

Los Angeles Community College District

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Student Equity Funding Overview 2014-17

Since 2014-15 the college has been allocated funds. The College Student Equity funds have been used to fund key activities and areas: 1) Professional Development; 2) Marketing for Access; 3) Pathway Navigators to expand Course and Degree Completions; 4) Tutoring; 5) Disabled Student Support Services; Institutional Research and Effectiveness.

Student Equity Goal: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

*Students with disabilities, Asian students and Hispanic students

Target Population(s)	Gap Fall 2016	Goal*	Goal Year
• Students with disabilities	(PI=0.37 and 6 percentage points difference)	PI ≥ 0.8	2020
• Asian students	(PI=0.34 and 7.3 percentage points difference)	PI ≥ 0.8	2020
• Hispanic students	(PI=1.03 and 8.5 percentage points difference)	PI ≥ 1.0	2020

A1. Activities from Student Equity Implementation Plan – Improve access for students
1) Broaden the DSPS college wide campaign (posters, fliers, web presence, video orientations, etc.) to increase visibility and awareness of DSPS categorical services and support.
2) Provide professional development and training to pathway faculty and staff on the referral process and strategies to assist and serve DSPS students.
3) Review and revise LATTC outreach plan, materials and collateral for recruitment, orientation and student on-boarding to targeted student groups in coordination with Bridges to Success and the Pathways.
4) Recruit from service area K-12 schools and conduct intergenerational outreach to parents.

5) Provide special AB540 support services through the Dream Resource Center.
6) Increase outreach efforts to immigrant student populations.

Student Equity Goal: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact: Foster Youth Students and Black/African American Students

Target Population(s)	Current gap, year	Goal*	Goal Year
<ul style="list-style-type: none"> Foster Youth Students 	<i>All Credit:</i> PI=0.83 and 0.5percentage points difference <i>Transfer:</i> PI=0.82 and 0.5 percentage points difference <i>Basic Skills:</i> PI=0.83 and 0.6 percentage points difference <i>Vocational:</i> PI=0.85 and 0.4 percentage points difference	PI ≥ 1.0 PI ≥ 1.0 PI ≥ 1.0 PI ≥ 1.0	2020
<ul style="list-style-type: none"> Black/African-American Students 	All Credit: PI=0.88 and 2.3 percentage points difference Transfer: PI=0.90 and 2.0 percentage points difference Basic Skills: PI=0.78 and 4.8 percentage points difference Vocational: PI=0.90 and 1.7 percentage points difference	PI ≥ 1.0 PI ≥ 1.0 PI ≥ 1.0 PI ≥ 1.0	2020

B1. Activities from Student Equity Implementation Plan – Improve course completion for Foster Youth and Black/African-American students
1) Conduct qualitative research and disaggregate data by gender, by course and by section to identify and specify the issues with course completion for Black/African-American students and Foster Youth students; focus groups and in-depth interviews will provide insight into their needs, strengths and challenges
2) Provide targeted professional development for faculty and staff about research-informed and evidence-based pedagogical and counseling strategies to address the needs of Black/African-American students and Foster Youth students (Professional Development is budgeted in Section F since this impacts a number of goals and equity issues)
3) Furnish needed books, materials, and supplies including uniforms and tools required for the programs of study for Black/African-American students, Umoja students and Foster Youth students

4) Based on results of the research mentioned above; develop support services for Black/African-American students and Foster Youth students to address unmet needs.
5) Expand and integrate the general principles of Umoja and the evidence-based Umoja best practice activities into the PACTS framework to provide support services for targeted Black/African-American students.

