Compton Community College District

2014-2017 Student Equity Plan

**Adopted by CCCD Board of Trustees
on December 16, 2014**

**1111 E. Artesia Blvd.
Compton, CA 90221**

Compton Community College District

2014-2017
Student Equity Plan

Reviewed & Adopted by the Compton Community College District Student
Success Committee on November 19, 2014

Reviewed & Adopted by the Compton Community College District Senate Council
on December 3, 2014

Reviewed & Adopted by the Compton Community College District Board of
Trustees on December 16, 2014

Submitted to the California Community Colleges Chancellor's Office
on January 1, 2015

COMPTON COMMUNITY COLLEGE DISTRICT STUDENT EQUITY PLAN

Table of Contents

COMPTON COMMUNITY COLLEGE DISTRICT
2014-2017 Student Equity Plan
Certification

District: Compton Community College District

El Camino College Compton Center

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Special Trustee

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Paul Flor   Date
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(signature)   12/16/14
Student Equity Committee   Date

COMPTON COMMUNITY COLLEGE DISTRICT
2014-15 Student Equity Plan Committee

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Paul Flor	Faculty	Academic Senate
Barbara Perez	Vice President	Academic Affairs
Chelvi Subramaniam	Administrator	Division of Humanities and Math

As a center of a public community college, El Camino College Compton Center (Compton Center) is committed to assuring student equity in all of its educational programs and services in accordance with standards set forth in Title 5 of the California Code of Regulations.

Compton Center serves over 12,000 students each academic year. Roughly one third of those students reside within the Compton Community College District "Service Area," which consists of the cities of Compton, Lynwood, Paramount, and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and South Gate.

The majority of the Compton Center students are ethnic minorities. In 2012-2013, Latinos represented 44% of the student population, African Americans comprised 37% of the student population, and Asians and Pacific Islanders represented roughly 9% of the student population.

On average, 40% of Compton Center students receive some form of financial aid. Roughly 3% of Compton Center students have a registered disability. About 1% of Compton Center students identify themselves as veterans.

Compton Center provides programs and services to ensure that all students have the opportunity to succeed academically. The overarching equity goal at Compton Center is to provide a teaching and learning environment that is welcoming, supportive, and accessible to all participants, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation, or religion, and to ensure that all students have an equal opportunity for academic success.

Collegial Consultation Process

This 2014-2017 Student Equity Plan ("SEP") is part of an ongoing institutional effort, underway at Compton Center, to improve proportional student academic outcomes and to more carefully and formally assess and evaluate student equity planning.

Compton Center recognizes that equity planning and assessment, as well as expansion of its data collection to further examine the academic needs of an increasingly diverse student population, is critical to the achievement of student equity and the fostering of academic excellence for all students across all educational programs.

The Compton Center Student Equity Committee ("Committee") is composed of faculty, staff, and administration and has oversight for the development and implementation of this Student Equity Plan with coordination with the planning and implementation of the Compton Center Student Success and Support Program (SSSP) Plan and the Compton Center Student Success Plan.

The Committee has sought information and feedback from constituent groups on campus regarding the development of Compton Center's Student Equity Plan, resulting in the identification and development of a host of new student equity recommendations.

In order to effectively implement the goals established in the Student Equity Plan, additional personnel will need to be hired: one, full-time Director of Student Equity and Learning Communities; one, full-time Research Analyst (half funded by the SSSP Plan); and one, full-time Learning Center Assistant (partially funded by Basic Skill Initiative funds).

This Plan was written as a campus-wide effort, along with contributions from the Committee, and was approved by the Special Trustee of the Compton Community College District on December 16, 2014 in compliance with Title 5 guidelines in Section 54220.

Target Groups

While Compton Center seeks to ensure that all of its students are adequately served, the Student Equity Plan focuses on closing the achievement gaps in access and success for certain underrepresented students groups ("Target Groups").

In compliance with Senate Bill 860 (2014) and Education Code Section 78220, Compton Center's Student Equity Plan addresses the following student subpopulations:

- Current or former foster youth
- Students with disabilities
- Low-income students
- Veterans
- Students categorized, for census reporting purposes, as any of the following: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Pacific Islander, White, or "Some Other Race."

Measures of Student Equity

The Compton Center's Student Equity Plan is designed to increase educational objectives for the target groups, with an emphasis placed on addressing the disproportionate impacts on certain student groups identified in the *Campus-Based Research*. Pursuant to guidelines and requirements set forth by the Chancellor's Office, the SEP Committee examined student equity data at Compton Center using the following five Student Equity Indicators:

Outcome A. Access

Access is measured by the percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

Outcome B. Course Success

Course Completion is measured by 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. "Completion" of a course means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.

Outcome C. ESL & Basic Skills Completion

ESL & Basic Skills Completion is measured by 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).

Completion of a degree applicable course means the "successful" completion of English 1A, elementary algebra or any collegiate course that is transferable to a four-year institution, with a value of three or more units, which meets established academic requirements for rigor in literacy and numeracy.

Outcome D. Degree & Certificate Completion

Degree & Certificate Completion is measured by 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.

Outcome E. Transfers

Transfers are measured by 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.

Goals

In accordance with the guidelines set forth by the Chancellor's Office, Compton Center has formulated and prioritized the goals identified in the Student Equity Plan based on disproportionate impacts revealed in its *Campus-Based Research*.

The committee's findings, based on data compiled by Institutional Research, revealed that male students are underserved at Compton Center. Additionally, there is evidence of a disproportionate impact for African-American students in Course Success and Basic Skills Completion.

According to the evidence provided by Institutional Research, the committee has set three goals:

First, Compton Center is committed to increasing access to the male student population. The immediate goals are to increase **Access** with respect to males by 5% over the next three years. A subsequent goal is to increase **Access** with respect to the Asian, Latino and White student population.

Second, the Compton Center is committed to increasing the **Course Success** rate for the African American student population by 3% over the next three years.

Third, Compton Center is committed to increasing the **Basic Skills Completion** rates of African American students by 3% over the next three years.

