Riverside City College Strategic Plan, 2025-2030
An Equity-Minded Strategic Plan:
Centering Student Success through Liberatory Consciousness and Servingness

Our North Star: Double 3-Year Completion Rate from 15% to 30 % by May 2030[1]

---

[1] **Riverside Community College District (RCCD). Riverside City College 2021-22 cohort—percentage of RCC students who earned an award or transferred within three years. RCCD Power BI, Guided Pathways Dashboard: Completion**

Letter from the College President

Dear Riverside City College Community,

Riverside City College has always been more than a place of learning. It is a place of possibility where access meets aspiration and where the lives of students, families, and communities are transformed through education. The 2025-2030 B.E.S.T. Strategic Plan reflects that legacy while clearly naming who we must become next.

This plan is grounded in a clear and measurable commitment to double our three-year completion rate from 15% to 30% by 2030 while ensuring that equity, dignity, and belonging are central to every decision we make. Achieving this goal requires more than good intentions. It calls for reflection, responsibility, and a willingness to examine how our systems either support or hinder student success. It calls for intentionality in implementing structures and strategies that proactively drive to that success.

The B.E.S.T. framework—**Build, Engage, Serve, Treasure**— provides a shared direction and road map for our work. Implementation requires us to build meaningful relationships from the first point of contact, engage students by affirming their identities and lived experiences, provide intentional support at critical academic milestones, and value the full educational experience—academic, personal, and collective.

At the center of this plan is Liberatory Consciousness, a practice that moves us beyond awareness toward action and accountability. It challenges us to confront inequities directly, dismantle practices that no longer serve our students, and redesign our work through a lens of justice, care, and shared responsibility. This is not an abstract idea. It is a daily practice that must be reflected in our classrooms, service, offices, policies, budgets, and relationships.

This plan was shaped through the collective efforts of faculty, classified professionals, administrators, and students. Their voices reinforced the importance of clear communication, responsive support, and environments where students feel seen and valued. Their insights remind us that trust is built when institutional decisions reflect lived experience and when our minimum standard of care sees every student connected to the institution intentionally.

The B.E.S.T. Strategic Plan is intended to be a living guide for our college. It is meant to be used, revisited, and strengthened over time. Each of us has a role in bringing this plan to life. Student success is not the responsibility of a single office or group. It is a shared institutional commitment.

I am grateful to everyone who contributed their time, insight, and care to this work and to those who will carry it forward. Together, we have the opportunity and the responsibility to ensure that Riverside City College remains a place where access leads to completion; equity is operationalized, and every student knows they belong here.

With appreciation and resolve,

Eric Bishop

Eric Bishop, EdD
Interim College President
Riverside City College

Section I. Introduction to the 2025-2030 RCC Strategic Plan:

A. **RCC Mission and Values**

MISSION:

Riverside City College (RCC) is an open-access, Hispanic-Serving Institution (HSI) that builds upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve. Our college advances equity, access, and inclusion by supporting the attainment of workplace skills, career technical certificates, degrees, and transfer programs, which promote social and economic mobility for our students and the communities they serve.

VISION:

Empowering lives through equity, access, service, and excellence in education.

TIGER PRIDE VALUES:

Transparency: We are committed to open communication and decision-making processes that foster trust and understanding among all members of our community.

Inclusivity: We honor the rich traditions of our diverse community. We celebrate diversity and actively cultivate an environment where every individual feels welcomed, respected, and valued, regardless of their background, identity, or experiences.

Growth: We believe in the transformative power of education to inspire individuals and communities, providing innovative opportunities for personal and academic growth for all students.

Equity: We are dedicated to dismantling barriers to success and creating a college community where equity is not just a goal but a reality for all, with a focus on those who have been historically underserved, marginalized, or minoritized.

Respect: We honor the dignity and worth of every person, regardless of their background, identity, or lived experiences, by fostering a culture of mutual respect, empathy, and understanding.

Student-Centeredness: We place students at the heart of everything we do, prioritizing their needs, goals, and well-being with a holistic approach to our policies, programs, and decision-making processes.

B. **Executive Summary: B.E.S.T. Strategic Plan 2025–2030**

"It started with LEGOs." In the Winter term in 2025, the Strategic Planning process at Riverside City College took a bold, creative turn. The Strategic Planning Leadership Council (SPLC) faculty and classified co-chairs, led by the Educational Planning and Oversight Committee (EPOC) tri-chairs, met for five consecutive weeks as the core group of the RCC Strategic Planning Workgroup. During these winter meetings, the workgroup members engaged in a series of visioning sessions—including two powerful LEGO® Serious Play workshops.[2] These hands-on experiences became a metaphor for institutional transformation: dismantling outdated structures, building collaborative models, and defining our collective mission with renewed passion and purpose. We envisioned our strategic work as an orange tree (see cover page), rooted in Riverside's citrus heritage—symbolizing the fruits of our labor, the importance of nurturing growth, and the recognition of both "low-hanging fruit" and long-term investments that are the result of planting seeds for change and sustenance.
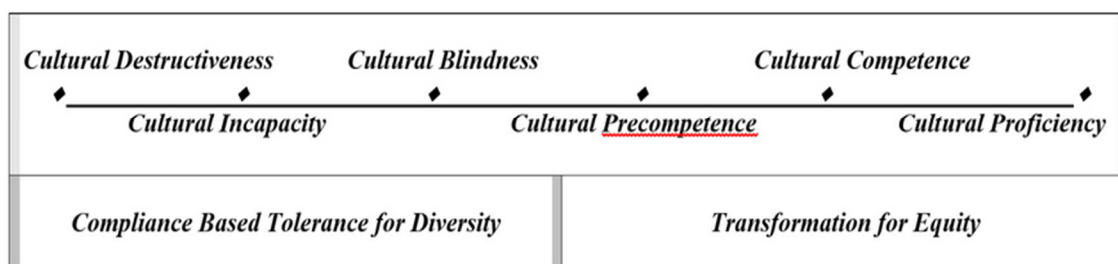

From these sessions emerged the B.E.S.T. framework—Build, Engage, Serve, Treasure—a concise and action-oriented structure designed to center equity, energize our campus community, and move from intention to implementation. This plan is a living blueprint, designed to be used—a guide to help every individual across the college ask: What should we be doing better, differently, or not at all? We are committed to an inclusive process that elevates the voices of all employee groups—especially classified professionals, whose perspectives and service are vital to student success. We set out to build a plan that is inspiring, equity-minded, and grounded in the shared belief that RCC should be a place where purpose, people, and possibility converge. The BEST Framework is also underpinned by the intensive work begun at the President's Leadership Team Plus Shared Governance Leads (PLT +) Retreat in Fall of 2024, where this group engaged in actively reviewing the goals, strategies, and activities of the sunsetting 2020-2025 strategic plan. This group provided impetus for setting intentions for the new planning cycle.

