Spring 2025 Strategic Planning Report Card

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.

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.
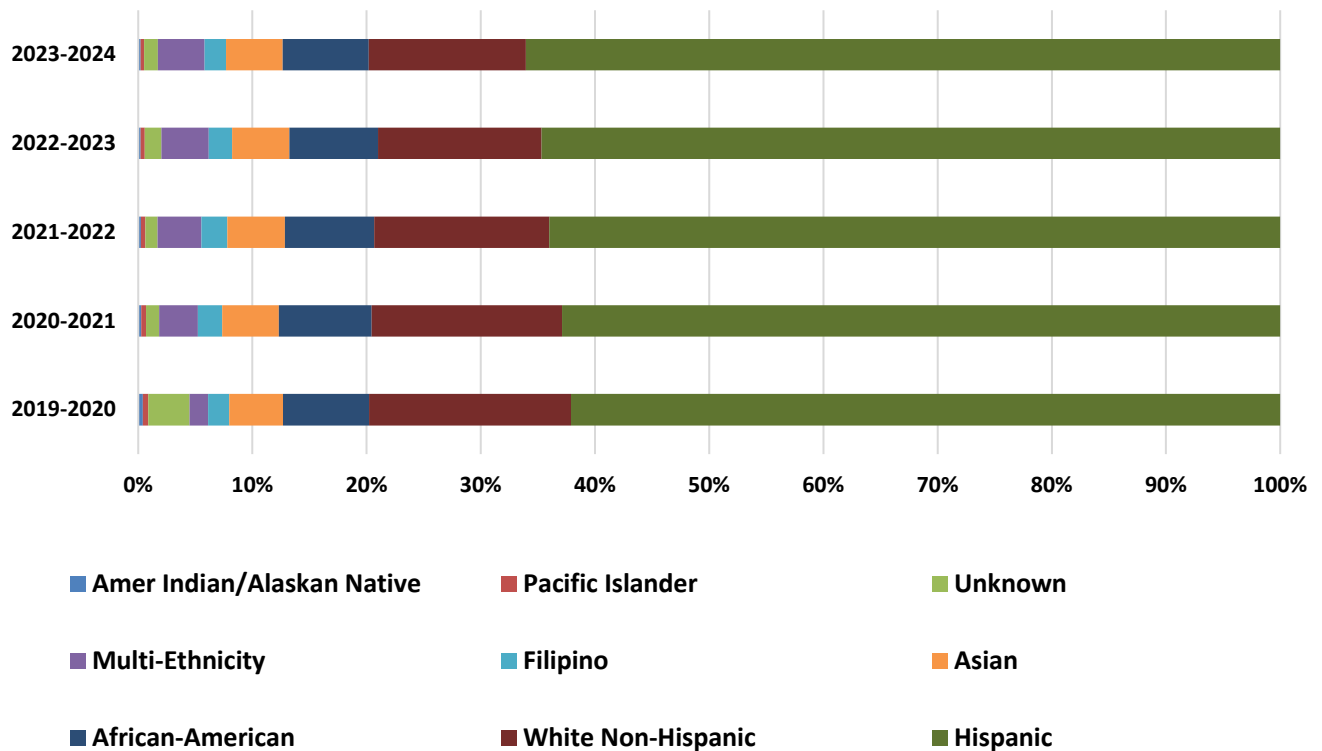
The metrics for this goal include enrollment as well as high school capture rates. The college's unique headcount enrollment for 2023-2024 increases as did Total Full-Time Equivalent Student (FTES).

RCC Enrollment By the Numbers

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Student Headcount	30,082	30,354	30,099	27,043	29,205	30,557
FTES*	17,336.9	17,255.9	16049.14	14,511.1	15,792.2	16,794.6
% FTES Change	*2.3%*	*-0.5%*	*-7.0%*	*-9.6%*	*8.8%*	*6.3%*
FTEF**	1,101.5	1,112.4	1,089.6	1,064.1	1,048.4	1,091.4
% FTEF Change	*2.6%*	*1.0%*	*-2.0%*	*-2.3%*	*-1.5%*	*4.1%*
FTES / FTEF	16:1	16:01	15:01	14:01	15:01	15:01

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

Office of Institutional Effectiveness

Student Headcount by Race / Ethnicity

Legend:
- Amer Indian/Alaskan Native
- Pacific Islander
- Unknown
- Multi-Ethnicity
- Filipino
- Asian
- African-American
- White Non-Hispanic
- Hispanic

Source: Datamart

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.
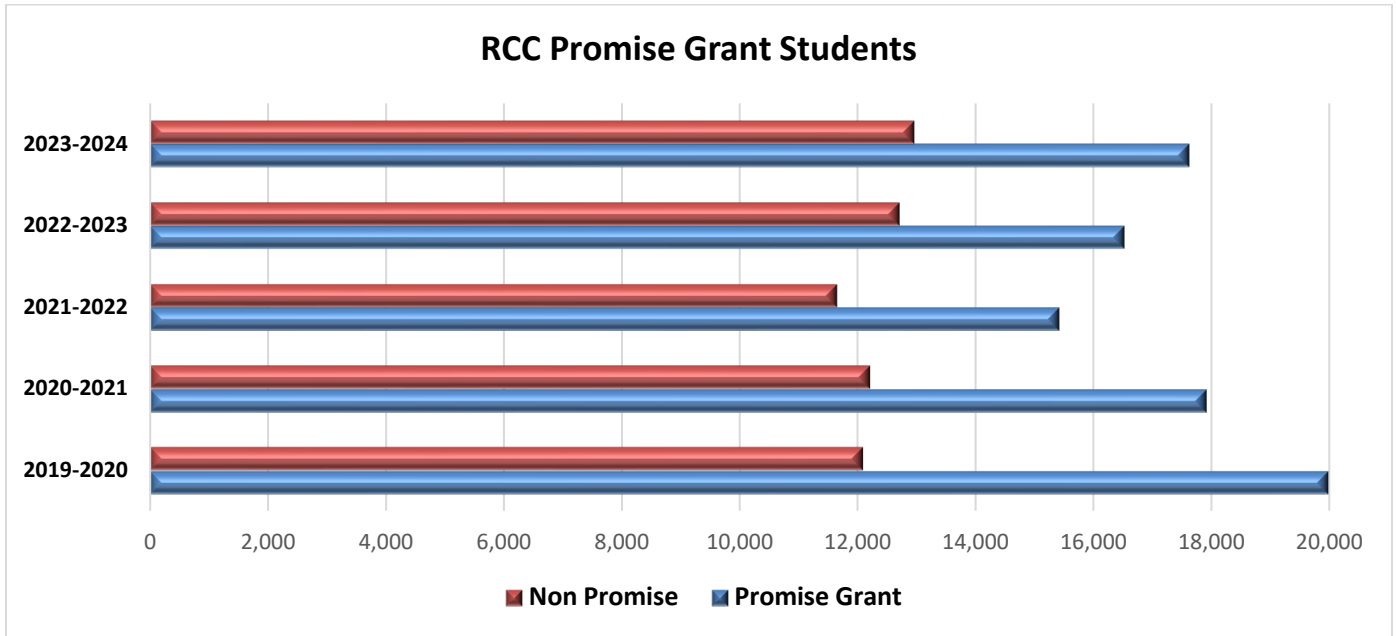
Work continues on Guided Pathways Pillar 1 and 2. RCC's Guided Pathways plan (approved Spring 2021) has several specific actions and initiatives to continue improvement in these pillars.   For example, the Guided Pathways Plan specifically refers to the ongoing "Equity-Minded Counseling and Advising 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.