The reasons for these targeted goals are because 1) campus-based research broadly shows and directly supports this effort; 2) increasing course completion rates for African Americans also impacts the other equity measures of Degree and Certificate Completion and Transfer rates. All activities will be evaluated on a quarterly basis to demonstrate effectiveness.

Current Resources and Activities

Educational Programs and student services at Compton Center confirms the commitment that Compton Center has as it works toward closing the equity gaps that currently exist.

Resources that already exist at Compton Center include, outreach, academic programs, counseling, partnerships with workforce agencies, grants, universities and colleges, and other services that provide the support essential to achieving the goals and objectives set forth in the Student Equity Plan.

ACADEMIC PROGRAMS

- **Basic Skills Counseling Intervention** - In collaboration with English and ,math instructors, the BSCI Program integrates student services within the participating basic skills classroom. Counselors provide biweekly student success-related classroom presentations, individual counseling appointments, educational planning, follow up, and continue to track student progress in the class.
- **Cross Enrollment at CSU Dominguez Hills**: Compton Center students who are eligible may cross-enroll at CSU Dominguez Hills without formal admission and without payment of state university tuition, in a maximum of one baccalaureate-level course per semester on a space-available basis. Such enrollment would be at the discretion of the appropriate campus authorities on each of the campuses.

- **ECC CSUDH Pathways to Success Enrollment Partnership**: The Pathways to Success Enrollment Partnership program makes transfer from El Camino College to CSUDH seamless and simple, and allows for early recognition of the transfer process, which leads to improved access and student success.
- **Honors Transfer Program (HTP)**: Transfer Alliance Program (TAP) - UCLA: Students in the Honors Transfer Program at El Camino College who are applying to a major in UCLA's College of Letters and Sciences are automatically a part of the UCLA TAP. Students will receive transfer counseling and guidance to become a competitive applicant, as well as Priority Admission Consideration upon completion of the Honors Transfer Program and the requirements of the TAP.
- **Transfer Alliance Project (TAP)** - UC Berkeley: The Transfer Alliance Project (TAP) provides disadvantaged California community college students with information and support services that will facilitate their transfer to the University of California at Berkeley. Students will receive specific support services that will enhance their transfer to the University of California at Berkeley.
- **Transfer Admissions Priority Consideration (TAP)** - Howard University: Priority consideration for admission with the completion of a specific number of units, GPA, and courses; also given for housing and for scholarships for students with a 3.30 and higher GPA.
- **Transfer Admissions Priority Consideration (TAP)** - Spelman College: Priority consideration for admission with the completion of a specific number of units, GPA, and courses; also given for housing.
- **Community College Partnership Programs** - UCLA: The Community College Partnership Program with UCLA provides El Camino College students with: peer mentoring; "Bruin Buddy Day;" and an opportunity to participate in summer residential and non-residential programs for transfer students at the UCLA campus.
- **Transfer Admission Guarantee (TAG) for UC Davis, UC San Diego, UC Santa Cruz, UC Irvine, UC Santa Barbara, UC Riverside, UC Merced (for all ECC students):** TAG is a contract between a student and a specific university. The Career/Transfer Center maintains an up-to-date list of campuses that offer TAG agreements. Since requirements vary among different campuses, it is important to attend a TAG workshop and meet with a transfer counselor before the end of September.
- **Northrup Grumman**: Northrop Grumman is instrumental in supporting STEM programs at El Camino College through such avenues as: grant funding, sponsoring field trips, and hosting tours. One such partnership is the START (STEM Training and Robotics Technology) Program, a rapid and relevant four-week student (El Camino College and high school) program designed to inspire and create awareness of STEM career pathways, opportunities, and education, while developing critical, creative and innovative reasoning skills through hands-on projects.
- **Career Technical Education Act (CTE)**: Prepares students for employment (Entry Pathway) or for future education (Skilled and Professional Pathways) in a career major or concentration.

STUDENT SUPPORT SERVICES

- **Articulation** - Provide students with assistance in transferability of courses, course evaluation, TAP articulations, and TAG review.
- **Academic Counseling/Advising** – Academic counseling for new students, career and transfer.
- **Athletics Counseling** -- Committed to the welfare of student athletes by providing the skills needed to balance academics and athletics.
- **Career Counseling/Advising** - Provides comprehensive career counseling, major-specific workshops, assessments, resources, seminars, career tours and career fairs.
- **Career Technical Education Pathways** – Provides services for technical education and women in nontraditional careers linking employers with students seeking high-skill and high-wage jobs.
- **Express Counseling** – Provides students with answers to quick questions, prerequisite clearances and referrals.
- **Financial Aid Counseling/Advising** - Financial aid programs are offered and funded by government and private sources, including grants, work-study, and scholarships. Workshops and advising are also available.
- **Honors Transfer Program (HTP) Counseling** - Designed to better prepare the highly motivated student to transfer successfully.
- **Outreach Counseling** - Assists incoming local high school students and community members with the application, assessment and educational planning.
- **Compton Commitment** - This project strives to increase the local rates of college participation and success by a systematic, focused and collaborative effort of Compton Unified School District, Compton Center, and California State University, Dominguez Hills.
- **Special Resource Center (SRC) Counseling** - SRC's primary goal is to provide the accommodations necessary to help students achieve their educational and vocational goals with promoting self-advocacy and independent learning.
- **Student Success & Support/Counseling/Advising** - Helps students to define and achieve their academic goals.
- **Transfer Counseling/Advising** – Provides activities and services to help students transfer successfully to the four-year college or university of their choice.

SPECIALIZED PROGRAMS

- **CalWORKs/GAIN Counseling** – Provides socially, economically and educationally disadvantaged students with support services. Child care

assistance, educational and career counseling, employment retention skills, and job development.

