Rio Hondo College

Student Equity Plan

November 6, 2014
EXECUTIVE SUMMARY

Rio Hondo College

Rio Hondo College officially opened its doors for instruction in 1963 and celebrated its 50th anniversary in 2012-2013. As a comprehensive community college, Rio Hondo offers many strong career-technical programs, such as nursing, fire and police academies, automotive and alternative fuels, a full transfer curriculum, and basic skills courses and services. The College also offers a rich complement of community service programs on campus and at satellite locations.

Rio Hondo College has developed an impressive educational complex which enrolls approximately 20,000 students per semester. The Rio Hondo Community College District encompasses several communities in the southeast section of Los Angeles County. It is a dynamic urban and suburban area which also includes commercial, industrial, educational institutions, and enterprises. The primary communities are El Monte, Whittier, South El Monte, Pico Rivera, Santa Fe Springs, and Los Nietos. The nearby communities of Norwalk, La Mirada, Downey, La Puente, and the City of Industry are also an integral part of the College District. The area provides easy access to cultural, recreational, and diverse ethnic and cultural opportunities.

Student Equity Planning Process

The Student Equity Taskforce met in April, May, and July 2014. The taskforce reviewed student success data regarding access, course completion, ESL and basic skills completion, degree & certificate completion, and transfer. An analysis of campus based data determined which disadvantaged student populations are impacted by college policies, activities, and procedures.

The taskforce developed a draft of specific goals, activities, and outcomes to address identified equity issues and disparities in student completion and success. Feedback was gathered from various constituent groups on campus, including, but not limited to: Academic Senate, Academic Deans, Student Services Programs Leadership Council, Planning and Fiscal Council, Basic Skills Committee, and the Associated Students of RHC. Through this process (and by working with other key individuals from categorical and special programs), a budget allocation was developed, based on the activities within the plan. The Student Equity Plan was approved by the Rio Hondo College Board of Trustees on November 12, 2014.

Target Groups

The student body reflects the diversity of the surrounding communities and is approximately Hispanic 67.2%, White Non-Hispanic 10.2%, Unknown 9.7%, Asian 8.1%, African-American 2.2%, Filipino 1.4%, Multi-Ethnicity 0.8%, American Indian/Alaskan Native 0.2%, Pacific Islander 0.1%.
Recent research demonstrates that adults 25 or more years old, disabled students, Foster Youth, Hispanics, African-American, Filipino, American Indian/Alaskan Native, and Pacific Islander students consistently score in the lowest levels in success measures such as course completion, degree & certificate completion, and transfer. Although American Indian/Alaskan Native and Pacific Islander student populations represent only .2% and .1%, respectively, of the entire student population of Rio Hondo College, we have included them in our success efforts.

Highlights of Major Research Findings

• No disproportionate impact based on gender

• Success outcomes based on age is where the most disproportionately impacted outcomes are found

• Younger students tend to have greater success in basic skills course and sequence completion than older students; older students tend to have greater success in vocational course completion than younger students

• Asian student population is the highest performing sub-group across most success indicators

• The highest success rate for students who complete a English degree applicable course is 54.69% (Asian); The lowest performing sub-groups are: American Indian/Alaskan Native (22.22%); Pacific Islander (3125%); African American (33.63%); and Hispanic (38.06%)

• The highest success rate for students who complete a Math degree applicable course is 31.34% (17-19 years old). The lowest performing sub-groups are 50 or more years old (17.01%); and 25 to 49 years old (19.19%). For students with disabilities the success rate is 20.18%.

• The highest degree/certificate completion rate is 60.74% (Asian); the lowest performing sub-groups are American Indian/Alaskan Native (34.09%) & Hispanic (34.36%). The degree/certificate completion rate for students with disabilities is 27.4%

• The highest transfer rate is 52.78% (Asian); the lowest performing sub-groups are Filipino (11.11%) & Hispanic (20.65%); the transfer rate for students with disabilities is 14.89%; the transfer rate for CaiWorks students is 17.95%.
Goals

- Increase diversity to better reflect the district's service area population.
- To improve overall course completion rates among disproportionately impacted students.
- Increase the percentage of students in basic skills and ESL/ENLA classes who complete a degree-level math and/or English course.
- Increase the degree and certificate completion rates for students from disproportionately impacted student populations.
- Increase the transfer rates for students from disproportionately impacted student populations.

Monitor access and achievement through identified strategies and criteria.

Highlights of Major Activities

The following activities will target identified disproportionately impacted student groups at Rio Hondo College:

- Recruit under-enrolled student populations specifically Hispanics and Pacific Islanders from feeder high schools.
- Develop "Next Steps" workshops and an online 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).
- 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.
- Provide additional support for Freshmen Welcome Days.
- Develop an effective matriculation and support service ("re-entry") program for adult students (25 or more years old).
- Increase the number of students who receive a financial aid disbursement during the first disbursement of the term
  - Allow students who missed the first disbursement to purchase textbooks from the bookstore
  - Develop intervention for at-risk BOGW students who receive a warning about dismissal from financial aid
- Provide one-on-one tutoring for at-risk students in specific programs (i.e. EOP&S, CaiWorks, DSP&S, TRIO, & athletes)
- Provide counseling support and other support services for current and former Foster Youth
- Provide additional counseling support to students DSPS, Veterans, EOP&S, & CaiWorks
- Provide support services for students in the Puente program
- Provide instructional support services in basic skills math by providing tutoring in the classroom
- Expand Math Review & Re-Test Program to students in other affiliated programs (i.e. EOP&S, DSP&S, Foster Youth, adult students 25 or more years old)
- Increase tutoring for basic skills courses
- Implement new (extended and Math-intensive) Springboard program with re-test component
- Implement a "Writers' Resource Center" that provides tutoring support for students enrolled in any course
- Expand Gateway tutoring (supplemental instruction) program to general education courses
- Provide students with a letter of recognition for completion of significant milestones (i.e. Basic Skills sequence completion; 30 units completed)
- 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.
• 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.

• Develop and implement separate Women and Men of Color leadership/motivational conferences for students to build academic self-confidence, self-efficacy, and sense of community.

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

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

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

• Implement a Transfer Academy for new students to enhance early transfer awareness and connections with universities.

• Implement a Transfer Pathways program including a "Transfer to CSU in 2 Years" program and the "Pathway to Law School Program".

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

Resources

The 2014-15 Student Equity allocation of $845,031 from the Chancellor's Office will be used to support the majority of equity activities identified in this plan. District general funds and personnel will be used to support the oversight, management, and implementation of many of these activities. In addition, the student equity plan and activities are coordinated with other campus planning efforts and student success initiatives to leverage resources such as the Student Success & Support Program (SSSP), the institutional program planning process, the Educational Master Plan, the Basic Skills Initiative, and the Title V HSI Grant activities.
More specifically, the College has engaged in efforts to successfully coordinate the SSSP plan. Both the Co-Chairs of Student Success and Support Program and Student Equity committees serve on each committee. This allows for seamless planning and integration of program goals, activities, and leveraging of resources. In addition, both SSSP and Student Equity Co-Chairs meet regularly through the SSSP/Student Equity Co-Chairs meeting to ensure ongoing alignment and monitoring of both plans.

**Contact Person/Student Equity Coordinator**

Henry Gee, Vice-President, Student Services currently serves as the contact person for Student Equity at Rio Hondo College. His contact information is: hgee@riohondo.edu; (562) 908-3489.