

# Riverside City College Academic Senate

## Agenda

Monday 22 September 2025 • 3:00 - 5:00 PM

Meeting Location: The RCC Hall of Fame Room

YouTube link for viewing:

<https://www.youtube.com/channel/UC9tCDF4RDXCqzrUS0QfO09A/featured>

- |      |       |   |
|------|-------|---|
| 3:00 | I.    | <b>Call to Order</b>  |
| 3:05 | II.   | <b>Approval of the Agenda</b>   |
| 3:05 | III.  | <b>Approval of the Minutes</b> September 8  |
| 3:08 | IV.   | <b>Public Comments</b>  |
| 3:18 | V.    | <b>Liaison Reports</b>  |
|      |       | A. RCCD Faculty Association   |
|      |       | B. College President or designee  |
|      |       | C. ASRCC Representative   |
| 3:35 | VI.   | <b>Committee or Council Updates and Reports</b>   |
|      |       | A. Faculty co-chair of EPOC, Wendy McKeen, or designee will provide an update from the committee (information)  |
| 3:40 | VII.  | <b>Ongoing Business</b>   |
|      |       | A. Student Equity Committee (SEC) faculty co-chair Monique Greene and administrative co-chair Lorena Newson will present the 2025-28 Student Equity Plan (second read + action)   |
|      |       | B. Senate leadership will facilitate a discussion of the draft DE certification rubric and the draft recommended qualifications for reviewers (second read + action)  |
|      |       | C. President Scott-Coe or designee facilitate continued discussion of the RCCD Strategic Plan draft to gather new feedback in preparation for first and second reads in October (information + discussion)  |
| 4:00 | VIII. | <b>New Business</b>   |
|      |       | A. Vice President Taylor or designee will sunshine the nominees for faculty representatives on District Committees (information)  |
|      |       | B. Vice President Taylor will introduce the candidate(s) for faculty co-chair of the Program Review Committee and lead RCCAS in a time-sensitive vote (information + action)  |
|      |       | C. President Scott-Coe or designee will facilitate a Senate discussion with Interim President Bishop about convening a Fall 2025 ad hoc advisory team of RCC faculty subject matter experts and leaders to address potential program development and/or curriculum design for IETTC (discussion and action) |
|      |       | D. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates for the following committees or councils (action)  |
|      |       | a. Appointment of Prof. Mary Legner to ASCCC Transfer, Articulation, & Student Support Committee  |
| 4:35 | IX.   | <b>Officer Reports</b>  |
|      |       | A. Vice President   |
|      |       | B. Secretary Treasurer  |
|      |       | C. President  |
| 4:45 | X.    | <b>Open Hearing</b>   |
| 4:55 | XI.   | <b>Learn, Share, Do</b>   |
| 5:00 | XII.  | <b>Adjourn</b>  |

**Next RCCAS Meeting:** Monday 6 October 2025

*Agenda items due by Tuesday 30 September 2025 at noon*

### Title 5 §53200 and RCCD Board Policy 2005

#### Academic Senate "10+1" Purview Areas

1. Curriculum, including establishing prerequisites and placing courses within disciplines\* 2. Degree and certificate requirements\* 3. Grading policies\* 4. Educational program development\* 5. Standards or policies regarding student preparation and success\* 6. District and college governance structures, as related to faculty roles\*\* 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports\*\* 8. Policies for faculty professional development activities\* 9. Processes for program review\*\* 10. Processes for institutional planning and budget development\*\* 11. Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate\*\*

\* The RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate

\*\*The RCCD Board of Trustees relies on recommendations that are the result of mutual agreement between the Trustees and the Academic Senate

Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside City College Academic Senate will swiftly provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact Office of Diversity, Equity, & Compliance at 951-222-8039.

**Riverside City College Academic Senate**  
September 8, 2025 • 3:00 - 5:00 PM • Hall of Fame

**3:00 I. Call to Order** at 3:00 pm, quorum met

**Roll Call**

***Academic Senate Officers (Term ending 2026)***

President: Jo Scott-Coe

Vice President: Star Taylor (absent)

Secretary-Treasurer: Megan Bottoms

***Department Senators (Term ending 2026)***

Applied Technology: Patrick Scullin

Behavioral Science: Eddie Perez

Business, Law & CIS: Skip Berry

Communication Studies: Lucretia Rose

English: Christine Sandoval

History/Philosophy/Humanities/Ethnic Studies: Daniel Borses

Library & Learning Resources: Sally Ellis

Life Sciences: Gregory Russell

Mathematics: Mary Legner

Music: Steve Mahpar

World Languages: Huda Aljord

***Associate Faculty Senator (Term ending 2026)***

Lindsay Weiler

***Department Senators (Term ending 2027)***

Art: Will Kim (3:03pm)

Chemistry: Leo Truttmann

Cosmetology: Rebecca Kessler

Counseling: Sal Soto

Dance and Theatre: Jason Buuck

Economics/Geography/Political Science: Sean Pries

Kinesiology: Jim Elton

Nursing Education: Lee Nelson

Physical Science: Aaron Sappenfield

School of Education & Teacher Preparation: Kayla Henry

***Ex-Officio Senators***

TLLC: Lashonda Carter (absent)

ASC: Jacquie Lesch

EPOC: Wendy McKeen- (3:01pm)

GEMQLC: Virginia White (3:01pm)

RDASLC: Patrick Scullin

SAS LC: Melissa Harman

Curriculum: Kelly Douglass (3:05pm)

Parliamentarian: Sal Soto

## ***RCCD Faculty Association***

Araceli Calderon

### ***Administrative Representatives***

College President: Eric Bishop (Interim) (3:02pm)

VP Academic Affairs: Lynn Wright

VP Business Services: Kristine DiMemmo (not present)

VP Planning and Development: Kristi Woods (Interim)

VP Student Services: Thomas Cruz-Soto (Interim)

### ***ASRCC Representative***

Lateisha Williams (not present)

### ***Recorder of Minutes***

Sydney Minter

### ***Guests***

Briana Franco- Viewpoints

Brit Osgood-Treston- English Professor

Deborah A. Brown- Associate Professor History (HPHES)

Courtney Carter- Counseling

Maurice Bowers- Administrative Specialist- Equity, Inclusion, and Engagement

Gina Weeks- VN Department Chair- Nursing

Amy Vermillion- ADN (RN) Department Chair- Nursing

Tammy Vanthul- Dean of Nursing

Shari Yates- Dean of CTE

## **3:0 II. Approval of the Agenda**

- M/S/C: (Nelson/Sandoval) with some adjustments in terms of order- unanimous

## **3:0 III. Approval of the Minutes – June 9**

- M/S/C: (Legner/Borses) unanimous with corrections from Maurice Bowers via email

## **3:0 IV. Public Comments**

- No public comments

## **3:0 V. Liaison Reports**

### **A. RCCD Faculty Association**

- Please read the minutes that are sent out every week
- The Glenn Hunt Center, In Digital Library 404 where the Faculty Association holds their meetings, is going to be renovated and the Faculty Association is looking for an alternative location to hold their meetings until the renovation is complete.
- If your dues are missing on your pay stub, please email Araceli Calderon so that an application can be provided
- The Faculty Association will be submitting the articles that they are going to sunshine for their negotiations.

## **B. College President or designee**

- Eric Bishop is the new Interim College President and states that it is a pleasure to be here at Riverside City College. President Bishop is excited to work with Jo Scott-Coe and Academic Senate. He will make sure that the college continues to move forward and is happy to be a conduit between Senate and Administration. Recognizes all that we do together for our students and each other.

## **C. ASRCC**

- Letiesha Williams was not present in the meeting due to her birthday but she will be at next Academic Senate meeting. Megan Bottoms is very excited for her to join Academic Senate.

## **VI. Committee or Council Updates**

- A.** Curriculum Co-Chair Kelly Douglass will provide Common Course Numbering reminders/timeline and an update from the District Curriculum Committee (information)
  - Common Course Numbering (CCN) Phase 1 is complete and those 10 classes plus the honors counterparts are in the catalog now and students are enrolled.
  - In Phase 2A of the common course numbering, the next 14 classes plus the 7 honors counterparts must launch by September 19<sup>th</sup>. The curriculum launch date for everything else is October 3<sup>rd</sup>.
  - The departments impacted right now include History, Economics, and Art History.
  - If faculty have classes in Phase 2B, it is important that they start working on it as quickly as possible for the next cycle with a launch deadline of September of 2026. All of Phase 2B courses and all Phase 3 courses have a deadline of September 2026.
  - The State Chancellor's Office changed the Student Attendance Accounting Method formula and it is being abbreviated as the SAAM formula.
  - The SAAM formula helps us now to get funding for online and hybrid courses at the same rate as face-to-face courses. The problem locally is that some courses have what is called a lab "overhang," which had been previously funded by the state and for which the college was receiving full apportionment. A consequence of SAAM for these courses is that they will no longer be funded.
  - Dr. Wright, our VPAA, fought all last year to secure a carve out for the 19 districts, including LA City College, that have lab "overhang" courses. In May 2025, we were informed that despite these best efforts, the state denied any exceptions. However, colleges did were granted an additional year to figure out how best to revise courses so that we can move forward. (Originally, any of these courses would have needed to be launched now.)
  - 518 classes in 38 disciplines are impacted. At RCC alone, we have 257 classes and 27 disciplines that have a lab "overhang." If faculty have any of their classes in this group, the spreadsheet of which classes have been affected can be found on the Curriculum Committee website and your representatives also have it.
  - An attendance accounting method tool was created for faculty to use as they weigh different options. The accounting method tool will calculate to a whole or half unit amount. There is a mixture of factors to consider, including classroom instructional time, FTES, full-time faculty load, and part-time faculty pay.

- Everyone should familiarize themselves with the accounting method tool because this is a huge change with significant impacts.
  - Thorough discipline conversations are crucial this year because changes have to launch in September of 2026--along with all common course numbering. This is a massive lift, not simply the normal course of curriculum updating.
- B.** Summer DE Workgroup and TLLC member, Prof. Brit Osgood-Treston, or designee, will share an overview of the draft DE certification rubric, draft recommended qualifications for reviewers, and feedback survey (first read)
- The District Education summer workgroup was made up of faculty members from across all three colleges with various levels of certifications.
  - The charge of the workgroup from District Academic Senate was to develop thresholds for certification in alignment with ACCJC accreditation.
  - One of the concerns was that the feedback was not going to be coming from faculty, so it was not going to be peer-to peer. Another concern was that the thresholds were going to be too high and maybe it was too intensive for the kind of scope that is needed to ensure the broadest impact.
  - The idea was to draft a baseline of qualifications for peer reviewers and to also draft a peer review rubric for certification. The rubric was based on central ACCJC standards for accreditation, and also drew from key concepts in POOR certifications and some of the CBC OER rubric information. The team ended up with 4 broad categories. The first draft of the rubric includes dropdown menus in each category so that faculty peer reviewers can go in and look at the course.
  - There are reference documents and links available on the slide show with clickable links that will provide context and background within ACCJC standards, RSI (regular substantive interaction, etc.
  - There is a feedback QR code available. It has one question and once you review it you can populate it with the questions you may have that will go directly to the workgroup as a team to filter through.
  - The Canvas landing page is where faculty can go in and orient themselves with what needs to be done. There was some discussion on the question of the faculty member who is up for certification that they will confer with their observer about what will be viewed.
  - Please share this information with our departments Let all your DE representatives and TLC representatives know because the team is definitely open to feedback.
  - Discussion ensued about implementation/deadlines, etc., but finalizing the rubric is the first step we have to finish.
  - Comments gathered this month and reviewed by the workgroup. Second reads will be at local senates and at district academic senate, so that we can approve by the end of September. From that point, we will engage steps for implementation.

## **VII. Ongoing Business**

- A.** The RCCAS leadership team will provide a review and orientation about roles and responsibilities of Academic Senate under Title 5, with a preview of senate business for the academic year (information)

- Title 5 is a part of the CA education code that defines Academic Senate and the 10+1. This is important because AB 1725 in 1988 marked our separation from K-12. Prior to that time, CC faculty were exclusively represented by bargaining units/unions and had no statutory role to play in curriculum or development of minimum qualifications, for example.
- Since 1988, faculty senates were empowered through the law to represent faculty on “academic and professional matters” as outlined in the 10+1. Our union represents faculty on compensation and working conditions, as documented in our contract.
- The Board of Trustees “relies primarily” or “reaches mutual agreement” with the Academic Senate on items in the 10+1 as laid out in Board Policy 2005.
- Academic Senate has two meetings a month, on the first and third Monday (except when we need to manage Monday holidays). The calendar for all three college senates is synced and is established across district at the end of the academic year in spring. Meeting dates are on the website and calendar invites are always sent out. There is one extra meeting spot “held” during finals week in case we have business to finish.
- Academic Senate must comply with Brown Act because we are a public governing/legislative body, not simply a group that happens to organize operational business at meetings within public institution. Our meetings are streamed live on YouTube.
- Our agenda request goes out 12 days prior to our meeting (two Wednesdays before the meeting) and the agenda is posted the Wednesday prior to the meeting so that senators have review time within the work week. Brown Act requires 72-hour minimum advance public posting of agendas.
- Public comments also comply with Brown Act.
- FT faculty senators get elected to 2-year terms based on their departments. The part-time senator is a one-year term. Officers get elected every three years. Ex-officio members do not vote but advise and report on the work of their councils/committees.
- Attendance is very important, and quorum is needed to conduct business.
- Senator roles and responsibilities are to represent the departments and disciplines which elected you, bringing concerns to the Academic Senate body and to taking information back to your department and divisions.
- Senators should also be available for committees and workgroups as needed. We have a responsibility collectively to make sure that the faculty voice is heard.
- Academic Senate works closely with Dr. Wright, because her purview is academic affairs, and we also have the support of the Administrative Technician for Academic Affairs. EPOC is a major liaison for Academic Senate and all our planning councils to keep the lines of communication open on strategic planning. We also have reports from standing committees (such as Curriculum) and the Faculty Association.
- We also work closely with our partner senates at Moreno Valley College, Norco College, the district academic senate, and ASCCC (state level).

- Academic Senate sees many important plans and documents because we pay close attention to processes. We approve major reports and plans among other items that are part of our business.
  - The shared work of Academic Senate is ongoing.
- B.** VP Taylor and Secretary Treasurer Bottoms or designee will provide an update about pending SP25 division election results, and sunshine a new process question related to future STEM-K elections (information)
- We want to discuss two issues, the main one which is on the agenda (reviewing some openings that remain from our Spring 2025 division elections) and then a second one.
  - As you know, there is a new dean of Kinesiology and new dean of STEM. In our current bylaws, both in strategic planning and in Senate, STEM and Kinesiology (STEM-K) elections for division representation has been conducted together. In moving forward, we will be addressing this issue on how to adjust the representation so that it makes sense to those divisions as now re-organized. STEM-K elections will be up again in spring of 2026.
  - For now, according to bylaws in place (and because SP25 elections were needed prior to this separation) it makes sense to accept the results as they have been submitted prior to the split.
  - This semester, in preparation for the next cycle of elections, the question is how do we want to do the split? Further discussion will be needed prior to those next elections—and faculty in Kinesiology and STEM will need to discuss this in consultation with EPOC.
  - You can see that we do have some vacancies hanging from last year across a couple of areas. To help us streamline, EPOC will take the lead on recruiting for vacancies. Senate will still be responsible for queuing up the regular cycle elections each spring, as usual.
  - From a process point of view, it would make sense for any discussions –particularly in Kinesiology-- that you may have about possible solutions/ideas/questions, can start to be recorded in the minutes. That way they can be taken to EPOC and then be brought to Senate to keep the conversation robust and transparent.
  - EPOC is reviewing the strategic planning bylaws, and Senate will also be doing a bylaws update this year as well. Together, all parties can work to figure out a thoughtful way forward.

## **VIII. New Business**

- A.** Professors and chairs of Nursing programs, Amy Vermillion and Gina Weeks, or designees, will share information on the status of AB 1400 (for Bachelor of Science in Nursing) and request RCCAS support for ongoing advocacy (Information, discussion, and possible action)
- If you recall, there was a legislation that went through last year to advocate for bachelor's degree programs in nursing. There was a lot of advocacies from subject matter experts about this and it went all the way through and then got vetoed by the governor.

- A new bill has gone through and there is a letter from our State Academic Senate President, LaTonya Parker, who has come out to support this because it is basically identical to the previous bill. The goal is to get our local senate to support the bill, so that we can register our support at the state level.
- We may be asking for a motion to authorize, or not to authorize President Scott-Coe in writing a letter on behalf of Academic Senate to support AB 1400.
- ASCCC has supported community colleges being able to offer baccalaureate degree programs in allied health/nursing through resolutions dated 2019 and 2024.
- RCC does offer concurrent enrollment programs with Cal State Fullerton and Cal State San Bernardino
- In 2011, the Future of Nursing said that they wanted 80% of nursing to be baccalaureate prepared by 2020. Currently, we are only at about 67%. The majority of BSNs being awarded are from private universities (incredibly expensive) and CSU's and UCs are only producing a third of BSN's
- To give some perspective from the nursing side, there are only 4 classes that separate the associate degree nurse from the bachelor degree nurse.
- Other large states are successfully conferring baccalaureate degrees at the community college level. We have 84 community colleges with BSN programs nationally but only 13 states currently are authorized.
- The cost to confer a baccalaureate degree for a student is \$10,560 here at RCC. Compared to CSU which is \$34,350 at the UC level it would cost \$72,000, and at private institutions students are paying \$127,000 and that is where most of the degrees are conferred.
- In the entire state of California, we only have 15 public institutions that are offering baccalaureate degrees, and 32 private institutions that are open up and capitalizing on students every day.

M:S:C: (Nelson/Perez) unanimous- to direct President Scott-Coe to write a letter on behalf of the Academic Senate in support of AB 1400.

- B.** President Scott-Coe or designee will sunshine the RCCD Strategic Plan draft and vetting timeline in preparation for first and second reads in October (information + discussion)
- The work groups were working on the 5-year plan over the summer.
  - It is now our time to look at it and provide any notes based on how our own strategic plan is shaping up to be and any insight we have on that.
  - For councils this would be a good time to put this on your agendas and distribute and discuss within your department for feedback
  - September 26 is the feedback due date if you have some notes and/or questions that you want incorporated, please send them to Jo Scott- Coe.
  - Please share with departments. First and second reads will be at local senates in October.
- C.** Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates for the following committees or councils (action)
- a. Faculty co-chairs of Faculty Development (2025-26)
    - Audrey Holod for community of practice with new faculty
    - Monique Greene as the new Faculty Development coordinator  
(M:S:C Sandoval/Nelson) unanimous



- b. Fine and Performing Arts (FPA) Engagement Center Coordinator (2025-26)
  - Jennifer Amaya  
(M:S:C Berry/Rose)-unanimous
- c. STEM-K Division election results
  - There was a flaw in the first election process, so they had to run it again. The second election was completed by June 13, 2025.
  - For the term 2025-2027:
    - DE --Mona Jazayeri
    - Faculty Development --Ginger White and Melissa Harman
    - CMAC -- Heather Smith (on sabbatical)
 (M:S:C Nelson/Perez) unanimous
  - STEM engagement Coordinator for term 2025-26:
    - Paul Richardson (M:S:C: Borses/Truttman)- unanimous

## IX. Officer Reports

### A. President

- Welcome and thank you to Dr. Bishop as our interim President.
- Thank you to those who stepped in or came back into Academic Senate
- We still have not been able to find someone for Program Review faculty co-chair and no one on the committee is willing to serve at this time. President Scott-Coe will be sending a recruitment message from the Academic Senate email to all faculty. The position does come with a .2 of release time as well as a stipend. The time commitment includes EPOC meetings, planning and coordination with the admin co-chair of PR, and connecting with GEMQ and Academic Senate. Hopefully we can get a strong leader in the position as soon as possible, since Program Review begins this fall.
- Last week at District Academic Senate the three Academic Senate Presidents discussed the status of list serves since last spring.
- Our Senate, if you recall, spent quite a bit of time weighing and discussing the subject and ultimately voted for “no moderation” on the faculty list serves we were presented with (lists (PT, FT, and All faculty lists).
- Here is where we are right now:
  - All the faculty list serves/channels that we voted on to not be moderated are indeed not moderated. That vote has not been nullified. Opt-discuss, the districtwide channel for everybody, remains unmoderated.
  - The college all's, like RCCD ALL, are now moderated. Both MVC and Norco's college lists were changed, like RCC's, from unmoderated to moderated.
  - Communication that occurred created questions and confusion about process, background, and purview.
  - In terms of process: Norco Senate President Bell was able to reflect that they had college wide conversation about the college list serves through their strategic planning process, dating back to 2019, and

apparently they were anticipating the change. MVC and RCC could not speak to a similar history, and both RCC President Scott-Coe and President Navas (MVC) reflected confusion and surprise on the part of their constituencies about the change with college-all list-servs, particularly since these had not been incorporated into the year's long discussion at Senates about moderation/not moderation for other lists.

