

Riverside City College - Student Equity Plan (2025-28) SUBMITTED

Guidance

In this section, colleges will be able to preview everything that has been entered in the previous sections. After the review of the completed sections, while still in the 'Preview' section in NOVA, you may download a pdf copy to share with others or you may click on the "Share" icon at the top of your Student Equity Plan in NOVA to email a pdf and html copy to others who have a NOVA account.

After the necessary reviews have been completed by all required members in the development of the Student Equity Plan per regulations and your college's governance process, **please click submit to route** to all the individuals listed in the 'Contact' session for review and final approval. Once your college's Student Equity Plan has been **adopted by the governing board** of the community college district and all contacts have approved in NOVA, your college's 2025-28 Student Equity Plan will change from "**Submitted**" status to "**Certified**" status which means your plan is fully certified and completed. **THANK YOU!**

Details

Assurances

- ✓ I have read the legislation [Education Code 78220](#) and [Education Code 78222](#) am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- ✓ I have read the legislation [Education Code 78221](#) and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.
- ✓ I have read and given special consideration to [Education Code 78220](#) section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

Campus Involvement & Leveraging Student Voice

Riverside City College promotes the active involvement of all campus groups, especially those disproportionately impacted students, through an equity-focused, participatory governance structure based on ongoing student feedback. RCC's Student Equity Committee (SEC) includes student government leaders, faculty, classified staff, administrators, and representatives from affinity programs like Umoja, La Casa, Puente, Guardian Scholars, Pride Scholars, Veterans Resource Center, and the Promise Program. These groups serve as direct channels for sharing the experiences of Black/African American students, Hispanic/Latinx students, first-generation students, online learners, parenting students, low-income students, and others identified in the Voice of the Student (VoS) study as facing unique institutional barriers.

The college continually incorporates student viewpoints at every stage of planning and development. RCC's Office of Institutional Effectiveness conducts targeted qualitative research, including leading the consultation process for our

Voice of the Student study. The VoS study used inclusive methods that captured the experiences of working students, caregivers, online learners, and those who have been traditionally excluded from feedback and research efforts.

Findings revealed key themes that directly inform the equity goals and action strategies of this plan:

- Gaps in communication
- Isolation experienced by Black students
- Inconsistent understanding of available support services
- Limited information on guided pathways
- Barriers to accessing counseling, tutoring, and academic engagement centers

To intentionally leverage student voice, RCC will implement multiple strategies:

- Listening circles and pulse checks with DI populations, including students who report the lowest sense of belonging and face the highest barriers to persistence.
- Ongoing integration of qualitative insights from VoS indicated the need for better communication channels, interest-specific activities, accessible support services, and culturally responsive teaching practices.
- RCC plans to conduct a second phase of the VoS study during the 2025-2028 SEP cycle.
- Collaborative outreach through programs like Umoja, La Casa, Pride Scholars, Guardian Scholars, and other affinity groups that serve as trusted spaces for student engagement.
- Through this student-focused and equity-driven approach, RCC ensures its SEP reflects the experiences, suggestions, and priorities of students affected by equity gaps.

✓ I have read the legislation [Education Code 78220](#) and understand per Education Code section (c) the Student Equity Plan “shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges...”

✓ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

Race-Consciousness

The Voice of the Student (VoS) study makes clear that Riverside City College must adopt explicitly race-conscious strategies to address the unique barriers experienced by students of color, particularly Black/African American students, who reported the lowest sense of belonging and the highest levels of isolation. RCC’s Student Equity Plan intentionally centers these findings to ensure that institutional practices, policies, and supports are responsive to the lived experiences of disproportionately impacted students.

VoS data showed that Black students “almost universally” did not feel a sense of belonging, and that many Hispanic/Latinx and first-generation students faced significant challenges related to communication, navigating support services, and balancing academic demands with work and family responsibilities. RCC will respond by expanding culturally affirming spaces, strengthening the role of affinity programs, and elevating student voice from these groups in all phases of planning and implementation. The college will deepen partnerships with Umoja, La Casa, Puente, Guardian Scholars, and Pride Scholars to co-design strategies that promote belonging, improve awareness of services, and dismantle barriers identified in the study.

Because instructor behavior was the most common reason students dropped courses, RCC will expand professional development focused on culturally responsive teaching, trauma-informed practice, and identity-affirming pedagogy. Disaggregated course success data and qualitative findings will be used to target interventions in high-impact gateway courses where DI students experience the greatest disparities.

The college will institutionalize ongoing student voice studies by conducting race-centered listening circles (Student Equity Hour), focus groups, and feedback cycles to validate strategies and monitor progress. By integrating student perspectives, especially from Black and Latinx students, into decision-making and accountability structures, RCC ensures that the equity plan remains grounded in real student experience. This race-conscious approach positions

RCC to address structural barriers, cultivate belonging, and advance equitable outcomes for the students most impacted by systemic inequities.

✓ I have read [Education Code 78220](#) section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

Local Review Process & Schedule

Riverside City College will implement a structured, equity-centered evaluation process to ensure that the Student Equity Plan (SEP) is actively advancing the college's institutional equity goals and supporting continuous improvement. Oversight of this work will occur through the Office of College Equity, Inclusion, and Engagement and the Student Equity Committee (SEC), in partnership with the Office of Institutional Effectiveness (OIE), affinity program leads, and academic departments. The review process will be grounded in both quantitative and qualitative evidence, including disaggregated course and completion data, student focus groups, and feedback from disproportionately impacted populations.

