



## College Council

### Meeting Minutes for November 9, 2023

12:50 pm to 1:50 pm

Location: CSS\*217

#### **Council Members Present**

Dr. Hayley Ashby, Ms. Kimberly Bell, Dr. Courtney Buchanan, Dr. Michael Collins, Dr. Carol Farrar, Ms. Vivian Harris, Dr. Tenisha James, Ms. Aneesa Kashif, Mr. Jethro Midgett, Dr. Kaneesha Tarrant, Ms. Leona Vassale and Ms. Patty Worsham

#### **Ex-officio Members:**

Dr. Monica Green (Administrator) and Dr. Virgil Lee (Faculty)

#### **Council Members Not Present:**

Ms. Natalie Aceves, Ms. Patricia Gill, Ms. Azadeh Iglesias, Ms. Ashlee Johnson, Dr. Sigrid Williams, Ms. Paula Barerra-Partida (CPROS) and Vacant (ASNC Rep)

#### **Guest(s):**

Dr. Greg Aycocock, Ms. Caitlin Busso and Dr. Quinton Bemiller

#### **Recorder:**

Ms. Desiree Wagner

#### **Quorum: # 10**

#### **Subject to Brown Act: No**

#### **1. Call to Order**

- 1:19 pm

#### **2. Action Items**

##### **2.1 Approval of Agenda**

- MSC (Ms. Kimberly Bell / Dr. Courtney Buchanan)
- MSC (Dr. Tenisha James / Dr. Kaneesha Tarrant) Motion to add Action Items 2.8 Student Resource Ranking Results and 2.9 Student Services Council Report of Effectiveness to the agenda.
- Approved by consensus.

##### **2.2 Approval of Meeting Minutes from October 12, 2023**

- MSC (Dr. Carol Farrar / Ms. Patty Worsham)
- 12-Approved,3- Abstention, Approved by consensus.

##### **2.3 Academic Council Charter Update**

- MSC (Dr. Courtney Buchanan/ Ms. Kimberly Bell)
- This Charter reflects the reorganization into Schools and the subsequent adjustment to Council membership. This item was approved by Academic Council on September 28th.

- Approved by consensus.

#### **2.4 Grants Advisory Panel Charter – Revision**

- MSC (Dr. Kaneesha Tarrant/ Dr. Michael Collins)
- This Charter reflects adjustment to Council membership and meeting time change.
- Approved by consensus.

#### **2.5 2023 Planning and Development Resource Ranking Results**

- MSC (Ms. Vivian Harris/ Ms. Patty Worsham)
- IEGC; 7-Approved, 1- Abstention to accept the division rank this year as presented, without a committee ranking by rubric.
- Approved by consensus.

#### **2.6 Academic Affairs Resource Ranking Results**

- MSC (Dr. Courtney Buchanan/ Ms. Kimberly Bell)
- Reviewed Academic Affairs Resource Ranking Results. Confirmed they accepted the division rank this year as presented, without a committee ranking by rubric.
- Approved by consensus.

#### **2.7 Academic Council Report of Effectiveness**

- MSC (Ms. Vivian Harris/ Dr. Tenisha James)
- Academic Council Report of Effectiveness review
- Approved by consensus.

#### **2.8 Student Services Resource Ranking Results**

- MSC (Ms. Kimberly Bell/ Dr. Carol Farrar)
- Student Services Resource Ranking Results. Confirmed they accepted the division rank this year as presented, with the committee ranking by rubric.
- Approved by consensus.

#### **2.9 Student Services Council Report of Effectiveness**

- MSC (Dr. Kaneesha Tarrant / Dr. Carol Farrar)
- Student Services Council Report of Effectiveness
- Approved by consensus.

### **3. Discussion Items**

#### **3.1 KPI review 1-7**

- Dr. Greg Aycock presented KPI's 1-7 and provided action plans for each item.
  - KPI 1: Go from 7,366 to 8,759 FTES
  - KPI 2: Go from 14,624 Headcount to 16,581 Total Headcount
  - KPI 3: Increase capture rates from feeder high schools by 4% annually
  - KPI 7: Increase the number of first-time full-time enrolled students from 508 to 900
  - KPI 4: Increase Number of Degrees Complete by 15% Annually
  - KPI 5: Increase Number of Certificates Completed by 15% Annually
  - KPI 6: Increase the Number of Transfers by 15% Annually

### **4. Information Items**

#### **4.1 RCCD District Educational Masterplan 2023**

- Please provide your feedback directly on the document. Each college has their own version of the RCCD District Educational Masterplan to capture individual input.

## **5. Good of the Order**

### **5.1 DSPC Update**

- No report

### **5.2 Norco College Native American Month - Land Acknowledgement: Norco College resides on Tongva and Payómkawichum land; MVC resides on Payómkawichum and ívíluwenetem Meytémak land; RCC resides on all three. Many of our students and employees may also reside on Yuhaaviatam/Maarenga'yam (Serrano) land, which is just to the north of this region.**

- Tongva (Gabieleno) - sometimes written as "Gabieliño/Tongva" to include the Kizh nation of the Pasadena/San Gabriel Valley area who do not accept the Tongva name and prefer Gabieliño; Tongva is widely accepted by the vast majority of Native Americans in this region)
- Payómkawichum (Luiseño)
- ívíluwenetem Meytémak (Cahuilla)

## **6. Future Agenda Topics**

### **7. Adjournment**

- 1:47pm

### **Next Meeting**

**Date:** March 14, 2024

**Time:** 12:50pm to 1:50 pm

**Location:** CSS\*217



## Charter for Academic Council

August 2021 – June 2025

This Charter is established between the Academic Council and the Institutional Strategic Planning Council to structure the process and planned outcomes included herein thru the 2024-2025 academic year.

<b>Purpose</b>
The Academic Council (AC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to instructional programs, career technical education (CTE), educational partnerships (e.g., prison education and dual enrollment), library and learning support services. The AC provides leadership and retains responsibility for ACCJC Standards IIA/B, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The AC makes recommendations to the College Council and the Vice President of Academic Affairs. Recommended membership provided to the appointing bodies for AC is based on subject-area knowledge and experience. The College recognizes that these are recommendations only and that appointments are made solely by the appointing bodies.

<b>Charge</b>
<ul style="list-style-type: none"><li>• The Academic Council (AC) is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below. Operational items are to be handled at the departmental, task force, project team, or work group level often determined by job title or functional area of responsibility.</li><li>• Objective 1.1 - Go from 7,366 to 8,759 total FTES</li><li>• Objective 1.3 - Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.). Shared with Student Support Council.</li><li>• Objective 2.1 - Increase number of degrees completed by 15% annually</li><li>• Objective 2.3 - Decrease AA degree unit accumulation from 88 to 74 total units on average</li><li>• Objective 2.7 - Increase number of students who complete transfer level math and English by 20% per year</li><li>• Objective 6.1 - Establish and expand relationships with regional educational institutions</li><li>• Objective 6.4 - Work toward reducing recidivism through incarcerated student education</li><li>• Objective 6.8 - Stimulate regional arts development</li><li>• Objective 7.7 - Build and support academic support services to improve student success</li><li>• Objective 9.5 - Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time</li></ul> <p>The AC is responsible to:</p> <ul style="list-style-type: none"><li>• Provide guidance and recommendations on instructional planning and operational issues including class scheduling, enrollment management, program development, learning support services, special programs development, and educational policy matters.</li><li>• Foster the development of new educational programs in accordance with the Education Master Plan and the developing needs of the community and industry partners.</li><li>• Provide guidance and recommendations on implementation of Guided Pathways procedures related to teaching and learning, student equity, retention, and success.</li></ul>

### Charge

- In consultation with the VPAA and the School Deans, establishes annual scheduling priorities, goals, and objectives for the Academic Affairs division, based on the goals and objectives from each school as determined through the program review process.
- Implement, review, and make recommendations to the pertinent sections of the College strategic plan.
- Review and recommend revisions to the Academic Affairs program review as part of the College program review process.
- Provide guidance and recommendations on accreditation efforts in support of continuous improvement leading to full accreditation, including the development of the Institutional Self- Evaluation Report and the annual accreditation report required by the Commission.
- Oversees instructional support including the library, learning resource center, instructional laboratories.
- Provide guidance and recommendations to foster Distance Education expansion and continuous quality improvement.
- Provide guidance and recommendations on the publication of the College schedule of classes and catalog.
- Provide guidance and recommendations to support and grow Career Technical Education, Prison Education, Dual Enrollment, Credit for Prior Learning (including the Military Articulation Platform), Community Education, Workforce Development, and Noncredit Education.
- Oversees enrollment management activities related to setting and achieving annual FTES/FTEF targets; improving student access, success, completion as well program efficiency and effectiveness, including room utilization and instructor workload.

### Accreditation Standards & Budget

Accreditation Standards guiding the Council are:

- Standard IA, B, D
  - Standard I.A.3
- Standard IIA, B
- Standard IIIA
  - Standard III.A.9
- Standard IV

There is no associated budget with the Council's charge.

### Scope & Expected Deliverables

1. Provide guidance and recommendations on instructional planning and operational issues including class scheduling, enrollment management, program development, learning support services, special programs development, and educational policy matters.
2. Foster the development of new educational programs in accordance with the Education Master Plan and the developing needs of the community and industry partners.
3. Provide guidance and recommendations on implementation of Guided Pathways procedures related to teaching and learning, student equity, retention, and success.
4. In consultation with the VPAA and the School Deans, establishes annual scheduling priorities, goals, and objectives for the Academic Affairs division, based on the goals and objectives from each school as determined through the program review process.
5. Implement, review, and make recommendations to the pertinent sections of the College strategic plan.
6. Review and recommend revisions to the Academic Affairs Plan as part of the College program review process.

### **Scope & Expected Deliverables**

7. Provide guidance and recommendations on accreditation efforts in support of continuous improvement leading to full accreditation, including the development of the Institutional Self-Evaluation Report and the annual accreditation report required by the Commission.
8. Oversees instructional support including the library, learning resource center, instructional laboratories.
9. Provide guidance and recommendations to foster Distance Education expansion and continuous quality improvement.
10. Provide guidance and recommendations on the publication of the College schedule of classes and catalog.
11. Provide guidance and recommendations to support and grow Career Technical Education, Community Education, Workforce Development, and Noncredit Education.
12. Oversees enrollment management activities related to setting and achieving annual FTES/FTEF targets; improving student access, success, completion as well program efficiency and effectiveness, including room utilization and instructor workload.

In mid-spring of each academic year, the Academic Council will participate separately in dialogue sessions to 1) self-evaluate the effectiveness of their planning and decision-making processes through the Survey of Effectiveness, 2) self-report on EMP objective progress and appropriate objective assignment, and 3) self-assess the completion of their charter's scope/deliverables during the academic year. In late spring, the Academic Council will receive an executive summary from each standing committee addressing the above three areas for review and discussion at a designated council meeting. The receiving council (College Council for leadership councils) will make recommendations to, and receive recommendations from, each governance entity based on the results of the self-evaluation to determine if a charter needs to be revised/extended or not. The Academic Council will conduct its evaluation of effectiveness and post an executive summary on the Council's website.

### **Membership**

The Academic Council will be comprised of 16 members inclusive of representatives of all primary constituency groups and assigned or appointed by their respective representative bodies OR defined membership based upon expertise, title, functional area of responsibility, etc.

- Vice President Academic Affairs, Chair – Administrator
- Administrator with oversight of School of STEM and School of Business & Management– Administrator
- Administrator with oversight of School of Social & Behavioral Sciences and Arts & Humanities– Administrator
- Administrator with oversight of Library and Learning Resource Center– Administrator
- Administrator with oversight of CTE or off-site programs– Administrator
- Chair or Rep from School of Applied Technologies & Apprenticeship– Faculty
- Chair or Rep from School of Business & Management– Faculty
- Chair or Rep from School of Communication, Humanities & Languages- Faculty
- Chair or Rep from School of Human & Public Services- Faculty
- Chair or Rep from School of Math, Engineering, Computer Science & Game Development- Faculty
- Chair or Rep from School of Natural Sciences, Health & Technology- Faculty
- Chair or Rep from School of Social and Behavioral Sciences – Faculty
- Chair or Rep from School of Visual & Performing Arts- Faculty
- Chair or Rep from Guidance Department- Faculty
- Distance Education Rep– Faculty
- Representative with knowledge/experience in area of career education programs– Classified Professional
- Representative with knowledge/experience in area of academic learning support– Classified Professional

### **Membership**

- Representative with knowledge/experience in area of instructional scheduling and support– Classified Professional
- ASNC Representative– Student
- ASNC alternative (non-voting) – Student

\*Chair of Chairs represents their School.

\*\*It is recommended that one faculty representative is a Counselor or a Counselor serves as a non-voting, ex officio member.

### **Meeting Time/Pattern**

The Academic Council meets monthly on fourth, Thursday, of the month at 12:50pm to 1:50pm, with Zoom option, for Fall and Spring Terms. Contact the co-chairs to place an item on a future agenda.

### **Roles of Chairs and Members**

The Co-Chair(s) are accountable to Academic Council to ensure continuity of dialogue between governance tiers. Co-Chairs are responsible for preparing agenda and facilitating meetings of the Academic Council based on best practices and guidelines for effective facilitation.

Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the Academic Council that can help to achieve the Academic Council charter deliverables (relevant strategic charge). Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the Academic Council. While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with Academic Council peers with the intention of finding consensus on all issues that come before the Academic Council.

A co-chair (or a designated delegate) shall prepare a brief summary of each Council meeting and send it to the College community within 24 hours of the meeting to fulfill transparent communication reporting.

### **Meeting Procedures and Expectations**

The Co-Chair(s), and members of this governance entity will adhere to meeting and governance best practices as follows:

Meeting agendas are issued in advance of meeting times. Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward. Minutes are taken to record the groups progress.

Members endeavor to:

- appropriately prepare for meetings based on the meeting agenda.
- arrive promptly and stay for the duration of entire meetings.
- participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives.
- welcome all ideas, interests and objectives that are within the scope of the charter.
- actively listen to engage in respectful and constructive dialogue.

### **Meeting Procedures and Expectations**

- work with a spirit of cooperation and compromise leading to authentic collaboration.
- move forward once a consensus-based decision has been made.
- continue to progress with the members who are present at each meeting.
- follow through on tasks that are committed to outside of scheduled meetings.





## Charter for Grants Advisory Panel

This Charter is established between the Grants Advisory Panel and the Resource Council to structure the process and planned outcomes included herein during the 2023-2024 academic year.

### Purpose

The purpose of the Grants Advisory Panel (GAP) is to vet grant opportunities and make recommendations to the Office of Planning and Development. GAP provides annual updates to the Resource Council.

### Charge

The charge of the GAP is to develop and implement an effective and efficient institutional process to vet grant opportunities. The GAP reviews synopsis of grant opportunities and gathers information from key stakeholders regarding their alignment with the College's strategic goals and resource needs. GAP advises the Office of Planning and Development on the feasibility of pursuing grant opportunities. The work of the GAP aligns with Educational Master Plan goal 12 (Comprehensive College), objective 12.4: Develop 30% of overall budget from non-general fund revenue sources.

### Guiding Principles and Assumptions

- The primary purpose of the GAP vetting process is to make recommendations to the office of Planning and Development regarding grant opportunities.
- The grant opportunities vetting process is intended to provide recommendations to the office of Planning and Development and shall not involve voting procedures to determine whether or not to apply for a grant opportunity.
- The process set forth by GAP to vet grant opportunities shall be in effect year-round and used when timelines can accommodate the process (30 or more calendar days prior to the application submission deadline).
- When funding opportunities arise with shorter timelines, the GAP vetting process will not apply and the office of Planning and Development will make recommendations to the office of the President directly.
- GAP members are responsible for gathering feedback from the departments they represent and provide written comments regarding grant opportunities for consideration by the office of Planning and Development.
- The GAP may also call upon subject matter experts and key stakeholders not represented in its membership as is necessary to seek feedback regarding grant opportunities being considered.
- The GAP is representative of key stakeholders with experience in developing grant proposals or implementing grant projects.
- Members are assigned by their constituent groups with varying criteria for membership.
- All members serve in an advisory capacity only.
- There is no budget associated with the GAP.

### Scope & Expected Deliverables

- Provide written recommendations to the office of Planning and Development regarding the feasibility of pursuing grant opportunities that align with the College's strategic goals and resource needs.
- Seek feedback from key stakeholders on grant and other resource needs related to NC's strategic goals.
- Provide an end-of-year report to the Resource Council in May of each year about the effectiveness and efficiency of the GAP grant opportunities vetting process.

### Membership

The membership of the GAP shall be comprised of 13 individuals from recommended key instructional and non-instructional units that are often impacted by grants and external funding sources. Individuals are appointed by their constituency group and may include managers, classified professionals, and faculty. While previous experience in proposal development or grant implementation activities is not required, members appointed to serve as panelist shall be selected based on current or past experience in any of the following grant-related activities: analyzing requests for proposals, preparing applications, implementing grant projects, managing grant funds, preparing annual performance reports, or evaluating grant activities.

- Director of Grants-GAP Facilitator (Planning and Development)
- Dean, Grants & Student Equity Initiatives (Planning & Development)
- 4 Faculty Representatives from any of the 8 Academic Schools (appointed by Academic Senate)
- 1 Faculty Representative from Academic Counseling & Career Development Center (appointed by Dean of Student Services)
- Dean of Instruction, Career Education
- Director, Business Services
- Dean of Institutional Effectiveness (or appointee)
- 2 Classified Professionals (appointed by CSEA)
- Grant Manager (appointed by Vice President, Student Services)

### Meeting Time/Pattern

The GAP meets virtually, as needed, throughout the year. GAP may rely on any type of on-line or virtual technology to gather feedback and post comments regarding funding opportunities being considered.

### Role of Panelists

The Director of Grants will initiate the grant vetting process by providing a synopsis of each grant opportunity for GAP members' review. A deadline will be set for comments to be submitted for consideration. At the conclusion of the comment period, the Director of Grants will review and consider all comments provided and submit a recommendation to the Office of the President for the purpose of securing written approval to apply for a grant opportunity, when deemed feasible.

Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the GAP that can help to achieve its deliverables. Members are expected to actively participate in virtual meetings or on-line discussion and submit recommendations for each funding opportunity within the comment period. While presenting the perspectives of the area of expertise they represent, members are expected to engage in effective dialogue with GAP peers to gather various perspectives that will help inform their own understanding of each grant

### Role of Panelists

opportunity. GAP members will be responsible for providing regular updates to the units they represent and their constituency groups as requested.

### Meeting Procedures and Expectations

The GAP Facilitator and its members will adhere to the following institutional process to vet grant opportunities:

The Facilitator (Director of Grants) will prepare a synopsis of each grant opportunity for panelists to review, as well as the link to the request for proposals/applications. This information will be provided to panelists via email, or other means as is appropriate, to initiate dialogue between panelists about the grant opportunity. A minimum of five business days will be given to review and discuss grant opportunities but may vary, depending upon the proximity of grant submission deadline. Written comments shall address: 1) alignment with Norco College's Educational Master Plan, Core Commitments, and strategic initiatives; 2) New and existing personnel needed to implement the project; 3) Office space and facilities; 4) Match requirements (which may or may not involve general funds); and 5) Commitments to institutionalize positions, activities, financial resources, or facilities. In order to provide a review process that accommodates the unique work of applying for private foundation grants, the GAP will also review and provide comments on concept requests. These requests are distinctly different in that not all details will not be known about the grant opportunity at the time approval is requested, however, this will enable the college to move forward and not lose out on a funding opportunity if the College is invited to submit an application. In such cases, additional information will be provided to panelists as it becomes available. The Director of Grants will take into consideration all feedback provided and determine if there is sufficient support to move to the next step. If yes, the Director will submit a recommendation to the Office of the President for consideration. The President may approve, request additional information, or deny the request to pursue the grant opportunity based on the information provided.

Members endeavor to:

- Participate promptly in virtual or on-line discussions regarding grant opportunities
- Ask questions about the grant opportunity and requirements
- Welcome all perspectives and points of view
- Engage in respectful and constructive dialogue
- Submit written recommendations according to set timelines
- Serve on the panel for a minimum of one academic year

Unit	Cycle	Amount Requested	Resource Type	Request related to EMP goal or Potential Funds for my area is			The resources to support			The request can be found			Notes 2022-23	Notes 2023-25	Updates needed
				Assessment?	Start/End	Priority #	What resources do we already have?	What resources do you need?	to	Funding Status					
Program Review - Administrative Planning and Development	2021 - 2024	\$18,000	STAFF - Classified Professional - I	EMP Goal 1, EMP Goal 2, EMP Goal 3	General Fund	6	10% FTE focused on research development	Personnel funding for 100% dedicated personnel (staff)	Program Review Part 1	No Action/Insufficient funding	N/A				
Program Review - Administrative Planning and Development	2021 - 2024	\$18,000	STAFF - Classified Professional - I	EMP Goal 1, EMP Goal 2, EMP Goal 3	General Fund	3	10% Institutional Research Specialist	10% Institutional Research Specialist	Program Review Part 1	No Action/Insufficient funding	N/A				
Program Review - Administrative Planning and Development	2021 - 2024	\$18,000	STAFF - Classified Professional - I	EMP Goal 4	General Fund/CE	6	grant funds and 20% of an administrator	Full time Professional Development Coordinator	Program Review Part 1	No Action/Insufficient funding	N/A				
Program Review - Administrative Planning and Development	2021 - 2024	\$18,000	STAFF - Classified Professional - I	EMP Goal 7, EMP Goal 1, EMP Goal 2	General Fund/CE	6	Stokes Innovative Learning Center (about 1%)	Stokes Center Program Director	Program Review Part 1	No Action/Insufficient funding	N/A				
Program Review - Administrative Planning and Development	2022 - 2023 Update	\$14,228	STAFF - Classified Professional - I	EMP Goal 1, EMP Goal 8	General Fund	1	None. Primarily focus College 4 the only is	8% of staff of 10 administrative staff of 40% for response	Program Review Part 1	No Action/Insufficient funding	N/A		Updated to Director of Research to better support the department		
Program Review - Administrative Planning and Development	2023 - 2024 Update	\$28,000	STAFF - Classified Professional - I	EMP Goal 1, EMP Goal 2, EMP Goal 3	Other/Transfere	2	None. The Office of Institutional Effectiveness	Reclassify Administrative Assistant II to Institutional Effectiveness	Assessment Review, Data Review, Program Review Part 1						

