

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

AGENDA

- I. **Call to Order**
- II. **Approval of Agenda**
- III. **Approval of November 1, 2023 Minutes ***
- IV. **Thoughts on ...**
- V. **ASRCC Updates**
- VI. **EPOC Co-Chairs Reports**
- VII. **Leadership Council and Subcommittee Reports**
 - a. GEMQ: Co-Chairs
 - b. RDAS: Co-Chairs
 - c. SAS: Co-Chairs
 - d. TL: Co-Chairs
- VIII. **Faculty Development Report – Melissa Harman**
- IX. **Professional Development [Report](#) – Natalie Halsell**
- X. **New Business/Discussion – “*” indicates attachment**
 - a. TLLC – Enrollment Management Committee structure (Russell) – Action Item *
 - b. Educational Master Plan (Di Memmo/Wilcoxson) - Action Item - First Read *
 - c. Spring 2024 Schedule of Meetings (Wilcoxson) *
 - d. ACCJC Annual Institutional Report (Di Memmo/Lesch)- Information Item *
 - e. Timeline for Strategic Plan 2025-2030 – Information Item *
 - f. College BAM procedures (DiMemmo) – Information Item *
 - g. Solar Project Updates (DiMemmo) - Information Item*
 - h. DEABJ President’s Council (Wilcoxson)
 - i. State Chancellor’s [Glossary of Terms](#) (Wilcoxson)
 - j. Scheduling/Rotating Reports to Senate (Wilcoxson)
- XI. **Open Forum**
- XII. **Adjourn**

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

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

EPOC/ASC

November 1, 2023
9:00am – 10:30am
Hall of Fame



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

- I. Call to Order – 9:08am
- II. Approval of Agenda – M/S/C A. Weyant-Forbes/M. Timme
- III. Approval of minutes
 - October 9, 2023 – M/S/C A. Weyant-Forbes/M. Timme 1 abstention
- IV. Thoughts on ...

Ajene shared the handout What is belonging? The largest area is Community followed by Heard and Values. Community is important to us; how do we see that it’s important to us and our students. We want to form community. We don’t know what it takes for some people to get to work each day, have empathy, kindness, and understanding. Value being heard, what is my value of being at the meetings, where do I fit in.

We are all professionals in our own way. Equals in what we do, we are here for the same purpose. Respecting we are here to do the same thing regardless of position.

Discussion and insight on how to make things better:

- Sitting in a structured space, have a more interactive space.
- Acknowledge what is community and to be able to say how things can be different.

ASRCC Updates – no report

- V. EPOC Co-Chairs Reports
 - o Prioritization was completed last week and a major task to accomplish.
 - o Frustrations shared on how things were changed, good intentions were destroyed by the

change. Feedback received that they felt blindsided by the change.

- Will work on the process going forward with discussion ahead of time regarding the change of the process.
- Librarians do not serve on any of the leadership councils therefore not aware of the voting.
- Question on divisional representation, what does it really mean to be a division representative. Divisions don't meet frequently.
- Question raised whether classified staff was informed of the prioritization process across the campus. Why would classified be interested if they don't get a vote.

VI. Leadership Council and Subcommittee Reports

a. GEMQ: Co-Chairs

- GEMQ chair sent an email to several members to join a group to do a hard look at program review. Everyone is welcome to participate. This is the only way we will make changes and see what is working what isn't.

b. RDAS: Co-Chairs

- Reviewed the marketing presentation, had good conversations on the initiatives, TSS requests and the meaning of the requests.
- ABC blackboard discussion, request for us to give director TSS position to the district, additional 300,000 of general fund to district. Asked how this supports Riverside and provide RDAS more information. District has right of assignment.
- After the budget was shared it created a lot more questions. This should be on the agenda for district academic senate.
- Concerns raised with more management district positions.
- Ongoing discussion regarding the changes in TSS.

c. SAS: Co-Chairs

- Presentation on La Casa/Puente from Maria Maness
- Presentation from Araceli Calderon on Student Parent club
- Went over prioritization
- Still no faculty co-chair, Andrea Dillon should be joining in spring
- Discussed mission, vision, values feedback

d. TL: Co-Chairs

- Talked about prioritization and mission, vision, values
- Discussion on A.I.
- One book one college proposal – everyone reading same book in classrooms, Tonya Huff has been proposing this be a collegewide initiative for a while. A semester long theme that can result in a project, conversation around what does this mean and how to implement the process.

VII. Faculty Development Report – Melissa Harman – no report

VIII. Professional Development Report– Natalie Halsell

- Promoting Unity through Recognition and Recreation (PURR) (a subcommittee of Classified Leadership and Success) has won the Campus Climate Change Award and will be recognized at the conference. This award honors efforts to positively shift campus climate and our group is being recognized for Shenanigans Week. N. Halsell will present on Fun Theory and efforts to build community on campus.

IX. New Business/Discussion

- a. Approval of Prioritization Results – M/S/C - M. Timme/A. Weyant-Forbes 1 abstention

- Overall response rate was excellent, GEMQ plays an important role helping make this process better. Letter and back up documents will be sent to President and posted on Riv-all.
- b. ACCJC Mid-Term Report 2nd read – Approval M/S/C - A. Weyant-Forbes and M. Timme
- c. PRaP Prioritization Calendar 2023 – 2026 M. Timme/A. Weyant-Forbes
 - The approval of PRaP calendar - subject to change approved as presented
 - GEMQ spent a lot of time on this discussion, different processes happening, this is proposed based on what we are doing now, what can we do better, where there are challenges. This is a start, not set in stone. Work in progress based on current. Most likely will come back to EPOC to tweak and get to senate.
 - It was stated the calendar doesn't work, it is at the same time as IOIs, scheduling. There is no time for the VPs to discuss with the deans and then make sure the plans to interact with the division plan.
 - The goal is to review the VP plans during the spring term.
 - Conversation has been started regarding the timeline and process to make sure the discussion happens from dean to department discussions.

d. RCC Mission/Vision/Values

- GEMQ has been reviewing the mission, vision, values. Sent a riv-all asking for feedback, will be sending it out again with the deadline of November 17th. Encourage everyone to give feedback.

DEIA Committee Proposal A. Weyant-Forbes/M. Timme

- This is a subcommittee under GEMQ. Looked at the strategic plan, other equity minded committees, came up with a structure, went over objectives, and what the reporting structure looks like. The recommendation will go to senate.
- Encouraging people to attend whether voting or not.
- Followed the tri-chair model, limited voting structure, finding people to sit on all committees is challenging.
- The purpose of today is to discuss the structure. CSEA tries to be mindful of who to appoint. At this time, we are out of compliance. Need to move the idea and proposal forward. Was accessibility considered? Does it need to remain shared governance?
- Motion to move DEIA proposal prepared by GEMQ forward
 - Motion did not pass go back to GEMQ for modifications
- Ongoing discussion regarding the structure and committee proposal.

e. District Education Master Plan

- A consultant was hired and put together a draft of the master plan. Will send it out to all of EPOC. Please review and talk to your constituents.

- Motion to extend the meeting 5 minutes

X. Open Forum

A question was proposed to Monica Esqueda regarding an emergency plan template. Some people are responsible for a group of staff with an open building with no control to lockdown.

Library has a process in place but there are holes, problems with the doors, it is a work in progress.

It was brought up at district meetings about the terminology of department in safety conversations. Ongoing discussion to bring this to the safety committee.

We have issues with free speech areas. Be proactive with the election coming up and make sure students feel comfortable going to class.

XI. Adjourn – A. Weyant-Forbes/M. Timme - 10:37am

Minutes submitted by Melinda Miles

Enrollment Management Committee

Taken from 2018-2020 Strategic Enrollment Management Plan with adjustments

Meetings: Friday, 8:30-10 am

Term: 3 years

Membership

Co-Chairs (3)

Administrative Co-chair: Vice President of Academic Affairs

Faculty Co-chair:

Administrative Members (4) –

2 Academic Deans

Dean of Enrollment Services or Designees

Dean of Institutional Effectiveness or Designees

Faculty Members – Department Chairs or Designees (1-2 from each division)

2 from LHSS

2 from STEMK

2 FPA

2 CTE

1 Lib

1 Counseling

2 Nursing

Articulation officer

Faculty, Staff, and Administrative Resources

4 Classified Professionals (appointed by CSEA, IDS if possible)

- End users – IDS (2)

Guests Welcome.

Charge:

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

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

- ✓ Design and implement communications and marketing with internal and external stakeholders to increase understanding of SEM and to meet SEM goals.
- ✓ Increase collaboration among departments across the campus to support the enrollment program.

Including:

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

Enrollment Management Principles

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

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

Educational Master Plan RCCD 2024-2049 Detailed Timeline TENTATIVE
DRAFT as of February 23, 2024

July – Aug. 11, 2023	Refine draft
Week of Aug. 14, '23	Share draft with Chancellor and refine draft
September 8, 2023	Share draft with colleges' planning leads and refine draft
October 6, 2023	Educational Master Plan Workgroup meets
Oct. 6 – 16, 2023	Additional edits
October 30, 2023	Draft shared with Chancellor's Cabinet
Oct. 17 – Nov. 30, '23	College Strategic Planning Committees review and input
November 3, 2023	EMP Update at Retreat
November 15, 2023	Send draft to college leadership constituencies including Presidents, VCs, VPs, Deans, Academic Senate Presidents, Curriculum Chairs, Strategic Planning Chairs, DLC/APCs Chair of Chairs and Department Chairs, Faculty Association, and CSEA for review and input
January - Feb 2024	Review and incorporate input
March 2024	College Strategic Planning Committees action
April 15, 2024	College Academic Senates first read
April 22, 2024	College Academic Senates second read and action
April 29, 2024	District Academic Senate action
May 17, 2024	District Strategic Planning Council action
June 3, 2024	Chancellor's Cabinet
June 11, 2024	Board of Trustees Planning, Effectiveness, and Governance Committee
June 18, 2024	Board of Trustees Regular meeting

Educational Master Plan: A Vision for Student Access and Economic Mobility

2024-2049



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Introduction

The Riverside Community College District (RCCD) experienced an unplanned and unprecedented shock to nearly every aspect of its organization due to the Covid-19 pandemic. At the same time, the pandemic exposed the social, economic, environmental, and health disparities that public institutions have ignored for too long. Not only did this public health emergency take the lives of over a million people in the United States but also the pandemic disproportionately affected the low-income population and exacerbated racial tensions that revealed the need for equity and social justice as public institutions at all levels—local, state, and federal—work to serve their communities. Institutions of higher education have the means to fill this need by serving as a vehicle for social and economic mobility. This unique ability to have an impact on the lives of a huge segment of the population should influence the long-term planning at all colleges and universities.

The pandemic upended the world of work as well. Many workers had to transition to remote sites, which forced companies and other institutions to integrate technology into the workplace to accommodate the need to isolate workers from one another. This changed many job descriptions. Unfortunately, colleges have not been able to change curricula quickly enough to meet the rapidly changing needs of industry. The United States has some 11 million job openings with too few workers with the requisite qualifications to fill them. Clearly, the pandemic has exposed the widening gap in collaboration between employers and educational communities. The nature of work is changing rapidly, and if a college education is to remain relevant, the nature of education and training that colleges provide also needs to change. The impact of climate change has also begun to change the nature of work. State, federal, and global commitment to reduce the carbon index has already affected the warehouse, logistics, transportation, and health-care industries. The community colleges, which provide high value at low cost, open access, direct contact with professors, job training, and degree, certificate, and transfer programs, stand ready to address these changes.

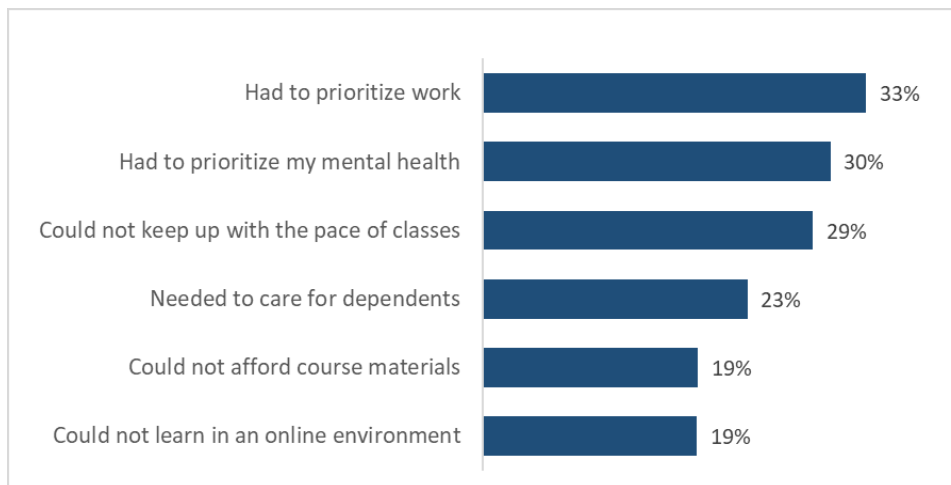
This health crisis also compounded the changes to the funding structure of the California community colleges. The student-centered funding formula requires that 20% of funding is based on supplemental metrics, such as the numbers of AB 540, Pell, and College Promise Grant students; 10% is based on success metrics, such as degrees and certificates awarded, completion of transfer-level math and English, transfer numbers, Career Technical Education (CTE) units completed, and regional living wage attainment; and 70% is based on full-time equivalent students (FTES). In addition, AB 705, and more recently AB 1705, required community college districts and colleges “to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe,” to replace the English and math placement mechanisms used by institutions, and to reduce or eliminate funding for nontransferable math and English classes. With district funding contingent on supplemental and success performance requirements, which demand a tremendous institutional effort and restructuring to meet, the health crisis also had a significant enrollment impact on nearly all California community colleges. The Public Policy Institute of California reported (October 2022) that the California community college system lost more than 300,000 students from fall 2019, over a 20% drop, which will have significant system-wide funding implications if enrollment does not increase. As of Spring 2024 the Riverside Community College District has recovered its enrollment to nearly its 2019-2020 levels. Despite this recovery the pandemic illustrated the vulnerability of community colleges crises. Furthermore, The RP Group’s Statewide College Attendance Survey reported that 33% of the students did not re-enroll because they prioritized work, 23% due to care for dependents, 30% due to mental health, and 29% said they had

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difficulty keeping up with their classes. (See Figure 1.) The Inland Empire is one of the poorest areas of California. At 4,623,190 residents and \$30,356 income per capita, the Inland Empire (Riverside and San Bernardino Counties) has a greater population than twenty-seven US states. Its per capita income, however, is below 22 of those 27 states (Mississippi, West Virginia, Arkansas, New Mexico, and Louisiana are the five exceptions.). As traditional-aged college students did not re-enroll during the pandemic, this intensified the economic disparities for those living in the Inland Empire and emphasizes the vital importance for planning efforts to focus on equity in access, affordability, and student support to improve economic and social mobility.

Figure 1.

Top Reasons Previously Enrolled Students Dropped Class(es)



Source: The RP Group's Statewide College Attendance Survey (Fall 2022)

Some enrollment loss was mitigated by dual-enrollment programs that allow high-school students to enroll in college classes, and some colleges expanded career training programs and lost fewer students. The pandemic has also forced colleges and districts to change their course offerings by increasing the number of online courses.

As a result of these unprecedented and unparalleled shockwaves to the system, many of the long- and short-term planning documents RCCD and its colleges have in place do not reflect the staggering changes that have occurred to the organization; moreover, these documents do not acknowledge the many instabilities that have arisen in the communities served by the district. Consequently, RCCD needs to recalibrate the strategic targets placed prior to the pandemic. To serve more comprehensively the growing communities within the district and to avoid a reduction in state funding, the district and colleges must re-establish and meet goals for student enrollment, including equitable access and success. Strategies to meet these goals and to prepare students for high wage, high skill, and high demand jobs, through transfer and/or CTE pathways are essential. A significant part of this recalibration will necessarily involve partnerships with a number of local employers and institutions in the area of workforce development. Most of the planning documents of the local public entities (cities and counties) and local school districts in the district's service area recognize and include workforce development as a central area of focus. It is this emphasis that will allow the district to grow and to expand the educational

opportunities for students if the district actively coordinates its planning with other public agencies.

The community college transfer mission continues to be of critical importance. The common numbering system placed by AB 1111, requires that students with a transfer goal be placed on an Associate Degree for Transfer (ADT) pathway when available and a single lower-division general education pathway known as Cal-GETC (AB 928), and the provision for dual admission of graduating high school students to the community college and to the four-year university (AB 132) should lead to increased transfers to the California State University and the University of California. In addition, the streamlining of the transfer requirements for the University of California to follow closely or better still to adopt the ADT system will assist in making the goal of at least 50% of all UC California resident admits be transfer students. For RCCD, the colleges' development of additional ADTs and guided pathways is central to this work.

To fulfill its transfer and workforce missions and to serve their communities fully, it is essential that Moreno Valley College and Norco College become comprehensive colleges by increasing and diversifying its course and program offerings. In addition, as the colleges develop their short and long-term plans, building facilities to support athletics and performing arts is needed to attract a more diversified student population.

Purpose

The Riverside Community College District Educational Master Plan 2024-2049 offers a 25-year vision for the District that anticipates the future educational needs of the community and strengthens the District's role as an active economic force contributing to social justice and social mobility in the region. Currently RCCD consists of three separately accredited colleges and the District Support Services. Each of the colleges has a separate, long-term educational masterplan designed to serve its particular student population and community and a strategic plan that implements its educational masterplan in five-year cycles. However, these plans do not yet reflect a consistent and unified vision for the district and do not plan beyond 2030 (Riverside 2025, Norco and Moreno Valley 2030). Each college, to meet its accreditation standards, assesses its strategic planning process each year. Although the district has developed and implemented a strategic plan, it does not currently have an educational master plan, one that serves several important functions. First, because it attempts to anticipate the future educational needs of the community (planning for 25 years in the future), a district educational masterplan provides the general vision, framework, and direction for the long-term planning activities of the colleges and centers. Having a district long-term vision and direction allows each college, using the District Educational Master Plan 2024-2049 as a guide, to develop and to implement concrete methods and distinct strategies, outlined in each college's Educational Master Plan and Strategic Plan, to fulfill its role in addressing the anticipated needs of the community the district serves. A District Educational Masterplan also provides clear direction for developing the District Strategic Plan, which outlines specific, concrete goals and activities for the district over a five-year period and which is assessed annually to ensure that progress occurs and/or to make the necessary adjustments to achieve the aim. Moreover, a District Educational Masterplan allows the Board of Trustees to plan for and to allocate future district resources based on concrete data and long-term planning, to hold the chancellor and the college presidents accountable for the success of the educational programs and student support services offered at the various sites in the district, and to coordinate long-term planning activities with state, county, and city entities—including governmental, educational, and business organizations in its service area.

The Riverside Community College District Educational Masterplan 2024-2049 offers a 25-year vision for the district with goals that are long-term and more thematic in nature and incorporate the long-term planning activities of multiple agents. The plan attempts to strengthen the district's role as an active economic force in the region. Often not acknowledged by the general community, RCCD functions as an economic engine for the area it serves. The plan also acknowledges the district's regional role in building an educational infrastructure that supports workforce retraining. In a district report, "The Economic Value of Riverside Community College District" (March 2022), a value analysis of the fiscal year 2019-20 indicates that the district added a total economic impact of \$952.3 million in income to the RCCD service area and supported 13,765 regional jobs—i.e., "one out of every 43 jobs in the RCCD service area is supported by the activities of the colleges and their students." The report also indicates that students with an associate degree from one of the colleges "will see an increase in earnings of \$8700 per year compared to a person with a high school diploma or equivalent working in California." The colleges and their instructional sites employ a great number of people, many with special training and high educational achievement. In FY 2019-20, the district employed 2,155 full-time and part-time faculty and staff, with 73% of them living within the district's service area. The graduates from these colleges and sites work in a variety of positions in the area. Many of the district's students have also transferred to other educational institutions in the area. In fact, the economic impact of the district's colleges and sites is an overlooked asset, one that has the potential to serve and to support the economic development of Inland Empire to a much greater degree. This educational masterplan provides a vehicle for RCCD to integrate its planning activities—and its strong economic force—with the long-term planning activities of governmental agencies, four-year colleges and universities, and employers in the district's service area. It allows the district to coordinate its educational activities, including transfer and workforce training, with area partners to insure the long-term economic health of the area and to support its growth.

RCCD, as it plans for the next 25 years, has a unique opportunity to transform the economic conditions for many under-represented groups. The National Center for Inquiry and Improvement (NCII), in its presentation at Norco College (September 14, 2023), offered important insight into the impact higher education has on issues of social justice and equity. NCII demonstrated that the percentage of female workers, who represent 47% of the workforce in Riverside County, dominated the lowest paying jobs under \$23,837 per years. For example, female workers accounted for 56% of the sales jobs, 55% of the food preparation jobs, 65% of the personal care, and 81% of the healthcare support jobs, which average \$22,754 per year. Female workers made up 55% of the legal profession (jobs averaging \$80,446 per years, but only 42% of management jobs (averaging \$75,881 per year). The gender disparity in some of the better paying jobs (Computer and Mathematical, 31% of the workforce averaging \$68,129 per year) and the high percentage of low paying jobs demonstrate the economic value of helping women to enter a better educated workforce

NCII in its presentation also provided data about the percentage of Black and LatinX workers in the highest and lowest paying jobs in Riverside County. This group represents 60% of the population in Riverside County, but the group has a low percentage of the highest paying jobs (30% of legal, 37% of management, 36% of healthcare practitioners, 30% of computer and mathematical jobs). The long-term Educational Masterplan for RCCD has a responsibility to develop educational opportunities for the population it serves in order to enhance social mobility and overall economic standards in the area. For example, in Riverside County, those with a bachelor's degree make up 91% of those who make more than \$65,000 per year and 56% of those making between \$50,000 and \$65,000 per year. Those with no education or only a high-school diploma makes up 94% of the employees making under \$35,000 per year.

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The planning agenda for the district over the next 25 years can have a significant impact on social justice and social mobility. It can also contribute to the overall economic growth in the region. This general aim embodies and guides this plan. The planning agenda corresponds closely with the overall goals of Vision 2030, the California Community Colleges roadmap to reach the 6.8 million potential students who graduated from high school but who do not have a college credential and who are “highly racialized, disproportionately likely to be low-income and struggle to find gainful employment.” Vision 2030 and this Educational Masterplan suggest that it is the responsibility of the colleges to provide the means for these students to continue their education after high school. Partnering with “community-based organizations, worker represented organizations, and industry leaders” offer a clear way “to take college to our future learners.”

Overview of Economic Conditions in the Inland Empire

The “2022 Inland Empire/Desert Regional Workforce Demand Assessment,” produced by the Inland Empire/Desert Region Centers of Excellence for Labor Market Research, offers a relatively positive prediction for the area in the near future. The study projects a population increase over the next five years (2021-2026) of 3.9% or an additional 183,000 residents. From 2016 to 2021, the region grew 4.8% in population while the state only increased 0.8% over the same period. The working age population (ages 25-64), which is 51% of the region’s population, is projected to increase 3% over the next five years. Growth in the age group 30-39 will increase 6%, ages 40-49 by 9%, and ages 15-19 by 3%. According to the Public Policy Institute of California, the Inland Empire population grew 42% from 2000 to 2022 (3,255,526 to 4,623,190).

In 2021 industry jobs had 1.8 million employees, which is projected to increase by 7.7% over the next five years (the state only 3.6%). Certain industry jobs will show significant projected increases: Transportation/Warehousing 20.3%, Healthcare/Social Assistance 16.1%, Accommodation/Food Services 10.6%, Administration/Waste Management 11.1%, Construction 6.6%. Many of these jobs are in-demand—defined as 100 annual job openings over the next five years. Approximately 91,300 associate degree/certificate level job openings will develop from 2021 to 2026, a 38% increase. The assessment includes an average hourly pay rate for high-school graduates at \$19.92, for community-college-level jobs at \$26.96, for bachelor's degrees at \$38.64, and for advanced degrees at \$63.13. With the living wage calculated as \$22.46 for a single person per hour, those with community college training earn above the living-wage figure. However, the Public Policy Institute of California shows that the Inland Empire has the lowest per capita income level in the state (\$45,365 per year). Yet, according to Smartassets.com, individuals need to earn \$67,060 per year or \$32.24 per hour to live in the Riverside, San Bernardino, Ontario area. These figures clearly demonstrate the importance of a college degree. One study from the College Excellence Program, the National Center for Inquiry and Improvement, contrasted unemployment rates and earnings by educational attainment. Although the study used U.S. Bureau of Labor Statistics from 2017, the data clearly show that the unemployment rate decreased significantly as an individual’s level of education increased (4.6% for those with a high-school diploma versus 1.5% with a professional degree). Moreover, the median weekly earnings increased exponentially (\$712 per week for a high-school diploma and \$1836 for a professional degree).

Overview of Area Workforce Demands and Requirements (Local Workforce Needs Assessments)

In March 2021, Riverside City College published its “Local Workforce Demand Assessment” to demonstrate the job opportunities possible for students in the college’s service area, to determine the extent the college meets local employer needs, and to identify possible new training programs. The report anticipates a 10.45% increase in employment over a five-year period (2019-2024) with the largest growth in the health care and social assistance areas (22.3% growth) and significant increase in transportation and warehousing (18.4%). The report suggests that Riverside City College can expand its training opportunities in 10 areas: Building and Construction Trades; Transportation; Marketing, Sales, and Services; Health Science and Medical Technology; Energy, Environment, and Utilities; Business and Finance; Education, Child Development, and Family Services; Hospitality and Tourism; Public Services; and Manufacturing and Product Development. In addition, the report suggests that the college review its CTE offerings and consider creating or expanding programs in Building and Construction Trades, Transportation, and Marketing, Sales, and Services by strengthening existing partnerships with trade unions and businesses and by creating new ones to develop these training programs.

