Student Equity Plan Summary

Contacts

Project Lead Contact

Cecilia Rocha
CRocha@riohondo.edu

Alternate Project Lead Contact

Anthony Delgado
adelgado@riohondo.edu

Approvers

Chief Instructional Officer

Laura Ramirez
Vice President of Academic Affairs
lramirez@riohondo.edu
(562) 908-3402

Awaiting Approval

Chief Student Services Officer

Henry Gee
Vice President of Student Services
hgee@riohondo.edu
(562) 908-3489

Awaiting Approval

Chancellor/President

Teresa Dreyfuss
TDreyfuss@riohondo.edu

fdreyfuss@riohondo.edu

Awaiting Approval

Academic Senate President

Dr Kevin Smith
Professor of Psychology
ksmith@riohondo.edu
(562) 463-7460

Awaiting Approval

Chief Business Officer

Yulian Ligioso
Vice President of Finance and Business
yligioso@riohondo.edu
(562) 463-7099

Awaiting Approval

Details

Assurances

* I have read the legislation Education Code 78220 and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation (Education Code 78222).

Progress & Success

Process & Schedule

Rio Hondo College will track progress for disproportionately impacted student groups on a yearly basis under the SEA data metrics; successful enrollment, fall to spring retention, completion of transfer math and English in 1st year, transfer to 4-year college/university, and vision completion until the completion of the 2022 school year. The institutional researcher funded under Student Equity will complete such analyses. The data will be provided by the CCCCCO via the data on demand export,

the SSM Dashboard, and MIS referential files. In addition, a replication of the SEA metrics will be completed by the end of each academic year using MIS referential files (to the possible extent). This will be done to eliminate the large number of apprentice and incumbent worker students in the analysis and appropriately track the progress of our student groups facing equity gaps. The student equity researcher will coordinate with the Dean of IRP and Student Equity Grant Manager to complete this assessment.

Success Criteria

The Equity Team at Rio Hondo College consists of the Executive Dean of Student Affairs and Equity, the Student Equity Faculty Coordinator, and the Student Equity Grant Manager. They will report to the VP of Student Services and co-chair the Student Equity Committee. This committee will include the VP of Academic Affairs, the program leads of equity related/funded programs, classified staff reps, faculty reps, the Academic Senate President, Guided Pathways Faculty Coordinator, and student leaders. The Equity Team will convene the SE Committee the 2nd and 4th Wednesdays of the month. The purpose of these meetings is to continuously review the 2019-2022 Student Equity Plan goals, examine data, minimize duplication of efforts, and develop ways to collaborate with the campus at large.

Executive Summary

http://bit.ly/StudentEquityPlan2019-2022

Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Transferred to a Four-Year Institution	1220	1398	+14.59%
Attained the Vision Goal Completion Definition	1793	2270	+26.6%
Completed Both Transfer-Level Math and English Within the District in the First Year	182	396	+117.58%
Retained from Fall to Spring at the Same College	13883	15266	+9.96%
Enrolled in the Same Community College	27084	32454	+19.83%

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Foster Youth	Male	Transferred to a Four-Year Institution	5	5	0% ◀ ▶
White	Male	Transferred to a Four-Year Institution	45	45	0% ◀ ▶
Some other race	Male	Transferred to a Four-Year Institution	10	10	0% ◀ ▶
Some other race	Female	Transferred to a Four-Year Institution	3	3	0% ◀ ▶
More than one race	Male	Transferred to a Four-Year Institution	4	4	0% ◀ ▶
Hispanic or Latino	Male	Transferred to a Four-Year Institution	361	521	+44.32% ▶‖◀
Black or African American	Male	Transferred to a Four-Year Institution	8	19	+137.5% ▶‖◀
Disabled	Male	Transferred to a Four-Year Institution	23	45	+95.65% ▶‖◀
LGBT	Female	Attained the Vision Goal Completion Definition	13	37	+184.62% ▶‖◀
Foster Youth	Male	Attained the Vision Goal Completion Definition	7	16	+128.57% ▶‖◀
White	Male	Attained the Vision Goal Completion Definition	42	42	0% ◀ ▶
Some other race	Male	Attained the Vision Goal Completion Definition	2	2	0% ◀ ▶
Some other race	Female	Attained the Vision Goal Completion Definition	4	4	0% ◀ ▶
Native Hawaiian or other Pacific Islander	Male	Attained the Vision Goal Completion Definition	1	1	0% ◀ ▶
Filipino	Male	Attained the Vision Goal Completion Definition	10	10	0% ◀ ▶
Black or African American	Male	Attained the Vision Goal Completion Definition	6	43	+616.67% ▶‖◀
Black or African American	Female	Attained the Vision Goal Completion Definition	9	17	+88.89% ▶‖◀
American Indian or Alaska Native	Male	Attained the Vision Goal Completion Definition	1	1	0% ◀ ▶
American Indian or Alaska Native	Female	Attained the Vision Goal Completion Definition	1	1	0% ◀ ▶

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Veteran	Male	Retained from Fall to Spring at the Same College	180	213	+18.33% ▸‖◂
White	Male	Retained from Fall to Spring at the Same College	631	752	+19.18% ▸‖◂
White	Female	Retained from Fall to Spring at the Same College	281	300	+6.76% ◂ ▸
Some other race	Male	Retained from Fall to Spring at the Same College	342	342	0% ◂ ▸
Some other race	Female	Retained from Fall to Spring at the Same College	101	101	0% ◂ ▸
Native Hawaiian or other Pacific Islander	Male	Retained from Fall to Spring at the Same College	19	19	0% ◂ ▸
More than one race	Male	Retained from Fall to Spring at the Same College	71	71	0% ◂ ▸
Black or African American	Male	Retained from Fall to Spring at the Same College	175	229	+30.86% ▸‖◂
Black or African American	Female	Retained from Fall to Spring at the Same College	82	95	+15.85% ▸‖◂
White	Male	Enrolled in the Same Community College	1281	1281	0% ◂ ▸
White	Female	Enrolled in the Same Community College	580	580	0% ◂ ▸
Some other race	Male	Enrolled in the Same Community College	80	80	0% ◂ ▸
Some other race	Female	Enrolled in the Same Community College	73	73	0% ◂ ▸
Filipino	Female	Enrolled in the Same Community College	158	158	0% ◂ ▸
Black or African American	Female	Enrolled in the Same Community College	242	242	0% ◂ ▸
Foster Youth	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	4	+300% ▸‖◂

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Foster Youth	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	4	+300% ▶‖◀
Some other race	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	Not Entered	- ◀‖▶
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	5	+400% ▶‖◀
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	1	10	+900% ▶‖◀

Additional Categories

Demographic	Gender	Metric	Goal
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	189

Activities

Gateway Tutoring, English and Math and GE Courses

Brief Description of Activity

Gateway tutoring provides course-embedded, contextualized academic support both in the classroom and in group tutoring sessions.

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

High School Outreach

Brief Description of Activity

RHC Student Services Assistants are sent throughout the academic year to 37 high schools to provide onsite assistance to graduating seniors in applying to our college, complete their FAFSA, enroll in dual enrollment and counseling courses, and answer any questions regarding higher education.

Related Metrics

- Overall : All : Enrolled in the Same Community College

Senior Preview Days

Brief Description of Activity

RHC hosts over 2,000 graduating seniors to visit the campus to explore our academic programs, tour the campus, and get information on our various student support programs and clubs.

Related Metrics

- Overall : All : Enrolled in the Same Community College

Dual and Concurrent Enrollment at high schools and on-campus

Brief Description of Activity

RHC offers general education and major prep courses at the local high schools for college and high school credit.

