



Student Equity Presentation

Board of Trustees
Riverside Community College District

January 5, 2021



Data Sources / Information

- Unless noted otherwise, all statistical information originates from referential data files.
- When cohorts are presented, they are of students who were first-time in the fall (or preceding summer) of cohort year.
- College designations correspond to student's home college at time of analysis (fall 2020).

RCCD

RIVERSIDE COMMUNITY
COLLEGE DISTRICT

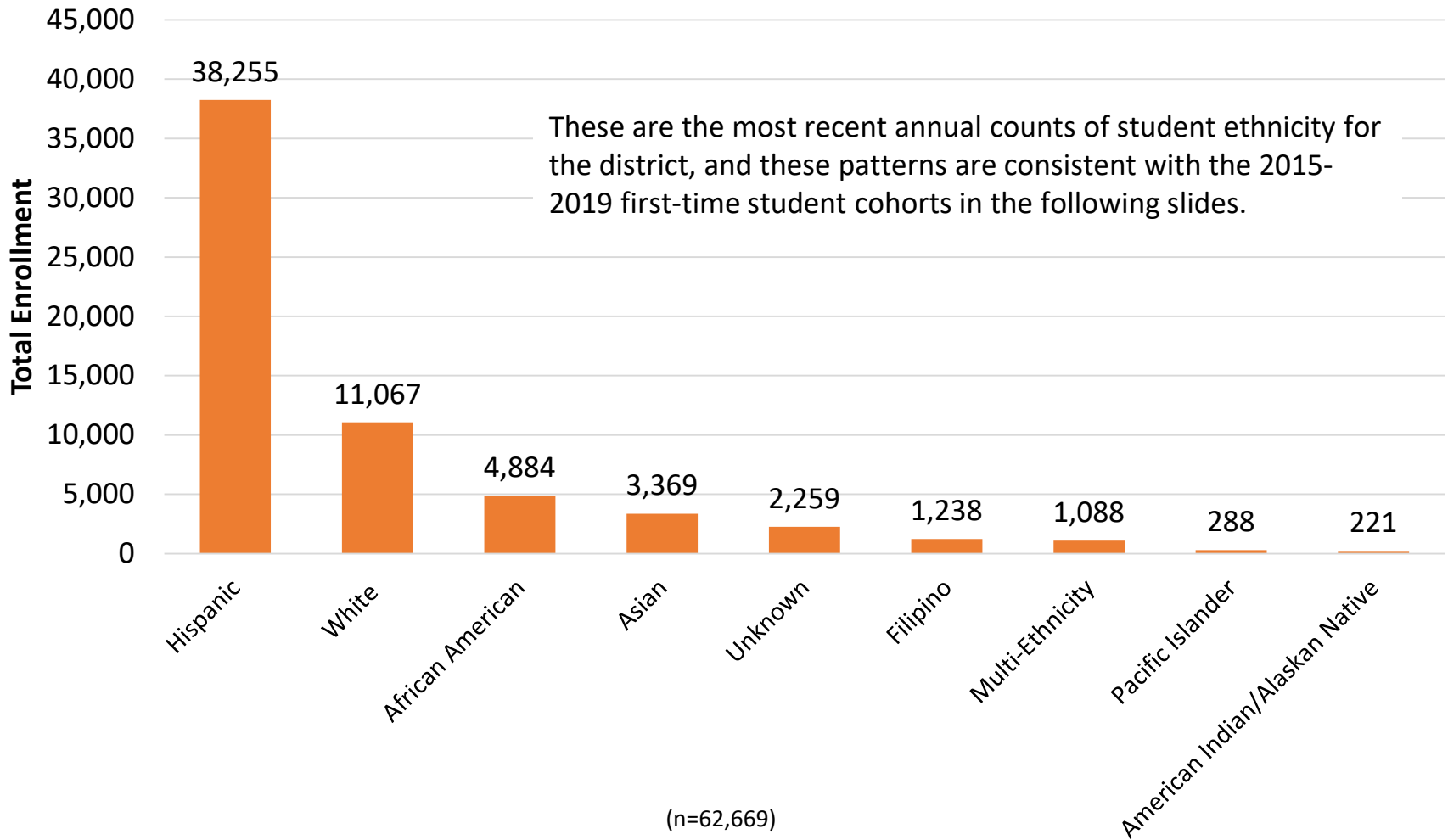


Equity Data

Riverside Community College District

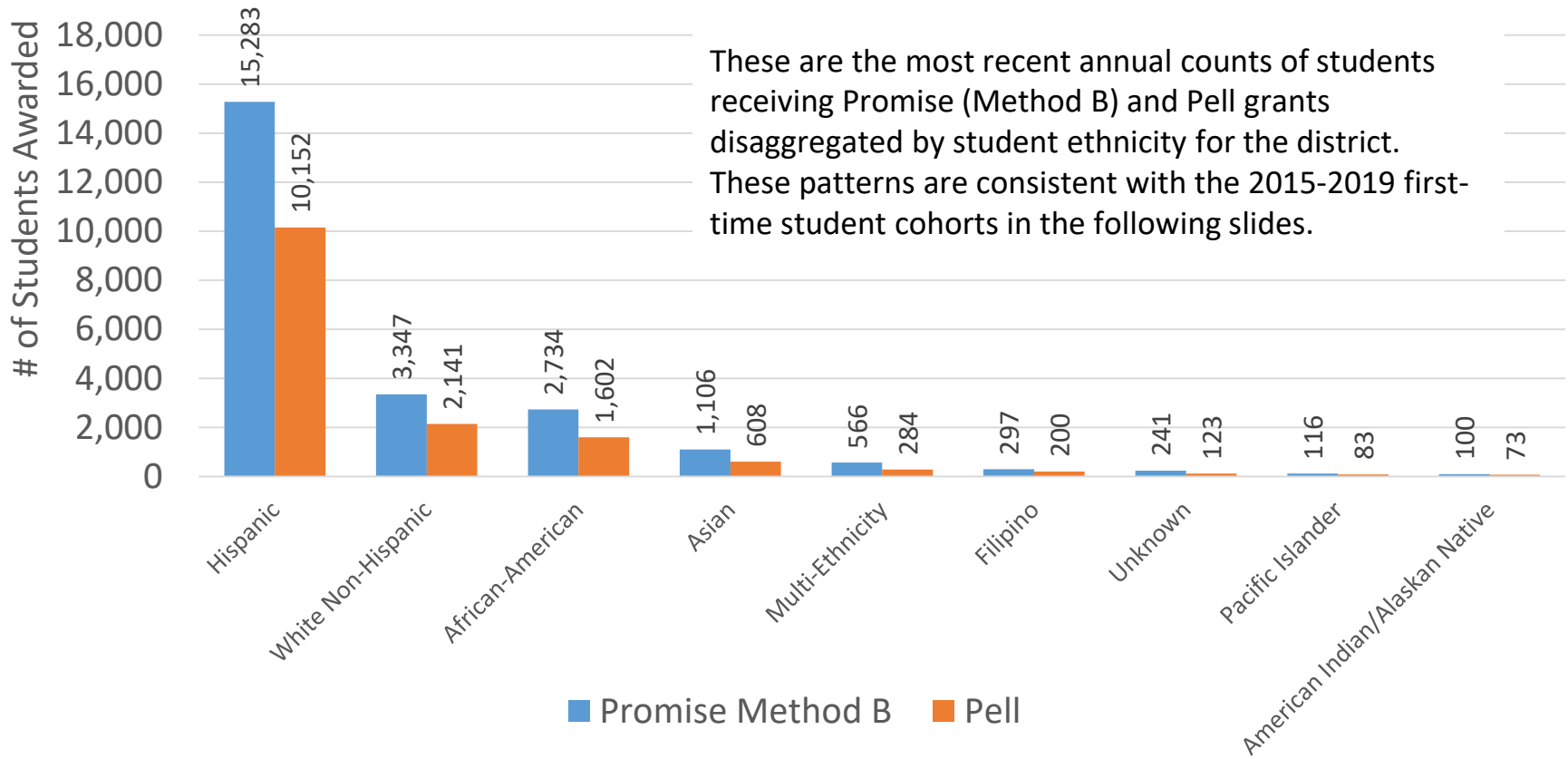


RCCD Enrollment (Headcount) 2019-2020





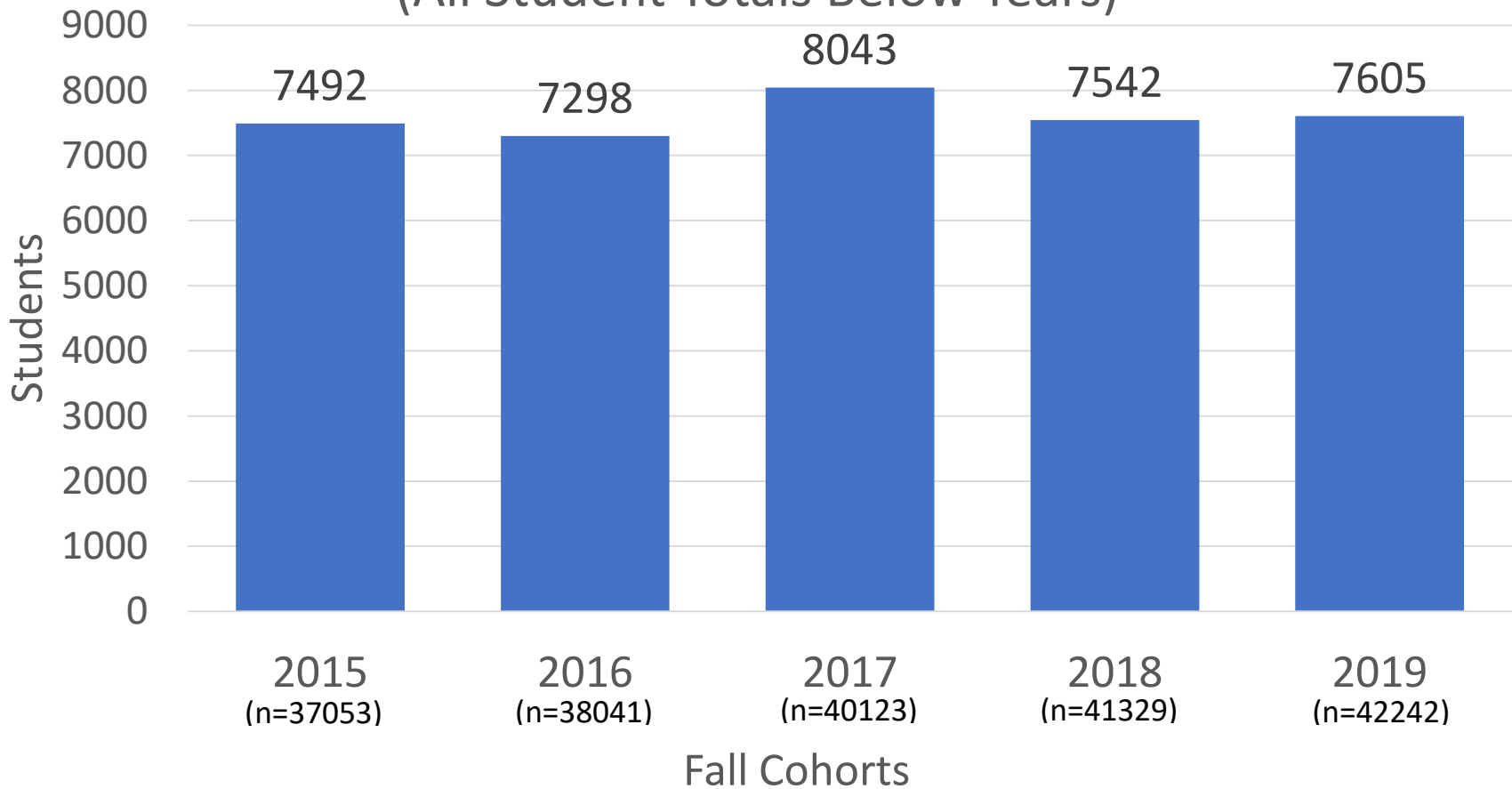
RCCD Financial Aid Recipients, Selected Methods, 2019-2020



(Promise Method B n=23790, Pell n=15,266)



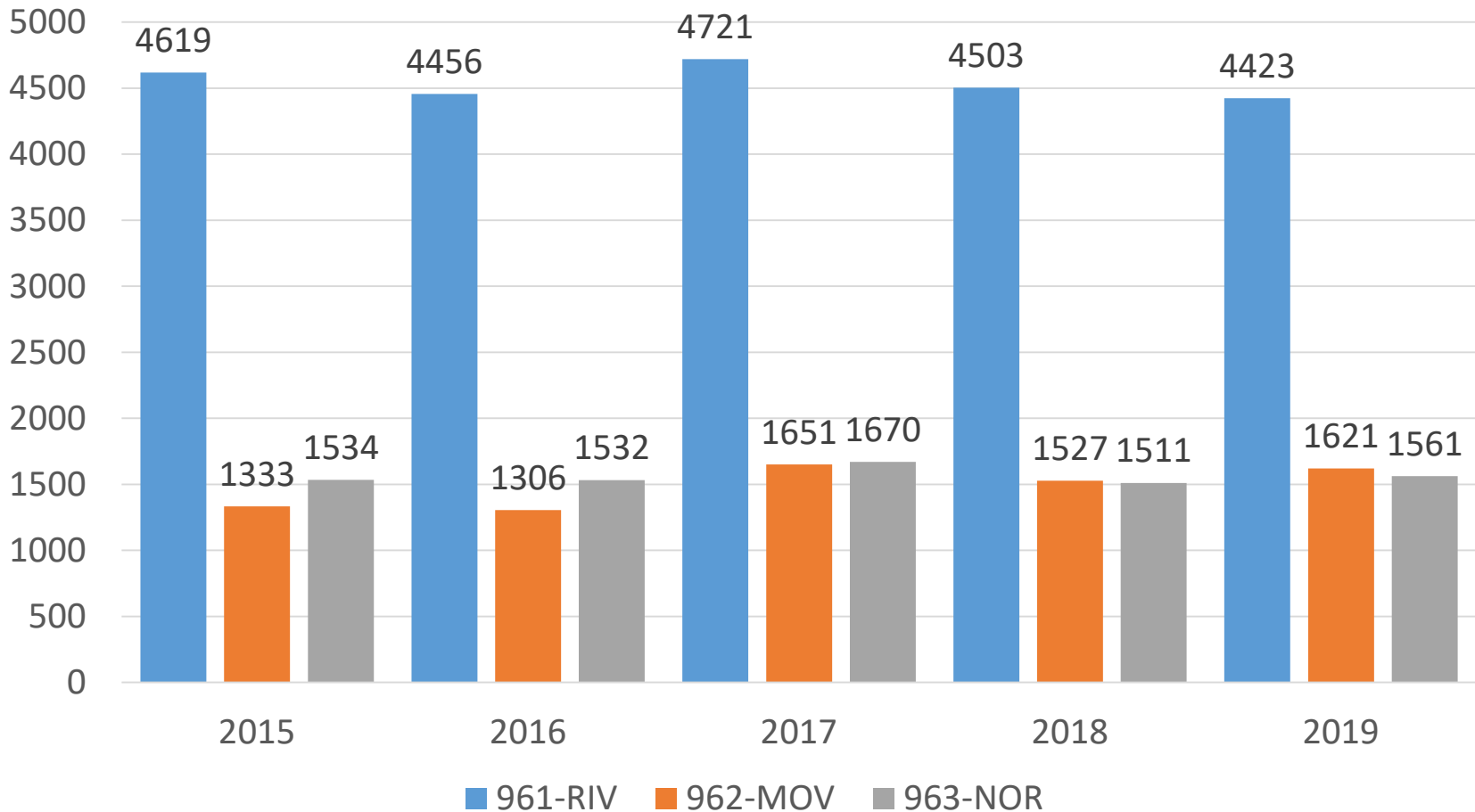
RCCD First-Time Student Cohorts* (All Student Totals Below Years)



*Includes Full and Part-Time Students.



RCCD First-Time Student Cohorts, by College

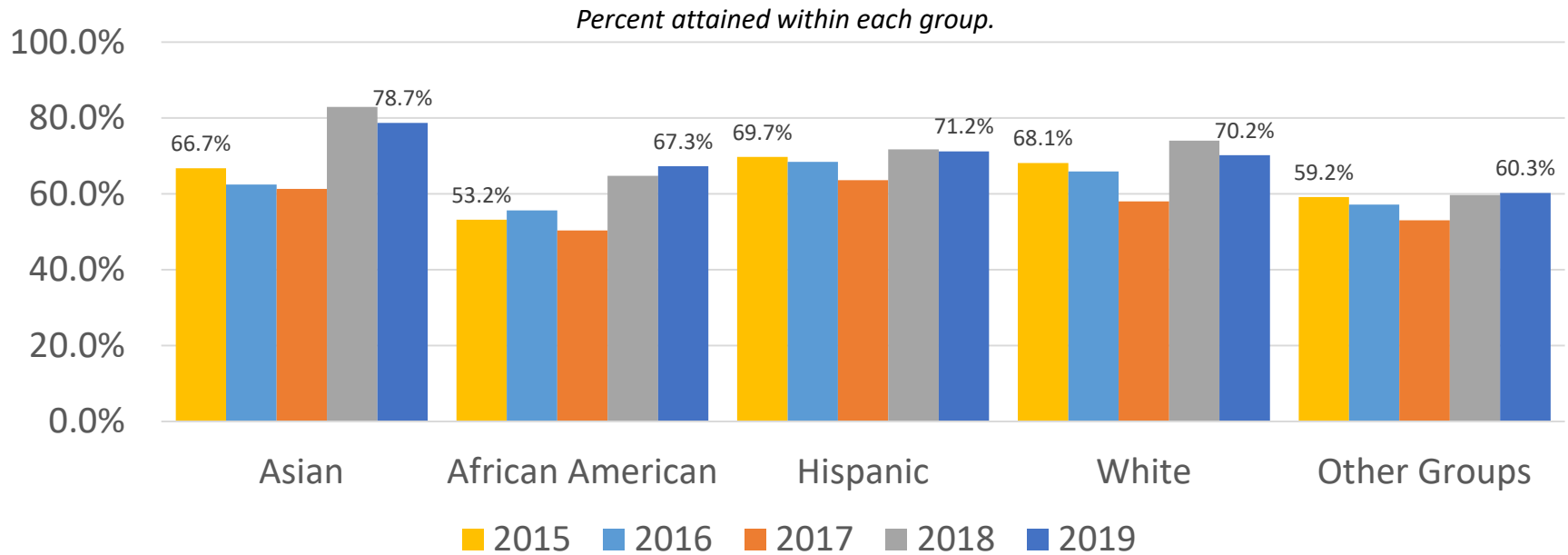


Note: Home College could not be located for 12 students and are not included in college analyses.



GP Cohorts, Persistence First Fall to Spring, by Major Ethnic Groups

	2015 (n=7492)	2016 (n=7298)	2017 (n=8043)	2018 (n=7542)	2019 (n=7605)
Asian	331	301	312	330	354
African American	376	344	368	399	381
Hispanic	3306	3172	3304	3686	3666
White	935	946	855	933	846
Other Groups	103	72	70	77	141





Proportionality Indices

- Proportionality methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group.
- The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage).
- The higher the proportionality index (P.I.), the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index, the lower the attainment rate.

Source: "Evaluating Disproportionate Impact," [https://www.gcccd.edu/research-planning/KeyPerformanceIndicators/section1/Section_01c.html#:~:text=The%20formula%20for%20proportionality%20is,outcome%20percentage%2Fcohort%20percentage\).&text=Dividing%206.0%25%20by%207.9%25%20we,a%20proportionality%20index%20of%200.76.](https://www.gcccd.edu/research-planning/KeyPerformanceIndicators/section1/Section_01c.html#:~:text=The%20formula%20for%20proportionality%20is,outcome%20percentage%2Fcohort%20percentage).&text=Dividing%206.0%25%20by%207.9%25%20we,a%20proportionality%20index%20of%200.76.)



