions, as there are gaps in representation, and we want to make sure everyone’s voice is heard. If someone wants to continue serving, they still need to put their names forward so that they can be voted on.

- c. For committees and councils, please make sure the term of service is added to the agenda (in years, rather than length, of term—i.e. 2026-28 rather than just “2 years”)

VIII. New Business

- A. Laura Diaz-Barbosa, RCC Undocumented Student Liaison, will review available resources and materials for faculty to support undocumented and mixed-status students (information)
 - a. At the beginning of the semester, Laura sent an email encouraging people to sign up for the UndocuAdvocate training. Faculty will be eligible to receive a certification. The UndocuAdvocate Training is on March 5, 2026, from 1pm-2pm via Zoom, and from 2-3 with an optional Q&A. Undocu scholars will be presenting a training to prepare faculty on how they can do their part in supporting students.
 - b. There are many students who are concerned about how to communicate about the presence of ICE in the Riverside area. We want keep lines of communication open so that students have alternatives in their classes to help them stay on track. ICE officials are not permitted to enter private or public spaces here on campus unless they have a signed judicial warrant. Kyla Tuefel is the designated person to contact if you encounter ICE, or you can also contact RCCD police. California law requires our schools to notify students when ICE is present on campus.
 - c. In her position, Laura can assist students with navigating the admissions process, eligibility for financial aid through the California Dream Act application, and in-state tuition. Support is available for students to receive a legal immigration consultation or to discuss other topics, such as legally starting a business. An email will go out whenever they have a spring clinic. Emergency funds are available to students who are facing financial hardships.
 - d. Faculty can reach out to Laura Diaz-Barbosa for more details
- B. President Scott-Coe or designee will facilitate discussion of an opportunity for faculty to pilot a software tool for possible use in Canvas gradebooks to support early alert and intervention efforts (information and discussion)
 - a. Several weeks ago, there was a Special Projects Request (SPR) sent out to faculty to participate in piloting a software program in Canvas gradebook to support early alerts for students. The tool/software is Element451.
 - b. This software has been already used as an administrative tool inside Kane to facilitate different types of record-keeping, etc. so the possible use within instructional/LMS/gradebook context would be a different use—definitely within 10+1/faculty purview.
 - c. Thee SPR is an optional opportunity. If faculty participate, we would want them to bring information back to the Academic Senate so that we can hear what the program looks like and faculty’s experience of the tool within the context of their specific disciplines.

- d. Element 451 has two components. One is the LMS component, where Canvas could flag a student in trouble so we can get that information to an educational advisor. The second component is working with IT to move grades automatically from the Canvas gradebook into WebAdvisor or Colleague.
 - e. For cybersecurity purposes, Susanne Ma has reviewed the contract and scope to determine whether we can say yes. The Academic Senate Committee is requesting more information from Susanne Ma on the program's cybersecurity elements at the March 16th RCCAS meeting.
 - f. We are looking at 10 faculty/classes to pilot for RCC only. There was a miscommunication in the original SPR, which called for “all faculty” across district.
 - g. Ideally, we would like to review the program’s findings at the end of the spring term and into the summer, and possibly complete a second pilot in the summer.
- C. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates for the following committees or councils (action)
- a. Updated College, District, and State Committee vacancies and re-appointments coming in April
 - b. The goal is to make sure that we have a comprehensive list as we move into election season. Priorities include:
 - Part-time faculty liaison
 - Filling vacancies on district senate committees

IX. Officer Reports

A. President

- a. The Academic Senate seeks to maintain clear relationships with our leadership councils to ensure Senate support and two-way communication. We need to discuss the best rotation/rhythm of meaningful feedback loops.
- b. Keep an eye out for the educational assistant application around March or April, and the Academic Senate will be sure to sunshine the details.
- c. For retired faculty who would like to be considered for Emeritus, please start having those conversations because the process usually happens during the spring
- d. As you may recall from December, we had a change in Title V regarding “burden free access.” The District Academic Senate held a special meeting in January to draft the compliance aspect, which included language on subject-matter considerations. Going forward, there will be more robust conversations across the district about what constitutes quality OER.
- e. President Scott-Coe worked closely with General Council Dobyms over the winter to polish up our District Academic Senate bylaws. A couple of small adjustments were made and incorporated—one of which came from our local senate. You will see them in April for a recommended final approval vote.

- f. President Scott-Coe had three encouraging meetings with Deputy Chancellor/Provost Star Lacey. Their discussions focused on the need for support at district for faculty/educational services/academic affairs.
- g. The districtwide DE workgroup has been meeting weekly on our local certification process, most recently March 2 (today). The group has figured out how to use the rubric to assess hybrid courses now. Top priority is getting more funding for additional options to expand capacity to meet demand. Watch for messages from Prof. Adam Navas and District Academic Senate email.
- h. A workgroup team was pulled together in the winter as a subgroup of the District Safety and Security Committee. It was not expected. President Scott-Coe and Faculty Association President Rhonda Taube have been added to this group, and they are monitoring areas where faculty input is needed. This is a small, intimate group that will include the CARES Team, Student Services, and disciplines. President Scott-Coe will report out on our next RCCAS meeting on March 16th.

B. Vice President

- a. March is Women's HERstory Month, and we want to announce an event on March 3rd from 12pm-2pm in BLCIS 114A entitled Women of Color in Administration. The panel includes our very own Vice President Kristi Woods, Vice President FeRita Carter, Dr. Adrian Grayson, Dr. Mary Rankin, and Vice President Elia Blount.
- b. The Presidential search for the next RCC President is underway. Thank you to those who filled out the forms and/or attended the forums. Please continue conversations within your department and bring the information back to the Academic Senate so we can share it.
- c. There have been some updates to the AP on professional growth from January, which will be reviewed and shared at the next PG&SL committee meeting next week. The committee's recommendations are expected to be shared with the District Academic Senate at the end of March.
- d. The details about election timelines and software will be discussed at our next RCCAS meeting on March 16th
- e. General Council Dobyms presented a helpful review and update on Brown Act rules and Guidance at the District Academic Senate on February 23rd. We anticipate a presentation, summary, handout, or one-pager to be distributed at one of our local senate meetings soon.

C. Secretary- Treasurer - is traveling for a conference on federal advocacy

X. Open Hearing

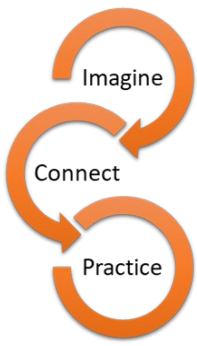
- a. Senator Sandoval signed up for an @One course and found it to be a really great course with wonderful teachers. Senator Sandoval is looking forward to applying what she learned and how it will help her students online.

- b. We want to encourage everyone to come to the library to see the display created by a student-led group who worked with our equity librarian on fashion in black culture
- c. Cybersecurity Open House will be Friday, March 6, 2026 from 6pm-8pm in BLCIS 114. Student projects will be on display.
- d. Andres Soria is a journalism student who helps people find themselves again through emotionally intelligent conversations. If anyone is interested in building a relationship or having a meaningful conversation, please reach out to him.
- e. Thank you to the Faculty Association for their work in contract negotiations

XI. Learn, Share, Do

- Learned what an RFP is (Request for Proposals)
- Element 451 is a possible tool to be tested by faculty
- Share UndocuAdvocate training
- Election season is here so prepare your departments and divisions
- Be kinder to one another and ask a colleague how you can help

XII. Adjourn at 4:34pm in memory of Greg Burchett
M/S/C: (Perez/Nelson) approved unanimously



Riverside City College Program Review and Plan 2025-2026 Cycle

RCC's 3rd cycle of **Program Review and Planning (PRaP)** began in Fall 2024 including a Comprehensive review in alignment with the College's 2025-2030 Strategic Plan. The overall guiding questions for the Comprehensive Plan narratives were:

- How does the program or department support the college's mission, Strategic Plan, and Vision 2030?
- What do we take pride in?
- What do we want to be known for?
- What specific actions can we take to create legitimized outcomes for our students?

2025-2026 CYCLE

This year's cycle will build on the Comprehensive review. The cycle includes changes intended to make the **PRaP** process more meaningful at the Department and Division levels. Departments are asked to engage in Program Review, intentionally **reviewing data and reflecting** on what is working and what might need to be improved including meaningful aligned with the College's 2025-2030 Strategic Plan and the State's Vision 2030. They will use their Comprehensive Program Review and Plan narrative as well as respond to four questions building on their work from last year. For this cycle, Departments will complete the **Review** and Divisions will create the **Plan**.

Division Deans are asked to **review Department Program Review reports, review data and reflect** on their divisions overall. Deans are also asked to create an **action plan aligning division efforts** with the Strategic Plan.

The Plan piece of **Program Review and Planning** includes

- Increased direction and support for Resource Request processes including clarification of resources that should be external to the Prioritization Process
- Prioritization process is intentionally overseen by the Leadership Councils and President's Leadership Team

Department Due Date: April 30th, 2026

May: Division Deans will review Department plans, data, and engage in constructive planning conversations. The goal for this month will be for Deans to better understand Department data, gaps, barriers, and get a feel of how the Departments want to address student success and how the Dean can support this work. Deans can then use the summer to build a Division plan.

Summer 2026: Division Deans will engage in constructive conversations with each other – collaborating and combining efforts – and with their Vice Presidents.

Vice Presidents will create plans aligned with the College's Strategic Plan (Big picture) and also directly support the division action plans.

DISCIPLINE AND DEPARTMENT PROMPTS

Narrative prompts have been added to this year's Program Review and Plan Update cycle. The Program Review Committee is asking each Discipline and Department to review last year's Comprehensive Narrative Responses, reflect on this year's prompts, and engage in data-driven discussion about student success.

- Institutional Effectiveness will host a data analysis day and share the data to ask questions – data coaches could be involved and facilitate the conversation. [Strategic Planning Goals Engage and Serve] [Strategies 4.1, 4.3, 5.3, 5.4] **(NUMBER FOR NUVENTIVE)**
 - **Data** to present:
 - Success rates
 - Disaggregated data
 - Different modalities and times of day / week
 - Questions for the data analysis:
 - What do you see in the data?
 - Where are your strengths? Where are your challenges?
 - What have you attempted in the classroom to improve success rates? Did it work? Why or why not?
 - What are you thinking about trying in the classroom, discipline, and / or department to improve success rates?
 - What kind of professional development do you need in order to address your challenges or hopes?
- What support do you need to help your students navigate barriers to their success? Examples of support might include Professional Development, teaching practice support, or faculty learning communities with a specific focus.
- What kinds of inter-departmental collaboration might help you better support students? (Academic Support Services, Grant Development to be able to partner with for funding, etc.)
 - How can your Dean support this collaboration?
- Based on your overall reflections, what are your overall ideas for addressing student success barriers?
 - What steps will your Department take in the next semester or year?
 - What is your highest priority need? What RCC Strategic Planning Pillar is aligned with this need? (Build, Engage, Serve, Treasure)

DIVISION ANNUAL PLAN

Deans will review each Discipline and Department **Program Review** and respond through appreciative inquiry techniques.

Each Dean will also have a set of narrative prompts allowing them to reflect on what they have learned, synthesize the Department responses and feedback, and create a **Division Annual Plan** focusing on **data-driven** short-term needs.

Throughout April and May, Deans will be encouraged to host division-wide conversations that provide input for the develop of the Division Annual Plan.

Deans Guiding questions that might be useful:

- Have you thought about why students are more successful in _____ discipline, while less successful in _____ discipline?
- I notice higher than average success for _____ students in _____ classes. Why do you think that is?
- What groups of students are more successful in your classes (demographics, gender, age, etc.)? What have you attempted in order to address these gaps? What worked or didn't work?
- What kinds of support (tutorial services, in department resources, programmatic resources, etc.) or recommendations for support are you providing students? Do you know if students are listening to your recommendations?
- As a Dean, what steps or actions would you like me to include for the Division to better support your efforts?

Deans Planning might include:

- What do we need to get from point A this year to increase completion in the next 3-5 years?
 - Looking at the initiatives and goals you set last year, which have made progress?
 - Do any goals or initiatives need to be reset or adjusted?
 - What might you be able to accomplish without additional funding?

Supporting planning and collaboration, the VP of Planning and Development will convene joint deans' meetings providing time and space for collaborative conversations. Topics include:

- Data Demystification – analyzing the data for action
- How can we find time to make the Program Review and Planning process meaningful?
- Reflection on B.E.S.T. and Strategic Planning Objectives and Strategies
- Equity conversations – how to engage faculty and support intentional actions closing student equity gaps

VICE PRESIDENT ROLE

Over summer 2026, Vice Presidents will engage in data-driven conversations about how to support Divisions in implementing their plans.

VP's will create plans based on this input and aligned with the Strategic Plan and their roles as Tri-Chairs of Leadership Councils.

The VP Plans will be ready to share in Fall 2026.

PRIORITIZATION PROCESS

Department **PRaP's** and the corresponding **Prioritization Process** (resource allocation) link department-level planning to the College's Strategic Plan.

Department **PRaP's** serve as an internal planning document supporting communication of unit priorities with the unit as well as across the department and division. Additionally, not everything that we do needs prioritized college funding, but is still important to document and communicate. Every department completes and **PRaP**. Based on the Vice President's review, some initiatives (but not all) will be included in the VP's plan.

The **Prioritization Process** is led by Leadership Council members. Ideally, prioritization focuses not on routine resource requests (such as repairs to facilities, safety issues, replacement technology), but on strategically deciding which proposed strategies / initiatives to support in order to help the college meet its goals and equitable student success targets. Prioritization facilitates determining how/ where to apply funding and promotes transparency so that the college is working together strategically rather than in isolated silos.

Division Annual Plans should include initiatives and resource requests needed to meet these strategic goals.

RESOURCES

The Committee is working to *continue differentiating* between the Program Review and Planning process and the Resource Prioritization Process. As part of this effort, the Office of Institutional Effectiveness has developed a Resource Prioritization Guide [\(add link\)](#) which gives an overview of the different ways resources can be requested.

For this 2025-2026 cycle, prioritization requests will be identified and included in the Division Annual Plan.

****For ALL POTENTIAL RESOURCE REQUESTS, please talk with your dean about the feasibility of the request and the potential funding sources.****

Resources that **SHOULD BE** included in a Program Review Prioritization

- Equipment, increased supplies budget, funding for professional development, etc. that is needed for a new program
- Equipment, increased supplies budget, funding for professional development, etc. that is needed because of a significant change in program delivery, pedagogy, change in legislation, change in articulation, change in accreditation, etc.
- Personnel that are needed for a program that has significantly grown or changed
- Professional Development

Resources that **SHOULD NOT BE** included in a Program Review Prioritization

- Equipment that is at the end of its life cycle and needs to be replaced or refreshed
- Facilities-related equipment (table, chairs, desks) that need to be replaced or refreshed
- Emergency needs where equipment is needed for instruction but has failed
- Safety needs where equipment must be replaced or repaired to prevent injury
- Equipment or Personnel that are required by accreditation or legislation

RCC Teaching and Learning Leadership Council (TLLC) Position Statement on Generative Artificial Intelligence (GenAI)

The Teaching and Learning Leadership Council (TLLC) at Riverside City College recognizes both the challenges and the opportunities offered by Generative Artificial Intelligence (GenAI). As a community of educators and lifelong learners, we are open to exploring GenAI's role at this institution through the lenses of inclusivity, equity, ethical responsibility, and pedagogical soundness.

Our Philosophy

A thoughtful integration of GenAI can support student achievement, faculty innovation, and community connection by

- familiarizing students, faculty, classified professionals, and administrators with already established and emerging technology,
- providing faculty with additional tools for learning assessment, student engagement, and academic support, and
- facilitating administrative efficiency and targeted, personalized student support.

Guiding Principles

We are guided by a series of dynamic principles that have risen from the extensive dialogue among higher education professionals about the ongoing role of GenAI:

1. **GenAI is already here.**
AI technologies have already been integrated into many personal and professional environments. RCC understands the need for and supports preparing its constituents to navigate and critically engage with these technologies in ethical and informed ways.
2. **GenAI comes with affordances and limitations.**
GenAI can amplify creativity, efficiency, and access, but only if used responsibly, with awareness of its limitations, biases, and environmental impact.
3. **Pedagogy should evolve.**
Faculty are encouraged to reflect on the role GenAI may play in the teaching of literacy, critical thinking, and ethical reasoning and adapt teaching practices and materials accordingly.
4. **All perspectives matter.**
A healthy culture welcomes and encourages curiosity, skepticism, experimentation, and caution. RCC supports individual autonomy in determining when and how GenAI might align with student learning and support.
5. **Practice should be evidence-based.**
Current scholarship should guide RCC's exploration of effective and ethical GenAI use and inform future policy, training, and innovation.
6. **GenAI literacy can be empowering.**
GenAI literacy includes not only technical competence (*e.g.*, prompt design, data interpretation) but also ethical awareness (*e.g.*, intellectual property, environmental

impact), critical analysis of bias, and contextual understanding of GenAI in disciplinary settings.

7. **The punitive aspects of GenAI use can be reframed.**

RCC acknowledges the risks of false positives and equity concerns tied to AI-detection technologies. Decisions about academic integrity should be human-centered, fully contextualized, clearly communicated, and closely analyzed for future teaching and learning.

8. **Choice remains with the user.**

Each department, office, discipline, course, and instructor will determine the most appropriate use of GenAI. RCC encourages localized decision-making rather than one-size-fits-all mandates.

Our Commitment

RCC's Teaching and Learning Leadership Council will

- Facilitate **ongoing professional development** on GenAI literacy, practices, applications, and pedagogy.
- Collaborate across departments and councils to ensure **ethical, transparent, and inclusive practices**.
- Support **faculty autonomy** while encouraging a culture of reflection, experimentation, and care.
- Regularly **review and adapt** guidance as GenAI technologies and their implications evolve.

AI IN TEACHING & LEARNING

FALL 2025	PRODUCT
PURPOSE	AI POSITION STATEMENT Establish philosophical and ethical foundation
TLLC → EPOC → ACADEMIC SENATE → PRESIDENT	



SPRING 2026	PRODUCT
PURPOSE	FACULTY & STUDENT AI GUIDES Provide practical tools and discipline-specific examples
TLLC + ACADEMIC SENATE WORKGROUP	



FALL 2026	PRODUCT
PURPOSE	SENATE RESOLUTION Formally endorse and encourage adoption of the Position & Guides
ACADEMIC SENATE VOTE	



2027+	PRODUCT
PURPOSE	DISTRICT OR BOARD POLICY (IF NEEDED)



Institutional Self-Evaluation Report

in Support of an Application for

Reaffirmation of Accreditation

Submitted by

Riverside City College
4800 Magnolia Avenue
Riverside, CA 92506

to

Accrediting Commission for Community and Junior Colleges

Draft Report for Internal Review
30 March 2026

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A. Introduction: Institutional Context

As the seventh oldest community college in California, RCC has served residents of the Inland Empire for 106 years. Riverside Junior College (the name when established) shared facilities with Riverside Polytechnic High School. At the opening of the fall term, September 25, 1916, twenty-four junior college courses were offered in fifteen departments of study. The enrollment for the first academic year was 110.

In 1924, the College built its first two buildings which are now a part of the popular quadrangle, a central hub of student activity to this day. In 1965 local voters passed an education bond providing funds to construct a new high school and Poly High School relocated a few miles away. This move provided RCC the opportunity to plan and build for future growth. Measure C, a \$340 million bond measure, was approved in 2004 by voters in the Riverside Community College District. For the next 18 years, RCC benefited through construction of new facilities and modernization of classroom buildings.

RCC's beautifully manicured 108-acre campus combines historic architecture with modern technologies. Just a few miles away in Centennial Plaza are two additional RCC teaching facilities which opened in 2015, the Coil School for the Arts, a state-of-the-art music training center and concert hall, and the Culinary Arts Academy which houses a kitchen and full-service restaurant. RCC's third educational center is Rubidoux Annex where a variety of academic and career educational courses are offered.

RCC serves Riverside and the surrounding communities of Jurupa Valley, and the census-designated places (CDP) of Highgrove, Lake Mathews, and Woodcrest. Feeder school districts include Alvord Unified, Jurupa Unified, and Riverside Unified.

College Service Area Profile

While RCC has dedicated feeder school districts, our students come from across the state and nation. Students are attracted to RCC because of excellent programs including Nursing and Honors as well as co-curricular activities including a world-class marching band and outstanding athletic teams.

For this report, the college's service area is the Inland Empire. Collectively, the Inland Empire—comprising both Riverside and San Bernardino counties—had a combined population estimate of 4,599,842 in 2020, which increased to 4,688,053 in 2023. The Public Policy Institute of California (PPIC) projects little to no growth for the traditional college age population through 2040.¹ This suggests the possibility of enrollment declines in the coming years.

¹ <https://www.ppic.org/publication/californias-population/>

Population projections suggest little or no growth in key age groups

Population of key age groups

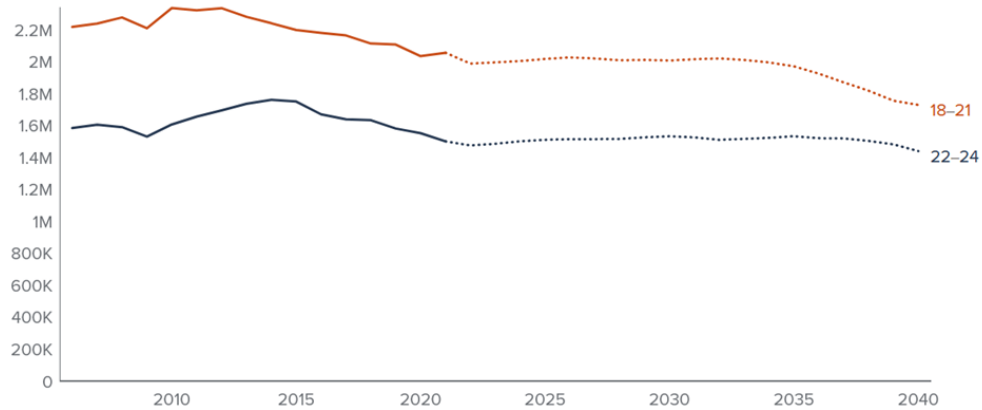


Figure 1 Population of Key Age Groups 2010 – 2024 – [Assessible Description](#)

Demographically, the Inland Empire has a younger population than the state of California as a whole. Consequently, college enrollment projections for the Inland Empire may initially reflect higher figures due to the greater proportion of individuals under 18. However, despite these potential short-term increases, overall enrollment rates remain comparatively lower. Furthermore, as the current population of children under five reaches college-going age in the next decade, a decline in enrollments could be anticipated compared to current levels.²

DEMOGRAPHIC CHARACTERISTICS BY GEOGRAPHY (PERCENT)

Characteristic	San Bernardino	Riverside	Inland Empire	California	United States
Persons under 5 years	6%	6%	6%	5%	6%
Persons under 18 years	25%	24%	25%	22%	22%
Persons 65 years and over	13%	16%	14%	16%	18%
Female persons	50%	50%	50%	50%	51%
White alone	75%	78%	76%	70%	75%
Black alone	9%	8%	9%	7%	14%
American Indian and Alaska Native alone	2%	2%	2%	2%	1%
Asian alone	9%	8%	9%	17%	6%
Native Hawaiian and Other Pacific Islander	1%	1%	1%	1%	0%

² <https://www.census.gov/quickfacts/fact/table/US/PST045224>

Characteristic	San Bernardino	Riverside	Inland Empire	California	United States
alone					
Two or More Races	4%	4%	4%	4%	3%
Hispanic or Latino	56%	52%	54%	40%	20%
White alone, not Hispanic or Latino	25%	31%	28%	34%	58%

Educational Attainment

In addition to examining the racial and ethnic composition of San Bernardino and Riverside Counties, it is important to understand the differences in educational attainment between these counties and both California as a whole and the nation. Within the national context, California surpasses the United States average in the percentage of residents with a bachelor’s degree or higher. However, when Riverside and San Bernardino Counties are analyzed in relation to California and the nation, the attainment rate of a bachelor’s degree or higher is significantly lower than the state and national averages.

By 2022, only 25% of residents in the Inland Empire had achieved a bachelor's degree or higher. In comparison, 36.5% of California's population had attained this level of educational achievement, closely aligning with the national average of 35%.

This trend corresponds to lower college-going rates among high school graduates in this region compared to other Southern California counties and California overall. This presents an opportunity for Riverside City College to address the educational gap by providing more efficient and affordable pathways to four-year universities and bachelor's degree completion. In addition, fostering a community capable of supporting and retaining a highly educated workforce is essential to ensuring that individuals can live and work within the area.

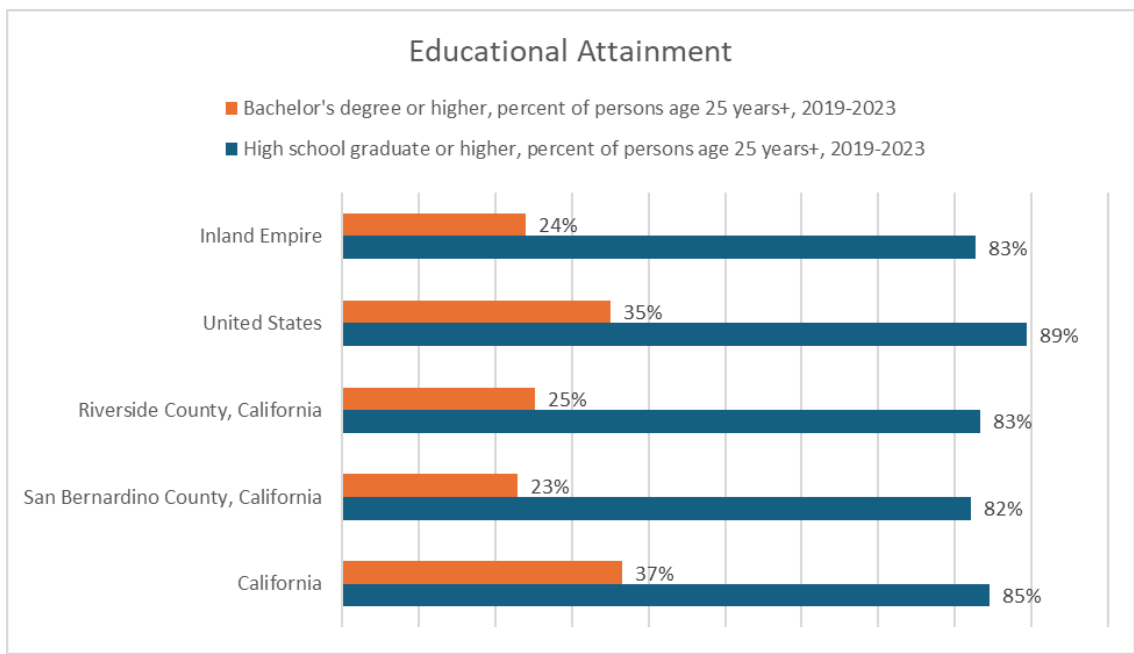


Figure 2 Education Attainment of Service Area – [Accessible Description](#)

Wages, Income, and Employment

While the Inland Empire remains one of the more affordable regions in California, the cost of living continues to rise. Increasing housing prices and general living expenses are making it progressively more challenging for residents to earn a sustainable wage and maintain financial stability.

The Bay Area demonstrates the highest per capita income, while the Inland Empire and San Joaquin Valley exhibit the lowest. San Diego County and Los Angeles County are relatively close to the state average, whereas Orange County surpasses it. Within Southern California, which encompasses the Inland Empire, Orange County, San Diego, and Los Angeles, the Inland Empire has the lowest per capita income by a significant margin.³

PER CAPITA INCOME RELATIVE TO STATE, 1969-2022

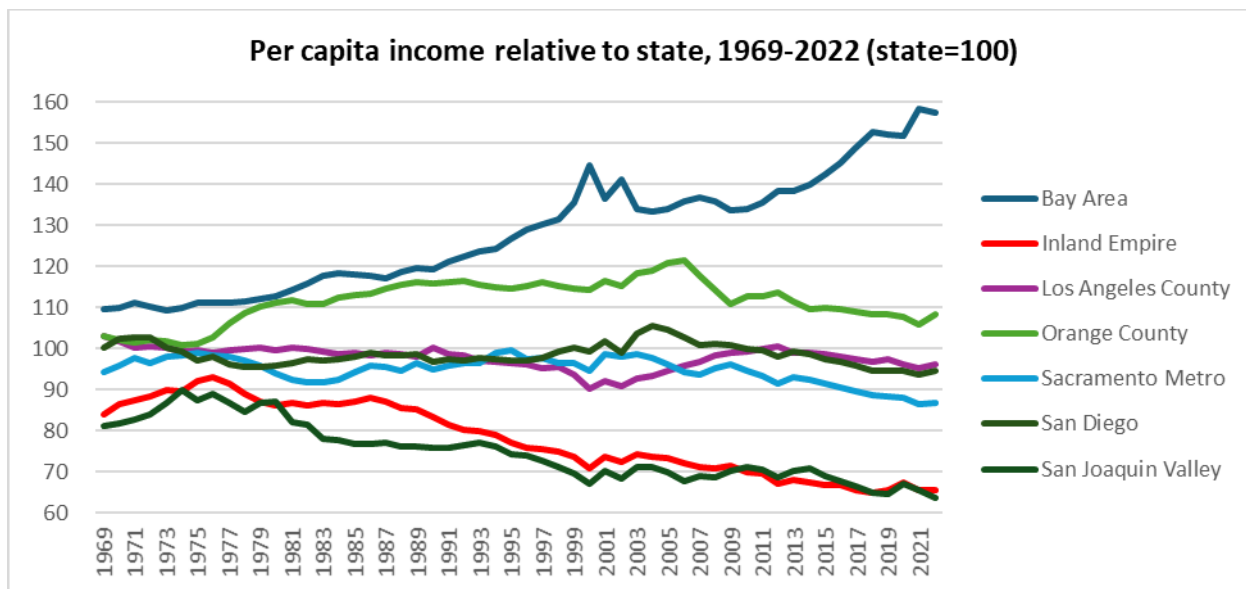


Figure 3 Per capita income relative to state 1969-2022 – [Accessible Description](#)

The environmental scan further explores this analysis by comparing RCC programs of study to sample occupational pathways with associated hourly wages. It categorizes these wages, identifying programs that exceed the livable wage of \$27.00 per hour and those that fall below this threshold. The highest-paying occupation related to RCC programs of study is computer programming, which falls under the information industry, as depicted in the chart above. For instance, software developers, a potential occupation in this field, earn an average hourly wage of \$66.57. Registered nursing follows closely, with registered nurses earning an average hourly wage of \$64.05. These examples demonstrate the advantages of career and technical pathways in helping students secure high-paying, highly skilled jobs.

However, some programs are associated with sample occupational titles that fall below the livable wage of

³ Source: Public Policy Institute of California

\$27.00 per hour. These include occupations such as those in the bookkeeping and childcare. Although these crosswalks are not an exact match, they serve as a valuable illustration of how education at RCC can prepare students for future opportunities, including high-paying, highly skilled careers.⁴

PROGRAM OF STUDY AND OCCUPATIONAL WAGE

RCCD Program of Study	Sample Occupational Title	Average Hourly Wage	Pay Level
Computer Programming	Software Developers	\$66.57	High
Registered Nursing	Registered Nurses	\$64.05	High
Administration of Justice	Police and Sheriff's Patrol Officers	\$52.81	High
Data Science	Computer Systems Analysts	\$51.54	High
Information Technology	Network and Computer Systems Administrators	\$49.63	High
Computer Programming	Computer Programmers	\$48.34	High
Web Master: Web Developer	Web Developers	\$42.15	High
Film, Television, and Electronic Media	Film and Video Editors	\$37.40	High
Welding Technology	Sheet Metal Workers	\$35.45	High
Culinary Arts	Chefs and Head Cooks	\$32.48	High
HVAC Commercial Technology	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$32.45	High
Automotive Technology	Automotive Service Technicians and Mechanics	\$31.07	High
Business Administration: Accounting	Bookkeeping, Accounting, and Auditing Clerks	\$25.80	Medium / Low
Business Administration: Real Estate	Real Estate Sales Agents	\$24.13	Medium / Low
Photography	Photographers	\$23.10	Medium / Low
Cosmetology	Hairdressers, Hairstylists, and Cosmetologists	\$21.03	Medium / Low
Early Childhood Education	Childcare Workers	\$19.94	Medium / Low

⁴ <https://www.bls.gov/data/>

Over the past seven years, RCC experienced shifts in student headcount and FTES numbers. There were sharp decreases during the COVID-19 pandemic; however, both the headcount and FTES numbers have rebounded by the 2024-25 academic year.

STUDENT HEADCOUNT AND FTES⁵

	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Headcount	31,561	32,052	30,099	27,043	29,205	30,576	32,972
FTES	17,196.6	17,255.9	16,049.1	14,511.1	15,465.4	16,705.6	17,440.5

While the overall student population has increased significantly from the dip in 2021-22, the demographics of our students have changed.

STUDENT HEADCOUNT BY RACE/ETHNICITY⁶

Race/Ethnicity	18-19	19-20	20-21	21-22	22-23	23-24	24-25
African-American	2,591	2,564	2,452	2,116	2,262	2,305	2,502
American Indian/Alaskan Native	126	136	81	61	58	60	61
Asian	1,510	1,497	1,499	1,358	1,464	1,519	1,581
Filipino	598	576	635	618	599	573	645
Hispanic	19,498	19,937	18,938	17,307	18,893	20,200	21,432
Pacific Islander	139	153	123	107	106	98	91
White	6,106	5,707	5,003	4,149	4,181	4,201	4,855
Multi-Ethnicity	548	567	1,027	1,040	1,211	1,251	1,414
Unknown	445	915	341	287	431	369	391
Total	31,561	32,052	30,099	27,043	29,205	30,576	32,972

Riverside City College is a Hispanic-Serving Institution (HSI) whose overall student population is largely Hispanic and has increased in recent years (18-19: 61.8%; 19-20: 62.2%; 20-21: 62.9%; 21-22: 64.0%; 22-23: 64.7%; 23-24: 66.1%; 24-25: 65.0%). The population of African American students has remained steady, making up 7.6% of the overall population in 2024-25. The college received distinction as a Black-Serving Institution (BSI) in 2025.

