**Emergency Conditions Recovery Plan mid-year update**
**Riverside Community College District**
**Approved by Board of Trustees January 17, 2023**

1. **Describe the actions the district has taken to increase enrollment.**

   a. What is the district currently doing to increase enrollment, persistence, and completion?

   From spring 2020 to spring 2022, RCCD experienced steep enrollment declines. FTES enrollment decreased over 20%.  RCCD has consistently taken a multi-faceted approach to increasing student enrollment, persistence, and completion.  During the pandemic, these efforts have intensified to increase enrollment and student success.

   During summer and fall 2022 combined, when compared to the same time during summer and fall 2021, RCCD experienced an increase in FTES enrollment of 4.9%.

| FTES vs. Target | SU22 As of 7/30/2022 | | | | SU21 Last Year As of 7/30/2021 | | | | Change from Last Year | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Target | Enrolled FTES | % of Target | | Target | Enrolled FTES | % of Target | | FTES | % Change |
| RCC Summer 2022 | 1,477 | 1,320 | 89% | SU21 | 1,411 | 1,426 | 101% | | -106 | -7.4% |
| NC Summer 2022 | 600 | 545 | 91% | SU21 | 663 | 505 | 76% | | 40 | 7.9% |
| MVC Summer 2022 | 605 | 514 | 85% | SU21 | 637 | 549 | 86% | | -35 | -6.4% |
| **RCCD** | **2,682** | **2,379** | **89%** | **RCCD** | **2,711** | **2,480** | **91%** | | **-101** | **-4.1%** |
| | Fall22 As of 12/15/2022 | | | | Fall21 Last Year As of 12/15/2021 | | | | Fall22 vs.Fall21 | |
| RCC Fall 2022 | 6,754 | 6,557 | 97% | FAL21 | 7,887 | 6,211 | 79% | | 346 | 5.6% |
| NC Fall  2022 | 3,025 | 2,524 | 83% | FAL21 | 3,315 | 2,400 | 72% | | 124 | 5.2% |
| MVC Fall 2022 | 2,737 | 2,484 | 91% | FAL21 | 2,953 | 2,200 | 75% | | 284 | 12.9% |
| RCCD | **12,516** | **11,565** | **92%** | RCCD | **14,155** | **10,811** | **76%** | | **754** | **7.0%** |
| | | | | | | | | | | |
| **Total Summer and Fall** | **15,198** | **13,944** | **92%** | | **16,866** | **13,291** | **79%** | | **653** | **4.9%** |
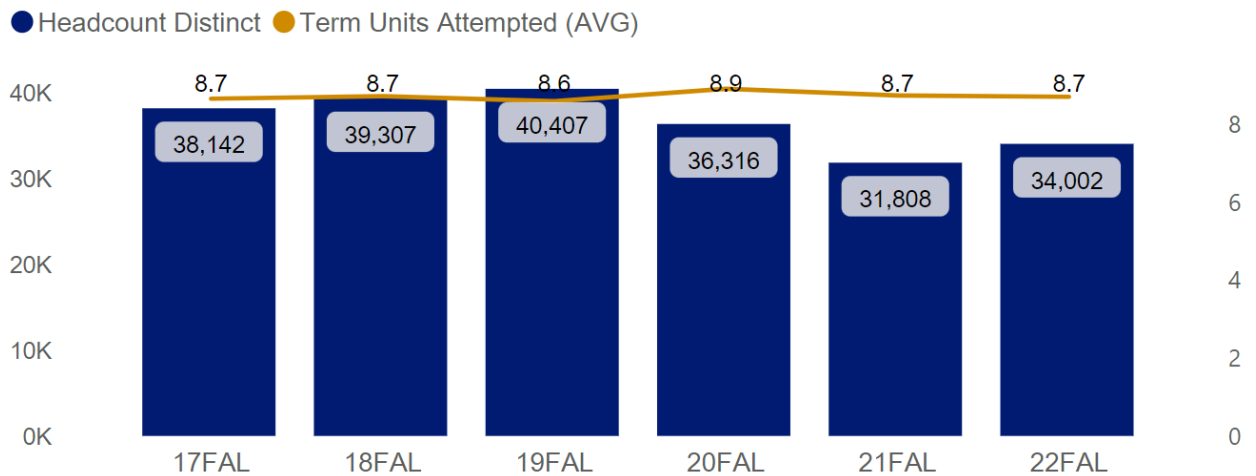


