



Institutional Effectiveness & Governance Council

Minutes for October 26, 2023

Time: 12:50 pm to 1:50 pm

Location-CSS-217

Meeting Participants

Committee Members Present

Dr. Greg Aycock, Ms. Caitlin Busso, Dr. Greg Ferrer, Dr. Tenisha James, Mr. Dan Reade, Dr. Tim Russell and Ms. Dana White

Committee Members Not Present

Dr. Mark Hartley, Ms. Ashlee Johnson, Ms. Ruth Leal, Mr. Alex Spencer, Mr. John Thehumury, and Ms. Leona Vassale

Guest(s)

Dr. Monica Green

Recorder

Desiree Wagner

1. Call to Order

- (Time 12:52 pm)

2. Action Items

2.1 Approval of Agenda

- **MSC (White/ Reade)**
- **MSC (James/ White)** To move agenda item 2.5 Report of Effectiveness as Information Item 4.3.
- Approved with corrections, 0 Abstentions

2.2 Approval of [September 28, 2023, Meeting Minutes](#)

- **MSC (Aycock/Reade)**
- Approved by consensus, 0 Abstentions

2.3 [2023 Planning and Development Resource Ranking Results](#)

- **MSC (White/Aycock)**
 - [2023-2034 Planning and Development Annual Update](#)
- Recommended to review the ranking process in the SPGM on pages 89-90.
- Reviewed the resource request rankings for the department of Planning and Development.
- Clarification provided on item 11: Full-time PD Coordinator, will be a full-time position for Professional Development, just like our sister college RCC.

- The new rubric process and current procedure do not provide clarity on our scope or process. There is still some confusion on the current procedure and what the council needs to do to move forward. Council members expressed their confusion with how to use the current procedure to rank, and with the new rubric process.
- Drs. James and Aycock clarify the process to the council. IEGC is to review the ranking requests to ensure they align with the Strategic Plan, goals and objectives and see if there are any disconnects. The division rank was presented without duplicated rankings for possible acceptance by the committee until further training and development is provided for the rubric.
- Council members requested an additional IEGC meeting with a specific focus on Program Review procedures and the rubric for ranking.
- Approved by consensus, 1 Abstention to accept the division rank this year as presented, without a committee ranking by rubric

2.4 [Assessment of the Evaluation Procedures & Governance Structure Report](#)

- **MSC (Reade/ White)** Item 1 approved at September 28th meeting, review and approve items 2, 3 & 4.
- IEGC accepted the findings and recommendations to the SPGM.
- Feedback from some of the members is that the SPGM is very wordy and lengthy as is. In the future, we will need to really prune and cut it down as so it is more manageable to read and comprehend.
- Approved by consensus, 0 Abstentions

2.5 [DEI Glossary of Terms \(First Read\)](#)

- **MSC (Aycock/ white)**
- [DEIA Meeting Minutes for June 6, 2023](#)
- Glossary of terms is used as common language across campus and as a reference.
- **Motion to amend the motion (Aycock/ White):** Agree to be in alignment with DEIA and accept this item as is and no need to bring back as a second read.
- **Motion to amend the amendment (White/Reade):** Any updates from DEI Glossary of Terms need to come to IEGC as an Information Item.
- Approved by consensus, 0 Abstentions

3. Discussion Item

3.1 [SPGM Revision Control Proposal](#)

- Reviewed the SPGM Revision Control Proposal.
- This would be a standing item of IEGC.
- Any action items approved or not will now be submitted via MS forms and submitted to the President's Office.
- Feedback from the Council is that this is a very heavy workload for the co-chairs and recognize this will be a challenge and very intimidating for new chairs coming into the role.

4. Information Items

4.1 [23-24 IEGC Annual Calendar](#)

- Standing Item on the agenda to ensure we are on target with our goals and objectives.

4.2 [RCCD Educational Masterplan 2023 Draft](#)

- This is a district plan, please provide any feedback to the co-chairs.

4.3 Reports of Effectiveness

- [Norco Assessment Committee](#)
 - Update committee charter and submit to Academic Senate for approval.
 - Update Assessment structure of the Nuventive platform.
 - Develop training for integrating SLO assessment in Canvas.
 - Map SLOs to PLOs/GELOs in Nuventive.
- [Program Review](#)
 - The Program Review Committee established two subgroups, the Efficacy Subgroup, intended to propose ways to make the Program Review process more meaningful, and the Equity Subgroup, which was tasked to draft equity questions to be added to the Program Review.
 - We have stayed in constant communication with Nuventive to update and improve the Program Review platform.
 - The Program Review Committee has provided training and support for authors writing Annual Updates for the Program Review.
 - The Program Review Committee oversaw the submission of successful Annual Update cycles over the last two years, offering a method to request and allocate resources.
- [FPDC](#)
 - FPDC will have more opportunities for members to get actively involved.
 - Communicate key issues discussed and actions taken during meeting to their constituent group.
 - FPDC is working towards fulfilling the committee's charge.

5. Good of the Order

- Recommendation to have a Spring training on the reporting process for program review.
- Proposal to have a dedicated meeting or extend a meeting just to do the work required for this Council.

6. Future Agenda Topics

- IEGC Report of Effectiveness
- DEIA Glossary of Terms
- Marketing Committee Report of Effectiveness & Charter

7. Adjournment

- Time 1:50 pm

Next Meeting

Date: November 16, 2023

Time: 12:50 pm to 1:50 pm

Location: IT*111

| Fall 2023 Meeting Schedule of IEGC | Agenda Item Request Deadline |
|---|---|
| September 28, 2023, from 12:50-1:50 PM | 5 PM on Thursday, September 21, 2023 |
| October 26, 2023, 12:50-1:50PM | 5 PM on Thursday, October 19, 2023 |
| November 16, 2023, 12:50-1:50PM | 5PM on Thursday, November 9, 2023 |

IEGC Purpose

The Institutional Effectiveness & Governance Council (IEGC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to mission, academic quality, institutional effectiveness, institutional integrity, leadership, and governance. The IEGC provides leadership and retains responsibility for ACCJC Standards I and IV, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned Educational Master Plan objectives. The IEGC makes recommendations to the College Council, Academic Senate and the Vice President of Planning & Development.

| Unit | Cycle | Amount Requested | Resource Type | This request | | | | The evidence to support | | | | Notes 2022-23 | Updates needed |
|---|--------------------|------------------|-------------------------------------|--|-----------------------------------|------------|---|---|---|--------------------------------|---------------|--|----------------|
| | | | | Request related to EMP goal or Professional Goals? | Professional Goals for my area is | Priority # | What resources do we already have? | What resources do you need? | Is this request can be found | Funding Status | Notes 2021-22 | | |
| Program Review - Administration, Planning and Development | 2021 - 2024 | \$48,000 | STAMP - Classified Professionals, I | EMP Goal 13,EMP Goal 8,EMP | General Fund | 5 | 376k FTE based on resource development | Retention funding for 100% dedicated personnel (Dean | Program Review Part 1 | No Action Insufficient Funding | N/A | | |
| Program Review - Administration, Planning and Development | 2021 - 2024 | \$20,000 | STAMP - Classified Professionals, I | EMP Goal 1,EMP Goal 2,EMP G | General Fund | 3 | 10% Institutional Research Specialist. We have | 17 Institutional Research Specialist | Program Review Part 1 | No Action Insufficient Funding | N/A | | |
| Program Review - Administration, Planning and Development | 2021 - 2024 | \$10,000 | STAMP - Classified Professionals, I | EMP Goal 4 | General Fund,C | 6 | grant funds and OIG of an administrator | full time Professional Development Coordinator | Program Review Part 1 | No Action Insufficient Funding | N/A | | |
| Program Review - Administration, Planning and Development | 2021 - 2024 | \$10,000 | STAMP - Classified Professionals, I | EMP Goal 7,EMP Goal 2,EMP G | General Fund,C | 4 | Stokoe Innovative Learning Center about 1st | Stokoe Center Program Director | Program Review Part 1 | No Action Insufficient Funding | N/A | | |
| Program Review - Administration, Planning and Development | 2022 - 2023 Update | \$14,226 | STAMP - Classified Professionals, I | EMP Goal 1,EMP Goal 8 | General Fund | 1 | None. Presently Harris College is the only co | 0k cost of 1 to 10 additional 1% of 48k for equipment | Program Review Part 1 | No Action Insufficient Funding | N/A | Updated to Director of Research to better support the department | |
| Program Review - Administration, Planning and Development | 2021 - 2024 Update | \$20,000 | STAMP - Classified Professionals, I | EMP Goal 1,EMP Goal 2,EMP G | Other/None/Gen | 2 | None. The Office of Institutional Effectiveness | currently Administrative Assistant 6 to Institutional EOs | Assessment Review,Data Review,Program Review Part 1 | | | | |



Assessment of the Evaluation Procedures & Governance Structure Report

Introduction:

Norco College recognizes the importance of maintaining efficient systems and structures in order to support continuous improvement and progress towards its goals and outcomes. Because of this, the college has established a process to regularly assess its evaluation procedures and governance structure. In alignment with the established process, Norco College completed an assessment of its evaluation procedures and governance structure in Spring 2023.

Purpose:

The purpose of this report is to document completion and describe results of the Assessment of the Evaluation Procedures & Governance Structure process completed Spring 2023.

Background:

Per the SPGM (p. 89) each year, the appropriate bodies of the planning and decision-making process as specified (p. 89-90) shall participate in the following five evaluation processes:

- Councils and Committees Report of Effectiveness
- Institutional Effectiveness and Planning Survey
- College President Memorandum
- Key Performance Indicators (KPIs) Progress Report
- Resource Allocation Report

Additionally, according to the SPGM (p. 90)

Every odd year in spring, the Institutional Effectiveness & Governance Council shall assess and review the aforementioned five evaluation procedures and associated processes (e.g. chartering process, KPI metrics, governance structure, and EMP objective assignments) to determine if any improvements or changes are necessary in order to improve effectiveness. This includes edits/enhancement suggestions to the Strategic Planning & Governance Manual itself.

Procedure:

During Spring 2023 the Co-Chairs of IEGC facilitated the Assessment of the Evaluation Procedures & Governance Structure as described by the SPGM (p. 89-90). The scope of the evaluation included document review and discussion with relevant stakeholders to identify potential areas of misalignment, ambiguity, or disfunction. Upon completion of the Audit, the group clustered findings by similarity, developed recommendations for improvement, and charged IEGC to monitor implementation.

Results:

The IEGC Co-Chairs conducted an audit of the five evaluation procedures and associated processes as part of an overall assessment of the evaluation procedures and governance structure. Upon completion of the audit, observations were clustered by similarity and summarized in four main findings.

Report of Findings:

1. (#1) Councils and Committees Report of Effectiveness: In mid-spring of each academic year, each committee and 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, each leadership council will receive an executive summary from each standing committee addressing the above three areas for review and discussion at a designated council meeting. (Standing committees of the Academic Senate will report to the Academic Senate and shared with leadership councils as an information item). 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. College Council will conduct its evaluation of effectiveness and post an executive summary on the Council's website.

Finding: Councils and committees participate in the survey process (with varying degrees of participation across councils), but do not provide a report of effectiveness with an evaluation of the council effectiveness in planning and decision-making, EMP objective progress and assignments, and completion of their charter's scope/deliverables as stated in the SPGM.

Recommendation: Review the survey template, create a calendar to ensure continuous improvement in planning and decision-making, and provide training to council/committee members for the report of effectiveness with a focus on KPI progress and assignments.

2. (#2) Institutional Effectiveness and Planning Survey: In late spring, the College-at large will be surveyed to determine the degree to which the College constituencies understand and are satisfied with planning, program review, resource allocation and decision-making processes as well as their perceptions regarding the degree to which these processes are effectively integrated.

Finding: Lack of clarity regarding the use of, timing, and application of the IEPS

Recommendation: Add clarifying language to address the academic year timeline for the IEPS, including where this information is shared and how this information is used to close the loop in planning and decision-making to ensure continuous improvement.

3. (#6) Assessment of the Evaluation Procedures and Governance Structure: Every odd year in spring, the Institutional Effectiveness & Governance Council shall assess and review the aforementioned five evaluation procedures and associated processes (e.g. chartering process, KPI metrics, governance structure, and EMP objective assignments) to determine if any improvements or changes are necessary in order to improve effectiveness. This includes edits/enhancement suggestions to the Strategic Planning & Governance Manual itself.

Finding: Inconsistency in language throughout the SPGM regarding decision-making, and clear definitions of operational procedures (to be directed to delegated area of responsibility) versus strategic procedures that move through the Norco College Strategic Planning Structure (p. 94).

