# West Los Angeles College

# Student Equity Plan
# 2014-2015

# West Los Angeles College STUDENT EQUITY PLAN

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**District**: Los Angeles Community College District

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## Executive Summary

*Background*
West Los Angeles College has been 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 have been developed to address the achievement gaps for students who are most at risk. In addition, the college has been working on improving equity outcomes by participating in other efforts such 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 new categorical programs: the Student Success and Support Program (SS&SP) and the Student Equity Plan. SS&SP is using an advisory committee structure as recommended by the Chancellor's Office. The advisory committee is working on completing the SS&SP plan. Student Equity is the new categorical program that now provides funding to help colleges reach the goals outlined in their student equity plans. A student equity workgroup has been formed 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.

Both of these new categorical program plans must be aligned with each other to support services and activities that address disproportionate impacts of educational attainment and achievement amongst specific subgroups of students. In addition, an effort is being made to ensure that both plans are aligned with the college educational master plan. College stakeholders (faculty, staff, students, and administrators) have been actively involved in reviewing the equity data that is being 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 have to 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 any gaps in achievement, indicators were analyzed based on the performance of the disaggregated subgroups for each success indicator: 1) gender, 2) ethnicity; 3) age; 4) disability status, and 5) economically disadvantaged (Students are

considered economically disadvantaged if they meet any of the following criteria: 1. A recipient of a BOG fee waiver; 2. A client of the California Department of Social Services; 3. A recipient of CalWorks, Temporary Assistance for Needy Families, Supplemental Security Income or General Assistance; 4. A recipient of a Pell Grant or 5) a participant in the workforce investment act.

The initial data review did not include two subgroups of students that were recently added: foster youth and veterans.  There is a plan to include additional data on these subgroups performance on the five indicators of success.

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)."

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).  A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate.  A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort.  Conversely a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort.  The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome.  The lower the proportionality index, the lower the attainment rate.

> This methodology does not specify at which point a proportionality index should be considered as a 'disproportionate impact.'  The designation of which disaggregated subgroups should be considered as disproportionately impacted will rely on the judgment of the analysis team based on local conditions."

For the purposes of the equity plan, the stakeholders decided on an initial proportionality index cutoff of 0.90 as a starting point to begin to organize the data and see if any specific trends in the educational attainment of the different student subgroups would occur.  It was decided also that for any findings that seem incomplete or seemed to have anomalies, further research and evaluation would be conducted.

**Target Groups**

*A. Access*

     Males, Asian, and White students appear to be underrepresented at West LA College based on the percentage of those groups who reside in LA County. Although Asian and 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. 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. In addition, we will be addressing disproportionate impact with the two new populations that were recently added as populations that we are required to address: foster youth and veterans.

*B. Course Completion*

     The lowest proportionality indices for successful course completion were for **African American/Black students** and for students **18 and 19 years of age**. For African American/Black students, the proportion of course enrollments was 32.41%, compared to only a 28.25% successful completion rate, resulting in a proportionality index of 0.87. Students 18 and 19 years of age fared only slightly better, in that they comprised 18.98% of enrollments, but only 16.98% of successful completions, resulting in a proportionality index of 0.89.

*C. Basic Skills and ESL Completion*

     English - The lowest proportionality index for English Basic Skills completion was for students classified as '**Not Economically Disadvantaged'** students at 0.83. While this group comprised 36.09% of those in the Scorecard English Basic Skills Cohort, only 29.79% of the group considered Not Economically Disadvantaged actually completed a transfer-level English course. **Males'** and **African-American/Black** students' proportionality indices were the next lowest, each at 0.90.

     Math - The lowest proportionality index for Math Basic Skills Completion was **for African American/Black** students, **students 24 to 34 years of age**, and **DSPS identified** students. For African American/Black students, the proportion of the Scorecard Math Basic Skills Cohort was 48.73%, compared to only a 35.68% successful completion rate, resulting in a proportionality index of 0.73. With only slightly better numbers, DSPS identified students made up 4.73% of those in the Scorecard cohort, but only 3.76% of successful completions, resulting in a proportionality index of 0.79.

     ESL - The lowest proportionality index for ESL Basic Skills completion was for **African American/Black** students at 0.67. While this group comprised 14.39% of those in the Scorecard ESL Cohort, only 9.68% of African American students actually completed the course. **Students 20 to 24 years of age** and **Students 35 years of age and older** had the next lowest proportionality indices, at 0.71 and 0.72 respectively.

*D. Degree and Certificate Completion*

     The lowest proportionality index for degree and certificate completion was for **DSPS-identified** students at 0.71. While this group comprised 4.27% of those in the Scorecard Cohort, only 3.03% of students who actually reached one of those outcomes were DSPS identified.

**Students identifying as 'Other' (or Unknown) ethnicity** and **males** had the next lowest proportionality indices, at 0.82 and 0.83 respectively.

