

Mission:

Riverside City College serves a diverse community of learners by offering certificates, degrees, and transfer programs that help students achieve their educational 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.

Vision:

Riverside City College strives to provide excellent educational opportunities that are responsive to the diverse needs of its students and communities, and empowers both to be active participants in shaping the future.

Tiger Pride Values:

Tradition and Innovation: We work collaboratively to develop flexible and creative solutions to meet the evolving needs of our community and embrace change while respecting our tradition and legacy of strong partnerships.

Integrity and Transparency: We promote an environment of trust by being honest, fair, transparent, and equitable. We honor our commitments to our students, staff, and communities.

Growth and Continuous Learning: We commit to intellectual inquiry, reflection, professional development, and growth for all stakeholders. We adjust our teaching practices to provide equitable opportunities and outcomes and to encourage continual learning for our students, faculty and staff.

Equity-mindedness: We promote social justice and equity.

Responsiveness: We respond to the needs of our students and communities through engagement and collaboration.

Student-centeredness: We create meaningful learning environments that value the strengths and experiences our students bring and that support students in developing and accomplishing their personal, educational, and career goals.

Introduction

This report is the annual report card for Riverside City College's 2020-2025 Strategic Plan cycle, emphasizing the importance of the college's equity driven, student focused work in an ever-changing environment.

Understanding and meeting student needs continues to be a focus of the college's faculty, classified professionals, and administrators.

RCC's 2020-2025 Strategic Plan includes Key Performance Indicators (KPI's) with the current measurements and projected targets or goals through 2024-2025. Throughout this report, KPI's will be reported as actual for current and prior years and projected based on the strategic plan. Projected metric numbers (for future years) will be reported in **shaded gray boxes**.

In addition to Strategic Plan KPI's, the report card will include other metrics which are used to inform strategic planning conversations. These metrics do not have projected targets or goals so only actuals will be included.

Guided Pathways and Equity

Riverside City College (RCC) is committed to supporting the diversity of its students and communities. We want to be known for being an institution where equitable practices permeate every aspect of the college culture and every constituency group – from hiring practices, to committee appointments, to the inclusion and acceptance of all individuals. This work must include those marginalized by race and ethnicity, as well as by gender, sexual orientation, age, immigration and citizenship status, socioeconomic class, learning abilities, religion and more. As we continue to move forward in addressing racial and social inequities, we must also acknowledge all the ways inequity shows up at our institution.

Beginning in Spring 2023 under the leadership of the Vice President, Planning & Development, the Dean of Counseling and Special Programs, Dean of Equity, Inclusion and Engagement, Dean of Institutional Effectiveness, and the Director of Academic Support will assume operational functionality of all Guided Pathways and Engagement Centers. This structure combined with regular meetings and active management will align the different centers ensuring the college continues to move forward collectively and ensure collaborative communication on the integration of the operational and instructional components of Guided Pathways with a Culture of Care.

RCC hired a Dean of College Equity, Inclusion, and Engagement in Summer 2022. Her work includes co-chairing the Student Equity Committee, identifying, and working collaboratively to fulfill the college's equity goals. As part of the continuing effort to understand equity gaps, the college administered the National Assessment of Collegiate Campus Climate (NACCC) Staff survey for classified professionals and administrators in Fall 2022, a follow up to the Fall 2020 NACCC Student Survey. Results will be available in Spring 2023 and will help inform college activities. [RCC Equity Website](#)

Student Equity Plan

The Dean of College Equity, Inclusion, and Engagement finalized the college's 2022-2025 [Student Equity Plan](#). The 2022-2025 RCC Student Equity Plan focuses on five (5) metrics of student success including Successful

Enrollment, Transfer-Level Math and English in the First-Year, Persistence from Term to Term, Completion, and Transfer to 4-year.

The target groups that are identified in this plan represent the Disproportionately Impacted (DI) student groups for each of the five student support metrics. These target groups include African American, Pacific Islander, Hispanic, and Foster Youth students. It is important to note that 4 of the 5 identified DI groups refer to students who are racially-minoritized. This information suggests that race-conscious efforts will be vital towards closing the equity gaps for these students.

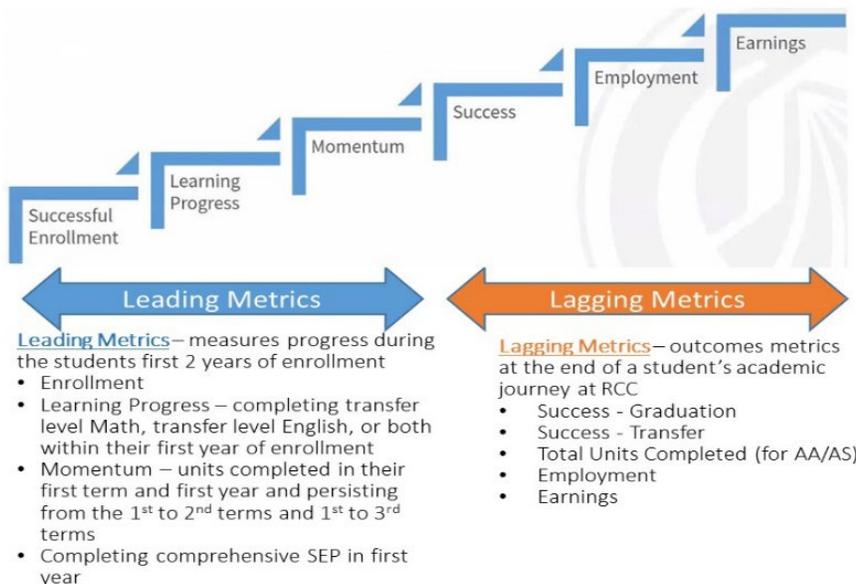
- Metric #1: Successful Enrollment: Percentage of first-time in college students who applied and enrolled in the same year DI Group: Black/African American Female
- Metric #2: Transfer Math & English: Percentage of first-time in college students who completed transfer-level math and English in first year DI Group: Black/African American
- Metric #3: Persisted from Term to Term: Percentage of first-time in college students who enrolled in the subsequent semester DI Group: Foster Youth
- Metric #4: Vision Goal Completion: Percentage of first-time in college students who enrolled in the subsequent semester DI Group: Pacific Islander

Guided Pathways and **Student Equity** metrics are embedded in and aligned with the College’s Strategic Goals. As the college continues to move forward with a focus on closing student equity gaps, these Strategic Planning Key Performance Indicator (KPI) metrics will help the college monitor, evaluate, and assess progress as well as provide insight into successful strategies and interventions.

The College’s metrics can be broadly characterized as Volume and Rate. Volume is a point-in-time measurement

and includes the total enrollment in a year, total awards in a year, etc. Rate metrics are based on student cohorts. A student cohort is the total first-time freshmen enrolling in any given year. Rate calculations provide insight into how the college’s Guided Pathways changes are impacting student success. We can see the difference between a student’s experiences and success if they first enrolled in Fall 2015 versus if they first enrolled in Fall 2019. The State’s **Vision for Success** metrics are Rate based – Cohort based. **Vision for Success** metrics provide both outcomes – how did the student success – but also leading metrics

Vision for Success Metrics

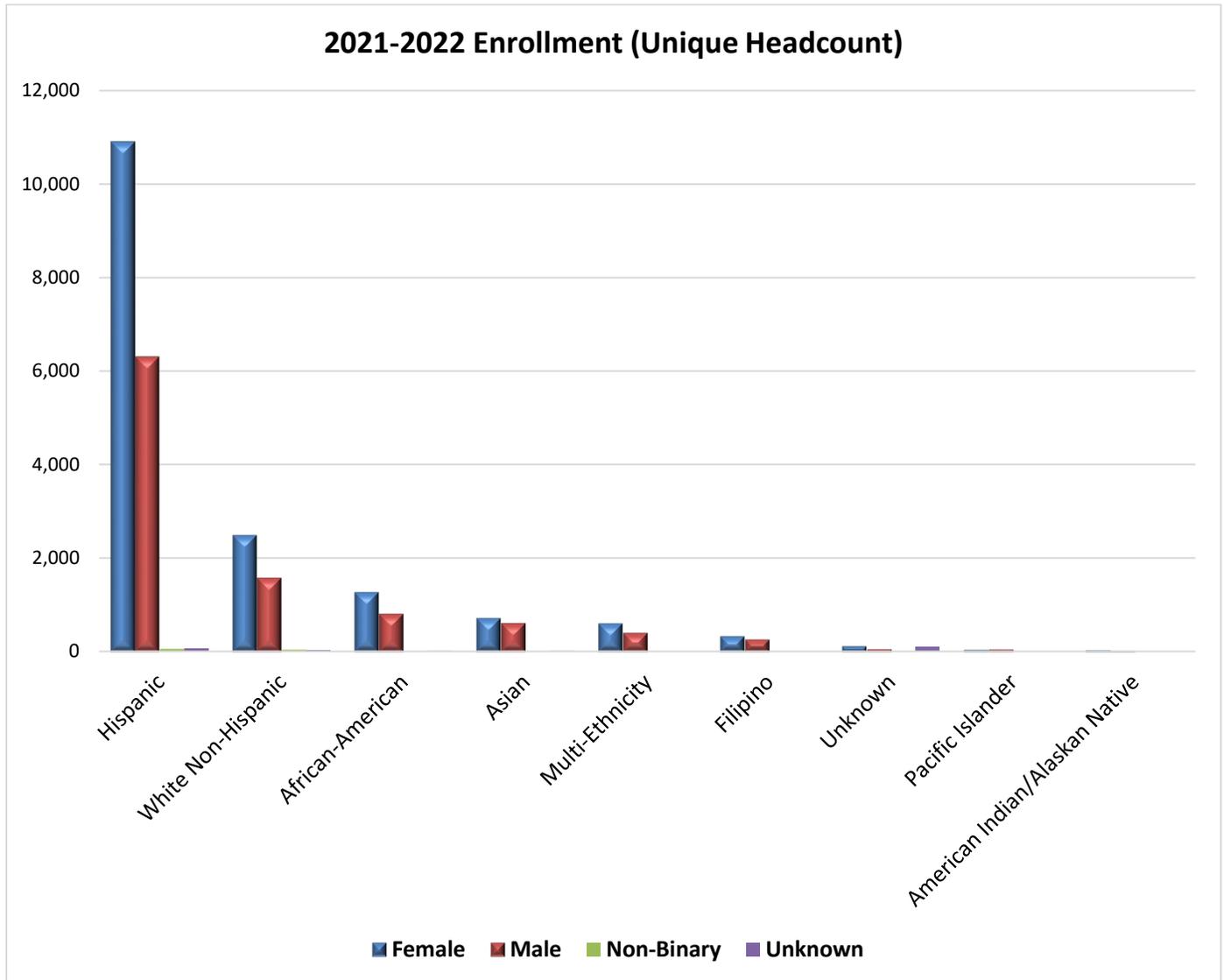


which give the college an ability to monitor, assess, and evaluate their progress each year.

