Version 1.0

RCCD Environmental Scan 2025

RCCD
RIVERSIDE COMMUNITY COLLEGE DISTRICT

Executive Summary

The executive summary presents recommendations based on a comprehensive analysis of data and narratives from the environmental scan. It provides a concise overview of key recommendations, potential objectives, and supporting evidence.

Expand Dual Enrollment and Adult Education Programs

Vision 2030 Goal Alignment: Access & Success

- Strengthen partnerships with local high school districts, especially those with low college-going rates (e.g., Palo Verde, Jurupa).
- Expand dual enrollment to include more 9th and 10th graders, not just juniors and seniors.
- Provide an augmented budget and resource allocation to support an expanded dual enrollment program.
- Population projections and census data suggest a potential enrollment group from adult students aged 25-54.

Supporting Evidence:

- Dual enrollment participation increased significantly across all service districts, especially Jurupa Unified (from 2% to 11%).
- College-going rates declined in most feeder high school districts (e.g., Palo Verde dropped from 56% to 42%).
- Dual enrollment can mitigate enrollment declines and reduce student loan burdens.
- Population trends suggest a downturn in high school enrollments by 2030, but the Inland Empire has low college level attainment rates that suggest a potential enrollment population.

Develop Targeted Outreach for Latino/a/x and Special Populations

Vision 2030 Goal Alignment: Access & Support

- Given that over 70% of RCCD students are Latino/a/x and this group has low bachelor's degree attainment, create culturally responsive outreach and support services.
- Expand programs for foster youth, veterans, single parents, and formerly incarcerated students, who show lower persistence and completion rates.

Supporting Evidence

- Latino/a/x students make up over 70% of RCCD's student population but have among the lowest college-going and bachelor's degree attainment rates.
- Special populations (e.g., foster youth, students with disabilities) show lower college-going and completion rates.
- Inland Empire has a high percentage of residents who speak a language other than English at home (22%).

Strengthen Guided Pathways and First-Year Experience Programs

Vision 2030 Goal Alignment: Success

- Enhance onboarding, advising, and academic planning to ensure students complete 30 units in their first year.
- Integrate career exploration and academic planning into the first semester to improve momentum and reduce excess unit accumulation.
- Leverage Guidance Courses, first-year experience, and Information Literacy courses to establish college readiness and strengthen momentum.
- Engage in Math and English Advancements that create pathway momentum.

Supporting Evidence:

- Students completing 30 units in one year increased from 6% to 10% (a 66% improvement).
- Transfer-level math and English attempts rose from 11% to 36%; pass rates increased from 7% to 19%.
- AB 705 and AB 1705 legislation mandates direct placement into transfer-level courses.
- Disaggregated data shows equity gaps in success rates by race/ethnicity.
- Guided Pathways is a central initiative for tracking student momentum and completion.

Invest in Career and Technical Education (CTE) Pathways

Vision 2030 Goal Alignment: Success & Support

- Prioritize high-wage, high-skill programs (e.g., nursing, IT, data science) that align with regional labor market needs.
- Expand stackable credentials and short-term certificates in fields with strong wage outcomes.
- Leverage new funds with bonds and develop infrastructure to support expanded CTE programs.

Supporting Evidence:

- CTE degrees (60 units) saw completion rates increase from 4% to 7%.
- High-wage and high-skill programs like healthcare, technical trade, and IT/data science.
- RCCD alumni contributed $603.9 million in added income to the region in 2023–2024.

Support Students by Enhancing and Establishing High Impact Programs that Address Financial Obstacles

Vision 2030 Goal Alignment: Success and Support

- Expand access to Zero Textbook Cost (ZTC) and Low Textbook Cost (LTC) courses to reduce financial burdens on students.
- Develop and support student housing initiatives to address housing insecurity.
- Strengthen basic needs programs, including food pantries, emergency aid, and mental health services.
- Enhance transportation support through subsidized bus passes, car-sharing programs, and improved campus transit options.

Supporting Evidence:

- The Inland Empire faces significant economic challenges, including the lowest per capita income in Southern California and rising housing costs.
- Many RCCD students experience financial hardship, which impacts their ability to persist and complete their education.
- Programs like ZTC and basic needs support have been shown to improve student retention and equity outcomes.

Build a Centralized Data Infrastructure

Vision 2030 Goal Alignment: Support

- Develop a district-wide data warehouse to integrate SIS, LMS, HR, and financial systems.
- Enable real-time dashboards for student success metrics, equity gaps, and resource allocation.

Supporting Evidence:

- Current data systems are siloed; only an operational data store exists.
- Power BI and other tools are underutilized due to lack of integration.
- A data lake or data lake house is recommended to support cross-functional analytics and decision-making.

Expand Online and Hybrid Learning Support

Vision 2030 Goal Alignment: Access & Support

- Given the sustained demand for online learning, invest in faculty training, virtual tutoring, and online student services.
- Ensure equitable access to technology and broadband for low-income students.
- Develop culture and community around online learning that addresses a student's sense of belonging with the institution.

Supporting Evidence:

- Post-pandemic, 40% of students take only online classes; 37% take hybrid.

- Online learning increased accessibility but created challenges in delivering student support services.
- IT investments include HyFlex classrooms, mobile computing, and cybersecurity.

Enhance Transfer Pathways and ADT Utilization

Vision 2030 Goal Alignment: Success

- Increase the number of associate degrees for Transfer (ADTs) and streamline articulation agreements with CSU and UC campuses.
- Provide proactive transfer advising and university application workshops.

Supporting Evidence:

- Transfer rates to CSU, UC, and private institutions have declined post-pandemic.
- ADT completions increased from 1,690 to 1,994 between 2019 and 2024.
- ADTs offer guaranteed transfer pathways to four-year universities.

Create Efficient, Effective, Accountable, and Transparent District Processes

Vision 2030 Goal Alignment: Support

- Use the budget allocation model to prioritize funding for programs that close equity gaps and improve student outcomes.
- Ensure efficiency, effectiveness, accountability, and transparency in committee and council decisions.
- Leverage program review that establishes service area outcomes that align with the mission and goals of the strategic plan.

Supporting Evidence:

- Budget model emphasizes fairness, equity, and transparency.
- Institutional effectiveness data is used to track equity gaps and student outcomes.
- The BAM is in Phase Four, focusing on district office allocation and sustainability.

Establish a Coordinated, Student-Centered, and Accountable Support Framework through the Standard of Care Model

Vision 2030 Goal Alignment: Support

- Implement a direct line of care that ensures students receive consistent, personalized guidance throughout their academic journey.
- Use real-time tracking and case management to monitor student progress and intervene effectively.

- Allocate resources equitably through a staffing model based on FTES to ensure access and reduce service gaps.

Supporting Evidence

- The care framework is supported by a $2 million budget allocation, with staffing ratios designed to scale services appropriately.
- Institutional effectiveness data is used to monitor student outcomes and identify equity gaps.

Launch a Regional Workforce and Economic Mobility Initiative

Vision 2030 Goal Alignment: Access & Success

- Collaborate with local employers to align programs with in-demand skills and certifications.
- Promote RCCD's $1.2 billion economic impact and alumni success to attract investment and community support.
- Make a commitment to the students and community in the Inland Empire to promote a social and economic mobility that is transformational and has lasting impact.

Supporting Evidence:

- RCCD has a large economic impact on the surrounding community in the amount of $1.2 billion dollars.
- Research has shown a need for career and technical pathways and certifications.

Continued Support for People and Systems for Student Success

Vision 2030 Goal Alignment: Support

- Support employee professional development, on-boarding, and mentorship and encourage retention early on.
- Ensure stability, and support faculty through the tenure process.

Supporting Evidence

- Data show that employees are staying longer in their roles.
- The academic temporary category has decreased from 47.2% to 44.2% over the past two years; the increase lies within the academic tenure-track category.

Introduction

This strategic plan for the Riverside Community College District outlines the institutional goals, objectives, and strategies that will guide the district and its colleges over the next five years. The district is committed to supporting its colleges in achieving the key performance indicators established in the strategic plan, which is informed by extensive data collection and analysis conducted through this environmental scan.

The environmental scan examines both external and internal factors that impact the district, its colleges, and the communities they serve. The external analysis begins with a broad overview of national and state demographics, educational attainment trends, and key indicators such as college-going rates. It then narrows its focus to Southern California, specifically the Inland Empire, and the local community served by the colleges. Key trends under review include unemployment and wage data, as well as economic forecasts provided by external vendors. Additionally, the external scan assesses legislative and political developments that have influenced the district, along with community and social dynamics affecting students and colleges. A critical component of this analysis is the role of community colleges within the district and the broader community, emphasizing how the affordability of a community college education contributes to long-term career success. Furthermore, the scan evaluates technological advancements since the COVID-19 pandemic, particularly the adoption of online learning versus in-person instruction and its impact on educational outcomes.

Similarly, the internal scan provides a comprehensive review of student and employee demographic trends and institutional characteristics, including race, ethnicity, age, and employment classifications. It also assesses the district's budget allocation model, outlining its development over the past five years and anticipated refinements moving forward. Additionally, the internal analysis addresses institutional effectiveness outcomes, including local completion rates, English and mathematics proficiency, career and technical education (CTE) completion rates, successful course completion rates, and the attainment of degrees, certificates, and university transfers.

This environmental scan serves as the foundation for the district's five-year strategic plan and is developed internally by the institutional effectiveness department and other relevant areas within the district. However, the colleges plays an integral role in shaping both the environmental scan and the subsequent strategic plan. Through shared governance and faculty and staff workgroups, the plan will be refined to ensure alignment with the colleges' strategic priorities, fostering institutional growth and success over the next five years.

External Scan

The external scan analyzes national, state, and regional trends in population demographics, economic growth, unemployment, and wage patterns, all of which are directly relevant to the services provided by the Riverside Community College District. These comprehensive trends offer a holistic perspective on the broader landscape within which the strategic plan will be established.

A robust external scan provides the necessary foundation and contextual background for the development of a well-informed strategic plan. This analysis enables planners to establish clear goals and objectives that not only facilitate institutional advancement but also strengthen the district's capacity to serve its local communities and contribute to statewide progress.

Demographics and Population Statistics

By analyzing population growth over the past 15 years, the Riverside Community College District can leverage historical data to forecast future demographic trends. Table 1 presents population growth rates across Southern California counties from 2000 to 2024, highlighting percentage changes in these regions. Examining population growth within Southern California is essential, as each county exhibits distinct economic characteristics and varying patterns of internal migration.

During the COVID-19 pandemic, California experienced a population decline, followed by a period of growth between 2021 and 2024. Figure 1 illustrates the population trends, showing a consistent decline from 2000 and a sharp decrease in 2020 during the pandemic. However, as the pandemic subsided, the population began to increase from 2021 through 2024.

According to the Public Policy Institute of California[1] and the California Department of Finance[2], the state has experienced a net loss of residents to other states for over two decades. This trend has historically affected various demographic and socioeconomic groups across California. Figure 1 highlights that after three consecutive years of population decline, California's population experienced growth in 2024. Among those migrating into the state were individuals in their 20s with college degrees.

The Public Policy Institute of California identifies the high cost of housing as one of the most significant factors driving residents to leave the state. This issue is addressed in greater detail in the economic section of this environmental scan.

[1] https://www.ppic.org/publication/californias-population/
[2] https://dof.ca.gov/forecasting/demographics/projections/

FIGURE 1 CALIFORNIA'S POPULATION GROWTH

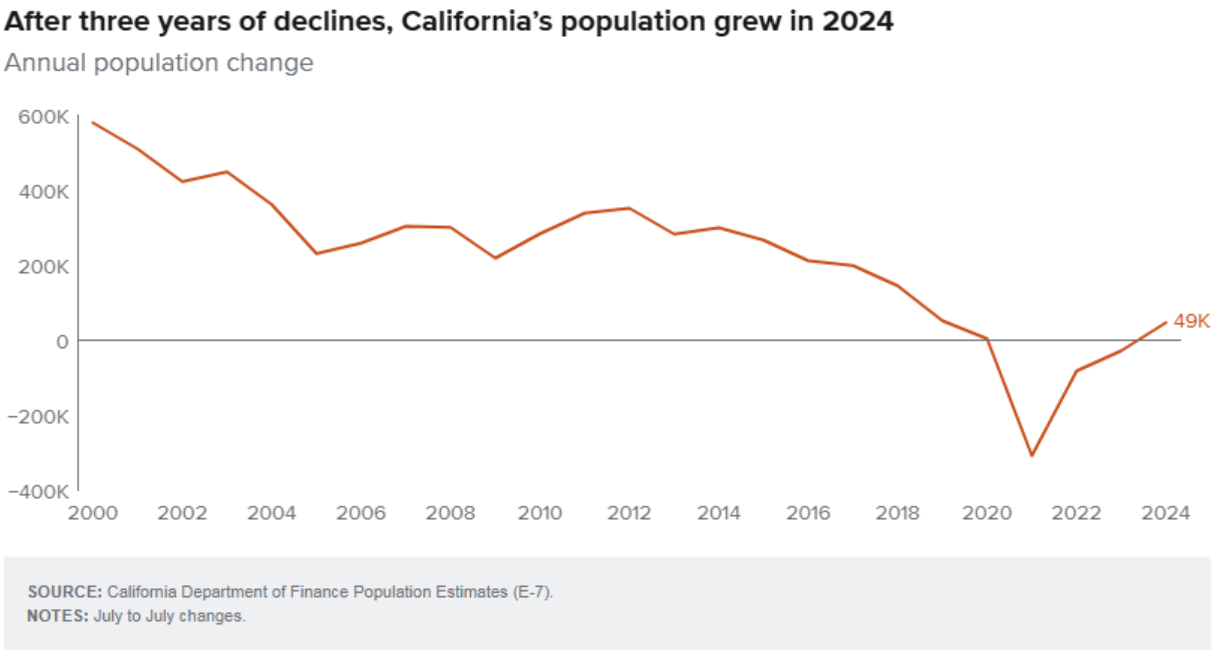


Table 1 indicates that the Inland Empire experienced a substantial 42% increase in population between 2000 and 2024, significantly outpacing growth in neighboring counties. The factors contributing to this rapid expansion, which will be discussed further, include housing market trends and the affordability of living in Riverside and San Bernardino counties compared to Los Angeles, San Diego, and Orange counties. For instance, Los Angeles County recorded a modest 3% population increase, Orange County grew by 11%, and San Diego County saw a 17% increase.[3] The population growth in San Diego County may be influenced by cities such as Temecula, which lies on the border of San Diego and Riverside counties and plays a role in regional migration trends.

This data provides a compelling illustration of the Inland Empire's significant population growth compared to the more expensive counties of Southern California. Understanding these trends allows the district to anticipate future demographic shifts and align strategic planning efforts accordingly.

[3] Source: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties, and the State, 2001-2010, with 2000 & 2010 Census Counts. Population Estimates for Cities, Counties, and the State, 2011-2020, with 2010 Benchmark. State of California, Department of Finance, E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2021 and 2022. Sacramento, California, May 2024.

TABLE 1 SOUTHERN CALIFORNIA COUNTY GROWTH 2000-2024

COUNTY	2000	2005	2010	2015	2020	2022	2024	Change 2000-24
Inland Empire	3,255,526	3,817,118	4,212,833	4,427,734	4,616,143	4,623,190	4,623,811	42%
Los Angeles	9,519,330	9,816,153	9,822,121	10,124,800	10,135,614	9,861,224	9,824,091	3%
Orange	2,846,289	2,956,847	3,008,855	3,144,663	3,180,491	3,162,245	3,150,835	11%
San Diego	2,813,833	2,966,783	3,091,579	3,264,706	3,331,279	3,287,306	3,291,101	17%

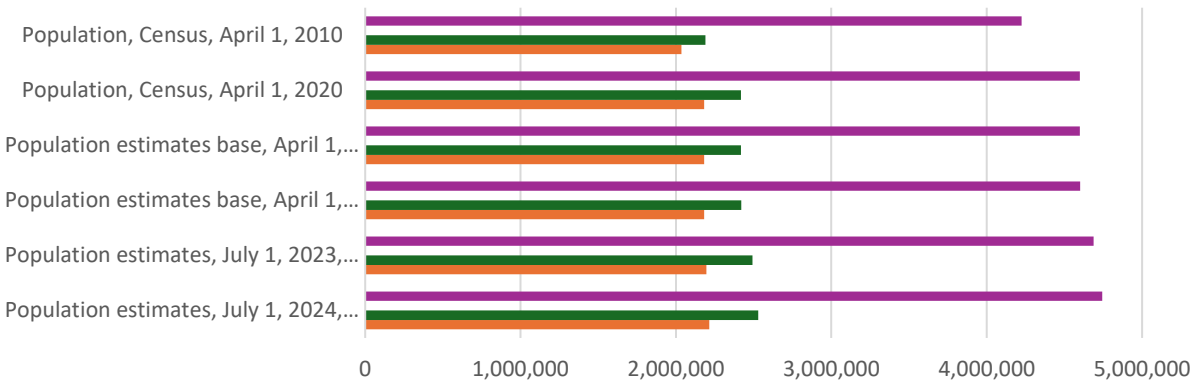
For the purposes of this environmental scan, the Inland Empire is defined as encompassing Riverside and San Bernardino counties. Figure 2, derived from census estimates, provides population projections for these counties.

According to census data[4], Riverside County's estimated population in 2023 is 2,492,442, reflecting an increase from its 2020 base of 2,418,182. Similarly, San Bernardino County has a 2023 estimated population of 2,195,611, up from its 2020 base of 2,181,660. These figures indicate significant population growth in both counties over the three-year period.

Collectively, the Inland Empire—comprising both Riverside and San Bernardino counties—had a combined population estimate of 4,599,842 in 2020, which increased to 4,688,053 in 2023. Understanding these demographic trends is essential for strategic planning, as they provide valuable insights into regional growth patterns and community needs.

[4] https://www.census.gov/quickfacts/fact/table/US/PST045224

FIGURE 2 INLAND EMPIRE POPULATION ESTIMATES

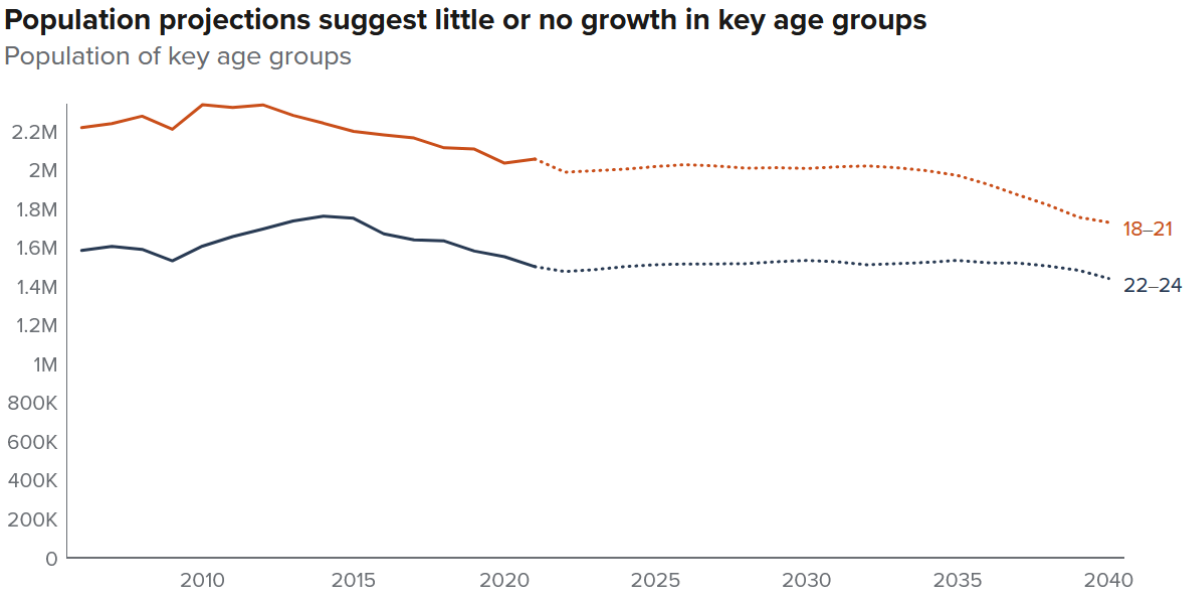


	Population estimates, July 1, 2024, (V2024)	Population estimates, July 1, 2023, (V2023)	Population estimates base, April 1, 2020, (V2024)	Population estimates base, April 1, 2020, (V2023)	Population, Census, April 1, 2020	Population, Census, April 1, 2010
Inland Empire	4,744,214	4,688,053	4,601,631	4,599,842	4,599,839	4,224,851
#REF!	1					
Riverside County, California	2,529,933	2,492,442	2,419,967	2,418,182	2,418,185	2,189,641
San Bernardino County, California	2,214,281	2,195,611	2,181,664	2,181,660	2,181,654	2,035,210

However, the Public Policy Institute of California also identified minimal or no growth within the population aged 18 to 24. Figure 3 presents projections for the years up to 2040, specifically focusing on the age groups 18 to 21 and 22 to 24, which are traditionally considered the college-going years.[5] This data suggests the possibility of enrollment declines in the coming years. Furthermore, it may provide an explanation for some of the projected decreases in community college enrollments during this period.

[5] https://www.ppic.org/publication/californias-population/

FIGURE 3 POPULATION PROJECTIONS FOR COLLEGE GOING AGES



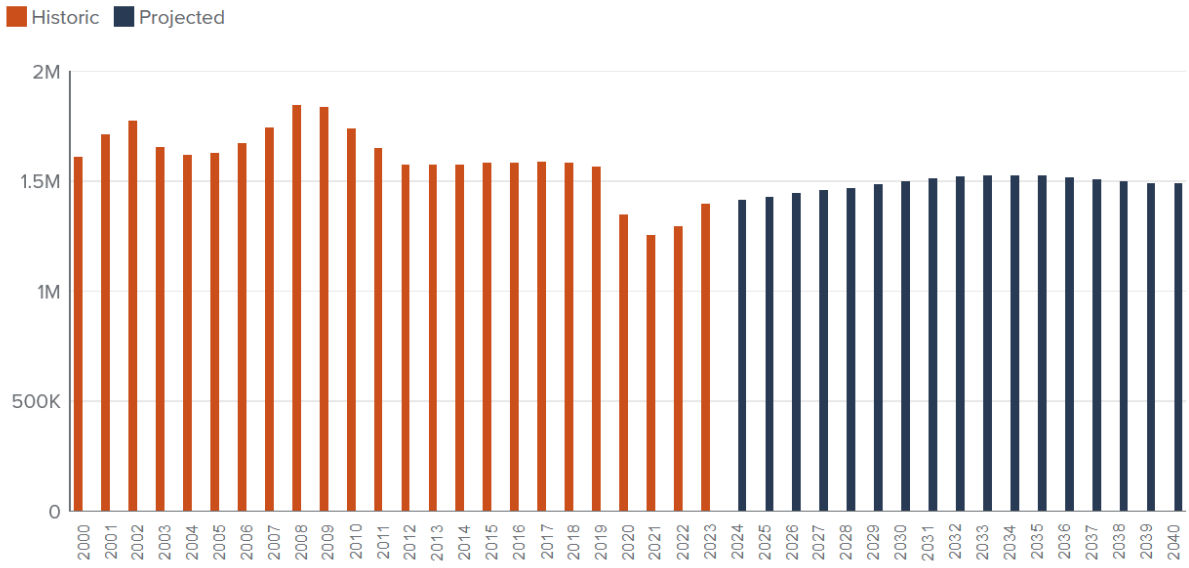
SOURCE: PPIC based on ACS estimates from 2006 to 2021 and DOF projected growth rates from 2021 to 2040.

Figure 4 illustrates the historical and projected enrollment trends for community colleges in California. Prior to the COVID-19 pandemic, enrollment figures exceeded 1.5 million. However, projections through 2040 suggest that community college enrollments will not return to pre-pandemic levels.[6] Despite this, the Riverside Community College District has already begun to achieve pre-pandemic enrollment levels, including full-time equivalency student statuses. In fact, the district has surpassed the overall pace of California in recovering pre-pandemic enrollment figures.

According to the Public Policy Institute of California (PPIC), community college enrollments are expected to increase slightly over the next decade, followed by a decline. While the Riverside Community College District has experienced sharp enrollment increases during its recovery from the pandemic, it may face slight enrollment declines after 2030. These potential declines can be mitigated through innovative strategies, such as expanding dual enrollment programs and establishing agreements with high school districts. Such initiatives would enable students to earn college credits prior to enrolling in a community college or a four-year university.

[6] https://www.ppic.org/publication/the-future-of-higher-education-enrollment-in-california/

FIGURE 4 COMMUNITY COLLEGE ENROLLMENT PROJECTIONS



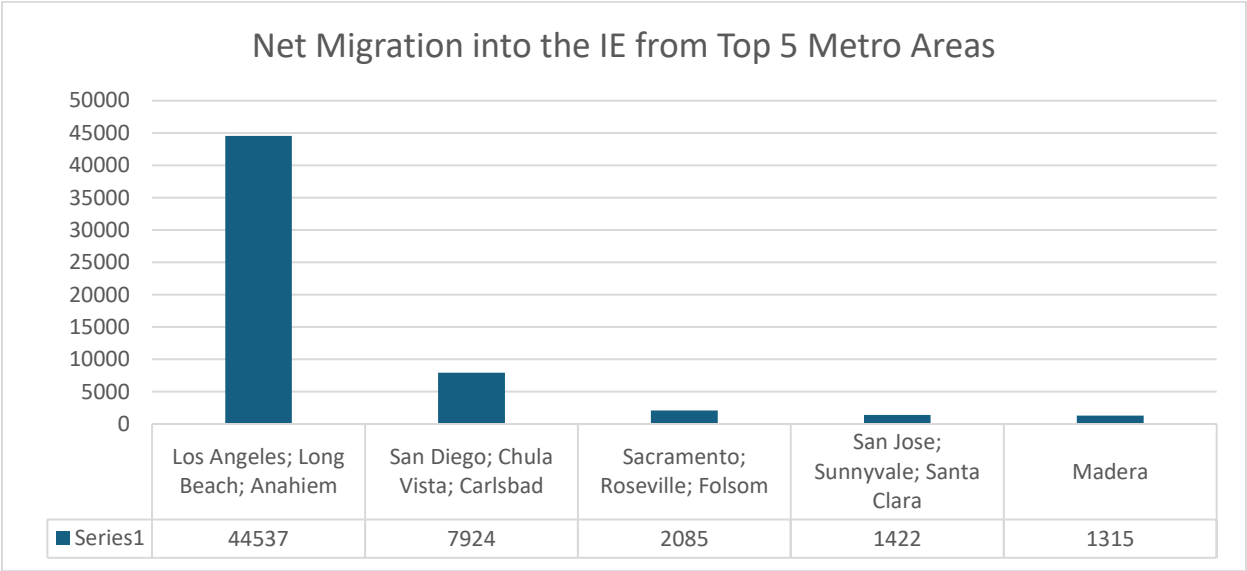
SOURCES: CCCCO to 2022 and PPIC projections 2023 to 2040.
NOTES: Fall enrollment. See Technical Appendix for details.

While figure 4 depicts the population projections, Figure 5 illustrates the net migration into the Inland Empire from the top five metropolitan areas in California. This data is significant as it highlights the current and future demand for population growth within the Inland Empire, driven not only by birth rates and in-state migration but also by interstate migration.

