

West Los Angeles College 9000 Overland Avenue
Culver City, CA 90230

Student Equity Plan

September 2005

**West Los Angeles College
Student Equity Plan
September 2005**

TO: California Community Colleges Office of the Chancellor

FROM: West Los Angeles College
9000 Overland Avenue
Culver City, CA 90230

The West Los Angeles College Student Equity Plan is submitted in accordance with Title 5 Section 51026 of the California Administrative Code.

Signed: _____ Chancellor, LACCD
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ACKNOWLEDGEMENT

The College President acknowledges the efforts of the Student Equity Committee in the development and preparation of the West Los Angeles College Student Equity Plan. The President thanks all of the faculty, students and staff who assisted in the preparation of the plan.

Student Equity Committee 2004 – 2005

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EXECUTIVE SUMMARY

The West Los Angeles College Student Equity Committee has responsibility for the development and implementation of the Student Equity Plan. The student equity plan provides a basis for an ongoing program by which the college can examine and continuously improve on its efforts to provide quality educational, training and personal development opportunities to all individuals who choose West Los Angeles College as their institution of higher education. The Student Equity Plan is intended to insure that opportunities are afforded to all individuals without regard to race/ethnicity, gender or disability.

West Los Angeles College offers many programs and services to assist students to reach their educational and personal goals such as DSPS, EOP&S, Transfer Center, ESL Program, TRIO, Title V, NASA Math and many others. The institution is establishing staff development activities that recognize the importance of such tools as Student Learning Outcomes, Classroom Assessment Techniques, Learning Communities, Technology-Aided Instruction and other tools that can be used to enhance the education and training process. The college faculty and staff are aware that in order for programs to be effective, they must be well managed and flexible to the extent possible in order to help students to deal with the challenges they face as they pursue their goals. The college is also aware that it must continuously create and seek out new programs through grants, fund-raising and other methods in order to meet the changing and on-going training and educational needs of individuals within our service area.

Campus-based research that has been conducted provides certain indicators that the college can utilize to focus on academic programs and services to insure that we are providing equal opportunity to all groups at the college and within our service area. In the area of access to the college, there is an on-going concern regarding the substantial difference in male students' representation, especially African- American males, in the college compared to the male population in the service area. We believe there is a favorable trend toward increasing Latino representation. The college is aware that continuing efforts need to be made to identify any barriers to access that exist and to adopt programs, and to strengthen current programs, that will help individuals overcome these barriers. The campus has secured a Title V Hispanic Serving Institution grant, which is enabling the college to address some of these issues.

Some of the same concerns regarding access for males holds true for disabled individuals. This is especially important considering the increase in the number of disabled individuals related to various reasons. It is the intention of the college to look closely at the research data, conduct additional research as needed and take action that is indicated that will insure equal access to the college.

(Executive Summary Continued)

When comparing various groups by population percentages, research data indicates that male students as a group utilize Basic Skills courses less, have lower ESL course completion rates, earn fewer degrees and certificates and transfer to four-year institutions at a lower rate than females. While some aspects of WLAC research findings may be consistent with historical trends, the college believes it has a responsibility to take action in the design and implementation of its programs in an effort to improve the performance of male students.

Research data indicates that transfer rates to four-year institutions correlate fairly closely to the percentage of enrollments for the various population groups, except White students, whose transfer rate is lower. Data has to be examined further to determine if this differential may be related to the election of non-transfer programs by White students or some other reason. Similarly, we have no data available at the present time to indicate transfer rates of DSP&S students. Therefore, more research is needed. In relation to transfers, please note that the college has entered into a partnership with the National Aeronautics and Space Administration (NASA) to bring the NASA Scholars Program to our campus, which is available to students planning to transfer to four-year institutions.

The research data does indicate that in general, the various population groups have similar credit course completion rates. And, there are other data that indicate that the college is providing services in an equitable manner.

In summary, WLAC views student equity as an on-going program that will be the basis for additional research, reviewing programs and services, integrating student equity goals and objectives into the college overall planning process and providing a high level of service on an equal basis to all who can benefit by attending West Los Angeles College.