RCCD has utilized targeted follow-up and outreach to current students who did not re-enroll from semester to semester.  Students are contacted via text, e-mail, and

phone call.  Student success teams, consisting of faculty, classified professionals, peer mentors, and administrators, support this outreach.  Motimatic, a paid service to reach out to students, has contacted over 5,000 students who did not re-enroll.  RCCD also focuses on outreach to high school students who are transitioning to college with counseling dedicated to dual enrollment.  Outreach and follow-up with students in programs, such as DSPS, Foster Youth, Veterans, EOPS, CalWORKS, and many others, occurs regularly. Campus tours and classroom presentations are being utilized when appropriate.

RCCD ramped up its marketing efforts during the pandemic.  Mailers were sent to the communities feeding into each college, including 16-page brochures and postcards to 80,000 MVC-area residents, 96,000 NC-area residents, and 133,000 RCC area residents.  An Extended Learning 16-page brochure was sent to 303,000 households to increase awareness of the district's noncredit courses and programs.  The colleges' web sites were revamped for ease of use by students and to make clearer steps to enrollment.  Colleges have set up tables at local venues, such as gyms, shopping malls, post offices, job fairs, and libraries, to expand marketing and outreach.  Social media campaigns and pay-per-click ads on search engines and popular websites, billboards, movie theater advertisement, mall banners, and local newspaper and magazine publications have been used in marketing efforts.  RCCD sent a digital flyer to parents of high school students at 33 high schools encouraging college enrollment. RCCD is using e-mail blasts to target audiences to increase applications, to convert applications to enrollments, to contact students who have paused enrollment, and to increase dual enrollment.  RCCD developed and marketed a Summer Math Institute for incoming high school students and current RCCD students to improve the equitable access and success rates of those students who attempt college-level math during their first year.

Other strategies that RCCD has utilized include regular evaluation of course schedules for appropriate mix of course days and times, course lengths, and course modalities.  Schedule development timelines have been modified to allow adjustments dependent on the pandemic's evolution.

Data showed that RCCD, when compared to last year, increased in-person and hybrid class offerings during fall 2022 and spring 2023.  Additionally, class meeting times during the day have also been adjusted to meet student needs.  RCCD is anticipating enrollment growth during spring 2023; therefore, approximately 14% more sections will be offered as compared to spring 2022.

| DeliveryMode | 21FAL | 22FAL | Change | %Change | | 22SPR | 23SPR | Change | %Change |
|---|---|---|---|---|---|---|---|---|---|
| Hybrid | 198 | 399 | 201 | 102% | | 322 | 480 | 158 | 49% |
| F2F | 1,330 | 1,747 | 417 | 31% | | 1,374 | 1,851 | 477 | 35% |
| Online | 2,092 | 1,511 | -581 | -28% | | 1,469 | 1,282 | -187 | -13% |
| **Total** | **3,620** | **3,657** | **37** | **1%** | | **3,165** | **3,613** | **448** | **14%** |

| Time of the Day | 21FAL | 22FAL | Change | %Change | 22SPR | 23SPR | Change | %Change |
|---|---|---|---|---|---|---|---|---|
| Before 8AM | 37 | 67 | 30 | 81% | 26 | 45 | 19 | 73% |
| 8AM-2PM | 1,001 | 1,204 | 203 | 20% | 999 | 1,323 | 324 | 32% |
| 2PM-6PM | 421 | 498 | 77 | 18% | 389 | 503 | 114 | 29% |
| After 6PM | 187 | 296 | 109 | 58% | 208 | 317 | 109 | 52% |
| Online | 1,974 | 1,592 | -382 | -19% | 1,543 | 1,425 | -118 | -8% |
| **Grand Total** | **3,620** | **3,657** | **37** | **1%** | **3,165** | **3,613** | **448** | **14%** |

