Los Angeles Southwest College
Student Equity Plan

October 2014

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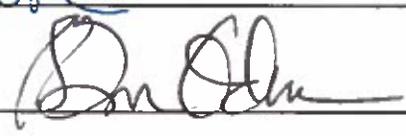District: <u>Los Angeles Community College District</u>Date Approved by Board of Trustees: _____

College President: <u>Dr. Linda Rose</u>

Vice President of Student Services: <u>Dr. Oscar Cobian</u>

Vice President of Instruction: <u>Dr. Lawrence Bradford</u>

Academic Senate President: <u>Dr. Allison Moore</u>
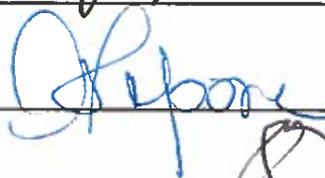
Student Equity Coordinator/Contact Person: Sabrena Odom-Turner_____

Executive Summary

EXECUTIVE SUMMARY

Los Angeles Southwest College (LASC) embarked on a detailed self-study of equity gaps in student success among different population groups on campus in the spring 2014. The **Student Equity Planning Committee,** a subcommittee of the Student Success Committee (Academic Senate Committee) examined student equity success data by using the tools recommended in the "Updated Student Equity Plan" document as well as local college tools. Data was discussed during the Equity Planning Retreat in June 2014. After the retreat, the committee was divided into smaller "core planning groups" to focus on one of the core indicators prescribed by Student Equity:

The core planning groups were comprised of one administrator and one faculty member/classified staff who served as leads within the group. The core planning groups were also composed of other faculty, staff, administrators, and students who had experience or skill within the designated success indicator. Each group met throughout the summer to provide its recommendation for goals, interventions, and evaluation methodology for each success indicators. All the groups met again in August to compile all the recommendations and discuss common themes within the plan. Subsequently, the Student Equity Report was presented during the following shared governance committee meetings and campus forums to seek input and create discussion on equity data. These meetings consisted of the following: Strategic Planning Retreat, Academic Senate, presentation during College's Fall Flex Day, and College Council. Inputs from these meetings were included in the equity planning recommendations. Most importantly, the Student Equity Planning Committee ensured the equity recommendations and interventions were aligned with the **SB1456 (Student Success and Support Program), Educational Master Plan, Strategic Plan, and LACCD Strategic Master Plan**.

Based on these analyses outcomes, the Student Equity Committee developed goals and activities that would address the improvement of access and success rates of these disproportionally impacted groups on campus:

Access
- Hispanic/Latino students
- Male students (African –American and Hispanic/Latino students)
- Foster Youth and Veteran Students

Course Completion

- Basic Skills students
- African-American
- Hispanic/Latino
- Males
- Economically disadvantaged

Degree/Certificate Completion

- Basic Skills students
- African-American
- Hispanic/Latino
- Males
- Economically disadvantaged

College: Los Angeles Southwest College

Transfer

- Basic Skills students
- African-American
- Hispanic/Latino
- Males
- Economically disadvantaged

Los Angeles Southwest College's current target groups, as identified in the College's Strategic Plan, are African American and Hispanic/Latino students. The data analysis performed in the development of the Student Equity Plan confirmed the necessity of focusing on these ethnic groups as it revealed significant achievement gaps that particularly affect African American and Hispanic/Latino students. The analysis of data revealed a profound enrollment disparity between female and male students in both African American and Hispanic/Latino populations. Female students represent 68.9% of the College's credit student population, while male students represent 31.1%. Analysis of data indicated a disparity in Hispanic/Latino enrollment at the college from the local service area. Hispanic/Latinos represent 56.04% of service area adult population while they only represent 35.80% of the fall 2013 credit student population. Additionally, Los Angeles Southwest College has a predominantly basic skills student population. Nearly all of LASC's students require remediation in both Math and English. In fall 2013, for example, 88% of students assessed into Basic Skills English, and 92% of students assessed into Basic Skills Math. As a result, it is important to make sure students complete basic skills sequences in a timely manner. It is also important to note that Los Angeles Southwest College is a Predominantly Black Institution (PBI). African American students demonstrate low performance in each of the core equity indicators, especially when compared to district and state data.

As with many colleges in Southern California, we are experiencing an influx of Veterans who are seeking an education after military service. The campus is developing interventions to outreach and serve veteran students to ensure their academic success and completion. Conversely, South Los Angeles has the highest number of foster youth and former foster youth students in the state. The Student Equity Committee sees the importance of ensuring foster youth students receive access to program services and support needed to complete their education at Los Angeles Southwest College and beyond. All these groups compose the basis for allocating Student Equity funds to address achievement gaps.

Student Equity Goals

During our planning process, the Student Equity Planning Committee developed more ideas for interventions to address equity gaps than funding would allow. Thus, the committee decided to focus its immediate attention on four themes within our Equity Plan, which include the following:

- High school and community outreach
- Development and marketing of pathway programs
- Increase tutoring and Supplemental Instruction to increase the number of students who successfully complete basic skills English and mathematics and gateway courses. Additionally,

- tutoring and Supplemental Instruction would also help increase course completion rates for all student groups.
- Increase faculty knowledge of supporting underrepresented and under resourced students through a faculty academy.

The goals and activities for LASC's Student Equity Plan are aligned with these recommendations. The goals consist of the following:

Goal A: Improve access for disproportionate impacted groups:
- Male students (African-American and Latino)
- Hispanic/Latino/as
- Foster Youth
- Veterans

Goal B: Increase the course completion rate of basic skills students.

Goal C: Increase the student success indicator for ESL and Basic Skills completion among the following:
• African American students, who take basic skills courses (English and Math), to successfully complete the basic skills sequence in their first year, and go on to degree-applicable course pathways.
• Hispanic students, who take basic skills courses (ESL, English and Math), to successfully complete the basic skills sequences in their first year, and go on to degree-applicable course pathways.
• Male students, who take basic skills ESL courses, to successfully complete the basic skills sequence in their first year and go on to degree-applicable course pathways.
• Economically disadvantaged students (those receiving a BOG waiver and/or Pell grant), who take basic skills ESL courses to successfully complete the basic skills sequence in their first year and go on to degree-applicable course pathways.
• Foster youth students in basic skills English and Math courses to successfully complete the basic skills sequence in their first year and go on to degree-applicable course pathways.
• Veteran students in basic skills English and Math courses to successfully complete the basic skills sequence in their first year and go on to degree-applicable course pathways.

Goal D: Increase in the number of disproportionally impacted students, who will successfully receive a degree or certificate that aligns with their comprehensive education plan.

- African-American
- Hispanic/Latino
- Male
- Economically disadvantaged
- Foster youth
- Veterans

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

The Student Equity Planning Committee further ensured activities of the Student Equity Plan aligned with the other campus-wide plans. There was integration with strategies and targets set forth in the Education and Strategic Master Plan, under "Access" and "Success." Additionally, the activities are aligned with college's recently approved Student Success and Support Program Plan (SSSP) and Basic Skills Plan. In addition, the Equity Plan activities corresponded with the LACCD's Strategic Master Plan,

specifically in the following areas: Goal #1 –Access and Preparation for Success and Goal #2 –Teaching and Learning for Success.

The Student Equity goals and activities will be implemented using students who enrolled in the fall of 2014 as its first cohort, covering not only full matriculation, as mandated by AB 1456, but also placement into basic skills courses and supplemental instruction in English and Math as well as tutoring. The plan also entails intensive outreach activities to ensure the College is capturing its diverse local community. From the time of college orientation, students will be informed of AA-T degrees, transfer programs, and career pathways to ensure all incoming students have a clear path toward their goal. The plan calls for a mentor program, designed to support the engagement and success of disproportionally impacted groups as well as workshops for student success. By the second year, cohort students will be placed into degree/certificate completion and transfer pathways along with supplemental instruction in gateway courses to transfer. During the duration of these activities, faculty and staff will be given opportunities in professional development to be culturally responsive to these disproportionally impacted populations, to be trained in identifying services for at-risk students, to be guided in the use of proper SI implementation, and to be prepared for analysis of not only quantitative data, but most significantly, qualitative data.

