

# Student Equity

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# AGENDA

- Overview of Student Equity concepts and legislation
- Review of Student Success and Disproportionately Impacted (DI) Student Groups
- Update on Rio Teaching and Learning Institute (RTLTI)
- Recommendations

# EQUITY VERSUS EQUALITY



- **Equity** in education means making certain that every student has the support they need to be successful.
- **Equity** in education requires putting systems in place to ensure equal chance for success, and that requires understanding the unique challenges and barriers faced by individual students or by populations of students.
- **Equality** means treating every student the same.

# Student Equity & Achievement (SEA) Program

- The intent of the [SEA Program](#) is to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups by doing all of the following:
  - (A) Implementing activities and practices pursuant to the California Community Colleges **Guided Pathways Grant Program**.
  - (B) Ensuring students **complete their educational goals** and a defined course of study.
  - (C) Providing quality curriculum, instruction, and support services to students who enter college deficient in **English and mathematics to ensure these students complete a course of study in a timely manner**.

# SEA Program Requirements

- Maintain a Student Equity Plan
- Provide matriculation services to assist a student in making informed decisions in developing an education plan
- Implement AB705
- Provide all students with an education plan
- Provide a report each year by January 1 following the end of the fiscal year

# ALIGNING RESOURCES AND PROGRAMS TO ACHIEVE STUDENT SUCCESS AND EQUITY

## CA Legislation

- [Developmental Ed. Reform \[AB705\]](#)
- [California Promise \[AB 19\]](#)
- [Associate Degree for Transfer \[SB1440\]](#)
- [Student Centered Funding Formula \[AB 1809\]](#)
- [Local Board Goals \[AB 1809\]](#)
- [Student Equity and Achievement Program \[AB1805\]](#)

## CCCCO Initiatives

- [Guided Pathways](#)
- [Vision for Success](#)

# DISPROPORTIONATELY IMPACTED (DI) STUDENT GROUPS

- Current or Former Foster Youth
- Students with Disabilities
- Low-Income Students (Economically Disadvantaged)
- Veterans
- LGBT
- Homeless: Data Not Available
- Ethnic and Racial Categories:
  - American Indian or Alaskan Native
  - Asian
  - Black or African American
  - Hispanic or Latino
  - Native Hawaiian or Other Pacific Islander
  - White
  - Some Other Race
  - More Than One Race

# STUDENT EQUITY METRIC: RETENTION FROM FALL TO SPRING

Group	2017-18 CCCCO	2017-18 Banner	2021-22 Goal	2019-20 Banner
<b>RHC Overall</b>	65.9%	66.9% (13,451)	69.0%	66.8% (13,346)
<b>Black Females</b>	57.7%	54.4% (56)	69.0%	60.6% (43)
<b>Black Males</b>	54.5%	66.9% (117)	69.0%	54.7% (88)
<b>White Females</b>	61.5%	62.9% (200)	69.0%	65.1% (185)
<b>White Males</b>	51.4%	55.8% (383)	69.0%	57.8% (333)
<b>Veteran Males</b>	57.5%	11.8% (8)	69.0%	72.3% (125)

NOTE: The college improved recordkeeping for student veterans during the 2017-18 academic year. Numbers reported here for male veterans in 2017-18 reflect previous recordkeeping procedures.



# STUDENT EQUITY METRIC: TRANSFER MATH AND ENGLISH DURING 1<sup>ST</sup> YEAR

Group	2017-18 CCCCO	2017-18 Banner	2021-22 Goal	2019-20 Banner
<b>RHC Overall</b>	5.6%	6.0% (251)	12.0%	12.5% (515)
<b>Black Males</b>	0.0%	0.0% (0)	12.0%	0.0% (0)
<b>Foster Youth Females</b>	0.0%	2.1% (1)	12.0%	13.2% (5)
<b>Foster Youth Males</b>	0.0%	6.5% (2)	12.0%	8.8% (3)
<b>Latino Males</b>	4.6%	6.6% (93)	12.0%	11.8% (176)
<b>DSPS Males</b>	1.4%	0.0% (0)	12.0%	5.8% (7)

# STUDENT EQUITY METRIC: TRANSFER TO 4-YEAR

Group	Previous CCCCCO	2017-18 NSC	2021-22 Goal	2019-20 NSC
<b>RHC Overall</b>	6.6%	10.5% (1,638)	7.0%	11.6% (1,761)
<b>Latino Males</b>	5.2%	8.5% (480)	7.0%	9.6% (515)
<b>DSPS Males</b>	4.4%	6.4% (19)	7.0%	6.4% (23)

## CSUs

CALIFORNIA STATE UNIVERSITY - LOS ANGELES  
 CALIFORNIA STATE UNIVERSITY - FULLERTON  
 CALIFORNIA STATE POLYTECHNIC UNIVERSITY POMONA  
 CALIFORNIA STATE UNIVERSITY - LONG BEACH  
 CALIFORNIA STATE UNIVERSITY - DOMINGUEZ HILLS

## UCs

UNIVERSITY OF CALIFORNIA - IRVINE  
 UNIVERSITY OF CALIFORNIA-LOS ANGELES  
 UNIVERSITY OF CALIFORNIA - BERKELEY  
 UNIVERSITY OF CALIFORNIA - RIVERSIDE

## PRIVATE/OUT-OF-STATE

ARIZONA STATE UNIVERSITY  
 UNIVERSITY OF LA VERNE  
 UNIVERSITY OF SOUTHERN CALIFORNIA

# STUDENT EQUITY METRIC: VISION COMPLETION

<b>Group</b>	<b>2017-18 CCCCO</b>	<b>2017-18 Banner</b>	<b>2021-22 Goal</b>	<b>2019-20 Banner</b>
<b>RHC Overall</b>	4.0%	5.7% (1,775)	5.0%	5.9% (1,742)
<b>Black Females</b>	2.8%	4.0% (7)	5.0%	3.7% (5)
<b>Black Males</b>	0.8%	1.6% (5)	5.0%	3.1% (9)
<b>Foster Youth Males</b>	2.5%	3.8% (5)	5.0%	5.3% (6)
<b>LGBT Females</b>	2.0%	2.3% (6)	5.0%	8.3% (23)

# **RIO TEACHING AND LEARNING INSTITUTE (RTL)**

- The Rio Teaching and Learning Institute (RTL) is dedicated to supporting RHC faculty in strengthening their capacity to teach and mentor students toward full academic potential and success.
  - To provide faculty the resources to develop a culturally responsive pedagogy and practice.
  - To facilitate presentations that critically engage with issues of diversity that result in assembling or innovating specific practices, activities, and materials for classroom instruction.
  - To sustain a community of Rio faculty-scholars/ practitioners that understand the centrality of equity and culturally responsive pedagogy to enhance teaching and learning.

# RECOMMENDATIONS

- Focus on specific **racially minoritized** student populations rather than on all students.
- Create equity activities that explicitly **align** the **race-specific metrics** to **race-specific activity descriptions**.
  - Black Scholars Program
- Work to incorporate more **classroom-focused** equity efforts and **engage instructional faculty**
  - Rio Teaching and Learning Institute

[Adapted from the Center of Urban Education Student Equity Plan Review: A Focus on Racial Equity]