About Rio Hondo College

Equity Principles

The College equity principles set the stage and provide guidance through which institutional planning and educational practice are accomplished. As captured in the Equity Principles draft document, the College has embraced the following Association of American Colleges and Universities operating definitions: ....**diversity** is an understanding of how individual and group differences contribute to diverse thoughts, knowledge, and experiences that are the foundation of a high-quality liberal education. **Inclusion** is an active, intentional, and ongoing engagement with diversity across the curriculum, co-curriculum, and our communities to increase awareness, content knowledge, cognitive sophistication, and emphatic understanding of the complex ways individuals interact within systems and institutions. **Equity** prioritizes the creation of opportunities for minoritized students to have equal outcomes and participation in educational programs that can close achievement gaps in student success and completion (McNair, Bensimon, Malcolm-Piqueux, 2020, p. 7). Equity is the central framework for policies, practices, and procedures.

Rio Hondo College's Student Equity Statement

In the Fall of 2019, The Student Equity Committee developed a statement to help guide our work and collaborations across campus. The faculty, students, staff, and administrators on the committee spent several meetings crafting a statement that captured the hope of the change and actions we wanted to see come to fruition in order to help our students succeed and complete their education at Rio Hondo College.

> Rio Hondo College is committed to advancing educational justice, equity and opportunity. We are committed to confronting and eradicating racist and discriminatory policies and practices that perpetuate institutional barriers. We pledge to eliminate gaps in academic outcomes which hinder our disproportionately impacted students from realizing their full potential. We recognize our responsibility to engage in equity-minded practices to support individual students, faculty, and staff and hold ourselves and the College accountable for the academic success of disproportionately impacted populations.

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This student equity statement was then widely adopted across campus and significantly influenced the updates to the college's mission, vision, and value statements which were adopted by our Board of Trustees in 2020 and 2021.

Rio Hondo College's Mission, Vision, and Values

The vision, mission, and values statements drive all institutional planning. The Río Hondo College mission statement, which the College revised in Spring 2020, serves as the cornerstone of all planning because it represents the College's most fundamental purposes.

Mission Statement

Río Hondo College is an educational and community partner committed to advancing social justice and equity as an anti-racist institution that collectively invests in all students' academic and career pathways that lead to attainment of degree, certificate, transfer, and lifelong-learning goals. (Board Approved 7/08/20)

Vision Statement

Rio Hondo College aspires to be an evolving community-focused institution that embraces diversity, equity, and inclusion as a means to achieve personal, professional, and educational goals in a caring and rigorous environment. (Board Approved 5/12/21)

Values Statement – Río Hondo College is guided by its Core Values (Board Approved 05/12/21):

Quality Teaching and Learning: a dynamic, student-centered learning environment that embraces equity-minded principles,

Student Access and Success: a welcoming and inclusive environment that provides our community with the knowledge, wisdom, and skills that facilitate upward social and economic mobility,

Diversity, Equity and Inclusion: a commitment to advancing educational justice, equity, and opportunity,

Integrity and Fiscal Responsibility: a College engaged in ethical practices and responsible use of resources for the optimum benefit of its students, community, and staff.

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Our current set of institutional goals show further evidence that our college is committed to closing student achievement gaps by changing our practices in and out of the classroom.

Goal 1: Increase student completion and employment.

1.1 Increase Associate Degrees
Rio Hondo College will increase the number of students completing Associate Degrees (including ADTs) from 1,343 in 2019-20 to between 1,360 and 1,537 in 2022-23, an increase of 1.3-14.0 percent.

1.2 Increase Certificates
Rio Hondo College will increase the number of students completing Chancellor's Office approved certificates from 907 in 2019-20 to between 916 and 1,095 in 2022-23, an increase of 1.0-20.7 percent.

1.3 Increase Transfers
Rio Hondo College will increase the number of students who transfer from 1,360 in 2018-19 to between 1,373 and 1,462 in 2021-22, an increase of 1.0-7.5 percent.

1.4 Increase Employment in Field of Study
Rio Hondo College will increase the percentage of CTE students employed in their field of study from 71% in 2017-2018 to between 72% and 74.2% in 2021-22, an increase of 1.0-3.2 percentage points.

1.5 Increase Black and African-American Student Completion
Rio Hondo College will increase the percentage of Black and African-American students who attain the Vision Goal of Completion from 5.0% in 2017-2018 to between 6.0% and 9.0% in 2022-2023, an increase of 1.0-4.0 percentage points.

Goal 2: Student Access and College Efficiency
Increase access, FTES, and enrollment efficiency.

2.1 Increase New Student Enrollment
Rio Hondo College will increase the number of new students enrolling at the college from 5,762 in Fall 2019 to between 5,819 and 6,279 in 2022-23, an increase of 1.0-9.0 percent.

2.2 Increase Non-traditional Student Enrollment
Rio Hondo College will increase the number of non-traditional age students enrolling at the college from 12,221 in 2019-20 to between 12,282 and 12,396 in 2022-23, an increase of 0.5-1.4 percent.

