###### Los Angeles Pierce College

###### Student Equity Plan 2019-2022

###### EXECUTIVE SUMMARY

###### Introduction

Los Angeles Pierce College has long been committed to establishing an educational community that promotes inclusive excellence and valuing the cultural richness in diversity. Our mission statement serves as the foundation for programs offered and the services provided to students and reads: *“Pierce College is a student-centered learning institution that offers excellent opportunities for access and success in a diverse college community.”* This student equity plan follows years of intensive collaborative work at Pierce College focused on bridging the achievement gaps in our disproportionately impacted students. For over a decade, Los Angeles Pierce College has been developing, piloting, and scaling success and equity-minded programs, services, and practices that advance our college mission and now integrated goals. Evident through its practices, Pierce College has historically lived up to its mission to reach out to and serve traditionally underrepresented college students as stated in its mission statement: *“The college dedicates its resources to assist students in identifying and achieving their educational, career, and personal goals.”* The Mission Statement aligns with the CCCCO’s Vision for Success’s goal of fully closing achievement gaps within 10 years and remains the foundation for the parameters which the college provides for transfer, occupational and basic skills programs as well as student services to diverse populations.

###### Previous Work in Equity

The 2014-2017 Student Equity Plan’s overarching goals were to increase rates of success in each area by 5% (or close the gap) for each underserved group within 3 years. Below is a list of each individual goal broken down by area of need:

1. Access
	1. Increase access by 5% by 2017 for students who are men.
	2. Maintain no equity gap in access for students who identify as foster youth and students who identify as veterans.
2. Increase course completion by 5% by 2017 for students who are African American/Black and for students who identify as foster youth.
3. Increase basic skills pathway completion by 5% by 2017 for students who are African American/Black in English and math & for students who are Latino in ESL, English, and math.
4. Increase degree and certificate completion by 5% by 2017 for students who are male, for those who are African American/Black, and for those who are Latino.
5. Transfer
	1. Maintain no equity gap in transfer rates for students who are African American/Black.
	2. Increase transfer rates by 5% by 2017 for students who are Latino, Filipino, veterans, students who are low-income, and for students who have a documented disability.

In order to achieve this, the college identified activities that needed to be strengthened in order to affect student success, including:

* Activities around increasing student engagement/mentoring/advising.
* Activities around strengthening cohort learning models (e.g. learning communities, accelerated pathways, etc.).
* Activities around increasing opportunities for ongoing, cohesive professional learning opportunities.
* Activities around collecting, analyzing, and disseminating more data around success indicators for underserved student groups.
* Activities around connecting Pierce College with existing community agencies for resources, recruitment, partnerships.
* Activities around advertising existing Pierce College programs to underserved groups.
* Activities around creating programs to support students in creating educational plans and goals.

Between 2014-2017, the college made numerous strides in efforts to increase student success for our disproportionately impacted students through the creation and expansion of programs. In the initial year, resources were focused on expanding some existing programs, including GO Days, math redesign, Summer Bridge, and Course Embedded Tutoring. Additionally, we piloted a textbook rental program, campus-wide town halls and transfer partnership with UCLA-CCCP.

**Table 2.1 Student Equity expenses 2015-2016**

|  |  |  |
| --- | --- | --- |
| **Object Code** | **Description** | **Expenditures** |
| 1000 | Certificated Salaries | $744,753 |
| 2000 | Non-Certificated Salaries | $720,195 |
| 3000 | Employee Benefits | $99,029 |
| 4000 | Supplies and Materials | $274,520 |
| 5000 | Other Operating Expenses | $317,983 |
| 6000 | Equipment Expenses | $60,184 |
|  | **Total 2015-16 Budget** | **$2,216,664** |

In 2016, after conducting a needs inquiry, Pierce College established an Umoja Village, supporting African American and Black students achieve student success and completion. The Umoja team consists of faculty, staff, counselors, mentors and overseen by the Dean of Student Success and focuses their efforts on retention, successful course completion and certificate/degree achievement and/or transfer to a four-year university. Umoja is dedicated to enhancing the cultural and educational experiences by offering specialized counseling, visits to Historically Black Colleges and Universities, text book rental assistance, cultural events and focused student success workshops.

Furthermore, the college invested resources into strengthening equity-focused professional learning opportunities and resources for faculty, staff, administrators, and student leaders, educators by developing culturally responsive training. In 2016-17, culturally responsive training was incorporated into campus-wide events, such as Opening Day and scaled down for specific departments as well. These efforts sought to strengthen our commitment to establishing an educational community that promotes inclusive excellence and valuing the cultural richness in diversity.