- Both RCC and MVC had a changeover of President around the time of the communication/announcement, which added a complicating factor during the summer.
- Our leadership team will be consulting with Dr. Bishop to see what he understands about the history of the decision as pertains to RCC and what his thoughts are at this time.
- Summer notes from the Strategic Planning workgroup:
  - Senator Ellis raised the issue last year about computer/hardware access for students; we made sure to raise this issue during review of the plan—please check and see if there are additional places to incorporate that need.
  - We also kept 10+1 vigilance in mind around mentions of learning management systems (tech support vs. instructional content/curriculum)
  - CCAP infrastructure and support was also something we worked on to call out, as necessary support for growth.
- Senate leadership has a meeting with college leadership about IETTC and how we can best build a team to move forward with input from RCC subject matter experts to make coherent decisions about programs, etc.
- The plaques for the Emeritus wall in the Quad has not been updated in a while. President Scott- Coe will working with leadership to see where we are, get updates taken care of, and build this into the regular process.

**B. Vice- President (written notes)**

- Keep an eye open for fundraising opportunities for study abroad
- Senators pay close attention to department and discipline impacts of SAAM: it is many disciplines and courses, including non-credit mirrored courses as well.
- The Board of Trustees (BOT) meeting will be October 7 here at RCC. Our Senate Spotlight will be that evening. We are still seeking faculty who can showcase their innovations at the college. Please reach out to Academic Senate if you are interested.

**C. Secretary-Treasurer**

- Thank you to those that came out to our first Freedom of Speech Academic Freedom session during Fall FLEX. We spent 80-85% of the time discussing free speech. At spring FLEX, we would like to flip it and start with academic freedom. Particularly because there were questions about AI and syllabi and we want to make sure that we are providing training and opportunities for discussion.

- Secretary-treasurer Bottoms will be working with our admin on the senate budget
- ASRCC is opening fall elections for students and we have some very important conversations that are going to be happening. The elections are September 24 and 25<sup>th</sup> and the applications are open.
- Club Rush will be happening over the next 3 days; students can pick-up an application at the ASRCC table
- Homecoming is September 22-27, so please make sure you are attending and encourage others to attend. We are doing a “decades” theme.
- Student life and leadership is working on sending out a survey to the faculty list serve for anybody that might be interested in advising a club or organization. That information will be coming out in the next week or two.

#### **X. Open Hearing**

- On Thursday, September 11<sup>th</sup> there will be an HSI community brunch in the Hall of Fame at 10am, please reach out to Virginia White if you are interested. More details to follow.
- The STEM Division is having a welcome back week in their engagement center so please encourage your students to come. And there will be food at every event.
- The STEM connection event, our Career and Transfer Expo is in October. More details to follow
- A senator represented concern from a colleague that FLEX activities are not driven enough by faculty, so faculty have to be more involved.
- Some faculty in Art History felt that Fall FLEX did not have enough input from faculty and should be more faculty driven.
- The Art History Department wanted to express how they are extremely distressed about the list serv situation and how the RCC-ALL is moderated. They are feeling silenced and censored about this and see it as an issue of academic freedom.
- On Saturday, September 13<sup>th</sup> RCC is having their 2<sup>nd</sup> Annual Digital Art Animation convention from 11am-3pm at the Library Auditorium.
- September 15 through October 15 is Hispanic Heritage month. There will be many activities, with a low rider car show next Thursday, Sept. 18<sup>th</sup> and next Tuesday, Sept. 16<sup>th</sup> there will Aztec Dancers during college hour in the Quad.
- On October 9<sup>th</sup> during college hour in Business CIS 114A there is going to be an event with activist and Hip Hop artist Jag Arreola doing a discussion.

#### **XI. Learn, Share, Do**

- DE certification and rubric plus QR code—share for feedback from faculty
- All eyes on curriculum-- SAAM
- Strategic Planning Draft—make sure to review
- Program Review: be alert for the message that will be coming out for faculty co-chair
- Thanks to Academic Senate for authorizing a letter of support for the Bachelor of Nursing/AB1400. Rhonda Taube sent out a link plus her letter of support as well.
- List serv conversation and update will be forthcoming

#### **XII. Adjourn at 5:00pm (M/S/C: Bottoms/Perez)**

# **Riverside City College**

## **2025-2028 Student Equity Plan**

### **Executive Summary**

#### **2022-25 Plan Reflection**

When Riverside City College began developing the 2022-2025 Student Equity Plan, we did not embark on this work alone. Our team consisted of a dedicated group of faculty, classified professionals, and administrators who came together to participate in the Region 9 Student Equity Planning Institute, also known as SEPI.

SEPI was more than training. It was a collaboration across our region, bringing together equity leads from the Inland Empire and Desert, Guided Pathways coordinators, and researchers from San Diego State University's CCHALES Collective. The Institute launched on November 30, 2021, with a clear purpose: to create a supportive community for equity leaders and to provide practical tools for building the 2022–2025 Student Equity Plan.

From the beginning, SEPI reminded us that equity planning wasn't just about filling out a template or checking boxes. Rather, the plan was about facing racial inequities head-on, rethinking how our systems align, and ensuring that our students had meaningful, transformative experiences. Specifically, experiences that align with our RCC's Tiger Values:

**T – Transparency:** Open communication and decision-making that builds trust.

**I – Inclusivity:** Welcoming and valuing the diversity of all individuals.

**G – Growth:** Creating opportunities for personal and academic development.

**E – Equity:** Removing barriers and ensuring fair access for historically underserved groups.

**R – Respect:** Fostering dignity, empathy, and mutual understanding.

The fundamental core and foundation of our Tiger values comprise student-centeredness, which, in its very essence, places students at the heart of every decision and action that we take as an institution.

The Institute set out some powerful goals for our college. We were challenged to craft a shared vision for racial equity—one that connects Guided Pathways with the Student Equity & Achievement Program. We were also invited to build community not only within our own campus teams, but also across institutions, turning equity work into solidarity work and coalition building. The most instrumental part was that we didn't do this in isolation; we had the guidance of regional coordinators and equity coaches to push our planning forward.

SEPI called on us to move from data to action. It wasn't enough to study disproportionate impact; we were asked to translate numbers into practices that could create real, meaningful, and lasting organizational change.

### **Reflection Analysis**

The 2022-2025 Riverside City College (RCC) Student Equity Plan aimed to address systemic inequities and improve student success outcomes for DI groups, including Black/African American, Hispanic/Latinx, Pacific Islander, and Foster Youth students. The plan focused on five key metrics: Successful Enrollment, Transfer-Level Math and English in the First-Year, Persistence from Term to Term, Completion, and Transfer to 4-year institutions. It emphasized race-conscious strategies, inquiry-based approaches, and immediate interventions to close equity gaps.

The 2022-2025 plan integrated RCC's mission and vision by promoting an inclusive, equity-focused environment while aligning with the RCC Strategic Plan and Guided Pathways framework. It incorporated a critical examination of institutional practices, guiding concepts such as race-consciousness and participatory processes, and equity assets like structures, programs, personnel, practices, and policies. The plan outlined inquiry strategies aimed to deepen understanding of DI students' experiences, while implementing strategies focused on providing inescapable student support and equity-minded professional development.

RCC identified several root causes of equity gaps experienced by DI student populations across the five metrics. These included systemic barriers such as limited communication about available resources, inconsistent counseling, fear of failure, and challenges related to students' external responsibilities (e.g., work, family, housing insecurity). Additionally, DI students often lacked awareness of support services and experienced a diminished sense of belonging, particularly those not engaged in learning communities or special programs.

The table below describes the institutional actions utilized to impact equity in the 2022-25 plan.

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<b>Institutional Action</b>	<b>Description</b>
Engagement Centers and Inescapable Student Support	RCC leveraged its seven Engagement Centers to provide targeted and integrated support for DI students. These centers offer workshops, counseling, mentoring, and financial aid assistance, supporting culturally responsive practices.
Equity-Minded Professional Development	RCC implemented sustained professional development programs (e.g., EMLI) to train faculty, staff, and administrators in culturally affirming and race-conscious practices, fostering institutional accountability.
Improved Communication Strategies	RCC adopted multimodal communication methods (email, social media, Canvas, text messaging) to ensure students were informed about resources, deadlines, and academic pathways.

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**Table 1.1**

These actions have helped RCC foster a culture of equity by affirming student identities, addressing systemic barriers, and promoting institutional transformation to reduce equity gaps and meet target outcomes. Please see the previous plans executive summary below.

[2022-2025 Student Equity Plan Executive Summary](#)

### **Key Learnings**

While SEPI galvanized our cross-functional teams to expand their capacity to serve students, there were a few organizational challenges that thwarted some of the proposed goals and outcomes. For example, during the development and implementation phase, a new Dean of College Equity, Inclusion, and Engagement (EIE) was hired to spearhead the plan's execution. The new Dean of EIE's role included oversight of many areas, which unfortunately, were unmanageable for the new hire. With areas such as Academic Support Services, cultural and affinity support programs, namely, Umoja and La Casa, college-wide student equity initiatives, and the co-chairing of the Student Equity Committee, the position became unwieldy. This unique set of circumstances resulted in a transition of leadership, inconsistent oversight, and reorganization of responsibilities for the subsequent Dean of College Equity, Inclusion, and Engagement. Consequently, leadership for the plan implementation and progress slowed for one year as RCC began its search for a new Dean of College Equity, Inclusion, and Engagement.

This new dean would work in close proximity to, and in direct collaboration with, the aforementioned areas but would not have direct supervisory responsibilities. This new organizational structure, deemed to be more effective and impactful for the college.

Other key learnings came directly from the voices of the students. A strategy of the 2022-2025 plan included the implementation of a Student Equity qualitative research study. The goal of the RCC Student Equity Qualitative Study (2024) was to identify student recommendations to reduce equity gaps by understanding the barriers DI students faced and their recommendations for removing those barriers. The study focused on DI groups with the greatest equity gaps, including Black/African American students completing transfer-level Math and English in their first year, Hispanic/Latinx students transferring to 4-year institutions by their third year, Foster Youth persisting from their first to second semester, and Pacific Islander students completing their vision goals by their third year. Through qualitative methods, the study aimed to explore students' experiences, perceptions, and actionable solutions to improve equity outcomes at RCC.

The RCC Student Equity Research Study (2024) identified key barriers contributing to equity gaps and provided actionable recommendations to address them:

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Root Cause	Description
Limited Communication	Students across all disproportionately impacted (DI) groups reported insufficient communication about available support services, such as tutoring, mental health resources, and financial aid. Foster Youth and other DI students experienced conflicting advice from counselors, leading to confusion about academic paths and course requirements.
Fear of Failure	Black students expressed fear of failure in transfer-level Math and English, exacerbated by a lack of early encouragement and awareness of tutoring services.
External Responsibilities	Many DI students, including Pacific Islanders and Hispanic/Latinx students, struggled to balance school with work and family obligations, impacting their academic progress.

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**Table 1.2**

## **Plan Continuity**

The RCC Student Equity Qualitative Study (2024) identified barriers and solutions for equity gaps among DI groups. As a Hispanic Serving Institution (HSI), with over 70% of our students identifying as Latine, Hispanic students recommended improving communication about course transferability and availability, emphasizing multimodal communication (email, social media, Canvas, text messaging, and a searchable calendar). They indicated that messages should be clear, concise, and available in Spanish. Students also suggested grouping non-urgent messages and sending them on a set schedule. Non-LC/SP (Learning Community, Special Program) students highlighted the need for better communication about tutoring, mental health services, and counseling appointments. Early communication about course limitations and transfer pathways was emphasized to boost confidence and streamline academic planning.

Additionally, Foster Youth at Riverside City College recommended extending counseling appointments to better address their complex academic and personal needs while also suggesting alternative support systems, such as accountability partners, to reduce reliance on inconsistent counseling. Additionally, DI groups proposed targeted support services to address their unique challenges. These recommendations included creating single-parent support groups to assist students balancing family responsibilities, offering financial literacy workshops to teach budgeting and scholarship navigation, and ensuring accessible tutoring programs to improve academic outcomes. The suggestions aimed to provide tailored, comprehensive support systems that foster equity and student success. Implementing these measures would help address persistent barriers and enhance the overall student experience at RCC.

These findings highlight the importance of tailored interventions and effective communication to reduce equity gaps and improve student outcomes. We plan to utilize the voices of our students to guide the development and implementation of the 2025-2028 Student Equity Plan.

## **Student Equity Qualitative Study**

### **Forging The New Path Ahead**

A call to action, the goal of Riverside City College's 2025-2028 Student Equity Plan is to align our institution with the California Community Colleges' Chancellor's Office (CCCCO) Vision 2030 goals, outcomes, and success metrics. Vision 2030 is the CCCCCO's long-term enterprising strategic framework that is designed to transform our state's community college system into an equitable, student-centered system of economic and social mobility by the year 2030. Building on the progress of earlier versions, Vision 2030 renews and deepens the system's commitment to eliminating equity gaps and ensuring all students, specifically those historically marginalized, can access, persist in, and complete their educational journeys. With the vision of CCCCCO in



mind, Riverside City College embarks on a plan to focus on students and future learners impacted by increasing income inequality and poverty. In alignment with CCCCCO, we take the stance that “All families, students and workers deserve the freedom to succeed: to build real-life skills and pursue careers (Gov. Gavin Newsom).” [Vision 2030 Report](#)

Riverside City College (RCC), the largest of three colleges in the Riverside Community College District, has served its diverse, low-income, and first-generation student population for over 100 years. Designated as both a Hispanic Serving Institution (HSI) and a Minority Serving Institution (MSI), RCC enrolls a majority Hispanic student body (70%) and reflects the region’s most pervasive socioeconomic challenges. Many students face academic and financial obstacles, often balancing school with work and family responsibilities. RCC recognizes its responsibility to adapt institutionally to meet these needs and is committed to implementing systemic changes that support student success and prepare graduates for California’s evolving workforce. As we are mindful of our alignment with and commitment to Vision 2030 goals, our most marginalized student populations are at the forefront of the college’s strategic planning and student equity planning metrics. As the data would suggest, our DI groups identified for this plan differed slightly from those identified in the 2022-2025 plan.

RCC equity metrics reveal that different DI groups face unique challenges across the student journey. Black/African American students experience the highest levels of impact in both successful enrollment and completion of transfer-level Math and English. Persistence is most challenging for Foster Youth, while completion gaps are greatest for LGBT students. When it comes to transfer, Hispanic/Latine students are most disproportionately affected. To address these gaps comprehensively, the plan places an intensive focus on supporting Black/African American and First-Generation students, recognizing the significant barriers these groups face across multiple metrics.

### **Integration of Student Equity Plan and Strategic Plan**

The RCC Student Equity Plan (SEP) intentionally aligns with the 2025-2030 RCC Strategic Plan and its four goals: Build, Engage, Serve, Treasure. At RCC, we are focused on enriching the experience of our students from application to first-year experience, to continued progress through matriculation and successful completion. We have listened to our students’ need for clear, consistent, and thorough communication, especially from African American students with regard to knowledge about the tangible benefits of taking math and English in their first year of college. To that end, both the Strategic Plan and the Student Equity Plan have strategies that enhance our onboarding processes with targeted outreach for equity students, sets goals for increasing the number of students with Student Educational Plans and those taking math and English in first year; and providing culturally responsive academic supports.

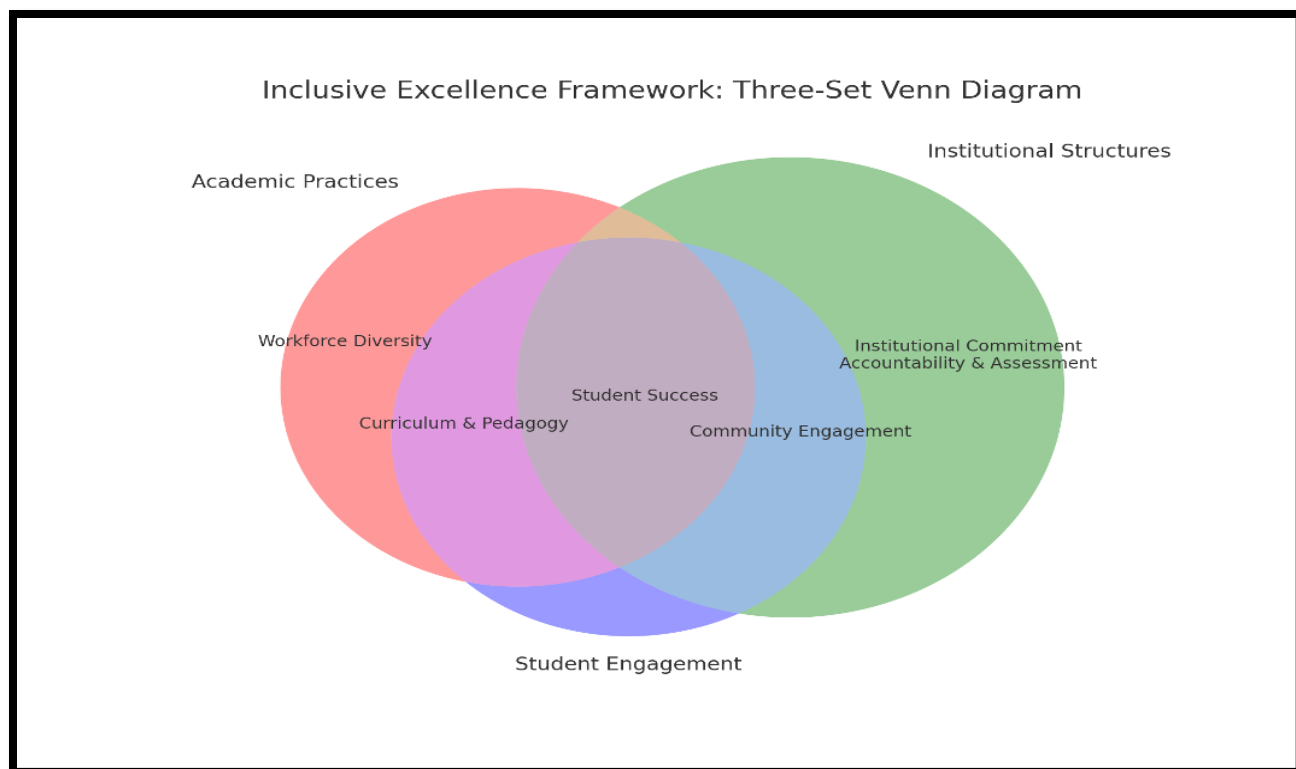
With a focus on liberatory consciousness, the RCC Strategic Plan aligns a framework of anti-oppressive practices and identity-affirming practices in the classroom and college support services that will help our students thrive and contribute to the decrease in the gaps in the metrics of enrollment, persistence, retention, completion, and transfer that are specifically addressed in the SEP.

