Strategic Planning Report Card
Spring 2021

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.

Introduction

The year between the approval of Riverside City College's 2020-2025 Strategic Plan and this annual report card has emphasized the importance of the college's equity driven, student focused work. As the college transitioned to an online environment in March 2020, understanding student needs and working to support student needs in the new environment became the primary focus of the college's efforts

In addition to supporting students, the college worked to support faculty and staff as well. Faculty and staff were able to quickly identify and work to creatively support students' needs.

The college also worked to support each other. Faculty and classified professions communicated to share best practices. There were formal and informal check in's within and between offices as well.

The college continues its **Guided Pathways** and **Student Equity** work. This work is foundational to closing student equity gaps and increasing student success. In December 2020, the College's Guided Pathways Plan was created and shared widely. This plan is a "living breathing" document informing our work but also changing to meet changing college needs. The next section of this report shares an overview of the Guided Pathways Plan.

Guided Pathways and Student 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 of the ways inequity shows up at our institution.

Guided Pathways and Equity Essential Work

We define equity as an investment and commitment to achieving parity in academic outcomes by removing institutional barriers and creating an inclusive and culturally affirming learning environment. As such, we are dedicated to challenging our perceptions, biases, and blind spots through self-reflection, crucial conversations, and constant inquiry to identify and eliminate equity gaps and reinvest in our communities.

- Continue data driven conversations that lift black voices and linking this with faculty, administration, and classified professional support– ex. Equity Coaches.
- Aligning completion data and strategic goals with Vision for Success metrics – Integrated Academic Support, Equitable placement strategies and supports.
- Providing supportive learning environments for all students – seeking their voices and experiences and being transparent in publishing findings.
- Becoming a hub of student success by providing clear onboarding and exit strategies.
- Supporting campus culture and climate where all employees feel valued, included, acknowledged, and supported.

- Cultivating teaching, student services and human resources practices to address Anti-blackness in our campus culture.
- Continue to improve on our efforts to become a Hispanic Serving Institution that values and acknowledges the cultural wealth that our students bring to the classroom and our campus community.
- Equity-minded Counseling and Advising Strategies that support student development and increased social and economic mobility opportunities for students.

Student Equity and Achievement Plan and Metrics

Building on years of prior work, RCC's most recent **Student Equity and Achievement Plan (SEAP)** was created in 2019. The plan intentionally lays out how RCC can address institutional barriers that have led to inequitable student outcomes and to develop targeted activities to address these barriers. The SEAP identifies disproportionately impacted student groups through five metrics as defined by the state's Student Equity metrics definitions:

1. Completion: the number of RCC students who earned a degree, certificate, or specific job-oriented skillset
2. Retention: the number of students who enrolled in the Fall and subsequent Spring term at RCC.
3. Access: the number of applicants who enrolled at RCC.
4. Transfer: the number of RCC students who transferred to a 4-year institution.
5. Math and English: The number of RCC students who complete transfer-level English and math in their first year of credit enrollments.

The six specific groups identified by the college's Student Equity and Achievement Plan (SEAP) are American Indian and Alaskan Native, Pacific Islander and Native Hawaiian, Foster Youth, African American, and Hispanic student groups as well as Students with Disabilities.

The activities within the SEAP heavily focus on the influence faculty have on student success due to their high level of interaction. The SEAP emphasizes the need to provide culturally relevant teaching development opportunities for faculty, while also encouraging faculty and staff to analyze student equity data to improve student success at RCC. To do this effectively, the SEAP states the need to hire several positions that would support faculty and staff with this activity. The SEAP also stresses the importance of updating job postings to include equity-minded language to attract candidates that will yield administrative, classified professionals, and faculty hires that are both highly qualified and culturally proficient.

Guided Pathways and SEA 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.

Vision for Success Metrics
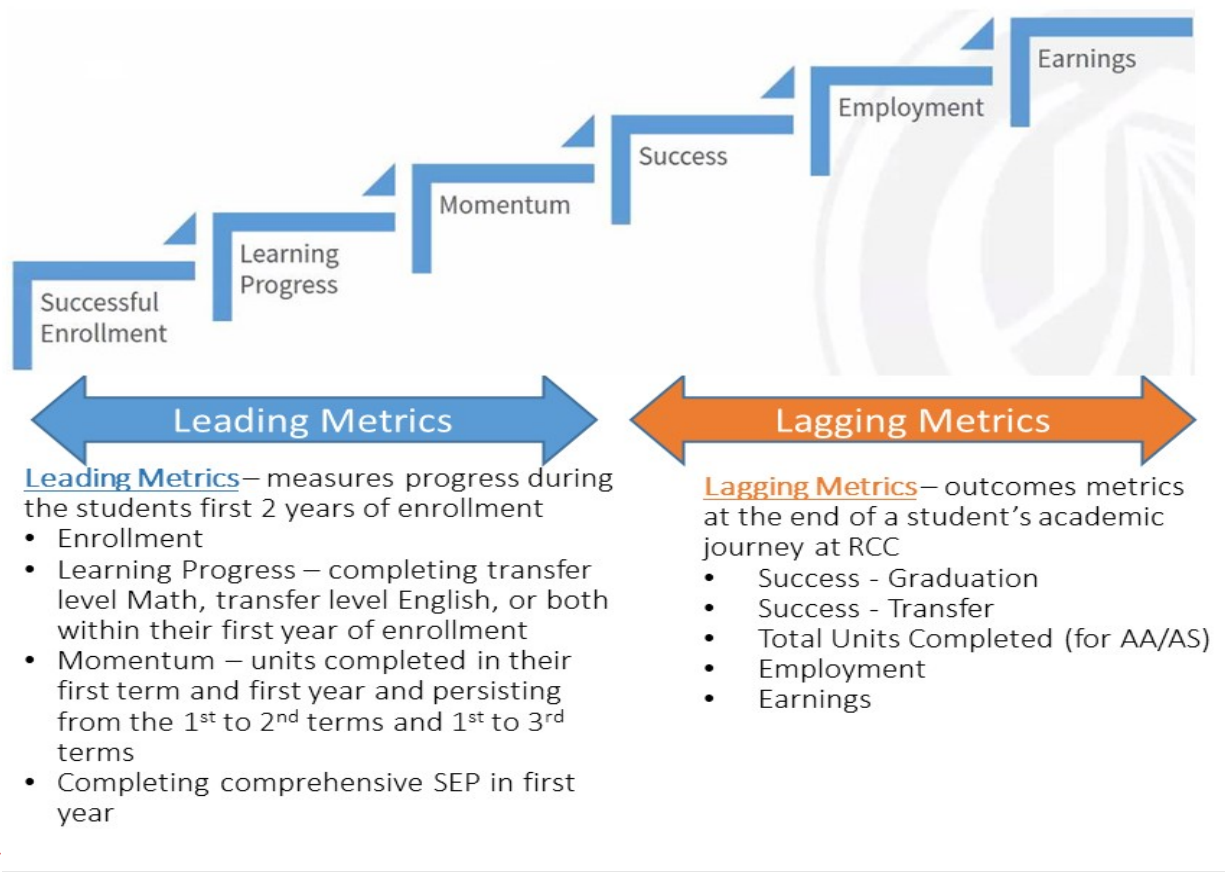
RCC's 2020-2025 Strategic Plan includes Key Performance Indicators (KPI's) with the current measurements as well as projected targets or goals through 2024-2025. For these KPI's identified to measure the college's strategic planning goals, the tables and graphs include these projections. The annual goals are the same as in the Strategic Plan – they haven't been adjusted based on the most recent year's metric.

RCC also has metrics which are reviewed and inform strategic planning conversations have not been determined Key Performance Indicators directly relating to our strategic planning goals. These metrics don't have projected targets or goals but still inform equity centered conversations.
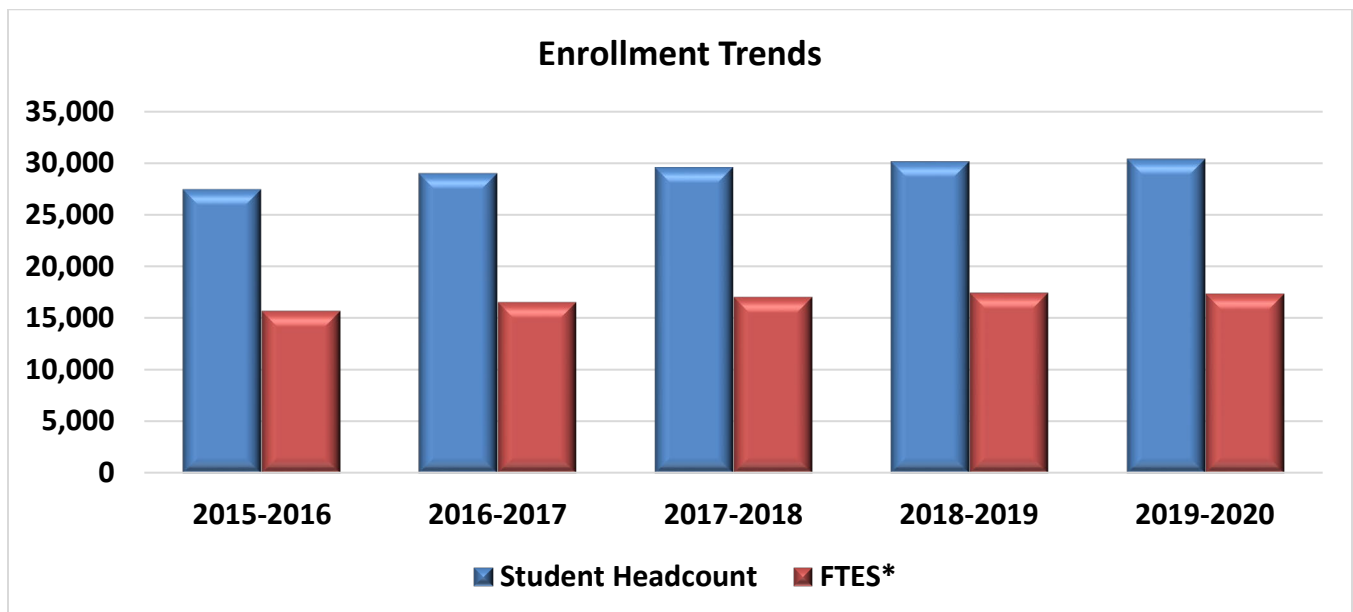
College Goal 1: Student Access

1.1 Increase the college going rate by 3% annually in order to increase attainment of living wages in our community.

The college's enrollment for 2019-2020 was consistent with prior years' enrollment.

