LOS ANGELES MISSION COLLEGE

STUDENT EQUITY PLAN

2015 – 2020

LOS ANGELES MISSION COLLEGE

January 13, 2016

LOS ANGELES MISSION COLLEGE STUDENT EQUITY PLAN

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SIGNATURE PAGE

Monte E. Perez, PhD, *College President*   Date

Daniel G. Villanueva, *Vice President of Administrative Services*   Date

Christopher Villa, EdD, *Vice President of Student Services*   Date

Michael K. Allen, JD, *Vice President of Academic Affairs*   Date

Darlene Montes, *Interim Dean of Academic Affairs/SE Coordinator*   Date

SIGNATURE PAGE

District: L.A. Community College District   **Board of Trustees Approval Date:**   1/13/2016

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).

Monte E. Perez, PhD, *College President*   perezme@lamission.edu

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

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

Michael J. Allen, JD, *Vice President of Academic Affairs*   allenmk@lamission.edu

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

Christopher Villa, EdD, *Vice President of Student Services*   villacm@lamission.edu

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.

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

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

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Los Angeles Mission College (LAMC) began a detailed self-study of equity gaps in student success among different population groups on campus in Spring 2014. The LAMC Student Equity Committee (SEC), consisting of faculty leadership, administrative leadership from Academic Affairs and Student Services, institutional research, and coordinators of programs and initiatives related to special populations (e.g., foster youth, veterans, disabled students, and basic skills students), thoroughly reviewed campus-based research (including additional research on student population groups not initially included – e.g., foster youth and veterans) and activities already underway as part of existing College and District plans. The following goals and activities were formulated by the SEC to close the identified achievement gaps in the access and student success indicators.

GOAL A – Access

The following population groups are underrepresented on campus: male students, Hispanic students, and students with disabilities. The College will endeavor to increase the number of students from these groups by:

1. Conducting better marketing of academic and career-technical education (CTE) programs of interest to males and conducting targeted outreach in local middle and high schools and in area juvenile and adult correctional facilities utilizing existing partnerships with LACOE, Communities in Schools, and the Anti-Recidivism Coalition;

2. Conducting a campus-wide campaign to encourage students with disabilities, students with mental health issues, and veterans to self-identify so that they can be eligible for special services, and further researching barriers to these students' success (also applies to Goal D.4); and

3. Recruiting more Hispanic students in noncredit ESL courses (also applies to Goal A.10).

GOAL B – Course Completion

The following population groups are disproportionately impacted with regard to course completion: male students, black students, and foster youth. The College will endeavor to increase the course completion rates for these groups through:

1. Conducting additional research to determine the reasons behind the low completion rates;

2. Developing curriculum in personal development and career planning coursework targeted to the needs of these populations, with specialized course sections being offered to these groups;

3. Implementing faculty and staff training activities regarding the specific teaching and learning needs of these special populations and facilitating faculty and staff attendance at relevant conferences (also applies to Goals C.5, D.2, and E.1); and

4. Conducting a campus-wide campaign to encourage foster youth to self-identify so that they can be eligible for, and made aware of, special services (also applies to Goal B.4 and D.4).

GOAL C – ESL and Basic Skills Completion

Disproportionate impact was found for students with disabilities and black students with regard to basic skills English completion; and male students, black students, and students with disabilities in basic skills math completion. The College will endeavor to increase the progression rates of students with disabilities and black students in basic skills English; and for male students, black students and students with disabilities in basic skills math by conducting additional research to determine the reasons behind these lower English/math basic skills completion rates and by creating a peer and/or faculty mentor program for basic skills English/math students.

GOAL D – Degree and Certificate Completion.

With regard to degree and certificate completion male students and students with disabilities are disproportionately impacted. The College will address these gaps by:

1. Conducting additional research to determine the reasons behind the low completion rates for male students and students with disabilities;

2. Implementing a pilot faculty and/or peer mentorship program that would match mentors to mentees based on background characteristics and academic and/or career interests and goals – mentors would be paired with mentees for the duration of the students' college careers to ensure that they are making progress in pursuing their educational goals (also applies to Goal C.2 and D.2);

3. Developing policies/interventions to ensure all undecided students select a major/program of study by the time they have completed 15 units; and

4. Institutionalizing financial aid outreach and services to all students.

GOAL E – Transfer

Students with disabilities are disproportionately impacted with regard to transferring to a four-year institution. In addition to the activities already noted above, the College will address this equity gap by:

1. Conducting additional research to determine the reasons behind the low transfer rates for student with disabilities; and

2. Coordinating with the Transfer Center to provide enhanced services for students with disabilities interested in transferring and to improve transfer rates based on the findings from 1 above.

All activities in the plan have been assigned responsible parties, a timeframe for initiation within the next five years, and target completion dates for expected outcomes. The SEC will monitor and support the parties responsible for each activity, and will evaluate the status of all activities and expected outcomes annually. In addition, programs that received Student Equity funds and/or that have activities included in the Student Equity Plan will report on the status and success of those activities each year in program review.

CAMPUS-BASED RESEARCH

CAMPUS-BASED RESEARCH

A. ACCESS

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

Los Angeles Mission College (LAMC) is a designated Hispanic-Serving Institution (HSI) located in the northeast San Fernando Valley area of Los Angeles County. LAMC's primary service area consists of the three zip codes of 91342, 91331 and 91340, which cover the communities of Sylmar, Pacoima and the city of San Fernando, respectively.

Methodology

In the table below, the percentage point gap methodology is used to assess whether the LAMC student body is representative of the community it serves. The percentage point gaps are calculated by subtracting the participation rate of the subgroup from the group's representation in the service area. A negative sign indicates that the group has lower representation at the College than in the community served, while a positive sign indicates that the group has greater representation. A negative percentage point gap of -3 or greater is considered evidence of disproportionate impact and is highlighted in yellow in the table below. Percentage point gaps based on low base numbers (a denominator less than 30) are not considered statistically reliable. Cohorts with fewer than ten students are not analyzed due to low reliability and are indicated with ***.

