



**RIVERSIDE  
CITY COLLEGE**



# **STUDENT EQUITY PLAN**

**EMPOWERING STUDENTS, ACHIEVING EQUITY,  
AND CREATING OPPORTUNITY**

**2025-2028 EXECUTIVE SUMMARY**

**APPROVED BY THE BOARD OF TRUSTEES ON NOVEMBER 3, 2025  
PREPARED BY THE OFFICE OF EQUITY, INCLUSION, AND ENGAGEMENT**



# Executive Summary

## 2022-25 Plan Reflection

When Riverside City College began developing the 2022-2025 Student Equity Plan, we did not embark on this work alone. Our team consisted of a dedicated group of faculty, classified professionals, and administrators who came together to participate in the Region 9 Student Equity Planning Institute, also known as SEPI.

SEPI was more than training. It was a collaboration across our region, bringing together equity leads from the Inland Empire and Desert, Guided Pathways coordinators, and researchers from San Diego State University's CCHALES Collective. The Institute launched on November 30, 2021, with a clear purpose: to create a supportive community for equity leaders and to provide practical tools for building the 2022–2025 Student Equity Plan.

From the beginning, SEPI reminded us that equity planning wasn't just about filling out a template or checking boxes. Rather, the plan was about facing racial inequities head-on, rethinking how our systems align, and ensuring that our students had meaningful, transformative experiences. Specifically, experiences that align with our RCC's Tiger Values:

**T – Transparency:** Open communication and decision-making that builds trust.

**I – Inclusivity:** Welcoming and valuing the diversity of all individuals.

**G – Growth:** Creating opportunities for personal and academic development.

**E – Equity:** Removing barriers and ensuring fair access for historically underserved groups.

**R – Respect:** Fostering dignity, empathy, and mutual understanding.

The fundamental core and foundation of our Tiger values comprises student-centeredness, which, in its very essence, places students at the heart of every decision and action that we take as an institution.

The Institute set out some powerful goals for our college. We were challenged to craft a shared vision for racial equity, one that connects Guided Pathways with the Student Equity & Achievement Program. We were also invited to build community not only within our own campus teams, but also across institutions, turning equity work into solidarity work and coalition building. The most instrumental part was that we didn't do this in isolation; we had the guidance of regional coordinators and equity coaches to push our planning forward.

SEPI called on us to move from data to action. It wasn't enough to study disproportionate impact; we were asked to translate numbers into practices that could create real, meaningful, and lasting organizational change.

## **Reflection Analysis**

The 2022-2025 Riverside City College (RCC) Student Equity Plan aimed to address systemic inequities and improve student success outcomes for DI groups, including Black/African American, Hispanic/Latinx, Pacific Islander, and Foster Youth students. The plan focused on five key metrics: Successful Enrollment, Transfer-Level Math and English in the First-Year, Persistence from Term to Term, Completion, and Transfer to 4-year institutions. It emphasized race-conscious strategies, inquiry-based approaches, and immediate interventions to close equity gaps.

The 2022-2025 plan integrated RCC’s mission and vision by promoting an inclusive, equity-focused environment while aligning with the RCC Strategic Plan and Guided Pathways framework. It incorporated a critical examination of institutional practices, guiding concepts such as race-consciousness and participatory processes, and equity assets like structures, programs, personnel, practices, and policies. The plan outlined inquiry strategies aimed to deepen understanding of DI students’ experiences, while implementing strategies focused on providing inescapable student support and equity-minded professional development.

RCC identified several root causes of equity gaps experienced by DI student populations across the five metrics. These included systemic barriers such as limited communication about available resources, inconsistent counseling, fear of failure, and challenges related to students’ external responsibilities (e.g., work, family, housing insecurity). Additionally, DI students often lacked awareness of support services and experienced a diminished sense of belonging, particularly those not engaged in learning communities or special programs.

The table below describes the institutional actions utilized to impact equity in the 2022-25 plan.

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<b>Institutional Action</b>	<b>Description</b>
Engagement Centers and Inescapable Student Support	RCC leveraged its seven Engagement Centers to provide targeted and integrated support for DI students. These centers offer workshops, counseling, mentoring, and financial aid assistance, supporting culturally responsive practices.
Equity-Minded Professional Development	RCC implemented sustained professional development programs (e.g., EMLI) to train faculty, staff, and administrators in culturally affirming and race-conscious practices, fostering institutional accountability.

Improved Communication Strategies	RCC adopted multimodal communication methods (email, social media, Canvas, text messaging) to ensure students were informed about resources, deadlines, and academic pathways.
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**Table 1.1**

These actions have helped RCC foster a culture of equity by affirming student identities, addressing systemic barriers, and promoting institutional transformation to reduce equity gaps and meet target outcomes. Please see the previous plans executive summary below.

[2022-2025 Student Equity Plan Executive Summary](#)

**Key Learnings**

While SEPI galvanized our cross-functional teams to expand their capacity to serve students, there were a few organizational challenges that thwarted some of the proposed goals and outcomes. For example, during the development and implementation phase, a new Dean of College Equity, Inclusion, and Engagement (EIE) was hired to spearhead the plan's execution. The new Dean of EIE's role included oversight of many areas, which, unfortunately, were unmanageable for the new hire. With areas such as Academic Support Services, cultural and affinity support programs, namely, Umoja and La Casa, college-wide student equity initiatives, and the co-chairing of the Student Equity Committee, the position became unwieldy. This unique set of circumstances resulted in a transition of leadership, inconsistent oversight, and reorganization of responsibilities for the subsequent Dean of College Equity, Inclusion, and Engagement. Consequently, leadership for the plan implementation and progress slowed for one year as RCC began its search for a new Dean of College Equity, Inclusion, and Engagement. This new dean would work in close proximity to, and in direct collaboration with, the aforementioned areas but would not have direct supervisory responsibilities. This new organizational structure, deemed to be more effective and impactful for the college.