2019-2020 Enrollment (Unique Headcount)

Source: CCCCO Datamart

Enrollment Trends
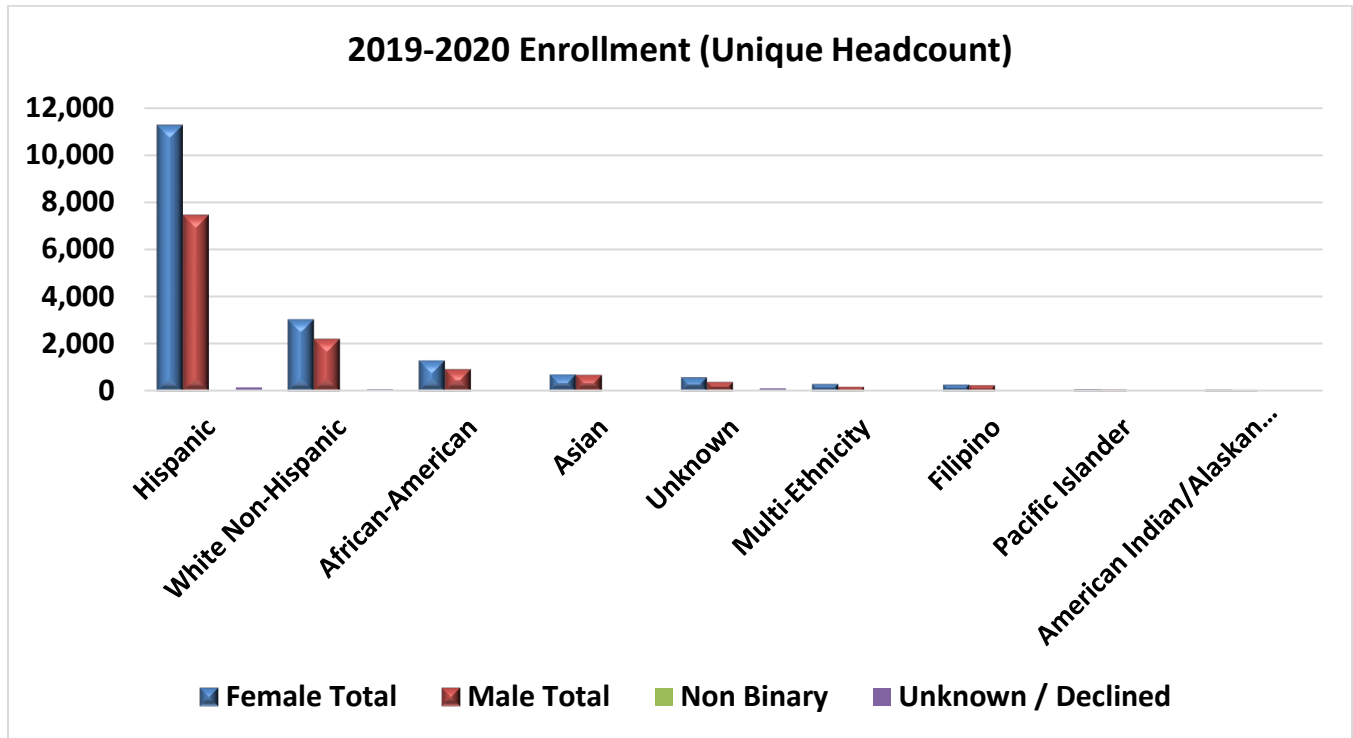
Source: CCCCO Datamart and EMD for Headcount

The capture rate – the percentage of Alvord Unified, Jurupa Unified, and Riverside Unified seniors who subsequently enroll at RCC is below. The 2018-2019 capture rate is much higher than 2017-2018's rate. While 2019-2020's rate is still a projection, we are anticipating that both 2019-2020 and 2020-2021 capture rates will also be higher. Beginning in 2017-2018, RCC's **Guided Pathways** work concentrated on Pillar 1 and Pillar 2 and included significant work on outreach to our high schools. While more years' data is needed, the college is anticipating that the capture rates going forward continue to increase.

Metric	2017-2018	2018-2019	2019-2020*	2020-2021*	2021-2022*	2022-2023*	2023-2024*	2024-2025*
Capture Rate	24.5%	35.3%	28.3%	29.1%	30.0%	30.9%	31.9%	32.8%

Projected Values. High School June 2019 graduation numbers are not yet available so 2019-2020 rates are not yet able to be calculated.
Source: RCC Fall Enrollment and California Department of Education
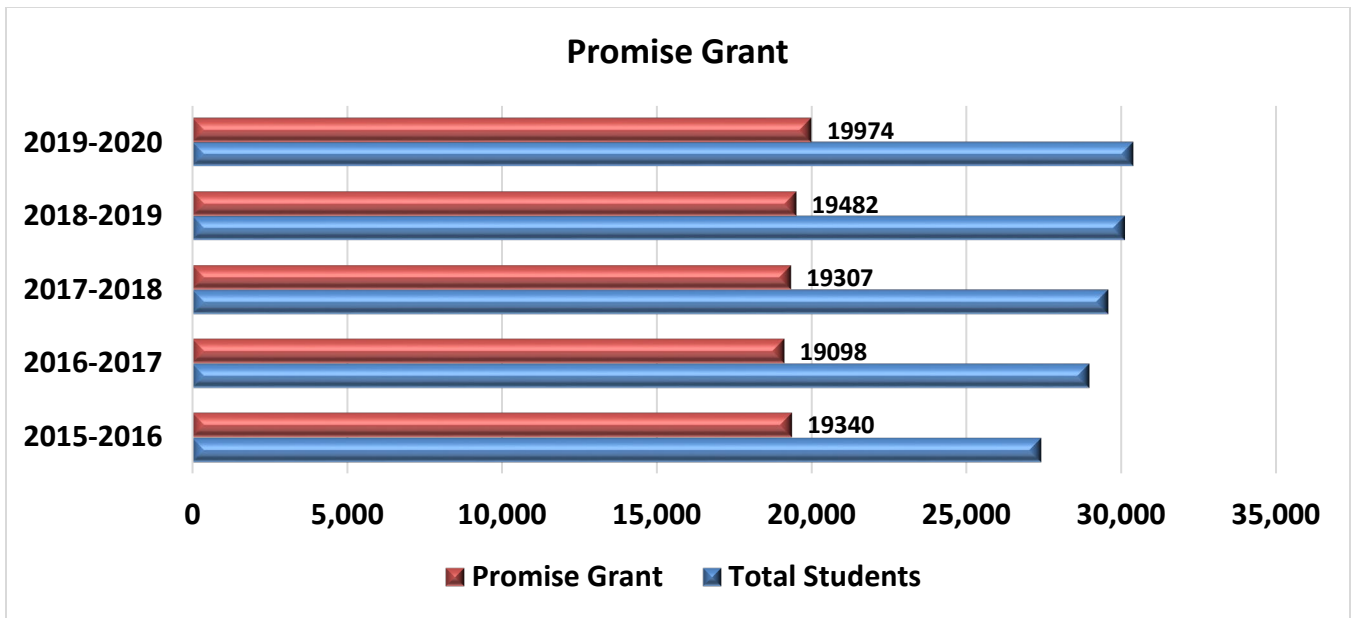
1.2 Reduce equity gaps by 40% in 5 years by removing barriers in the on-boarding process (including access to programs and services) through cultural proficiency training and targeted interventions based on disaggregated student equity data.

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.

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 can help them take more units (if they are able to do so) and shorten time to completion. But it is also important to help students understand how to use their financial aid more strategically and effectively here and in their next educational steps, to develop a comprehensive, holistic plan for how to finance their educations.

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 2019-2020 increased slightly from 2018-2019.

Promise Grant

Year	Promise Grant
2019-2020	19974
2018-2019	19482
2017-2018	19307
2016-2017	19098
2015-2016	19340

Legend: ■ Promise Grant ■ Total Students

Source: CCCCO Datamart

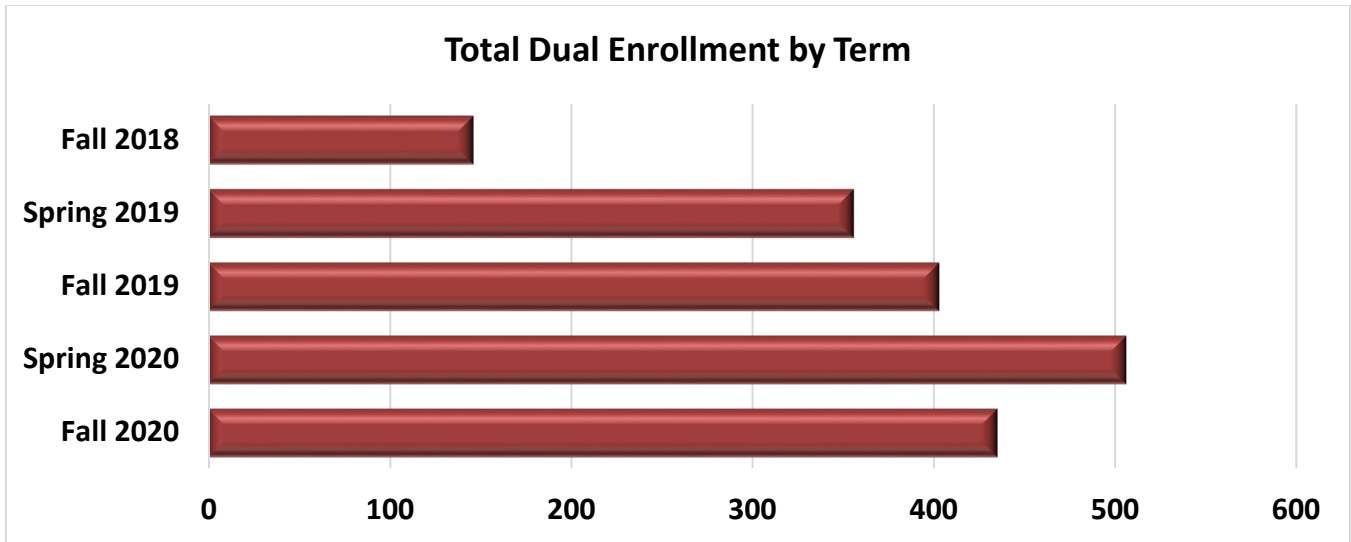Another measurement is Pell Awards. Below is the 2019-2020 actuals and the projected awards with 2% yearly increase.

Pell Awards	2019-2020	2020-2021*	2021-2022*	2022-2023*	2023-2024*	2024-2025*
Total $ Awarded	$22,214,610	$22,658,902	$23,112,080	$23,574,321	$24,045,808	$24,526,724
Total Headcount	8,822	8,998	9,178	9,362	9,549	9,740

*Projected Values
Source: CCCCO 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. The overall enrollment is below. The decline in Fall 2020 is a result of the distance learning environment as a result of COVID-19. The college continues to have strong relationships with these districts and looks forward to increased enrollment and offerings in 2021-2022.