---

2 https://seriousplay.training/lego-serious-play/

At the heart of Riverside City College's 2025–2030 B.E.S.T. Strategic Plan is a commitment to Liberatory Consciousness—a transformative conceptual approach that empowers individuals and institutions to recognize, analyze, and dismantle systems of oppression while strengthening our structures through a lens of equity and social justice.[3] Drawing on the scholarship of Dr. Barbara Love and bell hooks, liberatory consciousness offers a four-part praxis of awareness, analysis, action, and accountability. RCC adopts this framework not simply as an abstract ideal, but as a practical lens for designing policy, pedagogy, support systems, and governance that interrupt historical inequities and advance justice.[4] We also build upon the cultural proficiency work of Randall and Delores Lindsey and Raymond D. Terrell, which was first introduced to our college community in three successive "train the trainer" cohorts beginning in 2017.[5] This early work opened up necessary conversations about re-orienting away from a student-deficit model to a student-centered model of learning and service by enabling us to identify where our college was on a cultural proficiency continuum—from cultural destructiveness to cultural pre-competence to cultural proficiency.

The Cultural Proficiency Continuum

Cultural Destructiveness	Cultural Blindness	Cultural Competence
Cultural Incapacity	Cultural Precompetence	Cultural Proficiency
Compliance Based Tolerance for Diversity		Transformation for Equity

This 2025-2030 strategic plan positions equity as a shared responsibility that lives within every goal, strategy, and operational process. (This principle is also known as Shared Equity Leadership, and is what guides RCC's 2025-2028 Student Equity Plan.) Liberatory consciousness reminds us to center the lived experiences of Black, Indigenous, Latinx, LGBTQIA+ and other historically marginalized groups, be they students or employees, while building institutional capacity for collective reflection, redesign, and sustained accountability. RCC's approach ensures that, by embedding this consciousness into every level of our work, from classroom practices to campus-wide operations and governance, we affirm that educational transformation begins with how we see, engage, and build community together.

---

3 Barbara Love, "Developing a Liberatory Consciousness," in *Readings for Diversity and Social Justice*, Maurianne Adams, Warren J. Blumenfeld, et al, eds., (New York: 2018), pp. 610-615.

4 bell hooks, *Teaching to Transgress* (Routledge, 1994)

5 Randall B. Lindsey, Kikanza Nuri-Robins, Raymond D. Terrell, Delores B. Lindsey, *Cultural Proficiency: A Manual for School Leaders*, 3rd ed. (Corwin Press, 2009)

Student voices have been instrumental in shaping this plan. Over the past few years, through projects like the Voice of the Student (2023), Equity Research Study (2024), and the Student Street Team surveys (2023), we've listened deeply. Students asked for clearer communication, more responsive support systems, improved access to mental health services, equitable access to tutoring, and visibility for learning communities. This plan reflects their feedback and speaks directly to their particular experiences at RCC.

The B.E.S.T. Plan is aligned with and complements RCC's Student Equity Plan (2025–2028), our Black Serving Institution Strategic Plan, and is fully compatible with the Seal of Excelencia Framework, supporting Latino student success through intentional leadership, data, and practice. It is also cross-walked with the strategic plans at our sister colleges—Moreno Valley College and Norco College—and is in direct alignment with the Riverside Community College District Strategic Plan and the Vision 2030 plan for California Community Colleges. With these alignments, we ensure that our goals, objectives, strategies, and equity commitments are not siloed, but systemic.

The planning process was robust and participatory, involving collaboration across:

Presidents Leadership Team	President's Leadership Team + (Managers, Faculty Leaders)
RCCAS Student Equity Committee Strategic Planning Workgroup	Educational Planning and Oversight Committee/Accreditation Steering Committee
Joint Deans—Academic Affairs, Student Services and Planning and Development	

We hope this plan evokes not only commitment but excitement. It's built for shared use, powered by shared purpose, and rooted in the belief that all of us—students, classified professionals, faculty, administrators—are both architects and stewards of the college's future. As we move forward, the B.E.S.T. Plan invites every member of the RCC community to participate in shaping a learning environment that is bold, equity-centered, and liberatory.

Shared Governance Presentations:

Riverside City College Academic Senate, May 12 and June 9, 2025
Riverside City College Student Equity Committee, September 5, 2025
Riverside City College Educational Planning and Oversight Committee, September 10, 2025
Riverside Community College District Strategic Planning Committee, September 19, 2025
Riverside Community College District Chancellor's Cabinet, October 13, 2025
Riverside Community College District Board of Trustees Committee meeting, November 1, 2025
Riverside Community College District, Board of Trustees meeting, November 18, 2025

President's Leadership Team:

Eric Bishop, EdD, Interim College President
FeRita Carter, PhD, Vice President, Student Services
Kristine DiMemmo, EdD, Vice President, Business Services,
Kristi Woods, PhD., Interim Vice President, Planning and Development
Lynn Wright, PhD. Vice President, Academic Affairs

Strategic Planning Workgroup:

