



Integrated Plan Executive Summary

1/30/18

West Los Angeles College has been actively involved in planning efforts that attempt to address gaps in achievement for at-risk and underrepresented students. During the academic year of 2013- 2014, faculty, staff, administrators, and students completed a final draft of the educational master plan. Within that plan, equity goals and objectives were developed to address the achievement gaps for students who are most at risk. To generate proposals and ideas from across the college, the equity workgroup hosted an Equity Summit in late October of 2015, enjoying wide- spread participation from across the college. To address issues with access, equity and student completion, the college changed the charge and committee structure of the former Enrollment Management Committee and created the Student Access, Equity and Completion (SEAC) Committee. The creation of SEAC provided a shared governance structure in which all campus constituencies have an opportunity to provide feedback on the development of the plans for two relatively new categorical programs: the Student Success and Support Program (SS&SP) and the Student Equity Plan. A student equity workgroup was formed in the fall of 2014 to develop a new student equity plan that incorporated new goals and activities to help at-risk populations of students and to provide ongoing evaluation of the implementation of the student equity goals and activities outlined in the plan.

Student Equity Goals

Access-Improve access to instructional programs and services for males. Assess any disproportionate impact on access for foster youth and veterans.

- A. Course Completion**-Improve course completion rates for African American and Hispanic/Latino students, veterans and foster youth.
- B. Basic Skills and ESL Completion**
 - a. English: Increase the number of African American students who complete the basic skills sequence in English and enroll in transfer level English course.
 - b. Math: Increase the numbers of African American students who complete the basic skills sequence in math and enroll in transfer level math courses.
 - c. ESL: Increase the number of African American, male and low-income students who complete basic skills ESL course and enroll in a transfer-level ESL or English course.
- C. Degree and Certificate Completion**-Increase the number of African American and low-income students who earn degrees and certificates as indicated by their intended educational goals and programs of study.
- D. Transfer**-Increase the number of African American, Hispanic/Latino, Low-income and DSPS students who transfer as indicated by their educational goals and programs of study.

Activities the college will undertake to achieve these goals**A. Access**

- Activities: 1) Expanded Outreach efforts at high schools which include on-boarding activities
- 2) Additional Veteran support, counseling and career services
 - 3) First and Second Year Experience/LA College Promise
 - 4) Student Equity Coordination and Research
 - 5) Financial aid and high school/admissions liaison support to inform and support students

B. Course Completion

- Activities: 1) Black Scholars/Project Learn
- 2) Additional Veteran support, counseling and career services
 - 3) Expanded Puente program support
 - 4) Foster Youth academic support activities
 - 5) Achieving the Dream activities to provide students targeted support
 - 6) Focused Inquiry Groups (FIGs) and Supplemental Instruction
(English, Math, Biology, Chemistry, Sociology and Psychology) and ESL mentors
 - 7) Instructional Support Services (Tutoring)
 - 8) HLRC Access (Writing Lab)
 - 9) First and Second Year Experience/LA College Promise classroom based activities
 - 10) DSPS expanded services
 - 11) Academic counseling in Student Support Services and CalWORKs
 - 12) Student Athlete academic support services
 - 13) Guided Pathways creation and implementation

C. Basic Skills and ESL Completion

a. English:

- Activities: 1) Achieving the Dream classroom based strategies
- 2) Focused Inquiry Groups (FIGs) and Supplemental Instruction
 - 3) Instructional Support Services(Tutoring)
 - 4) Writing Lab
 - 5) Student Equity coordination and research support
 - 6) Student Athlete academic support services
 - 7) Professional Development

b. Math:

- Activities: 1) Achieving the Dream classroom based strategies
- 2) Focused Inquiry Groups (FIGs) and Supplemental Instruction
 - 3) Instructional Support Services(Tutoring)
 - 4) Student Equity coordination and research support
 - 5) Student Athlete academic support services
 - 6) Professional Development

c. ESL:

- Activities: 1) Achieving the Dream classroom based strategies
2) Focused Inquiry Groups (FIGs) and Supplemental Instruction
3) Instructional Support Services (Tutoring)
4) Writing Lab
5) Student Equity coordination and research support
6) Student Athlete academic support services
7) Professional Development

D. Degree and Certificate Completion

- Activities: 1) Achieving the Dream classroom based strategies
2) Focused Inquiry Groups (FIGs) and Supplemental Instruction
3) Instructional Support Services (Tutoring)
4) Writing Lab
5) One College one book first year student activities
6) Pathways TV Film curriculum development
7) Student Research Poster Showcase
8) POPP Program activities encouraging completion
9) DSPS expanded program activities and adaptive technologies
10) Equity Coordination and Research support
11) Child Development Center enhancement and collaboration
12) Guided pathways creation and implementation
13) Student Athlete academic support services including transfer counseling
14) Academic counseling in Student Support Services and CalWorks
15) EOPS/CARE Transition program activities

E. Transfer

- Activities: 1) College transfer and career fair activities targeting Hispanic, foster youth and veterans.
2) Puente student campus tours to four-year colleges and universities
3) Black Scholars campus tours to four-year colleges and universities
4) Targeted transfer counseling support to prepare students for transfer
5) Increased transfer publicity and outreach efforts at the college and high schools
6) Targeted DSPS completion rate activities
7) Guided Pathways
8) Student Equity coordination and research support
9) EOPS/CARE Transition program activities
10) Foster Youth activities

Student Equity Expenditures by Object Code

Expenditure Object Code	Year 2014-15	Year 2015-16	Year 2016-17
1000	319,712	736,651	667,276
2000	60,203	475,228	429,356
3000	47,539	215,661	182,774
4000	13,232	5,095	12,594
5000	88,843	160,867	42,319
6000	263	33,169	4,964
7000	11,048	24,812	-
Total	540,840	1,651,484	1,339,283

Assessment of the progress made in achieving the identified goals from prior year plans

A. Access-Improve access to instructional programs and services for males. Assess any disproportionate impact on access for foster youth and veterans.

Assessment of progress: In 2013-14, we had a male student participation rate of 40.5% in instructional programs compared to a 59.5% participation rate for female students. We experienced an increase of about 1.5 percentage points in participation in instructional programs among males in 2014-15. In 2015-16, the overall percentage participation declined by 1% but the overall number of male students participating in instructional programs increased by 514 students when compared to the 2013-14 numbers. In 2016-17, we experienced an overall decline in percentage to 40.2% but the overall number of male students participating in academic programs increased by 878 male students when compared to 2013-14. We will continue to work to improve our male student participation rate in academic programs.

B. Course Completion-Improve course completion rates for African American and Hispanic/Latino students, veterans and foster youth.

Assessment of progress: In the Fall of 2014, the course completion rates for African American students was 56.5%, 61.6% for Hispanic/Latino students and 51.6% for Foster Youth. The West Los Angeles College course completion rate was 62.7%. The African American, Hispanic, and Foster Youth course success rates fell below the college rate by 6%, 1%, and 11%, respectively. The difference between the overall college course successful completion rate in Fall 2014 and Fall 2016 is less than one percentage point. Given this extremely small difference, the trend over the past three years in the overall course success rate has been increasing in each of the past Fall terms.

Hispanic/Latino students' successful course completion rate increased by 1.3 percentage points between Fall 2014 and Fall 2016. Since the increase for this group was higher than the overall college increase (0.8 percentage points), the gap in successfully completing credit courses between Hispanic/Latino students and the college average decreased. For both of the other

groups, African Americans and Foster Youth, the successful course completion rate fell between Fall 2014 and Fall 2016, which means the gap between these groups and the college average in this metric increased over that period.

We will continue to work to improve our course completion rates for African American, Hispanic/Latino and foster youth.

C. Basic Skills and ESL Completion

a. English: Increase the number of African American students who complete the basic skills sequence in English and enroll in transfer level English course.