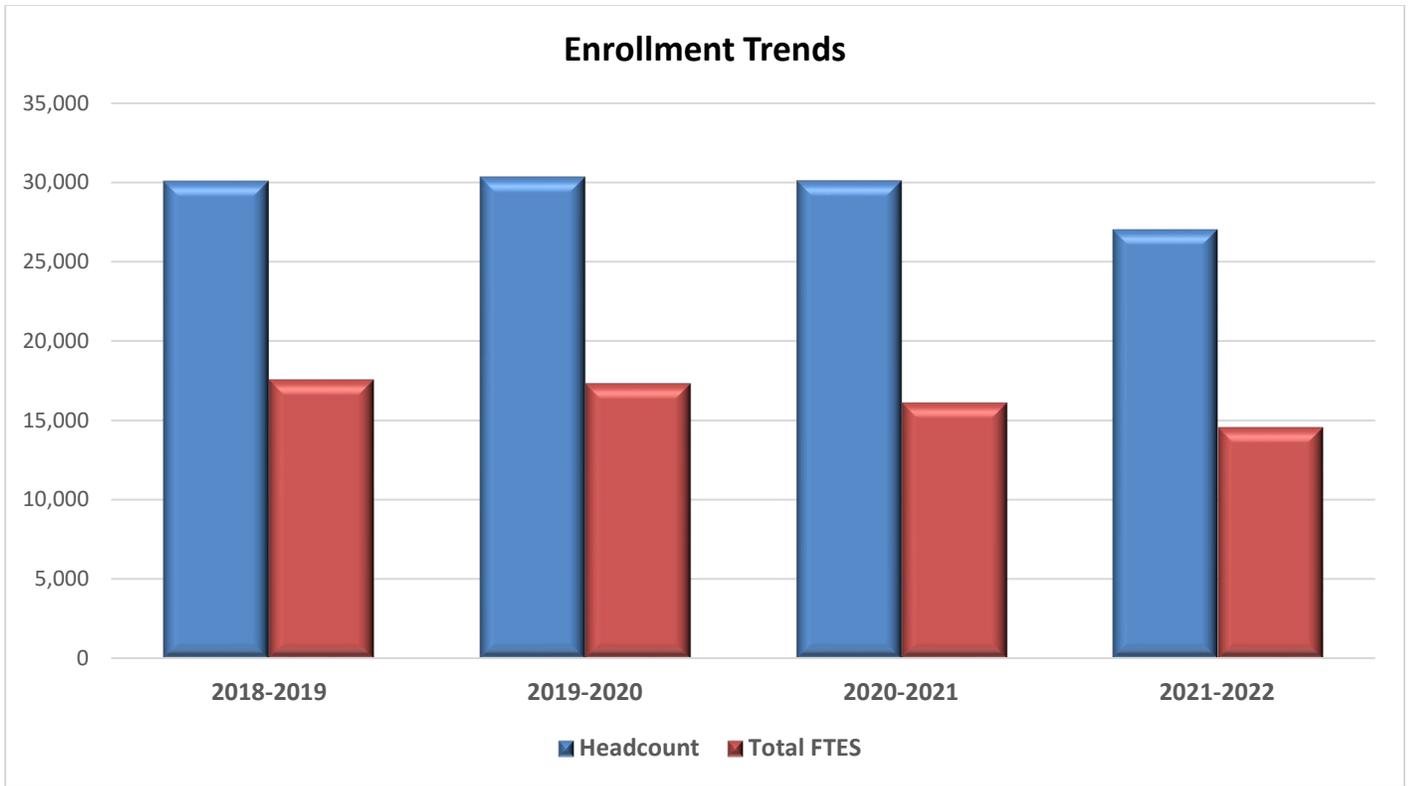
College Goal 1: Student Access

1.1 Increase the college going rate by 3% annually in order to increase attainment of living wages in our community.

The college's unique headcount enrollment for 2021-2022 was 10.1% less than 2020-2021. Total Full-Time Equivalent Student (FTES) also declined 9.6% from 2020-2021 to 2021-2022.



Source: CCCCO Datamart



Source: CCCCO Datamart and EMD for Headcount

The capture rate – the percentage of Alford Unified, Jurupa Unified, and Riverside Unified seniors who subsequently enroll at RCC is below. As with enrollment overall, the 2020-2021 capture rate is lower than the 2019-2020 capture rate. However, our strategic planning baseline year was 2016-2017 projected year-over-year increase values based on that baseline year remain achievable over the life of the 2020-2025 strategic plan.

2021-2022’s rate was much lower than prior years’. RCC’s enrollment was also lower – related metrics. As the college works to increase enrollment in 2022-2023 and 2023-2024, RCC’s high school capture rate will be important to continue to track.

Metric	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023*	2023-2024*	2024-2025*
Capture Rate	24.5%	35.3%	35.9%	28.3%	18.1%	30.9%	31.9%	32.8%

* Projected Values.

Source: RCCD Capture Dashboard

1.2 Reduce equity gaps by 40% in 5 years by removing barriers in the on-boarding process (including access to programs and services) through cultural proficiency training and targeted interventions based on disaggregated student equity data.

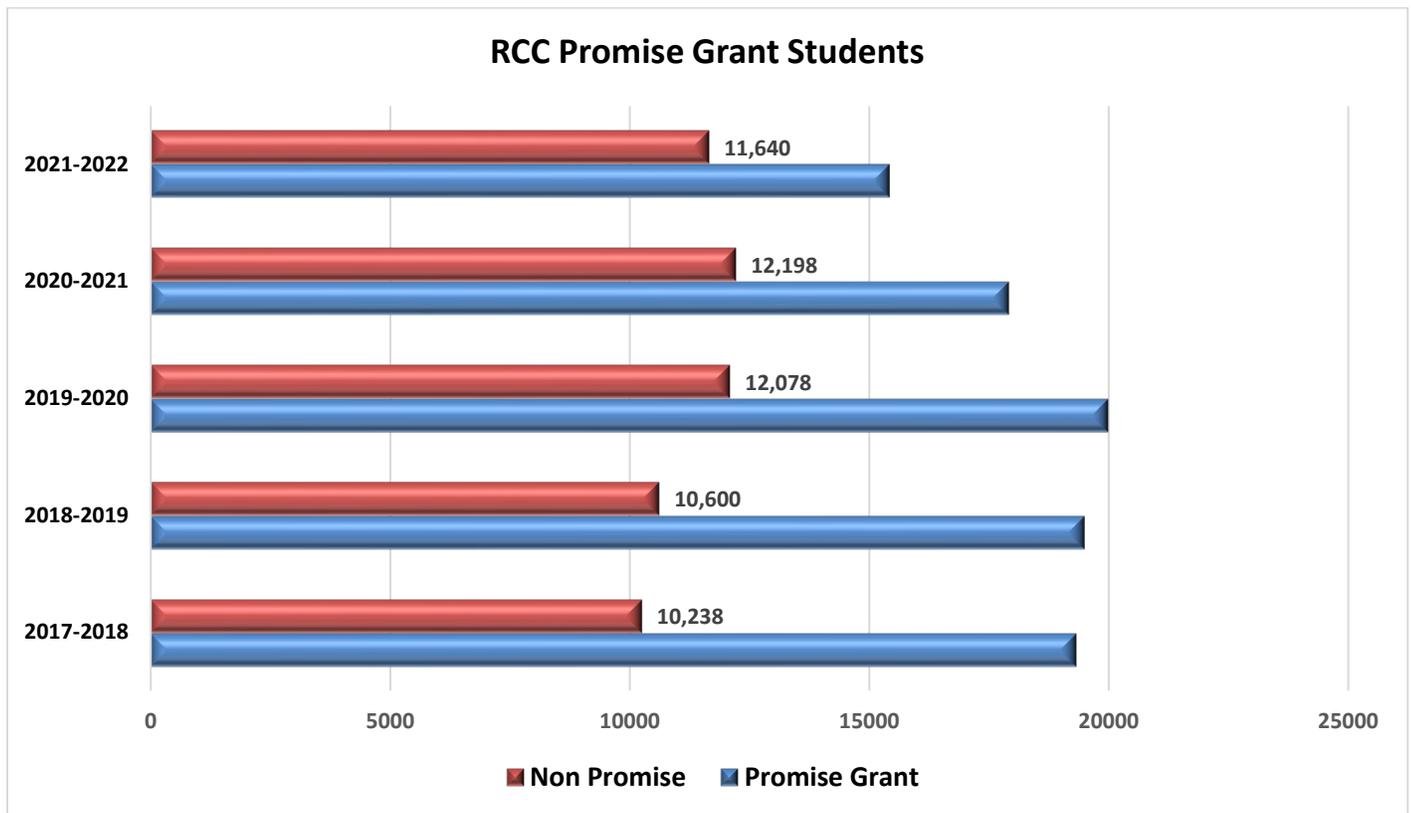
Work continues on Guided Pathways Pillar 1 and 2. RCC’s Guided Pathways plan (approved Spring 2021) has several specific actions and initiatives to continue improvement in these pillars. For example, the Guided Pathways Plan specifically refers to the ongoing “Equity-Minded Counseling and Advising Strategies that support student development and increased social and economic mobility opportunities for students”. This effort is

further supported by RCC’s Student Equity Plan (approved Fall 2022) which includes intentional activities to address the disproportionately low enrollment of Black/African American women.