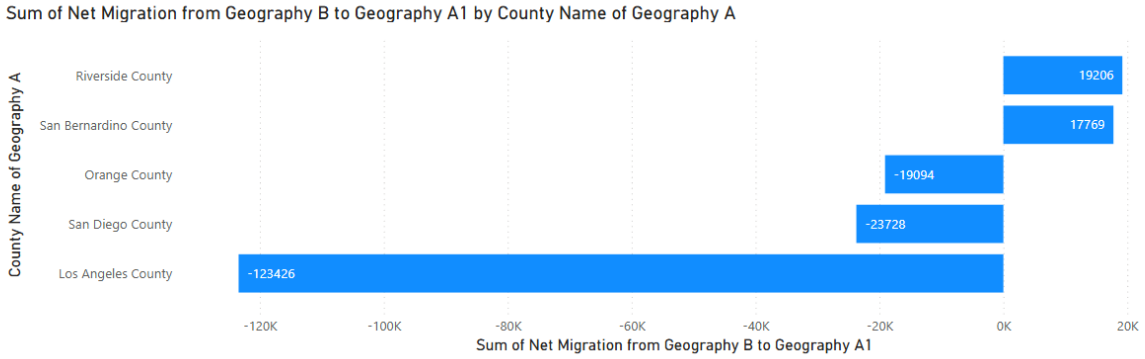
As the Inland Empire becomes increasingly affordable compared to other regions in California, a greater number of individuals are likely to relocate to Riverside and San Bernardino Counties from metropolitan areas such as Los Angeles, Long Beach, and Anaheim. Figure 5 demonstrates that the largest migration within California to the Inland Empire originates from Los Angeles, Long Beach, and Anaheim. San Diego follows, albeit with a substantial decrease in migration relative to Los Angeles counties.

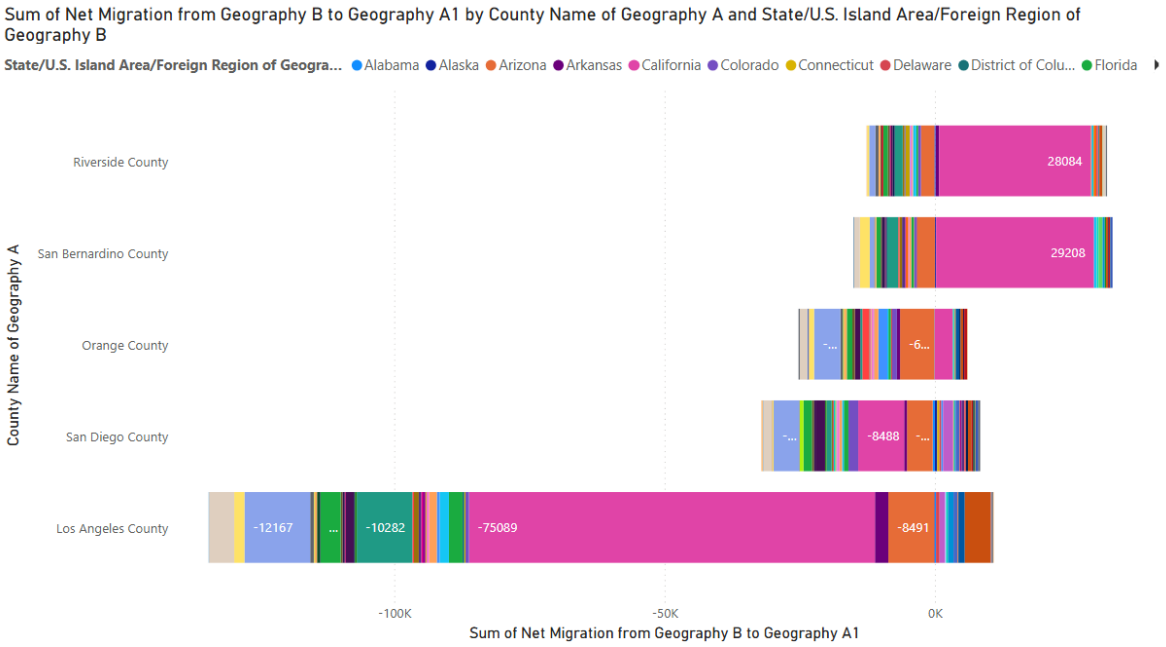
Among California's 58 counties, 30 experienced population growth between July 2023 and July 2024. The counties with the largest population increases were situated in Southern California, including Los Angeles, San Diego, Sacramento, Riverside, and San Joaquin. Conversely, counties such as Ventura, Marin, and San Francisco experienced notable population losses. This trend suggests a pattern of interstate migration, with individuals moving from Northern and Central California areas to Southern California regions. Given the Inland Empire's status as the most affordable area in California, it is likely to attract a growing number of residents.

FIGURE 5 NET MIGRATION INTO THE IE



County Name of Geography A	Sum of Flow from Geography B to Geography A	Sum of Gross Migration between Geography A and Geography B1	Sum of Net Migration from Geography B to Geography A1
Los Angeles County	267518	526776	-123426
San Diego County	165729	289890	-23728
Orange County	137227	242330	-19094
Riverside County	127423	215134	19206
San Bernardino County	115971	195185	17769
Total	**813868**	**1469315**	**-129273**





The charts above illustrate both the inflow and outflow of migration to California[7], as well as inter-county migration patterns. The data indicate that the majority of migration into the Inland Empire originates from Los Angeles. Notably, the Inland Empire is one of the few counties experiencing a net increase in population, whereas all other counties are undergoing some level of migration. Despite an increase in out-of-state migration and broader population shifts within California, the Inland Empire continues to see overall growth across the counties of San Bernardino and Riverside.

This net population increase accounts for the stabilization of the Inland Empire's population projections over the coming decades, rather than a decline. Additionally, this trend explains why community college enrollment within the Riverside Community College District has not decreased, in contrast to declining enrollment figures observed in Los Angeles and other counties across California.

However, it is important to recognize that certain legislative measures affecting the Inland Empire—though not directly related to education—will impact community college enrollment. For instance, Assembly Bill 98 (AB 98) includes regulations governing a significant portion of the economic impact of the warehousing sector. For further details regarding AB 98, please refer to the legislation section of this environmental scan.

[7] https://www.census.gov/data/tables/time-series/demo/geographic-mobility/state-to-state-migration.html

Census Demographics

To better understand the needs of the community served by the Riverside Community College District, it is essential to examine the demographics and diversity of the region. The next section will analyze census demographics of the Inland Empire in comparison to those of California and the United States as a whole.[8] This analysis aims to provide a comprehensive perspective on the needs of the Riverside Community College District and the broader community it serves.

Subsequently, while this environmental scan addresses the internal demographics of the district, comparisons can be made with the demographics of similar communities across California. This will help illustrate how effectively the colleges serve their community and how representative they are of the community itself. The following census data was taken from population estimates for 2022.

When analyzing the demographic composition of the Inland Empire community that local colleges serve, it is essential to consider the age groups of potential students. According to population estimates for California, 5.4% of the population is under the age of five, 21.7% is under the age of 18, and 16.2% is aged 65 years and older. In comparison, the Inland Empire, encompassing San Bernardino and Riverside counties, shows slightly different proportions: 5.95% of the population is under the age of five, 24.5% is under the age of 18, and 14.3% is aged 65 years and older.

These figures indicate that the Inland Empire has a younger population than the state of California as a whole. Consequently, college enrollment projections for the Inland Empire may initially reflect higher figures due to the greater proportion of individuals under 18. However, despite these potential short-term increases, overall enrollment rates remain comparatively lower. Furthermore, as the current population of children under five reaches college-going age in the next decade, a decline in enrollments could be anticipated compared to current levels.

TABLE 2 CENSUS DEMOGRAPHICS

	San Bernardino	Riverside	Inland Empire	California	United States
Persons under 5 years, percent	6%	6%	6%	5%	6%
Persons under 18 years, percent	25%	24%	25%	22%	22%
Persons 65 years and over, percent	13%	16%	14%	16%	18%
Female persons, percent	50%	50%	50%	50%	51%

[8] https://www.census.gov/quickfacts/fact/table/US/PST045224

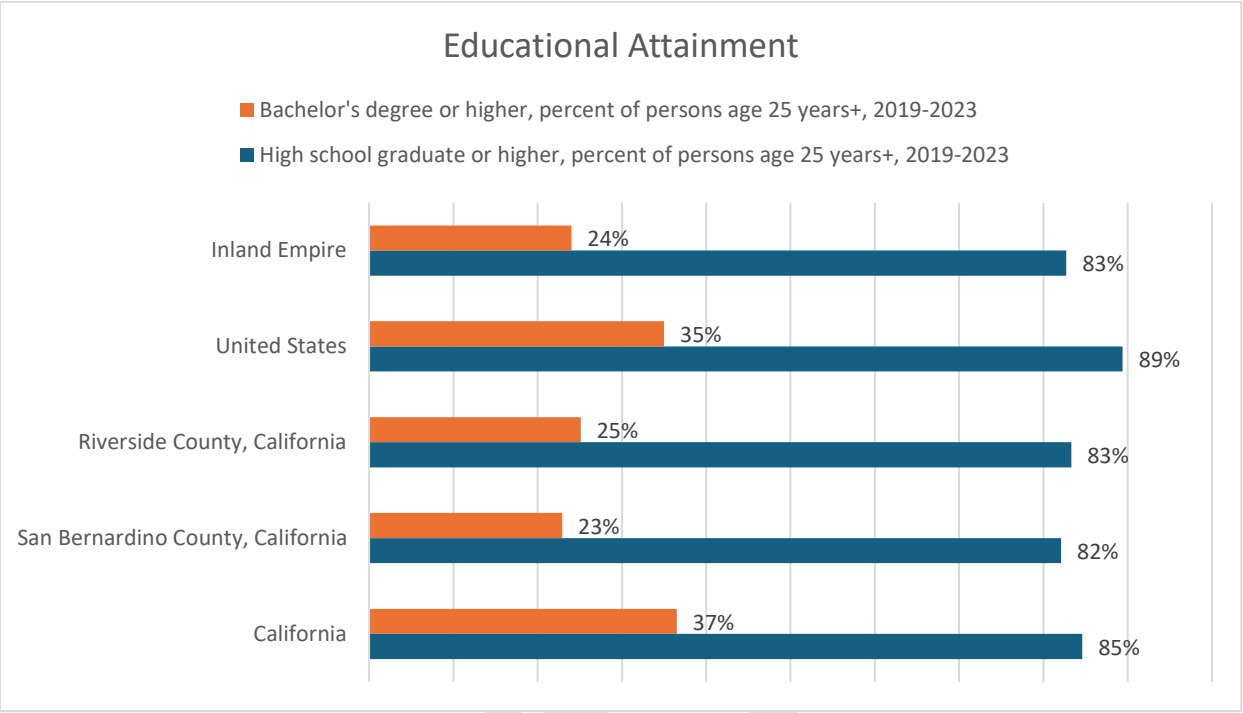
White alone, percent	75%	78%	76%	70%	75%
Black alone, percent	9%	8%	9%	7%	14%
American Indian and Alaska Native alone, percent	2%	2%	2%	2%	1%
Asian alone, percent	9%	8%	9%	17%	6%
Native Hawaiian and Other Pacific Islander alone, percent	1%	1%	1%	1%	0%
Two or More Races, percent	4%	4%	4%	4%	3%
Hispanic or Latino, percent	56%	52%	54%	40%	20%
White alone, not Hispanic or Latino, percent	25%	31%	28%	34%	58%

In addition to examining the racial and ethnic composition of San Bernardino and Riverside Counties, it is important to understand the differences in educational attainment between these counties and both California as a whole and the nation. Within the national context, California surpasses the United States average in the percentage of residents with a bachelor's degree or higher. However, when Riverside and San Bernardino Counties are analyzed in relation to California and the nation, the attainment rate of a bachelor's degree or higher is significantly lower than the state and national averages.

By 2022, only 25% of residents in the Inland Empire had achieved a bachelor's degree or higher. In comparison, 36.5% of California's population had attained this level of educational achievement, closely aligning with the national average of 35%. The chart below highlights the disparities in educational attainment between the Inland Empire counties, California, and the United States as a whole. Riverside and San Bernardino Counties demonstrate significantly lower percentages of bachelor's degree attainment when compared to national averages.

This trend corresponds to lower college-going rates among high school graduates in this region compared to other Southern California counties and California overall. This presents an opportunity for the Riverside Community College District to address the educational gap by providing more efficient and affordable pathways to four-year universities and bachelor's degree completion. In addition, fostering a community capable of supporting and retaining a highly educated workforce is essential to ensuring that individuals can live and work within the area.

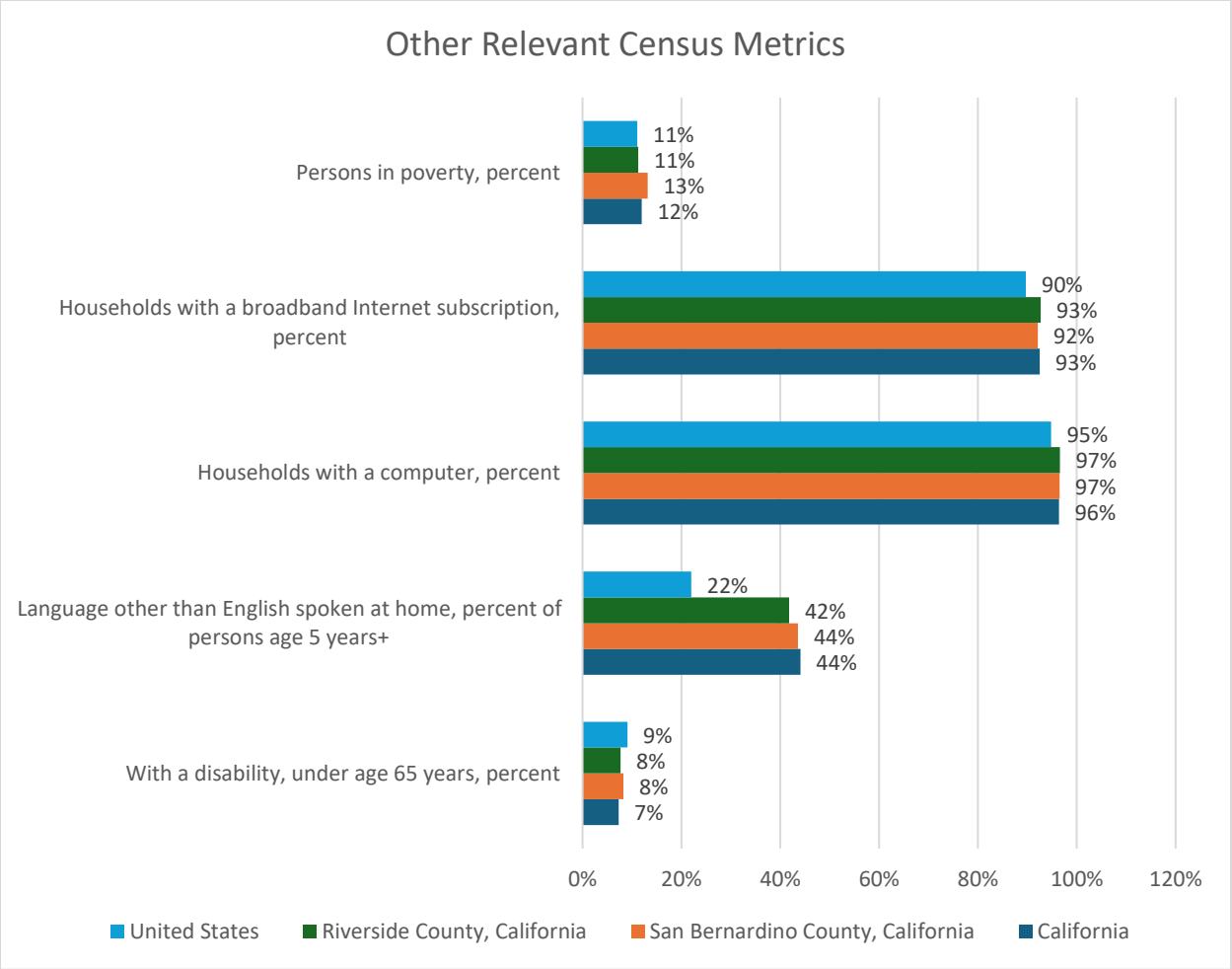
FIGURE 6 2022 CENSUS EDUCATIONAL ATTAINMENT PERCENTAGES



Census data provides essential metrics for an external environmental scan. These metrics include the percentage of persons in poverty, access to computers or the internet, languages spoken at home, and disability status. The chart below presents the percentages for these metrics across the United States, Riverside and San Bernardino Counties, and California.

Most notably, the percentage of residents who speak languages other than English at home is significantly higher in California (20%) and Riverside and San Bernardino Counties (22%) compared to the national average. Additionally, households in California and Riverside and San Bernardino Counties exhibit slightly higher rates of access to computers or the internet than the United States as a whole. This underscores California's diverse population of language speakers within its education system and its exceptional technological accessibility, which ranks among the highest in the nation.

It is also important to note that Riverside County's poverty rate is consistent with the national average, while San Bernardino County's poverty rate is slightly higher, showing a 2% increase compared to the United States average. These metrics are particularly relevant when viewed through the lens of community colleges, as these institutions often serve lower socioeconomic populations by providing more affordable access to education. The Riverside Community College District, for instance, has a significant proportion of Hispanic students who rely on access to computers and internet subscriptions to engage with the increasingly online modalities of higher education.



Regional Education Trends

When analyzing regional trends in higher education, one of the most critical metrics to consider is the college-going rate. This rate represents the percentage of students who graduate from high school and subsequently enroll in a higher education institution. College-going rates can be examined through various lenses, including demographic factors and geographical location. Additionally, they can be segmented by the type of institution students attend, such as community colleges, four-year universities, state colleges, or the University of California system.

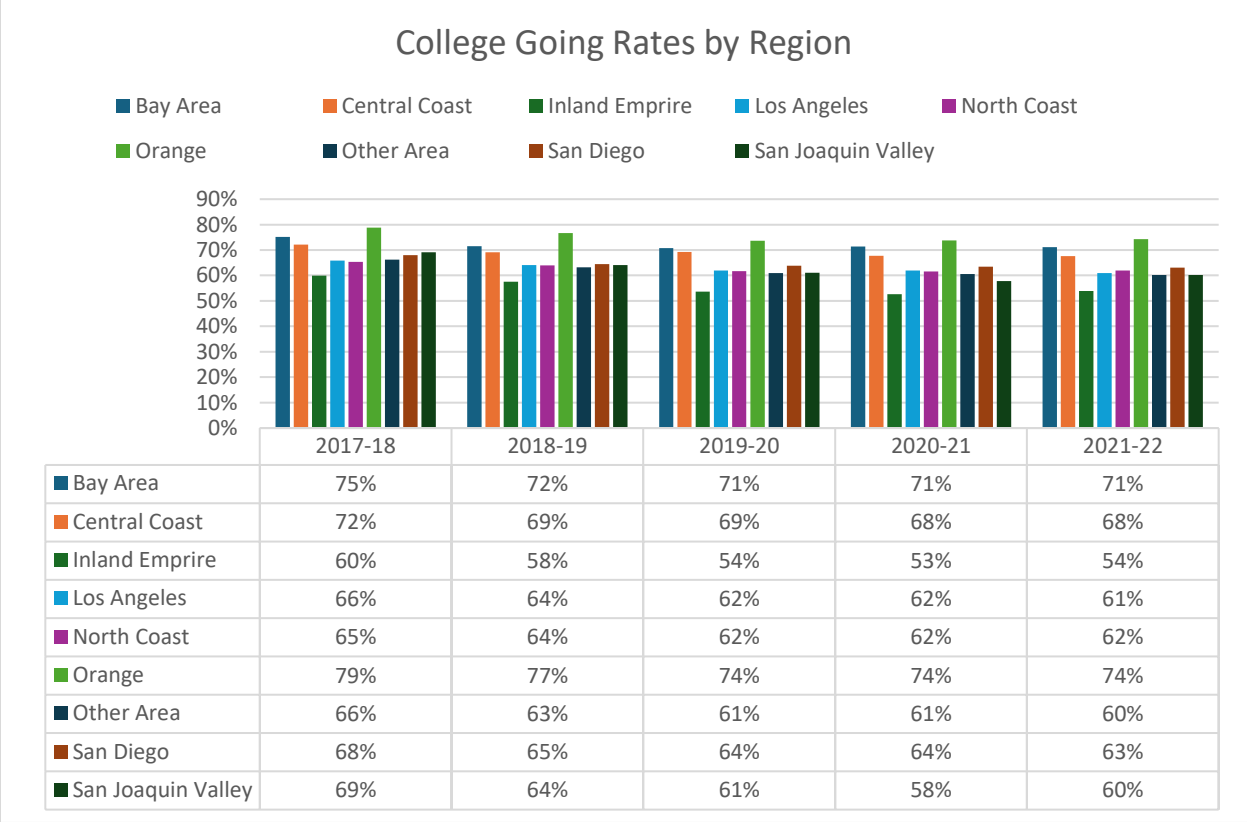
The following metrics will highlight college-going rates across multiple dimensions, including location, gender, race and ethnicity, special populations, and counties. These rates provide valuable insight into the motivation and support driving students to pursue higher education. However, they do not fully capture potential enrollment trends. Potential, in this context, refers to students who choose not to enroll in college. Therefore, when analyzing college-going rates, it is equally important to examine the college non-going rate, as it offers a broader understanding of educational pathways and opportunities.

College Going Rates

The first metric of college-going rates examined in this analysis is the distribution across various regions in California. The chart below presents data on college-going rates from 2017 to 2021, as reported by the California Department of Education. These rates have been categorized into major California regions, including the Inland Empire, other Southern California areas, Northern California, and Central California[9].

The chart indicates that the Inland Empire has the lowest college-going rate among all regions in California, including the San Joaquin Valley. This environmental scan will later demonstrate that this trend is primarily attributable to the limited availability of higher education institutions in the Inland Empire. Due to this scarcity, students in the Inland Empire face increased competition for a smaller number of available spots in higher education institutions. Community colleges, such as the Riverside Community College District, play a critical role in providing accessible and affordable alternatives to four-year universities, helping to bridge this gap in educational opportunities. Outgoing rates have decreased from 2017 to 2021 in all areas.

FIGURE 7 COLLEGE GOING RATES BY REGION



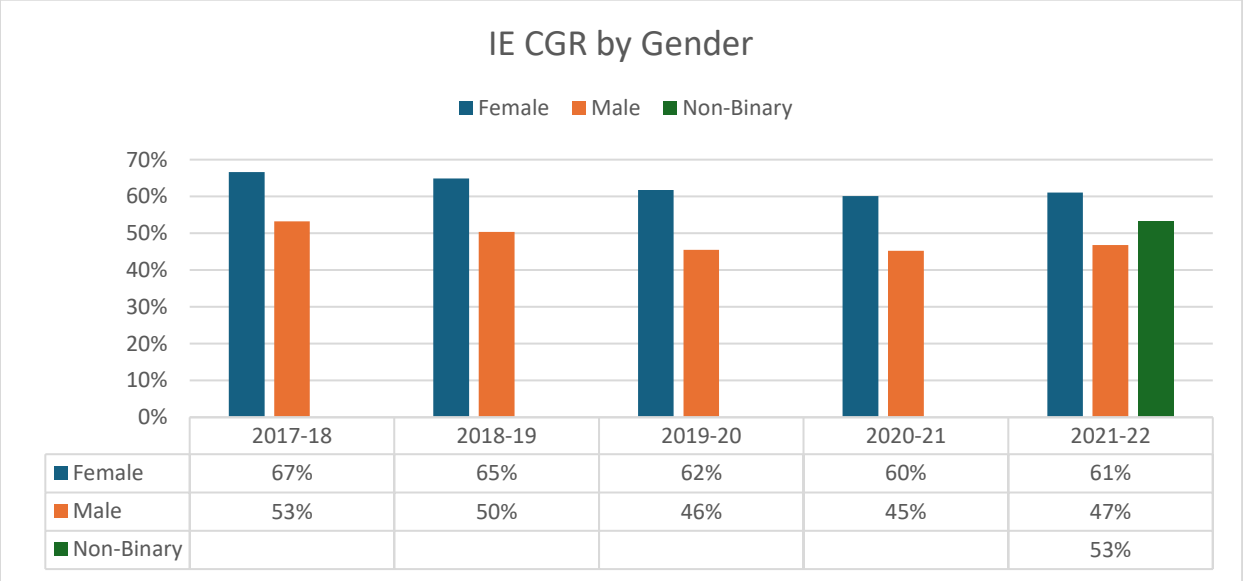
	2017-18	2018-19	2019-20	2020-21	2021-22
Bay Area	75%	72%	71%	71%	71%
Central Coast	72%	69%	69%	68%	68%
Inland Emprire	60%	58%	54%	53%	54%
Los Angeles	66%	64%	62%	62%	61%
North Coast	65%	64%	62%	62%	62%
Orange	79%	77%	74%	74%	74%
Other Area	66%	63%	61%	61%	60%
San Diego	68%	65%	64%	64%	63%
San Joaquin Valley	69%	64%	61%	58%	60%

[9] https://www.cde.ca.gov/ds/ad/filescgr12.asp

Figure 7 illustrates the college-going rates in the Inland Empire by gender. When disaggregating these rates by demographic, it is evident that female students are more likely to enroll in a higher education institution following high school graduation. This trend aligns with the demographics of Riverside Community College District (RCCD), which has a higher percentage of female students compared to male students.

However, between 2017 and 2018, overall college-going rates declined by 6% for both female and male students, reflecting a broader trend in postsecondary enrollment patterns within the region.