Recommendation: Update the SPGM to clarify definitions of operational and strategic, as well as parliamentary procedures, and language to codify that strategic decision-making authority is given to the College President, District Chancellor, and Board of Trustees (councils and committees make recommendations).

4. (#6) Assessment of the Evaluation Procedures and Governance Structure: Every odd year in spring, the Institutional Effectiveness & Governance Council shall assess and review the aforementioned five evaluation procedures and associated processes (e.g. chartering process, KPI metrics, governance structure, and EMP objective assignments) to determine if any improvements or changes are necessary in order to improve effectiveness. This includes edits/enhancement suggestions to the Strategic Planning & Governance Manual itself.

Finding: Inconsistency in language throughout the SPGM regarding a functional process to revise the governance processes as defined by the SPGM. Specifically, revision process was found to be unclear and inefficient regarding decision-making and document control practices.

Recommendation: Develop a proposal to adopt a new SPGM revision process which includes a clear description of approval chains and a more functional editing process.

Diversity, Equity, Inclusion, and Accessibility Glossary of Terms

The purpose of the Diversity, Equity, Inclusion, and Accessibility (DEIA) Glossary of Terms is to serve as a reference guide of DEI terms that are critical to our shared understanding for the need to advance efforts to address systemic racism in our system. While the list of terms is not exhaustive, the glossary identifies key terms informed by the DEIA Workgroup to help individuals engage in meaningful conversations on equity. This glossary is a living document and will be updated on an annual basis to reflect the evolution of our understanding of diversity, equity, inclusion, and accessibility.

DEIA TERMS

Accessibility: The opportunity [for a person with a disability] to acquire the same information and materials, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. This includes the intentional design or redesign of technology, policies, products, services, and facilities that increase one's ability to use, access, and obtain the respective item.¹

Ally: Person in a dominant position of power actively working in solidarity with individuals that do not hold that same power or they do not share a social identity with to end oppressive systems and practices. In the context of racial justice, allyship often refers to White people working to end the systemic oppression of people of color.²

Anti-Racist: Person who actively opposes racism and the unfair treatment of people who belong to other races. They recognize that all racial groups are equal (i.e., nothing inherently superior or inferior about specific racial groups) and that racist policies have caused racial inequities. They also understand that racism is pervasive and has been embedded into all societal structures. An anti-racist challenges the values, structures, policies, and behaviors that perpetuate systemic racism, and they are also willing to admit the times in which they have been racist. Persons are either anti-racist or racist. Persons that say they are 'not a racist' are in denial of the inequities and racial problems that exist.³

¹ University of Pittsburgh, Office for Equity, Diversity, and Inclusion. (n.d.) *Diversity, Equity, and Inclusion Glossary*. <https://www.diversity.pitt.edu/education/diversity-equity-and-inclusion-glossary>; U.S. Department of Education, Office for Civil Rights. 2013, February 28. *Resolution Agreement: South Carolina Technical College System*. <https://www2.ed.gov/about/offices/list/ocr/docs/investigations/11116002-b.html>

² Patel, V.S. (2011). Moving toward an inclusive model of allyship for racial justice. *The Vermont Connector* 82, 78-88; Reason, R, Millar, E.A., & Scales T.C. (2005). Toward a model of racial justice ally development. *Journal of College Student Development* 46(5), 530-546.

³ Kendi, I.X. (2019). *How to be an antiracist*. One World

Anti-Racism: A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.⁴

Bias: Is an inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group. It is grounded in stereotypes and prejudices.⁵

Co-conspirators: Are people who are willing to put something on the line to use their privilege to disband systems of oppression. In contrast to allyship, co-conspirators do not just educate themselves about systemic injustice and racism, but like modern-day activists, they take personal risks to pursue meaningful action.⁶

Color Blindness: Is a racial ideology that assumes the best way to end prejudice and discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. This ideology is grounded in the belief that race-based differences do not matter and should not be considered for decisions, impressions, and behaviors. However, the term “colorblind” de-emphasizes, or ignores, race and ethnicity, a large part of one’s identity and lived experience. In doing so, it perpetuates existing racial inequities and denies systematic racism.⁷

Color-Evasiveness: Is a racial ideology that describes the same concept as color-blindness where individuals reject or minimize the significance of race. Color-evasiveness, however, avoids describing people with disabilities as problematic or deficient by using blindness as a metaphor for ignorance.⁸

Covert Racism: A form of racial discrimination that is disguised and indirect, rather than public or obvious. Covert racism discriminates against individuals through often evasive or seemingly passive methods. Since racism is viewed as socially unacceptable by

⁴ Kendi, I.X. (2019). *How to be an antiracist*. One World.

⁵ Bias. (n.d.). American Psychological Association Dictionary. Retrieved September 3, 2020, from <https://dictionary.apa.org/bias>; Friarman, S.E. (2016). Unconscious bias: when good intentions aren’t enough. *Educational Leadership*, 74(3), 10-15;; Moule, J. (2009). Understanding unconscious bias and unintentional racism. *Phi Delta Kappan* (January), 320-326.

⁶ *Ally vs. co-conspirator: What it means to be an abolitionist teacher* [Video]. (2020). C-SPAN. <https://www.c-span.org/video/?c4844082/use-rclip-ally-vs-conspirator-means-abolitionist-teacher>; Stoltzfus, K. (2019). Abolitionist teaching in action: Q & a with Bettina L. Love. *ASCD Education Update*, 6(112).

⁷ Apfelbaum, E.P., Norton, M. I., & Sommers, S.R. (2012). Racial color blindness: Emergence, practice, and implications. *Psychological Science*, 2(13), 205-209.; Plaut, V.C., Thomas, K.M., & Goren, M.J. (2009). Is multiculturalism or color blindness better for minorities? *Psychological Science*, 2(04), 444-446.

⁸ Annamma, S.A., Jackson, D.D., & Morrison, D. (2017). Conceptualizing color-evasiveness: Using dis/ability critical race theory to expand a color-blind racial ideology in education and society. *Race Ethnicity and Education*, 20(2), 147-162.

mainstream society, people engage in covert racism in subtle ways, and therefore it may go unchallenged or unrecognized.⁹

Culture: Is the values, beliefs, traditions, behavioral norms, linguistic expression, knowledge, memories, and collective identities that are shared by a group of people and give meaning to their social environments. Culture is learned and inherited behavior that distinguishes members of one group from another group. Culture is not static and can change over time.¹⁰

Cultural Change: Refers to the stages of development or new patterns of culture that occur as a response to changing societal conditions. Within an organization, cultural change is a new method of operating and a reorientation to one's role and responsibilities in the organization. Effective cultural change in an organization involves moving the organization toward a new vision or desired state. This change is influenced by many factors including effective leadership in all aspects of the change process, intentional alignment of structures, systems and policies with the new culture, ensuring staff and stakeholder participation, clear and frequent communication regarding the cultural change, obtaining feedback and evaluating progress, and managing any emotional response to the change.¹¹

Cultural Competence: Is the ability to honor and respect the beliefs, language, interpersonal styles and behaviors of those receiving and providing services. Individuals practicing cultural competency have knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face. Individuals striving to develop cultural competence recognize that it is a dynamic, on-going process that requires a long-term commitment to learning. In the context of education, cultural competence refers to the ability to successfully teach students who come from cultures other than one's own. It entails developing personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills for effective cross-cultural teaching.¹²

⁹ Bonilla-Silva, E. (1997). Rethinking racism: Toward a structural interpretation. *American Sociological Association*, 62(3), 465-480.; Sniderman, P.M., Piazza, T., Tetlock P.E., & Kendrick A. (1991). The new racism. *American Journal of Political Science*, 35(2), 423-447.

¹⁰ Abu-Lughod, L. (1991). Writing against culture. In R. G. Fox (Ed.) *Recapturing Anthropology: Working in the Present* (pp. 137-162). Santa Fe: School of American Research Press.; Culture (n.d.) American Sociological Association. Retrieved September 3, 2020, from <https://www.asanet.org/topics/culture>.

¹¹ Gibson, D.E. & Barsade, S.G. (2003). Managing organizational culture change: The case of long-term care. *Journal of Social Work in Long-Term Care*, 2(1/2), 11-34.; Kanter, R.M., Stein, B.A., & Jick, T.D. (1992). *The challenge of organizational change*. The Free Press.; Wuthnow, R. (1992). Cultural change and sociological theory. In Haferkamp, H. & Smelser, N.J. (Eds.), *Social change and modernity* (pp. 256-277). University of California Press. Denboba, D. (1993). *MCHB/DSCSHCN Guidance for Competitive Applications, Maternal, and Child Health Improvement Projects for Children with Special Health Care Needs*. U.S. Department of Health and Human Services, Health Services and Resources Administration.; Moule, J. (2012) *Cultural competence: A primer for educators*. Wadsworth Cengage Learning.; Rothman, J.C. (2008). *Cultural competence in process and practice: Building bridges*. Pearson.

Cultural Fluency: Is the ability to effectively interact with people from different cultures, racial, and ethnic groups. It includes an awareness of how to properly respond to differences in communication and conflict as well as the appropriate application of respect, empathy, flexibility, patience, interests, curiosity, openness, the willingness to suspend judgement, tolerance for ambiguity, and sense of humor.¹³

Deficit-Minded Language: Is language that blames students for their inequitable outcomes instead of examining the systemic factors that contribute to their challenges. It labels students as inadequate by focusing on qualities or knowledge they lack, such as the cognitive abilities and motivation needed to succeed in college, or shortcomings socially linked to the student, such as cultural deprivation, inadequate socialization, or family deficits or dysfunctions. This language emphasizes “fixing” these problems and inadequacies in students. Examples of this type of language include at-risk or high-need, underprepared or disadvantaged, non-traditional or untraditional, underprivileged, learning styles, and achievement gap.¹⁴

Discrimination: The unequal treatment of members of various groups based on race, ethnicity, gender, social class, sexual orientation, physical ability, religion, national origin, age, physical/mental abilities and other categories that may result in disadvantages and differences in provision of goods, services or opportunities.¹⁵

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.¹⁶

Equality: The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and

¹³ Inoue, Y. (2007). Cultural fluency as a guide to effective intercultural communication: The case of Japan and the U.S. *Journal of Intercultural Communication*, (15).

¹⁴ Center for Urban Education. (2017). Equity in hiring: Job announcements. University of Southern California Rossier School of Education.; Smit, R. (2012). Toward a clearer understanding of student disadvantage in higher education: Problematizing deficit thinking. *Higher Education Research and Development*, 31(2), 369-380.; Valencia, R.R.(Ed.). (1997). *The evolution of deficit thinking: Educational thought and practice*. Routledge Falmer

¹⁵ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>

¹⁶ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee . University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>

identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage.¹⁷

Equity: The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.¹⁸

Educational Equity Gap: The condition where there is a significant and persistent disparity in educational attainment between different groups of students.¹⁹

Equity-Minded: Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.²⁰

Ethnicity: Is a category of people who identify as a social group on the basis of a shared culture, origins, social background, and traditions that are distinctive, maintained between generations, and lead to a sense of identity, common language or religious traditions.²¹

Gender: Is separate from ‘sex,’ which is the biological classification of male or female based on physiological and biological features. Gender is socially constructed roles, behavior, activities, and attributes that society considers “appropriate” for men and women. A person’s gender may not necessarily correspond to their birth assigned sex or

¹⁷ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>; Mann, B. (2014). Equity and equality are not equal. The Education Trust. Retrieved September 3, 2020, from <https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/>; Spicker, P. (2006). *Liberty, equality, fraternity*. Bristol University Press & Policy Press.

¹⁸ Equity. (n.d.). *National Association of College and Employers*. Retrieved August 10, 2020, from <https://www.nacweb.org/about-us/equity-definition/>; Mann, B. (2014). Equity and equality are not equal. The Education Trust. Retrieved September 3, 2020, from <https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/>

¹⁹ 101: Equity gaps in higher education. (2019). Higher Learning Advocates. Retrieved August 14, 2020, from <https://higherlearningadvocates.org/resource/higher-ed-101/101-equity-gaps-in-higher-education/>.

²⁰ Malcolm-Piqueux, L. (2017). Taking equity-minded action to close equity gaps. *Association of American Colleges & Universities*.; Malcolm-Piqueux, L., & Bensimon, E. M. (2017). Taking equity-minded action to close equity gaps. *Peer Review*, 19(2), 5-8.