I. CAMPUS-BASED RESEARCH

1. Access
2. Course Completion (Retention)
3. Basic Skills Completion
4. ESL Completion
5. Degree and Certificate Completion
6. Transfer

1. Access

The access success indicator is examined by analyzing the percentage of each relevant population group that has enrolled in the College compared to that group's representation in the adult population in the community served.

Tables:

- WLAC service area statistics and WLAC enrollment statistics
 - Demographics by Race/Ethnicity
 - Demographics by Gender
 - Demographics by Disability Status

Access

DEMOGRAPHICS BY RACE/ETHNICITY

Table 1: Percentage of Student Enrollments 2002 – 2003 Compared to Percentage in Service Area by Ethnic Group*			
Ethnic Group	Number of Enrollments	Percentage of Enrollments	Percentage In Service Area**
Asian	1,695	8.77	7.98
Black/African American	8,463	43.80	22.87
Hispanic	4,520	23.39	32.96
Native American	79	0.41	0.20
White	2,794	14.46	33.19
Unknown/Decline to state	1,772	9.17	N/A
Total	19,325	100.00	

*Source (except Service Area data): Retrieved November and December 2004 from <http://www.cccco.edu/divisions/tris/telecom/attachments/access.xls>

**Source: Service Area defined by certain Zip Codes. Census 2000 – ST1 (100% Data) See West Los Angeles College Data Book July 2003

Access

DEMOGRAPHICS BY GENDER

Table 2: Percentage of Student Enrollments 2003 – 2004 Compared to Percentage in Service Area by Gender*			
Gender	Number of Enrollments	Percentage of Enrollments	Percentage In Service Area**
Female	11,828	61.21	51.46
Male	7,495	38.79	48.54
Total	19,323	100.00	100.00

*Source (except Service Area data): Retrieved November and December 2004 from Web Site <http://www.cccco.edu/divisions/tris/telecom/attachments/access.xls>

**Source: Service Area defined by certain Zip Codes. Census 2000 – ST1 (100% Data) See West Los Angeles College Data Book July 2003

Access

DEMOGRAPHICS BY DSP&S

Table 3: Percentage of DSP&S Students 2002 -2003 Compared to Percentage of Disabled Persons Age 16 – 64 Years in LA County*		
Number of Enrollments	Percentage of Enrollments	Percentage Disabled In LA County**
396	2.05	21.12

*Source (except LA County data): Retrieved November and December 2004 from Web Site <http://www.cccco.edu/divisions/tris/telecom/attachments/access.xls>

**Source: Retrieved November and December 2004 from Web Site <http://www.census.gov> (US Census 2000)

Access

DATA ANALYSIS RELATED TO ACCESS

Ethnicity

The enrollment of Asian students compared to the percentage of Asians in the WLAC extended recruitment area is very close with less than one-tenth percent difference. The enrollment of African-American students substantially exceeds the representation of that group in the service area. The enrollment of Hispanic students is lower than their representation in the service area, with a 9.6 percent differential. This differential indicates the College could possibly benefit by some focused recruitment efforts at feeder schools with a large percentage of Hispanic representation. There is also a sizable differential between the enrollment of white students at WLAC and the representation of the white population in the service area—18.73 percent. Here, again, focused recruitment at feeder schools with a high representation of white students could possibly increase the representation of white students at WLAC. Many students who reside in the WLAC Service Area attend other colleges because of convenient locations. It would be useful to conduct a new service area survey to more accurately determine the demographics of the WLAC Service Area. The differential between the enrollment of Native American students at WLAC and the representation of that group in the service area is unremarkable based on the differential and the number of Native Americans in the service area population.

Gender

There is a substantial differential in the enrollment of males at WLAC and the representation of males in the population of the WLAC service area—22.42 percent. This disparity indicates a need for some creative recruitment efforts and the research and design of programs in the College that will attract more male students to the College. It should be recognized that historically, it has been common for females to attend college at a higher rate than males.

Access

Disabled Students

The great disparity—19.07 percent--between the disabled population in LA County and the DSP&S enrollment at WLAC requires examination. The actual enrollment of disabled students at WLAC is probably understated due to the fact that it is likely that some disabilities that are reported in the US Census are probably not reported in the college campus environment for various reasons. One significant reason is that some students with disabilities do not require the special services that are offered by the DSP&S program therefore they do not show up in the count of disabled students enrolled at the College. However, the disparity in enrolled DSP&S students and the disabled population in the recruitment area is so great that it is reasonable to presume that there is a need to design programs and increase DSP&S service capacity at the College areas to attract a greater number of disabled individuals.