Other key learnings came directly from the voices of the students. A strategy of the 2022-2025 plan included the implementation of a Student Equity qualitative research study. The goal of the RCC Student Equity Qualitative Study (2024) was to identify student recommendations to reduce equity gaps by understanding the barriers DI students faced and their recommendations for removing those barriers. The study focused on DI groups with the greatest equity gaps, including Black/African American students completing transfer-level Math and English in their first year, Hispanic/Latinx students transferring to 4-year institutions by their third year, Foster Youth persisting from their first to second semester, and Pacific Islander students completing their vision goals by their third year. Through qualitative methods, the study aimed to explore students' experiences, perceptions, and actionable solutions to improve equity outcomes at RCC.

The RCC Student Equity Research Study (2024) identified key barriers contributing to equity gaps and provided actionable recommendations to address them:

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Root Cause	Description
Limited Communication	Students across all disproportionately impacted (DI) groups reported insufficient communication about available support services, such as tutoring, mental health resources, and financial aid. Foster Youth and other DI students experienced conflicting advice from counselors, leading to confusion about academic paths and course requirements.
Fear of Failure	Black students expressed fear of failure in transfer-level Math and English, exacerbated by a lack of early encouragement and awareness of tutoring services.
External Responsibilities	Many DI students, including Pacific Islanders and Hispanic/Latinx students, struggled to balance school with work and family obligations, impacting their academic progress.

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**Table 1.2**

**Plan Continuity**

The RCC Student Equity Qualitative Study (2024) identified barriers and solutions for equity gaps among DI groups. As a Hispanic Serving Institution (HSI), with over 70% of our students identifying as Latine, Hispanic students recommended improving communication about course transferability and availability, emphasizing multimodal communication (email, social media, Canvas, text messaging, and a searchable calendar). They indicated that messages should be clear, concise, and available in Spanish. Students also suggested grouping non-urgent messages and sending them on a set schedule. Non-LC/SP (Learning Community, Special Program) students highlighted the need for better communication about tutoring, mental health services, and counseling appointments. Early communication about course limitations and transfer pathways was emphasized to boost confidence and streamline academic planning.

Additionally, Foster Youth at Riverside City College recommended extending counseling appointments to better address their complex academic and personal needs while also suggesting alternative support systems, such as accountability partners, to reduce reliance on inconsistent counseling. Additionally, DI groups proposed targeted support services to address their unique challenges. These recommendations included creating single-parent support groups to assist

students balancing family responsibilities, offering financial literacy workshops to teach budgeting and scholarship navigation, and ensuring accessible tutoring programs to improve academic outcomes. The suggestions aimed to provide tailored, comprehensive support systems that foster equity and student success. Implementing these measures would help address persistent barriers and enhance the overall student experience at RCC.

These findings highlight the importance of tailored interventions and effective communication to reduce equity gaps and improve student outcomes. We plan to utilize the voices of our students to guide the development and implementation of the 2025-2028 Student Equity Plan.

### [Student Equity Qualitative Study](#)

## **Forging The New Path Ahead**

A call to action, the goal of Riverside City College's 2025-2028 Student Equity Plan is to align our institution with the California Community Colleges' Chancellor's Office (CCCCO) Vision 2030 goals, outcomes, and success metrics. Vision 2030 is the CCCCCO's long-term enterprising strategic framework that is designed to transform our state's community college system into an equitable, student-centered system of economic and social mobility by the year 2030. Building on the progress of earlier versions, Vision 2030 renews and deepens the system's commitment to eliminating equity gaps and ensuring all students, specifically those historically marginalized, can access, persist in, and complete their educational journeys. With the vision of CCCCCO in mind, Riverside City College embarks on a plan to focus on students and future learners impacted by increasing income inequality and poverty. In alignment with CCCCCO, we take the stance that "All families, students and workers deserve the freedom to succeed: to build real-life skills and pursue careers (Gov. Gavin Newsom)." [Vision 2030 Report](#)

Riverside City College (RCC), the largest of three colleges in the Riverside Community College District, has served its diverse, low-income, and first-generation student population for over 100 years. Designated as both a Hispanic Serving Institution (HSI) and a Black Serving Institution (BSI), RCC enrolls a majority Hispanic student body (70%) and reflects the region's most pervasive socioeconomic challenges. Many students face academic and financial obstacles, often balancing school with work and family responsibilities. RCC recognizes its responsibility to adapt institutionally to meet these needs and is committed to implementing systemic changes that support student success and prepare graduates for California's evolving workforce. As we are mindful of our alignment with and commitment to Vision 2030 goals, our most marginalized student populations are at the forefront of the college's strategic planning and student equity planning metrics. As the data would suggest, our DI groups identified for this plan differed slightly from those identified in the 2022-2025 plan.

RCC equity metrics reveal that different DI groups face unique challenges across the student journey. Black/African American students experience the highest levels of impact in both successful enrollment and completion of transfer-level math and English. Persistence is most challenging for Foster Youth, while completion gaps are greatest for LGBT students. When it comes to transfer, Hispanic/Latine students are most disproportionately affected. To address these gaps comprehensively, the plan places an intensive focus on supporting Black/African American and First-Generation students, recognizing the significant barriers these groups face across multiple metrics.

### **Integration of Student Equity Plan and Strategic Plan**

The RCC Student Equity Plan (SEP) intentionally aligns with the 2025-2030 RCC Strategic Plan and its four goals: Build, Engage, Serve, Treasure. At RCC, we are focused on enriching the experience of our students from application to first-year experience, to continued progress through matriculation and successful completion. We have listened to our students' need for clear, consistent, and thorough communication, especially from African American students with regard to knowledge about the tangible benefits of taking math and English in their first year of college. To that end, both the Strategic Plan and the Student Equity Plan have strategies that enhance our onboarding processes with targeted outreach for equity students, sets goals for increasing the number of students with Student Educational Plans and those taking math and English in first year; and provide culturally responsive academic supports.