Related Metrics

- Overall : All : Enrolled in the Same Community College

Financial Aid Workshops and Cash for College events at the high schools and on-campus

Brief Description of Activity

RHC Financial Aid staff are sent to high schools to provide general information on state and federal financial aid programs, provide assistance with FAFSA, and follow-up with RHC financial aid status.

Related Metrics

- Overall : All : Enrolled in the Same Community College

Freshman Welcome Days

Brief Description of Activity

During summer, incoming freshmen who will start in the Fall attend three workshops (financial aid, how to navigate RHC, and how to transfer to four-year), receive a campus tour, and walk through a resource fair throughout the day.

Related Metrics

- Overall : All : Enrolled in the Same Community College

First Year Family Night

Brief Description of Activity

During the summer, incoming freshmen and their families are invited to an evening to attend a resource fair and various workshops, including How to support your child in higher education, Financial Aid 101, and Career and transfer options for students.

Related Metrics

- Overall : All : Enrolled in the Same Community College

High School Counselor Breakfast

Brief Description of Activity

In January, local and out-of-district high schools come onto campus to receive information on RHC academic and student support programs and participate in a resource fair.

Related Metrics

- Overall : All : Enrolled in the Same Community College

Orientation, online and in-person

Brief Description of Activity

All first-time RHC students are required to complete an online or in-person orientation and placement tool via their AccessRio portal. The orientation consists of how to navigate RHC, financial aid information, how to register for classes, and academic & progress probation, and information on RHC academic and student services programs. Once a student completes the orientation, they must meet in person with a counselor to develop an abbreviated ed plan.

Related Metrics

- Overall : All : Enrolled in the Same Community College

Counseling 105 Courses and Educational Planning Workshops (EPWs) at the High Schools

Brief Description of Activity

Counseling 105 is an 8 hour educational planning course offered in the Spring at local high schools. The course is an extension of our orientation and covers RHC degrees and certificates available, policies and procedures, and graduation and transfer requirements.

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Enrolled in the Same Community College

Fast Pass Workshops

Brief Description of Activity

Incoming freshmen who did take the Counseling 105 course have another opportunity to get detailed educational planning services. Fast Pass workshops are offered at their high during April and May and at RHC in June. These 2-hour workshops include: online orientation, placement tool, abbreviated ed plan, financial aid and a review of academic and student services.

Related Metrics

- Overall : All : Enrolled in the Same Community College

Noncredit Counseling, and matriculation support at 35 locations and 3 RHC Educational Centers

Brief Description of Activity

Noncredit counselors and staff provide support to students with completing college application, taking the CASAS locator, and referring to appropriate courses. Also, noncredit counselors and transitional adult counselor assist students with creating a student educational plan to better understand their academic opportunities.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Enrolled in the Same Community College

Summer Bridge

Brief Description of Activity

Summer Bridge is a Transition Program to assist all new incoming students with the transition from high school to college. We provide English and Math support to enhance their academic skills. We also provide workshops on time management, study skills and how to be a successful college student.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College

---

AVANCE/First-Year Seminar

Brief Description of Activity

First-Year Seminar courses provide academic exploration of a broad discipline area--such as the arts, business, sciences, behavioral and social sciences, and communications--in helping students clarify their intended field of study. Coursework includes unique project-based learning, development of academic critical thinking skills and collaborative learning, and field experiences.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College

---

Student Success and Dream Center

Brief Description of Activity

The center is open day and evenings to help first-year students, Dreamers, and community members with the matriculation process.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College

---

Student Success Coaches

Brief Description of Activity

Success coaches are near-peers available to support and enhance RHC students' transition from high school to college.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College

---

Student Success Workshops

Brief Description of Activity

Student Success Workshops are available for students during the summer and academic year. Topics include: What to do with a major, time management, how to be a successful college student. Transfer 101, Financial literacy, and Syllabus Analysis.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College

---

Rio Promise, 2 Years of Free Tuition for First-Time College Students

Brief Description of Activity

RHC is offering free tuition to all first-time college students. All students must complete their matriculation steps, Application, placement tool, online orientation and abbreviated ed plan. Students must enroll full time in the Fall 12 units. To receive year two students must complete 24 units and receive a 2.0 gpa in the first year.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College

---

Priority Registration Labs (Fall and Spring)

Brief Description of Activity

Priority registration labs are hosted in July for all first time college students registering for Fall 2019. We have counselors and success coaches available to assist students register for course and provide support with financial aid and student services programs. All in district schools register July 10th and any other out of district schools register July 11.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College

---

Roadrunner Connect (Early Alert)

Brief Description of Activity

Is the RHC early alert system used to communicate to students and counselors on how they are doing on their courses. Academic Faculty teaching courses can raise flags to inform students and counselors students are in danger of failing or have excessive absences or bring any other concerns from faculty to counselors. Counselors follow up with students and ensure they get the support they need to pass their courses. It also has a degree planner component to update the students educational goal while at Rio Hondo College.

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Retained from Fall to Spring at the Same College

---

Student In-reach

Brief Description of Activity

Prior to registration we call students to remind them it's registration time, clear any holds, check your date, etc. For students nearing completion, we call to remind them to see a Counselor and submit a petition to graduate. This year we plan to begin targeting students who have completed 30 units, get them to come in to see a counselor to see their progress and do a comp ed plan, if it's not already done.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College

---

Multiple Measures, including Guided Placement Tool

Brief Description of Activity

Starting in Fall 2019, all students will have the opportunity to enroll in transfer-level English and Math. Students must complete the Guided Placement Tool. Based on information such as high school grade point average, students may be placed into a support class. Students are encouraged to take the highest level course that they feel comfortable with. Based on student answers, they will be placed in the appropriate math and English course. After completing the Placement Tool, students can obtain their placement results by meeting with a counselor.

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

Statistics Support Center

Brief Description of Activity

Math instructors provide one-on-one or small group tutoring to students i the Math and Science Center.

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Retained from Fall to Spring at the Same College

Learning Assistance Center (LAC)

Brief Description of Activity

This center is housed in the Learning Resource Center (library). Tutors and Instructional Assistants are available day and evening to provide tutoring, test prep, and skills workshops.

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

Math and Science Center (MSC)

Brief Description of Activity

When difficulty arises with math or science the MSC is the place where Rio Hondo college students can receive help from our peer tutors, staff, and Instructors on duty. We are located on in two areas S-103 (1st floor Science Building) & S-300 (3rd floor Science Building). In the MSC we strive to guide students through their difficulties in math & science. Our goal is for students to become independent learners and no longer need a tutor.

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

Communications & Languages Center

Brief Description of Activity

Since many of our English offerings require lab co-requisites, our division operates three computerized lab facilities for students enrolled in these courses.

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

---

Academic Excellence Workshops (AEWs)

Brief Description of Activity

Excellence Workshops provide an opportunity for students to master course material with the help of a facilitator. Students are actively challenged in each session to work together to solve problems. The topics covered will foster debate on key elements that have historically given students difficulty and impeded the learning process.

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

---

Noncredit Completion of Career Development and College Preparedness Chancellor's Approved Certificates

Brief Description of Activity

Noncredit counselors and adult transitional counselor update student educational plans to facilitate tracking of academic progress and complete NC certificates of completion.

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition

---

Career Success Day

Brief Description of Activity

Is an event for students to enhance their knowledge of career pathways & education goal clarification.

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition

---

Graduation Support Labs

Brief Description of Activity

RHC provides graduation support labs in April to ensure students get the support the need to apply for graduation. Counselors are available for support along with success coaches. They provide guidance and ensure students complete their graduation petition correctly and on time.

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition

---

Transfer Conference

Brief Description of Activity

The Transfer Conference is open to all current Rio Hondo College students where they get to be part of a one day event and attend three workshops that cover the UC, Cal State, and private university admission process.

Related Metrics

- Overall : All : Transferred to a Four-Year Institution

Transfer Guide

Brief Description of Activity

Transfer guide is a brochure used to provide Transfer process and updates guide students to a smooth transfer process.

