

LOS ANGELES SOUTHWEST COLLEGE
STUDENT EQUITY PLAN



2014-2020

LOS ANGELES SOUTHWEST STUDENT EQUITY PLAN

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SIGNATURE PAGE

LOS ANGELES SOUTHWEST COLLEGE'S Student Equity Plan Signature Page

District: Los Angeles Community College Board of Trustees Approval Date: 12-16-15

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

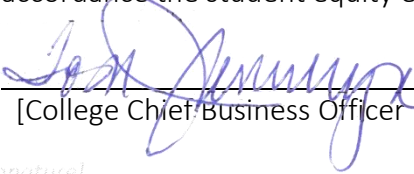


roseld@lasc.edu

[College President Name]

Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.



jacobstv@lasc.edu

[College Chief Business Officer Name]

Email

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

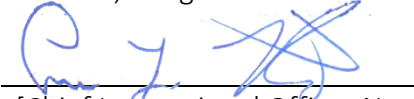


Doffonlc@lasc.edu

[Chief Student Services Officer Name]

Email

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



brodfoff@lasc.edu

[Chief Instructional Officer Name]

Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.



callenab@lasc.edu

[Academic Senate President Name]

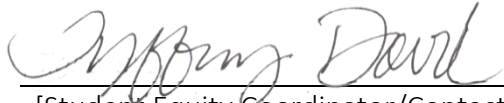
Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

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Email



dowdt@lasc.edu

323-241-5354

[Student Equity Coordinator/Contact]

Email

Phone

Board Approval Date _____

EXECUTIVE SUMMARY

LOS ANGELES SOUTHWEST COLLEGE OVERVIEW:

Los Angeles Southwest College (LASC) was created due to the necessity of increasing equity. Located in the heart of south Los Angeles, LASC is a beacon of hope for many of its residents. In 1967, Odessa Cox, the primary founder of LASC, along with a small group of community members begin cultivating Cox's vision to create an opportunity for the residents of south Los Angeles to attain higher education in their own community. Fast-forward to 47 years later and as of 2014, LASC served approximately 19,858 students. Over 69% of the student population is female while 31% of students are male. Over one-half of the student population is between the ages of 19 to 29, and they are primarily of African-American or Hispanic descent. The primary educational goal for LASC students is to transfer to a four-year university. Although there has been an increase in students choosing to pursue higher education, historically and systemically many African American and Hispanic students are achieving their educational goals at a much lower rate than other groups due to personal, financial, environmental and institutional barriers that accompany them to campus.

LASC student equity committee is dedicated to identifying and understanding the root of underachievement. Most importantly, it's goal is to create and implement action items to increase the learning and achievement of impacted student populations at LASC. Below is a brief description of LASC's impacted student populations including (a) African-American, (b) Hispanic/Latino/a, (c) males, (d) foster youth, (e) veterans and disabled students.

LASC'S TARGETED IMPACTED STUDENT POPULATIONS:

Based upon the proportionality analysis' 80% rule and low performance in the five student success indicators, the following populations were identified as impacted or underserved.

- A. African American and Hispanic/Latino Students:** Los Angeles Southwest College's current target groups, as identified in the College's Strategic Plan and disaggregated data, are African American and Hispanic/Latino students. 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. 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.

- B. Males:** 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 69% of the College's credit student population, while male students represent 31%. An analysis of demographic data indicates 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.

- C. **ESL/Basic Skills:** LASC 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. All these groups compose the basis for allocating Student Equity funds to address achievement gaps.
- D. **Foster Youth:** South Los Angeles has the highest number of residents who are foster youth and former foster youth in the state. As of Fall 2015 LASC serves 301 foster youth students. 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.
- E. **Veterans:** As with many colleges in Southern California, we are experiencing an influx of Veterans who are seeking an education after military service. As of Fall 2015 LASC serves 317 veterans. The campus is developing interventions to outreach and serve Veteran students to ensure their academic success and completion.
- F. **Disabled:** Disabled student experience health, learning and physical disabilities. The campus currently has Disabled Students Program and Services (DSP&S). Currently DSP&S serves 66.7% African American students, 20.8% Hispanic, 62.5% females and 37% males. Majority of the disabled student population are African American and Hispanic descent.

To address the impacted and underserved student populations above, a Student Equity committee was developed. Below describes the student equity committee planning process during spring 2014 and the equity proposal process during Fall 2015.

STUDENT EQUITY COMMITTEE PLANNING PROCESS

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 core planning group.

2014-2015 Student Equity Core Planning Group:

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 2014 to compile all the recommendations and discuss common themes within the plan.

2015-2016 Equity Proposal Process:

In addition to the student equity committee core planning group work during spring 2014, during fall 2015 student equity proposals were provided to the LASC campus community. This procedure encouraged the college community to identify equity gaps within their respective areas and propose programs and initiatives that close equity gaps. This ensured that all LASC areas were included in the creation of the action steps towards equitable outcomes. A total of 31 equity proposals were submitted spanning instructional faculty, classified, administration and support services.

STUDENT EQUITY CORE AREAS:

Based on the core planning analysis and student equity proposals, the student equity committee developed goals and activities to address LASC's equity gaps. Thus, the committee decided on three core areas (a) access expansion (b) basic skill development and academic intervention (c) and professional development.

- A. Access Expansion:** The student equity committee believed it was critical to expand upon access with emphasis upon outreach and recruitment, marketing, cross campus communication expansion, and first year integration. Furthermore, developing strong partnerships with local high schools and community organizations are critical to increasing access for the identified impacted students at LASC.

- B. Basic Skill Development and Academic Intervention:** LASC student populations primarily enter LASC at the basic skill level. Based upon this reality the committee will concentrate on academic intervention practices, quality support and services, and increasing academic resources for the impacted and underserved groups. Increasing tutoring and supplemental instruction will increase the number of students who successfully complete basic skill English, mathematics and gateway courses.

- C. Professional Development Series: Faculty, Staff and Student Tracks:** The professional development series will increase faculty, staff and students knowledge pertaining to increasing the five student success indicators. Furthermore, the professional development series will provide faculty and staff with additional resources and approaches to student engagement, pedagogy, and support to decrease equity gaps.

STUDENT EQUITY GOALS AND ACTIVITIES:

The student success goals, activities and progress towards an equity-centered institution are described below. The student success goals addressed includes (a) access, (b) course completion (c) ESL/Basic Skills (d) transfer (e) and degree and certificate completion.

Goal A. Access: Increase enrollment by 2% through outreach and recruitment, targeted marketing, cross-campus communication and first year transition activities by 2018.

Access Impacted Groups: Hispanic/Latino, Veterans, Foster Youth, and male students

Access Activities:

A.1 Outreach and Recruitment: Outreach and Recruitment staff hired 6 outreach staff members and conducted recruitment at local feeder schools, community organizations and college fairs during the 2014-2015 academic year. The Outreach and Recruitment Coordinator worked in coordination with participating feeder K-12 schools to conduct outreach visits and meet individually and in small groups with all graduating seniors, specifically those in the impacted subgroups (Hispanic/Latino, males, foster youth), in order to provide guidance and assistance with the application and matriculation process at the college.

A.2 Targeted Marketing Material Expansion: Targeted marketing materials were developed during 2015 including a veteran's brochure and an interest card for prospective students that are currently under review. The marketing materials will be disseminated starting winter 2016 at all targeted outreach events for the impacted groups. The public information officer will hire an assistant to focus upon educational marketing materials for the impacted groups starting winter 2016.

A.3 LASC's High School Partnership: LASC's High School Partnership serves as a pathway for local feeder high school graduates and dual enrollment students to receive comprehensive orientation and support early. In collaboration with local feeder high school and middle school administration the pathway will consist of guidance and support through the student success and support program services which includes applying, orientation, assessment, counseling and follow-up services. Furthermore, the high school partnership will strengthen relationships with local feeder high schools and middle schools to create action steps to improve LASC's enrollment of the impacted groups.

A.4 First Year Summer Bridge Program: FYE Summer Bridge will offer extended orientation, English and Math skill building, and one-on-one counseling to assist students as they navigate and prepare for their first year of college. Students will be monitored to determine students' academic progress and intrusive/preventive counseling during their first year at LASC.

Goal B. Course Completion: Increase course completion by 2% through supplemental instruction and tutoring expansion, academic intervention and supplies, and mentorship by 2017.