With a focus on liberatory consciousness, the RCC Strategic Plan aligns a framework of anti-oppressive practices and identity-affirming practices in the classroom and college support services that will help our students thrive and contribute to the decrease in the gaps in the metrics of enrollment, persistence, retention, completion, and transfer that are specifically addressed in the SEP.

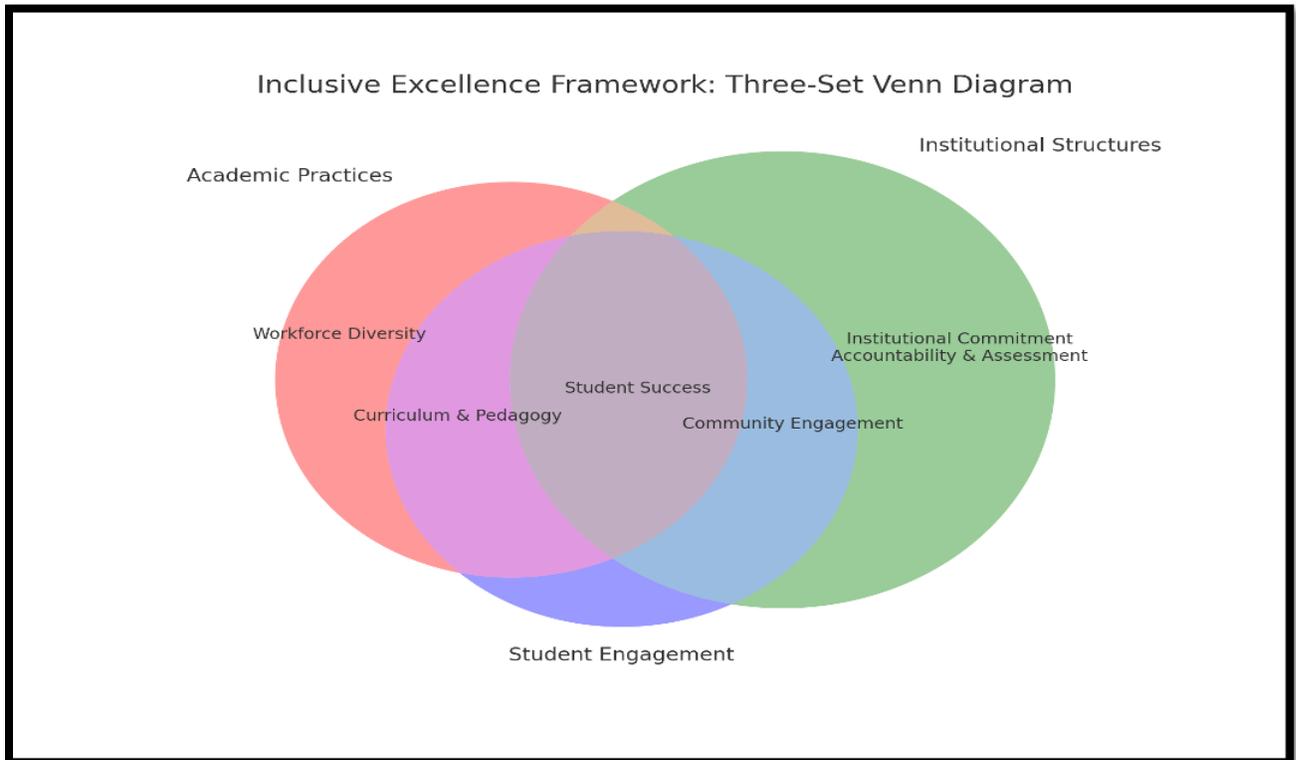
Whereas the 2022-25 plan drew on the analysis of the 2020 NACCC Racial Climate Report and the Center for Urban Education's (CUE) equity mindedness report which assessed the colleges race conscious and culturally inclusive language and programming, the current draws upon Hotep Consultants Riverside City College Equity Audit, conducted by Lasana Hotep and his team. The current plan embeds Dr. Gina Garcia's indicators of serving for Hispanic Serving Institutions.

The indicators of serving that we examine in our 2025-2028 plan, as we investigate our organizational structures and culture include:

- Mission and Purpose Statements
- Curricular and Co-curricular Structures
- Equity-minded Leadership Practices

- Compositional Diversity
- Community Engagement

We will also consider our capacity for serving utilizing the tenets of Inclusive Excellence. Through the lens of the Inclusive Excellence Framework and Shared Equity Leadership, our plan outlines specific practices for embedding Diversity, Equity, Inclusion, and Accessibility (DEIA) into our institutional practices and organizational structures.



**Image 1.1**

**Intentional Frameworks**

The Inclusive Excellence Framework is a strategic model developed by the Association of American Colleges & Universities (AAC&U) to help institutions embed DEIA into all aspects of their operations. Rather than treating DEIA as a separate initiative, Inclusive Excellence calls for institutions to integrate these values into their mission, policies, practices, culture, and learning outcomes.

Utilizing the key elements of the Inclusive Excellence (IE), our plan crosswalks the tenets of IE with Gina Garcia’s serving indicators.