Student Equity Goal: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact: Hispanic/Latino, Male, Black/African American, Students with Disabilities

Target Population(s)	Current gap, year	Goal*	Goal Year
• Hispanic/Latino	ESL: PI=0.76 and 16.9 percentage points difference	PI ≥ .80	2020
• Males	ESL: PI=0.82 and 6.7 percentage points difference	PI ≥ .80	2020
• Black/African-American	Basic Skills Math: PI=0.63 and 14.2 percentage points difference Basic Skills English: PI=0.73 and 9.6 percentage points difference	PI ≥ .80 PI ≥ .80	2020
• Students with Disabilities	ESL: PI=0.71 and 4.4 percentage points difference Basic Skills Math: PI=0.44 and 6.6 percentage points difference Basic Skills English: PI=0.70 and 3.1 percentage points difference	PI ≥ 1.0 PI ≥ .80 PI ≥ .80	2020

C1. Activities from Student Equity Implementation Plan – Improve ESL and basic skills completion for Hispanic/Latino, Male, Black/African American, Students with Disabilities
1) Conduct research to determine if there were certain courses or certain sections of courses that contributed to the low rates of completion by these four target groups. Further disaggregation by program of study, part-time and full-time status, and day and evening program enrollment will be completed. The results of this disaggregation might provide further insight. (Research is budgeted in Section F, since this impacts a number of goals and equity issues)
2) Provide books, workbooks, adaptive learning programs and other online materials to assist male students and Hispanic/Latino students with ESL courses and through the ALAS program.
3) Provide books, workbooks, adaptive learning programs and other online materials to assist Black/African-Americans and DSPS students with basic skills math and English courses

4) Professional development will be provided to faculty and staff to better address the needs of DSPS students' innovations (Professional Development is budgeted in Section F, since it impacts a number of goals and equity issues)
5) Professional development will be provided to faculty and staff to better address the needs of Black/African-American students through curricular innovations (Professional Development is budgeted in Section F, since it impacts a number of goals and equity issues.)
6) Provide additional tutoring for targeted students within the pathways to address the needs for assistance in mastering Tier 2 competencies in basic skills English and math
7) Expand services in DSPS including hours of operation, tutoring and noncredit courses to accommodate the needs of all students.
8) The Student Equity Coordinator will maximize the impact of strategies to address the needs of these target populations without overlap and duplication of services. The lack of coordination-between services provided within the pathways, within categorical programs and within other specially funded programs can sometimes be confusing for students (Funds for the Coordinator are budgeted under Section F, since this impacts a number of goals and equity issues)
9) The Disability Specialist will work with the pathway team to design instructional support materials, workshops and other interventions specifically tailored for students with disabilities.

Student Equity Goal: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact: Students who are not economically disadvantaged, White students and Black/African-American

Target Population(s)	Current gap, year	Goal*	Goal Year
<ul style="list-style-type: none"> Students who are not economically disadvantaged 	PI=1.09 with 0 percentage point difference	PI ≥ .80	2020
<ul style="list-style-type: none"> White students 	PI=1.31 and 0.1 percentage point difference	PI ≥ .80	2020
<ul style="list-style-type: none"> Black/African-American 	PI=0.94 and 0.2 percentage point difference	PI ≥ 1.0	2020

D1. Activities from Student Equity Implementation Plan – Improve certificate and degree completion for students who are not economically disadvantaged, White students and Black/African-American
1) Conduct qualitative and quantitative research to determine the causes and continuing factors for the lower rates of course completion for Black/African American Students.
2) The Umoja Coordinator will develop strategies to assist Black/African-American students with degree completion, including encouraging the use of tutoring, faculty office hours, relevant Umoja activities, interventions and other available support services within the pathways.

Student Equity Goal: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact: Students with disabilities, Black/African-American students and Hispanic/Latino students

Target Population(s)	Current gap, year	Goal*	Goal Year
<ul style="list-style-type: none"> Students with disabilities 	PI=0.27 and 3.8 percentage points difference (1 out of 21 transferred)	PI ≥ 1.0	2020
<ul style="list-style-type: none"> Black/African-American students 	PI=1.15 and 3.0 percentage points difference	PI ≥ 1.0	2020
<ul style="list-style-type: none"> Hispanic/Latino students 	PI=0.95 and 3.2 percentage points difference	PI ≥ 1.0	2020