In November 2020, Moreno Valley College completed its “Local Workforce Needs Assessment” that anticipates a 10.4% increase in employment in the Moreno Valley College area over a five-year period (2019-2024); this projected increase exceeds the Inland Empire/Desert Region projection (8.4%) and also significantly exceeds the State of California’s projection (6.0%). The area supported by the college anticipates a 6% increase in population through 2024. The report identifies the industries that will add the most employment through 2024 as transportation and warehousing (3,591 jobs increase), health care and social assistance (2,642 jobs increase), accommodation and food services (1,425 jobs increase), administrative and support and waste management and remediation services (1,295 jobs increase), and government (1,227 jobs increase), many of which involve public safety jobs. The report also identifies the five largest employment sectors in the Moreno Valley College service area: government, transportation and warehousing, retail trade, health care and social assistance, and accommodation and food services; these areas represent 63% of the total employment in the area. Although the college offers career education training programs in a number of areas, the report suggests that “there are additional employment opportunities in the Moreno Valley College area for which there are no relevant training programs being offered.” The study details the specific employment sectors in the college’s service area, including median wages for each group, and identifies new programs the college might explore: Energy, Environment, and Utilities; Marketing, Sales, and Services; Public Services; Business and Finance; Building and Construction Trades; and Transportation. The report concludes that “it is essential to build partnerships with local employers to ensure students are receiving the training they need to secure gainful employment in these fields.”

In January 2021, Norco College completed its “Local Workforce Demand Assessment.” The study anticipates a 5.4% increase in population, which exceeds both the Inland Empire/Desert Region growth (4.3%), and the State of California (2.3%). The report indicates that the Norco College area will experience a 10.2% increase in industry employment from 2019-2024, with the industries projected to add the most employment are health care and social assistance (9,975 jobs, a 24.4% growth), transportation (8,207 jobs, a 18.2% growth), construction (4,654 jobs, a 18.2% growth), accommodation and food services (2,935 jobs, a 13.7% growth), government (2,171 jobs, a 5.7% growth), and administrative and support and waste management and

remediation services (2,032 jobs, a 6.5% growth). The industries cited above are projected to account for 85% of the job growth in the Norco College area.

The assessment identifies the employment sectors for which no programs exist at the college. These include health science and medical technology; energy, environment, and utilities; hospitality, tourism, and recreation; and agriculture and natural resources. The report also identifies employment sectors for which the college has existing programs that might be expanded.

In the “2023 Workforce Demand Assessment, Inland Empire-San Bernardino Metro Sub-Region” report, the Inland Empire/Desert Regional Consortium identifies a number of potential high-quality jobs that offer some direction for other potential workforce training programs that all three colleges might consider. (See Table 1 below.) Each college should review its existing workforce/CTE programs and should create short- and long-term plans to address the job needs identified in their workforce demand assessments.

Table 1.

High-Quality Industry Groups, Inland Empire/Desert Region, 2021-2026

Industry Groups (NAICS4)	2021 Jobs	2021 2026 Job Change	Growth Rate	Location Quotient	Average Earnings Per Job
Transportation and Warehousing					
Warehousing and Storage (4931)	118,368	28,605	24.20%	6.5	\$56,675
General Freight Trucking (4841)	29,493	3,453	11.70%	2.1	\$75,489
Couriers and Express Delivery Services (4921)	20,777	4,772	23%	2	\$52,795
Specialized Freight Trucking (4842)	7,803	1,284	16.50%	1.5	\$84,216
Freight Transportation Arrangement (4885)	4,344	854	19.60%	1.5	\$66,953
Support Activities for Air Transportation (4881)	2,928	383	13.10%	1.3	\$57,888
Other Support Activities for Transportation (4889)	1,114	126	11.30%	2.7	\$61,562
Other Pipeline Transportation (4869)	174	65	37.40%	1.9	\$138,611
Construction					
Building Equipment Contractors (2382)	34,284	3,875	11.30%	1.2	\$76,607
Foundation, Structure, and Building Exterior Contractors (2381)	27,298	2,190	8%	2.2	\$64,763
Health Care and Social Assistance					
Outpatient Care Centers (6214)	21,455	5,644	26.30%	1.8	\$103,767
Wholesale Trade					
Grocery and Related Product Merchant Wholesalers (4244)	12,119	1,477	12.20%	1.4	\$84,966
Hardware, and Plumbing and Heating Equipment and Supplies Merchant Wholesalers (4237)	4,610	860	18.70%	1.5	\$79,813

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Administrative and Support and Waste Management and Remediation Services					
Office Administrative Services (5611)	7,852	964	12.30%	1.3	\$79,552
Facilities Support Services (5612)	2,113	304	14.40%	1.2	\$81,650
Manufacturing					
Bakeries and Tortilla Manufacturing (3118)	4,190	330	7.90%	1.2	\$55,802
Grain and Oilseed Milling (3112)	799	140	17.50%	1.2	\$77,443
Real Estate and Rental and Leasing					
Automotive Equipment Rental and Leasing (5321)	2,479	526	21.20%	1.2	\$64,010

Source: Workforce Demand Assessment, Inland Empire/Desert Regional Consortium

Although the Inland Empire and Riverside County in particular have the potential for increasing the number of high-skilled, high-demand jobs with a living wage, the distribution of those jobs across ethnic, racial, and gender remains somewhat problematic. (See Table 2.) The following table of “good jobs” is particularly relevant for Riverside County where 60% of the population is Black or LatinX and 47% of the population is female. RCCD, which has made equity and inclusion a strategic goal, has the ability to impact this disparity with its educational opportunities and partnerships with other educational institutions and agencies.

Table 2.

What are the Occupations that Lead to “Good Jobs” with the Most Openings in Riverside County?

SOC Code	Description	2022 Opening	COL Med Salary	% Black/LatinX	% Female
11-1020	General and Operations Managers	1,394	\$74,922	37%	34%
29-1140	Registered Nurses	1,213	\$78,415	31%	87%
25-2020	Elementary and Middle School Teachers	928	\$77,574	31%	78%
47-1010	Finish-Line Supervisors of Construction Trades and Extraction Workers	638	\$58,068	47%	8%
25-2030	Secondary School Teachers	459	\$78,680	31%	56%
13-2010	Accountants and Auditors	419	\$59,584	31%	66%
33-3050	Police Officers	367	\$75,105	46%	19%
13-1080	Logisticians and Project Management Specialist	362	\$62,630	39%	46%

Source: National Center for Inquiry and Improvement

Overview of the Workforce Development Programs in the Riverside Community College District

The Inland Empire/Desert Centers of Excellence for labor market research worked with each college in the district to identify the local workforce needs assessment for the communities served by the colleges. A summary of those assessments is given above. An essential question for each college is as follows: Do the CTE programs offered at the college reflect and meet the

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workforce needs of the community served by the college? One of the primary goals of the workforce programs in the district is to offer in-demand and high-wage training programs. An “in-demand” job is defined as having at least 100 annual job openings in the region, and a “high-wage” job is currently defined as a minimum hourly wage of \$22.46 for a single person. (One study, Smartassets.com, suggests the minimum hourly wage to live in the Inland Empire area is actually closer to \$32.24 per hour.) As each college assesses its programs, these criteria need to form the basis for its assessment with the higher hourly wage as a target.

Table 3 details CTE awards for 2018 to 2022. Appendix A provides more detailed enrollment data by individual CTE program. How many of these programs meet the “in-demand and high-wage criteria” is unknown; each college needs to make that assessment a part of its program-review process. One of the key findings from the California Community College Attendance Decision Fall 2022 Survey indicates that colleges need to “make workforce connections more explicit to help students make informed decisions.” To accomplish this goal, each college needs to determine the viability of its current CTE programs. This assessment includes determining if the program has sufficient enrollment and if the program meets the high-skill, in-demand, and wage criteria for its training program. Part of this assessment involves a change in the basic philosophical outlook of CTE programs in RCCD. As the California Workforce Pathways Joint Advisory Committee observes: “CTE continues to operate as an educational alternative, rather than as a mainstream and core educational component.” It is this change of outlook that can help to improve the low college-going rate in the Inland Empire region. As the district expands its Workforce training programs, training and recruiting of faculty in the job areas not currently offered in the district will be necessary to meet the demands of the changing labor market.

Table 3 below identifies the number of CTE awards in the district. Additional CTE data are located in Appendix A, which include the top ten programs (by title) for each 2-digit TOP Code.

Table 3.

All CTE Awards for Academic Year 2017-18 Through 2021-22, Sorted by Awards (Greatest to Least).

Award Count TOP 2	Academic Year					Grand Total
	2017-18	2018-19	2019-20	2020-21	2021-22	
05 Business and Management	670	802	862	1,020	1,167	4,521
21 Public and Protective Services	466	605	654	642	751	3,118
13 Family and Consumer Sciences	499	629	640	671	650	3,089
12 Health	606	507	455	459	485	2,512
09 Engineering and Industrial Technologies	282	463	284	239	272	1,540
07 Information Technology	149	183	129	209	180	850
06 Media and Communications	101	103	105	78	184	571
30 Commercial Services	99	147	128	47	71	492
10 Fine and Applied Arts	74	62	67	74	69	346
08 Education	35	29	28	48	36	176
14 Law	10	10	14	22	17	73
02 Architecture and Environmental Design	15	12	11	6	4	48
Grand Total	3,006	3,552	3,377	3,515	3,886	17,336

Source: CTE Dashboard, Colleague Data

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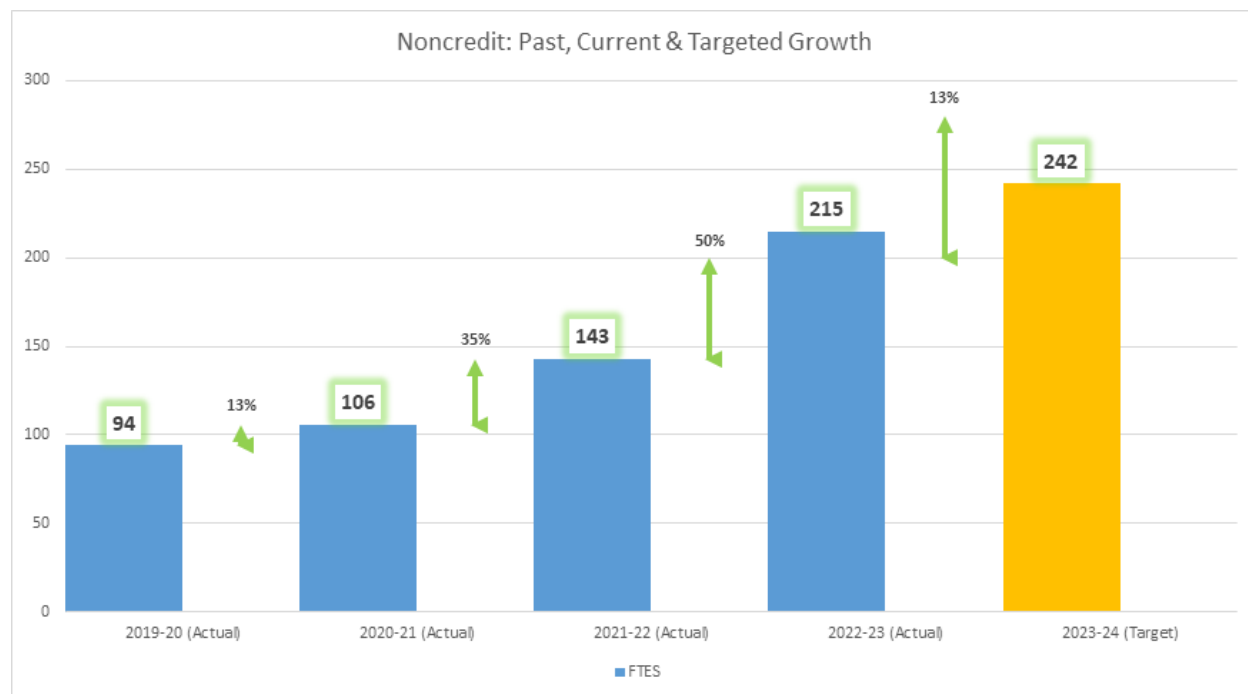
Overview of Noncredit and Adult Education

In the “Vision 2030” document, the Chancellor of the California Community Colleges indicates that 6.8 million California adults ages 25-54 have earned a high-school diploma but have not completed a college degree. A large proportion of this group has low-income and “struggle with finding gainful employment.” This group also demonstrates the racial and ethnic disparity that exists in the educational system. For example, 71% of the Black population and 61% of the Hispanic population in California do not have college degrees. However, only 42% of White and 29% of the Asian have not earned a college degree. “Vision 2030” also reports that 65% of Hispanics adults, 56% of Black adults, 51% of Asian adults, and 36% of White adults indicate that they would probably enroll at a community college. “Vision 2030” reaches the following conclusion about the impact of increasing access for low-income adults:

...since low-income persons of color are disproportionately the most likely to be without a college degree and are the most likely to be highly motivated to engage or re-engage with a college education, this work would generate tremendous gains for equitable access to higher education and income mobility. Redesigning opportunities for this population require dismantling the “traditional” architecture of the institution. Our institutions are uniquely positioned to help adult Californians without college credentials attain the skills, knowledge and experience they need to improve their social and economic mobility through jobs with family-sustaining wages.

In the Inland Empire (Riverside and San Bernardino Counties), there are over 950,000 adults in the 25-54 age group who graduated high school (high school + GED + some college) but haven’t completed a postsecondary degree. Recognizing the potential to serve this population of adults, in January 2022, RCCD published its report on Adult Education and Noncredit within the district. The report summarizes the potential use of these options to increase the educational opportunities for communities served by the district in the areas: Elementary and Secondary Basic Skills, English as a Second Language, Short-term Vocational training, and Workforce preparation. These noncredit categories qualify for Enhanced Career Development and College Preparation (CDCP) funding. To receive this funding, the instruction must be part of a noncredit CDCP certificate. Also, in 2015, the legislature created the California Adult Education Program that developed 71 regional consortia to form a hybrid system of K-12 district adult schools, community colleges, county offices of education, and community partners to expand and to improve adult education. RCCD is part of Riverside ABout Students that includes the K-12 districts within the district’s service area. The district’s January 2022 report provides a detailed analysis of possible expansion of noncredit instruction and outlines the noncredit training opportunities that the colleges within the district may wish to expand or to develop. Figure 2 shows the FTES for noncredit from 2019-20 to 2023-24. Given the nearly one million IE adults that could be served by adult education/noncredit programs and the need to provide avenues for social and economic mobility for these adults, along with employer demand for skilled workers, it is critical that RCCD grow in noncredit offerings and programs. The report makes nine (9) recommendations for noncredit planning focused on possible certificates of competency in mathematics and English, pathways in ESL and CTE, and noncredit courses for adults with disabilities, along with expanded student support services and transitional pathways for K-12 adult school students. Six (6) Noncredit Strategic Goals with corresponding objectives were developed from the recommendations.

Figure 2.
Noncredit: Past, Current & Targeted Growth



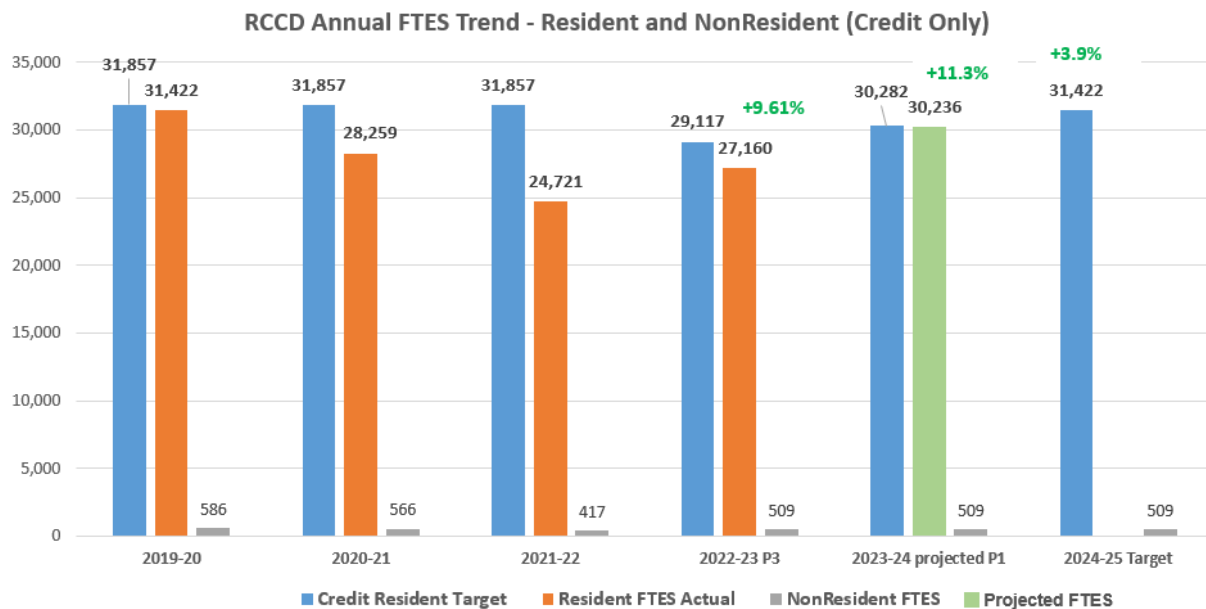
Source: Colleague Data

Analysis of Enrollment Trends in the Riverside Community College District

Figures 3 and 4 illustrate that during the pandemic years (AY 2020-21 and AY 2021-2022), RCCD lost significant enrollment (FTES and headcount). RCCD developed its enrollment recovery plan in August 2022. Upon implementing the plan, enrollment recovery began in 2022-23. The district is projected to meet its 2023-24 FTES target and is on track to re-achieve 2019-20 actual FTES of 31,422 during 2024-25.

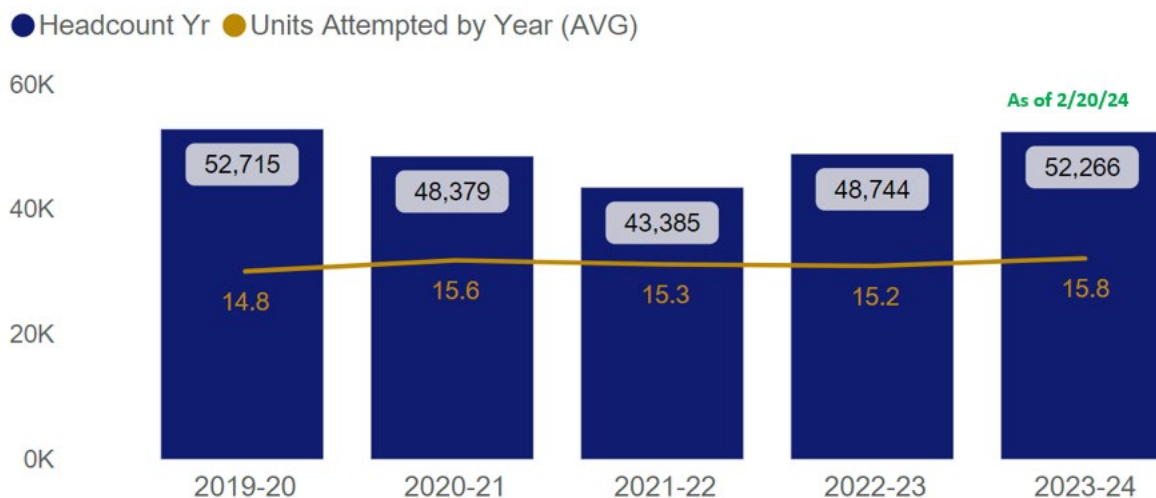
Figure 4 shows that not only has headcount increased but also the average number of units attempted per year has increased by one unit.

Figure 3.
FTES Trend



Source: Colleague Enrollment Management Dashboard

Figure 4.
Headcount Trend



Source: Colleague Data

Appendix B contains additional headcount data by ethnicity, age, gender, and full-time/part-time status. Since 2019-20, RCCD has seen its African American student population drop from 8.1% to 7.7% in 2023-24. During the same time period, the White student population has decreased from 17.4% to 14.2%. The Hispanic student population has increased from 61.1% to 64.0%, and the Asian student population has increased from 6.9% to 7.7%.

From fall 2027 to fall 2022, the district experienced a nearly 7% increase in the number of students 19 years of age and under. This category also reflects the effort made by the colleges to

increase the number of dual enrolled students with the local high schools. In 2023-24, students 19 and under make up 41% of the total student population. From 2019-20 to 2023-24, the percentage of students aged 20 to 29 has dropped by 4%.

In 2023-24, female students make up 55% of the student population, decreasing from 56.7% in 2019-20. The percentage of full-time students has increased from 18.7% in 2019-20 to 21.9% in 2023-24. During fall 2022, full-time students took about 16.4% of the units taken at Norco and Moreno Valley colleges (a reduction from the pre-pandemic years) and 25.6% of the units taken at Riverside City College (a slight reduction from the pre-pandemic years).

More details of the district's Access, Success, and Equity patterns that reflect some of the goals in the district's strategic plan are included in Appendix C.

Overview of the High School Population Served by the District

The total K-12 student population in the Inland Empire decreased 2% from 2015-16 to 2021-22 while other regions in California lost greater percentages of K-12 students (Los Angeles, 12% loss; Orange 9% loss; San Diego 5% loss).

Tables 4 and 5 offer a comprehensive analysis of the college-going rate of students in the district's service area. The data show that the rate has been relatively stable and that the percentage attending California community colleges has not changed a great deal. However, the number of students who attended college in the service area dropped back to 2014-15 levels during the 2019-20 academic year.

The College-Going Rate (CGR) is defined as the percentage of California public high school students who completed high school in a given year and subsequently enrolled in any public or private postsecondary institution (in-state or out-of-state) in the United States within 12 months of completing high school. College Going Rate differs from the locally derived Capture Rate.

Tables 4 and 5 show the College Going Rate in the aggregate and then break out the same rates by college destination. Feeder district-level data can be found in Appendix D.

Table 4.

RCCD Students Academic Year 2014-2020, Enrolled in College, College Going Rate.

Academic Year	High School Senior Enrollment	High School Completers	High School Graduation Rates	Enrolled In College	College Going Rate
2014-15	12,829	12,099	*	6,544	54.10%
2015-16	13,142	12,299	*	6,963	56.60%
2016-17	12,864	12,018	94.80%	7,122	59.30%
2017-18	13,222	12,199	94.50%	7,519	61.60%
2018-19	13,175	12,152	95.40%	7,090	58.30%
2019-20	12,966	12,262	95.20%	6,731	54.90%
2020-21	12,944	11,667	95.90%	6,583	56.40%
Grand Total	91,142	84,696	95.00%	48,552	57.50%

Source: California Department of Education, Data Quest

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Table 5.

RCCD Students Academic Year 2014-2020, Enrolled in College, College Going Rate (in percentage).

Academic Year	High School Completers	% UC	% CSU	% CCC	% Others	College Going Rate
2014-15	12,099	7.50%	11.90%	24.90%	9.80%	54.10%
2015-16	12,299	9.20%	12.10%	25.30%	10.10%	56.60%
2016-17	12,018	9.70%	11.50%	28.50%	9.50%	59.30%
2017-18	12,199	9.50%	11.50%	29.80%	10.80%	61.60%
2018-19	12,152	9.20%	11.60%	28.00%	9.60%	58.30%
2019-20	12,262	9.60%	11.00%	24.00%	10.30%	54.90%
2020-21	11,667	10.60%	9.10%	25.20%	11.50%	56.40%
Grand Total	84,696	9.30%	11.20%	26.50%	10.20%	57.50%

Source: California Department of Education, Data Quest

Tables 6, 7, and 8 show the capture rates for students within the RCCD since 2013. Capture rates are calculated taking the total number of first-time RCCD students under the age of 20 in a fall semester and dividing that by the total of the high school graduates from high schools in our six feeder districts at the end of the previous academic year. (For example, if 250 first-time RCCD college students under the age 20 attended in fall 2020 from our feeder districts, and those same feeder districts graduated 1,000 students the previous June, then the capture rate would be 25%, or 250/1,000.)

The high schools included in the capture rates are from the following feeder districts: Alvord Unified, Corona-Norco Unified, Jurupa Unified, Moreno Valley Unified, Riverside Unified and Val Verde Unified. Incoming RCCD students are captured using the data element “Student High School Last” code. This code also helps to identify the feeder district from where the students originate. The table below shows the capture rates for fall 2013 through fall 2022. The details disaggregated by school are found in Appendix E.

Table 6.

RCCD Captures from Feeder High School Districts

District	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Alvord	323	342	325	339	384	455	466	274	251	378
Corona-Norco	779	816	790	919	946	1,056	1,047	753	648	956
Jurupa	208	238	281	302	335	358	428	265	218	331
Moreno Valley	409	480	483	503	522	605	575	440	428	595
Riverside	757	868	850	786	796	806	925	583	443	808
Val Verde	129	183	171	144	152	196	127	99	103	406
Grand Total	2,605	2,927	2,900	2,993	3,135	3,476	3,568	2,414	2,091	3,474

Source: CCCC MIS Referential Files

Table 7.
RCCD High School Graduates, 2013-2022

District	Jun-13	Jun-14	Jun-15	Jun-16	Jun-17	Jun-18	Jun-19	Jun-20	Jun-21	Jun-22
Alvord	1,168	1,091	1,097	1,289	1,298	1,248	1,202	1,159	1,126	1,214
Corona-Norco	3,661	3,654	3,731	3,838	3,772	3,829	3,839	3,813	3,797	3,666
Jurupa	1,120	1,149	1,170	1,105	1,155	1,090	1,125	1,191	1,136	1,153
Moreno Valley	1,852	1,877	1,945	1,995	1,920	2,059	1,951	1,837	1,920	2,006
Riverside	2,786	2,873	2,867	2,801	2,729	2,745	2,803	2,787	2,438	2,353
Val Verde	702	708	744	649	738	766	495	476	382	1,326
Grand Total	11,289	11,352	11,554	11,677	11,612	11,737	11,415	11,263	10,799	11,718

Source: California Department of Education

Table 8.
RCCD Capture Rate, fall 2013-2022

District	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Alvord	27.7%	31.3%	29.6%	26.3%	29.6%	36.5%	38.8%	23.6%	22.3%	31.1%
Corona-Norco	21.3%	22.3%	21.2%	23.9%	25.1%	27.6%	27.3%	19.7%	17.1%	26.1%
Jurupa	18.6%	20.7%	24.0%	27.3%	29.0%	32.8%	38.0%	22.3%	19.2%	28.7%
Moreno Valley	22.1%	25.6%	24.8%	25.2%	27.2%	29.4%	29.5%	24.0%	22.3%	29.7%
Riverside	27.2%	30.2%	29.6%	28.1%	29.2%	34.8%	33.0%	20.9%	18.2%	34.3%
Val Verde	18.4%	25.8%	23.0%	22.2%	20.6%	25.6%	25.7%	20.8%	27.0%	30.6%
Grand Total	23.1%	25.8%	25.1%	25.6%	27.0%	30.9%	31.3%	21.4%	19.4%	29.6%

Source: CCCCCO MIS Referential Files and California Department of Education

The information in Tables 6, 7, and 8 demonstrates how well the district has attracted students to one of the colleges or centers since 2013. Although the high-school graduation rate has remained somewhat stable, the percentage of students choosing to attend district colleges or centers saw a clear reduction, particularly during the pandemic years (2020 and 2021). In some cases, the number of students enrolling in one of the three colleges declined significantly from 2018 and 2019 numbers. Despite the reduction in capture rates from the pandemic, RCCD has nearly recovered to pre-pandemic rates.