FIGURE 8 INLAND EMPIRE COLLEGE GOING RATE BY GENDER



	2017-18	2018-19	2019-20	2020-21	2021-22
Female	67%	65%	62%	60%	61%
Male	53%	50%	46%	45%	47%
Non-Binary					53%

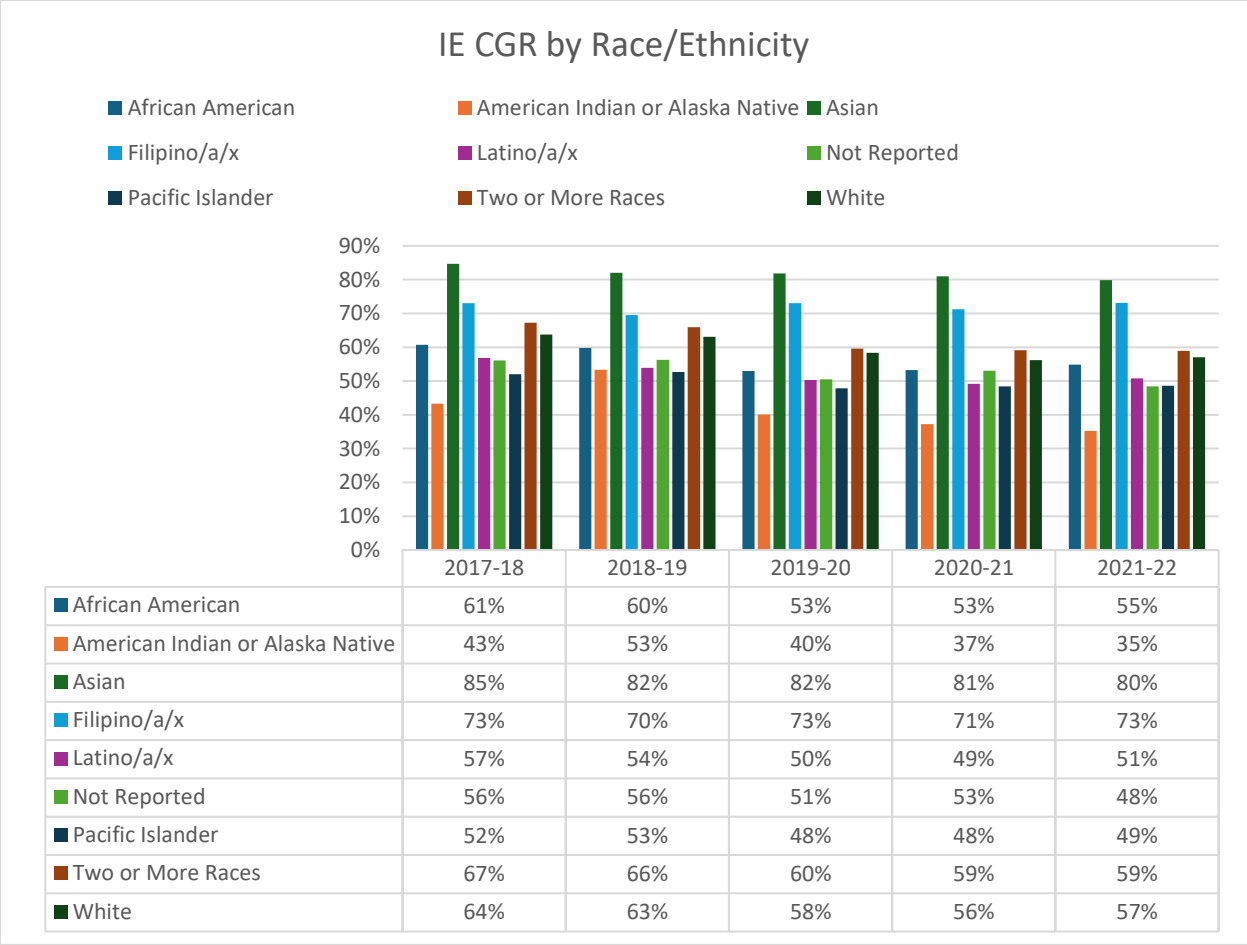
Figure 8 illustrates the college-going rates across various racial and ethnic demographics. From 2017 to 2021, there was a decrease in college-going rates across almost all demographic groups. Among these groups, American Indian and Alaska Native students experienced the lowest rates, with a decline from 43.3% to 35.3%. This represents a percentage point decrease of 8%, the second largest reduction among all groups. The group with the largest decrease was students identifying as Two or More Races, with an 8.4% drop.

While most groups experienced declines, Filipino/a/x students remained consistent at 73%, showing no change during this period. Asian students saw a relatively smaller decrease of 4.8%, while Pacific Islander students experienced a decrease of 3.4%.

When examining these rates in relation to the demographics of students enrolled at Riverside Community College District, it is evident that Latino/a/x students constitute the majority of the student population. However, their college-going rates remain among the lowest of all

demographics, with only Pacific Islander and American Indian and Alaska Native students exhibiting lower rates.

FIGURE 9 INLAND EMPIRE COLLEGE GOING RATE BY RACE/ETHNICITY



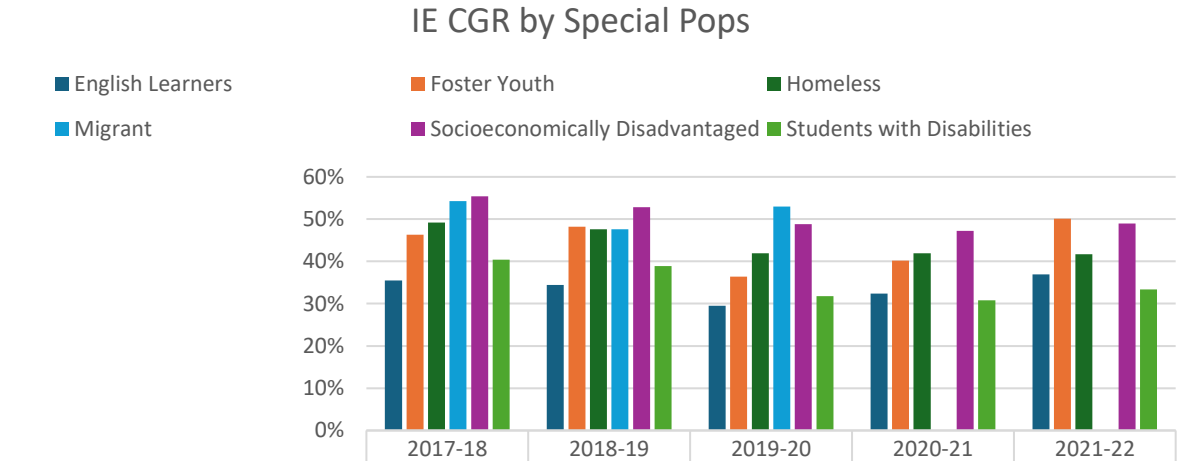
	2017-18	2018-19	2019-20	2020-21	2021-22
African American	61%	60%	53%	53%	55%
American Indian or Alaska Native	43%	53%	40%	37%	35%
Asian	85%	82%	82%	81%	80%
Filipino/a/x	73%	70%	73%	71%	73%
Latino/a/x	57%	54%	50%	49%	51%
Not Reported	56%	56%	51%	53%	48%
Pacific Islander	52%	53%	48%	48%	49%
Two or More Races	67%	66%	60%	59%	59%
White	64%	63%	58%	56%	57%

Special population students exhibit some of the lowest college-going rates among high school students when compared to their peers. Students with disabilities had the lowest college-going rates during the 2021-2022 academic years, with only 33%. However, in the 2017/2018 academic year, they were not in the group with the lowest rates, as their college-going rate stood at 40%. At that time, English learners had the lowest rate, at 36%. Notably, English learners experienced a 1% increase in their college-going rate over this time period. Similarly, foster youth also showed improvement, with their rates increasing from 46% to 50%.

Meanwhile, homeless students, migrant students, socioeconomically disadvantaged students, and disabilities all experienced declines in their college-going rates between the 2017 and 2021 academic years. Furthermore, these students tend to have lower success and completion rates in college compared to their peers. However, programs designed to support these students,

such as EPS (which assists socioeconomically disadvantaged students), have demonstrated effectiveness in improving completion and transfer probabilities in a college environment.

FIGURE 10 INLAND EMPIRE COLLEGE GOING RATES BY SPECIAL POPULATIONS

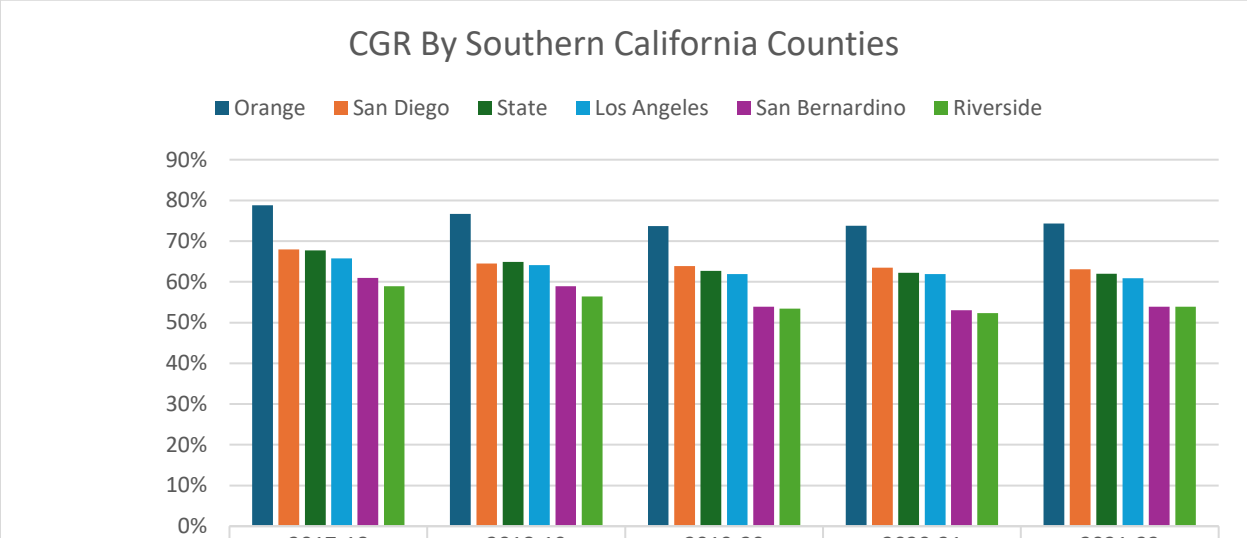


	2017-18	2018-19	2019-20	2020-21	2021-22
English Learners	36%	34%	30%	32%	37%
Foster Youth	46%	48%	36%	40%	50%
Homeless	49%	48%	42%	42%	42%
Migrant	54%	48%	53%		
Socioeconomically Disadvantaged	55%	53%	49%	47%	49%
Students with Disabilities	40%	39%	32%	31%	33%

An analysis of college-going rates across counties in Southern California reveals significant disparities among Orange, San Diego, San Bernardino, Riverside, and Los Angeles counties. Most notably, Riverside and San Bernardino counties exhibit considerably lower rates of college attendance compared to Orange, Los Angeles, and San Diego counties, with a notable gap of approximately 20% between Orange County and Riverside/San Bernardino counties. Collectively, Riverside and San Bernardino counties constitute the Inland Empire, which demonstrates some of the lowest college-going rates in the Southern California region, indicating that fewer students from this area are pursuing higher education.

This disparity can be attributed, in part, to limitations in the capacity of higher education institutions, such as those within the University of California (UC) and California State University (CSU) systems. This situation presents a valuable opportunity for the Riverside Community College District to enhance enrollment efforts. By providing accessible pathways to higher education and tailored career-oriented programs, the district has the potential to serve students who might not otherwise attend a four-year university but can achieve success through career development initiatives or transfer programs offered by community colleges.

FIGURE 11 COLLEGE GOING RATES BY SOUTHERN CALIFORNIA COUNTIES



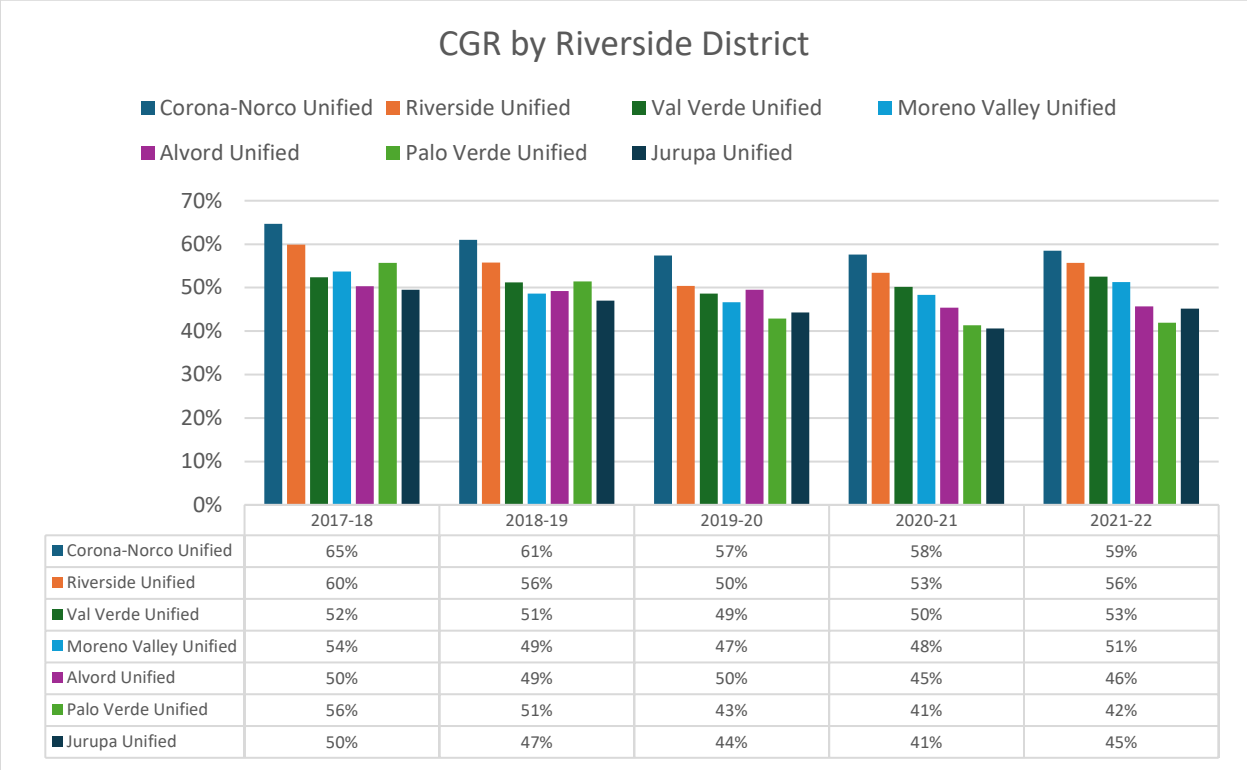
	2017-18	2018-19	2019-20	2020-21	2021-22
Orange	79%	77%	74%	74%	74%
San Diego	68%	65%	64%	64%	63%
State	68%	65%	63%	62%	62%
Los Angeles	66%	64%	62%	62%	61%
San Bernardino	61%	59%	54%	53%	54%
Riverside	59%	56%	53%	52%	54%

A detailed analysis of college-going rates by high school district provides valuable insights into the patterns of student enrollment and transfer within the community. Figure 11 illustrates the college-going rates from feeder high school districts within the Riverside Community College District. With the exception of Val Verde Unified School District, all college-going rates have experienced a decline across the school districts between the 2017 and 2021 academic years.

The highest college-going rate was observed in the Corona-Norco Unified School District, which had a 65% college-going rate in 2017. By 2021, this rate decreased to 59%. Conversely, the lowest rates were recorded in Palo Verde Unified School District, where the college-going rate dropped from 56% in 2017 to 42% in 2021—a decline of 14%.

These trends are particularly significant when considering evidence related to dual enrollment within these high school districts. As previously noted, dual enrollment serves as a potential strategy to mitigate future student loan burdens and address projections of declining enrollments.

FIGURE 12 COLLEGE GOING RATES BY RIVERSIDE HIGH SCHOOL DISTRICT



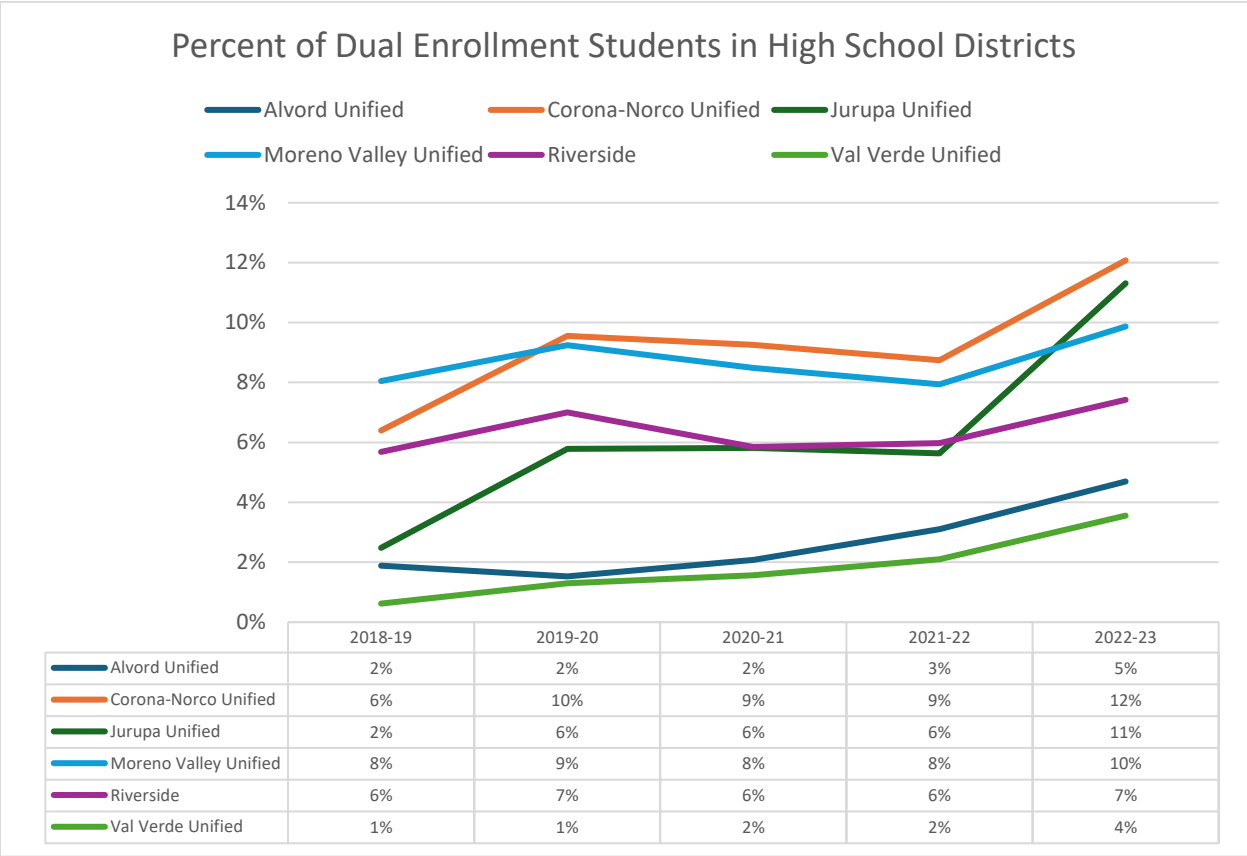
	2017-18	2018-19	2019-20	2020-21	2021-22
Corona-Norco Unified	65%	61%	57%	58%	59%
Riverside Unified	60%	56%	50%	53%	56%
Val Verde Unified	52%	51%	49%	50%	53%
Moreno Valley Unified	54%	49%	47%	48%	51%
Alvord Unified	50%	49%	50%	45%	46%
Palo Verde Unified	56%	51%	43%	41%	42%
Jurupa Unified	50%	47%	44%	41%	45%

Figure 12 illustrates the percentage of dual enrollment students in high school districts. This figure is calculated by dividing the number of students enrolled in dual enrollment sections during a given period by the total high school enrollment for the corresponding year.

From 2018 to 2022, the proportion of students participating in dual enrollment courses increased across all service districts. However, the most significant growth occurred at Jurupa Unified School District. In the 2018-2019 academic year, 2% of the high school population was enrolled in dual enrollment courses. By 2022, this figure had risen to 11%, demonstrating substantial expansion in participation.

Currently, dual enrollment courses are predominantly attended by junior and senior students. However, expanding enrollment opportunities to a broader range of students would allow them to earn college credits before graduating from high school. This initiative presents an opportunity for colleges to make a meaningful impact on the community by offering academic advancement to students in districts with historically low college-going rates. By providing early access to college credits, institutions can facilitate higher matriculation rates among these students, increasing their likelihood of pursuing higher education.

FIGURE 13 PERCENT OF DUAL ENROLLMENT STUDENTS IN HIGH SCHOOL DISTRICTS



	2018-19	2019-20	2020-21	2021-22	2022-23
Alvord Unified	2%	2%	2%	3%	5%
Corona-Norco Unified	6%	10%	9%	9%	12%
Jurupa Unified	2%	6%	6%	6%	11%
Moreno Valley Unified	8%	9%	8%	8%	10%
Riverside	6%	7%	6%	6%	7%
Val Verde Unified	1%	1%	2%	2%	4%

* Total HS enrollment of all grades divided by the headcounts we have in local data.

With the increase of dual enrollment Riverside Community College district has a need for stronger and more robust relationships with the highest school districts that serve the same community as the colleges. Students are increasingly taking dual enrollment courses to quicken their ability to transfer and complete in a timely manner.

Educational Attainment

Educational attainment serves as a key metric for assessing the extent to which a population achieves various levels of education. For this analysis, we will examine data provided by the California Department of Education[10], which presents the number and proportion of individuals who either obtain or do not obtain a bachelor's degree beyond the age of 25. The following charts offer a comprehensive overview of educational attainment across the state, categorized by race and ethnicity, followed by a more in-depth examination of trends within Southern California counties.

Figure 14 presents census data on individuals in California who do not hold a bachelor's degree, categorized by race and ethnicity. The chart indicates that the Asian population has

[10] **California Department of Education:** https://data.ca.gov/dataset/educational-attainment

the highest rate of educational attainment, with 50% earning a BA or higher. In contrast, 89% of the Latino/a population lack a bachelor's degree, which is particularly concerning given that Latino/a students comprise over 70% of the district's student population. As a key institution serving underserved communities, RCCD plays a crucial role in facilitating access to postsecondary education and expanding career opportunities available to college graduates.

FIGURE 14 POPULATION AGE 25 AND UP WITHOUT A FOUR-YEAR COLLEGE DEGREE OR HIGHER BY STATE AND RACE/ETHNICITY

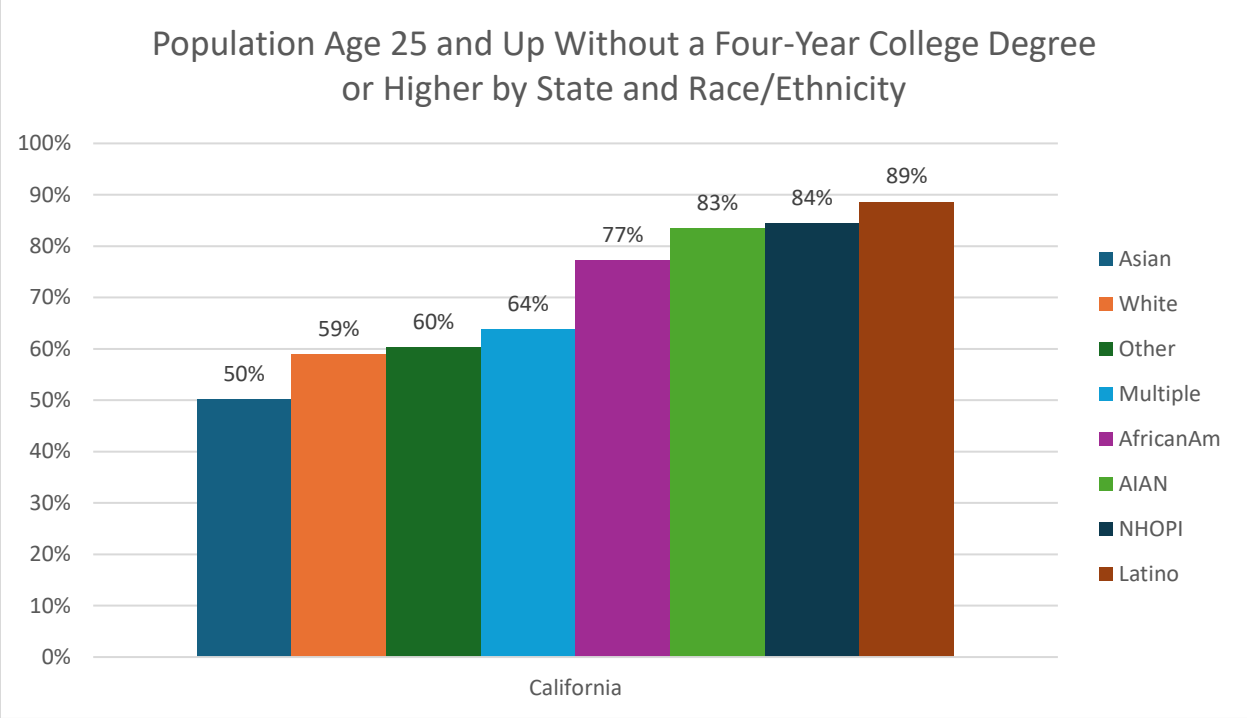


Figure 15 presents data on the county population in Southern California aged 25 and older who do not hold a four-year college degree. The counties are ranked from the lowest to the highest percentage of residents without such a degree. Orange County has the highest rate of educational attainment in the region, with 60% of its population lacking a four-year degree. In contrast, the Inland Empire—specifically Riverside and San Bernardino counties—exhibits the highest percentage, with 80% of residents lacking a four-year degree.

This data highlights a significant need for expanded access to higher education in the Inland Empire. The disparity in educational attainment has direct implications for economic mobility, career opportunities, and overall regional development. Higher education serves as a critical pathway to increased earning potential, reduce poverty levels, and greater long-term stability for individuals and communities. Strengthening outreach, resources, and support systems for prospective students could play a pivotal role in bridging this gap and fostering a more equitable economic landscape in Southern California.

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FIGURE 15 POPULATION AGE 25 AND UP WITHOUT A FOUR-YEAR COLLEGE DEGREE OR HIGHER BY COUNTY

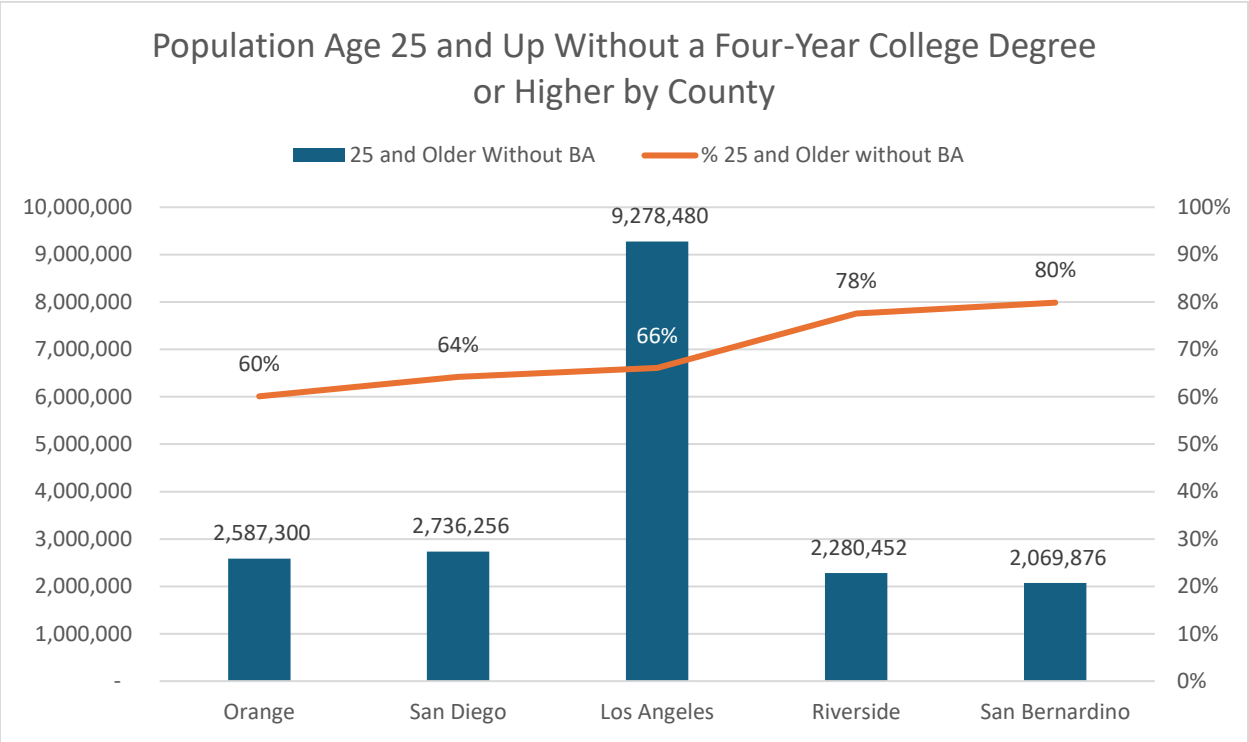
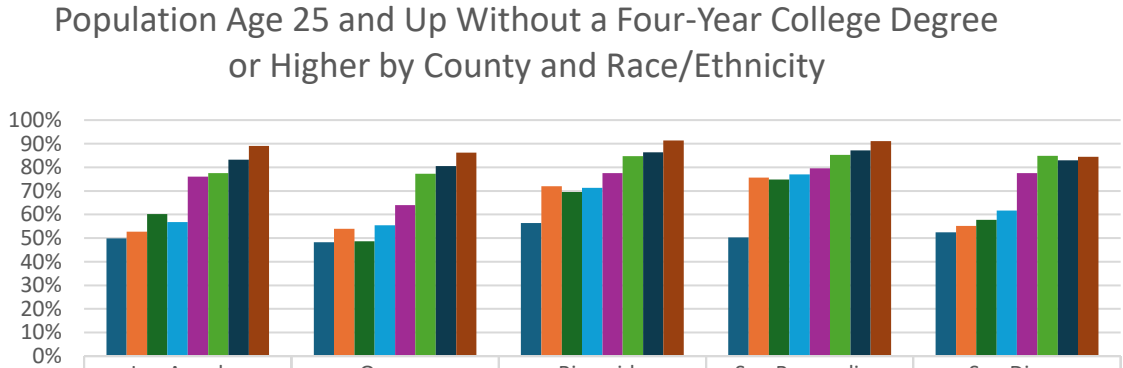


Figure 16 presents the same data as the previous figures but disaggregated by race and ethnicity. Consistent with earlier findings, Latino/a populations exhibit the lowest rates of educational attainment among adults aged 25 and older, while Asian populations demonstrate the highest levels of attainment. Previous census data has confirmed that the Inland Empire has a significant Latino/a population, further underscoring the disparity in access to higher education.

