



## 2015 Student Equity Plan Summary

Los Angeles Harbor College

December 16, 2015

### Executive Summary

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

- A. The Student Success Umbrella held a brainstorming session to review research on disproportionate impacts, the five areas addressed in the Equity Plan, interventions the College already had in place (e.g. ATD interventions), and new interventions to implement to address disproportionate impacts.
- B. An Umbrella workgroup was formed, anchored by the Cultural Equity workgroup and including representatives of Academic Affairs, Student Services, and Associated students, to review the five areas and to propose activities, budget sources, and evaluations. The workgroup's goal was to make the plan as flexible as possible while focusing on specific activities to address the disproportionate impacts. The workgroup met weekly for two months.
- C. As the plan was being created, drafts were presented to the Student Success Umbrella, the Academic Senate, ASO, and the College Planning committees (all have faculty, staff, and student representation)
- D. The final plan was approved by Student Success Umbrella, Academic Senate, and College Planning Committee and submitted to the Los Angeles Community College District.

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

- A. Planning: Activities in the plan are part of unit, cluster, and college planning and align with the Basic Skills Initiative, Student Success and Support Program (SSSP) and Student Equity (SEP) plans as the activities enhance student support services and instructional support. The activities and goals of the plan align with District Goal 1, Objective 1 and Goal 2 Objectives 1, 2, 3, and 4.
- B. Resources: The Student Equity plan calls for leveraging SSSP, SEP, BSI, grants, and Program 100 funding to implement and evaluate activities.
- C. Implementation: Continue our research through the Office of Institutional Effectiveness through a gap analysis of key achievement gap indicators that affect student achievement and widely disseminate those findings to the campus community.

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

- A. Course completion for African American students.  
*Rationale:* African American students course completion is 26% lower than the general population
- B. Math basic skills completion rates for female students.  
*Rationale:* Females comprise 58% of the student population at Harbor College. The disproportionate impact of .51 needs to be addressed.
- C. English basic skills completion rates for Hispanic students.  
*Rationale:* Hispanic students represent 54% of the student population and the disproportionate impact ratio for basic skills English completion is .77.

#### **Strategies for addressing these impacts.**

- A. Continue scaling "front door" initiative Harbor Advantage focusing on expansion and refinement of the guided pathways to success and second year experience program, Harbor Success.
- B. Continue rethinking remediation with a focus on assessment/testing and use of multiple measures, math curricula redesign, and shortening the sequence.
- C. Expand student support groups by creating a faculty mentoring structure leading to student engagement in specific programs for specific student populations, including CHAMPS (African American), Puente Project (Hispanic), UMOJA (African American), CAFYES (Foster Youth), Veteran's Center (Veterans), economically disadvantaged (EOPS).
- D. Provide instructional support for basic skills courses and 2nd year gatekeeper courses, like supplemental instruction, imbedded tutoring, directed learning activities, learning coaches. Expand the Harbor



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Advantage program (scaled first-year experience program) by adding a second year experience Harbor Success program.

- E. Expand the Culturally Responsive Training Program to include student workshops.

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

- A. The course completion rate for African American students will increase by 6% each academic year through 2016-17 as measured by LACCD Student Information Systems data and course grades.
- B. The number of females who complete a degree-applicable math course will increase by 6% by the end of academic year 2016-17 as measured by data in the State Chancellor's Data Mart.
- C. 3. The disproportionate ratio for basic skills English completion by Hispanic students will decrease by 6% by the end of the 2016-17 academic year as measured by data in the State Chancellor's Data Mart.

