



Rio Hondo College Student Population

Rio Hondo College (RHC) proudly serves a diverse student body and community that strives to make their dreams a reality. We acknowledge that our students experience many academic and socio-economic hardships and challenges. In response, our faculty, staff, and administrators invest time and resources to provide an educational environment that is not only inclusive but equitable. At RHC, equity means our students who have the least get what they need to thrive, thus increasing our overall outcomes and moving the needle for vulnerable populations.

Since the inception of Student Equity in 2014, the student enrollment at RHC has increased 11%. We currently have a population of roughly 30,000 unduplicated students, inclusive of summer terms. Part-time students account for 55% of our student population. Moreover, our college is unique as approximately 32% of students can be categorized as specialized workforce students taking apprenticeship coursework or completing required certification to maintain current employment. When we conduct evaluations and analysis of the Equity Metrics these students are accounted for in our numerator. However, due to the nature of their specialized enrollment, these students will not appear as completers, thus lowering our overall outcome results and producing a misleading profile of our campus. Further explanation of the implications is provided in our methodology section of this summary.

Our largest ethnic group is Latino, which is reflective of the surrounding communities in our service areas (El Monte/South El Monte, Pico Rivera, Whittier/South Whittier/East Whittier). When we look at all students by ethnicity we find 71% of students are Latino. However, when we omit the incumbent workers and apprentice students the Latino population goes up to 81%. RHC students have a high financial need, 50% of the general student population receives Pell grants – awards reserved for students who meet federal low-income standards.

2019-2022 Student Equity Goals and Activities for Overall Students

There are five updated equity metrics RHC will be held accountable for monitoring and providing the interventions necessary to meet our goals to close achievement gaps. They are as follows:

1. Access-Successful Enrollment (enroll within one year after applying)
2. Retention-Fall to Spring (all students)
3. Completion of transfer-level math and English (within the first year)
4. Vision Goal Completion (earned credit certificates over 12 units and Associate's or Bachelor's degrees)
5. Transfer to a four-year institution (in state or out of state)

The Student Equity Team/Committee along with various other constituency groups analyzed data provided by the Chancellor's Office to assess the status of our overall student population and of the identified disproportionately impacted (DI) student groups in meeting the five equity metrics. As directed by the Chancellor's Office, the Equity Team along with Institutional



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Effective Committee (IEC) developed three-year target goals for the college. Table 1 outlines the results and goals for the Overall RHC student population.

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).

<i>Table 1:</i> <i>2019 – 2022 Rio Hondo College Equity Overall Students and Goals</i>			
Metric	Baseline	Target Achievement Rate%	Target # of students
<i>Access: Successful Enrollment</i>	27,084	49%	32,454
<i>Fall to Spring Retention</i>	13,883	69%	15,266
<i>Completion of Transfer Math and English</i>	182	12%	396
<i>Vision Completion</i>	1,793	5%	2,270
<i>Transfer to 4-Year</i>	1220	7%	1,398

The activities for the overall student population, Table 2, is representative of the integrated planning of components from Credit 3SP, Non-Credit 3SP, Basic Skills, and Student Equity programming. The governance committees of the aforementioned programs met on April 4, 10, and 24, May 2, 8, and 22 to review the equity data, discuss current practices for the overall student population and DI groups, and to explore new activities to meet the needs of our newly identified DI student groups.

<i>Table 2:</i> <i>2019 – 2022 Activities for Overall Student Population</i>	
Metric	
<i>Access: Successful Enrollment</i>	<ul style="list-style-type: none"> • High School Outreach at 37 high schools • High School Counselor Breakfast • Senior Preview Days • Dual and Concurrent Enrollment at high schools and on-campus • Financial Aid Workshops and Cash for College events at the high schools and on-campus • Freshman Welcome Days • First Year Family Night • Orientation, online and in-person



