



West Los Angeles College 2015-2016 Student Equity Plan Executive Summary

Brief description of planning process

Beginning in July of 2015 and continuing through the fall 2015 semester, the student equity workgroup met weekly to review the existing 2014-2015 student equity plan and new proportionate impact data and to analyze best practices from other California Community Colleges highlighted on the State Chancellor's website. Based on this review of best practices, the equity workgroup created a proposal application to solicit activity and funding requests from the entire campus community through college-wide committees such as SEAC, the Senate and the Student Services Council. The proposal application calls for applicants to describe how the proposal connects to other college plans and equity plan goals, activities and target populations; the proposal applications also require project descriptions, expected outcomes and data collection sources. To generate proposals and ideas from across the college, the equity workgroup hosted an Equity Summit in late October of 2015, enjoying wide-spread participation from across the college. The College Council and Academic Senate have approved the draft Student Equity Plan.

Plan's linkage to other college plans

West has created a crosswalk between equity plans and other planning efforts including the Educational Master Plan, the SSSP plan, and the Basic Skills plan. We have also created a link between the Educational Master Plan and the District Strategic Plan.

Five highest priorities in terms of disproportional impact

In its 2014-2015 Equity Plan, the College used a "proportionality index" to measure disproportionate impact. In the 2015-2016 Equity Plan, the College shifted to a percentage-point gap method (the difference, in percentage points, between the average rates of success/completion and the subgroup rate of success/completion). Two benefits to the updated methodology are: 1) disproportionate impact is more intelligible to a wider audience and 2) the method allows for additional calculation to determine the number of students affected by the gap. As revealed in the data, the largest disproportionate impacts appear in the following student groups:

- 1) African-American/Black students: Equity gaps exist for African-American/Black students in every outcome category (course completion, basic skills English, math and ESL completion, degree and certificate completion and transfer) except for "access". Because West has a large African-American population, even relatively small equity gaps affect a large number of students. For example, African-American students have a "-6%" equity gap in course completion, affecting 501 students while American-Indian/Alaska Natives have an equity gap of "-26%" in transfer but it only translates to one student affected.
- 2) Hispanic/Latino students: Although equity gaps are not as severe for Hispanic/Latino students if compared to African-American students, gaps still persist across a wide range of outcome categories: access, course completion and transfer.
- 3) Low-income students: Although the equity gaps and number of students affected in the "low-income" categories are fairly small compared to African-American or Hispanic/Latino students, equity gaps for low-income students exist in a broad range of outcome categories: access, ESL completion, degree and certificate completion and transfer.
- 4) Students with disabilities: Because the number of students who identify as "disabled" is relatively small, the overall number of students impacted by equity gaps in the "students with disabilities" category is also small. Nevertheless, disparate impacts exist for students with disabilities both in terms of access and transfer.
- 5) Veterans and current and former foster youth: Although the overall numbers in the "veteran" and "foster youth" populations are small, substantial disparate impacts exist for these groups in the "course completion" category.

Strategies for addressing impact

Through the proposal method described earlier in this summary, the Student Equity Workgroup has identified strategies, programs and activities that have the potential to reduce equity achievement gaps in identified student populations. As a condition of funding, the proposals require a description of expected outcomes and data collection sources.

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

Individuals who submitted proposals to fund an equity-based activity, strategy or program for the 2015-2016 Equity Plan must measure the equity impact of those strategies, activities or programs as condition of continued funding. Since West changed the methodology by which it measures equity gaps in the 2015-2016 year, it is difficult to determine if changes in equity gaps from 2014-2015 to 2015-2016 are the result of equity interventions or the change in methodology. As a State-required component of the 2016-2017 Equity Plan, West will measure the impact of the interventions outlined in the 2015-2016 Equity Plan, retaining the same "percentage point gap" methodology from one year to the next.



2015 Student Equity Plan Summary

West Los Angeles College

December 16, 2015

Disproportionate Impacts, College Analysis, and Plans for Improvement

I. Access

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress toward Reducing Disproportionate Impact
Males	Males are underrepresented at West LA College based on LA County data.	Provide pre-enrollment services, structured GE pathway programs, and financial aid education campaigns.	Improve access to instructional programs and services for males.	Upward Trend: In 2013-2014, Males were 40.49% of Student Count, and in 2014-2015, Males were 42.12%. Current analysis indicates Males are 49% of the relevant area population.
Foster Youth	In 2014, we reported that we were collecting data on Foster Youth.	Conduct analyses to determine if disproportionate impacts exist.	Once disproportionate impacts are identified, develop specific plan to address any impacts.	Upward Trend: In Fall 2013, Foster Youth were 1.2% of Student Count, and in Fall 2014, Foster Youth were 1.9% of Student Count. Current analysis indicates 1.5% of children in the relevant area population are Foster Children.
Veterans	In 2014, we reported that we were collecting data on Veterans.	Conduct analyses to determine if disproportionate impacts exist.	Once disproportionate impacts are identified, develop specific plan to address any impacts.	Downward Trend: In Fall 2013, Veterans were 3.8% of Student Count, and in Fall 2014, Veterans were 3.4% of Student Count. Current analysis indicates 3.7% of children in the relevant area population are Veterans.



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Disproportionate Impacts, College Analysis, and Plans for Improvement

II. Course Completion

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress toward Reducing Disproportionate Impact
African Americans	Had the lowest proportionality index (0.87)	Wrap-around support services including counseling, follow-up and supplemental instruction	Improved course completion rates	(+) Upward Trend The Fall 2014 Course Completion Proportionality Index for African American Students is 0.90 , which is 0.03 points higher than for Fall 2013.
New students	Had the next lowest proportionality index (0.89)	Wrap-around support services including counseling, follow-up and supplemental instruction	Improved course completion rates	(+) Upward Trend The Fall 2014 Course Completion Proportionality Index for the most recent cohort (2008-2009) of New Students (ages 18-19) is 0.95 , which is 0.05 points higher than for Fall 2013.
Foster Youth	In 2014, we reported that we were collecting data on Foster Youth.	Conduct analyses to determine if disproportionate impacts exist.	Once disproportionate impacts are identified, develop specific plan to address any impacts.	(+) Upward Trend The Fall 2013 Course Completion Proportionality Index for Foster Youth was 0.74 . The Fall 2014 Proportionality Index is 0.82 , which is 0.08 points higher than for the previous year.



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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>Veterans</p>	<p>In 2014, we reported that we were collecting data on Veterans.</p>	<p>Conduct analyses to determine if disproportionate impacts exist.</p>	<p>Once disproportionate impacts are identified, develop specific plan to address any impacts.</p>	<p>The Fall 2013 and Fall 2014 Course Completion Proportionality Indices for Veterans Course Completion Proportionality Indices (1.2, and 1.1, respectively) were found to be above 1.1, thus not indicative of disproportionate impact. Analysis of sub-populations among veterans, however, may reveal disproportionate impacts with further research.</p>



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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
African American	For basic skills math completion, the proportionality index is 0.73, one of the lowest of the basic skills areas.	Curriculum redesign and supplemental instruction	Improved basic skills math completion	<u>(-) Downward Trend</u> The number of African American students who completed basic skills math in the 2008-2009 cohort (81) grew compared to the 2007-2008 cohort (76). This increase was outpaced by growth in the cohort size, resulting in a Math Basic Skills Completion Proportionality Index of 0.69 for the 2008-2009 cohort, which is 0.04 points lower than for the 2007-2008 cohort.
DSPS-identified	For basic skills math completion, the proportionality index is 0.79, one of the lowest of the basic skills areas.	Curriculum redesign and supplemental instruction	Improved basic skills math completion	<u>(+) Upward Trend</u> The Math Basic Skills Completion Proportionality Index for the most recent cohort (2008-2009) of DSPS-identified Students is 1.28 , which is 0.48 points higher than for the 2007-2008 cohort.
Foster Youth and Veterans	In 2014, we reported that we were collecting data on these two populations of students.	Conduct analyses to determine if disproportionate impacts exist.	Once disproportionate impacts are identified, develop specific plan to address any impacts.	<i>A proportionality index using comparable data does not yet exist.</i> Further research needs to be conducted in Foster Youth and Veteran transfer outcomes. Preliminary research does indicate that current and former Foster Youth have lower course success rates in Basic Skills courses than the rest of the student population.



2015 Student Equity Plan Summary

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Disproportionate Impacts, College Analysis, and Plans for Improvement

V. Degree and Certificate Completion

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress toward Reducing Disproportionate Impact
DSPS-identified	Had the lowest proportionality index (0.71)	Assess the program of study goal and provide advising and instructional support throughout program	Increase the number of DSPS-identified students who get degrees and certificates as indicated by their intended educational goals and programs of study.	(+) Upward Trend The Degree/Certificate Proportionality Index for the most recent cohort (2008-2009) of DSPS-identified Students is 1.31 , which is 0.60 points higher than for the 2007-2008 cohort.
Males	Had one of the lowest proportionality index (0.83)	Assess the program of study goal and provide advising and instructional support throughout program	Increase the number of male students who get degrees and certificates as indicated by their intended educational goals and programs of study.	(+) Upward Trend The Degree/Certificate Proportionality Index for the most recent cohort (2008-2009) of Male Students is 1.04 , which is 0.20 points higher than for the 2007-2008 cohort.
Foster Youth Veterans	In 2014, we reported that we were collecting data on these two populations of students.	Conduct analyses to determine if disproportionate impacts exist.	Once disproportionate impacts are identified, develop specific plan to address any impacts.	<i>A proportionality index using comparable data does not yet exist.</i> Further research needs to be conducted in Foster Youth and Veteran transfer outcomes. Preliminary research does indicate that the number of degrees and certificates earned by current and former Foster Youth is lower than their proportion of the student population.



2015 Student Equity Plan Summary

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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
DSPS	Had the lowest proportionality index for successful transfer to four-year institutions (0.43)	Increase number of transfer activities targeted to students and their families (e.g. transfer fairs, college tours) and track student progress at key milestones	Increase students who transfer as indicated by their intended educational goals and programs of study.	<u>(-) Downward Trend</u> The number of DSPS-identified students who transferred in the 2008-2009 cohort stayed the same (4) as for the 2007-2008 cohort. This increase was outpaced by growth in the cohort size, resulting in a Transfer Proportionality Index of 0.35 , for the 2008-2009 cohort which is 0.08 points lower than for the 2007-2008 cohort.
Hispanic Students	The Hispanic student population is increasing, and although this population does not have the lowest proportionality index, it is a cause for concern that the proportionality index is still very low at 0.74.	Increase number of transfer activities targeted to students and their families (e.g. transfer fairs, college tours) and track student progress at key milestones	Increase students who transfer as indicated by their intended educational goals and programs of study.	<u>(+) Upward Trend</u> The Transfer Proportionality Index for the most recent cohort (2008-2009) of Hispanic Students is 0.76 , which is 0.02 points higher than for the 2007-2008 cohort.
Foster Youth and Veterans	In 2014, we reported that we were collecting data on these two populations of students.	Conduct analyses to determine if disproportionate impacts exist.	Once disproportionate impacts are identified, develop specific plan to address any impacts.	<i>A proportionality index using comparable data does not yet exist.</i> Further research needs to be conducted in Foster Youth and Veteran transfer outcomes.