RCCD made up 27.2% of all community college enrollments in the Inland Empire in 2021-22 with 93.8% of its students coming from Riverside and San Bernardino counties. (CCCCO Datamart). Post-pandemic, the district experienced a 10% increase in its capture rate from 2021 to 2022, moving it closer to its pre-pandemic levels. In the California Community College Attendance Decrease Fall 2022 survey of over 75,000 previously enrolled and prospective students, several recurring themes appeared that help explain the reasons why. Students indicated that they “need to balance and to navigate complex lives,” that affordability was an important factor in their decisions not to enroll, and that they needed “more flexible course options and more financial assistance.” The survey indicated that previously enrolled students discontinued their educational goals for two main reasons: 33% had to prioritize work, and 29% could not afford to continue. Prospective students indicated that affordability (32%) and prioritizing work (29%) were the leading factors. Those who dropped classes said that prioritizing work (33%) and mental health (30%) were the dominant reasons for not attending. However, these same students value education with over 75% of the students stating that attending college was very important or somewhat important to them.

In alignment with Vision 2030 as the District considers expanding dual enrollment to all high-school levels, Table 9 illustrates how the District can serve potential student populations. Although some grade-level fluctuations exist, in general the high-school population has remained somewhat stable over the last five years. This stability provides an opportunity for the district to improve its capture rate by developing new strategies to attract students, particularly those who enter the workforce without the necessary skills for high-skilled and living-wage jobs.

Table 9.

RCCD District Feeder High School Student Headcount by Grade Levels, 2018-2023

District	Grade	2018-19	2019-20	2020-21	2021-22	2022-23
Alvord Unified	9	1430	1445	1505	1290	1417
	10	1455	1432	1436	1531	1233
	11	1430	1464	1428	1460	1509
	12	1517	1423	1504	1463	1443
Corona-Norco Unified	9	4383	4348	4334	4246	4273
	10	4381	4402	4378	4356	4278
	11	4288	4369	4376	4417	4332
	12	4488	4429	4456	4477	4540
Jurupa Unified	9	1489	1464	1563	1450	1434
	10	1541	1448	1495	1552	1438
	11	1453	1506	1444	1471	1545
	12	1486	1480	1547	1531	1480
Moreno Valley Unified	9	2563	2535	2664	2573	2627
	10	2537	2507	2480	2684	2549
	11	2353	2415	2386	2475	2623
	12	2481	2333	2419	2460	2547
Val Verde Unified	9	1654	1643	1758	1702	1539
	10	1653	1670	1644	1796	1710
	11	1669	1672	1625	1639	1821
	12	1641	1739	1685	1667	1708
Riverside	9	4032	4073	4231	3902	4072
	10	4078	4187	4012	4126	4021
	11	4162	4099	4061	3897	4082
	12	4292	4140	3865	3950	4018
Grand Total		62456	62223	62296	62115	62239

Source: California Department of Education, Data Quest; <https://dq.cde.ca.gov/dataquest/>

In addition to feeder schools, RCCD serves a significant number of K-12 school districts in the region. For high schools within the region but outside RCCD's service area, see Appendix E. In fact, the district has a total capture rate of 2.9% from these districts in fall 2022. Some of these K-12 districts have increased the number of students choosing to attend one of the three colleges. For example, the district has a capture rate of 7.2% from the Colton Joint Unified School District in Fall of 2022, 2.9% from San Bernardino Unified School District in fall 2022, and 5.4 % from the Redlands Unified School District in fall 2022. As the district continues to improve and to

expand its programs, it will attract a number of students who actually live outside the district boundaries.

Dual-Enrollment

As noted above, the Inland Empire has one of the lowest college-going rates in the nation. Also, the capture rate from K-12 districts in RCCD service area reveals that the district has the potential to serve a greater number of students if it continues to improve its transfer rate and develops workforce training programs and pathways to attract the large number of potential students who choose to seek employment instead of attending college. The state Chancellor’s “Vision 2030” emphasizes strategic directions for community colleges that include expanding dual enrollment participation. RCCD has made such efforts. Table 10 summarizes the district’s dual enrollment efforts while Table 11 summarizes the student’s annual course success rates. The “Dual Enrollment” category may include high-school students who take random community college courses without entering into a college degree or workforce development pathway.

Table 10.

RCCD High School Dual Enrollment Counts, 2018-19 through 2022-23

RCCD

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	1,138	1,819	774	1,145	1,798
Early Mid Col	942	901	649	752	1,013
Dual Enroll	793	1,081	1,602	1,398	1,850
Concurrent	70	71	408	290	298
Unduplicated Total	2,943	3,872	3,433	3,585	4,959

MVC

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	208	356	260	376	610
Early Mid Col	551	523	458	479	524
Dual Enroll	79	73	156	64	96
Concurrent	3	13	41	34	21
Unduplicated Total	841	965	915	953	1,251

NC

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	688	878	7	8	1
Early Mid Col	85	144	33	142	333
Dual Enroll	511	803	1,270	1,195	1,590
Concurrent	1	48	303	185	179
Unduplicated Total	1,285	1,873	1,613	1,530	2,103

RCC

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	242	587	507	761	1,187
Early Mid Col	306	235	160	131	156

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Dual Enroll	210	229	237	168	182
Concurrent	68	14	93	92	122
Unduplicated Total	826	1,065	997	1,152	1,647

Source: <https://app.powerbi.com/reportEmbed?reportId=9dc9c8eb-214f-4ddd-8d5c-dc9d306919a9&autoAuth=true&ctid=49669b17-fa33-4ae3-8ecc-3cf116b790e5>

Table 11.

RCCD High School Dual Enrollment annual course success rates, 2018-19 through 2022-23

RCCD

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	86%	85%	80%	81%	81%
Early Mid Col	84%	85%	84%	83%	85%
Dual Enroll	81%	85%	86%	83%	84%
Concurrent	93%	91%	83%	84%	87%
Unduplicated Total	81%	85%	86%	83%	84%

MVC

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	82%	82%	86%	87%	89%
Early Mid Col	92%	92%	89%	83%	86%
Dual Enroll	83%	92%	93%	80%	73%
Concurrent	76%	97%	99%	90%	92%
Unduplicated Total	83%	91%	92%	85%	85%

NC

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	86%	86%	44%	86%	83%
Early Mid Col	85%	88%	54%	82%	86%
Dual Enroll	75%	82%	83%	84%	84%
Concurrent	100%	87%	86%	84%	84%
Unduplicated Total	86%	86%	67%	84%	84%

RCC

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	91%	84%	76%	77%	77%
Early Mid Col	72%	72%	72%	83%	75%
Dual Enroll	81%	86%	91%	85%	84%
Concurrent	93%	91%	82%	91%	89%
Unduplicated Total	84%	83%	80%	84%	81%

Source: Colleague Data, <https://app.powerbi.com/reportEmbed?reportId=9dc9c8eb-214f-4ddd-8d5c-dc9d306919a9&autoAuth=true&ctid=49669b17-fa33-4ae3-8ecc-3cf116b790e5>

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The state Chancellor’s “Vision 2030” goals include the following equity goals: Equity in Success, Equity in Access, and Equity in Support. RCCD has increased its number of dual-enrolled students, and the data show that dual-enrolled student success rates are greater than those of regularly enrolled students. As the colleges continue to develop dual enrollment in accordance with Vision 2030, they should be establishing objectives and targets for equity, retention, and success of high school students in these programs.

Riverside Community College District Four-Year College Admission Rates

According to the Public Policy Institute of California (PPIC) Fact Sheet published in December 2023, the Inland Empire has the lowest college-going rate in California at 52% (statewide average 63%). Of the students who go to a college or university in the area, 7% attend the University of California, 27% enroll in a community college, 9% go to a California State University school, and 9% choose another option. Generally, the Inland Empire falls far below the state-wide average. Despite these low college-going rates, RCCD has increased its transfer volume significantly over the last five years:

Table 12.

Riverside Community College District Transfer

Transfer Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2014-15 to 2022-23 Change	
CSU	1,104	1,040	1,171	1,255	1,312	1,393	1,809	1,731	1,640	536	49%
UC	365	451	477	567	758	814	974	848	835	470	129%
Private/Out-of-State	950	949	983	1,079	1,194	1,216	1,201	1,299	1,246	296	31%
Grand Total	3,106	2,430	2,617	2,880	3,245	3,405	3,960	3,849	3,700	594	19%

CSUSB Transfer Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2014-15 to 2022-23 Change	
MVC	102	101	114	124	101	125	167	146	155	53	52%
NC	132	113	90	90	98	101	127	142	88	(44)	33%
RCC	280	281	321	330	334	369	444	469	460	180	64%
Grand Total	514	495	525	544	533	595	738	757	703	189	37%

UCR Transfer Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2014-15 to 2022-23 Change	
MVC	40	42	58	70	92	96	117	101	115	75	188%
NC	38	53	40	59	87	105	136	134	104	66	174%
RCC	136	168	165	188	297	319	380	280	280	144	106%
Grand Total	214	263	263	317	476	520	633	515	499	285	133%

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Neighboring Privates	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21	2021 -22	2022 -23	2014-15 to 2022-23 Change
CBU	258	234	232	280	280	322	278	301	326	68 26%
La Sierra	30	30	45	47	47	44	36	25	24	(6) 20%
Univ of Redlands	50	53	44	44	34	40	33	37	29	(21) 42%
Grand Total	337	315	319	369	360	405	347	363	379	42 12%

Source: National Student Clearinghouse

Although the data in Table 12 shows significant improvement in the transfer volume has occurred, the colleges still have large numbers of potential students who do not currently attend the three colleges. Continued efforts to increase the number of students will be an ongoing goal of the district. State-wide efforts to increase the transfer volume have come to the forefront. Moreover, the number and percentages of students who complete, graduate, and transfer within a three-year window is still very low. (See tables 15 and 16 under General Planning Emphases for specific data.)

In the California Office of the Governor’s *Recovery with Equity: A Roadmap for Higher Education After the Pandemic* report (Feb. 2021), one goal states: “By 2030, learners will have clear, easy-to-navigate pathways into and through post-secondary education, as well as admission and transfer processes facilitated by an integrated technology platform, dual admission, and common course numbering.” The roadmap also calls for a recommitment “to accelerating the widespread, consistent implementation of the Associate Degree for Transfer (ADT) program as a statewide vehicle to facilitate streamlined and transparent pathways for student transfer from community college to four-year institutions. Consistent with this goal, several pieces of legislation have recently been passed with critical impacts on California community colleges, the California State University, and the University of California.

Included in the Postsecondary Education Trailer Bill AB 132 (July 2021) is the Transfer Success Pathway (TSP), which requires both the CSU and UC to allow high school students graduating in 2023 and beyond to attend a California Community College and to enter into an agreement with a specific CSU in a specific program with the intent to transfer within three years. The TSP program is intended to increase access for under-represented students and to increase graduation and transfer rates. TSP is also intended to reduce costs and time to degree and to improve transfer pathways. The TSP program provides an opportunity to support future transfer students and to establish stronger relationships with students while enrolled at community colleges. In addition, the program will support the CSU and UC in predicting future transfer demand.

AB 1111 (May 2021) and AB 928 (Oct. 2021) are two additional pieces of legislation with significant impacts on CA community colleges. AB 1111 requires that on or before July 1, 2027, the CA community colleges adopt a common course numbering system for all general education requirement courses and transfer pathway courses. AB 928, the Student Transfer Achievement Reform Act of 2021 requires the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges, on or before May 31, 2023, to establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to the California

State University and the University of California. Each of these changes presents RCCD with important opportunities to further collaborate with its CSU and UC partners.

Overview of the Planning Goals of RCCD's Top Five Transfer Institutions

California State University, San Bernardino; California Polytechnic State University, Pomona; California State University, Fullerton; University of California, Riverside; and California Baptist University--share many of RCCD's strategies for student success. These include improving retention and two-year and four-year graduation rates for transfer students, reducing excess units for degree completion, providing academic and student supports, and enhancing pathways to further education and jobs. The emphasis is on equity through equitable access to pathways, programs, opportunities, and resources as well as enhanced academic support mechanisms, and basic student health and well-being. Key partnerships opportunities exist to enhance student pathway; to foster culture, entrepreneurship, economic growth and well-being; and to meet community needs.

The California State University San Bernardino Strategic Plan (2015-2020) includes specific targets for transfer students. These include reducing the underrepresented minority achievement gap, reaching a 36% two-year graduation rate and a 72% four-year graduation rate, and decreasing the average time-to-completion rate from 3.1 to 2.7 years. The plan also calls for increasing community partnerships and to align "community needs with appropriate university resources for mutual benefit." A more recent update to its strategic plan, 2023-28, CSUSB specifies that it seeks to "increase co-enrollment (dual-enrollment) partnerships with community colleges and high schools."

The California State University Fullerton Strategic Plan (2018-2023) emphasizes "equitable access to the resources necessary for student success" by using degree completion as an important metric. For transfer students, the university has a goal of graduating 42% of undergraduate transfer students within two years and 83% of undergraduate transfer students within four years. One university goal involves designing and implementing mandatory in-person orientations for all students, including transfer students, to encourage them to maintain a 15 units per semester course load in order to reduce the amount of time students remain at the university without graduating. This aim also includes increasing "interventions to support retention efforts, including focus on equity and opportunity gaps."

The Cal Poly Pomona Strategic Plan (2017-2025) also clearly aligns with the transfer and equity goals of the district. Cal Poly Pomona seeks to "enhance K-12, community college, and community-based partnership that increase students' competencies and build pathways to the university, especially from underrepresented and underserved groups... [and to] expand course redesign and faculty development efforts to adopt equity-minded pedagogies and practices and enhance academic support interventions to increase student success in critical pathway courses and those with high failure rates and equity gaps." Equally important, the university seeks to align the university "regional workforce and economic development needs." It seeks to build partnerships with both public and private entities. The university has a clear goal to reduce equity gaps by improving retention and graduation rates for transfer students.

The University of California Riverside’s “UCR 2030 Central Campus Level Strategic Initiatives” include “improving undergraduate student success and experience, improving graduation rates, decreasing equity gaps, sustaining academic standards, and expanding high impact practices and career/leadership development across demographics.” Additionally, UCR will “serve as an anchor institution for research and economic development in the Inland Empire.” The strategic plans of colleges within UCR have initiatives focused on transfer. For example, developing pipelines for transfer students is an initiative in the College of Natural and Agricultural Sciences Strategic Plan. Developing new academic programs in areas of high demand for transfers and expanding “Transfers FIRST,” a student-led program that offers support to transfer students, are initiatives in the College of Humanities, Arts, and Social Sciences Strategic Plan. These initiatives align well with RCCD plans to further explore with UCR additional summer programs, better engagement of RCCD student leaders with UCR student leaders, improved communication with students, opportunities for data sharing, and facilitating faculty and counseling collaboration on degree alignment between our institutions.

Overview of Planning Goals of Private Colleges in the Area

A review of the planning documents of six area private colleges (California Baptist University, La Sierra University, National University, University of La Verne, Loma Linda University, and the University of Redlands) reveal that possible strategic partnerships and transfer agreements with the district could provide additional opportunities for RCCD students to continue their educational goals. For example, California Baptist University (CBU) has made it a priority to increase its enrollment to 12,000 students by 2025. It has recognized that the university needs to “establish and reinvigorate partnerships that create pathways for students to attend CBU” and that it should enhance “efforts with transfer students.” National University’s planning documents explicitly state that it needs to ensure “a clear pathway for community college transfer.” The university seeks to “expand pathways...through community college and workforce partnerships,” and to “develop partnerships with community colleges and other public university systems.” In general, however, the private universities do have clear strategic goals to expand community college transfer opportunities. The district has an opportunity to develop transfer agreements and other partnerships with private universities in the area.

Overview of the Planning Goals and Objectives of Selected School Districts in the RCCD Service Area

A number of K-12 school districts within the Riverside Community College District service area have specific plans that align with and support the interests of the college district. This Educational Master Plan provides a vehicle to identify and to integrate the long-range planning activities of the area K-12 districts with the college district. For example, the Moreno Valley Unified School District (MVUSD), Val Verde Unified School District (VVUSD), Corona Norco Unified School District (CNUSD), Alvord Unified School District (AUSD), Riverside Unified School District (RUSD), Jurupa Unified School District (JUSD), and the Riverside County Office of Education (RCOE) share the goal that all students will graduate from high school with

the knowledge and skills to succeed in college, enter the workforce, and participate as educated citizens.

These K-12 districts show a clear alignment with RCCD's access plans to increase the number of high school students who participate in dual enrollment. For instance, the MVUSD plans to "provide middle college program to allow students to earn AA degree and high school diploma simultaneously." The CNUSD emphasizes support of dual enrollment with Norco College. The RUSD has a goal to "increase dual enrollment courses completed at RUSD high schools." The JUSD cites "a variety of secondary student learning support systems including ... Rubidoux Early College High School (RECHS) program and College and Career Access Pathways (CCAP) Dual Enrollment Program with RCCD." The JUSD plans to expand to include CCAP CTE pathways at Patriot High School and Rubidoux High School along with expanding opportunities for students to take CTE courses at Riverside City College and Norco College. The Riverside County Office of Education has plans to increase dual enrollment opportunities with RCCD and UCR-Extension. These shared objectives provide clear direction for the colleges within the RCCD to develop and to expand concrete educational experiences in their strategic planning goals, including developing specific concrete goals and activities.

Aligning with RCCD's objective to "increase percent of students eligible for financial aid who receive financial aid by at least 2% per year," nearly every K-12 plan includes providing additional FAFSA supports, through additional counselors, workshops, and parent information. College visits and college nights are a collaborative approach to increasing access and future enrollment.

Equity is also a focus in the K-12 plans. Dual Enrollment opportunities play an important role in strategies for achieving equity. For example, an RUSD goal to "increase Dual Enrollment course opportunities to provide Foster Youth, Low income and English learner high school students with access to gain post-secondary credits prior to their freshman year in college." RCOE's plan states that "Dual Enrollment courses provide students with college course credit at no cost (course, textbooks, and fees are paid by Alternative Education), which enhances equity and access for low-income students, foster youth, and homeless youth." RCOE identifies support for students with disabilities to participate in dual enrollment as an equity strategy. AUSD plans to recruit and support students at Alvord Alternative Continuation High School to take dual enrollment and to monitor the effectiveness of College and Career Readiness support programs, to meet the needs of low-income and foster youth students inclusive of students with exceptional needs and English Learner students.

A number of area K-12 districts seek to strengthen partnerships with the colleges of RCCD to support and increase dual enrollment opportunities and with local businesses and organizations to increase student internships, apprenticeships, and mentoring. For example, the Alvord Unified School District's Strategic Plan lists the following objectives and strategies:

AUSD Objectives

- All students will graduate from high school, ready for college and career
- All students will contribute to a high quality of life in our community.
- All students will be inspired to fulfill their own unlimited potential.

AUSD Strategies

- We will redefine and establish programs for students who pursue an alternative educational pathway.
- We will collaborate with all partners and each other for the benefit of our students and the future of our community.

In another planning document, the Alvord Unified School District Local Control Accountability Plan--2021-2024, the AUSD outlines specific, concrete strategies that align with the long-term goals of the Riverside Community College District:

- Ensure students have access to CTE pathways, Dual Enrollment opportunities, and UC/CSU A-G approved courses;
- Provide proactive interventions to guide students effectively with their specific college/career ready pathways; and
- Collaborate with community partners for the benefit of students and the future of our community.

The AUSD has even offered specific strategies in this document:

The CSI Stakeholder and Improvement Team will monitor College and Career readiness through ACHS student enrollment in CTE courses and dual enrollment. The plan is to have several of our ACHS teachers become CTE credentialed in order to offer several CTE pathways to our students on the ACHS campus. An additional goal to support college and career readiness is to recruit ACHS students to take district Dual Enrollment classes (e.g., Guidance 47 and Music 19) starting second semester.

The Dual Enrollment program fosters a learning environment to improve and increase college admission, enrollment, and retention principally directed towards our unduplicated student count at all 5 high schools. Curriculum and materials will be purchased to support an effective Dual Enrollment program at all High Schools.

To support college and career readiness for unduplicated student count provide materials and supplies to support high school student participation in FAFSA completion. Additional hours to support FAFSA Nights at each high school in collaboration with AUSD and local post-secondary institutions.

The Corona Norco Unified School District Strategic Plan 2021-2026 also outlines specific goals that align with the college district, including developing “alternative education options and developing and strengthening partnerships with local businesses...by creating opportunities for student internships, mentoring programs...” In its 2021-2022 Local Control and Accountability Plan, the CNUSD seeks “to prepare every student to be college and career ready...and to provide every student the knowledge and skills needs to obtain a post-secondary education, enter the workforce, and to compete in a global economy.” One specific goal states that the district needs to “increase articulation agreements with the local community colleges.” The CNUSD has identified a concrete goal to increase dual enrollment opportunities for its students and to help students navigate the financial aid application process. The plan calls for providing specific information about CTE certification programs as well. Its focus on at-risk students (foster youths, English-language learners, and low-income) attempts to mitigate the equity gap that

exists among these groups by helping them to enter the workforce through “CTE Pathway development, expansion, and maintenance.”

The Riverside County Office of Education has a number of action plans in place, some of which include the Riverside Community College District, that identify partnerships with the University of California and a number of businesses to insure college readiness and/or career pathways. The RCOE, for example, has identified Five Career Technical Pathways, complete with partnerships with UCR and local employers, that offer expanded opportunities for the RCCD - perhaps by creating a new center for CTE programs that would complement the vision the County Office has identified in its planning documents.

In its planning documents, the Riverside County Office of Education has also emphasized the need to close the equity gap by recognizing the need to improve the graduation rates for foster youth and to increase college and career readiness for at-risk students. It has specific action plans, including adding counselors, that align directly with the strategic goals of the college district. The RCOE has created the Alternative Education Career Technical Education Advisory Committee, which includes the California Family Life Center, Cryoquip, Economic Development Agency (EDA), Riverside County Probation, and the Riverside Community College District. This advisory committee provides the venue for the RCCD to expand its efforts to coordinate programs and to create curriculum for a new district CTE center that would become the center of gravity for area partnerships to train students for living-wage jobs and careers. One of the County Office’s objectives involves discussing “the employment needs of businesses and industries in Riverside County in order to tailor programs that will lead to successful post-secondary employment.” The Office also wants to expand dual enrollment courses with community colleges and the UCR Extension Center. In addition, the RCOE has sought funding to develop other post-secondary employment opportunities. RCOE’s documents state, “Alternative Education received the K-12 SWP Grant for the third consecutive year along with a sixth year of funding from the Career Technical Education Incentives Grant (CTEIG). The K-12 SWP Grant along with Perkins funds and CTEIG provides supplemental resources for college and career readiness objectives, which are aligned with the IEDRC K-12 Strong Workforce Program Regional goals.’ In short, the objectives of the RCOE and the RCCD align well and offer unlimited opportunities to elevate the partnerships to new levels. Even though the district has worked with the RCOE on numerous projects, the alignment of goals and objectives between the two entities creates a basis for expanding its partnerships. An important task of the RCCD will be to bring together the RCOE and the school districts to harmonize their plans to develop a cohesive and integrated masterplan that ensures total alignment of the individual occurs.

The Val Verde Unified School District clearly states in its mission and vision statements that the district will graduate “Future Ready students” who are candidates for the work force by offering a “standards-based curriculum infused with industry-based real-world experiences...through project-based learning, hands-on field experience partnerships with local colleges and business internship opportunities.” The district’s planning documents list a number of specific goals and activities, including increased “dual enrollment” opportunities for students and career readiness opportunities.

The Riverside Unified School District lists a number of specific action plans and goals in its planning documents. One of the emphasized goals is to increase the number of dual enrollment

courses that focus on helping under-represented groups—especially foster youths, low-income, and English-language learners— “to gain access to post-secondary credits prior to their freshman year in college.” The district also plans to “provide students choices that prepare them for college and career pathways.”

Overview of Planning Goals of Selected City and County Governments

The cities of Moreno Valley, Perris, Norco, Corona, Eastvale, Riverside, and Jurupa Valley share common goals for economic growth and development that place high priority on workforce development to meet emerging industry and business needs and to provide residents with a living wage. The cities’ plans also emphasize their communities’ health and well-being through education, equity, culture, environment, and wellness. Arts, culture, and opportunities for lifelong learning are important priorities for the region’s citizenry. The cities’ goals align closely with *RCCD’s Strategic Plan 2019-2024* goals (see Table 1) and will inform RCCD’s 2024-2029 planning.

Several cities, including Moreno Valley and Corona, have developed long-term plans to 2040, while others have five-year strategic and general plans in place. Eastvale is in the process of developing its 2040 plan. The City of Norco is developing its general plan to 2050. In addition to their common goals, each city has unique needs for its citizenry, community members, residents, businesses, and industries.

Moreno Valley’s General Plan 2040 public review draft dated April 2, 2021, includes the following observation: “While Moreno Valley has about as many college graduates as Riverside City, a segment of the population does not have a high school diploma, underscoring the importance for a focus on education, training, and workforce development can continue to equip residents for jobs in high-growth sectors. A focus on creating jobs locally will also allow residents to spend more time with their families, as today more than 80 percent working population is employed outside the city, and almost half of employed residents travel 25 miles or more to work.” Relating to workforce opportunities, “Moreno Valley has concentrations of jobs in logistics, manufacturing, healthcare, educational services, and accommodation and food services, with opportunities to attract and grow businesses in advanced manufacturing, aerospace, cyber security, and clean/green technology.”

