

Los Angeles City College

Student Equity Plan

November 21, 2014

LOS ANGELES CITY COLLEGE STUDENT EQUITY PLAN

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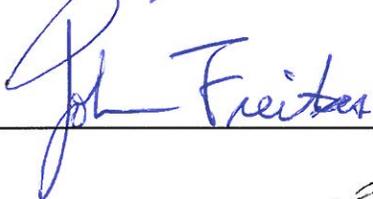
LOS ANGELES CITY COLLEGE
Student Equity Plan
Signature Page

District: Los Angeles Community College Date Approved by Board of Trustees: _____

College President: 

Vice President of Student Services: 

Vice President of Instruction: 

Academic Senate President: 

Student Equity Coordinator/Contact Person: 

Executive Summary

EXECUTIVE SUMMARY

Founded in 1929, Los Angeles City College resides in one of the most diverse areas of one of the most diverse cities in the United States. Its mission is to “[empower] students from the diverse community it serves to achieve their educational and career goals by providing learner-centered pathways to success through transfer, career and technical education, and foundational skills programs.” As of Fall 2013 it served a student population of 55% female and 45% male; Hispanic/Latino students make up the largest ethnic group at 46.3%, followed by white students (19.2%), Asians/Pacific Islanders (16.5%), and African Americans (12.1%). The student body is also diverse in age: 19% are under 20 years old; 32.6% are 20-24; 25.6% are 25-34; 17.3% are 35-54; and 5.5% are over 55 or older. 52.6% of the student body receive financial aid; and 89.9% are U.S. citizens or permanent residents.

As part of its charge in the Education and Strategic Master Plan to review and analyze disaggregated data of the student population, based on gender, ethnicity, economic status, age, and disability, COMPASS (Committee on Pathways for Student Success; also the Achieving the Dream Data Team on campus), was given the recommendation from its reporting committee, the Strategic Planning Committee (also the ATD Core Team) to develop the Student Equity Plan and to determine, using both state-guided methodologies --the 80% rule and proportionality rule--, disproportionally impacted groups of the student population under five given success indicators: access, course completion, ESL and basic skills completion, degree/certificate completion and transfer. After the data were gathered and presented, COMPASS then formed workgroups over Spring and Summer 2014, each focusing on a success indicator, each having representatives from faculty, staff, students and administrators. The workgroups concluded from its analyses the following:

Access

Asian; White; Male

Course Completion

African American

Basic Skills Completion

African American; Hispanic; Male; 25 to 49; 50 or older; DSPS; Economically Disadvantaged

Degree/ Certificate Completion

African American; Hispanic; Male; DSPS; Economically Disadvantaged

Transfer

African American; Hispanic; DSPS; Economically Advantaged

Analyses of the data revealed that the most common disproportionally impacted subgroups are African American students (in four of the five success indicators), Hispanic students (in three of the five success indicators), male students, disabled students and those students 25-years-old

or older (though the number of students in the latter two subgroups are relatively small). Data and activities concerning foster youth and veteran student populations on campus were later considered and added by the committee, as advised by the state recommendations. Furthermore, additional disaggregation of the data planned by the committee will reveal more telling details about inequity among populations. For instance, data on male students should be disaggregated by ethnicity to determine if Hispanic and African American males are more impacted than Hispanic and African American females. Data on courses and departmental degrees and certificates can determine how successful female students are in STEM majors. This data disaggregation, along with other data points, such as students on probation, students with mental health issues, etc., will be a part of future analysis on campus on the next round of research.

Based on the current analyses, COMPASS developed goals that would address improvements of access and success rates of these impacted groups. The target measures are based on raising the percentage rates of these groups out of the “disproportionate impact” definitions, as set by the reference subgroups in each area. Thus,

Goal A:

By 2017 the college will improve the access rates for the following disproportionately impacted groups:

- Asian students by 5%
- White students by 4%
- male students by 7%
- foster youth students by 10%
- veterans students by 10%

Goal B:

By 2017 the college will increase the course completion rate of African American students by 8%.

Goal C: By 2017 the college will increase the success rates of:

- African American students to complete the basic skills English sequence by 12% and the basic skills Math sequence by 16%.
- Hispanic students to complete the ESL sequence by 5%, basic skills English by 3%, and basic skills Math by 7%.
- male students to complete the ESL sequence by 9%.
- students 25 years or older to complete all ESL and basic skills sequences by 4%.
- disabled students to complete the basic skills Math sequence in the first year by 5%.
- economically advantaged students (those not receiving BOG waivers and/or Pell grants) to complete the ESL sequence by 4%.
- foster youth students to complete the basic skills English and Math sequences by 10%.
- veteran students to complete the basic skills English and Math sequences by 10%.

Goal D:

By 2017 the college will increase in the degree and certificate completion rates of:

- African American students by 5%
- Hispanic students by 3%
- male students by 3%
- disabled students by 8%
- economically disadvantaged students by 7%
- foster youth students by 10%
- veterans students by 10%

Goal E:

By 2017 the college will increase the transfer rates of:

- African American students by 5%
- Hispanic students by 7%
- disabled students by 4%
- economically advantaged students by 4%
- foster youth students by 10%
- veterans students by 10%

Its findings were shared with the campus Academic Senate, the Associated Students Government, the Management Team, and the Strategic Planning Committee, which then instructed COMPASS to narrow the Plan to three activities that would best achieve these goals. After a thorough discussion, the committee came to a consensus on three activities which were presented again to the campus for approval:

Access

First Year Program

Course Completion

First Year Program; Professional Development for Faculty and Staff

Basic Skills Completion

First Year Program; Professional Development for Faculty and Staff

Degree/Certificate Completion

The Completion Agenda

Transfer

The Completion Agenda

The Plan was approved and signed on November 6 by the campus leaders and presented again at Los Angeles Community College District for approval on November 19.

Every campus committee and group involved, further ensured that the activities of the Student Equity Plan aligned with the other campus-wide plans. Thus, the activities link clearly with the strategies and target measures in the Education and Strategic Master Plan, under "Access" and "Success." Furthermore, the activities are comparable with those recommended in the recently approved Student Success and Support Program Plan (3SP), the 2014-2015 Achieving the Dream Initiatives and the 2014-2017 Basic Skills Self-Planning Matrices. In addition, the Equity's

activities corresponded with the State Student Success Taskforce's recommendations, the District Strategic Plan and the recent District Academic Senate's recommendations.

The activities, which have already begun in Fall 2014 as smaller programs and interventions on campus, will expand to bigger programs scheduled to be fully implemented in Fall 2015, when students of these impacted populations will receive not only full matriculation, as mandated by SB 1456, but also placement into basic skills courses and a professional development course in the first year. This cohort will also be receiving supplemental instruction in English and Math as well as participating in a student-mentor program, designed to develop learning communities of these impacted groups. By the second year, with the services of embedded counselors and continual supplemental instruction in degree programs, this cohort will be placed into degree/certificate completion and transfer pathways. During the Plan's three-year duration, faculty and staff will be given opportunities in professional development, to be culturally responsive to these disproportionately impacted populations, to be trained in identifying services for at-risk students, to be guided in the use of proper SI implementation, and to be prepared for analysis of not only quantitative data but, most significantly, qualitative data. While the quantitative data can be currently supplied by the campus Office of Institutional Effectiveness, it doesn't resolve the mitigating factors of why these subgroups are disproportionately impacted. Qualitative data, gathered from focus groups, would be able to provide some reasons for these numbers.

Evaluations of these activities will go through program review processes each year for the next three years. Data will consider how many students in the subgroups were impacted, how many succeeded in access and completions in the other four areas (course, basic skills, degree/certificate and transfer), and how can improvements be made per year on the activities to increase the access and success rates of each subgroup. Monitoring of these activities will be under the purview of the Strategic Planning Committee, which is mandated to review areas of access and success on campus, as stated in the Education and Strategic Master Plan. COMPASS will continue its charge of reviewing data of these activities, receiving progress information from the persons responsible.