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

- A. To align the goals of the Basic Skills Initiative (BSI), Student Success and Support Program (SSSP), and Student Equity (SE), the Student Success Umbrella merged into the Student Success Coordinating Committee under the purview of both Academic Senate and the College Planning Council. Its membership includes administrators, faculty, staff, and students who plan and assist in the implementation of the Student Equity goals. The committee has also created a Request for Funding Proposal (RFP) form where proposed funded activities must align with one of the categorical funding goals, must align with Los Angeles Harbor College's Strategic Educational Master Plan, and must address reducing disproportionate impact of a listed targeted population in the Student Equity plan. Through the support of a stable staffing team in Institutional Effectiveness, the campus has significantly enhanced access to the quality of data, as evidenced by development of Harbor's Assessment Based Planning System (HAPS) and Strategic Educational Master Plan (SEMP). Implementation of HAPS promises to enhance faculty and staff engagement in student success work and overall institutional planning.
- B. **Access:** Campus-based research indicates that Harbor Advantage is positively impacting all groups, including the impacted group, whites, to decrease the disproportionate ratio. Faculty and staff involved with Harbor Advantage are now focusing on more outreach to service areas in which these students reside and will distribute a service area climate survey to see how Harbor College can better serve this targeted population, and finally, establish a better relationship with service area of said population.
- C. **Course Completion:** The Cultural Equity workgroup will address the disproportionate impact of Foster Youth by providing them a tool kit with school supplies, book vouchers, notebooks, and books on equity. The Cultural Equity will also work with to create a Youth Support group in conjunction with the financial aid office in order to collect data as to what is being done or not being done to assist in their success. To address the disproportionate impact of African American students, the college will begin an Umoja program in fall 2016 to focus on the academic success of this targeted population based on the model established by the Umoja Community of California Community Colleges. The College will also sponsor students to participate in HBCU field trips. Finally, the institutionalization of the Puente Project has continued to assist Hispanic students through its three-fold model of academics, sustained counseling, and mentoring program to build the skills necessary for success.
- D. **ESL and Basic Skills Completion:** In order to decrease the disproportionate ratio for basic skills completion among African American, Hispanic, and female students, Harbor College has developed three interventions. First, Harbor Advantage (HA) is a first-year-experience program designed to enroll students in a math and English course during their first semester and provide them with more individualized services including tutoring, faculty mentoring, and counseling. The second intervention at Harbor is the CHAMPS program which specifically targets student athletes to provide them with tutoring and mentoring components. The CHAMPS program has a dedicated study hall with tutoring staff in the athletics facility, a dedicated part-time



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counselor, and a faculty coordinator. The third intervention at Harbor College has been the basic skills math and English workshop series developed by the respective basic skills faculty. The workshop series are offered weekly and are open to all Harbor College students. The systemic approach of these three interventions is to capture as many members of the impacted group as possible.

- E. **Degree and Certificate Completion:** Student Services (specifically the Counseling Department) will develop academic goals for African-American, American Indian, and Asian/Pacific Islander students and follow their progress in order to improve completion rates. LAHC will continue to scale its “front door” initiative Harbor Advantage focusing on expansion and refinement of the guided pathways to success and second year experience program, Harbor Success. The College will also launch an LAHC Marketing Campaign that will inform and encourage students concerning career pathways. In addition, the Counseling Department will utilize the Student Educational Plan to identify and develop academic goals for student groups and follow their progress; and finally, automate degree and certificate awards with our new Student Information System Portal (PeopleSoft).
- F. **Transfer:** The Transfer Center has been able to offer a total of 45 workshops on such topics as transfer basics, California State University application, university of California application, and UC personal statement. Though the college will not be able to assess the 6% disproportionate ratio decrease until the fall 2016 term once the application and admittance data has been released by each transfer institution, the Transfer Center did have a 62% increase in transfer workshops this fall 2015. Also, the Transfer Center has hired an Equity counselor to address the impacted groups, Hispanic, disabled, and the Economically Disadvantaged. Outreach by the Equity Transfer counselor has presented to the Puente Project students, the Latina Leadership Network and Latina/o Student Union, and the Society of Hispanic Professional Engineers student organizations. The Equity Counselor and Transfer Counselor coordinated with Special Programs and Services and EOP&S to provide field trips to UC San Diego and UCLA as well as offering university transfer basics workshops.



