



Riverside City College Academic Senate

Agenda

Monday 20 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 16; April 6 [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. RCCAS will hear any updates regarding IETTC (information)
 - B. Accreditation co-chair, Jacquie Lesch or designee, will continue discussion with RCCAS on the Institutional Self-Evaluation Report (ISER) in preparation for the third read and vote on May 4 (discussion, second read)
- 3:35 VII. **Ongoing Business**
- A. RCCAS will consider any new information about the proposed faculty SPRs to conduct a Canvas gradebook software pilot for Early Alert (information and discussion)
 - B. President Scott-Coe or designee will review an update on local DE certification options and timeline (information)
 - C. VP Taylor or designee will shine the nominees for RCCAS officers (President, Vice-President, Secretary-Treasurer 2026-29) as well as PT Faculty representative (2026-27), and will review the voting process timeline, discussing adjustments if needed (information)
- 4:25 VIII. **New Business**
- A. President Scott-Coe or designee will share recent faculty questions related to hyflex course modality, in preparation for districtwide consultation with local DE committees, District Curriculum, and District Academic Senate (information + discussion)
 - B. President Scott-Coe or designee will share names of retired faculty who have asked to be put forward for Emeritus status, with a request for RCCAS support (information and action)
 - C. President Scott-Coe or designee will lead discussion to calendar a date for a special RCCAS meeting dedicated to faculty learning and input regarding the RCCD Space Optimization Study and Space Utilization Study (action)
 - D. VP Taylor or designee will request that RCCAS designate the optional June 8 meeting date as a senate retreat session for welcoming, planning, and transitioning with new officers, senators, and chairs (action)
 - E. Ellen Brown-Drinkwater or designee will share an overview of Credit for Prior Learning (CPL) initiatives, with a request for input on a proposal to update Board Policy (information + discussion, possible action)
 - F. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates for the following committees or councils (action)
 - a. Updated District Committee vacancies and re-appointments: Recruitment call will be shared this week from RCCAS email
- 4:30 IX. **Officer Reports**
- A. President
 - B. Vice President
 - C. Secretary-Treasurer
- 4:45 X. **Open Hearing**
- 4:55 XI. **Learn, Share, Do**
- 5:00 XII. **Adjourn**

Next RCCAS Meeting: Monday 4 May 2026

Agenda items due by Tuesday 28 April at noon

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 16, 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

Department Senators (Term ending 2026)

Art: Bryan Keene

Chemistry: Leo Truttman

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

School of Education & Teacher Preparation: Kayla Henry- absent

Associate Faculty Senator (Term ending 2026)

Lindsay Weiler -not present

Department Senators (Term ending 2027)

Applied Technology: Patrick Scullin

Behavioral Science: Eddie Perez - arrived at 3:13pm

Business, Law & CIS: Skip Berry

Communication Studies: Lucretia Rose

English: Christine Sandoval

History/Philosophy/Humanities/Ethnic Studies: Daniel Borses

Library & Learning Resources: Sally Ellis

Life Sciences: Gregory Russell – absent

Mathematics: Mary Legner

Music: Steve Mahpar

World Languages: Huda Aljord- absent

Ex-Officio Senators

TLLC: Lashonda Carter- not present

ASC: Jacquie Lesch- not present

EPOC: Wendy McKeen

GEMQLC: Virginia White

RDASLC: Patrick Scullin

SAS LC: Melissa Harman
Curriculum: Kelly Douglass – left at 3:45pm
Parliamentarian: Sal Soto

RCCD Faculty Association
Araceli Calderon

Administrative Representatives
College President: Eric Bishop (Interim)
VP Academic Affairs: Lynn Wright
VP Business Services: Elia Blount
VP Planning and Development: Kristi Woods
VP Student Services: FeRita Carter

ASRCC Representative
Latiesha Williams- not present

Recorder of Minutes
Sydney Minter

Guests
Chelsea Sugimura, RCC Viewpoints
Keith Dobyns, General Counsel
Daniel Martinez, RCC Viewpoints
Herbert English, Counseling
Laneshia Judon,
Shari Yates, CTE
Andres Soria, Student
Mary Rankin, SPHS, Cares
Cathlene Castellanos, Dean SSS Office/Cares

3:05 II. Approval of the Agenda

M/S/C: (Sandoval/Taylor) with a typographical correction that is not a part of the agenda, but an informational piece where it says items due by, it's the 30th of March- approved by consent

3:05 III. Approval of the Minutes (Mar. 2 tabled)

3:08 IV. Public Comments

- a. No public comments

3:18 V. Liaison Reports

A. RCCD Faculty Association

- a. The Faculty Association needs your help signing a petition for Prop 55, which extends the 2012 voter-approved tax rate for high-income Californians, currently set to expire in

2031. Araceli Calderon has the signature pages available if anyone is interested in signing.

- b. Contract negotiations are going well, and the FA is hoping to be done before spring break. After that, the contract will need to be ratified, approved, and then put to a vote. Then it will go to the board for approval. The existing contract is set to expire in June. After the contract is finalized, the FA will hold Town Hall sessions about the changes and updates.
- c. Michelle Ramin is conducting ongoing elections for the Faculty Association. The positions include vice president, president, and secretary-treasurer. If anyone is interested, candidates can self-nominate, or you can nominate someone. If you nominate someone, please ask them if they are interested in running.

B. College President or designee

- a. This year's RCC graduation commencement will be a single ceremony at 6pm on the football field.
- b. There is an opportunity to send 7 people to the ACCJC regional convening to showcase how return-on-investment (ROI) data can be embedded into planning to ensure that students graduate into living-wage jobs. Dr. Wright will assist in coordinating a team. If you are interested, please reach out to Dr. Bishop.
- c. In following up on the conversation from last week on Element 451. Dr. Bishop followed up with Susanne Ma and the cybersecurity team, and they reviewed and were satisfied with the information security documents from Element 451 and Canvas. The recommendation is to include a cybersecurity team member in the project's integration and expansion.
- d. Dr. Wright is leading the conversation about enrollment targets. The District Enrollment Committee met last week, and enrollment is running below target. We are having conversations about strategy to recapture those students.

