

Rio Hondo College

Student Equity Plan



November 6, 2014

RIO HONDO COLLEGE - STUDENT EQUITY PLAN

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Student Equity Plan
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District: Rio Hondo Community College District **Date Approved by Board of Trustees:** 11/12/14

College President: _____
Teresa Dreyfuss

Vice President of Student Services: _____
Henry Gee

Vice President of Instruction: _____
Kenn Pierson, Ph.D.

Academic Senate President: _____
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Student Equity Coordinator/Contact Person: _____
Henry Gee, Vice President, Student Services

STUDENT EQUITY TASKFORCE MEMBERS

Faculty

Sergio Guzman	Counseling
Juana Mora (co-chair)	Chicano/a Studies
Firouz Mosharraf	Mathematics
Tyler Okamoto	English as a New Language (ENLA)
Carol Sigala	Child Development

Classified Staff

Ethel Battles	Disabled Students Programs & Services (DSP&S)
Eva Menchaca	Assessment
Jim Sass	Institutional Research & Planning
Monica Villa	Outreach & Educational Partnerships

Students

Darinka Becerra	Associated Students of Rio Hondo College (ASRHC)
Hiram Castro	Associated Students of Rio Hondo College (ASRHC)
Valeria Guerrero	Associated Students of Rio Hondo College (ASRHC)
Leslie Gutierrez	Associated Students of Rio Hondo College (ASRHC)
Jon Hernandez	Associated Students of Rio Hondo College (ASRHC)
Joey Lujan	Associated Students of Rio Hondo College (ASRHC)

Administrators

Dyrell Foster (co-chair)	Dean, Student Affairs
Henry Gee	Vice President, Student Services
Rebecca Green	Dean, Behavioral & Social Sciences
Mike Munoz	Dean, Counseling & Student Success
Barbara Salazar	Interim Associate Dean, Student Success & Retention

Executive Summary

EXECUTIVE SUMMARY

Rio Hondo College

Rio Hondo College officially opened its doors for instruction in 1963 and celebrated its 50th anniversary in 2012-2013. As a comprehensive community college, Rio Hondo offers many strong career-technical programs, such as nursing, fire and police academies, automotive and alternative fuels, a full transfer curriculum, and basic skills courses and services. The College also offers a rich complement of community service programs on campus and at satellite locations.

Rio Hondo College has developed an impressive educational complex which enrolls approximately 20,000 students per semester. The Rio Hondo Community College District encompasses several communities in the southeast section of Los Angeles County. It is a dynamic urban and suburban area which also includes commercial, industrial, educational institutions, and enterprises. The primary communities are El Monte, Whittier, South El Monte, Pico Rivera, Santa Fe Springs, and Los Nietos. The nearby communities of Norwalk, La Mirada, Downey, La Puente, and the City of Industry are also an integral part of the College District. The area provides easy access to cultural, recreational, and diverse ethnic and cultural opportunities.

Student Equity Planning Process

The Student Equity Taskforce met in April, May, and July 2014. The taskforce reviewed student success data regarding access, course completion, ESL and basic skills completion, degree & certificate completion, and transfer. An analysis of campus based data determined which disadvantaged student populations are impacted by college policies, activities, and procedures.

The taskforce developed a draft of specific goals, activities, and outcomes to address identified equity issues and disparities in student completion and success. Feedback was gathered from various constituent groups on campus, including, but not limited to: Academic Senate, Academic Deans, Student Services Programs Leadership Council, Planning and Fiscal Council, Basic Skills Committee, and the Associated Students of RHC. Through this process (and by working with other key individuals from categorical and special programs), a budget allocation was developed, based on the activities within the plan. The Student Equity Plan was approved by the Rio Hondo College Board of Trustees on November 12, 2014.

Target Groups

The student body reflects the diversity of the surrounding communities and is approximately Hispanic 67.2%, White Non-Hispanic 10.2%, Unknown 9.7%, Asian 8.1%, African-American 2.2%, Filipino 1.4%, Multi-Ethnicity 0.8%, American Indian/Alaskan Native 0.2%, Pacific Islander 0.1%.

Recent research demonstrates that adults 25 or more years old, disabled students, Foster Youth, Hispanics, African-American, Filipino, American Indian/Alaskan Native, and Pacific Islander students consistently score in the lowest levels in success measures such as course completion, degree & certificate completion, and transfer. Although American Indian/Alaskan Native and Pacific Islander student populations represent only .2% and .1%, respectively, of the entire student population of Rio Hondo College, we have included them in our success efforts.

Highlights of Major Research Findings

- No disproportionate impact based on gender
- Success outcomes based on age is where the most disproportionately impacted outcomes are found
- Younger students tend to have greater success in basic skills course and sequence completion than older students; older students tend to have greater success in vocational course completion than younger students
- Asian student population is the highest performing sub-group across most success indicators
- The highest success rate for students who complete a English degree applicable course is 54.69% (Asian); The lowest performing sub-groups are: American Indian/Alaskan Native (22.22%); Pacific Islander (31.25%); African American (33.63%); and Hispanic (38.06%)
- The highest success rate for students who complete a Math degree applicable course is 31.34% (17-19 years old). The lowest performing sub-groups are 50 or more years old (17.01%); and 25 to 49 years old (19.19%). For students with disabilities the success rate is 20.18%.
- The highest degree/certificate completion rate is 60.74% (Asian); the lowest performing sub-groups are American Indian/Alaskan Native (34.09%) & Hispanic (34.36%). The degree/certificate completion rate for students with disabilities is 27.4%
- The highest transfer rate is 52.78% (Asian); the lowest performing sub-groups are Filipino (11.11%) & Hispanic (20.65%); the transfer rate for students with disabilities is 14.89%; the transfer rate for CalWorks students is 17.95%.

Goals

- Increase diversity to better reflect the district’s service area population
- To improve overall course completion rates among disproportionately impacted students.
- Increase the percentage of students in basic skills and ESL/ENLA classes who complete a degree-level math and/or English course.
- Increase the degree and certificate completion rates for students from disproportionately impacted student populations.
- Increase the transfer rates for students from disproportionately impacted student populations.
- Monitor access and achievement through identified strategies and criteria

Highlights of Major Activities

The following activities will target identified disproportionately impacted student groups at Rio Hondo College:

- Recruit under-enrolled student populations specifically Hispanics and Pacific Islanders from feeder high schools
- Develop “Next Steps” workshops and an on-line video tutorial for students who have recently applied to RHC; content will include (Assessment, Orientation, and Counseling information, as well as Access Rio and financial aid information).
- Develop an “Assessment Test Prep for Success” video to allow students to prepare for the assessment test so that they are less likely to need to take basic skills level courses.
- Provide additional support for Freshmen Welcome Days
- Develop an effective matriculation and support service (“re-entry”) program for adult students (25 or more years old)

- Increase the number of students who receive a financial aid disbursement during the first disbursement of the term
 - Allow students who missed the first disbursement to purchase textbooks from the bookstore
 - Develop intervention for at-risk BOGW students who receive a warning about dismissal from financial aid
- Provide one-on-one tutoring for at-risk students in specific programs (i.e. EOP&S, CalWorks, DSP&S, TRIO, & athletes)
- Provide counseling support and other support services for current and former Foster Youth
- Provide additional counseling support to students DSPS, Veterans, EOP&S, & CalWorks
- Provide support services for students in the Puente program
- Provide instructional support services in basic skills math by providing tutoring in the classroom
- Expand Math Review & Re-Test Program to students in other affiliated programs (i.e. EOP&S, DSP&S, Foster Youth, adult students 25 or more years old)
- Increase tutoring for basic skills courses
- Implement new (extended and Math-intensive) Springboard program with re-test component
- Implement a “Writers’ Resource Center” that provides tutoring support for students enrolled in any course
- Expand Gateway tutoring (supplemental instruction) program to general education courses
- Provide students with a letter of recognition for completion of significant milestones (i.e. Basic Skills sequence completion; 30 units completed)
- Develop and provide faculty with copies of a “Student Success Guide” that includes information about all of the campus resources and support services. Encourage to faculty to distribute the guide to students in their classes.