John Adkins, Dean, Fine and Performing Arts
Jennifer Bielman, Administrative Coordinator, Business Services
Araceli Calderon, Associate Professor, Spanish
Courtney Carter, Associate Professor, Counseling
La Shonda Carter, Assistant Professor, Ethnic Studies
Thomas Cruz-Soto, Dean, Student Services
Herbert English, Dean, Counseling and Specially Funded Programs
Lorena Franco, Educational Resource Advisor
Adrienne Grayson, Associate Dean, Educational Partnerships
Casandra Greene, Curriculum Programs Coordinator
Melissa Harmon, Associate Professor, Chemistry
Jacqueline Lesch, Associate Professor, Library Services
Wendy McEwen, Dean, Institutional Research
Wendy McKeen, Associate Professor, Chemistry
Lorena Newson, Dean, College Equity, Inclusion and Engagement
Brandon Owashi, Director, Institutional Research
Thea Quigley, Associate Dean, Career and Technical Education
Jo Scott-Co, Riverside City College Academic Senate President, Associate Professor, English
Patrick Scullin, Associate Professor, Applied Digital Media
Mia Timme, Instructional Department Coordinator
Tammy Vanthul, Dean, School of Nursing
Natalie Vázquez, Professional Development Coordinator
Terry Welker, Administrative Manager, Library
Sharon Walker, Director, Academic Support
Al Weyant-Forbes, EOPS Specialist
Virginia White, Professor, Botany
Shari Yates, Dean, Career and Technical Education

Section II. Why BEST? Why now?

A. BEST Value Statement

Build. Engage. Serve. Treasure. Guided by equity-minded practices at key momentum points from application to graduation, this 2025–2030 Strategic Plan positions Riverside City College as a beacon of hope for our students while committing us to serve with excellence. Rooted in Liberatory Consciousness with a deep commitment to Servingness, this plan positions the college as a leader in equity-focused education and innovation. It envisions a vibrant community of scholars and leaders where individual dreams for academic achievement, career readiness, and economic mobility are not only supported, but fully realized. By integrating holistic student support, RCC will elevate enrollment and success for local high school graduates and returning learners while empowering them to thrive as technologically skilled, community-conscious global citizens of the 21st century.

B. Plan Development

This plan is the result of a collaborative and iterative process grounded in campus-wide engagement. Initial input was gathered during the October 2024 President's Leadership Team Plus (PLT+) retreat, where faculty, classified professionals, managers, and administrators identified key obstacles to success and also our most effective supports for our students. These insights were synthesized into strategies for improvement, which reflect our shared commitment to student-centered organizational transformation.

To ensure coherence and alignment with institutional priorities, the emerging strategies were mapped onto RCC's newly adopted BEST pillars—Build, Engage, Serve, and Treasure— which had been reviewed and endorsed by the Educational Program Oversight Committee, the President's Leadership Team, and the Riverside City College Academic Senate. To deepen our commitment to equity, justice, and student liberation, this strategic plan has been infused with Barbara Love's Liberatory Consciousness Framework. The dimensions of Awareness, Analysis, Action, and Accountability/Allyship provide an ongoing lens to evaluate how oppressive structures may impact student success and how we, as an institution, must respond.

Together, these elements reflect a holistic approach to institutional planning, reinforcing RCC's commitment to equitable student success, continuous improvement, and liberation-centered transformation.

C. B.E.S.T. Pillars, Objectives, and Strategies

Pillar I. Build [Relationships]: From Application to Enrollment
RCCD and Vision 2030 Goal Alignment: Equity in Access, Equity in Success, Equity in Support, Institutional Effectiveness

To build is to begin—with care, intention, and inquiry. This stage initiates the student's journey by forming authentic connections rooted in their identities, goals, and lived experiences. Through equity-centered onboarding, RCC asks the right questions and becomes aware of systemic barriers that impact access. We analyze how institutional practices shape student engagement and intentionally co-create supportive entry points. Building meaningful relationships early ensures every student is seen, heard, and equipped to pursue their path.

Objective 1: Clarify the onboarding process and provide academic planning guidance.

Strategies:
1.1 Ensure all incoming students complete a comprehensive Student Educational Plan.
1.2 Launch onboarding workshops focused on learning pathway and career selection.
1.3 Use Student Success Teams to contact every student at least twice per semester.
1.4 Promote full-time enrollment by explaining the financial and academic benefits of on-time completion.
1.5 Student Success Teams engaged in outreach and onboarding, including classified professionals and student peer mentors, gain an understanding of structural enrollment barriers affecting marginalized students.

Objective 2: Simplify and support the enrollment process.

Strategies:
2.1 Update a user-friendly student portal for application, orientation, and registration.
2.2 Digitize key processes and offer extended tech support during peak periods.
2.3 Use peer mentors and targeted outreach to support applicants through the enrollment process.
2.4 Conduct equity audits of onboarding and enrollment processes and revise based on disaggregated student feedback.

Pillar 2: Engage [Connecting to the College]: First-Year Experience
RCCD and Vision 2030 Goal Alignment: Equity in Support, Institutional Effectiveness, Resources

Engagement is the heartbeat of belonging. RCC fosters dynamic student connections with peer mentors, college employees, and programs and services through a reimagined first-year experience. We remain aware of the isolation often faced by historically excluded students and take intentional action to build bridges of trust and solidarity. Engagement at RCC is about cultivating identity, sparking curiosity, and laying the foundation for long-term academic and personal success through culturally responsive, community-driven practices.

Objective 3: Create a connected first-year experience.

Strategies:
3.1 Assign student success teams (peer mentors, educational resource advisors, counselors, faculty advising and student support coordinator) to all first-year students.
3.2 Routinize Standard of Care practices for communication with students regarding advising, tutoring, instruction, peer mentor interactions at high-impact moments throughout each term (e.g., midterms, career, transfer, registration).
3.3 Develop interactive Learning Pathways by linking students with faculty, alumni, and employers.
3.4 Develop enriching and identity-affirming mentoring programs and launch restorative healing practices.

Objective 4: Foster a sense of belonging and support.

Strategies:
4.1 Engage in culturally proficient and liberatory support practices for students.
4.2 Effectively utilize Pathways Engagement Centers and Academic Support Program Engagement Centers to host monthly themed events affirming student "college-going" identity and to operate has a hub to provide support for student success.
4.3 Increase professional learning for faculty, student peer mentors, tutors, and study group leaders to create inclusive, student-centered classrooms.