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	<ul style="list-style-type: none"> • Counseling 105 Courses and Educational Planning Workshops (EPWs) at the High Schools • Fast Pass Workshops • Noncredit Counseling, and matriculation support at 35 locations and 3 RHC Educational Centers
Retention: Fall to Spring	<ul style="list-style-type: none"> • Summer Bridge • AVANCE/First-Year Seminars • Student Success and Dream Center • Student Success Coaches • Student Success Workshops • Noncredit Educational Planning & Follow-up Services at 35 sites • Rio Promise, 2 Years of Free Tuition for First-Time College Students • Priority Registration Labs (Fall and Spring) • Roadrunner Connect (Early Alert) • Student In-reach
Completion of Transfer Level Math AND English	<ul style="list-style-type: none"> • Multiple Measures, including Guided Placement Tool • Gateway Tutoring (Transfer level English and Math) • Academic Excellence Workshops (AEWs) • Statistics Support Center • Learning Assistance Center (LAC) • Math and Science Center (MSC) • Communications & Languages Center
Vision Goal Completion	<ul style="list-style-type: none"> • Educational Planning Workshops (EPWs) • Roadrunner Connect (Early Alert) • Noncredit Completion of Career Development and College Preparedness Chancellor's Approved Certificates • Career Success Day • Graduation Support Labs
Transfer to four-year institution	<ul style="list-style-type: none"> • Transfer Conference • Transfer Guide • Transfer Center Support • Pathway to Law Program • Summer Scholars Transfer Institute • Local and Northern California College Visits • Gateway Tutoring (Transfer GE courses)

2019 – 2022 Rio Hondo College Equity Disproportionately Impacted Student Goals and Activities

California Community College Chancellor's Office Methodology: Rio Hondo College is mandated by the California Community College Chancellor's Office (CCCCO) to report on achievement gaps for five metrics: successful enrollment, fall to spring retention, completion of transfer math and English within a students' first year, transfer to a four-year college or university, and Vision completion (completion of associate's or bachelor's degrees, or Chancellor approved certificates). For the 2019 Student Equity and Achievement (SEA)



program, the CCCCO requires that each college report on achievement gaps by gender and ethnicity/race, special populations, low-income, and LGBTQ status.

Additionally, the CCCCO prescribed the methodology and the data source used by each college to determine whether achievement gaps were present for any of the five metrics. For the SEA achievement gap analysis each college was mandated to use data from the Student Success Metrics (SSM) dashboard as well as MIS data on demand.

In gathering data from the SSM Dashboard, the CCCCO required each college to use the “all student” journey type. This journey type includes every student enrolled at a college, including those students who may have substantially different goals and purposes than the general student population.

Special RHC District Characteristics Impacting Local Analysis

At RHC, using the “all student” journey type results in including a large group of students categorized as apprentices, incumbent workers, and academy cadets enrolled for certification through the police and fire academies. A preliminary analysis of local data (see Table 1) reveals that approximately 32% of Rio Hondo students are enrolled as apprentices, incumbent workers, or academy cadets seeking certification (N=9,386). These students differ from the traditional RHC student population in two substantive ways: 1) their goals and objectives are different and not captured by the SEA metrics, and 2) their demographic characteristics depart from traditional RHC students (see Table 3). Because these students are seeking outcomes such as obtaining journeyman status or gaining required work-related skills in the police/firefighting fields, they will not achieve an outcome in four of the SEA metrics; i.e. transfer to 4-year, vision completion, completing transfer level in math or English, and fall to spring persistence. Essentially, these students are included in the denominator of the SEA metrics calculations, but not the numerator. Thus, because the number of students who are part of this group is relatively large at RHC, they have an effect on the calculation of SEA performance metrics when the college is required to include them in the analysis.

As mentioned above, these students also differ substantially from the Rio Hondo traditional student population in terms of their gender and ethnicity (see Table 3). This also has an effect on the identification of disproportionately impacted groups. For example, male students make up roughly 85% of the apprenticeship/incumbent worker category compared to roughly 47% of traditional students. The impact of the apprentice/incumbent worker category on the total student population is evident in that nearly 59% of all students identify as male. In terms of ethnicity, African American, White, and those of unknown ethnicity are over-represented in the apprentice/incumbent worker category while Asian and Latino students are under-represented. The largest category of students in the apprentice/incumbent worker category report an unknown ethnicity (45%, N=4,256) compared to 1% (N=222) of traditional students and 15% (N=4,487) of all students.