Of the 46 Moreno Valley census tracts, 24 are considered Disadvantaged Communities (DACs) under SB 535. The DACs “are generally concentrated in the more densely populated areas in the west of the city, close to the freeways and major transportation corridors. The residents of these areas tend to be younger and have lower levels of educational attainment than residents of other areas of the city. The median age of DAC residents is 29.5 years, as compared to 32.3 in other areas of the city, and nearly 60 percent of DAC residents did not go to college. DACs also have a higher percentage of Hispanic/Latino residents (65 percent) than other areas of Moreno Valley (50 percent).”

From Perris’ 2021 Environmental Justice planning element, “at the City level, 66.5 percent of adults are high school graduates, compared to 82 percent in the County; followed by 9.20 percent who had a bachelor’s degree or higher, compared to 22.3 percent in the County. Educational attainment is lower across all disadvantaged communities.” Perris’ plans also emphasize the

interconnectedness of environment, education, health, and economic mobility. “Poverty, neighborhood environment, and education are important determinants of health that not only shape socioeconomic and political inequalities, but are also strongly associated with life expectancy, economic opportunity, and health outcomes. One of the goals of environmental justice is to correct these types of inequities by reducing the impacts of environmental pollution and health risks experienced by these communities, while ensuring their participation in planning processes and decision making that directly impacts their quality of life in the City.”

In its General Plan 2020-2040, one of Corona’s guiding principles focuses on economic and workforce development. “Improved employment opportunities will be provided for Corona’s residents. A diverse economic base with jobs for Corona residents will be promoted. Existing businesses will be encouraged to invest and expand in Corona. Clean, high-technology businesses and research-and-development companies will be recruited, providing jobs that match the skill of Corona’s residents. These will be supported by adequate land and infrastructure. Through professional development programs, vocational training, and higher education, valued employees will be available to Corona businesses.”

In its Economic Development - Labor Force element, Corona’s General Plan states: “For Corona to succeed in attracting firms that provide high value jobs, it must continue to collaborate with educational institutions and industry to produce a workforce capable of securing those jobs. In addition, an aging population living longer than any preceding generation presents new workforce and societal challenges. Jobs based on knowledge, or skill sets of specific knowledge, will be the key to economic opportunity. The City is well positioned as a gateway to Orange County along State SR-91, allowing those who work in Orange County to live in Corona’s more affordable housing. However, quality of life issues become paramount as commuting and traffic increases. There is a need for local economic growth that will provide a better match between the City’s labor force (Corona residents) and the City’s available employment, and to satisfy a significant portion of the employment and income needs of the City’s labor force. Through expanded partnerships with local schools and institutions of higher learning, Corona will leverage its ability to meet the challenges of developing a highly skilled workforce ready for the industries it is targeting. It can also offer opportunities for retraining through local and state funded programs and the local workforce investment board to ensure that those who are under-employed can advance their skillsets to compete for the jobs of today and the future.”

In its General Plan 2025 and strategic plan Envision Riverside 2025, the City of Riverside emphasizes partnerships. “Creating effective partnerships among the City, libraries, school districts, educational programs, colleges and universities, businesses and the community at large will be an important component of supplying educational resources in Riverside. The benefits of effective partnerships are twofold. First, with limited funding, the joint use of facilities and resources can reduce costs and expand services for both public services and educational facilities. Second, allowing local schools, colleges and universities to play a more central role in community life can help engage parents and give surrounding neighborhoods a stake in education.” Riverside’s plans also emphasize workforce development partnerships to provide education and training needed for high quality employment opportunities.

In its 2012 General Plan, Eastvale’s aligned priorities are a ready and skilled workforce along with housing to support it, engaged educational system for residents in all stages of life, and thriving arts and cultural experiences. The City plans to work “with the community college, high

school, and other public and private educators to ensure adequate training to meet the needs of future businesses.” The City recognizes the importance of partnerships and has plans to assist companies to find funding for workforce training.

In its 2022 Strategic Plan, Norco emphasizes building a sustainable workforce and community wellness through education, outreach, and programs.

Jurupa Valley’s 2017 General Plan states: “Workforce Development Economic studies indicate that a significant portion of Jurupa Valley’s workforce is low skilled and low paid, partly as a result of the prevalence of low education levels, low-paying jobs, and low-cost housing in the region. Workforce development is an economic development strategy to develop a supply of trained employees that in turn can help attract quality industrial and commercial jobs to the area. This in turn has the beneficial effect of keeping young people in the community and raising the standard of living for Jurupa Valley residents.” The General Plan Advisory Committee identified “a strong desire to build a satellite college campus and/or trade school in Jurupa Valley, and to provide other venues offering adult education.”

In its 2017 General Plan, Jurupa Valley actively seeks career training opportunities. In fact, it seeks ways to make effective land use decisions that attract “higher education and job training facilities.” Jurupa Valley will allow mixed land use development where appropriate by collaborating “with local colleges and universities to develop appropriate educational programs to assist residents in obtaining job skill to meet market demands.” One of its primary goals is to “actively seek and incentivize educational opportunities and institutions such as community colleges and trade schools to locate within Jurupa Valley to provide local job-skill training opportunities.” Jurupa Valley recognizes the existing partnerships between the local school district and Riverside Community College District. However, it has a specific goal to locate vocational and trade schools and is willing to review zoning ordinances and “identify potential zones, locations, development incentives, and requirements for advanced educational and occupational training schools and similar facilities.” The area’s working residents has a low per capita income than the County of Riverside and the State of California with about 16% of the residents living below the poverty level. As a result, Jurupa Valley planning documents “support high quality economic growth and development that is environmentally sustainable and that fosters housing, living wage jobs, retail goods and services, public facilities and services, environmental benefits, destination tourism, and medical and educational facilities.” Its planning documents identify specific needs, such as “support programs that address skill gaps in growing and emerging industries...that promote the development of quality jobs for local residents, especially those with living wages and career ladders.” These include internships and apprenticeships for area students. Jurupa Valley has also identified the need for a technology training institute as a ‘economic development strategy [to] supply trained employees that in turn can help attract quality industrial and commercial jobs to the area.’”

Jurupa Valley places “a high priority on maintaining and improving our educational, cultural, and technical opportunities, including programs and events at schools, libraries, museums, performing arts facilities, and other community venues. We support the establishment of new community centers as well as college-level, life-enrichment, and career training opportunities in Jurupa Valley.” Jurupa Valley supports “high quality economic growth and development that are environmentally sustainable and that foster housing, living wage jobs, retail goods and services, public facilities and services, environmental benefits, destination tourism, and medical and

educational facilities.” Jurupa Valley seeks to attract “much-needed community-serving uses such as medical services, quality retail and restaurants, higher education and job training facilities, a civic center, cultural, arts, entertainment, and recreation uses.” In addition, Jurupa Valley strives to provide adult education, ESL, reading, and literacy programs.

Riverside County’s General Plan emphasizes education as key to the county’s well-being and economic and fiscal health. “A particularly effective aspect of education’s role in the community is the array of partnership programs with the business community and local governments, dealing with childcare, job training, environmental resource management, recreation, and a host of other initiatives.” Riverside County’s General Plan also emphasizes the interrelationships of education, employment, quality of life, and supports, such as childcare, for its working citizens. The role of community colleges and partnerships is emphasized in providing job training and employee professional development using shared facilities.

Riverside County’s Workforce Development Strategic Plan focuses on career pathways, high school and adult education, workforce development, identification and development of emerging industry sectors, apprenticeships, and support for adult and dislocated workers. “Local partnerships of adult education, workforce development, community colleges, Community Based Organizations (CBO), employers, and labor organizations are essential to successful career pathways and bridge programs.” The work of the Inland Empire/Desert Centers of Excellence illustrates the critical role of community colleges in supporting a network of educational and economic development services.

The planning documents for Riverside County recognize the value of the higher educational institutions in the county and recognize both existing educational programs as well as the potential partnerships/apprenticeships with various labor unions to develop a skilled workforce.

Analysis of the Demographic and Economic Trends and the Potential for Coordinated Planning with Various Educational and Governmental Agencies

The recent assessment of the workforce demands done by the three colleges (see Table 1 above) indicates that transportation and warehousing will generate new employment opportunities for the communities served by each of the colleges. According to the Southern California Alliance for Economic Development in Sustainable Logistics (SCALE-SL), four counties (Los Angeles, Orange, Riverside, and San Bernardino) with a combined population of 17.8 million people process 40% of the nation’s container cargo. San Bernardino and Riverside counties (the Inland Empire) have over a billion square feet of warehouse space. Unfortunately, the Inland Empire metro area is “highly susceptible to automation” in the transportation and warehouse employment sectors, although SCALE-SL anticipates a surge in high-technology jobs. This group reports that 80% of the Inland Empire workforce lacks a college degree. The Inland Empire region also falls behind the Los Angeles metro area and state-wide average in living wage employment. The good job postings for Los Angeles area is 42.5% compared to the Inland Empire region’s 36.6%. Also, Latinas have the lowest share of living-wage jobs at 16.2%, and Latinos in the Inland Empire have only a 25.8% share of good jobs compared to the state-wide average of 32.4%. In southern California, 1.6 million (1 out of every 7) jobs are tied to the logistics industry. Many of these logistics positions are in the Inland Empire. A recent

Brookings Institute Metropolitan Policy Program report ranking the automation potential of the top 100 US metro areas stated that the Riverside-San Bernardino-Ontario metro area is ranked 13 out of 100, with an average automation potential of 47.6%. Hence, there is a significant potential for many logistics sector jobs as we currently know them to disappear. RCCD programs to retrain displaced workers will be essential. Particularly, increased training for high technology jobs will be needed.

The Southern California Alliance for Economic Development in Sustainable Logistics, a Regional Innovation Engine led by the University of California, Riverside, has been created to address the requirement in Assembly Bill 1279, passed in September 2022, to achieve Net-Zero greenhouse gases by 2045. This requirement will significantly impact the transportation and warehouse industry in the Inland Empire. SCALE-SL has two main goals: (1) “to transform massive fossil-fuel-dependent logistics into sustainable, zero-emissions operations; and (2) to “generate economic prosperity and environmental justice for all who are affected by the negative effects on logistics sprawl.” The Riverside Community College District is a partner in this alliance to develop workforce training programs in partnership with logistics employers in the Inland Empire area.

The planning documents of the public entities (cities and counties) and local school districts all emphasize the need to develop partnerships with local employers to train students for the work force in high-skilled and high-pay jobs. Many of the local students who do not enter community colleges recognize the value of job training programs and would enroll in them, especially if apprenticeships and on-the-job training opportunities existed. The four-year colleges in the district’s service area wish to develop partnerships to increase the transfer volume to their schools from the three colleges.

RCCD’s noncredit mission is to “provide course and program opportunities to students, particularly those from underserved groups, to support successful transition to college credit programs, attainment of meaningful wage work, and lifelong learning.” According to the January 2019 Riverside ABout Students report developed by BW Research Partnership, in the Riverside Consortium area, there are approximately 167,000 adults 18 years of age and older with less than a high school diploma or equivalent who are potentially needing elementary and secondary basic skills. There are approximately 68,000 adults 18 years of age and older speaking English less than “very well” who are potentially noncredit/adult education ESL students. There are approximately 56,000 adults ages 18 to 64 years old with a disability who are potential students for noncredit/adult education programs for adults with disabilities. There are over 200,000 adults ages 18 years of age and older with a high school diploma or equivalent and another 200,000+ adults with some college but no degree who are potential students for CTE programs. In a recent survey conducted by RCCD Adult Education with over 2450 responses, Accounting Basics for Small Business, Social Media for Small Business, and Business Skills Microsoft Office were the most requested certificate programs. ESL is also one of the most requested programs. Given these numbers, there is a significant potential for growing noncredit programs to serve RCCD’s communities.

Among RCCD’s six feeder school districts, the high school population is made up of approximately 59,292 students. For the 2022-23 academic year, nearly 5000 students were served through CCAP, Middle/Early College, concurrent enrollment, and other dual enrollment.

The CCCC Chancellor in Vision 2030 has identified expanding dual enrollment with equity so that high school students graduate with at least 12 units of college credit as a priority goal.

Guided Pathways

In its Guided Pathway Legislative Report, 2018-2019, the state Chancellor of the California Community Colleges outlines the general purpose of the Guided Pathways program:

“In short, Guided Pathways is much broader than an initiative to provide structured roadmaps that help students reach their goals more efficiently. It is an opportunity to redesign and organize the host of existing and emerging student success tools into a coordinated strategy to meet the *Vision for Success*, with equity embedded in every activity.”

The key planning component in the above statement aligns extremely well with the general idea of developing partnerships with local public entities, four-year universities, and employers in the area served by the Riverside Community College District to help students achieve their educational goals. This aim is explicitly embedded in the Guided Pathways stated goals. Clearly, an opportunity exists for the district to use the Guided Pathways funding to “redesign” its workforce training programs to align more closely with the employment demands in the Inland Empire and to coordinate its transfer pathways with the area colleges and universities. In fact, one of the primary purposes of the Guided Pathways initiative is to “promote equity and economic mobility” for students. The goal is consistent with the needs assessments and planning activities of various public entities and local universities. Tables 13 and 14 provide student headcount by pathway and data on guided pathways transfers by cohort year.

The Guided Pathways state funding has begun. Phase I, Acknowledgement of Assurance, allocated \$28,500,000 (60% of the total program funding) to state community colleges, which was distributed in the 2022-23 Advanced Apportionment in August 2022. Phase II, the Guided Pathways Work Plan 2022-2026, allocated \$15,000,000 (32% of the total program funding), contingent on colleges submitting its work plan by June 1, 2023. Each college in the district has submitted its work plan. The remaining funds, Phase III, Budget and Activities Planning, allocates \$3,800,000 (8% of the total program funding) in June 2023. This funding also has a contingency element: The district must submit a budget and expenditure report during the 2022-2026 funding cycle.

The Guided Pathways initiative is aligned closely with the Vision for Success goals, particularly the developmental education reform, that impact the district’s financial stability due to the student-centered funding formula. The district has made some progress to implement the Guided Pathways. An assessment of the district’s workforce programs to determine if they reflect the industry demands identified above and the criteria of offering skilled training programs in high-demand jobs that provide a living wage for its graduates will need to be performed. In addition, the new alignment and plan cannot be limited to the current industry demands in the Inland Empire. The prioritized focus on Workforce Development--especially in the areas of high skill, high demand, high wage—will need to look at the nature of work today as well as in the future with the dual goal of attracting advanced industries to the region while at the same time building

a culture and capacity for entrepreneurial activity to encourage the growth of micro and small business enterprises.

Table 13.

Riverside Community College District Student Headcount, Unduplicated for Each Pathway.

Moreno Valley	2018 19	2019 20	2020 21	2021 22	2022 23
Pathway	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
1. Science, Technology, Engineering, and Mathematics	3006 (24.1%)	2978 (23.7%)	2608 (21.9%)	2354 (21.4%)	2595 (19.3%)
2. Business, Health, and Human Services	2722 (21.9%)	2758 (21.9%)	2662 (22.4%)	2615 (23.8%)	2905 (21.6%)
3. Humanities, Education, Social and Behavioral Science	2489 (20.0%)	2476 (19.7%)	2356 (19.8%)	2114 (19.2%)	2224 (16.5%)
4. Unknown	1908 (15.3%)	1905 (15.2%)	1131 (9.5%)	950 (8.6%)	1777 (13.2%)
5. Public Safety	1222 (9.8%)	1373 (10.9%)	2161 (18.2%)	1963 (17.8%)	2617 (19.5%)
6. Communications, English, and World Languages	600 (4.8%)	559 (4.4%)	534 (4.5%)	502 (4.6%)	515 (3.8%)
7. Visual & Performing Arts	502 (4.0%)	522 (4.2%)	452 (3.8%)	503 (4.6%)	749 (5.6%)
8. Non-Credit				2 (0.0%)	69 (.5%)
Grand Total	12449	12571	11904	11003	13451

Norco	2018 19	2019 20	2020 21	2021 22	2022 23
Pathway	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
1. Math, Engineering, Computer Science & Game Development	3916 (24.9%)	4161 (24.5%)	3679 (23.7%)	3207 (22.9%)	3325 (20.3%)
2. Social and Behavioral Sciences	2805 (17.9%)	3053 (18.0%)	2755 (17.8%)	2627 (18.8%)	2908 (17.7%)
3. Business and Management	2765 (17.6%)	2816 (16.6%)	2593 (16.7%)	2273 (16.2%)	2815 (17.2%)
4. Natural Sciences, Health, and Kinesiology	1556 (9.9%)	2061 (12.1%)	2144 (13.8%)	1966 (14.0%)	2209 (13.5%)
5. Human and Public Services	1318 (8.4%)	1406 (8.3%)	1262 (8.1%)	1067 (7.6%)	1213 (7.4%)
6. Communication, Humanities, and Languages	1187 (7.6%)	1319 (7.8%)	1142 (7.4%)	994 (7.1%)	1194 (7.3%)
7. Applied Technologies and Apprenticeships	1022 (6.5%)	1050 (6.2%)	977 (6.3%)	1035 (7.4%)	1728 (10.5%)
8. Visual and Performing Arts	830 (5.3%)	957 (5.6%)	816 (5.3%)	753 (5.4%)	945 (5.8%)
9. Unknown	171 (1.1%)	105 (.6%)	83 (.5%)	50 (.4%)	40 (.2%)
10. Other RCCD	130 (.8%)	71 (.4%)	53 (.3%)	32 (.2%)	19 (.1%)
Grand Total	15700	16999	15504	14004	16396

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Riverside	2018 19	2019 20	2020 21	2021 22	2022 23
Pathway	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
1. Business, Information Systems, and Technology	6803 (20.5%)	6773 (20.6%)	6202 (19.7%)	5875 (20.0%)	7478 (21.9%)
2. Science, Technology, Engineering, and Math (STEM)	5682 (17.1%)	5305 (16.2%)	4594 (14.6%)	3976 (13.6%)	4130 (12.1%)
3. Social and Behavioral Sciences	5540 (16.7%)	5488 (16.7%)	5343 (17.0%)	4666 (15.9%)	5024 (14.7%)
4. Health Related Sciences	4243 (12.8%)	4821 (14.7%)	5872 (18.7%)	5932 (20.2%)	6707 (19.7%)
5. Languages and Humanities	3867 (11.7%)	3308 (10.1%)	2844 (9.0%)	2302 (7.8%)	2334 (6.8%)
6. Advanced Technical Arts and Trades	3040 (9.2%)	2909 (8.9%)	2435 (7.7%)	2397 (8.2%)	3345 (9.8%)
7. Visual, Performing, and Creative Arts	1939 (5.8%)	2181 (6.6%)	2063 (6.6%)	2064 (7.0%)	2622 (7.7%)
8. Education and Teacher Preparation	1557 (4.7%)	1627 (5.0%)	1705 (5.4%)	1704 (5.8%)	1916 (5.6%)
9. Unknown	364 (1.1%)	287 (.9%)	214 (.7%)	154 (.5%)	70 (.2%)
10. Other RCCD	147 (.4%)	102 (.3%)	138 (.4%)	204 (.7)	219 (.6%)
11. Non-Credit			29 (.1%)	60 (.2%)	284 (.8%)
Grand Total	33182	32801	31439	29334	34129

Source: Colleague Data

Table 14.

Guided Pathways Transfer Headcount by Cohort Year Starting Year

GP Cohort Starting Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
CSU	1,362	1,277	1,134	825	726	360	168
Out-of-State	935	958	663	429	301	188	71
Private In-State	822	797	582	295	230	120	70
UC	743	700	650	413	434	224	127
Grand Total	11,088	11,309	9,964	9,319	9,394	6,616	6,091

Source: National Student Clearinghouse

Note that transfer is calculated on the cohort model and earlier years will have more time to complete the transfer.

General Planning Emphases for the Riverside Community College District, 2024-2049

The Inland Empire region and the specific areas served by the Riverside Community College District expect population growth and an expanded workforce over the next decade. According to the National Coalition of Advanced Technology Center’s final report (December 7, 2022), “the Inland Empire’s labor market has fully recovered from the COVID-19 pandemic and

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continues to show strength” (3.7% unemployment, added 280,000 jobs). This trend does not reflect the general direction of the state of California, which the NCATC states that California’s labor force dropped by 1.5%. Unfortunately, the region also has the lowest college going rate and some of the lowest wages in the state. The district has an opportunity to expand its economic impact by developing partnerships with the local K-12 school districts, various public agencies, and the local four-year universities—all of which have planning goals to expand and to develop its working relationships with Riverside Community College District. Most important, the district has the opportunity to redefine its workforce training programs by expanding apprenticeships and partnerships with area businesses. Recent surveys, both local and statewide, indicate that many students enter the workforce instead of attending college. This is particularly true for the Inland Empire. For the district to be more responsive to the needs of the community, it must also expand its workforce training programs, especially those in partnership with the local K-12 school districts, to help students transition to high-skilled, high-demand, high-pay employment. Clear Guided Pathways for students who choose work over college to begin their workforce training at the K-12 level in partnership with the colleges can provide a seamless entry to good jobs or, if students choose, an expedited transfer to a four-year school.

Guided Pathways Expansion

Riverside Community College District continues to offer a number of Guided Pathways for transfer students. In fact, the district has increased the number of transfers to four-year schools over the last few years, in spite of the effects of the pandemic. It must continue its efforts to increase its transfer rates by working more closely with the four-year universities in the Inland Empire area on dual enrollment pathways as required by AB 132. In addition, RCCD must continue to streamline its pathway efforts with K-12 school districts and to hone its student success support mechanisms and its standard of care to ensure improved equitable outcomes.

Although the district has some exceptional CTE and workforce training programs (nursing, dental hygiene, paramedic, firefighters, peace officers, welders, HVAC and auto technicians to cite a few), a number of the current CTE programs do not show student interest and may not meet the specific criteria of being high-skilled, in-demand (100 jobs), and providing a living wage. To increase the number of students entering the three colleges in the district, the district must invest in and expand its workforce training and CTE programs.

Reduce Time to Complete Degree or Certificate

One of the key goals of clarifying and streamlining a guided pathway, in both transfer and workforce training, is to reduce the amount of time to complete a program or degree. The time to complete an associate’s degree or a CTE certificate can be shortened by 50 to 60% (6 years to 2 or 3). Having students begin their educational goals in high school, for example, will reduce the costs of earning a degree significantly and also double or triple the available instructional space. The adoption of the ADT by the University of California system and the acceptance of a dual admission system where students can be admitted to both a college in the RCCD and a UC or CSU school, where students complete the first two years within the RCCD with a guaranteed admission to the UC or CSU (provided, of course, students meet the GPA and course requirements) will enhance and facilitate the process of transfer and increase graduation rates in addition to reducing the costs. California State University, San Bernardino has a strategic goal to develop a dual-admission program. A dual admission program will also allow community

college students to enroll in upper division courses—all of which will shorten the time for students to enter the workforce and contribute to the socio-economic development of the region. The following charts demonstrate the length of time students take in Riverside Community College District to earn a degree or a certificate. The strategies listed above are designed to improve these numbers.

Table 15.

First Associate Degree Time to Completion

Academic Year	1-2 years	3-6 years	7 or more
2014-15	19.6%	59.1%	21.3%
2015-16	20.7%	58.0%	21.3%
2016-17	25.2%	51.7%	23.1%
2017-18	26.1%	47.3%	26.6%
2018-19	25.4%	47.5%	27.1%
2019-20	30.4%	45.1%	24.5%
2020-21	36.2%	40.8%	23.0%
2021-22	31.9%	43.5%	24.6%
2022-23	32.1%	45.6%	22.3%

Source: CCCC MIS Referential Files

Table 16.

First Certificate Award Time to Completion

Academic Year	1-2 years	3-6 years	7 or more
2014-15	26.7%	46.8%	26.5%
2015-16	28.7%	42.2%	29.1%
2016-17	38.4%	34.9%	26.6%
2017-18	40.8%	32.8%	26.4%
2018-19	38.2%	33.5%	28.3%
2019-20	36.1%	35.4%	28.5%
2020-21	33.8%	37.9%	28.3%
2021-22	30.0%	38.8%	31.2%
2022-23	35.4%	35.6%	29.0%

Source: CCCC MIS Referential Files

Expand Workforce Training

In an effort to meet the workforce demands in the communities served by the Riverside Community College District, the National Council of Advanced Technology Centers (NCATC) assessed the needs of the employment industry in the region served by the district and also the current programs and facilities on the district's three colleges. (See the NCATC Final Report, December 7, 2022.) The Council came to the conclusion that the district should develop the Inland Empire Technical Trade Center (IETTC) to meet the specific workforce training needs of the area. The recommendations offered by the Council correspond to the planning needs of the various entities outlined above that encourage collaborative partnerships "to create relevant and effective programs and services." The Council suggests that the district "create a Districtwide, unified workforce development plan," with regional stakeholder input, that will identify the specific programs to be offered by the Inland Empire Technical Trade Center and that will identify "areas of growth and potential alignments beyond the IETTC that include multiple sites across the RCCD service area." The report offers a comprehensive analysis of the basic competencies and workforce priorities from employer focus groups for developing and upgrading CTE and workforce training courses. It also emphasizes the value of "work-based learning" that will help bridge the "skills gap for middle-skill jobs that require some form of post high school education or training but not a bachelor's degree." The report states that "53% of U.S. jobs are middle skill...that require some form of postsecondary education and training beyond high school." A number of states have implemented "work-based learning policies." California has begun several initiatives to implement these policies: CalApprenticeship.org, Grow Apprenticeship California, and Advancing Apprenticeship in California: Five Point Action Plan.

The Council team urges the Riverside Community College District to build the IETTC as quickly as possible but also to develop "IETTC-extensions in strategic locations" to become "a vital and complimentary Workforce Center of Excellence" to provide the training that employers in the region so desperately need. The Council suggest twelve (12) possible advanced technology training opportunities that complement employer needs:

1. Supply Chain, Transportation, Logistics and Distribution;
2. Mechatronics / Maintenance / Automation Center;
3. Food Processing and Agronomy Technologies;
4. Green Technologies;
5. Industry 4.0—Industrial Internet of Things;
6. Cybersecurity;
7. Integrated Advanced Manufacturing / Computerized Machining;
8. Quality Control, Metrology, Lean Six Sigma;
9. Mission Critical Automation Technicians;
10. Welding / Fabrication;
11. Apprenticeship / Internship Growth;
12. 3D-Digital Design / Additive Manufacturing Technologies.

