



# **PROGRAM REVIEW REPORT**

**2024 – 2025**

As of September 3<sup>rd</sup>, 2024

Program Review - VP Academic Affairs

## Program Review Narrative

# Plan and Updates

## VPAA #1 - Associate Dean for Languages, Humanities, and Social Sciences Division

### Initiative/Project Details

The LHSS Division is by far the largest academic division, offering about 1,500 sections annually and generating 2,590 FTES (Fall 2023) or 36.9% of RCC's F23 FTES target. For comparison, the next largest division, STEM-K, generated 1,700 FTES (F23) or 24.3% of our F23 target. This means that STEM-K as the second largest academic division is about a third smaller than LHSS. For further comparison, LHSS's annual FTES is approximately 80% of our sister colleges' individual annual FTES generation. The nearly 200 full- and part-time faculty and multiple programs under LHSS (Honors, WRC, Community Action Leadership Academy, Administration of Justice Internship program, plus the anticipated growth of Ethnic Studies and Communication Studies (new CalGETC requirements), require equitable administrative attention to ensure we serve and support the constituents of the area equitably and effectively.

Requesting an Associate Dean for LHSS to support the LHSS Dean of Instruction to meet the needs of students (enrollment management (access), transfer/goal attainment (success), and FTES target generation and productivity.

### Initiative/Project Status

Initial Proposal

### Year(s) Implemented

2024 - 2025

### Mapping

Strategic Plan: (X)

- **3.0 INSTITUTIONAL EFFECTIVENESS:** The college works to create a positive campus climate and identifies, measures, and reports on students and institutional outcomes to demonstrate the advancement of the college's mission and goals. (X)
- **4.0 RESOURCE DEVELOPMENT AND ALLOCATION:** The college will acquire, manage, and deploy resources -- including human, facilities, technology, and financial -- to support college goals and advancement. (X)
- **Objective 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. (X)
- **Objective 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. (X)
- **Objective 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. (X)
- **Objective 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. (X)

## VPAA #2 Math Learning Center Expanding Services to Students by Extending Hours of Operation

### Initiative/Project Details

## Plan and Updates

Research on the MLC indicates that students who spend more than 18 hours per semester in the MLC have a greater success rate in their math courses, and new AB 1705 mandate for STEM students to begin math at the Calculus 1 level will require students to have access to much support to help them succeed. The MLC needs to extend its hours of operation, expanding to evenings and Saturdays to better meet the needs of our students and their schedules.

Requesting an additional part-time (19.5 hours) Learning Center Assistant to expand our hours of operation into weekday evenings and Saturdays. Position to cover M – Th 5 – 8 pm and Saturdays (~9 am to 4 pm).

Expanded hours of operation will also require additional funding for math tutors. Requesting \$50,000 in additional tutoring funds for math.

### Initiative/Project Status

In Progress

### Year(s) Implemented

2024 - 2025

### Mapping

Strategic Plan: (X)

- **2.0 STUDENT SUCCESS:** The college will provide clear pathways and support for achieving certificates, degrees, transfers, and employment with a living wage. (X)
- **5.0 COMMUNITY ENGAGEMENT:** The college will actively pursue, develop, and sustain collaborative partnerships with educational institutions, civic organizations, and businesses. (X)
- **Objective 2.1:** Increase by at least 20% annually the number of RCC students who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets. (X)
- **Objective 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. (X)
- **Objective 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. (X)
- **Objective 2.5:** Increase number of students who complete both transfer-level math and English in first year by at least 20% annually. (X)
- **Objective 2.6:** Increase course success rates by 1% annually from the baseline of 67.3% in the 16-17 AY. (X)
- **Objective 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. (X)

**Increase Learning Center Assistant's position to 75% or 100%.**

**Increase MLC's hours of operation and budget.**

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### Action Plan Status

Active

### Action Plan Year

2022 - 2023

### Related Documents

[Budget Projection March 2022.xlsx](#)

**2022 - 2023**

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### Date of Update

05/23/2023

### Update

MLC's current budget is \$45,820. Learning Center Assistant (Sandra Rosas) is at 19.5 hours per week. MLC is open MTWTh 9 am - 5 pm, F 9 am - 2 pm and closed on Sat and Sun.