Table A1. Enrollment Disaggregated by Gender and Ethnicity

POPULATION GROUP	(A) # of Students Enrolled in Fall 2014*	(B) % of Total Enrollment*	(C) % of Adult Population in Service Area**	(D) Gap in Percentage Points
Female	6,720	60.2	49.8	+10.4
Male	4,437	39.8	50.2	-10.4
Total	**11,157**	**100.0**	**100.0**	
Hispanic	8,599	77.1	84.2	-7.1
White	1,226	11.0	7.8	+3.2
Asian	549	4.9	4.3	+0.6
Black	360	3.2	3.1	+0.1
Native American	16	0.1	0.1	+0.0
Pacific Islander	6	0.1	0.0	***
Multiethnic	167	1.5	0.6	+0.9
Unknown	234	2.1	0.0	+2.1
Total	**11,157**	**100.0**	**100.0**	

  * Source: LACCD SIS
 ** Source: emsiAnalyst
*** Not analyzed due to low cell size

Table A2. Fall 2014 Disaggregated by Special Population Groups

POPULATION GROUP	(A) # of Students Enrolled in Fall 2014*	(B) % of Total Enrollment*	(C) % of Adult Population in Service Area***	(D) Gap in Percentage Points
Foster Youth	136	1.3	0.7	+0.6
Students with Disabilities	304	2.8	9.9	-7.1
Low-Income Students**	6,237	55.9	47.1	+8.8
Veterans	161	1..5	3.8	-2.3

  * Source: CCCCO Data Mart
 ** Source: LACCD IRDS Financial_Aid_Flag = 1, 2, 3, or 4
*** Source: 2009-2013 American Community Survey

The three student groups experiencing the greatest gaps in access are (in rank order):
- **Male students** (–10.4 percentage points below their proportion in the community);
- **Hispanic students** (–7.1 percentage points below their proportion in the community);
- **Students with disabilities** (–7.1 percentage points below their proportion in the community).

Male students are significantly underrepresented in the LAMC student body, reflecting a broader trend in higher education worldwide. To provide more equitable access to higher education in our primary service area, LAMC will continue to focus on outreach to men to increase the proportion of male students on campus.

The majority of residents in LAMC's primary service area are Hispanic, an ethnic group that continues to be underrepresented in U.S. higher education. While LAMC's student body has one of the highest rates of Hispanic enrollment in the nation, there is still a gap between Hispanic enrollment and the proportion of Hispanics living in the community served. This is partly due to low educational attainment in the community. According to the 2013 American Community Survey, over two-thirds (67.1%) of the adult population aged 25 and older in LAMC's primary service area has never attended college. LAMC continues to do outreach in the community to increase awareness of and interest in higher education among members of the community.

According to the 2009-2013 American Community Survey, approximately ten percent of the adult population in Los Angeles County has some type of disability. LAMC's documented disabled student population is only two percent. However, this is likely due to lack of documentation of disability, rather than to lack of access. LAMC has dedicated resources to eliminating this equity gap, starting with the hiring of a full-time Associate Dean of Disabled Student Programs and Services in 2014-15. The College also plans to re-establish programs that were cut due to budgetary restrictions in previous years to provide additional services for disabled students to eliminate this equity gap.

CAMPUS-BASED RESEARCH

B. Course Completion

The ratio of the number of credit courses that students, by population group, successfully complete compared to the number of courses in which students in that group are enrolled on census day. Course completion ("success") rates are calculated by dividing the number of courses in which students earned an A, B, C or P grade by the number of courses students were enrolled in on census day for fall 2014.

Methodology

In the tables below, the percentage point gap methodology is used to assess whether an equity gap exists between disaggregated subgroups. The gap in percentage points is calculated by subtracting the success rate (%) of the subgroup from the average success rate (%) for the College as a whole. A negative sign indicates that the group has a lower success rate than the College average, while a positive sign indicates that the group has a better success rate. A negative percentage point gap of -3 or greater is considered evidence of disproportionate impact and is highlighted in yellow in the table below. Cohorts with fewer than ten students are not analyzed due to low reliability and are indicated with ***.

Table B1. Successful Course Completion Disaggregated by Population Group

POPULATION GROUP	(A) # of Students Enrolled in Fall 2014*	(B) # of Passing Grades*	(C) Success Rate (B÷A) (%)	(D) Average Success Rate (%)	(E) Gap in Percentage Points
Female	13,857	9,238	66.7	64.6	+2.1
Male	9,921	5,926	61.6	64.6	-3.0
Total	**23,478**	**15,164**	**64.6**	**64.6**	
Hispanic	18,202	11,458	63.0	64.6	-1.6
White	2,560	1,920	75.0	64.6	+10.4
Asian	1,234	907	73.5	64.6	+8.9
Black	726	375	51.7	64.6	-12.9
Native American	32	21	65.6	64.6	+1.0
Pacific Islander	12	7	58.3	64.6	-6.3
Multiethnic	269	190	70.6	64.6	+6.0
Unknown	443	286	64.6	64.6	+0.0
Total	**23,478**	**15,164**	**64.6**	**64.6**	
Foster Youth	334	175	52.4	64.6	-12.2
Student with Disabilities	632	375	59.3	64.6	-5.3
Low-Income***	16,811	11,100	66.0	64.6	+1.4
Veterans	35	25	71.4	64.6	+6.8

* Source: CCCCO Data Mart
** Source: LACCD IRDS Financial Aid Flag = 1, 2, 3, or 4

The three student groups experiencing the greatest gaps in access are (in rank order):

- **Black students** (–12.9 percentage points below the LAMC average);
- **Foster youth** (–12.2 percentage points below the LAMC average);
- **Pacific Islanders** (–6.3 percentage points below the LAMC average).