- Provide experiential learning opportunities such as service learning, internships, and volunteer experiences to students; this includes promoting courses that have a service learning or internship component. Track volunteer efforts of students through an official RHC co-curricular transcript to enhance student leadership opportunities.
- Develop and implement separate Women and Men of Color leadership/motivational conferences for students to build academic self-confidence, self-efficacy, and sense of community.
- Provide student engagement opportunities specifically for students from disproportionately impacted student populations to encourage connections within the campus community.
- Implement transfer college tours which support disproportionately impacted students to participate in a tour to visit 4-year universities throughout the state.
- Implement the Summer Scholars Transfer Institute (SSTI), which supports disproportionately impacted students to participate in a 10 day academic experience at UC Irvine.
- Implement a Transfer Academy for new students to enhance early transfer awareness and connections with universities
- Implement a Transfer Pathways program including a “Transfer to CSU in 2 Years” program and the “Pathway to Law School Program”.
- Conduct focus groups with students from disproportionately impacted groups to better understand their experiences, successes and challenges, at RHC.

Resources

The 2014-15 Student Equity allocation of \$845,031 from the Chancellor’s Office will be used to support the majority of equity activities identified in this plan. District general funds and personnel will be used to support the oversight, management, and implementation of many of these activities. In addition, the student equity plan and activities are coordinated with other campus planning efforts and student success initiatives to leverage resources such as the Student Success & Support Program (SSSP), the institutional program planning process, the Educational Master Plan, the Basic Skills Initiative, and the Title V HSI Grant activities.

More specifically, the College has engaged in efforts to successfully coordinate the SSSP plan. Both the Co-Chairs of Student Success and Support Program and Student Equity committees serve on each committee. This allows for seamless planning and integration of program goals, activities, and leveraging of resources. In addition, both SSSP and Student Equity Co-Chairs meet regularly through the SSSP/Student Equity Co-Chairs meeting to ensure ongoing alignment and monitoring of both plans.

Contact Person/Student Equity Coordinator

Henry Gee, Vice-President, Student Services currently serves as the contact person for Student Equity at Rio Hondo College. His contact information is: hgee@riohondo.edu; (562) 908-3489.

Campus-Based Research

CAMPUS-BASED RESEARCH

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Gender

Gender: RHC 2012-13 Compared to Census Area

Gender	RHC	Census	Proportion
Female	43.6%	50.6%	0.86
Male	55.8%	49.4%	1.13
Unknown	0.6%	0.0%	N/A

Data Sources: CCCC Data Mart; U.S. Census Bureau 2010.

Ethnicity

Ethnicity: RHC 2012-13 Compared to Feeder High Schools and Census Area

Race/Ethnicity	RHC	Feeder HS	Proportion	Census	Proportion
African American	2.2%	0.7%	3.16	0.7%	3.03
American Indian/Alaska Native	0.2%	0.2%	0.85	0.2%	0.97
Asian	8.1%	5.1%	1.59	8.7%	0.93
Filipino	1.4%	0.8%	1.68	1.2%	1.13
Hispanic	67.2%	86.8%	0.77	75.8%	0.89
Pacific Islander	0.1%	0.2%	0.59	0.1%	1.17
White	10.2%	6.1%	1.68	12.5%	0.82
Two or More Races	0.8%	0.1%	10.75	0.6%	1.24
Unknown Ethnicity	9.7%	0.0%	N/A	0.1%	76.63

Data Sources: CCCC Data Mart; California Department of Education, Data Quest; U.S. Census Bureau.

Age

Age: RHC 2012-13 Compared to Census Area and California CC System

Age Group	RHC	Census	Proportion	CCC System	Proportion
Under 20 years old	26.0%	30.8%	0.84	24.1%	1.08
20 to 24 years old	33.5%	7.7%	4.35	31.8%	1.05
25 to 39 years old	27.1%	21.3%	1.27	26.7%	1.02
40 or more years old	13.3%	40.4%	0.33	17.4%	0.77

Data Sources: CCCC Data Mart; U.S. Census Bureau.

Disability Status**Disability Status: RHC 2012-13 Compared to Census Area (ACS, Ages 18-34) and California CC System**

	RHC	Census	Margin of Error	Proportion	CCC System	Proportion
Disability Status	3.9%	3.5%	1.5%	1.12	2.6%	1.49

Data Sources: CCCC Data Mart; U.S. Census Bureau, 2008-2012 American Community Survey 5 Year Estimates.

Economically Disadvantaged**Economically Disadvantaged : RHC Compared to Feeder High Schools and Census Area**

RHC	Feeder High Schools			Census		
Economically Disadvantaged	Free/Reduced-Price Meals	Proportion	Compensatory Education	Proportion	Living in Poverty	Proportion
68.9%	67.2%	1.03	63.3%	1.09	18.2%	3.78

Data Sources: CCCC Student Success Scorecard; Education Data Partnership; U.S. Census Bureau, 2008-2012 American Community Survey 5 Year Estimates.

NOTE: The CCCC criteria for economically disadvantaged are different from those for free/reduced-price meals and compensatory education in the K-12 system. The CCCC criteria also differ from those for poverty.

Veterans**Veterans: RHC Fall 2013 Compared to California CC System**

Category	RHC	CCC System	Proportion
Number of Students	17,567	1,573,696	
Number of Veterans	292	27,080	
Percentage of Veterans	1.66%	1.72%	0.97
Full-Time Equivalent Students (FTES)	5,671	520,860	
Veterans FTES	126	10,187	
Percentage of Veterans FTES	2.23%	1.96%	1.14
Proportion: % Veterans FTES to % Veterans	1.34	1.14	1.18

Data Source: CCCC Data Mart

Foster Youth**RHC Count & Percentage of Foster Youth**

Foster Youth	Non-Foster Youth	Foster Youth Percentage
173	13,713	1.3%

Data Source: Cal-PASS

CAMPUS-BASED RESEARCH

B. COURSE COMPLETION. Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Overview

Course Completion data for Gender, Ethnicity, and Age Group were drawn from CCCCO Data Mart for the four course categories: Basic Skills, Degree Applicable, Transferable, and Vocational. Only those analyses indicating disproportionate impact are included below.

RHC often used two reference subgroups for calculating the “80 Percent Index.” The “Prescribed” reference subgroup is the one with the highest success rate. This subgroup’s success rate is highlighted in dark green. The “Common Sense” reference group is the highest-scoring subgroup with substantial enrollment. For example, under Ethnicity for Vocational course success, the highest-scoring subgroup is Pacific Islander with an enrollment of 10 students. While Pacific Islander was the “Prescribed” reference group, Asian with 1,178 students served as the “Common Sense” reference group.

The final two columns (each headed with “80% RULE”) include some numbers in bold, red type. These indicate rates falling below the 80% standard, thus signifying disproportionate impact. There were no results indicating disproportionate impact for Gender.

Course Completion – ETHNICITY

Basic Skills	Basic Skills	Basic Skills	Proportionality	Prescribed	"Common Sense"
Fall 2013	Enrollment	Success Rate	Index	80% RULE	80% RULE
RIO HONDO TOTAL	4,959	63.08%			
African-American	38	57.89%	0.92	0.76	0.77
American Indian/Alaskan Native	7	71.43%	1.13	0.93	0.95
Asian	272	75.37%	1.19	0.99	1.00
Hispanic	4,442	62.43%	0.99	0.82	0.83
Multi-Ethnicity	34	76.47%	1.21	1.00	1.01
Pacific Islander	4	75.00%	1.19	0.98	1.00
Unknown	17	58.82%	0.93	0.77	0.78
White Non-Hispanic	145	57.93%	0.92	0.76	0.77

Degree Applicable	Degree Applicable	Degree Applicable	Proportionality	Prescribed	"Common Sense"
Fall 2013	Enrollment	Success Rate	Index	80% RULE	80% RULE
RIO HONDO TOTAL	39,899	66.76%			
African-American	624	66.67%	1.00	0.75	0.85
American Indian/Alaskan Native	81	61.73%	0.92	0.69	0.78
Asian	3,437	78.76%	1.18	0.88	1.00
Hispanic	32,281	64.28%	0.96	0.72	0.82
Multi-Ethnicity	383	68.67%	1.03	0.77	0.87
Pacific Islander	15	86.67%	1.30	0.97	1.10
Unknown	721	89.46%	1.34	1.00	1.14
White Non-Hispanic	2,357	76.07%	1.14	0.85	0.97