GP Cohorts, Persistence First Fall to Spring, by Major Ethnic Groups, Proportionality Indices

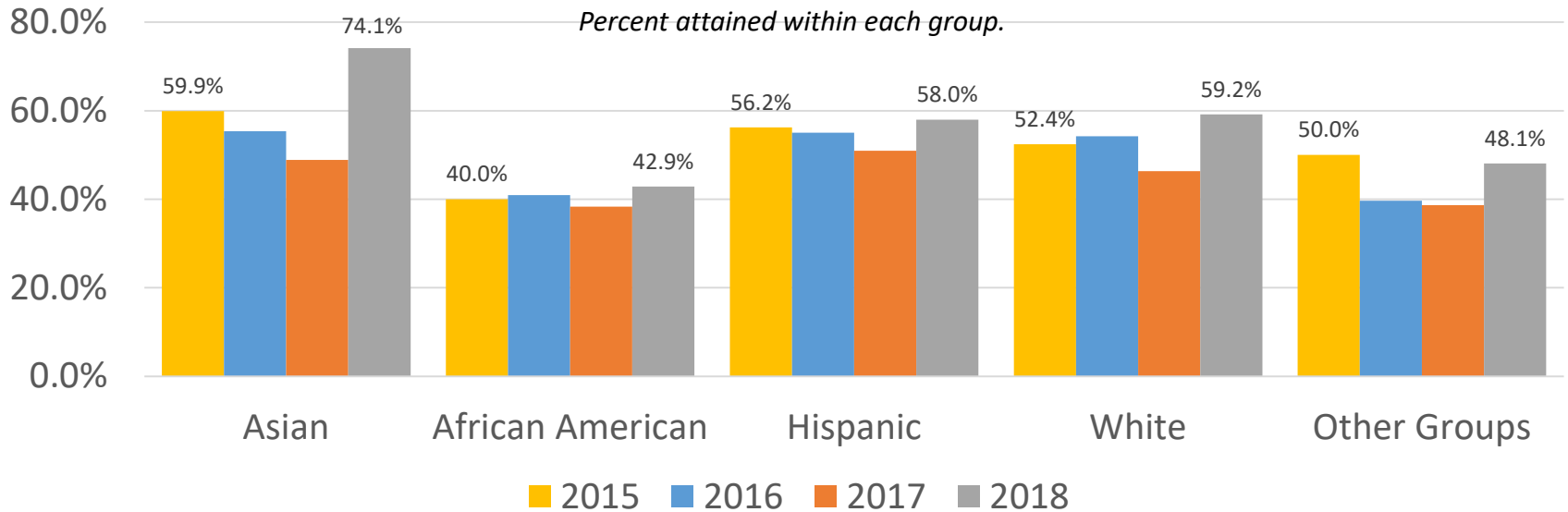
Ethnic	2015 Cohort		2015 Outcome		P.I.
Asian	496	6.6%	331	6.6%	0.99
African American	707	9.4%	376	7.4%	0.79
Hispanic	4743	63.3%	3306	65.5%	1.03
White	1372	18.3%	935	18.5%	1.01
Other Groups	174	2.3%	103	2.0%	0.88
Grand Total	7492	100.0%	5051	100.0%	1.00

Ethnic	2019 Cohort		2019 Outcome		P.I.
Asian	450	5.9%	354	6.6%	1.11
African American	566	7.4%	381	7.1%	0.95
Hispanic	5150	67.7%	3666	68.0%	1.00
White	1205	15.8%	846	15.7%	0.99
Other Groups	234	3.1%	141	2.6%	0.85
Grand Total	7605	100.0%	5388	100.0%	1.00



GP Cohorts, Persistence First Fall to Following Fall, by Major Ethnic Groups

	2015 (n=7492)	2016 (n=7298)	2017 (n=8043)	2018 (n=7542)
Asian	297	267	249	295
African American	283	253	280	264
Hispanic	2667	2551	2647	2980
White	719	779	683	746
Other Groups	87	50	51	62





GP Cohorts, Persistence First Fall to Following Fall, by Major Ethnic Groups, Proportionality Indices

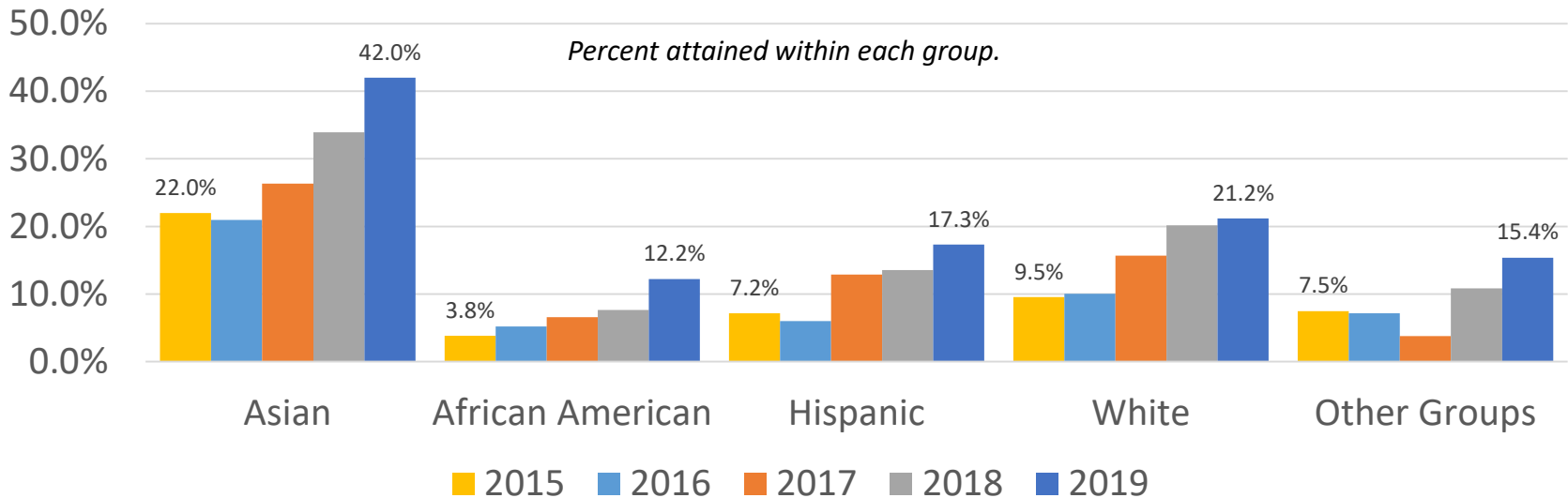
Ethnic	2015 Cohort		2015 Outcome		P.I.
Asian	496	6.6%	297	7.3%	1.11
African American	707	9.4%	283	7.0%	0.74
Hispanic	4743	63.3%	2667	65.8%	1.04
White	1372	18.3%	719	17.7%	0.97
Other Groups	174	2.3%	87	2.1%	0.92
Grand Total	7492	100.0%	4053	100.0%	1.00

Ethnic	2018 Cohort		2018 Outcome		P.I.
Asian	398	5.3%	295	6.8%	1.29
African American	616	8.2%	264	6.1%	0.74
Hispanic	5138	68.1%	2980	68.6%	1.01
White	1261	16.7%	746	17.2%	1.03
Other Groups	129	1.7%	62	1.4%	0.83
Grand Total	7542	100.0%	4347	100.0%	1.00



GP Cohorts, Passed Transfer Level Math in First Year, by Major Ethnic Groups

	2015 (n=7492)		2016 (n=7298)		2017 (n=8043)		2018 (n=7542)		2019 (n=7605)	
	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned
Asian	138	109	131	101	202	134	231	135	267	189
African American	47	27	49	32	133	48	172	47	178	69
Hispanic	573	340	512	278	1551	670	1835	695	2133	892
White	176	131	209	144	431	231	493	254	472	255
Other Groups	15	13	16	9	17	5	40	14	70	36
Grand Total	949	620	917	564	2334	1088	2771	1145	3120	1441





GP Cohorts, Passed Transfer Level Math in First Year, by Major Ethnic Groups, Proportionality Indices

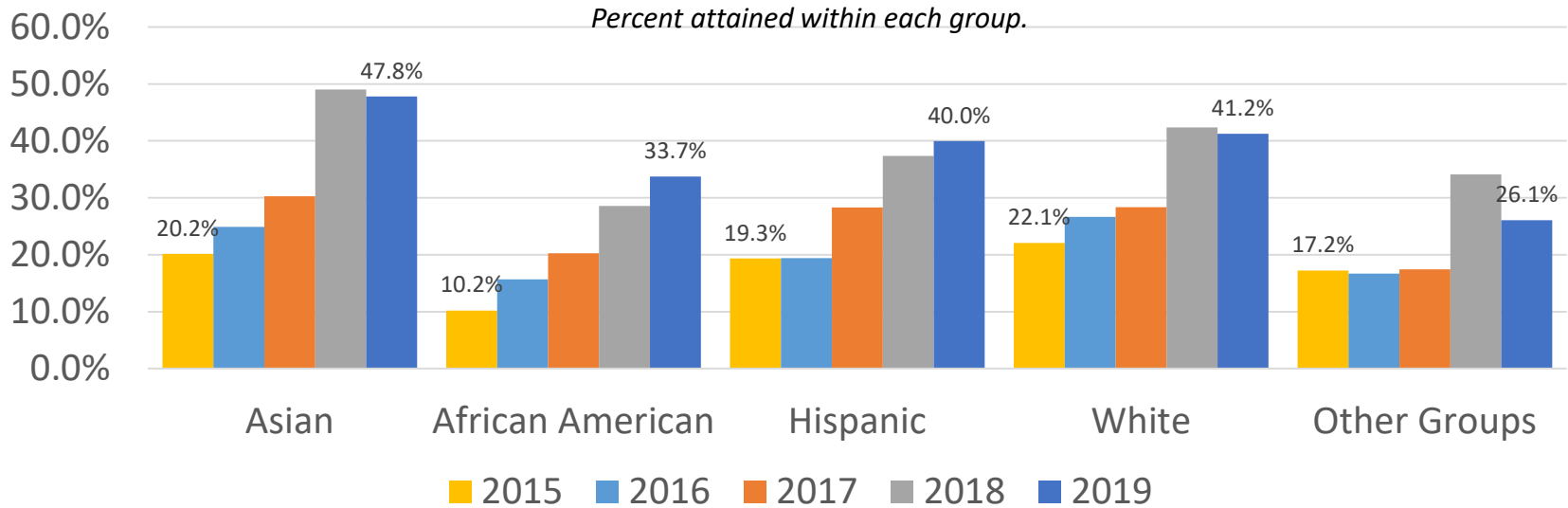
Ethnic	2015 Cohort		2015 Outcome		P.I.
Asian	496	6.6%	109	17.6%	2.66
African American	707	9.4%	27	4.4%	0.46
Hispanic	4743	63.3%	340	54.8%	0.87
White	1372	18.3%	131	21.1%	1.15
Other Groups	174	2.3%	13	2.1%	0.90
Grand Total	7492	100.0%	620	100.0%	1.00

Ethnic	2019 Cohort		2019 Outcome		P.I.
Asian	450	5.9%	189	13.1%	2.22
African American	566	7.4%	69	4.8%	0.64
Hispanic	5150	67.7%	892	61.9%	0.91
White	1205	15.8%	255	17.7%	1.12
Other Groups	234	3.1%	36	2.5%	0.81
Grand Total	7605	100.0%	1441	100.0%	1.00



GP Cohorts, Passed Transfer Level English in First Year, by Major Ethnic Groups

	2015 (n=7492)		2016 (n=7298)		2017 (n=8043)		2018 (n=7542)		2019 (n=7605)	
	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned
Asian	127	100	146	120	199	154	265	195	285	215
African American	110	72	139	97	241	148	342	176	351	191
Hispanic	1216	917	1341	900	2255	1472	3081	1920	3376	2058
White	373	303	484	383	575	418	724	534	713	497
Other Groups	42	30	29	21	36	23	63	44	114	61
Grand Total	1868	1422	2139	1521	3306	2215	4475	2869	4839	3022





GP Cohorts, Passed Transfer Level English in First Year, by Major Ethnic Groups, Proportionality Indices

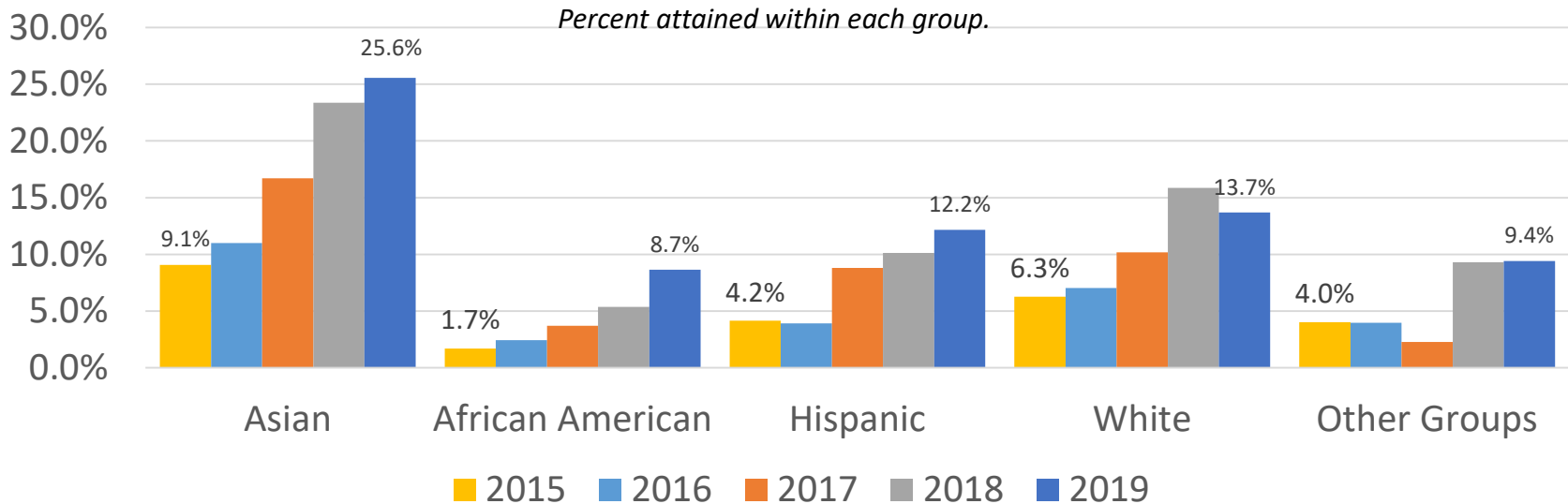
Ethnic	2015 Cohort		2015 Outcome		P.I.
	Count	Percentage	Count	Percentage	
Asian	496	6.6%	100	7.0%	1.06
African American	707	9.4%	72	5.1%	0.54
Hispanic	4743	63.3%	917	64.5%	1.02
White	1372	18.3%	303	21.3%	1.16
Other Groups	174	2.3%	30	2.1%	0.91
Grand Total	7492	100.0%	1422	100.0%	1.00

Ethnic	2019 Cohort		2019 Outcome		P.I.
	Count	Percentage	Count	Percentage	
Asian	450	5.9%	215	7.1%	1.20
African American	566	7.4%	191	6.3%	0.85
Hispanic	5150	67.7%	2058	68.1%	1.01
White	1205	15.8%	497	16.4%	1.04
Other Groups	234	3.1%	61	2.0%	0.66
Grand Total	7605	100.0%	3022	100.0%	1.00



GP Cohorts, Passed Transfer Level Math & English in First Year, by Major Ethnic Groups

	2015 (n=7492)		2016 (n=7298)		2017 (n=8043)		2018 (n=7542)		2019 (n=7605)	
	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned
Asian	62	45	75	53	138	85	180	93	190	115
African American	19	12	25	15	88	27	129	33	142	49
Hispanic	340	197	345	181	1162	458	1451	520	1667	626
White	110	86	149	101	315	150	392	200	344	165
Other Groups	8	7	9	5	13	3	28	12	48	22
Grand Total	539	347	603	355	1716	723	2180	858	2391	977





GP Cohorts, Passed Transfer Level Math & English in First Year, by Major Ethnic Groups, Proportionality Indices

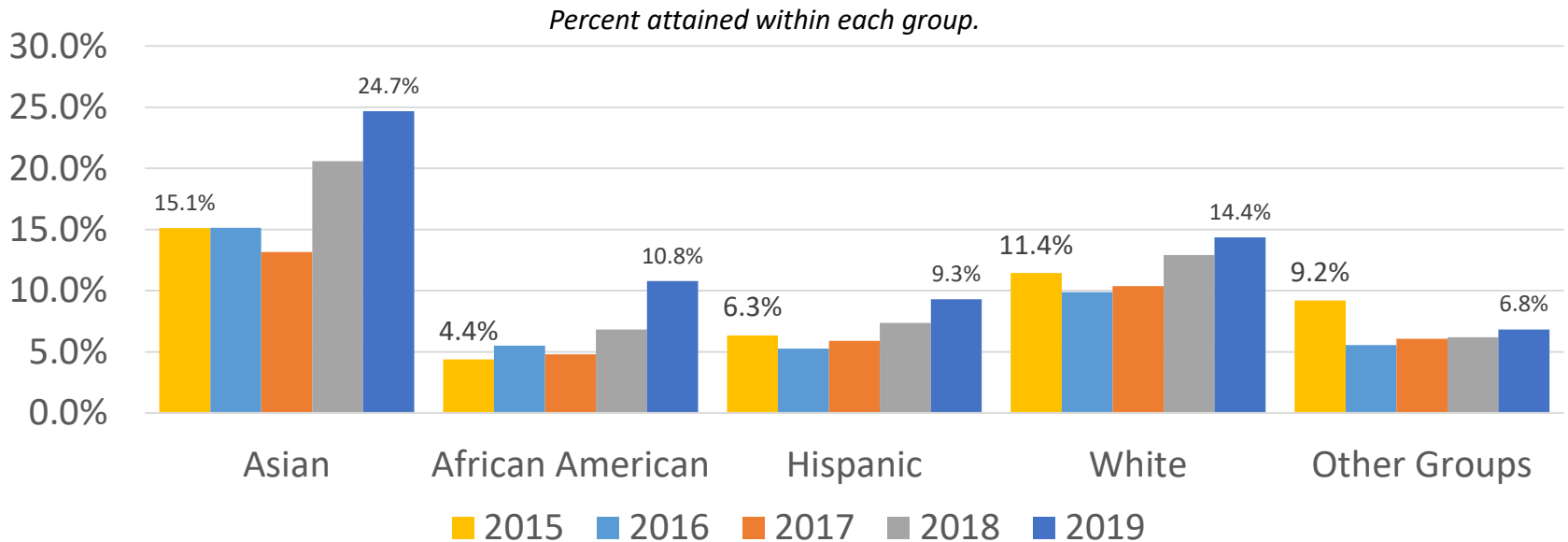
Ethnic	2015 Cohort		2015 Outcome		P.I.
Asian	496	6.6%	45	13.0%	1.96
African American	707	9.4%	12	3.5%	0.37
Hispanic	4743	63.3%	197	56.8%	0.90
White	1372	18.3%	86	24.8%	1.35
Other Groups	174	2.3%	7	2.0%	0.87
Grand Total	7492	100.0%	347	100.0%	1.00

Ethnic	2019 Cohort		2019 Outcome		P.I.
Asian	450	5.9%	115	11.8%	1.99
African American	566	7.4%	49	5.0%	0.67
Hispanic	5150	67.7%	626	64.1%	0.95
White	1205	15.8%	165	16.9%	1.07
Other Groups	234	3.1%	22	2.3%	0.73
Grand Total	7605	100.0%	977	100.0%	1.00



GP Cohorts, Earning 30+ Units During First Year, by Major Ethnic Groups

	2015 (n=7492)	2016 (n=7298)	2017 (n=8043)	2018 (n=7542)	2019 (n=7605)
Asian	75	73	67	82	111
African American	31	34	35	42	61
Hispanic	301	244	306	379	479
White	157	142	153	163	173
Other Groups	16	7	8	8	16





GP Cohorts, Earning 30+ Units During First Year, by Major Ethnic Groups, Proportionality Indices

Ethnic	2015 Cohort		2015 Outcome		P.I.
Asian	496	6.6%	75	12.9%	1.95
African American	707	9.4%	31	5.3%	0.57
Hispanic	4743	63.3%	301	51.9%	0.82
White	1372	18.3%	157	27.1%	1.48
Other Groups	174	2.3%	16	2.8%	1.19
Grand Total	7492	100.0%	580	100.0%	1.00

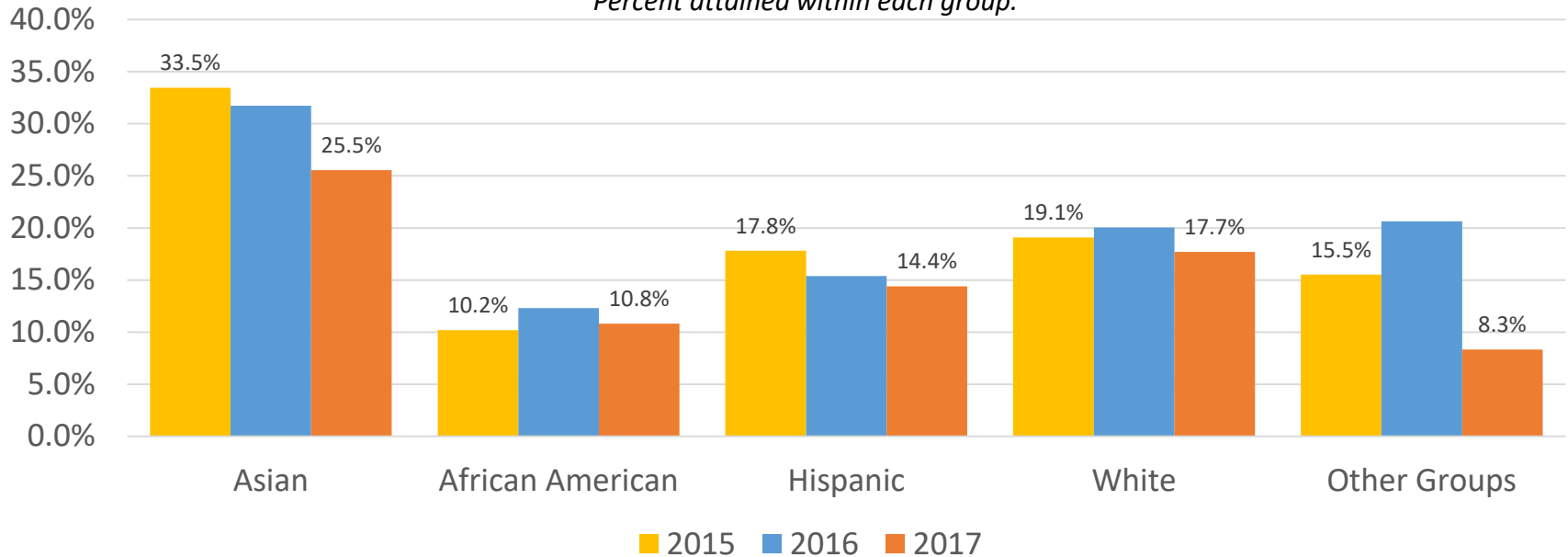
Ethnic	2019 Cohort		2019 Outcome		P.I.
Asian	450	5.9%	111	13.2%	2.23
African American	566	7.4%	61	7.3%	0.98
Hispanic	5150	67.7%	479	57.0%	0.84
White	1205	15.8%	173	20.6%	1.30
Other Groups	234	3.1%	16	1.9%	0.62
Grand Total	7605	100.0%	840	100.0%	1.00



GP Cohorts, Earning 60+ Units During First Three Years, by Major Ethnic Groups

	2015 (n=7492)	2016 (n=7298)	2017 (n=8043)
Asian	166	153	130
African American	72	76	79
Hispanic	845	713	749
White	262	288	261
Other Groups	27	26	11

Percent attained within each group.