C. ASRCC Representative – No report

3:30 VI. Committee or Council Updates

- A. EPOC Faculty Co-Chair Wendy McKeen or designee will provide a strategic planning update (information)
 - a. EPOC is launching its new strategic plan on April 6th with a mini gallery walk. The Leadership Councils will oversee the plan's implementation to ensure it is actionable and goals are achieved.
 - b. EPOC and Leadership Council meetings will now be held on Wednesdays: EPOC on the first Wednesday, Leadership Council on the third, and work groups meeting during the two weeks in between. An RCC announcement was sent so faculty can adjust their schedules accordingly.

- B. Curriculum Faculty Co-Chair Kelly Douglass or designee will provide a committee update (information)
- a. The curriculum launch deadline has been moved from the fall to June 5th, as communicated to curriculum representatives in December. This earlier deadline allows for a more manageable schedule for the curriculum analyst and college committees. Chairs and discipline leads must approve items before leaving campus on June 12th.
 - b. The Common Course Number (CCN) phase 2B launch is ongoing, with courses required to be launched by June 5th to be included in the Fall 2027 catalog. Courses still pending launch are Anthropology 1, 1 Honors, and 1 Lab; Biology 1, 1 Honors, and Biology 10; Early Childhood 20; Communication 9, 9 Honors; and SOCH 1, 1 Honors.
 - c. Phase 3 of CCN is currently on hold by the State Chancellor's Office and ASCCC. Progress will resume once an agreement is reached on automatic articulation among UCs, Cal States, and the California Community Colleges Chancellor's Office.
 - d. RCCD and other community colleges are moving from the California TOPS code to the federal CIP code system for classifying courses. On April 17th, Curriculum Analyst Brian Medina and Dr. Casandra Green will email district discipline leads and relevant department chairs for their input, with responses due by May 15th.

3:35 VII. Ongoing Business

- A. General Counsel Keith Dobyms will provide an updated review of the Brown Act for Academic Senate (information)
- a. Provided a helpful refresher and reminder of Brown Act as it relates to Academic Senate.
 - i. We now have a "one sheet" that can be reviewed annually (see agenda packet), developed in consultation with General Counsel following his presentation at District Academic Senate on Feb. 23.
 - ii. The Brown Act mandates that local legislative bodies, such as the Board of Trustees, Academic Senate and its standing committees (e.g. curriculum and academic standards), conduct their business transparently in public.
 - iii. Not all meetings are Brown Act meetings (for example: department meetings).
 - iv. Meetings must be open, with agendas posted and topics adhered to, and must allow for public attendance with 72-hour notice. The Act applies when a quorum of the body is present. This applies to email as well.
 - v. Meetings generally require in-person attendance, but remote participation is permitted in certain circumstances, provided all remote locations are publicly accessible and listed. Emergency situations allow for remote attendance with just cause.
 - vi. If *any* members are teleconferencing, the general public must also have a remote participation access (i.e. internet/zoom), and all votes must be by roll call.
 - vii. Brown Act bodies that meet in person without teleconferencing may stream for remote viewing and are not required to provide remote public access. No roll call voting required.
 - viii. Under the updated law, if Board grants approval (and such approvals must be renewed every six months), permission for Academic Senate and standing

committee meetings to meet remotely may be granted. These bodies will not be required to meet remotely if permission is granted. At least one employee would have to be present at an identified physical location.

1. Raises questions for President/Chair and senators/members seeking to assure consistent modality expectations within term of service. Not generally a best practice for larger deliberative bodies.
 2. Roll call voting would be required for all votes.
- ix. Meetings usually follow parliamentary procedure, but meeting rules are at the president's discretion to facilitate effective meetings. Parliamentary procedure/Robert's Rules are not legally binding like the Brown Act.
 - x. Closed sessions are rare for Academic Senates; consultation with legal counsel is always required.
- B. RCCAS will consider and discuss any updated information regarding the proposed Canvas gradebook software pilot for Early Alert (information and discussion)
- a. There is a recommendation to continuously evaluate best practices, especially for the Early Alert test pilot for Element 451 to identify students in need of support.
 - b. The team is clarifying which parts of the program are optional and how to collect relevant data and feedback. Faculty who may participate in the SPR opportunity to test the tool should have reporting back to the Academic Senate as a deliverable.
 - c. Greater faculty representation across disciplines is encouraged, and the SPR process is paused. The goal will be for 10 faculty members participate. The Early Alert software pilot will be a standing item at future Academic Senate meetings.
- C. President Scott-Coe will lead a discussion of a standing RCCAS agenda item related to IETTC (discussion)
- a. Upon acceptance of its Phase One proposal at our previous meeting, the ad hoc group for Phase 1 of the IETTC was dissolved.
 - b. Faculty SMEs have been provided to the Facilities Planning Committee to consult and advise on the Request for Proposal (RFP) as we move into the next phase of development.
- D. Vice-President Taylor or designee will provide reminders about collegewide spring election cycles and clarify the nominations and elections timeline/process for senate officers and the associate faculty senator (information)
- a. Elections are moving forward and Academic Senate leadership seats are up for election (2026-29) along with our part-time representative (2026-27).
 - b. Candidates can self-nominate or nominated by someone, but please make sure they are aware of the nomination.
 - c. Vice President Star Taylor and the nominating committee will be sending out an email this week. Nominations will be sunshined at Academic Senate's April 20th meeting and elections will open that week and proceed until May 8th.