2.3 Increase New Student Financial Aid Applications
Rio Hondo College will increase the number of new students applying for financial aid from 2,335 in 2019-20 to between 2,358 and 3,124 in 2022-23, an increase of 1.0-10.3 percent.

2.4 Increase Dual Enrollment FTES
Rio Hondo College will increase dual enrollment FTES from 373.2 in 2019-20 to between 376.9 and 386.2 in 2022-23, an increase of 1.0-3.4 percent.

2.5 Increase Non-credit Student Transition to Credit
Rio Hondo College will increase the number of non-credit students who transition to credit courses from 185 in 2018-19 to between 192 and 211 in 2022-23, an increase of 4.0-14.0 percent.

2.6 Increase CDCP FTES
Rio Hondo College will increase CDCP FTES from 58.6 in 2019-20 to between 59.2 and 59.8 in 2022-23, an increase of 1.0-2.0 percent.

2.7 Increase Fall to Spring Persistence
Rio Hondo College will increase fall to spring persistence of students from 61.2% in Fall 2018 to between 62.2% and 66.2% in Fall 2022, an increase of 1.0 to 5.0 percentage points (excludes advanced in-service training).

2.8 Increase FTES
Rio Hondo College will increase its FTES from 12,940.6 in 2019-20 to between 13,070.0 and 13,571.8 in 2022-23, an increase of 1.0-4.8 percent.

2.9 Increase Overall Efficiency Ratio
RHC will increase its overall efficiency ratio from 573.0 WSCH/FTEF in Fall 2019 to between 579 and 590 WSCH/FTEF in Fall 2022, an increase of 1.0-3.0 percent.

2.10 Increase Community Awareness of Non-CTE Programs
Rio Hondo College will increase community awareness through focused marketing-efforts of non-CTE programs.

2.11 Increase Black and African-American Student Enrollment
Rio Hondo College will increase number of Black and African American students who enroll at Rio Hondo College in 2020 from 0.9% to between 1.4% and 1.9% and increase of 0.5-1.0 percentage points.

Goal 3: Professional Development
Increase faculty and staff understanding of institutional effectiveness and implementation of equity-minded/culturally-responsive practices.

3.1 Increase Equity-Minded Professional Development Offerings
Rio Hondo College will increase the number of professional development offerings related to equity-minded instructional practices from 32 in 2019-20 to 35 in 2022-23, an increase of 10 percent.

3.2 Increase Equity-Minded Professional Development Participation
Rio Hondo College will increase the number of participants in equity-minded professional development offerings from 772 in 2019-20 to 849 in 2022-23, an increase of 10 percent.
Rio Hondo College will increase number of Black and African American students who enroll at Rio Hondo College in 2020 from 0.9% to between 1.4% and 1.9% and increase of 0.5-1.0 percentage points.

3.3 Increase Implementation of Equity-Minded Practices*
Rio Hondo College will increase the number of faculty implementing equity-minded/culturally-relevant instructional practices from XX in 2021-22 to XX in 2022-23, an increase of XX percent. (Baseline to be established 2022.)

3.4 Increase Institutional Effectiveness Professional Development Offerings
Rio Hondo College will increase the number of participants in institutional effectiveness professional development offerings from 5 in 2020-21 to 7 in 2022-23, an increase of 40 percent.

3.5 Increase Understanding of Institutional Effectiveness*
Rio Hondo College will increase the percentage of faculty and staff reporting understanding of institutional effectiveness metrics from XX in 2021-22 to 15 in 2022-23, an increase of X percent. (Baseline to be established 2022.)

2022 Disproportionate Impact (DI) Study Findings

The Office of Institutional Effectiveness utilized the CCCCO provided data which used the updated PPG-1 Methodology to determine if DI is observed for any disaggregation and to determine if intersectional gender DI is observed. The following is a summary of the findings of each of the five equity metrics

1. Successful Enrollment
2. Completion of Transfer-Level Math & English
3. Persistence: First Primary Term to Secondary Term
4. Transfer to a Four-Year
5. Vision Completion

Successful Enrollment

The Successful Enrollment metric identifies all cohort applicants who enrolled in Rio Hondo College in their first year. As shown in Table 1, the primary subgroups where DI was observed were Asian, White, or Female students at RHC. Gender subgroups where DI was observed were Asian Female, Black or African American Female, or White Female students (see Table 2).

Note: The number of students in subgroup shows students who applied via CCC Apply.