The other local factor which impacts the identification of disproportionately impacted groups, is that the college is considered a “majority minority” institution with nearly 71% of its students



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self-identifying as Latino. This affects the calculation of disproportionately impacted groups in that the performance of Latino students fundamentally represents the performance of the college as a whole. In instances where the disproportionate impact analysis requires the examination of whether and how a group rate differs from the overall student population, it is not likely that the performance of Latino students will differ substantially from themselves.

Table 3:
Apprentice, Incumbent Worker, & Academy Cadet Students by Ethnicity and Gender, 2017-18

Subgroup	Apprentices and Incumbent Workers/Cadets		All Other Students		Total Students		
	#	%	#	%	#	%	
Ethnicity	Am. Indian or Alaskan						
	Native	25	0.3%	40	0.2%	65	0.2%
	Asian	128	1.4%	1,415	7.0%	1,543	5.2%
	Black	227	2.4%	253	1.3%	480	1.6%
	Latino	3,830	40.8%	17,028	84.6%	20,858	70.7%
	White	770	8.2%	948	4.7%	1,718	5.8%
	Filipino	30	0.3%	0	0.0%	30	0.1%
	Pacific Islander	22	0.2%	16	0.1%	38	0.1%
	Two or More	83	0.9%	205	1.0%	288	1.0%
	Unknown Ethnicity	4,265	45.4%	222	1.1%	4,487	15.2%
Other Ethnicity	6	0.1%	0	0.0%	6	0.0%	
Gender	Female	1,268	13.5%	10,598	52.7%	11,866	40.2%
	Male	7,950	84.7%	9,373	46.6%	17,323	58.7%
Total	9,386	100.0%	20,127	100.0%	29,513	100.0%	

Source: RHC Banner/Cognos

Methods Used to Calculate Disproportionate Impact

CCCCO Specified Calculations for Determining Disproportionate Impact

The percentage point gap (PPG) is the CCCCCO specified method to measure disproportionate impact for the following SEA metrics: successful enrollment, fall to spring retention, completion of transfer math and English during 1st year. This method subtracts the various subgroup rates from all other students to arrive at a difference between the various subgroups and all other students. Initially, the percentage point gap subtracted various subgroup rates from the overall rates of the college, which, as mentioned above, is not the best method for institutions, such as Rio Hondo, with a large proportion of students from one ethnic background. The CCCCCO attempted to mediate this issue for majority minority colleges by adjusting the magnitude of observed differences to two percentage points. In this adjustment, the CCCCCO accounted for population size of the subgroups by calculating a margin of error. After observing the



distribution of PPG values across California,¹ the CCCCO deemed a two percentage point difference as substantive.

For transfer to four-year colleges and universities and the Vision Completion metric, the specified methodology from the CCCCO is the proportionality index (PI). This method compares the proportion of students in a given subgroup for a specific metric, either those who transferred or achieved Vision Completion, to the proportion of the subgroup within the student population. A PI score of 0.80 or less represents substantive disproportionate impact. For the transfer and Vision Completion metrics, PI was used instead of PPG because PPG is based upon a rate while PI is based upon the total number of students achieving the outcome. For transfer and Vision Completion, the total number of students was provided rather than a rate.

Rio Hondo College Local Analysis

For the RHC local analysis, apprentices, incumbent workers, academy cadets, and dual enrolled students were excluded from the calculations for disproportionately impacted students, for the reasons outlined above.² In terms of excluding apprentices, apprenticeship students were identified by examining the courses in which they were enrolled using Banner/Cognos data. The following subjects fall under the apprentice program: Carpentry (CARP), Heavy Duty Repair (HEFR), and Operating Engineer: Masonry/Structural Welding (OENG). The coursework under these subjects were excluded using Banner/Cognos, prior to finalizing the unduplicated list of students in the final dataset. Thus, all students enrolled in these courses were excluded from the analysis.