- **Career Advancement Academy (CAA):** The program delivers training in the areas of basic skills, work preparation, and EWD/CTE to undereducated, underemployed youth and young adults (18 - 30-year-olds) who have dropped out of school or lack basic skills needed to obtain a certificate or degree in a typical college program.
- **Extended Opportunity Programs and Services (EOPS) Counseling/Advising:** Provides socially, economically and educationally disadvantaged students with support services, including peer mentoring and tutoring.
- **First Year Experience (FYE) Counseling/Advising** - Assists first-year students with support services; develops student and peer relationships through linked courses, counseling and early registration.
- **Historically Black Colleges and University (HBCU) Grant:** Developing statewide transfer agreements between selected HBCU institutions and the California Community Colleges (CCC) Chancellor's Office that facilitate the transfer of California community college students who wish to complete their baccalaureate degree at a HBCU, including the efficient transfer of CCC coursework, to expand outreach efforts and increased articulation agreements with HBCUs.
- **Title V Graduation Initiative:** The ECC Graduation Initiative Project is designed to increase student readiness for the pursuit of the associate degree, while strengthening student learning and faculty teaching in essential gateway courses such as reading, writing, and math. This is funded through a U.S. Department of Education Title V grant.
- **Probationary Services Counseling/Student Enhancement Program (SEP) Advising-** SEP helps at-risk students to return to good academic standing.
- **South Bay Work Force Investment Board**: Both the El Camino College Community Advancement and Industry and Technology divisions partner with the SBWIB on multiple projects including: contract education; training at-risk youth; and via the Career Advancement Academy to recruit participants and for job placement assistance
- **Veterans Counseling** – Provides veterans with assistance in obtaining educational benefits paid by the Veterans Administration through educational planning and career exploration.

Initial General and Targeted Goals

Access

A. General Goal	Compton Center seeks to increase enrollment.
A1. Targeted Goal	Compton Center seeks to increase enrollment with respect to **male** students.
A2. Targeted Goal	Compton Center seeks to increase enrollment with respect to **Asian, Latino,** and **White** students.

Course Success

B. General Goal	Compton Center seeks to increase the rate of course success of credit and basic skills.
B1. Targeted Goal	Compton Center seeks to increase the rate of course success of credit courses for **African American** students.

ESL and/or Basic Skills Completion

C. General Goal	Compton Center seeks to increase basic skills completion.
C1. Targeted Goal	Compton Center seeks to increase basic skills completion for **African American** students.

Secondary Targeted Goals

These are additional targeted goals that will be implemented in later versions of the Student Equity Plan due to inequities seen in the *Campus-Based Research*.

Access - Compton Center seeks to increase enrollment with respect to **disabled** and **veteran** students.

Course Success - Compton Center seeks to increase the rate of course success for **Pacific Islander, disabled,** and **foster youth** students.

Overview

Title 5 mandates that, through their Student Equity Plans, California Community Colleges examine their processes and success in the areas of Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer Rates. Data should be disaggregated to address the needs of traditionally underserved populations.

Based on these requirements, the Institutional Research and Planning Unit at El Camino College analyzed data from sources including the 2012 American Community Survey five-year estimates, California Community College Chancellor's Office, Compton Center data, and information from the Compton Office of the Department of Child and Family Services. To maintain consistency, the long-term outcomes of ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer Rates utilized cohorts created by the CCCCO in the production of the 2014 Student Success Scorecard. More recent data is used for the creation of the cohorts for Access and Course Completion.

Data Analysis Findings

Outcome A: Access

Compton Center is required to discuss inequities in terms of *access to education* as defined by the "percentage of each population group that is enrolled to the percentage of that group in the adult population within the community served." This participation rate compares the population enrolled in credit courses within Compton Center to the population of people living within its service area. The service area population is estimated based on the *2012 American Community Survey (ACS), five-year estimates* for zip codes that have their centroid (more than half of the zip code region) within a 7.5-mile radius of Compton Center.

The service area is demonstrated in the figure below. Where possible, community data is restricted to the adult population, age 18 to 64, to better reflect the population that utilizes Compton Center.

El Camino College Compton Center Service Area
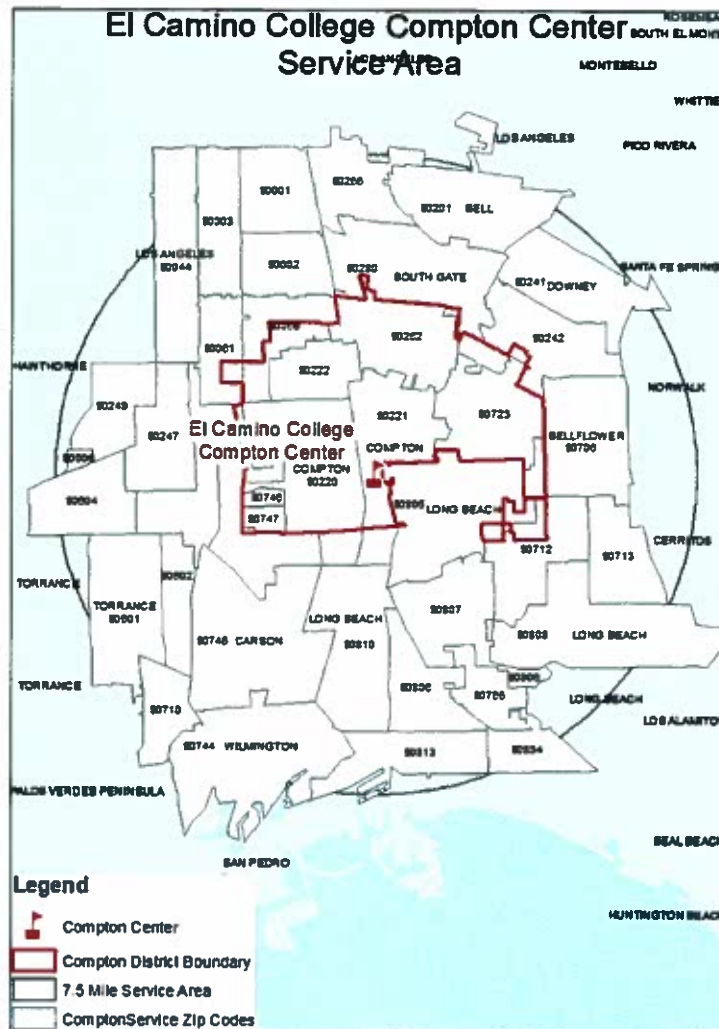
The metric used to identify disproportionate impact is the proportionality index, which compares the percentage of the total population for each subgroup to their relative percentage within the student population enrolled [(Subgroup$_{Enr}$/Total$_{Enr}$)/ (Subgroup$_{Pop}$/Total$_{pop}$)]. The student population used are students who enrolled in credit courses at Compton Center during the Fall 2012 or Spring 2013 terms.