The college community has been invited to meet with the president to discuss their perceptions of the college and any unmet needs that the college may not be aware of. Community feedback ensures that our equity plan addresses the community's needs as we strengthen community connections and create opportunities that support the goals of our service area residents.

Los Angeles Southwest College will hire an Equity Coordinator (part-time, hourly position) to oversee the evaluation of these activities and ensure that they go through the program review process and measured on targets set forth in the plan. The Equity Coordinator will be an integral part of the Student Success Committee, which will be reviewing these areas of access and success, as mandated in the Education and Strategic Master Plan.

Contact Person/Student Equity Coordinator

Student Equity Co-Chairs, Dr. Oscar Cobian and Professor Sabrena Odom-Turner

Campus-Based Research

District:_____   College:_____

CAMPUS-BASED RESEARCH

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

LASC Service Area

Los Angeles Southwest College (LASC) is a public, two-year Minority Serving community college located in the heart of South Los Angeles. LASC's central service area is a set of 13 zip codes defined by the Los Angeles Community College District. This 35-square-mile area includes parts of the City of Los Angeles, unincorporated sections of Los Angeles County, as well as portions of Gardena, Hawthorne, and Inglewood.

This community has among the highest poverty and unemployment rates in the nation. As the data below indicate, the LASC service area has a higher rate of poverty, a lower median household income, and a lower level of adult educational attainment than both Los Angeles County and the state of California.

Median Household Income (Dollars)		
LASC Service Area	**Los Angeles County**	**California**
$38,115	$56,266	$61,632

Source: 2007-2011 American Community Survey, U.S. Census Bureau

Percentage of All People Whose Income in the Past 12 Months was Below the Poverty Level		
LASC Service Area	**Los Angeles County**	**California**
25.9%	16.3%	14.4%

Source: 2007-2011 American Community Survey, U.S. Census Bureau

Educational Attainment (Population 25 years and older)

Educational Attainment	LASC Service Area	Los Angeles County	California
Less than 9th grade	20.4%	13.8%	10.4%
9th to 12th grade, no diploma	14.7%	10.1%	8.8%
High school graduate (includes equivalency)	25.4%	20.8%	21.1%
Some college, no degree	20.9%	19.2%	21.8%
Associate's degree	6.3%	6.8%	7.7%
Bachelor's degree	8.8%	19.1%	19.3%
Graduate or professional degree	3.5%	10.1%	11.0%
Total	100.0%	100.0%	100.0%

Source: 2007-2011 American Community Survey, U.S. Census Bureau

Further, high schools in our community have some of the lowest Academic Performance Indicator (API) scores in the state. The API is a single number that measures the academic performance of a school. It ranges from 200 to 1,000, and the target set for each school is 800. The Statewide API rank is a decile rank that ranges from 1 to 10. Schools with a rank of 1 have an API score that is in the bottom 10% of the state. Schools with a rank of 10 have an API score is in the top 10% of the state.

Local High School Graduation Rates and API Scores

High School	High School Type	2012-2013 Graduation Rate	2012 Base API Score	2012 Statewide API Rank
Alain Locke 3 College Preparatory	Charter	NR	NR	NR
Animo Locke I Charter	Charter	NR	675	2
Animo Locke II Charter	Charter	NR	541	1
Animo Locke Technology Charter	Charter	NR	611	1
Centennial High School	HS	NR	553	1
Crenshaw Senior High School	HS	41.0%	566	1
David Starr Jordan High School	HS	52.1%	609	1
Gardena Senior High School	HS	59.7%	633	1
George Washington Preparatory	HS	51.8%	580	1
Huntington Park Senior High School	HS	64.0%	651	2
Inglewood High School	HS	NR	597	1
John C. Fremont Senior High School	HS	52.7%	582	1
King Drew Medical Magnet	HS	70.9%	781	6
Leuzinger High School	HS	NR	696	3
Manual Arts Senior High School	HS	53.6%	593	1
Middle College High School	HS	87.5%	801	7
Morningside High School	HS	NR	636	1
South East High School	HS	64.8%	678	2
South Gate Senior High School	HS	72.3%	693	3
Susan Miller Dorsey Senior High	HS	51.6%	625	1
Westchester Senior High School	HS	62.9%	702	3

Sources: California Department of Education Data Quest: http://dq.cde.ca.gov/dataquest/, LAUSD Data Summary Reports Graduation and Dropout Rates: http://notebook.lausd.net/schoolsearch/selector.jsp

Thus, LASC serves a community that has a tremendous need for high-quality education. Further, the vast majority of residents in our community come from groups that have been historically under-represented in higher education. It is important, then, that LASC provides equitable access to higher education to all residents of its community that can benefit from it.

Proportionality Analysis

The ethnic demographics of LASC's service area have been gradually changing over the past few decades. In the early years of LASC's existence, the LASC service area was composed of a predominantly African-American population. However, over the past 20 years, this community has become predominantly Hispanic. In 2013, approximately 56% of adult residents were Hispanic, whereas 33% of

residents were African American. LASC's student population in Fall 2013, however, was 54% African American, and 36% Hispanic. As a result, LASC's student population has an over-representation of African Americans and an under-representation of Hispanics. With regard to gender, LASC's student population has an over-representation of females and an under-representation of males.

Ethnicity	Service Area Adult Population*	Fall 2013 Credit Student Population	Proportion
American Indian	0.06%	0.20%	3.15
Asian/PI	5.45%	2.00%	0.37
Black	32.98%	53.70%	1.63
Hispanic	56.04%	35.80%	0.64
Multi-ethnic	0.83%	3.10%	3.73
White	4.63%	1.70%	0.37

*Source: Economic Modeling Specialists Inc, QCEW Employees - EMSI 2013.4 Class of Worker.

Gender	Service Area Adult Population*	Fall 2013 Credit Student Population	Proportion
Males	46.81%	31.10%	0.66
Females	53.19%	68.90%	1.30

*Source: Economic Modeling Specialists Inc, QCEW Employees - EMSI 2013.4 Class of Worker.

At the present time, there is no methodology to determine how well represented our community's disabled population is in the LASC student population.

These analyses indicate that approximately 90% of our community's residents are either African American or Hispanic. Further, 90% of the LASC student population is either African American or Hispanic. However, the relative proportions of these ethnicities are not accurately reflected in our student population. Hispanics are under-represented, whereas African Americans are over-represented. Further, there are fewer males in our student population than would be expected based on the proportion of males in our community. To ensure that we are providing equitable access to our community, LASC needs to increase the proportion of both males and Hispanics in our student population.

CAMPUS-BASED RESEARCH

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

Based on data from the CCCCO Datamart, LASC's course completion rate during the Fall 2013 semester was 60.1%. This means that LASC students only passed 60.1% of their courses in Fall 2013. This is the lowest course completion rate of any community college in the State of California. The primary reason that this rate is so low is that LASC serves a student population that needs a substantial amount of remediation. 93% of entering students are unprepared for college. As a result, a large portion of LASC's course schedule is devoted to remedial Math and English courses, which have lower success rates than college-level courses. Further, students with remedial Math and English skills often enroll in other courses that use college-level Math and/or English concepts, which they are unlikely to successfully complete.

Proportionality Analysis

Proportionality analyses indicate that there are small equity gaps in course completion by ethnicity and gender. Black students are slightly less likely to complete their courses, whereas Hispanic students are slightly more likely to complete their courses than expected. Although Asian/PI students appear to be completing degrees and certificates at a much higher rate than expected, the total number of Asian/PI students in the LASC student population is so small, that any analyses on this group are likely to yield inconsistent patterns. With regard to gender, males are slightly less likely to complete their courses, whereas females are slightly more likely to complete their courses than expected.

