



RIVERSIDE CITY COLLEGE

PROGRAM REVIEW REPORT

Program Review - VP Planning and Development

Comprehensive Program Review Response

Executive Summary

Vice President of Planning and Development Comprehensive Program Review (2020–2025)

Over the past five years, the Division of Planning and Development has demonstrated resilience and innovation amid unprecedented disruption. Beginning 2019–2020 with record enrollment, the college swiftly transitioned all instruction and support services to remote operations during the onset of the COVID-19 pandemic. This period catalyzed enduring shifts toward hybrid learning, expanded digital access for student support services, and reimagined the college's equity infrastructure.

Transformative Adaptation and Equity in Action

In response to the pandemic and the 2020 racial justice movement, Student Engagement centers such as La Casa, Umoja Home Room, and the Rainbow Engagement Center (REC) became essential online equity hubs—combining academic advising, peer mentoring, and belonging-based programming. These spaces yielded measurable impact over the past five years: La Casa reported a 90.6% retention and 47.8% three-year graduation rate, while the REC grew from 26 students in 2021 to 388 by Fall 2024 with over 2,500 visits. Academic Support and Library services expanded virtual learning resources and flexible study environments, while Counseling normalized online appointments and extended service hours. Collectively, these efforts moved the college from *access to belonging*, laying the foundation for the **B.E.S.T. Strategic Plan (Build, Engage, Serve, Treasure)**.

Leadership Shifts and Institutional Resilience

From 2020–2025, significant leadership transitions—including vacancies in key dean positions and multiple presidential changes—reshaped divisional capacity. The absence of a permanent Dean of Counseling, Library, and Academic Support (2020–2024) required direct Vice Presidential oversight, fostering a more integrated planning approach. The creation of new roles, including the Dean of Equity, Inclusion, and Engagement and Dean of Counseling and Special Programs, reflected evolving institutional priorities toward alignment and equity. These transitions highlighted both vulnerability and adaptability, underscoring the need for succession readiness, distributed leadership, and institutional knowledge continuity.

Challenges and Emerging Opportunities

Persistent challenges included staffing instability, inconsistent workflows from pandemic-era improvisations, and temporary stalls in student equity initiatives during leadership turnover. Additionally, shifting federal grant criteria reduced access to Title III, Title V, and NSF funds, prompting a pivot toward seeking **state and foundation-based funding**. Despite these challenges, the division leveraged opportunities to:

- Institutionalize all engagement centers as permanent equity infrastructure—through staffing, programming, trainings, and data dashboards;
- Advance data-informed planning using Power BI and A+ Attendance;
- Strengthen cross-divisional collaboration among Academic Support, Counseling, Library, Grants and Institutional Effectiveness;
- Expand professional learning in culturally sustaining and restorative practices, especially for Classified Professionals.

Program Review Narrative

Strategic Outlook: 2025–2030

Looking ahead, the Division will align with **Vision 2030** and the **B.E.S.T. Plan** by:

- Institutionalizing equity infrastructure in support of Hispanic Serving Institution and Black Serving Institution practices; embed equity in access, equity in success, and equity in support as core principles of our work;
- Implementing a Student Success Team caseload model;
- Offering professional learning structures that cultivate faculty and classified professional innovation through servingness, culturally sustaining pedagogy, and restorative leadership.
- Reimagine hybrid service models that extend support hours and virtual access equitably;
- and building professional pathways for classified professionals;
- Expanding community partnerships with K–12, CSU, UC, and local employers to enhance dual enrollment and workforce pipelines;
- Deepening accountability and continuous improvement through Power BI dashboards and participatory evaluation of “servingness” and liberatory outcomes.

Closing Reflection

The Division’s trajectory from crisis response to equity-centered transformation reflects a profound institutional evolution—from recovery to reimagination. By embedding belonging, accountability, and collaboration into every facet of planning, the Division has laid the groundwork for a culture of care and equitable excellence. The next five years will require sustaining these gains through leadership coherence, intentional succession planning, and strategic alignment—ensuring that resilience becomes not just a reaction, but a defining feature of the college’s future.

Resources Needed

VPPD #1 - Application Support Technician for Professional Development Program

Initiative/Project Details

This position was approved during the 2021/2022 program review prioritization process. As noted in the December 13, 2021 response to the Joint Leadership Councils from the president, the position was funded and recruitment for the position was pending the appointment of the Dean of Equity. Unfortunately, the position was never recruited and filled.

The need for the position remains and is greater than ever. One of the primary functions of the position is to train and provide end-user support for District and department-specific software applications. This individual would not only support current employees but will also provide training to new employees on the various software applications they are required to know to perform their job duties. Currently, new employees are onboarded by the professional development coordinator who attempts to identify individuals to train the new employee, but there is no resource for existing employees with questions.