Pillar 3: Serve [Key Momentum Points]: 24+ Units Through Completion
RCCD and Vision 2030 Goal Alignment: Equity in Access, Equity in Success, Equity in Support, Institutional Effectiveness

To serve is to honor student journeys through responsive planning and continuous support. At this stage, RCC recognizes how systemic inequities can derail student progress and actively analyzes where those barriers lie. In response, we take action by aligning resources, refining structures, and removing friction from the student experience. By co-creating liberatory learning environments, RCC ensures students not only persist but thrive on their way to degree completion, transfer, and career success.

Objective 5: Support students at key momentum points through completion of degrees, certificates, and transfer.

Strategies:
5.1 Ensure every student has an ADT/CSU-IGETC program map and receives regular Student Educational Plan updates.
5.2 Through strategic enrollment management, build a student-centered class schedule that supports full-time progress to completion.
5.3 Increase 1st-year Math and English completion through learning communities, co-requisite support, and quality teaching.
5.4 Regularly assess disaggregated student data to identify systemic barriers to progress, particularly for Black/African American students due to persistent disproportionate impacts in KPIs.

Objective 6: Provide real-world learning opportunities.

Strategies:
6.1 Expand career-relevant experiential learning opportunities into each Learning Pathway.
6.2 Institutionalize coordination of internships, student employment, and employer partnerships.
6.3 Develop "earn while you learn" opportunities for students to research institutional equity gaps and propose liberatory solutions; as well as to participate in service through community-based organizations, and discipline-based summer research opportunities.

Pillar 4: Treasure [the Experience]: Transformative, Inclusive, Celebrated
RCCD and Vision 2030 Goal Alignment: Equity in Support, Institutional Effectiveness, Resources

Treasure represents the culmination of transformation—where equity, excellence, and joy intersect. RCC affirms student identity, celebrates lived experience, and upholds a standard of care that reflects deep institutional accountability. Through liberatory teaching, holistic support, and visible recognition of achievement, we foster a campus culture where students and employees feel valued and inspired. To treasure is to lead with love, allyship, and the conviction that every student's journey matters.

Objective 7: Deliver engaging, contextualized learning.
Strategies:
7.1 Implement a student success module, course, or workshop in each Learning Pathway.
7.2 Pair courses into learning communities to promote deeper learning.
7.3 Support faculty development with professional learning regarding liberatory outcomes in curriculum, student support, and institutional service.
7.4 Launch a "Liberatory Teaching & Service Certificate" for faculty and classified professionals focused on anti-oppressive pedagogy and identity-affirming practices.

Objective 8: Care for the whole student.
Strategies:
8.1 Actively communicate how to access all campus services, highlighting resources/grants for those facing housing and food insecurity, those with transportation challenges, and those with demonstrated need for book vouchers and other types of aid.
8.2 Extend student service hours into evenings and weekends.
8.3 Launch family engagement and celebration events that affirm student belonging and promote success.
8.4 Implement a regularly updated campus-wide equity scorecard and require Student Equity Impact Statements for all major college initiatives.

Objective 9: Foster holistic employee well-being.
Strategies:
9.1 Create a supportive and nurturing environment that addresses the physical, emotional, mental, and professional well-being of all employees.
9.2 Develop and promote practices that foster an environment of effective communication throughout the college.
9.3 Identify and promote shared principles and practices that center respect and understanding of the value of human capacity.
9.4 Curate service area operational plans, desk manuals, supervision models, and collaborative recommendations for efficiency and heightened employee morale.

Section III. Laying the Foundation — Institutional Capacity and Infrastructure for Implementation

The successful implementation of Riverside City College's 2025–2030 B.E.S.T. Strategic Plan requires a coordinated investment in the systems, structures, and practices that sustain long-term, equity-centered transformation. These foundational elements are not additional goals. These are the enabling conditions that support every strategy within the B.E.S.T. framework.

The implementation of this plan calls on us to move from awareness and analysis to action and collective accountability. It equips us to effectively utilize our institutional and organizational capacity to challenge conformity, shift power dynamics, and build a more just and inclusive college through a lens of liberatory consciousness.

This foundational aspect of the B.E.S.T. Plan includes a holistic view of budgeting practices, inclusive decision-making structures, support for culturally affirming spaces, technology that supports adaptability, leadership, and preparation of RCC students across fields of study. The plan also embeds transparent communication systems, and a professional development plan that is aligned with each strategy. Within our organizational infrastructure, RCC ensures that equity is not only aspirational—but operational. The following infrastructure domains express our institutional capacity to ensure that our commitment to transformation is not person-dependent but systemically embedded across all areas of the college.

1. Budget and Financial Accountability

RCC aligns financial planning and budget transparency with our strategic goals, student equity metrics, and with Vision 2030 goals of equity in access, equity in support, and equity in success.

Strategies:

- **Equity-Based Budgeting**: Align annual resource allocations to support student success metrics and equity-focused KPIs.
- **Transparent Budget Communication**: Publish quarterly budget transparency reports connecting expenditures to strategic goals.
- **Budget Alignment Audits**: Conduct annual internal audits to verify spending alignment with B.E.S.T. outcomes.
- **Fiscal Professional Development**: Offer annual training in equity-driven budgeting and resource development.

2. Facilities and Campus Environments

Campus spaces reflect our commitment to access, belonging, and care for all students and employees.

Strategies:

- **Strategic Facilities Planning**: Annually assess space assignments to align with strategic priorities (e.g., Engagement Centers, First-Year Experience).
- **Inclusive Space Management and Maintenance**: Embed equity and justice principles in space planning, design, maintenance and allocation processes.

3. Technology Services and Innovation

RCC maintains, develops, and attains technology systems and software applications that bridge digital equity gaps, enable effective instruction and operations, and foster innovation.

Strategies:

- **Technology Equity Plan**: Conduct annual audits and expand student/staff access to needed devices, software, and Wi-Fi.
- **Smart Learning & Work Environments**: Implement phased upgrades for classrooms and offices with equity-minded tools and infrastructure.
- **Educational Technology Innovation**: Foster continuous improvement in teaching and learning tools, including guidance on ethical, equity-minded use of generative AI.
- **Sustainability in Technology**: Implement energy-efficient and low-waste technology practices to support RCC's environmental goals.
- **Integrated Ticketing System**: Launch a centralized work-order platform prioritizing support aligned with student and instructional needs.

