



Los Angeles Harbor College

Student Equity Plan 2015-2016

December 28, 2015

LOS ANGELES HARBOR COLLEGE STUDENT EQUITY PLAN

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Los Angeles Harbor College Student Equity Plan Signature Page

District: Los Angeles Harbor College **Board of Trustees Approval Date:** January 13, 2016

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance to the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

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Dr. Otto Lee Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

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District: Los Angeles Community College District

College: Los Angeles Harbor College

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EXECUTIVE SUMMARY

Introduction

Student equity is a high priority at Los Angeles Harbor College. The College is committed to maintaining the current high level of student diversity that reflects the surrounding communities. Increasing access and success of students is reflected in the College's mission statement that promotes preparation and opportunities for all.

At the core of the Student Equity Plan of Los Angeles Harbor College are the underlying principles of Achieving the Dream. Focusing on data to identify where the College should center its institutional efforts to close achievement gaps and improve student outcomes sets the stage for the many conversations held on campus about student success.

While success seems to be equitable and available to all, our campus-based research reflects that certain student populations may not have their fair share in this success. The College, then, dedicates itself to address the needs of disproportionate groups in order to provide quality access, resources for course completion, support for basic skills/ESL completion, and appropriate counseling to assist in degree and certificate completion as well as to increase transfer rates.

Target Groups

Los Angeles Harbor College has identified the following as the three highest priority disproportionate impacts:

- Course completion for African American students.
Rationale: African American students course completion is 26% lower than the general population
- Math basic skills completion rates for female students.
Rationale: Females comprise 58% of the student population at Harbor College. The disproportionate impact of .51 needs to be addressed.
- English basic skills completion rates for Hispanic students.
Rationale: Hispanic students represent 54% of the student population and the disproportionate impact ratio for basic skills English completion is .77.

Interventions

Los Angeles Harbor College will frame its Student Equity Plan from a collective of interventions. For this Plan, the following three interventions target our student equity gaps because research has shown that building a community of family strengthens the potential for success for all students:

- Harbor Advantage, the First-Year Experience, and Harbor Success, the Sophomore year experience
- Student models of success through Cultural Equity: Umoja, building a community of family within the African American student population; CHAMPS, building a community of family with athletes, including a mentor program; and the Puente Project, an award-winning student success model that infuses academics with a dedicated counselor and a mentor.

- Math Intervention using technology and supplemental instruction.

Activities

The activities as outlined are to address these equity gaps:

Access: Campus-based research indicates that Harbor Advantage is positively impacting all groups, including the impacted group, whites, to decrease the disproportionate ratio. Faculty and staff involved with Harbor Advantage are now focusing on more outreach to service areas in which these students reside and will distribute a service area climate survey to see how Harbor College can better serve this targeted population, and finally, establish a better relationship with the service area of said population.

Course Completion: The Cultural Equity workgroup will address the disproportionate impact of Foster Youth by providing them a tool kit with school supplies, book vouchers, notebooks, and books on equity. The Cultural Equity will also work to create a Youth Support group in conjunction with the financial aid office in order to collect data as to what is being done or not being done to assist in their success. To address the disproportionate impact of African American students, the College will begin an Umoja program in fall 2016 to focus on the academic success of this targeted population based on the model established by the Umoja Community of California Community Colleges. The College will also sponsor students to participate in Historically Black Colleges and Universities field trips. In addition, the institutionalization of the Puente Project has continued to assist Latino/Hispanic students through its three-fold model of academics, sustained counseling, and mentoring program to build the skills necessary for success. Finally, the CHAMPS program has positively addressed the growing discrepancy of African Americans and Hispanics in successful completion rates since spring 2015; therefore, the CHAMPS program will be fully staffed to continue its progress to assist these targeted populations.

ESL and Basic Skills Completion: In order to decrease the disproportionate ratio for basic skills completion among African American, Hispanic, and female students, Harbor College has developed three interventions. First, Harbor Advantage (HA) is a first-year-experience program designed to enroll students in a math and English course during their first semester and provide them with more individualized services including tutoring, faculty mentoring, and counseling. The second intervention at Harbor is the CHAMPS program which specifically targets student athletes to provide them with tutoring and mentoring components. The CHAMPS program has a dedicated study hall with tutoring staff in the athletics facility, a dedicated part-time counselor, and a faculty coordinator. The third intervention at Harbor College has been the basic skills math and English workshop series developed by the respective basic skills faculty. The workshop series are offered weekly and are open to all Harbor College students. The workshops will be intensified during summer with Grammar Slam and the Math Boot Camp. The systemic approach of these three interventions is to capture as many members of the impacted group as possible.

Degree and Certificate Completion: Student Services will develop academic goals for African-American, American Indian, and Asian/Pacific Islander students and follow their progress in order to improve completion rates. LAHC will continue to scale up its “front door”

initiative, Harbor Advantage, focusing on expansion and refinement of the guided pathways to success and the Second-Year Experience program, Harbor Success. The College will also launch an LAHC marketing campaign that will inform and encourage students concerning career pathways. In addition, the co-coordinators of both Harbor Advantage and Harbor Success will utilize the Student Educational Plan to identify and develop academic goals for students and follow their progress as they earn degrees and certificates.

Transfer: The Transfer Center has been able to offer a total of 45 workshops on such topics as transfer basics, California State University applications, University of California applications, and UC personal statements. Although the college will not be able to assess the 6% disproportionate ratio decrease until the fall 2016 term when the application and admittance data will have been released to each transfer institution, the Transfer Center did have a 62% increase in transfer workshops this fall 2015. Also, the Transfer Center has hired an Equity counselor to address the impacted groups, Hispanic, disabled, and the Economically Disadvantaged. Outreach by the Equity Transfer counselor has presented transfer information to the Puente Project students, the Latina Leadership Network and Latina/o Student Union, and the Society of Hispanic Professional Engineers student organizations. The Equity counselor and Transfer counselor coordinated with Special Programs and Services and EOP&S to provide field trips to UC San Diego and UCLA as well as offering university transfer basics workshops.

Goal-setting

To break down the intervention achievements into smaller, more actionable steps, the Student Success Coordinating Committee has developed a work plan form to document and to set benchmarks, outlining what is needed to accomplish each goal (collaboration, resources, due date or frequency, anticipated obstacles and solutions). The goal is to set specific, measurable, attainable, relevant, and trackable plans to ensure that goals are linked to at least one activity of the Student Equity Plan. Subsequently, the form is to track progress made throughout the year to stay on target with said goals and then to assess that activity goal.

Resources

The Student Success Coordinating Committee (SSCC) that plans and oversees Student Equity determined the necessary resources for the planned activities based on achieving the stated goals in the plan. Moreover, since the SSCC is aligned with the Student Success and Support Program and the Basic Skills Initiative, the College created its own Crosswalk Guide to increase integration of these three initiatives with the ultimate goal of accomplishing equitable outcomes not only for the identified targeted student populations but also for all those students served at Los Angeles Harbor College.

Contact Person

Carmen Carrillo, Acting Dean of Academic Affairs, oversees Student Equity. Please contact her at 310-233-4021 or at carrilc@lahc.edu

Planning Committee and Collaboration

In 2014, the Student Success Umbrella held a brainstorming session to review research on disproportionate impacts, the five areas addressed in the Equity Plan, interventions the College already had in place (e.g. ATD interventions), and new interventions to implement to address disproportionate impacts. An Umbrella workgroup was formed, anchored by the Cultural Equity workgroup and including representatives of Academic Affairs, Student Services, and Associated Students, to review the five areas and to propose activities, budget sources, and evaluations. The workgroup's goal was to make the plan as flexible as possible while focusing on specific activities to address the disproportionate impacts. The workgroup met weekly for two months. As the plan was being created, drafts were presented to the Student Success Umbrella, the Academic Senate, Associated Student Organization, and the College Planning committees (all have faculty, staff, and student representation). The final plan was approved by the Student Success Umbrella, Academic Senate, and College Planning Committee and submitted to the Los Angeles Community College District.

To align the goals of the Basic Skills Initiative (BSI), Student Success and Support Program (SSSP), and Student Equity (SE), the Student Success Umbrella transitioned into the Student Success Coordinating Committee (SSCC) under the purview of both the Academic Senate and the College Planning Council in spring 2015. Its membership includes administrators, faculty, staff, and students who plan and assist in the implementation of the Student Equity goals. To ensure inclusion and diverse representation on the SSCC, coordinators and/or directors of the Puente Project, CHAMPS, Umoja, Special Programs and Services, EOPS, English as a Second Language, and Financial Aid are also vital members.

The committee has also created a Request for Funding Proposal (RFP) form where proposed funded activities must not only align with one of the categorical funding goals but also must align with Los Angeles Harbor College's Strategic Educational Master Plan and must address reducing the disproportionate impact of a listed targeted population in the Student Equity plan. Through the support of a stable staffing team in Institutional Effectiveness, the campus has significantly enhanced access to the quality of data, as evidenced by development of Harbor's Assessment Based Planning System (HAPS) and Strategic Educational Master Plan (SEMP). Implementation of HAPS promises to enhance faculty and staff engagement in student success work and overall institutional planning.