With respect to incumbent workers and academy cadets enrolled in training courses through the police and fire academies and workforce certification, the following subjects under public safety were excluded: Emergency (EMT), Fire academy (FAC), Police academy (PAC), and Wildland Fire technology (WFT). The coursework under these subjects were also excluded using Banner/Cognos data, prior to finalizing the unduplicated list of students in the final dataset. Because the SSM Dashboard excludes dual-enrolled students, these students were also excluded from the local RHC analysis. Locally, dual enrollment status is identified through the SSI Weekly Report files under the variable: Studenttype12. A value of "Y" for this variable indicates a dual enrolled student. These were removed prior to finalizing the unduplicated list of students in the final dataset.

¹ Barbara, Lezon. Student Equity and Achievement (SEA) Disproportionate Impact (DI) Files FAQ. California Community Colleges Chancellor's Office. March 26, 2019.

² RHC IRP's knowledge of the appropriate public safety courses to exclude increased following this analysis. The file: "P:\Research\Sheila\MIS_FILES\Apprentice Public Safety Courses to Exclude.xlsx", shows the updated criteria for excluding public safety courses. The local analysis indicates that all coursework under: EMT, FAC, PAC, and WFT were excluded. During May 2019, the IRP office officially identified coursework for incumbent workers and cadets. All EMT, FAC, PAC courses are to be excluded. However, the IRP office learned that only some WFT courses are to be excluded, since other WFT courses are open to general students (I.E. are not aimed at workforce students). Further, some courses under Fire Technology (FTEC) are meant for incumbent workers and are to be excluded. Thus, the methodology used in this local analysis is an approximation. Future local analyses will incorporate the updated criteria for excluding the appropriate public safety coursework.



Disproportionate Impact Analysis³

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 metrics⁴. 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.



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Table 4:
Fall 2017 to Spring 2018 Persistence: Equity Gaps from CCCC0 vs Local Analysis⁵

		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%				
Black or African American	Male	175	321	-11.6%	78	134	-12.7%	
Native Hawaiian or other Pacific Islander	Male	19	40	-18.4%	5	11	-25.3%	
Some other race	Female	101	331	-36.0%				
Some other race	Male	342	1233	-40.6%	NA	NA	NA	
Veteran	Male	180	313	-8.5%	151	218	-7.5%	
White	Female	281	457	-4.5%				
White	Male	631	1,228	-15.4%	326	526	-9.1%	
More than one race	Male	71	126	-9.6%	NA	NA	NA	

Source: CCCC0, RHC Banner/Cognos, and National Student Clearinghouse

Students identified as DI. The CCCC0 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 CCCC0 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 CCCC0 groups data by gender and demographic, the local analysis groups data solely by the ethnicity or special population or gender subgroups alone. The CCCC0 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 CCCC 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 CCCC 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: CCCC

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 CCCC or LA, sufficient size in LA, and able to be adequately targeted for services.



Table 6:
Transfer to Four-Year Institutions Equity Gaps CCCCCO vs Local Analysis⁶

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: CCCCCO, 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 CCCCCO 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 CCCCCO 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 CCCCCO 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 CCCC or LA, sufficient size in LA, and able to be adequately targeted for services.

*Table 7:
 Vision Completion 2017-18 Equity Gaps CCCC vs Local Analysis⁷*

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			
American Indian or Alaska Native	Male	1	61	0.41	3	40	1.02
Black or African American	Female	9	327	0.69			
Black or African American	Male	6	731	0.20	10	253	0.54
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			
Some other race	Female	4	916	0.11	NA	NA	NA
Foster Youth	Male	7	285	0.61	18	388	0.63
LGBTQ	Female	13	638	0.51	NA	NA	NA

Source: CCCC, 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 CCCC methodology. LGBTQ females also are identified as disproportionately impacted. Locally, the college has no prior year or current data to confirm the CCCC 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 CCCC groups data by gender and demographic. The local analysis groups data solely by the ethnicity or special population or gender subgroups alone. The CCCC 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).

Metric	Subgroup	Baseline	Target Achievement Rate%	Goal # of students
<i>Fall to Spring Retention</i>	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



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<i>Completion of Transfer Math and English</i>	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
<i>Vision Completion</i>	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
<i>Transfer to 4-Year</i>	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.