1.3 Increase percent of students eligible for financial aid who receive aid by at least 2% per year.

While there are clear reasons not to use or barriers for some students in receiving financial aid, encouraging more students to complete FAFSAs and access available financial aid often enables them to enroll full time, shortening time completion.

One measurement of a student’s socio-economic need is the State’s Promise Grant (formerly known as Board of Governors’ Waiver). The number of RCC students receiving this grant in 2021-2022 decreased from 2020-2021. For 2020-2021, 59.5% of students received the Promise Grant. For 2021-2022, 5.7% of students received it.



Source: CCCC Datamart

Another measurement is Pell Awards. Below are the last three years actuals and the strategic plan projected awards with 2% yearly increase. As with most other metrics, there has been a decrease in 2020-2021. The college has been working with students in many ways to understand and meet students’ financial needs. This continues to be a recognized need as the college moves through 2021-2022.

	2019-2020	2020-2021	2021-2022	2022-2023*	2023-2024*	2024-2025*
Total PELL \$	\$ 30,276,419	\$ 25,446,743	\$ 23,424,126	\$ 23,574,321	\$ 24,045,808	\$ 24,526,724
Total Pell Headcount	9259	7611	7277	9362	9546	9740

*Projected Values

Source: CCCC Datamart

1.4 In order to shorten the time to completion and improve college going rates, the college will increase number (headcount) of high school students participating in dual enrollment programs (inclusive of CCAP, middle college, and concurrent enrollment) 5% annually.

Along with current students, the college continues to build relationships with our three local school districts – Alvord Unified School District, Jurupa Unified School District, and Riverside Unified School District. RCC’s Dual Enrollment programs more than met the strategic planning goals for 2021-2022.

As the college continues to look for ways to increase enrollment, dual enrollment programs will continue being a focus for both enrollment growth and increasing student success – helping them identify majors earlier, complete college units while still in high school, and ultimately shorten the time to completion.

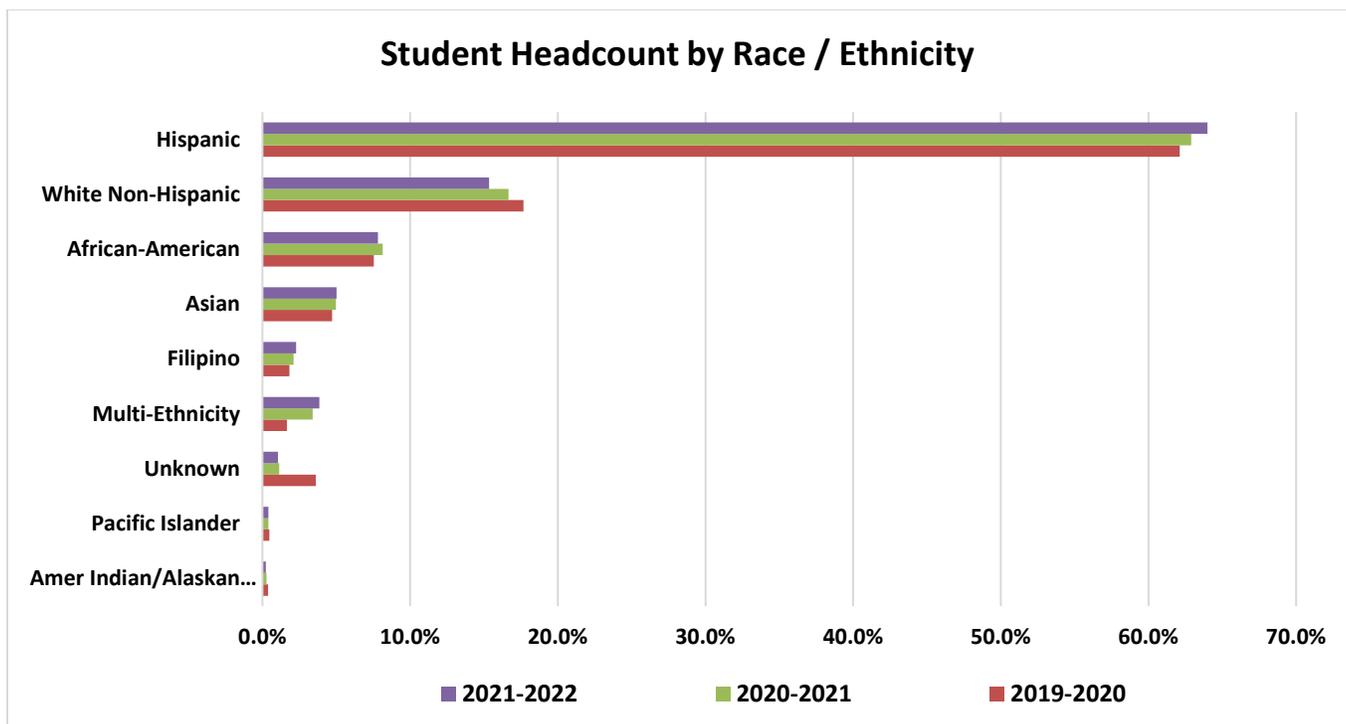
School District	2019-2020	2020-2021	2021-2022	2022-2023*	2023-2024*	2024-2025*
ASUD	71	101	207	212	222	234
JUSD	263	253	450	96	101	106
RUSD	602	512	695	521	547	574
Total	936	866	1,352	829	870	914

Projected Values.

Source: RCC MIS files

Additional RCC Metrics

RCC’s student demographics have changed slightly over the past few years. The trends include a continuing increase in Hispanic students and a very slight 1.5% decrease in the proportion of students who are traditional college-going age (younger than 25 years old). Traditional college-age students are 69.1% of RCC’s population.



Source: CCCC Datamart

The college’s percentage of students enrolled as full-time (12 units or more during a term) has been fairly static over the past several terms with the exceptions of Spring 2020 and Spring 2021. As noted at the beginning of the College Goals, RCC has not set targets or goals for the percentage of full-time students, but this metric is still important to understand student enrollment. Guided Pathways encourages students to enroll full-time and complete in fewer terms.

	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
% Full-Time	29.6%	29.6%	29.5%	25.6%	29.2%	24.9%	28.1%	23.9%

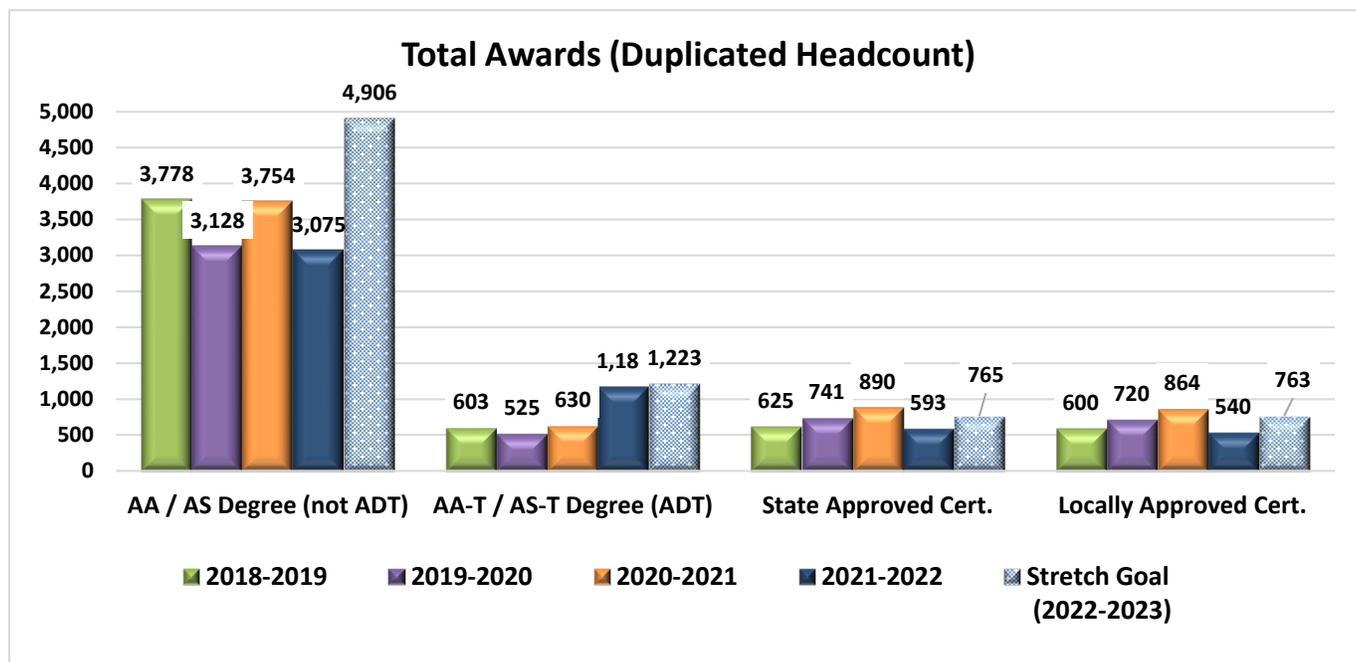
Source: CCCC Datamart

College Goal 2: Student Success

2.1 Increase by at least 20% annually the number of RCC students who acquire associate degrees, credentials, certificates, or specific job-oriented skills sets.

The work of **Guided Pathways** Pillar 3, *Stay on the Path*, is designed to help students complete degrees and certificates. The work included creating Program Maps to help students better plan their course taking. One lagging indicator of the college’s success with College Goal 2.1 and the state’s *Vision for Success* metric, as well as the **Guided Pathways** Pillar 3 work is the number of awards each year.