Whereas the 2022-25 plan drew on the analysis of the 2020 NACCC Racial Climate Report and the Center for Urban Education's (CUE) equity mindedness report which assessed the colleges race conscious and culturally inclusive language and programming, the current draws upon Hotep Consultants Riverside City College Equity Audit, conducted by Lasana Hotep and his team. The current plan embeds Dr. Gina Garcia's indicators of serving for Hispanic Serving Institutions.

The indicators of serving that we examine in our 2025-2028 plan, as we investigate our organizational structures and culture include:

- Mission and Purpose Statements
- Curricular and Co-curricular Structures
- Equity-minded Leadership Practices
- Compositional Diversity
- Community Engagement

We will also consider our capacity for serving utilizing the tenets of Inclusive Excellence. Through the lens of the Inclusive Excellence Framework and Shared Equity Leadership, our plan outlines specific practices for embedding Diversity, Equity, Inclusion, and Accessibility (DEIA) into our institutional practices and organizational structures.



**Image 1.1**

### **Intentional Frameworks**

The Inclusive Excellence Framework is a strategic model developed by the Association of American Colleges & Universities (AAC&U) to help institutions embed DEIA into all aspects of their operations. Rather than treating DEIA as a separate initiative, Inclusive Excellence calls for institutions to integrate these values into their mission, policies, practices, culture, and learning outcomes.

Utilizing the key elements of the Inclusive Excellence (IE), our plan crosswalks the tenets of IE with Gina Garcia’s serving indicators.

### **Inclusive Excellence and Gina Garcia’s Serving Key Priority Indicator (KPI) Crosswalk**

Academic Practices	<ul style="list-style-type: none"> <li>• Curriculum &amp; Pedagogy (IE) (Servingness)</li> <li>• Workplace Diversity (IE)</li> <li>• Student Success (IE)</li> <li>• Equity-minded Leadership Practices (Servingness)</li> <li>• Compositional Diversity (Servingness)</li> </ul>
Student Engagement	<ul style="list-style-type: none"> <li>• Curriculum &amp; Pedagogy (IE)</li> <li>• Community Engagement (IE) (Servingness)</li> <li>• Co-Curricular Structures (Servingness)</li> </ul>
Institutional Structures	<ul style="list-style-type: none"> <li>• Institutional Commitment (IE)</li> <li>• Community Engagement (IE) (Servingness)</li> </ul>

	<ul style="list-style-type: none"> <li>• Accountability &amp; Assessment (IE)</li> <li>• Mission and Purpose Statements (Servingness)</li> </ul>
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**Table 1.3**

**Key findings** from Lasana Hotep’s Equity Audit revealed alignment between strategies necessary to close current equity gaps among our disproportionately impacted students' groups and those KPI’s identified in the Inclusive Excellence and Serving frameworks.

The overarching audit finding themes revealed systemic challenges and opportunities in advancing equity within our institutional settings. First, clarity and communication emerged as a foundational concern. Our campus stakeholders often held differing understandings of what equity meant, which complicated the implementation of equity-minded practices. This lack of shared understanding created barriers to fostering open, critical, and collegial conversations about equity across departments and divisions.

Second, there the equity audit revealed a pressing need for intentionality around anti-racism. While many within the institution expressed a desire to advance anti-racist principles, traditional pedagogical and operational approaches remained deeply entrenched. Without deliberate structural changes, efforts to address systemic inequities risked becoming symbolic rather than transformative. With the current political climate and legislative landscape surrounding diversity, equity and inclusion, Riverside City College remains steadfast in advocating and promoting anti-racist practices and policy.

Lastly, the theme of setting expectations and providing support campus-wide underscored a disconnect between institutional goals and the resources made available to achieve them. While there was an expectation for all members of the campus to embed equity in their work, the professional learning opportunities offered were often limited in scope, excluding key groups such as classified professionals and business services staff. This misalignment hindered the institution’s ability to build a cohesive, equity-literate culture across all levels. The current plan includes structured professional development activities for RCC personnel.

**Recommendations** from Hotep’s audit for advancing equity were organized into three key areas: Student-Ready Institutions, Equity-Minded Individuals, and Transformative Services. To build a student-ready institution, it was recommended that the college strengthen its infrastructure and leadership by hiring a cabinet-level equity administrator and conducting a comprehensive equity map to track all related efforts. In the fall of 2022, the college hired a Dean of College Equity, Inclusion, and Engagement to advance equity efforts across campus.

There was also a recommendation to center equity in professional development, including Flex Day activities that involved all campus groups—particularly part-time faculty and classified staff. As a strategy to center equity in professional development, RCC implemented the Equity Minded Leadership Institute (EMLI) and is currently in its fourth cohort of participants. The

vision of the Equity-Minded Learning Institute is to foster a culture of inclusive excellence by promoting equity-minded innovation in teaching, leadership, and service. Rooted in race-consciousness and historical awareness, EMLI seeks to eliminate racial disparities and inspire collective responsibility for student success through intentional disruption and systemic change. The mission of EMLI is to drive institutional transformation by engaging cross-functional cohorts of RCC employees in year-long professional learning experiences. Guided by equity-minded experts, participants engage in a reflective and action-oriented process aimed at challenging assumptions, reshaping policies, and dismantling structural barriers. The goal is to build a campus community committed to advancing equity and ensuring that all individuals can thrive. EMLI is a great example of shared equity leadership. Comprised of faculty, staff and administrators, the institute advances the core principles of Shared Equity Leadership (SEL) which include:

- Collective Responsibility
- Personal Journey and Growth
- Values-Driven Leadership
- Distributed Leadership
- Organization Change and Capacity Building.

As a proponent of Inclusive Excellence, Shared Equity Leadership calls for the distribution of the responsibility for equity across the institution, resulting in individual ownership and direct agency that will guide the implementation of this plan. SEL supports a collective, collaborative approach where leadership is shared among individuals across roles, identities, and various positions of power and authority.

Shared Equity Leadership is also grounded in the belief that advancing equity is a collective responsibility, not the sole duty of DEI leaders or individuals from marginalized communities. It calls on all members of an institution to contribute to equity work. Central to this approach is the recognition that personal journey and growth are essential; leaders must engage in deep self-reflection, confront their biases, and develop an understanding of systemic oppression. This work is guided by values-driven leadership, where humility, empathy, courage, and accountability shape individual and collective actions. Rather than relying on hierarchical structures, distributed leadership ensures that power and responsibility are shared among faculty, staff, and administrators, promoting collaboration across all levels.

Ultimately, the goal is organizational change and capacity building—transforming institutional structures, policies, and practices to remove systemic barriers and create lasting, equitable outcomes. Below are the practices that will be utilized to center the students' needs in the current plan based on our equity audit, voice of the student and student equity research report final study.

Shared Equity Leadership Practices (SEL)	
Communication Practices	Shared language around equity-related concepts
Practices That Challenge Status Quo	Embed equity principles into course outlines and institutional policies
Developmental Practices	Critical reflection, training and professional development for students and staff  Center equity within all Flex Day activities and campus professional learning experiences
Structural Practices	Structured onboarding, funding innovation equity-focused projects
Relational Practices	Promote equity mindedness, cultural awareness training

**Table 1.4**

Another great example of Shared Equity Leadership at Riverside City College (RCC) is our *Moving Towards Servingness* initiative—HSI Equipo. A cross-functional team was identified by our President’s Leadership Team (PLT) to align Hispanic-Serving Institution (HSI) principles and practices with our College’s Strategic Plan.

Launched in Summer 2023, a dedicated group of RCC faculty began focusing on improving teaching and learning for Hispanic students. By Fall 2024, the team identified a key goal: to establish the structures necessary for RCC to successfully apply for and be awarded the **Seal of Excelencia**. As an HSI, RCC currently holds two U.S. Department of Education HSI grants (Title V and Title III STEM), as well as two National Science Foundation HSI grants (one completed and one in progress). Many faculty have engaged in professional development through ESCALA (the premier professional development organization for HSI’s). Efforts to institutionalize ESCALA’s equity-focused training are ongoing.

Lastly, RCC is currently in a *trifecta year*—a unique convergence of three major planning processes: the development of the Comprehensive Program Review and Plan, the Strategic Plan, and our Accreditation Self-Evaluation. This moment offers an opportunity for deep institutional reflection. We are leveraging this planning window to position RCC for a successful Seal of Excelencia application, while enhancing the college’s capacity to serve all students, especially those who are disproportionately impacted.

These efforts, alongside the 2025–2028 Student Equity Plan, will sharpen our institutional focus on embedding equity into our policies, practices, and procedures, ensuring long-term, sustainable impact.

## **Intentional Strategies to Address DI Groups**

<b>Metric</b>	<b>Highest % of DI- MIS Data (Plan Focus) *</b>
Successful Enrollment	Black/African American
Completion of TL Math and English	Black/African American
Persistence	Foster Youth
Completion	LGBT
Transfer	Hispanic/Latine
Intensive Focus	Black/African American, First Generation

The 2025-2028 Student Equity Plan is centered on culturally responsive practices, intentional outreach, and data-informed interventions to address disparities in the five aforementioned metrics above. Below you will find robust strategies designed to support student success outcomes in each of the metrics.

### **Successful Enrollment Equity Initiatives**

RCC Data shows that Black/African American students are significantly underrepresented among those who complete all matriculation steps and successfully enroll. To close this gap, RCC will increase successful enrollment by expanding outreach through engagement centers, launching culturally relevant parent and community engagement campaigns, and strengthening awareness of support programs like Promise and Umoja. Strategic use of Power BI (our data dashboards), targeted faculty training, and coordinated events—such as Black Grad participation and campus tours—will promote enrollment readiness and early connection to campus resources.

### **Transfer-Level Math and English Completion**

According to our MIS data, only a small percentage of Black/African American student's complete transfer-level English and Math in their first year. To improve this outcome, RCC will offer Umoja-supported, culturally responsive course sections, expand academic support services, and embed tutoring within affirming spaces such as the Umoja homeroom. The college will also recruit an increased number of Black tutors and ensure all Umoja and Promise participants complete comprehensive educational plans (CEPs) early in their academic journey by the end of spring in year one.

### **Persistence from Primary to Secondary Term**

MIS data reflects that Foster Youth face the most significant barriers in term-to-term persistence. RCC's approach to decrease equity gaps in this metric emphasizes early connection to support programs like Guardian Scholars (a state funded program designed to support Foster Youth), and proactive engagement through initiatives such as the Foster Youth Access Demonstration Project. Additional strategies include integrating counselors and faculty into the Guardian Scholar Engagement Centers, linking coursework to support services, and promoting our partnership with UC Riverside that addresses basic needs and incentivizes full-time enrollment. RCC will also work to improve the transition of our foster youth from the Guardian Scholars programs (which students age out of) to our Next Up Program. The Next Up Program is a

California community college program that provides specialized resources and services to eligible current and former foster youth to help them achieve their academic and personal goals. Services can include financial assistance for books, supplies, meals, and transportation, as well as tutoring, counseling, mentorship, and referrals for housing and other basic needs.

### **Completion (Degree/Certificate)**

According to MIS Data, LGBT students are the most disproportionately impacted in completion outcomes. RCC will expand counseling availability and provide dedicated support staff within the Rainbow Engagement Center (REC) to improve our completion metric. This will include follow-up to our students upon the completion of 30-45 units. RCC will also increase access to mental health services, basic needs support, and trauma-informed care within our REC. Faculty will be supported in the development of an inclusive curriculum and provide materials to disproportionately impacted students within our Rainbow Learning Community.

### **Transfer to a Four-Year Institution**

RCC local data demonstrate that Latine students remain underrepresented among those who successfully transfer. RCC will address this by improving communication around course transferability and streamlining degree pathways using Program Mapper. Comprehensive educational planning will be aligned with strategic course scheduling, ensuring students can plan effectively and avoid delays. RCC will also host culturally affirming transfer events, build partnerships with HSIs and local four-year institutions, and engage Latine families through targeted outreach and workshops.

### **Institutional-Level Strategies**

Across all student populations, RCC will enhance communication by revising and relaunching its Canvas Student Support Hub, integrating QR codes in classrooms, and ensuring students receive timely information about academic support, key deadlines, and campus resources. Efforts to support dual enrollment students transitioning to full-time status, coupled with an emphasis on culturally responsive campus tours and regional transfer events, will ensure a more equitable and informed college experience for all.

## **Successful Enrollment Metric**

According to our MIS data, Black/African American students are the most disproportionately impacted in successful enrollment metric at Riverside City College. Of the 4,474 students who completed all of the matriculation steps to successful enrollment (during the 2022-2023 academic year), only 274 students of those students were Black/African American. To eliminate disproportionate impact for our Black/African American students, RCC needs to increase successful enrollment and completion of all matriculation steps by 5.8% or by a total of 94 students.



Our current plan will focus on the following key strategies to increase Successful Enrollment for our Black/African American Student Population:

- **Strategy 1: Use Power BI to connect students to engagement centers for outreach and the completion of matriculation steps.**

To promote equity in enrollment and support disproportionately impacted students, Riverside City College will maintain records of all applicants, including those who do not complete all matriculation steps and fully enroll. These records will be organized by academic pathway and shared with engagement centers. Engagement center staff, peer mentors and student success teams will proactively contact first-time, incoming students who have not fully matriculated before the start of the fall term. The college will track the number of students completing all matriculation steps before and after outreach to assess the impact of these efforts. We will also facilitate matriculation workshops and train faculty to inform them of their role in the process.

- **Strategy 2: Increase Black/African American Parent Engagement and outreach to Black Student Unions, Heritage, local churches, and other legacy programs that support the African American student experience.**

To increase community awareness and engagement, this strategy focuses on extended outreach to feeder school districts, increasing campus connections and extended collaboration with the local African American Parent Councils (AAPC).

To further support equitable outcomes in Black/African American student completion of enrollment steps, we will launch a targeted marketing and awareness campaign in collaboration with our K-12 partners. This campaign will promote early awareness of the enrollment process, beginning with high school juniors and seniors, to ensure they can take full advantage of our outreach services and academic advising offered through our Welcome Center. We will expand parent engagement efforts by hosting more on-campus parent nights and other student events to explain each step of the matriculation process and emphasize its long-term significance. In partnership with our outreach and student equity teams, we will provide tailored presentations at local African American student council meetings and collaborate with Jurupa, Riverside, and Alvord Unified school districts to promote a clear, supportive path from application to enrollment. As an enrollment strategy, we will participate in the Inland Empire Black Graduation and serve as a vendor, advertising our services, and signing students up for the college. We will also look for opportunities to invite students to campus to engage with our students and faculty, and for campus tours. Additionally, we will highlight the advantages of attending a community college—open access, affordability, and the potential for social and economic mobility—

to reinforce the value of higher education in the lives of our students and their families. We will collaborate with our Office of Educational Partnerships to expand resources and offer promotional videos for local High School students. All of these efforts will assist our Black/African American student complete successful enrollment.

- **Strategy 3: Increase awareness of the Promise Program, other first-year and summer bridge opportunities for Black/African American students.**

We will be intentional and deliberate in promoting the benefits of our Promise Program to prospective Black/African American students. The Promise Program supports full-time students by offering priority registration, book vouchers, workshops, and meal vouchers; removing financial and logistical barriers to student success. As part of our commitment to equity, we will embed targeted outreach within the Promise Program to connect Black/African American students directly to the Umoja program. We will host dedicated sessions where Promise students can apply to Umoja on the spot, engage in student panels featuring current Umoja participants, and meet one-on-one with counselors to learn more about the program's academic and cultural support. This approach ensures early connection to a culturally affirming community that fosters persistence and completion. These programs can also encourage students to complete matriculation steps.

Our plan will focus on the strategies below for our overall student population:

- **Comprehensive Strategy: Increasing the number of dual enrollment students who matriculate to full-time students after high school graduation.**

To strengthen equity and support for dual enrollment students, RCC will implement a multi-faceted strategy focused on belonging, guidance, and access. A peer mentorship program will connect current CCAP students with RCC mentors who also participated in dual enrollment. Seniors in the program will receive counseling appointments to complete student educational plans (SEPs), ensuring a smooth transition to college and career pathways. Students will also be encouraged to complete the matriculation steps to order to become full-time students once they graduate. The onboarding process will be improved through accessible media tutorials covering topics like Canvas navigation and faculty engagement. RCC's Office of Educational Partnerships will support high schools in developing equity action plans and using disaggregated data to promote inclusive participation in dual enrollment programs. Partnerships with affinity groups like Legacy, Heritage, and Black Student Union will help integrate dual enrollment into school culture and ensure outreach to historically underrepresented students.

Additionally, RCC will expand student engagement opportunities through events like Welcome Day, campus visits, and Back to School nights, while increasing parent

involvement through virtual and on-site presentations, student panels, and middle school outreach. These events will also promote completion of the enrollment process for students.

## **Completed Both Transfer-Level Math and English Metric**

According to our MIS data, Black/African American students are the most disproportionately impacted in the successful completion of transfer-level Math and English in their first year at Riverside City College. Of the 631 students who completed transfer-level math and English during the 2022-2023 academic year, only 20 of them were Black/African American. Our current plan will focus on the following:

Key Strategies to increase Completion of Transfer-Level Math and English for our Black African American Student Population:

- **Strategy #1: Increase the number of Black or African American students enrolling in transfer-level Math and English during the first year.**

To increase the number of Black/African American students enrolling in transfer-level Math and English, RCC will offer dedicated Umoja-supported sections of English 1A – C 1000 and transfer level Mathematics courses. These culturally responsive courses will be part of the Umoja Learning Community and designed to foster academic success and belonging. We will identify resources to strengthen the Umoja program and actively promote these course offerings; and their benefits, to Promise Program students, dual enrollment participants, and recent high school graduates. This strategy focuses on intentional placement and guided schedule development. It also focuses on promoting the courses at the High School level and possibly flagging students as Umoja students while dual enrollment students. Priority registration will be requested for our Umoja program to ensure participants have access to transfer-level Math and English in their first year.

- **Strategy #2: Increase the number of Black or African American students who utilize tutoring and academic support services and who are tutors.**

Black/African American students at RCC have historically underutilized tutoring and academic support services. To address this, we will expand tutoring hours and increase tutor availability within the Umoja homeroom, creating a culturally affirming space where students feel supported and empowered to seek advisement. We will also pursue a dedicated, private space on campus for academic support tailored to Black/African American students, fostering a welcoming environment for learning and course content review.

In addition, we will collaborate with the Engagement Centers to host targeted academic support activities and provide incentives to students for participation. Long-term, we aim to recruit with the intention of increasing the number of Black tutors in English and Math, recognizing that students are more likely to engage when they see themselves reflected in their support systems. This peer-to-peer connection helps reduce stigma around academic assistance and builds trust through shared cultural understanding. Lastly, partnering with our leadership councils and faculty development committees regarding topics of Black student success will help us build awareness across campus.

- **Strategy #3: Increase the number of Black or African American students who receive comprehensive educational plans in the first year.**

To support the academic success of Black/African American students, we will work with counselors to identify Black students within each academic pathway and review their records to ensure they have a comprehensive student educational plan (CSEP) on file. Through the Promise Program, we will offer group planning sessions and workshops that actively engage students in creating their individual CSEPs. Additionally, all Umoja Program participants will be required to complete a comprehensive educational plan by the end of their first year, ensuring they are on a clear and guided path toward their academic and career goals. We will also work with our dual enrollment partners to ensure that fully matriculating incoming high school seniors have a CSEP on file upon fall enrollment. Our Student Success Teams (SSTs) will identify Black/African students in their academic pathways who do not currently have Educational Plans and assist them in making appointments with the counselors.

