EAST LOS ANGELES COLLEGE
STUDENT EQUITY PLAN 2014

elac

COLLEGE MISSION

East Los Angeles College empowers students to achieve their educational goals, to expand their individual potential, and to successfully pursue their aspirations for a better future for themselves, their community and the world.

East Los Angeles College

Student Equity Plan

November 19, 2014

EAST LOS ANGELES STUDENT EQUITY PLAN

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District: <u>Los Angeles Community College District</u>   Date Approved by Board of Trustees: _____

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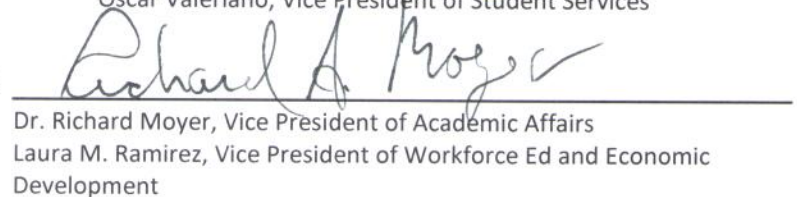   Marvin Martinez, President

Vice President of Student Services: _____
                                        Oscar Valeriano, Vice President of Student Services
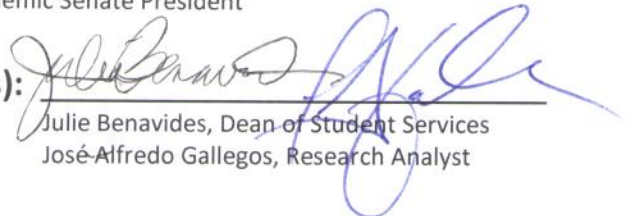
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                                        Julie Benavides, Dean of Student Services
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Executive Summary

EXECUTIVE SUMMARY

The goal of student equity is interwoven into the current planning processes at East Los Angeles College (ELAC). The mission of the college, program review, the educational master plan and various other endeavors all address equity. This plan gives us the opportunity to focus on existing objectives and action items, engage in additional strategies, and identify resources needed to address equity gaps.

> ELAC Mission Statement: East Los Angeles College empowers students to achieve their educational goals, to expand their individual potential, and to successfully pursue their aspirations for a better future for themselves, their community and the world.

Concern for addressing equity gaps emanates from two concurrent social factors: demographic change and the need for increased college completion rates. The population of California continues to become more diverse. (See equity slides – lizard). This is acutely pertinent for Los Angeles County where over half of the population consists of people of color. The student population of East Los Angeles College reflects the diverse nature of its community and this is reflected in Table 4.

Recently, California Community College Chancellor Brice W. Harris identified a goal of 227,250 additional completers for California Community Colleges. This directive is consistent with East Los Angeles College's goal to increase student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technology (2011-17 Strategic Plan, pg. 48). 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 more successfully complete their educational goals.

Perhaps most pertinent is the moral imperative to address the equity gap. As stated by the California State Academic Senate,

> **From the Academic Senate's 1992-93 "Guidelines for Developing a Student Equity Plan"**
> ... It matters to our future and to our students…California will not be a pleasant place to live for any of us if a permanent underclass largely composed of those from ethnic minorities has little stake in society and little hope for the future. We can now easily see how economically weak and socially explosive such a society would be. If community colleges work successfully in the effort to increase rates of student success, the State just might have a better future. If we fail, it is hard to imagine who else can make up for our failure.

<u>Planning Process</u>
East Los Angeles College's Strategic Planning Committee (SPC) was tasked with creating the ELAC Student Equity Plan. "Alfred" Gallegos chaired the committee and facilitated development of the ELAC Student Equity Plan. Key people were identified for the six main areas: Access, Oscar Valeriano; Course Completion, Barbara Dunsheath; Basic Skills, Carol Kozeracki; Degree and Certificate, Laura M. Ramirez; Transfer, Armida Ornelas; and Student Support Services, Suzette Morales.

An invitation seeking participants for a Student Equity Planning Committee, a subcommittee of SPC, was distributed via email campus-wide on April 1, 2014. A general meeting of participants, including administrators, faculty, classified staff and students, was held on May 23, 2014. Committee members met over the Summer of 2014 to examine multiple data reports and to create plans to address the identified gaps. Student equity was a major part of the events on Opening Day, which took place on August 28, 2014. Faculty and staff listened to a talk about the ongoing student equity plan efforts, and breakout sessions allowed for the examination and reflection of student equity measures within departments. In Fall of 2014, OIE worked to collate the developed plans into one uniform document.

A draft of the plan was then circulated through the various governance structures of the college including Strategic Planning Committee, Academic Senate and ELAC Shared Governance Council (ESGC). The final college adopted Student Equity Plan was then vetted with the Los Angeles Community College District's Board of Trustees (BOT) for final approval on November 19, 2014.

The timeline was as follows:

> November 19, 2014 – BOT approval
> October 28, 2014 – Academic Senate approval
> October 27, 2014 – ESGC approval
> October 23, 2014 – Electronic noticing to ESGC
> September 29-October 10 – SPC approval
> September 5 – Planning Tables Due

<u>Target Groups</u>
Through the development of the East Los Angeles College Student Equity Plan and supplemented by the College's Master Plans (2011-17 Strategic Plan and 2012-18 Educational Master Plan), the College has identified the following target groups: African-Americans, Caucasians, Hispanic/Latinos, males and females, Veterans, Foster Youth, DSPS students, Low-Income and other students participating in categorical or special programs such as CalWORKs, MESA and Puente.

<u>Goals</u>
Goal A. *Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.*

Goal A was taken from the College's Strategic Plan. The analysis done for the Student Equity Plan suggests that the college needs to provide better access for male students, African-American, and Caucasian students. Other groups that lack access are Foster Youth and Veterans.

B. *Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies*. Goal B was also taken from the College's Strategic Plan. Course completion results revealed near equity proportionality indices (PI) for female students (PI = .96), African-American students (PI = .92), and Hispanic/Latino students (PI = .95). During the College's Annual Opening Day event, all departments were asked to review equity data related to success and retention rates for their respective disciplines. The results varied by department, but equity gaps for gender, ethnicity, and age were revealed. For that reason, the College has decided to work with departments to reduce equity gaps and increase student success rates.

C. *Increasing equity in ESL and Basic Skills completion by analyzing gaps in student progression through the sequence and using this to identify and implement effective models and programming to remedy these gaps*. Equity gaps were observed through all basic skills sequences. Although the results show that many of the groups were at or near equity, large equity gaps were observed for African-American and Hispanic/Latino students. The College has created objectives and action items to reduce the observed equity gaps.

D. *Increasing the proportion of male students completing a certificate and/or degree, through targeted student support services*. The results showed near equity results for male students (PI = .81) who receive a degree or certificate. In response to this finding, the College plans to inform students about the process for requesting degrees and certificates along with notifying degree eligible students about their eligibility status to reduce the observed equity gap.

 E. *Increasing the number of Hispanic/Latino students transferring to four-year institutions, through revised curriculum that eliminates academic barriers and targeted student support services*. Inequities were shown for Hispanic/Latinos (PI = .77). This final goal is intended to increase the yearly transfer proportion of Hispanic/Latino to four-year institutions, while reducing the time to transfer for female students.

Activities
The tables below detail objectives and activities (action items) aimed at reducing the observed equity gaps throughout the student equity success indicators.

Objective	Action Item
Goal A: Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.	
1. Increase the overall course completion rate from 64.8% to college target of 70%, while reducing equity gaps by department and discipline.	1. Evaluate success measures by demographics within departments and disciplines. 2. With input from departments, create an equity scorecard to educate departments on their equity gaps. 3. Create a mini grant innovation framework to mitigate inequities, where applicable. 4. Develop plan to offer Culturally Responsive Training (CRT) program. 5. Student Success Advocates (SSA) will identify best practices in the classroom for student success.
2. Create strategies to recruit and support male students.	1. Create a Leadership Academy to recruit underrepresented male students. 2. Conduct monthly campus Outreach Planning meetings to ensure initiatives supporting access to underrepresented male student populations. 3. Develop an integrated and focused outreach plan with community partners to ensure access for underrepresented male students. 4. Develop marketing plan and multilingual materials to inform the community and underrepresented groups of the benefits of pursuing college degree and/or certificate pathways. 5. Strengthen and expand high school and community partnerships with Student Ambassadors/Peer Mentors supporting male students. 6. Conduct research to plan, evaluate, and improve outreach initiatives for male students.
3. Create strategies to recruit and support African-American and Caucasian students.	1. Create a Leadership Academy to recruit underrepresented African-American and Caucasian students. 2. Conduct monthly campus Outreach Planning meetings to ensure initiatives supporting access to underrepresented African-American and Caucasian students. 3. Develop an integrated outreach plan with community partners to ensure access for underrepresented students. 4. Develop marketing plan and multilingual materials to inform the community and underrepresented groups of the benefits of pursuing college degree and/or certificate pathways. 5. Strengthen and expand high school and community partnerships. 6. Conduct research to plan, evaluate, and improve outreach initiatives for underrepresented groups.

Goal A: Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.

Objective	Action Item
4. Create a plan to improve data collection for Foster Youth, Veterans, disabled students and low-income students.	1. Work with student services to develop a plan for the acquisition of data.
5. Create strategies to recruit and support Veteran students.	1. Develop and implement a plan for the recruitment of Veteran students with input from a community advisory committee.
6. To increase participation of underrepresented students in all categorical programs.	1. Create collaborative group among categorical programs and other campus programs. 2. Prepare marketing materials to inform student of categorical and campus program benefits.
7. Create strategies to recruit and support Foster Youth students.	1. Develop a plan with affiliated community agencies such as Department of Children and Family Services, community family preservation organizations, and local school districts to identify strategies to recruit internally and externally with assistance from social workers and high school counselors/principals and district superintendents to explore data sharing. 2. Develop Guardian Scholars (Foster Youth) program as a feeder to specialized programs (e.g. CalWORKs, MESA, Puente, EOPS, etc.). 3. Develop marketing plan and multilingual materials to inform the community and underrepresented groups of the benefits of pursuing college degree and/or certificate pathways. 4. Strengthen and expand high school and community partnerships with Student Ambassadors/Peer Mentors.

Goal B: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.

Objective	Action Item
1. Increase the overall course completion rate from 64.8% to college target of 70%, while reducing equity gaps by department and discipline.	1. Evaluate success measures by demographics within departments and disciplines. 2. With input from departments, create an equity scorecard to educate departments on their equity gaps. 3. Create a mini grant innovation framework to mitigate inequities, where applicable. 4. Develop plan to offer Culturally Responsive Training (CRT) program. 5. Student Success Advocates (SSA) will identify best practices in the classroom for student success.

Goal C: Increasing equity in ESL and Basic Skills completion by analyzing gaps in student progression through the sequence and using this to identify and implement effective models and programming to remedy these gaps.	
Objective	**Action Item**
1. Assist faculty in being more proactive in assessing students' academic performance, providing them feedback within the first three weeks of instruction, and referring students to appropriate academic and student support services 2. Review, and assess compressed/accelerated and alternative course models in the English and Math course sequences, focusing on effective practices, e.g. increased time-on-task and tutoring support. 3. Monitor students who have successfully completed a prerequisite Math and English course - but have still not enrolled in the next requisite course the following semester - and develop methods to increase availability of courses for these students, e.g., additional sections, shadow seats.	1. Work with chairs and faculty in in ESL, basic skills English and basic skills math to develop diagnostic assignment to conduct during week one. 2. Training for interested faculty in basic skills departments on the college's Early Alert System. 3. Coordinate with Math Lab and Writing Center to visit all low-level English, ESL and Math classes during the first three weeks of the semester to inform students of available services. 4. Evaluate the results of the implementation of the early intervention process. 5. Expand Supplemental Instruction and counseling support for basic skills Math classes. 6. Development of modular, "emporium" approach to basic skills classes that focuses on specific student weaknesses. 7. Develop a process for emphasizing to students that they can and should enroll in the subsequent class without having to wait for their final grades. 8. Strategize about the feasibility of setting aside "shadow" seats for students in Math courses to maximize student repeats and persistence from semester to semester.