The Student Success Coordinating Committee is planning activities that are part of a unit plan, a cluster plan, and the college plan that align with the Basic Skills Initiative, Student Success and Support Program (SSSP) and Student Equity (SEP) plans. These activities enhance student support services and instructional support. The primary goal of the Student Equity Plan is to decrease the disproportionate ratio of the equity gaps identified by Campus-based research through the Office of Institutional Effectiveness.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Carmen Carrillo	Student Equity Coordinator	Academic Affairs
Mercy Yanez	Dean, Student Services	SSSP
Shazia Khan	Faculty	Basic Skills
Susan McMurray	Academic Senate President	Academic Senate
Dr. Bobbi Villalobos	Interim Vice President	Academic Affairs
Phyllis Braxton	Interim Vice President	Student Services
Dr. Stephanie Atkinson-Alston	Dean	Academic Affairs
Dr. Edward Pai	Dean	Institutional Effectiveness
Corey Rodgers	Dean	Enrollment Management
Reza Farzin	Faculty	Basic Skills, Math
Stephanie Brown	Faculty	Basic Skills, English
Andrea Cano	Faculty	ESL
Sara Rubio	Counselor	Transfer Center
Adrienne Brown	Counselor	Career Center/Umoja
Paul Grady	Director	Learning Resource Center
Tamar Khajadourian	Librarian	Library
Michael Reid	Faculty	Distance Education
Amarylles Hall	Director	Special Programs and Services
Dr. Joachin Arias	Faculty	SLO Coordinator
Leonard Yang	Student	Associated Student Organization
Mia Padilla	Student	Associated Student Organization
Stephanie Munoz	Student	Associated Student Organization
Hale Savard	Faculty	Harbor Success
Daniel Ruiz	Counselor	Harbor Advantage
Jean Grooms	Faculty	Cultural Equity
Jacqueline Copeland	Senior Secretary	Cultural Equity
Dr. Jassiel Dominguez	Counselor	Puente Project
Leslie Cordova Trujillo	Faculty	CHAMPS
Kerry Keener	Senior Secretary	Academic Affairs/Student Equity

Access

CAMPUS-BASED RESEARCH: ACCESS

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Los Angeles Harbor College is a public, two-year community college and is one of the nine colleges in the Los Angeles Community College District. The campus is located in Wilmington, California, about 20 miles south of downtown Los Angeles.

The Los Angeles Community College District identified 24 zip codes surrounding LAHC where most of our students come from. These include the cities of Carson, San Pedro, Wilmington, Lomita, Palos Verdes, Harbor City, and certain portions of Torrance, Long Beach, Gardena, Redondo Beach, Compton, Hawthorne and Lawndale.

Harbor College serves a diverse community. Of the population 15 years old and over, 37% are Hispanic, 27% are White, 20% are Asian, 13% are African American, 2% are American Indian/Multi-Ethnic, and .5% is Native Hawaiian/Pacific Islander. The fall 2014 student population was primarily Hispanic (52%), followed by Asian (14%), White (13%), African American (13%), Pacific Islander (2%), and American Indian/Alaskan Native and Multi-Ethnic (5%).

The College followed the proportionality method specified in the 2015-2016 Student Equity Plan Template and the suggested cutoff of .85 to identify performance below equity. Based on this cutoff, there is a disproportionate impact found in access among two ethnic subgroups: Whites and Asians.

Table 1. LAHC Service Area Population and Census Enrollment by Ethnicity

FALL 2014		Service Area Count	Service Area %	LAHC Census Count	LAHC %	Proportion
Ethnicity	American Indian/Alaska Native	775	0.0009	166	0.0165	17.43
	Asian	164,155	0.2005	1,407	0.1399	0.70
	Black/African American	109,073	0.1333	1,298	0.1290	0.97
	Hispanic/Latino	304,274	0.3717	5,244	0.5213	1.40
	Native Hawaiian/ Other Pacific Islander	4,066	0.0050	227	0.0226	4.54
	White	219,878	0.2686	1,347	0.1339	0.50
	Some Other Race	N/A	N/A	370	0.0368	N/A
	More Than One Race	16,307	0.0199	N/A	N/A	N/A
	Total	818,528	1.0000	10,059	1.0000	1.00

Notes: Service area data includes population 15 years old and over.

Source: Ethnicity - Economic Modeling Specialists Intl., Q3 2015 data set, extracted 12-14-2015 (<http://www.economicmodeling.com/>)

LAHC census - LACCD SIS Cen_Rdb, IRDS, and Student, extracted 12-14-2015

Proportionality methodology used

N/A: cohort has no students

Females comprise 51% of 15 year- olds and over in our service area and 58% of our student population. Males comprise 49% of our service area and 58% of our student population.

About 12% of Harbor’s residents have a disability. The campus serves 5% of students with disability.

Table 2 indicates disproportionate impact among the following subgroups: males, students with disabilities, and students who do not have low-income status. A considerable gap in access was found between the veterans in our service area and veterans served by the institution.

Table 2. LAHC Service Area Population and Census Enrollment by Gender

FALL 2014		Service Area Count	Service Area %	LAHC Census Count	LAHC %	Proportion
Gender	Males	497,751	0.4881	4,090	0.4066	0.83
	Females	521,971	0.5119	5,878	0.5844	1.14
	Unknown	N/A	N/A	91	0.0090	N/A
Foster Youth (Los Angeles County)	Foster Youth	20,651	0.0089	159	0.0158	1.78
	Not Foster Youth	2,307,815	0.9911	10,010	0.9951	1.00
Disability	With Disabilities	92,340	0.1195	560	0.0557	0.47
	Without Disabilities	680,109	0.8805	9,496	0.9440	1.07

Table 2. LAHC Service Area Population and Census Enrollment by Gender

FALL 2014		Service Area	Service Area %	LAHC Census Count	LAHC %	Proportion
Low-Income	Low-Income	108,020	0.1398	5,626	0.5644	4.04
	Not Low-Income	664,429	0.8602	4,342	0.4356	0.51
Veteran	Veteran/Military (Active Duty, Active Reserve, National Guard)	42,009	0.0540	73	0.0073	0.13
	Non Military	735,403	0.9460	10,059	1.0000	1.06

Notes: Service area data includes population 15 years old and over.

Source: Gender, Disability, Low-Income, Veteran - America Fact Finder, American Community Survey 2010-2014 Veteran Status Report (S2101)

LAHC census - LACCD SIS Cen_Rdb, IRDS, and Student, extracted 12-14-2015

www.kidsdata.org

Proportionality methodology used

N/A: cohort has no students

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

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

Target Population(s)	Current gap, year	Goal*	Goal Year
Whites	.50, 2014	.60	2017
Asians/Pacific Islanders	.70, 2014	.80	2017
Veterans/military	.13, 2014	.15	2017
Students with Disabilities	.47, 2014	.50	2017

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

Explanation

The Los Angeles Harbor College service area population includes one of the most affluent cities in Los Angeles County. Demographically, whites and Asian identified students account for a total of 26% of the college population, but the proportionality index stands at .50 and .70, respectively.

ACTIVITIES: A. ACCESS

A.1

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.1	Whites	1,347
	Asians	1,407

• **Activity Implementation Plan**

The Outreach Coordinator has become a necessary component not only to recruit students to Los Angeles Harbor College but also to establish community partnerships. The focus of Harbor Advantage, the First Year Experience at Los Angeles Harbor College, is to conduct recruitment at the local feeder high schools. Harbor College, however, has been limited with personnel and resources to develop better our partnerships with the feeder schools.

The Outreach Coordinator will work in conjunction with the Harbor Advantage Co-coordinator to spread recruitment efforts into all service areas to reach out to the disproportionately impacted student populations in order to provide them better access to the College’s services.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Spring 2016 to spring 2017	Outreach Coordinator, \$87,000 4 Career Guidance Counseling Assistants (CGCA), \$74,189	

• **Link to Goal**

Based on the Los Angeles Community College District Institutional Research Data System Enrollment File, Harbor Advantage proves to be successful. In fall 2014, the Persistence Rate (fall to spring) was 86.4% compared to 71.9% for First Time students. Asian students made up 9.5% of Harbor Advantage students while whites made up 5.4% of the cohort; therefore, the goal is to increase the disproportionately impacted rate 3% by fall 2016. Certainly, the goal is to increase access and enrollment, but the goal is also to retain students to reach completion.

• **Evaluation**

The Outreach Coordinator and the Co-coordinator of Harbor Advantage will distribute a service area climate survey in spring 2016 to see how Harbor College can better serve the targeted populations, and finally, to establish a better relationship with the service area of said populations.

