

Riverside City College 2025-2028 Student Equity Plan Overview

Forging The New Path Ahead

With this 2025-2028 Student Equity Plan, Riverside City College (RCC) commits itself to provide equitable access to Black/ African American, First-Generation students, Foster Youth, LGBTQIA2+ students, Hispanic/Latine students, and all RCC students, by providing barrier free supports to move through our institution with clear pathways, timely provision of services, and a deep sense of belonging. Faculty, classified professionals, and administrators will work collaboratively across campus divisions and departments, serving students through Student Success Teams, strengthening Academic Pathway and Cultural/ Affinity Engagement Centers, and improving systems and campus supports by addressing barriers to access through participatory governance councils. We will use disaggregated data, student voice, and equity frameworks across the college to guide our operational practices and decision-making. We will deepen partnerships with K-12 districts, community organizations, and four-year institutions for a shared regional commitment to servingness and social mobility.

Over the previous four student equity plans, RCC has intentionally moved away from deficit thinking and toward equity-minded, student-ready practices, grounded in race-conscious inquiry, continuous improvement, and a commitment to institutional transformation within a Guided Pathways framework. This plan, grounded in the results of an equity audit, functions as a call to action on behalf of our students and is aligned with the California Community Colleges Vision 2030 goals and success metrics and anchored in the Riverside Community College District's mission to advance equity, promote social justice, and remove barriers to student success and economic mobility.

As we chart this new path, we recognize that RCC's efforts are part of a broader statewide and regional movement. Vision 2030 provides a statewide framework for racial equity and economic mobility, while our local context, our students, our community, and our 100-plus-year history shape the specific challenges and opportunities we face. Designated as a Hispanic Serving Institution (HSI), and more recently earning the Black Serving Institution designation (as one among thirty-one colleges in the state of California), RCC enrolls a majority Hispanic student body (70%). We are located in a region with pervasive socioeconomic challenges, including having the lowest college-going rate in the state. Many students face academic and financial obstacles, often balancing school with work and family responsibilities, yet we are proud to be a case study highlighted in a recent Public Agenda "Pathways to Economic

Mobility Report,” as an affordable college with outstanding programs.¹ The next section situates this Student Equity Plan within that wider landscape and clarifies how RCC’s context informs our goals and strategies.

Student Equity Priorities and Disproportionate Impact Focus

RCC’s equity metrics confirm that disproportionate impact varies across the student journey. Black/ African American students experience the highest levels of disproportionate impact in both Successful Enrollment and completion of transfer-level Math and English. Persistence is most challenging for Foster Youth, Completion gaps are greatest for LGBT students, and Transfer gaps are most pronounced for Hispanic/Latine students. 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.

The following table indicates the identified student equity groups with the highest disproportionate impacts on the metrics required to be addressed in this 2025-2028 Student Equity Plan.

Metric	Highest Disproportionate Impact
Successful Enrollment	Black/ African American
Completion of TL Math and English	Black/ African American
Persistence	Foster Youth
Completion	LGBT
Transfer	Hispanic/Latine
Intensive Focus	Black/ African American, First Generation

2022-25 Plan Reflection Overview

When Riverside City College began developing the 2022-2025 Student Equity Plan, we did not embark on this work alone. This work was strengthened through RCC’s participation in statewide and regional equity capacity-building efforts, most notably, The Student Equity Planning Institute, also known as SEPI. We were challenged to move from data to action, build a shared vision for racial equity, and align Guided Pathways with equity planning in ways that improved systems, not just programs. Importantly, this work also aligned with RCC’s Tiger Values: Transparency, Inclusivity, Growth, Equity, and Respect – reinforcing that equity is a

¹ <https://publicagenda.org/resource/emcs/case-studies/riverside-city-college/>

cultural commitment as much as a technical plan.

2022-25 Transition to Inquiry

The underlying goal of the 2022-2025 Student Equity Plan was to make equity work visible, coordinated, and student-centered. While SEPI galvanized our cross-functional teams to expand their capacity to serve students, there were a few organizational challenges, mostly related to administration leadership transitions, that stalled implementation of some of the proposed goals and outcomes of the Plan. For eighteen months, the implementation of the 2022-25 Student Equity Plan fell to determined members of the student equity committee and dedicated campus leaders in roles from faculty to deans to classified professionals to ensure some level of continuity for student equity work on campus. A new dean of College Equity, Inclusion, and Engagement was onboarded in Fall 2024, with a sense of urgency to regain momentum, restore trust, and write and implement RCC's new student equity plan for 2025-2028.

