Riverside City College Academic Senate

Agenda

Monday, 15 April 2024 • 3:00 - 5:00 PM
Meeting Location: The RCC Hall of Fame Room
YouTube link for viewing:
https://www.youtube.com/channel/UC9tCDF4RDXCqzrUS0QfO09A/featured

3:00	I.	**Call to Order**
	II.	**Approval of the Agenda**
	III.	**Approval of the Minutes:** March 18, 2024
	IV.	**Public Comments**
3:10	V.	**Liaison Reports**

    A. RCCD Faculty Association
    B. College President
    C. ASRCC Representative

3:35 VI. Committee or Council Updates

    A. Budget Allocation Model (BAM) task force faculty representative and RCCAS Senator, Evan Enright, will share highlights and questions from recent BAM meetings to gather senator input (information + discussion)
    B. Curriculum Committee faculty co-chair Kelly Douglass will seek feedback from the senate revisiting the question of Independent Study course(s) at RCC (information + discussion)

3:50 VII. Ongoing Business

    A. President Scott-Coe or designee will lead the senators in a discussion of the newly revised Master Plan draft following feedback collected through January 2024 (first read)
    B. Heather Yates, RCC Student Employment Personnel Specialist, will offer a brief re-orientation to the process for student educational assistants (information + discussion)

4:15 VIII. New Business

    A. President Scott-Coe or designee will facilitate a senate discussion of the ASCCC Resolutions packet including the paper titled Part-time Faculty: Equity, Rights, and Roles in Governance in preparation for Spring Plenary (information + possible action)
    B. Michael Peterson, RCCD Executive Director of Adult Education & Community Initiatives, will share information about the Promoting Achievable College Transitions (PACT) program grant, along with minimum qualifications for faculty interested in developing and teaching noncredit classes for Disabled Student Programs and Services (information + discussion)
    C. Vice Chancellor, Institutional Advancement & Economic Development, Rebeccah Goldware, and Executive Director, RCCD Foundation, Jeffrey Kaatz, will provide an update about the RCCD Foundation (information + discussion)
    D. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates for the following committees or councils (action)
        a. Faculty Co-Chair for SAS (open)

4:35 IX. RCCAS Officer Reports

    A. President
    B. Vice President
    C. Secretary

4:45	X.	**Open Hearing**
4:50	XI.	**Learn, Share, Do**
5:00	XII.	**Adjourn**

Next meeting date: Monday, 22 April 2024
Agenda items and materials due by noon Tuesday, 16 April 2024

Title 5 §53200 and RCCD Board Policy 2005
Academic Senate "10+1" Purview Areas
1. Curriculum, including establishing prerequisites and placing courses within disciplines* 2. Degree and certificate requirements* 3. Grading policies* 4. Educational program development* 5. Standards or policies regarding student preparation and success* 6. District and college governance structures, as related to faculty roles** 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports** 8. Policies for faculty professional development activities* 9. Processes for program review** 10. Processes for institutional planning and budget development** 11. Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate**
* The RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate
**The RCCD Board of Trustees relies on recommendations that are the result of mutual agreement between the Trustees and the Academic Senate

Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside City College Academic Senate will swiftly provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact Office of Diversity, Equity, & Compliance at 951-222-8039.

Riverside City College Academic Senate
March 18, 2024 • 3:00 - 5:00 PM • Hall of Fame

3:00 I. Call to Order at 3:00 pm, quorum met

Roll Call
Academic Senate Officers
President: Jo Scott-Coe
Vice President: Ajené Wilcoxson
Secretary-Treasurer: Micherri Wiggs

Department Senators
Applied Technology: Patrick Scullin
Art: Will Kim
Behavioral Science: Eddie Perez
Business Admin/IST: Skip Berry
Chemistry: Leo Truttmann
Communication Studies: Star Romero
Cosmetology: Peter Westbrook (not present)
Counseling: Sal Soto
Dance and Theatre: Jodi Julian (not present)
School of Education & Teacher Preparation: Emily Philippsen
Economics/Geography/Political Science: Kendralyn Webber
English: Christine Sandoval
History/Philosophy/Humanities/Ethnic Studies: Daniel Borses
Kinesiology: Dennis Rogers (not present)
Library: Sally Ellis
Life Sciences: Lisa Thompson-Eagle
Mathematics: Evan Enright
Music: Steve Mahpar
Nursing: Lee Nelson
Physical Science: James Cheney
World Languages: Araceli Calderón

Associate Faculty Senator
Lindsay Weiler (not present)

Ex-Officio Senators
Teaching and Learning LC: Greg Russell
ASC: Jacquie Lesch
EPOC: Ajené Wilcoxson (interim)
Government, Effectiveness, Mission, and Quality LC: Wendy McKeen
Resource Development and Administrative Services LC: Patrick Scullin
Student Access and Success LC: Vacant
Curriculum: Kelly Douglass
Parliamentarian: Sal Soto

RCCD Faculty Association
Mike Chavez

Administrative Representatives
College President: Claire Oliveros
VP Academic Affairs: Lynn Wright
VP Business Services: Vacant
VP Planning and Development: Kristine DiMemmo
VP Student Services: FeRita Carter (not present)

ASRCC Representative
Jennifer Shaw (not present)

Recorder of Minutes
Elena Santa Cruz

Guests
Megan Bottoms, ASRCC/Student Activities
Jim Elton, Kinesiology
Heather Smith, Life Sciences + DE & CMAC Chair

3:01   II. Approval of the Agenda
- M/S/C: (Perez/Borses) Approved by consensus
- Item 6A will be information only, action will not be needed

3:02   III. Approval of the Minutes – March 4, 2024
- M/S/C: Kim/Cheney, approved by consensus

3:03   IV. Public Comments
- Public comments guidelines shared
- No public comments

3:04   V. Liaison Reports
A. RCCD Faculty Association
- Mike Chavez reports that eligibility to work notices need to be answered as soon as possible. Contact HRER with questions.
- For investigations, FA is not automatically notified, representation needs to be requested. Witnesses are also entitled to representation, if requested. If faculty are contacted to be part of an investigation, questions need to be appropriate and provided to you with 48 hours' notice. If you have an attorney, the association cannot also attend the meeting. Faculty are only entitled to one representative at this meeting.
B. College President
- Claire Oliveros thanks faculty for attending last week's Vision 2030 that supported dual enrollment and justice impacted youth. Over 300 attendees over the 2 days.
- Informal meeting is set for Thursday, April 4th at college hour to discuss and protocols and procedures for interacting with controversial persons/events on campus. Constituent leaders have been invited. How to best support the college community and free speech on campus will be discussed. Location: TBD

C. ASRCC Representative
- Not present.

3:23 VI. Committee or Council Updates
   A. Curriculum Committee faculty co-chair and Standards Committee member Kelly Douglass will share final results of the new GE Plan approved through the Curriculum process (information)
      1. Local general education plan that was brought to senate in December was approved at the last meeting. CIS proposal to add CIS-1A was denied. Math proposal to remove CIS courses was denied. History proposal also denied. COM proposal to create a third area was also denied. Same outcome at MVC & NC.
   B. DE Chair and CMAC Chair Heather Smith will present about FERPA Concerns and Merged Courses with guidance from General Counsel Keith Dobyns, as well as ZTC funding opportunities and an update on the ZTC Implementation Grant project (information).
      1. Merged course sections cannot have merged discussion boards or activities for students across sections; certain message tools (such as chat) cannot be used because chat does not distinguish between sections.
      2. Canvas certification emails are now being sent. Faculty have one year from the time they receive the email to certify. DJ Hawkins or Heather Smith may be contacted for more information.
      3. Part time faculty certification is on pause for now until they can be compensated properly.
      4. Certification from other institutions can be used to meet requirement at RCCD.
      5. Faculty chairs will be provided a list of certified faculty but not necessary until after June 2025.
      6. More grant opportunities for ZTC are being offered, let Heather Smith know if you would like to apply.
      7. ZTC pathways AA GE – plan A & ZTC Pathway CSU GE – Plan B – two pathways have been created

3:40 VII. Ongoing Business
   A. Secretary-Treasurer Micherri Wiggs will lead the senators in second discussion about the elections schedule as indicated in RCCAS bylaws, with review of possible typos for cleanup and consistency (second read with possible action)
      1. Since the last meeting, a change was made to call out the division election cycle.
      2. First read was conducted at the March 4th meeting
      3. M/S/C Nelson/Sandoval to approve the modified academic senate bylaws. Discussion about even versus odd year elections and possible recommendations about filling the gap in departments where the election cycle is changing.
      4. Motion passes unanimously with no abstentions.
   B. President Scott-Coe or designee will lead the senators in a discussion about rotation of council and committee reports to RCCAS for planning April and May Meetings
      1. EPOC will be looking at how to replace a chair of a leadership council if no one from the leadership council is willing to serve in the chair role.
      2. Committees should be able to come in and give reports as needed but not necessarily be tied to an onerous cycle of reporting.

4:00   VIII. New Business
    A. RCC Budget Allocation Model (BAM) project and process for 2023-24
       1. Presentation by VP DiMemmo
       2. Awaiting the Governor's May revise which includes projected revenue and property and income tax projections.
       3. For RCC, this means a very small amount for growth, likely no money for expansions and possible sweep of unused grant funds. RCC will need to be efficient and know what is needed for sustainability.
       4. BAM draft presented to have a standardized approach of allocating resources while identifying deficits and surpluses in non-instructional budgets to understand the nature of expenditures and opportunities.
       5. Program review should be aspirational such as new innovative material and equipment. Instructional supply requests such as a new whiteboard should go to the deans for funding.
       6. Current guidance is to return to 2019/2020 FTE by 2024/2025. Now is the time to review efficiency.
    B. Chef David Avalos will share the application materials and supporting narrative for the Naming Recognition of Chef Bobby Moghaddam for a demonstration lab (discussion and action)
       1. RCCD Naming of facilities process reviewed.
       2. M/S/C Thompson-Eagle/Scullin for RCCAS President to write a letter of support for naming of a RCCD facility in the name of Chef Bobby Moghaddam.
    C. RCCAS Vice President and EPOC faculty co-chair Ajené Wilcoxson will lead the senate in a discussion of how faculty can encourage student participation in college leadership (information)
       1. Ed Master plan
       2. Strategic Masterplan
       3. Glossary of terms from State Chancellor's Office is already on the website, senators are encouraged to review
       4. Working on scheduling reports
       5. Dr. Megan Bottoms shares that the most influential person to help students get more involved is their faculty. Student elections are upcoming.
       6. Focus is on student engagement and participation
    D. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates for the following committees or councils: (action)
       1. Faculty Co-Chair for SAS (open)
       2. Tabled until further direction from EPOC

4:23   IX. RCCAS Officer Reports
    A. Secretary Treasurer Micherri Wiggs
       1. Will attend the CA Guided Pathways Institute as the senate designee.
       2. Suggestion that faculty share about meetings they attend and invite students from classes to join. Perhaps students attending these meetings before becoming a committee member will help encourage more student participation in shared governance.

3. Suggestion that faculty should consider the perception of our classified professional colleagues if we pass by them on campus but don't smile, say hello or speak to them. Suggestion to make efforts to do so to show our colleagues that their presence on campus matters.

B. President Jo Scott-Coe reports:
1. Emeritus candidates: RCC has 12 total. Individual notices went out; 3 have responded so far. HR is assisting with outreach via snail mail to those who are not responding by email. Senate Presidents hope to take all names to BOT for recognition in April.
2. Academic Senate Area D Meeting is all day Friday March 22. Jo will be attending to listen to deliberations. There are 7 resolutions (so far) for discussion—two related to updating ASCCC position papers on Course Outline of Record (CORs) with equity in mind and adopting a new ASCCC Paper on Part Time Faculty roles in governance.
3. Attended Vision 2030 State Convening last week on March 13 and 14 was a success. Jo attended the first day at the district office. Highlights: CCAP and Rising Scholars. CCAP and Dual Enrollment are successful and also require deep conversations and coordination across multiple sectors of college in order to scale and manage effectively. Crystal Orozco, nursing student, as well as RCCD faculty on the panel, really represented themselves well.
4. Equivalency situations—reinforcing that we need to update our policy and procedures with many retirements and hiring on the horizon. DLC will be discussing this month. Senators please ask your chairs to consider discipline/dept. input to frame next steps. More to come, as this is a cross-district conversation.
5. Bookstore Training/Software and "inclusive access" language. Thanks to Senator Sally Ellis for bringing information about the precise meaning of this marketing term to the senate last October so that we share the knowledge—Jo was able to recognize this language at the demonstration of the book-order application and request its removal; our bookstore manager has confirmed that "inclusive access" terminology has been removed. There is another demo coming up. If you can, please attend to see how the system works AND to confirm that the "inclusive access" language is not popping up elsewhere. Dr DiMemmo will be monitoring as well.

C. Vice President Ajene Wilcoxson
1. Report above

4:50 X. Open Hearing
- Will Kim shares TigerCon information. This will be May 2nd in and out of the library
- Kim's' film, "Disappearing Jewels" which he created while on sabbatical leave will be screened this month in Film Festivals in Los Angeles. It will come to Riverside in April at the Box Theatre, during spring break.
- Senator Scullin shares students who brought home the prestigious 2024 ADDY Awards, sponsored by the American Advertising Federation. Six students won silver as well as bronze medals this year.
- Kelly Douglass shares that a discussion about mental health at the curriculum committee found that a resource is available: Safe Talk, a suicide alertness training

- May 28th student nurse subcommittee of LGBTQ students will hold a health fair event. Specific mental health supports are vital to this community.
- Senator Berry had students competing in the NCAE Cyber Games, and they took 5th place (out of 17) in their very first competition.
- May 7th student parent club will hold a resource fair; flyer coming soon.

4:56 X. Learn, Share, Do
- Remind colleagues to complete eligibility to work form, if received
- Remind colleagues investigated or called as witnesses in any investigation that they can ask questions about the process and are entitled to representation
- Check if your discipline is on the ZTC pathway or if it needs a ZTC pathway and if your faculty are using ZTC
- Encourage faculty to encourage students to get involved in student government, invite to meetings
- Equivalency policy to be reviewed, send input from departments
- Keep an eye for any references to "inclusive access" in bookstore materials and the faculty book order app
- Collegiality senate mixer is this Wednesday, 3/20/24. If a faculty member "missed" a previous date, they are encouraged to attend this time—or any time.
- Get ready for department representative elections: email coming from senate leadership to dept. chairs
- Campus safety/free speech zones meeting April 4th with Pres. Oliveros. Updates to come.

5:00 XI. Adjourn at 5:00 pm
- M/S/C: (Berry/Enright)
- Next meeting will be Monday, April 15th in Hall of Fame.

Glossary:
M/S/C = Motion Seconded and Carried

Educational Master Plan: A Vision for Student Access and Economic Mobility

2024-2049

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Introduction

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

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

This health crisis also compounded the changes to the funding structure of the California community colleges. The student-centered funding formula requires that 20% of funding is based on supplemental metrics, such as the numbers of AB 540, Pell, and College Promise Grant students; 10% is based on success metrics, such as degrees and certificates awarded, completion of transfer-level math and English, transfer numbers, Career Technical Education (CTE) units completed, and regional living wage attainment; and 70% is based on full-time equivalent students (FTES).   In addition, AB 705, and more recently AB 1705, required community college districts and colleges "to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe," to replace the English and math placement mechanisms used by institutions, and to reduce or eliminate funding for nontransferable math and English classes. With district funding contingent on supplemental and success performance requirements, which demand a tremendous institutional effort and restructuring to meet, the health crisis also had a significant enrollment impact on nearly all California community colleges. The Public Policy Institute of California reported (October 2022) that the California community college system lost more than 300,000 students from fall 2019, over a 20% drop, which will have significant system-wide funding implications if enrollment does not increase. As of Spring 2024 the Riverside Community College District has recovered its enrollment to nearly its 2019-2020 levels. Despite this recovery the pandemic illustrated the vulnerability of community colleges crises. Furthermore, The RP Group's Statewide College Attendance Survey reported that 33% of the students did not re-enroll because they prioritized work, 23% due to care for dependents, 30% due to mental health, and 29% said they had

difficulty keeping up with their classes. (See Figure 1.) The Inland Empire is one of the poorest areas of California. At 4,623,190 residents and $30,356 income per capita, the Inland Empire (Riverside and San Bernardino Counties) has a greater population than twenty-seven US states. Its per capita income, however, is below 22 of those 27 states (Mississippi, West Virginia, Arkansas, New Mexico, and Louisiana are the five exceptions.). As traditional-aged college students did not re-enroll during the pandemic, this intensified the economic disparities for those living in the Inland Empire and emphasizes the vital importance for planning efforts to focus on equity in access, affordability, and student support to improve economic and social mobility.

Figure 1.
Top Reasons Previously Enrolled Students Dropped Class(es)
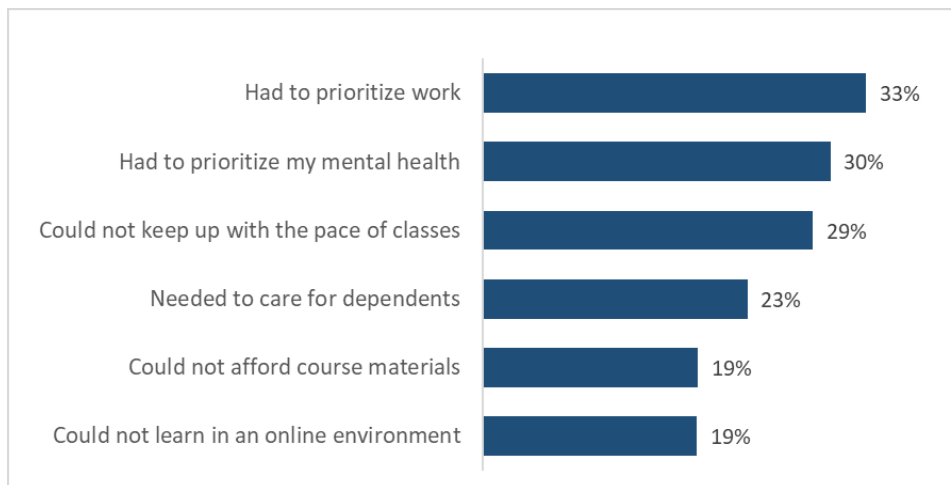
Source: The RP Group's Statewide College Attendance Survey (Fall 2022)

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

As a result of these unprecedented and unparalleled shockwaves to the system, many of the long- and short-term planning documents RCCD and its colleges have in place do not reflect the staggering changes that have occurred to the organization; moreover, these documents do not acknowledge the many instabilities that have arisen in the communities served by the district. Consequently, RCCD needs to recalibrate the strategic targets placed prior to the pandemic. To serve more comprehensively the growing communities within the district and to avoid a reduction in state funding, the district and colleges must re-establish and meet goals for student enrollment, including equitable access and success. Strategies to meet these goals and to prepare students for high wage, high skill, and high demand jobs, through transfer and/or CTE pathways are essential. A significant part of this recalibration will necessarily involve partnerships with a number of local employers and institutions in the area of workforce development. Most of the planning documents of the local public entities (cities and counties) and local school districts in the district's service area recognize and include workforce development as a central area of focus. It is this emphasis that will allow the district to grow and to expand the educational

opportunities for students if the district actively coordinates its planning with other public agencies.

The community college transfer mission continues to be of critical importance. The common numbering system placed by AB 1111, requires that students with a transfer goal be placed on an Associate Degree for Transfer (ADT) pathway when available and a single lower-division general education pathway known as Cal-GETC (AB 928), and the provision for dual admission of graduating high school students to the community college and to the four-year university (AB 132) should lead to increased transfers to the California State University and the University of California. In addition, the streamlining of the transfer requirements for the University of California to follow closely or better still to adopt the ADT system will assist in making the goal of at least 50% of all UC California resident admits be transfer students. For RCCD, the colleges' development of additional ADTs and guided pathways is central to this work.

To fulfill its transfer and workforce missions and to serve their communities fully, it is essential that Moreno Valley College and Norco College become comprehensive colleges by increasing and diversifying its course and program offerings. In addition, as the colleges develop their short and long-term plans, building facilities to support athletics and performing arts is needed to attract a more diversified student population.

Purpose

The Riverside Community College District Educational Master Plan 2024-2049 offers a 25-year vision for the District that anticipates the future educational needs of the community and strengthens the District's role as an active economic force contributing to social justice and social mobility in the region. Currently RCCD consists of three separately accredited colleges and the District Support Services. Each of the colleges has a separate, long-term educational masterplan designed to serve its particular student population and community and a strategic plan that implements its educational masterplan in five-year cycles. However, these plans do not yet reflect a consistent and unified vision for the district and do not plan beyond 2030 (Riverside 2025, Norco and Moreno Valley 2030). Each college, to meet its accreditation standards, assesses its strategic planning process each year. Although the district has developed and implemented a strategic plan, it does not currently have an educational master plan, one that serves several important functions. First, because it attempts to anticipate the future educational needs of the community (planning for 25 years in the future), a district educational masterplan provides the general vision, framework, and direction for the long-term planning activities of the colleges and centers. Having a district long-term vision and direction allows each college, using the District Educational Master Plan 2024-2049 as a guide, to develop and to implement concrete methods and distinct strategies, outlined in each college's Educational Master Plan and Strategic Plan, to fulfill its role in addressing the anticipated needs of the community the district serves. A District Educational Masterplan also provides clear direction for developing the District Strategic Plan, which outlines specific, concrete goals and activities for the district over a five-year period and which is assessed annually to ensure that progress occurs and/or to make the necessary adjustments to achieve the aim. Moreover, a District Educational Masterplan allows the Board of Trustees to plan for and to allocate future district resources based on concrete data and long-term planning, to hold the chancellor and the college presidents accountable for the success of the educational programs and student support services offered at the various sites in the district, and to coordinate long-term planning activities with state, county, and city entities—including governmental, educational, and business organizations in its service area.

The Riverside Community College District Educational Masterplan 2024-2049 offers a 25-year vision for the district with goals that are long-term and more thematic in nature and incorporate the long-term planning activities of multiple agents. The plan attempts to strengthen the district's role as an active economic force in the region. Often not acknowledged by the general community, RCCD functions as an economic engine for the area it serves. The plan also acknowledges the district's regional role in building an educational infrastructure that supports workforce retraining.   In a district report, "The Economic Value of Riverside Community College District" (March 2022), a value analysis of the fiscal year 2019-20 indicates that the district added a total economic impact of $952.3 million in income to the RCCD service area and supported 13,765 regional jobs—i.e., "one out of every 43 jobs in the RCCD service area is supported by the activities of the colleges and their students." The report also indicates that students with an associate degree from one of the colleges "will see an increase in earnings of $8700 per year compared to a person with a high school diploma or equivalent working in California." The colleges and their instructional sites employ a great number of people, many with special training and high educational achievement. In FY 2019-20, the district employed 2,155 full-time and part-time faculty and staff, with 73% of them living within the district's service area. The graduates from these colleges and sites work in a variety of positions in the area. Many of the district's students have also transferred to other educational institutions in the area. In fact, the economic impact of the district's colleges and sites is an overlooked asset, one that has the potential to serve and to support the economic development of Inland Empire to a much greater degree. This educational masterplan provides a vehicle for RCCD to integrate its planning activities—and its strong economic force—with the long-term planning activities of governmental agencies, four-year colleges and universities, and employers in the district's service area. It allows the district to coordinate its educational activities, including transfer and workforce training, with area partners to insure the long-term economic health of the area and to support its growth.

RCCD, as it plans for the next 25 years, has a unique opportunity to transform the economic conditions for many under-represented groups. The National Center for Inquiry and Improvement (NCII), in its presentation at Norco College (September 14, 2023), offered important insight into the impact higher education has on issues of social justice and equity. NCII demonstrated that the percentage of female workers, who represent 47% of the workforce in Riverside County, dominated the lowest paying jobs under $23,837 per years. For example, female workers accounted for 56% of the sales jobs, 55% of the food preparation jobs, 65% of the personal care, and 81% of the healthcare support jobs, which average $22,754 per year. Female workers made up 55% of the legal profession (jobs averaging $80,446 per years, but only 42% of management jobs (averaging $75,881 per year). The gender disparity in some of the better paying jobs (Computer and Mathematical, 31% of the workforce averaging $68,129 per year) and the high percentage of low paying jobs demonstrate the economic value of helping women to enter a better educated workforce

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

DRAFT

The planning agenda for the district over the next 25 years can have a significant impact on social justice and social mobility. It can also contribute to the overall economic growth in the region. This general aim embodies and guides this plan. The planning agenda corresponds closely with the overall goals of Vision 2030, the California Community Colleges roadmap to reach the 6.8 million potential students who graduated from high school but who do not have a college credential and who are "highly racialized, disproportionately likely to be low-income and struggle to find gainful employment." Vision 2030 and this Educational Masterplan suggest that it is the responsibility of the colleges to provide the means for these students to continue their education after high school. Partnering with "community-based organizations, worker represented organizations, and industry leaders" offer a clear way "to take college to our future learners."

Overview of Economic Conditions in the Inland Empire

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

In 2021 industry jobs had 1.8 million employees, which is projected to increase by 7.7% over the next five years (the state only 3.6%). Certain industry jobs will show significant projected increases: Transportation/Warehousing 20.3%, Healthcare/Social Assistance 16.1%, Accommodation/Food Services 10.6%, Administration/Waste Management 11.1%, Construction 6.6%. Many of these jobs are in-demand—defined as 100 annual job openings over the next five years. Approximately 91,300 associate degree/certificate level job openings will develop from 2021 to 2026, a 38% increase. The assessment includes an average hourly pay rate for high-school graduates at $19.92, for community-college-level jobs at $26.96, for bachelor's degrees at $38.64, and for advanced degrees at $63.13. With the living wage calculated as $22.46 for a single person per hour, those with community college training earn above the living-wage figure. However, the Public Policy Institute of California shows that the Inland Empire has the lowest per capita income level in the state ($45,365 per year). Yet, according to Smartassets.com, individuals need to earn $67,060 per year or $32.24 per hour to live in the Riverside, San Bernardino, Ontario area. These figures clearly demonstrate the importance of a college degree. One study from the College Excellence Program, the National Center for Inquiry and Improvement, contrasted unemployment rates and earnings by educational attainment. Although the study used U.S. Bureau of Labor Statistics from 2017, the data clearly show that the unemployment rate decreased significantly as an individual's level of education increased (4.6% for those with a high-school diploma versus 1.5% with a professional degree). Moreover, the median weekly earnings increased exponentially ($712 per week for a high-school diploma and $1836 for a professional degree).

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

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

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

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

remediation services (2,032 jobs, a 6.5% growth). The industries cited above are projected to account for 85% of the job growth in the Norco College area.

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

In the "2023 Workforce Demand Assessment, Inland Empire-San Bernardino Metro Sub-Region" report, the Inland Empire/Desert Regional Consortium identifies a number of potential high-quality jobs that offer some direction for other potential workforce training programs that all three colleges might consider. (See Table 1 below.) Each college should review its existing workforce/CTE programs and should create short- and long-term plans to address the job needs identified in their workforce demand assessments.

Table 1.

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

Industry Groups (NAICS4)	2021 Jobs	2021 2026 Job Change	Growth Rate	Location Quotient	Average Earnings Per Job
Transportation and Warehousing					
Warehousing and Storage (4931)	118,368	28,605	24.20%	6.5	$56,675
General Freight Trucking (4841)	29,493	3,453	11.70%	2.1	$75,489
Couriers and Express Delivery Services (4921)	20,777	4,772	23%	2	$52,795
Specialized Freight Trucking (4842)	7,803	1,284	16.50%	1.5	$84,216
Freight Transportation Arrangement (4885)	4,344	854	19.60%	1.5	$66,953
Support Activities for Air Transportation (4881)	2,928	383	13.10%	1.3	$57,888
Other Support Activities for Transportation (4889)	1,114	126	11.30%	2.7	$61,562
Other Pipeline Transportation (4869)	174	65	37.40%	1.9	$138,611
Construction					
Building Equipment Contractors (2382)	34,284	3,875	11.30%	1.2	$76,607
Foundation, Structure, and Building Exterior Contractors (2381)	27,298	2,190	8%	2.2	$64,763
Health Care and Social Assistance					
Outpatient Care Centers (6214)	21,455	5,644	26.30%	1.8	$103,767
Wholesale Trade					
Grocery and Related Product Merchant Wholesalers (4244)	12,119	1,477	12.20%	1.4	$84,966
Hardware, and Plumbing and Heating Equipment and Supplies Merchant Wholesalers (4237)	4,610	860	18.70%	1.5	$79,813

Administrative and Support and Waste Management and Remediation Services

Office Administrative Services (5611)	7,852	964	12.30%	1.3	$79,552
Facilities Support Services (5612)	2,113	304	14.40%	1.2	$81,650

Manufacturing

Bakeries and Tortilla Manufacturing (3118)	4,190	330	7.90%	1.2	$55,802
Grain and Oilseed Milling (3112)	799	140	17.50%	1.2	$77,443

Real Estate and Rental and Leasing

Automotive Equipment Rental and Leasing (5321)	2,479	526	21.20%	1.2	$64,010

Source: Workforce Demand Assessment, Inland Empire/Desert Regional Consortium

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

Table 2.
What are the Occupations that Lead to "Good Jobs" with the <u>Most Openings</u> in Riverside County?

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

Source: National Center for Inquiry and Improvement

Overview of the Workforce Development Programs in the Riverside Community College District

The Inland Empire/Desert Centers of Excellence for labor market research worked with each college in the district to identify the local workforce needs assessment for the communities served by the colleges. A summary of those assessments is given above. An essential question for each college is as follows: Do the CTE programs offered at the college reflect and meet the

workforce needs of the community served by the college? One of the primary goals of the workforce programs in the district is to offer in-demand and high-wage training programs. An "in-demand" job is defined as having at least 100 annual job openings in the region, and a "high-wage" job is currently defined as a minimum hourly wage of $22.46 for a single person. (One study, Smartassets.com, suggests the minimum hourly wage to live in the Inland Empire area is actually closer to $32.24 per hour.) As each college assesses its programs, these criteria need to form the basis for its assessment with the higher hourly wage as a target.

Table 3 details CTE awards for 2018 to 2022. Appendix A provides more detailed enrollment data by individual CTE program. How many of these programs meet the "in-demand and high-wage criteria" is unknown; each college needs to make that assessment a part of its program-review process. One of the key findings from the California Community College Attendance Decision Fall 2022 Survey indicates that colleges need to "make workforce connections more explicit to help students make informed decisions." To accomplish this goal, each college needs to determine the viability of its current CTE programs. This assessment includes determining if the program has sufficient enrollment and if the program meets the high-skill, in-demand, and wage criteria for its training program. Part of this assessment involves a change in the basic philosophical outlook of CTE programs in RCCD. As the California Workforce Pathways Joint Advisory Committee observes: "CTE continues to operate as an educational alternative, rather than as a mainstream and core educational component." It is this change of outlook that can help to improve the low college-going rate in the Inland Empire region. As the district expands its Workforce training programs, training and recruiting of faculty in the job areas not currently offered in the district will be necessary to meet the demands of the changing labor market.

Table 3 below identifies the number of CTE awards in the district. Additional CTE data are located in Appendix A, which include the top ten programs (by title) for each 2-digit TOP Code.

Table 3.
All CTE Awards for Academic Year 2017-18 Through 2021-22, Sorted by Awards (Greatest to Least).

Award Count	Academic Year					
TOP 2	2017-18	2018-19	2019-20	2020-21	2021-22	Grand Total
05 Business and Management	670	802	862	1,020	1,167	4,521
21 Public and Protective Services	466	605	654	642	751	3,118
13 Family and Consumer Sciences	499	629	640	671	650	3,089
12 Health	606	507	455	459	485	2,512
09 Engineering and Industrial Technologies	282	463	284	239	272	1,540
07 Information Technology	149	183	129	209	180	850
06 Media and Communications	101	103	105	78	184	571
30 Commercial Services	99	147	128	47	71	492
10 Fine and Applied Arts	74	62	67	74	69	346
08 Education	35	29	28	48	36	176
14 Law	10	10	14	22	17	73
02 Architecture and Environmental Design	15	12	11	6	4	48
Grand Total	**3,006**	**3,552**	**3,377**	**3,515**	**3,886**	**17,336**

Source: CTE Dashboard, Colleague Data

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Overview of Noncredit and Adult Education

In the "Vision 2030" document, the Chancellor of the California Community Colleges indicates that 6.8 million California adults ages 25-54 have earned a high-school diploma but have not completed a college degree. A large proportion of this group has low-income and "struggle with finding gainful employment." This group also demonstrates the racial and ethnic disparity that exists in the educational system. For example, 71% of the Black population and 61% of the Hispanic population in California do not have college degrees. However, only 42% of White and 29% of the Asian have not earned a college degree. "Vision 2030" also reports that 65% of Hispanics adults, 56% of Black adults, 51% of Asian adults, and 36% of White adults indicate that they would probably enroll at a community college. "Vision 2030" reaches the follow conclusion about the impact of increasing access for low-income adults:

> …since low-income persons of color are disproportionately the most likely to be without a college degree and are the most likely to be highly motivated to engage or re-engage with a college education, this work would generate tremendous gains for equitable access to higher education and income mobility. Redesigning opportunities for this population require dismantling the "traditional" architecture of the institution. Our institutions are uniquely positioned to help adult Californians without college credentials attain the skills, knowledge and experience they need to improve their social and economic mobility through jobs with family-sustaining wages.