Department	Discipline	Year	\$ Amount Requested	Resource Type	Request Justification	Request in EMP	Potential Funding Source(s)	This request for my area is Priority	What resources do we already have?	What resources do we need?	The evidence to support the request	Department Rank for	To what extent does this request support one or more	To what extent does this request	To what extent does this request support	To what extent is this request supported by OUTCOMES	DEPT RANKING Highest Rank = 10 Second	Rubric Total	Council Rank
AHWH	Program Rev	2021 - 2024	\$25,000.00	ITEM: Equipment, Tech	EMP Goal 10	Instructional Equipment Allocation,C		1	2	Speaker in the Little Theater	We need the speakers	Assessment Review,Program	1	1				10	10
COMM	Program Rev	2023 - 2024 Update	\$7,422.43	ITEM: Technology	EMP Goal 2,EM	General Fund,Instructional Equipment		1	1	The library currently has	In the absence of a libr	Program Review: Part 1	1	1				10	10
MATH	Program Rev	2021 - 2024	\$2,500.00	ITEM: Instructional sup	EMP Goal 3,EM	Equity,Department Regular Funding,4		2	2	We did receive upgrade	PCDS is requesting res	Program Review: Part 1, Da	1	1				10	10
So & Kin	Program Rev	2021 - 2024	\$8000	ITEM: Equipment, Tech	EMP Goal 7,EM	Instructional Equipment Allocation,L		1	1	Lab benches with the b	Replacement laborator	Program Review: Part 1	1	1				10	10
So & Kin	Program Rev	2021 - 2024	\$300	ITEM: Equipment, Tech	EMP Goal 7,EM	Instructional Equipment Allocation,L		1	1	Lab benches with the b	Replacement laborator	Program Review: Part 1	1	1				10	10
BEIT	Program Rev	2023 - 2024 Update	1000	ITEM: Equipment, Serv	EMP Goal 1,EM	CTE: Perkins (VTEA),CTE: Strong Work		6	6	Basic Equipment	Safesawid drying cabin	Data Review,Program Rev	1	1				10	10
AHWH	Program Rev	2023 - 2024 Update	\$25,000.00	ITEM: Technology	EMP Goal 11	General Fund		1	1	Classroom computer, p	A/V upgrades from AT&T	209 the Art Lab	2	2				8	8
COMM	Program Rev	2023 - 2024 Update	\$2,967.77	ITEM: Technology	EMP Goal 11	General Fund,Instructional Equipment		2	2	The library currently ha	The library reference d	Program Review: Part 1	2	2				8	8
SBS	Program Rev	2021 - 2024	\$2,500.00	ITEM: Instructional sup	EMP Goal 2,EM	Instructional Equipment Allocation,C		1	1	There are a limited num	Textbooks and Acces	Data Review,Program Rev	1	1				8	8
MATH	Program Rev	2023 - 2024 Update	1400	ITEM: Instructional sup	EMP Goal 7,EM	Instructional Equipment Allocation,C		2	2	Upgrade manikins to m	6-CPR feedback manik	Program Review: Part 1	2	2				8	8
So & Kin	Program Rev	2023 - 2024 Update	1400	ITEM: Instructional sup	EMP Goal 7,EM	Instructional Equipment Allocation,C		2	2	Upgrade manikins to m	6-CPR feedback manik	Program Review: Part 1	2	2				8	8
BEIT	Program Rev	2022 - 2023 Update	25000	ITEM: Instructional sup	EMP Goal 2,EM	CTE: Perkins (VTEA),CTE: Strong Work		1	1	We have many of the b	n order to meet indu	Assessment Review,Progr	2	2				8	8
AHWH	Program Rev	2021 - 2024	\$12,000.00	ITEM: Instructional sup	EMP Goal 2,EM	Instructional Equipment Allocation,C		2	2	We have a theatre spac	Specified budget for	Program Review: Part 1	3	3				6	6
COMM	Program Rev	2022 - 2023 Update	\$1,000.00	ITEM: Technology	EMP Goal 2,EM	Instructional Equipment Allocation,L		3	3	An OWL dedicated to	Program Review: Part 1	3	3				6	6	
SBS	Program Rev	2021 - 2024	\$2,700.00	ITEM: Equipment, Tech	EMP Goal 7	Instructional Equipment Allocation		1	1	none	Institutional License fo	Program Review: Part 1	3	3				6	6
So & Kin	Program Rev	2023 - 2024 Update	27500	ITEM: Equipment, Serv	EMP Goal 3,EM	Instructional Equipment Allocation,L		3	3	faulty fume hood in the	a replacement fume ho	Data Review,Program Rev	3	3				6	6
BEIT	Program Rev	2022 - 2023 Update	2000	ITEM: Technology	EMP Goal 3,EM	Other/None		1	1	Older, outdated compu	New Computer that inc	Data Review	3	3				6	6
AHWH	Program Rev	2023 - 2024 Update	\$2,500.00	ITEM: Equipment, Serv	EMP Goal 3,EMP Goal 12			1	1	none	Remote Desktop software (Apge)	for use in the IT	4	4				4	4
COMM	Program Rev	2023 - 2024 Update	\$7,422.43	ITEM: Technology	EMP Goal 2,EM	General Fund,Instructional Equipment		3	3	The library currently do	The library is requesti	Program Review: Part 1	4	4				4	4
So & Kin	Program Rev	2023 - 2024 Update	2000	ITEM: Equipment, Services, Software, Furn	EMP Goal 2,EM	Instructional Equipment Allocation		4	4	We have 20 old multime	We need 20 new BK Pr	Program Review: Part 2	4	4				4	4
BEIT	Program Rev	2023 - 2024 Update	7500	ITEM: Technology	EMP Goal 3,EM	Instructional Equipment Allocation,C		2	2	Old Classroom comput	New Classroom comput	Data Review,Assessment R	4	4				4	4
AHWH	Program Rev	2023 - 2024 Update	\$46,600	ITEM: Equipment, Serv	EMP Goal 3,EM	Instructional Equipment Allocation,L		3	3	A simple, single, web b	Norco College Art Gall	Data Review,Assessment R	5	5				2	2
COMM	Program Rev	2022 - 2023 Update	\$2,500.00	ITEM: Technology	EMP Goal 2,EM	Instructional Equipment Allocation		1	1	none	A smart board for the	Program Review: Part 1	5	2				2	2
So & Kin	Program Rev	2023 - 2024 Update	70000	ITEM: Instructional sup	EMP Goal 7,EM	Instructional Equipment Allocation,L		5	5	8 BIO-PACs for two labo	More BIO-PACs (basic	Program Review: Part 1	5	2				2	2
BEIT	Program Rev	2022 - 2023 Update	75520	ITEM: Equipment, Serv	EMP Goal 7,EM	Other/None,CTE: Strong Workforce		1	1	For the ELE-23, ELE-25	Multisim software and	Program Review: Part 1,Pr	5	2				2	2
AHWH	Program Rev	2023 - 2024 Update	\$80,000.00	ITEM: Technology	EMP Goal 11,EM	General Fund		4	4	The Art Gallery has mo	Art Gallery A/V Upgde	Program Review: Part 1	5	2				0	0
So & Kin	Program Rev	2023 - 2024 Update	1800	ITEM: Instructional sup	EMP Goal 7	Instructional Equipment Allocation,D		6	6	Current inventory alon	12-athletic tape, 15	Program Review: Part 1	6	0				0	0
BEIT	Program Rev	2022 - 2023 Update	2000	ITEM: Instructional sup	EMP Goal 3	Other/None		1	1	Before covid we had the	Lab aides in the classr	Program Review: Part 1	6	0				0	0
AHWH	Program Rev	2022 - 2023 Update	\$5,000.00	ITEM: Equipment, Serv	EMP Goal 12,Ad	General Fund,Other/None		2	2	Lights, curtains, sound	Scrim for the back of t	Program Review: Part 2	7	0				0	0
So & Kin	Program Rev	2023 - 2024 Update	7700	ITEM: Equipment, Serv	EMP Goal 3,EM	Instructional Equipment Allocation,L		7	7	24 Pasco Spectromete	14 Pasco Spectromete	Data Review,Program Rev	7	0				0	0
BEIT	Program Rev	2022 - 2023 Update	5000	ITEM: Instructional sup	EMP Goal 2,EM	Instructional Equipment Allocation,C		4	4	Lab supplies, fingerpri	Medis, non-durable lab	Data Review,Assessment R	8	0				0	0
So & Kin	Program Rev	2023 - 2024 Update	350	ITEM: Equipment, Services, Software, Furn	Lottery Instructional Supplies,Instru			8	8	N/A	We need 20 sets of Ex	Program Review: Part 2	8	0				0	0
BEIT	Program Rev	2023 - 2024 Update	1400	ITEM: Technology	EMP Goal 5,EM	Instructional Equipment Allocation		2	2	Computer and monitor	new computer and mo	Data Review	8	0				0	0
So & Kin	Program Rev	2023 - 2024 Update	4000	ITEM: Instructional sup	EMP Goal 7,EM	Instructional Equipment Allocation,L		9	9	Old anatomy models, n	Additional anatomy m	Program Review: Part 1	9	0				0	0
BEIT	Program Rev	2022 - 2023 Update	3000	ITEM: Equipment, Serv	EMP Goal 10	Department Regular Funding		1	1	Software used in the	Department Regular Fu	Program Review: Part 1	9	2				0	0
So & Kin	Program Rev	2022 - 2023 Update	25000	ITEM: Instructional sup	EMP Goal 7,EM	Instructional Equipment Allocation,D		10	10	Many of our Lifetime C	600-Jump Ropes (RMP)	Program Review: Part 1	10	0				0	0
BEIT	Program Rev	2023 - 2024 Update	1500	ITEM: Instructional sup	EMP Goal 1,EM	CTE: Perkins (VTEA),Lottery Instruc		4	4	CERT Supplies	Additional CERT Suppl	Data Review,Program Rev	10	0				0	0
So & Kin	Program Rev	2021 - 2024	6000	ITEM: Instructional sup	EMP Goal 3,EM	Lottery (VTEA),Supplies,Instru		11	11	We currently have 2 Ga	Supplies to run instrum	Data Review,Program Rev	11	0				0	0
BEIT	Program Rev	2022 - 2023 Update	25000	ITEM: Instructional sup	EMP Goal 2,EM	CTE: Perkins (VTEA),CTE: Strong Workforce Project (SWP),Other/None		11	11	Classroom IT-124 and A	Assessment Review,Progr	Data Review,Program Rev	12	0				0	0
So & Kin	Program Rev	2023 - 2024 Update	350	ITEM: Equipment, Services, Software, Furn	Instructional Equipment Allocation			12	12	N/A	We need 10 Friction Pad	Attachments to go with	12	0				0	0
BEIT	Program Rev	2022 - 2023 Update	14100	ITEM: Equipment, Serv	EMP Goal 2,EM	CTE: Perkins (VTEA),CTE: Strong Work		5	5	Fuming Hood, Microsc	Instructional Equipment	Assessment Review,Progr	12	0				0	0
So & Kin	Program Rev	2021 - 2024	85000	STAFF: Classified Prof	EMP Goal 3,EM	General Fund		13	13	3 Full-Time Laboratory	1 Full-Time Laboratory	Program Review: Part 1	13	0				0	0
BEIT	Program Rev	2023 - 2024 Update	3000	ITEM: Equipment, Serv	EMP Goal 7	CTE: Perkins (VTEA)		1	1	none	Amatrol and Siemens	Program Review: Part 2	13	0				0	0
So & Kin	Program Rev	2022 - 2023 Update	4000	ITEM: Instructional sup	EMP Goal 4,EM	Instructional Equipment Allocation,D		14	14	Resistance Training Mat	2 Sets of Portable Squ	Program Review: Part 1	14	0				0	0
BEIT	Program Rev	2022 - 2023 Update	3000	ITEM: Equipment, Serv	EMP Goal 10	Instructional Equipment Allocation		1	1	Old ugly chairs in the	New chairs in the class	Program Review: Part 1	14	0				0	0
So & Kin	Program Rev	2023 - 2024 Update	450	ITEM: Equipment, Serv	EMP Goal 1,EM	Instructional Equipment Allocation,L		15	15	none	10 batteries for Pasco	Data Review,Program Rev	15	0				0	0
BEIT	Program Rev	2022 - 2023 Update	4500	ITEM: Equipment, Serv	EMP Goal 9	CTE: Perkins (VTEA),CTE: Strong Work		2	2	13 studio 5000 perpetu	Studio 5000 Perpetual	Program Review: Part 1	15	0				0	0
So & Kin	Program Rev	2023 - 2024 Update	2000	ITEM: Equipment, Services, Software, Furn	Instructional Equipment Allocation			16	16	N/A	We need a moment of m	edia accessories kit for our	16	0				0	0
BEIT	Program Rev	2022 - 2023 Update	2800	ITEM: Instructional sup	EMP Goal 9	CTE: Perkins (VTEA),CTE: Strong Work		1	1	One facemask that is u	Two more facemasks	Program Review: Part 1	16	0				0	0
So & Kin	Program Rev	2023 - 2024 Update	1500	ITEM: Equipment, Serv	EMP Goal 10	Instructional Equipment Allocation,L		17	17	Old rolling whiteboard	New rolling white board	for IT 128	17	0				0	0
BEIT	Program Rev	2022 - 2023 Update	50000	ITEM: Technology	EMP Goal 3,EM	Instructional Equipment Allocation,C		1	1	1 Desktop	Laptops for students, m	Program Review: Part 1,Pr	17	0				0	0
So & Kin	Program Rev	2023 - 2024 Update	55	ITEM: Instructional sup	EMP Goal 7	Instructional Equipment Allocation,D		18	18	Current bucket of shee	7 buckets (10)-sheep h	Assessment Review	18	0				0	0
BEIT	Program Rev	2023 - 2024 Update	1000	ITEM: Instructional sup	EMP Goal 7,EM	CTE: Strong Workforce Project (SWP)		17	17	ADJ Brochures with od	New brochures with od	Data Review,Assessment R	18	0				0	0
So & Kin	Program Rev	2023 - 2024 Update	75000	ITEM: Equipment, Serv	EMP Goal 1,EM	Lottery Instructional Supplies,Depart		19	19	Two stockroom prepara	additional cabinetry, sh	Data Review,Program Rev	19	0				0	0
BEIT	Program Rev	2022 - 2023 Update	20000	ITEM: Instructional sup	EMP Goal 2,EM	CTE: Perkins (VTEA),CTE: Strong Workforce Project (SWP),Other/None		20	20	For Robotics Software v	Robotics Software: AB	Assessment Review,Progr	19	0				0	0
So & Kin	Program Rev	2023 - 2024 Update	1600	ITEM: Equipment, Services, Software, Furn	Instructional Equipment Allocation			20	20	Alcohol Based Glass	We need 2 Vernier Go	Direct Temperature Probe	20	0				0	0
BEIT	Program Rev	2023 - 2024 Update	15000	ITEM: Equipment, Serv	EMP Goal 6,EM	CTE: Strong Workforce Project (SWP)		5	5	Small cotter	Small cotter	Program Review: Part 1	20	0				0	0
So & Kin	Program Rev	2023 - 2024 Update	700	ITEM: Instructional sup	EMP Goal 7,EM	Instructional Equipment Allocation,L		21	21	Microscope slides, man	Replacement microscop	Program Review: Part 1	21	0				0	0
BEIT	Program Rev	2022 - 2023 Update	250	ITEM: Equipment, Services, Software, Furniture	Instructional Equipment Allocation			21	21	Just general line item	None. Well maybe a printer	Program Review: Part 1	21	0				0	0
So & Kin	Program Rev	2023 - 2024 Update	3000	ITEM: Instructional sup	EMP Goal 7	Instructional Equipment Allocation,D		22	22	Current First Aid suppl	Sterile nonadherent p	Program Review: Part 1	22	0				0	0
BEIT	Program Rev	2023 - 2024 Update	24000	ITEM: Equipment, Serv	EMP Goal 1,EM	Instructional Equipment Allocation,L		23	23	1 white board and updat	Digital white board and	IT 128 lab with	23	0				0	0
So & Kin	Program Rev	2022 - 2023 Update	5000	ITEM: Equipment, Serv	EMP Goal 1,EM	Other/None		23	23	Updated lab curriculum	New, updated lab curri	Program Review: Part 1	23	0				0	0
BEIT	Program Rev	2023 - 2024 Update	75600	ITEM: Equipment, Serv	EMP Goal 7,EM	CTE: Strong Workforce Project (SWP)		1	1	For the ELE-25 and ELE	PCB software and Psp	Program Review: Part 1,Pr	23	0				0	0
So & Kin	Program Rev	2023 - 2024 Update	10000	ITEM: Equipment, Services, Software, Furn	Instructional Equipment Allocation			24	24	N/A	We need 10 Vernier Go	Direct Gas Pressure Sensor	24	0				0	0
BEIT	Program Rev	2022 - 2023 Update	5000	ITEM: Instructional sup	EMP Goal 1,EM	CTE: Perkins (VTEA),Other/None		5	5	Textbooks for some AD	Additional textbooks	Data Review,Program Rev	24	0				0	0
So & Kin	Program Rev	2023 - 2024 Update	900	ITEM: Equipment, Serv	EMP Goal 12	Instructional Equipment Allocation,C		25	25	Printer in IT 128 lab	Replacement printer in	IT 128 lab classroom	25	0				0	0
BEIT	Program Rev	2023 - 2024 Update	32175.92																

## Report of Effectiveness 2022-2023

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### **Governance Entity:**

Academic Council

### **Charge:**

#### **Purpose:**

The Academic Council (AC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to instructional programs, career technical education (CTE), educational partnerships (e.g., prison education and dual enrollment), library and learning support services. The AC provides leadership and retains responsibility for ACCJC Standards IIA/B, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The AC makes recommendations to the College Council and the Vice President of Academic Affairs. Recommended membership provided to the appointing bodies for AC is based on subject-area knowledge and experience. The College recognizes that these are recommendations only and that appointments are made solely by the appointing bodies.

#### **The AC charge:**

The Academic Council (AC) is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below. Operational items are to be handled at the departmental, task force, project team, or work group level often determined by job title or functional area of responsibility.

- Objective 1.1: Go from 7,366 to 8,759 total FTES
- Objective 1.3: Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.). Shared with Student Support Council.
- Objective 2.1: Increase number of degrees completed by 15% annually
- Objective 2.3: Decrease AA degree unit accumulation from 88 to 74 total units on average
- Objective 2.7: Increase number of students who complete transfer level math and English by 20% per year
- Objective 6.1: Establish and expand relationships with regional educational institutions
- Objective 6.4: Work toward reducing recidivism through incarcerated student education
- Objective 6.8: Stimulate regional arts development
- Objective 7.7: Build and support academic support services to improve student success
- Objective 9.5: Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time

#### *The AC is responsible to:*

- Provide guidance and recommendations on instructional planning and operational issues including class scheduling, enrollment management, program development, learning support services, special programs development, and educational policy matters.
- Foster the development of new educational programs in accordance with the Education Master Plan and the developing needs of the community and industry partners.
- Provide guidance and recommendations on implementation of Guided Pathways procedures related to teaching and learning, student equity, retention, and success.

- In consultation with the VPAA and the School Deans, establishes annual scheduling priorities, goals, and objectives for the Academic Affairs division, based on the goals and objectives from each school as determined through the program review process.
- Implement, review, and make recommendations to the pertinent sections of the College strategic plan.
- Review and recommend revisions to the Academic Affairs program review as part of the College program review process.
- Provide guidance and recommendations on accreditation efforts in support of continuous improvement leading to full accreditation, including the development of the Institutional Self-Evaluation Report and the annual accreditation report required by the Commission.
- Oversees instructional support including the library, learning resource center, instructional laboratories.
- Provide guidance and recommendations to foster Distance Education expansion and continuous quality improvement.
- Provide guidance and recommendations on the publication of the College schedule of classes and catalog.
- Provide guidance and recommendations to support and grow Career Technical Education, Prison Education, Dual Enrollment, Credit for Prior Learning (including the Military Articulation Platform), Community Education, Workforce Development, and Noncredit Education.
- Oversees enrollment management activities related to setting and achieving annual FTES/FTEF targets; improving student access, success, completion as well program efficiency and effectiveness, including room utilization and instructor workload.

### **Sponsoring Council/Senate:**

College Council

### **Co-chairs:**

Carol Farrar, Ph.D., Vice President of Academic Affairs | Administrator co-chair

Daren Koch | Classified co-chair

*pending* | Faculty co-chair

### **Members:**

*Member list reflects the updated charter (fall 2023 update)*

Carol Farrar	VPAA (Co-Chair)
Quinton Bemiller	DOI, Schools of CHL   SBS   VAPA
Peggy Campo	DOI, Schools of SciKin   MECS&GD
Ashley Etchison	DOI, Schools of AT&P   Bus & Man   H&PS (CTE)
Damon Nance	Dean, Library & Learning Resources
Kiandra Jimenez	Faculty   School of CHL
Melissa Wilson	Faculty   School of SBS
Kim Kamerin	Faculty   School of VAPA
Monica Gutierrez	Faculty   School of SciKin
<i>vacant</i>	Faculty   School of MECS&GD
Paul VanHulle	Faculty   School of AT&P
Patty Worsham	Faculty   School of Bus & Man
Mike Leese	Faculty   School of H&PS
Zina Chacon	Faculty   Guidance Department
<i>vacant</i>	Faculty   Distance Education
Daren Koch	Classified Professional (Co-Chair)
Nelya Parada	Classified Professional
<i>vacant</i>	Classified Professional
Jose Orozco	Student   ASNC
Dilraj Grewal	Student   ASNC (Non-voting)

## **Evaluation of the Survey of Effectiveness:**

*Self-evaluate the effectiveness of the Committee/Council planning and decision-making processes through the Survey of Effectiveness*

### **Effectiveness of the council planning and decision-making**

**Council planning and meeting functionality:** The vast majority of council members (90%+ of respondents) agreed that the council meetings were well organized, well run, and that their participation was encouraged.

**Council work and decision-making | alignment of council work to the council purpose and college mission:** While the majority of council members found alignment in the work of the council to the council purpose (73%) and to the college mission (80%), only 67% of respondents saw the work of the council as impactful regarding EMP goal achievement and KPI attainment.

**Conclusion:** To improve the connection of the council work to the achievement of the college EMP goals and attainment of KPIs, The Academic Council established an Annual Calendar to agendaize the review and discussion of the EMP goals and KPIs. Coordination with Institutional Effectiveness is required to provide the official data to be discussed.

## **EMP Goal Alignment and Objective Alignment:**

*List- responsible EMP goals and Objectives and self-report on EMP objective progress and appropriate objective assignment.*

The Academic Council Annual Calendar provides a timeline to address the areas of Council responsibility, including EMP Objective and KPI attainment. Full implementation of the Calendar is anticipated in the 2023-2024AY.

“The Academic Council (AC) is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below. Operational items are to be handled at the departmental, task force, project team, or work group level often determined by job title or functional area of responsibility.” [language from Charter]

List of EMP objectives and KPIs assigned to Academic Council

- EMP Objective 1.1 | KPI 1: Go from 7,366 to 8,759 total FTES

*Data from CCCCCO datamart | credit and non-credit FTES combined*

*Note: CCCCCO datamart FTES values are estimates and differ from 320 report and college/district tracking (Power BI)*

2019-2020AY

- college FTES target EMP: 7,366 FTES;
- actual FTES production (datamart): 7,977 FTES
- actual FTES production (PowerBI): 7,870 FTES

2022-2023AY (most recent data available in CCCCCO datamart)

- the college FTES target EMP: 8,172 FTES
- actual FTES production (datamart): 6,416 FTES
- actual FTES production (PowerBI): 6,276 FTES

2023-2024AY

- the college FTES target EMP: 8,459 FTES
- the college target has shifted per district/college planning; current college target is to regain the FTES generated in 2019-2020: 7,440 FTES (target) and 7,870 (achieved) by 2024-2025AY
- college on track for operational target



- EMP Objective 1.3 | KPI 3: Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.). Shared with Student Support Council.  
The college is growing in the special population enrollments.
- EMP Objective 2.1 | KPI 4: Increase number of degrees completed by 15% annually  
Not agendized
- EMP Objective 2.3: Decrease AA degree unit accumulation from 88 to 74 total units on average  
Not agendized
- EMP Objective 2.7: Increase number of students who complete transfer level math and English by 20% per year  
Not agendized
- EMP Objective 6.1: Establish and expand relationships with regional educational institutions  
The college is working to strengthen relationships with our major feeder High School District and expand offerings; is growing enrollments at the CRC; establishing a relationship with juvenile justice.
- EMP Objective 6.4: Work toward reducing recidivism through incarcerated student education  
Enrollments are growing at the CRC; and a new program is being created for incarcerated juveniles.
- EMP Objective 6.8: Stimulate regional arts development  
Not agendized
- EMP Objective 7.7: Build and support academic support services to improve student success  
Not agendized
- EMP Objective 9.5: Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time  
The VPAAAs districtwide are planning a review of reassign time 23-24AY

### **Assessment of Scope and Deliverables:**

Self-assess the completion of the charter's scope and deliverables during the academic year

The Academic Council Annual Calendar provides a timeline to address the areas of Council responsibility; and should be reviewed and updated as part of continuous improvement efforts. Establishment of formal mechanisms of review and communication of deliverables would improve connection of Council work and the attainment of college EMP objectives and KPIs.

List of Scope & Expected Deliverables from AC Charter:

1. Provide guidance and recommendations on instructional planning and operational issues including class scheduling, enrollment management, program development, learning support services, special programs development, and educational policy matters.
2. Foster the development of new educational programs in accordance with the Education Master Plan and the developing needs of the community and industry partners.
3. Provide guidance and recommendations on implementation of Guided Pathways procedures related to teaching and learning, student equity, retention, and success.

4. In consultation with the VPAA and the School Deans, establishes annual scheduling priorities, goals, and objectives for the Academic Affairs division, based on the goals and objectives from each school as determined through the program review process.
5. Implement, review, and make recommendations to the pertinent sections of the College strategic plan.
6. Review and recommend revisions to the Academic Affairs Plan as part of the College program review process.
7. Provide guidance and recommendations on accreditation efforts in support of continuous improvement leading to full accreditation, including the development of the Institutional Self-Evaluation Report and the annual accreditation report required by the Commission.
8. Oversees instructional support including the library, learning resource center, instructional laboratories.
9. Provide guidance and recommendations to foster Distance Education expansion and continuous quality improvement.
10. Provide guidance and recommendations on the publication of the College schedule of classes and catalog.
11. Provide guidance and recommendations to support and grow Career Technical Education, Community Education, Workforce Development, and Noncredit Education.
12. Oversees enrollment management activities related to setting and achieving annual FTES/FTEF targets; improving student access, success, completion as well program efficiency and effectiveness, including room utilization and instructor workload.

## Student Support Council Resource Requests Totals - ITEMS

Unit	What resources do you need?	Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data. (New to 2023-24 update)	Council Member Rank	Council Final Rank	2023-2024 notes	Council Member 1	Council Member 2	Council Member 3	Council Member 4	Council Member 5	Council Member 6	Council Member Rubric Total
<a href="#">StudentServices: Disability Resource Center</a>	Update to system/funding for new multi-year license		1					16	4	20	30	17.5
<a href="#">StudentServices: Advising and Counseling</a>	New computers with dual monitors, new ergonomically sound chairs, adjustable (i.e. standing) desks.		2					16	8	16	24	16
<a href="#">StudentServices: Disability Resource Center</a>	4 CCTV Camera's- in the DRC Testing Center	The DRC office previously used the back room as a testing space that was equipped with CCTV cameras.&nbsp;  Construction occurred to add several private offices in that space and the cameras disappeared.&nbsp;  Seeking 4 CCTV cameras in the DRC testing center to deter students from possible misconduct during testing.	2					16	4	24	20	16
<a href="#">StudentServices: Disability Resource Center</a>	a laptop card with 25 laptops to loan to students. Many DRC students report not having access to basic technology tools. This poses a secondary challenge when those students are approved for assistive software but do not have computers to install the software needed to use those programs. Having a laptop card would address these issues by 1) providing our students with the necessary technology to complete their coursework, AND 2) allowing our office to preload the laptops with necessary assistive software programs so they are ready for use by students immediately.		4					11	0	16	28	13.75
<a href="#">StudentServices: Athletics</a>	Lights for the Soccer Field		5					18	6	6	24	13.5
<a href="#">StudentServices: Disability Resource Center</a>	In order to provide students with up to date technology and software that meets their disability-related needs, we need to regularly update our software and technology needs.		6					12	0	20	19	12.75
<a href="#">StudentServices: Disability Resource Center</a>	We are requesting an additional 5 desktop computers for the testing space. Many faculty members have transitioned their exams to Canvas and we need the tools to be able to provide students with their testing adjustments upon our return to the college campus.-Still needed		7					11	0	16	20	11.75
<a href="#">StudentServices:Student Life</a>	Golf Cart for food distribution and mobile Food Pantry set ups throughout the campus.	Students who benefit from Basic Needs represent all of the major on campus. As a result, STEM students and art students need access to food, shelter and resources equally. By developing a rotating schedule whereby our mobile Food Pantry Cart (aka: golf cart) can be positioned at the West End Quad or the STEM Center, as easily as in the middle of campus, is a benefit to students who have not found their way to the Engagement Center. This is an effort to reduce working poverty (EMP Goal 5), as well as expanding access to much needed resources.	8			10	10	14	10	4	20	11.33333
<a href="#">StudentServices: EnrollmentServices</a>	Office Supplies for 2021-2024		9			8	8	9	8	8	19	10
<a href="#">StudentServices: Disability Resource Center</a>	5 air purifiers to ensure a safe and clean office environment when staff, faculty and students return to campus.		10					8	0	20	11	9.75
<a href="#">StudentServices: Disability Resource Center</a>	3 V-Go virtual student robots. These devices would allow a student to attend an in-person class remotely. It would be used for extremely rare circumstances but the DRC already has a few students who would likely need a similar service if and when we return to majority in-person instruction.		10					12	0	12	15	9.75
<a href="#">StudentServices: Disability Resource Center</a>	6 surface pros. During our remote college environment, we used surface pros to proctor students remotely. However, those surface pros are the property of the chemistry and biology departments. When we return to campus we will not have access those devices. They were an absolutely necessary resource to proctor students remotely. When not being used for that purpose, we can use them in the office for assistive technology trainings.		12					8	0	16	14	9.5
<a href="#">StudentServices: Athletics</a>	New Ice Maker at the Athletic Field	The Ice Maker assist in the health and safety of our student athletes. Our Certified Athletic Trainer uses the ice for the rehabilitation of our student athletes, as well as to keep them hydrated during practices and games.	13					12	0	0	13	6.25



Student Support Council Resource Requests Totals - STAFF			Rubric Totals									
Unit	What resources do you need?	Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data. (New to 2023-24 Update)	COUNCIL MEMBER RANK	Council Final Rank	2023-2024 notes	Council Member 1	Council Member 2	Council Member 3	Council Member 4	Council Member 5	Council Member 6	Council Member rubric total
	Due to the unique roles of this position and the inability of other staff in the office to absorb these roles, this position needs to be permanent reclassified to an alternate media coordinator. Though that is an HR process, our office will need the funding to absorb the increase in salary. The employee in this position is currently receiving a differential for these extra duties and we anticipate requesting a formal reclassification once the Classified employee classification and compensation is completed.											
<a href="#">StudentServices: Disability Resource Center</a>			17			20	6	22	26	20	26	20
<a href="#">StudentServices: EnrollmentServices</a>	Increase hours of Customer Service Clerk to full time (SFS)		17			15	28	15	18	24	20	20
<a href="#">StudentServices: EnrollmentServices</a>	1 FT Business Systems Analyst		19			18	20	18	16	18	28	19.666667
	1 FT Manager (Director, Academic Advising and Student Success)	This is a request to hire a Director, Academic Advising and Student Success.&nbsp;This position aligns with multiple EMP goals related to implementing Guided Pathways, expanding college access, closing equity gaps, sustaining community partnerships, and expanding the Norco College workforce to support a structure that ensures student success.  This position would be responsible for the administrative direction and oversight for all functions and activities of Engagement Centers, including educational advising, workshops, career and transfer assistance, onboarding, and intervention programs needed to enhance student persistence and success.&nbsp;In particular, this position would be responsible for ensuring the delivery of high-quality services related to the implementation of Guided Pathways and a Student Success Team model.&nbsp;Associated activities include coordinating a holistic student support process, embedding career and transfer programming and engagement into the student journey, as well as making sure students are connected with resources and supports related to physical and mental health, financial stability, and support networks.										
<a href="#">StudentServices: Advising and Counseling</a>			20			23	11	23	18	10	30	19.166667
<a href="#">StudentServices: EnrollmentServices</a>	Student Services Technician (1FTE- A&R)		21			23	8	21	18	22	22	19
<a href="#">StudentServices:Student Health</a>	0.2 FTE permanent increase to Full-Time Medical Administrative Assistant		22			18	30	18	11	18	18	18.833333

Student Support Council Resource Requests Totals - STAFF			Rubric Totals									
Unit	What resources do you need?	Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data. (New to 2023-24 Update)	COUNCIL MEMBER RANK	Council Final Rank	2023-2024 notes	Council Member 1	Council Member 2	Council Member 3	Council Member 4	Council Member 5	Council Member 6	Council Member rubric total
	Resource Specialist to work with local non-profits and government agencies to assist students with receiving Basic Needs not offered at NC.	<p>Basic needs centers are intended to be points of contact for students across California's higher education systems—the University of California (UC), the California State University (CSU), and the California Community Colleges (CCC)—for services such as food pantries, housing assistance, and access to safety net programs like CalFresh. Even though the CCCs enroll a higher proportion of low-income students than UCs and CSUs, funding for and implementation of these centers on community college campuses have lagged; (<a href="https://www.ppic.org/blog/basic-needs-centers-at-california-colleges-can-help-fight-student-hunger/">https://www.ppic.org/blog/basic-needs-centers-at-california-colleges-can-help-fight-student-hunger/</a>); (<a href="https://www.ppic.org/blog/basic-needs-centers-at-california-colleges-can-help-fight-student-hunger/">https://www.ppic.org/blog/basic-needs-centers-at-california-colleges-can-help-fight-student-hunger/</a>).</p> <p>&lt;p&gt;The Basic Needs &amp; Wellness Center is positioned to help 100s of students. However, with the help of 1 to 2 more staff members, they could help 1,000s of NC students annually. This would help bridge the Equity Gap (Goal 3), as well as reduce working poverty and the skills gap&amp;nbsp;among our students (Goal 5).&lt;/p&gt;</p>										
<a href="#">StudentServices:Student Life</a>			23			16	28	20	16	13	19	18.666667
	Administrative Assistant I, The Veterans Resource Center will have a new building with little staff. In addition, Norco College has created the Military Articulation Platform (MAP). MAP is a cloud-based system that allows Norco College to match military training with college courses and give veterans the college credit they deserve based on their prior military completed training. MAP is currently being utilized by various community colleges in CA and is being reviewed by the CCCCO. With MAP and the new building, staffing is going to be a necessity.											
<a href="#">StudentServices: Veterans</a>			24			20	14	18	20	18	21	18.5
	1 PT Academic Evaluation Specialist to equally distribution workload. Workload has increased with the implementation of Credit for Prior Learning.											
<a href="#">StudentServices: EnrollmentServices</a>			25			18	6	18	26	22	19	18.166667
<a href="#">StudentServices: Advising and Counseling</a>			26			20	8	22	20	8	30	18
<a href="#">StudentServices:Student Health</a>	Funding for a Full-Time Registered Nurse		27			16	28	16	14	16	16	17.666667
<a href="#">StudentServices: Advising and Counseling</a>	FT Employment Placement Coordinator		28			18	10	17	25	16	19	17.5
<a href="#">StudentServices:Student Life</a>	Students Activity Clerk		29			18	10	18	25	14	19	17.333333
<a href="#">StudentServices: Athletics</a>	Supplement Salary and Benefits to Make the Certified Athletic Trainer a 12-month Full-Time position		30			22	10	18	19	22	12	17.166667
<a href="#">StudentServices: Veterans</a>	1 FT Director of VRC		31			18	14	18	18	14	19	16.833333
<a href="#">StudentServices:Student Health</a>	Funding for Part-Time Associate Marriage Family Therapist		32			14	24	8	18	12	24	16.666667
<a href="#">StudentServices:Student Health</a>	Funding for a Full-Time Associate Social Worker (Professional Expert)		33			14	26	14	14	14	16	16.333333
<a href="#">StudentServices: Athletics</a>	Part-Time Athletic Compliance Officer		34			19	8	20	14	12	20	15.5
<a href="#">StudentServices: EnrollmentServices</a>	Assistant Director of Admissions and Records		34			16	8	16	18	13	22	15.5