RCCD regularly examines fill rates data for short-term and full-term classes. Following is the course fill rate data for fall 2022. Data showed that late start short-term classes have strong fill rates.

| Late Start (10/1 or After) | Sections | Enrolled FTES | FillRate |
|---|---|---|---|
| **NO - 89.6% total FTES** | **3,231** | **10,533.03** | **75.7%** |
| MOV | 664 | 2,123.37 | 68.8% |
| NOR | 804 | 2,318.60 | 64.8% |
| RIV | 1,763 | 6,091.06 | 84.5% |
| **YES - 10.4% total FTES** | **426** | **1,217.77** | **82.6%** |
| MOV | 141 | 365.70 | 76.0% |
| NOR | 115 | 251.16 | 72.2% |
| RIV | 170 | 600.91 | 92.7% |
| **Grand Total** | **3,657** | **11,750.80** | **76.5%** |

Enrollment services sends emails and text messages to students in preparation for enrollment on a cyclical basis as it relates to their registration appointment. RCCD also sends general reminders for those potential students who have not enrolled but have applied for the specific term. RCCD calls students who have attempted to apply but did not complete their application and assists them with this process.
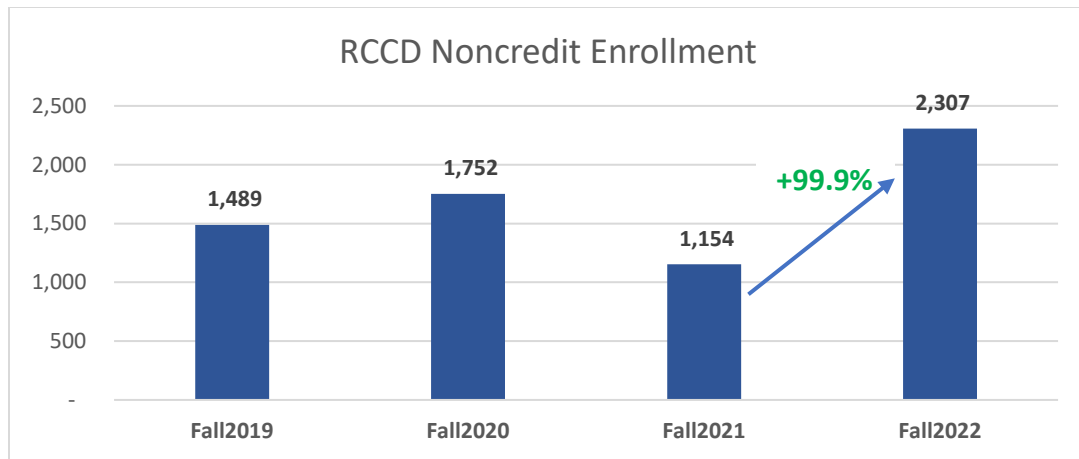
Guided pathways committees and student support teams have worked to ensure student supports have been available both virtually and, when possible, in-person throughout the pandemic. The colleges have incentivized full-time attendance to enhance completion. Student financial aid and basic needs supports have increased. For example, United Way representatives have facilitated housing assessments and placement support for students. Additional details on financial aid and student basic needs efforts are provided below.

b. What will the district do differently to increase enrollment, persistence, and completion?

To increase future enrollment, persistence, and completion, RCCD evaluated its COVID-19 policies and procedures as well as vaccination mandate as these relate to student requirements for face-to-face instruction and services. At its August 2, 2022, meeting, the RCCD Board of Trustees rescinded the COVID-19 vaccine mandate. At its September 8, 2022, meeting, the RCCD Board of Trustees rescinded the mandatory masking mandate, making the use of masks strongly encouraged in District facilities.