4. Communication, Storytelling, and Engagement

Equity-centered and culturally-proficient storytelling unites our campus around a shared purpose. Clear, inclusive communication cultivates trust, clarifies our collective mission, sustains momentum, and anchors accountability for the B.E.S.T. Plan.

Strategies:

- **Strategic Communication Calendar**: Create an annual calendar with regular BEST updates, milestones, and celebration events.
- **Equity-Centered Messaging**: Develop a BEST Communications Style Guide focused on inclusive, student-affirming language.
- **Multi-Modal Platforms**: Use email, SMS, social media, app notifications, and print to reach members of the college community.
- **Narratives for Impact**: Highlight student and employee success through digital storytelling and campus-wide events tied to B.E.S.T. goals.

- **Feedback & Engagement Loops**: Host town halls, surveys, and focus groups to gather community input and respond to evolving needs.
- **Community Partnerships**: Deepen collaboration with local organizations to expand access to technology, internships, and community-based learning.

5. Professional Development Across Employee Roles

Riverside City College Professional Learning Strategy

The 2025–2030 Professional Learning Strategy is designed to build the internal capacity required to achieve the college's strategic priorities by enhancing employee skills, expanding knowledge, and fostering collaborative relationships that support student success. The strategy focuses on four core competency areas that reflect the most pressing needs across institutional priorities:

1. Equity-Centered Leadership & Service – Developing the knowledge and skills to lead inclusively, deliver culturally responsive service, and foster student belonging.
2. Equity Data Literacy – Building the capacity to interpret and act on disaggregated data to close equity gaps and improve outcomes.
3. Collaborative Problem Solving – Strengthening cross-functional coordination to redesign systems, improve onboarding, and streamline student support.
4. Change Readiness & Innovation – Equipping employees to navigate institutional transformation, adopt new technologies, and sustain continuous improvement.

Each B.E.S.T. goal is supported by strategies that require targeted learning and skill-building across roles. This Professional Learning Strategy transforms RCC's B.E.S.T. Strategic Plan from a vision into actionable pathways for growth. By connecting each strategic initiative to specific learning needs, RCC ensures that every employee is prepared to lead change, eliminate barriers, and create a culture where students—and those who serve them—can thrive. This approach reinforces professional learning not as a supplement to strategy, but as its foundation.

The table below summarizes the professional development needed to implement each strategy and identifies the aligned focus area.

Professional Learning Alignment with Strategic Plan

Strategic Goal	Objective	Professional Development Needed	Focus Area
Build	1. Provide clear onboarding and academic guidance	Culturally responsive onboarding, equity-minded counseling, structural barrier training for success teams, and identity-affirming communication techniques.	Equity-Centered Leadership & Service
Build	2. Simplify and support the enrollment process	Process mapping, peer mentor training, digital onboarding tools & tech support skill-building, equity audit & data-to-action translation	Collaborative Problem Solving
Engage	3. Create a connected first-year experience	Standard of care practices, cross-role collaboration, equity-based mentoring & identity-affirming practices, and restorative & healing-centered strategies	Equity-Centered Leadership & Service
Engage	4. Foster a sense of belonging and support	Inclusive pedagogy, student-centered event planning, and engagement center programming & facilitation skills	Equity-Centered Leadership & Service
Serve	5. Support student momentum and completion	Disaggregated data analysis, equity-centered program mapping, curriculum redesign, student progress tracking	Equity Data Literacy
Serve	6. Provide real-world learning opportunities	Employer and community partnerships, applied learning design, equity-centered research mentoring, and career-aligned pedagogy..	Collaborative Problem Solving
Treasure	7. Deliver engaging, contextualized learning	Liberatory instructional design, employee liberatory pedagogy certificates, Center for Teaching & Learning programming, high-impact, equity-focused teaching & service practices	Change Readiness & Innovation
Treasure	8. Care for the whole student	Basic needs communication strategies, Student Equity Impact Statement development training, campus equity dashboards	Equity-Centered Leadership & Service
Treasure	9. Foster holistic employee well-being	Supervisory coaching, operational planning (desk manuals, succession plans), employee wellness, and equity-minded workplace culture.	Change Readiness & Innovation

Section IV. Key Performance Indicators by Objective

Objective 1 KPIs: Provide clear onboarding and academic guidance.

- % of first-time students with a completed comprehensive Ed Plan within first term
    - Baseline Fall 2023 is 47.0%
    - Increase % by 5% each year over 5 years for a target of 75%
- % of new students attending onboarding workshops
    - Current workshops are through the Promise Program – 25% of first-time students
    - Summer 2026 add additional workshops with a target of 40% of first-time students increasing 5% each year to a target of 60%
- % of students contacted at least twice per term by Success Teams
    - No current baseline (because we don't have a tracking system – Element 451 will enable this)
    - Goal for 2026-2027 is 50% of students contacted at least twice per semester and increase by 5% a year over 5 years for a target of 75%
- Increase in full-time enrollment rate (12+ units) for first-time students
    - Baseline Fall 2024 is 36% of first-time students were enrolled full-time
    - Increase by 3% a year over 5 years to a target of 51%
- % of onboarding staff and mentors completing equity and barrier-awareness training
    - No current baseline – training is in development
    - Target is 75% complete training

Objective 2 KPIs: Simplify and support the enrollment process.

- User satisfaction rating of the student portal (measured via short surveys)
    - No current baseline – survey in development
- % of enrollment processes digitized and accessible
    - No current baseline – processes in development
- # of peer mentor interactions during peak enrollment periods
    - No current baseline (because we don't have a tracking system – Element 451 will enable this)
    - Goal to be determined in partnership with Student Success Team contact goals
- Completion rate of onboarding equity audits
    - No current baseline – process is in development
- % of enrollment and orientation changes implemented based on disaggregated student feedback
    - No current baseline – process is in development

Objective 3 KPIs: Create a connected first-year experience.

