



**East Los Angeles College  
Student Equity Plan 2019-22**

# East Los Angeles College

## Student Equity Plan 2019 - 2020

### Executive Summary

#### Introduction

Since 2012 the California Community College system has been focused on Student Success and passed initiatives in 2014 with targeted funding to help meet the mandates. The values set for in the legislation along with the infusion of money has helped to spur continued conversations at East Los Angeles College; primarily challenging us to rethink how we support our students in achieving their educational goals. Since 2014, the student equity legislation, planning process, and funding have bolstered our approach to student success, helping us strategically examine our institutional practices to improve the conditions, experiences, and equitable outcomes for students.

#### Equity at East Los Angeles College

In 2011, East Los Angeles College (ELAC) made an institutional commitment to equity by making it an individual goal within the College Mission Statement. As written, the second goal of the College Mission Statement centers on, “Increasing equity in successful outcomes by analyzing gaps in student achievement and using this to identify and implement effective models and programming to remedy these gaps.” Along with student success, access, and data-informed decision making, equity is a focal point of how the colleges serves its students and community.

As part of the Mission Statement, equity is embedded in all college planning processes, including the college’s Program Review and Annual Update Plans. In fact, all departments and units must analyze, evaluate, and engage in discussions to address equity gaps. More recently, the college reaffirmed this commitment by making equity one of its core values— “We advance equity: We consciously evaluate and study all aspects of the student experience to foster success and inclusivity for students of all backgrounds and levels of ability.” Adding equity into our college’s core values emphasize its importance in driving our institutional culture and guiding the strategies developed and implemented for statewide initiatives, local priorities, and future innovations.

As a college we have used student equity to make the ELAC experience meaningful for students facing long standing inequities, from start to finish. Most notably, the student services division underwent a transformation of programs and services grounded on equity-mindedness, cultural relevance, Six factors of Student Success and the college completion. This transformation provides a foundation for our understanding in examining the current student delivery system and how to reimagine college planning around the student life cycle, keeping them engaged and supported through completion.

## Reflection on the Last 5 Years

East Los Angeles College is situated in a community of cultural and historical significance. We are home to a diverse population, serving predominantly Latinx and Asian students seeking educational opportunities for themselves, their family, and community. We also carry the legacy of the Chicano Walkouts and fight for social justice -- people and movements demanding better educational experiences, conditions, and outcomes for the students of East LA; therefore, the concept of equity mindedness continues to be at the forefront. Since 2014, we have implemented our Student Equity efforts to reflect the populations we serve and attempted to develop programs and strategies that create a more equitable environment for students. Our work over the last five years has been to address the equity gaps facing all students, but most particularly our students of color. In the 2015 Equity Plan, we stated that “If the goals for increased completion are to be met, in the context of a state with increasing proportions of students of color, then community colleges must implement programs and strategies that support students of color to successfully complete their educational goals.” Our college has honored and lived up to the statement by developing equity-minded actionable steps to improve outcomes for our students as they enroll, explore our programs and services, and progress towards their educational goals. We are further committed to promoting equity as an essential part of ELAC’s organizational and sociocultural development, pedagogy and leadership strategies.

East Los Angeles College approached student equity through a multifaceted approach. ELAC partnered with several partners to understand student equity through institutional reflection. Most notably, there was an investment in the following overarching areas *professional development, inquiry of programs and services, transfer equity scorecard and the transformation of the student services division*. Early on ELAC partnered with several equity-minded thought leaders, university partners and USC’s Center for Urban Education (CUE) to provide campus leadership, stakeholders, community and students the opportunity for professional development and space to engage in the work to embrace the values of equity-mindedness and address the gaps in achievement.

### Professional Development:

The ***Culturally Responsive Training (CRT) Academy*** was established in early 2015, training over 300 faculty, staff and administrators. Initially, the CRT Academy worked with the Center for Urban Education to explore whether our structures and cultural practices promoted equity-mindedness and student-centeredness. This work included examining campus documents such as the catalog, schedule of classes and signage around campus. This inquiry was a contributing factor to further dialogue on institutional practices that continued in the Accreditation Self-Evaluation. The concept of the Welcome Center and Dream Resource Centers were initiated a year later. The following years, the CRT training modules were more focused in which the CRT Academy hosted a series of cohort seminars with a minimum of four sessions per cohort. The intention of the CRT was to not only learn about equity and equity minded practices and diffuse the values of equity campus wide, but also to implement the strategies in the classroom, programs and activities across campus.

In addition to the CRT, the ELAC community of staff and faculty created the **SAFE Zones Training** that focused on educating faculty and staff about LGBTQ+ and undocumented students, creating a safe space for students, identifying resources and support but more importantly signaling to students a broad-based and growing network of allies. The Safe Zones committee created the curriculum, hosted sessions and have trained over 200 allies throughout campus. The CRT's work also prompted changes in how we onboarded and provided training to new faculty members. The New Faculty Institute (NFI) would encourage faculty members to attend the CRT academy and, through collective work and a desire to expand the equity mindset, equity-minded trainings and activities were added to the NFI curriculum. Now, the NFI ensures that all new faculty members receive equity-mindedness training and how those practices could reshape the student experience.

Professional Development was not only accessed by administrators, faculty and staff. Students also participated in CRT, SAFE Zone trainings and outside conferences. Through the Associated Student Union (ASU), student leaders created a series of professional development activities for students via workshops, speaker engagements and a daylong conference. These events were student created, student led and facilitated by students. The professional development activities created by students for students has been one of the highlights of the student equity work and, more importantly, has been a way to keep students connected and engaged to the ELAC community. This work has resulted in ASU institutionalizing an annual Student Leadership Conference organized by the ASU Officers and their council and an increase in chartered student clubs. A faculty advisor on student engagement is now embedded in the Office of Student Activities to support student leadership development and to link the clubs to various activities, with future plans to support stewardship opportunities college-wide and in the community.

#### [Transfer Investments and Transfer Equity Scorecard:](#)

The Student Equity Plan submitted in 2015 identified an abysmal rate of transfer. According to the Student Success Scorecard at that time, the college transferred 446 out of the 2,421 students from the 2008-2009 ARCC cohort with a transfer rate of 18.4% or approximately 1 out of 5 students. Therefore, a significant investment of almost fifty percent equity funding or 1.4 million dollars in funding was dedicated to transfer equity efforts. Since the implementation and serious investment of transfer-focused initiatives, the college has increased the rate of students eligible for transfer within three-years from 7.3% in Fall 2014 to 8.2% in Fall 2016.