Values of the proportionality index close to 1 indicate that the subgroup has a similar composition within the student population as it does with in the community population. Values larger than 1 mean the subgroup is over-represented withing the student population relative to the community population. Values under 1 mean the subgroup is under-represented within the student population relative to the community population.

Gender

The population of males and females in the community is calculated based on ACS estimates for 18- to 64-year-old adults in the selected zip codes. There is very little difference in the gender makeup of the population. Females, however, make up a disproportionate percentage of the student population. Females have a proportionality index of 1.24 and males have an index of 0.75 indicating that males are underserved by Compton Center.

Gender	Population	Headcount	Proportionality index
Female	558,332	6,937	1.24
Male	531,317	3,986	0.75

Race/Ethnicity

The racial/ethnic composition of the population is calculated based on ACS estimates for all people in the selected zip codes, rather than just those in the 18 to 64 age group. When compared to the representative populations in the community, Asian, Latino, and White students are being under-represented on campus in terms of access to courses at Compton Center. African-American students are over-represented relative to the community population.

Ethnicity	Population	Headcount	Proportionality index
Asian	153,186	737	0.80
African-American	255,026	4,231	2.69
Latino	1,129,843	4,907	0.70
Native Amer./Alaskan	2,826	21	1.21
Pacific Islander	9,573	94	1.59
Two or More	32,111	337	1.70
White	186,505	445	0.38
Other	3,758	132	5.70

Disability Status

The service area population with an identified disability is calculated based on ACS estimates for 18 to 64 year old adults in the selected zip codes. Students who identify themselves as having a learning physical disability or other disabilities with the Special Resource Center are grouped together as students with an identified disability. Relative to the service area population, this group is being greatly underserved in terms of accessing courses at Compton Center.

Disability	Population	Headcount	Proportionality index
No disability identified	992,455	10,642	1.06
Identified disability	91,879	282	0.30

Economic Disadvantage

Students with an economic disadvantage are identified based on meeting at least one indicator, including eligibility for a Board of Governor's (BOG) Fee Waiver, Pell Grants, CalWORKs, and Vocational and Technical Education Act (VTEA) economically disadvantaged status. Service area population estimates for economically disadvantaged individuals are based on all people estimated to be living below the 150% of Federal Poverty Level threshold.

"150% of Poverty"

In 2012 a family income of less than $34,500 for a family of four would fall below the 150% of the Federal Poverty Level. The 150% of poverty was chosen because that is an indicator of eligibility for the BOG Fee Waiver and Pell Grants, which are used to identify students who are economically disadvantaged.

Economically disadvantaged students are not being underserved in terms of accessing Compton Center courses. This could even be an undercount if eligible students do not apply for the programs used to flag disadvantaged status.

Economic Disadvantage	Population	Headcount	Proportionality index
No economic disadvantage identified	1,100,055	5,673	0.83
Identified economic disadvantage	656,377	5,251	1.29

Veterans and Foster Youth

Veterans and their dependents, as well as foster youth, are also identified as groups to monitor for disproportionate impact. Estimates for veterans in the service area are calculated for the population between 18 and 64 years old. Veteran status for students is calculated for those students who are veterans or dependents of veterans seeking services.

Foster youth estimates in the community are based on reports from the Department of Children and Family Services in Compton, which serves a large part of the Compton Center service area. Estimates include people with extended foster care case files (AB12 Youth Tracking Report) and the Compton Office profile. When combined, these reports account for foster youth aged 16 to 21 within the area. Foster youth at Compton Center are identified if a student has ever self-identified as a being in foster care.

Foster youth seem to be over-represented in terms of access and enrollment; however, this information should be taken cautiously as it is difficult to get accurate counts of the foster youth living in the community.

Veterans are not accessing Compton Center at the same rates as the general population.

Groups	Population	Headcount	Proportionality index
General	1,053,977	10,698	1.01
Foster Care Youth	367	67	18.13
Veterans	30,357	158	0.52

Outcome B: Course Success

Colleges are required to discuss inequities in terms of *successful course completion* as defined by 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." Successful course completion means completing the course with an earned grade of A, B, C, or P.

"The 80% Rule"

The metric used to identify disproportionate impact is the "80% rule." This standard states that if a group is performing at a rate less than 80% of a reference group rate, then it is a sign of disproportionate impact.

Under this rule, if the historical majority group has an outcome rate of 70%, for example, any comparison group that has an outcome rate of 56% (i.e. 0.80 * 70%=56%) or lower is disproportionately impacted.

"The Historical Majority"

The reference group used in each of these comparisons will be the historical majority which are male, White, non-disabled, not economically disadvantaged, and not a member of one of the special cohorts. Compton Center chose to use the historical majority rather than the highest performing group to keep the reference groups consistent, as well as to negate instances where the highest performing group may have a relatively small population.

Data for disproportionate impact is grouped into three categories: all credit courses, basic skills courses, and transferable courses for students who enrolled during the Fall 2012 or Spring 2013 terms.

Gender

There is no difference in the successful course completion outcomes for males and females in any of the following categories. In each category of course, the outcomes for males and females are only 1% apart so it can be said that there are no gender-based indications of disproportionate impact.