Impacted Groups: African American, Latino, Males, and Foster Youth students

Course Completion Activities:

B.1 Supplemental Instruction/ SMART Thinking Online Tutoring: 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. SI is a student centered approach to learning as the program targets high-risk courses rather than high-risk students.

During fall 2014- summer 2015 the following courses had supplemental instruction; accounting, biology, English, health, math, psychology, reading, sociology and Spanish. These courses were chosen due to high enrollment and low completion rates. A total of twenty supplemental instructors were hired during the 2014-2015 academic years. SMART Thinking, an online tutoring program was offered in the Student Success Center. A total of 405 students used SMART thinking during the 2014-2015 academic year.

B.2 Reinstitute College Reading Assessment and Reading Apprenticeship

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. Reading Apprenticeship will provide faculty with added training and support to ensure that students have increased access to course material.

B.3 LASC Mentor Program: The Student Success Center piloted a Mentor Program for first time students, particularly African-American, Hispanic/Latino, foster youth, and Veterans, during Fall 2014 with 30 students. Students were paired with college faculty, staff, or administrator mentors who met assigned students at least three times each semester. The meetings with the students consisted of the following: initial meeting for icebreakers, academic activity, and cultural activity on campus. The mentor program will be re-established starting spring 2016.

B.4 Book and Calculator Loaning Program: As stated in the data collected in fall 2013 the service area of LASC has the highest poverty rates, many of the identified impacted groups cannot afford to purchase books or calculators for courses. Students also experience delay in receiving financial aid which delays purchasing books. In an effort to provide students with additional academic resources, the campus will premiere a book and calculator loaning program housed in the Student Success Center located in the library in fall 2016.

B.5 Bus Voucher Program: The bus voucher program is a critical resource for LASC's impacted students. The campus-based research on access indicates that LA southwest location has the highest poverty and unemployment rates in the nation. Furthermore, the service area is in the lower median household income and the lowest level of adult education attainment in California. Identifying financial resources to encourage and support students obtaining their educational goals is important. Based upon these findings the bus voucher program will provide the impacted groups with access to LA Southwest College to complete their courses.

Goal C. ESL/Basic Skills: Increase ESL and Basic Skills completion by 2% through supplemental instruction and tutoring, professional development and first year academic intervention by 2018.

ESL/Basic Skills Impacted Groups: African American, Latino, Males, Veterans and Foster Youth students

ESL/Basic Skills Activities:

C.1 Reinstitute LASC's Faculty/Staff Academy with a Student Equity Professional Development Sub Committee: 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. As a sub-committee of faculty/staff academy the Student Equity Coordinator, Vice President of Student Services, and 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 impacted groups face inside and outside of the classroom.

During summer 2015 the student equity professional development series started with Dr. J Luke Wood who presented on Men of Color Student Success during flex day. During fall 2015 three workshops were implemented including student equity training, culturally relevant practices and quality customer service. All of these initiatives supported educating and informing the greater LASC community about impact and becoming an equity-centered institution.

C.2 Summer Jam: Math and English Assessment Preparation Program:

During summer 2015 the campus piloted its first Summer Jam English and Math Assessment Preparation Program. A total of 30 students completed a week long English and math preparation with LASC instructors, received educational planning, college success strategies and resources, and guaranteed placement into an English and math class during fall 2015. Currently the campus is awaiting grades to determine student's success. Furthermore, students completed a survey in which over 95% of the students shared that Summer Jam was helpful, supportive and a critical resource for all first-year students. The pilot program provided the campus with the opportunity to understand the strengths and areas of improvement for future summer jam programs.

C.3 Supplemental Instruction/ SMART Thinking Online Tutoring: 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. SI is a student centered approach to learning as the program targets high-risk courses rather than high-risk students.

During fall 2014- summer 2015 the following courses had supplemental instruction; accounting, biology, English, health, math, psychology, reading, sociology and Spanish. These courses were chosen due to high enrollment and low completion rates. A total of twenty supplemental instructors were hired during the 2014-2015 academic years. SMART Thinking, an online tutoring program was offered in the Student Success Center. A total of 405 students used SMART thinking during the 2014-2015 academic year.

Goal D. Degree and Certificate Completion: Increase degree and certificate completion by 3% through educational marketing materials, campus wide degree completion initiatives, and counseling expansion by 2020.

Degree and Certificate Completion Impacted Groups: African American, Latino, Males, Veterans and Foster Youth students

Degree and Certificate Completion Activities:

D.1 Multi-Cultural Student Success Center (African and Latino Male Students): Development of a multi-cultural center will be established in fall 2016 to increase transfer readiness and degree completion for men of color. The multicultural center will primarily serve African-American and Hispanic male students which are LASC's dominant student populations. Based on these findings the campus will provide a comprehensive program that holistically develops male students. The multi-cultural center will provide a centralized location in which African-American and Hispanic males can obtain key academic, social and career development

D.2 Student Equity Staffing: To ensure that all student equity initiatives are completed effectively, the following positions will be filled starting fall 2015. The student equity staff will consist of an equity coordinator, research analyst, administrative assistant and program assistants.

D.3 Intrusive Counseling for Targeted Student Populations: To ensure the targeted populations receive the appropriate information, support and accommodations pertaining to transfer and degree completion, three counselors will be hired starting fall 2015. Student equity counselors will be responsible for (a) contacting students with over 30 units to verify they have completed a comprehensive educational plan and are on track to meeting graduation completion requirements (b) complete two transfer workshops per semester (c) complete two degree completion workshops per semester (d) and provide academic intervention meetings with students falling under a 2.0 grade point average per semester.

Goal E. Transfer: Increase transfer rates by 3% through transfer research analysis, professional and student development, campus wide transfer preparation initiatives, and transfer counseling expansion by 2020.

Impacted Groups: African American, Latino, Males, Females, Veterans and Foster Youth students

Transfer Activities:

E.1 Transfer Analysis Data Project: 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. Beginning in the 2017-18 academic years, progress on the plan will begin to be evaluated by analyzing disaggregated transfer data by categories of students.

E.2 HBCU & HSI Fairs and Collaboration: Historically Black College and Hispanic Serving Institutions Transfer Fairs 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

E.3 Intrusive Counseling for Targeted Student Populations: To ensure the targeted populations receive the appropriate information, support and accommodations pertaining to transfer and degree completion, three counselors will be hired starting fall 2015. Student equity counselors will be responsible for (a) contacting students with over 30 units to verify they have completed a comprehensive educational plan and are on track to meeting graduation completion requirements (b) complete two transfer workshops per semester (c) complete two degree completion workshops per semester (d) and provide academic intervention meetings with students falling under a 2.0 grade point average per semester.

E.4 Puente Program Expansion: The Puente Program is a national award winning transfer readiness program co-sponsored by the University of California and the California Community College Chancellor's Office. The Mission of the Puente Program is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to succeeding generations. Student equity will assist with additional counseling hours and cultural, educational and transfer ready programming.

E.5 DSPS Woodcock Johnson's Cognitive Assessment:

DSPS contributes to the College environment by providing accommodations, auxiliary aids, counseling and guidance for students with disabilities. Its goal is to maximize students with disabilities independence, decision making, and awareness of their strengths and limitations so that they can self-advocate. The Woodcock Johnson's Cognitive Assessment will assist DSPS staff in identifying learning disabilities and tailored accommodations for each student.

Student Equity Funding Sources and Resources

The student equity committee developed a budget that primarily focused upon the highest equity gaps. One of the major equity gaps is ESL/Basic Skill completion, according to the Fall 2013 data collected 88% of LASC students were placed in basic skill English and 92% were placed in basic skill math. A large amount of funding resources was allocated towards supplemental instruction which serves as an academic intervention for ESL/ basic skill students.

A significant amount of funding resources was also dedicated to outreach and recruitment. The central service area of LASC has the highest poverty and unemployment rates in the nation. Therefore the campus is committed to enhancing outreach and marketing, in hopes of increasing access and developing more community based partnerships. Furthermore, funding was allocated towards professional development for instructional faculty, faculty, classified, and support services pertaining to how to better instruct, serve and accommodate impacted students.

The student equity committee is dedicated to continuing to integrate need base resource allocations. This will be completed through ongoing collection of student data and analysis to identify equity gaps and implement action steps.

Please refer to the attached budget summary for a detailed overview of funding allocations.