Transferable	Transferable	Transferable	Proportionality	Prescribed	"Common Sense"
Fall 2013	Enrollment	Success Rate	Index	80% RULE	80% RULE
RIO HONDO TOTAL	33,318	67.51%			
African-American	388	55.41%	0.82	0.71	0.71
American Indian/Alaskan Native	64	60.94%	0.90	0.78	0.78
Asian	2,771	78.06%	1.16	1.00	1.00
Hispanic	27,754	66.15%	0.98	0.85	0.85
Multi-Ethnicity	346	69.94%	1.04	0.90	0.90
Pacific Islander	4	50.00%	0.74	0.64	0.64
Unknown	226	69.47%	1.03	0.89	0.89
White Non-Hispanic	1,765	74.62%	1.11	0.96	0.96

Vocational	Vocational	Vocational	Proportionality	Prescribed	"Common Sense"
Fall 2013	Enrollment	Success Rate	Index	80% RULE	80% RULE
RIO HONDO TOTAL	12,701	77.17%			
African-American	371	79.78%	1.03	0.80	0.89
American Indian/Alaskan Native	29	86.21%	1.12	0.86	0.96
Asian	1,178	89.90%	1.16	0.90	1.00
Hispanic	8,580	71.40%	0.93	0.71	0.79
Multi-Ethnicity	122	74.59%	0.97	0.75	0.83
Pacific Islander	10	100.00%	1.30	1.00	1.11
Unknown	1,222	97.22%	1.26	0.97	1.08
White Non-Hispanic	1,189	84.61%	1.10	0.85	0.94

Course Completion – AGE GROUP

Basic Skills	Basic Skills	Basic Skills	Proportionality	Prescribed	"Common Sense"
Fall 2013	Enrollment	Success Rate	Index	80% RULE	80% RULE
RIO HONDO TOTAL	4,959	63.08%			
1 to 17	220	74.55%	1.18	1.00	1.11
18 & 19	2,679	67.34%	1.07	0.90	1.00
20 to 24	1,244	55.55%	0.88	0.75	0.82
25 to 29	329	56.53%	0.90	0.76	0.84
30 to 34	178	51.69%	0.82	0.69	0.77
35 to 39	136	58.09%	0.92	0.78	0.86
40 to 49	127	65.35%	1.04	0.88	0.97
50 +	46	63.04%	1.00	0.85	0.94

Degree Applicable	Degree Applicable	Degree Applicable	Proportionality	Prescribed	"Common Sense"
Fall 2013	Enrollment	Success Rate	Index	80% RULE	80% RULE
RIO HONDO TOTAL	39,899	66.76%			
1 to 17	808	75.00%	1.12	0.89	0.93
18 & 19	11,547	65.78%	0.99	0.78	0.81
20 to 24	17,605	63.04%	0.94	0.75	0.78
25 to 29	4,529	68.23%	1.02	0.81	0.84
30 to 34	2,041	74.72%	1.12	0.89	0.92
35 to 39	1,197	78.45%	1.17	0.93	0.97
40 to 49	1,330	80.83%	1.21	0.96	1.00
50 +	842	84.20%	1.26	1.00	1.04

Vocational	Vocational	Vocational	Proportionality	Prescribed	"Common Sense"
Fall 2013	Enrollment	Success Rate	Index	80% RULE	80% RULE
RIO HONDO TOTAL	12,701	77.17%			
1 to 17	112	62.50%	0.81	0.68	0.69
18 & 19	2,162	65.86%	0.85	0.72	0.72
20 to 24	5,056	71.99%	0.93	0.79	0.79
25 to 29	1,941	81.20%	1.05	0.89	0.89
30 to 34	1,162	88.64%	1.15	0.97	0.97
35 to 39	715	91.19%	1.18	1.00	1.00
40 to 49	920	90.22%	1.17	0.99	0.99
50 +	633	91.47%	1.19	1.00	1.00

Course Completion: Foster Youth Compared to Non-Foster Youth

Course Performance Outcome	Non-Foster Youth	Foster Youth	Proportion
Successful course completion rate for Foster Youth for most recent academic year at a community college: A, B, C, pass, or credit	64.8%	52.0%	80.2%
Percent of students from one academic year cohort achieving Satisfactory Academic Progress (SAP), defined as not on academic or progress probation	68.9%	34.1%	49.5%
Percent of students achieving a 3.0 GPA or higher - current term and cumulative	27.7%	17.3%	62.5%

Data Source: Cal-PASS

Supplemental Research on Course Completion

Success Rates of New Students Age 20 and Above by COUN151 Course Status

Student Success Indicator	Students Passing COUN151	Students Not Passing COUN151
Earned 30 Units	77.4%	23.6%
Achieved Completion	38.7%	9.4%
Unduplicated Headcount	31	670

Data Source: RHC Student Information System.

Note: The course title of COUN151 is "Career Exploration and Life Planning." The "Students Not Passing COUN151" column includes 657 students who did not attempt the course and 13 who attempted the course but did not pass.

CAMPUS-BASED RESEARCH

C. ESL and BASIC SKILLS COMPLETION. Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

Overview

ESL/Basic Skills Completion data for Gender, Ethnicity, Age Group, and Disability Status were drawn from CCCCO MIS Data on Demand. Tables labeled “2007-2008 COHORT” present data for the most recent Student Success Scorecard cohort. Those labeled “ALL COHORTS” include five years of Scorecard cohorts. Only those analyses indicating disproportionate impact are included below. In contrast to the Course Completion tables, these tables address progression through a sequence of courses. The “Original Count” is the number of students beginning an ESL/Basic Skills sequence. The “Degree APP Subgroup Count” is the number of students from that group completing a degree-applicable course (thus completing the sequence). The “Degree APP Rate” is the percentage of students completing the sequence. As above, figures in bold, red print indicate disproportionate impact.

ESL

ALL COHORTS	Original	Degree APP	Degree APP	Original Cohort	Outcome Group	Proportionality	Prescribed
AGE AT TERM	Count	Subgroup Count	Rate	% of each subgroup	% of each subgroup	Index	80% RULE
TOTAL	4,886	2,476	50.68%				
19 or less	2,386	1,329	55.70%	48.83%	53.68%	1.10	1.00
20 to 24	1,370	647	47.23%	28.04%	26.13%	0.93	0.85
25 to 49	1,073	479	44.64%	21.96%	19.35%	0.88	0.80
50 or more	57	21	36.84%	1.17%	0.85%	0.73	0.66

ALL COHORTS	Original	Degree APP	Degree APP	Original Cohort	Outcome Group	Proportionality	Prescribed
ETHNICITY	Count	Subgroup Count	Rate	% of each subgroup	% of each subgroup	Index	80% RULE
TOTAL	4,886	2,476	50.68%				
Asian	558	359	64.34%	11.42%	14.50%	1.27	1.00
African-American	50	18	36.00%	1.02%	0.73%	0.71	0.56
Filipino	62	24	38.71%	1.27%	0.97%	0.76	0.60
Hispanic	3,615	1,746	48.30%	73.99%	70.52%	0.95	0.75
American Indian/Alaskan Native	14	5	35.71%	0.29%	0.20%	0.70	0.56
Pacific Islander	7	3	42.86%	0.14%	0.12%	0.85	0.67
Two or more Races	0	0	xx	xx	xx	xx	xx
White	188	96	51.06%	3.85%	3.88%	1.01	0.79
Unknown	392	225	57.40%	8.02%	9.09%	1.13	0.89

English

2007-2008 COHORT	Original	Degree APP	Degree APP	Original Cohort	Outcome Group	Proportionality	Prescribed
AGE AT TERM	Count	Subgroup Count	Rate	% of each subgroup	% of each subgroup	Index	80% RULE
TOTAL	1,434	545	38.01%				
19 or less	856	372	43.46%	59.69%	68.26%	1.14	1.00
20 to 24	343	94	27.41%	23.92%	17.25%	0.72	0.63
25 to 49	224	76	33.93%	15.62%	13.94%	0.89	0.78
50 or more	11	3	27.27%	0.77%	0.55%	0.72	0.63

