

Strategic Planning Report Card

An Equity minded Strategic Plan:

Centering Student Success through Liberatory Consciousness and Servingness

Introduction

Riverside City College's 2025-2030 Strategic Plan was approved by the RCCD Board of Trustees in November, 2025. This is the first annual report card for the Riverside City College 2025-2030 Strategic Plan. It shares the college's work over the previous year, and progress made towards strategic goals. This annual report includes The Strategic Plan metrics and additional metrics informing planning conversations. In addition to this report card, RCC's [Quick Facts](#) provide enrollment information and other key metrics for each Fall term.

Build, Engage, Serve, Treasure

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.

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, is what guides RCC's 2025-2028 Student Equity Plan.) Liberatory consciousness reminds us to center 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.

PILLAR 1: Build [Relationships]: From Application to Enrollment

To build is to begin with care and intention. With equitable access in mind, from the student's first inquiry to their first day of class, we routinely assess the application and enrollment process. Our student success teams honor students' stories, strengths, and aspirations as they provide clear communication and supportive guidance from the time a student first applies to RCC. We recognize that with early, authentic connections as the foundation of equity enrollment, our students gain confidence in their decision to begin their academic journey at RCC.

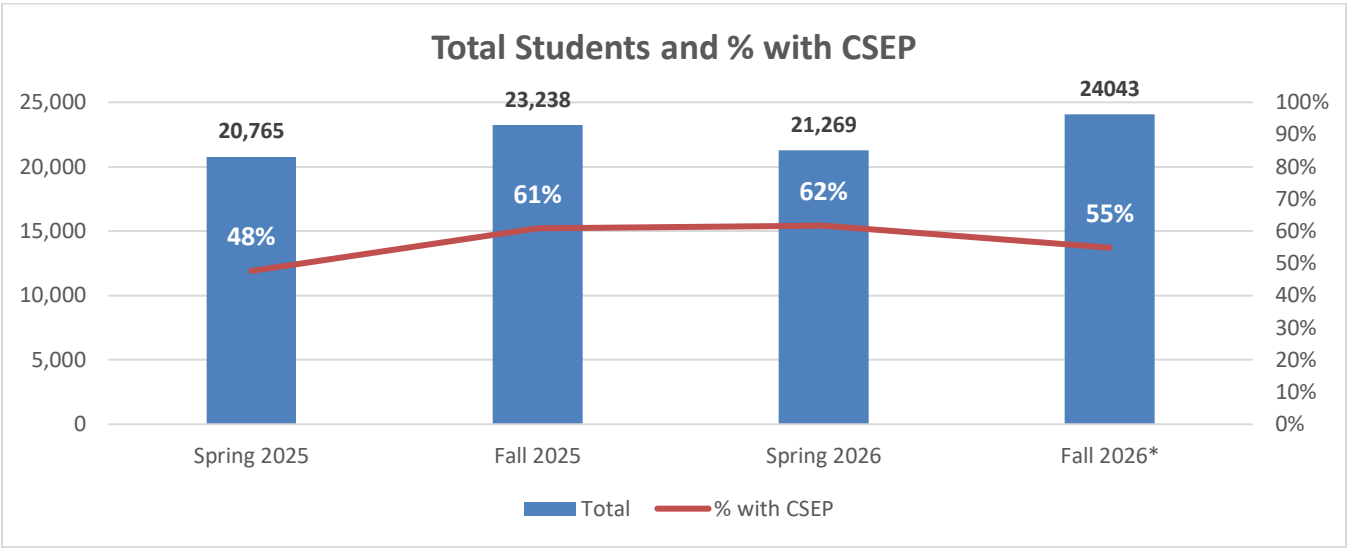
Objective 1: Provide clear onboarding and academic guidance

STRATEGIES

1.1 Ensure all incoming students complete a comprehensive Student Educational Plan.

With this new strategic planning cycle, the Student Success Teams assigned to the Pathway and Affinity Engagement Centers throughout campus have created a workplan with the primary goal of increasing the percentage of students with completed Comprehensive Student Educational Plans (CSEP). Dedicated CSEP appointments within the counseling departments enhance our ability to meet the goal.

Baseline: 47% (Fall 2023’s average)
Goal: Increase by 5% each year for a goal of 75% Comprehensive SEP completion



Source: Engagement Center Power BI Dashboard for CSEP and Datamart for Totals. Fall 2026 Student Total is preliminary as of Sep 2, 2026

1.2 Launch onboarding workshops focused on learning pathways and career selection.

Onboarding workshops are one of the new strategies developed to strengthen access for new students. The current process for onboarding was intentionally designed for the Promise Program Summer Experience. About 25% of first-time students participate in this annual summer program. The college is committed to extending onboarding workshops into high schools to support this strategy.

