Mission:
Riverside City College serves a diverse community of learners by offering certificates, degrees, and transfer programs that help students achieve their educational and career goals. The college strives to improve the social and economic mobility of its students and communities by being ready to meet students where they are, valuing and supporting each student in the successful attainment of their goals and promoting an inclusive, equity-focused environment.

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

Tiger Pride Values:

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

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

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

Equity-mindedness: We promote social justice and equity.

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

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

Office of Institutional Effectiveness

Introduction

This annual report card for Riverside City College's 2020-2025 Strategic Plan cycle shares the college's work over the last year and progress towards strategic goals. The 2020-2025 Strategic Plan includes Key Performance Indicators (KPI's) with the current measurements and projected targets or goals through 2024-2025. Throughout this report, KPI's will be reported as actual for current and prior years and projected based on the strategic plan. Projected metric numbers (for future years) will be reported in **shaded gray boxes**.

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

Guided Pathways and Equity

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

As part of the continuing effort to understand equity gaps, the college administered the National Assessment of Collegiate Campus Climate (NACCC) Staff survey for classified professionals and administrators in Fall 2022. In Fall 2023, a team of Equity Minded Learning Institute alum shared the survey results via several data walks. They are continuing to work in Spring 2024 to share results and help the college address the challenges shared in the survey. NACCC Survey Report

Student Equity Plan
RCC's 2022-2025 Student Equity Plan focuses on five (5) metrics of student success including Successful Enrollment, Transfer-Level Math and English in the First-Year, Persistence from Term to Term, Completion, and Transfer to 4-year.

The target groups that are identified in this plan represent the Disproportionately Impacted (DI) student groups for each of the five student support metrics. These target groups include African American, Pacific Islander, Hispanic, and Foster Youth students. It is important to note that 4 of the 5 identified DI groups refer to students who are racially-minoritized. This information suggests that race-conscious efforts will be vital towards closing the equity gaps for these students.
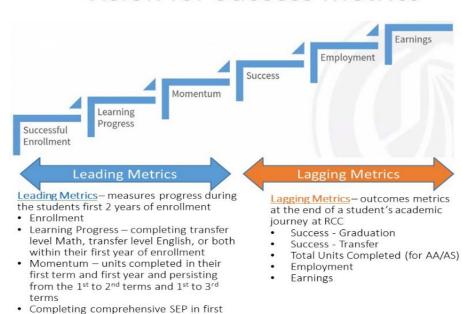
- Metric #1: Successful Enrollment: Percentage of first-time in college students who applied and enrolled in the same year   DI Group: Black/African American Female
- Metric #2: Transfer Math & English: Percentage of first-time in college students who completed transfer-level math and English in first year DI Group: Black/African American
- Metric #3: Persisted from Term to Term: Percentage of first-time in college students who enrolled in the subsequent semester DI Group: Foster Youth

- Metric #4: Vison Goal Completion: Percentage of first-time in college students who enrolled in the subsequent semester DI Group: Pacific Islander

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

The College's metrics can be broadly characterized as Volume and Rate. Volume is a point-in-time measurement and includes the total enrollment in a year, total awards in a year, etc. Rate metrics are based on student cohorts. A student cohort is the total first-time freshmen enrolling in any given year. Rate calculations provide insight into how the college's Guided Pathways changes are impacting student success. We can see the difference between a student's experiences and success if they first enrolled in Fall 2015 versus if they first enrolled in Fall 2019. The State's *Vision for Success* metrics are Rate based – Cohort based. *Vision for Success* metrics provide both outcomes – how did the student success – but also leading metrics which give the college an ability to monitor, assess, and evaluate their progress each year.

College Goal 1: Student Access
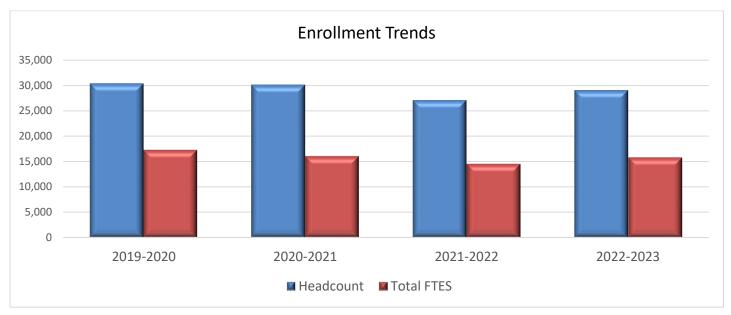
1.1 Increase the college going rate by 3% annually in order to increase attainment of living wages in our community.