### Inclusive Excellence and Gina Garcia’s Serving Key Priority Indicator (KPI) Crosswalk

Academic Practices	<ul style="list-style-type: none"> <li>• Curriculum &amp; Pedagogy (IE) (Servingness)</li> <li>• Workplace Diversity (IE)</li> <li>• Student Success (IE)</li> <li>• Equity-minded Leadership Practices (Servingness)</li> <li>• Compositional Diversity (Servingness)</li> </ul>
Student Engagement	<ul style="list-style-type: none"> <li>• Curriculum &amp; Pedagogy (IE)</li> <li>• Community Engagement (IE) (Servingness)</li> <li>• Co-Curricular Structures (Servingness)</li> </ul>
Institutional Structures	<ul style="list-style-type: none"> <li>• Institutional Commitment (IE)</li> <li>• Community Engagement (IE) (Servingness)</li> <li>• Accountability &amp; Assessment (IE)</li> <li>• Mission and Purpose Statements (Servingness)</li> </ul>

**Table 1.3**

**Key findings** from Lasana Hotep’s Equity Audit revealed alignment between strategies necessary to close current equity gaps among our disproportionately impacted students' groups and those KPI’s identified in the Inclusive Excellence and Serving frameworks.

The overarching audit finding themes revealed systemic challenges and opportunities in advancing equity within our institutional settings. First, clarity and communication emerged as a foundational concern. Our campus stakeholders often held differing understandings of what equity meant, which complicated the implementation of equity-minded practices. This lack of shared understanding created barriers to fostering open, critical, and collegial conversations about equity across departments and divisions.

Second, the equity audit revealed a pressing need for intentionality around anti-racism. While many within the institution expressed a desire to advance anti-racist principles, traditional pedagogical and operational approaches remained deeply entrenched. Without deliberate structural changes, efforts to address systemic inequities risked becoming symbolic rather than transformative. With the current political climate and legislative landscape surrounding diversity, equity and inclusion, Riverside City College remains steadfast in advocating and promoting anti-racist practices and policy.

Lastly, the theme of setting expectations and providing support campus-wide underscored a disconnect between institutional goals and the resources made available to achieve them. While there was an expectation for all members of the campus to embed equity in their work, the professional learning opportunities offered were often limited in scope, excluding key groups such as classified professionals and business services staff. This misalignment hindered the institution’s ability to build a cohesive, equity-literate culture across all levels. The current plan includes structured professional development activities for RCC personnel.

**Recommendations** from Hotep’s audit for advancing equity were organized into three key areas: Student-Ready Institutions, Equity-Minded Individuals, and Transformative Services. To build a student-ready institution, it was recommended that the college strengthen its infrastructure and leadership by hiring a cabinet-level equity administrator and conducting a comprehensive equity map to track all related efforts. In the fall of 2022, the college hired a Dean of College Equity, Inclusion, and Engagement to advance equity efforts across campus.

There was also a recommendation to center equity in professional development, including Flex Day activities that involved all campus groups, particularly part-time faculty and classified staff. As a strategy to center equity in professional development, RCC implemented the Equity Minded Leadership Institute (EMLI) and is currently in its fourth cohort of participants. The vision of the Equity-Minded Learning Institute is to foster a culture of inclusive excellence by promoting equity-minded innovation in teaching, leadership, and service. Rooted in race-consciousness and historical awareness, EMLI seeks to eliminate racial disparities and inspire collective responsibility for student success through intentional disruption and systemic change. The mission of EMLI is to drive institutional transformation by engaging cross-functional cohorts of RCC employees in year-long professional learning experiences. Guided by equity-minded experts, participants engage in a reflective and action-oriented process aimed at challenging assumptions, reshaping policies, and dismantling structural barriers. The goal is to build a campus community committed to advancing equity and ensuring that all individuals can thrive. EMLI is a great example of shared equity leadership. Comprised of faculty, staff, and administrators, the institute advances the core principles of Shared Equity Leadership (SEL) which include:

- Collective Responsibility
- Personal Journey and Growth
- Values-Driven Leadership
- Distributed Leadership
- Organization Change and Capacity Building

As a proponent of Inclusive Excellence, Shared Equity Leadership calls for the distribution of the responsibility for equity across the institution, resulting in individual ownership and direct agency that will guide the implementation of this plan. SEL supports a collective, collaborative approach where leadership is shared among individuals across roles, identities, and various positions of power and authority.

Shared Equity Leadership is also grounded in the belief that advancing equity is a collective responsibility, not the sole duty of DEI leaders or individuals from marginalized communities. It calls on all members of an institution to contribute to equity work. Central to this approach is the recognition that personal journey and growth are essential; leaders must engage in deep self-reflection, confront their biases, and develop an understanding of systemic oppression. This work

is guided by values-driven leadership, where humility, empathy, courage, and accountability shape individual and collective actions. Rather than relying on hierarchical structures, distributed leadership ensures that power and responsibility are shared among faculty, staff, and administrators, promoting collaboration across all levels.

Ultimately, the goal is organizational change and capacity building, transforming institutional structures, policies, and practices to remove systemic barriers and create lasting, equitable outcomes. Below are the practices that will be utilized to center the students’ needs in the current plan based on our equity audit, voice of the student survey, and student equity research report final study.

<b>Shared Equity Leadership Practices (SEL)</b>	
Communication Practices	Shared language around equity-related concepts
Practices That Challenge Status Quo	Embed equity principles into course outlines and institutional policies
Developmental Practices	Critical reflection, training and professional development for students and staff  Center equity within all Flex Day activities and campus professional learning experiences
Structural Practices	Structured onboarding, funding innovation equity-focused projects
Relational Practices	Promote equity mindedness, cultural awareness training

**Table 1.4**

Another great example of Shared Equity Leadership at Riverside City College (RCC) is our *Moving Towards Servingness* initiative, HSI Equipo. A cross-functional team was identified by our President’s Leadership Team (PLT) to align Hispanic-Serving Institution (HSI) principles and practices with our College’s Strategic Plan.