4:25 VIII. New Business

- A. Dr. Mary Rankin will provide an update about RCC Cares Resources for faculty support of students (information)

- a. The RCC Cares Team meets weekly to discuss support, not discipline, for students, and encourages proactive referrals via their new website.
 - b. All team members receive immediate notifications of submissions, with urgent cases addressed within an hour and all referrals handled in accordance with a national standard.
 - c. Clear, accurate information on referral forms is essential for effective follow-up, and the team is working to automate responses through Maxient. There's been a steady stream of housing referrals and an increase in online student needs during the holidays.
 - d. For immediate assistance, bringing students in person is advised; calling 911 should be a last resort. Faculty should submit referrals even if students refuse services.
 - e. Confidentiality is maintained through secure systems with limited access, and ongoing efforts are improving follow-up communication with faculty.
 - f. The Cares Team is working on improving and clarifying feedback loops, and they are aware that this is an area of faculty concern when referrals have been made.
- B. President Scott-Coe or designee will facilitate a forum for expression of faculty concerns and priorities for the next College President (discussion)
- a. A discussion was open for faculty to explore needs, concerns, and ideals for the next college president. The information was taken back to the committee by Professor Laneshia Judon, a member of the search committee.
 - b. The faculty seeks a president with long-term commitment to the college and a genuine investment in the institution and its community.
 - c. It's important to recognize past achievements and ensure the new president feels welcomed and connected to the city/community.
 - d. Ideal qualities include openness, humility, strong communication, an appreciation for both the work and the diverse population served, and the ability to engage in healthy, transparent discussions.
 - e. There is support for promoting internal candidates due to recent leadership turnover.
 - f. The Faculty Association emphasizes accountability and the importance of faculty-friendly, transparent leadership.
 - g. The idea of conducting exit interviews with previous presidents was also discussed.
 - h. Healthy conversations are crucial especially when there are disagreements.
 - i. Transparency was also a concern.
- 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. There are some vacancies lingering and we will get those collated so that we can share them in April with a standard "all call."

4:30 IX. Officer Reports

A. Vice President

- a. Dr. Bettina Love will return to RCC on Thursday, March 19th from 3–5pm in BLCIS 114.
- b. A Know Your Rights Workshop will be held the same day from 6–8pm in the Kane Building.
- c. The Undocu Ally Group is hosting “Building Futures as Immigrant Families” on March 21st at 11am and 5pm via Zoom (pre-registration required; invites were emailed).

B. Secretary- Treasurer

- a. The ASCCC Leadership Institute will be held June 11–13, coinciding with commencement. Contact Academic Senate Leadership for more information.
- b. The 8th Annual LGBTQIA2S+ Summit, hosted by the Chancellor’s Office, will be held virtually April 15–16. Interested participants should reach out to leadership.
- c. The Bunny Hop event is on Friday, April 3rd, featuring games, crafts, a sensory neutral area, and food for purchase. The event is free for ages 0–12 with free parking.
- d. ASRCCC student leadership applications are open and due April 16th; increased student representation is encouraged.
- e. The 4th Annual Supporting Successful Reentry Conference will take place at RCC on April 16th.
- f. A student-parent event, hosted by former student-parent Mary Elise Valencia, is scheduled for March 17th with equity flex credit available. Zootopia 2 will be shown on March 20th in Kane 140 with activities for kids.

C. President

- a. President Scott-Coe announced she will not seek another term and expressed gratitude for the opportunity to serve. She also indicated that her goal, along with the current team, is to make sure new officers are well-supported through the transition.
- b. The Glen Hunt Center has been renovated, with efforts underway to organize historical senate materials and determine what can be archived, disposed of, or shared with the Faculty Association. Sydney Minter is assisting on this work.
- c. Senate and faculty are trying to comply in good faith with accessibility requirements, but we are having significant logistical issues with posting agenda packets and other materials due to unclear accessibility tools/messaging and a clear workflow. We need more support. Bodies/groups that have time-sensitive needs for web posting (due to Brown Act or other reasons) are frustrated.
- d. Both the Faculty Association and Academic Senate are advocating for increased faculty involvement in the AI Council, but the meeting this month was cancelled. More to come.
- e. At the recent ASCCC Area D meeting to discuss resolutions, President Scott-Coe shouted out Senator Mary Legner for an upcoming presentation at Spring Plenary.
- f. President Scott-Coe also encouraged attendance at Dr. Love’s presentation on March 19th.

4:45 X. Open Hearing

- b. Thank you to Jo Scott-Coe for all of her hard work in this role.
- c. Last week Senator Berry and another co-advisor took 6 students to the Women in Cybersecurity Conference. It was fantastic and powerful.

- d. Our RCC library has an archive department. We have an archivist librarian, Jacquie Lesch. Dr. Keene brings students all the time, and this week they are going to be working on cataloguing Chicano art history for an assignment this week.
- e. Professor Arya Parsa is holding an event on March 19th from 1pm -2:15pm in BLCIS 114A. Equity flex is available for this event on the History, Religion and Culture of Iran. Please be advised that there are disturbing images in this presentation.
- f. There is a student parent panel happening in the cafeteria on March 17th from 10-1.

4:45 XI. Learn, Share, Do

- g. What is and what is not a Brown Act body (see one sheet for reminders and guidance)
- h. The TOPS code is California and the CIP code is federal
- i. Commencement will be back to one ceremony this year
- j. Curriculum due dates (June now!)
- k. Student Senate applications are due by April
- l. Cares updates and flow (see presentation notes)
- m. Election for departments and divisions are this spring
- n. Faculty Association elections are also this spring
- o. Come sign the petition for Prop 55
- p. Watch for an email coming out for elections
- q. Dr. Bettina Love's presentation is March 19.

5:00 XII. Adjourn at 4:50

M/S/C: (Nelson/Bottoms) approved by consent



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

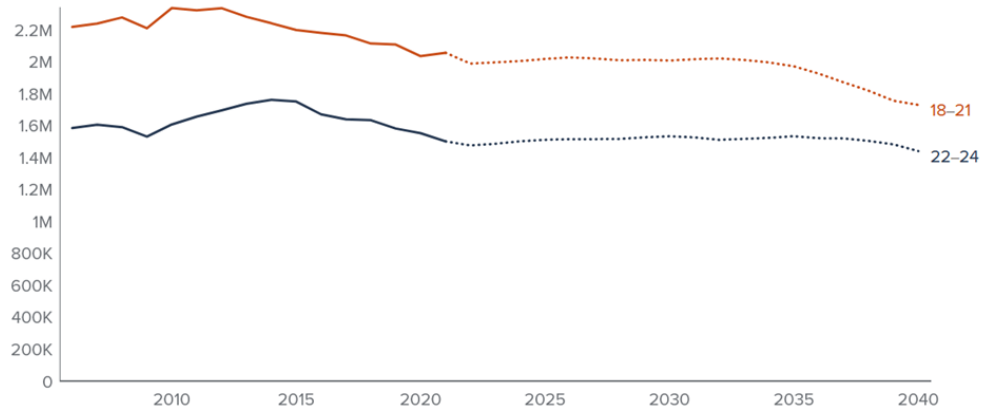


Figure 1 Population of Key Age Groups 2010 – 2024 – [Assessible Description](#)

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.