Reflection on the 2022–2025 Plan: Inquiry Before Action

When RCC developed the 2022–2025 Student Equity Plan, we decided to pursue inquiry before action. After identifying DI groups, we prioritized the necessity of understanding the lived student experience, particularly through a race-conscious lens, so that strategies would respond to real barriers rather than assumptions. The 2022–2025 plan focused on five key metrics (Successful Enrollment; Transfer-Level Math and English in the First Year; Term-to-Term Persistence; Completion; Transfer) and emphasized inquiry-driven improvement, continued commitment to support the college's foundational Student Equity Programs –Umoja, La Casa, Guardian Scholars, and Rainbow Engagement Center; and immediate intervention where necessary to close equity gaps.

To deepen our understanding of barriers and solutions, RCC conducted the Student Equity Qualitative Study (2024). Students across DI groups identified barriers related to communication, counseling clarity, academic confidence (particularly in Math and English), and external pressures such as work and family obligations. Students consistently asked for clearer, multimodal communication; more consistent and accurate counseling guidance; earlier encouragement and awareness of tutoring and academic supports; basic needs support; culturally affirming spaces; and practices that strengthen belonging.

The table below summarizes these findings:

Barriers to Success	Description
Limited Awareness of Campus Services	Students across all disproportionately impacted (DI) groups reported insufficient communication about available support services, such as tutoring, mental health resources, and financial aid.
Counseling	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 Factors	Many DI students, including Pacific Islanders and Hispanic/Latinx students, struggled to balance school with work and family obligations, impacting their academic progress.

As a result of the qualitative study, we then reviewed practices that could be enhanced with the insights gained from our students. The table below describes the institutional efforts underway as a result of our inquiry focus of the previous plan :

Institutional Action	Description
Engagement Centers and Inescapable Student Support	Leveraging the Student Success teams in the Pathways Student Engagement Centers to provide targeted and integrated support for DI students. These centers offer success workshops, academic counseling, peer mentoring, and basic needs assistance.
Equity-Minded Professional Development	Continuation of high-impact equity-minded professional development programs (e.g., Equity Minded Learning Institute, Men of Color Learning Community, HSI Equipo team) to train faculty, staff, and administrators in servingness, liberatory outcomes, and cultural proficiency.
Improved Communication Strategies	Expanded use of multimodal communication methods (email, social media, Canvas, text messaging) to ensure students were informed about academic support resources, important academic and transfer deadlines.

These actions demonstrate RCC’s commitment to listening and responding to student voice. These findings did more than validate concerns; they reoriented our

priorities. Student recommendations became design requirements for the new 2025–2028 Student Equity Plan:

- a communication architecture that reaches students through multiple channels;
- counseling and academic planning supports that reduce contradictory guidance;
- earlier and more visible academic support access; culturally affirming engagement structures;
- and consistent relationship-based support through Student Success Teams.

RCC will continue to center student voice as we implement, assess, and refine strategies over the next three years.

Guiding Frameworks for the 2025-2028 Plan

To ensure equity is not treated as a separate project, RCC will align this plan with the RCC Strategic Plan and implement this plan through a coherent set of guiding frameworks that shape how we organize people, programs, and resources around disproportionately impacted students. These frameworks clarify the values, expectations, and operational commitments that inform plan strategies and accountability. **RCC will continue advancing equity through:**

- Alignment with RCC 2025-2030 Strategic Plan
- Inclusive Excellence and Servingness as organizing lenses for aligning institutional capacity and student experience
- Shared Equity Leadership to distribute responsibility for equity across the institution and build agency at all levels
- HSI/BSI-aligned efforts, including equity audits and HSI Equipo initiatives, that connect servingness to measurable practice and outcomes

a. 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 providing culturally responsive academic supports.

b. Inclusive Excellence and Shared Equity Leadership and Frameworks

Inclusive Excellence

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.