²¹ Dein, S. (2006). Race, culture and ethnicity in minority research: A critical discussion. *Journal of Cultural Diversity*, 13(2), 68-67.; Senior, P., & Bohpal, R. (1994). Ethnicity as a variable in epidemiological research. *British Medical Journal*, 309, 327-328.

be limited to the gender binary (woman/man).²²

Gender Identity: One's internal sense of being a man, woman, both, in between, or outside of the gender binary which may or may not correspond with sex assigned at birth. Gender identity is internal and personally defined, it is not visible to others, which differentiates it from gender expression (i.e., how people display their gender to the world around them).²³

Implicit Bias: Bias that results from the tendency to process information based on unconscious associations and feelings, even when these are contrary to one's conscious or declared beliefs.²⁴

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.²⁵

Intersectionality: The acknowledgement that within groups of people with a common identity, whether it be gender, sexuality, religion, race, or one of the many other defining aspects of identity, there exist intragroup differences. In other words, each individual experience social structure slightly differently because the intersection of their identities reflects an intersection of overlapping oppressions. Therefore, sweeping generalizations about the struggle or power of a particular social group fail to recognize that individuals in the group also belong to other social groups and may experience other forms of marginalization. Unfortunately, institutions and social movements based on a commonly shared identity tend to disregard the presence of other marginalized identities within the group.²⁶

Institutional Racism: Particular and general instances of racial discrimination, inequality, exploitation, and domination in organizational or institutional contexts. While institutional racism can be overt (e.g., a firm with a formal policy of excluding applicants of a particular race), it is more often used to explain cases of disparate impact, where organizations or societies distribute more resources to one group than another without overtly racist intent (e.g., a firm with an informal policy of excluding applicants from a low

²² Torgrimson, B. N., & Minson, C. T. (2005). Sex and gender: What is the difference? *Journal of Applied Physiology*, 99 (3),785-787. <https://doi.org/10.1152/jappphysiol.00376.2005>

²³ Baum, J. & Westheimer, K. Sex? Sexual orientation? Gender identity? Gender expression? (2015). Teaching Tolerance. Retrieved August 14, 2020, from <https://www.tolerance.org/magazine/summer-2015/sex-sexual-orientation-gender-identity-gender-expression>.

²⁴ Harrison-Bernard, L. M., Augustus-Wallace, A. C., Souza-Smith, F. M., Tsien, F., Casey, G. P., & Gunaldo, T. P. (2020). Knowledge gains in a professional development workshop on diversity, equity, inclusion, and implicit bias in academia. *Advances in Physiology Education*, 44(3), 286-294. <https://doi.org/10.1152/advan.00164.2019>.

²⁵ Gilson, C. B., Gushanas, C. M.L, i, Y., & Foster, K.(2020). Defining inclusion: Faculty and student attitudes regarding postsecondary education for students with intellectual and developmental disabilities. *Intellectual & Developmental Disabilities*, 58(1), 65-81. <https://doi-org.ezproxy.losrios.edu/10.1352/1934-9556-58.1.65>

²⁶ Subcultures and sociology intersectionality. (n.d.). *Grinnell College*. Retrieved August 14, 2020, from <https://Haenfler.Sites.Grinnell.Edu/Subcultura-Theory-and-Theorists/Intersectionality/>.

income, minority neighborhood due to its reputation for gangs). The rules, processes, and opportunity structures that enable such disparate impacts are what constitute institutional racism (and variants such as ‘structural racism,’ ‘systemic racism,’ etc.).²⁷

Low Income: Is defined per federal guidelines as household incomes that are or below 100% of their poverty threshold. These households are considered “in poverty.” Household incomes that are below 50% of their poverty threshold are considered “severe” or “deep poverty.” Low-income persons have less disposable income than others and may sometimes struggle to cover their basic needs. In addition, low-income persons also face housing, food, transportation, and health disparities.²⁸

Marginalized/Marginalization: The process by which minority groups/cultures are excluded, ignored, or relegated to the outer edge of a group/society/community. A tactic used to devalue those that vary from the norm of the mainstream, sometimes to the point of denigrating them as deviant and regressive. Marginalized groups have restricted access to resources like education and healthcare for achieving their aims.²⁹

Merit: A concept that at face value appears to be a neutral measure of academic achievement and qualifications; however, merit is embedded in the ideology of Whiteness and upholds race-based structural inequality. Merit protects White privilege under the guise of standards (i.e., the use of standardized tests that are biased against racial minorities) and as highlighted by anti-affirmative action forces. Merit implies that White people are deemed better qualified and more worthy but are denied opportunities due to race-conscious policies. However, this understanding of merit and worthiness fails to recognize systemic oppression, racism, and generational privilege afforded to Whites.³⁰

Microaggressions: Are brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial slights and insults that potentially have harmful or unpleasant psychological impact on the target person or group.³¹

²⁷ Clair, M., & Denis, J.S. (2015). Sociology of racism. *The International Encyclopedia of the Social and Behavioral Sciences*, 19, 857-863.

²⁸ Center for Poverty Research. (2017). How is poverty measured in the United States? *The University of California at Davis*, CA. Retrieved August 7, 2020, from <https://poverty.ucdavis.edu/faq/how-poverty-measured-united-states>.

²⁹ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>; Lassiter, C., Norasakkunkit, V., Shuman, B., & Toivonen, T. (2018). Diversity and resistance to change: Macro conditions for marginalization in post-industrial societies. *Frontiers in Psychology*, 9, 812.

³⁰ Chang, R.S. (1999). *Disoriented: Asian Americans, law, and the nation-state*. NYU Press.; Feagin, J.R., & Porter, A. (1995). Affirmative action and African Americans: Rhetoric and practice. *Humboldt Journal of Social Relations*, 21(2), 81-103.; Harris, C.I. (1993). Whiteness as property. *Harvard Law Review*, 106(8), 1707-1791.; Jackson, R.L., & McDonald, A. (2019). The violence of white entitlement and the hypocrisy of earned merit. *Departures in Critical Qualitative Research*, 8(4), 64-68.

³¹ Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *The Journal of Negro Education*, 696, 0-73.

Minoritized: describes the process of “minoritization” whereby individuals are afforded less power and representation based on their social identities. These social identities, such as race and ethnicity, are socially constructed concepts that are created and accepted by society. They are used to minoritize individuals in specific environments and institutions that sustain an overrepresentation of Whiteness and subordinate other groups.³²

Obligation Gap: Is the call for civic consciousness and acts of genuine care with the intention of catalyzing change toward becoming a more equity-centered college through epistemological disruption and the reconstruction of educational structures and policies that negatively impact poor and ethno-racially minoritized students. It places the onus of change on the higher education institution rather than the student.³³

Oppression: The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society. Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups.³⁴

Overt Racism: Is an unconcealed, unapologetic form of ethnocentrism and racial discrimination that is observable. Historically, overt racism is a creation and product of White supremacy. Characterized by blatant use of negative and/or intentionally harmful attitudes, ideas, or symbols and actions directed at a specific racial group or groups deemed nonwhite or colored, overt racism persists in many forms throughout contemporary society. Overt racism occurs in individual and group interactions, institutions, nations, and international relations, spanning micro- and macro-level social realities.³⁵

Power: Is the ability to exercise one’s will over others. Power occurs when some individuals or groups wield a greater advantage over others, thereby allowing them greater access to and control over resources. There are six bases of power: reward power

³² Benitez, M., Jr. (2010). Resituating culture centers within a social justice framework: Is there room for examining Whiteness? In L.D. Patton (Ed.), *Culture centers in higher education: Perspectives on identity, theory, and practice*. (pp. 119-134). Stylus.; Harper, S. (2012). Race without racism: How higher education researchers minimize racist institutional norms. *The Review of Higher Education*, 3(61), 9-29.

³³ Sims, J.J., Taylor-Mendoza, J., Hotep, L.O., Wallace, J., & Conaway, T. (2020). *Minding the obligation gap in community colleges and beyond: Theory and practice in achieving educational equity*. Peter Lang Publishing.

³⁴ Definitions of oppression, dehumanization and exploitation. (n.d.). Retrieved August 14, 2020, from <http://www-personal.umich.edu/~mdover/website/Oppression%20Compendium%20and%20Materials/Definitions%20of%20Oppression.pdf>.

³⁵ Elias, S. (2015). Racism, overt. In Smith, A.D., Hou, X., Stone, J., Dennis, R., & Rizova, P. (Eds.). *The Wiley Encyclopedia of race, ethnicity, and nationalism*. <https://doi.org/10.1002/9781118663202.wberen398>.

(i.e., the ability to mediate rewards), coercive power (i.e., the ability to mediate punishments), legitimate power (i.e., based on the perception that the person or group in power has the right to make demands and expects others to comply), referent power (i.e., the perceived attractiveness and worthiness of the individual or group in power), expert power (i.e., the level of skill and knowledge held by the person or group in power) and informational power (i.e., the ability to control information). Wealth, Whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates.³⁶

Prejudice: A hostile attitude or feeling toward a person solely because he or she belongs to a group to which one has assigned objectionable qualities. Prejudice refers to a preconceived judgment, opinion or attitude directed toward certain people based on their membership in a particular group. It is a set of attitudes, which supports, causes, or justifies discrimination. Prejudice is a tendency to over categorize.³⁷

Privilege: Is unearned social power (set of advantages, entitlements, and benefits) accorded by the formal and informal institutions of society to the members of a dominant group (e.g., White/Caucasian people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and rich people with respect to poor people). Privilege tends to be invisible to those who possess it, because its absence (lack of privilege) is what calls attention to it.³⁸

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. There are no distinctive genetic characteristics that truly distinguish between groups of people. Race presumes human worth and social status for the purpose of establishing and maintaining privilege and power. Race is independent of ethnicity.³⁹

Racial Justice: The systematic fair treatment of people of all races, resulting in inequitable opportunities and outcomes for all. Racial justice – or racial equity – goes beyond “anti-

³⁶ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>; Raven, B.H. (2008). The bases of power and the power/interaction model of interpersonal influence. *Analyses of Social Issues and Public Policy*, 8(1) 1-22. doi: 10.1111/j.1530-2415.2008.00159.x.; Weber, M.(1947). *The theory of social and economic organization*. Translated by A.M. Henderson and T. Parsons. New York: Oxford University Press.

³⁷ Allport, G. W., Clark, K., & Pettigrew, T. (1954). *The nature of prejudice*. Addison-Wesley.

³⁸ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>

³⁹ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>

racism.” It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.⁴⁰

Racism: Is the intentional or unintentional use of power to isolate, separate and exploit others on the basis of race. Racism refers to a variety of practices, beliefs, social relations, and phenomena that work to reproduce a racial hierarchy and social structure that yield superiority, power, and privilege for some, and discrimination and oppression for others. It can take several forms, including representational, ideological, discursive, interactional, institutional, structural, and systemic. Racism exists when ideas and assumptions about racial categories are used to justify and reproduce a racial hierarchy and racially structured society that unjustly limits access to resources, rights, and privileges on the basis of race.⁴¹

Reverse Racism: A term created and used by White people to erroneously describe the discrimination they experience when racial minorities allegedly receive preferential treatment. Propagated by segregationist and those against affirmative action, reverse racism is a form of racism that denies the existence of White privilege and assumes that White people have a superior claim to the opportunities that racial minorities earn. This term is also generally used to describe hostile behavior or prejudice directed at White people.⁴²

Sex: Is the biological classification of male or female based on physiological and biological features. A person’s sex may differ from their gender identity.⁴³

Structural Racism: Is the normalization and legitimization of an array of dynamics historical, cultural, institutional and interpersonal that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural

⁴⁰ National Education Association. (2017). Racial Justice in Education. Retrieved August 05, 2020, from <https://neaedjustice.org/wp-content/uploads/2018/11/Racial-Justice-in-Education.pdf>.

⁴¹ Cole, N.L. (2019). *Defining racism beyond its dictionary meaning*. ThoughtCo. Retrieved August 05, 2020, from <https://www.thoughtco.com/racism-definition-3026511>.; Pacific University Oregon. (2019). Equity, Diversity & Inclusion Glossary of Terms. Retrieved August 06, 2020, from <https://www.pacificu.edu/life-pacific/support-safety/office-equity-diversity-inclusion/glossary-terms>.

⁴² Chang, R.S.(1999) *Disoriented. Asian Americans, law, and the nation-state*. NYU Press.; Lawrence, K., & Keleher, T. (2004). Structural racism [Conference session]. Race and Public Policy Conference. <https://www.racialequitytools.org/resourcefiles/Definitions-of%20Racism.pdf>.