Goal D: Increasing the number of Hispanic/Latino male students completing a certificate and/or degree, through targeted student support services.	
Objective	**Action Item**
1. Assist students to become familiar with the process for requesting a certificate and or degree.	1. Integrate certificate and degree request process in the classroom. 2. Create a YouTube tutorial video for students on requesting certificates. 3. Prepare marketing material. 4. Provide professional development to faculty and encourage dissemination of information/resources specific to their discipline.

Goal D: Increasing the number of Hispanic/Latino male students completing a certificate and/or degree, through targeted student support services.	
Objective	**Action Item**
2. Students enrolled in Math 125 and/or English 101, with 30+ units, will schedule an appointment with a counselor.	5. Career awareness day to promote degree and certificate pathways. 6. OIE will prepare a report that identifies students who are degree-ready. 7. Email students to schedule an appointment with a counselor.

Goal E: Increasing the number of Hispanic/Latino students transferring to four year schools, through revised curriculum that eliminates academic barriers and targeted student support services.	
Objective	**Action Item**
1. Increase the yearly transfer proportion of Hispanic/Latino students that show intent to transfer (Initial Education Goal) to 75%.	1. Create Transfer Pathway Programs with local universities for Hispanic/Latino students. 2. Develop Summer Immersion Programs at University Campuses for current ELAC students. 3. Transfer In Reach for Hispanic/Latino Students (classroom presentations, social media, Faculty Awareness.) 4. Conduct a "University Day" to promote awareness and value of transfer pathways (e.g. STEM, CTE, AA-T, CSU/UC, etc.)
2. Decrease the time to transfer for Hispanic/Latina students that require more than ten years to transfer.	1. Create and implement an accelerated cohort program for working adults. 2. Develop an accelerated Math and English bridge program to prepare students for accelerated cohort model. 3. Include Tri Math, Supplemental Instruction models. 4. Ensure that the Child Development Center support services align with cohort model schedule. 5. Develop an alternative plan for Student Support Services (e.g. counseling, financial aid, career center, transfer center) in multiple formats and during hours that complement the cohort model. 6. Identify and partner with community resources and resource centers that would support students through their academic journey. 7. Collaborate with CTE Career Pathways Trust Grants to assign Peer Mentors to High School Transfer Pathway students.

<u>Budget</u>

The State Chancellor's Office has allocated $8.045 million to the Los Angeles Community College District (LACCD). Subsequently, funds were allocated to the District's nine colleges based on percent of 2013-14 Annual Full-time Equivalent Students (FTES) for each college to Total 2013-14 Annual FTES for the District. The LACCD has established a list of Work Breakdown Structure (WBS) accounts to support student equity initiatives, see the table below. Funds allocated to the College for student equity work, along with institutional funding will be used to support and achieve the proposed goals and activities of this Student Equity Plan.

WBS	WBS FOR STUDENT EQUITY (FUND 10433)
WBS	**WBS Description**
10433-**L**0000*	Revenue/Fund Info.
10433-**L**4933	Tutoring
10433-**L**6020	Course and Curriculum Development
10433-**L**6131	Learning Skills Center
10433-**L**6190	Other Instructional Support Services
10433-**L**6200	Admission and Records
10433-**L**6306	Assessment & Testing
10433-**L**6307	Transfer Center
10433-**L**6310	Counseling and Advising Services
10433-**L**6404	Student Orientation
10433-**L**6405	Coordination and Professional Development
10433-**L**6406	Follow-Up Services
10433-**L**6408	Other Student Services (for Non-Instructional Services)
10433-**L**6408	Outreach
10433-**L**6422	Veterans
10433-**L**6419	Foster Youth
10433-**L**6460	Disabled Students
10433-**L**6611	Institutional Research
10433-**L**7101*	Unallocated

*L=College/Location; 10433-L0000 WBS for income only has been established; 10433-L7101 is WBS for Unallocated/Holding account and should not be used for expenditures.

<u>Evaluation Schedule and Process</u>

Implementation of the Student Equity Plan will be facilitated by the Student Services Division, in coordination with the Office of Institutional Effectiveness, and in collaboration with the responsible parties identified in the planning tables. The goals and objectives have delineated activities, target dates and expected outcomes (see Goals and Activities section). Responsible parties will meet monthly during the first year of implementation to oversee the planning and evaluation processes; reporting will be conducted once per semester to SPC. Strategic Planning Committee will then report the College's progress on achievement of student equity goals and objectives to ESGC annually. Student equity reports will also be made available to other shared governance committees through a dedicated communication portal.

<u>Student Equity Contact Person(s)</u>

Julie Benavides, Dean of Student Services

Alfred Gallegos, Research Analyst

Campus-Based Research

CAMPUS-BASED RESEARCH

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

<u>ELAC Service Area</u>

East Los Angeles College is a vital resource for education and training in the greater Los Angeles region. ELAC moved to its present 82-acre site on Avenida Cesar Chavez in Monterey Park in February 1948. Its Los Angeles Community College District (LACCD)-defined service area is comprised of the communities of Alhambra, Bell, Bell Gardens, City of Commerce, Cudahy, East Los Angeles, Huntington Park, Lynwood, Maywood, Montebello, Monterey Park, Pico Rivera, San Gabriel, South Gate, South San Gabriel, Vernon, and parts of the City of Los Angeles.
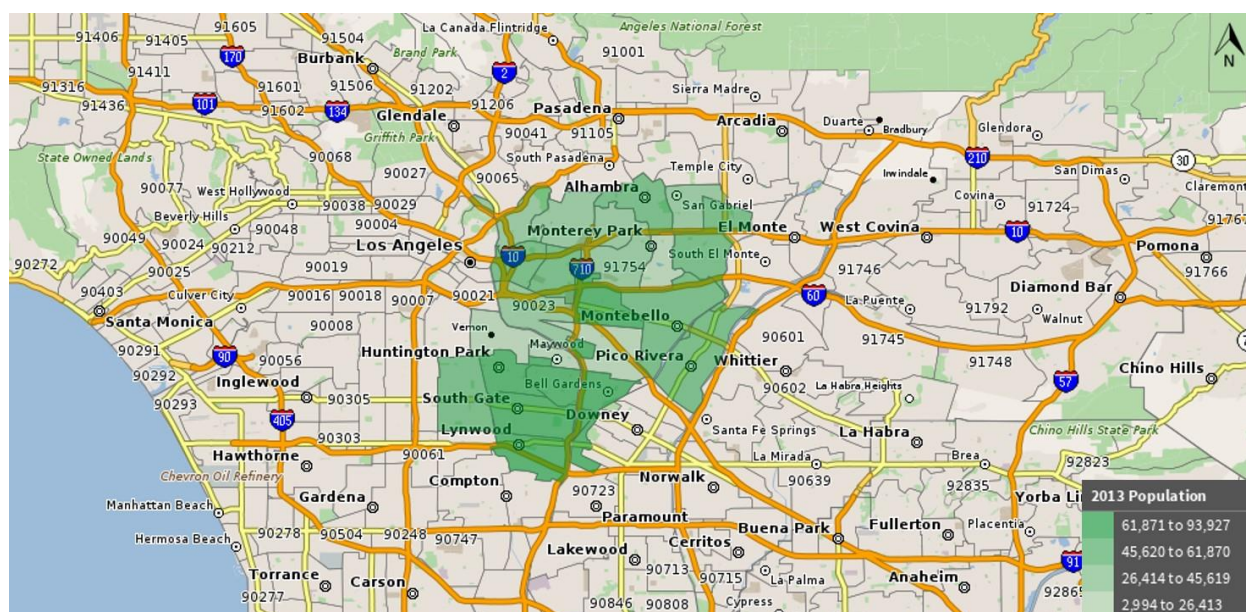
Figure 1: East Los Angeles College Service Area

The demographic profile of the college service area shows that ELAC serves a diverse community of more than one million people; Hispanic/Latino residents represent the largest group, with a higher poverty rate and lower median income than both the Country and State (Tables 1 – 2). ELAC is representative of this population and is one of the largest Hispanic/Latino serving institutions in the nation. Nearly 80% of students attending ELAC in fall 2013 were Hispanic/Latino, about 15% Asian/Pacific Islander, about 2% Caucasian, less than 2% African-American, the remainder of students are members of another ethnic group. Proving access to its service area residents is a major goal of the College. The College's Strategic Plan includes a goal developed to ensure community-centered access.

Median Household Income		
ELAC Service Area	Los Angeles County	California
$43,218	$54,529	$56,241

Table 1: 2008-12 American Community Survey, U.S. Census Bureau

PERCENTAGE OF FAMILIES AND PEOPLE WHOSE INCOME IN THE PAST 12 MONTHS IS BELOW THE POVERTY LEVEL		
ELAC Service Area	Los Angeles County	California
20.5%	13.7%	11.5%

Table 2: 2008-12 American Community Survey, U.S. Census Bureau

Proportionality Analysis

Level of Equity	Numerical Representation	Color
Above or at Equity	> =1.0	Black
Almost At Equity	0.81 – 0.99	Yellow
Large Equity Gap	< = .8	Red
Light red indicates inconclusive results due to small data sample		

Proportionality Index Legend

The demographic makeup from ELAC's service area is made of nearly 49% males and 51% females, and the two major ethnic groups are Asian/Pacific Islander (N = 166,656) and Hispanic/Latino (N = 854,948). The tables below show proportionality analysis results for gender and ethnicity. At the present time, there is no methodology or data source to determine how well represented the service area's disabled, foster youth, and low-income population is in relation to the ELAC student body.

Gender	2013 Service Area Population	Fall 2013 Credit Student Population	Proportionality Index
Females	49.1%	57.4%	1.17
Males	50.9%	42.6%	0.84

Table 3: Source - Economic Modeling Specialists Inc., QCEW Employees - EMSI 2014.2 Class of Worker

Ethnicity	2013 Service Area Population	Fall 2013 Credit Student Population	Proportionality Index
African-American	2.5%	1.7%	0.70
Asian/Pacific Islander	15.2%	14.4%	0.95
Caucasian	3.7%	2.1%	0.56
Hispanic/Latino	78.1%	77.9%	1.00
Native American	0.1%	0.1%	2.16
Other	0.4%	3.8%	8.80

Table 4: Source - Economic Modeling Specialists Inc., QCEW Employees - EMSI 2014.2 Class of Worker

In Fall 2008, over 60% of credit students attending ELAC were female (N = 15,459) and male students (N = 9,855) represented less than 40% of the student body. In Fall 2013, males (N= 11,348) represented 42.6% of credit students on campus. The attendance gap between male and

female students on campus has narrowed over the last six years and proportionality analysis results show slight or "almost at equity[1]" gaps for male students.

With regard to ethnicity, proportionality analysis shows that Hispanic/Latino students are representative of the college's service area and Native American students are overrepresented. Two groups of students are largely underrepresented (African American and Caucasian) while one group (Asian/Pacific Islander) is almost equitably represented. Altogether, these results suggest that for the college to ensure equitable access to service area residents, ELAC needs to increase the proportion of male students along with the proportion of African-American and Caucasian students in the student body. The enrollment of Asian/Pacific Islander students will be monitored to ensure that the access gap does not widen.

