Riverside City College
Five-Year Strategic Plan as a Black-Serving Institution (2025–2030)

I. Mission Statement & Institutional Commitment to Black Student Success

Riverside City College (RCC) is committed to dismantling systemic inequities and advancing educational justice. As an open-access, Hispanic-Serving Institution, we are rooted in equity and inclusion, and proudly commit to the academic, personal, and cultural success of our Black and African American students. Our mission centers equity, access, and inclusion, guiding strategies that promote mobility and success through degrees, certificates, and transfers. This BSI designation will enhance and institutionalize RCC's existing work to embed Black student success into all layers of planning, practice, and resource allocation.

Our RCC 2025–2030 B.E.S.T. Strategic Plan reinforces the commitment to this designation through core pillars of Build, Engage, Serve, and Treasure. The plan emphasizes equity-based infrastructure, culturally responsive teaching and advising, and community partnerships that support our students from enrollment to transfer. These strategic actions align directly with RCC's 2025–2028 Student Equity Plan, which identifies Black students as disproportionately impacted in key metrics including successful enrollment, completion of transfer-level Math and English, and certificate/degree completion. Our plans are also aligned with Vision 2030 of the California Community Colleges Chancellor's office goals of equity in access, equity in success, and equity in support.

II. Outreach Services to Potential Black and African American Students

To expand access and improve successful enrollment among Black students, RCC will:

- strengthen partnerships with our feeder highs schools and unified school districts.
- enhance engagement with Black Student Unions; Heritage programs for parents, and Black community organizations through hosted events such as summer immersion programs and parent engagement activities.
- launch an annual Umoja Regional High School Summit.
- improve communication about the benefits of the Promise Program and first-year supports for Black students.
- host RCC Campus tours; application workshops, enrollment and registration support, and events tailored to learning about college-going and campus culture for Black students and families.

III. Academic and Basic Needs Support Services

RCC provides a robust network of academic and basic needs support tailored to Black student success.   Key services that we will expand over the next five years include:

- elevate Umoja through embracing the twelve Umoja Practices across the college and providing additional supports to expand Umoja Learning communities and allied faculty training in culturally-relevant teaching and African Centered Education practices.
- continue to scale and institutionalize supports for Pathways Engagement Centers for intrusive advising and embedded tutoring.
- provide support to meet students' needs for textbook and course materials, transportation, and technology.
- host culturally affirming events across the college.
- provide culturally-relevant mental health services.
- RCC will expand access to Zero Textbook Cost (ZTC) pathways and embed wellness into academic spaces.

IV. Planned Allocation of Resources (2025–2030)

RCC will allocate 25% of equity-designated funds annually to support:
- ongoing support for Umoja program activities and for expanding faculty and classified professional involvement.
- stipends for Peer mentoring and tutoring programs
- expanded professional development through onboarding of new employees in culturally-affirming workplaces and for faculty training in curriculum development and in-classroom student support practices
- cultural programming and sponsor Black Student Success Week
- HBCU Transfer Pathway development and student travel
- technology, transportation, and textbook stipends

V. Culturally Relevant Professional Development

RCC embeds professional learning through Umoja training, new employee onboarding, and the Equity-Minded Leadership Institute (EMLI). All faculty/staff will be provided with the opportunity to:

- engage in anti-racism training and Shared Equity Leadership.
- be provided with professional development workshops liberatory teaching practices, trauma-informed care, and culturally sustaining pedagogy.
- participate in communities of practice and book clubs on topics that will sustain our efforts to nurture Black and African American student success.

VI. Five-Year Strategic and Academic Equity Goals (with KPIs)

I.   Retention, Completion, Success

Goal 1: Increase first-year, first-to-third term persistence by 10 percentage points (from 58% to 68%)

Strategies:

- Expand participation in Umoja and Ujima Learning Communities.
- Strengthen HOME Room programming and staffing.
- Scale intrusive academic advising through Engagement Centers.