**Table 2.2 Student Equity expenses 2016-17**

|  |  |  |
| --- | --- | --- |
| **Object Code** | **Description** | **Expenditures** |
| 1000 | Certificated Salaries | $567,775 |
| 2000 | Non-Certificated Salaries | $880,010 |
| 3000 | Employee Benefits | $114,426 |
| 4000 | Supplies and Materials | $85,319 |
| 5000 | Other Operating Expenses | $272,963 |
| 6000 | Equipment Expenses | $144,709 |
|  | **Total 2016-17 Budget** | **$2,065,202** |

More recently, Pierce College’s 2017-2019 Integrated Plan continued to provide intentional support to our disproportionately impacted students in the Success indicators of access, retention, ESL and Basic Skills Pathway completion, degree and certificate completion and transfer. It established an integrated plan, which articulates how our student success and equity frameworks are braided together to advance five common priorities:

1. Increase persistence – Increase fall to fall persistence by 5%
2. Strengthen students’ first year – Increase the number of students who are currently participating in first year programs by 5%.
3. Eliminate equity gaps – Eliminate each identified equity gap by 5%.
4. Increased rates of completion of the developmental education sequence – Increase the number of students who are placing (or would have placed) into developmental English or math who successfully complete the English and math developmental education sequence by 5%
5. Increase engagement in the academic activities – Increase the number of students who engage in academic activities (e.g. coaching, clubs, tutoring, etc.) by 5%.

Integrating Student Success Support Programs, Basic Skills Initiative and Student Equity clarified how our collective efforts contributed to student success college-wide and supported our efforts in establishing a unified front in tackling equity gaps in these specific success areas. Among the various efforts supported through SSSP, BSI and Student Equity, several highlights include the college’s efforts to increase our first-year programs, supports to increase retention, and partnerships to support completion rates.

Our New Student Programs (NSP) continues to provide specialized counseling and programming for our first-year students. Often working in collaboration with our High School Outreach Department, NSP helps to ensure that students receive orientation and make an appointment to discuss their educational goals with a counselor before enrolling in courses. NSP often follows up with students who were recently admitted to LAPC to encourage participation in summer transition programs and/or on-campus new student orientation (GO Days).

**Table 2.3 Student Equity expenses 2017-2018**

|  |  |  |
| --- | --- | --- |
| **Object Code** | **Description** | **Expenditures** |
| 1000 | Certificated Salaries | $559,972 |
| 2000 | Non-Certificated Salaries | $697,901 |
| 3000 | Employee Benefits | $107,706 |
| 4000 | Supplies and Materials | $29,082 |
| 5000 | Other Operating Expenses | $639,803 |
| 6000 | Equipment Expenses | $1,740 |
|  | **Total 2017-18 Budget** | **$2,036,204** |

Over the past several years, Pierce College has invested substantial resources to support student success for our diverse population, with focus on students who are traditionally underrepresented in higher education. Recognizing that students and processes can be fluid and ever-changing, the progress made in achieving our goals from prior years has been mixed. Some gaps have decreased or eliminated in some areas, while other areas for particular groups have increased. Some noteworthy milestones include Pierce College’s progress in transfer rates. Despite the MIS data reporting low rates in 2016-17, LAPC was recently achieved the top transfer rate to UCLA in 2018 and consistently remains in the top 10% of schools that transfer to UC schools. Based on the updated data, the college has eliminated most equity gaps in transfer, but we continue efforts to increase transfer rates in general.

In 2017, after a successful pilot the year prior, Pierce College continued its commitment to transfer through our UCLA CCCP Scholars Program, which helps motivate, inform and prepare Pierce College students to transfer to selective top tier research institutions, such as UCLA and other UC schools. This program includes opportunities such as summer intensive transfer experiences, on and off-campus workshops, mentorships, and recurring guidance and support. Additionally, the Transfer Center strategically plans its hours of operation around the calendar and transfer deadlines. It trains most counselors to support students who have goals to transfer to a four-year institution and ensures that staff and/or mentors are available to assist student near peak transfer application periods.

Veterans’ Resource Center officially opened its doors in November 2017, providing specialized support, including tutoring, advising and counseling for our student veterans. The resource center supports veterans as they transition from their military service to the college campus and focuses on accessing available on and off-campus resources, increasing awareness of our student veteran population, introducing opportunities for student veterans to be engaged on campus. Additionally, professional learning opportunities for our faculty and staff have been made available to strengthen their capacity in serving our Veteran students.