Our plan will focus on the strategies below for our overall student population:

- **Comprehensive Strategy: Automatic Enrollment of Promise Program students into transfer-level Math and English.**

The office of Planning and Development will collaborate with Academic Affairs to implement block scheduling and auto registration and/or yearlong scheduling for transfer-level Math and English courses. This coordinated effort will support the timely completion of gateway courses and improve course access for students, particularly those in structured support programs like Promise, Umoja and Puente.

## Persistence: Primary Term to Secondary Term Metric

According to our MIS data, Foster Youth are the most disproportionately impacted in term-to-term persistence at Riverside City College. Of the 3,115 students who persisted from primary term to secondary term during the 2021-2022 academic year, only 83 of them were Foster Youth. The current plan will focus on the following key strategies to increase persistence from the primary term to the secondary term for our Foster Youth student population:

- **Strategy #1: Increase Guardian Scholar Student Engagement Center usage and connection to student success team members, including counselors.**

Many students are still unaware of the valuable resources and support available in the Guardian Scholar Engagement Center. To promote greater utilization, we aim to increase visibility and integration of these spaces into the student experience. One strategy is to partner with faculty to encourage them to not only promote the Guardian Scholar Engagement Centers in their classrooms but also to consider holding their student hours in these spaces. In some cases, instructional faculty may even be open to hosting entire class sessions in the Guardian Scholar Engagement Center, fostering a deeper connection between students and the resources available.

We also propose inviting Next Up counselors to dedicate time to the Guardian Scholar Engagement Center, rather than seeing students exclusively in their offices. This could create more opportunities for informal advising and foster stronger relationships between students and counselors specialized in supporting foster youth.

### **Strategy #2: Connect Foster Youth to the Guardian Scholars Program in First Year.**

Our approach emphasizes early intervention through initiatives such as the Foster Youth Support Network, the Foster Youth Dual Enrollment Program, and our annual *College Bound* event. Most recently, we launched the Foster Youth College Access Demonstration Project, which enables us to proactively engage with foster youth while they are still in high school. These efforts ensure that students are aware of available programs before they enroll in college courses. Early engagement also strengthens our collaboration with high school counselors by equipping them with the knowledge and resources to better guide foster youth in planning their postsecondary pathways. We will also emphasize job connection and career alongside academic pathway guidance.

- **Strategy #3: Increase awareness of basic need resources, food pantry, and housing opportunities available to Foster Youth, while increasing available employment opportunities.**

During the fall 2025 semester, Riverside City College will launch the Transfer Student Success Residential Experience Program through a new partnership with the University of California, Riverside. This initiative responds directly to student feedback highlighting the urgent need for greater access to essential resources such as housing, food, and transportation. The program will provide housing for over 300 RCC students, particularly those with socioeconomic backgrounds similar to the foster youth population.

To be eligible, foster youth must be at least 18 years old, enrolled in a minimum of 12 units, demonstrate financial need through Pell Grant eligibility, and maintain a GPA of 2.0 or higher. This opportunity enables RCC to incentivize full-time enrollment among students in foster youth support programs such as Guardian Scholars and Next Up. Encouraging full-time status is critical, as it supports academic momentum and helps students meet degree requirements before aging out of eligibility for certain support services.

These efforts support Maslow's hierarchy of needs and research indicating that when students' basic needs are met, they are more likely to persist in academic spaces.

Our plan will focus on the strategies below for our overall student population:

- **Comprehensive Strategy: Develop a communication plan with touchpoints for engagement to improve term-to-term persistence rates.**

Riverside City College will develop a comprehensive communication plan to inform students of key dates and deadlines each term. The plan will include registration periods, add/drop and withdrawal deadlines, and information about upcoming campus events that offer academic support and promote student engagement and persistence. This proactive communication strategy aims to keep students informed, reduce procedural barriers, and foster a stronger connection to the college community. Touchpoints should also support persistence by helping students stay connected to campus and criteria that may impact their persistence.

## Completion Metric

According to our MIS data, LGBT students are the most disproportionately impacted in the completion metric at Riverside City College. Of the 849 students who successfully completed and earned a degree/certificate during the 2019-2020 academic year, only 49 of them were members of the LGBT community. Our current plan will focus on the following key strategies to increase Completion for the LGBT population.

- **Strategy #1: Increase counseling hours and access, and staffing in the Rainbow Engagement Center.**

Expanding counseling hours and increasing access to support staff are critical equity strategies to ensure all students, particularly those from historically marginalized populations, such as LGBT students, have the guidance and resources necessary to navigate academic requirements, timelines, and other barriers to their success. Enhanced access will allow students to receive timely support, including grade and GPA checks, academic standing evaluations, and progress reports on units completed. These services help demystify the path to completion and empower students with the information needed to make informed decisions. By embedding equity into advising practices, Educational Resource Advisors can provide case management support in the Rainbow Engagement Center, identify key milestones, and proactively engage students at critical points in their academic journey—ultimately closing gaps in persistence, retention, and completion.

- **Strategy #2: Increase access to Student Health and Psychological services and basic needs resources.**

Increasing access through this strategy includes offering mental health services more consistently and providing on-site support within the Rainbow Engagement Center. Prioritizing mental health is essential to fostering a sense of safety and belonging for LGBT students, who often face unique stressors and challenges. Services could be expanded to include group counseling, targeted workshops, and campus-wide training for faculty, staff, and students to build inclusive and affirming environments. Additionally, earmarking funds to bring in licensed mental health professionals, particularly after traumatic campus events, would ensure that students receive timely and culturally competent support. This intentional focus on well-being supports persistence, retention, and the academic success of LGBT and other disproportionately impacted students.

- **Strategy #3: Provide dedicated resources to the Rainbow Learning Community and appropriate course scheduling.**

Special Project funds will be earmarked to support faculty in the development of inclusive and affirming curriculum for the Rainbow Learning Community. These funds will also be allocated for the purchase of books and classroom supplies to ensure that economically disadvantaged LGBT students have equitable access to the materials needed for academic success. This investment underscores RCC's commitment to creating learning environments that are both academically rigorous and culturally responsive, particularly for LGBT students and those from underserved communities.

Our plan will focus on the strategies below for our overall student population:

- **Comprehensive Strategy: Improve communication about available student support and resources.**

In addition to outlining key dates and deadlines related to registration, course adds/drops, and withdrawals, this communication plan will expand to include timely information about essential student support services and total number of units completed at critical milestones. Services such as tutoring, financial aid, budgeting assistance, mental health counseling, and resources for student parents, will be promoted to reduce barriers that impact academic success, particularly for our DI groups.

As part of our efforts to increase completion, RCC will revise and relaunch its Canvas Student Support Hub, making it a central access point for students and faculty. The updated hub will emphasize how to locate, access, and navigate available support resources. To increase visibility and ease of use, classrooms will be equipped with QR codes linking directly to the Support Hub, academic support services, tutoring, and the engagement centers. This integrated approach ensures that students are continuously connected to the tools they need to thrive academically and personally.

## **Transferred to a 4-Year Metric**

According to our MIS data, Hispanic students are the most disproportionately impacted in the Transferred to a Four-Year metric. Of the 506 students who transferred during the 2018-2019 academic year, only 282 of them were Hispanic. Our plan will focus on the following key strategies to increase successful transfer for our Hispanic student population.

- **Strategy #1: Improve communication regarding which courses transfer.**

During the Student Equity Research Study conducted by Yvonne Oliveres, one of the key recommendations was to ensure that Hispanic students were well informed about which courses were UC and CSU transferable. To address this, RCC will strengthen its educational planning efforts and update program maps to align with Cal-GETC requirements. Beginning in the upcoming cycle, the college will adopt Program Mapper, an interactive, student-centered tool designed to help students explore, plan, and complete their academic programs more efficiently.

Program Mapper provides a clear, semester-by-semester visualization of degree and certificate pathways, including required courses, general education options, electives, and developmental (noncredit) courses. This tool enhances transparency and empowers students, especially first-generation and disproportionately impacted students, with the information needed to make informed decisions about their academic journey. By making



transfer requirements and course sequencing more accessible, Program Mapper will help reduce barriers, improve communication, and support equitable Hispanic student success.

- **Strategy #2: Communicate better about course rotations/offerings.**

Comprehensive Educational Plans will be aligned with Program Maps and informed by Strategic Enrollment Management (SEM) course scheduling to provide Hispanic students with clear guidance on course availability. This alignment is particularly important for students who may need to retake courses, as it ensures they are aware of when specific classes are offered and can plan accordingly. By integrating program mapping with intentional scheduling, RCC aims to minimize delays in students' academic progress and promote timely completion, especially for those who have experienced academic setbacks or face additional barriers to persistence.

- **Strategy #3: Increase transfer events and activities available to Hispanic students.**

To support the transfer success of our Hispanic student population, RCC will strengthen partnerships with local four-year institutions that offer programs specifically designed for Hispanic and low-income, first-generation students. Institutions such as UC Riverside and Cal State San Bernardino have established initiatives that create pathways for Hispanic students into high-demand fields like communications, business, and engineering.

RCC will also host dedicated Hispanic Transfer Days on campus, featuring transfer panels, guest speakers, and alumni who have successfully navigated the transfer process. These events will provide culturally relevant inspiration and guidance while helping Hispanic students see themselves reflected in higher education success stories. The college will explore best practices from other institutions and develop outreach materials and events to equip families with the knowledge and tools needed to support Hispanic students through the transfer journey. By fostering culturally responsive engagement, resources and materials in Spanish, RCC aims to increase transfer rates and close transfer gaps for Hispanic students.

Our plan will focus on the strategies below for our overall student population:

- **Comprehensive Strategy: Increase culturally affirming campus tours and outreach to 4-year institutions.**

Riverside City College will expand culturally responsive transfer support by offering campus tours tailored to students' racial, ethnic, and cultural identities, including visits to

Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs). These experiences will provide students with exposure to institutions where they may feel a stronger sense of belonging and cultural affirmation.

In addition, RCC will increase the number of transfer caravans and on-campus transfer fairs to broaden access to a variety of postsecondary options. The college will also actively participate in regional transfer initiatives to ensure students are connected to a wide network of four-year institutions. These efforts aim to demystify the transfer process, strengthen transfer pathways, and close equity gaps in degree attainment for disproportionately impacted student populations.

RCCD Peer-to-Peer Distance Education Certification Rubric	
<b>Instructions:</b> To complete your peer review for distance education certification, download this document and fill out the Faculty Information section to begin your review. Save the file in the following format: <b>Current Term and Year_Faculty First and Last Name_DE Certification Review.</b>	
<b>This document includes the following sections:</b> - <b>Faculty Information:</b> Fill in this section with the appropriate information. - <b>Review Overview:</b> This section provides an overview of the review and will be automatically updated as you complete the rubric. You do not need to edit any cell in this section. - <b>Key for 'Review' Dropdown Values:</b> This section outlines the color coded system for the rubric. - <b>Distance Education Certification Rubric Criteria:</b> You will complete your review in this section. You will update the review section (using the dropdown options) and add notes for any criteria that is identified as 'Not Yet' to provide guidance on what needs to be completed for alignment. The 'Total Aligned' below each major section will automatically calculate as you complete the review.	
If revisions are required by faculty for alignment, send your review to the faculty for them to complete updates. A second review will be necessary once updates are made. If the faculty has met all criteria during the first review, a second review is not necessary.	
Once the faculty has a review that meets all criteria, the completed rubric will be submitted to the <b>DE Chair or Coordinator.</b>	

Faculty Information	
Faculty Reviewed (First and Last Name):	
Faculty Reviewed RCCD Email:	
Faculty College:	
Date of Review:	
Course Title (e.g., English Composition):	
Course Number and Section (e.g., ENGL-C1000-00000):	
Module Reviewed (e.g., Week 4: Title):	
Term Reviewed (e.g., Spring 2025):	
Faculty Reviewer (First and Last Name):	
Faculty Reviewer RCCD Email:	

Review Overview (this section will update automatically as you complete the rubric below)		
Section	Total Aligned	Conclusion
Content Presentation and Course Design in Canvas (6 Criteria)	0	Not Yet
Course Communication and Interactions (5 Criteria)	0	Not Yet
Assignment Include Clear Descriptions (3 Criteria)	0	Not Yet
Equitable Teaching Practices (4 Criteria)	0	Not Yet

Key for 'Review' Dropdown Values:	Needs Review
	0 = Not Yet
	1 = Aligned

Distance Education Certification Rubric Criteria			
Rubric Major Sections	Rubric Criteria	Review	Notes (for 'Not Yet')
1. Content Presentation and Course Design in Canvas	1A: Homepage is set and provides clear instructions as to where to start.	Needs Review	
	1B: A tentative schedule shows items such as due dates, topics of instruction, etc.	Needs Review	
	1C: Predictable publishing, unlocking, and availability cycles, such as modules, assignments, or announcements, are spread throughout the semester with due dates.	Needs Review	
	1D: Modules have consistent structure and organization.	Needs Review	
	1E: Clear guidance is provided on how to navigate material for each module (e.g., introduction page, announcement, home page).	Needs Review	

	1F: The instructor provides explanation as to how students should engage with the course content (e.g., readings, documents, videos, links).	Needs Review	
	<b>TOTAL ALIGNED (OUT OF 6):</b>	<b>0</b>	
2. Course Communication and Interactions	2A: The communication policy in the syllabus states how the instructor will initiate contact with students, including method, frequency, and response time.	Needs Review	
	2B: The communication policy in the syllabus states how the instructor will monitor and respond to student academic engagement and success.	Needs Review	
	2C: The communication policy in the syllabus states how students can contact the instructor, including guidance for participation.	Needs Review	
	2D: At least two of the following types of substantive interactions are provided on a regular basis: - Providing direct instruction - Assessing or providing feedback on a student's coursework - Providing information or responding to questions about the content of a course or competency - Facilitating a group discussion regarding the content of a course or competency	Needs Review	
	2E: Opportunities for student-to-student engagement and interaction are present.	Needs Review	
	<b>TOTAL ALIGNED (OUT OF 5):</b>	<b>0</b>	
3. Assignments Include Clear Descriptions	3A: Assignments have clear descriptions of educational goals.	Needs Review	
	3B: Assignments have clear instructions and submission guidelines.	Needs Review	
	3C: Assignments have clear grading criteria and include a timeline for feedback.	Needs Review	
	<b>TOTAL ALIGNED (OUT OF 3):</b>	<b>0</b>	
4. Equitable Teaching Practices	4A: The instructor promotes and encourages use of tutoring services, engagement centers, or other campus resources.	Needs Review	
	4B: Canvas guides and video tutorials are available where needed.	Needs Review	
	4C: Communications and activities foster care and connection among students and with the instructor.	Needs Review	
	4D: Module reviewed is accessible (all sections below must be aligned/not applicable for alignment).	Needs Review	
	Use of proper headings	Needs Review	
	Uses accessible lists	Needs Review	
	Uses descriptive links	Needs Review	
	Uses accessible tables	Needs Review	
	Uses accessible color contract	Needs Review	
	Uses images with alternative text	Needs Review	
	Uses accessible files (Documents, Slides, and Spreadsheets)	Needs Review	
	Uses video/audio with closed captions	Needs Review	
	<b>TOTAL ALIGNED (OUT OF 4):</b>	<b>0</b>	

## Recommended Qualifications for Reviewer Selection

Faculty who regularly teach Distance Education courses should apply to become a Peer-to-peer Distance Education certification reviewer. If interested in this SPR opportunity, please submit a letter of interest and resume to Human Resources & Employee Relations.

### Candidates will be selected based on the below criteria:

#### Minimum qualifications

- 6 terms teaching online within the past five years
- At least one type of DE Certification through
  - An equivalent online teaching certification from the below list:
    - Pre-Approved [DE trainings for equivalency](#) from other colleges
    - Online Teaching and Design @One course completion
  - A POCR certified course from any college
  - Peer Online Course Review Sections A-D training completion
  - Completion of the RCCD Peer-to-peer DE Certification process

#### Preferred qualifications

- 10 terms teaching online
- MVC, NC, or RCC DE Committee Member
- Online Teaching and Design @One course completion and completion of one of the One of four @ONE Equity options
  - Teaching with OER and Open Pedagogy for Equity
  - Equity & Culturally Responsive Teaching
  - Equitable Grading Strategies
  - Humanizing Online Learning & Teaching
- Experience as a POCR reviewer
- POCR certified course

Selected reviewers will be expected to attend training and review resources on using the DE Peer-to-Peer Certification Rubric.

# **RCCD Strategic Plan 2025-2030**

## Contents

Chancellor’s Message .....	3
Statement of Purpose .....	3
Mission, Vision, and Values .....	4
Goals and Objectives .....	5
Basic Strategies .....	9
Appendices.....	18
A. Strategic Plan Assessment Process and Analysis of Key Performance Indicators .....	18
B. Environmental Scan and SWOT Analysis .....	25
C. District Strategic Plan Committee Structure .....	30
D. District Strategic Plan Workgroup Membership .....	30

## Chancellor's Message

To be drafted later

## Statement of Purpose

### Purpose

The Riverside Community College District (RCCD) 2025–2030 Strategic Plan positions RCCD to lead with vision, equity and innovation in a rapidly changing higher education environment. Aligned with the California Community Colleges Vision 2030 goals, the plan reaffirms the District's commitment to student success, equitable access, and institutional excellence.

Building on the foundation of the 2019–2024 Strategic Plan and guided by Vision 2030, this plan advances RCCD's integrated approach to districtwide planning by aligning college strategic plans and educational master plans with shared District priorities. It sets clear goals, measurable outcomes, and supports a culture of continuous improvement.

Developed collaboratively with input from faculty, classified professionals, and administrators across the colleges and District Office, the plan recognizes RCCD as a unified district. The District is comprised of three colleges and the District Office. The colleges focus on instruction, student services, operations, and planning, while the District Office provides streamlining and coordinates support and programming in those areas to support student success.

The plan establishes a framework for accountability with the Board of Trustees, chancellor, and college leaders working together to achieve District goals. Measurable benchmarks and key performance indicators (KPIs), aligned with Vision 2030, will guide progress in areas like closing equity gaps, boosting completion rates, and improving workforce outcomes.

RCCD will continue using the five-District committee structure under the District Strategic Planning Council (DSPC): Teaching and Learning; Equity, Social, Economic, and Environmental Justice; Institutional Planning, Effectiveness and Governance; Resources; and Advancement and Partnerships. These committees monitor progress, assess results, and recommend improvements.

Overall, the 2025–2030 Strategic Plan provides a clear and collaborative roadmap to guide the District in meeting student needs, supporting innovation, and advancing an equitable future for the region and the state.