Goal 2: Double completion rate of transfer-level Math/English in first year

Strategies:

- Require dual enrollment Promise students to take both Math and English.
- Launch Summer Promise Program and First Year Experience with embedded Umoja/A²MEND mentors.
- Expand embedded tutoring in courses and disciplines with high enrollments of Black and African American students or those taught by Black and African American faculty.

Goal 3: Reduce time-to-degree by one semester (from 4.8 to 4.0 years)

Strategies:

- Ensure 100% of Black first-year students have a comprehensive Ed Plan.
- Establish "On-Track" milestone alerts at 15, 30, 45, and 60 units.
- Prioritize course scheduling aligned to Black student-major patterns.

II.   Academic Equity Goals

Goal 4: Close the proportionality index gap (below 0.9) for Black students across all five Student Equity metrics.
Benchmarks:

- Increase successful enrollment from 17% to 23%.
- Raise Black student graduation rate from 30% to 50%
- Reach a 1.0 proportionality index in degree and certificate completion by 2030.

Goal 5: Increase Black student transfer rates to CSUs, UCs, and HBCU from 12.5% to 20%.

Strategies:

- Launch dedicated HBCU Transfer Pathway with A²MEND/Umoja.
- Host annual RCC Black Transfer Success Conference.
- Provide peer-to-peer coaching through Ujima alumni networks.

III. Equity-Driven Infrastructure and Professional Development

Goal 6: Institutionalize Shared Equity Leadership as a campus-wide norm.

Goal 7: 80% of Black students access culturally responsive mental health care.

Goal 8: All gateway faculty trained in culturally affirming pedagogy.

Strategies:

- Integrate SEL into all Flex Day PD activities.
- Create onboarding modules focused on anti-Black racism.
- Develop and support Equity Ambassadors in each academic division.

IV. Outreach and Community Partnerships

Goal 8: Increase yield from outreach to Black students in RCC feeder high schools by 30%.

Strategies:

- Expand partnerships with BSUs and local community-based organizations.
- Host regional Umoja High School Summit.
- Launch summer immersion program for incoming Black male students.

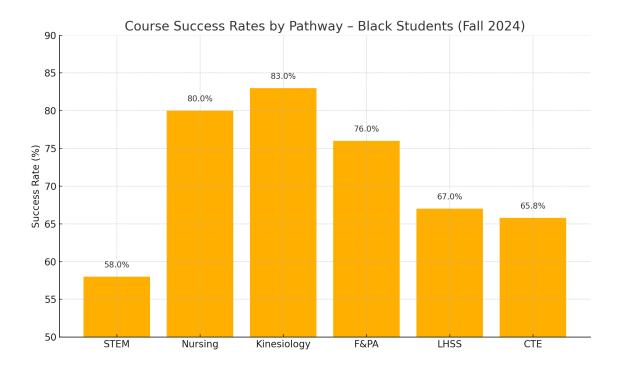## V. Evaluation and Accountability

Goal 9: Monitor and publish annual Black Student Success Dashboard.

Accountability:

- Annual BSI Progress Report to RCC President's Leadership Council and to RCCD Governing Board.
- Mid-cycle review in Year 3 with community and student town halls.

APPENDIX I: Analysis of African American Student Success by Academic Pathway: Implications, Strengths, and Recommendations

This section provides an analysis of Fall 2024 RCC high level enrollment and success data with a focus on **Black and African American student success**—both at the **college-wide level** and across **instructional pathways**. This assessment serves to align our Student Equity Plan goals and the benchmarks set for the Black-Serving Institution (BSI) strategic plan.

Course Success Rates by Pathway – Black Students (Fall 2024)

Pathway	Success Rate
STEM	58.0%
Nursing	80.0%
Kinesiology	83.0%
F&PA	76.0%
LHSS	67.0%
CTE	65.8%

College-Wide Overview

- **Black/African American student enrollment**: **7%** of total headcount; 2300 students (~22,909).