Pierce College continues to strengthen and support the existing professional development efforts by providing faculty and staff with cohesive, ongoing learning opportunities in the areas of student equity and achievement. In addition to our annual Student Success Conference for all faculty, the college has also made strides in partnering with our Office of Professional Excellence to offer culturally responsive training to our faculty and staff to better support our LGBTQ and Veteran student population. basic skills.

Over the next three years, the college will continue to build on the groundwork that has already been established to integrate the college’s student success initiatives into a cohesive, college-wide vision for student success and equity-mindedness.

###### Student Equity and Achievement (SEA) Programs

In alignment with the college’s Strategic Master Plan, this Student Equity Plan (SEP) presents a focused set of activities intended to address issues on inequity identified through college-based research in each of the five areas of 1) Successful enrollment, referring to the number of students who enrolled within one year at the same college to which they applied, 2) Fall to Spring semester Retention, 3) Completion of college-level math and English sequences, within one year of enrolling in the district 4) Transfer to a four year institution, 5) Attainment of a state approved certificate of at least 18 units or an associate degree. Ensuring equity in student access, success and achievement is fundamental to all college programs and services. Using a data provided by the California Community College Chancellor’s Office, current baseline data was established for Pierce College in these five success metric areas.

**Table 3.1 Baseline for Overall Student Success Rate in each Success Metric**

|  |  |  |
| --- | --- | --- |
| **Success Metric** | **Current Baseline for Overall Student Population by %** | **Current Baseline for Overall Student Population** |
| Successful Enrollment | 41% | 22329 |
| Retention | 67% | 13590 |
| Completion of Transfer-level math and English | 6.28% | 254 |
| Attained state approved certificate or an associate degree | 5.5% | 1567 |
| Transfer to a four-year institution | 8% | 2394 |

Based on this data, this Equity Plan will focus on meeting these 5 overarching goals:

1. Increase successful student enrollment to 25,623 by 2022, an increase of 14.7% from the current baseline and overall increase of 6%.
2. Increase fall to spring retention to 14,207 by 2022, an increase of 4.5% from the current baseline and overall increase of 3%
3. Increase the rate at which students complete transfer level math and English during their first year to 566, an increase of 122% from the current baseline and overall increase of 6%, by 2022.
4. Increase the number of certificates and associate degrees awarded to 3,303, an increase of 110% from the current baseline and overall increase of 6% by 2022.
5. Increase the overall rate of transfer 4,196 by 2022, an increase of 75% from the current baseline and overall increase of 8%.

###### Target Groups

Using the data provided by the CCCCO’s MIS and working in collaboration with our Office of Institutional Effectiveness to use the percentage point gap method (PPG), Pierce College has identified several disproportionately impacted student groups that achieve success at significantly lower rates than the identified college baseline rate. The PPG methodology compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome. PPG measurements are calculated by subtracting the all student average success rate (%) from the success rate (%) of a disaggregated subgroup in the same outcome. Any specific student population with a gap 2% or larger is listed below. Groups have been disaggregated by gender, ethnicity, disability status, foster youth status, veteran status, and LGBTQ status in the areas of access, retention, successful completion of transfer-level math and English, achievement of a certificate or degree and transfer to a four-year institution.

**Table 4.1 Pierce College’s disproportionately impacted student groups for each success metric**

|  |  |
| --- | --- |
| **Success Metric** | **Disproportionately Impacted Student Groups** |
| Successful Enrollment  | Female American Indian or Alaska Native studentsAfrican American or Black studentsMale Pacific Islander studentsFemale students who identify as former foster youthStudents who identify as LGBTQFemale Veteran students |
| Retention | American Indian or Alaska Native studentsAfrican American or Black studentsHispanic or Latinx studentsMale students who identify as LGBTQStudents who identify as Foster YouthFemale Veteran students |
| Completion of transfer-level English and math | African American or Black studentsPacific Islander studentsFemale students who identify as LGBTQDisabled studentsStudents who identify as foster youth (or former) |
| Attainment of a state approved certificate or degree | Female students who are American Indian/Alaska Native Male students who identify as LGBTQMale students who identify as Veterans |
| Transfer | Students identify as foster youthStudents who identify at LGBTQ |

###### Goals/Outcomes

The goals outlined in this plan are in alignment with the college’s Strategic Master Plan and are connected to specific activities that to increase the rate if student success in each metric area. While some activities are specific to one group and one area, many of these activities expand across areas and sometimes across student populations.

