



# 2015 Student Equity Plan Summary

East Los Angeles College

December 16, 2015

## Executive Summary

### **Brief description of planning process**

East Los Angeles College's Strategic Planning Committee (SPC) was tasked with creating the ELAC Student Equity Plan in 2014. From SPC five workgroups were formed and tasked to work on five success indicators. Since that time, the implementation has evolved to include a broader campus-based constituency that included students, classified staff, faculty, administrators, and community members. The Student Equity Faculty Facilitator and Administrators from Academic Affairs and Student Services worked with a core equity planning team that included direct service categorical programs and student support learning services, community advisory, transfer/certificate/degree completion workgroup, and an access workgroup. The categorical programs involved included Educational Opportunity Programs and Services/CARE (EOPS), Foster Youth, MESA/STEM, Veterans Resource Center, Student Financial Aid and Board Financial Assistance Program (BFAP), Basic Skills Initiative, and other special programs such as Adelante/First Year Completion, Puente, Honors, John Delloro Social Justice Program, and Athletics. In addition, meetings were held with instructional departments to discuss student equity plan efforts and allow an examination and reflection of student equity measures to address departmental equity gaps. The Student Equity Facilitator and Student Success Support Program Coordinator met to develop a crosswalk and focus on student success strategies and professional development strategies. A formal Student Equity Advisory Committee in fall 2015.

### **Identify planning and resource linkages between Student Equity Plan and college and district plans**

The Student Equity Plan goals and activities align with the college's SSSP, Strategic, and Educational Master plans. The equity plan's goals and activities also align with District Goal 1, Objective 1. Implementation of the Student Equity Plan, and its evaluation, will require use of student equity funding, SSSP and Program 100 funding.

### **Three highest priority disproportionate impacts addressed and rationale**

Percentage Point Gap analysis results show that the following student groups were disproportionately impacted: Hispanic/Latino in Course Completion, Male in Access, and Low-Income in Course Completion. These three groups were selected because of the number of "lost" students in each outcome measure. In Course Completion 1,531 Hispanic/Latino students were "lost"; in Access 912 male students were "lost"; and 756 Low-Income students in Course Completion.

### **Expected impact on student success, timeframe for improvements, and evaluation plan**

Through these efforts the college expects to minimize equity gaps observed in the areas under study. Increased access for community members, increased success rates in courses, increased ESL and Basic Skills completion rates, increased Degree and Certificate completion and increased number of transfers are among the expected impacts to student success. The College expects to see outcome improvements in Access, Course Completion, and Basic Skills Completion by 2018. Outcome Improvements in Degree and Certificate Completions and in Transfer are expected by 2020. The evaluation plan lists evaluation measures and the frequency of evaluation by Objective, and they are aligned with Student Equity Goals. The ELAC Student Equity Plan and the Summary Plan, described in this Executive Summary, provide more detail about the College's evaluation plan.

### **Progress toward reducing disproportionate impacts**

Equity data, disaggregated by department/discipline and ethnicity/gender, is now integrated into the Annual Update Plan (AUP). Each department and/or discipline has developed plans to address equity gaps as part of the AUP. Since Spring 2015, the college began recruiting underrepresented students to participate in the college Leadership Academies. The Men of Color Leadership Academy is in their first full implementation and will provide a progress report at the end of the year.



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**Disproportionate Impacts, College Analysis, and Plans for Improvement**

**I. Access**

<b>Impacted Group</b>	<b>College Analysis</b>	<b>Plan(s) for Improvement</b>	<b>Expected Improvement(s)</b>	<b>Progress Toward Reducing Disproportionate Impact</b>
<p><b>Males students</b></p>	<p>Proportionality Index results in enrollment show an equity gap for male students.</p>	<p>Create a Leadership Academy to recruit underrepresented students.            Conduct monthly campus Outreach Planning Meetings to ensure initiatives supporting access to underrepresented student populations.            Develop an integrated and focused outreach plan with community partners to ensure access for underrepresented students.            Develop marketing plan and multilingual materials to inform the community and underrepresented groups of the benefits of pursuing college degree and/or certificate pathways.            Strengthen and expand high school and community partnerships with Student Ambassadors/Peer Mentors supporting underrepresented students.              Conduct research to plan, evaluate, and improve outreach initiatives for underrepresented students.</p>	<p>The proportion of male students attending the college will increase and the equity gap will be reduced/eliminated.</p>	<p>Since Spring 2015, the college began recruiting underrepresented students to participate in the college Leadership Academies. They have hired male high school ambassadors and academy leaders. The Men of Color Leadership Academy is in their first full implementation and will provide a progress report at the end of the year.</p> <p>The college has expanded the high school partnerships from 12 to 40 schools. This has led to an increase in dual enrollment course offerings since Spring 2015. The college has also hired five student ambassadors/peer mentors to outreach to students at each partnership high and middle school.</p> <p>The Welcome Center Campaign, currently in the final planning stages, is slated to begin in early 2016. A key component of the campaign will be the new student intake form. This allows the college to follow-up with eligible students and provides key services. The campaign will also ensure all students have the appropriate information regarding college programs and services.</p> <p>The GO ELA program has built a strong relationship with Garfield High School; and is</p>



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### Disproportionate Impacts, College Analysis, and Plans for Improvement

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress Toward Reducing Disproportionate Impact
				building relationships with Garfield’s feeder elementary and middle schools.
<b>African-American and Caucasian students</b>	Proportionality Index enrollment results show an equity gap.	<p>Create a Leadership Academy to recruit underrepresented students.</p> <p>Conduct monthly campus Outreach Planning Meetings to ensure initiatives supporting access to underrepresented student populations.</p> <p>Develop an integrated and focused outreach plan with community partners to ensure access for underrepresented students.</p> <p>Develop marketing plan and multilingual materials to inform the community and underrepresented groups of the benefits of pursuing college degree and/or certificate pathways.</p> <p>Strengthen and expand high school and community partnerships with Student Ambassadors/Peer Mentors supporting underrepresented students.</p> <p>Conduct research to plan, evaluate, and improve outreach initiatives for underrepresented students.</p>	The proportion of African-American and Caucasian students attending the college will increase and the equity gap will be reduced/eliminated.	<p>Since Spring 2015, the college began recruiting underrepresented students to participate in the college Leadership Academies. The 2015-2016 academic year is the first year of full implementation.</p> <p>The college has expanded dual enrollment course offerings since Spring 2015, and hired five student ambassadors/peer mentors to outreach to students at each high school.</p> <p>The Welcome Center Campaign, currently in the final planning stages, is slated to begin in early 2016. A key component of the campaign will be the new student intake form. This will allow the college to follow-up with eligible students and provide key services. The campaign will also ensure all students have the appropriate information regarding college programs and services.</p> <p>The GO ELA program has built a strong relationship with Garfield High School and is building a relationship with Garfield’s feeder middle schools.</p>
<b>Foster Youth, Veterans,</b>		Create a plan to improve data collection for Foster Youth, Veterans, disabled students, and low-income students.	More accurately identify equity gaps within these student	Garnered data from Opportunity Youth Collaborative (OYC). Hosted OYC meeting with 65 agencies and community partners. Participated



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Disabled, and Low Income			populations. Create target interventions to address equity gaps.	<p>in the Chamber of Commerce California Career Pathways Trust (CCPT) to identify schools with high number of foster youth.</p> <p>In the planning phase of creating a Guardian Scholars Program for foster youth.</p> <p>Wrote grants for Cooperating Agencies Foster Youth Educational Services.</p> <p>Held meeting with the City of Los Angeles's Veteran's Resource Center to discuss potential job fair participation and recruitment.</p>

## II. Course Completion

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress Toward Reducing Disproportionate Impact
Hispanic/Latino students	Proportionality Index results for course completion show student equity gaps in some departments and disciplines.	<p>Evaluate success measures by demographics within departments and disciplines.</p> <p>With input from departments, create an equity scorecard to educate departments on their equity gaps.</p> <p>Create a mini grant innovation framework to mitigate inequities, where applicable.</p> <p>Develop plan to offer Culturally</p>	Reduced equity gaps in departments and/or disciplines with observed equity gaps ELAC employees will become sensitive to the cultural diversity of students.	<p>Equity data, disaggregated by department/discipline and ethnicity/gender, is now integrated into the Annual Update Plan (AUP), which is one of two major college planning processes. Each department and/or discipline has developed plans to address equity gaps as part of the AUP. The equity scorecard is still in development.</p> <p>The Student Equity Coordinator has Innovation and Campus Initiatives – call for proposals, workshops.</p>



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**Disproportionate Impacts, College Analysis, and Plans for Improvement**

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress Toward Reducing Disproportionate Impact
		<p>Responsive Training (CRT) program. Student Success Advocates (SSA) will identify best practices in the classroom for student success.</p>		<p>Mini-grants proposals            Funded – Delloro (Social Justice), Law Pathway (completion and transfer)</p> <p>The Student Equity Coordinator has planned a Professional Development Academy around Culturally Responsive Training (CRT). There has been a great deal of interest in the CRT trainings; 85 faculty members attended the Opening Day “Introduction to CRT” session. Beginning in 2016, the CRT trainings will be offered to a cohort of faculty.</p>
<p><b>Male and female students</b></p>	<p>Proportionality Index results for course completion show an equity gap for some departments and disciplines.</p>	<p>Evaluate success measures by demographics within departments and disciplines.            With input from departments, create an equity scorecard to educate departments on their equity gaps.            Create a mini grant innovation framework to mitigate inequities, where applicable.            Develop plan to offer Culturally Responsive Training (CRT) program. Student Success Advocates (SSA) will identify best practices in the classroom for student success.</p>	<p>Reduced equity gaps in departments and/or disciplines with observed equity gaps. ELAC employees will become sensitive to the cultural diversity of students.</p>	<p>Equity data, disaggregated by department/discipline and ethnicity/gender, is now integrated into the Annual Update Plan (AUP), which is one of two major college planning processes. Each department and/or discipline has developed plans to address equity gaps as part of the AUP. The equity scorecard is still in development.</p> <p>The Student Equity Coordinator has Innovation and Campus Initiatives – call for proposals, workshops.</p> <p>Mini-grants proposals            Funded – Delloro (Social Justice), Law Pathway (completion and transfer)</p> <p>The Student Equity Coordinator has planned a</p>



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				Professional Development Academy around Culturally Responsive Training (CRT). There has been a great deal of interest in the CRT trainings; 85 faculty members attended the Opening Day “Introduction to CRT” session. Beginning in 2016, the CRT trainings will be offered to a cohort of faculty.

### III. ESL and Basic Skills Completion

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress Toward Reducing Disproportionate Impact
<b>Hispanic/Latino students</b>	ESL and Basic skills completion and proportionality index results show disproportionate impact for Hispanic/Latino students.	<p>Coordinate with Math Lab and Writing Center to visit all low-level English, ESL and Math courses during the first three weeks of the semester to inform students of available services.</p> <p>Training for interested faculty in-basic skills departments on the college’s Early Alert System.</p> <p>Evaluate the results of the implementation of the early intervention process.</p> <p>Expand Supplemental Instruction and counseling support for basic skills math classes.</p> <p>Development of modular, "emporium"</p>	<p>A 25% increase of faculty utilizing Early Alert System by Fall 2015.</p> <p>Reduction of equity gaps in ESL, basic skills English and basic skills math sequence for Hispanic/Latino students.</p> <p>Increased proportion of impacted students progressing through the ESL, basic</p>	<p>Work on the early alert system has stalled in recent terms as the college prepares to transition to a new student information system. We anticipate that interest in an early alert system will increase once a more user-friendly version is available. In the meantime, the Professional Development Office will work to promote the existing system, beginning in Spring 2016. With several Professional Development Coordinators stepping down in the last year, this area has also progressed slowly.</p> <p>Supplemental instruction remains a successful intervention for improving outcomes for this population. This practice has remained relatively small due to the amount of space required to</p>



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### Disproportionate Impacts, College Analysis, and Plans for Improvement

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress Toward Reducing Disproportionate Impact
		<p>approach to basic skills classes that focuses on specific student weaknesses. Develop a process for emphasizing to students that they can and should enroll in the subsequent class without having to wait for their final grades.</p>	<p>skills English and basic skills math sequence.</p>	<p>expand to large scale. Fortunately, the college president is committing space to quadruple the capacity for supplemental instruction in the next year.</p> <p>Modular and emporium approaches are being discussed inside and outside of the Mathematics Department, both from the point of view of this population, and looking towards adult education.</p>
<p><b>African-American students</b></p>	<p>ESL and Basic skills completion and proportionality index results show disproportionate impact for African-American students.</p>	<p>Coordinate with Math Lab and Writing Center to visit all low-level English, ESL and Math courses during the first three weeks of the semester to inform students of available services.</p> <p>Training for interested faculty in-basic skills departments on the college's Early Alert System.</p> <p>Evaluate the results of the implementation of the early intervention process.</p> <p>Expand Supplemental Instruction and counseling support for basic skills math classes.</p> <p>Development of modular, "emporium" approach to basic skills classes that focuses on specific student weaknesses. Develop a process for emphasizing to students that they can and should enroll</p>	<p>A 25% increase of faculty utilizing Early Alert System by Fall 2015</p> <p>Reduction of equity gaps in ESL, basic skills English and basic skills math sequence for African-American students.</p> <p>Increased proportion of impacted students progressing through the ESL, basic skills English and basic skills math sequence.</p>	<p>Work on the early alert system has stalled in recent terms as the college prepares to transition to a new student information system. We anticipate that interest in an early alert system will increase once a more user-friendly version is available. In the meantime, the Professional Development Office will work to promote the existing system, beginning in Spring 2016. With several Professional Development Coordinators stepping down in the last year, this area has also progressed slowly.</p> <p>Supplemental instruction remains a successful intervention for improving outcomes for this population. This practice has remained relatively small due to the amount of space required to expand to large scale. Fortunately, the college president is committing space to quadruple the capacity for supplemental instruction in the next year.</p>



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<b>Impacted Group</b>	<b>College Analysis</b>	<b>Plan(s) for Improvement</b>	<b>Expected Improvement(s)</b>	<b>Progress Toward Reducing Disproportionate Impact</b>
		in the subsequent class without having to wait for their final grades.		Modular and emporium approaches are being discussed inside and outside of the Mathematics Department, both from the point of view of this population, and looking towards adult education.

**IV. Degree and Certificate Completion**

<b>Impacted Group</b>	<b>College Analysis</b>	<b>Plan(s) for Improvement</b>	<b>Expected Improvement(s)</b>	<b>Progress Toward Reducing Disproportionate Impact</b>
<b>Male students</b>	Proportionality Index results for degree and certificate completion show an equity gap for male students.	<p>Assist students to become familiar with the process for requesting a certificate and or degree.</p> <p>Students enrolled in Math 125 and/or English 101, with 30+ units, will schedule an appointment with a counselor.</p>	<p>Increase the proportion of male students completing certificates and/or degrees.</p> <p>Students will understand the value of certificates and/or degrees.</p> <p>Increased participation by faculty and staff who highlight certificate and degree information within their respective disciplines.</p>	Currently working with departments to recruit and develop discipline student mentors to assist peers with the certificate and degree application process.