The tables below show RCC’s 2018-2019 through 2021-2022 awards and then the projected 2022-2023 through 2024-2025 awards. The metric is a total award count – not a unique student count. It is common for students to receive multiple degrees and / or certificates. Thus, the unique count of student graduates will be less than the total degrees and certificates awarded. As you can see, RCC’s actual awards decreased in 2021-2022. This decrease is related to the slower progress for students during the pandemic as well as an overall decrease in enrollment.



Source: Datamart

Degrees and Certificates Awarded	2019-2020	2020-2021	2021-2022	2022-2023*	2023-2024*	2024-2025*
AA/AS	3,070	3,407	3,075	4,906	5,887	7,065
AA-T / AS-T (ADT)	915	849	1,181	1,223	1,467	1,760
State Approved Cert.	612	531	593	765	918	1,101
Locally Approved Cert.	428	530	540	763	916	1,099
Total	5,025	5,317	5,389	7,657	9,188	11,025

*Projected Values.

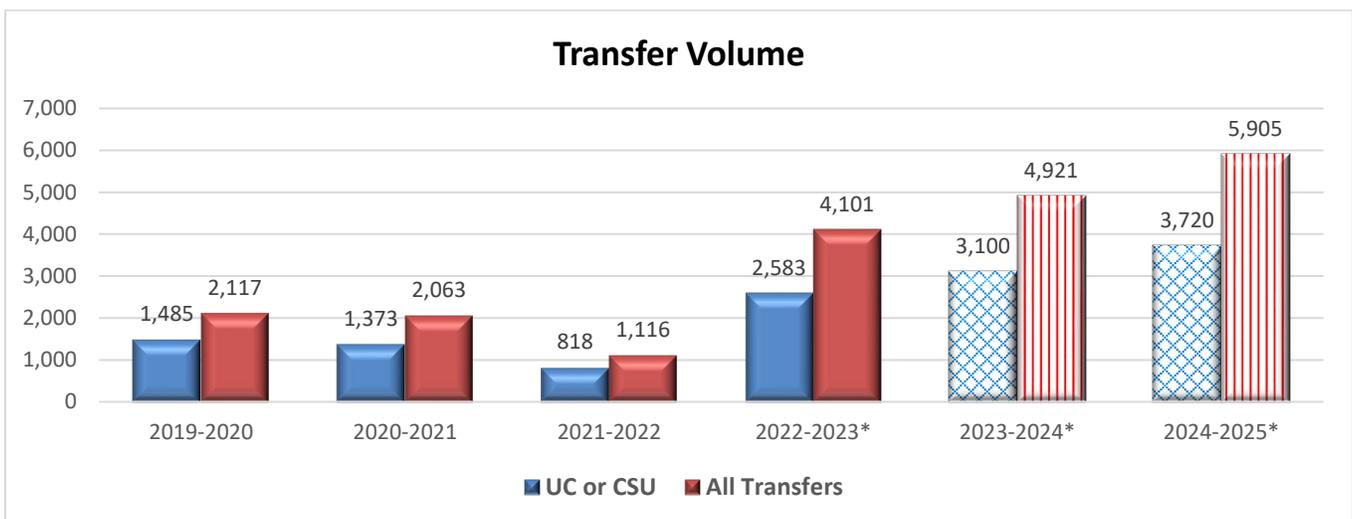
Source: Datamart

2.2 Increase by 20% annually the number of RCC students transferring to a UC, CSU, private college, or out-of-state public or private institution.

Another Key Performance Indicator used to track student success is the number of students subsequently enrolling in a four-year college or university. Using data from the National Student Clearinghouse (NSC), the Office of Institutional Effectiveness tracks RCC students' subsequent enrollment. The Transfer Volume metric is narrowly defined as the number of RCC students who initially enrolled as first-time freshmen and transferred immediately to a four-year college or university. To be included in this metric, an RCC student must have:

1. Enrolled at RCC as a first-time student;
2. Completed at least 12 units within the District; and
3. Enrolled at a four-year college or university within 6 months of leaving RCC.
4. Students are included in a specific cohort year for the first year a student is enrolled at a four-year college or university.

While most students transfer to the CSU system, RCC students also enroll in private universities at a high rate. Students' top five transfer destinations are CSU San Bernardino, UC Riverside, CSU Fullerton, California Polytechnic University Pomona, and California Baptist University.

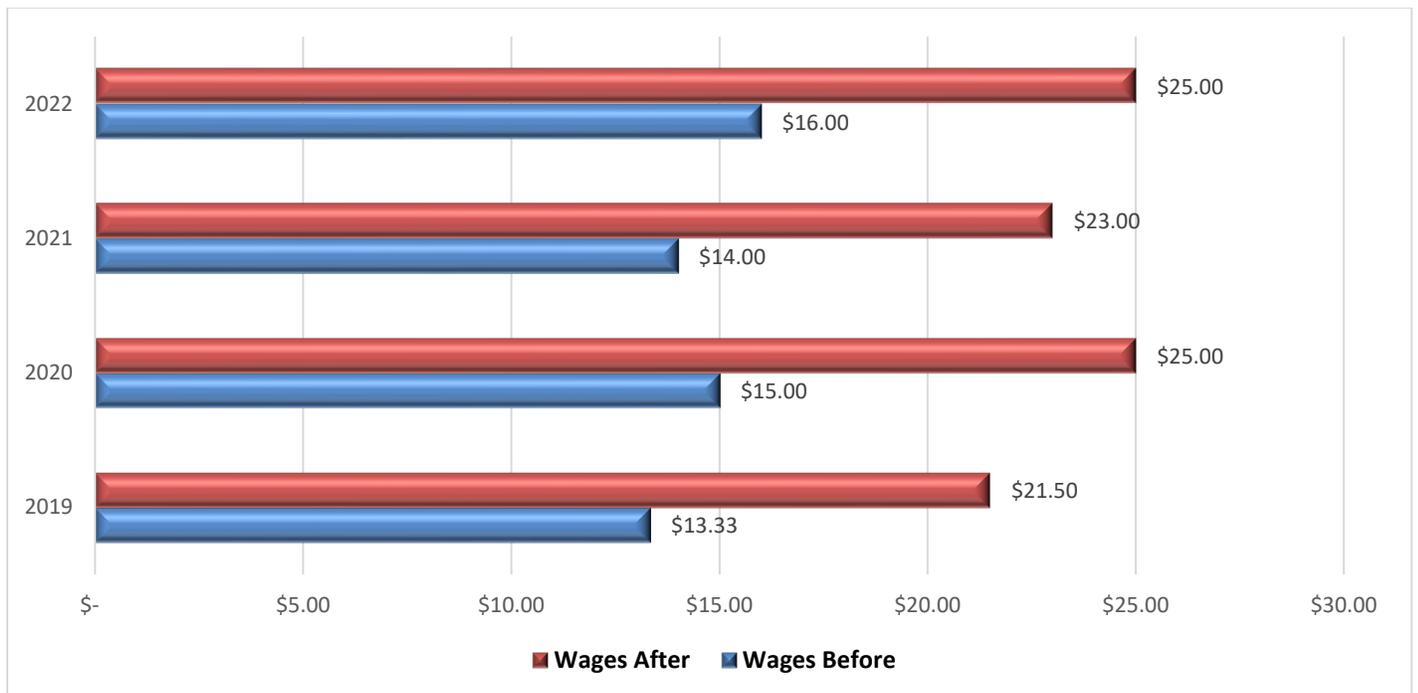


*Projected values

Source: National Student Clearinghouse

2.3 Increase the percentage of exiting students who report being employed in their field of study by 3.5% annually, an increase of 10%, median earnings 9.75% annually, and the number of those earning a living wage by 9.75% annually.

Our Career and Technical Education (CTE) programs continue to emphasize providing **Guided Pathways** to students in high demand, high skill, and high paying jobs. Strategies for this goal include Completion Program Mapping and integrated academic support. RCC’s CTE Division is a leader with these strategies and is sharing best practices with the rest of the college. Metrics tracking employment and wages are difficult to track. RCC’s CTE metrics are based on alumni responses to the CTEO Survey. As you can see in the graph below, graduates report significant gains in wages as a result of receiving a certificate from RCC.