RCCD will better utilize its enrollment management and strategic planning structures (District Strategic Planning Council, District Enrollment Management Committee, Guided Pathways Workgroup, Board of Trustees Planning, Effectiveness & Governance Committee and Teaching and Learning Committee, etc.) to share strategies among the colleges to increase enrollment, persistence, and completion. Colleges have participated in enrollment management academies and each has a strategic enrollment management task force that is developing an enrollment management plan. During 22-23 colleges will complete development of strategic enrollment management plans. The colleges are drafting the plans during the fall semester and early winter to be shared in retreats and governance committees in spring 2023. These plans are critical in efforts to increase enrollment, persistence, and completion and will be in alignment with guided pathway, student equity, and other plans. Districtwide enrollment management planning and colleges' plans will also be aligned. The work will include more detailed analysis of trends in enrollment demand so that schedules provide a better mix of course offerings. The table in question 1.d contains fall 2022 enrollment data by course modality, time of day, and course length.

RCCD approved its noncredit strategic plan in May 2022. Efforts to expand courses and programs for noncredit and adult learners will be a key strategy moving forward. Prior to the start of fall 2022, RCCD used CollegeAPP data from Growing Inland Achievement (GIA) to send targeted mailers for Extended Learning ESL courses. During fall 2022, RCCD saw a significant increase in its noncredit enrollment as shown in the chart below. RCCD plans to continue using these data analytics in its marketing and outreach efforts.

## RCCD Noncredit Enrollment

| | | | |
|---|---|---|---|
| Fall2019 | Fall2020 | Fall2021 | Fall2022 |
| 1,489 | 1,752 | 1,154 | 2,307 |

+99.9%

RCCD colleges have been active in the expansion of dual enrollment programs.  Even with the impact of COVID, there has been a significant increase in enrollment for dual enrollment programs. The ability to return to in person services at the high schools along with greater flexibility in scheduling and teaching modalities for dual enrollment are expected to increase outcomes in this area. A further goal is to increase the number of adult education (high school diploma and GED) students participating in concurrent enrollment, following SB 554.  RCCD identified this as a strategy for the Racial Equity for Adult Credentials in Higher Education (REACH) initiative and received a small grant from the CCCCO to work towards the goal of increasing the number of adult learners of color who enroll in RCCD, who complete high-value non-degree credentials and associate degrees, and who go on to earn a living wage.

During fall 2022, an RCCD Schedule Task Force convened to review scheduling timelines and business practices.  The result will be implementation of a full year's class roll in place of two separate class rolls in an academic year.  After assessing timeline changes, additional changes will be considered to allow students more time to plan their course taking.

To regain enrollment losses, the district plans to expand personal outreach through increased use of tools, such as Motimatic, and to expand marketing efforts, using digital billboards, video ads, Peachjar digital flyers, a pennant campaign at K-12 schools, as well as postcards and e-mail blasts for conversion, reactivation, student retention, financial aid, and general enrollment.  RCCD again will use print brochures, adding a CTE brochure in the Spring, that will be sent to a wider population of potential students using data from Growing Inland Achievement (GIA).  Keystone Listings will be utilized to expand international student recruitment.

During fall 2022, RCCD performed a study on students no longer attending RCCD using local data from the "Leavers" dashboard.  The research identified factors that increase the odds of leaving the institution, including demographic, special populations, financial,

and academic.  The results can inform enrollment, persistence, and completion strategies.  The data on students who indicated they would consider taking classes again is informing colleges' outreach strategies.

RCCD colleges are implementing Guided Pathways, an equity-focused framework that forges clear paths for students and removes systemic obstacles to their success.  Over the past few years, RCCD has awarded a record number of degrees and certificates even during the pandemic.  RCCD is also tracking new student cohorts from year to year to examine their educational pathways.  Data showed that more RCCD students have completed transfer level English and math during their first year.  Three-year graduation and transfer rates have also been improving.
See tables/charts below.