Ethnicity	Pct of Fall 2013 Course Enrollment	Pct of Fall 2013 Courses Completed	Proportion
Black	57.78%	54.08%	0.94
American Indian	0.24%	0.18%	0.77
Asian/PI	1.83%	2.34%	1.28
Hispanic	32.93%	36.34%	1.10
Multi-ethnic	2.59%	2.24%	0.87
Unknown	3.34%	3.40%	1.02
White	1.29%	1.41%	1.09

Gender	Pct of Fall 2013 Course Enrollment	Pct of Fall 2013 Courses Completed	Proportion
Female	68.17%	69.38%	1.02
Male	31.83%	30.62%	0.96

There does not appear to be an equity gap for students who are disabled.

Disability Status	Pct of Fall 2013 Course Enrollment	Pct of Fall 2013 Courses Completed	Proportion
Disabled	4.55%	4.72%	1.04
Not Disabled	95.45%	95.28%	1.00

In sum, there are small equity gaps in course completion by ethnicity and gender. However, these gaps do not rise to the magnitude as the equity gaps in other areas (i.e. Access, Degree and Certificate Completion, Transfers, etc.). Although the gaps between groups are small, LASC's overall course completion rate is the lowest in the state. Thus, work still needs to be done to improve course completion for all students on campus.

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

Nearly all of LASC's students require remediation in both Math and English. In Fall 2013, for example, 88% of students assessed into Basic Skills English, and 92% of students assessed into Basic Skills Math. As a result, it is important to make sure that students complete these basic skills sequences in a timely manner.

As the data below illustrate, the likelihood of a student completing a degree-applicable class (i.e. Math 125 or English 101) is strongly dependent upon the level at which they started. For example, 4% students who started in the lowest level of Math (i.e. Basic Skills 035) completed Math 125 within two years. However, 25.4% of students who started in Math 115 completed Math 125 within two years.

Progress through Math sequence from Fall 2011 to Fall 2013

First Math in Fall 2011	Cohort N	BS 028 Attempt N	% of Cohort	Math 115 Attempt N	% of Cohort	Math 115 Success N	% of Cohort	Math 125 Attempt N	% of Cohort	Math 125 Success N	% of Cohort
Basic Skills 035	206	68	33.0%	37	18.0%	25	12.1%	14	6.8%	8	3.9%
Basic Skills 028	99	-	-	42	42.4%	28	28.3%	19	19.2%	14	14.1%
Math 115	130	-	-	-	-	79	60.8%	52	40.0%	33	25.4%
Math 125	89	-	-	-	-	-	-	-	-	60	67.4%
Total	524	-	-	-	-	-	-	-	-	115	21.9%

Progress through English sequence from Fall 2011 to Fall 2013

First English Fall 2011	Cohort N	Engl 21 Attempt N	% of Cohort	Engl 21 Success N	% of Cohort	Engl 28 Attempt N	% of Cohort	Engl 28 Success N	% of Cohort	Engl 101 Attempt N	% of Cohort	Engl 101 Success N	% of Cohort
Basic Skills 002	190	71	37.4%	50	26.3%	39	20.5%	25	13.2%	15	7.9%	13	6.8%
English 021	235	-	-	172	73.2%	140	59.6%	103	43.8%	81	34.5%	58	24.7%
English 028	102	-	-	-	-	-	-	64	62.7%	40	39.2%	33	32.4%
English 101	83	-	-	-	-	-	-	-	-	-	-	50	60.2%
Total	610	-	-	-	-	-	-	-	-	-	-	154	25.2%

The data below illustrate progression through the Math sequence by ethnicity, gender, and disability status. When examining ethnicity, only Black and Hispanic students were included in the analysis. These students made up approximately 93% of the Fall 2011 English and Math cohorts. The cell sizes for all other ethnicities were too small to provide any meaningful information.

Black Student Progress through Math sequence from Fall 2011 to Fall 2013

First Math in Fall 2011	Cohort N	BS 028 Attempt		Math 115 Attempt		Math 115 Success		Math 125 Attempt		Math 125 Success	
		N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort
Basic Skills 035	132	34	25.8%	19	14.4%	12	9.1%	6	4.5%	5	3.8%
Basic Skills 028	58	-	-	22	37.9%	16	27.6%	11	19.0%	9	15.5%
Math 115	86	-	-	-	-	48	55.8%	28	32.6%	19	22.1%
Math 125	57	-	-	-	-	-	-	-	-	37	64.9%
Total	333	-	-	-	-	76	-	-	-	70	21.0%

Hispanic Student Progress through Math sequence from Fall 2011 to Fall 2013

First Math in Fall 2011	Cohort N	BS 028 Attempt		Math 115 Attempt		Math 115 Success		Math 125 Attempt		Math 125 Success	
		N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort
Basic Skills 035	62	32	51.6%	17	27.4%	12	19.4%	8	12.9%	3	4.8%
Basic Skills 028	31	-	-	14	45.2%	9	29.0%	6	19.4%	4	12.9%
Math 115	31	-	-	-	-	19	61.3%	15	48.4%	7	22.6%
Math 125	29	-	-	-	-	-	-	-	-	20	69.0%
Total	153	-	-	-	-	40	-	-	-	34	22.2%

Proportionality Analysis

Ethnicity	Completed Final Basic Skills Course (Math 115)		Completed Degree Applicable Course (Math 125)		Proportion
	N	%	N	%	
Black	76	57.6%	33	60.0%	1.04
Hispanic	40	30.3%	14	25.5%	0.84
Total	132	100.0%	55	100.0%	1.00

As the proportionality analysis indicates, Hispanic students are less likely to complete Math 125 after completing Math 115 than Black students. The data below illustrate the progression through the Math basic skills sequence by gender.

Female Student Progress through Math sequence from Fall 2011 to Fall 2013

First Math in Fall 2011	Cohort N	BS 028 Attempt		Math 115 Attempt		Math 115 Success		Math 125 Attempt		Math 125 Success	
		N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort
Basic Skills 035	154	52	33.8%	24	15.6%	17	11.0%	10	6.5%	6	3.9%
Basic Skills 028	69	-	-	30	43.5%	22	31.9%	15	21.7%	11	15.9%
Math 115	82	-	-	-	-	53	64.6%	36	43.9%	22	26.8%
Math 125	58	-	-	-	-	-	-	-	-	39	67.2%
Total	363	-	-	-	-	92	-	-	-	78	21.5%

Male Student Progress through Math sequence from Fall 2011 to Fall 2013

First Math in Fall 2011	Cohort N	BS 028 Attempt		Math 115 Attempt		Math 115 Success		Math 125 Attempt		Math 125 Success	
		N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort
Basic Skills 035	52	16	30.8%	13	25.0%	8	15.4%	4	7.7%	2	3.8%
Basic Skills 028	30	-	-	12	40.0%	6	20.0%	4	13.3%	3	10.0%
Math 115	48	-	-	-	-	26	54.2%	16	33.3%	11	22.9%
Math 125	31	-	-	-	-	-	-	-	-	21	67.7%
Total	161	-	-	-	-	40	-	-	-	37	23.0%

Proportionality Analysis

Gender	Completed Final Basic Skills Course (Math 115)		Completed Degree Applicable Course (Math 125)		Proportion
	N	%	N	%	
Female	92	69.7%	39	70.9%	1.02
Male	40	30.3%	16	29.1%	0.96
Total	132	100.0%	55	100.0%	1.00

As the proportionality analysis indicates, there is no equity gap between males and females on this measure. The data below illustrate progress through the Math basic skills sequence by disability status.