***METRIC 1: SUCCESSFUL ENROLLMENT***

For this plan, successful enrollment refers to students who successfully enroll in a course at the same college to which they submit an application to, within one year of completing that application. Based on the MIS data, 54,517 applications were submitted for Pierce College between a 2-year period (2016-2018). Of these applicants, 22,329 students successfully enrolled at Pierce College during the 2017-2018 academic year, providing us with an overall baseline of 41% successful enrollment. Listed in the chart below are the disproportionately impacted populations in the area of successful enrollment.

**Table 5.1 Current success rates and proposed goals for Pierce College’s disproportionately impacted groups in the area of successful enrollment.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Disproportionately Impacted Student Groups** | **Cohort Count** | **Current****Success Count** | **Current Success Rate** | **Goal Success Count** | **Goal Success Rate**  |
| Female American Indian or Alaska Native students | 152 | 44 | 28.9% | 57 | 36% |
| Female African American or Black students | 2464 | 899 | 36.5% | 1010 | Eliminate gap |
| Male African American or Black students | 2034 | 736 | 36.2% | 834 | Eliminate gap |
| Male Pacific Islander students | 59 | 15 | 25.4% | 22 | 36% |
| Female students who identify as former foster youth | 610 | 210 | 34.4% | 251 | Eliminate gap |
| Female Students who identify as LGBTQ | 1520 | 567 | 37.9% | 624 | Eliminate gap |
| Male students who identify as LGBTQ | 839 | 286 | 34.1% | 328 | 39% |
| Female students who identify as Veterans | 132 | 42 | 31.8% | 53 | 40% |

***METRIC 1: ACTIVITIES TO ACHIEVE GOALS***

1. Academic Outreach

Pierce College continues to strategically apply our outreach efforts to follow up with successful enrollment. The SEP will work in conjunction with high school outreach efforts like College Promise program to increase the rate at which students are enrolling into classes at Pierce College once they apply. In order to do this, the application process will be streamlined through the development of a college Outreach Plan. This will help centralize recruitment efforts in order to ensure that accuracy in the information being provided, accountability, and regular follow up to enrollment. SEA resources will be provided to support strategic outreach efforts that will help increase the rate in which students enroll in courses at Pierce College.

1. New Student Programs: Focused counseling, enhanced orientation efforts, Summer Bridge, #piercesuccess

Once students have applied and registered into courses, the college offers a comprehensive summer bridge program and other opportunities for new students entering the college to transition into the college campus life. Our 8-week long Summer Bridge Program provides an opportunity for students to kick start their educational goals, offering an English, math or communications course in conjunction with Counseling 40, a college success seminar, focusing on critical thinking, learning strategies and time management. The college also provides various programs to provide follow up services, including invitations to GO Days (general orientation), #piercesuccess, and specialized orientation (for specific populations, such foster youth and African American/Black students). GO Days now includes breakout sessions to offer increased educational planning, transfer basics and career education. The college continues to provide support to new applicants entering Pierce College through its New Student Programs, a support that focuses specialized counseling and resources for first time college students.

1. Learning Communities: Umoja, Veterans, Guardian Scholars

SEA resources help to ensure that counselors who specialize in new students are available to support them during their first year, dedicated Summer Bridge programs are an option to support the transition from high school to college, while programs like Freshman Academy allow students to move through their first year with a cohort of their peers. Smaller, more focused orientations are offered to our smaller learning communities, such as Umoja. Additionally, resources are allocated to our Guardian Scholars program, which provides high touch support for students who identify at current or former foster youth to achieve their educational goals. The supports may include: specialized counseling, text book rental programs, support to enroll in courses and focused workshops.

1. Senior Day:

The college hosts an annual Senior Day, an event focused on local high school seniors considering attending Pierce College. The event includes up to 600 seniors from 10-13 local high schools, allowing them to participate in a guided tour, participate in classroom instruction, learn about the campus and its resources. Through this event a significant number of high school seniors connect with counselors and other staff that can support them through the enrollment process.

1. Information Desk & Chabot

Pierce College’s Information Desk serves as a one stop shop for general information related to admissions and enrollment. Beginning in Fall 2019, Pierce College will be launching a chatbot connected to our college website that will allow for prospective, new and current students to obtain information on the college, how to apply and enroll answer any general questions 24/7. In collaboration with our guided pathway efforts, the chatbot aims to decrease disparity between the number of applications received and number of actual enrollments in general.