A.2

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.2	Veterans/active military	73

• **Activity Implementation Plan**

The Cultural Equity work group of the Student Success Coordinating Committee hosted a Veteran’s Day event to provide an open forum round table discussion simply to connect with veterans on campus and to know how to better serve this targeted population. Los Angeles Harbor College realized that much more awareness of veterans on campus is needed. Though the College does maintain a Veterans Resource Center, its visibility and usage remains an untapped resource.

The concerns of Los Angeles Harbor College veterans vary, but they do include their need to write and explore their military experiences in class assignments and to be shown respect by campus personnel. What is most important is that veterans share their need to have someone on campus to go to for information specific to veterans, to have counselors put a veteran’s educational plan on a Veteran’s form, and to have offices on campus share with veterans that there is a Veterans Resource Center available for their use.

For this reason, Student Equity will fund a Veteran Coordinator to serve as support staff for academic counseling and to serve as outreach to present the opportunities offered at Los Angeles Harbor College. The Veteran Coordinator may also assist the Cultural Equity work group with an annual Veteran’s Day to continue an open forum discussion and to provide informational sessions from Student Services and Academic Affairs.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Spring 2016 to spring 2017	Veterans Coordinator, \$87,000	

• **Link to Goal**

Although veterans and active military make up 5% of the College’s service area, the goal of the coordinator’s position, then, is to increase access for veterans and active military students to decrease the disproportionate impact.

• **Evaluation**

The Veterans Coordinator, with the assistance of the Financial Aid Office, will distribute a service area climate survey in spring 2016 to see how Harbor College can better serve this targeted population, and finally, to establish a better relationship with the service area of said population.

A.3

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.3	Students with Disabilities	560

• **Activity Implementation Plan**

The Program Assistant is to provide support with outreach and orientation for Students with Disabilities in conjunction with the Office of Special Programs and Services (SPS). The assistant is to disseminate SPS brochures to service area high schools and community centers to target potential students and to increase interest in Los Angeles Harbor College by this targeted population.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.3	Spring 2016 to spring 2017	SPS Program Assistant, \$13,248	

• **Link to Goal**

The goal of the Program Assistant is to target Students with Disabilities in order to increase the target population from 5% to 8% by spring 2017.

• **Evaluation**

The Program Assistant, with the assistance of the Office of Special Programs and Services, will distribute a service area climate survey in spring 2016 to see how Harbor College can better serve this targeted population, and finally, to establish a better relationship with the service area of said population.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

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.

In fall 2014, there were 28,480 enrollments in credit courses at Harbor College. Over half (59%) comprised Hispanics, 13% White, 11% African American, 11% Asian, 1% Pacific Islander, and 5% American Indian/Multi-Ethnic/Other. The majority (58%) was women and 42% were men.

Table 3. Fall 2014 Course Completion by Ethnicity, Gender, and Foster Youth Status

FALL 2014 COURSE COMPLETION		Cohort Count	Cohort %	Success Count	Success %	Proportion
Ethnicity	American Indian/Alaska Native	65	0.0023	40	0.0021	0.93
	Asian	3,210	0.1127	2,456	0.1303	1.16
	Black/African American	3,031	0.1064	1,736	0.0921	0.87
	Hispanic/Latino	16,733	0.5875	10,801	0.5730	0.98
	Native Hawaiian/ Other Pacific Islander	315	0.0111	185	0.0098	0.89
	White	3,629	0.1274	2,649	0.1405	1.10
	Some Other Race	461	0.0162	312	0.0166	1.02
	More Than One Race	1,036	0.0364	670	0.0355	0.98
	All Students	28,480	1.0000	18,849	1.0000	1.00
Gender	Males	12,080	0.4242	7,965	0.4226	1.00
	Females	16,400	0.5758	10,884	0.5774	1.00
	Unknown	N/A	N/A	N/A	N/A	N/A
Foster Youth	Current or Former Foster Youth	490	0.0172	258	0.0137	0.80
	Not Foster Youth	27,990	0.9828	18,591	0.9863	1.00

Source: California Community Colleges Chancellor's Office Data Mart, extracted 12-11-2015
(http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx)

Proportionality methodology used

N/A: cohort has no students

Success count: number of enrollments with grade of A, B, C, P (pass), CR (credit)

CAMPUS-BASED RESEARCH: COURSE COMPLETION

The College followed the proportionality method specified in the 2015-2016 Student Equity Plan Template and the suggested cutoff of .85 to identify performance below equity. Based on this cutoff, Table 3 and Table 4 show disproportionate impact in course completion among the following subgroups: Foster Youth and Military.

Table 4. Fall 2014 Course Completion by Disability, Low-Income, and Veteran Statuses

FALL 2014 COURSE COMPLETION		Cohort Count	Cohort %	Success Count	Success %	Proportion
Disability	Students With Disabilities	1,821	0.0639	1,223	0.0649	1.01
	Students Without Disabilities	26,659	0.9361	17,626	0.9351	1.00
Low- Income	Low-Income Students	18,468	0.6239	12,030	0.6101	0.98
	Not Low-Income Students	11,135	0.3761	7,689	0.3899	1.04
Veteran	Military (Active Duty, Active Reserve, National Guard)	30	0.0011	15	0.0008	0.76
	Veteran	592	0.0208	425	0.0225	1.08
	Non Military	27,858	0.9782	18,409	0.9767	1.00

Source: California Community Colleges Chancellor's Office Data Mart, extracted 12-11-2015

(http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx)

LACCD IRDS Enrollment and Term, extracted 12-17-2015

Proportionality methodology used

N/A: cohort has no students

Success count: number of enrollments with grade of A, B, C, P (pass), CR (credit)

District: _____ College: _____

GOALS, ACTIVITIES, FUNDING AND EVALUATION: 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:

Target Population(s)	Current gap, year	Goal*	Goal Year
Foster Youth	.80, 2014	.85	2017
African Americans	.87, 2014	No gap	2017
Hispanics	.98, 2014	No gap	2017
Veterans	.76, 2014	.80	2017

*Expressed as either a percentage or number. **Benchmark goals are to be decided by the institution.

Explanation:

Los Angeles Harbor College serves a subgroup of 30 active military students, yet only 15 are successful in course completion.

ACTIVITIES: B. COURSE COMPLETION

B.1

• **Activity Type(s)**

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
Research and Evaluation	Professional Development	

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.1	African Americans	11% of total population
	Hispanics	59% of total population
	Foster Youth	2% of total population

- **Activity Implementation Plan**

One goal of the Cultural Equity work group of the Student Success Coordinating Committee (SSCC) is to have discussions on campus about culture, race, and how to create safe spaces. Since the interventions of the SSCC frame the Student Equity Plan, Los Angeles Harbor College will target the equity gaps of Foster Youth, African Americans, and Hispanic students through the activities of this intervention work group.

The Cultural Equity work group will host a Town Hall in spring 2016 on defining equity on the Harbor College campus. In addition, the Cultural Equity group will host luncheons with various focus groups to discuss topics on targeted groups to discover concerns and needs. Finally, the Cultural Equity groups will sponsor a Speaker Series, inviting authors who represent through their writings the targeted student populations.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	spring 2016 to fall 2016	Town Hall/Speaker Series, \$10,000 Meals/luncheons, \$5,000	

- **Link to Goal**

The Cultural Equity work group has instituted a Culturally Responsive Teaching Program at Los Angeles Harbor College, which is designed to provide training to faculty and staff on culture and race sensitivity in the classroom and office setting, and coaching and mentoring students to understand and build extensive social capital networks. The Town Hall meeting and speaker series further develops the goals of this training.

- **Evaluation**

The Cultural Equity work group will continue its practice of pre-testing and post-evaluation of all attendees. The data will then be collected and submitted to the Office of Institutional Research for further analysis. The qualitative data collected will be discussed by the work group for goal-setting and to plan events that will best address the issues raised.

B.2

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.2	Foster Youth	490

- **Activity Implementation Plan**

The Foster Youth Coordinator will establish a network with current and former foster youth students in order to provide guidance and assistance in their academic progress.

Foster Youth at Los Angeles Harbor College already receive priority registration; therefore, the coordinator will work with the Financial Aid Office to organize a Foster Youth Day where Student Services and Academic Affairs will provide information on how to be a more successful student. The goal of Foster Youth Day is also to identify potential peer mentors for next year’s attendees. Resources, like the Library and Learning Resource Center, will also provide handouts on tutoring services and workshop schedules. Finally, the Foster Youth Coordinator is to be assigned Counseling 17, College Survival Skills, which will be contextualized to address the needs of foster youth in order for them to learn important skills for academic success. The purpose of the CAFYES Foster Youth Counselor is to address the needs of the current and former Foster Youth students to ensure that they have a comprehensive Student Educational Plan.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Spring 2016-spring 2017	Foster Youth Coordinator, \$43,500 CAFYES Foster Youth Counselor	CAFYES, EOPS CAFYES

- **Link to Goal**

It is important that this target population understand that the College commits to their successful completion by providing a Coordinator who can better address their needs. An anticipated outcome is to ensure that all foster youth have a Student Educational Plan by the end of their first semester. In terms of course completion, the proportionality index ratio will increase from .80 to .85 by the end of spring 2017. To assist in these goals, the Cultural Equity group will provide tool kits to foster youth students in spring 2016 to be distributed through the Office of Financial Aid.