Additionally, the California Community Colleges Chancellor's Office has outlined its strategic goals for the use and implementation of AI in its Vision 2030 initiative. The primary focus is to integrate AI technologies to enhance teaching, learning, and administrative functions, aiming to improve student success and operational efficiency. The application support position could potentially be key in providing expertise in various software applications such as Adobe Creative Cloud, Canva, Microsoft Office 365, and Zoom that have begun to integrate AI into their functions.

The Chancellor's Office has also been hosting webinars and events focused on AI in higher education, such as the "Generative AI in Higher Education" series, which covers topics from AI-enhanced analytics to generative AI as a productivity booster (California Community Colleges) These initiatives are part of a broader effort to foster innovation, support inclusive education, and enhance the overall effectiveness of the California Community College system. This position will be able to help inform the college as we begin to explore how to best integrate the use of AI in the workplace and enhance our operational efficiency.

Initiative/Project Status

Active

Year(s) Implemented

2024 - 2025

added to VPPD Plan for 2025/26 prioritization cycle

Conclusion

Target Not Met

VPPD #2 Dean of Library and Academic Support

Initiative/Project Details

Resources Needed

These two areas used to have an administrative Dean of Counseling, Library and Academic Support (CLAS). Prior to the first CLAS Dean, there was a Dean of Library and Learning Resources. The CLAS Dean left the college in 2020 and that position was never filled. A Dean of Counseling was hired in 2023. The Library, a complex department with full and part-time faculty, full and part-time classified professionals, and student employees received over 300,000 visits in 2024-2025 school year. Of the many services provided, the library offers study rooms for students, lends laptops, and digitizes reserve copies of required textbooks. The Library has been without a dean for five years; the administrative manager is largely responsible for classified professionals supervision and some aspects of operations. A dean would ensure oversight of the library budget, totality of the library program, library and learning resources, and the operation of the facility itself. Both Moreno Valley College and Norco College have academic deans for their libraries and academic support services. With no dean, the faculty department chair, and the administrative manager of the library report directly to the Vice President of Planning and Development.

The same rationale for this request applies to Academic Support, whose director oversees tutoring, supplemental instruction, study group leaders, peer mentors, Promise Program and daily operations in the MLK building which houses the Writing and Reading Center, Math Tutoring Center, Center for Communication Excellence, MESA, STEM Engagement Center and the in Rainbow Engagement Center in a complex series of budget allocations. The Academic Support Director must have the support of a dean who can support the needs of the various departmental and divisional areas that operate out of and in collaboration with Academic Support programs. Currently, the Library Learning Center and Academic Support serve students, faculty and staff across all divisional areas and fall under the areas of responsibility of the Vice President of Planning and Development.

Initiative/Project Status

Initial Proposal

Year(s) Implemented

2025 - 2026

Request a Dean of Library and Learning Resources and Academic Support Programs

Action Plan Status

Active

Action Plan Year

2025 - 2026

VPPD #3 - Classified Leadership Academy

Initiative/Project Details

The 2022-2027 Classified Professional Development Plan includes an initiative to develop a classified leadership academy. Classified professionals play a critical role in fostering student success and institutional effectiveness. Establishing a leadership academy specifically tailored for these dedicated individuals is not only a strategic investment in their professional growth but also a crucial element of comprehensive succession planning. As our seasoned professionals retire or move into new roles, we must have a well-prepared cohort ready to step into leadership positions seamlessly.

A leadership academy will equip classified professionals with the necessary skills, knowledge, and confidence to lead with vision and innovation, ensuring the continuity of our mission and the sustained progress of our institutions. By proactively developing our internal talent, we not only recognize and cultivate their unique strengths but also secure a robust leadership pipeline that will uphold and advance the core values and objectives of our community colleges for years to come.

This funding request will cover the cost of session facilitators and supplies

Initiative/Project Status

In Progress

Year(s) Implemented

2024 - 2025

11/2/2025

Resources Needed

Related Documents

[24-25 Program Review Professional Development Initiatives.pdf](#)

VPPD #4 - Increase office specialist positions in Umoja and La Casa by up to 50% each.

Initiative/Project Details

Umoja and La Casa split the hours of one full time office specialist between the two centers. Request to provide each center with their own dedicated office specialist rather than have one person work between the two Engagement Centers.

Initiative/Project Status

Initial Proposal

Year(s) Implemented

2025 - 2026

Shift current 50% clerk in Umoja or La Casa into one full time position in either Engagement Center, and add an additional full time position to provide support in the other Engagement Center.

Action Plan Status

Active

Action Plan Year

2025 - 2026

VPPD #5: Replace Rotella Library mini-blinds and shades

Initiative/Project Details

The blinds and shades in this building have not been replaced since it first opened. They are beginning to show their age--20 years.