Contact Person/Student Equity Coordinator

LASC's Equity Coordinator oversees and manages all equity initiatives. The Student Equity Coordinator Ms. Tyffany Dowd can be contacted at 323-241-5354 or via email at dowdt@lasc.edu.

Planning Committee and Collaboration

STUDENT EQUITY COMMITTEE PLANNING PROCESS

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 core planning group.

2014-2015 Student Equity Core Planning Group:

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 2014 to compile all the recommendations and discuss common themes within the plan. Subsequently, the Student Equity Report was presented during shared governance committee meetings and campus forums to seek input and create discussions on equity data. These meetings consisted of the following: Strategic Planning Retreat, Academic Senate, 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.**

2015-2016 Equity Proposal Process:

In addition to the student equity committee core planning group work during spring 2014, during fall 2015 student equity proposals were provided to the LASC campus community. This procedure encouraged the college community to identify equity gaps within their respective areas and propose programs and initiatives that close equity gaps. This ensured that all LASC areas were included in the creation of the action steps towards equitable outcomes. A total of 31 equity proposals were submitted spanning instructional faculty, classified, administration and support services. A subcommittee of the Student Equity committee reviewed each proposal in detail to ensure that the equity initiatives met allowable expenditures, directly correlated with the impacted groups and student success indicators, and were scalable and sustainable. The student equity coordinator submitted the student equity plan recommendations to all required constituents identified by the CCC Chancellors office for review, approval and signatures. The combined planning process of the core planning group and equity proposals provided cross campus decision-making and inclusivity.

Student Equity Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Stephanie Arms	English Faculty	English Department
Dr. Juan Astorga	Dean of Trio Programs	TRIO
Blanca Barajas	Director of Cal Works	Cal Works
Johnel Barron	Outreach & Recruitment Coordinator	Outreach and Recruitment
Stephanie Burrus	Reading Faculty	Reading Department
Joni Collins	Foster Youth Coordinator	Foster Youth
Sidney Cosby	Education Talent Search Coordinator	Education Talent Search
Ben Demers	Public Information Officer	Administration Office
Ron Haynes	Cal Works Counselor	Counseling
Dr. Khaled Hussain	SSSP Coordinator	SSSP
Orellana Johnson	English Faculty	English
Maisha Jones	Sociology Faculty	Behavioral Science Department
Min-hue Lam	First Year Experience Coordinator/Counselor	FYE
Jose Lara	Disability Services Director & Counselor	Disability Services
Marian Ruane	Bridges to Success	Non Credit Education
Yvette Tucker	Veterans Coordinator and Counselor	Veterans and Counseling
Sabrena Turner-Odom	Student Success Center Director/ BSI Coordinator	Student Success Center and Basic Skills Initiative Coordinator

Success Indicator: Access

CAMPUS-BASED RESEARCH: ACCESS

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

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.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A. Increase enrollment by 2% through outreach and recruitment, targeted marketing, cross-campus communication and first year transition activities by 2018.

Target Population(s)	Current gap, year	Goal	Goal Year
Hispanic	0.64,2013	0.81	2018
Males (African American & Hispanic/Latino)	0.66,2013	0.81	2018
Foster Youth	301 students,2014	Create tracking system and monitor enrollment	2018
Veterans	317 students,2014	Create tracking system and monitor enrollment	2018

*Due to limited data availability, foster youth and veteran students access data is limited. The campus is committed to creating a tracking system and monitor enrollment for these populations. Supporting foster youth and veteran students with the access activities described below will help to expand access, integration and retention.

ACTIVITIES: A. ACCESS

A.1 Outreach and Recruitment Overview:

Starting Fall 2014 outreach and recruitment office established and strengthened relationships with local feeder high schools. Because Los Angeles Southwest College has been unable to fund outreach activities, many local area young adults attend community colleges outside of their immediate area. Outreach and Recruitment activities allow Los Angeles Southwest College to better serve and inform its local residents and recruit 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, guide and assist potential high school graduates into the college’s application and SSSP process.

Progress:

The Outreach and Recruitment Coordinator hired 3 outreach staff members during fall 2014 and 3 outreach staff members during summer 2015 to conduct recruitment at local feeder schools, community organizations and college fairs. Outreach and recruitment staff members are diverse, bilingual and reflective of the above mentioned impacted groups. The Outreach and Recruitment Coordinator worked in coordination with participating feeder K-12 schools to conduct outreach visits and meet individually and in small groups with all graduating seniors, specifically those in the impacted subgroups (Hispanic/Latino, males, foster youth and veterans), in order to provide guidance and assistance with the application and matriculation process at the college. The Outreach and Recruitment staff attended community events (such as Taste of Soul, Cash for College, Feria de Education, and Univision College Fair) to meet directly with underrepresented students. The Outreach and Recruitment Coordinator was responsible for identifying and training all outreach staff and supervised their outreach efforts in the local schools and coordinated with K-12 personnel. A total of 3100 prospective students were directly contacted by an outreach and recruitment staff member during the 2014-2015 academic year.

Activity Type(s):

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

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

ID	Target Group	# of Students Affected
A.1	Hispanic	2000
A.1	Males (African American & Hispanic)	2000
A.1	Foster Youth	500
A.1	Veterans	500

Activity Implementation Plan

To increase enrollment of the identified impacted groups the 6 outreach assistants will continue to complete targeted outreach and recruitment events. Additional recruitment materials (pens, pencils, and canopy) will be purchased to recruit more student's to LASC. The Outreach and Recruitment Coordinator will continue to collaborate with key departments on campus primarily serving the identified impacted groups. It is critical

that the Outreach and Recruitment Coordinator continues to collaborate with local feeder high schools, middles schools and community organizations.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.1	Fall 2014 - Fall 2018	6 Outreach Assistance: \$102,000 Recruitment Materials: \$5,000	N/A
		Total: \$107,000	

Link to Goal: The activities listed above will serve as outreach and recruitment tools to increase enrollment of the identified impacted groups. Furthermore, these activities will increase awareness and understanding of student success and support program process, access to essential resources, and increase communication across campus. The goal is to enhance first year access, transition and retention for the impacted groups.

Evaluation: During each outreach and recruitment event the Outreach and Recruitment Coordinator will be responsible for completing sign in rosters, collecting interest cards from prospective students and completing a program report. These evaluation tools will identify the total amount of student contacts, students expressing interest in LASC, and identify prospective students who enrolled at LASC due to outreach activities. Additionally, the outreach and recruitment staff will specify in their program reports ethnicity, gender, foster youth and veteran status (those who self-identify). All of this information will be inputted into a database to collect data over time, monitor and analyze monthly by the equity research analyst.

A.2 Targeted Marketing Material Expansion Overview:

The Public Information Officer and Student Equity Coordinator developed targeted marketing materials during fall 2015 including a veteran’s brochure, campus interest card for prospective students and bi-lingual informational brochures. Furthermore, LASC’s SSSP website provides a step-by-step picture slideshow of the SSSP process and additional information to support first year transition. The Public Information Officer has also utilized a variety of social media outlets (Facebook, Instagram and Twitter) to inform the LASC community as well as prospective students about current events, key deadlines, and resources (academic, career, and social). Currently all marketing materials are under review and will be disseminated starting spring 2016.

Activity Type(s)

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

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

ID	Target Group	# of Students Affected
A.2	Hispanic	2000
A.2	Males	2000
A.2	Foster Youth	500
A.2	Veterans	500

Activity Implementation Plan

Marketing Material Expansion: LASC’s Public Information Officer will develop additional targeted marketing materials for the identified impacted groups. Marketing materials include social media templates, flyers, posters, and signage. All additional marketing materials will focus upon the five student success indicators. The Public Information Officer will also produce a professional video focusing upon student success indicators, student resources, support services, and important campus wide deadlines. This video will be displayed on LASC’s website and a variety of social media outlets. Hiring of a student success public information assistant will be responsible for increasing communication and resources for the impacted groups. The assistant will create a variety of articles, templates, and resources on a variety of social media outlets, LASC’s website and across campus.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.2	Spring 2015-Winter 2017	Marketing Materials: \$ 30,000 Video Production: \$20,000 Student Success Public Information Officer Assistant: \$15,000 Veterans Marketing: \$2,000 Foster Youth Marketing: \$633.00	N/A
		Total: \$67,633	

Link to Goal: Expansion of marketing materials and video production will increase LASC’s ability to outreach to a larger pool of prospective students. The student success public information officer assistant will provide additional support in marketing, branding and promoting LASC. The student success public information officer will increase direct communication with each impacted group.