*E. Transfer*

The lowest proportionality index for successful transfer to four-year institutions was for **DSPS identified** students at 0.43. While this group comprised 4.27% of those in the Scorecard Cohort*, only 1.82% of students who transferred were DSPS identified. **Students aged 20 to 24** had the next lowest proportionality index, at 0.56. **Students over 30** (0.62), **students 18 and 19** (0.80), and **Hispanic/Latino students** (0.72) also had very low proportionality indices.

Overall we will focus activities and goals on the following target groups of students:
1. Foster youth and veterans students (assess all five indicators of success)
2. males (access, English basic skills completion and degree and certificate completion);
3. African American students (course completion, basic skills completion in English and math);
4. DSPS-identified students (basic skills math, degree and certificate completion, transfer).
5. new students – ages 18-24 (course completion, basic skills ESL, transfer);  and
6. Hispanic students (transfer)

**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 students between 18 and 19 years of age (new students).  Assess any disproportionate impact on course completion for foster youth and veterans.

*C. Basic Skills Completion*
- English: Increase the numbers of males and African Americans who complete the basic skills sequence in English and enroll in transfer level English course.
- Math: Increase the numbers of African American, students aged 24-34, and DSPS students who complete the basic skills sequence in math and enrolling in transfer level math course.
- ESL: Increase the numbers of students who are between 20 years and older who complete a basic skills ESL course and enroll in a transfer-level ESL or English course.
- Assess any disproportionate impact on basic skills completion in any of these disciplines for foster youth and veterans.

*D. Degrees and Certificates* – Increase the numbers of DSPS-identified and male students who get degrees and certificates as indicated by their intended educational goals and programs of study.  Assess any disproportionate impact on degrees and certificates for foster youth and veterans.

*E. Transfer* - Increase the numbers of DSPS-identified, Hispanic students, and students across all age groups who transfer as indicated by their educational goals and programs of study. Assess any disproportionate impact on transfer for foster youth and veterans.

**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 to groups such as foster youth and veterans.
4.  Assess any disproportionate impact on access for foster youth and veterans.

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.  Assess any disproportionate impact on basic skills completion in any of these disciplines for foster youth and veterans.

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. Assess any disproportionate impact on basic skills completion in any of these disciplines for foster youth and veterans.

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. Assess any disproportionate impact on degree and certificate completion in any of these disciplines for foster youth and veterans.

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. Assess any disproportionate impact on degree and certificate completion in any of these disciplines for foster youth and veteran.

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

The top 30 zip codes of West's enrollees from Fall 2008 to Fall 2013 constitute a reasonable definition of core communities that West consistently serves. These zip codes reflect a college that is geographically situated adjacent to neighborhoods with contrasting characteristics. The confluence of these complex attributes creates a core student population with an income and ethnic profile that differs from the surrounding county and state. Tables 1 and 2 highlight the differences in poverty, educational attainment, and gender and ethnic composition between West's core feeder zip codes, Los Angeles County overall, and the state of California.

The percentage of individuals with income below the poverty level of these 30 zip codes is 23.9%, more than six percentage points higher than for the state and for the county of Los Angeles. Individuals over age 25 in West's core student zip codes attained less education than those in the county overall, whose educational attainment is lower than that for the state overall. For example, 27.5% of the population over 25 in West's top 30 zip codes has not graduated high school. This figure is nearly four percentage points lower than for the county and over eight percentage points lower than for the state.

**Table 1. Poverty and Educational Attainment of Top 30 Zip Codes of West Students Enrolled Fall 2008 – Fall 2013 Against County and State figures**

| Percentage of All People Whose Income was below Poverty Level in the past 12 months | Top 30 WLAC Student Zip Codes Fall '08 – Fall '13 | Los Angeles County | California |
|---|---|---|---|
| | 23.9% | 17.1% | 15.3% |

| Educational Attainment, Population 25 and over | Top 30 WLAC Student Zip Codes Fall '08 – Fall '13 | Los Angeles County | California |
|---|---|---|---|
| Less than High School Graduate | 27.5% | 23.6% | 19.0% |
| High School Graduate (includes equivalency) | 19.2% | 20.4% | 20.7% |
| Some College, Associates Degree | 24.9% | 26.4% | 29.9% |
| Bachelor's Degree or Higher | 28.5% | 29.5% | 30.5% |

Among the most dramatic demographic differences of West's core feeder areas is in the percentage of African Americans. The population of the top 30 zip codes of West's students is 24.9% African American – a proportion that is 270% higher than for the county, and 377% higher than for the state. This area's proportion of Asians is roughly 46% lower than the State and 48% lower than the County. West's top 30 zip codes have roughly the same proportion of Hispanics/Latinos as the County (West's core student area is one percentage point lower), both of which (47.3% for West's top 30 zip codes and 48.3% for the county) are much higher than the state (38.4%). The gender composition of West's core 30 feeder zip codes is similar to the county and state.