RCCD Total Degree/Certificate Awards (includes local certificates)
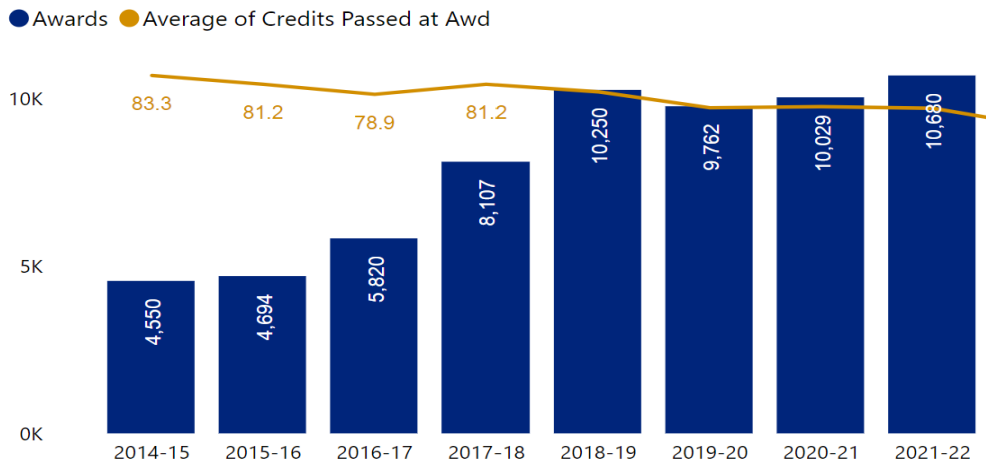


RCCD Total Degree Awards (AA/AS/ ADTs)
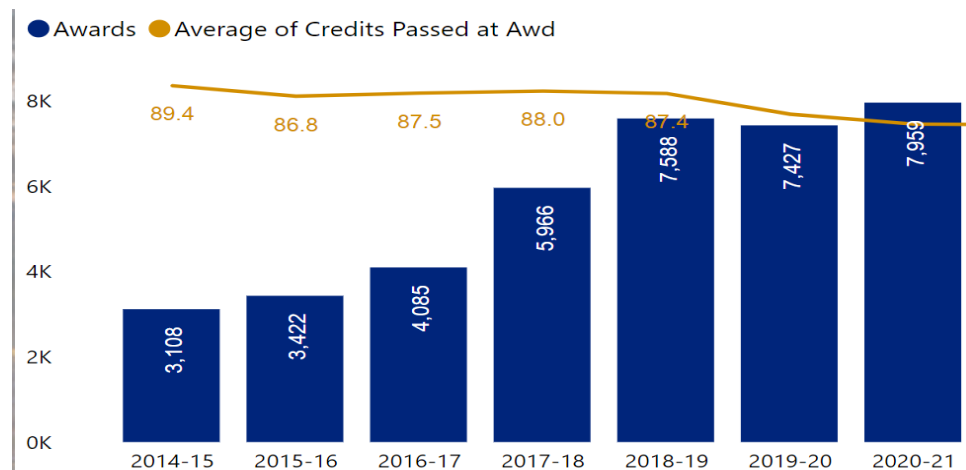
Guided Pathways Momentum Point: Passing College-Level English In 1st Year

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

Guided Pathways Momentum Point: Passing College-Level Math In 1st Year

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

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

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

c. How is the district using existing resources to support student basic needs and direct resources to students?

RCCD conducted many comprehensive student surveys to identify students in need during COVID. Each college has one-time basic needs funding available, emergency grants through Associated Students organizations, and has hired basic needs supervisors. Eligible housing insecure students districtwide may obtain placement at local hotels or rapid rehousing through Riverside City College. Food pantries serve students at the three colleges and partner with food services and other agencies. Computer loan programs (laptops, hot

spots, expanded WiFi) are also available to students.  HEERF funds allocated providing direct student aid totaled $9,967,150 for Moreno Valley College, $9,947,100 for Norco College, and $32,699,675 for Riverside City College. Additionally low-income (measured by receiving Pell and BOG/CCPG) and full-time students were incentivized when distributing HEERF funds to students. Addressing the mental health needs of students was also identified as a basic need and prioritized across the district.

d.  Provide details on class scheduling for Fall 2022 and Spring 2023 (as available), including the proportion of courses offered by time of day, the proportion of courses offered by course length, and the proportion of courses offered by modality.