### Process

The District has been developing the 2025-2030 Strategic Plan since September 2024, following the conclusion of the 2019–2024 plan. As shown in Figure 1, the timeline began with an assessment of the previous plan, providing a foundation for this new one. The California Community Colleges Chancellor's Office (CCCCO) also introduced Vision 2030, a statewide framework with which this new plan is intentionally aligned. After the assessment, the DSPC launched a districtwide workgroup comprising of faculty, classified professionals, and administration to collaboratively develop, draft and finalize the new strategic plan. The workgroup convened throughout Spring and Summer 2025 to complete the environmental scan,

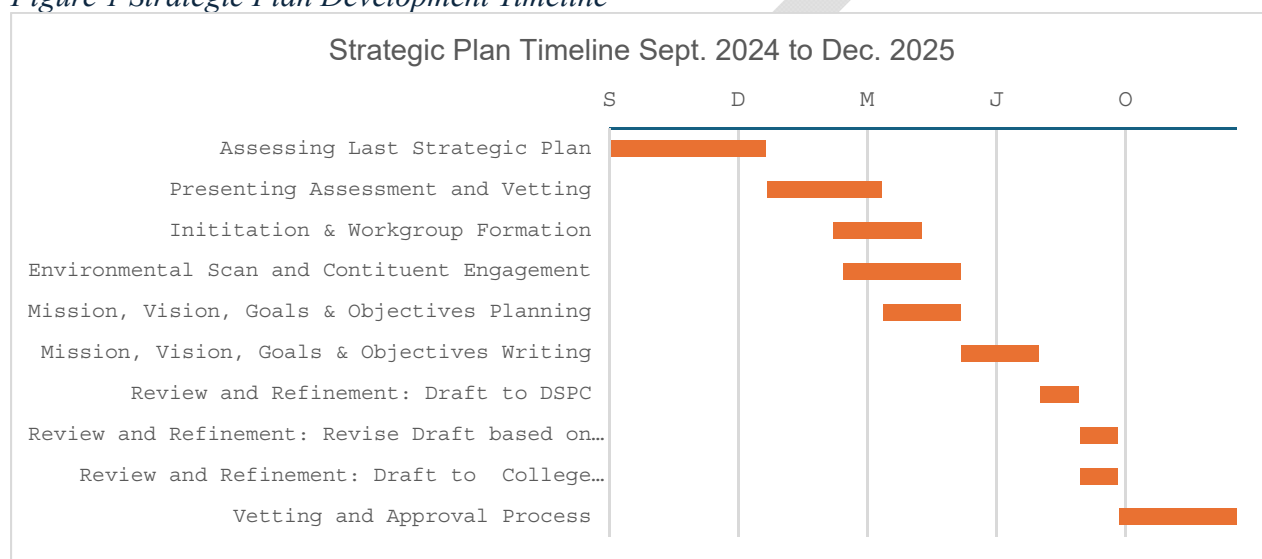


SWOT analysis, mission, vision, goals, and objectives.

Drafts were presented for review by the DSPC and college leadership at the start of Fall 2025. Following vetting and approval by college and District governing bodies, the plan was officially adopted.

This strategic plan is the result of a collaborative effort led by administrators, faculty, and classified professionals, reflecting a shared commitment to continuous improvement and student success

*Figure 1 Strategic Plan Development Timeline*



## Mission, Vision, and Values

### RCCD Mission Statement

Riverside Community College District supports its colleges in empowering diverse learners, advancing equity, and promoting social justice and economic mobility through affordable public higher education. We provide the systems, resources and leadership needed to eliminate barriers, foster student success, and drive institutional transformation across the region.

### RCCD Vision Statement

We envision a thriving region where education fuels opportunity, equity is realized, and every student has the power to shape their future.

### RCCD Guiding Principles

The following values guide how RCCD serves its colleges and communities:

#### 1. Student Success as Our Purpose

We exist to enable student learning, completion and opportunity—supporting colleges to design systems that place students first.

2. **Equity in Action**

We operationalize equity across policy, practice and resource allocation—especially for historically marginalized students and communities.

3. **Collaboration Across Communities**

We champion partnerships with industry, education and the community to expand impact and build shared prosperity.

4. **Integrity and Accountability**

We lead with transparency, uphold trust and take responsibility for aligning our efforts with our mission and goals in service to our colleges and community.

5. **Innovation for the Future**

We embrace change, encourage creative problem solving, and use data and reflection to improve outcomes for all.

## Goals and Objectives

### Goal 1: Equity in Access

**Broaden opportunities for all area residents to begin or continue their higher education journey at RCCD colleges.**

**Objective 1.1:** Increase with equity the number of students attending a RCCD college, especially among underserved populations.

Benchmark/KPI: By 2030, achieve a 25% equitable increase in RCCD student enrollment.

**Objective 1.2:** Increase dual enrollment participation by improving systemic communication and planning with local districts: strengthening high school and district partnerships, proactively identifying and addressing challenges, streamlining enrollment processes, and targeting outreach to underserved student populations.

Benchmark/KPI: By 2030, achieve 10% of FTES through dual enrollment.

**Objective 1.3:** Expand RCCD's workforce development programming by increasing paid work-based learning (WBL) opportunities that align educational pathways with regional labor market needs.

Benchmark/KPI: By 2030, increase paid WBL opportunities by 25% - achieving an average annual growth of 5%, as measured by the number of students participating in paid WBL.

**Objective 1.4:** Grow RCCD's noncredit and adult education programs by expanding offerings in high-demand areas through community partnerships and targeted outreach.

Benchmark/KPI#1: By 2030, increase noncredit enrollment to achieve at least 500 FTES based on availability of space.

Benchmark/KPI#2: By 2030, increase the number of adult (25 or older) student headcount by 25%.

**Objective 1.5:** Strengthen institutional infrastructure, including policies, procedures and practices, as well as technological and human resources, to address with equity the instructional and support needs of students who choose to pursue their educational goals at a distance through online education.

Benchmark/KPI: By 2030, eliminate the course success rate gaps across all instructional modalities.

## **Goal 2: Equity in Success**

### **Improve the academic and career success of all current and prospective RCCD students.**

**Objective 2.1: Completion:** Increase with equity the number of students who achieve a meaningful educational outcome.

Benchmark/KPI#1: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%.

Benchmark/KPI#2: By 2030, increase three-year completion rates by at least 15%.

**Objective 2.2:** Increase with equity the number of students earning an Associate Degree for Transfer (ADT) and transferring.

**2.2a:** Increase with equity the number of students earning an ADT.

Benchmark/KPI: By 2030, increase with equity ADT awards by 35%.

**2.2b:** Support the development of bachelor's degree programs at all three colleges that align with local workforce needs.

Benchmark/KPI: By 2030, develop at least one bachelor's program at each of the three colleges.

**2.2c:** Increase with equity the number of students transferring to UC or CSU.

Benchmark/KPI: With intersegmental collaboration, increase transfers to UC/CSU by 30% by 2030.

**Objective 2.3: Workforce Outcome:** Identify the region's high skill, high demand and high paying programs as well as new programs to be added by 2030 to increase with equity the number of students earning a living wage.

Benchmark/KPI#1: By 2030, increase with equity the number of graduates earning a living wage by 10%.

Benchmark/KPI#2: By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by 20%.

### Goal 3: Equity in Support

**Provide maximum levels of institutional support to students by achieving a systematic Standard of Care that supports students from matriculation through completion.**

**Objective 3.1: Maximize Financial Aid:** Increase with equity the number of students receiving state, federal and institutional aid for which they are eligible.

Benchmark/KPI: By 2030, increase with equity Pell, California Dream Act, and California College Promise Grant recipients by 25%.

**Objective 3.2: Improve Access to Basic Needs:** Ensure that RCCD students have equitable access to timely basic needs support (including food, housing, and mental health) by enhancing services districtwide, strengthening community partnerships, and pursuing funding to sustain and expand these supports.

Benchmark/KPI: By 2030, increase student access to basic needs support services—including food, housing, and mental health assistance by 25%. (may revise based on more discussions)

**Objective 3.3: Reduce Units to Completion:** Decrease with equity the number of units in excess of the 60-unit threshold for the Associate Degree for Transfer or other associate degrees.

Benchmark/KPI#1: By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.

Benchmark/KPI#2: By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.

### Goal 4: Institutional Effectiveness

**The District identifies, measures and reports on student and institutional outcomes to demonstrate the advancement of the District's mission and goals.**

**Objective 4.1:** Improve the efficiency and timeliness of core District processes and procedures, such as Human Resources, Business and Financial Services, and Institutional Advancement & Economic Development, to effectively support the development and delivery of instructional, student support and administrative services.

Benchmark/KPI: District Office will develop KPIs, define baseline data, and set measurable targets.

**Objective 4.2:** Attain a district-level efficiency of 18 (FTES/FTEF).

Benchmark/KPI: Achieve overall efficiency of 18 FTES/FTEF.

### Goal 5: Resources

**The District will acquire, manage and deploy resources - including human, facilities, technology, and financial - to support District goals and advancement.**

**Objective 5.1:** Strengthen and refine the equitable distribution of funds among the colleges and the District Office.

Benchmark/KPI: By 2030, develop a transparent, data-driven budget allocation model for colleges and the District Office to equitably and efficiently distribute resources across all units.

**Objective 5.2:** Increase student, faculty and staff satisfaction with their well-being and safety.

Benchmark/KPI: Human Resources Sub-Committee and District Safety and Security Sub-Committee will develop KPIs, define baseline data, and set measurable targets.

**Objective 5.3:** Strengthen the physical plant to support academic programs, workforce training, student support services, and administrative functions districtwide.

Benchmark/KPI: Facilities Planning and Development Sub-Committee will develop KPIs, define baseline data, and set measurable targets.

**Objective 5.4:** Advance student success and institutional growth through equitable access to technology; a culture of innovation and collaboration; and a resilient, future-ready infrastructure that leverages generative AI and emerging technologies.

Benchmarks/KPIs: IT will establish baselines and targets for the following KPIs:

- Utilization rates of student-facing digital services (MyPortal, SARS, etc.)
- Percentage of core systems migrated to cloud-based infrastructure.
- Faculty and staff participation in technology-focused professional development.
- Student access to hardware - laptops/internet, etc.

**Goal 6: Partnerships and Community Engagement**

**Strengthen RCCD's role and impact as a leading academic institution by cultivating strategic partnerships, engaging the community, and expanding resources to support student success.**

**Objective 6.1:** Expand collaborative partnerships with educational institutions, civic organizations, and businesses to advance student success, regional workforce development, and community enrichment.

Benchmark/KPI: Increase the number of formal partnership agreements leading to resource generation, coordinated programming, and leveraged services by 25% by 2030 (5% annual increase).

**Objective 6.2:** Strengthen RCCD capacity to achieve its vision, mission and strategic priorities through the acquisition of financial resources and other external support, including, but not

limited to, public and private grant funding, philanthropic contributions, and government advocacy.

Benchmarks/KPIs: Diversify funding streams to address uncertainty at the state and federal levels and reduce reliance on any one source as measured by:

- 6.2.1 Achieve a 60% success rate on submitted grant applications (success rate is the number of grants awarded divided by the number of grants submitted) (target may be revised)
- 6.2.2 Increase the value of private gifts by 25% by 2030 (5% annual increase)
- 6.2.3 Increase financial resources obtained from private foundations by 25% by 2030 (target may be revised)

**Objective 6.3:** Increase the economic impact of RCCD through the delivery of targeted workforce and economic development initiatives that support employers, employees, industry sectors, and entrepreneurs, among others.

Benchmark/KPI: Increase the number of RCCD workforce and economic development program participants who obtain employment, participate in upskill training, increase wages, obtain federal contracts, or start a business by 5% annually.

## Basic Strategies

Of the six District goals - each with specific objectives - the first three (Equity in Access, Equity in Success, and Equity in Support) correspond most directly to the mission of the District and serve as the driving force of the strategic planning process. These three goals form the basis for all of the District's teaching and learning activities and provide the essential foundation for prioritizing resources.

The following section outlines a set of possible basic strategies to support these and the remaining District goals. While not exhaustive, these strategies offer a practical starting point to advance our commitment to equity, effectiveness and student-centered innovation. Developed collaboratively, it includes a clear purpose, actionable plans, and alignment with specific objectives to guide measurable progress by 2030. Together, they serve as a roadmap to initiate implementation and spark continued dialogue, refinement and expansion as RCCD moves forward.

## Goal 1: Equity in Access

### Strategy 1: Community-Centered Outreach and Engagement

**Purpose:** Build trust and awareness among underserved populations to increase equitable access.

**Plan of Action:**

- Partner with community-based organizations, faith groups, and cultural centers to host college information sessions in multiple languages.

- Launch a mobile outreach unit to visit neighborhoods, community events, and high schools with enrollment support and program information.
- Develop culturally relevant marketing campaigns using local media, social media influencers, and student ambassadors.
- Collaborate and visit K-8 schools to introduce college earlier in the academic pipeline.

**Supports Objectives:**

- ☒ 1.1 (Enrollment Equity)
- ☒ 1.2 (Dual Enrollment)
- ☒ 1.4 (Noncredit/Adult Ed)

**Strategy 2: Seamless Pathways and Enrollment Support**

**Purpose:** Remove barriers to entry and streamline the student journey from interest to completion.

**Plan of Action:**

- Implement a “One-Stop” digital and in-person enrollment hub with multilingual support.
- Simplify dual enrollment processes through MOUs with local high schools and shared data systems.
- Offer enrollment incentives, including incentives for pursuing full-time enrollment, such as free application workshops, transportation vouchers, or textbook support.

**Supports Objectives:**

- ☒ 1.1 (Enrollment Equity)
- ☒ 1.2 (Dual Enrollment)
- ☒ 1.4 (Noncredit/Adult Ed)

**Strategy 3: Workforce-Aligned Program Expansion**

**Purpose:** Align RCCD offerings with regional economic needs and provide real-world learning opportunities.

**Plan of Action:**

- Collaborate with local employers and workforce boards to co-design Career Education and noncredit programs.
- Expand paid internships, apprenticeships and job shadowing through employer partnerships and grant funding.
- Launch targeted programs in ESL, digital literacy, and reentry skills with flexible scheduling and wraparound services.

**Supports Objectives:**

- ☒ 1.3 (Work-Based Learning)
- ☒ 1.4 (Noncredit/Adult Ed)



## Goal 2: Equity in Success

### Strategy 1: Completion and Support

**Purpose:** Support students in staying on track and completing their educational goals efficiently and equitably by implementing the Standard of Care framework.

**Plan of Action:**

- Ensure every student is assigned counselors and educational resource advisors to streamline their educational pathway.
- Expand proactive academic advising and case management, especially for first-generation and underserved students.
- Strategically implement academic support services, including assigned tutoring, to students in academic distress.
- Implement AI and other advanced technological tools to provide real-time access to degree audit and personalized academic plans to support timely completion.
- Offer completion incentives such as graduation grants, textbook vouchers, or priority registration for students nearing completion.

**Supports Objectives:**

- ☒ 2.1 (Completion)
- ☒ 2.2a (ADT Awards)
- ☒ 2.2c (Transfers)

### Strategy 2: Strengthen Transfer and Baccalaureate Pathways

**Purpose:** Create clear, supported pathways to four-year degrees and expand local baccalaureate options.

**Plan of Action:**

- Deepen partnerships with UC and CSU to streamline transfer pathways and articulation agreements.
- Create opportunities for guaranteed admissions to transfer institutions, providing students with access to transfer opportunities.
- Launch targeted ADT campaigns and transfer fairs with university partners.
- Develop and promote RCCD bachelor degree programs aligned with regional workforce needs (e.g., healthcare, IT, education).

**Supports Objectives:**

- ☒ 2.2a (ADT)
- ☒ 2.2b (Bachelor's Programs)
- ☒ 2.2c (Transfers)



### Strategy 3: Career-Connected Learning and Economic Mobility

**Purpose:** Ensure students are prepared for high-wage, high-demand careers through real-world learning and support.

**Plan of Action:**

- Integrate career exploration and planning into the first-year experience and across the curriculum.
- Grow partnerships with employers to expand internships, apprenticeships and job placement services.
- Track and support alumni outcomes to ensure equitable attainment of living-wage employment.

**Supports Objectives:**

- ☒ 2.1 (Completion)
- ☒ 2.3 (Living Wage)
- ☒ 2.2b (Bachelor's Programs)

### Goal 3: Equity in Support

#### Strategy 1: Proactive Financial Aid Outreach and Support

**Purpose:** Ensure all eligible students access the financial resources they need.

**Plan of Action:**

- Launch a multilingual, culturally responsive financial aid awareness campaign targeting high-need communities.
- Embed financial aid workshops into onboarding, orientation and first-year experience programs.
- Partner with high schools and community organizations to offer FAFSA and Dream Act Application completion events and one-on-one support.

**Supports Objective:**

- ☒ 3.1 (Maximizing Financial Aid)

#### Strategy 2: Integrated Academic Planning and Advising

**Purpose:** Help students complete their degrees efficiently by reducing excess units.

**Plan of Action:**

- Implement mandatory academic planning sessions using degree audit tools and guided pathways maps.
- Provide additional professional development for counselors, faculty and classified professional advisors to monitor student progress through implementing Standard of Care and intervene early when students deviate from their plans.
- Use predictive analytics to identify students at risk of accumulating excess units and provide targeted advising.
- Embed technological solutions to reduce time and improve efficiency where appropriate.

**Supports Objective:**

- ☒ 3.3 (Reduce Units to Completion)

**Strategy 3: Cross-Sector Student Support Ecosystem**

**Purpose:** Leverage partnerships to provide wraparound services that address students' academic, financial and social needs.

**Plan of Action:**

- Establish formal referral networks with local housing, food security, mental health, and transportation providers.
- Co-locate services on campus through partnerships with county agencies and nonprofits. Create a centralized student support hub (physical and virtual) to connect students with available resources.

**Supports Objectives:**

- ☒ 3.1 (Maximizing Financial Aid)
- ☒ 3.2 (Access to Basic Needs Support)

**Goal 4: Institutional Effectiveness**

**Strategy 1: Streamline Core Administrative Processes**

**Purpose:** Improve the efficiency and responsiveness of essential District operations to better support instruction and student services.

**Plan of Action:**

- Gather information on process reviews and assessments that have already been completed.
- Conduct process mapping and time-motion studies in HR and Business and Financial Services to identify bottlenecks.

- Implement digital workflow systems (e.g., e-signatures, automated approvals) to reduce processing time.
- Establish and monitor KPIs for HR and Finance with regular reporting and continuous improvement cycles.

**Supports Objective:**

☒ 4.1 (Efficiency in Core Processes)

**Strategy 2: Integrate Advanced Technology for Institutional Innovation**

**Purpose:** Leverage generative AI and emerging technologies to enhance learning, student support, and administrative functions.

**Plan of Action:**

- Pilot AI-powered tools (e.g., chatbots, virtual advisors) to improve access and responsiveness of districtwide services.
- Support faculty subject matter experts to explore AI integration in teaching and learning, ensuring alignment with academic standards and contribute to student success.
- Adopt new technology solutions that improve accessibility, engagement, or operational efficiency.
- Provide professional development to develop deeper knowledge and use of currently available technology solutions such as Microsoft 365 applications.
- Implement Anthology as a centralized platform that connects student success, academic affairs, BFS, and HRER by streamlining data integration, automating workflows, and providing real-time dashboards.

**Supports Objective:**

☒ 4.1 (AI and Technology Integration to Improve Efficiency, Productivity and Innovation)

**Strategy 3: Optimize Instructional Efficiency and Resource Allocation**

**Purpose:** Improve instructional productivity while maintaining quality and equity in learning outcomes.

**Plan of Action:**

- Use data analytics to align course offerings with student demand and program pathways.
- Identify and introduce technology driven tools to automate course scheduling to maximize resource efficiency.
- Provide professional development for deans and department chairs on scheduling efficiency and FTES/FTEF optimization.
- Monitor and report on FTES/FTEF ratios districtwide, with targeted interventions to reach the benchmark of 18.

**Supports Objective:**

- ☒ 4.2 (Instructional Efficiency)

**Goal 5: Resources**

**Strategy 1: Equitable and Transparent Resource Allocation**

**Purpose:** Ensure that funding and staffing are distributed fairly across the entire District to meet the diverse needs of each college.