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[1] Bensimon, E. M., Hao, L., & Bustillos, L. T. (2003). Measuring the State of Equity in Public Higher Education. Paper presented at the Harvard Civil Rights and UC Conference on Expanding Opportunity in Higher Education: California and the Nation, Sacramento, CA.

CAMPUS-BASED RESEARCH

B. COURSE COMPLETION. Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

The College's Strategic Plan includes a goal developed to engender student success: *Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies*. In Fall 2013 67,809 students enrolled in credit courses. The overall course completion rate was 64.8%, well below the college's target of 70%. Several ongoing efforts, however, aim to rectify this result. The college has implemented a First Year Completion program designed to support first-year students with much needed services directed at increasing their success rate. Other curricular changes also seek to provide students better opportunities for success. The Mathematics Department, for example, is trying a compressed program and initial results show that students not only save time, but also are more likely to succeed in this type of format (a two course developmental sequence).

With regard to equity in course completion, proportionality analysis results are positive. Tables 5, 6, and 7 below show proportionality results for ethnicity, gender, and disability status. The data revealed near equity results for African-American, Hispanic/Latino and male students. No disproportionate impact was observed for disabled students. Overall, course completion proportionality results were near equity or better for all groups. The college followed up those results by analyzing course completion by department and discipline during the annual Opening Day event. Large inequities were revealed by ethnicity, gender, and age; however, results varied by department (see Attachments for results). ELAC intends to further study the results to achieve its course completion target of 70%.

Ethnicity	Fall 2013 Course Enrollment	Fall 2013 Course Completion	Proportionality Index
African-American	1.5%	1.4%	0.92
Asian/Pacific Islander	15.5%	18.7%	1.21
Caucasian	1.8%	2.0%	1.10
Hispanic/Latino	77.3%	73.8%	0.95
Native American	0.2%	0.2%	1.06
Other	3.7%	3.9%	1.06

Table 5: Proportionality in course completion by ethnicity

Gender	Fall 2013 Course Enrollment	Fall 2013 Course Completion	Proportionality Index
Female	56.3%	57.8%	1.03
Male	43.7%	42.2%	0.96

Table 6: Proportionality in course completion by gender

Disability Status	Fall 2013 Course Enrollment	Fall 2013 Course Completion	Proportionality Index
Yes	2.8%	2.8%	1.00
No	97.2%	97.2%	1.00

Table 7: Proportionality in course completion by disability status

CAMPUS-BASED RESEARCH

C. ESL and BASIC SKILLS COMPLETION. 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 course.

ESL and basic skills completion was evaluated using the California Community College Chancellor's Office (CCCCO) Student Success Scorecard and Data on Demand's Basic Skills Improvement for ESL, English, and for Math. Due to the small sample sizes for some demographic groups, a five academic year average was used (from 2003-04 to 2007-08). Proportionality analysis results for gender and ethnicity are shown below. Presently the available data does not allow for evaluation of disabled, foster youth, veterans, and low-income students. To address this shortcoming, the college has set a goal of developing a plan to improve availability of data for those subgroups.

In Fall 2010, 6,150 students took the English assessment test. Of those students, 12.7% placed into ESL courses. Additionally, nearly half of the students (N = 3,057) that assessed placed into Basic Skills English and 30.5% placed into a degree applicable English course (11.4% placed into transfer English). That same term, 6,103 students took the Math assessment test; 76.7% of students placed into Basic Skills math courses and 14.0% placed into degree applicable math courses. The data suggest that many of ELAC's students are academically underprepared. Equity is vital to ensuring that ELAC students complete the ESL and basic skills sequences.

Tables 8 and 9 show proportionality analysis results for students that completed a degree applicable course after completion of the final basic skills course in ESL, English or Math within six years. A total of 2,652 students enrolled and completed an ESL course between 2003 and 2008. Data on Demand results show that 703 (26.5%) went on to complete a degree applicable course. Table 8 shows proportionality results by ethnicity and an equity gap for Hispanic/Latino students is revealed. An equity gap for students that ethnically identified themselves as "Other" is also shown by the data. However, inference of that result is difficult because the sample size for that subgroup was small (N = 58). Near equity results were observed by gender (Table 9).

Ethnicity	ESL Completion	Degree Applicable Completion	Proportionality Index
African-American	0.0%	0.3%	---
Asian/Pacific Islander	68.2%	80.9%	1.19
Caucasian	0.9%	1.7%	1.89
Hispanic/Latino	28.7%	16.1%	0.56
Native American	0.0%	0.0%	---
Other	2.2%	1.0%	0.46

Table 8: Proportionality of ESL students by ethnicity who complete a degree applicable English course

Gender	ESL Completion	Degree Applicable Completion	Proportionality Index
Female	64.2%	63.7%	0.99
Male	35.8%	36.3%	1.01

Table 9: Proportionality of ESL students by gender who completed a degree applicable English course

Tables 10 and 11 show proportionality analysis results for students that enrolled and completed a Basic Skills English course and subsequently completed a degree applicable English course. A total of 13,313 students enrolled in Basic Skills English courses and 5,537 (41.6%) went on to complete a degree applicable course. Basic skills English completion is below equity for African-American students and a slight or "almost at equity[2]" gap exists for Hispanic/Latino and "Other" students. Development of an intervention plan for the "Other" subgroup is difficult because their ethnic background is unknown. Male students were near equity through the Basic Skills English sequence (Table 11).

Ethnicity	Basic Skills English Completion	Degree Applicable Completion	Proportionality Index
African-American	1.5%	1.1%	0.69
Asian/Pacific Islander	16.0%	22.4%	1.40
Caucasian	1.1%	1.3%	1.21
Hispanic/Latino	78.5%	72.7%	0.93
Native American	0.2%	0.4%	1.94
Other	2.7%	2.2%	0.81

Table 10: Proportionality of Basic Skills English students by ethnicity who completed a degree applicable English course

Gender	Basic Skills English Completion	Degree Applicable Completion	Proportionality Index
Female	61.3%	64.5%	1.05
Male	38.7%	35.5%	0.92

Table 11: Proportionality of Basic Skills English students by gender who completed a degree applicable English course

Tables 12 and 13 show proportionality results for students that enrolled and completed a Basic Skills Math course and thereafter completed a degree applicable Math course. A total of 15,876 students enrolled in Basic Skills Math courses over five years and 4,616 (29.1%) later completed a degree applicable course. Results in Table 12 show large equity gaps for African-American and "Other" students attempting the Basic Skills Math sequence. Hispanic/Latino students show near equity results through the sequence and the small sample size for Native American students

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[2] Bensimon, E. M., Hao, L., & Bustillos, L. T. (2003). Measuring the State of Equity in Public Higher Education. Paper presented at the Harvard Civil Rights and UC Conference on Expanding Opportunity in Higher Education: California and the Nation, Sacramento, CA.

makes it difficult to interpret their results (N = 64). Table 13 shows near equitable results through the Basic Skills Math sequence for male students.

Ethnicity	Basic Skills Math Completion	Degree Applicable Completion	Proportionality Index
African-American	2.1%	1.2%	0.57
Asian/Pacific Islander	9.9%	16.8%	1.70
Caucasian	1.9%	1.9%	1.00
Hispanic/Latino	82.6%	77.4%	0.94
Native American	0.4%	0.3%	0.75
Other	3.0%	2.4%	0.78

Table 12: Proportionality of Basic Skills Math students by ethnicity who completed a degree applicable Math course

Gender	Basic Skills Math Completion	Degree Applicable Completion	Proportionality Index
Female	63.2%	63.9%	1.01
Male	36.8%	36.1%	0.98

Table 13: Proportionality of Basic Skills Math students by gender who completed degree applicable Math course

The results provide the college with insight into equity gaps that may be creating hurdles for students as they attempt to progress through the ESL and Basic Skills English and Math sequences. The data from Tables 8 through 13 show that equity gap exists for African-American students attempting to complete the Basic Skills English and Math sequences. Hispanic/Latino students are disproportionately impacted through the ESL sequence and "Other" students are negatively affected throughout all three Basic Skills sequences. However, that group is hard to plan for because of their unknown identity. The college will look to improve on the data by encouraging students to report their ethnic identity regularly. The college's immediate focus will be to address equity gaps in the Basic Skills sequences for the primarily affected groups: African-American and Hispanic/Latino students. No large equity gaps by gender were revealed by the data. Nonetheless, the college will continue to monitor those results to ensure that the equity gaps do not widen.

CAMPUS-BASED RESEARCH

D. **DEGREE and CERTIFICATE COMPLETION.** 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.

In the 2012-13 academic year, 2,943 students completed a degree or certificate. Nearly 30% (N = 907) of students received a degree, 17.5% received a certificate of achievement and 29.2% received a skills certificate. The remainder (N = 663) received more than one award (degree, certificate, skills certificate). The majority of students who completed an award were Hispanic (63.5%). East Los Angeles College is a Hispanic Serving Institution and consistently rates among the Nation's top institutions (including four-year institutions) at conferring awards. In 2013, Community College Week reported that ELAC was ranked 9th in the Nation in conferring associate degrees, ranked 4th amongst community colleges and ranked number 1 in California. East Los Angeles College ranked 7th in California (includes for-profit colleges) at conferring two-year certificates and 27th in the Nation (includes four-year institutions).

Tables 14, 15, and 16 show proportionality analysis results for students that attained awards. A total of 2,943 students received 3,900 awards. Students received 1,617 associate degrees, 1,077 certificates of achievement, and 1,206 skills certificates in the 2012-13 academic year. The data in Table 14 show a large equity gap for students that self-reported an ethnicity "Other" (may have included multi-ethnic students and students that chose not to report their ethnicity); however, because the make-up of that group is difficult to identify, planning to reduce that equity gap will be challenging. Male students are near equity (Table 16) and no equity gap for disabled students exists (Table 17).

Ethnicity	2012-13 Award Recipients	2012-13 Award Seekers	Proportionality Index
African-American	2.0%	2.1%	1.03
Asian/Pacific Islander	21.3%	22.4%	1.05
Caucasian	3.6%	5.9%	1.66
Hispanic/Latino	63.5%	67.1%	1.06
Native American	0.2%	0.4%	1.77
Other	9.3%	2.1%	0.23

Table 14: Proportionality of award seeking students by ethnicity

Gender	2012-13 Award Recipients	2012-13 Award Seekers	Proportionality Index
Female	57.2%	65.4%	1.14
Male	42.8%	34.6%	0.81

Table 15: Proportionality of award seeking students by gender

Disability Status	2012-13 Award Recipients	2012-13 Award Seekers	Proportionality Index
Yes	4.6%	7.6%	1.66
No	95.4%	92.4%	0.97

Table 16: Proportionality of award seeking students by disability status

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CAMPUS-BASED RESEARCH

E. TRANSFER. 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.

To evaluate equity, as it relates to transfers, the college used the CCCCO DataMart Transfer Velocity data. Transfer Velocity tracks cohorts of first-year students that complete 12 units and have attempted a transfer level English or Math course. Students are tracked for six years after initial enrollment at any California community college. The data, shown in Tables 18 – 20, demonstrate proportionality analysis results for first-year students that enrolled in a community college during the 2007-08 academic year.

The 2007-08 transfer cohort consists of 1,442 students. After six years, 467 students transferred to private and public four-year institutions in the United States. The data in Table 17 show a large equity gap for Hispanic/Latino students. The sample size for two other ethnic groups (Caucasian and Native American) showing equity gaps makes it difficult to draw any inferences about the results. There is no disproportionate impact by gender, proportionality results for female students was as close to equity as possible (Table 18). The data shows an equity gap for disabled students, but any inference should be made with restraint due to the sample size.