Baseline: 25% (Fall 2025)
Goal: Target of 40% of first-time students increasing 5% each year to a target of 60%

In Summer 2026, over 1,600 students participated in the week-long Promise Program orientation. This represents over 35% of incoming first-time students. As we move into Fall 2026, lessons learned from this program will be expanded to include all first-time students.

1.3 Use Student Success Teams to contact every student at least twice per semester.

This strategy is a key component of our Standard of Care. All students will be assigned to a The Student Success Teams and Academic Pathway-Engagement Centers for the purpose of building connecting through actively

outreach to students. Fall 2025 clarification meetings were held across the college and the district regarding the mission, purpose and expectations of the Standard of Care model for Student Success. Implementation is beginning in Spring 2026 with refinement of the process for assigning student to Student Success teams, the development of the Educational Resource Advisor workplan, and the preliminary introduction of a technology tool-- Element 451 – which will allow for robust tracking of student contacts across the college.

Baseline: No current baseline (Element 451 will enable tracking)

Goal: 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%

Total Unique Student Contacts by Semester

Race / Ethnicity	Spring 2025	Fall 2025	Spring 2026
African-American	943	1,062	1,082
American Indian	23	21	30
Asian	732	759	792
Hispanic	7,020	7,975	8,155
Unknown	79	82	99
Pacific Islander	23	31	21
Two or More	465	526	548
White	1,207	1,398	1,415
Total	10,492	11,854	12,142

Source: A+ and SARS Reports

1.4 Promote full-time enrollment by explaining the financial and academic benefits of on-time completion.

Full-time enrollment is a leading indicator of student success. We acknowledge that there are myriad factors that affect a student’s decision regarding full or part-time status. Also, we know that students move in and out of full-time status. Our goal is to provide the awareness of the potential immediate and long-term impact of full-time enrollment to those students that have the capability to increase course enrollments while continuing to offer holistic guidance and support to students across all enrollment patterns. The graph below shows the full-time enrollment for first-time RCC students over time.

Baseline: Fall 2024: 39% of first-time students were enrolled full-time.

Goal: Increase by 3% a year over 5 years to a target of 54%



Source: Guided Pathways PowerBI Dashboard

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.

RCC's equity training program has not yet been developed.

Baseline: No current baseline – training is in development

Goal: Target is 75% complete training

Objective 2: Simplify and support the enrollment process

The Strategic Plan is a 5-year plan. Implementation of some of the strategies and objectives are not beginning this first year. Many of the strategies for Objective 2 will be implemented later in the five-year strategic planning cycle. Thus, some of these objectives do not have a current baseline or goal as they rely on technology support that will need to be collaboratively facilitated.

STRATEGIES

2.1 Update a user-friendly student portal for application, orientation, and registration.

An assessment of the student portal has not yet been developed.

2.2 Digitize key processes and offer extended tech support during peak periods.

An assessment of these processes has not yet been developed.

2.3 Use peer mentors and targeted outreach to support applicants through the enrollment process.

These interactions align with the Standard of Care objectives which are part of Strategy 1. Element 451 will enable tracking and reporting of these interactions. Each Engagement Center employs peer mentors and the centers have received training and support on how to conduct this outreach. This strategy aligns with strategies 1.1 and 1.3.

2.4 Conduct equity audits of onboarding and enrollment processes and revise based on disaggregated student feedback.

Equity audits process to be developed in 2026/2027

PILLAR 2: Engage [Connecting to the College]: First-Year Experience

Engagement is the heartbeat of belonging. With a commitment to equity, inclusion, and engagement, our students' first-year experience will introduce them to the college resources that are essential to their success. More significantly, we will cultivate community, trust and academic identity for our students by intentionally connecting students to faculty, peers, campus mentors, and programs that affirm who they are while expanding who they can become. Our commitment to engagement will provide a place where students are recognized, supported, and expected to succeed.

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.

As part of the Standard of Care, students are being assigned to teams beginning in Spring 2026. Fall 2026 will provide a baseline. Element 451 will be used to track students, student contacts, and provide reports on student success team activities. This strategy aligns with 1.1, 1.3, and 2.3. Engagement Centers and Student Success Teams are being supported so that they can provide students support.