While the analysis above shows that Pacific Islanders are experiencing disproportionate impact, due to the low base number of students in this group, the data on successful course completion for Pacific Islanders is not statistically reliable and may not indicate an actual gap. The three groups with the *largest number of students affected are*:

POPULATION GROUP	Gap (% below average)	# of Course Enrollments as of Census Day	# of "Lost" Enrollments that would have closed the equity gap if they had been successful
Male Students	-3.0	9,621	289
Black Students	-12.9	726	94
Foster Youth	-12.2	334	41

ACADEMIC/PROGRESS PROBATION

Table B2. Academic and Progress Probation Disaggregated by Population Group

POPULATION GROUP	(A) # of Credit Students in Fall 2014*	(B) # of Students on Probation**	(C) Probation Rate (B÷A) (%)	(D) Average Probation Rate (%)	(E) Gap in Percentage Points
Female	6,249	524	8.4	8.9	+0.5
Male	4,162	402	9.7	8.9	-0.8
Total	**10,411**	**926**	**8.9**	**8.9**	
Hispanic	7,895	776	9.8	8.9	-0.9
White	1,212	69	5.7	8.9	+3.2
Asian	541	29	5.4	8.9	+3.5
Black	351	28	8.0	8.9	+0.9
Native American	16	2	12.5	8.9	-3.6
Pacific Islander	6	2	33.3	8.9	***
Multiethnic	163	9	5.5	8.9	+3.4
Unknown	227	11	4.8	8.9	+4.0
Total	**10,411**	**926**	**8.9**	**8.9**	
Foster Youth	334	175	52.4	64.6	-12.2
Student with Disabilities	632	375	59.3	64.6	-5.3
Low-Income***	16,811	11,100	66.0	64.6	+1.4
Veterans	35	25	71.4	64.6	+6.8

* Source: CCCCO Data Mart
** Source: LACCD IRDS Financial Aid Flag = 1, 2, 3, or 4
*** Not analyzed due to low cell size

Academic probation results when a student has attempted a minimum of 12 units and fails to maintain a grade point average of 2.00. Progress probation is defined as having "W" (Withdrawal), "INC" (Incomplete) or "NC" (No Credit) grades for fifty percent or more of all units in which a student has enrolled when a student has attempted a minimum of 12 units.

There does not appear to be an equity gap for academic and progress probation. The one group that shows a potential gap (Native Americans) has base numbers too low to be reliable and it would not be an efficient use of resources to stage a college-wide intervention for only two students.

CAMPUS-BASED RESEARCH

C. ESL and Basic Skills Completion

The percentage of students by population group who successfully complete a college-level English or math course within six years after attempting a basic skills English, math or ESL course, compared to the number of students who attempt a basic skills English, math or ESL course. Completion rates are calculated by dividing the number of students in the 2008-09 cohort who passed a college-level English or math course with an A, B, C or P grade through 2013-14 by the number of students in that cohort who attempted a basic skills English, basic skills math or ESL course.

Methodology

In the tables below, the percentage point gap methodology is used to assess whether an equity gap exists between disaggregated subgroups. The gap in percentage points is calculated by subtracting the completion rate of the subgroup from the average completion rate for the College as a whole. A negative sign indicates that the group has a lower completion rate than the College average, while a positive sign indicates that the group has a greater completion rate. A negative percentage point gap of -3 or greater is considered evidence of disproportionate impact and is highlighted in yellow in the tables below. Cohorts with fewer than ten students are not analyzed due to low reliability and are indicated with ***.

BASIC SKILLS ENGLISH

Table C1. Basic Skills English Completion Disaggregated by Population Group – 2008-09 Cohort

POPULATION GROUP	(A) # of Students Enrolled in Fall 2014*	(B) # of Passing Grades*	(C) Success Rate (B÷A) (%)	(D) Average Success Rate (%)	(E) Gap in Percentage Points
Female	858	279	32.5	31.4	+1.1
Male	513	151	29.4	31.4	-2.0
Total	**1,371**	**430**	**31.4**	**31.4**	
Hispanic	1,040	325	31.3	31.4	-.02
White	82	36	43.9	31.4	+12.5
Asian	53	14	26.4	31.4	-5.0
Black	66	10	15.2	31.4	-16.2
Native American	7	2	28.6	31.4	***
Pacific Islander	6	2	33.3	31.4	***
Multiethnic	0	0	N/A	31.4	N/A
Unknown	117	41	35.0	31.4	+3.6
Total	**1,371**	**430**	**31.4**	**31.4**	

* Source: CCCCO Data on Demand.
** Not analyzed due to low cell size.

Academic probation results when a student has attempted a minimum of 12 units and fails to maintain a grade point average of 2.00. Progress probation is defined as having "W" (Withdrawal), "INC" (Incomplete) or "NC" (No Credit) grades for fifty percent or more of all units in which a student has enrolled when a student has attempted a minimum of 12 units.

There does not appear to be an equity gap for academic and progress probation. The one group that shows a potential gap (Native Americans) has base numbers too low to be reliable and it would not be an efficient use of resources to stage a college-wide intervention for only two students.

Table C1. Basic Skills English Completion Disaggregated by Population Group – 2008-09 Cohort (continued)

POPULATION GROUP	(A) # of Students Enrolled in Fall 2014*	(B) # of Passing Grades*	(C) Success Rate (B÷A) (%)	(D) Average Success Rate (%)	(E) Gap in Percentage Points
Foster Youth**	10	4	40.0	31.4	+8.6
Students with Disabilities	63	5	7.9	31.4	-23.5
Low-Income Students	913	317	34.7	31.4	+3.3
Veterans**	11	5	45.4	31.4	+14.0

  * Source: CCCCO Data on Demand.
** LACCD SIS SEMC_FOSTER_YOUTH and STUD_FOSTER_YOUTH and LAMC veterans financial aid records.