Qualitative Feedback from the Student Equity Study shows that the college and the Counseling Department, in particular, has improved in supporting students' journeys. The Counseling Department has been working hard to better support students and this feedback is validating, showing that we can make improvements in short periods of time.

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 percentage of RCC students receiving this grant continues to increase. For 2023-2024, 57.6% of students received the Promise Grant.

RCC Promise Grant Students

Year	Non Promise	Promise Grant
2023-2024	~12,900	~17,600
2022-2023	~12,700	~16,500
2021-2022	~11,700	~15,400
2020-2021	~12,200	~17,900
2019-2020	~12,000	~20,000

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 2023-24.

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.

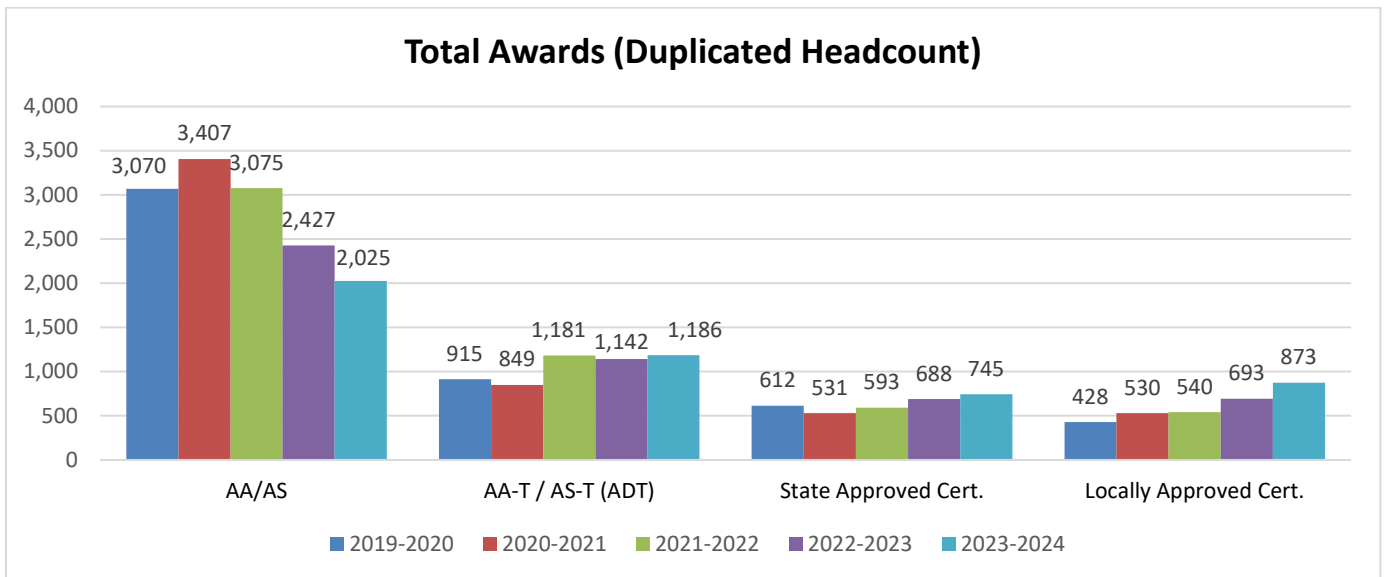| School District	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025*
ASUD	71	101	207	348	392	234
JUSD	263	253	450	821	947	106
RUSD	602	512	695	963	1,126	574
Total	**936**	**866**	**1,352**	**2,132**	**2,465**	**914**

Projected Values

Source: RCC Dual Enrollment reporting

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 2023-2024 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.

Total Awards (Duplicated Headcount)

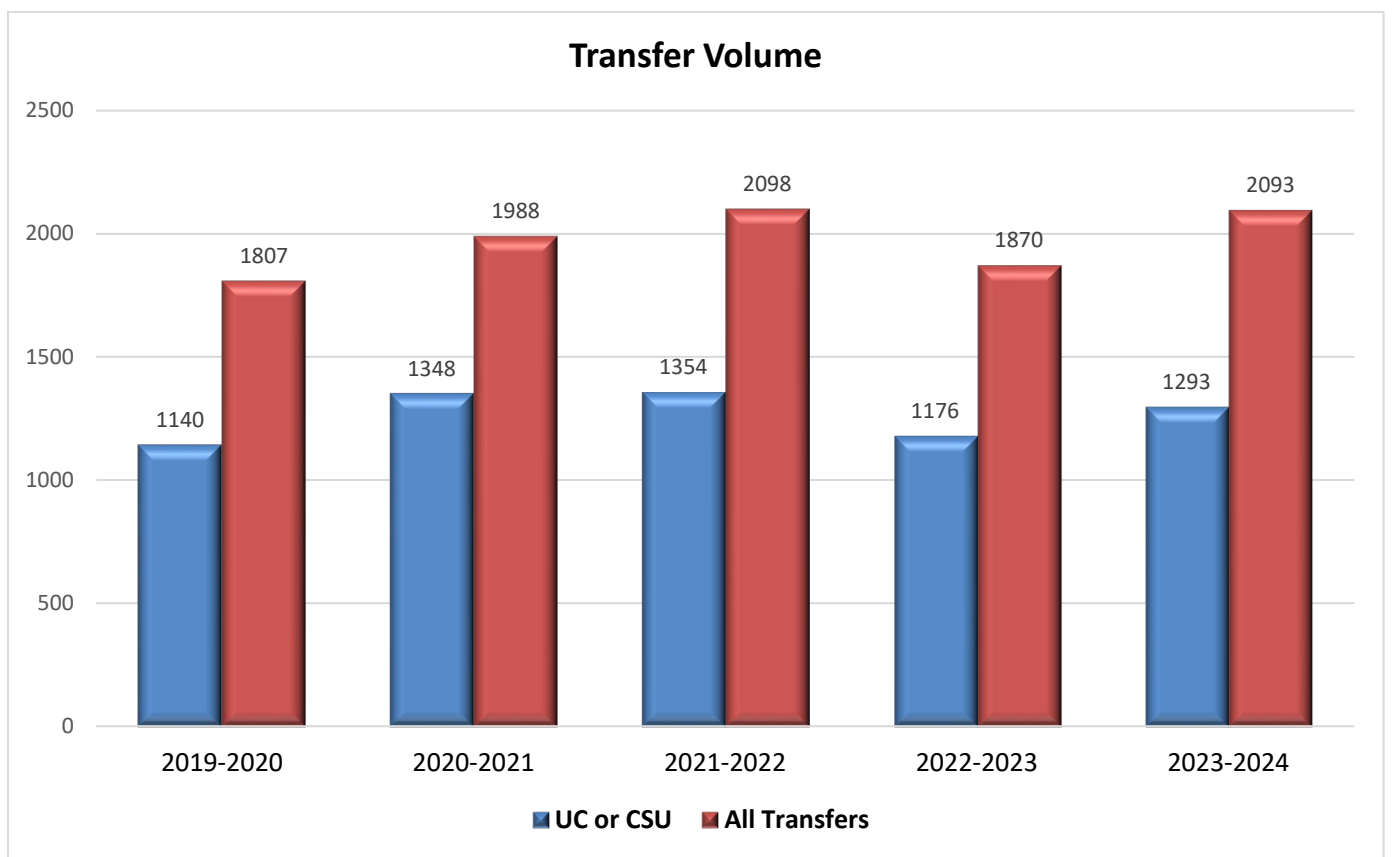|	AA/AS	AA-T / AS-T (ADT)	State Approved Cert.	Locally Approved Cert.
2019-2020	3,070	915	612	428
2020-2021	3,407	849	531	530
2021-2022	3,075	1,181	593	540
2022-2023	2,427	1,142	688	693
2023-2024	2,025	1,186	745	873