2007-2008 COHORT	Original	Degree APP	Degree APP	Original Cohort	Outcome Group	Proportionality	Prescribed
ETHNICITY	Count	Subgroup Count	Rate	% of each subgroup	% of each subgroup	Index	80% RULE
TOTAL	1,434	545	38.01%				
Asian	82	43	52.44%	5.72%	7.89%	1.38	0.99
African-American	18	7	38.89%	1.26%	1.28%	1.02	0.73
Filipino	14	6	42.86%	0.98%	1.10%	1.13	0.81
Hispanic	1,111	404	36.36%	77.48%	74.13%	0.96	0.69
American Indian/Alaskan Native	7	3	42.86%	0.49%	0.55%	1.13	0.81
Pacific Islander	4	0	xx	xx	xx	xx	xx
Two or more Races	xx	xx	xx	xx	xx	xx	xx
White	66	35	53.03%	4.60%	6.42%	1.40	1.00
Unknown	132	47	35.61%	9.21%	8.62%	0.94	0.67

ALL COHORTS	Original	Degree APP	Degree APP	Original Cohort	Outcome Group	Proportionality	Prescribed
ETHNICITY	Count	Subgroup Count	Rate	% of each subgroup	% of each subgroup	Index	80% RULE
TOTAL	7,612	3,044	39.99%				
Asian	576	315	54.69%	7.57%	10.35%	1.37	1.00
African-American	113	38	33.63%	1.48%	1.25%	0.84	0.61
Filipino	98	44	44.90%	1.29%	1.45%	1.12	0.82
Hispanic	5,660	2,154	38.06%	74.36%	70.76%	0.95	0.70
American Indian/Alaskan Native	27	6	22.22%	0.35%	0.20%	0.56	0.41
Pacific Islander	16	5	31.25%	0.21%	0.16%	0.78	0.57
Two or more Races	xx	xx	xx	xx	xx	xx	xx
White	393	182	46.31%	5.16%	5.98%	1.16	0.85
Unknown	729	300	41.15%	9.58%	9.86%	1.03	0.75

Mathematics

2007-2008 COHORT	Original	Degree APP	Degree APP	Original Cohort	Outcome Group	Proportionality	Prescribed
AGE AT TERM	Count	Subgroup Count	Rate	% of each subgroup	% of each subgroup	Index	80% RULE
TOTAL	2,239	620	27.69%				
19 or less	1,216	375	30.84%	54.31%	60.48%	1.11	1.00
20 to 24	589	150	25.47%	26.31%	24.19%	0.92	0.83
25 to 49	410	91	22.20%	18.31%	14.68%	0.80	0.72
50 or more	24	4	16.67%	1.07%	0.65%	0.60	0.54

2007-2008 COHORT	Original	Degree APP	Degree APP	Original Cohort	Outcome Group	Proportionality	Prescribed
ETHNICITY	Count	Subgroup Count	Rate	% of each subgroup	% of each subgroup	Index	80% RULE
TOTAL	2,239	620	27.69%				
Asian	127	64	50.39%	5.67%	10.32%	1.82	1.00
African-American	24	7	29.17%	1.07%	1.13%	1.05	0.58
Filipino	19	6	31.58%	0.85%	0.97%	1.14	0.63
Hispanic	1,702	450	26.44%	76.02%	72.58%	0.95	0.52
American Indian/Alaskan Native	18	3	16.67%	0.80%	0.48%	0.60	0.33
Pacific Islander	8	1	12.50%	0.36%	0.16%	0.45	0.25
Two or more Races	xx	xx	xx	xx	xx	xx	xx
White	145	35	24.14%	6.48%	5.65%	0.87	0.48
Unknown	196	54	27.55%	8.75%	8.71%	0.99	0.55

ALL COHORTS	Original	Degree APP	Degree APP	Original Cohort	Outcome Group	Proportionality	Prescribed
AGE AT TERM	Count	Subgroup Count	Rate	% of each subgroup	% of each subgroup	Index	80% RULE
TOTAL	11,505	3,046	26.48%				
19 or less	5,733	1,797	31.34%	49.83%	59.00%	1.18	1.00
20 to 24	3,160	751	23.77%	27.47%	24.66%	0.90	0.76
25 to 49	2,465	473	19.19%	21.43%	15.53%	0.72	0.61
50 or more	147	25	17.01%	1.28%	0.82%	0.64	0.54

ALL COHORTS	Original	Degree APP	Degree APP	Original Cohort	Outcome Group	Proportionality	Prescribed
ETHNICITY	Count	Subgroup Count	Rate	% of each subgroup	% of each subgroup	Index	80% RULE
TOTAL	11,505	3,046	26.48%				
Asian	666	310	46.55%	5.79%	10.18%	1.76	1.00
African-American	163	32	19.63%	1.42%	1.05%	0.74	0.42
Filipino	130	41	31.54%	1.13%	1.35%	1.19	0.68
Hispanic	8,513	2,123	24.94%	73.99%	69.70%	0.94	0.54
American Indian/Alaskan Native	65	10	15.38%	0.56%	0.33%	0.58	0.33
Pacific Islander	31	11	35.48%	0.27%	0.36%	1.34	0.76
Two or more Races	xx	xx	xx	xx	xx	xx	xx
White	842	211	25.06%	7.32%	6.93%	0.95	0.54
Unknown	1,095	308	28.13%	9.52%	10.11%	1.06	0.60

ALL COHORTS	Original	Degree APP	Degree APP	Original Cohort	Outcome Group	Proportionality	Prescribed
DISABLED	Count	Subgroup Count	Rate	% of each subgroup	% of each subgroup	Index	80% RULE
TOTAL	11,505	3,046	26.48%				
Yes	451	91	20.18%	3.92%	2.99%	0.76	0.75
No	11,054	2,955	26.73%	96.08%	97.01%	1.01	1.00

Supplemental Research on ESL/ENLA and Basic Skills Course Completion

Success Rates for Basic Skills Courses

Subject	2010-2011	2011-2012	2012-2013
English Basic Skills	58.1%	60.3%	69.2%
ESL/ENLA Basic Skills	86.3%	87.9%	74.5%
Math Basic Skills	47.1%	49.1%	46.1%
Reading Basic Skills	71.0%	71.4%	71.6%

Data Source: CCCC Data Mart

CAMPUS-BASED RESEARCH

D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

Overview

Degree and Certificate data were drawn from the Student Success Scorecard data in CCCCO MIS Data on Demand. The data set included five demographic variables (Gender, Ethnicity, Age Group, Disability Status, and Economically Disadvantaged), three student outcomes (Persistence, 30 Units, and Completion), and three preparation levels (Prepared, Unprepared, and Overall). The college generated and reviewed data tables addressing all of these combinations, for both the 2007-2008 Scorecard Cohort and the five years of Scorecard cohorts in aggregate.

This process yielded more than 40 data tables indicating disproportionate impact. In the interest of space, an illustrative sample of those tables is included below. There were no noteworthy tables for Gender or Economically Disadvantaged. As above, figures in bold, red print indicate disproportionate impact.