Launched in Summer 2023, a dedicated group of RCC faculty began focusing on improving teaching and learning for Hispanic students. By Fall 2024, the team identified a key goal: to establish the structures necessary for RCC to successfully apply for and be awarded the **Seal of Excelencia**. As an HSI, RCC currently holds two U.S. Department of Education HSI grants (Title V and Title III STEM), as well as two National Science Foundation HSI grants (one completed and one in progress). Many faculty have engaged in professional development through ESCALA (the premier professional development organization for HSI’s). Efforts to institutionalize ESCALA’s equity-focused training are ongoing.

Lastly, RCC is currently in a *trifecta year*, a unique convergence of three major planning processes: the development of the Comprehensive Program Review and Plan, the Strategic Plan,

and our Accreditation Self-Evaluation. This moment offers an opportunity for deep institutional reflection. We are leveraging this planning window to position RCC for a successful Seal of Excelencia application, while enhancing the college’s capacity to serve all students, especially those who are disproportionately impacted.

These efforts, alongside the 2025–2028 Student Equity Plan, will sharpen our institutional focus on embedding equity into our policies, practices, and procedures, ensuring long-term, sustainable impact.

**Intentional Strategies to Address DI Groups**

<b>Metric</b>	<b>Highest % of DI</b>	<b>Target Outcomes</b>
Successful Enrollment	Black/African American	Increase by 5.8% or 94 students
Completion of TL Math and English	Black/African American	Increase by 5.9% or 23 students
Persistence	Foster Youth	Increase by 15.1% or 26 students
Completion	LGBT	Increase by 6% or 35 students
Transfer	Hispanic/Latine	Increase by 8.6% or 124 students
Intensive Focus	First Generation	Increase completion by 6.9% or 54 students

The 2025-2028 Student Equity Plan is centered on culturally responsive practices, intentional outreach, and data-informed interventions to address disparities in the five aforementioned metrics above. Below you will find robust strategies designed to support student success outcomes in each of the metrics.

**Successful Enrollment Equity Initiatives**

RCC Data shows that Black/African American students are significantly underrepresented among those who complete all matriculation steps and successfully enroll. To close this gap, RCC will increase successful enrollment by expanding outreach through engagement centers, launching culturally relevant parent and community engagement campaigns, and strengthening awareness of support programs like Promise and Umoja. Strategic use of Power BI (our data dashboards), targeted faculty training, and coordinated events, such as Black Grad participation and campus tours, will promote enrollment readiness and early connection to campus resources.

**Transfer-Level Math and English Completion**

According to our MIS data, only a small percentage of Black/African American students complete transfer-level English and Math in their first year. To improve this outcome, RCC will offer Umoja-supported, culturally responsive course sections, expand academic support services, and embed tutoring within affirming spaces such as the Umoja homeroom. The college will also recruit an increased number of Black tutors and ensure all Umoja and Promise participants

complete comprehensive educational plans (CEPs) early in their academic journey by the end of spring in year one.

### **Persistence from Primary to Secondary Term**

MIS data reflects that Foster Youth face the most significant barriers in term-to-term persistence. RCC's approach to decreasing equity gaps in this metric emphasizes early connection to support programs like Guardian Scholars (a state-funded program designed to support Foster Youth), and proactive engagement through initiatives such as the Foster Youth Access Demonstration Project. Additional strategies include integrating counselors and faculty into the Guardian Scholar Engagement Centers, linking coursework to support services, and promoting our partnership with UC Riverside that addresses basic needs and incentivizes full-time enrollment. RCC will also work to improve the transition of our foster youth from the Guardian Scholars programs (which students age out of) to our Next Up Program. The Next Up Program is a California community college program that provides specialized resources and services to eligible current and former foster youth to help them achieve their academic and personal goals. Services can include financial assistance for books, supplies, meals, and transportation, as well as tutoring, counseling, mentorship, and referrals for housing and other basic needs.

### **Completion (Degree/Certificate)**

According to MIS Data, LGBT students are the most disproportionately impacted in completion outcomes. RCC will expand counseling availability and provide dedicated support staff within the Rainbow Engagement Center (REC) to improve our completion metric. This will include follow-up to our students upon the completion of 30-45 units. RCC will also increase access to mental health services, basic needs support, and trauma-informed care within our REC. Faculty will be supported in the development of an inclusive curriculum and will provide materials to disproportionately impacted students within our Rainbow Learning Community.

### **Transfer to a Four-Year Institution**

RCC local data demonstrate that Latine students remain underrepresented among those who successfully transfer. RCC will address this by improving communication around course transferability and streamlining degree pathways using Program Mapper. Comprehensive educational planning will be aligned with strategic course scheduling, ensuring students can plan effectively and avoid delays. RCC will also host culturally affirming transfer events, build partnerships with HSIs and local four-year institutions, and engage Latine families through targeted outreach and workshops.

### **Institutional-Level Strategies**

Across all student populations, RCC will enhance communication by revising and relaunching its Canvas Student Support Hub, integrating QR codes in classrooms, and ensuring students receive timely information about academic support, key deadlines, and campus resources. Efforts to support dual enrollment students transitioning to full-time status, coupled with an emphasis on

culturally responsive campus tours and regional transfer events, will ensure a more equitable and informed college experience for all.

## Successful Enrollment Metric

According to our MIS data, Black/African American students are the most disproportionately impacted in the successful enrollment metric at Riverside City College. Of the 4,474 students who completed all of the matriculation steps to successful enrollment (during the 2022-2023 academic year), only 274 students of those students were Black/African American. To eliminate disproportionate impact for our Black/African American students, RCC needs to increase successful enrollment and completion of all matriculation steps by 5.8% or by a total of 94 students.

