

Los Angeles Mission College
Student Equity Plan

November 17, 2014

LOS ANGELES MISSION COLLEGE STUDENT EQUITY PLAN

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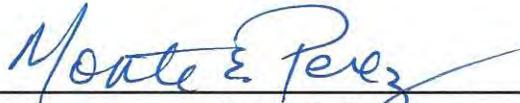
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Los Angeles Mission College Student Equity Plan Signature Page

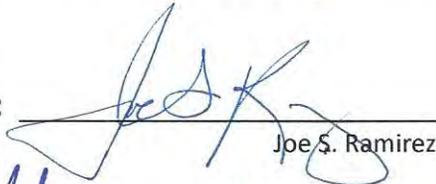
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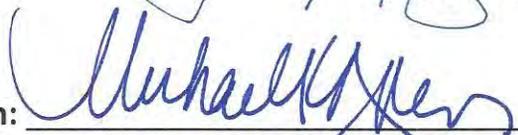
College President: _____


Dr. Monte Perez

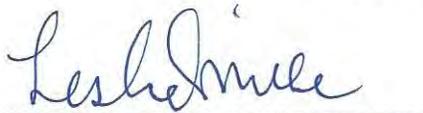
Vice President of Student Services: _____


Joe S. Ramirez

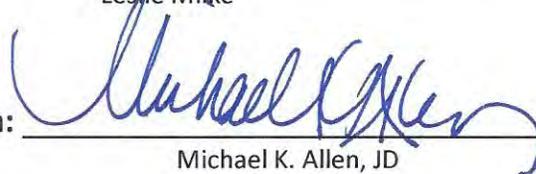
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Executive Summary

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, disabled students, veterans, and Hispanic students in ESL classes. The College will endeavor to increase the number of students from these groups through:

- 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) hiring a Veterans Outreach Coordinator and conducting a campus-wide campaign to encourage disabled students, 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); and
- 3) developing a pilot bilingual Spanish/English ESL Lab to supplement existing ESL course offerings.

GOAL B. Course Completion. The following population groups are disproportionately impacted with regard to course completion: black students, foster youth, and Hispanic students on probation. The College will endeavor to increase the course completion rates of these groups through:

- 1) Conducting additional research to determine the reasons behind the low completion rates;
- 2) developing curriculum in Personal Development 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, D, and E); 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 D).

GOAL C. ESL and Basic Skills Progression. Disproportionate impact was found for black students with regard to basic skills math completion. The College will endeavor to increase the progression rates of black students in basic skills math by conducting additional research to determine the reasons behind these lower math basic skills completion rates and by creating a peer and/or faculty mentor program for basic skills math students.

GOAL D. Degree and Certificate Completion. The following population groups are disproportionately impacted with regard to degree and certificate completion: black students, white students, and male students. The College will address these gaps by:

- 1) Conducting additional research to determine the reasons behind the low completion rates;
- 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 D);
- 3) developing policies/interventions to ensure all undecided students select a major/program of study by the time they have completed 15 units (also applies to Goal D); and
- 4) institutionalizing financial aid outreach and services to all students.

GOAL E. Transfer. Black students and Hispanic students are disproportionately impacted with regard to transferring to a four-year institution. In addition to the activities already noted above that also apply to Goal D, the College will address these equity gaps by:

- 1) Conducting additional research to determine the reasons behind the low transfer rates for black and Hispanic students; and
- 2) coordinating with the Transfer Center to provide enhanced services for black and Hispanic students interested in transferring and to improve transfer rates based on the data from 1) above.

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 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.

Resources Budgeted

The Los Angeles Community College District (LACCD) has received \$8.045 million for the Student Equity Program, of which LAMC’s allocation is \$469,801. 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:

| Student Equity Plan Activities/Expenditures | Amount of Funding |
|--|--------------------------|
| Assessment and Testing | \$20,000 |
| Coordination and Training/Professional Development | \$70,000 |
| Course and Curriculum Development | \$105,000 |
| Follow-Up Services | \$7,301 |
| Institutional Research | \$125,000 |
| Learning Skills Center | \$20,000 |
| Outreach | \$77,500 |
| Tutoring | \$45,000 |
| TOTAL | \$469,801 |

While the above budget plan represents an estimation of how the College will use the Student Equity funds, the Student Equity Committee will continue to work through the Fall 2014 semester to determine exactly where and how the money will be spent within each of the categories.

Student Equity Contact Person

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Campus-Based Research

CAMPUS-BASED RESEARCH

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

LAMC Service Area

Los Angeles Mission College (LAMC) is a public, two-year Hispanic-Serving Institution (HSI) located in northeast San Fernando Valley. LAMC's primary service area consists of the three main zip codes of 91342, 91331 and 91340, which cover the Southern California communities of Sylmar, Pacoima, and the city of San Fernando, respectively. As the data below indicate, LAMC's service area has a lower median household income, a higher poverty rate, and lower educational attainment than both Los Angeles County and the State of California (Tables A1 and A2).

It is notable that two-thirds (66.3%) of the adult population aged 25 and older in LAMC's primary service area has never attended college. This figure is only 44.0% and 39.7% for Los Angeles County and for the State of California, respectively.

| Table A1: Income and Poverty Level | | | |
|--|---------------------|---------------------------|-------------------|
| | Service Area | Los Angeles County | California |
| Median Household Income | \$55,667 | \$56,241 | \$61,400 |
| Percentage Whose Income in the Past Year Was Below the Poverty Level | 17.9% | 17.1% | 15.3% |

Source: 2008-12 American Community Survey, U.S. Census Bureau

| Table A2: Educational Attainment | | | |
|---|---------------------|---------------------------|-------------------|
| Educational Attainment (Adults 25 Years & Older) | Service Area | Los Angeles County | California |
| Less than 9th grade | 25.5% | 13.7% | 10.3% |
| 9th to 12th grade, no diploma | 16.2% | 9.9% | 8.7% |
| High school graduate (includes equivalency) | 24.6% | 20.4% | 20.7% |
| Some college, no degree | 16.3% | 19.6% | 22.2% |
| Associate's degree | 5.2% | 6.8% | 7.7% |
| Bachelor's degree | 9.1% | 19.3% | 19.7% |
| Graduate or professional degree | 3.0% | 10.2% | 11.1% |

Source: 2008-12 American Community Survey, U.S. Census Bureau

Proportionality Index

To assess whether the LAMC student body is representative of the community it serves, a proportionality analysis has been used. For purposes of this report, **a proportionality index below 0.90 is considered reflective of disproportionate impact** and is indicated in **bold** in the tables. These subgroups are the focus of interventions to increase their participation rates.

Ethnicity

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. In 2013, approximately 84% of residents in LAMC's primary service area were Hispanic, 8% were white and less than 5% each belonged to other ethnic groups (Table A3).

LAMC's student body is predominantly Hispanic, as well. The proportionality index of 0.92 indicates that Hispanics are proportionally represented on campus with reference to their presence in the surrounding community (Table A3). Blacks are also proportionally represented on campus while whites and Asians/Pacific Islanders are overrepresented. The high levels of overrepresentation of American Indians/Alaska Natives and multiethnic students on campus are due to the low overall numbers of students with these ethnic backgrounds on campus and in the community.

| Table A3: Ethnicity and Gender | | | |
|---------------------------------------|--------------------------------------|------------------------------------|------------------------------|
| Ethnicity | 2013 Service Area Population* | LAMC Enrollment (Fall 2013) | Proportionality Index |
| Hispanic | 84.2% | 77.8% | 0.92 |
| White | 7.9% | 11.3% | 1.43 |
| Asian/Pacific Islander | 4.3% | 5.8% | 1.34 |
| Black | 3.1% | 3.3% | 1.06 |
| Multiethnic | 0.6% | 1.6% | 2.67 |
| American Indian/Alaska Native | 0.1% | 0.2% | 2.00 |
| Gender | | | |
| Female | 49.8% | 60.2% | 1.21 |
| Male | 50.2% | 39.8% | 0.79 |

*Source: emsiAnalyst, Economic Modeling Specialists Inc.

Gender

With regard to gender, females are overrepresented and males are underrepresented in the LAMC student body (Table A3). This reflects a broader trend in higher education in the U.S. and in other industrialized countries. To provide more equitable access to higher education in our primary service area, LAMC should focus on outreach to men to increase the proportion of male students on campus.

Disability

Approximately ten percent of the adult population in Los Angeles County has some kind of disability (Table A4). LAMC's documented disabled student population is significantly lower than this, as seen in the proportionality analysis. However, this may be due to lack of documentation of disability for many students due to limited funding for DSPS, rather than to lack of access. More research is needed to identify the source of this issue, and additional support for DSPS may eliminate the equity gap.