Disabled Student Progress through Math sequence from Fall 2011 to Fall 2013

First Math in Fall 2011	Cohort N	BS 028 Attempt		Math 115 Attempt		Math 115 Success		Math 125 Attempt		Math 125 Success	
		N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort
Basic Skills 035	16	9	56.3%	2	12.5%	1	6.3%	1	6.3%	1	6.3%
Basic Skills 028	9	-	-	2	22.2%	2	22.2%	2	22.2%	2	22.2%
Math 115	6	-	-	-	-	1	16.7%	1	16.7%	1	16.7%
Math 125	1	-	-	-	-	-	-	-	-	0	0.0%
Total	32	-	-	-	-	4	-	-	-	4	44.4%

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Non-Disabled Student Progress through Math sequence from Fall 2011 to Fall 2013

First Math in Fall 2011	Cohort N	BS 028 Attempt		Math 115 Attempt		Math 115 Success		Math 125 Attempt		Math 125 Success	
		N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort
Basic Skills 035	190	59	31.1%	35	18.4%	24	12.6%	13	6.8%	7	3.7%
Basic Skills 028	90	-	-	40	44.4%	26	28.9%	17	18.9%	12	13.3%
Math 115	124	-	-	-	-	78	62.9%	51	41.1%	32	25.8%
Math 125	88	-	-	-	-	-	-	-	-	60	68.2%
Total	492	-	-	-	-	128	-	-	-	111	22.6%

Proportionality Analysis

Disability	Completed Final Basic Skills Course (Math 115)		Completed Degree Applicable Course (Math 125)		Proportion
	N	%	N	%	
Disabled	4	3.0%	4	7.3%	2.40
Not Disabled	128	97.0%	51	92.7%	0.96
Total	132	100.0%	55	100.0%	1.00

As the proportionality analysis indicates, disabled students have a much higher likelihood of completing Math 125 after completing Math 115 than students who are not disabled. However, the sample size is so small, that it is difficult to make strong assertions about the data.

The data below illustrate progress through the English basic skills sequence by ethnicity, gender, and disability status.

Black Student Progress through English sequence from Fall 2011 to Fall 2013

First English Fall 2011	Cohort N	Engl 21 Attempt		Engl 21 Success		Engl 28 Attempt		Engl 28 Success		Engl 101 Attempt		Engl 101 Success	
		N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort
Basic Skills 002	116	45	38.8%	32	27.6%	26	22.4%	16	13.8%	11	9.5%	10	8.6%
English 021	148	-	-	100	67.6%	74	50.0%	55	37.2%	44	29.7%	30	20.3%
English 028	58	-	-	-	-	-	-	36	62.1%	23	39.7%	19	32.8%
English 101	44	-	-	-	-	-	-	-	-	-	-	25	56.8%
Total	366	-	-	-	-	-	-	107	-	-	-	84	23.0%

Hispanic Student Progress through English sequence from Fall 2011 to Fall 2013

First English Fall 2011	Cohort N	Engl 21 Attempt		Engl 21 Success		Engl 28 Attempt		Engl 28 Success		Engl 101 Attempt		Engl 101 Success	
		N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort
Basic Skills 002	59	21	35.6%	13	22.0%	8	13.6%	6	10.2%	1	1.7%	0	0.0%
English 021	72	-	-	59	81.9%	53	73.6%	38	52.8%	32	44.4%	24	33.3%
English 028	33	-	-	-	-	-	-	20	60.6%	13	39.4%	10	30.3%
English 101	33	-	-	-	-	-	-	-	-	-	-	23	69.7%
Total	197	-	-	-	-	-	-	64	-	-	-	57	28.9%

Proportionality Analysis

Ethnicity	Completed Final Basic Skills Course (English 28)		Completed Degree Applicable Course (English 101)		Proportion
	N	%	N	%	
Black	107	55.7%	59	56.7%	1.02
Hispanic	64	33.3%	34	32.7%	0.98
Total	192	100.0%	104	100.0%	1.00

As the data illustrate, there is no equity gap by ethnicity for this measure. The data below illustrate progress through the English basic skills sequence by gender.

Female Student Progress through English sequence from Fall 2011 to Fall 2013

First English Fall 2011	Cohort N	Engl 21 Attempt		Engl 21 Success		Engl 28 Attempt		Engl 28 Success		Engl 101 Attempt		Engl 101 Success	
		N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort
Basic Skills 002	138	55	39.9%	37	26.8%	28	20.3%	18	13.0%	13	9.4%	12	8.7%
English 021	158	-	-	116	73.4%	93	58.9%	69	43.7%	54	34.2%	39	24.7%
English 028	62	-	-	-	-	-	-	38	61.3%	25	40.3%	21	33.9%
English 101	53	-	-	-	-	-	-	-	-	-	-	30	56.6%
Total	411	-	-	-	-	-	-	125	-	-	-	102	24.8%

Male Student Progress through English sequence from Fall 2011 to Fall 2013

First English Fall 2011	Cohort N	Engl 21 Attempt		Engl 21 Success		Engl 28 Attempt		Engl 28 Success		Engl 101 Attempt		Engl 101 Success	
		N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort
Basic Skills 002	52	16	30.8%	13	25.0%	11	21.2%	7	13.5%	2	3.8%	1	1.9%
English 021	77	-	-	56	72.7%	47	61.0%	34	44.2%	27	35.1%	19	24.7%
English 028	40	-	-	-	-	-	-	26	65.0%	15	37.5%	12	30.0%
English 101	30	-	-	-	-	-	-	-	-	-	-	20	66.7%
Total	199	-	-	-	-	-	-	67	-	-	-	52	26.1%

Proportionality Analysis

Gender	Completed Final Basic Skills Course (English 28)		Completed Degree Applicable Course (English 101)		Proportion
	N	%	N	%	
Female	125	65.1%	72	69.2%	1.06
Male	67	34.9%	32	30.8%	0.88
Total	192	100.0%	104	100.0%	1.00

As the proportionality analysis indicates, males are less likely to complete English 101 after completing English 28 than females. The data below illustrate progress through the English basic skills sequence by disability status.

Disabled Student Progress through English sequence from Fall 2011 to Fall 2013

First English Fall 2011	Cohort N	Engl 21 Attempt		Engl 21 Success		Engl 28 Attempt		Engl 28 Success		Engl 101 Attempt		Engl 101 Success	
		N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort
Basic Skills 002	10	3	30.0%	2	20.0%	1	10.0%	1	10.0%	1	10.0%	1	10.0%
English 021	11	-	-	10	90.9%	10	90.9%	8	72.7%	7	63.6%	5	45.5%
English 028	0	-	-	-	-	-	-	0	-	0	-	0	-
English 101	0	-	-	-	-	-	-	-	-	-	-	0	-
Total	21	-	-	-	-	-	-	9	-	-	-	6	

Non-Disabled Student Progress through English sequence from Fall 2011 to Fall 2013

First English Fall 2011	Cohort N	Engl 21 Attempt		Engl 21 Success		Engl 28 Attempt		Engl 28 Success		Engl 101 Attempt		Engl 101 Success	
		N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort	N	% of Cohort
Basic Skills 002	180	68	37.8%	48	26.7%	38	21.1%	24	13.3%	14	7.8%	12	6.7%
English 021	224	-	-	162	72.3%	130	58.0%	95	42.4%	74	33.0%	53	23.7%
English 028	102	-	-	-	-	-	-	64	62.7%	40	39.2%	33	32.4%
English 101	83	-	-	-	-	-	-	-	-	-	-	50	60.2%
Total	589	-	-	-	-	-	-	183	-	-	-	148	25.1%

Proportionality Analysis

Disability	Completed Final Basic Skills Course (English 28)		Completed Degree Applicable Course (English 101)		Proportion
	N	%	N	%	
Disabled	9	4.7%	6	5.8%	1.23
Not Disabled	183	95.3%	98	94.2%	0.99
Total	192	100.0%	104	100.0%	1.00

As the proportionality analysis above indicates, disabled students are more likely to complete English 101 after completing English 28 than non-disabled students. As a result, there is no equity gap on this measure.

In sum, data on basic skills completion show a complex and varied pattern. Completion of a degree-applicable Math and/or English is dependent on a number of factors, including the level at which the student began the sequence. The majority of LASC students begin at the lowest levels of Math and English. This dramatically impacts both their likelihood of completing a degree-applicable Math/English course and the length of time it takes before they have an opportunity to even attempt these courses.

To summarize the equity gaps that were found through proportionality analyses:
- Hispanic students are less likely to complete degree-applicable Math than Black students.
- Males are less likely to complete degree-applicable English than females.

