



2019-2022 Student Equity Plan Summary

Los Angeles City College

May 9, 2019

Executive Summary

Brief description of past plans and assessments

Since the 2015 Student Equity Plan, the college identified the following student groups as having Disproportionate Impact (DI) in terms of equity in the areas of access and success:

- Access: White, Asian, Male
- Course Completion: African American, Hispanic/Latino, Male
- Basic Skills Completion: African American, Hispanic/Latino, Male, Low income
- Degree and Certificate Completion: African American, Hispanic/Latino, Male
- Transfer: Hispanic/Latino, Low income, DSPS

As reported in the 2017-19 Student Equity Plan, equity gaps for Hispanic/Latino and males in Access and Basic Skills Completion have already been closed. This is mainly due to the effectiveness of the college's First Year Experience program. In other areas, like degree and certificate completion and transfer, equity gaps have remained. In the last two years more efforts have been directed toward specific activities 'beyond the first year,' such as the opening of a Genderiversity and Multicultural Center and the development of an Umoja program.

Brief description of current planning process

The 2019-2022 Equity Plan has new measures and, thus, new identified DI groups:

- Access: White Female, White Male, African American Female, African American Male, DSPS Male, Foster Youth Female, Foster Youth Male, LGBT Female, LGBT Male, Veterans Female, Veterans Male, American Indian/Native Alaskan Female, American Indian/Native Alaskan Male, Some Other Race Female, Some Other Race Male, Pacific Islander Female
- Retention: African American Female, African American Male, LGBT Female
- Completion of transfer-level English and Math: Hispanic/Latina Female, African American Male, LGBT Male
- Degree and Certificate Completion: Filipino Male, Filipina Female, More than one Race Male, Foster Youth Male, LGBT Female, Veterans Female, Am Indian/Nat Alaskan Female, Amer Indian/Nat Alaskan Male, Pacific Islander Female
- Transfer: DSPS Female, DSPS Male, African American Male, Foster Youth Male, LGBT Male

Strategies for addressing impact

Activities and support proposed in this plan are intended to impact the identified DI groups and reduce equity gaps by 40%:

- Access: Outreach and Onboarding, First Year Experience, Guardian Scholars, Veterans' Resource, Umoja, DSPS Support, Institutional Effectiveness Research, Open Education Resource



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- Retention: Umoja, English/Math Support, Prof Development, Institutional Effectiveness Research, Tutoring, Open Education Resource
- Completion of transfer-level English and Math: English/Math Support, First Year Experience, Institutional Effectiveness Research
- Degree and Certificate Completion: Veterans' Resources, Guardian Scholars, Institutional Effectiveness Research, Open Education Resource
- Transfer: DSPS Support, Umoja, Completion/Transfer Support, Guardian Scholars, Institutional Effectiveness Research

Expected impact on student success, timeframe for improvements, and evaluation plan

The short-term goal of the college is to reduce the equity gaps by 40% by 2022, which aligns with the college's local Visions for Success goals, and to move these groups out of being 'disproportionately impacted.' [The long-term goal is to close equity gaps completely in 10 years.]

The college will be adopting the Equity Congress, to be in place by fall 2019. The Congress will be a campus-wide workgroup, consisting of administration representatives, faculty representatives, staff representatives and student representatives. All members of the Congress will have gone through equity orientation and training through professional development. The Congress will be in charge of viewing campus-wide activities and curricular policies through an equity lens. The Congress will monitor and evaluate activities in the Equity Plan with evidence provided by the activity manager and data provided the college's Office of Institutional Effectiveness to ensure that equity efforts are met that impact the state-identified disproportional impacted groups and to suggest ways of improvement and expansion. Each activity, assigned to DI groups, will be required to present mid-term and end-of-semester reports updating their progress to the Congress.

The Congress will also request data gathering from the Office of Institutional Effectiveness to identify student populations not identified by the state, which might be disproportionately impacted. Such student populations in consideration, disaggregated by gender, include homeless students, undocumented students, formally incarcerated students, and Hispanic/Latino students. Data gathering will include quantitative and qualitative data.

When a new DI group is identified, the Congress will report in one of its monthly updates to the Committee for Pathways of Student Success (COMPASS), which will update the Equity Plan and make recommendations through shared governance on new allocation funding for activities addressing this group.

Plan's Linkage to other campus plans

COMPASS, which develops the Equity Plan, is a subcommittee of the Strategic Planning Committee, which ensures that the activities of the Student Equity Plan align with the District Strategic Plan, the college's Education and Strategic Master Plan, and local goals for the college's Vision of Success, which inform guided pathway efforts at the college.