Student Support Council Resource Requests Totals - STAFF			Rubric Totals									
Unit	What resources do you need?	Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data. (New to 2023-24 Update)	COUNCIL MEMBER RANK	Council Final Rank	2023-2024 notes	Council Member 1	Council Member 2	Council Member 3	Council Member 4	Council Member 5	Council Member 6	Council Member rubric total
<a href="#">StudentServices: Athletics</a>	Athletics is requesting sufficient funding to cover the stipends of 1 head coach per Varsity team, along with 3 asst. coaches for both soccer teams, and 1 asst. coaches for both cross country teams. (Men's & Women's Cross Country Coaches Stipends: \$20,696.00 and Men's & Women's Soccer Coaches Stipends: \$39,200.00).		36			22	8	15	20	12	12	14.833333
<a href="#">StudentServices: Athletics</a>	We need resources to pay for a 50% Athletic Eligibility Clerk		37			20	8	15	22	8	15	14.666667
<a href="#">StudentServices:Student Health</a>	Part-time Nurse Practitioner (Professional Expert)		38			11	22	11	16	11	16	14.5
<a href="#">StudentServices: Athletics</a>	Student Assistant Salaries		39			16	4	14	22	4	18	13
<a href="#">StudentServices: Athletics</a>	2 Part-Time Athletic Academic Counselors to work with student-athletes, as well as athletes in club sports, such as Esports, Karate, Rugby, etc.		40			8	6	12	4	8	24	10.333333
<a href="#">StudentServices: Athletics</a>	Part-Time Athletic Educational Advisor		41			14	0	7	16	0	24	10.166667
<a href="#">StudentServices: EnrollmentServices</a>	Student Services Technician	R does not have a Student Services Technican as compared to RCC and MVC. This position would allow more flexibility in A&R to perform detailed level of work.	42			4	4	4	15	4	20	8.5
<a href="#">StudentServices: Athletics</a>	Two Women's Assistant Basketball Coaches		43			6	0	7	8	6	12	6.5
<a href="#">StudentServices: Athletics</a>	Two Women's Assistant Volleyball Coaches		44			4	0	7	8	4	12	5.833333
<a href="#">StudentServices: Athletics</a>	Academic Success Coordinator, Athletics		45			0	0	11	3	0	16	5
<a href="#">StudentServices: Athletics</a>	Head Women's Basketball Coach		46			3	0	8	2	3	12	4.666667
<a href="#">StudentServices: Athletics</a>	Head Women's Volleyball Coach		47			2	0	8	2	2	12	4.333333
<a href="#">StudentServices: Athletics</a>	To compete at the highest level of athletics and to coincide with the potential opening of the new Center for Human Performance and Kinesiology Building, Athletics is in need of a Strength and Conditioning Coach to help our students get to their ultimate fitness level so they will be ready to transfer to a four-year university and compete at the Division I level.		47			8	4	6	0	8	0	4.333333
<a href="#">StudentServices: Athletics</a>	Full Time Athletic Director		47			4	2	4	0	4	12	4.333333
<a href="#">StudentServices: Athletics</a>	Athletic Equipment Manager		50			2	0	7	2	2	12	4.166667
<a href="#">StudentServices: Athletics</a>	Head Men's Basketball Coach		51			2	0	8	0	2	12	4
<a href="#">StudentServices: Athletics</a>	Two Assistant Men's Basketball Coaches		52			0	0	5	6	0	12	3.833333
<a href="#">StudentServices: Athletics</a>	Two Assistant Men's Volleyball Coaches		53			0	0	5	4	0	12	3.5
<a href="#">StudentServices: Athletics</a>	Head Men's Volleyball Coach		54			0	0	8	0	0	12	3.333333
<a href="#">StudentServices: Athletics</a>	Director of Sports Information		55			0	0	1	0	0	12	2.166667

**Student Support Council Resource Requests Totals - BUDGET**

Unit	What resources do you need?	Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data. (New to 2023-24 update)	COUNCIL MEMBER RANK	Council Final Rank	2023-2024 notes	Council Member 1	Council Member 2	Council Member 3	Council Member 4	Council Member 5	Council Member 6	Council Member Rubiric total
<a href="#">StudentServices: Disability Resource Center</a>	We need a large enough testing space to accommodate the growing number of DRC students. If a space can be identified, it could serve as a multipurpose testing location for the entire college (eg. students without disabilities who need to take makeup exams could utilize it as well). Note: the associated costs would need to be determined by facilities. Need 5 cubicles, 3 private offices, 20 testing spaces with 2 private testing rooms, and a high-tech center with 11 computers.		1			25	21	21	25	21	30	23.83333333
<a href="#">StudentServices:Student Life</a>	Increase budget for Commencement		2			24	16	16	24	16	28	20.66666667
<a href="#">StudentServices:Student Life</a>	Cubicle and office space for Basic Needs and Wellness student assistants, interns, and private meetings to discuss sensitive topics.	The state and its higher education systems have committed to developing on-campus resources to fight student hunger. As part of their effort to eliminate food insecurity and improve college affordability, basic needs centers need robust systems to help low-income students access the nation's primary food assistance program. Given complex and shifting state and federal policies around student eligibility, these centers play a vital role in helping students get much-needed support ( <a href="https://www.ppic.org/blog/basic-needs-centers-at-california-colleges-can-help-fight-student-hunger/">https://www.ppic.org/blog/basic-needs-centers-at-california-colleges-can-help-fight-student-hunger/</a> ) Space allocation is needed to assist staff members in achieving their goal of reducing working poverty among our students (EMP Goal 3). Basic Needs and Wellness, like the entire college, is also committed to developing innovative new resources to build and sustain a comprehensive college.	3			20	20	20	20	20	19	19.83333333
<a href="#">Administrative: Student Services</a>	budget	To increase our enrollment and HS capture rate we need to invest into activities that engage K-12 stakeholders (e.g. open house, parent nights, HS visitations, K-12 partners)	4			19	16	17	18	16	28	19
<a href="#">Administrative: Student Services</a>	Funding	The Black Student Network is under the umbrella of the Black Student Care project team, which does not have dedicated funding. In Spring 2023, the Black Student Care Network was launched using a \$5,000 Foundation grant. The goal is to institutionalize this work so that there is infrastructure and support for activities and growth.	5			18	16	16	19	16	28	18.83333333
<a href="#">StudentServices:Student Health</a>	COVID Block grant funding for Contact Tracer thru 12/31/2024	The health of student's play an important role in supporting student learning. Students with health problems are two&nbsp;times more likely than their peers to leave their institution based on research data obtained from Healthy Minds Study. While we are able to incorporate, follow, and&nbsp;aligning with California Department of Public Health guidelines, the contact tracer helpsp to support and maintain the well-being of the student's health first.	6			17	17	16	17	17	25	18.16666667
<a href="#">StudentServices: Disability Resource Center</a>	High Tech Center with 11 computers	DRC Needs a high tech center with the latest technologies to support the growing number of DRC students being served in the office.&nbsp;The program does not have&nbsp;adequate space to support 700+ students with high tech needs. Data collected via the office substantiates the demand for such services.	7			18	18	18	12	18	22	17.66666667
<a href="#">StudentServices:Student Health</a>	Funding for facility build-out		8			17	17	17	17	17	19	17.33333333
<a href="#">StudentServices: EnrollmentServices</a>	\$150 to purchase membership for Latino Network of Riverside		9			18	14	14	18	14	25	17.16666667
<a href="#">StudentServices: Athletics</a>	Two Portable Classroom/Office Modulars for Coaches Offices and Athletic Training Room		10			15	13	20	16	13	22	16.5
<a href="#">StudentServices:Special Programs</a>	Funds to fight hunger among foster youth-Corral daily meal vouchers		11			13	13	13	13	13	30	15.83333333
<a href="#">Administrative: Student Services</a>	Fund	Ensuring we are able to fully support a two-year college promise for our eligible full-time students.	12			14	12	12	12	12	30	15.33333333
<a href="#">StudentServices: Athletics</a>	Sufficient Departmental Budget for Athletics and its Programs		13			16	13	13	15	13	19	14.83333333
<a href="#">StudentServices: Disability Resource Center</a>	Professional Development Funds		14			12	12	12	18	12	20	14.33333333
<a href="#">Administrative: Student Services</a>	budget	Targeting advertising/marketing to reach potential students and re-engage students lost.	15			12	7	7	14	7	26	12.16666667
<a href="#">StudentServices: Equity Programs</a>	Retreat Supplies and equipment for Men of Color		16			7	7	7	7	7	21	9.33333333





## Report of Effectiveness 2022-2023

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**Governance Entity:**

Student Support Council

**Charge:**

The Student Support Council (SSC) is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below. Operational items are to be handled at the departmental, task force, project team, or work group level often determined by job title or functional area of responsibility.

**Sponsoring Council/Senate:**

College Council

**Co-chairs:**

Natalie Aceves, Classified Professional

Jethro Midgett, Faculty

Dr. Kaneesha Tarrant, Administrator

**Members:**

Natalie Aceves, Melissa Bader, Samantha Cannon, Caroling Hutchings, Amy Kramer, Elizabetj Lopez, Lisa Martin, Daniela McCarson, Jethro Midgett, Brittney Sanchez, David Schlanger, Sheree Summers, Kaneesha Tarrant, Kimberly Thomas

**Evaluation of the Survey of Effectiveness:**

Council members rated the council positively across all metrics.

**EMP Goal Alignment and Objective Alignment:**

Objective 1.2 - Go from 14,624 headcount to 16,581 total headcount

Objective 1.3 - Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)

Objective 1.4 - Increase capture rates from feeder high schools by 4% annually Objective 2.4 - Increase number of transfers 15% annually

Objective 2.5 - Increase the number of first-time, full-time enrolled students from 508 to 900

Objective 2.6 - Increase percent of students who receive financial aid from 73% to 81%

Objective 3.1 - Reduce the equity gap for African American students by 40% Objective 3.2 - Reduce the equity gap for Latinx students by 40%.

Objective 3.3 - Reduce the equity gap for Men of Color by 40%.

Objective 3.4 - Reduce the equity gap for LGBTQ+ students by 40%.

Objective 3.5 - Reduce the equity gap for Foster Youth students by 40%.

Objective 5.1 - Increase the median annual earnings of all students

Objective 5.2 - Increase percent of CTE students employed in their field of study by 3% annually

Objective 5.3 - Increase percent of all students who attain a livable wage by 5% annually •

Objective 6.3 - Expand partnerships with regional veterans' services and support organizations •

Objective 6.6 - Develop regional outreach and recruitment systems Objective 7.4 - Develop and

implement plan for expanded athletics offerings Objective 7.6 - Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.

Objective 11.1 - Design intuitive and simple student onboarding system

Objective 11.2 – Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle (“from recruitment to alumni”)

### **Assessment of Scope and Deliverables:**

The Student Support Council is responsible for a significant number of EMP Objectives. In the 2022-23 academic year the council focused on approving charters for committees and workgroups that aligned with the college’s EMP and objectives and resource request prioritization. Other deliverables included:

- The council spent time focused on KPI 3 and discussing key strategic efforts to increase HS capture rate through dual enrollment, outreach, College Promise and Norco Advantage.
- Equity was addressed through the HOTEPE equity audit and discussion of the key findings. The Council identified an area of focus; however, did not fully implement the planned activity. Moving forward, the council will need to ensure a dedicated group is responsible for operational ideas.
- A key effort the council played a role in was the recommendation to support the name change for the Counseling Department to the Academic Counseling and Career Development Center in support of the school reorganization proposal.
- Clearly identifying the tracking and reporting of all the objectives the Student Support Council is responsible for continues to be an area of focus for improvement given the meeting structure the council must work within.
- Integration and facilitation of Guided Pathways planning.

# KEY PERFORMANCE INDICATORS

## 1 THRU 7

COLLEGE COUNCIL



**NORCO**  
COLLEGE

# KPI 1: GO FROM 7,366 TO 8,759 FTES

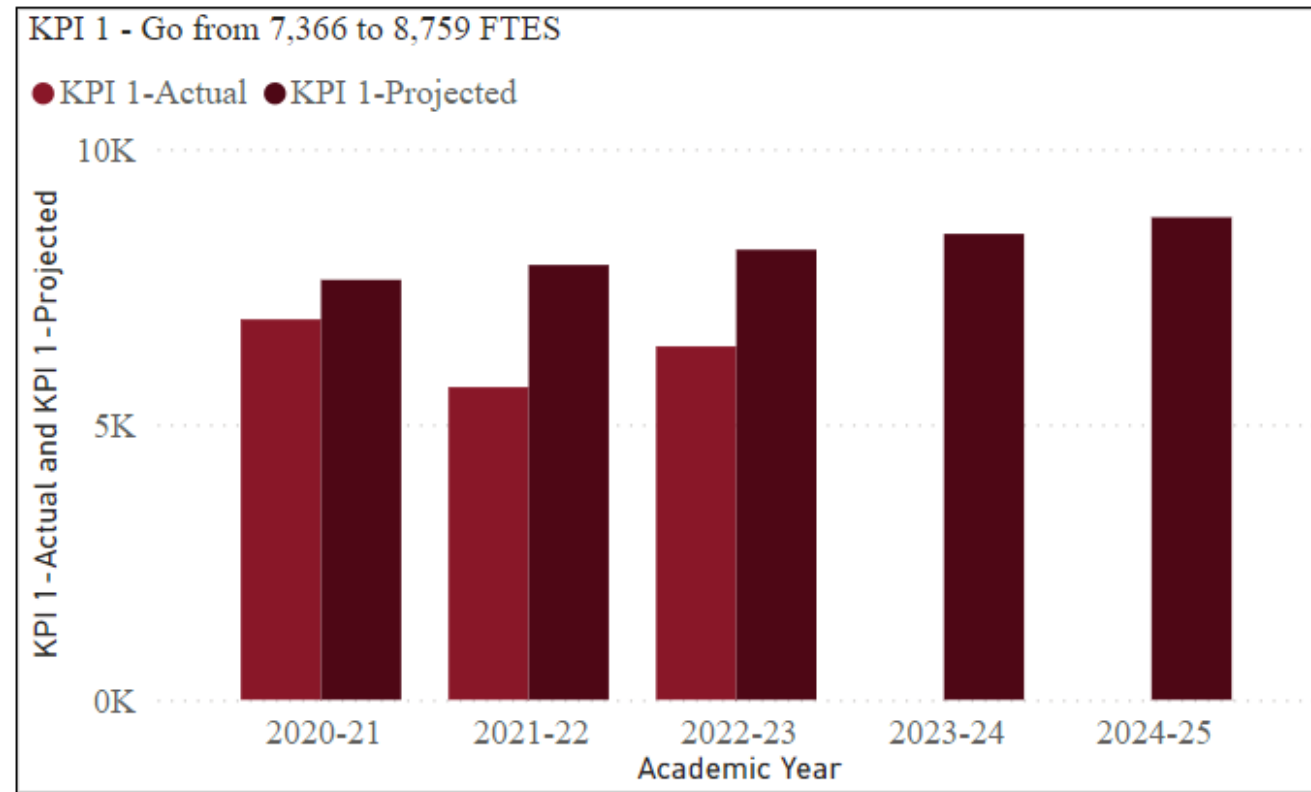
## Highlights 2022-23

- Actual = 6417
- Projection = 8172

## Focus

- Significantly below target but starting to rebound.

WHAT IS FTES (Full Time Equivalent Student)?  
1 FTES is the equivalent of 1 student taking 15 units for two semesters



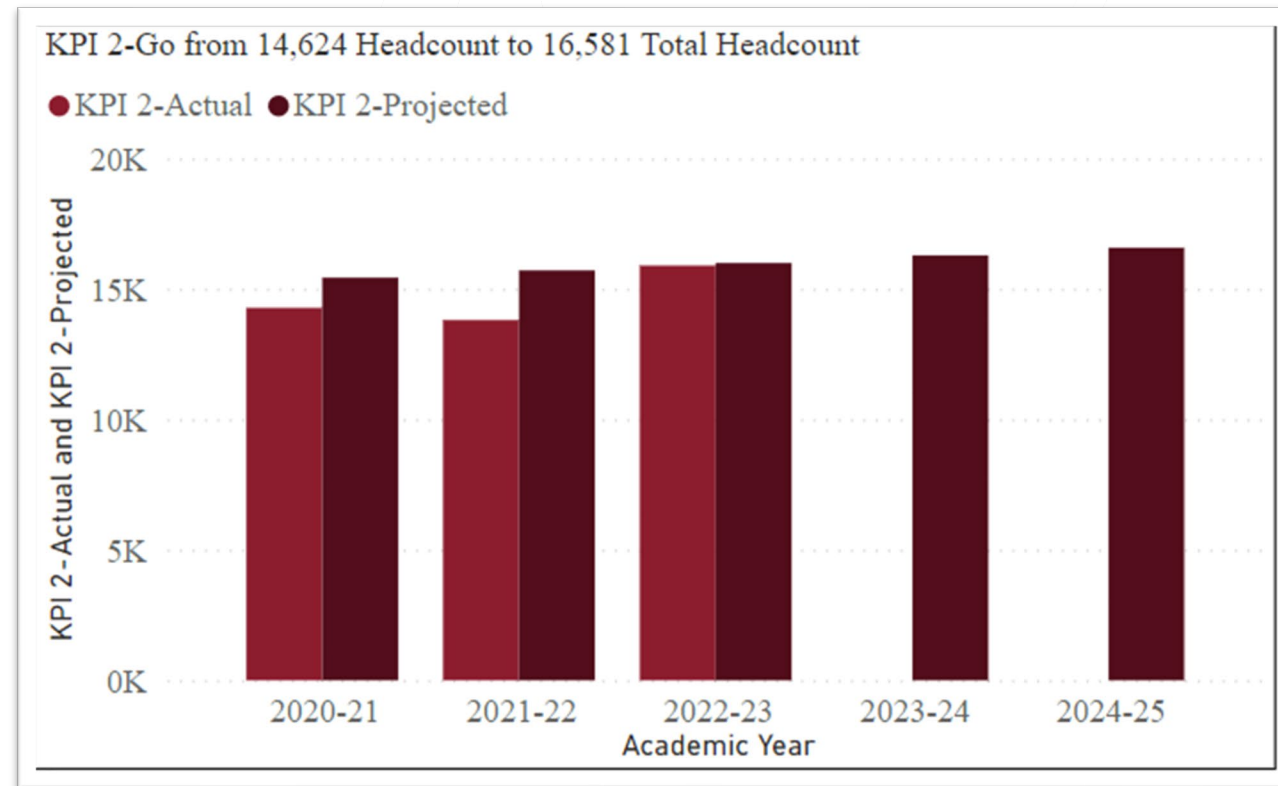
# KPI 2: GO FROM 14,624 HEADCOUNT TO 16,581 TOTAL HEADCOUNT

## Highlights 2022-23

- Actual = 15,899
- Projection = 15,996

## Focus

- First year that we are (almost) meeting target



# KPI 1 AND 2: ACTION PLAN

- Workgroup is creating a Strategic Enrollment Management Plan for Norco College with two goals
  - Focus on the entire student journey
  - Enrollment management is a college-wide responsibility
- Key Points:
  - Grounded in the Loss Momentum Framework:
    - Connection, Entry, Progression, Completion, Transition
  - Key Strategic Efforts:
    - Online, Noncredit, Dual Enrollment, Rising Scholars

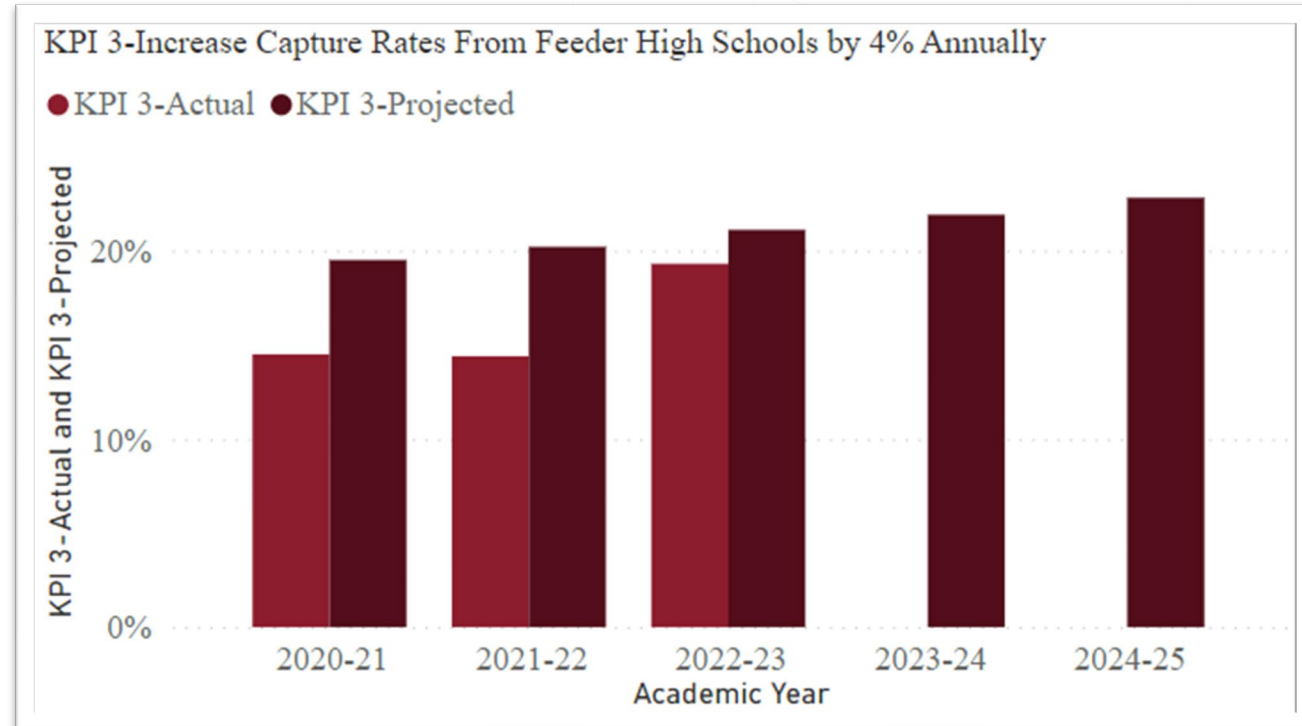
# KPI 3: INCREASE CAPTURE RATES FROM FEEDER HIGH SCHOOLS BY 4% ANNUALLY

## Highlights 2022-23

- Actual = 19.3%
- Projection = 21.1%

## Focus

- Strong trend toward closing gap



# KPI 7: INCREASE THE NUMBER OF FIRST-TIME FULL-TIME ENROLLED STUDENTS FROM 508 TO 900

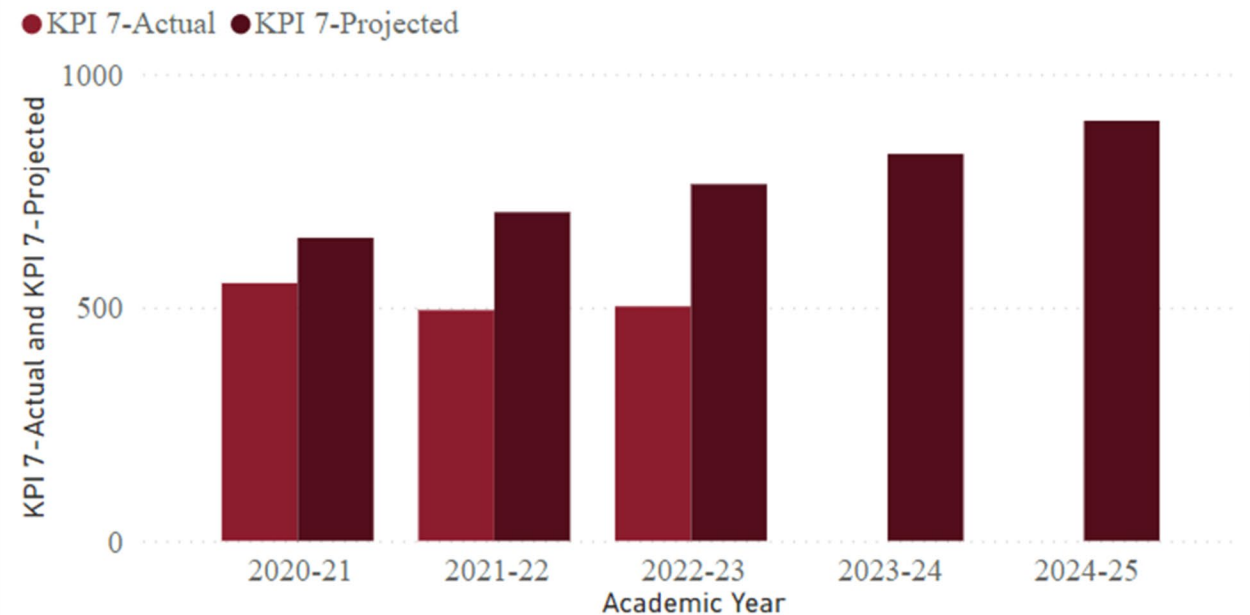
## Highlights 2022-23

- Actual = 502
- Projection = 764

## Focus

- Number of FTFT has plateaued, but the % has plummeted

KPI 7-Increase the Number of First-Time Full-Time Enrolled Students from 508 to 900



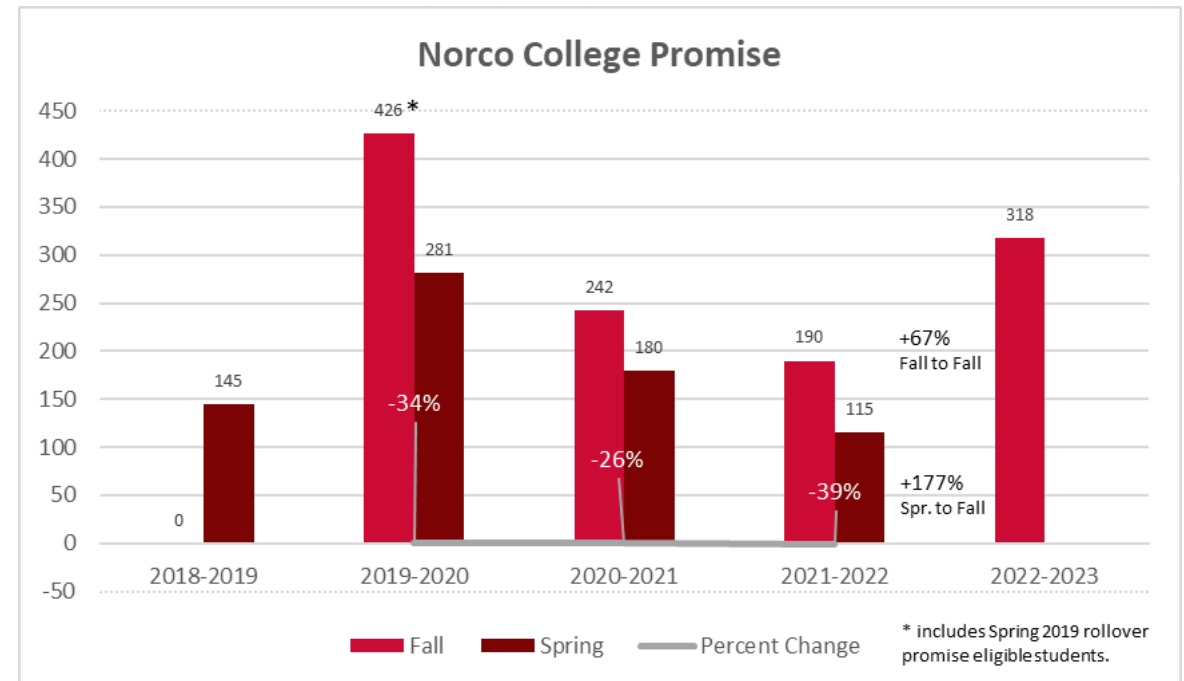


# KPI 3 AND 7 ACTION PLAN

- Workgroup established through Student Support Council to reimagine and improve Norco Advantage and the Promise Program by end of Fall 2023
- Promise Program expanded from one year to two years in length (and reached full capacity in Fall 2023 with 410 students)

## Outreach Efforts

- High school & community tabling
- Regular on-campus tours
- New outreach events calendar
- Application workshops, Information workshops (including parent nights), and In-person orientations (on and off campus)



## **Action Plan:** Further Funding Permitted

- ✓ Maintain 2-Year Promise Program
- ✓ Integrate CNUSD partners in new student planning and onboarding efforts