CAMPUS-BASED RESEARCH

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

According to the 2014 CCCCO Student Success Scorecard, LASC's overall completion rate was 31.2%. This means that 31.2% of completion-seeking students completed a degree, certificate, transfer, or became transfer-prepared within six years. This rate ranked 109 out of the 111 colleges that provided data. It should be noted however, that over 93% of LASC's entering students were unprepared for college. This is one of the highest percentages in the state, and has a direct relationship with the community that LASC serves (see Section A above)

Proportionality Analysis
Proportionality analyses of degree and certificate completions indicate that there is an equity gap between males and females. Specifically, males complete degrees and certificates at a lower rate than would be expected based on their distribution in the entering cohort.

Gender	Fall 2007 New Student Cohort	Degree/Certificate Completion	Proportion
Female	68.41%	74.55%	1.09
Male	31.59%	25.45%	0.81

However, there only appear to be slight equity gaps when examining degree completion by ethnicity.

Ethnicity	Fall 2007 New Student Cohort	Degree/Certificate Completion	Proportion
American Indian	0.26%	0.00%	0.00
Asian/PI	1.57%	1.82%	1.16
Black	69.97%	65.45%	0.94
Hispanic	23.76%	25.45%	1.07
Multi-ethnic	0.78%	0.00%	0.00
Unknown	3.39%	5.45%	1.61
White	0.26%	1.82%	6.96

Although White students appear to be completing degrees and certificates at a much higher rate than expected, the total number of White students in the LASC student population is so small (i.e. 0.26% of LASC's entering cohort was White), that any analyses on this group are likely to yield inconsistent patterns. 90% of LASC's student population are either Black or Hispanic. These two groups appear to be completing degrees and certificates at about the rate that would be expected. Black students are slightly under-represented in degree and certificate completions, whereas Hispanic students are slightly over-represented.

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Disability Status	Fall 2007 New Student Cohort	Degree/Certificate Completion	Proportion
Disabled	5.74%	9.09%	1.58
Not Disabled	94.26%	90.91%	0.96

Disabled students complete degrees and certificates at a higher rate than would be expected. As a result, there is no equity gap with regard to this population.

In sum, the data suggest that there is a substantial gap in degree and certificate completion between males and females. Specifically, males complete degrees and certificates at a lower rate than expected. Efforts to improve equity in this area should focus on improving outcomes for males. As with the other measures, however, the overall degree and certificate rate is fairly low for all groups. Thus, it may be useful to also focus on improving outcomes for all students. Further, the data on transfer completion should be considered before developing plans to improve degree/certificate completion. It may be the case that different groups have different educational goals that impact specific completion measures.

District: _____   College: _____

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

There are a number of ways to define a community college transfer cohort. The ARCC Student Success Scorecard definition includes all new students who earned 6 units and attempted a Math or English class in their first three years. The definition required for this Equity Plan (based on the CCCCO Transfer Velocity definition) is much more stringent, and results in a 56% smaller cohort than that obtained using the ARCC Student Success Scorecard definition. Further, the transfer rate is 40% higher when using the Equity Plan definition than when using the ARCC Student Success Scorecard definition. Thus, the manner in which the cohort is defined has a large impact on both the cohort size and the transfer rate.

Cohort Definition*	2007-2008 Cohort Size	6-Year Transfers	Transfer Rate
ARCC Student Success Scorecard	383	60	15.67%
Equity Plan (i.e. CCCCO Transfer Velocity)	168	37	22.02%

*Limited to students who completed cohort requirements at LASC only.

Proportionality Analysis

The data below were calculated using the required Equity Plan definition. Comparative analyses were also conducted using the ARCC Student Success Scorecard definition (not shown). Although there are large differences in the overall transfer rate, there were no differences found in the equity analyses between the two definitions.

There was a substantial equity gap found between Black and Hispanic students. Specifically, Black students were more likely to transfer, and Hispanic students were less likely to transfer than expected. Both Multi-ethnic and White students were more likely to transfer than expected, but they represent such a small portion of our student population that the analyses are difficult to fully interpret.

Ethnicity	2007-2008 Cohort	Transfer Students	Proportion
American Indian	0.00%	0.00%	0.00
Asian/PI	1.19%	0.00%	0.00
Black	67.86%	75.68%	1.12
Hispanic	25.60%	16.22%	0.63
Multi-ethnic	0.60%	2.70%	4.54
Unknown	4.17%	2.70%	0.65
White	0.60%	2.70%	4.54

There was also a substantial equity gap found between males and females. However, it is in the opposite direction as other equity gaps found between the sexes. Females are less likely to transfer, whereas males are more likely to transfer than expected. This finding is surprising, given that males are less likely to complete a degree or certificate, and that they have slightly lower course completion rates than females.

Gender	2007-2008 Cohort	Transfer Students	Proportion
Female	68.45%	51.35%	0.75
Male	31.55%	48.65%	1.54

There was also an equity gap for disabled students. They represented about 6% of the cohort, but only about 3% of transfers. Given the small number of disabled students on campus, however, this number should be interpreted with caution.

Disability Status	2007-2008 Cohort	Transfer Students	Proportion
Disabled	5.95%	2.70%	0.45
Not Disabled	94.05%	97.30%	1.03

Taken together with the degree and certificate data, these transfer numbers paint an interesting picture. Hispanic students are more likely to complete a degree or certificate, but less likely to transfer. Black students show the opposite pattern, in which they are less likely to complete a degree or certificate, but more likely to transfer. A similar pattern is observed between males and females. Males are less likely to complete a degree or certificate, but more likely to transfer. Females show the opposite pattern. As a result, it is difficult to determine if there are true equity gaps in student completion, or if students simply have different educational goals.

Goals and Activities

A.   STUDENT SUCCESS INDICATOR FOR ACCESS

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

GOAL A. Improve access for disproportionate impacted groups:
- Male students (African-American and Latino)
- Hispanic/Latino/as
- Foster Youth
- Veterans

Activity A.1: **First Year - Outreach.** Outreach and Recruitment staff will hire 2-3 outreach staff members to conduct recruitment in local feeder schools. The Outreach and Recruitment Coordinator will work in coordination with participating feeder K-12 schools to conduct outreach visits and meet individually or in small groups with all graduating seniors, specifically those in the disproportionally impacted subgroups (Hispanic/Latino, males, foster youth), in order to provide guidance and assistance with the application and matriculation process at the college. The Outreach and Recruitment staff will also attend community events (such as Taste of Soul, Black College Expo, Veteran Recognition, and Univision College Fair) to meet directly with disproportionately underrepresented students. This will also include close coordination with SSSP Counselors and assessment staff to ensure all incoming seniors complete orientation and assessment at their school site. Students will also be connected to programs on campus such as EOPS, TRIO, Passages, and First Year Experience (FYE). The Outreach and Recruitment Coordinator will be responsible for identifying and training all outreach staff and supervising their outreach efforts in the local schools and coordinating with K-12 personnel.

This activity will establish and strengthen relationships with local feeder high schools. Because Los Angeles Southwest College has been unable to fund outreach activities, many local area youth attend community colleges outside of their immediate area. This activity will allow Los Angeles Southwest College to better serve and inform its local residents and try to recruit disproportionly impacted groups. Recruitment and partnership improvements between the college and high schools have been in process since fall, 2014 with the assistance of SSSP and will be carried over into the following school years, with the goal of promoting the college's offering and guide and assist potential high school graduates into the college's application and matriculation process. The college will provide bus transportation from local schools to LASC for campus visit and orientation and assessment. Also, outreach and recruitment staff will make sure all incoming students are aware of key deadlines for admissions and financial aid. Increased outreach will focus on first time students with an emphasis on disproportionly impacted groups, as analyzed in the college's Student Equity Plan (Hispanic/Latino, African-American and Hispanic males, basic skills students, and foster youth) that would benefit from such access and college resources. As part of this activity, Outreach and Recruitment Coordinator will work with local high schools to

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identify and provide resources to male students and foster youth to assist with college and financial aid applications. All incoming students will be informed of AA-T degrees (pathway programs to transfer), certificates, and AA/AS degrees. Students will be provided with a clear pathway to graduate and transfer.