**Table 2.  Gender and Racial/Ethnic Composition of Top 30 Zip Codes of West Students Enrolled Fall 2008 – Fall 2013 Against County and State figures**

| Gender Composition | Top 30 WLAC Student Zip Codes Fall '08 – Fall '13 | Los Angeles County | California |
|---|---|---|---|
| Male | 48.6% | 49.3% | 49.7% |
| Female | 51.4% | 50.7% | 50.3% |

| Racial / Ethnic Composition | Top 30 WLAC Student Zip Codes Fall '08 – Fall '13 | Los Angeles County | California |
|---|---|---|---|
| Black or African American (one race) | 24.9% | 9.2% | 6.6% |
| American Indian / Alaskan Native | 0.4% | 1.5% | 1.7% |
| Asian or Pacific Islander (one race) | 7.8% | 15.0% | 14.6% |
| Hispanic or Latino (of any race) | 47.3% | 48.3% | 38.4% |
| White alone, not Hispanic or Latino | 18.2% | 27.2% | 39.0% |

*Poverty, Racial/Ethnic Composition, and Educational Attainment  for West Students calculated using data from the 2008-2012 American Community Survey (ACS) 5-Year Estimates (S1701: Poverty Status in the Past 12 Months).  Los Angeles County and California figures were also from the 2008-2012 ACS 5-Year Estimates (source: http://quickfacts.census.gov/qfd/states/06/06037.html*

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.

| GENDER | Enrollment Count | Proportion of Enrolled | Success Count | Proportion of Successful | Proportionality Index |
|---|---|---|---|---|---|
| Female | 14,942 | 59.28% | 9,069 | 59.15% | 1.00 |
| Male | 10,262 | 40.72% | 6,264 | 40.85% | 1.00 |

| ETHNICITY | Enrollment Count | Proportion of Enrolled | Success Count | Proportion of Successful | Proportionality Index |
|---|---|---|---|---|---|
| American Indian/ Alaskan Native | 88 | 0.35% | 50 | 0.33% | 0.93 |
| Asian/ Pacific Islander | 1,442 | 5.72% | 1,109 | 7.23% | 1.26 |
| Black/ African-American | 8,168 | 32.41% | 4,332 | 28.25% | 0.87 |
| Hispanic | 10,382 | 41.19% | 6,290 | 41.02% | 1.00 |
| White | 3,170 | 12.58% | 2,392 | 15.60% | 1.24 |
| Other (Includes Unknown) | 1,954 | 7.75% | 1,160 | 7.57% | 0.98 |

| AGE | Enrollment Count | Proportion of Enrolled | Success Count | Proportion of Successful | Proportionality Index |
|---|---|---|---|---|---|
| 1 to 17 | 652 | 2.59% | 494 | 3.22% | 1.25 |
| 18 & 19 | 4,784 | 18.98% | 2,604 | 16.98% | 0.89 |
| 20 to 24 | 8,298 | 32.92% | 4,701 | 30.66% | 0.93 |
| 25 to 29 | 4,038 | 16.02% | 2,572 | 16.77% | 1.05 |
| 30 and over | 7,432 | 29.49% | 4,962 | 32.36% | 1.10 |

| DSPS | Enrollment Count | Proportion of Enrolled | Success Count | Proportion of Successful | Proportionality Index |
|---|---|---|---|---|---|
| Not DSPS Identified | 976 | 3.87% | 602 | 3.93% | 1.01 |
| DSPS Identified | 24,228 | 96.13% | 14,731 | 96.07% | 1.00 |

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.

| ENGLISH - GENDER | Cohort Count | Cohort Proportion | Completion Count | Completion Proportion | Proportionality Index |
|---|---|---|---|---|---|
| Female | 662 | 60.8% | 244 | 64.9% | 1.07 |
| Male | 427 | 39.2% | 132 | 35.1% | 0.90 |
| ESL - GENDER | Cohort Count | Cohort Proportion | Completion Count | Completion Proportion | Proportionality Index |
| Female | 75 | 56.8% | 16 | 51.6% | 0.91 |
| Male | 57 | 43.2% | 15 | 48.4% | 1.12 |

| MATH - GENDER | Cohort Count | Cohort Proportion | Completion Count | Completion Proportion | Proportionality Index |
|---|---|---|---|---|---|
| Female | 649 | 59.0% | 127 | 59.6% | 1.01 |
| Male | 451 | 41.0% | 86 | 40.4% | 0.98 |