Time to transfer was also evaluated by the SPC subcommittee. Results show that although there is no disproportionate impact by gender, of the Hispanic/Latino students that transferred after ten years, female students made up the majority of that group (see Attachments). To increase success in transfer the college will conduct follow-up studies for the development of intervention strategies aimed at reducing time to transfer. Focus will be given to Hispanic/Latina female students who tend to transfer in ten or more years.

Ethnicity	2007-08 Transfer Cohort	Transferred Students	Proportionality Index
African-American	0.9%	1.9%	2.14
Asian/Pacific Islander	23.7%	39.4%	1.66
Caucasian	0.8%	0.4%	0.56
Hispanic/Latino	71.6%	55.0%	0.77
Native American	0.2%	0.0%	0.00
Other	2.8%	3.2%	1.13

Table 17: Proportionality of transfer students by ethnicity

Gender	2007-08 Transfer Cohort	Transferred Students	Proportionality Index
Female	57.7%	57.0%	0.99
Male	42.3%	43.0%	1.02

Table 18: Proportionality of transfer students by gender

Disability Status	2007-08 Transfer Cohort	Transferred Students	Proportionality Index
Yes	2.6%	1.5%	0.57
No	97.4%	98.5%	1.01

Table 19: Proportionality of transfer students by disability status

CAMPUS-BASED RESEARCH

East Los Angeles College offers a comprehensive range of credit and noncredit programming that lead to transfer, degree completion and career technical certificates. The college programming includes Public Service Academies, which serve to provide ongoing training to the community's law enforcement and fire protection agencies. In Fall 2013 a total 38,483 students attended ELAC: 26,721 credit, 1,241 noncredit and 10,521 public service academy students. The profile of credit students is depicted in the table below. Female students account for over 57% of the student body; the majority of students are Hispanic/Latino, followed by Asian/Pacific Islander; most students are under the age of 25.

Gender		**Ethnicity**		**Unit Load**	
Female	57.3%	Asian/Pacific Islander	14.5%	Less than 6 units	31.7%
Male	42.7%	African-American	1.7%	6 – 11 units	38.6%
		Hispanic/Latino	77.8%	12 or more units	29.7%
Primary Language		Caucasian	2.1%	**Enrollment Status**	
Chinese	7.6%	Other	3.9%	Concurrent HS Student	4.1%
English	73.1%	**Age**		First Time College Student	15.8%
Spanish	15.9%	Under 18	3.1%	New Transfer Student	4.8%
Other Language	3.4%	18 – 19	15.4%	Continuing Student	68.0%
		20 – 24	46.1%	Returning Student	7.3%
Educational Background		25 – 29	16.4%	**Educational Goal**	
US HS Graduate	72.3%	30 – 39	11.3%	Career Prep/Advancement	18.1%
Foreign HS Graduate	6.3%	40 or older	7.8%	Transfer to Four-Year	47.1%
HS Equivalency	5.9%	**Residency**		Obtain A.A. Degree	6.1%
Currently Enrolled in HS	4.2%	Permanent Residents	90.7%	GED/HS Requirements	2.2%
Not a HS Graduate	3.7%	AB 540 Students	5.3%	Improve Basic Skills	1.5%
A.A. Degree	3.0%	International Students	3.5%	Four-Year Student	5.7%
B.A. Degree or Higher	4.4%	Non-resident/Out of State	0.5%	Personal Development	2.4%
Unknown	0.1%			Undecided	16.9%

Table 20: Profile of Credit Students in Fall 2013

The Mission at ELAC is to empower students to achieve their educational goals, to expand their individual potential, and to successfully pursue their aspirations for a better future for themselves, their community and the world. Thus, reducing or eliminating the equity gaps identified in this plan is essential to the College Mission. To achieve its mission, the College has developed a plan to ensure access for underrepresented groups; increasing student success and academic excellence in course completion and in ESL and Basic Skills; and to support students in their aspirations to attain degrees and certificates, and to transfer to four-year institutions. Goals and activities aimed at reducing or eliminating equity gaps for ELAC students are described below.

Goals and Activities

GOALS AND ACTIVITIES

A.   **STUDENT SUCCESS INDICATOR FOR ACCESS**

"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve"

GOAL A.

Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.

ACTIVITY A.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

See the equity-planning table for Access below.

EXPECTED OUTCOME A.1.1

See the equity-planning table for Access below.

GOAL A. *(Continued)*

Goal A: Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.						
Why Data/Underlying Factors	**Objective**	**Action Item**	**Target Date**	**Responsible Party**	**Expected Outcome**	**Budget**
Proportionality Index (PI) results for Access show that male students are near equity (PI = 0.84).	1. Create strategies to recruit and support male students.	1. Create a Leadership Academy to recruit underrepresented male students. 2. Conduct monthly campus Outreach Planning meetings to ensure initiatives supporting access to underrepresented male student populations. 3. Develop an integrated and focused outreach plan with community partners to ensure access for underrepresented male students. 4. Develop marketing plan and multilingual materials to inform the community and	1. Spring 2015 2. Spring 2015 3. Spring 2015 4. Spring 2015 5. Fall 2014	Student Services, Associate Dean of Outreach, Dean of Student Services, and OIE	• The proportion of male students attending the college will increase and the equity gap will be reduced/eliminated. • Master Calendar of events (listing coordinated college and community activities) will be developed, posted on website, and maintained. • Multilingual brochures, handouts, digital/virtual media, stand up display, pop-up banners, and marketing material will be made	• Contract Services, presenters, trainers, prof experts – $25,000 • Events, meetings, outreach activities – $22,500 • Conference fees – $15,000 • Men of Color & Women's Leadership Academy – $10,000 • Student Ambassadors – $35,823 • Student Services Specialist/Assistant/Aide – $116,000 • Electronic Newsletter $1,200 annual fee • Mileage - $2,268 • Travel – Foster Youth Conference – $3,000 • Other Direct Student Support (student

Goal A: Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.						
Why Data/Underlying Factors	**Objective**	**Action Item**	**Target Date**	**Responsible Party**	**Expected Outcome**	**Budget**
		underrepresented groups of the benefits of pursuing college degree and/or certificate pathways. 5. Strengthen and expand high school and community partnerships with Student Ambassadors/Peer Mentors supporting male students. 6. Conduct research to plan, evaluate, and improve outreach initiatives for male students.			available for outreach events. • An annual report on student access will be developed and recommendations made to the campus leadership to ensure equitable access.	transportation) – buses $35,000 • Multilingual Marketing materials – $35,000 • Professional development for staff on recruitment strategies for targeted underrepresented groups (Contract Services) – $15,000 • Research and evaluation – $7,500
Results also show inequity in access for African-American (PI = 0.70) and Caucasian (PI = 0.56) students.	2. Create strategies to recruit and support African-American and Caucasian students.	1. Create a Leadership Academy to recruit underrepresented African-American and Caucasian students. 2. Conduct monthly campus Outreach Planning meetings to	1. Spring 2015 2. Fall 2014 3. Spring 2015 4. Spring 2015	Student Services, Associate Dean of Outreach, Dean of Student Services, and OIE	• The proportion of African-American and Caucasian students attending the college will increase and the equity gap will be reduced.	• Student Mentors to support Leadership Academy students – 4 x $11,940.86 = $47,763.46 • Professional Expert – $60,000

Goal A: Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.						
Why Data/Underlying Factors	**Objective**	**Action Item**	**Target Date**	**Responsible Party**	**Expected Outcome**	**Budget**
		ensure initiatives supporting access to underrepresented African-American and Caucasian students. 3. Develop an integrated outreach plan with community partners to ensure access for underrepresented students. 4. Develop marketing plan and multilingual materials to inform the community and underrepresented groups of the benefits of pursuing college degree and/or certificate pathways. 5. Strengthen and expand high school and community partnerships.	5. Spring 2015 6. Spring 2015		• Master Calendar of events (listing coordinated college and community activities) will be developed, posted on website, and maintained. • Multilingual brochures, handouts, digital/virtual media, stand up display, pop-up banners, and marketing material will be made available for outreach events.	• Admissions Enrollment Relief Assistants – $20,000 • Student Services Aide – $55,000 • Technology – $20,000

Goal A: Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.

Why Data/Underlying Factors	Objective	Action Item	Target Date	Responsible Party	Expected Outcome	Budget
		6. Conduct research to plan, evaluate, and improve outreach initiatives for underrepresented groups.				
The available Access data for the following groups is poor or non-existent: • Foster Youth • Veterans • Disabled • Low-Income	3. Create a plan to improve data collection for Foster Youth, Veterans, disabled students and low-income students.	1. Work with student services to develop a plan for the acquisition of data.	Summer 2015	OIE, Student Services, MESA, CalWORKs, DSPS, and EOPS	• Improved data and/or data sources will allow for evaluation and analysis of equity measures.	• Included in other areas.
Lack of external partnerships contribute to the accessibility issues (e.g., lack of data tracking and collection).	4. Create strategies to recruit and support Veteran students.	1. Develop and implement a plan for the recruitment of Veteran students with input from a community advisory committee.	Spring 2015	Deans of Student Services, Veterans Center Director, and all categorical programs	• Will have an increase in the representation of Veteran students.	• Student Ambassador – $13,248 • Books, Supplies, Materials – $13,000
	5. To increase participation of underrepresented	1. Create collaborative group among categorical programs	Fall 2015	CalWorks, DSPS, EOPS, MESA,	• Improve support and services for students in	• Included in other areas.

Goal A: Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.

Why Data/Underlying Factors	Objective	Action Item	Target Date	Responsible Party	Expected Outcome	Budget
	students in all categorical programs.	and other campus programs. 2. Prepare marketing materials to inform student of categorical and campus program benefits.		Puente, Veterans Center, Student Services, and OIE	categorical programs. • Will have an increase in the representation of these groups.	
	6. Create strategies to recruit and support Foster Youth students.	1. Develop a plan with affiliated community agencies such as Department of Children and Family Services, community family preservation organizations, and local school districts to identify strategies to recruit internally and externally with assistance from social workers and high school counselors/principals and district superintendents to explore data sharing.	Fall 2015	Deans of Student Services, Associate Dean of Outreach, Director of Financial Aid	• Will have an increase in the representation of these groups. • Improved identification, tracking, and mutual referral systems. • Improved foster youth information will allow the college to provide adequate and appropriate resource linkages.	• Student Service Assistant/Specialist $75,000 w benefits • Food –$2,500 (10 meetings @ $250) • Peer Mentor – Student Ambassadors – $13,248 • Books, materials, supplies – $13,000

Why Data/Underlying Factors	Objective	Action Item	Target Date	Responsible Party	Expected Outcome	Budget
		2. Develop Guardian Scholars (Foster Youth) program as a feeder to specialized programs (e.g. CalWORKs, MESA, Puente, EOPS, etc.) 3. Develop marketing plan and multilingual materials to inform the community and underrepresented groups of the benefits of pursuing college degree and/or certificate pathways. 4. Strengthen and expand high school and community partnerships with Student Ambassadors/Peer Mentors.				

Goal A: Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.

GOALS AND ACTIVITIES

B.   STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

"Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"

GOAL B.

Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.

ACTIVITY B.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

See the equity-planning table for Course Completion below.

EXPECTED OUTCOME B.1.1

See the equity-planning table for Course Completion below.