Contacts: Jeffrey Nishimura, COMPASS Chair; Todd Scott, Dean of Academic Affairs, SPC Co-Chair

Campus-Based Research

CAMPUS-BASED RESEARCH

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

COMPASS looked at two methodologies of indicated subgroups of the student population to determine disproportionate impact. The data was provided by the campus Office of Institutional Effectiveness.

Data to consider:

<u>Ethnicity</u>	<u>College</u>	<u>Service Area</u>	<u>State</u>	<u>Proportionality</u>
Asian	17%	20%	13%	0.84
White	19%	40%	40%	0.63

<u>Gender</u>	<u>College</u>	<u>Service Area</u>	<u>State</u>	<u>Proportionality</u>
Male	45%	52%	50%	0.86

No 80% rule was applied here, so COMPASS looked only at proportionality rates. Here, the Asian student subgroup is lower than 1.0 at 0.84, so it was determined to be disproportionately impacted in terms of college access. The white student subgroup was also below 1.0, at 0.63. It was pointed out that ACCJC might be concerned on the accreditation side, that that college is underserving the Asian and white populations of their local community. [LACC is, incidentally, located near Koreatown and Thaitown.] The other group of disproportionate impact happens to be male students at 0.86, and this group will be seen throughout other success indicator data sets. According to the data, Hispanic and African American students have ample access to the college, proportional to the surrounding community.

The committee looked at this group to see what mitigating factors could there be to explain the low ratio. However, without such qualitative data, the assumptions are unfounded.

After the initial data gathering, COMPASS then received data from programs for foster youth and veteran students. Though the numbers are small and not reviewed by the committee at the time of the workgroups' analyses, they are still significant, and the college has reached out to these populations in its Guardian Scholars Program (privately funded) and its Veterans Office Program on campus.

CAMPUS-BASED RESEARCH

B. COURSE COMPLETION. Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Data to consider:

<u>Ethnicity</u>	<u>80% Rule</u>	<u>Proportion</u>
Afr Amer	69%	0.81

This data set is pretty straightforward: The group that is most disproportionately impacted under this area is African American (at 69% and 0.81), with the highest performing and thus reference groups being Asians and whites. Furthermore, based on data, the Hispanic student population is not disproportionately impacted since they meet the 80% rule at exactly 80%; however, being the largest portion of the student body (at 12,622), they are slightly under the proportionality rule at 0.94. Overall, their number of course completion success is pretty decent. All the other data numbers, in terms of age, gender, or disability breakdown, are over 80% and bordering 1.0 in proportionality.

CAMPUS-BASED RESEARCH

C. ESL and BASIC SKILLS COMPLETION. Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

Data to consider:

Ethnicity	ESL		English		Math	
	80% Rule	Propor	80% Rule	Propor	80% Rule	Propor
Afr Amer			54%	0.68	32%	0.51
Latino	54%	0.63	73%	0.91	57%	0.90
Gender	80% Rule	Propor	80% Rule	Propor	80% Rule	Propor
Male	72%	0.79				
Age	80% Rule	Propor	80% Rule	Propor	80% Rule	Propor
25 to 49	37%	0.82	76%	0.87		
50 or more	21%	0.46	67%	0.76	59%	0.67
<u>DSPS</u>					77%	0.79
<u>Econ Adv.</u>	60%	0.68			78%	0.83

From what was given by the 80% rule and proportionality, the data sets of English and Math show that African Americans and Hispanic students are most disproportionately impacted. In ESL, Hispanics are most disproportionately impacted. Also, the students between the ages of 25 to 49 and 50 and above are disproportionately impacted in all Math, English and ESL. As far as the other subgroups being reviewed, disabled students are disproportionately impacted in Math (while close to the 80% rule at 77%, they have a proportionality of 0.79) and slightly better in English (above the 80% rule at 82% but low in proportionality at 0.87).

An interesting observation about the “economically advantaged” subgroup: it seems that those not receiving financial aid are most disproportionately impacted than those receiving BOG waivers. This could indicate the undocumented student population, who assume that they don’t qualify for financial aid. However, without qualitative data, this reasoning is uncertain. Nevertheless, such numbers emphasize how important financial aid is to students in terms of success at these levels.

CAMPUS-BASED RESEARCH

D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

Data to consider:

<u>Ethnicity</u>	<u>80% Rule</u>	<u>Propor</u>
Afr Amer	59%	0.67
Latino	75%	0.88
<u>Gender</u>	<u>80% Rule</u>	<u>Propor</u>
Male	71%	0.79
<u>Age</u>	<u>80% Rule</u>	<u>Propor</u>
50 or more	44%	0.44
<u>DSPS</u>	72%	0.71
<u>Econ Dis.</u>	51%	0.52

For this data set, LACC used the Success Scorecard Completion Rate (Student Progress and Attainment Rate – SPAR) data, which defines the cohort as students who have earned 6 units or more and enrolled in a Math or English class within three years of their initial enrollment. In a later note from OIE, it was stated that the data was “not using the informed matriculation goal as stated in the definition” by the state. In other words, the data is based not on the declaration of major, which has only been recently encouraged by the campus, in order for students to complete their comprehensive education plan. In any case, the numbers show that African American and Latino students are most disproportionately impacted, both in the 80% rule and proportionality and also those students 50-years or older (here those between 25 and 49 years of age are not). Furthermore, students with disabilities are most disproportionately impacted at 0.71 in proportionality, as well as those who receive financial aid or BOG waivers (the economically disadvantaged) at 0.52.

CAMPUS-BASED RESEARCH

- E. TRANSFER.** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

Data to consider:

<u>Ethnicity</u>	<u>80% Rule</u>	<u>Propor</u>
Afr Amer	65%	0.71
Latino	58%	0.92
<u>Age</u>	<u>80% Rule</u>	<u>Propor</u>
25 to 49	73%	0.81
50 or more	29%	0.32
<u>DSPS</u>	83%	0.86
<u>Econ Adv.</u>	76.8%	0.96

This data looks at one cohort year, at the ratio of students who have completed 12 units (so different from the ARCC/State Student Success measures) and have taken one transfer course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. Here, Hispanic students make up the most disproportionately impacted group. African American students are at 65% in the 80% rule; but their numbers are only 17 out of 59 (very few students get to that level). Filipino students have even lower numbers in the 80% rule: 34% but with 9 out of 60 students; too low to be counted. [Asians and Whites are, again, the criterion groups.] With gender, there is no disproportionate impact. With age, however, those over 25 years or more, are most disproportionately impacted, as most students that age aren't presumably interested in continuing their degree at the four-year university level. Again, without quantitative data, it is not known for sure. Also, those receiving financial aid are below the 80% rule at 76.8% and proportionality at 0.96. So, those who are economically advantaged are not transferring as well as those who are not, another indication of undocumented students, who might be unaware of the financial opportunities under the California DREAM Act.

CAMPUS-BASED RESEARCH

From the analysis, the subgroups that show to be the most disproportionately impacted in the five success indicators are:

- African American students (in Course Completion, Basic Skills Completion, Degree/Certificate Completion and Transfer);
- Latin American students (in Basic Skills Completion, Degree/Certificate Completion and Transfer);
- males (Access, Basic Skills Completion, Degree/Certificates);
- those 25 years old or older (in Basic Skills Completion, Degree/Certificate Completion and Transfer);
- disabled students (in Basic Skills Completion, Degree/Certificate Completion and Transfer).

Add to these disproportionately impacted subgroups across the indicators:

- Veterans
- Foster youth

The other disproportionately impacted subgroup for Access is Asian students.