Each semester, OIE will provide updated progress dashboards aligned with key SEP metrics, including enrollment, transfer-level English and math completion, persistence, completion, and transfer. Findings will be reviewed by the SEC to identify emerging patterns, inequities, and areas requiring intervention. Affinity programs such as Umoja, La Casa, Puente, Pride Scholars, Veterans Resource Center, and Guardian Scholars will participate in these reviews to ensure the experiences of disproportionately impacted students remain centered.

Evaluation & Reporting Schedule

End of Fall Semester (December):

- Mid-year review of all SEP metrics
- DI group disaggregation and trend analysis
- Focus groups/listening circles with disproportionately impacted students
- Progress report to SEC, Academic Senate, Classified Leadership, Associated Students of RCC, President's Leadership Team, and the Strategic Planning Leadership Councils

End of Spring Semester (May):

- Comprehensive annual evaluation of all strategies
- Assessment of race-conscious practices and student belonging indicators
- Recommendations for adjustments and resource alignment
- Campus-wide communication of findings (email, website, governance presentations)

Annually by June 30:

- Submission of a formal annual progress update to the District and key governance bodies
- Publication of the SEP Annual Equity Report for the campus community

August Flex Week (Annually):

- Presentation of the prior year's outcomes to all employees
- Integration of findings into professional development planning

Ongoing (Monthly or Bi-Monthly):

- SEC review of progress dashboards
- Affinity program data-sharing and feedback cycles
- Continuous student pulse-check surveys

College Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
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Student Equity Plan Reflection

Reflection

For reference: [your most recent SEA Annual Report](#)

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

Key Learnings *

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.

To further a culture of equity, RCC conducted a qualitative research study. 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.

Plan Continuity *

The RCC Student Equity Qualitative Study (2024) identified barriers and solutions for equity gaps among DI groups. RCC is 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 multi-modal 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.

Executive Summary

URL and PDF Upload

Executive Summary URL *

<https://www.rcc.edu/about/equity.html#>

PDF Upload *

Please upload a pdf copy of your college's 2025-28 Executive Summary in case there are technical issues and/or URLs may be inaccessible.

[Riverside City College Student Equity Plan Executive Summary.pdf](#)

Metric and DI Population Summary

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
Asian Female	18.7%	88	2%	10	5.5%	26
Black or African American	17%	274	5.8%	94	7.8%	126
White	14.9%	608	9.8%	403	11.8%	485
Completed Both Transfer-Level Math & English - DI Student Populations						
Black or African American	5.3%	20	3.6%	14	5.9%	23
DSPS	7%	21	1.1%	4	4%	12
LGBT	7.6%	45	1.5%	10	3.6%	22
Persistence: First Primary Term to Secondary Term - DI Student Populations						
Black or African	57.2%	174	0.7%	3	6.3%	20

American						
First Generation	59%	1115	4.5%	86	6.8%	128
Foster Youth	48.5%	83	7.7%	14	15.1%	26
Hispanic	62.4%	2113	0.5%	18	2.5%	84
LGBT	54%	245	5.5%	26	10.1%	46
Male	62%	1301	0%	1	2.1%	45
Completion - DI Student Populations						
Black or African American	10.7%	46	0.6%	3	3.5%	15
DSPS Male	9.5%	23	0.9%	3	4.6%	12
Econ Disadvantaged Male	11.7%	235	1.3%	26	3.3%	67
First Generation	11%	277	3%	74	4.9%	124
Hispanic	12.4%	495	2.5%	100	4.5%	178
LGBT	8.5%	49	3.7%	22	6%	35
Male	11.4%	306	2.5%	68	4.5%	122
Transferred to a Four-Year - DI Student Populations						
Econ Disadvantaged	21.8%	386	2.4%	42	4.4%	78
First Generation	18.3%	144	4.2%	34	6.9%	54
Hispanic	19.7%	282	6.5%	94	8.6%	124
LGBT	16.3%	20	0.3%	1	6.8%	9
Male	20%	188	2.1%	20	4.7%	45

Successful Enrollment

Data Review/Establishing Equity and Student Populations Goals

Successful Enrollment Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	24.1%	4474	N/A	N/A	N/A	N/A
Asian Female	18.7%	88	2%	10	5.5%	26
Black or African American	17%	274	5.8%	94	7.8%	126
White	14.9%	608	9.8%	403	11.8%	485

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVisa, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Successful Enrollment Equity Goals

There are two related goals for Successful Enrollment: a **baseline goal of eliminating disproportional impact (Goal 1)**; and second, a **goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

Vision 2030 Outcome: Increase with equity the number of students attending a California community college, with particular emphasis on the number of undeserved Californians. ([Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation](#))

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that

experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation.