| ENGLISH - ETHNICITY | Cohort Count | Cohort Proportion | Completion Count | Completion Proportion | Proportionality Index |
|---|---|---|---|---|---|
| American Indian/Alaskan Native | 8 | 0.7% | 6 | 1.6% | 2.17 |
| Asian/Pacific Islander | 55 | 5.1% | 23 | 6.1% | 1.21 |
| Black/African American | 576 | 52.9% | 179 | 47.6% | 0.90 |
| Hispanic/Latino | 302 | 27.7% | 98 | 26.1% | 0.94 |
| Other (Includes Unknown) | 86 | 7.9% | 41 | 10.9% | 1.38 |
| White | 62 | 5.7% | 29 | 7.7% | 1.35 |
| ESL - ETHNICITY | Cohort Count | Cohort Proportion | Completion Count | Completion Proportion | Proportionality Index |
| Asian/Pacific Islander | 28 | 21.2% | 7 | 22.6% | 1.06 |
| Black/African American | 19 | 14.4% | 3 | 9.7% | 0.67 |
| Hispanic/Latino | 60 | 45.5% | 15 | 48.4% | 1.06 |
| Other (Includes Unknown) | 20 | 15.2% | 4 | 12.9% | 0.85 |
| White | 5 | 3.8% | 2 | 6.5% | 1.70 |
| MATH - ETHNICITY | Cohort Count | Cohort Proportion | Completion Count | Completion Proportion | Proportionality Index |
| American Indian/Alaskan Native | 9 | 0.8% | 4 | 1.9% | 2.30 |
| Asian/Pacific Islander | 39 | 3.5% | 15 | 7.0% | 1.99 |
| Black/African American | 536 | 48.7% | 76 | 35.7% | 0.73 |
| Hispanic/Latino | 376 | 34.2% | 87 | 40.8% | 1.19 |
| Other (Includes Unknown) | 75 | 6.8% | 14 | 6.6% | 0.96 |
| White | 65 | 5.9% | 17 | 8.0% | 1.35 |

| ENGLISH - AGE | Cohort Count | Cohort Proportion | Completion Count | Completion Proportion | Proportionality Index |
|---|---|---|---|---|---|
| 19 and Under | 446 | 41.0% | 157 | 41.8% | 1.02 |
| 20 to 24 | 248 | 22.8% | 88 | 23.4% | 1.03 |
| 25 to 34 | 194 | 17.8% | 62 | 16.5% | 0.93 |
| 35 and Over | 201 | 18.5% | 69 | 18.4% | 0.99 |
| ESL - AGE | Cohort Count | Cohort Proportion | Completion Count | Completion Proportion | Proportionality Index |
| 19 and Under | 21 | 15.9 | 9 | 29.0 | 1.82 |
| 20 to 24 | 18 | 13.6% | 3 | 9.7% | 0.71 |

| | Cohort Count | Cohort Proportion | Completion Count | Completion Proportion | Proportionality Index |
|---|---|---|---|---|---|
| 25 to 34 | 46 | 34.8% | 11 | 35.5% | 1.02 |
| 35 and Over | 47 | 35.6% | 8 | 25.8% | 0.72 |
| **MATH - AGE** | Cohort Count | Cohort Proportion | Completion Count | Completion Proportion | Proportionality Index |
| 19 and Under | 472 | 42.9% | 97 | 45.5% | 1.06 |
| 20 to 24 | 291 | 26.5% | 61 | 28.6% | 1.08 |
| 25 to 34 | 192 | 17.5% | 29 | 13.6% | 0.78 |
| 35 and Over | 145 | 13.2% | 26 | 12.2% | 0.93 |

| **ENGLISH - DSPS** | Cohort Count | Cohort Proportion | Completion Count | Completion Proportion | Proportionality Index |
|---|---|---|---|---|---|
| Not DSPS Identified | 1040 | 95.5% | 360 | 95.7% | 1.00 |
| DSPS Identified | 49 | 4.5% | 16 | 4.3% | 0.95 |
| **ESL - DSPS** | Cohort Count | Cohort Proportion | Completion Count | Completion Proportion | Proportionality Index |
| Not DSPS Identified | 129 | 97.7% | 30 | 96.8% | 0.99 |
| DSPS Identified | 3 | 2.3% | 1 | 3.2% | 1.42 |
| **MATH - DSPS** | Cohort Count | Cohort Proportion | Completion Count | Completion Proportion | Proportionality Index |
| Not DSPS Identified | 1048 | 95.3% | 205 | 96.2% | 1.01 |
| DSPS Identified | 52 | 4.7% | 8 | 3.8% | 0.79 |

| **ENGLISH – ECON DISADVANTAGED** | Cohort Count | Cohort Proportion | Completion Count | Completion Proportion | Proportionality Index |
|---|---|---|---|---|---|
| Not Econ Disadvantaged | 393 | 36.1% | 112 | 29.8% | 0.83 |
| Economically Disadvantaged | 696 | 63.9% | 264 | 70.2% | 1.10 |
| **ESL– ECON DISADVANTAGED** | Cohort Count | Cohort Proportion | Completion Count | Completion Proportion | Proportionality Index |
| Not Econ Disadvantaged | 59 | 44.7% | 11 | 35.5% | 0.79 |
| Economically Disadvantaged | 73 | 55.3% | 20 | 64.5% | 1.17 |
| **MATH– ECON DISADVANTAGED** | Cohort Count | Cohort Proportion | Completion Count | Completion Proportion | Proportionality Index |
| Not Econ Disadvantaged | 402 | 36.5% | 72 | 33.8% | 0.92 |
| Economically Disadvantaged | 698 | 63.5% | 141 | 66.2% | 1.04 |

