Please complete the two pre-survey questions

RIO HONDO COMMUNITY COLLEGE RETREAT — PARTICIPANT SURVEY
August 14, 2017

This survey is for the sole use of the facilitator and Rio Hondo leadership to improve similar workshops in the future.

Pre-Questions

1. How would you describe your role at Rio Hondo Community College?

2. In what ways do you work on equity projects or further equity in student outcomes?
Welcome

Mike Muñoz
Dean
Rio Hondo Community College Integrated Plan Workshops

Workshop #1 - August 14, 2017

9:00 AM  Coffee & Registration (Pre-Survey Questions)
9:15 AM  Welcome and Introductions
9:30 AM  Warm Up – What brought us to Rio Hondo Reflection
9:50 AM  **Defining our Approach: Developing an Equity Lens in Planning**
  - Data on Equity Gaps
  - Double-loop learning
  - Equity Mindedness
10:30 AM  Break
10:45 AM  **Clarifying our Direction: Overview Integrated Plan Parameters**
11:00 AM  Reviewing the Draft Goals – and dialogue
11:30 AM  Small Group Reflection – Activities & Goal Match
  - Which goal do you want to work on?
  - Ask yourself, what am I doing now to reach this goal?
  - How can I update my activities to focus more on equity?
12:10 PM  Lunch
12:50 PM  Small Group Share and Coaching
1:15 PM  Break
1:30 PM  **Building our Team: Pivot to collaboration - True Colors Activity**
What does our color offer to Rio Hondo? What do we need from the other colors to be effective?
2:15 PM  Next Steps
2:30 PM  Evaluation & Acknowledgement
3:00 PM  Complete
**Ice Breaker: 4 Milestones**

What four milestones led you to your current role at Rio Hondo? (other jobs, skills, mentors, events, degrees etc.)

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<td>5.</td>
<td>I came into my current role: year__________</td>
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</table>
Activity: Equity or Diversity?

The terms “Equity” and “Diversity” are often used interchangeably but they imply very different things. For each concept listed below, decide whether it is related to equity or diversity. We will discuss both concepts further.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Equity or Diversity?</th>
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</thead>
<tbody>
<tr>
<td>1. Disaggregating student outcome data by race and ethnicity</td>
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<tr>
<td>2. Only focusing on representation in student body</td>
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<tr>
<td>3. Allocating more resources to those with greater need</td>
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<tr>
<td>4. Advocating for “Color-blindness” or treating everyone the same</td>
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<tr>
<td>5. Focusing on the institution’s role and actions</td>
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Why equity now?
Rio Hondo’s BIGGEST EQUITY GAPS (draft)

Access (adult pop. In the community) – for 3,122 Latino students, 2,197 Female, 452 Low Income & 4 Veterans

Overall Course completion (67.1) – 4 Native American courses, 2,204 Latino courses, 875 foster youth courses

ESL & BS (33.9) – 1 Native American, 9 White, 50 Male students

Degree Completion (19.6) – 15 additional Latino completions out of 1,505, 43 additional male completions out of 1,086

Transfer (23.1) – Latino 30 additional out of 1,505, Males 22 additional out of 1,086
Equity is...

Representational Equity: The proportional participation of historically underrepresented student populations at all levels of an institution.

Entering Student Population

56% White Students
32% Latino Students

= Equity

Graduating Student Population

56% White Students
32% Latino Students
Equity as a Goal

Entering Student Population
- 56% White Students
- 32% Latino Students

Inequity

Graduating Student Population
- 68% White Students
- 23% Latino Students
RACE CONSCIOUSNESS

• Race consciousness- individuals who discuss racial equity and contextualize inequities according to the historical and current context of race.
Becoming Equity-Minded involves focusing on what we can control and reframing the problem of racial inequity.

Student Deficits

Responsibility
Developing Data Informed Solutions

The Best Practices

Data ➔ Gaps In Educational Outcomes ➔ Solutions (Best Practices)

Inquiry Model - To become Equity Minded Best Practitioners

Data ➔ Gaps ➔ Race Conscious Inquiry into Causes ➔ Informed Interventions ➔ Evaluation of Interventions

BEST PRACTICES VS. BEST PRACTITIONERS
Developing Data Informed Solutions
We have a math resource center. The students don’t take advantage of it.

They don’t realize that college is different from high school.
We have a math resource center. The students don’t take advantage of it.