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**Disproportionate Impacts, College Analysis, and Plans for Improvement**

**V. Transfer**

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress Toward Reducing Disproportionate Impact
<p><b>Hispanic/Latino</b></p>	<p>Proportionality Index results for Transfer show an equity gap for Hispanic/Latino students.</p>	<p>Create Transfer Pathway Programs with local universities for Hispanic/Latino students.</p> <p>Develop Summer Immersion Programs at University Campuses for current ELAC students.</p> <p>Create and implement an accelerated cohort program for working adults.</p> <p>Develop an accelerated math and English bridge program to prepare students for accelerated cohort model.</p> <p>Include Tri Math, Supplemental Instruction models. Ensure that the Child Development Center support services align with cohort model schedule.</p> <p>Develop an alternative plan for Student Support Services (e.g., counseling, financial aid, career center, transfer center) in multiple formats and during hours that complement the cohort model.</p> <p>Identify and partner with community resources and resource centers that would support students through their academic journey.</p> <p>Collaborate with CTE Career Pathways Trust Grants to assign Peer Mentors to HS Transfer Pathway students.</p>	<p>Reducing of equity gap in transfer completion.</p> <p>Increase the proportion of Hispanic/Latino students transferring.</p>	<p>Established the Transfer Taskforce.</p> <p>Held a University Day.</p> <p>Hired Transfer Engagement Facilitator to visit classrooms and promote a transfer culture.</p> <p>Created Loyola Marymount University Partnership.</p> <p>Students with 30 units, 3.3 or higher GPA, college-level math and English completed were invited into the Counseling department to discuss transfer options.</p> <p>Students were recruited to participate in a Latina Completion and Transfer Academy Cohort.</p>

**East Los Angeles College**  
**Student Equity Plan**

**November 23, 2015**

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# EAST LOS ANGELES COLLEGE STUDENT EQUITY PLAN

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- Attachment A – ELAC Student Equity Planning Chart

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## Signature Page

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## **East Los Angeles College** **Student Equity Plan Signature Page**

**District:** Los Angeles Community College District      **Board of Trustees Approval Date:** 1/xx/16

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

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Marvin Martinez, President      Email [martinmr@elac.edu](mailto:martinmr@elac.edu)

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

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Ann Tomlinson, Vice President      Email [tomlinaw@elac.edu](mailto:tomlinaw@elac.edu)

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Jeanette Gordon, District Chief Business Officer      Email [gordonjl@laccd.edu](mailto:gordonjl@laccd.edu)

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

---

Julie Benavides, Chief Student Services Officer Name      Email [benavij@elac.edu](mailto:benavij@elac.edu)

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

---

Laura M. Ramirez, Chief Instructional Officer Name      Email [ramirelm@elac.edu](mailto:ramirelm@elac.edu)

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

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Alex Immerblum, Academic Senate President Name      Email [immerbaw@elac.edu](mailto:immerbaw@elac.edu)

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

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Edward Alvarado, Classified Union President      Email [alvaraea@elac.edu](mailto:alvaraea@elac.edu)

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

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Romel Lopez, Associated Student Body President

Email [lopezr6@elac.edu](mailto:lopezr6@elac.edu)

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[Student Equity Coordinator/Contact]

Email

323-265-8912

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# Executive Summary

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East Los Angeles College (ELAC) is more committed than ever to achieving equity in educational outcomes for all students and embraces the Chancellor's edit that 'equity is a rallying term and a moral imperative'. The past year, (2014-15) was used as planning year to examine data, create structures and processes, and initiate the first phase of the college's work plan, and to revise the Student Equity Plan to 1) include community and student involvement, 2) develop a longer term horizon and realistic timeframe, a three to five-year plan, as the success indicators of Degree and Certificate Completion (D) and Transfer (E) require a longer period of time to examine change, and 3) take into consideration the feedback from the state and campus.

In Year Two (2015-16) the College will continue to prioritize ESL and Basic Skills Completion as well as Access and Course Completion. Long term success measures, such as Degree and Certificate Completions and Transfer, will also be monitored during the second year, but primary focus will be given to the aforementioned success measures because significant progress on those measures will lead to a positive impact on the long term success measures.

ELAC's Student Equity Plan for 2015-16 focuses on inquiry, research, intervention, and student support services. Moreover, the plan encompasses the following overarching goals:

1. Build organizational capacity in addressing the achievement gaps of targeted students and leveraging collaboration by promoting campus-wide commitment.
2. Assess, develop, and evaluate all equity-minded funded projects using campus-based research, and expand high impact practices.
3. Embed equity-mindedness into ELAC's professional development plan.
4. Communicate evaluation results and engage in continuous improvement.

## Target Groups

The College used percentage point gap analysis, as described in the Student Equity Plan instructions, to identify student groups that were disproportionately impacted in access, course completion, ESL and Basic Skills completion in English and math, degree and certificate completion, and transfer. Percentage point gap analysis showed overlap of disproportionate impact across equity measures for student groups (male students, students with disabilities, and Hispanic/Latino); the course completion measure showed more equity gaps than any of the other measures. Other student groups, such as Veterans, were also disproportionately impacted, particularly in Access. The table below summarizes the results:



<b>Equity Measure</b>	<b>Impacted Student Groups</b>
Access	Male Students, Students with Disabilities, and Veterans Students
Course Completion	African American Females, African American Males, Hispanic/Latino Males, Foster Youth, and Low-Income Students
ESL	Hispanic/Latino and Non-economically Disadvantaged Students
Basic Skills – English	Students with Disabilities, Hispanic/Latino, and Male Students
Basic Skills – Math	Students with Disabilities, Hispanic/Latino, and Female Students
Degree and Certificate Completion	Students with Disabilities, Hispanic/Latino, and Male Students
Transfer	Hispanic Latino and Students with Disabilities

### Goals/Outcomes

Our primary goal is to reduce point percentage gaps (ppg) to less than three and where large numbers of students are impacted, but ppgs are small, the goal is to eliminate those gaps entirely. In Access the goal is to reduce the ppg for male students and students with disabilities to less than -3.0, and to eliminate the ppg for Veterans students. In Course Completion the goal is to eliminate the ppg for African American males and females, and for Low-Income students; while reducing the ppg for Hispanic/Latino males and Foster Youth students to less than -3.0. For Hispanic/Latino and non-economically disadvantaged students in ESL, the goal is to reduce the ppg to less than -3.0. Basic Skills ppgs for Latino/Hispanic and Male students will be eliminated by 2018 and the ppg for Students with Disabilities will be reduced to less than -3.0. In basic skills math the intent is to eliminate ppgs for Hispanic/Latino and Female students; while the ppg for Students with Disabilities is reduced to less than -3.0. The equity plan activities are designed to eliminate ppgs in Degree and Certificate Completion for Students with Disabilities, Hispanic/Latino, and male students. Finally, in Transfer, the disproportionate impact revealed by the findings for Hispanic/Latino students will be eliminated and the ppg for Students with Disabilities will be reduced to less than -3.0. The College has developed a work plan for each goal; with that work plan are associated activities, timelines, collaborators, expected outcomes, and associated funds. Evaluation data is also defined and associated to the work plan.

### Activities

Activities intended to augment those ongoing College activities that support student success were developed to reduce or eliminate disproportionate impact for student groups across all equity measures. The activities include the development of an integrated and focused outreach

plan with community partners, integration with the Student Success and Support Program (SSSP) Plan to ensure that access for impacted students groups is a priority, expand marketing and outreach services, implementation of a Welcome & Support Campaign, and Providing Equity-minded Professional Development in Access. Institutional research activities are planned to monitor and evaluate course completion as well as completion of ESL and Basic Skills in English and Math, along with intervention strategies for ESL and Basic Skills completion in both math and English. Institutional research activities are also planned for evaluation of Degree and Certificate Completion along with intervention strategies to promote degree and certificate completion. An accelerated cohort program is among the activities planned to support students in Transfer, along with institutional research activities to monitor and evaluate student transfer measures.

All activities in the equity plan improve or strengthen ongoing college activities. Additionally, the College was mindful in the creation of these activities by ensuring that the Equity Plan aligns with other college plans. The SSSP Plan and the East Los Angeles College 2011-2017 Strategic Plan were used as guides in the development of the Student Equity Plan. The College’s Strategic Goals of Access, Success, community-centered access, and Institutional Effectiveness were at the forefront of activity development.

Resources Budgeted

The budget for East Los Angeles College is \$3,241,105

Expenditures

1000	Certificated Salaries	\$ 680,157
2000	Classified, Non Academic Salaries	\$ 1,096,589
3000	Employee Benefits	\$ 189,542
4000	Student Support Materials	\$ 525,718
5000	Other Operating Expenditures	\$ 749,000

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# Planning Committee and Collaboration

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## PLANNING COMMITTEE AND COLLABORATION

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### Planning Process

Originally, the East Los Angeles College's Strategic Planning Committee (SPC) was tasked with creating the ELAC Student Equity Plan in 2014 in which five workgroups were formulated and tasked to work on five success indicators. Since this time, the implementation has evolved to include a broader campus-based constituency that included students, classified staff, faculty, administrators, and community members. The Student Equity Faculty Facilitator and Administrators from Academic Affairs and Student Services worked with a core equity planning team that included direct service categorical programs and student support learning services, community advisory, transfer/certificate/degree completion workgroup, and an access workgroup. The categorical programs involved included Educational Opportunity Programs and Services/CARE (EOPS), Foster Youth, MESA/STEM, Veterans Resource Center, Student Financial Aid and Board Financial Assistance Program (BFAP), Basic Skills Initiative, and other special programs such as Adelante/First Year Completion, Puente, Honors, John Delloro Social Justice Program, and Athletics. In addition, meetings were held with instructional departments to discuss student equity plan efforts and allow an examination and reflection of student equity measures to address departmental equity gaps.

The Student Equity Faculty Facilitator is now on the Student Success Committee, which focuses on Basic Skills/ESL. The Student Equity Facilitator and Student Success Support Program Coordinator have met to develop a crosswalk and focus on student success strategies and professional development strategies. A formal Student Equity Advisory Committee was formed with bylaws approved by Academic Senate and ELAC Shared Governance in fall 2015 that now includes student and community representation.

### Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Beatriz Tapia	Faculty ISA/Student Equity Coord.	Student Svcs., Academic Affairs,
Julie Benavides	Dean, Student Services	Student Services Division
Vi Ly	Dean, Academic Affairs	Academic Affairs, Basic Skills
Evelyn Escatiola	Dean, Academic Affairs	
Bryan Ventura	Research Analyst	Office of Institutional Research & Advancement (OIEA)
Ruben Arenas	Dean, OIEA	OIEA
Paulina Palomino	Counselor/ISA	Transfer Center, Faculty
J Edward Stevenson	Campus Engagement Spec.	Transfer, Men of Color Leadership Academy, Faculty
Michele Benjamin	Department Chair	Academic Affairs, Career Technical Program, Faculty
Maria Elena Yepes	Director, Learning Asst. Center	Learning Assistance Programs, Faculty
Miguel Duenas	Associate Dean, Outreach	Student Svcs., Family & Community Engagement
John Mosley	Male Leadership Academy Lead	Athletics, Men of Color Leadership Academy
Frank Lozano	Student Engagement Lead	Associated Student Union, Foster Youth Dreamweavers, Faculty
Yareli Contreras	ASU Vice President	ASU Students, GO ELA, Outreach
Mary Contreras	Student Rep	Student
Danelle Fallert	Dean, Student Services	EOPS, CARE, Financial Aid, DSPS
Michelle Arce	Community Member	SPA & Community Partnerships Board Member
Laura Cantu	Associate Dean	LACCD Career Pathways Articulation and Alignment SB1070
Renee Taylor	Student Services Assistant	Classified Staff, EOPS/CARE
In collaboration with		
Suzette Morales	SSSP Coordinator	SSSP
Armando Rivera-Figueroa	MESA/STEM Faculty Director	STEM/MESA, Engineering, Science

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# Access

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## CAMPUS-BASED RESEARCH: ACCESS

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**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.

### **Overview**

ELAC used the percentage point gap methodology to identify equity gaps across the demographic subgroups and equity indicators. The percentage point gap compares the indicator rate for a disaggregated subgroup to the overall college indicator rate. According to the University of Southern California's Center for Urban Education, a "-3 percentage point gap or greater" is evidence for disproportionate impact. For internal-college equity team discussions, proportionality analysis was used in parallel. However, only the percentage point gap results are presented in the following campus-based research sections.

### **ELAC Service Area**

East Los Angeles College (ELAC) is vital resource for education and workforce training in the greater Los Angeles region. As part of a large nine-college district, ELAC has a district-defined service area that encompasses the communities of Alhambra, Bell, Bell Gardens, City of Commerce, Cudahy, East Los Angeles, Huntington Park, Lynwood, Maywood, Montebello, Monterey Park, Pico Rivera, San Gabriel, South Gate, South San Gabriel, Vernon, and parts of the City of Los Angeles.

### **Disproportionally impacted student groups**

According to the percentage point gap analysis, several groups have been disproportionately impacted in terms of college access and participation, students ages 25-39 (-4.7) and even more so students ages 40-64 (-37.1), \*non-low income students (-15.1), male students (-7.9), and students with disabilities (-4.3). Two other groups, Asian/Pacific Islander (-2.9) and veterans (-2.9), also yielded access and participation gaps close to the disproportionate impact threshold. These are areas of concern that the college will continue to monitor and will address as part of its targeted access and participation strategy.

Small equity gaps were also present for African-American, Asian-Pacific Islander, Caucasian, Veterans and Foster Youth students, but not to the extent of disproportionate impact (i.e., -3-point percentage gap). Due to the number of students impacted, the college will continue to monitor these groups and incorporate them into the college's broader access and participation strategy. Low income students will also be included in the Student Equity Plan, Access target population. Though the current data does not allow us to ascertain the income status of the "Unknown" group, the college community understands that a large percentage of our students come from low income backgrounds. By targeting low income students, the college can

continue focusing resources and services to ensure that low income students receive the necessary information and support to succeed.

Overall, the college participation rate suggests that ELAC is serving its service area across most demographic subgroups. Interestingly, the college serves a higher proportion of Foster Youth, Low Income, and students ages 20-24, than its service area. This punctuates the needs of the community, and ELAC's responsibility to be an educational and workforce training institution in the community.

	Fall 2014 Credit Headcount	% of Credit Headcount	Population of Service Area	% of Service Area Population	Gain of Loss in Proportion
<b>OVERALL COLLEGE</b>	<b>27,628</b>	<b>100%</b>	<b>741,166</b>	<b>100%</b>	<b>-</b>
<b>GENDER</b>					
Female	16,084	58.2%	372,966	50.3%	7.9%
Male	11,544	41.8%	368,200	49.7%	-7.9%
<b>RACE/ETHNICITY</b>					
African-American	455	1.6%	18,670	2.5%	-0.9%
Asian/Pacific Islander	3,573	12.9%	117,117	15.8%	-2.9%
Caucasian	537	1.9%	25,846	3.5%	-1.5%
Hispanic/Latino	21,983	79.6%	576,183	77.7%	1.8%
Multi-Ethnic	477	1.7%	2,803	0.4%	1.3%
Native American	39	0.1%	547	0.1%	0.1%
Unknown	564	2.0%	-	0.0%	2.0%
<b>AGE</b>					
15-19	5,377	19.6%	77,057	10.4%	9.2%
20-24	12,142	44.4%	87,345	11.8%	32.6%
25-39	7,843	28.7%	247,458	33.4%	-4.7%
40-64	2,009	7.3%	329,306	44.4%	-37.1%
<b>FOSTER YOUTH</b>					
Yes	326	1.2%	1,118	0.7%	0.5%
No	27,302	98.8%	152,043	99.3%	-0.5%
<b>DISABILITY STATUS (DSPTS)</b>					
Yes	763	2.8%	52,623	7.1%	-4.3%
No	26,865	97.2%	688,543	92.9%	4.3%
<b>VETERAN</b>					
Yes	416	1.5%	32,611	4.4%	-2.9%
No	27,212	98.5%	708,555	95.6%	2.9%
<b>LOW INCOME</b>					
Yes	9,761	35.3%	146,759	20.3%	15.1%
Unknown*	17,867	64.7%	578,030	79.8%	-15.1%

\*Students were categorized as "Unknown" instead of "No" for low income because there is insufficient data to ascertain whether a student is or is not low income. Students classified as "Yes" are receiving BOGFW, PELL, or Other Financial Aid.

