



2014 Student Equity Plan Summary

Los Angeles Mission College

November 19, 2014

Executive Summary

Brief Description of Planning Process and Integration of LAMC's Student Equity Plan with College and District Plans:

Los Angeles Mission College (LAMC) began a detailed self-study of equity gaps in student access and success among different population groups on campus in Spring 2014. The LAMC Student Equity Committee (SEC), consisting of faculty leadership, administrative leadership from Academic Affairs and Student Services, institutional research, and coordinators of programs and initiatives related to special populations (e.g., foster youth, veterans, disabled students, and basic skills students), thoroughly reviewed campus-based research and activities already underway as part of existing plans (e.g., District Strategic Plan, LAMC Strategic Master Plan, Educational Master Plan, SSSP Plan, Basic Skills Initiative, etc.) and identified the following three themes which form the core of the Student Equity Plan (SEP):

- 1. Research.** More campus-based research is needed to better identify members of special populations, particularly self-reported special populations (e.g., veterans and foster youth) and to identify the reasons behind the lower success rates of the populations found to be disproportionately impacted in the SEP.
- 2. Faculty/Staff Development, Training, and Involvement.** To properly address equity gaps in the classroom and while providing student services, LAMC faculty and staff will need specific training on current trends and research on teaching and learning and best practices in addressing the specific pedagogical and support needs of special populations.
- 3. Recruitment and Retention.** A comprehensive outreach plan is needed which includes the development of targeted outreach materials for specific underrepresented populations and targeted outreach at sites not included in current outreach efforts where there is a high proportion of underrepresented populations. Based on further research (see 1. above), targeted retention strategies will also be put into place to specifically address the student success indicators.

As many of the SEP student success indicators and themes/activities noted above are already included in many of the District's and College's other planning documents, the SEP 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.

Three Highest Priority Disproportionate Impacts to be addressed by the SEP and Rationale:

- 1. Access for male students** – Males comprise 50% of LAMC's service area population but only 40% of LAMC's student population. Ensuring access to *all* of LAMC's service area is a priority to the College.
- 2. Degree and certificate completion for male students** – the gender equity gap in the degree and certificate completion rate is quite pronounced, as the rate for male students is 12% whereas that of female students is 29%. Interventions to address this disparity will significantly impact a large proportion of the student body.
- 3. Success of African-American students throughout their college careers** – African-American students showed disproportionate impact on all four indicators related to student success, highlighting that this population is particularly in need of specialized attention and services.

Strategies for Addressing These Three Impacts:

The College will address access for male students by conducting targeted outreach beginning in Fall 2015 in local middle and high schools and in area juvenile and adult correctional facilities and through better marketing of programs that appeal to males. Low degree and certificate attainment for male students and low overall success of African-American students will be addressed by conducting additional research into the reasons behind their low attainment and into successful interventions put into place in similar institutions. An intervention plan will then be developed with implementation scheduled for 2016-17. Mentoring programs targeted to these groups are proposed in the SEP as one prominent strategy to ensure that students are retained and ultimately successful in accomplishing their educational goals.

Expected Impact on Student Success, Timeframe for Improvements, and Evaluation Plan:

All activities in the plan have been assigned responsible parties, a timeframe for initiation within the next three years, and target completion dates (ranging from one semester to seven years into the future) for expected outcomes. Ultimately, implementation of the activities in the SEP will help to close the identified achievement gaps over time. The SEC will monitor and support the parties responsible for each activity, and will evaluate the status of all activities and expected outcomes annually. In addition, programs that received Student Equity funds and/or that have activities included in the SEP will report on the status and success of those activities each year in program review.