Veterans

Veterans comprise about four percent of the civilian adult population of Los Angeles County (Table A4). However, the proportion of veterans at LAMC is less than two percent, showing disproportionate access. As is the case with disability, the equity gap may be due to lack of documentation of veteran status rather than actual underrepresentation as only veterans using GI Bill funding are being serviced by the Veteran's Office. More research is needed on this issue.

| Table A4: Disability Status, Veteran Status and Foster Youth Status | | | |
|--|----------------------------------|------------------------------------|------------------------------|
| Disability Status | Los Angeles County (2012) | LAMC Enrollment (Fall 2012) | Proportionality Index |
| Disability | 9.5% | 1.3% | 0.14 |
| No Disability | 90.5% | 98.7% | 1.09 |
| Veteran Status | | | |
| Veteran | 4.2% | 1.7% | 0.40 |
| Not Veteran | 95.8% | 98.3% | 1.03 |
| Foster Youth Status | | | |
| Foster Youth | 0.04% | 0.5% | 11.8 |
| Not Foster Youth | 99.96% | 99.5% | 0.995 |

Source: 2012 American Community Survey, U.S. Census Bureau; CCCCO Data Mart; Cal-PASS Plus Foster Youth Dashboard; CCWIP, http://cssr.berkeley.edu/ucb_childwelfare

Foster Youth

For purposes of this report, "foster youth" are defined as individuals who have at any time been removed by a court from the home of their biological family for abuse and/or neglect and placed into a court-ordered out-of-home placement. As recommended, the definition used is deliberately broad and inclusive, without age or length of time restrictions.

Limited data on foster youth indicate that they are not underrepresented on campus as there is a higher proportion of foster youth enrolled at LAMC than are present in Los Angeles County as a whole (Table A4). This may be due to LAMC's location in a part of Los Angeles County with a higher than average number of foster youth. Unfortunately, disaggregated data for LA County is not available. Furthermore, due to differing definitions and time periods used by the various sources of data on foster youth, entirely comparable data is not available and the best approximation has been used for this analysis.

Low-Income Students

In this section, low-income students are defined as recipients of one or more of the following:

- Board of Governors (BOG) Enrollment Fee Waiver,
- Cal Grant, CARE Grant, EOPS Grant, Pell Grant, SEOG Grant,
- Federal Direct Student Loan, and/or
- Federal Work Study.

According to the California Community College Chancellor's Office (Data Mart), there were 8,372 low-income students enrolled at LAMC during the 2012-13 academic year. This is 61.7% of the 13,559 students enrolled at LAMC that academic year. While there is no reliable methodology to compare the proportion of low-income students at LAMC to their representation in the community, due to the high percentage of low-income students on campus, it is highly unlikely that low-income students are underrepresented.

CAMPUS-BASED RESEARCH

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

"Course completion" refers to the successful completion of a credit course with an A, B, C or P grade. Based on data from the CCCC DataMart, LAMC's successful course completion rate, also known as the "success rate" (i.e., the percentage of courses passed with an A, B, C or P grade) during the Fall 2013 semester was 66.0%, close to the Los Angeles Community College District (LACCD) average of 67.0%, but lower than the State of California average of 69.5% (Table B1).

| Table B1: Successful Course Completion Rate (Fall 2013) | | | |
|--|-------------|--------------|-------------------|
| | LAMC | LACCD | California |
| Completed Course with A, B, C or P Grade | 66.0% | 67.0% | 69.5% |
| Not Successful | 34.0% | 33.0% | 30.5% |

Source: CCCC Data Mart, http://datamart.cccc.edu/Outcomes/Course_Ret_Success.aspx

In other words, LAMC students received passing grades in two-thirds of the courses they enrolled in during Fall 2013. The relatively low success rate is due to the fact that the majority of LAMC students test into remedial English and math courses, which have lower success rates than college-level courses. For example, in Fall 2013, 81.9% of students assessed were placed into below college-level English courses and 90.6% of students assessed were placed into below college-level math courses. Students enrolled in remedial English and math courses may also enroll in other courses that use college-level English or math concepts, which they are less likely to successfully complete.

Proportionality Index

As in the previous section, a proportionality analysis has been used to assess whether an equity gap exists for successful course completion. For purposes of this report, **a proportionality index below 0.90 is considered reflective of disproportionate impact** and is indicated in **bold** in the tables. These subgroups are the focus of interventions to increase their successful course completion rates.

Ethnicity

According to a proportionality analysis, there is no equity gap among different ethnic groups with regard to successful course completion (Table B2). However, a comparison of actual course completion rates by ethnicity shows a somewhat different picture (Table B3). Hispanic students and black students have noticeably lower successful course completion rates than students of other ethnic backgrounds.

80 Percent Rule

Due to the variation in the two analyses above, the 80 Percent Rule methodology is also used to measure disproportionate impact for this indicator. The 80 Percent Rule states that an equity gap exists if a subgroup is performing below 80 percent of the level of performance of the highest performing group, as measured by the 80 Percent Index. **An 80 Percent Index below 0.80 indicates disproportionate impact** and is indicated in **bold** in the tables.

The 80 Percent Rule methodology shows that black students are experiencing disproportionate impact with regard to successful course completion as the 80 Percent Index for this subgroup is 0.77, which is below the 0.80 cut-off (Table B3). However, due to the relatively small number of black students on campus, it may be more useful to focus interventions on improving success rates among both black students and Hispanic students, whose 80 Percent Index is 0.83, just above the 0.80 cut-off.

| Ethnicity | % of Fall 2013 Enrollment | % of Fall 2013 Courses Completed | Proportionality Index |
|-------------------------------|----------------------------------|---|------------------------------|
| Hispanic | 75.9 | 73.2 | 0.96 |
| White | 11.2 | 13.1 | 1.17 |
| Asian/Pacific Islander | 6.0 | 6.6 | 1.10 |
| Black | 3.1 | 2.8 | 0.90 |
| Multiethnic | 1.1 | 1.2 | 1.09 |
| American Indian/Alaska Native | 0.1 | 0.2 | 2.00 |
| Unknown | 2.6 | 2.9 | 1.12 |

Source: CCCCO Data Mart, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

| Ethnicity | Successful Course Completion Rate | Highest Completion Rate | 80 Percent Index |
|-------------------------------|--|--------------------------------|-------------------------|
| Hispanic | 63.7% | 77.0% | 0.83 |
| White | 77.0% | 77.0% | 1.00 |
| Asian/Pacific Islander | 73.1% | 77.0% | 0.95 |
| Black | 59.1% | 77.0% | 0.77 |
| Multiethnic | 76.5% | 77.0% | 0.99 |
| American Indian/Alaska Native | 73.3% | 77.0% | 0.95 |
| Unknown | 72.9% | 77.0% | 0.95 |

Source: CCCCO Data Mart, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Gender

There does not appear to be a gender equity gap according to either a proportionality analysis or the 80 Percent Rule (Table B4). However, women continue to show higher successful course completion rates than men.

| Gender | % of Fall 2013 Enrollment | % of Fall 2013 Course Completed | Proportionality Index |
|---------------|--|--|------------------------------|
| Female | 59.6 | 61.1 | 1.03 |
| Male | 40.4 | 38.9 | 0.96 |
| Gender | Successful Course Completion Rate | Highest Completion Rate | 80 Percent Index |
| Female | 67.6% | 67.6% | 1.00 |
| Male | 63.6% | 67.6% | 0.94 |

Source: CCCCO Data Mart, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Disability

There is no equity gap for disabled students according to both a proportionality analysis and the 80 Percent Rule (Table B5), as disabled students show a slightly higher successful course completion rate than students without documented disabilities as well as the general student population. However, due to the small number of identified disabled students, the resulting course completion rates may not fully reflect whether an equity gap exists and it may be more useful to focus on ways of systematically identifying disabled students rather than on interventions increasing course success for this population.

| Disability Status | % of Fall 2013 Enrollment | % of Fall 2013 Course Completed | Proportionality Index |
|--------------------------|--|--|------------------------------|
| Disability | 2.0 | 2.1 | 1.05 |
| No Disability | 98.0 | 97.9 | 1.00 |
| Disability Status | Successful Course Completion Rate | Highest Completion Rate | 80 Percent Index |
| Disability | 70.3% | 70.3% | 1.00 |
| All LAMC Students | 66.0% | 70.3% | 0.94 |

Source: CCCCO Data Mart, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Veterans

There is no equity gap for veterans according to both a proportionality analysis and the 80 Percent Rule (Table B6), as veterans show a much higher successful course completion rate than the general student population. However, due to the small number of identified veterans, the resulting course completion rates may not be fully reflective of whether an equity gap exists. As with disabled students, focusing on developing a way to systematically identify veterans may be more useful than developing interventions for this group.