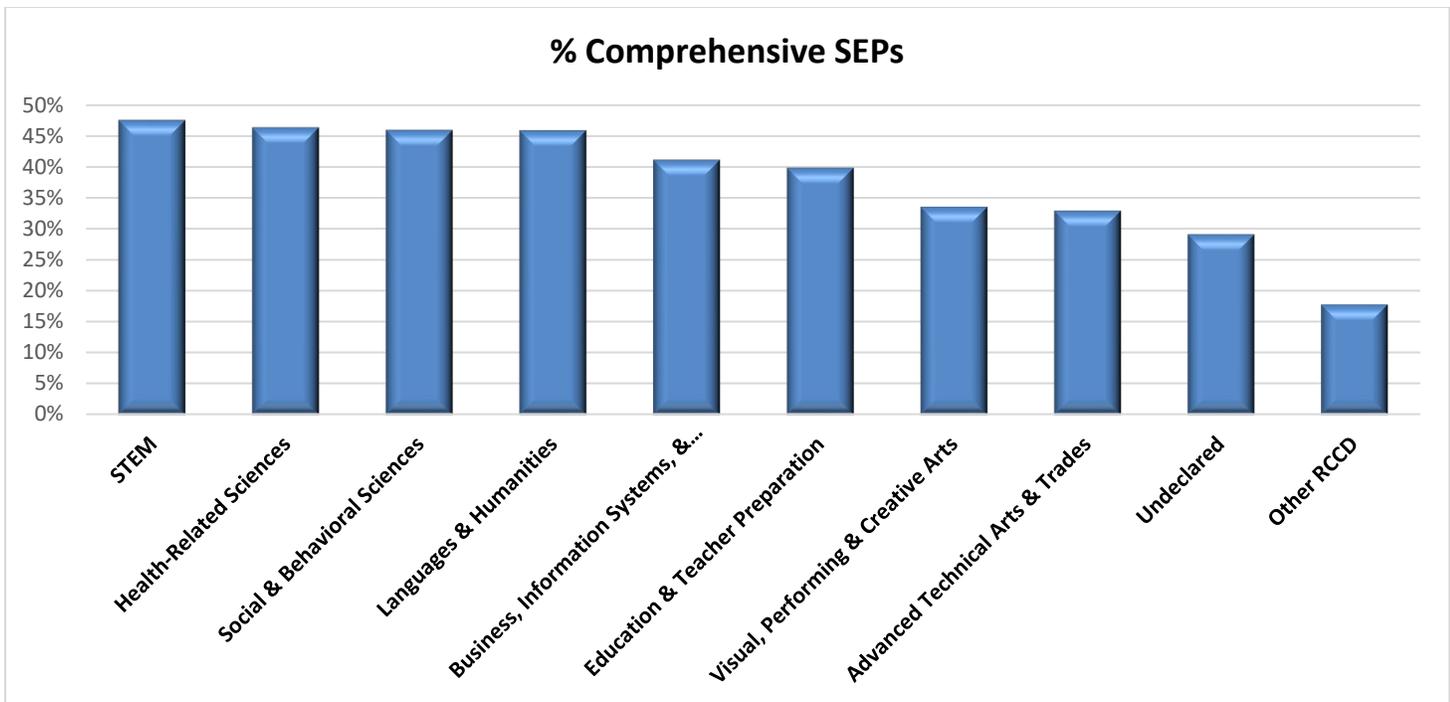


Source: CTEOS Surveys

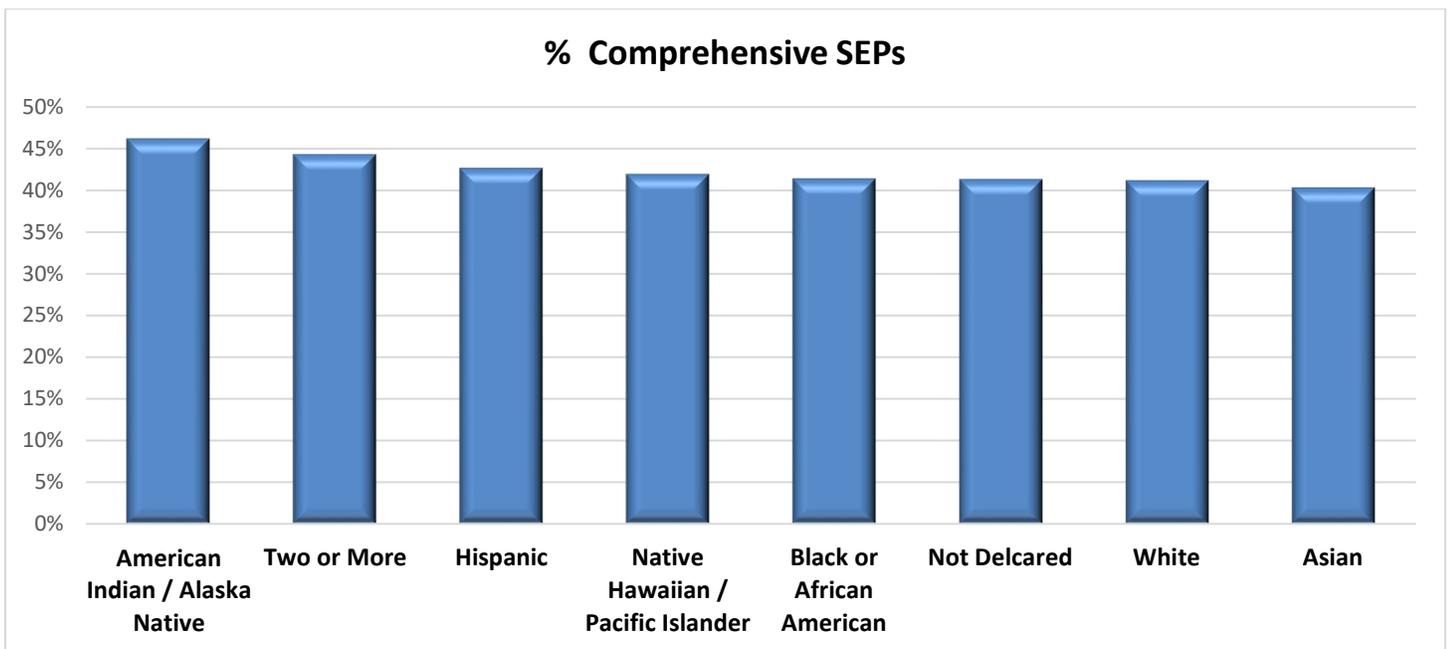
2.4 Through targeted interventions based on disaggregated student equity data, shorten the time to completion for part-time students from 6 to 4 years, and full-time students from 6 to 3 years.

Comprehensive SEP's

Time to completion is a lagging indicator – calculated once a student completes. A leading indicator of student progress and **Guided Pathway's** Staying on the Path is the percentage of students who have completed a Comprehensive Student Educational Plan (SEP). RCC continues to improve with this metric and as a result, the time to completion – and the number of students completing – should improve. Below is the percentage of students who have completed a Comprehensive SEP by Instructional Pathway and by Race / Ethnicity as of Census 2022. As you can see, there is variation in pathways but very little variation by Race / Ethnicity in the percentage of students who have met this momentum point.



Source: Colleague as of Fall 2022 Census



Source: Colleague as of Fall 2022 Census

Student Success Teams continue working through the Engagement Centers to provide outreach to students and encourage them to complete a comprehensive SEP within their first year of enrollment. As the college continues to focus on momentum and completion, completing a comprehensive SEP is one milestone in a student's academic journey. Student Success teams will continue working with counseling and faculty to identify and encourage students for this metric.

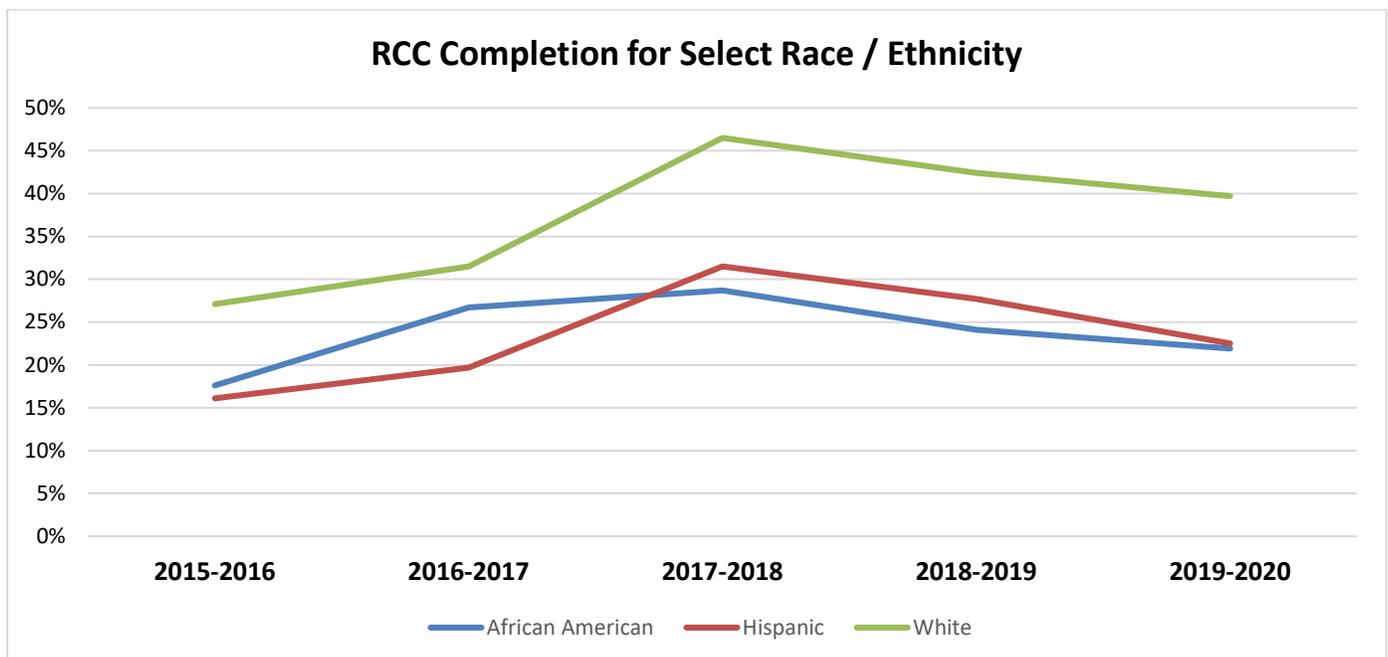
Time to Completion

Understanding and reducing students' time to completion is one of the primary goals of **Guided Pathways**. The KPI RCC is using to measure time to completion is **cohort based**. A cohort is the number of first-time students enrolling at RCC in a specific year. For Time to Completion, the KPI we are using is the percentage of a cohort who completes a degree, certificate, and / or transfers within three years. Because it is a lagging indicator, the first-time student cohorts we are currently tracking are those who enrolled in 2015-2016 through 2019-2020 and had a stated educational goal of receiving a degree, certificate, and / or transferring to a four-year university. As you see in the graphs, the percentage of cohorts completing in three years increased through the 2017-2018 cohort (completing by Spring of 2020) but has decreased with the next two cohorts. This decrease is mostly likely attributable to the pandemic. The college anticipates that the 3 year completion rate will recover and increase over the next few cohorts.

Initial Enrollment Year	# in Cohort	# Completed in 3 Years	% Completed
2015-2016	3581	719	20.1%
2016-2017	3317	806	24.3%
2017-2018	2992	1061	35.5%
2018-2019	3493	1092	31.3%
2019-2020	2766	729	26.4%

Source: MIS ST File with SP and National Student Clearinghouse for Transfer

Using a **Student Equity** lens for completion, the chart below shows the difference in 3 year rates for African American and Hispanic students versus White students. As you can see, while all groups showed gains through the 2017-2018 cohort, but the gaps remained. The college is continuing to work to not only increase those students who complete, but close the equity gaps as well.