Category	Gender	Enrollments	Successful	Success Rate
Credit courses	Female	21,733	13,623	62.7%
	Male	12,076	7,472	61.9%
Basic Skills	Female	2,419	1,262	52.2%
	Male	1,192	615	51.6%
Transfer Level	Female	16,711	10,964	65.6%
	Male	9,610	6,178	64.3%

Race/Ethnicity

Race/ethnicity is a factor that consistently demonstrates evidence of a disproportionate impact for African-American students, who have successful course completion rates that are less than 80% of the White rate in all credit courses, and particularly in basic skills courses. Though not in violation of the 80% rule, African-American students also trail their White peers in terms of transfer-level course success rates. Groups with rates that are less than 80% of the reference group rate are highlighted with a shaded font.

Category	Ethnicity	Enrollments	Successful	Success Rate
	Asian	1,530	1,210	79.1%
	African-American	14,309	7,942	55.5%
	Latino	15,270	10,182	66.7%
Credit courses	Native Amer./Alaskan	66	49	74.5%
	Pacific Islander	311	176	56.6%
	Two or More	1,028	603	58.7%
	White	945	692	73.2%
	Other	352	241	68.5%

Race/Ethnicity (continued)

Category	Ethnicity	Enrollments	Successful	Success Rate
Basic Skills	Asian	55	35	63.6
	African-American	1,699	690	40.6%
	Latino	1,689	1,067	63.2%
	Native Amer./Alaskan	*	*	*
	Pacific Islander	22	11	50.0%
	Two or More	71	30	42.3%
	White	42	24	57.1%
	Other	28	16	57.1%
Transfer Level	Asian	1,370	1,088	79.4%
	African-American	11,037	6,529	**59.2%**
	Latino	11,635	7,991	68.7%
	Native Amer./Alaskan	54	41	75.9%
	Pacific Islander	240	140	58.3%
	Two or More	850	524	61.6%
	White	833	616	73.9%
	Other	302	213	70.5%

Disability Status

Students with an identified disability complete credit courses at a lower rate than their counterparts in credit courses, but the outcome does not violate the 80% rule. Students with an identified disability have basic skills course success outcomes that are 20% lower than students without an identified disability, so it can be said there is a disproportionate impact on disabled students in terms basic skills course success.

Category	Disability	Enrollments	Successful	Success Rate
Credit courses	No disability identified	32,783	20,544	62.7%
	Identified disability	1,028	551	53.6%
Basic Skills	No disability identified	3,363	1,793	53.3%
	Identified disability	248	84	33.9%
Transfer Level	No disability identified	25,640	16,723	65.2%
	Identified disability	681	419	61.5%

Economic Disadvantage

Students with an identified economic disadvantage based on BOG Fee Waivers, Pell Grants, CalWORKs, and VTEA status show very little difference in successful course completion when compared to those who have not been identified as having an economic disadvantaged status. There is a gap in successful course completion outcomes for students with an identified economic disadvantage, compared to students who do not when calculating basic skills course success, but it does not violate the 80% rule.

Category	Economic Disadvantage	Enrollments	Successful	Success Rate
Credit courses	No economic disadv. Identified	12,090	7,808	64.6%
	Identified economic disadvantage	21,721	13,287	61.2%
Basic Skills	No economic disadv. Identified	1,024	586	57.2%
	Identified economic disadvantage	2,587	1,291	49.9%
Transfer Level	No economic disadv. identified	9,839	6,520	66.3%
	Identified economic disadvantage	16,482	10,622	64.4%

Veterans and Foster Youth

Compared to the general population, veterans and dependents of veterans successfully complete courses at rates higher than the general population. Foster youth, on the other hand, succeed at much lower rates than the general population. There is evidence of a disproportionate impact for foster youth in each category of courses listed below.

Category	Groups	Enrollments	Successful	Success Rate
Credit courses	General	33,019	20,605	62.4%
	Foster Youth	264	110	41.7%
	Veterans	526	379	72.1%
Basic Skills	General	3,522	1,838	52.2%
	Foster Youth	51	11	21.6%
	Veterans	36	27	75.0%
Transfer Level	General	25,701	16,736	65.1%
	Foster Youth	188	88	46.8%
	Veterans	432	318	73.6%

Outcome C: ESL and Basic Skills Completion

Colleges are required to discuss inequities in terms of *ESL and Basic Skills Completion* as defined by 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."

The following comparisons are for students who took their first class in a basic skills sequence (English, math, or ESL) during the 2007-2008 academic year and subsequently completed the final course within that sequence. These students are tracked for six years to see if the outcome was achieved. A successful outcome in English is indicated by successful completion of a transfer-level English course. A successful outcome in ESL is successful completion of a transfer-level ESL or English course. A successful outcome for math is the successful completion of a transfer-level or one below transfer-level course.

As with course completion, the metric used here is the 80% rule, which measures each subgroup completion rate against the reference group.

Gender

There is no difference in basic skills progress for males and females in any of the categories. Males and females have virtually the same sequence completion rates for each of the basic skills categories, although the number of males entering the math sequence is very small.

Category	Gender	Students	Completion	Completion Rate
Basic Skills Math	Female	140	43	30.7%
	Male	36	12	33.3%
Basic Skills English	Female	366	143	39.1%
	Male	160	63	39.4%

Race/Ethnicity

Race/ethnicity is an indicator of disproportionate impact in terms of basic skills sequence completion. Since the number of students enrolling in or completing each basic skills math sequence is small, this is one category where Latinos, rather than the historical majority White population, is used as a reference. Latinos are used as the reference because they display the highest performance and a relatively large population.

African-Americans in the cohort demonstrate evidence of a disproportionate impact when compared with Latino students in basic skills math outcomes. African-American students who began the basic skills sequence and completed the final basic skills

course (pre-algebra level) completed a degree applicable math course (intermediate algebra) at a rate 13% lower than Latino students.

There is a slight gap in outcomes for Latinos and African-Americans in the basic skills English sequence but it is not enough to declare a disproportionate impact. ESL is not offered as a credit course at Compton Center. Credit ESL courses are offered but the final sequence courses have not met enrollment and therefore cancelled.