⁴³ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.

racism is the most profound and pervasive form of racism all other forms of racism emerge from structural racism.⁴⁴

Transgender: Is an umbrella term for people whose gender identity and/or gender expression differs from their assigned sex at birth (i.e., the sex listed on their birth certificates). Transgender people may or may not choose to alter their bodies through the use of hormones and/or gender affirmation surgery. Transgender people may identify with any sexual orientation, and their sexual orientation may or may not change before, during, or after transition. Use "transgender," not "transgendered."⁴⁵

Underserved Students: Are students who have not been afforded the same educational opportunities and equitable resources as some of their peers or as other students in the academic pipeline. This group of students includes low-income, minoritized, disabled, and first-generation students.⁴⁶

White Immunity: Is a product of the historical development and contemporary manifestation of systematic racism and White supremacy. White immunity describes how White people are immune from disparate racial treatment and their privileges are elevated, while people of color are marginalized and denied their rights, justice, and equitable social treatment due to systematic racism. White immunity is used to engage and describe White privilege more accurately.⁴⁷

White Privilege: Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are White. Generally White people who experience such privilege do so without being conscious of it.⁴⁸

White Supremacy: Is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by White peoples

⁴⁴ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>

⁴⁵ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>

⁴⁶ Bragg, D.D., Kim, E., Rubin, M.B. (2005). Academic pathways to college: Policies and practices of the fifty states to reach underserved students [Paper presentation]. Association for the Study of Higher Education Annual Meeting, Philadelphia, PA, United States.; Green, D. (2006). Historically underserved students: What we know, what we still need to know. *New Directions for Community Colleges*, 2006(135),21-28. doi.org/10.1002/cc.244.; Rendon, L.I. (2006). Reconceptualizing success for underserved students in higher education. National Postsecondary Education Cooperative. Retrieved August 31, 2020, from <https://vtechworks.lib.vt.edu/bitstream/handle/10919/89206/UnderservedStudentsHEduc.pdf?sequence=1>

⁴⁷ Cabrera, N.L. (2017). White Immunity: Working through some of the pedagogical pitfalls of “privilege.” *The Journal of the National Conference on Race and Ethnicity in American Higher Education* 3,(1), 78-90.

⁴⁸ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>

and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.⁴⁹

⁴⁹ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>

Diversity, Equity, Inclusion & Accessibility Committee

Minutes for June 6, 2023

(12:50am-01:50pm)

<https://rccd-edu.zoom.us/j/81990357295?pwd=elhzVmQ4TUJlbXBjYiswd0VVeWNvUT09>

12:54

Meeting Participants

Committee Members Present: Brady Kerr (Co- Chair), Kimberly Thomas (Co- Chair), Lilia Garcia (Co- Chair), Carol A. Chavez, Ruben Aguilar, Christopher Castillo, Claudia Figueroa, David Payan, Hayley Ashby, Meghan Hawkes, Maria Jurado, Eric Betancourt, Janelle Brekke

Committee Members Not Present: Dominique Hitchcock, Aaron Roy, Toren Wallace, Christopher Lugo

Guests: Weining Cui

Recorder: Lilia Garcia

1. Call to Order

- 12:56 pm

2. Action Items

- Update to minutes, Carol Chavez was present and Weining Cui was changed to guest. Claudia moves to approve, Meghan and David second to approve the minutes.

3. Information/Discussion Items

Review and recap of May 2023 sponsored activities

- AAAPI was a nice tribute for Marissa. The food was delicious, and the dancers were great.
- It was a good utilization of amphitheater, and the display of different cultures was nice to see.
- The attendance was great.
- Another event that was planned on the same day was for Phoenix Scholars Foster Care Awareness month which presented a challenge. So many activities are going on during college hour.
- Managers are looking to address the challenge of too many events occurring during college hour.
- Other events haven't been as successful. Questions were brought up regarding how we can do better to support other events and how we can raise awareness of the different constituents who were here to support.
- Events are posted on website for those interested in the success of our monthly events.

Diversity Displays in Library Study rooms

- Hayley spoke with Meghan Lindeman to feature student art in the library and study rooms. Hayley's position is changing so she can further plan this. Both will reconvene in the beginning of semester.

- It was learned though a meeting with GP leads that Student Success teams will help with coordinating events for different schools. This can serve as model in some sort for the coordination of future events across the college.
- The importance of student representation was recognized. DEIA will talk to ASNC for student representation.
- Library exploring the idea of selecting snacks that are related to the population being celebrated or event that is occurring. Student collaboration will occur to make sure the selection is appropriate and can serve as a learning opportunity to bring awareness to that cultural event.

2022/2023 Expenditures, balance - \$792.97

- Budget – Started off with 3500 received from ASNC. The total amount spent was 2707.03 as seen in the breakdown. The amount of \$792.97 has been allotted to purchase DEIA T-shirts. An increase of total budget has been made to ASNC.
- Coordination in calendaring the events would streamline the request of funds to avoid duplicating funds for same event.

Funding Priorities for 2023/2024

- The DEIA should look at our priorities for the next fiscal year-where do we want to increase our focus and do we want to prioritize funding.
- As for request of funds, co- chairs receive an email with a summary of what the funding is going to.
- The idea of creating a follow-up form from those entities who requested funds. Members would appreciate information about the objectives of the event, attendance, pictures of the event. This would provide the committee with a better understanding of how the funds were used and would be helpful when prioritizing the funds.
- We will wait to get our funding for next year to discuss a possible increase of funding provided.

Adoption of the California Community Colleges Glossary of Terms

- Glossary of terms is used as common language across campus and as a reference.
- Committee members will work on getting a shared folder to store important documents such as glossary of terms and to have easy access for all committee members.
- Kim to make sure that it is posted on the faculty website and make sure that its listed on the website.

Approval of Charter for 2022-2023

- New Charter is similar to what we had before with the addition of Accessibility, and Guiding Principles and Assumptions
- Will be submitted to Student Services Council and will be placed in the shared folder as a reference.
- Membership is asking for 2 students, incentive to have student voice. Goes into effect in the Fall 2023.
- Agreement for new charter will be provided via email.
- Subcommittee worked on anti-racism statement to add into our charter.
- The document will be saved in a shared file to make comments and recommendations. Tabled for action item in September.

Good of the order

BSN sponsoring meals for week of finals – Palm Pathway or go to ST 107 from 8 to 3 for \$10 coupons and from 4pm to 6 pm will pass out meals.

How can we, and primarily faculty, increase student attendance? Student members can provide their point of view and help with troubleshooting in increasing participation.

Adjournment

1:49 pm

Next meeting

- September 5, 2023 (in-person CSS 217)
- October 3, 2023
- November 7, 2023
- December 5, 2023

Statement of Purpose

The Diversity, Equity, Inclusion, & Accessibility Committee is focused on advocating for people from all cultures, backgrounds, abilities, and experiences for the enrichment of our Norco College community.



SPGM Revision Control Proposal

Key Changes:

- **Each section of the SPGM will be separated into individual sub-documents of the SPGM and labeled with a unique Document Number.**
 - Each line item of the SPGM Table of Contents will be considered a “section” of the SPGM and therefore an individual sub-document of the full manual.
 - Document numbers will be contained in the footer of each document page along with section pagination.
 - See the “Footer” section below.
 - See the “**Standardized Naming Convention**” section below for more information on the proposed sections and how they will be named.
- **Revisions to the SPGM shall occur by section.**
 - Each update is made through the approval of redlines (track changes) to an entire SPGM section.
 - Even if the required changes are limited to a few words of the SPGM, the entire section will be updated as one document.
 - The initial release of each section in the SPGM (with no changes) will be labeled: “REV-01”.
 - The revision number will then increase by a value of 1 upon subsequent updates/releases.
 - The revision number will be documented within the document number (see the “**Standardized Naming Convention**” section).
- **A Revision Log Shall be updated upon each revision to maintain a clear record of changes.**
 - The revision log shall be maintained by IEGC Co-Chairs.
 - The revision log shall document the approval date of each relevant body according to established approval pathways.
 - See the Revision Log Section below.
- **All redlines and previous versions shall be stored and archived in IEGC SharePoint and managed by IEGC Co-Chairs.**

Revision Process:

- A request to update part of the SPGM is made to IEGC Co-Chairs.
- Co-Chairs check the revision log to identify the most current revision and determine whether it has already been “checked out” for revision.
- If another revision is not currently in process IEGC Co-Chairs begin a new row in the revision log to indicate a new revision is in process.

- **Co-Chairs send Watermarked Draft Word Doc of the section to the requestor (should there be a time limit?).**
- **The requestor updates the document (tracking all changes) including the document's revision block and sends the redlined document to the required groups for approval.**
- **Once all groups have approved, the revision log is finalized, the old document gets archived and the new document is saved into appropriate folders in SharePoint.**

Footers:

SPGM-001-01_REV-01

p.1

Standardized Naming Convention:

SPGM-Chapter Number (3 digits)- Section Number_ Document Revision Number

Example: Chapter 1 Document Numbers

Chapter Name:

SPGM-001: Chapter 1 Introduction/Mission

Section Name:

SPGM-001-01_REV-01: Overview of Purpose

SPGM-001-02_REV-01: Mission, Vision, and Core Commitments

SPGM-001-03_REV-01: Principles for Ethical Behavior in Decision-Making

Standardized Revision Control:

Rev-01 Initial Release

Rev-02 Second Version

Rev-03 Third Version

Revision Log:

| Document # | Current Revision | Revision Start Date | Revising Body | Final Release Date | IEGC Approval Date | CC Approval Date | Executive Approval Date | Change Description |
|-------------|------------------|---------------------|---------------|--------------------|--------------------|------------------|-------------------------|--|
| SPGM-001-01 | REV-01 | 6-18-2023 | Norco College | 9-18-23 | 7-18-23 | 8-18-23 | 9-18-23 | Initial Release |
| | REV-02 | 6-18-2024 | NAC | 9-18-24 | 7-18-24 | 8-18-24 | 9-18-24 | Updated Language around XYZ Topic for Clarity. No change to process |
| | REV-03 | 6-18-2025 | IEGC | 9-18-25 | 7-18-25 | 8-18-25 | 9-18-25 | Updated the process to streamline activities as a result of the 2025 Governance System Assessment Finding 1.0. |

Storage Solution:

IEGC Share Point

- **Watermarked Draft Word Docs must be available (upon request) of each document separately to make redlines for revision proposals.**
- **Old revisions remain archived.**
- **Current Revision Remains secured.**



Institutional Effectiveness and Governance Council

2023-2024 AGENDA ITEMS

This is a guide for annual IEGC meetings. Other items shall be added as appropriate. Co-Chairs may shift/add/remove items from month-to-month as requested and /or needed.

September

- Resource Request Ranking-James
- Resource Request Evaluation Process -Johnson
 - Approach
 - Rubric & Norming
 - IEGC Member Independent Ranking and/or Evaluation Due Date
 - Forward Rankings to CC for the 10/12/23 CC Meeting
- Institution Set Standards Presentation -James
- Assessment of the Evaluation Procedures & Governance Structure Findings-Johnson
- Accreditation Update-James
- IEGC Annual Calendar-Johnson

October

- Write and discuss IEGC ROE
- Assessment of the Evaluation Procedures & Governance Structure Recommendations
- Governance Training (Evaluation of Planning & Decision-Making Process, SPGM Revision Process, Governance Calendar/Important Dates)
- Review & Update SPGM (Section XX)
- Governance Training (SPGM Section -last revised/approved)
- Review & Discuss Marketing Committee, NAC, PRC, FPDC, Report of Effectiveness

November

- Review & Update SPGM (Section XX)
- Marketing Committee Charter
- DEIA Glossary of Terms -table pending DEIA Feedback

December

- None

January

- None

February

- None

March

- Governance Training (ALL SPGM Sections Revised Fall 23)
- Review & Update SPGM (Section XX)
- Members complete survey of effectiveness

April

- Review & Update SPGM (Section XX)
- Write and discuss IEGC ROE

May

- Review & Update SPGM (Section XX)
- Present IEGC ROE to CC
- NAC, PRC, FPDC, Tech Comm Present ROE to IEGC
-

June

- None

July

- None

RCCD

**RIVERSIDE COMMUNITY
COLLEGE DISTRICT**

Educational Master Plan

2023-2048

**MORENO
VALLEY
COLLEGE**

**NORCO
COLLEGE**

 **RCC**
RIVERSIDE CITY COLLEGE

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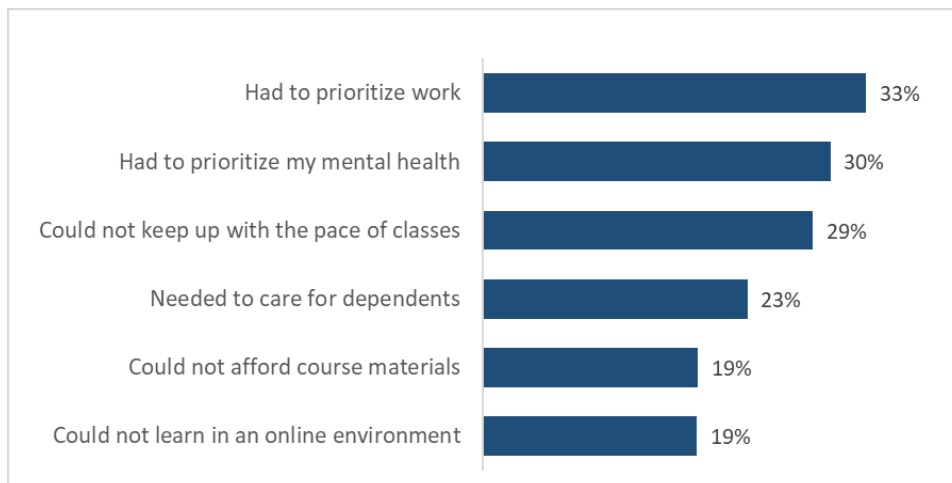
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Introduction

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

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

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)

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 |
|---|-----------|----------------------|-------------|-------------------|--------------------------|
| Transportation and Warehousing | | | | | |
| 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 |
| Construction | | | | | |
| 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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| Health Care and Social Assistance | | | | | |
|---|--------|-------|--------|-----|-----------|
| Outpatient Care Centers (6214) | 21,455 | 5,644 | 26.30% | 1.8 | \$103,767 |
| Wholesale Trade | | | | | |
| 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 |
| Administrative and Support and Waste Management and Remediation Services | | | | | |
| 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 |
| Manufacturing | | | | | |
| 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 |
| Real Estate and Rental and Leasing | | | | | |
| 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

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.