**Plan of Action:**

- Assess BAM model to guide equitable budget allocations, incorporating enrollment, program costs, and student needs.
- Use a Total Cost of Ownership model to improve efficient and equitable use of resources.
- Establish clear KPIs and targets for resource distribution through collaboration with college and District finance, DBAC, and HR (e.g., 75% full-time faculty goal).
- Conduct annual equity audits of budget and staffing allocations to ensure alignment with institutional priorities.
- Complete the budget allocation model by integrating actual cost of college specific CTE programs.
- Support colleges to develop a BAM within the various units of their college along the principles laid for the District.
- Develop a BAM through the District Office that is data driven.

**Supports Objective:**

- ☒ 5.1 (Equitable Distribution of Funds)

**Strategy 2: Foster a Safe, Inclusive and Supportive Campus Environment**

**Purpose:** Promote access to resources to improve the physical and emotional well-being of students, faculty and staff.

**Plan of Action:**

- Expand campus safety infrastructure (e.g., lighting and surveillance) and implement regular safety drills.
- Continue and monitor well-being initiatives such as mental health services, wellness workshops, and employee assistance programs.
- Conduct annual climate and safety surveys and use results to guide continuous improvement efforts.

**Supports Objective:**

- ☒ 5.2 (Well-being and Safety)

### **Strategy 3: Build a Future-Ready, Tech-Enabled Infrastructure**

**Purpose:** Advance student success and institutional resilience through strategic investments in facilities and technology.

**Plan of Action:**

- Prioritize capital projects that support academic programs, workforce training, and student services in collaboration with District and college leadership.
- Expand access to digital tools and cloud-based systems to improve service delivery and learning outcomes.

**Supports Objectives:**

- ☒ 5.3 (Strengthen Physical Plant)
- ☒ 5.4 (Technology and Innovation)

### **Goal 6: Partnerships and Community Engagement**

#### **Strategy 1: Build and Deepen Strategic Partnerships**

**Purpose:** Expand RCCD's network of collaborators to enhance student success, workforce development, and community enrichment.

**Plan of Action:**

- Formalize new partnership agreements with K-12 districts, universities, employers, and civic organizations.
- Host annual partnership summits to align goals, share data, and co-design programs.
- Develop a centralized partnership tracking system to monitor growth and impact.

**Supports Objective:**

- ☒ 6.1 (Expand Collaborative Partnerships)

#### **Strategy 2: Diversify and Grow External Funding Sources**

**Purpose:** Strengthen RCCD's financial resilience and capacity to support strategic priorities.

**Plan of Action:**

- Launch a districtwide grants development team to pursue public and private funding opportunities.
- Establish an annual districtwide giving campaign and donor engagement strategy to grow philanthropic support.
- Advocate for RCCD priorities at the local, state and federal levels through coordinated government relations efforts.

- Expand advocacy to regional, state and national foundations (i.e., Irvine Foundation, College Futures, etc.)

**Supports Objective:**

- ☒ 6.2 (Increase External Support)

**Strategy 3: Drive Regional Economic and Workforce Development**

**Purpose:** Position RCCD as a key driver of economic mobility and innovation in the region.

**Plan of Action:**

- Expand workforce training and upskill programs in partnership with industry sectors and economic development agencies.
- Launch entrepreneurship and small business support initiatives through RCCD centers or incubators.
- Conduct and publish economic impact reports every three years to demonstrate RCCD's value to the region.

**Supports Objective:**

- ☒ 6.3 (Increase Economic Impact)

## Appendices

### A. Strategic Plan Assessment and Analysis of Key Performance Indicators

#### RCCD 2025–2030 Strategic Plan Assessment Process

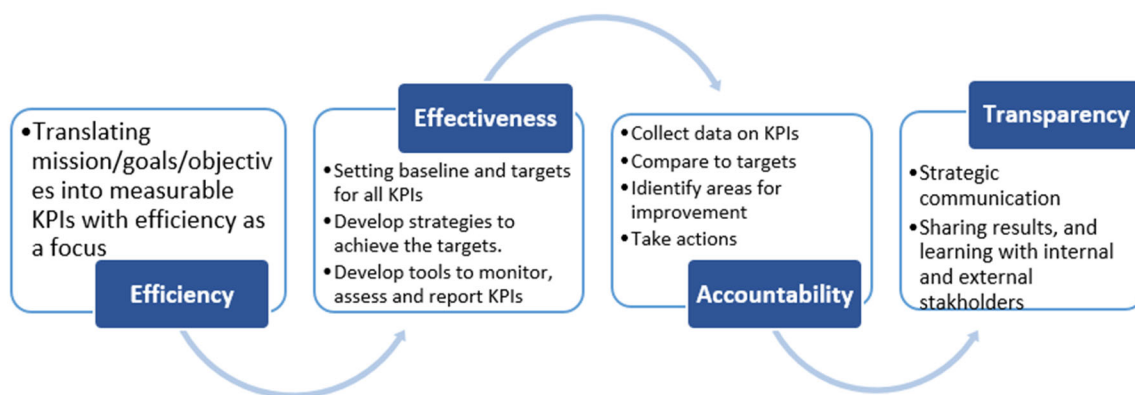
RCCD’s assessment of its 2025–2030 Strategic Plan is grounded in an integrated, cyclical process that promotes institutional improvement through clear metrics, continuous feedback, and evidence-based decision-making. Designed to evaluate how effectively RCCD fulfills its mission, vision, and strategic goals, this process is anchored in the principles of **Efficiency**, **Effectiveness**, **Accountability**, and **Transparency** - ensuring measurable progress and districtwide alignment.

At the core of this assessment process are four key pillars:

- **Efficiency** begins the cycle by translating the District’s mission and strategic goals into meaningful KPIs. In collaboration with the DSPC, colleges, and departments, RCCD defines metrics related to equity in student access, success, and support; institutional effectiveness; resource allocation; and community engagement. The goal is to optimize resource utilization while maintaining high quality and responsiveness, with a strong focus on advancing student success and closing equity gaps.
- **Effectiveness** involves establishing baselines and annual performance targets for each KPI using both internal and external data. RCCD develops tools and frameworks to monitor progress and assess the impact of strategic initiatives, ensuring alignment between institutional efforts and desired outcomes and impacts.
- **Accountability** is a measure of the power of the strategic plan to function as a powerful instrument for delegation of responsibilities and thereby acts as a means to require accountability. Accountability is achieved through systematic measurements and reporting. KPI results are evaluated annually and compared to established targets in a formal Annual Progress Report, which highlights accomplishments, identifies areas for improvement, and assigns responsibility for follow-up actions. This fosters a culture of continuous improvement and performance-based accountability.
- **Transparency** ensures that outcomes, findings, and improvement plans are clearly communicated across the District. Governance structures and decision-making processes are reviewed regularly for clarity and accessibility. Results are disseminated via presentations, publications, and District websites to promote trust, engagement and institutional integrity.



### Framework to Assess RCCD 2025-2030 Strategic Plan



To reinforce these efforts, RCCD will prepare a written annual summary of the progress report, which will be shared broadly across the District. This summary will keep all constituents - including faculty, staff, students and administration - informed of progress, challenges and strategic adjustments.

Importantly, RCCD will integrate this annual strategic plan assessment process with the districtwide program review process. By embedding strategic goals/objectives and KPIs into program review, departments and units will be able to align their planning, resource requests and improvement efforts with the overarching goals of the Strategic Plan. This integration ensures coherence across planning processes and creates a unified framework for continuous institutional effectiveness and accountability.

This assessment cycle is iterative and ongoing, allowing RCCD to continuously translate its strategic vision into measurable impact. Each year, the District will review and refine KPIs, including developing KPIs for social and economic mobility, assess progress, report results, and implement improvements. If goals are not met, corrective actions will be initiated. This closed-loop approach ensures that the Strategic Plan remains a dynamic, responsive tool that supports both internal development and the broader priorities of Vision 2030.

### Analysis of Key Performance Indicators (KPIs)

KPIs provide a structured framework for measuring institutional progress toward achieving the District's strategic goals and objectives. Each KPI is aligned with a specific objective and includes a defined baseline - the current performance level based on the most recent validated data - and a target representing the desired level of achievement over the next five years.

By setting clear, measurable benchmarks, this section ensures accountability and facilitates data-informed decision-making across the District. The KPIs will be monitored annually and updated as needed to reflect changing conditions, new initiatives, and evolving District priorities. Together, these metrics support RCCD's continuous improvement efforts and commitment to equitable student success.



## Equity in Assessment of KPIs

Equity is a foundational theme embedded throughout the goals, objectives and KPIs outlined in this document. Its consistent integration across all facets of the planning process reflects its centrality to the mission and vision of the District. Rather than isolating equity as a standalone objective, RCCD aligns with statewide practices by embedding equity considerations within each goal and measure.

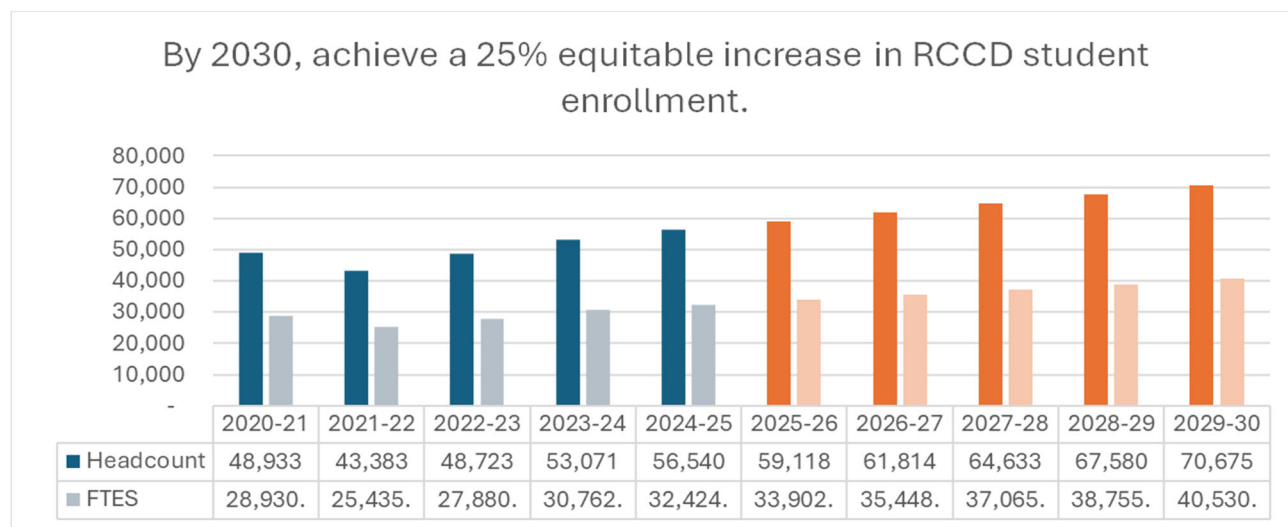
In evaluating progress toward measurable targets - particularly those associated with Goals 1, 2, and 3 - equity will serve as a critical lens through which achievement is assessed. Where appropriate, KPIs will be disaggregated by race and ethnicity and analyzed using the Percentage Point Gap (PPG-1) method, a recognized approach for identifying disproportionate impact (DI). This method compares the performance of specific student populations against the overall performance, excluding the population in question. For instance, the success rate of African American students will be compared to the overall success rate minus African American students. If the resulting gap exceeds the established margin of error, the population will be designated as experiencing disproportionate impact.

Importantly, improvements in overall success rates must be accompanied by a proportional reduction in DI gaps as identified through PPG-1 analysis. Meeting the overall target alone does not constitute full attainment of a KPI unless there is also demonstrable progress in closing equity gaps among DI populations identified during the initial assessment year. This equity-focused analysis will be incorporated into the annual evaluation of each goal to ensure accountability and sustained progress. Resources will support the progress through equitable allocation of human and fiscal resources aligned through the District's Standard of Care framework to continually uplift student segments experiencing disproportionate impacts.

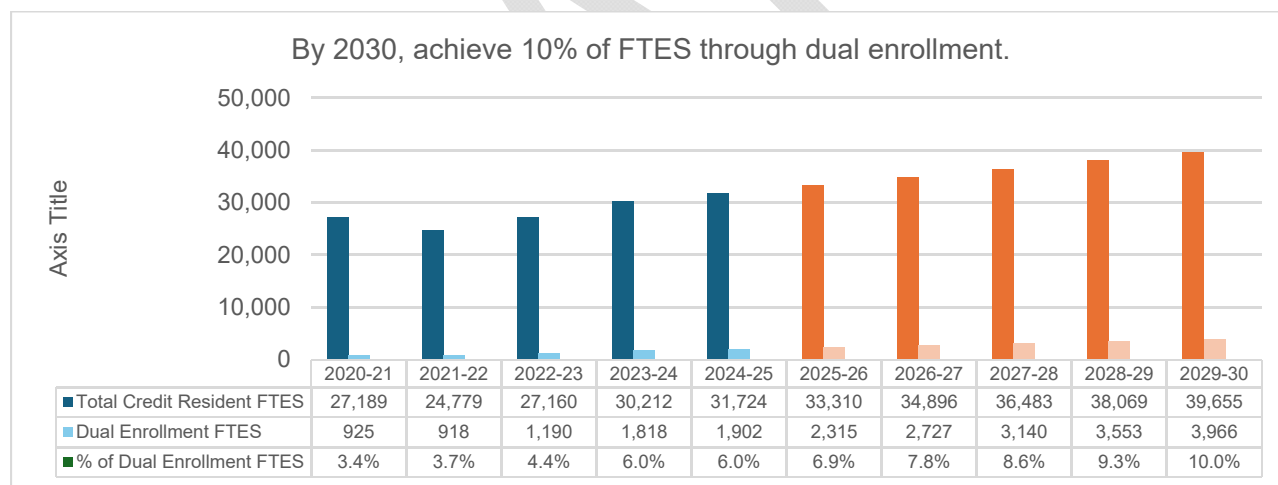
## Overall KPI Baselines and Targets

This section presents the KPIs for Goals 1 (Equity in Access), 2 (Equity in Success), and 3 (Equity in Support), which focus on student-related outcomes. Some KPIs for Goals 4, 5 and 6 are currently under development and will be added at a later stage. The data and projections use 2024–2025 as the baseline year, with annual targets established for each KPI over the next five years.

**Objective 1.1:** Increase with equity the number of students attending a RCCD college, especially among underserved populations.

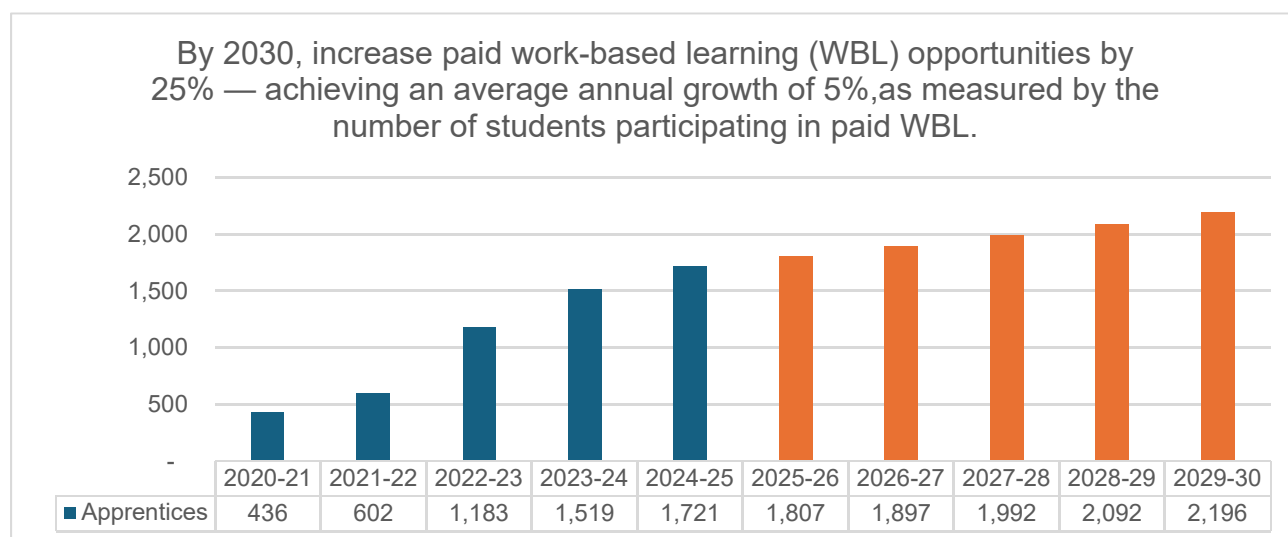


**Objective 1.2:** Increase dual enrollment participation by improving systemic communication and planning with local districts: strengthening high school and district partnerships, proactively identifying and addressing challenges, streamlining enrollment processes, and targeting outreach to underserved student populations.

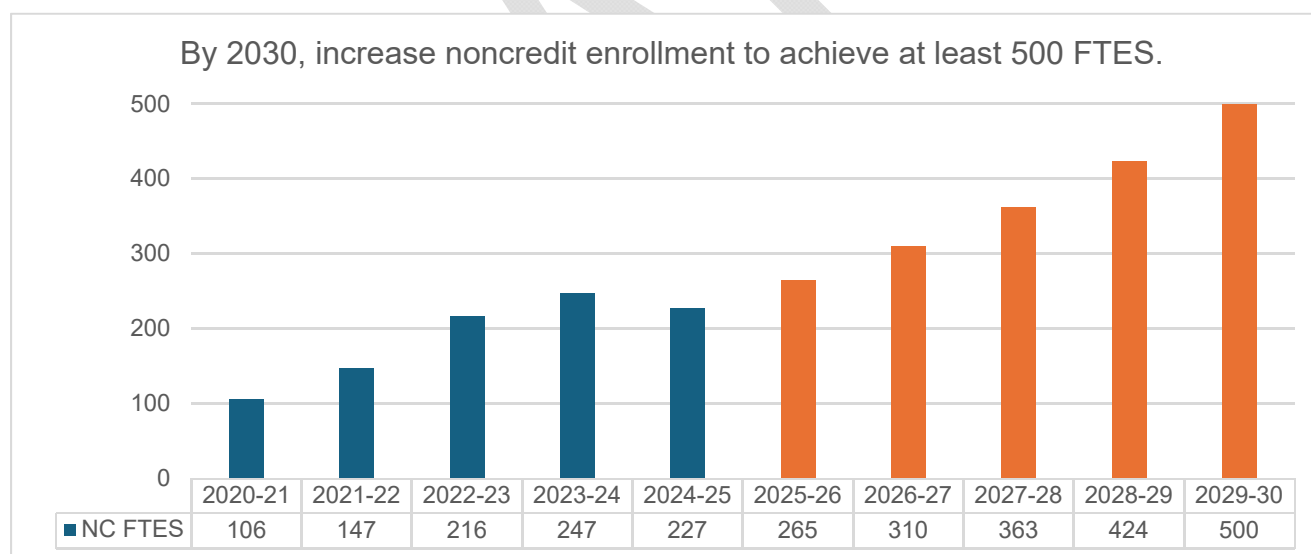


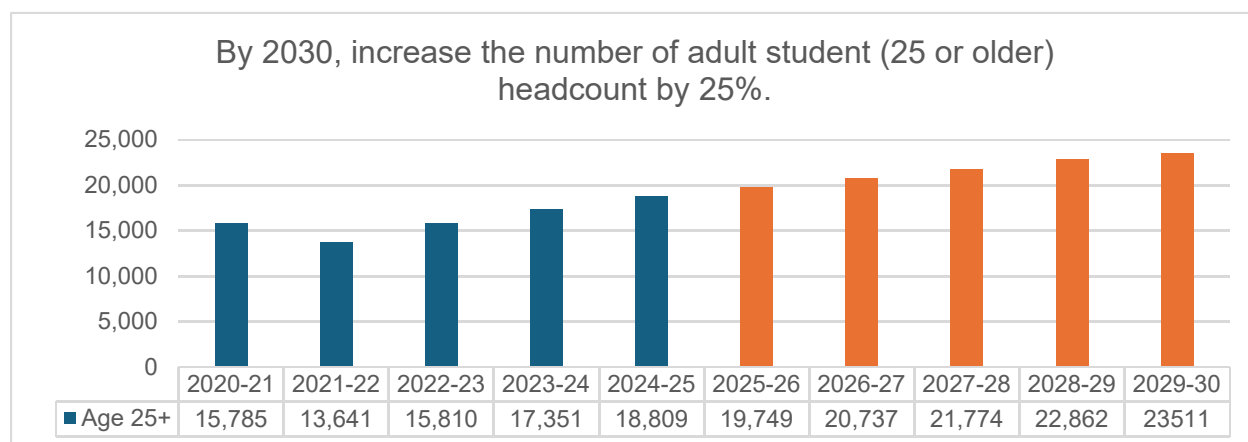
*Note: Data are from CCSF-320 reports.*

**Objective 1.3:** Expand RCCD's workforce development programming by increasing paid work-based learning (WBL) opportunities that align educational pathways with regional labor market needs.