**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.

| **GENDER** | Cohort Count | Cohort Proportion | Degree or Cert Count | Degree or Cert Proportion | Proportionality Index |
|---|---|---|---|---|---|
| Female | 411 | 51.6% | 59 | 59.6% | 1.16 |
| Male | 386 | 48.4% | 40 | 40.4% | 0.83 |

| **ETHNICITY** | Cohort Count | Cohort Proportion | Degree or Cert Count | Degree or Cert Proportion | Proportionality Index |
|---|---|---|---|---|---|
| American Indian/Alaskan Native | 5 | 0.6% | 3 | 3.0% | 4.83 |
| Asian/Pacific Islander | 45 | 5.6% | 8 | 8.1% | 1.43 |
| Black/African American | 367 | 46.0% | 44 | 44.4% | 0.97 |
| Hispanic/Latino | 235 | 29.5% | 27 | 27.3% | 0.92 |
| Other (Includes Unknown) | 69 | 8.7% | 7 | 7.1% | 0.82 |

| | | | | | |
|---|---|---|---|---|---|
| White | 76 | 9.5% | 10 | 10.1% | 1.06 |

| AGE | Cohort Count | Cohort Proportion | Degree or Cert Count | Degree or Cert Proportion | Proportionality Index |
|---|---|---|---|---|---|
| 17 and Under | 284 | 35.6% | 35 | 35.4% | 0.99 |
| 18 and 19 | 323 | 40.5% | 37 | 37.4% | 0.92 |
| 20 to 24 | 65 | 8.2% | 9 | 9.1% | 1.11 |
| 25 to 29 | 32 | 4.0% | 2 | 2.0% | 0.50 |
| 30 and Over | 93 | 11.7% | 16 | 16.2% | 1.39 |

| DSPS | Cohort Count | Cohort Proportion | Degree or Cert Count | Degree or Cert Proportion | Proportionality Index |
|---|---|---|---|---|---|
| Not DSPS Identified | 763 | 95.7% | 96 | 97.0% | 1.01 |
| DSPS Identified | 34 | 4.3% | 3 | 3.0% | 0.71 |

| Economically Advantaged | Cohort Count | Cohort Proportion | Degree or Cert Count | Degree or Cert Proportion | Proportionality Index |
|---|---|---|---|---|---|
| Not Econ Disadvantaged | 214 | 26.9% | 25 | 25.3% | 0.94 |
| Economically Disadvantaged | 583 | 73.1% | 74 | 74.7% | 1.02 |

**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.

| Transfer | Cohort Count | Cohort Proportion | Transfer Count | Transfer Proportion | Proportionality Index |
|---|---|---|---|---|---|
| Female | 411 | 51.57% | 125 | 56.82% | 1.10 |
| Male | 386 | 48.43% | 95 | 43.18% | 0.89 |

| Transfer | Cohort Count | Cohort Proportion | Transfer Count | Transfer Proportion | Proportionality Index |
|---|---|---|---|---|---|
| American Indian/Alaskan Native | 5 | 0.63% | 1 | 0.45% | 0.72 |
| Asian/Pacific Islander | 45 | 5.65% | 14 | 6.36% | 1.13 |
| Black/African American | 367 | 46.05% | 102 | 46.36% | 1.01 |
| Hispanic/Latino | 235 | 29.49% | 48 | 21.82% | 0.74 |
| Other (Includes Unknown) | 69 | 8.66% | 24 | 10.91% | 1.26 |
| White | 76 | 9.54% | 31 | 14.09% | 1.48 |

| Transfer | Cohort Count | Cohort Proportion | Transfer Count | Transfer Proportion | Proportionality Index |
|---|---|---|---|---|---|
| 17 and Under | 284 | 35.63% | 115 | 52.27% | 1.47 |
| 18 and 19 | 323 | 40.53% | 71 | 32.27% | 0.80 |
| 20 to 24 | 65 | 8.16% | 10 | 4.55% | 0.56 |
| 25 to 29 | 32 | 4.02% | 8 | 3.64% | 0.91 |
| 30 and Over | 93 | 11.67% | 16 | 7.27% | 0.62 |

| Transfer | Cohort Count | Cohort Proportion | Transfer Count | Transfer Proportion | Proportionality Index |
|---|---|---|---|---|---|
| Not DSPS Identified | 763 | 95.73% | 216 | 98.18% | 1.03 |
| DSPS Identified | 34 | 4.27% | 4 | 1.82% | 0.43 |

| Transfer | Cohort Count | Cohort Proportion | Transfer Count | Transfer Proportion | Proportionality Index |
|---|---|---|---|---|---|
| Not Econ Disadvantaged | 214 | 26.85% | 69 | 31.36% | 1.17 |
| Economically Disadvantaged | 583 | 73.15% | 151 | 68.64% | 0.94 |