The three student groups experiencing the greatest percentage point gaps with regard to basic skills English completion are (in rank order):

• **Students with disabilities** (–23.5 percentage points below students with no disability);
• **Black students** (–16.2 percentage points below the LAMC average);
• **Asian students** (–5.0 percentage points below the LAMC average).

As shown in the table below, the same three groups also have the *largest gaps in terms of the number of students affected*.

POPULATION GROUP	Gap (% below average)	# of Course Enrollments as of Census Day	# of "Lost" Students that would have closed the equity gap if they had succeeded
Students with Disabilities	-23.5	63	15
Black Students	-16.2	66	11
Asian Students	-5.0	53	3

ESL

There does not appear to be an equity gap for ESL completion. While there is evidence of disproportionate impact for Asian students, due to the low base number of students, the data is not statistically reliable and should not form the basis of decisions to implement interventions.

Table C2. ESL Completion Disaggregated by Population Group – 2008-09 Cohort

POPULATION GROUP	(A) Attempted ESL Course*	(B) Passed College-Level English*	(C) Completion Rate (B÷A) (%)	(D) Average Completion Rate (%)	(E) Gap in Percentage Points
Female	154	14	9.1	8.4	+0.7
Male	73	5	6.8	8.4	-1.6
Total	**227**	**19**	**8.4**	**8.4**	

* Source: CCCCO Data on Demand.

Table C2. ESL Completion Disaggregated by Population Group – 2008-09 Cohort (continued)

POPULATION GROUP	(A) Attempted ESL Course*	(B) Passed College-Level English*	(C) Completion Rate (B÷A) (%)	(D) Average Completion Rate (%)	(E) Gap in Percentage Points
Hispanic	149	10	6.7	8.4	-1.7
White	31	2	6.5	8.4	-1.9
Asian	19	1	5.3	8.4	-3.1
Black	0	0	N/A	8.4	N/A
Native American	0	0	N/A	8.4	N/A
Pacific Islander	1	0	0.0	8.4	***
Multiethnic	0	0	N/A	8.4	N/A
Unknown	27	6	22.2	8.4	+13.8
Total	**227**	**19**	**8.4**	**8.4**	
Foster Youth**	0	0	N/A	8.4	N/A
Student with Disabilities	5	1	20.0	8.4	N/A
Low-Income	164	17	10.4	8.4	+2.0
Veterans**	0	0	N/A	8.4	N/A

 * Source: CCCCO Data on Demand.
 ** LACCD SIS SEMC_FOSTER_YOUTH and STUD_FOSTER_YOUTH and LAMC veterans financial aid records.
*** Not analyzed due to low cell size.

BASIC SKILLS MATH

Table C2. Basic Skills Math Completion Disaggregated by Population Group – 2008-09 Cohort

POPULATION GROUP	(A) Attempted Remedial Math*	(B) Passed College-Level Math*	(C) Progression Rate (B÷A) (%)	(D) Average Completion Rate (%)	(E) Gap in Percentage Points
Female	958	298	31.1	29.0	+2.1
Male	564	144	25.5	29.0	-3.5
Total	**1,522**	**442**	**29.0**	**29.0**	
Hispanic	1,119	320	28.6	29.0	-0.4
White	119	37	31.1	29.0	+2.1
Asian	45	16	35.6	29.0	+6.6
Black	77	13	16.9	29.0	+12.1
Native American	16	3	18.8	29.0	-10.3
Pacific Islander	4	0	0	29.0	***
Multiethnic	0	0	N/A	29.0	N/A
Unknown	142	53	37.3	29.0	+8.3
Total	**1,522**	**422**	**29.0**	**29.0**	

 * Source: CCCCO Data on Demand.
*** Not analyzed due to low cell size.

Table C3. Basic Skills Math Completion Disaggregated by Population Group – 2008-09 Cohort (continued)

POPULATION GROUP	(A) Attempted Remedial Math*	(B) Passed College-Level Math*	(C) Progression Rate (B÷A) (%)	(D) Average Completion Rate (%)	(E) Gap in Percentage Points
Foster Youth**	8	1	12.5	29.0	***
Student with Disabilities	78	14	17.9	29.0	-11.1
Low-Income	993	300	30.2	29.0	+1.2
Veterans**	17	10	58.8	29.0	+29.8

   * Source: CCCCO Data on Demand.
  ** LACCD SIS SEMC_FOSTER_YOUTH and STUD_FOSTER_YOUTH and LAMC veterans financial aid records.
*** Not analyzed due to low cell size.

The student groups experiencing the *greatest percentage point gaps* with regard to basic skills math completion are (in rank order):

- **Black students** (–12.1 percentage points below the LAMC average);
- **Students with disabilities** (–11.1 percentage points below students with no disability);
- **Native American students** (–10.3 percentage points below the LAMC average).

Due to the low base number of Native American students, the data is not statistically reliable and may not indicate an actual gap. The three groups with the *largest number of students affected* by the equity gap in basic skills math completion are:

POPULATION GROUP	Gap (% below average)	# of Course Enrollments as of Census Day	# of "Lost" Students that would have closed the equity gap if they had succeeded
Male Students	-3.5	564	20
Black Students	-12.1	77	9
Students with Disabilities	-11.1	78	9

CAMPUS-BASED RESEARCH

D. Degree and Certificate Completion

The percentage of first-time students with a minimum of 6 units who attempted any math or English course in the first three years of enrollment and earned an AA or AS degree or Chancellor's Office-approved certificate within six years. The degree and certificate completion rate is calculated by dividing the number of students in the 2008-09 cohort meeting the criteria above who earned a degree or certificate through 2013-14 by the number of students in the cohort.