The metrics for this goal include enrollment as well as high school capture rates. The college's unique headcount enrollment for 2022-2023 was 8.0% more than 2021-2022. Total Full-Time Equivalent Student (FTES) also increased by 8.8% from 2021-2022 to 2022-2023.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Student Headcount	27,389	28,937	29,545	30,082	30,354	30,099	27,043	29,205
FTES*	15,617.6	16,426.4	16,951.9	17,336.9	17,255.9	16049.14	14,511.1	15,792.2
% FTES Change	*2.7%*	*5.2%*	*3.2%*	*2.3%*	*-0.5%*	*-7.0%*	*-9.6%*	*8.8%*
FTEF**	991.6	1,028.1	1,073.4	1,101.5	1,112.4	1,089.6	1,064.1	1,048.4
% FTEF Change	*3.2%*	*3.7%*	*4.4%*	*2.6%*	*1.0%*	*-2.0%*	*-2.3%*	*-1.5%*
FTES / FTEF	16:1	16:1	16:1	16:1	16:01	15:01	14:01	15:01

Source: Headcount and FTES from Datamart and FTEF from Enrollment Management Dashboard

Source: Datamart

The capture rate – the percentage of Alvord Unified, Jurupa Unified, and Riverside Unified seniors who subsequently enroll at RCC is below. The capture rate is recovering post pandemic. RCC also continues to foster stronger relationships led by the Associate Dean, Educational Partnerships.

Metric	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024*	2024-2025*
Capture Rate	*35.5%*	*21.8%*	*19.4%*	*32.1%*	*31.9%*	*32.8%*

*Projected Values.
Source: RCCD Capture Rate Report 7.23.24. Calculation based on feeder high school metrics
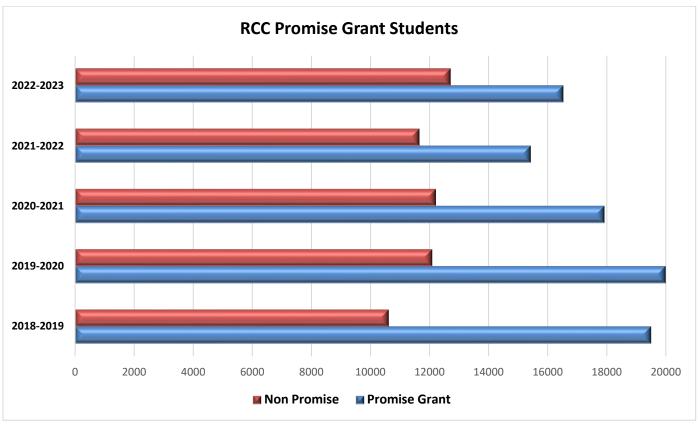
1.2 Reduce equity gaps by 40% in 5 years by removing barriers in the on-boarding process (including access to programs and services) through cultural proficiency training and targeted interventions based on disaggregated student equity data.

Work continues on Guided Pathways Pillar 1 and 2. RCC's Guided Pathways plan (approved Spring 2021) has several specific actions and initiatives to continue improvement in these pillars.   For example, the Guided Pathways Plan specifically refers to the ongoing "Equity-Minded Counseling and Advising Strategies that support student development and increased social and economic mobility opportunities for students". This effort is further supported by RCC's Student Equity Plan (approved Fall 2022) which includes intentional activities to address the disproportionately low enrollment of Black/African American women.

Office of Institutional Effectiveness

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

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

One measurement of a student's socio-economic need is the State's Promise Grant (formerly known as Board of Governors' Waiver). The number of RCC students receiving this grant in 2022-2023 increased from 2021-2022. For 2021-2022, 56.5% of students received the Promise Grant.

Source: Datamart

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

Along with current students, the college continues to build relationships with our three local school districts – Alvord Unified School District, Jurupa Unified School District, and Riverside Unified School District. RCC's Dual Enrollment programs more than met the strategic planning goals for 2022-2023.

As the college continues to look for ways to increase enrollment, dual enrollment programs will continue being a focus for both enrollment growth and increasing student success – helping them identify majors earlier, complete college units while still in high school, and ultimately shorten the time to completion.
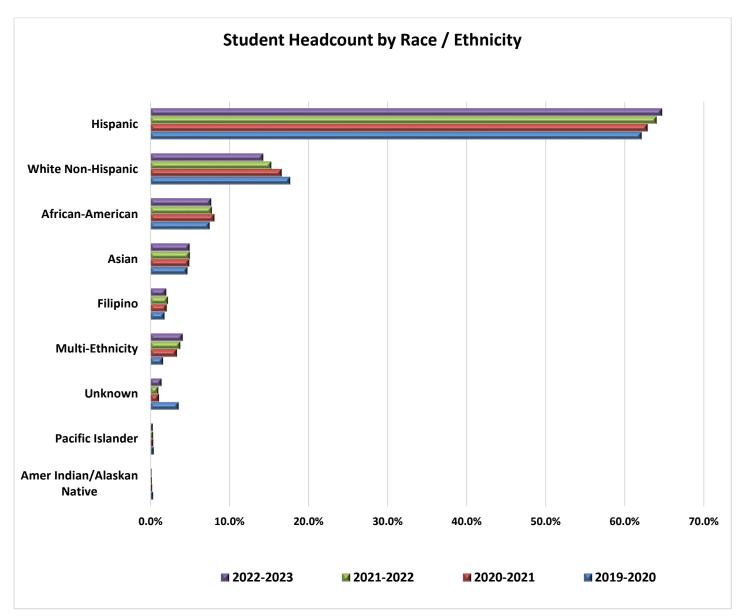
School District	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024*	2024-2025*
ASUD	71	101	207	348	222	234
JUSD	263	253	450	821	101	106
RUSD	602	512	695	963	547	574
Total	**936**	**866**	**1,352**	**2,132**	**870**	**914**

Projected Values

Source: RCC Dual Enrollment reporting

Additional Metrics

RCC's student demographics have changed slightly over the past few years. The trends include a continuing increase in Hispanic students and also an increase in the proportion of students who are traditional college-going age (younger than 25 years old). Traditional college-age students are 68.8% of RCC's population.