I’m partnering with the math resource staff so they come to my classroom the first day.
Common Concerns

1. Prerequisite skill preparation
2. Subsequent course preparation
3. The role of faculty
4. The burden on faculty
5. Adapting to assist one group resulting in a gap in another group
6. I see the gap, but I don’t know what to do
7. Being viewed as racist
Cognitive Frame:

Acquired knowledge, in the background, below consciousness

Determines:

- What questions are asked
- What information is collected
- What is noticed
- How problems are defined
- What courses of action should be taken
Cognitive Frames are developed through everyday practices, are culturally and socially transmitted, and guide actions.

Dominant Frame
We thought we were moving forward …
How might I address bias in my area?

**Identify an opportunity**
(assessment, materials, tone of communication, level of encouragement)

**Create some options to work differently**
(self-observation, scripts, rubrics, more inclusive materials)
“Not everything that is faced can be changed, but nothing can be changed until it is faced.”

James Baldwin
Review of Integrated Plan
California Student Equity Plan

EXAMINE DATA DISAGGREGATED BY:
- Race/Ethnicity
- Foster Care Status
- Veteran Status
- SES
- Gender
- Ability Status

IDENTIFY EQUITY GAPS:

<table>
<thead>
<tr>
<th></th>
<th>Transfer Rate</th>
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</thead>
<tbody>
<tr>
<td>African American</td>
<td>23%</td>
</tr>
<tr>
<td>All Students</td>
<td>45%</td>
</tr>
</tbody>
</table>

EQUITY GAP -22

SET EQUITY GOALS:
Close gap by 5% per year

SUCCESS INDICATORS:
- Access
- Course Completion
- Basic Skills (ESOL, Math, English)
- Degree & Certificate Completion
- Transfer

Example:
- African American
  - Transfer Rate: 23%
- All Students
  - Transfer Rate: 45%

Example:
Student Success and Support Program
SSSP

- Promotes and sustains the efforts of credit students to be successful through
  - Completion of courses
  - Persistence term to term
  - Admissions
  - Orientation
  - Assessment & testing, pre-requisites
  - Counseling
  - Student follow-up

Typically high engagement early in a student’s campus life
Basic Skills Initiative
BSI

• Begun in 2006
• Supplemental funding to address basic skills need in math, English and ESL
• Provides professional development for faculty and staff as it relates to basic skills
• Outcomes tracked in the accountability report for community colleges (ARCC)
Review of Integrated Plan Draft Goals
### INTEGRATED SUCCESS GOALS 2017–18

<table>
<thead>
<tr>
<th>GOAL</th>
<th>SSSP</th>
<th>STUDENT EQUITY</th>
<th>BSI</th>
<th>Goal Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>❑ Access</td>
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<td>❑ Retention</td>
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<td>❑ Transfer</td>
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<td>❑ ESL/ Basic Skills</td>
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<td>Completion</td>
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<td></td>
<td>❑ Degree &amp; Certificate</td>
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<td></td>
<td>Completion</td>
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<td></td>
<td>❑ Other: ______</td>
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</tbody>
</table>

| 2    |      |                 |     |                             |
| 3    |      |                 |     |                             |
| 4    |      |                 |     |                             |
| 5    |      |                 |     |                             |

**Example:**

* Closing an achievement gap for a disproportionately impacted group

* Improving identification of and support for students at risk of academic or progress probation
## 2017-19 Integrated Plan: Basic Skills, Student Equity, & Student Success & Support Program