Methodology

In the tables below, the percentage point gap methodology is used to assess whether an equity gap exists between disaggregated subgroups. The gap in percentage points is calculated by subtracting the completion rate of the subgroup from the average completion rate for the College as a whole. A negative sign indicates that the group has a lower completion rate than the College average, while a positive sign indicates that the group has a greater completion rate. A negative percentage point gap of -3 or greater is considered evidence of disproportionate impact and is highlighted in yellow in the tables below. Cohorts with fewer than ten students are not analyzed due to low reliability and are indicated with ***.

Table D1. Degree and Certificate Completion Disaggregated by Population Group

POPULATION GROUP	(A) **# in 2008-09 Cohort***	(B) **Earned Degree or Certificate***	(C) **Completion Rate (B ÷ A) (%)**	(D) **Average Completion Rate (%)**	(E) **Gap in Percentage Points**
Female	557	106	19.0	16.7	+2.3
Male	413	56	13.6	16.7	-3.1
Total	**970**	**162**	**16.7**	**16.7**	
Hispanic	673	105	15.6	16.7	-1.1
White	79	19	24.1	16.7	+7.4
Asian	33	5	15.2	16.7	-1.5
Black	21	4	19.0	16.7	+2.3
Native American	5	1	20.0	16.7	***
Pacific Islander	4	1	25.0	16.7	***
Multiethnic	0	0	N/A	16.7	N/A
Unknown	155	27	17.4	16.7	+.7
Total	**970**	**162**	**16.7**	**16.7**	
Foster Youth**	4	0	0.0	16.7	***
Student with Disabilities	29	1	3.4	16.7	-13.3
Low-Income	782	145	18.5	16.7	+1.8
Veterans**	4	2	50.0	16.7	***

  * Source: CCCCO Data Mart
  ** LACCD SIS SEMC_FOSTER_YOUTH and STUD_FOSTER_YOUTH and LAMC veterans financial aid records.
*** Not analyzed due to low cell size

Table D1. Basic Skills Math Completion Disaggregated by Population Group – 2008-09 Cohort (continued)

POPULATION GROUP	(A) Attempted Remedial Math*	(B) Passed College-Level Math*	(C) Progression Rate (B÷A) (%)	(D) Average Completion Rate (%)	(E) Gap in Percentage Points
Foster Youth**	8	1	12.5	29.0	***
Student with Disabilities	78	14	17.9	29.0	-11.1
Low-Income	993	300	30.2	29.0	+1.2
Veterans**	17	10	58.8	29.0	+29.8

* Source: CCCCO Data on Demand.

** LACCD SIS SEMC_FOSTER_YOUTH and STUD_FOSTER_YOUTH and LAMC veterans financial aid records.

*** Not analyzed due to low cell size.

The student groups experiencing the *greatest percentage point gaps* are:

- **Student with disabilities** (–13.3 percentage points below the LAMC average);
- **Male students** (–3.1 percentage points below the LAMC average).

The same two groups are also the groups with the *largest number of students affected* by the equity gap in degree and certificate completion:

POPULATION GROUP	Gap (% below average)	# of Course Enrollments as of Census Day	# of "Lost" Students that would have closed the equity gap if they had succeeded
Male Students	-3.1	413	13
Student with Disabilities	-13.3	29	4

CAMPUS-BASED RESEARCH

E. Transfer

The percentage of first-time students with a minimum of 6 units who attempted any math or English course in the first three years of enrollment and transferred to a four-year institution within six years. The transfer rate is calculated by dividing the number of students in the 2008-09 cohort meeting the criteria above who transferred through 2013-14 by the number of students in the cohort.

Methodology

In the tables below, the percentage point gap methodology is used to assess whether an equity gap exists between disaggregated subgroups for transfer to a four-year institution. The percentage point gaps are calculated by subtracting the transfer rate of the disaggregated subgroup from the average transfer rate for the College as a whole. A negative sign indicates that the group has a lower transfer rate than the College average, while a positive sign indicates that the group has a greater transfer rate. A negative percentage point gap of -3 or greater is considered evidence of disproportionate impact and is highlighted in yellow in the table below. Cohorts with fewer than ten students are not analyzed due to low reliability and are indicated with ***.

Table E1. Transfer Rates Disaggregated by Population Group

POPULATION GROUP	(A) # in 2008-09 Cohort*	(B) Earned Degree or Certificate*	(C) Completion Rate (B ÷ A) (%)	(D) Average Completion Rate (%)	(E) Gap in Percentage Points
Female	557	78	14.0	16.5	-2.7
Male	413	82	19.9	16.5	+3.2
Total	**970**	**160**	**16.5**	**16.5**	
Hispanic	673	106	15.8	16.5	-0.9
White	79	17	21.5	16.5	+4.8
Asian	33	10	30.3	16.5	+13.6
Black	21	3	14.3	16.5	-2.4
Native American	5	2	40.0	16.5	***
Pacific Islander	4	1	25.0	16.5	***
Multiethnic	0	0	N/A	16.5	N/A
Unknown	155	21	13.5	16.5	-3.2
Total	**970**	**162**	**16.7**	**16.5**	
Foster Youth**	4	0	0.0	16.5	***
Student with Disabilities	29	2	6.9	16.5	-9.8
Low-Income	782	118	15.1	16.5	-1.6
Veterans**	4	0	0.0	16.5	***

* Source: CCCCO Data Mart
** LACCD SIS SEMC_FOSTER_YOUTH and STUD_FOSTER_YOUTH and LAMC veterans financial aid records.