2. Course Completion (Retention)

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.

Tables:

- WLAC service area statistics and WLAC enrollment statistics
 - Demographics by Race/Ethnicity
 - Demographics by Gender
 - Demographics by Disability Status

Course Completion (Retention)

DEMOGRAPHICS BY RACE/ETHNICITY

Table 4: Percentage of Credit Courses Completed 2002 – 2003 Compared to Percentage of Student Enrollment by Ethnic Group				
Ethnic Group	Number of Courses Attempted	Number of Courses Completed	Percentage of Courses Completed	Percentage of Enrollment
Asian	4,807	3,890	80.92	8.77
Black/African American	23,870	16,578	69.45	43.81
Hispanic	12,439	9,360	75.25	23.39
Native American	255	203	79.61	0.41
White	6,422	5,286	82.31	14.46
Unknown and other	4,330	3,348	77.32	9.17

Source: Retrieved November and December 2004 from Web Site
http://www.cccco.edu/divisions/tris/telecom/attachments/course_completions.xls
Note: Computation of data is not unduplicated.

Course Completions (Retention)

DEMOGRAPHICS BY GENDER

Table 5: Percentage of Credit Courses Completed 2002 – 2003 Compared to Percentage of Student Enrollment by Gender				
Gender	Number of Courses Attempted	Number of Courses Completed	Percentage of Courses Completed	Percentage of Enrollment
Female	32,882	24,486	74.47	51.46
Male	19,235	14,179	73.71	48.54

Source: Retrieved November and December 2004 from Web Site
http://www.cccco.edu/divisions/tris/telecom/attachments/course_completions.xls

Note: Computation of data is not unduplicated.

Course Completions (Retention)

DEMOGRAPHICS BY DSP&S

Table 6: Percentage of Credit Courses Completed 2002 – 2003 Compared to Percentage of Student Enrollment by DSP&S				
	Number of Courses Attempted	Number of Courses Completed	Percentage of Courses Completed	Percentage of Enrollment
DSP&S	2,608	1,769	67.83	2.05
Non DSP&S	49,509	36,896	74.52	97.95

Source: Retrieved November and December 2004 from Web Site

http://www.cccco.edu/divisions/tris/telecom/attachments/course_completions.xls

Note: Computation of data is not unduplicated.

Course Completions (Retention)

DATA ANALYSIS OF COURSE COMPLETIONS (RETENTION)

Ethnicity

There is a 12.82 percent differential between the course completion rates of the lowest enrollment population—African American—and the population with the highest course completion rate—white students. This differential is in a sense magnified because the African-American population is the largest percentage of enrollment—43.81 percent. The other populations are clustered with small differences between each of them. Course completion data needs to be gathered at the classroom level for courses such as mathematics and English to determine course completion patterns based on specific courses.

Gender

There is less than a one-tenth percent differential between the course completion rates of females versus males, therefore no inequity is indicated.

Disabled Students

There is approximately a seven percent differential in the course completion rate of the WLAC DSP&S population and the non-DSP&S population. Given that it is likely that the DSP&S population is likely to increase, the differential between the DSP&S population and the non-DSP&S student population should be closely monitored so action can be taken when needed to provide adequate assistance and support to the DSP&S population.

3. Basic Skills Completion

Student equity regarding Basic Skills completion was examined by reviewing Basic Skills course completion data.

Tables:

- WLAC course completion statistics
 - Demographics by Race/Ethnicity
 - Demographics by Gender
 - Demographics by Disability Status

Basic Skills Completion

DEMOGRAPHICS BY RACE/ETHNICITY

Table 7: Percentage of Basic Skills Completions 2002 – 2003 by Ethnic Group		
Ethnic Group	Percentage Completion	Number Courses Attempted
Asian	75.06	385
Black/African American	61.87	2,250
Hispanic	69.17	1,356
Native American	64.29	14
White	68.99	258

Source: Retrieved November and December 2004 from Web Site

http://www.cccco.edu/divisions/tris/telecom/attachments/course_completions.xls

Note: Computation of data is not unduplicated.