Student Headcount by Race / Ethnicity

Source: Datamart

Office of Institutional Effectiveness

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

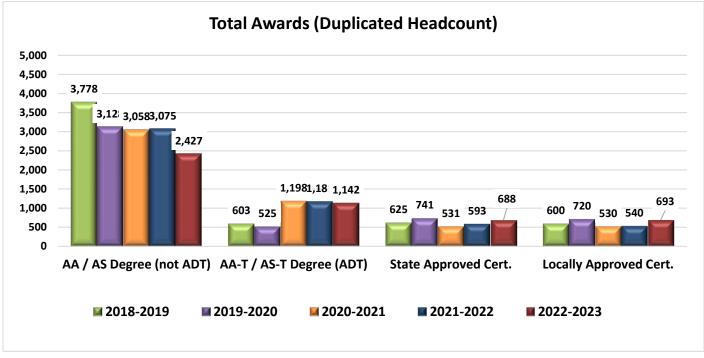|	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
% Full-Time	29.5%	25.6%	29.2%	24.9%	28.1%	23.9%	25.7%	22.5%

Source: Datamart

College Goal 2: Student Success

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

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

The tables below show RCC's 2018-2019 through 2022-2023 awards. The metric is a total award count – not a unique student count. It is common for students to receive multiple degrees and / or certificates. Thus, the unique count of student graduates will be less than the total degrees and certificates awarded. The overall award decrease year-over-year is most likely related to the slower progress for students during the pandemic as well as an overall decrease in enrollment at the college.

Source: Datamart

Degrees and Certificates Awarded	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024*	2024-2025*
AA / AS Degree (not ADT)	3,778	3,128	3,058	3,075	2,427	5,887	7,065
AA-T / AS-T Degree (ADT)	603	525	1,198	1,181	1,142	1,467	1,760
State Approved Cert.	625	741	531	593	688	918	1,101
Locally Approved Cert.	600	720	530	540	693	916	1,099
Total	5,606	5,114	5,317	5,389	4,950	9,188	11,025

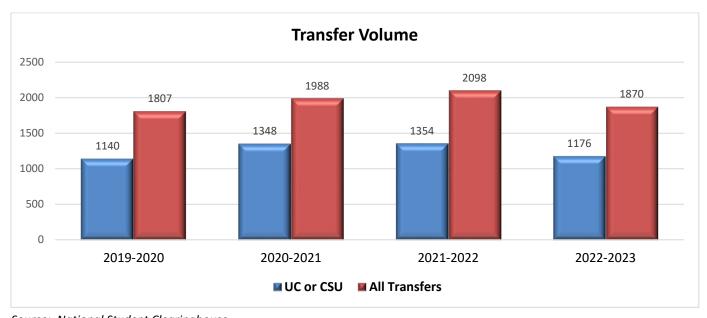*Projected Values based on original strategic plan

Source: Datamart

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

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

1. Enrolled at RCC as a first-time student;
2. Completed at least 12 units within the District; and
3. Enrolled at a four-year college or university within 6 months of leaving RCC.
4. Students are included in a specific cohort year for the first year a student is enrolled at a four-year college or university.
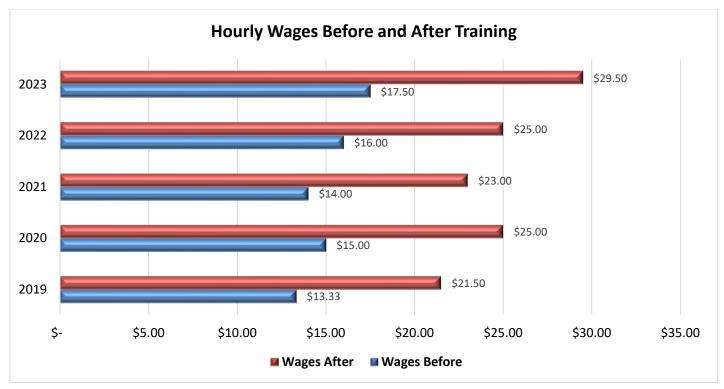
While most students transfer to the CSU system, RCC students also enroll in private universities at a high rate. Students' top five transfer destinations have remained consistent and are CSU San Bernardino, UC Riverside, CSU Fullerton, California Polytechnic University Pomona, and California Baptist University.