For Fall 2022, RCCD is offering a total of 3,736 sections of courses, of which 1.9% are less than 8 weeks, 10.5% are 8-10 weeks, and 87.6% are full-term courses.  In terms of delivery mode, RCCD is offering 12% hybrid, 52.1% in-person, and 35.8% online courses.  The proportions of courses offered during day, evening, and weekend are 82.3%, 17.3%, and 0.5% respectively.

| Fall 2022 Course Offering | Total Sections | less than 8 weeks | 8-10 week | full term/more than 10 week |
|---|---|---|---|---|
| Length - #Weeks | 3,736 | 1.9% | 10.5% | 87.6% |
| | | **Hybrid** | **In Person** | **Online** |
| Delivery Mode | 3,736 | 12.0% | 52.1% | 35.8% |
| | | **Day** | **Evening** | **Weekend** |
| Day/Evening* | 2,332* | 82.3% | 17.3% | 0.5% |

**\*** *Excluding asynchronous online courses (n=1,404) with no day/evening/weekend indicator.*

For Spring 2023, RCCD is offering a total of 3,613 sections of courses, of which 2.6% are less than 8 weeks, 10.1% are 8-10 weeks, and 87.4% are full-term courses.  In terms of delivery mode, RCCD is offering 13.3% hybrid, 51.3% in-person, and 35.4% online courses.  The proportions of courses offered during day, evening, and weekend are 83.9%, 15.5%, and 0.6% respectively.

| Spring 23 Course Offering | Total Sections | Less than 8 weeks | 8-10 week | Full term/more than 10 week |
|---|---|---|---|---|
| Length - #Weeks | 3,613 | 2.6% | 10.1% | 87.4% |
| | | **Hybrid** | **In Person** | **Online** |
| Delivery Mode | 3,613 | 13.3% | 51.3% | 35.4% |
| | | **Day** | **Evening** | **Weekend** |
| Day/Evening* | 2,286 | 83.9% | 15.5% | 0.6% |

**\*** *Excluding asynchronous online courses (n=1,327) with no day/evening/weekend indicator .*

2. **Describe the district's operational plans to absorb enrollment losses after 2022-23.**

   The district will be working during fall 2022 to adjust its enrollment targets for the next three to five years with consideration of various enrollment growth scenarios to reach its 2022-2023 target of 29,117 credit FTES.

   During fall 2022, Institutional Effectiveness and Business Services have worked together to develop scenarios for worst, middle, and best-case enrollment projections, success and supplemental metrics, and budgetary effects. The District Enrollment Management Committee will consider these scenarios during the process of setting future enrollment targets.

   a. Describe efforts to increase uptake of federal financial aid and fee waivers and key contact at the district leading this work.

      In order to increase uptake of federal financial aid and fee waivers, RCCD is implementing strategies to reduce student barriers to obtaining financial aid. Students are offered flexible service modalities of virtual one-on-one appointments and drop-in hours and in-person, phone, and e-mail service. RCCD is utilizing targeted communication with multiple modes of delivery to students addressing specific documents and actions needed to obtain aid. In addition, students receive communication about financial aid opportunities available.

      The colleges' financial aid offices collaborate with campus partners to enhance students' access to aid. For example, the financial aid offices provide student level data to special programs for targeted outreach based on program specifics and work with programs to assist with obtaining required documents from students. Financial Aid regularly collaborates with Enrollment Services to ensure the numbers of students obtaining aid is maximized.