The other disproportionately impacted subgroup for Basic Skills ESL and Math Completion and Transfer is economically advantaged (e.g. undocumented students).

The other disproportionately impacted subgroup for Degree and Certificate Completion is economically disadvantaged students (those receiving BOG waivers and/or Pell grants).

The methodology provided an understanding of the groups impacted. However, the reasons behind the numbers is uncertain without a clear qualitative data process on campus. One of the activities, focusing on Professional Development, will allow the college to establish focus groups of these subgroups to offer some reasoning about the data to be considered in the evaluation.

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Goals and Activities

GOALS AND ACTIVITIES

A. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”

GOAL A.

Increase access to the following groups of disproportionately impacted students:

- Asian
- white
- male
- foster youth
- veterans

ACTIVITY A.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

First Year Program – Outreach. Counseling staff, administration and department chairs will work in coordination with participating feeder K-12 schools to conduct outreach visits and meet individually or in small groups, all graduating seniors, specifically those in the disproportionately impacted subgroups (Asian, White, foster youth, and male), in order to provide promotion, guidance and assistance with the application to and matriculation processes at the college.

Target date: Fall 2014 to Spring 2017

Responsible Persons: Vice President of Student Services, Vice President of Academic Affairs, Dean of Academic Affairs, Dean of Student Life, FY Coordinator, Outreach Coordinator, Counseling Chair

This activity, which would be congruent to the college’s involvement with its California Academic Partnership Program (CAPP), to establish and strengthen relationships with local feeder high schools, such as Hollywood High School. Recruitment and partnership improvement between the college and high schools has already been in process by Fall 2014 and will be carried over into the following schoolyears, with the objective of promoting the college’s offerings to and guiding and assisting potential high school graduates into the college’s application and matriculation processes. In the coming years, the activity will focus on first-time college students, but in particular those in the disproportionately impacted groups, as analyzed in the college’s Student Equity Plan (Asian, male, and foster youth students) as well as other demographic groups (like African

GOAL A. (Continued)

Americans and Hispanic students) that would benefit from such access, particularly since access impacts other success indicators, such as Course and Basic Skills Completions. The activity will increase enrollment at the college of first-time students (a demographic rate that showed a decline in 2014-2015, while rates of continuing and returning students remained steady during that period), and ensure the campus' overall commitment to the mandated SB 1456. It also addresses one of the four Achieving the Dream Initiatives, which focuses on "front door" issues.

EXPECTED OUTCOME A.1.1.

The number of Asian students enrolled at the college will increase by 5% over the next 3 years.

EXPECTED OUTCOME A.1.2.

The number of White students enrolled at the college will increase by 4% over the next 3 years.

EXPECTED OUTCOME A.1.3.

The number of male students enrolled at the college will increase by 7% over the next 3 years.

EXPECTED OUTCOME A.1.4.

The number of foster youth students enrolled at the college will increase by 10% over the next 3 years.

EXPECTED OUTCOME A.1.4.

The number of veteran students enrolled at the college will increase by 10% over the next 3 years.

ACTIVITY A.2 (Please include the target date in chronological order and identify the responsible person/group for each activity)

First Year Program – Matriculation. Counseling staff will work in coordination with Admissions, Student Life, and the Dean of Academic Affairs to conduct "one-stop days" during the summer session for local high school students, including, in particular, Asian, white, foster youth, veterans and male students, in order to get them fully matriculated and placed into sections of English and Math.

Target date: Summer 2014 to Spring 2017

Responsible Persons: VPSS, Dean of Admission, Dean of Academic Affairs, Matriculation Officer, FY Coordinator, Counseling Chair

GOAL A. (Continued)

This activity will be offered over the summer, to identify potential first-time college students, who have applied to the college and are not part of the Outreach program (in Activity A.1.), and get them fully matriculated into LACC before the fall semester, including placing them in English and Math courses their first year (see C.2. of the Equity Plan). A “pilot” of sorts was done on August 5 and August 7, 2014, when approximately 250 students were invited to the campus, assessed, orientated, given initial educational plans and registered into open 8 English and 8 Math sections for Fall 2014. The activity will be expanded and implemented further for 2015-2016, as required by the 3SP Plan that all first-time incoming students must be fully matriculated. Going beyond the 3SP Plan will be enrolling these fully matriculated students into basic skills English and Math the first year (as explained in C.1.).

EXPECTED OUTCOME A.2.1.

The number of Asian students enrolled at the college will increase by 5% over the next 3 years.

EXPECTED OUTCOME A.2.2.

The number of White students enrolled at the college will increase by 4% over the next 3 years.

EXPECTED OUTCOME A.2.3.

The number of male students enrolled at the college will increase by 7% over the next 3 years.

EXPECTED OUTCOME A.2.4.

The number of foster youth enrolled at the college will increase by 10% over the next 3 years.

EXPECTED OUTCOME A.2.5.

The number of veteran students enrolled at the college will increase by 10% over the next 3 years.

GOALS AND ACTIVITIES

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

GOAL B.

Increases the number of African American students successfully completing coursework and remaining enrolled at the college.

ACTIVITY B.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

First Year Program – PD 40 Enrollment and Completion. Along with being fully matriculated at the high schools, as defined in Activity A.1, first-time students, particularly African American students, will be placed into a Personal Development 40 course, fulfilling their full-time load in the first semester, providing them with study skills in their corresponding English and Math courses and helping them complete their comprehensive education plans, as defined in the Student Success and Support Program Plan (3SP).

Target date: Spring 2015 to Spring 2017

Persons Responsible: VPSS, VPAA, Dean of Academic Affairs, FY Coordinator, Counseling Chair

This activity fulfills action plans in the ESMP, 3SP Plan, and the AtD Initiatives, so that, after abbreviated educational plans are developed for first-time students during orientation (as defined in A.1), the students will then be enrolled in a PD 40 course, and be given guidance on developing a comprehensive educational plan by the end of their first semester, as well as gain study skills essential for the basic skills English and Math courses during the first-year. Pairing of this course with the English and Math levels, explained in C.1., which will require collaboration among counseling services and ESL and basic skills departments, will correspond in the alignment of material, whenever possible, to ensure persistence in learning.

EXPECTED OUTCOME B.1.1

The rate of African American students completing their courses and persisting to the next level will increase by 8% in the next 3 years.

EXPECTED OUTCOME B.1.2

The rate of foster youth students completing their courses and persisting to the next level will increase by 10% in the next 3 years.

GOAL B. (Continued)

EXPECTED OUTCOME B.1.3

The rate of veteran students completing their courses and persisting to the next level will increase by 10% in the next 3 years.

ACTIVITY B.2 (Please include the target date in chronological order and identify the responsible person/group for each activity)

First Year Program – Student Mentors/Ambassadors. The Office of Student Life will provide a Student-Mentor/Ambassador program for first-time students, in particular for African American, foster youth, Veteran and disabled students and those with mental issues, to engage them into college life and provide learning communities in their first year of studies.

Target date: Spring 2015 to Spring 2017

Persons Responsible: VPSS, Dean of Student Life, Student Mentors/Peer2Peer/Ambassador Coordinator

The activity will be part of the Office of Student Life, which will group students in this disproportionately impacted cohort of incoming freshmen and provide them with campus-wide activities, information about services, meet-ups, and learning communities throughout the school year. It has been known on campus as a Peer2Peer program, but the program can evolve into an Ambassador Program model, like those at the universities.

EXPECTED OUTCOME B.2.1

The rate of African American students completing their courses and persisting to the next level will increase by 8% in the next 3 years.

EXPECTED OUTCOME B.2.2

The rate of foster youth students completing their courses and persisting to the next level will increase by 10% in the next 3 years.

EXPECTED OUTCOME B.2.3

The rate of veteran students completing their courses and persisting to the next level will increase by 10% in the next 3 years.