Foster Youth

According to both a proportionality analysis and the 80 Percent Rule, a large equity gap exists for foster youth with regard to successful course completion (Table B7). Foster youth are

passing only 45 percent (less than half) of the courses that they are enrolled in. Interventions need to be developed to address this equity gap.

| Table B6: Successful Course Completion by Veteran Status | | | |
|---|--|--|------------------------------|
| Veteran Status | % of Fall 2013 Enrollment | % of Fall 2013 Course Completed | Proportionality Index |
| Veteran | 1.9 | 2.2 | 1.16 |
| Not Veteran | 98.1 | 97.8 | 1.00 |
| Veteran Status | Successful Course Completion Rate | Highest Completion Rate | 80 Percent Index |
| Veteran | 77.5% | 77.5% | 1.00 |
| All LAMC Students | 66.0% | 77.5% | 0.85 |

Source: CCCCO Data Mart, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

| Table B7: Successful Course Completion by Foster Youth Status | | | |
|--|--|--|------------------------------|
| Foster Youth Status | % of Fall 2013 Enrollment | % of Fall 2013 Course Completed | Proportionality Index |
| Foster Youth | 1.2 | 0.8 | 0.67 |
| Not Foster Youth | 98.8 | 99.2 | 1.00 |
| Foster Youth Status | Successful Course Completion Rate | Highest Completion Rate | 80 Percent Index |
| Foster Youth | 45.2% | 66.0% | 0.68 |
| All LAMC Students | 66.0% | 66.0% | 1.00 |

Source: CCCCO Data Mart, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Low-Income Students

In this section, low-income students are defined as students participating in one or more of the following programs:

- CalWORKs - California Work Opportunity & Responsibility to Kids
- CARE - Cooperative Agencies Resources for Education
- EOPS - Extended Opportunity Programs & Services.

While this definition underrepresents the number of low-income students on campus, it is the best approximation available to identify low-income students on the CCCCO Data Mart. Low-income students have higher successful course completion rates than students who are not low-income as well as the general student population, thus no equity gap exists according to either a proportionality analysis or the 80 Percent Rule (Table B8).

Age

According to both a proportionality analysis and the 80 Percent Rule, there is no equity gap among different age groups with regard to successful course completion (Table B11). However, success rates for 18-24 year olds (traditional college age students) are substantially lower than

those of other age groups, falling quite close to the cut-off point. This may warrant additional research.

| Table B8: Successful Course Completion by Income Status | | | |
|--|--|--|------------------------------|
| Income Status | % of Fall 2013 Enrollment | % of Fall 2013 Course Completed | Proportionality Index |
| Low-Income | 11.4 | 12.6 | 1.11 |
| Not Low-Income | 88.6 | 87.4 | 0.99 |
| Income Status | Successful Course Completion Rate | Highest Completion Rate | 80 Percent Index |
| Low-income | 73.2% | 73.2% | 1.00 |
| All LAMC Students | 66.0% | 73.2% | 0.90 |

Source: CCCCO Data Mart, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

| Table B9: Successful Course Completion by Age | | | |
|--|--|---|------------------------------|
| Age | % of Fall 2013 Enrollment | % of Fall 2013 Courses Completed | Proportionality Index |
| 1-17 | 1.7 | 1.9 | 1.12 |
| 18-19 | 24.2 | 23.0 | 0.95 |
| 20-24 | 43.5 | 41.3 | 0.95 |
| 25-29 | 10.9 | 11.3 | 1.04 |
| 30-34 | 5.5 | 6.1 | 1.11 |
| 35-39 | 4.0 | 4.6 | 1.15 |
| 40-49 | 5.7 | 6.7 | 1.18 |
| 50+ | 4.6 | 5.2 | 1.13 |
| Age | Successful Course Completion Rate | Highest Completion Rate | 80 Percent Index |
| 1-17 | 74.1% | 77.8% | 0.95 |
| 18-19 | 62.8% | 77.8% | 0.81 |
| 20-24 | 62.6% | 77.8% | 0.80 |
| 25-29 | 68.4% | 77.8% | 0.88 |
| 30-34 | 72.3% | 77.8% | 0.93 |
| 35-39 | 76.0% | 77.8% | 0.98 |
| 40-49 | 77.8% | 77.8% | 1.00 |
| 50+ | 75.1% | 77.8% | 0.97 |

Source: CCCCO Data Mart, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Academic/Progress Probation and Disqualification

During Fall 2013, 998 students (9.0% of the student body) were on academic or progress probation. 7.8 percent of those students were subject to disqualification. There are more Hispanic students on probation than students of other ethnicities, particularly on second semester or longer probation (Table B10).

Students are notified within six weeks of the completion of the semester that they have been placed on academic probation and/or progress probation and/or subject to dismissal by the LACCD College placing them on probation. A notification letter is sent electronically to the student's College email account from the Admissions and Records Office along with Counseling Department interventions and remediation plans. The Counseling Department also offers Financial Reinstatement Workshops specifically for Financial Aid students not meeting satisfactory academic progress (SAP) in which probation and academic dismissal is addressed.

| Ethnicity | % of Fall 2013 Enrollment | % of Students on Probation | % of Students on 2nd semester probation |
|-------------------------------|----------------------------------|-----------------------------------|--|
| Hispanic | 75.9 | 81.0 | 84.5 |
| White | 11.2 | 6.3 | 4.2 |
| Asian/Pacific Islander | 6.0 | 3.9 | 3.0 |
| Black | 3.1 | 2.8 | 2.8 |
| Multiethnic | 1.1 | 0.6 | 0.7 |
| American Indian/Alaska Native | 0.1 | 0.4 | 0.7 |
| Unknown | 2.6 | 4.9 | 4.2 |

Source: LAMC Office of Institutional Effectiveness

Academic and progress probation students fall into the following categories: Academic or Progress Probation I, Academic or Progress Probation II and Subject to Dismissal.

Academic or Progress Probation I

Students are instructed to meet with a counselor to discuss how to get out of probationary status. During the counseling session students are counseled about the on campus student resources that are available to them to help them succeed. They are encouraged to enroll in a Personal Development course, PD 17 or PD 40 to help them establish study skills and excellent study habits to help them be more successful in the college milieu. LAMC is developing a new on-line probation workshop, "From Probation to Success" on the counseling department web site. The purpose of this workshop is to provide students on a Level 1 Probation (Academic and/or Progress) with information about probation and tools to assist them to be successful in college. Students enrolled in EOPS, SSD, TRiO and/or CalWORKs are directed to immediately contact their program office to discuss their remediation plan.

Academic or Progress Probation II

Students are instructed to attend a face-to-face probation workshop. The workshop is intended to define Probation II and explain the process of getting off probation and maintaining academic success. It will also assist students in identifying some of the obstacles and challenges they may be facing, resources that can assist them, and give them an individualized success plan to regain satisfactory academic status. At the completion of this workshop students will create their own "Academic Success Plan" and have the opportunity to immediately schedule a counseling appointment to develop a comprehensive Student Educational Plan (SEP).

Subject to Dismissal

Students are required to schedule an individual counseling appointment to appeal dismissal by the college deadline. Counselors must complete a Student Education Plan (SEP) for these students, showing at least two semesters and the student must complete an appeal form to submit to Admissions and Records. Students who fail to appeal by the deadline or whose appeal is denied will be disqualified from attending LACCD for at least one year.

CAMPUS-BASED RESEARCH

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.

For the purposes of this analysis, basic skills courses are defined as English courses that are two levels below transfer level (i.e., English 21 and below); math courses that are three levels below transfer level (i.e., Math 112 and below); and ESL 6 and below. In Fall 2013, **63.9** percent of LAMC students assessed into basic skills English courses and **46.3** percent assessed into basic skills math courses.

Students are given three years to complete a degree-applicable English or math course after completing their final ESL or basic skills course in that area. Thus, the initial cohort used for this section includes all students who successfully completed English 21, Math 112 or ESL 6 with a recorded A, B, C or P grade during the **Fall 2010** semester.

The table below shows the percentage of students from the initial cohort identified above who completed a degree-applicable English or math course within three years. Completion rates range from a high of 74 percent for ESL to a low of 45 percent for math. In general, students have a much higher likelihood of completing a degree-applicable course in English after successfully completing the ESL or basic skills English sequence than they do of completing a comparable math course.

| Final ESL/Basic Skills Course | Number Completing Final ESL/Basic Skills Course | Number Completing Degree- Applicable Course | % Completing Degree-Applicable Course |
|-------------------------------|---|---|---------------------------------------|
| English 21 | 307 | 195 | 63.5% |
| Math 112 | 358 | 160 | 44.8% |
| ESL 6A | 63 | 47 | 74.3% |

Source: LAMC Office of Institutional Effectiveness

As in the previous sections, a proportionality analysis has been used to assess whether there is an equity gap with regard to ESL and basic skills progression. In this section, a proportionality index **below 0.90** indicates underrepresentation and is indicated in **bold** in the tables.

Basic Skills English

English 21 is the final basic skills English course (two levels below transfer). The following course in the sequence is English 28, which is degree-applicable (one level below transfer) and is followed by English 101, which is transferable.

According to a proportionality analysis, Asians/Pacific Islanders and multiethnic students are underrepresented among basic skills English students who successfully complete a degree-

applicable English course within three years (i.e., they have proportionality indices below the 0.90 cut-off point as shown in Table C2). However, due to the small number of students of these ethnicities in the initial cohort (less than ten each), this data should not form the basis of policy decisions.

Similarly, an equity gap was found for veterans with regard to basic skills English completion, however, there were fewer than five veterans in the initial cohort, thus the data may not fully reflect actual completion rates for veterans.