GP Cohorts, Earning 60+ Units During First Three Years, by Major Ethnic Groups, Proportionality Indices

Ethnic	2015 Cohort		2015 Outcome		P.I.
Asian	496	6.6%	166	12.1%	1.83
African American	707	9.4%	72	5.2%	0.56
Hispanic	4743	63.3%	845	61.6%	0.97
White	1372	18.3%	262	19.1%	1.04
Other Groups	174	2.3%	27	2.0%	0.85
Grand Total	7492	100.0%	1372	100.0%	1.00

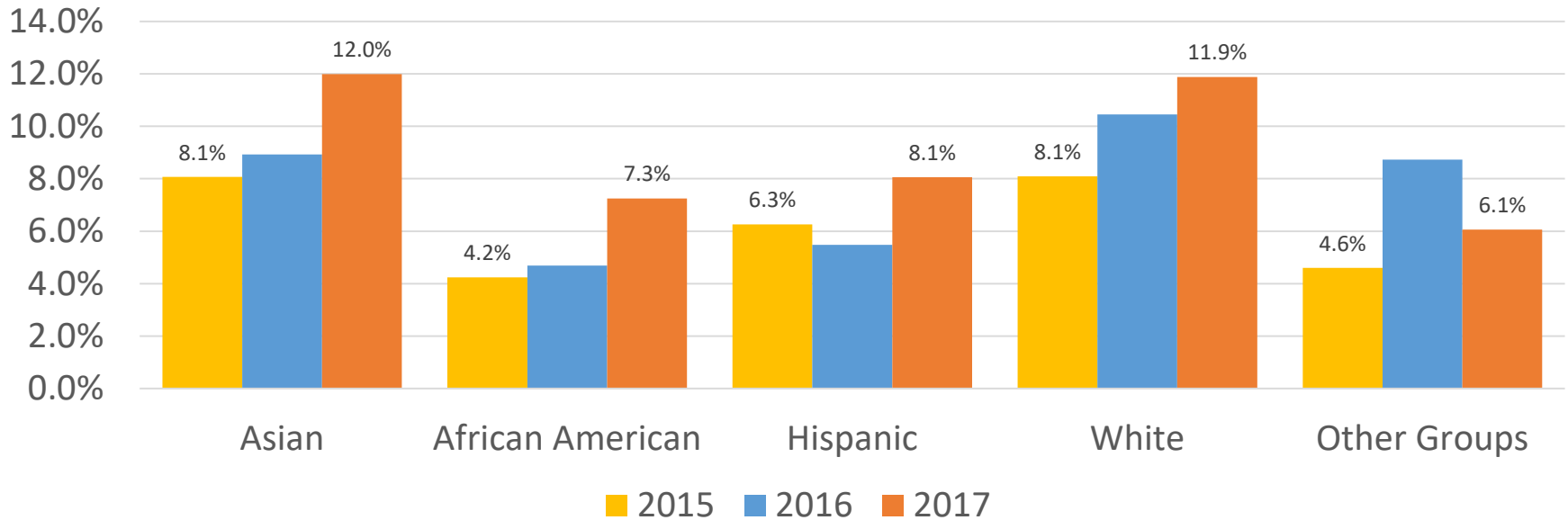
Ethnic	2017 Cohort		2017 Outcome		P.I.
Asian	509	6.3%	130	10.6%	1.67
African American	731	9.1%	79	6.4%	0.71
Hispanic	5197	64.6%	749	60.9%	0.94
White	1474	18.3%	261	21.2%	1.16
Other Groups	132	1.6%	11	0.9%	0.54
Grand Total	8043	100.0%	1230	100.0%	1.00



GP Cohorts, Earning AA/AS/ADT During First Three Years by Major Ethnic Groups

	2015 (n=7492)	2016 (n=7298)	2017 (n=8043)
Asian	40	43	61
African American	30	29	53
Hispanic	297	254	419
White	111	150	175
Other Groups	8	11	8

Percent attained within each group.





GP Cohorts, Earning AA/AS/ADT During First Three Years by Major Ethnic Groups, Proportionality Indices

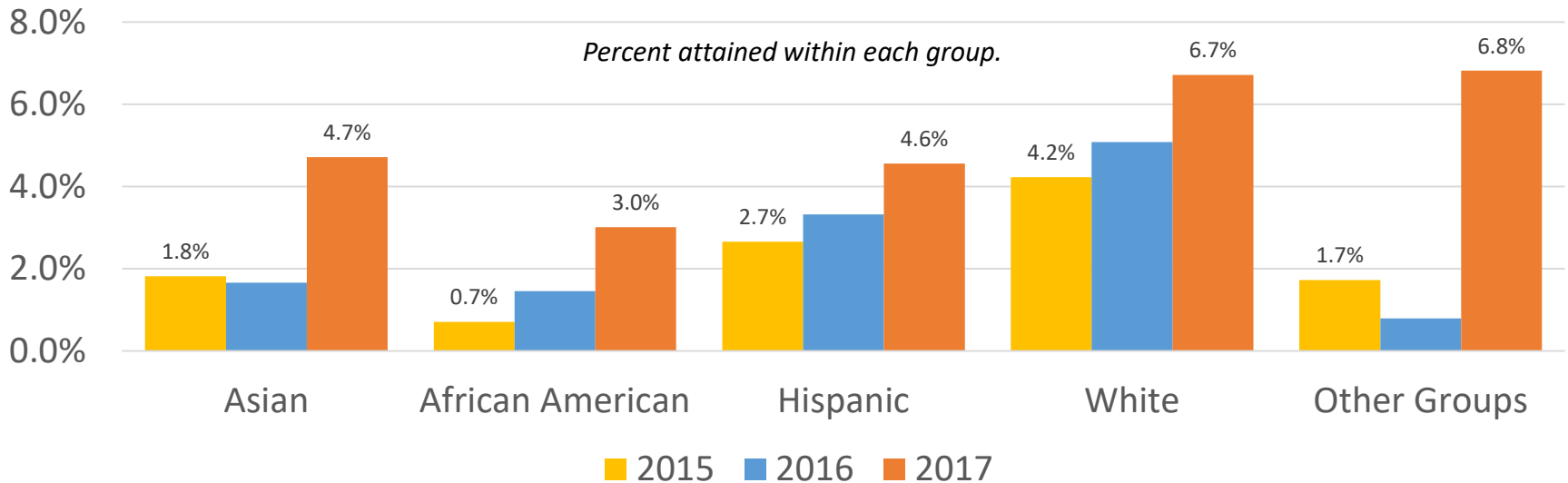
Ethnic	2015 Cohort		2015 Outcome		P.I.
Asian	496	6.6%	40	8.2%	1.24
African American	707	9.4%	30	6.2%	0.65
Hispanic	4743	63.3%	297	61.1%	0.97
White	1372	18.3%	111	22.8%	1.25
Other Groups	174	2.3%	8	1.6%	0.71
Grand Total	7492	100.0%	486	100.0%	1.00

Ethnic	2017 Cohort		2017 Outcome		P.I.
Asian	509	6.3%	61	8.5%	1.35
African American	731	9.1%	53	7.4%	0.81
Hispanic	5197	64.6%	419	58.5%	0.91
White	1474	18.3%	175	24.4%	1.33
Other Groups	132	1.6%	8	1.1%	0.68
Grand Total	8043	100.0%	716	100.0%	1.00



GP Cohorts, Earning any Certificate During First Three Years, by Major Ethnic Groups

	2015 (n=7492)	2016 (n=7298)	2017 (n=8043)
Asian	9	8	24
African American	5	9	22
Hispanic	126	154	237
White	58	73	99
Other Groups	3	1	9





GP Cohorts, Earning any Certificate During First Three Years, by Major Ethnic Groups, Proportionality Indices

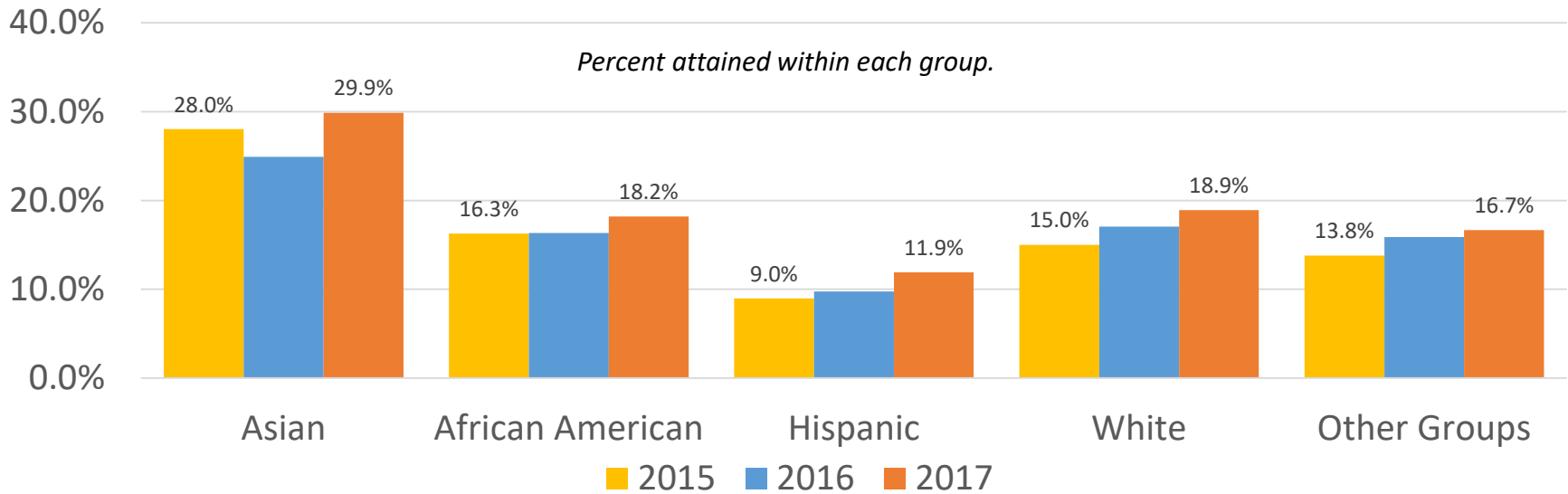
Ethnic	2015 Cohort		2015 Outcome		P.I.
Asian	496	6.6%	9	4.5%	0.68
African American	707	9.4%	5	2.5%	0.26
Hispanic	4743	63.3%	126	62.7%	0.99
White	1372	18.3%	58	28.9%	1.58
Other Groups	174	2.3%	3	1.5%	0.64
Grand Total	7492	100.0%	201	100.0%	1.00

Ethnic	2017 Cohort		2017 Outcome		P.I.
Asian	509	6.3%	24	6.1%	0.97
African American	731	9.1%	22	5.6%	0.62
Hispanic	5197	64.6%	237	60.6%	0.94
White	1474	18.3%	99	25.3%	1.38
Other Groups	132	1.6%	9	2.3%	1.40
Grand Total	8043	100.0%	391	100.0%	1.00



GP Cohorts, Transfers During First Three years, by Major Ethnic Groups (Students may or may not have earned AA/AS/ADT)

	2015 (n=7492)	2016 (n=7298)	2017 (n=8043)
Asian	139	120	152
African American	115	101	133
Hispanic	425	453	619
White	206	245	279
Other Groups	24	20	22





GP Cohorts, Transfers During First Three years, by Major Ethnic Groups, Proportionality Indices

(Students may or may not have earned AA/AS/ADT)

Ethnic	2015 Cohort		2015 Outcome		P.I.
Asian	496	6.6%	139	15.3%	2.31
African American	707	9.4%	115	12.7%	1.34
Hispanic	4743	63.3%	425	46.8%	0.74
White	1372	18.3%	206	22.7%	1.24
Other Groups	174	2.3%	24	2.6%	1.14
Grand Total	7492	100.0%	909	100.0%	1.00

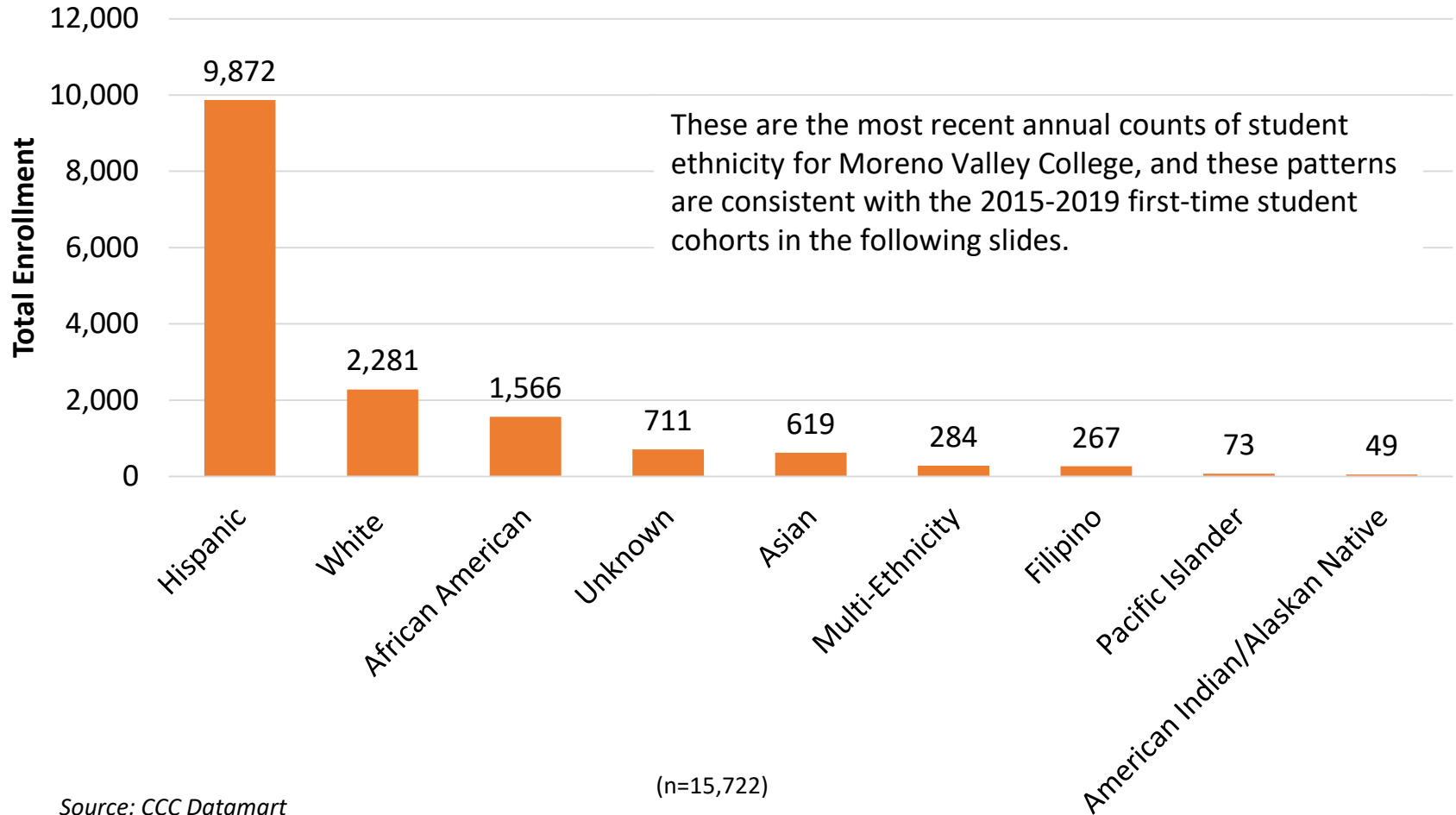
Ethnic	2017 Cohort		2017 Outcome		P.I.
Asian	509	6.3%	152	12.6%	1.99
African American	731	9.1%	133	11.0%	1.21
Hispanic	5197	64.6%	619	51.4%	0.80
White	1474	18.3%	279	23.2%	1.26
Other Groups	132	1.6%	22	1.8%	1.11
Grand Total	8043	100.0%	1205	100.0%	1.00



Equity Data Moreno Valley College



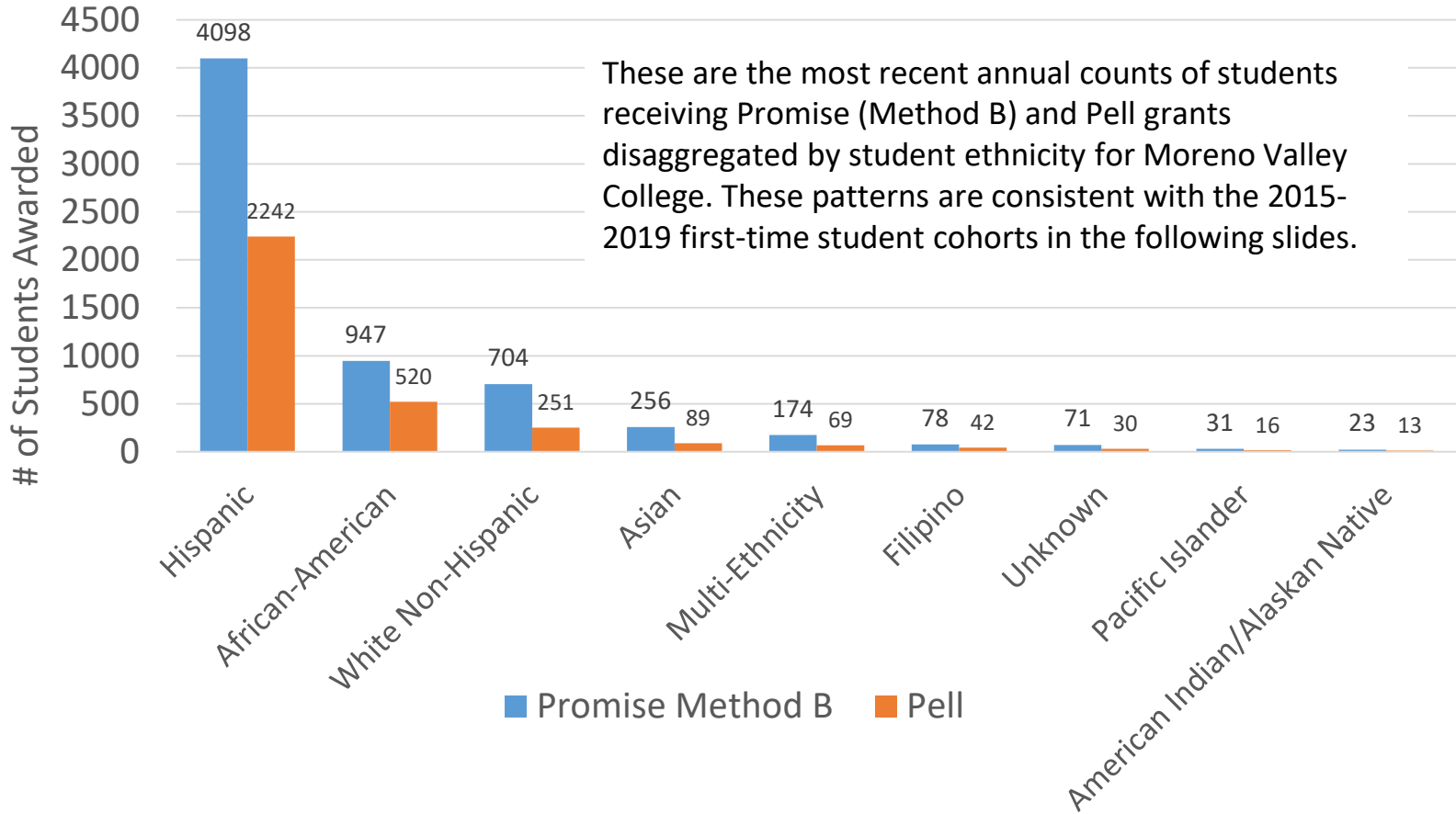
MVC Enrollment (Headcount) 2019-2020



Source: CCC Datamart



MVC Financial Aid Recipients, Selected Methods, 2019-2020

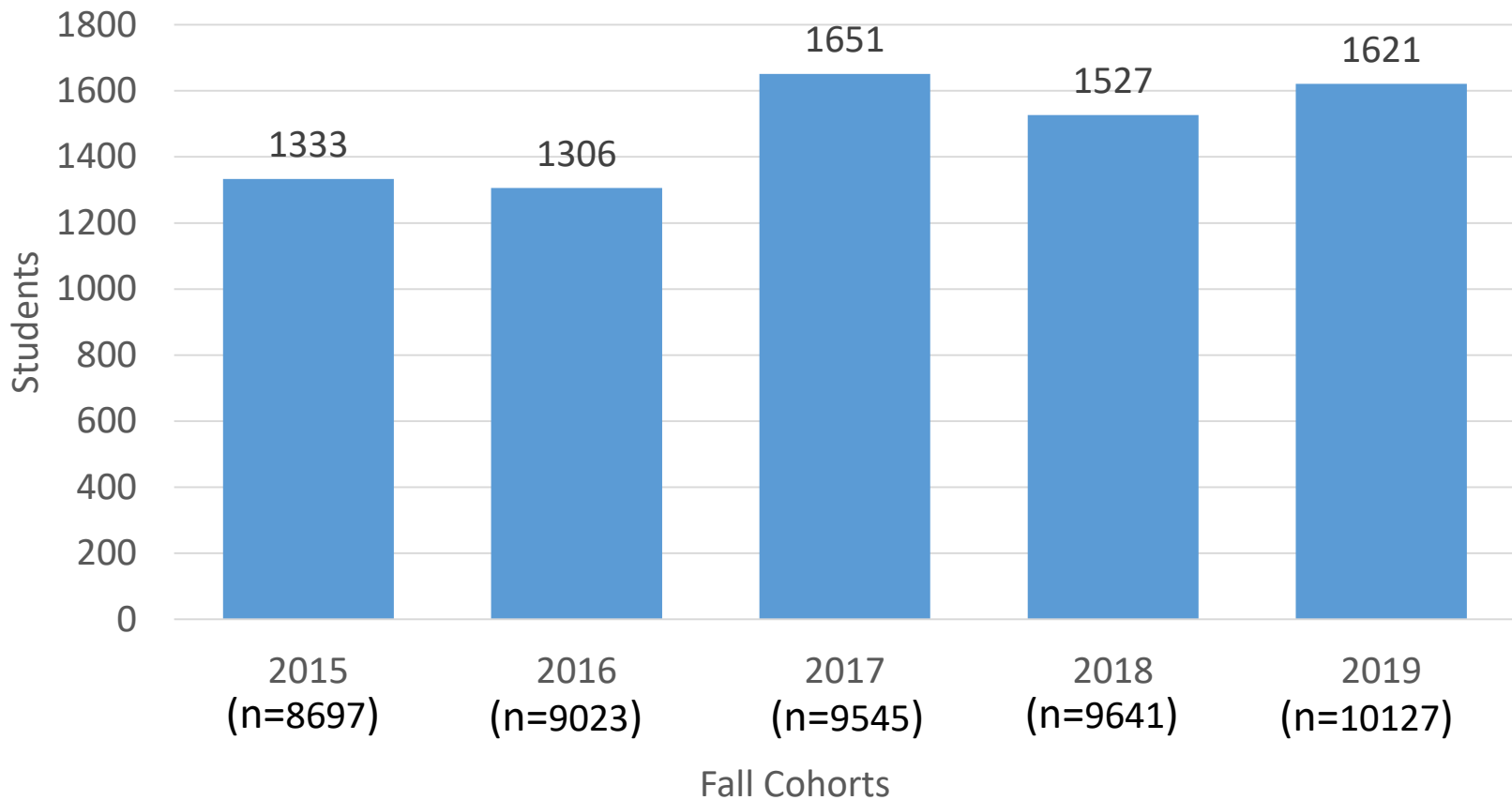


Source: CCC Datamart

(Promise Method B n=6,382, Pell n=32,72)