# Plan and Updates

## Conclusion

Target Partially Met

### VPAA #3 Educational Partnerships – Growing Dual Enrollment through Outreach

#### Initiative/Project Details

Our CCAP/Dual Enrollment program has experienced tremendous growth, inundating RCC's Outreach Services team. To meet our Strategic Plan's objectives to grow CCAP 5% each year as well as to meet the CCCCO's Vision 2030 strategic directives action item 1.1.a (and move toward fulfilling the goal of every high school student completing 12 or more units of college credit), the Office of Educational Partnerships is seeking an Outreach Specialist to serve as a liaison between RCC and the community and to provide to students and families within our local K – 12 school districts up-to-date information pertaining to our programs and services, facilitate outreach workshops, host community and K-12 activities, and provide campus tours.

Strategically expand access to and success within dual enrollment classes for disproportionately impacted students, especially Black, Latinx, American Indian or Alaska Native, Native Hawaiian and Pacific Islanders, and foster youth, and historically underrepresented first generation, and low-income students.

- Decrease equity gaps in both enrollment and success rates for disproportionately impacted students.
- Increase demand for CCAP and dual enrollment at partnership school sites leading to the increase of number of sections offered and number of high school students enrolling in courses.
- Create sense of belonging and provide calculated, deliberate and intrusive academic supports.
- Particularly for first generation, students of color, and low-income students, having early positive experiences and early success in college courses supports their understanding that they belong in college.

Examine, analyze and explore current College and Career Access Pathways (CCAP) and Dual Enrollment program offerings, opportunities, challenges and partnerships.

- Work with faculty and VPAA to understand course offerings and identified pathways.
- Work with Outreach to leverage current relationships for student outreach in feeder high schools.
- Facilitate understanding of current CCAP and identify potential opportunities for new pathways.
- Review student course taking patterns.
- Recruit and hire educational advisor to provide student support structure, including but not limited to academic advising, matriculation, and integrated academic supports.
- Create specific "warm hand offs" from high school to UMOJA, La Casa, and Puente.
- Expand CCAP course offerings.
- Improve on-boarding process for all students while providing timely, informative and relevant support to high school personnel.
- Increase number of high school students participating by creating opportunities for outreach and strengthening student understanding of college-going opportunities.
- Recruit and hire educational advisor to provide student support structure, including but not limited to academic advising, matriculation, and integrated academic supports.
- Coordinate Dual Enrollment Student Success Day where all CCAP and RECHS students are invited to visit RCC to interact with faculty and current RCC students, gain exposure to college campus, and increase sense of belonging.

Includes campus tour, student panel, laboratory visits, etc. (2022 - Pending vaccination mandate)

- Monitor, assess, and report on CCAP and RECHS students' progression to and through college (RCC and other colleges), including enrollment, transfer and degree/certificate completion.
- Fully integrate UMOJA, La Casa, and Puente into CCAP and RECHS programming.
- Fully integrate academic support mechanisms within CCAP, including peer mentoring and tutoring options.

FTE has been hired. This process is going well and dual enrollment is growing. Budget augmentation TBD.

- Monitor, evaluate, and assess student enrollment, disaggregated by race/ethnicity, gender and other identification markers.
- Monitor, evaluate, and assess effectiveness of services, programming and academic support mechanisms.
- Monitor, evaluate, and assess current CCAP pathways.
- Monitor, evaluate, and assess

#### Initiative/Project Status

# Plan and Updates

Initial Proposal

**Year(s) Implemented**

2024 - 2025

## Mapping

Strategic Plan: (X)

- **1.0 STUDENT ACCESS:** The college will ensure all students have equitable access to the college's courses, programs, and services. (X)
- **5.0 COMMUNITY ENGAGEMENT:** The college will actively pursue, develop, and sustain collaborative partnerships with educational institutions, civic organizations, and businesses. (X)
- **Objective 1.4:** In order to shorten the time to complete and improve college going rates, the college will increase the number (headcount) of high school students participating in dual enrollment programs (inclusive of CCAP, middle college, and concurrent enrollment) 5% annually. (X)
- **Objective 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. (X)