Evaluation: The public information officer will be responsible for collaborating with the equity research analyst to develop a comprehensive analytics system for all online marketing materials. One example includes Google analytics which will assess the amount, location and span of viewers. Furthermore, the public information officer and research analyst will be responsible for accounting for distribution and dissemination of all targeted marketing materials. At the conclusion of each month the research analyst will provide a report with the total amount of viewers and distribution of marketing materials. This will assist the public information officer in identifying the key outlets to promote, market and advertise LASC to prospective impacted groups.

A.3 LASC’s High School Partnership:

LASC’s High School Partnership serves as a pathway for local feeder high school graduates and dual enrollment students to receive comprehensive orientation and support early. In collaboration with local feeder high school and middle school administration the pathway will consist of guidance and support through the student success and support program services which includes applying, orientation, assessment, counseling and follow-up services. Furthermore, the high school partnership will strengthen relationships with local feeder high schools and middle schools to create action steps to improve LASC’s enrollment of the impacted groups.

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

Activity Type(s):Target Student Group(s) & # of Each Affected:

ID	Target Group	# of Students Affected
A.3	Hispanic	50
A.3	Males	50
A.3	Foster Youth	30
A.3	Veterans	30

Activity Implementation Plan

As a first year transition initiative local high school graduates and dual enrollment students reflective of the identified impacted groups will receive (a) a comprehensive educational plan, (b) assessment preparation resources, (c) guided tour of campus, (d) overview of all pertinent academic and student support services (e) and academic supplies. First year students will receive a notebook, pen, pencil and folder to assist with their first year at LASC. Additionally, LASC key administrators and local feeder high school administrators will meet 2-3 times a semester to create an action plan to increase enrollment and a seamless first year pathway from high school to LASC.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.3	Fall 2016-Fall 2017	Food: \$ 5,000 Academic Supplies for Students: \$5,000	N/A
		Total: \$10,000	

Link to Goal: LASC’s high school partnership will increase communication and strengthen partnerships between LASC, feeder high schools, middle schools and local community organizations serving prospective first year students. Furthermore, this initiative will increase enrollment of local feeder high school graduates by creating a seamless pathway from high school to LASC.

Evaluation: Multiple evaluation methods will be implemented for the high school partnership. Each student will be required to have a comprehensive educational plan on file which will serve as one indicator for direct contact with each participant. Secondly each participant will be required to complete a satisfaction survey regarding the services provided through this initiative. A report will be developed at the conclusion of each semester identifying the specific goals and action steps LASC and local feeder high schools will implement to increase enrollment and a seamless first year pathway.

A.4 FYE Summer Bridge:

FYE Summer Bridge will offer extended orientation, English and math skill building, and one-on-one counseling to assist students as they navigate and prepare for their first year of college. Students will be monitored to determine students’ academic progress and receive intrusive/preventive counseling during their first year at LASC.

Activity Type(s)

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

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

ID	Target Group	# of Students Affected
A.4	Hispanic	50
A.4	Males	50
A.4	Foster Youth	30
A.4	Veterans	30

Activity Implementation Plan

The First Year Summer Bridge program will be implemented during Summer 2016. The program will consist of English and math skill building, academic intervention, counseling and extended orientation. Student equity funds will provide FYE mentors, coordinator, supplemental instructors and food for the program.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.4	Summer 2016	Summer Mentors: \$ 2,000 Food: \$10,000 Textbooks: \$5000	N/A
		Total: \$17,000	

Link to Goal: FYE summer bridge program provides first year impacted students with key resources, instruction and support during their first year. Students will receive extended orientation, direct academic support from faculty, SI's and counseling. This initiative serves as a retention tool for first year students.

Evaluation: All students will be required to sign an attendance roster each day to account for student participation. Surveys will also be disseminated at the end of the program to determine effectiveness.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

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 CCCC 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

The proportionality index ($p = 1.23$) for the Veteran population denotes that Veterans are attaining their educational goals. The Veterans are more prevalent in the outcome group as it relates to non-Veteran enrollments. Therefore, there are not equity gaps for Veterans.

Veteran Status	Pct of Fall 2013 Course Enrollment	Pct of Fall 2013 Coursed Completed	Proportionality Index (p)
Veteran	9.59%	11.78%	1.23
Non-Veteran	90.41%	88.22%	0.98

The proportionality index ($p=0.71$) which is less than 1.0 for the Foster Youth reflect that there is a disproportion for this group in attaining success in their courses which subsequently reflect attaining their educational goals. Foster Youth are less prevalent in the outcome group and are less likely to successfully complete their courses.

Foster Youth Status	Pct of Fall 2013 Course Enrollment	Pct of Fall 2013 Coursed Completed	Proportionality Index (p)
Foster Youth	4.43%	3.17%	0.71
Not Foster Youth	95.57%	96.83%	1.01

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.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B. Increase course completion by 2% through supplemental instruction and tutoring expansion, academic intervention and supplies, and mentorship by 2017.

Target Population(s)	Current gap, year	Goal	Goal Year
Foster Youth	0.71, 2013	0.81	2017
Hispanic	0.94, 2013 36% course completion	Increase course completion to 38%	2017
Males	0.96, 2013 31% course completion	Increase course completion to 33%	2017

*Hispanic students and males do not illustrate an equity gap, however based upon the fall 2013 data Hispanic students are completing courses at 36% and males are completing course at 31%. This data indicates that these two populations are completing courses at low levels. Providing the student populations listed above with the course completion initiatives below are critical to increasing course completion rates at LASC.

ACTIVITIES: B. COURSE COMPLETION

B.1 Supplemental Instruction:

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. Twenty SI’s were hired during the 2014-2015 academic year for the following classes; accounting, biology, English, health, math, psychology, reading, sociology and Spanish. These courses were chosen due to high enrollment and low course completion rates. A total of 2,015 sessions were completed during the 2014-2015 academic year.

Activity Type(s)

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

Target Student Group(s):

ID	Target Group(s)	# of Students Affected
B.1	Hispanic	1000
B.1	Males	1000
B.1	Foster Youth	500

Activity Implementation Plan

The Student Success Center Director will coordinate all equity funded supplemental instruction. SI's will go through training during spring 2016 to enhance and develop skill sets in providing quality supplemental instruction. Supplemental instructors will also monitor impacted students' progress by completing and submitting attendance rosters and report at risk students to the Student Success Director weekly. At risk students will be requested to meet with an equity funded counselor for further academic intervention.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.1	Fall 2014-Fall 2017	Supplemental Instruction : \$336,000	N/A

Link to Goal: Supplemental instruction will assist students in receiving additional academic support and intervention for key gateway courses and basic skill courses.

Evaluation: To evaluate supplemental instruction and progress towards increasing course completion, the Student Success Director will administer sign in and sign out sheets for all equity funded supplemental instruction sessions. This will ensure an accurate record of all impacted groups receiving supplemental instruction. Attendance rosters will be collected and filed weekly to assess progress in each equity funded SI course. Furthermore, grades will be collected from all courses receiving equity funded supplemental instruction. Grades will serve as an outcome to determine the effectiveness of supplemental instruction and course completion for impacted groups. The research analyst will ensure that this evaluation process is completed, monitored and analyzed monthly.

B.2 Reinstitute College Reading Assessment and Reading Apprenticeship:

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, the 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.

Activity Type(s):

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

Target Student Group(s):

ID	Target Group	# of Students Affected
B.2	Hispanic	1000
B.2	Males	1000
B.2	Foster Youth	500

Activity Implementation Plan

Reinstitution of the Reading Assessment: Reading comprehension plays a critical role in students successfully completing courses. LASC's reading instructor has played a pivotal role in advocating for re-instituting the college reading assessment. Currently LASC is in the process of implementing multiple measures for assessing English and math placement. Starting fall 2016, the SSSP Coordinator and LASC's reading instructor will collaborate in reinstituting the reading section to provide a comprehensive assessment test.