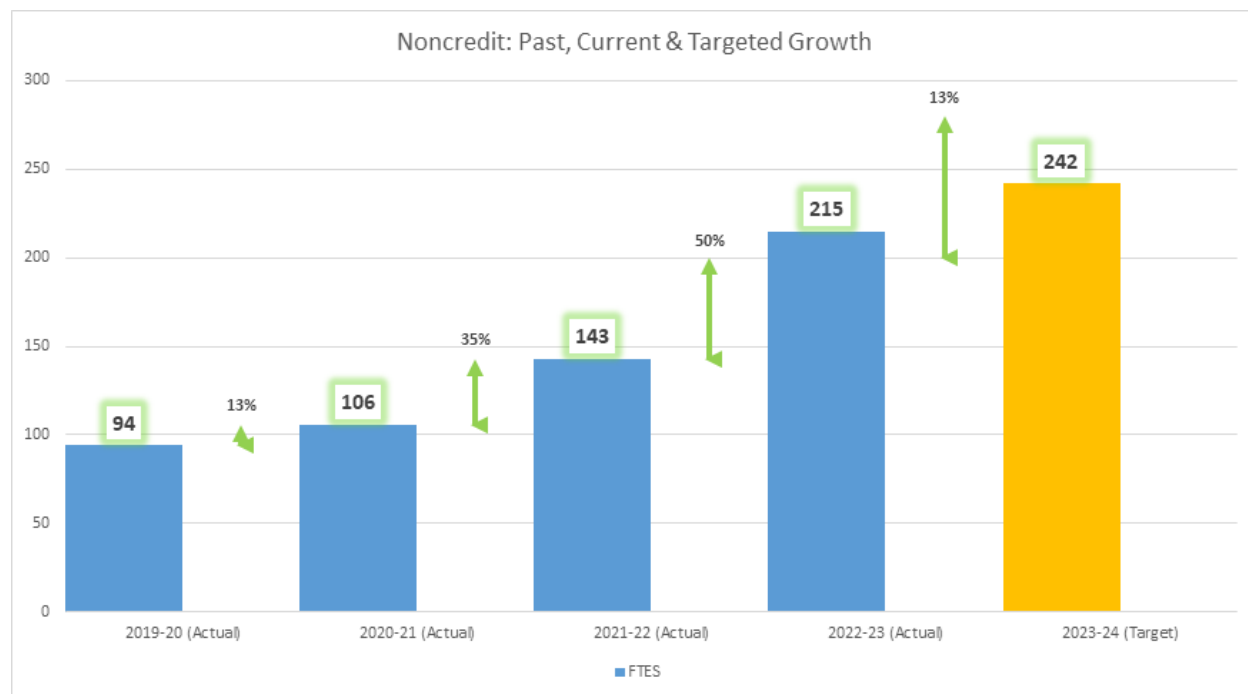
All CTE Awards for Academic Year 2017-18 Through 2021-22, Sorted by Awards (Greatest to Least).

| Award Count TOP 2 | 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 |
| Grand Total | 3,006 | 3,552 | 3,377 | 3,515 | 3,886 | 17,336 |

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

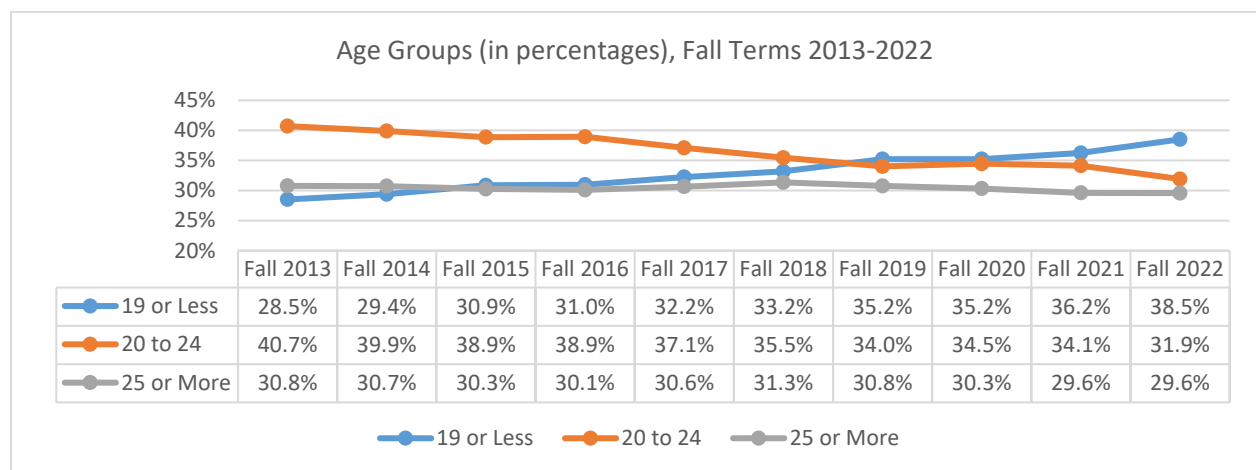
Table 4.

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% |
| Grand Total | 73,029 | 41,969 | 57.5% |

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% |
| Grand Total | 73,029 | 9.1% | 11.6% | 26.7% | 10.0% | 57.5% |

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% |
| Grand Total | 23.1% | 25.8% | 25.1% | 25.6% | 27.0% | 30.9% | 31.3% | 21.4% | 19.4% | 29.6% |

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

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

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

| High School Student Headcount by Grade Levels | | | | | | |
|--|--------------------|----------------|----------------|----------------|----------------|----------------|
| School District | Grade Level | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| 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 |
| Total | | 59,301 | 58,969 | 57,849 | 59,450 | 59,292 |

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

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

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

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

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

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

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 |
|---|--------------|--------------|--------------|--------------|--------------|------------------------------|--|
| Moreno Valley | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | | |
| 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%) | | |
| Grand Total | 12449 | 12571 | 11904 | 11003 | 13451 | | |

| Norco | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | | |
|---|--------------|--------------|--------------|--------------|--------------|--|--|
| 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%) |
| Grand Total | 15700 | 16999 | 15504 | 14004 | 16396 |

| Riverside | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|----------------|----------------|----------------|----------------|----------------|
| 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%) |
| Grand Total | 33182 | 32801 | 31439 | 29334 | 34129 |

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 |
| Grand Total | 10052 | 9431 | 9673 | 6602 | 7684 | 8450 | 51892 |

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

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*

| Academic Year | 1-2 years | 3-6 years | 7 or more |
|----------------------|------------------|------------------|------------------|
| 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

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

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

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

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

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 |
| 05 Business and Management | 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 |
| 05 Business and Management Total | | 523 | 630 | 679 | 690 | 773 | 3295 |
| 13 Family and Consumer Sciences | 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 |
| 13 Family and Consumer Sciences Total | | 496 | 620 | 617 | 648 | 626 | 3007 |
| 21 Public and Protective Services | 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 | |
| 21 Public and Protective Services Total | | 424 | 554 | 594 | 567 | 632 | 2771 |
| 12 Health | 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 |
| 12 Health Total | | 603 | 503 | 447 | 454 | 469 | 2476 |
| 09 Engineering and Industrial Technologies | 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 |
| 09 Engineering Total | | 183 | 336 | 208 | 166 | 138 | 1031 |
| 07 Information Technology | 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 |
| 07 Information Technology Total | | 117 | 148 | 115 | 158 | 124 | 662 |

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| Appendix A | | Year Ending | | | | | |
|--|---|-------------|------------|------------|-----------|------------|------------|
| TOP2 | Program Title | 2018 | 2019 | 2020 | 2021 | 2022 | Total |
| 30 Commercial Services | 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 |
| 30 Commercial Services Total | | 99 | 147 | 128 | 47 | 71 | 492 |
| 06 Media and Communications | 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 | |
| 06 Media and Communications Total | | 86 | 89 | 82 | 57 | 133 | 447 |

| 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 |
| 10 Fine and Applied Arts | 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 |
| 10 Fine and Applied Arts Total | | 67 | 54 | 65 | 68 | 63 | 317 |
| | 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 |
| 08 Education | 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 |
| 08 Education Total | | 35 | 29 | 28 | 48 | 36 | 176 |

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

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
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2

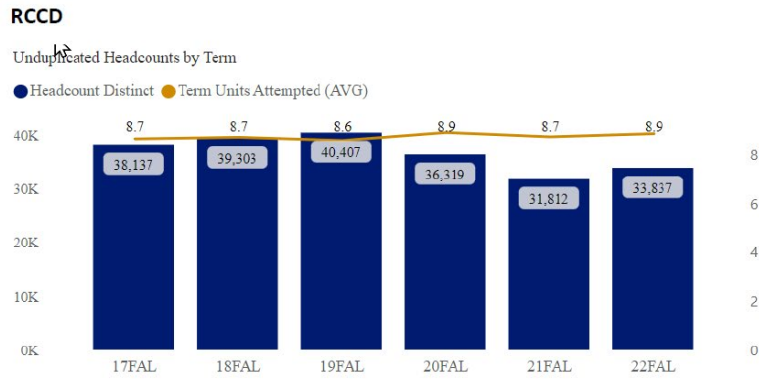
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Appendix B



Unduplicated Headcounts



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

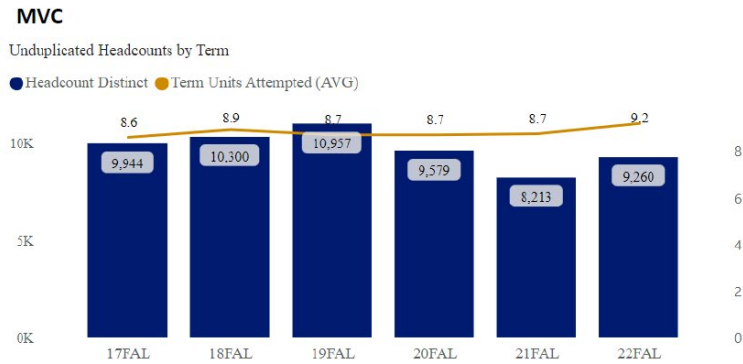
Source: "Student Demographics" dashboard in the "District IR Dashboard" App.

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

3



Unduplicated Headcounts



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

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

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Appendix B



Unduplicated Headcounts



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

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

5



Unduplicated Headcounts



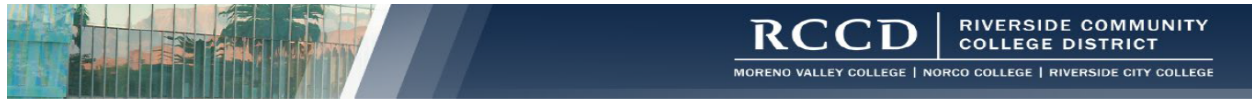
Source: "Student Demographics" dashboard in the "District IR Dashboard" App.