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Table 10:

2019 – 2022 Activities for DI Students	
Metric	
Retention: Fall to Spring	<ul style="list-style-type: none"> • Rio Teaching and Learning Institute • Veteran’s Counseling Enhancement
Completion of Transfer Level Math AND English	<ul style="list-style-type: none"> • Equity Textbook Assistance Program ★ • Men of Color Learning Cohort • Embedded Tutoring in Program Offices★ • Student Completion Team • DFW Intersession Intervention★ • Early Start Summer Program★ • Training for Supplemental Instruction Leaders★ • Equity in the Classroom PD for English Faculty★
Vision Goal Completion & Transfer to four-year institution	<ul style="list-style-type: none"> • Latinos Empowered Guided And Cultivated In Education (LEGACIE) • Guardian Scholars • Undocu Scholars • DSPS Counseling Enhancement • Queer Initiative • RISE Scholars • Black Scholars • Hope Scholars • PUENTE Program • EOPS Counseling Enhancement • Personal Insight Questions (PIQ) LABS
	★ Proposed activities contingent upon the availability of funding

2019 – 2020 Student Equity Budget

The resources budgeted for the DI student activities

The 2019-20 budget has been projected at 95% of the 2018-19 allocation of \$1,671,850. This is the protocol set by the Chancellor’s office since the 2017-18 fiscal year. Once we receive the final allocation memo, we will disperse the remaining balance of \$83,593 into tutoring, supplies and materials, and other operating expenses.

Table 11:
2019 – 2020 Student Equity Budget

Object Code	Classification	19-20 Expenditure Total
1000	Academic Salaries: Position Title(s) -Instructional stipends -Counselors, full-time -Student Equity Faculty Coordinator -Pathway to Law Coordinator -Counselors, part-time	\$ 374,651



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	Classified and Other Nonacademic Salaries: Position Title(s)	
	-Student Equity Grant Manager	
	-Clerk typists	
2000	-Student Services Assistants	
	-Financial Aid Assistant	
	-Research Specialist	
	-Web developer	
	-Tutors	\$ 581,289
3000	Academic and Classified Employee Benefits	\$ 486,329
	Supplies & Materials	
	-Counseling/Learning Center Instructional Supplies	
	-Textbook Assistance Program	
4000	-Assessment Supplies	
	-Software Supplies	
	-Outreach supplies	
	-Food	\$ 31,314
	Other Operating Expenses and Services	
	-Consultants for Institutional and Student Development	
5000	-Conference Travel	
	-Student transportation for one-day and overnight field trips	
	-Printing	
	-Student field trip fees	\$ 109,674
	Other Outgo	
7000	-Bookstore Vouchers	
	-Meal Vouchers	
	-Direct Student Supplies	\$ 5,000
	Grand Total	\$ 1,588,257

2015 – 2018 Student Equity Expenditures

An accounting of how Student Equity funding for 2015-16, 2016-17, and 2017-18 was expended

The Student Equity college allocations are based on the annual funding the State Budget sets aside for Student Equity and are calculated using the existing Student Equity funding formula, which includes factors for Annual FTES, High Need Students, Educational Attainment of Residential Zip Code, Participation Rate, Poverty Rate, Unemployment Rate and unduplicated Foster Youth headcount. During the 15-16 fiscal year, the State Budget funding for Student Equity was \$137.5 million setting the RHC base allocation at \$1,603,301. Additionally, the Equity Team applied for and received \$307,300 in one-time supplemental funds. The following year, the base allocation increased by 6.4% to \$ 1,705,969. This is a result of the State Budget increasing the funding for Student Equity to \$140 million. In 2017-18, there was level funding in the State Budget, but it appears the Student Equity funding formula outcomes were lower than in previous years, resulting in a 2% decrease in our allocation to \$1,671,850.