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Successful Enrollment Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Successful Enrollment.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.</i>	
1	Riverside City College will use Power BI to track all applicants, including Black students who do not fully matriculate, and connect them to engagement centers. Staff, mentors, and student success teams will proactively reach out to first-time students, track matriculation completion, offer workshops, and train faculty to support equitable enrollment for disproportionately impacted students.
2	Riverside City College will increase Black/African American parent engagement through outreach to schools, churches, student unions, and parent councils. Targeted campaigns with K-12 partners will raise awareness of enrollment steps for juniors and seniors. Campus events, presentations, and participation in local graduations will guide students and families, highlighting community college benefits and supporting completion of enrollment.
3	Riverside City College will promote the Promise Program to Black/African American students, highlighting priority registration, book and meal vouchers, and workshops. Targeted outreach will connect students to Umoja through on-the-spot applications, panels with current participants, and one-on-one counseling, fostering early connection to a culturally affirming community that supports persistence, completion, and matriculation.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Successful Enrollment - Overall Student Population

(500 character max)

Example: To help increase overall Successful Enrollment, our college will increase the number of dual enrollment agreements with feeder schools to at least a total of 10 school districts by Spring 2028.

Riverside City College will boost dual enrollment students' transition to full-time college through peer mentorship, counseling to complete SEPs, and onboarding tutorials. Equity-focused outreach with high schools and affinity groups will ensure inclusive participation. Campus events and parent engagement will support belonging, matriculation completion, and integration into college culture.

Completed Both Transfer-Level Math & English

Data Review/Establishing Equity and Student Populations Goals

Completed Both Transfer-Level Math & English Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	10.8%	631	N/A	N/A	N/A	N/A
Black or African American	5.3%	20	3.6%	14	5.9%	23
DSPS	7%	21	1.1%	4	4%	12
LGBT	7.6%	45	1.5%	10	3.6%	22

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: [Data Vista: Data View - Single Metric – First-Time NSA Cohort](#).

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVista, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Completed Transfer-Level Math and English Equity Goals

There are two related goals for Completed Transfer-Level Math and English: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completed Transfer-Level Math and English - as well as more specific completion goals for Transfer-Level Math, Transfer-Level English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion Transfer-Level Math and English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete

a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion of Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Transfer-Level Math & English Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion of Transfer-Level Math and English.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Transfer-Level Math and English rates **AND** meet the above goal(s) for your identified DI student population(s).

	<p>Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s)</p> <p>(500 character max for each strategy)</p> <p><i>Example: Establish and deploy data-driven systematic case management system and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.</i></p>
1	<p>Riverside City College will increase Black/African American enrollment in transfer-level Math and English by offering Umoja-supported, culturally responsive courses. Umoja students, including Promise and dual enrollment participants, will receive guided placement, priority registration, and targeted outreach to foster academic success, belonging, and first-year access to key courses.</p>
2	<p>Riverside City College will expand tutoring and academic support for Black/African American students through our Umoja Homeroom, Academic Support Center, and targeted activities such as study jams. We will recruit Black tutors to foster peer-to-peer support, reduce stigma, and build trust. Collaboration, coordinated by SEC, between Engagement Centers, leadership councils, and faculty will raise awareness of academic support services & strengthen culturally-affirming support for student success.</p>
3	<p>Black/African American students will have comprehensive educational plans (CSEP) in their first year. Student Success Teams within academic pathways (Counselors, Educational Advisors, Peer mentors) will identify students without plans and refer them for appointments. Promise Program workshops will highlight the importance of CSEPs, Umoja program requires updated CSEPs. Dual enrollment seniors will receive CSEPs, These strategies increase awareness of benefits of taking Math/English in 1st year.</p>

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion of Transfer-Level Math and English and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Transfer-Level Math & English - Overall Student Population

(500 character max)

Example: Create community of practice for English and Math attainment for all instructors and tutor support, with a focus on data, inclusive teaching and support strategies, co-requisite refinement, and cross-campus relationship building to strategically increase Transfer-Level Math and English completion for the overall student population.

Riverside City College will explore the implementation of block scheduling and automatic or yearlong enrollment in transfer-level Math and English for first year, full-time students in the Promise Program. This approach ensures timely access to Math and English courses and promotes on-time progress toward academic goals.

Persistence: First Primary Term to Secondary Term

Data Review/Establishing Equity and Student Populations Goals

Persistence: First Primary Term to Secondary Term Data						
Student Population	% of Students for 2021-22 (Baseline Year)	# of Students for 2021-22 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	63.2%	3115	N/A	N/A	N/A	N/A
Black or African American	57.2%	174	0.7%	3	6.3%	20
First Generation	59%	1115	4.5%	86	6.8%	128
Foster Youth	48.5%	83	7.7%	14	15.1%	26
Hispanic	62.4%	2113	0.5%	18	2.5%	84
LGBT	54%	245	5.5%	26	10.1%	46
Male	62%	1301	0%	1	2.1%	45

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVisa, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Persistence Equity Goals

There are two related goals for Persistence: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Student Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark..

If yes, click ‘Yes’ and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Student Persistence Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Student Persistence.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Student Persistence rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.</i>	
1	Riverside City College will boost Foster Youth Guardian Scholar Engagement Center use by increasing visibility, integrating faculty-led sessions, and hosting classes, tailored workshops, and faculty office hours in the center. Next Up counselors will spend time on-site to provide informal advising, strengthening connections between foster youth students and specialized support staff to enhance engagement and success.
2	Riverside City College will connect Foster Youth to the Guardian Scholars Program to high school students through initiatives like the Foster Youth Support Network, Dual Enrollment Program, College Bound events, and the College Access Demonstration Project. Early engagement with high school students and high school counselors ensures awareness of programs, supports academic and career planning, and strengthens postsecondary pathways.
3	Riverside City College will raise awareness of basic needs resources, housing, food, and employment for foster youth. The RCC-UCR Residential Scholars program (a collaborative living experience between RCC and UCR) provides housing for 300+ students, supporting full-time enrollment, academic momentum, and degree completion. Meeting basic needs fosters persistence, helping students succeed in college while accessing Guardian Scholars and Next Up support services.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Student Persistence for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Student Persistence and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Student Persistence - Overall Student Population

(500 character max)

Example: Our college will ensure all students, especially new incoming and returning students, receive proactive messaging throughout their first semester (and beyond) to promote all available resources for students via all communication methodologies (email, social media, and traditional mailings to students' listed mailing address) prior to the start of each semester. Prioritization of personalized outreach will center on all disproportionately impacted students.