***METRIC 1: RESOURCES***

**Table5.2: Estimated SEA funding allocated to activities related to successful enrollment**

|  |  |  |
| --- | --- | --- |
| **Success Metric**  | **Activity** | **Estimated 2019-2020 Expenditures** |
| Successful Enrollment  | Academic Outreach | $182,500 |
|  | New Student Programs: Summer onboarding activities (Summer Bridge, #piercesuccess, GO Days) | $243,110 |
|  | New Student Programs: Specialized Counseling | $413,226 |
|  |  Guardian Scholars | $18,000 |
|  | Umoja | $80,000 |
|  | Veterans Services  | $18,000 |
|  | Information Desk  | $50,000 |
|  | **Total** | **$1,004,836** |

***METRIC 2: FALL TO SPRING RETENTION***

Data for this metric was obtained by the Office of Institutional Effectiveness from the CCCCO MIS system during the 2017-2018 academic year. Based on this information, of the 20,297 students enrolled in the fall semester, 13,590 students re-enrolled in the spring semester, providing us with an overall baseline rate of 67% fall to spring retention. Listed in the chart below are the disproportionately impacted populations in the area of retention. While a portion of this decrease is accounted for by students completing their educational goal, the data below reflects the current equity gaps in this area.

**Table 5.3 Current success rates and proposed goals for Pierce College’s disproportionately impacted students in the area of retention**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Disproportionately Impacted Student Groups** | **Cohort Count** | **Current Success Count** | **Current Success Rate** | **Goal** |
| American Indian or Alaska Native students | 29 | 17 | 58.6% | 61% |
| African American or Black students | 986 | 564 | 57.2% | 64% |
| Male Hispanic/Latinx students | 3775 | 2428 | 64.3% | 36% |
| Male students who identify as disabled | 547 | 336 | 61.4% | 65% |
| Students who identify as former foster youth | 214 | 346 | 61.8% | 65% |
| Male students who identify as LGBTQ | 186 | 101 | 54.3% | 57% |
| Female Veteran students | 150 | 90 | 60% | 63% |

***METRIC 2: ACTIVITIES TO ACHIEVE GOALS***

All efforts linked with this metric support students to get on a path and/or stay on their path. Many of these supports for new/freshman students are duplicated from those listed above (New Student Programs, College Promise, etc.)

1. Specialized Counseling and Wraparound Support: Umoja, Guardian Scholars, Probation, First Year Experience, Student Engagement

Students are highly encouraged to meet with a counselor to complete their comprehensive education plan, mapping out their academic courses needed to achieve their goal. Additionally, high touch support programs, such as Umoja, Guardian Scholars, and Veterans Programs, provide additional support to students participating in their programs. Text book rentals, specialized counseling and workshops and unique student engagement activities are just a few services offered for these students.

1. Peer Mentoring & Campus Engagement

Over the past couple of years, Pierce College has expanded their Peer Mentor Program, to include 14 peer mentors and approximately 753 mentees. In collaboration with our Student Engagement Center, the Peer Mentor program encourages students to become involved in their campus community. Engaging students through ASO, campus employment and student-centered events allows for opportunities for them to become (and feel) like an active, valued community member.

1. College Promise

In the next three years, SEA resources will be are utilized to continue to enhance our abilities to monitor student progress closely to allow more assertive intervention, empower students with the tools to monitor their own progress, create strong linkages to community and social resources and provide effective career services.

1. Career Center

The college’s Career Center focuses on helping students understand the career decision making process, increase self-awareness, explore career options, and gain knowledge about the world of work. Visit the career center to access tools and resources to help with major selection, clarify educational goals, explore career options, and build job search skills and techniques. In addition to holing various career prep workshops throughout the year, it hosts an online job search board: Brahma Jobs, as well as an annual Career and Job Fair.

1. Professional Development

Finally, professional development and awareness will be essential in providing support to our disproportionately impacted student populations. Through our various campus wide events, such as Student Success Conference and Leadership Retreat, SEA resources will be used to expand the methods in which resources are promoted to our students. (syllabus, use of canvas, website, technology, resource brochures, etc). Professional learning opportunities will focus on improving the campus’ capacity to serve a diverse student population, with focus on our disproportionately impacted students.