Related Metrics

- Overall : All : Transferred to a Four-Year Institution

Transfer Center Support

Brief Description of Activity

Transfer center support is always available thought out the year to ensure students have the opportunity research and support the transfer process to 4-year institutions.

Related Metrics

- Overall : All : Transferred to a Four-Year Institution

Pathway to Law Program

Brief Description of Activity

Pathway to Law School is for underrepresented college students interested in learning more about law schools and careers in the legal field. The initiative is designed to enhance opportunities and advancement in the legal profession for diverse populations. Ideally, students will spend two years at Rio Hondo College then transfer to any accredited undergraduate institution to complete their bachelor's degree and then be considered for a priority admissions review to one of the six participating law schools.

Related Metrics

- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Overall : All : Transferred to a Four-Year Institution

Summer Scholars Transfer Institute

Brief Description of Activity

The goal of the Summer Scholars Transfer Institute (SSTI) is to provide students from Rio Hondo College with the opportunity to complete an intensive UC transferable course in 10 days. This summer institute held at the University of California, Irvine (UCI) prepares historically underrepresented students in higher education for transfer to the UC system. To help nourish a positive college going culture, SSTI offers the support needed for students to stay focused on their educational goals by collaborating with partnership staff, faculty, and student networks.

Related Metrics

- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution

- Disabled : Male : Transferred to a Four-Year Institution
- Overall : All : Transferred to a Four-Year Institution

Local and Northern California College Visits

Brief Description of Activity

Throughout the Fall and Spring Semesters, RHC students get personalized tours to various local college and universities. A tour of Northern California tour is offered during the early summer.

Related Metrics

- Overall : All : Transferred to a Four-Year Institution

Rio Teaching and Learning Institute

Brief Description of Activity

The Rio Teaching and Learning Institute (RTLI) is dedicated to supporting RHC faculty in strengthening their capacity to teach and mentor DI students toward full academic potential and success.

Related Metrics

- Veteran : Male : Retained from Fall to Spring at the Same College
- White : Male : Retained from Fall to Spring at the Same College
- White : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College

Veteran's Counseling Enhancement

Brief Description of Activity

The Veteran's Center will offer more counseling services to follow up with students to ensure they are doing well in the Fall semester and get them set-up for success in the Spring semester.

Related Metrics

- Veteran : Male : Retained from Fall to Spring at the Same College
- White : Male : Retained from Fall to Spring at the Same College
- White : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College

Equity Textbook Assistance Program

Brief Description of Activity

English and Math textbooks will be purchased and avail for a semester-long loan program for DI students.

Related Metrics

- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

Men of Color Learning Cohort

Brief Description of Activity

A cohort of DI students will opt-in and compose a Men of Color Learning Cohort and receive personalized follow-up and academic support services for 2 semesters.

Related Metrics

- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

Embedded Tutoring in Program Offices

Brief Description of Activity

Near Peer tutors will be available in designated spaces, such as : EOPS, Veteran's Office, and Scholars Hub.

Related Metrics

- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

Student Completion Team

Brief Description of Activity

Success Coaches will maintain a caseload of DI students that have been identified as needing additional support by faculty and staff. Follow-up services will provided throughout the semester.

Related Metrics

- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

DFW Intersession Intervention

Brief Description of Activity

DI Students that received a letter grade of D, F or W will be invited to a workshop series during the Winter Intercession to enhance their study skills.

Related Metrics

- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

Early Start Summer Program

Brief Description of Activity

This program will be offered during the summer for DI students who feel they need on-boarding support to take transfer level Math and English courses.

Related Metrics

- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

Training for Supplemental Instruction Leaders

Brief Description of Activity

SI leaders will receive training on how to best work with men of color, and LGBTQ and Black females.

Related Metrics

- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

Equity in the Classroom PD for English Faculty

Brief Description of Activity

Is a guided approach to implementing instructional practices that close achievement gaps.

Related Metrics

- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

Latinos Empowered Guided And Cultivated In Education (LEGACIE)

Brief Description of Activity

We strive to develop relationships with Latino males to cultivate their sense of belonging on campus and contribute to their improved educational success.

Related Metrics

- Foster Youth : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Foster Youth : Male : Attained the Vision Goal Completion Definition

Guardian Scholars

Brief Description of Activity

The program that supports former foster youth to transition and successfully navigate their higher education journey. The program provides the following services: priority registration, counseling services, one-on-one additional support, workshops, appropriate referrals, textbooks and college supplies, computers and free printing, access to basic needs resources, and connection to campus pantry.

Related Metrics

- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

Undocu Scholars

Brief Description of Activity

Is a Counseling 151 Career and Exploration and Life Planning course tailored to Undocumented students in which they examine student, career, and self-development theories to empower them to make effective decisions.

Related Metrics

- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

DSPS Counseling Enhancement

Brief Description of Activity

The DSPS Center will offer more counseling services to follow up with DI students to ensure they are making satisfactory progress on their Ed Plan in order for them to transfer to a four-year.

Related Metrics

- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

Queer Initiative

Brief Description of Activity

A program whose focus is to support LGBTQ+ identified students develop holistically through an academic, personal, crisis, and career counseling. The tailored curriculum addresses a variety of topics, such as; self-love, LGBTQ+, and Gender Non-Conforming identity, exploration of intersectional identities, sex education, trauma-informed group processing, career exploration, educational trajectories, legal resources, and more weekly throughout the semester(s).

Related Metrics

- LGBT : Female : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

RISE Scholars

Brief Description of Activity

RISE Scholars empowers formerly incarcerated students or those impacted by the criminal justice system with the knowledge and resources to make their educational or vocational journey at RHC successful.

Related Metrics

- Foster Youth : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

Black Scholars

Brief Description of Activity

Black Scholars will empower Black/African American students or with the knowledge and resources to make their educational or vocational journey at RHC successful.

Related Metrics

- Black or African American : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

Hope Scholars

Brief Description of Activity

Hope Scholars will empower homeless and basic needs students with the knowledge and resources to make their educational or vocational journey at RHC successful.

Related Metrics

- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

PUENTE Program

Brief Description of Activity

The PUENTE Program mission is to support underrepresented students transfer to a four-year college and return to the community to mentor as professionals. There are three components to the program; students enroll in two English courses in a cohort model, have a dedicated counselor to support their educational and personal journey, and are matched with mentors impart lessons from their trajectories and resources for students holistic development.

Related Metrics

- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Foster Youth : Male : Attained the Vision Goal Completion Definition

EOPS Counseling Enhancement

Brief Description of Activity

The EOPS Office will offer more counseling services to follow up with DI students to ensure they are making satisfactory progress on their Ed Plan in order for them to transfer to a four-year.

Related Metrics

- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

Personal Insight Questions (PIQ) LABS

Brief Description of Activity

"Personal Insight Questions" labs host students who are applying to transfer with support from various staff, lecturer(s), and graduate assistants who provide timely, intentional, and appropriate feedback that lead to authentic and compelling applications.

Related Metrics

- Foster Youth : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

Disproportionate Impact Analysis[3]

In identifying its disproportionately impacted (DI) groups for inclusion in the SEA plan, the college applied a two-step process. First, using the prescribed CCCCO methodology, the Student Success Metrics dashboard and data on demand data sets supplied by the CCCCO were analyzed to determine whether DI groups were present. As well, the college conducted the same analysis, hereafter referred to as the Local Analysis (LA), to remove the students categorized as apprentice/incumbent workers. The results of the LA were then compared to the results from the CCCCO using the "all student" journey type. These analyses were conducted for four of the five SEA metrics[4]. Groups were identified as disproportionately impacted for each metric based upon two criteria: 1) the local analyses demonstrated disproportionate impact and confirmed the CCCCO disproportionate impact results, and 2) the group identified in the LA was of sufficient size to justify programmatic benefits from an intervention (i.e. the group was larger than 50 students).