      Through the use of technology, the following are available:
      - 24/7/365 online access for students to complete/upload FA tasks for verification via Campus Logic FA Portal;
      - 24/7/365 online access to Chatbot and FA video library for questions and referral to online resources;
      - Virtual Live Chat with staff;
      - Virtual access to student files for staff; and
      - Running specialized queries to complete student files.

      The financial aid offices are increasing outreach, via on-campus presentations, workshops, information tables, virtual presentations and workshops, and off-campus presentations and workshops at high schools and community centers.

The key contacts leading this work are the financial aid directors at each college:
- Sandra Martinez, Moreno Valley College
- Maria Gonzalez, Norco College
- Elizabeth Hilton, Riverside City College

b. Conduct an analysis of students the district lost between Spring 2020 and Fall 2021, disaggregated by age, race & ethnicity, and other impacted groups.

From Spring 2020 to Fall 2021, RCCD experienced steep enrollment declines. During this time, RCCD lost 42,925 students (unduplicated headcount) resulting in a 21% of FTES reduction. Student demographics were analyzed and disaggregated by ethnicity, gender, age, part-time/full-time, and special populations (BOG/CCPA, Pell, first-generation, DSPS, EOPS, foster youth, veterans, and new students). Among the students who left RCCD (leavers), the proportion of African American students was higher than the general student population for 2020-21 and 2021-22. RCCD lost slightly more male students and older students. Nearly 97% of the leavers were part-time students. Additionally, RCCD lost a significantly higher proportion of low-income students as measured by receiving BOG/CCPG or Pell.

To identify disproportionately impacted groups, the proportionality index (P.I.) method is used to compare the demographics of leavers vs. general student population during the most recent two academic years (2020-21 & 2021-22). In the context of this analysis, the P.I. methodology assumes that the percentage a group makes up of the student population will be the same as the percentage the group makes up of the leavers group. It is expected that the P.I. value should be 1.0, and a P.I. value of less than 0.9 represents a disproportionately impacted (DI) group – flagged in red.

Data showed the groups that were impacted disproportionately during the enrollment declines were: African Americans, American Indians, ethnicity unknown, older students (age 50+), low-income students (BOG/CCGP and Pell), foster youth, and new students. To mitigate the disproportionate impact of enrollment declines to different groups, RCCD will develop targeted marketing and student support strategies to bring students back.

| Race/Ethnicity | Leavers (Spring 2020 to Fall 2021) | | Student Population (2020-21 & 2021-22) | | Equity Gap |
|---|---|---|---|---|---|
| | Headcount | % | Headcount | % | P.I. |
| African-American | 3,920 | 9.1% | 8,290 | 7.9% | 0.87 |
| American Indian | 136 | 0.3% | 250 | 0.2% | 0.75 |
| Asian | 2,708 | 6.3% | 8,296 | 7.9% | 1.25 |
| Hispanic | 27,004 | 62.9% | 65,673 | 62.7% | 1.00 |
| Pacific Islander | 165 | 0.4% | 413 | 0.4% | 1.03 |
| Two or More | 1,520 | 3.5% | 3,511 | 3.3% | 0.95 |
| Unreported | 448 | 1.0% | 970 | 0.9% | 0.89 |
| White | 7,024 | 16.4% | 17,412 | 16.6% | 1.02 |
| **Total** | **42,925** | **100.0%** | **104,815** | **100.0%** | |

| Gender | Leavers (Spring 2020 to Fall 2021) | | Student Population (2020-21 & 2021-22) | | Equity Gap |
|---|---|---|---|---|---|
| | Headcount | % | Headcount | % | P.I. |
| Female | 24,679 | 57.5% | 63,109 | 60.2% | 1.05 |
| Male | 17,785 | 41.4% | 40,682 | 38.8% | 0.94 |
| Non-Binary | 104 | 0.2% | 230 | 0.2% | 0.91 |
| Unreported | 357 | 0.8% | 794 | 0.8% | 0.91 |
| **Total** | **42,925** | **100.0%** | **104,815** | **100.0%** | |