Funding included hiring of an additional Transfer Counselor as well as adjunct counselors, development of university partnerships, expansion of the Transfer Center, increasing the cadre of Career Guidance Counseling Assistants and peer mentors, increasing student access to university tours, opening of a Transfer Lab, and the development of a Transfer Equity Scorecard. This expansion allowed more opportunities to promote the transfer culture and support students through the transfer process. In addition, the center stayed open longer and later to accommodate more students. This investment paid off. In fall 2019, the Transfer Center met with 921 students to support transfer application with submission of 847 individual transfer applications by

comparison to the previous year of 536, which is a 63% increase. The college also observed an increase in these past years of the number of students and families attending the Transfer Student Reception moving from a room capacity of 350 to filling the auditorium with close to 2,000 in attendance. Transfer activities supported other learning communities such as Puente, Delloro, Pathway to Law, and targeted populations of students who were undocumented, athletes, veterans, foster youth, older Latinas, and students on probation or asking for fourth attempts. In addition, university partnerships were developed and/or enhanced.

One of the first partnerships developed was with California State University Long Angeles in collaboration with Los Angeles Unified School District resulting in the Great Outcomes East Los Angeles (GO ELA) pipeline that promoted a college-going culture with families and schools. GO ELA resulted in building our pipeline of dual enrollment programming, high school academies and summer bridge programs. This helped create the change in focus of AOC (Assessment, Orientation and Counseling) Days coordinated by the Assessment Office to promote a different onboarding focus resulting in College Preview and Acceptance Days. Currently, a collaborative approach is used to include all service units to organize the High School Welcome Days with the Outreach and Recruitment Office.

Simultaneously in the writing of the Student Equity Plan, the President called for a Transfer Taskforce in 2014. The Transfer Taskforce aims were included into the 2015 Equity Plan. University partnerships were created with University of California Los Angeles (UCLA), Loyola Marymount University (LMU), University of California Irvine (UCI), and the University of California Santa Barbara (UCSB). Through the partnership with UCLA's Center for Community College Partnerships (CCCCP), ELAC was able to provide students with the opportunity to understand the transfer process and expose them to four-year universities. Mentors from UCLA are housed in the Transfer Center to support the transfer process. Summer bridge programs were developed with the universities in which students participated in either one day, weeklong or three-week summer university programs. Additionally, students were also exposed to college trips to the Bay Area, Central Valley and San Diego region through several Transfer focused programs on campus: Puente, Delloro, Pathway to Law, First Year Experience Program and Transfer Center.

In 2017, the Center for Urban Education (CUE) and East Los Angeles College (ELAC) launched a two-year project to increase transfer equity at the college. Over the course of nine meetings during the 2017-2018 academic year, the ELAC Equity Scorecard Evidence Team attempted to answer the question, "What does transfer equity look like at ELAC?" The team examined transfer data disaggregated by race/ ethnicity to better understand the transfer process from an equity perspective and to identify racial equity gaps. One of the final data analysis projects of the evidence team was to review and understand the transfer data through the State Chancellor's Vision for Success Goals. Disaggregating the data and projecting the goals based on the Vision for Success metrics has provided concrete goals so that ELAC can work towards eliminating the transfer equity gaps and increasing transfer rates for Latinx first generation students and other disproportionately impacted (DI) groups identified in the data analysis.

With the assistance of CUE research specialists, the team inquired into their own transfer practices to better understand how to address the inequities identified in the transfer data. The team created a series of action plans with concrete steps to support transfer equity at ELAC. In order to prepare for the project, CUE research specialists conducted three focus groups that examined institutional documents and collaborated with ELAC's Office of Institutional Effectiveness and Assessment (OIEA) to collect numerical transfer data disaggregated by race. Three reports were developed and the findings were presented at the CUE Equity Workgroup, held in the spring of 2017. One of the reports, **Vital Signs Transfer Data Report** focused on ELAC's transfer outcomes data. This report presented was presented by CUE based on the analysis of transfer data provided by OIEA. This data was used as a starting place for the Evidence Team to learn about transfer at ELAC. The report consisted of four sections: Access, Transfer-Aspirants, Transfer Cohort Migration, and Transfer to Public Four-Year Institutions. Each section provided data tables/figures illuminating the state of transfer equity at ELAC. The goal of the data analysis was to determine a focal effort or area of concern regarding transfer equity. The team was interested in data pertaining to first-time Latinx students in fall 2015 that said their goal was to transfer and earn a bachelor's degree (transfer aspirant population.)

Of this group, more than 60% of the population had yet to successfully complete one of the four required courses to transfer to the California State University (CSU) or one of the three required courses to transfer to the University of California (UC) within three semesters. The team found the data striking, as it showed that ELAC's Latinx population that wants to earn a bachelor's degree was not progressing towards their goal in a timely manner. The data showed that the majority of this group were placed into ELAC's lowest levels of math and English and struggled to get through them. As a result of the data discussions, the team decided to examine how ELAC teaches new students about "transfer-related" and "transfer-impacting" indicators. Some of the questions that the team wanted to answer are listed below:

- When students first enroll at ELAC are they introduced to transfer?
- Are they given the tools to understand how to transfer?
- Are they taught about the importance of taking and completing transfer-impacting indicators, like math and English?
- Are they told about the golden four, what these courses are and their importance to transfer?

The Transfer Equity evidence team was committed to "Ensuring that Transfer Started on Day One" at ELAC and aside from a dedicated focus on the inquiry and review of data, the campus was also committed to expanding the number of university partnerships and transfer related activities available for students. Student Equity invested a significant portion of funding and focus on Transfer. Through the partnership with the UCLA CCCP, ELAC was able to provide students with opportunities to understand the transfer process and expose them to four-year universities. Students participated in various formats of a one day, weeklong or a three-week summer programs at UCLA, LMU, UC Irvine and UC Santa Barbara. Additionally, students were also exposed to College trips to the Bay Area, Central Valley and San Diego region through several Transfer focused programs on campus: Puente, Delloro, Pathway to Law, First Year Experience Program and

Transfer Center. ELAC also invested in the expansion of the Transfer Center, peer mentors and Faculty Transfer Success Advocates to not only promote but support students through the transfer process. One of the final data analysis projects of the evidence team was to review and understand the transfer data through the State Chancellor's Vision for Success Goals. Disaggregating the data and projecting the goals based on the Vision for Success metrics has provided concrete goals so that ELAC can work towards eliminating the Transfer Equity gaps and increasing Transfer rates for Latinx first generation students and other DI groups identified in the data analysis.