# 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 to instructional programs and services for males.**

| Activity | Expected Outcome | Target Date(s) | Responsible Person/Group |
|---|---|---|---|
| 1. Provide targeted SS&SP pre-enrollment services (assessment, orientation, and counseling) to high school male students. | Increase the participation rate of high need students in pre-enrollment services. | Spring 2015 | • Outreach Coordinator<br>• SSSP Coordinator<br>• Student Equity Coordinator |
| 2. Provide a comprehensive first-year experience program that targets males and includes a summer bridge and structured pathway of planned courses. | The college will create a structured GE pathway that starts with Summer Bridge and continues for fall 2015 and spring 2016. | Summer 2015 | • Outreach Coordinator<br>• Chair of Counseling<br>• VPSS and VPAA<br>• Student Equity Coordinator |
| 3. Provide financial aid information to males and to groups such as foster youth and veterans. | Increased awareness of financial aid assistance as measured through our surveys | Spring 2015 | • Financial Aid Manager<br>• Financial Aid Supervisor<br>• Deans of Student Services |
| 4. Assess any disproportionate impact on access for foster youth and veterans. | Conduct a study of disproportionate impact on foster youth and veteran students. | Spring 2015 | • Student Equity Coordinator<br>• Office of Research and Planning |

**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"

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**GOAL B.**

**Improve course completion rates for African American and students between 18 and 19 years of age (new students).**

| Activity | Expected Outcome | Target Date(s) | Responsible Person/Group |
|---|---|---|---|
| 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. | The college will align course offerings to ensure that high need students needing basic skills courses have access to the courses. | Spring 2015 | • Office of Research and Planning <br> • VPAA <br> • Dean of Curriculum <br> • Student Equity Coordinator |
| 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). | Faculty and peer mentoring programs will be developed targeting high need students | Spring 2015 | • Student Equity Coordinator <br> • Outreach Coordinator <br> • ASO <br> • Academic Senate <br> • LEARN/Black Scholars <br> • Guardian Scholars |
| 3. Provide workshops, boot camps, mentoring, learning skills, and enhanced tutoring to address the needs of incoming and African American students. | There will be an increase in the number of high need students who participate in more services. | Spring 2015 | • Student Equity Coordinator <br> • LEARN/Black Scholars Director <br> • Learning Skills Faculty |
| 4. Provide enhanced support to help high need and disadvantaged students assess their readiness for online instruction and provide guidance in accessing online services. | There will be formal training and workshops provided to high need students to help them learn to access online education and support services. | Fall 2015 | • Student Equity Coordinator <br> • Dean of Distance Education <br> • Dean of Title V |

| 5. Assess any disproportionate impact on course completion in any of these disciplines for foster youth and veterans. | Conduct a study of disproportionate impact on foster youth and veteran students. | Spring 2015 | • Student Equity Coordinator<br>• Office of Research and Planning |
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**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.**
- **English: Increase the numbers of males and African Americans who complete the basic skills sequence in English and enroll and complete a degree-applicable English course.**
- **Math: Increase the numbers of African American, students aged 24-34, and DSPS students who complete the basic skills sequence in math and enroll and complete a degree-applicable math course.**
- **ESL: Increase the numbers of students who are 20 and older who complete a basic skills ESL course and enroll and complete a degree-applicable ESL or English course.**

| Activity | Expected Outcome | Target Date(s) | Responsible Person/Group |
|---|---|---|---|
| 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. | There will be an increase in the number of professional development opportunities to address high-need student populations and the number of faculty participating. | Spring 2015 | • Professional Development Coordinator<br>• Reading Apprenticeship Coordinator<br>• Academic Senate<br>• Dean of Math and English<br>• Student Equity Coordinator |
| 2. Pair courses with counseling and learning skills courses 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 basic skills courses. | There will be an increase of paired course offerings targeted to high need students.<br><br>There will be an increase in high need students who successfully complete the basic skills sequence and who complete a degree applicable course. | Fall 2015<br><br><br><br>Fall 2016 | • Chair of Counseling<br>• Dean of Learning Skills<br>• Learning Skills Faculty<br>• Student Equity Coordinator |