Table 1. Enrollment Metric Data by <u>DI Observed Primary Subgroups</u> & Comparison Group (2021)

Primary Subgroup	# of Students Who Completed Metric	# of Students in Subgroup	Outcome Rate	Outcome Rate of Comparison Group
Asian	90	364	24.7%	42.1%
White	120	471	25.5%	42.3%
Female	1,138	3,062	37.2%	44.7%

Table 2. Enrollment Metric Data by <u>DI Observed Gender Subgroups</u> & Comparison Group (2021)

Primary Subgroup	Gender Subgroup	# of Students Who	# of Students	Outcome Rate	Outcome Rate of

		Completed Metric	in Subgroup		Comparison Group
Asian	Female	31	170	18.2%	30.4%**
Black or African American	Female	5	33	15.2%	40.8%
White	Female	36	172	20.9%	28.1%**

**When DI is observed in the primary subgroup, comparison group includes students of ALL OTHER genders within the primary subgroup. When DI is NOT observed in the primary subgroup, comparison group includes all cohort students excluding the gender subgroup.

***For example, DI is observed for the Asian primary subgroup. When calculating whether DI is observed for Asian Female students (gender subgroup), all Asian students who are not Female (i.e., All Male, Non-Binary, and Gender Non-Respondent Asian students) were identified in the comparison group.

The following measurable goals, in Tables 3 and 4, aim to reduce or eliminate equity gaps, bringing each disproportionately impacted group to parity with their comparison group. The target outcomes were developed using the number of students needed to attain the metric outcome to achieve full equity.

Table 3. 2022 – 2025 Target Outcomes for <u>DI Observed Primary Subgroup</u>

Timeframe	Measurement Output
Year 1	RHC will increase the number of **Female** students enrolled in Rio Hondo College in their first year from 1,138 in 2020-21 to 1,210, increase of 6.3 percent from baseline year.
Year 2	RHC will increase the number of **Female** students enrolled in Rio Hondo College in their first year from 1,138 in 2020-21 to 1,286, increase of 6.3 percent from year 1.
Year 3	RHC will increase the number of **Female** students enrolled in Rio Hondo College in their first year from 1,138 in 2020-21 to 1,368, increase of 20.2 percent from baseline year (6.3 percent each year).

Table 4. 2022 – 2025 Target Outcomes for <u>DI Observed Gender & Ethnicity Subgroups</u>

Timeframe	Measurement Output
Year 1	RHC will increase the number of **Black or African American Female** students enrolled in Rio Hondo College in their first year from 5 in 2020-21 to 7, increase of 40.9 percent from baseline year.
	RHC will increase the number of **Asian Female** students enrolled in Rio Hondo College in their first year from 31 in 2020-21 to 41, increase of 32.4 percent from baseline year.
	RHC will increase the number of **White Female** students enrolled in Rio Hondo College in their first year from 36 in 2020-21 to 46, increase of 26.6 percent from baseline year.
Year 2	RHC will increase the number of **Black or African American Female** students enrolled in Rio Hondo College in their first year from 5 in 2020-21 to 10, increase of 40.9 percent from year 1.
	RHC will increase the number of **Asian Female** students enrolled in Rio Hondo College in their first year from 31 in 2020-21 to 54, increase of 32.4 percent from year 1.
	RHC will increase the number of **White Female** students enrolled in Rio Hondo College in their first year from 36 in 2020-21 to 58, increase of 26.6 percent from year 1.
Year 3	RHC will increase the number of **Black or African American Female** students enrolled in Rio Hondo College in their first year from 5 in 2020-21 to 14, increase of 180.0 percent over baseline year (40.9 percent each year).
	RHC will increase the number of **Asian Female** students enrolled in Rio Hondo College in their first year from 31 in 2020-21 to 72, increase of increase of 132.3 percent over baseline year (32.4 percent each year).
	RHC will increase the number of **White Female** students enrolled in Rio Hondo College in their first year from 36 in 2020-21 to 73, increase of 102.8 percent over baseline year (26.6 percent each year).

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Completion of Transfer-level English and Math

The Completion of Transfer-Level English and Math metric identifies all cohort students who completed both transfer-level Math and English within the district in the first year aligned with Student Centered Funding Formula. Primary subgroups where DI was observed were Black or African American or Male students (see Table 5). Gender subgroups where DI was observed were Latino Male, Foster Youth, or First-Generation Male students (see Table 6).

Note: The number of students in subgroup shows students who enrolled for credit for the first time in higher education.

Table 5. Transfer-Level English & Math Metric Data by <u>DI Observed Primary Subgroups</u> & Comparison Group (2021)

Primary Subgroup	# of Students Who Completed Metric	# of Students in Subgroup	Outcome Rate	Outcome Rate of Comparison Group
Black or African American	1	43	2.3%	11.4%
Male	175	1,913	9.1%	14.1%

Table 6. Transfer-Level English & Math Metric Data by <u>DI Observed Gender Subgroups</u> & Comparison Group (2021)

Primary Subgroup	Gender Subgroup	# of Students Who Completed Metric	# of Students in Subgroup	Outcome Rate	Outcome Rate of Comparison Group
Latino	Male	136	1,531	8.9%	13.3%
Foster Youth	Male	0	36	0.0%	6.9%**
First-Generation	Male	71	943	7.5%	12.7%

**When DI is observed in the primary subgroup, comparison group includes students of ALL OTHER genders within the primary subgroup. When DI is NOT observed in the

primary subgroup, comparison group includes all cohort students excluding the gender subgroup.