- **Evaluation**

The Foster Youth Coordinator will inform former and current foster youth students at Los Angeles Harbor College of the Foster Youth Day. Informational cards will be collected to determine needs and services required by this population. These cards, along with the Counseling class, will serve to develop the following year’s Foster Youth Day.

B.3

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.3	African Americans	62
	Hispanics	102

- **Activity Implementation Plan**

The purpose of CHAMPS—Challenging Athletes’ Minds for Personal Success—is to “enhance student-athlete engagement, to give them the tools and support needed to successfully advance in their education and sports....” One of the goals of the program is to increase the percentage of course completion through the use of mentors, tutoring, and counseling.

The CHAMPS program has positively impacted African American males. In spring 2015, this target group had a 63% successful course completion rate compared to 58% for First Time African American students. Moreover, Hispanic males and females demonstrated positive impact in CHAMPS. In spring 2015, this target group had a 67% completion rate compared to a 61% for First Time Hispanic students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3	Spring 2016-spring 2017	Hourly Faculty Coordinator for CHAMPS, \$35,000 CHAMPS Counselor, \$55,000 Embedded tutoring, \$35,000 2 Career Guidance Counseling Assistants (CGCA) \$37,094	

- **Link to Goal**

Although only implemented in spring 2015, the success of CHAMPS is evident. African American males and Hispanic males demonstrate better completion rates in the CHAMPS program than First Time students and those in Harbor Advantage. Therefore, CHAMPS serves as an intervention program with its use of mentoring, tutoring, and counseling.

- **Evaluation**

The CHAMPS counselor will meet the goal that all students in CHAMPS will have a comprehensive Student Educational Plan on file. The students will also be tracked in tutoring through our data tracking system, Accutrak. Lastly, the faculty coordinator, counselor, and assistants, in conjunction with the Office of Institutional Effectiveness, will distribute grade checks at the 5th and 11th week of the semester so that interventions can be developed for students' course completion and success.

B.4

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.4	Hispanics	150

- **Activity Implementation Plan**

Los Angeles Harbor College became part of the Puente *familia* in 2011 at a momentous time when the Puente Project celebrated its 30 year history. The Agreement between Puente and Los Angeles Harbor College runs until June 30, 2017. However, the three-year grant ended in 2014. The need for funding through Student Equity will allow the Puente Coordinator to continue the work needed to help students succeed. The interdisciplinary approach in writing, counseling, and mentoring has proven to be successful for all students in target populations.

The Puente coordinator will plan the trip to the Motivational Conference, college field trips, *noche de familia*, and mentoring activities. Because research has shown that building a community of family strengthens the potential for success, the coordinator will also create social activities for team-building and comradery. The CGCA will provide support in organizing these activities.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.4	Spring 2016-spring 2017	Puente Coordinator, \$20,448 Travel to conferences/field trips, \$20,000 Career Guidance Counseling Assistant, \$18,547	

• **Link to Goal**

The Puente Project at Los Angeles Harbor College serves as an academic program for all students who desire to transfer to a 4-year university. The goals of Puente can only be achieved with the continued work of the coordinator to ensure that all Puentistas complete their year-long commitment to rigorous instruction and mentoring.

• **Evaluation**

The students in the Puente Project must read and sign a Puente contract where they agree to seek assistance or accept assistance. The coordinator will follow-up with students at the 5th and 11th week of fall and spring semesters to make sure they are on track to complete and thus sequence into the next phase of the Puente Project. The students are also asked to complete an evaluation of the Puente Project after their first semester and suggest possible activities to build on their community of family.

B.5

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.5	African Americans	50

- **Activity Implementation Plan**

The Umoja Community program focuses on the success and retention of African American students. The Los Angeles Harbor College Umoja program will seek to enhance the cultural and educational experiences of African Americans and other students through integrating culturally responsive instruction. The Umoja Program at Harbor College will seek to increase student success by helping students experience themselves as valuable and worthy of an education by providing relevant curriculum and academic advising so that students can achieve their educational goals.

The role of the Umoja coordinator is to recruit, counsel, and teach a College Survival Course to Umoja students. The coordinator will also plan the trip to the Umoja fall conference, college field trips, workshops, and mentoring activities. . Because research has shown that building a community of family strengthens the potential for success, the coordinator will also create social activities for team-building and comradery. The CGCA will provide support in organizing these activities.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.5	Spring 2016-spring 2017	Umoja Coordinator, \$17,200 Travel to conference/field trips, \$20,000 Career Guidance Counseling Assistant \$18,547	

- **Link to Goal**

The Umoja Program intends to offer orientation, counseling, tutoring, workshops, mentoring, field trips, and incentives like bus and book vouchers. The goals of Umoja can only be achieved with the continued work of the coordinator to ensure that all students in Umoja commit to rigorous instruction, sustained counseling, and personal mentoring.

Evaluation

The students in the Umoja Program must read and sign a contract where they agree to seek assistance or accept assistance. The coordinator will follow-up with students at the 5th and 11th week of fall and spring semesters to make sure they are on track to course completion. The students are also asked to complete an evaluation of the Umoja Program after their first semester and suggest possible activities to build on their community of family.

Success Indicator: ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. ESL AND BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

This section uses the same cohort used by the California Community Colleges State Chancellor's Office for the Student Success Scorecard and includes the number of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2008-09 and completed a college-level course in the same discipline.

Using the proportionality method specified in the 2015-2016 Student Equity Plan Template and the suggested cutoff of .85 to identify performance below equity, Table 5 shows a disproportionate impact in English basic skills completion among the following subgroups: Black/African Americans, Native Hawaiian/Other Pacific Islanders and males.

Table 5. English Basic Skills Completion by Ethnicity, Gender, and Foster Youth Status

ENGLISH BASIC SKILLS COMPLETION IN 6 YEARS		Cohort Count	Cohort %	Success in College Level		Proportion
				Count	Success %	
Ethnicity	American Indian/Alaska Native	7	0.0047	4	0.0068	1.44
	Asian	195	0.1303	101	0.1706	1.31
	Black/African American	255	0.1705	72	0.1216	0.71
	Hispanic/Latino	685	0.4579	268	0.4527	0.99
	Native Hawaiian/Other Pacific Islander	38	0.0254	12	0.0203	0.80
	White	181	0.1210	81	0.1368	1.13
	Some Other Race	135	0.0902	54	0.0912	1.01
	More Than One Race	N/A	N/A	N/A	N/A	N/A
	All Students	1,496	1.0000	592	1.0000	1.00
Gender	Males	642	0.4291	212	0.3581	0.83
	Females	854	0.5709	380	0.6419	1.12
	Unknown	N/A	N/A	N/A	N/A	N/A

Table 5. English Basic Skills Completion by Ethnicity, Gender, and Foster Youth Status

Foster Youth	Current or Former Foster Youth	N/A	N/A	N/A	N/A	N/A
	Not Foster Youth	1,496	1.0000	592	1.0000	1.00

Source: California Community Colleges Chancellor's Office Data on Demand, extracted 12-12-2015
(<https://misweb.cccco.edu/dataondemand/>)

Proportionality methodology used

N/A: cohort has no students

Credit students tracked for six years through 2013-14 whom first enrolled in a course below transfer level English during 2008-09 and completed a college-level course in the same discipline.

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

Table 6 shows an equity gap in English basic skills completion among students with disabilities.

Table 6. English Basic Skills Completion by Disability, Low-Income, and Veteran Statuses

ENGLISH BASIC SKILLS COMPLETION IN 6 YEARS		Cohort Count	Cohort %	Success in College Level Count	Success %	Proportion
Disability	Students With Disabilities	133	0.0889	43	0.0726	0.82
	Students Without Disabilities	1,363	0.9111	549	0.9274	1.02
Low-Income	Low-Income Students	810	0.5414	311	0.5253	0.97
	Not Low-Income Students	686	0.4586	281	0.4747	1.04
Veteran	Military (Active Duty, Active Reserve, National Guard)	N/A	N/A	N/A	N/A	N/A
	Veteran	N/A	N/A	N/A	N/A	N/A
	Non Military	1,496	1.0000	592	1.0000	1.00

Source: California Community Colleges Chancellor's Office Data on Demand, extracted 12-12-2015
(<https://misweb.cccco.edu/dataondemand/>)

Proportionality methodology used

N/A: cohort has no students

Credit students tracked for six years through 2013-14 whom first enrolled in a course below transfer level English during 2008-09 and completed a college-level course in the same discipline.

It appears that Harbor College may have an underrepresented Black/African American group completing math basic skills.