No equity gaps were found due to gender or disability status using a proportionality analysis. Disabled students performed slightly better than non-disabled students with regard to basic skills English completion. Low-income students also performed better than their non-low-income peers. In this section of the report, low-income students are defined as recipients of a Board of Governors (BOG) Enrollment Fee Waiver and/or a Pell Grant.

There were no identified foster youth in the Fall 2010 English 21 initial cohort.

| Table C2: Basic Skills English | | | |
|---------------------------------------|--|---|------------------------------|
| Ethnicity | % of Students Completing English 21 | % Completing Degree-Applicable English | Proportionality Index |
| Hispanic | 87.0% | 88.2% | 1.01 |
| White | 4.9% | 4.6% | 0.94 |
| Asian/Pacific Islander | 2.6% | 1.5% | 0.58 |
| Black | 1.3% | 1.5% | 1.15 |
| Multiethnic | 1.6% | 0.5% | 0.31 |
| American Indian/Alaska Native | 0.0% | 0.0% | n/a |
| Unknown | 2.6% | 3.6% | 1.38 |
| Gender | | | |
| Female | 60.6% | 59.5% | 0.98 |
| Male | 39.4% | 40.5% | 1.03 |
| Disability Status | | | |
| Disability | 3.6% | 4.1% | 1.14 |
| No Disability | 96.4% | 95.9% | 0.99 |
| Veteran Status | | | |
| Veteran | 0.7% | 0.0% | 0.00 |
| Not Veteran | 99.3% | 100.0% | 1.01 |
| Income Status | | | |
| Low-Income | 63.2% | 67.7% | 1.07 |
| Not Low-Income | 36.8% | 32.3% | 0.88 |

Source: LAMC Office of Institutional Effectiveness

Basic Skills Math

Math 112 (Pre-Algebra) is the final basic skills math course (three levels below transfer). Following Math 112, students may choose either a two- or three-course algebra sequence (degree-applicable, not transferable). The two-course sequence consists of Math 115 (Elementary Algebra) and Math 125 (Intermediate Algebra). The three-course sequence is Math 123ABC (Elementary and Intermediate Algebra I, II and III). Upon successful completion of either algebra sequence, students may enroll in a 200 level transferable math course.

A proportionality analysis shows that black students, and to a lesser extent white students, are experiencing disproportionate impact in basic skills math progression (Table C3). While the low number of black students in the initial cohort may cause their completion rates to fluctuate, the number of white students in the initial cohort is large enough for the data to be reliable.

Male students are not progressing through the basic skills math sequence at the same rate as their female peers. However, the equity gap is not severe, as the proportionality index of 0.87 for male students is close to the cut-off point of 0.90.

| Table C3: Basic Skills Math | | | |
|------------------------------------|--|--|------------------------------|
| Ethnicity | % of Students Completing Math 112 | % Completing Degree-Applicable Math | Proportionality Index |
| Hispanic | 79.9% | 80.0% | 1.00 |
| White | 11.2% | 9.4% | 0.84 |
| Asian/Pacific Islander | 1.7% | 1.9% | 1.12 |
| Black | 2.8% | 1.9% | 0.68 |
| Multiethnic | 0.8% | 1.3% | 1.63 |
| American Indian/Alaska Native | 0.6% | 0.6% | 1.00 |
| Unknown | 3.1% | 5.0% | 1.61 |
| Gender | | | |
| Female | 62.8% | 67.5% | 1.07 |
| Male | 37.2% | 32.5% | 0.87 |
| Disability Status | | | |
| Disability | 3.6% | 3.8% | 1.06 |
| No Disability | 96.4% | 96.3% | 1.00 |
| Veteran Status | | | |
| Veteran | 3.4% | 3.1% | 0.93 |
| Not Veteran | 96.6% | 96.9% | 1.00 |
| Income Status | | | |
| Low-Income | 64.0% | 69.4% | 1.08 |
| Not Low-Income | 36.0% | 30.6% | 0.85 |

Source: LAMC Office of Institutional Effectiveness

As with basic skills English, low-income students are also outperforming their non-low-income peers with regard to basic skills math progression. Low-income students are defined as those who received a Board of Governors (BOG) Enrollment Fee Waiver and/or a Pell Grant.

No equity gaps were found due to disability or veteran status. As with the basic skills English cohort, there were no identified foster youth in the Fall 2010 Math 112 initial cohort.

ESL

ESL 6 is the ESL course that is comparable to English 21. It is followed by ESL 8, which is comparable to English 28. While ESL courses at Mission consists of writing, reading and listening components, only the writing component (ESL 6A) tracks into ESL 8. This is reflected in the data shown in Table C4 below.

According to a proportionality analysis, Hispanic students are experiencing disproportionate impact with regard to ESL progression (Table C4). As with basic skills math, male students are not progressing through the ESL sequence at the same rate as their female peers. However, at 0.89, they are extremely close to the cut-off point of 0.90.

| Table C4: ESL | | | |
|-------------------------------|--|--|------------------------------|
| Ethnicity | % of Students Completing ESL 6A | % Completing ESL 8 or Degree-Applicable English | Proportionality Index |
| Hispanic | 49.2% | 42.6% | 0.86 |
| White | 23.8% | 27.7% | 1.16 |
| Asian/Pacific Islander | 19.0% | 23.4% | 1.23 |
| Black | 0.0% | 0.0% | n/a |
| Multiethnic | 0.0% | 0.0% | n/a |
| American Indian/Alaska Native | 0.0% | 0.0% | n/a |
| Unknown | 7.9% | 6.4% | 0.80 |
| Gender | | | |
| Female | 76.2% | 78.7% | 1.03 |
| Male | 23.8% | 21.3% | 0.89 |
| Disability Status | | | |
| Disability | 3.2% | 0.0% | 0.00 |
| No Disability | 96.8% | 100.0% | 1.03 |
| Veteran Status | | | |
| Veteran | 1.6% | 2.1% | 1.34 |
| Not Veteran | 98.4% | 97.9% | 0.99 |
| Income Status | | | |
| Low-Income | 73.0% | 76.6% | 1.05 |
| Not Low-Income | 27.0% | 23.4% | 0.87 |

Source: LAMC Office of Institutional Effectiveness

There appears to be a large equity gap for disabled students with regard to ESL progression, however, due to the low number of disabled students in the initial cohort (less than five), the data may not reflect the actual performance of this population group.

Veterans are performing better than their non-veteran peers with regard to ESL progression. As with basic skills English and math, low-income students are also outperforming their peers in ESL. Low-income students are defined as recipients of BOG fee waivers and/or Pell Grants. There were no identified foster youth in the Fall 2010 ESL 6A initial cohort.

CAMPUS-BASED RESEARCH

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

The following parameters were used to create the cohort of students that are reported on in this section:

- The student's first term of enrollment at Mission was either summer 2007 or Fall 2007.
- The student's initial educational goal, as reported by the student, was one of the following:
 - Obtain a two-year vocational degree without transfer,
 - Obtain a two-year associate's degree without transfer,
 - Obtain a vocational certificate without transfer, or
 - Obtain a bachelor's degree after completing an associate's degree.
- The student completed a degree or certificate at any LACCD college thru summer 2014.

For purposes of data reporting for this section, students were given up to seven years from their first term of enrollment to complete a degree or certificate. This is one year more than the six years used by the California Community College Chancellor's Office (CCCCO) for the Student Success Scorecard, and captures the large number of Mission students who complete degrees and certificates in their seventh year. These students comprised over one quarter of the awardees in the cohort used for this section. The longer completion time is due to the high proportion of part-time students at LAMC and also to the large number of students who assess into remedial English and math courses.

There were **477 students** in the cohort used for this section, and their **overall degree and certificate completion rate was 21.2%**. This means that just over one-fifth of the students who started in fall 2007, and reported a degree or certificate as their educational goal, achieved that goal within 7 years.

As in the previous sections, a proportionality analysis has been used to assess whether an equity gap exists for degree and certificate completion. For purposes of this report, a **proportionality index below 0.90 is considered reflective of disproportionate impact** and is indicated in **bold** in the tables. Subgroups showing a proportionality index below 0.90 should be considered for interventions to increase their degree and certificate completion rates.

In addition to a proportionality analysis, the 80 Percent Rule methodology is also used to measure disproportionate impact in this section. The 80 Percent Rule states that an equity gap exists if a subgroup is performing below 80 percent of the level of performance of the highest performing group, as measured by the 80 Percent Index. **An 80 Percent Index below 0.80 indicates disproportionate impact** and is indicated in **bold** in the tables.