In the Inland Empire (Riverside and San Bernardino Counties), there are over 950,000 adults in the 25-54 age group who graduated high school (high school + GED + some college) but haven't completed a postsecondary degree. Recognizing the potential to serve this population of adults, in January 2022, RCCD published its report on Adult Education and Noncredit within the district. The report summarizes the potential use of these options to increase the educational opportunities for communities served by the district in the areas: Elementary and Secondary Basic Skills, English as a Second Language, Short-term Vocational training, and Workforce preparation. These noncredit categories qualify for Enhanced Career Development and College Preparation (CDCP) funding. To receive this funding, the instruction must be part of a noncredit CDCP certificate. Also, in 2015, the legislature created the California Adult Education Program that developed 71 regional consortia to form a hybrid system of K-12 district adult schools, community colleges, county offices of education, and community partners to expand and to improve adult education. RCCD is part of Riverside ABout Students that includes the K-12 districts within the district's service area. The district's January 2022 report provides a detailed analysis of possible expansion of noncredit instruction and outlines the noncredit training opportunities that the colleges within the district may wish to expand or to develop. Figure 2 shows the FTES for noncredit from 2019-20 to 2023-24. Given the nearly one million IE adults that could be served by adult education/noncredit programs and the need to provide avenues for social and economic mobility for these adults, along with employer demand for skilled workers, it is critical that RCCD grow in noncredit offerings and programs. The report makes nine (9) recommendations for noncredit planning focused on possible certificates of competency in mathematics and English, pathways in ESL and CTE, and noncredit courses for adults with disabilities, along with expanded student support services and transitional pathways for K-12 adult school students. Six (6) Noncredit Strategic Goals with corresponding objectives were developed from the recommendations.

Figure 2.

Noncredit: Past, Current & Targeted Growth
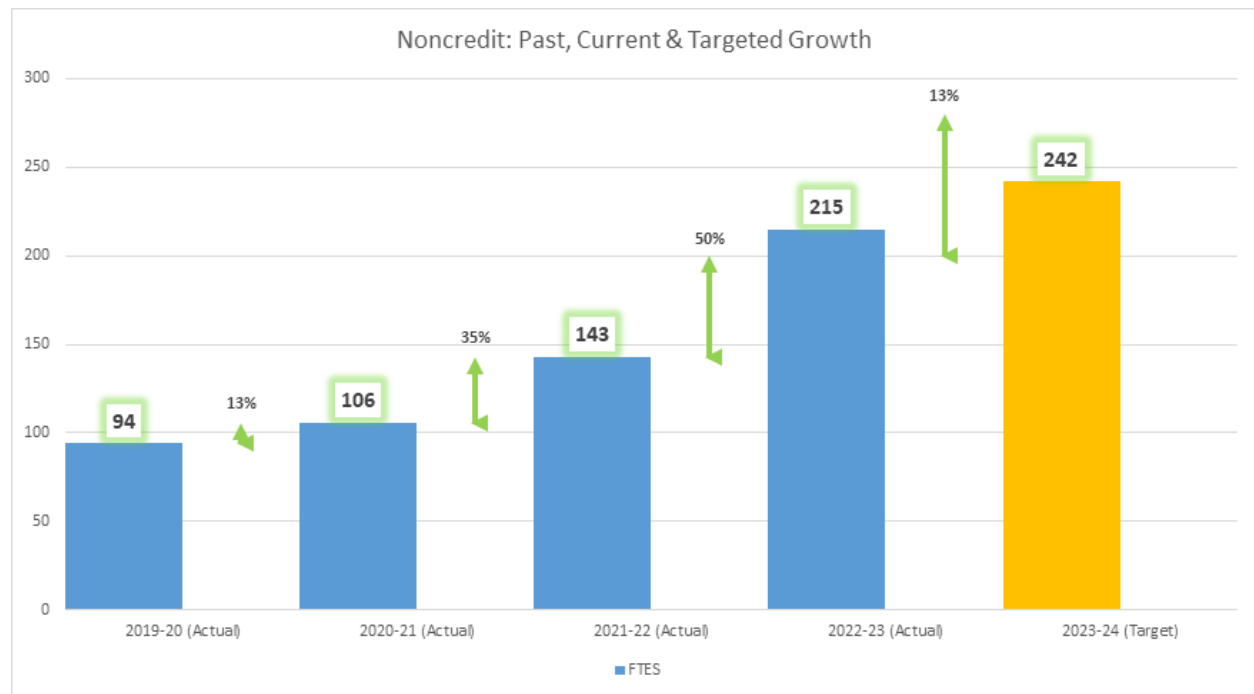
Source: Colleague Data

Analysis of Enrollment Trends in the Riverside Community College District

Figures 3 and 4 illustrate that during the pandemic years (AY 2020-21 and AY 2021-2022), RCCD lost significant enrollment (FTES and headcount). RCCD developed its enrollment recovery plan in August 2022. Upon implementing the plan, enrollment recovery began in 2022-23. The district is projected to meet its 2023-24 FTES target and is on track to re-achieve 2019-20 actual FTES of 31,422 during 2024-25.

Figure 4 shows that not only has headcount increased but also the average number of units attempted per year has increased by one unit.

Figure 3.

FTES Trend

RCCD Annual FTES Trend - Resident and NonResident (Credit Only)
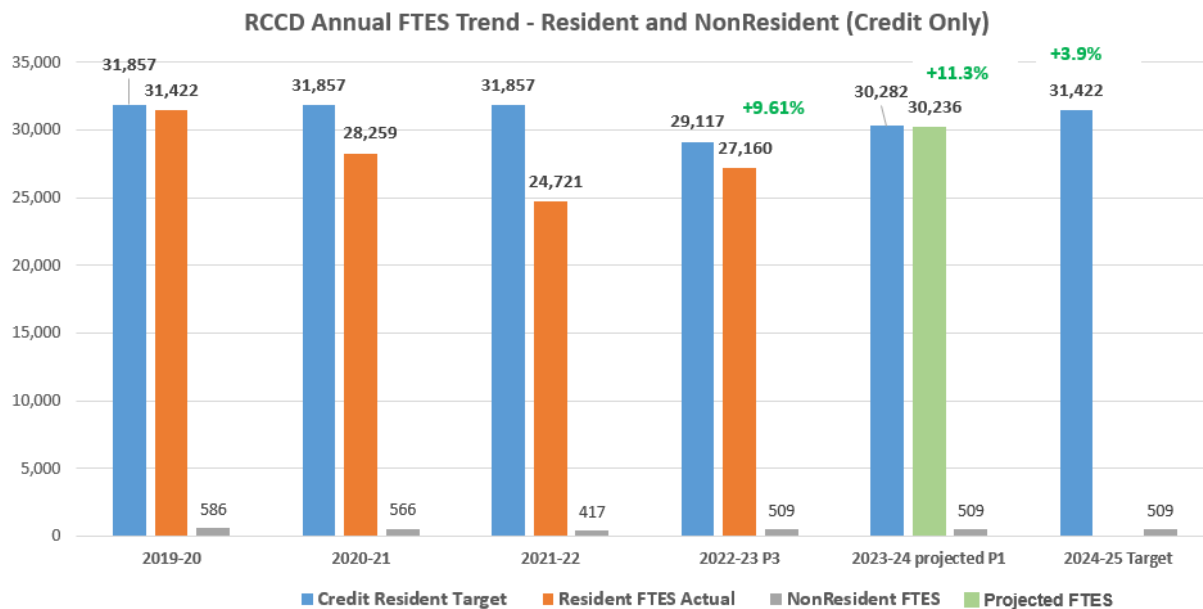
Source: Colleague Enrollment Management Dashboard

Figure 4.

Headcount Trend
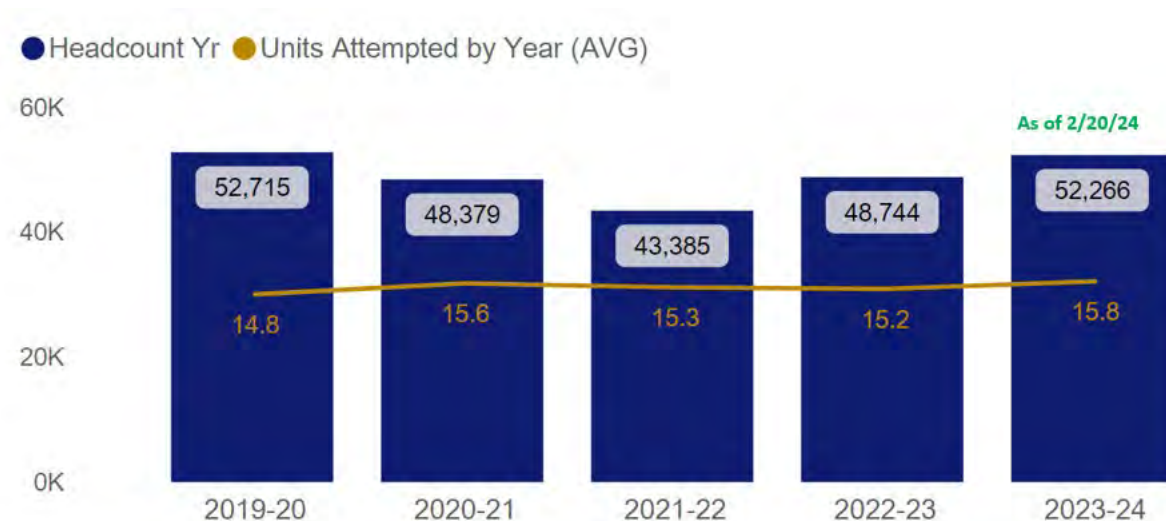
Source: Colleague Data

Appendix B contains additional headcount data by ethnicity, age, gender, and full-time/part-time status. Since 2019-20, RCCD has seen its African American student population drop from 8.1% to 7.7% in 2023-24. During the same time period, the White student population has decreased from 17.4% to 14.2%. The Hispanic student population has increased from 61.1% to 64.0%, and the Asian student population has increased from 6.9% to 7.7%.

From fall 2027 to fall 2022, the district experienced a nearly 7% increase in the number of students 19 years of age and under. This category also reflects the effort made by the colleges to

increase the number of dual enrolled students with the local high schools. In 2023-24, students 19 and under make up 41% of the total student population. From 2019-20 to 2023-24, the percentage of students aged 20 to 29 has dropped by 4%.

In 2023-24, female students make up 55% of the student population, decreasing from 56.7% in 2019-20. The percentage of full-time students has increased from 18.7% in 2019-20 to 21.9% in 2023-24. During fall 2022, full-time students took about 16.4% of the units taken at Norco and Moreno Valley colleges (a reduction from the pre-pandemic years) and 25.6% of the units taken at Riverside City College (a slight reduction from the pre-pandemic years).

More details of the district's Access, Success, and Equity patterns that reflect some of the goals in the district's strategic plan are included in Appendix C.

Overview of the High School Population Served by the District

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

Tables 4 and 5 offer a comprehensive analysis of the college-going rate of students in the district's service area. The data show that the rate has been relatively stable and that the percentage attending California community colleges has not changed a great deal. However, the number of students who attended college in the service area dropped back to 2014-15 levels during the 2019-20 academic year.

The College-Going Rate (CGR) is defined as the percentage of California public high school students who completed high school in a given year and subsequently enrolled in any public or private postsecondary institution (in-state or out-of-state) in the United States within 12 months of completing high school. College Going Rate differs from the locally derived Capture Rate.

Tables 4 and 5 show the College Going Rate in the aggregate and then break out the same rates by college destination. Feeder district-level data can be found in Appendix D.

Table 4.
RCCD Students Academic Year 2014-2020, Enrolled in College, College Going Rate.

Academic Year	High School Senior Enrollment	High School Completers	High School Graduation Rates	Enrolled In College	College Going Rate
2014-15	12,829	12,099	*	6,544	54.10%
2015-16	13,142	12,299	*	6,963	56.60%
2016-17	12,864	12,018	94.80%	7,122	59.30%
2017-18	13,222	12,199	94.50%	7,519	61.60%
2018-19	13,175	12,152	95.40%	7,090	58.30%
2019-20	12,966	12,262	95.20%	6,731	54.90%
2020-21	12,944	11,667	95.90%	6,583	56.40%
Grand Total	**91,142**	**84,696**	**95.00%**	**48,552**	**57.50%**

Source: California Department of Education, Data Quest

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Table 5.

RCCD Students Academic Year 2014-2020, Enrolled in College, College Going Rate (in percentage).

Academic Year	High School Completers	% UC	% CSU	% CCC	% Others	College Going Rate
2014-15	12,099	7.50%	11.90%	24.90%	9.80%	54.10%
2015-16	12,299	9.20%	12.10%	25.30%	10.10%	56.60%
2016-17	12,018	9.70%	11.50%	28.50%	9.50%	59.30%
2017-18	12,199	9.50%	11.50%	29.80%	10.80%	61.60%
2018-19	12,152	9.20%	11.60%	28.00%	9.60%	58.30%
2019-20	12,262	9.60%	11.00%	24.00%	10.30%	54.90%
2020-21	11,667	10.60%	9.10%	25.20%	11.50%	56.40%
Grand Total	**84,696**	**9.30%**	**11.20%**	**26.50%**	**10.20%**	**57.50%**

Source: California Department of Education, Data Quest

Tables 6, 7, and 8 show the capture rates for students within the RCCD since 2013. Capture rates are calculated taking the total number of first-time RCCD students under the age of 20 in a fall semester and dividing that by the total of the high school graduates from high schools in our six feeder districts at the end of the previous academic year. (For example, if 250 first-time RCCD college students under the age 20 attended in fall 2020 from our feeder districts, and those same feeder districts graduated 1,000 students the previous June, then the capture rate would be 25%, or 250/1,000.)

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

Table 6.

RCCD Captures from Feeder High School Districts

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

Source: CCCCO MIS Referential Files

Table 7.

RCCD High School Graduates, 2013-2022

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

Source: California Department of Education

Table 8.

RCCD Capture Rate, fall 2013-2022

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

Source: CCCCO MIS Referential Files and California Department of Education

The information in Tables 6, 7, and 8 demonstrates how well the district has attracted students to one of the colleges or centers since 2013. Although the high-school graduation rate has remained somewhat stable, the percentage of students choosing to attend district colleges or centers saw a clear reduction, particularly during the pandemic years (2020 and 2021). In some cases, the number of students enrolling in one of the three colleges declined significantly from 2018 and 2019 numbers. Despite the reduction in capture rates from the pandemic, RCCD has nearly recovered to pre-pandemic rates.

RCCD made up 27.2% of all community college enrollments in the Inland Empire in 2021-22 with 93.8% of its students coming from Riverside and San Bernardino counties. (CCCCO Datamart). Post-pandemic, the district experienced a 10% increase in its capture rate from 2021 to 2022, moving it closer to its pre-pandemic levels. In the California Community College Attendance Decrease Fall 2022 survey of over 75,000 previously enrolled and prospective students, several recurring themes appeared that help explain the reasons why. Students indicated that they "need to balance and to navigate complex lives," that affordability was an important factor in their decisions not to enroll, and that they needed "more flexible course options and more financial assistance." The survey indicated that previously enrolled students discontinued their educational goals for two main reasons: 33% had to prioritize work, and 29% could not afford to continue. Prospective students indicated that affordability (32%) and prioritizing work (29%) were the leading factors. Those who dropped classes said that prioritizing work (33%) and mental health (30%) were the dominant reasons for not attending. However, these same students value education with over 75% of the students stating that attending college was very important or somewhat important to them.

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In alignment with Vision 2030 as the District considers expanding dual enrollment to all high-school levels, Table 9 illustrates how the District can serve potential student populations. Although some grade-level fluctuations exist, in general the high-school population has remained somewhat stable over the last five years. This stability provides an opportunity for the district to improve its capture rate by developing new strategies to attract students, particularly those who enter the workforce without the necessary skills for high-skilled and living-wage jobs.

Table 9.
RCCD District Feeder High School Student Headcount by Grade Levels, 2018-2023

District	Grade	2018-19	2019-20	2020-21	2021-22	2022-23
Alvord Unified	9	1430	1445	1505	1290	1417
	10	1455	1432	1436	1531	1233
	11	1430	1464	1428	1460	1509
	12	1517	1423	1504	1463	1443
Corona-Norco Unified	9	4383	4348	4334	4246	4273
	10	4381	4402	4378	4356	4278
	11	4288	4369	4376	4417	4332
	12	4488	4429	4456	4477	4540
Jurupa Unified	9	1489	1464	1563	1450	1434
	10	1541	1448	1495	1552	1438
	11	1453	1506	1444	1471	1545
	12	1486	1480	1547	1531	1480
Moreno Valley Unified	9	2563	2535	2664	2573	2627
	10	2537	2507	2480	2684	2549
	11	2353	2415	2386	2475	2623
	12	2481	2333	2419	2460	2547
Val Verde Unified	9	1654	1643	1758	1702	1539
	10	1653	1670	1644	1796	1710
	11	1669	1672	1625	1639	1821
	12	1641	1739	1685	1667	1708
Riverside	9	4032	4073	4231	3902	4072
	10	4078	4187	4012	4126	4021
	11	4162	4099	4061	3897	4082
	12	4292	4140	3865	3950	4018
Grand Total		**62456**	**62223**	**62296**	**62115**	**62239**

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

In addtion to feeder schools, RCCD serves a significant number of K-12 school districts in the region. For high schools within the region but outside RCCD's service area, see Appendix E. In fact, the district has a total capture rate of 2.9% from these districts in fall 2022. Some of these K-12 districts have increased the number of students choosing to attend one of the three colleges. For example, the district has a capture rate of 7.2% from the Colton Joint Unified School District in Fall of 2022, 2.9% from San Bernardino Unified School District in fall 2022, and 5.4 % from the Redlands Unified School District in fall 2022. As the district continues to improve and to

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expand its programs, it will attract a number of students who actually live outside the district boundaries.

Dual-Enrollment

As noted above, the Inland Empire has one of the lowest college-going rates in the nation. Also, the capture rate from K-12 districts in RCCD service area reveals that the district has the potential to serve a greater number of students if it continues to improve its transfer rate and develops workforce training programs and pathways to attract the large number of potential students who choose to seek employment instead of attending college. The state Chancellor's "Vision 2030" emphasizes strategic directions for community colleges that include expanding dual enrollment participation. RCCD has made such efforts. Table 10 summarizes the district's dual enrollment efforts while Table 11 summarizes the student's annual course success rates. The "Dual Enrollment" category may include high-school students who take random community college courses without entering into a college degree or workforce development pathway.

Table 10.
RCCD High School Dual Enrollment Counts, 2018-19 through 2022-23

RCCD

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	1,138	1,819	774	1,145	1,798
Early Mid Col	942	901	649	752	1,013
Dual Enroll	793	1,081	1,602	1,398	1,850
Concurrent	70	71	408	290	298
Unduplicated Total	2,943	3,872	3,433	3,585	4,959

MVC

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	208	356	260	376	610
Early Mid Col	551	523	458	479	524
Dual Enroll	79	73	156	64	96
Concurrent	3	13	41	34	21
Unduplicated Total	841	965	915	953	1,251

NC

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	688	878	7	8	1
Early Mid Col	85	144	33	142	333
Dual Enroll	511	803	1,270	1,195	1,590
Concurrent	1	48	303	185	179
Unduplicated Total	1,285	1,873	1,613	1,530	2,103

RCC

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	242	587	507	761	1,187
Early Mid Col	306	235	160	131	156

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Dual Enroll	210	229	237	168	182
Concurrent	68	14	93	92	122
Unduplicated Total	826	1,065	997	1,152	1,647

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

Table 11.
RCCD High School Dual Enrollment annual course success rates, 2018-19 through 2022-23

RCCD

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	86%	85%	80%	81%	81%
Early Mid Col	84%	85%	84%	83%	85%
Dual Enroll	81%	85%	86%	83%	84%
Concurrent	93%	91%	83%	84%	87%
Unduplicated Total	81%	85%	86%	83%	84%

MVC

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	82%	82%	86%	87%	89%
Early Mid Col	92%	92%	89%	83%	86%
Dual Enroll	83%	92%	93%	80%	73%
Concurrent	76%	97%	99%	90%	92%
Unduplicated Total	83%	91%	92%	85%	85%

NC

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	86%	86%	44%	86%	83%
Early Mid Col	85%	88%	54%	82%	86%
Dual Enroll	75%	82%	83%	84%	84%
Concurrent	100%	87%	86%	84%	84%
Unduplicated Total	86%	86%	67%	84%	84%

RCC

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
CCAP	91%	84%	76%	77%	77%
Early Mid Col	72%	72%	72%	83%	75%
Dual Enroll	81%	86%	91%	85%	84%
Concurrent	93%	91%	82%	91%	89%
Unduplicated Total	84%	83%	80%	84%	81%

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

The state Chancellor's "Vision 2030" goals include the following equity goals: Equity in Success, Equity in Access, and Equity in Support. RCCD has increased its number of dual-enrolled students, and the data show that dual-enrolled student success rates are greater than those of regularly enrolled students. As the colleges continue to develop dual enrollment in accordance with Vision 2030, they should be establishing objectives and targets for equity, retention, and success of high school students in these programs.

Riverside Community College District Four-Year College Admission Rates

According to the Public Policy Institute of California (PPIC) Fact Sheet published in December 2023, the Inland Empire has the lowest college-going rate in California at 52% (statewide average 63%). Of the students who go to a college or university in the area, 7% attend the University of California, 27% enroll in a community college, 9% go to a California State University school, and 9% choose another option. Generally, the Inland Empire falls far below the state-wide average. Despite these low college-going rates, RCCD has increased its transfer volume significantly over the last five years:

Table 12.
Riverside Community College District Transfer

Transfer Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2014-15 to 2022-23 Change	
CSU	1,104	1,040	1,171	1,255	1,312	1,393	1,809	1,731	1,640	536	49%
UC	365	451	477	567	758	814	974	848	835	470	129%
Private/Out-of-State	950	949	983	1,079	1,194	1,216	1,201	1,299	1,246	296	31%
Grand Total	3,106	2,430	2,617	2,880	3,245	3,405	3,960	3,849	3,700	594	19%

CSUSB Transfer Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2014-15 to 2022-23 Change	
MVC	102	101	114	124	101	125	167	146	155	53	52%
NC	132	113	90	90	98	101	127	142	88	(44)	33%
RCC	280	281	321	330	334	369	444	469	460	180	64%
Grand Total	514	495	525	544	533	595	738	757	703	189	37%

UCR Transfer Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2014-15 to 2022-23 Change	
MVC	40	42	58	70	92	96	117	101	115	75	188%
NC	38	53	40	59	87	105	136	134	104	66	174%
RCC	136	168	165	188	297	319	380	280	280	144	106%
Grand Total	214	263	263	317	476	520	633	515	499	285	133%

Neighboring Privates	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21	2021 -22	2022 -23	2014-15 to 2022-23 Change	
CBU	258	234	232	280	280	322	278	301	326	68	26%
La Sierra	30	30	45	47	47	44	36	25	24	(6)	20%
Univ of Redlands	50	53	44	44	34	40	33	37	29	(21)	42%
Grand Total	337	315	319	369	360	405	347	363	379	42	12%

Source: National Student Clearinghouse

Although the data in Table 12 shows significant improvement in the transfer volume has occurred, the colleges still have large numbers of potential students who do not currently attend the three colleges. Continued efforts to increase the number of students will be an ongoing goal of the district. State-wide efforts to increase the transfer volume have come to the forefront. Moreover, the number and percentages of students who complete, graduate, and transfer within a three-year window is still very low. (See tables 15 and 16 under General Planning Emphases for specific data.)

In the California Office of the Governor's *Recovery with Equity: A Roadmap for Higher Education After the Pandemic* report (Feb. 2021), one goal states: "By 2030, learners will have clear, easy-to-navigate pathways into and through post-secondary education, as well as admission and transfer processes facilitated by an integrated technology platform, dual admission, and common course numbering." The roadmap also calls for a recommitment "to accelerating the widespread, consistent implementation of the Associate Degree for Transfer (ADT) program as a statewide vehicle to facilitate streamlined and transparent pathways for student transfer from community college to four-year institutions. Consistent with this goal, several pieces of legislation have recently been passed with critical impacts on California community colleges, the California State University, and the University of California.

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

AB 1111 (May 2021) and AB 928 (Oct. 2021) are two additional pieces of legislation with significant impacts on CA community colleges. AB 1111 requires that on or before July 1, 2027, the CA community colleges adopt a common course numbering system for all general education requirement courses and transfer pathway courses. AB 928, the Student Transfer Achievement Reform Act of 2021 requires the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges, on or before May 31, 2023, to establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to the California

State University and the University of California. Each of these changes presents RCCD with important opportunities to further collaborate with its CSU and UC partners.

Overview of the Planning Goals of RCCD's Top Five Transfer Institutions

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

The California State University San Bernardino Strategic Plan (2015-2020) includes specific targets for transfer students. These include reducing the underrepresented minority achievement gap, reaching a 36% two-year graduation rate and a 72% four-year graduation rate, and decreasing the average time-to-completion rate from 3.1 to 2.7 years. The plan also calls for increasing community partnerships and to align "community needs with appropriate university resources for mutual benefit." A more recent update to its strategic plan, 2023-28, CSUSB specifies that it seeks to "increase co-enrollment (dual-enrollment) partnerships with community colleges and high schools."

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

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

The University of California Riverside's "UCR 2030 Central Campus Level Strategic Initiatives" include "improving undergraduate student success and experience, improving graduation rates, decreasing equity gaps, sustaining academic standards, and expanding high impact practices and career/leadership development across demographics." Additionally, UCR will "serve as an anchor institution for research and economic development in the Inland Empire." The strategic plans of colleges within UCR have initiatives focused on transfer. For example, developing pipelines for transfer students is an initiative in the College of Natural and Agricultural Sciences Strategic Plan. Developing new academic programs in areas of high demand for transfers and expanding "Transfers F1RST," a student-led program that offers support to transfer students, are initiatives in the College of Humanities, Arts, and Social Sciences Strategic Plan. These initiatives align well with RCCD plans to further explore with UCR additional summer programs, better engagement of RCCD student leaders with UCR student leaders, improved communication with students, opportunities for data sharing, and facilitating faculty and counseling collaboration on degree alignment between our institutions.

Overview of Planning Goals of Private Colleges in the Area

A review of the planning documents of six area private colleges (California Baptist University, La Sierra University, National University, University of La Verne, Loma Linda University, and the University of Redlands) reveal that possible strategic partnerships and transfer agreements with the district could provide additional opportunities for RCCD students to continue their educational goals. For example, California Baptist University (CBU) has made it a priority to increase its enrollment to 12,000 students by 2025. It has recognized that the university needs to "establish and reinvigorate partnerships that create pathways for students to attend CBU" and that it should enhance "efforts with transfer students." National University's planning documents explicitly state that it needs to ensure "a clear pathway for community college transfer." The university seeks to "expand pathways…through community college and workforce partnerships," and to "develop partnerships with community colleges and other public university systems." In general, however, the private universities do have clear strategic goals to expand community college transfer opportunities. The district has an opportunity to develop transfer agreements and other partnerships with private universities in the area.

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

A number of K-12 school districts within the Riverside Community College District service area have specific plans that align with and support the interests of the college district. This Educational Master Plan provides a vehicle to identify and to integrate the long-range planning activities of the area K-12 districts with the college district. For example, the Moreno Valley Unified School District (MVUSD), Val Verde Unified School District (VVUSD), Corona Norco Unified School District CNUSD), Alvord Unified School District (AUSD), Riverside Unified School District (RUSD), Jurupa Unified School District (JUSD), and the Riverside County Office of Education (RCOE) share the goal that all students will graduate from high school with

the knowledge and skills to succeed in college, enter the workforce, and participate as educated citizens.

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

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

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

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

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

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

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

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

The AUSD has even offered specific strategies in this document:

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

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

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

The Corona Norco Unified School District Strategic Plan 2021-2026 also outlines specific goals that align with the college district, including developing "alternative education options and developing and strengthening partnerships with local businesses…by creating opportunities for student internships, mentoring programs… ."In its 2021-2022 Local Control and Accountability Plan, the CNUSD seeks "to prepare every student to be college and career ready…and to provide every student the knowledge and skills needs to obtain a post-secondary education, enter the workforce, and to compete in a global economy." One specific goal states that the district needs to "increase articulation agreements with the local community colleges." The CNUSD has identified a concrete goal to increase dual enrollment opportunities for its students and to help students navigate the financial aid application process. The plan calls for providing specific information about CTE certification programs as well. Its focus on at-risk students (foster youths, English-language learners, and low-income) attempts to mitigate the equity gap that

exists among these groups by helping them to enter the workforce through "CTE Pathway development, expansion, and maintenance."

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

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

The Val Verde Unified School District clearly states in its mission and vision statements that the district will graduate "Future Ready students" who are candidates for the work force by offering a "standards-based curriculum infused with industry-based real-world experiences…through project-based learning, hands-on field experience partnerships with local colleges and business internship opportunities." The district's planning documents list a number of specific goals and activities, including increased "dual enrollment" opportunities for students and career readiness opportunities.

The Riverside Unified School District lists a number of specific action plans and goals in its planning documents. One of the emphasized goals is to increase the number of dual enrollment

courses that focus on helping under-represented groups—especially foster youths, low-income, and English-language learners— "to gain access to post-secondary credits prior to their freshman year in college." The district also plans to "provide students choices that prepare them for college and career pathways."

Overview of Planning Goals of Selected City and County Governments

The cities of Moreno Valley, Perris, Norco, Corona, Eastvale, Riverside, and Jurupa Valley share common goals for economic growth and development that place high priority on workforce development to meet emerging industry and business needs and to provide residents with a living wage. The cities' plans also emphasize their communities' health and well-being through education, equity, culture, environment, and wellness. Arts, culture, and opportunities for lifelong learning are important priorities for the region's citizenry. The cities' goals align closely with *RCCD's Strategic Plan 2019-2024* goals (see Table 1) and will inform RCCD's 2024-2029 planning.

Several cities, including Moreno Valley and Corona, have developed long-term plans to 2040, while others have five-year strategic and general plans in place. Eastvale is in the process of developing its 2040 plan. The City of Norco is developing its general plan to 2050. In addition to their common goals, each city has unique needs for its citizenry, community members, residents, businesses, and industries.

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

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

From Perris' 2021 Environmental Justice planning element, "at the City level, 66.5 percent of adults are high school graduates, compared to 82 percent in the County; followed by 9.20 percent who had a bachelor's degree or higher, compared to 22.3 percent in the County. Educational attainment is lower across all disadvantaged communities." Perris' plans also emphasize the

interconnectedness of environment, education, health, and economic mobility. "Poverty, neighborhood environment, and education are important determinants of health that not only shape socioeconomic and political inequalities, but are also strongly associated with life expectancy, economic opportunity, and health outcomes. One of the goals of environmental justice is to correct these types of inequities by reducing the impacts of environmental pollution and health risks experienced by these communities, while ensuring their participation in planning processes and decision making that directly impacts their quality of life in the City."

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

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

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

In its 2012 General Plan, Eastvale's aligned priorities are a ready and skilled workforce along with housing to support it, engaged educational system for residents in all stages of life, and thriving arts and cultural experiences. The City plans to work "with the community college, high

school, and other public and private educators to ensure adequate training to meet the needs of future businesses." The City recognizes the importance of partnerships and has plans to assist companies to find funding for workforce training.

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

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

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

Jurupa Valley places "a high priority on maintaining and improving our educational, cultural, and technical opportunities, including programs and events at schools, libraries, museums, performing arts facilities, and other community venues. We support the establishment of new community centers as well as college-level, life-enrichment, and career training opportunities in Jurupa Valley." Jurupa Valley supports "high quality economic growth and development that are environmentally sustainable and that foster housing, living wage jobs, retail goods and services, public facilities and services, environmental benefits, destination tourism, and medical and

educational facilities." Jurupa Valley seeks to attract "much-needed community-serving uses such as medical services, quality retail and restaurants, higher education and job training facilities, a civic center, cultural, arts, entertainment, and recreation uses." In addition, Jurupa Valley strives to provide adult education, ESL, reading, and literacy programs.