## VPAA #4 Chemistry Part-Time Lab Technician

### Initiative/Project Details

The Chemistry department stockroom currently has two full-time lab technicians and needs additional personnel to sustain a safe learning and working environment. The lab technicians are currently working above capacity and an additional lab technician would increase stockroom productivity and work flow. According to the American Chemical Society (ACS) guidelines for two-year colleges, "one full-time lab technician per four full-time (or full-time equivalent) chemistry faculty members is recommended." Additionally, the guidelines explicitly state "part-time and student help are not adequate substitutes for full-time lab technicians." As of Spring 2024, the department is staffing 10 full time + 6 part time faculty. Based on FTE taught by part-time faculty, this would equate to approximately 13.6 FTE which would leave us short by one lab tech according to the ACS guidelines.

<https://www.acs.org/education/policies/two-year-college/guidelines/faculty-staff.html>

### Initiative/Project Status

Initial Proposal

**Year(s) Implemented**

2024 - 2025

## Mapping

Strategic Plan: (X)

- **2.0 STUDENT SUCCESS:** The college will provide clear pathways and support for achieving certificates, degrees, transfers, and employment with a living wage. (X)
- **Objective 2.1:** Increase by at least 20% annually the number of RCC students who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets. (X)
- **Objective 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. (X)

## VPAA #5 COIL/Music Support Staffing -- Covert a 19.5 hour clerk position to a full-time Program Specialist, Music position.

### Initiative/Project Details

## Plan and Updates

Due to the growth of the Music Department and the increased number of concerts and outreach activities, a full-time classified professional is needed to coordinate these events and support evening needs for the COIL school for the Arts. The Music Department sponsors over 200 concerts/outreach events annually. These efforts raise the profile of the college in the local community as well as nationwide. It helps with recruitment and enrollment as well as the understanding of the important role RCC plays in Riverside – City of Arts and Innovation. In total, these events bring more than 10,000 students and community members to campus each year.

We currently have a part-time Program Specialist during the day, but the current position cannot keep up with the volume of work nor address evening performance support needs of the program. A full-time position would reduce overtime and be able to fully cover the needs of the program.

### Initiative/Project Status

Initial Proposal

### Year(s) Implemented

2024 - 2025

### Mapping

Strategic Plan: (X)

- **2.0 STUDENT SUCCESS:** The college will provide clear pathways and support for achieving certificates, degrees, transfers, and employment with a living wage. (X)
- **Objective 2.1:** Increase by at least 20% annually the number of RCC students who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets. (X)
- **Objective 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. (X)

## VPAA #6 Cosmetology Operations Assistant – increase evening PT hours

### Initiative/Project Details

Increase evening Cosmetology Operations Assistant staffing from 15 hours per week to 25 hours per week to expand weekly operations and increase efficiency. The Operations Assistant provides support to Cosmetology students in their “lab” environment as they practice their skills.

### Initiative/Project Status

Initial Proposal

### Year(s) Implemented

2024 - 2025

### Mapping

Strategic Plan: (X)

- **2.0 STUDENT SUCCESS:** The college will provide clear pathways and support for achieving certificates, degrees, transfers, and employment with a living wage. (X)
- **Objective 2.1:** Increase by at least 20% annually the number of RCC students who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets. (X)
- **Objective 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. (X)

## INFORMATION ONLY - NO PRIORITIZATION NEEDED - Expand access to and increase success rates of justice impacted students through the Rising Scholars Program

### Initiative/Project Details

## Plan and Updates

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 developed a formal program to serve currently and formerly incarcerated and detained students. This program is designed to provide support to carceral-impacted youth directly on the RCC campus as well as within Riverside County juvenile facilities. 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.