Baseline: No current baseline

Goal: 100% of first-time students are assigned to a student success team

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).

This strategy aligns with the strategies of the first-year experience and Standard of Care. Student Success Teams, located in the engagement centers, are collaborating to establish expected standards of support for all students. Element 451 will enable better tracking and reporting of these efforts.

Baseline: No current baseline

Goal: 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%

3.3 Develop interactive co-curricular engagement for Learning Pathways by linking students with faculty, alumni, and employers.

The metric for this strategy is the number of engagement events connecting students with faculty, alumni, and employers. Currently, there is no consolidated tracking of these activities. We know that several disciplines and departments, particularly in Career and Technical Education, actively engage in partnerships. As part of this strategy, the college will create a system to collect information that will help us better understand the breadth of these activities and potential student impact. It is likely that Element 451 will be able to support this tracking.

3.4 Develop enriching and identity-affirming mentoring and support programs and launch restorative healing practices.

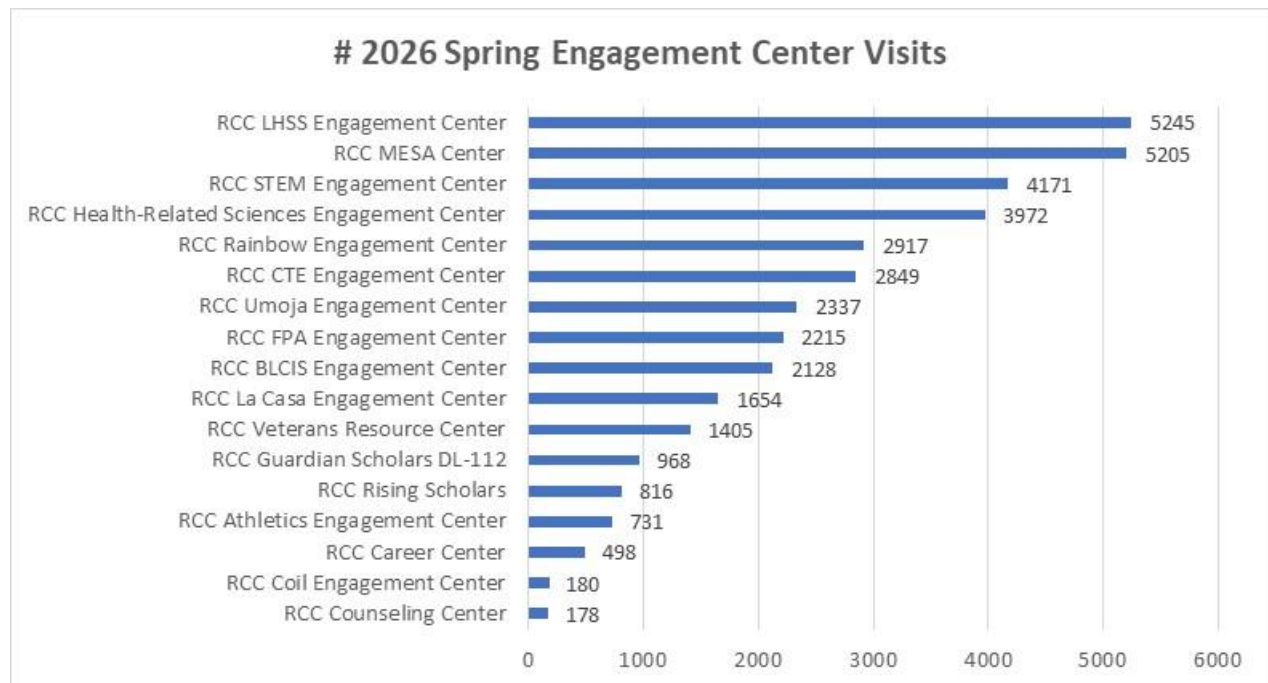
There are two metrics for tracking this strategy – quantitative and qualitative. Affinity or identity-based support or success programs are sponsored by RCC's affinity engagement centers and our Office of Mental Health sponsors workshops as well. The college is also developing additional programming.

Number of students enrolled in affinity or identity-based support or success programs

Baseline: Fall 2025: 2,603 students participated in programs or activities sponsored by RCC's affinity engagement centers

Goal: To be determined once implemented

While we continue to collect data – the number of visits to different learning communities can provide information as a baseline of sorts.