Assessment of progress: The basic skills completion rate in English for African American students who started two levels below college level English and made it to college level was 12.3% compared to the college rate of 17.1% for the 2013-2015 cohort. The basic skills completion rate in English during 2015-2017 for the African American student cohort was 21.6% compared to the college rate of 25.1% college average. When comparing both cohorts, 2013-2015 and 2015-2017, we see a reduction of the equity gap from about 5% to about 3.5%. We will continue to work to improve the basic skills English completion rate.

b. Math: Increase the numbers of African American students who complete the basic skills sequence in math and enroll in transfer level math courses.

Assessment of progress: The basic skills completion rate in math for African American students who started two levels below college level math and made it to college level math was 5.10% compared to the college rate of 8.90% for the 2013-2015 cohort. The basic skills completion rate in math during 2015-2017 for the African American student cohort was 18% compared to the college rate of 17.20%. When comparing both cohorts, 2013-2015 and 2015-2017, we see an increase of about 13 percentage points in the basic skills math completion rate and a reduction of the equity gap from about 4% to .8%.

c. ESL: Increase the number of African American, male and low income students who complete basic skills ESL course and enroll in a transfer-level ESL or English course.

Assessment of progress: The ESL completion rate in ESL for African American students who progressed through ESL to make it to the college level was 8.3% compared to the college rate of 21.2% for the 2013-2014 scorecard year. The ESL completion rate for the 2015-16 scorecard year was 20.8% compared to the college rate of 24.5%. When comparing both cohorts we see an increase of about 12 percentage points in the ESL completion rate and a reduction of the equity gap. We will continue to work to improve the basic skills ESL completion rate.

D. Degree and Certificate Completion-Increase the number of African American and low income students who earn degrees and certificates as indicated by their intended educational goals and programs of study.

Assessment of progress: For the three most recent *CCCCO Scorecard* cohorts tracked for six years, the rate at which first-time, degree, certificate, or transfer-seeking students have earned a degree or certificate within those six years has fluctuated: going down for the cohort starting in 2009-2010 when compared to the previous cohort, and returning to 2008-2009 cohort levels with the 2010-2011 cohort. Degree/Certificate completion rates for African American students in these cohorts so followed the pattern of the college overall that the gap between African American students and the college average remained essentially unchanged (improved by 0.3 percentage points). Alternately, when compared to the college average, the dip in 2009-2010 was less severe and the bounce back in 2010-2011 was stronger for students categorized as economically disadvantaged, resulting in the relatively small gap between subgroup and overall rates to evaporate.

E. Transfer-Increase the number of African American, Hispanic/Latino, Low-income and DSPS students who transfer as indicated by their educational goals and programs of study.

Assessment of progress: For the three most recent *CCCCO Scorecard* cohorts tracked for six years, the rate at which first-time, degree, certificate, or transfer-seeking students transferred decreased for the 2009-2010 cohort when compared to the 2008-2009 cohort, and stayed flat for the 2010-2011 cohort. For African American students and students categorized as economically disadvantaged, transfer rates fell notably for the 2009-2010 cohort and marginally increased—nowhere close to the 2008-2009 rate—for the 2010-2011 cohort. Hispanic/Latino students' transfer rates showed the same dip-then-rise pattern, but within a much more restricted range such that the transfer rate of the 2010-2011 cohort (22.1%) was not dramatically lower than the 2008-2009 cohort's rate (23.2%). For DSPS-identified students, however, the transfer rate decreased for each cohort.

The effects on the gaps of these subgroup rates compared to the overall college transfer rate varied. While the 2008-2009 cohort saw a higher transfer rate for African American students than the college overall, the presence of a gap for the 2009-10 and 2010-2011 cohorts seems to signal a decline. The gap in transfer rates for DSPS-identified students was wide for the 2008-2009 cohort (-11.2 percentage points) and remains wide in the most recent cohort (-10.6 percentage points for the 2010-2011 cohort). Meanwhile, the gaps between the college overall transfer rate and the rate for students categorized as economically disadvantaged and also for Hispanic/Latino students declined over the past three cohorts.

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