Given that Latino/a/x students make up more than 70% of the district's student body, this data reinforces the urgent need to expand educational opportunities in the Inland Empire. Increasing access to higher education is essential to addressing systemic barriers and fostering economic mobility for Latino/a communities. Targeted outreach, financial support, and institutional initiatives aimed at reducing disparities can help bridge this educational gap, ensuring that more students from underserved backgrounds have the resources necessary to pursue and complete postsecondary degrees.

FIGURE 16 POPULATION AGE 25 AND UP WITHOUT A FOUR-YEAR COLLEGE DEGREE OR HIGHER BY COUNTY AND RACE/ETHNICITY



	Los Angeles	Orange	Riverside	San Bernardino	San Diego
	Percent of population age 25 and up with a four-year college degree or higher				
Asian	50%	48%	56%	50%	52%
White	53%	54%	72%	76%	55%
Other	60%	49%	70%	75%	58%
Multiple	57%	56%	71%	77%	62%
AfricanAm	76%	64%	78%	80%	78%
AIAN	78%	77%	85%	85%	85%
NHOPI	83%	81%	86%	87%	83%
Latino	89%	86%	91%	91%	84%

Economics

In the economic section of this environmental scan, we will analyze wage levels and income trends within California and the Inland Empire region. This assessment will examine the economic impact of wages, considering factors such as unemployment rates and rising real estate prices.

A comparative analysis across the state will highlight that, while the Inland Empire remains one of the more affordable regions in California, the cost of living continues to rise. Increasing housing prices and general living expenses are making it progressively more challenging for residents to earn a sustainable wage and maintain financial stability.

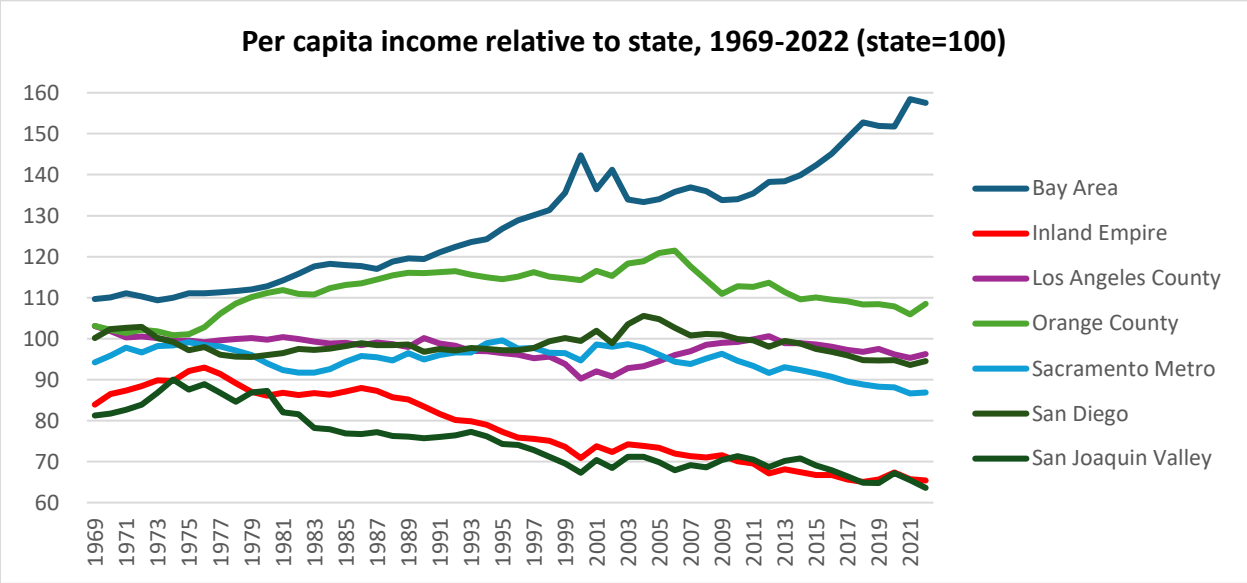
Wage and Income

This section analyzes wage and income data for various regions within California, comparing them to counties within the state as well as states across the nation. Figure 17illustrates the per capita income of different California regions relative to the state average. Consistent with other metrics, the Bay Area demonstrates the highest per capita income, while the Inland Empire and San Joaquin Valley exhibit the lowest. San Diego County and Los Angeles County are relatively close to the state average, whereas Orange County surpasses it. Within Southern California,

which encompasses the Inland Empire, Orange County, San Diego, and Los Angeles, the Inland Empire has the lowest per capita income by a significant margin.[11]

Furthermore, since 1969, variations in per capita income across California have increased rather than diminished over time. This indicates that income disparity remains a pressing issue within the state, particularly in Southern California. The disparity is also reflected in higher education attainment and college enrollment rates across the region, as education is closely linked to income levels.

FIGURE 17 PER CAPITA INCOME RELATIVE TO STATE, 1969-2022



When comparing per capita income across the nation, the Bay Area demonstrates the highest income per capita in California at $121,369, which is comparable only to Massachusetts, the state with the highest per capita income. Similarly, Orange County's per capita income aligns with that of Connecticut, while Washington is comparable to Los Angeles County, and New Hampshire aligns with the Central Coast.

Conversely, the regions with the lowest per capita incomes in California, the Inland Empire and San Joaquin Valley, are analogous to Alabama and West Virginia, respectively. The income disparity within California is stark. For instance, in 2022, the per capita income in the Inland Empire was $50,407. During the same period, the Bay Area's per capita income was more than double that figure, at $121,369. This serves as a vivid illustration of the pronounced income disparities across the state.

[11] Source: Public Policy Institute of California

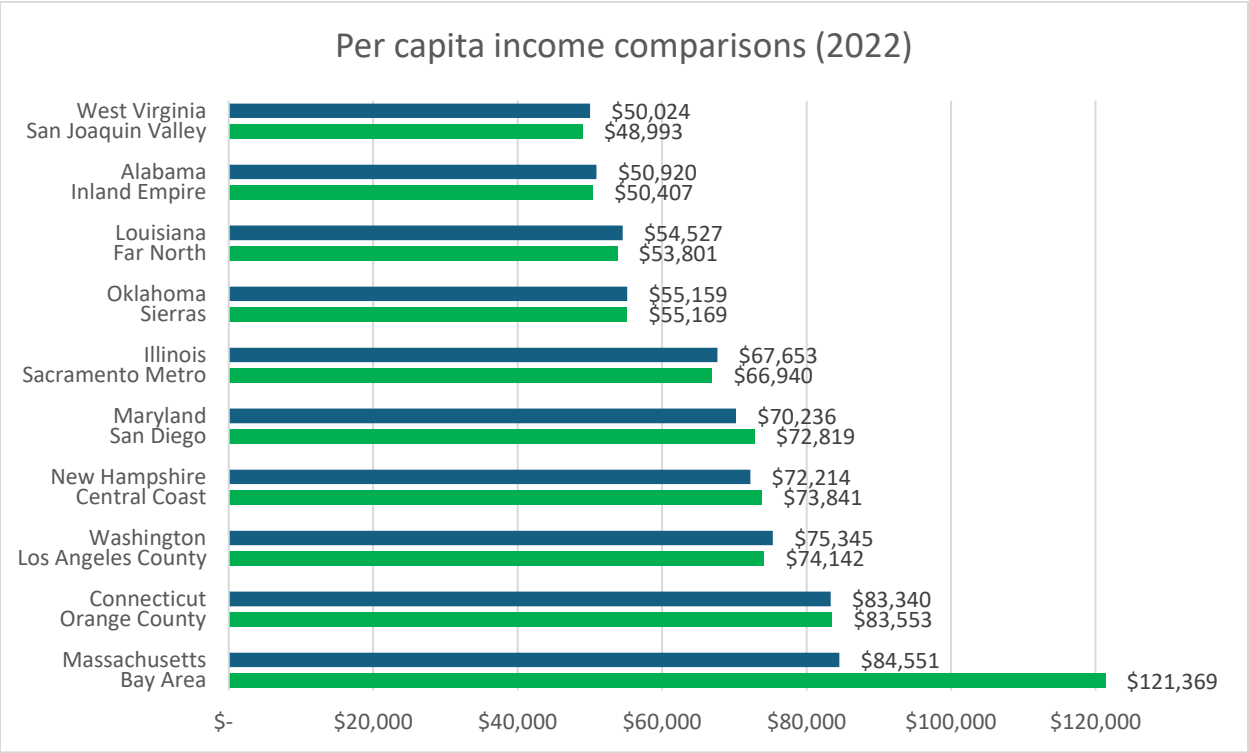
Furthermore, the second-highest per capita income in California is found in Orange County, a Southern California region adjacent to the Inland Empire, with $83,553 compared to the Inland Empire's $50,407. This comparison underscores the significant income disparity within Southern California, particularly affecting Riverside and San Bernardino counties.

Moreover, when population is taken into account alongside per capita income, the disparity becomes even more pronounced. In 2022, the Inland Empire had a population of approximately 4.6 million, with a per capita income of $50,407. Two states with comparable per capita incomes were Utah, at $50,024, and Louisiana, at $46,388. Despite similar per capita income levels, the populations of these states were notably smaller, with Utah housing 3.3 million residents and Louisiana 4.5 million residents.

The Inland Empire thus exceeds these states in population while maintaining a comparable per capita income. However, the cost of living in the Inland Empire, particularly housing expenses, is significantly higher than in Utah and Louisiana.[12] This elevated cost of living poses challenges for residents, making it difficult for them to meet their financial needs and access opportunities such as higher education**.**

[12] Source: State of California, Department of Finance, E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2021 and 2022. Sacramento, California, May 2022. State population and income from the Bureau of Economic Analysis, SAINC1 Table. Income: PER CAPITA INCOME IN THE PAST 12 MONTHS (IN 2021 INFLATION-ADJUSTED DOLLARS)

FIGURE 18 PER CAPITA INCOME COMPARISONS IN 2022



Wage and Program of Study

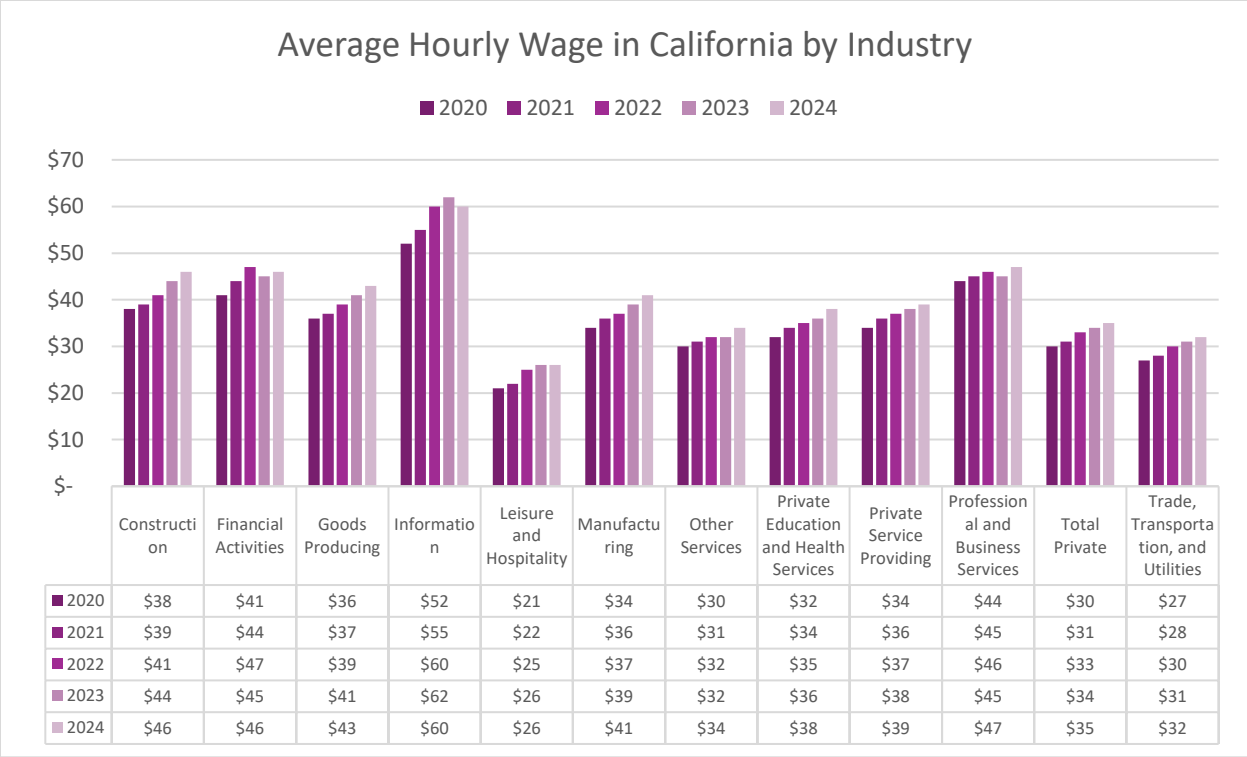
When examining the economic impact that pursuing a program of study at RCCD can have it's important to look at possible wages. The following tables and charts illustrate the average hourly wage compares and connected to the program of study. The data is collected from the Bureau of Labor statistics and connected with zip codes and top codes in order to make a crosswalk between district programs and hourly wages.

Figure 15 provides an overview of the average hourly wages across California industries from 2022 to 2024. Overall, wages have increased across all industries during this period. However, despite the information sector maintaining the highest average wages, it is one of the few sectors to experience a decline in wages between 2023 and 2024, dropping from $62.00 per hour to $60.00 per hour. Conversely, the leisure and hospitality sector reports the lowest average wage, recorded at $26.00 per hour in 2024.[13] While industries such as information, financial activities, and education and health services offer high wages and align with academic

[13] https://www.bls.gov/data/

pathways, significant wages are also observed in career and technical pathways, such as construction.

FIGURE 19 AVERAGE HOURLY WAGE IN CALIFORNIA BY INDUSTRY



	Construction	Financial Activities	Goods Producing	Information	Leisure and Hospitality	Manufacturing	Other Services	Private Education and Health Services	Private Service Providing	Professional and Business Services	Total Private	Trade, Transportation, and Utilities
2020	$38	$41	$36	$52	$21	$34	$30	$32	$34	$44	$30	$27
2021	$39	$44	$37	$55	$22	$36	$31	$34	$36	$45	$31	$28
2022	$41	$47	$39	$60	$25	$37	$32	$35	$37	$46	$33	$30
2023	$44	$45	$41	$62	$26	$39	$32	$36	$38	$45	$34	$31
2024	$46	$46	$43	$60	$26	$41	$34	$38	$39	$47	$35	$32

The environmental scan further explores this analysis by comparing RCCD programs of study to sample occupational pathways with associated hourly wages. It categorizes these wages, identifying programs that exceed the livable wage of $27.00 per hour and those that fall below this threshold. The highest-paying occupation related to RCCD programs of study is computer programming, which falls under the information industry, as depicted in the chart above. For instance, software developers, a potential occupation in this field, earn an average hourly wage of $66.57. Registered nursing follows closely, with registered nurses earning an average hourly wage of $64.05. These examples demonstrate the advantages of career and technical pathways in helping students secure high-paying, highly skilled jobs.

However, some programs are associated with sample occupational titles that fall below the livable wage of $27.00 per hour. These include occupations such as those in the music industry, bookkeeping, dental assisting, and childcare. Although these crosswalks are not an exact match, they serve as a valuable illustration of how education at RCCD can prepare students for future opportunities, including high-paying, highly skilled careers.[14]

[14] https://www.bls.gov/data/

TABLE 3 PROGRAM OF STUDY AND OCCUPATIONAL WAGE

RCCD Program of Study	Sample Occupational Title	Average Hourly Wage	Pay Level
Computer Programming	Software Developers	$66.57	High
Registered Nursing	Registered Nurses	$64.05	High
Dental Hygiene	Dental Hygienists	$54.20	High
Administration of Justice	Police and Sheriff's Patrol Officers	$52.81	High
Data Science	Computer Systems Analysts	$51.54	High
Information Technology	Network and Computer Systems Administrators	$49.63	High
Computer Programming	Computer Programmers	$48.34	High
Web Master: Web Developer	Web Developers	$42.15	High
Film, Television, and Electronic Media	Film and Video Editors	$37.40	High
Fire Technology	Firefighters	$37.05	High
Welding Technology	Sheet Metal Workers	$35.45	High
Culinary Arts	Chefs and Head Cooks	$32.48	High
HVAC Commercial Technology	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	$32.45	High
Automotive Technology	Automotive Service Technicians and Mechanics	$31.07	High
Music Industry Studies: Audio Production	Audio and Video Technicians	$26.63	Medium / Low
Business Administration: Accounting	Bookkeeping, Accounting, and Auditing Clerks	$25.80	Medium / Low
Business Administration: Real Estate	Real Estate Sales Agents	$24.13	Medium / Low
Dental Assistant	Dental Assistants	$23.88	Medium / Low
Photography	Photographers	$23.10	Medium / Low
Cosmetology	Hairdressers, Hairstylists, and Cosmetologists	$21.03	Medium / Low
Early Childhood Education	Childcare Workers	$19.94	Medium / Low

When examining the median hourly wages and the programs offered within various occupational areas, it is essential to consider the skills demanded by employers in the region. Figure 16 highlights the top skills sought by employers, which encompass both soft skills and technical skills. Common soft skills include problem-solving, communication, operations management, and leadership. Technical software skills often involve proficiency in Microsoft applications such as Excel, Word, and Outlook.

Additionally, certifications are frequently required for many Career Technical Education (CTE) programs. The most sought-after certification is forklift certification for warehouse management, with other certifications covering the operation of heavy equipment and medical equipment. When analyzing high-paying, high-skilled jobs from the previous chart, top roles include computer programming and nursing—both of which align closely with the qualifications required for proficiency in medical equipment operation and software skills.

It is imperative that the district prioritize the development of curricula and career pathways that address these community needs. By aligning academic programs with the qualifications and competencies sought by employers, the district can ensure that students graduating from its programs are well-prepared to meet workforce demands effectively.

FIGURE 20 TOP SKILLS DESIRED BY EMPLOYERS

TOP COMMON SKILLS		TOP SOFTWARE SKILLS		TOP QUALIFICATIONS	
Troubleshooting (Problem Solving)	234	Microsoft Office	65	Forklift Certification	10
Communications	122	Microsoft Excel	51	CDL Class C License	10
Operations	118	Microsoft Outlook	45	Operator Certification	7
Management	104	Microsoft Word	33	Commercial Driver's License (CDL)	6
Leadership	73	Operating Systems	24	Cardiopulmonary Resuscitation (CPR) Certification	5

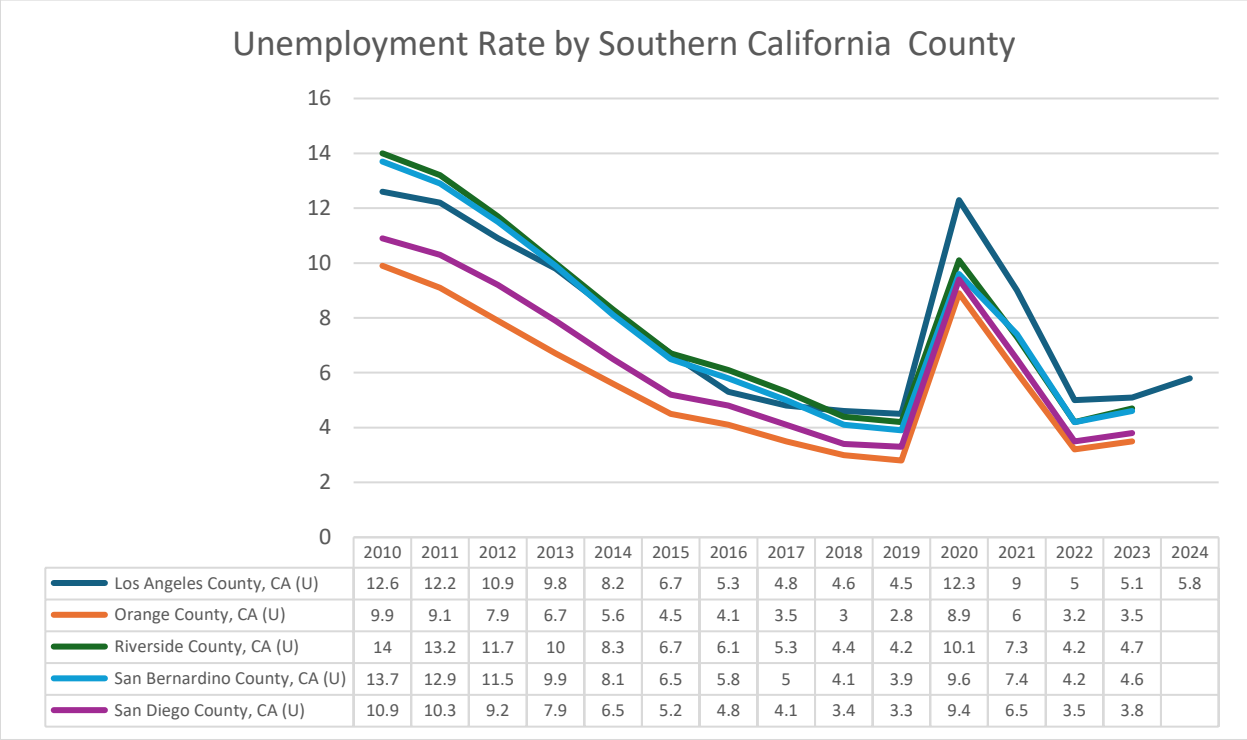
While high wages are essential for financial stability, employment remains a critical factor in establishing a successful career. Figure 16 illustrates the unemployment rates in Southern California by county. In 2023, Riverside and San Bernardino counties reported unemployment rates of 4.7% and 4.6%, respectively. In comparison, San Diego and Orange counties had lower unemployment rates, recorded at 3.8% and 3.5%, respectively. This data highlights that the Inland Empire not only has the lowest per capita income but also some of the highest unemployment rates within Southern California.

The chart further reveals a significant drop in unemployment rates from 2010 to 2019, declining sharply from approximately 14% to 4%. However, the COVID-19 pandemic in 2020 caused a dramatic spike in unemployment, pushing rates back up to around 10%. Since 2020,

unemployment rates have gradually decreased to approximately 4%, but the last two years have shown a slow yet consistent upward trend.[15]

Low-income families are likely to be more affected by unemployment and lower per capita income, particularly in a high-cost-of-living state like California. Southern California includes affluent counties such as San Diego and Orange County, but also areas like San Bernardino, which have some of the lowest per capita incomes in the state and in comparison to other states across the nation. This underscores the importance of education in securing access to high-income, highly skilled positions. Programs offered by the Riverside Community College District play a vital role in equipping students with the necessary skills and knowledge to pursue these opportunities at an affordable cost**.**

FIGURE 21 UNEMPLOYMENT RATE BY SOUTHERN CALIFORNIA COUNTY



	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Los Angeles County, CA (U)	12.6	12.2	10.9	9.8	8.2	6.7	5.3	4.8	4.6	4.5	12.3	9	5	5.1	5.8
Orange County, CA (U)	9.9	9.1	7.9	6.7	5.6	4.5	4.1	3.5	3	2.8	8.9	6	3.2	3.5	
Riverside County, CA (U)	14	13.2	11.7	10	8.3	6.7	6.1	5.3	4.4	4.2	10.1	7.3	4.2	4.7	
San Bernardino County, CA (U)	13.7	12.9	11.5	9.9	8.1	6.5	5.8	5	4.1	3.9	9.6	7.4	4.2	4.6	
San Diego County, CA (U)	10.9	10.3	9.2	7.9	6.5	5.2	4.8	4.1	3.4	3.3	9.4	6.5	3.5	3.8	

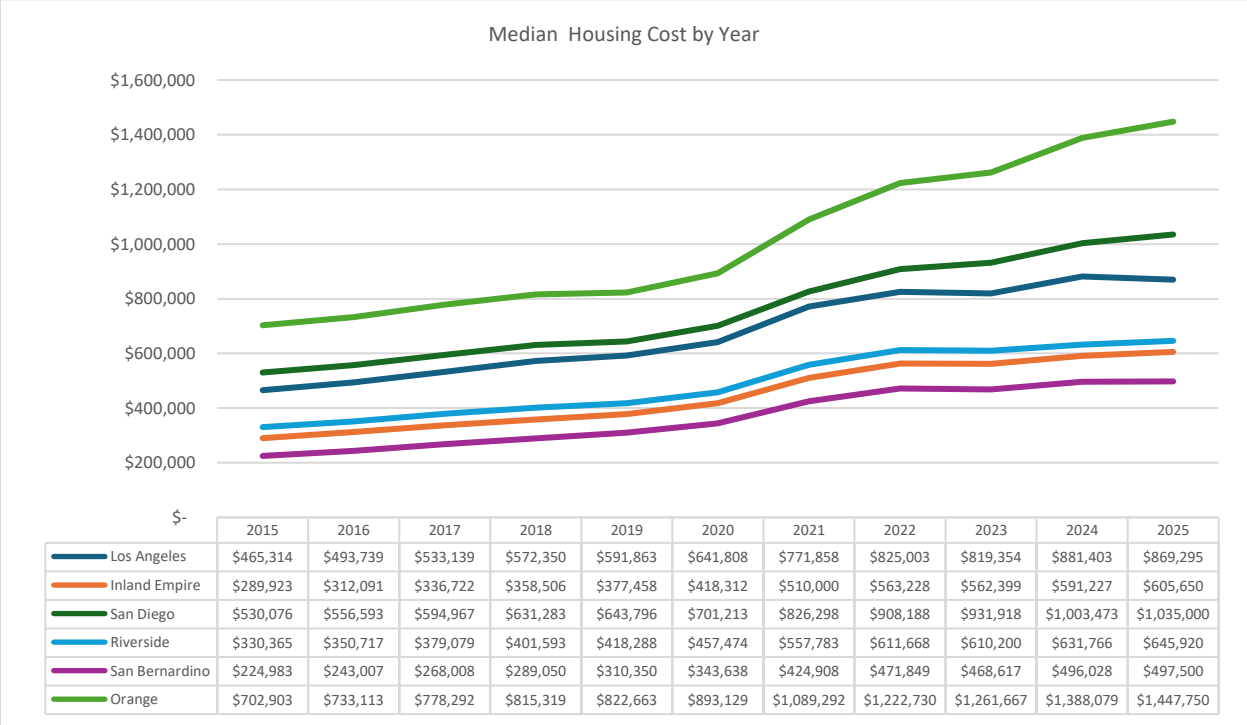
The figure below illustrates the median housing costs by year, spanning from 2015 to 2025, for counties in Southern California. The Inland Empire is represented by San Bernardino County and Riverside County. Among all counties in Southern California, San Bernardino consistently exhibits the lowest housing costs, followed closely by Riverside County. Conversely, Orange County demonstrates the highest median housing costs, followed by San Diego County and Los Angeles County.