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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>
<b>Whites</b>	Service Area Population: 26.4% Fall 2013 Credit Population: 13.1% Proportion ratio: .50	Expand the Harbor Advantage Program (scaled first-year experience).	The disproportionate ratio for access of White students will decrease by 6% by the end of the 2016-17 academic year.	In fall 2014, the Persistence rate (fall to spring) for Harbor Advantage among white male and females show a 90% Persistence compared to 74% Persistence rate for first year students.

**II. Course 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>Foster Youth</b>	Percent of Fall 2013 Enrollment: 1.26% Percent of Fall 2013 Courses Completed: .97% Proportion ratio: .77	Build a Foster Youth support network; expand the Culturally Responsive Training Program.	The completion rates for FY and former FY will increase by 6% by each academic year through 2016-17.	Although Foster Youth do not self-identify, the Cultural Equity workgroup will address the disproportionate impact of Foster.
<b>African American</b>	Successful Completion in 70% of Courses: 36% (highest student population rate: 62%)	Create a CHAMPS program for student athletes; expand the Culturally Responsive Training Program; sponsor HBCU field trips.	The completion rate for African American students will increase by 6% each academic year through 2016.	The CHAMPS program has positively impacted African American males and females. In fall 2014, this targeted group had a 58% successful course completion rate compared to 51% first time African American students.
<b>Hispanic</b>	Successful Completion in 70% of Courses: 58% (highest student population rate: 62%)	Institutionalize and expand Puente; expand the Culturally Responsive Training Program, and CHAMPS.	The completion rate for Hispanic students will increase by 6% each academic year through 2016.	The CHAMPS program has positively impacted Hispanic males and females. In fall 2014, this targeted group had a 67% successful course completion rate compared to 59% first time students in this targeted population.



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

**III. ESL and Basic Skills Completion**

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress Toward Reducing Disproportionate Impact																			
<b>African American</b>	Math Proportionality Analysis Proportion: .82	Expand the Harbor Advantage Program (scaled first-year experience); provide instructional support for basic skills courses; expand the Culturally Responsive Training Program.	The disproportionate ratio for Basic Skills Completion of African American students in math will decrease by 6% by the end of the 2016-17 academic year.	<p>The data below shows successful course completion rates of students enrolled in HA versus non-HA of the impacted group for 2014-15.</p> <table border="1"> <thead> <tr> <th rowspan="2">Impacted Group</th> <th colspan="2">Fall 2014</th> <th colspan="2">Spring 2015</th> </tr> <tr> <th>HA</th> <th>Non-HA</th> <th>HA</th> <th>Non-HA</th> </tr> </thead> <tbody> <tr> <td>African American Males</td> <td>44.1%</td> <td>48.8%</td> <td>40.7%</td> <td>57.8%</td> </tr> <tr> <td>African American Females</td> <td>74.1%</td> <td>52.8%</td> <td>70.0%</td> <td>54.8%</td> </tr> </tbody> </table> <p>The data above, while is not broken down by basic skills subject, shows the actual impacted group may need to be adjusted to specifically target and assist African-American male students. Complete data will be provided as it becomes available.</p>	Impacted Group	Fall 2014		Spring 2015		HA	Non-HA	HA	Non-HA	African American Males	44.1%	48.8%	40.7%	57.8%	African American Females	74.1%	52.8%	70.0%	54.8%
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<b>Hispanic</b>	Engl. Proportionality Analysis Proportion: .77	Same as above.	The disproportionate ratio for Basic Skills Completion of Hispanic students in English will decrease by 6% by the end of the 2016-17 academic year.	<p>The interventions described above were used for this impacted group as well. Similar data of HA versus non-HA is below.</p> <table border="1"> <thead> <tr> <th rowspan="2">Impacted Group</th> <th colspan="2">Fall 2014</th> <th colspan="2">Spring 2015</th> </tr> <tr> <th>HA</th> <th>Non-HA</th> <th>HA</th> <th>Non-HA</th> </tr> </thead> <tbody> <tr> <td>Hispanic Males</td> <td>72.4%</td> <td>55.7%</td> <td>60.7%</td> <td>59.7%</td> </tr> <tr> <td>Hispanic Females</td> <td>64.2%</td> <td>61.9%</td> <td>64.3%</td> <td>62.6%</td> </tr> </tbody> </table>	Impacted Group	Fall 2014		Spring 2015		HA	Non-HA	HA	Non-HA	Hispanic Males	72.4%	55.7%	60.7%	59.7%	Hispanic Females	64.2%	61.9%	64.3%	62.6%
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<b>Females</b>	Math Proportionality Analysis Proportion: .51	Same as above.	The disproportionate ratio for Basic Skills Completion of female students in math will decrease by 6% by the end of the 2016-17 academic year.	<p>The interventions described above were used for this impacted group as well. Similar data of HA versus non-HA is below.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Fall 2014</th> <th colspan="2">Spring 2015</th> </tr> <tr> <th>Impacted Group</th> <th>HA</th> <th>Non-HA</th> <th>HA</th> <th>Non-HA</th> </tr> </thead> <tbody> <tr> <td>Females</td> <td>65.6%</td> <td>63.1%</td> <td>64.3%</td> <td>62.6%</td> </tr> </tbody> </table>		Fall 2014		Spring 2015		Impacted Group	HA	Non-HA	HA	Non-HA	Females	65.6%	63.1%	64.3%	62.6%
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**IV. Degree and Certificate Completion**