Category	Ethnicity	Students	Completion	Completion Rate
Basic Skills Math	Asian	*	*	*
	African-American	93	25	26.9%
	Latino	60	24	40.0%
	Native Amer./Alaskan	*	*	*
	Pacific Islander	*	*	*
	White	*	*	*
	Unknown	*	*	*
Basic Skills English	Asian	*	*	*
	African-American	270	100	37.0%
	Latino	208	89	42.8%
	Native Amer./Alaskan	*	*	*
	Pacific Islander	*	*	*
	White	*	*	*
	Unknown	*	*	*

Disability Status

There are not enough students in either the math or the English basic skills sequence with an identified disability to make a very good comparison with the general population. Nonetheless, the outcomes that are available show students with disabilities produce similar rates with the general student population.

Category	Disability	Students	Completion	Completion Rate
Basic Skills Math	No disability identified	166	52	31.3%
	Identified disability	*	*	*
Basic Skills English	No disability identified	491	194	39.5%
	Identified disability	36	12	33.3%

Economic Disadvantage

Students with an identified economic disadvantage completed basic skills sequences at rates similar to the general population in math. Economically disadvantaged students actually performed much better than the students without an identified economic disadvantage in completing the basic skills English sequence.

Category	Economic Disadvantage	Students	Completion	Completion Rate
Basic Skills Math	No economic disadv. identified	35	11	31.4%
	Identified economic disadvantage	141	44	31.2%
Basic Skills English	No economic disadv. identified	137	41	29.9%
	Identified economic disadvantage	390	165	42.3%

Veterans and Foster Youth
There are not enough foster youth or veterans identified in the basic skills cohorts to compare outcomes with the general population.

Outcome D: Degree and Certificate Completion

Colleges are required to discuss inequities in terms of *Degree and Certificate completion* as defined by the ratio of the number of students by population group who complete a degree or certificate compared to the number of those students who demonstrate a desire to complete a degree or certificate.

The following comparisons are for students who first enrolled during the 2007-2008 school year, completed six units, and attempted an English or math course. Since English and math are considered to be requirements for most degrees and certificates, the California Community College Chancellor's Office uses this methodology as a predictor of intent to graduate rather than the more unreliable student indicated goal. These students are tracked for six years to see if the outcome was achieved. A successful outcome is the completion of a degree or certificate.

As with course completion, the metric used here is the 80% rule, which measures each subgroup completion rate against the reference group.

Gender

Females outperform males in terms of the percentage completing a degree or certificate within six years. Using the historical majority male group, the higher performing female group would indicate no disproportionate impact. However, by reversing the reference group, it can be said that males are disproportionately impacted in terms of degrees and certificates received.

Gender	Students	Awards	Rate
Female	284	52	18.3%
Male	202	24	11.9%

Race/Ethnicity

Latinos and African-Americans are the only groups with a large enough population in the 2007-08 cohort being used to track degree and certificate completion to make a comparison. Latinos earn degrees and certificates at a slightly higher rate than African-Americans, but the difference is not large enough to indicate a disproportionate impact.

Ethnicity	Students	Awards	Rate
Asian	*	*	*
African-American	209	29	13.9%
Latino	220	36	16.4%
Native Amer./Alaskan	*	*	*
Pacific Islander	*	*	*
White	*	*	*
Unknown	*	*	*

Disability Status

There are not enough students in the 2007-08 cohort with an identified disability to make a comparison for degrees and certificate attainment rates.

Disability	Students	Awards	Rate
No disability identified	478	74	15.5%
Identified disability	*	*	*

Economic Disadvantage

Most of the awards received by students in Compton Center 2007-08 cohort are earned by students with an economic disadvantage. There are not enough awards earned by students without an identified economic disadvantage to make a comparison of disproportionate impact on the economically disadvantaged. Comparatively, this means those without an identified economic disadvantage are underperforming in terms of degree and certificate completion.

Economic Disadvantage	Students	Awards	Rate
No economic disadvantage identified	65	*	*
Identified economic disadvantage	421	73	17.3%

Veterans and Foster Youth

There are not enough students in the 2007-08 cohort identified as foster youth or veterans to make a comparison for degrees and certificate attainment rates.

Groups	Students	Awards	Rate
General	478	76	15.9%
Foster youth	*	*	*
Veterans	*	*	*

Outcome E: Transfer

Colleges are required to discuss inequities in terms of *Transfer* to bachelor's degree granting institutions. This is defined by the ratio of the number of students by population group who complete transfer compared to the number of those students who demonstrate a desire to complete a degree or certificate.

The following comparisons are for students who first enrolled during the 2007-2008 school year, completed six units, and attempted an English or math course (similar to the degree or certificate cohort). Since English and math are transfer requirements, the California Community College Chancellor's Office uses this methodology as a predictor of intent to transfer rather than the more unreliable student indicated goal. These students are tracked for six years to see if the outcome was achieved. A successful outcome is the transfer to a bachelor's degree-granting institution, which is identified through the California Community College Chancellor's Office.

The metric used here is the 80% rule, which measures each subgroup completion rate against the reference group.

Gender

Males outperform females in terms of the percentage transferring. The rates are very close so, there is no evidence of a disproportionate impact in terms of gender outcomes.

Gender	Students	Transfer	Rate
Female	284	63	22.2%
Male	202	52	25.7%

Race/Ethnicity

Latinos and African-Americans are the only groups with a large enough population in the 2007-08 cohort being used to track transfer to make a comparison. African-Americans earn degrees and certificates at a slightly higher rate than Latinos but the difference is not large enough to indicate a disproportionate impact.

Ethnicity	Students	Transfer	Rate
Asian	*	*	*
African-American	209	53	25.4%
Latino	220	47	21.4%
Native Amer./Alaskan	*	*	*
Pacific Islander	*	*	*
White	*	*	*
Unknown	*	*	*

Disability Status

There are not enough students in the 2007-08 cohort with an identified disability to make a comparison for transfer rates.

