



2014 Student Equity Plan Summary

West Los Angeles College

November 19, 2014

Executive Summary

The planning process for the Student Equity Plan involved all stakeholders at the College. The Student Equity, Access, and Completion (SEAC) Committee was created during spring 2014 to address the planning and implementation of the SSS&SP plan and the Student Equity Plan as well as college-wide objectives to improve student success and completion rates. SEAC and its respective subcommittees: SSSP Advisory Committee and Student Equity Workgroup - have been meeting since September 2014 to complete the drafts of the plans. The draft student equity plan was approved at the Academic Senate meeting on October 14th and approved at the College Council meeting on November 6, 2014. The SEAC Student Equity Workgroup will continue to meet to implement the student equity plan throughout the year and will be prepared to report on the status of the implementation at the end of spring 2015.

There has been a concerted effort to create a crosswalk the equity plans with other planning efforts including the Educational Master Plan and the SSSP plan. (See attached).

For purposes of the equity plan, the stakeholders decided on an initial proportionality index cutoff of 0.90. Anything below this cutoff would be considered an area that suggested a disproportionate impact and would be explored further using additional data and evidence.

As a result, the three highest priority disproportionate impacts appear to exist for the following subgroups of students:

- 1) Veterans and foster youth - evaluation of these groups' performances will be conducted on all five student success indicators. Although the main activities for this year will be collecting data on these populations and evaluating their performance on the indicators, they are traditionally at-risk populations of students who have been shown to struggle on many of the success indicators.
- 2) African American students' performance regarding course completion and basic skills completion in English and math. Basic skills courses are gatekeepers and evidence exists that students who place 2 or more levels below college-level English and math have very low completion rates. We plan to implement activities that help African American students accelerate through the basic skills pipeline to complete.
- 3) Students with disabilities struggled with basic skills math, degree and certificate completion, and transfer. We are seeing increasing enrollments of students with learning disabilities so we have to ensure that we provide all the latest innovations with adaptive technology and pedagogical best practices that address their best learning modalities.

The SEAC workgroup has identified in the plan potential strategies or activities that are aimed at reducing the achievement gaps of these population groups. We consider this year (2014-2015) to be a year that will be mainly focused on collecting and evaluating data on high need populations like foster youth and veterans. And we plan to have targeted activities and track the outcomes of other high need populations showing disproportionate impact. We will assess the efficacy of the interventions at the end of the year. We will then develop baseline data to begin to refine our outcomes and develop specific benchmarks that can be assessed the following year.



Disproportionate Impacts, College Analysis, and Plans for Improvement

I. Access

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)
Males	Males are underrepresented at West LA College based on LA County data.	Provide pre-enrollment services, structured GE pathway programs, and financial aid education campaigns.	Improve access to instructional programs and services for males.
Foster Youth and Veterans	We are currently collecting data on these two populations of students.	Conduct analyses to determine if disproportionate impacts exist.	Once disproportionate impacts are identified, develop specific plan to address any impacts.
N/A			

II. Course Completion

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)
African Americans	Had the lowest proportionality index (0.87)	Wrap-around support services including counseling, follow-up and supplemental instruction	Improved course completion rates
New students	Had the next lowest proportionality index (0.89)	Wrap-around support services including counseling, follow-up and supplemental instruction	Improved course completion rates
Foster Youth and Veterans	We are currently collecting data on these two populations of students.	Conduct analyses to determine if disproportionate impacts exist.	Once disproportionate impacts are identified, develop specific plan to address any impacts.



Disproportionate Impacts, College Analysis, and Plans for Improvement

III. ESL and Basic Skills Completion

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)
African American	For basic skills math completion, the proportionality index is 0.73, one of the lowest of the basic skills areas.	Curriculum redesign and supplemental instruction	Improved basic skills math completion
DSPS-identified	For basic skills math completion, the proportionality index is 0.79, one of the lowest of the basic skills areas.	Curriculum redesign and supplemental instruction	Improved basic skills math completion
Foster Youth and Veterans	We are currently collecting data on these two populations of students.	Conduct analyses to determine if disproportionate impacts exist.	Once disproportionate impacts are identified, develop specific plan to address any impacts.

IV. Degree and Certificate Completion

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)
DSPS-identified	Had the lowest proportionality index (0.71)	Assess the program of study goal and provide advising and instructional support throughout program	Increase the number of DSPS-identified students who get degrees and certificates as indicated by their intended educational goals and programs of study.
Males	Had one of the lowest proportionality index (0.83)	Assess the program of study goal and provide advising and instructional support throughout program	Increase the number of male students who get degrees and certificates as indicated by their intended educational goals and programs of study.
Foster Youth and Veterans	We are currently collecting data on these two populations of students.	Conduct analyses to determine if disproportionate impacts exist.	Once disproportionate impacts are identified, develop specific plan to address any impacts.



Disproportionate Impacts, College Analysis, and Plans for Improvement

V. Transfer

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)
DSPS	Had the lowest proportionality index for successful transfer to four-year institutions (0.43)	Increase number of transfer activities targeted to students and their families (e.g. transfer fairs, college tours) and track student progress at key milestones	Increase students who transfer as indicated by their intended educational goals and programs of study.
Hispanic Students	The Hispanic student population is increasing, and although this population does not have the lowest proportionality index, it is a cause for concern that the proportionality index is still very low at 0.72.	Increase number of transfer activities targeted to students and their families (e.g. transfer fairs, college tours) and track student progress at key milestones	Increase students who transfer as indicated by their intended educational goals and programs of study.
Foster Youth and Veterans	We are currently collecting data on these two populations of students.	Conduct analyses to determine if disproportionate impacts exist.	Once disproportionate impacts are identified, develop specific plan to address any impacts.