***METRIC 2: RESOURCES***

**Table 5.4: Estimated SEA funding allocated to activities related to retention**

|  |  |  |
| --- | --- | --- |
| **Success Metric**  | **Activity** | **Estimated 2019-2020 Expenditures** |
| Retention | Specialized Counseling (students engagement, probation | $795,848 |
|  | New Student Programs  | $156,000 |
|  | Guardian Scholars | $5,000 |
|  | Umoja | $106,300 |
|  | Veterans Services  | $152,000 |
|  | College Promise | $10,000 |
|  | Professional Development  | $25,000 |
|  | Peer Mentoring  | $150,000 |
|  | Targeted "get on the path/stay on the path" events: Meet your Major, Meet your Counselor, etc.) | $508,369 |
|  | **Total** | **$1,908,517** |

***METRIC 3: COMPLETION OF TRANSFER-LEVEL ENGLISH AND MATH***

This success metric refers to the successful completion of transfer-level math and English courses within a student’s first year of attendance at Pierce College. Data was received with the support of the OIE, from the CCCCO’s MIS system during the 2017-2018 academic year. Based on the data provided, 4,040 students attempted both transfer-level math and English courses and 254 successfully completed, allowing for an overall rate of 6.28% for successful completion. Listed in the chart below are the disproportionately impacted populations in the area of completion of transfer-level English and math.

**Table 5.5** **Current success rates and proposed goals for Pierce College’s disproportionately impacted students in the area of completion of transfer-level math and English**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Disproportionately Impacted Student Groups** | **Cohort Count** | **Current****Success Count** | **Current Success Rate** | **Goal** |
| African American or Black students | 221 | 3 | 1.4% | Eliminate Gap  |
| Pacific Islander or Hawaiian Native | 11 | 0 | 0% | 9% |
| Female students who identify as LGBTQ | 92 | 1 | 5.19% | 6% |
| Disabled students | 114 | 2 | 1.8% | Eliminate Gap |
| Foster youth | 60 | 1 | 1.7% | Eliminate Gap |

***METRIC 3: ACTIVITIES TO ACHIEVE GOALS***

1. Gatekeeper Course embedded Tutoring

Our Center for Academic Success is dedicated to empowering students to achieve academic success. It is the home of our tutoring center, where students can receive one-to-one tutoring, small group tutoring and workshops focused on academic and student success. It currently offers tutoring in over 20 subjects.

With the implementation of AB705 and de-emphasis of placement tests to determine which English and math students should enroll in, it’s certain that Pierce College will have a significantly higher number of students enrolled in transfer-level math and English courses during their first year. Knowing this, our Center for Academic Success (CAS) is building on its existing program to help support the needs of these increased number of students. Equity resources will be used to increase the support in this area through general and course embedded tutoring. To help streamline the process, the CAS will be hiring 2 additional faculty coordinators for math and English to help manage the volume of students expected to access tutoring.

1. Writing Center

In Spring 2019, the CAS Writing Center opened its doors with the intent of hosting faculty-led workshops related to student success in English 101. Currently with limited hours, SEA resources will be dedicated to help staff the lab with a faculty Writing Center Specialist.

1. Accessible Tutoring

CAS continues to look for ways to ensure their services are accessible. This past year, Pierce College piloted having satellite tutoring services in various areas of campus, including our Umoja Village and South Gym. The CAS will continue to host math and English workshops, as well as provide specialized tutoring to our students registered at the Special Services office. A disability specialist will be hired to help facilitate specific workshops and student-focused activities for students registered with Special Services.

1. Professional Development

Implementation of AB705 pairs high expectation with high support and requires ongoing professional development, training and enrichment to ensure that faculty have the tools necessary to support our students’ educational goals, and specifically success in completion of transfer-level math and English. Much work has been done this past year to prepare for the full implementation of AB705; however, ongoing training and support is essential in successful implementation. SEA resources will be utilized to support these efforts, as well as methods of promoting student supports and services throughout campus and online community.

***METRIC 3: RESOURCES***

**Table 5.6: Estimated SEA funding allocated to activities related to completion of math and English**

|  |  |  |
| --- | --- | --- |
| **Success Metric**  | **Activity** | **Estimated 2019-2020 Expenditures** |
| Completion of transfer-level math & English | Gatekeeper Course-embedded Tutoring | $490,000 |
|  | Writing Center | $20,000 |
|  | AB705 English& ESL supports: Passport to English, CET, Comm Café | $173,200 |
|  | AB705 Math Supports: | $150,000 |
|  | Professional Development | $50,000 |
|  | Special Services | $100,000 |
|  | Guardian Scholars | $10,000 |
|  | **Total** | **$993,200** |

***METRIC 4: ATTAINMENT OF DEGREES AND CERTIFICATES***

This success metric refers to the number of state approved certificates of 18 units or more or associate degrees awarded at Pierce College. The chart below reflects the data provided for Pierce College during the 2017-2018 academic year. Of the 28,716 students enrolled, 1567 degrees and/or certificates were awarded, establishing a baseline of 5.5%.