Our current plan will focus on the following key strategies to increase Successful Enrollment for our Black/African American Student Population:

- **Strategy 1: Use Power BI to connect students to engagement centers for outreach and the completion of matriculation steps.**

To promote equity in enrollment and support disproportionately impacted students, Riverside City College will maintain records of all applicants, including those who do not complete all matriculation steps and fully enroll. These records will be organized by academic pathway and shared with engagement centers. Engagement center staff, peer mentors and student success teams will proactively contact first-time, incoming students who have not fully matriculated before the start of the fall term. The college will track the number of students completing all matriculation steps before and after outreach to assess the impact of these efforts. We will also facilitate matriculation workshops and train faculty to inform them of their role in the process.

- **Strategy 2: Increase Black/African American Parent Engagement and outreach to Black Student Unions, Heritage, local churches, and other legacy programs that support the African American student experience.**

To increase community awareness and engagement, this strategy focuses on extended outreach to feeder school districts, increasing campus connections and extended collaboration with the local African American Parent Councils (AAPC).

To further support equitable outcomes in Black/African American student completion of enrollment steps, we will launch a targeted marketing and awareness campaign in collaboration with our K-12 partners. This campaign will promote early awareness of the

enrollment process, beginning with high school juniors and seniors, to ensure they can take full advantage of our outreach services and academic advising offered through our Welcome Center. We will expand parent engagement efforts by hosting more on-campus parent nights and other student events to explain each step of the matriculation process and emphasize its long-term significance. In partnership with our outreach and student equity teams, we will provide tailored presentations at local African American student council meetings and collaborate with Jurupa, Riverside, and Alvord Unified school districts to promote a clear, supportive path from application to enrollment. As an enrollment strategy, we will participate in the Inland Empire Black Graduation and serve as a vendor, advertising our services, and signing students up for the college. We will also look for opportunities to invite students to campus to engage with our students and faculty, and for campus tours. Additionally, we will highlight the advantages of attending a community college, open access, affordability, and the potential for social and economic mobility, to reinforce the value of higher education in the lives of our students and their families. We will collaborate with our Office of Educational Partnerships to expand resources and offer promotional videos for local High School students. All of these efforts will assist our Black/African American students in completing successful enrollment.

- **Strategy 3: Increase awareness of the Promise Program, other first-year and summer bridge opportunities for Black/African American students.**

We will be intentional in promoting the benefits of our Promise Program to prospective Black/African American students. The Promise Program supports full-time students by offering priority registration, book vouchers, workshops, and meal vouchers; removing financial and logistical barriers to student success. As part of our commitment to equity, we will embed targeted outreach within the Promise Program to connect Black/African American students directly to the Umoja program. We will host dedicated sessions where Promise students can apply to Umoja on the spot, engage in student panels featuring current Umoja participants, and meet one-on-one with counselors to learn more about the program's academic and cultural support. This approach ensures early connection to a culturally affirming community that fosters persistence and completion. These programs can also encourage students to complete matriculation steps.

Our plan will focus on the strategies below for our overall student population:

- **Comprehensive Strategy: Increasing the number of dual enrollment students who matriculate to full-time students after high school graduation.**

To strengthen equity and support for dual enrollment students, RCC will implement a multi-faceted strategy focused on belonging, guidance, and access. A peer mentorship

program will connect current CCAP students with RCC mentors who also participated in dual enrollment. Seniors in the program will receive counseling appointments to complete student educational plans (SEPs), ensuring a smooth transition to college and career pathways. Students will also be encouraged to complete the matriculation steps to order to become full-time students once they graduate. The onboarding process will be improved through accessible media tutorials covering topics like Canvas navigation and faculty engagement. RCC's Office of Educational Partnerships will support high schools in developing equity action plans and using disaggregated data to promote inclusive participation in dual enrollment programs. Partnerships with affinity groups like Legacy, Heritage, and Black Student Union will help integrate dual enrollment into school culture and ensure outreach to historically underrepresented students.

Additionally, RCC will expand student engagement opportunities through events like Welcome Day, campus visits, and Back to School nights, while increasing parent involvement through virtual and on-site presentations, student panels, and middle school outreach. These events will also promote completion of the enrollment process for students.

## **Completion of Transfer-Level Math and English Metric**

According to our MIS data, Black/African American students are the most disproportionately impacted in the successful completion of transfer-level Math and English in their first year at Riverside City College. Of the 631 students who completed transfer-level math and English during the 2022-2023 academic year, only 20 of them were Black/African American. Our goal is to increase completion of transfer-level math and English by 5.8%. The current plan will focus on the following key strategies to increase completion of Transfer-Level Math and English for our Black/African American Student Population:

- **Strategy #1: Increase the number of Black or African American students enrolling in transfer-level Math and English during the first year.**

To increase the number of Black/African American students enrolling in transfer-level Math and English, RCC will offer dedicated Umoja-supported sections of English 1A – C 1000 and transfer-level Mathematics courses. These culturally responsive courses will be part of the Umoja Learning Community and designed to foster academic success and belonging. We will identify resources to strengthen the Umoja program and actively promote these course offerings; and their benefits to Promise Program students, dual enrollment participants, and recent high school graduates. This strategy focuses on intentional placement and guided schedule development. It also focuses on promoting the

courses at the High School level and possibly flagging students as Umoja students while dual enrollment students. Priority registration will be requested for our Umoja program to ensure participants have access to transfer-level Math and English in their first year.

- **Strategy #2: Increase the number of Black or African American students who utilize tutoring and academic support services and who are tutors.**

Black/African American students at RCC have historically underutilized tutoring and academic support services. To address this, we will expand tutoring hours and increase tutor availability within the Umoja homeroom, creating a culturally affirming space where students feel supported and empowered to seek advisement. We will also pursue a dedicated, private space on campus for academic support tailored to Black/African American students, fostering a welcoming environment for learning and course content review.

In addition, we will collaborate with the Engagement Centers to host targeted academic support activities and provide incentives to students for participation. Long-term, we aim to recruit with the intention of increasing the number of Black tutors in English and Math, recognizing that students are more likely to engage when they see themselves reflected in their support systems. This peer-to-peer connection helps reduce stigma around academic assistance and builds trust through shared cultural understanding. Lastly, partnering with our leadership councils and faculty development committees regarding topics of Black student success will help us build awareness across campus.