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 Baptist University, and California Polytechnic University Pomona.
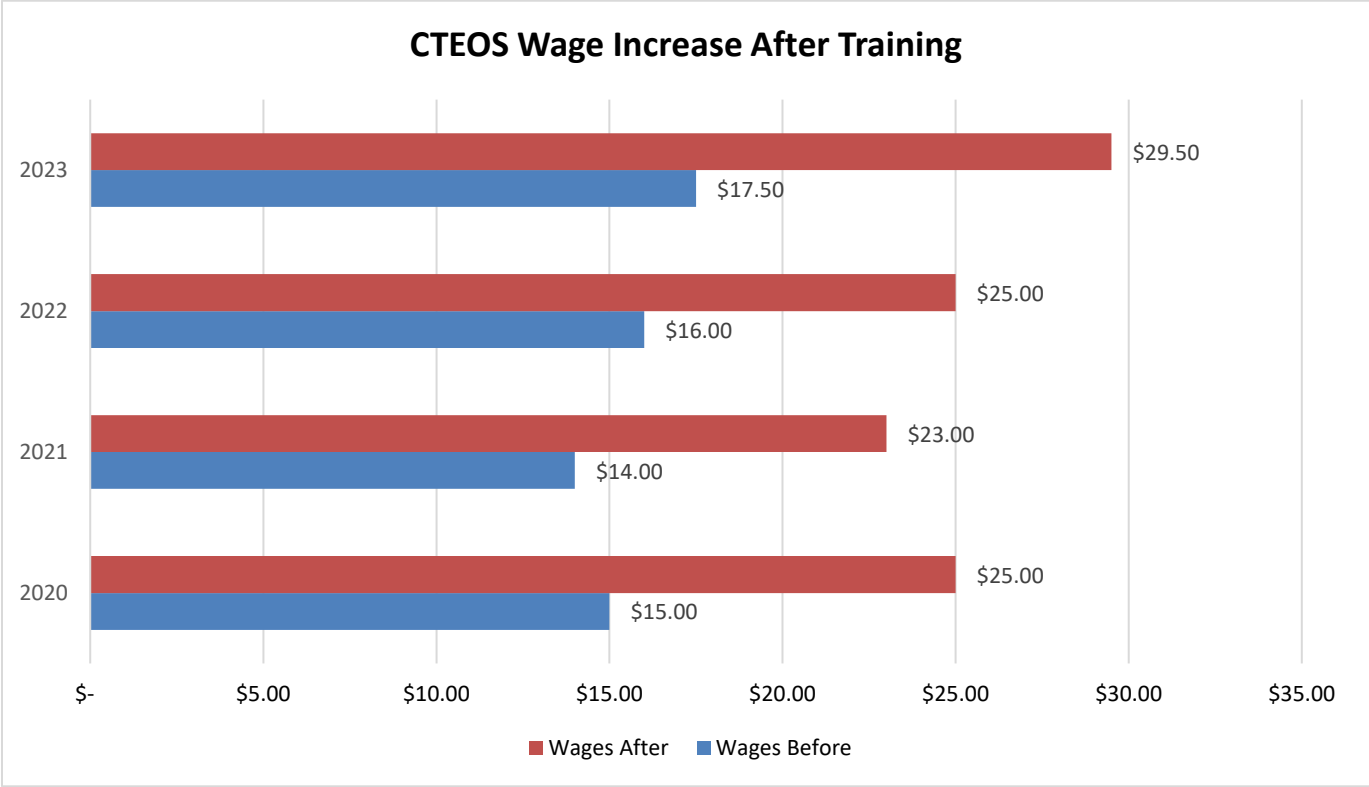
Transfer Volume

Year	UC or CSU	All Transfers
2019-2020	1140	1807
2020-2021	1348	1988
2021-2022	1354	2098
2022-2023	1176	1870
2023-2024	1293	2093

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.

CTEOS Wage Increase 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

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 2024. 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 SEP's

