

2019-2022 Student Equity Plan Los Angeles Mission College

The chart below shows the three-year goal for each success metric based on data for Los Angeles Mission College’s (LAMC’s) overall student population, summarizes where LAMC’s equity gaps exist in terms of the student populations disproportionately impacted for each of the metrics, and it lists the activities that the College is undergoing and/or will undergo to support attainment of the overall goals and to help close the identified equity gaps. The three-year goal for each student equity population shown to be disproportionately impacted in each metric is to reduce achievement gaps by 40% by 2021-2022. Disproportionately impacted student populations appear in **bold** in the chart below in cases where it will take an increase of at least 5 more students in that category to achieve the outcome in order to close the existing gaps by 40%.

Metric	Current Baseline Data for Overall Student Population	Goal for Overall Student Population	Disproportionately Impacted Student Populations	Activities that support the overall goal and will help close identified equity gaps
<i>Access: Successful Enrollment</i>	47.4%	48.5% (current State-level of performance)	<p>Male and Female students in the following categories:</p> <ul style="list-style-type: none"> • American Indian • Asian • Black • White • Some other race • Veterans <p>Female Filipino students</p> <p>Male LGBT students</p>	<ul style="list-style-type: none"> • Targeted outreach to special populations through programs such as Summer Bridge, high school recruitment, dual enrollment, etc. • In-reach to programs supporting impacted populations (e.g., LGBTQ, Veterans Resource Center, etc.) • Research reasons why ethnic groups other than Hispanic are less likely to enroll after applying • Implementation of CCC MyPath • Marketing the value and quality of the education LAMC provides • Student specific events such as registration days, campus tours, etc. • In-reach activities to encourage special populations to self-identify • Cultural events

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<p><i>Retention: Fall to Spring</i></p>	<p>58.1%</p>	<p>67.3% (current State-level of performance)</p>	<p>Male and Female Black students</p> <p>Male Asian students</p> <p>Male Foster Youth</p>	<ul style="list-style-type: none"> • Peer/faculty mentors • Success Coaches (CGCAs) • Registration Days • Early Support • Winter Bridge activities • Tutoring and Supplemental Instruction • Enrollment management efforts with a new Enrollment Management Plan being developed • Development and implementation of Career and Academic Pathways (CAPs) to connect students to their final career goals and keep them on track • Career Center workshops (e.g., Discover My Major, Be Job Ready, etc.) • Hiring of an At-Risk Counselor • Academic Success Workshops • Food Pantry • Expansion of mental health and social services • Campus Resource Guide • Financial Literacy course for students
<p><i>Transfer to a four-year institution</i></p>	<p>816 transfers</p>	<p>1,102 transfers (35% increase)</p>	<p>Male students in the following categories:</p> <ul style="list-style-type: none"> • Hispanic or Latino • Disabled • First Generation • Foster Youth 	<ul style="list-style-type: none"> • Peer/faculty mentors • Success Coaches (CGCAs) • Completion Awareness project focused on students who are close to being ready to graduate and/or transfer • Tutoring and Supplemental Instruction • Transfer institution campus tours • Learning Disability Assessment Program • Explore scholars programs with transfer institutions (e.g., UCLA's CCCP Scholars Program) • Transfer fairs and workshops and visits from campus representatives • Honors Program