PERSISTENCE - UNPREPARED 2007-2008 COHORTS

UNPREPARED	Original	Persistence	Proportionality	Prescribed	"Common Sense"
ETHNICITY	Count	Rate	Index	80% RULE	80% RULE
TOTAL	1,574	67.22%			
Asian	80	76.25%	1.13	0.98	1.00
African-American	12	41.67%	0.62	0.54	0.55
Filipino	12	58.33%	0.87	0.75	0.77
Hispanic	1,160	68.53%	1.02	0.88	0.90
American Indian/Alaskan Native	9	77.78%	1.16	1.00	1.02
Pacific Islander	1	0.00%	xx	xx	xx
Two or more Races	xx	xx	xx	xx	xx
White	92	63.04%	0.94	0.81	0.83
Unknown	208	60.10%	0.89	0.77	0.79

**30 UNITS - PREPARED & UNPREPARED
2007-2008 COHORTS**

PREPARED	Original	30 Units	Proportionality	Prescribed
ETHNICITY	Count	Rate	Index	80% RULE
TOTAL	268	60.82%		
Asian	28	53.57%	0.88	0.54
African-American	2	100.00%	1.64	1.00
Filipino	7	71.43%	1.17	0.71
Hispanic	143	55.94%	0.92	0.56
American Indian/Alaskan Native	3	100.00%	1.64	1.00
Pacific Islander	1	100.00%	1.64	1.00
Two or more Races	xx	xx	xx	xx
White	25	64.00%	1.05	0.64
Unknown	59	69.49%	1.14	0.69
UNPREPARED	Original	30 Units	Proportionality	Prescribed
ETHNICITY	Count	Rate	Index	80% RULE
TOTAL	1,574	63.47%		
Asian	80	71.25%	1.12	0.80
African-American	12	58.33%	0.92	0.66
Filipino	12	66.67%	1.05	0.75
Hispanic	1,160	61.47%	0.97	0.69
American Indian/Alaskan Native	9	88.89%	1.40	1.00
Pacific Islander	1	0.00%	xx	xx
Two or more Races	xx	xx	xx	xx
White	92	69.57%	1.10	0.78
Unknown	208	68.27%	1.08	0.77

**30 UNITS - UNPREPARED
ALL COHORTS**

UNPREPARED	Original	30 Units	Proportionality	Prescribed
AGE AT TERM	Count	Rate	Index	80% RULE
TOTAL	7,592	62.87%		
19 or less	5,903	66.14%	1.05	1.00
20 to 24	807	51.92%	0.83	0.79
25 to 49	832	51.80%	0.82	0.78
50 or more	50	38.00%	0.60	0.57

COMPLETION - OVERALL ALL COHORTS

ALL COHORTS	Original	Completion	Proportionality	Prescribed
AGE AT TERM	Count	Rate	Index	80% RULE
TOTAL	8,846	39.05%		
19 or less	7,001	41.88%	1.07	1.00
20 to 24	892	28.48%	0.73	0.68
25 to 49	900	28.56%	0.73	0.68
50 or more	53	20.75%	0.53	0.50

ALL COHORTS	Original	Completion	Proportionality	Prescribed
ETHNICITY	Count	Rate	Index	80% RULE
TOTAL	8,846	39.05%		
Asian	731	60.74%	1.56	1.00
African-American	86	40.70%	1.04	0.67
Filipino	128	43.75%	1.12	0.72
Hispanic	5,876	34.36%	0.88	0.57
American Indian/Alaskan Native	44	34.09%	0.87	0.56
Pacific Islander	19	47.37%	1.21	0.78
Two or more Races	xx	xx	xx	xx
White	625	46.88%	1.20	0.77
Unknown	1,337	43.61%	1.12	0.72

ALL COHORTS	Original	Completion	Proportionality	Prescribed
DISABLED	Count*	Rate	Index	80% RULE
TOTAL	8,846	39.05%		
Yes	348	27.59%	0.71	0.70
No	8,494	39.51%	1.01	1.00

*4 are listed as "L" status in original/ 2 in subgroup

COMPLETION - UNPREPARED 2007-2008 COHORTS

UNPREPARED	Original	Completion	Proportionality	Prescribed
DISABLED	Count*	Rate	Index	80% RULE
TOTAL	1,574	33.99%		
Yes	74	21.62%	0.64	0.63
No	1,498	34.51%	1.02	1.00

*2 are listed as "L" status

**COMPLETION - UNPREPARED
ALL COHORTS**

UNPREPARED	Original	Completion	Proportionality	Prescribed
AGE AT TERM	Count	Rate	Index	80% RULE
TOTAL	7,592	35.23%		
19 or less	5,903	37.59%	1.07	1.00
20 to 24	807	26.77%	0.76	0.71
25 to 49	832	27.52%	0.78	0.73
50 or more	50	22.00%	0.62	0.59

UNPREPARED	Original	Completion	Proportionality	Prescribed
ETHNICITY	Count	Rate	Index	80% RULE
TOTAL	7,592	35.23%		
Asian	544	53.13%	1.51	1.00
African-American	77	38.96%	1.11	0.73
Filipino	94	38.30%	1.09	0.72
Hispanic	5,233	31.93%	0.91	0.60
American Indian/Alaskan Native	35	31.43%	0.89	0.59
Pacific Islander	17	47.06%	1.34	0.89
Two or more Races	xx	xx	xx	xx
White	486	43.00%	1.22	0.81
Unknown	1,106	38.07%	1.08	0.72

UNPREPARED	Original	Completion	Proportionality	Prescribed
DISABLED	Count*	Rate	Index	80% RULE
TOTAL	7,592	35.23%		
Yes	338	26.63%	0.76	0.75
No	7,250	35.63%	1.01	1.00

*4 are listed as "L" status in original/ 2 in subgroup

Completion: Foster Youth Compared to Non-Foster Youth

Completion-Related Outcome	Non-Foster Youth	Foster Youth	Proportion
Percent of degree and/or transfer seeking students in one academic year cohort who achieve 30 or more units	46.9%	23.1%	49.2%
Percent of students who complete 9 or more units in a particular CTE program of study or college major	25.6%	16.2%	63.2%
Percent of students from a cohort who are classified as career technical education and who completed an AA or AS, certificate, or industry/local certificate	4.4%	2.9%	66.2%

Data Source: Cal-PASS

CAMPUS-BASED RESEARCH

E. TRANSFER. Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

Overview

Transfer data were drawn from CCCCO Data Mart. The figures are for the most recent cohort from the Student Success Scorecard. Figures in bold, red print indicate disproportionate impact.

TRANSFER - OVERALL 2007-2008 COHORTS

	Years to Transfer - 6 Years				
	Cohort Year 2007-2008		Proportionality	Prescribed	"Common Sense
	Cohort Student	Transfer Rate	Index	80% RULE	80% RULE
RIO HONDO	1263	23.59%			
GENDER					
Female	657	23.44%	0.99	0.99	
Male	606	23.76%	1.01	1.00	
AGE					
17 or Less	325	33.85%	1.43	1.00	
18 & 19	760	20.79%	0.88	0.61	
20 to 24	97	16.49%	0.70	0.49	
25 to 29	22	9.09%	0.39	0.27	
30 to 34	26	23.08%	0.98	0.68	
35 to 39	14	14.29%	0.61	0.42	
40 to 49	18	22.22%	0.94	0.66	
50 +	1	0.00%	xx	xx	
ETHNICITY					
African-American	8	50.00%	2.12	0.50	0.95
American Indian/Alaskan Native	10	40.00%	1.70	0.40	0.76
Asian	72	52.78%	2.24	0.53	1.00
Filipino	9	11.11%	0.47	0.11	0.21
Hispanic	920	20.65%	0.88	0.21	0.39
Pacific Islander	1	100.00%	4.24	1.00	1.89
Unknown	172	25.00%	1.06	0.25	0.47
White Non-Hispanic	71	23.94%	1.01	0.24	0.45

CalWORKS				
CalWORKS Participant	39	17.95%	0.76	0.75
Not a CalWORKs Participant	1224	23.77%	1.01	1.00
DSPS				
DSPS	47	14.89%	0.63	0.62
None	1216	23.93%	1.01	1.00

Data Source: CCCCCO Data Mart.

Goals and Activities

GOALS AND ACTIVITIES

A. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”

Goal	Activity	Timeline	Responsible Person(s)	Expected Outcome
1. Increase diversity to better reflect the district’s service area population.	1.1 Provide college and financial aid informational workshops in the community that target and recruit under-enrolled student populations specifically Hispanics and Pacific Islanders from feeder high schools.	Spring 2015	Outreach and Educational Partnerships; Financial Aid; Marketing & Communications	Offer at least 5 informational college workshops in the community to 100 potential students prior to fall 2015.
	1.2 Develop “Next Steps” workshops and an on-line video tutorial for students who have recently applied to RHC; content will include (Assessment, Orientation, and Counseling information, as well as Access Rio and financial aid information). Send targeted emails to adults 25 or more years old.	Summer 2015	Counseling; Assessment; Financial Aid; Outreach and Educational Partnerships; First Year Success Center; Career Center; Marketing & Communications	25% of all new, incoming students will attend a workshop or view the on-line video tutorial prior to their first semester.
	1.3 Implement Freshmen Welcome Days; a 4-hour session for all incoming recent high school graduates from feeder high schools to acclimate them to the college; provide a workshop track for parents (bi-lingual).	Summer 2015	Outreach and Educational Partnerships; First Year Success; Student Life and Leadership; Counseling; Career Center	Achieve a 75% participation rate among all incoming recent HS graduates from within our service area.