RCC students are predominantly female, with the group making up around 60% of the population. RCC serves an increasing number of non-binary students (19-20: 57 to 24-25: 554). Non-binary information has only recently started being collected during the application process so it is likely that these numbers underestimate the size of the group. RCC has made concerted efforts to support the non-binary and LGBTQIA+ populations, which includes the creation of the Rainbow Engagement Center.

Historically, RCC has had two distinct populations: traditional college age students (18-24 years old) and adult returning students (25+ years old). In recent years, RCC has made a committed effort to increase dual enrollment which has led to the emergence of a third group: less than 18 years old. This group has nearly tripled from 2018-19 to 2024-25.

⁵ Unduplicated annual student headcount and FTES generated by RCC from 2018-19 to 2024-25. These data are pulled from the CCCC Datamart and RCC's Enrollment Management Dashboard

⁶ Unduplicated annual student headcount disaggregated by race/ethnicity for RCC from 2018-19 to 2024-25. These data are pulled from the CCCC Datamart.

STUDENT HEADCOUNT BY AGE GROUPS⁷

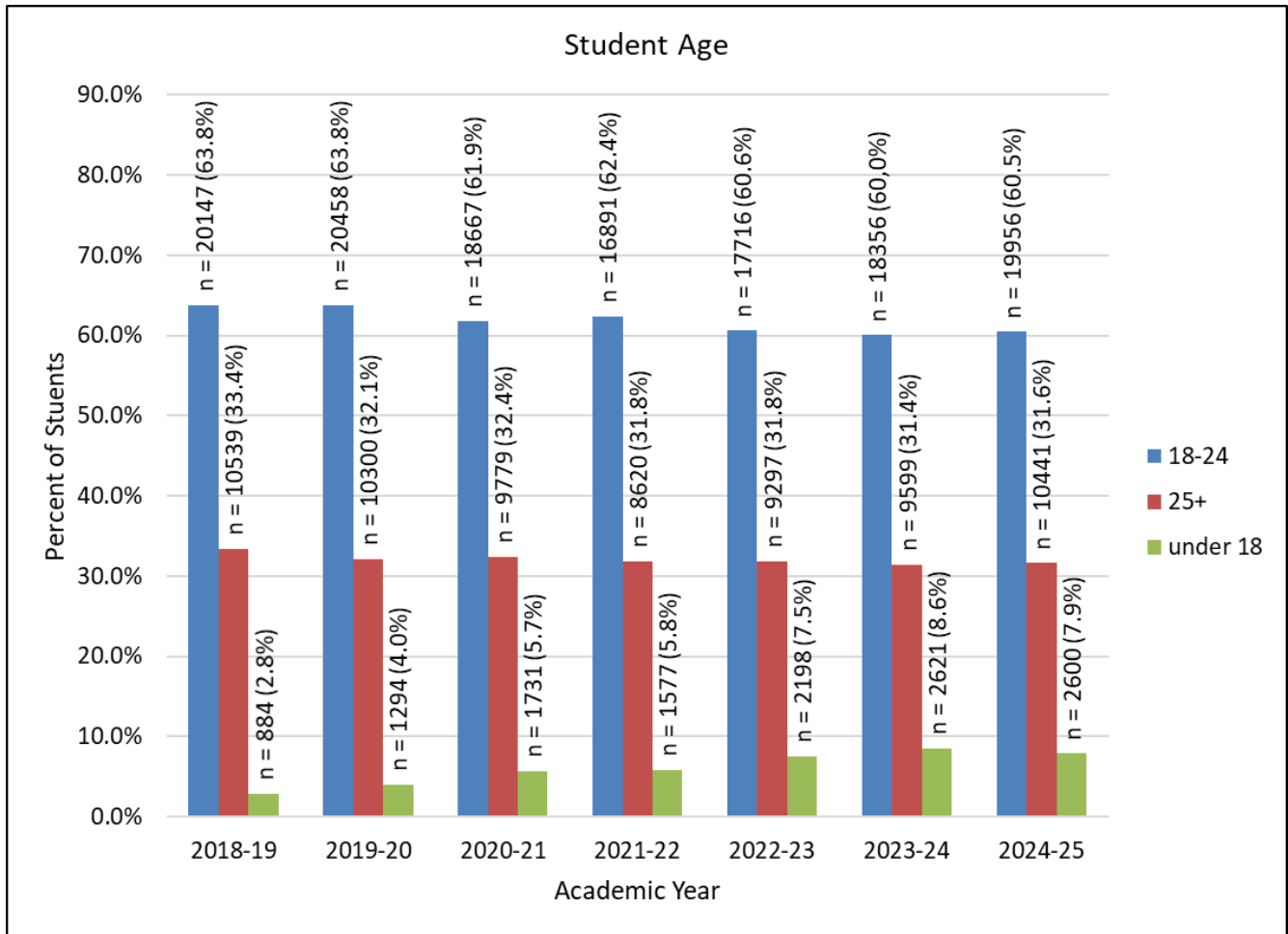


Figure 4 Student Headcount by Age Groups – [Accessible Description](#)

Riverside City College offers courses with several different modalities: in-person, online, and hybrid. As students’ desired course modality has shifted, RCC’s offerings have also changed.

⁷ Unduplicated annual student headcount disaggregated by age groups from 2018-19 to 2024-25. These data are pulled from RCC’s MIS data.

COURSE OFFERINGS BY INSTRUCTIONAL MODALITY⁸

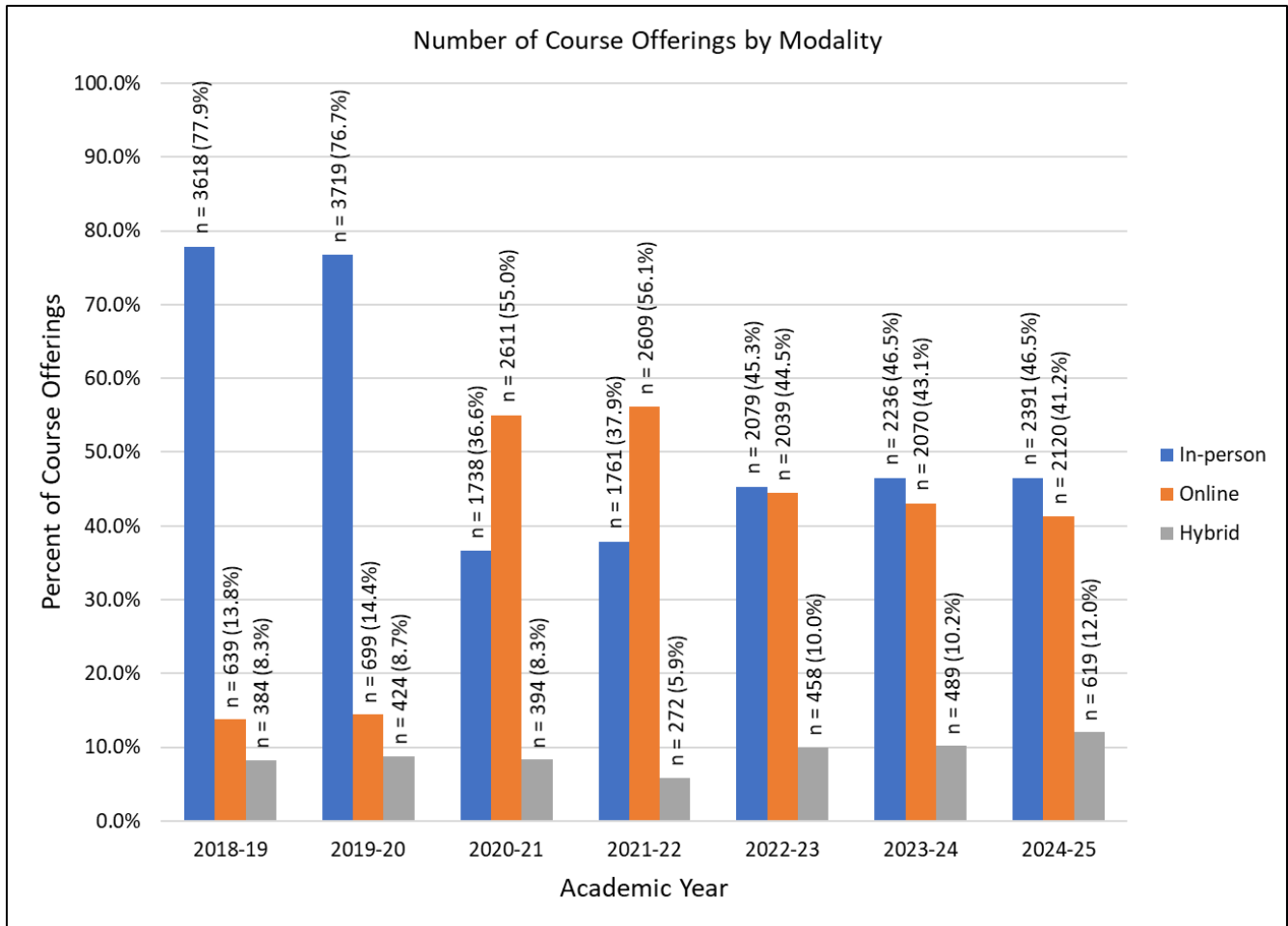


Figure 5 Course Offering by Instructional Modality – [Accessible Description](#)

Historically, RCC has predominately offered courses in-person. However, during and after the COVID-19 pandemic, students have preferred more online options. As a result, RCC has tripled the number of online courses offered (2018-19: 639; 2024-25: 2,210).

Riverside City College offers courses across 80 disciplines leading to over 200 degrees and certificates. Course success rate is regularly measured and analyzed to ensure that RCC is serving its students and is providing an environment for students to pass their courses.

DISAGGREGATED COURSE SUCCESS RATES⁹

Race/Ethnicity	18-19	19-20	20-21	21-22	22-23	23-24	24-25
African-American	60.6%	66.3%	61.4%	58.9%	60.5%	63.7%	66.3%
American Indian/Alaskan Native	62.5%	62.7%	68.2%	53.2%	61.4%	68.5%	61.0%
Asian	78.1%	83.7%	82.4%	75.9%	76.5%	77.7%	80.9%
Filipino	76.2%	84.5%	80.9%	77.0%	75.5%	79.9%	81.7%
Hispanic	66.0%	71.9%	66.0%	64.8%	66.2%	67.4%	70.4%

⁸ The number of course based on instructional modality that were offered at RCC from 2018-19 to 2024-25. These data are pulled from RCC’s Enrollment Management Dashboard.

⁹ RCC Course success rates disaggregated by race/ethnicity from 2018-19 to 2024-25. These data were pulled from the CCCCO Datamart.

Race/Ethnicity	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Pacific Islander	67.2%	71.6%	67.5%	61.3%	65.2%	70.8%	72.0%
White	74.6%	80.3%	76.8%	75.1%	75.2%	75.2%	72.7%
Multi-Ethnicity	67.1%	70.8%	66.1%	67.3%	68.4%	72.0%	73.2%
Unknown	62.7%	63.3%	73.5%	79.8%	69.6%	67.5%	67.4%
Total	68.0%	73.5%	68.6%	66.9%	67.8%	69.1%	71.2%

Disaggregated course success rate data enables RCC to determine which the institution is not serving and highlights where equity gaps exist.

SPECIFIC DISAGGREGATED COURSE SUCCESS RATES¹⁰

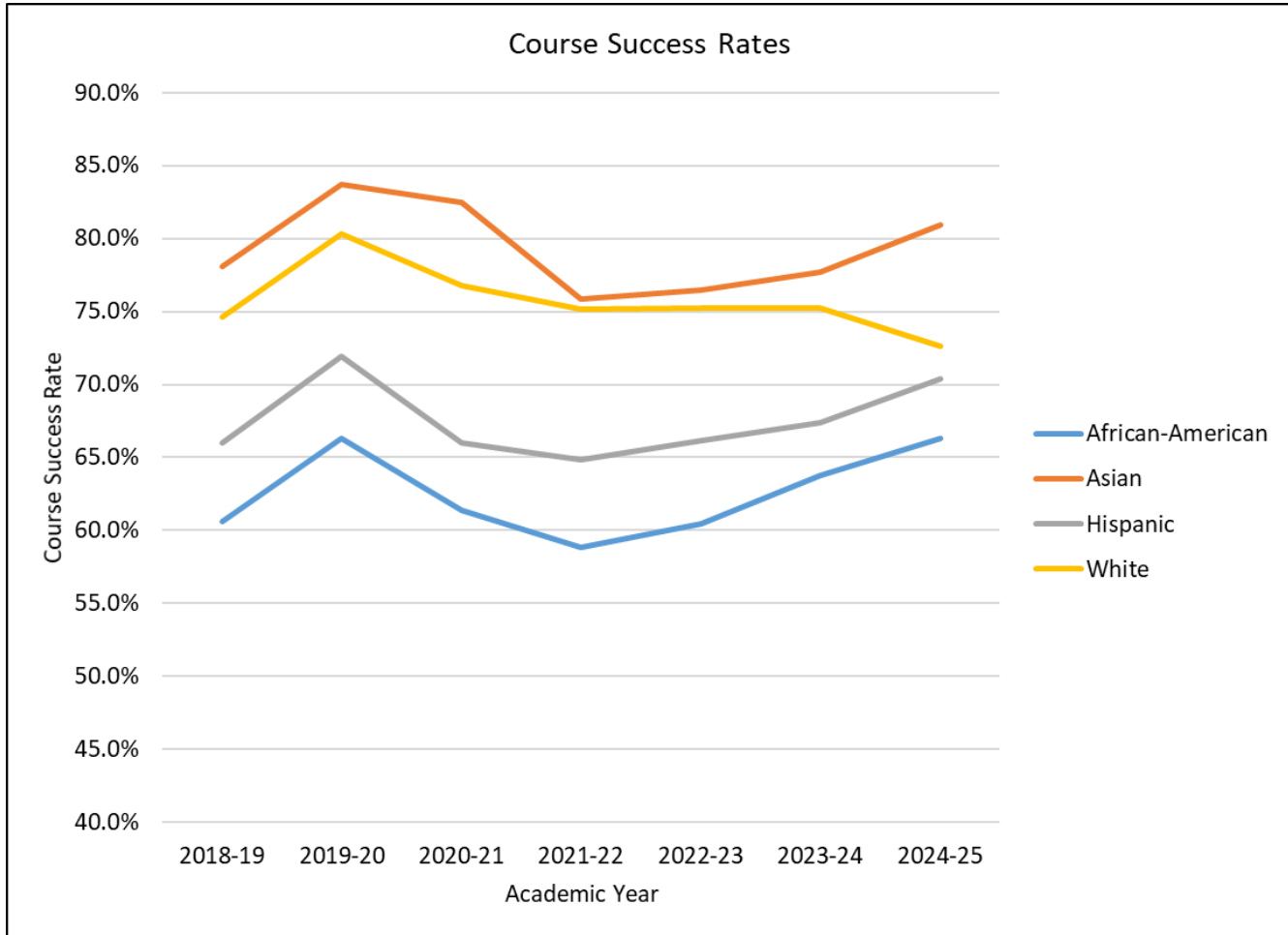


Figure 6 Specific Disaggregated Course Success Rates – [Accessible Description](#)

While RCC has consisted of predominately Hispanic/Latinx and African American/Black students for many years, these students have not experienced the same level of success that their peers have, indicating that RCC is not serving these students well. RCC is committed to closing these equity gaps and has spent resources in attempts to create intentional, innovative, collaborative ideas to solve these issues. External experts, including Gina A. Garcia, have been brought in to help incorporate servingness and liberatory outcomes into RCC’s planning documents. This marks a significant change in how RCC measures student success and will begin to include student’s perceptions, academic self-concept, engagement, and sense of belonging. RCC is a leader throughout the state in its Vision-Aligned Reporting program, so tools have been developed to collect engagement data

¹⁰ Shows the RCC course success rates of the four largest student groups (by race/ethnicity) from 2018-19 to 2024-25. These data are pulled from the CCCC Datamart.

from the Disability Resource Center, Extended Opportunity Program and Services, and engagement centers.

Another student success metric that RCC uses is “Completion of Transfer-Level Math and English in the First Year”. The “Completion of Transfer-Level Math and English in the First Year” metric is influenced by two parts: access to the course and success in the course. RCC solved the access issue through a series of changes in student placement in Math and English. Historically, RCC used placement tests to determine which course students could enroll in, but Multiple Measures Assessment Project (MMAP) was implemented in Fall 2017. This assessment placed students in courses based on self-reported high school GPA and highest level of math course passed. This was the precursor to AB 705 and AB 1705 that were later mandated across the state. These changes solved the access problem by allowing all students to enroll directly into transfer-level math and English courses, which led to increases in the number of first-year students enrolling in these courses.

FIRST-TIME COLLEGE STUDENTS ENROLLING AND PASSING TRANSFER-LEVEL MATH COURSES¹¹

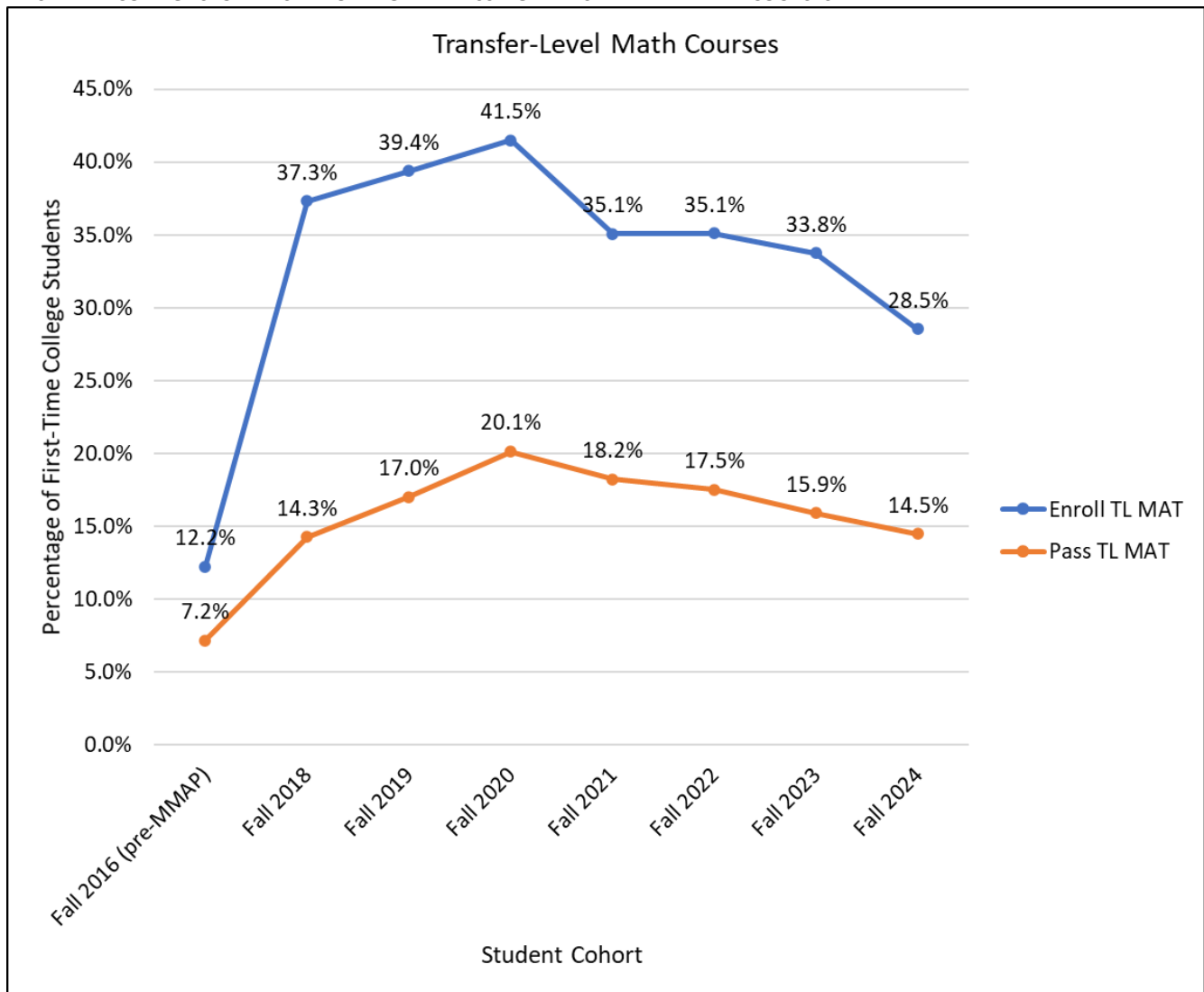


Figure 7 First-Time College Students Enrolling and Passing Transfer-Level Math Courses – [Accessible Description](#)

¹¹ Percentage of first-time college students who enroll (also pass) transfer-level math courses in their first year of enrollment at RCC. The Fall 2016 cohort is included as a baseline since this is the last year before MMAP was implemented. The data are pulled from MIS.

FIRST-TIME COLLEGE STUDENTS ENROLLING AND PASSING TRANSFER-LEVEL ENGLISH COURSES¹²

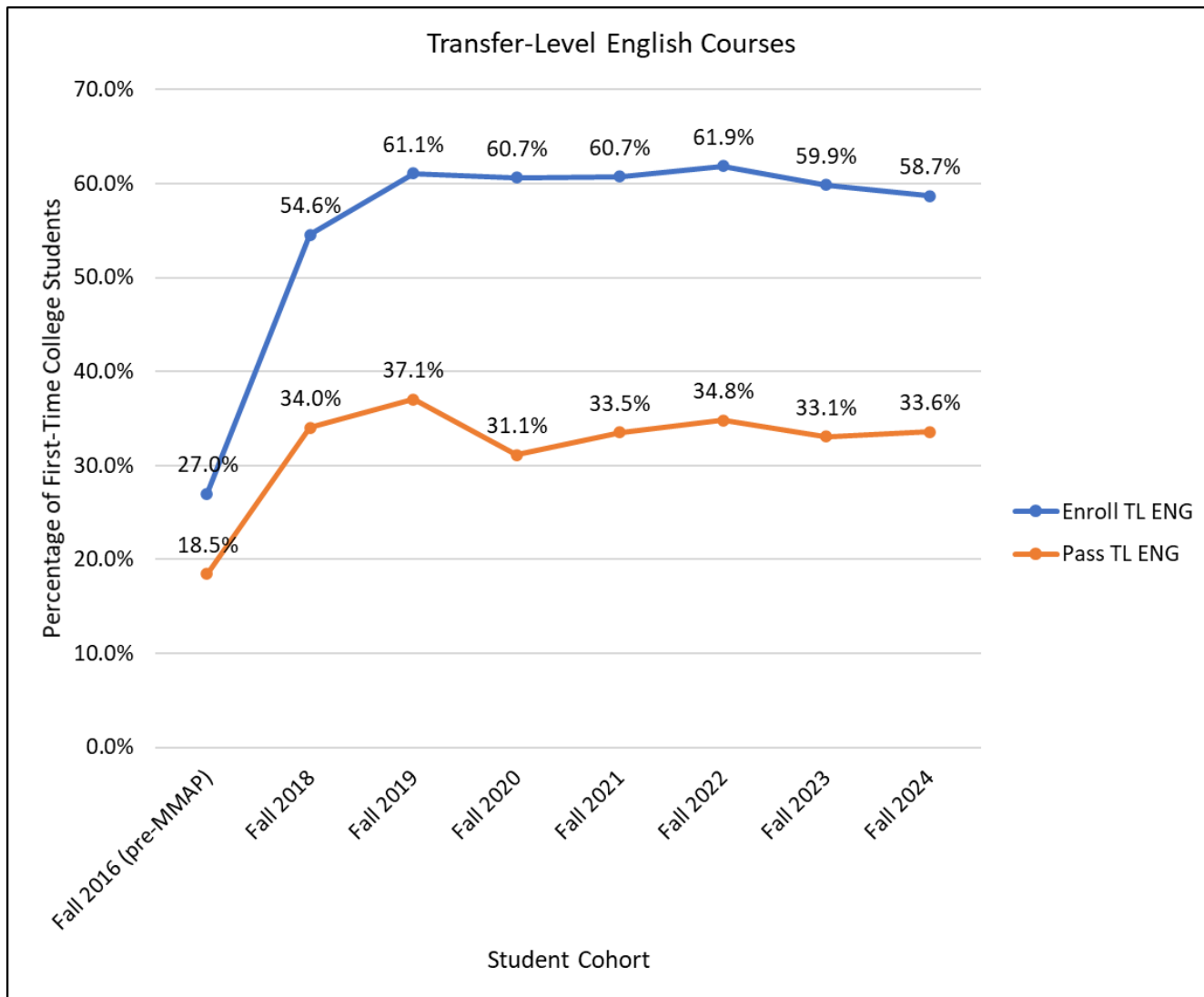


Figure 8 First-Time College Students Enrolling and Passing Transfer-Level English Courses – [Accessible Description](#)

While these policy changes have led to increases in the number of students enrolling in transfer-level math and English from pre-MMAP years, it did not automatically lead to increased success in the courses. Only about half of students pass their transfer-level math or English courses. In response, math and English faculty have been proactive in improving their practices to better serve their students. Both departments have developed Faculty Learning Communities where they learn about new practices to better engage students and create a more welcoming environment. Further, the English department has created contextualized sections that focus on specific themes in attempts to make the course more relevant and interesting to students. RCC has also conducted qualitative studies to gather information from students about their hesitations for enrolling in transfer-level math and English and their subsequent barriers to success (Olivares, Y. “RCC Voice of the Student 2023 Report”; Olivares, Y. “Equity Research 2024”). The reports provide information about students’ perceptions of math and English, which highlights changes the college needs to make. Students commonly stated inconsistent communication as a barrier to their success, so RCC has hired a consultant to begin the development of a Strategic Communications Plan. These practices demonstrate RCC

¹² Percentage of first-time college students who enroll (also pass) transfer-level English courses in their first year of enrollment at RCC. The Fall 2016 cohort is included as a baseline since this is the last year before MMAP was implemented. The data are pulled from MIS.

employees' commitment to continuous improvement in striving to better serve students and help them reach their potential.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

Riverside City College (RCC) presently finds itself at a crossroads, not one of hindsight and indecision but instead one of foresight and purpose. In the rearview mirror is the college's 2020-2025 strategic planning cycle, which placed growth at the forefront—raising success, escalating transfers, expanding programs, increasing enrollment. On the road ahead is the college's 2025-2030 strategic planning cycle, which looks more closely at how RCC can nurture what it already has. Real growth requires cultivation, so the way forward builds on not only the concepts of servingness and belongingness already associated with the college's long-time Hispanic-Serving Institution (HSI) status but also the process of achieving a liberatory consciousness as it aligns with the college's newly-achieved Black-Serving Institution (BSI) designation. Thus continues the ongoing mission of the college to build relationships with, engage with, serve, and treasure all groups that make up the RCC community.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

In this rapidly changing and increasingly adversarial world, RCC remains deeply rooted in the community, and its mission, vision, and values clearly articulate the college's commitment to providing equitable educational opportunities and outcomes for the diverse community that it serves.

Obviously, the mission, vision, and values are not static; the college strives to always meet its community where it stands. For example, during the 2020-2025 strategic planning cycle, the mission statement was as follows: "Riverside City College serves a diverse community of learners by offering certificates, degrees, and transfer programs that help students achieve their education and career goals. The college strives to improve the social and economic mobility of its students and communities by being ready to meet students where they are, valuing and supporting each student in the successful attainment of their goals and promoting an inclusive, equity-focused environment."

However, to ensure that the college stays responsive to the evolving educational needs of its community, RCC assessed its mission, vision, and values statements with involvement from core college constituent groups and updated key components to include in and guide the [2025-2030 Strategic Plan](#). The last round of such deliberation began in September 2023, led by the [Governance Effectiveness Mission and Quality \(GEMQ\)](#) leadership council. GEMQ voting members—comprised of administrators, elected faculty, appointed classified professionals, and elected student representatives—completed a consolidated workbook in which they shared ideas for updating RCC's mission, vision, and values, which were then brought to [Educational Planning Oversight Committee](#) (EPOC) for consideration and approval. The final draft of Tiger Pride Values (Transparency, Inclusivity, Growth, Equity, Respect, and Student-centeredness) were approved by EPOC at its October 2024 meeting. The mission statement underwent final edits and approval at EPOC in spring 2025; then, all three documents were presented to the Board of Trustees in November 2025, thereby culminating a long and collaborative process involving all stakeholders.

As a result of this process, RCC's current [mission statement](#) is as follows: "Riverside City College (RCC) is an

open-access, Hispanic-Serving Institution (HSI) that builds upon the strengths and socio-cultural experiences of its diverse student population and the communities it serves. The college advances equity, access, and inclusion by supporting the attainment of workplace skills, career technical certificates, degrees, and transfer programs, which promote social and economic mobility for its students and communities.”

The revised mission statement reflects the college’s strategic emphasis on honoring and affirming the strengths and experiences of RCC’s diverse student population and the larger communities the college serves. The college also recognizes in its mission statement that students come to RCC with a variety of academic, professional, and personal goals, so the mission statement amplifies the college’s commitment to supporting students with a spectrum of flexible programs to enhance their cultural, educational, and employment opportunities. RCC is likewise proud to be a Hispanic-Serving Institution, far exceeding the federal standards for such a designation and commitment. The college has prioritized its designation as an HSI community college—both as an internal commitment to live up to that label and as an outward-facing declaration to its predominantly Hispanic student population and community that it is here to serve them. In addition, with the college’s [recent BSI designation](#), the mission statement’s placing greater value on the capabilities and cultural capital its students already possess when they enroll in the institution becomes even more important.

Likewise, the college’s vision: “empowering lives through equity, access, service, and excellence in education” reinforces RCC’s dedication to closing equity gaps, expanding access to higher education, serving students throughout their academic journey, and providing impressive educational opportunities for all who enroll. RCC provides substantive opportunities for students to expand their knowledge and understanding of society and their vital role in it; build on their strengths and experiences to improve their lives; and gain valuable skills, certificates, and/or degrees to increase their employment prospects.

The Tiger Pride Values serve as a reminder to all constituents that the college is focused on transparency, inclusion, growth (in many forms), equity, mutual respect, and student-centeredness. To focus on just a few of these, RCC regularly demonstrates its commitment to transparency in its operations and communications by hosting open forums to seek input and feedback on college business; for example, during [selection cycles for the president and other high-level administrative positions](#), the RCC community is invited to various gatherings that shape qualities being sought in the candidates and test the compatibility the finalists have with the college and its varied constituent groups. The college also publishes weekly newsletters and monthly strategic planning updates, and regularly communicates through email listservs, various social media platforms, and direct messaging. For example, the [17 October 2025](#) Strategic Planning newsletter shared a variety of news items and announcements in support of the greater RCC community, from upcoming visiting artists, theatre performances, and faculty lectures to an introduction to the new Dean of Kinesiology & Director of Athletics Jen Spalding, who shared her vision for RCC athletics programs going forward.

The pursuit of equity for its students and community drives much of what RCC does as an institution. Even the California Teachers Association (CTA) [contract](#) includes in the Improvement of Instruction process the need for faculty to “cultivate a supportive and inclusive environment that promotes equitable access and success for a diverse student body,” which may include faculty conducting equity-minded gradebook analysis and working with Institutional Research to identify their individual equity gaps in order to think more holistically about their teaching and grading practices, as well as how they might adjust or modify their pedagogy to close equity gaps.

Clearly, RCC’s mission, vision, and Tiger Pride Values inform the college’s Strategic Plan, its Educational Master Plan, its shared governance structure, student equity work, and pedagogy. The stated objectives within these plans and within the charters and by-laws of the four leadership councils, EPOC, the Academic Senate, and others align with and operationalize the priorities emphasized in its mission, vision, and values statements.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

The achievement of institutional improvement, innovation, and equitable student outcomes are facilitated by the college's Strategic Plan, which is further supported by its Facilities Master Plan, its Educational Master Plan, and its Student Equity and Achievement Plan. Together, these documents convert the institution's mission, vision, and values statements into deliberate and thoughtful action.

The college recently concluded a collaborative process of analyzing its 2020-2025 Strategic Plan and determining how to more effectively address the economic and educational needs of its community during the 2025-2030 planning cycle. Students' voices in particular were instrumental in shaping the updated Strategic Plan. Over the past few years, through [projects](#) like the Voice of the Student (2023), Equity Research Study (2024), and the Student Street Team surveys (2023), the college has listened deeply. Students have asked for clearer communication, more responsive support systems, improved access to mental health services, equitable access to tutoring, and visibility for learning communities, and the 2025-2030 Strategic Plan reflects their feedback and speaks directly to their particular experiences and needs at RCC.

The 2020-2025 Strategic Plan had five goals: Student Access, Student Success, Institutional Effectiveness, Resource Development and Allocation, and Community Engagement. The [2025-2030 Strategic Plan](#) has four: Build, Engage, Serve, and Treasure. These goals shift the focus from operational to experiential, as they closely align with and complement RCC's [Student Equity Plan](#) (2025–2028) and the [Black Serving Institution Strategic Plan](#) and are fully compatible with the Seal of Excelencia Framework supporting Latino/a/e student success through intentional leadership, data, and practice. Cross-walked with the strategic plans at RCC's sister colleges—Moreno Valley College and Norco College—and in direct alignment with the District Strategic Plan and the Vision 2030 plan for California Community Colleges, the 2025-2030 Strategic Plan carries what the college already does well into the next decade and, along the way, ensures that RCC's goals, objectives, strategies, and equity commitments are not siloed, but systemic.