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

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

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

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

The recent assessment of the workforce demands done by the three colleges (see Table 1 above) indicates that transportation and warehousing will generate new employment opportunities for the communities served by each of the colleges. According to the Southern California Alliance for Economic Development in Sustainable Logistics (SCALE-SL), four counties (Los Angeles, Orange, Riverside, and San Bernardino) with a combined population of 17.8 million people process 40% of the nation's container cargo. San Bernardino and Riverside counties (the Inland Empire) have over a billion square feet of warehouse space. Unfortunately, the Inland Empire metro area is "highly susceptible to automation" in the transportation and warehouse employment sectors, although SCALE-SL anticipates a surge in high-technology jobs. This group reports that 80% of the Inland Empire workforce lacks a college degree. The Inland Empire region also falls behind the Los Angeles metro area and state-wide average in living wage employment. The good job postings for Los Angeles area is 42.5% compared to the Inland Empire region's 36.6%. Also, Latinas have the lowest share of living-wage jobs at 16.2%, and Latinos in the Inland Empire have only a 25.8% share of good jobs compared to the state-wide average of 32.4%. In southern California, 1.6 million (1 out of every 7) jobs are tied to the logistics industry. Many of these logistics positions are in the Inland Empire. A recent

Brookings Institute Metropolitan Policy Program report ranking the automation potential of the top 100 US metro areas stated that the Riverside-San Bernardino-Ontario metro area is ranked 13 out of 100, with an average automation potential of 47.6%. Hence, there is a significant potential for many logistics sector jobs as we currently know them to disappear. RCCD programs to retrain displaced workers will be essential. Particularly, increased training for high technology jobs will be needed.

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

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

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

Among RCCD's six feeder school districts, the high school population is made up of approximately 59,292 students.   For the 2022-23 academic year, nearly 5000 students were served through CCAP, Middle/Early College, concurrent enrollment, and other dual enrollment.

The CCCCO Chancellor in Vision 2030 has identified expanding dual enrollment with equity so that high school students graduate with at least 12 units of college credit as a priority goal.

Guided Pathways

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

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

The key planning component in the above statement aligns extremely well with the general idea of developing partnerships with local public entities, four-year universities, and employers in the area served by the Riverside Community College District to help students achieve their educational goals. This aim is explicitly embedded in the Guided Pathways stated goals. Clearly, an opportunity exists for the district to use the Guided Pathways funding to "redesign" its workforce training programs to align more closely with the employment demands in the Inland Empire and to coordinate its transfer pathways with the area colleges and universities. In fact, one of the primary purposes of the Guided Pathways initiative is to "promote equity and economic mobility" for students. The goal is consistent with the needs assessments and planning activities of various public entities and local universities. Tables 13 and 14 provide student headcount by pathway and data on guided pathways transfers by cohort year.

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

The Guided Pathways initiative is aligned closely with the Vision for Success goals, particularly the developmental education reform, that impact the district's financial stability due to the student-centered funding formula. The district has made some progress to implement the Guided Pathways. An assessment of the district's workforce programs to determine if they reflect the industry demands identified above and the criteria of offering skilled training programs in high-demand jobs that provide a living wage for its graduates will need to be performed. In addition, the new alignment and plan cannot be limited to the current industry demands in the Inland Empire. The prioritized focus on Workforce Development--especially in the areas of high skill, high demand, high wage—will need to look at the nature of work today as well as in the future with the dual goal of attracting advanced industries to the region while at the same time building

a culture and capacity for entrepreneurial activity to encourage the growth of micro and small business enterprises.

Table 13.

Riverside Community College District Student Headcount, Unduplicated for Each Pathway.

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

Norco	2018 19	2019 20	2020 21	2021 22	2022 23
Pathway	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
1. Math, Engineering, Computer Science & Game Development	3916 (24.9%)	4161 (24.5%)	3679 (23.7%)	3207 (22.9%)	3325 (20.3%)
2. Social and Behavioral Sciences	2805 (17.9%)	3053 (18.0%)	2755 (17.8%)	2627 (18.8%)	2908 (17.7%)
3. Business and Management	2765 (17.6%)	2816 (16.6%)	2593 (16.7%)	2273 (16.2%)	2815 (17.2%)
4. Natural Sciences, Health, and Kinesiology	1556 (9.9%)	2061 (12.1%)	2144 (13.8%)	1966 (14.0%)	2209 (13.5%)
5. Human and Public Services	1318 (8.4%)	1406 (8.3%)	1262 (8.1%)	1067 (7.6%)	1213 (7.4%)
6. Communication, Humanities, and Languages	1187 (7.6%)	1319 (7.8%)	1142 (7.4%)	994 (7.1%)	1194 (7.3%)
7. Applied Technologies and Apprenticeships	1022 (6.5%)	1050 (6.2%)	977 (6.3%)	1035 (7.4%)	1728 (10.5%)
8. Visual and Performing Arts	830 (5.3%)	957 (5.6%)	816 (5.3%)	753 (5.4%)	945 (5.8%)
9. Unknown	171 (1.1%)	105 (.6%)	83 (.5%)	50 (.4%)	40 (.2%)
10. Other RCCD	130 (.8%)	71 (.4%)	53 (.3%)	32 (.2%)	19 (.1%)
Grand Total	15700	16999	15504	14004	16396

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

Source: Colleague Data

Table 14.
Guided Pathways Transfer Headcount by Cohort Year Starting Year

GP Cohort Starting Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
CSU	1,362	1,277	1,134	825	726	360	168
Out-of-State	935	958	663	429	301	188	71
Private In-State	822	797	582	295	230	120	70
UC	743	700	650	413	434	224	127
Grand Total	11,088	11,309	9,964	9,319	9,394	6,616	6,091

Source: National Student Clearinghouse

Note that transfer is calculated on the cohort model and earlier years will have more time to complete the transfer.

General Planning Emphases for the Riverside Community College District, 2024-2049

The Inland Empire region and the specific areas served by the Riverside Community College District expect population growth and an expanded workforce over the next decade. According to the National Coalition of Advanced Technology Center's final report (December 7, 2022), "the Inland Empire's labor market has fully recovered from the COVID-19 pandemic and

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

Guided Pathways Expansion

Riverside Community College District continues to offer a number of Guided Pathways for transfer students. In fact, the district has increased the number of transfers to four-year schools over the last few years, in spite of the effects of the pandemic. It must continue its efforts to increase its transfer rates by working more closely with the four-year universities in the Inland Empire area on dual enrollment pathways as required by AB 132. In addition, RCCD must continue to streamline its pathway efforts with K-12 school districts and to hone its student success support mechanisms and its standard of care to ensure improved equitable outcomes.

Although the district has some exceptional CTE and workforce training programs (nursing, dental hygiene, paramedic, firefighters, peace officers, welders, HVAC and auto technicians to cite a few), a number of the current CTE programs do not show student interest and may not meet the specific criteria of being high-skilled, in-demand (100 jobs), and providing a living wage. To increase the number of students entering the three colleges in the district, the district must invest in and expand its workforce training and CTE programs.

Reduce Time to Complete Degree or Certificate

One of the key goals of clarifying and streamlining a guided pathway, in both transfer and workforce training, is to reduce the amount of time to complete a program or degree. The time to complete an associate's degree or a CTE certificate can be shortened by 50 to 60% (6 years to 2 or 3). Having students begin their educational goals in high school, for example, will reduce the costs of earning a degree significantly and also double or triple the available instructional space. The adoption of the ADT by the University of California system and the acceptance of a dual admission system where students can be admitted to both a college in the RCCD and a UC or CSU school, where students complete the first two years within the RCCD with a guaranteed admission to the UC or CSU (provided, of course, students meet the GPA and course requirements) will enhance and facilitate the process of transfer and increase graduation rates in addition to reducing the costs. California State University, San Bernardino has a strategic goal to develop a dual-admission program. A dual admission program will also allow community

college students to enroll in upper division courses—all of which will shorten the time for students to enter the workforce and contribute to the socio-economic development of the region. The following charts demonstrate the length of time students take in Riverside Community College District to earn a degree or a certificate. The strategies listed above are designed to improve these numbers.

Table 15.
First Associate Degree Time to Completion

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

Source: CCCCO MIS Referential Files

Table 16.
First Certificate Award Time to Completion

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

Source: CCCCO MIS Referential Files

Expand Workforce Training

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

The Council team urges the Riverside Community College District to build the IETTC as quickly as possible but also to develop "IETTC-extensions in strategic locations" to become "a vital and complimentary Workforce Center of Excellence" to provide the training that employers in the region so desperately need. The Council suggest twelve (12) possible advanced technology training opportunities that complement employer needs:

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

Nearly all municipal entities and educational providers in the district's service area recognize the need to develop workforce training opportunities and also have made it a goal in their future planning documents to forge partnerships with local employers and institutions of higher

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

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

In July 2023, the Chancellor for California Community Colleges presented "Vision 2030: A Roadmap for California Community Colleges." This framework incorporates objectives from the Vision for Success (2017) and the Governor's Roadmap 2021 and includes outcomes and metrics that will impact the long-term planning objectives and strategic planning directions of every California community college district. The strategies, metrics, and outcomes in the Vision 2030 parallel the general direction outlined in this plan. Two Vision 2030 outcomes that need increased attention in RCCD will require strategies for increasing the number of Community College Baccalaureate degrees, and establishing targets for increasing the number of students receiving financial aid. These "Vision 2030" initiatives may be more appropriately included in each college's strategic planning process. The "Vision 2030" roadmap includes other state-wide initiatives—e.g., increasing the number of full-time students and improving articulation and program mapping with the California State University system and the University of California. One of the objectives outlined in "Vision 2030" involves expanding "experiential and work-based learning (e.g., apprenticeships, internships, etc.) opportunities, incorporating Learning-Aligned Employment Program (LAEP), for all students to enhance their social and economic mobility…." The specific goals outlined in "Vision 2030" will need to be incorporated into all the strategic planning documents within the district.

The "California State Plan for Career Technical Education (CTE)," which is currently in draft form, offers a new and "bold vision" to create a statewide CTE system that identifies career

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

Continue District Progress with Associate Degrees for Transfer/Baccalaureate Degrees

One of the goals of "Vision 2030" corresponds to a state-wide "higher education goal of 70% of postsecondary degree and certificate attainment among working-aged Californians by 2030." A number of other concrete, strategic transfer and degree goals exist in "Vision 2030" and can be integrated into the short- and long-term college planning documents as well as the district's updated strategic plan. In fact, the district has already made some progress to meet these goals. The Riverside Community College has made significant progress to improve its transfer rate. See table 12 for more details. Also, in 2021-22, the three district colleges accounted for 34% of the total community college awards in the Inland Empire, 41% of AA, AS, and ADT awards, 21% of certificates and 52% of noncredit awards among the 12 community colleges in the area (CCCCO Datamart, annual student counts). The district's efforts in the area of dual-enrollment at the K-12 level offer additional ways to improve the college-going rate. Future partnerships with the UC and CSU systems to develop dual-enrollment at four-year schools could also help reduce the amount of time it takes for students to complete their degree goals. Although the number of ADT's awarded in the district has increased significantly, the district also has room for considerable growth by increasing transfer options. "Vision 2030" offers a number of strategies--including online programs of study, increased number of students eligible for financial aid, flexible term structures, flexible schedules, etc.—that the district might adopt.

To contribute to the 70% goal mentioned above, the district has an opportunity to offer a Community College Baccalaureate degrees, particularly in areas not served by the UC and CSU systems. "Vision 2030" suggests that the community college system should increase its baccalaureate degrees by 30%. A recent study from UCLA (reported by ABC News, February 13, 2024) looked at student data enrolled in inaugural California community college baccalaureate (CCB).. The report highlighted that 64% of Latino students enrolled in CCBs graduated within two years. These students had higher completion rates, fewer student loans (35% compared to 46% of all California college graduates), and had higher earnings after graduation (earning $22,600 more). The report suggests that CCBs offer a way to improve the college graduation rates for Hispanics. The study states that "in California, 22% of Hispanic adults (25 and older) had earned associate degrees or higher, compared to 56% of white, non-Hispanic adults." By offering CCBs, the district could significantly impact the college-going and graduation rates of under-represented groups. As of Spring 2024, the Riverside Community

College District has not yet developed any baccalaureate degree programs. Table 17 outlines baccalaureate degrees currently offered by various California community colleges.

Table 17.

California Community Colleges Approved Baccalaureate Degree Programs

List of Approved Bachelor's Degree Programs	
COLLEGE	**DEGREE**
Antelope Valley College	Airframe Manufacturing Technology
Bakersfield College	Industrial Automation Research Laboratory Technology
Cerritos College	Dental Hygiene
Crafton Hills College	Respiratory Care
Cypress College	Mortuary Science
DeAnza College	Automotive Technology Management
El Camino College	Respiratory Care
Feather River College	Equine & Ranch Management Ecosystem Restoration & Applied Fire
Foothill College	Dental Hygiene Respiratory Care
Fresno College	Dental Hygiene
Hartnell College	Respiratory Care - (recently approved)
Los Angeles Mission College	Biomanufacturing
Los Angeles Valley College	Respiratory Therapy
MiraCosta College	Biomanufacturing
Modesto Junior College	Respiratory Care
Moorpark College	Biomanufacturing
Mt. San Antonio College	Histotechnology
Rio Hondo College	Automotive Technology
San Diego City College	Cyber Defense and Analysis
San Diego Mesa College	Health Information Management
San Diego Miramar College	Public Safety Management
Santa Ana College	Occupational Studies
Santa Monica College	Interaction Design
Shasta College	Health Information Management
Skyline College	Respiratory Care
Solano Community College	Biomanufacturing
Taft College	Dental Hygiene Administration
Ventura College	Automotive Career Education
West Los Angeles College	Dental Hygiene Aviation Maintenance Technology: Avionics

Source: Baccalaureate Degree Program, California Community Colleges Chancellor's Office (cccco.edu)

Riverside Community College District Educational Masterplan Objectives, 2024-2049

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

To achieve this collaborative effort, the Board of Trustees has provided a general vision for the Riverside Community College District for the next 25 years. Using district support services and coordinating with relevant district administrative areas, each college will assess and revise its current short-term and long-term planning goals and objectives to ensure that they are in alignment with the educational direction and emphasis of the district, and each college will develop concrete, measurable strategic goals. The Board will receive yearly assessments of the progress each college makes. The district's strategic plan, which is developed in collaboration with the colleges, will set the minimum standards for district, but each college must establish its own goals and targets that reflect the following general objectives:

1. Increase the number of Guided Pathways transfer agreements and increase, with equity, student transfers with four-year colleges and universities;
2. Develop high-skill, high-demand and high-pay workforce Guided Pathways and programs that reflect current and future employer and regional needs, including apprenticeships with local employers and unions;
3. Develop baccalaureate degree programs, particularly in CTE programs with a focus on equity;
4. Engage in active recruitment of and increase support to under-represented groups (by ethnicity, gender, veteran's status, foster youth, low-income adults, and justice involved/justice impacted) as the district develops its workforce training programs and transfer programs;
5. Integrate and coordinate long-term planning activities and develop specific partnerships with local governmental agencies;
6. Ensure the development of Moreno Valley College and Norco College into comprehensive colleges and increase access to Riverside City College;
7. Increase the number of instructional facilities to serve the educational needs of communities within the district;
8. Expand partnerships, adult education, and dual enrollment strategies with local K-12 school districts to help students choose a clear Guided Pathway;
9. Develop dual-enrollment strategies with four-year colleges and universities in the area;
10. Increase the college going and capture rates of high-school graduates within the district's service area;
11. Increase the number of noncredit offerings, particularly in Workforce development and Adult Education programs;
12. Ensure the colleges and the district use the same data sets and Key Performance Indicators and ensure alignment of goals and objectives in their planning documents.

Long-Term Financial Planning

A simple reality exists in the funding formula for California community colleges: the apportionment from the state alone cannot adequately provide the money needed for the development of new educational opportunities. In fact, the California community colleges are funded at the lowest level of any educational segment. For 2023-2024, K-12 funding per student is $23,791, CSU funding per student is $22,260, and UC funding per student is $34,966, while CCC funding per student is $11,887. A different funding mechanism is required—possibly one that fosters a community-wide alliance involving local government entities, workforce training, employer engagement, partnerships with K-12 districts, and labor unions. This collaborative effort would secure the necessary resources to enhance socio-economic conditions in the Inland Empire. Many of the high-skilled workforce training programs will require significant investments in very expensive equipment. Creative partnerships with local industries possessing this equipment can help mitigate the costs of training.

The dynamic influence of technology on the nature of work requires a new funding model, one that recognizes the importance of engaging with regional, local, and civic entities that possess workforce training funds outside the conventional community college funding channels. Overcoming the challenge of securing bond measures at state and local levels is essential. The district's capacity to respond effectively to the rapidly shifting requirements of workforce training, including the essential facilities these programs demand, hinges on a collaborative effort with community partners. Together, they can address the limitations posed by state apportionment, ensuring that the workforce is equipped for the challenges of the modern job market.

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

The district also faces additional challenges related to fluctuating college enrollments and low college-going rates in the Inland Empire, further complicating long-term financial planning. The community served by the district historically exhibits a low college-going rate; this results in a sizable pool of potential students who have not yet enrolled in any of the district's colleges. This untapped potential becomes a significant opportunity, particularly through the expansion of workforce pathways and the introduction of dual-enrollment training programs at the high-school level. These initiatives can attract students who may not typically pursue traditional transfer and

degree pathways, thereby increasing district enrollment. To realize this potential, the district must prioritize and maximize its outreach efforts. This concerted outreach strategy will enable the district to increase its capture rate among potential students who could benefit from its educational offerings. It is important to note, however, that there is currently no funding mechanism in place for the development of future educational sites to accommodate this expanded enrollment. This presents a challenge that the district must address in its long-term planning efforts.

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

Long-Term Facilities Needs

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

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

Currently the state legislature is considering a K-14 state school bond to be placed on the 2024 ballot (Assembly Bill 247, Muratsuchi). However, the proposed bond's dollar amount remains undisclosed, and it does not alter the current capital outlay process. Some changes to local capital bonds are being proposed through Senate Bill 521. Given the fierce competition among

community college districts for limited capital funding, the Riverside Community College District must contemplate the possibility of a local bond to fulfill its long-term capital improvement needs.

The facilities masterplans at each college give priority to its core instructional needs. Moreno Valley College's proposal to expand the Ben Clark Training Center into a comprehensive college, with an emphasis on public safety, underscores the growing demand for workforce training facilities. Challenges also exist at Norco College, where limited space and secondary access to/from the college hinder the expansion of instructional programs and the addition of new facilities. Growth along Interstate 15 in the Corona area make it difficult for Norco College to meet the educational needs of the growing population. Acquiring property to establish a Norco College STEM Center in the Corona area, educational facilities in South Corona, possibly extending the IETTC and offering multiple four-year transfer pathways, could serve the growing population. Riverside City College, which is constrained by its landlocked location and lacks capacity for new facilities, faces a demand for increased access. The district hopes to engage in future discussions with the Riverside Unified School District to develop a joint-use agreement for an early college STEM high school on one of the RUSD campuses. The idea is not to displace RUSD students, but rather it is designed to enhance student access and success by creating an opportunity for students to complete high school and community college simultaneously (and reduce the time for students to earn a degree or certificate). The focus of the STEM early college will enhance the student access to high-demand, high-skilled, and high-paying jobs and aligns with the City of Riverside's development plan for the economically disadvantaged north side of Riverside. The Jurupa Valley area is experiencing substantial growth, with no higher education facilities currently serving the community. The area offers the potential for an educational center and workforce training facility to meet the area employment needs. This need is echoed in various civic and education planning documents, prompting the Riverside Community College District to initiate a proposal for the construction of the Inland Empire Technical Trade Center to offer new and innovative workforce training programs. In addition to the Center, the district needs to develop IETTC extension programs at the colleges and various areas within the district's service area.

Areas of Instructional Focus for Each College and Site

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

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

> Norco College: Logistics, manufacturing, and engineering programs.

> Moreno Valley College: Allied health and public safety.

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

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

Conclusion

The Riverside Community College District Educational Masterplan 2024-2049, a 25-year vision for the future direction of colleges serving the communities within its boundaries, has more than student access and success as outcomes. As the District embarks on its next 25 years, it is evermore committed to ensuring the development of Moreno Valley College and Norco College into comprehensive colleges that include visual and performing arts and athletics while also increasing access to Riverside City College. This masterplan is ultimately connected to the overall social and development of the region. The general emphasis is on preparing students, whatever their backgrounds, to overcome the issues of poverty, equity, social, economic, health, and environmental justice. Equally important is to prepare students to participate in the civic and cultural well-being of their communities. This requires the district to develop new metrics that measure social and economic mobility. Finding the instruments to measure the gains in the areas of health and environmental justice will also be needed if the general direction outlined in this 25-year vision will have had any impact.

The lofty goals outlined in this plan very much depend on an inclusive collaborative platform that can coordinate and align the plans of the varied constituents so that regional energy and resources can be focused on mutual goals to reduce competition and enhance collaboration. Most important, these collaborative efforts will eliminate unnecessary duplication and overlap, while enhancing systemwide efficiencies and effectiveness. The development of an infrastructure that has the capacity to lead and to coordinate regional partners--four-year colleges and universities, K-12 districts, community colleges, business and industry leaders, city and

county planner, and local, state, federal elected representatives, and regional community college and K-12 Boards of Trustees—has not been realized yet. This collaborative platform also requires methodologies to monitor, assess, and evaluate the effectiveness of this joint effort to assure accountability and credibility.

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

Appendices

Appendix A: Program Headcounts (by title) for each 2-digit TOP Code

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

Appendix A: Program Headcounts (by title) for each 2-digit TOP Code

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

Appendix A: Program Headcounts (by title) for each 2-digit TOP Code

Appendix A		Year Ending					
TOP2	Program Title	2018	2019	2020	2021	2022	Total
30 Commercial Services	Cosmetology	78	118	78	33	56	363
	Cosmetology Instructor Training	19	14	6	9	11	59
	Esthetician	2	11	43	1		57
	Cosmetology CSUGE		1	1	3		5
	Cosmetology Bus Admin-Management & Supervision		1		1	1	3
	Cosmetology Bus Admin-Management & Supervision Concentrat					3	3
	Cosmetology IGETC		2				2
30 Commercial Services Total		**99**	**147**	**128**	**47**	**71**	**492**
06 Media and Communications	Graphic Design and Printing	20	25	35	17	26	123
	Film,TV&Video Production Spec	22	20	20	15	20	97
	Game Design	14	17	14	10	26	81
	Journalism for Transfer CSUGE	3	6	4	4	8	25
	Simulation and Gaming: Game Art	11	9	5			25
	Animation					22	22
	Telecommunications CSUGEasic Television Production	11	5				16
	Game Development Core				3	13	16
	Game Concept Art				2	12	14
	CIS: Graphic Design	2	2		4	6	14
	Game Art: Environments and Vehicles	3	5	4	2		14
06 Media and Communications Total		**86**	**89**	**82**	**57**	**133**	**447**
10 Fine and Applied Arts	Photography	15	14	27	15	15	86
	Basic Graphic Design				31	30	61
	Applied Digital Media-Basic Graphic Design	22	12	13			47
	Art - Visual Communications-Animation	11	9	12	10	4	46
	Music Industry Studies: Audio Production	6	3	2	4	5	20
	Art - Visual Communications-Illustration	4	7	4	3		18
	Music Industries Studies: Audio Production	4	2	1	3	2	12
	Graphics Technology-Basic Graphic Communication	3	6	2			11
	Applied Digital Media-Motion Graphics and 3D Animation	2	1	4	1		8
	Basic Graphic Communication				1	7	8
10 Fine and Applied Arts Total		**67**	**54**	**65**	**68**	**63**	**317**

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Appendix A: Program Headcounts (by title) for each 2-digit TOP Code

Appendix A		Year Ending					
TOP2	Program Title	2018	2019	2020	2021	2022	Total
08 Education	Sign Language Interpreting	21	22	16	17	14	90
	Education Paraprofessional	3		2	11	8	24
	Exercise, Sport & Wellness-Coaching	2	1	3	8	7	21
	Exercise, Sport & Wellness-Fitness Professions	4	3	3	5	2	17
	Sign Language Interpreting CSUGE	1	1	2	2		6
	Exercise, Sport & Wellness-Fitness Pro			1	3	1	5
	Pilates Dance/Conditioning Instructor					4	4
	Pilates Dance Conditioning Instructor	3	1				4
	Sign Language Interpreting IGETC		1				1
	Exercise, Sport & Wellness-Coaching IGETC				1		1
	Education Paraprofessional IGETC	1					1
	Education Paraprofessional CSUGE				1		1
	Exercise, Sport & Wellness-Fitness Pro CSUGE		1				1
08 Education Total		**35**	**29**	**28**	**48**	**36**	**176**
14 Law	Paralegal Studies	10	10	14	20	15	69
	Paralegal Studies IGETC				1	2	3
	Paralegal Studies CSUGE				1		1
14 Law Total		**10**	**10**	**14**	**22**	**17**	**73**
02 Architecture and Environmental Design	Architectural Graphics	12	12	10	6	4	44
	Architecture	3		1			4
02 Architecture and Environmental Design Total		**15**	**12**	**11**	**6**	**4**	**48**

Source: CCCCO MIS Referential Files

Appendix B: Additional Headcount Data by Demographics

Headcount by Ethnicity

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African-American	4,430	4,431	4,287	3,823	3,349	3,721	4,033
American Indian	144	167	168	113	94	107	110
Asian	3,363	3,594	3,663	3,538	3,360	3,612	4,006
Hispanic	30,982	32,441	32,212	29,901	27,250	30,717	33,405
Pacific Islander	186	199	215	186	161	156	160
Two or More	1,461	1,495	1,583	1,885	1,710	1,968	2,120
Unreported	711	870	1,393	719	630	1,006	980
White	9,989	9,764	9,194	8,214	6,831	7,457	7,434
Total	**51,266**	**52,961**	**52,715**	**48,379**	**43,385**	**48,744**	**52,248**

Percentage of Ethnic Groups

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African-American	8.6%	8.4%	8.1%	7.9%	7.7%	7.6%	7.7%
American Indian	0.3%	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%
Asian	6.6%	6.8%	6.9%	7.3%	7.7%	7.4%	7.7%
Hispanic	60.4%	61.3%	61.1%	61.8%	62.8%	63.0%	63.9%
Pacific Islander	0.4%	0.4%	0.4%	0.4%	0.4%	0.3%	0.3%
Two or More	2.8%	2.8%	3.0%	3.9%	3.9%	4.0%	4.1%
Unreported	1.4%	1.6%	2.6%	1.5%	1.5%	2.1%	1.9%
White	19.5%	18.4%	17.4%	17.0%	15.7%	15.3%	14.2%

Headcount by Age Groups

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<=19	17,773	19,127	20,257	17,845	16,492	19,114	21,347
20-24	17,419	16,960	16,044	14,927	13,255	13,806	14,260
25-29	6,824	7,032	6,575	6,191	5,437	5,789	6,068
30-34	3,284	3,513	3,415	3,577	3,075	3,566	3,760
35-39	1,909	2,085	2,116	2,154	1,837	2,225	2,462
40-49	2,068	2,239	2,221	2,210	1,962	2,448	2,531
50+	1,987	1,999	2,076	1,475	1,325	1,790	1,819
Unreported	2	6	11		2	6	1
Total	**51,266**	**52,961**	**52,715**	**48,379**	**43,385**	**48,744**	**52,248**

Appendix B: Additional Headcount Data by Demographics

Percentage of Age Groups

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<=19	34.7%	36.1%	38.4%	36.9%	38.0%	39.2%	40.9%
20-24	34.0%	32.0%	30.4%	30.9%	30.6%	28.3%	27.3%
25-29	13.3%	13.3%	12.5%	12.8%	12.5%	11.9%	11.6%
30-34	6.4%	6.6%	6.5%	7.4%	7.1%	7.3%	7.2%
35-39	3.7%	3.9%	4.0%	4.5%	4.2%	4.6%	4.7%
40-49	4.0%	4.2%	4.2%	4.6%	4.5%	5.0%	4.8%
50+	3.9%	3.8%	3.9%	3.0%	3.1%	3.7%	3.5%
Unreported	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%

Headcount by Gender

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Female	28,802	29,860	29,874	28,660	25,166	26,904	28,771
Male	22,176	22,702	22,371	19,329	17,766	21,103	22,580
Non-Binary	7	10	42	67	129	263	416
Unreported	281	389	428	323	324	474	481
Total	**51,266**	**52,961**	**52,715**	**48,379**	**43,385**	**48,744**	**52,248**

Percentage of Gender Groups

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Female	56.2%	56.4%	56.7%	59.2%	58.0%	55.2%	55.1%
Male	43.3%	42.9%	42.4%	40.0%	40.9%	43.3%	43.2%
Non-Binary	0.0%	0.0%	0.1%	0.1%	0.3%	0.5%	0.8%
Unreported	0.5%	0.7%	0.8%	0.7%	0.7%	1.0%	0.9%

Headcount by Full-Time vs. Part-Time

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
FT	11,056	11,534	9,864	10,207	8,686	9,791	11,231
PT	40,210	41,427	42,851	38,172	34,699	38,953	41,017
Total	**51,266**	**52,961**	**52,715**	**48,379**	**43,385**	**48,744**	**52,248**

Percentage of Full-Time vs. Part-Time Students

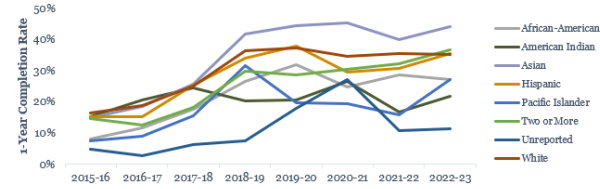|	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
FT	21.6%	21.8%	18.7%	21.1%	20.0%	20.1%	21.5%
PT	78.4%	78.2%	81.3%	78.9%	80.0%	79.9%	78.5%

DRAFT

Appendix C: Access, Success and Equity

Transfer-Level English Completed in Year 1 (First-Time Student by Cohort Starting Year)

Completion Rates: Transfer-Level English Completed in Year 1

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
African-American	8%	12%	18%	27%	32%	25%	29%	27%
American Indian	15%	21%	24%	20%	21%	27%	17%	22%
Asian	15%	19%	26%	42%	44%	45%	40%	44%
Hispanic	15%	15%	25%	34%	38%	30%	31%	36%
Pacific Islander	8%	9%	16%	32%	20%	19%	16%	27%
Two or More	15%	13%	18%	30%	29%	31%	32%	37%
Unreported	5%	3%	6%	8%	18%	27%	11%	11%
White	16%	19%	25%	37%	37%	35%	36%	35%
Grand Total	15%	16%	24%	34%	35%	31%	32%	35%

Proportionality Index: Transfer-Level English Completed in Year 1

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
African-American	0.01	0.74	0.73	0.79	0.91	0.81	0.91	0.78
American Indian	1.04	1.31	1.00	0.61	0.58	0.87	0.53	0.62
Asian	1.02	1.19	1.05	1.24	1.27	1.47	1.27	1.27
Hispanic	1.05	0.98	1.04	1.01	1.08	0.96	0.98	1.02
Pacific Islander	0.53	0.58	0.63	0.93	0.56	0.63	0.51	0.78
Two or More	1.01	0.80	0.74	0.89	0.81	0.99	1.02	1.05
Unreported	0.33	0.17	0.26	0.22	0.51	0.89	0.34	0.32
White	1.12	1.20	1.03	1.08	1.06	1.12	1.13	1.01
Grand Total	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

Transfer-Level English Completed in Year 1 (YES)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African-American	90	122	164	203	200	119	118	156	119
American Indian	5	8	10	9	8	4	3	5	3
Asian	113	138	164	210	222	159	149	216	162
Hispanic	1,021	1,045	1,615	2,113	2,168	1,310	1,294	2,106	1,613
Pacific Islander	5	6	9	18	11	7	4	9	3
Two or More	19	7	6	12	26	73	72	123	89
Unreported	6	5	6	9	226	40	9	24	8
White	362	442	462	575	480	321	271	417	272
Grand Total	1,621	1,773	2,436	3,149	3,303	2,033	1,920	3,056	2,269

DW MIS Ref Analysis ran in Feb 2024, therefore 3-year completion metrics should only extend up to 2020 cohorts.
Bensimon and Malcolm-Piqueux (as cited in California Community College Chancellor's Office, 2015), recommended a cut-off value of 0.85

Transfer-Level Math Completed in Year 1 (First-Time Student Cohort by Starting Year)