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DRAFT: DISCUSSION PURPOSES ONLY

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% |
| Total | 38,137 | 39,303 | 40,407 | 36,319 | 31,812 | 33,837 | -11.3% | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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

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



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% |
| Total | 9,944 | 10,300 | 10,957 | 9,579 | 8,213 | 9,260 | -6.9% | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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% |
| Total | 10,631 | 10,919 | 11,825 | 10,705 | 9,259 | 10,056 | -5.4% | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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% |
| Total | 21,490 | 22,114 | 22,010 | 20,701 | 18,512 | 20,239 | -5.8% | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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

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

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% |
| Total | 38,137 | 39,303 | 40,407 | 36,319 | 31,812 | 33,837 | -11.3% |

| 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% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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% |
| Total | 9,944 | 10,300 | 10,957 | 9,579 | 8,213 | 9,260 | -6.9% |

| 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% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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% |
| Total | 10,631 | 10,919 | 11,825 | 10,705 | 9,259 | 10,056 | -5.4% |

| 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% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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% |
| Total | 21,490 | 22,114 | 22,010 | 20,701 | 18,512 | 20,239 | -5.8% |

| 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% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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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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% |
| Total | 38,137 | 39,303 | 40,407 | 36,319 | 31,812 | 33,837 | -11.3% | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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 –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% |
| Total | 9,944 | 10,300 | 10,957 | 9,579 | 8,213 | 9,260 | -6.9% | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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 | 1,353 | 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% |
| Total | 10,631 | 10,919 | 11,825 | 10,705 | 9,259 | 10,056 | -5.4% | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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

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



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% | | | |
| Total | 21,490 | 22,114 | 22,010 | 20,701 | 18,512 | 20,239 | -5.8% | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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

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

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% |
| Total | 38,137 | 39,303 | 40,407 | 36,319 | 31,812 | 33,968 | -10.9% |

| 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% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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% |
| Total | 9,944 | 10,300 | 10,957 | 9,579 | 8,213 | 9,348 | -6.0% |

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% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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% |
| Total | 10,631 | 10,919 | 11,825 | 10,705 | 9,259 | 10,126 | -4.8% |

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% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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% |
| Total | 21,490 | 22,114 | 22,010 | 20,700 | 18,512 | 20,264 | -5.7% |

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% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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.

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

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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% |
| Total | 1,628 | 1,934 | 2,089 | 1,826 | 1,899 | 1,930 | 18.6% |

| 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% | |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |

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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DRAFT: DISCUSSION PURPOSES ONLY

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% |
| Total | 454 | 513 | 564 | 431 | 422 | 326 | -28.2% |

| 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% | |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |

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% |
| Total | 414 | 507 | 573 | 468 | 462 | 447 | 8.0% |

| 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% | |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |

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



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% |
| Total | 760 | 914 | 952 | 927 | 1,015 | 1,156 | 52.1% |

| 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% | |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |

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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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% |
| Total | 1,618 | 2,010 | 2,095 | 1,643 | 1,414 | 794 | -50.9% |

| 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% | |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 41.1% | |

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% |
| Total | 321 | 371 | 354 | 366 | 277 | 181 | -43.6% |

| 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% | |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |

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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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% |
| Total | 185 | 399 | 451 | 361 | 265 | 164 | -11.4% |

| 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% | |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |

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

| RCC | Term | 17FAL | 18FAL | 19FAL | 20FAL | 21FAL | 22FAL | |
|-----|------------------|--------------|--------------|--------------|------------|------------|------------|---------------|
| | Race/Ethnicity | Count | Count | Count | Count | Count | Count | Change |
| | 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% |
| | Total | 1,112 | 1,240 | 1,290 | 916 | 872 | 449 | -59.6% |

| | 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% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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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Foster Youth Students

| RCCD | Term | 17FAL | 18FAL | 19FAL | 20FAL | 21FAL | 22FAL | |
|------|------------------|------------|------------|------------|------------|------------|------------|-------------|
| | Race/Ethnicity | Count | Count | Count | Count | Count | Count | Change |
| | 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% |
| | Total | 841 | 870 | 912 | 815 | 838 | 864 | 2.7% |

| | 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% |
| | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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% |
| Total | 231 | 219 | 222 | 197 | 201 | 203 | -12.1% |

| 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% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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% |
| Total | 154 | 184 | 195 | 140 | 159 | 104 | -32.5% |

| 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% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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 | 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% |
| | | Total | 456 | 467 | 495 | 478 | 478 | 557 | 22.1% |

| | | 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% | |
| | | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |

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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Special Admit Students

| RCCD | | Term | 17FAL | 18FAL | 19FAL | 20FAL | 21FAL | 22FAL | |
|------|--|------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | Race/Ethnicity | 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% |
| | | Total | 1,799 | 1,951 | 2,322 | 2,303 | 2,056 | 2,153 | 19.7% |

| | | 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% | |
| | | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |

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



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% |
| Total | 731 | 595 | 430 | 446 | 322 | 333 | -54.4% |

| 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% | |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |

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% |
| Total | 650 | 903 | 1,303 | 1,172 | 1,083 | 825 | 26.9% |

| 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% | |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |

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 | |
|------------------|--|------------|------------|------------|------------|------------|------------|-------|---------------|
| Race/Ethnicity | | Count | Count | Count | Count | Count | Count | Count | Change |
| 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% |
| Total | | 418 | 453 | 589 | 685 | 651 | 995 | | 138.0% |

| RCC | | 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% | | |
| Total | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | | |

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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Incarcerated Students

| RCCD | | Term | 17FAL | 18FAL | 19FAL | 20FAL | 21FAL | |
|------------------|--|-----------|------------|------------|------------|------------|-------|---------------|
| Race/Ethnicity | | Count | Count | Count | Count | Count | Count | Change |
| 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% |
| Total | | 83 | 120 | 198 | 222 | 193 | | 132.5% |

| RCCD | | 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% | | |
| Total | | 100% | 100% | 100% | 100% | 100% | | |

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



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% |
| | Total | 83 | 120 | 198 | 222 | 193 | 132.5% |

| 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% |
| Total | 100% | 100% | 100% | 100% | 100% |

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).

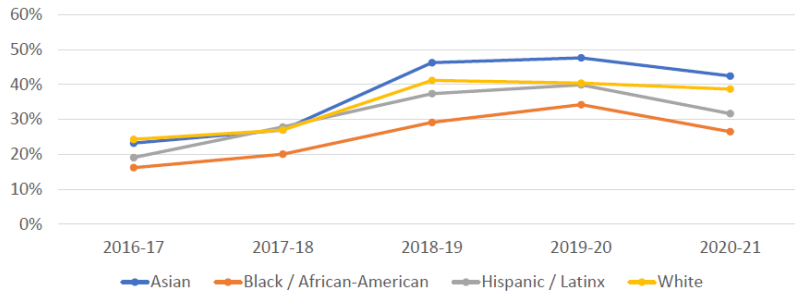
Largest groups shown in graphics (smaller groups combined in Others category).

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

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% |
| Total | 1537 | 19.9% | 2234 | 26.7% | 2962 | 37.7% | 3187 | 39.4% | 1820 | 33.0% |

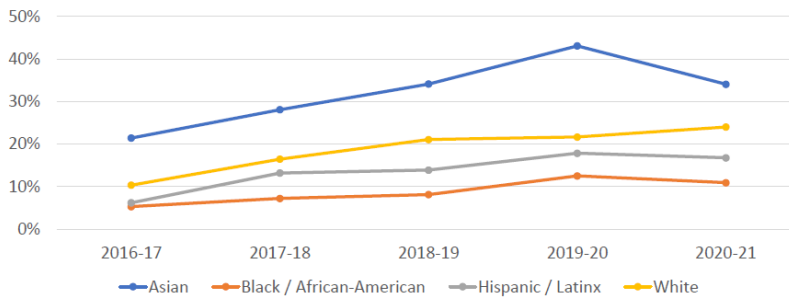
RCCD Access, Success and Equity Slides Reformatted (09.23.22).pptx

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% |
| Total | 610 | 7.9% | 1178 | 14.1% | 1231 | 15.7% | 1567 | 19.4% | 1022 | 18.5% |

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

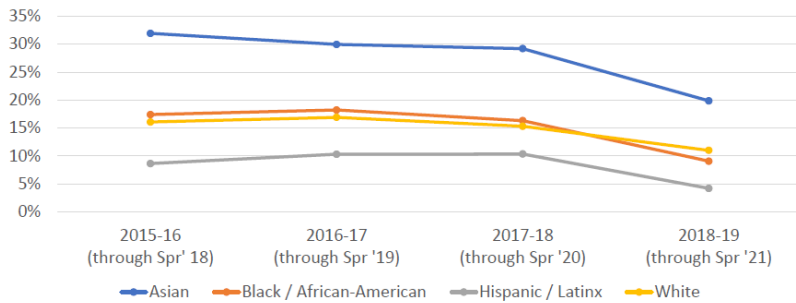
Source: RCCD Dashboard "GP Cohort Final v3 (1)"

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Appendix B



Outcome: Earning Transfer Only (3 Years)



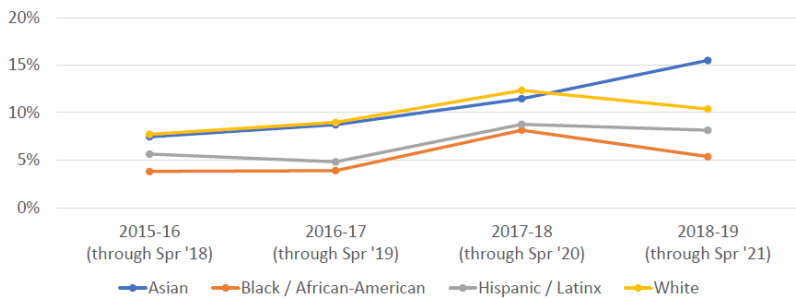
| | 2015-16 (through Spr '18) | | 2016-17 (through Spr '19) | | 2017-18 (through Spr '20) | | 2018-19 (through Spr '21) | |
|-------------------|---------------------------|-------|---------------------------|-------|---------------------------|-------|---------------------------|-------|
| | Success | 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)"



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% |

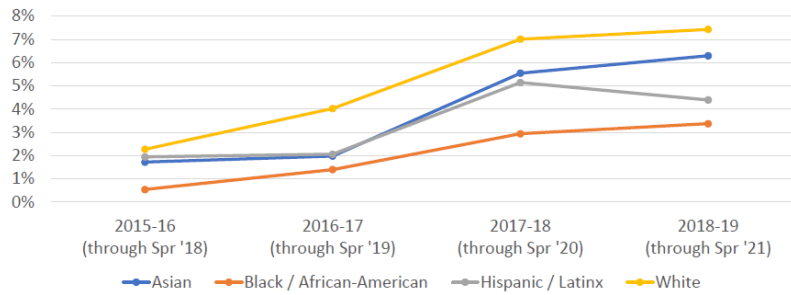
RCCD Access, Success and Equity Slides Reformatted (09.23.22).pptx

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

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% |
| Total | 146 | 1.9% | 181 | 2.3% | 444 | 5.3% | 388 | 4.9% |

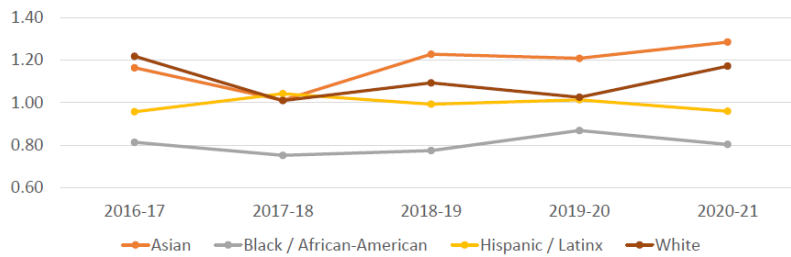
RCCD Access, Success and Equity Slides Reformatted (09.23.22).pptx

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

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Proportionality Indices: 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 |

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

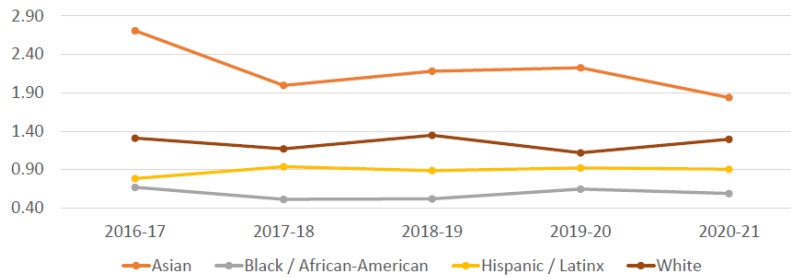
Source: RCCD Dashboard "GP Cohort Final v3 (1)"