| | | | |
|---|---|---|---|
| 3. Evaluate the numbers of ESL students who have previously taken paired ESL and degree-applicable GE courses concurrently. | A study will be conducted of the enrollment and success patterns of ESL students. | Spring 2015 | • Office of Research and Planning<br>• ESL Faculty<br>• Student Equity Coordinator |
| 4. Evaluate disproportionate impact of basic skills prerequisite courses on high need and disadvantaged students. | A study will be conducted assessing disproportionate impact for prerequisite courses. | Fall 2015 | • SSSP Coordinator<br>• Office of Research and Planning<br>• Academic Senate<br>• Student Equity Coordinator |
| 5. Provide diagnostic assessments to all students and identify students who would benefit from assessment preparation. | Students will have heightened awareness and importance of assessment preparation | Fall 2015 | • SSSP Coordinator<br>• Learning Skills Faculty<br>• Math Faculty<br>• English/ESL Faculty<br>• Student Equity Coordinator |
| 6. Offer assessment preparation for students who would benefit. | Students will be better prepared to take the placement tests. | Fall 2015 | • SSSP Coordinator<br>• Learning Skills Faculty<br>• Math Faculty<br>• English/ESL Faculty<br>• Student Equity Coordinator |
| 7. Provide supplemental instruction for math and English courses. | Additional sections of basic skills courses with SI will be created. | Fall 2015 | • Dean of Basic Skills/LRC<br>• Dean of Math and English<br>• Math Faculty<br>• English/ESL Faculty<br>• Student Equity Coordinator |
| 8. Provide adaptive technology and resource support to DSPS-identified students. | Students will have increased access to adaptive technology and resources in DSPS Program. | Spring 2015 | • Dean of Support Services<br>• Student Equity Coordinator |

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|---|---|---|---|
| 9. Encourage high-need students to enroll in redesigned curriculum that accelerates progress through the basic skills sequence. | There will be an increased number of students enrolling in redesigned curriculum. | Fall 2014 | • Professional Development Coordinator<br>• Academic Senate<br>• Dean of Curriculum<br>• Math Faculty<br>• English/ESL Faculty<br>• Dean of Math and English<br>• Student Equity Coordinator |
| 10. Assess any disproportionate impact on basic skills completion in any of these disciplines for foster youth and veterans. | Conduct a study of disproportionate impact on foster youth and veteran students. | Spring 2015 | • Student Equity Coordinator<br>• Office of Research and Planning |

**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 the numbers of DSPS-identified and male students who get degrees and certificates as indicated by their intended educational goals and programs of study.**

| Activity | Expected Outcome | Target Date(s) | Responsible Person/Group |
|---|---|---|---|
| 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. | DSPS and male students who participate in follow-up services will have higher attainment of degrees and certificates than those who do not. | Spring 2015 | • SSSP Coordinator<br>• Chair of Counseling<br>• Student Equity Coordinator<br>• Dean of Support Services |
| 2. Notify male and DSPS-identified students who are close to completing their degree or certificate to petition for graduation to see a counselor. | Students will receive notification and will be encouraged to see a counselor when they are near completion of their degree and certificate. | Fall 2015 | • Dean of Admissions<br>• Chair of Counseling |
| 3. Recruit high-need students to participate in structured educational pathways leading to an associate degree or certificate. | A structured pathway will be developed that will allow students to complete. | Summer 2015 | • VPAA/VPSS<br>• Articulation Officer<br>• Dean of Curriculum<br>• Chair of Counseling<br>• Student Equity Coordinator |
| 4. Provide training opportunities to faculty and staff on how to provide accommodations for DSPS-identified students. | Faculty and staff will attend multiple training opportunities to learn how to provide accommodations to DSPS-identified students | Spring 2015 | • Dean of Student Support<br>• Student Equity Coordinator |

| | | | |
|---|---|---|---|
| 5. Provide DSPS-identified students with additional staff (including counseling) and resources. | A survey of the needs of DSPS-identified students will be conducted.<br><br>Increased staffing and support in the DSPS office will be provided | Fall 2014<br><br><br><br>Spring 2015 | • Dean of Support Services<br>• Student Equity Coordinator |
| 6. Ensure that DSPS-identified students have access to the latest and most useful adaptive technology. | A survey of available adaptive technology will be conducted | Fall 2014 | • Dean of Support Services<br>• Student Equity Coordinator |
| 7. Increase mental health services by collaborating with community-based organizations particularly those targeted to veteran and foster youth students. | An increase in the number of mental health services available to students | Spring 2015 | • Student Equity Coordinator<br>• Dean of Support Services<br>• Chair of Counseling |
| 8. Provide dedicated and welcoming spaces for veterans and foster youth so that these populations of students feel welcome and supported. | Dedicated space is available for veterans students<br><br>Dedicated space is available for foster youth | Fall 2015<br><br><br><br>Fall 2015 | • Dean, Support Services<br>• Student Equity Coordinator |
| 9. Celebrate the achievements of high-need and disadvantaged students. | There will be an increase in celebration activities for students, faculty, and staff to participate in recognition ceremonies | Summer 2015 | • Student Equity Coordinator |
| 10. Increase career services to help students identify an educational goal and program of study. | There will be increased career services to students | Spring 2015 | • SSSP Coordinator<br>• Transfer Center Director<br>• Chair of Counseling |
| 11. Assess any disproportionate impact on degree and certificate completion in any of these disciplines for foster youth and veterans. | Conduct a study of disproportionate impact on foster youth and veteran students. | Spring 2015 | • Student Equity Coordinator<br>• Office of Research and Planning |