**Draft Goals and Objectives***For Discussion Purposes Only***

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objectives</th>
<th>Previous Data &amp; Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1 (Access): Improve student access,</strong> &lt;br&gt;retention, and success through equitable &lt;br&gt;placements, strategic course and program &lt;br&gt;delivery, support services, and targeted &lt;br&gt;marketing and recruitment.</td>
<td>Increase college enrollment.</td>
<td>In progress</td>
</tr>
<tr>
<td></td>
<td>Increase participation rates of local high school districts.</td>
<td>In progress</td>
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<tr>
<td></td>
<td>Improve placements of college-level English and Math for first-time students.</td>
<td>In progress</td>
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<tr>
<td></td>
<td>Reduce access equity gaps for Hispanic students by 15%.</td>
<td>5.6% gap in 2014-15; 15% of 5.6% is about a .8% increase. [SEP]</td>
</tr>
<tr>
<td></td>
<td>Reduce basic skills equity gaps for female students by 15%.</td>
<td>2% gap in 2014-15; 15% of 2% is about a .3% increase. [SEP]</td>
</tr>
<tr>
<td><strong>Goal 2 (Basic Skills): Improve basic skills completion rates and reduce equity gaps.</strong></td>
<td>Increase transfer-level English sequence completion rate.</td>
<td>For 2010-11 cohort, rate was 39.9%. [Scorecard]</td>
</tr>
<tr>
<td></td>
<td>Increase degree-applicable Math sequence completion rate</td>
<td>For 2010-11 cohort, rate was 30.3%. [Scorecard]</td>
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<tr>
<td></td>
<td>Increase transfer-level English achievement rate.</td>
<td>For 2014-15 cohort, 1-year rate was 34.9% and 2-year rate was 53.8%. [Scorecard]</td>
</tr>
<tr>
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<td>Increase transfer-level Math achievement rate.</td>
<td>For 2014-15 cohort, 1-year rate was 3.3% and 2-year rate was 10.6%. [Scorecard]</td>
</tr>
<tr>
<td></td>
<td>Reduce basic skills equity gaps for male students by 15%.</td>
<td>2% gap in 2014-15; 15% of 2% is about a .3% increase. [SEP]</td>
</tr>
<tr>
<td></td>
<td>Reduce basic skills equity gaps for Hispanic students by 15%.</td>
<td>1% gap in 2014-15; 15% of 1% is about a .2% increase. [SEP]</td>
</tr>
</tbody>
</table>
# 2017-19 Integrated Plan: Basic Skills, Student Equity, & Student Success & Support Program

**Draft Goals and Objectives***For Discussion Purposes Only***

<table>
<thead>
<tr>
<th>Goal 3 (Progression): Increase achievement rates for key milestones toward goal completion and reduce equity gaps.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase successful course completion rate.</strong></td>
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<td><strong>Increase persistence (3-semester) rate.</strong></td>
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<td><strong>Increase rate of 30 units earned.</strong></td>
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<tr>
<td><strong>Reduce progression equity gaps for Hispanic students by 20%.</strong></td>
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<td><strong>Increase number of Chancellor-approved certificates awarded.</strong></td>
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<td><strong>Increase number of degrees awarded.</strong></td>
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<td><strong>Increase number of student transferring to 4-year colleges/ universities.</strong></td>
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<tr>
<td><strong>Reduce completion equity gaps for Hispanic students by 15%.</strong></td>
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<tr>
<td><strong>Reduce completion equity gaps for male students by 15%.</strong></td>
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</tbody>
</table>

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<thead>
<tr>
<th>Goal 4 (Completion): Increase college completion rates and reduce equity gaps.</th>
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<tbody>
<tr>
<td><strong>Increase the rate of students moving from Non-Credit to Credit by XX%.</strong></td>
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<tr>
<td><strong>Increase the rate of students moving from NESL to ENLA to ENGL courses by XX%.</strong></td>
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<tr>
<td><strong>Increase college CDCP Progress and Achievement Rate (XX%).</strong></td>
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<tr>
<td><strong>Increase number of non-credit certificates awarded (XX).</strong></td>
</tr>
</tbody>
</table>

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<tr>
<th>Goal 5 (Non-Credit/CDCP): Enhancing Career Development. Ensuring students attain job skills, complete an academic goal or acquire a new ability essential for success in the workforce.</th>
</tr>
</thead>
</table>
1 **Access**: Improve student access, retention, and success through equitable placements, strategic course and program delivery, support services, and targeted marketing and recruitment.

2 **Basic Skills**: Improve basic skills completion rates and reduce equity gaps.

3 **Progression**: Increase achievement rates for key milestones toward goal completion and reduce equity gaps.

4 **Completion**: Increase college completion rates and reduce equity gaps.

5 **Non-Credit/CDCP**: Enhancing Career Development. Ensuring students attain job skills, complete an academic goal or acquire a new ability essential for success in the workforce.
Equity-Minded Revisions
Community College Context

- Assessment cut scores
- Course schedules
- Course locations
- Parking and transportation
- Hiring (faculty, staff, tutors, administrators etc.)
- Faculty resources
- Which faculty teach basic skills etc.
- Attendance policies
- Probation practices
What We Can Do: Equity Minded Revisions

Area of responsibility

The equity gap we are seeking to address is

1) Choose a goal to work on that you have influence on ...
   - Improve student access, retention, and success through equitable placements, strategic course and program delivery, support services, and targeted marketing and recruitment.
   - Improve basic skills completion rates and reduce equity gaps.
   - Increase achievement rates for key milestones toward goal completion and reduce equity gaps.
   - Increase college completion rates and reduce equity gaps.
   - Enhance career development ensuring students attain job skills, complete an academic goal or acquire a new ability essential for success in the workforce.