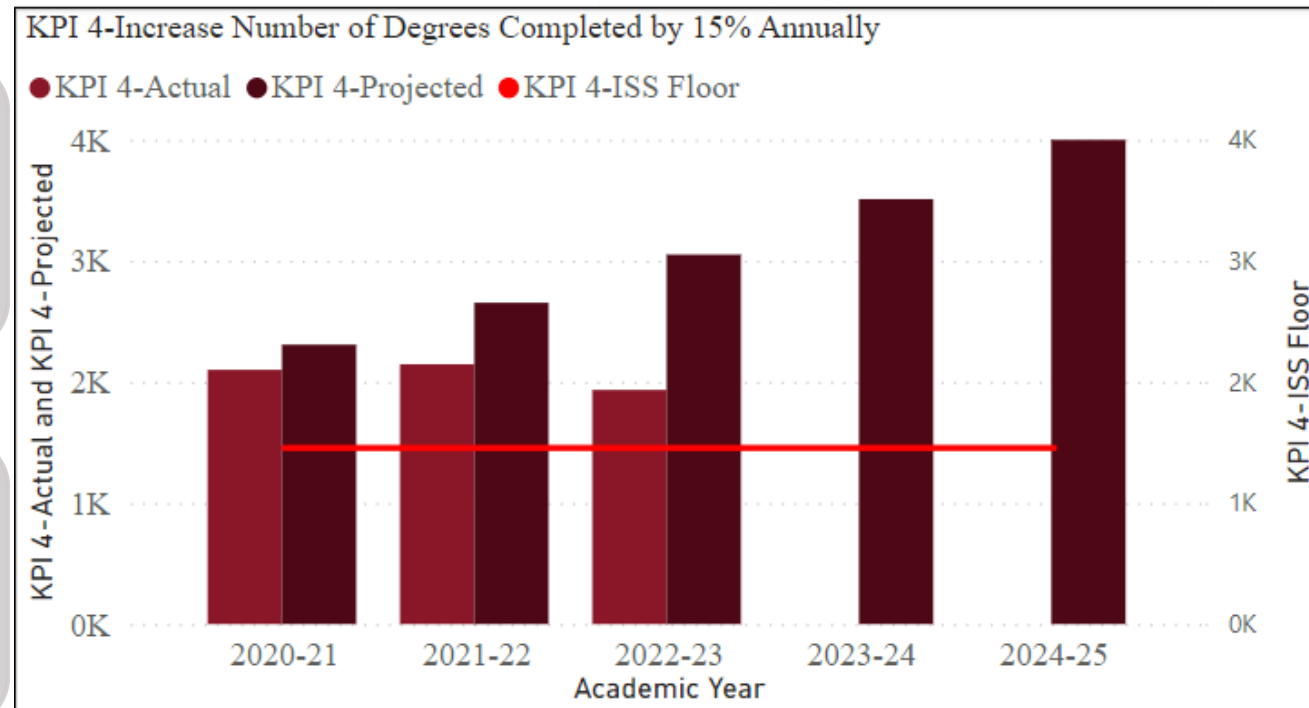
# KPI 4: INCREASE NUMBER OF DEGREES COMPLETE BY 15% ANNUALLY

## Highlights 2022-23

- Actual = 1934
- Projection = 3052

## Focus

- 36% below projection



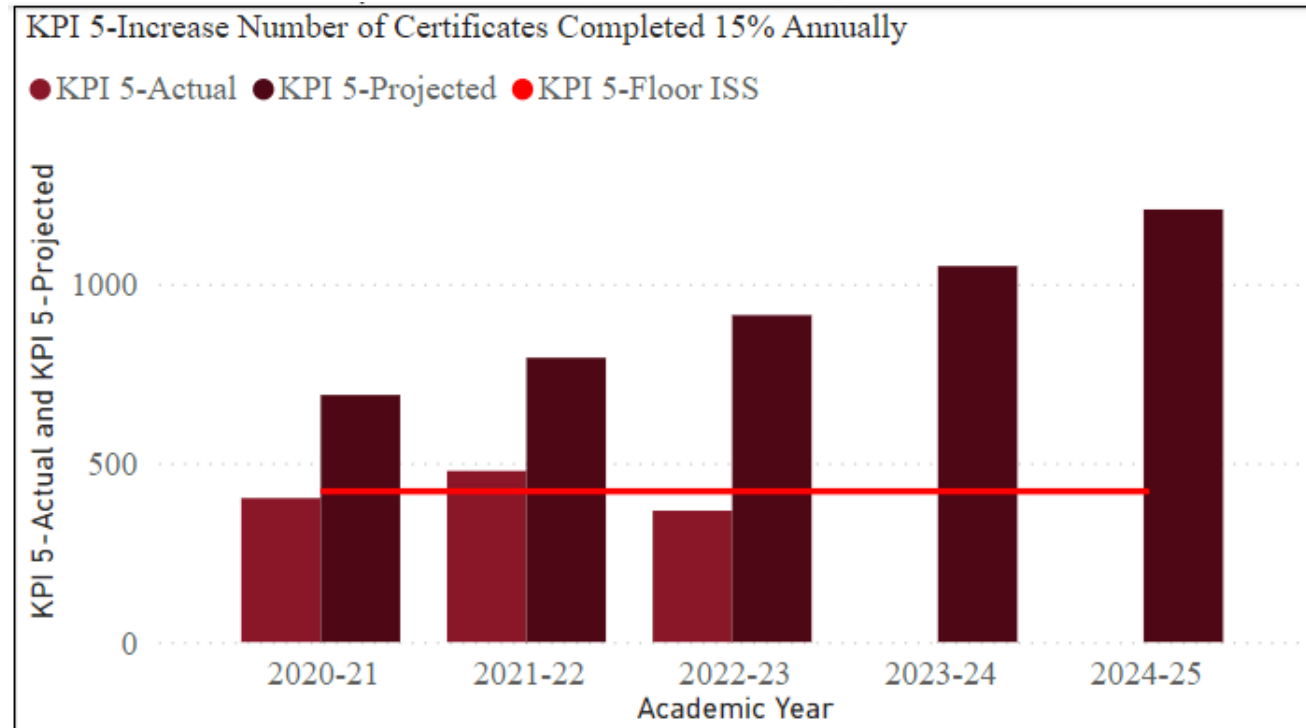
# KPI 5: INCREASE NUMBER OF CERTIFICATES COMPLETED BY 15% ANNUALLY

## Highlights 2022-23

- Actual = 367
- Projected = 913

## Focus

- Below ISS
- 60% below projection



# KPI 4 & 5 TAKE-AWAYS

## KPI 4 & 5 Take Aways:

- Enrollment is improving however, we are seeing a delayed effect from the pandemic.
- APC has moved to year-round scheduling to help students plan and ensure courses are available when they need them, according to course rotations.
- The Pathways & Enrollment Management Workgroup are addressing retention, success and completion strategies.
- Recommendation: reevaluate Institutional Set Standards post-pandemic.

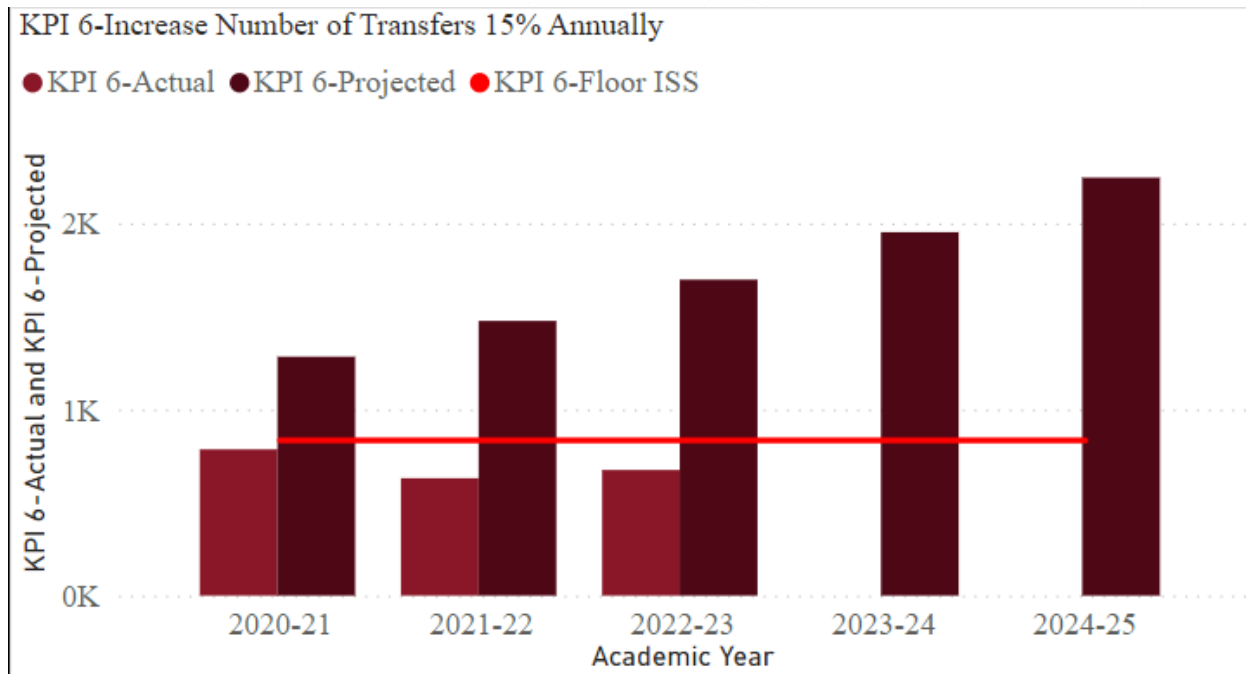
# KPI 6: INCREASE THE NUMBER OF TRANSFERS BY 15% ANNUALLY

## 2022-23 Highlights

- Actual= 675
- Projection= 1698

## Focus

Below ISS of 834



<https://www.norccollege.edu/sd/ie/ir/Pages/strategic.aspx>

# KPI 6 VOLUME OF TRANSFER STUDENTS - ACTION PLAN

- Expand transfer support by incorporating additional educational advisors to support Transfer Center services.
- Increase support during peak transfer application periods.
- Increase Transfer Center workshop availability.
- Enhance Transfer Center reception support by developing one centralized reception desk for both Transfer Center and the Academic Counseling & Career Development Center.
  - Answer general questions
  - Make referrals
  - Schedule appointments/workshops
- Address students concerns about the costs of transferring to a university.
- Develop case management model to reduce "housekeeping barriers" (application, FAFSA, TAU, transcript, IGETC/CSUGE cert deadlines) that impede students transfer.7/29/2024

**RCCD**

RIVERSIDE COMMUNITY  
COLLEGE DISTRICT

# Educational Master Plan

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**2023-2048**

**MORENO  
VALLEY  
COLLEGE**

**NORCO  
COLLEGE**

 **RCC**  
RIVERSIDE CITY COLLEGE

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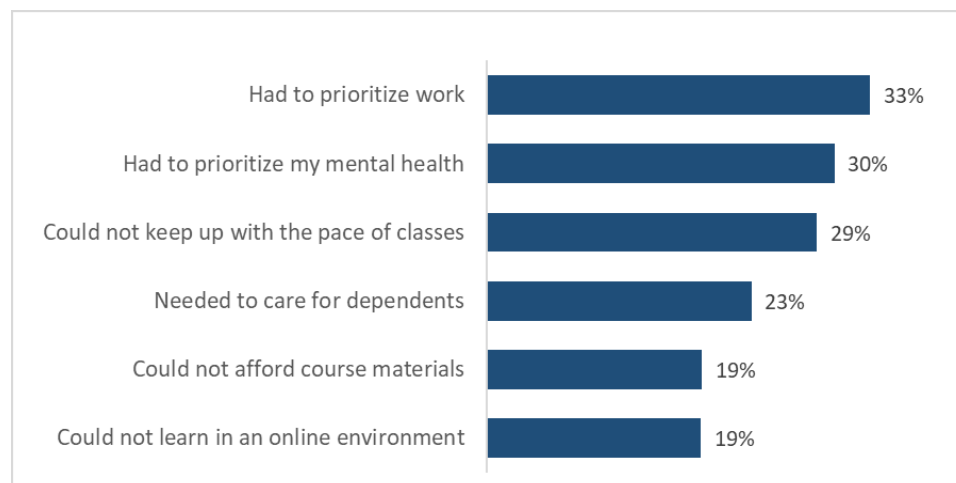
## Introduction

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

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

This health crisis also compounded the changes to the funding structure of the California community college as part of AB 705 that requires community college districts and colleges “to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe,” to replace the English and math placement mechanisms used by institutions, and to reduce or eliminate funding for nontransferable math and English classes. With district funding contingent on certain performance requirements of AB 705, which demand a tremendous institutional effort and restructuring to meet, the health crisis also had a significant enrollment impact on nearly all California community colleges. The Public Policy Institute of California reported (October 2022) that the California community college system lost more than 300,000 students from fall 2019, over a 20% drop, which will have significant system-wide funding implications if enrollment does not increase. Furthermore, The RP Group’s Statewide College Attendance Survey reported that 33% of the students did not re-enroll because they prioritized work, 22% due to care for dependents, and 29% said they had difficulty keeping up with their classes. (See chart below.)

**Figure 1.***Top Reasons Previously Enrolled Students Dropped Class(es)*

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

As a result of these unprecedented and unparalleled shockwaves to the system, many of the long- and short-term planning documents the Riverside Community College District and its colleges have in place do not reflect the staggering changes that have occurred to the organization; moreover, these documents do not acknowledge the many instabilities that have arisen in the communities served by the district. Consequently, a comprehensive recalibration of the goals and the specific strategic targets that the district and its colleges have in place needs to happen. Most important, however, the district and the colleges need to re-think their enrollment goals and the strategies to attract and retain students in order to avoid a reduction in state funding and to serve more comprehensively the communities within the district. A significant part of this recalibration will necessarily involve partnerships with a number of local employers and institutions in the area of Workforce preparation. Most of the planning documents of the local public entities (cities and counties) and local school districts in the district's service area recognize and include Workforce preparation as a central area of emphasis. It is this emphasis that will allow the district to grow and to expand the educational opportunities for students if the district actively coordinates its planning with other public agencies.

## Purpose

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Currently the Riverside Community College District consists of three separately accredited colleges and the District Support Services. Each of the colleges has a separate, long-term educational masterplan designed to serve its particular student population and community and a strategic plan that implements its educational masterplan in five-year increments. Each college, to meet its accreditation standards, assesses its strategic planning process each year. Although the district has developed and implemented a strategic plan, it does not currently have an

educational master plan, one that serves several important functions. First, because it attempts to anticipate the future educational needs of the community (planning for 25 years in the future), a district educational masterplan provides the general vision, framework, and direction for the long-term planning activities of the colleges and centers. Having a district long-term vision and direction allows each college, using the District Educational Master Plan 2023-2048 as a guide, to develop and to implement concrete methods and distinct strategies, outlined in each college's Educational Master Plan and Strategic Plan, to fulfill its role in addressing the anticipated needs of the community the district serves. A District Educational Masterplan also provides clear direction for developing the District Strategic Plan, which outlines specific, concrete goals and activities for the district over a five-year period and which is assessed annually to ensure that progress occurs and/or to make the necessary adjustments to achieve the aim. Moreover, a District Educational Masterplan allows the Board of Trustees to plan for and to allocate future district resources based on concrete data and long-term planning, to hold the chancellor and the college presidents accountable for the success of the educational programs and student support services offered at the various sites in the district, and to coordinate long-term planning activities with state, county, and city entities—including governmental, educational, and business organizations in its service area.

The Riverside Community College District Educational Masterplan 2023-2048 offers a 25-year vision for the district. Its goals are long-term and more thematic in nature and incorporate the long-term planning activities of multiple agents. The plan attempts to strengthen the district's role as an active economic force in the region. Often not acknowledged by the general community, the Riverside Community College District functions as an economic engine for the area it serves. The plan also acknowledges the district's regional role in building an educational infrastructure that supports workforce retraining. In a district report, "The Economic Value of Riverside Community College District" (March 2022), a value analysis of the fiscal year 2019-20 indicates that the district added a total economic impact of \$952.3 million in income to the RCCD service area and supported 13,765 regional jobs—i.e., "one out of every 43 jobs in the RCCD service area is supported by the activities of the colleges and their students." The report also indicates that students with an associate degree from one of the colleges "will see an increase in earnings of \$8700 per year compared to a person with a high school diploma or equivalent working in California." The colleges and their instructional sites employ a great number of people, many with special training and high educational achievement. In FY 2019-20, the district employed 2,155 full-time and part-time faculty and staff, with 73% of them living within the district's service area. The graduates from these colleges and sites work in a variety of positions in the area. Many of the district's students have also transferred to other educational institutions in the area. In fact, the economic impact of the district's colleges and sites is an overlooked asset, one that has the potential to serve and to support the economic development of Inland Empire to a much greater degree. This educational masterplan provides a vehicle for the Riverside Community College District to integrate its planning activities—and its strong economic force—with the long-term planning activities of governmental agencies, four-year colleges and universities, and employers in the district's service area. It allows the district to coordinate its educational activities and workforce training with area partners to insure the long-term economic health of the area and to support its growth.

The Riverside Community College District, as it plans for the next 25 years, has a unique opportunity to transform the economic conditions for many under-represented groups. The National Center for Inquiry and Improvement (NCII), in its presentation at Norco College (September 14, 2023), offered important insight into the impact higher education has on issues of social justice and equity. NCII demonstrated that the percentage of female workers, who

represent 47% of the workforce in Riverside County, dominated the lowest paying jobs under \$23,837 per year. For example, female workers accounted for 56% of the sales jobs, 55% of the food preparation jobs, 65% of the personal care, and 81% of the healthcare support jobs, which average \$22,754 per year. Female workers made up 55% of the legal profession (jobs averaging \$80,446 per year, but only 42% of management jobs (averaging \$75,881 per year). The gender disparity in some of the better paying jobs (Computer and Mathematical, 31% of the workforce averaging \$68,129 per year) and the high percentage of low paying jobs demonstrate the economic value of helping women to enter the better educated workforce

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

The planning agenda for the district over the next 25 years can have a significant impact on social justice and social mobility. It can also contribute to the overall economic growth in the region. This general aim embodies and guides this plan.

## **Overview of Economic Conditions in the Inland Empire**

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

In 2021 industry jobs had 1.8 million employees, which is projected to increase by 7.7% over the next five years (the state only 3.6%). Certain industry jobs will show significant projected increases: Transportation/Warehousing 20.3%, Healthcare/Social Assistance 16.1%, Accommodation/Food Services 10.6%, Administration/Waste Management 11.1%, Construction 6.6%. Many of these jobs are in-demand—defined as 100 annual job openings over the next five years. Approximately 91,300 community-college-level job openings will develop from 2021 to 2026, a 38% increase. The assessment includes an average hourly pay rate for high-school graduates at \$19.92, for community-college-level jobs at \$26.96, for bachelor's degrees at \$38.64, and for advanced degrees at \$63.13. With the living wage calculated as \$22.46 for a single person per hour, those with community college training earn above the living-wage figure. However, the Public Policy Institute of California shows that the Inland Empire has the lowest per capita income level in the state (\$45,365 per year). One study from the College Excellence

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Program, the National Center for Inquiry and Improvement, contrasted unemployment rates and earnings by educational attainment. Although the study used U.S. Bureau of Labor Statistics from 2017, the data clearly show that the unemployment rate decreased significantly as an individual's level of education increased (4.6% for those with a high-school diploma versus 1.5% with a professional degree). Moreover, the median weekly earnings increased exponentially (\$712 per week for a high-school diploma and \$1836 for a professional degree).

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

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

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

In January 2021, Norco College completed its “Local Workforce Demand Assessment.” The study anticipates a 5.4% increase in population, which exceeds both the Inland Empire/Desert Region growth (4.3%), and the State of California (2.3%). The report indicates that the Norco College area will experience a 10.2% increase in industry employment from 2019-2024, with the industries projected to add the most employment are health care and social assistance (9,975 jobs, a 24.4% growth), transportation (8,207 jobs, a 18.2% growth), construction (4,654 jobs, a 18.2% growth), accommodation and food services (2,935 jobs, a 13.7% growth), government (2,171 jobs, a 5.7% growth), and administrative and support and waste management and remediation services (2,032 jobs, a 6.5% growth). The industries cited above are projected to account for 85% of the job growth in the Norco College area.

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

In the “2023 Workforce Demand Assessment, Inland Empire-San Bernardino Metro Sub-Region” report, the Inland Empire/Desert Regional Consortium identifies a number of potential high-quality jobs that offer some direction for other potential workforce training programs that all three colleges might consider. (See Table 1 below.) Although CTE does annual assessments, a more thorough review of each college’s existing workforce/CTE programs to determine if these programs correspond to the identified job demands in the area is needed.

**Table 1.**

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

Industry Groups (NAICS4)	2021 Jobs	2021-2026 Job Change	Growth Rate	Location Quotient	Average Earnings Per Job
<b>Transportation and Warehousing</b>					
Warehousing and Storage (4931)	118,368	28,605	24.20%	6.5	\$56,675
General Freight Trucking (4841)	29,493	3,453	11.70%	2.1	\$75,489
Couriers and Express Delivery Services (4921)	20,777	4,772	23%	2	\$52,795
Specialized Freight Trucking (4842)	7,803	1,284	16.50%	1.5	\$84,216
Freight Transportation Arrangement (4885)	4,344	854	19.60%	1.5	\$66,953
Support Activities for Air Transportation (4881)	2,928	383	13.10%	1.3	\$57,888
Other Support Activities for Transportation (4889)	1,114	126	11.30%	2.7	\$61,562
Other Pipeline Transportation (4869)	174	65	37.40%	1.9	\$138,611
<b>Construction</b>					
Building Equipment Contractors (2382)	34,284	3,875	11.30%	1.2	\$76,607
Foundation, Structure, and Building Exterior Contractors (2381)	27,298	2,190	8%	2.2	\$64,763

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<b>Health Care and Social Assistance</b>					
Outpatient Care Centers (6214)	21,455	5,644	26.30%	1.8	\$103,767
<b>Wholesale Trade</b>					
Grocery and Related Product Merchant Wholesalers (4244)	12,119	1,477	12.20%	1.4	\$84,966
Hardware, and Plumbing and Heating Equipment and Supplies Merchant Wholesalers (4237)	4,610	860	18.70%	1.5	\$79,813
<b>Administrative and Support and Waste Management and Remediation Services</b>					
Office Administrative Services (5611)	7,852	964	12.30%	1.3	\$79,552
Facilities Support Services (5612)	2,113	304	14.40%	1.2	\$81,650
<b>Manufacturing</b>					
Bakeries and Tortilla Manufacturing (3118)	4,190	330	7.90%	1.2	\$55,802
Grain and Oilseed Milling (3112)	799	140	17.50%	1.2	\$77,443
<b>Real Estate and Rental and Leasing</b>					
Automotive Equipment Rental and Leasing (5321)	2,479	526	21.20%	1.2	\$64,010

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

**Table 2.**

*What are the Occupations that Lead to “Good Jobs” with the Most Openings in Riverside County? (Source: National Center for Inquiry and Improvement)*

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

## Overview of the Workforce Preparation Programs in the Riverside Community College District

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The Inland Empire/Desert Centers of Excellence for labor market research worked with each college in the district to identify the local workforce needs assessment for the communities served by the colleges. A summary of those assessments is given above. An essential question for each college is as follows: Do the CTE programs offered at the college reflect and meet the workforce needs of the community served by the college? One of the primary goals of the workforce programs in the district is to offer in-demand and high-wage training programs. An “in-demand” job is defined as having at least 100 annual job openings in the region, and a “high-wage” job is currently defined as a minimum hourly wage of \$22.46 for a single person. The following charts reflect the number of Career/Technical Education programs in the district. How many of these programs meet the “in-demand and high-wage criteria” is unknown; each college needs to make that assessment a part of its program-review process. One of the key findings from the California Community College Attendance Decision Fall 2022 Survey indicates that colleges need to “make workforce connections more explicit to help students make informed decisions.” To accomplish this goal, each college needs to determine the viability of its current CTE programs. This assessment includes determining if the program has sufficient enrollment and if the program meets the high-skill, in-demand, and wage criteria for its training program. Part of this assessment involves a change in the basic philosophical outlook of CTE programs in the Riverside Community College District. As the California Workforce Pathways Joint Advisory Committee observes: “CTE continues to operate as an educational alternative, rather than as a mainstream and core educational component.” It is this change of outlook that can help to improve the low college-going rate in the Inland Empire region. However, as the district expands its Workforce training programs, training and recruiting of faculty in the job areas not currently offered in the district will be necessary to meet the demands of the changing labor market.



**Table 3.**

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

Award Count <b>TOP 2</b>	Year Ending					Grand Total
	2018	2019	2020	2021	2022	
05 Business and Management	670	802	862	1,020	1,167	4,521
21 Public and Protective Services	466	605	654	642	751	3,118
13 Family and Consumer Sciences	499	629	640	671	650	3,089
12 Health	606	507	455	459	485	2,512
09 Engineering and Industrial Technologies	282	463	284	239	272	1,540
07 Information Technology	149	183	129	209	180	850
06 Media and Communications	101	103	105	78	184	571
30 Commercial Services	99	147	128	47	71	492
10 Fine and Applied Arts	74	62	67	74	69	346
08 Education	35	29	28	48	36	176
14 Law	10	10	14	22	17	73
02 Architecture and Environmental Design	15	12	11	6	4	48
<b>Grand Total</b>	<b>3,006</b>	<b>3,552</b>	<b>3,377</b>	<b>3,515</b>	<b>3,886</b>	<b>17,336</b>

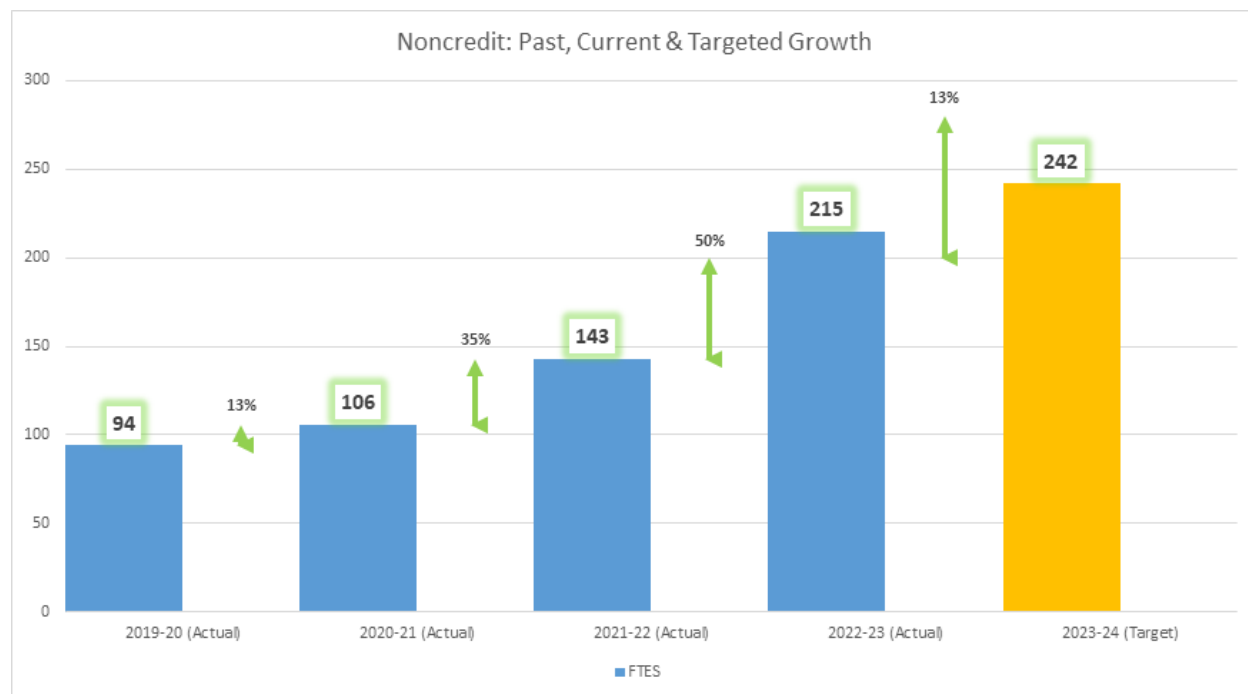
The top ten programs (by title) for each 2-digit TOP Code are found in Appendix A.

## Overview of Noncredit and Adult Education

In January 2022, the Riverside Community College District published its report on Adult Education and Noncredit within the district. The report summarizes the potential use of these options to increase the educational opportunities for communities served by the district in a number of areas: Elementary and Secondary Basic Skills, English as a Second Language, Short-term Vocational training, and Workforce preparation. These noncredit categories qualify for Enhanced Career Development and College Preparation funding. To receive this funding, the instruction must be part of a noncredit (CDCP) certificate. Also, in 2015, the legislature created the California Adult Education Program that developed 71 regional consortia to form a hybrid system of K-12 district adult schools, community colleges, county offices of education, and community partners to expand and to improve adult education. The Riverside Community College District is part of Riverside ABOUT Students that includes the K-12 districts within the district's service area. The district's January 2022 report provides a detailed analysis of possible expansion of noncredit instruction. Figure 1 shows the FTES for noncredit from 2019-20 to 2023-24 and outlines the noncredit training opportunities that the colleges within the district may wish to expand or to develop. The report makes nine (9) recommendations for noncredit planning and provides six (6) Noncredit Strategic Goals.

**Figure 2.**

*Noncredit: Past, Current & Targeted Growth*



## Overview of the High School Population Served by the District

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

A chart of the high-school graduation rates (2013-2021) for the feeder schools in Riverside Community College District reflects a slight decrease in the overall number of graduates (11,289 in 2013 to 10,799 in 2021). However, the report indicates that the overall graduation rates in the feeder districts have remained somewhat stable for over a decade. The chart below shows the specific numbers for each feeder district and high schools within the district. Unfortunately, the number of students enrolling in one of the three colleges has changed significantly. The pandemic years (2020 and 2021) show a significant reduction in the number of students from the district’s feeder schools enrolling in one of the colleges. In some cases, the number of students enrolling in one of the three colleges declined significantly from 2018 and 2019. The table provides the percentage reduction for each high school in the district.