Total Dual Enrollment by Term

Term	Value
Fall 2018	~140
Spring 2019	~350
Fall 2019	~400
Spring 2020	~505
Fall 2020	~430

Source: Colleague

Dual Enrollment has goals. Below is the current as well as goals for year over year. The College is also developing an overall Dual Enrollment Plan and has hired an Associate Dean of Educational Partnerships.

| School District	2019-2020	2020-2021*	2021-2022*	2022-2023*	2023-2024*	2024-2025*
AUSD	71	192	202	212	222	234
JUSD	237	87	92	96	101	106
RUSD	600	473	496	521	547	574
Total	**908**	**752**	**790**	**829**	**870**	**914**

Projected Values.
Source: RCC Fall Enrollment and California Department of Education Source: Colleague.

Additional RCC Metrics: Enrollment, FTES, and Faculty

While the Key Performance Indicators (KPIs) above are directly related to RCC's Strategic plan, there are other metrics which are tracked to help understand trends and inform **Student Equity** centered conversations.

RCC's student demographics have changed slightly over the past few years. The trends include an increase in Hispanic students and a very slight increase in the proportion of students who are traditional college-going age (younger than 24 years old).
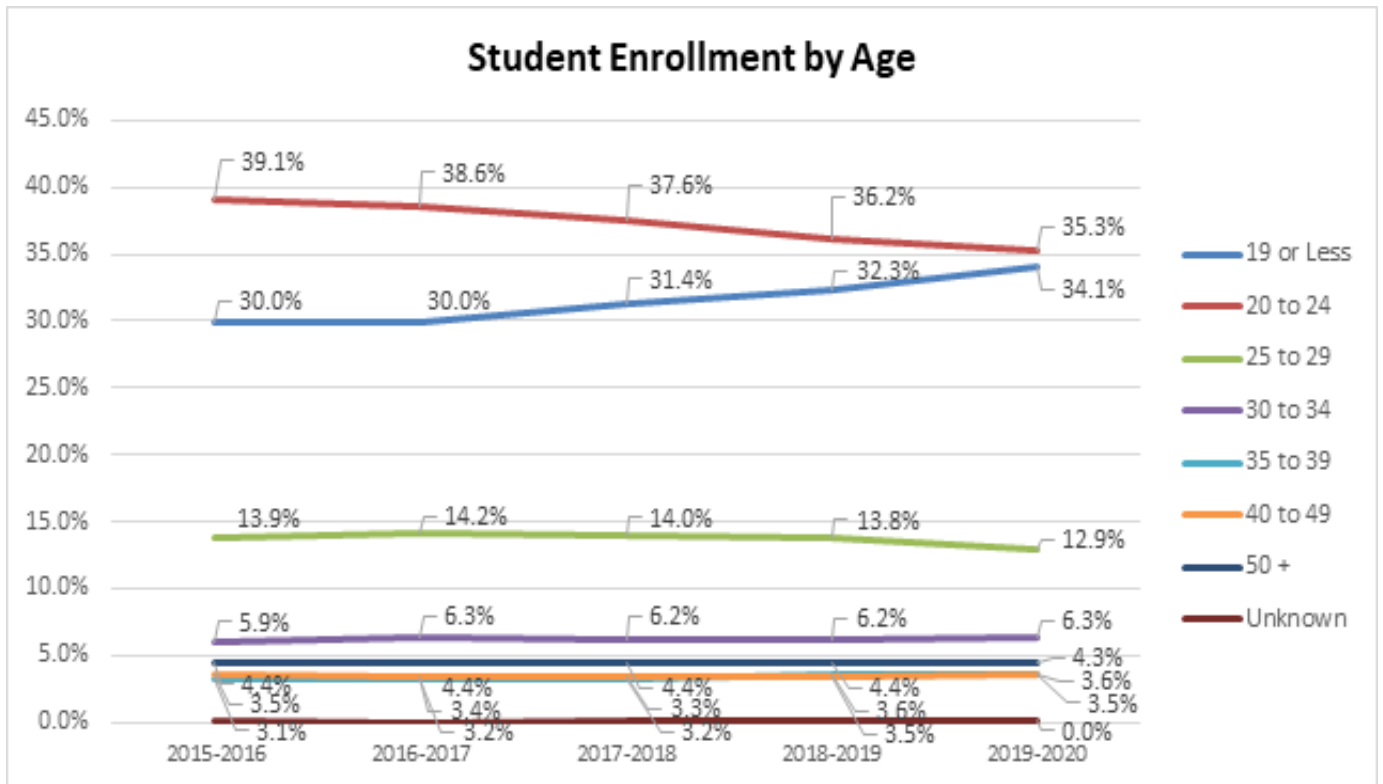
Student Headcount by Race / Ethnicity
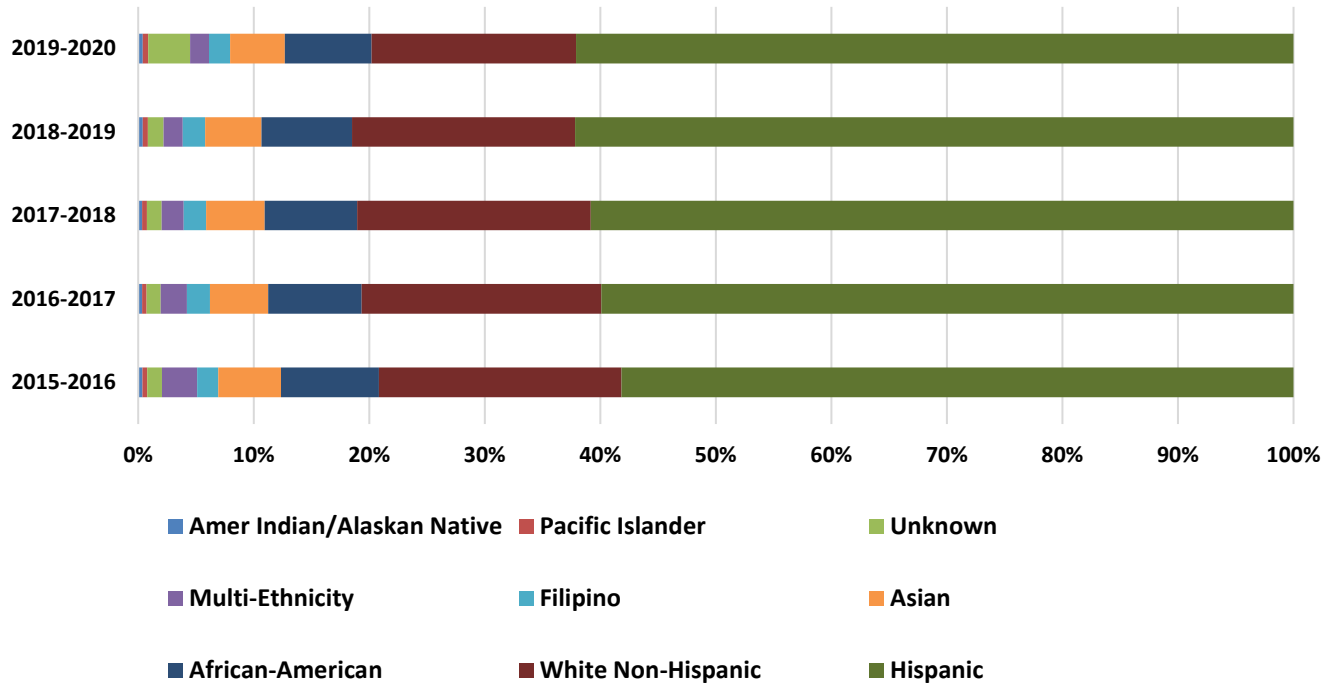
Source: CCCCO Datamart

Trends in Student Headcount by Race / Ethnicity

Source: CCCCO Datamart

Current as of 4/13/2021

Student Enrollment by Age
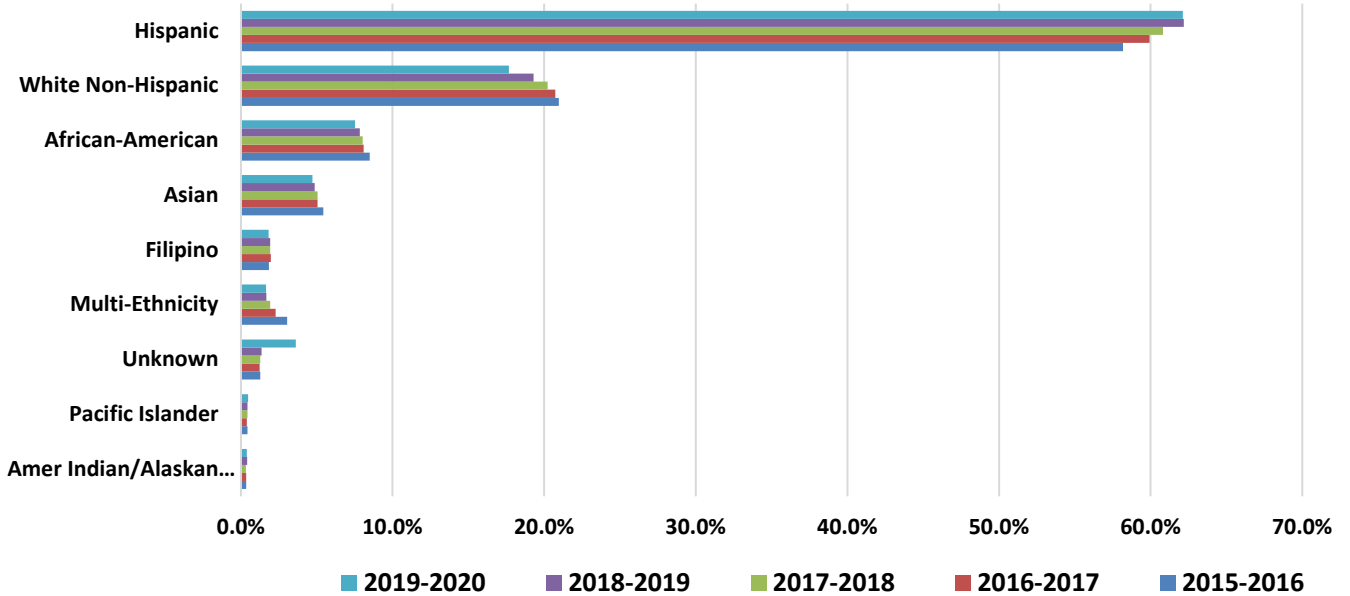
Source: CCCCO Datamart

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 years. As the college continues to provide increased support through programs such as the College Promise, the percentage of students enrolled in 12 units or more per semester should increase. 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.

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
% Full-Time	28.0%	25.3%	28.6%	27.3%	29.6%	25.7%	29.5%	25.6%

Source: CCCCO 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.