Completion Rates: Transfer-Level Math Completed in Year 1

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
African-American	3%	3%	5%	7%	11%	9%	9%	7%
American Indian	3%	3%	7%	5%	10%	0%	0%	9%
Asian	18%	17%	23%	29%	38%	34%	31%	33%
Hispanic	5%	5%	11%	12%	16%	14%	13%	15%
Pacific Islander	2%	8%	5%	9%	16%	3%	16%	12%
Two or More	9%	7%	6%	8%	13%	16%	15%	16%
Unreported	2%	1%	0%	5%	11%	14%	6%	5%
White	6%	7%	14%	17%	19%	20%	19%	18%
Grand Total	6%	6%	12%	13%	16%	16%	14%	15%
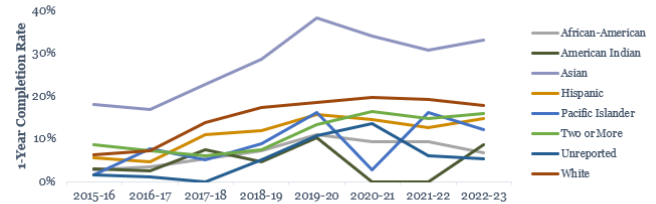
Proportionality Index: Transfer-Level Math Completed in Year 1

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
African-American	0.00	0.59	0.45	0.54	0.67	0.58	0.65	0.44
American Indian	0.49	0.44	0.64	0.35	0.63	0.00	0.00	0.57
Asian	2.91	2.85	1.97	2.19	2.34	2.15	2.15	2.16
Hispanic	0.89	0.80	0.95	0.90	0.96	0.91	0.88	0.95
Pacific Islander	0.25	1.29	0.45	0.67	0.99	0.18	1.12	0.79
Two or More	1.37	1.22	0.53	0.57	0.81	1.04	1.04	1.03
Unreported	0.26	0.18	0.00	0.38	0.66	0.86	0.42	0.34
White	1.01	1.24	1.19	1.32	1.14	1.24	1.34	1.16
Grand Total	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

Transfer-Level Math Completed in Year 1 (YES)

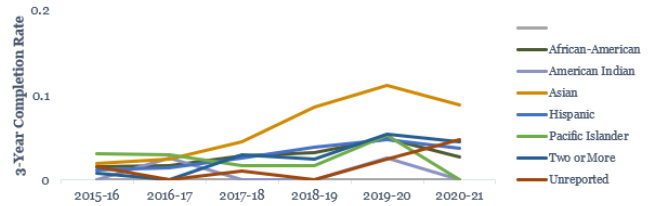|	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African-American	30	36	48	54	68	44	38	39	30
American Indian	1	1	3	2	4			2	
Asian	137	124	145	143	190	119	114	162	95
Hispanic	367	321	693	733	887	637	530	863	467
Pacific Islander	1	5	3	5	9	1	4	4	1
Two or More	11	4	2	3	12	39	33	53	33
Unreported	2	2		6	136	20	5	11	3
White	139	171	253	271	238	182	146	210	125
Grand Total	688	664	1147	1217	1527	1042	870	1344	754

DW MIS Ref Analysis ran in Feb 2024, therefore 3-year completion metrics should only extend up to 2020 cohorts.
Bensimon and Malcolm-Piqueux (as cited in California Community College Chancellor's Office, 2015), recommended a cut-off value of 0.85

Transferred with no Local Award in 3 Years (First-Time Student Cohort by Starting by Year)

Completion Rates: Transferred with no Local Award in 3 Years

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African-American	5%	4%	4%	4%	3%	3%
American Indian	6%	0%	2%	2%	0%	13%
Asian	9%	8%	9%	10%	7%	5%
Hispanic	3%	3%	3%	2%	2%	2%
Pacific Islander	5%	3%	9%	5%	4%	3%
Two or More	3%	5%	9%	3%	2%	5%
Unreported	5%	3%	0%	2%	2%	2%
White	5%	6%	4%	5%	5%	5%
Grand Total	4%	4%	4%	3%	3%	3%
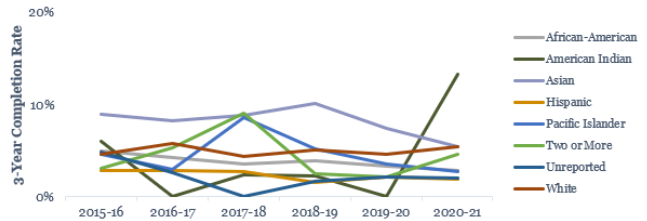
Proportionality Index: Transferred with no Local Award in 3 Years

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African-American	0.01	1.09	1.00	1.35	1.17	1.05
American Indian	1.55	0.00	0.68	0.78	0.00	4.77
Asian	2.29	2.09	2.49	3.50	2.58	1.94
Hispanic	0.74	0.72	0.78	0.56	0.77	0.68
Pacific Islander	1.18	0.77	2.41	1.81	1.24	0.99
Two or More	0.79	1.36	2.54	0.86	0.76	1.65
Unreported	1.24	0.68	0.00	0.57	0.75	0.73
White	1.19	1.47	1.23	1.77	1.63	1.96
Grand Total	1.00	1.00	1.00	1.00	1.00	1.00

Transferred with no Local Award in 3 Years

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African-American	54	45	33	30	21	14
American Indian	2		1	1		2
Asian	68	61	57	51	37	19
Hispanic	194	193	177	102	126	84
Pacific Islander	3	2	5	3	2	1
Two or More	4	3	3	1	2	11
Unreported	6	5		2	27	3
White	103	136	81	81	60	51
Grand Total	434	445	357	271	270	185

DW MIS Ref Analysis ran in Feb 2024, therefore 3-year completion metrics should only extend up to 2020 cohorts.
Bensimon and Malcolm-Piqueux (as cited in California Community College Chancellor's Office, 2015), recommended a cut-off value of 0.85

Appendix C: Access, Success and Equity

Transferred AND Local Award in 3 Years (First-Time Student Cohort by Starting Year)

Completion Rates: Transferred AND Local Award in 3 Years

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African-American	2%	2%	3%	3%	5%	3%
American Indian	0%	3%	0%	0%	3%	0%
Asian	2%	2%	5%	9%	11%	9%
Hispanic	1%	1%	3%	4%	5%	4%
Pacific Islander	3%	3%	2%	2%	5%	0%
Two or More	1%	0%	3%	3%	5%	5%
Unreported	2%	0%	1%	0%	3%	5%
White	2%	3%	5%	6%	7%	6%
Grand Total	1%	2%	3%	4%	5%	4%

Proportionality Index: Transferred AND Local Award in 3 Years

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African-American	0.01	0.91	0.90	0.74	0.95	0.64
American Indian	0.00	1.36	0.00	0.00	0.49	0.00
Asian	1.34	1.29	1.44	1.95	2.16	2.07
Hispanic	0.78	0.79	0.82	0.89	0.93	0.89
Pacific Islander	2.08	1.61	0.55	0.40	1.03	0.00
Two or More	0.52	0.00	0.96	0.57	1.06	1.08
Unreported	1.09	0.00	0.33	0.00	0.49	1.12
White	1.50	1.62	1.59	1.38	1.32	1.34
Grand Total	1.00	1.00	1.00	1.00	1.00	1.00

Transferred AND Local Award in 3 Years

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African-American	18	18	26	25	31	13
American Indian		1			1	
Asian	15	18	29	43	56	31
Hispanic	77	102	164	245	274	167
Pacific Islander	2	2	1	1	3	
Two or More	1		1	1	5	11
Unreported	2		1		32	7
White	49	72	92	96	88	53
Grand Total	164	213	314	411	487	282

DW MIS Ref Analysis ran in Feb 2024, therefore 3-year completion metrics should only extend up to 2020 cohorts.
Bensimon and Malcolm-Piqueux (as cited in California Community College Chancellor's Office, 2015), recommended a cut-off value of 0.85

Local Award and No Transfer in 3 Years (First-Time Student Cohort by Starting Year)

Completion Rates: Local Award and No Transfer in 3 Years

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African-American	3%	3%	4%	5%	6%	6%
American Indian	0%	3%	15%	0%	5%	7%
Asian	6%	6%	8%	11%	15%	13%
Hispanic	6%	5%	7%	8%	8%	8%
Pacific Islander	5%	5%	3%	5%	2%	6%
Two or More	2%	5%	0%	5%	9%	7%
Unreported	2%	3%	3%	3%	7%	7%
White	7%	8%	9%	10%	11%	10%
Grand Total	6%	5%	7%	8%	8%	8%
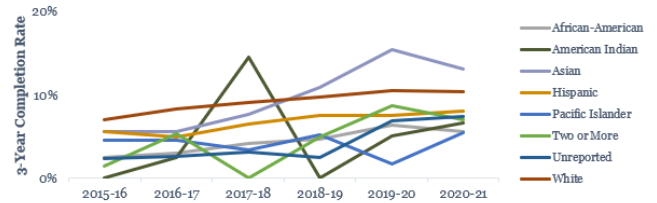
Proportionality Index: Local Award and No Transfer in 3 Years

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African-American	0.00	0.56	0.62	0.61	0.78	0.67
American Indian	0.00	0.47	2.13	0.00	0.63	0.79
Asian	1.02	1.03	1.12	1.42	1.89	1.55
Hispanic	1.02	0.90	0.96	0.97	0.93	0.96
Pacific Islander	0.83	0.83	0.50	0.68	0.22	0.66
Two or More	0.28	0.98	0.00	0.65	1.08	0.84
Unreported	0.44	0.49	0.46	0.32	0.85	0.89
White	1.27	1.52	1.34	1.26	1.29	1.24
Grand Total	1.00	1.00	1.00	1.00	1.00	1.00

Local Award and No Transfer in 3 Years

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African-American	28	32	39	36	40	27
American Indian		1	6		2	1
Asian	43	42	49	55	77	46
Hispanic	378	338	415	469	434	358
Pacific Islander	3	3	2	3	1	2
Two or More	2	3		2	8	17
Unreported	3	5	3	3	87	11
White	156	197	169	154	135	97
Grand Total	613	621	683	722	767	559

DW MIS Ref Analysis ran in Feb 2024, therefore 3-year completion metrics should only extend up to 2020 cohorts.
Bensimon and Malcolm-Piqueux (as cited in California Community College Chancellor's Office, 2015), recommended a cut-off value of 0.85

Source: CCCCO MIS Referential Files

Appendix D: Additional College Going Rates

	College Going Rate by Feeder District		
Academic Year	**District Name**	**High School Completers**	**Enrolled In College (12 Months)**	**College Going Rate**
2014-15	Alvord Unified	1178	574	48.7%
	Corona-Norco Unified	3733	2268	60.8%
	Jurupa Unified	1188	537	45.2%
	Moreno Valley Unified	1954	974	49.8%
	Riverside Unified	2779	1515	54.5%
	Val Verde Unified	1267	676	53.4%
2014-15 Total		**12099**	**6544**	**54.1%**
2015-16	Alvord Unified	1384	644	46.5%
	Corona-Norco Unified	3843	2418	62.9%
	Jurupa Unified	1142	558	48.9%
	Moreno Valley Unified	2004	1076	53.7%
	Riverside Unified	2742	1584	57.8%
	Val Verde Unified	1184	683	57.7%
2015-16 Total		**12299**	**6963**	**56.6%**
2016-17	Alvord Unified	1301	688	52.9%
	Corona-Norco Unified	3715	2379	64.0%
	Jurupa Unified	1180	602	51.0%
	Moreno Valley Unified	1872	1051	56.1%
	Riverside Unified	2702	1663	61.5%
	Val Verde Unified	1248	739	59.2%
2016-17 Total		**12018**	**7122**	**59.3%**
2017-18	Alvord Unified	1253	698	55.7%
	Corona-Norco Unified	3785	2592	68.5%
	Jurupa Unified	1113	609	54.7%
	Moreno Valley Unified	1994	1159	58.1%
	Riverside Unified	2734	1707	62.4%
	Val Verde Unified	1320	754	57.1%
2017-18 Total		**12199**	**7519**	**61.6%**
2018-19	Alvord Unified	1203	672	55.9%
	Corona-Norco Unified	3790	2441	64.4%
	Jurupa Unified	1157	600	51.9%
	Moreno Valley Unified	1890	985	52.1%
	Riverside Unified	2757	1637	59.4%
	Val Verde Unified	1355	755	55.7%
2018-19 Total		**12152**	**7090**	**58.3%**
2019-20	Alvord Unified	1161	620	53.4%
	Corona-Norco Unified	3765	2314	61.5%
	Jurupa Unified	1194	585	49.0%
	Moreno Valley Unified	1839	921	50.1%
	Riverside Unified	2858	1523	53.3%
	Val Verde Unified	1445	768	53.1%
2019-20 Total		12262	6731	54.9%
2020-21	Alvord Unified	1126	564	50.1%
	Corona-Norco Unified	3798	2345	61.7%
	Jurupa Unified	1137	523	46.0%
	Moreno Valley Unified	1920	995	51.8%
	Riverside Unified	2439	1442	59.1%
	Val Verde Unified	2147	714	57.3%
2020-21 Total		**11667**	**6583**	**56.4%**
Grand Total		**84696**	**48552**	**57.3%**

Source: California Department of Education, Data Quest

Appendix D: Additional College Going Rates

		College Going Rate by Destination					
Academic Year	District Name	High School Completers	% UC	% CSU	% CCC	% Others	College Going Rate
2014-15	Alvord	1178	7.6%	9.6%	26.0%	5.5%	48.7%
	Corona-Norco	3733	8.0%	11.8%	26.0%	15.0%	60.8%
	Jurupa	1188	5.9%	9.3%	25.0%	5.0%	45.2%
	Moreno Valley	1954	6.7%	13.5%	23.4%	6.2%	49.8%
	Riverside	2779	7.5%	11.7%	25.1%	10.3%	54.5%
	Val Verde	1267	8.7%	14.9%	22.7%	7.1%	53.4%
2014-15 Total		**12099**	**7.5%**	**11.9%**	**24.9%**	**9.8%**	**54.1%**
2015-16	Alvord	1384	9.0%	8.6%	21.4%	7.5%	46.5%
	Corona-Norco	3843	9.8%	11.2%	28.5%	13.4%	62.9%
	Jurupa	1142	5.5%	11.6%	26.5%	5.2%	48.9%
	Moreno Valley	2004	9.0%	14.2%	24.5%	5.9%	53.7%
	Riverside	2742	9.3%	12.7%	23.3%	12.5%	57.8%
	Val Verde	1184	11.2%	14.3%	23.8%	8.4%	57.7%
2015-16 Total		**12299**	**9.2%**	**12.1%**	**25.3%**	**10.1%**	**56.6%**
2016-17	Alvord	1301	9.3%	8.4%	28.4%	6.8%	52.9%
	Corona-Norco	3715	10.9%	10.6%	30.0%	12.6%	64.0%
	Jurupa	1180	7.9%	9.5%	28.9%	4.7%	51.0%
	Moreno Valley	1872	9.5%	14.2%	27.5%	5.0%	56.1%
	Riverside	2702	9.1%	11.9%	28.5%	12.0%	61.5%
	Val Verde	1248	10.0%	14.8%	25.2%	9.1%	59.2%
2016-17 Total		**12018**	**9.7%**	**11.5%**	**28.5%**	**9.5%**	**59.3%**
2017-18	Alvord	1253	10.0%	8.1%	31.4%	6.1%	55.7%
	Corona-Norco	3785	10.8%	12.4%	30.1%	15.2%	68.5%
	Jurupa	1113	8.1%	11.7%	28.4%	6.6%	54.7%
	Moreno Valley	1994	7.7%	14.4%	29.9%	6.1%	58.1%
	Riverside	2734	9.5%	9.7%	29.4%	13.9%	62.4%
	Val Verde	1320	9.5%	11.5%	29.3%	6.7%	57.1%
2017-18 Total		**12199**	**9.5%**	**11.5%**	**29.8%**	**10.8%**	**61.6%**
2018-19	Alvord	1203	9.1%	9.1%	31.4%	6.2%	55.9%
	Corona-Norco	3790	9.6%	12.6%	28.6%	13.6%	64.4%
	Jurupa	1157	6.5%	11.4%	29.1%	4.8%	51.9%
	Moreno Valley	1890	8.7%	12.7%	25.0%	5.7%	52.1%
	Riverside	2757	9.9%	9.9%	28.2%	11.4%	59.4%
	Val Verde	1355	9.7%	12.8%	26.1%	7.1%	55.7%
2018-19 Total		**12152**	**9.2%**	**11.6%**	**28.0%**	**9.6%**	**58.3%**
2019-20	Alvord	1161	9.4%	9.1%	26.0%	8.9%	53.4%
	Corona-Norco	3765	10.9%	11.0%	25.2%	14.2%	61.5%
	Jurupa	1194	7.5%	13.4%	22.9%	5.3%	49.0%
	Moreno Valley	1839	8.3%	11.4%	23.4%	7.0%	50.1%
	Riverside	2858	9.0%	9.3%	23.9%	11.1%	53.3%
	Val Verde	1445	10.7%	13.2%	21.5%	7.7%	53.1%
2019-20 Total		**12262**	**9.6%**	**11.0%**	**24.0%**	**10.3%**	**54.9%**
2020-21	Alvord	1126	10.3%	6.8%	25.4%	7.5%	50.1%
	Corona-Norco	3798	11.4%	10.3%	26.1%	13.9%	61.7%
	Jurupa	1137	8.3%	9.2%	22.8%	5.7%	46.0%
	Moreno Valley	1920	9.0%	8.7%	25.0%	9.2%	51.8%
	Riverside	2439	11.1%	8.7%	25.3%	14.0%	59.1%
	Val Verde	1237	12.3%	8.7%	24.4%	11.8%	57.3%
2020-21 Total		**11667**	**10.6%**	**9.1%**	**25.2%**	**11.5%**	**56.4%**
Grand Total		**84696**	**9.3%**	**11.2%**	**26.5%**	**10.2%**	**57.3%**

Source: California Department of Education, Data Quest

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Appendix E: Capture Counts and Rates

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

Source: California Department of Education

Appendix E: Capture Counts and Rates

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

Source: CCCCO MIS Referential Files

Appendix E: Capture Counts and Rates

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

Source: CCCCO MIS Referential Files and California Department of Education

Appendix E: Capture Counts and Rates

RCCD Neighboring Schools Capture Rates for Feeder High School Districts									
District	School	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Bear Valley Unified School District	Big Bear High	0.5%	2.8%	4.2%	1.9%	1.9%	2.0%	1.3%	0.0%
Chaffey Joint Union High School District	Alta Loma High	1.7%	1.1%	0.7%	0.9%	1.2%	0.4%	0.6%	0.7%
	Chaffey District Online High	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.5%
	Chaffey High	1.0%	1.2%	1.9%	1.3%	1.1%	1.5%	0.8%	1.5%
	Colony High	4.8%	5.2%	4.7%	4.1%	4.3%	3.9%	2.5%	3.8%
	Etiwanda High	1.9%	2.3%	2.2%	2.9%	2.4%	1.0%	1.3%	1.2%
	Los Osos High	1.2%	0.5%	1.0%	0.9%	1.5%	1.5%	1.0%	1.1%
	Montclair High	1.3%	0.5%	0.3%	0.3%	0.3%	0.0%	0.0%	0.3%
	Ontario High	0.9%	1.4%	2.7%	1.7%	1.6%	1.3%	0.8%	1.1%
	Rancho Cucamonga High	1.7%	1.3%	1.5%	1.9%	0.9%	1.8%	1.2%	0.8%
CJUHSD Total		**1.7%**	**1.6%**	**1.7%**	**1.7%**	**1.6%**	**1.4%**	**1.0%**	**1.2%**
Colton Joint Unified School District	Bloomington High	12.8%	12.4%	10.6%	11.7%	10.2%	5.7%	11.0%	14.7%
	Colton High	3.1%	7.3%	6.9%	9.9%	7.9%	2.8%	5.1%	5.7%
	Grand Terrace High	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Washington High	6.7%	0.0%	5.7%	0.0%	0.0%	0.0%	37.5%	0.0%
CJUSD Total		**5.6%**	**6.0%**	**5.5%**	**6.8%**	**5.7%**	**3.0%**	**6.4%**	**7.2%**
Fontana Unified School District	Fontana A.B. Miller High	3.4%	5.0%	3.2%	5.0%	1.9%	1.9%	1.0%	1.5%
	Fontana High	4.1%	3.8%	3.9%	2.7%	1.4%	1.7%	2.3%	2.0%
	Henry J Kaiser High	4.6%	8.6%	8.6%	9.2%	11.8%	7.0%	8.1%	8.7%
	Jurupa Hills High	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Summit High	3.9%	3.1%	2.5%	3.2%	1.7%	3.3%	2.8%	2.7%
FUSD Total		**3.2%**	**4.4%**	**3.7%**	**4.1%**	**3.4%**	**2.7%**	**3.0%**	**3.1%**
Perris Union High School District	Heritage High	5.0%	5.9%	5.1%	8.8%	5.2%	6.4%	4.3%	4.3%
	Liberty High								
	Paloma Valley High	2.1%	3.1%	5.2%	2.3%	2.4%	2.0%	2.0%	1.6%
	Perris High	9.6%	12.7%	12.3%	12.1%	19.4%	9.4%	11.3%	10.7%
	Scholar Plus Online Learning				0.0%	0.0%	0.0%	0.0%	0.0%
PUHSD Total		**5.4%**	**6.8%**	**7.2%**	**7.2%**	**7.9%**	**5.3%**	**5.0%**	**4.6%**
Redlands Unified School District	Citrus Valley High	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Redlands eAcademy	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Redlands East Valley High	3.2%	2.9%	2.8%	2.4%	4.7%	2.4%	3.3%	3.1%
	Redlands Senior High	6.3%	6.0%	6.2%	5.4%	4.9%	4.9%	6.3%	13.0%
RUSD Total		**3.1%**	**3.0%**	**3.0%**	**2.6%**	**3.3%**	**2.5%**	**3.3%**	**5.4%**
Rialto Unified School District	Eisenhower High	5.7%	8.6%	8.6%	5.1%	5.0%	2.6%	2.8%	3.5%
	Rialto High	11.5%	14.2%	15.2%	8.7%	5.5%	3.9%	5.1%	8.0%
	Wilmer Amina Carter High	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Zupanic Virtual Academy	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
RUSD Total		**5.1%**	**7.5%**	**7.8%**	**4.5%**	**3.4%**	**2.3%**	**2.6%**	**3.8%**

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Appendix E: Capture Counts and Rates

RCCD Neighboring Schools Capture Rates for Feeder High School Districts									
District	**School**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
San Bernardino City Unified School District	Alternative Learning Center								
	Arroyo Valley High	1.8%	2.0%	2.9%	2.9%	3.7%	2.5%	0.7%	1.6%
	Cajon High	2.7%	3.2%	4.3%	4.9%	1.7%	2.4%	1.9%	2.1%
	Indian Springs High	1.6%	2.1%	2.8%	0.6%	0.9%	2.7%	0.9%	1.5%
	Middle College High	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%	0.0%
	Pacific High	0.9%	1.9%	0.7%	0.4%	0.0%	0.5%	0.5%	0.9%
	San Bernardino High	3.4%	1.6%	3.1%	3.7%	2.3%	2.7%	2.5%	1.9%
	San Gorgonio High	2.0%	4.4%	2.5%	3.5%	4.0%	1.3%	2.2%	2.9%
SBCUSD Total		**2.1%**	**2.5%**	**2.8%**	**3.0%**	**2.3%**	**2.1%**	**1.5%**	**1.8%**
Upland Unified School District	Upland High	0.9%	0.7%	0.8%	0.7%	0.6%	0.7%	0.7%	0.3%
Grand Total		**3.0%**	**3.6%**	**3.6%**	**3.5%**	**3.2%**	**2.3%**	**2.5%**	**2.9%**

Note: Only traditional high schools and alternative schools of choice that are non-charter are included in the capture rates

Source: CCCCO MIS Referential Files and California Department of Education

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

2024 Spring Plenary Session Resolutions

For Discussion

Thursday, April 18, 2024

Disclaimer:

The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Fall Plenary Session held on April 20, 2024.

Resolutions Committee
Erik Reese, ASCCC Area C Representative and ASCCC Resolutions Chair
Robert L. Stewart, Jr., ASCCC Treasurer and ASCCC Resolutions Second Chair
Davena Burns-Peters, San Bernardino Valley College, Area D
Mark Edward Osea, Mendocino College, Area B
Krystinne Mica, ASCCC Executive Director

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PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

- Pre-plenary resolutions are developed by the ASCCC Executive Committee (through its committees) and submitted to the pre-plenary area meetings for review.
- Amendments and new pre-plenary resolutions are generated in the area meetings.
- The Resolutions Committee meets to review all pre-plenary resolutions and combine, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee before the posted deadlines each day by using the webform available on the Resolutions Process webpage.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the ASCCC Executive Committee.
- Resolutions and amendments are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (found in *Local Senates Handbook*)
- Resolution Procedures (Part II in *Resolutions Handbook*)
- Resolution Writing and General Advice (Part III in *Resolutions Handbook*)

New delegates are strongly encouraged to watch the New Attendee Information pre-plenary webinar.

Explore California legal codes via https://leginfo.legislature.ca.gov/faces/home.xhtml

Explore California Code of Regulations, including Title 5, via https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?transitionType=Default&contextData=%28sc.Default%29

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at area meetings are marked with +
- Resolutions and amendments submitted through Thursday of the plenary session are marked with #
- Amendments and urgent resolutions submitted on Friday of the plenary session are marked with ^

CONSENT CALENDAR

Resolutions may be placed on the consent calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the ASCCC, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the consent calendar. If an amendment is submitted that proposes to substantially change a resolution on the consent calendar, that resolution will be removed from the consent calendar.

Resolutions may be removed from the consent calendar at area meetings, making requests of the Resolutions Committee, and immediately before adopting the consent calendar on the last day of plenary session. Reasons for removing a resolution from the consent calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

    *101.01   S24 Update the 2017 Paper *The Course Outline of Record: A Curriculum Reference Guide Revisited*

    *+101.02 S24 Update the 2019 Paper *Work Based Learning in California Community Colleges*

    *+101.03 S24 Developing an ASCCC-Annotated Version of Program and Course Approval Handbook (PCAH)

    *+102.01 S24 Cal-GETC, Catalog Rights, and Oral Communication Courses

    *+103.01 S24 Expanding Grading Options for Dual Enrollment Courses

    *+105.01 S24 Align Approval and Completion of IGETC/Cal-GETC Courses with University of California Transfer Admission Requirements

    *111.01   S24 Adopt *Part-time Faculty: Equity, Rights, and Roles in Governance* Paper

    *112.02   S24 Disciplines List — Nursing

    *112.03   S24 Disciplines List — Art

    *113.02   S24 Support ACR 147 (Alvarez as of February 16, 2024): California's First-Generation College Celebration Day

    *+113.03 S24 Provisionally Support AB 2586 (Alvarez, as of February 14, 2024) Student Employment

    *+113.04 S24 Support AB 2093 (Santiago, as of March 6, 2024) to Extend College Promise to California Community College Baccalaureate Degree Students

    *+113.05 S24 Support AB 2407 (Hart as of February 12, 2024) on Sexual Harassment Complaints

    *+113.06 S24 In Support of Documented Dreamers

    *+114.01 S24 A-G Requirements Website to Support Dual Enrollment

    *+114.02 S24 Noncredit in the California Virtual Campus

NEW CATEGORIES PILOT

New resolutions categories that more closely align with the purview of the ASCCC are being piloted for the 2024 Spring Plenary Session. Numbering of these new pilot categories will begin from 101 for the first category, 102 for the second category, and so forth to distinguish them from the old categories. The new categories being piloted this spring are:

101)   Curriculum
102)   Degree and Certificate Requirements
103)   Grading Policies
104)   Educational Program Development
105)   Student Preparation and Success
106)   Governance Structures
107)   Accreditation
108)   Professional Development
109)   Program Review
110)   Institutional Planning and Budget Development
111)   Academic Senate for California Community Colleges
112)   Hiring, Minimum Qualifications, Equivalency, and Evaluations
113)   Legislation and Advocacy
114)   Consultation with the California Community Colleges Chancellor's Office

101 CURRICULUM

*101.01 S24 Update the 2017 Paper *The Course Outline of Record: A Curriculum Reference Guide Revisited*

Whereas, The Academic Senate for California Community Colleges adopted the paper *The Course Outline of Record: A Curriculum Reference Guide Revisited*[1] in Spring 2017 and has not updated it since;

Whereas, The adoption of California Code of Regulations Title 5 sections 51200[2] and 51201[3] in 2020 established a commitment by the Board of Governors of the California Community Colleges to ground the educational mission of the California Community Colleges in the principles of diversity, equity, inclusion, and accessibility (DEIA) in order "to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community";

Whereas, The Academic Senate for California Community Colleges has grounded itself in DEIA and antiracist work through the infusion of inclusion, diversity, equity, antiracism and accessibility in its mission statement, vision statement, goals, and strategic directions; and

Whereas, The Academic Senate for California Community Colleges adopted resolutions 09.01 Fall 2021[4] and 09.01 Fall 2023[5] in support of requiring the incorporation of DEIA principles and practices into course outlines of record;

Resolved, That the Academic Senate for California Community Colleges update the paper *The Course Outline of Record: A Curriculum Reference Guide Revisited*[6] to reflect the shift to infuse diversity, equity, inclusion, accessibility, and antiracism in curricular matters and present it for adoption at the Fall 2025 Plenary Session.

Contact: Robert L. Stewart Jr., ASCCC Executive Committee, ASCCC Curriculum Committee

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[1] https://www.asccc.org/sites/default/files/COR_0.pdf
[2] https://govt.westlaw.com/calregs/Document/I5F7D7FA34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[3] https://govt.westlaw.com/calregs/Document/I5F7FF0A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[4] https://www.asccc.org/resolutions/adding-culturally-responsive-curriculum-equity-mindedness-and-anti-racism-course-outline
[5] https://www.asccc.org/resolutions/support-revisions-title-5-include-deia-course-outline-record
[6] https://www.asccc.org/sites/default/files/COR_0.pdf

*+101.02 S24 Update the 2019 Paper *Work Based Learning in California Community Colleges*

Whereas, The Academic Senate for California Community Colleges adopted the paper *Work Based Learning in California Community Colleges*[7] in Spring 2019 and has not updated it since; and

Whereas, The Academic Senate for California Community Colleges' 2019 paper *Work Based Learning in California Community Colleges* recommended updates to Title 5 and the inclusion of noncredit options for work experience education; and

Whereas, The Board of Governors of the California Community Colleges recently adopted long awaited and extensive changes to several California Code of Regulations Title 5 sections regarding work experience education that are summarized in a California Community Colleges Chancellor's Office document[8] around these updates;

Resolved, That the Academic Senate for California Community Colleges update the paper *Work Based Learning in California Community Colleges*[9] to reflect the recent updates to the California Code of Regulations by the Fall 2025 Plenary Session.

Contact: Robert L. Stewart Jr., ASCCC Executive Committee, Area C

*+101.03 S24 Developing an ASCCC-Annotated Version of Program and Course Approval Handbook (PCAH)

Whereas, California Education Code 66010.2[10] states "The public elementary and secondary schools, the California Community Colleges, the California State University, the University of California, and independent institutions of higher education share goals designed to provide educational opportunity and success to the broadest possible range of our citizens, and shall provide the following:

1. Access to education, and the opportunity for educational success, for all qualified Californians. Particular efforts should be made with regard to those who are historically and currently underrepresented in both their graduation rates from secondary institutions and in their attendance at California higher educational institutions.

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[7] https://www.asccc.org/sites/default/files/Work_Based_Learning.pdf
[8] https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/bgcccfinalworkexperiencetext20230726ffa11y.pdf?la=en&hash=605C58D56AC13E78C7A3335D4FC7C9CF5FE29C8C
[9] https://www.asccc.org/sites/default/files/Work_Based_Learning.pdf
[10] https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66010.2&lawCode=EDC

2. Quality teaching and programs of excellence for their students. This commitment to academic excellence shall provide all students the opportunity to address issues, including ethical issues, that are central to their full development as responsible citizens.