Disability	Students	Transfer	Rate
No disability identified	478	113	23.6%
Identified disability	*	*	*

Economic Disadvantage

Students with an economic disadvantage in the cohort transfer at rates lower than students without an identified economic disadvantage, but the difference is not large enough to indicate a disproportionate impact for the economically disadvantaged students.

Economic Disadvantage	Students	Transfer	Rate
No economic disadvantage identified	65	18	27.7%
Identified economic disadvantage	421	97	23.0%

Veterans and Foster Youth

There are not enough foster youth or veterans in the 2007-08 cohort to compare transfer outcomes with the general population.

Groups	Students	Transfer	Rate
General	478	112	23.4%
Foster youth	*	*	*
Veterans	*	*	*

GOALS/OUTCOMES and ACTIVITIES

This SEP addresses five overarching goals based on the five indicators of student equity success. Within these general aims Compton Center seeks to improve equity for the specific target groups identified in its campus-based research. A chart listing the objectives, activities, funding sources and costs, and other relevant details is set forth below for each category of goals.

Outcome A. Access

A. General Goal	Compton Center seeks to increase enrollment.
A1. Targeted Goal	Compton Center seeks to increase enrollment with respect to male students.
A2. Targeted Goal	Compton Center seeks to increase enrollment with respect to Asian, Latino, and White students.

Goals	Objectives	Activity/Description	Responsible Parties	Personnel /Facilities Needs	Timeline	Expected Outcome/Target Group(s) Addressed	Existing Budget Sources	Student Equity Plan Allocation Estimate
A, B, C	Administrative Costs	Hire additional personnel to support the objectives of the plan: • Director of Student Equity & Learning Communities • 50% Learning Center Assistant • 50% Research Analyst •	VP Compton Center		Spring 2015		Basic Skills SSSP	$205,400
A, A1, A2	Develop specific outreach for targeted populations.	• Partner with local community groups as needed to provide outreach. • Create targeted publications and outreach materials. • Hold targeted outreach events to increase awarenesss within these communities.	Director of Enrollment Services, Director of Public Relations & Marketing, Special Programs (EOPS, FYE, CalWORKs, Foster Youth, SRC), SSSP Coordinator and staff	Public Relations & Marketing Staff, Additional support through Associated Student Body and Student Clubs.	January 2015	To increase enrollment of this targeted populations by 5% in the next 3 years.	General Fund, Enrollment Management funds	$7,500

Goals	Objectives	Activity/Description	Responsible Parties	Personnel /Facilities Needs	Timeline	Expected Outcome/Targ et Group(s) Addressed	Existing Budget Sources	Student Equity Plan Allocation Estimate
A1	Male Conference/Speaker Series	• Sponsor a conference geared toward male high school seniors that highlights the opportunities at Compton Center. • Conduct a speaker series throughout the academic year to support male students. • Provide target students the opportunity to attend conferences designed to promote student success and retention.	Director of Enrollment Services, Dean of Student Services Director of Equity & Learning Communities, Director of Public Relations & Marketing,		Spring 2015	Increase enrollment of male students by 5% in the next 3 years	Enrollment Management	$15,000
A, A1, A2	Expand Learning Communities and create new cohorts for under-represented target populations.	• Create more diversified learning communities. • Expand FYE male cohorts to a 2-year program.	Director of Equity and Learning Communities, FYE Coordinator, VP Academic Affairs,	Faculty with training and specialization working with special populations and peer support.	Fall 2015	To increase enrollment of these targeted populations.	General Fund	$15,000
A, A1, A2	Sponsor summer training academies for high school students and other targeted students.	Work with K-12, adult schools and local employers and community organizations to assess community needs and develop targeted basic skills strategies to best prepare incoming students to successfully complete college level CTE programs including VESL and other support aligned with high wage, high placement employment.	Career and Technical Education Dean and Faculty, Library-SSC Dean, Counselors, Director of Public Relations & Marketing,	K-12, adult schools, local employers and community organizations) Special Resource Center and High Tech Center,	Summer 2016	To increase enrollment of target students interested in pursuing vocational and technical education certificates and degrees.		$5,000

GOALS/OUTCOMES and ACTIVITIES

Outcome B. Course Success

| B. General Goal | The Compton Center seeks to increase the rate of course success of credit and basic skills. |
| B1. Targeted Goal | The Compton Center seeks to increase the rate of course success of credit courses for **African American** students. |

Goals	Objectives	Activity/Description	Responsible Parties	Personnel /Facilities Needs	Timeline	Ex
B, B1	Increase strategies for creating success in college and life	Incorporate Human Development 10 course (College Success) in education plans.	Counseling, Enrollment Management VP Academic Affairs, Humanities,	Additional HDEV Faculty	Fall 2015	To int
B, B1	To increase success of at risk student by providing additional academic support via specific academic interventions.	Develop aggressive and specific intervention programs for student in credit, basic skills, and transfer level course who are at risk at mid semester point (grade forecast). Provide follow up counseling support. Offer workshops for identified deficiencies and student support services.	SSSP Coordinator, Dean of Student Success	Faculty Counselors Student Success Center	Spring 2015	Ir compl by
B, B1	Textbook Availability	Increase textbook availability to target students through a variety of options such as: • Textbook loan program • e-text conversion • book vouchers	Director of Student Equity & Learning Communities, Financial Aid Director, Directors of CalWORKs and EOPS/CARE	Additional Financial Aid, CalWORKs and EOPS/CARE staff and	Fall 2015	To stude ct text

B	Professional Development.	Provide workshops for faculty and/or staff such as: cultural sensitivity, learning styles, ADA accommodations, On Course Training, and Learning Communities	VP Compton Center Dean of Human Resources Director of Student Equity & Learning Communities	Consultants California Community Colleges Success Network (3CSN),	Spring 2015	Incre: succ Incre commi
B. B1	Increase course completion rates.	Expand Supplemental Instruction (SI) sessions to transfer level courses. Expand subject matter tutoring	Instructional Specialist, Faculty Dean of Student Success	Learning Center Assistant Tutors SI Coaches	Fall 2015	To inc rates

GOALS/OUTCOMES and ACTIVITIES

Outcome C. ESL and/or Basic Skills Completion

C. General Goal	Compton Center seeks to increase basic skills completion.
C1. Targeted Goal	Compton Center seeks to increase basic skills completion for **African American students**.