Source: A+ Attendance Report Spring 2026

Objective 4: Foster a sense of belonging and support

STRATEGIES

4.1 Engage in culturally proficient and liberatory support practices for students.

There is substantial effort supporting this strategy. STEM Faculty have participated in ESCALA training, Faculty Learning Communities share best practices, Faculty Development provides training with specific HSI and BSI focus, and employee organizations including ALASS, LASSE, API Rise, and BFSa are working to support employees as well as champion student success. With the development of our implementation workflow process, we will be able to collect and collate the information more efficiently. The Faculty Development Committee is working with the Professional Development Coordinator to create stronger training and coordination of activities that support this strategy.

Number of monthly college events held per term

Baseline: No current baseline (collecting data in Fall 2026 to provide a baseline)

Goal: To be determined once implemented

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.

Engagement Centers regularly host workshops and gatherings. As we move forward, we will become more intention with tracking feedback and outcomes for these events.

Attendance and satisfaction scores for identity-affirming events

Baseline: No current baseline

Goal: To be determined once implemented

4.3 Increase professional learning for faculty, student peer mentors, tutors, and study group leaders to create inclusive, student-centered classrooms.

The college offers several different programs supporting this strategy. These include ESCALA training, Faculty Learning Communities, FLEX offerings, and the Equity Minded Learning Institute. Additionally, the college is working to comply with Title V language and offer equity training to classified professionals. This training will be tracked and reported, which will support the tracking of this strategy. As with some of our other strategies, we have significant activity, but need to systematically collect and track data to quantify the activities and analyze outcomes.

Number of faculty and staff completing inclusive classroom and service area practices PD

Baseline: 10 employees completed in EMLI training in 2025-2026. 29 new faculty participated in equity-focused professional development.

For Fall 2026, 29 employees have started in EMLI training

Goal: To be determined once implemented

Student survey results indicating increased sense of belonging

Baseline: No current baseline but plan to conduct a climate survey in Spring 2027 that will provide this information

Goal: To be determined once implemented

PILLAR 3: Serve [Key Momentum Points]: 24+ Units Through Completion

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 student momentum and completion

STRATEGIES

5.1 Ensure every student has an ADT/CSU-IGETC program map and receives regular Student Educational Plan updates.

This strategy closely aligns with 1.3. Completion of Comprehensive Educational Plans and regular contact with Student Success Teams will support this work. Please see the graphic on page 2 of this document.

Percent of students with up-to-date Ed Plans each semester

Baseline: No current baseline – baseline is overall completion of SEP, not by semester

Goal: 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.

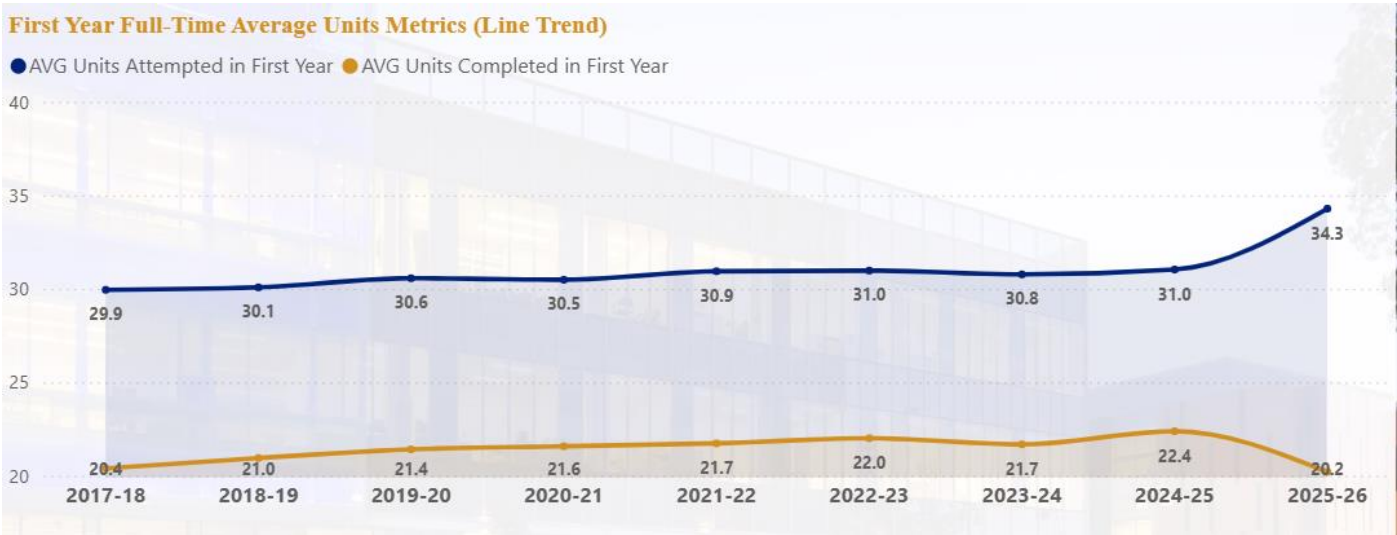
5.2 Through strategic enrollment management, build a student-centered class schedule that supports full-time progress to completion.