Table 7. Math Basic Skills Completion by Ethnicity

MATH BASIC SKILLS COMPLETION IN 6 YEARS		Cohort Count	Cohort %	Success in College Level Count	Success %	Proportion
Ethnicity	American Indian/Alaska Native	11	0.0103	*	*	1.69
	Asian	107	0.1004	62	0.1542	1.54
	Black/African American	175	0.1642	42	0.1045	0.64
	Hispanic/Latino	520	0.4878	178	0.4428	0.91
	Native Hawaiian/Other Pacific Islander	26	0.0244	10	0.0249	1.02
	White	138	0.1295	72	0.1791	1.38

Table 7. Math Basic Skills Completion by Ethnicity

Some Other Race	89	0.0835	31	0.0771	0.92
More Than One Race	N/A	N/A	N/A	N/A	N/A
All Students	1,066	1.0000	402	1.0000	1.00

Source: California Community Colleges Chancellor's Office Data on Demand, extracted 12-12-2015

(<https://misweb.cccco.edu/dataondemand/>)

Proportionality methodology used

N/A: cohort has no students

*: Cohort fewer than 10 students

Credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level math during 2008-09 and completed a college-level course in the same discipline.

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

As Table 8 indicates, gender, foster youth, disability, low-income, and veteran subgroups seem to be in proportion where each group is as likely to complete math basic skills in six years as the other subgroups.

Table 8. Math Basic Skills Completion by Gender, Foster Youth, Disability, Low-Income, and Veteran Statuses

MATH BASIC SKILLS COMPLETION IN 6 YEARS		Cohort Count	Cohort %	Success in College Level		Proportion
				Count	Success %	
Gender	Males	392	0.3677	138	0.3433	0.93
	Females	674	0.6323	264	0.6567	1.04
	Unknown	N/A	N/A	N/A	N/A	N/A
Foster Youth	Current or Former Foster Youth	N/A	N/A	N/A	N/A	N/A
	Not Foster Youth	1,066	1.0000	402	1.0000	1.00
Disability	Students With Disabilities	98	0.0919	35	0.0871	0.95
	Students Without Disabilities	968	0.9081	367	0.9129	1.01
Low-Income	Low-Income Students	607	0.5694	218	0.5423	0.95
	Not Low-Income Students	459	0.4306	184	0.4577	1.06
Veteran	Military (Active Duty, Active Reserve, National Guard)	N/A	N/A	N/A	N/A	N/A
	Veteran	N/A	N/A	N/A	N/A	N/A
	Non Military	1,066	1.0000	402	1.0000	1.00

Source: California Community Colleges Chancellor's Office Data on Demand, extracted 12-12-2015

(<https://misweb.cccco.edu/dataondemand/>)

Proportionality methodology used

N/A: cohort has no students

Credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level math during 2008-09 and completed a college-level course in the same discipline.

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

Although it appears that we may have numerous underrepresented subgroups as highlighted in Table 9, it should be noted that the ESL basic skills completion cohort consists of only 56 students and further disaggregation generates even smaller numbers within the subgroups. In addition, only 20%, or 11 students, of the cohort were successful in a college level course in the same discipline. Consequently, results of the proportionality analysis may not be meaningful.

Table 9. ESL Basic Skills Completion by Gender, Foster Youth, Disability, Low-Income, and Veteran Statuses

ESL BASIC SKILLS COMPLETION IN 6 YEARS		Cohort Count	Cohort %	Success in College Level		Proportion
				Count	Success %	
Ethnicity	American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A
	Asian	*	*	*	*	1.33
	Black/African American	*	*	*	*	0.00
	Hispanic/Latino	*	*	*	*	0.69
	Native Hawaiian/Other Pacific Islander	*	*	*	*	0.00
	White	*	*	*	*	2.55
	Some Other Race	*	*	*	*	1.27
	More Than One Race	N/A	N/A	N/A	N/A	N/A
All Students		56	1.0000	11	1.0000	1.00
Gender	Males	12	0.2143	*	*	0.85
	Females	44	0.7857	*	*	1.04
	Unknown	N/A	N/A	N/A	N/A	N/A
Foster Youth	Current or Former Foster Youth	N/A	N/A	N/A	N/A	N/A
	Not Foster Youth	56	1.0000	11	1.0000	1.00
Disability	Students With Disabilities	*	*	11	1.0000	28.00
	Students Without Disabilities	54	0.9643	0	0.0000	0.00
Low-Income	Low-Income Students	30	0.5357	*	*	1.19
	Not Low-Income Students	26	0.4643	*	*	0.78
Veteran	Military (Active Duty, Active Reserve, National Guard)	N/A	N/A	N/A	N/A	N/A
	Veteran	N/A	N/A	N/A	N/A	N/A
	Non Military	56	1.0000	11	1.0000	1.00

Source: California Community Colleges Chancellor's Office Data on Demand, extracted 12-12-2015
(<https://misweb.cccco.edu/dataondemand/>)

Proportionality methodology used

N/A: cohort has no students

*: Cohort fewer than 10 students

Credit students tracked for six years through 2013-14 whom first enrolled in a course below transfer level ESL during 2008-09 and completed a college-level course in the same discipline.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: 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:

Target Population(s)	Current gap, year	Goal*	Goal Year
Black/African American	<ul style="list-style-type: none"> English: proportionality ratio 0.71 (2014) Math: proportionality ratio: 0.60 (2014) 	Increase proportionality analysis proportion to 0.85 and above	2017
Native Hawaiian/Other Pacific Islander	English: proportionality ratio 0.80	Increase proportionality analysis proportion to 0.85 and above	2017
Males	English: proportionality ratio 0.83	Increase proportionality analysis proportion to 0.85 and above	2017
DSPS	English: proportionality ratio 0.82	Increase proportionality analysis proportion to 0.85 and above	2017

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.1	African American	255
	Native Hawaiian/Pacific Islander	38
	Males	642
	DSPS	133

- **Activity Implementation Plan**

Harbor College will assign an hourly English as a Second Language (ESL) Faculty Coordinator & Liaison beginning spring 2016. This individual will have several responsibilities. First, the coordinator will assist students to fulfill their assessment, orientation, and counseling upon applying to the College. Then the coordinator will counsel students to transition from non-credit ESL courses to mainstream English courses and counsel other basic skills students as they sequence the next levels.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Spring 2016 to spring 2017	Hourly ESL Coordinator, \$35,000	Noncredit SSSP/BSI

- **Link to Goal**

The ESL/Basic Skills faculty coordinator's work directly correlates with the ESL and Basic Skills improvement goal. This individual will develop necessary relationships with the Student Services portion of the College to ensure students are enrolled in the appropriate class. Also, students will have direct access to another guiding individual in addition to their instructor's class time and office hours. Finally, this will allow increased collaboration of basic skills faculty and the coordinator in order to understand the course curriculum, hence increasing input to students on skills necessary to persist to the next level.

- **Evaluation**

All students enrolled in either credit or non-credit basic skills and ESL courses will be tracked by comparing the number of meetings with the faculty coordinator to course success rates, completion rates, and persistence rates.

C.2• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
C.2	Hispanic/Latino	Unknown
	Not Low Income students	26
	Students without Disabilities	54

• **Activity Implementation Plan**

Harbor College will train and assign an ESL embedded tutor in the LRC beginning spring 2016. The tutor, in consultation with the LRC director and lead ESL faculty, will tutor and guide students through their ESL classes (English 084, 085, and 086). Other duties will include leading tutoring groups and assisting with the course technology components.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	spring 2016 to spring 2017	ESL Embedded Tutors in Learning Resource Center (LRC), \$25,000	

• **Link to Goal**

The ESL tutor's work directly correlates with the ESL and Basic Skills improvement goal. The tutor will also be trained in the course Student Learning Outcomes and the materials utilized in each course, hence increasing direct student access and guidance of the class.

• **Evaluation**

All students will be tracked by comparing the number of ESL tutor consultations to course completion, success, and persistence rates.

C.3:

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group(s)	# of Students Affected
C.3	Black/African-American	255
C.3	Native Hawaiian/Other Pacific Islander	38
C.3	Males	642
C.3	DSPS	133

- **Activity Implementation Plan**

The Grammar Slam intervention will be implemented beginning summer 2016. In this intervention, students will be provided with three to four weeks of intensive training on concepts of essential English in preparation for the college placement assessment. The hourly faculty coordinator will teach the course, collaborate with Assessment Center staff, and maintain progress and assessment records.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	spring 2016 to spring 2017	Hourly Faculty Coordinator: Grammar Slam, \$15,000	Basic Skills

- **Link to Goal**

The Grammar Slam faculty coordinator’s work directly links with the ESL and Basic Skills improvement goal and aligns with the ESL/Basic Skills 2015-16 plan goal which states “students who begin at two levels below freshman composition and successfully complete freshman composition within two years will increase.”

- **Evaluation**

All students participating in the categories explained in the Implementation Plan will be tracked by examining their English 028 course completion and success rates beginning spring 2016.