Next, a standard was developed to select the final group of disproportionately impacted students for inclusion in the SEA Plan. In general, groups were selected to be included in the SEA plan as disproportionately impacted if they met the two criteria referenced above and the identified group could be adequately identified and targeted for services.

Below, is a summary of the analyses for each metric as well as the rationale for selecting groups for inclusion in the SEA plan as disproportionately impacted.

Rio Hondo College Results

Fall 2017 to Spring 2018 Persistence

Fall to Spring persistence includes new and continuing students. Students who transferred or earned a degree or a Chancellor's Office approved certificate during the selected year are not included in this calculation. Table 2 presents the results of the analysis for the SEA metric fall to spring persistence for the following criteria: disproportionate impact CCCCO or LA, sufficient size in LA, and able to be adequately targeted for services.

---

[3] Mohr, Rhonda. Student Equity Plan Data Guidance Update. California Community Colleges Chancellor's Office. March 22, 2019

[4] The data for successful enrollment was excluded from the analysis because this metric relies on application data from CCC-Apply. For the period under study, RHC's CCC-Apply data was affected by a large number of spam applicants. Therefore, the data were deemed inaccurate and unreliable.

Table 4:
Fall 2017 to Spring 2018 Persistence: Equity Gaps from CCCCO vs Local Analysis[5]

		CCCCO num.	CCCCO denom.	Overall	Local num.	Local denom.	Overall
Overall RHC Numbers and Rates	-	13,762	20,882	65.9%	9,116	12,886	70.7%
Subgroup	**Gender**	**CCCCO num.**	**CCCCO denom.**	**CCCCO PPG**	**Local num.**	**Local denom.**	**Local PPG**
Black or African American	Female	82	142	**-8.2%**	78	134	**-12.7%**
Black or African American	Male	175	321	**-11.6%**			
Native Hawaiian or other Pacific Islander	Male	19	40	-18.4%	5	11	-25.3%
Some other race	Female	101	331	-36.0%	NA	NA	NA
Some other race	Male	342	1233	-40.6%			
Veteran	Male	180	313	**-8.5%**	151	218	**-7.5%**
White	Female	281	457	**-4.5%**	326	526	**-9.1%**
White	Male	631	1,228	**-15.4%**			
More than one race	Male	71	126	-9.6%	NA	NA	NA

Source: CCCCO, RHC Banner/Cognos, and National Student Clearinghouse

Students identified as DI. The CCCCO methodology identified African American males and females to be a DI group with PPG's of -11.6% and -8.2% respectively. Although the size of this group decreased from 463 to 134 when apprentice/incumbent workers were excluded, the relative size of the group in the LA and the achievement gap of -12.7% warranted further consideration of African Americans, both males and females, as a DI group for inclusion in the SEA plan.

Male veteran students also were identified as being of sufficient size and a DI group with a gap in achievement on this metric of -7.5%.
White students were identified as being of sufficient size to benefit from programmatic intervention as well as disproportionately impacted in both the CCCCO and local analyses.

Students not identified as DI. The Native Hawaiian or other Pacific Islander males were not identified as a DI group since their overall numbers in the local analysis were less than 50. Also, students identifying as "some other race" and "more than one race" were not identified as a DI group since it would be difficult to effectively target these students for institutional support.

Transfer Math and English Completion During 1st Year: 2017-2018
Transfer math and English completion includes new students to the CCC system. A student achieves this milestone by completing both of these courses during the selected year. For this

---

[5] The CCCCO groups data by gender and demographic, the local analysis groups data solely by the ethnicity or special population or gender subgroups alone. The CCCCO officially notified colleges to report data by gender/demographic on 3-22-19, so it was too late to incorporate this technique for the local analysis.

metric, LA was not possible since the RHC Banner/Cognos database is limited to knowing the start semester at RHC, not the start date at a CCC in general. As a result, the Chancellor's Office data is the sole source used for this metric. Table 5 presents the results of the analysis for the SEA metric transfer English and math completion for the following criteria: disproportionate impact CCCCO or LA, sufficient size in LA, and able to be adequately targeted for services.

Table 5:
2017-18 Transfer Math and English Completion Equity Gaps CCCCO Methodology

		CCCCO num	CCCCO denom.	Overall Performance Rate
Overall Student Population	-	182	3,235	5.6%
Subgroup	**Gender**	**CCCCO num.**	**CCCCO denom.**	**CCCCO PPG**
Student with Disabilities	Male	1	70	**-4.3%**
Some other race	Male	0	75	-5.6%
Black or African American	Male	0	35	**-5.6%**
Foster Youth	Female	0	29	**-5.6%**
Foster Youth	Male	0	16	**-5.6%**
Latino	Male	69	1,511	**-2.0%**

Source: CCCCO

Students identified as DI. For this metric all groups except males from some other race were identified as facing disproportionate impact. Although male foster youth and African American males were not of sufficient size according to the local standard to qualify as DI, the overall achievement rate and population sizes for this particular metric were comparatively low when compared with other metrics. For this reason, all students who could benefit from an intervention were selected as DI on this metric.

Students not identified as DI. The only subgroup not chosen as disproportionately impacted are males identifying as some other race, since it would be difficult to identify these students for a targeted intervention.

Transfer to 4-Year: 2016-2017

Transfer to a 4-year college/university includes transfers to UC/CSU, California private college, and out of state universities. 2016-2017 is the baseline for this metric since it is the most recent year with available data. Students transferred to the 4-year school following the selected year. The LA for this metric relies on data from the National Student Clearinghouse to identify transfers. A student who attended a 4-year college/university within one year *after* attending Rio Hondo College is considered a transfer student for the purpose of the LA. Table 4 presents the results of the analysis for the SEA metric transfer to a four-year college or university for the following criteria: disproportionate impact CCCCO or LA, sufficient size in LA, and able to be adequately targeted for services.

Table 6:
Transfer to Four-Year Institutions Equity Gaps CCCCO vs Local Analysis[6]

Subgroup	Gender	CCCCO num.	CCCCO denom.	CCCCO PI	Local num.	Local denom.	Local PI
Overall RHC Numbers		1,220	19,667	-	1,208	19,695	-
Students with Disabilities	Male	23	600	**0.62**	19	497	**0.62**
Some other race	Female	3	109	0.44	15	110	2.22
Native Hawaiian or other Pacific Islander	Female	0	4	0	1	6	2.72
Hispanic or Latino	Male	361	7,704	**0.75**	376	7,563	**0.81**
Some other race	Male	10	359	0.45	15	122	2.00
White	Male	45	1,384	0.52	26	512	0.83
Black or African American	Male	8	231	0.56	8	108	1.21
More than one race	Male	4	127	0.51	6	89	1.1
Foster Youth	Male	5	142	0.57	6	135	0.72
Foster Youth	Female	12	178	1.09	10	214	0.76

Source: CCCCO, RHC Banner/Cognos, National Student Clearinghouse

Students identified as DI. Male students with disabilities were identified as a DI group, since they experience a PI score of 0.62 (CCCCO) and 0.62 (Local) and are of sufficient size. Latino male students were also identified as a DI group, and experience a PI of 0.75 (CCCCO). The local PI of 0.81 is also very close to the threshold, and Latino males make up the largest group on this metric. Finally, male and female foster youth were identified as DI on this metric since their PI scores were .72 and .76 respectively in the LA.