GOAL B. *(Continued)*

Goal B: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.						
Why Data/Underlying Factors	**Objective**	**Action Item**	**Target Date**	**Responsible Party**	**Expected Outcome**	**Budget**
Proportionality Index results for course completion varied by departments and disciplines; they revealed equity gaps for ethnicity, gender, and age.	1. Increase the overall course completion rate from 64.8% to college target of 70%, while reducing equity gaps by department and discipline.	1. Evaluate success measures by demographics within departments and disciplines. 2. With input from departments, create an equity scorecard to educate departments on their equity gaps. 3. Create a mini grant innovation framework to mitigate inequities, where applicable. 4. Develop plan to offer Culturally Responsive Training (CRT) program. 5. Student Success Advocates (SSA) will identify best practices in the	1. Spring 2015 2. Fall 2015 3. Fall 2015 4. Spring 2015 5. Spring 2015	OIE, Student Services, Academic Senate, Academic Affairs, Professional Development, and Student Success Committee	• Reduce equity gaps found by department and/or discipline. • Train faculty engaged in dialogue and discourse to mitigate department outcomes. • Developed framework will be shared with all departments. • ELAC employees will become sensitive to the cultural diversity of students. • CRT will lead to a train the trainers program that will	• Research and Evaluation – $7,500 • Mini-planning grants – $75,000 • $15,000 for Culturally Responsive Training and/or travel • Events and/or meetings – $3,000 • $12,000 Contract Services for presenters • Bus passes – $15,000 • Categorical program peer mentors – $13,248

Goal B: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.						
Why Data/Underlying Factors	**Objective**	**Action Item**	**Target Date**	**Responsible Party**	**Expected Outcome**	**Budget**
		classroom for student success.			allow for regular training sessions. • A handbook of best practices developed by ELAC SSA will be shared with the ELAC community. • Sharing of learned best practices and successful stories/outcomes will be regularly presented at campus meetings.	• Foster Youth Guardian Scholar Student Service Specialist – $76,000

GOALS AND ACTIVITIES

C.   STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

"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 to the number of those students who complete such a final course"

GOAL C.

Increasing equity in ESL and Basic Skills completion by analyzing gaps in student progression through the sequence and using this to identify and implement effective models and programming to remedy these gaps.

ACTIVITY C.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

See the equity-planning table for ESL and Basic Skills completion below.

EXPECTED OUTCOME C.1.1

See the equity-planning table for ESL and Basic Skills completion below.

GOAL C. *(Continued)*

Goal C: Increasing equity in ESL and Basic Skills completion by analyzing gaps in student progression through the sequence and using this to identify and implement effective models and programming to remedy these gaps.						
Why Data/Underlying Factors	**Objective**	**Action Item**	**Target Date**	**Responsible Party**	**Expected Outcome**	**Budget**
Results show an equity gap in ESL, Basic Skills completion (PI = .56) they also show near equity in Basic Skills English completion (PI = .93) for Hispanic/Latino and male students (PI = .92); additionally, Math completion for Hispanic/Latino students (PI = 0.94) was near equity and African-American students are most impacted (PI = 0.57).	1. Assist faculty in being more proactive in assessing students' academic performance, providing them feedback within the first three weeks of instruction, and referring students to appropriate academic and student support services. 2. Review and assess compressed/ accelerated and alternative course models in the English and	1. Work with chairs and faculty in in ESL, Basic Skills English and Basic Skills Math to develop diagnostic assignment to conduct during week one. 2. Training for interested faculty in Basic Skills departments on the college's Early Alert System. 3. Coordinate with Math Lab and Writing Center to visit all low-level English, ESL and Math courses during the first three weeks of the semester to	1. Spring 2015 2. Spring 2015 3. Spring 2015 4. Fall 2015 5. Fall 2015 6. Spring 2015 7. Spring 2015 8. Spring 2015	Dean of English and Math, Chairs of English and Math, Professional Development Director, Writing Center Director, Math Lab Director, Learning Assistance Center, Learning Assessment Coordinator, Supplemental Instruction (SI) Coordinator, Dean of Admissions, OIE, and Counseling	• Diagnostic assignment developed by Fall 2015. • A 25% increase of faculty utilizing Early Alert System by Fall 2015. • Reduction of equity gaps in ESL, basic skills English and basic skills math sequence. • Increased proportion of impacted students progressing through the ESL, Basic Skills English and Basic	• Professional Development stipends for four faculty from each department to develop instrument – $8,000 • Training of interested faculty on diagnostic assignment instrument – $10,000 for non-teaching time • Professional development – $10,000 • Supplemental coaches and faculty

Goal C: Increasing equity in ESL and Basic Skills completion by analyzing gaps in student progression through the sequence and using this to identify and implement effective models and programming to remedy these gaps.						
Why Data/Underlying Factors	**Objective**	**Action Item**	**Target Date**	**Responsible Party**	**Expected Outcome**	**Budget**
	Math course sequences, focusing on effective practices, e.g. increased time-on-task and tutoring support. 3. Monitor students who have successfully completed a prerequisite Math and English course - but have still not enrolled in the next requisite course the following semester - and develop methods to increase availability of courses for these students, e.g. additional sections and "shadow" seats.	inform students of available services. 4. Evaluate the results of the implementation of the early intervention process. 5. Expand Supplemental Instruction and counseling support for Basic Skills Math classes. 6. Development of modular, "emporium" approach to basic skills classes that focuses on specific student weaknesses. 7. Develop a process for emphasizing to students that they can and should enroll in the subsequent class			Skills Math sequence. • Visits done to all relevant classes in Spring 2015. • Identify effective strategies through learning outcomes. • Email notification to students and flyers for faculty to read to students in classes encouraging their early enrollment in subsequent English and Math classes. • Reports produced by OIE will identify the number of students who need to re-take remedial classes	reassigned time – $41,976 reassignment • Learning Assistance Center Tutors (non-FTES) – $41,976 • Student materials & books – $24,000 • Research and Evaluation – $7,500

Goal C: Increasing equity in ESL and Basic Skills completion by analyzing gaps in student progression through the sequence and using this to identify and implement effective models and programming to remedy these gaps.

Why Data/Underlying Factors	Objective	Action Item	Target Date	Responsible Party	Expected Outcome	Budget
		without having to wait for their final grades. 8. Strategize about the feasibility of setting aside "shadow" seats for students in Math courses to maximize student repeats and persistence from semester to semester.			and those who do not pre-register for the next class in a basic skills sequence.	

GOALS AND ACTIVITIES

D.   STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

"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"

GOAL D.

Increasing the proportion of male students completing a certificate and/or degree, through targeted student support services.

ACTIVITY D.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

See the equity-planning table for Degree and Certificate completion below.

EXPECTED OUTCOME D.1.1

See the equity-planning table for Degree and Certificate completion below.

GOAL D. *(Continued)*

Goal D: Increasing the number of Hispanic/Latino male students completing a certificate and/or degree, through targeted student support services.						
Why Data/Underlying Factors	**Objective**	**Action Item**	**Target Date**	**Responsible Party**	**Expected Outcome**	**Budget**
Near equity results of degree and certificate completion for male students (PI = 0.81).	1. Assist students to become familiar with the process for requesting a certificate and or degree. 2. Students enrolled in Math 125 and/or English 101, with 30+ units, will schedule an appointment with a counselor.	1. Integrate certificate/degree request process in the classroom. 2. Create a YouTube tutorial video for students on requesting certificates. 3. Prepare marketing material. 4. Provide professional development to faculty and encourage dissemination of information/resources specific to their discipline. 5. Career awareness day to promote degree and certificate pathways. 6. OIE will prepare a report that identifies	Fall 2015	Professional Development, OIE, Student Services, and Academic Affairs/Workforce.	• Increase the proportion of students completing certificates and/or degrees. • Students will understand the value of certificates and/or degrees. • Increased participation by faculty and staff who highlight certificate and degree information within their respective disciplines.	• Research and evaluation – $7,500 • Instructional support – $12,500 • Marketing material – $25,000 • YouTube tutorials • Departmental activities – $5,000 • Unclassified staff for departmental info sessions – $13,248 • Child care (Child Development) – $71,488

Goal D: Increasing the number of Hispanic/Latino male students completing a certificate and/or degree, through targeted student support services.

Why Data/Underlying Factors	Objective	Action Item	Target Date	Responsible Party	Expected Outcome	Budget
		students who are degree-ready. 7. Email students asking to schedule an appointment with a counselor.				

GOALS AND ACTIVITIES

E.   STUDENT SUCCESS INDICATOR FOR TRANSFER

"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"

GOAL E.

Increasing the number of Hispanic/Latino students transferring to four-year institutions, through revised curriculum that eliminates academic barriers and targeted student support services.

ACTIVITY E.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

See the equity-planning table for Transfer below.

EXPECTED OUTCOME E.1.1

See the equity-planning table for Transfer below.

GOAL E. *(Continued)*

Goal E: Increasing the number of Hispanic/Latino students transferring to four year schools, through revised curriculum that eliminates academic barriers and targeted student support services.						
Why Data/Underlying Factors	**Objective**	**Action Item**	**Target Date**	**Responsible Party**	**Expected Outcome**	**Budget**
Proportionality Index results revealed disproportionate impact in Transfer for Hispanic/Latino students (PI = 0.77).	1. Increase the yearly transfer proportion of Hispanic/Latino students that show intent to transfer (Initial Education Goal) to 75%.	1. Create Transfer Pathway Programs with local universities for Hispanic/Latino students. 2. Develop Summer Immersion Programs at University Campuses for current ELAC students. 3. Transfer In Reach for Hispanic/Latino Students (classroom presentations, social media, faculty awareness). 4. Conduct a "University Day" to promote awareness and value of transfer pathways (e.g. STEM, CTE, AA-T, CSU/UC).	1. Fall 2015 2. Summer 2015 3. Spring 2015 4. Fall 2015	Student Success Committee, Student Services, Transfer Center, Outreach & Recruitment, Counseling, and MESA.	• Reduction of equity gap in transfer completion. • Regular meetings to create research based program framework. • Reports to governing committees on program development and implementation. • Increase the proportion of Hispanic/Latino students transferring.	• Transportation and Hosting University Visitors – $25,000 • Marketing – $25,000 • Student Conference Attendance (e.g. Summer Immersion, leadership, STEM) 250 students – $300,000 ($1,200 per student) • Research and evaluation – $7,500

Goal E: Increasing the number of Hispanic/Latino students transferring to four year schools, through revised curriculum that eliminates academic barriers and targeted student support services.						
Why Data/Underlying Factors	**Objective**	**Action Item**	**Target Date**	**Responsible Party**	**Expected Outcome**	**Budget**
	2. Decrease the time to transfer for Hispanic/Latina students that require more than ten years to transfer.	1. Create and implement an accelerated cohort program for working adults. 2. Develop an accelerated Math and English bridge program to prepare students for accelerated cohort model. 3. Include Tri Math, Supplemental Instruction models. 4. Ensure that the Child Development Center support services align with cohort model schedule. 5. Develop an alternative plan for Student Support Services (e.g. Counseling, Financial Aid,	Fall 2015	Student Success Committee, Academic Affairs, Student Services, Child Development Center, Student Success and Support Programs.	• Decreased time to transfer for female Hispanic/Latino students. • Regular meetings to create research based program framework. • Reports to governing committees on program development and implementation.	• Supplies, materials – $12,500 • Student Peer Mentors – $23,972

Goal E: Increasing the number of Hispanic/Latino students transferring to four year schools, through revised curriculum that eliminates academic barriers and targeted student support services.						
Why Data/Underlying Factors	**Objective**	**Action Item**	**Target Date**	**Responsible Party**	**Expected Outcome**	**Budget**
		Career Center, Transfer Center) in multiple formats and during hours that complement the cohort model. 6. Identify and partner with community resources and resource centers that would support students through their academic journey. 7. Collaborate with CTE Career Pathways Trust Grants to assign Peer Mentors to HS Transfer Pathway students.				