Guided by equity-minded practices at every stage of a student's journey through RCC (from application to graduation), the 2025-2030 Strategic Plan positions RCC as a leader in equity-focused education and innovation and envisions a vibrant community of scholars and leaders where individual dreams for academic achievement, career readiness, and economic mobility are not only supported but also fully realized. By integrating holistic student support through its ["Standard of Care" framework](#) instead of focusing just on set percentage increases, RCC expects to raise enrollment and build success for local high school graduates and returning learners while empowering them to thrive as technologically skilled, community-conscious global citizens of the 21st century.

Goal 1 of RCC's 2025-2030 Strategic Plan is **Build**. Through equity-centered onboarding, academic guidance, a simplified enrollment process, and ongoing student support, RCC works to build a relationship with its students that will last from initial contact all the way through to graduation. For example, strategic onboarding ensures each student has a complete Comprehensive Student Educational Plan, offers workshops focused on learning pathways and career guidance, deploys [Student Success Teams](#) (counselors, ed advisors, peer mentors) to contact every student at least twice per semester, encourages full-time enrollment by communicating clearly the financial and academic benefits of choosing that path, assigns every student an [engagement center](#) based on their selected pathway/major, and trains classified professionals and mentors responsible for onboarding in understanding structural enrollment barriers that harm marginalized students. In addition, the college provides a simplified, user-friendly student portal for application, orientation, and registration; has streamlined the students' digital enrollment experience; uses peer mentors and targeted outreach to support applicants throughout the process; and conducts equity audits of onboarding and enrollment processes and revise them based on disaggregated student feedback. Combined, these strategies build a relationship of trust and commitment between the college and the student.

Goal 2 of the college's 2025-2030 Strategic Plan is **Engage**. RCC fosters student connections with peers, mentors, college employees, and programs and services through its [Promise Program](#), engagement centers, extracurricular activities, [Guided Pathways](#), and "Standard of Care" initiative. The college has started to operationalize its learning pathways by connecting students with faculty, alumni, and employers. For example, STEM students recently [visited NASA's Jet Propulsion Laboratory](#) to learn about internships, students in the [Pilates certificate program](#) act as assistants and interns at the college and in local studios and physical therapy centers, and students in the various CTE programs have worked directly with local businesses and organizations in everything from tax preparation, caregiving, and graphic design, to printing, cybersecurity and [apprenticeships](#) in welding and automotive repair. The college has also developed and supports identity-affirming mentoring and culturally-responsive [support programs](#), such as Umoja, Puente, Guardian Scholars, LaCasa, the Rainbow Engagement Center, and the [TIGERS academic program](#) for student-athletes. To improve the function and value of these centers, RCC encourages students, faculty, and classified professionals in academic and cultural engagement centers to host monthly themed events tied to student success. For example, the [LHSS Engagement Center](#) hosts guest speakers about careers in the humanities, offers workshops on writing university transfer applications and personal statements, and sends out weekly "First Five" announcements. LHSS faculty and tutors also hold some of their student hours in the engagement centers instead of their offices to reach a broader base of students.

Goal 3 of RCC's 2025-2030 Strategic Plan is **Serve**. RCC recognizes how systemic inequities can derail student progress and actively analyzes where those barriers lie through collective data analysis of equity gaps in teaching, learning, programs, and services. In response to the results of that analysis, faculty, classified professionals, and administrators—often in collaboration with students—work together to align resources, refine structures, and minimize perceived friction from the student experience. For example, Counseling has increased its offering of [virtual appointments](#), especially for evenings and weekends, and has added a chatbot to address immediate issues. Likewise, the college has changed its appointment scheduling to open up at times more convenient for students, for example, having a new appointment block open for reservations at 7 AM rather than at midnight. RCC supports student momentum and completion through education plans, student-centered class schedules, math and English completion in the first year, and analyzing disaggregate data to address barriers to progress. In furtherance of this goal, RCC ensures paid roles exist for students to research institutional equity gaps and propose liberatory solutions. Examples include the #CaliforniansForAll [College Corps program](#), which provides 50 students local service opportunities in community organizations such as food banks, climate action organizations, and K-12 education. Eligible students can earn up to \$7,000 in a living allowance stipend and up to \$3,000 education award in exchange for completing 450 hours of service over the course of the academic year. The [Community Action Leadership Academy \(CALA\)](#), as well, is a social justice-oriented internship in which students enroll in coursework pertaining to community leadership and simultaneously work for pay at local nonprofit organizations focusing on issues such as anti-racism, education, workers' rights, environmental justice, food security, assistance to the formerly incarcerated, LGBTQ+ rights, public health, and domestic violence.

Goal 4 of the college's 2025-2030 Strategic Plan is **Treasure**. RCC values every student's and employee's individual identity and strives to celebrate their lived experiences by upholding a standard of care that reflects deep institutional accountability. Through liberatory teaching, holistic support, and visible recognition of achievement, RCC is working to form a campus culture where students and employees feel valued and inspired.

The college has put much thought into establishing meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes through its mission, vision, and values. One example is RCC's [community wealth map](#), developed as an institutional improvement for its students and to close the gap for student outcomes. In Spring 2023, RCC conducted a [equity research study](#) of its students to help identify the barriers they are facing, as well as an [equity audit by Hotep Consultants](#). These barriers, as noted in the [Voices of the Student 2023 Survey](#), included difficulty scheduling counseling appointments,

inconsistent and ineffective college communication, a lack of awareness of campus resources and services, isolation and/or lack of belonging, family obligations, mental health struggles, and experiences with social injustice.

Many committees and departments have designated space on agendas and in programs for equity discussions. There are also discipline- and department-based equity-minded communities of practice, such as those [offered by the English and Media Studies](#) department and the [Equity-Minded Learning Institute](#) open to classified professionals, faculty, and administrators who wish to explore practices that foster an inclusive, equity-centered campus culture. Particular attention has been paid to equity gaps for men of color, specifically Latino and African American men.

The college has also worked to make equity data more easily accessible for all constituents. Program reviews and the [Institutional Effectiveness](#) website provide detailed data on these efforts. Data is also available on Power BI Dashboards to which all vice presidents, deans, department chairs, and student success teams have access. The data provided for Program Review is pulled from these dashboards. In addition, individual faculty can request specific student equity data any time from the Director of Institutional Research.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Departments, disciplines, and programs undertake a [comprehensive program review](#) once every five years in alignment with the strategic planning cycle and are then asked to review and update their data yearly to ensure that institutional goals align with outcomes and continuous improvement efforts. The college holds itself accountable for achieving its mission and goals by regularly reviewing and evaluating relevant, meaningfully disaggregated data, in particular the college's KPIs, to inform planning, improvement, and innovation. Through the [Office of Institutional Effectiveness](#), data are systematically collected, analyzed, and disseminated to support decision-making across the college.

To illustrate, in 2025, departments, divisions, and administrative and service units were asked to complete a reflective prompt that provided key tasks and questions focused on all core aspects of a given unit's operations, such as recent enrollment trends and patterns, equity gaps at the course level identified through review of disaggregated data, the department or unit connecting Dr. Gina Garcia's "servingness" model to its work and what they are doing to positively impact servingness outcomes, and how they are connecting their work to [Vision 2030](#). In their comprehensive program review, the Veterans Resource Center (VRC) described their implementation of "New Veteran and Military Affiliated Student Orientations," as well as increased participation in "Campus and VA Resource Fairs and ... program specific faculty office hours within the VRC." One area of concern they noted in their self-reflection was how Credit for Prior Learning (CPL) can be used to fulfill new CALGETC requirements since CPL is not yet granted for students transferring to a UC. The concerns raised in the VRC's self-reflection are now being heard by the college curriculum committee, which is working with the state to address this. The VRC's review also indicated, "Lack of participation from veterans as the Veterans Center implements mental health support and activities." In response, they received "the Mental Health for Veterans Demonstration grant which aims to strengthen institutional policy and practice to provide support, including mental health services, professional development for faculty and staff, and peer-to-peer mentorship."

To increase the efficacy of program review, the college's Office of Institutional Effectiveness offers a Data Coaching Program, a year-long professional learning opportunity that builds capacity among faculty, classified professionals, and administrators to interpret equity-related data, to use tools such as the [Equity Data Case Studies workbook](#) and the [Assessing and Analyzing Equity Data Using Power BI activity workbook](#) in finding and interpreting such data, and finally to use their newfound knowledge/skill to facilitate campuswide conversations that promote a culture of inquiry, accountability, and student success.

For example, this coaching program can help individual faculty identify and understand equity gaps at the course level, as well as have opportunities to perform gradebook evaluations through an equity lens to see where and how pedagogical modifications can help close identified gaps and improve overall instruction. Likewise, RCC's Improvement of Instruction (IOI) process for part-time and full-time faculty require faculty to engage in continuous improvement ([CTA Contract](#) Article XI, Sect. B.1b, c, e, f, n).

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

The college's mission-aligned 2025-2030 BEST Strategic Plan recommends direct, ongoing systemic planning and evaluation for resource allocation, innovation, and continuous quality improvement of programs, services, and resources. This goal is achieved through the [Joint Prioritization Process](#), which is completed annually after all college units have submitted their annual Program Review and Plan documents to the Nuventive platform. This process illustrates how college units regularly plan and evaluate their programs services to determine what resources are needed to fulfill the college's mission and goals. Once needs have been identified, resource allocation requests flow from disciplines, departments, and service units to division leads and then to vice presidents. Through this process, such requests are considered and ranked at each level, ensuring that the highest priority requests will be placed at or near the top when the vice presidents present their plans to the Joint Leadership Council membership for ranking. At each stage, resource allocation requests are vetted for their alignment with the college's mission, with a ranked list of recommendations sent to EPOC for approval before the president makes the final decision. Once the president has decided which prioritized items will be funded and implemented, [the college as a whole is notified](#), including instructional and service units which will need to prepare for implementation.

RCC's Strategic Plan dictates that the college aligns financial planning and transparency with its strategic goals to achieve equity-centered outcomes. Strategies for achieving this include equity-based budgeting, transparent budget communication, budget alignment audits, participatory budgeting, and fiscal professional development. An example of equity-based and budgeting, transparent communication, and participatory budgeting is RCC's Vice President of Business Services (VPBS) "[Budget 101](#)" PowerPoint, which was shared with constituent groups across the college at multiple presentations, including the Academic Senate, followed by Q&A sessions. This effort to educate the college constituency on how budgeting works, what the Budget Allocation Models (BAMs) are, where funding comes from, what the different funding categories consist of, and the guiding principles for budgeting and how they connect to the college's mission illustrates RCC's renewed commitment to transparent and mission-driven budgeting.

Campus spaces, facilities, and environments also reflect RCC's commitment to access, belonging, and care for all students and employees. Strategies to achieve this include strategic facilities planning. The Facilities Department conducts an annual space inventory, which is submitted to and verified by the college president and RCCD Capital Planning & Facilities. Equity-centered maintenance is also emphasized. Facilities prioritizes scheduled maintenance projects by reviewing the deficiencies module in FUSION as well as reviewing known issues in house that may have occurred since the previous state deficiencies visit. Facilities will then identify which projects have the most impact on instruction and then proceed accordingly. Moreover, inclusive space management embeds equity and justice principles in space planning, design, and allocation processes. For example, in spring 2025 a committee of LGBTQIA2+ faculty and classified professionals (LASSE) met with the VPBS to determine how best to renovate the [Rainbow Engagement Center \(REC\)](#) to make the space more accessible and identity-affirming for this marginalized population. This included new furniture, decorations, storage, and paint to create a more welcoming and supportive environment.

The college is working as well to bridge digital equity gaps, enable effective instruction and operations, and foster innovation, as communication, storytelling, and engagement represent additional key components of the college's 2025-2030 Strategic Plan, which asserts that effective and inclusive communication is essential to sustaining momentum and ensuring accountability for the BEST Plan. Some recent technology upgrades

include [HyFLEX upgrades](#) to classrooms to improve accessibility and, of course, the opening of the new state-of-the-art [Business, Law, and Computer Information Systems](#) building in 2024.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Internally, the college uses a variety of platforms to ensure transparency and shared understanding among stakeholders. First, it publishes the weekly [RCC News](#) feed to all constituents and the biweekly [Strategic Planning Newsletter \(SPN\)](#) to employees. These electronic newsletters highlight updates related to strategic initiatives, institutional goals, upcoming campus/community events, shout outs of college constituents, planning priorities, and more. They are shared via email and are also housed on the college's website. In addition, the president shares [formal and informal announcements](#) about improvements around the campus throughout the month such as grand openings, crisis communication, and policy changes. In addition, the college administration publishes [Strategic Planning Leadership Council Minutes](#). Along these same lines, [Academic Senate Minutes](#) are distributed via email and posted publicly on the college website, capturing key discussions, data analysis, and recommendations as related to the [10+1](#) that inform academic and planning decisions. The RCC Academic Senate meets twice a month in person, call-for-agenda items are requested well in advance, and the dates/times/locations and final agenda are shared via email with the campus community. The college also provides presentations and campus open forums on initiatives such as the joint [RCC/UCR housing program](#), budget allocations, and more at college-wide meetings and online to ensure broad visibility. In an effort to improve [budget transparency](#), budget details are broadly accessible to much of the college community (faculty, classified professionals, administrators) via the Galaxy app in their [RCC SSO portal](#).

For external stakeholders, the college makes efforts to share institutional progress and key developments. First, the college periodically produces and disseminates printed external newsletters to community stakeholders offering insights into institutional achievements, planning updates, data related to enrollment, growing programs, and ongoing initiatives. Over the last several years, the college has also improved its [marketing efforts](#) with regular news blubs on the RCC website, via email, and on social media platforms that highlight successes, strategic initiatives, and community engagement efforts. For example, updates on new programs and/or existing program successes, events, affinity months, housing, and the like are shared through web stories and press releases. There are also [Annual Board Reports](#). The External Affairs Office prepares reports highlighting yearly progress and institutional achievements, as well as reporting how successful the college's marketing is.

The institution visibly collects and uses data to assess performance and guide improvement through a variety of communication channels and processes. These assessments help inform the prioritization processes for [strategic plan initiatives and budgeting](#). Likewise, the [Strategic Planning Report Card](#) is publicly available and provides a data-informed snapshot of progress on key performance metrics across the college relating back to the strategic plan. Near the culmination of the Program Review process, VP Prioritization Reports and Presidential Responses are produced and disseminated to the college as a whole, informed by data collected through program planning, strategic planning councils review, and prioritization requests. Following the joint prioritization process in the fall, the president issues a letter each spring explaining funding decisions.

Such a public and transparent process for understanding the college's strengths, priorities, and areas for continued improvement carries on through all levels and constituent groups. For example, across the college's many service departments, such as Counseling, data is collected and has led to targeted improvements based on student feedback. Likewise, programs like A++ track engagement at student equity centers such as Umoja and La Casa and the Rainbow Engagement Center, supporting data-informed resource planning. In fact,

collected data indicate that the Rainbow Engagement Center is one of the more high-traffic centers on campus, which has helped its advisory group make a more pointed argument for increased resource allocation.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

For the past several years, Riverside City College (RCC) has focused on actively raising the value of “servicingness” in its curriculum, pedagogy, policies, and practices, especially when it comes to its academic support and student success programs. These programs are intentionally designed and regularly adjusted to optimally and cohesively provide the standard of care necessary to ensure each student’s educational journey is not only unique but also empowering. RCC’s physical and virtual spaces and those who fill them facilitate the sharing of diverse voices, ideas, and experiences, thereby fostering empathy, awareness, and intercultural competence.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

The college’s mission to build “upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve” is reflected in the comprehensive array of [academic and Career Technical Education \(CTE\) programs](#) offered across a wide range of academic and career pathways, including 1,444 courses (credit and noncredit), 266 programs, 96 associate degrees, and 170 certificates. Students have access to a broad selection of [majors and general education courses](#) that support transfer, employment, and lifelong learning. Courses are offered in full-semester (16-week), short-term (first 7 weeks and second 7 weeks of the semester), and intersession (6 weeks winter and summer) formats, with some alternate formats for specialty programs such as [Culinary Arts](#) and [Cosmetology](#). All instructional offerings, whether taught face-to-face or—when deemed pedagogically sound by an approved distance education addendum—delivered via [distance education](#) (Hybrid or Online), are intentionally designed to support student learning, educational attainment, and workforce preparation. Modes of delivery are regularly adjusted to best serve student need, with 48 percent of courses being offered fully face-to-face, 40 percent being offered fully online, and 12 percent being offered in a hybrid format, as of Spring 2026.

Many academic programs offer both Associates Degrees/Associate Degrees for Transfer (ADTs) and certificate options. For example, students can pursue the two-year [Associates of Science degree in Administration of Justice](#) and then transfer to a university, or they can opt instead to complete a certificate in Crime Scene Investigation, Investigative Technician, Corrections, or Digital Forensics Investigation and be prepared to enter the workforce in less than one year. RCC’s instructional programs represent recognized fields of academic, transfer, and career-technical education appropriate to postsecondary education, and their curriculum development and review are governed by [Board Policy and Administrative Procedure 2020](#) and outlined in the [RCCD Curriculum Handbook](#).

To ensure all program offerings continually reflect the breadth, depth, and expected learning outcomes appropriate for all those served by the college, new and existing courses and programs undergo [district technical review and local curriculum committee approval](#) to confirm rigor, academic integrity, and compliance with accreditation and state requirements. Courses offered through distance education are [held to the same academic standards](#) as face-to-face courses, ensuring consistency in academic rigor, learning outcomes, and instructional quality. Furthermore, distance education courses are [evaluated](#) for **regular and substantive interaction** between instructors and students, and course design and instructional materials are developed to [ensure accessibility for all students](#), including students with disabilities, and are updated

regularly to address legislative changes, such as the [ADA updates](#) rolling out in early 2026.

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. (ER 3, ER 9, ER 11, ER 14)

RCC is proud to have formally agendaized "Equity-Minded Curriculum Practices" as a point of discussion for every [Curriculum Committee](#) meeting since Fall 2020, and it supports faculty work to embed equitable teaching practices in Course Outlines of Record (CORs) via Curriculum Committee dialogue and review and through concrete resources such as the [COR Review and Equity in Curriculum Development Tool](#). In fact, years of conversation about equitable curriculum as part of the regular review process enabled the college to respond quickly to the recent changes to Title 5 §55001 b and c requiring a documented procedure for ensuring equitable and inclusive practices detailed in the course outline and for articulating universal design for learning principles for the course. The Curriculum Committee created a process with an additional layer of review and documentation to highlight equity-minded curriculum elements in every COR proposal on its agenda and in committee review.

The college relies on faculty-driven curriculum development and review processes to ensure academic programs not only reflect current disciplinary, transfer, and industry standards but also support equitable attainment of learning outcomes and achievement of educational goals. The [College Catalog](#) defines Program-level Learning Outcomes (PLOs), required coursework, and degree and certificate sequencing. Course-level Student Learning Outcomes (SLOs) are documented in the CORs and maintained in the district [curriculum management system](#).

Equity-minded curriculum design is reflected throughout RCC's curriculum development and review processes. Through regularly scheduled [faculty professional development](#) offerings and discipline-specific communities of practice, faculty are provided with resources to support equitable practices in curriculum design, with intentional attention to instructional materials, instructional methods, and evaluation methods. Equity considerations are also incorporated into course and program modification cycles and reviewed through annual and comprehensive [program review](#), during which faculty examine and evaluate assessment results, including [disaggregated student success data](#), to revise course outlines, rethink instructional strategies, and modify learning outcomes as appropriate. These practices support continuous improvement and alignment with institutional, transfer, and workforce expectations.

For career and technical education programs, curriculum design and review are further informed by workforce and industry stakeholders through required [consortium and advisory committee processes](#). Current accrediting bodies include Print[ED] National Accreditation Program administered by the Printing & Graphics Association MidAtlantic (PGAMA), Accreditation Council For Business Schools and Programs (ACBSP), Early Learning Program Accreditation from the National Association for the Education of Young Children (NAEYC), Accreditation Commission for Education in Nursing (ACEN), Society for Simulation in Healthcare (SSH), California Board of Registered Nurses (BRN), California Board of Vocational Nursing and Psychiatric Technicians (BVNPT), California Department of Public Health (CDPH), and Commission on Accreditation of Allied Health Education Programs.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

All degree programs at RCC include a [general education framework](#) designed to develop broad knowledge, skills, and competencies in communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and engagement with diverse perspectives. RCC's general education framework incorporates

approved local and state-recognized general education patterns and is documented in the [College Catalog](#). General education courses are offered across a broad range of disciplines and promote integrative learning, intellectual growth, and civic engagement.

General education learning outcomes are embedded within course-level student learning outcomes and documented in all applicable [Course Outlines of Record](#). General education courses are developed, reviewed, and approved through faculty-led curriculum processes that begin at the discipline level and then work their way through department, division, college, and district levels. General education competencies also inform the design and delivery of [academic support services](#), including tutoring, writing and math support, and information literacy instruction, thereby reinforcing student learning inside and outside the classroom.

Assessment of general education outcomes is an [Assessment Committee](#)-led process that informs instructional improvement. RCC's general education framework is [assessed on a regular five-year cycle](#) to evaluate institutional learning outcomes (ILO) and inform continuous improvement. The College is currently in its third assessment cycle. Institutional learning outcomes related to critical thinking, information competency and technology literacy, communication, and self-development and global awareness are [assessed on a rotating schedule](#) using student artifacts and common rubrics.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

RCC communicates clear, accurate, and accessible [information](#) regarding academic programs, student services, and institutional resources to support students throughout their educational journeys, in alignment with [Eligibility Requirements](#). Responsibility for student-facing communication is shared across academic departments, student services, and institutional offices to ensure consistency and accountability. Student-focused communication is offered through multiple platforms, including institutional websites, printed materials, *Canvas* learning management system messaging, social media, and in-person onboarding events, information booths, and engagement centers. [Digital communications](#) are designed to meet accessibility standards and support students with diverse needs.

[Centralized and program-specific web resources](#) provide clear information about services, eligibility requirements, and access points, including student support programs, disability resources, veterans and foster youth services, financial aid, and consumer information. Program brochures and digital materials communicate [degree and certificate pathways](#), career and transfer opportunities, and faculty contact information.

RCC uses digital outreach tools such as social media, chatbots, and student engagement initiatives to provide timely updates and gather student feedback, which is then used to refine communication strategies. Academic and cultural [engagement centers](#) and *Canvas*-based program hubs provide personalized and centralized access to academic and student [support resources](#).

The college is always striving to strengthen strategic communication practices to improve clarity, consistency, and accessibility for all constituents. In fact, in December 2025, RCC engaged a strategic communications consultant through the [Growing Inland Achievement \(GIA\) grant](#) to evaluate and enhance internal communication with employees. This work includes an assessment of existing communication channels, identification of gaps, and development of a phased communication plan to support more effective and coordinated messaging. Building on this work, the College will extend its evaluation to student-facing communication through review of student achievement data, service utilization trends, and program outcomes, supporting continuous improvement and equitable access to information across the institution.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Guided by faculty leadership and shared governance structures, the college holds itself accountable for student success by scheduling courses in a manner that supports completion of degree and certificate programs within the expected period of time. The [Department Leadership Council](#) (DLC), recognized by the [Academic Senate](#), provides a forum for department chairs and deans to address scheduling and enrollment management practices that align with student pathways and program requirements that ensure required courses are available in a sequence and at a frequency that supports timely completion.

To maintain scheduling efficacy, departments engage in annual or comprehensive [program review](#), examining alignment with [Guided Pathways](#) initiatives, student progression data, and time-to-completion metrics. The [program maps](#) web-based tool, which has undergone significant assessment and revision during the 2025-2026 academic year, helps students identify recommended course sequencing and estimated completion timelines.

Educational planning data also informs discussions about course demand and scheduling priorities. Students can monitor progress toward completion through graduation evaluation processes such as automated suggested scheduling sequences in [EduNav](#) verified by Student [Educational Plans](#) completed in consultation with counselors or educational advisors, as well as other faculty advising and support services offered through [special programs](#) and academic [engagement centers](#). One or more of these processes will lead to a [graduation check](#) so that students can complete their requirements on schedule.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

RCC offers courses in [multiple delivery modes](#), including face-to-face, hybrid (part face-to-face/part online), online synchronous (via Zoom), online asynchronous, and HyFlex. [HyFlex courses](#) are designed to allow students the flexibility to participate through multiple approved modes of attendance while maintaining consistent course learning outcomes, instructional rigor, and regular and substantive contact regardless of how students engage with the course.

Student enrollment trends indicate increasing demand for online instruction when compared to exclusively face-to-face offerings. Since the college's last accreditation cycle, the number of courses offered with fully or partially online components has increased from 471 in Fall 2020 to 973 in Fall 2025, representing a 106% increase. This growth is primarily driven by the expansion of online, hybrid, and HyFlex modalities, which provide students with greater flexibility to balance academic responsibilities with work, family, and other obligations. These trends, along with the college's recent membership with [California Virtual Campus](#), reflect RCC's intentional use of multiple delivery modes to promote equitable access to instruction while maintaining enrollment efficiency and program viability across disciplines.

RCC employs a range of evidence-based methodologies designed to promote equitable learning outcomes across modalities. These can include active learning strategies, project-based assignments, collaborative discussions, and culturally responsive pedagogical practices that reflect the diversity of RCC's student population. These strategies are described in the CORs and are assessed and updated by discipline faculty during regular [curriculum revision cycles](#). The college's methods for disseminating and assessing the effectiveness of these delivery modes and teaching methodologies are multifaceted, with various practices in place to ensure student needs are met. These include [communities of practice](#), [professional development](#), [Distance Education support](#), annual and comprehensive [program review](#), Improvement of Instruction (IoI) processes, [data coaching](#), and [distance education certification](#).

The Power BI system available to all faculty, administrators, and classified professionals with access to the

RCC employee applications portal provides data that allows departments to assess enrollment and student success. This data can be disaggregated by race, gender, modality, course discipline, and term. During annual [program review](#), department chairs are prompted to review their course-level data looking for equity gaps. They, in turn, ask faculty to reflect on this data and utilize targeted intervention for specific groups, such as offering tutoring in cultural/affinity engagement centers, participating in [ESCALA training](#) or [faculty learning communities](#), and supporting [college initiatives](#) to reduce achievement gaps.

All faculty, courses, and programs are then regularly evaluated through the [Improvement of Instruction \(IoI\) process](#) (for faculty) and [Course and Program Level Assessment](#) (for courses and programs) to inform continuous improvement. For example, a part time instructor undergoing IoI would on their [evaluation form](#) be evaluated on how well they relay course material from the COR to students and if they are developing and utilizing “effective pedagogical techniques to enhance communication of ideas and promote optimal student learning, critical thinking, and performance skills” as well as cultivating “a supportive and inclusive environment that promotes equitable access and success.” These judgments are based on a combination of classroom observation, review of instructional materials and *Canvas* shells, and student survey results. Outside of the IoI process, faculty can also choose to assess their own courses via [Data Coaching](#).

When assessment or evaluation data reveal performance gaps among student groups, instructors can look to redesign activities, refine assessment tools, and apply universal design principles to course delivery. This data-driven cycle reinforces the College’s mission to provide equitable access to high-quality instruction regardless of delivery mode. RCC’s [Data Coaching Program](#) is a one-year, cohort-based, equity-focused initiative that builds participants’ capacity in data literacy, analysis, and communication. Data coaches engage in a structured series of interactive training and then collaborate with faculty and departments to facilitate discussions, interpret student success metrics, and guide evidence-based decision-making.

For general assistance with pedagogy, be it classroom management, equity-focused assignments and assessments, or re-envisioning academic integrity in the age of AI, faculty can utilize the resources offered through the [Faculty Flex Program](#) and cohort-based programs such as the year-long New Faculty Orientation offered through [Faculty Development](#) and the Equity-Minded Learning Institute and TIGER PERC offered through the [Office of Equity Inclusion and Engagement](#). When it comes to distance education, the college offers resources and training in conjunction with district [Distance Education \(DE\)](#) to ensure optimal and equitable learning for all students. The RCC [Distance Education Committee](#) acts as liaison between District DE and other college bodies, including academic divisions, departments, and disciplines and disseminates information from the district about changing requirements (*e.g.*, the [2026 ADA updates](#) and [new district DE certification processes](#)) and training opportunities. All online faculty in the district, including those at RCC, must be [certified by District DE](#) and are required to recertify every three years. The primary requirements of certification involve course design and online instruction that offer [Regular and Substantive Interaction \(RSI\)](#) and [accessibility](#) that meet all district, state, and accreditation standards. Faculty can achieve [DE certification](#) in a variety of ways, including undergoing a District Academic Senate-approved peer-to-peer review process, achieving equivalency via successful completion of a pre-approved @ONE course, or proof of completion of another educational institution’s distance education training course that meets District DE standards.

Through these multiple delivery modes and ongoing pedagogical development, RCC ensures that students can access and succeed in courses that meet their individual needs and learning preferences. Faculty utilize data-informed teaching practices and equity-minded methodologies to promote comparable learning outcomes across modalities. Continuous assessment and professional development reinforce the college’s commitment to equitable achievement for all learners.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic

counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Through its academic support and student success programs, RCC strives to provide standards of care that ensure the needs of every student are addressed. The college creates and delivers comprehensive, equitable services and support to assist students throughout their educational journey from the time they apply through graduation and transfer. When students complete their RCC application, they receive a Welcome email that directs them to complete an [online orientation](#), during which they are asked about the resources they may need. Departments and programs across campus can then access those responses and provide the students specific information about those resources. Then, during the first two weeks of classes, [Welcome Day](#), [Club Rush](#), and [Resource Fairs](#) provide additional opportunities for new and returning students to learn about the resources and engagement opportunities available to them. Students enrolled in [student support programs](#) such as EOPS, CalWORKs, and the Promise Program complete additional orientations that reiterate additional resources and can provide warm hand-offs. In addition to [Counseling](#), which offers drop-in and appointment-based consultations both in-person and online, student support comes from the [Transfer Center](#), the [Disability Resource Center](#), and the [Financial Aid Department](#), all of which provide not only day-to-day services but also communication campaigns throughout each term to encourage students to determine or maintain eligibility, schedule one-on-one appointments, attend workshops, and participate in special events.

During their course of study, students can receive academic support through [Supplemental Instruction](#), face-to-face and online [tutoring](#), and centers such as the [Math Learning Center](#), [Writing and Reading Center](#), and [Center for Communication Excellence](#) that offer peer- and instructor-led tutoring and workshops. A crucial source of academic support, of course, is the RCC library, which continually updates its [resources and services](#), and has reconfigured spaces to meet the instructional and non-instructional needs of students. The library supports students in their instructional programs with remote access not only to scholarly journals, newspapers, magazines and books via library [databases](#) but also to the reserve textbook collection through controlled digital lending (CDL). With the CDL program, the library creates a digital version of the textbook, which students access online through the library website within copyright compliance. Library faculty provide information literacy instruction to students in the use of these resources through library orientations and workshops, one-on-one interactions at the two Information Desks, online chat, phone queries, and electronic [research guides](#).

In addition to online resources, the library maintains a hardcopy collection with over 56,000 books and a variety of study aids such as molecular chemistry models and box sets of non-articulated skeleton bones. Upon analysis of overdue fines and fees in 2024, the library revised the loan period from 21 days to semester-long checkouts for books, calculators, and laptops. This policy update helps to circumvent the accrual of costly library fees and fines that adversely impact economically disadvantaged students. Furthermore, spaces have been optimized to accommodate quiet and noisy zones. The noisy zones are furnished with tables and mobile white boards for group study, while quiet study and computer lab zones cater to individual seating. The computer lab is equipped with technology to access Microsoft applications, *Canvas* with a lockdown browser option, and accessibility software. As well, the library [loans out no-cost laptops](#) to students on a semester-by-semester basis.

RCC students can receive additional academic support services from the engagement centers established for all academic pathways. Faculty, classified professionals, and peer advisors assist students with enrollment, registration, programs of study, academic and non-academic support, career exploration, and transfer requirements; these centers also host workshops and events related to their affiliated programs of study. These academic engagement centers include the [Advanced Technical Arts and Trades, and Education and Teacher Preparation](#), [Business, Law, and Computer Information Systems](#), [Fine and Performing Arts](#), [Health-Related Sciences Engagement Center](#), [Languages, Humanities, and Social Sciences](#), and [STEM](#).

When it comes to addressing their non-academic needs, including their personal, mental, and physical wellness, RCC students have a multitude of options. The colleges on-campus [Health and Psychological Services](#) center offers in-person care, wellness events, and wellness resources, as well as virtual appointments and online resources for mental health services. The [RCC CARES](#) team also provides mental health support and crisis management. In addition, RCC's [Basic Needs Resource Center](#) (BNRC) is available to all RCC students who need to supplement basic food, housing, clothing, and daily amenities in order to maintain their overall wellness and success. For example, RCCD, in conjunction with the University of California, Riverside (UCR), has established a [Residential Scholars](#) program that offers RCCD students a unique residential experience at UCR for transfer-bound RCC students.

Additional engagement and resource centers, programs, and events dedicated to the equitable student support include [Umoja](#), [La Casa](#), [Rainbow](#), [Guardian Scholars](#), Puente, [Veterans](#), [EOPS](#), including CARE and NextUp supplemental benefits to student parents and current and former foster youth, respectively, [TRiO](#), [CalWORKS](#), [Rising Scholars](#), [Student Parents](#), [Undocumented Students](#), and the [Career Center and Career Closet](#).

The RCC library also addresses students' non-academic needs. It collaborated with Food Services to create a food lounge with vending machines, microwave ovens, and board games to support social activities and foster connections. After observing students sleeping on the floor, the library also created a Serenity Lounge with fifteen recliners for students to rest and recharge in a safe environment. In addition, the library is home to RCC's [Maker Space](#) where students can create their own projects with 3D printers, sewing machines, button makers, and other tools. And twice a semester, the library hosts a popular stress reduction program with the organization Paws-to-Share where students can interact with dogs and cats in the library.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

RCC's student government, athletics programs, co-curricular organizations, and cultural and affinity-based engagement centers offer students many options for engaging with the college and with each other in ways that not only create belonging and community but also support the varied educational journeys that make each student unique.