Percentage point gap (ppg) analysis shows that male students (-7.9 ppg), students with disabilities (-4.3 ppg), and Veterans students (-2.9 ppg) are the groups impacted the most in access and participation (see table below).

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**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS**

**GOAL A.**

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Male Students	-7.9, 2014	Reduce the ppg to less than -3.0	2020
Students with Disabilities	-4.3, 2014	Reduce the ppg to less than -3.0	2018
Veteran Students	-2.9, 2014	No gap	2018

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

**Rationale for serving for target population(s) that is different from the populations with the three greatest gaps:**

Low-income students will also be included in the Student Equity Plan, Access target population. Though the current data does not allow us to ascertain the income status of the “Unknown” group, the college community understands that a large percentage of our students come from low income backgrounds. By targeting low income students, the college can continue focusing resources and services to ensure that low income students receive the necessary information and support to succeed.

**ACTIVITIES: A. ACCESS**

**A.1 New Student Onboarding and AOC**

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
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\* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.



A.1	Male Students	29,088
A.1	Students with Disabilities	2,263
A.1	Veterans	416
A.1	Low-income	

• **Activity Implementation Plan**

- **Equity Goal: A. Access - To decrease the equity gaps for the targeted student groups.**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Other Student Services		Curriculum/Course Development/Redesign	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

Objective	Activities	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
<b>A1. Develop an integrated and focused outreach plan with community partners to ensure access for targeted underrepresented groups.</b>	A.1.1 Continue to monitor and compare the percentage of each group enrolled at ELAC to that group's representation in the adult population of ELAC service area and revise appropriate recruitment plan for underrepresented students, i.e. males, Foster Youth, Veterans, and Disabled Students.	Annually during the spring semester of each academic year	SE Facilitator Research Analyst	Foster Youth Guardian Scholars program developed. Data will be shared with SE Advisory and with Shared Governance Committees.		
	A.1.2 Focus groups with student to identify barriers to enrollment and registration.	June 2017	SE Facilitator OIEA	Identify and pilot one strategy and conduct evaluation of strategy.		
	A.1.3 Strengthen GO ELA high schools and community partnership and monitor access of target groups to ELAC'S educational programs.	June 2018	Dean, SS Associate Dean FACES, Outreach Student Ambassadors	Students in GO ELA College and Career Pathways experience seamless matriculation.		
	A.1.4 Collaborate with local K-12 schools and community partners to	Spring 2016	Deans, SS and AA SE Facilitator	Universal application process for all services		

Objective	Activities	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
	develop an onboarding process with SSSP to Leadership Academies, Adelante, First Year Experience programs, Career Pathways, My Brother's Keeper Initiative, and categorical programs.			and programs and seamless matriculation.		
<b>A2. Make access a priority through implementation of SSSP onboarding for all student groups.</b>	A.2.1 Translate materials into Spanish to enhance intake, application, assessment, and program/course placement activities.	September 2016	Associate Dean SE Facilitator SSSP Coordinator	Spanish-speaking students with limited English will be able to successfully matriculate and their satisfaction with such materials will be evaluated via a student survey.		
	A.2.2 Provide and evaluate assessment services and/or special accommodations for language minority students and students with disabilities.	Spring 2017	VP of Student Services SSSP SE	Language minority students and students with disabilities will be able to successfully matriculate and their satisfaction with services will be evaluated via a student survey.		
	A.2.3 Conduct AOC Days for high school seniors, re-entry, and students 10 units or less.	Spring 2015	VP of Student Services SSSP SE OIEA			
	A.2.4 Evaluate assessment instruments and placements tools, policies and procedures and collaborate with SSSP on Common Assessment Initiative (CAI).	Spring 2017	VPs of SS, AA SE Facilitator SSSP Coordinator Dean, Admissions OIEA	Approved policies, tools, marketing in place, evaluation and mechanism established.		
<b>A3. Expand marketing and outreach services.</b>	A. 3.1 Expand outreach services to all segments of the community through a marketing campaign of special events, Parent/Community/Leadership	Spring 2016	VP of SS SE Facilitator Public Information Officer	ELAC will receive more student applications from targeted groups than the previous year.		

Objective	Activities	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
	/Conferences, special events ELAC Live!, fairs, booths, workshops, and through GO ELA.					
	A.3.2 Increase inreach and outreach to low-income students and provide financial literacy and financial aid information (availability, requirements, application process, eligibility policies, etc.) through a formalized Financial Aid media campaign that will include faculty/staff.	Fall 2016	VPs of SS, AA Public Information Officer Financial Aid Office FACES	ELAC will receive 5% more student applications for financial aid than the previous year.		
	A.3.3 Continue to identify the educational needs of the community through advisory committees (categorical and instructional units) and community partnerships.	Ongoing	VPs of SS, AA	Advisory board recommendations will be included in the full Program Reviews every five years or annual updates. Recommendations will be incorporated into area plans (e.g., EOP&S, CalWORKs, Student Equity, etc.).		
	A.3.4 Strengthen existing partnerships (area K-12s, local governments, business, community organizations, etc.) to help the college achieve its future growth goals by expanding dual enrollment via AB288.	Fall 2016	VP of SS Deans	Inventory will be created and shared with area VPs, Outreach offices, and special programs. Inventory will also be used in grant writing efforts.		
<b>A.4 Create a Welcome &amp; Support Campaign</b>	A.4.1 Various points of welcoming structures and personnel will ensure students have appropriate information, tracking and follow-up services.	Fall 2016	VP SS Deans of SS, AA SE Facilitator WSFNC EOPS Associate Dean CalWORKs Director	Faculty and student surveys will reflect an increase in knowledge base of the various student support and		

Objective	Activities	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
				learning services available. Services are inputted, tracked and evaluated through social solutions software.		
	A.4.2 Develop Universal Welcome (Intake) Form in collaboration with categorical and specially funded programs.	Spring 2016	Deans of SS, AA WFSNC SE Facilitator	Students respond positively to access, retention, and completion efforts of Welcome & Support Centers.		
<b>A.5 Provide Equity-minded Professional Development on Access</b>	A.5.1 Offer training and support to staff, faculty and students on culturally responsiveness and information on underrepresented groups.	Continuous Spring 2018	VP SS Deans of SS, AA SE Facilitator Prof Dev Office OIEA	Cultural Responsiveness Training Center developed. Increased participation and knowledge of professional learning opportunities related to equity-mindedness. Changes in faculty syllabi noted.		

• **Link to Goal**

Objective	Link to Goal
A.1	This activity directly addresses access for male students and students with disabilities by building research capacity to identify roadblocks and building community partnerships to address those roadblocks.
A.2	This activity addresses the goal by ensuring that male students and disabled students encounter as little resistance as possible as they are assessed and placed.
A.3	This activity ensures that the college is responsive to the needs of incoming students, and that

Objective	Link to Goal
	the connections to locations where male and disabled students come from are strong.
A.4	The Universal Welcome Form will ensure that disabled students are aware of and received all resources for which they are eligible, making it more likely that they will matriculate.
A.5	This activity will ensure that faculty and staff are responsive to the needs of all groups, including males and disabled students. This will foster a welcoming atmosphere that will make it more likely that students will matriculate and be retained.

• **Evaluation**

Objective	Evaluation Data	Evaluation Schedule/Frequency
A.1	<ol style="list-style-type: none"> <li>1. Equity analyses on ELAC enrollment compared to service area</li> <li>2. Matriculation Student Focus Groups</li> <li>3. Number of dual enrollment offerings at GO ELA partnership schools</li> <li>4. Analysis of new-incoming students attending from GO ELAC feeder high schools</li> <li>5. Number of formal community partnerships</li> </ol>	<ol style="list-style-type: none"> <li>1. Annually</li> <li>2. Two-year intervals</li> <li>3. Annually</li> <li>4. Every Fall</li> <li>5. Annually</li> </ol>
A.2	<ol style="list-style-type: none"> <li>1. Inventory of student services, college program, and other materials</li> <li>2. Student Services survey</li> <li>3. Analysis of student receiving assessment accommodations</li> </ol>	<ol style="list-style-type: none"> <li>1. Annually</li> <li>2. Annually</li> <li>3. Annually</li> </ol>
A.3	<ol style="list-style-type: none"> <li>1. Percent of applications from target groups</li> <li>2. Percent of students applying and receiving financial aid</li> <li>3. Outreach recommendations incorporated into area plans</li> <li>4. Number of formal community partnerships established</li> <li>5. Analysis of students receiving financial literacy services</li> </ol>	<ol style="list-style-type: none"> <li>1. Every Fall</li> <li>2. Annually</li> <li>3. Annually</li> <li>4. Annually</li> <li>5. Annually</li> </ol>
A.4	<ol style="list-style-type: none"> <li>1. Faculty Survey</li> <li>2. Student Services survey</li> <li>3. Number of students completing intake forms</li> <li>4. Services rendered through intake form follow-up</li> <li>5. Analysis of students enrolling from partnership feeder schools (by demographics)</li> <li>6. Analysis of students receiving financial aid (by demographics)</li> </ol>	<ol style="list-style-type: none"> <li>1. Annually</li> <li>2. Every Fall</li> <li>3. Annually</li> <li>4. Annually</li> <li>5. Annually</li> <li>6. Annually</li> </ol>

A.5	<ol style="list-style-type: none"><li>1. Number of faculty/staff completing the entire Culturally Responsive Teaching (CRT) Academy</li><li>2. Pre/Post CRT Academy survey</li></ol>	<ol style="list-style-type: none"><li>1. End of CRT Academy</li><li>2. End of CRT Academy</li></ol>

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# Success Indicator: Course Completion

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## CAMPUS-BASED RESEARCH: COURSE COMPLETION

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### B. COURSE COMPLETION.

To assess course completion, the college used data from the district information system. The data showed that in Fall 2014, ELAC had 69,386 enrollments in credit courses, and an overall completion rate of 65.9%. The disaggregated course completion data by demographic subgroup is in the table below.

Percentage point gap (ppg) analysis shows that Foster Youth (-13.5 ppg), Hispanic/Latino males (-5.4 ppg), and African American males (-4.0 ppg) are the groups impacted the most in course completion (see table below).

#### Disproportionally impacted students' groups

The percentage point gap analysis on course completion revealed disproportionate impact for two demographic subgroups, Foster Youth (-13.5 ppg) and African American (-3.9 ppg) students. Disaggregating the race/ethnicity subgroup by gender also revealed equity gaps for African American females (-3.8 ppg) and males (-4.0 ppg), and Hispanic/Latino males (-5.4 ppg). Several other groups yield gaps close to the disproportionate impact threshold—Male students (-2.4 ppg), Hispanic/Latino (-2.8 ppg), and students on Financial Aid (-2.0 ppg).

Target Population(s)	Current gap, year	Goal *	Goal Year
African American (Female & Male)	-3.9 (-3.8,-4.0), 2014	No gap	2018
Latino/Hispanic Males	-5.4, 2014	Reduce the ppg to less than -3.0	2020
Foster Youth	-13.5, 2014	Reduce the ppg to less than -3.0	2020
Low-Income	-2.0, 2014	No gap	2020

#### Activities

The college acknowledges the need to address these gaps and prioritizes its goals and activities toward remedying the course completion inequities. Additionally, the college plans to include several of the other demographic subgroups with percentage point gaps as these subgroups align with other collaborative efforts taking place across campus. This will include students on

financial aid. Considering the actual completions lost (Courses Passes – Gain or Loss), these subgroups hold the largest potential for reducing completion equity gaps.

- **Department Equity Innovation Proposal:** through the SE Department Mini-grant Proposal Process and Program Review process, each department will evaluate how it compares with the college's overall success and retention rates; address differences in performance rates by ethnicity, gender, and disability; and develop planning agenda items to address any decreases in retention/success among ethnicity, gender, and disability groups.
- **Extended College Orientation:** Develop a support network for students beyond basic orientation that includes all specialized and/or categorical programs.
- **Evaluate the Early Alert system:** Collaborate with SSSP to analyze use and data and engage Faculty Advocates.
- **Support for Learning Assistance Center, Supplemental Instruction (SI), Tutoring:** Expand SI, tutoring, and learning center support to improve access and quality of service across disciplines as noted in their Student Equity proposals. Embedded support for Latina Leadership Completion and Transfer Academy, MESA/STEM programming, Adelante, and in dual enrollment courses.
- **Faculty Advocates in Department and Learning Communities (John Delloro Social Justice Program, STEM, Athletics, Adelante, Puente, EOPS, Foster Youth):** Faculty Advocates to promote successful course completion.
- **STEM (Engineering/Chemistry/Math) Boot camps:** Boost math/chemistry skills that lead to successful course completion.
- **Textbook Lending Library:** Provide books for courses to target group students.



	Number of Enrollments	Number of Courses Completed	Course Completion Rate	All Student Average Pass Rate	Comparison to the All Student Average Pass Rate	Courses Passed - Gain or Loss
<b>OVERALL COLLEGE</b>	<b>69,386</b>	<b>45,733</b>	<b>65.9%</b>	<b>-</b>	<b>-</b>	
<b>GENDER</b>						
Female	39,494	26,747	67.7%	65.9%	1.8%	716
Male	29,892	18,986	63.5%	65.9%	-2.4%	(716)
<b>RACE/ETHNICITY</b>						
African-American	1,079	669	62.0%	65.9%	-3.9%	(42)
Asian/Pacific Islander	9,905	7,920	80.0%	65.9%	14.0%	1,392
Caucasian	1,156	847	73.3%	65.9%	7.4%	85
Hispanic/Latino	54,663	34,494	63.1%	65.9%	-2.8%	(1,535)
Multi-Ethnic	1,240	878	70.8%	65.9%	4.9%	61
Native American	94	66	70.2%	65.9%	4.3%	4
Unknown	1,249	859	68.8%	65.9%	2.9%	36
<b>AGE</b>						
Under 20	14,582	9,662	66.3%	65.9%	0.3%	51
20-24	33,816	21,624	63.9%	65.9%	-2.0%	(664)
25-39	17,072	11,589	67.9%	65.9%	2.0%	337
Older than 40	3,916	2,858	73.0%	65.9%	7.1%	277
<b>FOSTER YOUTH</b>						
Yes	542	284	52.4%	65.9%	-13.5%	(73)
No	68,844	45,449	66.0%	65.9%	0.1%	73
<b>DISABILITY STATUS (DSPS)</b>						
Yes	1,930	1,241	64.3%	65.9%	-1.6%	(31)
No	67,456	44,492	66.0%	65.9%	0.0%	31
<b>VETERAN</b>						
Yes	1,004	652	64.9%	65.9%	-1.0%	(10)
No	68,382	45,081	65.9%	65.9%	0.0%	10
<b>Financial Aid</b>						
Yes	38,267	24,466	63.9%	65.9%	-2.0%	(756)
No	31,119	21,267	68.3%	65.9%	2.4%	756
<b>RACE/ETHNICITY - FEMALE</b>						
African-American-F	533	331	62.1%	65.9%	-3.8%	(20)
Asian/Pacific Islander-F	5,170	4,305	83.3%	65.9%	17.4%	897
Caucasian-F	668	506	75.7%	65.9%	9.8%	66
Hispanic/Latino-F	31,798	20,656	65.0%	65.9%	-1.0%	(302)
Multi-Ethnic-F	621	451	72.6%	65.9%	6.7%	42
Native American-F	57	39	68.4%	65.9%	2.5%	1
Unknown-F	647	459	70.9%	65.9%	5.0%	33
<b>RACE/ETHNICITY - MALE</b>						
African-American-M	546	338	61.9%	65.9%	-4.0%	(22)
Asian/Pacific Islander-M	4,735	3,615	76.3%	65.9%	10.4%	494
Caucasian-M	488	341	69.9%	65.9%	4.0%	19
Hispanic/Latino-M	22,865	13,838	60.5%	65.9%	-5.4%	(1,233)
Multi-Ethnic-M	619	427	69.0%	65.9%	3.1%	19
Native American-M	37	27	73.0%	65.9%	7.1%	3
Unknown-M	602	400	66.4%	65.9%	0.5%	3

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION**

**GOAL B.**

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
African American (Female & Male)	-3.9 (-3.8,-4.0), 2014	No gap	2018
Latino/Hispanic	-5.4, 2014	Reduce the ppg to less than -3.0	2020
Foster Youth	-13.5, 2014	Reduce the ppg to less than -3.0	2020
Low-Income	-2.0, 2014	No gap	2020

\*Expressed as either a percentage or number.