Goals	Objectives	Activity/Description	Responsible Parties	Personnel/ Facilities	Timeline	Expe G
C, C1	Increase the completion rates of basic skills math and English courses for African American students.	Offer workshops for all students in basic skill math and English during the course of the semester to reinforce and strengthen the basic concepts learned in the classroom. The workshops will be conducted by Math and English faculty during various times, days and locations.	Instructional Assistant, English and Math Faculty		On-going	Usage o
C	Increase the completion rates of basic skills math	Incorporate in-class tutors in basic skills math classes.	Dean of Student Success, Division Chair.	Basic Skills Coordinator	Fall 2015	Increas successf matt
C, C1	Bridge Program	Develop a bridge program to include Math & English Summer and Winter Academies to provide students with another opportunity to develop skills to advance in math and English.	Director of Student Equity & Learning Communities Dean of Student Success Basic Skills Coordinator Faculty Coordinator	Math & English Faculty	On-Going	Improv skills s
C, C1	Counseling Intervention for Math Courses	Embed counselors in basic skills classes to assist students with their education plans.	Dean of Student Success, Dean of Student Services	Counselors	Fall 2015	Persiste incre
Goals	Objectives	Activity/Description	Responsible Parties	Personnel/ Facilities	Timeline	Expe G
C, C1	Increase the number of African American students transitioning from Basic Skills to transfer level courses.	Have updated computer software for basic skills students to use to successfully complete basic skills courses.	Dean of Student Success, Technology Committee and Vice-President of Academic Affairs.		Spring 2016	Increas success course

32

Budget

Total Budget		**$401,975**
Administrative Costs		
	Director of Student Equity & Learning Communities	$97,053
	50% Research Analyst	$30,345
	50% Learning Center Assistant	$21,565
	Benefits	$56,437
Hourly Academic	Faculty Special Assignments (Bridge Program, Learning Communities)	$25,000
	Counselors (Early Intervention, Basic Skills, Learning Communities)	$24,000
Student Workers/Hourly	Supplemental Instructors	$15,000
	Tutors (Early Intervention, In-class tutors for math)	$31,500
	Benefits	$15,325
Professional Development		$20,000
Student Development	Training (SI and Tutors)	$9,750
	Learning Communities	$10,000
	Bridge Programs	$9,000
	Speakers Series	$8,000
Supplies/Marketing	Textbooks	$10,000
	Supplies	$6,250
	Marketing	$12,750

Integration of Equity Plan into College Planning

The El Camino College Compton Center Student Equity Plan reflects its Master Educational Plan, which is designed to more equitably serve the community's needs and the college-going population than it does now, so that the student body more equitably represents the communities' populations.

To meet the projected goals set forth in the Educational Master plan, the Center has hired a substantial number of new employees to replace the large numbers of retirees. Consequently, providing professional development and leadership opportunities, especially for faculty, will be of paramount importance as the Center focuses on student achievement and attainment of goals. The goal to hire and train new faculty meets the projected objectives set forth in the Student Equity Plan.

The Compton Center Educational Master Plan addresses opportunities for growth since the Center has historically under-served significant segments of the district – notably:

a) Latino residents, who comprise over 60% of area residents but only 34% of the student body;

b) residents on the eastern side of the district, in the cities of Lynwood and Paramount, where participation rates are significantly smaller than those in the city of Compton;

c) non-traditional (working) students whose needs are best served in the off-peak evening and weekend hours or in alternative off-campus or online settings; and

d) male students, who make up half of the service area's residents but only 35% of the student body.

These groups function as pockets of opportunity for future enrollment growth, making it possible for Compton Center to grow at rates significantly exceeding those for the area population in general.

The greatest challenge to the Center will be to acculturate and educate students who have come to the Center less prepared for college work than at other institutions. Even though enrollment has increased, on the standard measures of accountability, which include in-course success and retention rates, persistence in enrollment over terms, and completion of degree, certificate and transfer requirements, the Center falls well below even peer institutions. The disparity between access (bringing students in greater numbers to campus) and success (in providing the conditions for students to meet their objectives in a timely fashion) will, over the long term, be the measure of the institution's own success. Although many students beginning their college education at the Center do so in basic skills courses, the success rates in those courses have been much lower than those for degree courses, transfer courses or the Center overall.

Two substantive features of a long-term enrollment management plan included in the Master Educational Plan are as follows:

1. Provide a record of marketable performance by increasing retention rates within terms to 80% and persistence rates across terms to 65%;

2. Intervene strategically in curricular areas that consistently underperform - e.g. to increase in-course success rates for basic skills offerings (now, 45%) and online offerings (also 45%) to the norm for all classes (60%) - in order to keep all students on pace to reach their educational objectives.

These two features are aligned with the goals set forth in the Student Equity Plan.

The Student Equity Plan integrates into the Center's planning in terms of linking and strengthening between academic programs and student services. Student support services include programs such as Disabled Students Programs and Services, CalWORKs, and Extended Opportunities Programs and Services/Cooperative Agencies Resources for Education. These programs provide otherwise disadvantaged students with resources to advance their educational objectives and have historically received their revenue from state-restricted categorical program budgets.

Evaluation Schedule and Process

Each objective will be evaluated at the end of each primary term of the academic year and a report would be generated to document outcomes. As each activity is started, Institutional Research will assist the responsible parties to identify the necessary information that needs to be collected in order to accurately assess the outcome of the activity.

The process that will be used to assess improvement would be from the following:

1. Data compiled by Institutional Research

2. Winter and Summer Academies outcomes data

3. Learning communities outcomes data

4. Data generated from courses assigned supplemental instruction.