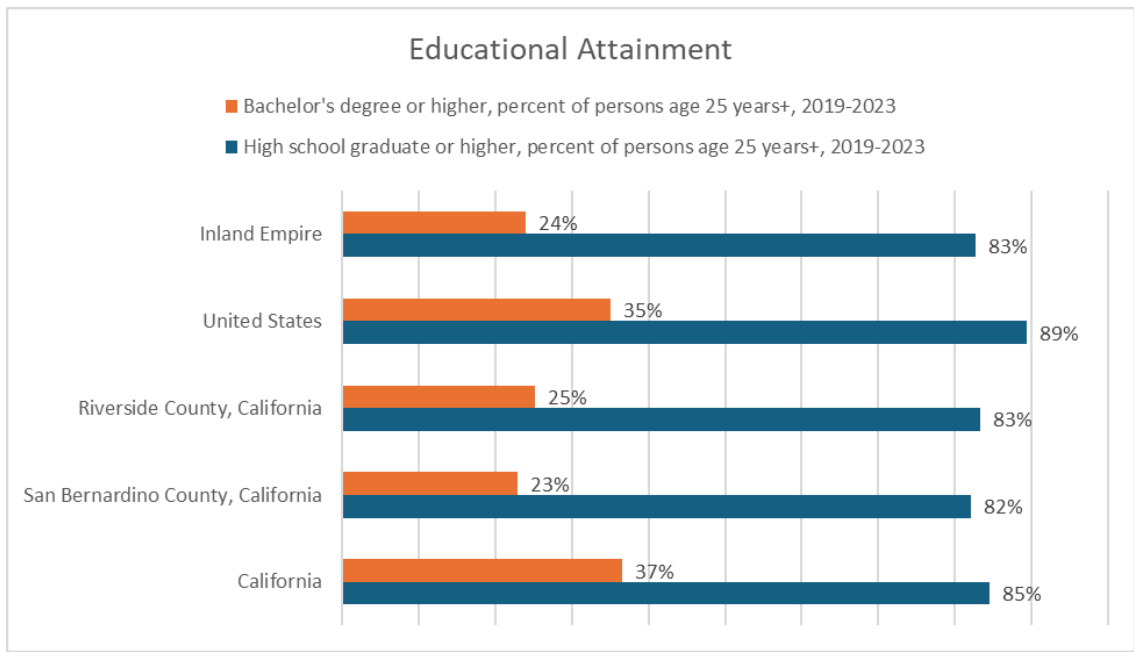


Figure 2 Education Attainment of Service Area – [Accessible Description](#)

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

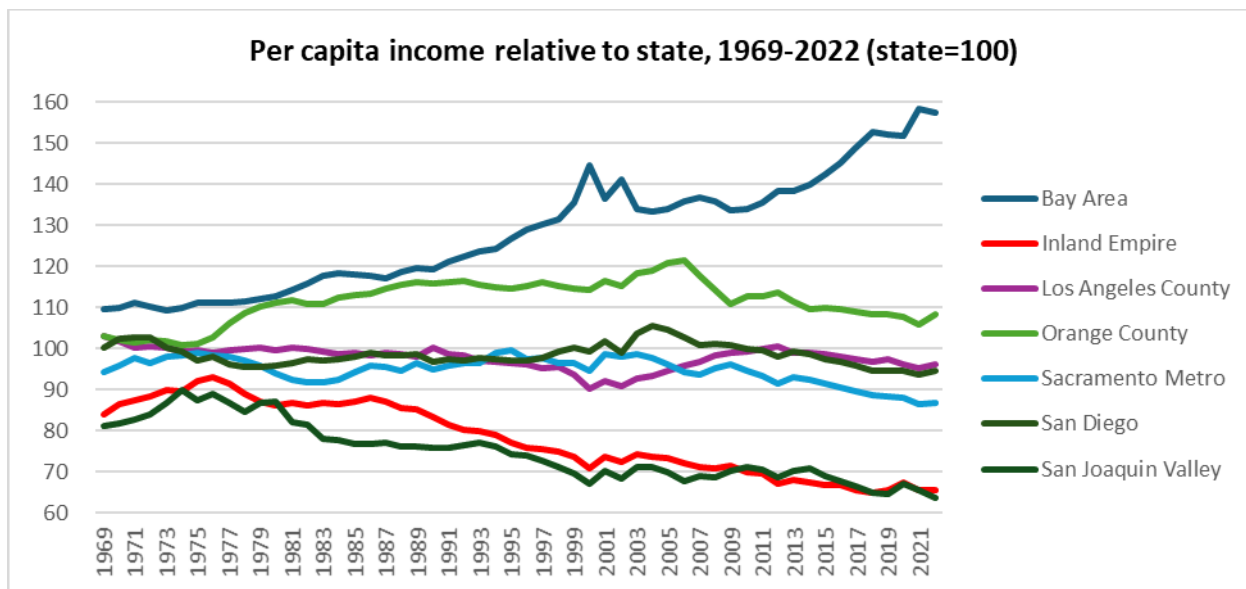


Figure 3 Per capita income relative to state 1969-2022 – [Accessible Description](#)