ACTIVITY B.3 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Professional Development for Faculty and Staff Training: The Chair of Staff & Organizational Development and Vice President of Academic Affairs will develop and implement professional development training for faculty and staff members to be more culturally responsive to the challenges

GOAL B. (Continued)

those in the disproportionately impacted groups face in the classroom. Part of the training will be to provide identify those students who are struggling through their courses and provide information on campus services that will guide them into course completion. Other training will be on data research, particularly to gather qualitative data, to correspond with the quantitative data gathering to be analyzed for improvement on course success.

Target date: Spring 2015 to Spring 2017

Persons Responsible: VPAA, Staff & Organizational Development Chair

This activity aligns with the campus' Student Success and Support Program Plan, which advises on "ally" programs for faculty and staff to understand the needs and challenges of the disproportionately impacted groups. These would include culturally responsive training and "Vet Net" (addressing the concerns of veteran students returning to school). Another program, which concerns the gathering of qualitative data, has always been an essential need of the college. There have been several attempts on campus to develop focus group teams, starting in 2013, but a leader or a coordinator might be necessary to train faculty and staff to gather such data on a regular basis; furthermore, as one of the Achieving the Dream Initiatives, faculty and staff must become familiar with data analysis as a process of program review of their programs and student success. Further training on customer service for staff will also be provided, to ensure quality information and guidance to students, particularly those "at risk" of failing or dropping out.

EXPECTED OUTCOME B.3.1

The rate of African American students completing their courses and persisting to the next level will increase by 8% in the next 3 years.

EXPECTED OUTCOME B.3.2

The rate of foster youth students completing their courses and persisting to the next level will increase by 10% in the next 3 years.

EXPECTED OUTCOME B.3.3

The rate of veteran students completing their courses and persisting to the next level will increase by 10% in the next 3 years.

GOALS AND ACTIVITIES

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”

GOAL C.

- Increase the number of Hispanic students, who take basic skills courses (ESL, English and Math), to successfully complete all basic skills sequences in their first year, and go on to degree-applicable course pathways.
- Increase the number of African American students, who take basic skills courses (English and Math), to successfully complete their basic skills sequence in the first year, and go on to degree-applicable course pathways.
- Increase the number of male students, who take basic skills ESL courses, to successfully complete their basic skills sequence in their first year and go on to degree-applicable course pathways.
- Increase the number of economically advantaged students (undocumented students), who take basic skills ESL courses to successfully complete all basic skills sequence in the first year and go on to degree-applicable course pathways.
- Increase the number of students 25 years or older who take basic skills courses (ESL, English and Math) to successfully complete all basic skills sequence in the first year and go on to degree-applicable course pathways.
- Increase the number of disabled students in basic skills Math courses to successfully complete that basic skills sequence in the first year and go on to degree-applicable course pathways.
- Increase the number of foster youth students in basic skills English and Math courses to successfully complete that basic skills sequence in the first year and go on to degree-applicable course pathways.
- Increase the number of veteran students in basic skills English and Math courses to successfully complete that basic skills sequence in the first year and go on to degree-applicable course pathways.

ACTIVITY C.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

First Year program – ESL and Basic Skills English and Math Placement within the First Year: With the guidance of counselors, first-time students, in particular, African American, Hispanic, males, economically advantaged, 25 years or older, disabled, foster youth and veterans, will be enrolled into sections of ESL and basic skills English and Math for the Fall semester, along with a PD 40 course and a possible fourth course to fulfill

GOAL C. (Continued)

a fulltime load. Enrollment in the ESL and basic skills level will continue in the Winter and Spring semesters, with the goal of completing the sequences within the first year.

Target date: Fall 2014 to Spring 2017

Persons Responsible: VPAA, FY Coordinator, Matriculation Chair, English/ESL Department Chair, Math Department Chair

This activity, which refers to A.2 and B.1 of this plan, will fulfill the activities set forth in the ESMP and AtD Initiatives, to get students, in particular, Hispanics and African Americans, enrolled in ESL and basic skills English and Math courses the first year, as most students can't enroll in the required courses because of priority restrictions or lack of available sections or avoid taking these courses until later, when they are at most risk of not completing their education. It will also be advised, before matriculation, for student mentors and counselors to provide refresher programs to potential incoming students, so that they might be placed at a higher basic skills level, thus giving them more of a chance to persist through the basic skills sequences. Attempts to place a cohort of students into basic skills English and Math the first year began in 2013-2014, and continued in 2014-2015.

EXPECTED OUTCOME C.1.1

The persistence and completion rate of African American students in basic skills English sequences will increase by 12% in 3 years, meeting statewide remedial rate averages. The persistence and completion rate of African American students in basic skills Math sequences will increase by 16% in 3 years, meeting statewide remedial rate averages.

EXPECTED OUTCOME C.1.2

The persistence and completion rate of Hispanic students in the ESL sequence will increase by 5% in 3 years, meeting statewide remedial rate averages. The persistence and completion rate of Hispanic students in the basic skills English sequence will increase by 3% in 3 years, meeting statewide remedial rate averages. The persistence and completion rate of Hispanic students in the basic skills Math sequence will increase by 7% in 3 years, meeting statewide remedial rate averages.

EXPECTED OUTCOME C.1.3

The persistence and completion rate of male students placed in the ESL sequence will increase by 9% in 3 years, meeting statewide remedial rate averages.

GOAL C. (Continued)

EXPECTED OUTCOME C.1.4

The persistence and completion rate of disabled students in the basic skills Math sequences will increase by 5% in 3 years, meeting statewide remedial rate averages.

EXPECTED OUTCOME C.1.5

The persistence and completion rate of students receiving financial aid in the ESL and basic skills English and Math sequences will increase by 4% in 3 years, meeting statewide remedial rate averages.

EXPECTED OUTCOME C.1.6

The persistence and completion rate of students 25 or older placed in any level of ESL and basic skills English and Math sequences will increase by 4% in 3 years, meeting statewide remedial rate averages.

EXPECTED OUTCOME C.1.7

The persistence and completion rate of foster youth students in any level of ESL and basic skills English, and Math sequences will increase by 10% in the next 3 years, meeting statewide remedial rate averages.

EXPECTED OUTCOME C.1.8

The persistence and completion rate of veteran students in any level of ESL and basic skills English, and Math sequences will increase by 10% in the next 3 years, meeting statewide remedial rate averages.

ACTIVITY C.2 (Please include the target date in chronological order and identify the responsible person/group for each activity)

First Year program – Supplemental Instruction within the First Year: Basic skills courses and DSPS, GSP, and Veterans Office tutoring services will increase Supplemental Instruction in basic skills English and Math courses to improve success through the basic skills sequences, in particular those students in disproportionately impacted groups (African American, Hispanic, males, disabled, foster youth and veterans).

Target date: Fall 2014 to Spring 2017

Persons Responsible: VPAA, SI Coordinator, English/ESL and Math Departments Chairs

GOAL C. (Continued)

This activity will provide Supplemental Instruction to those enrolled in basic skills English and Math sections, in particular those coming through the one-stop days. This activity will be for a cohort that would contain subgroups that are disproportionately impacted, such as African American, Hispanic, males, economically advantaged, 25 years or older, disabled, foster youth and veterans. For Fall 2014 there were 16 sections opened for approximately 250 students. The SI tutors will be monitored by a SI Coordinator, who will be in contact with participating department faculty and tutoring centers on campus (the Writing Center, STEMP Lab, the Pi Shoppe, DSPS Tutoring Lab, GSP and Veteran Office Services) to ensure a uniform process of monitoring and evaluating the program.

EXPECTED OUTCOME C.2.1

The persistence and completion rate of African American students in basic skills English sequences will increase by 12% in 3 years, meeting statewide remedial rate averages. The persistence and completion rate of African American students in basic skills Math sequences will increase by 16% in 3 years, meeting statewide remedial rate averages.