[15] https://www.bls.gov/data/

There exists a significant disparity between the top three counties and the Inland Empire counties in terms of median housing costs. While the Inland Empire counties have comparatively lower housing costs, these costs have risen markedly between 2015 and 2025. For instance, San Bernardino County's annual median housing cost increased from approximately $243,000 to $497,000—a more than twofold rise over the decade.[16]

This housing disparity across Southern California has notable implications for internal migration within the region. Regulatory changes, as previously mentioned, may be influenced by the movement of residents from more expensive counties, such as Orange County, to relatively more affordable counties, such as Riverside County or San Bernardino County. This migration trend could impact enrollment levels within the Riverside Community College District and highlights the necessity for a more robust higher education system within the Inland Empire counties.

FIGURE 22 MEDIAN HOUSING COST BY YEAR



	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Los Angeles	$465,314	$493,739	$533,139	$572,350	$591,863	$641,808	$771,858	$825,003	$819,354	$881,403	$869,295
Inland Empire	$289,923	$312,091	$336,722	$358,506	$377,458	$418,312	$510,000	$563,228	$562,399	$591,227	$605,650
San Diego	$530,076	$556,593	$594,967	$631,283	$643,796	$701,213	$826,298	$908,188	$931,918	$1,003,473	$1,035,000
Riverside	$330,365	$350,717	$379,079	$401,593	$418,288	$457,474	$557,783	$611,668	$610,200	$631,766	$645,920
San Bernardino	$224,983	$243,007	$268,008	$289,050	$310,350	$343,638	$424,908	$471,849	$468,617	$496,028	$497,500
Orange	$702,903	$733,113	$778,292	$815,319	$822,663	$893,129	$1,089,292	$1,222,730	$1,261,667	$1,388,079	$1,447,750

Examining the economic impact of the Riverside Community College District (RCCD) on the surrounding community is of vital importance. A recent study conducted by RCCD offices in collaboration with Lightcast[17] reporting revealed that, in 2023, there were 1,550 job openings in the region. Among these opportunities, careers in electrical and electronic engineering, along

[16] https://www.car.org/marketdata/data
[17] Economic Impact Report

with other career technical fields, represented the largest share. The median annual earnings for these roles were calculated at $74,517.00.

RCCD has significantly influenced the area's economy, with its impact valued at $1.2 billion and the support of over 15,700 jobs facilitated by city initiatives. Of this $1.2 billion economic contribution, nearly half is attributed to the achievements of RCCD alumni. This impact encompasses the education and training provided by the colleges to regional residents, equipping them with the skills to contribute meaningfully to the workforce. There are hundreds of thousands of RCCD graduates currently employed in the area, thereby boosting the productivity and advancement of the community.

In the 2023-2024 fiscal year alone, RCCD alumni generated $603.9 million in added income for the community—equivalent to approximately 8,708 jobs. Given the Inland Empire's position as an affordable housing area in Southern California, alongside its potential for growth in career technical education applications, the profound economic influence of RCCD on the local community is unmistakable. It is evident that promoting continued education and supporting career technical skill development aligns closely with both the district's mission and the community's evolving needs.

Legislative

Past Prominent Legislation

AB705

AB 705 is legislation enacted by the California State Legislature with the goal of improving student success and enhancing their chances of achieving college goals, whether those goals are obtaining a degree or earning a certificate. This legislation addresses barriers to success by eliminating remedial classes and standardizing placement practices for transfer-level English and math courses.

The provisions of AB 705 require colleges to maximize the likelihood that students complete transfer-level math courses within their first year. To achieve this, the legislation mandates the use of high school performance data, such as grade point averages, for placement into transfer-level English and math courses. For students without access to high school GPA data, self-placement practices are utilized. These measures effectively eliminate the use of standardized testing for placement, as such tests have been shown to exhibit biases and are deemed unreliable for accurate student placement.

The reduction and eventual elimination of remedial courses for English and math have created more direct pathways for students to achieve their goals. Research indicates that students placed directly into transfer-level math courses with support, regardless of their initial skill

level, are more likely to succeed in completing these courses within a shorter time frame compared to those who were previously placed in remedial classes.

This shift has required English and math programs to re-evaluate their placement procedures and to develop supportive classes and curricula designed to help students maximize their chances of successful completion within one year. Colleges, particularly English and math departments, have worked diligently since the implementation of AB 705 to create optimal learning environments and develop effective curricula, ensuring students can complete transfer-level English and math courses in a timely manner.

AB1705

AB 1705 is a recently enacted piece of legislation that builds upon and refines the equitable placement provisions established by AB 705. Its primary purpose is to provide clarification and emphasize specific aspects of the original legislation to further enhance its effectiveness. AB 1705 encompasses and expands the scope of AB 705 while introducing focused measures tailored to STEM programs of study.

One of the key distinctions between AB 705 and AB 1705 lies in their areas of focus. While AB 705 addressed placement practices for all English and math transfer-level courses, AB 1705 places particular emphasis on Calculus I for students pursuing STEM pathways. Under this legislation, students who identify as STEM students must be directly placed into Calculus I, similarly to how students outside of STEM programs are required to be placed directly into transfer-level math courses.[18]

AB98

Upcoming Legislative Challenges

The Riverside Community College District is affected by various legislative bills that have implications not only for the colleges themselves but also for the surrounding communities and the students who attend them. This section will examine several of these bills and assess their potential impact on academic policies and institutional operations.

Relevant legislation includes extensions of AB 705, such as AB 1705, as well as community impact bills like AB 98, and curriculum revisions under AB 1111. These legislative changes will

[18] https://legalclarity.org/understanding-californias-ab-705-student-placement-compliance/

influence both academic programs within the Riverside Community College District and the business processes of the district office and administrative management.

National Initiatives

Upon his election and inauguration, President Trump established an agenda that opposed Diversity, Equity, and Inclusion (DEI) initiatives within higher education.[19] These principles are central to the mission, vision, and values of the district, which aims to position the colleges as catalysts for economic mobility and social justice. Significant progress has been made toward this goal through programs designed to provide essential resources for students in need of support.

The California Community Colleges Chancellor's Office has reaffirmed its commitment to equity by incorporating these principles into its Vision 2030 plan, ensuring that equity remains embedded in every aspect of institutional practice. However, ongoing opposition at the national level may create setbacks for DEI efforts. Additionally, the Trump administration's appointment of a new Secretary of Education has resulted in workforce reductions within the Department of Education, raising concerns about potential challenges for higher education in California due to federal policy shifts.

Predicting future changes remains complex, given the numerous contributing factors. Nevertheless, the colleges have integrated DEI into their strategic planning, ensuring that it remains a priority for the district moving forward.

Social/Lifestyle

There are many factors contributing to the social dynamic and lifestyle at California community colleges. These include a boost of economic mobility, an affordable education,

According to the California Community Colleges Chancellor's Office, California's community college system contributes approximately $128.2 billion to the state's economy annually, helping students gain skills that lead to well-paying jobs and career advancement. Students who obtain an associate degree typically earn $11,100 more per year than those with only a high school diploma.[i][20] This means that students that graduate from RCCD programs are not only set up to thrive with career opportunity, they also contribute to the greater wealth and prosperity of the state and local communities.

Research from the Public Policy Institute of California highlights that community colleges play a crucial role in improving students' socioeconomic conditions by providing affordable education

[19] https://www.ed.gov/about/news/press-release/us-department-of-education-takes-action-eliminate-dei
[20] https://www.cccco.edu/

and increasing graduation rates among underrepresented groups.[21] California community colleges, including RCCD colleges provide an essential service for underrepresented groups to attain economic and social mobility through affordable and quality education.

Community colleges often have strong ties with local organizations and workforce development programs. The California Guided Pathways initiative emphasizes student involvement in community-based learning and internships.[22] The colleges have increased ties to local organizations through apprenticeship programs, fire and law enforcement programs, nursing, and many more that contribute.

California Community Colleges serve more than 1.8 million students, making them the largest and most diverse system of higher education in the nation. The Chancellor's Office has reinforced Diversity, Equity, and Inclusion (DEI) efforts, ensuring that students from various backgrounds receive equitable access to education.[23] This effort has been aligned across the district in all the college strategic planning and commitments to DEI through mission, vision, and value statements.

Many community colleges offer student-run organizations, leadership programs, and campus events that foster networking and social interactions. The Student Senate for California Community Colleges supports extracurricular activities that help students build relationships and develop leadership skills.[24] The colleges across the district offer student programs and activities to enhance the college community experience and build community.

Role of Community Colleges

Community colleges have their origins in the democratization of education, beginning with the Morrill Acts of 1862 and 1890, which aimed to expand access to higher education and promote social and economic mobility. Over the years, this fundamental goal has remained at the core of the Riverside Community College District (RCCD), ensuring that students, particularly those from underserved backgrounds, have the opportunity to pursue educational advancement.

The California Community Colleges Chancellor's Office has articulated its mission in simple yet profound terms: "putting students first." This guiding principle underscores the essential role of community colleges in fostering student development, economic mobility, and educational opportunities, ensuring that higher education remains accessible and aligned with students' diverse aspirations. RCCD continues to uphold this commitment by providing the necessary resources and support to help students achieve their academic and career goals.

[21] https://www.ppic.org/
[22] https://www.caguidedpathways.org/
[23] https://www.cccco.edu/About-Us/DEI
[24] https://www.studentsenateccc.org/

Affordability

FIGURE 23 AVERAGE IN-STATE COMMUNITY COLLEGE TUITION

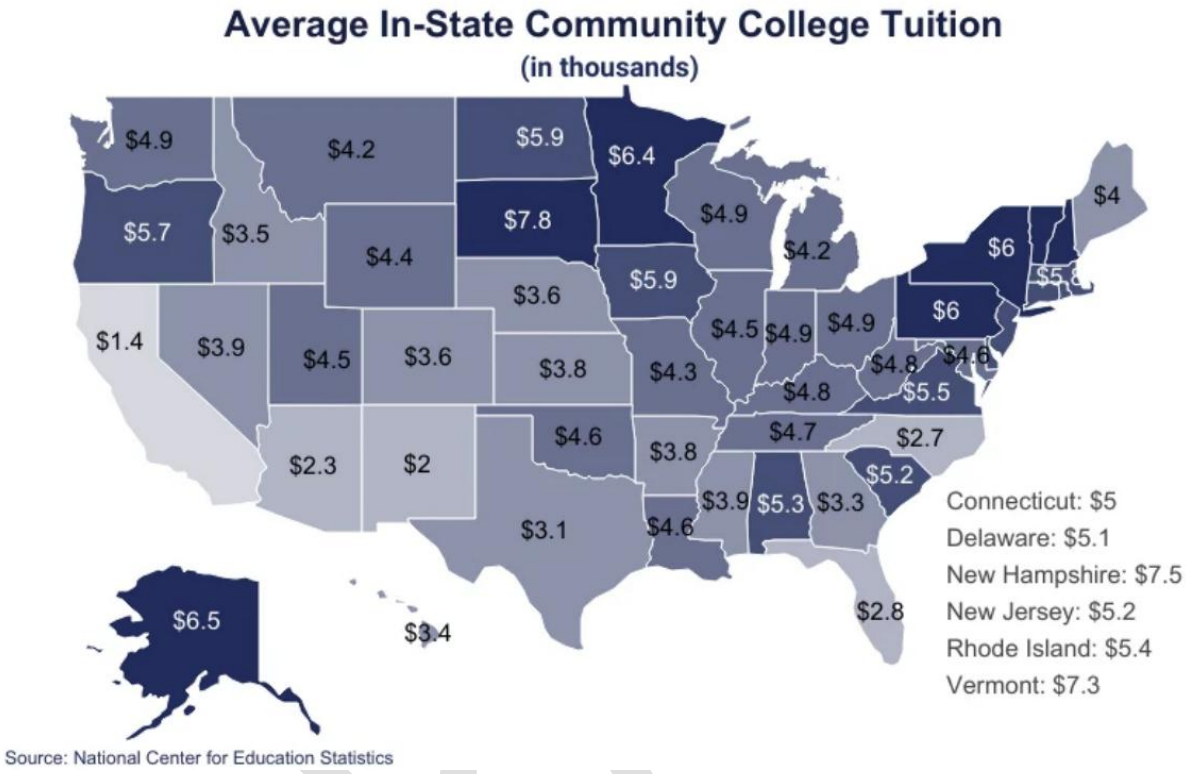
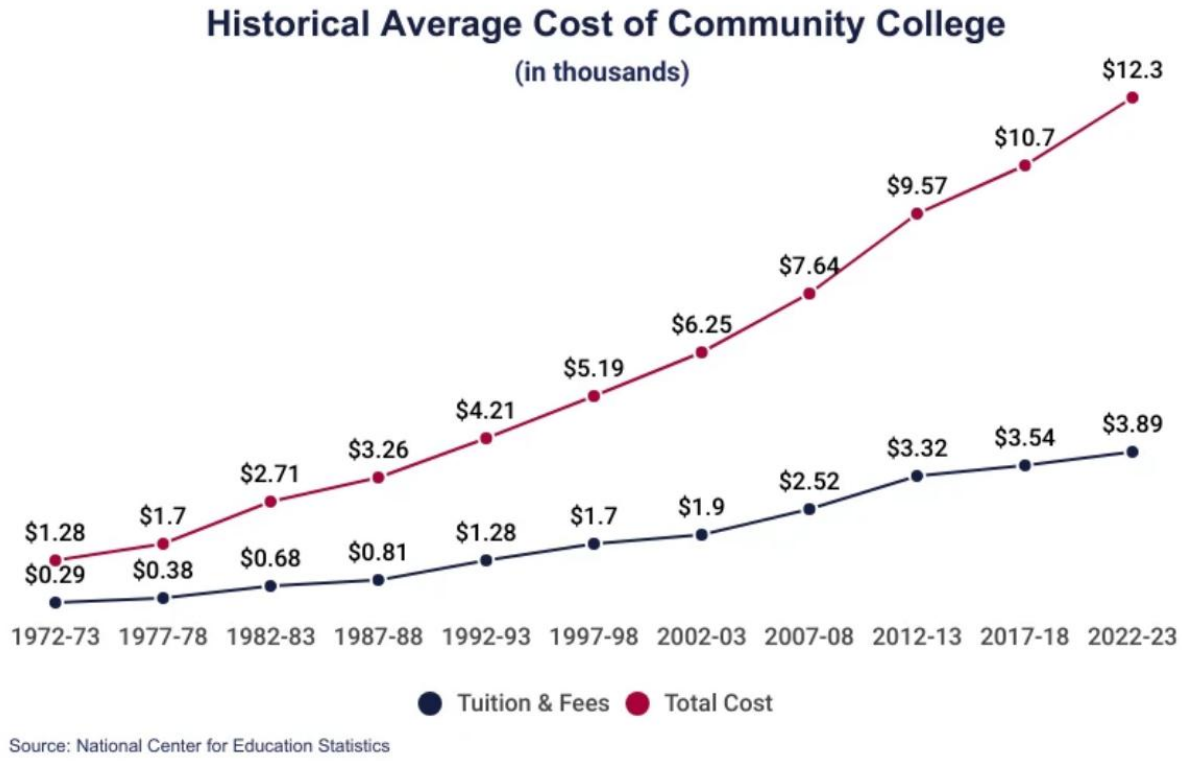


Figure 19 illustrates the average in-state community college tuition across the United States. The most expensive states for community college tuition are currently in the Northeast and Oregon. California, on the other hand, has the lowest average in-state tuition cost at $1,350. However, California's high cost of living results in an average total cost of $17,059 for on-campus living. Additionally, California community colleges offer the California Promise Grant, which provides free in-state tuition to students who meet specific criteria such as GPA and units attempted.



Internal Scan

To complement the external analysis of the community and assess the impact of the Community College District on the region, it is equally important to examine the internal composition and structure of the district itself. This section will focus on an analysis of the students enrolled in the district. Specifically, it will evaluate demographic characteristics such as race, ethnicity, gender, and age, while exploring how these demographics have evolved over the past five years. Furthermore, comparative analysis will be employed to juxtapose these demographics with those of the surrounding community, facilitating a deeper understanding of how the college reflects the community and the Inland Empire as a whole.

In addition to evaluating the student body, this section will analyze the composition and structure of the district's employees. This analysis will include basic demographic information, such as race, ethnicity, and age, as well as a cross-analysis to examine how these factors may influence the representation of students and the broader community. Moreover, it is crucial to categorize employees by their roles and assess how these classifications have shifted or remained consistent over the last decade. By undertaking this analysis, the district will gain

valuable insights into its internal dynamics and their alignment with its external impact. Demographics. All of the data used to populate the employee and student charts was sourced from MIS State data and curated by the RCCD Office of Institutional Effectiveness. Most of this data can be accessed on RCCD's public site.[25]

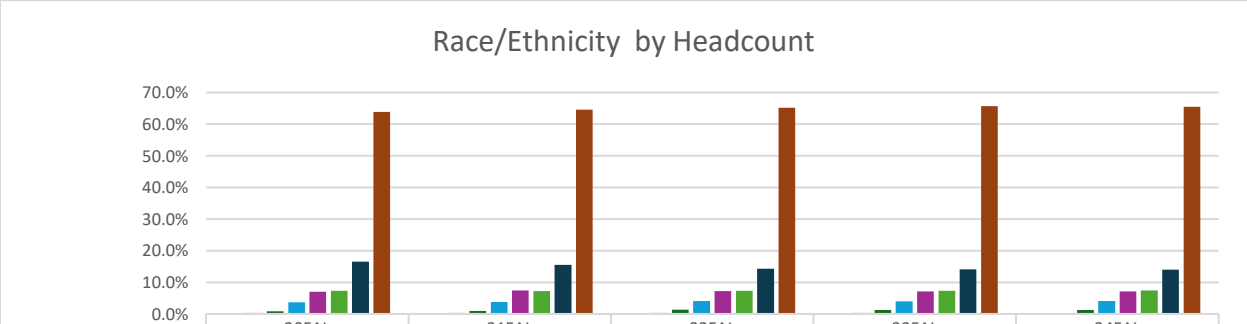
Race/Ethnicity

When analyzing the district's internal demographics, we begin by examining race and ethnicity. Figure 20 presents the student population based on fall headcounts from 2020 to 2024, with categorizations aligned with IPEDS data definitions.

During this period, the Latino/a/x student population—the largest demographic group—experienced an increase from 64% to 66%. In contrast, the second-largest group, White students, saw a decline from 17% to 14%. The remaining racial and ethnic groups exhibited relatively stable enrollment trends across the five terms.

Notably, the district's demographic composition reflects the broader population trends within the Inland Empire. According to 2022 Census data, the Latino/a/x community constitutes approximately 59% of the region's total population, making it the predominant ethnic group. Given this alignment, the district plays a pivotal role in serving the Latino/a/x community by fostering equitable access to education and addressing the unique needs of its student body. Understanding these demographic shifts allows for targeted support and resource allocation that enhances student success and institutional effectiveness.

FIGURE 24 STUDENT RACE/ETHNICITY

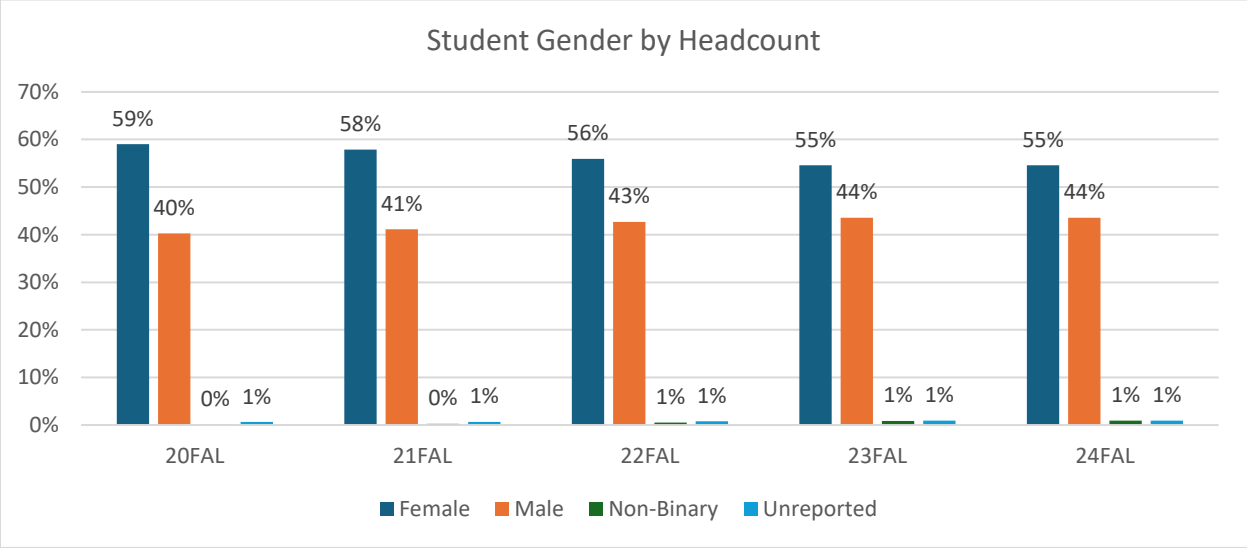


	20FAL	21FAL	22FAL	23FAL	24FAL
American Indian	0.2%	0.2%	0.2%	0.2%	0.2%
Pacific Islander	0.4%	0.3%	0.3%	0.3%	0.3%
Unreported	0.9%	0.9%	1.3%	1.2%	1.3%
Two or More	3.7%	3.8%	4.1%	4.0%	4.1%
Asian	7.1%	7.5%	7.3%	7.1%	7.1%
African-American	7.4%	7.2%	7.3%	7.4%	7.5%
White	16.6%	15.5%	14.4%	14.1%	14.0%
Hispanic	63.9%	64.6%	65.2%	65.7%	65.5%

[25] www.rccd.edu/data

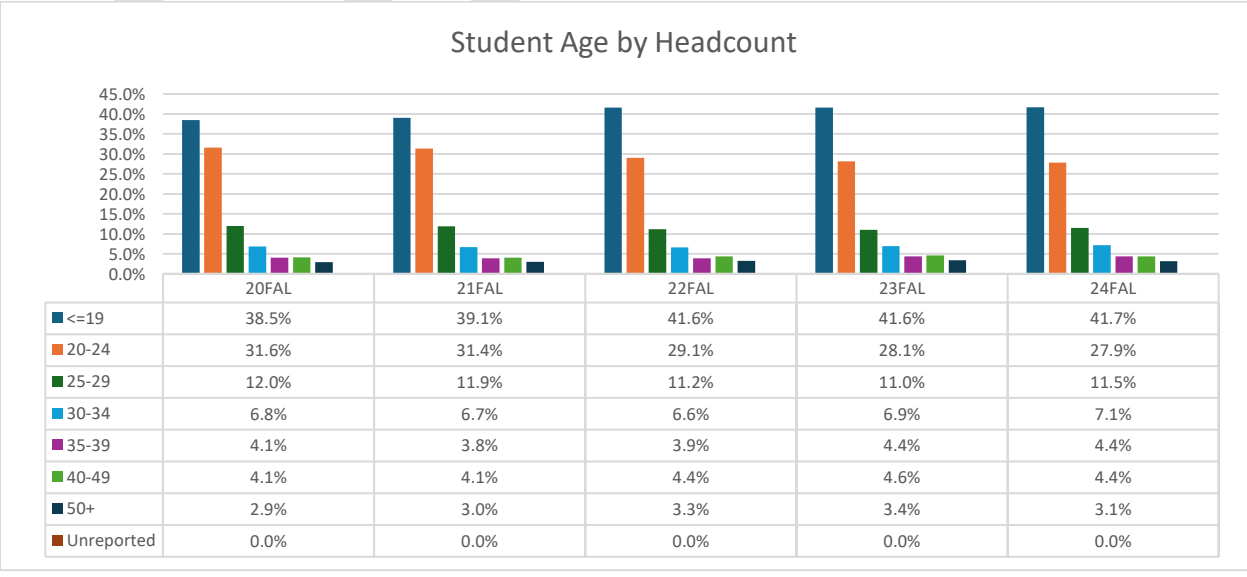
The subsequent method for analyzing student demographics involves examining gender distribution. The data indicates that, over the past five years, the proportion of female students has declined from 59% to 54.6%. In contrast, the proportion of male students has increased from 40.3% to 43.6%. This trend reflects a gradual shift toward a more balanced gender representation within the student population, whereas it was previously more heavily skewed toward female students.

FIGURE 25 EMPLOYEE GENDER



Lastly, the final demographic we will examine for students is age. Within this category, the proportion of students under the age of 19 has increased from 38.5% to 41.7%. Conversely, the proportion of students aged 20 to 24 has decreased from 31.6% to 27.9%. The other age groups have remained relatively stable over the past five years.