West Los Angeles College

Student Equity Plan

2015-16

December 8, 2015

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WEST LOS ANGELES COLLEGE STUDENT EQUITY PLAN

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Signature Page

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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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Executive Summary

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Executive Summary

Background

West Los Angeles College is actively involved in planning efforts that attempt to address gaps in achievement for at-risk and underrepresented students. During the academic year of 2013-2014, faculty, staff, administrators, and students completed a final draft of the educational master plan. Within that plan, equity goals and objectives were developed to address the achievement gaps for students who are most at risk. In addition, the college has worked on equity outcome improvement through participation in other efforts such as the Achieving the Dream Initiative, the Basic Skills Initiative, and by providing professional development activities such as the Faculty Experiential Learning Institute (FELI) and Reading Apprenticeship (RA).

To address issues with access, equity and student completion, the college changed the charge and committee structure of the former Enrollment Management Committee and created the Student Access, Equity and Completion (SEAC) Committee. The creation of SEAC provided a shared governance structure in which all campus constituencies have an opportunity to provide feedback on the development of the plans for two relatively new categorical programs: the Student Success and Support Program (SS&SP) and the Student Equity Plan. SS&SP uses an advisory committee structure as recommended by the Chancellor's Office. The advisory committee completed and submitted an SS&SP plan for the 2015-2016 academic year.

Student Equity is a relatively new categorical program that now provides funding to help colleges reach the goals outlined in their student equity plans. A student equity workgroup was formed in the fall of 2014 to develop a new student equity plan that will incorporate new goals and activities to help at-risk populations of students and to provide ongoing evaluation of the implementation of the student equity goals and activities outlined in the plan.

Beginning in July of 2015 and continuing through most of the fall 2015 semester, the student equity workgroup met weekly to review the existing 2014-2015 student equity plan and new proportionate impact data and to analyze best practices from other California Community Colleges highlighted on the State Chancellor's website. Based on this review of best practices, the equity workgroup created a proposal application structure to solicit activity and funding requests from the entire campus community through college-wide committees such as SEAC, the Senate and the Student Services Council. The proposal application calls for applicants to describe how the proposal connects to other college plans and equity plan goals, activities and target populations; the proposal applications also require project descriptions, expected outcomes and data collection sources. To generate proposals and ideas from across the college, the equity workgroup hosted an Equity Summit in late October of 2015, enjoying widespread participation from across the college.

Both the SS&SP and Equity plans must be aligned to support services and activities that address disproportionate impacts on educational attainment and achievement amongst specific

subgroups of students. In addition, both plans are aligned with the college educational master plan. College stakeholders (faculty, staff, students, and administrators), through the equity workgroups, equity summit, SEAC and other forums, have been actively involved in reviewing the equity data that is used to help guide the creation of goals and activities that will address any disproportionate impacts on particular student populations.

Methodology Used

There are five indicators of success that must be addressed in the equity plan: 1) Access; 2) Course Completion; 3) ESL and Basic Skills Completion; 4) Degree and Certificate Completion; and 5) Transfer. To assess equity gaps in achievement, indicators were analyzed based on the performance of the disaggregated subgroups for each success indicator: 1) gender, 2) ethnicity; 3) disability status, 4) economically disadvantaged (Students are considered economically disadvantaged if they meet any of the following criteria: i. A recipient of a BOG fee waiver; ii. A client of the California Department of Social Services; iii. A recipient of CalWorks, Temporary Assistance for Needy Families, Supplemental Security Income or General Assistance; iv. A recipient of a Pell Grant or v. a participant in the workforce investment act), 5) veterans, 6) foster youth, 7) age was also included as a disaggregated subgroup in 2014.

According to the State Chancellor's Office Guide, *Ensuring Equitable Access and Success – A Guide to Assessing and Mitigating Disproportionate Impact in Student Success and Support Programs*, "disproportionate impact is a condition where some students' access to key resources and supports and ultimately their academic success may be hampered by inequitable practices, policies and approaches to student support. This condition affects both students' access to resources and courses and their success as associated with various academic milestones related to persistence and completion (e.g., term-to-term enrollment, courses passed versus courses attempted, grade point average)."

In the 2014-2015 equity plan, the college stakeholders involved in reviewing equity data chose to use the proportionality index method to see if there was disproportionate impact among specific student subgroups in the cohort. According to the State Chancellor's *Guideline for Measuring Disproportionate Impact in Equity Plans*,

"the proportionality methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage)".

In fall of 2014, the stakeholders decided on an initial proportionality index cutoff of 0.90 as a starting point to identify specific trends in the educational attainment of the different student subgroups would occur.

In the fall of 2015, an updated analysis was conducted using the percentage-point gap (the difference, in percentage points, between the average rate of success/completion and the subgroup rate of success/completion). Two benefits to this methodology are: i)

disproportionate impact is easier to explain and more intelligible to various audiences; and ii) this methodology allows for the additional calculation to determine the number of students that represent the gap—again, making the disproportionate impact more tangible for campus stakeholders. Further research and evaluation will need to be conducted for findings that seem incomplete or seemed to have anomalies.

Target Groups

A. Access

Males, Latinos, Caucasians and students with disabilities appear to be underrepresented at West LA College based on the percentage of those groups who reside in LA County. Although White/Caucasian students are under-represented, this is a group that has had successful outcomes and as such, there is an assumption that the lower enrollments are not due to disproportionate impact on these groups. However, males traditionally have had lower enrollments when compared with females and there have been issues with their success rates relative to females. We will assess if male students are experiencing any disproportionate impact in terms of their enrollments in the colleges' courses, programs and services. Hispanic/Latino headcount has increased dramatically in the last five to ten years, and if current growth rates continue, it is likely that the gap will vanish in one to three years. Students with disabilities have traditionally suffered from disproportionate impacts and have the third largest gap in enrollment compared to the general population. Finally, students who enroll at West predominately hail from zip codes that suffer disproportionately from poverty when compared to county and state averages.

B. Course Completion

The largest equity gaps in course completion exist among: Current and former foster youth (-11%/29 students), American Indian / Alaska Native (-11%/7 students), Veterans (-9%/79 students), Black or African-American (-6%/501 students), More than one race (-4%/40 students) and Hispanic or Latino (-1%/117 students).

C. Basic Skills and ESL Completion

English - The largest equity gap is for Black or African American students (-6%/39 students)

ESL – The largest equity gaps exist among: Some other race (-22%/4 students), Black or African American (-14%/4 students), Males (-7%/2 students), Low-income students (-2%/2 students)

Math – The largest equity gaps exist among: American Indian / Alaska Native (-19%/1 student), Native Hawaiian or other Pacific Islander (-19%/1 student) and Black or African American (-6%/37 students).

D. Degree and Certificate Completion

The largest equity gaps exist among: Native Hawaiian or other Pacific Islander (-17%/1 student), American Indian / Alaska Native (-17%/1 student), Black or African-American (-5%/18

students), Some other race (-1%/2 students), Low-income students (-1%/5 students) and females (-1%/3 students).

E. Transfer

The largest equity gaps exist among: Native Hawaiian or other Pacific Islander (-26%/1 student), American Indian / Alaska Native (-26%/1 student), Individuals with disabilities (-17%/8 students), Hispanic or Latino (-6%/17 students), Low-income students (-4%/25 students), Black or African American (-2%/7 students).

Overall we will focus activities and goals on the following target groups of students:

1. African American students (course completion, ESL and basic skills completion in English and math, degree/certificate completion, transfer)
2. Hispanic/Latino students (course completion, transfer)
3. Veterans (course completion)
4. Foster Youth (course completion)
5. Males (Access, ESL completion)
6. Low-income students (ESL completion, degree/certificate completion, transfer)
7. DSPS students (transfer)
8. American Indian / Alaska Native and Native Hawaiian/Pacific Islander students suffer relatively high disproportionate impacts in various categories but the overall numbers of students affected is very low. For example, the equity gaps for these two populations in the basic skills math completion category stand at 19% but that translates to only one student overall. In contrast, the equity gap for course completion for African-Americans is -6% but that gap translates into 501 students overall.

Note: In the target group sections below we have noted some cases in which 2014 Disproportionate Impact research and 2015 Disproportionate Impact research differ, in which cases these groups have been targeted for continued exploration and monitoring since disproportionate impacts may re-emerge in future research given past findings.

Goals

A. Access – Improve access to instructional programs and services for males. Assess any disproportionate impact on access for foster youth and veterans.

B. Course Completion - Improve course completion rates for African American and Hispanic/Latino students, veterans and foster youth.

C. Basic Skills Completion

- English: Increase the number of African American students who complete the basic skills sequence in English and enroll in transfer level English course.
- Math: Increase the numbers of African American students who complete the basic skills sequence in math and enroll in transfer level math courses.

- ESL: Increase the number of African American, male and low-income students who complete a basic skills ESL course and enroll in a transfer-level ESL or English course.

D. Degrees and Certificates – Increase the number of African-American and low income students who earn degrees and certificates as indicated by their intended educational goals and programs of study.

E. Transfer - Increase the number of African American, Hispanic/Latino, Low-income and DSPS students who transfer as indicated by their educational goals and programs of study.

Activities

A. Access

1. Provide targeted SS&SP pre-enrollment services (assessment, orientation, and counseling) to high school males, foster youth, and veterans to provide opportunities to register through priority enrollment.
2. Provide a comprehensive first-year experience program that targets males and includes a summer bridge and structured pathway of planned courses.
3. Provide financial aid information to males and DSPS students
4. Outreach and marketing to target populations
5. Student Equity coordination and research
6. Financial aid and high school/admissions liaison support
7. Student electronic kiosks for self-service for students who have no computer access
8. Curriculum/course development and adaptation
9. Professional development

B. Course Completion

1. Review course offerings and determine the percentage of students who assess into each basic skills level course and the number of seats available in each basic skills course.
2. Provide faculty and peer mentoring to new students, particularly African American, foster youth, and veteran students, to offer guidance and support at critical momentum points (e.g. prior to first six weeks of semester).
3. Provide workshops, boot camps, mentoring, learning skills, and enhanced tutoring to address the needs of incoming and African American students.
4. Provide enhanced support to help high need and disadvantaged students assess their readiness for online instruction and provide guidance in accessing online services.
5. Student instructional and tutoring support
6. Equity Coordination and Research Support
7. Targeted DSPS completion rate activities
8. Veterans Center creation
9. Foster youth counselor
10. Project LEARN support
11. Academic coaches for Trio/SSS/CalWorks

12. Library based tutors
13. Applied Technology Supplemental Instruction
14. Curriculum/Course development or adaptation
15. Professional development

C. Basic Skills Completion

1. Provide professional development and learning opportunities to all faculty and staff about the needs of the diverse, high-need population groups and culturally relevant strategies for supporting their success.
2. Pair courses with counseling and learning skills classes to embed support services so that students can decide on educational goals, develop good study habits, learn about college resources, and get academic support needed to pass the courses in the basic skills sequences.
3. Evaluate the numbers of ESL students who have previously taken paired ESL and degree-applicable GE courses concurrently.
4. Evaluate disproportionate impact of basic skills prerequisite courses on high need and disadvantaged students.
5. Provide diagnostic assessments to all students and identify students who would benefit from assessment preparation.
6. Offer assessment preparation for students who would benefit.
7. Provide supplemental instruction for math and English courses.
8. Provide adaptive technology and resource support to DSPS-identified students
9. Encourage high-need students to enroll in redesigned curriculum that accelerates progress through the basic skills sequence.
10. Encourage high-need students to enroll in redesigned curriculum.
11. Student equity coordination and research support
12. Targeted supplemental instruction and coordination for basic skills English, math, learning skills and ESL
13. Professional development for basic skills math
14. Basic skills English supplemental instruction
15. Learning skills and ESL supplemental instruction mentors
16. Curriculum/course development or adaptation

D. Degree and Certificate Completion

1. Provide follow up services to male, DSPS-identified, and other high-need students who are on probation and/or disqualified or who need help choosing a program of study.
2. Notify male and DSPS-identified students who are close to completing their degree or certificate to petition for graduation to see a counselor.
3. Recruit high-need students to participate in structured educational pathways leading to an associate degree.
4. Provide training opportunities to faculty on how to provide accommodations for DSPS-identified students.