[The Associated Students of RCC \(ASRCC\)](#) provides students a direct pathway into the college's collective governance. ASRCC maintains its own Senate and Inter-Club Council and also provides student representation for the college's four strategic planning leadership councils and other governing bodies. ASRCC also hosts [various events](#) on campus, including Tiger Pride, After Hours, Finals Survival, Halloweentown, Homecoming, Bunny Hop, and banquet.

Participating in RCC athletics gives students various opportunities to practice and develop their athletic talents individually and in fellowship. RCC's cheerleading and STUNT squads routinely have [podium finishes](#) at national competitions. The Men's Cross Country Team had a historic [record-breaking season](#) in 2025; as well, four members of the Men's Water Polo team earned prestigious [All-Orange Empire Conference honors](#). In December 2025, three women from the water polo team [earned All-SoCal and All-State honors](#), while the entire team finished as the 3C2A State Runner-Up. RCC student athletes are also provided with academic support to help them transfer, inspire, graduate, excel, get results, and achieve success through the [T.I.G.E.R.S.](#) program. This program offers student athletes a variety of academic services including transfer advisement, Student Educational Plan scheduling, orientations, tutoring, and study hall. To further encourage student athletes, the college has created [Scholar Squad](#) to honor and celebrate those student athletes who maintain a 3.0 GPA or higher and to highlight those student athletes who carry a perfect 4.0 GPA.

[Co-curricular organizations](#) at RCC also promote community building and engagement. The Model United Nations (MUN) program is a case in point. Through enrollment in the 3-unit course POLS 10 (International Organizations), approximately 30–40 students annually participate in immersive academic preparation and domestic and international conferences, including the National Model United Nations conference in New York City and recent international conferences in Spain and Canada. Students engage collaboratively in research, writing, and public speaking on global issues both in the classroom and in a dedicated Model United Nations lounge that provides shared academic and social space. RCC dance students presented at the 2026 American College Dance Association national conference and [earned a performance spot](#) in the conference’s closing gala performance. At the end of 2025, the award-winning RCC Marching Tigers won [national recognition](#) and first place honors in the Metallica Marching Band—Collegiate Edition. The RCC Theater Department regularly produces [professional-caliber musicals and plays](#) in the [Landis Performing Arts Center](#), offering students collaborative experiences on the stage, in production and support, and in community outreach.

RCC’s [academic and cultural engagement centers](#) offer opportunities for students to interact with their peers, counselors, and professors outside of the classroom. Many of the college’s engagement centers offer workshops, [special guest speakers](#), and social events throughout the year. For example, the La Casa engagement center supports students by providing several *Pláticas* covering topics related to student interests such as the intersections of the LGBTQIA2S+ and Latinx communities, masculinity and emotional expression, and activism through the art of hip hop. Furthermore, “Tigers Taking Action” was a cross-campus collaboration between a number of academic, cultural, and affinity-based engagement centers to promote student awareness around voting and civics, along with a voter registration drive. In collaboration with the cultural engagement centers and other clubs and organizations, RCC regularly holds [celebrations](#) that highlight groups and observances such as LatinX, Native and Indigenous, AAPI, Black History, Women’s History, and LGBTQIA+ as well as Caesar Chavez Day, [Veteran’s Day](#), and [MLK Day](#) observances.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

RCC conducts systematic review of its academic, academic support, and student success programs through the use of PowerBI, Nuventive, and FLEX workshops.

Faculty, classified professionals, and administrators use [PowerBI](#) to track student performance such as completion, course success and course retention based on race, ethnicity, and gender. This data, accompanied by [Data Coaching](#), is then used to steer Professional Development opportunities such as sessions at [RCC’s Fall and Spring FLEX meetings](#). Disaggregated data was also present in the [2020-2025 Strategic Plan](#) and was used to create [institutional goals](#). RCC is currently using the new [2025-2030 Strategic Plan](#) to review, assess, and update academic, learning support, and student support programs to continuously improve the college’s facilitation of equitable student achievement.

During both annual [program review](#) and comprehensive program review, instructional and non-instructional departments engage in discussion and assessment of the goals and mission of the college, focusing on plans currently in place to help achieve those goals. Data is stored and tracked in [Nuventive](#) and reviewed and updated annually, and based on these assessments, the college determines which initiatives are continuing, which have not worked and need to be adjusted or discontinued, and what new initiatives should be proposed. As the college has transitioned from the 2020-2025 Strategic Plan to the 2025-2030 Strategic Plan, the [Program Review Committee](#) has updated the updated the Program Review Template to better align with the college’s current goals and values. The new template was scheduled to be used for the first time in the Spring 2026 Program Review cycle.

On the curricular level, the [RCC College Assessment Committee](#) (RAC) is a standing Academic Senate

committee dedicated to supporting learning outcomes assessment at the institutional level, program level, and course level. The committee's primary emphasis is on using assessment to improve teaching, curriculum, and student success. RAC facilitates campus-wide assessment efforts, guides departments during program review, and promotes dialogue about pedagogy and curriculum. For example, each academic department as a member on the committee, and these representatives keep their departments apprised of [SLO and PLO assessment cycles](#) for all their courses and [offer support](#) for conducting those assessments and documenting them in Nuventive. The committee provides coordination for faculty, classified professionals, and students to actively engage in and take ownership of academic programs and curriculum and use evidence to identify strengths and areas for improvement in programs and services.

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

Riverside City College is committed to building and strengthening the policies, practices, and infrastructure that unite operations and human resources in serving its students equitably and successfully. The college values its faculty, classified professionals, and administrators and their essential roles in ensuring the health and stability of all aspects the college through servingness and belongingness. From working with the classified and faculty associations to encourage internal recruitment and growth and routinely exceeding base compliance for its Faculty Obligation Number (FON) to ensuring faculty and classified representation in all hiring decisions and financial resource allocation, the college continually evaluates how best to carry out its mission and values.

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)

Sustaining and supporting the services that foster student success is the goal of all faculty, classified professionals, administrators, and other personnel employed by the college. [RCC actively seeks to hire and maintain qualified personnel](#), understanding the vital role each member of the RCC community plays in nurturing students and advancing the mission of the college. RCC personnel work together to serve the college's diverse community of learners and help students achieve their educational and career goals.

As of 2025, RCC employed XXX full-time faculty; XXX part-time faculty; XXX classified professionals, XXX administrators, and XXX student workers. Regarding faculty, [the full- to part-time ratio was 55 percent](#) of the faculty obligation number (FON). The FON represents the minimum number of full-time equivalent faculty (FTEF) that a district must employ, with minimum compliance being 50 percent FTEF and the ultimate goal being 75 percent FTEF.

Equity and mission fulfillment are reinforced through alignment between district policies, Human Resources practices, and college-level leadership. The college's hiring procedures not only emphasize technical qualifications but also demonstrate a strong commitment to student success, inclusive practices, and service to diverse communities, important aspects of both a [Hispanic-Serving Institution \(HIS\)](#) and a [Black-Serving Institution \(BSI\)](#). The consistent use of equity-focused language in job announcements, required hiring committee training, and ongoing assessment of hiring practices demonstrates an institutional commitment to continuous improvement.

Employee recruitments are coordinated through the [District Human Resources and Employee Relations](#), guided by established board policies (BPs) and administrative procedures (APs): BP/AP [6120](#) - Recruitment and Hiring Policy; BP/AP [6210](#) Minimum Qualifications Policy; and BP/AP [6100](#) Commitment to Diversity Policy. Collectively, these policies ensure equitable recruitment standards, align hiring practices with the California Community Colleges Chancellor's Office minimum qualifications, and affirm the District's responsibility to maintain a workforce that is consistent with—and reflective of—the diverse communities it serves. District hiring practices also encourage transfers and promotions. Open positions are advertised internally as a transfer opportunity across the district for faculty and administrative positions and for classified professionals. Should no transfer occur within the allotted timeframe, the position opens to public

recruitment.

Implementation of district recruitment and hiring policies is clearly reflected in job postings across all employment levels at RCC. Faculty, classified professional, management, and executive-level postings are created by their respective departments and divisions to articulate the minimum qualifications, preferred competencies, and expectations related to equity and student success in a manner that not only complies with district standards but also reflects that discipline's or department's mission, values, and ongoing efforts to meet the current needs of its constituents. For example, a department that has requested and been authorized to fill a replacement faculty position may begin with a position description from the most recent faculty hire in the department and invite discussion and feedback from discipline and department membership on minimum qualifications, desired qualifications, teaching experience, types of experience, and dedication to diversity, equity, and inclusion. The new position description resulting from this feedback will then be forwarded to Human Resources for review for compliance and, ultimately, for posting.

At RCC, the [Resource Development and Administrative Services \(RDAS\)](#) leadership council oversees the college's Human Resources Plan, which guides the planning, allocation, and hiring of faculty, classified professionals, and other personnel. In its hiring processes, the college adheres to all state-mandated minimum qualifications for faculty and administrators and applies consistent screening criteria across all classified professional and other personnel groups. In alignment with the Minimum Qualifications Policy, the college emphasizes continuous improvement in hiring practices. To support this goal, all hiring committee members are required to complete [district EEO training](#) no more than 24 months prior to serving on any screening committee. This training addresses legal compliance, implicit bias, and equitable hiring practices, as documented in the district's Recruitment and Hiring process. These requirements not only ensure that hiring committee members uphold established policies but also enhance the quality, consistency, and fairness of candidate evaluation. Through this structure, RCC strengthens its commitment to equitable hiring and sustains the high quality of its educational services.

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

RCC supports its faculty, classified professionals, administrators, and student workers with professional learning opportunities aligned with institutional mission and goals and designed to promote equitable student success. Professional development is intentionally designed by collaborative units made up of both faculty and classified professionals, is delivered through structured and recurring formats, and is evaluated through participation data, feedback mechanisms, and needs assessments. For example, the [Faculty Development Coordinator and Faculty Development](#) committee host bi-annual professional development events comprised of keynote presentations by invited guests such as [Dr. Marla Franco](#) in Fall 2025 and [Dr. Corey Timberlake](#) in Spring 2026 and in-house presentations by faculty and classified professionals on everything from equity to technology to the ethics of AI. Similarly, the [Classified Leadership and Success](#) (CLAS) committee offers professional development opportunities to classified professionals, and the [Equity-Minded Learning Institute](#), now in its fifth year, offers a year-long professional development in equity-centered practices. Open to faculty, classified professionals, and administrators, the EMLI has already seen more than 70 graduates. These various opportunities, as well as discipline- and department-specific communities of practice and training ensure professional development remains responsive to individual and professional wants, emerging campus priorities, and evolving student needs while supporting continuous improvement.

RCC approaches professional learning as an ongoing institutional process that strengthens employee effectiveness, improves operational and instructional practices, and advances equity. Professional development opportunities are designed to benefit faculty, classified professionals, and administrators, and are refined through assessment and reflection to ensure learning experiences remain relevant, effective, and connected to student outcomes. For example, in Winter 2026, CLAS convened a four-hour planning retreat to

align classified professional learning priorities with institutional goals and accreditation expectations. The retreat was designed to ensure that classified professional learning is purposeful, equity-centered, and sequenced across the academic year, with direct alignment to [RCC's Student Equity Plan](#) and the [B.E.S.T. Strategic Plan](#). Using institutional grounding, guided reflection, capacity mapping, and a structured prioritization activity, participants identified what institutional commitments require of classified professionals in daily practice and clarified the skills and knowledge employees need to support student success. The committee then prioritized and sequenced learning topics using shared decision lenses focused on equity impact, strategic alignment, accreditation relevance, classified relevance, and feasibility. The retreat also produced planning artifacts, including agendas, worksheets, summaries, and professional learning designs, which provide clear evidence of effective and aligned professional learning practices.

[Equity-centered professional learning](#) is a sustained and evolving focus at RCC. The Equity-Minded Learning Institute (EMLI) supports faculty, classified professionals, and administrators in building shared language and actionable equity practices that inform institutional work. EMLI participants engage in guided learning, reflective practice, and applied projects tied to improving student experience and outcomes. RCC also strengthens equity learning through applied reflective experiences that connect institutional work to real-world structures impacting students and communities. For example, the "Big Ag and Big Ed" EMLI creative project illustrates how professional learning supports employees in examining systems of power, access, and opportunity, helping employees connect equity reflection to institutional responsibility and student success outcomes. These learning experiences reinforce RCC's equity commitments by supporting employee growth in cultural awareness, community context, and student-centered decision-making.

RCC's professional learning strategy also supports institutional capacity-building through evidence-based learning communities and work tied to sustainability and scale. For example, the college in 2025 was represented by faculty, classified professionals, and students at [two national conferences](#): the Alliance of Hispanic Serving Institution Educators (AHSIE) Best Practices Conference in Chicago, Illinois, and the Innovations Conference by the League for Innovation in the Community College in San Antonio, Texas. These teams stemmed from the college's ongoing work to maintain and expand initiatives that improve student outcomes, particularly in STEM-related and equity-focused pathways. These efforts support RCC's continuous improvement approach by helping all constituent groups create, refine, and carry out, and assess long-term institutional practices that can be sustained over time.

In addition to strategic planning and equity-centered learning, RCC provides role-specific training that improves operational effectiveness and employee confidence in institutional processes. RCC delivers recurring, collegewide professional learning through fall and spring [FLEX](#) professional development programming, which provides structured opportunities aligned with institutional priorities such as equity, student success, accessibility, and operational effectiveness. As part of this framework, the [Servingness Equity FLEX Series](#) supports RCC's ongoing work as a Hispanic-Serving Institution by strengthening employee capacity to translate servingness principles into daily practice and equity-minded decision-making.

RCC also provides practical training sessions that address workflow and efficiency, including workshops in purchasing, budgeting, Adobe training, and AI training. For example, the college collaborated with AVID and Growing Inland Achievement (GIA) to offer faculty and classified professionals the [AVID AI in Higher Education Professional Learning Series](#).

RCC evaluates professional learning effectiveness through multiple measures, including participation data, post-training surveys, and needs assessments. Results are reviewed to identify strengths, emerging gaps, and future priorities. Feedback data are used to refine session content, delivery formats, and scheduling decisions to improve access and effectiveness across employee groups. RCC also supports long-term employee development through clearly [articulated pathways and resources](#) that are reviewed annually for continued relevance and responsiveness.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution’s mission and goals.

RCC [evaluates](#) all personnel on a regular and systematic basis using clearly defined, [role-appropriate criteria](#) that align with professional responsibilities and institutional mission and goals. Evaluation processes are established through [district board policies](#), administrative procedures, and [collective bargaining agreements](#) and are implemented consistently through the [Office of Human Resources and Employee Relations \(HRER\)](#).

The district maintains an evaluation framework that ensures consistency, equity, transparency, and accountability across colleges and categories of personnel. Evaluation instruments, cycles, and procedures are [standardized at the district level](#) while allowing for role-specific criteria that reflect instructional, operational, and leadership responsibilities. HRER provides evaluation [forms, timelines, and procedural guidance](#) to ensure consistent application and compliance with contractual and regulatory requirements.

[Faculty evaluations](#) assess instructional effectiveness, preparation and organization, adherence to course outlines of record, communication skills, inclusive and equitable teaching practices, participation in institutional service, and engagement in professional development. The evaluation process includes classroom observations and/or *Canvas* shell evaluations, student surveys, review of syllabi, and assessment of professional responsibilities and growth goals, ensuring that instruction and service are regularly evaluated for their contribution to student learning and equity outcomes. Associate (part-time) faculty are evaluated during their first term of hire, annually for the next two years, and at least once every three years thereafter. The evaluation process includes classroom observation and/or *Canvas* shell evaluation, review of syllabi, student surveys, and department chair review. Evaluation criteria emphasize subject matter expertise, effective pedagogy, equitable classroom practices, and timely fulfillment of instructional responsibilities.

[Classified](#) and confidential personnel are evaluated annually using standardized performance evaluation forms aligned with job-specific competencies. Evaluation criteria assess accomplishment of assignments, knowledge and skills, communication, interpersonal effectiveness, resource utilization, and overall work performance, reinforcing expectations for high-quality service and support of student-centered operations.

Classified professionals and other personnel are evaluated on established and recurring cycles and include supervisor review, evaluatee acknowledgment, opportunities for written response, and documentation in official personnel files. Evaluation outcomes are used for accountability and improvement, informing professional development, goal setting, and, when necessary, structured improvement processes in accordance with contractual provisions. Across all personnel groups, evaluation criteria reinforce the college’s and the district’s commitment to equity, inclusion, and student success.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

RCC uses a structured and integrated planning and budgeting framework to continuously develop, maintain, and enhance its educational services and operational functions. Fiscal decision-making is guided by evidence, program review, and participatory governance, allowing the institution to evaluate the effectiveness of prior investments, adjust priorities, and allocate resources in ways that sustain the mission and promote equitable student success over time.

[Program Review and Plan \(PRaP\)](#) is the primary mechanism through which RCC evaluates resource effectiveness, identifies emerging needs, and aligns fiscal decisions with institutional goals. All instructional and non-instructional programs complete PRaPs on a common five-year cycle aligned with the college’s [Strategic Plan](#). There is a comprehensive program review in year one, with updates in years two through five. Through this ongoing process, programs assess outcomes, identify equity gaps, evaluate whether previous

resource allocations achieved intended results, and articulate future resource needs tied directly to student access, success, and institutional effectiveness.

Resource requests generated through PRaP are reviewed through a comprehensive annual prioritization process that begins with the division Deans and then moves forward to the [Vice Presidents](#), [Strategic Planning leadership councils](#), and ultimately the [college president](#). This process includes the vice presidents holding a series of town hall meetings to share their priorities and justification with the entire college community, visits by the vice presidents to the various leadership councils, and individual prioritization and voting by each member of each leadership council to determine the rank of initiatives being forwarded to the college president. This process allows the institution to compare requests across divisions, assess impact and feasibility, and refine funding decisions annually based on data, equity considerations, and institutional capacity rather than one-time or ad hoc requests. PRaP itself undergoes regular review through the [Program Review Committee](#), and changes are made to the questions it asks and types of data it gathers. The most recent changes to PRaP were made in Spring 2026 with a shift to a narrative-driven approach that asks departments to focus more the “big picture” and less on unexplained lists of fiscal needs.

RCC recognizes that fiscal resources are finite, which partially explains its formal prioritization framework to ensure that funding decisions are intentional, transparent, and aligned with institutional goals. Requests are evaluated based on demonstrated need, alignment with the Strategic Plan, impact on student success, equity considerations, and long-term sustainability. An example of this structured process is reflected in the FY 2024–25 Vice President of Planning and Development (VPPD) Program Review prioritization, which asked for support for La Casa (one of the college’s cultural engagement centers and very much aligned with RCC being a HIS) be increased \$150,000 to expand the center’s capacity to serve more students. Through the joint leadership prioritization process, the initiative was ranked #5 among collegewide funding requests. Given its strong alignment with equity goals and documented student impact, the initiative was funded through the Student Equity Program and formally incorporated into the RCC Student Equity Plan rather than ongoing general fund support.

This approach demonstrates RCC’s ability to align funding sources strategically with the purpose of each initiative—leveraging categorical equity resources for equity-driven programs while preserving general fund capacity for core operational needs. Across divisions, Vice Presidential Program Review Summaries document how prioritized investments respond to identified needs, address equity gaps, and support continuous improvement within Academic Affairs, Business Services, Planning and Development, and Student Services. Outcomes from funded initiatives are evaluated through subsequent program review cycles to inform future budget development.

The institution recognizes that some programs rely on external funding sources, such as grants, to support equity-focused initiatives and emerging student needs. RCC addresses the risks associated with external funding through regular assessment, integration into program review, and proactive sustainability planning. PRaP requires programs to identify funding sources, evaluate effectiveness, and assess long-term viability, prompting early planning for continuation, modification, or institutionalization if external funds are reduced or eliminated. In several cases, RCC has transitioned externally funded positions and initiatives to general fund support when assessment results demonstrated sustained impact and strong alignment with institutional mission and student success goals. This practice reduces reliance on short-term funding and ensures continuity of essential services while allowing the institution to reallocate external funds strategically.

RCC supports operational effectiveness and fiscal sustainability through systematic lifecycle planning for facilities and technology. The [Replacement Lifecycle and Future Funding Process](#) establishes a structured, recurring approach to assessing infrastructure needs, prioritizing replacements, and planning future expenditures. This process reduces deferred maintenance, improves predictability in budgeting, and allows the institution to evaluate whether infrastructure investments continue to support instructional and operational

needs effectively. This program recently replaced all faculty computers with laptops and docking stations and has renovated several computer labs.

[Equity](#) is a central and ongoing consideration in fiscal planning and resource allocation. Funding decisions prioritize initiatives that close equity gaps, expand access, and improve outcomes for disproportionately impacted students. Investments in counseling, engagement centers, academic support, and instructional capacity are evaluated through program review and outcomes data to determine effectiveness and inform future resource adjustments.

3.5. The institution’s mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

RCC ensures that its mission and institutional goals serve as the foundation for financial planning and budgeting. Fiscal planning is conducted on an annual cycle and is intentionally integrated with [program review](#), [strategic planning](#), and [enrollment planning](#) to ensure that resources are directed toward sustaining educational quality, supporting student learning, and advancing equitable student success. RCC [disseminates planning information](#) widely to promote transparency and provide meaningful opportunities for stakeholders to participate in planning and budget development.

RCC’s budget development process begins with a review of institutional priorities, including strategic goals, enrollment projections, and program review outcomes. This process ensures that budget decisions are not made in isolation but instead reflect RCC’s mission and long-term planning efforts. Fiscal planning is aligned with systemwide funding realities and college priorities, including [student equity commitments](#) and state and [district guidance](#) related to access, economic mobility, and educational equity. Budget assumptions and parameters are communicated early to guide consistent planning across divisions and ensure departments understand constraints and expectations during development cycles.

RCC supports effective planning and decision-making by sharing clear financial information with leaders and departments throughout the year. [Institutional Effectiveness](#) provides budget development materials, timelines, and worksheets through centralized access points such as dashboards, Power BI, and score cards to support consistent understanding and participation across instructional and non-instructional areas. These access points and regularly scheduled budgeting workshops strengthen accountability, reduce confusion about budget development steps, and ensure departments have the information needed to make informed resource decisions aligned with institutional goals.

RCC also strengthens transparency by building employee fiscal literacy through professional learning opportunities that explain funding sources, allowable expenditures, and the operational realities shaping local budget decisions. [District resources](#) and college trainings help faculty and classified leaders connect institutional priorities, student success goals, and resource decisions to the realities of the Student-Centered Funding Formula, enrollment targets, and staffing and reserve requirements. RCC’s financial planning process includes structured opportunities for stakeholder involvement. Area leaders (deans, managers, administrators) are responsible for developing budgets in alignment with timelines and planning expectations, with a clear expectation that budget development includes collaboration with faculty and classified professionals where possible. This approach supports participatory decision-making and aligns with shared governance values, ensuring the budget reflects both operational realities and the perspectives of those closest to student-facing work.

In addition, RCC provides targeted training and tools to increase stakeholder ability to participate meaningfully in budget discussions. FLEX-based professional learning supports department leaders in understanding definitions, funding streams, and the process for connecting resource requests to strategic planning and program review. This strengthens the quality of resource requests and improves the college’s

ability to make decisions using shared criteria and consistent information.

RCC continues to strengthen its financial planning framework through the development and implementation of its [Budget Allocation Model](#) (BAM). The model is grounded in core values including student success, equity, fiscal prudence, transparency, and data-informed decision-making. It supports [strategic alignment](#) by creating a crosswalk between budgeting and institutional plans such as [Guided Pathways](#) and the [Student Equity Plan](#). This framework improves consistency and fairness in resource allocation by using shared metrics to evaluate instructional and operational budgets and to identify where resources may need to shift to better support institutional goals. Importantly, RCC built continuous improvement into the BAM process itself. The college plans annual assessment of BAM implementation using survey and focus group feedback, with modifications made based on findings. This ensures that budgeting practices are not static, but are evaluated and refined over time to strengthen equity, transparency, and effectiveness in resource planning.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

RCC ensures the integrity and responsible use of financial resources through established fiscal governance structures, district board policies, consistent internal controls, and ongoing monitoring of fiscal outcomes. Financial management practices are evaluated regularly through external audits, required state financial reporting, and routine financial review processes. These practices strengthen accountability, support effective decision-making, and ensure that fiscal resources sustain institutional mission fulfillment and equitable student success.

The district's financial practices are guided by Board Policies that establish clear expectations for budget preparation, budget management, and fiscal accountability. BP [5200](#) (Budget Preparation and Reserves) defines the structure and responsibilities for developing budgets that align with institutional priorities. BP [5250](#) (Budget Management) sets expectations for monitoring expenditures and managing resources responsibly throughout the fiscal year. BP [5300](#) (Fiscal Management) provides the framework for sound fiscal administration, including appropriate safeguards and controls that protect district resources and ensure responsible financial stewardship.

RCC and RCCD evaluate fiscal outcomes through recurring financial reporting and analysis processes that support transparency and timely corrective action when needed. Required state and system reporting, including the [CCFS-311 Annual Financial Report](#), provides a structured mechanism for reviewing the district's financial position and fiscal outcomes year over year and ensures alignment with statewide accountability expectations. In addition, the district provides routine financial updates through regularly produced financial reports that support ongoing monitoring of revenues, expenditures, and fiscal trends.

These recurring processes support continuous improvement by ensuring financial leaders can identify emerging risks early, adjust spending patterns as needed, and communicate updated fiscal conditions to inform institutional decisions. Fiscal integrity is further maintained through [independent external audits](#) conducted annually. The district's annual audit reports provide an objective evaluation of financial statements, compliance with applicable regulations, and internal control practices. These audits confirm responsible use of financial resources and establish documented accountability for fiscal management across the three colleges. Audit outcomes are used as part of continuous improvement. Findings and management recommendations guide refinement of financial procedures, strengthen internal controls, and reinforce institutional practices that support compliance, transparency, and long-term fiscal sustainability.

RCC and the district maintain responsible fiscal practices by ensuring funding is used as intended, monitored consistently, and supported by documentation. Financial compliance and integrity are reinforced through district-level oversight of grant and categorical funds, including [audit tracking and reporting](#) that support

appropriate use of restricted resources and alignment with institutional purpose. These controls protect the college and district from fiscal risk while supporting mission-driven investment in student success initiatives.

RCC strengthens fiscal integrity by connecting financial planning and decision-making to program review and institutional effectiveness processes. Each instructional and non-instructional unit completes Program Review and Plan on a defined cycle aligned with strategic planning. [Program review processes](#) support responsible resource use by requiring departments to assess outcomes, identify needs, and justify resource requests in relation to institutional goals and student success priorities. RCC's [Program Review Committee](#) supports ongoing improvement by facilitating the PRaP process, monitoring completion, and recommending refinements that strengthen the linkage between planning, resource allocation, and measurable outcomes.

RCC recognizes the importance of strengthening the full improvement cycle from planning to prioritization to implementation and follow-up. The institution continues to enhance financial management practices by improving documentation, increasing transparency in fiscal decision-making, and expanding efforts to track outcomes connected to funded priorities. These improvements support institutional effectiveness by ensuring financial decisions are not only aligned to mission at the planning stage, but also assessed for results and institutional impact over time.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

RCC ensures financial solvency through responsible fiscal planning practices that balance short-range operational needs with long-range financial priorities and future obligations. The college uses recurring fiscal review processes, long-term forecasting, and [board-aligned planning frameworks](#) to maintain stability and ensure the continued delivery of educational services. These practices support RCC's mission and safeguard the institution's ability to sustain student success initiatives over time.

RCC's annual budgeting process reflects a deliberate approach to fiscal stability by integrating immediate resource needs with longer-term planning considerations. When developing short-range plans, RCC [in conjunction with the district](#) evaluates expected revenues, enrollment and staffing needs, and operational cost drivers while accounting for obligations that extend beyond a single fiscal year. This approach allows the institution to plan responsibly within current-year constraints without undermining long-term viability. This approach also aligns with district practices. To strengthen solvency, RCCD uses conservative fiscal assumptions and monitors expenditures throughout the year to ensure spending remains aligned with available resources. [Ongoing fiscal monitoring](#) allows the institution to respond to changing conditions, avoid structural deficits, and maintain appropriate reserves needed for stability.

RCC's long-range fiscal planning includes attention to obligations that can significantly impact future budgets, including employee-related costs, insurance liabilities, and negotiated compensation agreements. [Collective bargaining agreements](#) establish multi-year commitments that must be planned for well in advance. The district incorporates these obligations into financial projections to ensure the institution can meet compensation and benefit commitments while sustaining operations and core student support services.

In addition, RCCD evaluates longer-term financial risk through required [actuarial valuations related to self-insurance programs](#). These valuations provide formal estimates of future liabilities and help ensure that the district plans responsibly for future claims and obligations. Incorporating actuarial findings into financial planning strengthens fiscal integrity and reduces risk to long-term solvency.

RCC supports long-term solvency by planning for facilities and infrastructure needs through multi-year capital planning. RCC's [Facilities Master Plan](#) coordinates with the district [Five-Year Capital Construction Plan](#) prioritizes major facility and infrastructure projects and ensures that future obligations tied to modernization,

deferred maintenance, and growth are incorporated into long-range planning rather than deferred until costs become urgent. This approach supports stable and predictable fiscal planning and reduces the risk of unplanned expenditures. Similarly, [RCC's Technology Plan](#) guides long-range investments in instructional and operational technology, supporting sustainability and ensuring that technology needs are addressed systematically. This planning reduces disruptive replacement cycles, supports effective services, and allows the institution to align technology spending with mission needs and student success goals.

3.8. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

RCC implements, enhances, and secures technology resources through its own strategic planning, regular campus operations, and coordination with the district, thereby ensuring technology resources sustain instructional programs, student services, and administrative operations while meeting expectations for appropriate use and data security.

Technology leadership is centralized at the district level through the [Information Technology Strategy Council \(ITSC\)](#), while locally assigned [Technology Support Services \(TSS\)](#) personnel provide direct, on-site support responsive to campus needs. This model was strengthened through the 2023 district IT reorganization, which improved service delivery, clarified responsibilities, and enhanced system reliability across the three colleges. Technology planning is guided by the [RCCD Technology Plan](#), which establishes districtwide goals to support instruction, communication, infrastructure stability, service delivery, user training, and information security. The plan explicitly aligns technology goals with district strategic goals and is reviewed annually as a living planning document through ITSC and college technology advisory structures.

At the college level, RCC maintains a complementary RCC Technology Plan approved through the [Technology Resources Committee \(TRC\)](#) and integrated into college planning, program review, and resource allocation processes. This plan establishes minimum technology standards for classrooms, laboratories, study spaces, conference rooms, offices, and network infrastructure, ensuring consistent, equitable access to instructional and operational technology across campus environments. The plan also requires annual review by the [RDAS leadership council](#), ensuring ongoing alignment with the college's mission and values. Together, the district and college plans demonstrate an intentional connection between technology investment, instructional effectiveness, equity of access, and institutional effectiveness.

RCCD supports instructional technology through districtwide standards for enterprise systems such as the learning management system, ERP, Microsoft 365 environment, classroom media standards, and network infrastructure. For example, the [RCC Technology Plan](#) specifies required classroom and lab technology components, including instructor computer stations, audiovisual projection, wireless access, discipline-specific technology, and emergency communication tools. These standards ensure that instructional spaces are consistently equipped to support teaching and learning.

RCC clearly communicates [expectations for the safe and appropriate use of technology](#). Administrative procedures governing computer and network use define user responsibilities for students and employees. Students acknowledge acceptable use requirements when accessing district email and Microsoft 365 accounts, and these expectations are reinforced through onboarding materials, student handbooks, and campus publications. Employees receive similar guidance during onboarding and through regular district communications. For example, faculty and classified professionals are encouraged to participate in monthly online cybersecurity training through the [KnowBe4 app](#) made available to all personnel; these short training courses can also count toward professional development. In addition, in compliance with Board Policy [2721](#) Information Security and Data Protection, a longer cybersecurity training "IT Security in the Workplace" was

mandated by the district for all faculty and classified professionals to complete during the 2025-2026 academic year.

The district employs a multi-layered cybersecurity framework aligned with Board Policy and state and federal regulations, including [FERPA](#) and [GLBA](#). Security practices include endpoint protection, vulnerability scanning, phishing simulations, secure authentication protocols including multi-factor authentication, data backup and disaster recovery systems, and ongoing risk assessments conducted with external partners. The district communicates training expectations through direct reminders, provides clear instructions for completion, and links training completion to continued system access. This demonstrates an active and enforced approach to user cybersecurity awareness.

The effectiveness of technology infrastructure and support services is also assessed through direct user feedback. The district's ServiceDesk system automatically distributes follow-up surveys to employees after technology support requests are completed. These surveys allow users to evaluate the quality, timeliness, and effectiveness of the service provided. This feedback loop ensures that Technology Support Services and District IT continuously evaluate and improve service delivery based on user experience and documented service metrics.

3.9. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

RCC maintains coordinated strategies, policies, and procedures that support risk management and ensure continuity of operations during financial, environmental, technological, and other unforeseen emergencies. Risk management information, safety procedures, and emergency resources are publicly available to students and employees through the [district Risk Management website](#), which provides 24/7 access to guidance on emergency management, safety training, and the work of the district Safety and Security Committee. Employees and students are encouraged to enroll in [RAVE](#), the district's emergency alert system, which distributes urgent notifications through email, text message, phone call, and on-campus computer alerts. This system strengthens real-time communication during emergencies and supports coordinated response across colleges.

District leadership for risk management resides in the [Office of Risk Management and Safety](#), which oversees risk identification, evaluation, and mitigation for all three colleges. This work is guided by Board Policies and Administrative Procedures, including BP/AP [5800](#) Campus Safety, BP/AP [5805](#) Disaster Preparedness and Emergency Operations, and BP/AP [5810](#) Workplace Violence and Safety. Monitored by the [District Safety and Security Committee](#), which includes representation from all three colleges, RCCD's risk management framework includes comprehensive insurance coverage for property, liability, cyber threats, and workers' compensation; routine risk assessments and safety audits; [formal incident reporting and investigation protocols](#); and [workgroups and training programs](#) on workplace safety, emergency response, and regulatory compliance.