MVC First-Time Student Cohorts* (All Student Totals Below Years)

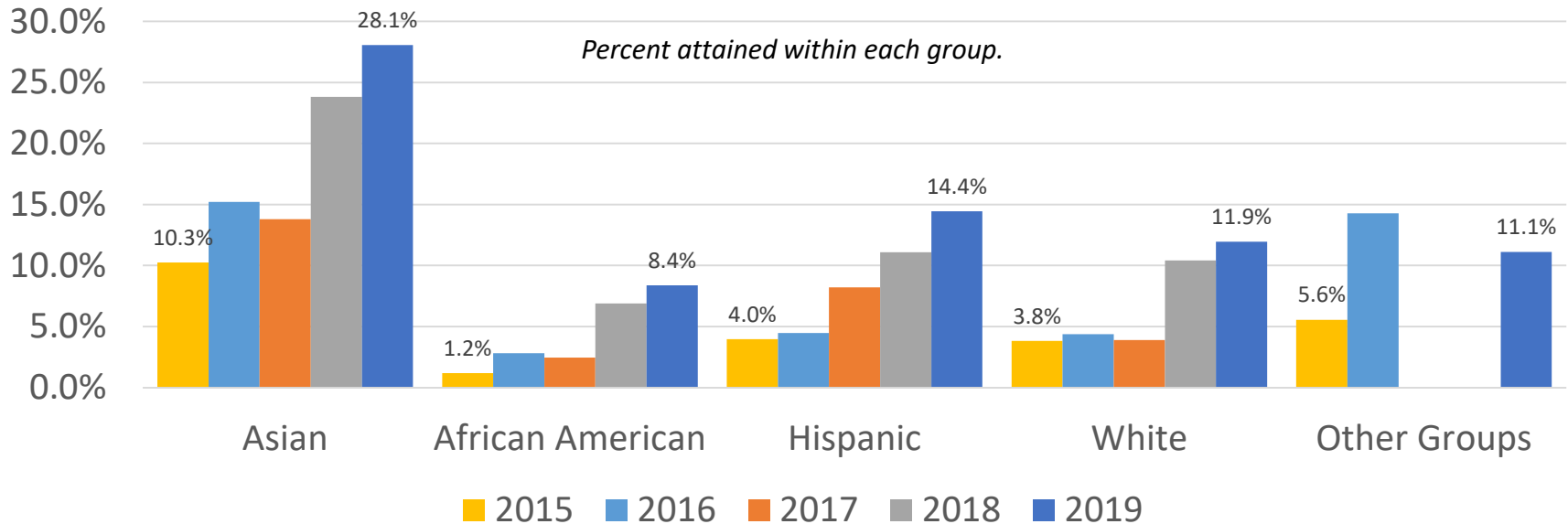


*Includes Full and Part-Time Students.



GP Cohorts, Passed Transfer Level Math in First Year, by Major Ethnic Groups

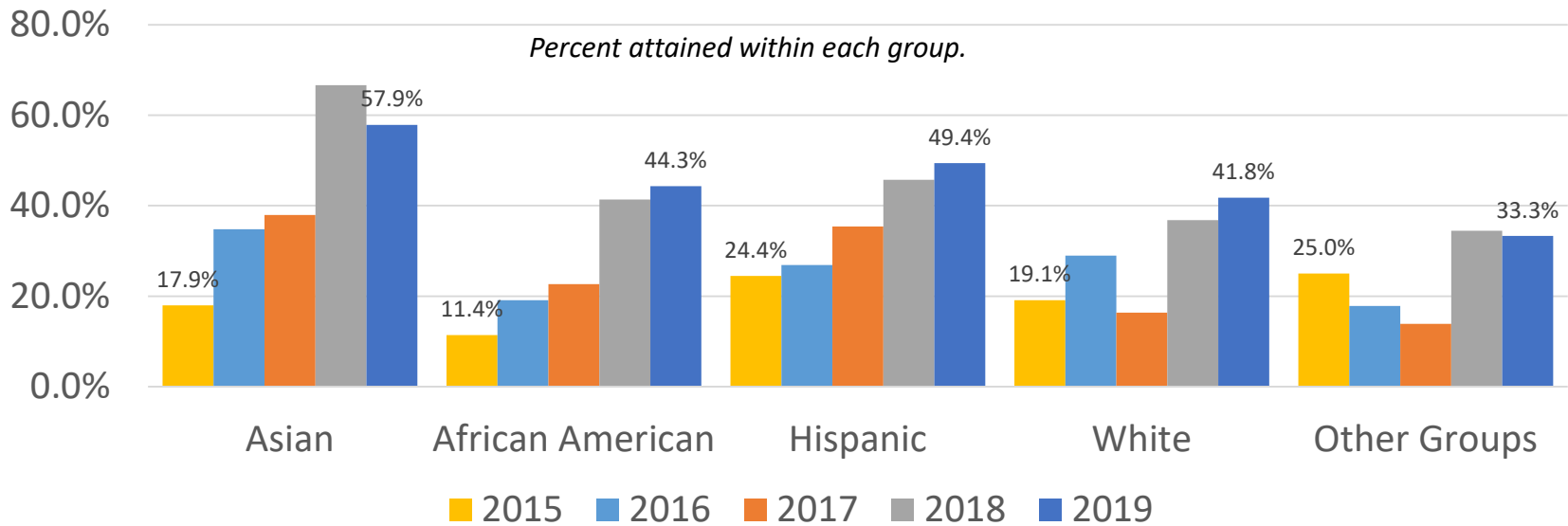
	2015 (n=1333)		2016 (n=1306)		2017 (n=1651)		2018 (n=1527)		2019 (n=1621)	
	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned
Asian	5	4	10	7	19	8	20	10	29	16
African American	8	2	10	5	30	5	53	14	47	14
Hispanic	70	36	93	39	323	90	401	123	516	176
White	10	7	15	8	36	10	38	15	43	16
Other Groups	2	2	4	4	4	0	9	0	13	5
Grand Total	95	51	132	63	412	113	521	162	648	227





GP Cohorts, Passed Transfer Level English in First Year, by Major Ethnic Groups

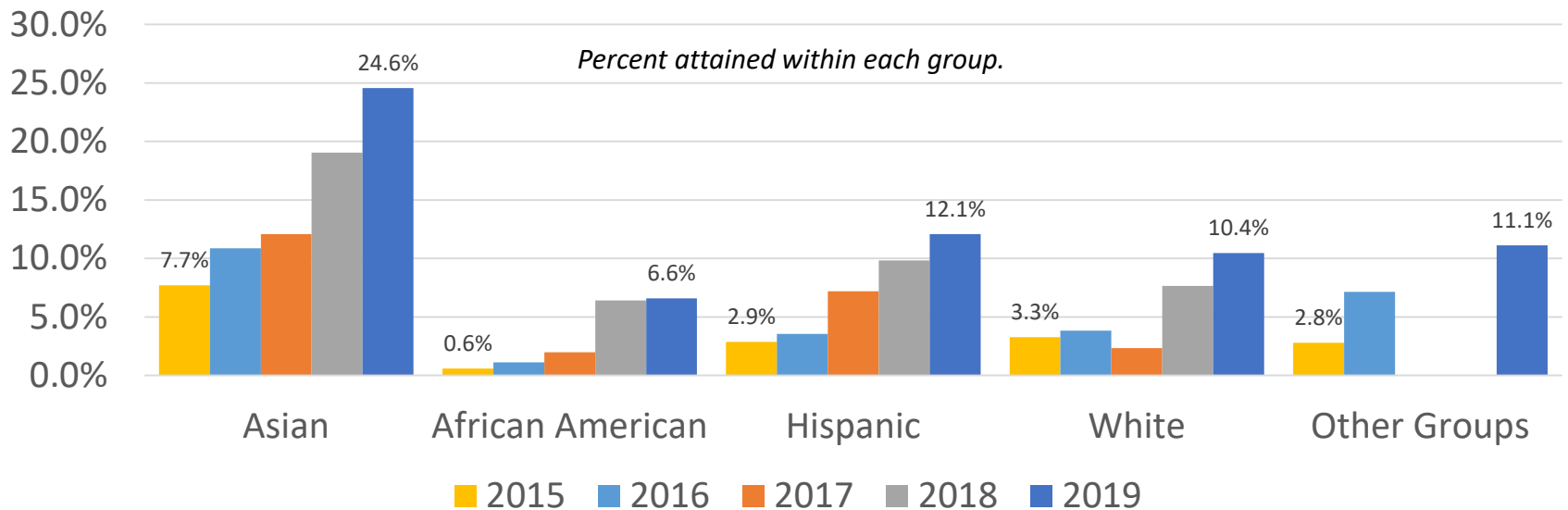
	2015 (n=1333)		2016 (n=1306)		2017 (n=1651)		2018 (n=1527)		2019 (n=1621)	
	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned
Asian	8	7	16	16	27	22	35	28	42	33
African American	34	19	49	34	83	46	142	84	114	74
Hispanic	274	222	330	234	575	388	788	507	888	602
White	44	35	68	53	65	42	78	53	75	56
Other Groups	10	9	7	5	9	5	18	10	28	15
Grand Total	370	292	470	342	759	503	1061	682	1147	780





GP Cohorts, Passed Transfer Level Math & English in First Year, by Major Ethnic Groups

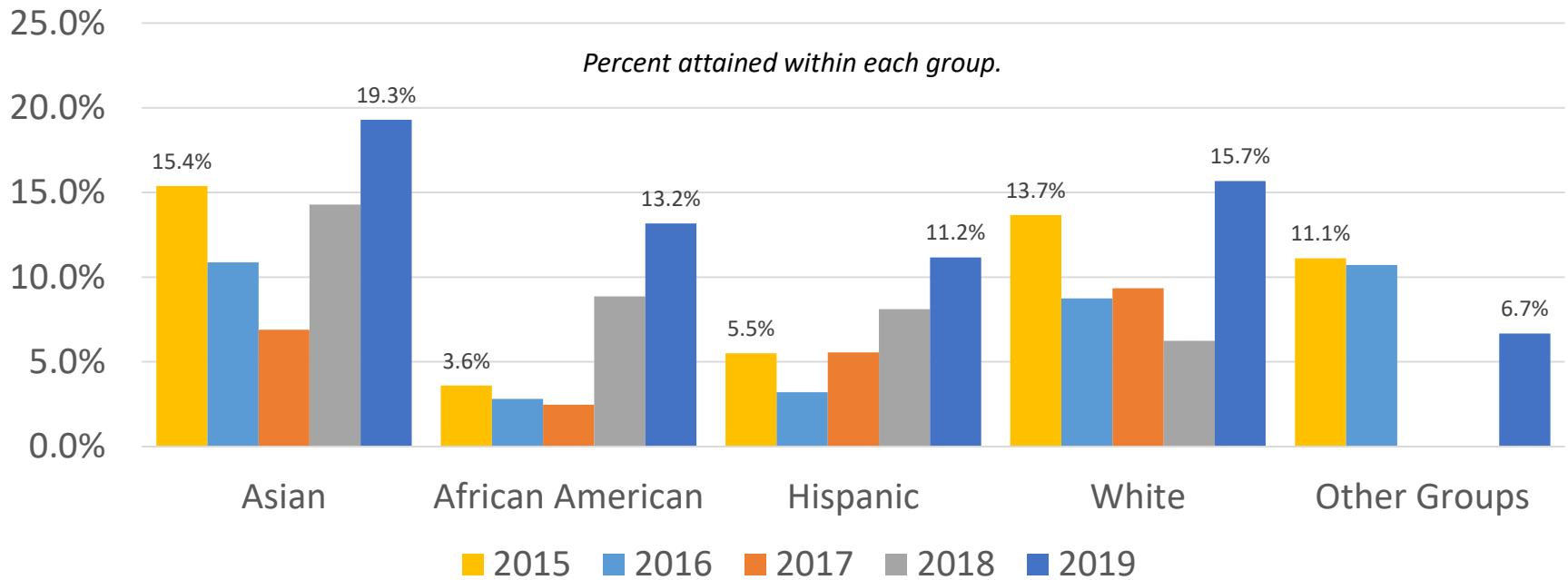
	2015 (n=1333)		2016 (n=1306)		2017 (n=1651)		2018 (n=1527)		2019 (n=1621)	
	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned
Asian	4	3	6	5	16	7	18	8	25	14
African American	4	1	5	2	24	4	47	13	40	11
Hispanic	44	26	73	31	276	79	356	109	461	147
White	8	6	15	7	26	6	30	11	34	14
Other Groups	1	1	2	2	3	0	7	0	11	5
Grand Total	61	37	101	47	345	96	458	141	571	191





GP Cohorts, Earning 30+ Units During First Year, by Major Ethnic Groups

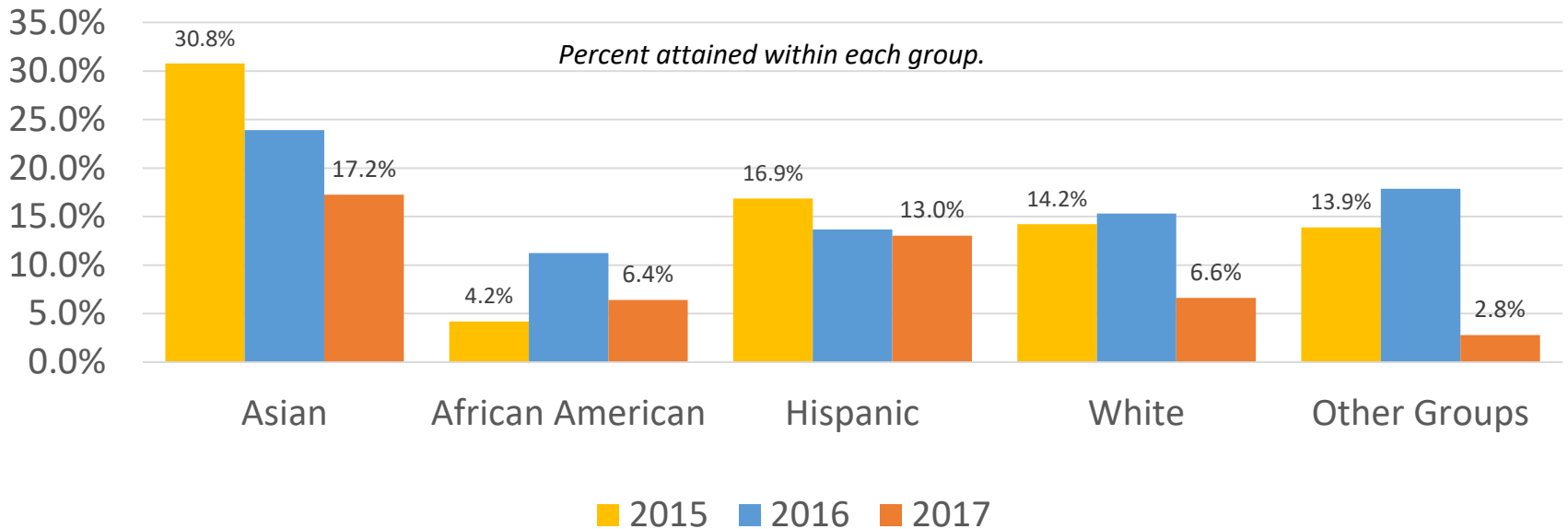
	2015 (n=1333)	2016 (n=1306)	2017 (n=1651)	2018 (n=1527)	2019 (n=1621)
Asian	6	5	4	6	11
African American	6	5	5	18	22
Hispanic	50	28	61	90	136
White	25	16	24	9	21
Other Groups	4	3	0	0	3





GP Cohorts, Earning 60+ Units During First Three Years, by Major Ethnic Groups

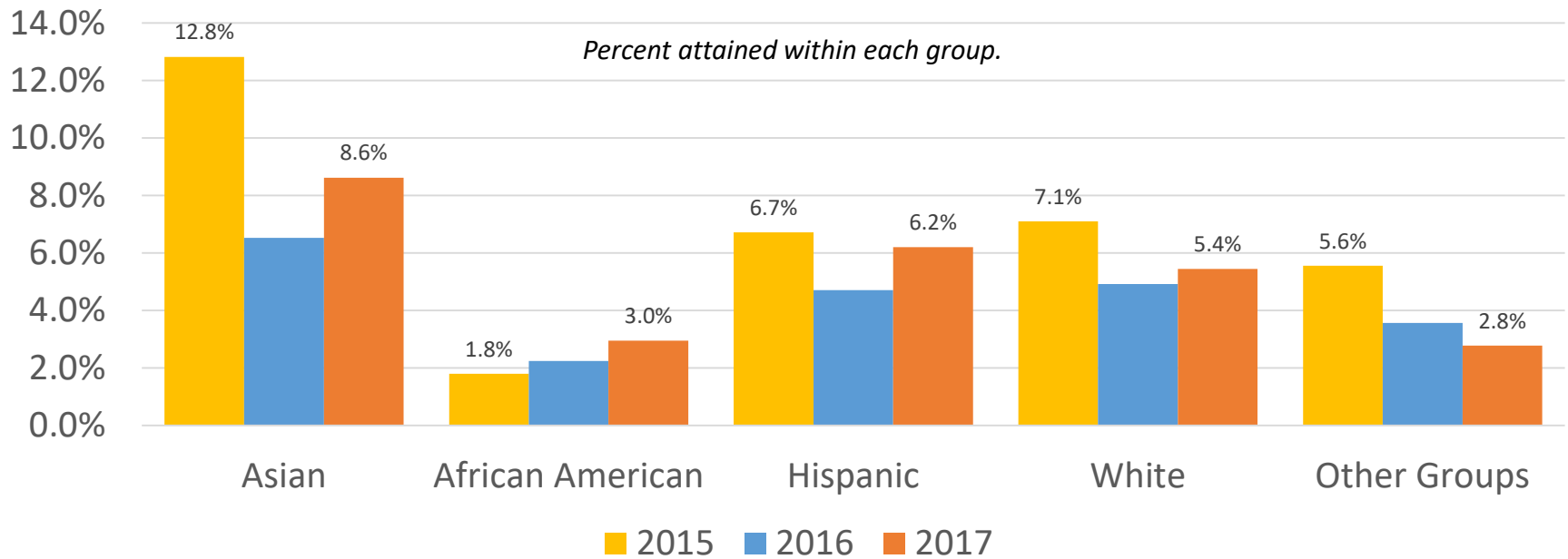
	2015 (n=1333)	2016 (n=1306)	2017 (n=1651)
Asian	12	11	10
African American	7	20	13
Hispanic	153	119	143
White	26	28	17
Other Groups	5	5	1





GP Cohorts, Earning AA/AS/ADT During First Three Years by Major Ethnic Groups

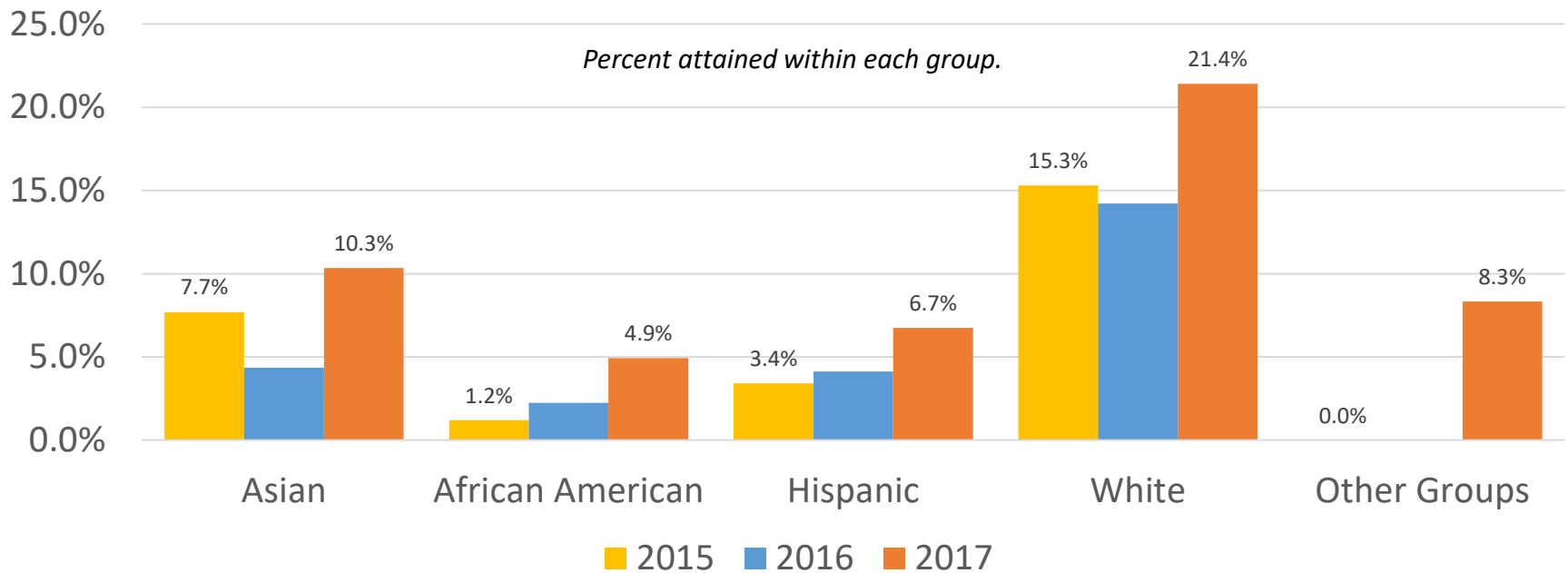
	2015 (n=1333)	2016 (n=1306)	2017 (n=1651)
Asian	5	3	5
African American	3	4	6
Hispanic	61	41	68
White	13	9	14
Other Groups	2	1	1