| Age Group | Leavers (Spring 2020 to Fall 2021) | | Student Population (2020-21 & 2021-22) | | Equity Gap |
|---|---|---|---|---|---|
| | Headcount | % | Headcount | % | P.I. |
| <=19 | 13,393 | 31.2% | 34,332 | 32.8% | 1.05 |
| 20-24 | 14,527 | 33.8% | 35,929 | 34.3% | 1.01 |
| 25-29 | 6,080 | 14.2% | 14,084 | 13.4% | 0.95 |
| 30-34 | 3,325 | 7.7% | 8,172 | 7.8% | 1.01 |
| 35-39 | 2,074 | 4.8% | 4,647 | 4.4% | 0.92 |
| 40-49 | 2,101 | 4.9% | 4,769 | 4.5% | 0.93 |
| 50+ | 1,425 | 3.3% | 2,882 | 2.7% | 0.83 |
| **Total** | **42,925** | **100.0%** | **104,815** | **100.0%** | 1.00 |

| Full-Time | Leavers (Spring 2020 to Fall 2021) | | Student Population (2020-21 & 2021-22) | | Equity Gap |
|---|---|---|---|---|---|
| | Headcount | % | Headcount | % | P.I. |
| Full-Time | 1,391 | 3.2% | 10,373 | 9.9% | 3.05 |
| Part-Time | 41,534 | 96.8% | 94,442 | 90.1% | 0.93 |
| **Total** | **42,925** | **100.0%** | **104,815** | **100.0%** | |

| Special Populations | Leavers (Spring 2020 to Fall 2021) | | Student Population (2020-21 & 2021-22) | | Equity Gap |
|---|---|---|---|---|---|
| | Headcount | % | Headcount | % | P.I. |
| BOG/CCPG | 21,206 | 49.4% | 33,335 | 31.8% | 0.64 |
| Pell | 11,250 | 26.2% | 13,928 | 13.3% | 0.51 |
| 1st Generation | 15,207 | 35.4% | 36,254 | 34.6% | 0.98 |
| DSPS | 1,259 | 2.9% | 4,163 | 4.0% | 1.35 |
| EOPS | 1,134 | 2.6% | 3,878 | 3.7% | 1.40 |
| Foster Youth | 1,148 | 2.7% | 2,298 | 2.2% | 0.82 |
| Veterans | 2,307 | 5.4% | 5,515 | 5.3% | 0.98 |
| New Students | 6,393 | 14.9% | 12,243 | 11.7% | 0.78 |

c. Tell us about the plan to engage your Board in this data and mitigating action, including long-term planning to advance the district's Vision for Success goals.

RCCD has a robust strategic planning structure with clear alignments among the district entities' plans and among the various plans, such as guided pathways, student equity, and enrollment management.  RCCD's Strategic Plan 2019-2024 sets forth goals and objectives that align with the CCCCO's Vision for Success.  RCCD provides regular Board of Trustees updates on districtwide strategic planning goals, objectives, and associated targets.  Each member of Board of Trustees also chairs one of the five committees: Planning, Effectiveness & Governance Committee, Teaching and Learning Committee, Resource Committee, Advancement & Partnerships Committee, and Equity Committee.  Additionally, to engage the Board in the emergency conditions data and mitigating actions, the following Board presentations and discussions are planned:

**August 2022**
- Financial Aid
- Student Mental Health
- Emergency Conditions Recovery Plan

**September 2022**
- Public-facing Dashboards

**October 2022**
- Adult Education/Noncredit Update

**November 2022**
- Leavers Survey/research
- Student Equity Plans

**January 2023**
- Emergency Conditions Recovery Plan Update/Enrollment Update
- District Strategic Plan 2019-2024 Update, including Graduation/Transfer/Completion Outcomes
- Academic Senate presentation

**February 2023**
- Technology Update

Each of these Board committee discussions provides an opportunity to engage data on enrollment, persistence, and completion along with supports and actions that are being taken to address students' needs, equitable outcomes, and improved success.