Source: Engagement Center Power BI Report as of Sep 19, 2024

% Comprehensive SEP's
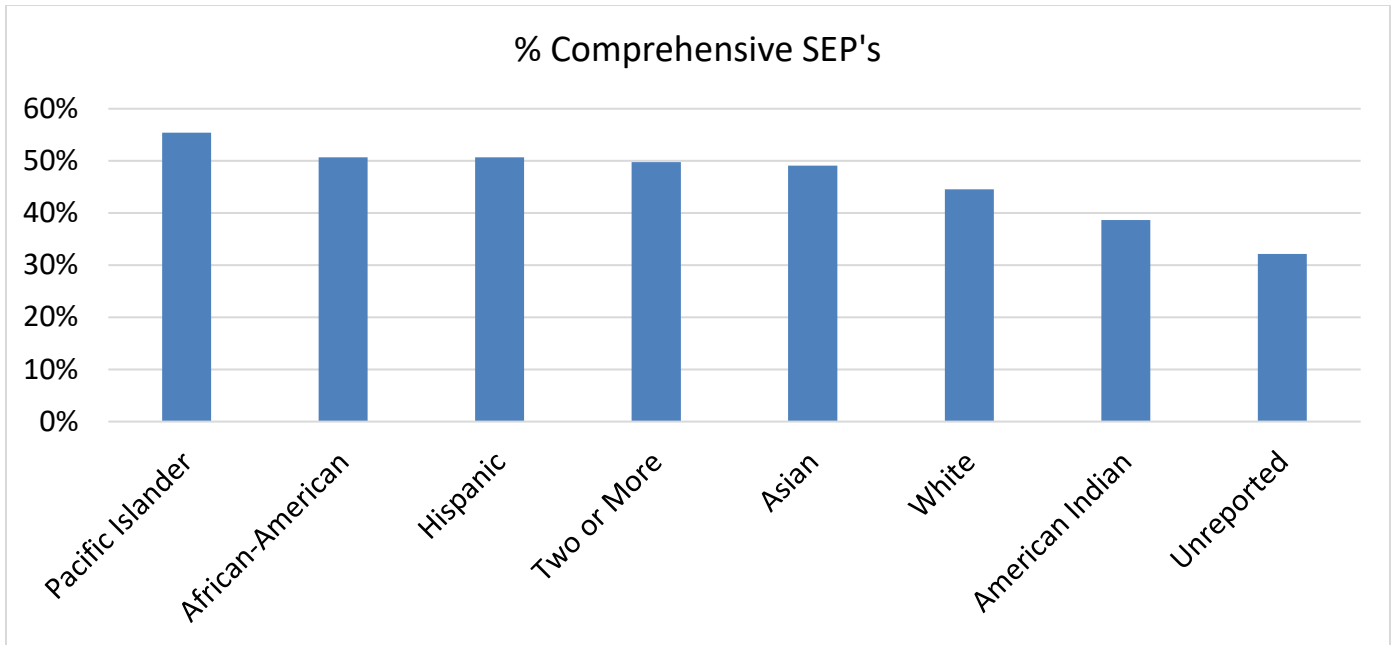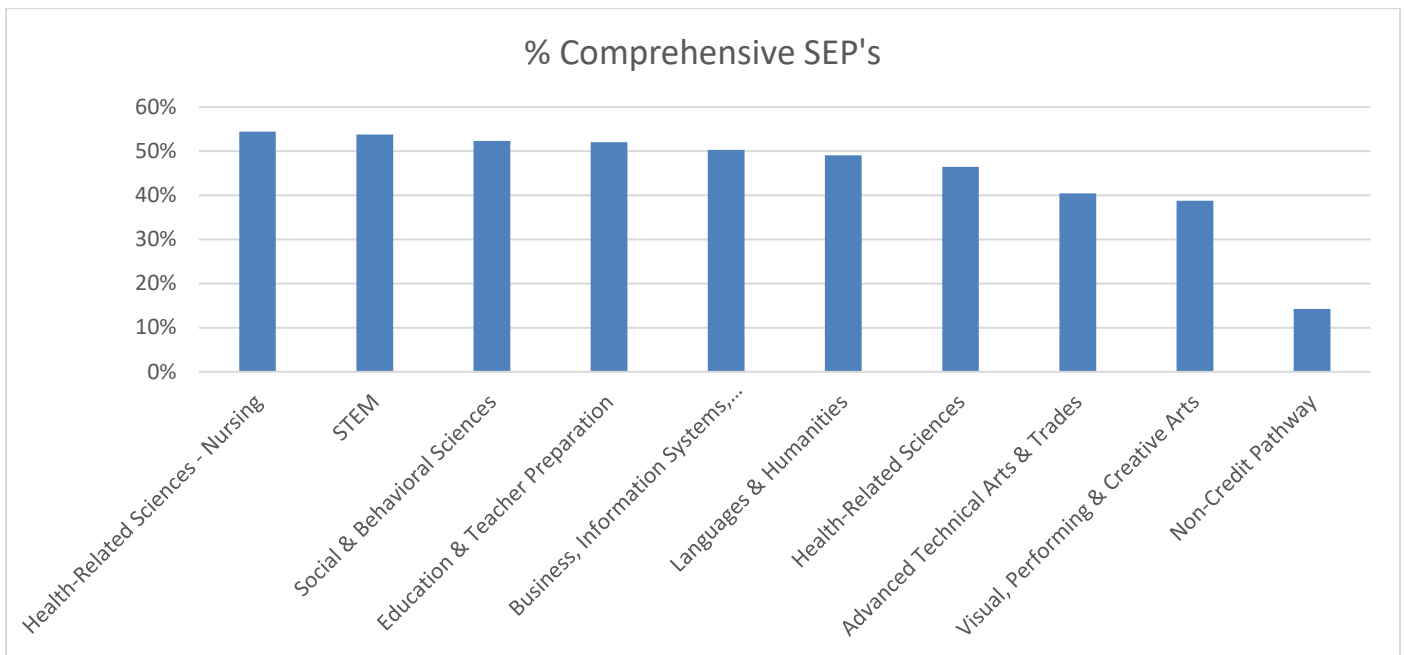
Source: Engagement Center Power BI Report as of Sep 19, 2024

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.

Office of Institutional Effectiveness
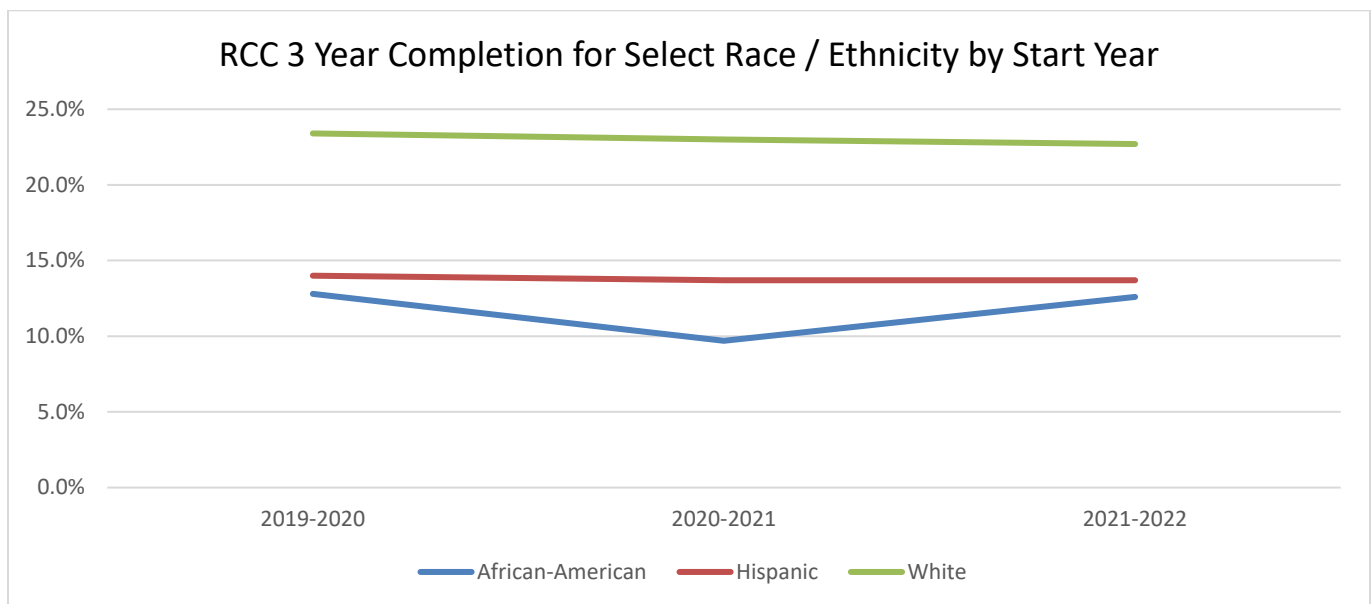
Time to Completion