Total Awards (Duplicated Headcount)

Legend:
- 2015-2016
- 2016-2017
- 2017-2018
- 2018-2019
- 2019-2020
- 2020-2021 Projected
- Stretch Goal (2021-2022)
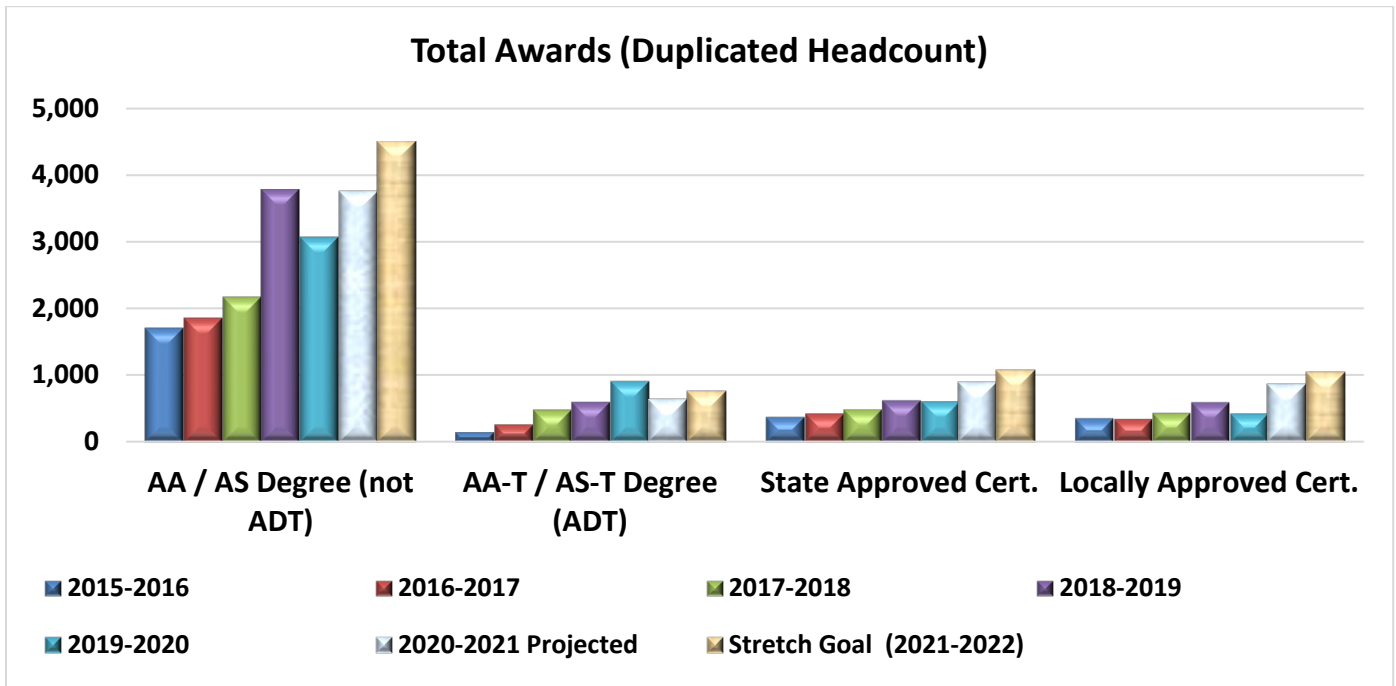
Source: MIS SP

The table below shows RCC's <u>CURRENT 2019-2020</u> awards and then the projected 2020-2021 through 2024-2025 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. These goals are based on the data available from MIS at the time of this report.

Degrees and Certificates Awarded	2019-2020	2020-2021*	2021-2022*	2022-2023*	2023-2024*	2024-2025*
AA/AS	3,070	3,754	4,505	5,406	6,487	7,784
AA-T / AS-T (ADT)	915	630	756	907	1,089	1,306
State Approved Cert.	612	890	1,068	1,282	1,538	1,846
Locally Approved Cert.	428	864	1,037	1,244	1,493	1,792
Total	**5,025**	**6,138**	**7,366**	**8,839**	**10,606**	**12,728**

Projected Values.
Source: MIS SP

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 freshmen;
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 are CSU San Bernardino, UC Riverside, California Baptist University, CSU Fullerton, and California Polytechnic University Pomona.
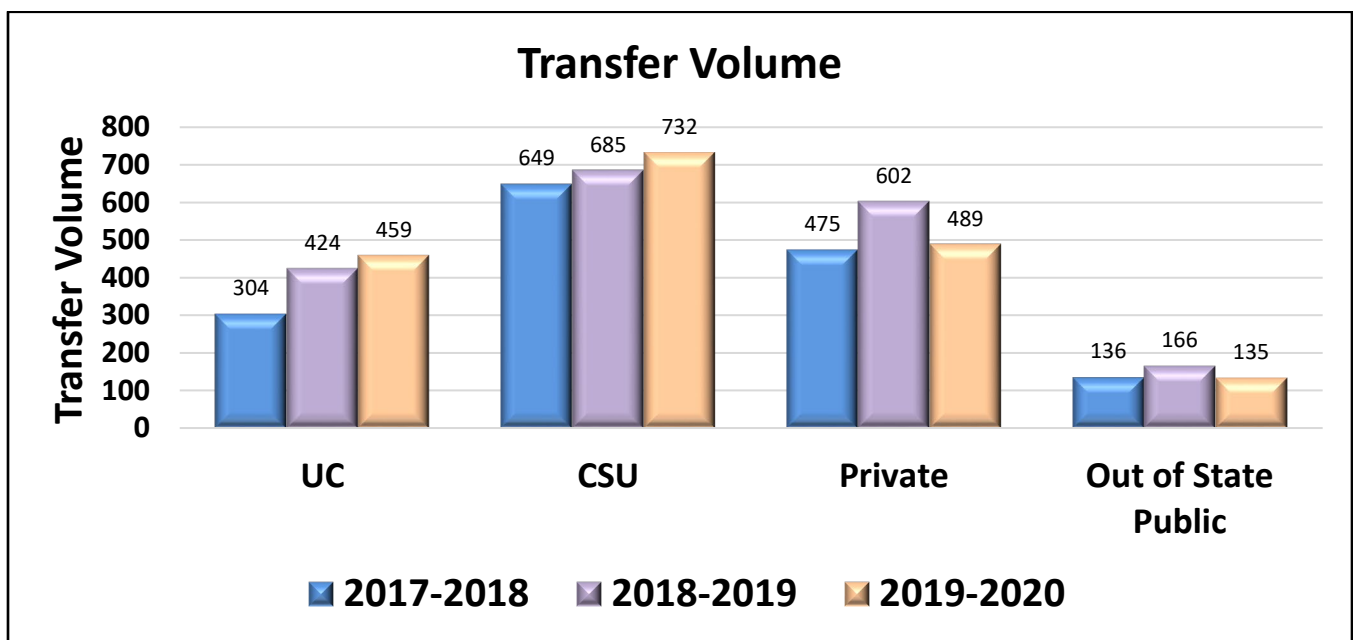
Source: National Student Clearinghouse

As with awards, the college set **Vision for Success** goals with a 20% yearly increase. Below is the 2019-2020 actual numbers as well as the goals through 2024-2025.

Transfers	2019-2020	2020-2021*	2021-2022*	2022-2023*	2023-2024*	2024-2025*
UC or CSU	1,191	1,794	2,153	2,583	3,100	3,720
All Transfers	1,815	2,848	3,417	4,101	4,921	5,905

Projected Values.
Source: National Student Clearinghouse

While looking at the overall data is helpful, reviewing the data for disproportionate impact with a **Student Equity** lens is also important. For transfers to UC and CSU's, RCC has some significant equity gaps. RCC uses the proportionality gap method to look at equity gaps. Proportionality compares student transfer volume rates by

their group to the overall rate. If the group's rate is significantly above the overall rate their proportionality is greater than 1.0. If it is significantly less than the overall rate, it is less than 1.0. RCC's goal is every group's proportionality rate is greater than 0.9. If the proportionality gap is **less than 0.8**, it could be an indicator of a group that needs a significant increase in support. It is important to note that proportionality is not the same as the overall success rates. You can have proportional success with very low success rates.

The next two tables show the proportionality gaps for RCC Transfer Volume to the CSU and UC systems.

Transfer Volume California State University

Race/Ethnicity	2017-2018		2018-2019		2019-2020	
	n	PI	n	PI	n	PI
Asian	69	1.52	62	1.33	60	1.25
Black / African American	36	0.69	37	0.69	42	0.76
Hispanic	356	0.90	395	0.93	437	0.96
Amer Indian / Alaska Native	0	0.00	0	0.00	4	1.39
Native Hawaiian / Pac Islander	3	1.09	4	1.38	1	0.29
Two or More Ethnicities	21	1.69	13	1.13	5	0.41
White	140	1.07	155	1.17	167	1.29
Other / Declined	24	2.90	19	2.03	16	0.60
Total	**649**		**685**		**732**	

Source: National Student Clearinghouse

Transfer Volume University of California

Race/Ethnicity	2017-2018		2018-2019		2019-2020	
	n	PI	n	PI	n	PI
Asian	72	3.39	111	3.85	89	2.96
Black / African American	11	0.45	12	0.36	26	0.75
Hispanic	137	0.74	210	0.80	248	0.87
Amer Indian / Alaska Native	2	1.98	4	2.35	3	1.67
Native Hawaiian / Pac Islander	0	0.00	0	0.00	2	0.91
Two or More Ethnicities	9	1.54	7	0.99	4	0.53
White	62	1.01	75	0.92	83	1.02
Other / Declined	11	2.84	5	0.86	4	0.24
Total	**304**		**424**		**459**	

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.