Basic Skills Completion

DEMOGRAPHICS BY GENDER

Table 8: Percentage of Basic Skills Completions 2002 – 2003 by Gender		
	Percentage Completion	Number Courses Attempted
Female	68.05	3,136
Male	62.15	1,469

Source: Retrieved November and December 2004 from Web Site
http://www.cccco.edu/divisions/tris/telecom/attachments/course_completions.xls
Note: Computation of data is not unduplicated.

Basic Skills Completion

DEMOGRAPHICS BY DSP&S

Table 9: Percentage of Basic Skills Completions 2002 – 2003 by DSP&S		
	Percentage Completion	Number Courses Attempted
DSP&S	64.26	666
Non DSP&S	66.49	3,939

Source: Retrieved November and December 2004 from Web Site

http://www.cccco.edu/divisions/tris/telecom/attachments/course_completions.xls

Note: Computation of data is not unduplicated.

Basic Skills Completion

DATA ANALYSIS RELATED TO BASIC SKILLS COMPLETION

Ethnicity

The differential between the completion percentage of the lowest group—African-American—and the completion percentage of the highest group—Asians—is 13.19 percentage points. This differential may be related to the fact that African-Americans have attempted a substantially higher number of Basic Skills courses than other groups. Therefore, it would appear that all groups are experiencing relatively equal benefit from Basic Skills courses. It may be useful to examine further African-American students' Basic Skills course completion to determine if there is some academic action which can be taken to improve future African-American students' Basic Skills course completion rates.

Gender

The differential between the completion percentages of females versus males is small—5.90 percentage points higher for females. The data indicates that females are more likely to make use of Basic Skills courses than are males. The lower completion percentage of males and the lower usage level by males of Basic Skills courses might suggest there is a basis for exploring programs that could result in a higher usage and completion rate of Basic Skills courses by male students.

Disabled Students

There is only a 2.23 percentage point differential in the Basic Skills course completion rate between non-DSP&S students and DSP&S students. It is believed that this small differential suggests no inequity between non-DSP&S and DSP&S students as it relates to DSP&S students being able to take advantage of Basic Skills course offerings.

4. ESL Completion

The ESL course completion success factor was examined by analyzing ESL 6A and ESL 3A course completion data.

Tables:

- WLAC course completion statistics
 - Demographics by Race/Ethnicity
 - Demographics by Gender

ESL Completion

DEMOGRAPHICS BY RACE/ETHNICITY

Table 10: ESL 3A and 6A (Combined) Courses Completed Fall 2003 by Ethnic Group		
Ethnic Group	Number of Completions	Percentage of Completions
Asian	3	1.82
Black/African American	67	40.61
Hispanic	21	12.73
Native American	0	0.00
Whites	29	17.58
Unknown	45	27.26
Total	165	100.00

Source: LACCD DEC SIS tables.

ESL Completion

DEMOGRAPHICS BY GENDER

Table 11: ESL 3A and 6A (Combined) Courses Completed Fall 2003 by Gender		
Gender	Number of Completions	Percentage of Completions
Female	117	70.91
Male	48	29.09
Total	165	100.00

Source: LACCD DEC SIS tables.

ESL Completion

DATA ANALYSIS RELATED TO ESL COMPLETIONS

Ethnicity

ESL completion rates appear to be well distributed among the various ethnic groups. The committee believes that it might be reasonable to have a higher representation of Hispanic students in this metric based on the Hispanic population in the college.

Gender

The male ESL completion rate is substantially lower than females.

Disabled Students

No statistics are available that show ESL completion by DSP&S.

5. Degree and Certificate Completion

The Degree and Certificate completion success factor was examined by analyzing degree and certificate completion data.

Tables:

- WLAC course completion statistics
 - Demographics by Race/Ethnicity
 - Demographics by Gender
 - Demographics by DSP&S

Degree and Certificate Completion

DEMOGRAPHICS BY RACE/ETHNICITY

Table 12: Certificates and Degrees (Combined) Awarded Fall 2003 and Spring 2004 by Ethnic Group					
Ethnic Group	Number Awarded	Percentage Awarded	Number Awarded	Percentage Awarded	Percentage of Enrollments
	Fall 2003		Spring 2004		
Asian	16	11.94	39	16.18	8.77
Black/African American	66	49.25	115	47.72	43.80
Hispanic	33	24.63	53	21.99	23.39
Native American	1	0.75	0	0.00	0.41
White	15	11.19	27	11.20	14.46
Unknown	1	0.75	2	0.83	9.17
Other Non-White	2	1.49	5	2.07	
Total Counted	134	100.00	241	100.00	100.00
Declined to State	1		12		

Source: LACCD DEC SIS tables.