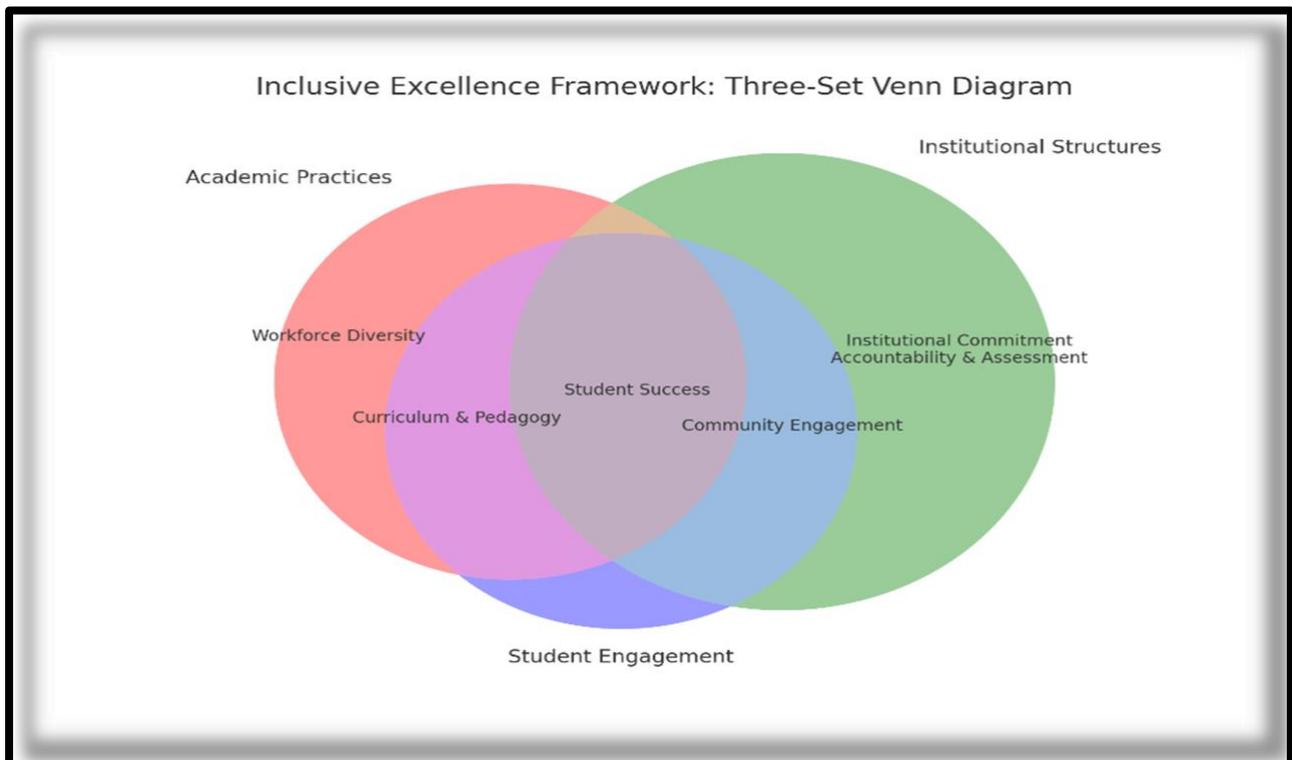


Image 1.1.3 Venn Diagram of Inclusive Excellence Framework

The Inclusive Excellence Framework is a strategic model for embedding diversity, equity, inclusion, and access into all aspects of operations. Inclusive Excellence calls for institutions to integrate these values into their mission, policies, practices, culture, and learning outcomes. Importantly for us at RCC, Inclusive Excellence (IE), is compatible with the serving indicators elucidated by Dr. Gina Garcia’s work on Hispanic Serving Institutions, as highlighted in the table below:

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

Shared Equity Leadership

While Inclusive Excellence is organizational and structural, Shared Equity Leadership is practitioner-driven. It calls for the distribution of the responsibility for addressing barriers to equitable access, support, and success across the institution, resulting in individual ownership and direct agency. 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.

Ultimately, the goal of Shared Equity Leadership is organizational change and capacity building. 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, and student equity research report final study.

Shared Equity Leadership Practices (SEL)

Shared Equity Leadership Practices (SEL)	
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

Model Examples of SEL at RCC:

- A cornerstone example of shared equity leadership at RCC is the Equity-Minded Leadership Institute (EMLI), now in its fourth cohort, which fosters race-conscious, historically grounded, action-oriented learning across cross-functional employee and student cohorts. EMLI supports institutional transformation by challenging assumptions, reshaping policies and practices, and dismantling structural barriers through distributed leadership, collective responsibility, and capacity building.
- Another great example of Shared Equity Leadership at Riverside City College (RCC) is our *Moving Towards Servicing* initiative, HSI Equipo. A cross-functional team was created to align Hispanic-Serving Institution (HSI) principles and practices with our College's Strategic Plan. The team identified a

key goal: to establish the structures necessary for RCC to successfully apply for and be awarded the **Seal of Excelencia**.