EXPECTED OUTCOME C.2.2

The persistence and completion rate of Hispanic students in the ESL sequence will increase by 5% in 3 years, meeting statewide remedial rate averages. The persistence and completion rate of Hispanic students in the basic skills English sequence will increase by 3% in 3 years, meeting statewide remedial rate averages. The persistence and completion rate of Hispanic students in the basic skills Math sequence will increase by 7% in 3 years, meeting statewide remedial rate averages.

EXPECTED OUTCOME C.2.3

The persistence and completion rate of male students placed in the ESL sequence will increase by 9% in 3 years, meeting statewide remedial rate averages.

EXPECTED OUTCOME C.2.4

The persistence and completion rate of disabled students in the basic skills Math sequences will increase by 5% in 3 years, meeting statewide remedial rate averages.

GOAL C. (Continued)

EXPECTED OUTCOME C.2.5

The persistence and completion rate of students receiving financial aid in the ESL and basic skills English and Math sequences will increase by 4% in 3 years, meeting statewide remedial rate averages.

EXPECTED OUTCOME C.2.6

The persistence and completion rate of students 25 or older placed in any level of ESL and basic skills English and Math sequences will increase by 4% in 3 years, meeting statewide remedial rate averages.

EXPECTED OUTCOME C.2.7

The persistence and completion rate of foster youth students in any level of ESL and basic skills English, and Math sequences will increase by 10% in the next 3 years, meeting statewide remedial rate averages.

EXPECTED OUTCOME C.2.8

The persistence and completion rate of veteran students in any level of ESL and basic skills English, and Math sequences will increase by 10% in the next 3 years, meeting statewide remedial rate averages.

GOALS AND ACTIVITIES

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

GOAL D.

Increase in number of disproportionately impacted students, who will successfully receive a degree or certificate that aligns with their informed matriculation goal:

- African American
- Hispanic
- male
- economically advantaged
- foster youth
- veterans

ACTIVITY D.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Completion Agenda – Supplemental Instruction. Departments with degrees and certificates will offer course and DSPS tutoring service through Supplemental Instruction to improve completion rates in those programs of the disproportionately impacted populations (including African American students, Hispanic students, disabled students, male students and those students 50 years or older).

Target date: Fall 2015 to Spring 2017

Persons Responsible: VPAA, SI Coordinator, Department Chairs

This activity will provide Supplemental Instruction to those enrolled in courses in high-producing departments and, in particular, programs that endorse degree and certificate completion, like the STEM Academy. The SI tutors will be monitored by department faculty and STEM Academy director, who will be in contact with participating department instructors to ensure a uniform process of monitoring and evaluation of the SI activity.

GOAL D. (Continued)

EXPECTED OUTCOME D.1.1

The completion rate for African American students receiving degrees or certificates will increase at the college by 5% in 3 years.

EXPECTED OUTCOME D.1.2

The completion rate for Hispanic students receiving degrees or certificates will increase at the college by 3% in 3 years.

EXPECTED OUTCOME D.1.3

The completion rate for male students receiving degrees or certificates will increase at the college by 3% in 3 years.

EXPECTED OUTCOME D.1.4

The completion rate for economically advantaged students receiving degrees or certificates will increase at the college by 7% in 3 years.

EXPECTED OUTCOME D.1.5

The completion rate of disabled students receiving degrees or certificates will increase by 3% in the next 3 years.

EXPECTED OUTCOME D.1.6

The completion rate of foster youth students receiving degrees or certificates will increase by 10% in the next 3 years.

EXPECTED OUTCOME D.1.7

The completion rate of veteran students receiving degrees or certificates will increase by 10% in the next 3 years.

ACTIVITY D.2 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Completion Agenda – Embedded Counseling. Programs with degrees and certificates will offer services and training to faculty and staff to provide embedded counseling to disproportionately impacted groups of students who are potential degree/certificate candidates, as identified by their unit loads.

Target Date: Fall 2015 to Spring 2017

GOAL D. (Continued)

Persons Responsible: VPSS, Department Chairs, Counseling Chair

This activity will review the degree programs to determine output over three years and will receive funding for dedicated instructors and programs, which guide students in the program to degrees and certificates, particularly those students in the disproportionately impacted groups.

EXPECTED OUTCOME D.2.1

The completion rate for African American students receiving degrees or certificates will increase at the college by 5% in 3 years.

EXPECTED OUTCOME D.2.2

The completion rate for Hispanic students receiving degrees or certificates will increase at the college by 3% in 3 years.

EXPECTED OUTCOME D.2.3

The completion rate for male students receiving degrees or certificates will increase at the college by 3% in 3 years.

EXPECTED OUTCOME D.2.4

The completion rate for economically advantaged students receiving degrees or certificates will increase at the college by 7% in 3 years.

EXPECTED OUTCOME D.2.5

The completion rate of disabled students receiving degrees or certificates will increase by 3% in the next 3 years.

EXPECTED OUTCOME D.2.6

The completion rate of foster youth students receiving degrees or certificates will increase by 10% in the next 3 years.

EXPECTED OUTCOME D.2.7

The completion rate of veteran students receiving degrees or certificates will increase by 10% in the next 3 years.

GOALS AND ACTIVITIES

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”

GOAL E.

Increase in number of disproportionately impacted students, who will successfully receive AA-T degrees or transfer to a four-year university, which aligns with their informed matriculation goal:

- African American
- Hispanic
- 25 or older (numbers are small)
- disabled (numbers are small)
- economically advantaged (numbers are small)
- foster youth
- Veterans

ACTIVITY E.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Completion Agenda – Embedded Counseling. Counselors, the Transfer Center and the Ralph Bunche Scholars program will work together to identify students in these disproportionately impacted subgroups, who are close to transfer based on their unit load, and coordinate counseling services with departments to encourage the potential students to transfer to four-year universities.

Target Date: Fall 2015 to Spring 2017

Persons Responsible: VPSS, Department Chairs, Counseling Chair, Transfer Center Director, Ralph Bunche Scholars Director, STEM Academy Director

This activity will encouraged the use of embedded counseling in department programs and service programs, and provide training to faculty and staff and counseling services to disproportionately impacted students, in particular, African American, Hispanic, 25-years-or-older, disabled, economically advantaged (undocumented), foster youth and veterans, to guide them into transferring to four-year universities.

GOAL E. (Continued)

EXPECTED OUTCOME E.1.1

The transfer rate for African American students will increase at the college by 5% in 3 years.

EXPECTED OUTCOME E.1.2

The transfer rate for Hispanic students will increase at the college by 7% in 3 years.

EXPECTED OUTCOME E.1.3

The transfer rate for economically disadvantaged students will increase at the college by 4% in 3 years.

EXPECTED OUTCOME E.1.4

The transfer rate for disabled students will increase at the college by 4% in 3 years.

EXPECTED OUTCOME E.1.5

The transfer rate for foster youth students will increase at the college by 7% in 3 years.

EXPECTED OUTCOME E.1.6

The transfer rate for veteran students will increase at the college by 7% in 3 years.

Budget

SOURCES OF FUNDING

I. The First Year Program (Activities A.1, A.2, B.1, B.2, C.1, C.2): This activity requires collaboration of existing sources and new positions to ensure that the rates of outreach, enrollment, and course and basic skills successes of these disproportionately impacted groups increase, as measured by the Equity Plan's expected outcome and the targets listed in the Education and Strategic Master Plan. The following positions, excluding those already established on campus, have been identified as essential for an effective program:

First Year (FY) Coordinator

- Responsible for coordinating a team of counselors, staff, and those involved with outreach, supplemental instruction, and student mentors, including the Vice Presidents of Student Services and Academic Affairs;
- Monitoring the schedule of potential new students through the first year program
- Reports equity information to Dean of Academic Affairs, and the Vice Presidents of Student Services and Academic Affairs on updates of the first time cohorts and how they fare with the measures listed in the Equity Plan and the ESMP.