However, from Fall 2017 to Fall 2022, the district experienced an increase in the number of students under 19 years of age (a 6.8% increase). For Fall 2022, these younger students represent 42.1% of the unduplicated headcount. All three colleges share this increase in the number of students 19 and under. The ratio of full-time to part-time students in the district has remained relatively steady. In Fall 2022, for example, full-time students populate 31.3% of the total enrollment. However, full-time students only take about 16.4% of the units taken in Fall 2022 at Norco and Moreno Valley colleges (a reduction from the pre-pandemic years) and 25.6%

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of the units taken at Riverside City College (a slight reduction from the pre-pandemic years). A more complete analysis of the district’s Access, Success, and Equity patterns that reflect some of the goals in the district’s strategic plan were compiled in November 2022 and are included in Appendix B.

Table 4 and Figure 2 provide a relatively comprehensive view of the age groups attending the Riverside Community College District. The 19 and under group, as stated above, has seen a significant increase in enrollment. This category also reflects the effort made by the colleges to increase the number of dual enrolled students with the local high schools. The chart also indicates that the district has lost significant enrollment in the 20-24 age group over the last few years of the pandemic.

### Analysis of Enrollment Trends in the Riverside Community College District

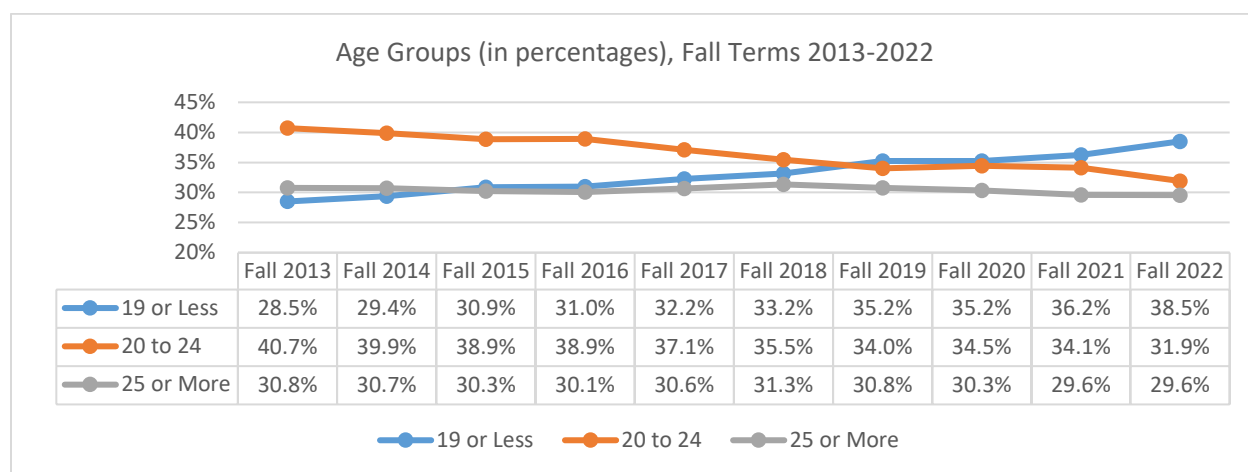
**Table 4.**

*Riverside Community College District Student Age Groups, Fall Terms 2013-2022*

Age Group	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
19 or less	10,525	10,977	11,880	12,261	13,565	14,375	15,672	14,161	12,669	14,858
20 to 24	15,026	14,903	14,957	15,413	15,608	15,354	15,133	13,856	11,930	12,312
25 or More	11,364	11,476	11,644	11,916	12,892	13,576	13,692	12,193	10,349	11,408
RCCD Total	36,915	37,356	38,481	39,590	42,065	43,305	44,497	40,210	34,948	38,578

**Figure 3.**

*Riverside Community College District Student Age Groups (in Percentages), Fall Terms 2013-2022*



Tables 5 and 6 offer a comprehensive analysis of the college-going rate of students in the district's service area. The data show that the rate has been relatively stable and that the percentage attending California community colleges has not changed a great deal. However, the number of students who attended college in the service area dropped back to 2014-15 levels during the 2019-20 academic year.

The College-Going Rate (CGR) is defined as the percentage of California public high school students who completed high school in a given year and subsequently enrolled in any public or private postsecondary institution (in-state or out-of-state) in the United States within 12 (or 16) months of completing high school. For these tables, we present the 12-month timeline.

College Going Rate differs from the locally derived Capture Rate (which will be discussed later). The capture rate is calculated as the proportion of first-time students at RCCD (under 20) from a particular school divided by the school high school graduates the previous year.

Tables 5 and 6 show the College Going Rate in the aggregate and then break out the same rates by college destination. Feeder district-level data can be found in Appendices C and D.

**Table 5.**

*Riverside Community College District Students Academic Year 2014-2020, Enrolled in College, College Going Rate*

Academic Year	High School Completers	Enrolled In College	College Going Rate
2014-15	12,099	6,544	54.1%
2015-16	12,299	6,963	56.6%
2016-17	12,018	7,122	59.3%
2017-18	12,199	7,519	61.6%
2018-19	12,152	7,090	58.3%
2019-20	12,262	6,731	54.9%
<b>Grand Total</b>	<b>73,029</b>	<b>41,969</b>	<b>57.5%</b>

**Table 6.**

*Riverside Community College District Students Academic Year 2014-2020, Enrolled in College, College Going Rate (in percentage)*

Academic Year	High School Completers	% UC	% CSU	% CCC	% Others	College Going Rate
2014-15	12,099	7.5%	11.9%	24.9%	9.8%	54.1%
2015-16	12,299	9.2%	12.1%	25.3%	10.1%	56.6%
2016-17	12,018	9.7%	11.5%	28.5%	9.5%	59.3%
2017-18	12,199	9.5%	11.5%	29.8%	10.8%	61.6%
2018-19	12,152	9.2%	11.6%	28.0%	9.6%	58.3%
2019-20	12,262	9.6%	11.0%	24.0%	10.3%	54.9%
<b>Grand Total</b>	<b>73,029</b>	<b>9.1%</b>	<b>11.6%</b>	<b>26.7%</b>	<b>10.0%</b>	<b>57.5%</b>

The information in Tables 7, 8, and 9 demonstrate how well the district has attracted students to one of the colleges or centers since 2013. Although the high-school graduation rate has remained somewhat stable, the percentage of students choosing to attend district colleges or centers has seen a clear reduction. In the California Community College Attendance Decrease Fall 2022 survey of over 75,000 previously enrolled and prospective students, several recurring themes appeared that help explain the reasons why. Students indicated that they “need to balance and to navigate complex lives,” that affordability was an important factor in their decisions not to enroll, and that they needed “more flexible course options and more financial assistance.” The survey indicated that previously enrolled students discontinued their educational goals for two main reasons: 33% had to prioritize work, and 29% could not afford to continue. Prospective students indicated that affordability (32%) and prioritizing work (29%) were the leading factors. Those who dropped classes said that prioritizing work (33%) and mental health (30%) were the dominant reasons for not attending. However, these same students value education with over 75% of the students stating that attending college was very important or somewhat important to them. The following charts show the capture rates for students within the Riverside Community College District.

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

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

**Table 7.**

*Riverside Community College District Capture Rate, 2013-2022*

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

**Table 8.***Riverside Community College District High School Graduates, 2013-2022*

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

**Table 9.***Riverside Community College District Captures from Feeder High School Districts*

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

Table 10 offers a more global view of the number of students attending the feeder schools within the Riverside Community College District. Although some grade-level fluctuations exist, in general the high-school population has remained somewhat stable over the last five years. This stability provides an opportunity for the district to improve its capture rate by developing new strategies to attract students, particularly those who enter the workforce without the necessary skills for high-skilled and living-wage jobs.

**Table 10.**

*Riverside Community College District Feeder High School Student Headcount by Grade Levels, 2018-2023*

<b>High School Student Headcount by Grade Levels</b>						
<b>School District</b>	<b>Grade Level</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Alvord	9	1,430	1,445	1,505	1,290	1,417
	10	1,455	1,432	1,436	1,531	1,233
	11	1,430	1,464	1,428	1,460	1,509
	12	1,517	1,423	1,504	1,463	1,443
Corona-Norco	9	4,383	4,348	4,334	4,246	4,273
	10	4,381	4,402	4,378	4,356	4,278
	11	4,288	4,369	4,376	4,417	4,332
	12	4,488	4,429	4,456	4,477	4,540
Jurupa	9	1,489	1,464	1,563	1,450	1,434
	10	1,541	1,448	145	1,552	1,438
	11	1,453	1,506	1,444	1,471	1,545
	12	1,486	1,480	1,547	1,531	1,480
Moreno Valley	9	2,563	2,535	2,664	2,573	2,627
	10	2,537	2,507	2,480	2,684	2,549
	11	2,353	2,415	2,386	2,475	2,623
	12	2,481	2,333	2,419	2,460	2,547
Riverside	9	3,382	3,369	3,496	3,273	3,327
	10	3,306	3,360	3,243	3,488	3,286
	11	3,287	3,197	3,213	3,227	3,387
	12	3,434	3,319	3,120	3,222	3,246
Val Verde	9	1,654	1,643	1,758	1,702	1,539
	10	1,653	1,670	1,644	1,796	1,710
	11	1,669	1,672	1,625	1,639	1,821
	12	1,641	1,739	1,685	1,667	1,708
<b>Total</b>		<b>59,301</b>	<b>58,969</b>	<b>57,849</b>	<b>59,450</b>	<b>59,292</b>

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

### Dual-Enrollment

As noted above, the Inland Empire has one of the lowest college-going rates in the state. Also, the capture rate from K-12 districts in the Riverside Community College District service area reveals that the district has the potential to serve a greater number of students if it continues to improve its transfer rate and develops workforce training programs and pathways to attract the large number of potential students who choose to seek employment instead of attending college. The state Chancellor's "Vision 2030" emphasizes strategic directions for college community colleges that include expanding dual enrollment participation. The Riverside Community

College District has made such efforts. Table 11 summarizes the district’s dual enrollment efforts.

**Table 11.**

*Riverside Community College District High School Dual Enrollment Counts, 2018-19 through 2022-23*

### RCCD

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	1,133	1,795	641	1,053	1,791
Early Mid Col	372	364	161	257	488
Dual Enroll	1,380	1,652	2,134	1,904	2,374
Concurrent	71	87	555	387	322
Undupl Total	2,956	3,898	3,491	3,601	4,975

### MVC

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	208	365	257	374	611
Early Mid Col		1			
Dual Enroll	630	594	654	545	621
Concurrent	3	15	45	37	24
Undupl Total	841	975	956	956	1,256

### NC

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	682	848	1		1
Early Mid Col	57	122	5	131	331
Dual Enroll	548	857	1,305	1,217	1,591
Concurrent	1	57	320	190	190
Undupl Total	1,288	1,884	1,631	1,538	2,113

### RCC

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	243	583	383	679	1,179
Early Mid Col	315	241	156	126	157
Dual Enroll	214	227	237	178	180
Concurrent	69	23	236	186	141
Undupl Total	841	1,074	1,012	1,169	1,657

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

The state Chancellor’s “Vision 2030” goals include the following equity goals: Equity in Success, Equity in Access, and Equity in Support. Although the district increased the number of dual-enrolled students, it has not developed specific strategic objectives—i.e., ensuring that high-school students meet each college’s equity, retention, and success goals. The “Other Dual

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Enrollment” category may include high-school students who take random community college courses without entering into a college degree or workforce preparation pathway.

## **Riverside Community College District Four-Year College Admission Rates**

The Inland Empire has the lowest college-going rate in California at 56% (statewide average 65%). Of the students who go to a college or university in the area, 6.4% attend the University of California, 27.9% enroll in a community college, 10.4% go to a California State University school, and 9% have another option. The Public Policy Institute of California indicates that only 31% of the area students go to a community college and only 25% go to a four-year school. The Inland Empire in general falls far below the state-wide average. In spite of these low college-going rates, the Riverside Community College District has increased its transfer volume significantly over the last five years:

**Table 12.**

*Riverside Community College District Transfer*

<b>Transfer Year</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2017-21 Change</b>	
<b>CSU</b>	1,023	1,115	1,186	1,554	1,462	439	43%
<b>UC</b>	500	656	738	870	764	264	53%
<b>Private/Out-of-State</b>	717	816	852	807	958	241	34%
<b>Grand Total</b>	2,240	2,587	2,776	3,231	3,184	944	42%

<b>CSUSB Transfer Yr.</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2017-21 Change</b>	
<b>MVC</b>	112	89	109	159	136	24	21%
<b>NC</b>	82	91	87	125	137	55	67%
<b>RCC</b>	272	301	344	430	429	157	58%
<b>RCCD</b>	<b>466</b>	<b>481</b>	<b>540</b>	<b>714</b>	<b>702</b>	<b>236</b>	<b>51%</b>

<b>UCR Transfer Yr.</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2017-21 Change</b>	
<b>MVC</b>	66	89	89	116	100	34	52%
<b>NC</b>	55	87	102	121	127	72	131%
<b>RCC</b>	170	254	293	346	238	68	40%
<b>RCCD</b>	<b>291</b>	<b>430</b>	<b>484</b>	<b>583</b>	<b>465</b>	<b>174</b>	<b>60%</b>

Although significant improvement in the transfer volume has occurred, the colleges still have large numbers of potential students who do not currently attend the three colleges. Continued efforts to increase the number of students will be an ongoing goal of the district. State-wide efforts to increase the transfer volume have come to the forefront.

In the California Office of the Governor’s *Recovery with Equity: A Roadmap for Higher Education After the Pandemic* report (Feb. 2021), one goal states: “By 2030, learners will have clear, easy-to-navigate pathways into and through post-secondary education, as well as

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admission and transfer processes facilitated by an integrated technology platform, dual admission, and common course numbering.” The roadmap also calls for a recommitment “to accelerating the widespread, consistent implementation of the Associate Degree for Transfer (ADT) program as a statewide vehicle to facilitate streamlined and transparent pathways for student transfer from community college to four-year institutions. “Consistent with this goal, several pieces of legislation have recently been passed with critical impacts on California community colleges, the California State University, and the University of California.

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

AB 1111 (May 2021) and AB 928 (Oct. 2021) are two additional pieces of legislation with significant impacts on CA community colleges. AB 1111 requires that on or before July 1, 2024, the CA community colleges adopt a common course numbering system for all general education requirement courses and transfer pathway courses. AB 928, the Student Transfer Achievement Reform Act of 2021 requires the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges, on or before May 31, 2023, to establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to the California State University and the University of California. Each of these changes presents RCCD with important opportunities to further collaborate with its CSU and UC partners.

## **Overview of the Planning Goals of RCCD’s Top Five Transfer Institutions**

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

The California State University San Bernardino Strategic Plan (2015-2020) includes specific targets for transfer students. These include reducing the underrepresented minority achievement gap, reaching a 36% two-year graduation rate and a 72% four-year graduation rate, and

decreasing the average time-to-completion rate from 3.1 to 2.7 years. The plan also calls for increasing community partnerships and to align “community needs with appropriate university resources for mutual benefit.”

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

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

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

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

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A number of K-12 school districts within the Riverside Community College District service area have specific plans that align with and support the interests of the college district. This

Educational Master Plan provides a vehicle to identify and to integrate the long-range planning activities of the area K-12 districts with the college district. For example, the Moreno Valley Unified School District, Val Verde Unified School District, Corona Norco Unified School District, Alvord Unified School District, Riverside Unified School District, Jurupa Unified School District, and the Riverside County Office of Education share the goal that all students will graduate from high school with the knowledge and skills to succeed in college, enter the workforce, and participate as educated citizens.

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

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

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

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

## Objectives

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

## Strategies

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

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

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

The AUSD has even offered specific strategies in this document:

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

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

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

The Corona Norco Unified School District Strategic Plan 2021-2026 also outlines specific goals that align with the college district, including developing “alternative education options and developing and strengthening partnerships with local businesses...by creating opportunities for student internships, mentoring programs... .”In its 2021-2022 Local Control and Accountability Plan, the CNUSD seeks “to prepare every student to be college and career ready...and to provide every student the knowledge and skills needs to obtain a post-secondary education, enter the

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workforce, and to compete in a global economy.” One specific goal states that the district needs to “increase articulation agreements with the local community colleges.” The CNUSD has identified a concrete goal to increase dual enrollment opportunities for its students and to help students navigate the financial aid application process. The plan calls for providing specific information about CTE certification programs as well. Its focus on at-risk students (foster youths, English-language learners, and low-income) attempts to mitigate the equity gap that exists among these groups by helping them to enter the workforce through “CTE Pathway development, expansion, and maintenance.”

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

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

The Val Verde Unified School District clearly states in its mission and vision statements that the district will graduate “Future Ready students” who are candidates for the work force by offering a “standards-based curriculum infused with industry-based real-world experiences...through project-based learning, hands-on field experience partnerships with local colleges and business

internship opportunities.” The district’s planning documents list a number of specific goals and activities, including increased “dual enrollment” opportunities for students and career readiness opportunities.

The Riverside Unified School District lists a number of specific action plans and goals in its planning documents. One of the emphasized goals is to increase the number of dual enrollment courses that focus on helping under-represented groups—especially foster youths, low-income, and English-language learners— “to gain access to post-secondary credits prior to their freshman year in college.” The district also plans to “provide students choices that prepare them for college and career pathways.”

## **Overview of Planning Goals of Selected City and County Governments**

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The cities of Moreno Valley, Perris, Norco, Corona, Eastvale, Riverside, and Jurupa Valley share common goals for economic growth and development that place high priority on workforce development to meet emerging industry and business needs and to provide residents with a living wage. The cities’ plans also emphasize their communities’ health and well-being through education, equity, culture, environment, and wellness. Arts, culture, and opportunities for lifelong learning are important priorities for the region’s citizenry. The cities’ goals align closely with *RCCD’s Strategic Plan 2019-2024* goals (see Table 1) and will inform RCCD’s 2023-2048 planning.

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

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

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

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From Perris' 2021 Environmental Justice planning element, "at the City level, 66.5 percent of adults are high school graduates, compared to 82 percent in the County; followed by 9.20 percent who had a bachelor's degree or higher, compared to 22.3 percent in the County. Educational attainment is lower across all disadvantaged communities." Perris' plans also emphasize the interconnectedness of environment, education, health, and economic mobility. "Poverty, neighborhood environment, and education are important determinants of health that not only shape socioeconomic and political inequalities, but are also strongly associated with life expectancy, economic opportunity, and health outcomes. One of the goals of environmental justice is to correct these types of inequities by reducing the impacts of environmental pollution and health risks experienced by these communities, while ensuring their participation in planning processes and decision making that directly impacts their quality of life in the City."

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

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

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



education.” Riverside’s plans also emphasize workforce development partnerships to provide education and training needed for high quality employment opportunities.

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

In its 2012 General Plan, Eastvale’s aligned priorities are a ready and skilled workforce along with housing to support it, engaged educational system for residents in all stages of life, and thriving arts and cultural experiences. The City plans to work “with the community college, high school, and other public and private educators to ensure adequate training to meet the needs of future businesses.” The City recognizes the importance of partnerships and has plans to assist companies to find funding for workforce training.

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

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

Jurupa Valley places “a high priority on maintaining and improving our educational, cultural, and technical opportunities, including programs and events at schools, libraries, museums, performing arts facilities, and other community venues. We support the establishment of new community centers as well as college-level, life-enrichment, and career training opportunities in Jurupa Valley.” Jurupa Valley supports “high quality economic growth and development that are environmentally sustainable and that foster housing, living wage jobs, retail goods and services, public facilities and services, environmental benefits, destination tourism, and medical and educational facilities.” Jurupa Valley seeks to attract “much-needed community-serving uses such as medical services, quality retail and restaurants, higher education and job training facilities, a civic center, cultural, arts, entertainment, and recreation uses.” In addition, Jurupa Valley strives to provide adult education, ESL, reading, and literacy programs.

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

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

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

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

The recent assessment of the workforce demands done by the three colleges (see above) indicates that transportation and warehousing will generate new employment opportunities for the communities served by each of the colleges. According to the Southern California Alliance for Economic Development in Sustainable Logistics (SCALE-SL), four counties (Los Angeles, Orange, Riverside, and San Bernardino) with a combined population of 17.8 million people process 40% of the nation’s container cargo. San Bernardino and Riverside counties (the Inland Empire) have over a billion square feet of warehouse space. Unfortunately, the Inland Empire metro area is “highly susceptible to automation” in the transportation and warehouse

employment sectors, although SCALE-SL anticipates a surge in high-technology jobs. This group reports that 80% of the Inland Empire workforce lacks a college degree. The Inland Empire region also falls behind the Los Angeles metro area and state-wide average in living wage employment. The good job postings for Los Angeles area is 42.5% compared to the Inland Empire region's 36.6%. Also, Latina women have the lowest share of living-wage jobs at 16.2%, and Latino men in the Inland Empire have only a 25.8% share of good jobs compared to the state-wide average of 32.4%. In southern California, 1.6 million (1 out of every 7) jobs are tied to the logistics industry. Many of these logistics positions are in the Inland Empire. A recent Brookings Institute Metropolitan Policy Program report ranking the automation potential of the top 100 US metro areas stated that the Riverside-San Bernardino-Ontario metro area is ranked 13 out of 100, with an average automation potential of 47.6%. Hence, there is a significant potential for many logistics sector jobs as we currently know them to disappear. RCCD programs to retrain displaced workers will be essential. Particularly, increased training for high technology jobs will be needed.

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

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

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

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Accounting Basics for Small Business, Social Media for Small Business, and Business Skills Microsoft Office were the most requested certificate programs. ESL is also one of the most requested programs. Given these numbers, there is a significant potential for growing noncredit programs to serve RCCD's communities.

Among RCCD's six feeder school districts, the high school population is made up of approximately 59,292 students. For the 2022-23 academic year, nearly 5000 students were served through CCAP, Middle/Early College, concurrent enrollment, and other dual enrollment. The CCCCO Chancellor in Vision 2030 has identified expanding dual enrollment with equity so that high school students graduate with at least 12 units of college credit as a priority goal.

## **Guided Pathways**

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

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

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

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

The Guided Pathways initiative is aligned closely with the Vision for Success goals, particularly the developmental education reform, that impact the district's financial stability due to the student-centered funding formula. The district has made some progress to implement the Guided Pathways. However, the workforce training has not yet done a complete assessment of its programs to determine if they reflect the industry demands identified above and the criteria of offering skilled training programs in high-demand jobs that provide a living wage for its

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graduates. However, the new alignment and plan cannot be limited to the current industry demands in the Inland Empire. The prioritized focus on Workforce Development--especially in the areas of high skill, high demand, high wage—will need to look at the nature of work today as well as in the future with the dual goal of attracting advanced industries to the region while at the same time building a culture and capacity for entrepreneurial activity to encourage the growth of micro and small business enterprises.

**Table 13.**

*Riverside Community College District Student Headcount.*

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

<b>Norco</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>		
Pathway	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)		
1. Math, Engineering, Computer Science & Game Development	3916 (24.9%)	4161 (24.5%)	3679 (23.7%)	3207 (22.9%)	3325 (20.3%)		
2. Social and Behavioral Sciences	2805 (17.9%)	3053 (18.0%)	2755 (17.8%)	2627 (18.8%)	2908 (17.7%)		
3. Business and Management	2765 (17.6%)	2816 (16.6%)	2593 (16.7%)	2273 (16.2%)	2815 (17.2%)		
4. Natural Sciences, Health, and Kinesiology	1556 (9.9%)	2061 (12.1%)	2144 (13.8%)	1966 (14.0%)	2209 (13.5%)		
5. Human and Public Services	1318 (8.4%)	1406 (8.3%)	1262 (8.1%)	1067 (7.6%)	1213 (7.4%)		

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6. Communication, Humanities, and Languages	1187 (7.6%)	1319 (7.8%)	1142 (7.4%)	994 (7.1%)	1194 (7.3%)
7. Applied Technologies and Apprenticeships	1022 (6.5%)	1050 (6.2%)	977 (6.3%)	1035 (7.4%)	1728 (10.5%)
8. Visual and Performing Arts	830 (5.3%)	957 (5.6%)	816 (5.3%)	753 (5.4%)	945 (5.8%)
9. Unknown	171 (1.1%)	105 (.6%)	83 (.5%)	50 (.4%)	40 (.2%)
10. Other RCCD	130 (.8%)	71 (.4%)	53 (.3%)	32 (.2%)	19 (.1%)
<b>Grand Total</b>	<b>15700</b>	<b>16999</b>	<b>15504</b>	<b>14004</b>	<b>16396</b>

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

**Table 14***Guided Pathways Transfers by Cohort Year*

Sum of # of Students							Grand Total
Row Labels	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
CSU System	1016	704	585	152	70	2	2529
In State Private	440	235	176	94	55	1	1001
Out of State CC	3	1	3	1			8
Out of State Private	266	172	119	47	31		635
Out of State Public	213	155	110	77	38		593
UC System	616	383	381	131	54	10	1575
(blank)	7498	7781	8299	6100	7436	8437	45551
<b>Grand Total</b>	<b>10052</b>	<b>9431</b>	<b>9673</b>	<b>6602</b>	<b>7684</b>	<b>8450</b>	<b>51892</b>

## General Planning Emphases for the Riverside Community College District, 2023-2048

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The Inland Empire region and the specific areas served by the Riverside Community College District expect population growth and an expanded workforce over the next decade. According to the National Coalition of Advanced Technology Center’s final report (December 7, 2022), “the Inland Empire’s labor market has fully recovered from the COVID-19 pandemic and continues to show strength” (3.7% unemployment, added 280,000 jobs). This trend does not reflect the general direction of the state of California, which the NCATC states that California’s labor force dropped by -1.5%. Unfortunately, the region also has the lowest college going rate and some of the lowest wages in the state. The district has an opportunity to expand its economic impact by developing partnerships with the local K-12 school districts, various public agencies, and the local four-year universities—all of which have planning goals to expand and to develop its working relationships with Riverside Community College District. Most important, the district has the opportunity to redefine its workforce training programs by expanding apprenticeships and partnerships with area businesses. Recent surveys, both local and statewide, indicate that many students enter the workforce instead of attending college. This is particularly true for the Inland Empire. For the district to be more responsive to the needs of the community, it must also expand its workforce training programs, especially those in partnership with the local K-12 school districts, to help students transition to high-skilled, high-demand, high-pay employment. Clear Guided Pathways for students who choose work over college to begin their workforce training at the K-12 level in partnership with the colleges can provide a seamless entry to good jobs or, if students choose, an expedited transfer to a four-year school.

Riverside Community College District continues to offer a number of Guided Pathways for transfer students. In fact, the district has increased the number of transfers to four-year schools over the last few years, in spite of the effects of the pandemic. It must continue its efforts to increase its transfer rates by working more closely with the four-year universities in the Inland Empire area. Although the district has some exceptional CTE and workforce training programs (nursing, dental hygiene, paramedic, firefighters, peace officers, welders, HVAC and auto

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technicians to cite a few), a number of the current CTE programs do not show student interest and may not meet the specific criteria of being high-skilled and in-demand (100 jobs), or do they provide entry into job that pays a living wage. To increase the number of students entering the three colleges in the district, the district must invest in and expand its workforce training and CTE programs.

One of the key goals of clarifying and streamlining a guided pathway, in both transfer and workforce training, is to reduce the amount of time to complete a program or degree. The time to complete an associate's degree or a CTE certificate can be shortened by 50 to 60% (6 years to 2 or 3). Having students begin their educational goals in high school, for example, will reduce the costs of earning a degree significantly and also double or triple the available instructional space. The adoption of the ADT by the University of California system and the acceptance of a dual admission system where students can be admitted to both a college in the RCCD and a UC or CSU school, where students complete the first two years within the RCCD with a guaranteed admission to the UC or CSU (provided, of course, students meet the GPA and course requirements) will enhance and facilitate the process of transfer and increase graduation rates in addition to reducing the costs. A dual admission program will also allow community college students to enroll in upper division courses—all of which will shorten the time for students to enter the workforce and contribute to the socio-economic development of the region. The following charts demonstrate the length of time students take in Riverside Community College District to earn a degree or a certificate. The strategies listed above are designed to improve these numbers.

**Table 15**

*First Associate Degree Time to Completion*

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



**Table 16***First Certificate Award Time to Completion*

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

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

The Council team urges the Riverside Community College District to build the IETTC as quickly as possible but also to develop "IETTC-extensions in strategic locations" to become "a vital and complimentary Workforce Center of Excellence" to provide the training that employers in the

region so desperately need. The Council suggest twelve (12) possible advanced technology training opportunities that complement employer needs:

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

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

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

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

In July 2023, the Chancellor for California Community Colleges presented “Vision 2030: A Roadmap for California Community Colleges.” This framework incorporates objectives from the Vision for Success (2017) and the Governor’s Roadmap 2021 and includes outcomes and metrics that will impact the long-term planning objectives and strategic planning directions of every California community college district. The strategies, metrics, and outcomes in the Vision 2030 parallel the general direction outlined in this plan. However, the district has not developed strategies for increasing the number of Community College Baccalaureate degrees, one of metrics in the “Vision 2030” roadmap, nor has it developed specific targets for increasing the number of students receiving financial aid. These “Vision 2030” initiatives may be more appropriately included in each college’s strategic planning process. The “Vision 2030” roadmap includes other state-wide initiatives—e.g., increasing in the number of full-time students and improving articulation and program mapping with the California State University system and the University of California. One of the objectives outlined in “Vision 2030” involves expanding “experiential and work-based learning (e.g., apprenticeships, internships, etc.) opportunities, incorporating Learning-Aligned Employment Program (LAEP), for all students to enhance their social and economic mobility...” The specific goals outlined in “Vision 2030” will need to be incorporated into all the strategic planning documents within the district.