Source: National Student Clearinghouse

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

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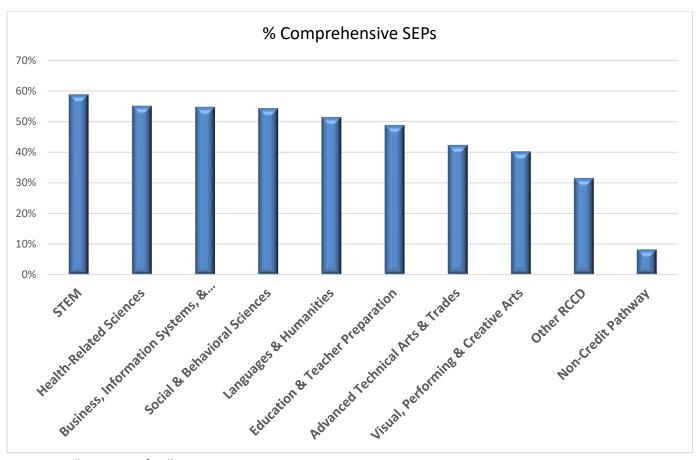
Hourly Wages Before and After Training

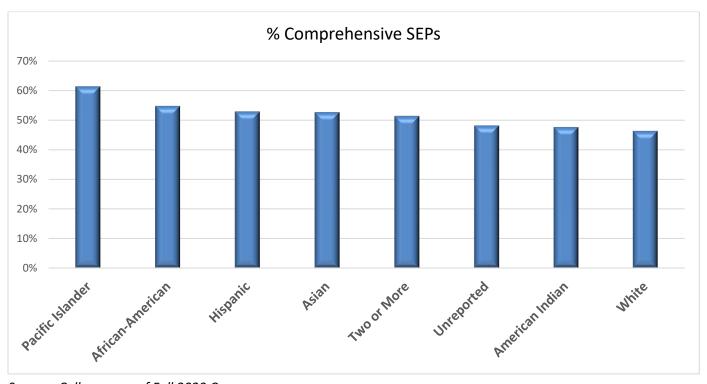| Year	Wages After	Wages Before
2023	$29.50	$17.50
2022	$25.00	$16.00
2021	$23.00	$14.00
2020	$25.00	$15.00
2019	$21.50	$13.33

Source: CTEOS Surveys

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

Comprehensive SEP's

Time to completion is a lagging indicator – calculated once a student completes. A leading indicator of student progress and **Guided Pathway's** Staying on the Path is the percentage of students who have completed a Comprehensive Student Educational Plan (SEP). RCC continues to improve with this metric and as a result, the time to completion – and the number of students completing – should improve. Below are the percentage of students who have completed a Comprehensive SEP by Instructional Pathway and by Race / Ethnicity as of Census 2023. As you can see, there is variation in pathways but very little variation by Race / Ethnicity in the percentage of students who have met this momentum point.

% Comprehensive SEPs

Source: Colleague as of Fall 2023 Census

% Comprehensive SEPs

Source: Colleague as of Fall 2023 Census

Office of Institutional Effectiveness

Student Success Teams continue working through the Engagement Centers to provide outreach to students and encourage them to complete a comprehensive SEP within their first year of enrollment. The District Office has provided a Power BI Report that Engagement Centers are using to actively manage their students. This close-to-real-time report is a significant improvement over prior years' access.
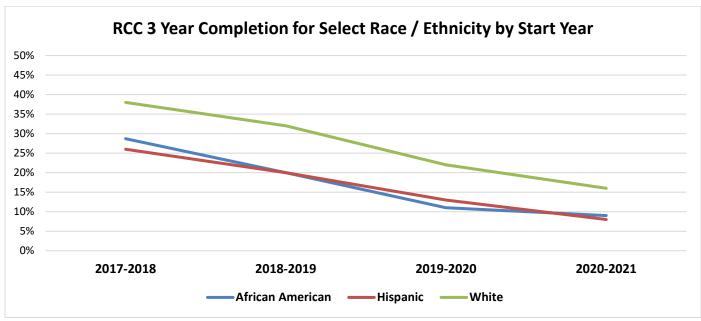
Time to Completion

Understanding and reducing students' time to completion is one of the primary goals of **Guided Pathways**. The KPI RCC is using to measure time to completion is *cohort based*. For Time to Completion, the KPI we are using is the percentage of a cohort who completes a degree, certificate, and / or transfers within three years. As you see in the graphs, the percentage of cohorts completing in three years has been decreasing. This decrease is mostly likely attributable to the pandemic. The college anticipates that the 3-year completion rate will recover and increase over the next few cohorts.