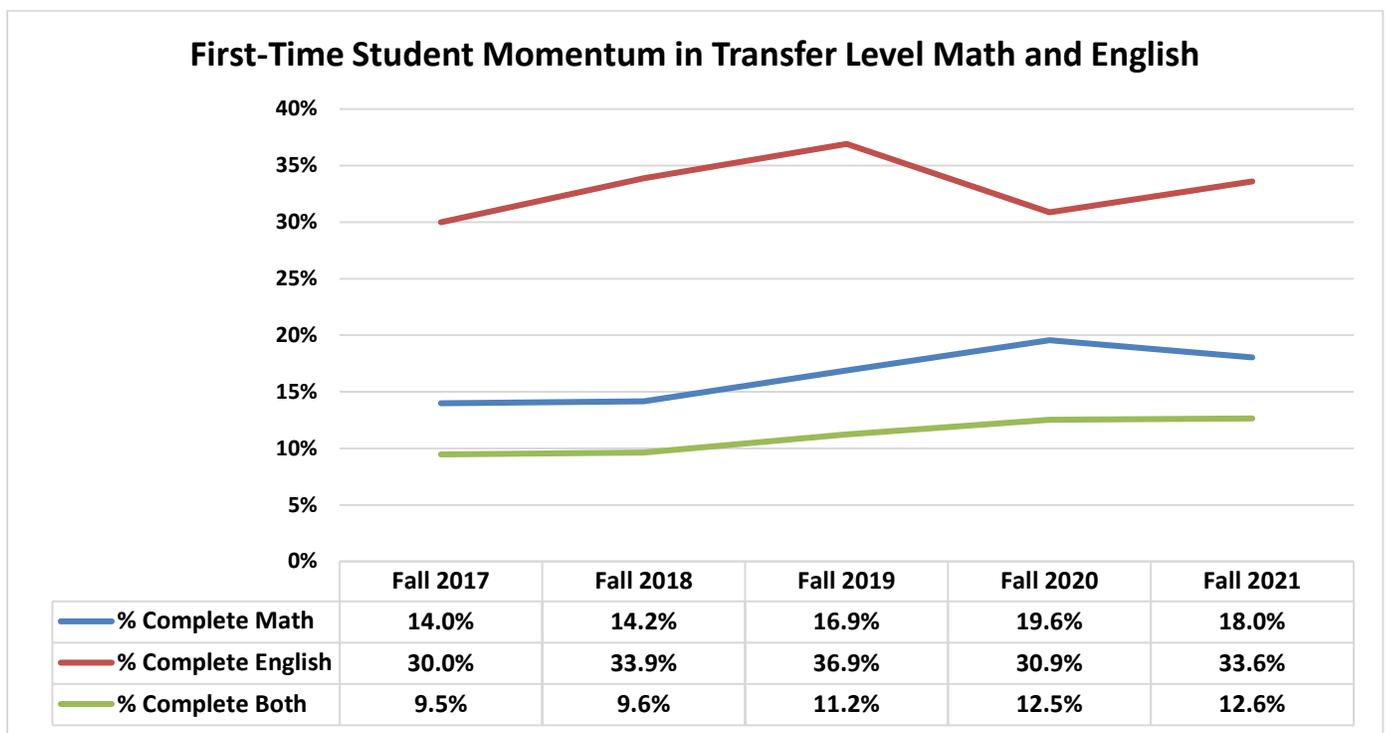


Source: MIS ST File with SP and National Student Clearinghouse for Transfer

2.5 Increase number of students who complete both transfer-level math and English in first year by at least 20% annually.

In 2017-2018 only 9.5% of first time in college students successfully completed both transfer level math and English in their first year—and this was the highest percent in a four-year period (30% completed transfer-level English alone; 14% completed transfer-level math alone, also the highest in four years for both). First year completion of transfer level math and English is a significant, predictive momentum point for completion. As the college implemented Multiple Measures placement and then AB 705, the college has seen gains in the percentage of students completing these transfer level courses in their first year of enrollment.

Below are RCC’s metrics for completion of transfer level Math, English, and both within their first year of enrollment. These Key Performance Indicators are cohort-based. Thus, the 2017 Summer / Fall are for those students who enrolled at RCC as First Time Freshmen in 2017 Summer and / or Fall. 2017-2018 was the first year RCC piloted the Multiple Measures Acceleration Project (MMAP) and began enrolling more first-time students in transfer level courses. Fall 2019 is the first term of RCC’s full implementation of AB 705. Students enrolled in support courses as part of AB 705 have been highly successful and the college is looking forward to continuing refinement and enrollment for these students.



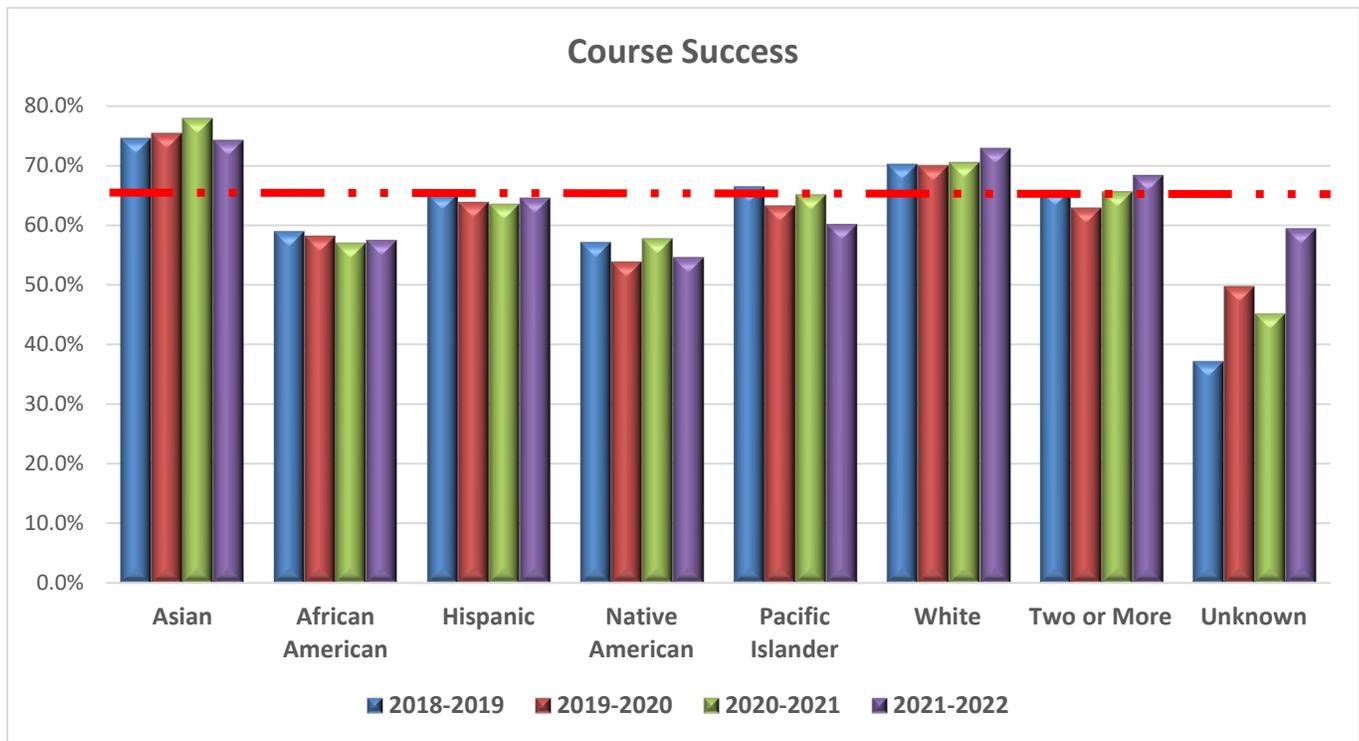
Source: MIS SX and ST

2.6 The institution set standard for course success is 66% per year and the goal is to improve 1% annually from the new baseline of 67.3% in the 16-17 AY.

RCC’s current institutional “Set Standard” for successful course completion (course success) is 66%. The college has established institutional goals of improving course success at 1% per year. The improvements developed in

each discipline’s Program Review and Plan (PRaP) should help improve overall student progress and success rates for the college as a whole. It is also important that each discipline reviews its disaggregated course success data to identify specific student populations needing additional attention and support. This recommendation is included in RCC’s 2019-2022 **Student Equity** Plan Executive Summary as well.

The below tables show overall success rates by Race / Ethnicity. The **red dotted line** is RCC’s Institutional Set Standard for course success, 66%.



Source: Power BI Dashboard

One of the strategies RCC is using to address equity gaps in course success is to share individual faculty data and link this data to faculty-driven classroom strategy discussion. Over the last year, several academic departments have participated in course-level disaggregated discussions, sharing best practices and working to close these equity gaps. The College’s Data Coaching program, in its 3rd year, continues scaffolding the Office of Institutional Effectiveness’ capabilities and working to increase data informed, equity driven conversations across the college. It is heartening to see faculty’s willingness to look at their individual data and actively engage in discussions about how to improve student success for specific equity groups.

2.7 Ensure number of units for degrees does not exceed 15% above required number of units.

The Key Performance Indicator for this metric had a baseline year of 2016-2017. For RCC students who were awarded a degree that year and earned at least 60 units at RCCD, the AVERAGE number of units earned was 95. The State’s **Vision for Success** goal is an average unit load of 79. As you can see from the table below, the average units earned by a student completing a degree is less than 79 units. The drop in the number of units

can possibly be attributed to the reduced enrollment in below transfer level English and Math. Additionally, the development and wide-spread use of Program Maps and EduNav are contributing to students having a better understanding of program requirements and recommended course-taking patterns.

Unit Accumulation	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Average by Associate Degree Earners	97	98	82	76	77

Source: MIS SP and ST

2.8 For each of the objectives above, decrease equity gaps by 40% in 5 years and eliminate within 10 years, by providing cultural proficiency training for faculty and academic support staff, and by providing integrated academic support, and discipline-specific pedagogical practices for improved student outcomes at the curricular level.