The district maintains [Emergency Operations Plans](#) for both the district and each college that outline procedures for responding to natural disasters, public health crises, environmental hazards, and technological disruptions. These plans are reviewed regularly and developed in coordination with local emergency services and public health agencies. Each college maintains a designated Emergency Operations Center with trained personnel to coordinate response efforts, and the district conducts drills to test readiness and refine procedures. Each college also provides emergency information to its students, including RCC's online [Emergency Hub](#). Additionally, each college [communicates safety updates](#) to all constituent groups and posts appropriate signage. To address prolonged disruptions, the district has developed [Business Continuity Plans](#) that identify strategies for maintaining critical functions, including remote instruction, alternative work arrangements, and data recovery.

Financial risk is managed through conservative fiscal practices, multi-year budget planning, scenario modeling, and reserve analysis. The district maintains reserve funds in alignment with [Board policy](#) and state guidelines to protect against enrollment fluctuations, funding volatility, and economic downturns. RCCD also [addresses technological risk](#) through cybersecurity protocols that include system backups, disaster recovery procedures, network monitoring, intrusion detection, cyber insurance coverage, and employee training on phishing and data protection.

Risk management activities are integrated into district governance through regular reporting to the Chancellor's Cabinet, Board of Trustees, and college leadership. The district also participates in risk-sharing consortia and works with legal counsel and insurance providers to monitor emerging risks and regulatory requirements. Through publicly accessible guidance, formal policies, emergency planning, financial safeguards, cybersecurity measures, and governance oversight, RCCD demonstrates that appropriate strategies and contingency procedures are in place to protect institutional stability and ensure continuity of educational and operational services.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

Opportunities for meaningful participation and inclusion in both college and district governance are widely available at RCC. Under both the 2020-2025 and the 2025-2030 strategic plans, faculty, students, and classified professionals have served alongside college leaders on organized policy-making and advisory bodies that collectively support achievement of the college's mission to build "upon the strengths and socio-cultural experiences of its diverse student population and the communities it serves" and advance "equity, access, and inclusion by supporting the attainment of workplace skills, career technical certificates, degrees, and transfer programs, which promote social and economic mobility for its students and communities."

Governance roles and responsibilities begin at the discipline and department levels, progress through division representation in strategic planning and shared governance, and expand to department chair and division dean seats at college leadership roundtables and college committee chair membership on districtwide committees, such as curriculum, distance education, and Senate. From faculty senators taking board policy revision suggestions back to their departments for input to members of the Teaching and Learning (TL), Governance Effectiveness Mission and Quality (GEMQ), Resource Development and Administrative Services (RDAS), and Student Access and Support (SAS) leadership councils voting as one body to prioritize the action plans and funding requests being forwarded to the college president, the decision-making processes at the college reflect clear and effective governance practices.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

RCC remains firmly committed to the principles of free speech and academic freedom essential to a robust educational environment, as are expressed in the college's "[TIGER Pride Values](#)" of Transparency, Inclusivity, Growth, Equity, Respect, and Student-Centeredness. The college upholds district Board Policy [2030](#) (Academic Freedom), which states, "Academic Freedom, in its teaching aspect, is fundamental for the protection of the right of the teacher in teaching and of the student's freedom in learning. Academic professionals need the freedom to explore ideas that may be strange or unpopular, endeavors proper to higher education, while also maintaining the responsibility of related subject matter to the classroom." Board Policy 2030 provides a foundational orientation for campus initiatives that uphold academic freedom and underscores our institutional belief that teaching, learning, and scholarship flourish when faculty and students are free to engage in open inquiry. The college affirms that faculty are not subject to institutional censorship or discipline for presenting controversial or unpopular material when these materials are pedagogically relevant and aligned with course objectives. Board Policy 2030 and related district procedures, including the Faculty Association [contract](#), protect faculty from retaliation for the lawful exercise of academic freedom in teaching, scholarship, and service.

RCC operationalizes these principles through defined procedures that support both academic freedom and academic integrity. For example, in cases of suspected academic dishonesty, faculty and students are provided guidance on expectations and processes in the [faculty handbook](#), the [student handbook](#), and in Board Policy [3500A](#). When a faculty member identifies an incident of academic dishonesty—such as plagiarism, unauthorized use of AI, cheating, or other violations of academic integrity—the instructor first applies appropriate course-level academic sanctions consistent with syllabus policies and district expectations. Sanctions may include assignment-level penalties, reduced course grades, or failing grades, depending on the nature of the violation and documented instructional standards. In cases warranting more significant action, faculty may recommend a review by the Dean of Instruction for the respective division, for example,

Languages, Humanities, and Social Sciences (LHSS) or Science, Technology, Engineering, and Mathematics (STEM). The Dean of Instruction engages with the student in accordance with the Standards of Student Conduct articulated in the Student Rights and Responsibilities section of the student handbook, which includes notification of alleged violations, specification of applicable policies, opportunities for the student to respond, and appropriate timelines for resolution. This multi-step process balances faculty authority in academic matters with administrative oversight and student protections, illustrating a procedural commitment to fairness, transparency, and the preservation of academic freedom. If the recommendation is suspension, the Dean turns the case over to the Vice President of Student Services or the Vice President of Academic Affairs.

For transparency, record-keeping, due process, and protection of both faculty and students, faculty may also complete an [Academic Dishonesty Reporting Form](#), which is submitted to the Vice President of Academic Affairs. The reporting form does not itself alter the student's permanent academic record, but it does create a record that can be accessed by [Institutional Effectiveness](#) for further analysis, providing data that may reveal gaps or trends the college's equity efforts or achievements in servingness and belongingness that could serve as point of discussions and action.

To reduce the necessity of such enforcement procedures, RCC encourages faculty to reinforce academic integrity across the campus community. Through the Improvement of Instruction (IOI) process, faculty are urged to routinely include clear academic honesty statements and consequences for violations in their syllabi, along with explicit expectations regarding the responsible use of sources and technologies, including AI. Maintaining academic integrity is further supported through orientation activities and [library research instruction modules](#) for students and through [professional development](#) offerings addressing ethical scholarship and citation practices for faculty. These co-curricular components help differentiate academic freedom from academic misconduct and ensure students—and faculty—understand their responsibilities within the college learning environment.

The college's commitment to academic freedom is further reinforced through participatory governance. The Academic Senate, as the representative body for faculty in all academic and professional matters, actively reviews district policies that protect academic freedom and integrity. Senate discussions and actions—including workshops and flex activities dedicated to academic freedom—demonstrate intentional reflection and engagement with emergent issues in higher education. For example, during the Spring 2025 semester and Fall 2025 flex periods, the Academic Senate facilitated a discussion of the ASCCC position paper, "[Protecting the Future of Academic Freedom During a Time of Significant Change](#)," followed by an online workshop to analyze the paper's implications for instructional practice. In Fall 2025, a Flex workshop on academic freedom and free speech "*Speak Freely, Learn Boldly*" was presented in partnership with District General Counsel, providing faculty with structured opportunities for professional dialogue about these foundational values. Also in Fall 2025, a workgroup from the Teaching and Learning Leadership Council, made up of faculty, classified professionals, and administrators, joined the AAC&U AI Learning Institute to began a year-long study and discussion of the college's position on AI and the potential need for college-wide recommendations, policies, and practices about the role of AI inside and outside of the classroom.

RCC intentionally extends its commitment to academic freedom beyond [policy](#) and faculty governance into the broader educational experience of the campus community. Academic freedom and free speech are not treated as abstract principles but instead as shared institutional values reinforced through instruction, dialogue, and student engagement. Faculty are empowered to design curriculum, select instructional materials, and engage in research that reflects their academic expertise and disciplinary needs. Students are encouraged to explore issues, challenge assumptions, and contribute to academic discourse through research, [service](#), and civic engagement. Initiatives such as student-led debates and research projects—where participants actively engage in discussions on topics including [climate change](#) and [social justice](#)—illustrate how free speech and academic inquiry intersect in meaningful educational experiences. Through coordinated efforts among faculty leadership, student support programs, and legal counsel, the college

ensures that faculty and students understand their rights and responsibilities within a learning environment grounded in inquiry, respect, and constitutional protections. The college has designated “[Free Speech Zones](#)” on campus, hosts a wide range of guest speakers including [activists](#), authors, and [public figures](#), and openly protects all students, including those threatened by [changing political climates](#).

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution’s structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

While the RCCD Board of Trustees serves as the ultimate policy-making authority for the Riverside Community College District and its colleges, there is a clear commitment to participatory governance and shared decision-making within clearly defined roles and responsibilities. [Board Policy 1510](#) establishes that faculty, classified professionals, administrators, and students participate meaningfully in institutional decision-making within their respective spheres of influence, consistent with Title 5 and district governance procedures.

The District further distinguishes the roles of the governing board, the college president, and constituent groups to ensure effective and timely decision-making. The Board retains responsibility for setting policy and ensuring fiscal and institutional integrity ([Board Policy 1200](#)), the Chancellor is the chief executive officer of the District, and the President is responsible for day-to-day operations and the implementation of board policy at the college ([Board Policy 1430](#)). Faculty participate in academic and professional matters primarily through the Academic Senate as defined in [Board Policy 2005](#), while classified professionals and students participate through representative governance bodies and committees, including the [strategic planning](#) leadership councils and subcommittees. Headed by the Educational Planning and Oversight Committee (EPOC), which oversees and directs the general work, monitors progress toward institutional goals, and provides formal recommendations to college leaders, these councils and committees collectively coordinate institutional planning, resource prioritization, and assessment. Membership includes elected representatives from all major constituencies, including faculty, classified professionals, administrators, and students, ensuring broad participation and transparency in institutional planning processes.

EPOC meets monthly during the academic year and serves as the primary venue for reviewing and aligning the college’s strategic plan, mission and vision statements, institutional goals, and resource allocation priorities. EPOC also oversees the final stage of each year’s program review and joint prioritization process, forwarding its recommendations to the president for [final action](#).

The college emphasizes transparency and communication throughout its governance and planning processes to ensure broad awareness, meaningful participation, and institutional accountability. Governance decisions, recommendations, and planning updates are communicated to the campus community through [publicly posted agendas](#) and minutes, governance websites, campus forums, and regularly scheduled committee meetings. In addition, the college distributes a campus [strategic planning newsletter](#) that provides updates on institutional priorities, progress toward goals, and opportunities for engagement, further supporting transparency and shared understanding across constituent groups.

4.3. The institution’s decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

RCC demonstrates leadership and institutional effectiveness through a structured shared governance model that emphasizes collaboration, innovation, and accountability in planning and resource development. Central to this model is the [Strategic Planning Leadership Council](#) structure, which includes representatives from all constituent groups and advances recommendations to the Educational Planning and Oversight Committee (EPOC) for institutional integration and executive consideration. Through this process, faculty, classified professionals, administrators, and students participate directly in identifying priorities, proposing initiatives,

and evaluating institutional needs.

The effectiveness of this leadership model is illustrated in the development of the College's [2025–2030 Strategic Plan](#), which was constructed through a multi-phase participatory process involving campus-wide retreats, governance council review cycles, and EPOC validation. Faculty, staff, administrators, and students contributed to articulating institutional goals, strategies, and key performance indicators (KPIs), ensuring that planning decisions reflected diverse perspectives and evidence-based priorities. This inclusive process resulted in a strategic framework explicitly tied to student achievement, equity gaps, enrollment stability, and institutional sustainability.

To further strengthen leadership capacity in advancing equitable student outcomes, the college president has established the President's Action Committee for Equity and Justice ([PAC-EJ](#)). This committee is designed as a cross-constituency advisory body charged with identifying systemic barriers, recommending policy and practice reforms, and monitoring progress toward institutional equity goals. PAC-EJ will report its findings and recommendations to the President and EPOC to ensure integration with existing planning and governance structures.

The college has also established dedicated administrative leadership and cultural frameworks that support equity, inclusion, and engagement. The [Dean of Equity, Inclusion, and Engagement](#) coordinates equity-focused efforts across student services, academic support, and cultural responsiveness initiatives and plays a central role in the strategic planning conversations, equity audits, and engagement activities that inform institutional decisions and resource allocation processes, ensuring that planning and implementation reflect the diverse needs of the student community and support culturally responsive practices.

RCC's commitment to equity and shared values is also reflected in its TIGER Pride Values, which explicitly frame institutional priorities around Transparency, Inclusivity, Growth, Equity, Respect, and Student-Centeredness. These values are woven through the governance documents, planning discussions, and campus communications to guide decision-making and reinforce a culture of collaboration and belonging that supports student success and continuous improvement. In fact, one of the Spring 2026 charges for the four Strategic Planning leadership councils is to explicitly evaluate and directly align their missions, goals, and service areas to these values.

Implementation of recommendations and decisions made through shared governance is further supported by the [President's Leadership Team](#) (PLT), which serves as the college's primary executive coordination body. PLT is comprised of senior administrators responsible for academic affairs, student services, institutional effectiveness, business services, and planning and development. The team meets regularly to review recommendations emerging from participatory governance bodies (Academic Senate, Curriculum, etc.) and EPOC, align implementation strategies across divisions, and monitor progress toward institutional goals. Through PLT, governance-driven priorities are translated into coordinated operational action, ensuring consistency, accountability, and timely execution of planning and resource decisions.

Final authority for institutional planning and resource allocation rests with the college president, who reviews governance recommendations, ensures alignment with district policy, fiscal parameters, and strategic priorities, and authorizes implementation. This structure preserves broad participatory input from campus constituent groups while maintaining clear executive accountability for institutional outcomes and mission fulfillment, thus ensuring that institutional planning is both inclusive and decisively implemented.

Institutional leadership effectiveness is evaluated through multiple mechanisms, including [strategic plan progress reporting](#), governance self-assessment surveys, and review of [institutional performance metrics](#) such as course success rates, persistence, and completion disaggregated by student demographics. These assessments inform adjustments to governance processes, committee structures, and leadership priorities, reinforcing a cycle of continuous improvement.

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

The RCCD Board of Trustees (Board) exercises its fiduciary and policy-making [responsibilities](#) by focusing on institutional quality, fiscal stability, and student success. The Board ensures that the district and its three colleges, including RCC, operate in alignment with their missions and strategic goals. The Board governs primarily through the adoption, implementation, and systematic review of Board Policies (BPs) and Administrative Procedures (APs), which establish the [foundation](#) for academic quality, operational integrity, and financial stewardship across the district. Policies and procedures are developed collaboratively with district and college leadership, legal counsel, and participatory governance bodies, ensuring alignment with regulatory requirements and college needs. Board policies are reviewed on a rotating cycle to maintain relevancy, legal compliance, and responsiveness to emerging educational, fiscal, and workforce priorities. Draft revisions are distributed to each college for review and feedback prior to final approval by the Board, reinforcing transparency and districtwide engagement in governance processes.

The Board's leadership spans key operational and strategic domains, including academic and student affairs, human resources and labor relations, facilities and [capital planning, budget development](#) and financial management, risk management, and institutional effectiveness. This comprehensive scope allows the district's three colleges, including RCC, to respond to enrollment fluctuations, fiscal conditions, compliance requirements, and strategic initiatives while maintaining institutional stability and educational quality. The Board maintains regular oversight through a structured [public meeting schedule](#), convening twice monthly during the academic year, with committee meetings held on the first Tuesday of each month and regular business meetings on the third Tuesday, except in July. Committee meetings include presentations and dialogue on strategic planning, program performance, enrollment trends, accreditation updates, and college initiatives, enabling trustees to monitor institutional progress and provide policy guidance. Board agendas and minutes document sustained engagement in institutional planning and performance monitoring.

Fiscal oversight is a central component of the Board's responsibilities. Throughout the year, the Board reviews budget development materials, quarterly financial reports, and long-term fiscal projections and formally authorizes district and college budgets. The Board also reviews annual independent audit reports and addresses audit findings to ensure fiscal transparency and regulatory compliance. The Board's Fiscal and Audit Committee provides additional review and public accountability regarding financial practices, bond expenditures, and internal controls.

For academic and professional matters, the Board relies primarily upon the district Academic Senate (comprised of Senate leadership from each college), especially when it comes to development and implementation of curriculum, degree and certificate requirements, grading policies, educational program development and discontinuance, student preparation and success standards and policies, and professional development. For example, the district Curriculum Committee (comprised of the chairs from each college's curriculum committee) has been working diligently to [expand the state-driven common course numbering efforts](#) and to evaluate the courses offered on each campus. Working in concert, the three colleges' respective curriculum committees evaluate their own college courses and then come together to present a district-wide plan of action. This approach allows the Board to assess [progress toward institutional goals](#) and to hold the Chancellor and college leadership accountable for outcomes.

The Board further demonstrates institutional leadership through its annual [self-evaluation](#) process and mandatory [trustee training](#), ensuring adherence to ethical standards, conflict-of-interest regulations, and effective policy governance. These practices reinforce public trust, strengthen Board capacity, and support evidence-based decision-making aligned with student success and institutional sustainability.

4.5. The governing board selects and evaluates the institution’s chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The Board exercises its authority to select, appoint, and evaluate the Chancellor in accordance with Board Policies and best practices in higher education governance. The Board ensures that the Chancellor is empowered to lead the district effectively, implement Board policies, and advance the mission and strategic priorities of the three colleges. The selection of the Chancellor is governed by [Board Policy 1431](#), which establishes a transparent, inclusive, and equitable process. When a permanent vacancy occurs, the Board initiates a national search and appoints a search committee that includes faculty, classified professionals, administrators, students, and community members. The process includes public forums, stakeholder input, screening and interviews by the search committee, and final interviews and selection by the Board. This inclusive structure ensures that the Board’s decision reflects RCCD’s commitment to diversity, equity, and inclusion and that the selected candidate aligns with the district’s mission, values, and strategic goals

The Board maintains a clear distinction between governance and management, refraining from interference in administrative matters, while the Chancellor provides regular reports to the Board on institutional performance, policy implementation, and emerging issues. To strengthen executive leadership and support the Chancellor, the district recently appointed a [Deputy Chancellor and Provost](#). This position enhances coordination across the three colleges, provides additional oversight of academic programs, and supports implementation of strategic initiatives at the district level, ensuring alignment with Board priorities and institutional goals.

The Board conducts an annual, evidence-based evaluation of the Chancellor in accordance with [Board Policy 1435](#). The evaluation process includes the Chancellor’s self-assessment, feedback from Board members and key stakeholders, and review of progress toward strategic goals and institutional performance metrics. These metrics include student success indicators, equity outcomes, fiscal health, enrollment trends, and progress on strategic plan initiatives. The Board also monitors Chancellor performance throughout the year through regular reports on strategic plan implementation, fiscal management, accreditation updates, and operational performance. These ongoing updates provide the Board with timely oversight while preserving the Chancellor’s authority to manage daily district operations effectively.

4.6. The governing board functions effectively as a collective entity to promote the institution’s values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The Board functions as a cohesive and effective governing body, committed to advancing the [mission, vision, and values](#) of the district and its three colleges. The Board is [comprised](#) of five members [elected](#) by registered voters within the district and a [student](#) voted in by their peers and [operates as a single entity](#) in conducting official business; while individual trustees may express personal opinions during deliberations, the [Board acts with a singular voice](#) through the Board President, who serves as the official spokesperson for the Board. Trustees engage in open, public deliberations, make decisions through majority vote, and regularly participate in strategic planning, accreditation processes, and policy development. These actions ensure alignment with the district’s mission to provide high-quality, equitable education and support student success across diverse communities. The Board also maintains strict adherence to the Brown Act and regulations regarding communication in and out of meetings.

The Board maintains sound fiscal oversight by approving budgets, monitoring expenditures, and ensuring compliance with state and federal regulations. Trustees receive regular financial reports, audit findings, and updates on bond-funded projects, as well as training in fiduciary responsibilities through the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT). The Board adheres to a robust code of ethics and conflict-of-interest policies, completes annual Form 700 disclosures,

and receives regular training on governance, ethics, and the Brown Act. Trustees also participate in professional development sessions focused on legislative updates, accreditation requirements, and equity-focused governance. These opportunities allow trustees to apply best practices to improve decision-making, enhance accountability, and strengthen alignment with district priorities. The Board also established [an institutional code of ethics](#) that outlines the institutions responsibility towards is faculty, staff, students, and community.

The Board conducts an annual [self-evaluation](#) to reflect on its effectiveness, identify areas for improvement, and establish goals for continuous governance enhancement. Self-evaluation results inform future professional development, guide policy refinement, and ensure that the Board remains responsive to emerging institutional and community needs.

The District maintains a culture of transparency by [publicly posting](#) Board agendas, minutes, and supporting materials. The Board engages with faculty, staff, students, and community members through open forums, advisory committee feedback, and participatory governance input. For example, each college presents a “Senate Spotlight” that highlights an innovative or noteworthy program or project. This process ensures that stakeholders have meaningful opportunities to inform Board decisions and that the Board’s actions reflect community and institutional priorities.

C. Appendix Institutional Context Accessible Descriptions

Figure 1 – Population of Key Age Groups

The chart shows that both the 18–21 and 22–24 age groups are projected to experience little to no population growth over time, with gradual declines already underway. From about 2008 to 2020, the 18–21 population fluctuates slightly around just above 2.1 million before beginning a slow downward trend. Projections suggest this decline will continue through 2040, dropping below 1.8 million by the end of the period. Similarly, the 22–24 age group starts near 1.6 million in 2008, rises modestly around 2015, and then steadily decreases. Future estimates show this group remaining mostly flat through the early 2030s before trending downward toward approximately 1.4 million by 2040. Overall, the chart highlights demographic stagnation and gradual decline across these key young adult age groups, suggesting minimal growth for institutions or sectors that rely on them.

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Figure 2 – Education Attainment of Service Area

The graph illustrates notable differences in educational attainment among adults age 25 and older across the Inland Empire, its counties, California, and the United States during the 2019–2023 period. While a large majority of adults in all regions have completed at least a high school education, the Inland Empire (83%)—including Riverside County (83%) and San Bernardino County (82%)—lags behind both California (85%) and the nation overall (89%). The disparity is more pronounced at the bachelor’s degree level: only about 23–25% of adults in the Inland Empire and its two counties hold a bachelor’s degree or higher, compared with 37% statewide and 35% nationally. This gap highlights a consistent pattern in which the Inland Empire trails the state and national averages in higher educational attainment, even though basic educational completion levels remain relatively high across all geographies.

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Figure 3 – Per Capita Income Relative to State, 1969 – 2022 (State = 100)

The chart shows long-term differences in per capita income across major California regions relative to the statewide average (indexed to 100) from 1969 to 2022. The Bay Area stands out clearly, rising from just above the state average in the early period to roughly 155–160 by 2022, with pronounced growth after the mid-1990s despite short-term volatility in the early 2000s. Orange County generally tracks above the state average, peaking around 120 in the early 2000s before gradually declining toward about 108 by 2022. Los Angeles County remains close to the state average for most of the period, dipping below it in the late 1990s and ending the series slightly under 100. In contrast, the Inland Empire and San Joaquin Valley show persistent underperformance relative to the state, both declining steadily from near or below average in the 1970s to around 65–70 by 2022. Sacramento Metro and San Diego fall in between, fluctuating modestly but trending slightly downward over time, ending the period below the statewide benchmark. Overall, the chart highlights widening regional income disparities, particularly the sustained divergence between the Bay Area and inland regions.

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Figure 4 – Student Headcount by Age Group

The chart illustrates the distribution of student ages over seven academic years, from 2018–19 through 2024–25, highlighting consistent patterns and gradual shifts in enrollment by age group. Students ages 18–24 make up the clear majority each year, accounting for roughly 61% to 64% of total enrollment, though their share shows a slight downward trend over time. Students age 25 and older represent the second-largest group, remaining relatively stable at approximately 31% to 33% across the period. In contrast, students under age 18 comprise a much smaller but steadily growing share of enrollment, increasing from under 3% in 2018–19 to nearly 8% by 2024–25. Overall, the chart indicates that while traditional college-age students continue to dominate enrollment, there is a modest shift toward greater participation by both younger and nontraditional students in more recent years.

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Figure 5 - Course Offering by Instructional Modality

The chart shows a pronounced shift in course delivery modalities over time, reflecting changes across the 2018–19 through 2024–25 academic years. In 2018–19 and 2019–20, in-person courses dominated the schedule, comprising roughly 77–78% of all offerings, while online courses accounted for about 14% and hybrid courses less than 9%. This pattern changed dramatically in 2020–21 and 2021–22, when online instruction became the prevailing modality, peaking at 55–56% of all course offerings, while in-person courses dropped to their lowest levels at approximately 36–38%. Beginning in 2022–23, in-person offerings rebounded and stabilized in the mid-40% range, slightly exceeding or closely matching online offerings, which gradually declined to just over 41% by 2024–25. Hybrid courses consistently represent the smallest share throughout the period but show gradual growth, rising from about 8–9% in the earlier years to roughly 12% by 2024–25. Overall, the chart highlights a lasting diversification of instructional modalities following the pandemic, with a more balanced mix of in-person, online, and hybrid course offerings in recent years.

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Figure 6 - Specific Disaggregated Course Success Rates

The chart presents trends in course success rates by student group across the 2018–19 to 2024–25 academic years, showing both persistent differences and modest fluctuations over time. Asian students consistently have the highest success rates, starting at about 78% in 2018–19, peaking near 84% in 2019–20, dipping during 2020–21 and 2021–22, and then rebounding to roughly 81% by 2024–25. White students follow a similar but slightly lower pattern, with success rates rising to around 80% in 2019–20 before gradually declining to approximately 73% by the end of the period. Hispanic students maintain mid-range success rates, increasing from about 66% to a high of roughly 72% in 2019–20, experiencing a modest downturn during the pandemic years, and steadily improving again to about 69% in 2024–25. African-American students show the lowest success rates overall, though the pattern is comparable: an increase to approximately 66% in 2019–20, a decline to about 59% in 2021–22, followed by a gradual recovery to roughly 66% in 2024–25. Overall, the chart highlights both achievement gaps across groups and signs of post-pandemic recovery in course success rates.

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Figure 7 - First-Time College Students Enrolling and Passing Transfer-Level Math

The chart shows trends in both enrollment in and passage of transfer-level math courses among first-time college students across cohorts from Fall 2016 (pre-MMAP) through Fall 2024. Enrollment in transfer-level math rises sharply following Fall 2016, increasing from 12.2% to a peak of 41.5% in the Fall 2020 cohort, reflecting expanded access to transfer-level coursework during this period. After 2020, the share of students enrolling in transfer-level math gradually declines, falling to 28.5% by Fall 2024. A similar pattern is observed for successful completion of transfer-level math: pass rates increase from 7.2% in Fall 2016 to a high of 20.1% in Fall 2020, then steadily decrease to 14.5% by Fall 2024. Overall, the chart indicates substantial growth in both access to and completion of transfer-level math following initial placement reforms, followed by a moderated decline in more recent cohorts, though outcomes remain well above pre-MMAP levels.

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Figure 8 - First-Time College Students Enrolling and Passing Transfer-Level English

The chart illustrates trends in enrollment and successful completion of transfer-level English courses among first-time college students from the Fall 2016 pre-MMAP cohort through Fall 2024. Enrollment in transfer-level English increases substantially following Fall 2016, rising from 27.0% to over 54% in Fall 2018 and stabilizing near 60% across subsequent cohorts, with a peak of 61.9% in Fall 2022 before a modest decline to 58.7% in Fall 2024. Successful completion follows a similar but more variable pattern, increasing from 18.5% in Fall 2016 to a high of 37.1% in Fall 2019, then fluctuating within the low-to-mid 30% range through Fall 2024. Overall, the chart indicates sustained gains in access to transfer-level English coursework after placement reforms, with completion rates remaining well above pre-MMAP levels despite some year-to-year variability.

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GENERAL INFORMATION
For The
SENATE EDUCATIONAL ASSISTANTS GRANT PROGRAM

Purpose: The purpose of the program is to enhance student development and facilitate programs at the three District colleges by enabling faculty to obtain the services of student educational assistants.

Student Hours: Students can work up to twenty (20) hours per week, with a maximum number of 125 hours over the academic year (a combination of the Fall and Spring Semesters and Winter Intersession).

Student Tasks: Students will carry out tasks defined by a faculty member, a group of faculty members, or an academic department. The tasks will have been specified by contractual agreement between the faculty member(s), the student, and the Academic Senate in advance and will be articulated in the Grant Application/Proposal.

Educational assistants *can* perform tasks such as the following:

- Research;
- Leading group discussions while in the line of sight of the instructor;
- Assisting in labs;
- Gathering data for lectures;
- Perform other academically appropriate duties that fall within the parameters of Title V.

Educational Assistants should not be requested to fulfill tasks not within the scope of the agreement.

Student Educational Assistants *may not* evaluate or determine grades nor have knowledge of students' grades. No educational assistant will be given tasks that are the academic, professional, or legal responsibility of the faculty member.

Benefits: The faculty will benefit by having paid assistants to help accomplish tasks associated with teaching and research. Faculty members and student educational assistants will benefit from the close working relationship provided by the mentoring process. The student educational assistant will benefit by earning money and developing skills connected to various approved tasks. The colleges will benefit from the increased resources to accomplish its mission.

Selection of Awards: Faculty members, or departments, or colleges will apply and complete the application/proposal form. The proposals must contain a statement of purpose describing the benefits to the faculty member(s) making the proposal, the student educational assistant, the student body, the faculty, and the institution. Proposals must contain a job description including specific activities and hours to be spent on each activity.

Those proposals that offer the greatest combination of benefits to the faculty member(s) making the proposal, the student body, the educational assistant, the faculty, and to the

institution will receive higher prioritization. The best proposals will combine a tangible benefit to an important faculty objective with meaningful work for the student educational assistant, work that is challenging and advances the student's academic and career goals.

Applications/Proposals will be evaluated (see attached rubric) and ranked by a District Senate subcommittee that will recommend acceptance of the top-ranking proposals to the District Senate. The number of requests funded will vary according to the availability of funding and the quality of the applications.

Student Educational Assistant Criteria: Faculty members whose applications are accepted by the Senate must select students meeting the following criteria:

1. Students must be enrolled with a minimum class load of six (6) units for both the Fall and Spring semesters. A minimum of three (3) units for the Winter Intersession is also necessary if they are to be employed during the Winter Intersession.
2. Students must have a minimum GPA of 3.0 in the subject area in which he/she is working as an assistant, and a 2.5 GPA overall.
3. Students may not work in excess of twenty (20) hours per week or 125 hours in the academic year (a combination of Fall 2026, Winter 2027, and Spring 2027).
4. Instructor recommendation will be required.
5. Educational assistants will not be required to enroll in any course to prepare for the duties as an educational assistant.

Possible Tasks for Educational Assistants: The following list includes some ideas for the tasks for student educational assistants. This list is not exhaustive nor is it intended to serve as part of the evaluation criteria.

Organizing periodicals, sorting/filing papers, assisting in labs, working with small groups or circulating among them, updating visual aids, assisting in the preparation of handouts, editing, making computer corrections, forming/leading study groups, providing individual attention for designated students, copying, making transparencies, assisting in the writing center, demonstrating how to access literature, assisting with software problems, re-filing slides, compiling review slides, masking slides, organizing slides, assisting in distributing materials, maintaining clippings, files, and articles reviewed for research materials, assisting with review of books to be evaluated, offering student perspective for class handouts, assisting students in lab with computer skills, assisting with the dispensing of supplies, acting as a peer-mentor, assisting in the preparation of video tapes for lectures, etc.

**Riverside Community College District
Educational Assistant Program Application Cover Page
2026-2027 Academic Year**

Entity making application: _____ Department / Team Individual College

DEPARTMENT/ CAMPUS INFORMATION

Department _____

College _____

Please print instructor(s) name(s)	Instructor(s) Signature(s)	Ext
_____	_____	_____
_____	_____	_____
_____	_____	_____

Department Chairperson _____

Signature _____

Course/Program(s) the Educational Assistant will impact _____

DUE DATE and Submission Instructions:

By the deadline below, please return applications with all completed and signed documents by email to the District Academic Senate email address: **AcademicSenate.District@rccd.edu**

**FRIDAY, May 1, 2026, at 5:00 p.m.
Late proposals will not be considered.**

Faculty members whose applications are accepted must submit the following information on the student they select before and have the student approved by the Senate before the student may enter the Program.

STUDENT INFORMATION

Student Recommended*	Alternate
Name _____	_____
Student Number _____	_____

Anticipated Units: (in semesters when working, assistants must have at least 6.0 units during the Fall and Spring semesters and 3.0 units during the Winter Intersession)

Fall 2026	_____	_____
Winter 2027	_____	_____
Spring 2027	_____	_____
Student's Overall GPA (must be at least 2.5)	_____	_____
Subject Area GPA ** (must be at least 3.0)	_____	_____

*Periodically, the same student is recommended by several individual applicants. It is suggested that you double check to preclude duplication.

**The above information can be obtained from the Instructional Department Specialist. Please submit the information based on grades through the last complete semester or intersession. The committee may verify all grades and cumulative GPA.

**ACADEMIC SENATE EDUCATIONAL ASSISTANT
APPLICATION
&
PROPOSAL GUIDELINES**

WRITTEN PROPOSAL

- I. Please list the following in your proposal:
 1. Project/Proposal Overview/Summary
 2. Benefit to the Educational Assistant's academic/career growth
 3. Benefit to RCCD students
 4. Benefit to faculty
 5. Benefit to the institution
- II. Identify specific tasks the Educational Assistant is to perform. Educational Assistants cannot be given tasks that are the academic, legal, or professional responsibility of a faculty member. Please refer to the attached criteria for details.
- III. Limit your proposal to 2 - 4 typewritten pages plus the application form and student signature form.

APPLICATION & STUDENT SIGNATURE FORMS

- I. Be sure to complete all the required information on the application form and obtain the required signatures.
- II. If you identify a student as part of your application or at the beginning of the Fall semester, you must identify the student by name and student #.
- III. The student signature sheet must be signed by the recommended student and submitted.