- Examine, analyze and explore potential dual enrollment program offerings, opportunities, challenges and partnerships.
- Formalize board-approved memorandums of understanding between RCC and our region's juvenile justice agencies and facilities.
- Provide case-management support to students in Rising Scholars program.
- Develop a pipeline of referrals and support for youth transitioning out of custody and into on-campus classes, such as Department of Rehabilitation, RCC Disability Resource Center, Guardian Scholars, EOPS, and others.
- Create advisory council to aid in the development of effective and structured relationships that will facilitate connection of program participants to post-incarceration services, employment opportunities, and other rehabilitative efforts.
- Create professional learning opportunities for college personnel regarding system-impacted students' mental health concerns, stigma reduction, and academic and social barriers faced by this population.
- Provide informational workshops for probation officers within Riverside and San Bernardino counties regarding college matriculation processes.
- Review student course offerings and course taking patterns and adjust as needed.
- Review on-boarding process for all students as well as support to LEA personnel for its timeliness and informational relevance.
- Monitor, evaluate, and assess student enrollment, success and integration of academic support mechanisms.
- Monitor and evaluate on-going professional learning opportunities for RCC and juvenile justice personnel.
- Collaborate with advisory council to monitor and strengthen relationships with co-curricular support units, community-based organizations, industry partners, and student advocacy efforts.
- Hire the Program Coordinator to assist with the development of the on-campus Rising Scholars and strengthening the support to local juvenile facilities. As required by a number of grants (those received and those for which we plan to apply) designed to serve carceral- and system-impacted students, dedicated space (with an address) must be provided on-campus.
- Creates a sense of belonging and a safe, equitable space for like-minded students of similar backgrounds to bond and support each other.
- Provides space for service-delivery, one-on-one and small group meetings, guest speakers and credible messengers to monitor and motivate students toward successful outcomes.
- Identifies a location for those who are exiting carceral facilities to know what physical location on campus provides support carceral-impacted students.
- Increases visibility of carceral- and system-impacted students to reduce stigma related to incarceration and detainment.

### Initiative/Project Status

In Progress

### Year(s) Implemented

2022 - 2023, 2023 - 2024

### Mapping

Strategic Plan: (X)

- **1.0 STUDENT ACCESS:** The college will ensure all students have equitable access to the college's courses, programs, and services. (X)
- **2.0 STUDENT SUCCESS:** The college will provide clear pathways and support for achieving certificates, degrees, transfers, and employment with a living wage. (X)
- **4.0 RESOURCE DEVELOPMENT AND ALLOCATION:** The college will acquire, manage, and deploy resources -- including human, facilities, technology, and financial -- to support college goals and advancement. (X)
- **5.0 COMMUNITY ENGAGEMENT:** The college will actively pursue, develop, and sustain collaborative



## Plan and Updates

partnerships with educational institutions, civic organizations, and businesses. (X)

- **Objective 1.1:** Increase the college going rate by 3% annually in order to increase attainment of living wages in our community. (X)
- **Objective 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. (X)
- **Objective 1.4:** In order to shorten the time to complete and improve college going rates, the college will increase the number (headcount) of high school students participating in dual enrollment programs (inclusive of CCAP, middle college, and concurrent enrollment) 5% annually. (X)
- **Objective 2.1:** Increase by at least 20% annually the number of RCC students who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets. (X)
- **Objective 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. (X)
- **Objective 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. (X)
- **Objective 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. (X)
- **Objective 2.5:** Increase number of students who complete both transfer-level math and English in first year by at least 20% annually. (X)
- **Objective 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. (X)
- **Objective 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. (X)
- **Objective 5.3:** Continue providing programs and services that are responsive to and enrich the community. (X)

" Examine, analyze and explore potential dual enrollment program offerings, opportunities, challenges and partnerships.

" Formalize board-approved memorandums of understanding between RCC and our region's juvenile justice agencies and facilities.

" Provide case-management support to students in Rising Scholars program.

" Develop a pipeline of referrals and support for youth transitioning out of custody and into on-campus classes, such as Department of Rehabilitation, RCC Disability Resource Center, Guardian Scholars, EOPS, and others.

" Create advisory council to aid in the development of effective and structured relationships that will facilitate connection of program participants to post-incarceration services, employment opportunities, and other rehabilitative efforts.

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" Provide informational workshops for probation officers within Riverside and San Bernardino counties regarding college matriculation processes.