E1. Activities from Student Equity Implementation Plan – Improve transfer for students with disabilities, Black/African-American students and Hispanic/Latino students
1) Hire a Pathway Navigator for the Liberal Arts Pathway; since the students with the intention of transferring are largely within the Liberal Arts Pathway.
2) The Pathway Navigator will work with the Transfer Center Director and the Pathway Counselor to provide services to increase transfer rates for the targeted groups.
3) The Pathway Navigator will specifically coordinate services with DSPS, Umoja, and Puente to address the specific needs of the students with disabilities and Hispanic/Latino students, three of the groups not at equity for transfer.
4) Expand instructional services, staffing (i.e. DSPS Navigator) and professional development for faculty related to students with disabilities.
5) Establish an early alert process to ensure faculty have a mechanism to intervene and refer with students displaying academic issues.

- 6) Provide needed books, workbooks, materials and adaptive learning software for students in transfer-focused programs such as Lift Off and LA College Promise.

Student Success and Support Program (SSSP) Goal: Orientation, Assessment and Counseling

GOAL.

The 100% of all new, non-exempt credit and noncredit students will complete assessment, counseling and orientation

Target Support Service	Current trend/gap, year	Goal*	Goal Year
Counseling	Fall = 76%; Spring 78%	100%	2020
Assessment	Fall = 76%; Spring 73%	100%	2020
Orientation	Fall = 66%; Spring 65%	100%	2020
Academic and/or Progress Probation	2016-17 = 3,844		

1) Expand and integrate non-credit SSSP efforts into the existing LATTC onboarding process.
2) Integrate LATTC onboarding strategies of orientation, counseling and assessment in the existing LATTC Pathway structure to ensure a seamless student transition
3) Counseling Strategies <ul style="list-style-type: none"> • Integrate counseling into Pathway Orientation and/or Pathway Ready for educational planning and other related services • Expand counseling services in all LATTC Pathways • Utilize technology to assist students with educational planning (i.e. PeopleSoft Student Educational Plan, Degree Audit, Cranium Café, etc.) • Provide professional development opportunities focused on pathways and equity minded counseling practices. • Disaggregate data to identify disproportionately impacted groups • Increased coordination between Bridges, Pathways and special programs to decrease duplication of services.
4) Assessment Strategies <ul style="list-style-type: none"> • Expand and align multiple measures (including MMAP) to increase access for students • Provide additional interventions to prepare students for the assessment test (i.e. ACCUPLACER)

<ul style="list-style-type: none"> • Disaggregate data to identify disproportionately impacted groups
<p>4). Orientation Strategies</p> <ul style="list-style-type: none"> • Provide orientation in multiple modalities and expand offerings to meet the needs of students (i.e.. online and in-person) • Disaggregate data to identify disproportionately impacted groups • Intentional decentralization of orientation to support programs (i.e EOPS, GAIN/CalWorks) and pathways
<p>5). Academic and/or progress probation</p> <ul style="list-style-type: none"> • Utilize technology to assist faculty with identifying students at risk of academic and/or progress probation (i.e. Early Alert, iGrad). • Coordinate strategies in collaboration with pathway faculty and navigators to address students at risk of academic and/or progress probation. • Implement additional support within the pathways to support students at risk of academic and/or progress probation (i.e. workshops/classes) • Professional development for faculty and staff to identify equity minded practices to assist students. • Disaggregate data to identify disproportionately impacted groups

Basic Skills Plan Goals: Basic Skills Math and English Progression

Basic Skills Goal 1: Increase by 5% annually the number of students who complete Math 125 and English 101 within four years for students who place two years below college level Math and English

Basic Skills Goal 2: Increase by 5% annually the number of students who complete Math 125 and English 101 within four years for students who place three years below college level Math and English

Basic Skills Goal 3: Increase the progression rate for students enrolled in Math 115 to Math 225 (transfer level); a 10% increase from 2010/2011 to 2016/2017 is expected