**Table 5.7 Current success rates and proposed goals for Pierce College’s disproportionately impacted students in the area of certificate and degree attainment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Disproportionately Impacted Student Groups** | **Cohort Count** | **Success Count** | **Current Success Rate** | **Goal** |
| Female American Indian or Alaska Native students | 26 | 0 | 0% | 6% |
| Female student who identify as LGBTQ | 527 | 20 | 3.8% | 5.5% |
| Male students who identify as LGBTQ | 289 | 9 | 3.1% | 5.5% |
| Male students who identify as Veteran | 517 | 15 | 2.9% | 5.6% |

***METRIC 4: ACTIVITIES TO ACHIEVE GOAL***

1. Clarifying the path

Activities in this area will focus on increasing access to information to underserved students about degrees and certificates offered by the college. This will require by developing a plan to disseminate information (both online and in print) pertaining to resources associated with degrees and certificates, including college resources, degree and certificate programs, financial aid information, and class schedules. Information provided may include tangible career opportunities related to specific degrees and labor market information.

1. Streamlining the process

As students are navigating their educational coursework while balancing campus life and personal commitments, it is imperative that the process for students to receive their certificates and degrees is streamlined and well communicated to the student. Increase access to information and timelines related to obtaining certificates and degrees.

1. Specialized Counseling/Advising

Pierce College continues to expand counseling services to include academic follow up services to Pierce student leaders, students on probation with the goal of achieving their academic goals.

1. Increasing work flow capacity

Pierce College currently employs three Admissions & Records Evaluation Technicians, whose role includes evaluating completion of graduation requirements and degree and/or certificate attainment. This coming year, SEA resources will be used to help improve the work flow in this area by hiring one full time Admissions & Records Evaluation Technician in this area.

***METRIC 4: RESOURCES***

**Table 5.8: Estimated SEA funding allocated to activities related to certificate and degree attainment**

|  |  |  |
| --- | --- | --- |
| **Success Metric**  | **Activity** | **Estimated 2019-2020 Expenditures** |
| Certificate and Degree Attainment | Graduation Technician | $57,100 |
|  | Specialized Counseling | $124,000 |
|  | Targeted events: Career/Job Fair,  | $50,000 |
|  | Printing and Advertising | $35,000 |
|  | Veterans Services  | $10,000 |
|  | **Total** | **$276,100** |

***METRIC 5: TRANSFER TO A FOUR-YEAR INSTITUTION***

This success metric refers to the rate at which students are transferring to four-year institutions. Based on the data provided by CCCCO for the academic year 2016-17, 2394 students transferred of 29970 student population, establishing an overall baseline of 8.0%. Listed below are the identified disproportionately impacted student groups in the area of transfer.

**Table 5.9 Current success rates and proposed goals for Pierce College’s disproportionately impacted students in the area of transfer**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Disproportionately Impacted Student Groups** | **Cohort Count** | **Success Count** | **Current Success Rate** | **Success Count Goal** | **Success Rate Goal** |
| Female students who identify as foster youth | 307 | 15 | 4.9% | 25 | 8% |
| Male students who identify as foster youth | 213 | 10 | 4.7% | 17 | 8% |
| Female students who identify as LGBTQ | 438 | 25 | 5.7% | 35 | 8% |
| Male students who identify as LGBTQ | 243 | 12 | 4.9% | 20 | 8.2% |

***METRIC 5: ACTIVITIES TO ACHIEVE GOAL***

Activities in this area rely on partnerships across programs services and institutions that promote transfer for underrepresented students.

1. Transfer Center

The Pierce College Transfer Center hosts various workshops and events throughout the year to increase awareness for transfer requirements, options and deadlines. SEA resources are allocated to help ensure that the center is open and accessible to traditionally our traditionally underserved students.

1. UCLA California Community College Partnership (UCLA CCCCP)

In 2017, after piloting the program the year prior, Pierce College continued its commitment to transfer through our UCLA CCCP Scholars Program, which helps motivate, inform and prepare Pierce College students to transfer to selective top tier research institutions, such as UCLA and other UC schools. This program includes opportunities such as summer intensive transfer experiences, on and off-campus workshops, mentorships, and recurring guidance and support.