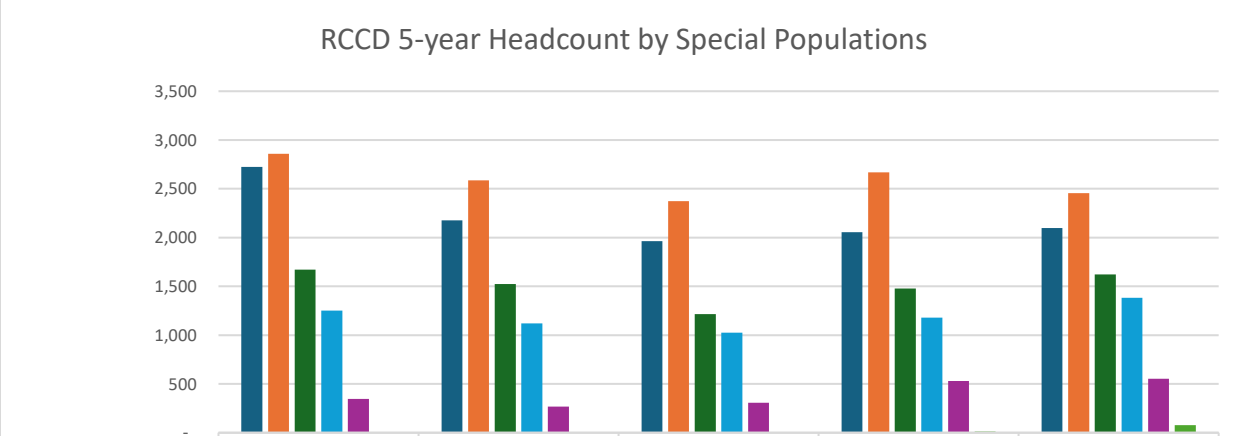
FIGURE 26 STUDENT AGE



	20FAL	21FAL	22FAL	23FAL	24FAL
<=19	38.5%	39.1%	41.6%	41.6%	41.7%
20-24	31.6%	31.4%	29.1%	28.1%	27.9%
25-29	12.0%	11.9%	11.2%	11.0%	11.5%
30-34	6.8%	6.7%	6.6%	6.9%	7.1%
35-39	4.1%	3.8%	3.9%	4.4%	4.4%
40-49	4.1%	4.1%	4.4%	4.6%	4.4%
50+	2.9%	3.0%	3.3%	3.4%	3.1%
Unreported	0.0%	0.0%	0.0%	0.0%	0.0%

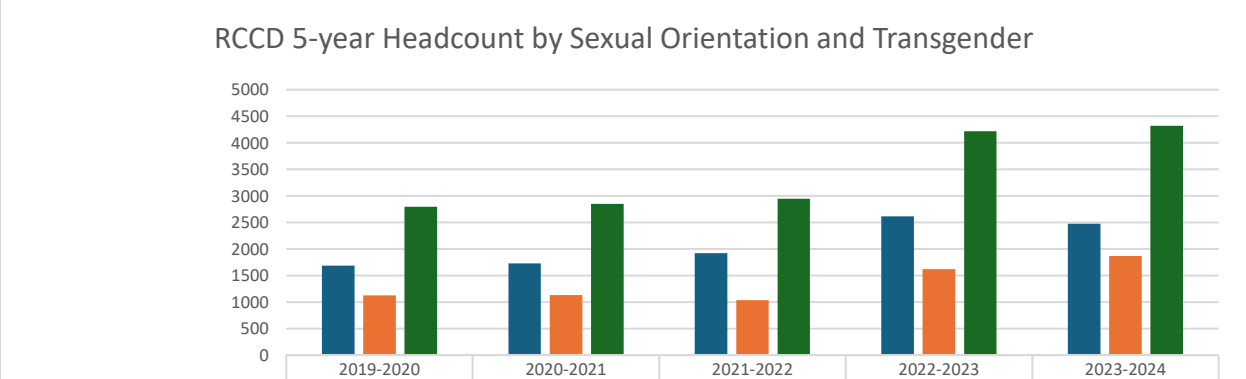
The figure below illustrates the diverse special populations that the college serves. Each institution supports a significant number of veteran students, reflecting a commitment to serving those who have served the nation. Norco College, in particular, maintains a substantial program for incarcerated students within the prison system, demonstrating a strong dedication to educational access for justice-impacted individuals. Meanwhile, the other colleges are progressively expanding their initiatives to support formerly incarcerated students and those affected by the justice system. Additionally, RCCD remains deeply engaged in serving its local communities, ensuring that educational opportunities are accessible to a wide range of special populations.

FIGURE 27 STUDENT SPECIAL POPULATIONS



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Disability	2,723	2,178	1,963	2,056	2,097
Veterans	2,858	2,586	2,374	2,668	2,456
Single Parent	1,670	1,523	1,216	1,478	1,622
Foster Youth	1,252	1,122	1,025	1,180	1,383
Incarcerated	346	268	306	531	553
Form. Incarcerated				13	79

RCCD has had increasing numbers of LGBT+ populations.



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Bisexual	1687	1728	1922	2612	2475
Gay or Lesbian/Homosexual	1,122	1,131	1,034	1619	1868
Grand Total	2,796	2,849	2,943	4217	4323

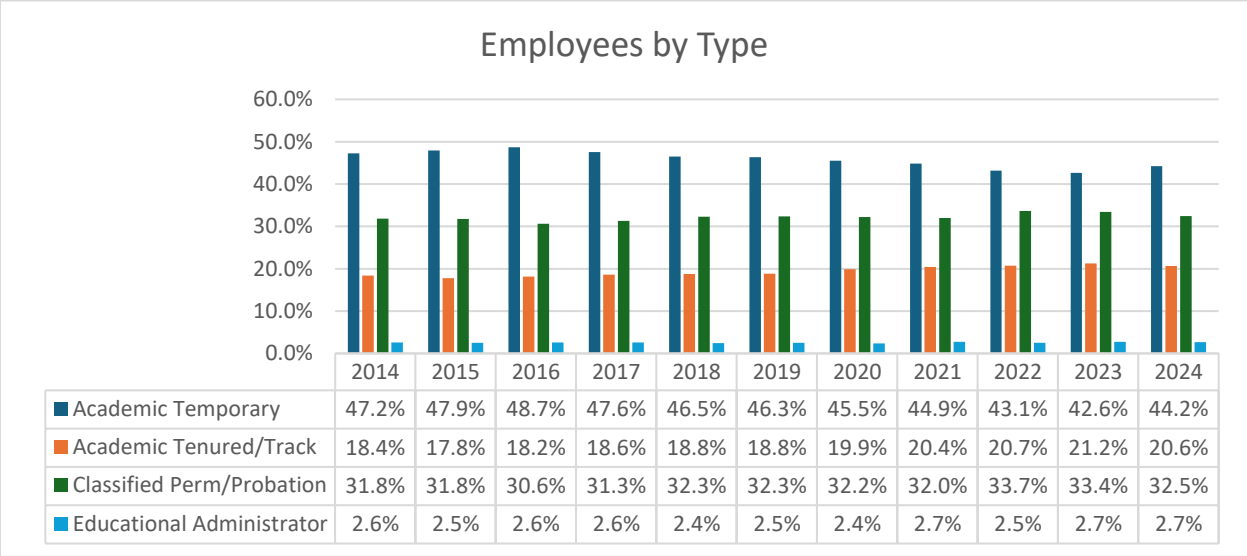
Institutional Employee Profile

The employee profile constitutes a critical component of the environmental scan. A substantial body of research demonstrates that students experience improved graduation outcomes when taught by instructors and guided by leaders who reflect the diversity of underrepresented populations. This underscores the importance of examining employee diversity in greater depth.[26]

Employee Type

When analyzing employee types, it is evident that the academic temporary category has decreased from 47.2% to 44.2% over the past two years, reflecting a 3% change. Meanwhile, the classified permanent staff and educational administration categories have remained relatively stable over the last decade. The noteworthy increase lies within the academic tenure-track category, indicating that the district has been hiring more faculty into tenured or tenure-track positions over the past ten years.

FIGURE 28 EMPLOYEES BY TYPE



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Academic Temporary	47.2%	47.9%	48.7%	47.6%	46.5%	46.3%	45.5%	44.9%	43.1%	42.6%	44.2%
Academic Tenured/Track	18.4%	17.8%	18.2%	18.6%	18.8%	18.8%	19.9%	20.4%	20.7%	21.2%	20.6%
Classified Perm/Probation	31.8%	31.8%	30.6%	31.3%	32.3%	32.3%	32.2%	32.0%	33.7%	33.4%	32.5%
Educational Administrator	2.6%	2.5%	2.6%	2.6%	2.4%	2.5%	2.4%	2.7%	2.5%	2.7%	2.7%

Faculty and Staff Demographics

Following the analysis of employee types, it is equally important to examine employee demographics. For this environmental scan, we will focus on three key demographics: race/ethnicity, age, and gender.

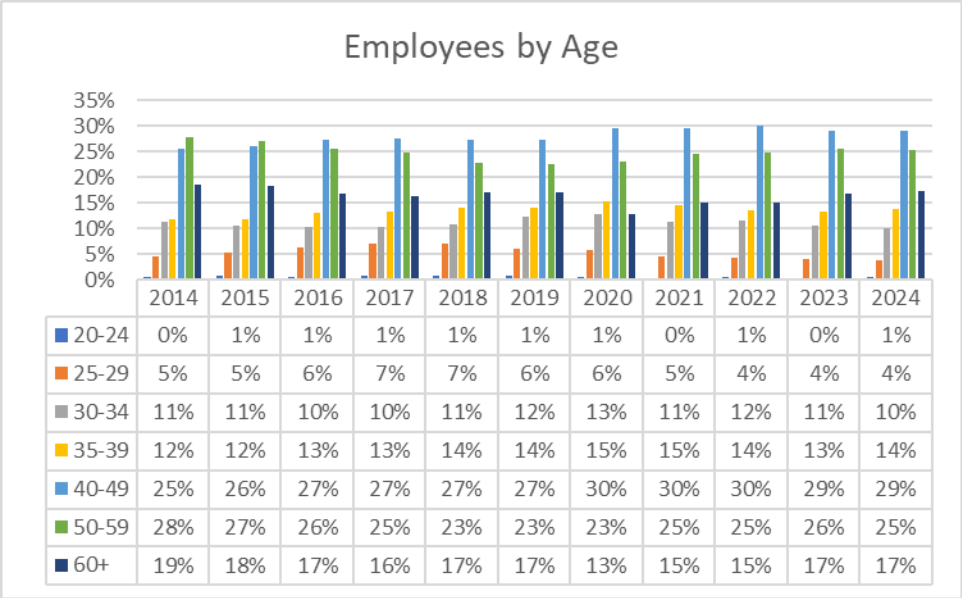
When examining employee types by age, the data shows minimal change in age distribution over the past decade, with one notable exception. Employees aged 40 to 49 years have

[26] Bowman, N. A., & Denson, N. (2021). Institutional Racial Representation and Equity Gaps in College Graduation. *The Journal of Higher Education*, *93*(3), 399–423. https://doi.org/10.1080/00221546.2021.1971487

increased from 25% to 29%, reflecting a 4% growth. Conversely, the proportion of employees aged 50 to 59 years has decreased from 28% to 25%. This trend suggests that employees remain in their roles longer and retiring during the 50 to 59 age range, as evidenced by the relatively stable 60+ age group, which has decreased only slightly, from 19% to 17%.

Over the past year, there has been a wave of retirements linked to the golden handshake incentive. This development is likely reflected in the data and presents an opportunity for the district to welcome new ideas and perspectives as a new generation of employee steps into leadership roles at RCCD.

AGE



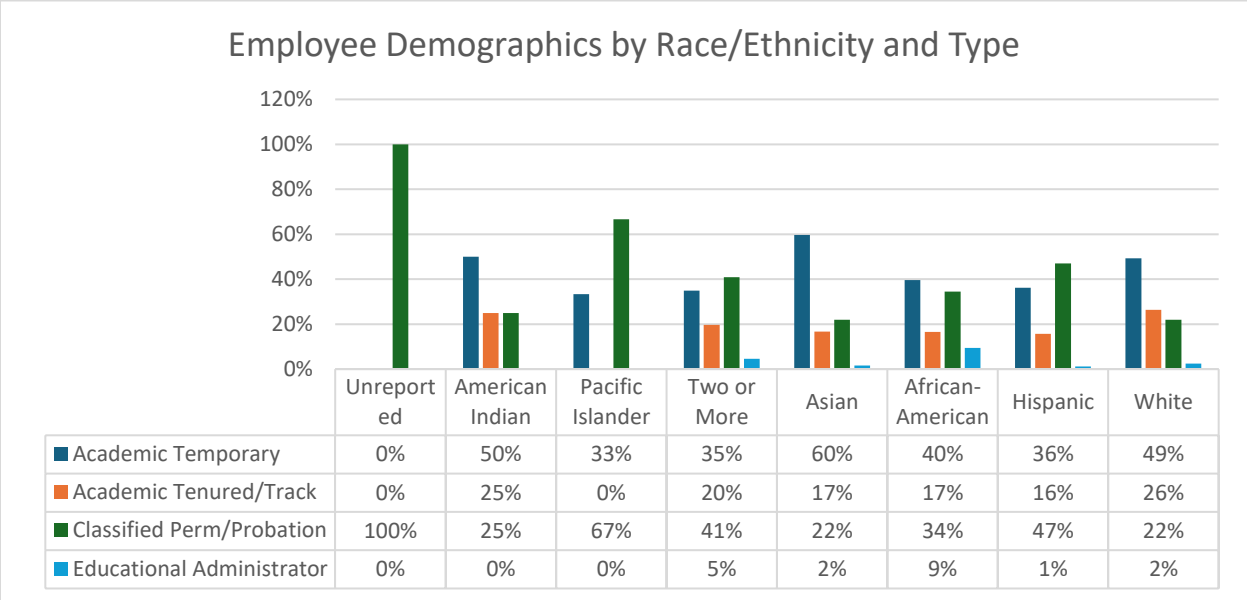
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
20-24	0%	1%	1%	1%	1%	1%	1%	0%	1%	0%	1%
25-29	5%	5%	6%	7%	7%	6%	6%	5%	4%	4%	4%
30-34	11%	11%	10%	10%	11%	12%	13%	11%	12%	11%	10%
35-39	12%	12%	13%	13%	14%	14%	15%	15%	14%	13%	14%
40-49	25%	26%	27%	27%	27%	27%	30%	30%	30%	29%	29%
50-59	28%	27%	26%	25%	23%	23%	23%	25%	25%	26%	25%
60+	19%	18%	17%	16%	17%	17%	13%	15%	15%	17%	17%

Next, we examine employees by race and ethnicity. The chart below illustrates the percentage of employees categorized by employee type and racial/ethnic group. The two largest demographic groups within the workforce are Latino/a/x and White; however, notable disparities exist between these two groups in terms of employee type composition.

The data reveals that 47% of Latino/a/x employees occupy classified permanent positions. In contrast, the largest proportions of White employees are distributed across academic categories, with 26% in tenure-track positions, 49% in academic temporary roles, and 2% serving as educational administrators. This disparity highlights that Latino/a/x employees are primarily represented within classified permanent positions, while White employees are more concentrated in academic roles.

Additionally, it is noteworthy that 35.48% of African American employees are employed within educational administration. This observation further emphasizes the differences in representation among racial and ethnic groups across various employee types within the district.

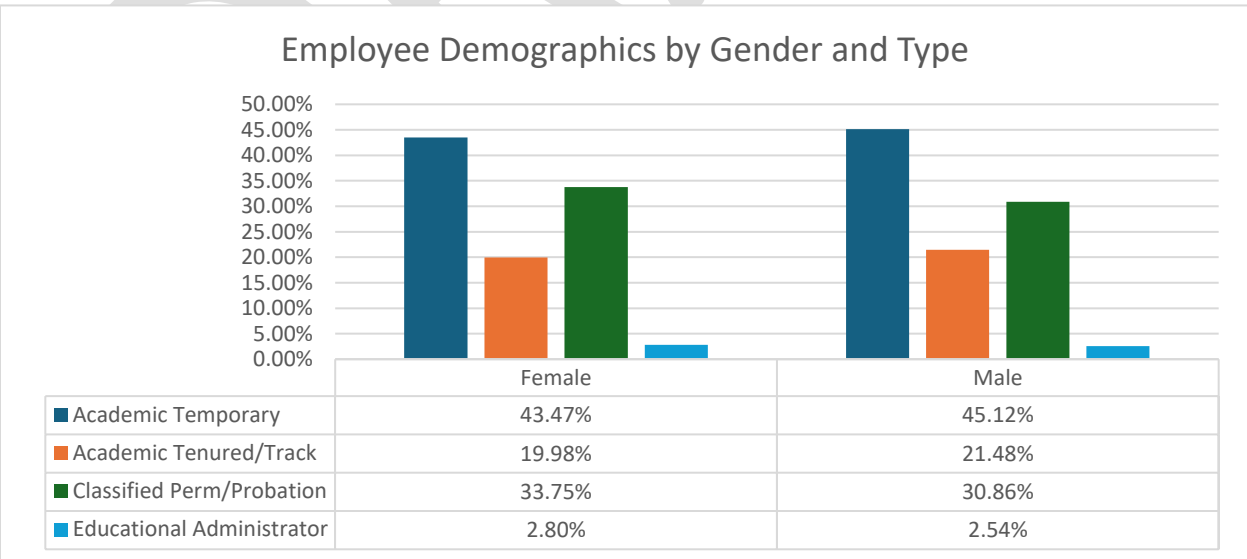
Ethnicity and Gender



	Unreported	American Indian	Pacific Islander	Two or More	Asian	African-American	Hispanic	White
Academic Temporary	0%	50%	33%	35%	60%	40%	36%	49%
Academic Tenured/Track	0%	25%	0%	20%	17%	17%	16%	26%
Classified Perm/Probation	100%	25%	67%	41%	22%	34%	47%	22%
Educational Administrator	0%	0%	0%	5%	2%	9%	1%	2%

Next, when examining employee types by gender, we observe minimal disparities in the proportions of male and female employees across different categories. Educational administrator roles have a slightly higher percentage of female employees, as do classified permanent probation positions. Conversely, academic tenure-track roles show a slightly higher percentage of male employees, as do academic temporary roles.

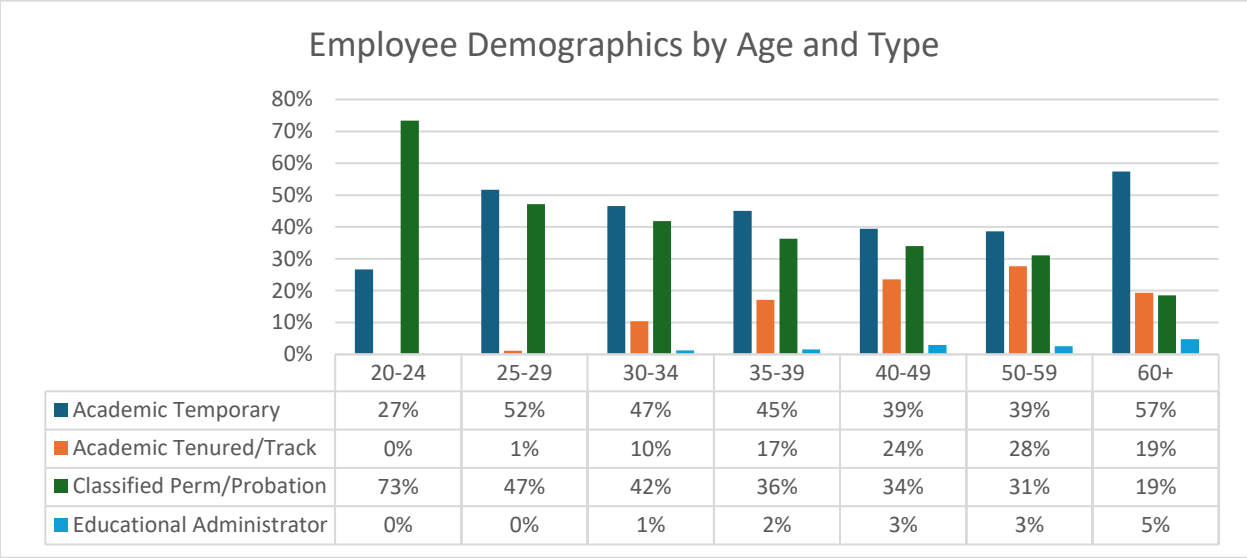
Overall, the academic tenured and temporary faculty categories exhibit a marginally higher representation of male employees, while the classified staff and educational administrator categories demonstrate a slightly higher representation of female employees.



	Female	Male
Academic Temporary	43.47%	45.12%
Academic Tenured/Track	19.98%	21.48%
Classified Perm/Probation	33.75%	30.86%
Educational Administrator	2.80%	2.54%

When examining employee demographics by age, it is evident that the younger age group, specifically those aged 20 to 24, constitutes a significantly higher proportion within the classified permanent positions and approximately 27% within the academic temporary category.

The observed trend suggests that classified permanent probation roles tend to have higher representation among younger age groups, whereas academic tracks exhibit greater representation among older age groups. This is logical, as academic track roles typically require educational qualifications and experience that are acquired over extended periods of time.



	20-24	25-29	30-34	35-39	40-49	50-59	60+
Academic Temporary	27%	52%	47%	45%	39%	39%	57%
Academic Tenured/Track	0%	1%	10%	17%	24%	28%	19%
Classified Perm/Probation	73%	47%	42%	36%	34%	31%	19%
Educational Administrator	0%	0%	1%	2%	3%	3%	5%

Technology

During the past 5-year strategic plan, information technology has established some key accomplishments. The following list (taken from the assessment of the previous strategic plan) highlights projects that It has worked towards.

ERP Modernization (Anthology): RCCD has been transitioning to a modern Enterprise Resource Planning (ERP) system, Anthology, which will improve the student experience data access and workforce analytics (see Project Nexus link).

Makerspace and Innovative Learning Programs: RCCD provides innovative spaces such as the Makerspace studio at Riverside City College (RCC) and Moreno Valley College, where students can access 3D printers, sewing machines, and other tools. Norco College has also launched innovative teaching programs in collaboration with local schools (links 1 and 2).

Website Overhaul and Standardization: The district is standardizing the web platforms for all three colleges to ensure a unified digital experience.

Classroom and AV Equipment Upgrades: More than 200 classrooms have been outfitted with modern AV equipment and Hyflex technologies to support hybrid learning environments. Virtual reality devices have also been acquired for academic programs requiring simulation training.

Mobile Computing Initiative: RCCD launched a district-wide mobile computing initiative, providing mobile computers and Wi-Fi hotspots for students and employees during the COVID-19 pandemic. With the exception of hotspots, this effort continues to support remote learning and work.

Enhanced Cybersecurity: The district adopted new firewall technologies, Microsoft Defender software, and multi-factor authentication to bolster cybersecurity efforts. A third-party Security Operations Center (SOC) was established to monitor and respond to security incidents 24/7.

Data Center Modernization: RCCD centralized its server infrastructure through a partnership with Riverside County's co-location datacenter, improving business continuity and network performance.

Infrastructure Improvements: Major network equipment replacements, wireless expansion, and broadband redundancy projects have increased network capacity, speed, and reliability across the district.

IT Restructuring: IT and AV teams were restructured to better support service delivery across RCCD, and the Helpdesk Team was revamped to enhance response times and overall user support.

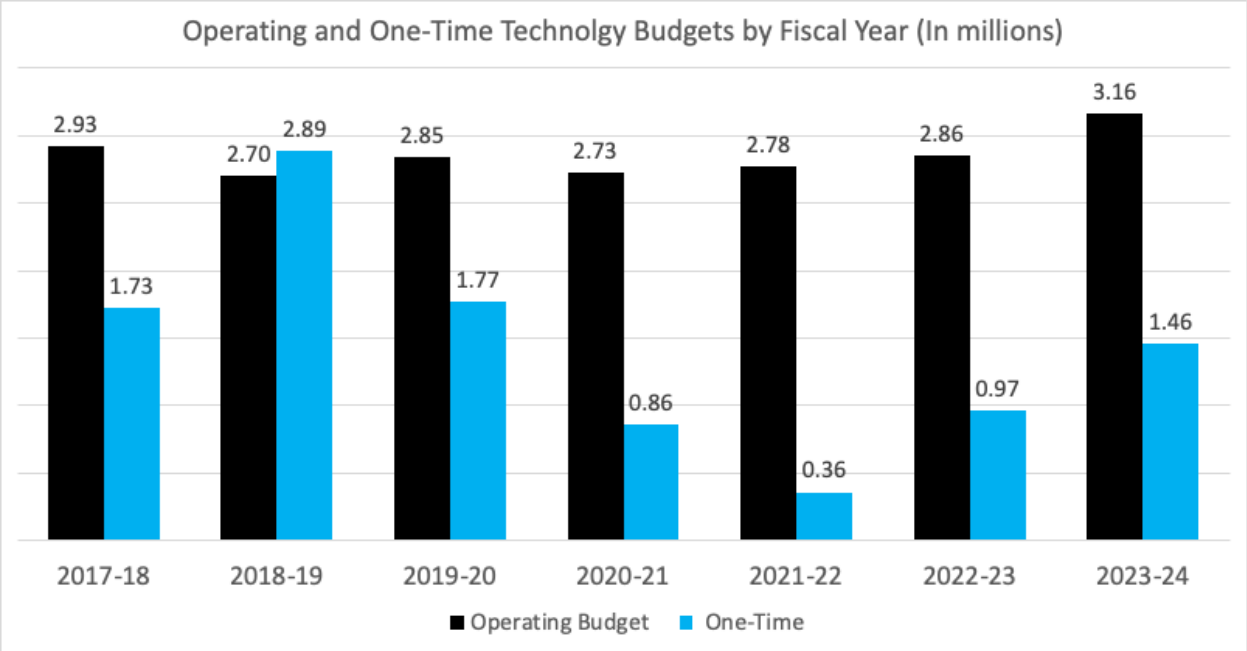
In addition to these infrastructure and system improvements, RCCD has also focused on cybersecurity and application modernization. The district implemented tools like Campus Logic for financial aid, TeamDynamix for helpdesk operations, and Power BI for institutional effectiveness reporting.

It is important to acknowledge that the ERP replacement project (Anthology) has faced delays due to functionality challenges. These delays have, in turn, impacted on the timeline for broader technology modernization efforts throughout the District. Consequently, a critical area for future development remains the establishment of a true data infrastructure that would surface data from all enterprise systems used across the District. Currently, the District's data remains largely siloed, with only an operational data store of data from the student information system available as an on-premises service. This fragmentation limits the full potential of analytical tools like Power BI and hinders the ability to gain comprehensive, cross-functional insights. Developing a district-wide data strategy and infrastructure—potentially incorporating a data warehouse or data lake house approach is essential. Such an initiative would allow RCCD

to integrate data from critical systems such as the student information system, learning management system, financial management, HR/payroll, and others. This would, in turn, empower more robust analytics, facilitate a deeper understanding of student success factors, optimize resource allocation, enhance institutional research capabilities, and support more agile, data-informed decision-making across all levels of the District.

Overall, RCCD's ongoing investments in state-of-the-art technologies under Objective 5.6 are enhancing the district's capabilities in teaching, learning, and operational efficiency while also ensuring a more secure and resilient IT environment. These efforts directly align with the strategic goals outlined in the RCCD Technology Plan 2020-2025.

The chart below shows the budget provided for information technology from 2017 to 2023. The operational budget for information technology grew from $2.93 million to $3.16 million. The majority of this came from the general fund, however there are some that also come from restricted funds. And during COVID the restricted fund allocation decrease due to the abundance of emergency COVID HERFF funding but as the COVID pandemic came to an end the restricted funding percentage increases back to where it was prior to the pandemic.