C.4:

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group(s)	# of Students Affected
C.4	Black/African-American	175

- **Activity Implementation Plan**

The Math Boot Camp intervention will be implemented in summer 2016. In this intervention, students will be provided with three to four weeks of intensive training on core math concepts in preparation for the college placement assessment. The hourly faculty coordinator will teach the course, collaborate with the Assessment Center staff, and maintain progress and assessment records.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4	Spring 2016 to spring 2017	Hourly Faculty Coordinator: Math Boot Camp, \$15,000	Basic Skills Initiative

- **Link to Goal**

The Math Boot Camp faculty coordinator’s work directly links with the ESL and Basic Skills improvement goal and aligns with the ESL/Basic Skills 2015-16 plan goal which states “the successful progression rate of students from arithmetic and pre-algebra to statistics will increase by 5% over 2017-18.”

- **Evaluation**

All students will be tracked who participated in the Math Boot Camp by observing the students’ course completion and success rates of the courses they placed into.

C.5:

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group(s)	# of Students Affected
C.5	Black/African-American	255 (English); 175 (Math)
C.5	Native Hawaiian/Other Pacific Islander	38 (English)
C.5	Males	642 (English)
C.5	DSPS	133 (English)
C.5	Low Income	26 (ESL)
C.5	Hispanic/Latino	Unknown (ESL)

- **Activity Implementation Plan**

The SI intervention will be implemented beginning spring 2016. Students enrolled in highly impacted courses from across the disciplines and basic skills courses including English 021 and English 028 will be provided an SI trained tutor who will collaborate with the instructor and provide extra skills practice and guidance in and outside of class. The SI tutor will meet with the students outside of class at a pre-determined time on a weekly basis and guide them with extra instructional materials provided by the instructor.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.5	Spring 2016 to spring 2017	Supplemental Instruction (SI) within Basic Skills and Cross Disciplines, Coordinator, \$87,000 SI Leaders, \$75,000 Program Assistant, \$13,248 Textbooks, \$10,000	Basic Skills

- **Link to Goal**

The SI intervention directly aligns with the goals of the ESL and Basic Skills Improvement plan of the Student Equity report and with the ESL/BSI 2015-16 plan. Goals of both plans address increasing successful completion and progression rates in basic skills English and math courses. This will also allow for increased scaling since other disciplines will utilize this intervention, thus promoting equity.

- **Evaluation**

All students who participate in the SI intervention will be tracked by observing the course completion and success rates and comparing them to students who did not participate.

C.6:

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group(s)	# of Students Affected
C.6	Black/African-American	255 (English); 175 (Math)
C.6	Native Hawaiian/Other Pacific Islander	38 (English)
C.6	Males	642 (English)
C.6	DSPS	133 (English)
C.6	Low Income	26 (ESL)
C.6	Hispanic/Latino	Unknown (ESL)

• **Activity Implementation Plan**

Reading Apprenticeship (RA) is a unique professional development approach which trains faculty in the four dimensions of critical reading: social personal, knowledge-building, and cognitive with metacognition at the core. In this approach, faculty learn to draw on their strengths as readers in their discipline and display these thought processes to students through RA methods such as Think-Alouds and Talking to the Text. Beginning spring 2016, two faculty trainers will offer monthly RA training sessions from which attendees will implement the methods into their courses and report back at later meetings. These sessions will assist in developing a team to attend the first annual RA conference in May 2016.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.6	Spring 2016 to spring 2017	Reading Apprenticeship (RA) Professional Development, \$25,000	Basic Skills

- **Link to Goal**

The RA professional development component directly correlates with both the ESL and Basic Skills improvement goal and the ESL/BSI 2015-16 plan.

- **Evaluation**

This intervention will be measured by collecting the course success rates of participating faculty members.

C.7:

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group(s)	# of Students Affected
C.7	Black/African-American	255 (English); 175 (Math)
C.7	Native Hawaiian/Other Pacific Islander	38 (English)
C.7	Males	642 (English)
C.7	DSPS	133 (English)
C.7	Low Income	26 (ESL)
C.7	Hispanic/Latino	Unknown (ESL)

- **Activity Implementation Plan**

Harbor College Faculty Mentors work the Harbor Advantage programs to promote personal engagement with students to provide support, advice, information, and inspiration. Mentors interact with students at events and scheduled appointments as needed. The main event is a Faculty Mentor workshop through the Transfer Center. Others will include leadership conferences and institutes. Mentors may also provide information about their own experiences as students via video. Faculty mentors will also attend outside professional development opportunities including On Course, Reading Apprenticeship, and National Association for Developmental Education to further add to workshops.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.7	Spring 2016 to spring 2017	Faculty Mentoring and Professional Development, \$30,000	Basic Skills

- **Link to Goal**

The Faculty Mentoring and professional development intervention directly correlate with both the ESL and Basic Skills improvement goal and the ESL/BSI 2015-16 plan.

- **Evaluation**

This intervention will be measured by comparing the students' attendance at workshops and individual meetings with course success rates and transfer rates in 2017-18.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

As with the previous section, the cohort in this analysis was obtained from the California Community Colleges State Chancellor's Office and is the same group of students used for the Student Success Scorecard report. It includes the number of degree, certificate and/or transfer-seeking students starting the first time in 2008-09 and tracked for six years through 2013-14 who completed a degree or certificate.

Of the 1,412 students in the cohort, 20%, or 278, students received an award in six years. The proportionality analysis below suggests a slight equity gap (.84) in the Black/African American subgroup.

Table 10. Degree and Certificate Completion by Ethnicity and Gender

DEGREE/CERTIFICATE COMPLETION IN 6 YEARS		Cohort Count	Cohort %	Received Award Count	Received Award %	Proportion
Ethnicity	American Indian/Alaska Native	*	*	*	*	1.69
	Asian	181	0.1282	39	0.1403	1.09
	Black/African American	176	0.1246	29	0.1043	0.84
	Hispanic/Latino	647	0.4582	124	0.4460	0.97
	Native Hawaiian/Other Pacific Islander	32	0.0227	*	*	0.95
	White	212	0.1501	47	0.1691	1.13
	Some Other Race	158	0.1119	31	0.1115	1.00
	More Than One Race	N/A	N/A	N/A	N/A	N/A
	All Students	1,412	1.0000	278	1.0000	1.00
Gender	Males	645	0.4568	113	0.4065	0.89
	Females	767	0.5432	165	0.5935	1.09
	Unknown	N/A	N/A	N/A	N/A	N/A

Source: California Community Colleges Chancellor's Office Data on Demand, extracted 12-12-2015
(<https://misweb.cccco.edu/dataondemand/>)

Proportionality methodology used

N/A: cohort has no students

*: Cohort fewer than 10 students

Degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who completed a degree or certificate.

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

Table 11 shows that students in the not low-income subgroup as less likely to receive an award than those with low-income status.

Table 11. Degree and Certificate Completion by Foster Youth, Disability, Low-Income, and Veteran Statuses

DEGREE/CERTIFICATE COMPLETION IN 6 YEARS		Cohort Count	Cohort %	Received Award Count	Received Award %	Proportion
Foster Youth	Current or Former Foster Youth	N/A	N/A	N/A	N/A	N/A
	Not Foster Youth	1,412	1.0000	278	1.0000	1.00
Disability	Students With Disabilities	76	0.0538	21	0.0755	1.40
	Students Without Disabilities	1,336	0.9462	257	0.9245	0.98
Low-Income	Low-Income Students	951	0.6735	215	0.7734	1.15
	Not Low-Income Students	461	0.3265	63	0.2266	0.69
Veteran	Military (Active Duty, Active Reserve, National Guard)	N/A	N/A	N/A	N/A	N/A
	Veteran	N/A	N/A	N/A	N/A	N/A
	Non Military	1,412	1.0000	278	1.0000	1.00

Source: California Community Colleges Chancellor's Office Data on Demand, extracted 12-12-2015
(<https://misweb.cccco.edu/dataondemand/>)

Proportionality methodology used

N/A: cohort has no students

Degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who completed a degree or certificate.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: 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:

Target Population(s)	Current gap, year	Goal*	Goal Year
Black/African American	-0.84, 2008	No gap	2017
Not Low-Income	-0.69	.75	2017
Asian Pacific Islander		Met gap	2015
American Indian		Met gap	2015

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.1	African American	176
	Not Low-Income	461

• **Activity Implementation Plan**

Los Angeles Harbor College’s First-Year Experience was originally launched through the College Title V grant and later expanded through Student Equity and the Student Success and Support program collaboration in 2014-2015 and renamed Harbor Advantage. Both Student Equity and the Student Success and Support Program funded a 1.0, Harbor Advantage Coordinator to coordinate program services and activities. The success of the First-Year Experience cohort model has led to the Second-Year Experience, Harbor Success. The Harbor Success program is for those students coming out of the FYE program. As a result, those FYE students in the 2015-2016 cohort will receive expanded services in the second year model program. Students will be matched with a counselor and/or Career Guidance and Counseling Assistant mentor who will actively reach out to students as designated “milestone”: 15, 30, and 45 units, for example. The mentor will provide personalized guidance throughout the process of selecting an educational goal and program of study, development of a comprehensive Student Educational Plan, and a successful completion of program requirements until the student is ready to petition for graduation and/or a certificate of completion. The Harbor Success faculty coordinator will be responsible for overseeing the program, coordinating with the Harbor Advantage transition, and ensuring that students complete their pathway and/or degree.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	Spring 2016 to spring 2017	Harbor Success Program Non-Teaching Faculty coordinator, \$50,000 2 Career Guidance and Counseling Assistants, \$55,642	

- **Link to Goal**

Harbor Success will eliminate the equity gap for Black/African American and Not Low-Income students by providing them with program coordination, counseling, and instructional support needed to complete their degrees and certificates. The Harbor Success Coordinator will also work closely with other specialized counselors, like CHAMPS, Puente, and Umoja, in order to identify those students in the disproportionately impacted groups who are also interested in successful degree and certificate completion.