Impacted Group	College Analysis <i>(Fall 2007 New Student Cohort; N=1,486)</i>	Plan(s) for Improvement	Expected Improvement(s)	Progress Toward Reducing Disproportionate Impact <i>(Fall 2008 New Student Cohort; N=1,597)</i>
<b>African American</b>	Degree/Certificate Completion Proportion: .79	Create the Harbor Success Program (scaled second-year program) to expand and refine the guided pathways; provide instructional support for 2nd year gatekeeper courses; Expand the Culturally Responsive Training Program to include student workshops and training. Launch an LAHC Marketing Campaign to inform and encourage students on career pathways; and automate degree and certificate awards with our new Student Information System Portal (PeopleSoft).	The disproportionate ratio for Degree and Certificate Completion of African American students will decrease by 6% by the end of the 2016-17 academic year.	Degree/Certificate Completion Proportion: .60 (n=217) We have seen a decrease in completion with this impacted group of students; however, we adjusted our improvement plan to reverse this trend.



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<b>Impacted Group</b>	<b>College Analysis (Fall 2007 New Student Cohort; N=1,486)</b>	<b>Plan(s) for Improvement</b>	<b>Expected Improvement(s)</b>	<b>Progress Toward Reducing Disproportionate Impact (Fall 2008 New Student Cohort; N=1,597)</b>
<b>American Indian</b>	Degree/Certificate Completion Proportion: .78	Same as above.	The disproportionate ratio for Degree and Certificate Completion of American Indian students will decrease by 6% by the end of the 2016-17 academic year.	Degree/Certificate Completion Proportion: .94 We have made progress in completion with this impacted group of students; however we note the small sample size. (n=7, meaning 7 students in the 2008 cohort were American Indian). We hope to impact a greater number of students in this impacted group through our expanded improvement plan.
<b>Asian/Pacific Islander</b>	Degree/Certificate Completion Proportion: .63	Same as above.	The disproportionate ratio for Degree and Certificate Completion of Asian/Pacific Islander students will decrease by 6% by the end of the 2016-17 academic year.	Degree/Certificate Completion (n=217) Proportion: 1.48 We have made progress in completion with this impacted group of students and expect to continue the trend with expansion of interventions.