\*\*Benchmark goals are to be decided by the institution.

**Rationale for serving for target population(s) that is different from the populations with the three greatest gaps:**

Low-income students will also be included in the Student Equity Plan, Access target population. Though the current data does not allow us to ascertain the income status of the “Unknown” group, the college community understands that a large percentage of our students come from low income backgrounds. By targeting low income students, the college can continue focusing resources and services to ensure that low income students receive the necessary information and support to succeed.

**ACTIVITIES: B. COURSE COMPLETION**

**B.1**

- **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
B.1, 2	African American	42
B.1, 2	Latino/Hispanic	1535
B.1, 2	Foster Youth	73
B.1, 2	Low-income	756

\* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, €

• **Activity Implementation Plan**

- **College Goal:** Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.
- **Equity Goal: B. Course Completion – To increase course completion rates for the targeted student groups.**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Other Student Services	X	Curriculum/Course Development/Redesign	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

Objective	Activity	Timeline & Status	Collaborators	Expected Outcome	Student Equity Funds	Other Funds
<p><del>District: Los Angeles Community College District</del>  <del>College: East Los Angeles College</del></p> <p><b>B.1 Continue to monitor completion rates for courses in all areas, and for all groups of students.</b></p>	<p>B.1.1 Continue to monitor and compare the percentage of successful course completions for basic skills, vocational, degree-applicable, transfer-level, and all courses with the statewide averages for the CCC system.</p>	<p>Annually in the summer session of each academic year</p>	<p>VPs SS, AA            Dean of SS, AA            Dean, OIEA            SE Facilitator</p>	<p>Academic divisions undergoing Program Review will develop planning agenda items to address any decreases in successful course completions. The Student Equity Committee will evaluate outcomes and revise activities as needed.</p>		
	<p>B.1.2 Through the SE Department Mini-grant Proposal Process and Program Review process, each department will evaluate how it compares with the college's overall success and retention rates; address differences in performance rates by ethnicity, gender, and disability; and develop planning agenda items to address any decreases in retention/success among ethnicity, gender, and disability groups.</p>	<p>Spring 2016 and annually</p>	<p>VP of AA            Dean – OIEA            Dean AA, SS            SE Facilitator</p>	<p>Departments lead retention and completion strategies and take ownership of change.</p>	<p>\$151,000            Department Equity Mini-grants</p>	
<p><b>B.2 Provide intervention strategies to increase the number of students in targeted groups who successfully complete targeted courses – basic skills, vocational, degree-applicable, and transfer-level courses</b></p>	<p>B.2.1 Identify, develop, and pilot strategies for students on academic and/or progress probation, financial aid dismissal including Foster Youth, African American students, and DSPS students.</p>	<p>Fall 2017</p>	<p>Financial Aid Dir.            Counseling Chair            SSSP Coordinator            Dean - Admissions</p>	<p>Strategies piloted and data analyzed/</p>		
	<p>B.2.2 Develop and implement an Extended Orientation/College Preview/ College Thrival Workshops specifically addressing special topics for college success, retention, and persistence. Targeted groups may include athletes, language-minority students, first generation college students, economically disadvantaged students, Veterans, Foster Youth, older adults, and students with disabilities.</p>	<p>Spring 2017</p>	<p>VPs of SS, AA            Counseling Chair            Adelante Program            Categorical Leads            SSSP            Assessment Office            Welcome Staff</p>	<p>Tracking of grades, retention and persistence of participants will determine level of success and possible expansion and institutionalization of this service. Develop Equity Scorecard.</p>		
	<p>B.2.3 Continue to identify and address special needs of students who have cultural, disability, financial and language barriers by providing special services in counseling or making appropriate referrals to specific programs.</p>	<p>Ongoing</p>	<p>VP of SS, AA            Counseling Chair            Adelante Program            Categorical Leads            Deans – SS, AA            Welcome Staff</p>	<p>The number of students using support services provided by the DSPS, Veterans, EOP&amp;S, and Financial Aid will increase by 5% over previous year.</p>		

	B.2.4 Evaluate the current Early Alert system and encourage more instructors to use it.	Fall 2018	SE Facilitator SSSP Coordinator Deans – SS, AA	An evaluation of the last two years will show if the Early Alert system needs any changes to make it more viable.		
	B.2.5 Evaluate educational support learning services and advisement to better coordinate and facilitate student referrals, tracking and outcomes and provide support through tutoring and Supplemental Instruction and CGCAs.	Fall 2016	VPs of SS, AA SE Team Deans – SS, AA Welcome Staff	Evaluation conducted measuring success of student learning services.		
	B.2.6 Expand Textbook Lending Library in collaboration with ASU, EOPS, Dual Enrollment.	Spring 2017	VPs of SS, AA Deans	An increased course completion rate.		
<b>B.3 Provide Equity-minded Professional Development on Course Completion</b>	B.3.1 Begin the employ of Faculty Success Advocates to assist in a campus-wide campaign promoting student success mandates and developing discussions, implementation and evaluation of alternative teaching methodologies to accommodate the diversity of student learning styles (e.g., learning communities concept).	Summer 2016	SE Facilitator Deans – SS, AA Prof Dev Office Academic Senate President	An increased number of faculty will adopt alternative teaching methodologies and they will evaluate their students’ success comparing the various methodologies used.	Faculty Conferences \$150,000  Training \$75,000	
	B.3.2 Evaluate the success rate of Learning Communities related to issues of athletes, disability, first generation college attendance, veterans, foster youth, males, poverty, etc.	Fall 2017	SE Facilitator SE Specialist Prof Dev Office	Cultural Responsiveness Training modules developed. Development of new learning communities		

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• **Link to Goal**

Objective	Link to Goal
B.1	This activity will provide data necessary for further and deeper analyses that will result in activities that directly address the goal.
B.2	These activities are effective and proven practices for improving success with underrepresented groups, and their implementation will help achieve the goal.

B.3	These activities will ensure that the college has a cohort of faculty who can advocate for the needs of disproportionately impacted groups, and work on integrating successful activities into the classroom.
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• **Evaluation**

Objective	Evaluation Data	Evaluation Schedule/Frequency
B.1	<ol style="list-style-type: none"> <li>1. Dashboard/datapack: Semester and academic year success and retention rates by demographics (3 academic years)</li> <li>2. Equity analyses, Proportionality Index and Percentage Point Gap, for all departments and disciplines</li> <li>3. Student Equity Mini-grant proposals, reports, and evaluations</li> </ol>	<ol style="list-style-type: none"> <li>1. Annually</li> <li>2. Annually</li> <li>3. As awarded</li> </ol>
B.2	<ol style="list-style-type: none"> <li>1. Number of student participating in workshops</li> <li>2. Workshop Evaluations</li> <li>3. Student Focus Groups</li> <li>4. Number of students being referred to services</li> <li>5. Evaluation of Early Alert System</li> <li>6. Evaluation of educational support learning services (Supplemental Instruction, Tutoring, English/Math Lab usage, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1. Annually</li> <li>2. As offered</li> <li>3. Two-year intervals</li> <li>4. Annually</li> <li>5. Annually</li> <li>6. Annually</li> </ol>
B.3	<ol style="list-style-type: none"> <li>1. Number of faculty participating in Faculty Success Advocates (FSA) Training and/or Culturally Responsive Teaching (CRT) Academy</li> <li>2. FSA and CRT survey</li> </ol>	<ol style="list-style-type: none"> <li>1. End of FSA, CRT Academy</li> <li>2. End of FSA, CRT Academy</li> </ol>

## Success Indicator: ESL and Basic Skills Completion

### C. ESL and Basic Skills Completion

*The 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 ESL or basic skills course.*

The ESL and basic skill completion was evaluated using the California Community College Chancellor's Office (CCCCO) Student Success Scorecard data for the 2008-2009 cohort. In these analyses, any data from subgroups with less than 10 in the cohort were omitted for privacy purposes. Currently, there are no data available for foster youth and Veteran students from the CCCCCO. In the future, the college is planning to conduct its own analysis of ESL and Basic Skills completion for these groups if no data is made available through the CCCCCO.

ESL cohort completion data for each available subgroup is as follows:

	Number of Cohort	Number of Remedial ESL Completion	ESL Completion Rate	All Student Average College ESL Completion Rate	Gap	ESL Completion Lost
<b>OVERALL 2008-2009 ARCC Cohort</b>	482	134	27.8%	-	-	-
<b>GENDER</b>						
Female	292	80	27.4%	27.8%	-0.4%	(1)
Male	190	54	28.4%	27.8%	0.6%	1
<b>RACE/ETHNICITY</b>						
African-American	1	-	0.0%	27.8%	-27.8%	(0)
American Indian/Alaskan Native	-	-	-	27.8%	-	-
Asian	334	104	31.1%	27.8%	3.3%	11
Hispanic	130	22	16.9%	27.8%	-10.9%	(14)
Pacific Islander	-	-	-	27.8%	-	-
Unknown	16	8	50.0%	27.8%	22.2%	4
White	1	-	0.0%	27.8%	-27.8%	(0)
<b>DISABILITY STATUS (DSPS)*</b>						
Yes	23	6	26.1%	27.8%	-1.7%	(0)
No	459	128	27.9%	27.8%	0.1%	0
<b>ECONOMIC DISADVANTAGE</b>						
Yes	364	113	31.0%	27.8%	3.2%	12
No	118	21	17.8%	27.8%	-10.0%	(12)



Overall, the ESL cohort completion is 27.8% (N=482), which translates in approximately 1 in 4 ESL students complete a degree-applicable course within six years. The disaggregated data above shows ESL completion varies across demographic subgroups. While there are notable percentage point gaps in several subgroups, namely African American (-27.8 ppg) and White (-27.8 ppg) students, the highest numbers of completions lost are in the Hispanic (-10.9 ppg) and non-economically disadvantaged (-10.0 ppg) groups.

**Remedial English** completion data for each available subgroup is as follows:

	Number of Cohort	Number of Remedial English Completion	Remedial English Completion Rate	All Student Average College Remedial English Completion Rate	Gap	Remedial English Completion Lost
<b>OVERALL 2008-2009 ARCC Cohort</b>	<b>2,689</b>	<b>1,130</b>	<b>42.0%</b>	-	-	-
<b>GENDER</b>						
Female	1,614	719	44.5%	42.0%	2.5%	41
Male	1,075	411	38.2%	42.0%	-3.8%	(41)
<b>RACE/ETHNICITY</b>						
African-American	36	10	27.8%	42.0%	-14.2%	(5)
American Indian/Alaskan Native	8	2	25.0%	42.0%	-17.0%	(1)
Asian	340	205	60.3%	42.0%	18.3%	62
Hispanic	2,137	838	39.2%	42.0%	-2.8%	(60)
Pacific Islander	3	1	33.3%	42.0%	-8.7%	(0)
Unknown	139	64	46.0%	42.0%	4.0%	6
White	26	10	38.5%	42.0%	-3.6%	(1)
<b>DISABILITY STATUS (DSPS)*</b>						
Yes	176	39	22.2%	42.0%	-19.9%	(35)
No	2,513	1,091	43.4%	42.0%	1.4%	35
<b>ECONOMIC DISADVANTAGE</b>						
Yes	2,222	963	43.3%	42.0%	1.3%	29
No	467	167	35.8%	42.0%	-6.3%	(29)

The English basic skills completion data shows negative percentage point gaps for males (-3.8 ppg), African American (-14.2 ppg), White (-3.6 ppg), students with disabilities (-19.9 ppg), and non-economically disadvantaged students. There was also a gap for Hispanic students (-2.8 ppg), which had the largest number of lost completions.

Remedial Math complete data for each available subgroup is as follows:

	Number of Cohort	Number of Remedial Math Completion	Remedial Math Completion Rate	All Student Average College Remedial Math Completion Rate	Gap	Remedial Math Completion Lost
<b>OVERALL 2008-2009 ARCC Cohort</b>	<b>2,354</b>	<b>892</b>	<b>37.9%</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>GENDER</b>						
Female	1,418	520	36.7%	37.9%	-1.2%	(17)
Male	936	372	39.7%	37.9%	1.9%	17
<b>RACE/ETHNICITY</b>						
African-American	41	10	24.4%	37.9%	-13.5%	(6)
American Indian/Alaskan Native	5	1	20.0%	37.9%	-17.9%	(1)
Asian	268	137	51.1%	37.9%	13.2%	35
Hispanic	1,868	683	36.6%	37.9%	-1.3%	(25)
Pacific Islander	6	2	33.3%	37.9%	-4.6%	(0)
Unknown	125	47	37.6%	37.9%	-0.3%	(0)
White	41	12	29.3%	37.9%	-8.6%	(4)
<b>DISABILITY STATUS (DSPS)*</b>						
Yes	124	33	26.6%	37.9%	-11.3%	(14)
No	2,230	859	38.5%	37.9%	0.6%	14
<b>ECONOMIC DISADVANTAGE</b>						
Yes	1,918	774	40.4%	37.9%	2.5%	47
No	436	118	27.1%	37.9%	-10.8%	(47)

The Math basic skills completion data revealed negative percentage point gaps for African American (-13.5 ppg), White (-8.6 ppg), students with disabilities (-11.3 ppg), and non-economically disadvantaged students (-10.8 ppg). The group with the largest number of lost completions, however, was that of Hispanic students (-1.3 ppg) followed by female students (-1.2 ppg).

### **Disproportionally impacted student groups**

The percentage point gap analysis in ESL completion shows disproportionate impact for Hispanic (-10.9 ppg) and non-economically disadvantaged (-10.0 ppg) students, where the greatest lost completions are found. In remedial English, the groups with greatest lost completions/point percentage gaps are Hispanic (-2.8 ppg), male (-3.8 ppg), students with disabilities (-19.9 ppg), and non-economically disadvantaged (-6.3 ppg) students. The student groups most impacted in remedial math are non-economically disadvantaged (-10.8 ppg), Hispanic (-1.3 ppg), and female students (-1.2 ppg).

Target Population(s)	Current gap, year	ESL Goal*	Goal Year
Latino/Hispanic Students	-10.9, 2014	Reduce the ppg to less than -3.0	2018
Non-economically disadvantaged	-10.0, 2014	Reduce the ppg to less than -3.0	2018

Target Population(s)	Current gap, year	Basic Skills English Goal*	Goal Year
DSPS	-19.9, 2014	Reduce the ppg to less than -3.0	2018
Latino/Hispanic Students	-2.8, 2014	No gap	2018
Male	-3.8, 2014	No gap	2018

Target Population(s)	Current gap, year	Basic Skills Math Goal*	Goal Year
DSPS	-11.3, 2014	Reduce the ppg to less than -3.0	2018
Hispanic	-1.3, 2014	No gap	2018
Female	-1.2, 2014	No gap	2018

The activities listed below are meant to address the point percentage gaps for the groups listed in the above tables.