Students enrolled full-time are more likely to persist and complete than students who are part-time. Full-time enrollment is a leading indicator of success. We can track student enrollment early on in their academic career and support increased enrollment. As an example, the Promise Program supports full-time enrollment and supports students throughout their academic journey. However, the college also recognizes that full-time enrollment isn’t an option for many of our students. Finding ways to support both populations will increase student success overall. As you can see from the graph below, the average number of units attempted has increased although the number of units completed has decreased for first-time freshmen.

Percent of students completing 24+ units within their first year

Baseline: Fall 2024 is 36% of first-time students were enrolled full-time

Goal: is to have 50% of students completing at least 24 units in first year



Source: Guided Pathways PowerBI Dashboard

5.3 Increase 1st-year Math and English completion through learning communities, co-requisite support and quality teaching.

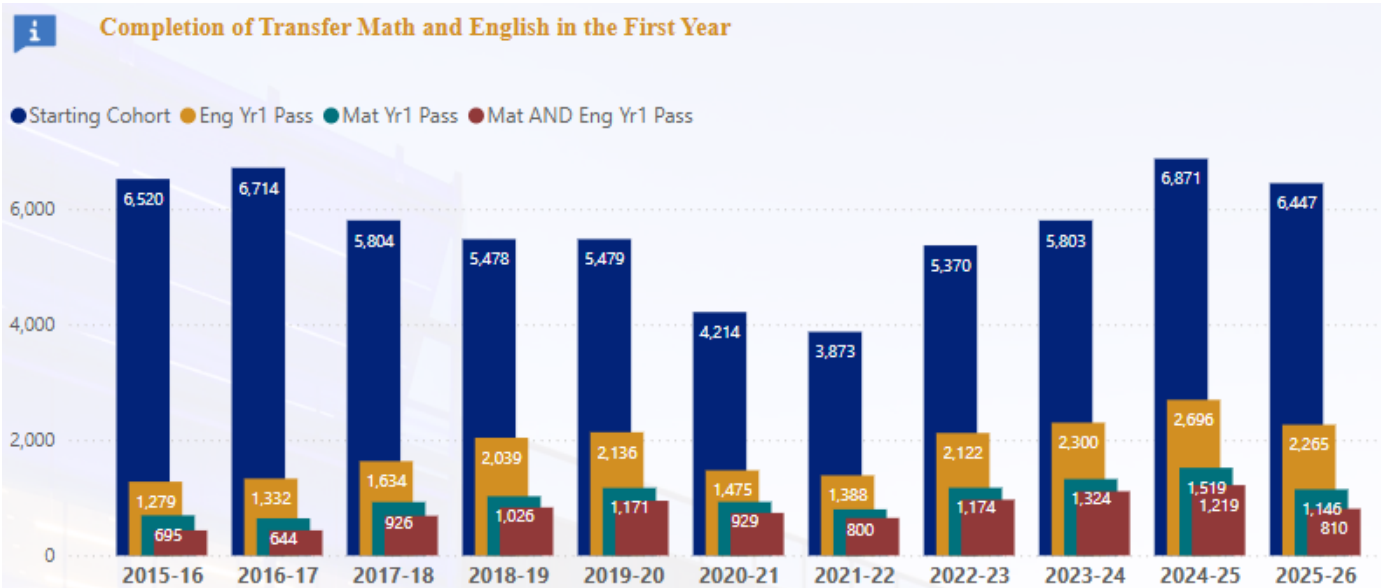
Enrollment and completion of Math and English in the first year of enrollment is another leading indicator of student success. In the past several years, the number of students completing both courses has increased with a

larger increase in English. The college continues to work to improve the enrollment and success rates of students in these courses.