Target date: Fall 2015
Responsible Persons: Outreach and Recruitment Coordinator, Dean of Student Services, Veteran Coordinator, Foster Youth Coordinator, SSSP Coordinator/Counselor, General Counseling, Passages Coordinator, FYE Coordination, EOPS Coordinator.

Expected Outcome A.1.1. By fall 2015, the Outreach and Recruitment Coordinator will have developed targeted recruitment materials for use in outreach to and recruitment of high school seniors.

Expected Outcome A.1.2. By fall 2015, the Outreach and Recruitment Coordinator will have developed targeted recruitment materials for use in outreach to males, foster youth, and Veterans.

Expected Outcome A.1.3. Based on outreach efforts, male student enrollment will increase by .5% each year for three years starting in 2015.

Expected Outcome A.1.4. Based on outreach efforts, Hispanic/Latino student enrollment will increase by 1% each year for three years starting 2015.

Expected Outcome A.1.5. Improved data collection for foster youth will be available beginning in the 2015-16 academic year. LASC will implement a system to track and monitor current and former Foster Program participants and identify true equity gaps faced by this population.

Expected Outcome A.1.6. Based on outreach efforts, Veteran student enrollment will increase by 1% over a three year period, using 2013 as a baseline.

Expected Outcome A.1.7. Conduct focus groups with Veteran and Foster youth students to hear directly from these groups about their academic needs on campus and how the college can assist in their success.

Activity A.2: First Year – Marketing. The Outreach and Recruitment Coordinator and Public Information Officer will develop marketing materials to inform disproportionally impacted groups (Hispanic/Latino, males, foster youth, veterans) of academic opportunities at Los Angeles Southwest College. The material will be bilingual to reflect the community demographics. The marketing materials will also provide information to all incoming students about **pathway programs** to graduate and/or transfer. Marketing will also include signage across campus to promote student success and showcase the achievements of L. A. Southwest College Students.
All marketing material will be placed in the Welcome Center to inform incoming and continuing students of academic support services and student success initiatives.

Target Date: Spring of 2015

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Responsible Persons: Outreach and Recruitment Coordinator, Public Information Officer, Dean of Student Services, VP of Student Services, Foster Youth Coordinator, SSSP Coordinator/Counselor, General Counseling, Passages Coordinator, FYE Coordination, EOPS Coordinator.

Expected Outcome A.2.1. Outreach and Recruitment Coordinator and Public Information Officer will develop marketing materials for pathway programs in the spring of 2015.

Expected Outcome A.2.2. Marketing materials will be bilingual to ensure the information is accessible to all potential students.

Expected Outcome A.2.3. The College will develop a comprehensive marketing campaign to inform local residents and high school students of programs by summer of 2015.

Activity A.3: First Year - Matriculation. Dean of Student Services will work in coordination with Counseling, Outreach and Recruitment, SSSP, Admissions and Records, Financial Aid, Public Information Officer, Veteran Resource Center, ASO, Foster Youth Program to conduct one-day matriculation events. One of the events, **"Beat the Rush"** will be held during the summer session for local high school students and local residents in order to get them fully matriculated and registered into sections of English and Math.

This activity will be offered during the summer to identify potential first-time college students, who have applied to the college to get them fully matriculated in one day and placed in English and Math classes before the start of the semester. Students will also learn about pathway programs (AA-T, AA/AS, certificate programs) and be provided with a clear path to graduate and/or transfer. A pilot of this program was conducted in the summers of 2013 and 2014 with approximately 150-200 students respectively. Students were invited to the campus, assessed, oriented, given an initial education plan which included overview of pathways, and registered in English and Math classes along with other degree applicable classes. The activity also included a student service and academic affairs resource fair which included all the support and instructional program on campus. During the event, students will be provided with a "pathway to success" and encouraged to visit as many of the resource tables as possible and submit an evaluation of the event. Students who participate will be provided with small "back to school" supplies from our ASO such as pens, markers, flash drives, etc. Outreach and Recruitment staff will make a concerted effort to attract disproportionately impacted groups such as males, Hispanic/Latino, foster youth, and veterans to this event.

Target date: Summer 2015
Responsible Persons: Outreach and Recruitment, ASO, Counseling Chair, SSSP, Dean of Student Services, VP of Student Services, VP of Academic Affairs, Admissions and Records, Financial Aid, ASO, Veteran Counselor, Foster Program, and Academic Chairs.

Expected Outcome A.3.1. All students who participate in the "Beat the Rush" event will be fully matriculated in one day (orientation, assessment, and abbreviated educational plan) and placed in English and math classes.
Expected Outcome A.3.2. All students who participate in "Beat the Rush" event will be informed of pathway programs at LASC.

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GOALS AND ACTIVITIES

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

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

GOAL B. Increase the course completion rate of basic skills students.

Activity B.1: First Year – Offer Supplemental Instruction (SI) in gateway courses required for degree completion, with high attendance and low completion rates.

Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by "SI leaders" who are students who have previously done well in the course and who attend all class lectures, take notes, and act as model students. SI is a student centered approach to learning as the program targets high-risk courses rather than high-risk students.
Target date: Spring 2015
Responsible Persons: Student Success Center Coordinator, Academic Chairs, Institutional Research, VP of Academic Affairs. The College will also fund a Supplemental Instruction Coordinator position (hourly position) to assist in the coordination of SI with faculty, conduct SI training for faculty and SI leaders, track success of SI participants, conduct evaluation of SI courses.

Expected Outcome B.1.1. Increased student support and increased completion rates for students in basic skills and gateway courses with supplemental instruction.
Expected Outcome B.1.2. Increased student confidence, organizational, and study skills.

Activity B.2: First Year - Reinstitute college reading assessment and Reading Apprenticeship for faculty. By reinstituting the college reading assessment, counselors will be able to more accurately recommend and place students in reading courses that are appropriate for students' needs. Since Reading is not a required course, many students enter gateway courses without strategies to improve comprehension. Reading Apprenticeship will provide faculty with added training and support to ensure that students have increased access to course material. Furthermore, reading apprenticeship training will provide faculty across disciplines to infuse reading strategies in all courses and increase ability to facilitate effective reading of the textbook in their discipline.

College: Los Angeles Southwest College

Target date: Fall 2016

Responsible Persons: Student Success Center Coordinator, Academic Chairs, Institutional Research, VP of Academic Affairs, Equity Coordinator

Expected Outcome B.2.1. Counselors will have the ability to accurately recommend/place students into appropriate reading courses. This will increase students' ability to comprehend written texts required for college level courses.

Expected Outcome B.2.2. Students will have increased reading comprehension and vocabulary skills. This will increase course completion and success in gateway courses.

Expected Outcome B.2.3. Faculty will have tools to infuse reading strategies that support.

Activity B.3: First Year – LASC/Mentors. The Student Success Center will provide a **Mentor Program** for first time students, particularly African-American, Hispanic/Latino, foster youth, and Veterans, to engage them into college life. Students will be paired with a college faculty, staff, administrator, or student mentor who will meet assigned students at least three times each semester. The meetings with the students will consist of the following: initial meeting for introduction/icebreakers, academic activity, and cultural activity on campus. The mentoring program was piloted in the fall of 2014 with 30 students. These students were connected with a faculty member and met regularly throughout the semester. The mentoring program will be expanded to include more students and include the placement of students in Personal Development class during the first year. This mentoring program will also include monthly student success workshops directed toward female students to impact their course completion. The workshop series is called "Female Empowerment" which creates dialog with female students who may be single heads of household or first time college students. The series will empower women to complete courses, provide the guidance needed to succeed, and connect female students to positive mentors and role models on campus and in the community. This workshop series was first piloted in the fall of 2008 and continues. Student Equity will allow for the college to expand the series to work with more female students, place students in mentoring program, and develop more marketing and evaluation of the workshop series. A similar workshop series will be developed for Foster youth and Veteran students and male students.