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<p><i>Completion of transfer-level math and English</i></p>	<p>5.7%</p>	<p>8.4% (current State-level of performance)</p>	<p>Female students in the following categories:</p> <ul style="list-style-type: none"> • Hispanic or Latina • First Generation 	<ul style="list-style-type: none"> • Tutoring and Supplemental Instruction • Early Support • Summer Bridge (including transfer-level math and English courses followed by Academic Preparation workshops) • Increase in Instructional Assistants • Professional Development activities to help faculty and staff be ready to serve students taking transfer-level math and English, especially disproportionately impacted populations
<p><i>Attained Vision Goal Completion (earned Chancellor's Office approved credit certificate, associate degree, and/or CCC bachelor's degree)</i></p>	<p>673 completers</p>	<p>808 completers (20% increase)</p>	<p>Male and Female students in the following categories:</p> <ul style="list-style-type: none"> • Black • Filipino • Pacific Islander • LGBT <p>Female students in the following categories:</p> <ul style="list-style-type: none"> • Foster Youth • Veterans <p>Male students in the following categories:</p> <ul style="list-style-type: none"> • American Indian • Asian • Hispanic or Latino • Multiethnic • First Generation 	<ul style="list-style-type: none"> • Improve processes for awarding degrees and certificates, and improve messaging to students about petitions and deadlines • Completion Awareness project focused on identifying students who are close to being ready to graduate and/or transfer • Financial Literacy course for students • Hiring of an At-Risk Counselor • Academic Success Workshops • Career and Academic Pathways (CAPs) to connect students to their final career goals and keep them on track towards certificate and degree attainment • As we develop our CAPs, to explore the idea of "completion communities" for new students in each pathway and the provision of wrap-around services within each pathway • Implementation of the Degree Audit feature in our student information system

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The resources budgeted for the activities in the chart above fall in the same categories as those for Student Equity expenditures in prior years. More specifically, of the College's 2015-16 Student Equity budget, 85% was for personnel related expenditures and 15% was for non-personnel related expenditures. The positions supporting Student Equity that were paid for with the budget were in the areas of Student Equity coordination, veterans services, research, outreach/recruitment, counseling, tutoring, disabled student services, and other personnel to assist in specific equity-related activities (e.g., financial aid in-reach, child care services, workshop presenters for foster youth, etc.). The remaining 15% of the 2015-16 Student Equity budget was spent on updating library resources for basic skills students, professional development, online tutoring to increase student success in all courses (including basic skills courses), support for the College's Summer Bridge program, University tours, and materials to support equity-related activities and projects (e.g., the Veterans Resource Center, Learning Assessment kits, Summer Bridge materials, equipment for student use, etc.).

Of the College's 2016-17 Student Equity budget, 91% was for personnel related expenditures and 9% was spent on non-personnel expenditures. The positions supporting Student Equity that were paid for with the budget were in the areas of Student Equity coordination, LRC coordination including tutoring, veterans services, research, outreach/recruitment, disabled student services, and personnel to assist in specific equity-related activities (e.g., child care services, Summer Bridge services). Non-salary expenditures were made for professional development, equipment to support student equity, marketing/promotional materials and support for the College's Summer Bridge program.

Of the College's 2017-18 Student Equity budget, 86% was spent on personnel related expenditures and 14% was spent on non-personnel expenditures. The positions supporting Student Equity that were paid for with the budget were in the areas of Student Equity services/coordination including: marketing/promotion, outreach/recruitment to improve access for students, LRC services/coordination (including tutoring), veterans services, support for institutional effectiveness, , Career and Transfer services, academic/personal counseling for students with disabilities, child care services, Summer Bridge planning/services, financial aid awareness, and mental health awareness.

The College has made strides in reducing the equity gaps that were identified in its prior Student Equity plans, while some notable gaps have emerged or remain. In terms of access, a gap is no longer seen for disabled students, but there is still work to be done to close the gap for Black students and Veterans. Given the new methodology for measuring access in this year's Student Equity Plan, the College also identified new gaps in terms of the proportion of students enrolling out of those that applied for most ethnic categories other than Hispanic/Latino/a and for LGBT males. In terms of fall to spring retention, data shows a persistent gap for Black students (male and female). New gaps found this year for fall to spring retention are for Asian males and for male Foster

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Youth. In the case of Foster Youth, prior equity data has shown that course success rates for this population are typically low, while within-course retention rates are typically high. This suggests that while these students are completing their courses, they are doing so unsuccessfully, which may discourage them from returning the following semester. Interestingly, while prior years' equity data revealed equity gaps for Hispanic/Latino and Black males in terms of basic skills math and English completion, the metric being used this year – completion of transfer-level math and English – has shown gaps for Hispanic/Latina and First Generation females instead. Also we do not see the gaps that we saw previously for white students, low-income students, and disabled students, which may be related to the change in metric this year. Finally, in terms of the completion metrics of completion of certificates/degrees or transfer, we most notably still see an achievement gap for Hispanic/Latino males, and we have identified a gap on these metrics for first generation males; however, we have closed the gap for disabled students in terms of completion of certificates/degrees. Also, the certificate and transfer gap has closed for White students, and the transfer gap has closed for Black students, while disabled male students and Black students still show gaps for transfer and for certificate/degree completion, respectively. The activities outlined in our Student Equity plan have been designed to address the persistent and newly emerging gaps that have been identified.

1. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

The College's Student Equity, Access and Success Committee (SEAS) has placed a standing item on the monthly agenda that addresses student equity goals. In its meetings, SEAS members discuss equity-related activities focused on improving outcomes for disproportionately impacted groups on campus. SEAS members conduct an annual review of the progress made toward student equity goals and makes recommendations for modifications and improvements when necessary. The College also has a robust Program Review process and system that ensures that all academic, student support and administrative service programs/departments are developing, monitoring, implementing, evaluating and improving programs/services/courses in ways that adequately address the progress made toward student equity goals. For example, data on enrollment, success, and retention are disaggregated in the annual Program Review screens by student age, gender, and ethnicity. The data are analyzed by each discipline, and objectives and resource requests are developed based on identified gaps. In addition, a question is included in every discipline's/unit's annual program review that states, "If your program received Student Equity and Achievement funds and/or have activities included in the Student Equity and Achievement Plan, please report on the status and success of those activities."

The College also formed an Academic Senate Task Force on Institution-Set Standards focused on the means by which teaching and learning is monitored, evaluated and improved. This Task Force annually reviews data on student success including: course

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completion, retention, persistence, certificate/degree completion, transfer, and employment. Equity issues are addressed in consultation with the Office of Institutional Effectiveness, administration, counseling, classified staff, and students to ensure that disproportionately impacted populations are receiving academic and student support services that improve outcomes and reduce equity gaps.

2. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

During the evolution of the Student Equity planning, monitoring and improvement process, mechanisms have been institutionalized to ensure that feedback from constituency groups is incorporated into the equity plan. Through these respective structures, an emphasis is placed on accomplishing student success goals via the integration of matriculation, instruction, and student support. The Integrated Planning Committee (IPC) interfaces with the College's shared governance committees to assure that there is coordination across student equity-related categorical and campus-based programs. The Student Support Services Committee (SSSC), Student Equity Access and Success Committee (SEAS), Guided Pathways Steering Committee (GPSC), Budget and Planning Committee (BPC), and College Council are all composed of administrators, academic senate representatives, faculty, staff and students. The committees are charged, in large part, with the responsibility of helping the College fulfill its mission to provide accessible, affordable, high quality learning opportunities in a culturally and intellectually supportive environment.

SEAS has as its primary function the coordination of all activities related to the Student Equity & Achievement Program (SEA) which includes the Student Success and Support Program (SSSP) initiative, Basic Skills Initiative (BSI), and Student Equity. In addition, the Guided Pathways Steering Committee (GPSC) has been working to develop clear curricular pathways for students as they enter LA Mission College. These Career and Academic Pathways (CAPs) are organized so students can explore related programs before deciding on their major. Additionally, the GPSC and its various work teams have been developing program maps, which will eventually be made available to students in order to facilitate educational planning and give students clear pathways to completion. Engaging students in the inquiry and design stages of Guided Pathways has been a main priority for the GPSC. As such, LA Mission College has hired the district's first Student Program Assistant for Guided Pathways, Briana Garnica. Briana is a member of ASO and has helped recruit students for focus groups and other Guided Pathways-related activities. She was recently elected ASO President for AY 19-20 and will continue to work with the GP Facilitators to design and implement a student-centered Guided Pathways framework at LAMC.