Adjunct Outreach Staff/Counselors (7+)

- Responsible for reaching out to the high schools and encouraging potential new students to apply to the college, informing them of the opportunities and services on campus that will improve the students success. Such populations targeted would be those in the disproportionately impacted subgroups.
- Strong emphasis on seniors interested in STEM-majors/careers; thus, STEM specialist is needed for this population
- Reports equity information to Outreach Coordinator

Counselors (fulltime and adjunct): Counselors receiving release time or hired full time to serve a particular population in order to guide them through the first year completion. They would:

- Provide services and information of opportunities, including financial aid and child care services, that the student might qualify.
- Complete educational plans of students, first abbreviated plans during orientation and then comprehensive plans at the end of the PD 40 course within the first semester
- 4+ adjuncts plan out first-year pathways of cohort to complete basic skills sequences
- Provide guidance for "at risk" students, in particular those in the disproportionately impacted subgroups, such as foster youth, veterans, disabled
- Learning Specialist (2 recommended) is essential for disabled students, as well as counselors/directors for foster youth and veteran programs
- Report equity information to Counseling Chair and VPSS

Supplemental Instruction (SI) Coordinator

- Responsible for coordinating meetings with SI Mentors and English/ESL/Math Department Chairs on training SI Mentors and informing participating instructors

- Monitoring the SI program, the schedules of the Mentors, and acts as liaison between mentors and instructors
- Reports equity information to Dean of Academic Affairs and the Vice President of Academic Affairs

Supplemental Instruction Mentors

- Complete training of the SI program and build relation with instructors and chairs of ESL, English, and Math departments
- Meet weekly with students to improve their success in course and basic skills sequences
- Assign assignments to ensure the students' knowledge in the skills at that level
- Report equity information to SI Coordinator on a monthly basis

Student Mentor/Peer2Peer/Ambassador Coordinator

- Responsible for coordinating and scheduling meetings with students, English/ESL/Math Department Chairs, and Student Mentors/Ambassador to build learning communities
- Reports equity information to Dean of Student Life

Student/Peer2Peer Mentors/Ambassadors

- Build relation with students and departments for learning communities
- Meet weekly with students to provide information for students
- Participate in monthly gatherings and study groups with students
- Provide non-academic advice and identify students who might need additional services
- Report to Peer2Peer/Ambassador Coordinator on a monthly basis.

Student Services Assistant

- Helps programs with disabled, veteran and foster youth populations to ensure proper accommodations and services are received.

Child Care Coordinator: Should be year-round position

- Provide child care services on campus to students impacted by inequity
- Reports equity information to FY Coordinator

Child Care Assistant (2)

- Assist in child care services to students impacted by inequity
- Ensure services are extended year-round and throughout the day for students in afternoon courses

Other costs to the program would be for events and activities:

- Training for SI Mentors, Peer2Peer Mentors and Counselors
- Orientation Set-up and Transportations
- Supplies, including Book Vouchers for Student Mentors
- Travel expenses

2. The Completion Agenda (Activities D.1, D.2, E.1): After the First Year program, the cohort will have completed the ESL and basic skills English and Math sequences and move into pathways toward degree, certificates, or transfer to a four-year university. Counselors embedded in programs (like the Transfer Center, Ralph Bunche Scholars, STEM Academy) and departments, which have potential of being high producing, would serve students, who have achieved enough units toward completion or transfer. Students will also continue being served under Supplemental Instruction in departments and programs to improve on their success toward completion.

STEM Academy Director: This position is modeled after one already implemented on campus as of March 2014. It is to scale up to a full program, like the MESA program at East LA College, to accommodate a large cohort looking to transfer. The duties of the director would be to:

- oversee the execution of the mission of STEM and (future) MESA
- ensure MESA requirements are met, develop on- and off-campus partnerships and initiatives, interface with relevant LACC committees and administration, provide leadership, and diversity/equity training to STEM/MESA staff
- recruit industry support, create internships, and collaborate with campus grant writers;
- spend significant portion of time face-to-face with students, individually and in small and large groups, developing soft and technical skills for industry and transfer, and helping them plan and meet their career goals
- Reports equity information to STEM Department Chairs and the Vice President of Academic Affairs

STEM Academy Assistant Director

- Aids in the duties of the STEM Director

STEM Counselors:

- Embedded into the departments
- Guiding students, particularly those in disproportionately impacted subgroups, such as African American, Hispanic, disabled, foster youth, and veteran students toward STEM degrees/certificates and transfer science programs. Thus, must be knowledgeable in STEM majors and careers.
- Reports equity information to STEM Academic Director and Counseling Chair

STEM Scholars/MESA Learning Center (tutor/SI) Coordinator: This position should align with the SI Coordinator in the First Year Program. Should be year-round position.

- Coordinates training of SI mentors for the STEM departments
- Doubles as Summer Bridge and Summer/Winter Math Bootcamp Program Coordinator
- Reports equity information to STEM Academic Director

SI Trainers/Tutors: This service should align with the SI Coordinator in the First Year Program.

- Provide services for students in the STEM programs

- Include online services for evenings and weekends
- Report equity information to Si Coordinator

Fabrication Lab Tech Supervisor: Should be year-round position

- Responsible for supervising students in tech labs and ensure safety when instructors aren't present
- Educates students on lab use and procedures
- Reports equity information to STEM Director

Fabrication Lab Tech Assistant: The Lab requires one faculty or lab tech person and a student worker to be present to use heavy machinery for safety reasons. This would be the student worker that would lead a group of student workers in the lab.

STEM computer lab technician and web/social media manager

- Assists in the lab for students and tutors
- Maintains computers and computer updates of lab

Ralph Bunche Scholars Assistant:

- Assists the Ralph Bunche Scholars Director with coordinating activities and workshops on transfers for students in the disproportionately impacted subgroups
- Spends significant portion of time face-to-face with students, and in small and large groups, to assist with transfer, and help students plan and meet their career goals
- Reports equity information to Ralph Bunche Scholars Director

Transfer Counselor:

- Focuses on students from the impacted subgroups to guide them to transfer and pathway options at four-year universities (as UCLA's Transfer Alliance Program)
- Reports equity information to Ralph Bunche Scholars Director and Transfer Center Director

Other costs to the program would be for events and activities:

- Transportation and field trips for students to four-year universities
- Workshops on transfer and job opportunities after degree or certificate completion
- Supplies, including books, materials and software
- Summer Programs/Bridge
- Travel/Conference expenses
- Stipends for participating faculty

3. Professional Development Training for Faculty and Staff (Activity B.3): This third activity will provide workshop and training opportunities for faculty and staff that would help improve their knowledge of challenges and services of "at risk" students. Some workshops would include:

- **Culturally Responsiveness Training:** For staff and faculty to guide students not only in the ethnically diverse backgrounds, but also in foster youth programs, veteran programs, homeless services, and disabled services, as well as students with mental health issues, defined as LGBT, and other populations of the Equity Plan.
- **Data Research and Analysis:** This training might include hiring a data research analyst, who can develop and manage membership databases for counseling, grant application and reporting, and student support for campus programs (such as STEM Academy, Guardian Scholars, OSS, and Ralph Bunche), coordinate focus groups with students in the disproportionately impacted subgroups to document their challenges and provide qualitative data, so that the college can utilize the information for specific cohorts with specific services.
- **Services Improvements for Classified Staff:** This workshop for staff members would provide information and approaches that best serve the needs of students in these disproportionately impacted subgroups, to retain them in the college and assist in guiding them toward success.