Ethnicity

According to both a proportionality analysis and the 80 Percent Rule, black students, multiethnic students and American Indians/Alaska Natives are underrepresented among students who complete degrees and certificates within seven years (Table D1). However, due to the small number of multiethnic students and American Indians/Alaska Natives in the initial cohort (less than 5 students in each group), the fact there were no completions should not be taken as an indication of the actual degree and certificate completion rates for these subgroups. White students are also disproportionately impacted, but to a much lesser extent. In order to increase equity for degree and certificate completion, interventions should focus primarily on black students.

| Table D1: Degree/Certificate Completion by Ethnicity | | | |
|---|---|--|------------------------------|
| Ethnicity | % of Cohort | % of Degrees/Certificates Completed | Proportionality Index |
| Hispanic | 82.2 | 87.1 | 1.06 |
| White | 6.9 | 5.0 | 0.72 |
| Asian/Pacific Islander | 4.2 | 4.0 | 0.94 |
| Black | 3.1 | 1.0 | 0.31 |
| Multiethnic | 0.4 | 0.0 | 0.00 |
| American Indian/Alaska Native | 0.6 | 0.0 | 0.00 |
| Unknown | 2.5 | 3.0 | 1.18 |
| | Degree/Certificate Completion Rate | Highest Completion Rate* | 80 Percent Index |
| Hispanic | 22.4% | 22.4% | 1.00 |
| White | 15.2% | 22.4% | 0.68 |
| Asian/Pacific Islander | 20.0% | 22.4% | 0.89 |
| Black | 6.7% | 22.4% | 0.30 |
| Multiethnic | 0.0% | 22.4% | 0.00 |
| American Indian/Alaska Native | 0.0% | 22.4% | 0.00 |
| Unknown | 25.0% | 22.4% | 1.12 |

* The highest completion rate is the highest rate among the population groups with more than 30 students. While the unknown category has the highest degree/certificate completion rate, this subgroup had fewer than 30 students in cohort used for this section.

Gender

According to both a proportionality analysis and the 80 Percent Rule, there is a large equity gap for male students compared to female students with regard to degree and certificate completion (Table D2). Interventions should be developed to address this gap.

| Table D2: Degree/Certificate Completion by Gender | | | |
|---|---------------------------------------|---|--------------------------|
| Gender | % of Cohort | % of Degrees/ Certificates Completed | Proportionality Index |
| Female | 54.5 | 74.3 | 1.36 |
| Male | 45.5 | 25.7 | 0.56 |
| | Degree/Certificate Completion Rate | Highest Completion Rate | 80 Percent Index |
| Female | 28.8% | 28.8% | 1.00 |
| Male | 12.0% | 28.8% | 0.42 |

Disability

According to both a proportionality analysis and the 80 Percent Rule, there appears to be an equity gap for disabled students with regard to degree and certificate completion (Table D3). However, due to the small number of disabled students in the initial cohort (less than 10), the fact that there were no completions should not be taken as an indication of the actual completion rates for this subgroup.

| Table D3: Degree/Certificate Completion by Disability Status | | | |
|--|---------------------------------------|---|--------------------------|
| Disability Status | % of Cohort | % of Degrees/ Certificates Completed | Proportionality Index |
| Disability | 1.7 | 0.0 | 0.00 |
| No Disability | 98.3 | 100.0 | 1.02 |
| | Degree/Certificate Completion Rate | Highest Completion Rate | 80 Percent Index |
| Disability | 0.0% | 21.5% | 0.00 |
| No Disability | 21.5% | 21.5% | 1.00 |

Veterans

According to both a proportionality analysis and the 80 Percent Rule, there is also an equity gap for veterans with regard to degree and certificate completion (Table D4). Again, due to the small number of veterans in the initial cohort (less than 10), these findings should be taken with a grain of salt.

| Table D4: Degree/Certificate Completion by Veteran Status | | | |
|---|---------------------------------------|---|--------------------------|
| Veteran Status | % of Cohort | % of Degrees/ Certificates Completed | Proportionality Index |
| Veteran | 1.9 | 1.0 | 0.53 |
| Not Veteran | 98.1 | 99.0 | 1.01 |
| | Degree/Certificate Completion Rate | Highest Completion Rate | 80 Percent Index |
| Veteran | 11.1% | 21.4% | 0.52 |
| Not Veteran | 21.4% | 21.4% | 1.00 |

Foster Youth

According to both a proportionality analysis and the 80 Percent Rule, there appears to be an equity gap for foster youth with regard to degree and certificate completion (Table D6). However, due to the small number of foster youth in the initial cohort (less than 5), these findings may not be fully reflective of actual completion rates for this subgroup.

| Table D6: Degree/Certificate Completion by Foster Youth Status | | | |
|---|---|---|----------------------------------|
| Foster Youth Status | % of Cohort | % of Degrees/ Certificates Completed | Proportionality Index |
| Foster Youth | 0.4 | 0.0 | 0.00 |
| Not Foster Youth | 99.6 | 100.0 | 1.00 |
| | Degree/Certificate Completion Rate | Highest Completion Rate | 80 Percent Index |
| Foster Youth | 0.0% | 21.3% | 0.00 |
| Not Foster Youth | 21.3% | 21.3% | 1.00 |

Low-Income Students

In this section, low income students are defined as those who received a Pell Grant and/or a BOG waiver. According to both a proportionality analysis and the 80 Percent Rule, there is no equity gap for low income students with regard to degree and certificate completion as low income students show higher degree and certificate completion rates than non-low income students (Table D5). These findings suggest that receiving financial assistance may improve the likelihood of achieving the goal of completing a degree or certificate. Thus, efforts should be made to increase the number of students receiving financial aid by ensuring that all qualified students actually receive aid.

| Table D5: Degree/Certificate Completion by Income Status | | | |
|---|---|---|----------------------------------|
| Income Status | % of Cohort | % of Degrees/ Certificates Completed | Proportionality Index |
| Low-Income | 48.0 | 60.4 | 1.26 |
| Not Low Income | 52.0 | 39.6 | 0.76 |
| | Degree/Certificate Completion Rate | Highest Completion Rate | 80 Percent Index |
| Low-Income | 26.6% | 26.6% | 1.00 |
| Not Low Income | 16.1% | 26.6% | 0.61 |

CAMPUS-BASED RESEARCH

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.

The transfer cohort definition used in this section is based on the California Community College Chancellor's Office (CCCCO) Transfer Velocity definition, and includes all first-time college students in the 2007-08 entering cohort, who earned a minimum of 12 units and attempted a transfer level math or English course within six years of initial enrollment (by the end of the summer 2013 term). This definition attempts to capture students who show "behavioral intent to transfer."

According to the definition above, **29 percent of Mission students who showed "behavioral intent to transfer" enrolled at a bachelor's degree-granting institution within six years.** This is six percent lower than the LACCD districtwide average of 35 percent and a ten percent lower than the California statewide average of 39 percent. As is the case with degree and certificate completion, the lower transfer rate at Mission may be due to the large proportion of Mission students who assess into remedial English and math courses who may need more than six years to transfer.

| Table E1: Transfer Rates | | | |
|---------------------------------|--------------------|----------------------------|----------------------|
| | Cohort Size | Number of Transfers | Transfer Rate |
| LAMC | 471 | 137 | 29.1% |
| LACCD | 7,735 | 2,694 | 34.8% |
| California | 129,091 | 50,903 | 39.4% |

Source: CCCC Data Mart, http://datamart.cccc.edu/Outcomes/Transfer_Velocity.aspx

As in the previous sections, a proportionality analysis is used to assess whether an equity gap exists among different population groups with regard to transfer rate. For purposes of this report, **a proportionality index below 0.90 is considered reflective of disproportionate impact** and is indicated in **bold** in the tables. In addition, the 80 Percent Rule methodology is also used to measure disproportionate impact in this section. The 80 Percent Rule states that an equity gap exists if a subgroup is performing below 80 percent of the level of performance of the highest performing group, as measured by the 80 Percent Index. **An 80 Percent Index below 0.80 indicates disproportionate impact** and is indicated in **bold** in the tables.

Ethnicity

Hispanic students, the largest ethnic group on campus, are transferring at the expected rate according to a proportionality analysis, while Asians/Pacific Islanders and white students are transferring above the expected rate, and black students and American Indians/Alaska Natives are transferring below the expected rate (Table E2). Due to the low number of American

Indians/Alaska Natives in the initial cohort (less than ten students), the low transfer rate reported for this population group may not fully reflect actual transfer rates for this ethnicity.