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

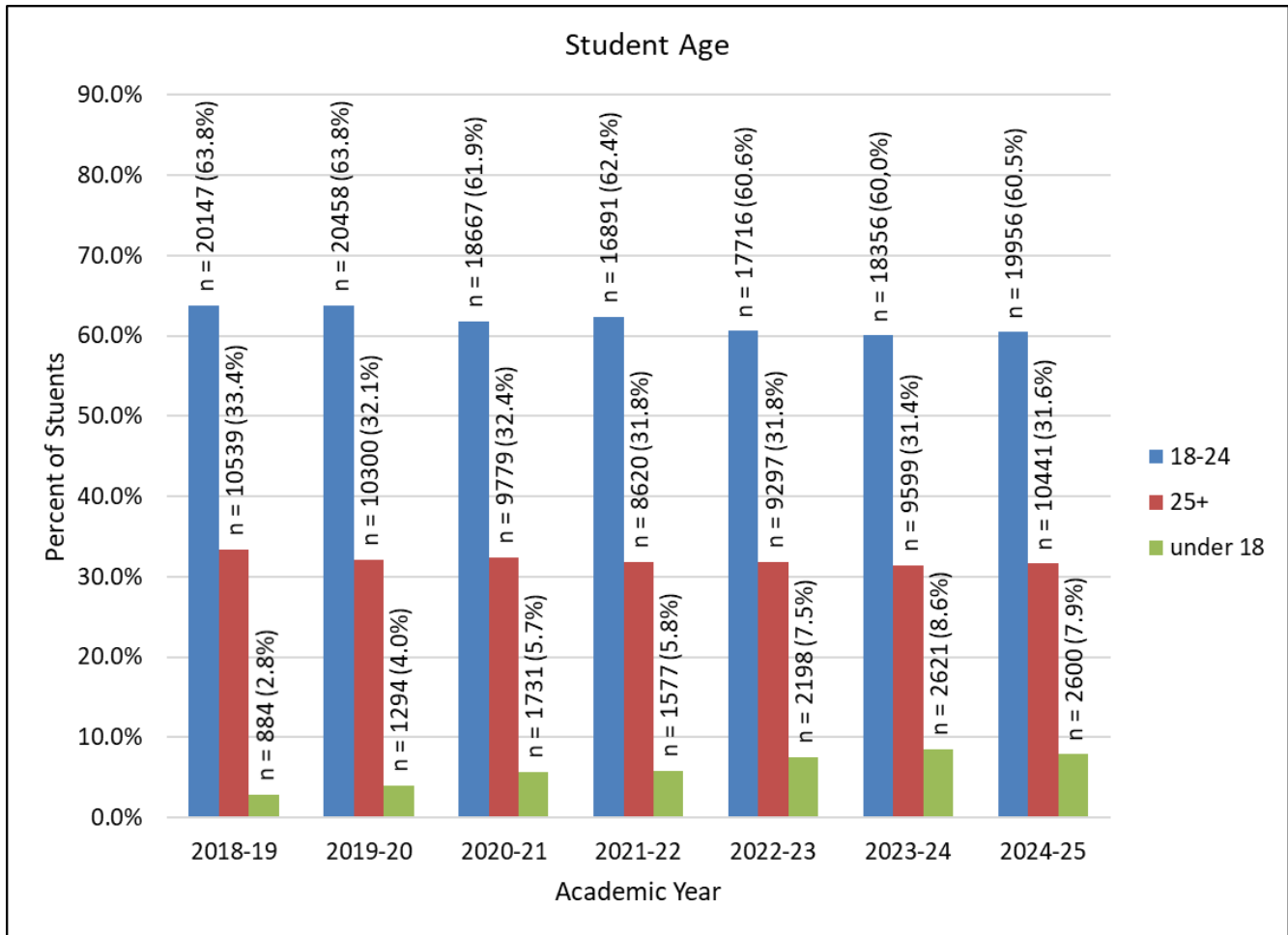


Figure 4 Student Headcount by Age Groups – [Accessible Description](#)

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

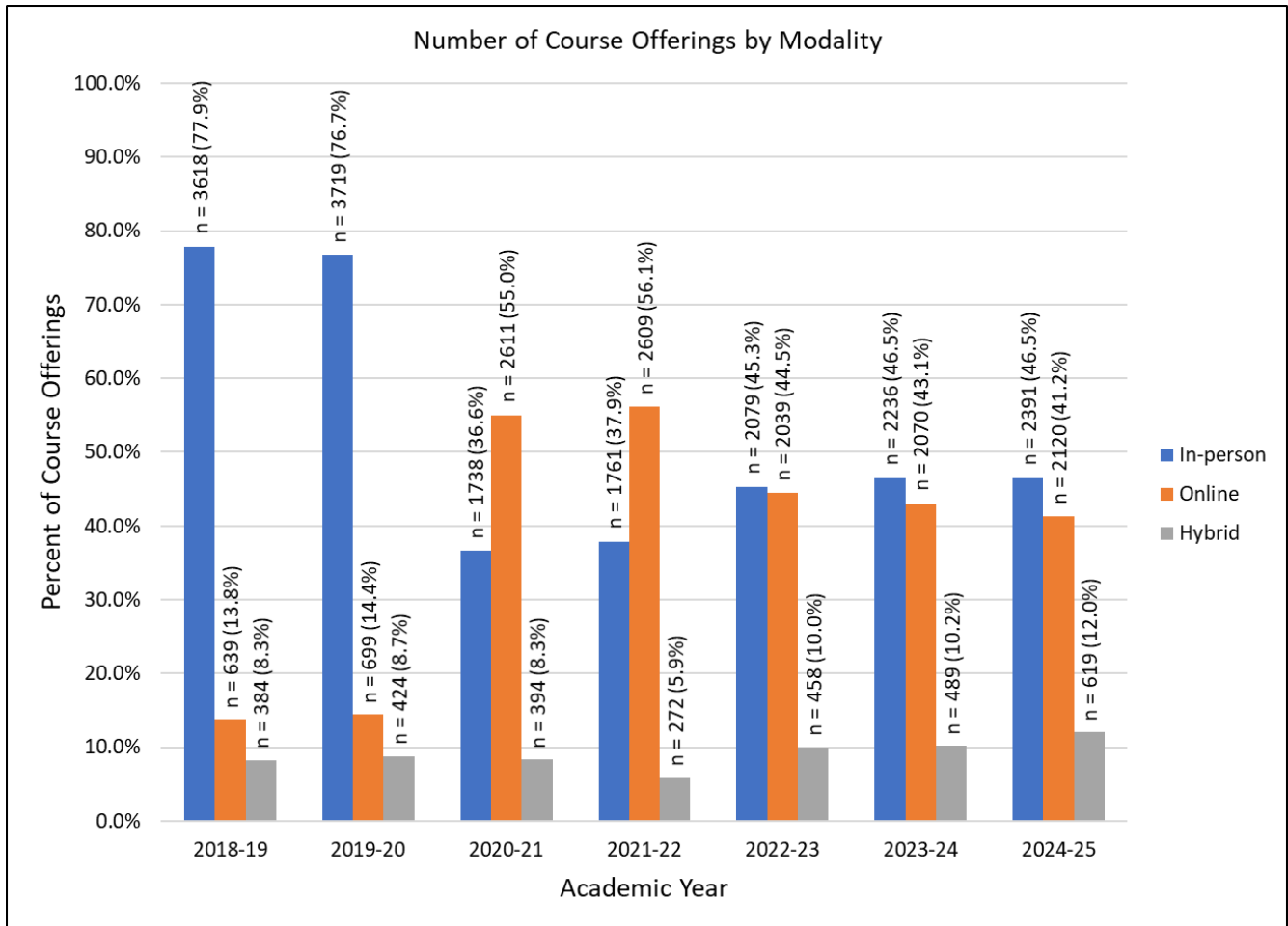


Figure 5 Course Offering by Instructional Modality – [Accessible Description](#)