- **Evaluation**

The Student Equity Coordinator and the Harbor Success Coordinator will meet with the Dean of Institutional Effectiveness and Student Equity Research Analyst to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Assessments will include surveys to be collected at scheduled intervals throughout the academic year.

D.2• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
D.2	African American	176
	Not Low Income	461

• **Activity Implementation Plan**

The outreach and marketing campaign will be ongoing, and it will be funded jointly with SSSP to align with our new Counseling, Orientation, Assessment, Success and Transfer/COAST to Harbor campaign. The “in-reach” and “outreach” component will be funded solely by SEP and other sources of funding as identified below. Outcomes associated with this activity include: (1) the development of a comprehensive marketing campaign that will brand our programs both off/on campus creating Harbor’s unique name and visual image recognition, thus personalizing our SSSP, SEP programming and career and degree pathways, (2) developing personalized marketing materials that include various print, web-based and other multi-media sources, and (3) hiring outreach hourly faculty to support outreach and recruitment efforts at local feeder high schools and community events.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	spring 2016 to spring 2017	Outreach (hourly) and Marketing materials, \$20,000	SSSP and CAFYES

• **Link to Goal**

Through this more targeted marketing campaign, outreach efforts and high-touch counseling/faculty approaches, more students who are underrepresented will declare majors. Thus, more of these students will complete their academic goals, including degree and certificate completion by 2017.

- ***Evaluation***

The Student Equity Coordinator and Harbor Success Coordinator will meet with the Dean of Institutional Effectiveness and Student Success and Equity Assistant Research Analyst to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data will be collected regularly to assess the effectiveness of this activity. Evaluation assessments that include surveys will be collected at scheduled intervals throughout the academic year. In addition, the Student Success Coordinating Committee team will examine degree and certificate data and disaggregate them by ethnicity and gender to detect changes in course success rates.

District: Los Angeles Community College District College: Los Angeles Harbor College

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

E. TRANSFER. The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. Calculate transfer rates by dividing:

The transfer cohort includes 1,412 degree, certificate and/or transfer-seeking, first time students who started in 2008-09 and tracked through 2013-14. Twenty-two percent, or 307 students, transferred in six years.

Using the same cohort as the Student Success Scorecard metrics produced by the California Community Colleges State Chancellor's Office, a disproportionate impact was found among the Hispanic/Latino and Students with Disabilities subgroups.

Table 12. Transfer by Ethnicity, Gender, Foster Youth, and Disability Statuses

TRANSFER WITHIN 6-YEARS		Cohort Count	Cohort %	Transfer Count	Transfer %	Proportion
Ethnicity	American Indian/Alaska Native	*	*	*	*	1.53
	Asian	181	0.1282	47	0.1531	1.19
	Black/African American	176	0.1246	52	0.1694	1.36
	Hispanic/Latino	647	0.4582	100	0.3257	0.71
	Native Hawaiian/Other Pacific Islander	32	0.0227	*	*	1.01
	White	212	0.1501	51	0.1661	1.11
	Some Other Race	158	0.1119	48	0.1564	1.40
	More Than One Race	N/A	N/A	N/A	N/A	N/A
	All Students	1,412	1.0000	307	1.0000	1.00
Gender	Males	645	0.4568	152	0.4951	1.08
	Females	767	0.5432	155	0.5049	0.93
	Unknown	N/A	N/A	N/A	N/A	N/A
Foster Youth	Current or Former Foster Youth	data not available				
	Not Foster Youth	data not available				
Disability	Students With Disabilities	76	0.0538	11	0.0358	0.67
	Students Without Disabilities	1,336	0.9462	296	0.9642	1.02

Source: California Community Colleges Chancellor's Office Data on Demand, extracted 12-12-2015
(<https://misweb.cccco.edu/dataondemand/>)

Proportionality methodology used

N/A: cohort has no students

Degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who transferred.

CAMPUS-BASED RESEARCH: TRANSFER

Table 13. Transfer by Low-Income and Veteran Statuses

TRANSFER WITHIN 6-YEARS		Cohort Count	Cohort %	Transfer Count	Transfer %	Proportion
Low-Income	Low-Income Students	951	0.6735	180	0.5863	0.87
	Not Low-Income Students	461	0.3265	127	0.4137	1.27
Veteran	Military (Active Duty, Active Reserve, National Guard)	data not available				
	Veteran	data not available				
	Non Military	data not available				

Source: California Community Colleges Chancellor's Office Data on Demand, extracted 12-12-2015
 (<https://misweb.cccco.edu/dataondemand/>)

Proportionality methodology used

N/A: cohort has no students

Degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who transferred.

LAHC is not able to obtain transfer data on students with foster youth and military statuses. Our current student information system is unable to track our students outside the Los Angeles Community College District. Similarly, other sources such as DataMart, CTE LaunchBoard, and ScoreCard do not provide transfer data on these specific groups.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

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

Target Population(s)	Current gap, year	Goal*	Goal Year
Hispanic/Latino	.71, 2008	.80	2017
Students with Disabilities	.67, 2008	.75	2017
Low Income Students	.87, 2008	No gap	2017

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: E. TRANSFER

E.1

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
E.1	Hispanic/Latino	647
	Students with Disabilities	76
	Low Income Students	951

• **Activity Implementation Plan**

The Transfer Center needs to improve upon providing information on transfer opportunities and requirements to motivate students to explore their various options. To do this, the Transfer Center has assigned a Student Equity counselor to increase the number of students who are disproportionately impacted.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Spring 2016 to fall 2016	Student Equity Counselor, \$55,000	

• **Link to Goal**

The Transfer Center was able to provide a total of 45 workshops in fall 2015, which is a 62% increase in transfer workshops from fall 2014. During the University Application Week (November 23-November 25), the Transfer Center assisted 177 students with UC and CSU applications.

• **Evaluation**

The College will not be able to assess the disproportionate ratio decrease until the fall 2016 term once the application and admittance data has been released by each transfer institution. In the meantime, the Equity Counselor will continue to assist in offering additional services to increase university transfer awareness and inform students how to complete a university application.

E.2

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
E.2	Hispanic/Latino	647
	Low Income students	951

• **Activity Implementation Plan**

In order to improve transfer for the target populations experiencing a disproportionate impact, the Career/Transfer Center will begin a plan in spring 2016 to schedule field trips to visit Hispanic Serving Institutions (HSI) and to the local Historically Black Colleges and Universities (HBCU) Regional Transfer Fair.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Spring 2016 to fall 2016	Travel to colleges and fairs, \$22,000	

• **Link to Goal**

The Transfer Center has contacted HBCUs and HSIs for promotional materials for the Transfer Center. Also, the Center created a HBCU brochure highlighting transfer guarantee agreements with the Los Angeles Community College District.

• **Evaluation**

The Student Equity transfer counselor will collect evaluations from students after each field trip to determine if the visitation affected students' perceptions of transferring.

**Other College- or District-wide Initiatives
Affecting Several Indicators**

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

• ***Indicators/Goals to be affected by the activity***

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• ***Activity Type(s)***

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• ***Target Student Group(s) & # of Each Affected****:

ID	Target Group	# of Students Affected
F.1	African Americans	1,455*
	Hispanic/Latino	5,436*
	Females	5,931*

*fall 2013 demographics

• ***Activity Implementation Plan***

To assist the Student Success Coordinating Committee in achieving their goal of addressing the need to eliminate gaps in access, course completion, ESL/Basic Skills completion, Degree and Certification completion, and transfer, it is imperative to assign a Student Equity research analyst to assist in gathering data to assess the effectiveness of each activity as outlined in the 2015-2016 Equity Plan.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	Spring 2016 to spring 2017	Equity Research Analyst, \$35,000	

- **Link to Goal**

The Office of Institutional Effectiveness will assist with evaluating the performance of the identified targeted populations.

- **Evaluation**

Analyzing this information will be the charge of the Research Analyst in the Office of Institutional Effectiveness. Results will be presented in fall 2017 to the campus community.