GP Cohorts, Earning any Certificate During First Three Years by Major Ethnic Groups

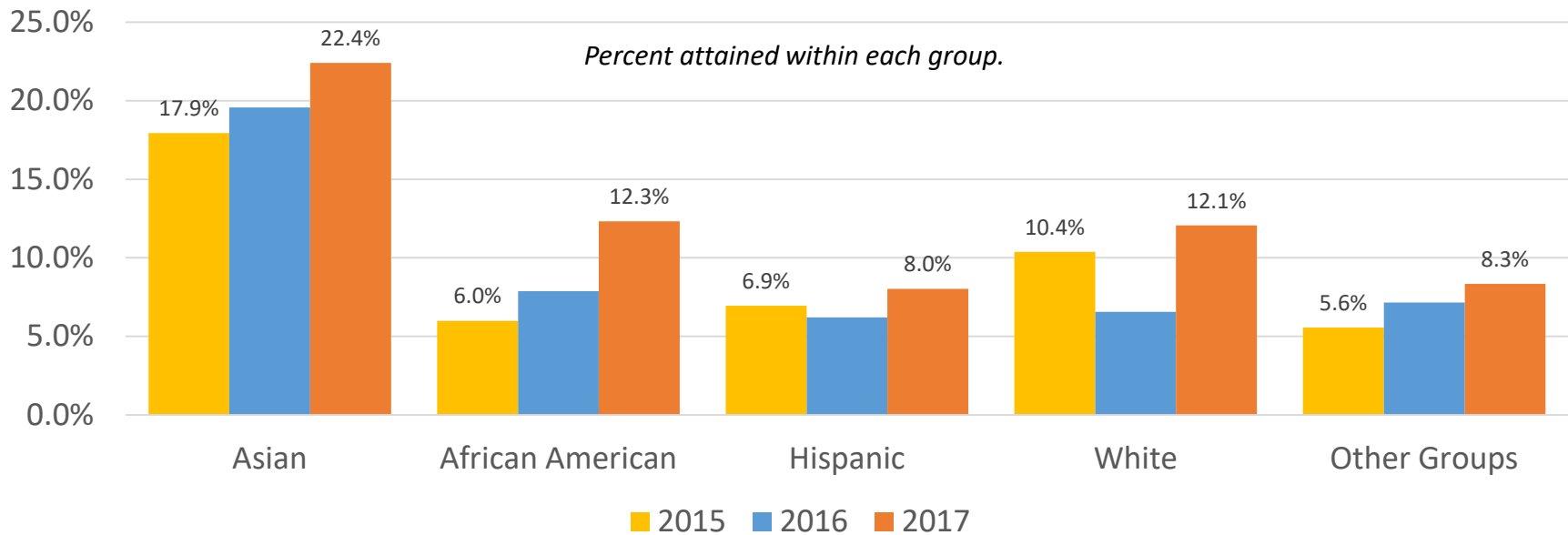
	2015 (n=1333)	2016 (n=1306)	2017 (n=1651)
Asian	3	2	6
African American	2	4	10
Hispanic	31	36	74
White	28	26	55
Other Groups	0	0	3





GP Cohorts, Transfers within 3 years, by Major Ethnic Groups (Students may or may not have earned AA/AS/ADT)

	2015 (n=1333)	2016 (n=1306)	2017 (n=1651)
Asian	7	9	13
African American	10	14	25
Hispanic	63	54	88
White	19	12	31
Other Groups	2	2	3

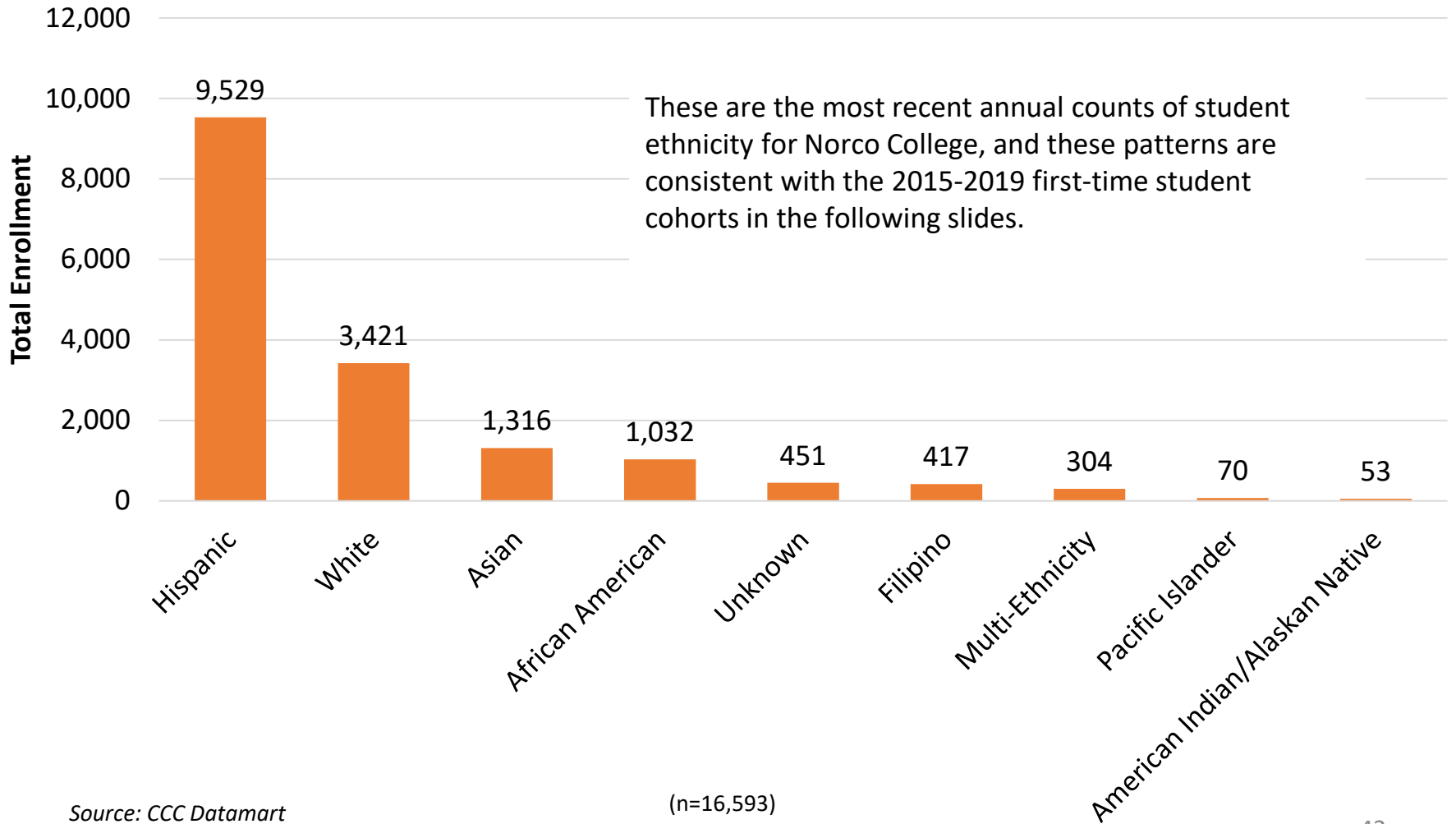




Equity Data Norco College



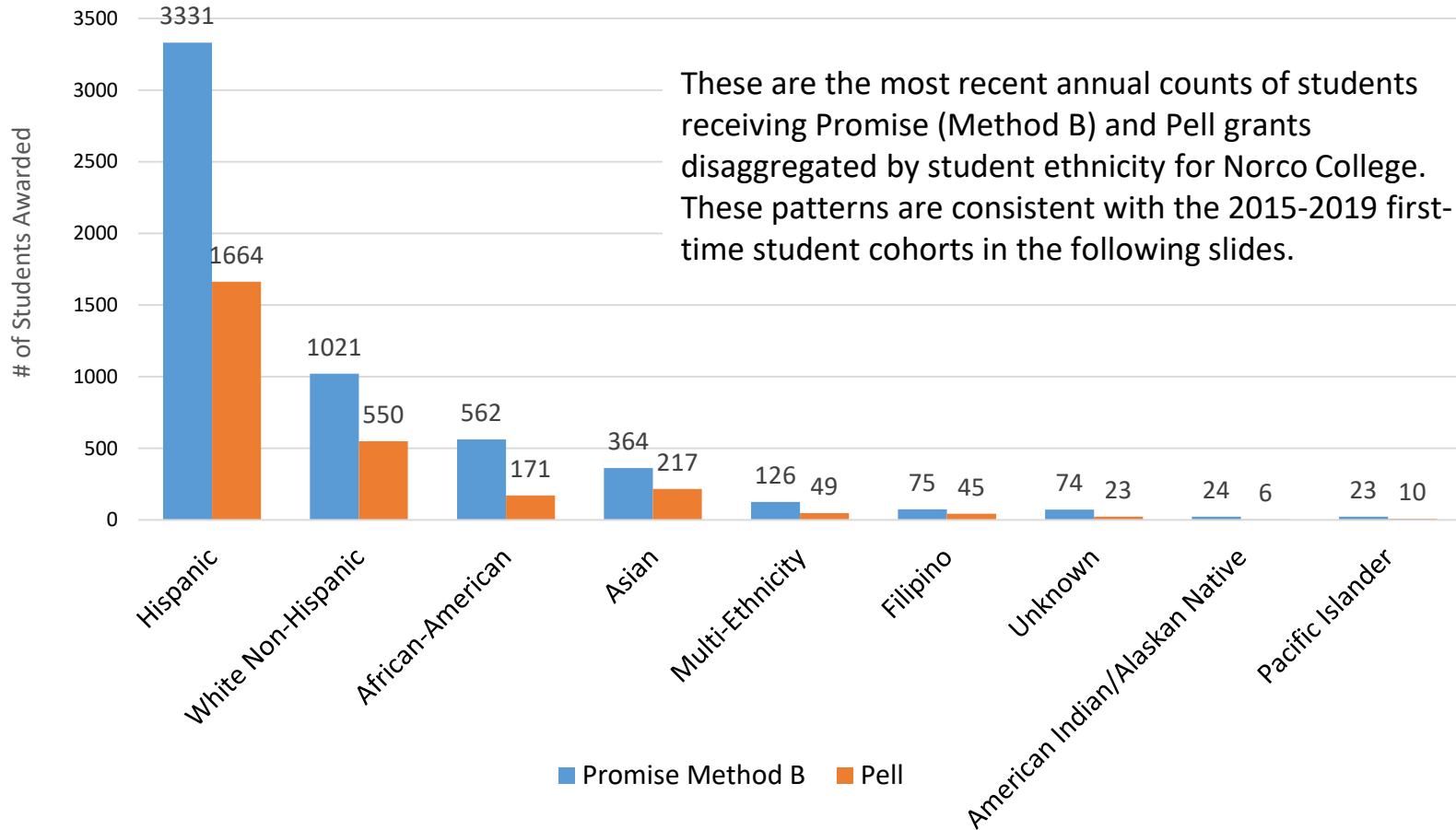
NC Enrollment (Headcount) 2019-2020



Source: CCC Datamart



NC Financial Aid Recipients, Selected Methods, 2019-2020

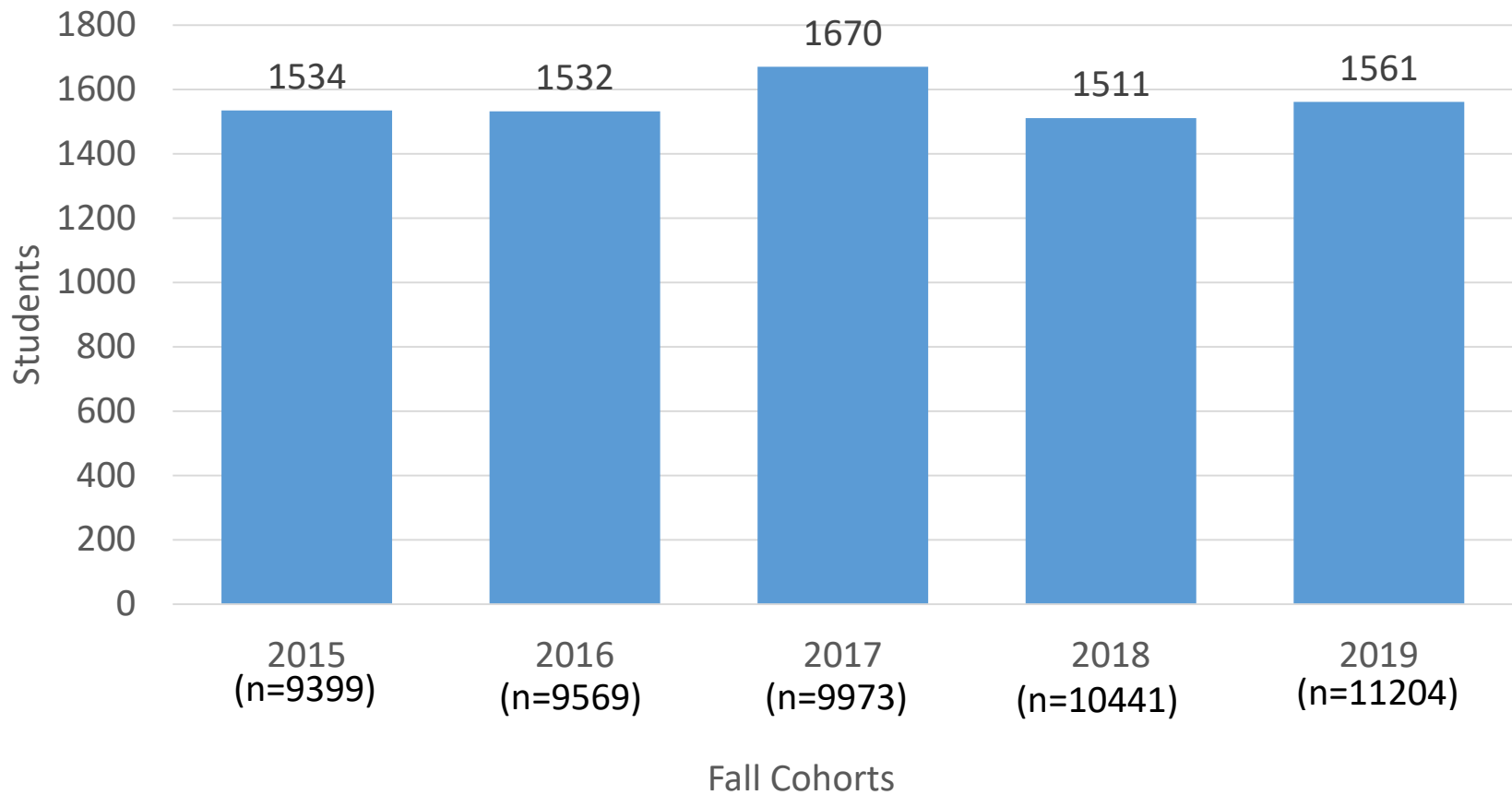


Source: CCC Datamart

(Promise Method B n=5,600, Pell n=2,735)



NC First-Time Student Cohorts* (All Student Totals Below Years)

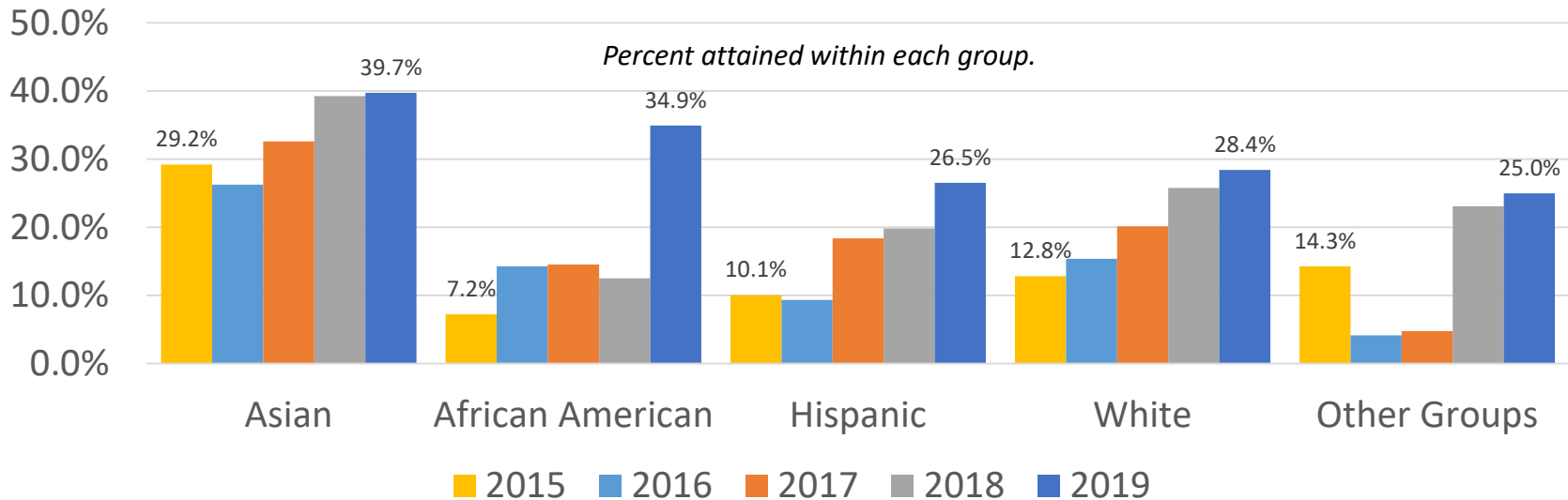


*Includes Full and Part-Time Students.