2) What do you do to influence student success for this goal?

<table>
<thead>
<tr>
<th>Steps</th>
<th>Activity or Protocols</th>
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3) How or where could this activity be more race conscious / D.I. group focused?

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<tr>
<th>Revised steps</th>
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What We Can Do: Equity Minded Revisions

Area of responsibility ____________________________________________

The equity gap we are seeking to address is ____________________________________________

1) Choose a goal to work on that you have influence on ...

☐ Improve student access, retention, and success through equitable placements, strategic course and program delivery, support services, and targeted marketing and recruitment.
☐ Improve basic skills completion rates and reduce equity gaps.
☐ Increase achievement rates for key milestones toward goal completion and reduce equity gaps.
☐ Increase college completion rates and reduce equity gaps.
☐ Enhance career development ensuring students attain job skills, complete an academic goal or acquire a new ability essential for success in the workforce.

2) What do you do to influence student success for this goal?

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<td>a.</td>
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EXAMPLE: Equity Minded Revisions
EXAMPLE: Equity Minded Revisions

1. 
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4. 
5. 

b. Steps
Cohort Migration Data
EXAMPLE: Equity Minded Revisions

b. Steps

1. 2. 3. 4. 5.
EXAMPLE: Equity Minded Revisions

3) How or where could this activity be more race conscious / D.I. group focused?

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EXAMPLE: Equity Minded Revisions

3) How or where could this activity be more race conscious / D.I. group focused?

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EXAMPLE: Equity Minded Revisions

4) What disaggregated data would help you know if you were successful?
Lunch
True Colors Activity

*Divide up into four groups based on your primary color*

**Discuss**

1. What does your color offer LATTC?

2. What should the other colors know about working with you to help you contribute more?
Instructions: Compare all 4 boxes in each row. Do not analyze each word; just get a sense of each box. **Score each of the four boxes in each row from most to least as it describes you:** 4 = most, 3 = a lot, 2 = somewhat, 1 = least.

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<thead>
<tr>
<th>Row 1</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td>Active</td>
<td></td>
<td>Organized</td>
<td>Warm</td>
<td>Learning</td>
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<tr>
<td>Variety</td>
<td></td>
<td>Planned</td>
<td>Helpful</td>
<td>Science</td>
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<tr>
<td>Sports</td>
<td></td>
<td>Neat</td>
<td>Friends</td>
<td>Quiet</td>
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<td>Opportunities</td>
<td></td>
<td>Parental</td>
<td>Authentic</td>
<td>Versatile</td>
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<td>Spontaneous</td>
<td></td>
<td>Traditional</td>
<td>Harmonious</td>
<td>Inventive</td>
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<tr>
<td>Flexible</td>
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<td>Responsible</td>
<td>Compassionate</td>
<td>Competent</td>
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<td>4</td>
<td>3</td>
<td>2</td>
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**Total Orange Score:** A, H, K, N, S

**Total Green Score:** D, E, L, P, Q

**Total Blue Score:** C, F, J, O, R

**Total Gold Score:** B, G, I, M, T
True Colors Activity

Greens

- Are innovative and logical
- Seek to understand the world
- Need to be competent
- Require intellectual freedom
- Are curious
- Question authority
- Push themselves to improve
- Seek perfection in play
- May become intellectually isolated
- Are slow to make decisions
- Value concise communication
- Look for intellectual stimulation
- Enjoy intriguing discussions
- Are sometimes oblivious to emotions
- Are detached
- Believe work is play
- Are drawn to technical occupations
- Analyze and rearrange systems
- Focus on the future
- Bring innovation to society

Review your list or lists of traits - and mark the ones that resonate or cross out the ones the don’t.
True Colors Activity

*Divide up into four groups based on your primary color*

**Discuss**

1. What does your color offer?

2. What should the other colors know about working with you to help you contribute more?
Debrief & Next Steps
Closing Survey & Acknowledgments

Please complete