- % of first-year students assigned to a Student Success Team
  - No current baseline (because we don't have a tracking system – Element 451 will enable this)
  - <u>Goal is 100% of first-time students assigned to a Student Success Team</u>
- % of first-year students using advising or tutoring services by midterms
  - No current baseline (because we don't have a tracking system – Element 451 will enable this)
  - <u>Goal for 2026-2027 is 50% of students contacted at least once by Student Success Teams or participate in tutoring and increase by 2% a year over 5 years for a target of 60%</u>
- # of engagement events connecting students with faculty, alumni, and employers
  - No current baseline – processes are in development
- % of students enrolled in identity-based mentoring programs
  - No current baseline – program is in development
- # of racial healing sessions held and participation rates
  - No current baseline – program is in development

Objective 4 KPIs: Foster a sense of belonging and support.

- # of monthly Engagement Center events held per term
  - No current baseline – program is in development
  - <u>Target is 3/month for each EC</u>
- Attendance and satisfaction scores for identity-affirming events
  - No current baseline – program is in development
- % of faculty and staff completing inclusive classroom practices PD
  - No current baseline – program is in development
- Student survey results indicating increased sense of belonging
  - No current baseline – program is in development

Objective 5 KPIs: Support student momentum and completion.

- % of students with up-to-date Ed Plans each semester
  - No current baseline – baseline is overall completion of SEP, not by semester
  - <u>Goal is to have every EC check in with students twice a semester and complete an updated Ed Plan as needed. Estimated 25% each semester based on goal / program changes.</u>

- % of students completing 24+ units within their first year
  - Baseline Fall 2024 is 36% of first-time students were enrolled full-time
  - <u>Goal is to have 50% of students completing at least 24 units in first year</u>
- % of first-time students completing transfer-level Math and English in Year 1
  - Baseline 2023-2024 is 19.5%
  - <u>Increase by 3% a year to 35%</u>
- # of active learning communities per term
  - No current baseline – program is in development
- Frequency of disaggregated student success data review and related action plans
  - No current baseline
  - <u>Goal is every year by every discipline – part of Program Review</u>

Objective 6 KPIs: Provide real-world learning opportunities.

- # of students completing internships, job shadows, or applied projects
  - No current baseline. Element 451 will help us with this tracking
- % of programs integrating experiential learning into their pathway
  - No current baseline – program is in development
  - <u>Target is 65% of programs</u>
- # of employer or community partnerships maintained or added per year
  - No current baseline – program is in development
- # of paid student researchers engaged in equity-focused projects
  - Summer 2025 baseline of 120 students (NSF grant)
  - <u>Goal is 300</u>

Objective 7 KPIs: Deliver engaging, contextualized learning.

- # of students enrolling and completing a success course per Learning Pathway
  - No current baseline – program is in development
  - <u>Target is 200 students per pathway</u>
- # of learning communities integrating paired or contextualized courses
  - No current baseline – program is in development
- % of instructional faculty engaged in liberatory-focused PD
  - No current baseline – program is in development
  - <u>Target is 75% of full-time faculty</u>
- # of faculty and staff earning the Liberatory Teaching & Service Certificate
  - No current baseline – program is in development
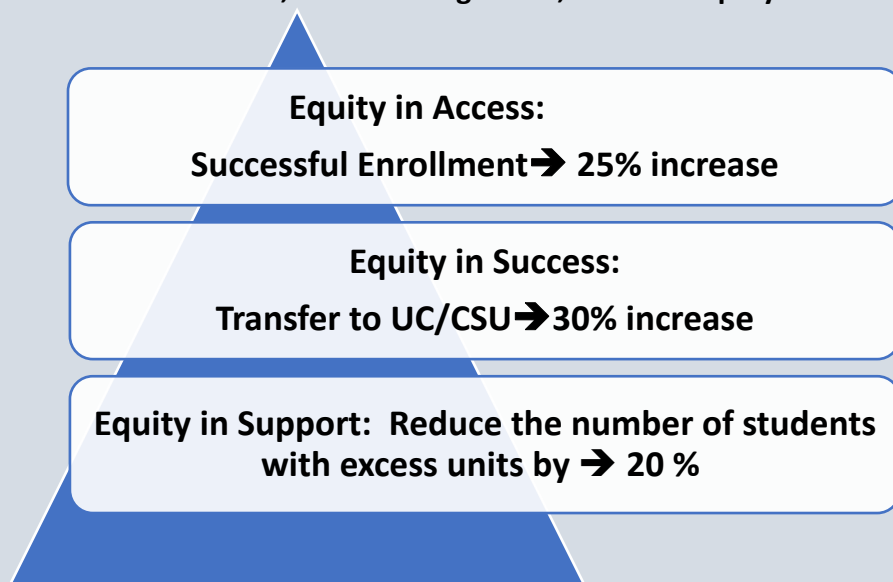 - <u>Target is 10 per year</u>

Objective 8 KPIs: Care for the whole student.

- # of students accessing basic needs services (housing, food, emergency funds)
  - 2156 (2024-2025 Baseline)
  - Target is 4000
- Increase in utilization of student services during evening/weekend hours
  - No current baseline. Element 451 will help us with this tracking
- # of family engagement or celebration events held per year
  - No current baseline. Element 451 will help us with this tracking
- Campus-wide Equity Scorecard completion and annual publication rate
  - No current baseline – program is in development
- % of institutional proposals with a completed Student Equity Impact Statement
  - No current baseline – program is in development

Objective 9 KPIs: Foster holistic employee well-being.

- Develop a mentor program to support new employees, serving % each year
  - No current baseline – program is in development
  - Target is 75% new employees/year
- Develop a repository of operational and desk plans for future succession planning
  - No current baseline – program is in development
- Promote additional professional development opportunities
  - No current baseline – program is in development
- Increase communication and opportunities to promote well-being
  - No current baseline – program is in development

KPI Goal Alignment with Vision 2030, RCCD Strategic Plan, Student Equity Plan:

Equity in Access:

Successful Enrollment➜ 25% increase

Equity in Success:

Transfer to UC/CSU➜30% increase

Equity in Support: Reduce the number of students with excess units by ➜ 20 %

Section V: Implementation Process and Continuous Improvement

To ensure coherent execution and alignment with institutional priorities, the Strategic Planning Workgroup adopted a coordinated implementation structure grounded in RCC's B.E.S.T. pillars, and Barbara Love's Liberatory Consciousness Framework. These frameworks collectively guide cross-council collaboration, define accountability structures, and establish a shared standard for equity-centered planning and student support. The Liberatory Consciousness Framework ensures that decisions, resource allocation, and evaluation processes consistently advance equity and dismantle barriers to student success. Together, these structures move the institution from traditional approaches toward intentional, coordinated, and measurable strategies that improve student momentum, persistence, and completion.