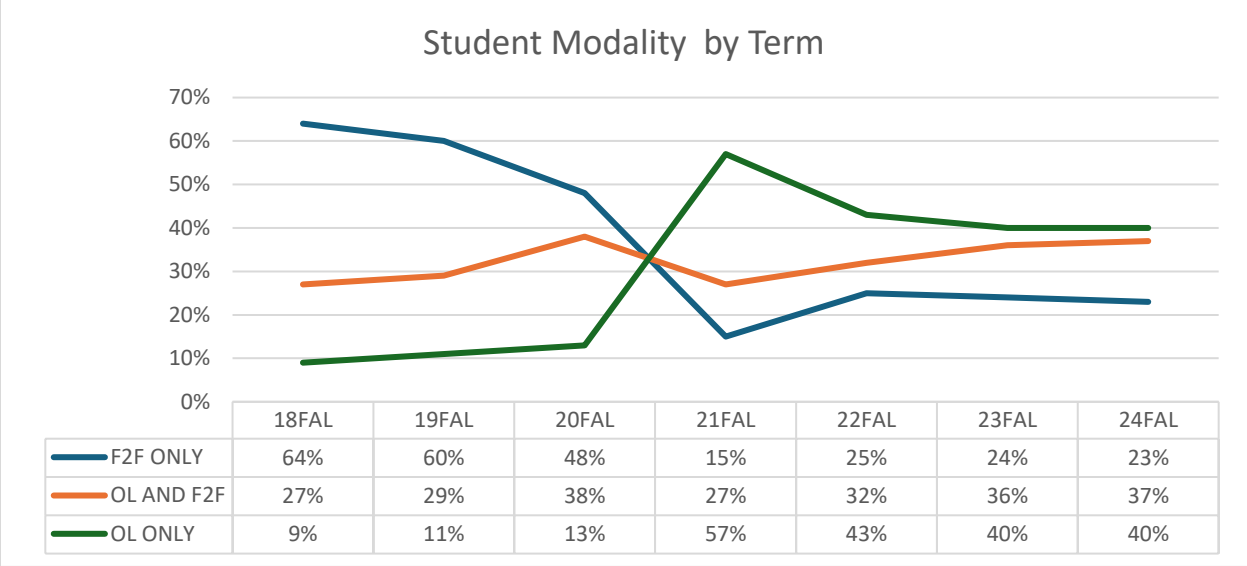


Over the past five years, the COVID-19 pandemic has significantly transformed the way students experience classroom environments, particularly with regard to the integration of technology and the funding required to support these changes. The chart below illustrates student class-taking behavior by term, categorized into three mutually exclusive groups: students who enrolled solely in face-to-face classes during a term, students who participated in both online and face-to-face classes, and students who exclusively took online classes.

Prior to the pandemic, the majority of students attended face-to-face classes, with over 60% enrolling exclusively in this modality. Less than 10% of students opted for only online classes, while approximately half chose a mix of both modalities. However, post-pandemic, these trends shifted dramatically. The percentage of students taking only face-to-face classes dropped to just above 20%, whereas 40% began enrolling exclusively in online classes. Additionally, 37% of students chose a combination of online and face-to-face classes.

These class-taking behaviors have remained largely consistent since the pandemic and are likely to persist in the foreseeable future. This shift has greatly increased accessibility to college-level courses, enabling students who previously could not attend campus-based classes to participate in higher education from their homes. As a result, these changes have broadened opportunities for students to pursue their academic goals despite physical or logistical challenges. However, this transition has also presented challenges in effectively delivering comprehensive student support services to a more distributed student population, requiring new models and technologies for engagement and assistance, the development of which is an ongoing process.

The transition to an online environment required extensive information technology expansion and training for how to use online classroom technology like video lectures and learning management systems for curriculum design.



	18FAL	19FAL	20FAL	21FAL	22FAL	23FAL	24FAL
F2F ONLY	64%	60%	48%	15%	25%	24%	23%
OL AND F2F	27%	29%	38%	27%	32%	36%	37%
OL ONLY	9%	11%	13%	57%	43%	40%	40%

Overall, the integration of technology and the internal assessment of the district have demonstrated significant advancements over the past five years, largely driven by the challenges posed by the pandemic crisis. This unprecedented situation compelled the college to adopt an online modality, necessitating training and the development of skills essential for success in fully online learning management systems. Furthermore, this shift accommodated students who prefer either a fully online or partially online college experience.

The transition to predominantly online modalities underscores the increased need for an expanded information technology budget. It also highlights the prioritization of specific projects completed this

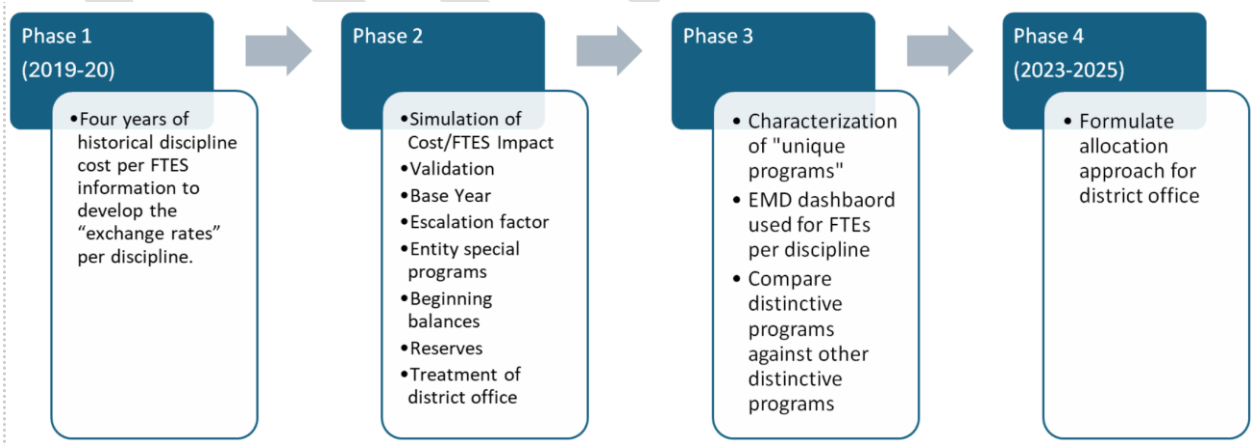
year, including infrastructure enhancements and cybersecurity initiatives. As classes and student curricula are now accessed online at considerably higher rates, these projects were critical to ensuring the security and reliability of the district's online education systems. Moreover, this increased reliance on digital platforms and the vast amounts of data generated by online interactions further accentuate the need for a robust, integrated data infrastructure. Such an infrastructure is vital for analyzing engagement patterns, identifying at-risk students in online environments, and continuously improving the digital learning experience.

Budget

The budget allocation model was established in 2019 in response to the district's need for substantial modifications to the previous allocation framework. Accordingly, the District Budget Advisory Council, in collaboration with the three college communities, formulated a budget allocation model founded on principles of fairness, equity, and transparency (see Figure 23).

In addition to these core principles, the council identified supplementary guidelines, which include prioritizing student success, ensuring equitable access, maintaining cost predictability, evaluating unique program expenditures, accommodating variable costs, adhering to state regulations, and utilizing target FTES. The budget allocation model undergoes an annual assessment, with comprehensive details provided in the annual report.

While the allocation model has been formally developed, it remains subject to ongoing refinement as emerging requirements and challenges necessitate adjustments. At present, the allocation model consists of four distinct phases, which are examined in the subsequent objective.



Phase One (2019): The District Budget Advisory Committee (DBAC) compiled four years of historical data on discipline costs per FTES generation. This analysis established an exchange

rate for each discipline, ensuring fairness in the allocation process by deriving proportions based on FTES generation.

Phase Two: A more comprehensive examination of the costs and implications of FTES generation took place. This phase involved data validation, establishing a base year, discussing escalation factors, evaluating special programs, analyzing beginning balances and reserves, and determining the budgetary treatment of the district office within the allocation model.

Phase Three: This phase focused on identifying unique programs, culminating in the development of the MD dashboard. This tool enables the committee to compare the financial costs of distinct programs against the Galaxy financial system.

Phase Four (Current Phase): The ongoing work centers on formulating an allocation strategy for the district office and assessing the necessary funds to sustain its operations. As of now, there are no active KPIs for this initiative, but the committee continues to make progress in refining the fiscal model.

Measure CC Bond and Growth

Measure CC, approved by voters in November 2024, grants the Riverside Community College District (RCCD) the authority to issue $954 million in bonds to modernize and improve campus facilities across the Inland Empire. Many RCCD buildings require significant updates to ensure compliance with safety standards, including earthquake resistance, disability accessibility, and other essential upgrades. This investment will expand educational opportunities by creating state-of-the-art learning environments that align with workforce needs and regional growth.

At Moreno Valley College, Measure CC will fund the Library Learning Resource Center, the BCTC Education Building 2-A, a 72,000-GSF STEM project valued at $110 million, and the $21 million reconstruction of the Library. Norco College is also undergoing expansion, with projects including an Industrial Technology Center, Center for Student Success, and a Network Operation Center, alongside improvements to athletic facilities and classrooms. Riverside City College will enhance its academic offerings with a Nursing, Math, and Science Facility, a Student Services and Administration Building, and a School of the Arts and Culinary Arts Academy, complementing modernized tech centers and classrooms.

These investments reflect RCCD's commitment to academic excellence, student success, and workforce development. By upgrading infrastructure and expanding program capacity, Measure CC ensures that students have access to cutting-edge educational spaces, fostering innovation and preparing graduates for careers in high-demand fields. The district's efforts position its colleges as vital hubs for learning, economic development, and community advancement.

Upcoming Facilities and Building Projects

Two significant facilities are currently in development: the Inland Empire Technical Trade Center (IETCC) and the Norco College Center for Human Performance and Kinesiology. These ambitious projects aim to provide specialized, state-of-the-art spaces tailored to meet the growing demand for career and technical education pathways in the Inland Empire. The IETCC will serve as a hub for workforce training in fields such as Agriculture, Business, and Engineering, ensuring students receive industry-aligned skills that drive regional economic growth. Meanwhile, the Norco College Center for Human Performance and Kinesiology will support disciplines like Applied Physiology and Wellness, equipping students with modern facilities for hands-on learning and career preparation in health and fitness industries. Together, these centers represent a strategic investment in education, workforce readiness, and community advancement, addressing both immediate and long-term needs within the region.

The Inland Empire Technical Trade Center (IETTC)

The IETCC project is designed to establish dedicated spaces for career and technical education programs across the district, ensuring enhanced opportunities for skill development and workforce readiness. The figure below illustrates the range of programs that may be supported through this initiative, along with estimated Full-Time Equivalent Student (FTES) capacity per program. Among these, Agriculture and Natural Resources is projected to have the highest FTES capacity, reflecting the strong demand and significance of this sector. Other notable programs include Business and Management, as well as Engineering and Technology, each contributing to the district's commitment to diverse educational pathways.

The IETCC framework is anchored in four priority areas:

1. **Strengthening the Safety Net** – with a focus on Agriculture and Health programs aimed at bolstering essential services and workforce training.
2. **Transforming the Built Environment** – through infrastructure and development initiatives that enhance educational spaces and sustainability.
3. **Utilizing Data and Technology** – by integrating advanced systems to improve decision-making, efficiency, and innovation.
4. **Leveraging Innovation** – to cultivate entrepreneurship and foster forward-thinking solutions that drive regional economic growth.

Collectively, these priority areas contribute to the common good by reinforcing critical industries, enhancing infrastructure, advancing data-driven solutions, and creating a thriving environment for innovation and entrepreneurship. The IETCC project represents a strategic investment in education, workforce development, and community resilience, ensuring long-term benefits for students and the broader district.

FIGURE 29 CAMPUS PROGRAMS AND SPACE ASSIGNMENTS

TOP Code Space Assignment	IETTC Project (400 FTES)	Vision 01 (1000 FTES)	Vision 02 (1500 FTES)
Agriculture and Natural Resources (Offices + Labs)	5,250	8,000	10,000
Business and Management (Offices + Labs)	4,850	9,000	12,000
Information Technology (Offices + Labs)	1,950	4,000	5,000
Engineering and Industrial Technology (Offices + Labs)	13,000	30,000	40,000
Health (Offices + Labs)	5,000	9,500	12,000
Social Sciences (Offices + Labs)	0	4,000	7,000
Technicians – Interdisciplinary (Offices + Labs)	4,965	8,000	13,000
Classrooms (Shared)	5,000	12,000	17,000
Student Services + Amenities (Shared)	16,500	26,500	37,000
Administration (Shared)	4,000	5,000	8,000
Non-Assignable (Building Support, Circulation, Restrooms, etc.)	32,585	60,000	80,000

Norco College Center for Human Performance and Kinesiology

Another significant initiative is the Norco College Center for Human Performance and Kinesiology, a state-of-the-art, two-story facility designed to support disciplines such as Applied Physiology, Applied Nutrition, and Wellness and Fitness. This project is aimed at enhancing educational pathways and expanding capacity for students pursuing high-quality career education in health and human performance fields.

The facility will feature a modern weight room and a full-court gymnasium, providing students with advanced resources for hands-on learning and skill development. By integrating cutting-edge instructional spaces with practical training environments, the center will play a crucial role in preparing graduates for careers in health, wellness, and sports sciences.

Construction is scheduled to commence on July 1, with an anticipated completion date in 2027, ensuring that Norco College remains at the forefront of excellence in kinesiology and human performance education.

Institutional effectiveness

The Institutional Effectiveness office is dedicated to fostering an equity-focused culture and ensuring that the Riverside Community College District (RCCD) continues to serve as a model of

educational excellence, progress, and continuous improvement in all its services. The office plays a vital role in providing reporting and tracking metrics across the district to assess the effectiveness of the education RCCD provides to the community and surrounding areas.

RCCD's Institutional Effectiveness office operates under the mission: "RCCD Institutional Effectiveness advances the RCCD vision by promoting and facilitating an equity-focused culture of evidence and inquiry, in which accurate data and information provide the basis for data-driven decisions—to improve teaching, learning, and institutional effectiveness." The core values that guide the office's work are effectiveness, service, partnership, and integrity. It is the office's responsibility to strive for enhanced educational services for the community and provide robust support to the colleges within the district.

The Institutional Effectiveness office fulfills its mission by offering analytical insights and guidance for strategic planning and development, while also facilitating the tracking of key performance indicators. The office further supports legislative and state initiatives. One prominent example is the Guided Pathways initiative, which forms the foundation of much of our work. Guided Pathways charts a student's academic journey from enrollment to completion and transfer, using key performance indicators to measure and monitor the colleges' and district's progress in meeting student needs throughout their academic pursuits.

Among the metrics tracked in alignment with Guided Pathways and broader institutional effectiveness measures are those that reflect momentum, such as persistence rates; completion, including 150% completion and transfer rates; and math and English completion. All of these metrics are further disaggregated by the programs and pathways offered by the colleges, providing insight into areas of progress and identifying opportunities for improvement across the district.

Guided Pathways Outcomes and Tracking

Outlined below are key metrics tracked as part of the Guided Pathways initiative, which play a pivotal role in monitoring student momentum and completion. These metrics are essential in shaping strategic planning efforts and guiding day-to-day operations to ensure continuous improvement and alignment with institutional goals.

Persistence rates

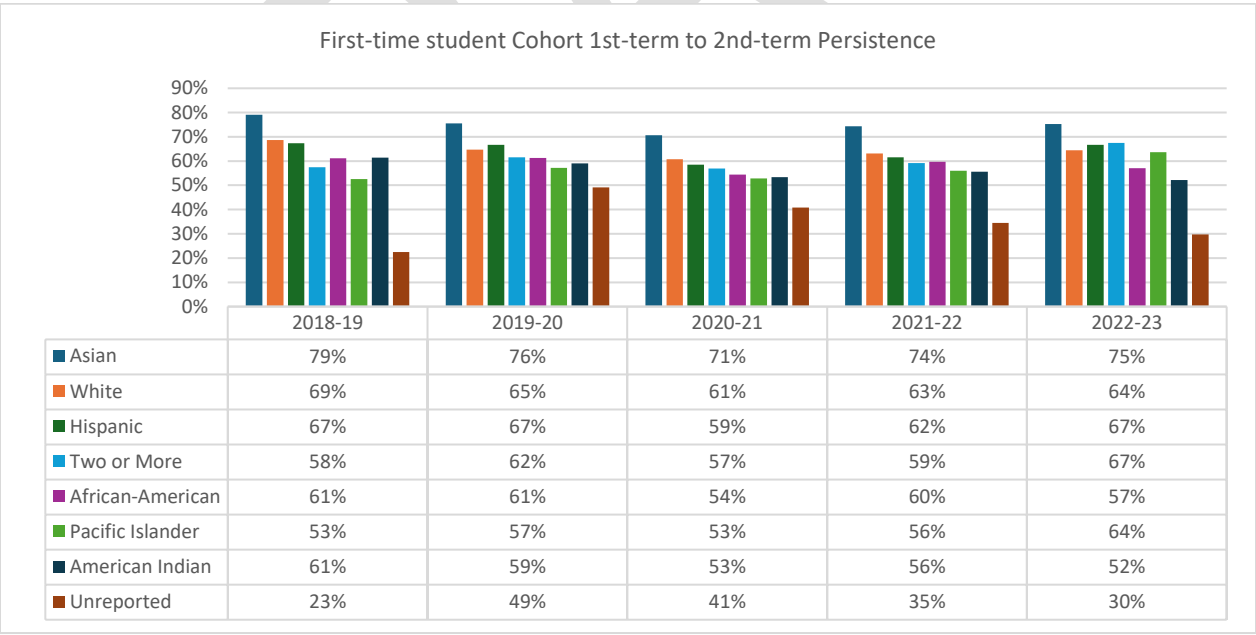
One of the key momentum measures tracked to monitor the progression of students on their academic journey is persistence. Persistence refers to the ability of a student to advance from one term to the next, or year to year. Research indicates that student dropout and attrition often occur during the first term of enrollment. Therefore, tracking persistence—and, more importantly, analyzing the criteria and demographics of students who persist—provides

valuable insights that enable the adjustment of services to promote best practices and support student success.

The chart below illustrates persistence rates from the first primary term to the second primary term. A primary term is defined as either the fall or spring semester, with students who begin in summer or winter terms being included in the subsequent fall or spring term, respectively.

In the 2018-19 academic year, Asian and White students demonstrated the highest persistence rates, at 79% and 69% respectively. However, these rates declined through the 2022-23 academic year, reaching 75% and 64%. Persistence and other momentum measures were particularly impacted during the COVID-19 pandemic, which began in 2020. For instance, the persistence rates for Asian and White students dropped to 71% and 61% during that period. While these rates remain lower than pre-pandemic levels, they are gradually recovering.

Students of color also experienced declines in persistence rates during the pandemic; however, many of these populations have recovered more quickly, with rates returning to or exceeding pre-pandemic levels. For example, the district's largest racial/ethnic group— Latino/a/x students—saw persistence rates drop from 67% pre-pandemic to 59% during the pandemic, before rebounding to 67% post-pandemic. While still trailing the persistence rate of Asian students, the resilience and dedication exhibited by Latino/a/x students in overcoming challenges during a national crisis reflect their determination to achieve educational goals.



	2018-19	2019-20	2020-21	2021-22	2022-23
Asian	79%	76%	71%	74%	75%
White	69%	65%	61%	63%	64%
Hispanic	67%	67%	59%	62%	67%
Two or More	58%	62%	57%	59%	67%
African-American	61%	61%	54%	60%	57%
Pacific Islander	53%	57%	53%	56%	64%
American Indian	61%	59%	53%	56%	52%
Unreported	23%	49%	41%	35%	30%

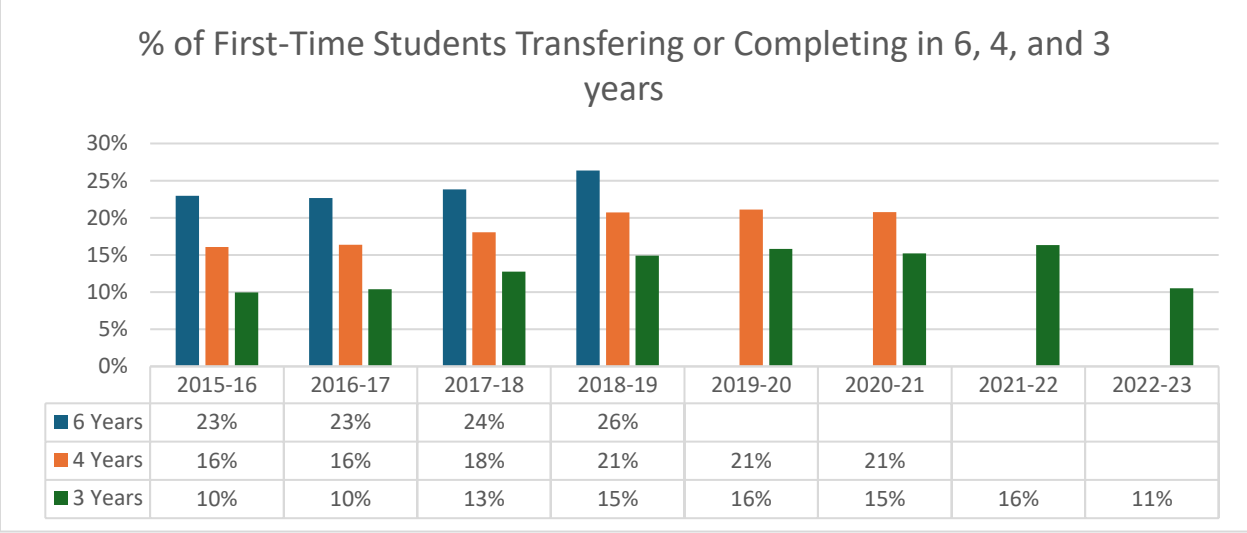
Completion rates

Completion rates serve as a summative measure of a student's academic journey through the community college system. The three charts below represent a selection of metrics used to evaluate completion at this stage of the academic process.

The first metric examines the rates and numbers of students completing or transferring within six-, four-, or three-year time spans. For the 2015 academic year cohort, the completion and transfer rates stood at 23%, 16%, and 10% for the six-, four-, and three-year timeframes, respectively. Completion of academic goals—such as certificates or degrees—is tracked using the college's internal data systems. However, transfer rates rely on data from the National Student Clearinghouse, and these metrics may vary depending on when a student is identified as having transferred to a four-year university by the clearinghouse.

Between 2015 and 2018, the six-year completion and transfer rate increased from 23% to 26%. As this measure covers a six-year period, data beyond 2018 cannot yet be accurately analyzed. For the 2015 to 2020 cohort, the four-year completion and transfer rate rose by 5%, from 16% to 21%. Similarly, the three-year completion and transfer rate grew from 10% to 16% between 2015 and 2021, which provides the most accurate and current data for this metric.

It is important to note that the 11% completion and transfer rate for the 2022 three-year metric may be less reliable. This figure pertains to students from the 2020 cohort, who began their academic journey during the onset of the COVID-19 pandemic. Given the significant disruptions caused by the pandemic, lower completion and transfer rates are expected for the next few years.



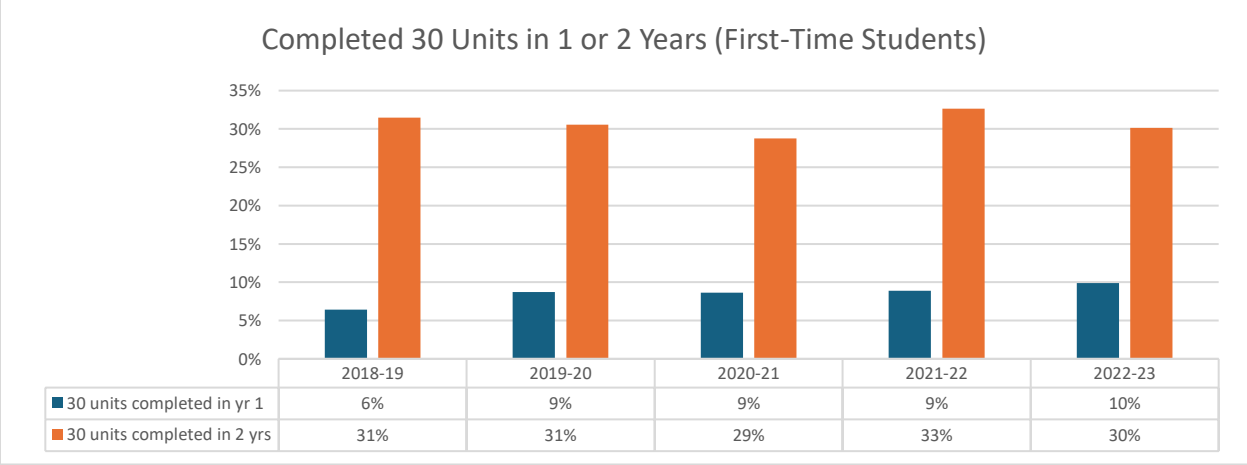
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
6 Years	23%	23%	24%	26%				
4 Years	16%	16%	18%	21%	21%	21%		
3 Years	10%	10%	13%	15%	16%	15%	16%	11%

Another important completion metric within the Guided Pathways initiative is the number of units completed within an academic year. Unlike summative measures, this metric is formative,

allowing the tracking of real-time progress for students within a cohort. Research shows that students who enroll in a full load of units and engage in their education full-time tend to persist and achieve better academic outcomes overall.

The chart below highlights the number of students who completed 30 units within one or two years. Completing 30 units in one year indicates that students have successfully passed all required courses to maintain their status as full-time students for that year. Conversely, students unable to meet this benchmark are not on track as full-time students and must enroll in additional courses to compensate for the shortfall, potentially delaying the completion of an associate degree, which typically requires 60 units within two years.

The data reveals that the metric for students completing 30 units within two years has remained consistent over the past five years. However, the percentage of students completing 30 units within one year has increased from 6% to 10%, reflecting a 4% rise. While this may appear modest at first glance, a 4% increase from 6% represents a substantial 66% improvement over the original figure from five years ago—a noteworthy achievement. This trend underscores the district's success in encouraging students to take full-term courses and in providing effective support systems to help them complete these courses..



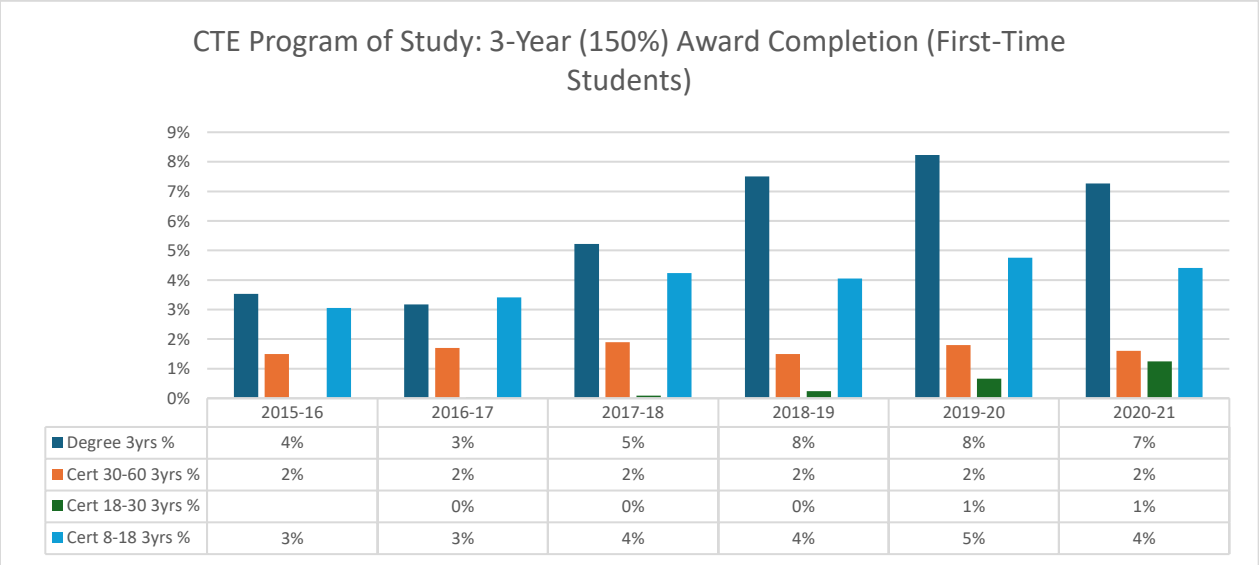
	2018-19	2019-20	2020-21	2021-22	2022-23
30 units completed in yr 1	6%	9%	9%	9%	10%
30 units completed in 2 yrs	31%	31%	29%	33%	30%

In previous sections, the emphasis has been placed on the importance of focusing on career and technical education (CTE) within the district, given the job opportunities available in the community that enable students to secure high-paying, high-skilled positions. To support this, the colleges offer certificates and degrees for various career technical programs, which require between 8 and 60 units to complete. A 60-unit program is equivalent in length to an associate degree. Notable programs include nursing, fire technology, and police academies.