SUBMISSION OF PROPOSAL AND FORMS

Turn in your completed proposal and forms by

5:00 P.M., FRIDAY, May 1, 2026.

Send by email to the District Academic Senate email address:

AcademicSenate.District@rccd.edu

PROCESS

Late proposals will not be considered.

1. Your proposal will be evaluated on clarity, organization, and innovativeness.
2. Those proposals not following the specified guidelines may not be reviewed.
3. A Senate subcommittee will evaluate the applications and rank them from highest to lowest.
4. Each applicant will be informed of the status of his/her application.
5. The number of requests actually funded will vary according to the availability of monies.

QUESTIONS

- If you have any questions or need clarification, please contact your college's academic senate president.

**ACADEMIC SENATE EDUCATIONAL ASSISTANT PROGRAM
STUDENT SIGNATURE FORM**

Department _____

Please print instructor(s) name(s) _____

Signature(s) _____ Ext. _____

I, the R.C.C.D. student named below, am willing to commit to complete the proposed program (not working more than twenty hours per week) as an educational assistant to the above named instructor(s) and/or department/program, **if the proposal is accepted**;

I understand that to be eligible, I must meet certain academic GPA requirements and that I must be enrolled during semesters I will be working as an Educational Assistant in a minimum of six units during Fall and Spring semesters and a minimum of three units during the Winter Intersession;

I also I understand that there is no requirement to enroll in any course to prepare me for my duty as an educational assistant;

Furthermore, I understand that I will need to provide certain information to and meet certain requirements of Human Resources in order to be placed on District payroll;

I understand that there is no obligation on the part of R.C.C.D. nor its Academic Senates to employ or pay me unless the proposed program is accepted in writing by the District Academic Senate and the Office of Diversity and Human Resources has given me written approval to proceed.

Name _____ (Please print)

Phone Number _____

Student Number _____

Signature _____ Date _____

APPLICANT NAME:

DISCIPLINE/DEPT and COLLEGE:

Category	<i>Clarity: Score 1-5*</i>	<i>Organization: Score 1-5*</i>	<i>Innovativeness: Score 1-5*</i>
Project/Proposal Overview/Summary			
Benefit to the Educational Assistant's academic/career growth			
Benefit to RCCD students			
Benefit to faculty			
Benefit to the institution			
TOTALS			

*Score of 1 being lowest and 5 being highest impact.

CONSTITUTION OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT ACADEMIC SENATE

Amended and Restated: DATE OF Approval will go here

ARTICLE I. NAME AND MISSION

Section 1. The name of the representative organization hereby established shall be the Academic Senate for the Riverside Community College District, hereafter called the District Academic Senate.

Section 2. Mission of The District Academic Senate:

A. The District Academic Senate operates pursuant to Title 5, Subchapter 2, Sections 53200 - 53206, California Code of Regulations and Education Code Sections 70900-70902.

B. The District Academic Senate is the duly elected official voice of the Academic Senates of the Riverside Community College District, and is comprised of representatives from each of the College Academic Senates within the District. It is an official vehicle for communication between the Riverside Community College District Board of Trustees, the Riverside Community College District Administration, and College faculties. It is recognized as a body through which dialog necessary to the formulation of District policy and recommendations in academic and professional matters may take place, particularly in the following areas (Title 5, Section 53200):

1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation and success;
6. district and college governance structures, as related to faculty roles;
7. faculty roles and involvements in accreditation processes, including self study and annual reports;
8. policies for faculty professional development activities;
9. processes for program review;
10. processes for institutional planning and budget development;
11. other academic and professional matters as mutually agreed upon between the Board of Trustees and the District Academic Senate.

The Board of Trustees “relies primarily” or reaches “mutual agreement” on the recommendations of Academic Senate(s) on items #1-11 above as indicated in Board Policy.

ARTICLE II. POWERS AND RESPONSIBILITIES

The powers of the District Academic Senate shall be:

Section 1. To provide coordination among the faculties and Academic Senates of the Colleges within the Riverside Community College District.

Section 2. To participate in the formation of policies and procedures in academic and professional matters.

Section 3. To coordinate the academic and professional development of a multi-college district.

Section 4. To facilitate communication between the Board of Trustees, the Administration, faculty, and students in all matters relating to community college education.

Section 5. The District Academic Senate is recognized by the Board of Trustees as a consultant body to the Board of Trustees and to the Chancellor.

Section 6. The District Academic Senate may accept any powers and responsibilities delegated to it by law and by the Board of Trustees. Further, it is recognized as a partner in developing the policies of participatory governance for the District.

Section 7. The District Academic Senate may accept any powers and responsibilities delegated to it by joint resolution of the Academic Senates of the Colleges.

Updated DAS Constitution and Bylaws: 10 March 2026

Section 8. The President of each College Academic Senate shall have a recognized chair at all formal meetings of the Board of Trustees. The District Academic Senate President shall be empowered to speak to the items under consideration.

Section 9. The Academic Senate of a College within the District may present views and recommendations to the Chancellor for inclusion in the Board Agenda as information items. The Board of Trustees shall consider and respond to such views and recommendations (Title 5, Section 53200).

Section 10. Initiate research relating to policies and procedures on academic and professional matters.

Section 11. Participate in Board of Trustees Subcommittees with governing board representatives in the development of key institutional policies, including but not limited to minimum qualifications, equivalencies, and hiring procedures; and collaborate with the bargaining agent, in the development of personnel policies (e.g., tenure review, evaluation procedures, and faculty service areas).

Section 12. Provide a mechanism for the selection of the Distinguished Faculty Lecturer.

ARTICLE III. LIMITATION OF AUTHORITY

Section 1. The District Academic Senate is comprised of representatives from the Academic Senates from the Colleges of the District, and must provide a forum for the expression of concerns from these separate entities. Constituent Academic Senates shall enjoy equality in the deliberative process, and through the District Academic Senate be heard as one voice.

Section 2. District decisions may only be made by the District Academic Senate. It is expected that a culture of collegiality will prevail and consensus will be reached. However, when consensus is not reached, a majority vote may be used. When no agreement exists, a joint session of the College Senates may be called by two out of three College Academic Senate presidents or two out of three College Academic Senates.

Section 3. If a joint session of the College Senates does not produce consensus, a College Academic Senate President may demand that a majority vote be taken. At the discretion of the dissenting College Academic Senate, a minority report may be presented to the Board of Trustees.

ARTICLE IV. REPRESENTATION

Section 1. The District Academic Senate (DAS) shall consist of seven voting members: the Academic Senate President and Vice President from each of the Academic Senates from the Colleges of the Riverside Community College District, and the Secretary-Treasurer or senate designee from the college of the District Academic Senate President. Each academic year, the seat of DAS President and seventh member will rotate by college. The DAS President will serve as chair and is not permitted to vote except in the event of a tie. Voting by proxy is not permitted.

Section 2. The District Academic Senate will also include non-voting members consisting of a chairperson from each of the Standing Committees established by the By-laws of the District Academic Senate.

Section 3: All meetings of the District Academic Senate, and all standing committees authorized under District Academic Senate auspices, are governed by the Ralph M. Brown Act and shall be open to all members of the faculty, the Administration, staff, students, and the public.

Section 4: Public Comments The public may comment on any agenda item and items not included on the District Academic Senate (DAS) agenda during the "Public Comments" portion only.

- Total time for public comments will be 10 minutes but may be extended by a majority vote of the District Academic Senate.
- Time limits for each individual speaker will be 3 minutes unless there are several speakers, in which case individual speaker time may be reduced or total time may be extended by majority vote.
- DAS shall adhere to the decorum rules set forth in Board Policy for conduct of meetings.
- DAS members may not discuss nor may they take action on public comments associated with items not on the agenda. If a DAS member determines that the issue needs further discussion, the member may submit an agenda item dedicated to the issue at a subsequent meeting.

Section 5. When the membership of the District Academic Senate does not include a faculty member from a vocational area, the District Academic Senate may appoint a faculty member to serve in a non-voting capacity for one academic year.

Updated DAS Constitution and Bylaws: 10 March 2026

Section 6. The District Academic Senate shall hold regular meetings not less than once a month during the full semesters of the academic year. The time and place of regular meetings shall be determined by the District Academic Senate. A quorum of the District Academic Senate will be four **of seven voting members and must include at least one college Academic Senate President**.

ARTICLE V. OFFICERS

Section 1. Officers for the District Academic Senate shall include a President, a Vice-President, and a Secretary.

Section 2. The office of the District President shall rotate annually among the Presidents or designees of the College Academic Senates next in alphabetical order according to the names of the Colleges

Section 3. The incoming President shall designate the Vice-President and Secretary, subject to the agreement of those nominated. Appointments take effect immediately upon agreement of those serving.

Section 4. The officers of the District Academic Senate shall serve terms of office of one year.

Section 5. The President and Vice President of the District Academic Senate may not hold the office of the President or Vice President of RCC-CTA concurrently.

Section 6. The officers of the District Academic Senate serve for the fiscal year (July 1-June 30.).

Section 7. The District Academic Senate President shall:

- A. develop agendas and conduct meetings of the District Academic Senate;
- B. regularly meet with the District Chancellor, with other administrators and staff as needed, and report to the District Academic Senate on relevant issues;
- C. represent before the Board of Trustees any faculty matter within the purview of the District Academic Senate;
- D. represent the District Academic Senate on any District-wide and/or administrative council;
- E. represent the District Academic Senate in consultation with RCC-CTA, CSEA, and the District Student Senate;
- F. upon approval of the District Academic Senate, register District Academic Senate endorsement of documents sent to relevant federal, state, and regional authorities;
- G. address academic and professional aspects of regulatory issues in the Education code and Title 5 of the California Code of Regulations, and organize a District Academic Senate response in a timely manner;
- H. make appointments not otherwise provided for in this Constitution, such appointments to be ratified by agreement of the District Academic Senate.

Section 8. The District Vice-President shall:

- A. act in the capacity of the President in any case where the President is unable to serve;
- B. participate with the District Academic Senate President in monthly meetings with the Chancellor of the District, and with others as needed.

Section 9. The District Secretary shall:

- A. keep minutes of the District Academic Senate meetings, keep minutes of any general faculty meeting called by the District Academic Senate, make these records available to the entire faculty following District Academic Senate approval, maintain a file of all minutes and official documents (e.g. dated copy of Constitution and By-Laws of the District Academic Senate, expiration dates of all terms of office of officers and committee members);
- B. ensure that all written material be prepared in a timely manner for dissemination at general sessions of the District Academic Senate;
- C. participate with the District Academic Senate President in monthly meetings with the Chancellor of the District, and with other administrators and staff as needed;

ARTICLE VI. DISTRICT ACADEMIC SENATE COMMITTEES

Section 1. The District Academic Senate shall create such District Standing Committees as it deems necessary for

Updated DAS Constitution and Bylaws: 10 March 2026

the fulfillment of its role in the governance of the District. Standing committees shall be listed, their functions and their membership described, and their membership selection processes explained in the District Academic Senate By-Laws. With the exception of the Curriculum Committee, Standing Committees shall be composed of two members from each of the Colleges in the District, designated in a fashion determined in the Constitutions and Bylaws of the College Academic Senates. DAS standing committees shall be subject to the Brown Act.

Section 2. The District Academic Senate shall create ad hoc committees as needed to conduct the business of the District Academic Senate or to fulfill any of its governance responsibilities. Membership on ad hoc committees may come from the District Academic Senate or from the faculty at large or from a combination of sources as the District Senate determines. The District Academic Senate President shall name members of ad hoc committees contingent upon the approval of the District Academic Senate. DAS ad hoc committees are not subject to the Brown Act.

Section 3. Senate-appointed District Committees are those committees established by Board Policy or Chancellor action that address academic and professional matters as defined in Article I.B. of this Constitution and/or specific matters identified under Title 5. The District Academic Senate shall exercise the right to appoint Senate members to such District Committees. Senate-appointed District Committees shall maintain Senate purview over the academic and professional matters under the committee's charge. Senate-appointed District Committees are not subject to the Brown Act.

ARTICLE VII. BY-LAWS AND AMENDMENTS

Section 1. Subject to the approval of a majority vote of each of the College Academic Senates in the District, any article or section of this Constitution may be amended.

Section 2. Amendments may be proposed by any College Academic Senate in the District.

Section 3. The By-Laws of the District Academic Senate shall be enacted or amended by the District Academic Senate in accordance with the Constitution of the Senate.

ARTICLE VIII. EFFECTIVE DATE

Section 1. This District Academic Senate Constitution will take effect upon the approval of the faculty of the Riverside Community College District. Until such time as the Riverside Community College District is composed of separately accredited colleges, the District Academic Senate President shall represent all faculty, organized on campuses of the District. To the extent possible, the principles embodied in this document will be honored as the District works toward separate accreditation for its colleges.

Section 2. This District Academic Senate Constitution shall be re-authorized by each of the College Academic Senates upon the Re-Accreditation of the Riverside Community College District as a multi-college district, whichever comes later.

BY-LAWS OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT ACADEMIC SENATE

ARTICLE I. COMMITTEE POWERS AND RESPONSIBILITIES

Section 1. The purpose of Standing Committees is to facilitate the work of the District Academic Senate in the areas described in I.2.B of the Constitution. Each Committee shall, at its first meeting and under the supervision of the President of the District Academic Senate, elect a chairperson to serve for one year and to represent the committee on the District Academic Senate. Each committee shall meet regularly, but not less than once monthly during the fall and spring semesters. The chairperson of each Standing Committee shall represent the Committee on the District Academic Senate. With the approval of the committee, the chairperson may delegate this duty to any willing member of the committee. Chairs of the Standing Committees shall rotate annually among the Colleges on an alphabetical basis.

Section 2. Each Standing Committee will be composed of six members serving staggered two-year terms. Two faculty members shall be chosen from each College in a fashion designated by the Constitutions/By-Laws of the College.

Section 3. The primary purpose of District Standing Committees shall be to discuss and inform the College Academic Senates in order to empower them to make decisions in academic and professional interests of their faculty. Where a District Standing Committee believes a change in District Board Policy is needed, its members shall recommend changes to and through their College Academic Senates.

Section 4. Each Standing Committee of the District Academic Senate shall identify an Administrator to serve as non-voting co-chair and to provide a liaison to the Administration. [Keith—noticing this now and wondering about PGSL??]

Updated DAS Constitution and Bylaws: 10 March 2026

ARTICLE II. STANDING COMMITTEES

Section 1. The Curriculum Committee

A. The District Curriculum Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200.1, "Curriculum, including establishing prerequisites and placing courses within disciplines"

B. The District Curriculum Committee shall be made up of faculty representatives from each College, in the manner determined by the Constitution and By-laws of the College.

C. All curricular matters of relevance to a single College shall be resolved by the curriculum committee of the College affected.

D. All curricular matters which impact two or more Colleges must come before the District Curriculum Committee. The District Curriculum Committee shall have the power to recommend resolution of curricular conflicts between Colleges to the District Academic Senate. The chairperson of the District Curriculum Committee shall represent the District Curriculum Committee to the District Academic Senate, which shall make the final decision in areas of curricular conflict.

Section 2. The Professional Growth and Sabbatical Leave Committee

A. The District Professional Growth and Sabbatical Leave Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200.8, "policies for faculty professional development activities"

Section 3. Academic Standards Committee

A. The Academic Standards Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200(c)(2) and (c)(3), "degree and certificate requirements" and "grading policies"

Section 4. Assessment and Accreditation Committee

A. The District Assessment and Accreditation Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200(c)(5) and (c)(7), "standards or policies regarding student preparation and success" and "faculty roles and involvement in accreditation processes, including self study and annual reports"

Section 5. Program Review Committee

A. The District Program Review shall be the coordinating voice of faculty from college Program Review Committees in the District with regard to Title 5 California Code of Regulations Section 53200(c)(9), "processes for program review."

Section 6. Part-Time Faculty Committee

A. The District Academic Senate shall establish a Part-Time Faculty Committee to report on issues relating to part-time faculty.

B. The Part-Time Faculty Committee shall establish a liaison with CTA.

ARTICLE III. Senate-appointed District Committees

Section 1. District Equivalency Committee: Pursuant to District Administrative Procedure 6210[A], the District Equivalency Committee shall be appointed by the District Academic Senate.

A. At the end of each academic year, or upon District Academic Senate request, the equivalency committee will deliver an activity report to the District Academic Senate (total equivalencies granted and denied, disciplines requested, total procedural appeals if any). The committee may also recommend or request a review of the equivalency procedure.

ARTICLE IV. THE FACULTY LECTURE

Section 1. The District Academic Senate shall designate the Distinguished Faculty Lecturer. The Faculty Lecturer shall not normally come from the same college in any two subsequent years. The District Academic Senate may delegate the means of selecting the Distinguished Faculty Lecturer to a College in the District.



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2026 Spring Plenary Session Resolutions

For Discussion Between the Dates of
March 14, 2026 to March 27, 2026

DISCLAIMER |

The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or its standing committees. They are presented for the purpose of discussion and debate by the field on Saturday, April 11, 2026, at the 2026 Spring Plenary Session.

ASCCC RESOLUTIONS COMMITTEE 2025-2026 |

Chair | Mark Edward Osea, ASCCC Area B Representative

2nd Chair | Erik Woodbury, ASCCC North Representative

Area A | Yuting Lin, Sierra College

Area C | Rhonda Williams, Pasadena City College

Area D | Jerome Hunt, Long Beach City College

Executive Director (Interim) | Austin J. Webster

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PLENARY RESOLUTIONS PROCESS |

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

- Pre-plenary resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-plenary area meetings for review.
- Amendments and new pre-plenary resolutions are generated in the area meetings.
- The Resolutions Committee meets to review all pre-plenary resolutions and combine, reword, append, or render moot these resolutions, as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee before the posted deadlines by using the webform available on the Resolutions Process webpage.
- Resolutions and amendments are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))
- Explore California legal codes via the [California Legislative Information website](#).
- Explore California Code of Regulations, including title 5, via [Westlaw's California Code of Regulations website](#).

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted from **March 14, 2026 to March 27, 2026** are marked with #
- Amendments and urgent resolutions submitted **March 28, 2026 to April 10, 2026** are marked with ^

ASCCC 2026 SPRING PLENARY SESSION RESOLUTIONS TIMELINE |

- **January 28, 2026** | Pre-Area Meeting Resolutions from the ASCCC Executive Committee, its standing committees, and its subsidiary grant programs due.
- **February 27, 2026** | Pre-Area Meeting Resolutions packet distributed to the field.
- **March 13, 2026** | *2025 Fall Area Meetings*. This is the first opportunity to propose resolutions to be considered by the area to be moved forward.
- **March 13, 2026** | *Mandatory Contact Meeting*. After the Area Meetings, there will be a mandatory contact meeting for contacts of resolutions and/or amendments forward by the area. Time TBD.
- **March 14, 2026 to March 27, 2026** | *Post-Area Meeting Submission Period*. Faculty who are **registered to attend the 2026 Spring In-Person Plenary Session** may submit resolutions and/or amendments **accompanied by the emails and contact information of four delegate seconders**.
- **March 27, 2026** | *Last Day of Resolutions Submission*. Only **amendments and urgent resolutions** may be submitted after this date.
- **March 28, 2026 to April 10, 2026** | *Amendments and Urgent Resolutions Submission Period*. Faculty who are **registered to attend the 2026 Spring In-Person Plenary Session** may submit **amendments and urgent resolutions accompanied by the emails and contact information of four delegate seconders**.
- **March 31, 2026** | *Mandatory Contacts Meeting at 4:00 p.m.* This is a mandatory contact meeting for faculty who submitted resolutions and/or amendments between March 14, 2026 to March 27, 2026.
- **April 10, 2026** | *Friday of Plenary Session at 1:30 p.m.* Last day to submit amendments and urgent resolutions.

- **April 10, 2026** | *Friday of Plenary Session. Time TBD. Mandatory Contact Meeting.* This is a mandatory contact meeting for faculty who submitted amendments and urgent resolutions between March 28, 2026 to April 10, 2026

In order to propose amendments or urgent resolutions **from March 28, 2026 to April 10, 2026**, you must be a registered **faculty** plenary attendee and provide your name and college, along with four registered delegate seconders. Amendments and Urgent resolutions must be emailed to resolutions@asccc.org and submitted electronically using the submission link on the resolutions process page. Please email the [Resolutions Committee](#) if you have any questions.

***Urgent** is defined in the *Resolutions Handbook* as, “a time critical issue [that] has emerged after the resolution deadline” on **March 27, 2026** and new information is presented between **March 28, 2026 to April 10, 2026** (by the time indicated in the plenary program), which requires an established Academic Senate position before the next plenary session (pg. 3).

PARLIAMENTARY MICROPHONE RESPONSE GUIDE |

To support smooth, consistent, and inclusive deliberations on resolutions, the following guide outlines how the Chair (ASCCC President) will respond to motions, inquiries, or comments received at the parliamentary microphone.

The 15-minute limit per resolution is all inclusive, including debate, use of parliamentary microphone, and any additional votes required by motion.

Comment, Motion, or Question Received	Action
Parliamentary Motion	<ul style="list-style-type: none"> - Chair may consult with the Parliamentarian or ASCCC Resolutions Committee regarding proper steps to be taken to carry out the motion.
Parliamentary Inquiry	<ul style="list-style-type: none"> - Chair may consult with Parliamentarian regarding how to achieve desired outcome of the parliamentary inquiry. - Chair provides an opinion, and therefore cannot be appealed.
Point of Information (Point of Clarification)	<ul style="list-style-type: none"> - Chair may respond directly. - Chair may ask another participant to respond to the participant's question. - Chair may consult the Parliamentarian or the ASCCC Resolutions Committee Chair and rule point out of order (not relevant, dilatory, or is debate) - Time is deducted from the allotted three minutes of the initiator at the parliamentary microphone. - Chair, in consultation, with the ASCCC Resolutions Committee, will inform the initiator of time limit.
Point of Order (Addresses Rules)	<ul style="list-style-type: none"> - Chair may consult with parliamentarian or ASCCC Resolutions Committee Chair. - Chair will decide whether the rules are being followed as it pertains to the point of order.
Appeal Ruling of Chair	<ul style="list-style-type: none"> - If a delegate appeals the ruling of the Chair, and there is a second, the Chair has the opportunity to provide a statement to explain the basis of the ruling. - Once a statement is provided, the Chair will then pose the question to the delegates, "The Chair has ruled... Do you wish to sustain the decision of the Chair?" - If the yes votes prevail or results in a tie, the Chair's decision stands. - If the no votes prevail, the Chair's decision is overruled.
Move to Approve by Acclamation	<ul style="list-style-type: none"> - If a delegate moves to approve a resolution by acclamation, and there is a second, the Chair will ask if there are any objections. - If there is an objection, debate will continue. - If there are no objections, the Chair will declare the resolution has been approved by acclamation.

Motion to split resolved statements	<ul style="list-style-type: none"> - If a delegate moves to split resolves in a resolution, and there is a second, a vote will immediately take place. (This motion is not debatable.) - If a vote to split the resolves passes, the chair will conduct the debate on the resolves as directed by the motion. - Once the approved resolved statements have been voted in, the chair will conduct one final vote on the perfected resolution. - Debate and voting for each of the individual resolves must be conducted within the 15 minute allotment.
Motion extend time for debate	<ul style="list-style-type: none"> - If a delegate moves to extend time for debate, and there is a second, a vote will immediately take place on the motion. (This motion is not debatable.)
Motion to re-order items	<ul style="list-style-type: none"> - If a delegate moves to re-order the items on the agenda, and there is a second, a vote will immediately take place on the motion. (This motion is not debatable.)
Point of Privilege (addresses personal complaint such as noise, temperature, or difficulty with zoom)	<ul style="list-style-type: none"> - Chair may respond directly. - The time for debate will be paused to address points of privilege.

PARLIAMENTARY MOTIONS |

Any **registered delegate** may make the following motions at the parliamentary microphone during the debate:

Motion	Debatable?	Second Required?	Votes Needed to Pass
Move to Approve by Acclamation*	No	Yes	N/A
Move to Re-Order Items	No	Yes	2/3
Move to Extend Debate (up to five minutes; may be used only once)	No	Yes	Majority
Move to Divide the Resolution or Split the Resolves	No	Yes	Majority
Move to Postpone (within the same plenary session)	Yes	Yes	Majority
Appeal Decision of Chair	Yes	Yes	Majority
Move to Reconsider (by proponent)	Yes	Yes	Majority
Move to Close Debate	No	Yes	2/3

NOTES |

*Acclamation is a specific form of unanimous approval, typically expressed through a voice vote with clapping or cheering. The ASCCC often uses acclamation to highlight strong support for a resolution and to underscore its importance. However, delegates are encouraged to use acclamation selectively to ensure it retains its sense of significance and distinction.

QUESTIONS OR COMMENTS |

We welcome any California Community College faculty to provide comments or questions to the resolutions presented in this packet. Please visit the [ASCCC Resolutions Process](#) page or complete the [2026 Spring Plenary Resolutions and Amendments Comment or Questions Submissions Form](#) to submit your comments or questions.

CONSENT CALENDAR |

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the Plenary Session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation, however no reasons need to be given to remove an item from consent.

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RESOLUTIONS CATEGORIES |

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

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

101. CURRICULUM

102. DEGREE AND CERTIFICATE REQUIREMENTS

103. GRADING POLICIES

104. EDUCATIONAL PROGRAM DEVELOPMENT

***+104.01 S26 Faculty and Local Academic Senate Role in College and Career Access Pathways (CCAP) Agreements**

Whereas, The College and Career Access Pathways program, established by AB 288 (Holden, 2015)¹ and codified in Education Code §76004², authorizes community college districts to enter into dual enrollment agreements with K–12 partners to expand access and promote equitable pathways to college for high school students;

Whereas, College and Career Access Pathways agreements require that community college courses offered to high school students be equivalent in rigor, learning outcomes, assessment, and academic standards to courses offered on college campuses and include assurances related to instructor qualifications and non-displacement of faculty and students³;

Whereas, Local academic senates, under California Code of Regulations title 5 §53200⁴ and the “10+1” academic and professional matters, hold primary responsibility for curriculum, academic standards, and faculty minimum qualifications, all of which are directly implicated in the development and implementation of College and Career Access Pathways agreements; and

Whereas, Faculty and local academic senate review of College and Career Access Pathways agreements is essential to ensuring academic integrity, alignment with college mission and educational planning, compliance with title 5, and the use of student outcome data to support continuous improvement and equity;

Resolved, That the Academic Senate for California Community Colleges reaffirm that faculty and local academic senates should play a central role in the development, review, implementation, and renewal of College and Career Access Pathways agreements as part of their authority over academic and professional matters;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work collegially with college administrations to establish formal processes ensuring faculty review of College and Career Access Pathways course offerings, curriculum alignment, instructor qualifications, and assurances of non-displacement prior to governing board approval;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to participate in ongoing evaluation of College and Career Access Pathways partnerships through curriculum review, program review, and analysis of disaggregated student outcomes to support academic quality and equity; and

¹ [AB 288 \(Holden, 2015\)](#)

² [California Education Code - EDC §76004](#)

³ California Community Colleges Chancellor’s Office. (2016, March 11). *Dual enrollment and Assembly Bill 288 (CCAP): Legal Opinion 16-02*. https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/x_legal-opinion-1602-dual-enrollment-and-ab-288-ccapada.pdf?la=en&hash=9EB06DC8D3150FD95CAF184A4E5B73B04B6E8987

⁴ [Title 5 §53200](#)

Resolved, That the Academic Senate for California Community Colleges provide guidance and professional development to support faculty and local academic senates in fulfilling their roles in College and Career Access Pathways and dual enrollment agreements.

CONTACT | Stephanie Curry, ASCCC Executive Committee, Area A

***+104.02 S26 Strengthening Noncredit Student's Pathways to Credit Bearing Academic Programs**

Whereas, The California Community Colleges Vision 2030, Goal #1: Equity in Access cites the benchmark of increasing with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians⁵;

Whereas, SB 554 (Roth, 2019) expanded the dual enrollment program in 2020 to include students who attend a noncredit or adult education high school diploma or equivalency program yet a systemized approach, via legislation or guidance from the California Community Colleges Chancellor's Office, to ensuring that these aspiring transfer students are academically prepared to complete credit bearing coursework, has yet to be developed and implemented⁶;

Whereas, The California Adult Education Program Score Card indicates that over 400,000 noncredit students have transitioned to credit bearing programs within the past seven, reported academic years (2018/2019 – 2022/2023) in response to workforce shifts, market demands, and technological advancements that require upskilling and retraining⁷; and

Whereas, California high school enrollment and subsequent graduation rates, which impact enrollment in credit bearing community college courses, has been steadily declining since 2016,⁸ yet the number of potential adult learners/noncredit students who do not possess a high school diploma or have completed some college without earning a degree is 4.5 million and 5 million people, respectively⁹;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop materials to be delivered systemwide that raise awareness about the rigor that Noncredit courses offer and the various pathways that noncredit students utilize to transition to credit bearing programs;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop a student support resource toolkit that noncredit/adult or continuing education divisions/departments can utilize to best support noncredit students who are either preparing to transition to credit academic programs or currently completing credit bearing coursework; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to develop and operationalize publicly available, disaggregated data metrics for noncredit Career Development College Preparation courses, Adult Dual Enrollment programs, and other accelerated learning opportunities for noncredit student that measure matriculation to credit bearing programs, completion

⁵ California Community Colleges Chancellor's Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

⁶ [SB 554 \(Roth, 2019\)](#)

⁷ California Community Colleges Chancellor's Office. (n.d.). *CAEP score card*. https://datavista.cccco.edu/data_views/caep_score_card [[datavista.cccco.edu](#)]

⁸ Lafortune, J., & Prunty, E. (2023, December). *Factors and future projections for K-12 declining enrollment*. Public Policy Institute of California. <https://www.ppic.org/publication/factors-and-future-projections-for-k-12-declining-enrollment/>

⁹ U.S. Census Bureau. (n.d.). *California—Educational attainment (Adult education)* [Data table]. <https://data.census.gov/table?q=california+adult+education+&t=Educational+Attainment>

of credit bearing certificate and degree programs as well as transfer rates to four-year institutions, amongst other identified student demographics.

CONTACT | Rhonda Williams, Ph.D., Pasadena City College, Area C

***+104.03 S26 Affirming the Integral Role of Journalism Programs in the California Community Colleges**

Whereas, Student media provides an unwavering work-based learning opportunity for students in the California Community Colleges, a discipline straddling Liberal Arts and Career Education that is supported directly by the first amendment;

Whereas, Student journalists are doing critical work in a climate marked by shrinking news landscapes¹⁰, scarce resources¹¹, attacks on free speech and mounting censorship pressures¹², supported by faculty who develop programs that are tied to industry;

Whereas, The Journalism Association of Community Colleges has noticed an uptick in the threat of journalism program deactivation and journalism class cancellations statewide¹³, and the Student Press Law Center reports an uptick in censorship¹⁴, a concern the Academic Senate for California Community Colleges highlighted in a 2001 resolution¹⁵; and

Whereas, Journalism programs play an integral part in information sharing on their campuses, reporting on district and college governance and empowering local communities, contributing to collective understanding of institutional planning and budget processes;

Resolved, That the Academic Senate for California Community Colleges, affirms that the protections of the First Amendment are central to the educational mission of community colleges, enabling open inquiry, robust information exchange, and work-based learning experiences that cultivate informed participation in a democratic society; and

Resolved, That the Academic Senate for California Community Colleges affirms the value of the role of our system's journalism programs and bring awareness through the development of resources to the field on how student-run publications uphold the first amendment as an integral part of work-based learning, information sharing, and democracy.

CONTACT | Eleni Gastis, Laney College, Area B

105. STUDENT PREPARATION AND SUCCESS

***+105.01 S26 Protecting the Integrity of Student Course Information**

Whereas, Students rely on accurate course information—including Peer Online Course Review (POCR) badges, Zero Textbook Cost (ZTC) designations, required technology, proctoring requirements, and other course attributes—when making enrollment decisions to ensure equitable access and informed choice;

¹⁰ Metzger, Z. (2025, October 20). *The State of Local News: The 2025 report*. Local News Initiative, Northwestern University. <https://localnewsinitiative.northwestern.edu/projects/state-of-local-news/2025/report/>

¹¹ Yu, Y. S. (2026, January 15). *Gavin Newsom plans no new state funding for local journalism*. CalMatters. <https://calmatters.org/politics/2026/01/gavin-newsom-google-journalism-funding-deal/>

¹² Osgood, B. (2026, March 11). *Press freedom declines in Americas, with US seeing sharpest drop: Report*. Al Jazeera. <https://www.aljazeera.com/news/2026/3/11/press-freedom-declines-in-americas-with-us-seeing-sharpest-drop-report>

¹³ JACC Statewide Faculty Survey, February 2026

¹⁴ Student Press Law Center. (2026). *To our future: 2026–2028 strategic plan*. <https://splc.org/wp-content/uploads/2026/03/SPLC-Strategic-Plan-2026-2028.pdf>

¹⁵ [Resolution 13.03 S21 Censorship of College Newspapers](#)

Whereas, Existing regulation affirms the importance of accurate course information prior to enrollment, including title 5 section 55005¹⁶ of the California Code of Regulations, which requires disclosure of key distance education elements such as technology needs and proctoring requirements, and Education Code §66406.9¹⁷ (implementing SB 1359, Block, 2015), which requires that Zero Textbook Cost designations be clearly identified at the time of registration;

Whereas, Faculty reassignments or other late administrative changes may result in the loss or alteration of student-facing course attributes—such as removing a Zero Textbook Cost designation or a Peer Online Course Review badge—which can impose unexpected financial costs, diminish accessibility, and compromise the learning conditions under which students enrolled; and

Whereas, Last-minute changes can undermine institutional commitments to transparency and equity, as well as student trust in the accuracy and consistency of course information published through official college systems;

Resolved, That the Academic Senate for California Community Colleges affirm that course attributes publicly listed for students at the time of registration—including but not limited to Zero Textbook Cost, Peer Online Course Review, and required technology—constitute commitments that should not be altered once enrollment has begun except in extraordinary circumstances with student notification and equitable remedies;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor’s Office to issue statewide guidance ensuring that colleges protect the integrity of student-facing course attributes and prevent last-minute changes that materially alter student enrollment conditions; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to develop and adopt policies that uphold the integrity of student-facing course information by establishing procedures to ensure that any instructor reassignments or course-level modifications preserve published course attributes or provide equitable alternatives for affected students.