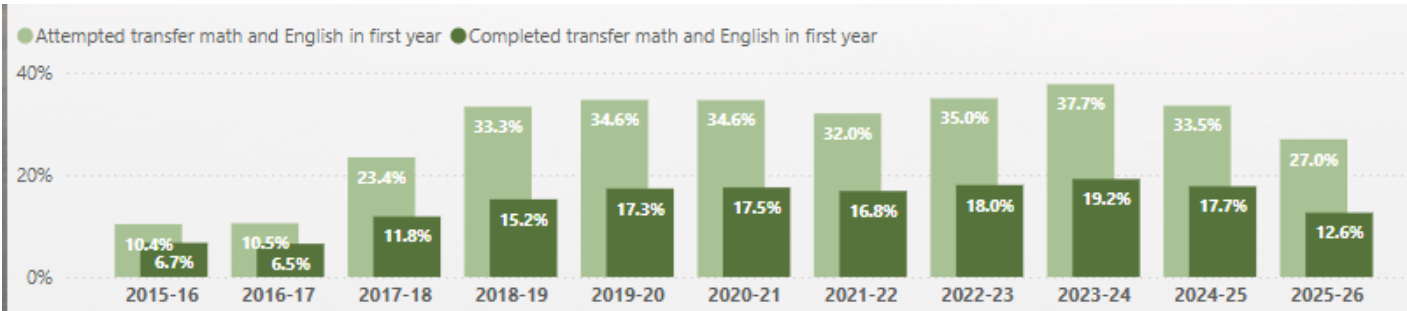
Percent of first-time students completing transfer-level Math and English in Year 1

Baseline 2023-2024 is 19.2%

Increase by 3% a year to 35%



Source: Guided Pathways PowerBI Dashboard



Source: Guided Pathways PowerBI Dashboard

Enrolling in the “right” math course for a student’s major can be confusing. Counselors and Math Faculty have worked together to support communication and successful enrollment.

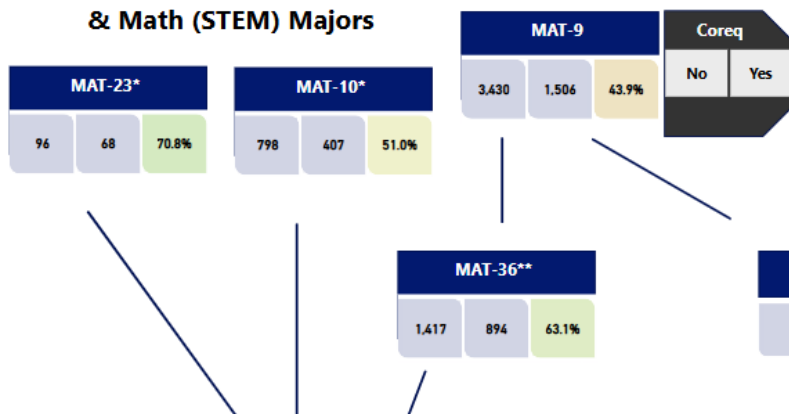
The District Office provides a PowerBI Dashboard with success rates and throughput rates (enrolling in the next math course in a sequence) to help RCC faculty and counselors understand barriers to student success.

Below is a chart of the current success rates in courses for students enrolled in these courses in 2024-2025 and 2025-2026. As you can see, the success rates for STEM majors are low. Math Faculty have recognized this and are working to close this gap. Efforts include participating in a Faculty Learning Community and the development of an innovative Transfer Level course to support STEM students.

Math Course Enrollments & Success

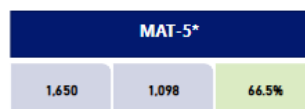


Science, Technology, Engineering, & Math (STEM) Majors

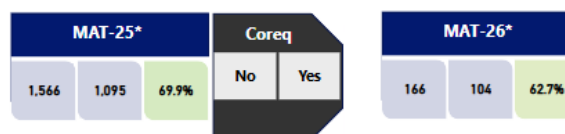


This page displays the attempted, succeeded, and course success, by math course. Values are for overall math course and do not reflect cohort tracking.

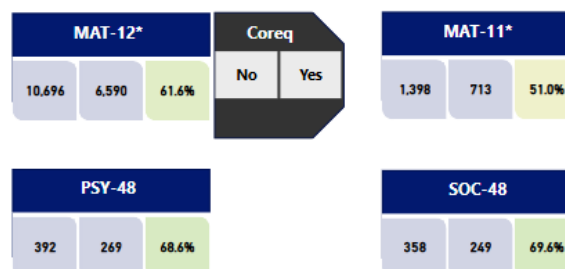
Business Majors



Liberal Studies Majors



Social and Behavioral Science Majors



Source: Math Course Success PowerBI Dashboard

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.