The chart below illustrates the 150% completion rate—or three-year completion rate—for those degrees. Between 2015 and 2020, the starting cohorts for these programs experienced

an increase in completion rates, rising from 4% to 7%. While a 3% increase may seem modest, it represents an almost doubling of the original rate, highlighting significant progress.

However, completion rates for certificates in the CTE category requiring 30 to 60 units have remained stagnant at 2%. Meanwhile, certificates requiring fewer units—between 8 and 30—have shown a slight increase, rising from 3% to 4%. Although incremental, this growth signifies the district's ongoing success in supporting students in achieving their academic goals..



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Degree 3yrs %	4%	3%	5%	8%	8%	7%
Cert 30-60 3yrs %	2%	2%	2%	2%	2%	2%
Cert 18-30 3yrs %		0%	0%	0%	1%	1%
Cert 8-18 3yrs %	3%	3%	4%	4%	5%	4%

While significant progress remains to be made in improving the student journey toward the completion of degrees or certificates, as well as in enhancing the efficiency of unit completion and time invested in achieving these goals, noteworthy advancements are evident across the district. Much of this progress can be attributed to the dedicated efforts of faculty, who have been working to streamline curricula and provide additional support through co-requisite courses in math and English.

Furthermore, student services have adapted by leveraging data supplied by institutional effectiveness offices. This data-driven approach has enabled the development of more efficient and effective services designed to better support students in achieving their academic aspirations.

English and Math Completion

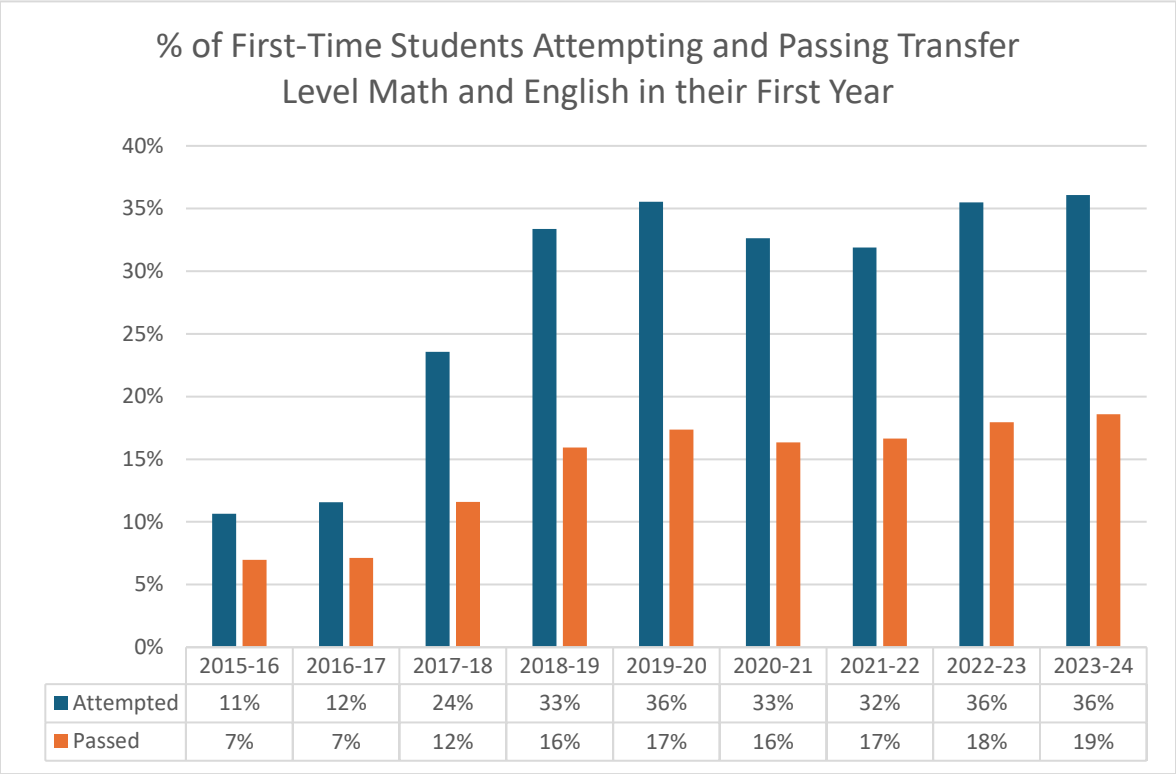
One of the most critical metrics identified within the Guided Pathways and Multiple Measures initiatives is the attempt and completion of transfer-level math and English within a student's first year of enrollment. Research has shown that students who successfully attempt and complete transfer-level math and English during their first year are more likely to persist in their academic journey and achieve higher rates of completion compared to those who do not. This principle forms the foundation of key legislation such as AB 705 and AB 1705.

As part of the Guided Pathways initiative, the district actively tracks first-time students' attempts and success in passing transfer-level math and English during their first year. Additionally, disproportionate impact analyses are conducted to evaluate outcomes based on demographic factors such as race, ethnicity, and gender. The chart below illustrates the overall percentage of first-time students attempting and passing transfer-level math and English courses within their first year.

The faculty in the math and English departments have undertaken significant efforts to develop effective curricula and provide co-requisite support courses to assist students in achieving success in transfer-level courses. This dedication has led to measurable improvements in the number of students attempting and passing these courses within their first year. For example, in 2015, 11% of first-time students attempted transfer-level math and English within their first year, and 7% passed. This represents a 63% success rate for those who attempted the courses. Despite this success rate, the overall number of students attempting these courses remained low, as many students tended to defer enrollment in math and English courses due to their perceived difficulty.

By 2023, however, the proportion of first-time students attempting both transfer-level math and English in their first year had increased significantly to 36%, with 19% successfully passing both subjects. Although the success rate of 53% may appear lower, the overall number of students passing these courses has more than doubled since 2015 due to the tripling of the attempt rate. This remarkable progress aligns with the central objective of Guided Pathways: enabling students to achieve early success in foundational courses so they can complete their degree or certificate within three years, transfer to a four-year university, or begin their careers

without unnecessary delays or financial burdens at the community college level.



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Attempted	11%	12%	24%	33%	36%	33%	32%	36%	36%
Passed	7%	7%	12%	16%	17%	16%	17%	18%	19%

Successful Course Completion

Probably the most common metric to be tracked is the course success rates. This metric is often looked at as a key indicator of students' academic progress within their pathway. However, this metric can be highly variable depending on the program course or even class a student takes. Below you can see the chart of course success rates for the past five years district wide.

	2018-19	2019-20	2020-21	2021-22	2022-23
African-American	62%	68%	62%	60%	60%
American Indian	62%	66%	65%	63%	67%
Asian	79%	85%	82%	78%	78%
Hispanic	68%	74%	67%	66%	67%
Pacific Islander	70%	73%	67%	61%	66%
Two or More	69%	73%	67%	68%	69%
Unreported	69%	68%	70%	76%	72%
White	75%	81%	77%	76%	75%
Overall	69%	75%	70%	68%	69%

Completion of Degrees, Certificates, and Transfer

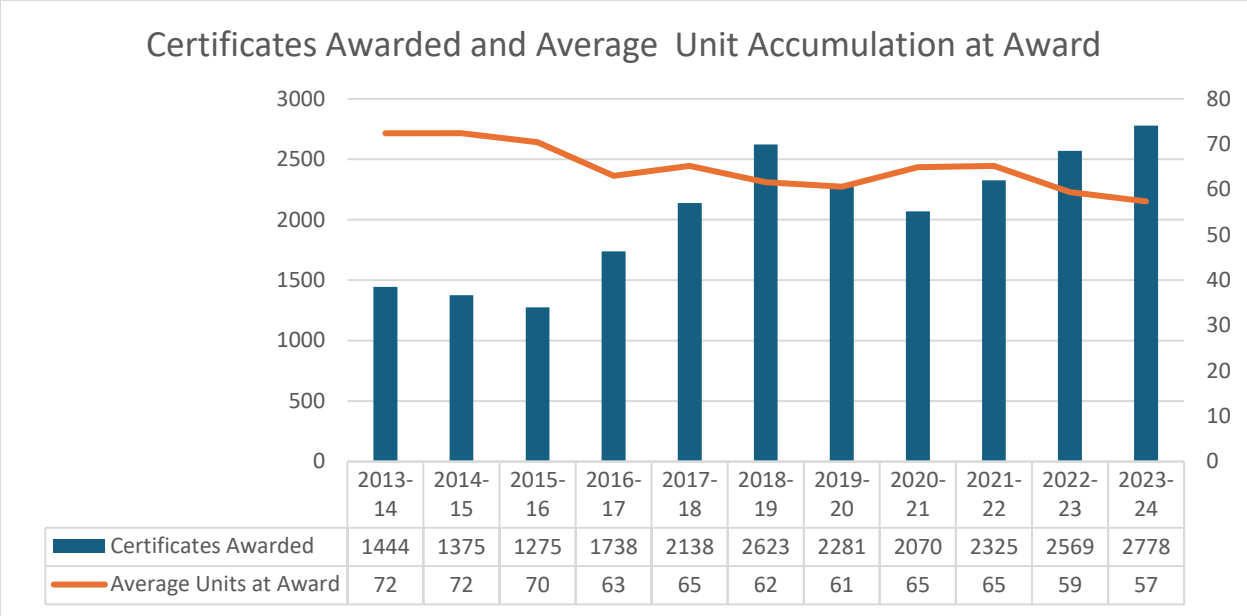
Completion and transfer data serve as key indicators of academic success within Riverside Community College District (RCCD), reflecting the institution's commitment to fostering student achievement. The previous strategic plan aimed to enhance the number of certificates and degrees conferred within an academic year, supporting students in reaching their educational and professional aspirations.

The charts below highlight the concerted efforts made across all RCCD colleges to advance these goals. Although the targets were not fully achieved, the district has witnessed remarkable growth in awarded credentials, accompanied by a significant reduction in average unit accumulation. As illustrated in Figure 24, the number of certificates granted has increased substantially over the period from 2013 to 2024. Notably, the average unit accumulation has decreased by 21%, from 72 to 57 units, enabling students to complete their programs more efficiently. Meanwhile, the number of certificates awarded has surged by 92%, rising from 1,444 to 2,778.

These achievements reflect the dedication and strategic initiatives undertaken to develop accessible, well-structured academic pathways that align with the evolving demands of the

workforce. By fostering educational programs that lead to high-skill, high-wage employment opportunities, RCCD continues to empower students and strengthen the local community.

FIGURE 30 CERTIFICATES AWARDED AND AVERAGE UNIT ACCUMULATION



	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Certificates Awarded	1444	1375	1275	1738	2138	2623	2281	2070	2325	2569	2778
Average Units at Award	72	72	70	63	65	62	61	65	65	59	57

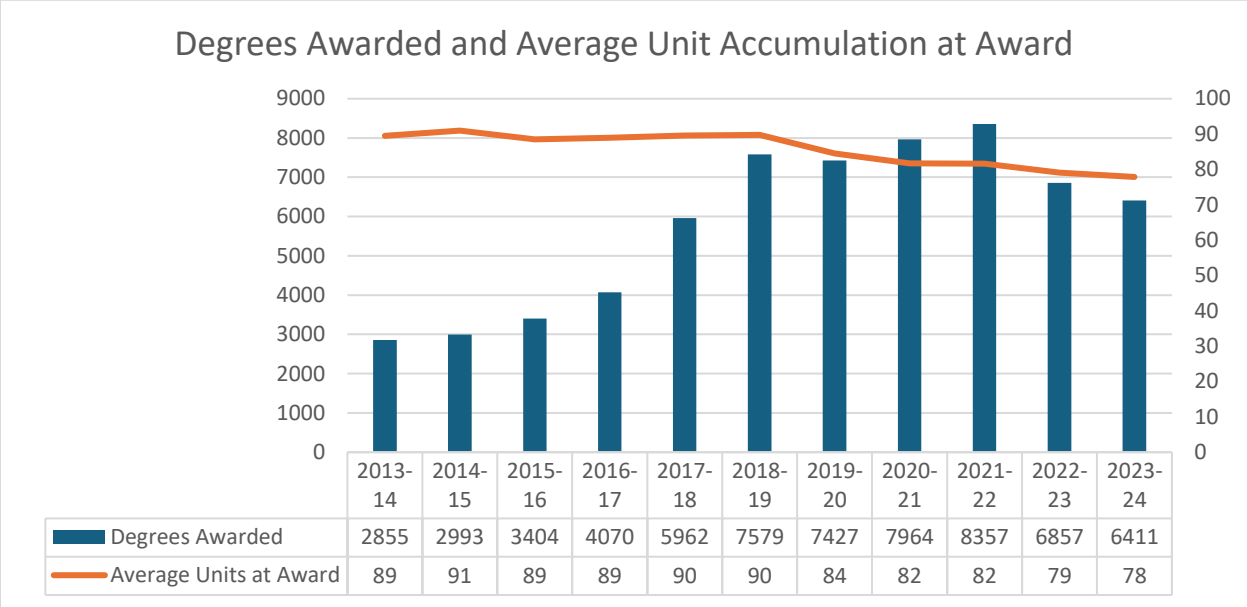
Figure 25 presents the number of degrees conferred between 2013 and 2024, showcasing a significant upward trend in academic achievements across the district. Over this period, the total number of awarded degrees increased by 125%, rising from 2,855 to 6,411.

Notably, as degree attainment expanded, the average unit completion simultaneously decreased, demonstrating that students are completing their programs more efficiently, with reduced time and financial burden. Specifically, the average unit accumulation declined by 12%, from 89 to 78 units—an important milestone for the colleges in their ongoing commitment to student success.

It is also essential to highlight that the peak award volume occurred in the 2021-2022 academic year. Given that degree completion typically spans two or more years, this surge in awards reflects the culmination of high enrollment periods reaching their academic goals. Subsequently, the decline in degrees awarded in the following academic years corresponds with enrollment drops experienced during the pandemic. However, despite lower enrollment figures, students persisted in completing their degrees.

Looking ahead, degree volume is expected to increase over the next three years, returning to pre-pandemic levels. This projection aligns with the ongoing recovery in college enrollments, which have rebounded at a faster pace than state averages—an encouraging indicator of sustained academic progress and institutional resilience.

FIGURE 31 DEGREES AWARDED AND AVERAGE UNIT ACCUMULATION AT AWARD

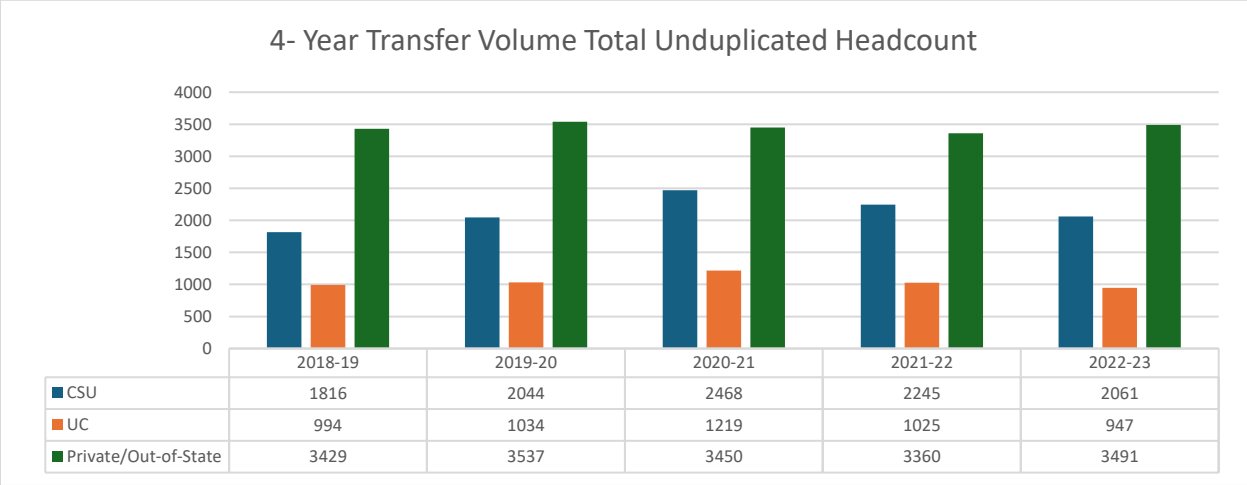


	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Degrees Awarded	2855	2993	3404	4070	5962	7579	7427	7964	8357	6857	6411
Average Units at Award	89	91	89	89	90	90	84	82	82	79	78

Many community college students aspire to transfer to a four-year university to advance their education and enhance their career prospects, benefiting from the increased opportunities available to college graduates. Figure 26 presents transfer volume data over multiple years, as collected from the National Student Clearinghouse.

Similar to trends observed in awards and certificates, transfer rates continue to decline, as many students complete their degrees several years after their initial enrollment. The decline in transfers is further impacted by pandemic-related enrollment decreases, with the effects expected to persist in subsequent years. As district enrollments recover from pandemic setbacks, a continued decline in transfers remains likely. Addressing these challenges will require targeted support, improved academic pathways, and institutional strategies to facilitate student transitions to four-year institutions.

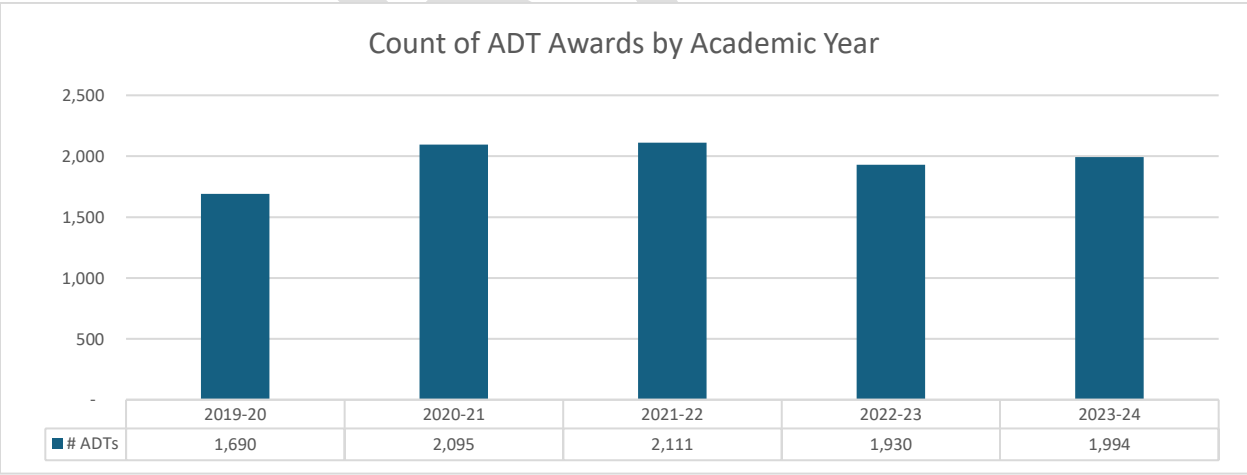
FIGURE 32 4-YEAR UNIVERSITY TRANSFER VOLUME BY UNDUPLICATED HEADCOUNT



	2018-19	2019-20	2020-21	2021-22	2022-23
CSU	1816	2044	2468	2245	2061
UC	994	1034	1219	1025	947
Private/Out-of-State	3429	3537	3450	3360	3491

To enhance transfer pathways, colleges have worked to expand access to and the number of Associate Degrees for Transfer (ADT) awarded. These degrees follow similar trends as other academic awards, but the upward trajectory in ADT completions may signal a potential increase in transfer volume in the future. By providing students with clearer academic routes and guaranteed admission to participating four-year universities, ADTs serve as a vital mechanism in improving transfer rates and supporting student success in higher education. Continued investment in these programs could further strengthen the accessibility and efficiency of the transfer process.

FIGURE 33 COUNT OF ADT AWARDS BY ACADEMIC YEAR



	2019-20	2020-21	2021-22	2022-23	2023-24
# ADTs	1,690	2,095	2,111	1,930	1,994

The Standard of Care

This section presents a framework for establishing a Standard of Care within the institution, aimed at enhancing student success through a coordinated and intentional system of support. The Standard of Care is conceived as a comprehensive, student-centered approach that ensures

every learner receives consistent, high-quality guidance throughout their academic journey. It is not a single initiative but a cultural and operational shift that integrates academic advising, instructional alignment, and student services into a unified structure.

The foundation of this framework lies in the clear delineation of responsibilities across institutional roles. Counselors are tasked with helping students choose and remain on academic pathways that align with their personal and professional goals. Educational advisors are responsible for monitoring student progress in real time, enabling timely and data-informed interventions. Department chairs oversee learning outcomes and track patterns of academic growth and decline, ensuring that instructional practices remain effective and responsive. Faculty members are expected to foster meaningful relationships between students and their majors, strengthening engagement and relevance. In addition to these roles, success teams and student services departments provide wraparound support that addresses both academic and non-academic needs. This collaborative model ensures that care is not fragmented but integrated across departments and functions.

To operationalize the Standard of Care, this report proposes the creation of a direct line of support that enables students to achieve academic success and complete their goals. This approach minimizes bureaucratic barriers and fosters a responsive, student-centered support system. A budget allocation of $2 million has been designated to support this initiative. Staffing ratios are based on Full-Time Equivalent Students (FTES), with one counselor assigned to every 500 students, one educational advisor, and ten tutors. These resources are intended to provide direct, accessible support to students and reduce caseloads to manageable levels for staff.

The implementation of the Standard of Care represents a strategic shift from reactive to proactive student support. It emphasizes real-time engagement, cross-functional collaboration, and data-informed decision-making. By institutionalizing care practices, the institution not only improves student outcomes but also strengthens trust and accountability within the campus community. However, the success of this initiative will depend on the development of clear metrics, ongoing assessment, and a shared commitment to the values of care and equity. It is recommended that the institution establish a dashboard to monitor care delivery and conduct regular audits to ensure fidelity to the model.

Conclusion and Recommendations

The Riverside Community College District (RCCD) has outlined a strategic plan centered on access, success, and support to enhance educational opportunities for its students. Expanding dual enrollment and adult education programs is a key priority, aiming to increase participation among high school students and provide additional pathways for adult learners. Targeted outreach efforts for Latino/a/x students and special populations, such as foster youth and veterans, seek to improve degree attainment and persistence rates. Strengthening Guided Pathways and First-Year Experience programs will ensure students complete essential coursework early in their academic journey, improving transfer rates and reducing excess unit accumulation.

To support workforce development, RCCD is investing in Career and Technical Education (CTE) pathways, prioritizing high-wage industries such as nursing, information technology, and data science. Enhancements to financial support programs include zero and low textbook cost courses, student housing initiatives, and expanded basic needs services. The district is also committed to modernizing infrastructure, including creating a centralized data system to improve resource allocation and student success tracking. Additionally, online and hybrid learning investments will ensure equitable access to technology while fostering a strong virtual learning community.

Beyond academic and student services, RCCD is working to strengthen transfer pathways through Associate Degrees for Transfer (ADTs) and articulation agreements with CSU and UC campuses. The district is also committed to improving transparency and efficiency within its business processes, ensuring that budgeting and decision-making align with strategic goals. Lastly, a regional workforce and economic mobility initiative will connect students with local employers, reinforcing RCCD's role in driving economic development across the Inland Empire. Through these initiatives, RCCD is positioning itself as a leader in higher education, ensuring long-term success for students and the community.

Appendices

Appendix A Strategic Plan Alignment and SWOT Analysis

Overview of the Documents

Institution	Focus
Riverside City College (RCC)	Equity-centered transformation using the B.E.S.T. (Build, Engage, Serve, Treasure) framework
Moreno Valley College (MVC)	Integrated Strategic Plan aligned with Guided Pathways and Vision 2030
Norco College	Strategic Planning and Governance Manual integrating planning, governance, and institutional effectiveness

Key Similarities

Area	RCC	MVC	Norco
Alignment with Vision 2030	☑	☑	☑
Equity and Social Justice Focus	Strong emphasis on liberatory consciousness and servingness	Emphasis on racial equity and social justice	Focus on eliminating equity gaps and aligning with DEIA
Guided Pathways Integration	Embedded in B.E.S.T. goals	Fully integrated with four pillars	Aligned with Guided Pathways and Student Equity
Use of KPIs	Extensive, strategy-aligned KPIs	Clear KPIs for each strategic area	KPIs aligned with EMP goals and tracked annually
Shared Governance	Embedded in implementation and leadership councils	Annual planning and evaluation cycle	Detailed governance manual with participatory structures
Professional Development	Aligned with each strategy	Focused on equity and student-centered practices	Emphasizes continuous improvement and training

Key Differences

Feature	RCC (BEST Plan)	MVC (Integrated Plan)	Norco (SPGM)
Strategic Framework	B.E.S.T. (Build, Engage, Serve, Treasure) + ACIP + Liberatory Consciousness	Guided Pathways + Equity + Community Engagement	EMP Goals + KPIs + Governance Manual
Tone and Style	Transformational, narrative-driven, equity-first	Operational, data-driven, community-focused	Institutional, procedural, governance-focused
Implementation Detail	Highly detailed with professional learning, infrastructure, and liberatory metrics	Focused on measurable outcomes and planning cycles	Deep integration of planning, governance, and accreditation standards
Equity Lens	Liberatory Consciousness Framework (Barbara Love)	Social Justice and Racial Equity Framework	DEIA and disaggregated data analysis
Governance Structure	Leadership Councils aligned with B.E.S.T. goals	Annual evaluation and planning workshops	Detailed governance manual with charters, voting, and evaluation procedures
AI and Innovation	Includes AI ethics and innovation strategy	Mentions OER and ZTC pathways	Aligns with CCCCO's Vision 2030 AI and online learning goals

Strategic Priorities Comparison

Priority Area	RCC	MVC	Norco
Student Access	Onboarding, tech-enabled enrollment	Application conversion, dual enrollment	FTES growth, high school capture
Student Success	First-year experience, learning communities	Math/English completion, persistence	Transfer, completion, course success
Equity	Systemwide liberatory practices	Racial equity audits, policy reform	Eliminate equity gaps for Black/Latinx students
Workforce Development	Career-aligned learning, paid internships	CTE alignment with regional jobs	Living-wage career pathways
Institutional Effectiveness	Equity dashboards, logic models	Annual review and resource alignment	Governance self-evaluation, KPI tracking
Facilities & Resources	Inclusive space planning, tech equity	Budget sustainability, WSCH/FTEF targets	BAM refinement, sustainable campus