Degree and Certificate Completion

DEMOGRAPHICS BY GENDER

Table 13: Certificates and Degrees (Combined)					
Awarded Fall 2003 and Spring 2004 by Gender					
	Fall 2003		Spring 2004		
Gender	Number Awarded	Percentage Awarded	Number Awarded	Percentage Awarded	Percentage of Enrollments
Female	87	64.44	189	74.70	61.21
Male	48	35.56	64	25.30	38.79
Total	135	100.00	253	100.00	100.00

Source: LACCD DEC SIS tables.

Degree and Certificate Completion

DEMOGRAPHICS BY DSP&S

Table 14: Certificates and Degrees (Combined)					
Awarded Fall 2003 and Spring 2004 by DSP&S					
	Fall 2003		Spring 2004		
	Number Awarded	Percentage Awarded	Number Awarded	Percentage Awarded	Percentage of Enrollments
DSP&S	9	6.72	11	4.56	2.05
Non DSP&S	125	93.28	230	95.44	97.95
Total	134	100.00	241	100.00	100.00

Source: LACCD DEC SIS tables.

Degree and Certificate Completion

DATA ANALYSIS RELATED TO DEGREE AND CERTIFICATE COMPLETION

Ethnicity

The distribution of certificates and degrees appears to be equitable when comparing the awarding of degrees and certificates with population groups.

Gender

Males earn degrees and certificates at a lower rate than females. While the college is aware of the historical trend related to the awarding of certificates and degrees, nevertheless the college will take all reasonable steps to improve the performance of male students as it relates to awarding of certificates and degrees.

Disabled Students

Disabled students earn degrees and certificates at a rate higher than their representation in the college population, therefore no inequity is indicated.

6. Transfer

Transfer activity was analyzed by reviewing the completion of transfer-level courses as well as actual transfer activity.

Tables:

- WLAC course completion statistics
 - Demographics by Race/Ethnicity
 - Demographics by Gender
 - Demographics by DSP&S

Transfer

DEMOGRAPHICS BY RACE/ETHNICITY, GENDER AND DSP&S

Table 15: Transfer Courses Completed 2002 – 2003 by Ethnic Group, Gender and DSP&S			
ETHNIC GROUP	Percentage Completed	Number Attempted	Percentage of Enrollment
Asian	80.74	3365	8.77
Black/African American	70.61	18,864	43.80
Hispanic	75.55	8,626	23.39
Native American	77.19	171	0.41
White	81.47	4,646	14.46
GENDER			
Female	75.14	25,270	51.46
Male	73.34	13,723	48.54
DSP&S			
DSP&S	68.93	1,574	2.05
Non-DSP&S	74.75	37,419	97.95

Source: Retrieved November and December 2004 from Web Site

http://www.cccco.edu/divisions/tris/telecom/attachments/course_completions.xls

Note: Data is not unduplicated.

Transfer

DEMOGRAPHICS BY RACE/ETHNICITY

Table 16: Full-Year Transfers from WLAC to UC and CSU Campuses Compared to Percentage of Enrollments					
Race/ Ethnicity	Year 02-03	Year 03-04	Total*	Percentage of Total	Percentage of Enrollments**
Asian	17	19	36	4.73	8.77
Black/African American	219	220	439	57.69	43.80
Latino	76	64	140	18.40	23.39
Native American	2	1	3	0.39	0.41
White	24	27	51	6.70	14.46
Other/ unknown	46	46	92	12.09	9.17
Total	384	377	761	100.00	100.00

*Source (except enrollment data): Retrieved November and December 2004 from Web Site
<http://www.cpec.ca.gov/onlinedata.asp> (California Post Secondary Education Commission)

**Source: Retrieved November and December 2004 from Web Site
<http://www.cccco.edu/divisions/tris/telecom/attachments/access.xls>