The following measurable goals, in Tables 7 and 8, aim to reduce or eliminate equity gaps, bringing each disproportionately impacted group to parity with their comparison group. The target outcomes were developed using the number of students needed to attain the metric outcome to achieve full equity.

Table 7. 2022 – 2025 Target Outcomes for <u>DI Observed Primary Subgroup</u>

Timeframe	Measurement Output
Year 1	RHC will increase the number of **Male** students who completed both transfer-level Math and English in the first year from 175 in 2020-21 to 202, increase of 15.6 percent from baseline year.
Year 2	RHC will increase the number of **Male** students who completed both transfer-level Math and English in the first year from 175 in 2020-21 to 234, increase of 15.6 percent from year 1.
Year 3	RHC will increase the number of **Male** students who completed both transfer-level Math and English in the first year from 175 in 2020-21 to 270, increase of 54.3 percent from baseline year (15.6 percent each year).

Table 8. 2022 – 2025 Target Outcomes for <u>DI Observed Gender & Ethnicity Subgroups</u>

Timeframe	Measurement Output
Year 1	RHC will increase the number of **First-Generation Male** students who completed both transfer-level Math and English in the first year from 71 in 2020-21 to 85, increase of 19.4 percent over baseline year.
	RHC will increase the number of **Latino Male** students who completed both transfer-level Math and English in the first year from 136 in 2020-21 to 156, increase of 14.5 percent over baseline year.
Year 2	RHC will increase the number of **First-Generation Male** students who completed both transfer-level Math and English in the first year from 71 in 2020-21 to 101, increase of 19.4 percent over year 1.
	RHC will increase the number of **Latino Male** students who completed both transfer-level Math and English in the first year from 136 in 2020-21 to 178, increase of 14.5 percent over year 1.

Year 3	RHC will increase the number of **First-Generation Male** students who completed both transfer-level Math and English in the first year from 71 in 2020-21 to 121, increase of 70.4 percent over baseline year (19.4 percent each year).
	RHC will increase the number of **Latino Male** students who completed both transfer-level Math and English in the first year from 136 in 2020-21 to 204, increase of 50.0 percent over baseline year (14.5 percent each year).

Persistence: First Primary Term to Secondary Term

The Persistence (First Primary Term to Secondary Term) metric identifies all cohort students who persisted from first primary term of enrollment to the subsequent Primary Term at Rio Hondo College. As shown in Table 9, the primary subgroups where DI was observed were Black or African American, White, or Male students. Gender subgroups where DI was observed at RHC were Black or African Male, White Male, Latino Male, or First-Generation Male students (see Table 10).

Note: The number of students in subgroup shows students who enrolled for credit for the first time in higher education.

Table 9. Retention Metric Data by <u>DI Observed Primary Subgroups</u> & Comparison Group (2020)

Primary Subgroup	# of Students Who Completed Metric	# of Students in Subgroup	Outcome Rate	Outcome Rate of Comparison Group
Black or African American	20	37	54.1%	71.0%
White	118	185	63.8%	71.2%
Male	1,660	2,446	67.9%	74.9%

Table 10. Retention Metric Data by DI Observed Gender Subgroups & Comparison Group (2020)

Primary Subgroup	Gender Subgroup	# of Students Who Completed Metric	# of Students in Subgroup	Outcome Rate	Outcome Rate of Comparison Group
Black or African American	Male	12	27	44.4%	80.0%**
White	Male	80	131	61.1%	70.4%**
Latino	Male	1,432	2,058	69.6%	71.0%
First-Generation	Male	891	1,322	67.4%	72.4%

**When DI is observed in the primary subgroup, comparison group includes students of ALL OTHER genders within the primary subgroup. When DI is NOT observed in the primary subgroup, comparison group includes all cohort students excluding the gender subgroup.

The following measurable goals, in Tables 11 and 12, aim to reduce or eliminate equity gaps, bringing each disproportionately impacted group to parity with their comparison group. The target outcomes were developed using the number of students needed to attain the metric outcome to achieve full equity.

Table 11. 2022 – 2025 Target Outcomes for DI Observed Primary Subgroup

Timeframe	Measurement Output
Year 1	RHC will increase the number of **Male** students who persisted from first primary term of enrollment to the subsequent primary term from 1,660 for the 2019-20 cohort to 1,715, increase of 3.3 percent from baseline year.
Year 2	RHC will increase the number of **Male** students who persisted from first primary term of enrollment to the subsequent primary term from 1,660 for the 2019-20 cohort to 1,771, increase of 3.3 percent from year 1.
Year 3	RHC will increase the number of **Male** students who persisted from first primary term of enrollment to the subsequent primary term from 1,660 for the 2019-20 cohort to 1,832, increase of 10.4 percent from baseline year (3.3 percent each year).