CONTACT | Liz Encarnacion, Chaffey College, Area D

***+105.02 S26 Transparency of Estimated Weekly Student Time Commitment in Course Schedules and Registration Systems**

Whereas, The Carnegie Unit, used throughout higher education and within the California Community Colleges, defines one unit of credit as a specified number of total student learning hours that include both instructor contact time and independent student work and uses different formulas for lecture, laboratory, and other instructional formats;

Whereas, The Carnegie Unit and title 5 §55002.5¹⁸ (Credit Hour) require that total student learning hours be calculated and documented in the course outline of record, yet the corresponding expected weekly student time commitment is typically not communicated transparently to students through course schedules or registration systems, which instead display course units and meeting times;

Whereas, Colleges offer short-term and accelerated courses to provide flexible scheduling options for students, yet because these courses require the same total student learning hours as full-term courses while occurring over fewer weeks, a moderate increase in units can produce a substantially larger increase in weekly workload when course lengths differ¹⁹; and

¹⁶ [Title 5 §55005](#)

¹⁷ [California Education Code - EDC §66406.9](#)

¹⁸ [Title 5 §55002.5](#)

¹⁹ Under title 5 §55002.5, one lecture unit represents approximately 48 total student learning hours. Eight lecture units in a 16-week term require approximately 24 hours of student work per week. Adding a four-lecture unit course offered in a 12-week term requires approximately 16 additional hours of work per week, increasing the student’s weekly academic

Whereas, Providing transparent information about estimated weekly student time commitments would support informed enrollment decisions, promote equitable access to information about course expectations, and better reflect the workload assumptions embedded in the Carnegie Unit and the course outline of record;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates and districts to explore methods of displaying estimated weekly student time commitments, derived from approved course units and course length, alongside units in course schedules and registration systems; and

Resolved, That the Academic Senate for California Community Colleges work with system partners, including the California Community Colleges Chancellor's Office, to develop guidance or promising practices for communicating estimated weekly student workload expectations in course schedules and registration systems while maintaining existing unit-based reporting requirements.

CONTACT | Brandi Bailes, Crafton Hills College, Area D

***+105.03 S26 Supporting Systemwide Academic Integrity and Infrastructure for Distance Education in the Age of Agentic Artificial Intelligence**

Whereas, Distance education serves a critical and equity-driven role in California Community Colleges, providing access to students who face barriers to in-person attendance due to work obligations, childcare responsibilities, geographic constraints;

Whereas, The rapid advancement and increasing accessibility of agentic artificial intelligence (AI) tools has created significant and growing challenges to academic integrity in distance education, including the circumvention of assessments, a rise in fraudulent enrollments, inconsistent institutional responses to suspected AI misuse, unresolved concerns regarding student data privacy on third-party proctoring and plagiarism-detection platforms, and the inadequacy of existing AI detection tools — challenges that disproportionately burden individual faculty and that no single college can effectively address in isolation;

Whereas, Transfer institutions²⁰ are increasingly considering requirements for proctored assessments as a condition of accepting distance education coursework for credit, creating urgency for California Community Colleges to establish supported, accessible, and consistent proctoring infrastructure²¹ that does not place undue burden on faculty or exclude non-local and rural students from equitable participation; and

Whereas, Universal testing centers at California Community Colleges would not only support the integrity and transferability of distance education courses, programs, and degrees, but would also expand access to on-site tutoring and academic support services for non-local students, thereby advancing both academic quality and student success outcomes systemwide.

Resolved, That the Academic Senate for California Community Colleges urge the California Community College's Chancellor's Office and the California State Legislature to provide dedicated, ongoing funding for the establishment and operation of universal testing centers at all California Community Colleges, designed to support equitable access to proctored assessments for distance education students, including non-local and rural students, while preserving the flexibility and student-centered benefits of asynchronous instruction; and

workload from about 24 hours to 40 hours with the addition of a single short-term course. This represents a 50% increase in units but a 67% increase in the student's weekly academic workload. Adding a four-lecture unit course offered in an 8-week term represents a 50% increase in units *but a 100% increase in the student's weekly academic workload.*

²⁰ In meetings with other Articulation Officers, an articulation officer at a four-year university stated that university faculty are scrutinizing assessment security, and that it was recommended to mention in course outlines of records how community college faculty ensure assessment integrity.

²¹ Prior to the COVID-19 pandemic, the California Virtual Campus-Online Education Initiative hosted a proctoring network for online classes which has since ceased operations, and at the 2023 Fall Plenary Session, [Resolution 13.02 F23 Revival of the California Virtual Campus-Online Education Initiative \(CVC-OEI\) Proctoring Network for Online Classes](#) was approved by the body to begin discussions about reviving the proctoring network.

Resolved, That the Academic Senate for California Community Colleges work with the California Community College’s Chancellor’s Office, the California Virtual Campus, and other system partners to develop systemwide policies, resources, and guidance by Spring 2027 that address academic integrity in distance education in the age of agentic artificial intelligence (AI) — including standards for responding to AI misuse, strategies to prevent fraudulent enrollment, and recommendations for assessment design — in order to protect the value, credibility, and transferability of California Community College courses, programs, and degrees.

CONTACT | Nicholas Petti, Mendocino College, Area B

106. GOVERNANCE STRUCTURES

107. ACCREDITATION

107.01 S26 Academic Senate and Faculty Inclusion on Return on Investment (ROI) Data

Whereas, The value of community college degrees and certificates is increasingly being assessed²² through Return on Investment²³, and how that data is interpreted will shape program review, accreditation narratives, and institutional planning and decision-making across the California Community Colleges areas, which are aligned to the Academic Senate for California Community Colleges and title 5 defined Academic and Professional Matters, including the role of faculty in accreditation²⁴;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) recently released a position paper titled, “*Leveraging Program-Level Data to Strengthen Student Outcomes: A Framework for ACCJC Institutions (2026)*,”²⁵ outlining the rationale behind using “Return on Investment” (ROI) to measure the “relationship between educational investment and student earning outcomes” and added a ROI data element to the ACCJC College Accreditation Dashboard;

Whereas, The Accrediting Commission for Community and Junior Colleges position paper focuses on quantitative earnings data while also highlighting the possibility of creating a “comprehensive picture” through qualitative data sources such as, “employer advisory board feedback” and “graduate employment surveys²⁶”; and

Whereas, “Return on Investment” is not a neutral or purely technical measure, but is shaped by student goals, transfer patterns, regional economies, and the social structures that influence labor markets, and faculty are the experts best positioned to contextualize these factors;

Resolved, That the Academic Senate for California Community Colleges urge local Academic Senate’s active, equity-minded involvement in college and district-level discussions, decisions, and adoption of Return on Investment metrics, including how to measure and interpret student learning/earnings outcomes and address local labor-market realities; and

²² American Association of Community Colleges. (2025). *Resilient by design: The future of America’s community colleges*. https://www.aacc.nche.edu/wp-content/uploads/securepdfs/2025/10/Resilient_by_Design_Report10925.pdf

²³ College Futures Foundation. (n.d.). *Golden Opportunities: Measuring return on investment in California higher education for low- and moderate-income learners*. Retrieved February 7, 2026, from <https://collegefutures.org/goldenopportunities/>

²⁴ [ASCCC 10+1](#)

²⁵ Accrediting Commission for Community and Junior Colleges, *Leveraging program-level data to strengthen student outcomes: A framework for ACCJC institutions (2026)*, https://accjc.org/wp-content/uploads/Leveraging-Program-Level-Data-to-Strengthen-Student-Outcomes-A-Framework-for-ACCJC-Institutions.pdf?mc_cid=c75d3fb45c&mc_eid=95b81b1851

²⁶ Accrediting Commission for Community and Junior Colleges, *Leveraging program-level data to strengthen student outcomes: A framework for ACCJC institutions (2026)*, https://accjc.org/wp-content/uploads/Leveraging-Program-Level-Data-to-Strengthen-Student-Outcomes-A-Framework-for-ACCJC-Institutions.pdf?mc_cid=c75d3fb45c&mc_eid=95b81b1851

Resolved, That the Academic Senate for California Community Colleges address the need for clear accreditation and institutional planning guidance and documentation that empower faculty to evaluate and give input on the use of Return on Investment through resources and other communication channels, ensuring the topic remains visible, coherent, and accessible.

CONTACT | Brandi Bailes, Crafton Hills College, ASCCC Data and Research Committee

108. PROFESSIONAL DEVELOPMENT

***+108.01 S26 Use of Student Data in Artificial Intelligence Tools and AI Detection Technologies**

Whereas, California community college faculty increasingly encounter artificial intelligence (AI) tools, including generative AI platforms and AI-based detection software, that claim to analyze student work or student data for instructional, assessment, or academic integrity purposes;

Whereas, The use of student data in artificial intelligence systems raises significant ethical, legal, and privacy concerns, including potential violations of student confidentiality protections under the Family Educational Rights and Privacy Act (FERPA)²⁷, state privacy laws, and local district policies;

Whereas, Many artificial intelligence (AI) and AI detection tools rely on opaque algorithms, external data storage, and third-party vendors, creating risks related to data ownership, secondary data use, algorithmic bias, and inaccurate or inequitable outcomes for students;

Whereas, Faculty and local academic senates, under title 5 §53200²⁸ and the “10+1” academic and professional matters, have responsibility for academic standards, educational integrity, and policies related to student evaluation and equity;

Resolved, That the Academic Senate for California Community Colleges urge faculty to exercise caution and professional judgment when considering the use of artificial intelligence (AI) tools or AI detection technologies that require uploading, sharing, or analyzing identifiable or de-identified student data;

Resolved, That the Academic Senate for California Community Colleges urge faculty who choose to engage with artificial intelligence tools for instructional or professional purposes to do so with intentionality by removing, anonymizing, or otherwise excluding all identifiable student data prior to using such tools, in order to protect student privacy, uphold ethical standards, and comply with applicable laws and policies.

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work collegially with administrations to develop policies and guidance addressing ethical, privacy, and equity considerations related to the use of student data in artificial intelligence technologies; and

Resolved, That the Academic Senate for California Community Colleges provide guidance, professional development, and resources to support faculty and local academic senates in making informed, ethical decisions regarding artificial intelligence and student data.

CONTACT | Stephanie Curry, ASCCC Executive Committee, Area A

***+108.02 S26 Ensuring Responsible Use of Artificial Intelligence and Technology Platforms to Protect Student and Institutional Data**

Whereas, Faculty and colleges are increasingly using artificial intelligence tools, cloud platforms, third-party digital services, and artificial intelligence-enabled features embedded within commonly used applications in instruction, assessment, research, and administrative work, including Microsoft Office, Google Apps, and Adobe

²⁷ U.S. Department of Education. (2000). *Family Educational Rights and Privacy Act (FERPA)*. <https://studentprivacy.ed.gov/ferpa>

²⁸ [Title 5 §53200](#)

products, often ahead of the development of clear institutional policies and guidance, as noted in recent higher education technology adoption reports²⁹;

Whereas, Many widely available “free” technology services and generative artificial intelligence tools may collect, retain, or use user-provided content and behavioral data in ways that may not align with institutional privacy obligations or legal requirements such as the Family Educational Rights and Privacy Act³⁰ and applicable state privacy laws, as described in publicly available platform privacy disclosures and federal guidance on student data protection³¹;

Whereas, Faculty have primary responsibility for curriculum and pedagogy under the purview of the academic senate, and therefore must be supported in making informed decisions about the appropriate use of instructional technologies and emerging artificial intelligence tools; and

Whereas, Colleges and districts can mitigate data privacy risks by providing secure enterprise technology solutions, clear guidance, and professional development that support responsible innovation while protecting students and institutional data;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work collaboratively with their administrations, technology leaders, and governance bodies to promote faculty awareness of data privacy considerations associated with the use of artificial intelligence tools and third-party digital platforms;

Resolved, That the Academic Senate for California Community Colleges support the development and dissemination of guidance, professional learning opportunities, and promising practices to help faculty make informed choices about the use of artificial intelligence and technology services in ways that protect student and institutional data; and

Resolved, That the Academic Senate for California Community Colleges advocate for colleges and districts to provide secure, accessible, and appropriately supported technology solutions that enable faculty innovation while meeting legal and ethical obligations related to data privacy.

CONTACT | Mark Branom, San José City College, Area B

***+108.03 S26 Ensuring Accessibility and Universal Design for Learning Across Instructional Modalities**

Whereas, The Americans with Disabilities Act³², Section 504³³, and Section 508³⁴ of the Rehabilitation Act, and Title 5 of the California Code of Regulations³⁵ require that students with disabilities be provided equitable access to educational programs and instructional materials;

Whereas, In April 2024, the United States Department of Justice³⁶ issued a final rule under Title II of the Americans with Disabilities Act establishing technical accessibility requirements for digital content provided by

²⁹ Robert, J. (2024, February 12). *2024 EDUCAUSE AI Landscape Study*. EDUCAUSE.

<https://library.educause.edu/resources/2024/2/2024-educause-ai-landscape-study>

³⁰ Student Privacy Policy Office. (n.d.). *Guidance*. U.S. Department of Education. <http://studentprivacy.ed.gov/guidance>

³¹ Canadian Centre for Cyber Security. (2025, December). *Generative artificial intelligence (AI): ITSAP.00.04 I*.

<https://www.cyber.gc.ca/en/guidance/generative-artificial-intelligence-ai-itsap00041>

³² U.S. Department of Justice, Civil Rights Division. (n.d.). *ADA.gov*. <https://www.ada.gov/>

³³ U.S. Department of Labor, Civil Rights Center. (n.d.). *Section 504, Rehabilitation Act of 1973*.

<https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center/statutes/section-504-rehabilitation-act-of-1973>

³⁴ Section508.gov. (n.d.). *IT accessibility laws and policies*. <https://www.section508.gov/manage/laws-and-policies/>

³⁵ California Code of Regulations Title 5 §§56000-56010

³⁶ Department of Justice. (2024, April 24). *Nondiscrimination on the basis of disability; Accessibility of web information and services of state and local government entities* (Final rule), **89** *Federal Register* 31320.

<https://www.federalregister.gov/documents/2024/04/24/2024-07758/nondiscrimination-on-the-basis-of-disability-accessibility-of-web-information-and-services-of-state>

public entities, including public colleges, requiring conformance with the Web Content Accessibility Guidelines (WCAG) 2.1 AA³⁷ or successor standards by April 2026;

Whereas, Contemporary instruction across California community colleges regularly requires students to access digital instructional materials such as learning management system content, documents, multimedia, web resources, and third-party tools, making accessibility a critical consideration across all instructional modalities³⁸; and

Whereas, Universal Design for Learning (UDL) principles³⁹ support equitable access to learning by providing multiple means of representation, action and expression, and engagement, benefiting students with disabilities as well as the broader and increasingly diverse student population served by the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges encourage colleges and local academic senates to review institutional practices to ensure that digital instructional materials required for student participation align with applicable accessibility standards, including recognized standards such as Web Content Accessibility Guidelines (WCAG) 2.1 AA or successor standards across all instructional modalities and conduct a survey of colleges statewide regarding accessibility practices for required digital instructional materials in order to inform future guidance and support; and

Resolved, That the Academic Senate for California Community Colleges work to advance systemwide accessibility resources, infrastructure, training, and tools for the California Community Colleges, and encourage local academic senates to collaborate with administrations and campus stakeholders to leverage local and statewide supports, including but not limited to resources such as 3C Media Solutions and the California Community Colleges Accessibility Center, to support faculty in creating accessible digital instructional materials and applying Universal Design for Learning principles in course design and teaching.

CONTACT | Mark Branom, San José City College, Area B

***+108.04 S26 Mathematics Pedagogy in the California Community Colleges**

Whereas, The technological resources available to both mathematics educators and mathematics students have evolved substantially in even very recent times⁴⁰;

Whereas, the current minimum qualifications⁴¹ and in the current draft proposal for revising the minimum qualifications (as of March 13, 2026) for California Community College Mathematics educators do not sufficiently emphasize both thorough mathematical understanding and training in inclusive mathematics pedagogy, as evidenced by the lack of mathematics education training as a required component; and

³⁷ World Wide Web Consortium (W3C). (2018, June 5). *Web Content Accessibility Guidelines (WCAG) 2.1*. <https://www.w3.org/TR/WCAG21/>

³⁸ California Community Colleges Chancellor's Office. (n.d.). *Accessibility*. <https://www.cccco.edu/Accessibility>

³⁹ CAST. (n.d.). *UDL guidelines*. <https://udlguidelines.cast.org/>

⁴⁰ Balch, D. E., & Blanck, R. (2024, November). *The rise of AI in California Community Colleges*. Academic Senate for California Community Colleges (ASCCC). <https://www.asccc.org/content/rise-ai-california-community-colleges>; Artificial Intelligence (AI) is rapidly transforming the landscape of higher education, offering unprecedented opportunities for innovation and improvement and teaching and learning methodologies. Nevertheless, integrating AI into education introduces challenges that must be managed to guarantee fair access and uphold academic integrity.

⁴¹ California Community Colleges Chancellor's Office. (2024). *19th edition: Minimum qualifications for faculty and administrators in California Community Colleges* (pp. 37). <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/19theditionminimumqualifications18a11y.pdf>; mathematics minimum qualifications require either a rich preparations in Mathematics and applied fields, or a rich preparation in Mathematics education, but not both.

Whereas, Mathematics is a foundational discipline in the post-COVID 19⁴² and post-AB 1705⁴³ landscape, math educators are tasked more than ever with being able to meet students where they are and work with them to have a successful experience in their mathematics courses;

Resolved, That the Academic Senate for California Community Colleges explore the creation of a Mathematics taskforce to identify and develop professional learning opportunities for Mathematics faculty with a summary report to be presented to the field by the end of Spring 2028;

Resolved, That the Academic Senate for California Community Colleges identify professional learning opportunities specifically geared towards Inclusion, Diversity, Equity, Anti-Racism, Accessibility-infused Mathematics pedagogy, to support students in Mathematics courses, especially in Calculus and beyond to be shared in an accessible and public forum no later than Spring 2027; and

Resolved, That the Academic Senate for California Community Colleges create an open-access repository of culturally relevant Mathematics classroom practices, which may also support related and adjacent disciplines.

CONTACT | Katia Fuchs, City College of San Francisco, Area B

109. PROGRAM REVIEW

110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

***111.01 S26 Adopt the 2026–2029 ASCCC Strategic Directions and Goals**

Whereas, Strategic planning is a critical component of successful organizations that provides clear direction and stability and ensures that the organization’s leadership remains responsive to its members;

Whereas, The 2023–2026 Strategic Plan of the Academic Senate for California Community Colleges (ASCCC) is set to expire in 2026, and the ASCCC Executive Committee engaged in strategic planning retreat sessions on December 11–12, 2025, followed by further strategic planning during the January 2026 Executive Committee meeting;

Whereas, The Academic Senate for California Community College’s (ASCCC) Executive Committee considered the ASCCC mission and vision, adopted resolutions, and current issues impacting academic and professional matters to guide the development of new strategic directions; and

Whereas, The Academic Senate for California Community College’s (ASCCC) Executive Committee has proposed the 2026–2029 Strategic Directions and Goals for consideration and adoption by the delegates of the ASCCC, to be implemented and actualized annually through an integrated planning process;

Resolved, That the Academic Senate for California Community Colleges adopt (ASCCC) the 2026–2029 ASCCC Strategic Directions and Goals as follows:

2026–2029 ASCCC Strategic Directions and Goals

⁴² Nagelhout, R. (2025, December 5). *Some school districts saw more learning loss during the pandemic. Researchers want to know why*. Harvard Graduate School of Education. <https://www.gse.harvard.edu/ideas/news/25/12/some-school-districts-saw-more-learning-loss-during-pandemic-researchers-want-know>; the impact of pandemic-era remote learning on high school student success metrics varies greatly from school district to school district

⁴³ California Community Colleges Chancellor’s Office. (2025, March 14). *AB 1705 equitable placement, support and completion progress at your college: City College of San Francisco* [Memorandum]; high school graduates entering California Community Colleges have direct access to STEM Calculus I, regardless of their high school preparation

STRATEGY 1 | Position the ASCCC as a Leading Voice for California Community College Faculty

Goal | Expand ASCCC’s influence and effectiveness through coordinated strategy, clear communication, and meaningful partnerships.

STRATEGY 2 | Promote Connection, Inclusion, and Collaborative Engagement

Goal | Foster community through feedback-driven engagement and the advancement of Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA).

STRATEGY 3 | Advance Organizational Trust, Accountability, and Long-Term Financial Sustainability

Goal | Strengthen transparent operations, responsible stewardship, and strategic resource development.

STRATEGY 4 | Evaluate and Reimagine Organizational Structures, Processes, and Governance

Goal | Strengthen board engagement with faculty by refining structures and clarifying roles and processes.

STRATEGY 5 | Promote Professional Learning That Builds Faculty Leadership

Goal | Strengthen faculty leadership and innovation through intentional, data-informed professional learning that addresses emerging needs and leverages strategic partnerships.

CONTACT | ASCCC Executive Committee

***+111.02 S26 Review of ASCCC Executive Leadership Term Lengths**

Whereas, The Academic Senate for California Community Colleges plays a critical leadership role in representing faculty in academic and professional matters pursuant to title 5 and established participatory governance principles⁴⁴;

Whereas, The responsibilities of the Academic Senate for California Community Colleges’ executive leadership positions require significant time, coordination, policy analysis, statewide engagement, committee work, and responsiveness to rapidly evolving system-level initiatives, and effective leadership in these roles requires continuity, relationship-building, institutional knowledge development, and sustained strategic planning;

Whereas, A one-year term length for executive leadership positions may limit a leader’s ability to fully implement long-term initiatives, assess outcomes, and ensure stability in statewide governance efforts; and

Whereas, Periodic evaluation of governance structures is consistent with principles of continuous improvement, transparency, and organizational effectiveness;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) compile a report that conducts a comprehensive review of the ASCCC executive leadership term lengths for the offices of President, Vice President, Secretary, and Treasurer, assessing whether the current one-year term length is sufficient to effectively fulfill the scope of responsibilities associated with these roles, including consideration of the potential benefits and challenges of extended or staggered terms, using a process that includes broad consultation with current and former Executive Officers, Area Representatives, local academic senate leaders, and faculty delegates to ensure an inclusive and transparent evaluation and that the findings and any recommended amendments resulting from this review be brought forward through established ASCCC governance processes for consideration by the body and subsequently published to the field by Spring 2027.

CONTACT | Sharon Sampson, Grossmont College, Area D

⁴⁴ Academic Senate for California Community Colleges. (2025). *Policy 30.03: Reassigned time and overload assignments*. <https://asccc.org/policies>

***+111.03 S26 Study the Unified Faculty Model in Place in British Columbia in Terms of Academic Freedom and Student Success**

Whereas, In the Spring 2025, the Academic Senate for California Community Colleges resolved to endorse the United Faculty model, a model created at and exemplified by Vancouver Community College, and other British Columbia area community colleges⁴⁵, and “collaborate with local collective bargaining units and advocacy groups to develop campus cultures that seek out all faculty voices and provide equal access to compensated opportunities in curriculum development, participatory governance roles, professional development, and institutional planning for those part-time faculty who wish to engage in such work”⁴⁶;

Whereas, The Academic Senate for California Community Colleges “should work with other faculty and administrative organizations to develop structures that will enhance the professionalism of all faculty and protect their academic freedom,” and “. . . engage in a serious consideration of the implications and advisability of extending the structures and protections of tenure to regularly rehired part-time faculty who have undergone rigorous evaluation processes”⁴⁷;

Whereas, “Part-time faculty not only make up the majority of all faculty in the California community college system, but provide nearly half of all instruction,” and “the success of our students, and ultimately our institutions themselves, depend on supporting the needs of part-time faculty just as we must for full time faculty,”⁴⁸; and

Whereas “Given the increased emphasis on student success and completion, it is imperative that part-time faculty are given the tools necessary to aid them in this critical effort,” and “the relationship between student success and part-time faculty resources makes providing such tools clearly an academic and professional matter and is within the purview of local senates”⁴⁹;

Resolved, That the Academic Senate for California Community Colleges conduct a study of the impact of the Unified Faculty Model in place at Vancouver Community College and other British Columbia Community Colleges on protecting academic freedom and on increasing student success on the basis of publicly available data, and publish a report of this study's findings by Spring 2027.

CONTACT | Geoffery Johnson, San Diego Mesa College, Area D

***+111.04 S26 Promising Practices for Mental Health Counseling Faculty in the California Community Colleges**

Whereas, The mental health counseling faculty role is a new and evolving discipline within the California Community College system, with implications for faculty responsibilities, role clarity, and student support services;

Whereas, For mental health counselors serving in faculty positions, there is currently no statewide definition of the mental health counseling faculty role⁵⁰ nor clear guidance on the appropriate scope of responsibilities; and

⁴⁵ Klein, D. (n.d.). *A unified faculty model: The remedy for decades of failed education “reform” in the California Community Colleges* [PDF]. Faculty Association of California Community Colleges.

https://www.faccc.org/assets/docs/PolicyPapers/A%20Unified%20Faculty%20Model_FINAL.docx.pdf

⁴⁶ [Resolution 111.09 S25 Supporting a United Faculty Workplace for California Community Colleges](#)

⁴⁷ Academic Senate for California Community Colleges. (2002). *Part-time faculty: A principled perspective*.

<https://www.asccc.org/papers/part-time-faculty-principled-perspective>

⁴⁸ Foster, S. (2018). *Supporting part-time faculty for student success*. Academic Senate for California Community Colleges.

<https://www.asccc.org/content/supporting-part-time-faculty-student-success>

⁴⁹ Foster, S. (2018). *Supporting part-time faculty for student success*. Academic Senate for California Community Colleges.

<https://www.asccc.org/content/supporting-part-time-faculty-student-success>

⁵⁰ At the time of the writing of this resolution, a new discipline is being proposed that further defines the role of mental health counseling.

Whereas, The mental health counseling faculty discipline requires master’s level professional education and training, along with supervised clinical experience necessary to develop competencies, skills, and knowledge in mental health counseling; and

Whereas, Faculty serving in mental health counseling roles must hold licensure or registration with the California Board of Behavioral Sciences or the California Board of Psychology in order to practice within the healing arts of psychotherapy;

Resolved, That the Academic Senate for California Community Colleges, in consultation with the California Community Colleges–Mental Health & Wellness Association (CCC-MHWA) and other appropriate interest holders, develop a promising practices guide for mental health counseling faculty in the CCC—addressing, among other relevant topics, the definition of the role, appropriate functional expectations, boundaries between clinical, instructional and student services functions, and considerations for faculty evaluation for individuals serving in mental health counseling faculty positions—by the 2027 Fall Plenary Session.

CONTACT | Lisa Larimer Burtis, Mendocino College, Area B

***+111.05 S26 Defending Students and Faculty, Especially People of Color and Immigrants, Against Federal Attacks and Retaliation, and Restricting ASCCC Investments that Support Military Operations**

Whereas, The world is witnessing increased aggressive and violent activity against lawful United States (U.S.) residents and citizens by federal agencies, resulting in traumatic family separations, deportations, and tragic unnecessary deaths in U.S. immigrant detention centers, as well as fears of going to work and school for fear of being abducted, detained, and deported, as well as increased U.S. aggression against countries globally, such as the most recent conflict in Iran⁵¹;

Whereas, While there has been widespread condemnation of the unjust murders of Renee Good and Alex Pretti by sanctioned federal agents, including but not limited to Immigrations and Customs Enforcement (ICE) officers, there has not been, for many years, nearly the same level of awareness and condemnation of the similarly unjust abuse and deaths of Brown, Black, Asian, Native Indigenous, Pacific Islander, and other nonwhite individuals, including United States (U.S.) citizens and individuals with legal rights to reside in the U.S., amid continuing escalation of ICE activity, which includes attempts to detain workers and students and threats to target California public schools, including California community colleges (CCC) where a substantial number of students and staff are Brown, Black, Asian, Native Indigenous, and/or Pacific Islander, and many of those who learn and work in the CCC are among the 28% of all Californians (10.9 million in all) who are immigrants⁵²;

Whereas, The federal government has targeted, threatened, and abducted university students and faculty for simply exercising their academic freedom in speaking out in criticism against actions by United States military and federal agents^{53 54}; and

Whereas, In an urgent moment where the nation’s democracy and people’s safety must be defended against authoritarian actions in violation of the United States Constitution and the Bill of Rights, similar to how Japanese American citizens and legal residents’ rights were violated by the 1942 Executive Order 9066, resulting in the

⁵¹ Wikipedia contributors. (2026, March 11). *List of deaths in ICE detention*. Wikipedia. https://en.wikipedia.org/wiki/List_of_deaths_in_ICE_detention#2025

⁵² Cuellar Mejia, M., & Johnson, H. (2026, January). *Immigrants in California*. Public Policy Institute of California. <https://www.ppic.org/publication/immigrants-in-california/>

⁵³ Wikipedia contributors. (2026, March 12). *Mahmoud Khalil (activist)*. Wikipedia. [https://en.wikipedia.org/wiki/Mahmoud_Khalil_\(activist\)](https://en.wikipedia.org/wiki/Mahmoud_Khalil_(activist))

⁵⁴ Romero, L. (2026, January 23). *Judge warns administration against changing immigration status of students who sued over free speech*. ABC News / Good Morning America. <https://www.goodmorningamerica.com/news/story/judge-warns-administration-changing-immigration-status-students-sued-129490453>

California Community Colleges' immigrant and nonwhite students and employees fearing possible Immigrations and Customs Enforcement confrontation, abduction, and deportation simply for trying to go to work and school, and the Academic Senate for California Community Colleges has already committed to the support for flexible attendance policies for students in such circumstances through the passage of Fall 2025 Resolution 105.02^{55 56};

Resolved, That the Academic Senate for California Community Colleges condemn any and all attempts to attack the constitutional rights of and attempts to restrict academic freedom of California community college students, faculty, and employees, especially Brown, Black, Asian, Native Hawai'ian/Indigenous, Pacific Islander, and Immigrant students and faculty, who express opinions about federal agencies or the United States military; and

Resolved, That the Academic Senate for California Community Colleges, anchor its mission and values in how the organization spends money, especially in its investment portfolio, and thus will not invest in companies that have contributed to the funding of or conducting militaristic operations of United States federal agencies in wars of aggression such as in the latest conflict in Iran.

CONTACT | Karen Chow, ASCCC Executive Committee, Area B

***+111.06 S26 Update the ASCCC Paper, "Protecting the Future of Academic Freedom During a Time of Significant Change"**

Whereas, The Academic Senate for California Community Colleges adopted the paper, "Protecting the Future of Academic Freedom During a Time of Significant Change",⁵⁷ in Fall 2020 and has not been updated since;

Whereas, The Academic Senate for California Community Colleges position paper, "Protecting the Future of Academic Freedom During a Time of Significant Change", outlines academic freedom within the contexts of marginalized communities, impact on classroom practices, threats against tenure, the impact on part-time faculty, and statewide legislation -- all topics which have evolved since Fall 2020;

Whereas, The Academic Senate for California Community Colleges (ASCCC) position paper, "Protecting the Future of Academic Freedom During a Time of Significant Change", makes recommendations that can be further illuminated about how local colleges and academic senates have addressed academic freedom since 2020, and can crosswalk with newer ASCCC resources, such as the 2025 "Academic Freedom Resource Guide"⁵⁸; and

Whereas, Challenges to academic freedom in the past five years regarding the rights and responsibilities of faculty, as well as legislative changes since 2020 in the areas of faculty evaluations, diversity, equity, and inclusion in the course outline of record, and AB 1705 (Irwin, 2022), can help enhance this paper;

Resolved, The Academic Senate for California Community Colleges update the position paper, "Protecting the Future of Academic Freedom During a Time of Significant Change" to include areas of impact on academic freedom with a more nuanced look at tenure, part-time faculty and the most recent threats to academic freedom.

CONTACT | Mitra Sapienza, ASCCC Executive Committee, Area B

112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

⁵⁵ These student and faculty fears were expressed by panelists speaking and by attendees in the chat at the FACCC Public Policy forum held via zoom and recorded on January 31, 2026

⁵⁶ [Resolution 105.02 F25 Advocating for Flexibility in Attendance and Participation Policies for Students at California Community Colleges](#)

⁵⁷ Academic Senate for California Community Colleges. (2020). *Protecting the future of academic freedom during a time of significant change* (Position paper). https://www.asccc.org/sites/default/files/Academic_Freedom_F20.pdf

⁵⁸ Academic Senate for California Community Colleges. (2025). *Academic freedom resource guide*. <https://www.asccc.org/papers/academic-freedom-resource-guide>

112.01 S26 Disciplines List - Counseling: Mental Health

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

Master's in Counseling, Social Work, Marriage and Family Therapy, OR Clinical or Counseling Psychology

AND

A current, valid license issued by the California Board of Psychology or the California Board of Behavioral Sciences

OR

The minimum qualifications as set by the California Board of Psychology or California Board of Behavioral Sciences for licensed psychologists, clinical social workers, professional clinical counselors or marriage and family therapists.

OR the equivalent

(NOTES: A Doctorate in Psychology AND license by the California Board of Psychology is equivalent. A registrant or associate under the supervision of an eligible licensed psychotherapist employed by the California Community College system, as recognized by the Board of Psychology or Board of Behavioral Sciences, is an alternative qualification for this discipline.); and

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Counseling: Mental Health.