Transfer

DEMOGRAPHICS BY GENDER

Table 17: Total Transfers to four-year Institutions 2000 - 2003 by Gender			
	Fall 2000	Fall 2001	Fall 2002
Female	128	102	91
Male	67	62	55
<i>Total</i>	195	161	146

Source: Retrieved September 2005 from Web Site
<http://www.cpec.ca.gov/OnLineData/OnLineData.asp>

Transfer

DATA ANALYSIS RELATED TO TRANSFER

Ethnicity

The greatest differential in transfer course completion is a 10.86 differential between the completion percentage of African- American students and white students. However, the differentials from one group to another are not significant. With regard to actual transfers to UC and CSU campuses, African Americans make up a substantial 57.69 percent of the total while that group's enrollment percentage is 43.8 percent. This is a remarkable statistic when considering the course completion statistics. The statistics indicate it may be useful to obtain more data to determine what the transfer activity is for all groups to all transfer institutions to determine if any program adjustments are indicated related to student equity efforts.

Gender

The differential between completion percentages of females and males is very small and insignificant, therefore no inequity is indicated. There is no data available for actual transfers by gender.

Disability Status

The course completion differential between DSP&S and non-DSP&S students is 5.82 percentage points, which does not appear to be great. The differential does suggest that it could be beneficial to examine goal-setting and goal-achievement skills of DSP&S students.

There is no data available for actual transfers by gender.

About Goals

The WLAC Mission Statement is reflected in the goals that have been set in the Student Equity Plan. The West Los Angeles College Mission Statement states that the College is committed to an environment that reflects respect for all students. The College provides an educational experience that is challenging and inclusive of the needs of its diverse student body. The College affirms the belief that multiculturalism contributes to the success of all students as they learn to value the diversity of the College and society.

GOALS, ACTIVITIES, BUDGETS AND TIMELINES

1. Access
2. Course Completion (Retention)
3. Basic Skills Completion
4. ESL Completion
5. Degree and Certificate Completion
6. Transfer

Goals, Activities, Budgets and Timelines

Access

GOAL: It is a goal of WLAC to provide equal access to all individuals who can benefit from the program and services of the College.

Summary of findings related to Campus-Based Research

- **There is a sizable lower representation of male students especially African-American, Hispanic and white students at WLAC compared to their representation in the WLAC Extended Service Area. There appears to be a trend toward an increase of Hispanic student population. Studies need to be conducted to determine if changes need to be made in the WLAC Services Area as defined.**

- **There is a sizable lower representation of male students, especially African-Americans, at WLAC compared to their representation in the WLAC Extended Service Area.**
- **There is apparently a significantly lower representation of disabled individuals at WLAC than their representation in the service area.**

Objectives	Activities	Timelines	Key Contacts	Budget Implications
1. Conduct an analysis of the demographics using the 2005 LACCD Student Survey. 2. Develop action plans based upon the qualitative and quantitative analysis. 3. Develop a campus-wide sensitivity training plan for all faculty and staff, which focuses on interacting with students from emerging populations.	Review and update service area boundaries.	By end of Fall 2005	-Institutional Researcher -Dean of Planning -Student services -Strategic Enrollment	- Utilize current budget resources
	Research and analyze enrollment trends of the college service area with regard to all areas of diversity			
	Develop and implement high school and community recruitment plans.	Spring 2006	DSP&S	
	Form an ongoing DSP&S focus group to assess current and expected needs of disabled students			
	Determine if the college and services are ADA compliant.			
	Review and improve the registration process to include online orientation and other college support services prior to registration			

	Reinstitute high school programs for hosting high school visitations			
	Develop a promotional/marketing program to increase community awareness and knowledge of vocational, academic, transfer programs and services			
	Institutional the new Student Orientation program.			
	Develop partnerships with African-American and Hispanic organizations to increase access, with emphasis on the male student			
	Develop a survey instrument to determine student preferences for classes			
	Develop partnerships with African-American and Hispanic organizations to increase access (especially male) to college.			

Goals, Activities, Budgets and Timelines

Course Completion (Retention)

GOAL: It is the goal of West Los Angeles College to provide a well-articulated, quality curriculum with a variety of learning options that will enable the diverse student population to maximize learning opportunities.