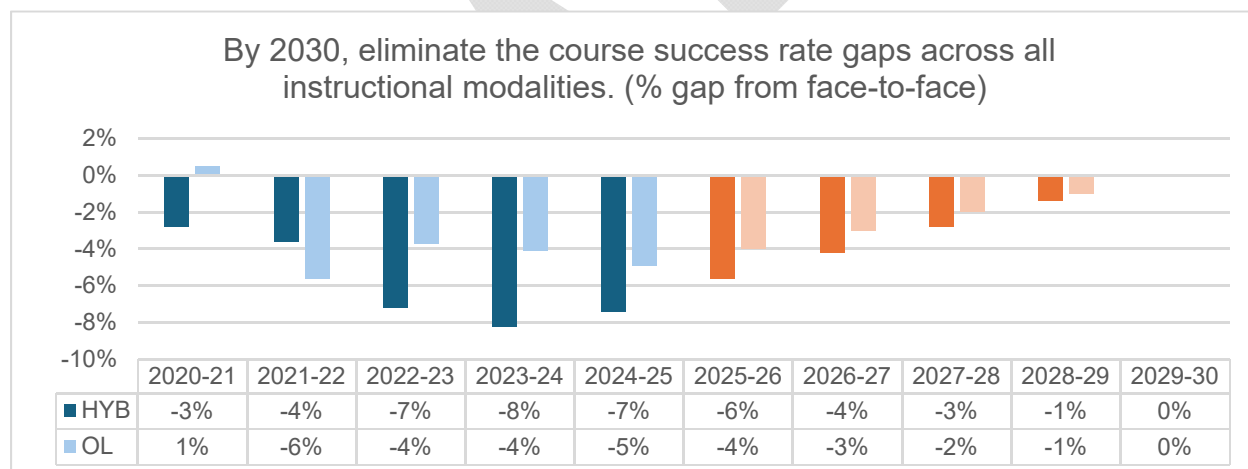


**Objective 1.4:** Grow RCCD’s noncredit and adult education programs by expanding offerings in high-demand areas through community partnerships and targeted outreach.

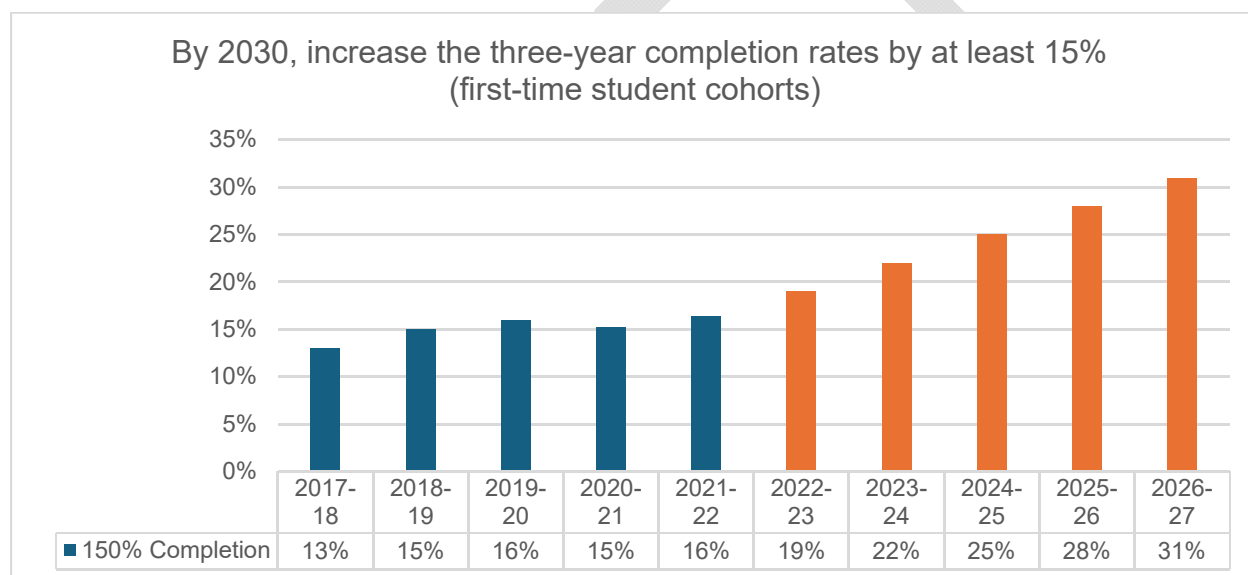
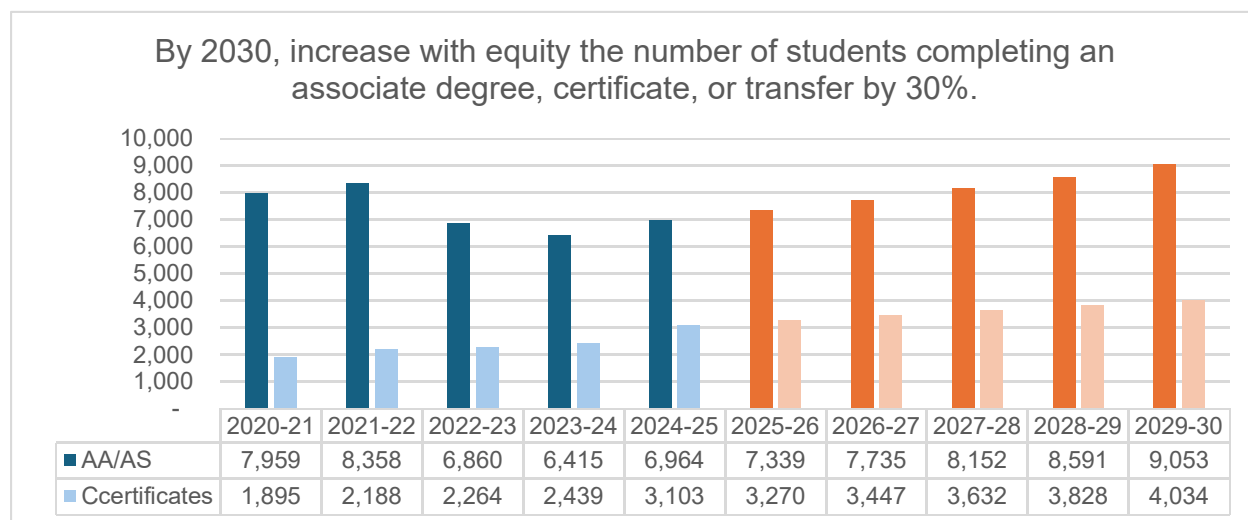




**Objective 1.5:** Strengthen institutional infrastructure, including policies, procedures and practices, as well as technological and human resources, to address with equity the instructional and student support needs of students who choose to pursue their educational goals at a distance through online education.

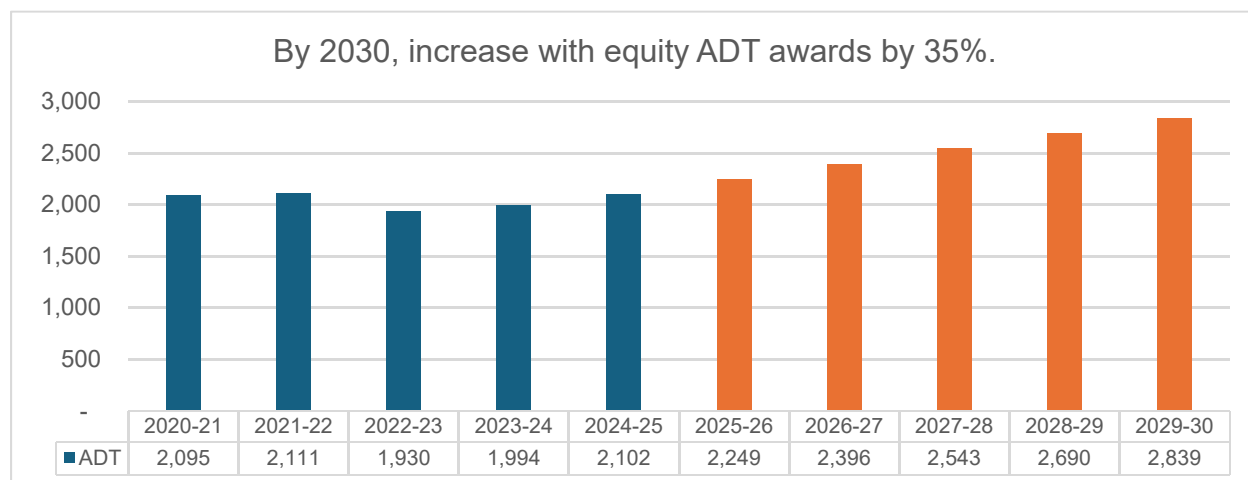


**Objective 2.1: Completion:** Increase with equity the number of students who achieve a meaningful educational outcome.



**Objective 2.2:** Increase with equity the number of students earning ADTs and transferring.

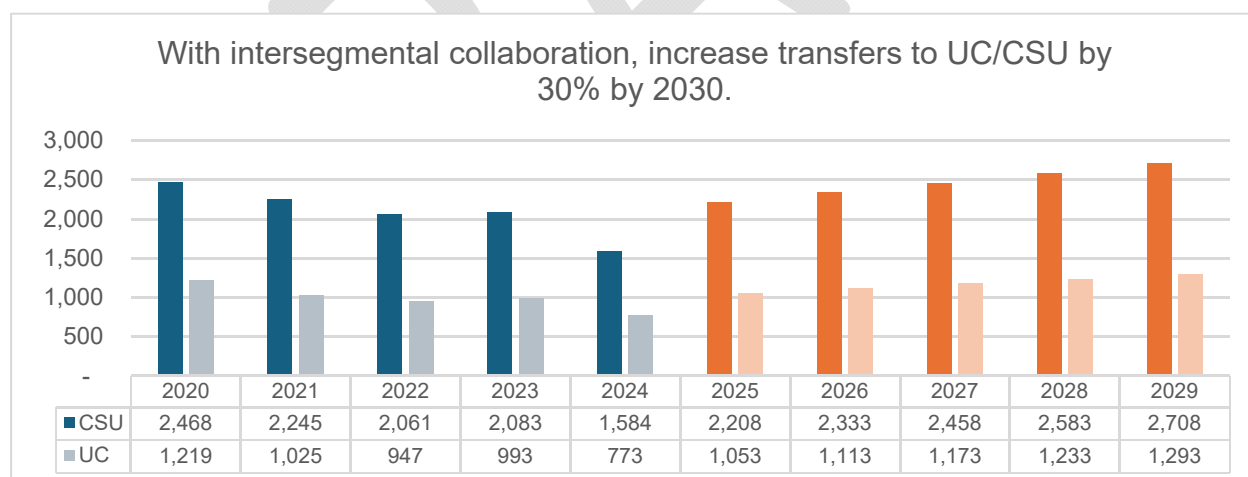
**2.2a:** Increase with equity the number of students earning an Associate Degree for Transfer (ADT).



**2.2b:** Support the development of bachelor's degree programs at all three colleges that align with local workforce needs.

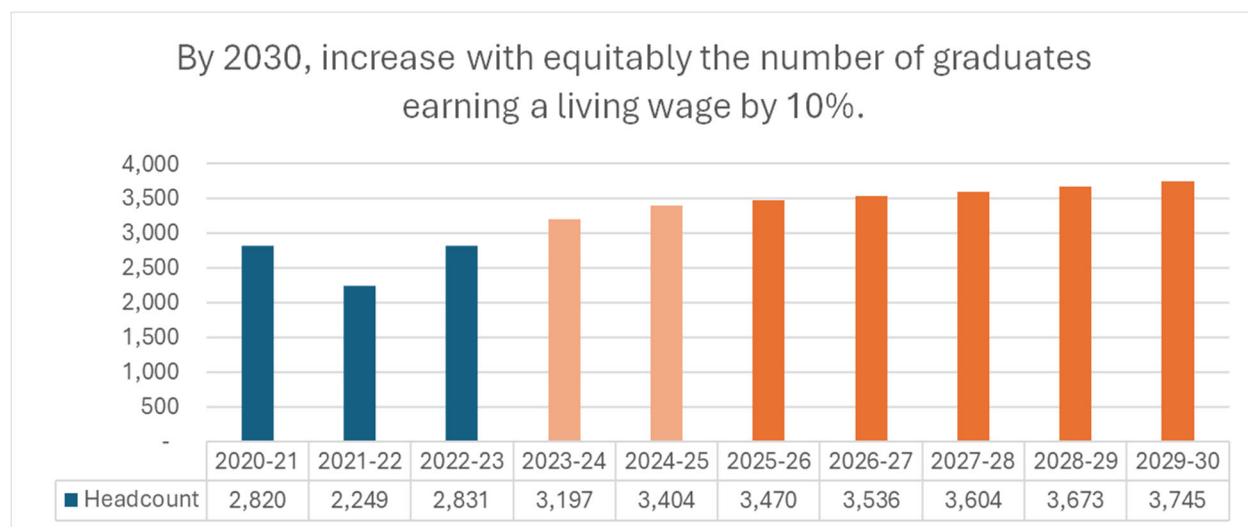
Benchmark/KPI: By 2030, develop at least one bachelor's degree program at each of the three colleges.

**2.2c:** Increase with equity the number of students transferring to UC or CSU.



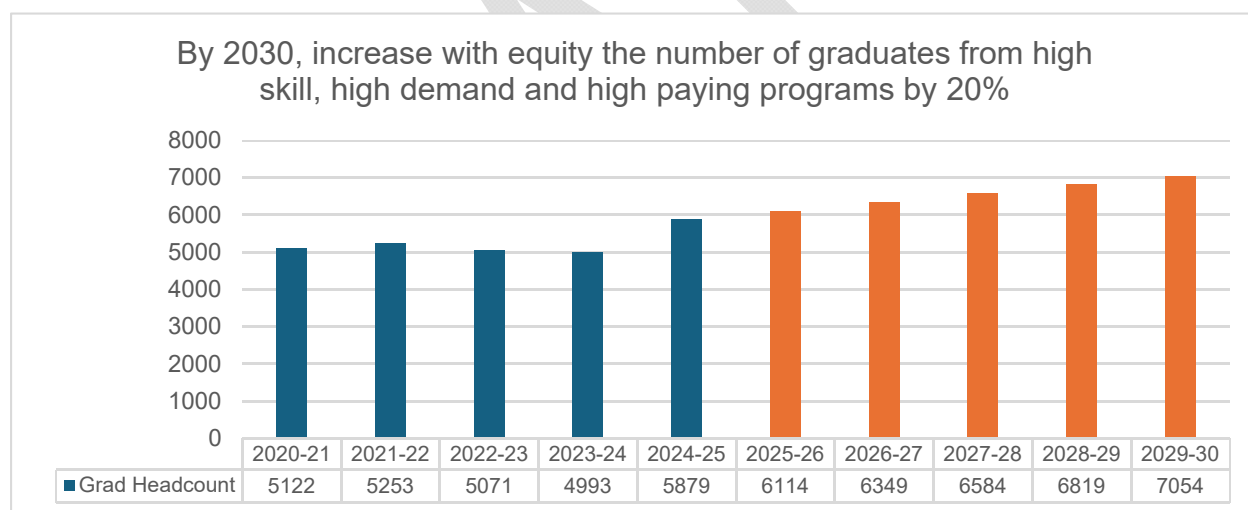
*Note: Due to unavailable data, 2023 was used as the baseline for the projections.*

**Objective 2.3: Workforce Outcome:** Identify the region's high skill, high demand and high paying programs as well as new programs to be added by 2030 to increase with equity the number of students earning a living wage.



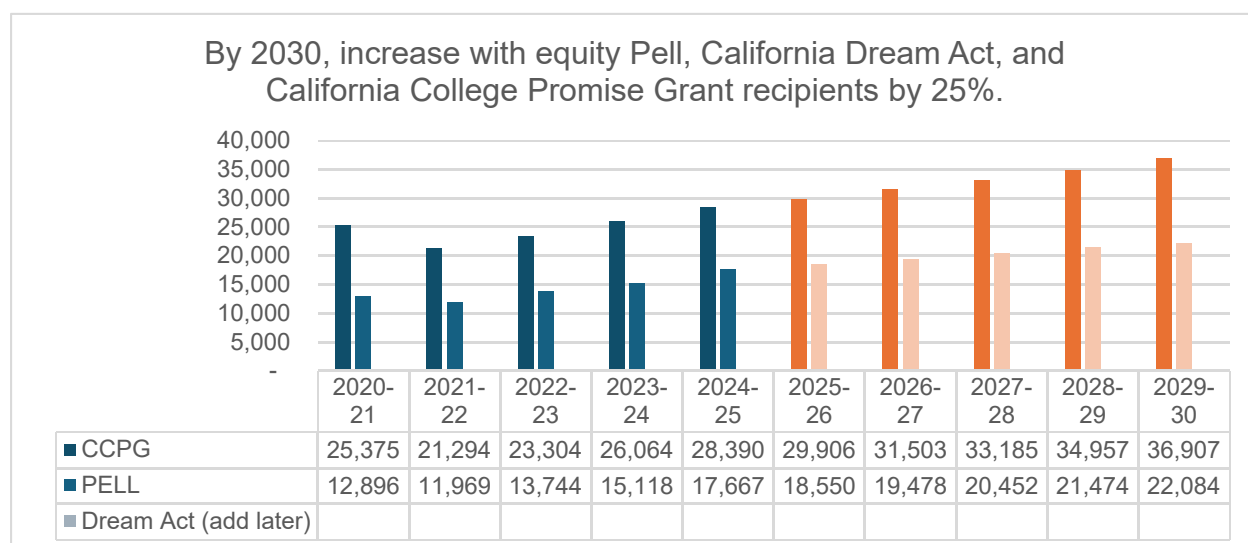
*\* Note: Due to unavailable data, half the percent increase from 2021–2022 to 2022–2023 was used to estimate increases for 2023–2024 and 2024–2025. The 2024–2025 estimate then served as the baseline for a projected 10% increase by 2029–2030.*

*\*Note: We will also look at programs with a living wage from the Bureau of Labor Statistics and connect that to graduates.*



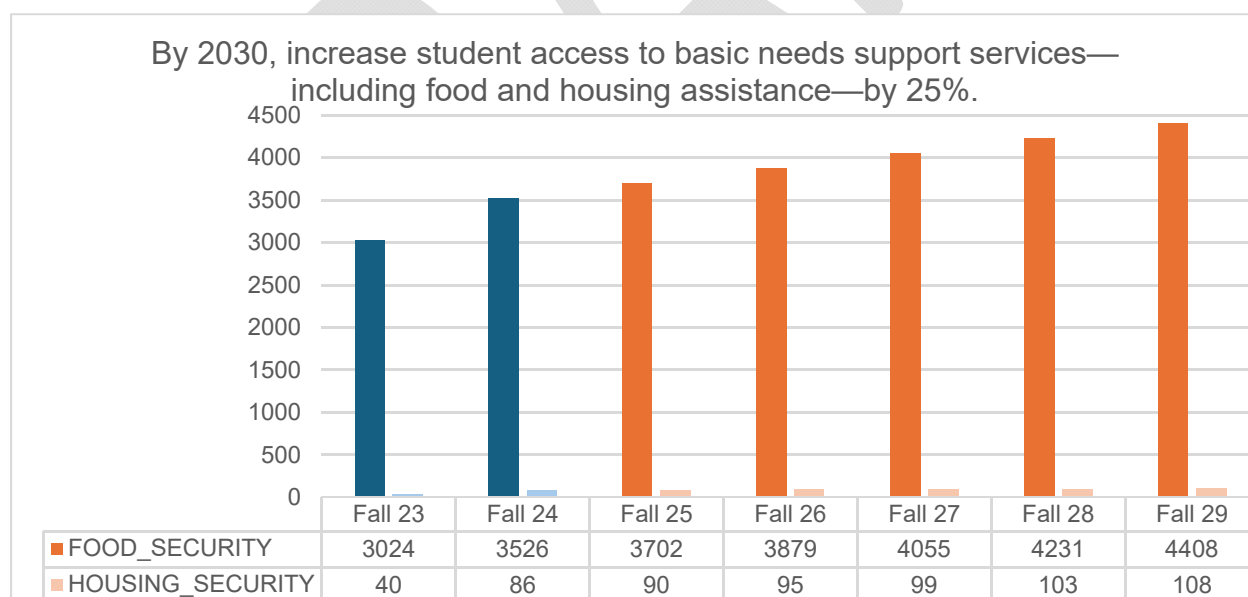
*Note: High paying jobs are jobs associated with TopCodes that have an average of \$25 hourly wage.*

**Objective 3.1: Maximizing Financial Aid:** Increase with equity the number of students receiving state, federal and institutional aid for which they are eligible.