- **English Academy Summer Acceleration Program:** Intensive workshops to accelerate placement for students placed in pre-collegiate English into transfer-level English, saving students up to two semesters of remedial coursework.
- **Expand Supplemental Instruction for Adelante, STEM and other cohort programs**
- **Mathematics Faculty Professional Development:** Engaged in targeted research using focus groups with math faculty and students to promote understanding and change.

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**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION**


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**GOAL C.**

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s) - ESL	Current gap, year	ESL Goal	Goal Year
Latino/Hispanic Students	-10.9, 2014	Reduce the ppg to less than -3.0	2018
Non-economically disadvantaged	-10.0, 2014	Reduce the ppg to less than -3.0	2018

Target Population(s) -	Current gap, year	Basic Skills English Goal	Goal Year
DSPS	-19.9, 2014	Reduce the ppg to less than -3.0	2018
Latino/Hispanic Students	-2.8, 2014	No gap	2018
Male	-3.8, 2014	No gap	2018

Target Population(s) -	Current gap, year	Basic Skills Math Goal	Goal Year
DSPS	-11.3, 2014	Reduce the ppg to less than -3.0	2018
Hispanic	-1.3, 2014	No gap	2018
Female	-1.2, 2014	No gap	2018

**Rationale for serving for target population(s) that is different from the populations with the three greatest gaps:**

Low-income students will also be included in the Student Equity Plan, Access target population. Though the current data does not allow us to ascertain the income status of the "Unknown" group, the college community understands that a large percentage of our students come from low income backgrounds. By targeting low income students, the college can continue focusing resources and services to ensure that low income students receive the necessary information and support to succeed.

**ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION**

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
C.1,2	ESL Latino/Hispanic	14
C.1,2	ESL/Non-Economically Disadvantage	12
C.1,2	Basic Skills English, DSPS	35
C1,2	Basic Skills/English Latino/Hispanic	60
C1,2	Basic Skills/English Male	41
C1,2	Basic Skills/Math, DSPS	14
C1,2	Basic Skills/Math, Hispanic Latino	25
C1,2	Basic Skills/Math, Female	17
C.1,2	Low-income	756

• **Activity Implementation Plan**

Objective	Activity	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
<b>C. 1 Monitor completion progress for ESL and basic skills courses.</b>	C.1.1 Track percentage of successful course completions at least one level above the students' prior basic skills course in Math and English compared with the statewide	Annually in the spring semester of each academic year	SE Facilitator SE Specialist Deans – SS, AA OIEA	Develop Equity Scorecard. A method of student tracking will be developed and implemented.		

Objective	Activity	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
	<p>average at the end of a two year tracking period.</p> <p>C.1.3 Create a pilot study to determine the proportion of students (identified by specific demographic data elements; ethnicity, gender, and disability groups) who place into pre-collegiate course levels or ESL, and track their successful matriculation through associate degree-applicable and transfer-level courses in reading, writing, and computation. (English Summer Acceleration Program)</p>	Spring 2017	SE Facilitator SE Specialist Deans – SS, AA OIEA	Study will identify demographics of successful and unsuccessful students. Use of interventions such as tutorial services, counseling, additional course, sections, etc. will be identified.		
<p><b>C.2 Provide intervention strategies to increase success rates in ESL and basic skills courses.</b></p>	C.2.1 Review, and assess compressed/accelerated and alternative course models in the English and Math course sequences, focusing on effective practices, e.g. increased time-on-task, tutoring support, SI Coaching)	Fall 2016	SE Facilitator SE Specialist Deans – SS, AA OIEA	Increased use of tutoring and supplemental instruction.		
	C.2.2 Examine exemplary ESL, basic skills, and remedial education programs at other community colleges for possible implementation and work with Chairs and faculty in ESL/Basic Skills.	Spring 2016	SE Facilitator SE Specialist Deans – SS, AA OIEA	Report analysis of all aspects of basic skills and recommendations for any identified change. Proposed curriculum and possible program changes.		
	C.2.3 Expand Supplemental Instruction and tutoring support services and visit low-level BS/ESL classes during the first three weeks of the semester.			Increased use of tutoring and supplemental instruction and positive evaluation of services.		

Objective	Activity	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
<b>C.3 Provide Equity-minded Professional Development on ESL/Basic Skills students.</b>	C.3.1 Offer training and support to staff, faculty and students on intervention strategies and culturally responsiveness.	Continuous Spring 2018	VP SS, AA Deans of SS, AA SE Facilitator Prof Dev Office OIEA	Cultural Responsiveness Training modules developed. Increased faculty participation in Early Alert system. Changes in faculty syllabi noted.	Faculty Conferences \$150,000 Training \$75,000	

• **Link to Goal**

Objective	Link to Goal
C.1	This activity will provide data necessary for further and deeper analyses that will result in activities that directly address the goal.
C.2	These activities ensure that the college has a variety of successful strategies to draw from to address gaps in ESL and basic skills courses.
C.3	This activity will ensure that faculty and staff are responsive to the needs of all groups, including ESL and basic skills students. This will foster a welcoming atmosphere that will make it more likely that students will complete coursework.

• **Evaluation**

Objective	Evaluation Data	Evaluation Schedule/Frequency
C.1	<ol style="list-style-type: none"> <li>Equity Scorecard (Success/Retention in Basic Skills, Analysis of Basic Skills sequence progression)</li> <li>Track the two-year progress of students who assess into basic skills English, ESL, and Math in degree-applicable and transfer level courses</li> </ol>	<ol style="list-style-type: none"> <li>Annually</li> <li>Two-year intervals</li> </ol>
C.2	<ol style="list-style-type: none"> <li>Evaluation of courses with tutoring and supplemental instruction</li> <li>Literature/Best Practice review of Basic Skills programs/intervention</li> </ol>	<ol style="list-style-type: none"> <li>Annually</li> <li>One-time</li> </ol>
C.3	<ol style="list-style-type: none"> <li>Number of faculty/staff completing the entire Culturally Responsive Teaching (CRT) Academy</li> <li>Pre/Post CRT Academy survey</li> </ol>	<ol style="list-style-type: none"> <li>End of CRT Academy</li> </ol>

	3. Evaluation of Early Alert System	2. End of CRT Academy 3. Semester and Annually
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## Success Indicator: Degree and Certificate Completion

**D. DEGREE and CERTIFICATION 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.*

The college used the Student Success Score Card 2008-2009 ARCC cohort data to assess equity gaps related to degree and certificate completion. Overall, 19.9% or 1 in 5 students completed a degree or certificate within the 6-year cohort window. The disaggregated data by demographic subgroup is below:

	Number of Cohort	Number of Cohort Degrees/ Certificates	Degrees/ Certificate Rate	College Degrees/ Certificate Rate	Gap	Degree/ Certificates Lost
<b>OVERALL 2008-2009 ARCC Cohort</b>	2,421	482	19.9%	-	-	-
<b>GENDER</b>						
Female	1380	291	21.1%	19.9%	1.2%	16
Male	1041	191	18.3%	19.9%	-1.6%	(16)
<b>RACE/ETHNICITY</b>						
African-American	23	4	17.4%	19.9%	-2.5%	(1)
American Indian/Alaskan Native	3		0.0%	19.9%	-19.9%	(1)
Asian	357	103	28.9%	19.9%	8.9%	32
Hispanic	1,797	324	18.0%	19.9%	-1.9%	(34)
Pacific Islander	4	1	25.0%	19.9%	5.1%	0
Unknown	204	43	21.1%	19.9%	1.2%	2
White	33	7	21.2%	19.9%	1.3%	0
<b>DISABILITY STATUS (DSPS)*</b>						
Yes	119	18	15.1%	19.9%	-4.8%	(6)
No	2300	464	20.2%	19.9%	0.3%	6
<b>ECONOMIC DISADVANTAGE</b>						
Yes	2230	467	20.9%	19.9%	1.0%	23
No	191	15	7.9%	19.9%	-12.1%	(23)

### **Disproportionally impacted student groups**

The percentage-point equity gap analysis shows that American Indian/Alaskan Native (-19.9 ppg), non-economically disadvantage students (-12.1 ppg), and students with disabilities (-4.8 ppg) were disproportionately impacted. According to the degree/certificates lost data, Hispanic (34), male (16), and non-economically disadvantaged students (23) yield the highest number of completions “lost”.

Degree & Certificate Target Population(s)	Current gap, year	Goal*	Goal Year
DSPS	-4.8, 2014	No gap	2020
Hispanic	-1.9, 2014	No gap	2020
Male	-1.6, 2014	No gap	2020

The integration of Student Success Advocates and Declare a Major Campaign are activities designed to eliminate disproportionate impact in degree and certificate completion.

- **Declare a Major by 15 Campaign integrated with Counseling and SSSP services:** Educational planning with counseling and career counseling services integrated with degree audit to give students clear pathways for degree and certificate completion.
- **Integration of Student Success Advocates:** Develop a cadre of Student Success Advocates from staff and faculty ranks.
- **Leadership Academies:** Sustain Men of Color Leadership Academy and Latino Completion and Transfer Academy to by supporting student study needs, self-agency, and leadership development training activities.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION**

**GOAL D.**

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
DSPS	-4.8, 2014	No gap	2020
Hispanic	-1.9, 2014	No gap	2020
Male	-1.6, 2014	No gap	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

**Rationale for serving for target population(s) that is different from the populations with the three greatest gaps:**

Low-income students will also be included in the Student Equity Plan, Access target population. Though the current data does not allow us to ascertain the income status of the “Unknown” group, the college community understands that a large percentage of our students come from low income backgrounds. By targeting low income students, the college can continue focusing resources and services to ensure that low income students receive the necessary information and support to succeed.

**ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION**

**D.1**

- **Activity Type(s)** (Mark an X in all that apply. See [Student Equity Expenditure Guidelines](#) for more information.):

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
D.1,2	DSPS	6
D.1, 2	Hispanic	34
D.1, 2	Male	16

\* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

• **Activity Implementation Plan**

**College Goal:** Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.

**Equity Goal: D. Certificate/Degree Completion – To increase completion rates for the targeted student groups.**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Other Student Services		Curriculum/Course Development/Redesign	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

Objective	Activity	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
<b>D.1 Monitor the number of degrees and certificates awarded to targeted groups of students.</b>	D.1.1 Continue to compare the actual number of degrees and certificates awarded for the reported academic year with the previous academic year, including ethnicity and gender.	Ongoing	Deans of AA OIEA SE Facilitator	Data on numbers, recipients, and deficiencies of non-graduates will be reported campus wide.	\$30,000	\$70,000 SSSP
	D.1.2 Conduct student focus groups.	Fall 2016	SE Facilitator SE Specialist	Identify and pilot one strategy.		
<b>D.2 Increase</b>	D. 2.1 Update or develop materials for students, promoting the value of the associate degree and career technical certificates, and process to	Fall 2017	VP of AA Deans – AA Graphic Artist Public Info Off	Numbers of degrees and certificates will increase by 5% per semester.		

Objective	Activity	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
<b>the number of degrees and certificates awarded to targeted groups of students.</b>	obtain them.					
	D.2.2 Develop a campaign with the instructional departments and categorical programs with embedded with Financial Aid/Literacy resources and coaching for students 30+ units and enrolled in English 101 and Math 125 to schedule an appointment with counselor review degree requirements.	Spring 2016	VPs of SS, AA Deans – SS, AA Counseling Dept. Chair Dept. Chairs	Students enrolled in Math 125 and/or English 101, with 30+ units, will schedule an appointment with a counselor.	Faculty Student Success Advocates \$76,320	
	D.2.3 Develop Department and Pathway resources (e.g. Faculty Student Success Advocates, Faculty Liaison, and special events) to promote completion.	Spring 2018	SE Facilitator SE Specialist AA Units	Faculty Advocates assigned to student groups. Identify high impact practices and bring to scale.		
	D.2.4 Continue 2+2 Articulation efforts with feeder high schools and increase dual enrollment opportunities to shorten time to complete degree or certificate requirements.	Spring 2018	VPs of SS, AA	The numbers of students achieving credit for applicable high school courses will increase by 5%.		
	D.2.5 Increase awareness of the Course Substitution/Waiver policy available to students with disabilities.	Spring 2017	Dean – SS DSPS Coord.	Increase in degrees and certificates awarded to students with disabilities.		
	D.2.6 Integrate onboarding efforts with Career and Transfer Pathways strategies and appropriate counseling/advisement.	Ongoing Fall 2017	VPs of SS, AA Deans – SS, AA Counseling Transfer Dept. Chairs			
<b>D.3 Provide Equity-minded Professional Development.</b>	D.3.1 Offer training and support to staff, faculty and students on intervention strategies and culturally responsiveness.	Continuous Fall 2018	VP SS, AA Deans of SS, AA SE Facilitator Prof Dev Office OIEA	Cultural Responsiveness Training modules developed. Trainer-of-Trainers program. Changes in faculty syllabi noted.	Faculty Conferences \$150,000 Training \$75,000	

• **Link to Goal**

Objective	Link to Goal
D.1	This activity will ensure that the college has an accurate picture of the number of degree and certificate completers, including who these students are and which programs they are completing. This data will inform interventions to address this goal.
D.2	These activities will make it more likely that students can complete a degree or certificate by ensuring that they are educated about the process, are aware when they are eligible, and receive all credit that they are entitled to.
D.3	This activity will ensure that faculty and staff are responsive to the needs of all groups. This will foster a welcoming atmosphere that will make it more likely that students will complete a degree or certificate.

• **Evaluation**

Objective	Evaluation Data	Evaluation Schedule/Frequency
D.1	<ol style="list-style-type: none"> <li>Certificate and Degree data by demographics and special populations</li> <li>Student Focus Groups – Degree and Certificates</li> </ol>	<ol style="list-style-type: none"> <li>Annually</li> <li>Two-year intervals</li> </ol>
D.2	<ol style="list-style-type: none"> <li>Certificate and Degree data by demographics and special populations</li> <li>Number of students completing Associate Degrees for Transfer</li> <li>Number of students completing pathway course sequence (Delloro Social Justice Program, Law Pathway)</li> <li>Number of “transfer ready” students meeting with a counselor to discuss degree or certificate review</li> <li>Number of new incoming students from feeder high schools with college credit</li> </ol>	<ol style="list-style-type: none"> <li>Annually</li> <li>Annually</li> <li>Annually</li> <li>Annually</li> <li>Annually</li> </ol>
D.3	<ol style="list-style-type: none"> <li>Number of faculty/staff completing the entire Culturally Responsive Teaching (CRT) Academy</li> <li>Pre/Post CRT Academy survey</li> </ol>	<ol style="list-style-type: none"> <li>End of CRT Academy</li> <li>End of CRT Academy</li> </ol>

## Transfer

- E. TRANSFER.** The 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.

According to the Student Success Scorecard, the college transferred 446 out of the 2,421 students from the 2008-2009 ARCC cohort. This equates to a transfer rate of 18.4% or approximately 1 out of 5 students.