First-Time Student 3 Year Completion Rates (By Year of Initial Enrollment)			
Initial Enrollment Year	**# in Cohort**	**# Completed in 3 Years**	**% Completed**
2017-2018	5575	1644	29.5%
2018-2019	5328	1211	22.7%
2019-2020	5271	788	14.9%
2020-2021	3928	422	10.7%

Source: MIS ST File with SP and National Student Clearinghouse for Transfer*2017-2018 rate revised from prior Annual Report because a calculation error was found

Using a **Student Equity** lens for completion, the chart below shows the difference in 3 -year rates for African American and Hispanic students versus White students. The college is continuing to work to not only increase those students who complete, but close the equity gaps as well.
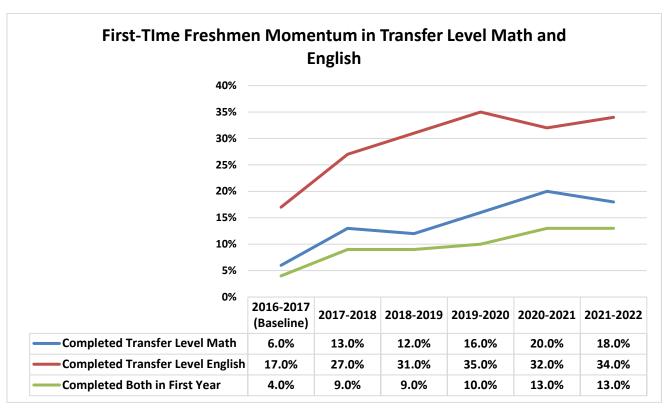

Source: MIS ST File with SP and National Student Clearinghouse for Transfer

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

In 2017-2018 only 9% of first time in college students successfully completed both transfer level math and English in their first year—and this was the highest percent in a four-year period (27% completed transfer-level English alone; 13% completed transfer-level math alone, also the highest in four years for both). First year completion of transfer level math and English is a significant, predictive momentum point for completion. As the college implemented Multiple Measures placement and then AB 705, the college has seen gains in the percentage of students completing these transfer level courses in their first year of enrollment.

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

First-TIme Freshmen Momentum in Transfer Level Math and English

	2016-2017 (Baseline)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Completed Transfer Level Math	6.0%	13.0%	12.0%	16.0%	20.0%	18.0%
Completed Transfer Level English	17.0%	27.0%	31.0%	35.0%	32.0%	34.0%
Completed Both in First Year	4.0%	9.0%	9.0%	10.0%	13.0%	13.0%

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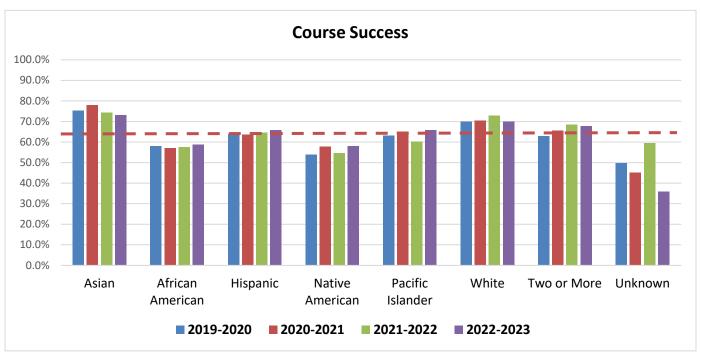
2.6 The institution set standard for course success is 66% per year and the goal is to improve 1% annually from the new baseline of 67.3% in the 16-17 AY.

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

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

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

Source: Power BI Dashboard

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

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

The Key Performance Indicator for this metric had a baseline year of 2016-2017. For RCC students who were awarded a degree that year and earned at least 60 units at RCCD, the AVERAGE number of units earned was 95. The State's *Vision for Success* goal is an average unit load of 79. As you can see from the table below, the average units earned by a student completing a degree is less than 79 units. The drop in the number of units can possibly be attributed to the reduced enrollment in below transfer level English and Math and the increased focus on Guided Pathways.

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

Source: Student Success Dashboard

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

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

College Goal 3: Institutional Effectiveness

3.1 Ensure that all decision making, processes, and outcomes are aligned with the college's mission and goals and governance structures by regular review of college policies, plans and processes.
AND
3.2 Facilitate accountability, transparency, and evidence-based discussion in decision making to improve trust by regularly publishing plans, reports and outcomes data.

2022-2023's Program Review and Planning Process (PRaP) continued to build on the 2019-2020 comprehensive cycle. The process included updates as well as the development of additional initiatives as a department determined a new need. Each year the process is evaluated by the Program Review Committee as well as by the Governance, Effectiveness, Mission, and Quality Leadership Council. While areas for improvement are identified each year, the process is seen as transparent and inclusive.

The college continues to get better at communicating – between departments, between departments and deans, and between VP's. These conversations focus on what is needed FOR THE COLLEGE AND FOR THE STUDENTS and what we need to support it.

January 2024's Program Review Committee retreat included deans as well as faculty. Divisions shared ideas and recommendations during break-out sessions and the committee will work to help facilitate on-going communication about the plans.