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Table 12:
2015 – 2018 Student Equity Expenditures

Object Code	Classification	15-16 Expenditure Total	16-17 Expenditure Total	17-18 Expenditure Total
1000	Academic Salaries: Position Title(s) -Instructional stipends -Counselors, full-time -Writing Center Faculty Coordinator -Student Equity Faculty Coordinator -Pathway to Law Coordinator -Math and Writing Instructors, part-time -Counselors, part-time	\$ 554,363	\$ 443,303	\$ 433,815
2000	Classified and Other Nonacademic Salaries: Position Title(s) -Student Equity Grant Manager -Clerk typists -Student Services Assistants -Financial Aid Assistant -Research Specialist -Web developer -Tutors	\$ 601,162	\$ 608,805	\$ 624,690
3000	Academic and Classified Employee Benefits	\$ 294,867	\$ 370,758	\$ 432,444
4000	Supplies & Materials -Counseling/Learning Center/Writing center Instructional Supplies -Textbook Assistance Program -Assessment Supplies -Software Supplies -Outreach supplies -Food	\$ 156,401	\$ 74,251	\$ 60,406
5000	Other Operating Expenses and Services -Consultants for Institutional and Student Development -Conference Travel -Student transportation for one-day and overnight field trips -Printing -Student field trip fees	\$ 192,385	\$ 199,495	\$ 112,651
6000	Capital Outlay Instructional equipment (iPads, student computers)	\$ 93,334	\$ 655	\$ 3,346



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	Staff computers			
7000	Other Outgo -Bookstore Vouchers -Meal Vouchers -Direct Student Supplies	\$ 18,089	\$ 8,702	\$ 4,498
	Grand Total	\$ 1,910,601	\$ 1,705,969	\$ 1,671,850

Integrated Plan 2017 – 2019 Outcomes

An assessment of the progress made in achieving the identified goals from prior years plans 2017-19.

The 3SP, Basic Skills, and Student Equity committees developed the following five goals.

- Goal 1: Improve student access, retention, and success through equitable placements, strategic course and program scheduling, support services, and targeted marketing and recruitment
- Goal 2: Improve basic skills completion rates and reduce equity gaps.
- Goal 3: Increase achievement rates at key educational milestones toward the goal of completion and reduce equity gaps.
- Goal 4: Increase college completion* rates and reduce equity gaps (* Certificates, degrees, transfer, transfer ready)
- Goal 5: Enhancing Noncredit Career Development and College Preparation (CDCP)

Table 12 provides a summary of the data analysis conducted to measure our progress. While we had many gains, we did not meet the target rates we set out to accomplish. In hindsight, some of the target rates were too ambitious. We have taken this into consideration as we set realistic goals for the 2019 – 2022 implementation cycle.

Table 13						
Goal 1: Improve student access, retention, and success through equitable placements, strategic course and program scheduling, support services, and targeted marketing and recruitment						
Obj #	Description	Target rate increase	Prior Year 2015-2016	Baseline Year 2016-2017	Year 1 of Implementation 2017-2018	Target Status
1a	Increase college enrollment	2%	-0.7%	0.3%	4.9%	Yes, target met
1b	Increase participation rates of local high school districts	2%	18.3%	17.8%	20.3%	Yes, target met
1c	Implement to scale placements of English and Math for first-time students through the use of Multiple Measures	N/A	N/A	N/A	N/A	Met Fully implemented



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1d	Reduce equity gaps for Hispanic/Latino students	15%	2.3%	3.2%	2.8%	Not met
1e	Reduce equity gaps for females	15%	2.5%	3.5%	5.9%	Not met

Goal 2: Improve basic skills completion rates and reduce equity gaps.

Obj #	Description	Target rate increase	Prior Year 2015-2016	Baseline Year 2016-2017	Year 1 of Implementation 2017-2018	Target Status
2a	Increase transfer-level English sequence completion rate	2%	39.8%	48.4%	54.6%	Yes, target met
2b	Increase degree-applicable Math sequence completion rate	2%	28.4%	31.2%	33.7%	Yes, target met
2c	Increase transfer-level English achievement rate	1%	68.7%	64.5%	63.1%	Not met
2d	Increase transfer-level Math achievement rate	2%	61.79%	60.55%	54.53%	Not met
2e	Reduce basic skills equity gaps for male students	15%	Math: 26.0% English: 35.8%	Math: 30.3% English: 34.0%	Math: 30.3% English: 44.8%	Not met Math: no gain English: 10.8% percentage point increase
2f	Reduce basic skills equity gaps for Hispanic/Latino students	15%	Math: 26.6% English: 34.1%	Math: 29.9% English: 39.2%	Math: 29.7% English: 47.2%	Not met Math: .2% percentage point decrease English: 8% percentage point increase
Notes :	*English course sequence completion only includes English 101 courses		2009-2010 cohort for basic skills	2010-2011 cohort for basic skills	2011-2012 cohort for basic skills	