5. Provide DSPS-identified students with additional staff (including counseling) and resources.
6. Ensure that DSPS-identified students have access to the latest and most useful adaptive technology.
7. Increase mental health services by collaborating with community-based organizations particularly those targeted to veteran and foster youth students.
8. Provide dedicated and welcoming spaces for veterans and foster youth so that these populations of students feel welcome and supported.
9. Celebrate the achievements of high-need and disadvantaged students.
10. Increase career services to help students identify an educational goal and program of study.
11. Student equity coordination and research support
12. Increase in mental health counseling
13. Child development center (CDC) enhancement and collaboration
14. Professional development
15. Curriculum/course development or adaptation

E. Transfer

1. Target college transfer and career fairs to Hispanic, foster youth, and veterans.
2. Arrange visits to four-year colleges and universities for high need and disadvantaged students.
3. Assess high need students' career interests and provide career counseling and advising.
4. Provide transfer counseling to high-need students who reach 30 units and are following the IGETC/CSU GE requirements to prepare them for transfer.
5. Encourage faculty to conduct workshops and sessions to students about career opportunities in their disciplines.
6. Provide increased publicity and outreach efforts in the high schools, community, and on campus about transfer and career counseling.
7. Historically Black Colleges and Universities Tours
8. Transfer Center supplemental instruction mentors
9. Student equity coordination and research support
10. Targeted DSPS completion rate activities
11. Athletics Center for Academic Success creation
12. Professional development
13. Curriculum/Course development or adaptation

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Planning Committee and Collaboration

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Planning Committee and Collaboration

Beginning in July of 2015 and continuing through most of the fall 2015 semester, the student equity workgroup met weekly to review the existing 2014-2015 student equity plan and new proportionate impact data and to analyze best practices from other California Community Colleges highlighted on the State Chancellor's website. Based on this review of best practices, the equity workgroup created a proposal application structure to solicit activity and funding requests from the entire campus community through college-wide committees such as SEAC, the Senate and the Student Services Council. The proposal application calls for applicants to describe how the proposal connects to other college plans and equity plan goals, activities and target populations; the proposal applications also require project descriptions, expected outcomes and data collection sources. To generate proposals and ideas from across the college, the equity workgroup hosted an Equity Summit in late October of 2015, enjoying wide-spread participation from across the college.

College stakeholders (faculty, staff, students, and administrators), through the equity workgroups, equity summit, SEAC and other forums, have been actively involved in reviewing the equity data that is used to help guide the creation of goals and activities that will address any disproportionate impacts on particular student populations.

PLANNING COMMITTEE AND COLLABORATION

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Celena Alcala	Acting Dean/Student Equity Coordinator/SEAC and Student Equity Workgroup Co-Chair	Student Services, Academic Affairs, Student Equity, SEAC
Marcela Hernandez	Faculty Counselor/SEAC and Student Equity Workgroup Co-Chair	Counseling Department, Student Equity, SEAC Faculty Co-Chair
Agyeman Boateng	Research Analyst	Institutional Research
Maria Mancia	Acting Dean, Student Services	Student Services, Foster Youth
Susi Dovlatian	Student Services Aide	Student Services, ASO
Clare Norris	English Faculty	English Department, Student Success, AtD Coordinator, Academic Senate
Helen Young	Transfer Center Coordinator	Counseling Department, Transfer Center, Transfer Honors Program
Adrienne Foster	Academic Senate President	Academic Senate, Project LEARN
Sheila Jeter-Williams	Administrative Secretary	Classified Staff, Student Services
Walter Jones	Dean of Academic Affairs	Academic Affairs, Student Success Co-Chair
Aracely Aguiar	Acting Vice President of Academic Affairs	Academic Affairs
Nancy Sander	ESL Faculty	ESL Department, Reading Apprenticeship
Kimberly Manner	English Faculty	English Department, Academic Senate Professional Development Coordinator
Matt Robertson	Math Department Chair	Mathematics
Sherron Rouzan	Counseling Department Chair	Counseling
Juan "Sebastian" Rodriguez	ASO President	Associated Student Organization
Casey Hunter	Outreach Director – Faculty Lead	Outreach, Counseling
Jawell Samilton	Athletics Counselor	Athletics, Counseling
Glenn Schenck	Financial Aid Manager	Financial Aid
Arnita Porter	Adjunct Faculty, 3CSN Leader	Business Department
Cecelia Schumake	CalWorks/Gain Program Coordinator	Calworks, Gain

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Ken Lin	Library Chair	Library Department
Tim Russell	Learning Skills Faculty, Basic Skills Coordinator	Learning Skills, Basic Skills
Vicky Nesia	Executive Assistant to the President, Adjunct Faculty	President's Office, Child Development Department
Michael Goltermann	Acting Vice President of Student Services	Student Services
Patty Banday	SSSP Coordinator	SSSP, Counseling Faculty
Michelle Long-Coffee	Marketing Coordinator	Marketing
Fran Leanord	English Department Chair	English Department, College Council
Shalamon Duke	Dean of Student Services	Student Services & DSPS
Nancy Brambrilla	DSPS Counselor	DSPS

Access

CAMPUS-BASED RESEARCH: ACCESS

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.

Target Population(s)	# of your college's total enrollment in Fall 2014 – Spring 2015	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*
Example Group		59%	64%	-6**
American Indian / Alaska Native	39	0.26%	0.1%	0.16
Asian	1,126	7.58%	9.4%	-1.82
Black or African American	4,324	29.11%	20.0%	9.11
Hispanic or Latino	6,137	41.31%	44.5%	-3.19
Native Hawaiian or other Pacific Islander	38	0.26%	0.2%	0.06
White	2,086	14.04%	23.2%	-9.16
Some other race	570	3.84%	0.4%	3.44
More than one race	536	3.61%	2.2%	1.41
Total of 8 cells above (Orange cells should = 100%)		100%	100%	
Males	6,258	42.12%	48.60%	-6.48
Females	8,598	57.88%	51.40%	6.48
Unknown	na	na	na	na
Total of 3 cells above (Orange cells should = 100%)		100%	100%	
Current or former foster youth	189* (fall 14)	1.9%	1.5%*	0.4
Individuals with disabilities	568	3.8%	7.1%	-3.3
Low-income students	10,997	74.0%	23.9%*	50.1
Veterans	340* (fall 14)	3.4%	3.7%	-0.3

*Calculated by subtracting the % of the adult population within the community served from the % of your college's total enrollment – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a loss of proportion and negative values to represent a gain in proportion, the worksheet switches the order of the operation. Where the college's population is lower than the adult population, a negative value will result.

**'-6' is calculated by subtracting 64 (% of your college's total enrollment) from 59 (% of the adult population within the community served). The '-' is added to signify that the example group has lower representation at the college vs. the community served. A '+' would indicate that a given group has greater representation at the college vs. the community served.

*Notes about the data:

West student headcount was reported using data from the CCCO Datamart. Figures for Gender and Racial/Ethnic headcount were based on the Datamart 2014-2015 Annual Headcount report. Disabled

Student percentage was taken from the DSPS Status Annual Unduplicated Count for 2014-15 and divided by the Datamart 2014-2015 Annual Headcount figure. The Foster Youth and Veteran figures were derived using the Datamart Special Services Population Count, Unduplicated for Fall 2014 report figures, divided by the Datamart Fall 2014 Term Unduplicated Headcount report figure. Low-income students were determined by using the Unduplicated Annual Total from the Datamart Financial Aid Summary and dividing by the 2014-15 Annual Headcount.

Service Population percentage makeup was calculated using American Community Survey 2009-2013 Five Year Estimates. The Top 40 Zip Codes in West's Fall 2014 Credit Census Headcount (accounting for 75% of students) were determined using District Student Information System data. Zip codes were matched with ACS data. This method was used for Gender, Race, and Veteran Status. The Foster Youth community comparison is the 2009-2013 Community Survey percentage for Children under 18 years in Los Angeles County in foster care. Low-income students (students receiving Bogg or Grants) were compared with the percentage of population below poverty level for the Top 40 Zip Code Area.

***Calculated by subtracting the % of the adult population within the community served from the % of your college's total enrollment – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a loss of proportion and negative values to represent a gain in proportion, the worksheet switches the order of the operation. Where the college's population is lower than the adult population, a negative value will result.**

****'-6' is calculated by subtracting 64 (% of your college's total enrollment) from 59 (% of the adult population within the community served). The '-' is added to signify that the example group has lower representation at the college vs. the community served. A '+' would indicate that a given group has greater representation at the college vs. the community served.**

Males, White and Latino students appear to be underrepresented at West LA College based on the percentage of those groups who reside in the zip codes that generate the bulk of West students. Although White students are under-represented, these are groups that have had successful outcomes and as such, there is an assumption that the lower enrollments are not due to disproportionate impact on these groups. Hispanic/Latino headcount has increased dramatically in the last five to ten years, and if current growth in Hispanic/Latino enrollment continues at pace, it is likely that this gap will vanish in one to three years. However, males traditionally have had lower enrollments when compared with females and there have been issues with their success rates relative to females. We will be assessing if male students are experiencing any disproportionate in terms of their enrollments in the colleges' courses, programs and services.

Students with disabilities are indicated as having the third largest gap in enrollments compared to the population. Students with disabilities are a group that are historically vulnerable to disproportionate impact, and a group that all colleges should be vigilant to ensure they receive an equitable education. West's gap of 3.3, however, may be put into perspective when considering the point of comparison. The data used for the comparison in the table is the percentage of individuals in Los Angeles County with a disability from ages 18 to 64. The county-wide proportion of individuals aged 5 to 17 with a disability is 3.6%, which is lower than West's current student proportion. The appropriate comparison percentage is perhaps somewhere in the middle, considering our district's proportion of students with a disability is 3.5%.

In addition, we will be addressing disproportionate impact with the new populations that were recently added as populations that we are required to address: foster youth and veterans. While

our current analysis finds no proportion imbalance with foster youth or veterans, continued research is needed to discover and refine comparison data with these and other special population groups as currently these comparisons lack the consistency of other groups for whom data is more readily available.

It is also important to note in this Access section the students who are overrepresented in this analysis. West Los Angeles College has for over forty years served the African American community in Los Angeles College disproportionate to most others in the County. Seventy-four percent of West students take advantage of financial aid. While comparing this figure to the percentage of households in our 40 zip code area at or below poverty is a crude comparison, it remains true that our students derive from areas that have poverty levels above the county and state.

DRAFT

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
White	-9.2, 2015	Explore further	2018
Males	-6.5, 2015	No gap	2025
Individuals with disabilities	-3.3, 2015	Explore further	2018
Hispanic or Latinos	-3.2, 2015	No gap	2021
Veterans	-0.3, 2015	Explore further	2018
Current or former foster youth	0.4, 2015	Explore further	2018

*Expressed as either a percentage or number

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

Although White students are under-represented, these are groups that have had successful outcomes and as such, there is an assumption that the lower enrollments are not due to disproportionate impact on these groups.