3.3 In order to maintain funding, and to meet the needs of students, attain a college-level efficiency average of 595 (WSCH/FTEF) by providing disciplines with their specific efficiency targets and the tools to meet those.
RCC's enrollment has fallen over the last few years as a result of the COVID pandemic. The college is actively working to recover enrollment, increase current student persistence, and balance course offerings and student needs. The table below shows the last 4 years' Full-Time Equivalent Students (FTES), Full-Time Equivalent Faculty (FTEF), Weekly Student Contact Hours (WSCH), and the ratio of WSCH/FTEF. The WSCH / FTEF ratio is a measure of efficiency and is related to the state's financial reimbursement based on student enrollment. As a District, the WSCH / FTEF goal is 595.

Academic Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
CTE					
Enrolled FTES	3,180.22	3,247.23	2,788.05	2,818.07	3,411.05
Total FTEF	217.06	219.44	198.76	208.37	224.17
Total WSCH	101,820.32	103,976.44	85,298.37	86,622.24	105,332.46
WSCH /FTEF	469.10	473.83	429.15	415.72	469.88
F&PA					
Enrolled FTES	1,951.57	2,128.77	1,589.59	1,495.30	1,711.19
Total FTEF	120.42	135.11	118.08	113.36	114.82
Total WSCH	62,471.26	68,152.12	48,853.23	46,431.24	53,321.13
WSCH /FTEF	518.78	504.43	413.75	409.58	464.39
LHSS					
Enrolled FTES	5,931.72	6,031.50	6,064.65	5,328.81	5,572.71
Total FTEF	356.66	366.81	385.23	360.60	354.09
Total WSCH	189,877.28	193,071.98	185,613.37	162,443.70	170,011.00
WSCH /FTEF	532.37	526.35	481.82	450.48	480.13
NURSING					
Enrolled FTES	816.57	795.64	731.58	737.70	731.40
Total FTEF	105.52	100.25	93.68	101.70	106.03
Total WSCH	26,143.60	25,469.96	23,345.28	23,522.99	23,362.29
WSCH /FTEF	247.77	254.08	249.19	231.29	220.34
STEMK					
Enrolled FTES	5,301.01	4,859.33	4,674.04	3,934.61	3,853.90
Total FTEF	288.28	275.24	280.66	265.80	236.39
Total WSCH	169,708.76	155,567.06	144,663.69	122,186.91	121,610.50
WSCH /FTEF	588.70	565.21	515.45	459.69	514.45
LIBRARY & COUNSLEING					
Enrolled FTES	164.19	193.38	201.23	196.57	184.55
Total FTEF	12.53	15.54	13.18	14.13	12.87
Total WSCH	5,257.76	6,189.89	6,092.83	5,916.01	5,559.46
WSCH /FTEF	419.47	398.44	462.25	418.55	431.97
Total Enrolled FTES	**17,345.28**	**17,255.85**	**16,049.14**	**14,511.06**	**15,464.80**
Total FTEF	**1,100.47**	**1,112.38**	**1,089.59**	**1,063.97**	**1,048.37**
Total Total WSCH	**555,278.98**	**552,427.45**	**493,866.77**	**447,123.09**	**479,196.84**
Total WSCH /FTEF	**504.58**	**496.62**	**453.26**	**420.24**	**457.09**

Source: EMD as of Dec 19, 2023

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

Faculty Development
Faculty Development efforts include department-based Communities of Practice working to improve student

Office of Institutional Effectiveness

engagement and learning in the classroom. The Faculty Development Coordinator has also integrated FLEX offerings with keynote speakers focusing on equity student practices. Spring 2024's "One College One Book" is *Becoming Hispanic-Serving Institutions: Opportunities for College and Universities (Reforming Higher Education: Innovation and Public Good)* by Gina Garcia. Dr. Garcia's model is also framing Program Review and Planning and the upcoming comprehensive Program Review cycle.

Classified Professionals Development

Over the past year, classified professional development endeavors have been strategically directed toward cultivating proficiency in key areas including cultural competency, equity-mindedness, collaboration, innovation, adaptability, and effective communication. Sustained learning opportunities, exemplified by initiatives such as the Emotional Intelligence Academy, Equity Minded Learning Institute, Data Literacy Series, Crucial Communications Series, Galaxy and Concur Labs, and the Emerging Professionals Learning Community, stand out as mechanisms supporting the ongoing development of competencies among classified professionals.

Participation in these workshops has demonstrated sustained consistency throughout the year, underscoring the enduring relevance and value placed by classified professionals on their continuous skill development.

Activity	Participants
Concur Labs	97
Crucial Communications Series	13
Data Literacy Series	16
Emerging Professionals Learning Community	23
EQ Academy*	40
Equity Minded Learning Institute*	24
Galaxy Labs	25

*Includes faculty and management participation numbers.

These workshops are integrated into the regular offerings of classified professional development, becoming essential components of the ongoing learning landscape reflecting a strategic commitment to providing consistent and accessible opportunities for skill enhancement. As integral components of the regular professional development framework, these workshops contribute significantly to the cultivation of a workforce equipped with the diverse competencies needed to navigate the dynamic challenges within the California community college system.