Reinstitution of Reading Apprenticeship: To provide faculty with additional resources, strategies and approaches to engaging students in reading, the reading apprenticeship training will be offered starting fall 2016. In an effort to promote reading, the campus premiered their first read-in during fall 2015 in which 100 students, faculty and staff members participated in this campus wide event. Over the course of an entire day in the library students, instructional faculty, administrators, and staff read together. Each student participant received a copy of the book. Due to the success of this event additional read-ins will be administered during spring and fall 2016 to promote and increase reading comprehension across campus.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.2	Fall 2016-Fall 2017	Reinstitute Reading Assessment: \$500.00 Reinstitute Reading Apprenticeship: \$2,500 Read In Program: \$3,000	N/A
		Total: \$6,000	

Link to Goal: The above reading initiatives promote reading comprehension, critical thinking, community development, and faculty-student engagement. Increasing students reading comprehension will directly support student’s comprehension of coursework for all subjects and support course completion.

Evaluation: The evaluation process for the above reading initiatives will include satisfaction surveys for the read-in program and reading apprenticeship professional development workshops. All surveys will include learning outcomes to ensure goals are met. Furthermore, during the initial implementation of the reading assessments during fall 2016 the research analyst will monitor the reading assessment scores to determine the reading levels of the impacted student groups starting fall 2016-summer 2017. The research analyst will provide the student equity committee with disaggregated student data reports on reading levels for each impacted group per semester. Once the data is reviewed and collected at the conclusion of summer 2017 the student equity committee and research analyst will create a recommendation report of how to move forward in providing the appropriate academic support and accommodations to increase reading comprehension for the identified impacted groups.

B.3 LASC’s Mentor Program:

The Student Success Center piloted a mentor program for first time students, particularly African-American, Hispanic/Latino, foster youth, and Veterans, to engage during fall 2014 with 30 students. Students were paired with a college faculty, staff, or administrator, who meets assigned students at least three times each semester. The meetings with the students consisted of the following: initial meeting for introduction/icebreakers, academic activity, and cultural activity on campus.

Progress: The LASC mentor program is undergoing revisions and improvements to better serve the identified impacted groups. Holistic student development is the core of LASC’s mentor program. Holistic student development includes social, academic and career development. During fall 2015 additional mentors were recruited to provide a diverse and larger pool of mentors. In addition to recruitment, development of a mentor training was created and scheduled for spring 2016.

Activity Type(s):

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

Target Student Group(s):

ID	Target Group(s)	# of Students Affected
B.3	Hispanic	25
B.3	Males	25
B.3	Veterans	25
B.3	Foster Youth	25

Activity Implementation Plan

The mentor program is scheduled to start at the beginning of spring 2016. The mentor program will start with the mentor luncheon to discuss the impacted students' needs, accommodations and structure of the mentor program. Mentors will be matched with a mentee and will be required to meet with their mentee three times per semester.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.3	Spring 2016- Summer 2017	Mentor Program: \$3000	N/A

Link to Goal: The goal of the LASC's mentor program is to provide additional personal and academic support for impacted students. One of the key components of the mentor program is for mentors to have ongoing dialogue about academic success which directly correlates with course completion. Through ongoing mentorship students will have a network of professionals to receive validation, challenge and support and encouragement to achieve their educational goals.

Evaluation: At the conclusion of each academic year the mentees will complete a satisfaction survey to evaluate the effectiveness and impact of the mentor program.

B.4 Book and Calculator Loaning Program Overview:

As stated in the data collected in fall 2013 the service area of LASC has the highest poverty rates, many of the identified impacted groups cannot afford to purchase books or calculators for courses. Students also experience delay in receiving financial aid which delays purchasing books. In an effort to provide students with additional academic resources, the campus will premiere a book and calculator loaning program housed in the Student Success Center located in the library in fall 2016.

Activity Type(s):

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

Target Student Group(s):

ID	Target Group(s)	# of Students Affected
B.4	Hispanic	250
B.4	Males	250
B.4	Foster Youth	100

Activity Implementation Plan:

The student equity coordinator, student success director, and department chairs will meet and create a list of basis skill, pre-requisite and gateway courses. Once the list is completed and approved the student equity coordinator will purchase 100 books and calculators. The books will consist of all equity funded supplemental instruction courses as well as courses with high enrollment and low course completion rates. Students will be required to fill out a contract, sign in & sign out each book and calculator for the duration of two hours and leave their ID with the front desk attendant.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.4	Fall 2016-Fall 2017	Books: \$10,000 Calculators: \$5,000	N/A
		Total: \$15,000	

Link to Goal: This initiative directly correlates with increasing course completion by providing students with academic supplies (books and calculators) to ensure students have the appropriate academic supplies at the beginning of the academic year to increase course completion.

Evaluation: To evaluate the book and calculator loaning program, the research analyst will create a report on the frequency and use of each book based upon the sign in sheets data. This data will help identify the greatest need as it pertains to purchasing additional books in the future.

Furthermore, persistence and course completion will be monitored by obtaining grades at the conclusion of each semester from the equity funded supplemental instruction courses to determine effectiveness of this program.

B.5 Bus Voucher Program:

The bus voucher program is a critical resource for LASC's impacted students. The campus-based research on access indicates that LASC's location has the highest poverty and unemployment rates in the nation. Furthermore, the service area is in the lower median household income and the lowest level of adult education attainment in California. Identifying financial resources to encourage and support students obtaining their educational goals is important. Based upon these findings the bus voucher program will provide the impacted groups with access to LA Southwest College to complete their courses.

Activity Type(s):

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

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

ID	Target Group	# of Students Affected
B.5	Hispanic	300
B.5	Males	300
B.5	Foster Youth	300

Activity Implementation Plan

Starting spring 2016 the identified impacted groups will have access to bus vouchers. The bus voucher dissemination will be gradually disseminated over the course of the academic year. Providing bus vouchers provides direct access to LA Southwest College for students who may not have transportation or money for transportation. Additionally, this initiative will serve as an incentive to complete courses. To keep track of the bus voucher distribution all student participants will be required to fill out a bus voucher form. Each student will receive a maximum amount of bus vouchers per semester to ensure equal dissemination among all impacted groups.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.5	Spring 2016-Spring 2017	Foster Youth: \$ 5,000 Low Income Students: \$15,000	N/A
		Total: \$20,000	

Link to Goal: In order to receive bus vouchers students must complete 2 progress reports per semester with an equity counselor It is required that all students receiving bus vouchers are active students completing at least six units of coursework and maintaining minimally a 2.0 grade point average per semester. The bus vouchers will serve as an incentive to complete courses for impacted groups.

Evaluation: To evaluate the significance of the bus voucher program the research analyst will collect all of the bus voucher forms, progress reports and grades at the conclusion of each semester to determine course completion rates for impacted groups.

Success Indicator: ESL and Basic Skill Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

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		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	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		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	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%

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

Engl 21 Attempt	Engl 21 Success	Engl 28 Attempt	Engl 28 Success	Engl 101 Attempt	Engl 101 Success
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First English Fall 2011	Cohort N	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%
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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
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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.

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

GOAL C. Increase ESL and Basic Skills completion by 2% through supplemental instruction and tutoring, professional development and first year academic intervention by 2018.

Target Population(s)	Current gap, year	Goal	Goal Year
Hispanic	0.98, 2013 32.7% college level course completion	Increase college level course completion to 34.7%	2018
Males	0.88, 2013 30.8% college level course completion	Increase college level course completion to 32.8%	2018
Foster Youth	301 students, 2014	Create tracking system and monitor enrollment	2018
Veterans	317 students, 2014	Create tracking system and monitor enrollment	2018

*Hispanic students and males do not illustrate an equity gap, however based upon the fall 2013 data Hispanic students are completing college level English courses at 32.7% and males are completing course at 30.8%. This data indicates that these two populations are completing college level courses at low levels. Due to limited data availability, Foster youth and veteran students access data is limited. The campus is committed to creating a tracking system and monitor enrollment for these populations. Supporting foster youth and veteran students with the ESL/Basic Skills activities described below will help to expand access, integration and retention of these underserved groups.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1 Reinstitute LASC's Faculty/Staff Academy with a Student Equity Professional Development Sub Committee:

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. The Student Equity Coordinator, Vice President of Student Services, and 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 impacted groups face in the classroom and 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. This Academy will be expanded to include more faculty members, including adjuncts, and also invite classified staff to participate in the training.

Progress:

During summer 2015 the student equity professional development series in collaboration with LASC’s professional development committee hosted Dr. J Luke Wood who presented on Men of Color Student Success during flex day. During fall 2015 three workshops were implemented including student equity training, culturally relevant practices and quality customer service.