*** Not analyzed due to low cell size

There is a transfer equity gap for students with disabilities (–9.8 percentage points below the LAMC average). However, due to the small number of students impacted (the gap would have been closed if three more students with disabilities had transferred), no specific intervention is proposed. Students of unknown ethnicity are also showing evidence of disproportionate impact, however, this group cannot be the focus of interventions.

POPULATION GROUP	Gap (% below average)	# of Students in Cohort	# of "Lost" Students that would have closed the equity gap if they had succeeded
Student with Disabilities	-9.8	29	3

GOALS & ACTIVITIES

Goal A – Success Indicator: 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."

Expected outcome: to close the equity gap.

GOAL	ACTIVITIES	TIMELINE	RESPONSIBLE PARTY
Increase outreach to and enrollment of all male and Hispanic students, veterans, and students with disabilities in the LAMC service area.	A.1 Develop targeted outreach materials and conduct targeted outreach and assessment in local high schools, correctional facilities, the Los Angeles County Office of Education (LACOE), Communities in Schools, and the Anti-Recidivism Coalition (ARC) to identify local juvenile and adult correctional facilities to target for outreach and recruitment to reach a larger number of male and Hispanic students.	2015 – 2016	Associate Dean of DSPS/Student Health Center, and Veterans Coordinator, Outreach & Recruitment Coordinator
	A.2 Conduct a campus-wide "in reach" campaign to encourage students with disabilities and veterans to self-identify so that they can be eligible for special services.	2015 – 2016	Associate Dean of DSPS/Student Health Center, Veterans Coordinator, Outreach & Recruitment Coordinator
	A.3 Implement bridge programs specifically for recently released inmates, veterans, and foster youth to transition to LAMC.	2015 – 2016	Dean of Student Success, Outreach and Recruitment Coordinator, Veterans Coordinator, Foster and Kinship Care Coordinator
	A.4 Continue funding to support Veterans Coordinator hired using 2014 Equity funds.	2015 – 2016	Office of the President
	A.5 Develop targeted recruitment materials for use in outreach to and recruitment of veterans.	2015 – 2020	Outreach & Recruitment Coordinator, Veterans Coordinator
	A.6 Conduct outreach to high school special education departments.	2015 – 2020	Outreach & Recruitment Coordinator, Associate Dean of DSPS/Student Health Center
	A.7 Extend outreach to students in local middle schools to prepare them for concurrent enrollment at LAMC while in high school.	2015 – 2017	Dean of Academic Affairs, Outreach & Recruitment Coordinator
	A.8 Conduct research to determine the academic and career-technical education (CTE) programs that enroll large numbers.	Ongoing	Office of Institutional Effectiveness, Dean of Student Success, Outreach & Recruitment Coordinator, Veterans Coordinator, Foster and Kinship Care Coordinator
	A.9 Conduct increased "in reach" at LAMC to raise awareness of the prevalence of mental health issues amongst students. The Student Health Center and DSPS will increase their visibility on campus to ensure that students with psychological disabilities or those at risk for developing psychological disabilities will have access to support that they need to stay in school and successfully complete their educational goals.	2015 – 2016	Associate Dean of DSPS/Student Health Center, Student Health Center Director
	A.10 The Dean of Academic Affairs will work with the Noncredit Program Director to increase the number of Hispanic students enrolled in noncredit ESL courses. Develop a pilot bilingual Spanish/English Noncredit ESL Lab to supplement existing course offerings.	2016 – 2017	Dean of Academic Affairs, Noncredit Program Director, and ESL Faculty

Goal B – Success Indicator: Course Completion (Success)

"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"

Expected outcome: to close the equity gap.

GOAL	ACTIVITIES	TIMELINE	RESPONSIBLE PARTY
Increase the course completion rate for male, black, foster youth and students with disabilities.	B.1 Conduct and/or coordinate additional research (e.g., focus groups) to determine the reasons behind the low course completion rates for male and black students, foster youth, and students with disabilities.	2015 – 2016	Office of Institutional Research
	B.2 Explore articles, data, and resources provided by the Black, Brown and College-Bound (M2C3) organizations concerning initiatives from around the nation centered specifically around success for male and black students, foster youth, and students with disabilities.	2015 – 2016	Office of Institutional Research
	B.3 The Eagle's Nest Coordinator will work with the Professional & Staff Development Committee to implement faculty and staff training activities regarding the specific teaching and learning needs of special populations, including male and black students, foster youth, and students on probation. The Coordinator will also facilitate faculty and staff attendance at relevant conferences such as the Annual Black, Brown and College-Bound Summit, the National Immigrant Immigration Conference, and the RP Group's Student Success Conference.	Fall 2016	Eagle's Nest Coordinator, Professional and Staff Development Committee
	B.4 Work with Foster and Kinship Care, the Guardian Scholars Program, and student with disabilities to conduct a campus-wide "in reach" campaign to encourage foster youth and student with disabilities to self-identify so that they can be eligible for special services. At the same time, better ways of ensuring that these students get entered and coded correctly in the student information system will be developed. Increase marketing of the College's existing programs by implementing strategies that will increase services for foster youth (e.g., priority access to matriculation and counseling services and the Guardian Scholars program) to these students.	Spring 2016	Outreach & Recruitment Coordinator, Associate Dean of DSPS/Student Health Center, Foster and Kinship Care Coordinator, Guardian Scholars Program

Goal C – Success Indicator: ESL and Basic Skills Completion

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

Expected outcome: to close the equity gap.