Wages Before and After Training

	2020	2019
Wages After	$25.00	$21.50
Wages Before	$15.00	$13.33

Source: 2019 and 2020 CTEOS Surveys

Current Job Status

(2020 and 2019 data)
- Employed at One Job
- Unemployed, Seeking Work
- Employed at More Than One Job
- Self-Employed
- Unemployed, Not Seeking Work
- Furloughed
- Unpaid Work, Seeking Paid Work
- Unpaid Work, Not Seeking Paid Work
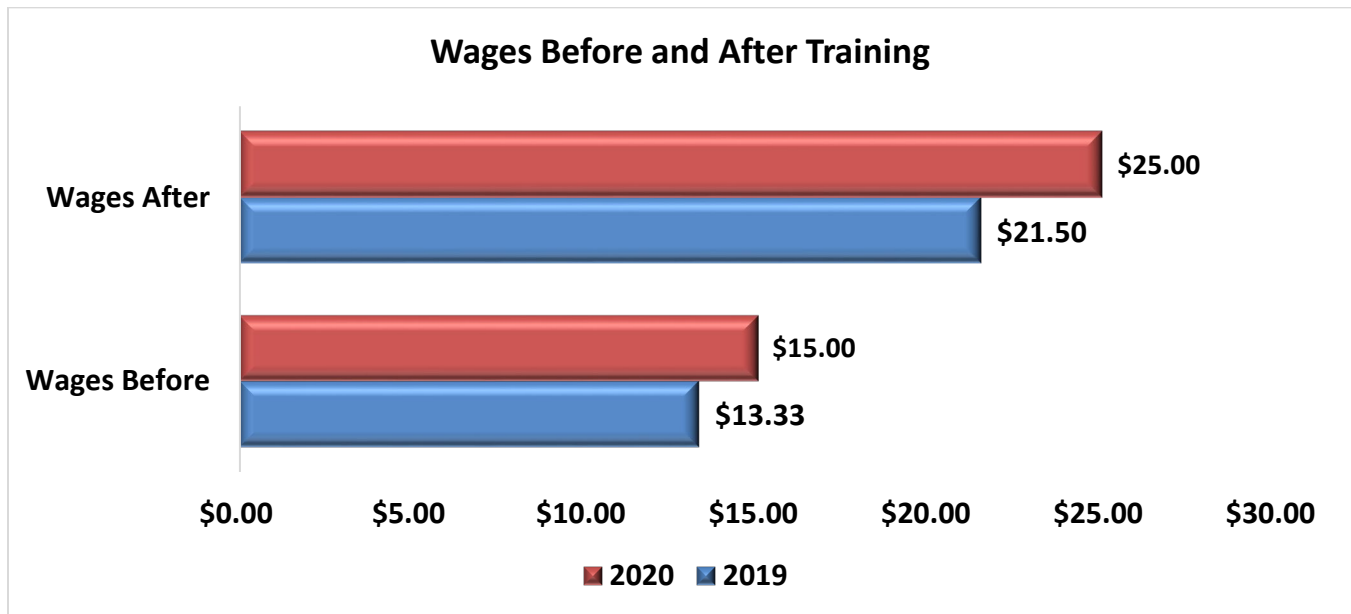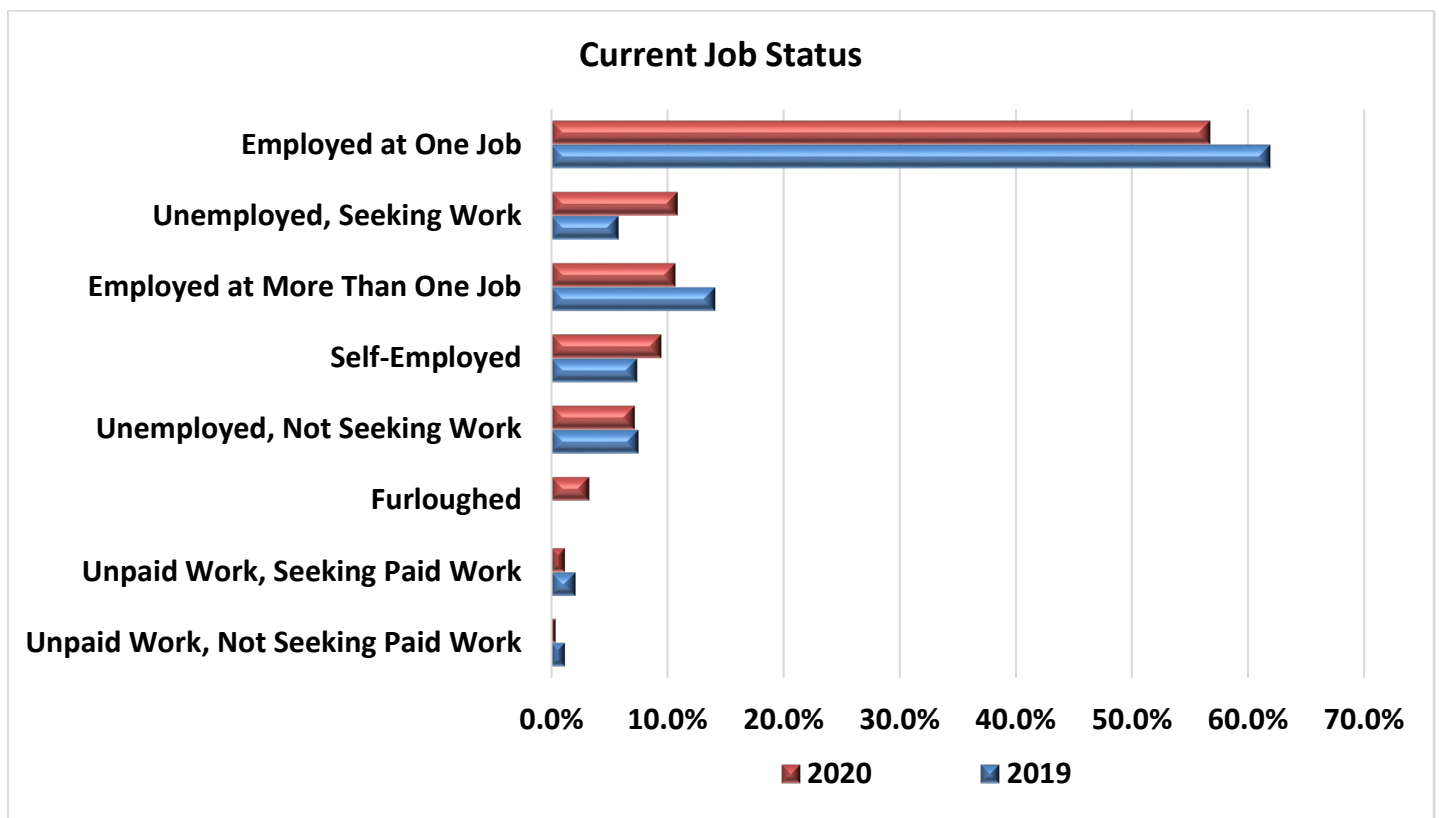
Source: 2019 and 2020 CTEOS Surveys

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.
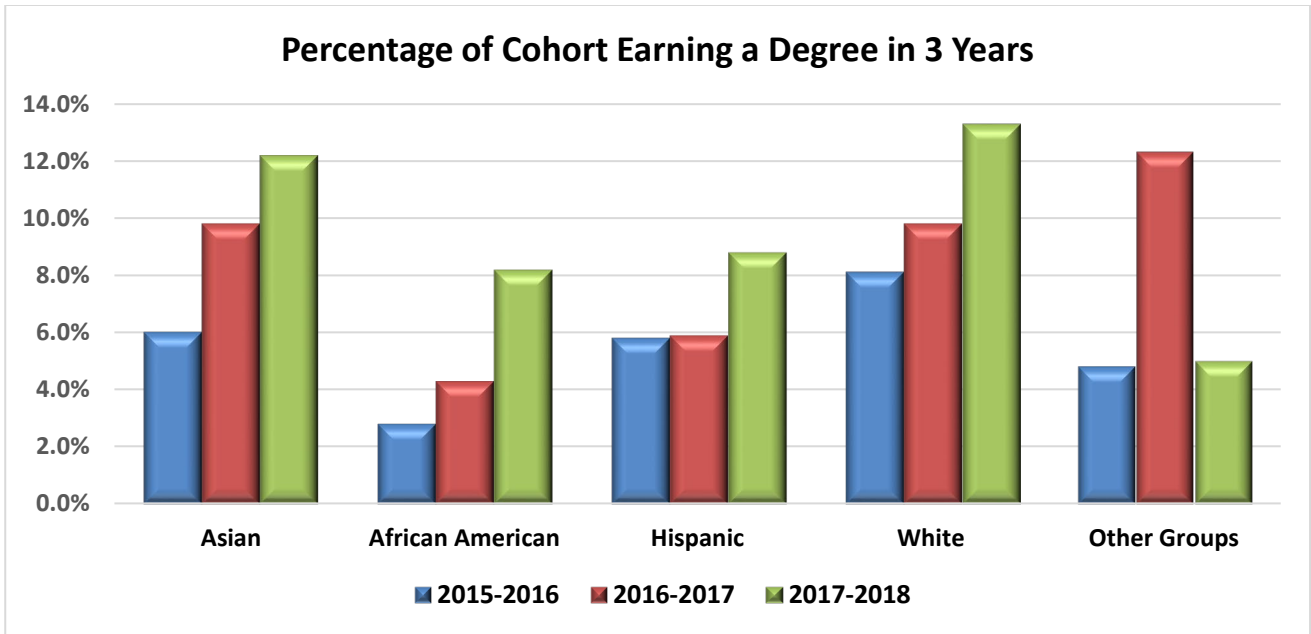
Comprehensive SEP's