Activity Type(s):

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

Target Student Group(s):

ID	Target Group(s)	# of Students Affected
C.1	Hispanic	500
C.1	Males	500
C.1	Foster Youth	150
C.1	Veterans	150

Activity Implementation Plan

Starting spring 2016 the professional development committee, student equity committee and the ASO executive board will begin implementing the above-mentioned student equity professional development series for instructors, support services/staff and students. The continuation of the student equity professional development series will begin during mid-spring 2016. The student equity professional development series is a subcommittee of the faculty and staff academy. Below describes each track in detail.

Instructors Track: The instructor track will cover topics including culturally relevant pedagogy, mentorship, equitable practices, student engagement, diverse teaching strategies, student diversity, increasing access, course completion, basic skill development, transfer readiness, and degree completion.

Support Services/Staff Track: The support services track will focus on training staff on customer service, equitable practices, mentorship, culturally relevant practices, student diversity, increasing access, course completion, basic skill development, transfer readiness, and degree completion.

Student Track: The student track will be in collaboration with the ASO executive board and the student equity committee topics include a female and male empowerment series, man-child conference, courage to learn conference, bridges to success conference, financial literacy, transfer readiness, and degree completion.

Planned Start and End Date(s)	Student Equity Funds	Other Funds
Spring 2016-Summer 2017	Instructor Track: \$50,000 Support Services/Staff Track: \$50,000 Student Track: \$20,000 LGBTQ Guest Speaker Series: \$30,000 Bridges to Success: \$18,500 Equity Series: \$3,000 Courage to Learn \$10,000 Traveling and Conferences:\$53,267	N/A
	Total: \$234,767	

Link to Goal: The professional development series directly correlates with course completion by providing a variety of resources, trainings facilitated by experts in the field, ongoing dialogue and action steps towards quality instruction, support services, equitable practices and most importantly student success. Providing faculty, instructional faculty and students with training will enhance student learning and student success both inside and outside of the classroom.

Evaluation: All professional development workshops and conferences will have satisfaction surveys. All surveys will include learning outcomes to evaluate if goals were met for each event. During each conference it will be required for the facilitator to incorporate a focus group with minimally 10 participants to gain an in-depth understanding of the participants' experience.

C2. Summer Jam: Math and English Assessment Preparation Program Overview:

During summer 2015 the campus piloted its first Summer Jam English and Math Assessment Preparation Program. A total of 30 students completed a week long English and math preparation with LASC instructors, received educational planning, college success strategies and resources. Currently the campus is awaiting grades to determine student's success. Furthermore, students completed a survey in which over 95% of the students shared that

Summer Jam was helpful, supportive and a critical resource for first-year students. The pilot program provided the campus with the opportunity to understand the strengths and areas of improvement for future summer jam programs.

Activity Type(s):

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

Target Student Group(s)

ID	Target Group(s)	# of Students Affected
C.2	Hispanic	50
C.2	Males	50
C.2	Veterans	20
C.2	Foster Youth	20

Activity Implementation Plan:

The Student Equity Coordinator reviewed all of the student satisfaction surveys and completed a follow-up meeting with all summer jam staff including instructors and supplemental instructors. Based upon the feedback collected the upcoming summer jam program will consist of increasing instruction and two additional supplemental instructors in English and math. The program will continue providing educational planning, college success strategies and academic resources. During the beginning of spring 2016 the student equity committee will begin recruiting students to participate in summer jam. The target amount of students to recruit is 140.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.2	Summer 2016	English and Math Instructors: \$10,000 Food & Academic Supplies \$2,500 Summer Jam Coordinator: \$2,000	N/A
		Total: \$14,500	

Link to Goal: Summer jam serves as an academic intervention program for first year impacted students. This program provides first year impacted students with the opportunity to connect with instructional faculty, obtain important college success strategies, and receive counseling and educational planning. Most importantly this initiative prepares students for the assessment test to increase their chances of placing above basic skill level.

Evaluation: The evaluation process for the upcoming summer jam will include student satisfaction surveys, pre-and post-assessment test scores and grades. Please note that during the first summer jam students were only allowed to complete the assessment test once due to district testing restrictions which prevented a pre and post assessment test. Collection of grades will be collected at the conclusion of Fall 2015.

C.3 Supplemental Instruction and Tutoring for Basic Skill Courses Overview:

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. SI is a student centered approach to learning as the program targets high-risk courses rather than high-risk students.

Activity Type(s):

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

Target Student Groups) & # of Each Affected:

ID	Target Group	# of Students Affected
C.3	Hispanic	500
C.3	Males	500
C.3	Veterans	200
C.3	Foster Youth	200

Activity Implementation Plan

The Student Success Center Director will coordinate all equity funded supplemental instruction. SI’s will go through training during winter 2016 to enhance and develop skill sets in providing quality supplemental instruction. SI’s will complete between 8-16 hours per week and prioritize all basic skill students. Supplemental instructors will also monitor basic skill students’ progress by completing and submitting attendance rosters to the Student Success Director weekly. At risk students will be identified and requested to meet with an equity funded counselor for further academic intervention.

ID	Timeline(s)	Student Equity Funds	Other Funds
C.3	Winter 2016	Basic Skill Supplemental Instruction and Tutoring: \$38,500	

Link to Goal: Supplemental instruction will assist students in receiving additional academic support for the identified basic skill courses.

Evaluation: To evaluate supplemental instruction and progress towards increasing basic skill development, the Student Success Director will administer sign in and sign out sheets for all equity funded supplemental instruction sessions. This will ensure an accurate record of all impacted groups receiving supplemental instruction. Attendance rosters will be collected and filed weekly to assess progress in each equity funded course. Furthermore, grades will be collected from all courses receiving equity funded supplemental instruction at the conclusion of the semester. Grades will serve as an outcome to determine the effectiveness of supplemental instruction and course completion for impacted groups. The research analyst will ensure that this evaluation process is completed, monitored and analyzed monthly.

Success Indicator:
Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

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.

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.

Veteran Status	Fall 2007 New Student Cohort	Degree/Certificate Completion	Proportionality Index (p)
Veteran	1.04%	1.79%	1.71
Non-Veteran	98.96%	98.21%	0.99

From this data, there is not an equity gap for students who are Veterans. Please keep in mind that very little data was gathered for Veterans in Fall 2007.

Foster Youth Status	Fall 2007 New Student Cohort	Degree/Certificate Completion	Proportionality Index (p)
Foster Youth	0.00%	0.00%	0.00
Not Foster Youth	100.0%	100.0%	1.00

No data was gathered for Foster Youth students in Fall 2007 for comparison.

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. Additional data needs to be collected and monitor for Veterans and foster youth students.

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

GOAL D. Increase degree and certificate completion by 3% through educational marketing materials, campus wide degree completion initiatives, and counseling expansion by 2020.

Target Population(s)	Current gap, year	Goal	Goal Year
Males	0.81, 2007-2008 25% degree completion	Increase to 28%	2020
Hispanic	25% degree completion	Increase to 28%	2020
Blacks	65% degree completion	Increase to 68%	2020
Foster Youth	Data not available	Create tracking system and monitor degree and certificate completion	2020
Veterans	Data not available	Create tracking system and monitor degree and certificate completion	2020

*As with the other measures Hispanic and Blacks are LASC’s predominate student populations, the overall degree and certificate rates for these populations are fairly low. Also the campus is working on improving data collection and reporting for foster youth and veteran students. It is a challenge to collect data due to the fact that both populations self-identify leaving minimal to no data. The campus is working on a tracking system for spring 2016. Males, Hispanic, African American, foster youth and veteran populations are in need of the critical resources provided in the degree and certificate completion section. Thus, it is useful to focus on improving outcomes for all students identified above.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1 Multicultural Center for Males:

Development of a multi-cultural center will be established in spring 2016 to increase transfer readiness and degree completion for men of color. The multicultural center will primarily serve African-American and Hispanic male students which are LASC’s dominant student populations. Based on these findings the campus will provide a comprehensive program that holistically develops male students. The multi-cultural center will provide a centralized location in which African-American and Hispanic males can obtain key academic, social and career development. The multicultural center will also conduct a man-child conference in fall 2016 focusing on men of color student success during Spring 2016 and provide a male empowerment support group that will meet monthly starting Spring 2016.