The college regularly disaggregates data on student enrollment and course success. The Office of Institutional Effectiveness provides a Course Success PowerBI Dashboard that allows faculty, administrators, and classified professionals to review. As part of faculty Improvement of Instruction, faculty are encouraged to review this data as well.

RCC's Director of Institutional Research has worked with faculty who participated in professional learning with ESCALA Education to develop their own individual data sets which provide not only disaggregated pass rates, but specific grades, helping faculty identify who is succeeding between A, B, and C students. This can be particularly meaningful if students' future academic plans include enrolling in competitive programs such as RCC's nursing

program. Institutional Research has been providing disaggregated course pass rates for some time, but the “ESCALA” reports provide additional information at the grade level.

The Riverside Assessment Committee regularly shares best practices for improved equitable student outcomes, however refined assessment projects tailored to student groups that are disproportionately impacted in courses and disciplines throughout the academic divisions need to be a collaborative effort.

Frequency of disaggregated student success data review and related action plans

Baseline: As part of the annual Program Review and Plan, departments are asked to review disaggregated course level data. RCC’s Student Success Teams regularly review disaggregated student data for access to services and outcomes by Instructional Pathway.

Goal: Goal is every year by every discipline – part of Program Review

Objective 6: Provide real-world learning opportunities

STRATEGIES

6.1 Expand career-relevant experiential learning opportunities into each Learning Pathway.

While RCC students participate in these programs, there isn’t currently a standardized nor systematic way to track participation. As with many other metrics, we are anticipating that Element 451 will be able to help us better understand student experience. This strategy will be measured in 2 ways.

Number of students completing internships, job shadows, or applied projects

Baseline: No current baseline

Goal: To be determined once implemented

Percent of programs integrating experiential learning into their pathway

Baseline: No current baseline

Goal: 65% of programs have experiential learning

6.2 Institutionalize coordination of internships, student employment, and employer partnerships.

RCC’s Apprenticeship program is successful and continues to grow. There are other programs across the college but at this time, there isn’t a systematic way to track and report this activity nor a centralized office responsible for this coordination.

Number of employer or community partnerships maintained or added per year

Baseline: No current baseline

Goal: To be determined once implemented

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.

RCC’s National Science Foundation grant was an HSI grant that provided funding for the college to create partnerships with CSU San Bernardino and UC Riverside. These partnerships created paid STEM internship opportunities. As a result of this participation, students reported a stronger sense of belonging in STEM fields.

Unfortunately, funding for this program was eliminated. The college is working to identify alternative funding sources to support this important and successful program.

RCC programs also include CALA and College Corps – providing students with “earn while you learn” opportunities.

Number of paid student researchers engaged in equity-focused projects

Baseline: Summer 2025 baseline of 120 students (NSF grant)

Goal: 300

PILLAR 4: Treasure [the Experience]: Transformative, Inclusive, Celebrated

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

The integration of contextualized learning into the curriculum is an on-going process. Several courses include this including a Math for Bakers course for our culinary students. Many other programs offer this opportunity as well including Early Childhood Education, Automotive, Welding, Cosmetology, Music, Dance Theater.

The need for contextualize learning is greatest in STEM and Languages, Humanities and Social Sciences. What the preliminary review **does strongly suggest** is that this is not a small minority of RCC courses. The pattern appears especially prevalent in CTE, visual and performing arts, kinesiology, computer information systems, nursing/health sciences, laboratory sciences, work experience, communication, education, and several honors courses. For example, honors descriptions explicitly identify seminar formats, primary-source work, limited class sizes, and higher-level critical thinking—strong evidence of intentionally engaging pedagogy.

Number of students of courses offered per Learning Pathway

Baseline: No current baseline – program is in development

Goal: To be determined

7.2 Pair courses into learning communities to promote deeper learning.

Number of learning communities integrating paired or contextualized courses

Baseline: No current baseline – program is in development

Goal: To be determined

7.3 Support faculty development with professional learning regarding liberatory outcomes in curriculum, student support, and institutional service.

The college is working to identify funding to support Liberatory Outcomes training as a long-term development program. There is ongoing training centered around liberatory consciousness including the Fall 2026 keynote speaker.

Number of instructional faculty engaged in liberatory-focused PD

Baseline: No current baseline – program is in development

Goal: Target is 75% of full-time faculty

7.4 Launch a "Liberatory Teaching & Service Certificate" for faculty and classified professionals focused on anti-oppressive pedagogy and identity-affirming practices.