In reflection, the implementation and investment of transfer-focused initiatives, has resulted in an increase of the transfer rate, acknowledgment by several news sources such as the Washington Monthly and Education Outlook of the increase in our transfer rankings. Yet, there is still much work to be done due to the scale of our college enrollment. Our college uses transfer-eligible as a proxy for transfer because the decision to accept admission and enroll in a four-year institution is a personal, student-determined decision. In our discussions with our students, we have learned that some opt not to transfer due to other obligations or financial barriers. Therefore, work on the Transition milestone needs to be developed as well as emphasis on intentionality through follow-up efforts with case management innovation.

### [Inquiry of Programs and Services](#)

The professional development and the work with CUE and our University partners embedded the values of inquiry, reflection and a true desire to support student success and ensure that our programs and services were intentional and meaningful. During the creation of the first Student Equity report, activities and programs were created with the intention of understand the student experience and mitigating the gaps. Early on the team recognized that the goal was not to create boutique programs but rather to understand how students were experiencing ELAC and what were the barriers and challenges they faced in completing a certificate, degree and/or transfer to a four-year institution. The activities and programs provided the space for inquiry and learning and changed practices, policies and programs on campus. The team was also focused on understanding student success frameworks such as Community Cultural Wealth, Six Factors of Success and the College Completion Framework (discussed later in the executive summary). These frameworks provided the foundation of how as a campus we would restructure our programs and services. The most notable changes were the focus on transfer, how students were onboarded, redesign of our face to face orientation and online orientation, a review of transfer related documents, a review of financial aid access and support, supporting students through gate keeper courses, understanding barriers faced by our 4<sup>th</sup> attempt and academic probation students and understanding the barriers placed on residency policies for undocumented, foster and homeless students.

### [Transformation of Student Services](#)

The student success and support (SSSP) and student equity (SEP) funding provided the opportunity for the student services division to transform its programs, supports and services. As student

services professionals across the campus engaged more with SSSP and SEP professional development and inquiry, there was a movement to transform our division to support students. Another big factor in our learning was that our district was simultaneously changing our Student Information System, which in many ways highlighted the hurdles that were imposed on our students. The last several years prompted us to take action and redesign units with the goal of expanding services, providing case management and support and eliminating duplication. The student services leadership provided trainings and convenings focused on transforming our units. During these last five years the following areas were created, the FACES, Early College Program, Welcome Center, the Dream Resource Center, CAYFES/Next UP, Student Athletic Support and Transfer Center and the First Year Center. The following areas were expanded Financial Wellness and Literacy, Financial Aid Computer Lab and Veterans Resource Center. The following areas were redesigned; Enrollment - Student Progress and Retention Center (SPARC) and Transfer Center – Transfer and College Completion Center. The Student Services division redesign is centered on the milestones of the student lifecycle and each unit reviews their goals with those milestones/benchmarks in mind.

### Student Equity Funding Breakdown (2015-16, 2016-17, and 2017-18)

Since 2014, the California Community Colleges Chancellor’s Office (CCCCO) and Legislature (SB 1456 & SB 860) have provided Student Equity funding to increase student success primarily focused on student populations that have been disproportionately impacted in higher education, embedding the values of equity and inclusion in community colleges. ELAC has used the funding to not only focus on disproportionately impacted groups but to also transform student services with the student lifecycle and student experience as its core driver. The Student Success dollars included the funding of positions, programs, services and student supports that worked to increase student engagement and success with the goal of reducing equity gaps.

The 2015-2018 allocation was focused on the following student success metrics provided by the CCCCCO, in the areas of access, course completion, basic skills, degree and certificate completion, and transfer rates and financial wellness. Considering the different funding, curricular and legislative changes, occurring in the California Community College system, ELAC is committed to closing achievement gaps, increasing student success with the lens of Equity as the driver. There has been recognition that while, our campus has made strides in the last few years in transfer and completion; it is just the beginning in how we strive to serve all of our students to ensure that our disproportionately impacted groups reach the same rates of success as the general student population. The campus is moving towards a model where all our planning efforts will infuse the values of being equity-focused, integrated and minimizing the duplication of efforts with the goal of reaching more students and helping them reach their educational goals.

### Review of Past Expenditures

Category	2015-2016	2016-2017	2017-2018	Category Totals
Academic Salaries	\$1,160,070	\$456,995	\$569,463	\$2,186,528
Classified & Other Non-Academic Salaries	\$1,185,669	\$669,884	\$1,225,139	\$3,080,692
Employee Benefits	\$201,851	\$170,822	\$261,181	\$633,854
Supplies & Materials	\$128,336	\$11,838	\$133,637	\$273,811
Other Operating Expenses & Services	\$1,040,315	\$1,608,036	\$866,443	\$3,514,794
Capital Outlay	\$32,164	\$188,315	\$106,038	\$326,517
Other Outgo	\$-	\$-	\$-	\$-
<b>Program Totals</b>	<b>\$3,748,405</b>	<b>\$3,105,890</b>	<b>\$3,161,901</b>	
<b>3-Year Student Equity Expenditure Totals</b>				<b>\$10,016,196</b>

### Moving Forward with Guided Pathways

The implementation of equity at ELAC is influenced by ideologies and frameworks that espouse institutional values and goals. They delineate clear service responsibility while emphasizing the interdependency among the academic and student support services that impact student success. Together, these ideologies and frameworks have led to the restructuring and refocusing of the college’s efforts on the student experience and the implementation of activities and practices that follow the California Community Colleges Guided Pathways Grant Program, in accordance with California Education Code 78222(a).

### Equity-mindedness

Our campus has a strong history in social justice and activism in promoting equitable outcomes for our community. ELAC supports students of all ages and backgrounds and connects with them, in their range of unique circumstances and the strengths or capital that they bring, to help them fulfill their dreams. We strive to design classes and services to the needs of those we serve. We strive for a diverse workforce that honors the contributions of all who work at ELAC. We also strive to



embed equity-mindedness into our programming. Equity-mindedness refers to the thinking and perspectives that call attention to patterns of inequity in student outcomes and the engagement of critical assessment of our practices. According to the Center for Urban Education – equity minded “practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American higher education.”