	Number of Cohort	Number of Transfers	Degrees/Certificate Rate	All Student Transfer Rate	Gap	Transfers Lost
<b>OVERALL 2008-2009 ARCC Cohort</b>	<b>2,421</b>	<b>446</b>	<b>18.4%</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>GENDER</b>						
Female	1380	252	18.3%	18.4%	-0.2%	(2)
Male	1041	194	18.6%	18.4%	0.2%	2
<b>RACE/ETHNICITY</b>						
African-American	23	5	21.7%	18.4%	3.3%	1
American Indian/Alaskan Native	3		0.0%	18.4%	-18.4%	(1)
Asian	357	123	34.5%	18.4%	16.0%	57
Hispanic	1,797	254	14.1%	18.4%	-4.3%	(77)
Pacific Islander	4	1	25.0%	18.4%	6.6%	0
Unknown	204	58	28.4%	18.4%	10.0%	20
White	33	5	15.2%	18.4%	-3.3%	(1)
<b>DISABILITY STATUS (DSPS)*</b>						
Yes	119	11	9.2%	18.4%	-9.2%	(11)
No	2300	435	18.9%	18.4%	0.5%	11
<b>ECONOMIC DISADVANTAGE</b>						
Yes	2230	404	18.1%	18.4%	-0.3%	(7)
No	191	42	22.0%	18.4%	3.6%	7

### **Disproportionally impacted students' groups**

The percentage-point gap analysis shows that two groups, students with disabilities (-9.2 ppg) and Hispanic (-4.3 ppg), are disproportionately impacted with considerable number of transfers lost. Economically disadvantaged students had the next highest number of transfers lost with 7 and the gap of -0.3.

Transfer Target Population(s)	Current gap, year	Goal *Highest Performing Group	Goal Year
Hispanic	-4.3, 2014	No gap	2020
DSPS	-9.2, 2014	Reduce the ppg to less than -3.0	2020

The College will implement the following activities to address the equity gaps in transfer completions.

- **LMU, UCLA, and USC Transfer Partnership Program:** University partnerships, mentoring, assistance with admissions essay, and follow-up services.
- **Scholars Research Projects:** Research projects led by Honors, Puente, STEM, and Faculty Student Success Advocates to promote transfer and preparation for success at a university.
- **California University tours:** Provide the opportunity for students to explore transfer options outside of the immediate geographic area in order to maximize opportunities for transfer.
- **Transfer Conference/Summit and other special transfer promotional events:** Promotional materials and networking events to engage students with Faculty Success Advocates.
- **Leadership Academies:** Latina Leadership Academy for Latinas graduation delay in system of more than 6 years to transfer; and Men of Color Leadership Academy with supports of tutoring, supplemental instruction and faculty/staff /peer mentors.
- Transfer and Career Pathways:
- **Great Outcomes for East Los Angeles:** Collaborative program with Los Angeles Unified School District to provide academic, career, and financial literacy, assistance with enrollment and early registration, FAFSA, textbook lending library, Scholarly research with Honors, Puente, STEM and other categorical programs.



## GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

### GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Latino/Hispanic	-4.3, 2014	No gap	2020
DSPS	-9.2, 2014	Reduce the ppg to less than - 3.0	2020

### Rationale for serving for target population(s) that is different from the populations with the three greatest gaps:

Low-income students will also be included in the Student Equity Plan, Access target population. Though the current data does not allow us to ascertain the income status of the “Unknown” group, the college community understands that a large percentage of our students come from low income backgrounds. By targeting low income students, the college can continue focusing resources and services to ensure that low income students receive the necessary information and support to succeed.

### ACTIVITIES: E. TRANSFER

- **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
E.1, 2	Latino/Hispanic	77
E.1, 2	DSPS	11
E.1, 2	Low-income	7

• **Activity Implementation Plan**

Objective	Activity	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
<b>E.1 Monitor the number of students from targeted groups who transfer.</b>	E.1.1 Secure access to data that will provide the ratio of the number of students by population group who complete a minimum of 30 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.	Ongoing	Transfer ISA Campus Engage Coord SE Facilitator SE Specialist Dean – SS, AA	The college will have the ability to monitor goal outcomes.	\$30,000	
	E.1.2 Compare the actual numbers of students who transferred to the CSU and to the UC for the reported year with the previous academic year, by ethnicity and by gender when available.	Fall 2018	Transfer ISA	Data on numbers and ethnicity of transfer students will be reported campus wide. Discussions and recommendations for increasing number of transfers and/or representation by ethnicity will be held.		
<b>E. 2 Expand services to encourage and assist transferring to 4-year institutions.</b>	E.2.1 Develop a process to identify transfer ready students and provide information to students on the availability of transfer guarantee programs; conduct on-line workshops to assist in the application process; host representatives from 4-year institutions and arrange for one-on-one counseling sessions with these representatives and with Faculty Success Advocates and conduct transfer inreach activities.	Spring 2016	Campus Engagement Coord SE Facilitator SE Specialist Univ. Liaison Dean – SS, AA	The number of students who seek assistance regarding transfer requirements and in completing applications for admission after college visitations will increase.	Peer Mentors \$90,000	
	E.2.2 Expand Transfer Campaign with marketing materials to include Transfer Pathways (SB1440 AA/AS-	Fall 2018	Transfer ISA Campus Engagement Coord	Numbers of students who transfer will increase by 3% per	\$30,000	

	T; John Delloro, Law, STEM, CTE Pathways, etc. and assign Faculty Advocates/Mentors to transfer students and collaborate with Outreach in their development of College & Career Centers in local school and community agencies.		SE Facilitator SE Specialist	semester. Marketing materials available.		
	E.2.3 Expand university partnerships, university tours, and other collaborative activities such workshops, joint conferences, summer immersion programs, transfer acceptance events, University Day, etc.	Fall 2018	Transfer ISA Campus Engagement Coord	Numbers of students who transfer will increase by 3% per semester.	\$360,000 Faculty ISA \$94,000	
<b>E.3 Decrease the time to transfer for Hispanic/Latina students that have taken more than 10 years to transfer.</b>	E.3.1 Implement an accelerated cohort program model for Latina women that includes Math and/or English bridge programming, and student support and learning services (tutoring, supplemental instruction, Counseling, Advisement, networking, leadership training, and self-agency support).	Spring 2018	Transfer ISA Campus Engage. Coord SE Facilitator Univ. Liaison	Increase in transfer rates.	Faculty Project Lead \$87,000	
	E.3.2 Develop an alternative plan for student support services (e.g. counseling, financial aid, career center, transfer center, child care) in multiple formats and during hours that complement the cohort model.		Transfer ISA Campus Engage. Coord SE Facilitator Univ. Liaison	Increase in transfer rates.	\$27,000 Faculty Proj. Lead	

• **Link to Goal**

Objective	Link to Goal
E.1	At this time, insufficient and often questionable data regarding transfer students from our college is making it difficult to assess the broader context of transfer gaps. By improving transfer data collection and analysis, the college will be better position to produce effective interventions addressing the goal.
E.2	These activities ensure that students are informed about transfer opportunities, that those opportunities themselves are extensive as possible, and that the prospect of transfer is presented to students in a real way. Together, these will increase the number of transfer students.
E.3	This activity directly addresses disproportionate impact on Latina students by providing them with opportunities to complete coursework more quickly. In turn, this will make it more likely that these students will transfer in a timely fashion.

• **Evaluation**

Objective	Evaluation Data	Evaluation Schedule/Frequency
E.1	<ol style="list-style-type: none"> <li>1. ARCC Transfer Data by demographic and special population</li> <li>2. Analysis of CSU/UC transfer trends by ethnicity and gender</li> <li>3. ELAC Cohort Pipeline Analysis</li> </ol>	<ol style="list-style-type: none"> <li>1. Annually</li> <li>2. Annually</li> <li>3. Annually (new student cohort 3- year analysis)</li> </ol>
E.2	<ol style="list-style-type: none"> <li>1. Number of “transfer ready” students visiting the transfer center</li> <li>2. Number of “transfer ready” students participating in ELAC transfer activities</li> <li>3. Inventory of Transfer Pathway marketing materials</li> </ol>	<ol style="list-style-type: none"> <li>1. Annually</li> <li>2. Annually</li> <li>3. Annually</li> </ol>
E.3	<ol style="list-style-type: none"> <li>1. Latina Accelerated Cohort Program evaluation                             <ol style="list-style-type: none"> <li>a. Student success and retention rates</li> <li>b. Student survey</li> <li>c. Focus Groups</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1.                             <ol style="list-style-type: none"> <li>a. Semester and annually</li> <li>b. Annually</li> <li>c. Two-year intervals</li> </ol> </li> </ol>

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## Other College- or District-wide Initiatives Affecting Several Indicators

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East Los Angeles College is also incorporating other campus-wide and district-wide activities and initiatives which are delineated as follows:

**F.1 Ongoing Equity Research:** Dedicated Research Analyst for Student Equity and Student Success Support Program to evaluate interventions, analyze outcomes, inform planning and further inquiry, and communicate to campus and community. Contracting services with Center for Urban Education (CUE) to develop Equity Scorecard.

**F.2 Learning Resources and Academic Support Service Tracking System:** Identification of a tracking system to assess efficacy of services, frequency of use and impact on student outcomes, as well as curriculum development to address student needs.

**F.3 Professional Development:** Ongoing professional development focused on culturally responsive pedagogy and high impact practices through Teaching and Learning Center, guest speaker, Equity Summit, Student Equity Committee, and Informational Materials and Web Development.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS**

**ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS**

**F1 - Equity Research**

- **Indicators/Goals to be affected by the activity:**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s):**

X	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	Direct Student Support
X	Research and Evaluation	X	Professional Development	

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.1	ELAC Equity Plans/Interventions	ELAC Wide

- **Activity Implementation Plan:** ELAC’s Institutional Research framework for both Student Equity and SSSP (see Attachment) will assess equity, set achievement goals for the campus, and determine the effectiveness of interventions and practices. This framework can then be applied across disciplines and indicators. A dedicated research analyst will be hired to assist the Student Equity committee and inquiry groups in identifying baseline data for equity performance measures and determining standards for achievement.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Fall 2015-Ongoing	\$30,000	\$70,000 SSSP

- **Link to Goal:** The Equity Research Analyst will provide research support, professional development, and leadership for inquiry groups and for monitoring the progress of the interventions through data collection, report analysis, and campus-wide communication.

**Evaluation:** The Research Analyst will be engaged in all levels of equity planning and the research community at ELAC. Research Analyst support the planning and evaluation processes of Student Equity, linking to other campus planning such as Educational Master Plan, Accreditation, Shared Governance, Facilities, and Technology Plans. Responsible for the data framework, data collection and reporting.

**F.2 Learning Resources and Academic Support Service Tracking System:** One of the major themes of the “second level” questions involved assessing the usage patterns of instructional support services. The Student Equity committee will utilize equity funds to identify and install a comprehensive computer-based tracking system which will help to perform a systematic analysis of ELAC support services. The data the system produces will be vital to informing the inquiry group’s research and supporting their supplemental conclusions. In addition, faculty will be able to identify areas for curricular development based upon the topics students seek support for the most.

**F.3 ELAC Professional Development Equity Integration Planning and Support:**

- **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
X	Research and Evaluation	X	Professional Development	

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.3	Equity Focused Targets	ELAC Wide

• **Activity Implementation Plan:** Several key projects have been prioritized, as part of the major equity initiatives ELAC must pursue in order to sustain a long-term student equity plan that is embedded in every aspect of the college. The goal of the Student Equity committee will be to infuse equity focused speakers and trainings into Professional Development’s Teaching and Learning Center, required Flex Days, connect best practices to institutional structures that exist to provide support for faculty and staff, and other college-wide planning efforts with interventions that effectively address student groups who experience the greatest equity gaps in ELAC classrooms.

- Equity Summit and Equity Training Events of Culturally Responsive Training, M2C3
- Integrated Research & Professional Development
- Center for Urban Education (CUE) Development of Equity Scorecard and Professional Development
- Informational Materials
- Website Development
- Social Solutions Research Support and Software
- Equity Focused Conference Training and Travel

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3.1	Winter 2016-Fall 2016	\$100,000 (Guest Speakers, Equity Facilitators, Food)	25,000
F.3.2	Fall 2015-Ongoing	\$55,000 (Tutor Tracking Systems, Instructional Support Math)	--
F.3.3	Spring 2015-Ongoing	\$50,000 (M2C3, Equity Trainings)	--
F.3.4	Winter 2015-Ongoing	\$120,000 (100% Equity Coordinator, Student Success Advocates, Web Development, Conference Trainings/Travel, Meeting Supplies/Food)	75,000

• **Link to Goal:** Funding for the activities above are critical to creating an institutional framework that addresses the students at ELAC who are experiencing the greatest barriers to success. The goals for these funded activities will be to educate and empower equity leaders at ELAC who can engage their peers in courageous conversations about the underlying causes of equity gaps and best practices in addressing unconscious bias. Without taking the time to get ample training in these areas,



common misconceptions could derail long term planning efforts at ELAC. Secondly, equity activities and effective interventions must be shared across campus and specifically with our target students, to inform them about how this work could assist them in succeeding at ELAC no matter where they are in reaching their learning goals. ELAC Equity efforts must also continue to engage faculty members who form close relationships with ELAC students during the semester.

- **Evaluation:** Agendas and sign-in sheets are collected at every equity-sponsored event to track the general number of faculty, students, and staff who attend. The web page development will be key in communicating progress to the college community and provide a hub for all resources created through Equity funding provided to ELAC. The annual equity plan, presentations at college professional development days, and annual presentations to the Board of Trustees and governance groups at ELAC will continue to serve as platforms for college wide dissemination of the results of planning efforts. ELAC MOC/Male Leadership Academy will work in conjunction with Los Angeles Community College District's districtwide Men of Color Campaign to promote access, completion, and transfer.

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## Summary Budget

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# Summary Evaluation

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Each section of the Student Equity Plan contains two goals, a “College Goal” and an “Equity Goal.” The College Goals are taken directly from East Los Angeles College’s 2011-17 Strategic Plan, while the Equity Goals are more specific to addressing equity gaps for disproportionately impacted populations. By aligning to the Strategic Plan, we are ensuring that we will be thoroughly evaluating the extent to which we are achieving the goals for each success indicator.

Per the college’s Governance Policy Handbook, and as outlined in the Strategic Plan, evaluation of the full Strategic Plan began in fall 2015, to be completed in fall 2017. Since all Student Equity Plan goals are aligned to the Strategic Plan, the college will be assessing outcomes of the Student Equity Plan over the next two years. The evaluation of the Strategic Plan includes looking at a variety of college performance measures, as well as inventorying the progress of all college-wide plans, including the Educational Master Plan. While the activities of the Student Equity Plan are still relatively new, this thorough and robust evaluation will provide detailed baseline data that can be compared to as the Student Equity Plan moves forward. Although this Student Equity Plan already contains baseline data, this is an opportunity to delve far deeper, especially as the research capacity of the college increases.

The college will complete production of its new Strategic Plan in late 2017. This will be an opportunity to more deeply integrate lessons learned from the evaluation of the 2011-17 Strategic Plan, and the college’s Equity Goals. Beginning in fall 2017, all college-wide plans will begin their 2-year period of evaluation, and the Student Equity Plan is no exception. After, that 2-year period, the Strategic Plan will have 3 years until its next evaluation. In this way, the Student Equity Plan goals will be thoroughly evaluated cyclically.

The results of these evaluations will be presented to a number of campus committees. In particular, much discussion will happen in the Strategic Planning Committee, and this committee will report results to the ELAC Shared Governance Council and the Educational Planning Subcommittee. The college’s Student Equity Advisory Committee will also discuss results regularly. The Student Equity Advisory Committee is comprised of students, classified staff, faculty, administrators, and community members and serves as the steering body driving the achievement of student equity at East Los Angeles College. If results show that activities are having a positive impact on goals, then this will be reported out in these areas, providing a template for future activities. If results show no impact, then these committees are empowered to change the course and direction of the Student Equity Plan, as needed.