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

## **Riverside Community College District Educational Masterplan Objectives, 2023-2048**

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

To achieve this collaborative effort, the Board of Trustees has provided a general vision for the Riverside Community College District for the next 25 years. Using district support services and coordinating with relevant district administrative areas, each college will assess and revise its

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current short-term and long-term planning goals and objectives to ensure that they are in alignment with the educational direction and emphasis of the district, and each college will develop concrete, measurable strategic goals. The Board will receive yearly assessments of the progress each college makes. The district's strategic plan, which is developed in collaboration with the colleges, will set the minimum standards for district, but each college must establish its own goals and targets that reflect the following general objectives:

1. Increase the number of specific Guided Pathways transfer agreements and actual student transfers with local four-year colleges and universities;
2. Develop specific career Guided Pathways apprenticeship programs with local employers and unions that reflect current workforce demands and that lead to high-skill, high-demand, and living-wage employment;
3. Develop baccalaureate degree programs, particularly in CTE programs with a focus on equity.
4. Integrate and coordinate long-term planning activities and develop specific partnerships with local governmental agencies;
5. Increase the number of instructional facilities to serve the educational needs of communities within the district;
6. Expand partnerships, adult education, and dual enrollment strategies with local K-12 school districts to help students choose a clear Guided Pathway;
7. Develop dual-enrollment strategies with four-year colleges and universities in the area;
8. Ensure that the colleges and the district use the same data set and goals in their planning documents;
9. Increase the number of noncredit offerings, particularly in Workforce preparation and Adult Education programs;
10. Engage in active recruitment of under-represented groups as the district develops its workforce training programs;
11. Increase the capture rate of high-school graduates within the district's service area.

## **Long-Term Financial Planning**

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A simple reality exists in the funding formula for California community colleges: the apportionment from the state alone cannot adequately provide the money needed for the development of new educational opportunities. A different funding mechanism is required—possibly one that fosters a community-wide alliance involving local government entities, workforce training, employer engagement, partnerships with K-12 districts, and labor unions. This collaborative effort would secure the necessary resources to enhance socio-economic conditions in the Inland Empire. Many of the high-skilled workforce training programs will require significant investments in very expensive equipment. Creative partnerships with local industries possessing this equipment can help mitigate the costs of training.

The dynamic influence of technology on the nature of work requires a new funding model, one that recognizes the importance of engaging with regional, local, and civic entities that possess workforce training funds outside the conventional community college funding channels. Overcoming the challenge of securing bond measures at state and local levels is essential. The district's capacity to respond effectively to the rapidly shifting requirements of

workforce training, including the essential facilities these programs demand, hinges on a collaborative effort with community partners. Together, they can address the limitations posed by state apportionment, ensuring that the workforce is equipped for the challenges of the modern job market.

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

The district also faces additional challenges related to fluctuating college enrollments and low college-going rates in the Inland Empire, further complicating long-term financial planning. The community served by the district historically exhibits a low college-going rate; this results in a sizable pool of potential students who have not yet enrolled in any of the district's colleges. This untapped potential becomes a significant opportunity, particularly through the expansion of workforce pathways and the introduction of dual-enrollment training programs at the high-school level. These initiatives can attract students who may not typically pursue traditional transfer and degree pathways, thereby increasing district enrollment. To realize this potential, the district must prioritize and maximize its outreach efforts. This concerted outreach strategy will enable the district to increase its capture rate among potential students who could benefit from its educational offerings. It is important to note, however, that there is currently no funding mechanism in place for the development of future educational sites to accommodate this expanded enrollment. This presents a challenge that the district must address in its long-term planning efforts.

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

## **Long-Term Facilities Needs**

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

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

Currently the state legislature is considering a K-14 state school bond to be placed on the 2024 ballot (Assembly Bill 247, Muratsuchi). However, the proposed bond's dollar amount remains undisclosed, and it does not alter the current capital outlay process. Some changes to local capital bonds are being proposed through Senate Bill 521. Given the fierce competition among community college districts for limited capital funding, the Riverside Community College District must contemplate the possibility of a local bond to fulfill its long-term capital improvement needs.

The facilities masterplans at each college give priority to its core instructional needs. Moreno Valley College's proposal to expand the Ben Clark Training Center into a comprehensive college, with an emphasis on public safety, underscores the growing demand for workforce training facilities. Challenges also exist at Norco College, where limited space and secondary access to/from the college hinder the expansion of instructional programs and the addition of new facilities. Growth along Interstate 15 in the Corona area make it difficult for Norco College to meet the educational needs of the growing population. Acquiring property to establish a Norco College STEM Center in the Corona area, educational facilities in South Corona, possibly extending the IETTC and offering multiple four-year transfer pathways, could serve the growing population. Riverside City College, which is constrained by its landlocked location and lacks capacity for new facilities, faces a demand for increased access. The district hopes to engage in future discussions with the Riverside Unified School District to develop a joint-use agreement for an early college STEM high school on one of the RUSD campuses. The idea is not to displace RUSD students, but rather it is designed to enhance student access and success by creating an opportunity for students to complete high school and community college

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simultaneously (and reduce the time for students to earn a degree or certificate). The focus of the STEM early college will enhance the student access to high-demand, high-skilled, and high-paying jobs and aligns with the City of Riverside's development plan for the economically disadvantaged north side of Riverside. The Jurupa Valley area is experiencing substantial growth, with no higher education facilities currently serving the community. The area offers the potential for an educational center and workforce training facility to meet the area employment needs. This need is echoed in various civic and education planning documents, prompting the Riverside Community College District to initiate a proposal for the construction of the Inland Empire Technical Trade Center to offer new and innovative workforce training programs. In addition to the Center, the district needs to develop IETTC extension programs at the colleges and various areas within the district's service area.

## **Areas of Instructional Emphasis for Each College and Site**

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

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

Norco College: Logistics, manufacturing, and engineering programs.

Moreno Valley College: Allied health and public service training (Ben Clark).

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

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

program and supply-chain programs. Similarly, with the rapidly aging population and the explosion of healthcare needs, the concentration of all allied health sciences at Moreno Valley College may require that the district respond to this demand in other areas served by the district in a comprehensive and economically feasible and sustainable manner.

## Conclusion

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The Riverside Community College District Educational Masterplan 2023-2048, a 25-year vision for the future direction of colleges serving the communities within its boundaries, has more than student access and success as outcomes. It is ultimately connected to the overall social and economic development of the region. The general emphasis is on preparing students, whatever their backgrounds, to overcome the issues of poverty, equity, social, economic, health, and environmental justice. This requires the district to develop new metrics that measure social and economic mobility. Finding the instruments to measure the gains in the areas of health and environmental justice will also be needed if the general direction outlined in this 25-year vision will have had any impact.

The lofty goals outlined in this plan very much depend on an inclusive collaborative platform that can coordinate and align the plans of the varied constituents so that regional energy and resources can be focused on mutual goals to reduce competition and enhance collaboration. Most important, these collaborative efforts will eliminate unnecessary duplication and overlap, while enhancing systemwide efficiencies and effectiveness. The development of an infrastructure that has the capacity to lead and to coordinate regional partners--four-year colleges and universities, K-12 districts, community colleges, business and industry leaders, city and county planner, and local, state, federal elected representatives, and regional community college and K-12 Boards of Trustees—has not been realized yet. This collaborative platform also requires methodologies to monitor, assess, and evaluate the effectiveness of this joint effort to assure accountability and credibility.

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



## Appendices

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

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

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Appendix A		Year Ending					
TOP2	Program Title	2018	2019	2020	2021	2022	Total
<b>30 Commercial Services</b>	Cosmetology	78	118	78	33	56	363
	Cosmetology Instructor Training	19	14	6	9	11	59
	Esthetician	2	11	43	1		57
	Cosmetology CSUGE		1	1	3		5
	Cosmetology Bus Admin-Management & Supervision		1		1	1	3
	Cosmetology Bus Admin-Management & Supervision Concentrat					3	3
	Cosmetology IGETC		2				2
<b>30 Commercial Services Total</b>		<b>99</b>	<b>147</b>	<b>128</b>	<b>47</b>	<b>71</b>	<b>492</b>
<b>06 Media and Communications</b>	Graphic Design and Printing	20	25	35	17	26	123
	Film,TV&Video Production Spec	22	20	20	15	20	97
	Game Design	14	17	14	10	26	81
	Journalism for Transfer CSUGE	3	6	4	4	8	25
	Simulation and Gaming: Game Art	11	9	5			25
	Animation					22	22
	Telecommunications CSUGEasic Television Production	11	5				16
	Game Development Core				3	13	16
	Game Concept Art				2	12	14
	CIS: Graphic Design	2	2		4	6	14
Game Art: Environments and Vehicles	3	5	4	2		14	
<b>06 Media and Communications Total</b>		<b>86</b>	<b>89</b>	<b>82</b>	<b>57</b>	<b>133</b>	<b>447</b>

Appendix A TOP2	Program Title	Year Ending					Total
		2018	2019	2020	2021	2022	
	Photography	15	14	27	15	15	86
	Basic Graphic Design				31	30	61
	Applied Digital Media-Basic Graphic Design	22	12	13			47
	Art - Visual Communications-Animation	11	9	12	10	4	46
<b>10 Fine and Applied Arts</b>	Music Industry Studies: Audio Production	6	3	2	4	5	20
	Art - Visual Communications-Illustration	4	7	4	3		18
	Music Industries Studies: Audio Production	4	2	1	3	2	12
	Graphics Technology-Basic Graphic Communication	3	6	2			11
	Applied Digital Media-Motion Graphics and 3D Animation	2	1	4	1		8
	Basic Graphic Communication				1	7	8
<b>10 Fine and Applied Arts Total</b>		<b>67</b>	<b>54</b>	<b>65</b>	<b>68</b>	<b>63</b>	<b>317</b>
	Sign Language Interpreting	21	22	16	17	14	90
	Education Paraprofessional	3		2	11	8	24
	Exercise, Sport & Wellness-Coaching	2	1	3	8	7	21
	Exercise, Sport & Wellness-Fitness Professions	4	3	3	5	2	17
	Sign Language Interpreting CSUGE	1	1	2	2		6
	Exercise, Sport & Wellness-Fitness Pro			1	3	1	5
<b>08 Education</b>	Pilates Dance/Conditioning Instructor					4	4
	Pilates Dance Conditioning Instructor	3	1				4
	Sign Language Interpreting IGETC		1				1
	Exercise, Sport & Wellness-Coaching IGETC				1		1
	Education Paraprofessional IGETC	1					1
	Education Paraprofessional CSUGE				1		1
	Exercise, Sport & Wellness-Fitness Pro CSUGE			1			1
<b>08 Education Total</b>		<b>35</b>	<b>29</b>	<b>28</b>	<b>48</b>	<b>36</b>	<b>176</b>

Appendix A		Year Ending					
TOP2	Program Title	2018	2019	2020	2021	2022	Total
<b>14 Law</b>	Paralegal Studies	10	10	14	20	15	69
	Paralegal Studies IGETC				1	2	3
	Paralegal Studies CSUGE				1		1
<b>14 Law Total</b>		<b>10</b>	<b>10</b>	<b>14</b>	<b>22</b>	<b>17</b>	<b>73</b>
<b>02 Architecture and Environmental Design</b>	Architectural Graphics	12	12	10	6	4	44
	Architecture	3		1			4
<b>02 Architecture and Environmental Design Total</b>		<b>15</b>	<b>12</b>	<b>11</b>	<b>6</b>	<b>4</b>	<b>48</b>

## Appendix B



## RCCD Access, Success and Equity Slide Deck

Compiled November 3, 2022  
*(updated formatting-data from 09.23.22)*



### Access Slides - Notes

- Figures in these slides come from the “Student Demographics” dashboard in the “District IR Dashboard App”.
- Completed term data are for end-of-term and in-progress terms are live data (updated daily).
- Each slide shows the statistics for the district and each of the three colleges.
- Percentage change given for counts from first term to last term.

RCCD Access, Success and Equity Slides Reformatted  
(09.23.22).pptx

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Appendix B

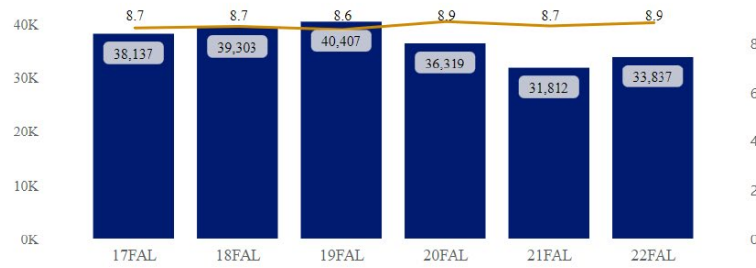


Unduplicated Headcounts

**RCCD**

Unduplicated Headcounts by Term

● Headcount Distinct ● Term Units Attempted (AVG)



Change from Fall 2017 to Fall 2022: **-11.3%**

Source: "Student Demographics" dashboard in the "District IR Dashboard" App.

RCCD Access, Success and Equity Slides Reformatted (09.23.22).pptx

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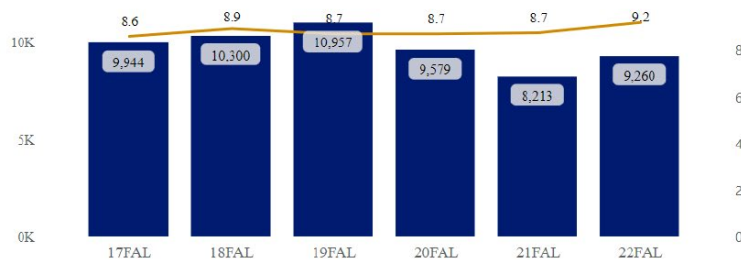


Unduplicated Headcounts

**MVC**

Unduplicated Headcounts by Term

● Headcount Distinct ● Term Units Attempted (AVG)



Change from Fall 2017 to Fall 2022: **-6.9%**

Source: "Student Demographics" dashboard in the "District IR Dashboard" App.

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**DRAFT: DISCUSSION PURPOSES ONLY**

Appendix B



Unduplicated Headcounts



Source: "Student Demographics" dashboard in the "District IR Dashboard" App.

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Unduplicated Headcounts



Source: "Student Demographics" dashboard in the "District IR Dashboard" App.

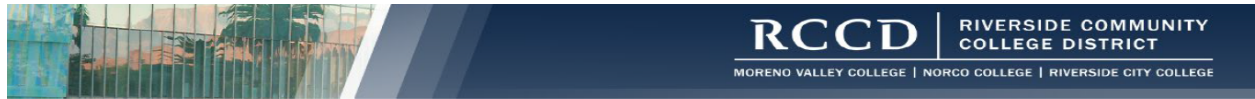
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Appendix B



Unduplicated Headcounts –Ethnicity

RCCD

Race/Ethnicity	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Chg.	Race/Ethnicity	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
African-American	3,045	3,097	3,037	2,708	2,332	2,517	-17.3%	African-American	8.0%	7.9%	7.5%	7.5%	7.3%	7.4%
American Indian	95	126	132	98	70	68	-28.4%	American Indian	0.2%	0.3%	0.3%	0.2%	0.2%	0.2%
Asian	2,460	2,613	2,758	2,590	2,388	2,491	1.3%	Asian	6.5%	6.6%	6.8%	7.1%	7.5%	7.4%
Hispanic	23,529	24,667	25,078	22,822	20,291	21,972	-6.0%	Hispanic	61.7%	62.8%	62.1%	62.8%	63.8%	64.9%
Pacific Islander	134	135	177	152	116	118	-11.9%	Pacific Islander	0.4%	0.3%	0.4%	0.4%	0.4%	0.3%
Two or More	992	949	1,034	1,180	1,098	1,314	32.5%	Two or More	2.6%	2.4%	2.6%	3.2%	3.5%	3.9%
Unreported	492	508	1,067	643	493	648	31.7%	Unreported	1.3%	1.3%	2.6%	1.8%	1.5%	1.9%
White	7,390	7,208	7,124	6,126	5,024	4,709	-36.3%	White	19.4%	18.3%	17.6%	16.9%	15.8%	13.9%
<b>Total</b>	<b>38,137</b>	<b>39,303</b>	<b>40,407</b>	<b>36,319</b>	<b>31,812</b>	<b>33,837</b>	<b>-11.3%</b>	<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: "Student Demographics" dashboard in the "District IR Dashboard" App.

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Unduplicated Headcounts –Ethnicity

MVC

Race/Ethnicity	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Chg.	Race/Ethnicity	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
African-American	1,159	1,149	1,111	894	800	876	-24.4%	African-American	11.7%	11.2%	10.1%	9.3%	9.7%	9.5%
American Indian	28	34	33	16	20	14	-50.0%	American Indian	0.3%	0.3%	0.3%	0.2%	0.2%	0.2%
Asian	491	513	547	542	457	466	-5.1%	Asian	4.9%	5.0%	5.0%	5.7%	5.6%	5.0%
Hispanic	6,439	6,859	7,233	6,410	5,573	6,497	0.9%	Hispanic	64.8%	66.0%	66.0%	66.9%	67.9%	70.2%
Pacific Islander	33	41	42	38	24	32	-3.0%	Pacific Islander	0.3%	0.4%	0.4%	0.4%	0.3%	0.3%
Two or More	294	295	295	302	265	364	23.8%	Two or More	3.0%	2.9%	2.7%	3.2%	3.2%	3.9%
Unreported	79	49	216	112	76	70	-11.4%	Unreported	0.8%	0.5%	2.0%	1.2%	0.9%	0.8%
White	1,421	1,360	1,480	1,265	998	941	-33.8%	White	14.3%	13.2%	13.5%	13.2%	12.2%	10.2%
<b>Total</b>	<b>9,944</b>	<b>10,300</b>	<b>10,957</b>	<b>9,579</b>	<b>8,213</b>	<b>9,260</b>	<b>-6.9%</b>	<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: "Student Demographics" dashboard in the "District IR Dashboard" App.

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Appendix B



Unduplicated Headcounts –Ethnicity

NC

Race/Ethnicity	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Chg.	Race/Ethnicity	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
African-American	591	666	720	655	524	615	4.1%	African-American	5.6%	6.1%	6.1%	6.1%	5.7%	6.1%
American Indian	16	25	33	29	22	26	62.5%	American Indian	0.2%	0.2%	0.3%	0.3%	0.2%	0.3%
Asian	880	1,035	1,199	1,119	1,013	1,088	23.6%	Asian	8.3%	9.5%	10.1%	10.5%	10.9%	10.8%
Hispanic	6,216	6,339	6,810	6,136	5,407	5,922	-4.7%	Hispanic	58.5%	58.1%	57.6%	57.3%	58.4%	58.9%
Pacific Islander	28	33	47	45	39	33	17.9%	Pacific Islander	0.3%	0.3%	0.4%	0.4%	0.4%	0.3%
Two or More	301	270	306	345	312	377	25.2%	Two or More	2.8%	2.5%	2.6%	3.2%	3.4%	3.7%
Unreported	99	104	244	174	146	305	208.1%	Unreported	0.9%	1.0%	2.1%	1.6%	1.6%	3.0%
White	2,500	2,447	2,466	2,202	1,796	1,690	-32.4%	White	23.5%	22.4%	20.9%	20.6%	19.4%	16.8%
<b>Total</b>	<b>10,631</b>	<b>10,919</b>	<b>11,825</b>	<b>10,705</b>	<b>9,259</b>	<b>10,056</b>	<b>-5.4%</b>	<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: "Student Demographics" dashboard in the "District IR Dashboard" App.

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Unduplicated Headcounts –Ethnicity

RCC

Race/Ethnicity	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Chg.	Race/Ethnicity	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
African-American	1,635	1,661	1,581	1,533	1,348	1,519	-7.1%	African-American	7.6%	7.5%	7.2%	7.4%	7.3%	7.5%
American Indian	61	76	80	61	41	36	-41.0%	American Indian	0.3%	0.3%	0.4%	0.3%	0.2%	0.2%
Asian	1,422	1,423	1,416	1,387	1,293	1,365	-4.0%	Asian	6.8%	6.4%	6.4%	6.7%	7.0%	6.7%
Hispanic	13,109	13,805	13,636	13,091	11,878	13,275	1.3%	Hispanic	61.0%	62.4%	62.0%	63.2%	64.2%	65.6%
Pacific Islander	79	77	107	85	69	77	-2.5%	Pacific Islander	0.4%	0.3%	0.5%	0.4%	0.4%	0.4%
Two or More	555	523	558	684	674	806	45.2%	Two or More	2.6%	2.4%	2.5%	3.3%	3.6%	4.0%
Unreported	344	375	657	411	320	315	-8.4%	Unreported	1.8%	1.7%	3.0%	2.0%	1.7%	1.6%
White	4,285	4,174	3,975	3,449	2,889	2,846	-33.6%	White	19.9%	18.9%	18.1%	16.7%	15.6%	14.1%
<b>Total</b>	<b>21,490</b>	<b>22,114</b>	<b>22,010</b>	<b>20,701</b>	<b>18,512</b>	<b>20,239</b>	<b>-5.8%</b>	<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: "Student Demographics" dashboard in the "District IR Dashboard" App.

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Appendix B



Unduplicated Headcounts –Gender

RCCD

Gender	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Chg.
Female	21,336	22,070	22,764	21,404	18,403	19,228	-9.9%
Male	16,567	16,970	17,283	14,605	13,080	14,126	-14.7%
Non-Binary	7	7	18	35	84	185	2542.9%
Unreported	227	256	342	275	245	298	31.3%
<b>Total</b>	<b>38,137</b>	<b>39,303</b>	<b>40,407</b>	<b>36,319</b>	<b>31,812</b>	<b>33,837</b>	<b>-11.3%</b>

Gender	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
Female	55.9%	56.2%	56.3%	58.9%	57.8%	56.8%
Male	43.4%	43.2%	42.8%	40.2%	41.1%	41.7%
Non-Binary	0.0%	0.0%	0.0%	0.1%	0.3%	0.5%
Unreported	0.6%	0.7%	0.8%	0.8%	0.8%	0.9%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: "Student Demographics" dashboard in the "District IR Dashboard" App.

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Unduplicated Headcounts –Gender

MVC

Gender	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Chg.
Female	5,888	6,027	6,368	5,771	4,934	5,521	-6.2%
Male	3,997	4,227	4,518	3,741	3,219	3,662	-8.4%
Non-Binary	2		5	9	20	42	2000.0%
Unreported	57	46	66	58	40	35	-38.6%
<b>Total</b>	<b>9,944</b>	<b>10,300</b>	<b>10,957</b>	<b>9,579</b>	<b>8,213</b>	<b>9,260</b>	<b>-6.9%</b>

Gender	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
Female	59.2%	58.5%	58.1%	60.2%	60.1%	59.6%
Male	40.2%	41.0%	41.2%	39.1%	39.2%	39.5%
Non-Binary	0.0%		0.0%	0.1%	0.2%	0.5%
Unreported	0.6%	0.4%	0.6%	0.6%	0.5%	0.4%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: "Student Demographics" dashboard in the "District IR Dashboard" App.

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Appendix B



Unduplicated Headcounts –Gender

NC

Gender	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Chg.
Female	5,510	5,730	6,276	5,854	4,916	5,172	-6.1%
Male	5,051	5,124	5,467	4,773	4,257	4,772	-5.5%
Non-Binary	1	2	4	7	17	39	3800.0%
Unreported	69	63	78	71	69	73	5.8%
<b>Total</b>	<b>10,631</b>	<b>10,919</b>	<b>11,825</b>	<b>10,705</b>	<b>9,259</b>	<b>10,056</b>	<b>-5.4%</b>

Gender	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
Female	51.8%	52.5%	53.1%	54.7%	53.1%	51.4%
Male	47.5%	46.9%	46.2%	44.6%	46.0%	47.5%
Non-Binary	0.0%	0.0%	0.0%	0.1%	0.2%	0.4%
Unreported	0.6%	0.6%	0.7%	0.7%	0.7%	0.7%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: "Student Demographics" dashboard in the "District IR Dashboard" App.

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Unduplicated Headcounts –Gender

RCC

Gender	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Chg.
Female	12,277	12,765	12,863	12,782	11,248	11,960	-2.6%
Male	9,082	9,178	8,926	7,718	7,046	7,932	-12.7%
Non-Binary	4	5	9	24	58	128	3100.0%
Unreported	127	166	212	177	160	219	72.4%
<b>Total</b>	<b>21,490</b>	<b>22,114</b>	<b>22,010</b>	<b>20,701</b>	<b>18,512</b>	<b>20,239</b>	<b>-5.8%</b>

Gender	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
Female	57.1%	57.7%	58.4%	61.7%	60.8%	59.1%
Male	42.3%	41.5%	40.6%	37.3%	38.1%	39.2%
Non-Binary	0.0%	0.0%	0.0%	0.1%	0.3%	0.6%
Unreported	0.6%	0.8%	1.0%	0.9%	0.9%	1.1%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: "Student Demographics" dashboard in the "District IR Dashboard" App.

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Appendix B



Unduplicated Headcounts –Age

RCCD

Age	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Chg.	Age	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
<=19	13,349	14,453	15,643	13,987	12,424	14,254	6.8%	<=19	35.0%	36.8%	38.7%	38.5%	39.1%	42.1%
20-24	13,502	13,103	12,768	11,477	9,976	9,951	-26.3%	20-24	35.4%	33.3%	31.6%	31.6%	31.4%	29.4%
25-29	4,976	5,009	4,898	4,355	3,794	3,758	-24.5%	25-29	13.0%	12.7%	12.1%	12.0%	11.9%	11.1%
30-34	2,302	2,430	2,479	2,477	2,141	2,190	-4.9%	30-34	6.0%	6.2%	6.1%	6.8%	6.7%	6.5%
35-39	1,288	1,422	1,512	1,479	1,223	1,266	-1.7%	35-39	3.4%	3.6%	3.7%	4.1%	3.8%	3.7%
40-49	1,383	1,503	1,598	1,486	1,290	1,345	-2.7%	40-49	3.6%	3.8%	4.0%	4.1%	4.1%	4.0%
50+	1,336	1,381	1,505	1,057	963	1,069	-20.0%	50+	3.5%	3.5%	3.7%	2.9%	3.0%	3.2%
Unreported	1	2	4	1	1	4	300.0%	Unreported	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total</b>	<b>38,137</b>	<b>39,303</b>	<b>40,407</b>	<b>36,319</b>	<b>31,812</b>	<b>33,837</b>	<b>-11.3%</b>	<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: "Student Demographics" dashboard in the "District IR Dashboard" App.

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Unduplicated Headcounts –Age

MVC

Age	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Chg.	Age	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
<=19	3,159	3,410	3,946	3,294	2,959	3,901	23.5%	<=19	31.8%	33.1%	36.0%	34.4%	36.0%	42.1%
20-24	3,495	3,427	3,352	3,040	2,554	2,774	-20.6%	20-24	35.1%	33.3%	30.6%	31.7%	31.1%	30.0%
25-29	1,422	1,544	1,473	1,226	1,097	1,038	-25.6%	25-29	14.3%	15.0%	13.4%	12.8%	13.4%	11.4%
30-34	720	767	828	784	621	634	-11.9%	30-34	7.2%	7.4%	7.6%	8.2%	7.6%	6.8%
35-39	428	468	533	508	376	349	-18.5%	35-39	4.3%	4.5%	4.9%	5.3%	4.6%	3.8%
40-49	432	479	559	520	433	383	-11.3%	40-49	4.3%	4.7%	5.1%	5.4%	5.3%	4.1%
50+	288	205	266	207	173	161	-44.1%	50+	2.9%	2.0%	2.4%	2.2%	2.1%	1.7%
<b>Total</b>	<b>9,944</b>	<b>10,300</b>	<b>10,957</b>	<b>9,579</b>	<b>8,213</b>	<b>9,260</b>	<b>-6.9%</b>	<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: "Student Demographics" dashboard in the "District IR Dashboard" App.

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Appendix B



Unduplicated Headcounts –Age

NC

Age	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Chg.	Age	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
<=19	3,561	3,937	4,488	3,859	3,433	4,107	15.3%	<=19	33.5%	36.1%	38.0%	36.0%	37.1%	40.8%
20-24	3,939	3,759	3,863	3,564	2,978	2,947	-25.2%	20-24	37.1%	34.4%	32.7%	33.3%	32.2%	29.3%
25-29	1,402	1,355	1,510	1,365	1,177	1,161	-17.2%	25-29	13.2%	12.4%	12.8%	12.8%	12.7%	11.5%
30-34	677	719	724	772	666	684	1.0%	30-34	6.4%	6.6%	6.1%	7.2%	7.2%	6.8%
35-39	411	419	459	457	403	430	4.6%	35-39	3.9%	3.8%	3.9%	4.3%	4.4%	4.3%
40-49	429	488	508	473	402	468	9.1%	40-49	4.0%	4.5%	4.3%	4.4%	4.3%	4.7%
50+	212	244	272	214	199	255	20.3%	50+	2.0%	2.2%	2.3%	2.0%	2.1%	2.5%
Unreported			1	1	1	4	--	Unreported			0.0%	0.0%	0.0%	0.0%
<b>Total</b>	<b>10,631</b>	<b>10,919</b>	<b>11,825</b>	<b>10,705</b>	<b>9,259</b>	<b>10,056</b>	<b>-5.4%</b>	<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: "Student Demographics" dashboard in the "District IR Dashboard" App.