3. Educational equity not only through a diverse and representative student body and faculty but also through educational environments in which each person, regardless of race, gender, gender identity, gender expression, sexual orientation, age, disability, or economic circumstances, has a reasonable chance to fully develop his or her potential.";

Whereas, The Academic Senate for California Community Colleges' (ASCCC) commitment to inclusion, diversity, equity, anti-racism, and accessibility has been affirmed in the following resolutions: 07.02 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials[11], 13.04 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation[12], 01.01 F22 Adopt the Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism[13], 03.01 F22 Advancing IDEAA in Guided Pathways[14], 07.05 F22 Incorporating Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) Principles Explicitly into Title 5, §53200[15], 01.02 S22 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement[16], 03.01 S22 Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Liaison Handbook[17], 03.02 S22 Adopt the DEI in Curriculum Model Principles and Practices Framework[18], 19.01 S22 Cultural Humility Driving Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Work[19], 03.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison[20];

Whereas, The California Community Colleges Chancellor's Office is directed by California Code of Regulations Title 5, §55000.5[21] to produce a handbook for program and course approval, known as the Program and Course Approval Handbook (PCAH), currently in its 8th edition, and does not include guidance on integrating inclusion, diversity, equity, anti-racism, and

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[11] https://asccc.org/resolutions/ensuring-anti-racist-california-community-college-online-faculty-training-materials

[12] https://asccc.org/resolutions/resolution-support-academic-freedomsolidarity-faculty-across-nation

[13] https://asccc.org/resolutions/adopt-academic-senate-california-community-colleges-mission-vision-and-values

[14] https://asccc.org/resolutions/advancing-ideaa-guided-pathways

[15] https://asccc.org/resolutions/incorporating-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-principles

[16] https://asccc.org/resolutions/adding-anti-racism-academic-senate-california-community-colleges-vision-statement

[17] https://asccc.org/resolutions/develop-and-publish-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa

[18] https://asccc.org/resolutions/adopt-dei-curriculum-model-principles-and-practices-framework

[19] https://asccc.org/resolutions/cultural-humility-driving-inclusion-diversity-equity-anti-racism-and-accessibility

[20] https://asccc.org/resolutions/establishing-local-inclusion-diversity-equity-and-anti-racism-idea-liaison

[21] Title 5 §55000.5: https://govt.westlaw.com/calregs/Document/I61E6B7734C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

accessibility (IDEAA) into specific elements such as credit and noncredit course and program development criteria, and the course outline of record; and

Whereas, For California community college faculty, authority over the curriculum is codified in California Education Code section 70902(b)(7)[22] stating that the governing board of each district shall establish procedures "to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards." and California Code of Regulations Title 5 §53200[23] states the faculty authority for curriculum where the academic senate and its purview are defined;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) develop an ASCCC-annotated version of the Program and Course Approval Handbook (PCAH) providing guidance for integrating inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) into courses, programs, and processes for curriculum review and approval, with specific annotations to occur in commonly referenced portions of the PCAH and including links and references to IDEAA resources such as the *DEI in Curriculum: Model Principles and Practices*[24] and the *DEI in Praxis: Models for Culturally Responsive Curriculum*[25] resources currently on the ASCCC website under "IDEAA Tools and Resources," by Fall 2025 and disseminate widely.

Contact: Erik Woodbury, De Anza College, Area B

102 DEGREE AND CERTIFICATE REQUIREMENTS

*+102.01 S24 Cal-GETC, Catalog Rights, and Oral Communication Courses

Whereas, The new California General Education Transfer Curriculum (Cal-GETC) Area 1C Oral Communication, with new standards, will become effective the beginning of Fall 2025;

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[22] California Education Code §70902:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=70902.&lawCode=EDC
[23] Title 5 §53200:
https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[24] https://asccc.org/sites/default/files/CCC_DEI-in-Curriculum_Model_Principles_and_Practices_June_2022.pdf
[25] https://deanza.instructure.com/courses/34140

Whereas, The "Cal-GETC Administrative Implementation Guidance" memo[26] dated February 14, 2024 provides catalog rights guidance (Appendix A) regarding when students will be expected to complete the California General Education Transfer Curriculum pattern;

Whereas, Appendix A of the "Cal-GETC Administrative Implementation Guidance" memo states that if a student has continuous enrollment prior to the fall of 2025, students will not require California General Education Transfer Curriculum (Cal-GETC) certification, but for those students who lose catalog rights, they will be held to Cal-GETC certification; and

Whereas, If a student with prior continuous enrollment who completes a course approved for the California State University General Education Breadth Area A1 Oral Communication or Intersegmental General Education Transfer Curriculum Area 1C Oral Communication prior to Fall 2025 and loses catalog rights may now be expected to complete another oral communication course approved for the California General Education Transfer Curriculum Area 1C;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates (ICAS) to advocate for oral communication courses completed prior to Fall 2025 that meet the Intersegmental General Education Transfer Curriculum Area 1C being honored for the purposes of the California General Education Transfer Curriculum certification regardless of a student's catalog rights.

Contact: Mark Edward Osea, Mendocino College, Area B

103 GRADING POLICIES

*+103.01 S24 Expanding Grading Options for Dual Enrollment Courses

Whereas, The California State University[27] and University of California[28] requires first-year students to complete the A-G subject requirements with grades of "C" or higher;

Whereas, High school students may use transferable college courses to supplement their A-G subject requirements through dual enrollment or concurrent enrollment; and

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[26] https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/Cal-GETC-Administrative-Implementation-Guidance.pdf?la=en&hash=DF2FD3E05C058C35ACF2A7B950B2505C4C5E791D
[27] CSU A-G Course Requirements:
https://www.calstate.edu/apply/freshman/getting_into_the_csu/pages/admission-requirements.aspx
[28] UC A-G Course Requirements: https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/

Whereas, California community college courses are accepted for credit at both the University of California (UC) and California State University with letter grades and pass/no-pass (P/NP) options, and that for transfer students to the UC, UCs will allow up to 14 semester (21 quarter) units to be completed with (P/NP) to meet the 60 units required for minimum eligibility;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates (ICAS), California State University Chancellor's Office, and the University of California Office of the President to consider allowing college courses completed with pass/no-pass by dual enrollment students to satisfy the A-G subject requirements for the California State University and University of California.

Contact: Mark Edward Osea, Mendocino College, Area B

105 STUDENT PREPARATION AND SUCCESS

*+105.01 S24 Align Approval and Completion of IGETC/Cal-GETC Courses with University of California Transfer Admission Requirements

Whereas, A basic transfer admission requirement of the University of California is the completion of at least seven courses (21 semester units minimum) of coursework approved by the University of California Office of the President (UCOP) for inclusion in the five University of California Transfer Eligibility (UCTEL) areas[29] (the so-called "seven-course pattern")[30], for which the standards for inclusion of California community college courses in the five areas of the seven-course pattern are neither posted on the UCOP website nor included in the policies of the University of California Academic Senate;

Whereas, The process of reviewing and approving California community college courses for the University of California Transfer Eligibility (UCTEL) "seven-course pattern" areas is conducted by course reviewers under the auspices of the University of California Office of the President during its annual University of California Transferable Course Agreement (UCTCA) submission

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[29] The UCTEL Areas are UC-E (English composition), UC-M (mathematical concepts and quantitative reasoning), UC-H (arts and humanities), UC-B (social and behavioral sciences), and UC-S (physical and biological sciences). To see what courses from your college are approved for UCTEL areas, please go to https://assist.org/
[30] For more information about the seven-course pattern requirement for transfer students, please see https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/preparing-to-transfer/basic-requirements.html

and review process[31], a process that is completely separate from the current Intersegmental General Education Transfer Curriculum (IGETC) submission and review process;

Whereas, The courses approved for current Intersegmental General Education Transfer Curriculum (IGETC) areas, and also presumably the California General Education Transfer Curriculum (Cal-GETC) areas, do not automatically meet University of California transfer admission requirements unless they have been separately approved for University of California Transfer Eligibility (UCTEL) "seven-course pattern" areas through the annual University of California Transferable Course Agreement (UCTCA) submission and review process conducted by the University of California Office of the President; and

Whereas, Because coursework approved for the Intersegmental General Education Transfer Curriculum (IGETC) areas, and also presumably the California General Education Transfer Curriculum (Cal-GETC) areas, may not necessarily be approved for University of California Transfer Eligibility (UCTEL) "seven-course pattern" areas, students may not realize until it is too late that they have completed IGETC/Cal-GETC approved courses that are not part of the "seven-course pattern" areas and subsequently may be denied admission to the University of California for not meeting the basic requirement of completing the seven-course pattern;

Resolved, That the Academic Senate for California Community Colleges urge the University of California Academic Senate and the University of California Office of the President to determine that California community college students who have completed coursework for either the Intersegmental General Education Transfer Curriculum (IGETC) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern have thus completed the corresponding University of California Transfer Eligibility (UCTEL) ("seven-course pattern") coursework requirements for admission to the University of California, regardless of the UCTEL area approval status of the courses completed by the student;

Resolved, That the Academic Senate for California Community Colleges urge the University of California Academic Senate to recognize the California General Education Transfer Curriculum (Cal-GETC) standards as equivalent to the standards of approval of California community college courses for the corresponding University of California Transfer Eligibility (UCTEL) areas (the "seven-course pattern" areas); and

Resolved, That the Academic Senate for California Community Colleges work with the University of California Academic Senate and the Intersegmental Committee of Academic Senates (ICAS) as soon as possible to advocate for the integration of the course approval standards and course submission and review processes for the University of California Transfer Eligibility (UCTEL) areas (the "seven-course pattern" areas) into the course approval standards and course

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[31] The UCTCA ("UC transferability") submission period is every summer (June, July, or August, depending on the college). Articulation officers submit courses through ASSIST. While there is no formal way for articulation officers to request UCTEL consideration, they can informally request such consideration by including a note in the comments box when submitting a UCTCA proposal.

submission and review processes of the California General Education Transfer Curriculum (Cal-GETC) areas to guarantee that California community college students who complete the appropriate Cal-GETC-approved coursework automatically meet the University of California "seven-course pattern" transfer admission requirements.

Contact: John Freitas, Los Angeles City College, Area C

111 ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

*111.01 S24 Adopt the Paper *Part-time Faculty: Equity, Rights, and Roles in Governance*

Whereas, In Spring 2021, the Academic Senate for California Community Colleges adopted resolution 19.01 S21 Create a Paper on Part-Time Faculty Equity[32], which recognized the need to address the inequitable treatment of part-time faculty in the workplace across the full range of academic and professional matters and the consistent challenges faced by them in California community colleges; and

Whereas, Part-time faculty have contributed their lived experiences and expertise both through participation on the 2021-2022, 2022-2023, and 2023-2024 ASCCC Part-Time Faculty Committees and a statewide survey;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled *Part-time Faculty: Equity, Rights, and Roles in Governance*[33] and disseminate the paper to local academic senates upon its adoption.

Contact: María-José Zeledón-Pérez, ASCCC Executive Committee, ASCCC Part-Time Faculty Committee

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[32] https://www.asccc.org/resolutions/create-paper-part-time-faculty-equity
[33] https://asccc.org/sites/default/files/2024-03/Part-time%20Faculty%20Equity%2C%20Rights%2C%20and%20Roles%20in%20Governance%20%20ca.docx

112 HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

112.01 S24 Disciplines List — Artificial Intelligence

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following addition of the artificial intelligence discipline:

> *Master's in artificial intelligence/machine learning, computer science, electrical engineering and computer science, data science, or cognitive science,*

> OR

> *the equivalent;* and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for artificial intelligence.

Contact: Eric Wada, ASCCC Executive Committee, ASCCC Standards and Practices Committee

*112.02 S24 Disciplines List — Nursing

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following revision of the nursing discipline:

> *Master's in nursing*

> OR

> *Bachelor's in nursing AND Master's in health education or health science*

> OR

> *the equivalent*

> OR

> *the minimum qualifications as set by the Board of Registered Nursing;* and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed revision to the Disciplines List for nursing.

Contact: Eric Wada, ASCCC Executive Committee, ASCCC Standards and Practices Committee

*112.03 S24 Disciplines List — Art

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following revision of the art discipline:

> *Master's in fine arts, art, or art history*
>
> *OR*
>
> *Bachelor's in any of the above AND Master's in humanities*
>
> *OR*
>
> *the equivalent*
>
> *(NOTE: "Master's in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, creative writing or other nonplastic arts.);* and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed revision to the Disciplines List for art.

Contact: Eric Wada, ASCCC Executive Committee, ASCCC Standards and Practices Committee

113 LEGISLATION AND ADVOCACY

113.01 S24 Support SB 895 (Roth, as of March 9, 2024) to Establish the Baccalaureate Degree in Nursing Pilot Program

Whereas, California's long-standing shortage of Registered Nurses (RNs) has worsened in recent years with an increase in the number of RN retirements, increase in the percentage of employed RNs planning to retire or leaving nursing in the next two years, and a decline in RN education program enrollments and graduations, despite an increase in applications[34];

Whereas, Bachelor of Science in Nursing (BSN) degrees are increasingly preferred in the hiring of RNs[35] and California's nursing programs annually turn away thousands of qualified applicants, e.g., in 2021-22, out of 35,474 qualified applicants for a Bachelor of Science in Nursing (BSN) program there were only 12,963 spaces available of which only 9,179 ultimately enrolled[36];

Whereas, The Academic Senate for California Community Colleges supported the expansion of baccalaureate degree programs in the California community colleges in disciplines and communities that best serve the students of the California Community Colleges with prioritization of programs in allied health fields[37]; and

Whereas, SB 895 (Roth, as of March 9, 2024)[38] would

1. Require the Chancellor of the California Community Colleges to develop a Baccalaureate Degree in Nursing Pilot Program that authorizes up to 15 community college districts to offer a Bachelor of Science in Nursing degree.

2. Require the chancellor to identify eligible community college districts that apply based on the following criteria:

   a. There is equitable access between the northern, central, and southern parts of the state to the pilot program.

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[34] Spetz J., Chu L., Blash L., 2022, Forecasts of the Registered Nurse Workforce in California: https://www.rn.ca.gov/pdfs/forms/forecast2022.pdf

[35] American Association of Colleges of Nursing (AACN) Research Brief, Employment of New Nurse Graduates and Employee Preferences for Baccalaureate Prepared Nurses, October 2023: https://www.aacnnursing.org/Portals/0/PDFs/Data/Research-Brief-10-23.pdf

[36] Spetz J., Chu L., Blash L., 2023, California Board of Registered Nursing 2021-2022 Annual School Report: https://www.rn.ca.gov/pdfs/education/prelicensure21-22.pdf

[37] Resolution 06.02 F19 Expansion of Baccalaureate Degree Programs in Allied Health: https://asccc.org/resolutions/expansion-baccalaureate-degree-programs-allied-health

[38] SB 895 (Roth, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB895

b. Priority is given to community college districts in underserved nursing areas.

c. The community college district has a nationally accredited nursing program.

3. Limit the total number of participants in a pilot program at a community college district to 25 percent of the community college district's associate degree in nursing class size.

4. Require the Legislative Analyst's Office to conduct an evaluation of the pilot program to determine the effectiveness of the program and the need to continue or expand the program;

Resolved, That the Academic Senate for California Community Colleges support SB 895[39] (Roth, as of March 9, 2024) to establish the Baccalaureate Degree in Nursing Pilot Program.

Contact: Angela Echeverri, Los Angeles Community College District, ASCCC Legislative and Advocacy Committee

*113.02 S24 Support ACR 147 (Alvarez as of February 16, 2024): California's First-Generation College Celebration Day

Whereas, Assembly Concurrent Resolution 147 (Alvarez as of February 16, 2024) calls for the California Legislature to designate November 8, 2024, as "California's First-Generation College Celebration Day" to recognize the significant role of first-generation college students in developing the state's future workforce and to celebrate their achievement; and

Whereas, According to the California Community Colleges Chancellor's Office, 35% of students enrolled in California's community colleges identify as first generation, highlighting the important role that community colleges play in their educational process;

Resolved, That the Academic Senate for California Community Colleges support the passage of ACR 147[40] (Alvarez as of February 16, 2024) and the designation of November 8, 2024, as "California's First-Generation College Celebration Day" and encourages local senates to actively recognize and celebrate this day; and

Resolved, That the Academic Senate for California Community Colleges work collaboratively with system partners to develop and enhance programs and services that specifically address the needs of first-generation college students, supporting their access to higher education and fostering their retention and completion rates.

Contact: Manuel Velez, ASCCC Executive Committee, ASCCC Legislation and Advocacy Committee

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[39] SB 895 (Roth, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB895
[40] ACR 147 (Alvarez, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240ACR147

*+113.03 S24 Provisionally Support AB 2586 (Alvarez, as of February 14, 2024) Student Employment

Whereas, The Academic Senate for California Community Colleges,[41] the Academic Senate of the California State University,[42] the University of California Academic Senate,[43] and the Intersegmental Committee of the Academic Senates[44] have advocated in support of undocumented students, particularly students with Deferred Action for Childhood Arrivals (DACA);

Whereas, On September 13, 2023, Deferred Action for Childhood Arrivals (DACA) was found unlawful, though, for the time being, current grants of DACA remain valid until they expire[45] and work authorization continues and can be renewed for existing DACA recipients;[46]

Whereas, AB 2586 (Alvarez, as of February 14, 2024) will provide equal access to campus employment opportunities for all students, regardless of their immigration status, at the University of California, California State University, and California Community Colleges campuses by removing any of their current restrictions on the premise that federal prohibitions on hiring undocumented workers are inapplicable because those prohibitions do not state that they apply to state governments[47]; and

Whereas, Support for AB 2586 (Alvarez, as of February 14, 2024) by the Academic Senate for California Community Colleges, out of concern for the ability of their undocumented students to succeed in the California community colleges and when they transfer to a four-year university,

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[41] See Resolution 06.03 S16 Supporting Dream Resource Liaisons: https://asccc.org/resolutions/supporting-dream-resource-liaisons; Resolution 03.02 S17 Support for Marginalized Students: https://asccc.org/resolutions/support-marginalized-students-0; and Resolution 03.03 S17 Support for Students with Deferred Action for Childhood Arrivals (DACA) Status: https://asccc.org/resolutions/support-students-deferred-action-childhood-arrivals-daca-status-0

[42] ASCSU Resolution AS-3303-17/FGA In Support of the Preservation and Extension of the Deferred Action for Childhood Arrivals (DACA) Program: https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2017-2018/3303.pdf

[43] University of California Academic Senate, Academic Council Statement in Support of Undocumented Students Enrolled at UC, January 31, 2018: https://senate.universityofcalifornia.edu/_files/reports/SW-JN-aspirational-statement-support-for-undocumented-students.pdf

[44] ICAS DACA Support Request Letter, February 12, 2018: https://asccc.org/sites/default/files/ICAS%20DACA%20Support%20from%20Chancellors%20Letter.pdf

[45] US Citizenship and Immigration Services, DACA Litigation Information and Frequently Asked Questions, accessed March 21, 2024: https://www.uscis.gov/humanitarian/consideration-of-deferred-action-for-childhood-arrivals-daca/daca-litigation-information-and-frequently-asked-questions

[46] Civil Rights Division, US Department of Justice, Reminders for DACA Recipients and Employers that Work Authorization Continues After the Latest Decision in the DACA Litigation, accessed March 21, 2024: https://www.justice.gov/crt/reminders-daca-recipients-and-employers

[47] AB 2586 (Alvarez, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2586

would be consistent with several previous resolutions that pertained to our students once they transferred[48];

Resolved, That the Academic Senate for California Community Colleges provisionally support AB 2586[49] (Alvarez, as for February 14, 2024) to provide equal access to campus employment opportunities for all students, regardless of their immigration status, as it pertains to the California Community Colleges, and finalize a position of support for the bill after confirming that there is no objection to the bill from the academic senates of the California State University and University of California.

Contact: Jeffrey Hernandez, Los Angeles Community College District, Area C

*+113.04 S24 Support AB 2093 (Santiago, as of March 6, 2024) to Extend College Promise to California Community College Baccalaureate Degree Students

Whereas, The Academic Senate for California Community Colleges has long maintained a fundamental stance in opposition to mandatory student fees[50] and advocated for the lowest possible student fees to maximize student access[51];

Whereas, The California College Promise allows community colleges to waive enrollment fees for two academic years for full-time students who have submitted a Free Application for Federal Student Aid or a California Dream Act application[52];

Whereas, The Academic Senate for California Community Colleges adopted Resolution 06.06 S21 in support of the permanent establishment of the baccalaureate degree programs in the California community colleges[53], and therefore it is vital that enrollment fee waivers be extended to baccalaureate degree program students; and

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[48] See Resolution 04.07 S95 Concurrent Enrollment with University of California: https://asccc.org/resolutions/concurrent-enrollment-university-california; Resolution 08.02 F99 UC Catalog Rights (Nonurgent from Spring 1999): https://asccc.org/resolutions/uc-catalog-rights-nonurgent-spring-1999; Resolution 06.01 S04 CSU Transfers: https://asccc.org/resolutions/csu-transfers; Resolution 15.02 S04 Protecting Transfer Students: https://asccc.org/resolutions/protecting-transfer-students; Resolution 15.04 S06 Information About Transferring Students: https://asccc.org/resolutions/information-about-transferring-students; and Resolution 15.02 F09 Re-Evaluate CSU Service Areas: https://asccc.org/resolutions/re-evaluate-csu-service-areas
[49] AB 2586 (Alvarez, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2586
[50] See ASCCC Paper, "What's Wrong with Student Fees? Renewing the Commitment to No-Fee, Open-Access Community Colleges in California," adopted Fall 2004: https://asccc.org/sites/default/files/publications/StudentFeesOpenAccess_0.pdf
[51] Resolution 06.01 S11 Community College Fees: https://asccc.org/resolutions/community-college-fees
[52] California Education Code §76396.3: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=76396.3
[53] Resolution 06.06 S21 Support AB 927 (Medina, 2021) as of April 9, 2021: https://asccc.org/resolutions/support-ab-927-medina-2021-april-9-2021; and AB 97 (Medina, 2021) chaptered October 6, 2021: https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB927

Whereas, AB 2093 (Santiago, as of March 6, 2024) "would extend the term of eligibility of the California College Promise for an additional 2 academic years for first-time community college students and returning community college students who matriculate into upper division coursework of a community college baccalaureate degree program" [54];

Resolved, That the Academic Senate for California Community Colleges support AB 2093[55] (Santiago, as for March 6, 2024) to extend the California College Promise to students taking upper division courses in a baccalaureate degree program at a California community college.

Contact: Jeffrey Hernandez, Los Angeles Community College District, Area C

*+113.05 S24 Provisionally Support AB 2407 (Hart as of February 12, 2024) on Sexual Harassment Complaints

Whereas, The recent cases of sexual harassment in the California State University (CSU) system and the California Community Colleges (CCCs) have demonstrated the need for external oversight in the handling of Title IX complaints, have resulted in costly legal actions that divert precious resources away from serving students, and have led to legislation which requires annual reporting to the legislature by the CSUs, such as SB 808 (Dodd, 2023)[56,57], and external oversight is recommended of the CCC, CSU, and UC systems in A Call to Action Report 2024 by the Chair of the Assembly Higher Education Committee[58];

Whereas, Students are deprived of safe, equal, and free access to an education when they are subjected to sexual harassment or misconduct, including (but not limited to) sexual assault, sexual coercion, dating violence, domestic violence, stalking, cyber-stalking, retaliation, isolation, and other forms of discrimination based on gender and hate crimes based on gender, and the Vision 2030: A Roadmap for California Community Colleges[59] calls for a "Ninth-Grade Strategy" in which all California high school students enroll in community college and complete high school with at least 12 units of dual enrollment credit, including college and career access

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[54] AB 2093 (Santiago, 2024): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB2093
[55] AB 2093 (Santiago, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2093
[56] https://www.auditor.ca.gov/reports/2022-109/index.html
[57] Truong, Debbie. "Six years, a trial, and a firing. But no end to a professor's sexual harassment fight." *Los Angeles Times*. 16 Oct. 2023: https://go.boarddocs.com/ca/laccd/Board.nsf/files/CXZD6W344620/$file/Inside%20a%20Los%20Angeles%20professor's%20long%20sexual%20harassment%20fight%20-%20Los%20Angeles%20Times%20(2).pdf
[58] A Call to Action: How Postsecondary Education Institutions Can Address Sex Discrimination and Provide Educational Justice on Campus, 2024, The California Assembly Committee on Higher Education, Chair Mike Fong: https://ahed.assembly.ca.gov/system/files/2024-02/a-call-to-action-report-2024_0.pdf
[59] https://www.cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for-California-Community-Colleges.pdf?la=en&hash=3B83F5221C4A7A8BEFA7E94D5BCBF540D2718013

pathways courses, and will result in a large increase in the number of under-aged students in college classrooms and faculty often become the first point of contact for the students when sexual harassment or misconduct occurs;

Whereas, Assembly Bill 2407 (Hart as of February 12, 2024), aims to address sexual harassment complaints in public postsecondary educational institutions in the state and ensure timely, fair, and impartial investigations of such complaints, which aligns with the Academic Senate for California Community Colleges' Fall 2023 Resolution 13.01 Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community Colleges Campuses[60] as well as its commitment to promoting equity, inclusion, and a safe educational environment for all members of the community college system, including protection from retaliation for reporting alleged sexual misconduct; and

Whereas, A position of support for AB 2407 would be consistent with past positions of Academic Senate for California Community Colleges addressing concerns about our students who transfer to the CSUs and UCs[61], have other implications for the CSUs and UCs[62], and have called for audits to ensure compliance on priority matters[63], and the ASCCC prioritized the prevention of Sexual Harassment and Discrimination at the California Community College Campuses at the Fall 2023 plenary[64];

Resolved, That the Academic Senate for California Community Colleges provisionally support AB 2407[65] (Hart as of February 12, 2024) as it pertains to requiring the California State Auditor to conduct audits of the California Community Colleges regarding their handling and investigation of sexual harassment complaints, and finalize and communicate a position of full support for the

[60] https://asccc.org/resolutions/prioritizing-prevention-sexual-harassment-and-discrimination-california-community

[61] See Resolution 04.07 S95 Concurrent Enrollment with University of California: https://asccc.org/resolutions/concurrent-enrollment-university-california; Resolution 08.02 F99 UC Catalog Rights (Nonurgent from Spring 1999): https://asccc.org/resolutions/uc-catalog-rights-nonurgent-spring-1999; Resolution 06.01 S04 CSU Transfers: https://asccc.org/resolutions/csu-transfers; Resolution 15.02 S04 Protecting Transfer Students: https://asccc.org/resolutions/protecting-transfer-students; Resolution 15.04 S06 Information About Transferring Students: https://asccc.org/resolutions/information-about-transferring-students; and Resolution 15.02 F09 Re-Evaluate CSU Service Areas: https://asccc.org/resolutions/re-evaluate-csu-service-areas

[62] See Resolution 06.03 S19 Provisionally Support SB 291 (Leyva, as of March 1, 2019): https://asccc.org/resolutions/provisionally-supportsb-291-leyva-march-1-2019; and Legislative and Resolution 06.02 F20 Systemic Support for Academic Freedom: https://asccc.org/resolutions/legislative-and-systemic-support-academic-freedom

[63] See Resolution 02.12 F02 Conflict of Interest: https://asccc.org/resolutions/conflict-interest; Resolution 06.05 F00 50% Audit of All Districts: https://asccc.org/resolutions/50-audit-all-districts; and Resolution 17.03 S94 Audit Matriculation Funds: https://asccc.org/resolutions/audit-matriculation-funds

[64] Resolution 13.01 F23 Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community College Campuses: https://www.asccc.org/resolutions/prioritizing-prevention-sexual-harassment-and-discrimination-california-community

[65] AB 2407 (Hart, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2407

bill only after confirming that there is no objection to the bill from the academic senates of the California State University and University of California.

Contact: Angela Echeverri, Los Angeles Community College District, Area C

*+113.06 S24 In Support of Documented Dreamers

Whereas, Documented dreamers, or dependents of long-term employment-based visa-holders, who reach the age of 21 "must obtain another status or leave behind their families—and the only country they have ever known—to return to their country of birth" and "lose their status and opportunity for legal residency or citizenship"[66];

Whereas, These students then must return to our colleges as international students, paying international fees, while unable to legally work in the U.S. or obtain federal or state financial aid; and

Whereas, These documented dreamers, whose families were invited to move their children to the United States, are lawful residents, and in many cases long-time California students, and are valued members of our colleges who enrich our communities through leadership and service to our campuses and the surrounding areas;

Resolved, That the Academic Senate of the California Community Colleges support federal legislation that provides a path to citizenship, such as HR 3442 America's Children Act of 2023[67], and state legislation that provides financial relief and in-state tuition to the children of U.S. visa holders;

Resolved, That the Academic Senate of the California Community Colleges work with the California Community Colleges Chancellor's Office and the Faculty Association for California Community Colleges to advocate for establishing and/or changing policy to support documented dreamers' access to in-state tuition and financial aid and to reduce barriers to community college degree and certificate attainment and transfer; and

Resolved, That the Academic Senate of the California Community Colleges work with the Student Senate of the California Community Colleges and system-wide partners to raise awareness in the California community colleges about the needs and challenges of documented dreamers.

Contact: Rebecca LaCount, Solano Community College, Area B

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[66] https://americaschildrenact.com/static/media/America'sChildrenAct_One-Pager.d876041e00d2f2a1fa07.pdf
[67] HR 3442: https://www.congress.gov/bill/118th-congress/house-bill/3442/text?s=1&r=63

114 CONSULTATION WITH THE CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

*+114.01 S24 A-G Requirements Website to Support Dual Enrollment

Whereas, The California State University and the University of California systems require students to complete the A-G requirements for first year student admission[68];

Whereas, Transferable California Community College courses taken during high school may be used to satisfy the A-G requirements if the courses meet specific criteria[69];

Whereas, The Vision 2030 calls for California high school students to "complete high school with at least 12 units of dual enrollment credit" so as to "increase their interest in and understanding of college"; and

Whereas, An online repository that makes visible which of a California community college's courses will satisfy the A-G requirements may be of support to community college faculty and high school partners in the selection of courses to offer for dual enrollment;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, California State University Chancellor's Office, and the University of California Office of the President to develop an A-G requirements website that indicates, for dual enrollment students, A-G approval of community college courses.

Contact: Mark Edward Osea, Mendocino College, Area B

*+114.02 S24 Noncredit in the California Virtual Campus

Whereas, The California Community Colleges Chancellor's Office (CCCCO) has charged the California Virtual Campus (CVC) with "ensuring that significantly more students are able to

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[68] CSU A-G Requirements: https://www.calstate.edu/apply/freshman/getting_into_the_csu/pages/admission-requirements.aspx; UC A-G Requirements: https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/

[69] For example, to satisfy one of the "B" English requirements for admission to the University of California, a course must meet the following criteria: "For each year required through the 11th grade, a grade of C or better in a non-transferable college course of 3 or more semester (4 or more quarter) units in English composition, literature (American or English) or foreign literature in translation. Courses used to satisfy the fourth year and/or the entire requirement must be transferable." Reference: https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html

complete their educational goals by increasing both access to and success in high-quality online courses"[70];

Whereas, The California Virtual Campus lists in its Exchange noncredit courses only under somewhat restrictive circumstances and does not provide an adequate subject-based filter to select noncredit courses from its offerings; and

Whereas, The California Community Colleges Chancellor's Office emphasizes not only degree and certificate completion for all students, including career development and college preparation (CDCP) certificates in noncredit, but also providing access to students of diverse backgrounds;

Resolved, That the Academic Senate for California Community College (ASCCC) work with the California Community Colleges Chancellor's Office and other appropriate higher education system partners with the goal of having the California Virtual Campus include noncredit courses from both Home and Teaching colleges, regardless of how the noncredit courses are coded, and with an adequate subject-based filter so students can more easily search for noncredit offerings.

Contact: Sheri Miraglia, City College of San Francisco, Area B

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[70] https://cvc.edu/about-the-oei/

Part-time Faculty: Equity, Rights, and Roles in Governance

<u>2022-2023 ASCCC Part-Time Committee</u>
    Stephanie Curry, ASCCC Area A Representative (Chair)
    Robert L. Stewart Jr, ASCCC South Representative (Second)
    Joseph Ferrerosa, Los Angeles City College, Santa Monica College
    Anastasia Zavodny, Palomar College, MiraCosta College, Cuyamaca College
    Mussie Okbamichael, Los Angeles Valley College, Cerritos College
    Lindsay Weiler, Crafton Hills College, Riverside City College, Mt. San Jacinto College
    Lorainne Levy, San Jose City College, Evergreen Valley College, Ohlone College
    Sonja Downing, Merced Community College
    Suji Venkataraman, San Mateo Community College District
    Elbina Rafizdeh, West Valley-Mission Community College District
    Ian Colmer, Santa Monica College, Los Angeles Mission College

<u>2023-2024 ASCCC Part-Time Committee</u>
    Maria-José Zeledón-Pérez, ASCCC Area D Representative (Chair)
    LaTonya Parker, ASCCC Secretary (Second)
    Francis E. Howard, Peralta Community College District
    Annette Owens, El Camino College
    Elbina Rafizadeh, West Valley - Mission Community College District
    Frank Aguirre, East Los Angeles College
    Peter Zavala Rodriguez, Citrus College
    Carlos Scalisi, San Bernardino Valley College
    Sonja Downing, Merced Community College

Table of Content

Introduction

Institutional and systemic marginalization of part-time faculty in the California Community College (CCC) system is deep and ingrained in our processes and policies, despite the fact that they play an essential role in supporting the educational goals of the over 1.9 million students and are often overlooked partners in the role of fulfilling the promise and mission of California Community Colleges. Part-time faculty are crucial for many reasons including expanding capacity and programs across the colleges. Although termed "part-time" because of their teaching loads being a portion of a full-time load, these faculty are vital to the work of our colleges and the academic senate purview of the 10+1[1] as it relates to academic and professional matters.