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

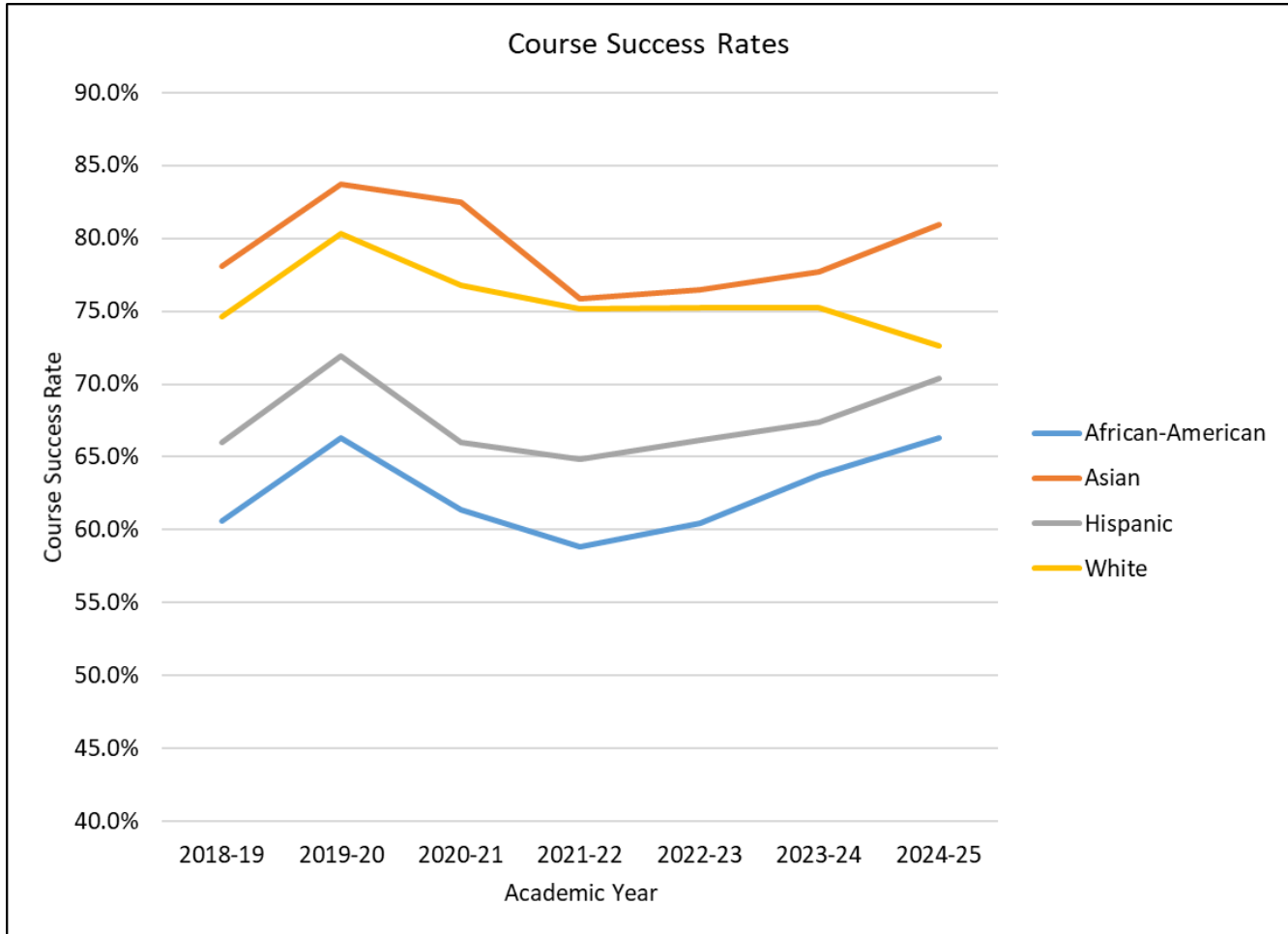


Figure 6 Specific Disaggregated Course Success Rates – [Accessible Description](#)