Riverside City College will create a communication plan with regular touchpoints to share key dates, deadlines, and campus events. This proactive approach keeps students informed, reduces barriers, fosters engagement, and strengthens connections to the college community, supporting term-to-term persistence.

Completion

Data Review/Establishing Equity and Student Populations Goals

Completion Data						
Student Population	% of Students for 2019-20 (Baseline Year)	# of Students for 2019-20 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	13.9%	849	N/A	N/A	N/A	N/A
Black or African American	10.7%	46	0.6%	3	3.5%	15
DSPS Male	9.5%	23	0.9%	3	4.6%	12
Econ Disadvantaged Male	11.7%	235	1.3%	26	3.3%	67
First Generation	11%	277	3%	74	4.9%	124
Hispanic	12.4%	495	2.5%	100	4.5%	178
LGBT	8.5%	49	3.7%	22	6%	35
Male	11.4%	306	2.5%	68	4.5%	122

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVisa, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Completion Equity Goals

There are two related goals for Completion: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity the number of California community college students who earn an associate degree for transfer. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion, Outcome 2b—Baccalaureate Attainment](#))

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Benchmark: By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Completion Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Completion - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.

1 Riverside City College will expand counseling hours and staff (Office Assistant and Educational Resource Advisor) in the Rainbow Engagement Center to provide timely academic support, grade/GPA checks, and guidance. Enhanced access empowers LGBT and marginalized students, helping them navigate milestones, make informed decisions, and improve persistence, retention, and completion through equity-focused advising and proactive engagement.

2 Riverside City College will expand mental health and basic needs support for LGBT students through on-site services in the Rainbow Engagement Center, group counseling, workshops, and inclusive training. Funding for licensed professionals ensures timely, culturally competent care, fostering safety, belonging, persistence, retention, and academic success for disproportionately impacted students.

3 Riverside City College will leverage student equity dollars to fund inclusive curriculum development, books, and supplies for the Rainbow Learning Community, ensuring economically disadvantaged LGBT students have equitable access. This effort will support academically rigorous and culturally responsive courses, fostering success for LGBT and underserved students.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Completion - Overall Student Population

(500 character max)

Example: Establish a degree auditing system with auto-awarding, and campaign with students after 45 units to ensure they are enrolled in courses that will help them cross the finish line. Prioritization of personalized outreach will center on all disproportionately impacted students.

Riverside City College will improve communication about support services, key deadlines, and milestones, promoting tutoring, financial aid, mental health, and parent resources. The updated Canvas Student Support Hub, with QR codes in classrooms, will centralize access to information, helping students, especially DI groups, navigate resources, reduce barriers, and stay connected for academic and personal success.

Transferred to a Four-Year

Data Review/Establishing Equity and Student Populations Goals

Transferred to a Four-Year Data						
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	22.7%	506	N/A	N/A	N/A	N/A
Econ Disadvantaged	21.8%	386	2.4%	42	4.4%	78
First Generation	18.3%	144	4.2%	34	6.9%	54
Hispanic	19.7%	282	6.5%	94	8.6%	124
LGBT	16.3%	20	0.3%	1	6.8%	9
Male	20%	188	2.1%	20	4.7%	45

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVisa, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Transfer Equity Goals

There are two related goals for Transfer: a **baseline goal of eliminating disproportional impact (Goal 1)**; and second, a **goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Transfer, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment](#))

Baseline Benchmark: By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

Stretch Benchmark: With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Transfer? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Transfer Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Transfer.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Transfer - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.

1

Riverside City College will improve communication about UC/CSU transfer pathways by updating program maps to Cal-GETC and adopting Program Mapper. This interactive tool visualizes degree pathways, course sequencing, and requirements, helping first-gen and DI students make informed decisions, reduce barriers, and support equitable Hispanic student success. Expand opportunities for Hispanic students to meet Latine alumni and other successful college graduates in a wide variety of careers.

2

In close collaboration with the La Casa Engagement Center and Puente Program, RCC will align CSEPs with Program Maps and strategic enrollment planning to make students aware of course rotations, time to completion, and increase transfer awareness in culturally proficient manner. This ensures students know when classes are offered, helping them retake courses as needed, minimize delays, and stay on track for timely completion, supporting persistence and reducing barriers.

3

Riverside City College will boost Hispanic student transfer success through partnerships with local universities, Hispanic Transfer Days with panels and alumni, and culturally relevant outreach in Spanish. These events and resources provide guidance, inspiration, and family support, helping students navigate the transfer process, see themselves in higher education, and close transfer gaps.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? If yes, click ‘Yes’ and enter a brief description of the additional strategies. If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Transfer - Overall Student Population

(500 character max)

Example: Our college will increase our number of ADTs and ensure every student who has completed 30 units or more are scheduled with a counselor and/or complete a transfer workshop.