(See the NCATC Report for a more detailed explanation of these categories.)

Nearly all municipal entities and educational providers in the district's service area recognize the need to develop workforce training opportunities and also have made it a goal in their future planning documents to forge partnerships with local employers and institutions of higher

education. The Riverside Community College District has the unique opportunity to provide an entirely new workforce training concept for the area. The IETTC serves this purpose. It provides an educational opportunity for the many high-school graduates who do not choose to enroll in the four-year school transfer pathways offered by the district. Developing practical learning opportunities for these students may improve the low-going college rates of the high-school graduates and may also increase the district “capture rate”—i.e., increase the number of students in the local K-12 districts who enroll in one of the district’s colleges. Many of the students who have chosen to work instead of enrolling in colleges will have concrete job training opportunities that provide good-paying jobs and high-skilled job criteria the region needs to improve its economic position in the state. In fact, the NCATC report states that “the need for skilled advanced manufacturing technicians will outpace engineers 7 to 1 and that the majority of these jobs require less than a bachelor’s degree.” IETTC will also serve adult learners and displaced workers as well as students from the K-12 system.

For the district to expand its CTE pathways and workforce training, the three colleges must complete a comprehensive assessment of their CTE programs and drop low-enrolled programs and transfer resources to develop programs that meet the workforce demands of the area and that meet the living-wage and high-skill criteria discussed above. Discussion about changes to the district’s budget allocation process and facilities plans need to follow this comprehensive assessment. CTE is so expensive that alternate sources of funding must be sought. The district must also continue to expand and to improve its transfer pathways by developing new partnerships with the four-year schools in the area. All of these efforts will increase the economic health of the communities served by the district. These efforts will significantly increase the area’s college-going rate and improve the district’s capture rate, which will allow the district to continue to have the fiscal resources needed to contribute to the economic well-being of the Inland Empire region.

In July 2023, the Chancellor for California Community Colleges presented “Vision 2030: A Roadmap for California Community Colleges.” This framework incorporates objectives from the Vision for Success (2017) and the Governor’s Roadmap 2021 and includes outcomes and metrics that will impact the long-term planning objectives and strategic planning directions of every California community college district. The strategies, metrics, and outcomes in the Vision 2030 parallel the general direction outlined in this plan. Two Vision 2030 outcomes that need increased attention in RCCD will require strategies for increasing the number of Community College Baccalaureate degrees, and establishing targets for increasing the number of students receiving financial aid. These “Vision 2030” initiatives may be more appropriately included in each college’s strategic planning process. The “Vision 2030” roadmap includes other state-wide initiatives—e.g., increasing the number of full-time students and improving articulation and program mapping with the California State University system and the University of California. One of the objectives outlined in “Vision 2030” involves expanding “experiential and work-based learning (e.g., apprenticeships, internships, etc.) opportunities, incorporating Learning-Aligned Employment Program (LAEP), for all students to enhance their social and economic mobility....” The specific goals outlined in “Vision 2030” will need to be incorporated into all the strategic planning documents within the district.

The “California State Plan for Career Technical Education (CTE),” which is currently in draft form, offers a new and “bold vision” to create a statewide CTE system that identifies career

pathways with a range of post-secondary options. The vision emphasizes a system that allows “all students and workers with multiple entry and exit points and opportunities...that reflect and respond to their lived experiences and their working, learning, and daily lives.” The vision includes flexible K-14+ pathways and using data to “identify equity gaps.” The aim of this system is to remove “barriers...among systems and institutions,” to eliminate “bifurcations between college and career,” and to boost “collaboration between secondary and postsecondary education, education and industry, and between and within institutions....” Nearly all the elements of this state plan exist in the district’s masterplan. The district’s 25-year vision aligns extremely well with the proposed plan. However, the problem of hiring CTE faculty and preparing them to teach students in the rapidly changing, highly skilled workplace will need to be addressed in the near future.

Continue District Progress with Associate Degrees for Transfer/Baccalaureate Degrees

One of the goals of “Vision 2030” corresponds to a state-wide “higher education goal of 70% of postsecondary degree and certificate attainment among working-aged Californians by 2030.” A number of other concrete, strategic transfer and degree goals exist in “Vision 2030” and can be integrated into the short- and long-term college planning documents as well as the district’s updated strategic plan. In fact, the district has already made some progress to meet these goals. The Riverside Community College has made significant progress to improve its transfer rate. See table 12 for more details. Also, in 2021-22, the three district colleges accounted for 34% of the total community college awards in the Inland Empire, 41% of AA, AS, and ADT awards, 21% of certificates and 52% of noncredit awards among the 12 community colleges in the area (CCCCO Datamart, annual student counts). The district’s efforts in the area of dual-enrollment at the K-12 level offer additional ways to improve the college-going rate. Future partnerships with the UC and CSU systems to develop dual-enrollment at four-year schools could also help reduce the amount of time it takes for students to complete their degree goals. Although the number of ADT’s awarded in the district has increased significantly, the district also has room for considerable growth by increasing transfer options. “Vision 2030” offers a number of strategies—including online programs of study, increased number of students eligible for financial aid, flexible term structures, flexible schedules, etc.—that the district might adopt.

To contribute to the 70% goal mentioned above, the district has an opportunity to offer a Community College Baccalaureate degrees, particularly in areas not served by the UC and CSU systems. “Vision 2030” suggests that the community college system should increase its baccalaureate degrees by 30%. A recent study from UCLA (reported by ABC News, February 13, 2024) looked at student data enrolled in inaugural California community college baccalaureate (CCB).. The report highlighted that 64% of Latino students enrolled in CCBs graduated within two years. These students had higher completion rates, fewer student loans (35% compared to 46% of all California college graduates), and had higher earnings after graduation (earning \$22,600 more). The report suggests that CCBs offer a way to improve the college graduation rates for Hispanics. The study states that “in California, 22% of Hispanic adults (25 and older) had earned associate degrees or higher, compared to 56% of white, non-Hispanic adults.” By offering CCBs, the district could significantly impact the college-going and graduation rates of under-represented groups. As of Spring 2024, the Riverside Community

College District has not yet developed any baccalaureate degree programs. Table 17 outlines baccalaureate degrees currently offered by various California community colleges.

Table 17.

California Community Colleges Approved Baccalaureate Degree Programs

List of Approved Bachelor's Degree Programs	
COLLEGE	DEGREE
Antelope Valley College	Airframe Manufacturing Technology
Bakersfield College	Industrial Automation Research Laboratory Technology
Cerritos College	Dental Hygiene
Crafton Hills College	Respiratory Care
Cypress College	Mortuary Science
DeAnza College	Automotive Technology Management
El Camino College	Respiratory Care
Feather River College	Equine & Ranch Management Ecosystem Restoration & Applied Fire
Foothill College	Dental Hygiene Respiratory Care
Fresno College	Dental Hygiene
Hartnell College	Respiratory Care - (recently approved)
Los Angeles Mission College	Biomanufacturing
Los Angeles Valley College	Respiratory Therapy
MiraCosta College	Biomanufacturing
Modesto Junior College	Respiratory Care
Moorpark College	Biomanufacturing
Mt. San Antonio College	Histotechnology
Rio Hondo College	Automotive Technology
San Diego City College	Cyber Defense and Analysis
San Diego Mesa College	Health Information Management
San Diego Miramar College	Public Safety Management
Santa Ana College	Occupational Studies
Santa Monica College	Interaction Design
Shasta College	Health Information Management
Skyline College	Respiratory Care
Solano Community College	Biomanufacturing
Taft College	Dental Hygiene Administration
Ventura College	Automotive Career Education
West Los Angeles College	Dental Hygiene Aviation Maintenance Technology: Avionics

Source: Baccalaureate Degree Program, California Community Colleges Chancellor's Office (cccco.edu)

Riverside Community College District Educational Masterplan Objectives, 2024-2049

The information provided above offers evidence and information that suggest a collaborative approach to long-term planning with public entities, local K-12 districts, and area four-year colleges and universities can positively impact the social and economic conditions of the Inland Empire area. This district has an opportunity over the next 25 years to act as a catalyst by integrating and aligning its long-term planning activities with the planning goals of other entities and the industry needs identified within this document.

To achieve this collaborative effort, the Board of Trustees has provided a general vision for the Riverside Community College District for the next 25 years. Using district support services and coordinating with relevant district administrative areas, each college will assess and revise its current short-term and long-term planning goals and objectives to ensure that they are in alignment with the educational direction and emphasis of the district, and each college will develop concrete, measurable strategic goals. The Board will receive yearly assessments of the progress each college makes. The district's strategic plan, which is developed in collaboration with the colleges, will set the minimum standards for district, but each college must establish its own goals and targets that reflect the following general objectives:

1. Increase the number of Guided Pathways transfer agreements and increase, with equity, student transfers with four-year colleges and universities;
2. Develop high-skill, high-demand and high-pay workforce Guided Pathways and programs that reflect current and future employer and regional needs, including apprenticeships with local employers and unions;
3. Develop baccalaureate degree programs, particularly in CTE programs with a focus on equity;
4. Engage in active recruitment of and increase support to under-represented groups (by ethnicity, gender, veteran's status, foster youth, low-income adults, and justice involved/justice impacted) as the district develops its workforce training programs and transfer programs;
5. Integrate and coordinate long-term planning activities and develop specific partnerships with local governmental agencies;
6. Ensure the development of Moreno Valley College and Norco College into comprehensive colleges and increase access to Riverside City College;
7. Increase the number of instructional facilities to serve the educational needs of communities within the district;
8. Expand partnerships, adult education, and dual enrollment strategies with local K-12 school districts to help students choose a clear Guided Pathway;
9. Develop dual-enrollment strategies with four-year colleges and universities in the area;
10. Increase the college going and capture rates of high-school graduates within the district's service area;
11. Increase the number of noncredit offerings, particularly in Workforce development and Adult Education programs;
12. Ensure the colleges and the district use the same data sets and Key Performance Indicators and ensure alignment of goals and objectives in their planning documents.

Long-Term Financial Planning

A simple reality exists in the funding formula for California community colleges: the apportionment from the state alone cannot adequately provide the money needed for the development of new educational opportunities. In fact, the California community colleges are funded at the lowest level of any educational segment. For 2023-2024, K-12 funding per student is \$23,791, CSU funding per student is \$22,260, and UC funding per student is \$34,966, while CCC funding per student is \$11,887. A different funding mechanism is required—possibly one that fosters a community-wide alliance involving local government entities, workforce training, employer engagement, partnerships with K-12 districts, and labor unions. This collaborative effort would secure the necessary resources to enhance socio-economic conditions in the Inland Empire. Many of the high-skilled workforce training programs will require significant investments in very expensive equipment. Creative partnerships with local industries possessing this equipment can help mitigate the costs of training.

The dynamic influence of technology on the nature of work requires a new funding model, one that recognizes the importance of engaging with regional, local, and civic entities that possess workforce training funds outside the conventional community college funding channels. Overcoming the challenge of securing bond measures at state and local levels is essential. The district's capacity to respond effectively to the rapidly shifting requirements of workforce training, including the essential facilities these programs demand, hinges on a collaborative effort with community partners. Together, they can address the limitations posed by state apportionment, ensuring that the workforce is equipped for the challenges of the modern job market.

Each year the district prepares a financial projection of ongoing revenues based on certain assumptions. It is inherently challenging to craft accurate multi-year projections, primarily because 90% of the district's revenue comes from state apportionment, derived from the Proposition 98 formula shared with K-12 districts. State revenues can fluctuate significantly from year-to-year due to their heavy reliance on taxes generated by the state's top 1% of taxpayers, who derive a substantial portion of their income from investments in the capital markets. These fluctuations in state revenues can also be influenced by discrepancies between budget assumptions and economic realities. In the context of community colleges, such disparities often result in lower-than-expected revenue. The primary driver of year-over-year increases in state revenues is the Cost-of-Living Adjustment (COLA). COLAs can vary considerably from one year to the next and are recalculated annually. This variability in COLA also has a direct impact on one of the most substantial expenditure categories for community colleges: salaries. COLA adjustments are typically passed through in the form of salary increases, further complicating the financial projections and budgeting process.

The district also faces additional challenges related to fluctuating college enrollments and low college-going rates in the Inland Empire, further complicating long-term financial planning. The community served by the district historically exhibits a low college-going rate; this results in a sizable pool of potential students who have not yet enrolled in any of the district's colleges. This untapped potential becomes a significant opportunity, particularly through the expansion of workforce pathways and the introduction of dual-enrollment training programs at the high-school level. These initiatives can attract students who may not typically pursue traditional transfer and

degree pathways, thereby increasing district enrollment. To realize this potential, the district must prioritize and maximize its outreach efforts. This concerted outreach strategy will enable the district to increase its capture rate among potential students who could benefit from its educational offerings. It is important to note, however, that there is currently no funding mechanism in place for the development of future educational sites to accommodate this expanded enrollment. This presents a challenge that the district must address in its long-term planning efforts.

The district must comply fully with the AB1705 state funding demands to avoid revenue penalties. However, this concern is not necessarily a long-term issue. Each college has specific targets to ensure that it meets the state-wide funding targets, and the District Strategic Plan has concrete goals and targets that establish the benchmark under which the colleges may not fall. By continuing to expand its transfer/degree pathways and to ensure that equity and success/retention goals are met, the district can stabilize and grow its more traditional state funding sources. Sustaining state apportionment sources requires ongoing vigilance and regular assessment of strategic planning efforts to facilitate timely intervention, to prevent state apportionment penalties, and to access state growth funding.

Long-Term Facilities Needs

The Riverside Community College District does not have a district facilities masterplan per se. However, each college has a facilities masterplan, which the district office supports. The sum of the college plans combined with a prioritization process will inform the future District Facilities Master Plan. At present, the district office has incorporated each college's facilities requests into the District's Unified Facilities Masterplan; its 2025-2029 Five-Year Capital Construction Plan (5 Year CCP) (June 13, 2022). Each college's facilities priorities, from Initial Project Proposal to Final Project Proposal in the 5-Year CCP, include a wide array of data: enrollment growth projections, space inventories, capacity assessments, facility conditions in alignment with state guidelines (as of 2023), and scoring metrics for funding allocation.

The state's available capital improvement funding is limited and insufficient to meet the diverse needs of the California Community College system. To address the growing demand for workforce training within the district's service area, a comprehensive infrastructure partnership is imperative. This collaboration should involve employers and civic governments, all recognizing the need for workforce training programs that lead to sustainable careers. However, the area does not have the required infrastructure, particularly the training facilities, to meet this demand. The evolving workforce requirements within the district service area, especially in the Inland Empire, necessitate a systematic analysis of population densities, socio-economic trends, transformational needs, existing district services, and the projected magnitude of employment demands. This analysis should guide the strategic expansion of additional facilities within the district's service area.

Currently the state legislature is considering a K-14 state school bond to be placed on the 2024 ballot (Assembly Bill 247, Muratsuchi). However, the proposed bond's dollar amount remains undisclosed, and it does not alter the current capital outlay process. Some changes to local capital bonds are being proposed through Senate Bill 521. Given the fierce competition among

community college districts for limited capital funding, the Riverside Community College District must contemplate the possibility of a local bond to fulfill its long-term capital improvement needs.

The facilities masterplans at each college give priority to its core instructional needs. Moreno Valley College's proposal to expand the Ben Clark Training Center into a comprehensive college, with an emphasis on public safety, underscores the growing demand for workforce training facilities. Challenges also exist at Norco College, where limited space and secondary access to/from the college hinder the expansion of instructional programs and the addition of new facilities. Growth along Interstate 15 in the Corona area make it difficult for Norco College to meet the educational needs of the growing population. Acquiring property to establish a Norco College STEM Center in the Corona area, educational facilities in South Corona, possibly extending the IETTC and offering multiple four-year transfer pathways, could serve the growing population. Riverside City College, which is constrained by its landlocked location and lacks capacity for new facilities, faces a demand for increased access. The district hopes to engage in future discussions with the Riverside Unified School District to develop a joint-use agreement for an early college STEM high school on one of the RUSD campuses. The idea is not to displace RUSD students, but rather it is designed to enhance student access and success by creating an opportunity for students to complete high school and community college simultaneously (and reduce the time for students to earn a degree or certificate). The focus of the STEM early college will enhance the student access to high-demand, high-skilled, and high-paying jobs and aligns with the City of Riverside's development plan for the economically disadvantaged north side of Riverside. The Jurupa Valley area is experiencing substantial growth, with no higher education facilities currently serving the community. The area offers the potential for an educational center and workforce training facility to meet the area employment needs. This need is echoed in various civic and education planning documents, prompting the Riverside Community College District to initiate a proposal for the construction of the Inland Empire Technical Trade Center to offer new and innovative workforce training programs. In addition to the Center, the district needs to develop IETTC extension programs at the colleges and various areas within the district's service area.

Areas of Instructional Focus for Each College and Site

Each of the colleges and sites in the district provide students with opportunities to earn a degree or certificate. All three colleges have comprehensive transfer and training programs in multiple areas for their students. However, in an effort not to duplicate resources or to compete for students in specialized training programs, each college has a general area of focus. These historical areas of focus give resource and program-development priority to the colleges or site for specialized areas.

Riverside City College: A more comprehensive, general mission with some established programs, such as its nursing program.

Norco College: Logistics, manufacturing, and engineering programs.

Moreno Valley College: Allied health and public safety.

However, these historical areas of focus are general, over-arching missions and require flexibility, not absolute territorial claims. Many factors in the future, such as industry partnerships within a particular college's service area, may require that a new program be developed that falls within the historical area of focus of another college. The size of the demand and the cost of programs or other outside factors, including industry partnerships, will shape the decisions about where to locate new workforce training programs.

Although these general areas of focus and responsibilities have served the district and the colleges for over two decades and will serve as a good foundation for future growth, the principle of flexibility requires the district and the colleges to analyze the economic realities in a changing region in order to respond to the economic demands in a comprehensive and economically flexible manner. Orange County, Los Angeles, and San Diego are highly populated and congested where real estate has become unaffordable. The high paying biotech and advanced manufacturing as well as major business and financial institutions that offer high-paying jobs are also concentrated in these counties. The opportunities for these industries to expand to the Inland Empire exist because of the relatively low cost of available land and affordable living. The development of close partnerships with business and industry rest on the district's ability to respond to their needs will ultimately guide the expansion of the colleges. In other words, even though the Board has designated Norco College as the center for logistics, the rapid expansion of warehousing and logistics in the Moreno Valley area, along with the size of the employment market in this area, requires that Moreno Valley College develop a logistics program and supply-chain programs. Similarly, with the rapidly aging population and the explosion of healthcare needs, the concentration of all allied health sciences at Moreno Valley College may require that the district respond to this demand in other areas served by the district in a comprehensive and economically feasible and sustainable manner.

Conclusion

The Riverside Community College District Educational Masterplan 2024-2049, a 25-year vision for the future direction of colleges serving the communities within its boundaries, has more than student access and success as outcomes. As the District embarks on its next 25 years, it is evermore committed to ensuring the development of Moreno Valley College and Norco College into comprehensive colleges that include visual and performing arts and athletics while also increasing access to Riverside City College. This masterplan is ultimately connected to the overall social and development of the region. The general emphasis is on preparing students, whatever their backgrounds, to overcome the issues of poverty, equity, social, economic, health, and environmental justice. Equally important is to prepare students to participate in the civic and cultural well-being of their communities. This requires the district to develop new metrics that measure social and economic mobility. Finding the instruments to measure the gains in the areas of health and environmental justice will also be needed if the general direction outlined in this 25-year vision will have had any impact.

The lofty goals outlined in this plan very much depend on an inclusive collaborative platform that can coordinate and align the plans of the varied constituents so that regional energy and resources can be focused on mutual goals to reduce competition and enhance collaboration. Most important, these collaborative efforts will eliminate unnecessary duplication and overlap, while enhancing systemwide efficiencies and effectiveness. The development of an infrastructure that has the capacity to lead and to coordinate regional partners--four-year colleges and universities, K-12 districts, community colleges, business and industry leaders, city and

county planner, and local, state, federal elected representatives, and regional community college and K-12 Boards of Trustees—has not been realized yet. This collaborative platform also requires methodologies to monitor, assess, and evaluate the effectiveness of this joint effort to assure accountability and credibility.

Access and success of students in the Inland Empire falls short of other communities. Data show that the K-12 population in the Inland Empire is almost twice that of Orange and San Diego counties, yet the community college population in the Inland Empire is about 60% of the two counties. The data indicate that a sizeable number of K-12 students choose not to pursue higher education including attending community colleges. Developing workforce training programs offers an effective strategy to increase the college-going rate. Increasing concurrent enrollment, dual enrollment, middle college and early college programs offer another means to impact the college-going rate. These programs should all be integrated into the Guided Pathways framework; this requires that the district and its K-12 partners jointly establish viable programs that attract students. Similarly, the possibility of using dual-enrollment principles with four-year colleges and universities should be explored and implemented as part of the district's long-term planning. Using a dual admission mechanism can allow students who have received conditional admission to the University of California or a California State University to complete their first two years at the community college and to grant guaranteed admission to one of these systems to complete their remaining two years. Implementing these strategies will significantly contribute to improving the region's college-going rate as well as increasing the success rate of students while reducing the amount of time it takes learners to complete their educational goals.

Appendices

Appendix A: Program Headcounts (by title) for each 2-digit TOP Code

Appendix A TOP2	Program Title	Year Ending					Total
		2018	2019	2020	2021	2022	
05 Business and Management	Business Administration for Transfer CSUGE	200	210	258	299	254	1221
	Business Administration for Transfer IGETC	50	77	118	162	184	591
	Bus Admin-General Business Concentration	65	68	47	52	66	298
	Bus Admin-Management Concentration	28	65	46	48	64	251
	Business Administration: Human Resources	31	29	45	33	43	181
	Bus Admin-Accounting Concentration	36	45	28	31	41	181
	Real Estate Salesperson and Transaction	64	34	28	16	37	179
	Bus Adm: Small Business Payroll Accounting	24	44	30	17	33	148
	Business Skills Bootcamp		32	55	8	28	123
	Bus Admin- Accounting Concentration	25	26	24	24	23	122
05 Business and Management Total		523	630	679	690	773	3295
13 Family and Consumer Sciences	Early Childhood Education-Assistant Teacher	166	232	174	175	158	905
	Early Childhood Education-Twelve Core Units	124	153	133	137	124	671
	Early Childhood Education	84	99	94	80	101	458
	Culinary Arts	73	70	40	35	44	262
	Child and Adolescent Development for Transfer CSUGE			76	119	53	248
	Early Childhood Education for Transfer CSUGE	29	35	58	52	58	232
	Child and Adolescent Development for Transfer IGETC			9	12	58	79
	Early Childhood Education CSUGE	8	10	21	16	13	68
	Early Childhood Intervention	12	21	12	11	1	57
	Baking and Pastry				11	16	27
13 Family and Consumer Sciences Total		496	620	617	648	626	3007
21 Public and Protective Services	Administration of Justice for Transfer CSUGE	58	79	128	147	139	551
	Fire Technology-Firefighter Academy	113	148	89	75	110	535
	Administration of Justice/Law Enforcement	87	158	149	42	2	438
	Admin of Justice-Basic Correctional Deputy Academy	22	44	119	95	139	419
	Fire Technology	41	32	20	55	54	202
	Administration of Justice	42	47	27	46	38	200
	Human Services	27	18	28	36	19	128
	Administration of Justice for Transfer IGETC	5	14	18	33	36	106
	Community Interpretation	29	14	16	17	22	98
	Admin of Justice/Law Enf Basic Peace Officer Intensive				21	73	94

Appendix A: Program Headcounts (by title) for each 2-digit TOP Code

Appendix A TOP2	Program Title	Year Ending					Total
		2018	2019	2020	2021	2022	
21 Public and Protective Services Total		424	554	594	567	632	2771
12 Health	Emergency Medical Technician	236	138	133	80	122	709
	Nursing-Registered Nursing	177	194	167	82	1	621
	Nursing-Vocational Nursing	84	71	88	65	85	393
	Nursing: Registered Nursing			10	83	145	238
	Emergency Medical Services Paramedic	47	30	16	29	43	165
	Dental Assistant	22	29	4	55	34	144
	Dental Hygiene	12	17	1	32	14	76
	Med Assisting - Administrative/Clinical Medical Assisting	11	13	14	13	12	63
	Med Assisting-Administrative/Clinical Medical Assisting	10	6	9	3	9	37
	Exercise, Sport & Wellness-Athletic Training	4	5	5	12	4	30
12 Health Total		603	503	447	454	469	2476
09 Engineering and Industrial Technologies	Electrician Apprenticeship	24	95	4	48	55	226
	Air Conditioning and Refrigeration	29	55	57	38	3	182
	Automotive Technology-Mechanical	36	32	25	23	8	124
	Construction Technology	12	28	29	12	22	103
	Welding Technology: TIG Welding (GTAW)	14	26	18	5	9	72
	Electrician		13	21	20	18	72
	Drafting Technology	18	27	15	5	5	70
	Automotive Technology - Electrical	15	19	22	7	2	65
	Engineering Graphics	17	21	9	5	8	60
	Welding Technology: Stick Welding (SMAW)	18	20	8	3	8	57
09 Engineering Total		183	336	208	166	138	1031
07 Information Technology	Cisco Networking	28	34	26	26	16	130
	CIS-Computer Programming	24	22	19	13	21	99
	Information Security and Cyber Defense	3	13	12	31	32	91
	Introduction to Python Programming				51	9	60
	Computer Programming	18	11	10	6	11	56
	C++ Programming		19	15	10	9	53
	Game Programming	9	9	8	9	16	51
	CIS-Computer Applications	18	19	4	3		44
	Java Programming		12	15	7	7	41
	CIS-C++ Programming	17	9	6	2	3	37
07 Information Technology Total		117	148	115	158	124	662

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Appendix A: Program Headcounts (by title) for each 2-digit TOP Code