Targeted professional development of this kind enhances classified professionals' administrative and technical skills, fostering increased efficiency and effectiveness and contributing to a culture of continuous improvement, empowering classified professionals to take on leadership roles, collaborate effectively, and contribute meaningfully to the overall success of the college.

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

Data Coaching and Equity Minded Learning Institute

RCC's Data Coaching program was first developed in Spring 2020 with the first training and meetings in Fall 2020. RCC's second data coaching cohort began in Fall 2022 and is continuing through Spring 2024. Data Coaching training is transitioning to a 1-year program beginning in Fall 2024.

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

Data Coaching efforts are being integrated with an Equity Minded Learning Institute, beginning in Fall 2022. The Institute includes not only faculty, but administrators and classified professionals to encourage data-informed actions to directly impact student-equity-focused success at RCC. The Equity Minded Learning Institute gives the participates tools and strategies to change the narrative about student success in the classroom – focusing on where the achievement gaps are and what the faculty can do about it – promoting and facilitating faculty-led conversations about equity-focused student improvement. promote a culture of validating students' identities and culture, engaging students, and recognizing their capacity and their prior learning. Both Data Coaching and the Equity Minded Learning Institute goals were included in RCC's 2019-2022 **Student Equity** Plan.

Voice of the Student

The Office of Institutional Effectiveness employs three student workers again this year – the "Street Team." This team develops surveys and collects feedback from students. Based on student feedback from surveys, the students create resources which will help meet some of the student needs the team identified. The Street Team has been invited to attend and present at the April 2024 RP Group conference, sharing RCC's approach to including student voices in research.

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

Marketing and Outreach for Enrollment

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

College Goal 4: Resource Development and Allocation

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

Grants and Academic Resource Development

Over the course of the last fiscal year, the Office of Grant Development & Administration (grants office) has continued to grow the amount of external, competitive funding secured by RCC, as well as expand the diversity of sources of those funds. During FY 21-22, 18 proposals were submitted to competitive opportunities with just under half being selected for funding. Cumulatively, $4.7 million in new external funds were secured. Furthermore, in the early months of FY 22-23 RCC received notice of approximately $2 million in new awards and has an additional $6 million in proposals still pending review and final decision. (Note: The numbers here do not include any noncompetitive categorical funding allocations such as SEA.)

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

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

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

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

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

4.6 Revise and implement the HR Plan, by Fall 2020, with specific goals to recruit and hire diverse faculty and staff to support student success that is annually reviewed, assessed and updated.
RCC's Total employee headcount by Race / Ethnicity as well as Gender is in the table below.

Riverside City College	Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Employee Type and Race / Ethnicity	Employee Count	%	Employee Count	%	Employee Count	%	Employee Count	%
Manager/Administrator (% of total employees)	*17*	*1.6%*	*20*	*1.9%*	*19*	*1.8%*	*20*	*1.9%*
African-American	4	23.5%	6	30.0%	6	31.6%	6	30.0%
Asian	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic	2	11.8%	1	5.0%	1	5.3%	1	5.0%
White Non-Hispanic	11	64.7%	13	65.0%	12	63.2%	12	60.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	1	5.0%
Tenured/Tenure Track (% of total employees)	*256*	*24.8%*	*261*	*24.6%*	*261*	*24.7%*	*268*	*25.0%*
African-American	18	7.0%	18	6.9%	20	7.7%	22	8.2%
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	16	6.3%	15	5.7%	16	6.1%	18	6.7%
Hispanic	52	20.3%	57	21.8%	57	21.8%	61	22.8%
Multi-Ethnicity	7	2.7%	7	2.7%	6	2.3%	6	2.2%
Unknown	0	0.0%	0	0.0%	1	0.4%	1	0.4%
White Non-Hispanic	163	63.7%	164	62.8%	161	61.7%	160	59.7%
Temporary (% of total employees)	*448*	*43.4%*	*483*	*45.6%*	*467*	*44.2%*	*465*	*43.4%*
African-American	35	7.8%	47	9.7%	42	9.0%	39	8.4%
American Indian/Alaskan Native	3	0.7%	3	0.6%	3	0.6%	3	0.6%
Asian	39	8.7%	43	8.9%	49	10.5%	51	11.0%
Hispanic	108	24.1%	119	24.6%	122	26.1%	120	25.8%
Multi-Ethnicity	10	2.2%	10	2.1%	10	2.1%	10	2.2%
Pacific Islander	1	0.2%	1	0.2%	0	0.0%	1	0.2%
Unknown	3	0.7%	3	0.6%	3	0.6%	17	3.7%
White Non-Hispanic	249	55.6%	257	53.2%	238	51.0%	224	48.2%
Classified (% of total employees)	*311*	*30.1%*	*296*	*27.9%*	*309*	*29.3%*	*318*	*29.7%*
African-American	30	9.6%	28	9.5%	26	8.4%	21	6.6%
American Indian/Alaskan Native	1	0.3%	2	0.7%	1	0.3%	1	0.3%
Asian	13	4.2%	10	3.4%	13	4.2%	16	5.0%
Hispanic	134	43.1%	135	45.6%	145	46.9%	152	47.8%
Multi-Ethnicity	10	3.2%	9	3.0%	14	4.5%	13	4.1%
Pacific Islander	3	1.0%	1	0.3%	3	1.0%	3	0.9%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	120	38.6%	111	37.5%	107	34.6%	112	35.2%
Riverside City College	**Fall 2020**		**Fall 2021**		**Fall 2022**		**Fall 2023**	
Employee Type and Gender	Employee Count	%	Employee Count	%	Employee Count	%	Employee Count	%
Manager/Administrator (% of total employees)	*17*	*1.6%*	*20*	*1.9%*	*19*	*1.8%*	*20*	*1.9%*
Female	11	64.7%	12	60.0%	12	63.2%	13	65.0%
Male	6	35.3%	8	40.0%	7	36.8%	7	35.0%
Tenured/Tenure Track (% of total employees)	*256*	*24.8%*	*261*	*24.6%*	*261*	*24.7%*	*268*	*25.0%*
Female	132	51.6%	138	52.9%	142	54.4%	140	52.2%
Male	124	48.4%	123	47.1%	119	45.6%	128	47.8%
Temporary (% of total employees)	*448*	*43.4%*	*483*	*45.6%*	*467*	*44.2%*	*465*	*43.4%*
Female	251	56.0%	272	56.3%	262	56.1%	260	55.9%
Male	197	44.0%	211	43.7%	205	43.9%	205	44.1%
Classified (% of total employees)	*311*	*30.1%*	*296*	*27.9%*	*309*	*29.3%*	*318*	*29.7%*
Female	168	54.0%	160	54.1%	162	52.4%	164	51.6%
Male	143	46.0%	136	45.9%	147	47.6%	154	48.4%