GOALS AND ACTIVITIES

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

Goal	Activity	Timeline	Responsible Person(s)	Expected Outcome
2. To improve overall course completion rates among disproportionately impacted students.	2.1 Increase the number of students who receive a financial aid disbursement during the first disbursement of the term; Develop a process to allow students who missed the first disbursement to purchase textbooks from the bookstore.	Fall 2015	Financial Aid; Bookstore	Increase the percentage of students who receive financial aid during the first disbursement of the term by 5% compared to the prior year.
	2.2 Require each new, incoming student to complete an abbreviated educational plan prior to their first semester and a comprehensive educational plan during their first semester at RHC; provide counseling support to students in categorical programs (DSPP, Veterans, CalWorks) and for Foster Youth; send targeted emails to disproportionately impacted students to encourage them to enroll in a Counseling 105 course prior to their first semester.	Fall 2015	Student Services; Counseling;	100% of new students will have a completed abbreviated educational plan prior to their first semester; and 80% of these students will complete a comprehensive educational plan during their first semester.
	2.3 Develop an effective matriculation and support service program for adult students (25 or more years old).	Fall 2015	Career Center	Increase enrollment (headcount) of 25 or more years old students by 5% compared to the prior fall semester.
	2.4 Implement an annual Career Success Day for Re-entry students ages 25 or more years old to enhance career & education goal clarification.	Fall 2015	Career Center	Re-entry students will receive a pre and post survey to determine degree of enhanced goal clarification.

	Activity	Timeline	Responsible Person(s)	Expected Outcome
	2.5 Provide one-on-one tutoring for at-risk students in specific programs (i.e. EOP&S, CalWorks, DSP&S, TRIO, athletes); market tutoring services through the student portal to other disproportionately impacted students.	Fall 2015	Communications & Languages; Learning Assistance Center; EOPS/CARE, CalWorks, Trio, Athletics	Increase the percentage of students who use the Learning Assistance Center by 5% from the prior year.
	2.6 Provide training for tutors and gateway tutors to learn effective strategies for assisting students from disproportionate impacted groups.	Summer 2015	Learning Assistance Center; Student Success and Retention; Counseling	Increase the percentage of students who use the Learning Assistance Center by 5% from the prior year.
	2.7 Provide tutoring in the classroom for a Math 50-70 course and for a Math 70 course.	Spring 2015	Dean Math & Sciences, Math Instructor	Increase success rates for the Math 50-70 course and the Math 70 course by 15% from the prior year.
	2.8 Cluster STEM students who need intermediate algebra in one Section. Add Academic Excellence workshops to the course.	Fall 2015	Dean Math & Sciences, Math Instructor	Increase success rate for the intermediate algebra course by 15% from the prior year.
	2.9 Offer Academic Excellence Workshops for ALL Students in barrier course Trigonometry	Fall 2015	Dean Math & Sciences, Instructors and Academic Excellence Workshops coordinator.	Increase success rate for participating students by 15% from the prior year.
	2.10 Provide training for facilitators/ tutors to learn effective strategies for assisting students from disproportionate impacted groups in Academic Excellence Workshops	Summer 2015	Dean of Math & Sciences, MESA Program director.	Increase the percentage of students who use the Learning Assistance Center by 5% from the prior year.
	2.11 Implement an Early Alert Program for at-risk students with appropriate interventions (i.e. counseling, tutoring, and referral to support programs/services)	Fall 2015	Academic Affairs, Student Success and Retention; Counseling; Student Services; Learning Assistance Center; Psychological Services	5% increase in course completion rates among students targeted by the Early Alert Program by 2019.

	Activity	Timeline	Responsible Person(s)	Expected Outcome
	2.12 Implement a mandatory information workshop (or on-line video) for at-risk BOGW students who receive a warning about dismissed from financial aid for not meeting satisfactory academic progress. Upon completion of the workshop, students will be required to meet with a counselor.	Fall 2015	Financial Aid; Counseling; Student Services; Psychological Services	5% decrease in the number of students who are dismissed from financial aid compared to the prior year.

GOALS AND ACTIVITIES

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”

Goal	Activity	Timeline	Responsible Person(s)	Expected Outcome
3. Increase the percentage of students in basic skills and ESL/ENLA classes who complete a degree-level math and/or English course.	3.1 Establish Math Refresher workshops targeted to students in other affiliated programs (i.e. EOP&S, Calworks, Trio, DSP&S, Foster Youth, adult students 25 or more years old)	Summer 2015	Student Success and Retention; Learning Assistance Center; Math and Science; Career Center; Assessment	Increase the proportion of students from the disproportionately impacted age group who complete a Math Refresher workshop and test into a higher-level math course by 20% for each subgroup when compared to the prior year.
	3.2 Develop an “Assessment Test Prep for Success” video to allow students to prepare for the assessment test so that they are less likely to need to take basic skills level courses. Content will include: an orientation to the assessment and placement process, overview of test content, number and type of questions and preparation strategies and materials; email the video to all incoming students after they apply to the college	Summer 2015	Assessment; IT; Counseling; Admissions & Records	Increase the proportion of students from disproportionately impacted groups who view the "Assessment Test Prep" video and test into a higher-level math, English, and/or ESL course by 3% for each subgroup when compared to the prior year.
	3.3 Proactively encourage new, incoming students to enroll in ESL and basic skills coursework during their first-year and continuation through completion of the sequence.	Fall 2015-Spring 2016	Counseling; Student & Success and Retention; Student Services; Communication and Languages; Math & Science	80% of these new, disproportionately impacted students will enroll in basic skills math, English, and/or ESL/ENLA within their first-year.

	Activity	Timeline	Responsible Person(s)	Expected Outcome
	3.4 Increase tutoring for basic skills courses in Learning Assistance Center; market tutoring services through the student portal to disproportionately impacted students.	Fall 2015	Communications and Languages; Learning Assistance Center	Increase the course success rates for students from disproportionately impacted groups who participate in LAC tutoring sessions by 3% for each subgroup when compared to the prior year.
	3.5 Implement new (extended and Math-intensive) Springboard program with re-test component; recruit disproportionately impacted students through the student portal to participate.	Spring 2015	Communications & Languages; Student Success & Retention; Learning Assistance Center; Math & Science; Assessment	Increase the placement into a higher-level Math course for students from disproportionately impacted groups who complete the Springboard program by 3% for each subgroup when compared to the prior year.

GOALS AND ACTIVITIES

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

Goal	Activity	Timeline	Responsible Person(s)	Expected Outcome
4. Increase the degree and certificate completion rates for students from disproportionately impacted student populations.	4.1 Develop a Career & Life Success handbook to assist students with goal clarification and career planning.	Fall 2015	Career Center	Increase the percentage of students, from disproportionately impacted groups, who have an informed goal by 2% for each sub-group when compared to the prior year.
	4.2 Provide professional development training for counselors in the effective use and integration of career and Labor Market information in helping students to develop informed goals for educational planning leading to degree completion.	Fall 2015	Career Center; Counseling; EOP&S; CalWorks; DSP&S; Veterans	Increase the percentage of students, from disproportionately impacted groups, who have an informed goal by 2% for each sub-group when compared to the prior year.
	4.3 Provide experiential learning opportunities such as service learning, internships, and volunteer experiences for students; includes promoting courses that have a service learning or internship component. Track volunteer efforts through an official RHC co-curricular transcript to enhance student leadership opportunities. Market these opportunities to disproportionately impacted students via the portal.	Fall 2015	Student Life and Leadership; Behavioral and Social Sciences; Career Center; CalWorks	10% of disproportionately impacted students will participate in at least one experiential learning opportunity (in class or outside of class) each year.
	4.4 Enhance the School to Career connection and awareness for re-entry, veterans, foster youth, and other disproportionately impacted groups.	Fall 2015	Career Center; CalWorks; EOP&S; Veterans; Behavioral and Social Sciences	Serve at least 100 students per semester.