Riverside City College will expand culturally affirming transfer support through tailored campus tours, visits to HBCUs and HSIs, transfer caravans, and on-campus transfer fairs. Participation in regional initiatives, such as the Men of Color Summit will connect students to diverse four-year options (CSU, UC, and Private), demystify transfers, strengthen pathways, and help close equity gaps for disproportionately impacted students.

Transfer Emphasis *

While the work and efforts for all student success metrics are crucial to the success of our students the ‘Transfer’

metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, “only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State”. (*California’s Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor’s Degree, September 2024, California State Audit, pg1*).

The Chancellor’s Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer.

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to **improve transfer** and meet related goals outlined in Vision 2030.*

RCC’s transfer-focused strategies are designed to remove structural and informational barriers, address the specific needs of Hispanic and disproportionately impacted students, and create clear, culturally affirming pathways that support successful transfer. MIS data show that Hispanic students experience the greatest disproportionate impact in transferring to four-year institutions; therefore, the college’s approach centers on improving clarity, transparency, and connection throughout the transfer journey.

Improving communication about transferable courses directly addresses a major barrier identified in the Student Equity Research Study. By aligning program maps with Cal-GETC and implementing Program Mapper, students gain a clear, semester-by-semester understanding of required courses, GE options, and sequencing. This reduces confusion, prevents students from taking non-transferable courses, and empowers first-generation and DI students to make informed academic decisions. The tool simplifies pathways and eliminates guesswork, which is especially critical for students unfamiliar with higher-education systems.

Enhancing communication about course rotations strengthens these pathways by helping students plan more effectively. Aligning Comprehensive Educational Plans with Program Maps and SEM scheduling ensures students know when classes are offered, allowing them to enroll in required coursework on time or retake classes without delaying their progress. This integration addresses a common barrier for Hispanic students, course availability, and helps reduce time to completion and the likelihood of stopping out.

Increasing transfer-centered events provides culturally relevant support that builds students’ confidence and sense of belonging. Partnerships with UCR, CSUSB, and other institutions offering programs for Hispanic, low-income, and first-generation students create visible, attainable pathways into high-demand fields. Hispanic Transfer Days, alumni panels, and family-focused outreach in Spanish help students see themselves in transfer success stories and ensure their families understand how to support their goals. These culturally responsive efforts address motivational and informational barriers that often limit transfer. This comprehensive approach supports equitable transfer outcomes and advances Vision 2030 goals for completion, transfer, and social mobility.

[*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment](#) includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

Student Population(s) Experiencing DI for Intensive Focus

DI Student Population

First Generation

Current Challenges/Barriers *

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college?**

The Voice of the Student (VoS) report highlighted several structural barriers within Riverside City College that disproportionately impact first-gen students. Our first-gen students struggled to distinguish essential information from general announcements, leading to confusion, missed steps, and significant barriers to accessing support. This communication gap contributes to a second challenge: limited awareness of available services. Many first-gen students reported not knowing how to locate tutoring, counseling, academic engagement centers, or basic needs support, which restricts their ability to utilize resources critical to their success.

The VoS data also identified barriers within the current enrollment and college navigation structures. First-gen students frequently expressed frustration with complex matriculation steps, unclear financial aid processes, and limited guidance on program requirements. Because these processes often assume familiarity with college systems, first-gen students encounter disproportionate difficulty completing required steps and persisting through their first year.

Instructor communication and course structure further compound these challenges. Students reported that unclear expectations, limited feedback, and inconsistent use of Canvas or email made it difficult to understand how to succeed academically. First-gen students, who may be less familiar with academic norms, are especially vulnerable to withdrawing or falling behind when instructional practices are not transparent or supportive.

Additionally, the VoS report showed that first-gen students often struggle to find identity-affirming spaces or meaningful connections on campus. Many indicated that without intentional community-building structures, they felt disconnected socially and academically, particularly when balancing multiple identities such as working, parenting, or commuting students. Finally, existing schedules for services and engagement opportunities often conflict with the time constraints of students who work or have family obligations, limiting their ability to participate in workshops, access counselors, or attend academic support sessions.

Together, these barriers, communication gaps, unclear college processes, inconsistent institutional practices, limited service awareness, lack of identity-affirming community, and time-inflexible support structures create disproportionate challenges for first-generation students and contribute to their DI status at RCC.

Action Plan for Ideal Institution *

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?
2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

RCC Action Plan for First-Generation Students Across All Five Metrics

Riverside City College will implement an integrated, race-conscious, and first-generation-centered action plan that addresses the structural barriers identified in the Voice of the Student report and advances equitable outcomes across all metrics. This plan focuses on improving communication, streamlining college processes, strengthening instructional practices, expanding access to services, building identity-affirming communities, and aligning resources to meet the needs of first-generation learners.

Communication Gaps: RCC will redesign its communication ecosystem using a multimodal, simultaneous approach, text alerts, push notifications, simplified email, improved Canvas messaging, and a centralized “First-Gen Hub” webpage. Communications will be written in plain language and sequenced around key enrollment and financial aid milestones.

Navigation Challenges: To address confusion around enrollment, financial aid, and program requirements, RCC will expand its First-Year Experience (FYE) model and embed step-by-step onboarding supports into engagement centers. First-gen “success maps” will clarify requirements for enrollment, transfer-level English and math, degree completion, and transfer.