Important note: Allocation of the activities are decided and approved by the Budget Committee and senior staff, with input from those involved. The Equity Plan does not guarantee full funding of positions, which can be altered, adjusted, reduced or expanded to fit the needs of the college. Other funds available to the campus might be used to support these activities. Regular adjustments to the allocation might also be necessary to improve the activities' outcomes.

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

Evaluations of the three activities will go through program review processes already established on campus and measured on targets, listed in the Education and Strategic Master Plan (ESMP). Target outcome measures are set to improve the percentages of the disproportionately impacted subgroups in the given indicators up to the 80% and proportionality standards over the next three years. The goals are to raise the groups out of the "disproportionate impact" definitions. Monitoring of these activities will be under the purview of the Strategic Planning Committee (SPC), which will be reviewing these areas of access and success, as mandated in the Education and Strategic Master Plan (ESMP). COMPASS will continue its charge of reviewing the data of these activities, as defined in the target measures of the ESMP. Corresponding with the monitoring of these activities will be the Plan's fulfillment of its goals in alignment with the college's commitments to its ESMP, Achieving the Dream Initiatives, Student Success and Support Program Plan, the 2014-2017 Basic Skills Self-Planning Matrices, the District's Strategic Plan and the State's Student Success Taskforce Recommendations.

The First Year Program (Activities A.1, A.2, B.1, B.2, C.1, C.2): Before Fall 2014, COMPASS evaluated the number of newly matriculated students in 2014-2015 as part of its data analyses and committee's duties. From the data analyses and, under the direction of SPC, the college employs coordinators, counselors and staff, under the guidance of the First Year Coordinator, the Vice President of Student Services and the Vice President of Academic Affairs, to reach out to students in the local high schools, particularly those in the disproportionately impacted groups, and, by Spring 2015, guide these students into applying to the college and then through the matriculation process. By Fall 2015, the First Year Coordinator and Outreach Coordinator will report any equity-related information to COMPASS, which then informs SPC on the number of first-time students in the indicated disproportionately impacted groups, who, comparable to previous years, have been fully matriculated and enrolled in ESL and basic skills English and Math. From such analysis, SPC will strategize on improvements, based on the data and target measures, to be implemented by the next school year. Budget allocation will also be reported yearly to SPC to monitor the effectiveness of the program and the sources and if any adjustments to the allocation of sources is necessary.

At the end of Fall 2015/At the end of Spring 2016, COMPASS will gather and analyze data on the persistence rate of first time students, who were defined in the disproportionately impacted groups and were placed in the ESL and Basic Skills English and Math sequences in the first semester. [This will be the first cohort under the new activity.] Analyses toward the measure and semester reports from the FY Coordinator, are then provided to SPC for ways of improvement in course completion. By next year, 2015-2016, COMPASS will gather and analyze data on the completion rate of ESL and basic skills English and Math sequences from this disproportionately impacted cohort. COMPASS will then report to SPC to determine ways of improving the rates toward the given target measures.

At the beginning of Spring 2016, COMPASS will gather and analyze data on the persistence rate in the ESL and basic skills English and Math sequences of first-time students, who were in the

disproportionally impacted groups and placed in a Personal Development course in the first semester, compared to students not enrolled in a PD course. COMPASS will report its research findings to SPC, along with semester reports from the FY Coordinator. SPC will determine ways of improving the rates of disproportionately impacted groups toward the given target measures, in terms of matriculation, course completion and basic skills completion.

In Fall 2014, the SI program in the ESL and basic skills courses was implemented as part of the First Year program. Through Fall 2015, data on the number of FY disproportionately impacted groups of students will be gathered by COMPASS: how many attended the SI sections, how many participated in assignments in the corresponding English, ESL and Math courses, how successful were the students in their English, ESL and Math courses (i.e. how many completed the sequence). COMPASS will then report the data to SPC, along with semester reports from the SI Coordinator, so that SPC will be able to analyze and determine ways of improving the course completion, according to the ESMP target measures. The evaluation process will be repeated the following semester and in 2016-2017 for persistence and basic skills completion rates. Budget allocation also is reported to SPC to ensure the effectiveness of the program and its sources and if any adjustments to the allocation of sources is necessary.

In Fall 2015, the Peer2Peer Program will be implemented as part of the First Year program. Throughout the semester, data on the number of disproportionately impacted groups of students in the Peer2Peer program are gathered by COMPASS: how many attended the student mentor sections, how many participated in workshops and learning groups, how successful were the students in their English, ESL and Math courses (i.e. how many completed the sequence). COMPASS will then report the data to SPC, along with information provided by the Peer2Peer Coordinator and Dean of Student Life, to analyze and determine ways of improving the course completion and basic skills completion rates, according to the ESMP target measures. The evaluation process is then repeated in Spring 2016 and throughout 2016-2017 for persistence and basic skills completion rates. Budget allocation also is reported to SPC in the Fall and Spring semesters to ensure the effectiveness of the program and its sources and if any adjustments to the allocation is necessary.

The Completion Agenda Program (Activities D.1, D.2, E.1): In Fall 2016, the FY cohort, disaggregated in the disproportionately impacted subgroups, is tracked for persistence into the Completion Agenda Program, beyond the First Year. Data on those in the cohort placed into Degree/Certificate/ Transfer pathways, like the STEM Academy, will be provided to COMPASS in the Fall and monitored by SPC throughout the semester in terms of course completion and persistence to award completion or transfer. At the end of Fall/Spring semester, data on the persistence, completion, and transfer rates of those receiving SI Mentor services and counseling services are reported to COMPASS for analyses. This data will also be part of the completion rates of the STEM and degree/transfer departments programs through program review. COMPASS reports to SPC at the end of each semester about the measures of degree/certificate completion and transfer, along with semester reports from STEM Academy Director, Ralph Bunche Scholars Director, and Transfer Center Director, to analyze and recommend improvements to the activity. Budget allocation also is reported to SPC in the Fall and Spring

semesters to ensure the effectiveness of the program and its sources and if any adjustments to the allocation is necessary.

Professional Development for Faculty and Staff (Activity B.3): Starting in Spring 2015, the Staff & Organizational Development presents a series of monthly training for faculty and staff in the areas of cultural responsiveness and service improvements. Training will include speakers, group work, and data analyses on identifying the challenges of students in these disproportionately impacted groups and ways of improving their success rates. Per the end of the month/semester, data on the number of faculty and staff participation in these training sessions are reported by Staff & Organizational Development to COMPASS and then to SPC for ways of improving participation rates. Budget allocation also is reported to SPC in the Fall and Spring semesters to ensure the effectiveness of the program and if any adjustments to the allocation is necessary.

Attachments

ATTACHMENTS

Reports on the Workgroups and committee's discussions on the data and Equity Plan are presented on the LACC COMPASS website. A PowerPoint on the initial Plan was developed and presented to Academic Senate, Management Team, Associated Student Governance, and Strategic Planning Committee; it is also posted on the COMPASS website. Drafts of the Equity Plan are also on the website, along with the final version, reducing the number of activities from 23 to three.

Other documents and handouts were created to help the college understand the process and development of the Equity Plan, including a Plans Grid, seen on the next page. The grid aligns the campus activities with the various plans on campus (the Student Equity Plan, the Education and Strategic Master Plan, the Student Success and Support Programs Plan, the Achieving the Dream Initiatives, the Basic Skills Self-Planning Matrices) as well as the District Strategic Master Plan and the State Student Success Taskforce Recommendations. A handout briefly describing the data analyses and the disproportionately impacted subgroups, the initial activities and its final form was developed, seen after the grid. Finally, a complete breakdown of the activities, sources, budgets, and timelines (including evaluation schedules) is at the end of this report.