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 and within four years. As you see, the percentage of cohorts completing in three years has been consistent.

First Time Student Completion	3 Year Completion	4 Year Completion
2018-2019	16.2%	21.9%
2019-2020	15.9%	21.4%
2020-2021	15.6%	21.7%
2021-2022	15.4%	*

*Not Yet Available

Source: District Guided Pathways Dashboard

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: District Guided Pathways Dashboard

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

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 in 2017-2018, the college has seen gains in the percentage of students completing these transfer level courses in their first year of enrollment.
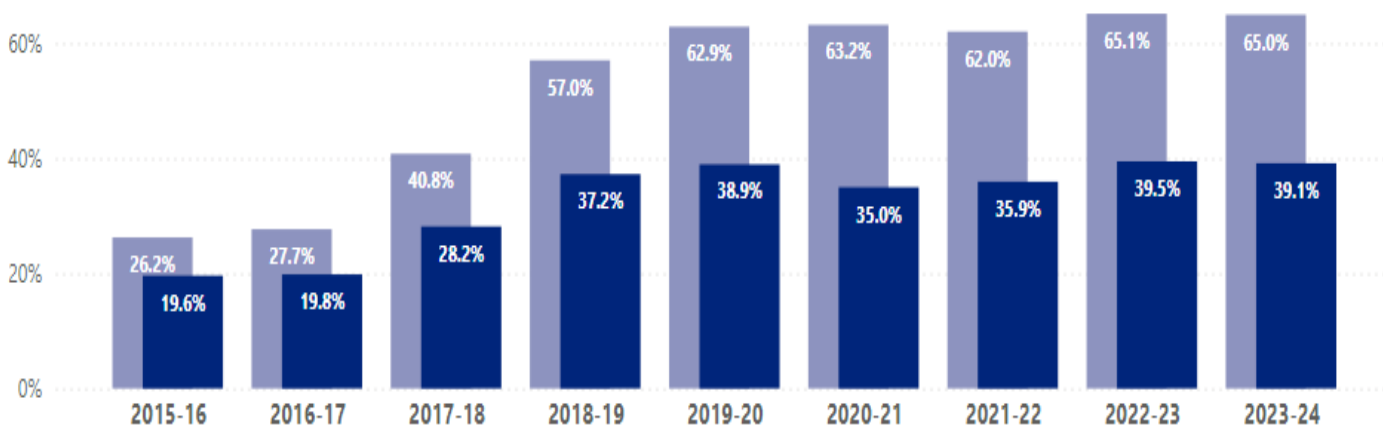
Below are RCC's metrics for attempts and completion of transfer level Math, English, and both within their first year of enrollment. These Key Performance Indicators are cohort-based. The percentage of students completing both transfer-level courses has remained consistent for the last few years. It is important to note that only one-third of first-time students attempt both math and English in their first year.
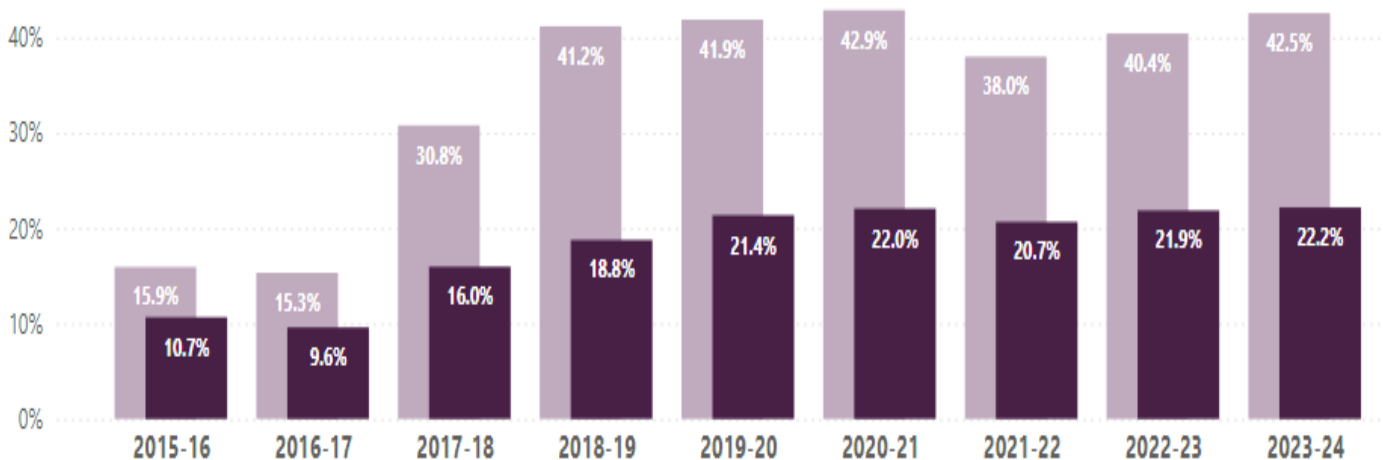
Specific student feedback from the Student Equity Plan Study has shared that students need to be more aware of the benefits of enrolling in these courses.
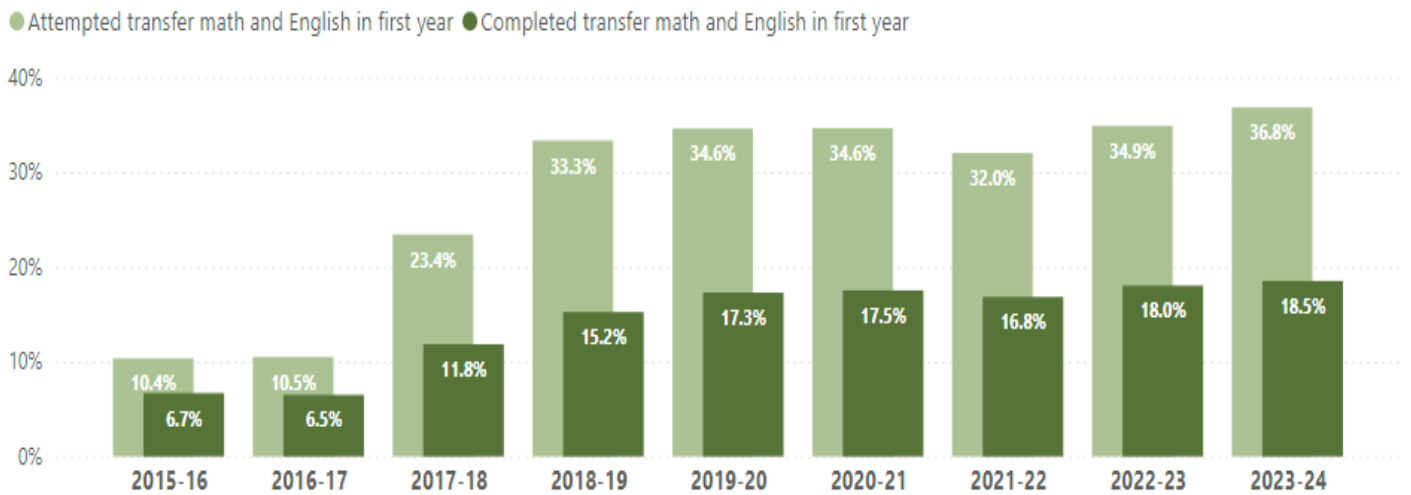
First Time Enrollment and Success in Math and English