Source: Datamart Fall Staffing Report.

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

College Goal 5: Community Engagement

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

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

Dual enrollment and concurrent enrollment, where high school students take college courses taught by college professors, continues to grow at RCC. Our largest dual enrollment program is the College and Career Access Pathways (CCAP) where we partner with our local school districts of Alvord Unified School District (AUSD), Jurupa Unified School District (JUSD), and Riverside Unified School District (RUSD) provides direct access to RCC courses for these students. The overall CCAP enrollment from 2018-19 to 2022-23 increased by 330% and continues to grow in 2023-24. Additionally, we have strengthened partnerships with our adult education partners in the region by increasing our visibility and advising at the adult schools and increasing opportunities to bring adult school students to the college and enrolling them in concurrent enrollment following SB 554.

In alignment with RCC's mission to serve a diverse community of learners in achieving their educational and career goals by meeting students where they are, the Office of Educational Partnerships launched two programs to expand opportunities for students, Rising Scholars and College Corps. The Rising Scholars program serves currently and formerly incarcerated and detained students. This program is designed to provide support to carceral-impacted students on the RCC campus as well as youth detained at Riverside County juvenile facilities or enrolled in alternative coursework through Riverside County Office of Education (RCOE). The goals are to help program participants to successfully transition into the college and back into society, complete their degree and/or certificate program, transfer and graduate, have a meaningful and rich student experience, and secure living wage employment. Additionally, College Corps is a statewide initiative, with an emphasis on serving low-income and first-generation students, by combing academics and hands-on work experience so students can gain the skills they need for the future while giving back to our local neighborhoods. College Corps at RCC engages students in meaningful service opportunities with community-based organizations, school districts, and regional agencies that build career pathways and networks, leadership skills and civic responsibility. Moreover, providing students with stipends while they engage their local community increases their likelihood of graduating college on time and with less debt.

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

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

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

RCC CTE division engaged in meaningful partnerships with the local business community. This collaboration includes coordinating internship and work-based learning programs, hosting job fairs, career exploration events, apprenticeship opportunities, and facilitating robust advisory groups.

- Students enrolled in RCC's work experience courses are provided with assistance securing internships at partner businesses and then guided through a semester-long internship by an experienced faculty mentor.
- Industry-specific job fairs allow students to connect directly with business leaders interested in hiring students with specific skills in hard-to-fill positions.
- Industry leaders visit classrooms and clubs to discuss their professions and offer advice to students
- Students gain experience through hands-on learning opportunities. The Volunteer Income Tax Assistance program (VITA) allows students to assist community members in completing tax returns. Students become certified tax preparers, with the experience desired by local tax preparer businesses
- RCC's apprenticeship program has quickly grown to engage over 190 apprentices in programs including Automotive, IT Specialist, Cybersecurity specialist, LVN, RN, Culinary, and Early Childhood Education. Apprentices work at partner businesses while benefiting from mentorship, additional student support, and free tuition.
- RCC CTE advisory committees that are held annually have allowed businesses to provide insight to faculty to provide a more rigorous and skills-based curriculum, highlighting employability skills like teamwork, communication, and presentation skills among others. The CTE Advisory committees assemble advisory boards that reflect the whole education community: students, educators, workforce experts, and community partners.

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

5.4 Collaborate with the RCCD Foundation

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