Appendix A		Year Ending					Total
TOP2	Program Title	2018	2019	2020	2021	2022	
30 Commercial Services	Cosmetology	78	118	78	33	56	363
	Cosmetology Instructor Training	19	14	6	9	11	59
	Esthetician	2	11	43	1		57
	Cosmetology CSUGE		1	1	3		5
	Cosmetology Bus Admin-Management & Supervision		1		1	1	3
	Cosmetology Bus Admin-Management & Supervision Concentrat					3	3
	Cosmetology IGETC		2				2
30 Commercial Services Total		99	147	128	47	71	492
06 Media and Communications	Graphic Design and Printing	20	25	35	17	26	123
	Film,TV&Video Production Spec	22	20	20	15	20	97
	Game Design	14	17	14	10	26	81
	Journalism for Transfer CSUGE	3	6	4	4	8	25
	Simulation and Gaming: Game Art	11	9	5			25
	Animation					22	22
	Telecommunications CSUGEasic Television Production	11	5				16
	Game Development Core				3	13	16
	Game Concept Art				2	12	14
	CIS: Graphic Design	2	2		4	6	14
Game Art: Environments and Vehicles	3	5	4	2		14	
06 Media and Communications Total		86	89	82	57	133	447
10 Fine and Applied Arts	Photography	15	14	27	15	15	86
	Basic Graphic Design				31	30	61
	Applied Digital Media-Basic Graphic Design	22	12	13			47
	Art - Visual Communications-Animation	11	9	12	10	4	46
	Music Industry Studies: Audio Production	6	3	2	4	5	20
	Art - Visual Communications-Illustration	4	7	4	3		18
	Music Industries Studies: Audio Production	4	2	1	3	2	12
	Graphics Technology-Basic Graphic Communication	3	6	2			11
	Applied Digital Media-Motion Graphics and 3D Animation	2	1	4	1		8
Basic Graphic Communication				1	7	8	
10 Fine and Applied Arts Total		67	54	65	68	63	317

Appendix A: Program Headcounts (by title) for each 2-digit TOP Code

Appendix A		Year Ending					
TOP2	Program Title	2018	2019	2020	2021	2022	Total
	Sign Language Interpreting	21	22	16	17	14	90
	Education Paraprofessional	3		2	11	8	24
	Exercise, Sport & Wellness-Coaching	2	1	3	8	7	21
	Exercise, Sport & Wellness-Fitness Professions	4	3	3	5	2	17
	Sign Language Interpreting CSUGE	1	1	2	2		6
	Exercise, Sport & Wellness-Fitness Pro			1	3	1	5
08 Education	Pilates Dance/Conditioning Instructor					4	4
	Pilates Dance Conditioning Instructor	3	1				4
	Sign Language Interpreting IGETC		1				1
	Exercise, Sport & Wellness-Coaching IGETC				1		1
	Education Paraprofessional IGETC	1					1
	Education Paraprofessional CSUGE				1		1
	Exercise, Sport & Wellness-Fitness Pro CSUGE			1			1
08 Education Total		35	29	28	48	36	176
	Paralegal Studies	10	10	14	20	15	69
14 Law	Paralegal Studies IGETC				1	2	3
	Paralegal Studies CSUGE				1		1
14 Law Total		10	10	14	22	17	73
02 Architecture and Environmental Design	Architectural Graphics	12	12	10	6	4	44
	Architecture	3		1			4
02 Architecture and Environmental Design Total		15	12	11	6	4	48

Source: CCCCCO MIS Referential Files

Appendix B: Additional Headcount Data by Demographics

Headcount by Ethnicity

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African-American	4,430	4,431	4,287	3,823	3,349	3,721	4,033
American Indian	144	167	168	113	94	107	110
Asian	3,363	3,594	3,663	3,538	3,360	3,612	4,006
Hispanic	30,982	32,441	32,212	29,901	27,250	30,717	33,405
Pacific Islander	186	199	215	186	161	156	160
Two or More	1,461	1,495	1,583	1,885	1,710	1,968	2,120
Unreported	711	870	1,393	719	630	1,006	980
White	9,989	9,764	9,194	8,214	6,831	7,457	7,434
Total	51,266	52,961	52,715	48,379	43,385	48,744	52,248

Percentage of Ethnic Groups

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African-American	8.6%	8.4%	8.1%	7.9%	7.7%	7.6%	7.7%
American Indian	0.3%	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%
Asian	6.6%	6.8%	6.9%	7.3%	7.7%	7.4%	7.7%
Hispanic	60.4%	61.3%	61.1%	61.8%	62.8%	63.0%	63.9%
Pacific Islander	0.4%	0.4%	0.4%	0.4%	0.4%	0.3%	0.3%
Two or More	2.8%	2.8%	3.0%	3.9%	3.9%	4.0%	4.1%
Unreported	1.4%	1.6%	2.6%	1.5%	1.5%	2.1%	1.9%
White	19.5%	18.4%	17.4%	17.0%	15.7%	15.3%	14.2%

Headcount by Age Groups

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<=19	17,773	19,127	20,257	17,845	16,492	19,114	21,347
20-24	17,419	16,960	16,044	14,927	13,255	13,806	14,260
25-29	6,824	7,032	6,575	6,191	5,437	5,789	6,068
30-34	3,284	3,513	3,415	3,577	3,075	3,566	3,760
35-39	1,909	2,085	2,116	2,154	1,837	2,225	2,462
40-49	2,068	2,239	2,221	2,210	1,962	2,448	2,531
50+	1,987	1,999	2,076	1,475	1,325	1,790	1,819
Unreported	2	6	11		2	6	1
Total	51,266	52,961	52,715	48,379	43,385	48,744	52,248

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Appendix B: Additional Headcount Data by Demographics

Percentage of Age Groups

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<=19	34.7%	36.1%	38.4%	36.9%	38.0%	39.2%	40.9%
20-24	34.0%	32.0%	30.4%	30.9%	30.6%	28.3%	27.3%
25-29	13.3%	13.3%	12.5%	12.8%	12.5%	11.9%	11.6%
30-34	6.4%	6.6%	6.5%	7.4%	7.1%	7.3%	7.2%
35-39	3.7%	3.9%	4.0%	4.5%	4.2%	4.6%	4.7%
40-49	4.0%	4.2%	4.2%	4.6%	4.5%	5.0%	4.8%
50+	3.9%	3.8%	3.9%	3.0%	3.1%	3.7%	3.5%
Unreported	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%

Headcount by Gender

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Female	28,802	29,860	29,874	28,660	25,166	26,904	28,771
Male	22,176	22,702	22,371	19,329	17,766	21,103	22,580
Non-Binary	7	10	42	67	129	263	416
Unreported	281	389	428	323	324	474	481
Total	51,266	52,961	52,715	48,379	43,385	48,744	52,248

Percentage of Gender Groups

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Female	56.2%	56.4%	56.7%	59.2%	58.0%	55.2%	55.1%
Male	43.3%	42.9%	42.4%	40.0%	40.9%	43.3%	43.2%
Non-Binary	0.0%	0.0%	0.1%	0.1%	0.3%	0.5%	0.8%
Unreported	0.5%	0.7%	0.8%	0.7%	0.7%	1.0%	0.9%

Headcount by Full-Time vs. Part-Time

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
FT	11,056	11,534	9,864	10,207	8,686	9,791	11,231
PT	40,210	41,427	42,851	38,172	34,699	38,953	41,017
Total	51,266	52,961	52,715	48,379	43,385	48,744	52,248

Percentage of Full-Time vs. Part-Time Students

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
FT	21.6%	21.8%	18.7%	21.1%	20.0%	20.1%	21.5%
PT	78.4%	78.2%	81.3%	78.9%	80.0%	79.9%	78.5%

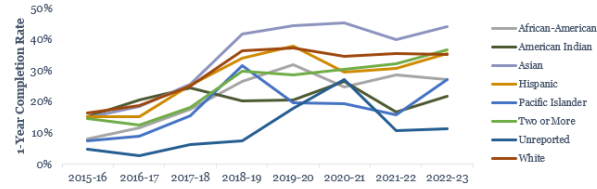
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Appendix C: Access, Success and Equity

Transfer-Level English Completed in Year 1 (First-Time Student by Cohort Starting Year)

Completion Rates: Transfer-Level English Completed in Year 1

Table with 9 rows (African-American, American Indian, Asian, Hispanic, Pacific Islander, Two or More, Unreported, White, Grand Total) and 9 columns (2015-16 to 2022-23) showing completion percentages.



Proportionality Index: Transfer-Level English Completed in Year 1

Table with 9 rows and 9 columns showing proportionality index values for each cohort from 2015-16 to 2022-23.

Transfer-Level English Completed in Year 1 (YES)

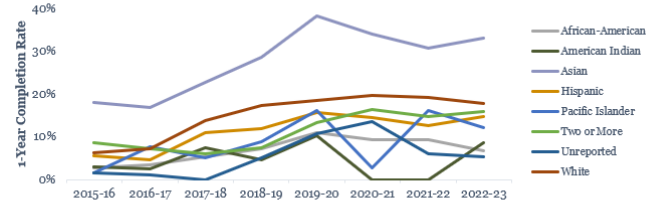
Table with 9 rows and 9 columns showing the number of students who completed transfer-level English in Year 1 by cohort.

DW MIS Ref Analysis ran in Feb 2024, therefore 3-year completion metrics should only extend up to 2020 cohorts. Bensimon and Malcolm-Piqueux (as cited in California Community College Chancellor’s Office, 2015), recommended a cut-off value of 0.85

Transfer-Level Math Completed in Year 1 (First-Time Student Cohort by Starting Year)

Completion Rates: Transfer-Level Math Completed in Year 1

Table with 9 rows and 9 columns showing completion percentages for transfer-level math in Year 1 by cohort.



Proportionality Index: Transfer-Level Math Completed in Year 1

Table with 9 rows and 9 columns showing proportionality index values for transfer-level math in Year 1 by cohort.

Transfer-Level Math Completed in Year 1 (YES)

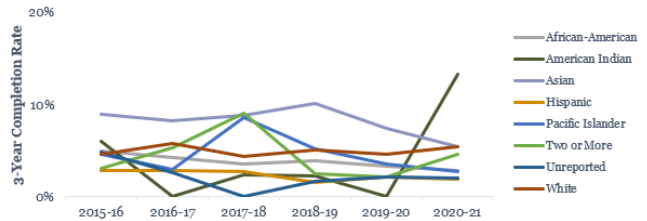
Table with 9 rows and 9 columns showing the number of students who completed transfer-level math in Year 1 by cohort.

DW MIS Ref Analysis ran in Feb 2024, therefore 3-year completion metrics should only extend up to 2020 cohorts. Bensimon and Malcolm-Piqueux (as cited in California Community College Chancellor’s Office, 2015), recommended a cut-off value of 0.85

Transferred with no Local Award in 3 Years (First-Time Student Cohort by Starting by Year)

Completion Rates: Transferred with no Local Award in 3 Years

Table with 9 rows and 4 columns showing completion percentages for students transferred without a local award in 3 years by cohort.



Proportionality Index: Transferred with no Local Award in 3 Years

Table with 9 rows and 5 columns showing proportionality index values for students transferred without a local award in 3 years by cohort.

Transferred with no Local Award in 3 Years

Table with 9 rows and 5 columns showing the number of students transferred without a local award in 3 years by cohort.

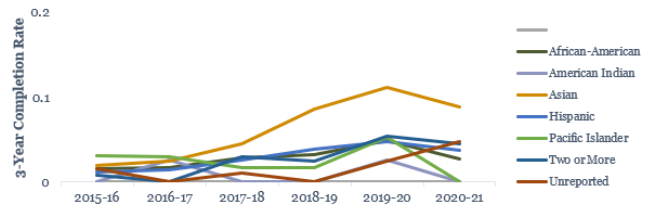
DW MIS Ref Analysis ran in Feb 2024, therefore 3-year completion metrics should only extend up to 2020 cohorts. Bensimon and Malcolm-Piqueux (as cited in California Community College Chancellor’s Office, 2015), recommended a cut-off value of 0.85

Appendix C: Access, Success and Equity

Transferred AND Local Award in 3 Years (First-Time Student Cohort by Starting Year)

Completion Rates: Transferred AND Local Award in 3 Years

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African-American	2%	2%	3%	3%	5%	3%
American Indian	0%	3%	0%	0%	3%	0%
Asian	2%	2%	5%	9%	11%	9%
Hispanic	1%	1%	3%	4%	5%	4%
Pacific Islander	3%	3%	2%	2%	5%	5%
Two or More	1%	0%	3%	3%	5%	5%
Unreported	2%	0%	1%	0%	3%	5%
White	2%	3%	5%	6%	7%	6%
Grand Total	1%	2%	3%	4%	5%	4%



Transferred AND Local Award in 3 Years

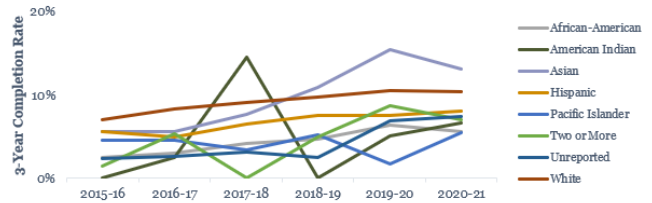
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African-American	18	18	26	25	31	13
American Indian		1			1	
Asian	15	18	29	43	56	31
Hispanic	77	102	164	245	274	167
Pacific Islander	2	2	1	1	3	
Two or More	1		1	1	5	11
Unreported	2		1		32	7
White	49	72	92	96	88	53
Grand Total	164	213	314	411	487	282

DW MIS Ref Analysis ran in Feb 2024, therefore 3-year completion metrics should only extend up to 2020 cohorts. BenSimon and Malcolm-Piqueux (as cited in California Community College Chancellor's Office, 2015), recommended a cut-off value of 0.85

Local Award and No Transfer in 3 Years (First-Time Student Cohort by Starting Year)

Completion Rates: Local Award and No Transfer in 3 Years

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African-American	3%	3%	4%	5%	6%	6%
American Indian	0%	3%	15%	0%	5%	7%
Asian	6%	6%	8%	11%	15%	13%
Hispanic	6%	5%	7%	8%	8%	8%
Pacific Islander	5%	5%	3%	5%	2%	6%
Two or More	2%	5%	0%	5%	9%	7%
Unreported	2%	3%	3%	3%	7%	7%
White	7%	8%	9%	10%	11%	10%
Grand Total	6%	5%	7%	8%	8%	8%



Local Award and No Transfer in 3 Years

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African-American	28	32	39	36	40	27
American Indian		1	6		2	1
Asian	43	42	49	55	77	46
Hispanic	378	338	415	469	434	358
Pacific Islander	3	3	2	3	1	2
Two or More	2	3		2	8	17
Unreported	3	5	3	3	87	11
White	156	197	169	154	135	97
Grand Total	613	621	683	722	767	559

DW MIS Ref Analysis ran in Feb 2024, therefore 3-year completion metrics should only extend up to 2020 cohorts. BenSimon and Malcolm-Piqueux (as cited in California Community College Chancellor's Office, 2015), recommended a cut-off value of 0.85

Source: CCCC MIS Referential Files

Appendix D: Additional College Going Rates

College Going Rate by Feeder District				
Academic Year	District Name	High School Completers	Enrolled In College (12 Months)	College Going Rate
2014-15	Alvord Unified	1178	574	48.7%
	Corona-Norco Unified	3733	2268	60.8%
	Jurupa Unified	1188	537	45.2%
	Moreno Valley Unified	1954	974	49.8%
	Riverside Unified	2779	1515	54.5%
	Val Verde Unified	1267	676	53.4%
2014-15 Total		12099	6544	54.1%
2015-16	Alvord Unified	1384	644	46.5%
	Corona-Norco Unified	3843	2418	62.9%
	Jurupa Unified	1142	558	48.9%
	Moreno Valley Unified	2004	1076	53.7%
	Riverside Unified	2742	1584	57.8%
	Val Verde Unified	1184	683	57.7%
2015-16 Total		12299	6963	56.6%
2016-17	Alvord Unified	1301	688	52.9%
	Corona-Norco Unified	3715	2379	64.0%
	Jurupa Unified	1180	602	51.0%
	Moreno Valley Unified	1872	1051	56.1%
	Riverside Unified	2702	1663	61.5%
	Val Verde Unified	1248	739	59.2%
2016-17 Total		12018	7122	59.3%
2017-18	Alvord Unified	1253	698	55.7%
	Corona-Norco Unified	3785	2592	68.5%
	Jurupa Unified	1113	609	54.7%
	Moreno Valley Unified	1994	1159	58.1%
	Riverside Unified	2734	1707	62.4%
	Val Verde Unified	1320	754	57.1%
2017-18 Total		12199	7519	61.6%
2018-19	Alvord Unified	1203	672	55.9%
	Corona-Norco Unified	3790	2441	64.4%
	Jurupa Unified	1157	600	51.9%
	Moreno Valley Unified	1890	985	52.1%
	Riverside Unified	2757	1637	59.4%
	Val Verde Unified	1355	755	55.7%
2018-19 Total		12152	7090	58.3%
2019-20	Alvord Unified	1161	620	53.4%
	Corona-Norco Unified	3765	2314	61.5%
	Jurupa Unified	1194	585	49.0%
	Moreno Valley Unified	1839	921	50.1%
	Riverside Unified	2858	1523	53.3%
	Val Verde Unified	1445	768	53.1%
2019-20 Total		12262	6731	54.9%
2020-21	Alvord Unified	1126	564	50.1%
	Corona-Norco Unified	3798	2345	61.7%
	Jurupa Unified	1137	523	46.0%
	Moreno Valley Unified	1920	995	51.8%
	Riverside Unified	2439	1442	59.1%
	Val Verde Unified	2147	714	57.3%
2020-21 Total		11667	6583	56.4%
Grand Total		84696	48552	57.3%

Source: California Department of Education, Data Quest

Appendix D: Additional College Going Rates

College Going Rate by Destination							
Academic Year	District Name	High School Completers	% UC	% CSU	% CCC	% Others	College Going Rate
2014-15	Alvord	1178	7.6%	9.6%	26.0%	5.5%	48.7%
	Corona-Norco	3733	8.0%	11.8%	26.0%	15.0%	60.8%
	Jurupa	1188	5.9%	9.3%	25.0%	5.0%	45.2%
	Moreno Valley	1954	6.7%	13.5%	23.4%	6.2%	49.8%
	Riverside	2779	7.5%	11.7%	25.1%	10.3%	54.5%
	Val Verde	1267	8.7%	14.9%	22.7%	7.1%	53.4%
2014-15 Total		12099	7.5%	11.9%	24.9%	9.8%	54.1%
2015-16	Alvord	1384	9.0%	8.6%	21.4%	7.5%	46.5%
	Corona-Norco	3843	9.8%	11.2%	28.5%	13.4%	62.9%
	Jurupa	1142	5.5%	11.6%	26.5%	5.2%	48.9%
	Moreno Valley	2004	9.0%	14.2%	24.5%	5.9%	53.7%
	Riverside	2742	9.3%	12.7%	23.3%	12.5%	57.8%
	Val Verde	1184	11.2%	14.3%	23.8%	8.4%	57.7%
2015-16 Total		12299	9.2%	12.1%	25.3%	10.1%	56.6%
2016-17	Alvord	1301	9.3%	8.4%	28.4%	6.8%	52.9%
	Corona-Norco	3715	10.9%	10.6%	30.0%	12.6%	64.0%
	Jurupa	1180	7.9%	9.5%	28.9%	4.7%	51.0%
	Moreno Valley	1872	9.5%	14.2%	27.5%	5.0%	56.1%
	Riverside	2702	9.1%	11.9%	28.5%	12.0%	61.5%
	Val Verde	1248	10.0%	14.8%	25.2%	9.1%	59.2%
2016-17 Total		12018	9.7%	11.5%	28.5%	9.5%	59.3%
2017-18	Alvord	1253	10.0%	8.1%	31.4%	6.1%	55.7%
	Corona-Norco	3785	10.8%	12.4%	30.1%	15.2%	68.5%
	Jurupa	1113	8.1%	11.7%	28.4%	6.6%	54.7%
	Moreno Valley	1994	7.7%	14.4%	29.9%	6.1%	58.1%
	Riverside	2734	9.5%	9.7%	29.4%	13.9%	62.4%
	Val Verde	1320	9.5%	11.5%	29.3%	6.7%	57.1%
2017-18 Total		12199	9.5%	11.5%	29.8%	10.8%	61.6%
2018-19	Alvord	1203	9.1%	9.1%	31.4%	6.2%	55.9%
	Corona-Norco	3790	9.6%	12.6%	28.6%	13.6%	64.4%
	Jurupa	1157	6.5%	11.4%	29.1%	4.8%	51.9%
	Moreno Valley	1890	8.7%	12.7%	25.0%	5.7%	52.1%
	Riverside	2757	9.9%	9.9%	28.2%	11.4%	59.4%
	Val Verde	1355	9.7%	12.8%	26.1%	7.1%	55.7%
2018-19 Total		12152	9.2%	11.6%	28.0%	9.6%	58.3%
2019-20	Alvord	1161	9.4%	9.1%	26.0%	8.9%	53.4%
	Corona-Norco	3765	10.9%	11.0%	25.2%	14.2%	61.5%
	Jurupa	1194	7.5%	13.4%	22.9%	5.3%	49.0%
	Moreno Valley	1839	8.3%	11.4%	23.4%	7.0%	50.1%
	Riverside	2858	9.0%	9.3%	23.9%	11.1%	53.3%
	Val Verde	1445	10.7%	13.2%	21.5%	7.7%	53.1%
2019-20 Total		12262	9.6%	11.0%	24.0%	10.3%	54.9%
2020-21	Alvord	1126	10.3%	6.8%	25.4%	7.5%	50.1%
	Corona-Norco	3798	11.4%	10.3%	26.1%	13.9%	61.7%
	Jurupa	1137	8.3%	9.2%	22.8%	5.7%	46.0%
	Moreno Valley	1920	9.0%	8.7%	25.0%	9.2%	51.8%
	Riverside	2439	11.1%	8.7%	25.3%	14.0%	59.1%
	Val Verde	1237	12.3%	8.7%	24.4%	11.8%	57.3%
2020-21 Total		11667	10.6%	9.1%	25.2%	11.5%	56.4%
Grand Total		84696	9.3%	11.2%	26.5%	10.2%	57.3%

Source: California Department of Education, Data Quest

Appendix E: Capture Counts and Rates

Feeder High School District Graduates									
District	School	15-Jun	16-Jun	17-Jun	18-Jun	19-Jun	20-Jun	21-Jun	22-Jun
AUSD	Hillcrest High		400	442	422	390	382	379	396
	La Sierra High	651	416	402	363	379	353	355	319
	Norte Vista High	446	473	454	463	433	424	392	499
AUSD Total		1,097	1,289	1,298	1,248	1,202	1,159	1,126	1,214
CNUSD	CNUSD Hybrid Academy of Innovation								29
	Centennial High	721	754	726	696	753	727	653	666
	Corona High	612	646	575	567	544	537	489	471
	Corona-Norco Alternative	74	65	58	55	61	88	117	
	Eleanor Roosevelt High	795	842	905	974	1,039	989	1,026	1,078
	John F Kennedy High	200	178	196	195	184	175	144	126
	Norco High	509	499	478	449	452	434	480	454
	Santiago High	820	854	834	893	806	863	859	871
CNUSD Total		3,731	3,838	3,772	3,829	3,839	3,813	3,797	3,666
JUSD	Jurupa Valley High	376	334	344	340	353	388	361	376
	Patriot High	432	438	507	461	498	508	471	516
	Rubidoux High	362	333	304	289	274	295	304	261
JUSD Total		1,170	1,105	1,155	1,090	1,125	1,191	1,136	1,153
MVUSD	Canyon Springs High	536	508	455	529	430	454	468	463
	Moreno Valley High	445	484	472	487	495	459	423	432
	Moreno Valley Online Academy	45	70	55	66	64	66	98	182
	Valley View High	507	526	545	572	548	501	553	542
	Vista del Lago High	412	407	393	405	414	357	378	387
MVUSD Total		1,945	1,995	1,920	2,059	1,951	1,837	1,920	2,006
RUSD	Arlington High	435	402	396	422	397	405	329	388
	John W North High	473	476	446	483	493	496	458	426
	Martin Luther King Jr High	741	790	755	751	722	658	651	628
	Polytechnic High	603	600	568	572	576	581	485	477
	Ramona High	503	444	465	436	499	453	437	380
	Summit View Ind Study	112	89	99	81	116	194	78	54
RUSD Total		2,867	2,801	2,729	2,745	2,803	2,787	2,438	2,353
VVUSD**	Citrus Hill High								346
	Orange Vista High								541
	Rancho Verde High	744	649	738	766	495	476	382	399
	Val Verde Academy								40
VVUSD Total		744	649	738	766	495	476	382	1,326
Grand Total		11,554	11,677	11,612	11,737	11,415	11,263	10,799	11,718

Source: California Department of Education

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Appendix E: Capture Counts and Rates

RCCD Captures from Feeder High School Districts									
District	School	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
AUSD	Hillcrest High		95	108	125	134	70	61	118
	La Sierra High	195	110	125	146	152	83	79	110
	Norte Vista High	130	134	151	184	180	121	111	150
AUSD Total		325	339	384	455	466	274	251	378
CNUSD	CNUSD Hybrid Academy of Innovation								
	Centennial High	166	207	188	231	176	137	124	205
	Corona High	159	171	175	183	176	153	105	138
	Corona-Norco Alternative	13	57	45	77	87	44	29	
	Eleanor Roosevelt High	172	210	246	235	262	166	167	248
	John F Kennedy High	15	2	1	27	40	1		11
	Norco High	126	131	149	129	135	122	108	149
	Santiago High	139	141	142	174	171	130	115	205
CNUSD Total		790	919	946	1056	1047	753	648	956
JUSD	Jurupa Valley High	91	106	114	127	146	67	46	81
	Patriot High	110	124	155	136	163	125	112	149
	Rubidoux High	80	72	66	95	119	73	60	101
JUSD Total		281	302	335	358	428	265	218	331
MVUSD	Canyon Springs High	145	129	130	149	130	113	111	135
	Moreno Valley High	84	119	133	122	136	97	91	130
	Moreno Valley Online Academy								
	Valley View High	135	142	165	189	171	150	143	210
	Vista del Lago High	119	113	94	145	138	80	83	120
MVUSD Total		483	503	522	605	575	440	428	595
RUSD	Arlington High	117	107	119	121	125	80	58	136
	John W North High	134	119	133	186	164	99	74	148
	Martin Luther King Jr High	205	231	214	252	228	139	96	206
	Polytechnic High	197	199	173	221	245	144	107	172
	Ramona High	179	114	140		134	92	96	133
	Summit View Ind Study	18	16	17	26	29	29	12	13
RUSD Total		850	786	796	806	925	583	443	808
VVUSD**	Citrus Hill High								107
	Orange Vista High								153
	Rancho Verde High	171	144	152	196	127	99	103	146
	Val Verde Academy								
VVUSD Total		171	144	152	196	127	99	103	406
Grand Total		2900	2993	3135	3476	3568	2414	2091	3474