● Attempted transfer English in first year ● Completed transfer English in first year

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Attempted	26.2%	27.7%	40.8%	57.0%	62.9%	63.2%	62.0%	65.1%	65.0%
Completed	19.6%	19.8%	28.2%	37.2%	38.9%	35.0%	35.9%	39.5%	39.1%

● Attempted transfer math in first year ● Completed transfer math in first year

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Attempted	15.9%	15.3%	30.8%	41.2%	41.9%	42.9%	38.0%	40.4%	42.5%
Completed	10.7%	9.6%	16.0%	18.8%	21.4%	22.0%	20.7%	21.9%	22.2%

Office of Institutional Effectiveness

Legend: ● Attempted transfer math and English in first year ● Completed transfer math and English in first year

|	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Attempted	10.4%	10.5%	23.4%	33.3%	34.6%	34.6%	32.0%	34.9%	36.8%
Completed	6.7%	6.5%	11.8%	15.2%	17.3%	17.5%	16.8%	18.0%	18.5%

Source: District Guided Pathways 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%.
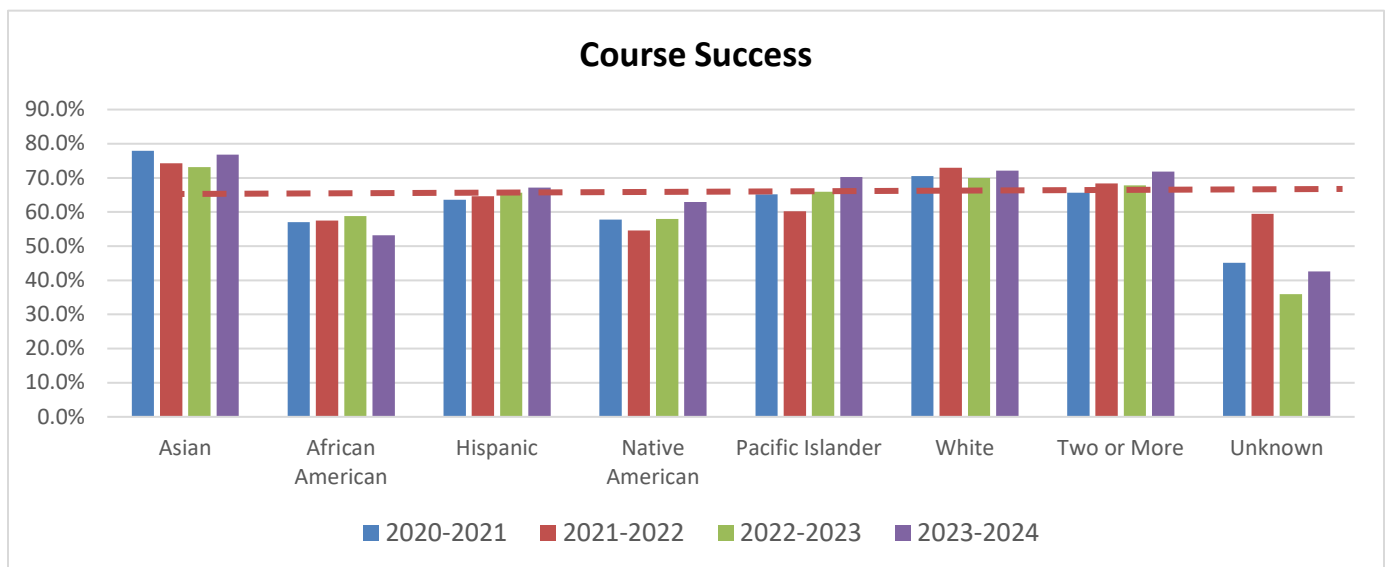

Source: Power BI Dashboard

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

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.

Total Units Earned at First Degree (Average)
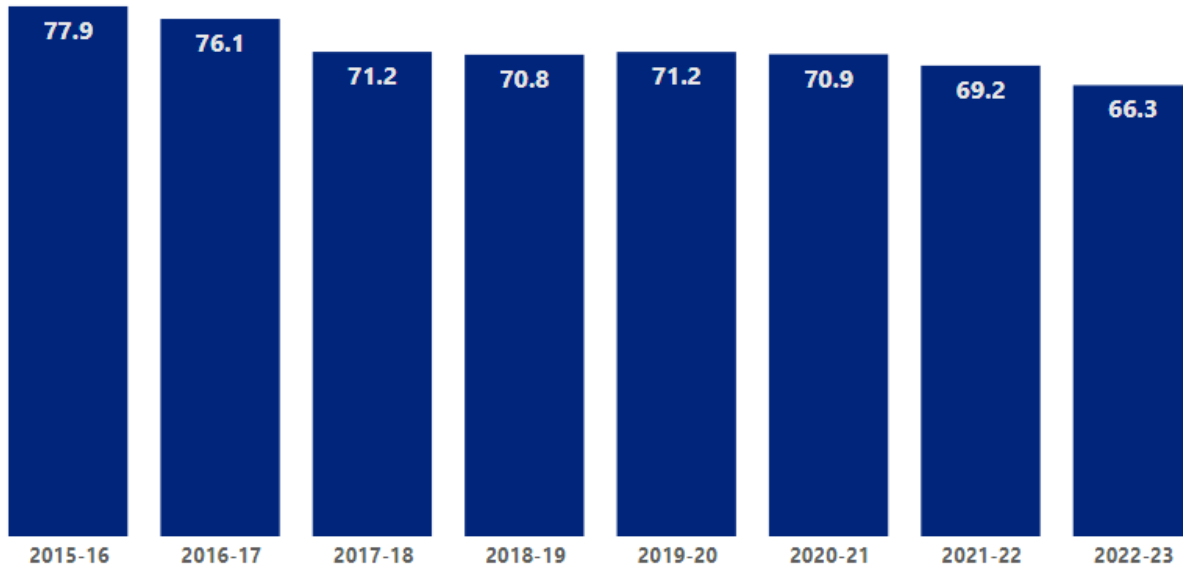
Source: District Guided Pathways Dashboard

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.