Since the results of the 2011-17 Strategic Plan evaluation inform the creation of the next Strategic Plan, the results of the Student Equity Plan evaluation, which are directly aligned to the Strategic Plan, will be an integral part of the next Strategic Plan. In turn, the next Strategic Plan will set the goals for all other college plans, including the Educational Master Plan. In this way, what the college learns from Student Equity Plan activities will filter through to all college plans, setting future goals, objectives, and priorities, as well as ensuring that effective practices are institutionalized.

The concept of Student Equity is already embedded in the college's Annual Update process. Departments and units are asked to analyze disaggregated data provided by the Office of Institutional Effectiveness and Advancement (OIEA) in search of equity gaps in their areas, and report on plans to mitigate those gaps. OIEA has made data accessible for departments through user-friendly "data packs" on its website that provide information at the course, discipline and departmental level. The intent is for equity-minded dialogue and a focus on student success indicators to be a focus for program, committee, departmental, and institutional processes. In the next Annual Update, the college hopes to further align this analysis to funding and professional development.

ELAC will be establishing an Annual Student Equity Summit beginning January 2016. The intent of the summit is to bring all of equity project facilitators together to further develop ELAC's vision for the Equity Plan and maximize the impact of student success resources on identified equity groups. Through the implementation and scaling up of the most successful strategies, ELAC plans to develop a research-focused approach to closing the achievement gap.

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## Attachments

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**ATTACHMENT A: ELAC Student Equity Work Plan**

**East Los Angeles College  
Student Equity Plan  
2015 -2018**

<b>5 Key Success Indicators</b>	<i>Integrated Planning of Umbrella Services</i>							
	Targeted Groups	<i>GO ELA</i>	<i>Welcome Campaign (Retention)</i>	<i>Leadership Academies</i>	<i>Transfer Academy &amp; Pathways</i>	<i>Departmental Equity Gaps Strategies</i>	<i>Strengthening Categoricals</i>	<i>Prof. Learning/ Curriculum Dev.</i>
<b>A. Access</b>	Male (-7.9) DSPS (-4.3) Veterans (-2.9)	X	X	X			X	X
<b>B. Course Completion</b>	Male (-3.9) F-African American (-3.8) M-African American (-4.0) M-Hispanic/Latino (-5.4) Foster Youth (-13.5) Low-income (-2.0)		X	X	X	X	X	X
<b>C. ESL</b>	Hispanic/Latino (-10.9) Non-economically disadvantaged (-10.0)	X	X	X		X	X	X
<b>C. Basic Skills English</b>	DSPS (-19.9) Hispanic/Latino (-2.8) Male (-3.8)	X	X	X		X	X	X
<b>C. Basic Skills Math</b>	DSPS (-11.3) Hispanic (-1.3) Female (-1.2)	X	X	X		X	X	X
<b>D. Certificate/ Degree Completion</b>	DSPS (-4.8) Hispanic (-1.9) Male (-1.6)	X	X	X	X	X	X	X

E. Transfer	Hispanic (-4.3) DSPS (-9.2)	X	X	X	X	X	X	X

## ELAC - STUDENT EQUITY PLAN OBJECTIVES AND ACTIVITIES

2014 – 2018 revised 11/20/15

### 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”*

**College Goal:** Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.

**Equity Goal: A. Access - To decrease the equity gaps for the targeted student groups.**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Other Student Services		Curriculum/Course Development/Redesign	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

Objective	Activities	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
<b>A1. Develop an integrated and focused outreach plan with community partners to ensure access for targeted underrepresented groups.</b>	A.1.1 Continue to monitor and compare the percentage of each group enrolled at ELAC to that group's representation in the adult population of ELAC service area and revise appropriate recruitment plan for underrepresented students, i.e. males, Foster Youth, Veterans, and Disabled Students.	Annually during the spring semester of each academic year	SE Facilitator Research Analyst	Foster Youth Guardian Scholars program developed. Data will be shared with SE Advisory and with Shared Governance Committees.	Student Ambassadors \$77,000	EOPS/Foster Youth \$150,000
	A.1.2 Focus groups with student	June 2017	SE Facilitator OIEA	Identify and pilot one strategy		

Objective	Activities	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
	to identify barriers to enrollment and registration.			and conduct evaluation of strategy.		
	A.1.3 Strengthen GO ELA high schools and community partnership and monitor access of target groups to ELAC'S educational programs.	June 2018	Dean, SS Associate Dean FACES, Outreach Student Ambassadors	Students in GO ELA College and Career Pathways experience seamless matriculation.	Student Svcs. Asst. \$42,624	
	A.1.4 Collaborate with local K-12 schools and community partners to develop an onboarding process with SSSP to Welcome & Support Center, Leadership Academies, Adelante, First Year Experience programs, Career Pathways, Men of Color, STEM, and categorical programs.	Spring 2016	Deans, SS and AA SE Facilitator	Universal application process for all services and programs and seamless matriculation.		
<b>A2. Make access a priority through implementation of SSSP onboarding for all student groups.</b>	A.2.1 Translate materials into Spanish to enhance intake, application, assessment, and program/course placement activities.	September 2016	Associate Dean SE Facilitator SSSP Coordinator	Spanish-speaking students with limited English will be able to successfully matriculate and their satisfaction with such materials will be evaluated via a student survey.	\$40,000 CUE contract portion	
	A.2.2 Provide and evaluate assessment services and/or special accommodations for language minority students and students with disabilities.	Spring 2017	VP of Student Services SSSP SE	Language minority students and students with disabilities will be able to successfully matriculate and their satisfaction with services will be evaluated via a student survey.		
	A.2.3 Conduct AOC Days for high school seniors, re-entry, and students 10 units or less. Welcome Days, ELAC Live!	Spring 2015	VP of Student Services SSSP SE OIEA			SSSP AOC Days \$35,000
	A.2.4 Evaluate assessment instruments and placements	Spring 2017	VPs of SS, AA SE Facilitator	Approved policies, tools, marketing in place, evaluation		SSSP \$50,000



Objective	Activities	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
	tools, policies and procedures and collaborate with SSSP on Common Assessment Initiative (CAI).		SSSP Coordinator Dean, Admissions OIEA	and mechanism established.		
<b>A3. Expand marketing and outreach services.</b>	A. 3.1 Expand outreach services to all segments of the community through a marketing campaign of special events, Parent/Community/Leadership /Conferences, special events ELAC Live!, fairs, booths, workshops, and through GO ELA.	Spring 2016	VP of SS SE Facilitator Public Information Officer	ELAC will receive more student applications from targeted groups than the previous year.	Student Ambassadors \$77,000  \$50,000 Multilingual materials	\$25,000 SSSP
	A.3.2 Increase inreach and outreach to low-income students and provide financial literacy and financial aid information (availability, requirements, application process, eligibility policies, etc.) through a formalized Financial Aid media campaign that will include faculty/staff.	Fall 2016	VPs of SS, AA Public Information Officer Financial Aid Office FACES	ELAC will receive 5% more student applications for financial aid than the previous year.		
	A.3.3 Continue to identify the educational needs of the community through advisory committees (categorical and instructional units) and community partnerships.	Ongoing	VPs of SS, AA	Advisory board recommendations will be included in the full Program Reviews every five years or annual updates. Recommendations will be incorporated into area plans (e.g., EOP&S, CalWORKs, Student Equity, etc.).		
	A.3.4 Strengthen existing partnerships (area K-12s, local governments, business, community organizations, etc.) to help the college achieve its	Fall 2016	VP of SS Deans	Inventory will be created and shared with area VPs, Outreach offices, and special programs. Inventory will also be used in grant writing		

Objective	Activities	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
	future growth goals by expanding dual enrollment via AB288.			efforts.		
<b>A.4 Create a Welcome &amp; Support Campaign</b>	A.4.1 Various points of welcoming structures and personnel will ensure students have appropriate information, tracking and follow-up services.	Fall 2016	VP SS Deans of SS, AA SE Facilitator WSFNC EOPS Associate Dean CalWORKs Director	Faculty and student surveys will reflect an increase in knowledge base of the various student support and learning services available. Services are inputted, tracked and evaluated through social solutions software.	Student Svcs Support Representatives \$81,600	
	A.4.2 Develop Universal Welcome (Intake) Form in collaboration with categorical and specially funded programs.	Spring 2016	Deans of SS, AA WFSNC SE Facilitator	Students respond positively to access, retention, and completion efforts of Welcome & Support Centers.		
<b>A.5 Provide Equity-minded Professional Development on Access</b>	A.5.1 Offer training and support to staff, faculty and students on culturally responsiveness and information on underrepresented groups.	Continuous Spring 2018	VP SS Deans of SS, AA SE Facilitator Prof Dev Office OIEA	Cultural Responsiveness Training Center developed. Increased participation and knowledge of professional learning opportunities related to equity-mindedness. Changes in faculty syllabi noted.		

Objective	Link to Goal
A.1	This activity directly addresses access for male students and students with disabilities by building research capacity to identify roadblocks and building community partnerships to address those roadblocks.
A.2	This activity addresses the goal by ensuring that male students and disabled students encounter as little resistance as possible as they are assessed and placed.
A.3	This activity ensures that the college is responsive to the needs of incoming students, and that the connections to locations where male and disabled students come from are strong.
A.4	The Universal Welcome Form will ensure that disabled students are aware of and received all resources for which they are eligible, making it more likely that they will matriculate.
A.5	This activity will ensure that faculty and staff are responsive to the needs of all groups, including males and disabled students. This will foster a Welcoming atmosphere that will make it more likely that students will matriculate and be

Objective	Link to Goal
	retained.

Objective	Evaluation Data	Evaluation Schedule/Frequency
A.1	<ul style="list-style-type: none"> <li>6. Equity analyses on ELAC enrollment compared to service area</li> <li>7. Matriculation Student Focus Groups</li> <li>8. Number of dual enrollment offerings at GO ELA partnership schools</li> <li>9. Analysis of new-incoming students attending from GO ELAC feeder high schools</li> <li>10. Number of formal community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>6. Annually</li> <li>7. Two-year intervals</li> <li>8. Annually</li> <li>9. Every Fall</li> <li>10. Annually</li> </ul>
A.2	<ul style="list-style-type: none"> <li>4. Inventory of student services, college program, and other materials</li> <li>5. Student Services survey</li> <li>6. Analysis of student receiving assessment accommodations</li> </ul>	<ul style="list-style-type: none"> <li>4. Annually</li> <li>5. Annually</li> <li>6. Annually</li> </ul>
A.3	<ul style="list-style-type: none"> <li>6. Percent of applications from target groups</li> <li>7. Percent of students applying and receiving financial aid</li> <li>8. Outreach recommendations incorporated into area plans</li> <li>9. Number of formal community partnerships established</li> <li>10. Analysis of students receiving financial literacy services</li> </ul>	<ul style="list-style-type: none"> <li>6. Every Fall</li> <li>7. Annually</li> <li>8. Annually</li> <li>9. Annually</li> <li>10. Annually</li> </ul>
A.4	<ul style="list-style-type: none"> <li>7. Faculty Survey</li> <li>8. Student Services survey</li> <li>9. Number of students completing intake forms</li> <li>10. Services rendered through intake form follow-up</li> <li>11. Analysis of students enrolling from partnership feeder schools (by demographics)</li> <li>12. Analysis of students receiving financial aid (by demographics)</li> </ul>	<ul style="list-style-type: none"> <li>7. Annually</li> <li>8. Every Fall</li> <li>9. Annually</li> <li>10. Annually</li> <li>11. Annually</li> <li>12. Annually</li> </ul>
A.5	<ul style="list-style-type: none"> <li>3. Number of faculty/staff completing the entire Culturally Responsive Teaching (CRT) Academy</li> <li>4. Pre/Post CRT Academy survey</li> </ul>	<ul style="list-style-type: none"> <li>3. End of CRT Academy</li> <li>4. End of CRT Academy</li> </ul>

**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”

**College Goal:** Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.

**Equity Goal: B. Course Completion – To increase course completion rates for the targeted student groups.**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Other Student Services		Curriculum/Course Development/Redesign	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

Objective	Activity	Timeline & Status	Collaborators	Expected Outcome	Student Equity Funds	Other Funds
<b>B.1 Continue to monitor completion rates for courses in all areas, and for all groups of students.</b>	B.1.1 Continue to monitor and compare the percentage of successful course completions for basic skills, vocational, degree-applicable, transfer-level, and all courses with the statewide averages for the CCC system.	Annually in the summer session of each academic year	VPs SS, AA Dean of SS, AA Dean, OIEA SE Facilitator	Academic divisions undergoing Program Review will develop planning agenda items to address any decreases in successful course completions. The Student Equity Committee will evaluate outcomes and revise activities as needed.		SSSP Research Analyst \$70,000
	B.1.2 Through the SE Department Mini-grant Proposal Process and Program Review process, each department will evaluate how it compares with the college’s overall success and retention rates; address differences in performance rates by ethnicity, gender, and disability; and develop planning agenda items to address any decreases in retention/success among ethnicity, gender, and disability groups.	Spring 2016 and annually	VP of AA Dean – OIEA Dean AA, SS SE Facilitator	Departments lead retention and completion strategies and take ownership of change.		
<b>B.2 Provide intervention strategies to increase the number of students in</b>	B.2.1 Identify, develop, and pilot strategies for students on academic and/or progress probation, financial aid dismissal including Foster Youth, African American students,	Fall 2017	Financial Aid Dir. Counseling Chair SSSP Coordinator Dean - Admissions	Strategies piloted and data analyzed/		

Objective	Activity	Timeline & Status	Collaborators	Expected Outcome	Student Equity Funds	Other Funds
<b>targeted groups who successfully complete targeted courses – basic skills, vocational, degree-applicable, and transfer-level courses</b>	and DSPS students.					
	B.2.2 Develop and implement an Extended Orientation/College Preview/ College Thrival Workshops specifically addressing special topics for college success, retention, and persistence. Targeted groups may include athletes, language-minority students, first generation college students, economically disadvantaged students, Veterans, Foster Youth, older adults, and students with disabilities.	Spring 2017	VPs of SS, AA Counseling Chair Adelante Program Categorical Leads SSSP Assessment Office Welcome Staff	Tracking of grades, retention and persistence of participants will determine level of success and possible expansion and institutionalization of this service. Develop Equity Scorecard.		
	B.2.3 Continue to identify and address special needs of students who have cultural, disability, financial and language barriers by providing special services in counseling or making appropriate referrals to specific programs.	Ongoing	VP of SS, AA Counseling Chair Adelante Program Categorical Leads Deans – SS, AA Welcome Staff	The number of students using support services provided by the DSPS, Veterans, EOP&S, and Financial Aid will increase by 5% over previous year.		
	B.2.4 Evaluate the current Early Alert system and encourage more instructors to use it.	Fall 2018	SE Facilitator SSSP Coordinator Deans – SS, AA	An evaluation of the last two years will show if the Early Alert system needs any changes to make it more viable.		
	B.2.5 Evaluate educational support learning services and advisement to better coordinate and facilitate student referrals, tracking and outcomes and provide support through tutoring and Supplemental Instruction and CGCAs.	Fall 2016	VPs of SS, AA SE Team Deans – SS, AA Welcome Staff	Evaluation conducted measuring success of student learning services.		
	B.2.6 Expand Textbook Lending Library in collaboration with ASU, EOPS, Dual Enrollment.	Spring 2017	VPs of SS, AA Deans	An increased course completion rate.		
<b>B.3 Provide Equity-minded Professional Development on Course Completion</b>	B.3.1 Begin the employ of Faculty Success Advocates to assist in a campus-wide campaign promoting student success mandates and developing discussions, implementation and evaluation of alternative teaching methodologies to accommodate the diversity of student learning styles (e.g., learning communities concept).	Summer 2016	SE Facilitator Deans – SS, AA Prof Dev Office Academic Senate President	An increased number of faculty will adopt alternative teaching methodologies and they will evaluate their students' success comparing the various methodologies used.	\$136,320	
	B.3.2 Evaluate the success rate of Learning	Fall 2017	SE Facilitator	Cultural Responsiveness		

Objective	Activity	Timeline & Status	Collaborators	Expected Outcome	Student Equity Funds	Other Funds
	Communities related to issues of athletes, disability, first generation college attendance, veterans, foster youth, males, poverty, etc.		SE Specialist Prof Dev Office	Training modules developed. Development of new learning communities		

Objective	Link to Goal
B.1	This activity will provide data necessary for further and deeper analyses that will result in activities that directly address the goal.
B.2	These activities are effective and proven practices for improving success with underrepresented groups, and their implementation will help achieve the goal.
B.3	These activities will ensure that the college has a cohort of faculty who can advocate for the needs of disproportionately impacted groups, and work on integrating successful activities into the classroom.

