LATTC, Student Equity Plan, Goals and Activities (DRAFT)

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 campus research there are no substantial gaps for given population groups. The only group that is slightly below equity based on proportionality index is success of foster youth students enrolled in basic skill courses (49 students). At the same time we do not meet our institution set standard on course success rate, 70%.

Activity	Expected Outcome	Responsible Person/Group	Lead Admin Unit	Target Date	Source
Monitor Course Completion rates (Institutional Set Standard) on a regular basis.	Monitoring tool developed for college-wide use.	Student Success Committee	Student Success Committee Admin Co-Chair	May 2015	Student Success Committee Goal 2014-15
Review assessment cut-off scores	Review and revise as necessary assessment cut-off scores.	IE, Math, English, Dean	VP Instruction / IE Dean	June 2015	Student Success; Program Review; SSSP
Compile data for prerequisites impact analysis.	Data on student success and prerequisites.	IE & Curriculum committee chair, dean, and cc members	VP Instruction / IE Dean	June 2015	Student Success; Program Review; SSSP; Title 5
Identify, develop, and pilot strategies for students on academic and/or progress probation.	Strategies piloted.	Counselors, Student Success Committee, VP of SS	VP SS	May 2015	Financial Aid, SSSP, Counselors
Pilot student focus groups and conduct student survey to identify factors that impact course completion.	Data analyzed.	Dean, Institutional Effectiveness	IE Dean	June 2015	Days of Dialogue, Accreditation
Provide faculty and support staff professional development activities related to special populations, new teaching and learning and support strategies given the college's diverse population.	One session per term held for faculty and staff development.	Academic Senate, FSD committee, VP of Instruction	All VPs	June 2015	AFT/Academic Senate/ Compliance with LACCD/State/Federal Requirements

Student Equity Plan – CCCCO Planning Committee Crosswalk Guide, Goal B

STUDENT EQUITY PLAN INDICATORS	POTENTIAL DATA SOURCES	TITLE 5 SECTIONS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
B. Course Completion *The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.*	"Course completion" data as defined and available on CCCCO DataMart **Scorecard - PERSISTENCE:** Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who enrolled in the first three consecutive terms. **Scorecard - 30 UNITS:** Percentage of degree and/or transfer seeking students tracked for six years through 2011-12 who achieved at least 30 units. Institutional probation data	**B-1:** Conduct research into any disproportionate impact of prerequisites or co-requisites and if discovered, develop and implement a plan to correct it. (55003) **B-2:** Ensure all nonexempt students participate in counseling, advising or other education planning services to assist them in establishing goals and a course of study. (55523) **B-3:** Help students develop comprehensive education plans to meet student needs and interests that also satisfy program requirements for EOPS, DSPS, CalWORKs, Veterans, Athletes, etc. and avoid duplicate plans. (55524) **B-4:** Evaluate academic progress of, and provide support services to, at risk students. (55525) **B-5:** Monitor academic progress to detect early signs of academic difficulty and provide specialized services and curricular offerings. (55525) **B-6:** Notify students who are at risk of losing Board of Governors Fee Waiver (BOGFW) eligibility due to probation for two consecutive terms. (55523) Provide appropriate counseling, advising or other education planning services to BOGFW students who are at risk of losing eligibility due to probation. (58621) **B-7:** Notify students who are at risk of losing enrollment priority due to being placed on academic or progress probation or due to exceeding a unit limit. (58108)	**Prerequisites** • Does the student population enrolling in the target course differ significantly pre- and post-prerequisite? • Which student groups are successfully completing the proposed prerequisite and target course? **Coordination** • Does the college have a student success committee or other governance structure to allow for instructional and counseling faculty engagement regarding instructional activities that contribute to student success? • How are instruction and student success tied to institutional effectiveness measures? How are they established and through what venue? How do they connect to instruction and student services? **Course and Program Alignment** • Are courses offered in the appropriate sequence? • Does the scorecard or other CCCCO data indicate any change in the number of students moving from under prepared to prepared? **Scheduling and Credit Accumulation** • Are there sufficient course offerings to ensure students have a bridge from basic skills to degree-applicable and/or transfer level courses? • Are courses scheduled during hours and days that meet student need and promote student success? • Are all student groups accumulating credits at an appropriate rate? If not, at which milestones are students being lost? Which groups are being lost at a disproportionate rate? What can be done to improve rates for those groups? **Instructional Methods** • Does faculty employ a variety of instructional methods to accommodate student diversity? **Follow-up** • Are instructional support services provided (supplemental instruction, learning communities, embedded counseling & tutoring). Are these services increasing completion rates? • Are faculty making use of early alert and other alert processes to make appropriate referrals to tutoring and other support services?	**Prerequisites** • Which student groups are enrolling in the proposed prerequisite and target course? • Among students who meet the prerequisite skill level, are certain student groups less likely to succeed in the course? **Ed Planning & Counseling** • See prompts under A. Access **Follow-up and Probation** • Are certain student groups more likely to end up on academic and/or progress probation at a disproportion-ate rate? Why? What actions can be taken to improve the likelihood that they do not?