1. Specialized Counseling and Transfer Activities: Guardian Scholars, Umoja,

As mentioned above, SEA resources are also allocated to off specialized counseling and transfer-related activities to Guardian Scholars, serving our current and former foster youth students, including visits to neighboring four-year institutions.

***METRIC 5: RESOURCES***

**Table 5.10 Estimated SEA funding allocated to activities related to transfer**

|  |  |  |
| --- | --- | --- |
| **Success Metric**  | **Activity** | **Estimated 2019-2020 Expenditures** |
| Transfer to a 4 year institution | Transfer Center | $112,522 |
|  | UCLA CCCP Scholars  | $411,000 |
|  | Transfer Activities | $10,000 |
|  | Guardian Scholars | $5,000 |
|  | Umoja | $20,000 |
|  | Veterans Services  | $8,000 |
|  | **Total** | **$566,522** |

###### Student Equity Plan Resources

###### With the consolidated (SSSP, BSI, Equity) allocation, below is a summary of how the Student Equity and Achievement Program expenditures.

######

###### Table 6.1 Estimated Student Equity and Achievement Expenditures

|  |  |  |
| --- | --- | --- |
| **Success Measure** | **Underserved Groups** | **Estimated Expenditures** |
| Access | Female American Indian/Alaska Native, African American/Black students, Male Pacific Islander students, Foster Youth, Students that identify aa LGBTQ | $954,836 |
| Retention | American Indian, African American Indian, Hispanic/Latinx, Male students who identify as LGBTQ, Male disabled students, Foster Youth | $1,908,517 |
| Completion of Transfer-Level Math and English | African American/Black, Pacific Islander, Female students who identify as LGBTQ, Disabled students, Foster youth | $993,200 |
| Degree and Certificate Completion | Female American Indian, Male LGBTQ, Male Veteran students | $276,100 |
| Transfer | Foster Youth, LGBTQ | $566,522 |
|  | Direct Coordination & Data Collection | $558,000 |
|  | **Total** | **$5,307,175** |

1. **Process and Schedule:**

In order to effectively evaluate our progress towards meeting student equity goals, the college will rely on the collaboration between Office of Institutional Effectiveness and the Division of Student Services. A task force that is comprised of both departments will meet to establish or clarify equity goals and identify programs designed to address equity gaps. A research analyst from the OIE will meet with each program to support their evaluation timeline and process. The evaluation cycle will include 1. Review of the mission, goals of the program/project/service, 2. establish outcomes or targets that will determine success criteria, 3. Implement program/service/project, 4. Determine effectiveness through assessment and analysis, 5. Use the results from the assessment to adjust the program, if needed. All programs that receive SEA funding will collect formative data, including surveys, output reports, and focus groups, at scheduled intervals throughout the academic year in order to complete a required annual self-evaluation. Information from these evaluations will help determine if changes are needed to meet the equity gaps as outlined in this plan. The advisory committee will review programs for direct or indirect impact on equity gap(s) as it relates to a specific area(s), measurable outcomes, evaluation plan and timeline, scalability and coordination with an existing college plan or initiative, such as Guided Pathways, Strong Workforce Program, Vision 2020, etc.

1. **Success Criteria**

Pierce College thrives through its collaboration between faculty, students, staff, senior management, departments, and shared governance committees. Planning and implementation for this plan is no different. Pierce College will hold monthly Student Equity and Achievement Program Advisory Committee (SEAPAC) meetings. This group will serve as advisory to appropriate college bodies and administration with a focus on equitable practices and process in the effort to close student equity gaps at Los Angeles Pierce College. SEAPAC will help ensure all student equity programmatic efforts aligns with the student equity plan’s goals and objectives in accordance with the California Code Regulation Title 5, as well as align with other campus-based programs and the college’s Strategic Master Plan. To help achieve this, the composition of SEAPAC will include representatives from senior management, Academic Senate, the Office of Institutional Effectiveness, Guided Pathways, the student body and other related campus programs such as Academic Outreach, Financial Aid, Counseling and New Student Programs.

SEAPAC will report monthly to the Student Success Committee, which is a sub-committee of the Senate, as well as the College Planning Committee, which is a sub-committee of the Pierce College Council. Proposed changes to the overarching Student Equity and Achievement plan goals and outcomes will be communicated to the Student Success Committee of the Academic Senate by the Student Equity and Achievement advisory board. The Student Success Committee will sunshine, discuss, and make recommendations to the Academic Senate. The Academic Senate will then sunshine, discuss and make recommendations to the College President or designee.

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