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

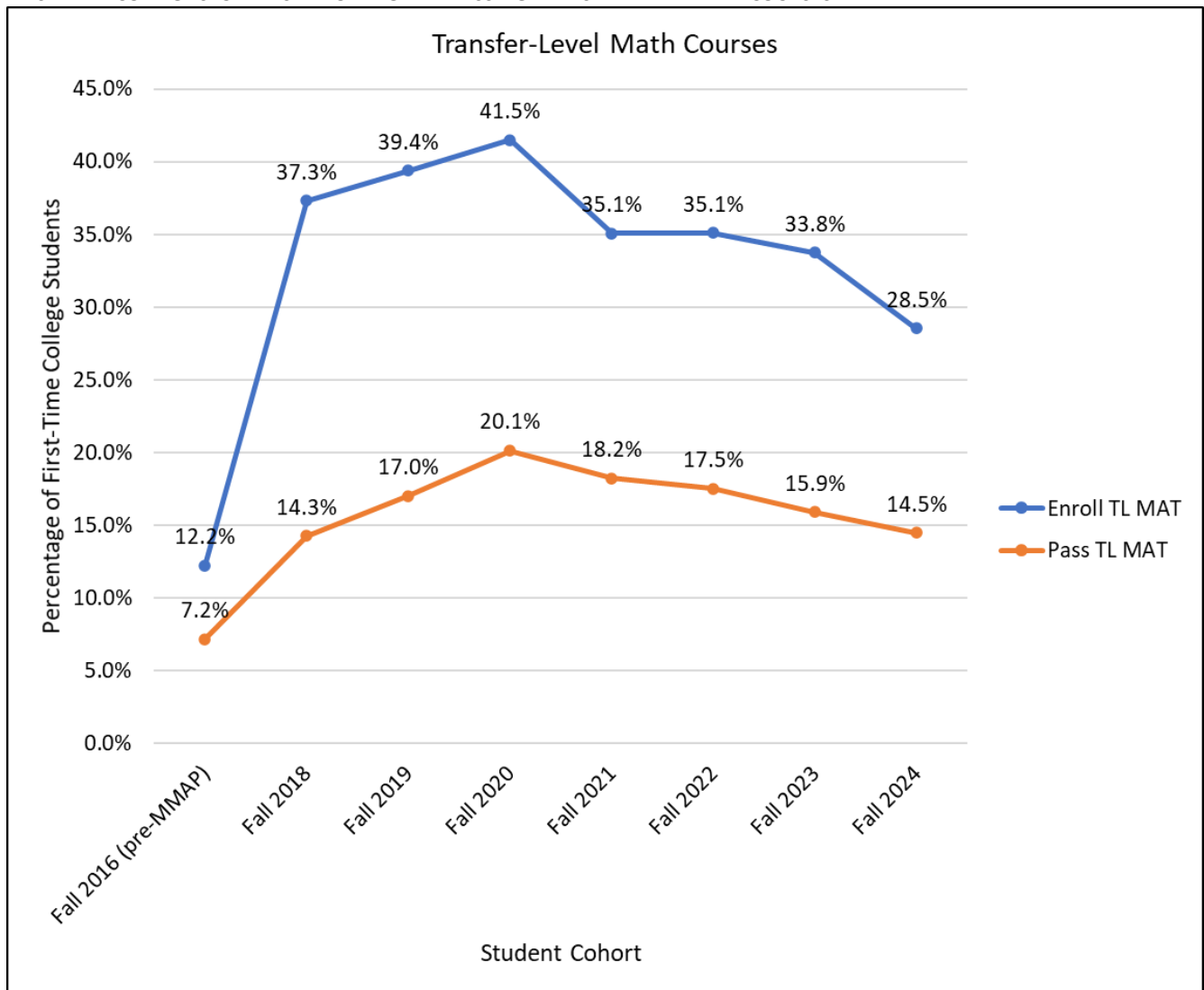


Figure 7 First-Time College Students Enrolling and Passing Transfer-Level Math Courses – [Accessible Description](#)

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

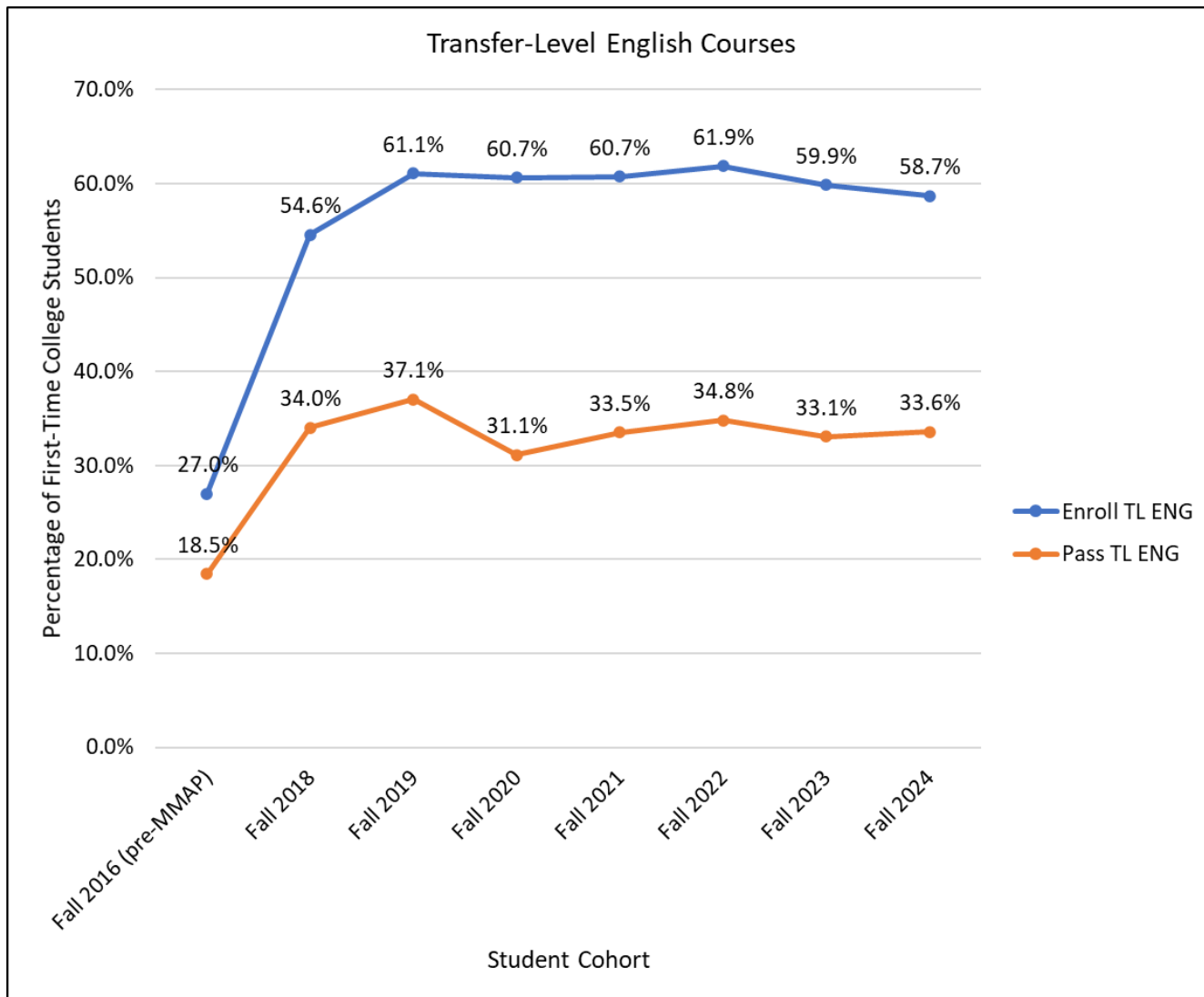


Figure 8 First-Time College Students Enrolling and Passing Transfer-Level English Courses – [Accessible Description](#)

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 \(Iol\) process](#) (for faculty) and [Course and Program Level Assessment](#) (for courses and programs) to inform continuous improvement. For example, a part time instructor undergoing Iol 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 Iol 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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Equity in CPL: Removing the 12-Unit Course Completion and Transcription Barrier ...