2023-2024's Program Review and Planning Process (PRaP) continued to build on the 2019-2020 comprehensive cycle. This was the last update cycle before the 2024-2025 Comprehensive Program Review and Planning

Process. While areas for improvement are identified each year, the process is seen as transparent and inclusive. One focus of improvement continues to be on the clarification of resource requests. What requests should be included or should not be included in PRaP's. RCC's Resource Development and Administrative Services Leadership Council (RDAS) is working on ways to improve this part of the PRaP cycle.

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.

October 2024's Program Review Committee retreat included deans as well as faculty and focused on completing the Comprehensive narratives as well as the overall process. Attendees 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 recovered since the COVID-19 pandemic. The college continues to actively work enroll new students, increase current student persistence, and balance course offerings and student needs. The table below shows the last 5 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	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
CTE					
Enrolled FTES	3,247.23	2,788.05	2,818.07	3,411.05	3,663.08
Total FTEF	219.44	198.76	208.37	224.17	228.38
Total WSCH	103,976.44	85,298.37	86,622.24	105,332.46	113,196.59
WSCH /FTEF	473.83	429.15	415.72	469.88	495.65
F&PA					
Enrolled FTES	2,128.77	1,589.59	1,495.30	1,711.19	1,964.81
Total FTEF	135.11	118.08	113.36	114.82	123.71
Total WSCH	68,152.12	48,853.23	46,431.24	53,321.13	61,364.84
WSCH /FTEF	504.43	413.75	409.58	464.39	496.04
LHSS					
Enrolled FTES	6,031.50	6,064.65	5,328.81	5,572.71	5,928.32
Total FTEF	366.81	385.23	360.60	354.09	365.25
Total WSCH	193,071.98	185,613.37	162,443.70	170,011.00	180,988.90
WSCH /FTEF	526.35	481.82	450.48	480.13	495.52
NURSING					
Enrolled FTES	795.64	731.58	737.70	731.40	798.51
Total FTEF	100.25	93.68	101.70	106.03	113.14
Total WSCH	25,469.96	23,345.28	23,522.99	23,362.29	25,522.91
WSCH /FTEF	254.08	249.19	231.29	220.34	225.59
STEMK					
Enrolled FTES	4,859.33	4,674.04	3,934.61	3,853.90	4,150.94
Total FTEF	275.24	280.66	265.80	236.39	246.04
Total WSCH	155,567.06	144,663.69	122,186.91	121,610.50	131,097.70
WSCH /FTEF	565.21	515.45	459.69	514.45	532.83
LIBRARY & COUNSLEING					
Enrolled FTES	193.38	201.23	196.57	184.55	199.90
Total FTEF	15.54	13.18	14.13	12.87	14.89
Total WSCH	6,189.89	6,092.83	5,916.01	5,559.46	6,047.07
WSCH /FTEF	398.44	462.25	418.55	431.97	406.12
Total Enrolled FTES	**17,255.85**	**16,049.14**	**14,511.06**	**15,464.80**	**16,705.56**
Total FTEF	**1,112.38**	**1,089.59**	**1,063.97**	**1,048.37**	**1,091.41**
Total Total WSCH	**552,427.45**	**493,866.77**	**447,123.09**	**479,196.84**	**518,218.01**
Total WSCH /FTEF	**496.62**	**453.26**	**420.24**	**457.09**	**474.82**

Source: EMD as of February 12, 2025

Office of Institutional Effectiveness

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.

Riverside City College continues to strengthen its commitment to professional development, fostering an environment where faculty, classified professionals, managers, and students feel supported and valued. Over the past year, the college has expanded its professional learning opportunities, aligning with its strategic goal of recognizing excellence and promoting best practices across disciplines and service areas.

A key focus has been equity-centered learning, with initiatives such as the Servingness Discussion Series and book discussions on Becoming a Hispanic-Serving Institution by Dr. Gina Garcia. These programs have provided a space for faculty, classified professionals, and managers to engage in meaningful dialogue and reflect on inclusive teaching and institutional practices. Leadership development has also been emphasized through the Equity-Minded Learning Institute (EMLI), equipping participants with strategies to drive institutional change. Additionally, workshops on Crucial Communications and Generative AI in Education have introduced essential skills that enhance workplace collaboration and instructional innovation.

Dr. Garcia's matrix for Servingness has been shared extensively and is the foundation for the college's Comprehensive Program Review and Plan.

Typology of HSI Org Identities (Garcia 2017)

Organizational Outcomes for Latinxs		Organization Structures Promote Latinx Culture	
		Low	**High**
High		**Latinx-Producing** -Enrolls 25% Latinx students -Produces a significant (if not equitable) number of legitimized outcomes for Latinx students -Does not have organizational structures that reflect Latinxs	**Latinx-Serving** -Enrolls 25% Latinx students -Produces a significant (if not equitable) number of legitimized outcomes for Latinx students - Does have organizational structures that are culturally relevant & enhancing
Low		**Latinx-Enrolling** -Enrolls 25% Latinx students -Does not produce an equitable number of legitimized outcomes for Latinx students -Does not have organizational structures that reflect Latinxs	**Latinx-Enhancing** -Enrolls 25% Latinx students -Does not produce an equitable number of legitimized outcomes -Does have organizational structures that are culturally relevant & enhancing

Source: Garcia, G. A. (2017). Defined by Outcomes or Culture? Constructing an Organizational Identity for Hispanic-Serving Institutions. American Educational Research Journal, 54(1_suppl), 111S-134S.

RCC has also prioritized recognizing and sharing best practices through its structured professional development programs. The Fall and Spring FLEX sessions have provided a forum for faculty to showcase innovative teaching strategies and pedagogical advancements. Faculty-led workshops, such as the Canva Workshop and Galaxy Labs Training, have demonstrated practical applications of technology to enhance student engagement and

operational efficiency. Meanwhile, the New Employee Onboarding Program ensures that new employees are well-supported, offering a comprehensive introduction to the college's mission, services, and institutional culture.

Efforts to promote cross-departmental collaboration have been instrumental in building a more connected and engaged campus community. Events like the Martin Luther King Jr. Brunch and professional learning discussions rooted in the institution's core values have fostered employee reflection and engagement, reinforcing the collective commitment to student success.