Students not identified as DI. Students with some other race (female and male) or with more than one race were not identified as a DI group, since it would be difficult to identify these students for institutional support. Native Hawaiian or other Pacific Islander female students were also not identified as a DI group, since their population size is less than 50 students in the LA. White male students were not identified as a DI group, since the local analysis resulted in a PI of 0.87, which is considerably higher than 0.80 threshold, and did not confirm the CCCCO analysis. African American male students were not identified as a DI group. The local PI of 1.21 indicated that this group did not meet the .80 cut off for the proportionality index in the local analysis. This is likely a result of African American male participation in the academy programs at the college.

---

[6] The CCCCO groups data by gender and demographic. The local analysis groups data solely by the ethnicity or special population or gender subgroups alone, except for Latino male students since their outcomes were readily disaggregated. The CCCCO officially notified colleges to report data by gender/demographic on 3-23-19, and updated the calculation for the denominator, so it was too late to incorporate these techniques for the local analysis. National Student Clearinghouse data was used to approximate the number of transfers, so the data is limited to students who allow their information to be shared.

Vision Completion: 2017-2018

A student obtains Vision Completion by earning a CCC Bachelor's, CCC Associates, or a Chancellor approved certificate. Table 5 presents the results of the analysis for the SEA metric Vision Completion for the following criteria: disproportionate impact CCCCO or LA, sufficient size in LA, and able to be adequately targeted for services.

Table 7:
Vision Completion 2017-18 Equity Gaps CCCCO vs Local Analysis[7]

Subgroup	Gender	CCCCO num.	CCCCO denom.	CCCCO PI	Local num.	Local denom.	Local PI
Overall RHC Numbers and Rates		1,782	44,412	-		19,905	-
American Indian or Alaska Native	Female	1	36	0.69	3	40	1.02
American Indian or Alaska Native	Male	1	61	0.41			
Black or African American	Female	9	327	**0.69**	10	253	**0.54**
Black or African American	Male	6	731	**0.20**			
White	Male	42	3,533	0.30	65	948	0.93
Filipino	Male	10	363	0.69	NA	NA	NA
Native Hawaiian or other Pacific Islander	Male	1	67	0.37	2	16	1.69
Some other race	Male	2	3473	0.01	NA	NA	NA
Some other race	Female	4	916	0.11			
Foster Youth	Male	7	285	**0.61**	18	388	**0.63**
LGBTQ	Female	13	638	**0.51**	NA	NA	NA

Source: CCCCO, RHC Banner/Cognos

Students identified as DI. For this analysis, African American female and male students are identified as DI groups, since the local PI of .54 confirms the equity gap observed in the CCCCO methodology. LGBTQ females also are identified as disproportionately impacted. Locally, the college has no prior year or current data to confirm the CCCCO analysis for the LGBTQ subgroup due largely to the fact that this data element is new and is populated from an external data source – CCC Apply. Due to the size of the subgroup (N=638), and the newness of the data element, the college included this group even though a confirmatory local analysis could not be completed.

Students not identified as DI. American Indian or Alaska Native students and Native Hawaiian or other Pacific Islander males were not identified as a disproportionately impacted subgroup, due to insufficient size of the population in the local analysis. In addition, students with some

---

[7] The CCCCO groups data by gender and demographic. The local analysis groups data solely by the ethnicity or special population or gender subgroups alone. The CCCCO officially notified colleges to report data by gender/demographic on 3-23-19, and updated the calculation for the denominator, so it was too late to incorporate these techniques for the local analysis.

other race were not identified due to the difficulty in targeting these students for funded activities and institutional support. Finally, white males were not identified as a DI group, since the local PI of 0.93 did not confirm the CCCCO analysis. This likely indicates that no equity gap for this metric exists for white students once apprentice, incumbent workers, and academy cadets are excluded.

Successful Enrollment: 2017-2018

Successful enrollment attempts to measure access to college by assessing the enrolled to applied ratio of students; i.e., of all the students who applied to the college the percentage that actually enrolled. RHC chose not to address this metric because during the period for which data is available, the college experienced an abnormal number of applications compared to other colleges of similar size and in comparison to previous years. Further investigation revealed that during this time the college received a substantial number of invalid applications for individuals seeking to obtain a Rio Hondo email address for nefarious purposes. Because the total number of applications was abnormally high and it was not possible to estimate that number accurately, it is not possible to estimate a valid successful enrollment rate. The college feels that during this period, this metric is not a valid or reliable representation of college access.

Summary of Disproportionately Impacted Student Groups and Goals

Table 8 lists our subgroups identified as disproportionately impacted at RHC. The *Target Achievement Rates* were set in parity to the overall student population Target Achievement Rates listed in Table 1. The figures listed in the *Target # of Students* column were produced by multiplying the projected population size (denominator) to the Target Achievement Rate for each metric. Both the population sizes and achievement rates were projected by adding one or two standard deviations to the base rate for each metric, and an achievable but realistic option was selected. The base rates, not listed in the table, are the achievement rates from the most recent year or the average from 2015-2018 (2015-2017 for transfer to 4-year).

Table: 8 *2019 – 2022 Rio Hondo College Equity Disproportionately Impacted Student Groups and Goals*				
Metric	**Subgroup**	**Baseline**	**Target Achievement Rate%**	**Goal # of students**
Fall to Spring Retention	Black or African American Females	82	69%	95
	Black or African American Males	175	69%	229
	White Females	281	69%	300
	White Males	631	69%	752
	Veteran Males	180	69%	213

Completion of Transfer Math and English	Black or African American Males	0	12%	5
	Foster Youth Females	0	12%	4
	Foster Youth Males	0	12%	4
	Latino Males	69	12%	189
	Students with Disabilities Males	1	12%	10
Vision Completion	Black or African American Females	9	5%	17
	Black or African American Males	6	5%	43
	Foster youth males	7	5%	16
	LGBT Females	13	5%	37
Transfer to 4-Year	Latino Males	361	7%	521
	Students with Disabilities Males	23	7%	45

Table 9 presents the summary results of the disproportionate impact analysis by group and metric.

Table 9:
Results of Disproportionate Impact Analysis by Subgroup and SEA Metric

Subgroup	Gender	Persistence	Transfer Completion	Transfer to 4-year	Vision Completion
African American	Male	✓	✓		✓
African American	Female	✓			✓
Latino	Male		✓	✓	
White	Male	✓			
White	Female	✓			
Disabled	Male		✓	✓	
Foster Youth	Male		✓	✓	✓
Foster Youth	Female		✓	✓	
Veteran	Male	✓			
LGBTQ	Female				✓

Based on the results summarized above in Table 8, the specialized activities the college will undertake to support DI students and achieve these goals are listed in Table 10.

Student Equity and Achievement Data: 2019-2022 Equity Plan

Includes **all students** during the 2017-2018 academic year, except transfer includes students who transferred during 2016-2017. All data is from the Student Success Metrics (SSM) Dashboard. Further disaggregation will be conducted upon availability of data.

To find Percentage Point Gap (PPG): subtract population achievement rate to overall achievement rate, and convert to number. An equity gap must be a minimum -3.0 PPG (if population equals at least 800).

To find Proportionality Index: divide proportion of completion/transfer to population rate. An equity gap occurs if the proportionality equals .85 or below.