F.2

- **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.2	African American	1,455*
	Hispanic/Latino	5,436*
	Females	5,931*

*fall 2013 demographics

- **Activity Implementation Plan**

In order to assist the campus community with addressing Equity gaps, the Professional Learning Center at Los Angeles Harbor College will provide a series of workshops on current research to inform the campus community of the disproportionate impacted groups on campus. The Professional Learning Center will work in conjunction with the Cultural Equity work group to provide awareness of race, culture, and inequities on the college campus.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Spring 2016 to spring 2017	Professional Learning Center materials, \$25,000 Professional Development conferences \$10,000	

- **Link to Goal**

- **Evaluation**

Summary Budget

As noted in the Executive Summary, student equity is a high priority for Los Angeles Harbor College. The College is committed to maintaining the current high level of student diversity that reflects the surrounding communities. Therefore, to fulfill the College's mission statement the College reaffirms its dedication to address the needs of disproportionate groups in order to provide quality access, resources for course completion, support for basic skills/ESL completion, and to ensure appropriate counseling to assist in degree and certificate completion as well as to increase transfer rates through its Equity Plan.

The funding through Student Equity will allow for many programs to flourish and increase direct instructional support for the activities as outlined with the ultimate goal of accomplishing equitable outcomes not only for our identified targeted student populations but also for all those students we serve here at Los Angeles Harbor College.

Activity	Funding
A.1 Outreach Coordinator A.1 Four (4) Career Guidance Counseling Assistants (CGCA) <i>The Outreach Coordinator will work in conjunction with the Harbor Advantage co-coordinator to spread recruitment efforts into all service areas to reach out to the disproportionately impacted student populations in order to provide them better access to the College's services.</i>	\$161,189
A.2 Veterans Coordinator <i>The Veterans Coordinator will serve as support staff for academic counseling and to serve as outreach to present the opportunities offered at Los Angeles Harbor College.</i>	\$ 87,000
A.3 Special Program and Services Program Assistant <i>The Program Assistant is to provide support with outreach and orientation for Students with Disabilities in conjunction with the Office of Special Programs and Services (SPS).</i>	\$ 13,248
B.1 Town Hall/Speaker Series B.1 Meals/luncheons <i>The Cultural Equity work group will host a Town Hall in spring 2016 on defining equity on the Harbor College campus. In addition, the Cultural Equity group will host luncheons with various focus groups to discuss topics on targeted groups to discover concerns and needs.</i>	\$ 15,000
B.2 Foster Youth Coordinator and CAFYES Foster Youth Counselor <i>The Foster Youth Coordinator and Counselor will establish a network with current and former foster youth students in order to provide guidance and assistance in their academic progress.</i>	\$ 43,500

<p>B.3 Hourly Faculty Coordinator for CHAMPS B.3 CHAMPS Counselor B.3 Embedded tutoring B.3 Two (2) Career Guidance Counseling Assistants (CGCA) <i>The purpose of CHAMPS—Challenging Athlete’s Minds for Personal Success—is to “enhance student-athlete engagement, to give them the tools and support needed to successfully advance in their education and sports....” One of the goals of the program is to increase the percentage of course completion through the use of mentors, tutoring, and counseling.</i></p>	\$163,724
<p>B.4 Puente Coordinator B.4 Travel to conferences/field trips B.4 A Career Guidance Counseling Assistant <i>The Puente Coordinator will continue the work needed to help students succeed. The interdisciplinary approach in writing, counseling, and mentoring has proven to be successful for all students in target populations.</i></p>	\$ 58,995
<p>B.5 Umoja Coordinator B.5 Travel to conference/field trips B.5 A Career Guidance Counseling Assistant <i>The Umoja Program at Harbor College will seek to increase student success by helping students experience themselves as valuable and worthy of an education, by providing relevant curriculum and academic advising so that students can achieve their educational goals.</i></p>	\$ 55,747
<p>C.1 Hourly ESL Coordinator <i>The ESL/Basic Skills faculty coordinator’s work directly correlates with the ESL and Basic Skills improvement goal.</i></p>	\$ 35,000
<p>C.2 ESL Embedded Tutors in Learning Resource Center (LRC) <i>The tutors, in consultation with the LRC director and lead ESL faculty, will tutor and guide students through their ESL classes.</i></p>	\$ 25,000
<p>C.3. Hourly Faculty Coordinator: Grammar Slam <i>Grammar Slam is an intensive intervention, and the hourly faculty coordinator will teach the course, collaborate with Assessment Center staff, and maintain progress and assessment records.</i></p>	\$ 15,000
<p>C.4 Hourly Faculty Coordinator: Math Boot camp <i>Math Boot Camp is an intensive intervention, and the hourly faculty coordinator will teach the course, collaborate with Assessment Center staff, and maintain progress and assessment records.</i></p>	\$ 15,000
<p>C.5 Supplemental Instruction (SI) within Basic Skills and Cross Disciplines, Coordinator; SI Leaders; and Program Assistant <i>Highly impacted courses from across the disciplines and basic skills courses will be assigned an SI trained tutor to collaborate with the instructor to provide extra skills practice outside of class.</i></p>	\$185,248

<p>C.6 Reading Apprenticeship (RA) Professional Development <i>The RA professional development component directly correlates with both the ESL and Basic Skills improvement goal and the ESL/BSI 2015-16 plan.</i></p>	\$ 25,000
<p>C.7 Faculty Mentoring and Professional Development <i>Harbor College Faculty Mentors work the Harbor Advantage programs to promote personal engagement with students to provide support, advice, information, and inspiration. Mentors interact with students at events and scheduled appointments as needed.</i></p>	\$ 30,000
<p>D.1 Harbor Success Program Non-Teaching Faculty Coordinator D.1 Two (2) Career Guidance and Counseling Assistants <i>The Harbor Success Faculty coordinator will be responsible for overseeing the program, coordinating with Harbor Advantage transition, and ensuring that students complete their pathways and/or degree.</i></p>	\$105,642
<p>D.2 Outreach (hourly) and Marketing materials <i>Through this more targeted marketing campaign, outreach efforts and a counseling/faculty approach, more students who are underrepresented will declare majors.</i></p>	\$ 20,000
<p>E.1 Student Equity counselor <i>The Transfer Center has assigned a Student Equity counselor to increase the number of students who are disproportionately impacted.</i></p>	\$ 55,000
<p>E.2 Travel to colleges and fairs <i>The Career/Transfer Center will begin a plan in spring 2016 to schedule field trips to visit Hispanic Serving Institutions and to the local Historically Black Colleges and Universities Regional Transfer Fairs.</i></p>	\$ 22,000
<p>F.1 Equity Research Analyst <i>The Student Equity research analyst will assist in gathering data to assess the effectiveness of each activity as outlined in the 2015-2016 Equity Plan.</i></p>	\$ 35,000
<p>F.2 Professional Learning Center materials F.2 Professional Development conferences <i>The Professional Learning Center at Los Angeles Harbor College will provide a series of workshops on current research to inform the campus community of the disproportionately impacted groups on campus.</i></p>	\$35,000

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

Los Angeles Harbor College demonstrates a strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication.

To break down the intervention achievements into smaller, more actionable steps, the Student Success Coordinating Committee has developed a work plan form to document and to set benchmarks, outlining what is needed to accomplish each goal (collaboration, resources, due date or frequency, anticipated obstacles and solutions). The goal is to set specific, measurable, attainable, relevant, and trackable plans to ensure that goals are linked to at least one activity of the Student Equity Plan. Subsequently, the form's purpose is to track progress made throughout the year, to stay on target with said goals, and then to assess the activity goal. The assessment of goals and their outcomes must be evaluated no later than September 20, 2016, and then presented to the Student Success Coordinating Committee business meeting on October 3, 2016.

In addition, each coordinator and person responsible for activities outlined in the Plan will evaluate the effectiveness of such program, and the Office of Institutional Effectiveness will assist with evaluating the performance of the identified targeted populations.

Finally, Harbor's Assessment-based Planning System (HAPS) is a system that records and manages the results of the College's annual program review, learning outcomes assessment, unit planning and resource allocation processes. HAPS provides data used in college-level planning processes to assess the achievement of the College Mission as measured by the Strategic Educational Master Plan and Institutional Learning Outcomes. The system consists of the following:

- College programs and operational units will review data and analysis of measures of student achievement and learning outcomes, based on Harbor's Strategic Educational Master Plan. Programs and units will apply applicable institution-set standards and other outcome requirements.
- Assessment results will be recorded and where appropriate used to develop improvement actions, which detail the activities, timelines and responsible parties that will address the results of the review. Assessment results will be integrated into improvement actions and these actions will form the unit plan. Unit plans will be validated through a combination of operational, administrative and governance review.
- Validated unit plans will be the basis of the annual resource allocation process. Assessment-based improvement actions will organize and track the request and allocation of resources.

Conducting this information will be the Research Analyst in the Office of Institutional Effectiveness. Results will be presented in fall 2017 to the campus community.