A. Annual Strategic Planning Retreat

Implementation of the 2025–2030 B.E.S.T. Strategic Plan will follow an annual, reflective, data-informed, and context-responsive cycle led by the Governance, Effectiveness, Mission, and Quality (GEMQ) Leadership Council. Each year, GEMQ will convene a college-wide Strategic Planning Retreat to review institutional progress, assess implementation effectiveness, and identify priorities for the next cycle.

This annual review process will include:

- A comprehensive assessment of Key Performance Indicators aligned to B.E.S.T. goals
- Analysis of Student Equity Plan targets, District standards, and Vision 2030 metrics
- Review of disaggregated data and student-experience feedback
- Assessment of implementation progress across councils, committees, and programs
- Identification of emerging opportunities, challenges, and innovation needs

Following the retreat, GEMQ will forward recommended priorities to the Educational Program Oversight Committee (EPOC) for review and approval, ensuring transparent decision-making within shared governance.

B. Contextual Considerations

While defined metrics and strategic priorities guide implementation, RCC recognizes the importance of responsiveness and adaptability. Annual planning will account for:

- **Institutional context** and lessons from previous planning cycles, including persistent equity gaps and areas of acceleration
- **Socio-political and demographic shifts**, including legislative and workforce trends
- **Legislative, budgetary and economic conditions** at the district, state, and federal levels
- **Post-pandemic learning**, including access, student well-being, and technology equity
- **Strategic agility**, enabling RCC to respond to new challenges, opportunities, and innovations

This structured-yet-flexible model ensures the B.E.S.T. Plan remains a living framework—guided by data, grounded in equity, and responsive to student needs and institutional realities. Ultimately, this cycle reflects our collective responsibility to build, engage, serve, and treasure our diverse college community while advancing student success through intentional, equity-centered action.

C. Shared Governance Structures and Processes for Implementation

The implementation of the B.E.S.T. Strategic Plan is a collective, cross-functional responsibility that engages RCC's shared governance ecosystem. Each body plays a distinct role in ensuring that equity-centered strategies are advanced, resourced, and evaluated. The **Strategic Planning Leadership Councils** provide vision and structure for plan alignment and oversight. The annual and comprehensive **Program Review and Plan (PRaP/CPRaP)** and the **Prioritization Process** guide data-informed resource allocation aligned with strategic priorities. The **Student Equity Committee**, **Guided Pathways Committee**, and **Student Success Teams** help embed equity and servingness into student-facing structures and initiatives. Engagement spaces such as **Pathways Engagement Centers** and **Cultural and Affinity Engagement Centers** serve as hubs for relational support and inclusive outreach. The **Department Leadership Committee**, **Academic Senate**, and **Joint Deans meetings** ensure faculty and instructional leadership are engaged in implementation and curriculum alignment. The **President's Leadership Team** and **Associated Students of Riverside City College** ensure that executive direction and student voice remain central to planning, implementation, and iterative review.

Conclusion: A Call to Action

The 2025–2030 B.E.S.T. Strategic Plan is not simply a document—it is a declaration. It signals our shared commitment to build an institution rooted in equity, driven by innovation, and inspired by the voices of those we serve. This plan belongs to all of us: students, classified professionals, faculty, and administrators alike. Together, we will hold ourselves accountable—not only for what we achieve, but for how we listen, learn, and lead. The future we envision is not theoretical; it is possible. And the fruit of this labor will be measured in lives transformed, communities empowered, and a college that leads with both courage and care. Let this plan guide us—and ground us—as we build, engage, serve, and treasure every member of the RCC community.

Appendices

Appendix A:
Alignment of BEST Strategies with Student Equity Plan (SEP) Metrics and Vision 2030 Outcomes

BEST Objective	Relevant SEP Metrics	Vision 2030 Outcomes	Notes for KPI Integration
1. Onboarding & First-Year Experience	Successful Enrollment, Persistence (First to Second Term), Transfer-Level Math/English	Outcome 4: Student Participation, Outcome 1: Completion	Track DI disaggregated persistence rates and math/English completion in first year.
2. Teaching & Learning Excellence	Completion (Degrees/Certs), Transfer-Level Completion	Outcome 1: Completion, Outcome 2: Baccalaureate Attainment	Use course success and completion rates by DI group, and success in gateway courses.
3. Integrated Student Support	Persistence, Completion, Financial Aid Access	Outcome 1 & 5: Completion & Financial Aid	Measure increase in FAFSA/CA Dream Act completion and persistence by DI group.
4. Career & Transfer Pathways	Completion, Transfer	Outcome 2 & 3: Baccalaureate Attainment, Workforce Outcomes	Include metrics on ADT completion, transfer rates, and earning a living wage.
5. Equity-Minded Teaching Practices	Transfer-Level Math/English, Course Success Rate	Outcome 1: Completion	Use disaggregated course success rates and term GPA of DI students.
6. Financial & Basic Needs Support	Financial Aid Access, Persistence, Completion	Outcome 5: Financial Aid, Outcome 3: Workforce Outcomes	Track student access to aid and completion with basic needs support interventions.
7. Culturally-Responsive Engagement	Persistence, Completion, Student Voice	Outcome 4: Participation, Outcome 1: Completion	Integrate student climate and engagement surveys with disaggregated equity data.
8. Data-Driven Improvement	All SEP metrics, Disproportionate Impact analyses	Outcomes 1–6	Institutional dashboards tracking progress on DI gaps and outcomes metrics from Vision 2030.
9. Systemwide Liberatory Practices	All DI Populations across SEP Metrics	All Vision 2030 Outcomes	Align with broader structural equity goals; track policy impact on equity gaps.