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### Action Plan Status

Active

### Action Plan Year

2022 - 2023

## Plan and Updates

- " Review student course offerings and course taking patterns and adjust as needed.
  - " Review on-boarding process for all students as well as support to LEA personnel for its timeliness and informational relevance.
  - " Monitor, evaluate, and assess student enrollment, success and integration of academic support mechanisms.
  - " Monitor and evaluate on-going professional learning opportunities for RCC and juvenile justice personnel.
  - " Collaborate with advisory council to monitor and strengthen relationships with co-curricular support units, community-based organizations, industry partners, and student advocacy efforts.
  - " Hire the Program Coordinator to assist with the development of the on-campus Rising Scholars and strengthening the support to local juvenile facilities.
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### Action Plan Status

Active

### Action Plan Year

2023 - 2024

# Resources Needed

## Associate Dean of Instruction

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### Rationale

See initiative

### Requested Year for Funding

2024 - 2025

### Total Amount Requested

240,000

### Options for Funding

General Fund

**Human Resources Position - Only complete the following two fields if the request is for a Human Resources position. For Human Resources Position: Budget Details contact Elia Blount / Sendy Powell / Aprilyn Tulod**

**Is there an existing physical location for this position?**

Yes

**Is there technology / equipment needed for the position?**

No

**Facility / Space Resource Request - Only complete the following if this is a Facility/Space request.**

**Technology Resource Request - Only complete the following field if this is a Technology resource request.**

### Mapping

Program Review - VP Academic Affairs: (X)

- **VPAA #1 - Associate Dean for Languages, Humanities, and Social Sciences Division:** The LHSS Division is by far the largest academic division, offering about 1,500 sections annually and generating 2,590 FTES (Fall 2023) or 36.9% of RCC's F23 FTES target. For comparison, the next largest division, STEM-K, generated 1,700 FTES (F23) or 24.3% of our F23 target. This means that STEM-K as the second largest academic division is about a third smaller than LHSS. For further comparison, LHSS's annual FTES is approximately 80% of our sister colleges' individual annual FTES generation. The nearly 200 full- and part-time faculty and multiple programs under LHSS (Honors, WRC, Community Action Leadership Academy, Administration of Justice Internship program, plus the anticipated growth of Ethnic Studies and Communication Studies (new CalGETC requirements), require equitable administrative attention to ensure we serve and support the constituents of the area equitably and effectively.

Requesting an Associate Dean for LHSS to support the LHSS Dean of Instruction to meet the needs of students (enrollment management (access), transfer/goal attainment (success), and FTES target generation and productivity.

(X)

## Math Learning Center Assistant

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### Rationale

Requesting an additional part-time (19.5 hours) Learning Center Assistant to expand our hours of operation into weekday evenings and Saturdays. Position to cover M – Th 5 – 8 pm and Saturdays (~9 am to 4 pm).

### Requested Year for Funding

2024 - 2025

### Resource Type Requested

Classified Professional Position

### Total Amount Requested

150,000

### Options for Funding

General Fund

**Human Resources Position - Only complete the following two fields if the request is for a Human Resources position. For Human Resources Position: Budget Details contact Elia Blount / Sendy Powell / Aprilyn Tulod**

## Resources Needed

Is there an existing physical location for this position?

Yes

Is there technology / equipment needed for the position?

Yes

**Facility / Space Resource Request - Only complete the following if this is a Facility/Space request.**

**Technology Resource Request - Only complete the following field if this is a Technology resource request.**

### Mapping

Program Review - VP Academic Affairs: (X)

- **VPAA #2 Math Learning Center Expanding Services to Students by Extending Hours of Operation:** Research on the MLC indicates that students who spend more than 18 hours per semester in the MLC have a greater success rate in their math courses, and new AB 1705 mandate for STEM students to begin math at the Calculus 1 level will require students to have access to much support to help them succeed. The MLC needs to extend its hours of operation, expanding to evenings and Saturdays to better meet the needs of our students and their schedules.

Requesting an additional part-time (19.5 hours) Learning Center Assistant to expand our hours of operation into weekday evenings and Saturdays. Position to cover M – Th 5 – 8 pm and Saturdays (~9 am to 4 pm).

Expanded hours of operation will also require additional funding for math tutors. Requesting \$50,000 in additional tutoring funds for math.

(X)

## Math Learning Center Tutors

### Rationale

Expanded hours of operation will also require additional funding for math tutors. Requesting \$50,000 in additional tutoring funds for math.

### Requested Year for Funding

2024 - 2025

### Total Amount Requested

50,000

### Options for Funding

General Fund

**Human Resources Position - Only complete the following two fields if the request is for a Human Resources position. For Human Resources Position: Budget Details contact Elia Blount / Sedy Powell / Aprilyn Tulod**

Is there an existing physical location for this position?