Research support and coordination will help making data comparisons about these groups more precise. Since data about these are still being refined, we are keeping these populations as target groups.

ACTIVITIES: A. ACCESS

A.1

- **Activity Type(s): Outreach activities to targeted student populations/Summer Bridge.**

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

	Research and Evaluation		Professional Development		
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• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.1	Males	500 (potential applicants)
A.1	Hispanic or Latinos	500 (potential applicants)
A.1	Current or former foster youth	50 (potential applicants)

The college created a new faculty role (Outreach Director – Faculty Lead), which is responsible for coordinating local feeder high schools access to college courses at their high schools and reestablishing the support and collaboration to enhance a smooth transition for future West LA students. The position is paid through SSSP funds and Student Equity funds will be used to support pre-enrollment services to high school males and provide a comprehensive first-year experience program that targets males and includes a summer bridge and structured pathway of planned classes.

• **Activity Implementation Plan**

- Coordinate with feeder high schools to conduct local high school visits to campus to provide guidance and assistance with the matriculation process. Create a first year experience program for first time college students.
- Provide targeted SS&SP pre-enrollment services (assessment, orientation, and counseling) to high school males, foster youth, and veterans to provide opportunities to register through priority enrollment.
- Provide a comprehensive first-year experience program that targets males and includes a summer bridge and structured pathway of planned courses.
- Provide financial aid information to males and DSPS students
- Outreach and marketing to target populations

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	October 2015 to December 2016	Outreach activities/Summer Bridge – \$142,000	General Fund - \$150,000

• **Link to Goal**

Our local feeder high schools are largely comprised of students from our targeted populations.

• **Evaluation**

- Data will be collected to measure the number of visits to local high schools, number of new students from feeder high schools, and number of summer bridge students from local feeder schools.
- As part of another activity, we are hiring an assistant research analyst who will help create a comprehensive plan for data collection and review.

A.2

• **Activity Type(s): Marketing to targeted student populations.**

The college start a marketing campaign directed to the targeted student populations for access. The marketing campaign will consist of direct mailings, brochures, radio advertisements to males, Hispanic/Latinos, veterans, and current or former foster youth. In addition, radio advertisements and mailers will reach “influencers” such as parents, grandparents, and extended family members. The marketing plan includes miscellaneous materials such as WLAC table runners and banners for targeted outreach at community events.

X	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	Males	50,000 (potential applicants)
A.2	Hispanic or Latinos	50,000 (potential applicants)
A.2	Veterans	1000 (potential applicants)
A.2	Current or former foster youth	700 (potential applicants)

• **Activity Implementation Plan**

- Direct marketing to targeted student populations.
- Provide targeted SS&SP pre-enrollment services (assessment, orientation, and counseling) to high school males, foster youth, and veterans to provide opportunities to register through priority enrollment.
- Provide a comprehensive first-year experience program that targets males and includes a summer bridge and structured pathway of planned courses.

- Provide financial aid information to males and DSPS students
- Outreach and marketing to target populations

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.2	October 2015 to October 2017	Marketing to target populations – \$44,000	General Fund - \$133,000

• **Link to Goal**

Direct marketing campaign will help the college reach our targeted student populations.

• **Evaluation**

- Data will be collected on the number of students who enroll at WLAC from the targeted student populations after each marketing intervention.
- As part of another activity, we are hiring an assistant research analyst who will help create a comprehensive plan for data collection and review.

A.3

• **Activity Type(s): Student Equity Coordination and research support for data collection and analysis of Student Equity activities.**

	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		Professional Development		

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

ID	Target Group	# of Students Affected
A.3	White	2086
A.3	Males	6258
A.3	Individuals with disabilities	568
A.3	Hispanic or Latinos	6137
A.3	Veterans	340
A.3	Current or former foster youth	189

• **Activity Implementation Plan**

- Hire staff and research support to manage activities, data collection and analysis of the student equity plan.
- Provide targeted SS&SP pre-enrollment services (assessment, orientation, and counseling) to high school males, foster youth, and veterans to provide opportunities to register through priority enrollment.
- Provide a comprehensive first-year experience program that targets males and includes a summer bridge and structured pathway of planned courses.
- Provide financial aid information to males and DSPS students
- Outreach and marketing to target populations
- Student Equity coordination and research
- Financial aid and high school/admissions liaison support
- Student electronic kiosks for self-service for students who have no computer access
- Curriculum/course development and adaptation
- Professional development

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.3	January 2016 to December 2016	Student Equity Coordination and research support - \$48,493	

• **Link to Goal**

Staff will coordinate all activities in the student equity plan and measure progress towards goals.

• **Evaluation**

- Staff will evaluate the status of all activities in the plan biannually as part of the Student Equity Workgroup and Student Equity, Access and Completion meetings.

A.4

• **Activity Type(s): Hire an Admissions and Records and Financial Aid support to reduce the processing time of applications and Pell Grants.**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical		Curriculum/Course Development or	X	Direct Student Support

	Program		Adaptation		
	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
A.4	White	2086
A.4	Males	6258
A.4	Individuals with disabilities	568
A.4	Hispanic or Latinos	6137
A.4	Veterans	340
A.4	Current or former foster youth	189

• **Activity Implementation Plan**

- District and College institutional research data shows that West Los Angeles College (WLAC) has one of the lowest percentages of Pell Grant recipients in the Los Angeles Community College District. WLAC has a high number to students that apply and are eligible for aid and to move a student from Pell grant eligibility to actually becoming a Pell Grant recipient and award the fee waiver there is a need for outreach activities, intensive caseload follow up and additional clerical support is need to make the progress toward this goal. Therefore, the hiring of a Financial Aid Assistant at this time would be the appropriate activity to provide the tools needed help increase students transfer rates.
- Hire an Admissions and Records Assistant to reduce the number of days that it takes to process enrollment applications from 10 days to 2 days.
- Provide financial aid information to males and DSPS students

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.4	March 2015 to December 2016	Admissions and Records and Financial Aid support - \$107,500	

• **Link to Goal**

- Timely processing of college admissions and financial aid applications has a direct impact on access.
- Financial Aid Assistant will provide the department with the appropriate support needed to enhance the output of Pell Grant recipients.

- Financial Aid Department will sponsor Financial Aid night specifically for foster youth in collaboration with Los Angeles County Independent Living Program.

• **Evaluation**

- Increase the number of Pell Grant recipients and fee waivers for the special student population over the next 3 award year cycles.
- Data will be collected via district and college databases (DEC, Financial Aid awarding software and Chancellor’s Office Data mart). Work with Institutional Research to compile data for federal and state reporting purposes.
- The number of applications processed and the average time it takes to process applications will be analyzed bi-annually.

A.5

Activity Type(s): Student Electronic Kiosks

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

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

ID	Target Group	# of Students Affected
A.3	White	208
A.3	Males	625
A.3	Individuals with disabilities	56
A.3	Hispanic or Latinos	613
A.3	Veterans	34
A.3	Current or former foster youth	18

• **Activity Implementation Plan**

- Provide electronic kiosks in the Student Center for students to access the student portal for enrollment services. Provide electronic kiosks in the Associated Student Organization Office for students to access their records and explore student services.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.5	January 2015 to December 2016	Student electronic kiosks - \$13,000	

• **Link to Goal**

- Student electronic kiosks for self-service for students who have no computer access
- Electronic kiosks in the Student Center will allow students to access their records when there is a long wait in Admissions or when the office is closed. The electronic kiosks in the Associated Student Organization will allow students to access enrollment and other student services.

• **Evaluation**

- Bi-annually, the IT department will provide a report on the number of times the student services portal was accessed on all on the kiosks.

DRAFT

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

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:

Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population(s)	the # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
All Students	26,102	16,356	63%		
American Indian / Alaska Native	58	30	52%	63%	-11%
Asian	1,626	1,221	75%	63%	12%
Black or African American	8,163	4,615	57%	63%	-6%
Hispanic or Latino	11,222	6,915	62%	63%	-1%
Native Hawaiian or other Pacific Islander	76	52	68%	63%	6%
White	3,030	2,335	77%	63%	14%
Some other race	946	613	65%	63%	2%
More than one race	981	575	59%	63%	-4%
Males	11,142	6,944	62%	63%	0%
Females	13,960	9,412	67%	63%	5%
Unknown	na	na	na		na
Current or former foster youth	502	259	52%	63%	-11%
Individuals with disabilities	1,031	644	62%	63%	0%
Low-income students					
Veterans	835	445	53%	63%	-9%

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	=	Number of Students "Lost"
---	Example Group	14%	0.14	x	2567	=	359
Largest Gap	Current or former foster youth	11%	0.111	x	259	=	29
Second Largest	American Indian / Alaska Native	11%	0.109	x	58	=	7
Third Largest	Veterans	9%	0.094	x	835	=	79
Fourth Largest	Black or African American	6%	0.061	x	8163	=	501
Fifth Largest	More than one race	4%	0.040	x	981	=	40
Sixth Largest	Hispanic or Latino	1%	0.010	x	11222	=	117
Seventh Largest	Males	0%	0.003	x	11142	=	38
Eighth Largest	Individuals with disabilities	0%	0.002	x	1031	=	3

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average rate of courses passed from the student group's rate of courses passed – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***'-14' is calculated by subtracting 71 (the average student success rate) from 57 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

The three groups with the largest gaps in course completion rate when compared to the college average are current or former foster youth with a gap of -11 percentage points, representing 29 enrollments, American Indian / Alaskan Native with a gap of -11 representing 7 students, and Veterans with a gap of -9 percentage points representing 79 students. The group with fourth largest gap however, affects far and away the most number of students: Black or African American students with a -6 percentage point gap representing 501 students.

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
American Indian / Alaska Native	-11, 2015	Gap no greater than -8	2021
Current or Former Foster Youth	-11, 2015	Gap no greater than -8	2021
Veterans	-9, 2015	Gap no greater than -6	2021
Black or African American	-6, 2015	Gap no greater than -3	2021
Hispanic or Latinos	-1, 2015	No gap	2021

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

Hispanic or Latinos were included because the gap of -1 represented 117.

ACTIVITIES: B. COURSE COMPLETION

B.1

- **Activity Type(s): Student Equity Coordination and research support for data collection and analysis of Student Equity activities.**

	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		Professional Development	

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

ID	Target Group	# of Students Affected
B.1	American Indian / Alaska Native	39

B.1	Current or Former Foster Youth	189
B.1	Veterans	340
B.1	Black or African American	4324
B.1	Hispanic or Latinos	6317

• **Activity Implementation Plan**

- Hire staff and research support to manage activities, data collection and analysis of the student equity plan.
- Review course offerings and determine the percentage of students who assess into each basic skills level course and the number of seats available in each basic skills course.
- Provide faculty and peer mentoring to new students, particularly African American, foster youth, and veteran students, to offer guidance and support at critical momentum points (e.g. prior to first six weeks of semester).
- Provide workshops, boot camps, mentoring, learning skills, and enhanced tutoring to address the needs of incoming and African American students.
- Provide enhanced support to help high need and disadvantaged students assess their readiness for online instruction and provide guidance in accessing online services.
- Student instructional and tutoring support
- Equity Coordination and Research Support
- Targeted DSPS completion rate activities
- Veterans Center creation
- Foster youth counselor
- Project LEARN support
- Academic coaches for Trio/SSS/CalWorks
- Library based tutors
- Applied Technology Supplemental Instruction
- Curriculum/Course development or adaptation
- Professional development

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	January 2015 to December 2016	Student equity coordination -	

• **Link to Goal**

- Increase the recruitment, retention and transfer and success rate for underprepared, underrepresented students through increasing skill development and college knowledge.
- Faculty and student mentors will help with instructional support services such as workshops, tutoring and understanding of many career pathways.
- Staff will coordinate all activities in the student equity plan and measure progress towards goals.