Instructional Practices: Because unclear expectations and inconsistent communication were major barriers, RCC will expand faculty development focused on culturally responsive, transparent teaching and syllabus redesign. Gateway math and English faculty will receive targeted support to improve first-gen success rates.

Limited Awareness of Services: RCC will implement mandatory service awareness campaigns during the first six weeks, embed orientation sessions into classes, and conduct outreach from tutoring, engagement centers, financial aid, and advising specifically tailored to first-generation students.

Lack of Belonging: To improve belonging, identified as a top need for persistence, RCC will expand first-gen identity programming, peer mentoring, and community-building events housed in engagement centers and affinity spaces.

Time Constraints: The college will expand evening and weekend services, virtual tutoring, online workshops, and asynchronous support options to accommodate working and parenting first-generation students.

Strategies Across Academic & Student Affairs

Enrollment

Strategies: • Proactive outreach to all applicants who have not completed matriculation • First-gen ambassadors contacting new students • Matriculation workshops in partnership with academic departments

Success Indicators: • Increased percentage of applicants completing all enrollment steps • Higher first-gen fall enrollment yield

Transfer-Level Math & English Completion

Strategies: • Embedded tutoring in gateway courses • Faculty training on transparent assignment design and early alerts • First-gen learning communities or co-requisite supports

Success Indicators: • Reduced DFW rates in transfer-level English and math • Increased one-year completion of both courses for first-gen students

Persistence

Strategies: • Semester-by-semester peer mentoring • Early-term check-ins from counselors and engagement centers • Interest-driven engagement events and belonging-building activities

Success Indicators: • Increased fall-to-spring persistence • Higher student-reported belonging and connection

Completion (Degree/Certificate)

Strategies: • Degree audits every semester for first-gen students • Case management for those within 15 units of completion • Career and transfer alignment workshops

Success Indicators: • Growth in first-gen completion rates • Shorter time-to-completion

Transfer

Strategies: • Targeted university application support workshops • First-gen transfer peer guides • Partnerships with 4-year campuses for specialized advising

Success Indicators: • More first-gen students completing FAFSA/CADA, TAG, and CSU/UC applications • Increased

transfer rates within 3 years

Resources, Structures, and Supports to Accomplish the Plan

Student Equity Committee (SEC): Oversight and continuous evaluation

Engagement Centers: Home for first-gen programming, outreach, tutoring, and workshops

Office of Institutional Effectiveness: Disaggregated data dashboards and progress tracking

First-Gen Ambassadors & Peer Mentors: Direct support and communication

Faculty Professional Development: Training in culturally responsive instruction

Affinity Programs (Umoja, La Casa, Puente, Pride Scholars, Guardian Scholars): Targeted belonging and academic support

Financial Aid, Counseling, and Career Center: Integrated advising and milestone tracking

Expanded Virtual and Evening Services: Increased access for working and parenting students

Student Education Plans

Completed Comprehensive Student Education Plans

Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

Cohort: New, First-Time, Non-Special Admit Unduplicated Students for that Term

Exempt Students: *To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to [Title 5 Section 55532](#) for a list of possible exempt students.*

Comprehensive Student Education Plans: A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study. (*Current MIS Data Element Dictionary SS09 for Student Credit Education Plan*).

Note: *The following is a newly proposed 2025 MIS definition for comprehensive education plans: A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with [Title 55524 Student Education Plans](#) and include the student's declared course of study along with all required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e. degree, certificate, transfer, apprenticeship).*

Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	4,305	1,691	39%	1,932	45%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	1,059	390	37%	416	39%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	4,785	2,251	47%	2,760	58%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	998	399	40%	400	40%

Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan *

According to local college data, Hispanic students are experiencing disproportionate impact in receiving a comprehensive educational plan by the end of the First Primary Term and/or the end of the First Academic Year at a 58.6% percentage rate.

Comprehensive Education Plan Implementation for DI Student Populations *

- The counseling department, in collaboration with the Engagement centers, will develop a communication plan by pathway for each semester.
- The communication plan will identify points in the semester in which Counselors and Student Success Team members will reach out to pathway students who do not have an educational plan on file, targeting specifically the DI population first.
- The counseling department will continue to utilize the Counseling Clerks and Student Engagement Center Educational Resource Advisors to schedule counseling appointments for students who are having difficulties making appointments.

- The institution, in collaboration with the Counseling department, can develop a comprehensive education plan campaign which will encourage students to make appointments with their counselors during the second month of each semester before the registration cycle begins.
- Specific programs such as Umoja, La Casa, Puente, EOPs, Mesa, Honors, and Athletics will ensure that their students complete education plans within their first year, and proper MIS Data is collected through daily reporting.

Comprehensive Education Plan Implementation for ALL Students *

- All incoming Promise Program students will have a comprehensive education plan on file by the end of their first academic year, with the majority of students having completed one by the end of their first term.
- Ensure that all special programs require education plan completion for all incoming students into the program, whether they are first year, returning and/or current students.
- Evaluate education planning processes in the counseling department that may be barriers to students completing a comprehensive education plan.
- For example, using unofficial transcripts to complete a student education plan vs. waiting for official transcripts to be ordered and uploaded into the system. Sometimes students are unable to access prior college official transcripts due to fees owed, etc... but have access to unofficial records.
- The Counseling department will continue offering evening and weekend counseling support for students who cannot make appointments during traditional operating hours.
- The Counseling department operationalizes in pathways and is currently working on a pathway approach that designates students by caseload. Counselors will be responsible for ensuring their caseload has a comprehensive education plan on file.