GOALS AND ACTIVITIES

Development of the ELAC Student Equity Plan was initiated during the Spring 2014 term. Planning continued through the summer and fall terms. The SPC oversaw the creation of the plan. SPC members were identified and asked to lead planning activities in the areas of Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, Transfer, and Student Support Services. A campus-wide invitation to participate in the development of the ELAC Student Equity Plan was announce via email to all college stakeholders: administrators, faculty, classified staff and students. The SPC Chair and the Office of Institutional Effectiveness facilitated the process and development of the Student Equity Plan. The draft plan was then circulated through the College's various governance structures including Strategic Planning Committee, Shared Governance Council, and Academic Senate. The draft plan was approved by the governance committees and forwarded to the Los Angeles Community College District's (LACCD) Board of Trustees for their approval.

The ELAC Student Equity Plan, described above, identifies data or underlying factors that may contribute to the observed equity gaps. The plan also includes goals, objectives, and action items/activities to reduce the observed equity gaps. Target dates for the activities are also listed, and responsible parties for completion of those activities are identified. Expected outcomes are delineated and budget resources were aligned to facilitate the implementation and evaluation of the plan. The College, along with the LACCD, has established a list of WBS accounts to support student equity initiatives. In the section that follows we describe sources of funding in detail.

Budget

SOURCES OF FUNDING

The LACCD has established a list of WBS accounts to support student equity initiatives (Table 21). Funds allocated to the College for student equity work, along with institutional funding will be used to support and achieve the proposed goals and activities of this Student Equity Plan. Table 22 and Figure 2 show planned budget resources by equity focus area. Table 22 also shows that current funding will be less than that budgeted by the equity plan workgroups.

	WBS FOR STUDENT EQUITY (FUND 10433)
WBS	**WBS Description**
10433-**L**0000*	Revenue/Fund Info.
10433-**L**4933	Tutoring
10433-**L**6020	Course and Curriculum Development
10433-**L**6131	Learning Skills Center
10433-**L**6190	Other Instructional Support Services
10433-**L**6200	Admission and Records
10433-**L**6306	Assessment & Testing
10433-**L**6307	Transfer Center
10433-**L**6310	Counseling and Advising Services
10433-**L**6404	Student Orientation
10433-**L**6405	Coordination and Professional Development
10433-**L**6406	Follow-Up Services
10433-**L**6408	Other Student Services (for Non-Instructional Services)
10433-**L**6408	Outreach
10433-**L**6422	Veterans
10433-**L**6419	Foster Youth
10433-**L**6460	Disabled Students
10433-**L**6611	Institutional Research
10433-**L**7101*	Unallocated

Table 21: WBS for Student Equity

Equity Focus Area	SUB-TOTAL	% Allocated
Access	$644,298	34.4%
Course Completion	$318,748	17.0%
Basic Skills	$163,452	8.7%
Degree/Certificate Completion	$101,496	5.4%
Transfer	$477,460	25.5%
Equity Coordinator & Office Support	$170,000	9.1%
Total Budgeted	$1,875,454	100.0%
Funding	$ 1,716,478	
Unfunded	-$158,976	

Table 22: Budget Resources by Equity Area

% ALLOCATED BY EQUITY FOCUS AREA

- Transfer 28%
- Access 38%
- Course Completion 19%
- Basic Skills 9%
- Degree/Certificate Completion 6%
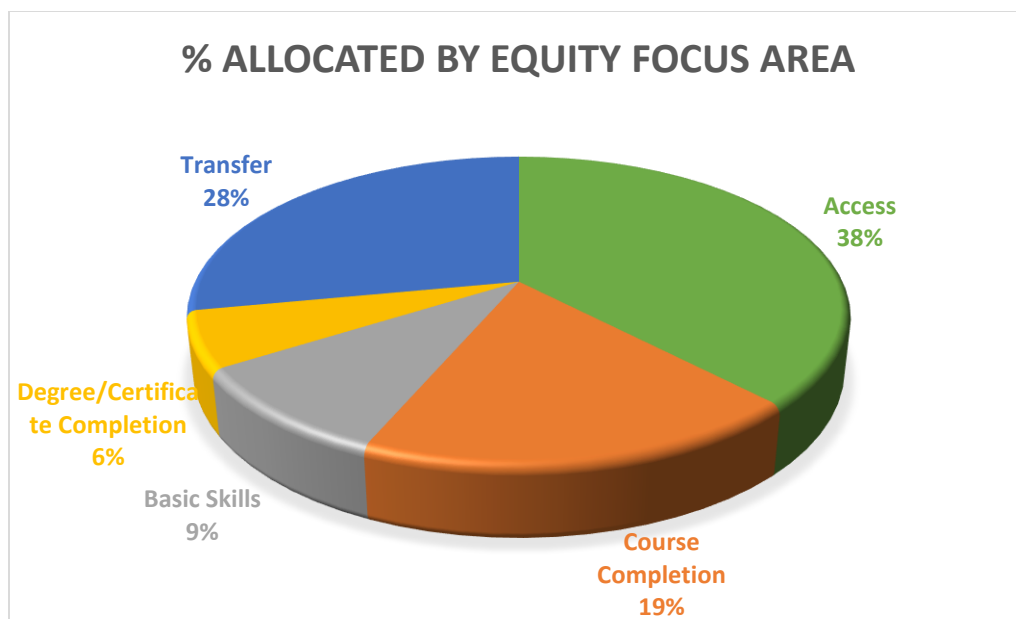
Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

Equity Plan Goal	Action/Activity	Evaluation Measure	Scheduled Evaluation/frequency
A	1. Leadership Academy 2. Campus outreach planning meetings 3. Outreach plan with community partners 4. Marketing Plan 5. High school and community partnerships 6. Research and Evaluation 7. Develop action plan for improved data sources of Foster Youth, Veterans, DSPS and low-income students 8. Develop and implement recruitment plan for Veteran students 9. Create collaborative group for categorical and other campus programs 10. Development of Guardian Scholars Program	1. Number of participants. 2. Minutes of meetings. 3. Completed Outreach Plan. 4. Inventory of marketing materials and dissemination plan. 5. Number of partnerships created. 6. Enrollment figures by demographics and special populations. 7. Enrollment figures by special group. 8. Completed Recruitment Plan. 9. Number of participants. 10. Number of participants.	1. Fall 2015 2. Annually 3. Annually 4. Fall 2015 5. Annually 6. Annually 7. Annually 8. Fall 2015 9. Spring 2016 10. Spring 2016
B	1. Evaluation of Departments and disciplines 2. Development of Departmental Equity Scorecard 3. Creation of mini grant innovation framework 4. Creation of CRT Plan 5. SSAs will identify best practices for student success.	1. Success measures by demographics by departments 2. Equity Scorecard results. 3. Reporting of Innovation framework	1. Annually 2. Spring 2016 3. Spring 2016 4. Fall 2015 5. Fall 2015

		4. Completed CRT Plan. 5. Best practices report.	
C	1. Development of Diagnostic Assignment. 2. Training on the College's Early Alert System. 3. Coordinate visits by the Math Lab and Writing Center to visit all low-level English, ESL and Math courses. 4. Evaluate the early intervention process. 5. Expand SI in basic skills classes. 6. Development of modular, "emporium" approach for basic skills classes. 7. Develop a process for informing students about their ability to enroll in subsequent courses.	1. Completed Diagnostic Assignment. 2. An increase in the percentage of faculty using the Early Alert System. 3. Visitation schedule. 4. Identify students who received early intervention and evaluate their progression through basic skills. 5. Number of basic skills classes with SI. 6. Development of modules. 7. Completed process for informing students about the benefits to enroll in subsequent courses.	1. Fall 2015 2. Every semester 3. Fall 2015 4. Annually 5. Annually 6. Fall 2015 7. Fall 2015 8.
D	1. Integrate certificate/degree request process in the classroom. 2. Create a YouTube tutorial video for students on requesting certificates. 3. Prepare marketing material. 4. Provide professional development to faculty and	1. Integrations of award request process. 2. YouTube tutorial made available to students. 3. Inventory of marketing materials and	1. Spring 2016 2. Spring 2016 3. Spring 2016 4. Annual 5. Annual 6. Annual 7. Annual

	encourage dissemination of information/resources specific to their discipline. 5. Career awareness day to promote degree and certificate pathways. 6. OIE will prepare a report that identifies students who are degree-ready. 7. Email students to schedule an appointment with a counselor.	dissemination plan. 4. PD meeting minutes. 5. Career awareness day hosted. 6. Report of degree-prepared students. 7. Report of students who met with counselor and received an email.	
E	1. Create Transfer Pathway Programs with local universities for Hispanic/Latino students. 2. Develop Summer Immersion Programs at University Campuses for current ELAC students. 3. Transfer In Reach for Hispanic/Latino Students (classroom presentations, social media, Faculty Awareness.) 4. Conduct a "University Day" to promote awareness and value of transfer pathways (e.g. STEM, CTE, AA-T, CSU/UC, etc.) 5. Create and implement an accelerated cohort program for working adults. 6. Develop an accelerated math and English bridge program to prepare students for accelerated cohort model. 7. Ensure that the Child Development Center	1. Developed Transfer Pathway Program. 2. Developed Summer Immersion Program. 3. Plans and schedules identifying In Reach efforts. 4. University Day hosted. 5. Developed cohort program for working adults. 6. Developed programs. 7. Child Development Center has student support services aligned with cohort model.	1. Spring 2016 2. Annual 3. Spring 2016 4. Annual 5. Spring 2016 6. Spring 2016 7. Spring 2016 8. Spring 2016

	support services align with cohort model schedule. 8. Develop an alternative plan for Student Support Services (e.g., counseling, financial aid, career center, transfer center) in multiple formats and during hours that complement the cohort model.	8. Developed alternative Student Support Services Plan.	

Attachments

ATTACHMENTS

The attachments below (pages 60-135) were used during the College's Opening Day breakout sessions. Each department received a report that showed enrollments, success rates and retention rates, along with proportionality results for the respective success outcome (success rates and retention rates). Department personnel in attendance were asked to review the data and discuss strategies for reducing equity gaps (if present) or increasing success outcomes.

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

Goal 2: *Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programing to remedy these gaps.*

*"The student equity plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for **all students** ..."*

Source: Data extracted from the LACCD Student Information System (SIS); VIEW_SENR_SECT_LEFT, VIEW_SENR_STUD_LEFT, STUD_SEMC, and COURSE_SECTSCHD. Figures are current as of July 29, 2014 and subject to change thereafter.

Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Administration of Justice	**3,376**	**100.0%**	**77.0%**		**89.3%**	
ADM JUS	**3,071**	**91.0%**	**79.1%**		**89.9%**	
F	1,603	52.2%	79.4%	1.52	89.5%	1.71
M	1,468	47.8%	78.7%	1.65	90.3%	1.89
FIRETEK	**305**	**9.0%**	**56.4%**		**83.6%**	
F	54	17.7%	53.7%	3.03	83.3%	4.71
M	251	82.3%	57.0%	0.69	83.7%	1.02

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Administration of Justice	**3,376**	**100.0%**	**77.0%**		**89.3%**	
ADM JUS	**3,071**	**91.0%**	**79.1%**		**89.9%**	
Under 18	273	8.9%	7.9%	0.89	9.2%	1.04
18-21	1271	41.4%	40.8%	0.99	41.2%	1.00
22-25	975	31.7%	32.3%	1.02	31.5%	0.99
26-30	265	8.6%	9.2%	1.06	8.8%	1.02
31-35	109	3.5%	3.5%	0.99	3.5%	0.99
36-40	71	2.3%	2.4%	1.03	2.2%	0.94
41-50	74	2.4%	2.6%	1.08	2.4%	1.01
Older than 50	33	1.1%	1.3%	1.19	1.2%	1.08

Prepared by:
Alfred Gallegos, Research Analyst
Joan Lang, Assistant Research Analyst

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
FIRETEK	**305**	**9.0%**	**56.4%**		**83.6%**	
18-21	154	50.5%	54.7%	1.08	53.3%	1.06
22-25	99	32.5%	29.7%	0.91	30.2%	0.93
26-30	39	12.8%	12.8%	1.00	12.5%	0.98
31-35	7	2.3%	1.2%	0.51	2.0%	0.85
36-40	3	1.0%	0.6%	0.59	1.2%	1.20
41-50	2	0.7%	0.6%	0.89	0.4%	0.60
Older than 50	1	0.3%	0.6%	1.77	0.4%	1.20

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Administration of Justice	**3,376**	**100.0%**	**77.0%**		**89.3%**	
ADM JUS	**3,071**	**91.0%**	**79.1%**		**89.9%**	
African-American	58	1.9%	1.9%	1.00	1.9%	1.00
Asian/Pacific Islander	87	2.8%	3.0%	1.08	2.9%	1.01
Caucasian	18	0.6%	0.7%	1.19	0.6%	1.05
Hispanic/Latino	2,844	92.6%	92.5%	1.00	92.7%	1.00
Multi-Ethnic	26	0.8%	0.7%	0.88	0.8%	0.90
Native American	1	0.0%	0.0%	1.26	0.0%	1.11
Unknown	37	1.2%	1.1%	0.89	1.1%	0.93
FIRETEK	**305**	**9.0%**	**56.4%**		**83.6%**	
African-American	3	1.0%	0.6%	0.59	0.4%	0.40
Asian/Pacific Islander	12	3.9%	4.1%	1.03	4.3%	1.10
Caucasian	9	3.0%	4.1%	1.38	3.1%	1.06
Hispanic/Latino	278	91.1%	90.7%	1.00	91.8%	1.01
Multi-Ethnic	1	0.3%	0.6%	1.77	0.4%	1.20
Unknown	2	0.7%	0.0%	0.00	0.0%	0.00

EAST LOS ANGELES COLLEGE
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Equity:

Goal 2: *Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programing to remedy these gaps.*

*"The student equity plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for **all students** …"*

Source: Data extracted from the LACCD Student Information System (SIS); VIEW_SENR_SECT_LEFT, VIEW_SENR_STUD_LEFT, STUD_SEMC, and COURSE_SECTSCHD. Figures are current as of July 29, 2014 and subject to change thereafter.

Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Anthropology, Geography, and Geology	2,114	100.0%	56.7%		82.3%	
ANTHRO	721	34.1%	60.3%		82.5%	
F	427	59.2%	56.1%	0.95	57.5%	0.97
M	294	40.8%	43.9%	1.08	42.5%	1.04
EARTH	570	27.0%	53.7%		80.5%	
F	340	59.6%	59.5%	1.00	59.7%	1.00
M	230	40.4%	40.5%	1.00	40.3%	1.00
ENV SCI	135	6.4%	61.5%		83.0%	
F	58	43.0%	49.4%	1.15	42.9%	1.00
M	77	57.0%	50.6%	0.89	57.1%	1.00
GEOG	387	18.3%	57.6%		83.5%	
F	189	48.8%	47.5%	0.97	49.2%	1.01
M	198	51.2%	52.5%	1.03	50.8%	0.99
GEOLOGY	132	6.2%	51.5%		79.5%	
F	70	53.0%	54.4%	1.03	52.4%	0.99
M	62	47.0%	45.6%	0.97	47.6%	1.01
GIS	10	0.5%	50.0%		70.0%	
F	6	60.0%	60.0%	1.00	71.4%	1.19
M	4	40.0%	40.0%	1.00	28.6%	0.71
INTBUS	31	1.5%	80.6%		90.3%	
F	13	41.9%	40.0%	0.95	39.3%	0.94
M	18	58.1%	60.0%	1.03	60.7%	1.05

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Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
METEOR	**21**	**1.0%**	**76.2%**		**100.0%**	
F	9	42.9%	56.3%	1.31	42.9%	1.00
M	12	57.1%	43.8%	0.77	57.1%	1.00
OCEANO	**107**	**5.1%**	**34.6%**		**84.1%**	
F	47	43.9%	27.0%	0.62	41.1%	0.94
M	60	56.1%	73.0%	1.30	58.9%	1.05

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Anthropology, Geography, and Geology	**2,114**	**100.0%**	**56.7%**		**82.3%**	
ANTHRO	**721**	**34.1%**	**60.3%**		**82.5%**	
Under 18	2	0.3%	0.2%	0.83	0.2%	0.61
18-21	322	44.7%	44.8%	1.00	45.2%	1.01
22-25	241	33.4%	33.3%	1.00	34.1%	1.02
26-30	82	11.4%	11.3%	0.99	10.8%	0.95
31-35	32	4.4%	4.4%	0.98	4.4%	0.98
36-40	20	2.8%	2.3%	0.83	2.0%	0.73
41-50	11	1.5%	2.1%	1.36	1.7%	1.10
Older than 50	11	1.5%	1.6%	1.05	1.7%	1.10
EARTH	**570**	**27.0%**	**53.7%**		**80.5%**	
Under 18	2	0.4%	0.0%	0.00	0.2%	0.62
18-21	228	40.0%	35.6%	0.89	38.3%	0.96
22-25	224	39.3%	39.5%	1.01	39.9%	1.01
26-30	70	12.3%	15.4%	1.25	13.3%	1.08
31-35	23	4.0%	3.6%	0.89	4.1%	1.03
36-40	12	2.1%	3.3%	1.55	2.2%	1.03
41-50	7	1.2%	2.0%	1.60	1.5%	1.24
Older than 50	4	0.7%	0.7%	0.93	0.4%	0.62
ENV SCI	**135**	**6.4%**	**61.5%**		**83.0%**	
18-21	78	57.8%	60.2%	1.04	57.1%	0.99
22-25	35	25.9%	25.3%	0.98	25.9%	1.00
26-30	13	9.6%	8.4%	0.88	9.8%	1.02
31-35	5	3.7%	3.6%	0.98	4.5%	1.21
36-40	2	1.5%	0.0%	0.00	0.9%	0.60
41-50	1	0.7%	1.2%	1.63	0.9%	1.21
Older than 50	1	0.7%	1.2%	1.63	0.9%	1.21
GEOG	**387**	**18.3%**	**57.6%**		**83.5%**	
18-21	191	49.4%	44.4%	0.90	48.0%	0.97

2 | P a g e
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E L A C S t u d e n t E q u i t y P l a n | **63**

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
22-25	123	31.8%	33.6%	1.06	33.7%	1.06
26-30	42	10.9%	12.6%	1.16	10.5%	0.97
31-35	16	4.1%	4.5%	1.08	4.0%	0.97
36-40	5	1.3%	1.8%	1.39	1.2%	0.96
41-50	8	2.1%	2.7%	1.30	1.9%	0.90
Older than 50	2	0.5%	0.4%	0.87	0.6%	1.20
GEOLOGY	**132**	**6.2%**	**51.5%**		**79.5%**	
18-21	63	47.7%	38.2%	0.80	44.8%	0.94
22-25	44	33.3%	35.3%	1.06	35.2%	1.06
26-30	18	13.6%	17.6%	1.29	14.3%	1.05
31-35	4	3.0%	4.4%	1.46	2.9%	0.94
36-40	2	1.5%	2.9%	1.94	1.9%	1.26
41-50	1	0.8%	1.5%	1.94	1.0%	1.26
GIS	**10**	**0.5%**	**50.0%**		**70.0%**	
18-21	4	40.0%	40.0%	1.00	28.6%	0.71
22-25	2	20.0%	40.0%	2.00	28.6%	1.43
26-30	2	20.0%	20.0%	1.00	28.6%	1.43
41-50	2	20.0%	0.0%	0.00	14.3%	0.71
INTBUS	**31**	**1.5%**	**80.6%**		**90.3%**	
Under 18	1	3.2%	0.0%	0.00	3.6%	1.11
18-21	4	12.9%	12.0%	0.93	10.7%	0.83
22-25	7	22.6%	24.0%	1.06	21.4%	0.95
26-30	8	25.8%	20.0%	0.78	25.0%	0.97
36-40	2	6.5%	8.0%	1.24	7.1%	1.11
41-50	7	22.6%	28.0%	1.24	25.0%	1.11
Older than 50	2	6.5%	8.0%	1.24	7.1%	1.11
METEOR	**21**	**1.0%**	**76.2%**		**100.0%**	
18-21	15	71.4%	68.8%	0.96	71.4%	1.00
22-25	3	14.3%	18.8%	1.31	14.3%	1.00
26-30	2	9.5%	6.3%	0.66	9.5%	1.00
36-40	1	4.8%	6.3%	1.31	4.8%	1.00
OCEANO	**107**	**5.1%**	**34.6%**		**84.1%**	
Under 18	1	0.9%	0.0%	0.00	1.1%	1.19
18-21	51	47.7%	35.1%	0.74	46.7%	0.98
22-25	33	30.8%	32.4%	1.05	33.3%	1.08
26-30	14	13.1%	21.6%	1.65	11.1%	0.85
31-35	2	1.9%	2.7%	1.45	2.2%	1.19
36-40	5	4.7%	5.4%	1.16	4.4%	0.95
41-50	1	0.9%	2.7%	2.89	1.1%	1.19

3 | P a g e
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E L A C S t u d e n t E q u i t y P l a n **| 64**

<u>Ethnicity</u>

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Anthropology, Geography, and Geology	**2,114**	**100.0%**	**56.7%**		**82.3%**	
ANTHRO	**721**	**34.1%**	**60.3%**		**82.5%**	
African-American	9	1.2%	0.7%	0.55	1.2%	0.94
Asian/Pacific Islander	70	9.7%	13.1%	1.35	10.3%	1.06
Caucasian	11	1.5%	1.6%	1.05	1.3%	0.88
Hispanic/Latino	595	82.5%	78.2%	0.95	81.7%	0.99
Multi-Ethnic	16	2.2%	3.0%	1.35	2.7%	1.21
Native American	4	0.6%	0.5%	0.83	0.5%	0.91
Unknown	16	2.2%	3.0%	1.35	2.4%	1.06
EARTH	**570**	**27.0%**	**53.7%**		**80.5%**	
African-American	5	0.9%	0.3%	0.37	0.9%	0.99
Asian/Pacific Islander	62	10.9%	14.7%	1.35	12.2%	1.12
Caucasian	5	0.9%	1.0%	1.12	0.7%	0.75
Hispanic/Latino	476	83.5%	80.1%	0.96	82.1%	0.98
Multi-Ethnic	10	1.8%	2.0%	1.12	2.2%	1.24
Unknown	12	2.1%	2.0%	0.93	2.0%	0.93
ENV SCI	**135**	**6.4%**	**61.5%**		**83.0%**	
Asian/Pacific Islander	22	16.3%	21.7%	1.33	19.6%	1.21
Caucasian	2	1.5%	0.0%	0.00	0.9%	0.60
Hispanic/Latino	106	78.5%	74.7%	0.95	75.9%	0.97
Multi-Ethnic	3	2.2%	1.2%	0.54	1.8%	0.80
Unknown	2	1.5%	2.4%	1.63	1.8%	1.21
GEOG	**387**	**18.3%**	**57.6%**		**83.5%**	
African-American	3	0.8%	0.4%	0.58	0.9%	1.20
Asian/Pacific Islander	66	17.1%	22.9%	1.34	18.3%	1.07
Caucasian	5	1.3%	1.8%	1.39	1.2%	0.96
Hispanic/Latino	294	76.0%	69.5%	0.91	75.2%	0.99
Multi-Ethnic	11	2.8%	3.6%	1.26	2.5%	0.87
Unknown	8	2.1%	1.8%	0.87	1.9%	0.90
GEOLOGY	**132**	**6.2%**	**51.5%**		**79.5%**	
Asian/Pacific Islander	14	10.6%	14.7%	1.39	12.4%	1.17
Caucasian	2	1.5%	2.9%	1.94	1.9%	1.26
Hispanic/Latino	109	82.6%	75.0%	0.91	79.0%	0.96
Multi-Ethnic	4	3.0%	4.4%	1.46	3.8%	1.26
Native American	1	0.8%	1.5%	1.94	1.0%	1.26
Unknown	2	1.5%	1.5%	0.97	1.9%	1.26
GIS	**10**	**0.5%**	**50.0%**		**70.0%**	
Asian/Pacific Islander	4	40.0%	60.0%	1.50	57.1%	1.43