- **Strategy #3: Increase the number of Black or African American students who receive comprehensive educational plans in the first year.**

To support the academic success of Black/African American students, we will work with counselors to identify Black students within each academic pathway and review their records to ensure they have a comprehensive student educational plan (CSEP) on file. Through the Promise Program, we will offer group planning sessions and workshops that actively engage students in creating their individual CSEPs. Additionally, all Umoja Program participants will be required to complete a comprehensive educational plan by the end of their first year, ensuring they are on a clear and guided path toward their academic and career goals. We will also work with our dual enrollment partners to ensure that fully matriculating incoming high school seniors have a CSEP on file upon fall enrollment. Our Student Success Teams (SSTs) will identify Black/African students in their academic pathways who do not currently have Educational Plans and assist them in making appointments with the counselors.

Our plan will focus on the strategies below for our overall student population:

- **Comprehensive Strategy: Automatic Enrollment of Promise Program students into transfer-level Math and English.**

The office of Planning and Development will collaborate with Academic Affairs to implement block scheduling and auto registration and/or yearlong scheduling for transfer-level Math and English courses. This coordinated effort will support the timely completion of gateway courses and improve course access for students, particularly those in structured support programs like Promise, Umoja, and Puente.

## **Persistence: Primary Term to Secondary Term Metric**

According to our MIS data, Foster Youth are the most disproportionately impacted in term-to-term persistence at Riverside City College. Of the 3,115 students who persisted from primary term to secondary term during the 2021-2022 academic year, only 83 of them were Foster Youth. Our goal is to increase foster youth persistence by 15%. The current plan will focus on the following key strategies to increase persistence from the primary term to the secondary term for our Foster Youth student population:

- **Strategy #1: Increase Guardian Scholar Student Engagement Center usage and connection to student success team members, including counselors.**

Many students are still unaware of the valuable resources and support available in the Guardian Scholar Engagement Center. To promote greater utilization, we aim to increase visibility and integration of these spaces into the student experience. One strategy is to partner with faculty to encourage them to not only promote the Guardian Scholar Engagement Centers in their classrooms but also to consider holding their student hours in these spaces. In some cases, instructional faculty may even be open to hosting entire class sessions in the Guardian Scholar Engagement Center, fostering a deeper connection between students and the resources available.

We also propose inviting Next Up counselors to dedicate time to the Guardian Scholar Engagement Center, rather than seeing students exclusively in their offices. This could create more opportunities for informal advising and foster stronger relationships between students and counselors specialized in supporting foster youth.

**Strategy #2: Connect Foster Youth to the Guardian Scholars Program in the First Year.**

Our approach emphasizes early intervention through initiatives such as the Foster Youth Support Network, the Foster Youth Dual Enrollment Program, and our annual *College Bound* event. Most recently, we launched the Foster Youth College Access Demonstration Project, which enables us to proactively engage with foster youth while they are still in high school. These efforts ensure that students are aware of available programs before they enroll in college courses. Early engagement also strengthens our collaboration with high school counselors by equipping them with the knowledge and resources to better guide foster youth in planning their postsecondary pathways. We will also emphasize job connection and career alongside academic pathway guidance.

- **Strategy #3: Increase awareness of basic need resources, food pantry, and housing opportunities available to Foster Youth, while increasing available employment opportunities.**

During the fall 2025 semester, Riverside City College will launch the Transfer Student Success Residential Experience Program through a new partnership with the University of California, Riverside. This initiative responds directly to student feedback, highlighting the urgent need for greater access to essential resources such as housing, food, and transportation. The program will provide housing for over 300 RCC students, particularly those with socioeconomic backgrounds similar to the foster youth population.

To be eligible, foster youth must be at least 18 years old, enrolled in a minimum of 12 units, demonstrate financial need through Pell Grant eligibility, and maintain a GPA of 2.0 or higher. This opportunity enables RCC to incentivize full-time enrollment among students in foster youth support programs such as Guardian Scholars and Next Up. Encouraging full-time status is critical, as it supports academic momentum and helps students meet degree requirements before aging out of eligibility for certain support services.

These efforts support Maslow's hierarchy of needs and research indicating that when students' basic needs are met, they are more likely to persist in academic spaces.

Our plan will focus on the strategies below for our overall student population:

- **Comprehensive Strategy: Develop a communication plan with touchpoints for engagement to improve term-to-term persistence rates.**

Riverside City College will develop a comprehensive communication plan to inform students of key dates and deadlines each term. The plan will include registration periods, add/drop and withdrawal deadlines, and information about upcoming campus events that offer academic support and promote student engagement and persistence. This proactive communication strategy aims to keep students informed, reduce procedural barriers, and

foster a stronger connection to the college community. Touchpoints should also support persistence by helping students stay connected to campus and criteria that may impact their persistence.

## Completion Metric

According to our MIS data, LGBT students are the most disproportionately impacted in the completion metric at Riverside City College. Of the 849 students who completed and earned a degree/certificate during the 2019-2020 academic year, only 49 of them were members of the LGBT community. Our goal is to increase completion for LGBT students by 6%. Our current plan will focus on the following key strategies to increase Completion for the LGBT population.

- **Strategy #1: Increase counseling hours, access, and staffing in the Rainbow Engagement Center.**

Expanding counseling hours and increasing access to support staff are critical equity strategies to ensure all students, particularly those from historically marginalized populations, such as LGBT students, have the guidance and resources necessary to navigate academic requirements, timelines, and other barriers to their success. Enhanced access will allow students to receive timely support, including grade and GPA checks, academic standing evaluations, and progress reports on units completed. These services help demystify the path to completion and empower students with the information needed to make informed decisions. By embedding equity into advising practices, Educational Resource Advisors can provide case management support in the Rainbow Engagement Center, identify key milestones, and proactively engage students at critical points in their academic journey, ultimately closing gaps in persistence, retention, and completion.