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 is the percentage of students who have completed a Comprehensive SEP by Instructional Pathway as of January 2021.
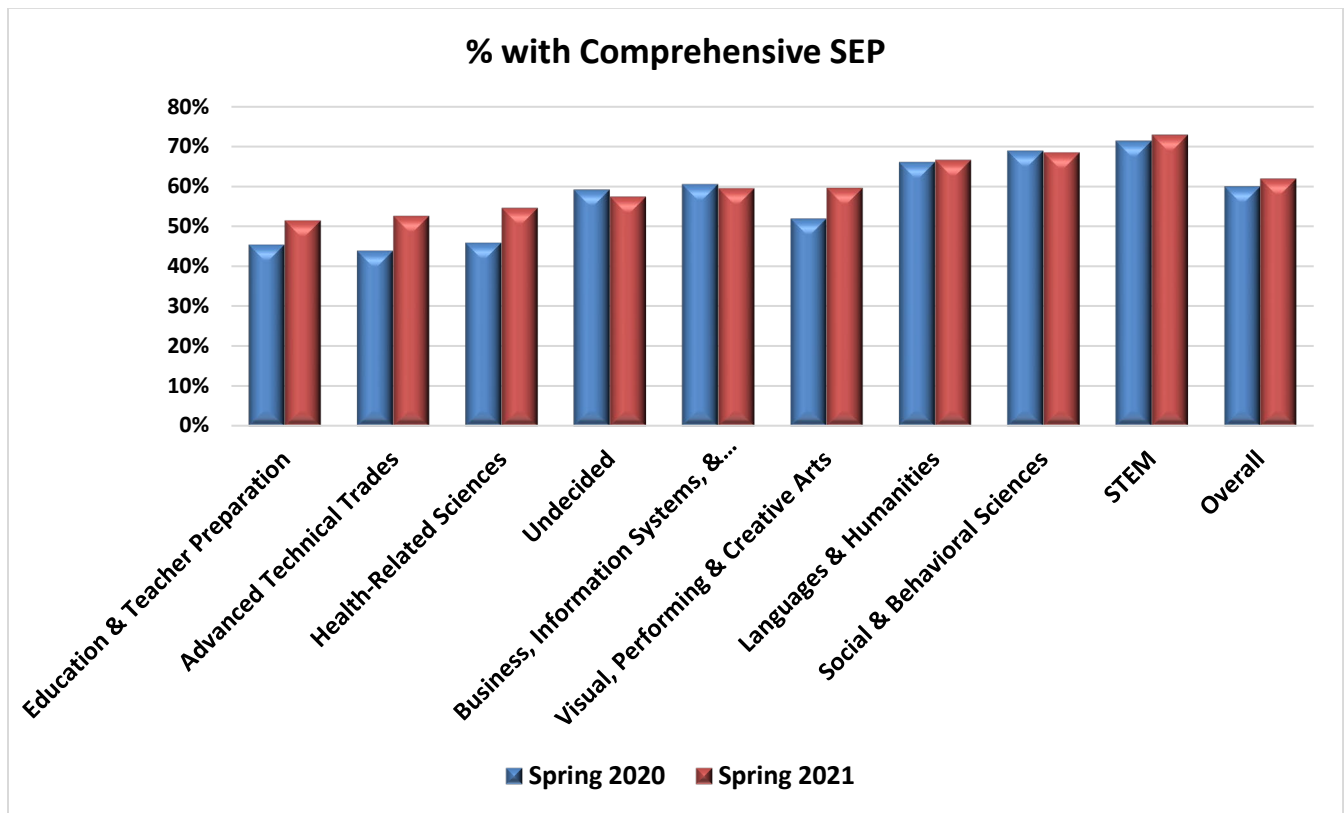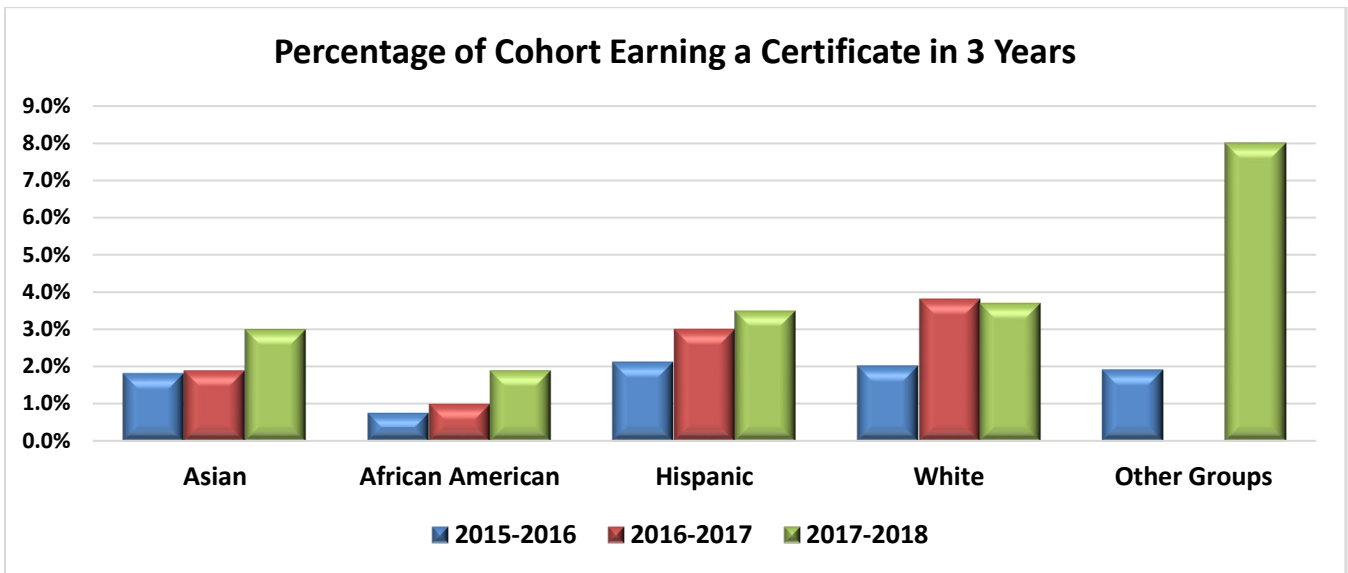

Source: Colleague as of January of each year

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*. A cohort is the number of first-time freshmen enrolling at RCC in a specific year. 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. Because it is a lagging indicator, the first time freshmen cohorts we are currently tracking are those who enrolled in 2015-2016, 2016-2017, and 2017-2018. As you see in the graphs, the percentage of cohorts completing in three years is very low. As the college continues working to increase student success and focus on equitable interventions, we anticipate that these metrics will increase and the **Student Equity** gaps will decrease.

Percentage of Cohort Earning a Degree in 3 Years

Source: January 2021 Board of Trustees Presentation

Percentage of Cohort Earning a Certificate in 3 Years

Source: January 2021 Board of Trustees Presentation

## Percentage of Cohort Transferring in 3 Years
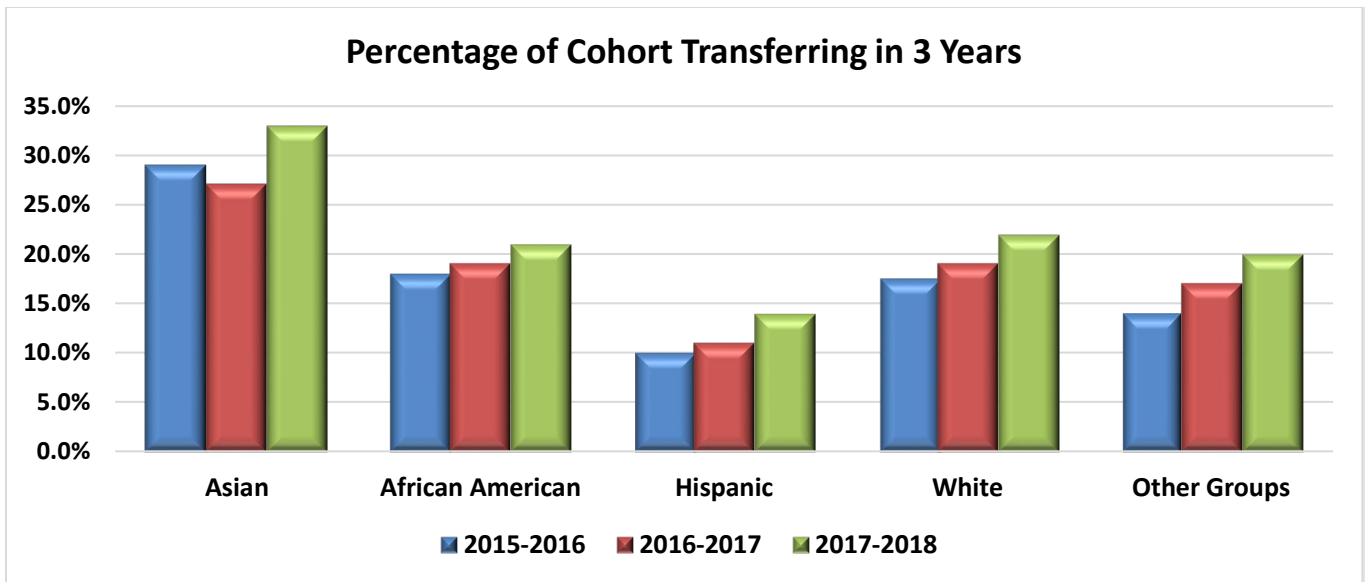
Source: January 2021 Board of Trustees Presentation

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 9.4% 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 (28.9% completed transfer-level English alone; 13.5% 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. To boost completion rates and outcomes for students, the college will focus on helping students meet highly predictive momentum points, especially first-year completion of transfer-level Math and English.

Below are RCC's metrics for completion of transfer level Math, English, and both. 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.

Completion of Transfer-Level English and Math in First Year
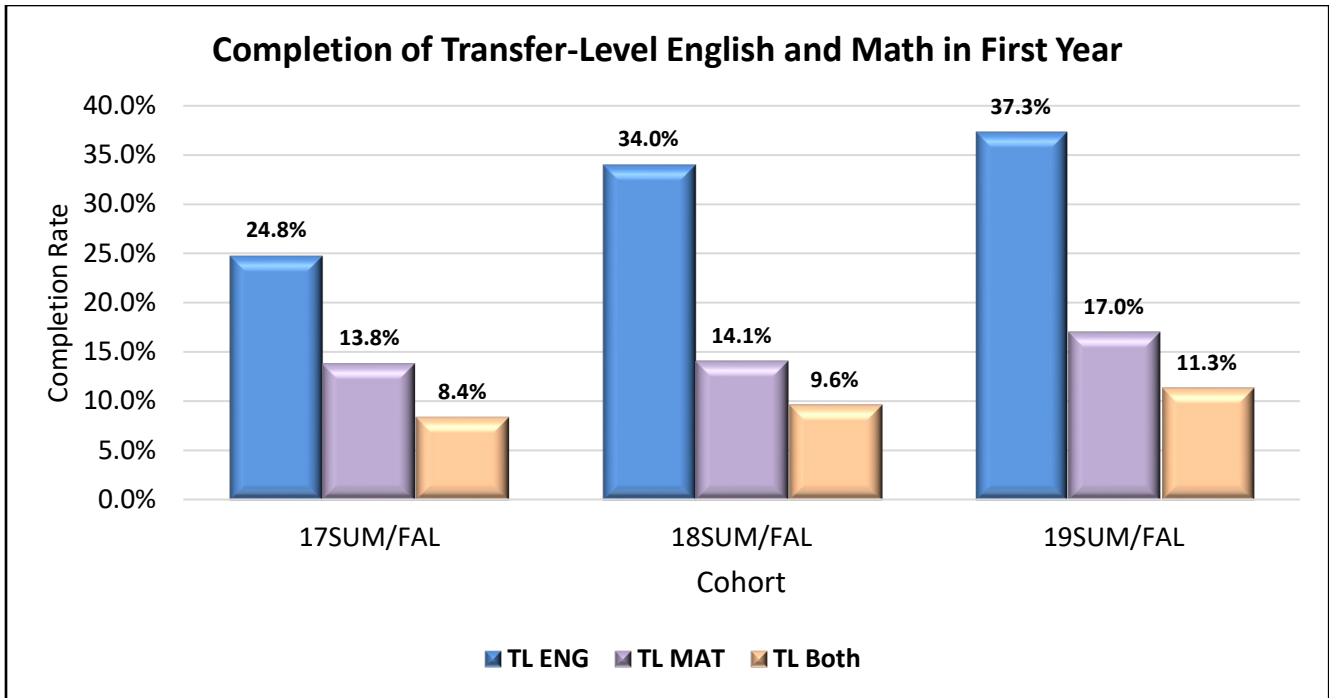
Source: MIS SX and ST

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.

The below tables show overall success rates as well as the rates with disproportionality calculations for both race / ethnicity as well as the other **Student Equity** groups.