Activity Type(s):

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

ID	Target Group (s)	# of Students Affected
D.1	Hispanic Males	350
D.1	African American Males	350
D.1	Veteran Males	150
D.1	Foster Youth Males	150

Activity Implementation Plan

Premiering in spring 2016 the multicultural center will provide students with counseling, culturally enrichment workshops, tutoring, counseling and mentorship. Students will be required to complete minimally two counseling sessions per semester, 2 progress reports, and two workshops per semester.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
D.1	Spring 2016-Fall 2020	CGCA: \$20,000 Adjunct Counselor: \$70,000 Transportation: \$ 5,000 Office Supplies: \$5000 Man-Child Conference: \$30,000 Male Empowerment Support Group: \$2,350	Program 100-1 full time coordinator/counselor
		Total: \$132,350	

Link to Goal: Degree completion is a long term goal therefore ongoing academic support, counseling and mentorship are critical to the success of the identified impacted groups regarding degree completion.

Evaluation: To evaluate the multicultural center all students will be required to complete an application to be a part of the program to collect demographic information each academic year. All students will complete a comprehensive educational plan and complete minimally two counseling sessions and two workshops per semester to promote course completion, transfer readiness and degree completion. The multicultural center will offer minimally four workshops per semester including information pertaining to transfer readiness, degree completion, course completion, cultural enrichment and personal development. All workshops will require students to complete a survey to evaluate effectiveness. Lastly focus groups will be conducted at the conclusion of each semester to monitor progress and effectiveness of services offered to students.

D.2 Student Equity Staffing:

To ensure that all student equity initiatives are completed effectively, the following positions will be filled starting fall 2015. The student equity staff will consist of an equity coordinator, research analyst, administrative assistant and program assistants.

Below are brief descriptions of each position:

- **Equity Coordinator** will be responsible for overseeing all equity initiatives, budgets, and collaborating with a variety of key constituents across campus to ensure equity initiatives are completed.
- **Research Analyst** will be responsible for creating all key data collection templates, monitoring all student success indicators as it pertains to decreasing impact, creating monthly reports for the greater LASC community and providing strategies and action steps to move forward decreasing impact.
- **Administrative Assistant** will be responsible for completing all required purchase orders, short-term agreements, hiring equity staff, and monitoring the student equity budget.
- **(2) Program Assistants** will support administrative and programmatic task including note taking, filing, program development assistance and other office management duties. There will be three program assistants for the following areas; foster youth center and veterans' center.
- **(1) CGCA** will support the equity staff in organizing and implementing equity initiatives.

Activity Type(s):

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

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

ID	Target Group	# of Students Affected
D.2	Hispanic	500
D.2	African American	500
D.2	Foster Youth	300
D.2	Veterans	300

Activity Implementation Plan

ID	Timeline(s)	Student Equity Funds	Other Funds
D.2	Fall 2015-Fall 2020	Equity Coordinator: \$ 100,000 Research Analyst: \$50,000 Administrative Assistant: \$50,000 (2) Program Assistants (Veterans/Foster Youth): \$31,000 (1) Equity CGCA: \$20,000 Veterans Office Supplies:\$7000	N/A
		Total: \$258,000	

Link to Goal: The student equity staff provides a structure and a point of contact for all key components of student equity including management and implementation of all equity initiatives, budget management, resource allocations, data collection and reporting. The above-mentioned positions will serve all student success indicators and impacted student groups. These positions play a critical role in creating an equity centered institution at LASC.

Evaluation: To evaluate all of the positions described above each position will complete performance evaluations at the conclusion of each academic year to ensure accountability and completion of all equity initiatives.

D.3 Intrusive Counseling for Targeted Student Populations:

To ensure the targeted populations receive the appropriate information, support and accommodations pertaining to transfer and degree completion, counselors were hired during fall 2015 for foster youth, veterans and disabled students.

Activity Type(s):

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

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

ID	Target Group	# of Students Affected
D.3	Males	500
D.3	Foster Youth	500
D.3	Veterans	300
D.3	Disabled Students	300

Activity Implementation Plan

Student equity counselors will be hired starting fall 2015 to provide an efficient amount of counselors for the identified impacted groups. Student equity counselors will be responsible for (a) contacting students with over 30 units to verify they have completed a comprehensive educational plan and are on track to meeting graduation completion requirements (b) complete two transfer workshops per semester (c) complete two degree

completion workshops per semester (d) and provide academic intervention meetings with students falling under a 2.0 grade point average per semester.

ID	Timeline(s)	Student Equity Funds	Other Funds
D.3	Fall 2015-Fall 2018	Veterans Counselor: 18,000 Foster Youth Counselor: \$80,000	N/A
Total Amount:		Total: \$98,000	

Link to Goal: Degree completion is considered a long term process therefore continual counseling, support, and academic intervention are critical to degree completion for the identified impacted groups.

Evaluation: The evaluation method used to ensure students are progressing in degree completion and transfer readiness will include collection and monitoring of the following (a) students comprehensive educational plans (b) meeting with the impacted students minimally twice a semester to assess students' progress, counselors will be responsible for notating each meeting (c) and attendance rosters at all transfer and degree completion workshops ensuring impacted students attend two workshops per semester.

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

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 CCCC 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. CCCC 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

California Community College - CSU Transfers		
Ethnicity	2013-2014 (n=122)	2014-2015 (n=162)
Black/African American	67.2%	63.6%
American Indian	1.6%	0.0%
Asian	1.6%	1.9%
Hispanic	16.4%	24.7%
Non-Resident Alien	1.6%	3.7%
Pacific Islander	0.0%	0.0%
Multi-Ethnic	1.6%	3.7%
Unknown	9.0%	2.5%
White	0.8%	0.0%
Gender	2013-2014 (n=122)	2014-2015 (n=162)
Female	79.5%	67.3%
Male	20.5%	32.7%

Data source: <http://asd.calstate.edu/cc/index.asp>

This data illustrates that Hispanic and male students are completing degrees at low levels.

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, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E. Increase transfer rates by 2% for the identified impacted groups through transfer research analysis, professional and student development, campus wide transfer preparation initiatives, and transfer counselling expansion by 2020.

Target Population(s)	Current gap, year	Goal	Goal Year
Hispanic	0.63, 2008	0.70	2020
Female	0.75, 2008	0.80	2020
Disabled	0.45, 2008	0.55	2020

ACTIVITIES: E. TRANSFER

E.1 Transfer Data Analysis Project:

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.

Activity Type(s):

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

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

ID	Target Group(s)	# of Students Affected
E.1	Hispanic	500
E.1	Female	600
E.1	Disabled	200

Activity Implementation Plan

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. 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.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.1	Fall 2015- Fall 2016	0	N/A

Link to Goal: Reviewing transfer data will directly support intentional and purposeful resource allocations and decision making regarding transfer initiatives for the identified impacted groups.

Evaluation: The transfer data analysis will provide the campus with a comprehensive overview of disaggregated data regarding transfer rates for the identified impacted groups. This analysis will determine the appropriate resource allocations and initiatives to increase transfer rates for the identified impacted groups.

E.2 HBCU and HSI Fairs and Collaboration:

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 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. 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.

Activity Type(s):

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

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

ID	Target Group	# of Students Affected
E.2	Hispanic	500
E.2	Female	600
E.2	Disabled	200

Activity Implementation Plan

Historically Black College and Hispanic Serving Institutions Transfer Fairs will be implemented in fall 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.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.2	Fall 2016-Summer 2017	\$ 5,000	

Link to Goal: The HBCU and HSI Fairs and Collaboration offers students' direct contact and key information pertaining to transfer readiness. In addition to UC and CSU schools students will have the opportunity to expand their transfer school choices by learning more about HBCU's and HSI's. This initiative will enhance partnerships between the universities and LASC.

Evaluation: During each fair attendees will be asked to sign in and complete a student satisfaction survey to assess effectiveness.

E.3 Intrusive Counseling for Targeted Student Populations:

To ensure the targeted populations receive the appropriate information, support and accommodations pertaining to transfer readiness, three counselors will be hired starting fall 2015.

Activity Type(s):

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

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

ID	Target Group	# of Students Affected
E.3	Hispanic	500
E.3	Female	600
E.3	Disabled	300

Activity Implementation Plan

Student equity counselors will be hired starting fall 2015 to provide an efficient amount of counselors for the identified impacted groups. Student equity counselors will be responsible for (a) contacting students with over 30 units to verify they have completed a comprehensive educational plan and are on track to meeting graduation completion requirements (b) complete two transfer workshops per semester (c) complete two degree completion workshops per semester (d) and provide academic intervention meetings with students falling under a 2.0 grade point average per semester.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.3	Fall 2015-Fall 2018	(2) Counselors: \$98,000	N/A
Total Amount:		\$98,000 *Amount accounted for in degree completion section.	