Source: CCCC MIS Referential Files

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Appendix E: Capture Counts and Rates

RCCD Capture Rates for Feeder High School Districts									
District	School	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
AUSD	Hillcrest High		23.8%	24.4%	29.6%	34.4%	18.3%	16.1%	29.8%
	La Sierra High	30.0%	26.4%	31.1%	40.2%	40.1%	23.5%	22.3%	34.5%
	Norte Vista High	29.1%	28.3%	33.3%	39.7%	41.6%	28.5%	28.3%	30.1%
AUSD Total		29.6%	26.3%	29.6%	36.5%	38.8%	23.6%	22.3%	31.1%
CNUSD	CNUSD Hybrid Academy of Innovation							0.0%	0.0%
	Centennial High	23.0%	27.5%	25.9%	33.2%	23.4%	18.8%	19.0%	30.8%
	Corona High	26.0%	26.5%	30.4%	32.3%	32.4%	28.5%	21.5%	29.3%
	Corona-Norco Alternative	17.6%	87.7%	77.6%	140.0%	142.6%	50.0%	24.8%	0.0%
	Eleanor Roosevelt High	21.6%	24.9%	27.2%	24.1%	25.2%	16.8%	16.3%	23.0%
	John F Kennedy High	7.5%	1.1%	0.5%	13.8%	21.7%	0.6%	0.0%	8.7%
	Norco High	24.8%	26.3%	31.2%	28.7%	29.9%	28.1%	22.5%	32.8%
	Santiago High	17.0%	16.5%	17.0%	19.5%	21.2%	15.1%	13.4%	23.5%
CNUSD Total		21.2%	23.9%	25.1%	27.6%	27.3%	19.7%	17.1%	26.1%
JUSD	Jurupa Valley High	24.2%	31.7%	33.1%	37.4%	41.4%	17.3%	12.7%	21.5%
	Patriot High	25.5%	28.3%	30.6%	29.5%	32.7%	24.6%	23.8%	28.9%
	Rubidoux High	22.1%	21.6%	21.7%	32.9%	43.4%	24.7%	19.7%	38.7%
JUSD Total		24.0%	27.3%	29.0%	32.8%	38.0%	22.3%	19.2%	28.7%
MVUSD	Canyon Springs High	27.1%	25.4%	28.6%	28.2%	30.2%	24.9%	23.7%	29.2%
	Moreno Valley High	18.9%	24.6%	28.2%	25.1%	27.5%	21.1%	21.5%	30.1%
	Moreno Valley Online Academy	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Valley View High	26.6%	27.0%	30.3%	33.0%	31.2%	29.9%	25.9%	38.7%
	Vista del Lago High	28.9%	27.8%	23.9%	35.8%	33.3%	22.4%	22.0%	31.0%
MVUSD Total		24.8%	25.2%	27.2%	29.4%	29.5%	24.0%	22.3%	29.7%
RUSD	Arlington High	26.9%	26.6%	30.1%	28.7%	31.5%	19.8%	17.6%	35.1%
	John W North High	28.3%	25.0%	29.8%	38.5%	33.3%	20.0%	16.2%	34.7%
	Martin Luther King Jr High	27.7%	29.2%	28.3%	33.6%	31.6%	21.1%	14.7%	32.8%
	Polytechnic High	32.7%	33.2%	30.5%	38.6%	42.5%	24.8%	22.1%	36.1%
	Ramona High	35.6%	25.7%	30.1%	34.4%	26.9%	20.3%	22.0%	35.0%
	Summit View Ind Study	16.1%	18.0%	17.2%	32.1%	25.0%	14.9%	15.4%	24.1%
RUSD Total		29.6%	28.1%	29.2%	34.8%	33.0%	20.9%	18.2%	34.3%
VVUSD**	Citrus Hill High								30.9%
	Orange Vista High								28.3%
	Rancho Verde High	23.0%	22.2%	20.6%	25.6%	25.7%	20.8%	27.0%	36.6%
	Val Verde Academy								0.0%
VVUSD Total		23.0%	22.2%	20.6%	25.6%	25.7%	20.8%	27.0%	30.6%
Grand Total		25.1%	25.6%	27.0%	30.9%	31.3%	21.4%	19.4%	29.6%

Source: CCCC MIS Referential Files and California Department of Education

Appendix E: Capture Counts and Rates

RCCD Neighboring Schools Capture Rates for Feeder High School Districts									
District	School	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Bear Valley Unified School District	Big Bear High	0.5%	2.8%	4.2%	1.9%	1.9%	2.0%	1.3%	0.0%
	Alta Loma High	1.7%	1.1%	0.7%	0.9%	1.2%	0.4%	0.6%	0.7%
	Chaffey District Online High	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.5%
	Chaffey High	1.0%	1.2%	1.9%	1.3%	1.1%	1.5%	0.8%	1.5%
	Colony High	4.8%	5.2%	4.7%	4.1%	4.3%	3.9%	2.5%	3.8%
	Etiwanda High	1.9%	2.3%	2.2%	2.9%	2.4%	1.0%	1.3%	1.2%
	Los Osos High	1.2%	0.5%	1.0%	0.9%	1.5%	1.5%	1.0%	1.1%
	Montclair High	1.3%	0.5%	0.3%	0.3%	0.3%	0.0%	0.0%	0.3%
	Ontario High	0.9%	1.4%	2.7%	1.7%	1.6%	1.3%	0.8%	1.1%
Rancho Cucamonga High	1.7%	1.3%	1.5%	1.9%	0.9%	1.8%	1.2%	0.8%	
CJUHS Total		1.7%	1.6%	1.7%	1.7%	1.6%	1.4%	1.0%	1.2%
Colton Joint Unified School District	Bloomington High	12.8%	12.4%	10.6%	11.7%	10.2%	5.7%	11.0%	14.7%
	Colton High	3.1%	7.3%	6.9%	9.9%	7.9%	2.8%	5.1%	5.7%
	Grand Terrace High	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Washington High	6.7%	0.0%	5.7%	0.0%	0.0%	0.0%	37.5%	0.0%
CJUSD Total		5.6%	6.0%	5.5%	6.8%	5.7%	3.0%	6.4%	7.2%
Fontana Unified School District	Fontana A.B. Miller High	3.4%	5.0%	3.2%	5.0%	1.9%	1.9%	1.0%	1.5%
	Fontana High	4.1%	3.8%	3.9%	2.7%	1.4%	1.7%	2.3%	2.0%
	Henry J Kaiser High	4.6%	8.6%	8.6%	9.2%	11.8%	7.0%	8.1%	8.7%
	Jurupa Hills High	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Summit High	3.9%	3.1%	2.5%	3.2%	1.7%	3.3%	2.8%	2.7%
FUSD Total		3.2%	4.4%	3.7%	4.1%	3.4%	2.7%	3.0%	3.1%
Perris Union High School District	Heritage High	5.0%	5.9%	5.1%	8.8%	5.2%	6.4%	4.3%	4.3%
	Liberty High								
	Paloma Valley High	2.1%	3.1%	5.2%	2.3%	2.4%	2.0%	2.0%	1.6%
	Perris High	9.6%	12.7%	12.3%	12.1%	19.4%	9.4%	11.3%	10.7%
	Scholar Plus Online Learning				0.0%	0.0%	0.0%	0.0%	0.0%
PUHSD Total		5.4%	6.8%	7.2%	7.2%	7.9%	5.3%	5.0%	4.6%
Redlands Unified School District	Citrus Valley High	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Redlands eAcademy	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Redlands East Valley High	3.2%	2.9%	2.8%	2.4%	4.7%	2.4%	3.3%	3.1%
	Redlands Senior High	6.3%	6.0%	6.2%	5.4%	4.9%	4.9%	6.3%	13.0%
RUSD Total		3.1%	3.0%	3.0%	2.6%	3.3%	2.5%	3.3%	5.4%
Rialto Unified School District	Eisenhower High	5.7%	8.6%	8.6%	5.1%	5.0%	2.6%	2.8%	3.5%
	Rialto High	11.5%	14.2%	15.2%	8.7%	5.5%	3.9%	5.1%	8.0%
	Wilmer Amina Carter High	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Zupanic Virtual Academy	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
RUSD Total		5.1%	7.5%	7.8%	4.5%	3.4%	2.3%	2.6%	3.8%

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Appendix E: Capture Counts and Rates

RCCD Neighboring Schools Capture Rates for Feeder High School Districts									
District	School	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
	Alternative Learning Center								
San Bernardino City Unified School District	Arroyo Valley High	1.8%	2.0%	2.9%	2.9%	3.7%	2.5%	0.7%	1.6%
	Cajon High	2.7%	3.2%	4.3%	4.9%	1.7%	2.4%	1.9%	2.1%
	Indian Springs High	1.6%	2.1%	2.8%	0.6%	0.9%	2.7%	0.9%	1.5%
	Middle College High	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%	0.0%
	Pacific High	0.9%	1.9%	0.7%	0.4%	0.0%	0.5%	0.5%	0.9%
	San Bernardino High	3.4%	1.6%	3.1%	3.7%	2.3%	2.7%	2.5%	1.9%
	San Gorgonio High	2.0%	4.4%	2.5%	3.5%	4.0%	1.3%	2.2%	2.9%
SBCUSD Total		2.1%	2.5%	2.8%	3.0%	2.3%	2.1%	1.5%	1.8%
Upland Unified School District	Upland High	0.9%	0.7%	0.8%	0.7%	0.6%	0.7%	0.7%	0.3%
Grand Total		3.0%	3.6%	3.6%	3.5%	3.2%	2.3%	2.5%	2.9%

Note: Only traditional high schools and alternative schools of choice that are non-charter are included in the capture rates
Source: CCCC MIS Referential Files and California Department of Education

Spring 2024 Schedule of Meetings

March

3/4/24 – Academic Senate

3/11/24 – EPOC

3/18/24 – Academic Senate

3/25/24 – Leadership Council Meetings

3/27/24 – EPOC Working Group (9am – 10:30am)

April

4/1/24 - College Closed

4/8/24 – Spring Break

4/15/24 – Academic Senate

4/22/24 – Academic Senate and Leadership Council Meetings

4/29/24 – EPOC

May

5/6/24 – Academic Senate

5/13/24 – Academic Senate

5/17/24 – Strategic Planning Kick Off (11:30am – 1pm – Hall of Fame)

5/20/24 – Leadership Council Meetings?

5/27/24 – College Closed

2024 Annual Report General Instructions and Survey Questions

This document provides assistance with the ACCJC 2024 Annual Report. The final version of the report will be submitted online, but the questions are included below for reference and to assist with data collection. The 2023-2024 Annual Report is due no later than **April 12, 2024**.

ACCJC Support Contacts:

For technical support: Tom Lane (tlane@accjc.org)
For all other questions: Melynie Schiel (mschiel@accjc.org)

Background: About the ACCJC Annual Report

In accordance with federal regulations and the Commission [Policy on Monitoring Institutional Performance](#), ACCJC applies a set of annual monitoring and evaluation approaches to assess member institutions' strengths, stability, and ongoing alignment with the Standards during the course of the accreditation review cycle. The Annual Report (AR) is one of the tools used for this process. Using institutions' self-reported data, the ACCJC Annual Report collects headcount information to monitor institutional growth (including growth in distance and correspondence education) and institution-set standards for key indicators of student achievement, licensure exam pass rates, and job placement rates.

Overview of the 2024 Annual Report Survey

There were no major changes to the Annual Report questions for the 2024 survey. However, ACCJC staff added a question for institutions who have been approved for direct assessment programs. Institutions should complete this section once they have implemented their programs. ACCJC continues to use the same survey tool implemented in 2023 to improve usability and streamline the data collection and review processes.

Accessing, Completing, and Submitting the 2024 Annual Report Survey

Institutions submit the Annual Report electronically via an online survey. Instructions for accessing the survey are provided to each institution's Accreditation Liaison Officer (ALO) via email, usually in early February. Please contact Tom Lane (tlane@accjc.org) if you have questions about accessing the survey.

The 2024 Annual Report collects data for the three-year period that includes 2020-21, 2021-22, and 2022-23 (unless otherwise noted). Additional information and data definitions are provided in the instruction text where relevant. All questions in the survey are required, unless otherwise noted. If a question is not applicable, please enter **N/A**.

Answers are saved automatically when a page is completed. You can access and revise the online survey as many times as needed prior to submission. On the page with the Section Navigator, please click the 'Answer' button to start a section. Please note that as you try to proceed to the next page of the survey without completing each section, a warning will generate letting you know which sections remain incomplete.

To submit a final copy, follow the instructions in the Final Step page of the online survey. When the survey has been submitted, the College ALO and the individual completing the survey (if different) will receive email confirmation of submission and a copy of the survey responses. ACCJC will forward a final PDF copy of the Annual Report to the ALO and CEO for final review (and adjustment, if needed). If no corrections or adjustments are needed, the PDF copy will stand as the final, certified copy of the Annual Report.

2024 Annual Report Questions (Due April 12, 2024)

General Information

1. Confirm college name:
2. Name of individual preparing report:
3. Phone number of person preparing report:
4. E-mail of person preparing report:

Enrollment Data: Unduplicated Headcount Enrollment

5. Total unduplicated headcount enrollment for last three years:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 19.

2020-21:

 2021-22:

 2022-23:

- 5a. Year-to-Year Increase/Decrease:

	2020-21	2021-22	2022-23
% Change from Prior Year:	(n/a)	(auto-calculated)	(auto-calculated)

- 5b. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

2020-21:

 2021-22:

 2022-23:

- 6a. Year-to-Year Increase/Decrease:

	2020-21	2021-22	2022-23
% Change from Prior Year:	(n/a)	(auto-calculated)	(auto-calculated)

6b. Please list any individual degree-applicable credit program which has experienced an increase or decrease of 50% or more in the last year. (Enter **N/A** if this does not apply to your institution.)

Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

Enrollment Data: Distance Education

7. Do you offer Distance Education?

Yes	No
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If you answered no, skip to question 8.

7a. Total unduplicated headcount enrollment in distance education in the last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2020-21: 2021-22: 2022-23:

7b. Year-to-Year Increase/Decrease:

	2020-21	2021-22	2022-23
% Change from Prior Year:	<i>(n/a)</i>	<i>(auto-calculated)</i>	<i>(auto-calculated)</i>

7c. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

Yes	No
-----	----

If you answered no, skip to question 9.

8a. Total unduplicated headcount enrollment in correspondence education in the last three years:

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 7, above).

2020-21: 2021-22: 2022-23:

8b. Year-to-Year Increase/Decrease:

	2020-21	2021-22	2022-23
% Change from Prior Year:	(n/a)	(auto-calculated)	(auto-calculated)

8c. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

Federal Data

9. List the current Graduation Rate per the US Education Department College Scorecard:

 %

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

10. If your college relies on another source for reporting success metrics, please identify the source (**select one**).

- CCCCO Student Success Metrics dashboard
- Student Achievement Measure (SAM)
- Voluntary Framework of Accountability (AACC)
- College established dashboard
- Other _____ (type in option)
- N/A

11. Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data:

ACCJC will include a link to this page in your institution's entry in the [ACCJC Directory of Accredited Institutions](#). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.

Institution-Set Standards: Course Completion

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 18.

	2020-21	2021-22	2022-23
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	%	%	%
12b. List your stretch goal (aspirational) for successful student course completion rate:	%	%	%
12c. List the actual successful student course completion rate:	%	%	%

Institution-Set Standards: Certificates

For the purposes of the Annual Report, report only certificate awards for 16 or more units.

13. Type of Institute-set standard for certificates:
 (Please select one option from the menu):
- Number of certificates
 - Percent of headcount
 - Number-other
 - Percent-other

If Number-other or Percent-other, please describe:

	2020-21	2021-22	2022-23
13a. List your Institution-Set Standard (floor) for certificates:			
13b. List your stretch goal (aspirational) for certificates:			
13c. List actual number or percentage of certificates:			

Institution-Set Standards: Associate Degrees

14. Type of Institute-set standard for associate degrees:
 (Please select one option from the menu):
- Number of degrees
 - Percent of headcount
 - Number-other
 - Percent-other

If Number-other or Percent-other, please describe:

	2020-21	2021-22	2022-23
14a. List your Institution-Set Standard (floor) for associate degrees:			
14b. List your stretch goal (aspirational) for associate degrees:			
14c. List actual number or percentage of associate degrees:			

Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree?

Yes	No
-----	----

If you answered no, skip to question 16.

15a. Type of Institute-set standard for baccalaureate degrees:
(Please select one option from the menu):

- Number of degrees
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

--

15b. List your Institution-Set Standard (floor) for baccalaureate degrees:

2020-21	2021-22	2022-23

15c. List your stretch goal (aspirational) for baccalaureate degrees:

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15d. List actual number or percentage of baccalaureate degree awards:

--	--	--

Institution-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program?

Yes	No
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Direct Assessment is a form of Competency Based Education as discussed in ACCJC's Policy on Competency Based Education. ACCJC has included this section in the Annual Report Survey in anticipation of colleges seeking to implement Competency Based Education programs using the Direct Assessment approach and will be required to report this data upon the delivery of their programs to students. If you answered no, skip to question 16.

16a. Type of Institute-set standard for a Direct Assessment Program:
(Please select one option from the menu):

- Number of degrees
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

--

16b. List your Institution-Set Standard (floor) for a Direct Assessment Program:

2020-21	2021-22	2022-23

16c. List your stretch goal (aspirational) for a Direct Assessment Program:

--	--	--

16d. List actual number or percentage of a Direct Assessment Program:

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Institution-Set Standards: Transfer

17. Type of Institute-set standard for transfers:
(Please select one option from the menu):

- Number of transfers
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

--

	2020-21	2021-22	2022-23
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:			
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:			
17c. List actual number or percentage of students who transfer to a 4-year college/university:			

Institution-Set Standards: Licensure Examination Pass Rates

18. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

Program	Exam Type (National, State, Other)	Institution-Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2020-21 Pass Rate (%)	2021-22 Pass Rate (%)	2022-23 Pass Rate (%)

Institution-Set Standards: Employment Rates for Career and Technical Education Students

19. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2022-23 job placement rate will be the number of students who completed the program in 2021-22.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-22, you do not need to report a job placement rate for 2022-23. Report only those programs for which reliable data are available.

*If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition – but **please describe your definition and methodology in Question 19.***

Program	Institution-Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2020-21 Job Placement Rate (%)	2021-22 Job Placement Rate (%)	2022-23 Job Placement Rate (%)

Other Information

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

SUBMISSION INSTRUCTIONS

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

Follow the instructions in the **Final Step** page of the online survey to submit. When the survey has been submitted, the College ALO and the individual completing the survey (if different) will receive email confirmation of submission and a copy of the survey responses. ACCJC will forward a final PDF copy of the Annual Report to the ALO and CEO for final review (and adjustment, if needed). If no corrections or adjustments are needed, the PDF copy will stand as the final, certified copy of the Annual Report.

2025-2030 Strategic Plan Timeline

Effective July 1, 2025

Focus = Trust, Transparency, Accountability, Qualitative and Quantitative Data

Winter 2024		
Di Memmo/Wilcoxson	Review 2020-2025 Goals and consider new Goals as aligned with District SP, GP, SEA, EMT, Facilities, HR and Technology Plan	January, 2024
Di Memmo/Wilcoxson	Map out Timeline and Process for updating Strategic Plan	
Di Memmo/Wilcoxson	Consider new format	
Di Memmo/Wilcoxson	Work with Office of IE on Institutional Benchmarks and Stretch Goals	
Di Memmo/Wilcoxson	Schedule Kick-Off Retreat	
Spring 2024		
Academic Senate/Leadership Council Chairs/DLC/CSEA/Administration/ASRCC	Strategic Planning Kick-off Event	May 17, 2024
Summer 2024		
Academic Senate/Leadership Council Chairs/DLC/CSEA/Administration/ASRCC	Strategic Planning working Retreat (SPR's required) – to complete strategies within each Goal	Date to be determined
Di Memmo/Wilcoxson	Integrate all feedback and	July-August, 2024
Fall 2024		
Di Memmo/Wilcoxson	First Draft of 2025-2030 Draft provided to LC's, Academic Senate, ASRCC, and Administration for feedback	August, 2024
Di Memmo/Wilcoxson	All feedback collected	No later than December 1, 2024
Winter 2025		
Academic Senate/Leadership Council Chairs/DLC/CSEA/Administration/ASRCC	Strategic Planning working Retreat (SPR's required) – to review draft and provide additional feedback for final document	Date to be determined
Di Memmo/Wilcoxson	Integrate all feedback and finalize second draft	February, 2025
Spring 2025		
Leadership Councils	First Read and approval	February/March 2025
EPOC/ASC	First Read and approval	April, 2025
Academic Senate	First Read and Approval	April/May, 2025
DSPC/Chancellor's Cabinet/Board	Approval	May/June, 2025

PREVIEW/DRAFT

College BAM Project 2023-24

Project Goal and Objectives

- The goal is to implement the District BAM at the colleges, with an emphasis on fairness, equity, and transparency.
 - Strategic planning - Which includes a crosswalk with the Integrated Strategic Plan, Guided Pathways framework, Education Master Plan, Student Equity Plan and Vision for Success.
- RCC is analyzing the instructional expenses for resource allocation, FTES target production, efficiency, and understanding as to the resource needs for each discipline by using the BAM cost/FTES framework. The goal being to identify why targets are not being met and whether additional resources and support are needed.
- This project will use a standardized approach to ensure the metrics implemented align with the District BAM and are consistent across the colleges. The leadership team in each area, along with Business Services, will meet to review and analyze data for programs, and critically evaluate the efficiency and effectiveness of resource allocation.
- This project will also analyze the non-instructional budgets and expenditures as well as the overall implementation of the college's strategic plans.
- Annual assessment of the college BAM implementation will take place via survey and focus group feedback.

Instructional/Academic Performance Metrics to Be Analyzed

1. College FTES targets by discipline/division
 - a. Were the targets met?
 - b. Why, why not?
 - c. FTES/FTEF efficiency (target is 18.5 @ 595) by discipline
 - d. Institutional efficiency FTES/FTEF
2. What errors or variables are impacting efficiency metrics? How do we fix?
3. What are the cost implications resulting from low efficient disciplines?
4. What are the impacts of a classroom load cap on "potential" FTES generation?
 - a. How efficiently are classroom and lab environments being utilized in comparison to FTES production?
5. What scheduling modifications will need to be considered?
 - a. DE vs. F2F implications
6. What emergency mandates or legislative updates have transpired that may affect outcomes?
7. Proposed course of action- i.e. reconfigure or repurpose classrooms or labs, evaluate course caps, etc. In consultation with CTA (for negotiated items) and Academic Senate (10+1).

Student Support/Operational/Other Performance Metrics to Be Analyzed

1. Identify deficits and surpluses in non-instructional budgets to understand nature of expenditures and opportunities.
2. Consider realignment of resources to support strategic plan initiatives, aligned with Guided Pathways framework, Student Equity Plan, and Vision for Student Success.
3. What emergency mandates or legislative updates have transpired that may affect outcomes?