Yes

Is there technology / equipment needed for the position?

No

**Facility / Space Resource Request - Only complete the following if this is a Facility/Space request.**

**Technology Resource Request - Only complete the following field if this is a Technology resource request.**

### Mapping

Program Review - VP Academic Affairs: (X)

- **VPAA #2 Math Learning Center Expanding Services to Students by Extending Hours of Operation:** Research on the MLC indicates that students who spend more than 18 hours per semester in the MLC have a greater success rate in their math courses, and new AB 1705 mandate for STEM students to begin math at the Calculus 1 level will require students to have access to much support to help them succeed. The MLC needs to extend its hours of operation, expanding to evenings and Saturdays to better meet the needs of our students and their schedules.

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## Resources Needed

Expanded hours of operation will also require additional funding for math tutors. Requesting \$50,000 in additional tutoring funds for math.  
(X)

### Outreach Specialist

#### Rationale

See initiative

#### Requested Year for Funding

2024 - 2025

#### Total Amount Requested

100,000

#### Options for Funding

General Fund

**Human Resources Position - Only complete the following two fields if the request is for a Human Resources position. For Human Resources Position: Budget Details contact Elia Blount / Sedy Powell / Aprilyn Tulod**

**Is there an existing physical location for this position?**

Yes

**Is there technology / equipment needed for the position?**

No

**Facility / Space Resource Request - Only complete the following if this is a Facility/Space request.**

**Technology Resource Request - Only complete the following field if this is a Technology resource request.**

#### Mapping

Program Review - VP Academic Affairs: (X)

- **VPAA #3 Educational Partnerships – Growing Dual Enrollment through Outreach:** Our CCAP/Dual Enrollment program has experienced tremendous growth, inundating RCC's Outreach Services team. To meet our Strategic Plan's objectives to grow CCAP 5% each year as well as to meet the CCCCO's Vision 2030 strategic directives action item 1.1.a (and move toward fulfilling the goal of every high school student completing 12 or more units of college credit), the Office of Educational Partnerships is seeking an Outreach Specialist to serve as a liaison between RCC and the community and to provide to students and families within our local K – 12 school districts up-to-date information pertaining to our programs and services, facilitate outreach workshops, host community and K-12 activities, and provide campus tours.

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- Particularly for first generation, students of color, and low-income students, having early positive experiences and early success in college courses supports their understanding that they belong in college.

Examine, analyze and explore current College and Career Access Pathways (CCAP) and Dual Enrollment program offerings, opportunities, challenges and partnerships.

- Work with faculty and VPAA to understand course offerings and identified pathways.
- Work with Outreach to leverage current relationships for student outreach in feeder high schools.
- Facilitate understanding of current CCAP and identify potential opportunities for new pathways.
- Review student course taking patterns.
- Recruit and hire educational advisor to provide student support structure, including but not limited to academic advising, matriculation, and integrated academic supports.
- Create specific "warm hand offs" from high school to UMOJA, La Casa, and Puente.

## Resources Needed

- Expand CCAP course offerings.
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- Increase number of high school students participating by creating opportunities for outreach and strengthening student understanding of college-going opportunities.
- Recruit and hire educational advisor to provide student support structure, including but not limited to academic advising, matriculation, and integrated academic supports.
- Coordinate Dual Enrollment Student Success Day where all CCAP and RECHS students are invited to visit RCC to interact with faculty and current RCC students, gain exposure to college campus, and increase sense of belonging.

Includes campus tour, student panel, laboratory visits, etc. (2022 - Pending vaccination mandate)

- Monitor, assess, and report on CCAP and RECHS students' progression to and through college (RCC and other colleges), including enrollment, transfer and degree/certificate completion.
- Fully integrate UMOJA, La Casa, and Puente into CCAP and RECHS programming.
- Fully integrate academic support mechanisms within CCAP, including peer mentoring and tutoring options.

FTE has been hired. This process is going well and dual enrollment is growing. Budget augmentation TBD.