1. Successful Enrollment = number of students who enrolled/students who applied at RHC

Ethnicity

	Population	Population Rate	Total Applicants	Total Successfully Enrolled	Successful Enrollment Rate	PPG Equity Gap
Overall	30,683	100.0%	69,518	27,084	39.0%	-
American Indian/Alaskan Native	66	0.2%	NA	NA	NA	NA
Asian	1,735	5.7%	4,726	1,939	41.0%	2.1
Black	733	2.4%	1,558	654	42.0%	3.0
Filipino	386	1.3%	958	375	39.1%	0.2
Latino	21,392	69.7%	43,153	21,930	50.8%	11.9
Native Hawaiian or Other Pacific Islander	67	0.2%	113	43	38.1%	-0.9
Two or More	314	1.0%	NA	NA	NA	NA
White	2,822	9.2%	16,152	1,883	11.7%	**-27.3**
Unknown/NR	3,168	10.3%	2,671	177	6.6%	**-32.3**

Gender

	Population	Population Rate	Total Applicants	Total Successfully Enrolled	Successful Enrollment Rate	PPG Equity Gap
Overall	30,683	100.0%	69,518	27,084	39.0%	-
Female	12,717	41.4%	33,164	12,850	38.7%	-0.2
Male	17,588	57.3%	35,099	13,938	39.7%	0.8
Unknown/NR	378	1.2%	1,255	296	23.6%	**-15.4**

	Population	Population Rate	Total Applicants	Total Successfully Enrolled	Successful Enrollment Rate	PPG Equity Gap
Overall	30,683	100.0%	69,518	27,084	39.0%	-
Low Income (Promise/BOG)	13,466	43.9%	NA	NA	NA	NA
Foster Youth	410	1.3%	1,249	567	45.4%	6.4
Disabilities	1,443	4.7%	2,240	1,098	49.0%	10.1
Veterans	548	1.8%	933	421	45.1%	6.2
LGBT	749	2.4%	2,207	957	43.4%	4.4

2. Fall 2017 to Spring 2018 Retention

Ethnicity

	Total Students Fall 2017	Students Retained to Spring 2018	Retention Rate	PPG Equity Gap
Overall	21,127	13,883	65.7%	-
American Indian/Alaskan Native	45	26	57.8%	-7.9
Asian	1,139	807	70.9%	5.1
Black	468	259	55.3%	**-10.4**
Filipino	281	217	77.2%	11.5
Latino	15,581	11,043	70.9%	5.2
Native Hawaiian or Other Pacific Islander	53	26	49.1%	**-16.7**
Two or More	201	119	59.2%	-6.5
White	1,702	919	54.0%	**-11.7**
Unknown/NR	1,657	467	28.2%	**-37.5**

Gender

	Total Students Fall 2017	Students Retained to Spring 2018	Retention Rate	PPG Equity Gap
Overall	21,127	13,883	65.7%	-
Female	8,941	6,327	70.8%	5.1
Male	11,941	7,434	62.3%	**-3.5**

	Total Students Fall 2017	Students Retained to Spring 2018	Retention Rate	PPG Equity Gap
Overall	21,127	13,883	65.7%	-
Low Income (Promise/BOG)	10,061	7,054	70.1%	4.4
Foster Youth	311	223	71.7%	6.0
Disabilities	1,153	868	75.3%	9.6
Veterans	367	219	59.7%	**-6.0**
LGBT	493	325	65.9%	0.2

3.Transfer 2016-2017: transfer to CSU or UC, private 4-year in-state, or any out of state 4-year institution

Ethnicity

	Population	Population Rate	Transfers	Proportion of Transfers	Proportionality Equity Gap
Overall	29,682	100.0%	1,232	100.0%	-
American Indian/Alaskan Native	68	0.2%		0.0%	0.00
Asian	1,836	6.2%	157	12.7%	2.06
Black	685	2.3%	NA	NA	NA
Filipino	371	1.2%	15	1.2%	0.97
Latino	21,170	71.3%	927	75.2%	1.05
Native Hawaiian or Other Pacific Islander	53	0.2%	NA	NA	NA
Two or More	300	1.0%	NA	NA	NA
White	3,083	10.4%	77	6.3%	**0.60**
Unknown/NR	2,116	7.1%	NA	NA	NA
Masked	3,222	10.9%	56	4.5%	**0.42**

Gender

	Population	Population Rate	Transfers	Proportion of Transfers	Proportionality Equity Gap
Overall	29,682	100.0%	1,232	100.0%	-
Female	12,274	41.4%	632	51.3%	1.24
Male*	17,054	57.5%	87	7.1%	**0.12**
Unknown/NR	354	1.2%	NA	NA	NA

*Data not complete

	Population	Population Rate	Transfers	Proportion of Transfers	Proportionality Equity Gap
Overall	29,682	100.0%	1,232	100.0%	-
Low Income (Promise/BOG)	17,083	57.6%	982	79.7%	1.38
Foster Youth	473	1.6%	11	0.9%	0.56
Disabilities	1,454	4.9%	44	3.6%	0.73
Veterans	518	1.7%	19	1.5%	0.88
LGBT	652	2.2%	18	1.5%	0.67

4. Transfer English and Math Completion within 1st year

Ethnicity

	Total New Students	Completed Transfer English and Math	Completion Rate	PPG Equity Gap
Overall	3,235	182	5.6%	-
American Indian/Alaskan Native	NA	NA	NA	NA
Asian	128	19	14.8%	9.2
Black	NA	NA	NA	NA
Filipino	NA	NA	NA	NA
Latino	2,767	150	5.4%	-0.2
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA
Two or More	NA	NA	NA	NA
White	144	22	15.3%	9.7
Unknown/NR	NA	NA	NA	NA
Masked	294	13	4.4%	-1.2

Gender

	Total New Students	Completed Transfer English and Math	Completion Rate	PPG Equity Gap
Overall	3,235	182	5.6%	-
Female	1375	98	7.1%	1.5
Male	NA	NA	NA	NA
Unknown/NR	NA	NA	NA	NA
Masked	1,860	84	4.5%	-1.1

Special Populations: Not Available as of 2-11-19

5. Vison Goal Completion = Associate degree, Bachelor's degree, or Chancellor's approved certificate (12 or more units)

Ethnicity

	Population	Population Rate	Vision Goal Completion	Proportion of Completion	Equity Gap
Overall	30,683	100.0%	1,793	100.0%	-
American Indian/Alaskan Native	66	0.2%	NA	NA	NA
Asian	1,735	5.7%	133	7.4%	1.31
Black	733	2.4%	15	0.8%	0.35
Filipino	386	1.3%	19	1.1%	0.84
Latino	21,392	69.7%	1,506	84.0%	1.20
Native Hawaiian or Other Pacific Islander	67	0.2%	NA	NA	NA
Two or More	314	1.0%	23	1.3%	1.25
White	2,822	9.2%	85	4.7%	0.52
Unknown/NR	3,168	10.3%	NA	NA	NA
Masked	133	0.4%	12	0.7%	1.54

Gender

	Population	Population Rate	Vision Goal Completion	Proportion of Completion	Equity Gap
Overall	30,683	100.0%	1,793	100.0%	-
Female	12,717	41.4%	1,035	57.7%	1.39
Male	17,588	57.3%	747	41.7%	0.73
Unknown/NR	378	1.2%	11	0.6%	0.50

Special Populations

	Population	Population Rate	Vision Goal Completion	Proportion of Completion	Equity Gap
Overall	30,683	100.0%	1,793	100.0%	-
Low Income (Promise/BOG)	13,466	43.9%	1,476	82.3%	1.88
Foster Youth	410	1.3%	24	1.3%	1.00
Disabilities	1,443	4.7%	139	7.8%	1.65
Veterans	548	1.8%	49	2.7%	1.53
LGBT	749	2.4%	33	1.8%	0.75

6. Workforce Goal for Local Goal Setting: Increase percent of exiting students who report being employed in their field of study (from 69% to 76%).

Data is pending

Completed by Anthony Delgado on 2-20-19

STUDENT EQUITY PLAN 2019-2022

- **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 and by populations of students.