Summary of significant findings related to Campus-Based Research

- **There is a sizable differential between the course completion rates of African-American students and white students.**
- **There is a seven percent differential in course completion rates of DSP&S students and non-DSP&S student with an expected increase in demand for DSP&S services.**

Objectives	Related Activities	Timeline	Key Contact	Budget Implications
<p>1. Develop student instruction programs to improve student retention.</p> <p>2. Identify unique barriers related to performance of disabled students</p> <p>3. Establish Learning Communities across the curriculum</p> <p>4. Early identification of at-risk students for support services</p> <p>5. Expand and fund tutoring programs</p> <p>6. Develop orientation services and counseling services for non-English proficient students</p>	<p>Develop a system to collect accurate course completion data on an on-going basis to include Adjunct vs. Full-Time instructor course data, along with program data</p> <p>Analyze and generate a report to the Student Equity Committee</p> <p>Student Equity Committee to review report and make recommendations to institutionalize programs</p>	<p>- Data collection system by Fall 2005</p> <p>- Use data on an on-going basis</p>	<p>- Institutional Research</p> <p>- Academic Affairs</p> <p>- Student Affairs</p>	<p>- Utilize current budget resources</p>
	<p>Provide course completion data to Counseling Division Chair and other support programs on an ongoing basis</p> <p>Provide in-service training for faculty and staff on DSP&S laws and mandates</p>	<p>Ongoing</p>	<p>DSP&S</p>	<p>None</p>
	<p>Evaluate effectiveness of early alert workshops, on-site and off-site assessment and in-person counseling</p>	<p>Ongoing</p>	<p>Matriculation</p>	<p>None</p>

	Mandatory enforcement of all validated prerequisites via automated checking system, with challenge process	Ongoing	- Matriculation - Academic Senate - Dean Student Services	None
	Research implementation strategies to incorporate learning styles and alternate course delivery systems into faculty training	Fall 2005	- Academic Senate -Senior Staff -District Research Group	- To be determined based on results of surveys and studies
	Offer Personal Development classes for student receiving financial aid and are on progress or academic probation	Ongoing	Student Services	- Program 100 funds
	Develop training program for peer mentors to work with at-risk students		-ASO - Student Services	Additional funds required
	Offer faculty development workshops which focus of understanding students with special needs and cultural diversity		- Academic Senate	Additional funds required

	Offer faculty development workshops which focus on new teaching techniques, Distance Learning and Website development for faculty	Spring 2006	- Staff Development - Academic Senate	- Staff Development Program 100
	Conduct financial aid workshops			- Current budget

Goals, Activities, Budgets and Timelines

Basic Skills Completion

GOAL: To provide students, who are lacking in basic skill, the necessary capabilities in mathematics, oral expression, reading and writing skills, and study skills to successfully complete a certificate, degree or transfer program.

Summary of significant findings related to Campus-Based Research

- It appears that all ethnic groups are experiencing roughly equal benefit from Basic Skills courses based on completion rates. However, considering the spread between the group with the lowest completion percentage and the highest completion

percentage, African American students may benefit by additional assistance in improving basic skills.

- Male students tend to utilize Basic Skills courses less than females and male completion percentages are lower than females.
- DSP&S and non-DSP&S students appear to benefit equally from Basic Skills courses.

Objectives	Related Activities	Timelines	Key Contacts	Budget Implications
<p>1. Determine the definition of Basic Skills to the campus community.</p> <p>2. Provide an educational environment that meets the needs of Basic skills students</p> <p>2. Disseminate Basic Skills service information to the entire college community</p> <p>3. Identify grants to support Basic Skills activities</p>	<p>Perform a through analysis of Basic Skills course completion data to determine the extent of disparity in Basic Skills course completions, through the level.</p>	<p>- Spring 2005</p>	<p>Student Services</p>	<p>- To be determined</p>
	<p>Schedule presentations to counselors regarding Basic Skills and arrange meetings between Counselors and Basic Skills Instructors</p>			
	<p>Develop non-credit classes and workshops on study skills, test taking and time management</p>			
	<p>Establish interdisciplinary learning communities: vocational, academic and Basic Skills</p>			
	<p>Establish new full-term and short-term Basis Skills credit and noncredit courses to be offered in the Learning Skills Center</p>			
	<p>Offer block of courses for Basic Skills and evaluate its effectiveness.</p>	<p>Spring 2006</p>	<p>Basic Skills Committee Academic Senate</p>	<p>None</p>

Goals, Activities, Budgets and Timelines

ESL Completion

GOAL: It is the goal of WLAC to assist individuals who are non-native speakers and those with limited English proficiency to overcome the unique barriers they face by providing educational programs and services that will enhance speaking, writing and analytical skills thereby enhancing those individuals' ability to take full advantage of all available educational programs and career opportunities.