• **Evaluation**

- Staff will evaluate the status of all activities in the plan biannually as part of the Student Equity Workgroup and Student Equity, Access and Completion meetings.
- Measure the number of students who earn degrees and certificates, the number of students who transfer, and the number of underprepared, underrepresented student who declare a major and follow a curriculum.
- Reports will be generated through the office of institutional research and the LRC to document the achievement of the targeted students.

B.2

• **Activity Type(s): Provide supplemental instructional and tutoring support to students.**

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

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

ID	Target Group	# of Students Affected
B.2	American Indian / Alaska Native	39
B.2	Current or Former Foster Youth	189
B.2	Veterans	340
B.2	Black or African American	4324
B.2	Hispanic or Latino	6317

• **Activity Implementation Plan**

- Provide faculty and peer mentoring to new students, particularly African American, foster youth, and veteran students, to offer guidance and support at critical momentum points (e.g. prior to first six weeks of semester).
- Provide workshops, boot camps, mentoring, learning skills, and enhanced tutoring to address the needs of incoming and African American students.
- Provide enhanced support to help high need and disadvantaged students assess their readiness for online instruction and provide guidance in accessing online services.
- Student instructional and tutoring support
- Academic coaches for Trio/SSS/CalWorks
- Library based tutors
- Applied Technology Supplemental Instruction

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	January 2016 to December 2016	Student instructional and tutoring support - \$201,126	

• **Link to Goal**

- Provide supplemental instruction and tutoring support to students in Project LEARN (which serves predominately African American students), academic coaches for TRIO/SSS/CalWorks, tutors for the Library, and supplemental instruction support for Applied Technology (Aviation) students.
- Provide faculty and peer mentoring to new students, particularly African American, foster youth, and veteran students, to offer guidance and support at critical momentum points (e.g. prior to first six weeks of semester).
- Provide workshops, boot camps, mentoring, learning skills, and enhanced tutoring to address the needs of incoming and African American students.
- Student instructional and tutoring support
- Library based tutors
- Applied Technology Supplemental Instruction
- Curriculum/Course development or adaptation

• **Evaluation**

- Data will be collected on the students who received supplemental instruction and tutoring support.

B.3

- **Activity Type(s): Professional Development.**

	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	X	Professional Development		

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

ID	Target Group	# of Students Affected
B.3	American Indian / Alaska Native	39
B.3	Current or Former Foster Youth	189
B.3	Veterans	340
B.3	Black or African American	4324
B.3	Hispanic or Latinos	6317

- **Activity Implementation Plan**

- Provide professional development to faculty, staff and administrators to learn how to improve course completion rates.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.3	January 2015 to December 2016	Professional Development - \$10,000	

- **Link to Goal**

Professional development opportunities will help faculty, staff and administrators improve course completion rates.

- **Evaluation**

- As part of another activity, we are hiring an assistant research analyst who will help create a comprehensive plan for data collection and review.

B.4

• **Activity Type(s): Support for Veterans Center**

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

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

ID	Target Group	# of Students Affected
B.4	American Indian / Alaska Native	1
B.4	Current or Former Foster Youth	10
B.4	Veterans	340
B.4	Black or African American	100
B.4	Hispanic or Latinos	100

• **Activity Implementation Plan**

- Increase classified and certificate support for the Veterans Center. Implement Boots to Books program at the college.
- Veterans Center creation

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.4	December 2015 to December 2016	Veterans Center - \$76,150	

• **Link to Goal**

This activity will allow the college to serve more veteran services by increasing classified and counseling support for veteran students.

• **Evaluation**

- The Veterans Center will track the number of veteran students served.

B.5

- **Activity Type(s):** Provide counseling support for the Guardian Scholars program, which provides services for former foster youth.

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

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

ID	Target Group	# of Students Affected
B.5	American Indian / Alaska Native	2
B.5	Current or Former Foster Youth	189
B.5	Veterans	10
B.5	Black or African American	90
B.5	Hispanic or Latinos	66

- **Activity Implementation Plan**

- Provide counseling support for former foster youth through the Guardian Scholars Program.
- Provide faculty and peer mentoring to new students, particularly African American, foster youth, and veteran students, to offer guidance and support at critical momentum points (e.g. prior to first six weeks of semester).
- Foster youth counselor

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.5	January 2015 to December 2016	Guardian Scholars Counselor - \$23,520	

- **Link to Goal**

- Incoming foster youth will be given priority access to the summer bridge. Specific outreach will be conducted to recruit foster youth to participate in summer bridge program.
- Counselor will provide intrusive counseling services to former foster youth to ensure course completion.

• **Evaluation**

- The Guardian Scholars Program collects data on former foster students. The number of students who complete and do not complete their courses will be collected and compared with whether or not they took advantage of counseling services.
- The number of foster youth who participate in Summer Bridge will increase by 5% each year for the next five years.
- The number of foster youth enrolled at West will increase by 10% each year over the next five years.
- The number of foster youth who apply for financial aid will increase by 20% by 2021.
- Data will be collected on a semester basis and shared at the Student Services Council and Student Equity, Access, and Completion (SEAC) meetings.

DRAFT

Success Indicator: ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: 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. Calculate progress rates through basic skills by dividing:

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

ENGLISH

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
All Students	1366	436	32%		63%
American Indian / Alaska Native	7	3	43%	32%	11%
Asian	57	33	58%	32%	26%
Black or African American	668	175	26%	32%	-6%
Hispanic or Latino	392	138	35%	32%	3%
Native Hawaiian or other Pacific Islander	5	2	40%	32%	8%
White	73	30	41%	32%	9%
Some other race	164	55	34%	32%	2%
More than one race	na	na	na		na
Males	573	185	32%	32%	0%
Females	793	251	32%	32%	0%
Unknown	na	na	na		na
Current or former foster youth	na	na	na		na
Individuals with disabilities	81	28	35%	32%	3%
Low-income students	934	298	32%	32%	0%
Veterans	na	na	na		na

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	Number of Students "Lost"
---	Example Group	14%	<u>0.14</u>	x	2567	=	359
Largest Gap	Black or African American	6%	<u>0.057</u>	x	668	=	39
Second Largest	Females	0%	<u>0.003</u>	x	793	=	3
Third Largest	Low-income students	0%	<u>0.000</u>	x	934	=	1

ESL

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
All Students	113	25	22%		63%
American Indian / Alaska Native	na	na	na		na
Asian	21	7	33%	22%	11%
Black or African American	24	2	8%	22%	-14%
Hispanic or Latino	36	9	25%	22%	3%
Native Hawaiian or other Pacific Islander	na	na	na		na
White	16	7	44%	22%	22%
Some other race	16	0	0%	22%	-22%
More than one race	na	na	na		na
Males	26	4	15%	22%	-7%
Females	87	21	24%	22%	2%
Unknown	na	na	na		na
Current or former foster youth	na	na	na		na
Individuals with disabilities	9	3	33%	22%	11%
Low-income students	69	14	20%	22%	-2%
Veterans	na	na	na		na

Equity Gap	Student Group	1	2	Multiply	3	=	4
		Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25		The # of students who complete a final ESL or basic skills course with an A, B, C or credit		Number of Students "Lost"
---	Example Group	14%	<u>0.14</u>	x	2567	=	359
<i>Largest Gap*</i>	<i>Some other race</i>	22%	<u>0.221</u>	x	16	=	4
Second Largest	Black or African American	14%	<u>0.138</u>	x	24	=	4
Third Largest	Males	7%	<u>0.067</u>	x	26	=	2
Fourth Largest	Low-income students	2%	<u>0.018</u>	x	69	=	2

* indicates gaps which occur because there were no students in the successful group - typically for groups with very small representation in the cohort

MATH

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
All Students	1324	247	19%		63%
American Indian / Alaska Native	3	0	0%	19%	-19%
Asian	45	17	38%	19%	19%
Black or African American	630	81	13%	19%	-6%
Hispanic or Latino	401	88	22%	19%	3%
Native Hawaiian or other Pacific Islander	3	0	0%	19%	-19%
White	87	24	28%	19%	9%
Some other race	155	37	24%	19%	5%
More than one race	na	na	na		na
Males	530	101	19%	19%	0%
Females	794	146	18%	19%	0%
Unknown	na	na	na		na
Current or former foster youth	na	na	na		na
Individuals with disabilities	84	20	24%	19%	5%
Low-income students	945	173	18%	19%	0%
Veterans	na	na	na		na

Equity Gap	Student Group	1	2	Multiply	3	=	4
		Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25				The # of students who complete a final ESL or basic skills course with an A, B, C or credit
---	Example Group	14%	0.14	x	2567	=	359
<i>Largest Gap*</i>	<i>American Indian / Alaska Native</i>	19%	0.187	x	3	=	1
<i>Second Largest*</i>	<i>Native Hawaiian or other Pacific Islander</i>	19%	0.187	x	3	=	1
Third Largest	Black or African American	6%	0.058	x	630	=	37
Fourth Largest	Low-income students	0%	0.003	x	945	=	4
Fifth Largest	Females	0%	0.003	x	794	=	3

* indicates gaps which occur because there were no students in the successful group - typically for groups with very small representation in the cohort

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

****Calculated by subtracting the average (all student) rate from the student group's rate of progress through ESL and Basic Skills – paying close attention to the +/- designation.** *Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.*

****'-7' is calculated by subtracting 24 (the average student success rate) from 17 (the success rate of the example group).** The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

English

For the 2008-2009 cohort, the group with the meaningful gap is Black or African American students with a gap of -6 percentage points, representing 39 students.

ESL

For the 2008-2009 cohort, students categorized as "Some other race" had the largest gap. Of the 16 students in this category who began in the ESL cohort, none achieved the progression criteria. When no student achieves the progression criteria in a measure, the gap is the completion/success rate itself, in this case, 22%. This occurs more frequently when the size of the cohort group is small. In this case, the gap of -22 percentage points represents four students.

The next largest gap in ESL progression is Black or African Americans with a gap of -14 percentage points, representing 4 students, and Males, with a 7 percentage point gap, representing 2 students.

Math

The two largest gaps in Math progression for the 2008-2009 cohort were very small subgroups in which no students completed: American Indian / Alaska Native and Native Hawaiian or other Pacific Islander. For both of these subgroups, no students achieved the Math progression criteria, leaving a gap of 19 percentage points, but due to the groups' small cohort, the gap represents, for each, one "lost" student.

Similarly to English, the subgroup with the most meaningful gap is Black or African American students, with a Math progression gap of -6 percentage points when compared to the cohort average, representing 37 students.