The California Community College system spans a large state with 116 community colleges and supports a heterogeneous student population. Over 70 percent of the 1.9 million students are people of diverse ethnic backgrounds[2]. This educational system's vision is to make sure "students from all backgrounds succeed in reaching their goals and improving their families and communities," with stated goals to improve student outcomes, including closing achievement gaps, increasing degree and certificate attainment and transfers to four-year institutions, reducing excess unit accumulation by students, and securing gainful employment (Vision for Success, 2021)[3].

The important mission of supporting students requires the collaboration, belonging, equity, and inclusion of part-time faculty in our local and statewide activities, professional learning, and advocacy[4]. There are almost 37,000 part-time faculty across the California Community College system. [5] According to the 2022 article titled "The Gig Workers of California Community Colleges Face Worsening Conditions: Is This the Year for Changes for Adjunct Faculty?"*, in 35 of the state's 73 community college districts, part-time faculty make up 70% or more of the instructional faculty. [6] In addition, before the pandemic in 2020, part-time faculty members taught nearly half the classes at the state's community colleges.[7] Therefore, it is clear that colleges are reliant upon part-time faculty to serve students as they contribute in many ways, including:

- Expanding the capacity of both major and GE courses, as well as the availability of course sections across modalities.

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[1] https://www.asccc.org/10_1

[2] https://www.cccco.edu/About-Us/Key-Facts

[3] https://www.cccco.edu/-/media/CCCCO-Website/Files/Workforce-and-Economic-Development/RFAs/19-300-001/appendix-d-vision-for-success-a11y.pdf?la=en&hash=984F535C5349C3E1EAF6857DCF7D7B73C9288BCE

[4] Sidman-Taveau, R., & Hoffman, M. (2019). Making change for equity: An inquiry-based professional learning initiative. Community College Journal of Research and Practice, 43(2), 122-145.

[5] https://edsource.org/2023/california-community-colleges-rely-too-much-on-part-time-faculty-and-misspend-funds-audit-finds/686030

[6] https://edsource.org/2022/the-gig-workers-of-california-community-colleges-face-worsening-conditions/666835

[7] https://edsource.org/2022/the-gig-workers-of-california-community-colleges-face-worsening-conditions/666835

- Bringing industry practitioners with hands-on experience into the teaching and learning environment.
- Increasing student support faculty for colleges including in the roles of counselors, tutorial center coordinators, and librarians.
- Contributing to the breadth and depth of curriculum offered.
- Providing novel instruction and service to community college's students across the state.

In Spring 2021 the Academic Senate for California Community Colleges (ASCCC) passed a resolution requesting a paper on part-time faculty equity, rights, and roles in governance in a recognition of the essential role of part-time faculty in the lives of students and the mission of community colleges:

19.01 S21 Create a Paper on Part-Time Faculty Equity
Whereas, In Spring 2002 the Academic Senate for California Community Colleges adopted the paper Part-Time Faculty: A Principled Perspective, and in Spring 2013, Resolution 19.07 asked that the 2002 paper be updated;

Whereas, Due to an evolution of the ASCCC relationship with union colleagues and a desire to allow some parts of the 2002 paper to stand as written, the ASCCC Executive Committee made the decision, based on a recommendation by the ASCCC Part-time Task Force, to publish a series of Rostrum articles regarding part-time issues rather than complete a full revision of the 2002 paper;

Whereas, the ASCCC has a long history of supporting the rights of and equity for part-time faculty, including Resolution 19.01 SP01 Part-Time Faculty, Resolution 1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership, Resolution 1.02 F12 Part-Time Faculty Award, Resolution 19.04 SP13 Part-Time Faculty Nomenclature, Resolution 1.02 F98 Part-time Faculty Participation on the Executive Committee, numerous additional resolutions, presentations of part-time faculty institutes, and many Rostrum articles as well as the 2002 paper; and

Whereas, Inequitable treatment is contrary to the mission of the California Community Colleges and undermines the equitable educational opportunities and experiences of students, yet part-time faculty experience profoundly inequitable treatment in the workplace across the full range of academic and professional matters, and the challenges faced by part-time faculty have continued, changed, and in some cases increased since the publication of the 2002 paper;

Resolved, That the Academic Senate for California Community Colleges develop a new paper addressing part-time faculty equity, rights, and roles in governance and present it to the delegates no later than 2022 Fall Plenary Session.[8]

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[8] https://www.asccc.org/resolutions/create-paper-part-time-faculty-equity

This paper's framework is based on the ASCCC foundation in Inclusion, Equity, Diversity, Accessibility, and Anti-Racism (IDEAA)[9]. In Fall 2022, the ASCCC formalized its commitment to the IDEAA framework, the tenets and principles of which are foundational to the work of the ASCCC and its purview in academic and professional matters.

> *Whereas, The Academic Senate for California Community Colleges Executive Committee grounds its work in the tenets and principles of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA)[10]*

The often vulnerable position of part-time faculty in California community colleges and the many Black, Indigenous, and People of Color (BIPOC) faculty who are part-time faculty require intentional focus on IDEAA in our discussions of processes, policies, and procedures related to part-time faculty.[11] Although this paper focuses on equity of part-time faculty engagement and input in shared governance and in working conditions that unions, colleges, districts, and the Chancellor's Office should address, it is imperative to acknowledge that there is another equity lens of the intersectionality of race, ethnicity, socioeconomic status, sexual orientation, immigration status, and other representation within the part-time faculty population.

This paper is divided into several sections. The first section highlights the history, marginalization, and myths surrounding part-time faculty in the California Community Colleges system. The second section describes inequities experienced by part-time faculty. The third section discusses the 2023 part-time faculty survey as it relates to equity issues experienced by part-time faculty. The fourth section describes the role of the ASCCC in supporting part-time faculty as well as its collaborations and partnerships. The last section explores what local academic senates can do to support part-time faculty and provides recommendations and strategies to create welcoming, validating, and inclusive spaces for part-time faculty to participate in shared governance and to feel a sense of belonging at their colleges.

This paper is inspired, informed, and largely written by part-time faculty across our system and addresses ways to engage part-time faculty intentionally and equitably in shared governance locally and statewide.

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[9] https://www.asccc.org/asccc-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-tools

[10] https://www.asccc.org/resolutions/adopt-academic-senate-california-community-colleges-mission-vision-and-values

[11] https://www.asccc.org/asccc-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-tools

History, Systemic Marginalization, and Myths of Part-Time Faculty in the California Community College System (CCC)

History of Part-Time Faculty

Part-time faculty have had a long and storied history in the California Community College system as written in the 2002 ASCCC paper titled Part-Time Faculty: A Principled Perspective[12] which explores the history of part-time faculty and the role of the academic senate.

In 1967, legislation authorized the permanent classification of part-time faculty as temporary employees. This was a year before the formation of the Academic Senate for California Community Colleges (ASCCC).[13] Community colleges in California are open-admission colleges and, in the 1960s and 70s, experienced rapid growth. Dubbed 'part-time,' some faculty were hired to fill in gaps in instruction, allow for additional flexibility in scheduling of classes, and provide special professional or hands-on industry experience. As enrollments grew and funding stagnated and later decreased with the passage of Proposition 13 in 1978, part-time faculty were a cost-efficient way to maintain access by mitigating the costs of instruction.[14] By 1978, a national study showed that part-time faculty outnumbered full-time faculty in all states, sometimes by a two-to-one ratio.[15]

In 1988, AB 1725 (Vasconcellos) passed as a law. It established the expectation that community college districts work towards a goal of having a minimum of 75% of all class hours taught by full-time faculty members. In 2023, a California state auditor's report determined that only 18 of California's 73 community college districts have ever reached the point of 75% full-time faculty. No district has been able to maintain that level for more than a few years and the percentage of full-time faculty overall has continued to decrease.[16] Today the nearly 37,000 part-time faculty continue to be a significant force in community colleges, accounting for two-thirds of instructors.

The following table presents passed legislation that has had an impact on the lives and roles of part-time faculty in California Community Colleges. Many of these efforts have been led by the ASCCC.

| 1967 | Educational Code was amended to authorize part-time instructors classified as temporary if they teach less than 60% of a full-time load |
| 1968 | ASCCC Formed |

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[12] https://asccc.org/sites/default/files/publications/Part-Time_0.pdf
[13] https://www.asccc.org/papers/part-time-faculty-principled-perspective
[14] https://www.asccc.org/papers/use-part-time-faculty-california-community-colleges-issues-and-impact
[15] https://www.asccc.org/papers/part-time-faculty-california-community-colleges
[16] https://www.auditor.ca.gov/reports/2022-113/index.html

1976	Rodda Act establishing collective bargaining units in California Community Colleges
1978	Board of Governors recognizes the Academic Senate as the representative of local senates and BOG adopted Title 5 regulations allowing part-time faculty to be invited to participate in local senate activities
1988	AB 1725 (Vasconcellos) Community College Reform Legislation established CCC minimum qualifications and declared a goal of classes taught by 75% full time and 25% part-time faculty.
1996	Council of Faculty Organization (CoFO) Faculty Equity Statement[17]
1996	AB 3099 (Campbell) provides some health care funding for part-time faculty
1997	AB 301 (Cunneen) established Part-Time Faculty Office Hour Fund
1999	AB 420 (Wildman) asserted the principles of equal pay for equal work and expanded part-time faculty office hours and health benefit programs.
2001	BOG Policy on Comparable Pay for Comparable Work
2010	AB 1892 (Mendoza) Established the Community College Faculty Health Insurance
2018-2019	SB 840 Budget Act of 2018 (Mitchell) Legislature allocated $50 million annually to districts to hire full-time faculty to increase their percentage of full-time faculty toward meeting the 75 percent full-time faculty target[18]; the Budget Act also included $50 million one-time to compensate part-time faculty for holding office hours
2021-2022	SB 129 Budget Act of 2021 (Skinner) Legislature allocated an additional $100 million annually to increase the number of full-time faculty above the level (Faculty Obligation Number) the district would have hired that year[19] and an additional $100 million ($10 annually) for part-time faculty office hours
2022-2023	Legislature allocated an additional $200 million annually to augment the Part-Time Faculty Health Insurance Program[20]

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[17] https://www.asccc.org/papers/part-time-faculty-principled-perspective

[18] https://www.cde.ca.gov/fg/fr/eb/yr18ltr1008.asp; https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180SB840; https://ebudget.ca.gov/2018-19/pdf/Enacted/BudgetSummary/HigherEducation.pdf

[19] https://www.cde.ca.gov/fg/fr/eb/yr21ltr0811.asp; https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SB129; https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/July-2021/summary-21-22-budget-agreement-a11y.pdf?la=en&hash=5B69F8619DB51FD8C211B1A6A593568CE7023A62

[20] https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SB154; https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/Budget-2022-23/final-22-23-enacted-budget-joint-analysis2-a11y.pdf?la=en&hash=44EB03432EC48768AAF7A88EF5451D1CBFC8E8CB

One recent legislative bill that passed but was vetoed by the Governor is AB 1856 (Medina). This bill was presented in 2022 with an attempt to increase the percentage a part-time faculty can teach to 80-85% of a full-time teaching load. Currently, according to California law, part-time faculty workload in a single community college district can be no more than 67%, or two-thirds, of a full-time teaching load[21].

Systemic marginalization of Part-Time Faculty

Institutional and systemic marginalization of part-time faculty in the CCC is deep and ingrained in our process and policies. The Legislature and the ASCCC have worked to overcome these inequities but the reality is that there is a two-tiered system for faculty in the community college system.[22] Full-time faculty are provided resources, time, space, and opportunities to participate in college and multi-college district activities and governance. They receive paid time to engage in professional development, as well as to engage with students outside of course instruction hours, such as advising clubs. Usually as determined by collective bargaining agreements or policies, part-time faculty have much less access to these resources and opportunities. These discrepancies should concern all faculty.

Even though academic senates do not have purview overcompensation, health care, and assignments for part-time faculty, the lack of resources, access and opportunities for part-time faculty participation in shared governance is an academic and professional matter within the purview of local senates. Especially as part-time faculty are rarely intentionally invited to participate in shared governance at their campus and/or districts, and only as an afterthought with limited terms and even more limited voice. This situation inevitably perpetuates the marginalization of part-time faculty, as they are not present to use their voices and experiences in the larger conversation of equity, diversity, inclusion, anti-racism and accessibility for student completion and success.

There are many well-cited articles on the marginalization of part-time faculty that highlight the scope of the issues they face. In the 2018 ASCCC *Rostrum* article "Supporting Part-Time Faculty for Student Success" [23], the author states that "The success of our students depends on having faculty with tools to help them reach their goals".

Furthermore, in the "The Exploitation and Marginalization of Adjunct and Contingent Faculty" article, part-time faculty are defined as "contingent or adjunct". Childress defines adjunct as "something joined or added to another thing but not essentially a part of it."[24] The term 'contingent,' means "subject to chance; occurring or existing only if (certain circumstances) are

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[21] https://edsource.org/2022/its-time-to-fix-the-two-tiered-faculty-system-at-californias-community-colleges/676699#:~:text=Currently%2C%20California%20law%20limits%20part,that%20of%20full-time%20instructors.

[22] https://patch.com/california/across-ca/its-time-fix-two-tiered-faculty-system-californias-community-colleges

[23] https://www.asccc.org/content/supporting-part-time-faculty-student-success

[24] https://unionpenumbra.org/article/the-exploitation-and-marginalization-of-contingent-and-adjun

the case" ("Contingent").[25] These terms accurately reflect the fragile and tenuous position of part-time faculty in our colleges. As stated above, many of our part-time faculty across all their assignments teach well beyond a "traditional" full load.

Part-time faculty are often hindered in their desire to support students by institutional structures. A recent California State Auditor report (February 2023) identifies several systemic barriers to part-time faculty members' ability to meet student needs when compared to full-time faculty:

1) Part-time instructors are less likely to be compensated for the time required outside of class to develop and enact some recommended high-impact educational practices, which are more likely to engage students— such as being able to walk students through a "warm handoff" to on-campus tutoring services.
2) Part-time instructors are less likely to have office space or compensated office hours, making it more difficult to meet with students outside of class time.
3) Part-time faculty are less likely to be able to dedicate the same amount of time to advising or assisting students with projects outside of the classroom.
4) Part-time faculty may not know their instructional assignments until shortly before the term starts, which may limit their preparation time for course materials.[26]

The subsequent impacts of part-time faculty inclusion and equitable treatment on student success is an academic and professional matter; therefore, it is the purview of local senates with the support of the ASCCC to work collaboratively to support part-time faculty. Developing intentional strategies to include part-time faculty in practices, policies, and shared governance is imperative to move the needle towards closing achievement gaps and increasing student completion and success.

When discussing equitable treatment for part-time faculty, it is important to dismantle the reoccurring myths surrounding their perceived value and contributions to our community college system. Part-time faculty are dedicated to their professions and their students, and many want the time, space, and compensation to actively participate in local college activities and governance.

Myth-Busting of Part-Time Faculty

Myth-busting #1: Part-Time Faculty as a Monolith

Across the CCC system, part-time faculty are also labeled as adjunct, associate, or contingent. Although faculty may be called part-time due to the reality that their load or assignment at an individual college is not full-time, their work is not part-time, and neither is their dedication. There is a myth that part-time faculty members teach as additional employment and most already have full-time employment. The reality is that part-time faculty in the CCC system are not a

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[25] https://www.theatlantic.com/education/archive/2019/04/adjunct-professors-higher-education-thea-hunter/586168/

[26] https://www.auditor.ca.gov/reports/2022-113/index.html

monolith. Some do teach part-time in addition to full-time work, bringing industry experience into the classroom. Others teach a part-time load at one or more colleges and districts. For some, this is necessary as a means of earning income; for others, this is seen as necessary to the pursuit of full-time faculty employment. Some part-time faculty teach part-time loads within multiple colleges and districts, resulting in assignments or loads that add up to more than a full-time faculty load.

This paper discusses part-time faculty in the aggregate, although the reality is that each has a real lived experience that leads them to work in the California Community College System.

Myth-busting #2: Part-Time Faculty Involvement in College Activities

There is also a myth of part-time faculty not wanting to be included in college governance and activities.   Many part-time faculty are not able to participate in college committees or activities (extra-curricular, clubs, events, professional learning) due to multiple factors, including systemic restrictions (policies, practices, constitutions, bylaws), lack of compensation for participation, lack of intentional invitation to participate, scheduling conflicts of meeting and activities, need to travel to colleges in multiple locations, and a profound lack of a sense of belonging, validation, and inclusion. Even though these structural barriers are difficult to work with, it is essential to recognize that there are examples of part-time faculty who have overcome barriers by persevering, advocating, and volunteering their time and energy to get involved at a local and/or state level. Their dedication and love for their students, colleagues, and education is the driver for many of these educators, and they will sacrifice in order to make a positive impact in the lives of their students.

Addressing barriers by providing a culture of belonging, validation, and inclusion must be a key part of the effort to actively include part-time faculty in college governance and activities.

Inequities Experienced by Part-Time Faculty in the California Community College System

Laws, structures, and policies have placed significant barriers to CCC part-time faculty becoming full-time faculty and/or engaging fully in the community college system as valued and respected part-time faculty. The following section describes existing inequities experienced by part-time faculty across the State: Terminology Matters, Lack of Progress, Economic Conditions, Vision and Goals, Exploitation, Academic Freedom, Second-Class Citizens, Last-Minute Scrambling, Professional Development, Institutional Barriers and Lack of Progress Toward Equity.

Terminology Matters

Terminology matters to part-time faculty and is a significant factor in the equitable treatment and inclusion of part-time faculty as a valued member of our community college system.

Using the term *part-time* to refer to contingent faculty who work in the California Community College system without any assurance of steady employment might be controversial, given that this term suggests an inaccurate picture of reality. The term *part-time* belies the fact that many are piecing together the equivalent of a full-time position among multiple community college districts. They may be working full-time for the California Community College system, but the individual districts where they work only consider them part-time. Indeed, California law restricts part-time faculty from teaching more than 67%[27] of what a full-time professor would teach in any one district. In recent years, Governor Gavin Newsom has vetoed multiple attempts to raise that percentage[28] to allow more part-time faculty to work at fewer colleges and to qualify for health insurance benefits more easily.

Another term used to refer to part-time faculty, *adjuncts,* also obscures the reality and has fallen out of favor, especially because the word *adjunct* refers to something that's *not essential* but rather *extra*. Yet this class of workers is clearly essential. Contingent "part-time" faculty comprise two-thirds of the faculty[29] work force in California community colleges. Without these workers, the California Community College system would be severely impaired and not be able to achieve its essential mission which is open access to low-cost and life-changing education for millions of Californians.

Even though there are multiple terms used to refer to faculty working under these specific conditions, it has been difficult even among their community to decide on the most inclusive and appropriate terminology as the words '*part-time*', '*contingent*' and '*adjunct*' are understood and preferred depending on the region and the lived experiences of these faculty members. Using any one label might not be reflective of everyone's reality yet for the purpose of providing them a clear voice, ASCCC and the authors use the term "part-time faculty" to denote faculty who are not employed full-time at one community college or district (tenured and untenured) as it is the term used in California Code, Education Code - EDC § 87482.[30]

Nonetheless, much of the language used within community colleges and universities simply refers to "faculty," with the full-time implied. Rarely are both instructional and non-instructional part-time faculty needs addressed in official institutional documentation, such as job requirements and descriptions, learning and professional development opportunities, and even academic senate 10+1 by-laws, reports, and agendas. This has led to feelings of isolation and lack of belonging on these campuses, as well as perpetuating a belief among full-time faculty,

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[27] https://edsource.org/2022/its-time-to-fix-the-two-tiered-faculty-system-at-californias-community-colleges/676699#:~:text=Currently%2C%20California%20law%20limits%20part,that%20of%20full%2Dtime%20instructors.

[28] https://edsource.org/2022/newsom-rejects-second-effort-to-make-more-community-college-adjunct-facility-eligible-for-healthcare/678637

[29]

[30] https://codes.findlaw.com/ca/education-code/edc-sect-87482/#:~:text=(a)(1)%20Notwithstanding%20Section,quarter%20during%20an%20academic%20year.

classified staff, and administrators that part-time faculty are not serious or invested in their careers.[31]

Lack of Progress

Despite efforts from the legislature in the last 20 years, individual community college districts and the system as a whole have not changed the status quo of over- reliance on part-time faculty, often without providing them proper resources, full professional development opportunities, or job and salary security. Concerned that currently the conversion of full-time positions into part-time positions is happening too often and recognizing the necessity that California community colleges have for more full-time faculty to respond to challenges in the future, the state legislature passed Assembly Bill 1725[32] in 1988. This law set a goal that 75 percent of credit hours be taught by full-time faculty. However, a 2023 audit[33] by the state auditor found that "districts overall have not shown substantial progress toward the goal over the last 20 years." Furthermore, it found that "The Chancellor's Office has not created a valid way to measure districts' progress towards the State's 75 percent goal."

The audit[34] also found that, despite the legislature allocating $450 million for full-time hiring in recent years, "Some districts have not properly used the funds for hiring full-time faculty, and the Chancellor's Office does not have a means to monitor districts' use of the funds." Indeed, the audit looked at four districts specifically and found that one district spent money for full-time hiring on part-time faculty and that another left money for full-time hiring on the table. The two other districts studied "could not prove that [funds for full-time hiring] had been used to create new full-time faculty positions." Altogether, the audit suggests that the CCC system as a whole, and individual districts within the system, do not prioritize increasing the full-time faculty workforce, despite multiple legislative attempts over decades to encourage them to do so.

Economic Conditions

The reluctance to transition to more full-time faculty may be due to the fact that part-time faculty cost the college far less than full-time employees. Depending on their collective bargaining agreements, part-time faculty are at a greater risk of being laid off, not being given an assignment, offered little or no compensation for office hours or shared government work, and little or no healthcare or other benefits. Nationally, 25% of part-time faculty rely on government assistance and 45% have delayed necessary healthcare. [35]

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[31] Kathryn Q. Thirolf. (2013) How Faculty Identity Discourses of Community College Part-Time Faculty Change Over Time. Community College Journal of Research and Practice, 37:3, 177-184, DOI: 10.1080/10668926.2013.739511

[32] https://asccc.org/sites/default/files/1988%20AB%201725%20Community%20College%20Reform%20Act%20(Vasconcellos).pdf

[33] https://www.auditor.ca.gov/reports/2022-113/index.html#section1

[34] https://www.auditor.ca.gov/reports/2022-113/index.html#section1

[35] https://www.aft.org/news/report-shows-alarming-poverty-among-adjunct-faculty

As stated in the 2022 article It's Time to Fix the Two-Tier Faculty System at California's Community Colleges,[36] "the average part-time instructor pay rate across the state's 73 districts is about 50% that of full-time instructors. Their discounted wages along with the artificial limitations on their workload can result in an income below the poverty line, which characterizes up to 25% of part-time instructors."

The unpredictability of enrollment and funding may also contribute to an over-reliance on part-time faculty. As an ASCCC position paper on academic freedom notes:

> Funding for the California Community Colleges system has always been unstable, dependent upon state allocations, property taxes, and political will. Overall, the state allocation per student has remained flat over time, and with the 2018 alteration in the system funding formula to include performance-based funding, district budgets have gone through considerable change both in the amount of funding colleges receive and in the predictability of that funding. That uncertainty has only been exacerbated in recent times by the economic fallout caused by a global pandemic.[37]

These economic conditions make a part-time faculty workforce that can easily be hired or laid off more appealing. In the higher education landscape in California, the reliance on part-time faculty stands out. In the California Community College system, which has chosen to "adjunctify" its essential mission more than any other segment of higher education, two thirds of CCC faculty are part-time, while only half of CSU faculty are part-time. At the UC, less than 20% are part-time.[38]

It's no coincidence that the segment of higher education that relies most heavily on part-timers is also the system that receives the least funding per student. The state appropriates around $9,000 per UC student and $8,000 per CSU student, but only about $5,000 per CCC student. In its response to the state audit, the *San Diego Union-Tribune* Editorial Board directs most of the blame for the lack of change toward lawmakers for neglecting the CCC system.

> "Whatever hiring directives the state gives community colleges, the state's funding decisions speak louder than its words. That would not have gone over well at the Capitol. But it would speak to a larger truth that's long been obvious but is rarely spoken aloud: While the California Community College system has far more students, it's less of a priority for most state lawmakers [than] the CSU system and, in particular, the UC

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[36] https://edsource.org/2022/its-time-to-fix-the-two-tiered-faculty-system-at-californias-community-colleges/676699

[37] https://www.asccc.org/sites/default/files/Academic_Freedom_F20.pdf

[38] https://edsource.org/2022/the-gig-workers-of-california-community-colleges-face-worsening-conditions/666835

system. If lawmakers had prioritized this issue, they would have demanded more progress to date — and provided resources to make it happen.[39]

It is also important to note that racially minoritized students disproportionately attend CCC colleges. According to the Campaign for College Opportunity:

> Four out of five African American/Black and Latinx students are enrolled in a CA Community College, compared to three out of four White students, and three out of five Asian American/Native Hawaiian/Pacific Islander . . . These enrollment patterns, when combined with the greater per-student funding provided to the four-year systems . . . create a system that has consistently spent less per African American/Black and per Latinx student than it has for each White student enrolled.[40]

Systemic racism in how California allocates resources to college students is clearly a contributing factor to how the CCC system has come to rely so heavily on part-time educators. Community college student equity and part-time faculty equity are inextricably linked as these institutions serve the largest minoritized student population with the least amount of resources allocated from the State budget. This lack of resources negatively impacts the possibility of hiring more full-time faculty, especially faculty that represents community college students racial and ethnic backgrounds.

CCC Vision and Goals

Former CCC Chancellor Eloy Ortiz Oakley's "signature initiative," the Vision for Success, for the first time laid out an ambitious goal for the CCC system to "reduce equity gaps with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years." The current CCC Chancellor, Sonya Christian, and Board of Trustees are committed to continuing Oakley's equity focus with their new framework, Vision 2030.[41]

Unfortunately, according to CalMatters (2022),[42] the CCC system is not on track to reach its racial equity goals.[43] There are multiple institutional barriers that contribute to racial equity gaps. It is important to highlight the fact that 75% of the faculty workforce at community colleges are hired on a part-time basis which provides them less access to professional development, less opportunity (or compensation) to work with students or participate in shared governance.[44] According to the State Auditor, during Oakley's tenure, the Chancellor's Office told the

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[39] https://www.sandiegouniontribune.com/opinion/editorials/story/2023-03-03/opinion-state-audit-right-to-fault-community-colleges-over-full-time-faculty-levels

[40] https://collegecampaign.org/wp-content/uploads/imported-files/Follow-the-Money-8_5x11-Update.pdf

[41] https://www.ccco.edu/About-Us/Vision-2030

[42] https://calmatters.org/education/2022/10/california-community-colleges-graduation/

[43] https://calmatters.org/education/2022/10/california-community-colleges-graduation/

[44] https://edsource.org/2022/the-gig-workers-of-california-community-colleges-face-worsening-conditions/666835

legislature that "additional funding for full-time faculty could allow districts to convert part-time positions to full-time positions," but this statement does not align with the reality of districts' hiring practices. Although community colleges may hire full-time faculty from the pool of part-time faculty who have taught at the college before, such hirings do not represent the conversion of teaching positions from part-time to full-time, and none of the districts we reviewed have a procedure for converting part-time positions to full-time positions."[45]

In addition, in response to the recent audit, the California Community College Chancellor's Office stated that they cannot encourage districts to move toward the legislature's goal that 75% of instruction be done by full-time employees as "It is not appropriate for the Chancellor's Office to engage in matters of local control and locally negotiated" (59) employment contracts. Nonetheless, the auditor suggests that the Chancellor's office can and should play a larger role in monitoring progress toward the 75% goal but "has not monitored campus spending, developed a suitable metric of full-time faculty instruction, or collected hiring data from the campuses to measure progress."

Perhaps most strikingly, the Chancellor's Office implies in their response to the audit that having more classes taught by full-time faculty wouldn't impact student success. The CO writes:
> "the draft audit report does not include any discussion or analysis of the original intent behind the goal of having 75% of instruction taught by full-time faculty nor does it include consideration of whether data on student outcomes for California Community Colleges is correlated with this goal or related to other factors or components of modern education and student success."

The auditor, in turn, interprets this statement as the CCCCO suggesting "that the Legislature's 75 percent goal may not be correlated with positive student outcomes." [46] Nevertheless, Jeffrey J. Selingo, former editor of *The Chronicle of Higher Education*, writes that "a growing body of evidence indicates that the proliferation of adjuncts is having a negative impact on student success and outcomes. A National Bureau of Economic Research study found that a 10 percent increase in part-time faculty positions at public universities results in a nearly 3 percent decline in graduation rates."[47] One reason could be contact with students. Synthesizing numerous studies, Ernst Benjamin of the American Association of University Professors writes, "faculty involvement with students is a critical factor in student completion and success. Full-time faculty are able to devote substantially and proportionally more out-of-class time to student learning than part-time faculty." He notes how this "over-reliance particularly disadvantages the less-

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[45] https://www.auditor.ca.gov/reports/2022-113/index.html

[46] https://www.auditor.ca.gov/reports/2022-113/index.html#section6

[47] https://www.steelcase.com/content/uploads/2023/01/Future_of_Faculty_Office.pdf

well-prepared entering and lower-division students in the non-elite institutions who most need more substantial faculty attention."[48]

Another important factor is the diminished ability of part-time faculty to connect their students with campus programs and services. A study by Florence Xiaotao Ran and Jasmine Sanders (2019) notes that:

> Results of a survey on faculty professional experiences at the six colleges . . . suggest that part-time faculty had less institutional knowledge than full-time faculty did about both academic and nonacademic services. Given that part-time faculty did not have negative effects on the pass rates of students who did enroll in subsequent courses, it appears more likely that inferior working conditions for part-time faculty, rather than inferior instructional practices, are driving the negative effects on students' subsequent course enrollment.[49]

In other words, part-time instructors seem to be just as pedagogically skilled as full-time instructors. However, because they are not treated equitably and often not made to feel included at the institutions where they work, they are less able to connect their students with services that could help enable their academic success, and, thus, their students are less likely to enroll in subsequent courses.

There is clear concern over the implication that an over-reliance on part-time faculty is not harming student success. In the context of the CCC system, part-time faculty report being disadvantaged in many ways, much of which accords with published research about the negative effects of over-reliance on part-time faculty.

Exploitation

Researchers have expressed varying viewpoints about the exploitation of part-time faculty. Some have argued that concerns about part-time faculty exploitation might be overblown[50], while others contend that part-time faculty labor is clearly exploited.[51] Certainly, some part-time faculty in the CCC system are able to make ends meet, receive healthcare benefits, buy homes, and accomplish other goals that benefit from long-term financial stability. However, this is not the case for many part-time faculty in California.

The alleged exploitation of part-time faculty has led to multiple lawsuits involving several districts and even the California Community College system as a whole. Part-time faculty in the Long Beach Community College District allege "the district illegally forced them to do unpaid

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[48] chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.nccft.org/wp-content/uploads/2020/01/How-Over-Reliance-on-Contingent-Appointments-Diminishes-Faculty-Involvement-in-Student-Learning-Association-of-American-Colleges-Universities.pdf

[49] https://files.eric.ed.gov/fulltext/ED598947.pdf

[50] https://link.springer.com/article/10.1007/s10551-016-3322-4

[51] https://link.springer.com/article/10.1007/s11406-021-00425-4

work outside the classroom such as grading, class preparation and meeting with students."[52] In a separate lawsuit, part-time faculty are suing eight districts as well as the CCC system. These allegations stem from a system for compensating part-time faculty that only accounts for time spent in the classroom and not "for all their hours of work outside of class to prepare their lectures or labs, grade papers and exams, prepare syllabi, email with or talk to their students, and assist in essential departmental activities."[53] Planning, grading, communicating with students outside of class, and other time-consuming activities are required for faculty to successfully do their jobs and to receive the satisfactory evaluations that will allow them to continue doing their jobs in the future. It is often these unpaid out-of-class activities that are critical to supporting the success of their students and to allowing part-time faculty to engage in campus activities, governance, and professional learning with full-time faculty peers.

The logic of pretending that faculty are only working when they are in the classroom can lead to other inequities. Before a law was passed in California forcing districts to reasonably estimate the time part-time faculty spend working for the purposes of Public Student Loan Forgiveness (PSLF), many districts denied eligibility for their part-time faculty. To take an actual example, a part-time English instructor teaching the maximum number of classes in the Los Angeles Community College District was only given credit for working six hours per week. In order to qualify for PSLF by that logic, the part-time English instructor would need to teach 10 classes per semester. A full-time faculty member in this specific college only teaches 4 classes per semester. Therefore, the part-time faculty member would need to do the work of 2.5 full-time faculty members to qualify for PSLF.