c. Equity Audit Findings

With this plan, we continue to refer to the Equity Audit findings of Hotep Consultants from Fall 2021 and Spring 2022, which showed strong alignment between the strategies needed to close equity gaps for disproportionately impacted student groups and the KPIs embedded in Inclusive Excellence and Serving frameworks. The audit surfaced three system-level themes: (1) a need for clearer, shared definitions of equity and stronger communication to support honest, cross-campus dialogue; (2) a need for more intentional, structural anti-racism work so efforts move beyond symbolism to transformation – especially amid a shifting political and legislative climate around DEI; and (3) a gap between equity expectations and the resources provided to meet them, including professional learning that was often too limited and did not consistently include classified professionals, business services staff, and part-time faculty.

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. Together, Inclusive Excellence, Servingness, Shared Equity Leadership, and the findings from Hotep Consultant’s equity audit give us a clear set of expectations: equity is everyone’s work, must be structurally embedded, and must be measured by how well our most marginalized students are served. The strategies that follow for each metric, Successful Enrollment, Completion of Transfer-Level Math and English, Persistence, Completion, and Transfer – are the concrete ways RCC will live out these frameworks in classrooms, engagement centers, counseling offices, governance councils, and community partnerships.

2025-2028 Strategies by Metric

The 2025–2028 Student Equity Plan centers culturally responsive practice, intentional outreach, and data-informed interventions across the five required metrics. The strategies that follow are designed to improve outcomes while reducing barriers that disproportionately impact Black/African American, First-Generation, Foster Youth, LGBT, and Hispanic/Latine students.

1) Successful Enrollment – Black/African American

Successful enrollment is not only a registration outcome; it is the first gateway into a longer journey at RCC. RCC will strengthen outreach, onboarding, and early engagement, coordinated through Outreach Services, RCC Promise, Umoja, Engagement Centers, and student success teams, to support students in navigating entry points, requirements, and early supports. Strategies emphasize relationship-based engagement, targeted outreach, and improved awareness of the Promise program and bridge opportunities.

2) Completion of Transfer-Level Math & English – Black/African American

Completing transfer-level math and English within the first year is a key momentum point that shapes the rest of a student's pathway. To reduce disproportionate impact in transfer-level math and English completion, RCC will increase early encouragement, access to tutoring and academic supports, and targeted student success team interventions. Strategies emphasize clarity, proactive support, and removing structural barriers that keep students from completing foundational coursework in the first year.

3) Primary-to-Secondary Term Persistence – Foster Youth

Foster Youth experience the greatest disproportionate impact in persistence. RCC will strengthen Guardian Scholars engagement, visibility of supports, and connection to counselors and team members through awareness campaigns, early outreach beginning in high school, and structured entry pathways into Guardian Scholars resources and wraparound supports.

4) Completion (Degrees/Certificates) – LGBTQIA2+

Completion represents both achievement and a tangible return on students' investment of time, labor, and hope. RCC will strengthen completion through clarified program maps, proactive graduation checks, and targeted supports for DI students nearing completion (e.g., 30–45 units), including learning community supports and dedicated educational advising to ensure students cross the finish line with credentials that matter.

5) Transfer to a Four-Year Institution – Hispanic/Latine

Local data demonstrate Hispanic/Latine students remain underrepresented among those who successfully transfer. RCC will strengthen transfer awareness, clarify course rotations and major pathways, and expand culturally affirming transfer experiences through engagement centers, counseling and categorical programs, and partnerships with four-year institutions (including tours, caravans, and transfer-focused events).

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. These institutional strategies are the connective tissue that binds our metric-specific work into a coherent equity ecosystem that supports all of our students. Together, they reflect RCC's belief that closing equity gaps requires coordinated, collegewide action rather than isolated initiatives.

Conclusion:

This Student Equity Plan is both a promise and a system-building effort: RCC will align communication, culturally affirming spaces, and inescapable supports so that disproportionately impacted students experience consistent service in learning pathways and equitable outcomes in all disciplines. This student equity plan is the equity-minded foundation within RCC's 2025-2030 B.E.S.T. Strategic Plan. It is a core driver of our commitments under Vision 2030, and our HSI and BSI designations. Shared Equity Leadership, Inclusive Excellence, and Servingness are the standards by which we will design activities and interventions, allocate resources, and assess our impact. The practices proposed in this plan are rooted in disaggregated data. They are clarified by student voice, and they are informed by ongoing equity audits and climate surveys. Our collective impact will be measured in improved metrics and fulfilled in demonstrated care and dignity experienced by every RCC student.