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Appendix B



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



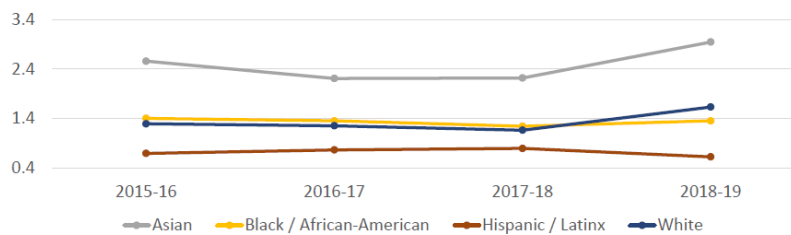
| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|------------------------------------|---------|---------|---------|---------|---------|
| American Indian / Alaska Native | 0.45 | 0.47 | 0.35 | 0.65 | 0.00 |
| Asian | 2.71 | 2.00 | 2.18 | 2.23 | 1.84 |
| Black / African-American | 0.67 | 0.51 | 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 |

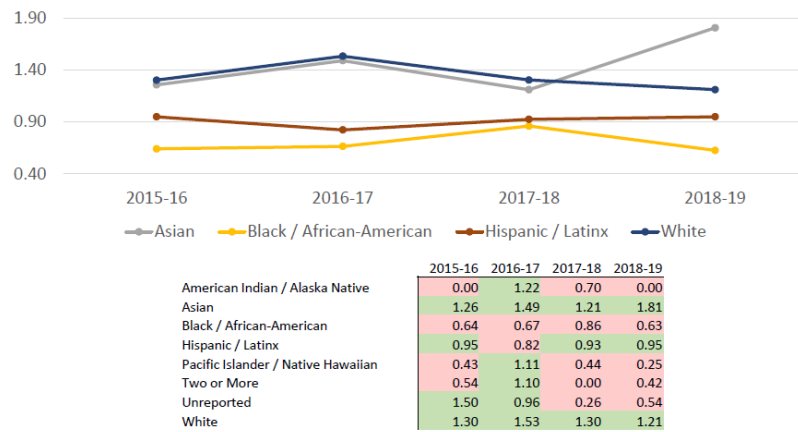
RCCD Access, Success and Equity Slides Reformatted (09.23.22).pptx

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

Appendix B



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



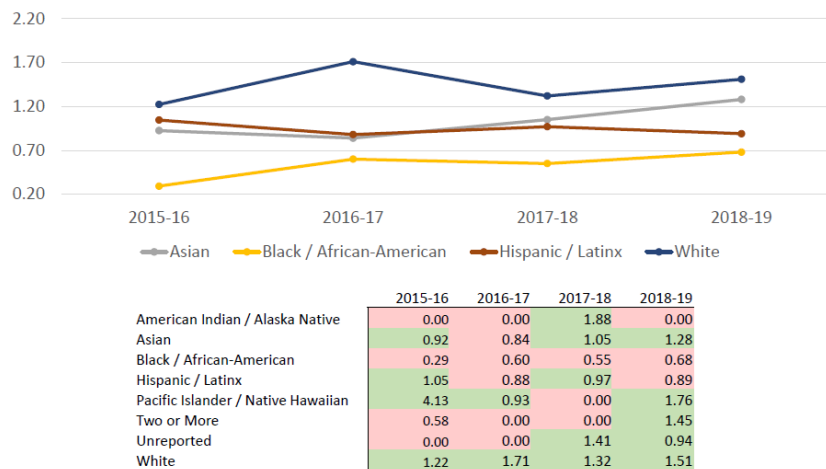
RCCD Access, Success and Equity Slides Reformatted (09.23.22).pptx

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

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



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

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

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| Appendix C. High School College Going Rate (by feeder district) | | | | |
|--|-----------------------|-------------------------------|--|---------------------------|
| Academic Year | District Name | High School Completers | Enrolled In College (12 Months) | College Going Rate |
| 2014-15 | 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% |
| 2014-15 Total | | 12099 | 6544 | 54.1% |
| 2015-16 | 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% |
| 2015-16 Total | | 12299 | 6963 | 56.6% |
| 2016-17 | 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% |
| 2016-17 Total | | 12018 | 7122 | 59.3% |
| 2017-18 | 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% |
| 2017-18 Total | | 12199 | 7519 | 61.6% |
| 2018-19 | 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% |
| 2018-19 Total | | 12152 | 7090 | 58.3% |
| 2019-20 | 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% |
| 2019-20 Total | | 12262 | 6731 | 54.9% |
| Grand Total | | 73029 | 41969 | 57.5% |

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| Appendix D. College Going Rate, by destination | | | | | | | |
|--|---------------|------------------------|-------------|--------------|--------------|--------------|--------------------|
| Academic Year | District Name | High School Completers | % UC | % CSU | % CCC | % Others | College Going Rate |
| 2014-15 | 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% |
| 2014-15 Total | | 12099 | 7.5% | 11.9% | 24.9% | 9.8% | 54.1% |
| 2015-16 | 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% |
| 2015-16 Total | | 12299 | 9.2% | 12.1% | 25.3% | 10.1% | 56.6% |
| 2016-17 | 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% |
| 2016-17 Total | | 12018 | 9.7% | 11.5% | 28.5% | 9.5% | 59.3% |
| 2017-18 | 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% |
| 2017-18 Total | | 12199 | 9.5% | 11.5% | 29.8% | 10.8% | 61.6% |
| 2018-19 | 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% |
| 2018-19 Total | | 12152 | 9.2% | 11.6% | 28.0% | 9.6% | 58.3% |
| 2019-20 | 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% |
| 2019-20 Total | | 12262 | 9.6% | 11.0% | 24.0% | 10.3% | 54.9% |
| Grand Total | | 73029 | 9.1% | 11.6% | 26.7% | 10.0% | 57.5% |

| Appendix E. Feeder High School District Graduates | | | | | | | | | |
|--|------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| District | School | 15-Jun | 16-Jun | 17-Jun | 18-Jun | 19-Jun | 20-Jun | 21-Jun | 22-Jul |
| 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 |
| AUSD Total | | 1,097 | 1,289 | 1,298 | 1,248 | 1,202 | 1,159 | 1,126 | 1,214 |
| 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 |
| CNUSD Total | | 3,731 | 3,838 | 3,772 | 3,829 | 3,839 | 3,813 | 3,797 | 3,666 |
| 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 |
| JUSD Total | | 1,170 | 1,105 | 1,155 | 1,090 | 1,125 | 1,191 | 1,136 | 1,153 |
| 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 |
| MVUSD Total | | 1,945 | 1,995 | 1,920 | 2,059 | 1,951 | 1,837 | 1,920 | 2,006 |
| 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 |
| RUSD Total | | 2,867 | 2,801 | 2,729 | 2,745 | 2,803 | 2,787 | 2,438 | 2,353 |
| VVUSD** | Citrus Hill High | | | | | | | | 346 |
| | Orange Vista High | | | | | | | | 541 |
| | Rancho Verde High | 744 | 649 | 738 | 766 | 495 | 476 | 382 | 399 |
| | Val Verde Academy | | | | | | | | 40 |
| VVUSD Total | | 744 | 649 | 738 | 766 | 495 | 476 | 382 | 1,326 |
| Grand Total | | 11,554 | 11,677 | 11,612 | 11,737 | 11,415 | 11,263 | 10,799 | 11,718 |

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| Appendix F. RCCD Captures from Feeder High School Districts | | | | | | | | | |
|--|------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| District | School | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
| 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 |
| AUSD Total | | 325 | 339 | 384 | 455 | 466 | 274 | 251 | 378 |
| 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 |
| CNUSD Total | | 790 | 919 | 946 | 1056 | 1047 | 753 | 648 | 956 |
| 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 |
| JUSD Total | | 281 | 302 | 335 | 358 | 428 | 265 | 218 | 331 |
| 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 |
| MVUSD Total | | 483 | 503 | 522 | 605 | 575 | 440 | 428 | 595 |
| 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 |
| RUSD Total | | 850 | 786 | 796 | 806 | 925 | 583 | 443 | 808 |
| VVUSD** | Citrus Hill High | | | | | | | | 107 |
| | Orange Vista High | | | | | | | | 153 |
| | Rancho Verde High | 171 | 144 | 152 | 196 | 127 | 99 | 103 | 146 |
| | Val Verde Academy | | | | | | | | |
| VVUSD Total | | 171 | 144 | 152 | 196 | 127 | 99 | 103 | 406 |
| Grand Total | | 2900 | 2993 | 3135 | 3476 | 3568 | 2414 | 2091 | 3474 |

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| Appendix G. RCCD Capture Rates for Feeder High School Districts | | | | | | | | | |
|--|------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| District | School | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
| 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% |
| AUSD Total | | 29.6% | 26.3% | 29.6% | 36.5% | 38.8% | 23.6% | 22.3% | 31.1% |
| 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% |
| CNUSD Total | | 21.2% | 23.9% | 25.1% | 27.6% | 27.3% | 19.7% | 17.1% | 26.1% |
| 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% |
| JUSD Total | | 24.0% | 27.3% | 29.0% | 32.8% | 38.0% | 22.3% | 19.2% | 28.7% |
| 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% |
| MVUSD Total | | 24.8% | 25.2% | 27.2% | 29.4% | 29.5% | 24.0% | 22.3% | 29.7% |
| 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% |
| RUSD Total | | 29.6% | 28.1% | 29.2% | 34.8% | 33.0% | 20.9% | 18.2% | 34.3% |
| 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% |
| VVUSD Total | | 23.0% | 22.2% | 20.6% | 25.6% | 25.7% | 20.8% | 27.0% | 30.6% |
| Grand Total | | 25.1% | 25.6% | 27.0% | 30.9% | 31.3% | 21.4% | 19.4% | 29.6% |

DRAFT: DISCUSSION PURPOSES ONLY



Report of Effectiveness 2022-2023

Governance Entity:

Norco Assessment Committee

Charge:

The charge of the Assessment Committee is to facilitate assessment of student learning in instructional programs, and student and learning support services to support the assessment of Guided Pathways. The Assessment Committee is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below:

- 2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college. •
 - 2025 Objective 8.1 Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.

Sponsoring Council/Senate:

IEGC/Academic Senate

Co-chairs:

Ashlee Johnson and Greg Aycock

Members:

Hayley Ashby, Greg Aycock (co-chair), Caitlin Busso, Tami Comstock, Eric Doucette, Ashlee Johnson (co-chair), Daren Koch, Stephany Kyriakos, Bibiana Lopez, Brian Morales (ASNC Rep.) Jethro Midgett, Lisa Martin, Timothy Russell, David Schlanger, and Tim Wallstrom.

Evaluation of the Survey of Effectiveness:

The purpose of the survey of effectiveness is to provide a mechanism by which members of Norco Assessment Committee (NAC) could self-evaluate the effectiveness of the committee's planning and decision-making processes. The survey included thirteen (13) questions answered on a six (6) point Likert Scale and one (1) open ended question.

The survey received a total of five (5) participants, all of whom responded to 100% of the Likert Scale questions and one of whom responded to the open-ended question.

Results of the NAC Survey of Effectiveness indicated that 100% of members who participated in the survey either agree, or strongly agree, with twelve (12) of the thirteen (13) Likert Scale questions. As a result, there is evidence to suggest that,

(1) [the] agenda and minutes are provided far enough in advance of meetings, (2) agenda items are completed within the meeting time, (3) members are given adequate information to make informed recommendations or decisions, (4) all members are encouraged to be actively involved, (5) discussions are collegial, (6) differing opinions are respected, (7) participation is meaningful and important, (9) the charge is understood by the members, (10) members work toward fulfilling the charge, (11) the work has made an impact on its assigned EMP Goals, (12) the purpose of the governance entity aligns well with the college mission, and that (13) overall [members are] satisfied with [NAC's] performance.

However, when considering whether (8) [they] regularly communicate with members of [their] constituent group regarding key issues discussed and actions taken during meetings, one (1) member disagreed while the other four (4) either agreed or strongly agreed.

Lastly, in response to the open-ended question on recommend[at]ions to help the committee function more effectively, one participant suggested that NAC, along with its members, are a great team but clarification on rapidly changing meeting modality requirements would be helpful.

In Summary, results indicated that NAC's planning and decision-making processes were highly effective throughout the 2022- 2023 Academic Year.

EMP Goal Alignment and Objective Alignment:

The purpose of this section is to report on progress made towards the committee's EMP objectives and evaluate the appropriateness of objective assignments.

Progress:

Currently NAC is the operational committee charged with leading implementation of 2030 Goal 8: Objective 8.1 which aims to:

Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.