Summary of Disproportionately Impacted Student Groups

	Retention: Fall 2017 to Spring 2018	Completion of Transfer Math and English in 1st Year	Transfer to 4-Year	Vision Completion
Baseline Year	2017-2018	2017-2018	2016-2017	2017-2018
Baseline Data	65.7%	5.6%	1,213	1,782
Black females	✓			✓
Black males	✓	✓	✓	✓
Foster youth females		✓		
Foster youth males		✓	✓	✓
Latino males		✓	✓	
LGBT females				✓
Students with disabilities males		✓	✓	
Veteran males	✓			

STUDENT EQUITY PLAN 2019-2022

Activities that support
Completion of Transfer Level Math and English

INTENTIONALLY FOCUSED ACADEMIC SUPPORTS FOR MEN OF COLOR	CULTURALLY RESPONSIVE PROFESSIONAL DEVELOPMENT AND PEDAGOGICAL TRAINING	COMPLETION TEAM & COUNSELING SUPPORTS FOR MEN OF COLOR	MEN OF COLOR-CENTERED DIRECT SERVICES	DISAGGREGATED DATA DRIVEN DECISION MAKING AND EVALUATION
• Gateway Tutors in English 101S and 101SP, and Math 130E, 150E, 160E • Integrate study skills content in math curriculum • Infuse an "Empowering Theme" in English courses using readings and books such as Voices of the Self and Malcolm X) • Embedded tutoring services provided in the student program offices (e.g. Veterans office, DSPS office) • Student hours vs. office hours • Intrusive Outreach (e.g. LAC study time for Athletes) • Men of color learning community/cohorts	• Community of Scholar Practitioners • Training for SI leaders (e.g. strategies for teaching men of color) • Faculty stipends to incorporate OER in courses • Faculty PD on teaching practices (e.g. PBL, AVID methodologies, etc) • Sensitivity training on psycho, social, and emotional student matters • Men of Color focus at FLEX Day	• Use of Success Coaches in Student Completion/Success Team pilot program (phone banking, referrals to services, etc). • DFW Intersession Intervention	• English and Math Textbook loan program • Expand LEGACIE Mentoring program • Faculty Mentoring • Male mentoring component during Summer Bridge • Special "Study Hall" spaces • Early start summer program	• Expand use of Tableau • Evaluation of SE programs vs. activities

Student Equity Plan 2019-2022

Activities that support
Retention: Fall to Spring

INTENTIONALLY FOCUSED ACADEMIC SUPPORTS FOR MEN OF COLOR	CULTURALLY RESPONSIVE PROFESSIONAL DEVELOPMENT AND PEDAGOGICAL TRAINING	COMPLETION TEAM & COUNSELING SUPPORTS FOR MEN OF COLOR	MEN OF COLOR-CENTERED DIRECT SERVICES	DISAGGREGATED DATA DRIVEN DECISION MAKING AND EVALUATION
		• Increase counseling services for Veterans • Interventions the first 3 weeks of the semester using existing tools (Roadrunner Connect, Canvas, etc.) • Increase Counseling and Student Success Coaches in the Student Success and Dream Center	• Expand texting services to students	• Expand use of Tableau

STUDENT EQUITY PLAN 2019-2022

Activities that support
Transfer to a Four-year Institution

INTENTIONALLY FOCUSED ACADEMIC SUPPORTS FOR MEN OF COLOR	CULTURALLY RESPONSIVE PROFESSIONAL DEVELOPMENT AND PEDAGOGICAL TRAINING	COMPLETION TEAM & COUNSELING SUPPORTS FOR MEN OF COLOR	MEN OF COLOR-CENTERED DIRECT SERVICES	DISAGGREGATED DATA DRIVEN DECISION MAKING AND EVALUATION
			• Expand RISE Scholars • Establish a Transfer Mentors network	• Expand use of Tableau

STUDENT EQUITY PLAN 2019-2022

Activities that support
Vision Completion

INTENTIONALLY FOCUSED ACADEMIC SUPPORTS FOR MEN OF COLOR	CULTURALLY RESPONSIVE PROFESSIONAL DEVELOPMENT AND PEDAGOGICAL TRAINING	COMPLETION TEAM & COUNSELING SUPPORTS FOR MEN OF COLOR	MEN OF COLOR AND FEMALE LGBT-CENTERED DIRECT SERVICES	DISAGGREGATED DATA DRIVEN DECISION MAKING AND EVALUATION
	• K-12 Advisory Group • PD for Administrators • Participate in CUE Trainings/Seminars	• Non-Credit Counseling Support		• Expand use of Tableau

Upcoming Deadlines

Governance Group	Date(s)
Review new equity metrics and plant template with IEC	March 12
Joint Workgroup Meetings **Basic Skills Committee** **Student Equity Committee** **3SP Committee**	April 4 (BS at 2:30pm) April 10 (SE/3SP/BS) April 24 (SE/3SP/BS) MAY 2 (BS at 2:30pm) May 8 (SE/3SP/BS) May 22 (SE/3SP/BS)
RHC Planning Retreat Presentation	April 12
Academic Senate Presentation	May 7
PFC Presentation	May 7
IEC Presentation	May 14
President's Cabinet Presentation	May 21
Board Presentation	June 12
Plan submitted and certified via NOVA	June 30

RHC Student Equity Planning for Equity and Success 2019-22

Cecilia Rocha, SE Grant Manager

Juana Mora, Ph.D., SE Faculty Coordinator

Anthony Delgado, SE Research Specialist

AGENDA

- Review of Student Success and Equity Progression

- RHC Student Equity Summit 2018

- Upcoming Deadline and SEA Program Information

- Disproportionately Impacted Student Groups

- 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.

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

RHC STUDENT EQUITY SUMMIT 2018
WHY FOCUS ON LATINO MALE STUDENTS?

- *A Case Study of Latino Males On Academic Probation and the Influence of Institutional Agents and Practices* [August 2017]
  - No formal programs that target Latino male students;
  - Building upwards using current promising practices;
  - No population specific training on issues that affect Latino males;
  - Significant divide between counseling faculty and instructional faculty;
  - Building on student assets (anti-deficit);
  - Color-blind racism as a daily practice.

I Wish my Instructor Knew…

- "That it's difficult to get up in the morning. That I come in starving and anxious. That it's quite difficult to see myself receive a college degree, let alone pass one class. Most importantly, it's hard to keep going when no is rooting for you."

- "They can be somewhat intimidating, so I wish they made an effort to be more approachable in class. Side note: I know that at this level we should be able to approach our instructors with ease, but it is easier said than done."

- "Not to call me out in class and make me look and feel stupid. Don't make fun of me if I don't know the answer. Don't tell me I don't care about school when I am working really hard (made the dean's list last semester) have almost straight A's."

RHC Student Equity Summit 2018 "Takeaway"

- Enhanced strategies are needed to leverage:
  - academic and personal resilience
  - external life responsibilities
  - familial-community commitments
  - lived experiences that enrich educational contexts
- Strategies are needed to mediate the effects of:
  - poor K-12 school experiences
  - external life pressures
  - racial-gender stereotypes
  - under-exposure to effective preparation experiences

CCEAL
THE COMMUNITY COLLEGE EQUITY ASSESSMENT LAB

RHC Student Equity Summit 2018
Equity-Minded Teaching and Support Practices

- Embrace "anti-deficit" perspectives.
- Assess students' authentic interests in meta majors, academic programs, and careers.
- Build authentic relationships with students.
- Conclude counseling/advising sessions with a check for clarity and next steps.
- Learn students' academic strengths, interests, and significant past experiences in education.
- Create a culturally-affirming learning experience.
- Humanize yourself.
- Use collaborative and experiential learning.
- Employ proactive and intrusive support practices.
- Engage in equity-minded professional learning experiences.

CCEAL
THE COMMUNITY COLLEGE EQUITY ASSESSMENT LAB

UPCOMING DEADLINES AND INFORMATION

- Student Equity is at the core of the Student Equity and Achievement (SEA) Program.

- Student Equity Plan Submission deadline is **June 30, 2019.**

- The 2019-22 Student Equity Plan will cover three years. The budget plan will reflect the 2019-20 allocations.