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
Some Other Race	-22 (ESL), 2015	No gap	2021
Black or African American	-6 (English) 2015 -14 (ESL) 2015 -6 (Math) 2015	No greater than -2 (English) No greater than -10 (ESL) No greater than -2 (Math)	2021
Males	-7 (ESL), 2015	No greater than -3 (ESL)	2021
American Indian / Alaskan Native	-19 (Math)	Explore Further (-19 represents 1 student)	2018
Native Hawaiian or other Pacific Islander	-19 (Math)	Explore Further (-19 represents 1 student)	2018
Individuals with disabilities	Proportionality Indices of .83 (English) .92 (Math) .79 (ESL), 2014	Explore Further	2018
Current or Former Foster Youth	Explore Further	Explore Further	2018
Veterans	Explore Further	Explore Further	2018

*Expressed as either a percentage or number

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

C.1

- **Activity Type(s): Student Equity Coordination and research support for data collection and analysis of Student Equity activities.**

	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		Professional Development		

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

ID	Target Group(s)	# of Students Affected
C.1	Some Other Race	250
C.1	Black or African American	2150
C.1	Males	3125

- **Activity Implementation Plan**

- Student equity coordination and research support
- Provide professional development and learning opportunities to all faculty and staff about the needs of the diverse, high-need population groups and culturally relevant strategies for supporting their success.
- Pair courses with counseling and learning skills classes to embed support services so that students can decide on educational goals, develop good study habits, learn about college resources, and get academic support needed to pass the courses in the basic skills sequences.
- Evaluate the numbers of ESL students who have previously taken paired ESL and degree-applicable GE courses concurrently.
- Evaluate disproportionate impact of basic skills prerequisite courses on high need and disadvantaged students.
- Provide diagnostic assessments to all students and identify students who would benefit from assessment preparation.
- Offer assessment preparation for students who would benefit.
- Provide supplemental instruction for math and English courses.
- Provide adaptive technology and resource support to DSPS-identified students
- Encourage high-need students to enroll in redesigned curriculum that accelerates progress through the basic skills sequence.
- Encourage high-need students to enroll in redesigned curriculum.

- Targeted supplemental instruction and coordination for basic skills English, math, learning skills and ESL
- Professional development for basic skills math
- Basic skills English supplemental instruction
- Learning skills and ESL supplemental instruction mentors
- Curriculum/course development or adaptation

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	January 2016 to December 2016	Student Equity Coordination and research support - \$48,493	

• **Link to Goal**

- Hire staff and research support to manage activities, data collection and analysis of the student equity plan. Staff will coordinate all activities in the student equity plan and measure progress towards goals.

• **Evaluation**

- Staff will evaluate the status of all activities in the plan biannually as part of the Student Equity Workgroup and Student Equity, Access and Completion meetings.

C.2

- **Activity Type(s): Targeted supplemental instruction and coordination for Basic Skills English, Basic Skills Math, Learning Skills, and ESL.**

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

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

ID	Target Group	# of Students Affected
C.2	Some Other Race	90

C.2	Black or African American	650
C.2	Males	925

• **Activity Implementation Plan**

- Pair courses with counseling and learning skills classes to embed support services so that students can decide on educational goals, develop good study habits, learn about college resources, and get academic support needed to pass the courses in the basic skills sequences.
- Provide supplemental instruction for math and English courses.
- Learning skills and ESL supplemental instruction mentors

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	January 2016 to December 2016	Targeted supplemental instruction and coordination for Basic Skills English, Basic Skills Math, Learning Skills, and ESL - \$81,000	

• **Link to Goal**

Staff will coordinate all activities in the student equity plan and measure progress towards goals.

• **Evaluation**

- Staff will evaluate the status of all activities in the plan biannually as part of the Student Equity Workgroup and Student Equity, Access and Completion meetings.

C.3

• **Activity Type(s): Professional Development**

	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	X	Professional Development		

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

ID	Target Group	# of Students Affected
C.3	Some Other Race	250
C.3	Black or African American	2150
C.3	Males	3125

• **Activity Implementation Plan**

- Provide professional development and learning opportunities to all faculty and staff about the needs of the diverse, high-need population groups and culturally relevant strategies for supporting their success.
- Professional development for basic skills math

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	January 2016 to December 2016	Professional Development - \$10,000	

• **Link to Goal**

Professional development for faculty, staff, and administrators related to basic skills English, mathematics, and ESL course completion will allow the college community to learn innovative ways to improve our services for students.

• **Evaluation**

- As part of another activity, we are hiring an assistant research analyst who will help create a comprehensive plan for data collection and review.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. 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:

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
All Students	847	144	17%	17%	63%
American Indian / Alaska Native	1	0	0%	17%	-17%
Asian	50	15	30%	17%	13%
Black or African American	320	37	12%	17%	-5%
Hispanic or Latino	262	46	18%	17%	1%
Native Hawaiian or other Pacific Islander	2	0	0%	17%	-17%
White	74	24	32%	17%	15%
Some other race	138	22	16%	17%	-1%
More than one race	na	na	na		na
Males	409	72	18%	17%	1%
Females	438	72	16%	17%	-1%
Unknown	na	na	na		na
Current or former foster youth	na	na	na		na
Individuals with disabilities	45	10	22%	17%	5%
Low-income students	686	112	16%	17%	-1%
Veterans	na	na	na		na

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal	Multiply	the # of courses students enrolled in & were present in on census day in base year	=	Number of Students "Lost"
			25% becomes .25				
---	Example Group	14%	0.14	x	2567	=	359
Largest Gap*	Native Hawaiian or other Pacific Islander	17%	0.170	x	2	=	1
Second Largest*	American Indian / Alaska Native	17%	0.170	x	1	=	1
Third Largest	Black or African American	5%	0.054	x	320	=	18
Fourth Largest	Some other race	1%	0.011	x	138	=	2
Fifth Largest	Low-income students	1%	0.007	x	686	=	5
Sixth Largest	Females	1%	0.006	x	438	=	3

* indicates gaps which occur because there were no students in the successful group - typically for groups with very small representation in the cohort

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of degree or certificate completion—paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***'-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-4' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

The two largest gaps in Degree and Certificate completion for the 2008-2009 cohort were very small subgroups in which no students completed: American Indian / Alaska Native and Native Hawaiian or other Pacific Islander. For both of these subgroups, no students from the cohort earned a degree or certificate within six years, leaving a gap of 17 percentage points, but due to the groups' small cohort, the gap represents, for each, one "lost" student.

Black or African American students are the group that has the largest gap among those with completers at 5 percentage points, a "loss" of 18 students. The next three largest gaps were "Some other race", low-income students, and Females, each with one percentage point gaps, representing 2, 5, and 3 students, respectively.

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

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

- **Activity Type(s): Student Equity Coordination and research support for data collection and analysis of Student Equity activities.**

	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		Professional Development	

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

ID	Target Group(s)	# of Students Affected
C.1	Some Other Race	250
C.1	Black or African American	2150
C.1	Males	3125

- **Activity Implementation Plan**

- Student equity coordination and research support
- Provide professional development and learning opportunities to all faculty and staff about the needs of the diverse, high-need population groups and culturally relevant strategies for supporting their success.
- Pair courses with counseling and learning skills classes to embed support services so that students can decide on educational goals, develop good study habits, learn about college resources, and get academic support needed to pass the courses in the basic skills sequences.
- Evaluate the numbers of ESL students who have previously taken paired ESL and degree-applicable GE courses concurrently.
- Evaluate disproportionate impact of basic skills prerequisite courses on high need and disadvantaged students.
- Provide diagnostic assessments to all students and identify students who would benefit from assessment preparation.

- Offer assessment preparation for students who would benefit.
- Provide supplemental instruction for math and English courses.
- Provide adaptive technology and resource support to DSPS-identified students
- Encourage high-need students to enroll in redesigned curriculum that accelerates progress through the basic skills sequence.
- Encourage high-need students to enroll in redesigned curriculum.
- Targeted supplemental instruction and coordination for basic skills English, math, learning skills and ESL
- Professional development for basic skills math
- Basic skills English supplemental instruction
- Learning skills and ESL supplemental instruction mentors
- Curriculum/course development or adaptation

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	January 2016 to December 2016	Student Equity Coordination and research support - \$48,493	

• **Link to Goal**

- Hire staff and research support to manage activities, data collection and analysis of the student equity plan. Staff will coordinate all activities in the student equity plan and measure progress towards goals.

• **Evaluation**

- Staff will evaluate the status of all activities in the plan biannually as part of the Student Equity Workgroup and Student Equity, Access and Completion meetings.

C.2

- **Activity Type(s): Targeted supplemental instruction and coordination for Basic Skills English, Basic Skills Math, Learning Skills, and ESL.**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical		Curriculum/Course Development or	X	Direct Student Support

	Program		Adaptation		
	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
C.2	Some Other Race	90
C.2	Black or African American	650
C.2	Males	925

• **Activity Implementation Plan**

- Pair courses with counseling and learning skills classes to embed support services so that students can decide on educational goals, develop good study habits, learn about college resources, and get academic support needed to pass the courses in the basic skills sequences.
- Provide supplemental instruction for math and English courses.
- Learning skills and ESL supplemental instruction mentors

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	January 2016 to December 2016	Targeted supplemental instruction and coordination for Basic Skills English, Basic Skills Math, Learning Skills, and ESL - \$81,000	

• **Link to Goal**

Staff will coordinate all activities in the student equity plan and measure progress towards goals.

• **Evaluation**

- Staff will evaluate the status of all activities in the plan biannually as part of the Student Equity Workgroup and Student Equity, Access and Completion meetings.

C.3

• **Activity Type(s): Professional Development**

	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	X	Professional Development		

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

ID	Target Group	# of Students Affected
C.3	Some Other Race	250
C.3	Black or African American	2150
C.3	Males	3125

• **Activity Implementation Plan**

- Provide professional development and learning opportunities to all faculty and staff about the needs of the diverse, high-need population groups and culturally relevant strategies for supporting their success.
- Professional development for basic skills math

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	January 2016 to December 2016	Professional Development - \$10,000	

• **Link to Goal**

Professional development for faculty, staff, and administrators related to basic skills English, mathematics, and ESL course completion will allow the college community to learn innovative ways to improve our services for students.

• **Evaluation**

- As part of another activity, we are hiring an assistant research analyst who will help create a comprehensive plan for data collection and review.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

E. 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:

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
All Students	847	144	17%		63%
American Indian / Alaska Native	1	0	0%	17%	-17%
Asian	50	15	30%	17%	13%
Black or African American	320	37	12%	17%	-5%
Hispanic or Latino	262	46	18%	17%	1%
Native Hawaiian or other Pacific Islander	2	0	0%	17%	-17%
White	74	24	32%	17%	15%
Some other race	138	22	16%	17%	-1%
More than one race	na	na	na		na
Males	409	72	18%	17%	1%
Females	438	72	16%	17%	-1%
Unknown	na	na	na		na
Current or former foster youth	na	na	na		na
Individuals with disabilities	45	10	22%	17%	5%
Low-income students	686	112	16%	17%	-1%
Veterans	na	na	na		na

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal	Multiply	the # of courses students enrolled in & were present in on census day in base year	=	Number of Students "Lost"
			25% becomes .25				
---	Example Group	14%	0.14	x	2567	=	359
Largest Gap*	Native Hawaiian or other Pacific Islander	17%	0.170	x	2	=	1
Second Largest*	American Indian / Alaska Native	17%	0.170	x	1	=	1
Third Largest	Black or African American	5%	0.054	x	320	=	18
Fourth Largest	Some other race	1%	0.011	x	138	=	2
Fifth Largest	Low-income students	1%	0.007	x	686	=	5
Sixth Largest	Females	1%	0.006	x	438	=	3

* indicates gaps which occur because there were no students in the successful group - typically for groups with very small representation in the cohort

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of degree or certificate completion—paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-4' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

The two largest gaps in Degree and Certificate completion for the 2008-2009 cohort were very small subgroups in which no students completed: American Indian / Alaska Native and Native Hawaiian or other Pacific Islander. For both of these subgroups, no students from the cohort earned a degree or certificate within six years, leaving a gap of 17 percentage points, but due to the groups' small cohort, the gap represents, for each, one "lost" student.

