

Student Equity Activities

1. ACCESS

1.1 Provide college and financial aid informational workshops in the community that target and recruit under-enrolled student populations specifically Hispanics from feeder high schools.

1.2 Develop “Next Steps” workshops and an on-line video tutorial for students who have recently applied to RHC; content will include (Assessment, Orientation, and Counseling information, as well as Access Rio and financial aid information). Send targeted emails to adults 25 or more years old.

1.3 Implement Freshmen Welcome Days; a 4-hour session for all incoming recent high school graduates from feeder high schools to acclimate them to the college; provide a workshop track for parents (bi-lingual).

2. COURSE COMPLETION

2.1 Increase the number of students who receive a financial aid disbursement during the first disbursement of the term; Develop a process to allow students who missed the first disbursement to purchase textbooks from the bookstore.

2.2 Require each new, incoming student to complete an abbreviated educational plan prior to their first semester and a comprehensive educational plan during their first semester at RHC; provide counseling support to students in categorical programs and for Foster Youth; send targeted emails to disproportionately impacted students to encourage them to enroll in a Counseling 105 course prior to their first semester.

2.3 Develop an effective matriculation and support service program for adult students (25 or more years old).

2.4 Implement an annual Career Success Day for Re-entry students ages 25 or more years old to enhance career & education goal clarification.

2.5 Provide one-on-one tutoring for at-risk students in specific programs (i.e. EOP&S, CalWorks, DSP&S, TRIO, athletes); market tutoring services through the student portal to other disproportionately impacted students.

2.6 Provide training for tutors and gateway tutors to learn effective strategies for assisting students from disproportionate impacted groups.

2.7 Provide tutoring in the classroom for a Math 50-70 course and for a Math 70 course.

2.8 Cluster STEM students who need intermediate algebra in one Section. Add Academic Excellence workshops to the course

2.9 Offer Academic Excellence Workshops for ALL Students in barrier course Trigonometry

2.10 Provide training for facilitators/ tutors to learn effective strategies for assisting students from disproportionate impacted groups in Academic Excellence Workshops

2.11 Implement an Early Alert Program for at-risk students with appropriate interventions (i.e. counseling, tutoring, and referral to support programs/services).

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2.12 Implement a mandatory information workshop (or on-line video) for at-risk BOGW students who receive a warning about dismissed from financial aid for not meeting satisfactory academic progress. Upon completion of the workshop, students will be required to meet with a counselor.

3. ESL & BASIC SKILLS COMPLETION

3.1 Establish Math Refresher workshops targeted to students in other affiliated programs (i.e. EOP&S, Calworks, Trio, DSP&S, Foster Youth, adult students 25 or more years old)

3.2 Develop an "Assessment Test Prep for Success" video to allow students to prepare for the assessment test so that they are less likely to need to take basic skills level courses. Content will include: an orientation to the assessment and placement process, overview of test content, number and type of questions and preparation strategies and materials; email the video to all incoming students after they apply to the college.

3.3 Proactively encourage new, incoming students to enroll in ESL and basic skills coursework during their first-year and continuation through completion of the sequence.

3.4 Increase tutoring for basic skills courses in Learning Assistance Center; market tutoring services through the student portal to disproportionately impacted students.

3.5 Implement (extended and Math-intensive) Springboard program, which includes Math review workshop; recruit disproportionately impacted students through the student portal to participate.

4. DEGREE COMPLETION

4.1 Develop a Career & Life Success handbook to assist students with goal clarification and career planning.

4.2 Provide professional development training for counselors in the effective use and integration of career and Labor Market information in helping students to develop informed goals for educational planning leading to degree completion.

4.3 Provide experiential learning opportunities such as service learning, internships, and volunteer experiences to students; this includes promoting courses that have a service learning or internship component. Track volunteer efforts of students through an official RHC co-curricular transcript to enhance student leadership opportunities. Market these opportunities to disproportionately impacted students via the portal.

4.5 Develop and implement separate Women and Men of Color leadership/motivational day-long conferences for students to build academic self-confidence, self-efficacy, and sense of community. Target students from disproportionately impacted groups.