# 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 the numbers of DSPS-identified, Hispanic students, and students across all age groups who transfer as indicated by their educational goals and programs of study.**

| Activity | Expected Outcome | Target Date(s) | Responsible Person/Group |
|---|---|---|---|
| 1. Target college transfer and career fairs to Hispanic, DSPS-identified, foster youth, and veterans. | Increase in the number of Hispanic, foster youth, and veteran participation | Fall 2015 | • Transfer center director<br>• Chair of Counseling |
| 2. Arrange visits to four-year colleges and universities for high need and disadvantaged students. | Increase in the number of college and university tours | Fall 2015 | • Transfer Center Director |
| 3. Assess high need students' career interests and provide career counseling and advising. | Increase in number of career assessments available to students | Spring 2015 | • Chair of Counseling<br>• Transfer Center Director |
| 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. | Increase in number of students accessing counseling services after reaching 30 units with IGETC/CSU GE Prep | Spring 2015 | • Transfer Center Director<br>• Chair of Counseling |

| | | | |
|---|---|---|---|
| 5. Encourage faculty to conduct workshops and sessions to students about career opportunities in their disciplines. | Increase in the number of discipline advising workshops | Spring 2015 | • Chair of Counseling<br>• Transfer Center Director<br>• Student Equity Coordinator |
| 6. Provide increased publicity and outreach efforts in the high schools, community, and on campus about transfer and career counseling. | Increase in number of presentations on campus | Spring 2015 | • Chair of Counseling<br>• Transfer Center Director<br>• Marketing Director<br>• Outreach Coordinator<br>• Student Equity Coordinator |
| 7. Assess any disproportionate impact on transfer for foster youth and veterans. | Conduct a study of disproportionate impact on foster youth and veteran students. | Spring 2015 | • Student Equity Coordinator<br>• Office of Research and Planning |

There are a variety of sources of funding for implementation of the state equity plan including funds from the unrestricted fund as well as current categorical programs such as SS&SP, DSP&S, BSI, and EOP&S. In addition, the college has state and federal grants that focus on improving equity outcomes for the high need and disadvantaged groups outlined in the plan.

New categorical funding is now provided to implement the goals and activities identified in the Student Equity plan. These funds can be used in conjunction with other sources of funds that address equity gaps.  The revised allocation for the new student equity categorical program is based on the annual FTES of 6,992.06 from 2013-2014.  The revised budget allocation for West Los Angeles College for 2014-2015 is **$539,118**.

**Preliminary Budget Plan for use of Student Equity Funding for 2014-2015**
The members of the Student Equity Workgroup will identify and prioritize activities of the plan that can be implemented this year.  All of the funds will be targeted to the high need groups identified in the plan.  In some cases, funds will be used to conduct additional research to identify any potential equity gaps of specific populations of students such as foster youth and veteran students.

| Description of activities | Preliminary Budget |
|---|---|
| Embedded tutoring and supplemental instruction | $25,000 |
| Outreach activities including recruitment, presentations, publications, and materials | $75,000 |
| Basic skills diagnostic assessments; career assessments and inventories; learning and study skills assessments | $14,118 |
| Transfer activities such as fairs, campus tours, and counseling | $35,000 |
| Linking instruction to wrap-around support services such as counseling and peer mentoring; mental health services referrals; peer mentoring | $75,000 |
| Orientations to the college's programs and services for high-need and at-risk students identified in the plan | $5,000 |
| Professional development and coordination and training | $175,000 |
| Research on veterans and foster youth | $10,000 |
| Support for students with disabilities | $25,000 |
| Direct student support such as books, orientation kits, student bus passes, and child care referrals and assistance | $100,000 |
| **TOTAL** | **$539,118** |

*Evaluation Schedule and Process*

An analysis of the alignment of the Student Equity Plan with other key plans such as the educational master plan, the SSSP plan, BSI plan, and ATD plan will be conducted to ensure that common activities and outcomes are properly assessed and documented to avoid duplication. Equity goals and activities relevant to departments and programs should be documented in program review.

At the end of the 2014-2015 year, data will be collected on the outcomes of the student success indicators to assess any progress and to make relevant changes to the plan.

Evaluation will consist of an annual review cycle involving two components. The first component will be to evaluate the actual results in implementing all proposed activities. The purpose of this evaluation component is to ensure that all aspects of the plan are being implemented. On an annual basis, individuals responsible for each planned activity will submit a report to the student equity coordinator pertaining to activity results, any barriers to carrying out the activities and a plan to address those barriers.

The second part of the evaluation assesses the student equity plan's effectiveness in reducing disproportionate impact on the targeted populations identified on the five success indicators: 1) Access; 2) Course Completion; 3) ESL and Basic Skills Completion; 4) Degree and Certificate Completion; and 5) Transfer. The Student Equity Workgroup will review the data, update the plan, and submit it for adoption through the shared governance process and approval by the Board of Trustees annually and/or as needed.