According to the 80 Percent Index, Hispanic students are also experiencing disproportionate impact with regard to transfer. A comparison of actual transfer rates shows that white students and Asians/Pacific Islanders transfer at rates more than ten percent above the 29.1% college average, while black students have a transfer rate that is more than ten percent below the college average. However, there were fewer than 20 black students in the initial cohort and the transfer rate for this population group may show fluctuations over time. As a result, interventions to improve transfer rates may wish to focus on all students rather than on specific ethnicities, as Hispanic students comprise the majority of the student body in any case.

| Table E2: Transfer Rate by Ethnicity | | | |
|--------------------------------------|---------------|----------------|-----------------------|
| Ethnicity | % of Cohort | % of Transfers | Proportionality Index |
| Hispanic | 77.5 | 75.2 | 0.97 |
| White | 8.9 | 12.4 | 1.39 |
| Asian/Pacific Islander | 4.0 | 5.8 | 1.45 |
| Black | 3.6 | 2.2 | 0.61 |
| American Indian/Alaska Native | 1.3 | 0.0 | 0.00 |
| Unknown | 4.7 | 4.4 | 0.94 |
| | Transfer Rate | Highest Rate | 80 Percent Index |
| Hispanic | 28.2% | 42.1% | 0.67 |
| White | 40.5% | 42.1% | 0.96 |
| Asian/Pacific Islander | 42.1% | 42.1% | 1.00 |
| Black | 17.6% | 42.1% | 0.42 |
| American Indian/Alaska Native | 0.0% | 42.1% | 0.00 |
| Unknown | 27.3% | 42.1% | 0.65 |

Source: CCCCO Data Mart, http://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx

Gender

No gender equity gap was found in either a proportionality analysis or using the 80 Percent Rule methodology (Table E3).

| Table E3: Transfer Rate by Gender | | | |
|-----------------------------------|---------------|----------------|-----------------------|
| Gender | % of Cohort | % of Transfers | Proportionality Index |
| Female | 60.7 | 59.9 | 0.99 |
| Male | 39.3 | 40.1 | 1.02 |
| | Transfer Rate | Highest Rate | 80 Percent Index |
| Female | 28.7% | 29.7% | 0.97 |
| Male | 29.7% | 29.7% | 1.00 |

Source: CCCCO Data Mart, http://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx

Disability

According to the data, disabled students appear to be transferring at a much high rate than non-disabled students (Table E4). However, due to the small number of disabled students in the cohort (less than 5), these numbers may not be fully reflective of actual transfer rates of disabled students.

| Table E4: Transfer Rate by Disability Status | | | |
|---|----------------------|-----------------------|------------------------------|
| Disability Status | % of Cohort | % of Transfers | Proportionality Index |
| Disability | 0.4 | 0.7 | 1.75 |
| No Disability | 99.6 | 99.3 | 0.97 |
| | Transfer Rate | Highest Rate | 80 Percent Index |
| Disability | 50.0% | 50.0% | 1.00 |
| No Disability | 29.3% | 50.0% | 0.59 |

Source: CCCC Data Mart, http://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx

Low-Income Students

In this section, low-income students are defined as recipients of one or more of the following: Board of Governors (BOG) Enrollment Fee Waiver, Pell Grant, Federal Direct Student Loan, and/or Federal Work Study. There was no equity gap found between low income and non-low income students with regard to transfer rates according to both a proportionality analysis and the 80 Percent Rule (Table E5).

| Table E5: Transfer Rate by Income Status | | | |
|---|----------------------|-----------------------|------------------------------|
| Income Status | % of Cohort | % of Transfers | Proportionality Index |
| Low Income | 78.6 | 78.8 | 1.00 |
| Not Low-Income | 21.4 | 21.2 | 0.99 |
| | Transfer Rate | Highest Rate | 80 Percent Index |
| Low Income | 29.2% | 29.2% | 1.00 |
| Not Low-Income | 28.7% | 29.2% | 0.98 |

Source: CCCC Data Mart, http://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx

Veterans and Foster Youth

Disaggregated data on veterans and foster youth is not available through the CCCC Data Mart at this time.

Goals and Activities

GOALS AND ACTIVITIES

A. STUDENT SUCCESS INDICATOR FOR ACCESS

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

GOAL A.

Based on an analysis of the preceding section on campus-based research, the College has determined that the following population groups are underrepresented on campus:

- Male students
- Disabled students
- Veterans
- Hispanic students in ESL classes (see also Section C. on ESL Completion)

Thus, the College will endeavor to increase the proportion of students from these groups on campus through the following activities:

ACTIVITY A.1

Beginning in Spring 2015, the Outreach and Recruitment Coordinator will work with the Dean of Student Success to develop targeted outreach materials and to conduct targeted outreach and assessment in local high schools in an effort to reach a larger number of male students. As male students are more likely to drop out of high school than female students, these efforts will be focused on students in their first two years of high school, which may be a better approach for recruiting male students than current efforts that focus on students who are close to graduating.

Beginning in Spring 2016, this outreach will be extended to students in local middle schools to prepare them for concurrent enrollment at LAMC while in high school.

EXPECTED OUTCOME A.1.1

By Fall 2015, the Outreach and Recruitment Coordinator will have developed targeted recruitment materials for use in outreach to and recruitment of high school and middle school students.

EXPECTED OUTCOME A.1.2

The proportion of male student enrollment out of the entire College population will increase by 1% each year for three years starting in Fall 2016.

ACTIVITY A.2

Beginning in Spring 2015, the Office of Institutional Effectiveness will conduct research to determine the academic and career-technical education (CTE) programs that enroll large numbers of male students.

Beginning in Fall 2015, the identified programs will be marketed in an effort to increase male enrollment at the College.

EXPECTED OUTCOME A.2.1

By the end of Summer 2015, a comprehensive outreach plan utilizing the data above will be developed to be implemented in 2015-16.

EXPECTED OUTCOME A.2.2

The proportion of male student enrollment out of the entire College population will increase by 1% each year for three years starting in Fall 2016.

ACTIVITY A.3

Beginning in Spring 2015, the Outreach and Recruitment Coordinator and the Dean of Student Success will utilize existing partnerships with local 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.

In Fall 2015, outreach will begin at the identified facilities, especially targeting the individuals who are close to being released or have been recently released, in an effort to reach a larger number of male, veteran, and disabled students (as the prison population is predominantly male, with a higher portion of veterans and persons with disabilities than society at large).

Beginning Fall 2016, bridge programs will be implemented specifically for these recently released inmates to smooth their transition to LAMC.

EXPECTED OUTCOME A.3.1

By Fall 2015, the Outreach and Recruitment Coordinator will have developed targeted recruitment materials for use in outreach and recruitment in correctional facilities.

EXPECTED OUTCOME A.3.2

The proportion of male student enrollment out of the entire College population will increase by 1% each year for three years starting in Fall 2016.

EXPECTED OUTCOME A.3.3

The proportions of veterans and of disabled students out of the entire College population will each increase by 0.3% each year for three years starting in Fall 2016.

ACTIVITY A.4

Beginning in Fall 2014, the College will hire a Veterans Outreach Coordinator to provide full-time outreach to Los Angeles County veterans via veterans organizations, veteran hospitals, city and county agencies, WorkSource Centers, and non-profit organizations serving veterans. The Veterans Outreach Coordinator will also apply for grants to secure funding for veterans services on campus and build a network of contacts and resources to introduce veterans to the College and to encourage them to enroll.

EXPECTED OUTCOME A.4.1

By Fall 2015, the Outreach and Recruitment Coordinator will have developed targeted recruitment materials for use in outreach to and recruitment of veterans.

EXPECTED OUTCOME A.4.2

The proportions of veterans and of disabled students out of the entire College population will each increase by 0.3% each year for three years starting in Fall 2016.

EXPECTED OUTCOME A.4.3

The proportion of male student enrollment out of the entire College population will increase by 1% each year for three years starting in Fall 2016.

ACTIVITY A.5

One of the difficulties identified in the Campus-Based Research section is the limited amount of data on disabled students and veterans, which hinders efforts to track their success. Thus, beginning in Spring 2015, the Dean of Student Success will work with DSPS and the Veterans Office to conduct a campus-wide “inreach” campaign to encourage disabled students and veterans 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.

Research (e.g., focus groups with veterans and disabled students) will also be conducted into how these populations can be better served by the College and how policies and procedures can be put into place to remove obstacles that make it difficult for these populations to receive the services they need.

EXPECTED OUTCOME A.5.1

Better data on disabled students and veterans will be available for the 2015-16 academic year and beyond. After reviewing detailed campus-based data on these populations, a more comprehensive equity plan can be developed to assist disabled students and veterans if true equity gaps are found.

ACTIVITY A.6

Beginning in Spring 2015, the Health Center Director and DSPS Director will also conduct increased “inreach” 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 supports that they need to stay in school and successfully complete their educational goals.

EXPECTED OUTCOME A.6.1

By Fall 2016, there will be an increase in the number of students identified as having or being at risk for having mental health issues who receive mental health counseling at the Student Health Center, apply for services with DSPS, and/or are referred to community providers in the event that the condition is beyond the scope of services that LAMC provides through the Health Center and DSPS.

ACTIVITY A.7

While LAMC is a Hispanic-Serving Institution located in a primarily Hispanic community with a large number of Spanish speakers, Hispanic students are not proportionately represented in ESL enrollment. Beginning in Spring 2015, the Curriculum Dean will work with ESL faculty and the Essential Skills Committee to develop a pilot bilingual Spanish/English ESL Lab to supplement existing ESL course offerings.

EXPECTED OUTCOME A.7.1

The pilot bilingual ESL lab will service up to 100 students and will provide students with the opportunity to engage in directed study in self-paced modules under the supervision of an instructor or aide. It is anticipated that the lab will open by Spring 2016.

EXPECTED OUTCOME A.7.2

By creating a bilingual lab specific to Spanish-speaking students, it is expected that the proportion of students taking credit ESL courses that are Hispanic will increase to more closely reflect the proportion of Hispanic students at LAMC.