GP Cohorts, Passed Transfer Level Math in First Year, by Major Ethnic Groups

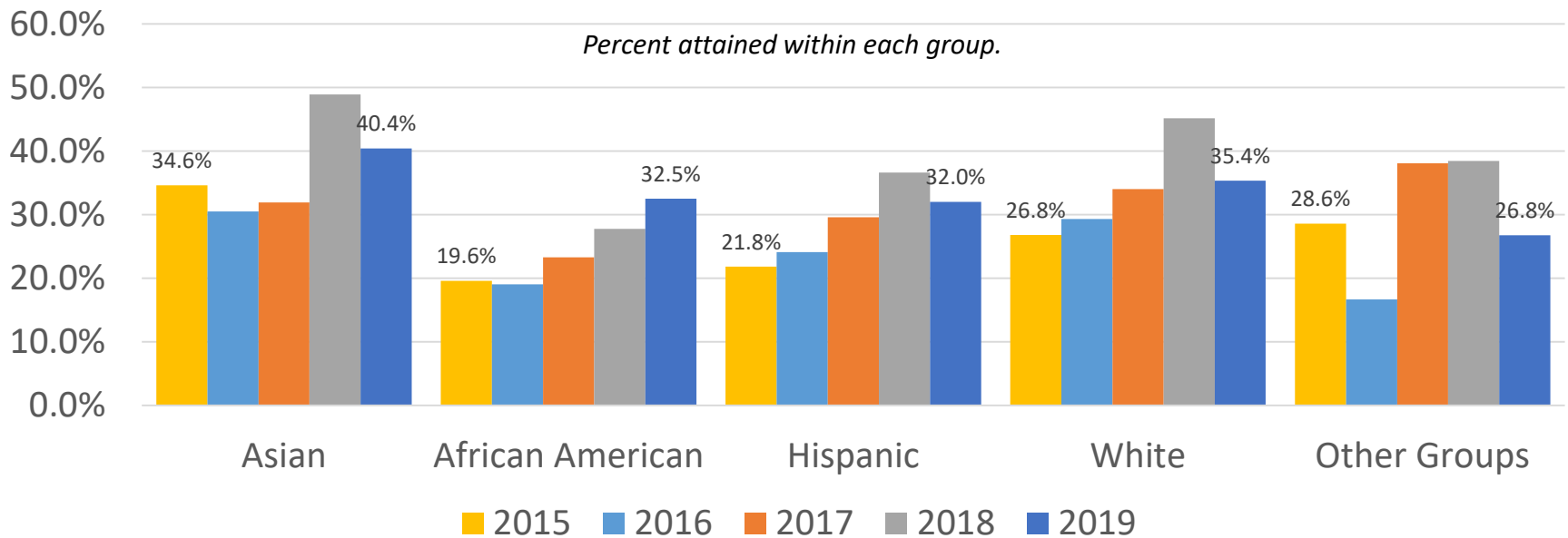
	2015 (n=1534)		2016 (n=1532)		2017 (n=1670)		2018 (n=1511)		2019 (n=1561)	
	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned
Asian	45	38	47	37	60	46	75	53	70	58
African American	11	7	14	12	29	15	16	9	41	29
Hispanic	140	95	130	87	327	196	324	182	421	247
White	57	42	67	54	127	68	160	93	141	98
Other Groups	7	5	2	1	2	1	9	6	18	14
Grand Total	260	187	260	191	545	326	584	343	691	446





GP Cohorts, Passed Transfer Level English in First Year, by Major Ethnic Groups

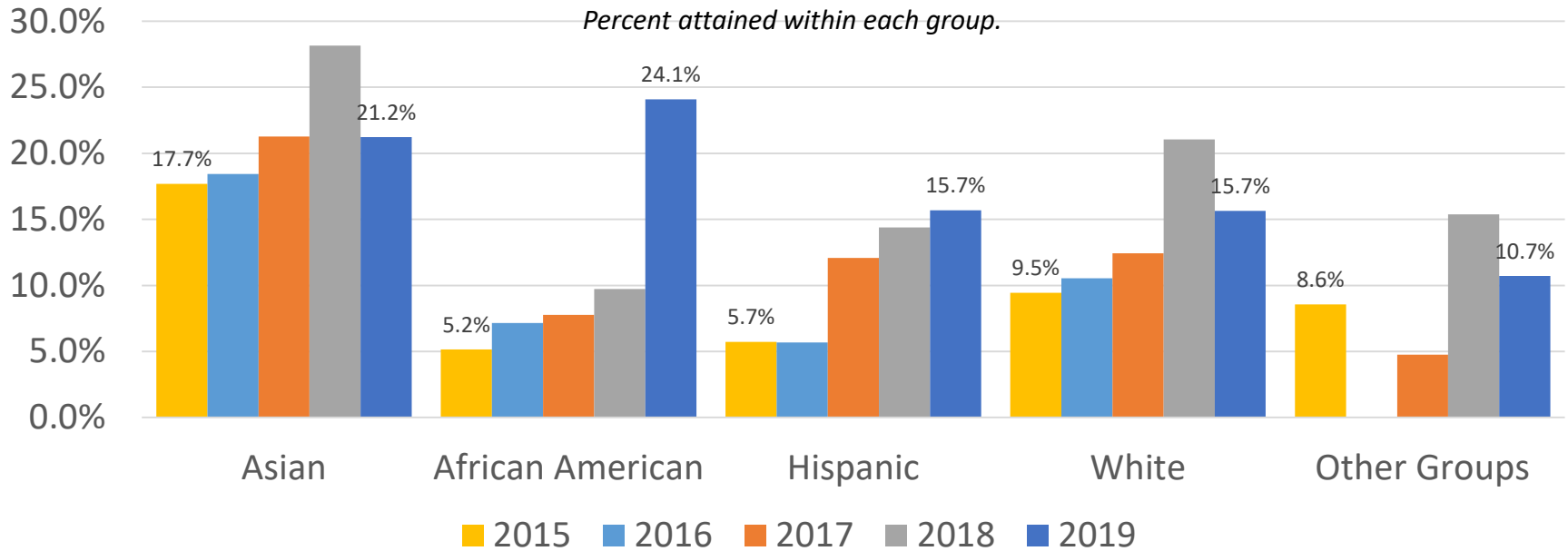
	2015 (n=1534)		2016 (n=1532)		2017 (n=1670)		2018 (n=1511)		2019 (n=1561)	
	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned
Asian	54	45	54	43	63	45	89	66	85	59
African American	21	19	21	16	40	24	41	20	50	27
Hispanic	269	206	315	225	482	316	538	336	537	298
White	107	88	131	103	172	115	209	163	185	122
Other Groups	12	10	4	4	8	8	13	10	27	15
Grand Total	463	368	525	391	765	508	890	595	884	521





GP Cohorts, Passed Transfer Level Math & English in First Year, by Major Ethnic Groups

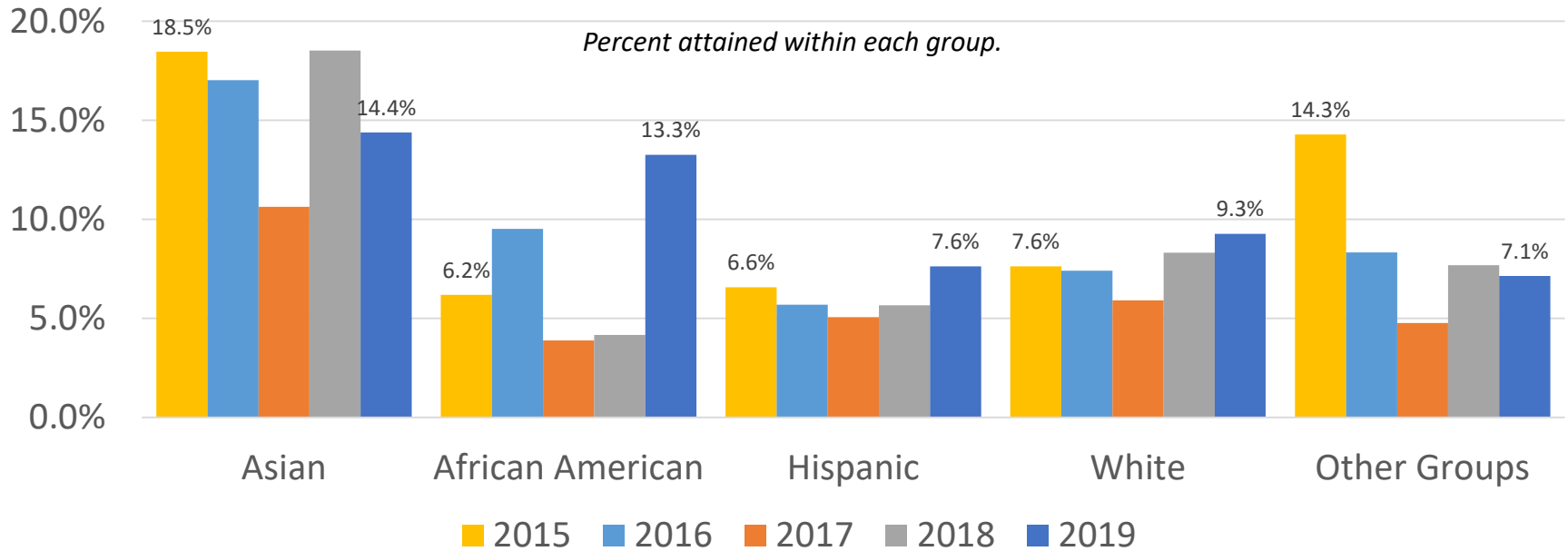
	2015 (n=1534)		2016 (n=1532)		2017 (n=1670)		2018 (n=1511)		2019 (n=1561)	
	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned
Asian	30	23	33	26	45	30	63	38	51	31
African American	6	5	6	6	18	8	14	7	35	20
Hispanic	81	54	91	53	243	129	251	132	301	146
White	38	31	46	37	99	42	128	76	99	54
Other Groups	4	3	1	0	2	1	6	4	12	6
Grand Total	159	116	177	122	407	210	462	257	498	257





GP Cohorts, Earning 30+ Units During First Year, by Major Ethnic Groups

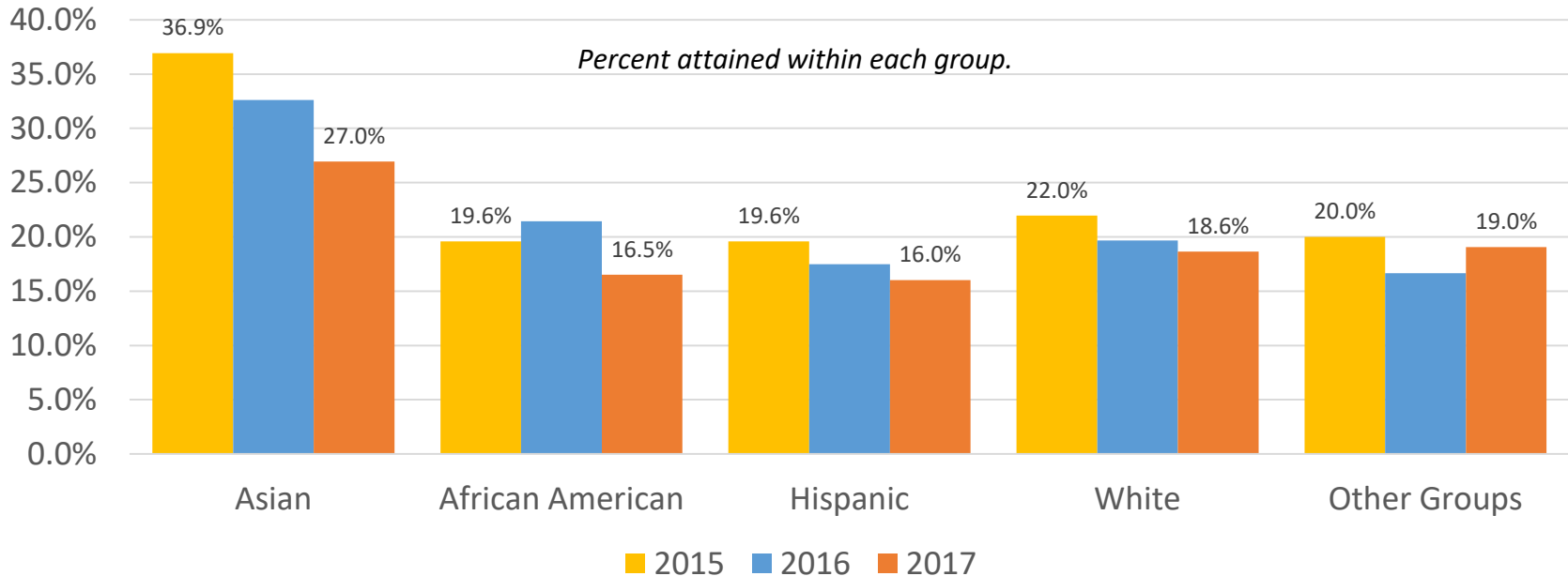
	2015 (n=1534)	2016 (n=1532)	2017 (n=1670)	2018 (n=1511)	2019 (n=1561)
Asian	24	24	15	25	21
African American	6	8	4	3	11
Hispanic	62	53	54	52	71
White	25	26	20	30	32
Other Groups	5	2	1	2	4





GP Cohorts, Earning 60+ Units During First Three Years, by Major Ethnic Groups

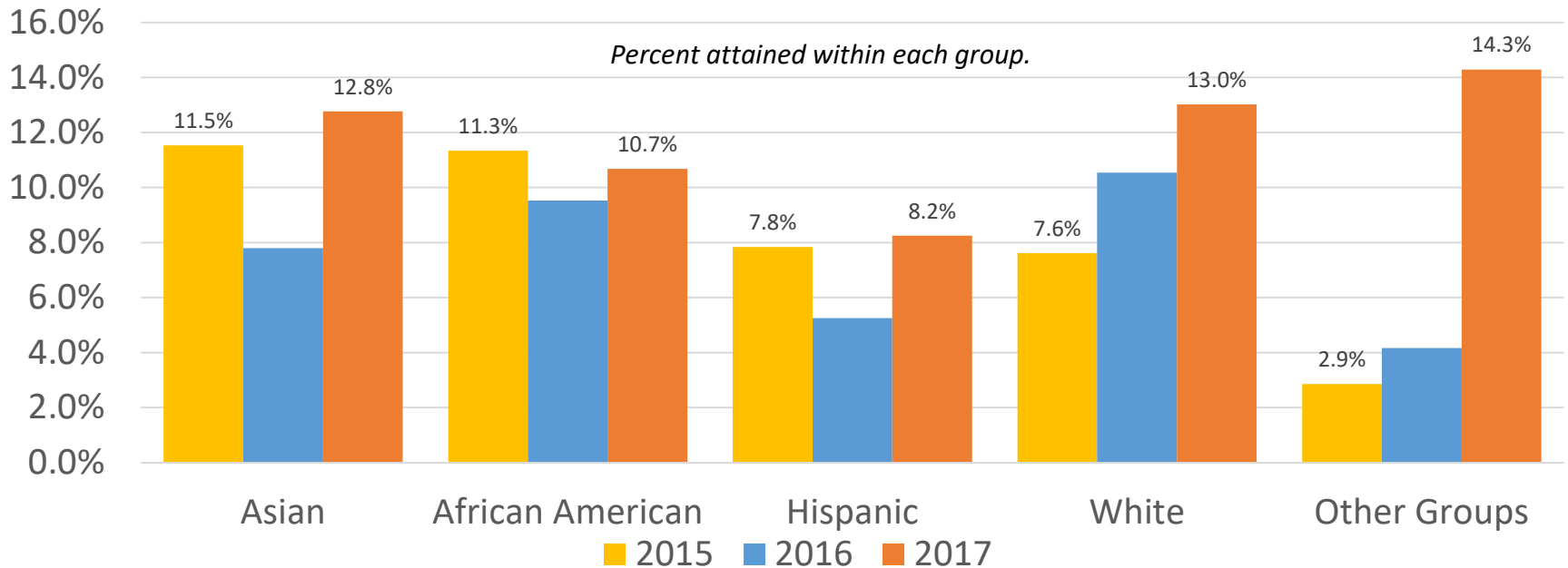
	2015 (n=1534)	2016 (n=1532)	2017 (n=1670)
Asian	48	46	38
African American	19	18	17
Hispanic	185	163	171
White	72	69	63
Other Groups	7	4	4





GP Cohorts, Earning AA/AS/ADT During First Three Years by Major Ethnic Groups

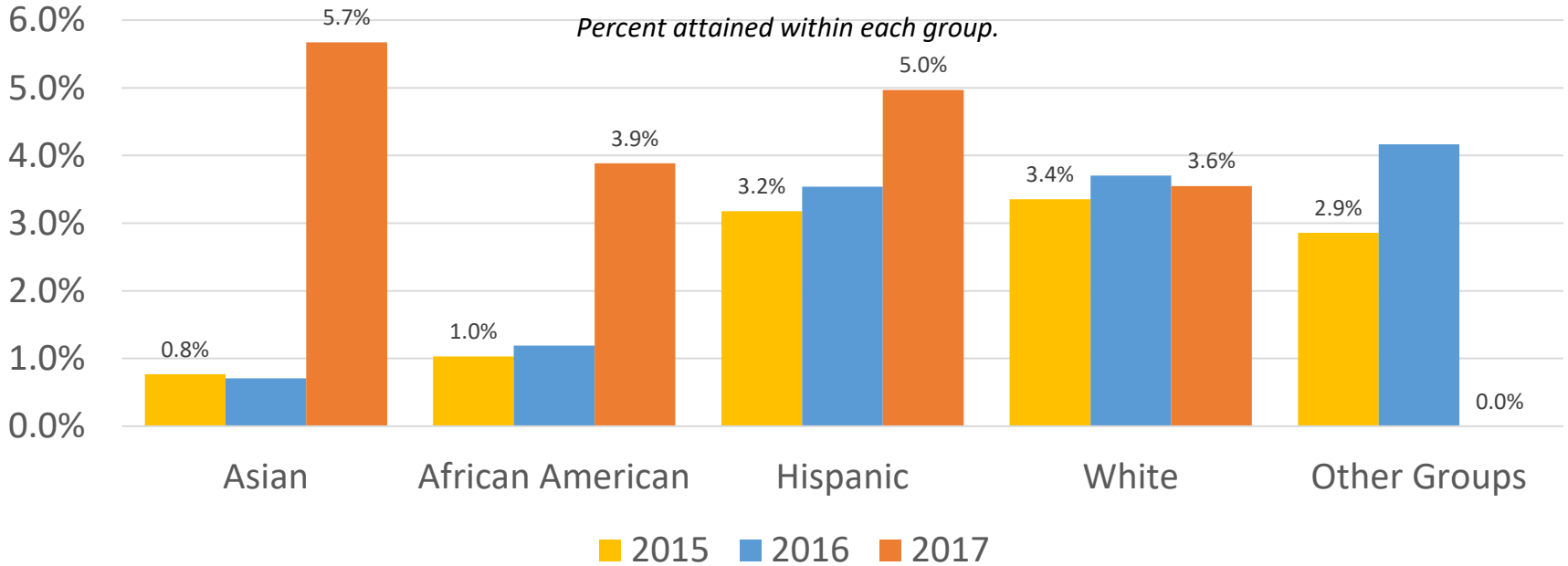
	2015 (n=1534)	2016 (n=1532)	2017 (n=1670)
Asian	15	11	18
African American	11	8	11
Hispanic	74	49	88
White	25	37	44
Other Groups	1	1	3





GP Cohorts, Earning any Certificate During First Three Years, by Major Ethnic Groups

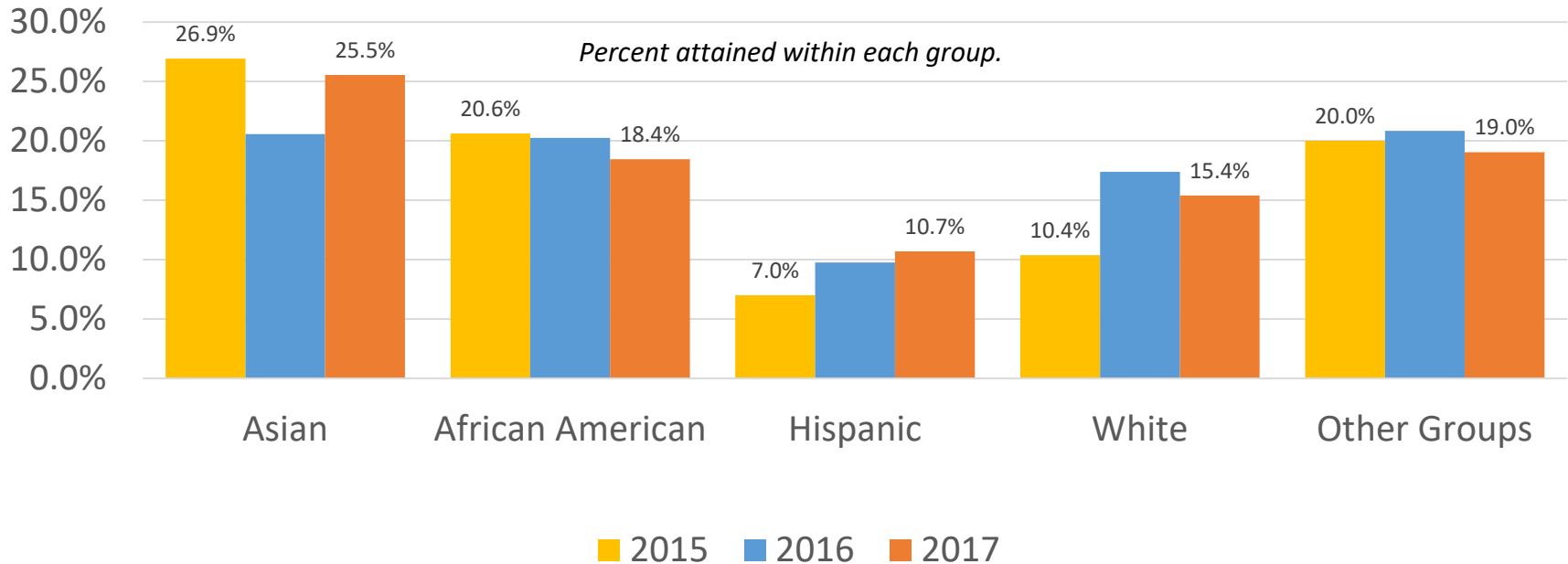
	2015 (n=1534)	2016 (n=1532)	2017 (n=1670)
Asian	1	1	8
African American	1	1	4
Hispanic	30	33	53
White	11	13	12
Other Groups	1	1	0





GP Cohorts, Transfers During First Three Years, by Major Ethnic Groups (Students may or may not have earned AA/AS/ADT)

	2015 (n=1534)	2016 (n=1532)	2017 (n=1670)
Asian	35	29	36
African American	20	17	19
Hispanic	66	91	114
White	34	61	52
Other Groups	7	5	4