Our Culturally Responsive Training Academy offers training modules that allows our practitioners to question assumptions, recognize stereotypes that harm student success and continually assess their practices to create change. Our equity work needs to be evidence-based, race conscious, institutionally focused, systematically aware and advances equity.

## Cultural Wealth Model

Since ELAC serves predominantly students of color, we refer to Yosso's *Cultural Wealth Model* which provides an empowerment framework to understand how students of color access and experience college from a strengths-based perspective. Yosso designed this model to capture the **talents, strengths and experiences that students of color bring** with them to their college environment. Our next phase of professional development work with our students will focus on supporting and building upon their resilience and capital.



## RP Group's Six Success Factors that Support Student Achievement

Research on community college support indicates that students are more likely to achieve their goals when "six success factors" are present. In developing the human capacity of all students, we will provide support in six key factors of student success. Our students will be:

**Directed:** students have a goal and know how to achieve it

**Focused:** students stay on track, keeping eyes on the prize

**Nurtured:** students feel somebody wants and helps them to succeed

**Engaged:** students actively participated in class and extracurriculars

**Connected:** students feel like they are part of the college community

**Valued:** students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

## Completion by Design Framework

The purpose of the 2019-2022 East Los Angeles College Student Equity Plan is to embed a completion by design framework to address our policies, institutional barriers, and practices that have results in inequitable outcomes for students. The new Student Equity and Achievement Program plans to address the disparities between aspiration to attend our college and who applies and actually enrolls, the issues of persistence and retention, and design programming supports for completion of transfer-level courses, and achievement of certificates, associates, and transfer success.



## Student Equity, Completion by Design, Student Centered Funding Formula and Guided Pathways

Under the Student Equity and Achievement Program, one of the primary changes to equity planning for the college will be the new Student Success Metrics. Specifically, we were charged with examining five within our planning process, which are: Successful enrollment, retention, completion of transfer-level Math and English, transfer, and achieving Vision completion goals. We have placed these five metrics into three buckets that overlap with our current work in Guided Pathways, Strategic Enrollment Management, and Completion by Design. This effort was done to help us coordinate planning efforts and leverage these resources to best support students at ELAC.

ELAC Completion by Design Framework	Connection	Entry (0-15 units)	Progress (16-30 units)	Completion (31-60 units)	Transition
<b>Overlap of Recent Reforms</b>					
<b>Student Equity &amp; Achievement</b>	Metric: Successful Enrollment	Metric: Retention/ TR Level Math/English	Metric: TR Level Math/English	Metric: Attained Vision Goal	Metric: Transfer
<b>Strategic Enrollment Management</b>	Connection	Entry (0-15 units)	Progress (16-30 units)	Completion (31-60 units)	
<b>Student Centered Funding Formula</b>	Enrolling AB540/Pell/Promise	TR Level Math/English	TR Level Math/English	ADT or Certificates	Transfer
<b>Guided Pathways</b>	Clarify the Path	Enter the Path	Stay on the Path	Ensure Learning	Ensure Learning

### Planning Process

In August 2018, following the legislative approval to consolidate the Student Success and Support Program (SSSP), Study Equity funding, and the Basic Skills Initiative (BSI), our Academic Senate replaced three related advisory committees with a Student Equity and Achievement Program Advisory Committee (SEA-PAC or SEAP Advisory Committee). Over the last academic-year our advisory committee examined new initiatives, state-level and local-level data, assessed recent programs and practices funded by equity, and discussed how to leverage the new SEAP to address inequities for our students. The advisory committee provided direction for the development of our Student Equity Plan for 2019-22--a coherent document that guide our institutional priorities and practices in ways that support our students facing inequities on campus.

### Student Equity and Achievement Program (SEAP) Advisory Committee

The SEAP Advisory Committee will fulfill its charge through five designated workgroups:

- a. Student Equity Plan Workgroup
- b. Matriculation Services Workgroup (includes AB 705 placement & student education plan)
- c. Completion/Transfer Workgroup
- d. Learning Support (AB705) Workgroup
- e. Faculty and Staff Professional Development Workgroup

The full advisory committee has included constituency representation from faculty, administrators, staff and students.

## Constituency Representation

### Faculty

Academic Senate President (Co-Chair)  
AFT President (designated alternate)  
Chair of Chairs  
Counseling Rep  
English Chair or AB705 Lead  
ESL AB705 Lead  
Math Chair or AB705 Lead  
Professional Development Coordinator  
Senate Rep—Curriculum Committee  
Senate Rep—Guided Pathways  
Senate Rep—Learning Assistance Center  
Senate Rep—Library  
Senate Rep—Math Lab Director  
Senate Rep—Reading/Writing Center Director  
Senate Rep—Transfer Equity Taskforce  
Transfer Center Director  
Noncredit Department

### Administrators

VP Student Services (Co-Chair)  
Admin Co-Chair Guided Pathways  
Admin - Dean South Gate  
Admin - Dean Student Services Equity  
Admin – Dean Student Services Success & Support  
Admin - Dean Instructional Services--LAS  
Admin - Dean Instructional Services--AE/CEWD  
Admin - Dean OIEA  
First Year Experience  
EOPS  
Student Activities  
Access - Outreach/Recruitment

### Staff

AFT Staff Guild Rep  
Welcome Center  
Financial Aid  
Dream Resource Center  
Veteran’s Center  
DSPS  
Help Center  
Foster Youth  
College Promise

### Students

ASU Rep

### Coordination Across Student Equity-related Categorical Programs and Specialized Services

Categorical programs were designed to improve the outcomes of at-risk students—special education, disadvantaged, undocumented, and English learner students; therefore, to student equity. In addition, other equity partners – including representatives from First Year Experience, Men of Color Community, Puente, Dream Resource Center Veterans’ Resource Center, Pathways to Law and Delloro also contribute to closing the equity gaps. Many of the programs are now represented at the SEAP Advisory Committee. In the coming year, all categorical programs as well as other student support services will be asked to meet quarterly to review progress and ensure that programs are coordinating services, making referrals to other student programs and not competing for funding or duplicating efforts.