GOALS AND ACTIVITIES

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

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

GOAL B.

Based on an analysis of the campus-based research section, the College has determined that the following population groups are disproportionately impacted with regard to course completion:

- Black students
- Foster youth
- Hispanic students on probation

Thus, the College will endeavor to increase the course completion rates of students from these groups through the following activities:

ACTIVITY B.1

In 2015-16, the Office of Institutional Effectiveness will conduct and/or coordinate additional research (e.g., focus groups) to determine the reasons behind the low course completion rates for black students and foster youth and for the high academic and progress probation rates of Hispanic students. Research questions to be addressed may include the following:

- What are possible causes for lower course completion rates for these students?
- What effect, if any, does the course discipline have on these rates?
- What effect, if any, does a student’s completion of English and/or Math have on these rates?
- What personal factors affect course completion rates?
- Which courses, modalities (e.g., face-to-face, online or hybrid) and disciplines have high success rates for these categories of students?
- What factors contribute to the success rates in the identified courses, modalities, and disciplines?

In 2015-16, the Office of Institutional Effectiveness will also explore articles, data, and resources provided by the Black, Brown and College-Bound organization concerning initiatives from around the nation centered specifically around success for Black and Hispanic students (website: <http://www.hccfl.edu/bbcb/national-initiatives.aspx>).

EXPECTED OUTCOME B.1.1

After reviewing the data and resources, a more comprehensive plan will be developed by the end of the 2015-16 academic year to address the specific needs of black students, foster youth, and Hispanic students on probation.

This plan will be implemented beginning in the 2016-17 academic year.

Beginning in the 2016-17 academic year, progress on the plan will be evaluated by analyzing its effects on closing the achievement gaps for these categories of students in course completion and identifying improvements as appropriate.

ACTIVITY B.2

Beginning in Fall 2015, the Counseling Department will develop curriculum and adapt their Personal Development coursework (e.g., in College Survival Skills Development and College Success courses) to target and meet the needs of black students, foster youth, and Hispanic students on probation in order to improve student equity outcomes for these populations.

Beginning in Spring 2016, students from the applicable populations will be recruited into these specialized courses.

EXPECTED OUTCOME B.2.1

Enrollment of black students, foster youth, and Hispanic students on probation will increase in Personal Development courses beginning in Spring 2016.

EXPECTED OUTCOME B.2.2

Black students, foster youth, and Hispanic students enrolled in these Personal Development courses will achieve higher course success rates overall than their counterparts who are not enrolled in these courses.

ACTIVITY B.3

Beginning in Spring 2015, the Eagle's Nest Coordinator will work with the Professional and Staff Development Committee to implement faculty and staff training activities regarding the specific teaching and learning needs of special populations, including black students, foster youth, and students on probation.

The Eagle's Nest Coordinator and Professional and Staff Development Committee will also work to 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 (Research and Planning Group for California Community Colleges) Student Success Conference.

EXPECTED OUTCOME B.3.1

At least three professional development trainings as described above will be offered by the end of the 2015-16 academic year.

EXPECTED OUTCOME B.3.2

At least three conferences related to equity and student success for the identified groups will be attended by faculty and staff each academic year.

ACTIVITY B.4

One of the difficulties identified in the Campus-Based Research section is the limited amount of data on foster youth, which hinders efforts to track their success. Thus, beginning in Spring 2015, the Dean of Student Success will work with Foster and Kinship Care and the Guardian Scholars Program to conduct a campus-wide "inreach" campaign to encourage foster youth 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.

Beginning in Fall 2015, the Dean of Student Success, Outreach and Recruitment Coordinator, Foster Youth Program Coordinator, and Foster and Kinship Care Program will implement strategies to increase marketing of the College's existing programs and services for foster youth (e.g., priority access to matriculation and counseling services and the Guardian Scholars program) to these students.

Beginning in Fall 2016, the 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).

EXPECTED OUTCOME B.4.1

Better data on foster youth will be available beginning in the 2015-16 academic year. After reviewing detailed campus-based data, a more comprehensive equity plan can be developed to assist foster youth if a true equity gap continues to be found.

EXPECTED OUTCOME B.4.2

By Fall 2017, participation in the campus's foster youth programs and services will increase by 10%.

EXPECTED OUTCOME B.4.3

Beginning in 2016-17, the successful course completion rate for foster youth will increase by 2% annually.

GOALS AND ACTIVITIES

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

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

Note: The following criteria were applied to the campus-based research in Section C. when assessing disproportionate impact: an equity gap was considered to exist if the proportionality index fell below 0.80 **and** the cohort size for the subgroup (i.e., those completing the final ESL or basic skills course) was at least 10 students. These additional criteria were applied because disaggregating the data in this section often resulted in extremely low numbers of students for each population group, which are too small to make statistically reliable generalizations and thus should not form the basis of policy decisions.

In addition to the disproportionate impact already discussed in Section A. regarding access of Hispanic students in credit ESL classes, the following disproportionate impact was also revealed by the data in this section (C.).

GOAL C.

Based on an analysis of the campus-based research Section C. using the criteria stated above, the College has determined that black students are disproportionately impacted with regard to basic skills math progression. Thus, the College will endeavor to increase the math progression rates of black students through the following activities:

ACTIVITY C.1

In 2015-16, the Office of Institutional Effectiveness will collaborate with the Student Equity Committee, the Math department, and the Basic Skills Initiative (BSI) Coordinators to conduct and/or coordinate additional research (e.g., focus groups) to determine the reasons why black students experience disproportionate impact as they attempt to complete basic skills math courses. Current intervention efforts that may also apply to this population will also be identified.

EXPECTED OUTCOME C.1.1

After reviewing the data and resources, the Student Equity Committee will develop a more comprehensive plan by the end of the 2015-16 academic year to address the specific needs of black students in basic skills courses.

This plan will be implemented beginning in the 2016-17 academic year.

Beginning in the 2017-18 academic year, progress on the plan will be evaluated by analyzing its effects on closing the achievement gap for this category of students, and identifying areas that still need improvements as appropriate.

ACTIVITY C.2

Beginning in Spring 2015, 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.

In addition, beginning in Fall 2015, the existing STEM Math Center on campus 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.

EXPECTED OUTCOME C.2.1

The new peer and faculty mentor program will be implemented in 2015-16 for selected Basic Skills Math sections. Improvements will be made to the program based on success and retention data for these sections and the subsequent Math sections in which the students enroll, on analysis of the program's effects on closing the achievement gap for black students, and on feedback from participants.

ACTIVITY C.3

Beginning in Spring 2015, the 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).

Funding will be provided for conference attendance for faculty and staff to attend basic skills and curriculum-related conferences.

EXPECTED OUTCOME C.3.1

At least one of the trainings offered as part of Activity B.3 will address pedagogy and support needs of relevance to basic skills students.

ACTIVITY C.4 (=Activity A.7)

While LAMC is a Hispanic-Serving Institution located in a primarily Hispanic community with a large number of Spanish speakers, Hispanic students are not proportionately represented in ESL enrollment.

Beginning in Spring 2015, the Curriculum Dean will work with ESL faculty and the Essential Skills Committee to develop a pilot bilingual Spanish-English ESL Lab to supplement existing ESL course offerings.

EXPECTED OUTCOME C.4.1

The pilot bilingual ESL lab will service up to 100 students and will provide students with the opportunity to engage in directed study in self-paced modules under the supervision of an instructor or aide. It is anticipated that the lab will be open by Spring 2016.

EXPECTED OUTCOME C.4.2

By creating a bilingual lab specific to Spanish-speaking students, it is expected that the proportion of students taking credit ESL courses that are Hispanic will increase to more closely reflect the proportion of Hispanic students at LAMC.

GOALS AND ACTIVITIES

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

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

Note: The following criteria were applied to the campus-based research in Section D. when assessing disproportionate impact: an equity gap was considered to exist if the proportionality index fell below 0.90 (or the 80 percent index was below 0.80) **and** the cohort size for the subgroup consisted of at least 10 students. The additional cohort size criterion was applied because disaggregating the data in this section often resulted in extremely low numbers of students for each population group, which are too small to make statistically reliable generalizations and thus should not form the basis of policy decisions.

GOAL D.

Based on an analysis of the campus-based research section using the criteria state above, the College has determined that the following population groups are disproportionately impacted with regard to degree and certificate completion:

- Black students
- White students
- Male students

Thus, the College will endeavor to increase the degree and certificate completion rates of students from these groups through the following activities:

ACTIVITY D.1

In 2015-16, the Office of Institutional Effectiveness will conduct and/or coordinate additional research on:

- the reasons behind the low degree and certificate completion rates for black students, white students, and male students, including conducting focus groups with the students to determine what their educational goals are, whether they are achieving those goals despite not attaining a degree or certificate, and whether they would be interested in participating in activities such as learning communities, First Year Experience, Black Student Union, peer/faculty mentoring and/or services and support through social media, etc.;
- course retention, term-to-term persistence, financial aid, placement scores, unit loads, and first-generation status and an analysis of which degrees and certificates these

student populations are successfully completing, which may lend insight into how to increase the graduation rates of these groups of students;

- models of Credit for Prior Learning to see if they could be feasibly implemented at LAMC and to see if LAMC students, particularly black students, white students, and male students could significantly benefit from such a program;
- ways to better incorporate minority students' parents into their children's college and learning experiences, such as through a Parent Handbook like the one at College of the Canyons and/or parent education workshops/sessions.