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

**V. Transfer**

<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>Hispanic</b>	6 Year Transfer Proportion: .89	Expand Harbor Success Program; support the Puente Project; support Career/Transfer Center; expand the Culturally Responsive Training Program.	The disproportionate ratio for Transfer of Hispanic students will decrease by 6% by the end of the 2016-17 academic year.	Though the college will not be able to assess the 6% disproportionate ratio decrease until the fall 2016 term once the application and admittance data has been released by each transfer institution, the Transfer Center did have a 62% increase in transfer workshops this fall 2015. An Equity counselor was hired to address the impacted groups, Hispanic, disabled, and the Economically Disadvantaged.
<b>Disabled</b>	6 Year Transfer Proportion: .42	Expand Harbor Success Program; support Career/Transfer Center; support DSPS; expand the Culturally Responsive Training Program.	The disproportionate ratio for Transfer of disabled students will decrease by 6% by the end of the 2016-17 academic year.	The Equity Counselor and Transfer Counselor coordinated with Special Programs and Services and EOP&S.
<b>Economically Disadvantaged</b>	6 Year Transfer Proportion: .84	Expand Harbor Success Program; support Career/Transfer Center; Support; expand the Culturally Responsive Training Program.	The disproportionate ratio for Transfer of economically disadvantaged students will decrease by 6% by the end of the 2016-17 academic year.	The Equity Counselor and Transfer Counselor coordinated with Special Programs and Services and EOP&S.



**Los Angeles Harbor College**

**Student Equity Plan  
2015-2016**

**December 28, 2015.**

# LOS ANGELES HARBOR COLLEGE STUDENT EQUITY PLAN

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

**District:** Los Angeles Harbor College      **Board of Trustees Approval Date:** January 13, 2016

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).

---

leeow@lahc.edu

Dr. Otto Lee      Email

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.

---

suppelre@lahc.edu

Robert Supplesa      Email

---

gordonjl@lahc.edu

Jeannette Gordon      Email

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

---

braxtopd@lahc.edu

Phyllis Braxton      Email

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

---

villalb@lahc.edu

Dr. Bobbi Villalobos      Email

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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mcmurrs@lahc.edu

Susan McMurray      Email

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.

---

Wheanokquea Gilliam	<a href="mailto:gilliw@lahc.edu">gilliw@lahc.edu</a>
	Email

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.

---

Gabriel Cabrera	<a href="mailto:cabregv@lahc.edu">cabregv@lahc.edu</a>
	Email

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Carmen Carrillo	<a href="mailto:carrilc@lahc.edu">carrilc@lahc.edu</a>	310-233-4021
	Email	Phone

DRAFT

## EXECUTIVE SUMMARY

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Los Angeles Harbor College will frame its Student Equity Plan from a collective of interventions. For this Plan, we are using the following three interventions targeted to our student equity gaps because research has shown that building a community of family strengthens the potential for success for all students.

- Harbor Advantage, our first year experience, and scale up to Harbor Success, our second year experience
- Student models of success through Cultural Equity: UMOJA, building a community of family; CHAMPS, building a community of family within athletes, mentor program/coach as mentor, + transfer connection; and the Puente Project, academics with a dedicated counselor and a mentor.
- Math Intervention using technology and supplemental instruction.

In 2014, the Student Success Umbrella held a brainstorming session to review research on disproportionate impacts, the five areas addressed in the Equity Plan, interventions the College already had in place (e.g. ATD interventions), and new interventions to implement to address disproportionate impacts. An Umbrella workgroup was formed, anchored by the Cultural Equity workgroup and including representatives of Academic Affairs, Student Services, and Associated students, to review the five areas and to propose activities, budget sources, and evaluations. The workgroup's goal was to make the plan as flexible as possible while focusing on specific activities to address the disproportionate impacts. The workgroup met weekly for two months. As the plan was being created, drafts were presented to the Student Success Umbrella, the Academic Senate, ASO, and the College Planning committees (all have faculty, staff, and student representation). The final plan was approved by Student Success Umbrella, Academic Senate, and College Planning Committee and submitted to the Los Angeles Community College District.