Appendix B:

B.E.S.T. KPI Alignment with Vision 2030 and District Strategic Plan

BEST Pillar	RCC Strategy Focus	Vision 2030 Alignment	District Strategic Plan Alignment	Aligned KPIs
Build	Onboarding, enrollment equity, comprehensive Ed Plans, tech-enabled processes	Equity in Access + Success; Strategic Direction: Future of Learning	Increase in full-time enrollment, onboarding effectiveness, Ed Plan completion	FT enrollment rates, % with Ed Plans, % completing onboarding, user satisfaction with portal
Engage	First-year experience, student success teams, engagement centers, identity-based mentoring	Equity in Support; Focus on Identity-based engagement & Dual Enrollment	Sense of belonging, tutoring and advising usage, engagement event participation	% assigned to Success Teams, % accessing support, survey on belonging, racial healing events
Serve	Progress monitoring, learning communities, experiential learning, career alignment	Equity in Success; Focus on Baccalaureate attainment, workforce outcomes	Transfer-level Math/English in Year 1, 24+ unit completion, pathway-based experiential learning	% completing 24+ units, % Math/English completion Year 1, # of internships/externships
Treasure	Liberatory teaching, inclusive culture, holistic student support, staff well-being	Equity in Support; Climate and wellness, holistic support, inclusive teaching	Equity scorecard use, faculty PD, student basic needs, institutional transparency	# of students in success courses, % of inclusive PD completions, equity impact statements

Appendix C:

Objective and Strategy Alignment

Objective #	Strategy Focus	Vision 2030 Alignment	District Strategic Plan Alignment
Objective 1	Onboarding and Ed Plans	Equity in Access	Student onboarding and Ed Plan completion
Objective 2	Simplified enrollment and tech tools	Equity in Access; The Future of Learning	Digitization, enrollment simplification
Objective 3	First-Year Experience and Success Teams	Equity in Support	First-year experience and advising access
Objective 4	Belonging and identity-based supports	Equity in Support	Sense of belonging, mentoring, identity affirmation
Objective 5	Momentum and transfer-level completion	Equity in Success	Math/English completion Year 1, program mapping
Objective 6	Experiential and career learning	Equitable Workforce and Economic Development	Internships, job shadowing, pathway alignment
Objective 7	Liberatory pedagogy and student success courses	Equity in Success and Support	Instructional innovation, inclusive PD
Objective 8	Basic needs, family engagement, equity tools	Equity in Support; Climate & community wellness	Student services access, equity scorecard use
Objective 9	Employee well-being and supportive environments	Equity in Support; Staff and systems care	Professional development, morale, operational consistency

Appendix D:

Leading in Ethical and Equity-Minded Use of Generative Artificial Intelligence

Riverside City College recognizes that the future of higher education is being shaped by rapid advancements in generative artificial intelligence (AI)**.** In alignment with Vision 2030 Strategic Direction 3**,** actions 12a-12c, RCC will take a leading role in responsible, equitable, and innovative use of AI in service to teaching, learning, professional development, and institutional operations.

Grounded in our values of equity, justice, and servingness**,** we are committed to developing policies and practices that ensure AI enhances—not replaces—human connection, educational integrity, and cultural relevance.

Strategic Commitments:

1. **Student Empowerment and Digital Equity**
   - Ensure all students have equitable access to AI tools, literacy, and support through device loans, digital skill development, and inclusive design**.**
   - Embed AI literacy and critical thinking into first-year experience curriculum **and** Learning Pathways**.**
   - Promote student creativity, inquiry, and ethical awareness when using generative tools.
2. **Faculty and Staff Development**
   - Launch a Liberatory Teaching & Innovation Certificate that includes AI applications in pedagogy, assessment, and academic integrity.
   - Host cross-role learning labs to explore the use of AI in teaching, service, and administrative tasks.
   - Support employees in reimagining workflows to reduce administrative burden and increase student-facing and service time.
3. **Institutional Effectiveness and Innovation**
   - Pilot smart analytics and generative AI tools within:
     - Student Success Teams (e.g., nudging, predictive advising),
     - LMS-integrated learning support (e.g., tutoring chatbots),
     - Business process improvements (e.g., document automation, grant writing support).
   - Establish an AI Advisory Taskforce to ensure ethical review, risk assessment, and continuous feedback from campus stakeholders.
   - Ensure data privacy, algorithmic transparency, and accountability in all AI implementations.

Vision 2030 Action	RCC Strategic Alignment
12a: Improve the student experience through AI and smart analytics	First-Year Experience redesign, Student Success Teams, integrated tech platforms
12b: Modernize infrastructure for online education and faculty	Smart classrooms, LMS integration, faculty AI training
12c: Analyze AI's impact and update policy/practices	RCC AI Taskforce, policy review, professional learning, digital equity efforts

Appendix E:
Operationalizing the BEST Strategic Plan through Participatory Governance

This provides an at-a-glance guide to how Riverside City College's 2025–2030 BEST Strategic Plan is embedded within the college's shared governance and planning structure. It is designed to support leadership council members in understanding their roles in strategy implementation and continuous improvement.

Leadership Council Responsibilities by BEST Pillars

BEST Pillar	Relevant Objectives	Primary Council	Supporting Councils	Key Operational Tasks
Build	Objectives 1 & 2	Student Access & Support (SASLC)	GEMQLC, RDASLC	Clarify onboarding; monitor, assess, and evaluate tech-based tools for enrollment and Ed Plans
Engage	Objectives 3 & 4	Teaching & Learning (TLLC)	SASLC, GEMQLC	Monitor, assess, evaluation and support first-year experience and standard of care; supports expansion of mentoring and identity-affirming student engagement
Serve	Objectives 5 & 6	Teaching & Learning (TLLC)	RDASLC, SASLC	Track momentum metrics; support development of internship and service learning, academic learning communities, career pathways
Treasure	Objectives 7, 8, 9	Governance, Effectiveness, Mission & Quality (GEMQLC)	RDASLC, SASLC	Monitor, assess, and evaluate liberatory practices, professional development, and institutional well-being