Course Success Rates

Source: MIS SX

Course Success Rates
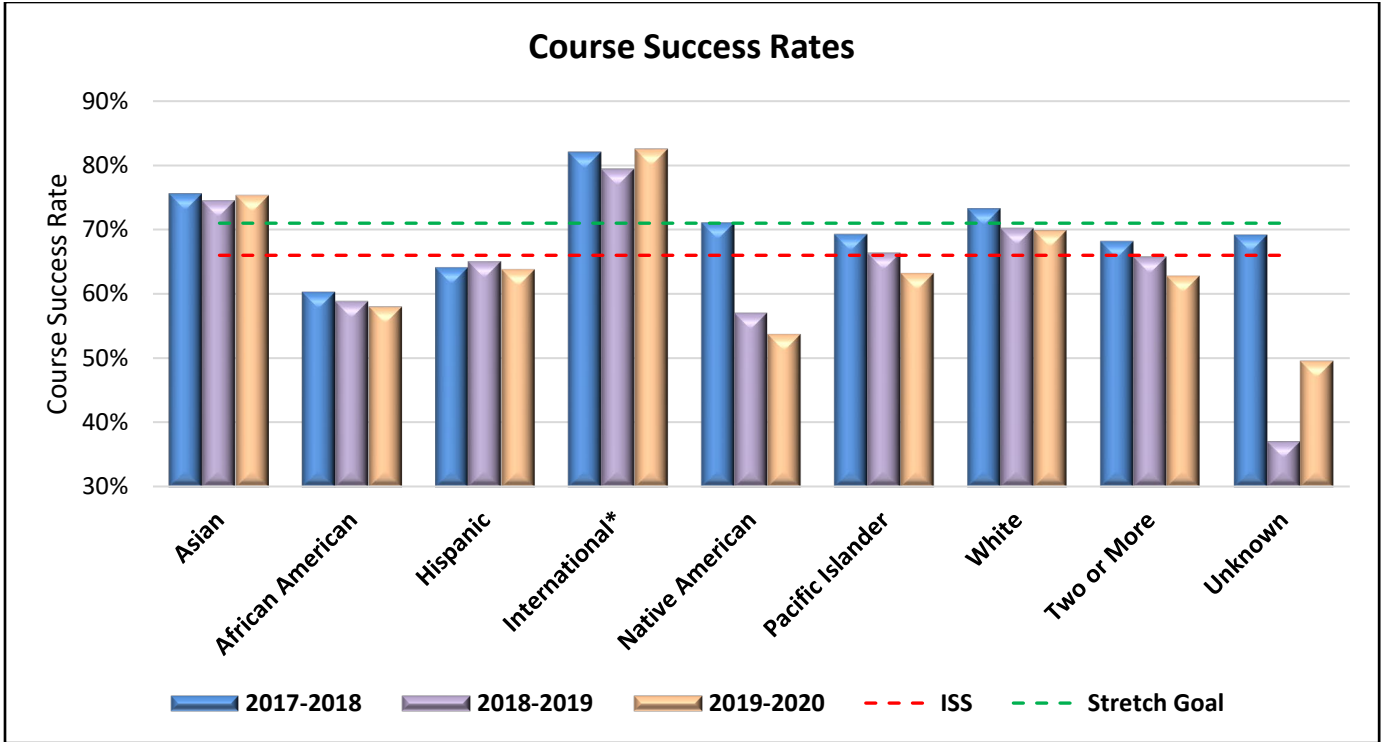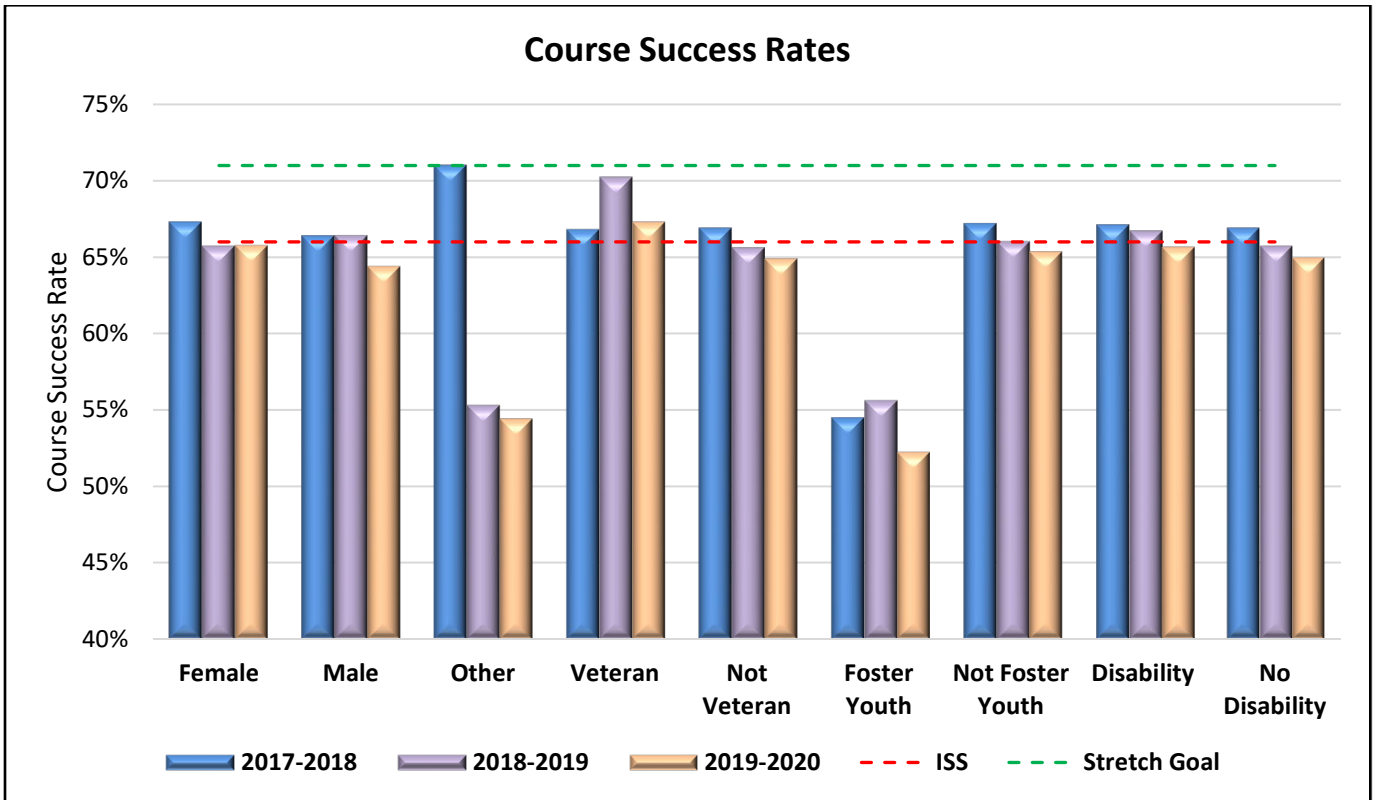
Source: MIS SX

Race/Ethnicity	Enroll (duplicated headcount)	2017-2018 Success Rate	PI	Enroll (duplicated headcount)	2018-2019 Success Rate	PI	Enroll (duplicated headcount)	2019-2020 Success Rate	PI
African American	10,266	60.4% 🟢	0.91	10,409	58.9% 🟡	0.89	10,396	58.1% 🟡	0.89
Asian	7,248	75.6% 🟢	1.13	7,430	74.5% 🟢	1.13	7,409	75.3% 🟢	1.16
Hispanic	73,983	64.2% 🟢	0.97	78,778	65.1% 🟢	0.99	81,828	63.8% 🟢	0.98
International*	3,234	82.0% 🟢	1.23	2,516	79.4% 🟢	1.21	2,119	82.5% 🟢	1.27
Native American	585	71.1% 🟢	1.04	694	57.1% 🟡	0.90	619	53.8% 🟡	0.83
Pacific Islander	671	69.3% 🟢	1.07	625	66.4% 🟢	1.02	786	63.2% 🟢	0.97
White	25,221	73.3% 🟢	1.07	25,222	70.2% 🟢	1.07	24,102	69.9% 🟢	1.07
Two or More	1,334	68.2% 🟢	1.03	1,060	65.8% 🟢	1.05	1,178	62.8% 🟢	0.97
Unknown	2,882	69.2% 🔴	0.72	2,775	37.2% 🔴	0.62	3,228	49.7% 🔴	0.76

Source: MIS SX

The next two tables show course success rates by proportionality.

Source: MIS SX

Group	Enroll (duplicated headcount)	2017-2018 Success Rate	PI	Enroll (duplicated headcount)	2018-2019 Success Rate	PI	Enroll (duplicated headcount)	2019-2020 Success Rate	PI
Male	70,445	55.9% 🟢	0.99	74,013	57.0% 🟢	1.00	75,687	58.1% 🟢	1.01
Female	53,561	43.0% 🟢	1.01	53,689	41.8% 🟢	1.01	53,956	40.6% 🟢	0.99
Other	1,418	1.0% 🟢	1.03	1,807	1.2% 🟡	0.85	2,022	1.3% 🟡	0.84
Veteran	5,197	4.2% 🟢	1.02	6,045	4.9% 🟢	1.06	6,518	5.1% 🟢	1.03
Not Veteran	120,227	95.8% 🟢	1.00	123,464	95.1% 🟢	1.00	125,147	94.9% 🟢	1.00
Foster	2,774	1.8% 🟡	0.82	3,238	2.0% 🟡	0.82	3,349	2.0% 🟡	0.80
Not Foster	122,650	98.2% 🟢	1.00	126,271	98.0% 🟢	1.00	128,316	98.0% 🟢	1.01
Disability	10,170	8.4% 🟢	1.03	10,982	8.7% 🟢	1.02	10,658	8.2% 🟢	1.01
Not Disability	115,254	91.6% 🟢	1.00	118,527	91.3% 🟢	1.00	121,007	91.8% 🟢	1.00

Source: MIS SX

As you can see from these tables, the college is making progress. However, there are equity gaps as well as low overall success rates.

One of the strategies RCC is using to address this is sharing individual faculty data and linking this data to faculty-driven classroom strategy discussion. Departments including English and Communications Studies are sharing best practices and working to close these equity gaps. The College's Data Coaching program is scaffolding the Office of Institutional Effectiveness' capabilities and working to increase data informed, equity driven conversations across the college.

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, there has been a significant degree in average units and RCC's metric for 2019-2020 is 81.7 average units. The drop in the

number of units can possibly be attributed to the reduced enrollment in below transfer level English and Math. RCC's MMAP process started in Fall 2017 and fewer and fewer students were required to enroll in below transfer level courses. Additionally, the development and wide-spread use of Program Maps and EduNav are contributing to students having a better understanding of program requirements and recommended course-taking patterns.

Average Units	2019-2020	2020-2021*	2021-2022*	2022-2023*	2023-2024*	2024-2025*
Completed by	81.7	79	79	79	79	79

*Projected Values.
Source: MIS SP and ST

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.

2019-2020's Program Review and Planning Process (PRaP) was comprehensive and included narrative feedback as well as the development of initiatives and goals. 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.
Every year 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.

RCC's ACCJC team recognized the efforts and structure of RCC's Program Review Process, resulting in a commendation:

ACCJC Peer Review College Commendation #2: The College is to be commended on its collegial and effective program review process. All stakeholders have a clearly defined role in the governance of the College and their expertise drive initiatives concerning policies, planning, and budget for the College.

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.