Target date: Fall of 2015

Responsible Persons: Student Success Coordinator, Dean of Student Services, Foster Youth, Veteran Coordinator, ASO, and Dean of Academic Affairs.

Expected Outcome B.3.1. All Students who participate in the Mentor Program will be paired with college faculty, staff, administrator, or student mentor by the start of the fall of 2015. Student and mentor will meet at least three times each semester.

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Expected Outcome B.3.2. Female students who participate in the Mentoring Program will attend at least one workshop each semester of the series called "Female Empowerment."

Expected Outcome B.3.3. The College will develop a workshop series for Foster Youth and Veterans by spring of 2016.

GOAL B. *(Continued)*

GOALS AND ACTIVITIES

C.   STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

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

GOAL C. Increase the student success indicator for ESL and Basic Skills completion among the following:

• African American students, who take basic skills courses (English and Math), to successfully complete the basic skills sequence in their first year, and go on to degree-applicable course pathways.
• Hispanic students, who take basic skills courses (ESL, English and Math), to successfully complete the basic skills sequences in their first year, and go on to degree-applicable course pathways.
• Male students, who take basic skills ESL courses, to successfully complete the basic skills sequence in their first year and go on to degree-applicable course pathways.
• Economically disadvantaged students (those receiving a BOG waiver and/or Pell grant), who take basic skills ESL courses to successfully complete the basic skills sequence in their first year and go on to degree-applicable course pathways.
• Foster youth students in basic skills English and Math courses to successfully complete the basic skills sequence in their first year and go on to degree-applicable course pathways.
• Veteran students in basic skills English and Math courses to successfully complete the basic skills sequence in their first year and go on to degree-applicable course pathways.

Activity C.1: First Year - Reinstitute LASC's Faculty/Staff Academy and open it to adjunct faculty with a theme of supporting underprepared and under resourced students. The Vice President of Academic Affairs, Vice President of Student Services along with the Chair of the Professional Development Committee will develop and implement professional development training for faculty and staff members to be more culturally responsive to the challenges that disproportionally impacted groups face in the classroom and on campus. Part of the training will be to identify those students who are struggling through their courses and provide information on campus services that will guide them into course completion. The academy will also review disaggregated campus data prepared by LASC's Office of Institutional Research to assess course completion among the various disproportionately impacted groups on campus. The academy will provide trained professionals who will lead seminars on how to address the unique needs of students at LA Southwest College. The faculty academy was a pilot program starting in the fall of 2012 as part of our Achieving the Dream initiative with a small cohort of new and veteran instructors. This Academy will be expanded to include more faculty members, including adjuncts, and also invite classified staff to participate in the training.
Target date: Fall of 2015

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Responsible Persons: VP of Student Services, VP of Academic Affairs, Chair of Professional Development, Academic Senate President, Student Success Center, Academic Chairs, Institutional Research.

Expected Outcome C.1.1. At least one of the trainings offered as part of the Faculty/Staff Academy will address effective pedagogy and strategies for working with under prepared and under resourced students to increase completion rates.

Expected Outcome C.1.2. At least one of the trainings offered as part of the Faculty/Staff Academy will address effective pedagogy for ESL students to increase completion rates.

Activity C.2: First Year – ESL and Basic Skills English and Math Placement within the First Year: Students who do not take the English and Math sequence of courses are at the highest risk of not completing their education. With the guidance of their counselors, first time students, in particular males, Hispanic/Latino, African-American, Foster Youth, and Veterans, will be enrolled into sections of ESL and basic skills English and Math for the fall semester, along with Personal Development and an additional fourth course to fulfill their educational goal. Enrollment in the ESL and basic skills level will continue in the winter and spring semesters, with the goal of completing the sequence within the first year. First time students will also be required to complete an abbreviated educational plan the first semester and a comprehensive educational plan the second semester. During orientation, students will be provided pathway programs to ensure they understand the direct path to graduate and/or transfer. This pathway will demonstrate to students the importance of completing English and Math the first year of enrollment. Moreover, students will also become aware of the academic support services on campus through the Student Success Center, English Writing Center, and Math Lab.

Target date: Fall of 2015
Responsible Persons: VP of Student Services, Counseling Office, SSSP, VP of Academic Affairs, and Academic Chairs.

Expected Outcome C.2.1. First year students will be placed in English and Math courses the first year.

Expected Outcome C.2.2. First year students will complete the college's matriculation process.

Activity C.3: First Year Program – Tutorial Support for Basic Skills Classes. The College will provide tutoring for basic skills English and Math classes. Tutoring will consist of the following: drop-in tutoring, weekly individual tutoring, and group tutoring. Tutoring will be offered in the Success Center, Math Lab, and English Writing Center.
Target date: Spring 2015
Responsible Persons: Student Success Center Coordinator, Academic Chairs, Institutional Research, VP of Academic Affairs.

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Expected Outcome C.3.1. Increased completion rates for ESL and basic skills classes.
Expected Outcome C.3.2. Tracking of all students who participate in tutoring.

Activity C.4: First Year - Develop Summer Math and English Boot Camp prior to student taking assessment test. Incoming students will be provided an opportunity to complete a one-week summer English and Math refresher program called "Academic Boot camp" prior to taking the assessment test. This will allow students to prepare for the assessment test instead of taking it without preparation and academic support. Academic Boot Camps provide in-depth assistance for incoming student as they prepare for the Accuplacer assessment tests. The Academic Boot Camps are conducted over a four day period during the summer and consist of 12 hours of instruction. Participants will receive a workbook to help them in their preparation for the assessment test.

Target date: Summer 2015
Responsible Persons: Student Success Center Coordinator, Academic Chairs, Institutional Research, VP of Academic Affairs.

Expected Outcome C.4.1. Improved comprehension and skills to assess into college level courses

Expected Outcome C.4.2. Decreased time needed to complete transfer and/or degree attainment

Expected Outcome C.4.3. Students who are confident and aware of requirements for placing into college level English and math

GOAL C. *(Continued)*

GOALS AND ACTIVITIES

D.   STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

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

GOAL D. Increase in the number of disproportionally impacted students, who will successfully receive a degree or certificate that aligns with their comprehensive education plan"

- African-American
- Hispanic/Latino
- Male
- Economically disadvantaged
- Foster youth
- Veterans

Activity D.1: First Year – Offer Supplemental Instruction (SI) in gateway courses required for degree completion, with high attendance and low completion rates (at-risk courses).

Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by "SI leaders", students who have previously done well in the course and who attend all class lectures, take notes, and act as model students. SI is a non-remedial approach to learning as the program targets high-risk courses rather than high-risk students.

Target date: Spring 2015
Responsible Persons: Student Success Center Coordinator, Academic Chairs, Institutional Research, VP of Academic Affairs. The College will also fund a Supplemental Instruction Coordinator position (hourly position) to assist in the coordination of SI with faculty, conduct SI training for faculty and SI leaders, track success of SI participants, conduct evaluation of SI courses.

Expected Outcome D.1.1. Increased student completion rates for at-risk courses with supplemental instruction

Expected Outcome D.1.2. Expansion of SI in courses across the curriculum that have high enrollment and low success rates

College: Los Angeles Southwest College

Activity D.2: Second Year - Intrusive Counseling. Counselors will contact students with over 30 units to verify they have completed a comprehensive educational plan and are on track to meeting graduation completion requirements. Students will be guided toward degree and certificate programs or transfer to four-year institutions.

Target date: Spring 2015

Responsible Persons: Counseling Chair, Admissions and Records, SSSP, Dean of Student Services.

Expected Outcome D.3.1. Increased awareness of progress toward degree and/or transfer requirement

Expected Outcome D.3.2. Increased level of counseling support for students who are progressing toward goal completion

Expected Outcome D.3.3. Timely interventions from a counselor to assist students who are progressing toward degree completion and/or transfer

District :_____ **College** :_____

GOAL D. *(Continued)*

District :_____   College :_____

GOALS AND ACTIVITIES

E.   **STUDENT SUCCESS INDICATOR FOR TRANSFER**

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

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

Activity E.1: First Year – Further Analyze disaggregated transfer data. Transfer numbers paint an interesting picture. Hispanic students are more likely to complete a degree or certificate, but less likely to transfer. Black students show the opposite pattern, in which they are less likely to complete a degree or certificate, but more likely to transfer. A similar pattern is observed between males and females. Males are less likely to complete a degree or certificate, but more likely to transfer. Females show the opposite pattern.