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Unduplicated Headcounts –Age

RCC

Age	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Chg.	Age	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
<=19	7,450	7,939	8,294	7,936	7,187	8,193	10.0%	<=19	34.7%	35.9%	37.7%	38.3%	38.8%	40.5%
20-24	7,761	7,627	7,349	6,853	6,069	6,309	-18.7%	20-24	36.1%	34.5%	33.4%	33.1%	32.8%	31.2%
25-29	2,825	2,809	2,578	2,449	2,118	2,229	-21.1%	25-29	13.1%	12.7%	11.7%	11.8%	11.4%	11.0%
30-34	1,237	1,270	1,278	1,343	1,217	1,295	4.7%	30-34	5.8%	5.7%	5.8%	6.5%	6.6%	6.4%
35-39	630	726	711	718	624	725	15.1%	35-39	2.9%	3.3%	3.2%	3.5%	3.4%	3.6%
40-49	664	725	719	697	652	739	11.3%	40-49	3.1%	3.3%	3.3%	3.4%	3.5%	3.7%
50+	922	1,016	1,078	705	645	749	-18.8%	50+	4.3%	4.6%	4.9%	3.4%	3.5%	3.7%
Unreported		1	2	3			-100.0%	Unreported	0.0%	0.0%	0.0%			
<b>Total</b>	<b>21,490</b>	<b>22,114</b>	<b>22,010</b>	<b>20,701</b>	<b>18,512</b>	<b>20,239</b>	<b>-5.8%</b>	<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: "Student Demographics" dashboard in the "District IR Dashboard" App.

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Appendix B



Full-Time/Part-Time Status

RCCD

Full-Part Time	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Chg.
FT	11,510	12,183	12,355	11,843	9,526	10,627	-7.7%
PT	26,627	27,120	28,052	24,476	22,286	23,341	-12.3%
<b>Total</b>	<b>38,137</b>	<b>39,303</b>	<b>40,407</b>	<b>36,319</b>	<b>31,812</b>	<b>33,968</b>	<b>-10.9%</b>

Full-Part Time	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
FT	30.2%	31.0%	30.6%	32.6%	29.9%	31.3%
PT	69.8%	69.0%	69.4%	67.4%	70.1%	68.7%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Note: This is an unduplicated count of students attending the district. As students may attend more than one campus, the sum of all three colleges will be greater than that of the district.

Source: RCCD Internal Dashboard "Part-Time/Full-Time RCCD Access, Success and Equity Slides Reformatted  
Students: District Wide Units and by College-Specific Units"  
(09.23.22).pptx



Full-Time/Part-Time Status

MVC

MVC FT/PT (MVC Units Only)

MVC Full-Part Time	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Chg.
FT	2,113	2,347	2,394	1,875	1,383	1,520	-28.1%
PT	7,831	7,953	8,563	7,704	6,830	7,828	0.0%
<b>Total</b>	<b>9,944</b>	<b>10,300</b>	<b>10,957</b>	<b>9,579</b>	<b>8,213</b>	<b>9,348</b>	<b>-6.0%</b>

MVC FT/PT (MVC Units Only)

MVC Full-Part Time	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
FT	21.2%	22.8%	21.8%	19.6%	16.8%	16.3%
PT	78.8%	77.2%	78.2%	80.4%	83.2%	83.7%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: RCCD Internal Dashboard "Part-Time/Full-Time RCCD Access, Success and Equity Slides Reformatted  
Students: District Wide Units and by College-Specific Units"  
(09.23.22).pptx

Appendix B



Full-Time/Part-Time Status

NC

NC FT/PT (NC Units Only)

NC Full-Part Time	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Chg.
FT	2,189	2,129	2,302	2,200	1,542	1,669	-23.8%
PT	8,442	8,790	9,523	8,505	7,717	8,457	0.2%
<b>Total</b>	<b>10,631</b>	<b>10,919</b>	<b>11,825</b>	<b>10,705</b>	<b>9,259</b>	<b>10,126</b>	<b>-4.8%</b>

NC FT/PT (NC Units Only)

NC Full-Part Time	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
FT	20.6%	19.5%	19.5%	20.6%	16.7%	16.5%
PT	79.4%	80.5%	80.5%	79.4%	83.3%	83.5%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: RCCD Internal Dashboard "Part-Time/Full-Time Students: District Wide Units and by College-Specific Units" RCCD Access, Success and Equity Slides Reformatted (09.23.22).pptx



Full-Time/Part-Time Status

RCC

RCC FT/PT (RCC Units Only)

RCC Full-Part Time	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Chg.
FT	5,741	6,137	6,023	5,964	5,059	5,187	-9.6%
PT	15,749	15,977	15,987	14,736	13,453	15,077	-4.3%
<b>Total</b>	<b>21,490</b>	<b>22,114</b>	<b>22,010</b>	<b>20,700</b>	<b>18,512</b>	<b>20,264</b>	<b>-5.7%</b>

RCC FT/PT (RCC Units Only)

RCC Full-Part Time	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
FT	26.7%	27.8%	27.4%	28.8%	27.3%	25.6%
PT	73.3%	72.2%	72.6%	71.2%	72.7%	74.4%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: RCCD Internal Dashboard "Part-Time/Full-Time Students: District Wide Units and by College-Specific Units" RCCD Access, Success and Equity Slides Reformatted (09.23.22).pptx



Appendix B



## Special Population Slides - Notes

- Figures in these slides come from two internal RCCD Dashboards
  - “RCCD Student Headcount (Unduplicated by Term by Col)”
  - “Term Enrollments and Headcounts by Group, Distinct Count”
- Completed term data are for end-of-term and in-progress terms are live data (updated daily).
- Each slide shows the statistics for the district and each of the three colleges.
- Percentage change given for counts from first term to last term.

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### Military / Veterans

RCCD							
Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity	Count	Count	Count	Count	Count	Count	Change
African-American	214	268	292	227	264	244	14.0%
American Indian	5	9	17	10	7	8	60.0%
Asian	81	103	101	97	112	115	42.0%
Hispanic	742	898	977	904	960	1011	36.3%
Pacific Islander	10	11	13	13	13	7	-30.0%
Two or More	47	51	68	98	103	150	219.1%
Unreported	13	6	11	12	14	31	138.5%
White	516	588	610	465	426	364	-29.5%
<b>Total</b>	<b>1,628</b>	<b>1,934</b>	<b>2,089</b>	<b>1,826</b>	<b>1,899</b>	<b>1,930</b>	<b>18.6%</b>

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity	%	%	%	%	%	%	%
African-American	13.1%	13.9%	14.0%	12.4%	13.9%	12.6%	
American Indian	0.3%	0.5%	0.8%	0.5%	0.4%	0.4%	
Asian	5.0%	5.3%	4.8%	5.3%	5.9%	6.0%	
Hispanic	45.6%	46.4%	46.8%	49.5%	50.6%	52.4%	
Pacific Islander	0.6%	0.6%	0.6%	0.7%	0.7%	0.4%	
Two or More	2.9%	2.6%	3.3%	5.4%	5.4%	7.8%	
Unreported	0.8%	0.3%	0.5%	0.7%	0.7%	1.6%	
White	31.7%	30.4%	29.2%	25.5%	22.4%	18.9%	
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	

Source: RCCD Dashboards “RCCD Student Headcount (Unduplicated by Term by Col)” and “Term Enrollments and Headcounts by Group, Distinct Count”

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Appendix B



Military / Veterans

MVC

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity	Count	Count	Count	Count	Count	Count	Change
African-American	80	88	106	67	90	73	-8.8%
American Indian	1	2	3	2	2	2	100.0%
Asian	18	29	19	19	27	18	0.0%
Hispanic	217	241	275	213	198	166	-23.5%
Pacific Islander	2	2	3	4	1	2	0.0%
Two or More	14	14	21	28	23	23	64.3%
Unreported	2		4	4	1	5	150.0%
White	120	137	133	94	80	37	-69.2%
<b>Total</b>	<b>454</b>	<b>513</b>	<b>564</b>	<b>431</b>	<b>422</b>	<b>326</b>	<b>-28.2%</b>

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity	%	%	%	%	%	%	%
African-American	17.6%	17.2%	18.8%	15.5%	21.3%	22.4%	
American Indian	0.2%	0.4%	0.5%	0.5%	0.5%	0.6%	
Asian	4.0%	5.7%	3.4%	4.4%	6.4%	5.5%	
Hispanic	47.8%	47.0%	48.8%	49.4%	46.9%	50.9%	
Pacific Islander	0.4%	0.4%	0.5%	0.9%	0.2%	0.6%	
Two or More	3.1%	2.7%	3.7%	6.5%	5.5%	7.1%	
Unreported	0.4%		0.7%	0.9%	0.2%	1.5%	
White	26.4%	26.7%	23.6%	21.8%	19.0%	11.3%	
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	

Source: RCCD Dashboards "RCCD Student Headcount (Unduplicated by Term by Col)" and "Term Enrollments and Headcounts by Group, Distinct Count"

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Military / Veterans

NC

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity	Count	Count	Count	Count	Count	Count	Change
African-American	29	49	58	44	45	30	3.4%
American Indian			4	3	1	1	--
Asian	26	27	38	25	26	23	-11.5%
Hispanic	192	248	289	243	234	248	29.2%
Pacific Islander	3	3	3	5	3	0	-100.0%
Two or More	15	14	14	22	20	30	100.0%
Unreported	4	4	3	3	4	19	375.0%
White	145	162	164	123	129	96	-33.8%
<b>Total</b>	<b>414</b>	<b>507</b>	<b>573</b>	<b>468</b>	<b>462</b>	<b>447</b>	<b>8.0%</b>

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity	%	%	%	%	%	%	%
African-American	7.0%	9.7%	10.1%	9.4%	9.7%	6.7%	
American Indian			0.7%	0.6%	0.2%	0.2%	
Asian	6.3%	5.3%	6.6%	5.3%	5.6%	5.1%	
Hispanic	46.4%	48.9%	50.4%	51.9%	50.6%	55.5%	
Pacific Islander	0.7%	0.6%	0.5%	1.1%	0.6%	0.0%	
Two or More	3.6%	2.8%	2.4%	4.7%	4.3%	6.7%	
Unreported	1.0%	0.8%	0.5%	0.6%	0.9%	4.3%	
White	35.0%	32.0%	28.6%	26.3%	27.9%	21.5%	
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	

Source: RCCD Dashboards "RCCD Student Headcount (Unduplicated by Term by Col)" and "Term Enrollments and Headcounts by Group, Distinct Count"

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Appendix B



Military / Veterans

RCC

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity	Count	Count	Count	Count	Count	Count	Change
African-American	105	131	128	116	129	141	34.3%
American Indian	4	7	10	5	4	5	25.0%
Asian	37	47	44	53	59	74	100.0%
Hispanic	333	409	413	448	528	597	79.3%
Pacific Islander	5	6	7	4	9	5	0.0%
Two or More	18	23	33	48	60	97	438.9%
Unreported	7	2	4	5	9	7	0.0%
White	251	289	313	248	217	230	-8.4%
<b>Total</b>	<b>760</b>	<b>914</b>	<b>952</b>	<b>927</b>	<b>1,015</b>	<b>1,156</b>	<b>52.1%</b>

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity	%	%	%	%	%	%	%
African-American	13.8%	14.3%	13.4%	12.5%	12.7%	12.2%	
American Indian	0.5%	0.8%	1.1%	0.5%	0.4%	0.4%	
Asian	4.9%	5.1%	4.6%	5.7%	5.8%	6.4%	
Hispanic	43.8%	44.7%	43.4%	48.3%	52.0%	51.6%	
Pacific Islander	0.7%	0.7%	0.7%	0.4%	0.9%	0.4%	
Two or More	2.4%	2.5%	3.5%	5.2%	5.9%	8.4%	
Unreported	0.9%	0.2%	0.4%	0.5%	0.9%	0.6%	
White	33.0%	31.6%	32.9%	26.8%	21.4%	19.9%	
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	

Source: RCCD Dashboards "RCCD Student Headcount (Unduplicated by Term by Col)" and "Term Enrollments and Headcounts by Group, Distinct Count"

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Disabled Students

RCCD

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity	Count	Count	Count	Count	Count	Count	Change
African-American	204	247	229	183	157	97	-52.5%
American Indian	6	14	10	12	4	2	-66.7%
Asian	48	70	66	75	67	39	-18.8%
Hispanic	912	1,123	1,212	933	814	464	-49.1%
Pacific Islander	6	9	11	6	7	3	-50.0%
Two or More	39	47	57	57	62	32	-17.9%
Unreported	10	10	20	22	15	8	-20.0%
White	393	490	490	355	288	149	-62.1%
<b>Total</b>	<b>1,618</b>	<b>2,010</b>	<b>2,095</b>	<b>1,643</b>	<b>1,414</b>	<b>794</b>	<b>-50.9%</b>

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity	%	%	%	%	%	%	%
African-American	12.6%	12.3%	10.9%	11.1%	11.1%	5.0%	
American Indian	0.4%	0.7%	0.5%	0.7%	0.3%	0.1%	
Asian	3.0%	3.5%	3.2%	4.6%	4.7%	2.0%	
Hispanic	56.4%	55.9%	57.9%	56.8%	57.6%	24.0%	
Pacific Islander	0.4%	0.4%	0.5%	0.4%	0.5%	0.2%	
Two or More	2.4%	2.3%	2.7%	3.5%	4.4%	1.7%	
Unreported	0.6%	0.5%	1.0%	1.3%	1.1%	0.4%	
White	24.3%	24.4%	23.4%	21.6%	20.4%	7.7%	
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>41.1%</b>	

Source: RCCD Dashboards "RCCD Student Headcount (Unduplicated by Term by Col)" and "Term Enrollments and Headcounts by Group, Distinct Count"

RCCD Access, Success and Equity Slides Reformatted (09.23.22).pptx

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Appendix B



Disabled Students

MVC

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity	Count	Count	Count	Count	Count	Count	Change
African-American	65	81	53	66	47	37	-43.1%
American Indian	2	3		1		1	-50.0%
Asian	11	11	7	16	8	6	-45.5%
Hispanic	191	207	218	218	159	103	-46.1%
Pacific Islander		2	1	2	1	1	--
Two or More	6	8	13	11	14	7	16.7%
Unreported	4	5	6	5	4	5	25.0%
White	42	54	56	47	44	21	-50.0%
<b>Total</b>	<b>321</b>	<b>371</b>	<b>354</b>	<b>366</b>	<b>277</b>	<b>181</b>	<b>-43.6%</b>

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity	%	%	%	%	%	%	%
African-American	20.2%	21.8%	15.0%	18.0%	17.0%	20.4%	
American Indian	0.6%	0.8%		0.3%		0.6%	
Asian	3.4%	3.0%	2.0%	4.4%	2.9%	3.3%	
Hispanic	59.5%	55.8%	61.6%	59.6%	57.4%	56.9%	
Pacific Islander		0.5%	0.3%	0.5%	0.4%	0.6%	
Two or More	1.9%	2.2%	3.7%	3.0%	5.1%	3.9%	
Unreported	1.2%	1.3%	1.7%	1.4%	1.4%	2.8%	
White	13.1%	14.6%	15.8%	12.8%	15.9%	11.6%	
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	

Source: RCCD Dashboards "RCCD Student Headcount (Unduplicated by Term by Col)" and "Term Enrollments and Headcounts by Group, Distinct Count"

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Disabled Students

NC

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity	Count	Count	Count	Count	Count	Count	Change
African-American	22	32	41	29	22	8	-63.6%
American Indian		1		1		0	--
Asian	6	17	18	13	13	15	150.0%
Hispanic	96	225	258	202	155	85	-11.5%
Pacific Islander	1	2	2	1	2	1	0.0%
Two or More	6	12	11	13	4	4	-33.3%
Unreported	1	1	3	7	3	2	100.0%
White	53	109	118	95	65	49	-7.5%
<b>Total</b>	<b>185</b>	<b>399</b>	<b>451</b>	<b>361</b>	<b>265</b>	<b>164</b>	<b>-11.4%</b>

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity	%	%	%	%	%	%	%
African-American	11.9%	8.0%	9.1%	8.0%	8.3%	4.9%	
American Indian		0.3%		0.3%	0.4%	0.0%	
Asian	3.2%	4.3%	4.0%	3.6%	4.9%	9.1%	
Hispanic	51.9%	56.4%	57.2%	56.0%	58.5%	51.8%	
Pacific Islander	0.5%	0.5%	0.4%	0.3%	0.8%	0.6%	
Two or More	3.2%	3.0%	2.4%	3.6%	1.5%	2.4%	
Unreported	0.5%	0.3%	0.7%	1.9%	1.1%	1.2%	
White	28.6%	27.3%	26.2%	26.3%	24.5%	29.9%	
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	

Source: RCCD Dashboards "RCCD Student Headcount (Unduplicated by Term by Col)" and "Term Enrollments and Headcounts by Group, Distinct Count"

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Appendix B



Disabled Students

RCC	Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Change
	Race/Ethnicity	Count	Count	Count	Count	Count	Count	
	African-American	117	134	135	88	88	52	-55.6%
	American Indian	4	10	10	10	3	1	-75.0%
	Asian	31	42	41	46	46	18	-41.9%
	Hispanic	625	691	736	513	500	276	-55.8%
	Pacific Islander	5	5	8	3	4	1	-80.0%
	Two or More	27	27	33	33	44	21	-22.2%
	Unreported	5	4	11	10	8	1	-80.0%
	White	298	327	316	213	179	79	-73.5%
	<b>Total</b>	<b>1,112</b>	<b>1,240</b>	<b>1,290</b>	<b>916</b>	<b>872</b>	<b>449</b>	<b>-59.6%</b>

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
Race/Ethnicity	%	%	%	%	%	%
African-American	10.5%	10.8%	10.5%	9.6%	10.1%	11.6%
American Indian	0.4%	0.8%	0.8%	1.1%	0.3%	0.2%
Asian	2.8%	3.4%	3.2%	5.0%	5.3%	4.0%
Hispanic	56.2%	55.7%	57.1%	56.0%	57.3%	61.5%
Pacific Islander	0.4%	0.4%	0.6%	0.3%	0.5%	0.2%
Two or More	2.4%	2.2%	2.6%	3.6%	5.0%	4.7%
Unreported	0.4%	0.3%	0.9%	1.1%	0.9%	0.2%
White	26.8%	26.4%	24.5%	23.3%	20.5%	17.6%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: RCCD Dashboards "RCCD Student Headcount (Unduplicated by Term by Col)" and "Term Enrollments and Headcounts by Group, Distinct Count"

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Foster Youth Students

RCCD	Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Change
	Race/Ethnicity	Count	Count	Count	Count	Count	Count	
	African-American	156	180	168	148	150	153	-1.9%
	American Indian	11	12	13	3	2	5	-54.5%
	Asian	12	12	14	11	4	10	-16.7%
	Hispanic	415	442	485	457	476	515	24.1%
	Pacific Islander	5	7	2	1	1	1	-80.0%
	Two or More	33	20	37	52	56	56	69.7%
	Unreported	1	1	4	8	8	7	600.0%
	White	208	196	189	135	141	117	-43.8%
	<b>Total</b>	<b>841</b>	<b>870</b>	<b>912</b>	<b>815</b>	<b>838</b>	<b>864</b>	<b>2.7%</b>

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
Race/Ethnicity	%	%	%	%	%	%
African-American	18.5%	20.7%	18.4%	18.2%	17.9%	17.7%
American Indian	1.3%	1.4%	1.4%	0.4%	0.2%	0.6%
Asian	1.4%	1.4%	1.5%	1.3%	0.5%	1.2%
Hispanic	49.3%	50.8%	53.2%	56.1%	56.8%	59.6%
Pacific Islander	0.6%	0.8%	0.2%	0.1%	0.1%	0.1%
Two or More	3.9%	2.3%	4.1%	6.4%	6.7%	6.5%
Unreported	0.1%	0.1%	0.4%	1.0%	1.0%	0.8%
White	24.7%	22.5%	20.7%	16.6%	16.8%	13.5%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: RCCD Dashboards "RCCD Student Headcount (Unduplicated by Term by Col)" and "Term Enrollments and Headcounts by Group, Distinct Count"

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Appendix B



Foster Youth Students

MVC

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Change
Race/Ethnicity	Count	Count	Count	Count	Count	Count	
African-American	54	56	55	50	53	39	-27.8%
American Indian	4	5	4	1		1	-75.0%
Asian	2	1	2			3	50.0%
Hispanic	115	111	110	101	109	127	10.4%
Pacific Islander	3	5	1				-100.0%
Two or More	9	7	11	14	13	16	77.8%
Unreported		1		3	2	1	#DIV/0!
White	44	33	39	28	24	16	-63.6%
<b>Total</b>	<b>231</b>	<b>219</b>	<b>222</b>	<b>197</b>	<b>201</b>	<b>203</b>	<b>-12.1%</b>

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
Race/Ethnicity	%	%	%	%	%	%
African-American	23.4%	25.6%	24.8%	25.4%	26.4%	19.2%
American Indian	1.7%	2.3%	1.8%	0.5%		0.5%
Asian	0.9%	0.5%	0.9%			1.5%
Hispanic	49.8%	50.7%	49.5%	51.3%	54.2%	62.6%
Pacific Islander	1.3%	2.3%	0.5%			0.0%
Two or More	3.9%	3.2%	5.0%	7.1%	6.5%	7.9%
Unreported		0.5%		1.5%	1.0%	0.5%
White	19.0%	15.1%	17.6%	14.2%	11.9%	7.9%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: RCCD Dashboards "RCCD Student Headcount (Unduplicated by Term by Col)" and "Term Enrollments and Headcounts by Group, Distinct Count"

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Foster Youth Students

NC

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Change
Race/Ethnicity	Count	Count	Count	Count	Count	Count	
African-American	22	24	31	16	19	17	-22.7%
American Indian	3	1	3	1	1		-100.0%
Asian	3	2	1	5			-100.0%
Hispanic	79	101	108	77	92	57	-27.8%
Pacific Islander	1	1		1			-100.0%
Two or More	4	2	4	8	9	4	0.0%
Unreported				1	1	1	--
White	42	53	48	31	37	25	-40.5%
<b>Total</b>	<b>154</b>	<b>184</b>	<b>195</b>	<b>140</b>	<b>159</b>	<b>104</b>	<b>-32.5%</b>

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
Race/Ethnicity	%	%	%	%	%	%
African-American	14.3%	13.0%	15.9%	11.4%	11.9%	16.3%
American Indian	1.9%	0.5%	1.5%	0.7%	0.6%	0.0%
Asian	1.9%	1.1%	0.5%	3.6%		0.0%
Hispanic	51.3%	54.9%	55.4%	55.0%	57.9%	54.8%
Pacific Islander	0.6%	0.5%		0.7%		0.0%
Two or More	2.6%	1.1%	2.1%		5.7%	3.8%
Unreported				0.7%	0.6%	1.0%
White	27.3%	28.8%	24.6%	22.1%	23.3%	24.0%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: RCCD Dashboards "RCCD Student Headcount (Unduplicated by Term by Col)" and "Term Enrollments and Headcounts by Group, Distinct Count"

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Appendix B



Foster Youth Students

RCC		Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity		Count	Count	Count	Count	Count	Count	Count	Change
	African-American	80	100	82	82	78	97		21.3%
	American Indian	4	6	6	1	1	4		0.0%
	Asian	7	9	11	6	4	7		0.0%
	Hispanic	221	230	267	279	275	331		49.8%
	Pacific Islander	1	1	1		1	1		0.0%
	Two or More	20	11	22	30	34	36		80.0%
	Unreported	1		4	4	5	5		400.0%
	White	122	110	102	76	80	76		-37.7%
	<b>Total</b>	<b>456</b>	<b>467</b>	<b>495</b>	<b>478</b>	<b>478</b>	<b>557</b>		<b>22.1%</b>

RCC		Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity		%	%	%	%	%	%	%	%
	African-American	17.5%	21.4%	16.6%	17.2%	16.3%	17.4%		
	American Indian	0.9%	1.3%	1.2%	0.2%	0.2%	0.7%		
	Asian	1.5%	1.9%	2.2%	1.3%	0.8%	1.3%		
	Hispanic	48.5%	49.3%	53.9%	58.4%	57.5%	59.4%		
	Pacific Islander	0.2%	0.2%	0.2%		0.2%	0.2%		
	Two or More	4.4%	2.4%	4.4%	6.3%	7.1%	6.5%		
	Unreported	0.2%		0.8%	0.8%	1.0%	0.9%		
	White	26.8%	23.6%	20.6%	15.9%	16.7%	13.6%		
	<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>		

Source: RCCD Dashboards "RCCD Student Headcount (Unduplicated by Term by Coll)" and "Term Enrollments and Headcounts by Group, Distinct Count"

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Special Admit Students

RCCD		Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity		Count	Count	Count	Count	Count	Count	Count	Change
	African-American	117	108	97	106	87	113		-3.4%
	American Indian	6	5	8	5	6	5		-16.7%
	Asian	154	225	351	376	336	323		109.7%
	Hispanic	1,155	1,252	1,377	1,308	1,174	1,320		14.3%
	Pacific Islander	5	7	11	8	9	6		20.0%
	Two or More	11	9	29	99	93	83		654.5%
	Unreported	10	8	29	34	26	32		220.0%
	White	341	337	420	367	325	271		-20.5%
	<b>Total</b>	<b>1,799</b>	<b>1,951</b>	<b>2,322</b>	<b>2,303</b>	<b>2,056</b>	<b>2,153</b>		<b>19.7%</b>

RCCD		Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity		%	%	%	%	%	%	%	%
	African-American	6.5%	5.5%	4.2%	4.6%	4.2%	5.2%		
	American Indian	0.3%	0.3%	0.3%	0.2%	0.3%	0.2%		
	Asian	8.6%	11.5%	15.1%	16.3%	16.3%	15.0%		
	Hispanic	64.2%	64.2%	59.3%	56.8%	57.1%	61.3%		
	Pacific Islander	0.3%	0.4%	0.5%	0.3%	0.4%	0.3%		
	Two or More	0.6%	0.5%	1.2%	4.3%	4.5%	3.9%		
	Unreported	0.6%	0.4%	1.2%	1.5%	1.3%	1.5%		
	White	19.0%	17.3%	18.1%	15.9%	15.8%	12.6%		
	<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>		

Source: RCCD Dashboards "RCCD Student Headcount (Unduplicated by Term by Coll)" and "Term Enrollments and Headcounts by Group, Distinct Count"

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Special Admit Students

MVC

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity	Count	Count	Count	Count	Count	Count	Change
African-American	53	35	25	21	8	27	-49.1%
American Indian	2	3	1	1	1	1	-50.0%
Asian	30	35	12	23	8	9	-70.0%
Hispanic	559	449	340	342	255	262	-53.1%
Pacific Islander	2	1	1		2		-100.0%
Two or More	3	4	3	16	9	11	266.7%
Unreported	2	1	5	7	3	5	150.0%
White	80	67	43	36	36	18	-77.5%
<b>Total</b>	<b>731</b>	<b>595</b>	<b>430</b>	<b>446</b>	<b>322</b>	<b>333</b>	<b>-54.4%</b>

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity	%	%	%	%	%	%	%
African-American	7.3%	5.9%	5.8%	4.7%	2.5%	8.1%	
American Indian	0.3%	0.5%	0.2%	0.2%	0.3%	0.3%	
Asian	4.1%	5.9%	2.8%	5.2%	2.5%	2.7%	
Hispanic	76.5%	75.5%	79.1%	76.7%	79.2%	78.7%	
Pacific Islander	0.3%	0.2%	0.2%		0.6%	0.0%	
Two or More	0.4%	0.7%	0.7%	3.6%	2.8%	3.3%	
Unreported	0.3%	0.2%	1.2%	1.6%	0.9%	1.5%	
White	10.9%	11.3%	10.0%	8.1%	11.2%	5.4%	
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	

Source: RCCD Dashboards "RCCD Student Headcount (Unduplicated by Term by Coll)" and "Term Enrollments and Headcounts by Group, Distinct Count"

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Special Admit Students

NC

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity	Count	Count	Count	Count	Count	Count	Change
African-American	39	48	54	51	47	51	30.8%
American Indian			6	3	4	3	--
Asian	105	167	294	286	264	234	122.9%
Hispanic	313	475	631	534	475	358	14.4%
Pacific Islander	2	3	6	7	4	5	150.0%
Two or More	3	2	14	49	64	33	1000.0%
Unreported	4	5	15	20	18	21	425.0%
White	184	203	283	222	207	120	-34.8%
<b>Total</b>	<b>650</b>	<b>903</b>	<b>1,303</b>	<b>1,172</b>	<b>1,083</b>	<b>825</b>	<b>26.9%</b>