- Monitor, evaluate, and assess student enrollment, disaggregated by race/ethnicity, gender and other identification markers.
- Monitor, evaluate, and assess effectiveness of services, programming and academic support mechanisms.
- Monitor, evaluate, and assess current CCAP pathways.
- Monitor, evaluate, and assess (X)

## Program Specialist (Music)

### Rationale

See initiative

### Requested Year for Funding

2024 - 2025

### Total Amount Requested

125,000

### Options for Funding

General Fund

**Human Resources Position - Only complete the following two fields if the request is for a Human Resources position. For Human Resources Position: Budget Details contact Elia Blount / Sedy Powell / Aprilyn Tulod**

**Is there an existing physical location for this position?**

Yes

**Is there technology / equipment needed for the position?**

No

**Facility / Space Resource Request - Only complete the following if this is a Facility/Space request.**

**Technology Resource Request - Only complete the following field if this is a Technology resource request.**

### Mapping

Program Review - VP Academic Affairs: (X)

- **VPAA #5 COIL/Music Support Staffing -- Covert a 19.5 hour clerk position to a full-time Program Specialist, Music position.** : Due to the growth of the Music Department and the increased number of concerts and outreach activities, a full-time classified professional is needed to coordinate these events and support evening needs for the COIL school for the Arts. The Music Department sponsors over 200 concerts/outreach events annually. These efforts raise the profile of the college in the local community as well as nationwide. It helps with recruitment and enrollment as well as the understanding of the important role RCC plays in Riverside -- City of Arts and Innovation. In total, these events bring more than 10,000 students and community members to campus each year.

## Resources Needed

We currently have a part-time Program Specialist during the day, but the current position cannot keep up with the volume of work nor address evening performance support needs of the program. A full-time position would reduce overtime and be able to fully cover the needs of the program. (X)

### Funding for Part-Time Chemistry Lab Technician

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#### Rationale

See initiative

#### Requested Year for Funding

2024 - 2025

#### Total Amount Requested

40,000

**Human Resources Position - Only complete the following two fields if the request is for a Human Resources position. For Human Resources Position: Budget Details contact Elia Blount / Sendy Powell / Aprilyn Tulod**

**Is there an existing physical location for this position?**

Yes

**Is there technology / equipment needed for the position?**

No

**Facility / Space Resource Request - Only complete the following if this is a Facility/Space request.**

**Technology Resource Request - Only complete the following field if this is a Technology resource request.**

#### Mapping

Program Review - VP Academic Affairs: (X)

- **VPAA #4 Chemistry Part-Time Lab Technician:** The Chemistry department stockroom currently has two full-time lab technicians and needs additional personnel to sustain a safe learning and working environment. The lab technicians are currently working above capacity and an additional lab technician would increase stockroom productivity and work flow. According to the American Chemical Society (ACS) guidelines for two-year colleges, "one full-time lab technician per four full-time (or full-time equivalent) chemistry faculty members is recommended." Additionally, the guidelines explicitly state "part-time and student help are not adequate substitutes for full-time lab technicians." As of Spring 2024, the department is staffing 10 full time + 6 part time faculty. Based on FTE taught by part-time faculty, this would equate to approximately 13.6 FTE which would leave us short by one lab tech according to the ACS guidelines.

<https://www.acs.org/education/policies/two-year-college/guidelines/faculty-staff.html> (X)

### Cosmetology - Increased personnel funds

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#### Rationale

See initiative

#### Requested Year for Funding

2024 - 2025

#### Total Amount Requested

25,000

#### Options for Funding

General Fund

**Human Resources Position - Only complete the following two fields if the request is for a Human Resources position. For Human Resources Position: Budget Details contact Elia Blount / Sendy Powell / Aprilyn Tulod**

**Is there an existing physical location for this position?**

Yes

**Is there technology / equipment needed for the position?**

No

**Facility / Space Resource Request - Only complete the following if this is a Facility/Space request.**

## Resources Needed

Technology Resource Request - Only complete the following field if this is a Technology resource request.

### Mapping

Program Review - VP Academic Affairs: (X)

- **VPAA #6 Cosmetology Operations Assistant – increase evening PT hours:** Increase evening Cosmetology Operations Assistant staffing from 15 hours per week to 25 hours per week to expand weekly operations and increase efficiency. The Operations Assistant provides support to Cosmetology students in their “lab” environment as they practice their skills. (X)