The data on transfer completion should be further analyzed before developing plans to improve degree/certificate completion. It may be the case that different groups have different educational goals that impact specific completion measures. The Office of Institutional Research will present transfer data to the Faculty/Staff Academy, Counseling Department, and Academic Chairs for discussion of transfer plans based on disaggregated data.

Target date: Fall 2015

Responsible Persons: Institutional Research, Counseling Chair, Transfer Center, SSSP, Dean of Student Services, VP of Student Services, VP of Academic Affairs.

Expected Outcome E.1.1. After reviewing the data, a more comprehensive plan will be developed by the end of the 2015-16 academic year to address the specific needs of African-American and Hispanic students with regard to transfer. The plan will be implemented beginning in the 2016-17 academic year to coincide with the opening of the new Career and Transfer Center at Los Angeles Southwest College. Beginning in the 2017-18 academic year, progress on the plan will begin to be evaluated by analyzing disaggregated transfer data by categories of students.

Activity E.2: Second Year - Work closely with CSU and UC representatives to provide students with up-to-date transfer requirements and application deadlines. This activity will increase collaboration and coordination between LA Southwest College and four-year institutions. As part of this activity, the college will host an annual college fair which will focus on Historically Black College and Hispanic Serving Institutions. This activity will create more awareness among disproportionally impacted groups on transfer requirements. The Transfer Center and TRIO Student Support Services will provide UC and CSU application workshops including personal statement workshops for UCs and private institutions.

College: Los Angeles Southwest College

The Transfer Center will actively remind students of transfer deadlines through classroom presentations and email blasts, campus banners, social media updates, ASO app, and LASC webpage. As part of the dissemination of transfer requirements, the college will profile transfer students on LASC website and other publications.

Target date: Spring 2016
Responsible Persons: Counseling Chair, Transfer Center, Admissions and Records, SSSP, Dean of Student Services, Public Information Officer.

Expected Outcome E.2.1. Historically Black College and Hispanic Serving Institutions Transfer Fair will be implemented in the spring of 2016. This event can be combined with the college's annual career fair. Currently, the College provides a transfer/career fair each semester. However, the college has not focused on attracting Historically Black College and Hispanic Serving Institutions to its transfer fair. This will allow for students to learn about academic opportunities beyond the UC and CSUs.

Expected Outcome E.2.2. Increased awareness and availability of transfer eligibility requirements for local UCs and CSUs.

Expected Outcome E.3.3. Increased knowledge of college application deadlines via campus email, text blast reminders, and social media before the application period each year.

Expected Outcome E.3.3. The college will institute a Career/Transfer Center on campus in the spring of 2015

District :_____   **College** :_____

GOAL E. *(Continued)*

District :_____   **College** :_____

GOALS AND ACTIVITIES

Budget

SOURCES OF FUNDING

In September 2014, in recognition and support of the importance of the need to identify and support equity and success for all students, Governor Jerry Brown and the California State Legislature targeted $70 million of additional Student Success and Support Program (SSSP) funding in the 2014-15 Budget Act to close achievement gaps in access and success in underrepresented student groups, as identified in college equity plans. Of that $70 million, the Los Angeles Community College District (LACCD) has received $8.045 million for its Student Equity Program, of which LASC's allocation is **$397,846**.

The majority of the activities to support the goals in the College's Student Equity Plan, as described in the Goals and Activities section, will be funded using these funds, and the general allocations have been made to do so as shown in the table below in categories that correspond to eligible expenditure categories in the California Community Colleges Student Equity Funding Guidelines. As many of the same student success indicators that appear in the Student Equity Plan are already included in many of the College's other planning documents, the Student Equity Plan really gives the College an opportunity to focus on areas within these indicators of disproportionate impact and to provide funds to specifically close the achievement gaps of the identified subpopulations of students, thus increasing the overall success of the College at the same time.

Student Equity Plan Activities/Expenditures	Amount of Funding
Course and Curriculum Development	$20,000
Outreach	$70,100
Transfer Center	$5,246
Tutoring	$60,000
Veterans	$20,000
Foster Youth	$20,000
Coordination and Training/Professional Development	$70,500
Other Instructional Support Services (Supplemental Instruction, Math/English Readiness Program)	$150,000
TOTAL	**$397,846**

The First Year Program: This activity requires a collaboration of existing sources and new positions to ensure that the rates of access, enrollment, and course and basic skills successes of students in these disproportionally impacted groups increase to the extent of not being disproportionally impacted, as measured by the Equity Plan's expected outcome and the targets listed in the Education and Strategic Master Plan. For such successes, the following positions have been identified as essential for an effective program:

Equity Coordinator
- Hourly Coordinator Position
- Responsible for coordinating with student services and academic affairs on the implementation and evaluation of the Student Equity Plan at Los Angeles Southwest College.
- Reports to the Vice President of Student Services, Student Success Committee, and deans on updates of the first year program goals and activities

SI Coordinator
- Responsible for coordinating meetings with SI Instructors, SI Leaders, English/ESL/Math Department Chairs on the training of SI Instructors and SI Leaders
- Monitor the SI program, the schedules of the SI Leaders, communication between SI Leaders and instructors
- Reports to the Coordinator of the Student Success Center and the Vice President of Academic Affairs

Outreach Staff
- Two to three staff members will be responsible for conducting school and community presentations regarding the college's matriculation process, pathway programs, and financial aid. Staff will work closely with high school seniors at local feeder schools.
- Reports to the Outreach and Recruitment Coordinator and Dean of Student Services.

Supplemental Instruction Leaders in the following areas:
ESL
English
Math
- Complete training of the SI program and build relationships with instructors and chairs of departments
- Meet weekly with students to improve their success in course and basic skills sequences
- Ensure that students are knowledgeable of expectations of instructors
- Participate in monthly meeting with the SI Instructors and SI Coordinator, to review information on identifying "at risk" students and provide information on services and programs that will help them progress toward completion or transfer
- Assist with assignments to ensure that the students understand the course work
- Attend workshops on best practices of mentoring and information on transfer

English and Math Refresher Program Instructors
Math (1) and English (1) instructors to provide one-week summer academic refresher course in English and math before students take the assessment test.

Outreach and Recruitment Activities
Transportation from local schools to Los Angeles Southwest College will be provided to allow incoming freshmen to complete matriculation process.

University Tours
Field trips to four-year universities will be provided to encourage potential transfers.

Professional Development Training for Faculty and Staff
Provide workshop and training opportunities for faculty and staff that will help improve their knowledge of the challenges and services provided for "at risk" students. Some workshops and group work will include
- Pedagogy for responding to needs of at-risk and basic skills students
- Cultural Responsiveness
- Data Research and Analysis
- Customer Service

College: Los Angeles Southwest College

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

All activities in the plan have been assigned responsible parties, a timeframe for initiation within the next three years, and target completion dates for expected outcomes. An Equity Coordinator will be hired to oversee the implementation and evaluation of the Equity Plan. This position will report to the Vice President of Student Services and become an integral member of the Student Success Committee which will monitor each activity. For activities and outcomes that require data to be collected, the Office of Institutional Research will assist in developing evaluation tools, collecting and analyzing data, and revising activities based on those evaluations. Furthermore, a question prompt will be included in LASC's Program Review system that will ask programs that received Student Equity funds and/or that have activities included in this Student Equity Plan to report on the status and success of those activities each year when Spring annual updates to the program reviews are completed. The evaluation timeline varies for each activity; however, the status of all activities and expected outcomes will be evaluated by the Student Equity Committee on an annual basis each Fall based on the data available for each expected outcome in the plan and the information from the program reviews of programs that received Student Equity funds and/or that have activities included in this Student Equity Plan.

Attachments