Academic Senate
In Person & Via Zoom



RCCCD

RIVERSIDE COMMUNITY
COLLEGE DISTRICT



NORCO
COLLEGE



CPL Then | CPL Now

- MAP began as the Military Articulation Platform
- Progressed into Mapping Articulated Pathways
- Included in Vision 2030
- Written into law with ongoing funding in October 2025
 - Signed by Governor Newsom
- Includes several ongoing sprints:
 - Veterans Sprint
 - Statewide Credit Recommendations for Industry Credentials
 - Apprenticeship Sprint
 - Coming Soon - ...



RCCCD | RIVERSIDE COMMUNITY
COLLEGE DISTRICT



NORCO
COLLEGE



Responsibilities of the Institutions

California Code of Regulations:

- Title 5, Section 55050, subsections (a), (d), (j), and (k)
- Governs credit by examination and prior learning assessment

U.S. Department of Veterans Affairs:

- Title 38 Code of Federal Regulations
- School Certifying Official (SCO) Handbook

California Legislation

- AB 123

California Community Colleges Chancellor's Office (CCCCO):

- Vision 2030



Chancellor Christian's 7 Strategies

1. Prioritize resources to implement CPL ...designating a CPL coordinator and CPL counselor.
2. **Eliminate any unnecessary obstacles to CPL.**
3. Support your discipline faculty experts to participate in MAP CPL evaluations.
4. Record all CPL transactions in MAP so we can share articulations.
5. Ensure that each CTE program identifies CPL opportunities/known to industry & workforce partners.
6. Engage with your local CSU to create 2+2 pathways with embedded CPL.
7. Share what you learn along the way.



<https://youtu.be/IDKn4pYXMJg>

Expanding CPL Pathways/Transcription

Discipline Faculty

- Learn from peer institutions, adopt best practices, and integrate processes that maintain academic integrity while honoring prior learning.

Counseling Faculty

- Stay current with approved articulations, ensuring students receive accurate guidance on where CPL best fits within their educational plans.

Classified Professionals

- Engagement centers, admissions, financial aid, and evaluations staff gain tools to communicate CPL opportunities and apply credits accurately.

2025 CPL Regional Meetings (OC & SD)

Last year representatives from all three colleges agreed that a double standard existed in how CPL was transcribed, particularly disadvantaging working adults who seek CPL through industry credentials, demonstrating an urgent need for consistent, equitable treatment across all CPL types.



CPL Regional Participants

MVC (2 in OC + 8 in SD)

- Arelene Serrato, Evaluator *
- FeRita Carter
- Adan Navas, MVC AS President
- Sandra Martinez, Dean Enrollment Services
- Leslie Alarcon, Veterans Counselor
- Nidia Fernandez, Counselor

NC (3 OC + 15 in SD)

- Quinton Bemiller, Interim VPAA
- Sonia Gonzalez, Dean A&R
- Kimberly Bell, Counselor and AS President
- John Moore, Counselor
- Ted Jackson, Counselor
- Ana Manaog, Evaluator
- Jeremy Lunasco, Evaluator
- Arlena Allende, Evaluator
- Rachel Hoffman, Health Srvc
- Leah Pineda, Admin. Spclst
- Sigrid Williams, Faculty *
- Janelle Brekke, Counselor *

RCC (4 OC)

- Ellen Brown-Drinkwater, Counseling
- Jeanine Gardner, Evaluations
- Vivian Ygloria, Counselor
- Lizette Tenorio, VRC Cord,

* Represents MAP Team attendee

Ongoing Districtwide Collaboration

- Monthly meetings
- Planning for Fall Districtwide CPL Flex
- Ongoing discussion on processes
- Inclusion of AO's in the process
- Ongoing equity issue with the current barriers in AP 2235



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Barrier and Equity Issue

Eligibility for and Limitations on Credit for Prior Learning

- The student must be currently enrolled and in good standing in the District, and have completed not less than 12 units or 50% of certificate coursework at Riverside Community College District with an overall grade point average of at least 2.0 (C). This requirement does not apply to Advanced Placement and other approved standardized examinations.

Safeguards

- The student must have previously earned credit or noncredit from the District or be currently registered in the District
- The course(s) to be considered are listed in the current college Catalog of the student's home college



Benefits and Broader Accessibility w/CPL

- **Benefits:** It accelerates degree completion, reduces educational costs, and acknowledges the value of experiential learning.
- **Broader Accessibility:** CPL makes higher education more affordable, encouraging enrollment and retention, particularly among working adults and veterans.



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Barriers to Completing Educational Goals

- Family obligations (28%)
- Job and school conflict (22%)

Proposed Change to AP 2235

- Remove the 12-unit completion requirement for all CPL methods beyond AP, IB, CLEP and JSTs
- Justification: 10+1 (Standards or Policies Regarding Student Preparedness and Success)
 - Ensure equitable, timely transcription
 - Remove the barrier for working adults who may have limited course-taking capacity
 - Honor their existing knowledge
 - Provides a sense of belonging/motivation
 - Support their completion goals

ASCCC Resolution 103.03, Spring 2025

Ensuring Access and Equity: Removing Residency Barriers for Credit for Prior Learning (CPL)

Whereas, ...minimum unit attainment should not obstruct the timely recognition and awarding of credit for prior learning ...

Resolved, ... recommend that colleges eliminate barriers to awarding credit for prior learning (CPL) by removing unit residency requirements ...

Referred to the ASCCC Executive Committee to take action and report back at the Fall 2026 Plenary Session



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Thank you for letting us join you today.

What questions can we answer?



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