For many of the Key Performance Indicators above, the Proportionality indices were also shared. While progress continues to be made, the college is focused on intentionally adopting strategies to close **Student Equity** gaps.

College Goal 3: Institutional Effectiveness

3.1 Ensure that all decision making, processes, and outcomes are aligned with the college’s mission and goals and governance structures by regular review of college policies, plans and processes.

AND

3.2 Facilitate accountability, transparency, and evidence-based discussion in decision making to improve trust by regularly publishing plans, reports and outcomes data.

2020-2021’s Program Review and Planning Process (PRaP) continued to build on the 2019-2020 comprehensive cycle. The process included updates as well as the development of additional initiatives as a department determined a new need. Each year the process is evaluated by the Program Review Committee as well as by the Governance, Effectiveness, Mission, and Quality Leadership Council. While areas for improvement are identified each year, the process is seen as transparent and inclusive.

The college continues to get better at communicating – between departments, between departments and deans, and between VP’s. These conversations focus on what is needed FOR THE COLLEGE AND FOR THE STUDENTS. And what we need to support it. For this most recent cycle, one gap was the integration of resource requests into the Nuventive platform. For the 2022-2023 cycle, this integration is being piloted as part of a software revision / refresh.

3.3 In order to maintain funding, and to meet the needs of students, attain a college-level efficiency average of 595 (WSCH/FTEF) by providing disciplines with their specific efficiency targets and the tools to meet those.

RCC’s enrollment has fallen over the last few years as a result of the COVID pandemic. The college is actively working to recover enrollment, increase current student persistence, and balance course offerings and student needs. The table below shows the last 4 years’ Full-Time Equivalent Students (FTES), Full-Time Equivalent Faculty (FTEF), Weekly Student Contact Hours (WSCH), and the ratio of WSCH/FTEF. The WSCH / FTEF ratio is a

measure of efficiency and is related to the state’s financial reimbursement based on student enrollment. As a District, the WSCH / FTEF goal is 595.

Academic Year	2018-2019	2019-2020	2020-2021	2021-2022
CTE				
Enrolled FTES	3,180.22	3,247.23	2,788.05	2,818.07
Total FTEF	217.06	219.44	198.76	208.37
Total WSCH	101,820.32	103,976.44	85,298.37	86,622.24
WSCH /FTEF	469.10	473.83	429.15	415.72
F&PA				
Enrolled FTES	1,951.57	2,128.77	1,589.59	1,495.30
Total FTEF	120.42	135.11	118.08	113.36
Total WSCH	62,471.26	68,152.12	48,853.23	46,431.24
WSCH /FTEF	518.78	504.43	413.75	409.58
LHSS				
Enrolled FTES	5,931.72	6,031.50	6,064.65	5,328.81
Total FTEF	356.66	366.81	385.23	360.60
Total WSCH	189,877.28	193,071.98	185,613.37	162,443.70
WSCH /FTEF	532.37	526.35	481.82	450.48
NURSING				
Enrolled FTES	816.57	795.64	731.58	737.70
Total FTEF	105.52	100.25	93.68	101.70
Total WSCH	26,143.60	25,469.96	23,345.28	23,522.99
WSCH /FTEF	247.77	254.08	249.19	231.29
STEM				
Enrolled FTES	5,301.01	4,859.33	4,674.04	3,934.61
Total FTEF	288.28	275.24	280.66	265.80
Total WSCH	169,708.76	155,567.06	144,663.69	122,186.91
WSCH /FTEF	588.70	565.21	515.45	459.69
LIBRARY & COUNSLEING				
Enrolled FTES	164.19	193.38	201.23	196.57
Total FTEF	12.53	15.54	13.18	14.13
Total WSCH	5,257.76	6,189.89	6,092.83	5,916.01
WSCH /FTEF	419.47	398.44	462.25	418.55
Total Enrolled FTES	17,345.28	17,255.85	16,049.14	14,511.06
Total FTEF	1,100.47	1,112.38	1,089.59	1,063.97
Total Total WSCH	555,278.98	552,427.45	493,866.77	447,123.09
Total WSCH /FTEF	504.58	496.62	453.26	420.24

Source: EMD as of Aug 20 2022

3.4 Provide a framework and tools to recognize excellence and sharing and implementing of best practices across disciplines, departments and service areas to create an environment in which students, faculty, and staff feel supported and valued.

Faculty Development

Faculty Development efforts are including several department-based Communities of Practice working to improve student engagement and learning in the classroom. The Faculty Development Coordinator has also integrated Fall and Spring FLEX offerings with keynote speakers focusing on equity student practices.

Beginning in Spring 2023, Faculty Development is including a “One College One Book” program using *From Equity Talk to Equity Walk* by Estela Mara Bensimon, Lindsey E. Malcom-Piqueux, and Tia Brown McNair.

Classified Professionals Development

Beginning in the spring 2022 semester, the college’s annual service awards program became a venue to recognize employees’ participation in college-sponsored professional development initiatives, such as the Emotional Intelligence Academy. Formal recognition of professional development efforts supports a culture of continual learning and self-reflection. This type of recognition demonstrates to individuals that their efforts toward building their capacity are noticed and appreciated.

3.5 Provide cultural proficiency training and comprehensive data coaching to support evidenced based discussion and development of strategies to help disciplines, departments and service areas meet equity goals.

Data Coaching and Equity Minded Learning Institute

RCC is leading the District in developing and implementing a Data Coaching program. The program was developed in Spring 2020 with the first training and meetings in Fall 2020. RCC’s second data coaching cohort began in Fall 2022.

Data coaches for the first and second cohorts were selected to have broad coverage across the college and include faculty, classified professionals, and administrators. While many data coaching programs broadly focus on increasing data literacy and use throughout the college, our program is specifically home in on student equity-related data. The training sessions provide data coaches with resources to develop their skills so they can lead conversations surrounding student equity data, eventually linking the data to RCC-derived best practices designed to close **student equity** gaps. One important goal of RCC’s Data Coaching program is to train the coaches and position them to help lead RCC towards our **student equity** goals.

Data Coaching efforts are being integrated with an Equity Minded Learning Institute, beginning in Fall 2022. The Institute includes not only faculty, but administrators and classified professionals to encourage data-informed actions to directly impact student-equity-focused success at RCC. The Equity Minded Learning Institute gives the participants tools and strategies to change the narrative about student success in the classroom – focusing on where the achievement gaps are and what the faculty can do about it – promoting and facilitating faculty-led conversations about equity-focused student improvement. promote a culture of validating students’ identities

and culture, engaging students, and recognizing their capacity and their prior learning. Both Data Coaching and the Equity Minded Learning Institute goals were included in RCC's 2019-2022 **Student Equity** Plan.

Voice of the Student

The Office of Institutional Effectiveness hired three student workers, creating a "Street Team." This team develops surveys and collects feedback from students. For Fall 2022, the team administered 9 surveys and produced Instagram Reels and Posts for "Facts of the Week." Follow RiversideCityCollege on Instagram to see their great work.

Based on student feedback from fall surveys, the students are working in winter and spring 2023 to create resources which will help meet some of the student needs the team identified. They are working on a "wealth map" which will have most-used student resources including tutoring, engagement centers, basic needs, and other important resources students should know about. They are also working with the marketing and outreach teams to create short videos highlighting these resources.

3.6 Improve communication strategies internally by providing framework and tools to streamline and prioritize messaging, and with the communities we serve through robust marketing strategies.

Marketing and Outreach for Enrollment

Several efforts are on-going to increase RCC's enrollment. These include contacting students who are no longer enrolled, increasing dual-enrollment opportunities in local high schools, increasing focus on non-traditional students, and providing targeted outreach in partnership with the District marketing team.

Ongoing Student-Focused work includes

- Math and English Support Courses
- Tutoring and other targeted support
- Data Coaching and Equity Minded Learning Institute
- Data Analysis leading to best practice sharing and development through Communities of Practice and guided discipline-level and department-level discussions
- Intentional Targeted Counseling and Student Success Team Support integrated with Engagement Centers

College Goal 4: Resource Development and Allocation

4.1 Efficiently manage existing resources to support the ongoing academic and student support programs, and strategically develop external revenue sources to maximize the resources available to support student learning and success. (Target: 30% of overall budget will be from external revenue sources.)

Grants and Academic Resource Development

Over the course of the last fiscal year, the Office of Grant Development & Administration (grants office) has continued to grow the amount of external, competitive funding secured by RCC, as well as expand the diversity of sources of those funds. During FY 21-22, 18 proposals were submitted to competitive opportunities with just under half being selected for funding. Cumulatively, \$4.7 million in new external funds were secured.

Furthermore, in the early months of FY 22-23 RCC received notice of approximately \$2 million in new awards

and has an additional \$6 million in proposals still pending review and final decision. (Note: The numbers here do not include any noncompetitive categorical funding allocations such as SEA.)

The grants office has experienced the staffing challenges being felt across our entire district, having lost two of our Grant Administrative Specialists to higher paying positions with the district office, and having two failed searches to fill those vacancies. We have also experienced significant delays in the recruitment and hiring of multiple, critical required grant-funded project directors/managers. The Dean has actively marketed all of these positions through her personal and professional networks to complement the recruitment work done by central human resources.

4.2 Maintain a healthy and safe environment for students, faculty, and staff, by developing a process through which the college can be responsive to any health and safety recommendations.

Facilities and Risk Management work collaboratively to ensure RCC is adhering to all federal, state and local laws pertaining to safety. This includes ensuring that all signage, materials and personal protective equipment are distributed as required. Additionally, Facilities has upgraded all HVAC filters to MERV-13 filters and is currently managing the retrofit of 60 campus water fountains to water bottle filling stations that supply filtered water. The Facilities Custodial department also sanitizes any area reported by RCCD Risk Management or RCC Health Services to have experienced a COVID exposure on a daily basis.

Any request for a work order can be submitted by either entering a work request through the campus Footprints work order system or by calling the Service Desk at extension 8388. Urgent work requests can also be made by calling the Facilities department during normal working hours or to one of multiple staff after hours. In the event of an emergency, there are multiple personnel available to address any issue if needed.