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Table 12. 2022 – 2025 Target Outcomes for <u>DI Observed Gender & Ethnicity Subgroups</u>

Timeframe	Measurement Output
Year 1	RHC will increase the number of **Black or African American** Male students who persisted from first primary term of enrollment to the subsequent primary term from 12 for the 2019-20 cohort to 14, increase of 18.6 percent over baseline year.
	RHC will increase the number of **First-Generation** Male students who persisted from first primary term of enrollment to the subsequent primary term from 891 for the 2019-20 cohort to 912, increase of 2.4 percent over baseline year.
	RHC will increase the number of **Latino Male** students who persisted from first primary term of enrollment to the subsequent primary term from 1,432 for the 2019-20 cohort to 1,449, increase of 1.2 percent over baseline year.
Year 2	RHC will increase the number of **Black or African American Male** students who persisted from first primary term of enrollment to the subsequent primary term from 12 for the 2019-20 cohort to 17, increase of 18.6 percent from year 1.
	RHC will increase the number of **First-Generation Male** students who persisted from first primary term of enrollment to the subsequent primary term from 891 for the 2019-20 cohort to 934, increase of 2.4 percent from year 1.
	RHC will increase the number of **Latino Male** students who persisted from first primary term of enrollment to the subsequent primary term from 1,432 for the 2019-20 cohort to 1,467, increase of 1.2 percent from year 1.
Year 3	RHC will increase the number of **Black or African American** Male students who persisted from first primary term of enrollment to the subsequent primary term from 12 for the 2019-20 cohort to 20, increase of 66.7 percent over baseline year (18.6 percent each year).
	RHC will increase the number of **First-Generation** Male students who persisted from first primary term of enrollment to the subsequent primary term from 891 for the 2019-20 cohort to 958, increase of 7.5 percent over baseline year (2.4 percent each year).

	RHC will increase the number of **Latino Male** students who persisted from first primary term of enrollment to the subsequent primary term from 1,432 for the 2019-20 cohort to 1,483, increase of 3.6 percent over baseline year (1.2 percent each year).

Transfer to Four-Year College/University

The Transfer to Four-Year metric identifies all cohort students who transferred to a four-year postsecondary institution with three years. Primary subgroups where DI was observed were White, Male, LGBT, First Generation, or DSPS students (see Table 13). Furthermore, gender subgroups where DI was observed were Black or African Male, Latino Male, Foster Youth Male, Perkins Economically Disadvantaged (Low Income) Male, or First-Generation Male students (see Table 14).

The definition of "Perkins Economically Disadvantaged" includes students enrolled in the selected year who have either ever participated in the Workforce Investment Act (WIA) program, ever received a financial aid award, ever identified as a participant in a CalWORKS program, ever identified as economically-disadvantaged status at any college where enrolled.

Note: The number of students in subgroup shows students who enrolled for credit for the first time in higher education, who did not have enrollment in the 4th, 5th, or 7th academic year after first-time non-special admit and completed courses totaling 12+ units at any community college.

Table 13. Transfer Metric Data by <u>DI Observed Primary Subgroups</u> & Comparison Group (2017)

Primary Subgroup	# of Students Who Completed Metric	# of Students in Subgroup	Outcome Rate	Outcome Rate of Comparison Group
White	7	75	9.3%	17.1%
Male	102	837	12.2%	22.0%
LGBT	2	32	6.3%	17.0%
First Generation	128	924	13.9%	20.9%
DSPS	10	93	10.8%	17.1%

Table 14. Transfer Metric Data by <u>DI Observed Gender Subgroups</u> & Comparison Group (2017)

Primary Subgroup	Gender Subgroup	# of Students Who Completed Metric	# of Students in Subgroup	Outcome Rate	Outcome Rate of Comparison Group
Black or African American	Male	0	7	0.0%	16.8%**
Latino	Male	85	709	12.0%	20.7%
Foster Youth	Male	1	21	4.8%	16.9%
Perkins Economically Disadvantaged (Low Income)	Male	81	604	13.4%	53.1%
First Generation	Male	40	468	8.5%	19.3%**

**When DI is observed in the primary subgroup, comparison group includes students of ALL OTHER genders within the primary subgroup. When DI is NOT observed in the primary subgroup, comparison group includes all cohort students excluding the gender subgroup.

The following measurable goals, in Tables 15 and 16, aim to reduce or eliminate equity gaps, bringing each disproportionately impacted group to parity with their comparison group. The target outcomes were developed using the number of students needed to attain the metric outcome to achieve full equity.

Table 15. 2022 – 2025 Target Outcomes for <u>DI Observed Primary Subgroup</u>

Timeframe	Measurement Output
Year 1	RHC will increase the number of **Male** students who transferred to a four-year postsecondary institution within three years from 102 for the 2016-17 cohort to 124, increase of 22.0 percent from baseline year.
Year 2	RHC will increase the number of **Male** students who transferred to a four-year postsecondary institution within three years from 102 for the 2016-17 cohort to 152, increase of 22.0 percent from year 1.

Year 3	RHC will increase the number of **Male** students who transferred to a four-year postsecondary institution within three years from 102 for the 2016-17 cohort to 185, increase of 81.4 percent from baseline year (22.0 percent each year).