- All colleges are directed to use the Data on Demand for equity planning, rather than information appearing in the Student Success Metrics (SSM) dashboard.

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

SEA Plan Data: Subgroups by Gender

- 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

SEA Plan Data: Methods of Analysis

- Percentage Point Gap (PPG):
  - Subtract rate of subgroup to all other students
    - PPG of -2.0 is minimum for disproportionate impact (equity gap)
      - if denominator (subgroup) size is at least 800
  - Example:
    - 62% retention rate (low-income n= 950)
    - 63.5% retention rate (non low-income)
    - -1.5 PPG
- Proportionality Index (PI):
  - Proportion in outcome group / proportion in overall population
    - Proportion of .80 or less is minimum for disproportionate impact (equity gap)
  - Example
    - 25.0% of transfers are low-income students
    - Low-income students make up 39.0% of population
    - PI of .64

SEA Plan Data: Student Success Metrics Dashboard and Timeline

- January 31: First release of disaggregated data (SSM Dashboard)
  - Gathered data and calculated gaps myself
- February 21: Local Analysis
  - Began local replication of data
    - Calculated gaps by zip code
- March 1: Export of data made available (Data on Demand)
  - Included additional data from export to my calculations
- March 4: First update to export (Data on Demand)
  - Included newer exported data to my calculations
  - Margin of error changed (from -3.0 to -2.0)
- March 25: Final update to export (Data on Demand)
  - Solely used data export
  - Updates include:
    - PPG
    - Calculations for Transfer to 4-year and Vision Completion
- April 8: NOVA Release
  - Populates DI groups and sets goals

Successful Enrollment

	Successful Enrollment: 2017-2018		
Overall Rate	39.0%		
	Baseline	**PPG**	**Goal**
Black or African American Females	242	-4.2%	271
Filipina Females	158	-7.0%	182

RETENTION FROM FALL 2017 TO SPRING 2018

	Retention: Fall 2017 to Spring 2018		
Overall Rate	65.7%		
	Baseline	**PPG**	**Goal**
Black or African American Females	82	-8.2%	91
Black or African American Males	175	-11.6%	212
Veteran Males	180	-8.5%	200
White Females	281	-4.5%	292
White Males	631	-15.4%	796

Transfer Math and English during 1st Year

	Completion of Transfer Math and English within 1st Year: 2017-2018		
Overall Rate	5.6%		
	Baseline	PPG	Goal
Black or African American males	0	-5.7%	2
Foster youth females	0	-5.7%	2
Foster youth males	0	-5.6%	1
Latino males	69	-2.0%	100
Students with disabilities males	1	-4.3%	4

Transfer to 4-Year

	Transfer to 4-Year: 2016-2017		
Overall Transfers	1213		
	Baseline	**PI**	**Goal**
Black or African American Males	8	0.56	14
First Generation Males	256	0.75	340
Foster Youth Males	5	0.57	9
Latino Males	361	0.75	479
Students with Disabilities Males	30	0.62	37

VISION COMPLETION

	Vision Completion: Chancellor Approved Certificates, Associate's, Bachelor's (2017-2018)		
Overall Vision Completers	1782		
	Baseline	**PI**	**Goal**
Black or African American Females	9	0.69	13
Black or African American Males	6	0.41	29
Filipino Males	10	0.69	15
Foster Youth Males	7	0.61	11
LGBT Females	13	0.51	26

Summary of Disproportionately Impacted Student Groups

	Successful Enrollment	Retention: Fall 2017 to Spring 2018	Completion of Transfer Math and English in 1st Year	Transfer to 4-Year	Vision Completion
Baseline Year	**2017-2018**	**2017-2018**	**2017-2018**	**2016-2017**	**2017-2018**
Baseline Data	39.0%	65.7%	5.6%	1213	1782
Black or African American Females	✓	✓			✓
Black or African American Males		✓	✓	✓	✓
Filipina Females	✓				
Filipino Males					✓
First Generation Males				✓	
Foster Youth Females			✓		
Foster Youth Males			✓	✓	✓
Latino Males			✓	✓	
LGBT Females					✓
Students with Disabilities Females					
Students with Disabilities Males			✓	✓	
Veteran Males		✓			
White Females		✓			
White Males		✓			

SUMMARY OF LOCAL ANALYSIS: 2017-2018

	Overall Population #			Retention: Fall to Spring	Transfer to 4-Year	Vision Completion
	SSM: All Students	Local Analysis	Retained (=D/C)	PPG	PI	
Overall	30,683	20,127	66%	70.7%	490	1468
American Indian or Alaskan Native	66	40	61%		**0.00**	1.02
Asian	1,735	1,415	82%			
Black or African American	733	253	35%	-12.7	0.82	**0.54**
Filipino	386	0	0%			
Latino	21,392	17,028	80%			
Native Hawaiian or Pacific Islander	67	16	24%	-25.3	**0.00**	**0.00**
One or More	314	205	65%			
White	2,822	948	34%	-9.1	0.87	0.93
Foster Youth	410	388	95%	-11.7		**0.63**
Students with Disabilities	1,443	952	66%		**0.73**	
Veterans	548	349	64%	-7.5		
El Monte, South El Monte (91733)		840			**0.68**	
Whittier, Santa Fe Springs, So. Whittier (90605)		796			**0.72**	
Whittier, So. Whittier, E. La Mirada (90604)		580			**0.64**	

Ethnicity

Special Pop

Zip Code

Proposed Timeline

Governance Group	Date(s)
Review new equity metrics and plant template with IEC	March 12
Joint Workgroup Meetings Basic Skills Committee Student Equity Committee 3SP Committee	April 4 (BS at 2:30pm) April 10 (SE/3SP/BS) April 24 (SE/3SP/BS) MAY 2 (BS at 2:30pm) May 8 (SE/3SP/BS) May 22 (SE/3SP/BS)
RHC Planning Retreat Presentation	April 12
Academic Senate Presentation	April 30
IEC and PFC Presentation	May 7
President's Cabinet Presentation	May 21
Board Presentation	June 12
Plan submitted and certified via NOVA	June 30

RECOMMENDATIONS

- Maximize the impact of student equity funds and other institutional resources

- Move from data analysis to actionable practices

- Identify causes of low success in course completion and basic skills

- Talk about race and equity constructively

- Increase greater campus involvement in equity-focused change

[Adapted from the Center of Urban Education Student Equity Planning Institute 2019: https://cue.usc.edu/events/sepis-student-equity-planning-institutes/student-equity-planning-institute-sepi-2019-speakers/]

Rio Hondo College
Student Equity Committee Meeting
Wednesday, March 13, 2019
10:00A – 11:15A [SS207]

Agenda

1. Student Equity and Achievement Program (SEA) Program Goals and Planning: Progress and Timeline
2. Student Equity Metrics and Data
3. Reminder: Dr. Frank Harris, Community College Equity Assessment Lab: "Essential Practices for Supporting Men of Color in Community Colleges" – Thursday, March 14th from 11:30A-1:30P in LR128.

2019 – 2022 Student Equity and Achievement Plan
Proposed Timeline for CCCCO Submission

Activity/Governance Group	Date(s)
Review equity metrics and template with IEC	March 12
Joint Workgroup Meetings w/ Basic Skills Committee Student Equity Committee 3SP Committee	March 13 (SE/3SP/BS) April 4 (BS at 2:30pm) April 10 (SE/3SP/BS) April 24 (SE/3SP/BS) MAY 2(BS at 2:30pm) May 8 (SE/3SP/BS) May 22 (SE/3SP/BS)
Review equity metrics and draft plan at RHC Planning Retreat	April 12
President's Cabinet Review	April 23
Academic Senate Presentation	April 30
IEC and PFC Review	May 7
Board Review	May 8
Board Approval	June 12
Submission via NOVA	June 30

The secret of getting ahead is getting started. Mark Twain