RCCD

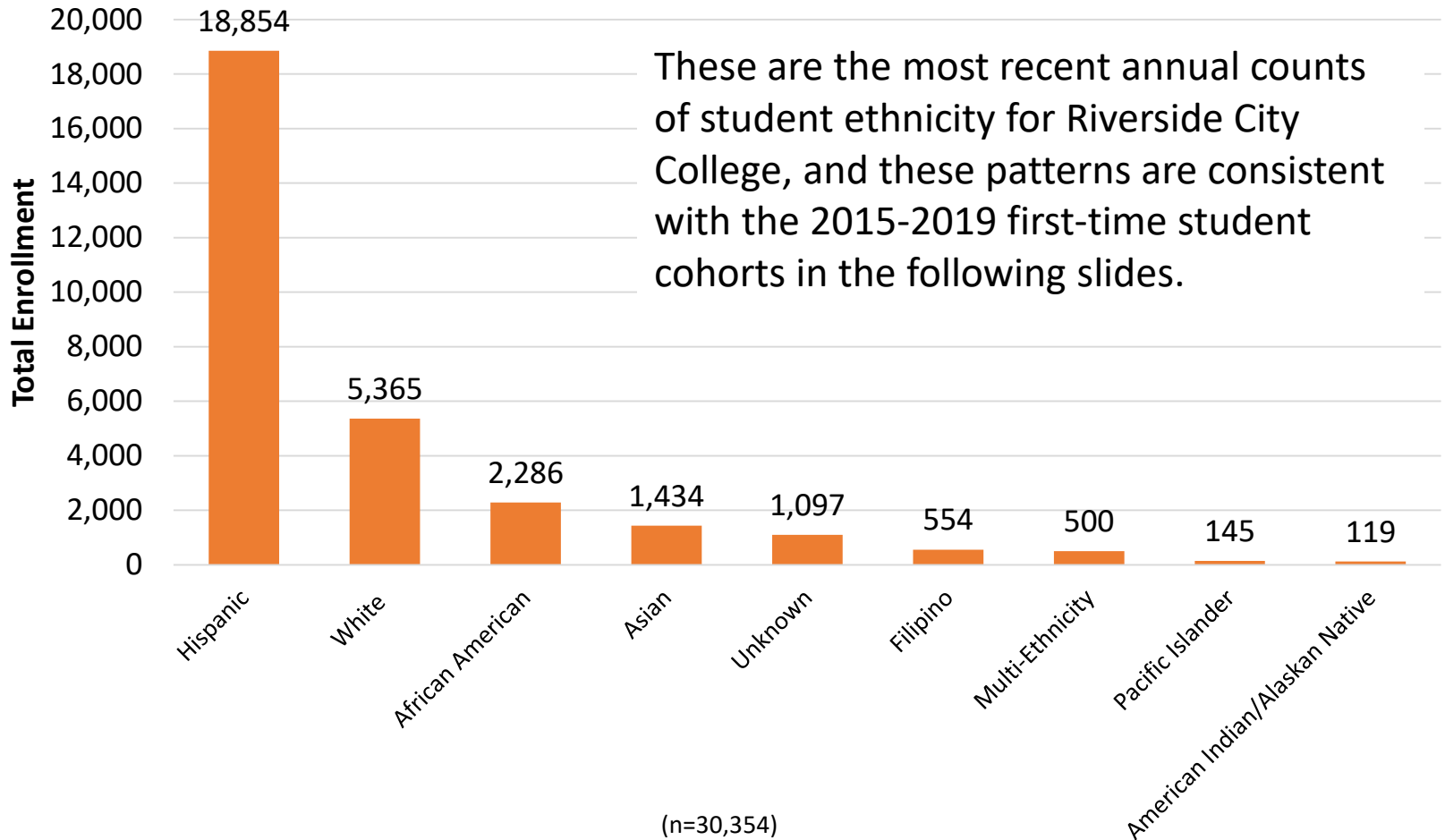
RIVERSIDE COMMUNITY
COLLEGE DISTRICT



Equity Data Riverside City College

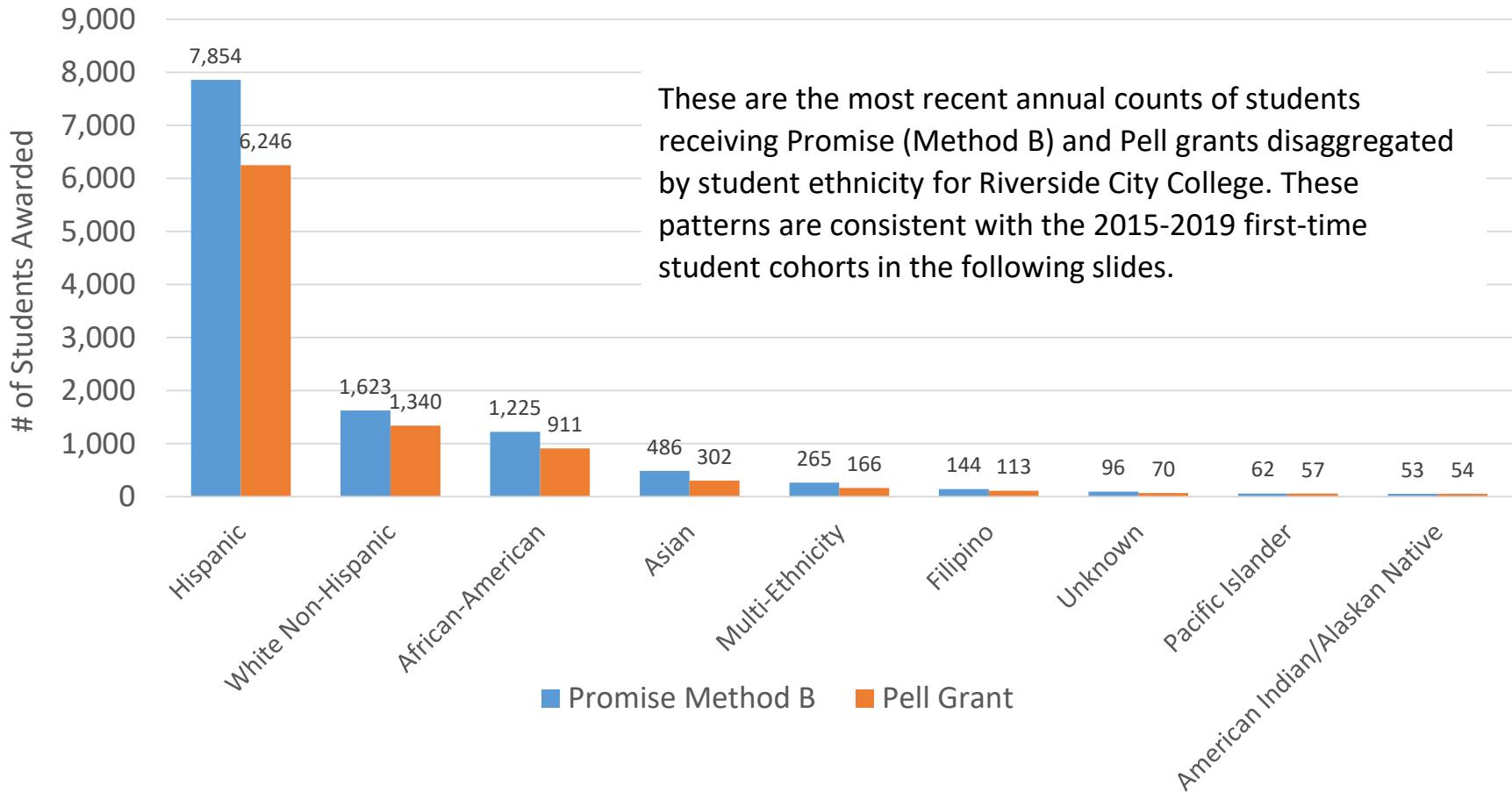


RCC Enrollment (Headcount) 2019-2020





RCC Financial Aid Recipients, Selected Methods, 2019-2020

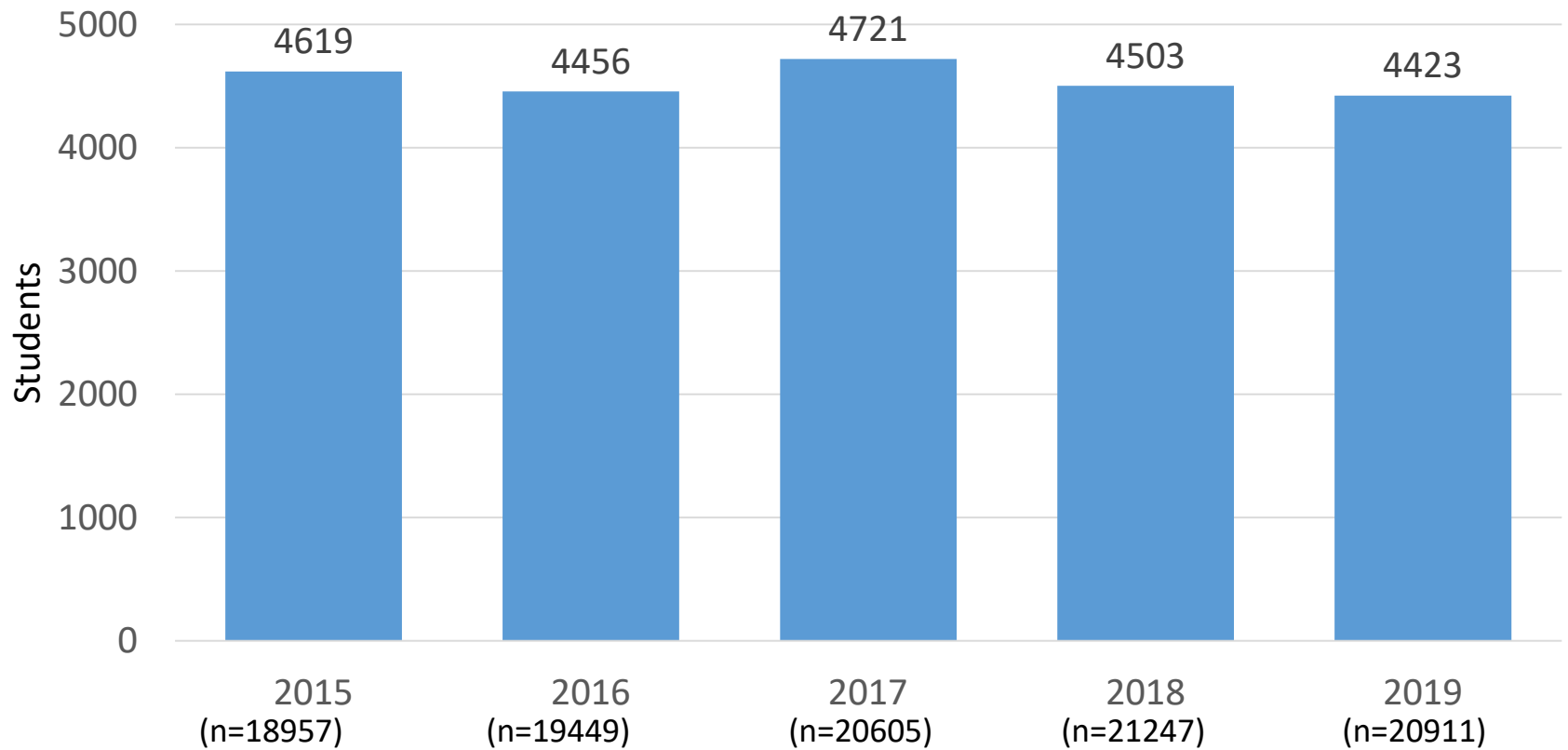


Source: CCC Datamart

(Promise Method B n=11,808, Pell n=9,259)



RCC First-Time Student Cohorts* (All Student Totals Below Years)



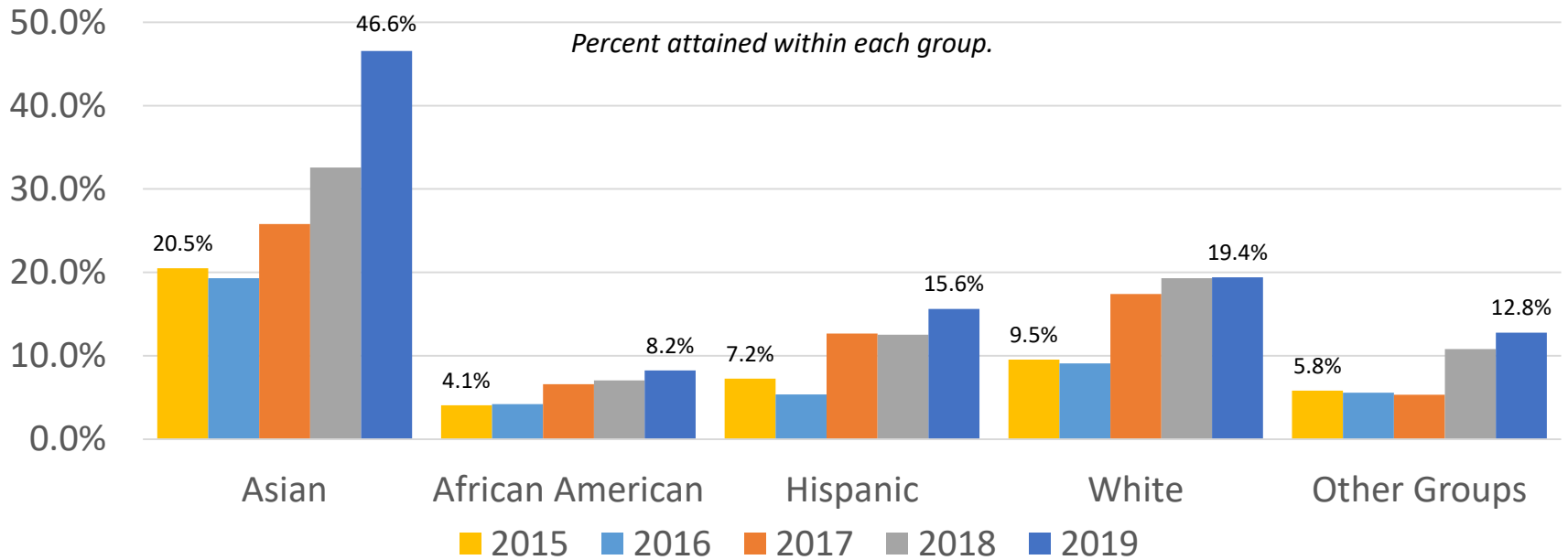
Fall Cohorts

*Includes Full and Part-Time Students.



GP Cohorts, Passed Transfer Level Math in First Year, by Major Ethnic Groups

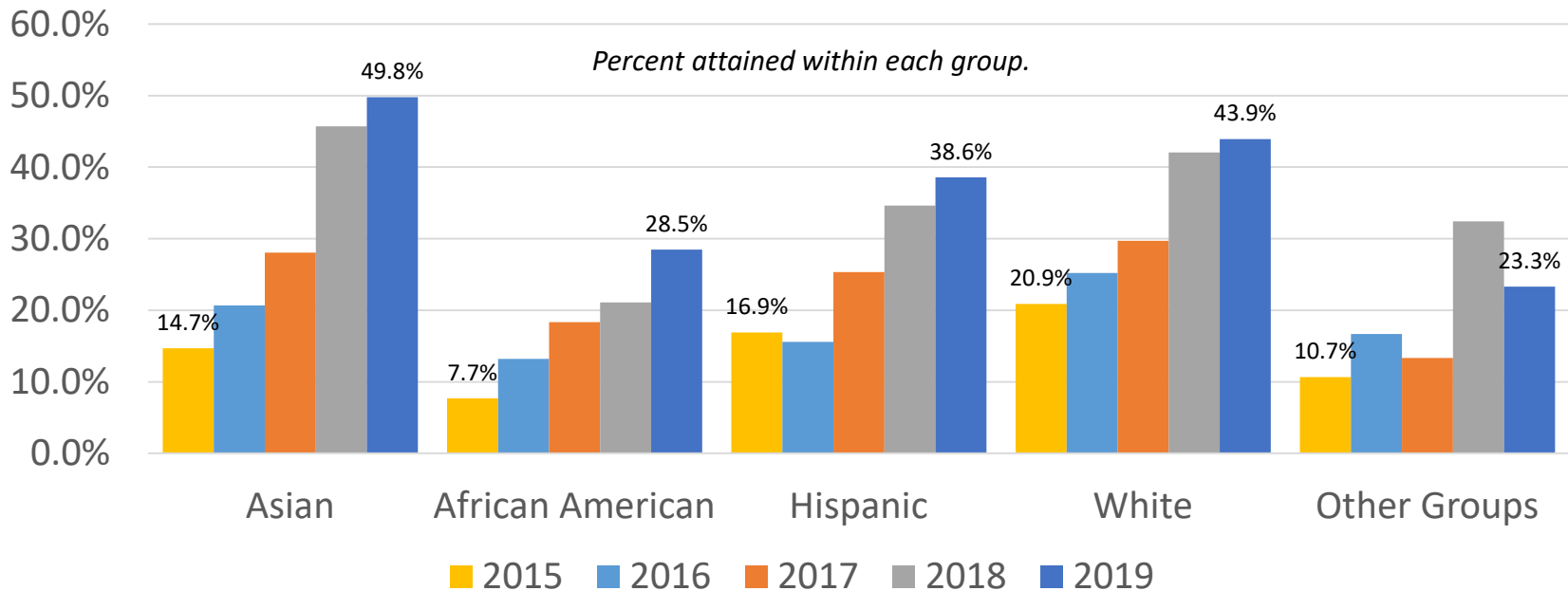
	2015 (n=4619)		2016 (n=4456)		2017 (n=4721)		2018 (n=4503)		2019 (n=4223)	
	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned
Asian	88	67	74	57	123	80	136	72	168	115
African American	28	18	25	15	74	28	103	24	90	26
Hispanic	363	209	289	152	901	384	1110	390	1196	469
White	109	82	127	82	268	153	295	146	288	141
Other Groups	6	6	10	4	11	4	22	8	39	17
Grand Total	594	382	525	310	1377	649	1666	640	1781	768





GP Cohorts, Passed Transfer Level English in First Year, by Major Ethnic Groups

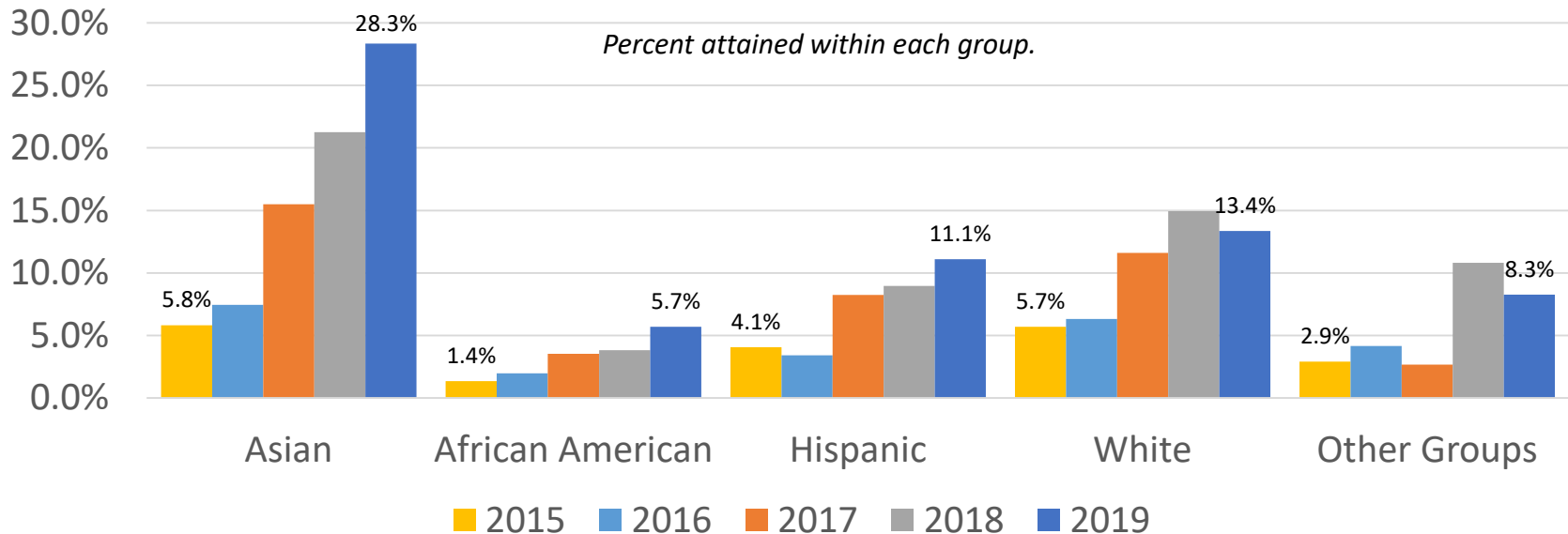
	2015 (n=4619)		2016 (n=4456)		2017 (n=4721)		2018 (n=4503)		2019 (n=4223)	
	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned
Asian	65	48	76	61	109	87	141	101	158	123
African American	55	34	69	47	118	78	159	72	187	90
Hispanic	671	487	696	441	1198	768	1755	1077	1951	1158
White	222	180	285	227	338	261	437	318	453	319
Other Groups	20	11	18	12	19	10	32	24	59	31
Grand Total	1033	760	1144	788	1782	1204	2524	1592	2808	1721





GP Cohorts, Passed Transfer Level Math & English in First Year, by Major Ethnic Groups

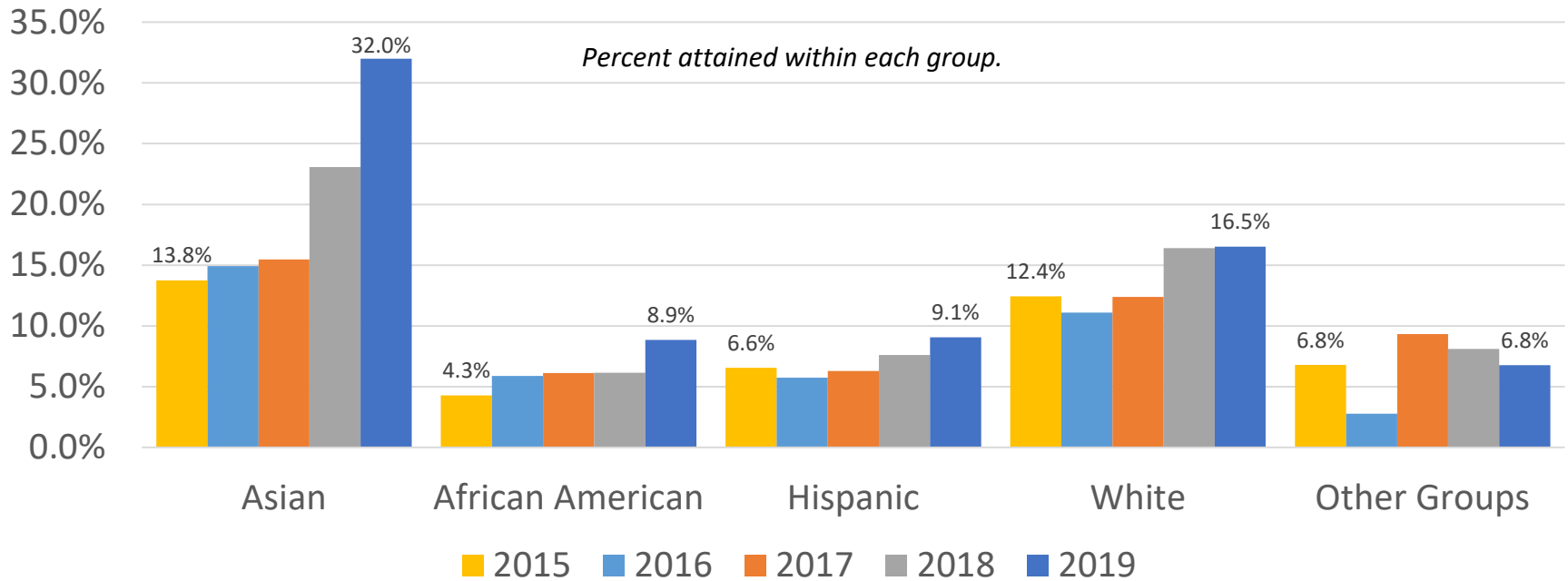
	2015 (n=4619)		2016 (n=4456)		2017 (n=4721)		2018 (n=4503)		2019 (n=4223)	
	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned	Attempted	Earned
Asian	28	19	36	22	77	48	99	47	114	70
African American	9	6	14	7	46	15	68	13	67	18
Hispanic	215	117	181	97	643	250	844	279	905	333
White	64	49	88	57	190	102	234	113	211	97
Other Groups	3	3	6	3	8	2	15	8	25	11
Grand Total	319	194	325	186	964	417	1260	460	1322	529