The college is determined to close the equity gaps discussed in this report. Doing this requires awareness, interest and involvement by faculty, staff and students across campus. It also requires continued professional development efforts and expanding the best practices that are already yielding positive results. The college will continue to monitor progress towards achieving its goals and will report on the progress annually to a broad range of shared governance groups.

### Student Equity Plan Workgroup

From the SEAP Advisory Committee, the Student Equity Plan Workgroup met on June 14, 2019 and then again on June 20, 2019 to examine data provided by the state as well as locally derived data. Specifically, the workgroup was charged with examining five areas within our planning process, which are: successful enrollment, retention, completion of transfer-level Math and English,

transfer, and achieving Vision completion goals. These five metrics were placed into three buckets that overlap with our current work in Guided Pathways, Strategic Enrollment Management, and Completion by Design and aligned to Student Centered Funding Formula. This effort was done to facilitate coordinated planning efforts and leveraging these resources to best support students at ELAC. The Office of Institutional Effectiveness and Advancement provided an analysis of state data and explained why much of the data does identify the same equity gaps that have historically existed at the college. Given these issues, they also provided local data to compliment the state analysis and more accurately assess the equity gaps that exist among various student achievement milestones.

During the initial meeting, small groups broke into brainstorming clusters based on Entry/Connection, Progress Workgroup and Completion momentum/loss points of the student life cycle. Since Student Equity Plan has existed for five years and the Student Success Support Program (SSSP) for seven years, and the ongoing Basic Skills program, discussion ensued on building upon foundational support structures and services (related to the metrics) that were put in place since the inception of these programs, as well as new ideas to address relevant metrics of disproportionately impacted groups.

Upon the conclusion of the Student Equity retreat, we established ten activities to include in our plan and guide us for the next three years. We also determined that much more work, discussion and revision needed to occur on the Student Equity Plan than the confines of a mandated timeline. The college aims to continue to plan for substantive and well-represented involvement in planning, implementation and monitoring of the identified goals.

#### Student Equity Plan Workgroup Participants:

Jeff Hernandez, Gisela Herrera, Amanda Ryan-Romo, Gabriel Castro, Bryan Ventura, Laura Cruz-Atrian, Eric Felix, Graciela Hernandez, Conie Zepeda, Patricia Salguiero, Anna Ayala, Frank Lozano, Elizandro Umana, Bryan Henderson, Stephanie Baca, Mary Contreras, Lindy Fong, Paulina Palomino, Danelle Fallert, Graciela Hernandez, Linda Rafols, Dray Banks, Jessica Peak, Julie Benavides

## Activities to Achieve Student Equity Goals and Brief Description

### Student Connection and Entry Focus: Strategic Outreach and Access Coordination

#### Brief Description of Activity

East Los Angeles College (ELAC) continues to build the College Completion Pipeline by strategic outreach efforts that lead directly to successful enrollment after applying. High school outreach efforts such as GO East LA/College Promise, Early College Academy and other specialized programs (EOPS, CAFYES/NextUp, Dream Resource Center, DSPS, Strong Workforce, CTE programs, etc.) will develop a coordinated Outreach and Marketing Plan. This plan is designed to identify community-based agencies, businesses and schools in which to outreach and promote access collaboration

opportunities with the Welcome Center and First-Year Center through existing targeted activities (family events (FACES), Outreach & Recruitment Ambassadors stationed at local high schools, GO East LA and Extended Orientations, College Exploration Days/Fairs, Rising Seniors Days and Senior Days, Veterans Outreach, Early College Academies, Welcome Center, College Promise, Specialized Outreach efforts for Foster Youth, AB540/DACA, Formerly Incarcerated). Initial college efforts will begin with streamlining the application and enrollment process as part of the outreach focus informed by College's Strategic Enrollment Action Plan. This will assist in centralizing recruitment efforts, avoid duplication, and provide a comprehensive infrastructure to ensure consistent information and case management services are provided to every student.

#### Related Metrics

- Overall: All: Enrolled in the Same Community College
- Veteran: Male: Enrolled in the Same Community College
- LGBT: Male: Enrolled in the Same Community College
- LGBT: Female: Enrolled in the Same Community College
- Foster Youth: Male: Enrolled in the Same Community College
- Foster Youth: Female: Enrolled in the Same Community College

#### Student Entry Focus: Onboarding, College Promise and First Year Experience

##### Brief Description of Activity

ELAC offers a comprehensive First Year Experience and other opportunities for new students transitioning into the college campus life. The First Year Experience includes on-boarding students into the various specialized programs and pathways appropriate to student interest and needs. First Year Experience offers services to promote self-agency that link to the learning cycle of Awareness (orientation, focused orientation, counseling, financial aid, specialized support services, College Acceptance/Preview Days, College Promise Membership), Exploration (career assessment and planning, First Year Summer Bridge/Ready, Set, GO sessions, peer mentoring), Inquiry (Financial Literacy, Student Resilience/Self-Agency Workshops/Events, Leadership), and Utilization of programs/services to promote a sense of belonging and community (ASU/Student Clubs and Specialized Programs/Centers, Honors, Puente, Veterans Academic Support Labs, Student Employment, Student Civic Engagement).

During onboarding, student academic and support services will be promoted such as Welcome Center, FYC case management – College Promise transition, Academic Counseling Comprehensive Education Plan & Career Counseling, Financial Aid, Student Engagement - Student Clubs & Activities, EOPS, DSPS, Next Up, VRC, TACC, Peer Mentoring, Athlete's Center, Academic Tutoring and Writing Lab. One of the major onboarding activities includes Summer Bridge Program provides an opportunity for students to kickstart their educational goals, offering an English, math or communications course and/or Counseling course along with student success series that focuses on 6 factors of student success, critical thinking, learning strategies, time management and the Community Cultural Wealth Model (resiliency/self-agency).

The college also provides follow-up services, including invitations to academic and career pathways and specialized workshops (for specific populations such as foster youth, students with diversabilities, African American/Black, Male, Undocumented, LatinX, LGBTQ+, Low-Income, formerly incarcerated) and linkage to specialized other programs STEM/MESA, Puente, Honors, Athletes, Law Pathway, Delloro. Peer mentors will be assigned and will work with follow-up guidance and case management teams. Professional learning and additional inquiry opportunities will be provided as appropriate.