Objective	Evaluation Data	Evaluation Schedule/Frequency
B.1	<ul style="list-style-type: none"> <li>4. Dashboard/datapack: Semester and academic year success and retention rates by demographics (3 academic years)</li> <li>5. Equity analyses, Proportionality Index and Percentage Point Gap, for all departments and disciplines</li> <li>6. Student Equity Mini-grant proposals, reports, and evaluations</li> </ul>	<ul style="list-style-type: none"> <li>4. Annually</li> <li>5. Annually</li> <li>6. As awarded</li> </ul>
B.2	<ul style="list-style-type: none"> <li>7. Number of student participating in workshops</li> <li>8. Workshop Evaluations</li> <li>9. Student Focus Groups</li> <li>10. Number of students being referred to services</li> <li>11. Evaluation of Early Alert System</li> <li>12. Evaluation of educational support learning services (Supplemental Instruction, Tutoring, English/Math Lab usage, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>7. Annually</li> <li>8. As offered</li> <li>9. Two-year intervals</li> <li>10. Annually</li> <li>11. Annually</li> <li>12. Annually</li> </ul>
B.3	<ul style="list-style-type: none"> <li>3. Number of faculty participating in Faculty Success Advocates (FSA) Training and/or Culturally Responsive Teaching (CRT) Academy</li> <li>4. FSA and CRT survey</li> </ul>	<ul style="list-style-type: none"> <li>3. End of FSA, CRT Academy</li> <li>4. End of FSA, CRT Academy</li> </ul>

**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”*

**College Goal:** Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.

**Equity Goal: C. Basic Skills/ESL Completion – To increase Basic Skills/ESL completion rates for the targeted student groups.**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Other Student Services		Curriculum/Course Development/Redesign	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

Objective	Activity	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
<b>C. 1 Monitor completion progress for ESL and basic skills courses.</b>	C.1.1 Track percentage of successful course completions at least one level above the students’ prior basic skills course in Math and English compared with the statewide average at the end of a two year tracking period.	Annually in the spring semester of each academic year	SE Facilitator SE Specialist Deans – SS, AA OIEA	Develop Equity Scorecard. A method of student tracking will be developed and implemented.	\$30,000 Research Analyst	SSSP \$70,000
	C.1.3 Create a pilot study to determine the proportion of students (identified by specific demographic data elements; ethnicity, gender, and disability groups) who place into pre-collegiate course levels or ESL, and track their successful matriculation through associate degree-applicable and transfer-level courses in reading, writing, and computation. (English Summer Acceleration Program)	Spring 2017	SE Facilitator SE Specialist Deans – SS, AA OIEA	Study will identify demographics of successful and unsuccessful students. Use of interventions such as tutorial services, counseling, additional course, sections, etc. will be identified.		
<b>C.2 Provide intervention strategies to increase</b>	C.2.1 Review, and assess compressed/accelerated and alternative course models in the English and Math course sequences, focusing on effective	Fall 2016	SE Facilitator SE Specialist Deans – SS, AA OIEA	Increased use of tutoring and supplemental instruction.		

Objective	Activity	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
<b>success rates in ESL and basic skills courses.</b>	practices, e.g. increased time-on-task, tutoring support, SI Coaching)					
	C.2.2 Examine exemplary ESL, basic skills, and remedial education programs at other community colleges for possible implementation and work with Chairs and faculty in ESL/Basic Skills.	Spring 2016	SE Facilitator SE Specialist Deans – SS, AA OIEA	Report analysis of all aspects of basic skills and recommendations for any identified change. Proposed curriculum and possible program changes.		
	C.2.3 Expand Supplemental Instruction and tutoring support services and visit low-level BS/ESL classes during the first three weeks of the semester.			Increased use of tutoring and supplemental instruction and positive evaluation of services.	\$272,000 Student Tutors	
<b>C.3 Provide Equity-minded Professional Development on ESL/Basic Skills students.</b>	C.3.1 Offer training and support to staff, faculty and students on intervention strategies and culturally responsiveness.	Continuous Spring 2018	VP SS, AA Deans of SS, AA SE Facilitator Prof Dev Office OIEA	Cultural Responsiveness Training modules developed. Increased faculty participation in Early Alert system. Changes in faculty syllabi noted.		

Objective	Link to Goal
C.1	This activity will provide data necessary for further and deeper analyses that will result in activities that directly address the goal.
C.2	These activities ensure that the college has a variety of successful strategies to draw from to address gaps in ESL and basic skills courses.
C.3	This activity will ensure that faculty and staff are responsive to the needs of all groups, including ESL and basic skills students. This will foster a welcoming atmosphere that will make it more likely that students will complete coursework.

Objective	Evaluation Data	Evaluation Schedule/Frequency
C.1	3. Equity Scorecard (Success/Retention in Basic Skills, Analysis of Basic Skills sequence progression) 4. Track the two-year progress of students who assess into basic skills English, ESL, and	3. Annually 4. Two-year intervals



	Math in degree-applicable and transfer level courses	
C.2	<ul style="list-style-type: none"> <li>3. Evaluation of courses with tutoring and supplemental instruction</li> <li>4. Literature/Best Practice review of Basic Skills programs/intervention</li> </ul>	<ul style="list-style-type: none"> <li>3. Annually</li> <li>4. One-time</li> </ul>
C.3	<ul style="list-style-type: none"> <li>4. Number of faculty/staff completing the entire Culturally Responsive Teaching (CRT) Academy</li> <li>5. Pre/Post CRT Academy survey</li> <li>6. Evaluation of Early Alert System</li> </ul>	<ul style="list-style-type: none"> <li>4. End of CRT Academy</li> <li>5. End of CRT Academy</li> <li>6. Semester and Annually</li> </ul>

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**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”

**College Goal:** Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.

**Equity Goal: D. Certificate/Degree Completion – To increase completion rates for the targeted student groups.**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Other Student Services		Curriculum/Course Development/Redesign	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

Objective	Activity	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
<b>D.1 Monitor the number of degrees and certificates awarded to targeted groups of students.</b>	D.1.1 Continue to compare the actual number of degrees and certificates awarded for the reported academic year with the previous academic year, including ethnicity and gender.	Ongoing	Deans of AA OIEA SE Facilitator	Data on numbers, recipients, and deficiencies of non-graduates will be reported campus wide.		
	D.1.2 Conduct student focus groups.	Fall 2016	SE Facilitator SE Specialist	Identify and pilot one strategy.		
<b>D.2 Increase the number of degrees and certificates awarded to targeted groups of students.</b>	D. 2.1 Update or develop materials for students, promoting the value of the associate degree and career technical certificates, and process to obtain them.	Fall 2017	VP of AA Deans – AA Graphic Artist Public Info Off	Numbers of degrees and certificates will increase by 5% per semester.	Marketing Materials \$90,000	
	D.2.2 Develop a campaign with the instructional departments and categorical programs with embedded with Financial Aid/Literacy resources for students 30+ units and enrolled in English 101 and Math 125 to schedule an appointment with counselor review degree requirements.	Spring 2016	VPs of SS, AA Deans – SS, AA Counseling Dept. Chair Dept. Chairs	Students enrolled in Math 125 and/or English 101, with 30+ units, will schedule an appointment with a counselor.	Project Leads \$10,305	
	D.2.3 Develop Department and Pathway resources (e.g. Faculty Student Success Advocates, Faculty Liaison, and special events) to promote completion.	Spring 2018	SE Facilitator SE Specialist AA Units	Faculty Advocates assigned to student groups. Identify high impact practices and bring to scale.	Faculty Advocates	

Objective	Activity	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
	D.2.4 Continue 2+2 Articulation efforts with feeder high schools and increase dual enrollment opportunities to shorten time to complete degree or certificate requirements.	Spring 2018	VPs of SS, AA	The numbers of students achieving credit for applicable high school courses will increase by 5%.		
	D.2.5 Increase awareness of the Course Substitution/Waiver policy available to students with disabilities.	Spring 2017	Dean – SS DSPS Coord.	Increase in degrees and certificates awarded to students with disabilities.		
	D.2.6 Integrate onboarding efforts with Career and Transfer Pathways strategies and appropriate counseling/advisement.	Ongoing Fall 2017	VPs of SS, AA Deans – SS, AA Counseling Transfer Dept. Chairs			
<b>D.3 Provide Equity-minded Professional Development.</b>	D.3.1 Offer training and support to staff, faculty and students on intervention strategies and culturally responsiveness.	Continuous Fall 2018	VP SS, AA Deans of SS, AA SE Facilitator Prof Dev Office OIEA	Cultural Responsiveness Training modules developed. Trainer-of-Trainers program. Changes in faculty syllabi noted.		

Objective	Link to Goal
D.1	This activity will ensure that the college has an accurate picture of the number of degree and certificate completers, including who these students are and which programs they are completing. This data will inform interventions to address this goal.
D.2	These activities will make it more likely that students can complete a degree or certificate by ensuring that they are educated about the process, are aware when they are eligible, and receive all credit that they are entitled to.
D.3	This activity will ensure that faculty and staff are responsive to the needs of all groups. This will foster a welcoming atmosphere that will make it more likely that students will complete a degree or certificate.

Objective	Evaluation Data	Evaluation Schedule/Frequency
D.1	3. Certificate and Degree data by demographics and special populations 4. Student Focus Groups – Degree and Certificates	3. Annually 4. Two-year intervals
D.2	6. Certificate and Degree data by demographics and special populations 7. Number of students completing Associate Degrees for Transfer 8. Number of students completing pathway course sequence (Delloro Social Justice	6. Annually 7. Annually 8. Annually

	Program, Law Pathway) 9. Number of “transfer ready” students meeting with a counselor to discuss degree or certificate review 10. Number of new incoming students from feeder high schools with college credit	9. Annually 10. Annually
D.3	3. Number of faculty/staff completing the entire Culturally Responsive Teaching (CRT) Academy 4. Pre/Post CRT Academy survey	3. End of CRT Academy 4. End of CRT Academy

**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”

**College Goal:** Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.

**Equity Goal: E. Transfer – To increase transfer rates for Hispanic/Latino students, through revised curriculum that eliminates academic barriers and targeted student support services.**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Other Student Services		Curriculum/Course Development/Redesign	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

Objective	Activity	Timeline	Collaborator	Expected Outcome	Student Equity Funds	Other Funds
<b>E.1 Monitor the number of students from targeted groups who transfer.</b>	E.1.1 Secure access to data that will provide the ratio of the number of students by population group who complete a minimum of 30 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.	Ongoing	Transfer ISA Campus Engage Coord SE Facilitator SE Specialist Dean – SS, AA	The college will have the ability to monitor goal outcomes.		
	E.1.2 Compare the actual numbers of students who transferred to the CSU	Fall 2018	Transfer ISA	Data on numbers and ethnicity of transfer students will be reported		

	and to the UC for the reported year with the previous academic year, by ethnicity and by gender when available.			campus wide. Discussions and recommendations for increasing number of transfers and/or representation by ethnicity will be held.		
<b>E. 2 Expand services to encourage and assist transferring to 4-year institutions.</b>	E.2.1 Develop a process to identify transfer ready students and provide information to students on the availability of transfer guarantee programs; conduct on-line workshops to assist in the application process; host representatives from 4-year institutions and arrange for one-on-one counseling sessions with these representatives and with Faculty Success Advocates and conduct transfer inreach activities.	Spring 2016	Campus Engagement Coord SE Facilitator SE Specialist Univ. Liaison Dean – SS, AA	The number of students who seek assistance regarding transfer requirements and in completing applications for admission after college visitations will increase.		
	E.2.2 Expand Transfer Campaign with marketing materials to include Transfer Pathways (SB1440 AA/AS-T; John Delloro, Law, STEM, CTE Pathways, etc. and assign Faculty Advocates/Mentors to transfer students and collaborate with Outreach in their development of College & Career Centers in local school and community agencies.	Fall 2018	Transfer ISA Campus Engagement Coord SE Facilitator SE Specialist	Numbers of students who transfer will increase by 3% per semester. Marketing materials available.		
	E.2.3 Expand university partnerships, university tours, and other collaborative activities such workshops, joint conferences, summer immersion programs, transfer acceptance events, University Day, etc.	Fall 2018	Transfer ISA Campus Engagement Coord	Numbers of students who transfer will increase by 3% per semester.		
<b>E.3 Decrease the time to transfer for Hispanic/Latina students that have taken more than 10 years to transfer.</b>	E.3.1 Implement an accelerated cohort program model for Latina women that includes Math and/or English bridge programming, and student support and learning services (tutoring, supplemental instruction, Counseling, Advisement, networking, leadership training, and self-agency support).	Spring 2018	Transfer ISA Campus Engage. Coord SE Facilitator Univ. Liaison	Increase in transfer rates.		

	E.3.2 Develop an alternative plan for student support services (e.g. counseling, financial aid, career center, transfer center, child care) in multiple formats and during hours that complement the cohort model.		Transfer ISA Campus Engage. Coord SE Facilitator Univ. Liaison	Increase in transfer rates.		
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Objective	Link to Goal
E.1	At this time, insufficient and often questionable data regarding transfer students from our college is making it difficult to assess the broader context of transfer gaps. By improving transfer data collection and analysis, the college will be better position to produce effective interventions addressing the goal.
E.2	These activities ensure that students are informed about transfer opportunities, that those opportunities themselves are extensive as possible, and that the prospect of transfer is presented to students in a real way. Together, these will increase the number of transfer students.
E.3	This activity directly addresses disproportionate impact on Latina students by providing them with opportunities to complete coursework more quickly. In turn, this will make it more likely that these students will transfer in a timely fashion.

Objective	Evaluation Data	Evaluation Schedule/Frequency
E.1	4. ARCC Transfer Data by demographic and special population 5. Analysis of CSU/UC transfer trends by ethnicity and gender 6. ELAC Cohort Pipeline Analysis	4. Annually 5. Annually 6. Annually (new student cohort 3- year analysis)
E.2	4. Number of “transfer ready” students visiting the transfer center 5. Number of “transfer ready” students participating in ELAC transfer activities 6. Inventory of Transfer Pathway marketing materials	4. Annually 5. Annually 6. Annually

E.3	<ul style="list-style-type: none"> <li>2. Latina Accelerated Cohort Program evaluation             <ul style="list-style-type: none"> <li>a. Student success and retention rates</li> <li>b. Student survey</li> <li>c. Focus Groups</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>2.             <ul style="list-style-type: none"> <li>a. Semester and annually</li> <li>b. Annually</li> <li>c. Two-year intervals</li> </ul> </li> </ul>

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