Part-time faculty are also potentially exploited by their desire to help students. For example, the reality of spending unpaid time outside of class helping students leaves part-time faculty with the dilemma of wanting to help students unconditionally knowing that their efforts to support student success is not validated and/or compensated.

Another way of exploiting part-time faculty is the idea that being a part-time faculty at a college will increase their chances of obtaining a full-time, tenure-track position. Part-time work is often portrayed as a way to "prove your worth," "pay your dues," or "get your foot in the door," yet considering the ratio of full-time to part-time faculty in the CCC system, obtaining a full-time faculty job is very unlikely for most part-time faculty. Still, faculty seeking full-time positions may perform uncompensated service work for their colleges, such as serving on committees, revising course outlines of record, or serving as club advisors. In contrast to part-time faculty, full-time faculty are paid to do this vital work for the college as it is included in their official job duties. While some colleges might offer compensation to part-time faculty for service work,

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[52] https://edsource.org/2022/long-beach-community-college-adjuncts-sue-over-unpaid-work-hours/669810

[53] https://edsource.org/2022/adjuncts-sue-california-community-college-system-eight-local-districts-over-unpaid-work-hours/680287

many do not. Thus, part-time faculty wishing to increase the odds to obtain a full-time position will ultimately complete service work for free.

Academic Freedom

All faculty, regardless of full-time or part-time status, theoretically have the same right to academic freedom. However, as the ASCCC's 2020 position paper on academic freedom notes, "Academic freedom is preserved and strengthened by the tenure process, which, like academic freedom, exists to ensure the public trust in institutions of higher education and the public servants who work in them. Without the professional security that tenure provides, faculty, their teaching, and their research may be subject to influences that possess motivations misaligned with the stewardship of the public good and the pursuit of truth."[54] The California Community College system, relying as it does on two-thirds of a faculty workforce that are not in tenure-track positions, finds itself in a potentially dangerous position regarding academic freedom.

Take, for example, the systemwide focus on equity exemplified by documents such as the CCCCO's Vision for Success DEI Integration Plan[55] and the ASCCC's Going Beyond Development[56] paper. As scholars such as Estela Mara Bensimon have noted, equity requires "being cognizant of how racism is produced through everyday practices and having the courage to make racism visible and discussable."[57] It is easier to have the courage to make racism visible and question everyday practices with the protection and financial security that tenure affords. Part-time faculty, who are by definition contingent and have no reasonable assurance of future employment, often fear for their job security, leading to a reluctance to do the work it takes to close equity gaps, such as trying innovative pedagogical strategies, questioning long-standing policies and procedures, and openly discussing how institutional structures may contribute to systemic racism.[58] As the ASCCC has said, "Even if some, albeit weaker, form of protection extends to part-time faculty through seniority, rehire rights, or due process rights under law, the pervasive threat of losing employment still [exists], and processes to grieve the encroachment into areas of academic freedom are minimal or nonexistent."[59]

To illustrate the chilling effect of contingency on academic freedom, here's an example based on the actual experiences of part-time faculty: a part-time faculty member wishes to try out an equity-minded grading strategy[60] they learned about in an @ONE course. However, they hear that a full-time colleague in their department, who might be in the position to evaluate that part-

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[54] https://www.asccc.org/sites/default/files/Academic_Freedom_F20.pdf

[55] https://www.ccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/5-dei-integration-plan.pdf

[56] https://www.asccc.org/sites/default/files/publications/ASCCC_Position_Paper_2021_ProfessionalDev_220310_epub.pdf

[57] https://rossier.usc.edu/usc-rossier-magazine-fallwinter-2017

[58] https://law.justia.com/cases/california/court-of-appeal/3d/208/635.html

[59] https://www.asccc.org/sites/default/files/Academic_Freedom_F20.pdf

[60] https://onlinenetworkofeducators.org/course-cards/equitable-grading-strategies/

time faculty member, has vocally denounced equity-minded grading strategies as contributing to grade inflation. If the full-time faculty member could potentially give the part-time instructor a negative review that jeopardizes their career, finances, healthcare, and so on, that instructor might think it better to stick with a form of grading that may be favoring privileged students rather than accurately reflecting student learning.

It is also easy to imagine circumstances in which part-time faculty may be reluctant to criticize long-standing procedures that might be inadvertently contributing to inequitable outcomes for students from minoritized racial groups, given that such criticisms are often perceived as accusations of racism and taken personally.

Second-Class Citizens

While many studies suggest that part-time professors are as effective teachers as full-time professors ("part-time faculty did not have negative effects on the pass rates of students who [enrolled] in subsequent courses"), some continue to view them, or at least treat them, as inferior.[61] Consider the following common occurrences in California community colleges:
- The inferiority or lack of office spaces provided to part-time faculty.
- The exclusion of part-time faculty from department meetings and decision making.
- The lack of compensation for part-time faculty office hours.
- The lack of health insurance and other benefits for part-time faculty.
- Inadequate and disproportionately low representation of part-time faculty in academic senates, unions and college governance bodies.
- Denial of professional development and college governance opportunities to part-time faculty.

All these differences that imply the superiority of one group over the other can lead to harmful psychological adaptations. For example, full-time professors, recognizing the privileges they have, may justify these privileges, rather than confronting the uncomfortable reality that their colleagues are just as good at their jobs but are treated much worse. Conversely, part-time faculty may assume that they are inferior in some way, given that they're treated as secondary and perhaps have been repeatedly rejected when they applied for full-time positions. Or, they might become justifiably outraged or jaded, perhaps numbing themselves in order to cope with the experience of being treated unfairly.

The material conditions of part-time faculty reify the message that part-time faculty are not as good or as worthy as full-time faculty. While this belief is not true, it is difficult to counteract it when there is so much evidence (offices, insurance, money, inclusion, and even refrigerators!)

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[61] https://files.eric.ed.gov/fulltext/ED598947.pdf

that communicate the exact opposite. This second-class status contributes to the lack of connection of many part-time faculty to the institutions where they work.

Last-Minute Scrambling

The way many colleges assign classes to part-time faculty can be discouraging as the classes might be offered at the last minute or taken away right before the beginning of the semester. As a report from the Center for Community College Student Engagement notes, "It is not uncommon for part-time faculty to learn which, if any, classes they are teaching just weeks or days before a semester begins."[62] Unlike full-time faculty, who often have reasonable assurance of the classes they will be teaching well in advance, part-time faculty could be assigned or lose classes up to– and even after–the semester begins.

This situation makes it difficult for anyone to maximize student success. On one hand, part-time faculty could spend uncompensated time preparing to teach a course that is taken away at the last minute. On the other hand, part-time faculty may be financially compelled to accept a class that starts the next day, which could result in less preparation and likelihood to use high-impact practices in their classrooms.[63]

Professional Development

As the Center for Community College Student Engagement notes:

> Decades of research demonstrate the value of professional development. According to Phillips and Campbell, "In a study done at 14 institutions involving over 900 faculty, 61% stated that they had introduced a new technique or approach in their teaching as a result of being involved in [a] faculty development program. Of these, 89% stated that it had improved their teaching effectiveness in some way" (2005, p. 59).

Yet part-time faculty are less likely than full-time faculty to participate in these opportunities.[64] There are many reasons why part-time faculty don't participate in professional development. They may not feel valued or connected to their institutions, they may not be compensated for the training, they might be in a hurry to get to another teaching assignment, or they may not even be eligible to participate. Some colleges may feel like part-time faculty are not committed to their institution, so they should not commit to them. That message is often implicit and becomes a self-fulfilling prophecy. Similarly, a college may say: what if we invest in the professional development of a part-time faculty, and they leave? The better question is: what if you do not invest in their development, and they stay?

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[62] https://www.ccsse.org/docs/ptf_special_report.pdf

[63] https://www.ccsse.org/docs/ptf_special_report.pdf

[64] https://www.ccsse.org/docs/ptf_special_report.pdf

As the Center for Community College Student Engagement puts it:

> To begin, when colleges' commitment to part-time faculty is contingent, the contingent commitment may be reciprocated. For most part-time faculty, both pay, and explicit expectations are low, so the message from colleges boils down to something like this: "Just show up every Thursday at five o'clock and deliver a lecture to your class. Give a mid-term and a final exam, and then turn in a grade, and the college will pay you a notably small amount of money."

> This arrangement essentially turns teaching into a transaction that is defined by a few specific tasks, and there often is no expectation—or even invitation—to do more. Thus, the basics of showing up, teaching a class, and turning in a grade can easily become the full extent of a part-time faculty member's engagement with the college and its students.

Clearly, this is not the relationship institutions need to have with their faculty if the California Community College system is to make progress in closing equity gaps. As researcher L. Dee Fink observes:

> The vast majority of college teachers have had no formal training for the task of designing their courses. Therefore, they follow the common approach of their predecessors: identify the major topics for a given course, determine how much time to spend on each topic, and then prepare a series of lectures and exams on each topic. Unless the teacher has an extraordinary ability to work up highly dramatic presentations, this topic-oriented approach to course design often results in low student engagement and poor performance on course exams.[65]

Professional development helps faculty design better classes and become better instructors to help close equity gaps. The overreliance on part-time faculty who are rarely afforded this training hampers these efforts.

Institutional Barriers and Lack of Progress Toward Equity

Many equity-minded faculty feel the frustration of knowing there is always more they (and their institutions) could do to support students and their academic success. On the curricular level, they could design and pilot self-paced, competency-based classes and programs, revise course outlines of record with equity in mind, and create new classes that meet students' needs. Despite the fact that many faculty can see so many possibilities for how things could be better, service work for the college typically falls on the shoulders of full-time faculty, who, despite their many privileges, are relatively small in number, and thus struggle to make change happen.

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[65] https://files.eric.ed.gov/fulltext/EJ1104478.pdf

Understanding the inequities faced by part-time faculty is fundamental to fostering an equitable and inclusive academic environment. The 2023 ASCCC part-time faculty survey provides a snapshot and understanding of the challenges and concerns that part-time faculty encounter. By reviewing the survey data, we can pinpoint areas where inequities persist and develop targeted strategies and recommendations to address them. In the following section, a summary of the 2023 ASCCC Survey about part-time faculty's lived experiences and demographic data from California Community College Chancellor's Office (CCCCO) is presented.

ASCCC Part-time Faculty Survey and CCCCO Data Summary

In preparation of this paper the ASCCC Part-Time Committee developed an expansive survey focused on the lived experiences of part-time-faculty in the California Community College System. Launched in February 2023 during the ASCCC Online Part-Time Virtual Event, the survey garnered 2,775 responses from across the CCC system. The survey received faculty responses from 67 of the 73 CCC districts. The survey consisted of five sections in the following order:
1. Demographics,
2. ASCCC Professional Development & Learning,
3. Academic Senate (10+1) Question,
4. Collective Bargaining and Assignments,
5. Inclusion and Equity.

These five sections provide insight into who part-time faculty are, what their experiences are, and what their needs are within the purview of ASCCC. Respondents were asked to answer questions from each of the sections described above. Because part-time faculty often teach at multiple schools and have different experiences at different colleges, respondents were asked to answer the questions by focusing on the college they have taught the longest. Once they finished all five sections, respondents had the option to answer the last three college-specific sections with a second college in mind. This made the survey very lengthy. Hence, it is likely that the respondents who had time or motivation to answer the last three sections a second time may not be representative of all part-time faculty. However, the intent was to provide this option to gain an understanding of how part-time faculty judge and fare at different colleges.

The survey consisted of both multiple choice and short response questions, yielding both quantitative and qualitative data. Throughout this paper there will be statistical data from the quantitative data as well as narratives and quotes from the qualitative data. The survey was sent on February 16th, 2023, to ASCCC Part-Time Liaisons, Part-Time Faculty Listserv, Area listservs, Senate President listservs and to the Faculty Association for California Community Colleges (FACCC). The original deadline for the survey was March 3rd, 2023, which was extended to March 14th, 2023. A total of 2811 responses were received, of which, 2155 responses are usable.

One of the major drawbacks of the survey is that it focuses primarily on teaching faculty and is not inclusive of part-time faculty who do not teach. Future surveys need to be more intentional and inclusive of all part-time faculty, including those in non-instructional roles.

The survey data is analyzed for college-specific connections and lived experiences of part-time faculty. Those voices, experiences, and sometimes trauma of part-time faculty will be shared after a review of the California Community Colleges Chancellor's Office (CCCCO) latest data on faculty.

2022 CCCCO Faculty Data Mart Review

There is no easy way to disaggregate part-time faculty in CCCCO Data Mart statistics. Faculty groups are divided into two groups Tenured/Full time and Academic Temporary, which includes part-time faculty as well as temporary full-time faculty. Although non-tenured faculty have similar uncertainty in employment, they do have the benefits of full-time status and benefits. In Fall 2022 there were 53,692 faculty in the California community colleges with thirty-three percent accounting as tenure/full time faculty while sixty-seven percent were in the temporary category.[66]
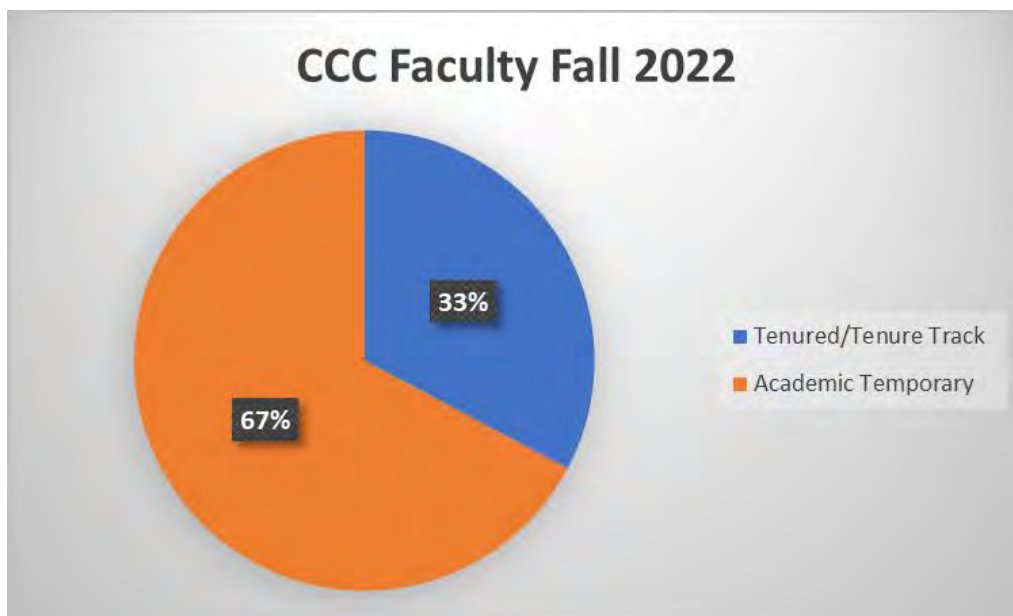
Moreover, the graph below shows that over the past 5 years, the number of people employed as academic temporary faculty dropped 15% due to declining enrollment in the system as well as lingering impacts of the COVID-19 pandemic.[67]
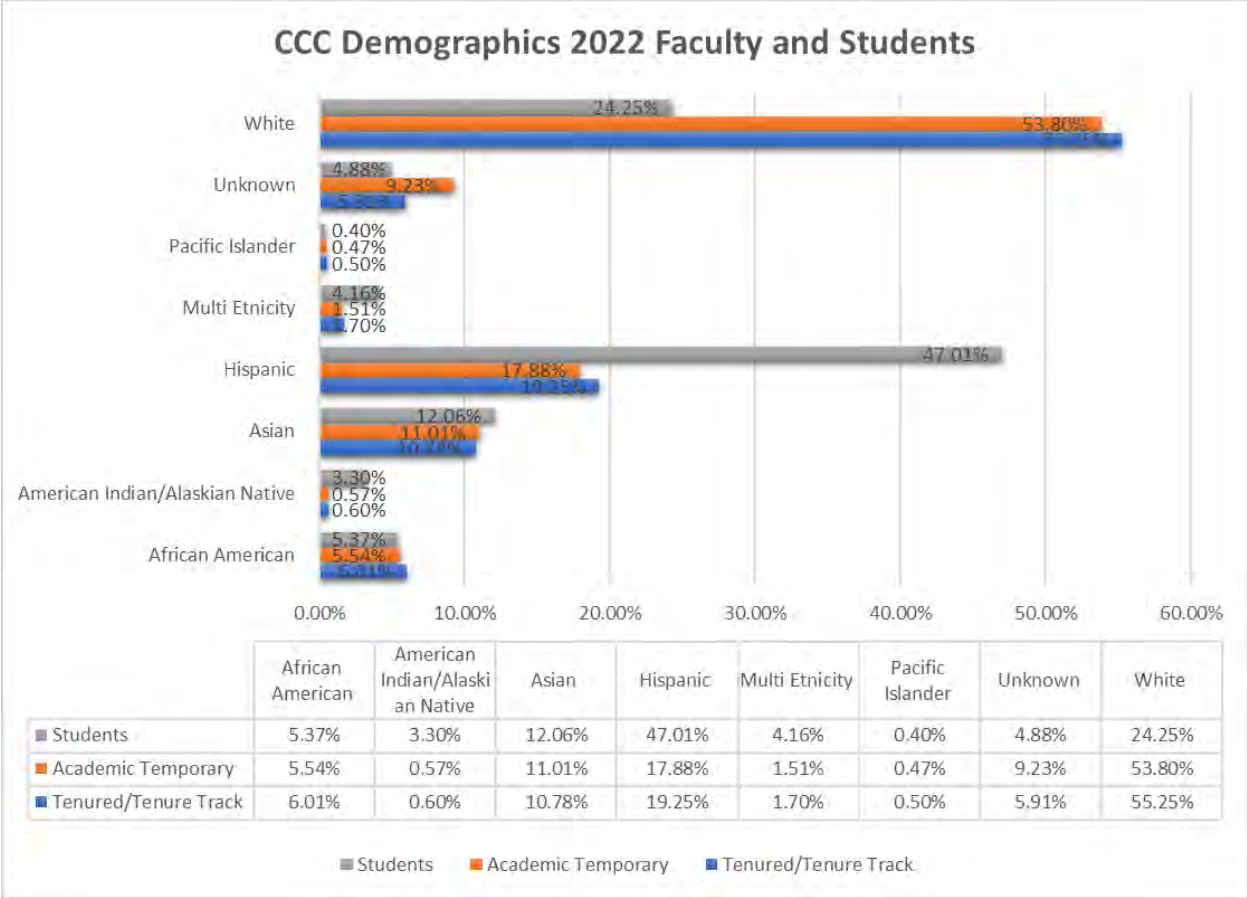
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[66] CCCCO Datamart Annual Statewide Data Report 2022 https://datamart.cccco.edu/Faculty-Staff/Staff_Annual.aspx

[67] CCCCO DataMart Faculty & Staff Demographics 2018-2022 https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx

CCC Faculty 2018-2022
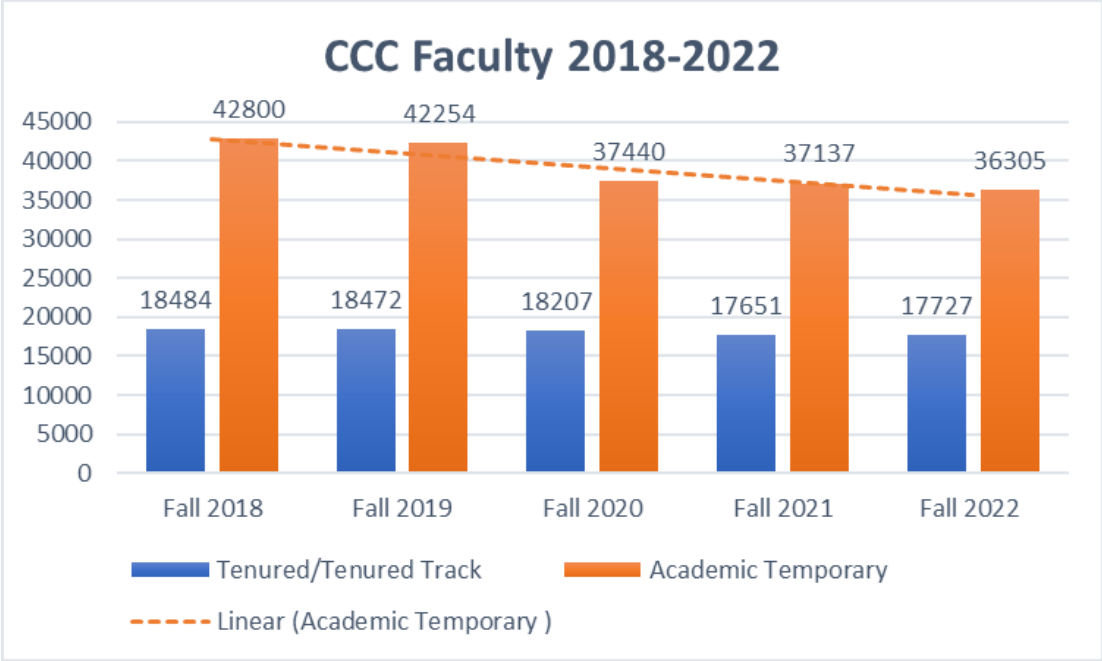
A demographic breakdown shows that there are still gaps in representation between the student population and both tenured/tenure track and academic temporary faculty. The most significant discrepancy is with Hispanic students as they make up 47% of students in the California community colleges, but only 17% of academic temporary and 19% of tenured/tenured track faculty identify as Hispanic. Conversely, White students make up 24% of students, but 50% of faculty (tenured/tenure track and academic temporary) identify as White. American Indian/Native Hawaiian faculty are also underrepresented in both faculty groups. [68]

68

CCC Demographics 2022 Faculty and Students

	African American	American Indian/Alaskian Native	Asian	Hispanic	Multi Etnicity	Pacific Islander	Unknown	White
Students	5.37%	3.30%	12.06%	47.01%	4.16%	0.40%	4.88%	24.25%
Academic Temporary	5.54%	0.57%	11.01%	17.88%	1.51%	0.47%	9.23%	53.80%
Tenured/Tenure Track	6.01%	0.60%	10.78%	19.25%	1.70%	0.50%	5.91%	55.25%

According to research, part-time faculty are paid on average much less than their full-time counterparts. The average pay for part-time faculty in the California Community College System was $19,927 in 2020. [69]

The below chart from Edsource provides average pay for part-time faculty in select districts across California.

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[69]

California Community Colleges average adjunct pay by district

Part-time faculty were paid an average $19,978.7 in 2020

Daniel J. Willis and Yuxuan Xie

District	Pay
West Valley-Mission	$35,684
Foothill-De Anza	$30,583
Imperial	$25,044
Chabot-Las Positas	$23,438
Ventura	$22,924
Pasadena	$22,294
South Orange County	$21,970
Cerritos	$21,656
Riverside	$21,609
Coast	$21,534
Yosemite	$21,043
Sonoma County Junior	$21,035
Peralta	$20,928
Glendale	$20,918
San Diego	$20,818
San Luis Obispo	$20,760
Cabrillo	$20,704
Average: $19,979	
San Joaquin Delta	$19,676
Ohlone	$19,160
Rio Hondo	$18,705
Antelope Valley	$18,687
Kern	$18,611
Los Rios	$18,523
Desert	$18,266
Victor Valley	$17,873
Copper Mountain	$17,042
Palomar	$16,978
Sierra Joint	$16,729
Chaffey	$16,673
Long Beach	$16,464
Hartnell	$15,983
Shasta-Tehama-Trinity	$15,891
West Kern	$15,705
West Hills	$15,610
Merced	$15,437
Barstow	$15,220
Palo Verde	$14,560
Allan Hancock	$14,309
Mt. San Jacinto	$14,258
Siskiyou	$9,979
Lake Tahoe	$8,033

Source: Payroll data from 40 California Community College Districts ; EdSource analysis

EdSource

2023 ASCCC Part-Time Faculty Survey Results

In the following section includes a summary of the ASCCC Part-Time Faculty survey results. First, the participants' demographics will be shown. Second, an analysis will be presented to highlight data relating to thoughts, feelings and other descriptive information shared by participants.

Survey Participants Demographics

The ASCCC 2023 Part-Time Survey asked respondents how they racially identify. Approximately, 69% of respondents identified as White. The second largest racial group is Mexican, Mexican American, Chicano, with 12% of respondents identifying as such. Approximately 4% identify as Black or African American.

The part-time faculty years of experience ranged from beginning (less than one year) to over 50 years. Most of the part-time faculty have between 5 and 20 years of experience. Faculty with over 20 years of experience was 23% (633 responses.) Among this group, thirty-three had between 40-56 years (1.2%) of experience, 147 had between 30 - 39 years (5%), and 452 had 20 - 29 years (16%). This data reflects the longevity of part-time faculty, regardless of the financial and academic challenges.

In the ASCCC Part-Time Faculty survey, we asked participants if they were aware of the role of part-time faculty in their local senate Constitution and bylaws. The charts below provide data on part-time faculty understanding of their role on local academic senates. One of the most startling trends in these answers is the percentage of faculty who are unsure if there are designated positions (41.72%), open positions (60%) and any restrictions to serving (80.45%). This indicates a need for local senates to outreach to part-time faculty members to increase their familiarity with local senate processes, procedures, and opportunities.

Q23. Does your local academic senate have position(s) or seat(s) designated for Part-Time Faculty?		
Answer Choices	Response %	Responses
Yes	56.16%	1286
No	2.23%	51
Unsure	41.62%	953
	Answered	2290
	Skipped	521

Q24. Does your local academic senate have any position(s) or seat(s) which are open to either Full-Time or Part-Time Faculty?		
Answer Choices	Response %	Responses
Yes	35.16%	802
No	4.69%	107
Unsure	60.15%	1372
	Answered	2281
	Skipped	530

Q25. Are there any restrictions placed upon Part-Time Faculty serving on your local academic senate leadership?		
Answer Choices	Response %	Responses
Yes	11.79%	270
No	7.77%	178
Unsure	80.45%	1843
	Answered	2291
	Skipped	520

The ASCCC Part-Time Faculty survey asked faculty about their gross annual income (before taxes and deductions for their teaching responsibilities. The highest percentage of respondents (18.94%) indicated between $10,000-$19,000. A majority of the respondents (61.33%) indicated

they made less than $50,000 annually.[70] Many faculty (37.45% of respondents) are also teaching at multiple colleges, and 65.4% of part-time faculty respondents are also working outside of academia.[71]

Many faculty have worked for years in the California Community College system. 21.4% of survey respondents said they worked 20 or more years as a part-time faculty member. Over half (55.3%) stated they had worked 10 or less years as a part-time faculty member in the California Community College System.[72]

In the following section, this paper summarizes ongoing ASCCC efforts to include, validate and support part-time faculty in practices, policies, shared governance, and decision making across California Community Colleges.

The Role of the Academic Senate for California Community Colleges (ASCCC) and Local Academic Senates in Support of Part-time Faculty

The Academic Senate for California Community Colleges (ASCCC) has its roots in an Assembly Concurrent Resolution adopted in 1963. The resolution required the State Board of Education (which at that time had jurisdiction over community and junior colleges) to establish academic senates "for the purposes of representing [faculty] in the formation of policy on academic and professional matters" (Assembly Resolution 48, 1963). The Community College Reform Act (AB 1725, Vasconcellos), passed by the legislature in 1988, established many new responsibilities for local academic senates and the Academic Senate for California Community Colleges.

The ASCCC is the official voice of California community college faculty in academic and professional matters and is "committed to advancing inclusion, diversity, equity, anti-racism, accessibility, student learning, and student success." The ASCCC acts to:

- Empower faculty to engage in local and statewide dialog and take action for continued improvement of teaching, learning, and faculty participation in governance.
- Lead and advocate proactively for the development of policies, processes, and practices.
- Include diverse faculty perspectives and experiences that represent our student populations.
- Develop faculty as local and statewide leaders through personal and professional development.
- Engage faculty and system partners through collegial consultation.

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[70] ASCCC Part-Time Faculty Survey 2023 (Q4)

[71] ASCCC Part-Time Faculty Survey 2023 (Q6)

[72] ASCCC Part-Time Faculty Survey 2023 (Q19)

Local academic senates serve a unique role on our California Community College campuses. Academic senates are the primary way the faculty engage in local, district, and state participatory governance and work closely with administrations on academic and professional matters. Academic senates achieve this by offering the administration recommendations, guidance, perspective, and feedback as the college makes important decisions on how it does support students.

The California Code of Regulations (Title 5) Section 53200, which carries the weight of the California Education Code (law), bestows the functional primacy of Academic Senates to make recommendations concerning academic and professional matters and in part (C) of Section 53200, lists 11 academic and professional areas in which the Academic Senate has this primacy. The ASCCC refers to these areas as the "10+1." Decisions made at colleges are driven through processes implemented via college decision-making committees.

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development

    +1 Other academic and professional matters as are mutually agreed upon between the governing board and the academic senates

As mentioned above, the ASCCC is the official voice of all faculty in regard to academic and professional matters. In references, publications, and presentations, the ASCCC rarely distinguishes between full and part-time faculty as the 10 +1 applies to all faculty. Even if there is no distinction, there is an acknowledgment that the access to and participation in the areas of the 10+ 1 are different for part-time faculty, and their voice needs to be elevated.

Expanding the Role of Part-Time Faculty in the ASCCC

At the ASCCC 2023 Spring Plenary Session, a resolution (1.01 S23 Add a Part-Time Executive Committee Member)[73] was put forth to add that voice to the ASCCC Executive Committee intentionally.

> *1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee*
>
> *Whereas, The Academic Senate for California Community Colleges (ASCCC) has had a long-standing commitment to participation of part-time faculty as demonstrated in resolutions[74] and papers, as they bring vital and unique authentic voices and experiences to discussions of academic and professional matters in alignment with the inclusion, diversity, equity, antiracism and accessibility commitment of the ASCCC;*
>
> *Whereas, Resolution S96 01.05[75] called for the Academic Senate for California Community Colleges (ASCCC) to develop a proposal to ensure participation of part-time faculty on the Executive Committee, and a paper titled Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges, developed in 1998 with recommendations to support the opportunity for part-time faculty inclusion, recommended several changes to the ASCCC bylaws to allow part-time faculty to run for election, yet the paper fell short of "assuring participation on the Executive Committee";*
>
> *Whereas, Since the 1998 paper Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges[76], only one known part-time faculty member has successfully run for a seat on the Academic Senate for California Community Colleges (ASCCC) Executive Committee, showing that changes to the bylaws alone will not ensure that a part-time faculty voice will be included on the ASCCC Executive Committee and that significant barriers still exist to part-time faculty running for election, including the qualification requirements; and*
>
> *Whereas, According to the California Community Colleges Datamart Dashboard, in Fall 2022 part-time faculty— labeled as "academic, temporary" in Dashboard[77]— made up approximately 67% of the faculty workforce encompassing over half of the faculty in the California Community Colleges system, and part-time faculty are important voices that are currently not represented on the ASCCC Executive Committee;*

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[73] https://www.asccc.org/resolutions/add-designated-large-part-time-representative-executive-committee
[74] Resolution F95 17.02 Part-time Faculty Involvement in Local Senates: https://www.asccc.org/resolutions/part-time-faculty-involvement-local-senates.
[75] https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee
[76] [2] Resolution S96 01.05 Participation of Part-time Faculty on the Executive Committee: https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee.
[77] [4] California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. "Faculty & Staff Demographics Report." Retrieved March 10, 2023, from https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx. Data table can be found at https://drive.google.com/file/d/10PwvOLbRqIyPoF-qvU_Az70_ecs4KnNn/view?usp=sharing.

Resolved, That the Academic Senate for California Community Colleges (ASCCC) revise its bylaws to create a fifteenth elected member of the Executive Committee as a designated at-large part-time faculty member and review policies to support part-time faculty's ability to run for the ASCCC Executive Committee, and that these changes be brought for a vote by the 2024 Spring Plenary Session;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) review its eligibility requirements for Executive Committee members and support equitable opportunities for part-time faculty to run for the ASCCC Executive Committee; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities for part-time faculty on the role of the Executive Committee and opportunities for participation to encourage part-time faculty to run for any position for which they qualify.

Currently the ASCCC Executive Committee includes fourteen elected positions (President, Vice President, Secretary, Treasurer, 2 South, 2 North, and 2 At-Large Faculty Representatives, and Representatives from 4 Areas). Part-time faculty have always been eligible to run for the executive committee. In 1996 there was resolution[78] and later a paper (1998) to address the *Participation of Part-Time Faculty on the Executive Committee of the Academic Senate for California Community Colleges*. [79] In the 25 years between the paper and the 2023 resolution, only one part-time faculty member has succeeded in running for and being elected to the executive committee. [80]

The 2023 Resolution passed by a required 2/3rd majority (per rules for reversing a previous position, which had deemed a unique part-time position unnecessary). With the passage of this resolution, the ASCCC will be tasked with revising its bylaws and sending them for approval of the body to add this position to the Executive Committee and provide support to interested faculty. The resolution also asks for the ASCCC to review the eligibility requirements for eligibility to run for an Executive Committee Member. With this future potential addition of an intentional part-time faculty member to the Executive Committee, the voice and experiences of part-time faculty would be elevated and highlighted.