#### Related Metrics

- Overall: All: Enrolled in the Same Community College
- Overall: All: Attained the Vision Goal Completion Definition
- Overall: All: Retained from Fall to Spring at the Same College
- LatinX: Female: Transferred to a Four-Year Institution (Internal Data)
- LatinX: Male: Transferred to a Four-Year Institution (Internal Data)

#### Resource Center: Veteran Resource Center

##### Brief Description of Activity

The Veterans' Resource Center will work with OIEA to identify veteran applicants and proactively outreach to provide assistance and direction towards registration. Once admitted, VRC will facilitate educational access and fosters educational success for every veteran and military personnel by providing specialized services in the areas of academic counseling, mentoring, support services referrals to on and off campus programs, transfer information, and delivery of educational benefits. Additionally, the Veterans' Resource Center serves as a one-stop for on-and-off campus resources aimed at increasing the success of our Veteran students. This activity promotes a sense of belonging, comradery, additional inquiry, professional learning opportunities.

#### Related Metrics

- Veteran: Female: Retained from Fall to Spring at the Same College
- Veteran: Male: Enrolled in the Same Community College

#### Resource Center: Dream Resource Center

##### Brief Description of Activity

The mission of the ELAC DREAM Resource Center is to create a welcoming environment where undocumented students can grow, flourish and succeed by providing a variety of resources, services and community engagement opportunities. The Center will work with Outreach to promote college pipeline and link undocumented students to other services as well as troubleshoot issues that impede their success. Services include application processing, conducting legal clinics, family workshops, student employment referrals, DACA and AB540 training.

## Related Metrics

- LatinX: Female: Transferred to a Four-Year Institution (Internal Data)
- LatinX: Male: Transferred to a Four-Year Institution (Internal Data)
- AB 540: Female: Transferred to a Four-Year Institution (Internal Data)
- AB 540: Female: Completed Both Transfer-Level Math and English Within the District in the First Year

## Financial Wellness and Basic Needs Student Engagement

### Brief Description of Activity

The promotion of financial wellness is essential in light of the National Student Financial Wellness Survey conducted on college students that demonstrates the financial insecurity needs that 70% of college students stress about finances; 60% of students are worried about having enough money to pay for school; 50% of students were concerned about monthly expenses; 32% reported neglecting their studies at least sometimes because of money owed. In order to promote student self-efficacy and support the mitigating of gaps in persistence, retention and completion, the Financial Wellness Center understands that early financial knowledge plays a small but lasting role in reducing risky financial behaviors. Therefore, Financial Aid Office and the Financial Literacy Program will develop a plan to promote a college culture of financial literacy with the understanding that a financially well student be fully aware of their own financial state and budget by having tools to budget and manage their finances in order to achieve realistic financial and educational goals. Training will be held for students on financial aid and financial literacy. A cadre of Financial Aid Champions comprised of staff, faculty and peers will be trained in financial aid processing and financial literacy.

The Associated Students' Union will work with the Financial Wellness Center as well as with various campus units to develop a student engagement plan that promotes civic engagement and coordinates, with the Student Health Center, a Food Insecurity Plan that includes food pantries, food distribution and/or referral to community agencies, CalFresh (formerly food stamps) and EBT access, SNAP, etc. The ASU Student Engagement Coordinator/Advisor will work with various programs and services to develop student stewardship in promoting services and operating the food pantries and personal needs closet. The Career & Jobs Services Center, the Student Employment Office, ASU, Financial Aid and CalWORKs will contribute to students' sense of financial security through coordination of student employment that includes Work Study (Financial Aid and CalWORKs), student campus jobs, external jobs, Service Learning, Internships and Volunteer Work. The process for obtaining student employment needs to be transparent and coordinated so that all student workers have formalized training, an Educational Plan, employability skill training, and follow-up.

## Related Metrics

- Overall: All: Enrolled in the Same Community College
- Overall: All: Retained from Fall to Spring at the Same College

## Professional Development Across the Success Continuum

### Brief Description of Activity

The Office of Professional Development (OPD) will work in coordination with other programs that have professional development such as SEAP Advisory, Guided Pathways, and CTE Committee. A coordinated plan will be developed to promote a college culture with a strengths-based and growth mindset approach with a focus on teaching and learning and promoting student efficacy. Workshops will be developed, but not limited to universal design, learning styles, promotion of academic and student support services, self-agency and resiliency, community cultural wealth model, habits of mind, diversabilities, early intervention and other support strategies. With the implementation of AB 705, both math and English faculty need professional learning around how to best support students and may include conferences, communities of practice, guest speakers, and trainings. Training will continue Culturally Responsive Training and Safe Zone Training as well as other training series/events that includes emphasis on leadership development, role as institutional agents for completion and transfer equity, as well as emphasis on the role of women in leadership. OPD will work with DSPS to develop training series on universal design, accommodation process and topics requested by faculty/staff to effectively work with students with diversabilities as well as develop special/contextualized classes with. OPD will work with ASU, the First Year Center's Peer Mentoring program as well as the Delloro Transfer Program to include in their planning the utilization of peer mentors and student ambassadors to engage fellow students in making use of support services. Student focus groups will be used to identify variables affecting progress, particularly for disproportionately impacted students.

### Related Metrics

- Overall: All: Enrolled in the Same Community College
- Disabled: Female: Transferred to a Four-Year Institution
- Disabled: Male: Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall: All: Transferred to a Four-Year Institution
- Overall: All: Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall: All: Attained the Vision Goal Completion Definition
- Overall: All: Retained from Fall to Spring at the Same College
- LatinX: Female: Transferred to a Four-Year Institution (Internal Data)
- LatinX: Male: Transferred to a Four-Year Institution (Internal Data)
- AB 540: Female: Transferred to a Four-Year Institution (Internal Data)
- AB 540: Female: Completed Both Transfer-Level Math and English Within the District in the First Year

## Academic Learning Support Services

### Brief Description of Activity

The Learning Assistance Lab, Writing Lab, and Math Lab Student Support Services are dedicated to empowering students to achieve academic success. Students can receive individual tutoring and small group tutoring on various subjects and workshops focused on academic and student success. The Learning Centers will explore online tutoring as another modality to serve students. With implementation of AB705 and use of multiple measures to determine which English and math courses students should enroll in, it is anticipated that ELAC will have a significantly higher number of students enrolled in transfer-level math and English courses during their first year and build on its existing program to help support the needs of these increased number of students. Coordinated resources from Equity, Strong Workforce, CTE will be used to increase the support across all areas of tutoring. The Academic Learning Support Coordinators will work with OPD to offer faculty-led workshops on academic support resources and referral system. The case management teams will work with learning support centers to support retention efforts.