	Activity	Timeline	Responsible Person(s)	Expected Outcome
	4.5 Develop and implement separate Women and Men of Color leadership/motivational day-long conferences for students to build academic self-confidence, self-efficacy, and sense of community. Target students from disproportionately impacted groups.	Fall 2015	Student Life and Leadership; Psychological Services; Counseling; Student Services; Student Success and Retention	Serve at least 100 students (men and women) and assess learning outcomes for each conference.
	4.6 Implement a “Writers' Resource Center” that provides tutoring support for students enrolled in any course; market tutoring services through the student portal to disproportionately impacted students.	Fall 2015	Dean, Communications and Languages, English Faculty, Student Success and Retention; Learning Assistance Center	Increase the percentage of students from disproportionately impacted student populations who complete a degree/certificate by 2% each year, starting in spring 2016.
	4.7 Expand Gateway tutoring (supplemental instruction) program to general education course sections.	Fall 2015	Student Success and Retention; Learning Assistance Center	Increase the percentage of students from disproportionately impacted student populations who complete a degree/certificate by 2% each year, starting in spring 2016.
	4.8 Develop a Certificate of Achievement for IGETC and CSU-GE to support students from disproportionate groups.	Fall 2015	Transfer Center; Articulation	Increase the percentage of students from disproportionately impacted student populations who complete a Certificate of Achievement by 2% each year, starting in spring 2016.
	4.9 Provide students with a letter of recognition for completion of significant milestones (i.e. Basic Skills sequence completion; 30 units completed)	Fall 2015	Student Success and Retention; Counseling and Student Success; IT; Student Services	40% of students from disproportionately impacted groups will receive a letter of recognition for completion of a significant milestone.

	Activity	Timeline	Responsible Person(s)	Expected Outcome
	4.10 Conduct an automatic unit analyses to identify students close to completing degrees/certificates; contact students to inform them of why they should earn a degree/certificate and number of units needed to complete it.	Spring 2015	IT; Admissions; Counseling; Student Services	Increase the percentage of students from disproportionately impacted student populations who complete a degree/certificate by 2% each year, starting in spring 2016.
	4.11 Send out pre-graduation letters to students who have completed 50-units; inform students of the process to petition for graduation and email them a link to the graduation video; provide degree audit workshops prior to the start of each registration period.	Fall 2015	IT; Admissions & Records; Counseling; Student Services	Increase the percentage of students from disproportionately impacted student populations who complete a degree/certificate by 2% each year, starting in spring 2017.
	4.12 Develop and provide faculty with copies of a "Student Success Guide" that includes information about campus resources and support services. Encourage to faculty to distribute to students in their classes.	Fall 2015	Student Affairs; Counseling; Student Services	25% of all faculty (FT/PT) will distribute or make the Student Success Guide available to students in their classes
	4.13 Develop an intervention workshop for at-risk students who are likely to be placed on academic probation the following term.	Fall 2015	Counseling; Student Services; EOP&S; CalWorks; DSP&S; Trio; Psychological Services	Decrease the percentage of at-risk students who are dismissed for satisfactory academic progress by 3% when compared to prior year.
	4.14 Provide support services for current and former Foster Youth, which include: scholarships, life coaching and other skills workshops, and community service activities.	Fall 2015	Humanities and Social Science; Foundation, Counseling; Financial Aid; Psychological Services	Develop a cohort of at least 30 new students each academic year, beginning in fall 2015.
	4.15 Provide student engagement opportunities specifically for students from disproportionately impacted student populations to encourage connections within the campus community.	Fall 2015	Student Life and Leadership; Arts & Cultural Programs	Provide at least 3 events, programs, and/or workshops that are intended to serve disproportionately impacted student populations each year.

GOALS AND ACTIVITIES

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”

Goal	Activity	Timeline	Responsible Person(s)	Expected Outcome
5. Increase the transfer rates for students from disproportionately impacted student populations.	5.1 Provide transfer workshops for students from disproportionate populations including: DSP&S, EOP&S/Care, CalWorks, Puente, Trio, Foster Youth, and adults 25 or more years old.	Spring 2015	Transfer Center	Provide at least four workshops for each sub-group during the year to increase early transfer awareness. Target 100 students each year.
	5.2 Provide support for the Puente program including fieldtrips, cultural experiences, and leadership development opportunities.	Summer 2015	Puente Coordinators; Counseling	Increase the percent of transfer ready students who participate in the Puente program by 5% each year, beginning in spring 2017.
	5.3 Implement transfer college tours which support disproportionately impacted students to participate in a tour to visit 4-year universities throughout the state.	Spring 2015	Transfer Center	80% of students who participate in a college tour will apply to more than one university.
	5.4 Implement the Summer Scholars Transfer Institute (SSTI), which supports disproportionately impacted students to participate in a 10 day academic experience at UC Irvine.	Summer 2015	Transfer Center	60% of students who participate in the SSTI program will be transfer ready and apply to more than one university by spring 2018.
	5.5 Implement a Transfer Academy for new students (from disproportionately impacted groups) to enhance early transfer awareness and connections with universities; the program will provide: faculty mentors, workshops, tours, panels and presentations, counseling, educational transfer planning, and early transfer awareness.	Fall 2015	Transfer Center	Increase the percent of transfer ready students from disproportionately impacted groups by 2% each year, beginning in spring 2018. Develop a cohort of 50 students each year where 40% of students who participate will be transfer ready and apply to more than one university.

	Activity	Timeline	Responsible Person(s)	Expected Outcome
	5.6 Implement a Transfer Pathways program, designed for students from disproportionately impacted groups who have an interest in transferring to a 4-year institution; the program will provide academic support, counseling, and campus tours to transfer prepared students; this will include a “Transfer to CSU in 2 Years” program, and the “Pathway to Law School Program”.	Fall 2015	Transfer Center	Increase the percent of transfer ready students from disproportionately impacted groups by 2% each year, beginning in spring 2018. 20% of disproportionately impacted student groups will participate in a Transfer Pathway Program.
	5.7 Implement a one-day Transfer Conference to serve 300 students from disproportionately impacted groups; the conference will include meeting with reps from 4-year institutions, workshops, and informational sessions.	Spring 2015	Transfer Center	Increase the percent of transfer ready students from disproportionately impacted groups by 2% each year, beginning in spring 2018.
	5.8 Develop a Transfer Guide which includes information to help students begin planning for transfer; target the distribution of the guide to students from disproportionate groups.	Fall 2015	Transfer Center	Increase the percent of transfer ready students from disproportionately impacted groups by 2% each year, beginning in spring 2018. Increase transfer awareness to students from disproportionately impacted groups by 60%.

GOALS AND ACTIVITIES

F. EQUITABLE ACCESS & ACHIEVEMENT

“To the extent that data is available, in their research identifying disproportionate impact, colleges should research and report on the effect of the SSSP requirements related to mandatory participation of new students in SSSP services and enrollment priority on student equity, disaggregating information by ethnicity and gender”

Goal	Activity	Timeline	Responsible Person(s)	Expected Outcome
6. Monitor access and achievement through identified strategies and criteria	6.1 Develop a campus-wide Student Equity Committee through the college governance; develop a process to monitor equitable access and achievement across all success indicators on an on-going basis; ensure disproportionate groups are targeted for equity activities; provide additional program support for equity activities, including travel and conferences, marketing, and professional development.	Spring 2015	Student Affairs	Establish a Student Equity Committee with at least 16 members, representing each of the four constituent groups by spring 2015.
	6.2 Develop effective Marketing & Communication strategies to target disproportionately impacted student groups to promote equity programs and services to enhance student success.	Spring 2015	Marketing and Communications	Marketing and Communication strategies will target disproportionately impacted student groups.
	6.3 Conduct focus groups with students from disproportionately impacted groups to better understand their experiences, successes and challenges, at RHC.	Spring 2015	Student Equity Committee; Student Affairs; Student Life & Leadership; Student Services; Institutional Research and Planning	Interview at least 50 students; use data to better inform the development of this plan and to provide strategies to meet the needs of students.
	6.4 Improve data information systems to identify and track RHC foster youth, students with disabilities, veterans and low-income students on student success indicators.	Summer 2015	IT; Admissions; Student Services; Institutional Research and Planning; Student Equity Committee	Establish a tracking process for special student populations by summer 2016.