Timing of the analysis: April and September (as aligned with schedule development process)

Districtwide Solar & Battery Project

Construction Update

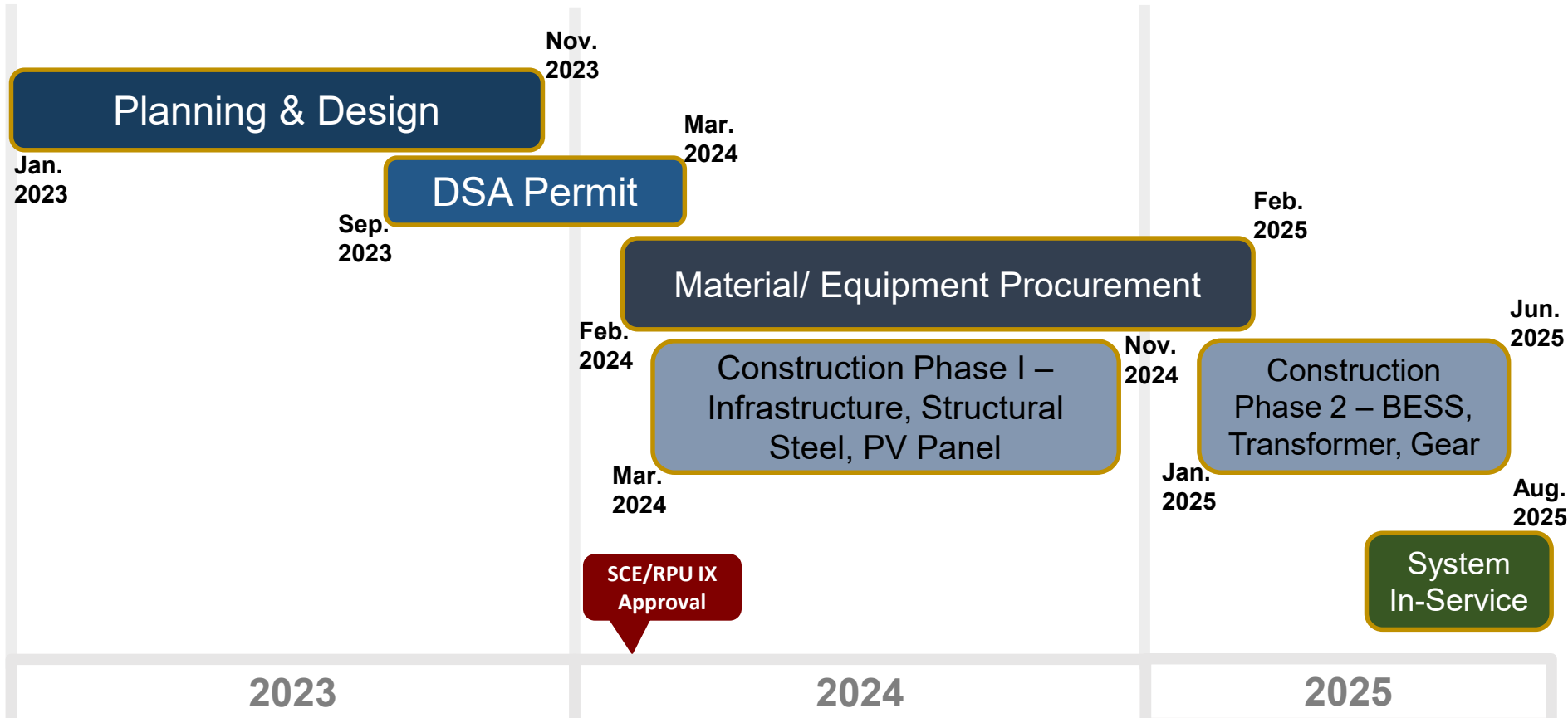
BOT Committee Meeting

March 5, 2024

Background

- ❑ **Contract:** BOT approved TotalEnergies Contract in December 2022
- ❑ **Services:** Design, Permit, Construction, and 25-Year Maintenance/Operation
- ❑ **Deliverables:** Solar Photovoltaic (PV) System, Battery Energy Storage System (BESS), and Electrical Vehicle Charging Stations (EVCS)

Project Schedule Milestone

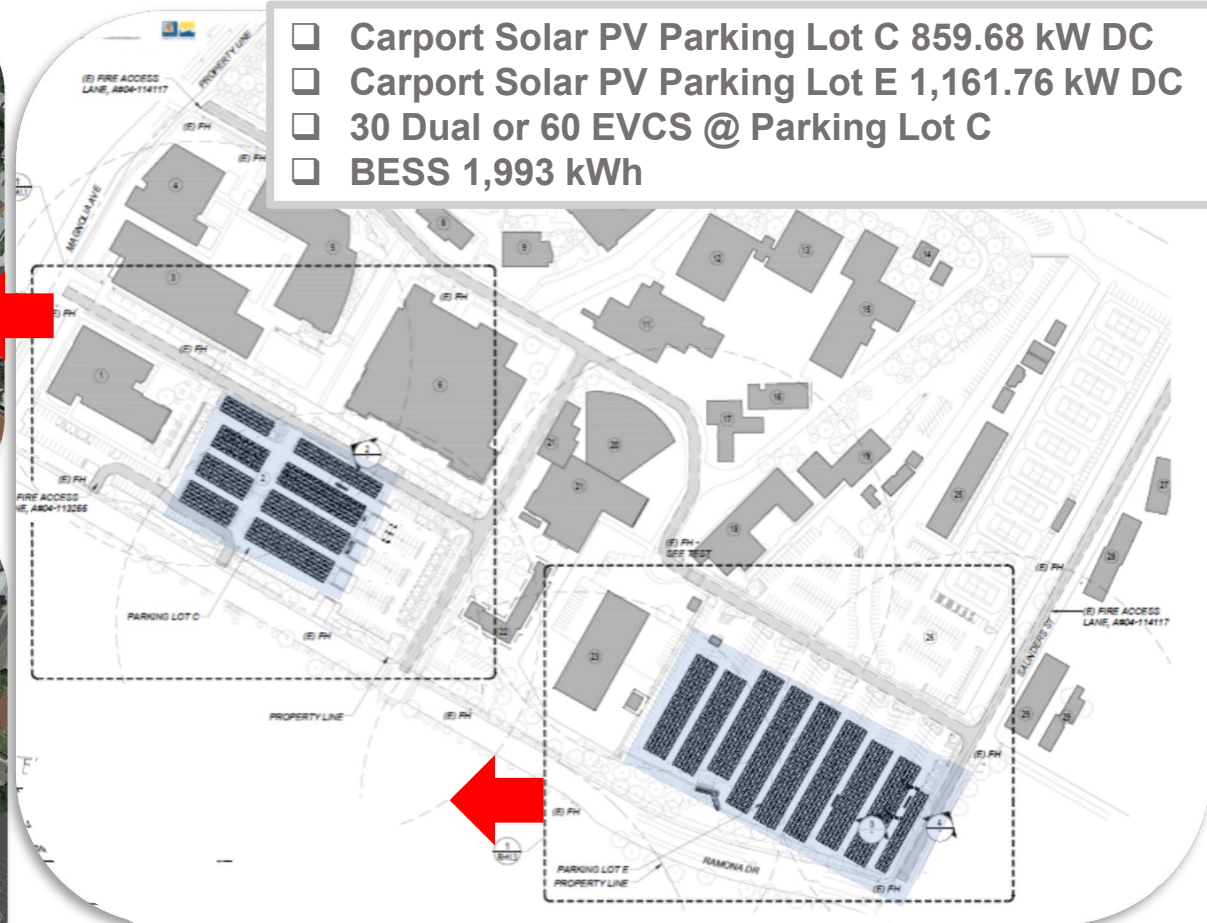
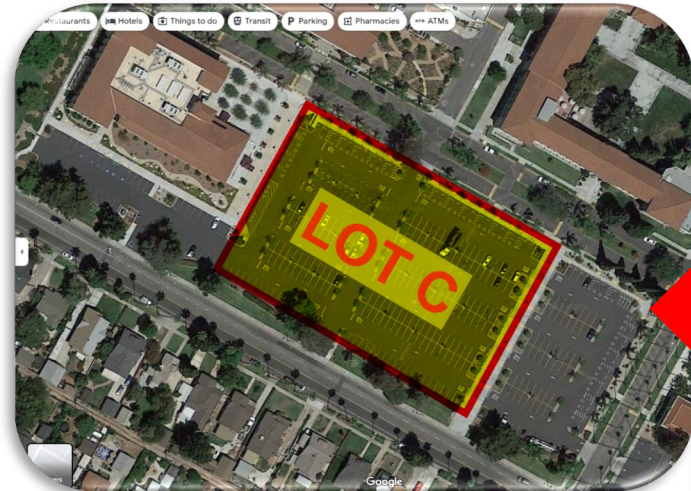


SCE & RPU Interconnection (Jan. 2023 – Aug. 2025)

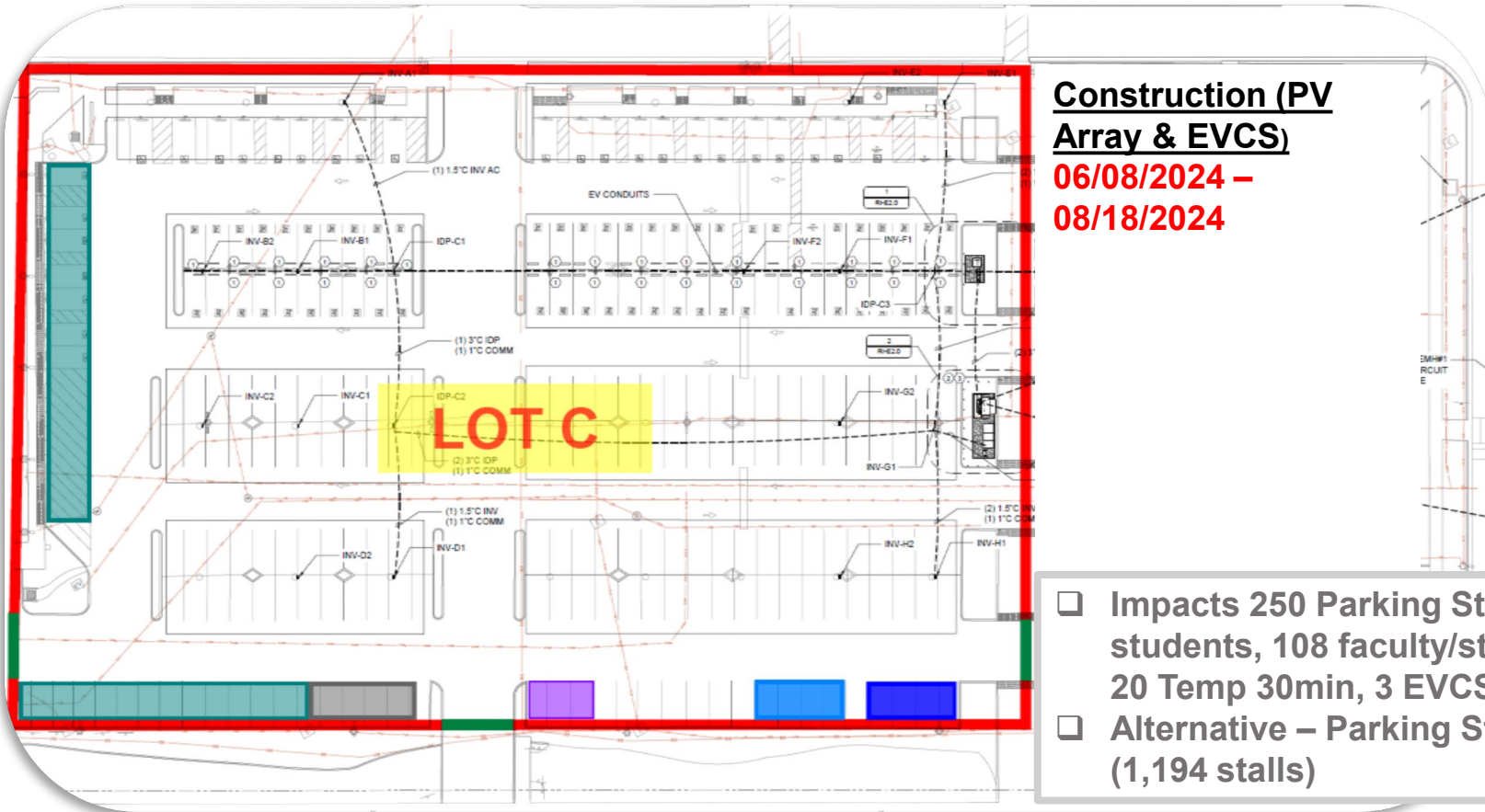
RCC Project Rendering



RCC Construction Plan



RCC Lot C – Carport Solar PV



Construction (PV Array & EVCS)

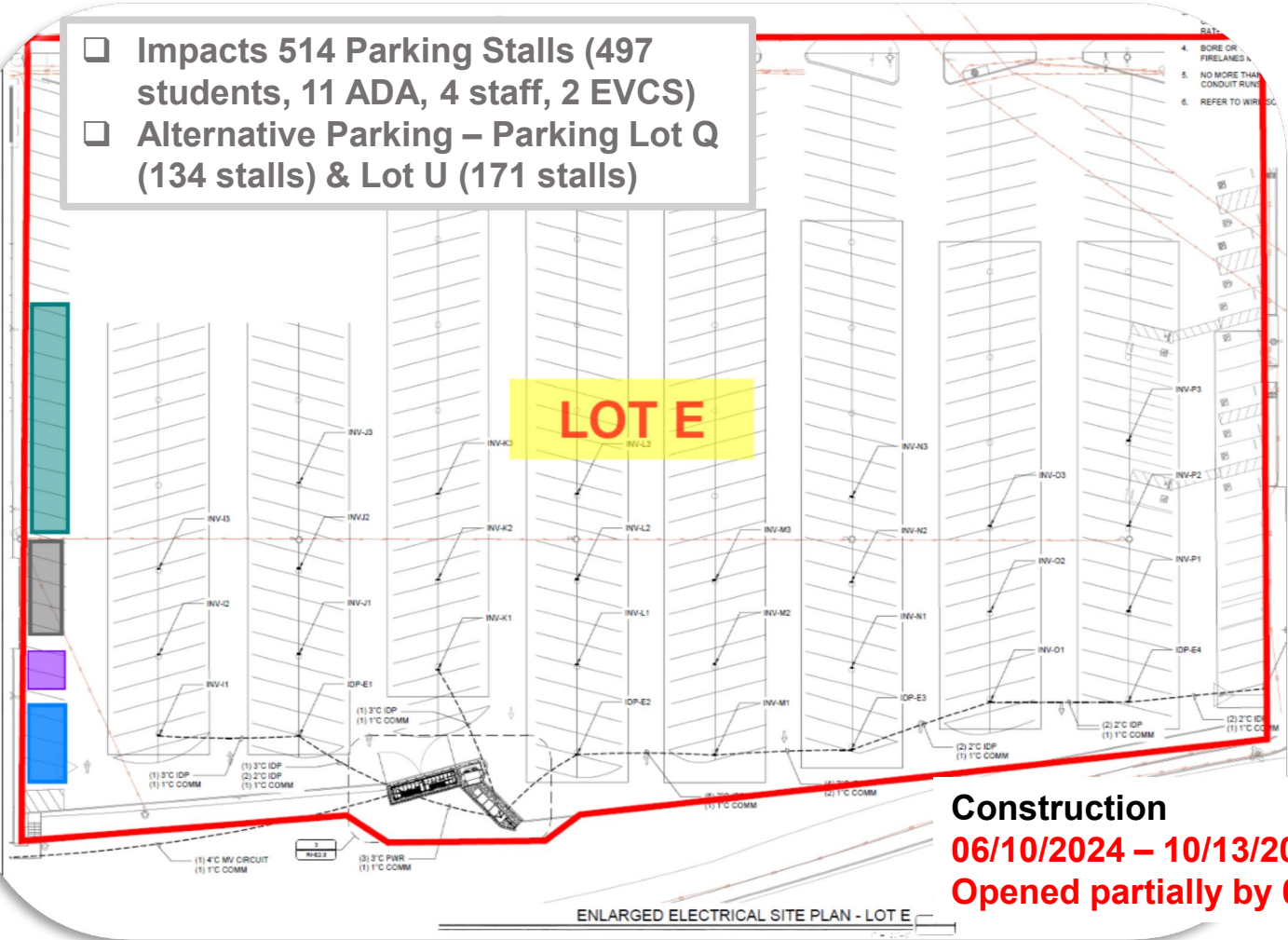
06/08/2024 – 08/18/2024

- ❑ Impacts 250 Parking Stalls (86 students, 108 faculty/staff, 26 ADA, 20 Temp 30min, 3 EVCS, 7 Reserved)
- ❑ Alternative – Parking Structure (1,194 stalls)

RCC Lot E – Carport Solar PV

- ❑ Impacts 514 Parking Stalls (497 students, 11 ADA, 4 staff, 2 EVCS)
- ❑ Alternative Parking – Parking Lot Q (134 stalls) & Lot U (171 stalls)

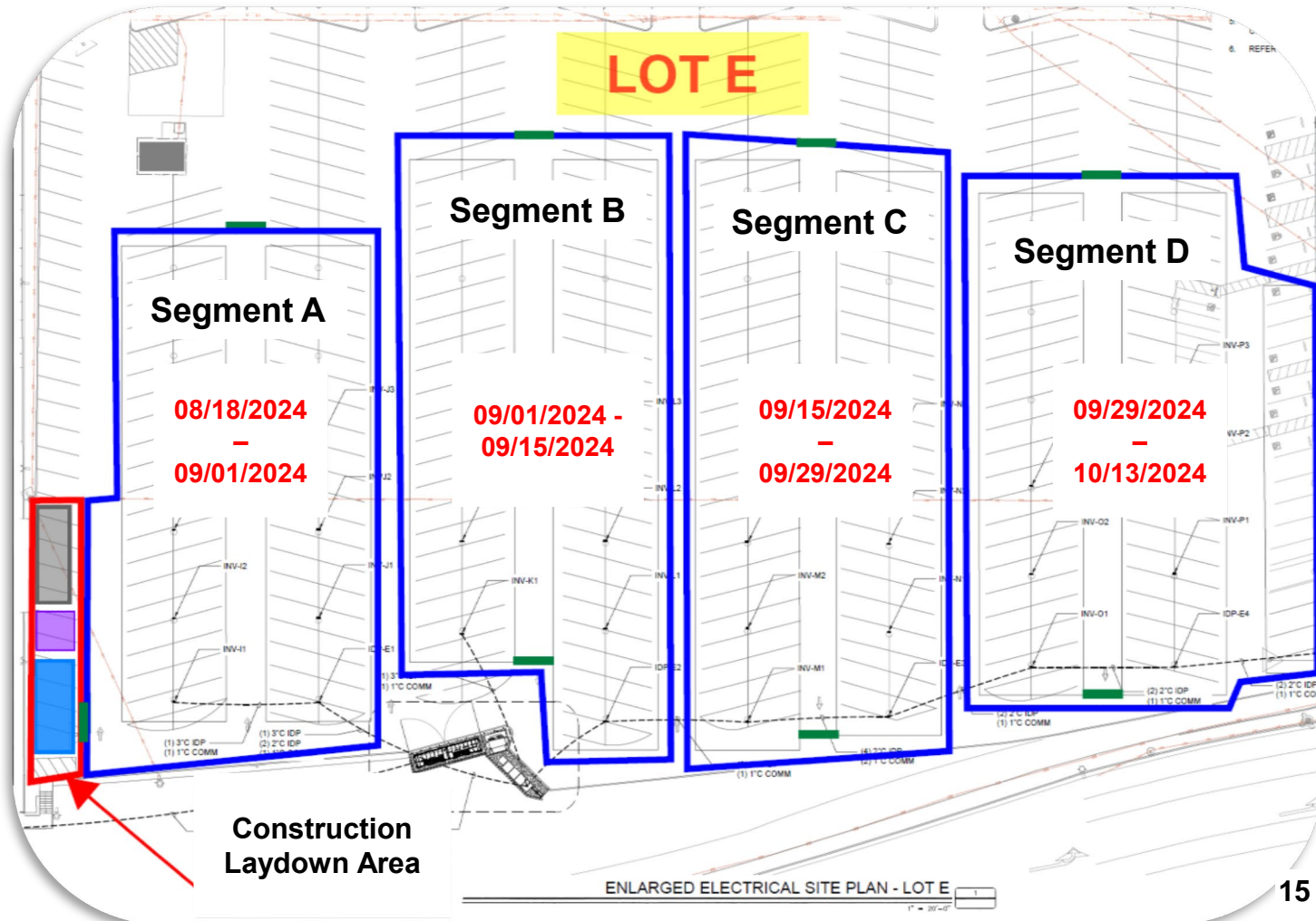
LOT E



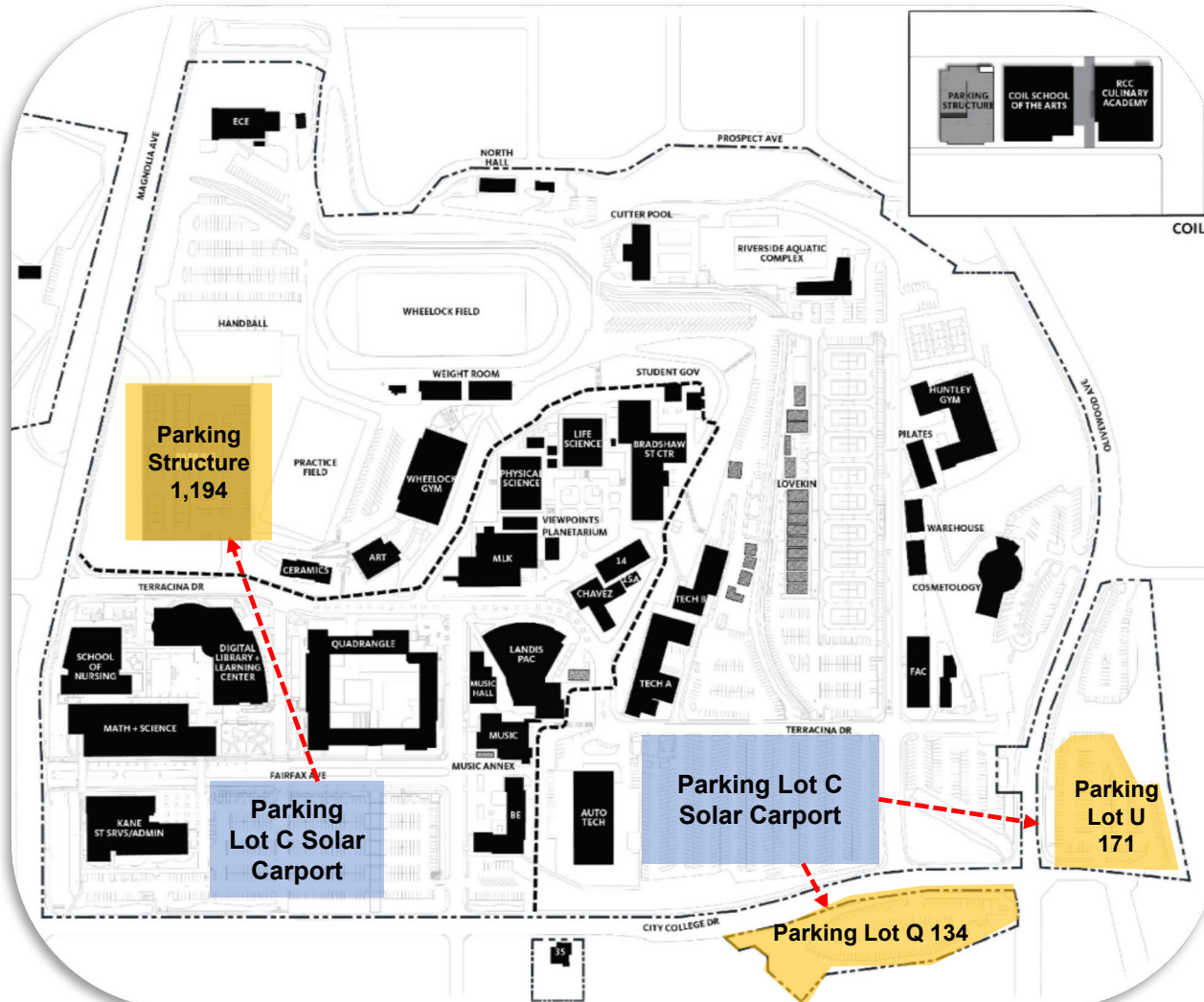
Construction
06/10/2024 – 10/13/2024
Opened partially by 08/18/2024

RCC Lot E – Carport Solar PV

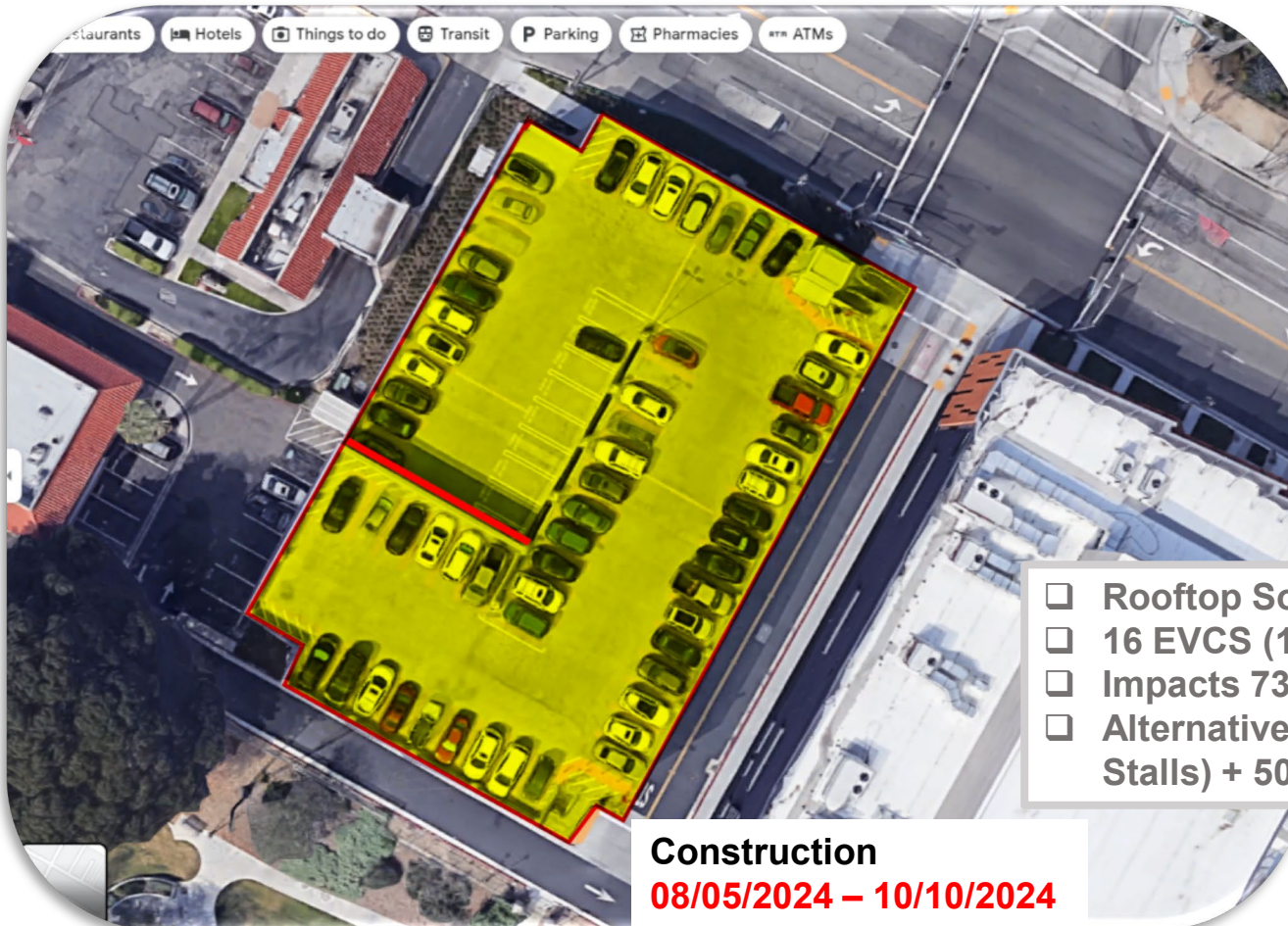
- Segment A**
Impacts (100) Student Stalls
- Segment B**
Impacts (100) Student Stalls
- Segment C**
Impacts (103) Student Stalls
- Segment D**
Impacts (109) Stalls:
104 student & 5 ADA
- Alternate Parking**
Parking Lot “Q” and Lot “U”



RCC Alternative Parking Plan



CAADO Construction Plan



CAADO Alternative Parking Plan



Districtwide Solar & Battery Project Construction Update

Questions

**BOT Committee Meeting
March 5, 2024**