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	
Race/Ethnicity	%	%	%	%	%	%	%
African-American	6.0%	5.3%	4.1%	4.4%	4.3%	6.2%	
American Indian			0.5%	0.3%	0.4%	0.4%	
Asian	16.2%	18.5%	22.6%	24.4%	24.4%	28.4%	
Hispanic	48.2%	52.6%	48.4%	45.6%	43.9%	43.4%	
Pacific Islander	0.3%	0.3%	0.5%	0.6%	0.4%	0.6%	
Two or More	0.5%	0.2%	1.1%	4.2%	5.9%	4.0%	
Unreported	0.6%	0.6%	1.2%	1.7%	1.7%	2.5%	
White	28.3%	22.5%	21.7%	18.9%	19.1%	14.5%	
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	

Source: RCCD Dashboards "RCCD Student Headcount (Unduplicated by Term by Coll)" and "Term Enrollments and Headcounts by Group, Distinct Count"

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Appendix B



Special Admit Students

RCC	Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	Change
	Race/Ethnicity	Count	Count	Count	Count	Count	Count	
	African-American	25	25	18	34	32	35	40.0%
	American Indian	4	2	1	1	1	1	-75.0%
	Asian	19	23	45	67	64	80	321.1%
	Hispanic	283	328	406	432	444	700	147.3%
	Pacific Islander	1	3	4	1	3	1	0.0%
	Two or More	5	3	12	34	20	39	680.0%
	Unreported	4	2	9	7	5	6	50.0%
	White	77	67	94	109	82	133	72.7%
	<b>Total</b>	<b>418</b>	<b>453</b>	<b>589</b>	<b>685</b>	<b>651</b>	<b>995</b>	<b>138.0%</b>

Term	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL
Race/Ethnicity	%	%	%	%	%	%
African-American	6.0%	5.5%	3.1%	5.0%	4.9%	3.5%
American Indian	1.0%	0.4%	0.2%	0.1%	0.2%	0.1%
Asian	4.5%	5.1%	7.6%	9.8%	9.8%	8.0%
Hispanic	67.7%	72.4%	68.9%	63.1%	68.2%	70.4%
Pacific Islander	0.2%	0.7%	0.7%	0.1%	0.5%	0.1%
Two or More	1.2%	0.7%	2.0%	5.0%	3.1%	3.9%
Unreported	1.0%	0.4%	1.5%	1.0%	0.8%	0.6%
White	18.4%	14.8%	16.0%	15.9%	12.6%	13.4%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: RCCD Dashboards "RCCD Student Headcount (Unduplicated by Term by Col)" and "Term Enrollments and Headcounts by Group, Distinct Count"

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Incarcerated Students

RCCD	Term	17FAL	18FAL	19FAL	20FAL	21FAL	Change
	Race/Ethnicity	Count	Count	Count	Count	Count	
	African-American	16	36	52	48	38	137.5%
	American Indian			2	4	1	--
	Asian	5	9	11	14	8	60.0%
	Hispanic	38	38	43	64	63	65.8%
	Pacific Islander		2	3	4	2	--
	Two or More	2	4	9	12	2	0.0%
	Unreported	2	7	34	20	33	1550.0%
	White	20	24	44	56	46	130.0%
	<b>Total</b>	<b>83</b>	<b>120</b>	<b>198</b>	<b>222</b>	<b>193</b>	<b>132.5%</b>

Term	17FAL	18FAL	19FAL	20FAL	21FAL
Race/Ethnicity	%	%	%	%	%
African-American	19%	30%	26%	22%	20%
American Indian			1%	2%	1%
Asian	6%	8%	6%	6%	4%
Hispanic	46%	32%	22%	29%	33%
Pacific Islander		2%	2%	2%	1%
Two or More	2%	3%	5%	5%	1%
Unreported	2%	6%	17%	9%	17%
White	24%	20%	22%	25%	24%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: RCCD Dashboards "RCCD Student Headcount (Unduplicated by Term by Col)" and "Term Enrollments and Headcounts by Group, Distinct Count"

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Incarcerated Students

NC	Term	17FAL	18FAL	19FAL	20FAL	21FAL	Change
	Race/Ethnicity	Count	Count	Count	Count	Count	
	African-American	16	36	52	48	38	137.5%
	American Indian			2	4	1	--
	Asian	5	9	11	14	8	60.0%
	Hispanic	38	38	43	64	63	65.8%
	Pacific Islander		2	3	4	2	--
	Two or More	2	4	9	12	2	0.0%
	Unreported	2	7	34	20	33	1550.0%
	White	20	24	44	56	46	130.0%
	<b>Total</b>	<b>83</b>	<b>120</b>	<b>198</b>	<b>222</b>	<b>193</b>	<b>132.5%</b>

Term	17FAL	18FAL	19FAL	20FAL	21FAL
Race/Ethnicity	%	%	%	%	%
African-American	19%	30%	26%	22%	20%
American Indian			1%	2%	1%
Asian	6%	8%	6%	6%	4%
Hispanic	46%	32%	22%	29%	33%
Pacific Islander		2%	2%	2%	1%
Two or More	2%	3%	5%	5%	1%
Unreported	2%	6%	17%	9%	17%
White	24%	20%	22%	25%	24%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: RCCD Dashboards "RCCD Student Headcount (Unduplicated by Term by Col)" and "Term Enrollments and Headcounts by Group, Distinct Count"

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## Success and Equity Slides - Notes

Most data comes from the Guided Pathways Student Data Dashboard.

Includes students who were first-time in the fall (or preceding summer term).

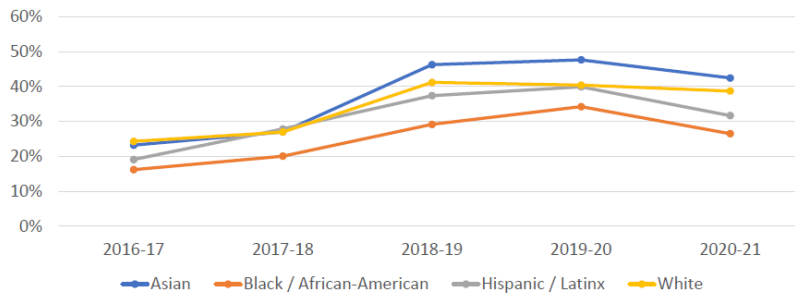
Largest groups shown in graphics (smaller groups combined in Others category).

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Appendix B



### Momentum Point: Passing College-Level English in First Year



	2016-17		2017-18		2018-19		2019-20		2020-21	
	Success	Rate	Success	Rate	Success	Rate	Success	Rate	Success	Rate
Asian	117	23.2%	146	27.0%	191	46.2%	232	47.6%	132	42.4%
Black / Afr.-Am.	104	16.2%	150	20.1%	190	29.1%	205	34.2%	97	26.5%
Hispanic / Latinx	926	19.1%	1498	27.8%	1991	37.4%	2166	39.9%	1179	31.7%
White	368	24.3%	419	26.9%	543	41.2%	522	40.4%	298	38.7%
Others	22	11.3%	21	15.0%	47	30.7%	62	21.9%	114	33.4%
<b>Total</b>	<b>1537</b>	<b>19.9%</b>	<b>2234</b>	<b>26.7%</b>	<b>2962</b>	<b>37.7%</b>	<b>3187</b>	<b>39.4%</b>	<b>1820</b>	<b>33.0%</b>

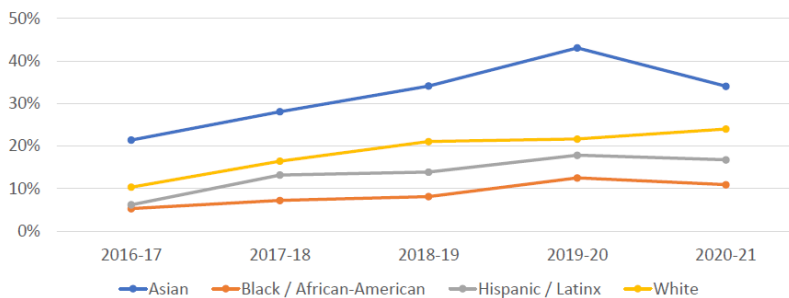
RCCD Access, Success and Equity Slides Reformatted (09.23.22).pptx

Source: RCCD Dashboard "GP Cohort Final v3 (1)"

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### Momentum Point: Passing College-Level Math in First Year



	2016-17		2017-18		2018-19		2019-20		2020-21	
	Success	Rate	Success	Rate	Success	Rate	Success	Rate	Success	Rate
Asian	108	21.4%	152	28.1%	141	34.1%	210	43.1%	106	34.1%
Black / Afr.-Am.	34	5.3%	54	7.2%	53	8.1%	75	12.5%	40	10.9%
Hispanic / Latinx	301	6.2%	711	13.2%	740	13.9%	969	17.9%	625	16.8%
White	157	10.4%	256	16.5%	278	21.1%	280	21.7%	185	24.0%
Others	10	5.2%	5	3.6%	19	12.4%	33	11.7%	66	19.4%
<b>Total</b>	<b>610</b>	<b>7.9%</b>	<b>1178</b>	<b>14.1%</b>	<b>1231</b>	<b>15.7%</b>	<b>1567</b>	<b>19.4%</b>	<b>1022</b>	<b>18.5%</b>

RCCD Access, Success and Equity Slides Reformatted (09.23.22).pptx

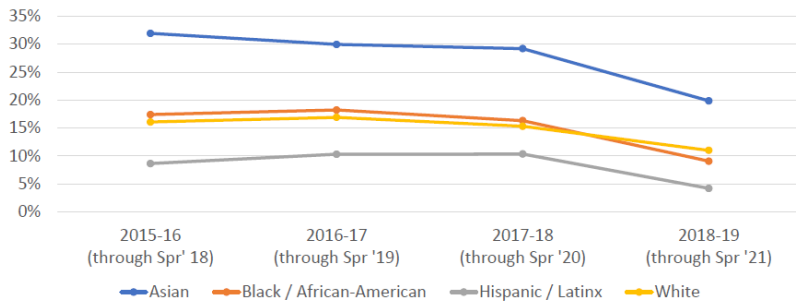
Source: RCCD Dashboard "GP Cohort Final v3 (1)"

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Appendix B



Outcome: Earning Transfer Only (3 Years)



	2015-16 (through Spr '18)		2016-17 (through Spr '19)		2017-18 (through Spr '20)		2018-19 (through Spr '21)	
	Success	Rate	Success	Rate	Success	Rate	Success	Rate
Asian	167	31.9%	151	30.0%	158	29.2%	82	19.9%
Black / Afr.-Am.	128	17.4%	117	18.2%	122	16.3%	59	9.0%
Hispanic / Latinx	426	8.6%	500	10.3%	557	10.3%	223	4.2%
White	233	16.1%	256	16.9%	238	15.3%	145	11.0%
Others	23	11.5%	20	10.3%	26	18.6%	20	13.1%
Total	977	12.5%	1044	13.5%	1101	13.2%	529	6.7%

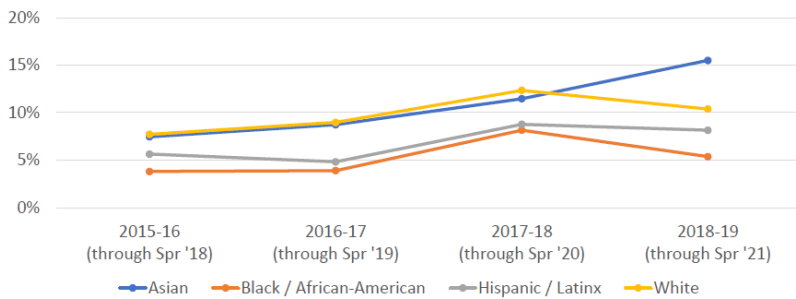
RCCD Access, Success and Equity Slides Reformatted (09.23.22).pptx

Source: RCCD Dashboard "GP Cohort Final v3 (1)"

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Outcome: Earning Transfer & Degree/Certificate (3 Years)



	2015-16 (through Spr '19)		2016-17 (through Spr '19)		2017-18 (through Spr '20)		2018-19 (through Spr '21)	
	Success	Rate	Success	Rate	Success	Rate	Success	Rate
Asian	39	7.5%	44	8.7%	62	11.5%	64	15.5%
Black / Afr.-Am.	28	3.8%	25	3.9%	61	8.2%	35	5.4%
Hispanic / Latinx	278	5.6%	234	4.8%	472	8.8%	434	8.1%
White	112	7.7%	136	9.0%	192	12.3%	137	10.4%
Others	8	4.0%	12	6.2%	5	3.6%	4	2.6%
Total	465	5.9%	451	5.9%	792	9.5%	674	8.6%

RCCD Access, Success and Equity Slides Reformatted (09.23.22).pptx

Source: RCCD Dashboard "GP Cohort Final v3 (1)"

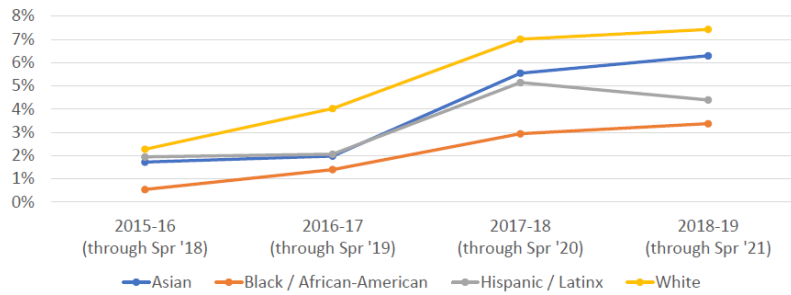
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Appendix B



### Outcome: Earning Degree/Certificate Only (3 Years)



	2015-16 (through Spr '18)		2016-17 (through Spr '19)		2017-18 (through Spr '20)		2018-19 (through Spr '21)	
	Success	Rate	Success	Rate	Success	Rate	Success	Rate
Asian	9	1.7%	10	2.0%	30	5.5%	26	6.3%
Black / Afr.-Am.	4	0.5%	9	1.4%	22	2.9%	22	3.4%
Hispanic / Latinx	96	1.9%	100	2.1%	277	5.1%	234	4.4%
White	33	2.3%	61	4.0%	109	7.0%	98	7.4%
Others	4	2.0%	1	0.5%	6	4.3%	8	5.2%
<b>Total</b>	<b>146</b>	<b>1.9%</b>	<b>181</b>	<b>2.3%</b>	<b>444</b>	<b>5.3%</b>	<b>388</b>	<b>4.9%</b>

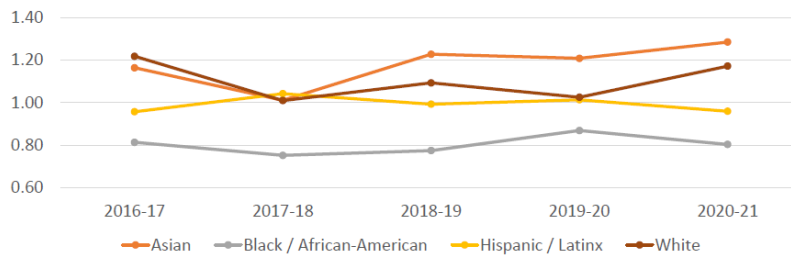
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Source: RCCD Dashboard "GP Cohort Final v3 (1)"

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### Proportionality Indices: Momentum Point: Passing College-Level English in First Year



	2016-17	2017-18	2018-19	2019-20	2020-21
American Indian / Alaska Native	1.25	0.62	0.59	0.63	0.50
Asian	1.16	1.01	1.23	1.21	1.29
Black / African-American	0.81	0.75	0.77	0.87	0.80
Hispanic / Latinx	0.96	1.04	0.99	1.01	0.96
Pacific Islander / Native					
Hawaiian	0.65	0.55	1.10	0.57	0.58
Two or More	0.65	0.85	1.23	0.73	0.99
Unreported	0.28	0.37	0.43	0.35	1.21
White	1.22	1.01	1.09	1.03	1.17

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Source: RCCD Dashboard "GP Cohort Final v3 (1)"

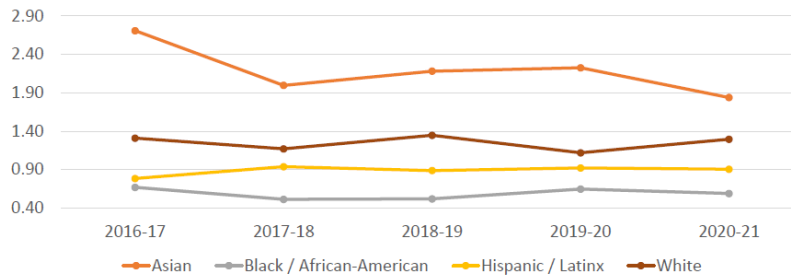
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Appendix B



Proportionality Indices:  
Momentum Point: Passing College-Level Math in First Year



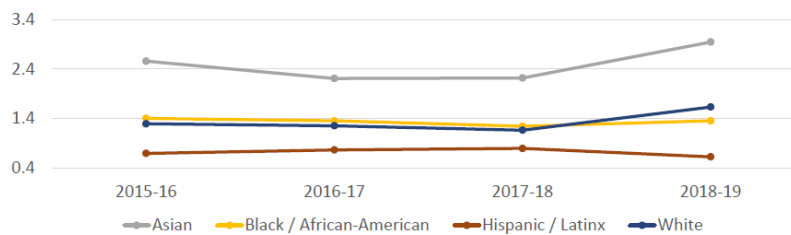
	2016-17	2017-18	2018-19	2019-20	2020-21
American Indian / Alaska Native	0.45	0.47	0.35	0.65	0.00
Asian	2.71	2.00	2.18	2.23	1.84
Black / African-American	0.67	0.51	0.52	0.65	0.59
Hispanic / Latinx	0.78	0.94	0.89	0.92	0.91
Pacific Islander / Native Hawaiian	1.10	0.30	0.97	1.05	0.21
Two or More	0.82	0.32	1.14	0.82	1.16
Unreported	0.43	0.00	0.74	0.15	1.15
White	1.31	1.17	1.35	1.12	1.30

RCCD Access, Success and Equity Slides Reformatted (09.23.22).pptx

Source: RCCD Dashboard "GP Cohort Final v3 (1)"



Proportionality Indices:  
Outcome: Earning Transfer Only (3 Years)



	2015-16	2016-17	2017-18	2018-19
American Indian / Alaska Native	1.40	0.26	0.76	2.06
Asian	2.56	2.21	2.22	2.95
Black / African-American	1.40	1.35	1.24	1.35
Hispanic / Latinx	0.69	0.76	0.79	0.62
Pacific Islander / Native Hawaiian	1.44	0.96	1.90	2.26
Two or More	0.86	1.67	2.42	2.65
Unreported	0.36	0.50	0.76	1.04
White	1.29	1.25	1.16	1.63

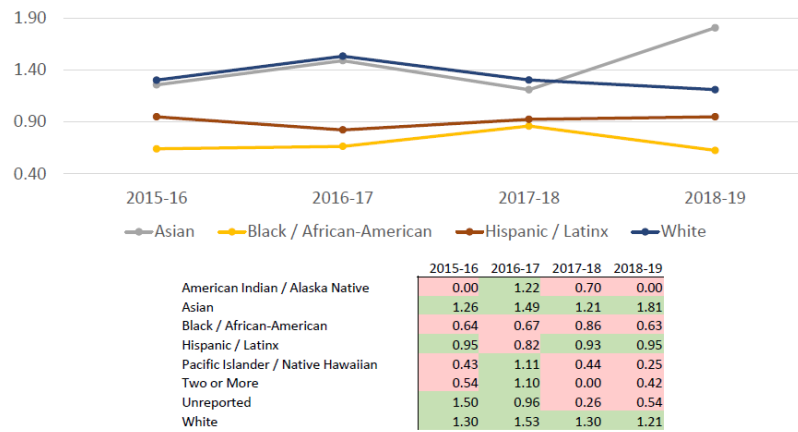
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Source: RCCD Dashboard "GP Cohort Final v3 (1)"

Appendix B



Proportionality Indices:  
Outcome: Earning Degree/Certificate & Transfer (3 Years)



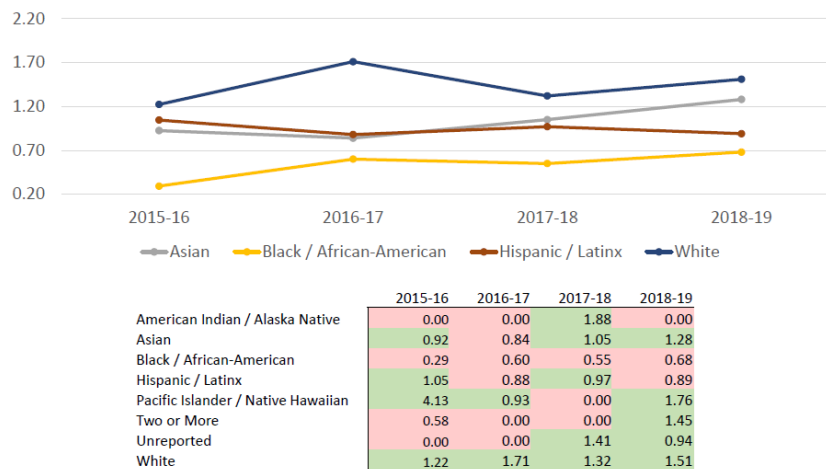
RCCD Access, Success and Equity Slides Reformatted (09.23.22).pptx

Source: RCCD Dashboard "GP Cohort Final v3 (1)"

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Proportionality Indices:  
Outcome: Earning Degree/Certificate Only (3 Years)



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Source: RCCD Dashboard "GP Cohort Final v3 (1)"

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<b>Appendix C. High School College Going Rate (by feeder district)</b>				
<b>Academic Year</b>	<b>District Name</b>	<b>High School Completers</b>	<b>Enrolled In College (12 Months)</b>	<b>College Going Rate</b>
<b>2014-15</b>	Alvord Unified	1178	574	48.7%
	Corona-Norco Unified	3733	2268	60.8%
	Jurupa Unified	1188	537	45.2%
	Moreno Valley Unified	1954	974	49.8%
	Riverside Unified	2779	1515	54.5%
	Val Verde Unified	1267	676	53.4%
<b>2014-15 Total</b>		<b>12099</b>	<b>6544</b>	<b>54.1%</b>
<b>2015-16</b>	Alvord Unified	1384	644	46.5%
	Corona-Norco Unified	3843	2418	62.9%
	Jurupa Unified	1142	558	48.9%
	Moreno Valley Unified	2004	1076	53.7%
	Riverside Unified	2742	1584	57.8%
	Val Verde Unified	1184	683	57.7%
<b>2015-16 Total</b>		<b>12299</b>	<b>6963</b>	<b>56.6%</b>
<b>2016-17</b>	Alvord Unified	1301	688	52.9%
	Corona-Norco Unified	3715	2379	64.0%
	Jurupa Unified	1180	602	51.0%
	Moreno Valley Unified	1872	1051	56.1%
	Riverside Unified	2702	1663	61.5%
	Val Verde Unified	1248	739	59.2%
<b>2016-17 Total</b>		<b>12018</b>	<b>7122</b>	<b>59.3%</b>
<b>2017-18</b>	Alvord Unified	1253	698	55.7%
	Corona-Norco Unified	3785	2592	68.5%
	Jurupa Unified	1113	609	54.7%
	Moreno Valley Unified	1994	1159	58.1%
	Riverside Unified	2734	1707	62.4%
	Val Verde Unified	1320	754	57.1%
<b>2017-18 Total</b>		<b>12199</b>	<b>7519</b>	<b>61.6%</b>
<b>2018-19</b>	Alvord Unified	1203	672	55.9%
	Corona-Norco Unified	3790	2441	64.4%
	Jurupa Unified	1157	600	51.9%
	Moreno Valley Unified	1890	985	52.1%
	Riverside Unified	2757	1637	59.4%
	Val Verde Unified	1355	755	55.7%
<b>2018-19 Total</b>		<b>12152</b>	<b>7090</b>	<b>58.3%</b>
<b>2019-20</b>	Alvord Unified	1161	620	53.4%
	Corona-Norco Unified	3765	2314	61.5%
	Jurupa Unified	1194	585	49.0%
	Moreno Valley Unified	1839	921	50.1%
	Riverside Unified	2858	1523	53.3%
	Val Verde Unified	1445	768	53.1%
<b>2019-20 Total</b>		<b>12262</b>	<b>6731</b>	<b>54.9%</b>
<b>Grand Total</b>		<b>73029</b>	<b>41969</b>	<b>57.5%</b>



<b>Appendix D. College Going Rate, by destination</b>							
<b>Academic Year</b>	<b>District Name</b>	<b>High School Completers</b>	<b>% UC</b>	<b>% CSU</b>	<b>% CCC</b>	<b>% Others</b>	<b>College Going Rate</b>
<b>2014-15</b>	Alvord	1178	7.6%	9.6%	26.0%	5.5%	48.7%
	Corona-Norco	3733	8.0%	11.8%	26.0%	15.0%	60.8%
	Jurupa	1188	5.9%	9.3%	25.0%	5.0%	45.2%
	Moreno Valley	1954	6.7%	13.5%	23.4%	6.2%	49.8%
	Riverside	2779	7.5%	11.7%	25.1%	10.3%	54.5%
	Val Verde	1267	8.7%	14.9%	22.7%	7.1%	53.4%
<b>2014-15 Total</b>		<b>12099</b>	<b>7.5%</b>	<b>11.9%</b>	<b>24.9%</b>	<b>9.8%</b>	<b>54.1%</b>
<b>2015-16</b>	Alvord	1384	9.0%	8.6%	21.4%	7.5%	46.5%
	Corona-Norco	3843	9.8%	11.2%	28.5%	13.4%	62.9%
	Jurupa	1142	5.5%	11.6%	26.5%	5.2%	48.9%
	Moreno Valley	2004	9.0%	14.2%	24.5%	5.9%	53.7%
	Riverside	2742	9.3%	12.7%	23.3%	12.5%	57.8%
	Val Verde	1184	11.2%	14.3%	23.8%	8.4%	57.7%
<b>2015-16 Total</b>		<b>12299</b>	<b>9.2%</b>	<b>12.1%</b>	<b>25.3%</b>	<b>10.1%</b>	<b>56.6%</b>
<b>2016-17</b>	Alvord	1301	9.3%	8.4%	28.4%	6.8%	52.9%
	Corona-Norco	3715	10.9%	10.6%	30.0%	12.6%	64.0%
	Jurupa	1180	7.9%	9.5%	28.9%	4.7%	51.0%
	Moreno Valley	1872	9.5%	14.2%	27.5%	5.0%	56.1%
	Riverside	2702	9.1%	11.9%	28.5%	12.0%	61.5%
	Val Verde	1248	10.0%	14.8%	25.2%	9.1%	59.2%
<b>2016-17 Total</b>		<b>12018</b>	<b>9.7%</b>	<b>11.5%</b>	<b>28.5%</b>	<b>9.5%</b>	<b>59.3%</b>
<b>2017-18</b>	Alvord	1253	10.0%	8.1%	31.4%	6.1%	55.7%
	Corona-Norco	3785	10.8%	12.4%	30.1%	15.2%	68.5%
	Jurupa	1113	8.1%	11.7%	28.4%	6.6%	54.7%
	Moreno Valley	1994	7.7%	14.4%	29.9%	6.1%	58.1%
	Riverside	2734	9.5%	9.7%	29.4%	13.9%	62.4%
	Val Verde	1320	9.5%	11.5%	29.3%	6.7%	57.1%
<b>2017-18 Total</b>		<b>12199</b>	<b>9.5%</b>	<b>11.5%</b>	<b>29.8%</b>	<b>10.8%</b>	<b>61.6%</b>
<b>2018-19</b>	Alvord	1203	9.1%	9.1%	31.4%	6.2%	55.9%
	Corona-Norco	3790	9.6%	12.6%	28.6%	13.6%	64.4%
	Jurupa	1157	6.5%	11.4%	29.1%	4.8%	51.9%
	Moreno Valley	1890	8.7%	12.7%	25.0%	5.7%	52.1%
	Riverside	2757	9.9%	9.9%	28.2%	11.4%	59.4%
	Val Verde	1355	9.7%	12.8%	26.1%	7.1%	55.7%
<b>2018-19 Total</b>		<b>12152</b>	<b>9.2%</b>	<b>11.6%</b>	<b>28.0%</b>	<b>9.6%</b>	<b>58.3%</b>
<b>2019-20</b>	Alvord	1161	9.4%	9.1%	26.0%	8.9%	53.4%
	Corona-Norco	3765	10.9%	11.0%	25.2%	14.2%	61.5%
	Jurupa	1194	7.5%	13.4%	22.9%	5.3%	49.0%
	Moreno Valley	1839	8.3%	11.4%	23.4%	7.0%	50.1%
	Riverside	2858	9.0%	9.3%	23.9%	11.1%	53.3%
	Val Verde	1445	10.7%	13.2%	21.5%	7.7%	53.1%
<b>2019-20 Total</b>		<b>12262</b>	<b>9.6%</b>	<b>11.0%</b>	<b>24.0%</b>	<b>10.3%</b>	<b>54.9%</b>
<b>Grand Total</b>		<b>73029</b>	<b>9.1%</b>	<b>11.6%</b>	<b>26.7%</b>	<b>10.0%</b>	<b>57.5%</b>

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

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Date: October 17, 2023

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

DRAFT: DISCUSSION PURPOSES ONLY

Date: October 17, 2023

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