	Activity	Timeline	Responsible Person(s)	Expected Outcome
	6.5 Monitor progress of the priority registered high school students to compare/contrast persistence, success, and completion rates with general student populations.	Summer 2015	IT; Counseling; Student Equity Committee; Student Services; Institutional Research and Planning	Analyze data, disaggregated by gender and ethnicity, and identify strategies and activities to address areas of disproportionate impact.
	6.6 Monitor progress of students who fail to complete mandatory orientation.	Summer 2015	IT; Counseling; Student Equity Committee	Analyze data, disaggregated by gender and ethnicity, and identify strategies and activities to address areas of disproportionate impact.
	6.7 Monitor progress of students who lose priority registration for failing to complete assessment, orientation, initial educational plan, and comprehensive educational plan.	Summer 2015	IT; Counseling; Student Equity Committee; Student Services	Analyze data, disaggregated by gender and ethnicity, and identify strategies and activities to address areas of disproportionate impact.
	6.8 Monitor progress of students who are deemed ineligible to receive the BOGW for not meeting Satisfactory Academic Progress.	Summer 2015	IT; Counseling; Student Equity Committee; Student Services	Analyze data, disaggregated by gender and ethnicity, and identify strategies and activities to address areas of disproportionate impact.
	6.9 Monitor progress of students who have a comprehensive educational plan on file.	Summer 2015	IT; Counseling; Student Equity Committee; Student Services	Analyze data, disaggregated by gender and ethnicity, and identify strategies and activities to address areas of disproportionate impact.
	6.10 Monitor progress of students who are on probation and dismissal each semester.	Summer 2015	IT; Counseling; Student Equity Committee; Student Services	Analyze data, disaggregated by gender and ethnicity, and identify strategies and activities to address areas of disproportionate impact.
	6.11 Analyze the demographics for evening and weekend courses; determine if there are disproportionate impacts regarding availability of support services by conduct a satisfaction survey for this population.	Fall 2015	IT; Academic Affairs; Institutional Research and Planning	Analyze data, disaggregated by gender and ethnicity, and identify strategies and activities to address areas of disproportionate impact.

	Activity	Timeline	Responsible Person(s)	Expected Outcome
	6.12 Monitor progress of students 25 or more years old who complete Counseling 151.	Summer 2015	IT; Counseling; Student Equity Committee	Analyze data, disaggregated by gender and ethnicity, and identify strategies and activities to address areas of disproportionate impact.
	6.13 Monitor progress of students who utilize counseling services.	Summer 2015	IT; Counseling; Student Equity Committee; Student Services	Analyze data, disaggregated by gender and ethnicity, and identify strategies and activities to address areas of disproportionate impact.

Budget

SOURCES OF FUNDING

The 2014-15 Student Equity allocation of \$845,031 from the Chancellor's Office will be used to support the majority of equity activities identified in this plan. The budget allocation will link directly to the goals and specific activities identified in the plan. The allocation of resources will also follow the expenditure guidelines provided by the Chancellor's Office.

In addition, district general funds and personnel will be used to support the oversight, management, and implementation of many of these activities. In addition, the student equity plan and activities are coordinated with other campus planning efforts and student success initiatives to leverage resources such as the Student Success & Support Program (SSSP), the institutional program planning process, the Educational Master Plan, the Basic Skills Initiative, and the Title V HSI Grant activities.

More specifically, the College has engaged in efforts to successfully coordinate the SSSP plan. Both the Co-Chairs of Student Success and Support Program and Student Equity committees serve on each committee. This allows for seamless planning and integration of program goals, activities, and leveraging of resources. In addition, both SSSP and Student Equity Co-Chairs meet regularly through the SSSP/Student Equity Co-Chairs meeting to ensure ongoing alignment and monitoring of both plans.

Furthermore, Rio Hondo College demonstrates support for student equity through continued funding for Outreach & Educational Partnerships, Foster/Kinship Care Education (FKCE), Veterans Service Center, and on-going support for categorical programs (DSP&S, EOP&S/CARE, CalWorks). The college also funds many support services and specialized programs, as well as projects funded by the HSI Title V grant and the Basic Skills Initiative, all of which demonstrate the college's commitment to equity and student success, such as:

- Learning Assistance Center - general tutoring in a variety of subjects
- Math Science Center - tutoring for math and science classes
- Gateway Tutoring - Is a program based on an integrated tutoring model, in which trained tutors are assigned to specific instructors to attend class and facilitate group study sessions outside of class
- Alpha Gamma Sigma (AGS) - AGS is a California Community College Honor Society.
- Honors Transfer Program- The Honors Transfer Program provides a unique learning opportunity with challenging courses for the academically talented and highly motivated community college student who is seeking transfer to a four year university.
- Learning Communities - In the Learning Communities program, serious and committed students are placed in a cohort, or learning community for one or two semesters to

promote academic achievement and for a deeper enhancement of existing student success programs. Instructors meet regularly to discuss student progress and to coordinate class lectures and assignments in practical, relevant, and interdisciplinary terms.

- Math Engineering Science Achievement (MESA)- MESA enables educationally disadvantaged students to prepare, transfer and graduate from a four year university majoring in the areas of engineering, the sciences, computer science and mathematics.
- Puente Program- Puente is an interdisciplinary program in writing, counseling and mentoring that prepares underrepresented students for transfer to a four year university. The mission of the Puente Program is to increase the number of students earning a college degree who then return to their communities as mentors and leaders to future generations.
- Springboard Program - Springboard is designed to refresh and strengthen students' basic skills in mathematics and writing.
- Summer Bridge Program - Summer Bridge is designed to empower basic skills level students entering college through preparedness, skill building and develop academic direction. Participants will learn how to become independent, active learners in a college setting as they transition from high school.

The college has also provided funding support to Institutional Research & Planning and Information/Technology Services to further support assessment processes and monitor student success outcomes, efficiently and effectively. Providing on-going professional development opportunities is also an important component to student success that is fully supported by the institution.

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

The RHC Institutional Research and Planning (IRP) Office has identified key staff to support the evaluation of student equity activities. An Institutional Researcher serves on the Student Equity Taskforce and is actively engaged and aware of services and activities identified in the equity Plan. The Taskforce has identified specific outcomes for each activity and the IRP Office will develop evaluation methods to ensure effective evaluation of each student equity activity, as identified in this plan. In addition, the IRP office will work closely with Information Technology personnel to obtain additional data regarding student success and to analyze Student Success Services & Programs (SSSP) activities to identify areas of disproportionate impact for as defined in this plan.

The Student Equity Task Force will work with Institutional Research and Planning to develop an annual assessment schedule to report on progress for each activity in reaching stated outcomes. A standard research assessment measure will be used to identify and analyze outcomes in a report prepared each year within the three-year planning period. Based on annual assessment and evaluation findings, supplemental research and/or activities may be developed to ensure successful execution of the Student Equity Plan.

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

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Certification of Interest

In a competitive application process for the Development and Implementation of the California Community College Pilot Baccalaureate Degree Program authorized pursuant to Senate Bill 850, Chapter 747, Statutes of 2014.

We hereby certify that _____ Community College District intends to submit an application to develop and offer a Pilot Baccalaureate Degree Program in the following discipline (limited to one degree per district):

The following district staff members must sign this form:

Chief Instructional Officer _____
Date

Chief Student Services Officer _____
Date

Chief Business Officer _____
Date

Academic Senate President _____
Date

Chief Executive Officer _____
Date

This form must be received (via mail, fax or email) by the Chancellors Office no later than Wednesday, November 12, 2014. Documents should be sent to:

California Community Colleges Chancellor's Office
Attn: Kathy Carroll/Academic Affairs
1102 Q Street, Suite 4554
Sacramento, CA 95811-6539

Email: kcarroll@cccco.edu
Telephone: 916-322-6881
Facsimile: 916-324-6701