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The Student Success Coordinating Committee is planning activities that are part of a unit, cluster, and college planning and align with the Basic Skills Initiative, Student Success and Support Program (SSSP) and Student Equity (SEP) plans as the activities enhance student support services and instructional support. The primary goal of this plan is to decrease the disproportionate ratio of the equity gaps identified by the Campus-based research through the Office of Institutional Effectiveness.

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

- Course completion for African American students.  
*Rationale:* African American students course completion is 26% lower than the general population
- Math basic skills completion rates for female students.  
*Rationale:* Females comprise 58% of the student population at Harbor College. The disproportionate impact of .51 needs to be addressed.
- English basic skills completion rates for Hispanic students.  
*Rationale:* Hispanic students represent 54% of the student population and the disproportionate impact ratio for basic skills English completion is .77.

## Interventions

- Access:** Campus-based research indicates that Harbor Advantage is positively impacting all groups, including the impacted group, whites, to decrease the disproportionate ratio. Faculty and staff involved with Harbor Advantage are now focusing on more outreach to service areas in which these students reside and will distribute a service area climate survey to see how Harbor College can better serve this targeted population, and finally, establish a better relationship with service area of said population.
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- Degree and Certificate Completion:** Student Services (specifically the Counseling Department) will develop academic goals for African-American, American Indian, and Asian/Pacific Islander students and follow their progress in order to improve completion rates. LAHC will continue to scale its “front door” initiative Harbor Advantage focusing on expansion and refinement of the guided pathways to success and second year experience program, Harbor Success. The College

will also launch an LAHC Marketing Campaign that will inform and encourage students concerning career pathways. In addition, the Counseling Department will utilize the Student Educational Plan to identify and develop academic goals for student groups and follow their progress; and finally, automate degree and certificate awards with our new Student Information System Portal (PeopleSoft).

- E. Transfer:** The Transfer Center has been able to offer a total of 45 workshops on such topics as transfer basics, California State University application, university of California application, and UC personal statement. Though the college will not be able to assess the 6% disproportionate ratio decrease until the fall 2016 term once the application and admittance data has been released by each transfer institution, the Transfer Center did have a 62% increase in transfer workshops this fall 2015. Also, the Transfer Center has hired an Equity counselor to address the impacted groups, Hispanic, disabled, and the Economically Disadvantaged. Outreach by the Equity Transfer counselor has presented to the Puente Project students, the Latina Leadership Network and Latina/o Student Union, and the Society of Hispanic Professional Engineers student organizations. The Equity Counselor and Transfer Counselor coordinated with Special Programs and Services and EOP&S to provide field trips to UC San Diego and UCLA as well as offering university transfer basics workshops.

To break down the intervention achievements into smaller, more actionable steps, the Student Success Coordinating Committee has developed a work plan form to document and to set benchmarks outlining what is needed to accomplish each goal (collaboration, resources, due date or frequency, anticipated obstacles and solutions). The goal is set specific, measurable, attainable, relevant, and trackable plans to ensure that goals are linked to at least one activity of the Student Equity Plan. Subsequently, the form is to track progress made throughout the year to stay on target with said goals and then to assess that activity goal.



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# Planning Committee and Collaboration

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### Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Carmen Carrillo	Student Equity Coordinator	Academic Affairs
Mercy Yanez	Dean, Student Services	SSSP
Shazia Khan	Faculty	Basic Skills
Susan McMurray	Academic Senate President	Academic Senate
Reza Farzin	Faculty	Mathematics, basic skills
Stephanie Brown	Faculty	English, basic skills
Andrea Cano	Faculty	ESL
Sara Rubio	Counselor	Transfer Center
Adrienne Brown	Counselor	Career Center
Paul Grady	Director,	Learning Resource Center
Tamar Khajadourian	Librarian	Library
Michael Reid	Faculty	Distance Education
Amarylles Hall	Director	Special Programs and Services
Dr. Bobbi Villalobos	Interim Vice President	Academic Affairs
Phyllis Braxton	Interim Vice President	Student Services
Dr. Stephanie Atkinson-Alston	Dean	Academic Affairs
Dr. Edward Pai	Dean	Institutional Effectiveness
Dr. Joachin Arias	Faculty	SLO coordinator
Leonard Yang	Student	Associated Student Organization
Mia Padilla	Student	Associated Student Organization
Stephanie Munoz	Student	Associated Student Organization
Hale Savard	Faculty	Harbor Success
Daniel Ruiz	Counselor	Harbor Advantage
Corey Rodgers	Dean	Enrollment Management
Kerry Keener	Senior Secretary	Academic Affairs