**Objective 3.2.: Improve Access to Basic Needs Support:** Ensure that RCCD students have equitable access to timely basic needs support (including food, housing, mental health) by enhancing services districtwide, strengthening community partnerships, and pursuing funding to sustain and expand these supports.

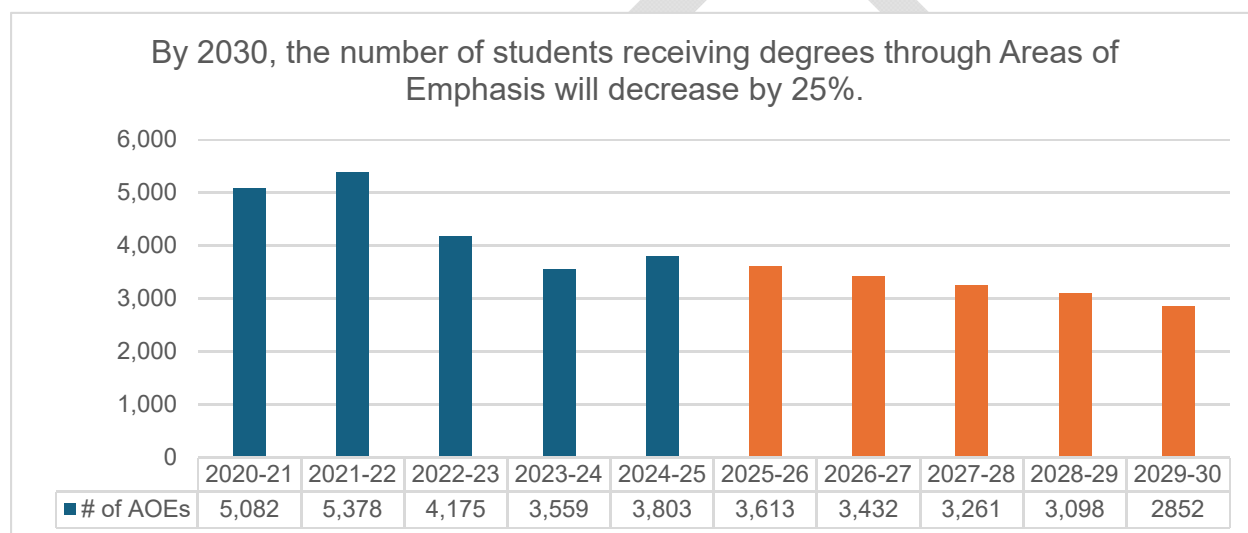
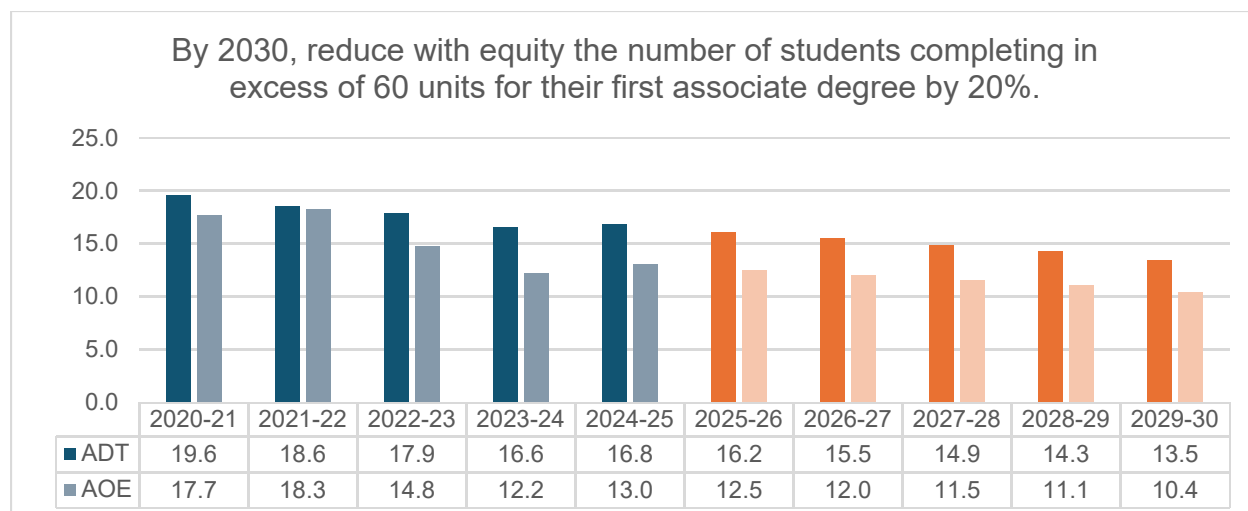
(KPI may be revised based on more discussions-add mental health data)



\*Data not collected fully until fall 2023

**Objective 3.3: Reduce Units to Completion:** Decrease with equity the number of units in excess of the 60-unit threshold for the Associate Degree for Transfer or other associate degrees.





## B. Environmental Scan and SWOT Analysis

Based on a comprehensive environmental scan and SWOT analysis, here are strategic planning recommendations that focus on the pillars of equity in access, equity in success, and equity in support:

### Student access, success and equity

- Expand dual enrollment and adult education programs
- Develop targeted outreach for Latino/a/x and special populations
- Strengthen guided pathways and first-year experience programs
- Establish a coordinated, student-centered, and accountable support framework through the Standard of Care model
- Support students by enhancing and establishing high-impact programs that address financial obstacles

- Expanding Zero- and Low-Cost Textbook courses, student housing, and basic needs initiatives

### **Career readiness and workforce development**

- Invest in career and technical education (CTE) pathways
- Create tailored workforce training programs aligned with emerging job markets
- Launch a regional workforce and economic mobility initiative

### **Transfer and academic excellence**

- Enhance transfer pathways and ADT utilization
- Strengthen RCCD's unique academic programs and noncredit offerings to stay competitive against online learning platforms

### **Technology and learning innovation**

- Expand online and hybrid learning support
- Invest in updated technology to streamline business operations (HR, purchasing, enrollment) and reduce inefficiencies
- Develop a shared equity and innovation resource hub that facilitates cross-college learning communities such as data equity centered materials and practices and data literacy

### **Infrastructure, planning and collaboration**

- Build a centralized data infrastructure
- Establish more integrated workflows for vertical and horizontal collaboration and pathway flows between areas, ensuring planning and assessment efforts are aligned districtwide
- Scale the District Strategic Planning Council to focus on items like best practices, annual planning summits, and ensuring consistency with Vision 2030 and state mandates
- Develop a unified planning hub that enables real-time data sharing, benchmarking, and decision making
- Develop a Shared Equity and Innovation Resource Hub to foster cross-college learning and collaboration

### **Organizational effectiveness and fiscal resilience**

- Create efficient, effective, accountable, and transparent District core business processes
- Secure alternative funding sources such as grants, partnerships, private foundations, and philanthropic contributions to navigate budget volatility

## **Safety and professional development**

- Improve safety strategy, including better security infrastructure, awareness programs, and stronger community partnerships
- Continue support for employee professional development

The environmental scan and SWOT analysis highlight strategies to expand educational access and address enrollment growth challenges. Key recommendations include strengthening dual enrollment - especially for 9th and 10th graders - partnering with high schools with low college-going rates, and expanding adult education to tap into the growing 25–54 population. With Inland Empire college-going rates below the state average despite strong high school graduation rates, RCCD can boost enrollment by offering high-skill, high-wage career pathways aligned with regional workforce needs.

Targeted outreach should focus on Latino/a/x students (who comprise over 70% of RCCD enrollment) and special populations such as foster youth, Veterans, single parents, and formerly incarcerated individuals. Expanding culturally responsive and multilingual support services, along with equity-focused programs, is essential to closing persistent completion gaps.

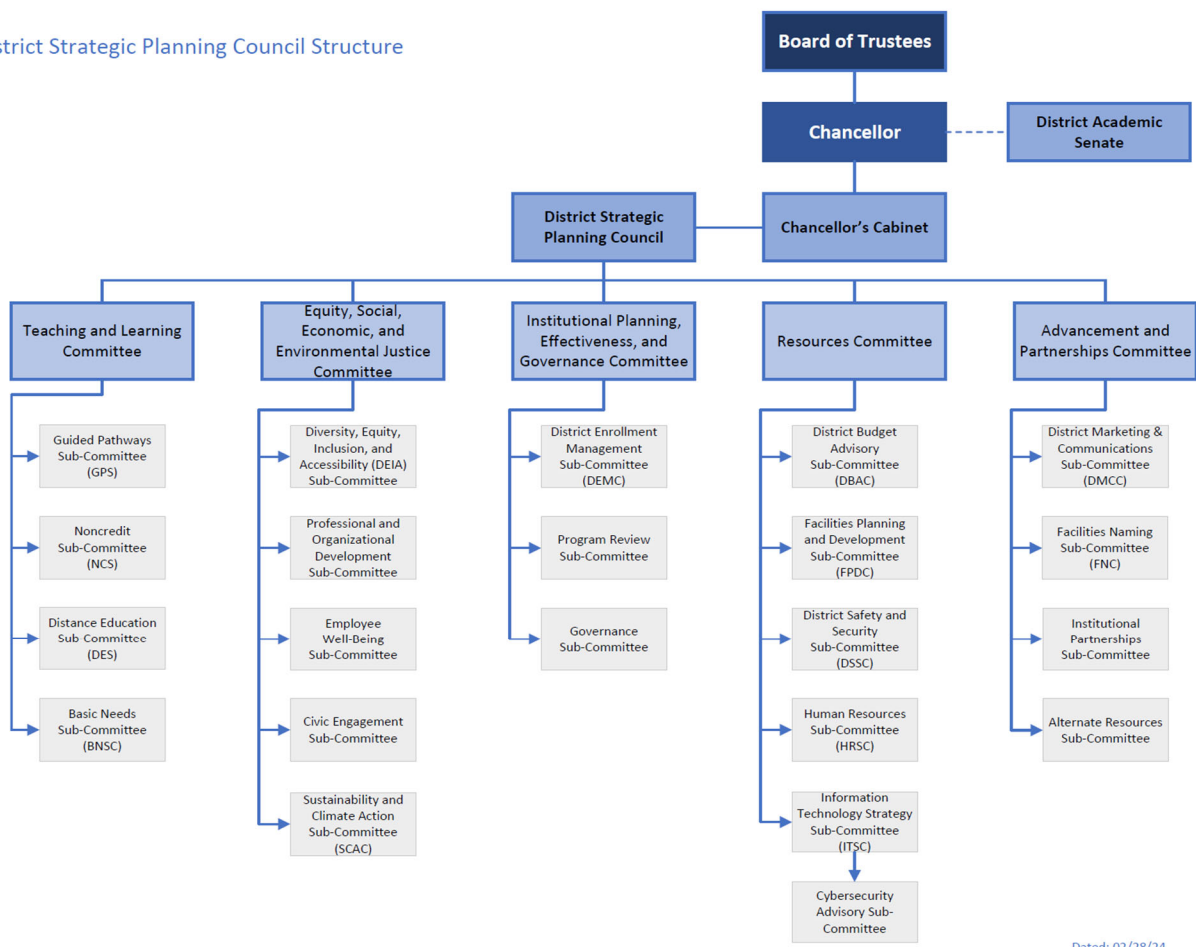
Strengthening Guided Pathways, first-year experience programs, and CTE offerings in nursing, IT, and data science will support student success and workforce readiness. Investments in stackable credentials, short-term certificates, and a robust, student-centered support framework through the “Standard of Care” model will create a comprehensive and connected experience for students by providing consistent, personalized guidance based on FTES allocation across the District.

Institutional effectiveness can be enhanced by aligning planning vertically and horizontally, modernizing administrative systems, improving campus safety, and diversifying revenue through grants, partnerships, and innovative programs. A Unified Strategic Planning Hub and Shared Equity & Innovation Resource Hub will streamline districtwide planning, data use, and professional development, fostering collaboration, transparency, and equity-centered decision-making.

Additional priorities include expanding Zero- and Low-Cost Textbook courses, student housing, and basic needs initiatives. Centralized funding and operations, improved hiring practices, and a districtwide technology plan will further align resources with strategic priorities. Collectively, these actions strengthen RCCD’s role in advancing student success, workforce alignment, and regional economic transformation.

## B. District Strategic Plan Committee Structure

District Strategic Planning Council Structure



Dated: 02/28/24

## C. DSPC Strategic Planning Workgroup Membership

Thank you to the following DSPC Taskforce members for their contributions to the development of this Strategic Plan:

Kimberly Bell – District Academic Senate/Norco Academic Senate President  
 Esteban Navas – Moreno Valley College Academic Senate President  
 Jo Scott-Coe – Riverside City College Academic Senate President  
 Joel Webb – Moreno Valley College faculty  
 Jennifer Escobar – Moreno Valley College faculty  
 Wendy McKeen – Riverside City College faculty  
 Lashonda Carter – Riverside City College faculty  
 Patrick Scullin – Riverside City College faculty  
 Rhonda Taube – Faculty Association representative

Tenisha James – Norco College Vice President Planning and Development  
Kristi Woods – Riverside City College Vice President Planning and Development  
Jake Kevari – Moreno Valley College Vice President Planning and Development  
Tammy Few – Vice Chancellor of Human Resources & Employee Relations  
Casandra Greene – Riverside City College classified professional  
Maurice Bowers – Riverside City College classified professional  
Charise Allingham – Norco College classified professional  
Arlene Serrato – Moreno Valley College classified professional  
Christopher Blackmore – Associate Vice Chancellor, District Office IT representative  
Chris Clarke – Executive Director, External Relations & Strategic Communication  
Susanne Ma – District Information Technology representative  
Kristine DiMemmo – Riverside City College Vice President Business Services  
Eric Bishop – Vice Chancellor of Educational Services & Strategic Planning/Interim President, RCC  
Rebeccah Goldware – Vice Chancellor of Institutional Advancement & Economic Development  
Aaron Brown – Vice Chancellor of Business & Financial Services  
Laurie McQuay-Peninger – Executive Director, Office of Grants & Sponsored Programs  
Debra Mustain – Dean, Community Partnerships & Workforce Development  
Robert Mason – Director of Inland Empire Tech Bridge  
Steven Butler – Dean of Institutional Research, Planning, and Effectiveness  
Lijuan Zhai – Associate Vice Chancellor of Educational Services & Institutional Effectiveness

Links to supporting documents:

[Assessment Report of RCCD Strategic Plan 2019-2024](#)

[RCCD Environmental Scan 2025](#)

[RCCD Strategic Planning SWOT Analysis 2025](#)

**RCCD Committee Nominees**  
**Sunshined at RCCAS 22 Sept. 2025**  
**To be voted on 6 Oct. 2025**

**RCCD Institutional Partnerships Sub-Committee**

**Nominee: Professor Jennifer Amaya**

As an Associate Professor of Audio & Music Technology at Riverside City College, I have extensive experience fostering partnerships that connect education with industry and the broader community. From 2012–2015, while teaching at Cal Poly Pomona, I taught a Service Learning course twice yearly in collaboration with the Center for Community Engagement, I worked closely with the Center's Director, I served on the Center for Community Engagement Committee, and I earned two Service-Learning Faculty Fellow Mini-Grants. At RCC, I have built collaborations with the Dance Department, I have developed an exceptionally active student club that partners across departments and student organizations, and I created major industry connections for our AMT program with the MIDI Association - one of the largest non-profit organizations in the music industry - as well as with Live Nation, Yaamava', and other regional entertainment companies. Between Cal Poly and RCC, I held a full-time position with a music products company, giving me firsthand experience on both the education and industry sides of my field. I am eager to bring this background in cross-disciplinary collaboration and industry outreach to the Institutional Partnerships Sub-Committee to help strengthen districtwide networks that advance equitable student success and regional economic development.

**RCCD Civic Engagement Sub-Committee**

**Nominee: Professor Star Taylor**

I have my doctorate in social justice, so the sub-committee's charge aligns with the work I did in my program while it also speaks to my commitment to social justice as it relates to centering and fighting for those who do not have the capacity nor means to advocate for themselves.

## **Candidates for Faculty Co-Chair of Program Review Committee**

**RCCAS Vote: Monday, Sept. 22**

### **Candidate: Professor Ginger White**

I am writing to express my interest in the position of Program Review Committee faculty chair. I served my department/division on the Program Review committee for almost a decade, stepping away briefly while I was on sabbatical. During that time, I have worked alongside other Program Review Committee members as they become familiar with Nuventive and the college's Comprehensive Program Review process.

Twice I was elected by the committee membership to be the committee's faculty co-chair. During my tenure as PR Chair, I worked collaboratively with GEMQ LC, the Office of Institutional Effectiveness, Academic Senate, and EPOC to streamline the Program Review process and focus it on better serving our Latiné students in order to close equity gaps while increasing the success of all RCC students. Additionally, I worked with Dean McEwen to prepare a PRaP Retreat each fall/winter for committee members and department chairs in order to jumpstart the development of annual plan updates.

Throughout my tenure as PR Chair, I worked collaboratively with the PR Chairs at MVC and NC to highlight the best practices from each college and incorporate them into RCC's process when appropriate. For the 2024-2025 academic year, I served as the chair of the District Program Review Committee.

My leadership on Program Review Committee has been recognized by the college administration and as such, I was invited to be part of a team that presented on the collaboration between Program Review, Strategic Plan Development, and Accreditation during The League For Innovation In the Community College's National Innovations Conference last March.

I have found my service on the PR Committee to be remarkably rewarding and would be honored to serve as the committee chair for another term. Thank you for considering my candidacy.