### Related Metrics

- Overall: All: Enrolled in the Same Community College
- Overall: All: Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall: All: Attained the Vision Goal Completion Definition
- Overall: All: Retained from Fall to Spring at the Same College
- AB 540: Female: Completed Both Transfer-Level Math and English Within the District in the First Year

## Student Progress - Focus

### Brief Description of Activity

Several specialized programs contribute to the Progress and Completion phases which include EOPS, CAFYES/NextUp, DSPS, MESA that provide case management, progress reporting and follow-up services. Several target populations, such as Foster Youth, Formerly Incarcerated, AB540, need more intensive follow-up in regards to their learning approaches due to gaps in education, trauma, and lack of resources and may not qualify for DSPS services due to restrictive definitions but need an individualized learning plan of action and support from a Disability Specialist with a background in special education and/or mental health. A Disability Specialist will work with referred students and (OPD) PD Office to offer units consultation on case management and specialized training. A SPARC case management unit has been put in place to assist these programs and house an area for real time services with the intention to holistically support students in progressing with their educational goals by offering guidance and appropriate support services with issues of Enrollment Application Troubleshooting, Late Adds, Enrollment Residency Support, Loss of California College Promise grant (CCPG), Loss of Enrollment Priority (LEP), Fourth Attempt Petitions, 1st Semester Probation, 2nd Semester Probation, Reinstatement/Dismissal Petition and Residency Verification. In addition, returning students will be followed up for core matriculation services.

## Related Metrics

- Disabled: Female: Transferred to a Four-Year Institution
- Disabled: Male: Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran: Female: Retained from Fall to Spring at the Same College
- Foster Youth: Male: Enrolled in the Same Community College
- Foster Youth: Female: Enrolled in the Same Community College
- Overall: All: Retained from Fall to Spring at the Same College
- LatinX: Female: Transferred to a Four-Year Institution (Internal Data)
- LatinX: Male: Transferred to a Four-Year Institution (Internal Data)
- AB 540: Female: Transferred to a Four-Year Institution (Internal Data)
- AB 540: Female: Completed Both Transfer-Level Math and English Within the District in the First Year

## Student Completion and Transfer Focus

### Brief Description of Activity

ELAC has focused on transfer equity goal attainment using a collective impact approach that includes collaboration from across campus as well as transfer related units such as Admissions, Financial Aid, Counseling, Career Center, Transfer Center and Transfer and Completion (TAC) team. The Transfer Collective will work closely to offer a coordinated transfer campaign that includes mapping campus for transfer visibility and asset mapping, marketing and facilitating workshops/events that promote transfer awareness (Student Success Conference, Family Transfer Conference, Transfer Success Week, UCLA @ ELAC Day, Transfer Fair, University Tours), conducting comprehensive academic progress evaluation of students with 45+ units or those seeking a certificate with transfer counseling, streamlining automation Admissions processes, promoting university year-around and summer partnerships, and conducting milestone events such as Transfer Student Reception. Other milestones to be monitored will be first-time enrollment, identified as transfer aspirant, enrolled in transfer level math and English, passed transferable level math AND English with an A, B, or C, completed 15 transferable units, completed 30 transferable units, completed 60 transferable units, transferred. Transfer lab activities will include application guidance, statement of intent, and follow-up case management. Transfer activities also include cohort learning communities that provide scholars with a strong foundation of skills to succeed both academically and serve as mentors. The Transfer Center will work with the First Year Center's Peer Mentoring program so that peer mentors are embedded in learning communities such as Puento, Delloro, Pathway to Law, Honors, LatinX Completion Academy.

The Transfer Collective will work with OPD to facilitate professional development for faculty/staff to serve as institutional agents for transfer equity. Guided Pathways Coaching Teams will be set up by metamajor/dept/unit and including faculty data coaches and representations from various services, e.g., TACC and SPARC. The teams will conduct case management and target

disproportionately impacted students near completion for proactive referral with a transfer progress report for each student group facing disproportionate impact. The TAC Team will also support the Transfer Center and OIEA in university transitional activities, follow-up and tracking.

#### Related Metrics

- Disabled: Female: Transferred to a Four-Year Institution
- LGBT: Female: Transferred to a Four-Year Institution
- White: Male: Transferred to a Four-Year Institution
- Some other race: Male: Transferred to a Four-Year Institution
- Some other race: Female: Transferred to a Four-Year Institution
- Black or African American: Female: Transferred to a Four-Year Institution
- Some other race: Male: Attained the Vision Goal Completion Definition
- Black or African American: Male: Attained the Vision Goal Completion Definition
- Black or African American: Female: Attained the Vision Goal Completion Definition
- LatinX: Female: Transferred to a Four-Year Institution (Internal Data)
- LatinX: Male: Transferred to a Four-Year Institution (Internal Data)
- AB 540: Female: Transferred to a Four-Year Institution (Internal Data)

#### Research and Evaluation

##### Brief Description of Activity

ELAC recognizes that equity planning and assessment, as well as training 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 Office of Institutional Effectiveness and Advancement (OIEA) will work with the SEAP Advisory Committee to develop an evaluation plan addressing equity gaps to examine the impact of interventions on disproportionately impacted groups with various methodologies on activities, determine assessment methodology and set reporting timelines. Progress will be reported annually at the advisory committee as well as at an Equity Summit.

#### Related Metrics

Overall: All: Enrolled in the Same Community College

#### Evaluation Process

The Office of Institutional Effectiveness and Advancement (OIEA), in collaboration with the Student Services Division, will annually review equity goal data, and, with input from the Student Equity Plan Workgroup, will develop more localized evaluations for each specific equity plan activity. During each Fall semester, OIEA will provide an update on the overall progress toward the goals and report to the Student Equity and Achievement Program (SEAP) committee and other shared governance committees. Student Services will also work with OIEA and the Student Equity Plan Workgroup to determine additional equity analyses which will be made available via OIEA dashboards.

If any data indicates a lack of progress or an emerging equity gap, the SEAP Advisory Committee will be tasked with recommending a strategic response to address the issue. This may include creating a task force, making recommendations to use the Annual Update Plan or Program Review to focus upon the particular equity issue, or leveraging college resources to develop additional equity-specific activities.