LAMC EQUITY GAPS 2018-19

Metric	Gender	DI Group	Gap	Outcome N	Full Equity N	40% Rounded	Difference to 40%	Notes
Access: Successful Enrollment Among all applicants that applied via CCCApply to LAMC in 2016-17 and/or 2017-18 for the 2017-18 academic year, the proportion who enrolled in LAMC in 2017-18.	Female	American Indian (46)	-15.7%	15	22	18	3	The overall average for this metric in 2017-18 was 47.4% . The gap column shows how many percentage points below this average the DI group fell (-2% or more is considered disproportionate impact).
		Asian, not Filipino (411)	-9.1%	162	199	177	15	
		Black (582)	-16.8%	186	284	226	40	
		Filipino (330)	-10.6%	125	160	139	14	
		Some other race (103)	-17.3%	32	50	40	8	
		White (1,518)	-6.6%	640	740	680	40	
	Veteran (44)	-30.2%	8	21	14	6		
	Male	American Indian (34)	-16.0%	11	16	13	2	
		Asian, not Filipino (307)	-9.0%	121	149	133	12	
		Black (402)	-10.4%	153	195	170	17	
		Some other race (87)	-26.6%	19	42	29	10	
		White (929)	-6.1%	394	451	417	23	
		LGBT (278)	-8.9%	110	135	120	10	
Veteran (190)		-11.0%	71	92	80	9		
Retention: Fall to Spring Among all LAMC students, the proportion retained from fall 2017 to spring 2018, excluding students who completed an award or transferred to a postsecondary institution.	Female	Black (169)	-13.9%	75	99	85	10	The overall average for this metric in 2017-18 was 58.1% . The gap column shows how many percentage points below this average the DI group fell (-2% or more is considered disproportionate impact).
	Male	Asian, not Filipino (109)	-12.4%	50	63	56	6	
		Black (109)	-21.6%	40	64	50	10	
		Foster Youth (60)	-16.5%	25	35	29	4	
Transfer Among all LAMC students who were last enrolled in a CCC in 2016-17 and had a total of 12+ units at any CCC, the number who transferred to a CSU, UC, in-state private, or out-of-state institution in 2017-18.	Male	Hispanic or Latino (3,003)	69.0%	150	217	177	27	The baseline for 2016-17 was 816 transfers . The gap column shows the representation of the DI group among those who achieved the outcome compared to their representation on campus (goal = 100%, below 80% is considered disproportionate impact).
		Disabled (257)	43.0%	8	19	13	5	
		First Generation (1,987)	72.3%	104	144	120	16	
		Foster Youth (54)	51.2%	2	4	3	1	
Completion of transfer-level math and English Among all LAMC students, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the LACCD.	Female	Hispanic or Latina (766)	-2.2%	34	51	41	7	The overall average for this metric in 2017-18 was 5.7% . The gap column shows how many percentage points below this average the DI group fell (-2% or more is considered disproportionate impact).
		First Generation (504)	-2.2%	21	32	26	5	
Attained Vision Goal Completion Among all LAMC students, the unduplicated count of students who earned one or more of the following: a Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree.	Female	Black (534)	47.9%	7	15	11	4	The baseline for 2017-18 was 673 students . The gap column shows the representation of the DI group among those who achieved the outcome compared to their representation on campus (goal = 100%, below 80% is considered disproportionate impact).
		Filipino (115)	0.0%	0	3	2	2	
		Pacific Islander	0.0%	0	1	1	1	
		Foster Youth (249)	58.7%	4	7	6	2	
		LGBT (372)	68.8%	7	10	9	2	
		Veteran (142)	0.0%	0	4	2	2	
	Male	American Indian	0.0%	0	1	1	1	
		Asian, not Filipino (336)	54.4%	5	9	7	2	
		Black (358)	20.4%	2	10	6	4	
		Filipino (100)	0.0%	0	3	2	2	
		Hispanic or Latino (6,613)	74.7%	135	181	154	19	
		Multiethnic (106)	34.5%	1	3	2	1	
		Pacific Islander	0.0%	0	1	1	1	
First Generation (4,580)	67.9%	98	125	109	11			
LGBT (204)	35.9%	2	6	4	2			

Note: Cohort sizes for each DI group are shown in parentheses. DI groups with fewer than 10 students in the cohort are not included in the above chart. DI groups with fewer than 30 students in the cohort have been grayed out.