	Equity	ESMP	3SP	AtD	BSMatrices	District SP	State SSI
Access							
K-12 Outre	A.1.	1.3	Recruit	3		1.1	1.1,2.3,7.4
Orientation	A.2.	1.2	1 Stop	2	B.I.a.	1.1,1.2	2.2,8.2
Online Orien		1.2	X		2012 Matr	1.1,1.1	2.3
Financial Aid			1 Stop			1.1	3.2,3.3,8.1
Preassess Bridge			PAWS		D.V.c.	1.3,2.2	2.4
Assessment	A.2.	1.2	1 Stop	2	A.III.a.	1.2,1.3	2.2,8.2
Ed Plan	A.2.	1.2	1 Stop	2	B.III.b.	1.2,1.3	2.2,3.1,3.4,4.1,8.2
Welc Week			X			2.1	2.4
Course							
Umoja		2.3	Ally Prog	1,4	C.I.d.,C.II.	2.1,2.2,2.3,2.4	2.4,4.1,7.4,8.1
Prereqs			X		A.III.a,D.III.a	2.2	4.1,5.1?,5.2?
PD 40	B.1.		X		A.III.b,B.III.c	2.1,2.4	2.4
Early Alert		2.1,2.2,2.3	X		B.I.c.	2.1,2.4	2.3,2.4
Student mentor	B.2.				D.IV.g.	2.1,2.4	2.4
Cultural Comp	B.3.	2.3	Ally Prog	1,4	C.I.d.,C.II.	2.4,3.3	6.1,6.2
Book Program				1	D.II.a.	2.1	2.4,6.1,6.2
Basic Skills							
Redesign NC/C				4	B.IV.b,D.II.c	2.4	3.1,4.1,5.1,5.2
Cut Scores			X			2.2,2.3	5.2?
Enroll ENL/Math	C.1.	1.2, 2.2		2	A.III.a,B.III.b	1.3,2.4	3.4,5.2
SI	C.2.				A.III.b.	2.1,2.4	2.4,8.1,8.3
Online tutor					D.I.c.	2.1,2.4	2.3,2.4
FYE	A1,A2,B1,B2,C1,C2	2.2	X		D.V.b.	2.1,2.2,2.3,2.4	2.4,7.4,8.1,8.3
Degree							
2nd year	D.1.,D.2.					2.2,2.3,2.4	2.5,4.1.,7.2,7.4,8.1
SI	D.1.					2.4	8.1
Tutoring					D.I.a	2.4	8.1
Embd Counseling	D.2.	2.1	Act Plan it	2	B.III,D.III.b,D.V.b	2.4	4.1
Web Update		4.2		1		2.1,2.4	2.3
STEM Acad/MESA		2.3				2.4	4.1,7.4,8.2
Paired class					D.V.a, D.II.a-b		4.1
Transfer							
2nd year	E.1.					2.2,2.4	2.5,4.1,7.2,7.4
Embd Counseling	E.1.	2.1	X	4	B.III,D.III.b,D.V.b	2.4	4.1
Web Update		4.2		1		2.1,2.4	2.3
Other activities							
Data based Impr	X	3.1,4.1	X	X	X (A.I.b.)	3.1	7.3,7.4,8.1
Gov structure		3.1		X (2012-3)		3.2	7.1
Effective budget	X	4.3				4.1	X
Commun/partner		4.5		1		4.3	4.1,5.2
	Equity	ESMP	3SP	AtD	BSMatrices	District SP	State SSI

Original List of Activities (and the subgroups they serve)

Access

- Activity A.1.: K-12 Partnership (Asian, white, male, foster youth)
- Activity A.2.: One-Stop Days -- Matriculation (Asian, white, male, foster youth)
- Activity A.3.: Online Orientation (foster youth, veteran)

Course Completion

- Activity B.1.: Umoja team (African American)
- Activity B.2.: One-Stop Days -- PD 40 course (African American)
- Activity B.3.: Student Mentor (P2P) (African American)
- Activity B.4.: Early Alert (African American)
- Activity B.5.: Kognito Training (foster youth, veteran)

ESL and Basic Skills Completion

- Activity C.1.: Dev Ed Redesign (age 25 or older, 50 or older)
- Activity C.2.: One-Stop Days -- Financial Aid in Orientation (econ. advantage, foster youth, veterans)
- Activity C.3.: One-Stop Days -- Enrollment in English and Math (Hispanic, African American, male, disabled, econ. advantage, foster youth, veterans)
- Activity C.4.: Supplemental Instruction in Basic Skills English and Math and DSPS (African American, Hispanic, age 25 or older, 50 or older, male, disabled, econ. advantage, foster youth, veterans)
- Activity C.5.: Online tutoring (disabled, Veteran)

Degree or Certificate Completion

- Activity D.1.: Umoja Program (African American)
- Activity D.2.: Second year MESA/Stem Academy Pathway (Hispanic)
- Activity D.3.: Embedded Counseling in Departments (African American, Hispanic, males, 50 or older, foster youth, Veterans)
- Activity D.4.: Supplemental Instruction in Department Programs (African American, Hispanic, males, disabled)
- Activity D.5.: Website Update for CTE Program (econ. advantage)

Transfer

- Activity E.1.: Umoja Program (African American)
- Activity E.2.: Second year MESA/Stem Academy Pathway (Hispanic)
- Activity E.3.: Embedded Counseling in Departments (African American, Hispanic, males, 50 or older, foster youth, Veterans)
- Activity E.4.: Supplemental Instruction in Department Programs (African American, Hispanic, males, disabled)
- Activity E.5.: Website Update for CTE Program (econ. advantage)

Updated List of Activities (and the population they serve)

Access

- Activity A.1.: K-12 Partnership (Asian, white, male, foster youth)
- Activity A.2.: One-Stop Days -- Matriculation (Asian, white, male, foster youth, veterans)

Course Completion

- Activity B.1.: Umoja team (African American)
- Activity B.2.: One-Stop Days -- PD 40 course (African American, foster youth, veteran)
- Activity B.3.: Student Mentor (P2P) (African American, foster youth, veteran)

ESL and Basic Skills Completion

- Activity C.1.: One-Stop Days -- Financial Aid in Orientation (econ. advantage, foster youth, veteran)
- Activity C.2.: One-Stop Days -- Enrollment in English and Math (Hispanic, African American, male, foster youth, veteran)
- Activity C.3.: Supplemental Instruction in Basic Skills English and Math (African American, Hispanic, male, 25 or 49, 50 or older, disabled, econ. advantaged, foster youth, veteran)
- Activity C.4.: Student Mentor (P2P) (African American, Hispanic)

Degree/Certificate Completion

- Activity D.1.: Embedded Counseling in Departments (African American, Hispanic, male, 50 or older, disabled, econ. advantaged, foster youth, veterans)
- Activity D.2.: Supplemental Instruction in Degree Courses (African American, Hispanic, male, 50 or older, disabled, econ. advantaged, foster youth, veterans)
- Activity D.3.: Student Mentor (P2P) (African American, Hispanic, male, 50 or older, disabled, econ. advantaged, foster youth, veterans)

Transfer

- Activity E.1.: Embedded Counseling in Departments (African American, Hispanic, 25 or older, disabled, econ. disadvantage, foster youth, veteran)

In a shorter list, three activities (with success indicators)...

First Year Program (Access, Course, Basic Skills Completion)

- K-12 Outreach
- Full Matriculation (high schools and one-stop days)
- Enrollment into Basic Skills English/ESL/Math/PD 40 in the first semester
- Completion of Basic Skills English/ESL/Math sequence in the first year
- Supplemental Instruction in Basic Skills English/ESL/Math courses
- Student Mentor Program in the First Year

Second Year Program (Course, Degree/Certificate, Transfer)

- Embedded Counseling in Department Programs
- Supplemental Instruction in Department Courses
- Student Mentor Program in the Second Year

Professional Development Training for Faculty and Staff (Course)

- Advising Training (Culturally Responsive, Ally Programs)
- Data Training (Focus Groups, Qualitative Data)