Despite these advancements, areas for further improvement remain. A more structured system for evaluating the impact of professional learning on student outcomes would help RCC refine its offerings. Additionally, expanding leadership and career development pathways for classified professionals would create more opportunities for professional mobility. Strengthening interdisciplinary learning experiences would also foster collaboration across departments, ensuring that innovative practices are integrated throughout the institution.

Riverside City College has made significant progress in professional development by expanding equity-driven learning, leadership training, and faculty engagement initiatives. As the college continues to build on this foundation, refining evaluation processes, broadening career development pathways, and enhancing interdisciplinary collaboration will further support its mission of excellence and inclusivity.

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 third data coaching cohort began in Fall 2024 and is continuing through Spring 2025.

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. 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.

In addition to Data Coaching, the Office of Institutional Effectiveness offered a 3 session Data Literacy workshop. This workshop is on-gong and provides hands on training on reading and communicating with data.

Voice of the Student

The Office of Institutional Effectiveness employs two 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 is working with RCC's Marketing professionals to develop short videos highlighting student services throughout the college.

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.

Welcome Center and Outreach for Enrollment

The Welcome Center and Outreach teams continue to enhance RCC's enrollment efforts through strategic engagement. The Welcome Center provides prospective and returning students with personalized support, ensuring a seamless onboarding experience. Outreach initiatives have expanded to include additional high school partnerships, focused efforts on non-traditional student populations, and strengthened re-engagement campaigns targeting students who have stopped out.

The Welcome Center and Outreach office has worked in earnest to meet the needs of students and actively reach nontraditional students as well as be the "landing space" for both returning / stop out students and Dual Enrollment students.

Dual-Enrollment Students:
We work actively with the high schools to assist students in the recruitment and application process. Likewise we support orientation events hosted by dual enrollment. The Supervisor, Outreach Services, attends monthly counselor meetings for all the districts ensuring seamless information between recruitment and programing.

Non-traditional Students:
The Welcome Center and Outreach hosted a Back to School for You event in October for Adult Students interested in coming to school. The office has also built a relationship with UDW (Union for Domestic Workers) to bring the union members mostly adults to RCC for Spring.

Marketing for Enrollment

The Marketing team, has implemented data-driven promotional strategies, including digital and social media campaigns, geo-targeted advertising, and enhanced storytelling through various mediums in efforts that highlight student success and academic programs. These initiatives aim to increase awareness and accessibility, driving enrollment growth.

On-Campus Engagement: Campaigns like the *You Matter* initiative, displayed on physical signage across campus, reinforce student belonging and support services. Digital displays are also utilized to share timely enrollment

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information with current students. Additionally, branded *You Matter* swag—including t-shirts, bags, pens, and water bottles—helps increase visibility and fosters a sense of community.

Website & Email Communications: Banners on the RCC website highlight key enrollment periods and support resources, while internal and external email campaigns ensure students, faculty, and the community receive up-to-date information.

Digital & Social Media Marketing: Targeted social media campaigns and virtual flyers promote enrollment deadlines, academic programs, and student success stories. Geo-targeted digital ads further extend outreach to prospective students.

Traditional & Community Advertising: Billboards, movie theater ads, and other high-visibility placements across the community drive awareness and encourage engagement with RCC's enrollment opportunities.

Collaboration with Career & Professional Learning (CPL): Working closely with CPL to develop targeted campaigns that reach adult learners and career-focused students through tailored email outreach and social media messaging.

Media & Public Relations: Working with external press and media outlets to ensure major RCC events, initiatives, and student success stories receive coverage, increasing visibility and community engagement.

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 23-24, 22 proposals were submitted to competitive opportunities with nearly two-thirds being selected for funding. Cumulatively, $5.63 million in new external funds were secured. (Note: The numbers here do not include any noncompetitive categorical funding allocations such as SEA.)

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.

The college has significantly increased its health and wellness programs. This includes crisis counselors providing drop-in mental health support to employees and students.

Mental Health workshops are offered almost daily and are partnering with Engagement Centers to provide outreach to students.

Public Safety continues to work with the college leadership to improve collaboration, particularly with respect to free speech on campus.

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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.

RCC continues to work on the BAM along with the District Office.

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.

RCC's Enrollment Management Plan is currently being revised. Overall, enrollment has recovered to pre-pandemic levels. The college is specifically encouraging enrollment for non-credit students as well as significantly increasing dual enrollment.

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.

RCC's Technology Plan is currently being revised.

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.

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

Total Cost of Ownership principles are being included in facilities planning. Finance is supporting academic programs in reviewing program costs and supporting considerations for facilities spaces including classrooms and course size.

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.

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.

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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.

Theater

Performance Riverside continues to be a community highlight. This program provides professional theater through the college. Our Theater Discipline continues working with youth groups and high schools to support theater.

The college's leadership team is active in the community, attending events and communicating about the opportunities provided by RCC.

Transfer Student Residential Experience

Beginning in Fall 2025, the college is partnering with UC Riverside to offer a Transfer Student Residential Experience Program. This his partnership provides a residential housing experience for RCCD students at the University of California, Riverside (UCR) North District 2 Residential Hall.

This new housing initiative represents an exciting step forward in providing dynamic and affordable residential opportunities for Riverside Community College District students, seamlessly integrated within the University of California, Riverside (UCR) campus. This groundbreaking partnership establishes a state-of-the-art housing complex that serves the needs of both RCCD and UCR students. The development features two modern residential buildings with apartment-style accommodations, offering a total of 320 beds exclusively for qualified

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students. By prioritizing accessibility, this project ensures that students from diverse backgrounds have access to safe, affordable, and high-quality housing.

Residents of this innovative community will enjoy a variety of on-site amenities designed to enhance both academic success and personal well-being. These include dedicated study spaces, social engagement areas, a fitness room, and a convenience store. Additionally, residents will benefit from access to several key facilities on the UCR campus, including the library, dining centers, and other student engagement spaces, creating a well-rounded residential experience.

5.4 Collaborate with the RCCD Foundation

Looking Forward – the Trifecta Year

The College is engaged in robust planning in 2024-2025. This includes each department engaging in a Comprehensive Program Review and Plan, creating a 2025-2030 Strategic Plan, and completing our ISIR as part of the ACCJC Accreditation Cycle.

The college is intentionally infusing Dr. Gina Garcia's Servingness principles in these efforts.

The college's Leadership Team is working together with outside supports to improve our planning and execution of planning. Our Strategic Planning Framework is B.E.S.T.

B – Build [Relationships]

E – Engage [Connecting to the college for ongoing retention]

S – Serve/"servingness" [Key momentum points for progress]

T – Treasure [the experience]

The college has a lot of work to complete moving forward, but we are excited about the potential the future holds.

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