Vision 2030 Alignment/Coordination

1. Guided Pathways *

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921.

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

Given the qualitative data the Office of Institutional Effectiveness has collected from the VoS surveys (2023 and 2024), we have learned that our disproportionately impacted students do not have a clear understanding of our programs/pathways, resources, or the benefits of hitting certain milestones, such as completing math and English in their first year. This specifically hits on RCC's issues with communication, which is apparent both to students and amongst personnel.

The following strategies are suggested:

- Assist with the purchase and implementation of the Program Mapper system. Implementing Program Mapper would allow us to better manage our program maps, as it would integrate with our new online college catalog. A key part of

integration would be the development of a plan for the periodic updating of the maps and identification of the personnel who would maintain the system. A plan to ensure all students are aware of the location of Program Maps and how to use them will also be a key point of emphasis. Program Mapper would help us communicate our program pathways to students, and we would devise a plan to specifically market these to our disproportionately impacted students. This effort would align with Pillar 1 of Guided Pathways, which is to Clarify the Path.

- As mentioned in the VoS Equity Research Study (2024), students stated the college does not provide key communication about the benefits of completing math and English during the first year, nor do they communicate the resources that are available to help students complete these courses (i.e, tutoring, Peer Mentors, Advising and Counseling, etc.). SEA can assist with the development of a multimodal communication plan that can reach our disproportionately impacted students about the benefits of completing these milestones and when/how to connect with the resources available to support them through the process. This effort would align with Pillars 2 and 3 of Guided Pathways.

2. Student Financial Aid Administration *

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

- Communication campaign to enrolled students with no financial aid application on file to encourage completion and offer multiple avenues of assistance
- On and off-campus virtual and in-person application workshops, including daily virtual office drop-in hours and financial aid application assistance in the Welcome Center

3. Students with Disabilities (DSPS) *

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

To support the opportunities for academic success, completion, and transfer rates of students with disabilities, the Disability Resource Center (DRC) will develop and implement support services that also foster deeper engagement with the college community. This includes the development and delivery of workshops focusing on academic and interpersonal skills, in both group and one-on-one settings, covering topics such as self-advocacy, time management, communication, and transfer planning. A structured peer mentoring program will connect students with trained mentors who offer guidance, encouragement, and a sense of belonging. Individualized coaching sessions will further support students in setting and achieving academic and personal goals, building resilience, and navigating their educational pathways. These services will be intentionally designed to connect students with relevant campus programs, resources, and co-curricular opportunities—such as student clubs, academic support centers, and transfer services—to strengthen their sense of community and engagement.

4. Extended Opportunity Programs and Services (EOPS)/CalWORKs *

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

- Serve impacted students identified in the RCC Student Equity Plan throughout the entire primary terms. EOPS will offer application periods throughout the term for students identified in the student equity plan. EOPS also hosts an

outreach table on campus during open application periods. EOPS will offer additional support to former foster youth students within the NextUp program, including unmet need stipends, gas and grocery cards to support transportation and food insecurity, and emergency stipends as needed. Within the CARE program, single parents are supported and offered additional well-rounded resources and funding to ensure their college success.

- The CalWORKs program will guide and support students through education to transition from receiving TANF cash assistance to employment and economic self-sufficiency. The support for low-income parents helps to create an equitable education experience and lessen the financial barriers that increase the equity gap for this population. CalWORKs integrates support services in ways that make it easier for CalWORKs students to get the help they need during each step of their community college experience. The program will boost enrollment and success for CalWORKs participants by providing support from pre-enrollment to completion. This is done through a partnership with the county, with student referrals and interventions by the college and county to reduce the achievement gaps. Services from RCC include priority registration, academic and career counseling, school supplies, gas cards, borrowed laptop, work study opportunities, and advocacy. Services from the county include childcare, textbooks, and a parking permit.

5. NextUp/Foster Youth *

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

- Provide a clear and supportive pipeline to college for current and former foster youth through the Guardian Scholars program. Our team engages in early, targeted outreach to students as early as 9th grade, ensuring they are well-informed about the resources and services available to them upon high school graduation.
- As students transition from high school to college, they are introduced to dedicated support staff who are essential in executing program services, providing follow-up support and continuing to guide students in achieving their educational goals.
- Continuation of Guardian Scholars strategies for student engagement, such as the GS learning community, our GS Resource & Engagement Center, outreach activities and events, as well as involvement in campus events.
- Establish an ongoing student advisory group to provide feedback on the effectiveness of program services and identify potential student challenges that the GS program can address.
- Identify and apply for additional grants needed in order to support direct student financial assistance for student fees, textbooks, academic supplies, emergency assistance, outreach events, and program activities.
- Within the NextUp program, well-rounded support will be offered to ensure that former foster youth have access to funding and resources to ensure their college success in earning a college certificate, degree, and transfer to the university. Counselors and specialists will work together to gather and offer these resources to students.