Table 16. 2022 – 2025 Target Outcomes for <u>DI Observed Gender & Ethnicity Subgroups</u>

Timeframe	Measurement Output
Year 1	RHC will increase the number of **Black or African American Male** students who transferred to a four-year postsecondary institution within three years from 0 for the 2016-17 cohort to 2 students.
	RHC will increase the number of **Latino Male** students who transferred to a four-year postsecondary institution within three years from 85 for the 2016-17 cohort to 102 for the 2020-21 cohort, increase of 20.0 percent from baseline year.
	RHC will increase the number of **Low Income (Perkins Economically Advantaged) Male** students who transferred to a four-year postsecondary institution within three years from 81 for the 2016-17 cohort to 91, increase of 12.1 percent from baseline year.
Year 2	RHC will increase the number of **Black or African American Male** students who transferred to a four-year postsecondary institution within three years from 0 for the 2016-17 cohort to 2 students.
	RHC will increase the number of **Latino Male** students who transferred to a four-year postsecondary institution within three years from 85 for the 2016-17 cohort to 122, increase of 20.0 percent from year 1.
	RHC will increase the number of **Low Income (Perkins Economically Disadvantaged) Male** students who transferred to a four-year postsecondary institution within three years from 81 for the 2016-17 cohort to 102, increase of 12.1 percent from year 1.
Year 3	RHC will increase the number of **Black or African American Male** students who transferred to a four-year postsecondary institution within three years from 0 for the 2016-17 cohort to 2 students.
	RHC will increase the number of **Latino Male** students who transferred to a four-year postsecondary institution within three years from 85 for the 2016-17 cohort to 147, increase of 72.9 percent from baseline year (20.0 percent each year).

	RHC will increase the number of **Low Income (Perkins Economically Disadvantaged) Male** students who transferred to a four-year postsecondary institution within three years from 81 for the 2016-17 cohort to 114, increase of 40.7 percent from baseline year (12.1 percent each year).

Vision Completion

The Vision Completion Metric identifies all cohort students that attained the Vision Goal Completion definition within three years. Earned credit certificate over 18 units, associate degree, CCC bachelor's degree (Vision Goal Completion). As shown in Table 17, the primary subgroups where DI was observed were Black or African American, White, or Male students at RHC. The gender subgroups where DI was observed were White Male, Latino Male, or First-Generation Male students (see Table 18).

Note: The number of students in subgroup shows students who enrolled for credit for the first time in higher education.

Table 17. Vision Completion Metric Data by DI Observed Primary Subgroups & Comparison Group (2018)

Primary Subgroup	# of Students Who Completed Metric	# of Students in Subgroup	Outcome Rate	Outcome Rate of Comparison Group
Black or African American	3	68	4.4%	9.7%
White	13	220	5.9%	9.8%
Male	180	2,332	7.7%	12.0%

Table 18. Vision Completion Metric Data by <u>DI Observed Gender Subgroups &</u> <u>Comparison Group (2018)</u>

Primary Subgroup	Gender Subgroup	# of Students Who Completed Metric	# of Students in Subgroup	Outcome Rate	Outcome Rate of Comparison Group
White	Male	5	146	3.4%	10.8%**
Latino	Male	151	1,867	8.1%	10.8%
First Generation	Male	99	1,268	7.8%	10.4%

**When DI is observed in the primary subgroup, comparison group includes students of ALL OTHER genders within the primary subgroup. When DI is NOT observed in the primary subgroup, comparison group includes all cohort students excluding the gender subgroup.

The following measurable goals, in Tables 19 and 20, aim to reduce or eliminate equity gaps, bringing each disproportionately impacted group to parity with their comparison group. The target outcomes were developed using the number of students needed to attain the metric outcome to achieve full equity.

Table 19. 2022 – 2025 Target Outcomes for <u>DI Observed Primary Subgroup</u>

Timeframe	Measurement Output
Year 1	RHC will increase the number of **Male** students who attained the Vision Goal Completion Definition within Three Years from 180 for the 2017-18 cohort to 208, 15.7 percent from baseline year.
Year 2	RHC will increase the number of **Male** students who attained the Vision Goal Completion Definition within Three Years from 180 for the 2017-18 cohort to 241, increase of 15.7 percent from year 1.
Year 3	RHC will increase the number of **Male** students who attained the Vision Goal Completion Definition within Three Years from 180 for the 2017-18 cohort to 279, increase of 55.0 percent from baseline year (15.7 percent each year).