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## Access

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**CAMPUS-BASED RESEARCH: ACCESS**

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**A. ACCESS.**

**Initial Fall 2014 Harbor Advantage Cohort** *Table 1. Fall 2014 Harbor Advantage Cohort by Gender and Ethnicity*

DEMOGRAPHY			Fall 2014		
Harbor Advantage (N = 242)			First-Year Student (N = 1,263)		
#	%		#	%	
<b>MALE</b>					
Amer Indian		2	0.8%	9	0.7%
Asian	3	1.2%	47	3.7%	
Black	8	3.3%	79	6.3%	
Filipino	20	8.3%	44	3.5%	
Hispanic	62	25.6%	299	23.7%	
Pac Islander	1	0.4%	16	1.3%	
<b>White</b>	<b>8</b>	<b>3.3%</b>	<b>91</b>	<b>7.2%</b>	
Other	3	1.2%	13	1.0%	
<i>Subtotal</i>	<i>107</i>	<i>44.2%</i>	<i>598</i>	<i>47.3%</i>	
<b>FEMALE</b>					
Amer Indian		3	1.2%	12	1.0%
Asian	0	0.0%	17	1.3%	
Black	7	2.9%	81	6.4%	
Filipino	6	2.5%	56	4.4%	
Hispanic	108	44.6%	401	31.7%	
Pac Islander	1	0.4%	19	1.5%	
<b>White</b>	<b>5</b>	<b>2.1%</b>	<b>66</b>	<b>5.2%</b>	
Other	5	2.1%	13	1.0%	
<i>Subtotal</i>	<i>135</i>	<i>55.8%</i>	<i>665</i>	<i>52.7%</i>	
<b>TOTAL</b>	<b>242</b>	<b>100.0%</b>	<b>1,263</b>	<b>100.0%</b>	

District: \_\_\_\_\_ College: \_\_\_\_\_

**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
<i>Example Group</i>	<i>-6, 2014</i>	<i>No gap</i>	<i>2020</i>

\*Expressed as either a percentage or number

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

**ACTIVITIES: A. ACCESS**

**A.1**

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
A.1		

• **Activity Implementation Plan**

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1			

- *Link to Goal*

- *Evaluation*

**A.2**

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
A.2		

- *Activity Implementation Plan*

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2			

- *Link to Goal*

- *Evaluation*

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# Success Indicator: Course Completion

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## CAMPUS-BASED RESEARCH: COURSE COMPLETION

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- B. COURSE COMPLETION.** The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:

District: \_\_\_\_\_ College: \_\_\_\_\_

**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
<i>Example Group</i>	<i>-14, 2014</i>	<i>Gap no &gt; -6</i>	<i>2020</i>

\*Expressed as either a percentage or number.      \*\*Benchmark goals are to be decided by the institution.

**ACTIVITIES: B. COURSE COMPLETION**

**B.1**

• **Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
B.1		

• **Activity Implementation Plan**



District: \_\_\_\_\_ College: \_\_\_\_\_

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1			

- *Link to Goal*

- *Evaluation*

**B.2**

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
B.2		

- *Activity Implementation Plan*

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2			

- *Link to Goal*

- *Evaluation*

# Success Indicator: ESL and Basic Skills Completion

## CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

The data below shows successful course completion rates of students enrolled in Harbor Advantage (HA) versus non-Harbor Advantage of the impacted group for 2014-15.