Summary of significant findings related to Campus-Based Research

- Students completing ESL courses come from all ethnic groups within the student population except Native Americans, who make up less than one percent of the student population. The completion data indicates that the ESL program is being utilized by a diverse group of students.
- Males completed 9.7 percent of ESL courses less than their enrollment percentage. This differential is not considered significant.
- No data is available regarding ESL course completions by DSP&S.

Objectives	Related Activities	Timelines	Key Contacts	Budget Implications
Continue to research and analyze the ESL population by tracking ESL students.	Research retention rates to track students' successful progression from ESL 6B → English 28 → English 101 by gender and ethnicity.	Ongoing	Institutional Research	None
	Track percentage of Hispanic students taking ESL courses versus Hispanic students in other disciplines.	Ongoing	Institutional Research	None

Goals, Activities, Budgets and Timelines

Degree and Certificate Completion

GOAL: To provide equal opportunity for those students who desire to obtain a two-year degree or certificate to meet their career goals, educational goals and other personal goals.

Summary of significant findings related to campus-based research

- **The distribution of the awarding of degrees and certificates is equitable when comparing the different population groups.**

Objectives	Related Activities	Timelines	Key Contacts	Budget Implications
1. Use Program Outcomes to assess courses and units within programs as it relates to degree completion.	Analyze data to include male students whose goal was not degree oriented.	Ongoing	Institutional Research	None
	Collect data on degree and certificates by program, ethnicity and gender.	Ongoing	Institutional Research	None
	Review AA degree and transfer requirements and develop user-friendly major declaration sheets for students	Fall 2005	Academic Affairs Academic Senate Articulation	None
2. Make degree completion process improvements.				
3. Identify problems and solutions for the transcript evaluation process.		Spring 2005	Student Services Division Chairs Transcript Evaluation Academic Senate	None

Goals, Activities, Budgets and Timelines

TRANSFERS

GOAL: To provide general education and major preparation for those student who plan to continue their studies at four-year colleges and universities.

Significant findings related to transfer

- The transfer course completion rate is low for African Americans; however African American students actually transfer to UC and CSU campuses at a higher rate than their representation in the WLAC population.
- The difference between transfer course completion rates of females and males is insignificant, therefore no inequity is indicated.
- The transfer course completion rate of DSP&S students is less than that of non-DSP&S students.

Objectives	Related Activities	Timelines	Key Contacts	Budget Implications
1. Determine the actual transfer rates of all groups to four-year colleges and universities 2. Improve transfer course completion rates of DSP&S students 3. Develop a tracking system for all transfers	Conduct necessary inquiries to obtain reliable data regarding transfer rates	Ongoing	To be determined	To be determined
	Increase the number of computers, with touch screen capability, in the Transfer Center			
	Identify students by major, school or readiness to transfer			
	Increase recruitment, retention and transfer of all student populations.			

<p>4. Provide updated equipment for the Transfer Center</p> <p>5. Determine adequate staffing needs for the Transfer Center</p> <p>6. Develop a system to determine student transfer readiness</p> <p>7. Increase the number of students transferring to UC campuses</p>	<p>Develop partnerships with universities to improve students' transfer rates</p> <p>Implement Memorandum of Understanding (MOU) for Math and English Assessment Tests to ensure that students' CSU assessment scores are honored</p> <p>Implement Supplemental Instruction for mathematics and English</p>			
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Evaluation Schedule and Process

The Student Equity Committee is responsible for evaluating the goals and progress of the plan and taking necessary action to reach established goals. The Student Equity Committee will follow the indicated schedule:

Meeting Dates	Evaluation Findings	Follow-up Activity and Timelines
First Wednesday of each month at 2:30 pm.		