The college is working to identify funding to support this as a long-term development program.

Number of faculty and staff earning the Liberatory Teaching & Service Certificate

Baseline: No current baseline – program is in development

Goal: Target is 10 certificates awarded per year

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.

The college is working to improve its communication of these resources. This is also a District Office focus to increase funding and support for our students.

Number of students accessing basic needs services (housing, food, emergency funds)

Baseline: 2,156 (2024-2025 Baseline)

Goal: Target is 4000

8.2 Extend student service hours into evenings and weekends.

The college recognizes that this is a gap. The Charles A. Kane building including financial aid and registration is open until 6:00 pm one night per week. The library is open until 8:00 pm Monday – Thursday and is open during the day on Saturday as well. Counselors offer evening zoom meetings. The college has also hired a manager who will be the “night manager” to provide assistance and a single point of contact at the events. However, increasing student support is a recognized need, and the leadership continues to work on ways to meet this need.

Increase utilization of student services during evening/weekend hours

Baseline: No current baseline. Element 451 will help us with this tracking

Goal: TBD

8.3 Launch family engagement and celebration events that affirm student belonging and promote success. RCC's La Casa Engagement Center hosts family nights. These events have been supported by Title V funding. That funding has been rescinded. The college is working to identify and support these types of events a couple of times per semester.

Number of family engagement or celebration events held per year

Baseline: No current baseline. Element 451 will help us with this tracking

Goal: TBD

8.4 Implement a regularly updated campus-wide equity scorecard and require Student Equity Impact Statements for all major college initiatives.

The college does not have an equity scorecard. We need to identify a scorecard that will work and implement regular monitoring of our campus climate. We are also working on statements and communication about our direct support for student equity and the impact our objectives and strategies are intended to have.

Campus-wide Equity Scorecard completion and annual publication rate

Baseline: No current baseline – program is in development

Goal: TBD

Number of institutional proposals with a completed Student Equity Impact Statement

Baseline: No current baseline – program is in development

Goal: TBD

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.

RCC administered the NACCC Climate Survey to managers and classified professionals in Fall 2022. The results provided feedback and recommendations. The Professional Development Coordinator is working with the President to create trainings and opportunities for improved communication. The May 2026 CSE Week was very successful and included events every day.

The Professional Development Committee asked employees to complete an assessment in Spring 2026 which provides the committee direction for their 2026-2027 Professional Development Plan. Additionally, RCC is planning to administer a Climate Survey in Spring 2027 which will provide a baseline and information about what gaps might be first addressed.

Qualitative feedback from climate surveys

Baseline: No current baseline – program is in development

Goal: Target is 75% new employees/year

9.2 Develop and promote practices that foster an environment of effective communication throughout the college.

As part of a Growing Inland Achievement program, the college has hired a Strategic Communications Consultant to support improving communication. Initially, communication will focus on the Strategic Plan. As we move forward, we will work to streamline email communication as well as include messaging for our You Matter campaign. *Doing our B.E.S.T. for RCC because we want to show you how much You Matter.*

The overall structure of messaging is to:

Build shared understanding, trust, and coordinated action.

What is happening?

Why it matters.

What's your role?

Increase communication and opportunities to promote well-being

Baseline: No current baseline – program is in development

Goal: TBD

9.3 Identify and promote shared principles and practices that center respect and understanding of the value of human capacity.

Promote additional professional development opportunities

Baseline: No current baseline – program is in development

Goal: TBD

9.4 Curate service area operational plans, desk manuals, supervision models, and collaborative recommendations for efficiency and heightened employee morale.

The RCC Professional Development Coordinator has developed a Professional Learning Plan to support this strategy. Workshops introducing Classified Professionals to the Strategic Plan and the Professional Development Plan were held in the School of Nursing and in the Planning and Development Division were held in Spring. Also during Classified Employees Week in May 2026, there were four straight afternoons of Classified Development Workshops with topics related to this strategy

Develop a repository of operational and desk plans for future succession planning

Baseline: No current baseline – program is in development

Goal: TBD

Looking Forward

The college's 2025-2030 Strategic Plan is designed to operationalize targeted strategies for improvement. Implementation is being coordinated and tracked by the Office of Institutional Effectiveness using MS Project Planner. Each Objective has been assigned to a Leadership Council. The Strategic Plan Communications Calendar has been embedded in the Program Review cycle and will provide monthly feedback on activities and progress.