Table 20. 2022 – 2025 Target Outcomes for <u>DI Observed Gender & Ethnicity Subgroups</u>

Timeframe	Measurement Output
Year 1	RHC will increase the number of **First-Generation Male** students who attained the Vision Goal Completion Definition within Three Years from 99 for the 2017-18 cohort to 109, increase of 10.1 percent from baseline year.
	RHC will increase the number of **Latino Male** students who attained the Vision Goal Completion Definition within Three Years from 151 for the 2017-18 cohort to 167, increase of 10.4 percent from baseline year.
Year 2	RHC will increase the number of **First-Generation Male** students who attained the Vision Goal Completion Definition within Three Years from 99 for the 2017-18 cohort to 120, increase of 10.1 percent from year 1.
	RHC will increase the number of **Latino Male** students who attained the Vision Goal Completion Definition within Three Years from 151 for the 2017-18 cohort to 184, increase of 10.4 percent from year 1.
Year 3	RHC will increase the number of **First-Generation Male** students who attained the Vision Goal Completion Definition within Three Years from 99 for the 2017-18 cohort to 132, increase of 33.3 percent from baseline year (10.1 percent each year).
	RHC will increase the number of **Latino Male** students who attained the Vision Goal Completion Definition within Three Years from 151 for the 2017-18 cohort to 203, increase of 34.4 percent over baseline year (10.4 percent each year).

Resources Budgeted for to Achieve Student Equity Plan 2022-2025 Goals

2022-2025 Student Equity and Achievement Program Planned for Priority DI Student Activities

The Student Equity Committee prioritized the following groups experiencing disproportionate impact for the 2022 - 2025 Student Equity Plan:

Table 21. Summary Table of Priority DI Student Groups

Subgroup	Gender	Successful Enrollment	Transfer-level English & Math Completion	Persistence: Primary to Secondary Term	Transfer to 4-year	Vision Completion
African American	Female	✔				
Asian	Female	✔				
White	Female	✔				
Latino	Male		✔	✔	✔	✔
African American	Male			✔	✔	
First Generation	Male		✔			✔
Low Income	Male				✔	

The college will undertake the following new activities to address disproportionate impact for each of the student populations listed in Table 21:

Women in College Campaign

We will develop a district-wide communication plan that focuses on women, particularly Asian and White females, which highlights our successful transfer rates to UCs and CSUs. The new marketing materials will be shared at local high schools and in local media outlets. The goal is to increase the number of female students that apply and enroll in credit courses within the year of submitting their application via CCCApply.

To help ensure we meet this goal, a support team of counselors and success coaches will utilize IT data reports to consistently connect with female applicants and guide them through the matriculation and course registration processes. Once the students are registered, the team will provide a comprehensive and warm hand-off to the point of contact in a student empowerment and scholars program that best suits their needs.

Connect and develop relationships with community organizations such as Soroptimist to develop ongoing women's focused events. We currently cohost an annual Women's HERstory Conference with Soroptimist of Whittier in March, but would like to see added events throughout the year.

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Our Women in College Campaign will launch in the Spring 2023 term with "Spring into Education" Mixers with women faculty, students, staff, and administrators. These events will allow prospective students to share their experience with transitioning to college and describe the needs they have to enroll and stay at Rio Hondo College. Our college personnel will be able to share their experience balancing education, work, and family.

Male Student Success Initiatives

The district will develop campus-wide effort to support all male students to ensure that they stay enrolled at Rio Hondo College. The initiative seeks to increase male students' completion of English and Math courses within the first year, increase persistence semester to semester, and complete their intended goal of study and/or transfer to a four-year.

In particular, the initiative will utilize the socio-ecological outcomes model developed by Dr. Frank Harris and Dr. Luke Wood (2016) to address the various factors impacting and influencing male success. Specifically, the Drs. Harris and Wood research calls out the support for men of color. As such, the districts programmatic priorities will be to invest support to the on-going programs to ensure outcome focus for male students, such as summer bridge program to focus on male transition to college experience and Latino Male mentor program. The district will also develop and implement a first-generation college student orientation program to address the unique needs of first-generation college students. These programs will incorporate three programmatic frameworks: 1) creating a culturally affirming learning experience, 2) building authentic relationships with students, and 3) designing intentional case management systems.

Create a culturally affirming learning experience

- Create a welcoming, validating environment from application, to registration, to enrollment, to classroom experience.
- Overhaul websites and resources to be culturally relevant
- Ensure staff are trained on culturally relevant practices
- Create a focused, outreach and mentoring structure that facilitates success and draws from existing innovations/resources
- Work toward increasing feelings of validation among students

- Re-design orientation to include a focus on connecting students with specialized faculty, peer mentors and employee mentors.
- Use professional development to create a cohort of faculty with specialization in equity-focused teaching practice; connect students with specialized faculty

through communication plan and/or orientation/networking events prior to registration.

Build authentic relationships with students

- Develop and expand male mentorship program
- Participate or create a male summit of learning
- Goal is to demonstrate an "authentic investment" in students' success—which is one of the most significant predictor of student persistence (Davidson 2015)
- Create dialogue groups to discuss their lives in the COVID-19 era
- Invite ongoing feedback and opportunities for students to share their needs
- Connect students with peer and employee mentors and networking opportunities
- Use professional development to create a cohort of classified staff trained in equity-focused student and instructional support

Intentional Case Management

- Develop Student Success Teams for male-identified Black and Latino students focused on completion (comprised of administrators, faculty, counselors, staff from across campus)
- We will have an intentional outreach calendar of events, activities, and check points and milestones for students.