GOAL	ACTIVITIES	TIMELINE	RESPONSIBLE PARTY
Increase completion rates for black students and students with disabilities enrolled in Basic Skills English; and male and black students, and students with disabilities enrolled in Basic Skills Math. Increase in-reach and support services for Asian, Black, and Male students enrolled in ESL and Basic Skill courses.	C.1 The Office of Institutional Effectiveness will continue to conduct additional research on populations experiencing equity gaps in ESL and basic skills completion.	2015 – 2016	Office of Institutional Effectiveness, Student Equity Committee, Math Department, Basic Skills Initiative Coordinators
	C.2 The Dean of Student Success and the Basic Skills Initiative (BSI) Coordinators will work with the Math faculty and the STEM Tutoring Center to make peer and faculty mentors available for basic skills math students. A particular effort will be made to find peer and faculty mentors for black students. The new peer and faculty mentor program will be modelled after a successful existing pilot program created by a STEM faculty member and may include e-mentoring and/or e-tutoring, which have also proven to be successful models in LAMC's STEM program.	Beginning Fall 2015	Dean of Student Success, Basic Skills Initiative Coordinators, Math faculty, STEM Tutoring Center
	C.3 Increase the identification of students with learning/intellectual disabilities by supporting the Learning Disability Assessment Program (LDAP) through assessments.	Beginning Spring 2016	Associate Dean of DSPS/Student Health Center
	C.4 The STEM Math Center will be provided with the contact information for black students enrolled in basic skills math courses so that the Center can reach out to those students and provide them with information about the services the Center provides.	Beginning Fall 2016	Office of institutional Research, STEM Math Center
	C.5 Eagle's Nest Coordinator will work with the BSI Coordinators and the basic skills/ESL faculty to provide training and professional development in methodology for basic skills and/or in how to address the specific pedagogical and support needs of basic skills students (including black students in basic skills math).	Beginning Fall 2016	Eagle's Nest Coordinator, Basic Skills Initiative Coordinators, Basic Skills/ESL faculty
	C.6 Funding will be provided for conference attendance for faculty and staff to attend basic skills and curriculum-related conferences.	Beginning Spring 2016	Office of Academic Affairs
	C.7 The Dean of Academic Affairs will work with the Noncredit Program Director to increase the number of Hispanic students enrolled in noncredit ESL courses. Develop a pilot bilingual Spanish/English Noncredit ESL Lab to supplement existing course offerings.	Beginning Spring 2016	Curriculum Dean, ESL Faculty, Essential Skills Committee

Goal D – Success Indicator: 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"

Expected outcome: to close the equity gap.

GOAL	ACTIVITIES	TIMELINE	RESPONSIBLE PARTY
Increase degree and certificate completion rates for black, white, and male students.	D.1 The Office of Institutional Effectiveness will continue to conduct research on populations experiencing equity gaps in degree and certificate completion.	2015 – 2016	Office of Institutional Research
	D.2 The Dean of Student Success will work with, as appropriate, the Counseling department, Transfer Center Coordinator, Associated Student Organization, and/or Academic Senate to research successful models of faculty and/or peer mentorship programs suitable to LAMC's student population. These mentors would not only provide guidance to students concerning their academic careers and ultimate career goals, but would also regularly check in with their mentees to ensure that they stay on track in pursuing these goals (i.e., they would serve as a type of early alert system). Mentors and mentees would be matched based on background characteristics and academic and/or career interests and goals.	2015 – 2016	Dean of Student Success, Counseling Department, Transfer Center Coordinator, Associated Student Organization and/or Academic Senate
	D.3 The Dean of Student Success will work with the Counseling department to design policies and counseling interventions to help all undecided students select a major/program of study by the time they complete 15 units, which is important for completing major preparation requirements and selecting transfer institutions.	Beginning Spring 2015	Dean of Student Success, Counseling Department
	D.4 The Dean of Student Success will work with DSPS, the Veterans Office, Foster/Kinship Care, and the Guardian Scholars Program to conduct a campus-wide "in-reach" campaign to encourage students with disabilities, veterans, and foster youth to self-identify so that they can be eligible for special services, as one of the difficulties identified in the Campus-Based Research section is the limited amount of data on these populations, which hinders efforts to track their success. At the same time, better ways of ensuring that students with disabilities, veterans, and foster youth get entered and coded correctly in the student information system will be developed.	Beginning Spring 2015	Dean of Student Success, Associate Dean of DSPS/Student Health Center, Veterans Coordinator, Foster/Kinship Care Coordinator, and Guardian Scholars Program
	D.5 Conduct additional research into why students with disabilities are not as successful with degree/certificate completion as the general student population. Address basic skills deficiencies through assessment counseling, and follow-up services such as learning disability testing and specialized support; referral to Counseling courses that emphasize study skills, college survival skills, and career planning; and provide additional counseling support for at risk students.	Beginning Spring 2016	Office of Institutional Research, Associate Dean of DSPS/Student Health Center

Goal E – Success Indicator: 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"

Expected outcome: to close the equity gap.

GOAL	ACTIVITIES	TIMELINE	RESPONSIBLE PARTY
Increase the number of students, including students with disabilities, who transfer to four-year institutions.	E.1 The Dean of Student Success will work with, as appropriate, the Counseling department, Transfer Center Coordinator, Associated Student Organization, and/or Academic Senate to research successful models of faculty and/or peer mentorship programs suitable to LAMC's student population. These mentors would not only provide guidance to students concerning their academic careers and transfer/career goals, but would also regularly check in with their mentees to ensure that they stay on track to transfer (i.e., they would serve as a type of early alert system). Mentors and mentees could be matched based on background characteristics and academic and/or career interests and goals. Peer mentors could be recruited from CSUN and other four-year universities to which LAMC's black and Hispanic students have the greatest interest in transferring.	2015 – 2016	Dean of Student Success, Counseling Department, Transfer Center Coordinator, Associated Student Organization and/or Academic Senate
	E.2 Dean of Student Success, Outreach and Recruitment Coordinator, Foster Youth Program Coordinator, and Foster and Kinship Care Program will strengthen relationships with programs at four-year institutions that promote college success and transfer for students who identify as foster youth (e.g., the UCLA Guardian Scholars Program and CSUN's EOP Resilient Scholars Program).	2015 – 2016	Dean of Student Success, Outreach & Recruitment Coordinator, Foster and Kinship Care Program Coordinator, EOP&S
	E.3 Increase the number of students with disabilities transferring to four-year universities by providing additional counseling support; learning disability assessment; specialized tutoring; inclusion in career planning courses; and coordination between DSPS and the Transfer Center.	2015 – 2020	Dean of Student Success; Associate Dean of DSPS/ Student Health Center, Transfer Center