4.6 Implement a "Writers' Resource Center" that provides tutoring support for students enrolled in any course; market tutoring services through the student portal to disproportionately impacted students.

4.7 Expand Gateway tutoring (supplemental instruction) program to general education course sections.

4.8 Develop a Certificate of Achievement for IGETC and CSU-GE to support students from disproportionate groups.

4.9 Provide students with a letter of recognition for completion of significant milestones (i.e. Basic Skills sequence completion; 30 units completed)

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4.11 Send out pre-graduation letters to students who have completed 50-units; inform students of the process to petition for graduation and email them a link to the graduation video; provide degree audit workshops prior to the start of each registration period.

4.12 Develop and provide faculty with copies of a “Student Success Guide” that includes information about all of the campus resources and support services. Encourage to faculty to distribute the guide to students in their classes.

4.13 Develop an intervention workshop for at-risk students who are likely to be placed on academic probation the following term.

4.14 Provide support services for current and former Foster Youth, which include: scholarships, life coaching and other skills workshops, and community service activities.

4.15 Provide student engagement opportunities specifically for students from disproportionately impacted student populations to encourage connections within the campus community.

5. TRANSFER

5.2 Provide support for the Puentes program including fieldtrips, cultural experiences, and leadership development opportunities.

5.3 Implement transfer college tours, which support disproportionately impacted students to participate in a tour to visit 4-year universities throughout the state.

5.4 Implement the Summer Scholars Transfer Institute (SSTI), which supports disproportionately impacted students to participate in a 10 day academic experience at UC Irvine.

5.5 Implement a Transfer Academy for new students (from disproportionately impacted groups to enhance early transfer awareness and connections with 4 year universities; the program will provide: faculty mentors, workshops, tours, panels and presentations, counseling, educational transfer planning, and early transfer awareness.

5.6 Implement a Transfer Pathways program, designed for students from disproportionately impacted groups who have an interest in transferring to a 4-year institution; the program will provide academic support, counseling, and campus tours to transfer prepared students; this will include a “Transfer to CSU in 2 Years” program, and the “Pathway to Law School Program”.

5.7 Implement a one-day Transfer Conference to serve 300 students from disproportionately impacted groups; the conference will include meeting with reps from 4-year institutions, workshops, and informational panel sessions.

5.8 Develop a Transfer Guide that includes information to help students begin planning for transfer; target the distribution of the guide to students from disproportionate groups.

6. EQUITABLE ACCESS & ACHIEVEMENT

6.1 Develop a campus-wide Student Equity Committee through the college governance; develop a process to monitor equitable access and achievement across all success indicators on an on-going basis; ensure disproportionate groups are targeted for equity activities; provide additional program support for equity activities, including travel and conferences and professional development.

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6.2 Develop effective Marketing & Communication strategies to target disproportionately impacted student groups to promote equity programs and services to enhance student success.

6.3 Conduct focus groups with students from disproportionately impacted groups to better understand their experiences, successes and challenges, at RHC.

6.4 Improve data information systems to identify and track RHC foster youth, students with disabilities, veterans and low-income students on student success indicators.

6.5 Monitor progress of the priority registered high school students to compare/contrast persistence, success, and completion rates with general student populations.

6.6 Monitor progress of students who fail to complete mandatory orientation

6.7 Monitor progress of students who lose priority registration for failing to complete assessment, orientation, initial educational plan, and comprehensive educational plan

6.8 Monitor progress of students who are deemed ineligible to receive the BOGW for not meeting Satisfactory Academic Progress

6.9 Monitor progress of students who have a comprehensive educational plan on file

6.10 Monitor progress of students who are on probation and dismissal each semester

6.11 Analyze the demographics of students who enroll in evening and weekend courses; determine if there are disproportionate impacts regarding availability of support services by conduct a satisfaction survey for this population.

6.12 Monitor progress of students 25 or more years old who complete Counseling 151.

6.13 Monitor progress of students who utilize counseling services