- Faculty partnering up with coaches, and counselors to support students struggling academically from a preventive approach not reactive
- Ensure that each student has a comprehensive educational plan within their first semester.
- Ensure students have the resources (technological, physical, financial, and basic needs) necessary to complete their coursework.
- Intentional outreach and communication plan to connect students experiencing housing and food insecurity to basic needs resources.
- Intentional financial aid outreach program to assist students with applying for and completing FAFSA and other requirements.
- Many students are afraid to ask for help, but professors are aware of which students need extra support. They can let the coaches know which students are struggling and an action plan can be created.
- Success coaches will have a caseload of male students assigned to them. The coaches will follow the students through their academic journey at Rio. Ensuring matriculation requirements are completed, students are on track to pass their courses, and being their peer mentor.

- Provide intentional outreach and develop a communication plan to connect students with learning supports, such as tutoring and preparation for successful online learning, orientation, networking opportunities.
- Coaches will receive monthly professional development to be suited to assist students
- A specific retention and probation team will be implemented.
- Regular team meeting schedule; review data, implementation, student participation and engagement.
- Provide incentives for students to participate in mentoring/networking

2022-2025 Student Equity and Achievement Program Funded Student Activities

Metric	Table 22: 2022 – 2025 SEA Program Funded Activities (ongoing)
Successful Enrollment	• Women's HERstory Conference • High School Outreach at 37 high schools • High School Counselor Breakfast • Senior Preview Days • Dual Enrollment and CCAP agreements at middle and high schools • Financial Aid Workshops and Cash for College events at the high schools and on-campus • Roadrunner Welcome Days • Roadrunner Family Night • Orientation, online and in-person • Counseling 105 Courses and Educational Planning Workshops (EPWs) at the High Schools • Read, Set Rio Days • Noncredit Counseling, and matriculation support at 35 locations and 3 RHC Educational Centers • Noncredit Enrollment at local high schools (credit recovery) • Noncredit Enrollment at local middle schools (summer Math Academy) • Noncredit Resources Fairs at different locations throughout the community (e.g. senior centers)
Persistence: First Primary Term to Secondary Term	• Basic Needs Center • Summer Bridge • Student Success Coaches/ Success Coach Hub • Student Success Workshops • Noncredit Educational Planning & Follow-up Services at 35 sites • Rio Hondo College Promise • RegSquad/Priority Registration Labs in Fall and Spring

	• Rio Teaching and Learning Institute
Completion of Transfer Level Math AND English	• Self-Guided Placement Tool • Gateway Tutoring (Transfer level English and Math) • Academic Excellence Workshops (AEWs) • Learning Assistance Center (LAC) • Math and Science Center (MSC) • Student Success Teams • Aspen Institute for faculty • Noncredit ESL Certificates
Vision Goal Completion	• In-reach efforts for students who are close to completion • Educational Planning Workshops (EPWs) • Noncredit Completion of Career Development and College Preparedness Chancellor's Approved Certificates • Noncredit- Industry Presentation to Students (e.g. Appraiser Assistant Program and C$C Program) • Career Success Day • Graduation Support Labs • Latinos Empowered Guided and Cultivated in Education (LEGACIE) • Black Scholars • Guardian Scholars • UndocuScholars • Queer Initiative • Rise Scholars • Hope Scholars
Transfer to four-year institution	• Transfer Conference • Transfer Center Support • Pathway to Law Program • Summer Scholars Transfer Institute • Local and Northern California College Visits • Gateway Tutoring (Transfer GE courses) • PUENTE Program

2022-2023 Student Equity and Achievement Program Planned Expenditures

The budget outlined in Table 23 coincides with the budgets approved by the Rio Hondo College Board of Trustees on September 14, 2022.

Table 23. Summary Table of Planned 2022-2023 Expenditures

Object Code	Classification	Budget Total
1000	Academic Salaries: Position Title(s) -Instructional stipends -Counselors, full-time -Assistant Dean, Student Equity -Student Equity Faculty Coordinator -Pathway to Law Coordinator -Counselors, part-time	$1,520,971
2000	Classified and Other Nonacademic Salaries: Position Title(s) -Clerk typists -Student Services Assistants -Financial Aid Assistant -Research Specialist -Web developer -Success Coaches -Tutors	$1,945,942
3000	Academic and Classified Employee Benefits	$2,031,867
4000	Supplies & Materials -Instructional Supplies -Textbook Assistance Program -Assessment Supplies -Software Supplies -Outreach supplies -Food -Duplicating	$46,411
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	$138,221
6000	Capital Outlay Instructional equipment (iPads, student computers) Staff computers	$0
7000	Other Outgo -Bookstore Vouchers -Meal Vouchers -Direct Student Supplies -Emergency grants	$100,000
	Grand Total	**$5,783,412**

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Rio Hondo College Community District Official to Contact for Further Information

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