GP Cohorts, Earning 30+ Units During First Year, by Major Ethnic Groups

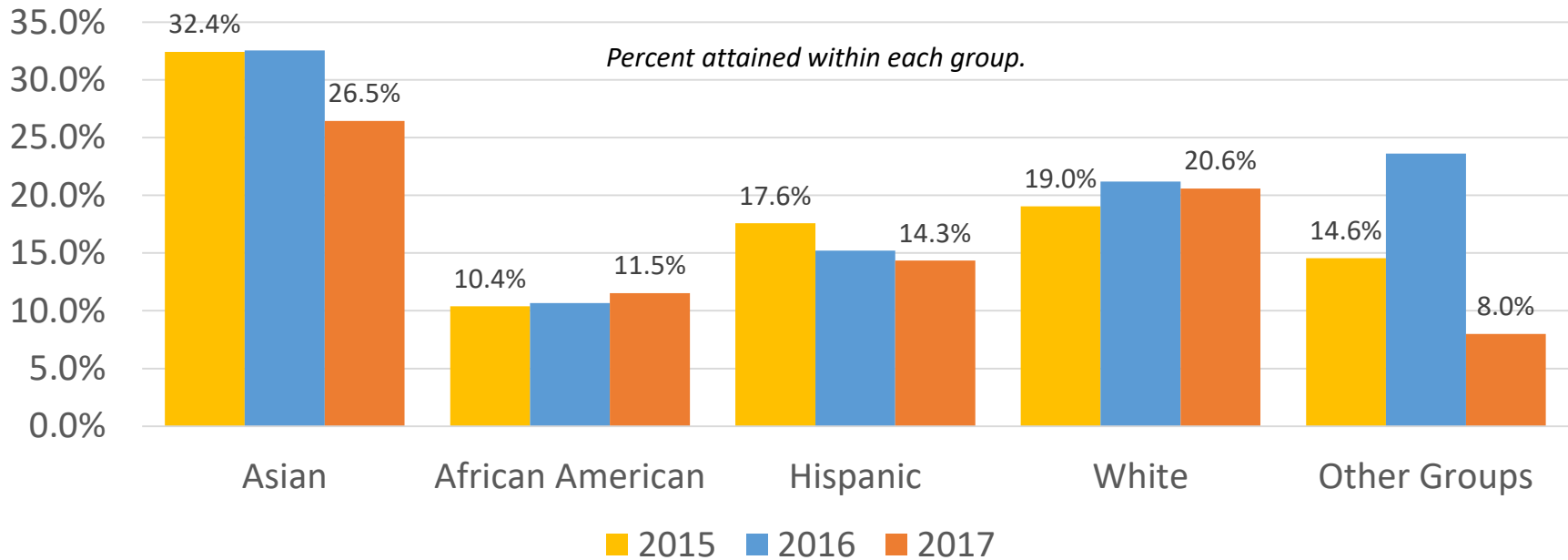
	2015 (n=4619)	2016 (n=4456)	2017 (n=4721)	2018 (n=4503)	2019 (n=4423)
Asian	45	44	48	51	79
African American	19	21	26	21	28
Hispanic	189	163	191	237	272
White	107	100	109	124	120
Other Groups	7	2	7	6	9





GP Cohorts, Earning 60+ Units During First Three Years, by Major Ethnic Groups

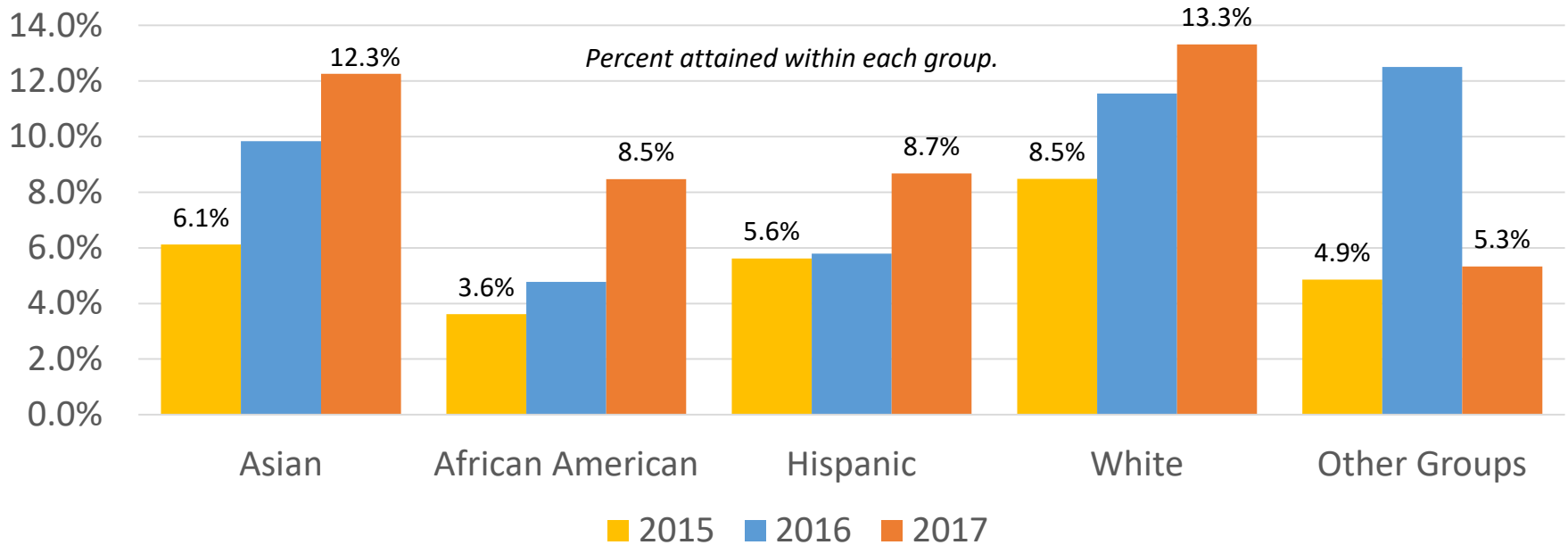
	2015 (n=4619)	2016 (n=4456)	2017 (n=4721)
Asian	106	96	82
African American	46	38	49
Hispanic	507	431	435
White	164	191	181
Other Groups	15	17	6





GP Cohorts, Earning AA/AS/ADT During First Three Years by Major Ethnic Groups

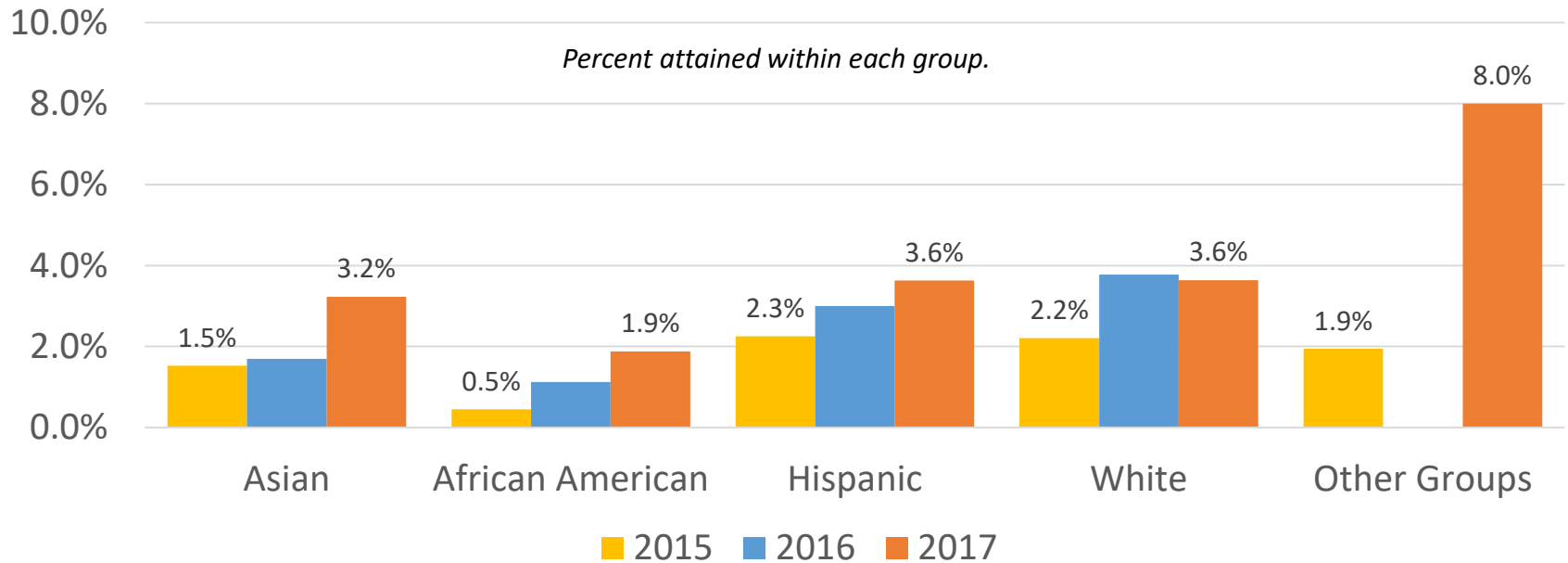
	2015 (n=4619)	2016 (n=4456)	2017 (n=4721)
Asian	20	29	38
African American	16	17	36
Hispanic	162	164	263
White	73	104	117
Other Groups	5	9	4





GP Cohorts, Earning any Certificate During First Three Years, by Major Ethnic Groups

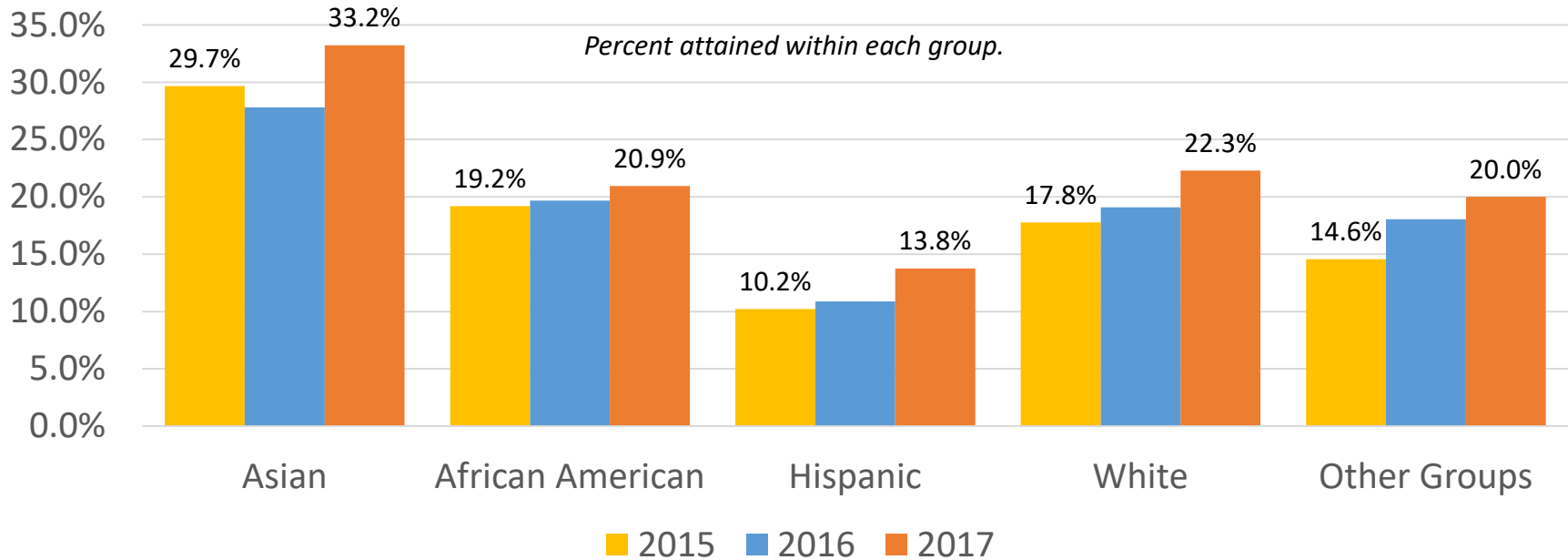
	2015 (n=4619)	2016 (n=4456)	2017 (n=4721)
Asian	5	5	10
African American	2	4	8
Hispanic	65	85	110
White	19	34	32
Other Groups	2	0	6





GP Cohorts, Transfers During First Three Years, by Major Ethnic Groups (Students may or may not have earned AA/AS/ADT)

	2015 (n=4619)	2016 (n=4456)	2017 (n=4721)
Asian	97	82	103
African American	85	70	89
Hispanic	295	308	417
White	153	172	196
Other Groups	15	13	15





Student Equity Strategies Moreno Valley College



Student Equity Gaps

- **Transfer Level Math in first year**
 - From 2015 to 2019 cohorts, increases in the overall number of students across all major race/ethnicity categories.
 - From 2018 to 2019, the number of African American/Black students stayed constant while others increased, highlighting persistent equity gaps.
- **Transfer Level English in first year**
 - From 2015 to 2019 cohorts, increases in the overall number of students across all major race/ethnicity categories.
 - From 2018 to 2019, the number of African American/Black students decreased, highlighting persistent equity gaps.
- **Certificates/Degrees/Transfer in 3 years**
 - From 2016 to 2017 cohorts, increases in the overall number of students across all major race/ethnicity categories, with specific increases for
 - African American/Black: certificates (**150%**), degrees (**50%**), and transfers (**79%**).
 - Hispanic/Latinx: certificates (**106%**), degrees (**66%**), and transfers (**63%**).



Student Equity Strategies

Theory of Change – “empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.” – Dr. Gloria Ladson Billings, February 1, 2018

- **Communities of Practice** - MVC Math and English faculty is engaged in ongoing practices to review their roles in the classroom through curriculum and syllabus review that has expanded across the college
- **Leading from the Middle Team**, Jake Kevari, Dean of Institutional Effective, is developing data coaching for faculty to support their continued development to change agents through data-driven decision-making.
- **Removing** barriers to awarding degrees
- **Integrating** Student Support Services with Instruction
- **Support** of Umoja and Puente
- **MVC** Diversity Summits
- **MVC** Distance Education Den
- **Diversity**, Inclusion, Belonging Taskforce
- **Strong** Educational Partnerships (Dual Enrollment)



Educational Partnerships – Val Verde Unified School District



Fall 2020 - At a glance Dual Enrollment



Top 3 Ethnic Groups



98
students enrolled
in
6 sections

Top Gender



Female (58)

Courses Offered

- CIS5 - Programming Concepts and Methodology
- ENG-1A - English Composition
- ENG-1B - Critical Thinking and Writing
- MAT-36 - Trigonometry

Source: MVC's Office of Institutional Effectiveness, (n) is number of students



Educational Partnerships – Moreno Valley Unified School District



Fall 2020 - At a glance

Dual Enrollment



169
students enrolled
in
8 sections



Courses Offered

- CIS-1A - Intro to Computer Information Systems
- CIS-5 - Programming Concepts and Methodology
- ENG-1A - English Composition
- HIS-6 - U.S. History to 1877
- MAT-12 - Statistics

Source: MVC's Office of Institutional Effectiveness, (n) is number of students



COVID – 19 Response

- Student Services Live
- Canvas Student Hub
 - Tutoring
 - Special Programs (Umoja, EOPS/CARE/NextUp, Disabled Student Services)
- Technology Support
 - Laptop loan program, Hotspot distribution, Parking Lot Wi-Fi Expansion
- Student Services Survey
- Student Supplies Contactless Distribution
 - Food Distribution
 - Library curbside support
 - Backpacks, pens, pencils, distribution
- Financial Support
 - CARES Act – Direct Student Aid
 - ASMVC Student Grants
 - Student Equity & Achievement Grants to support Dream Students



Assessment, Monitoring and Accountability

- All disaggregated metrics (including momentum points) are embedded in:
 - Strategic Plan
 - Student Equity Plan
 - Guided Pathways Plan
- Reorganization of Academic Affairs and Student Services
- Equity Audit
- Transparency = Transformation
- Shared Governance = Shared Responsibility



Student Equity Strategies Norco College



Select Student Equity Gaps

- Transfer Level Math
 - Improving across all student groups.
 - Closed equity gaps for Black/African American students
30% increase in Black/African American student success from 2018 to 2019.
- Transfer Level English
 - Improving across all student groups.
- Certificates/Degrees/Transfer
 - Small student success numbers overall (certificates).
 - Latinx students account for 57.4% of headcount and only 10.7% transfer.



Student Equity Strategies

- Expanded Learning Community course offerings in Umoja, including MAT-12 (Statistics)
- Umoja and High School Expansion (Centennial and Roosevelt)
- Transitioned Men of Color Program to a English and Guidance Learning Community in Fall 2019
- Professional Development – Increased number of trained Umoja faculty
- Project Teams - Equity Data and Cultural Competency
- Expansion of Dual Enrollment
- Revised onboarding process – Holistic Student Support Survey with a Needs Questionnaire
- Intentional Targeted Counseling and Student Success Team Support
- Expanded focus on Career Counseling
- Grant Alignment –NSF grant focused on improving student success rates in math
- Math and English Support Courses (AB705)
- Guided Pathways Program Map and ADT development



Professional Development

- CORA Racial Microaggression Training
- CORA Teaching Men of Color in Community Colleges
- CORA Learning Black Minds Matter Training
- USC California Community College Racial Equity Leadership Alliance, Campus Climate Survey and Resources Portal
- Cultural Competency Project Team
- Advancing Racial Equity Project: College Futures Foundation

COVID-19 Response

- Increased Online Student Support
- Canvas Online Student Hub
- Expansion of Mental Health Services
- High touch, personalized contact
- Dissemination of student supplies including technology, food, textbooks, and other supplies
- Disaggregated data review for special populations and programs
- CARES ACT, Foundation, and ASNC funding support





Assessment, Monitoring and Accountability

- All metrics are aligned with the district's Strategic Plan and Vision for Success
- Data is disaggregated and reviewed annually as part of the College's Annual Evaluation Report
- Guided Pathways Plan and Student Equity Plan continuous monitoring of activities and outcomes
- Culture of accountability across the institution with accountability built into Strategic Planning process.



Student Equity Strategies

Riverside City College



Select Student Equity Gaps

- Transfer Level Math
 - For 2019-2020, African American students are 7.5% of headcount but 3.4% of those passing Math in first year
 - Between 2015 and 2019, all groups have seen increases in pass rates
- Transfer Level English
 - For 2019-2020, African American students are 5.2% of those passing English in their first year
 - As with Math, all groups are seeing increases in pass rates
- Degree/Certificate/Transfer
 - For 2019-2020, Hispanic students are 62.1% of headcount but 57.4% of degree/certificate awards and 50.9% of transfers in 3 years
 - While African American students aren't proportionally underrepresented for these metrics, RCC recognizes that completion rates need to increase for this group as well as for all students



Student Equity Strategies

- Expansion of Dual Enrollment
- Math and English Support Courses
- Tutoring and other targeted support
- Data Coaching and Leading from the Middle
 - Data Analysis leading to best practice sharing and development
 - Cultural Proficiency and Culturally Relevant Pedagogy
- Student Equity Committee focus
 - Consultant led, focused training (Lasana Hotep)
 - Equity Audit
- Inescapable Services for Students College-Wide
- Intentional Targeted Counseling and Student Success Team Support
- Dedication to Professional Development



COVID-19 Response

Increased Support

- Developed additional strategies and activities: Consideration of Online Educational Resources (OER), increased access to online support services for students through Student Support Hub
- Technology support (laptops, hotspots, Wi-Fi)
- Financial support - cash grants – (CARES Act, Equity funds and ASRCC grants)
- Hungry Tigers (food pantry)
- Increased online presence for UMOJA, La Casa, Veterans Center, Disabilities Resource Center, Guardian Scholars



Student qualitative data

- What students needed as the college progressed to a distance learning environment
- Allowed faculty as well as student support departments to reach out directly and support these students' needs.
- Voice of the Student sharing Faculty Best Practices and Strategies





Assessment, Monitoring and Accountability

- All disaggregated metrics (including momentum points) are aligned with:
 - College and District Strategic Plans
 - Student Equity Plan
 - Guided Pathways Plan
- All Metrics are formally reviewed annually as part of the College's Strategic Planning Report Card and Vision for Success targets
- Math and English success including assessment of support courses are reviewed at the end of each term
 - Faculty have received training and support for AB705 implementation
- Guided Pathways Plan and Student Equity Plan are assessed annually
- Co-Curricular departments assess their Service Area Outcomes (SAO's) annually as part of their annual Program Review and Planning process – with an equity focus

District-wide strategies

- Professional Development
 - CORA Racial Micro Aggression Training
 - CORA Teaching Men of Color in Community Colleges
 - CORA Learning Black Minds Matter Training
 - USC California Community College Racial Equity Leadership Alliance, Campus Climate Survey and Resources Portal
- Guided Pathways Program Map and ADT Development
- Math and English support courses through AB705 implementation
- Data Coaching