Goal 3: Increase achievement rates at key educational milestones toward the goal of completion and reduce equity gaps.

Obj #	Description	Target rate increase	Prior Year 2015-2016	Baseline Year 2016-2017	Year 1 of Implementation 2017-2018	Target Status
3a	Increase successful course completion rate	1%	69.0%	71%	72%	Yes, target met
3b	Increase 3-semester persistence rate	2%	76.0%	77.8%	77.7%	Not met
3c	Increase rate of 30 units earned	2%	64.1%	66.5%	67.6	Not met



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3d	Reduce progression equity gaps for Hispanic/Latino students (Course completion)	20%	66.3%	67.8%	68.7%	Not met
3e	Reduce progression equity gaps for Hispanic/Latino students (3-semester persistence)	20%	76.2%	77.3%	77.2%	Not met
3f	Reduce progression equity gaps for Hispanic/Latino students (30 units earned)	20%	63.3%	64.4%	66.7%	Not met

Goal 4: Increase college completion* rates and reduce equity gaps (* Certificates, degrees, transfer, transfer ready)

Obj #	Description	Target rate increase	Prior Year 2015-2016	Baseline Year 2016-2017	Year 1 of Implementation 2017-2018	Target Status
4a	Increase number of Chancellor-approved certificates	1%	405	231	2339	Yes, target met
4b	Increase number of degrees awarded	10%	1,294	1,508	1,824	Yes, target met
4c	Increase number of students transferring to 4-year colleges/universities	1%	850	972	974	Not met
4d	Reduce completion equity gaps for Hispanic/Latino students	15%	1,205	1,336	2,713	Yes, target met
4e	Reduce completion (awards) equity gaps for male students	15%	710	736	1,269	Yes, target met

Goal 5: Enhancing Noncredit Career Development and College Preparation (CDCP)

Obj #	Description	Target rate increase	Prior Year 2015-2016	Baseline Year 2016-2017	Year 1 of Implementation 2017-2018	Target Status
5a	Increase/Generate student enrollment in new tiered, sequenced noncredit ESL courses	5%	n/a	0	0	Tiered sequenced noncredit ESL courses were established and first offered Fall 2018.
5b	Increase/Generate students transitioning from one ESL level to the next (per semester)	10%	n/a	0	0	Tiered sequenced noncredit ESL courses were established and first offered Fall 2018.
5c	Generate enrollment for 1 section of ESL Advanced II: College Transition course		n/a	0	0	One section of ESL Advanced II: College Prep was offered Spring 2019.



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5d	Increase the number of noncredit certificates awarded	2%	n/a	0	0	Noncredit ESL certificates will be available for the first time Spring 2019.
5e	Increase the number of CDCP certificates	5%	0	0	0	New noncredit certificates have been created. Now available are: Public Safety Officer (two certificates), Medical Billing (three certificates, still pending approval), and ESL (four certificates). Additional noncredit certificates are in progress.

2019-2022 STUDENT EQUITY PLAN WORK GROUP

3SP Committee

Basic Skills Committee

Dr. Melba Castro, Student Success

Lisa Chavez, Counseling

Anthony Delgado, Student Equity/Institutional Research and Planning

Dr. Caroline Durdella, Institutional Research and Planning

Dr. Juana Mora, Student Equity

Loy Nashua, Student Affairs & Equity

Cecilia Rocha, Student Equity

Barbara Salazar, Student Success & Retention

Dr. Francisco Suarez,

Student Equity Committee

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