Link to Goal: Degree completion is considered a long term process therefore continual counseling, support, and academic intervention are critical to degree completion for the identified impacted groups.

Evaluation: The evaluation method used to ensure students are progressing in transfer readiness will include collection and monitoring of the following (a) students comprehensive educational plans (b) meeting with the impacted students minimally twice a semester to assess students' progress, counselors will be responsible for notating each meeting (c) and attendance rosters at all transfer and degree completion workshops ensuring all impacted students attend two workshops per semester.

E.4 Puente Center Expansion:

The Puente Program is a national award winning transfer readiness program co-sponsored by the University of California and the California Community College Chancellor's Office. The Mission of the Puente Program is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to succeeding generations. Student equity will assist with additional counseling hours and cultural, educational and transfer ready programming.

Activity Type(s):

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

ID	Target Group (s)	# of Students Affected
E.4	Hispanic	350

Activity Implementation Plan

During spring 2016 the Puente center will provide students with counseling, culturally enrichment workshops, tutoring, counseling and college tours. Students will be required to complete minimally two counseling sessions per semester, 2 progress reports, and two workshops per semester.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.4	Spring 2016-Fall 2020	Program Assistant: \$5,500 College Tours: \$10,000 Supplemental Instruction: \$20,000	Program 100-1 full time coordinator/counselor
		Total: \$35,500	

Link to Goal: Transfer readiness is a long term goal therefore ongoing academic support, counseling and mentorship are critical to the success of the Hispanic students.

Evaluation: To evaluate the Puente Program all students will be required to complete an application to be a part of the program to collect demographic information each academic year. All students will complete a comprehensive educational plan and complete minimally two counseling sessions and two workshops per semester to promote course completion, transfer readiness and degree completion. The Puente Program will offer minimally four workshops per semester including information pertaining to transfer readiness, degree completion, college tours, cultural enrichment and personal development. All workshops will require students to complete a survey to evaluate effectiveness. Lastly focus groups will be conducted at the conclusion of each semester to monitor progress and effectiveness of services offered to impacted students.

E.5 DSPS Woodcock Johnson’s Cognitive Assessment:

DSPS contributes to the college environment by providing accommodations, auxiliary aids, counseling and guidance for students with disabilities. Its goal is to maximize students with disabilities independence, decision making, and awareness of their strengths and limitations so that they can self-advocate. The Woodcock Johnson’s Cognitive Assessment will assist DSPS staff in identifying learning disabilities and tailored accommodations for each student.

Activity Type(s):

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

ID	Target Group (s)	# of Students Affected
E.5	Disabled Students	100

Activity Implementation Plan

Test protocols will be disseminated to all incoming first year disabled students. Students completing an assessment will be required to sign in to account for all assessments.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.5	Winter 2016-Spring 2017	Test Protocol Packets: \$1,000	N/A
		Total: \$1,000	

Link to Goal: Transfer readiness is a long term goal therefore identifying learning disabilities and proper accommodations will assist students in achieving their educational goals.

Evaluation: Students will fill out a sign in sheet to account for all assessments. The data collected from the assessment will be used to further investigate, track and monitor the different types of learning disabilities. Furthermore, this will assist DSPS staff in appropriate support and accommodations for disabled students. DSPS Coordinator and the research analyst will create a summative report at the conclusion of the academic year to report findings.

Summary Budget

*Please refer to attached budget summary.

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

The following assessment and evaluation timeline will be implemented to ensure all equity plan goals and objectives are monitored for progression and are met. The research analyst will ensure that this process is implemented and completed. The research analyst will be hired by spring 2016. The data collected will include quantitative and qualitative data.

Quantitative data will be collected to better understand trends and themes. The primary quantitative methods used will be distribution and collection of surveys at the conclusion of each equity event. As well as attendance rosters, sign in sheets and student contact sheets. The research analyst will also work closely with the institutional research department to collect disaggregated data pertaining to the five student success indicators and the identified impacted groups to assess decreasing equity gaps. All surveys will include open and closed ended questions and learning outcomes to assess the effectiveness of each initiative.

Qualitative data will be collected to capture the individual experiences of the participants. Identifying ways to strengthen and or enhance the specific initiative. The primary qualitative method will be focus groups. At the conclusion of each academic year focus groups will be completed with the identified impacted groups to assess effectiveness.

All equity funded departments will be required to complete a data collection and reporting training scheduled at the beginning of fall and spring semesters. Additionally, all equity funded departments are required to have a representative attend the monthly student equity committee meetings. During the student equity committee meetings, the research analyst will provide an update on the results of decreasing equity gaps for each department. The research analyst will also provide monthly reports illustrating the campuses progress towards decreasing equity gaps on the student equity website to inform the greater LASC community. Below outlines the evaluation and assessment timeline:

Semester Deadline	Evaluation and Assessment Procedure
Fall 2015	<ul style="list-style-type: none"> -Disseminate and collect surveys from all equity funded programs at the conclusion of the semester. -Data collection and reporting training.
Winter 2016	<ul style="list-style-type: none"> -Review and analyze Fall 2014 and Spring 2015 data to determine prioritization for the upcoming academic year. -Request disaggregated data based upon the five student success indicators and identified impacted student populations from institutional research for 2014-2015 academic year. -Create summative report on findings.
Spring 2016	<ul style="list-style-type: none"> -Data collection and reporting training. -Disseminate and collect surveys from all equity funded programs at the conclusion of the semester. -Complete focus groups with impacted group to capture students' experiences at the conclusion of the semester.
Summer 2016	<ul style="list-style-type: none"> -Review and analyze 2015-2016 surveys and evaluations to determine prioritization for the upcoming academic year. - Create summative report on findings.
Fall 2016	<ul style="list-style-type: none"> -Disseminate and collect surveys from all equity funded programs at the conclusion of the semester. -Complete focus groups with impacted group to capture students experiences at the conclusion of the semester -Request disaggregated data based upon the five student success indicators and identified impacted student populations from institutional research for 2015-2016 academic year.
Winter 2017	<ul style="list-style-type: none"> -Review and analyze all data collected from Fall 2016 equity funded programs.
Spring 2017	<ul style="list-style-type: none"> -Disseminate and collect surveys from all equity funded programs at the conclusion of the semester. -Complete focus groups with impacted group to capture students experiences at the conclusion of the semester.
Summer 2017	<ul style="list-style-type: none"> -Review and analyze 2016-2017 data to determine prioritization for the upcoming academic year. - Create summative report on findings.
Fall 2017	<ul style="list-style-type: none"> - Collect survey data from all equity funded programs at the conclusion of the semester.

	-Request disaggregated data based upon the five student success indicators and identified impacted student populations from institutional research for 2016-2017 academic year.
Winter 2018	-Review and analyze all Fall 2017 equity initiatives.
Spring 2018	-Disseminate and collect surveys from all equity funded programs at the conclusion of the semester. -Complete focus groups with impacted group to capture students experiences at the conclusion of the semester.
Summer 2018	-Review and analyze 2017-2018 data to determine prioritization for the upcoming academic year. - Create summative report on findings.
Fall 2018	- Collect survey data from all equity funded programs at the conclusion of the semester. -Request disaggregated data based upon the five student success indicators and identified impacted student populations from institutional research for 2017-2018 academic year.
Winter 2019	-Review and analyze all Fall 2018 equity initiatives.
Summer 2019	-Review and analyze 2018-2019 data to determine prioritization for the upcoming academic year. - Create summative report on findings.
Fall 2019	- Collect survey data from all equity funded programs at the conclusion of the semester. -Request disaggregated data based upon the five student success indicators and identified impacted student populations from institutional research for 2018-2019 academic year.
Winter 2020	-Review and analyze all Fall 2019 equity initiatives.
Spring 2020	-Disseminate and collect surveys from all equity funded programs at the conclusion of the semester. -Complete focus groups with impacted group to capture students experiences at the conclusion of the semester.

Summer 2020	-Review and analyze 2019-2020 data to determine prioritization for the upcoming academic year. - Create summative report on findings.
Fall 2020	-Request disaggregated data based upon the five student success indicators and identified impacted student populations from institutional research for 2019-2020 academic year.