Initiative/Project Status

Initial Proposal

Year(s) Implemented

2025 - 2026

Cost + \$31,000--need one time funding for this update to the library environment

Action Plan Status

Active

Action Plan Year

2025 - 2026

VPPD Information Item: Institutionalize Director, Institutional Research (Institutional Effectiveness) - SEAP Funding supports 40 salaried positions and a shift of positions to general funds is necessary to support SEA programming.

Initiative/Project Details

Resources Needed

Brandon Owashi serves as the Director, Institutional Research. Since his hiring in July 2019, Mr. Owashi's position has been fully funded through the Student Equity and Achievement grant.

While Mr. Owashi's role directly supports student equity, the Office of Institutional Effectiveness would like to have the Director, Institutional Research's position funded through the general fund and the position fully embedded within the Office of Institutional Effectiveness. Institutionalizing this role would formalize the college's on-going commitment to data-driven decision making.

Transitioning this position's funding would also provide the incoming Dean of Equity the ability to review and allocate their budget based on the needs of the college.

There are currently 40 salaried positions paid with SEAP funding. 29 of these are fully funded. The remaining eleven are partially funded with a mix of SEAP and general funds ranging from .1 from SEAP to .5 to .8 paid from SEAP. Including the Director of Institutional Research, the following positions are paid through SEAP: 10 counseling faculty; one administrative specialist; one academic evaluations coordinator; 14 educational resource advisors; one enrollment services coordinator; one foster youth specialist; one instructional department coordinator; two matriculation coordinators; one office assistant; two office specialists; one office technician; two outreach specialists; two academic evaluations specialists.

Please see related document for additional information.

Initiative/Project Status

Initial Proposal

Year(s) Implemented

2024 - 2025, 2025 - 2026

[Director IR position.docx](#)

Beginning in 2025/2026--shift the Director of Institutional Research to general funds.

Thereafter, gradually shift the old SSSP positions from SEAP to general funds over the next four years. This would be twenty one positions in total (shifting five-six salaries per year to general funds), including: 10 counseling faculty positions, one academic evaluations coordinator, one enrollment services coordinator, one instructional department coordinator, two matriculation coordinators, one office assistant, one office technician, two outreach specialists, and two academic evaluations specialists. This will ensure the viability of the use of SEAP to provide supports to students identified as disproportionately impacted on the five student equity metrics. Also, to ensure that annual step increases and COLA for 40 employees will not cause the SEAP program to go into deficit due to salaries alone.

Action Plan Status

Active

Action Plan Year

2024 - 2025

Implementation Timeline

Start with Director of Institutional Research salary in 2025-2026. Complete the shift of 22 salaries paid from SEAP funds to general funds by 2029-2030 school year.

Resources Needed

VPPD Information Item: Office and Engagement Space for College Equity, Inclusion and Engagement--aligns with ongoing space utilization and allocation projects based on needs assessments and availability

Initiative/Project Details

The Dean of College Equity, Inclusion, and Engagement needs to be in a more centralized space on campus that welcomes all campus constituents to engage in a welcoming, inclusive space for conversation, collaboration, and crucial interactions necessary to fulfill the goals of the Student Equity Plan and to enhance belongingness on campus. Currently, the Dean of EIE has an office in the college president's office suite, which, while signaling the importance of the position, might also inhibit people from seeking consultation or opportunities for inclusion. This office needs a space for confidential conferencing, a resource library, workspace for dean, staff, and volunteers, and a gathering space to allow for nurturing a climate of openness and trust.

Initiative/Project Status

Initial Proposal

Year(s) Implemented

2025 - 2026

Add to the list of designated spaces/space utilization needs the college administration will identify, cost out, and prioritize

Action Plan Status

Active

Action Plan Year

2025 - 2026

VPPD Information Item: Reconfigure MLK space--aligns with ongoing space utilization and allocation projects based on needs assessments and availability

Initiative/Project Details

With the opening of the Business, Computer Science, and Law building, the computer lab will no longer be located in MLK.

This change provides us with the opportunity to reconfigure the space. The reconfigured space will include study areas and a more inviting environment for academic support.

Students need a safe place in the MLK building to study, form study groups, or attend workshops. A designated study space will provide students a secure and comfortable area between classes to study, meet with study groups, and relax. This study space should include complimentary water, coffee, snacks, study tables, comfortable relaxing chairs, a charging station, and welcoming art.

Additionally, academic support would like to host monthly workshops such as time management, study and test-taking strategies, writing, and more. The combination of a welcoming study space, increased marketing efforts, greater faculty involvement, and regular workshops will attract more students to Academic Support and increase the number of students who are aware of and regularly attend tutoring sessions.

Initiative/Project Status

Active

Year(s) Implemented

2024 - 2025, 2025 - 2026