EXPECTED OUTCOME D.1.1

After reviewing the data, a more comprehensive plan will be developed by the end of the 2015-16 academic year to address the specific needs of black students, white students, and male students with regard to degree and certificate completion.

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 its effects on closing the achievement gaps for these categories of students.

However, it is not anticipated that much improvement will be seen for several years given the length of time it takes students to achieve a certificate and/or degree.

ACTIVITY D.2

In 2015-16, 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.

EXPECTED OUTCOME D.2.1

In 2016-17, a pilot peer and/or faculty mentoring program will be initiated. Black students, white students, and male students will be specifically recruited for this pilot program and will be matched to mentors of similar backgrounds.

In 2017-18, the pilot program will begin to be evaluated by analyzing success, retention, and persistence data for the students in the program and feedback from participants, and improvements will be made to the program based on this information. It will take a longer period of time (up to seven years) to see if the program improves degree and/or certificate completion rates for these students.

If the program is proven to be successful, steps will then be determined to scale-up the program to make it available to more students.

ACTIVITY D.3

Beginning in Spring 2015, 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.

EXPECTED OUTCOME D.3.1

By Spring 2016, the new policies and interventions will be developed and will begin to be implemented.

By 2017-18, all students who have completed 15 units or more will have a declared major/program of study.

ACTIVITY D.4 (=Activity A.5 and B.4)

Beginning in Spring 2015, 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 "inreach" campaign to encourage disabled students, 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 disabled students, veterans, and foster youth get entered and coded correctly in the student information system will be developed.

EXPECTED OUTCOME D.4.1

Better data on disabled students, veterans, and foster youth will be available beginning in the 2015-16 academic year. After reviewing detailed campus-based data on these populations, a more comprehensive equity plan can be developed to assist disabled students, veterans, and foster youth if true equity gaps are found.

ACTIVITY D.5

As LAMC students receiving financial aid have a 10.5% higher degree/certificate completion rate than students not receiving financial aid, beginning in Summer 2015, the Dean of Student Success will work with the Financial Aid Office to institutionalize financial aid outreach mechanisms to educate all students about various opportunities to acquire financial aid. In addition, increased opportunities for support in completing financial aid applications will be

made available to students (e.g., through more workshops to help students complete financial aid forms).

EXPECTED OUTCOME D.5.1

By 2016-17, the percentage of students receiving financial aid will increase by 3%.

GOALS AND ACTIVITIES

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

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

Note: The following criteria were applied to the campus-based research in Section E. when assessing disproportionate impact: an equity gap was considered to exist if the proportionality index fell below 0.90 (or the 80 percent index was below 0.80) **and** the cohort size for the subgroup consisted of at least 10 students. The additional cohort size criterion was applied because disaggregating the data in this section often resulted in extremely low numbers of students for each population group, which are too small to make statistically reliable generalizations and thus should not form the basis of policy decisions.

GOAL E.

Based on an analysis of the campus-based research section using the criteria stated above, the College has determined that the following population groups are disproportionately impacted with regard to transferring to a four-year institution:

- Black students
- Hispanic students

Thus, the College will endeavor to increase the transfer rates of students from these groups through the following activities:

ACTIVITY E.1

In 2015-16, the Office of Institutional Effectiveness will work with the Transfer Center to conduct and/or coordinate additional research on:

- the reasons behind the low transfer rates for black and Hispanic students, including conducting focus groups with the students to determine what their educational goals are and whether they would be interested in participating in activities such as learning communities, First Year Experience, Black Student Union, peer and/or faculty mentoring, and/or services and support through social media, etc.;
- the barriers and obstacles students interested in transferring face in regard to transferring;
- course retention, term-to-term persistence, financial aid, placement scores, unit loads, and first-generation status, which may lend insight into how to increase the transfer rates of these groups of students;

- ways to better incorporate minority students' parents into their children's college and learning experiences, such as through a Parent Handbook like the one at College of the Canyons and/or parent education workshops/sessions
- articles, data, and resources provided by the Black, Brown and College-Bound organization concerning initiatives around the nation centered specifically around success for Black and Hispanic students (website: <http://www.hccfl.edu/bbcb/national-initiatives.aspx>)

EXPECTED OUTCOME E.1.1

After reviewing the data, a more comprehensive plan will be developed by the end of the 2015-16 academic year to address the specific needs of black 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 its effects on closing the achievement gaps in transfer for these categories of students. However, it is not anticipated that much improvement will be seen for several years given the length of time it takes students to become transfer prepared and to transfer.

ACTIVITY E.2

In 2015-16, 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.

EXPECTED OUTCOME E.2.1

In 2016-17, a pilot peer and/or faculty mentoring program for students interested in transferring will be initiated. Black and Hispanic students planning to transfer will be specifically recruited for this pilot program and will be matched to mentors of similar backgrounds who have successfully transferred.

In 2017-18, the pilot program will begin to be evaluated by analyzing success, retention, and persistence data for the students in the program and feedback from participants, and

improvements will be made to the program based on this information. It will take a longer period of time to see if the program improves transfer rates for these students.

If the program is proven to be successful, steps will then be determined to scale-up the program to make it available to more students.

ACTIVITY E.3

Beginning in 2015-16, the Transfer Center will provide enhanced services for black and Hispanic students interested in transferring. This could include providing a transfer application clinic specifically for students in LAMC's MEChA club, creating partnerships and hosting joint events with transfer clubs targeting these ethnicities at transfer destinations (e.g., UCLA's Black Bruin Transfer Success Club and Latina/o Transfer Empowerment Club), etc.

EXPECTED OUTCOME E.3.1

Beginning in 2015-16, the Transfer Center will host at least one such event each year that specifically targets black and Hispanic students who are interested in transferring.

ACTIVITY E.4 (=Activity D.3)

Beginning in Spring 2015, 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.

EXPECTED OUTCOME E.4.1

By Spring 2016, the new policies and interventions will be developed and will begin to be implemented.

By 2017-18, all students who have completed 15 units or more will have a declared major/program of study.

Budget

SOURCES OF FUNDING

In September 2014, in recognition and support of the importance of the need to identify and support equity and success for all students, Governor Jerry Brown and the California State Legislature targeted \$70 million of additional Student Success and Support Program (SSSP) funding in the 2014-15 Budget Act to close achievement gaps in access and success in underrepresented student groups, as identified in college equity plans. Of that \$70 million, the Los Angeles Community College District (LACCD) has received \$8.045 million for its Student Equity Program, of which LAMC’s allocation is \$469,801.

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

| Student Equity Plan Activities/Expenditures | Amount of Funding |
|--|--------------------------|
| Assessment and Testing | \$20,000 |
| Coordination and Training/Professional Development | \$70,000 |
| Course and Curriculum Development | \$105,000 |
| Follow-Up Services | \$7,301 |
| Institutional Research | \$125,000 |
| Learning Skills Center | \$20,000 |
| Outreach | \$77,500 |
| Tutoring | \$45,000 |
| TOTAL | \$469,801 |

While the above budget plan represents an estimation of how the College will use the Student Equity funds, the Student Equity Committee will continue to work through the Fall 2014 semester to determine exactly where and how the money will be spent within each of the categories.

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

All activities in the plan have been assigned responsible parties, a timeframe for initiation within the next three years, and target completion dates for expected outcomes. 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 on an annual basis each Fall based on the data available for each expected outcome in the plan and the information from the program reviews of programs that received Student Equity funds and/or that have activities included in this Student Equity Plan.

Attachment

ATTACHMENT

Los Angeles Mission College Equity Data Summary Dashboard

| | | | |
|-------------|---|-------------------------|--|
| Key: |  | Below Equity | At least one population group has a proportionality index less than 0.80 |
| |  | | At least one population group has an 80 Percent Index below 0.70 |
| |  | Almost at Equity | Lowest proportionality index is between 0.80 and 0.90 |
| |  | | Lowest 80 Percent Index is between 0.70 and 0.80 |
| |  | At Equity | All groups have a proportionality index greater than or equal to 0.90 |
| |  | | All groups have an 80 Percent Index greater than or equal to 0.80 |
| |  | No Data | Data not available or no members of population group in cohort |

| Indicator | Ethnicity | Gender | Disability Status | Veteran Status | Foster Youth | Income Status |
|----------------------------------|---|---|---|---|---|---|
| Access |  |  |  |  |  |  |
| Successful Course Completion |   |   |   |   |   |   |
| Basic Skills English Progression |  |  |  |  |  |  |
| Basic Skills Math Progression |  |  |  |  |  |  |
| ESL Progression |  |  |  |  |  |  |
| Degree/Certificate Completion |   |   |   |   |   |   |
| Transfer |   |   |   |  |  |   |