At the activity-level, OIEA will collaborate with each Student Services unit to develop a logic model and an annual evaluation plan. The evaluation will, at a minimum, examine the activities, outputs, and outcomes to assess the effectiveness of each activity, as well as determine whether changes are necessary. OIEA will work with Students Services to provide an annual summative report on the equity plan activities to supplement the review of state equity measures. The summative evaluation will be reviewed by the Student Equity Plan Workgroup and reported to the SEAP Advisory Committee.

## Student Equity Plan – Chancellor’s Office Data

**Methodology:** To calculate and assess the disproportionate impact (DI) among various student groups, this report uses the enhanced percentage-point gap (PPG) methodology prescribed by the California Community College Chancellor’s Office. This methodology is more sensitive to DI at colleges where one group represents a large proportion of the population; in this case, the college’s LatinX student population. Essentially, the methodology compares the outcome rate for a group to all other members’ outcome rate (e.g. compares LatinX to non-LatinX students), the difference between these two numbers represents the gap in achievement. Using this methodology results in more precision although it does not account for the time needed to achieve the outcome, such as a cohort analysis.

**Access-Successful Enrollment:** The 2017-18 baseline for the number of students who applied and enrolled at ELAC was 47% for all students. The college discussed this measure in detail and opted not to set an overall goal since the goal is reported in volume rather than proportions, and our college is part of a multi-college district where students may enroll at one of our sister colleges. However, the college did set individual goals, specifically to address the full equity gap, for the following groups:

- **American Indian or Alaska Native, Male:** An additional 10 students
- **Black or African American, Female:** An additional 130 students
- **Black or African American, Male:** An additional 102 students
- **Foster Youth, Female:** An additional 35 students
- **Foster Youth, Male:** An additional 24 students
- **LGBT, Female:** An additional 103 students
- **LGBT, Male:** An additional 87 students
- **Some Other Race, Female:** An additional 18 students
- **Some Other Race, Male:** An additional 11 students
- **Veteran, Male:** An additional 36 students

**Retention-Fall to Spring:** The 2017-18 baseline for the number of students who were retained from fall to spring was 62% for all students. Based on historical trends, the college set an overall goal which approximates to 68% assuming the number of students remains constant. Methodologically, the 68% was derived from calculating the standard deviation over the past four years and setting the goal at two standard-deviations above the highest available data. Within the data, the following groups experienced disproportionate impact and the college set goals to fully address the equity gap:

- **Black or African American, Female:** An additional 153 students
- **Black or African American, Male:** An additional 65 students
- **LGBT, Female:** An additional 27 students
- **Native Hawaiian or Other Pacific Islander, Female:** An additional 4 students
- **Veteran, Female:** An additional 20 students

**Completion of both Transfer-level Math and English:** The 2017-18 baseline for the number of students who completed both transfer-level Math and English within the district was 2.8%. This number has been historically stable for the past three years. After further discussions, the college opted to double the number of students to 274, or 5.8% if assuming the same number of students. For the following disproportionately impacted groups, the college decided to set full equity goals:

- **Disabled, Male:** An additional 3 students
- **LatinX, Female:** An additional 52 students

**Transfer to Four-Year Institution:** For the 2016-17 academic year, 2,366 students transferred to a four-year institution. Given that the college approved a 35% increase for the Vision for Success goals, the same increase was used for this measure for a goal of 3,194 student transfers. Groups experiencing disproportionate impact had goals set at the following:

- **Black or African American, Female:** An additional 23 students
- **Disabled, Female:** An additional 19 students
- **LGBT, Female:** An additional 6 students
- **Native Hawaiian or other Pacific Islander, Male:** An additional 2 students

**Attained the Vision Goal Completion Definition:** The 2017-18 baseline for the number of students who attained the Vision Goal Completion Definition was 1,982. Similar to the Vision for Success goals, the goal for this measure was set at 2,378, or 20% above the baseline. For groups disproportionately impacted, the following goals were set:

- **Black or African American, Female:** An additional 37 students
- **Black or African American, Male:** An additional 26 students

## Student Equity Plan – Internal Data

To supplement the data provided by the Chancellor’s Office, and to align our equity plan with data our college has historically used in our equity planning efforts, our college is setting internal data goals. These data goals provide a nuanced perspective of our students, and more precisely captures the disproportionate impacted groups we have served since our initial equity plan. More importantly, these goals represent measures that are important milestones in our students’ educational journey and reflect the initiatives previously prioritized as well as for Accreditation.

**Methodology:** To assess the disproportionate impact with these internal measures, our college uses the proportionality index. The proportionality index (PI) essentially compares the percent of a group’s representation in an outcome to the percent of that group’s representation in the overall college (e.g.  $PI = \text{percent of group X in transfer} / \text{percent of group X in the cohort}$ ). Any group with a PI value 0.8 or less would be considered a disproportionately impacted group and targeted for intervention. To more precisely measure these outcomes and to assess disproportionate impact, our college utilized internal calculated cohort data to account for the timeframe in which students achieve outcomes.

**Transfer Eligible:** This measure examines what our college has determined to be “transfer eligible” within three years of first attendance. Students who complete 60 or more UC/CSU units, and both transfer-level Math and English are considered transfer eligible. The Fall 2015 baseline for this measure was 8%. The following groups experienced disproportionate impact in this measure, and goals for these groups are as follows:

Groups	Transfer Eligible Rates (Fall 2015)	Goal Transfer Eligible Rates
<b>Hispanic/Latino</b>	4.1%	5.7%
Female	4.2%	5.7%
Male	4.0%	5.6%
<b>AB 540</b>	6.3%	7.0%
Female	5.8%	6.7%
<b>DSPS</b>	0.8%	3.7%
Female	0.0%	3.2%
Male	1.3%	4.0%

**Golden Four Completion:** This measure examines the number of students who complete the four basic skills general education requirements (e.g., one course in each area: oral communication, written communication, critical thinking, and mathematics/quantitative reasoning) within three years. For Fall 2015, the overall college rate was 3.6%. The following group experiences disproportionate impact in this measure, and a goal was set:

Groups	Golden Four Rates (Fall 2015)	Goal Golden Four Completion Rates
<b>Hispanic/Latino</b>	3.1%	
Female	2.7%	3.0%