Black or African American students are the group that has the largest gap among those with completers at 5 percentage points, a "loss" of 18 students. The next three largest gaps were "Some other race", low-income students, and Females, each with one percentage point gaps, representing 2, 5, and 3 students, respectively.

GOAL C.

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
American Indian / Alaskan Native	-17 (Math)	Explore Further (-17 represents 1 student)	2018
Native Hawaiian or other Pacific Islander	-17 (Math)	Explore Further (-17 represents 1 student)	2018
Black or African American	-5, 2015	No greater than -1	2021
Some other race	-1, 2015	No gap	2021
Females	-1, 2015	Explore Further	2018
Males	Proportionality Index 0.83, 2014	Explore Further	2018
Individuals with disabilities	Proportionality Index 0.71, 2014	Explore Further	2018
Current or Former Foster Youth	Explore Further	Explore Further	2018
Veterans	Explore Further	Explore Further	2018

*Expressed as either a percentage or number

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

C.1

- **Activity Type(s): Student Equity Coordination and research support for data collection and analysis of Student Equity activities.**

	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		Professional Development		

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

ID	Target Group(s)	# of Students Affected
C.1	Some Other Race	250
C.1	Black or African American	2150
C.1	Males	3125

• **Activity Implementation Plan**

- Provide professional development and learning opportunities to all faculty and staff about the needs of the diverse, high-need population groups and culturally relevant strategies for supporting their success.
- Pair courses with counseling and learning skills classes to embed support services so that students can decide on educational goals, develop good study habits, learn about college resources, and get academic support needed to pass the courses in the basic skills sequences.
- Evaluate the numbers of ESL students who have previously taken paired ESL and degree-applicable GE courses concurrently.
- Evaluate disproportionate impact of basic skills prerequisite courses on high need and disadvantaged students.
- Provide diagnostic assessments to all students and identify students who would benefit from assessment preparation.
- Offer assessment preparation for students who would benefit.
- Provide supplemental instruction for math and English courses.
- Provide adaptive technology and resource support to DSPS-identified students
- Encourage high-need students to enroll in redesigned curriculum that accelerates progress through the basic skills sequence.
- Encourage high-need students to enroll in redesigned curriculum.
- Student equity coordination and research support
- Targeted supplemental instruction and coordination for basic skills English, math, learning skills and ESL
- Professional development for basic skills math
- Basic skills English supplemental instruction
- Learning skills and ESL supplemental instruction mentors
- Curriculum/course development or adaptation

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2		Student Equity Coordination and research support - \$48,493	

• **Link to Goal**

Hire staff and research support to manage activities, data collection and analysis of the student equity plan. Staff will coordinate all activities in the student equity plan and measure progress towards goals.

• **Evaluation**

- Staff will evaluate the status of all activities in the plan biannually as part of the Student Equity Workgroup and Student Equity, Access and Completion meetings.

C.2

- **Activity Type(s): Targeted supplemental instruction and coordination for Basic Skills English, Basic Skills Math, Learning Skills, and ESL.**

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

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

ID	Target Group	# of Students Affected
C.2	Some Other Race	90
C.2	Black or African American	650
C.2	Males	925

• **Activity Implementation Plan**

- Targeted supplemental instruction and coordination for basic skills English, math, learning skills and ESL
- Professional development for basic skills math

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	January 2016 to December 2016	Targeted supplemental instruction and coordination for Basic Skills	

		English, Basic Skills Math, Learning Skills, and ESL - \$81,000	
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• **Link to Goal**

Staff will coordinate all activities in the student equity plan and measure progress towards goals.

• **Evaluation**

- Staff will evaluate the status of all activities in the plan biannually as part of the Student Equity Workgroup and Student Equity, Access and Completion meetings.

C.3

• **Activity Type(s): Professional Development**

	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	X	Professional Development		

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

ID	Target Group	# of Students Affected
C.3	Some Other Race	250
C.3	Black or African American	2150
C.3	Males	3125

• **Activity Implementation Plan**

- Provide professional development and learning opportunities to all faculty and staff about the needs of the diverse, high-need population groups and culturally relevant strategies for supporting their success.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	January 2016 to December 2016	Professional Development - \$10,000	

- ***Link to Goal***

Professional development for faculty, staff, and administrators related to basic skills English, mathematics, and ESL course completion will allow the college community to learn innovative ways to improve our services for students.

- ***Evaluation***

- As part of another activity, we are hiring an assistant research analyst who will help create a comprehensive plan for data collection and review.

DRAFT

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. 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:

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
All Students	847	144	17%		63%
American Indian / Alaska Native	1	0	0%	17%	-17%
Asian	50	15	30%	17%	13%
Black or African American	320	37	12%	17%	-5%
Hispanic or Latino	262	46	18%	17%	1%
Native Hawaiian or other Pacific Islander	2	0	0%	17%	-17%
White	74	24	32%	17%	15%
Some other race	138	22	16%	17%	-1%
More than one race	na	na	na		na
Males	409	72	18%	17%	1%
Females	438	72	16%	17%	-1%
Unknown	na	na	na		na
Current or former foster youth	na	na	na		na
Individuals with disabilities	45	10	22%	17%	5%
Low-income students	686	112	16%	17%	-1%
Veterans	na	na	na		na

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal	Multiply	the # of courses students enrolled in & were present in on census day in base year	=	Number of Students "Lost"
			25% becomes .25				
---	Example Group	14%	0.14	x	2567	=	359
Largest Gap*	Native Hawaiian or other Pacific Islander	17%	0.170	x	2	=	1
Second Largest*	American Indian / Alaska Native	17%	0.170	x	1	=	1
Third Largest	Black or African American	5%	0.054	x	320	=	18
Fourth Largest	Some other race	1%	0.011	x	138	=	2
Fifth Largest	Low-income students	1%	0.007	x	686	=	5
Sixth Largest	Females	1%	0.006	x	438	=	3

* indicates gaps which occur because there were no students in the successful group - typically for groups with very small representation in the cohort

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

****Calculated by subtracting the average (all student) rate from the student group's rate of degree or certificate completion—paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.**

****'-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.**

The two largest gaps in Degree and Certificate completion for the 2008-2009 cohort were very small subgroups in which no students completed: American Indian / Alaska Native and Native Hawaiian or other Pacific Islander. For both of these subgroups, no students from the cohort earned a degree or certificate within six years, leaving a gap of 17 percentage points, but due to the groups' small cohort, the gap represents, for each, one "lost" student.

Black or African American students are the group that has the largest gap among those with completers at 5 percentage points, a "loss" of 18 students. The next three largest gaps were "Some other race", low-income students, and Females, each with one percentage point gaps, representing 2, 5, and 3 students, respectively.

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
American Indian / Alaskan Native	-17 (Math)	Explore Further (-17 represents 1 student)	2018
Native Hawaiian or other Pacific Islander	-17 (Math)	Explore Further (-17 represents 1 student)	2018
Black or African American	-5, 2015	No greater than -1	2021
Some other race	-1, 2015	No gap	2021
Females	-1, 2015	Explore Further	2018
Males	Proportionality Index 0.83, 2014	Explore Further	2018
Individuals with disabilities	Proportionality Index 0.71, 2014	Explore Further	2018
Current or Former Foster Youth	Explore Further	Explore Further	2018
Veterans	Explore Further	Explore Further	2018

*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): Student equity coordination and research support.**

	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		Professional Development		

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

ID	Target Group	# of Students Affected
D.1	American Indian / Alaskan Native	39
D.1	Native Hawaiian or other Pacific Islander	38
D.1	Black or African American	4324
D.1	Some other race	570

• **Activity Implementation Plan**

- Hire staff and research support to manage activities, data collection and analysis of the student equity plan.
- Provide follow up services to male, DSPS-identified, and other high-need students who are on probation and/or disqualified or who need help choosing a program of study.
- Notify male and DSPS-identified students who are close to completing their degree or certificate to petition for graduation to see a counselor.
- Recruit high-need students to participate in structured educational pathways leading to an associate degree.
- Provide training opportunities to faculty on how to provide accommodations for DSPS-identified students.
- Provide DSPS-identified students with additional staff (including counseling) and resources.
- Ensure that DSPS-identified students have access to the latest and most useful adaptive technology.
- Increase mental health services by collaborating with community-based organizations particularly those targeted to veteran and foster youth students.
- Provide dedicated and welcoming spaces for veterans and foster youth so that these populations of students feel welcome and supported.
- Celebrate the achievements of high-need and disadvantaged students.
- Increase career services to help students identify an educational goal and program of study.
- Student equity coordination and research support
- Child development center (CDC) enhancement and collaboration
- Professional development
- Curriculum/course development or adaptation

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	January 2016 to December 2016	Student Equity Coordination and research support - \$48,493	

• **Link to Goal**

Staff will coordinate all activities in the student equity plan and measure progress towards goals.

• **Evaluation**

- Staff will evaluate the status of all activities in the plan biannually as part of the Student Equity Workgroup and Student Equity, Access and Completion meetings.

D.2

• **Activity Type(s): Increase mental health counseling for students.**

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

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

ID	Target Group	# of Students Affected
D.2	American Indian / Alaskan Native	39
D.2	Native Hawaiian or other Pacific Islander	38
D.2	Black or African American	4324
D.2	Some other race	570

• **Activity Implementation Plan**

- Increase mental health services by collaborating with community-based organizations particularly those targeted to veteran and foster youth students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	January 2016 to December 2016	Increase Mental Health Counseling - \$50,000	Student Health fee -

• **Link to Goal**

Students often encounter personal issues that impact their ability to complete their degrees and certificates. Increasing student mental health counseling will ensure that more students are able to receive timely therapy so that they can continue their progress towards completing their degrees and certificates.

• **Evaluation**

Measure the number of mental health counseling sessions available to students.

D.3

• **Activity Type(s): Child Development Center & Department Collaboration**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	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.3	American Indian / Alaskan Native	1
D.3	Native Hawaiian or other Pacific Islander	1
D.3	Black or African American	8
D.3	Some other race	3

• **Activity Implementation Plan**

- The Child Development Center and Child Development Department work in collaboration to provide a comprehensive learning experience for child development majors. Practicum students demonstrate what they learn in the Child Development Center. This activity will help the Center and department redesign the curriculum to improve degree and certificate completion for child development students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.3	January 2016 to December 2016	Child Development Center & Department Collaboration - \$35,000	

• **Link to Goal**

This activity will help the Center and department redesign the curriculum to improve degree and certificate completion for child development students.

• **Evaluation**

- The Child Development Center and Child Development Department will survey practicum students.

D.4

• **Activity Type(s): Professional Development.**

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	X	Professional Development	

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

ID	Target Group	# of Students Affected
D.4	American Indian / Alaskan Native	39
D.4	Native Hawaiian or other Pacific Islander	38
D.4	Black or African American	4324
D.4	Some other race	570

• **Activity Implementation Plan**

- Provide Professional development and learning opportunities to all faculty and staff about the needs of the diverse, high-need population groups and culturally relevant strategies for supporting their success.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.4	January 2016 to December 2016	Professional Development - \$10,000	

• **Link to Goal**

Professional development opportunities for faculty, staff, and administrators will provide new ideas for improving degree and certificate completion.

• **Evaluation**

- As part of another activity, we are hiring an assistant research analyst who will help create a comprehensive plan for data collection and review.