Besides making intentional efforts to increase part-time faculty participation at the executive level, ASCCC has many initiatives to support, advocate and uplift part-time faculty voices such as the ASCCC Part-Time Faculty Committee, ensuring part-time faculty participation in all ASCCC standing committees, and the request that all colleges identify an ASCCC Part-Time Faculty Liaison. The ASCCC used to have a part-time caucus, however, due to inactivity for a period of 5 years it has been terminated per ASCCC processes. Nonetheless, a part-time caucus can be restored if there is interest in filling out a new application on ASCCC website.

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[78] https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee
[79] https://www.asccc.org/papers/participation-part-time-faculty-executive-committee-academic-senate-california-community
[80] Per discussion with ASCCC Executive Director 2023

ASCCC Part-Time Faculty Committee

This committee provides recommendations to the Executive Committee on academic and professional matters that affect part-time faculty members. The committee recognizes that part-time faculty comprise a significant number of California community college faculty and serve disproportionately impacted students. The committee advocates for diverse part-time faculty colleagues, ensuring their access to professional and leadership development offerings and shared governance opportunities at the local and statewide levels. The part-time faculty committee collaborates with the ASCCC to develop and provide professional learning opportunities where part-time faculty gain additional insight on issues germane to academic and professional needs. The committee is also focused on promoting diversity within part-time faculty pools to have educators reflect the student population and further commit to empowering part-time faculty voices who have been historically excluded, such as colleagues of color.

The ASCCC Part-time Faculty Committee consists of California Community College part-time faculty across the state. The leadership of the committee consists of two current ASCCC Executive Committee members who are appointed to facilitate the ideas, goals, and activities of the committee, empower the part-time faculty committee members, and, most of all, advocate for the committee to the ASCCC Executive Committee.

ASCCC Part-time Faculty and Statewide Service

Besides encouraging part-time faculty participation on the Part-Time Faculty Committee, the ASCCC encourages part-time faculty to apply to serve on any or all committees. ASCCC intentionally creates committees to bring in multiple voices looking for diversity in employment status, race/ethnicity, gender, age, sexual orientation, geography, (dis)abilities, immigration status, college and district size, personal experience and more. Each year, a call is put out for faculty to volunteer for statewide service. ASCCC appoints faculty throughout the year to ASCCC and CCCCO committees and workgroups. To be selected to serve, faculty must annually fill out the ASCCC Volunteer Application to Serve on the ASCCC website.[81] Data on the purposeful diversity of appointed committee members is gathered yearly by the ASCCC Executive Committee. This could be a model for local academic senates when they appoint faculty to participate in local and district committees, task forces, and hiring committees.

ASCCC Part-Time Faculty Liaisons

In Spring 2022 a resolution (17.02 S22) passed to increase part-time faculty representation and communication through local Part-Time Faculty Liaisons. Therefore*,* the ASCCC created the role of a Part-Time Faculty Liaison with the goal of "…focusing on issues related to part-time faculty in the California Community College System. Part-Time Faculty Liaisons may consider

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[81] https://www.asccc.org/content/new-faculty-application-statewide-service

sharing information with faculty on creating and maintaining responsive and system-wide portable curriculum, programs, and degrees, professional learning opportunities and part-time faculty participation in governance, committee service, and other leadership opportunities, with a focus on Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA)." Liaisons are identified by local academic senates and can be a conduit for information from the ASCCC on part-time matters. The ASCCC also appoints faculty, including part-time faculty, to serve as liaisons to various statewide initiatives, workgroups, committees, and task forces to ensure that their interests are represented. [82]

Expanding the Role of Part-time Faculty in the ASCCC Through Collaboration and Partnerships

The ASCCC has a long history of working with faculty groups on common part-time faculty issues including working with collective bargaining units and the Faculty Association of California Community Colleges (FACCC). The ASCCC formally works with these groups through the Council of Faculty Organizations (CoFO) on common issues under academic and professional matters and overlapping purviews.

Collective Bargaining Units (CBU) /Unions

Although academic senates and CBUs each have their distinct purviews, there are areas of overlap. These areas often overlap in the areas of compensation and working conditions for part-time faculty to participate in academic senate/college activities and governance. The role of the CBU is to negotiate time, space, and/or compensation for faculty to be involved in college roles. It is important for local academic senates to have continued dialog with part-time faculty on their concerns and ongoing communication with CBUs to work collaboratively to support faculty in their shared purview areas.

The 2023 ASCCC part-time faculty survey asked several questions related to CBUs, even though there is no intent in this paper to make recommendations on any CBU purviews (e.g. workload, compensation). The survey found that 72% (1,634 people) of respondents are members of a union, while 18% are not, and 8% are not sure. Of respondents who are part of their union, in response to a question on what degree they feel their union representatives understand their unique needs as part-time faculty, 9.44% of the 1557 respondents believe that their Union does not understand their needs as part-time faculty, 20.04% answered that the Union completely understands and advocates for their needs. Further, 21.39% said their Union somewhat understands their needs, 27.23% say the Union understands their needs, and 21.90% responded that their Union strongly understands their needs as part-time faculty members.

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[82] https://www.asccc.org/part-time-faculty-liaison

Q29. To what degree do you feel your union representatives understand your unique needs as part-time faculty?				
Does not understand my needs as Part-Time faculty	Somewhat understands	Understands	Strongly understands	Completely understands and advocates for your needs as Part-Time Faculty
9.44%	**21.39%**	**27.23%**	**21.90%**	**20.04%**
147	333	424	341	312
			Answered	1557
			Skipped	1254

With these findings, it is important to recognize that there is still work to do in strengthening the collaboration between unions and academic senates to better understand part-time faculty unique needs and to continue to advocate for equitable treatment. This partnership ensures that part-time faculty members are adequately represented, their concerns are addressed in negotiations, and that there is trust and inclusivity within the faculty community.

Faculty Association of California Community Colleges (FACCC)

The Faculty Association of California Community Colleges (FACCC) is a faculty membership organization that advocates for community college faculty. Their mission is to "To inform, educate, empower, and advocate for faculty in service to students and the communities of California".[83] The ASCCC's long history of collaborating with FACCC is detailed in a Rostrum article from 2019, "The ASCCC-FACCC Connection: A History of Cooperation and Support". [84] FACCC has a commitment to "prioritize ways to improve working conditions for part-time faculty in the California Community Colleges while supporting the full inclusion of non-tenure track faculty in the collegiate community, including a democratic voice in governance activities and access to professional development opportunities."[85] FACCC has a *FACCC Statement of*

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[83] https://www.faccc.org/mission

[84] https://www.asccc.org/content/asccc-faccc-connection-history-cooperation-and-support

[85] https://www.faccc.org/part-time-faculty

Philosophy and Standards of Employment for Non-Tenure Track Faculty (Part-Time Faculty)[86] and is in the process of advocating for a one-tier faculty system. A one-tier faculty system refers to a structure where there is no hierarchical distinction between full-time and part-time faculty members in terms of roles, responsibilities, or privileges within the institution. Instead, all faculty members, whether full-time or part-time, are treated equally and share similar responsibilities. https://cpfa.org/one-faculty-a-shifting-conversation/

In addition to these resources, FACCC advocates for part-time faculty. Over the past few years, FACCC has sponsored multiple legislative bills. Their yearly legislative priorities can be found on the FACCC website.[87] In 2023, they sponsored bills AB 260 (Santiago)[88] on pay equity, AB 1190 (Irwin)[89] on part-time office hours, and AB 1956 (Medina)[90] on increasing the percentage a part-time faculty can teach to 80-85%. Part-time faculty can become a member of FACCC at a prorated rate. FACCC also has a specific part-time committee that "analyzes and recommends legislation affecting part-time faculty; organizes and presents workshops on part-time issues; and provides insight to the FACCC BOG on specific part-time issues."[91] The sign up for committee service is through their committee interest form on their website. [92]

Council of Faculty Organizations (CoFO)

Leaders of faculty groups (ASCCC, FACCC, and collective bargaining units including CCCI, CCA/CTA, and CFT) meet monthly to discuss shared issues and concerns. One of the significant outputs of this collaboration was the COFO Faculty Equity Statement, which was adopted by the ASCCC in 1996. It states:

We, the members of the Council of Faculty Organizations (COFO), recognize that the part-time and full-time faculty members of the California Community College System share common professional interests. The core of this common interest is our responsibility to provide educational opportunities of the highest quality to our students. To accomplish that purpose full- and part-time faculty must communicate effectively with each other, share institutional responsibilities and rewards, and create an academic community that is based on mutual respect. Part-time faculty must be recognized as competent, responsible and productive members of a distinguished and honorable profession. At the present time, these conditions do not uniformly exist in the community colleges of California.

Providing students an excellent education and instituting fair working conditions for part-time faculty are complementary objectives. To this end, COFO supports the right of part-time faculty

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[86] https://www.faccc.org/part-time-faculty
[87] https://www.faccc.org/legislative-priorities
[88] https://ctweb.capitoltrack.com/public/publishbillinfo.aspx?bi=svPpGuqc8%2bP6q97Ku0DZBKgcPt7dNET%2bL8Z4VfBmBeA0ZG0HrbCuz04evLiR8fW0
[89] https://ctweb.capitoltrack.com/public/publishbillinfo.aspx?bi=rogYMFqFnTK%2bJ3Lj%2fVxQY42Ny8UeH8d1k5WOnc%2bedk6kYnSEH5wygIxctLEJNLBM
[90] https://trackbill.com/bill/california-assembly-bill-1856-community-colleges-part-time-employees/2221282/
[91] https://www.faccc.org/part-time-committee
[92] https://www.asccc.org/content/new-faculty-application-statewide-service

to participate in organizations and activities that shape the direction of the individual community college. All faculty should participate in departmental functions, assume organizational responsibilities, and contribute to the general well being of the institution.

Full- and part-time faculty are required to meet the same minimum qualifications for employment and should be hired and evaluated using comparable processes. Students should have reasonable access to all faculty members both full- and part-time. Since full- and part-time faculty have the same responsibilities to students, part-time faculty members should have the same support services, office space, choice of educational materials, and opportunities for professional development as their full-time colleagues.

Part-time faculty should be accorded fair compensation, professional respect and due process. It is the recognized role and responsibility of individual bargaining agents to make the contractual gains that will benefit part-time faculty which in turn will improve the educational quality of the institutions that employ them. However, we, the representatives to COFO, urge support for the following rights for part-time faculty: pro-rata pay, contractual considerations for full-time positions, health benefits, seniority on rehire rights, paid office hours, legitimate STRS pension opportunities and true professional status relating to teaching and learning issues.

We view the need for improving these conditions as self-evident, and we are confident that better communication and mutual respect between full- and part-time faculty, as well as frank discussions of these labor and educational issues, will lead to changes that will benefit community colleges and full-time faculty as well as the part-time faculty who are directly affected.[93]

Even though intentional efforts have been made by several faculty organizations to elevate and support part-time faculty voices and participation in shared governance and decision making, not enough progress has been made in the past two-plus decades to make this 1996 vision a reality for part-time faculty in the California community colleges.

In the April 2018 Rostrum article "Supporting Part-Time Faculty for Student Success", author Sam Foster, former Part-Time Faculty Committee chair, identified four areas for immediate support to part-time faculty.[94]

- **Onboarding Part-Time Faculty**- support part-time faculty in understanding campus infrastructure, policies, procedures, and resources. Create space and time for introductions, information, and questions. Include, if possible, a single point of contact for ongoing support.

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[93] https://www.asccc.org/papers/part-time-faculty-principled-perspective
[94] https://www.asccc.org/content/supporting-part-time-faculty-student-success

- **Curricular Guidance in Content Area**- support new and continuing part-time faculty by including them in department conversations on instruction, departmental standards, and curricular changes/updates. Departmental mentorships are recommended.
- **Integrating into the College Culture**- create space, time, and intentional invitations to part-time faculty to be included in college activities. Provide leadership opportunities to part-time faculty to take a role in the culture of the college.
- **Professional Development**- Ensure that part-time faculty are included when developing professional development. Create purposeful professional development to address part-time issues. Actively promote and market professional activities to part-time faculty. [95]

These and other strategies are aligned with the role of faculty in local academic senates, in increasing student success, and in helping students achieve their goals. Local academic senates are also encouraged to designate a local Part-Time Faculty Liaison to the ASCCC to participate in professional learning opportunities and to share ASCCC communications with their college's part-time faculty. Local senate leaders are encouraged to identify these liaisons in the ASCCC college directory. Part-time faculty are also encouraged to sign up for the ASCCC Part-Time Listserv[96]. Local senates should evaluate their own inclusion of and support for part-time faculty. Appendix 1 provides a list of questions local senates can use to support part-time inclusion in local senate discussions and actions. Additional faculty resources for individual faculty and senates can be found in Appendix 2.

What Can Local Academic Senates Do To Support Part-Time Faculty?

In the past few years, there have been noticeable efforts from some California community colleges to support equity and inclusion of part-time faculty in participation and decision making. For example, in the Fall of 2020, Palomar College's Faculty Senate created and disseminated a survey examining equity and inclusion for part-time faculty.[97] This anonymous survey was sent to all faculty of the single-college district, both full and part-time. 167 faculty responses were received, including 38 from full-time faculty; given employment data, this response rate was 13.5% for full-time faculty and 20.8% for part-time faculty.[98] Information gathered from the survey informed a report to the Faculty Senate, "Summary of Findings: Equity and Inclusion for Part-Time Faculty Within Departments and the College," and led to a follow-up survey and report from the college's faculty union regarding specific union-related issues.

The "Summary of Findings" revealed the stark discrepancies in equity and inclusion among the college's faculty and provided the impetus needed to move the faculty from conversation to action. In the years following the initial survey and findings, Palomar College's faculty senate

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[95] https://www.asccc.org/content/supporting-part-time-faculty-student-success
[96] https://www.asccc.org/sign-our-newsletters
[97] https://go.boarddocs.com/ca/pccd/Board.nsf/files/BW74KU0BFB0A/$file/Exhbit%201%20-%20Summary%20of%20Findings%20-%20Equity%20and%20Inclusion%20for%20PT%20Faculty.pdf
[98] https://www.palomar.edu/irp/wp-content/uploads/sites/238/2023/05/FactBook-Proof-Copy-Final.pdf

and faculty union have worked together with the district to advance part-time faculty equity and inclusion:

- Office hour pay was increased from $55/hour to the faculty's non-instructional rate.
- Increase in number of paid office hours to 1.5x unit teaching load.
- Increase in the number of paid committees for Part-Time faculty service.
- Pay for service on committees increased from $15/hour to the faculty's non-instructional rate.
- Inclusive language for departmental bylaws drafted by Faculty Senate.
- Immediate institution of healthcare for Part-Time faculty in Spring 2023 following statewide legislative adoption
- Creation of a union-funded Parity Project team to research and advocate for parity for part-time faculty.

While much has been achieved at Palomar College over the course of three years, parity for part-time faculty has yet to be reached. Misconceptions still remain among some tenured full-time faculty that part-time faculty are not as dedicated to the profession nor the college and thus are not deserving of equitable treatment. Part-time faculty remain compensated at 30-45% of their full-time colleagues pay even when teaching a 67% load.

Local academic senates can make cultural and systemic changes to include part-time faculty in college governance and areas of the 10+1. To do this, it will be important for the local senate to review its policies and practices to break down any intentional or unintentional barriers to part-time faculty involvement. It is important for local senates to review their local constitutions and bylaws to see what they say about part-time faculty involvement and make revisions if needed to support equitable inclusion.

Many local academic senates have one or two designated positions for part-time faculty on their senates. For example, in the Skyline College Academic Senate Bylaws of 2021, Sec Section 3.01 B, Academic Senate Membership, it is stated that "Adjunct senators will be elected by and from the adjunct faculty at Skyline College. The number of adjunct senators will be equal to that of the largest division (ex., If SMT is the largest division with four senators, then there will be four adjunct senators)."[99] Other senates may include them in departmental representation.

Furthermore, some colleges, such as City College of San Francisco, do not differentiate between part-time and full time faculty when providing access to professional development, reassigned-time coordination, and other shared governance opportunities, such as serving on academic senates and senate subcommittees. Some colleges when discussing "faculty" automatically include all faculty, including part-time and non-instructional faculty. In addition, many colleges

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[99] https://www.skylinecollege.edu/academicsenate/bylaws.php

like Peralta Community College have worked with their union (Peralta Federation of Teachers (PFT) to provide pay parity for its faculty members.

At Folsom Lake College (FLC) in Los Rios Community College District, the academic senate passed a resolution which was later supported by their district academic senate for implementation. Importantly, the local and district academic senates collaborated with the Los Rios Colleges Federation of Teachers throughout. Regular meetings are held between the academic senate and union to discuss matters of mutual interest, and these meetings were used to make sure the union was aware of the resolution and its progress at the senates. By taking this collaborative approach, the union then used the resolution to support discussions during contract negotiations. The result was a recently-approved provision that compensates, as close as possible to a faculty member's pay step, part-time faculty for up to 27 hours of college service and professional development per academic year. This compensation can be earned in addition to previously-negotiated compensation for part-time faculty to serve on the Academic Senate or Curriculum Committee and it was also separate from compensation for part-time faculty to hold office hours.

Similarly to the efforts of other colleges and district academic senates, the San Diego City College Academic Senate intentionally advertises in their communication that their Union (The American Federation of Teachers Guild (AFT), Local 1931) negotiated a budget to pay part-time faculty for any committee work as well as participating in shared governance. For example, when making calls for faculty applications to do committee work, the following paragraph is included: "Part-time faculty who are recommended by the Academic Senate President and approved by the part-time faculty member's appropriate manager to perform participatory governance committee service shall be compensated for such service. Funding will be provided from an AFT established allocation derived from its share of the Resource Allocation Formula." In addition, the San Diego City College Academic Senate increased part-time faculty participation by formalizing the role of an elected Part-time Faculty Officer as a member of the Executive team (2 year terms) and the role of school senators representatives (2 year terms). Thus, each school at this college has a right to elect a part-time faculty voting member as a senator to represent their voice and advocate for their faculty needs.

Another intentional effort to validate and be more inclusive of part-time faculty at San Diego City College, was to amend the Academic Senate bylaws by changing the word "adjunct faculty" to "part-time faculty" as this was stated to be important to them. Other community colleges, such as MiraCosta Community College refer to part-time faculty as "associate faculty". Furthermore, the San Diego City College Academic Senate has worked diligently with their college administration and their union to make sure part-time faculty have equitable opportunities to learn, grow as a leader and be involved in the campus community. There are mentorship programs as well as professional development opportunities geared towards part-time faculty as well as paid opportunities such as being the chair of the Accreditation Committee and/or being

the Faculty Assessment Coordinator. Lastly, the San Diego City College Academic Senate is intentional in making sure there are equitable opportunities for part-time faculty to attend conferences. Their senate has advocated for and sponsored part-time faculty to attend the ASCCC plenaries, the ASCCC Faculty Leadership Institute, and other leadership events.

While the efforts by many community colleges to create equitable conditions for part-time faculty are commendable, Gavilan College led by example by electing a part-time faculty in August 2021 to be their Academic Senate president. Gavilan College's intentional effort to create equitable opportunities fosters a sense of collaboration, mutual respect, and shared responsibility among all faculty members within their institution, regardless of their employment status.

Any efforts to create equity by strengthening part-time faculty rights and roles in governance emphasize the importance of recognizing the contributions and expertise of all faculty members in fulfilling the mission of the California Community Colleges. By understanding part-time faculty unique needs and current treatment, we can advocate more effectively for policies and practices that promote fairness, respect, and inclusivity. To address the inequities experienced by part-time faculty it is critical to implement targeted recommendations to foster equitable treatment and support for this vital community of educators.

Recommendations

ASCCC Recommendations to Local Academic Senates

- Create intentional professional learning and engagement strategies to specifically support part-time faculty.
- Ensure that part-time faculty are included when developing professional development.
- Review local policies, procedures, handbooks, constitutions, and bylaws to identify and address real or implied barriers to part-time faculty participation (ie: shorter terms) and engagement in college governance and activities.
- Intentionally invite part-time faculty to participate in meetings and shared governance opportunities. (For example, include part-time faculty as senators in local Academic Senates).
- Encourage part-time faculty members to run for executive committee roles and serve on ASCCC statewide committees (for example, ASCCC Exec Committee, ASCCC Part-Time Faculty Committee, Part-time Faculty and Statewide Service, and the ASCCC Part-Time Faculty Liaisons).
- Engage locally with or survey local part-time faculty about how they feel about inclusion and equity, preferred communication, and professional development needs.
- Review local policies on academic freedom to ensure protections for part-time faculty and provide local professional development on academic freedom.

- Onboard part-time faculty and provide ongoing support for part-time faculty by creating a welcoming and validating environment to increase a sense of belonging.
- Support part-time faculty to familiarize themselves with their collective bargaining agreement to learn their rights and compensation opportunities to do shared governance work.
- Provide leadership opportunities to part-time faculty.
- Create incentives for part-time faculty to participate in local academic senates (financial, merit, acknowledgement.)

Recommendations for the ASCCC

- Work with the California Community Colleges Chancellor's Office to create a dedicated part-time faculty data element to better understand the number and impact of part-time faculty.
- Work with partners to revisit the CoFO Faculty Equity Statement including an update, re-commitment to the principles, and action plan to support change.
- Increase communication and dialog with ASCCC Part-Time Liaisons.
- Review policies and opportunities for part-time faculty involvement in ASCCC committees and the Executive Committee.
- Work with system partners (including FACCC and CBUs) to identify shared areas of advocacy.

Recommendations for Working with the Chancellor's Office

- Play a leadership role in reducing the system's over-reliance on part-time labor.
- Collect and share data to better understand part-time faculty's experiences.
- Acknowledge the connection between part-time faculty equity, racial equity, and student success.
- Add data element for Part-Time Faculty to access data on part-time faculty trends.

Conclusion

It will take a collective effort of all faculty in the California Community College system to address the equity barriers for part-time faculty and to ensure positive outcomes for students. Students' success increases when they have more access to faculty who represent them and are vested in the college. Part-time faculty deserve validation, belonging, and compensated opportunities to be available to students–not only inside of the classroom but also by engaging, mentoring, and coaching students outside of the classroom as well.[100]

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[100]

Moreover, part-time faculty voices and participation in shared governance committees and decision-making at their colleges and districts is crucial in the transformation of our educational system for a more just and constructive society for all. The trauma to our part-time faculty is real, and their work and lived experience and intersectionality as a highly diverse group need to be acknowledged and valued. Not doing so reinforces inequities both within the education system and within society at large.

At the state and local levels, the ASCCC and local academic senates can take purposeful and intentional steps to align IDEAA principles of Inclusion, Diversity, Equity, Anti-Racism and Accessibility in our interactions with part-time faculty and our evaluation of institutional structures. This work will also require collaboration and partnership with other faculty organizations, administrative leaders, unions, and the Chancellor's Office. Many of these proposed system improvements will not only make part-time faculty more visible and improve their experiences but have the potential to improve the workplace for all.

Appendices

Appendix 1 - Questions for Local Academic Senates

Aligned with the 10+1 there are many ways to structurally and systemically support and enhance the role of part-time faculty. Below are questions for local senates to ask about purposeful inclusion. Each college and senate have different processes and cultures, but each should be discussing the role of part-time faculty.

Curriculum

- What role do part-time faculty play in reviewing or recommending curriculum through curriculum committees?
- Does the college have processes to include part-time faculty in curriculum and program development?
- How can part-time faculty support the development of a culturally responsive curriculum?

Program Review

- Are part-time faculty invited to contribute to area program reviews?
- Do part-time faculty know what is in the area program review?
- Are part-time faculty involved in data analysis and discussions?

Outcome Assessment

- Are part-time faculty supported in outcome analysis?
- Are part-time faculty included and compensated in the creation of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Student Service Area Outcomes?
- Are part-time faculty invited into discussions on outcome assessment?

Equivalency

- Are part-time faculty supported in equivalency petitions?
- Are part-time faculty provided professional development on the equivalency process?

Professional Learning

- Are part-time faculty eligible for professional learning funds?
- Are part-time faculty made aware of processes for professional learning funds?
- Is professional learning offered on part-time faculty issues/concerns including support for BIPOC faculty?
- Are part-time faculty surveyed or consulted on professional learning needs?
- How does your academic senate communicate professional learning opportunities, including ASCCC events to part-time faculty?

<u>*Accreditation*</u>

- Are part-time faculty included in the writing of the ISER?
- Are part-time faculty invited to professional development on Accreditation?
- What part do part-time faculty play in program accreditations/licenses?

<u>*Budgeting*</u>

- Can part-time faculty request funding as part of the budget process?
- Do part-time faculty understand local budgeting processes?

<u>*Governance*</u>

- Can part-time faculty participate in local academic senates?
- Are part-time faculty voices brought into committee work across campuses?
- Are part-time faculty onboarded to support their inclusion in governance?

<u>*Student Success*</u>

- Are part-time Counselors, Librarians, Tutorials, Health Services, and other non-instructional faculty involved in local governance and student success planning?
- How can part-time faculty support the development of culturally responsive student support practices?

<u>*Planning*</u>

- Are part-time faculty brought into discussions on the college mission, educational master plans, technology, or facility planning?

<u>*Committee Appointments*</u>

- Are part-time faculty eligible to be appointed to local senates, committees, or hiring committees?
- Has there been a history of part-time faculty appointed to committees or hiring committees?

The ASCCC recognizes the barriers to part-time faculty involvement in these activities and the need to work with Collective Bargaining Units whose purview it is to negotiate compensation for faculty to participate in these opportunities.

Local Senates may not be able to address all these questions at once, but starting the conversation is highly recommended.

Appendix 2 - Faculty Resources

[Cultural Humility Toolkit](#)

The decision tree graphic is intended as a tool for local academic senates and colleges to use in beginning action on developing a cultural humility plan. The tool includes links to resources to use in development of a local plan and also for self-reflection as individuals. Members of a group or institution begin by asking if the group/institution is ready to engage in antiracism and cultural humility work. The tool then branches in two directions: one to work immediately at a deep level and the other to engage in courageous conversations that may be needed to start the cultural humility work. Once groups are ready to begin the work, use the left side of the decision tree tool.

[ASCCC Mentor Handbook](#)

ASCCC recognizes that mentorship is a key component to the success of new faculty, both for those employed full-time or part-time, as well as for those seeking employment opportunities in the California community colleges. In response to two resolutions from Spring 2016: Resolution Number 01.01 and Fall 2020: Resolution Number 01.02, this handbook was developed by the ASCCC Part-time Committee in 2021 to provide a written guide and repository of resources for the development of mentorship programs at California community colleges. While this handbook was initially developed in response to the resolutions to provide mentor resources for part-time faculty, it became clear that these materials and practices could be used more broadly for all faculty seeking equity-minded professional growth and empowerment. The intent of this handbook is to provide tools and model practices for all faculty and local and district leaders in the creation of mentor programs as well as support to mentor and mentees in community college mentorship programs.

This mentorship handbook is organized into four sections: Mentee Resources, Mentor Resources, The Why: Effective Resources for Faculty Leaders, Administration, and Boards of Trustees, and an appendix with tools and resources for mentors and mentor program developers. As stated above, the intent of this handbook is for use by both mentors and mentees in addition to those seeking models to develop a mentor program. In addition to listing resources that are available for faculty who are seeking mentorship opportunities and outlining information for leaders who are seeking how to implement and build an effective mentorship program, this handbook also provides, toward the end of the document, a brief discussion on the why: the purpose and value of starting a mentorship program.

[ASCCC Foundation Scholarships](#)

The specific purposes of this foundation are to benefit, support, and enhance the excellence of California community colleges through fundraising efforts towards professional learning for faculty and to promote innovative activities and strategies to advance teaching and learning.

[ASCCC Nexus website](#)

The Part-time Faculty Nexus aims to provide opportunities for leadership to part-time faculty and resources for mentorship in the California community colleges.

[DEI in Curriculum Model Principles and Practices](#)

The chart below provides promising practices that can be used by faculty, deans, curriculum chairs and committees, Chief Instructional Officers (CIO)/Vice Presidents of Instruction, and local academic senates to begin conversations on how to redesign practices from working within a traditional Eurocentric model to working within an equity-minded framework. Although there may be challenging conversations in beginning transformative work, addressing the fear and leaning into the dissonance has the opportunity to become a cacophony of discord that can create rhapsody and beautiful new sounds and thoughts. In other words, the emotion and push back may be uncomfortable, but it may also yield new ideas and ways to support our diverse student population in more innovative and representative ways, which is the charge of the California Community Colleges.

Riverside Community College District Secures $1 Million Grant to Launch Groundbreaking Neurodiversity Program

FEB 16

The Riverside Community College District (RCCD) is proud to announce the approval of a $1 million grant by the Inland Empire Regional K-16 Education Collaborative to develop the Promoting Achievable College Transitions (PACT) program. This transformative initiative aims to provide neurodiverse students across the region with a dedicated academic pathway at colleges throughout the District.

A neurodiverse student is someone who has a neurological condition or difference that affects their learning style, social interactions, and/or behavior. Neurodiversity encompasses a range of conditions, including but not limited to autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), dyslexia, dyspraxia, Tourette syndrome, and others. Neurodiverse students often have unique strengths and challenges compared to neurotypical

students, and they may require accommodations or support to thrive academically and socially. This is where the PACT program becomes relevant.

The PACT program, slated to unfold over the next three years, represents a pivotal opportunity for stakeholders within the District and the wider community to spearhead innovative and sustainable pathways. By tailoring resources specifically for neurodiverse students, RCCD seeks to foster an inclusive environment that invites a whole new community of learners to embark on their educational journey.

This funding will bolster a district-wide effort to design and implement specialized programs and services tailored to students with autism spectrum disorder and/or ADHD. Among its key components is the creation of a noncredit pathway designed to facilitate college transitions and enhance retention rates for neurodiverse students. Furthermore, the grant will allocate resources to support degree completion and facilitate smooth transfers to institutions such as the University of California, Riverside (UCR) and other four-year universities.

A significant portion of the grant will be dedicated to expanding personnel for disability services across each college within the district. This includes the recruitment of peer mentors, curriculum development initiatives, and professional development opportunities for faculty and staff members engaged in supporting the program's objectives.

RCCD is committed to fostering strong collaborations with local school districts, including the Riverside Unified School District (RUSD), to ensure seamless transitions for students entering the community college system. By leveraging partnerships with entities such as the Department of Rehabilitation, America's Job Center of Riverside County, and UCR's Student Disability Resource Center, the PACT program aims to provide comprehensive support to neurodiverse students at every stage of their academic journey.

> Michael Peterson, RCCD Executive Director for Adult Education and Community Initiatives, expressed his enthusiasm for the PACT program, stating, "With 4.5% of all 8-year-olds in California being identified as being on the autism spectrum, there's a clear current and upcoming need for this kind of programming."

Additionally, with national high school estimates showing that 68% of young adults on the autism spectrum do not pursue any postsecondary education at all, despite their capabilities, and that those who do enroll in college still have retention and completion rates far below those of their peers, there's a clear need for this work to be done.

> Peterson added, "The excitement and engagement we're seeing from our partners in the community seem to confirm that. We intend to meet these needs in new and innovative ways and to build something very special."

This grant marks a significant milestone in RCCD's Extended Learning's ongoing commitment to fostering inclusivity and equity within the educational landscape. The PACT program will not only empower neurodiverse students to thrive academically but will also pave the way for greater collaboration and innovation within our community.

Discipline and Areas	Paraphrased CCR Citation	Minimum Qualifications	CEC / CCR Code
Social Science		Master's in social science **OR** the equivalent **OR** see Interdisciplinary Studies	
Sociology		Master's in sociology **OR** Bachelor's in sociology **AND** Master's in anthropology, any ethnic studies, social work or psychology **OR** the equivalent	
Specialized Instruction (Disabled Student Programs and Services): Noncredit		A bachelor's degree with any of the following majors: Education of students with specific or multiple disabilities; special education; psychology; physical education with an emphasis in adaptive physical education; communicative disorders; rehabilitation; computer-based education; other computer-related majors which include course work on adapted or assistive computer technology for students with disabilities; other majors related to providing specialized instruction or services to persons with disabilities **OR** An associate degree with one of the majors specified in subparagraph (2) above; and four years of experience providing specialized instruction or services to persons in the disability category or categories being served	CCR 53414(e) (4)
Specialized Instruction (Disabled Student Programs and Services): Vocational Noncredit		An associate degree or certificate of training; and four years of occupational experience related to the subject of the course taught; and two years of experience providing specialized instruction or services to persons in the disability category being served	CCR 53414(e) (3)