The committee has made a great deal of progress towards this goal during the 2022-2023 academic year. Specifically, NAC completed development, gained approval, and began implementation of Norco College's outcomes assessment data collection process, which is expected to make assessment data available, usable, clear in a way that is accessible by Faculty in real time.

Alignment:

The committee's current Objective (8.1) is still in alignment with NAC's scope and purview and its work in this area is ongoing. However, with the recent adoption and implementation of the new outcomes assessment data collection process, there may be an opportunity for NAC to support work in Goal 3 (Equity) Close all student equity gaps by using disaggregated student learning data to implement and measure high impact practices for equitable teaching and learning. There may be opportunity in the future to further expand the Committee's work in this area.

Assessment of Scope and Deliverables:

The purpose of this section is to self-assess the completion of deliverables defined by NAC's charter during the academic year.

According to the charter, NAC worked towards the completion of four main deliverables throughout the 2022-2023 Academic year. A self-assessment of the progress made on each deliverable is described below:

1. Deliverable: Update committee charter and submit to Academic Senate for approval.
 - Status: Complete
 - Rational:
 - NAC approved its 2021-2022 charter on October 13, 2021 (Fall 2021) and gained approval by NC Academic Senate on December 6, 2021 (Fall 2021). In Fall 2022 the committee elected to extend the 21-22 charter through Spring 2023 based on guidance from NC Academic Senate on the intended two-year term length for standing committee charters.
 - In addition to the term extension, the committee also updated its membership policy, found in the membership section of the charter, to allow all members of the Assessment Committee including co-chairs [administrators, staff, students] to vote as long as a majority (quorum) of faculty are present at any specific meeting. The purpose of the update was to support the committee's 2020-2021 membership expansion intended to increase collaboration on outcomes assessment between instructional, student service, and LLRC areas.
 - The updated charter did not require an additional approval from the Academic Senate since there were no changes to its scope and deliverables and the membership policy update was NAC's purview as a standing committee of the Academic Senate according to Article VI of the Academic Senate Bylaws.
 - Because of this, the committee considers this deliverable complete.
2. Deliverable: Update Assessment structure of the Nuventive platform.
 - Status: Ongoing
 - Rational:
 - Throughout the 2022-23 AY the co-chairs of NAC have been meeting biweekly with the Nuventive-assigned contact and other employees in the company to assist in the process of transitioning to Canvas and the resulting changes that needed to be made in Nuventive.
 - This has involved direction to Nuventive regarding: necessary dashboards, protection of data in the process of transitioning to new platform, design of assessment section of Program Review platform
 - The NAC was kept updated at each meeting with the progress being made, and Academic Senate approved the full implementation of Canvas assessment in December 2022.
3. Deliverable: Develop training for integrating SLO assessment in Canvas.

- Status: Complete
- Rational:
 - A process to integrate SLO assessment into Canvas was developed by NAC and its sub-group (LFM). After gaining approval by the Academic Senate the team developed training materials and began training Faculty throughout NC.
 - Training materials have been posted on NAC's website in written and video demonstration form.
 - In addition to general training materials, a variety of synchronous training sessions have been offered to all Faculty including, Assessment Tuesdays (Co-Chair Office Hours), Department trainings, Discipline trainings, One-on-One meetings, and College-Wide training ([Spring 2023 FLEX](#)).
 - Training will need to be updated and continue to be offered as time progresses. However, the initial development specified in this deliverable has been complete.
- 4. Deliverable: Map SLOs to PLOs/GELOs in Nuventive.
 - Status: Tabled
 - Rational:
 - Planning for SLO assessment in Canvas has been very time-intensive and has slowed the implementation of PLO assessment.
 - There is a possibility that PLO assessment may not utilize mapping of SLOs to PLOs as the method of assessment. Once SLO assessment methodology is completed, PLO assessment will be addressed.



Report of Effectiveness 2022-2023

Governance Entity:

Program Review Committee

Charge:

The Program Review Committee is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below:

2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.

- 2025 Objective 8.2 Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.

Sponsoring Council/Senate:

Academic Senate

Co-chairs:

Timothy Russell and Greg Aycock

Members:

Quinton Bemiller, Svetlana Borissova, Caitlin Busso, Araceli Covarrubias, Vivian Harris, Dominique Hitchcock, Ashlee Johnson, Starlene Justice, Timothy Mount, Lindsay Owens, Kaneesha Tarrant, and Paul VanHulle.

Evaluation of the Survey of Effectiveness:

The committee is moving in a direction that includes the oversight of resource allocation.

The committee is functioning and doing work aligned with the college and is meaningful.

EMP Goal Alignment and Objective Alignment:

2030 Goal 8: 2025 Objective 8.2

Assessment of Scope and Deliverables:

- The Program Review Committee established two subgroups, the Efficacy Subgroup, intended to propose ways to make the Program Review process more meaningful, and the Equity Subgroup, which was tasked to draft equity questions to be added to the Program Review. The work of the Efficacy Subgroup led to a rewriting of the unit goal section of the Program Review in the Nuventive Platform, changing it from an Educational Master Plan (EMP) centered question and rewriting it in a way to give the units more freedom to word their goals as they see fit, and then associate related EMP goals to each

stated goal. This subgroup also generated discussion about transparency regarding resource requests, leading to the creation of a dashboard, housed on the Program Review Committee's webpage, that reflects the status of active resource requests from recent Program Review cycles. The Equity Subgroup drafted and proposed equity questions and presented them to the Committee. After much discussion, the committee has edited these questions and is close to creating an Equity portion for the Program Review.

- We have stayed in constant communication with Nuventive to update and improve the Program Review platform. Our relationship with Nuventive has been very effective, as we rely on our Nuventive representative to implement any approved changes to the Program Review platform. Nuventive has been responsive to our requests. Examples of this include editing and rewriting the goals portion of the Program Review (as mentioned in the first bullet), adding a Faculty Resource Request Prioritization worksheet, and building a Faculty Professional Development Resource Request worksheet to Program Review.
- The Program Review Committee has provided training and support for authors writing Annual Updates for the Program Review. For the current Academic Year (2022-2023), Program Review members conducted two drop-in hours, via Zoom, in the weeks leading up to the Annual Review deadline. Additionally, Program Review leadership and support staff remained flexible and responsive to emergent requests for help, creating impromptu Zoom meetings with those Norco College members requesting assistance in completing their Annual Updates.
- The Program Review Committee oversaw the submission of successful Annual Update cycles over the last two years, offering a method to request and allocate resources. The Program Review Committee is mindful of transparency and has established a resource request dashboard, found on the Program Review webpage, that reflects the status of active resource requests for all to see. The committee is sensitive to the changing needs of Norco College and considers any recommendations from members of the college community and Program Review committee members, as it looks for ways to make the Program Review process more simplified, intuitive, and meaningful.



Report of Effectiveness Choose an item.

Governance Entity:

Faculty Professional Development Committee

Charge:

The Faculty Professional Development Committee (FPDC) is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below:

Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

- Objective 4.1: Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)
- Objective 4.2: Increase percentage of employees who complete Racial Microaggressions certificate from 1% to 60% (285 out of 472 employees)
- Objective 4.3: (Increase percentage of faculty who complete Teaching Men of Color in CC certificate from 3% to 40%)

In addition, the FPDC collaborates with various constituent groups to facilitate faculty-focused training, for faculty growth in their field, development, health, and roles in the college with focused efforts around Fall and Spring FLEX. The committee acts as a liaison and custodian to approve events and activities for faculty FLEX hours.

Sponsoring Council/Senate:

Academic Senate

Co-chairs:

Dana White

Members:

Dana White, Natalie Morford, Ana Marie Olaerts, Jessiah Ruiz, Jody Tyler, Jethro Midgett, Quinton Bemiller, Dominique Voyer, Sandra Popiden, Paul VanHulle, Janet Frewing

Evaluation of the Survey of Effectiveness:

The purpose of the survey of effectiveness is to provide a mechanism by which members of Faculty Professional Development Committee (FPDC) could self-evaluate the effectiveness of the committee's planning and decision-making processes. The survey included thirteen (13) questions answered on a six (6) point Likert Scale and one (1) open ended question. The survey received a total of five (5) participants, all of whom responded to 100% of the Likert Scale questions and one of whom responded to the open-ended question. Results of the FPDC Survey of Effectiveness indicated that 100% of members who participated in the survey either agree, or strongly agree, with ten (10) of the thirteen (13) Likert Scale questions. As a

result, there is evidence to suggest that the committee is moving in the right direction; however, there is still opportunity for growth. There are three (3) areas of improvement for the committee at large: (1) more opportunities for members to get actively involved, (2) communicate key issues discussed and actions taken during meeting to their constituent group, and (3) having members work toward fulfilling the committee's charge.

EMP Goal Alignment and Objective Alignment:

The purpose of this section is to report on progress made towards the committee's EMP objectives and evaluate the appropriateness of objective assignments.

Progress

During the 2022-2023 and 2023-current, the FPDC has actively planned and partnered with Guided Pathways campus leaders to facilitate numerous FLEX trainings around Guided Pathways and the equity framework. In addition, the committee has approved equity FLEX hours and championed the recent Guided Pathways Summit sponsored by the Guided Pathways group.

In addition, the FPDC collaborates with various constituent groups to facilitate faculty-focused training, for faculty growth in their field, development, health, and roles in the college with focused efforts around Fall and Spring FLEX. The committee acts as a liaison and custodian to approve events and activities for faculty FLEX hours.

There has been progress made towards achieving completion rates for specific certifications mentioned under EMP goal #4 (e.g. Racial Microaggressions and Teaching Men of Color in CC); however, there is much work to be done in this area that will require a multifaceted, collaborative approach from leaders across the campus.

- Racial Microaggressions-15% completion (71* out of 472 employees); a 14% increase over original starting point of 1%; *includes faculty, classified professionals, and administrators
- Teaching Men of Color- 51% completion (51 out of 100* faculty); a 48% increase over original starting point of 3%; assumes full-time and part-time faculty members

Alignment

The committee is still in alignment with the broader EMP Objective #4 which is to implement professional development around Guided Pathways and equity framework and foster a culture of ongoing improvement.

Assessment of Scope and Deliverables:

The purpose of this section is to self-assess the completion of deliverables defined by FPDC's charter during the academic year. According to the charter, FPDC worked towards the completion of two main deliverables throughout the 2021-2023 Academic year. A self-assessment of the progress made on each deliverable is described below:

1. Coordinate and provide Fall and Spring FLEX events according to RCCD academic calendar.
 - Status: Ongoing
 - Rational: The committee has successfully hosted Fall and Spring Flex events according to RCC academic standards
2. Deliverable: Review and report on the number of full-time faculty that completes professional development certification and training in alignment with EMP Goal 4.
 - Status: Moved
 - Rational: Reporting of professional development certifications now resides with Institutional Research.
3. Encourage, recruit, and provide opportunities for faculty to complete certifications and training.
 - Status: Ongoing/Needs Improvement
 - Rational: Racial Microaggressions-15% completion (71* out of 472 employees); a 14% increase over original starting point of 1%; *includes faculty, classified professionals, and administrators. Teaching Men of Color- 51% completion (51 out of 100* faculty); a 48% increase over original starting point of 3%; assumes full-time and part-time faculty members. While there has been considerable progress, more focused efforts need to be made such as Fall/Spring Flex events and/or pursue cohort model for increased completion.
4. FPDC will regularly review and approve events and activities for equity and general FLEX credit
 - Status: Ongoing
 - Rational: The committee regularly reviews and approves all equity-related activities. The committee has established a blanket approval process and list for training categorized as general FLEX activities for standing committees of the academic senate and the district. Any organizations outside of the established list must receive approval from the committee.
5. The FPDC will coordinate with the Norco College Instructional Programs Support Coordinator to ensure that all College/District approved FLEX events are submitted in a timely manner by the sponsoring committee and reports are reviewed monthly to check for accuracy in FLEX Track.
 - Status: Ongoing/Improvements needed
 - Rational: The process can be reviewed more regularly
6. The FDC will review all College/District approved FLEX events to determine those that meet the criteria articulated in RCCD's Equity Statement and Criteria policy. The FDC will arrange with the Norco College Instructional Programs Support Coordinator to receive monthly reports of new FLEX events, with determinations regarding Equity FLEX credit made at the following FDC meeting, subject to majority approval. A report on the FDC's

determinations will be forwarded in a timely manner to the NC Instructional Programs Support Coordinator

- Status: Ongoing
- Rational: FLEX proposals are reviewed on a monthly basis at each committee meeting. Committee decisions are communicated to point of contact within 2-3 days of decision.