BUDGET SUMMARY

Resources Budgeted

The Los Angeles Community College District (LACCD) has received $17.5 million for the Student Equity Program, of which LAMC's allocation is $1.3M. The majority of the activities to support the goals in LAMC's Student Equity Plan, as described in the Goals and Activities section, will be funded using these funds, and the following general allocations have been made to do so in the categories below, which correspond to eligible expenditure categories in the California Community Colleges Student Equity Funding Guidelines:

POSITION/ACTIVITY	BUDGET
Learning Center Director (.5 FTE)	$88,696
Web Designer (1.0 FTE)	$32,206
Instructional Assistant, Mathematics (.5 FTE)	$23,326
Instructional Assistant, Language Arts (.5 FTE)	$12,959
Assistant Research Analyst (1.0 FTE)	$82,404
Interim Dean of Academic Affairs (.5 FTE)	$80,266
Student Tutors	$70,000
Course and Curriculum Development (.2 FTE)	$24,749
Counselor – Transfer Center (.5 FTE)	$70,342
Counselor - General (.5 FTE)	$137,887
Outreach Coordinator (.5 FTE)	$42,292
Outreach Assistants	$80,000
Veterans Coordinator (1.0 FTE)	$167,145
Dean of Institutional Effectiveness (0.35 FTE)	$57,398
Research Analyst (0.35 FTE)	$37,259
Counselor – DSPS (0.25 FTE)	$34,269
Associate Dean of DSPS (0.25 FTE)	$37,741
Professional Development	$18,540
Tutoring Software	$30,000
DSPS Special Project	$30,000
Course Curriculum	$30,000
Instructional Support	$29,265
Student Equity Support Activities	$120,000
TOTAL	**$ 1,345,114**

See attached budget worksheet for detailed information.

While the above budget plan represents an estimation of how the College will use the Student Equity funds, the Student Equity Committee will continue work to determine exactly where and how the money will be spent within each of the categories.

EVALUATION SCHEDULE AND PROCESS

All activities in the plan have been assigned responsible parties, a timeframe for initiation within the next three years, and target completion dates for expected outcomes. The Student Equity Committee will monitor and support the parties responsible for each activity. For activities and outcomes that require data to be collected, the Office of Institutional Effectiveness will assist in developing evaluation tools, collecting and analyzing data, and revising activities based on those evaluations. Furthermore, a question prompt will be included in LAMC's Program Review system that will ask programs that received Student Equity funds and/or that have activities included in this Student Equity Plan to report on the status and success of those activities each year when Spring annual updates to the program reviews are completed. The evaluation timeline varies for each activity; however, the status of all activities and expected outcomes will be evaluated by the Student Equity Committee annually each fall based on the data available f and the information from the program reviews of programs that received Student Equity funds and/or that have activities included in this Student Equity Plan.

The evaluation timeline is as follows:

Units conduct program review	Spring 2016
Student Equity Committee reviews responses in program review	Starting Summer/Fall 2016
Student Equity Committee follows up with responsible parties relative to goals and activities listed in the Student Equity Plan	Spring through Fall 2016
Office of Institutional Effectiveness conducts annual equity analysis to measure student progress	Starting Summer/Fall 2016
Work on revised Student Equity Plan for 2016	Fall 2016

STUDENT EQUITY PLAN COMMITTEE MEMBERSHIP LIST

MEMBER NAME	TITLE	ORGANIZATION(S), PROGRAMS(S), OR ROLES(S) REPRESENTED
Angela Aghajanian	Director, CalWORKS	CalWORKS
Michael K. Allen	VP of Academic Affairs	Academic Affairs
Jackie L. Ambridge	Student/ASO President	Associated Student Organization
Louise C. Barbato	Faculty/AFT Guild President	English
Patricia V. Chow	Research Analyst	Institutional Effectiveness
Carlos R. Gonzalez	Dean of Student Success	Student Success
Maria I. Granados	Program Specialist, Foster/Kinship Care	Foster/Kinship Care
Madelline K. Hernandez	Dean of Academic Affairs	Academic Affairs
Cynthia A. Luis	Faculty, ESL	ESL
Sarah Master	Dean of Institutional Effectiveness	Institutional Effectiveness
Milke, Leslie	Faculty/Academic Senate President	Academic Senate President
Darlene Montes	Interim Dean of Academic Affairs	Academic Affairs
Michong Park	Department Chair, Counseling	Counseling
Monte E. Perez	College President	College President
Gary Prostak	Department Chair, ESL/Dev Com/Lrn Skills	ESL/Dev Com/Learning Skills
Raskin, Edward S.	Veterans Affair Coordinator	Veterans Affair
Candelario Resendez	Associate Dean of DSPS	DSPS
Zoila Rodriguez-Doucette	Classified Representative	Classified Representation
Isabelle Saber	Dean of Academic Affairs	Academic Affairs
Dennis J. Schroeder	Financial Aid Manager	Student Services
Dennis R. Solares	Noncredit Program Coordinator	Noncredit
Ludi Villegas	Dean of Student Services	Student Services
Timothy E. Welch	Faculty/English	English