D.5

• **Activity Type(s): DSPS Completion Rate Activities**

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

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

ID	Target Group	# of Students Affected
D.5	American Indian / Alaskan Native	10
D.5	Native Hawaiian or other Pacific Islander	10
D.5	Black or African American	200
D.5	Some other race	30

• **Activity Implementation Plan**

- In order to improve the transfer gap for disable students it is imperative to provide the latest innovations with adaptive technology and pedagogical best practice that address best learning modalities by providing additional staffing to facilitate the High Tech Center (HTC) with Alternative Media Coordinator, Specialized Tutoring, and Test Proctor Coordinator.

- Provide follow up services to male, DSPS-identified, and other high-need students who are on probation and/or disqualified or who need help choosing a program of study.
- Notify male and DSPS-identified students who are close to completing their degree or certificate to petition for graduation to see a counselor.
- Provide training opportunities to faculty on how to provide accommodations for DSPS-identified students.
- Provide DSPS-identified students with additional staff (including counseling) and resources.
- Ensure that DSPS-identified students have access to the latest and most useful adaptive technology.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.5	January 2016 to Spring 2017	DSPS completion rate activities - \$32,500	

• **Link to Goal**

- The Alternative Media/High Tech Coordinator provides students with alternative media that allows students with disabilities to read their class curriculum in alternative ways.
- Academic Support Specialized Tutoring will provide tutoring specifically for DSPS students in the in High Tech Center. In order to provide a more stable and supportive environment to the needs of our student population.
- Test Proctoring Coordinator administers standardized tests, class exams/quizzes, and comprehensive exams to students with disabilities. The incumbent will: schedule exams, regulate duration of time exams, read exam questions to students, scribe, enlarge print, collect exam materials, pick-up and deliver exams to the respective departments; report and document all irregularities; and process paperwork related to exam according to the students accommodations. Test Proctoring Coordinator will serve as the liaison between DSPS and Faculty to provide the structure needed to help our students succeed in their courses.

• **Evaluation**

- Student’s grad rates increase by 20% as a result of utilizing DSPS services by 2017.
- DSPS student’s university transfer rates will increase by 10% by 2017.

Transfer

CAMPUS-BASED RESEARCH: 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. Calculate transfer rates by dividing:

Rate	Denominator	Numerator
Transfer	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer after one or more years.

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*	Number of Students Represented by Gap (rounding up fractions)
All Students	847	217	26%	0%		
American Indian / Alaska Native	1	0	0%	26%	-26%	-1
Asian	50	19	38%	26%	12%	7
Black or African American	320	75	23%	26%	-2%	-7
Hispanic or Latino	262	51	19%	26%	-6%	-17
Native Hawaiian or other Pacific Islander	2	0	0%	26%	-26%	-1
White	74	27	36%	26%	11%	9
Some other race	138	45	33%	26%	7%	10
More than one race	na	na	na		na	na
Males	409	106	26%	26%	0%	2
Females	438	111	25%	26%	0%	-2
Unknown	na	na	na		na	na
Current or former foster youth	na	na	na		na	na
Individuals with disabilities	45	4	9%	26%	-17%	-8
Low-income students	686	151	22%	26%	-4%	-25
Veterans	na	na	na		na	na

Equity Gap	Student Group	1	2	Multiply	3	=	4
		Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25		the # of courses students enrolled in & were present in on census day in base year		Number of Students "Lost"
---	Example Group	14%	<u>0.14</u>	x	2567	=	359
Largest Gap*	Native Hawaiian or other Pacific Islander	26%	<u>0.256</u>	x	2	=	1
Second Largest*	American Indian / Alaska Native	26%	<u>0.256</u>	x	1	=	1
Third Largest	Individuals with disabilities	17%	<u>0.167</u>	x	45	=	8
Fourth Largest	Hispanic or Latino	6%	<u>0.062</u>	x	262	=	17
Fifth Largest	Low-income students	4%	<u>0.036</u>	x	686	=	25
Sixth Largest	Black or African American	2%	<u>0.022</u>	x	320	=	7
Seventh Largest	Females	0%	<u>0.003</u>	x	438	=	2

* indicates gaps which occur because there were no students in the successful group - typically for groups with very small representation in the cohort

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of transfer— paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***'-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

Mirroring the Degree and Certificate analysis, the two largest gaps in Transfer for the 2008-2009 cohort were very small subgroups in which no students completed: American Indian / Alaska Native and Native Hawaiian or other Pacific Islander. For both of these subgroups, no students from the cohort earned a degree or certificate within six years, leaving a gap of 17 percentage points, but due to the groups' small cohort, the gap represents, for each, one "lost" student. Black or African American students are the group that has the largest gap among those with completers at 5 percentage points, a "loss" of 18 students.

The next three largest gaps in 2008-2009 cohort transfer rate were Individuals with Disabilities, Hispanic/Latino, and Low-income students, with gaps of -17, -6, and -4 percentage points, respectively. While Individuals with Disabilities had the largest gap among subgroups with completers, this represented eight students, compared to Hispanic/Latino students (-6 point gap) and Low-income students (-4 point gap) whose gaps represented 17 students and 25 students, respectively.

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
American Indian / Alaskan Native	-26	Explore Further (-26 represents 1 student)	2018
Native Hawaiian or other Pacific Islander	-26	Explore Further (-26 represents 1 student)	2018
Individuals with disabilities	-17, 2015	No greater than -13	2021
Hispanic or Latino	-6, 2015	No greater than -6	2021
Black or African American	-2, 2015	No gap	2021
Current or Former Foster Youth	Explore Further	Explore Further	2018
Veterans	Explore Further	Explore Further	2018

*Expressed as either a percentage or number

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

ACTIVITIES: E. TRANSFER

E.1

- **Activity Type(s): Student equity coordination and research support.**

	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		Professional Development	

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

ID	Target Group	# of Students Affected
E.1	Individuals with Disabilities	568
E.1	Hispanic or Latino	6137
E.1	Low Income Students	10997

• **Activity Implementation Plan**

- Hire staff and research support to manage activities, data collection and analysis of the student equity plan.
- Target college transfer and career fairs to Hispanic, foster youth, and veterans.
- Arrange visits to four-year colleges and universities for high need and disadvantaged students.
- Assess high need students’ career interests and provide career counseling and advising.
- Provide transfer counseling to high-need students who reach 30 units and are following the IGETC/CSU GE requirements to prepare them for transfer.
- Encourage faculty to conduct workshops and sessions to students about career opportunities in their disciplines.
- Provide increased publicity and outreach efforts in the high schools, community, and on campus about transfer and career counseling.
- Historically Black Colleges and Universities Tours
- Transfer Center supplemental instruction mentors
- Targeted DSPS completion rate activities
- Athletics Center for Academic Success creation
- Professional development
- Curriculum/Course development or adaptation

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.1	January 2016 to December 2016	Student Equity Coordination and research support - \$48,493	

• **Link to Goal**

Staff will coordinate all activities in the student equity plan and measure progress towards goals.

• **Evaluation**

- Staff will evaluate the status of all activities in the plan biannually as part of the Student Equity Workgroup and Student Equity, Access and Completion meetings.

E.2

• **Activity Type(s): DSPS Completion Rate Activities**

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

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

ID	Target Group	# of Students Affected
E.2	Individuals with Disabilities	568
E.2	Hispanic or Latino	190
E.2	Low Income Students	500

• **Activity Implementation Plan**

- In order to improve the transfer gap for disable students it is imperative to provide the latest innovations with adaptive technology and pedagogical best practice that address best learning modalities by providing additional staffing to facilitate the High Tech Center (HTC) with Alternative Media Coordinator, Specialized Tutoring, and Test Proctor Coordinator.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.2	January 2016 to Spring 2017	DSPS completion rate activities - \$32,500	

• **Link to Goal**

- The Alternative Media/High Tech Coordinator provides students with alternative media that allows students with disabilities to read their class curriculum in alternative ways.
- Academic Support Specialized Tutoring will provide tutoring specifically for DSPS students in the in High Tech Center. In order to provide a more stable and supportive environment to the needs of our student population.

- Test Proctoring Coordinator administers standardized tests, class exams/quizzes, and comprehensive exams to students with disabilities. The incumbent will: schedule exams, regulate duration of time exams, read exam questions to students, scribe, enlarge print, collect exam materials, pick-up and deliver exams to the respective departments; report and document all irregularities; and process paperwork related to exam according to the students accommodations. Test Proctoring Coordinator will serve as the liaison between DSPS and Faculty to provide the structure needed to help our students succeed in their courses.
- **Evaluation**
 - Student’s grad rates increase by 20% as a result of utilizing DSPS services by 2017.
 - DSPS student’s university transfer rates will increase by 10% by 2017.

E.3

- **Activity Type(s): Athletics Center for Academic Success**

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

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

ID	Target Group	# of Students Affected
E.3	Individuals with Disabilities	5
E.3	Hispanic or Latino	50
E.3	Low Income Students	150

- **Activity Implementation Plan**

- Create a Center for Academic Success that student athletes can attend to work on their homework. The Center will have English and mathematics tutors to assist student athletes with their homework.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.3	January 2016 to June 2017	Athletics Center for Academic Success - \$44,980	

• **Link to Goal**

The Center for Academic Success will help students succeed in their current classes and assist them in the transfer process.

• **Evaluation**

- The Center for Academic Success will keep track of the students who attend the Center for tutoring support. The Athletics Department also keeps track of which students transfer annually.

E.4

• **Activity Type(s): Transfer Center SI Mentors and HBCU exposure tour.**

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

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

ID	Target Group	# of Students Affected
E.4	Individuals with Disabilities	568
E.4	Hispanic or Latino	60
E.4	Low Income Students	100

• **Activity Implementation Plan**

- Hire supplemental instructors who will work with students in the Transfer Center to expose students to transfer options.
- Send five WLAC students on a Historically Black Colleges and University (HBCU) tour.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.4	January 2016 to December 2016	Transfer Center - \$14,595	

• ***Link to Goal***

With increased staffing in the Transfer Center, the center will be able to provide outreach services to our targeted student populations to inform students about their transfer options and assist them in the transfer process. The HBCU tour will allow five students to explore their transfer options at HBCUs.

• ***Evaluation***

- The Transfer Center collects data annually regarding the number of WLAC students who transfer to colleges and universities.
- Students who attend the HBCU College Tour will take part in a focus group.

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Summary Budget

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Summary Evaluation

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SUMMARY EVALUATION SCHEDULE AND PROCESS

An integral part of the implementation and evaluation of the student equity plan is the hiring of two positions – Specially Funded Program (SFP) Director and Assistant Research Analyst. The SFP Director will oversee the day to day coordination of the student equity plan. Because WLAC implemented a proposal process, there are many campus constituents who serve as leads for the proposal that they submitted. The SFP Director will work with the leads to ensure that they are progressing with activity. The Assistant Research Analyst will work closely with the SFP Director and campus leads to ensure that we measure the success of each activity. The Assistant Research Analyst will also work on disaggregating the data. Evaluation of the data will occur on a semester basis.

Each of the leads will discuss the progress of their activities in their program reviews. For instance, the Library will discuss the number of students who attended tutoring sessions, Outreach will discuss the impact of additional funding to provide targeted services to local high schools, and the Child Development Center and Child Development Departments will both discuss the impact of their collaborative curriculum redesign as part of their program reviews. Finally, the Student Equity, Access, and Completion (SEAC) Committee will evaluate their work as part of an annual review.