- **Strategy #2: Increase access to Student Health and Psychological services and basic needs resources.**

Increasing access through this strategy includes offering mental health services more consistently and providing on-site support within the Rainbow Engagement Center. Prioritizing mental health is essential to fostering a sense of safety and belonging for LGBT students, who often face unique stressors and challenges. Services could be expanded to include group counseling, targeted workshops, and campus-wide training for faculty, staff, and students to build inclusive and affirming environments. Additionally, earmarking funds to bring in licensed mental health professionals, particularly after traumatic campus events, would ensure that students receive timely and culturally competent support. This

intentional focus on well-being supports persistence, retention, and the academic success of LGBT and other disproportionately impacted students.

- **Strategy #3: Provide dedicated resources to the Rainbow Learning Community and appropriate course scheduling.**

Special Project funds will be earmarked to support faculty in the development of an inclusive and affirming curriculum for the Rainbow Learning Community. These funds will also be allocated for the purchase of books and classroom supplies to ensure that economically disadvantaged LGBT students have equitable access to the materials needed for academic success. This investment underscores RCC's commitment to creating learning environments that are both academically rigorous and culturally responsive, particularly for LGBT students and those from underserved communities.

Our plan will focus on the strategies below for our overall student population:

- **Comprehensive Strategy: Improve communication about available student support and resources.**

In addition to outlining key dates and deadlines related to registration, course adds/drops, and withdrawals, this communication plan will expand to include timely information about essential student support services and the total number of units completed at critical milestones. Services such as tutoring, financial aid, budgeting assistance, mental health counseling, and resources for student parents will be promoted to reduce barriers that impact academic success, particularly for our DI groups.

As part of our efforts to increase completion, RCC will revise and relaunch its Canvas Student Support Hub, making it a central access point for students and faculty. The updated hub will emphasize how to locate, access, and navigate available support resources. To increase visibility and ease of use, classrooms will be equipped with QR codes linking directly to the Support Hub, academic support services, tutoring, and the engagement centers. This integrated approach ensures that students are continuously connected to the tools they need to thrive academically and personally.

## **Transferred to a 4-Year Metric**

According to our MIS data, Hispanic students are the most disproportionately impacted in the Transferred to a Four-Year metric. Of the 506 students who transferred during the 2018-2019 academic year, only 282 of them were Hispanic. Our goal is to increase transfer by 8.6%. The current plan will focus on the following key strategies to increase successful transfer for our Hispanic student population.

- **Strategy #1: Improve communication regarding which courses transfer.**

During the Student Equity Research Study conducted by Yvonne Oliveres, one of the key recommendations was to ensure that Hispanic students were well informed about which courses were UC and CSU transferable. To address this, RCC will strengthen its educational planning efforts and update program maps to align with Cal-GETC requirements. Beginning in the upcoming cycle, the college will adopt Program Mapper, an interactive, student-centered tool designed to help students explore, plan, and complete their academic programs more efficiently.

Program Mapper provides a clear, semester-by-semester visualization of degree and certificate pathways, including required courses, general education options, electives, and developmental (noncredit) courses. This tool enhances transparency and empowers students, especially first-generation and disproportionately impacted students, with the information needed to make informed decisions about their academic journey. By making transfer requirements and course sequencing more accessible, Program Mapper will help reduce barriers, improve communication, and support equitable Hispanic student success.

- **Strategy #2: Communicate better about course rotations/offerings.**

Comprehensive Educational Plans will be aligned with Program Maps and informed by Strategic Enrollment Management (SEM) course scheduling to provide Hispanic students with clear guidance on course availability. This alignment is particularly important for students who may need to retake courses, as it ensures they are aware of when specific classes are offered and can plan accordingly. By integrating program mapping with intentional scheduling, RCC aims to minimize delays in students' academic progress and promote timely completion, especially for those who have experienced academic setbacks or face additional barriers to persistence.

- **Strategy #3: Increase transfer events and activities available to Hispanic students.**

To support the transfer success of our Hispanic student population, RCC will strengthen partnerships with local four-year institutions that offer programs specifically designed for Hispanic and low-income, first-generation students. Institutions such as UC Riverside and Cal State San Bernardino have established initiatives that create pathways for Hispanic students into high-demand fields like communications, business, and engineering.

RCC will also host dedicated Hispanic Transfer Days on campus, featuring transfer panels, guest speakers, and alumni who have successfully navigated the transfer process.

These events will provide culturally relevant inspiration and guidance while helping Hispanic students see themselves reflected in higher education success stories. The college will explore best practices from other institutions and develop outreach materials and events to equip families with the knowledge and tools needed to support Hispanic students through the transfer journey. By fostering culturally responsive engagement, resources and materials in Spanish, RCC aims to increase transfer rates and close transfer gaps for Hispanic students.

Our plan will focus on the strategies below for our overall student population:

- **Comprehensive Strategy: Increase culturally affirming campus tours and outreach to 4-year institutions.**

Riverside City College will expand culturally responsive transfer support by offering campus tours tailored to students' racial, ethnic, and cultural identities, including visits to Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs). These experiences will provide students with exposure to institutions where they may feel a stronger sense of belonging and cultural affirmation.

In addition, RCC will increase the number of transfer caravans and on-campus transfer fairs to broaden access to a variety of postsecondary options. The college will also actively participate in regional transfer initiatives to ensure students are connected to a wide network of four-year institutions. These efforts aim to demystify the transfer process, strengthen transfer pathways, and close equity gaps in degree attainment for disproportionately impacted student populations.