FTEF and Efficiency	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Career & Technical Education							
Total FTES	3,177.4	3,243.4	Due to the COVD-19 pandemic, targets for 2020-2025 will be evaluated and provided at a later date.				
Total FTEF	217.0	219.5					
Total WSCH	101,730.0	103,853.3					
WSCH/FTEF	468.7	473.2					
Counseling & Library Services							
Sum of Total FTES	164.2	193.4	Due to the COVD-19 pandemic, targets for 2020-2025 will be evaluated and provided at a later date.				
Sum of Total FTEF	12.5	15.5					
Sum of XCSS_WSCH	5,257.8	6,189.9					
WSCH/FTEF	419.5	398.4					
Fine & Performing Arts							
Sum of Total FTES	1,951.6	2,128.8	Due to the COVD-19 pandemic, targets for 2020-2025 will be evaluated and provided at a later date.				
Sum of Total FTEF	120.4	135.1					
Sum of XCSS_WSCH	62,471.3	68,152.1					
WSCH/FTEF	518.8	504.4					
Languages, Humanities, & Social Sciences							
Sum of Total FTES	5,928.2	6,028.1	Due to the COVD-19 pandemic, targets for 2020-2025 will be evaluated and provided at a later date.				
Sum of Total FTEF	356.3	366.3					
Sum of XCSS_WSCH	189,764.3	192,962.0					
WSCH/FTEF	532.6	526.8					
Nursing							
Sum of Total FTES	849.8	818.3	Due to the COVD-19 pandemic, targets for 2020-2025 will be evaluated and provided at a later date.				
Sum of Total FTEF	108.3	105.1					
Sum of XCSS_WSCH	27,208.2	26,194.3					
WSCH/FTEF	251.3	249.2					
STEM & Kinesiology							
Sum of Total FTES	5,274.1	4,844.0	Due to the COVD-19 pandemic, targets for 2020-2025 will be evaluated and provided at a later date.				
Sum of Total FTEF	285.9	270.9					
Sum of XCSS_WSCH	168,847.5	155,075.8					
College Wide	**17345.28**	**17255.85**					
Total Sum of Total FTEF	1,100.5	1,112.4					
Total Sum of XCSS_WSCH	555,279.0	552,427.5					
WSCH/FTEF	504.6	496.6					

Source: EMD as of January 20, 2021

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

Classified Professionals recognition

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.

Cultural Proficiency
Lasana Hotep
Call to Action

Data Coaching and Leading from the Middle
RCC is leading the District in developing and implementing a Data Coaching program. The program was developed in Spring 2020 with the first training and meetings in Fall 2020. Data coaches 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.

The Leading from the Middle (LFM) project was designed with the Data Coaching program in mind. While RCC has encouraged individuals to attend cultural proficiency and equity-related professional development, the hope is that the learned materials are shared out more broadly. In an attempt to accomplish this, the LFM project focused on intertwining Data Coaching with cultural proficiency work. The majority of the LFM team are part of the Data Coaching program, which provided the group regular meeting times to develop the Data Coaching program and to receive feedback from other colleges. The LFM program has a large focus on helping individuals develop their leadership skills. This is important because our Data Coaching program will place individuals in a position to help lead RCC towards our student equity goals.

Integrated Student Success Teams
Student Success Teams were developed to provide holistic wrap-around services for students which includes support in and out of the classroom and allows them to complete their academic goals in a timely manner. Student Success Teams are comprised of faculty coordinators responsible to oversee engagement activities within a given pathway and coordinate the work of the student success teams; educational advisors provide information and resource support to students; counselors teach and provide personal, academic, and career advising; peer mentors outreach to their peers to motivate and encourage them to stay on path and impart useful tips on how to be a successful college student; faculty advisors provide industry expertise and course content support outside of the classroom for students within their pathway. All the roles and functions of the Student Success Teams are essential in creating a sense of belonging for students on campus and by supporting students' success from the point of entry through completion.

AB705
The College's Math and English Departments implemented AB705 strategies including support courses in Fall 2020. While the data is still preliminary, students participating in the support courses had a higher success rate

than students enrolled in the transfer level course alone. Each Discipline has an AB705 Coordinator who facilitates training and best practices.

In Spring 2020, the English discipline moved all our Community of Practice activities online because of the pandemic; in some ways, we have seen even greater participation because of the convenience of the zoom workshops. We focused on connecting with students and how to manage our caseloads in order to be present and available for our students as well as continuing our ongoing conversation about best practices for course, syllabus, assignment and classroom/classzoom activity design. For the 2020-21 academic year, we have focused our community of practice around anti-racist pedagogy with a variety of sub-topics for the monthly workshops each semester and a winter institute on reflective data analysis. We authored and got approved a non-credit co-requisite support course that will give us options for more varied student support in the future. We are also making sure that students are aware of their access to English 1A through the college website and counselors. Our current focus continues to be primarily on professional development at the course design level, and this semester we have started a peer-to-peer coaching model that invites faculty to review their course documents with the AB705 Coordinator include in their courses the pedagogy and practices we've been developing and discussing in our community of practice. We look forward to expanding this in the fall to voluntary classroom observation as well. We continue to monitor our success in the 2-unit credit co-requisite support course (English 91) and consider ways we can modify and revise that course for even greater success.

Voice of the Student
Over the last year, RCC worked to better understand student needs. Several surveys were distributed including The Hope Center's #RealCollege Survey providing insight into student housing and food insecurity. As the college transitioned to distance education, the college distributed surveys in March and June. Student feedback was shared widely. Student Services engaged in targeted outreach efforts to hundreds of individual students, offering support.

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.

Ongoing Work Includes
- Math and English Support Courses
- Tutoring and other targeted support
- Data Coaching and Leading from the Middle
- Data Analysis leading to best practice sharing and development
- Cultural Proficiency and Culturally Relevant Pedagogy
- Student Equity Committee focus
- Consultant led, focused training (Lasana Hotep)
- Equity Audit
- Guided Pathways Program Map and ADT development
- Inescapable services for students college-wide

- Intentional Targeted Counseling and Student Success Team Support

COVID Response

- Increased Support
- Developed additional strategies and activities: Online Educational Resources (OER), increased access to online support for counseling, admissions, financial aid, tutoring, virtual writing center, world languages lab, library services, and other services including EOPS, CalWorks, TRIO, etc.
- Technology support (laptops, hotspots, wifi)
- Financial support (cash grants)
- Hungry Tigers (food pantry)
- Expansion of online services from engagement centers
- Increased online presence for UMOJA, La Casa, Veterans Center, Disabilities Resource Center, Guardian Scholars
- Student qualitative data
- What students needed as the college progressed to a distance learning environment
- Allowed faculty as well as student support departments to reach out directly and support these students' needs.
- Voice of the Student sharing Faculty Strategies

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.)

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 staffing by employee type is shown in this table.

Riverside City College	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Employee Type and Race / Ethnicity	Employee Count	%	Employee Count	%	Employee Count	%	Employee Count	%
Manager/Administrator (% of total employees)	*15*	*1.6%*	*22*	*2.1%*	*16*	*1.5%*	*20*	*1.8%*
African-American	4	26.7%	6	27.3%	5	31.3%	7	35.0%
Asian	2	13.3%	2	9.1%	1	6.3%	0	0.0%
Hispanic	2	13.3%	4	18.2%	4	25.0%	3	15.0%
White Non-Hispanic	7	46.7%	10	45.5%	6	37.5%	10	50.0%
Tenured/Tenure Track (% of total employees)	*212*	*22.1%*	*236*	*22.5%*	*244*	*23.0%*	*255*	*23.0%*
African-American	7	3.3%	10	4.2%	11	4.5%	13	5.1%
American Indian/Alaskan Native	1	0.5%	1	0.4%	0	0.0%	0	0.0%
Asian	14	6.6%	15	6.4%	15	6.1%	17	6.7%
Hispanic	42	19.8%	44	18.6%	47	19.3%	49	19.2%
Multi-Ethnicity	4	1.9%	6	2.5%	6	2.5%	7	2.7%
White Non-Hispanic	144	67.9%	160	67.8%	165	67.6%	169	66.3%
Temporary (% of total employees)	*465*	*48.4%*	*484*	*46.1%*	*485*	*45.7%*	*511*	*46.0%*
African-American	42	9.0%	40	8.3%	34	7.0%	38	7.4%
American Indian/Alaskan Native	2	0.4%	2	0.4%	4	0.8%	4	0.8%
Asian	41	8.8%	49	10.1%	51	10.5%	50	9.8%
Hispanic	89	19.1%	108	22.3%	105	21.6%	116	22.7%
Multi-Ethnicity	6	1.3%	10	2.1%	9	1.9%	9	1.8%
Pacific Islander	1	0.2%	1	0.2%	1	0.2%	2	0.4%
Unknown	1	0.2%		0.0%	2	0.4%	3	0.6%
White Non-Hispanic	283	60.9%	274	56.6%	279	57.5%	289	56.6%
Classified (% of total employees)	*268*	*27.9%*	*308*	*29.3%*	*317*	*29.8%*	*324*	*29.2%*
African-American	32	11.9%	33	10.7%	31	9.8%	30	9.3%
American Indian/Alaskan Native	1	0.4%	1	0.3%	1	0.3%	1	0.3%
Asian	9	3.4%	8	2.6%	10	3.2%	13	4.0%
Hispanic	108	40.3%	128	41.6%	138	43.5%	139	42.9%
Multi-Ethnicity	7	2.6%	7	2.3%	8	2.5%	9	2.8%
Pacific Islander	2	0.7%	3	1.0%	4	1.3%	4	1.2%
Unknown	1	0.4%		0.0%	0	0.0%	0	0.0%
White Non-Hispanic	108	40.3%	128	41.6%	125	39.4%	128	39.5%

Riverside City College	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Employee Type and Gender	Employee Count	%	Employee Count	%	Employee Count	%	Employee Count	%
Manager/Administrator (% of total employees)	*15*	*1.6%*	*22*	*2.1%*	*16*	*1.5%*	*20*	*1.8%*
Female	7	46.7%	12	54.5%	11	68.8%	10	50.0%
Male	8	53.3%	10	45.5%	5	31.3%	10	50.0%
Tenured/Tenure Track (% of total employees)	*212*	*22.1%*	*236*	*22.5%*	*244*	*23.0%*	*255*	*23.0%*
Female	108	50.9%	117	49.6%	126	51.6%	134	52.5%
Male	104	49.1%	119	50.4%	118	48.4%	121	47.5%
Temporary (% of total employees)	*465*	*48.4%*	*484*	*46.1%*	*485*	*45.7%*	*511*	*46.0%*
Female	254	54.6%	276	57.0%	265	54.6%	290	56.8%
Male	211	45.4%	208	43.0%	220	45.4%	221	43.2%
Classified (% of total employees)	*268*	*27.9%*	*308*	*29.3%*	*317*	*29.8%*	*324*	*29.2%*
Female	143	53.4%	163	52.9%	168	53.0%	174	53.7%
Male	125	46.6%	145	47.1%	149	47.0%	150	46.3%

Source: Datamart Fall Staffing Report. Fall 2020 numbers are not yet available.

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.

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.

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

5.4 Collaborate with the RCCD Foundation