CONTACT | Robert L. Stewart, Jr., ASCCC Executive Committee

112.02 S26 Disciplines List - Mathematics

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

Master's in mathematics or applied mathematics

OR

Bachelor's in either of the above

AND ~~Master's in statistics, physics or mathematics education~~ *Master's in mathematics education with a minimum of 18 semester units of graduate study in mathematics or applied mathematics, or a Master's in statistics or physics*

OR the equivalent; and

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

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

CONTACT | Robert L. Stewart, Jr., ASCCC Executive Committee

112.03 S26 Disciplines List - Uncrewed Aircraft Systems (UAS) Technology

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following addition of the uncrewed aircraft systems (UAS) technology discipline:

A Bachelor's degree or higher in any field with two years of professional experience in Uncrewed and Autonomous Systems, Uncrewed Systems, Uncrewed Aircraft Systems, Unmanned Aircraft Systems, Unmanned Aerial Systems, or Drone Technology, and a Remote Pilot (Part 107) Certificate from the Federal Aviation Administration.

Or

An Associate degree in any field with six years of professional experience in Uncrewed and Autonomous Systems, Uncrewed Systems, Uncrewed Aircraft Systems, Unmanned Aircraft Systems, Unmanned Aerial Systems, or Drone Technology, and a Remote Pilot (Part 107) Certificate from the Federal Aviation Administration; and

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Uncrewed Aircraft Systems (UAS) Technology.

CONTACT | Robert L. Stewart, Jr., ASCCC Executive Committee

*+112.04 S26 Update the ASCCC Tenure Review resources: “Towards A Model Four-Year Tenure Process” and “Academic Freedom and Tenure: A Faculty Perspective”

Whereas, The Academic Senate for California Community Colleges adopted “Towards A Model Four-Year Tenure Process”⁵⁹ in 1990, and “Academic Freedom and Tenure: A Faculty Perspective”⁶⁰ in 1998 and neither have been updated since;

Whereas, The Academic Senate for California Community Colleges in Fall 2023, passed Resolution 03.01⁶¹, encouraging colleges to incorporate inclusion, diversity, equity, accessibility and anti-racism principles into their evaluation processes, including tenure which have developed substantially since 1998; and

Whereas, Challenges to academic freedom in the past five years regarding the rights and responsibilities of faculty, as well as legislative changes since 2020 in the areas of faculty evaluations, can help enhance and update these resources;

Resolved, The Academic Senate for California Community Colleges (ASCCC) update tenure evaluation resources, “Towards A Model Four-Year Tenure Process”, and “Academic Freedom and Tenure: A Faculty Perspective” to include updates that reflect the most recent legislation and incorporate the most recently developed ASCCC resources.

CONTACT | Mitra Sapienza, ASCCC Executive Committee, Area B

⁵⁹ Academic Senate for California Community Colleges. (1990). *Towards A Model Four-Year Tenure Process*.

https://www.asccc.org/sites/default/files/publications/TowardsFourYearTenure_0.pdf

⁶⁰ Academic Senate for California Community Colleges. (1998). *Academic Freedom and Tenure: A Faculty Perspective*.

https://www.asccc.org/sites/default/files/publications/Tenure_0.pdf

⁶¹ [Resolution 03.01 F23 Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes](#)

113. LEGISLATION AND ADVOCACY

***+113.01 S26 Support for AB 2301 (Soria, as introduced February 19, 2026) to Establish a Baccalaureate Degree in Nursing Pilot Program**

Whereas, California is experiencing a critical healthcare workforce shortage, and students living in rural or underserved regions often lack access to affordable Bachelor of Science in Nursing programs to meet the rising credential requirements of modern hospitals⁶²;

Whereas, Providing local access to nursing baccalaureate degrees serves the social justice mission of the community colleges by offering upward mobility for working adults and place-bound students without forcing them to enroll in prohibitively expensive private university programs;

Whereas, Fulfilling the state's urgent demand for healthcare professionals aligns directly with the California Community Colleges Vision 2030 goal to expand baccalaureate attainment by 30 percent⁶³ and helps to provide pathways for the 6.8 million California adults who currently lack a degree⁶⁴, a gap that cannot be closed by the universities alone since they produce only about 160,000 undergraduate degrees per year for a state population of nearly 40 million⁶⁵; and

Whereas, AB 2301 (Soria, as introduced February 19, 2026) mandates the California Community Colleges Chancellor's Office to develop a pilot program authorizing up to 10 community college districts to offer a Bachelor of Science in Nursing degree, specifically prioritizing districts in underserved nursing areas and communities with persistent poverty⁶⁶, consistent with the Academic Senate for California Community Colleges' prior support for expansion of baccalaureate degree programs in allied health fields⁶⁷;

Resolved, That the Academic Senate for California Community Colleges support AB 2301 (Soria, as introduced February 19, 2026) to create affordable nursing baccalaureate pathways through a targeted pilot program; and

Resolved, That the Academic Senate for California Community Colleges continue to advocate for expansion of applied baccalaureate programs in allied health to close regional equity gaps and meet critical statewide healthcare needs.

CONTACT | Wendy Brill-Wynkoop, College of the Canyons, Area C

***+113.02 S26 Support for AB 2694 (Alvarez, as introduced February 20, 2026) to Modernize Regional Duplication Standards for Baccalaureate Programs**

Whereas, California faces a massive statewide demand for degrees that far exceeds current university capacity since the University of California and California State University systems produce only about 160,000 undergraduate degrees annually for a population of nearly 40 million,⁶⁸ and addressing the 6.8 million adults

⁶² Aschenbach, C. (n.d.). *Baccalaureate expansion in the California Community Colleges*. Academic Senate for California Community Colleges. <https://www.asccc.org/content/baccalaureate-expansion-california-community-colleges>

⁶³ California Community Colleges Chancellor's Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

⁶⁴ California Competes. (2021, February 11). *Untapped opportunity: Understanding and advancing prospects for Californians without a college degree*. <https://californiacompetes.org/resources/untapped-opportunity-understanding-and-advancing-prospects-for-californians-without-a-college-degree/>

⁶⁵ Cook, K., & Wigul, C. (2026, February). *California's higher education system*. Public Policy Institute of California. <https://www.ppic.org/publication/californias-higher-education-system/>

⁶⁶ [AB 2301 \(Soria, as introduced February 19, 2026\)](#)

⁶⁷ [Resolution 06.02 F19 Expansion of Baccalaureate Degree Programs in Allied Health](#)

⁶⁸ Cook, K., & Wigul, C. (2026, February). *California's higher education system*. Public Policy Institute of California. <https://www.ppic.org/publication/californias-higher-education-system/>

between the ages of 25 and 54 who lack a postsecondary degree⁶⁹ requires maximizing the geographic reach of the community college system;

Whereas, Current statewide duplication rules⁷⁰ inadvertently block community colleges from serving their specific communities, even when universities cannot meet regional labor market demands or when local students are unable to relocate to attend a four-year institution, a geographic barrier further evidenced by research showing that 56 percent of California community college baccalaureate graduates would not have pursued a bachelor's degree at all if it had not been offered at their community college⁷¹;

Whereas, AB 2694 (Alvarez, as introduced February 20, 2026) implements the Academic Senate for California Community Colleges' previous call to define duplication with consideration for local unmet workforce needs, regional rather than statewide duplication, and potential impact on place-bound students⁷² by shifting the restriction to a "geographic region" standard, allowing community colleges to offer baccalaureate degrees if the regional university does not enroll local students in the same pathway or if a documented unmet regional workforce need justifies the program⁷³; and

Whereas, Aligning degree approvals with targeted regional needs supports the California Community Colleges Vision 2030 objective to equitably increase community college baccalaureate degree attainment by 30 percent⁷⁴;

Resolved, That the Academic Senate for California Community Colleges support AB 2694 (Alvarez, as introduced February 20, 2026) to establish a regional duplication standard for baccalaureate degree approvals; and

Resolved, That the Academic Senate for California Community Colleges champion legislation that prioritizes documented regional workforce demands and local student access over statewide program duplication restrictions.

CONTACT | Wendy Brill-Wynkoop, College of the Canyons, Area C

***+113.03 S26 Support for SB 960 (Cabaldon, as introduced February 3, 2026) to Expand Baccalaureate Degrees in Impacted Regions**

Whereas, Place-bound students, working adults, and students living in areas with impacted California State University programs face significant geographic and financial barriers to completing a baccalaureate degree, often leaving them with the choice of either abandoning their educational goals or accruing massive debt at high-cost private institutions⁷⁵;

Whereas, The expansion of affordable baccalaureate degree programs in the California Community Colleges is an essential matter of social justice that provides critical pathways for students to achieve upward economic mobility, particularly given that the University of California and California State University systems produce only

⁶⁹ California Competes. (2021, February 11). *Untapped opportunity: Understanding and advancing prospects for Californians without a college degree* [PDF]. <https://californiacompetes.org/wp-content/uploads/2022/12/Untapped-Opportunity-Report-final.pdf>

⁷⁰ California Community Colleges Chancellor's Office. (2025). *Baccalaureate Degree Program report* (Final Report No. 1). EdSource. <https://edsources.org/wp-content/uploads/2025/12/BDP-Report-1-1-Final-2-1.pdf>

⁷¹ Aschenbach, C. (n.d.). *Baccalaureate expansion in the California Community Colleges*. Academic Senate for California Community Colleges. <https://www.asccc.org/content/baccalaureate-expansion-california-community-colleges>

⁷² [Resolution 15.05 F22 Propose Definitions for Baccalaureate Degree Duplication and Non-Duplication](#)

⁷³ [AB 2694 \(Alvarez, as introduced February 20, 2026\)](#)

⁷⁴ California Community Colleges Chancellor's Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

⁷⁵ Aschenbach, C. (n.d.). *Baccalaureate expansion in the California Community Colleges*. Academic Senate for California Community Colleges. <https://www.asccc.org/content/baccalaureate-expansion-california-community-colleges>

about 160,000 undergraduate degrees per year⁷⁶ for a state population of nearly 40 million, leaving an estimated 6.8 million working-age adults without a postsecondary degree;⁷⁷

Whereas, The California Community Colleges Chancellor's Office Vision 2030 strategic plan sets a clear benchmark to increase the number of students earning a community college baccalaureate degree by 30 percent to meet the state's workforce demands⁷⁸, consistent with the Academic Senate for California Community Colleges' previous call for defining duplication with consideration for local unmet workforce needs, regional rather than statewide duplication, and potential impact on place-bound students⁷⁹; and

Whereas, SB 960 (Cabaldon, as introduced February 3, 2026) offers a direct solution to localized access barriers by amending existing duplication rules⁸⁰ to allow a community college district to offer a baccalaureate degree program if the overlapping California State University program has been impacted for three consecutive years⁸¹;

Resolved, That the Academic Senate for California Community Colleges support SB 960 (Cabaldon, as introduced February 3, 2026) to expand community college baccalaureate degree offerings in regions where California State University programs are persistently impacted; and

Resolved, That the Academic Senate for California Community Colleges continue to advocate for the expansion of affordable and accessible community college baccalaureate programs as a vital mechanism for serving place-bound students and closing the statewide degree gap.

CONTACT | Wendy Brill-Wynkoop, College of the Canyons, Area C

***+113.04 S26 Support for Full Implementation of 2025 Gender Equity Report Recommendations**

Whereas, In Fall 2023, the Academic Senate for California Community Colleges adopted the resolution, "Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community Colleges",⁸² to engage in advocacy to ensure that California community colleges commit to ongoing collaboration with external organizations, experts, and advocacy groups to continually enhance their efforts to combat sexual harassment and discrimination on campus;

Whereas, In February of 2024 the California Assembly Committee on Higher Education published a report titled, "A Call to Action"⁸³, exploring how postsecondary education institutions can address sex discrimination and provide educational justice on college campuses;

Whereas, In December of 2025, the California Community Colleges Chancellor's Office published a Gender Equity Report⁸⁴ to the Legislature pursuant to AB 2048 (Fong, 2024)⁸⁵ with recommendations for establishing

⁷⁶ Cook, K., & Wigul, C. (2026, February). *California's higher education system*. Public Policy Institute of California. <https://www.ppic.org/publication/californias-higher-education-system/>

⁷⁷ California Competes. (2021, February 11). *Untapped opportunity: Understanding and advancing prospects for Californians without a college degree*. <https://californiacompetes.org/resources/untapped-opportunity-understanding-and-advancing-prospects-for-californians-without-a-college-degree/>

⁷⁸ California Community Colleges Chancellor's Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

⁷⁹ [Resolution 15.05 F22 Propose Definitions for Baccalaureate Degree Duplication and Non-Duplication](#)

⁸⁰ California Community Colleges Chancellor's Office. (2025). *Baccalaureate Degree Program report* (Final Report No. 1). EdSource. <https://edsources.org/wp-content/uploads/2025/12/BDP-Report-1-l-Final-2-1.pdf>

⁸¹ [SB 960 \(Cabaldon, as introduced February 3, 2026\)](#)

⁸² [Resolution 13.01 F23 Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community College Campuses](#)

⁸³ California Assembly Committee on Higher Education. (2024). *A call to action: How postsecondary education institutions can address sex discrimination and provide educational justice on campus*. https://ahed.assembly.ca.gov/system/files/2024-02/a-call-to-action-report-2024_0.pdf

⁸⁴ California Community Colleges Chancellor's Office. (2025). *2025 gender equity report: Pursuant to AB 2048 (M. Fong, 2024)*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2025-Gender-Equity-Report.pdf>

⁸⁵ [AB 2048 \(Fong, 2024\)](#)

systemic campus reforms that effectively prevent, detect, and address sexual harassment on community college campuses; and

Whereas, The 2025 Gender Equity Report concluded that the California Community Colleges' Title IX framework was broken as a result of defective design, underfunded implementation, and impractical oversight;

Resolved, That the Academic Senate for California Community Colleges advocate for legislative action to codify and implement all the recommendations of the 2025 Gender Equity Report, including minimum staffing requirements for Title IX offices at all California community colleges, establishment of an External Resolution Authority, adoption of systemwide baseline standards for local policies and procedures, investment in prevention infrastructure, resources, and trainings to help ensure compliance and accountability;

Resolved, That the Academic Senate for California Community Colleges advocate for adequate state funding for the full implementation of all the recommendations of the 2025 Gender Equity Report to support meaningful Title IX reform at California community colleges; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to create trainings, workshops, and professional learning opportunities to advance gender equity and implementation of the 2025 Gender Equity Report recommendations.

CONTACT | Angela C. Echeverri, Los Angeles Mission College, Area C

***+113.05 Support for Sustained and Adequate Funding for High-Cost Career and Technical Education (CTE) Programs in Higher Education and Reduction of Student Material Costs**

Whereas, Career and Technical Education (CTE) programs in the California Community Colleges require specialized laboratories, industry-standard equipment, safety infrastructure, and ongoing faculty professional learning, and often depend on required instructional tools and consumable materials that students must purchase, resulting in higher operating and participation costs than traditional non-CTE courses⁸⁶;

Whereas, The California Community Colleges Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy identified postsecondary career and technical education as high-cost and recommended a sustained supplemental funding source to maintain program quality, industry currency, and equitable access beyond what base apportionment can support (Board of Governors Task Force, 2015)⁸⁷;

Whereas, The California Community Colleges Chancellor's Office Vision 2030 framework calls on colleges to expand workforce and career and technical education pathways that advance equity and connect students to living-wage, family-sustaining careers, emphasizing workforce and economic mobility as core higher-education priorities (California Community Colleges Chancellor's Office, 2023, 2025)^{88 89 90}; and

Whereas, California's Master Plan for Career Education (2025) sets statewide higher-education priorities to expand equitable, labor-market-aligned career education while California Legislative Analyst's Office and California Community Colleges Chancellor's Office Strong Workforce analyses affirm that Strong Workforce was

⁸⁶ Legislative Analyst's Office. (2016, February 26). *The 2016–17 budget: Higher education analysis*. <https://www.lao.ca.gov/Publications/report/3372>

⁸⁷ California Community Colleges Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy. (n.d.). *Report of the Task Force on Workforce, Job Creation, and a Strong Economy (v12)*. https://www.asccc.org/sites/default/files/BOG_TaskForce_Report_v12_web.pdf

⁸⁸ California Community Colleges Chancellor's Office. (2023). *Vision 2030: A roadmap for California Community Colleges*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for-California-Community-Colleges.pdf>

⁸⁹ California Community Colleges Chancellor's Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

⁹⁰ California Community Colleges Chancellor's Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

created to supplement apportionment for high-cost postsecondary career and technical education needs, such as smaller class sizes, expensive equipment, and reducing student financial barriers to required materials (California Master Plan for Career Education, 2025; Legislative Analyst’s Office, 2019; California Community Colleges Chancellor’s Office, 2016, 2024)^{91 92};

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Board of Governors, the California Community Colleges Chancellor’s Office, and the California State Legislature to provide sufficient, sustained, and protected funding including but not limited to Strong Workforce Program allocations and state financial aid structures to support the higher operational costs of career and technical education programs at institutions of higher education and to avoid shifting the additional financial burden onto local general funds or students^{93 94};

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor’s Office, the California State Legislature, and local colleges to prioritize the use of career and technical education (CTE) and workforce funding streams to reduce or eliminate students’ out-of-pocket costs for required instructional materials, tools, uniforms, certifications, and consumable supplies that are necessary for participation and completion in CTE courses and programs, thereby improving equitable access to high-cost workforce pathways; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor’s Office, the California Community Colleges Board of Governors, and the California State Legislature to align career and technical education, and workforce investments with the priorities of California’s Master Plan for Career Education (2025) and Vision 2030, including targeted resources that expand access to stackable credentials and work-based learning and that reduce student financial barriers to entry and completion.

CONTACT | Marvin Da Costa, Los Angeles Trade Technical College, Area C

***+113.06 S26 Providing Dedicated Funding to Support California Community College Faculty to Develop and Integrate Environmental Equity Education Across All Disciplines**

Whereas, The “California Community Colleges system has prioritized inclusion, diversity, equity and anti-racism (IDEA) work—including through the CCCCCO Call to Action, the DEI Task Force Recommendations, and the Vision for Success goals—to eliminate equity gaps”⁹⁵;

Whereas, Environmental equity ensures that marginalized communities, where the majority of the California Community College students live⁹⁶, are not forced to endure a disproportionate share of negative environmental consequences⁹⁷;

⁹¹ California Governor’s Office. (2025). *California’s Master Plan for Career Education*. <https://www.gov.ca.gov/wp-content/uploads/2025/04/2025-CA-Master-Plan-for-Career-Education.pdf>

⁹² Legislative Analyst’s Office. (2019, April 9). *Overview of California Community Colleges Strong Workforce Program* [Handout]. <https://lao.ca.gov/handouts/education/2019/Overview-of-CCC-Strong-Workforce-Program040919.pdf>

⁹³ California Community Colleges Chancellor’s Office. (n.d.). *Strong Workforce Program*. <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/Strong-Workforce-Program>

⁹⁴ California Community Colleges Chancellor’s Office. (2024, July 16). *Strong Workforce Program: FY 2024–25 base allocation funding memo (ESLEI-24-40)*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/eslei-24-40-swp-fy-2024-25-base-allocation-funding-memo-a11y.pdf>

⁹⁵ [Resolution 03.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism \(IDEA\) Liaison](#)

⁹⁶ California Community Colleges Chancellor’s Office. (n.d.). *Student enrollment and demographics*. <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Research-Analytics-Data/data-snapshot/student-demographics>; The [CCCCO Student Enrollment and Demographics](#) website documents how the majority of students in the California community colleges are from marginalized communities.

⁹⁷ U.S. Global Change Research Program. (2023). *Fifth National Climate Assessment* (cloned version hosted on Climate.us). <https://nca5.climate.us/>; The [Fifth National Climate Assessment](#) examined the disproportionate impacts endured by marginalized communities.

Whereas, The California Community Colleges Board of Governors and the California Community Colleges Chancellor's Office Vision 2030⁹⁸ outlines a commitment to "taking care of our planet" and explicitly includes curriculum integration as one of four fields of climate practice by the California Community College system; and

Whereas, The successful Academic Senate for California Community Colleges Open Education Resource Initiative and the Los Angeles Community College District Environmental Equity Education Demonstration Project have established a precedent demonstrating the necessity of dedicated financial commitment to support faculty in curriculum/resource development and integration for student success;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the California State Legislature to advocate for dedicated ongoing funding to support environmental equity education, including faculty environmental equity education professional learning and faculty-led endeavors to develop curriculum and integrate environmental equity education across all disciplines.

CONTACT | Beth Abels, Los Angeles Pierce College, Area C

114. CONSULTATION WITH THE CHANCELLOR'S OFFICE

***114.01 S26 Electronic Versions of the Program and Course Approval Handbook and Minimum Qualifications Handbook**

Whereas, The Program and Course Approval Handbook and the Minimum Qualifications Handbook are identified in California Code of Regulations Title 5 (§55000.5⁹⁹ and §53407¹⁰⁰, respectively) as documents produced by the California Community Colleges Chancellor's Office that provide operational guidance for implementing Title 5 regulations; and

Whereas, The Program and Course Approval Handbook (PCAH) and the Minimum Qualifications (MQ) Handbook have historically been delayed by waiting for accessible print versions¹⁰¹, yet the majority of California Community College practitioners likely access online versions of the PCAH and MQ Handbook;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to expedite releasing the Program and Course Approval Handbook and the Minimum Qualifications Handbook by providing access to a web-based version after approval in the interest of more efficiently communicating updates to colleges and districts.

CONTACT | Eric Wada, ASCCC Executive Committee

***+114.02 S26 Promising Practices for Comprehensive Student Education Planning**

⁹⁸ California Community Colleges Chancellor's Office. (2025). *Vision 2030: The July 2025 edition*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

⁹⁹ [Title 5 §55000.5](#)

¹⁰⁰ [Title 5 §53407](#)

¹⁰¹ For example, the 18th edition of the MQ Handbook took almost one year to be released.

Whereas, The California Community Colleges Board of Governors recently approved proposed revisions to title 5 §§55524¹⁰², 55530¹⁰³, and 55531¹⁰⁴, requiring all students*¹⁰⁵ to receive a comprehensive education plan before the end of their first academic year¹⁰⁶; and

Whereas, The 2025-2028 Student Equity Plan requests districts/colleges to provide data and a narrative detailing how they track student education plans in the first year, especially for disproportionately impacted students¹⁰⁷;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to support completion of Comprehensive Education Planning by presenting state-wide data from Student Equity Plans, surveys, and/or other resources to compile promising practices and report out to the field by Spring 2027.

CONTACT | Trulie Thompson, Moorpark College, Area C

***+114.03 S26 Adopt Procedures for Progress Renewal to Increase Student Equity and Success**

Whereas, Title 5 §55031 of the California Code of Regulations (CCR) requires districts/colleges to place students on Academic or Progress Notice if they fall below a 2.0 grade point average or successful course completion standards¹⁰⁸, and CCR title 5 §55046 allows for Academic Renewal Without Course Repetition but does not include language related to Progress Renewal¹⁰⁹;

Whereas, The Academic Senate for California Community Colleges Resolution 105.04¹¹⁰ "Designing a Pathway for Students to Achieve Satisfactory Academic and/or Progress Status and Achieve Credential Completion" (adopted Fall 2025), identified that students placed on Academic or Progress Notice presents a significant barrier for students of all races/ethnicities to meet transfer eligibility requirements and these precarious positions also heighten the improbability of their returning to college; and

Whereas, Education Code Section 70902, subdivision (b)(3)¹¹¹ directs governing boards to "establish academic standards, probation and dismissal and readmission policies, and graduation requirements" not inconsistent with the California Community Colleges Board of Governors minimum standards, such that the structure of title 5 section 55046 endorses a similar "disregard but do not erase" approach for academic renewal¹¹², thereby legally allowing for Progress Renewal procedures which Santa Monica College¹¹³ and Santa Rosa Junior College¹¹⁴ have already adopted and had in place for many years;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include title 5 language on Progress Renewal; and

¹⁰² [Title 5 §55524](#)

¹⁰³ [Title 5 §55530](#)

¹⁰⁴ [Title 5 §55531](#)

¹⁰⁵ *All non-exempt students are required to receive a comprehensive student education plan.

¹⁰⁶ California Community Colleges Chancellor's Office. (2025). *Final regulatory text: Student education plans*.

<https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/finalregtextstudentedplans20250729a11y.pdf>

¹⁰⁷ California Community Colleges Chancellor's Office. (2024). *2025–28 Student Equity Plan: Planning resources and development template*. <https://www.cccco.edu/-/media/CCCCO-Website/docs/plan/2025-28-student-equity-plan-template-a11y.pdf>

¹⁰⁸ [Title 5 §55031](#)

¹⁰⁹ [Title 5 §55046](#)

¹¹⁰ [Resolution 105.04 F25 Designing a Pathway for Students to Achieve Satisfactory Academic and/or Progress Status and Achieve Credit Completion](#)

¹¹¹ [California Education Code - EDC §70902](#)

¹¹² [Title 5 §55046](#)

¹¹³ Santa Monica College. (2024). *AR 4245: Progress renewal* [Administrative regulation].

<https://admin.smc.edu/administration/governance/board-of-trustees/documents/AR-4245-Progress-Renewal-4-2024.pdf>

¹¹⁴ Santa Rosa Junior College. (n.d.). *Academic standards for probation, dismissal, and readmission* [Board policy].

<https://go.boarddocs.com/ca/santarosa/Board.nsf/goto?open&id=A84PGP640C10>

Resolved, That the Academic Senate for California Community Colleges support local academic senates to adopt Progress Renewal policies while title 5 changes are in progress.

CONTACT | Trulie Thompson, Moorpark College, Area C

Academic Senate for California Community Colleges
One Capitol Mall, Suite 230 Sacramento, CA 95814
(916) 445-4753 info@asccc.org www.asccc.org

RIVERSIDE COMMUNITY COLLEGE DISTRICT INFORMATION FOR NAMING OF FACILITIES, EVENTS OR PROGRAMS

The honorary or philanthropic naming of RCCD facilities, events, and programs is governed by Riverside Community College District Policy No. 4400 (NAMING OF FACILITIES, EVENTS AND PROGRAMS, rev. 5/21/2019). Facilities, events and programs may be named in cases of unique, extraordinary, or significant personal contributions of someone closely associated with the District or a significant financial gift made through the RCCD Foundation. In addition to facilities, plaques, memorials and monuments, selected events – such as athletics, fine arts, lectures – and other activities and programs are eligible for naming under this policy. All proposed names for facilities, events and programs shall be consistent with the principles and mission of the District and must receive prior approval by the RCCD Board of Trustees.

The Board of Trustees delegates to the Chancellor the process of evaluating and making the recommendation for naming facilities, events and programs. To aid in this process, the Facilities Recognition and Naming Committee is charged with the task of gathering and evaluating such requests and making recommendations to the Chancellor.

Considerations and Requirements for Namings

When no gift is involved:

- a) It must honor a person who has achieved unique distinction in higher education or other areas of public service; or
- b) It must honor a person who has served the District in an academic capacity and has earned a reputation as a scholar; or
- c) It must honor a person who has served the District and made extraordinary contributions to the District.
- d) When a proposal for naming in honor of an individual involves service in an academic or administrative capacity, a proposal shall not be made until the individual has been retired or deceased at least one year.

When a significant gift is involved:

- a) It may honor a benefactor or an individual nominated by a benefactor. As with all gifts, the RCCD Foundation is responsible for evaluating the potential naming gift to ensure alignment with the organization's Gift Acceptance Policy and District mission and principles.
- b) For a gift to be considered significant, it shall either fund the total cost of the facility, event or program to be named, or provide funding for the portion of the total cost which would not be available from other sources.
- c) Gifts are also deemed significant if they align with established naming opportunities established as part of the RCCD Foundation fundraising activities.
- d) Revocable deferred gifts are ineligible for naming considerations. Irrevocable gifts of cash, investments, and/or real property will be considered

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
NOMINATION OF A CANDIDATE FOR NAMING RECOGNITION**

This form is to be completed and submitted with all required supporting documents to the Facilities Recognition and Naming Committee. All documentation must be received before the nomination will be considered. Once the full nomination package has been received, the Committee will review the nomination and make its recommendation to the Chancellor.

1. Nomination Submitted By: _____

a. Title, College: _____

2. Type of Naming (check one): Honorific Philanthropic

3. Purpose of Naming (check one): Facility Event Program

4. Proposed Name: _____

5. Contribution Information (if applicable):

a. Total amount of private funds anticipated/received: \$_____

b. Form of Contribution:

Outright Gift. Specify date of contribution _____

Written **Irrevocable** Current Pledge. Attach pledge agreement for review.

Written **Irrevocable** Deferred Pledge*. Attach pledge agreement for review.

*Note: Naming recognition associated with deferred gifts must be held until such time that a significant portion of the total anticipated gift has been received. Ideally, the associated pledge agreement should include provisions for the institution to receive a meaningful proportion of the total anticipated gift during the donors' lifetime. Namings associated with fully deferred gifts will only be considered on an exceptional basis.

6. College/District Commitment: Will any additional college or District resources be required to support the ongoing maintenance of this named facility, event or program? (e.g., space, special facilities, equipment, etc.)? No Yes

a. If yes, how will these ongoing needs be funded? _____

Nomination for Naming Recognition Supporting Documentation Checklist

- Nomination of a Candidate for Naming Recognition Form
- Nomination narrative (1,000 word limit) that includes the following information:
 - Brief biographical sketch, including the candidate's association with RCCD (position, years of service, etc.).
 - Special contributions to RCCD, including the specific nature of achievements (e.g., special talents, books written, curricular innovations, etc.) and their significance to the District/College.
 - Special contributions to the community, including the specific nature of the contributions or achievements (e.g., participation in civic organization(s), athletic and charitable events, extra-curricular school-related activities) and their significance to the District/College.
- Letters of Support* (at least one)
 - *NOTE: If the nomination is associated with an existing or proposed academic program, one letter of support is required from the appropriate academic administrator (Vice President of Academic Affairs and/or College President) and one letter of support is required from the appropriate faculty representative (Academic Senate President) to evidence that they were consulted about and are supportive of the nomination.
- Other Supporting Documents (i.e., newspaper clippings, honors, awards, etc.)

PLEASE SUBMIT THE COMPLETE NOMINATION PACKAGE VIA MAIL OR EMAIL TO:

RCCD Foundation
ATTN: Facilities Naming Committee
4800 Magnolia Avenue
Riverside, CA 92506

Email: foundation@rccd.edu

<u>Internal Use Only</u>	
Date Received:	_____
Received By:	_____
Date Reviewed:	_____
Recommendation:	
<input type="checkbox"/> Approve	<input type="checkbox"/> Deny
Submitted to Chancellor's Office:	_____

Riverside City College
Department of Music
02/24/26 - 12:50-2:00 CSA 244
Minutes

- I. **Call to Order:** 12:50pm
 - II. **Roll Call** All present except Amaya (meeting with Tony Rizzo)
 - III. **Approval of Agenda** Approved by consent
 - IV. **Syllabi submission/Online classes/Accreditation**
 - a. Please use the form linked below to submit your Spring 2026 syllabi:
 - b. [Spring 2026 Fine & Performing Arts Syllabus Collection](#)
 - V. **Enrollment numbers/Summer/Fall schedule.**
- F to F MUS 19 enrollment is low
- VI. **Concert/Event Calendar** - rccoilschoolforthearts.com
 - a. **Spring Dates/Honors recital auditions**
 - b. **2026-2027 calendar**
 - c. **Festival schedule** discussion regarding Festival conflict
 - VII. **Budget** – if you have lotto money, please encumber ALL of it! Try to do it by 4/1 because we actually had to give back a little money last year.
 - VIII. **Applied Music/Juries**
 - a. Lab hours (aPlus) - we've been having some issues with A+ where students' hours aren't getting logged in correctly.
 - b. Monthly reports
 - c. Jury dates (1 jury form) – The chair would like to go to ONE Jury form
 - IX. **Studio Recitals/Concert Programs** – we had some last-minute programs last semester, and printing services will put their foot down soon if we do this. When we submit to Mike, please have ALL the information to Mike. Put “TBA” if needed, because we can't make changes two days prior. **Aim for two weeks before the performance.**
 - X. **Online Certification** discussion
 - XI. **Bob Domingues dedication** – Motion Steve Schmidt moved to dedicate the Drum set room to Bob Domingues. Curits 2nd. Unanimous ayes
 - XII. **Committee reports**
 - XIII. **Open Hearing**

Please remind students to be safe, and not walk around on their phones. They need to stay alert.

We're in the process of a search for our part-time collaborative artist.

- XIV. **Safety** – a discussion was had about dropping off in the middle of the street and creating signage to communicate to the public NOT to do that.

There are a lot of books and music that have been cleaned out from storage and closets in the building, which has been piled in the conference room. Please look and decide what we should keep and what we should toss.

- XV. **Adjournment:** 1:48pm

Riverside City College
Department of Performing Arts
February 24, 2026

Submitted by the Music Department, Coil School for the Arts

Resolution to Name the Drum Set Studio in Honor of Robert (Bobby) D. Dominguez

WHEREAS, Robert (Bobby) D. Dominguez served Riverside City College with distinction for more than forty years, demonstrating extraordinary dedication to music education and student success; and

WHEREAS, Mr. Dominguez was a respected and influential figure in the Inland Empire music community, recognized as one of the most sought-after drummers in the region, performing for over four decades with organizations including Performance Riverside, the San Bernardino Civic Opera, the Orange Show, and numerous other professional ensembles and productions; and

WHEREAS, during his tenure at Riverside City College, Mr. Dominguez mentored and instructed hundreds of drum set students, leaving a lasting legacy through his commitment to excellence in teaching, performance, and mentorship; and

WHEREAS, the Dominguez family has further honored his legacy through the establishment of a scholarship fund in his name with the Riverside City College Foundation to support and encourage student drummers;

NOW, THEREFORE, BE IT RESOLVED, that the Department of Performing Arts formally requests that the Drum Set Room in the new Coil School for the Arts facility be named the

Robert D. Dominguez Drum Set Studio

in recognition of his enduring contributions to Riverside City College, the performing arts community, and generations of student musicians.