6. Programs for Veterans (Veterans Resource Center) *

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

All students utilizing VA educational benefits are required to meet with the Veterans Counselor and create an educational plan, which must be included in their student file for VA audit purposes. RCC is one of ten colleges within California to receive the Mental Health for Veterans Demonstration grant, which aims to strengthen institutional policy and practice to provide support, including mental health services, professional development for faculty and staff, and peer-to-peer mentorship.

7. Justice-Involved and Justice-Impacted Students *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

- Implement a Summer Bridge program designed to prepare students from high priority groups, such as males, African American students, students with disabilities, and older adults, to enroll in English & Math in the subsequent year via a learning community.
- Ensure that 100% of program participants complete a Student Educational Plan (SEP) with a counselor.
- Offer professional development to campus community (classified professionals, faculty, and administrators), including disaggregated success data, to help create a welcoming and action-oriented environment for justice-impacted students.
- Partner with campus student support programs, such as Foster & Kinship Care, First-generation, Umoja, and the Disability Resource Center (DRC) on identity-based programming and events.
- Implement intentional Peer Mentorship based on student intersectional identities.
- Develop a student advisory group to receive feedback on our programming and services, and intentionally seek representatives from disproportionately impacted groups.

8. Low-Income Adults *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

- Expand after-hours Basic Needs access by launching an evening distribution program for grocery bags and personal hygiene items in partnership with the Digital Library.
- Coordinate culturally responsive resource distribution of food, hygiene products, and other essential items within cultural engagement centers such as the Rainbow Engagement Center, La Casa, and Umoja, enhancing access in trusted, identity-affirming spaces.
- Create a mobile BNRC unit staffed by trained peer leaders to deliver services and resources across campus, prioritizing visits to high-impact programs and cultural centers.
- Place trained student Wellness Ambassadors within cultural engagement centers to provide peer-led outreach, resource navigation, and mental wellness referrals.

9. Credit for Prior Learning *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

- Annually analyze disaggregated data based on race, gender, income and first-generation status, in order to identify and close equity gaps. Reports will be shared as a presentation for Academic Senate and FLEX workshops for CTE instructional faculty and counseling faculty.
- Focus marketing efforts for enrollment campaigns targeting disproportionately impacted groups, such as African American students.
- Develop partnerships with affinity-based professional associations.
- Continue partnership with Veterans Resource Center (VRC) to process Joint Service Transcript (JST) in a timely manner to enable students to make informed decisions regarding their program of study.
- Provide continual training for counselors to increase CPL awareness. with special emphasis placed on counselors

serving cultural engagement centers.

- Connect CPL students to cultural engagement centers (Umoja and La Casa) to ensure students utilize resources, such as counseling, educational advising, community-building, and validation.

10. Dual Enrollment *

“The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit.” - [Vision 2030: A Roadmap for California Community Colleges \(page 2\)](#)

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

- Increase belongingness and systems navigation for dual enrollment students by developing a peer mentorship program comprised of RCC students from partnership high schools who participated in dual enrollment themselves, mentoring current College and Career Access Pathways (CCAP) students.
- Collaborate with RCC counseling to ensure dual enrollment students in their senior year are provided an appointment with RCC counseling faculty to ensure they have an updated student educational plan (SEP) completed before registering for classes for the term following high school graduation. SEPs will serve as a step-by-step guide for successful transfer and career preparation.
- Improve the onboarding process for dual enrollment students by increasing media tutorials in both short and long form in multiple formats. Topics will include how to navigate online classes on Canvas, how to connect with professors, and other training and support.
- The Office of Educational Partnerships will guide partnership high schools in the annual development and review of equity action plans to ensure equitable participation and success of students enrolled in the CCAP program. The Office of Educational Partnerships will provide disaggregated data to partners and compare them with school and college demographics to ensure CCAP programming is data-informed and institutionally focused.
- Leverage relationships at the high schools with affinity group programs, such as Legacy, Heritage, and Black Student Union, to ensure Dual Enrollment is fully integrated into the high school culture and accessible to minoritized groups.
- Expand new student outreach events to include dual enrollment students, such as Welcome Day at RCC in the fall, campus tours and visits to RCC throughout the school year, and Back to School nights at RCC for parents.
- Increase parent engagement from RCC virtually and at the high school sites through educational advising presentations, college student panels, and middle school outreach events.

11. Strong Workforce Program/Perkins *

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to “increase with equity the number of California community college students who earn a living wage.” Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to “increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them.” - [Vision 2030: A Roadmap for California Community Colleges \(pages 8 and 12\)](#)

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

- Career short, stackable certificates
- Work with employers to make sure training = real jobs

- Promote CTE careers
- Offer classes off-campus, online, or in the community, including night/weekends
- Leverage bilingual faculty and Class Pros to assist students
- High-Tech + High-Touch student equipment
- Invest in easy-to-use career + ed planning tools (Program Mapper)
- Leverage counselors, Ed Advisors, tutors;
- Wraparound support with Engagement Centers and Basic Needs Center, Student Health and Psychological Services (SHPS), and childcare vouchers
- Expand paid apprenticeships
- Continue inviting employers to campus (career fairs, advisory committees, interviews, program events)
- Use data to find and close gaps by targeting
- Market CTE programs as real pathways to upward mobility; Share success stories; Show that college = job = paycheck
- Partner with adult ed, workforce boards, community orgs
- Make reentry into college smooth and welcoming
- Track grads working and earning more
- Reflect and adjust based on what's working
- Keep student voices at the table

12. Additional Programs (Optional)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan.

Not Entered

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