4.3 Refine the Budget Allocation Model (BAM) grounded on principles of equity, transparency, and fairness to be implemented by Fall 2020, that is annually reviewed, assessed and updated.

4.4 Revise and implement a strategic enrollment management plan that integrates student need, success and access goals with financial planning by Fall 2020, that is annually reviewed, assessed and updated.

4.5 Implement the Technology Plan to ensure relevant investment in state-of-the-art technologies to enhance data-informed decision making, programs, services, and operations that are annually reviewed, assessed and updated.

This past year Riverside City College has established and evolved the RCC service desk to continually improve services for all students and employees. The service desk supports users by answering questions, solving incidents using phone and email, and documenting technology and facilities requests. In addition, interactive displays with digital whiteboards were installed in various areas allowing students and employees to easily present information and interact with computer applications. Furthermore, the college has refreshed most employee computers with laptops and docking stations as part of a Mobile Computing Initiative (MCI). MCI was implemented to not only refresh end-of-life cycle computer equipment according to the technology plan, but its main purpose was also to provide tools to students and employees that will allow both education and administrative operations at the college to continue regardless of location.

4.6 Revise and implement the HR Plan, by Fall 2020, with specific goals to recruit and hire diverse faculty and staff to support student success that is annually reviewed, assessed and updated.

RCC's Total employee headcount by Race / Ethnicity as well as Gender is in the table below.

Riverside City College		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Employee Type and Race / Ethnicity		Employee Count	%						
Manager/Administrator (% of total employees)		20	1.8%	17	1.6%	20	1.9%	19	1.8%
	African-American	7	35.0%	4	23.5%	6	30.0%	6	31.6%
	Asian	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Hispanic	3	15.0%	2	11.8%	1	5.0%	1	5.3%
	White Non-Hispanic	10	50.0%	11	64.7%	13	65.0%	12	63.2%
Tenured/Tenure Track (% of total employees)		261	23.4%	256	24.8%	261	24.6%	261	24.7%
	African-American	18	6.9%	18	7.0%	18	6.9%	20	7.7%
	American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Asian	15	5.7%	16	6.3%	15	5.7%	16	6.1%
	Hispanic	57	21.8%	52	20.3%	57	21.8%	57	21.8%
	Multi-Ethnicity	7	2.7%	7	2.7%	7	2.7%	6	2.3%
	Unknown	0	0.0%	0	0.0%	0	0.0%	1	0.4%
	White Non-Hispanic	164	62.8%	163	63.7%	164	62.8%	161	61.7%
Temporary (% of total employees)		511	45.8%	448	43.4%	483	45.6%	467	44.2%
	African-American	38	7.4%	35	7.8%	47	9.7%	42	9.0%
	American Indian/Alaskan Native	4	0.8%	3	0.7%	3	0.6%	3	0.6%
	Asian	50	9.8%	39	8.7%	43	8.9%	49	10.5%
	Hispanic	116	22.7%	108	24.1%	119	24.6%	122	26.1%
	Multi-Ethnicity	9	1.8%	10	2.2%	10	2.1%	10	2.1%
	Pacific Islander	2	0.4%	1	0.2%	1	0.2%	0	0.0%
	Unknown	3	0.6%	3	0.7%	3	0.6%	3	0.6%
	White Non-Hispanic	289	56.6%	249	55.6%	257	53.2%	238	51.0%
Classified (% of total employees)		324	29.0%	311	30.1%	296	27.9%	309	29.3%
	African-American	30	9.3%	30	9.6%	28	9.5%	26	8.4%
	American Indian/Alaskan Native	1	0.3%	1	0.3%	2	0.7%	1	0.3%
	Asian	13	4.0%	13	4.2%	10	3.4%	13	4.2%
	Hispanic	139	42.9%	134	43.1%	135	45.6%	145	46.9%
	Multi-Ethnicity	9	2.8%	10	3.2%	9	3.0%	14	4.5%
	Pacific Islander	4	1.2%	3	1.0%	1	0.3%	3	1.0%
	Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	White Non-Hispanic	128	39.5%	120	38.6%	111	37.5%	107	34.6%
Riverside City College		Fall 2019		Fall 2020		Fall 2020		Fall 2021	
Employee Type and Gender		Employee Count	%						
Manager/Administrator (% of total employees)		20	1.8%	17	1.6%	20	1.9%	19	1.8%
	Female	10	50.0%	11	64.7%	12	60.0%	12	63.2%
	Male	10	50.0%	6	35.3%	8	40.0%	7	36.8%
Tenured/Tenure Track (% of total employees)		255	22.8%	256	24.8%	261	24.6%	261	24.7%
	Female	134	52.5%	132	51.6%	138	52.9%	142	54.4%
	Male	121	47.5%	124	48.4%	123	47.1%	119	45.6%
Temporary (% of total employees)		511	45.8%	448	43.4%	483	45.6%	467	44.2%
	Female	290	56.8%	251	56.0%	272	56.3%	262	56.1%
	Male	221	43.2%	197	44.0%	211	43.7%	205	43.9%
Classified (% of total employees)		324	29.0%	311	30.1%	296	27.9%	309	29.3%
	Female	174	53.7%	168	54.0%	160	54.1%	162	52.4%
	Male	150	46.3%	143	46.0%	136	45.9%	147	47.6%

Source: Datamart Fall Staffing Report.

4.7 Provide annual Facilities Plan updates and fully integrate the Total Cost of Ownership principles for existing and future design of facilities.

The district has hired LPA Architects as a consultant for the Total Cost of Ownership project. LPA is creating a detailed application that interfaces with the California Community College Chancellor's FUSION database which shows custodial, grounds, maintenance, deferred maintenance and utilities for the district, each campus and/or each building. These costs will also be compared to the APPA averages for similar community colleges. The application incorporates historical data as well as escalations for planning all future assets as well as evaluating each individual asset. The application is still in development and is anticipated to be operational later in 2023.

College Goal 5: Community Engagement

5.1 Enhance and maintain partnerships with the community's K-12 districts, universities, and other regional partners by actively participating in collaborative groups to increase equitable student success and completion at all levels.

RCC's leadership continues to work with our community partners supporting student success throughout our region. This includes intentional partnership in high schools with dual enrollment courses, outreach to middle schools and high schools, and partnering with our local universities supporting student transfer opportunities. In support of this goal, the Office of Educational Partnerships was established in spring 2021 to coordinate and strengthen many of the longstanding partnerships RCC has developed throughout the community over the years and to explore opportunities for further expansion of our collaborative efforts. The Office of Educational Partnerships provides opportunities for students enrolled in high school or adult school, those with carceral experiences, and those with interests in serving their community, to explore specific academic pathways and service opportunities that will support completion of certificates, degrees, and transfer, leading to rewarding and well-paid careers.

Dual enrollment and concurrent enrollment, where high school students take college courses taught by college professors, continues to grow at RCC. Our largest dual enrollment program is the College and Career Access Pathways (CCAP) where we partner with our local school districts of Alvord Unified School District (AUSD), Jurupa Unified School District (JUSD), and Riverside Unified School District (RUSD) provides direct access to RCC courses for these students. The overall CCAP enrollment from 2018-19 to 2021-22 increased by 170% and continues to grow in 2022-23. Additionally, we have strengthened partnerships with our adult education partners in the region by increasing our visibility and advising at the adult schools and increasing opportunities to bring adult school students to the college and enrolling them in concurrent enrollment following SB 554.

In alignment with RCC's mission to serve a diverse community of learners in achieving their educational and career goals by meeting students where they are, the Office of Educational Partnerships launched the Rising Scholars program to serve currently and formerly incarcerated and detained students. This program is designed to provide support to carceral-impacted students on the RCC campus as well as youth detained at Riverside County juvenile facilities or enrolled in alternative coursework through Riverside County Office of Education (RCOE). The goals are to help program participants to successfully transition into the college and back into society, complete their degree and/or certificate program, transfer and graduate, have a meaningful and rich student experience, and secure living wage employment.

Additionally, RCC works with Growing Inland Achievement (GIA) supporting region-wide Guided Pathways initiatives. Many of the college's CTE programs have strong connections with local business providing students direct pathways to living-wage careers. Continuing these important relationships will help the college increase completion rates and support our students in their educational and career goals.

RCC's Career and Transfer Center is strengthening its support of students by working with faculty to more intentionally link classroom learning to career goals. The Center is also hosting workshops and university visits supporting student transfer goals.

5.2 Expand work with local businesses and CTE advisory groups to ensure that the college's educational programs provide the necessary skills that lead to living wage employment opportunities.

Riverside City College Career and Technical Education programs have engaged with local businesses. Some examples of the work that has been ongoing include engaging business partners for many roles: guest speakers, job shadowing, pre-apprenticeships, and apprenticeships. These types of activities have made experiential learning more relevant by providing real-world examples.

For instance, RCC is making strides with its automotive trade program. By collaborating with companies like Ford, GM, Toyota, Honda, and luxury brands Audi, Porsche, and Land Rover students of the automotive program apprentice with potential employers while demonstrating their skills and interests. These companies pay high wages to their employees.

Another example of connecting with the local community is the RCC Accounting students working with the Volunteer Income Tax Assistance (VITA) program assisting community members in completing their members' tax returns. The students become certified tax preparers and are hired by local tax preparation services in the community.

RCC CTE advisory committees that are held annually have allowed businesses to provide insight to faculty to provide a more rigorous and skills-based curriculum, highlighting employability skills like teamwork, communication, and presentation skills among others. The CTE Advisory committees assemble advisory boards that reflect the whole education community: students, educators, workforce experts, and community partners. These groups have invited local business-people into the classroom. Local employers have attended lectures and labs in HVAC, Automotive, and Welding programs. These relationships that are formed are essential not only for the job market but also to the student's personal lives—students gain access to role models they may not otherwise have.

5.3 Continue providing programs and services that are responsive to and enrich the community.

5.4 Collaborate with the RCCD Foundation