- **Spring 2024 Course Success Rate** (overall): **68%**

- **Enrollment Type**:
  - 59% Continuing
  - 24% First-time
  - 17% Returning

- **FT/PT Split**: 35% Full-time / 65% Part-time

📌 **Implications**:

- First-time enrollment is relatively low for Black students, which indicates a **DI group for successful enrollment** (only 17% completed matriculation steps).

- Majority are part-time, which is strongly correlated with longer time-to-degree and lower persistence.

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STEM Pathway

- **Black/African American enrollment**: **4%**

- **Course Success Rate**: **58%** (Lowest across pathways)

- **Full-Time**: 40% | **Part-Time**: 60%

📌 **Implications**:

- Black students are severely underrepresented and disproportionately impacted in STEM.

- Course success is low, reinforcing the need for **intrusive academic support**, **embedded tutoring**, and **targeted interventions in math and science gateway courses**.

Health-Related Sciences (Nursing)

- **Black/African American enrollment**: **7%**

- **Course Success Rate**: **80%** (very strong)

- **Full-Time**: 29% | **Part-Time**: 71%

📌 **Implications**:

- Proportional representation suggests interest and engagement in health fields.

- High success rate may be linked to structured cohorts and selective admissions.

- Consider **scaling this model** to support Black students in other pathways.

Fine & Applied Arts (F&PA)

- **Black/African American enrollment**: **6%**

- **Course Success Rate**: **76%**

- **Full-Time**: 37% | **Part-Time**: 63%

📌 **Implications**:

- Students are succeeding at high rates in this pathway.

- Opportunity to **amplify visibility** and **build Black cultural production spaces** through this area.

Languages, Humanities & Social Sciences (LHSS)

- **Black/African American enrollment**: **8%**

- **Course Success Rate**: **67%**

- **Full-Time**: 37% | **Part-Time**: 63%

📌 **Implications**:

- Near-proportional representation and good success rate.

- LHSS majors like Administration of Justice and Psychology are attractive to Black students—opportunities for **career-aligned mentorship** and **transfer support**.

Kinesiology & Wellness

- **Black/African American enrollment**: **11%** (most proportional over-representation)

- **Course Success Rate**: **83%** (highest)

- **Full-Time**: 38% | **Part-Time**: 62%

📌 **Implications**:

- Clear strength area—could be leveraged for **peer mentoring**, **career pipelines**, and **health/wellness leadership initiatives**.

- Strong foundation for building identity-affirming pathways and applied learning.

Business, Info Systems, & CTE

- **Black/African American enrollment in CTE**: **8%**

- **Course Success Rate**: **65.8%**

- **Full-Time**: 34% | **Part-Time**: 66%

📌 **Implications**:

- Opportunities to link students to **entrepreneurship**, **workforce apprenticeships**, and **Black-owned business networks**.

- Add **career-aligned supports and early educational planning** for improved throughput.

Strategic Takeaways & Recommendations

Strength	Recommendation
High Black student success in Kinesiology and Nursing	Create storytelling campaigns, peer mentorship, and pipelines
Strong proportional enrollment in LHSS and F&PA	Expand culturally relevant curriculum and Black-led community partnerships
Underrepresentation and low success in STEM	Prioritize STEM tutoring, Umoja-STEM bridges, and intrusive advising
Course success gap in CTE and general population	Embed academic support within high-enrollment courses for Black students

Peer-Reviewed Best Practices for Strategy Implementation

• Strengths-Based Advising: Reframes support around student assets.
• Peer and Near-Peer Mentoring: Increases belonging and persistence.
• Learning Communities: Boost retention and academic engagement.
• Culturally Relevant Teaching: Elevates engagement through identity-affirming pedagogy.
• Predictive Analytics: Guides timely interventions to prevent attrition.