Impacted Group	Fall 2014		Spring 2015	
	HA	Non-HA	HA	Non-HA
African American Males	44.1%	48.8%	40.7%	57.8%
African American Females	74.1%	52.8%	70.0%	54.8%

The data above, while is not broken down by basic skills subject, shows the actual impacted group may need to be adjusted to specifically target and assist African-American male students. Complete data will be provided as it becomes available.

The interventions described above were used for this impacted group as well. Similar data of HA versus non-HA is below.

Impacted Group	Fall 2014		Spring 2015	
	HA	Non-HA	HA	Non-HA
Hispanic Males	72.4%	55.7%	60.7%	59.7%
Hispanic Females	64.2%	61.9%	64.3%	62.6%

The interventions described above were used for this impacted group as well. Similar data of HA versus non-HA is below.

Impacted Group	Fall 2014		Spring 2015	
	HA	Non-HA	HA	Non-HA
Females	65.6%	63.1%	64.3%	62.6%

District: \_\_\_\_\_ College: \_\_\_\_\_

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

**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)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-7, 2014</i>	<i>No gap</i>	<i>2020</i>

\*Expressed as either a percentage or number

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

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

**C.1**

• **Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
C.1		

• **Activity Implementation Plan**

District: \_\_\_\_\_ College: \_\_\_\_\_

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1			

- **Link to Goal**

- **Evaluation**

**C.2**

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
C.2		

- **Activity Implementation Plan**

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2			

- **Link to Goal**

- **Evaluation**

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# Success Indicator: Degree and Certificate Completion

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## C. Degree and Certificate Completion

*The 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 as documented in the student educational plan developed with a counselor/advisor<sup>1</sup>.*

Colleges are encouraged to utilize data available through the Student Success Scorecard, DataMart and Data on Demand.

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## CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

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- C. DEGREE AND CERTIFICATE COMPLETION.** The 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 as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

District: \_\_\_\_\_ College: \_\_\_\_\_

**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
<i>Example Group</i>	<i>-4, 2014</i>	<i>No gap</i>	<i>2020</i>

\*Expressed as either a percentage or number

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

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

**D.1**

• **Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
D.1		

• **Activity Implementation Plan**

District: \_\_\_\_\_ College: \_\_\_\_\_

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1			

- *Link to Goal*

- *Evaluation*

**D.2**

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
D.2		

- *Activity Implementation Plan*

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2			

- *Link to Goal*

- *Evaluation*



District: \_\_\_\_\_ College: \_\_\_\_\_

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# Transfer

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District: \_\_\_\_\_

College: \_\_\_\_\_

### **CAMPUS-BASED RESEARCH: TRANSFER**

- D. 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. Calculate transfer rates by dividing:

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

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**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
<i>Example Group</i>	<i>-4, 2014</i>	<i>No gap</i>	<i>2020</i>

\*Expressed as either a percentage or number

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

**ACTIVITIES: E. TRANSFER**

**E.1**

• **Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
E.1		

• **Activity Implementation Plan**

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**

District: \_\_\_\_\_ College: \_\_\_\_\_

E.1			
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- **Link to Goal**

- **Evaluation**

**E.2**

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
E.2		

- **Activity Implementation Plan**

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2			

- **Link to Goal**

- **Evaluation**

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

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

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

**F.1**

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

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

- ***Activity Type(s)***

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

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

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
F.1		

- ***Activity Implementation Plan***

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
F.1			

- ***Link to Goal***

- **Evaluation**

**F.2**

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

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

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
F.2		

- **Activity Implementation Plan**

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2			

- **Link to Goal**

- **Evaluation**

District: \_\_\_\_\_ College: \_\_\_\_\_

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# Summary Budget

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# Summary Evaluation

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## SUMMARY EVALUATION SCHEDULE AND PROCESS

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