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Caucasian	1	10.0%	0.0%	0.00	0.0%	0.00
Hispanic/Latino	5	50.0%	40.0%	0.80	42.9%	0.86
INTBUS	**31**	**1.5%**	**80.6%**		**90.3%**	
African-American	3	9.7%	8.0%	0.83	10.7%	1.11
Asian/Pacific Islander	7	22.6%	24.0%	1.06	25.0%	1.11
Caucasian	2	6.5%	8.0%	1.24	7.1%	1.11
Hispanic/Latino	19	61.3%	60.0%	0.98	57.1%	0.93
METEOR	**21**	**1.0%**	**76.2%**		**100.0%**	
African-American	1	4.8%	0.0%	0.00	4.8%	1.00
Asian/Pacific Islander	3	14.3%	18.8%	1.31	14.3%	1.00
Hispanic/Latino	16	76.2%	75.0%	0.98	76.2%	1.00
Multi-Ethnic	1	4.8%	6.3%	1.31	4.8%	1.00
OCEANO	**107**	**5.1%**	**34.6%**		**84.1%**	
African-American	2	1.9%	2.7%	1.45	2.2%	1.19
Asian/Pacific Islander	10	9.3%	16.2%	1.74	11.1%	1.19
Hispanic/Latino	88	82.2%	70.3%	0.85	81.1%	0.99
Multi-Ethnic	3	2.8%	5.4%	1.93	2.2%	0.79
Unknown	4	3.7%	5.4%	1.45	3.3%	0.89

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

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*"The student equity plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for **all students** …"*

Source: Data extracted from the LACCD Student Information System (SIS); VIEW_SENR_SECT_LEFT, VIEW_SENR_STUD_LEFT, STUD_SEMC, and COURSE_SECTSCHD. Figures are current as of July 29, 2014 and subject to change thereafter.

Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Architecture	**518**	**100.0%**	**69.1%**		**87.6%**	
ARC	**450**	**86.9%**	**71.1%**		**89.3%**	
F	144	32.0%	30.9%	0.97	31.8%	1.00
M	306	68.0%	69.1%	1.02	68.2%	1.00
ENV	**68**	**13.1%**	**55.9%**		**76.5%**	
F	23	33.8%	34.2%	1.01	34.6%	1.02
M	45	66.2%	65.8%	0.99	65.4%	0.99

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Architecture	**518**	**100.0%**	**69.1%**		**87.6%**	
ARC	**450**	**86.9%**	**71.1%**		**89.3%**	
18-21	160	35.6%	34.4%	0.97	35.1%	0.99
22-25	161	35.8%	35.6%	1.00	35.6%	0.99
26-30	107	23.8%	26.6%	1.12	25.1%	1.06
31-35	3	0.7%	0.9%	1.41	0.7%	1.12
36-40	6	1.3%	0.9%	0.70	1.0%	0.75
41-50	11	2.4%	0.9%	0.38	2.0%	0.81
Older than 50	2	0.4%	0.6%	1.41	0.5%	1.12
ENV	**68**	**13.1%**	**55.9%**		**76.5%**	
18-21	29	42.6%	39.5%	0.93	42.3%	0.99
22-25	21	30.9%	26.3%	0.85	28.8%	0.93
26-30	16	23.5%	31.6%	1.34	26.9%	1.14

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
31-35	1	1.5%	0.0%	0.00	0.0%	0.00
41-50	1	1.5%	2.6%	1.79	1.9%	1.31

<u>Ethnicity</u>

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Architecture	**518**	**100.0%**	**69.1%**		**87.6%**	
ARC	**450**	**86.9%**	**71.1%**		**89.3%**	
African-American	2	0.4%	0.6%	1.41	0.5%	1.12
Asian/Pacific Islander	92	20.4%	23.4%	1.15	20.6%	1.01
Caucasian	2	0.4%	0.6%	1.41	0.5%	1.12
Hispanic/Latino	349	77.6%	74.7%	0.96	77.1%	0.99
Multi-Ethnic	2	0.4%	0.3%	0.70	0.5%	1.12
Unknown	3	0.7%	0.3%	0.47	0.7%	1.12
ENV	**68**	**13.1%**	**55.9%**		**76.5%**	
Asian/Pacific Islander	12	17.6%	23.7%	1.34	19.2%	1.09
Caucasian	1	1.5%	2.6%	1.79	1.9%	1.31
Hispanic/Latino	53	77.9%	68.4%	0.88	75.0%	0.96
Multi-Ethnic	1	1.5%	2.6%	1.79	1.9%	1.31
Unknown	1	1.5%	2.6%	1.79	1.9%	1.31

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

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Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Art	**1,401**	**100.0%**	**70.7%**		**88.2%**	
ANIMATN	**98**	**7.0%**	**65.3%**		**88.8%**	
F	30	30.6%	32.8%	1.07	28.7%	0.94
M	68	69.4%	67.2%	0.97	71.3%	1.03
ART	**859**	**61.3%**	**78.0%**		**91.2%**	
F	459	53.4%	54.2%	1.01	54.2%	1.01
M	400	46.6%	45.8%	0.98	45.8%	0.98
ARTHIST	**444**	**31.7%**	**57.9%**		**82.4%**	
F	251	56.5%	56.8%	1.00	57.9%	1.02
M	193	43.5%	43.2%	0.99	42.1%	0.97

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Art	**1,401**	**100.0%**	**70.7%**		**88.2%**	
ANIMATN	**98**	**7.0%**	**65.3%**		**88.8%**	
18-21	40	40.8%	32.8%	0.80	39.1%	0.96
22-25	45	45.9%	53.1%	1.16	47.1%	1.03
26-30	10	10.2%	10.9%	1.07	10.3%	1.01
31-35	1	1.0%	1.6%	1.53	1.1%	1.13
Older than 50	2	2.0%	1.6%	0.77	2.3%	1.13

Prepared by:
Alfred Gallegos, Research Analyst
Joan Lang, Assistant Research Analyst

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
ART	859	61.3%	78.0%		91.2%	
Under 18	49	5.7%	6.9%	1.20	5.9%	1.03
18-21	332	38.6%	37.9%	0.98	38.7%	1.00
22-25	247	28.8%	29.3%	1.02	28.9%	1.00
26-30	118	13.7%	13.6%	0.99	13.7%	0.99
31-35	50	5.8%	5.1%	0.87	5.4%	0.92
36-40	15	1.7%	1.5%	0.85	1.9%	1.10
41-50	25	2.9%	2.8%	0.97	2.8%	0.97
Older than 50	23	2.7%	3.0%	1.11	2.8%	1.05
ARTHIST	444	31.7%	57.9%		82.4%	
Under 18	40	9.0%	13.2%	1.47	10.4%	1.15
18-21	213	48.0%	41.6%	0.87	46.4%	0.97
22-25	112	25.2%	26.1%	1.03	25.1%	1.00
26-30	48	10.8%	12.5%	1.15	11.5%	1.06
31-35	21	4.7%	4.7%	0.99	4.6%	0.98
36-40	3	0.7%	0.4%	0.58	0.3%	0.40
41-50	4	0.9%	0.8%	0.86	0.8%	0.91
Older than 50	3	0.7%	0.8%	1.15	0.8%	1.21

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Art	1,401	100.0%	70.7%		88.2%	
ANIMATN	98	7.0%	65.3%		88.8%	
African-American	1	1.0%	0.0%	0.00	1.1%	1.13
Asian/Pacific Islander	21	21.4%	25.0%	1.17	24.1%	1.13
Caucasian	2	2.0%	3.1%	1.53	2.3%	1.13
Hispanic/Latino	71	72.4%	68.8%	0.95	69.0%	0.95
Multi-Ethnic	1	1.0%	1.6%	1.53	1.1%	1.13
Unknown	2	2.0%	1.6%	0.77	2.3%	1.13
ART	859	61.3%	78.0%		91.2%	
African-American	9	1.0%	1.2%	1.14	1.0%	0.98
Asian/Pacific Islander	146	17.0%	18.7%	1.10	17.4%	1.02
Caucasian	28	3.3%	3.7%	1.14	3.4%	1.06
Hispanic/Latino	624	72.6%	70.1%	0.97	72.2%	0.99
Multi-Ethnic	20	2.3%	2.4%	1.03	2.2%	0.93
Native American	2	0.2%	0.3%	1.28	0.3%	1.10
Unknown	30	3.5%	3.6%	1.03	3.6%	1.02
ARTHIST	444	31.7%	57.9%		82.4%	
African-American	3	0.7%	0.4%	0.58	0.5%	0.81
Asian/Pacific Islander	58	13.1%	17.5%	1.34	14.8%	1.13

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Caucasian	3	0.7%	0.8%	1.15	0.5%	0.81
Hispanic/Latino	359	80.9%	75.5%	0.93	78.7%	0.97
Multi-Ethnic	9	2.0%	2.7%	1.34	2.5%	1.21
Unknown	12	2.7%	3.1%	1.15	3.0%	1.11

EAST LOS ANGELES COLLEGE
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Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Automobile Technology	**250**	**100.0%**	**68.4%**		**91.2%**	
AUTOMO	250	100.0%	68.4%		91.2%	
F	12	4.8%	2.9%	0.61	3.5%	0.73
M	238	95.2%	97.1%	1.02	96.5%	1.01

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Automobile Technology	**250**	**100.0%**	**68.4%**		**91.2%**	
AUTOMO	250	100.0%	68.4%		91.2%	
Under 18	1	0.4%	0.6%	1.46	0.4%	1.10
18-21	103	41.2%	36.8%	0.89	41.7%	1.01
22-25	94	37.6%	38.6%	1.03	37.7%	1.00
26-30	22	8.8%	10.5%	1.20	9.2%	1.05
31-35	11	4.4%	3.5%	0.80	3.1%	0.70
36-40	4	1.6%	1.8%	1.10	1.8%	1.10
41-50	15	6.0%	8.2%	1.36	6.1%	1.02

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Automobile Technology	**250**	**100.0%**	**68.4%**		**91.2%**	
AUTOMO	**250**	**100.0%**	**68.4%**		**91.2%**	
Asian/Pacific Islander	18	7.2%	8.2%	1.14	7.0%	0.97
Caucasian	3	1.2%	0.6%	0.49	1.3%	1.10
Hispanic/Latino	218	87.2%	87.1%	1.00	87.3%	1.00
Multi-Ethnic	1	0.4%	0.0%	0.00	0.4%	1.10
Native American	2	0.8%	0.6%	0.73	0.9%	1.10
Unknown	8	3.2%	3.5%	1.10	3.1%	0.96

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

<u>Gender</u>

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Business Administration	**3,464**	**100.0%**	**66.7%**		**82.3%**	
ACCTG	**1,063**	**30.7%**	**63.7%**		**78.3%**	
F	579	54.5%	56.9%	1.04	54.6%	1.00
M	484	45.5%	43.1%	0.95	45.4%	1.00
BUS	**245**	**7.1%**	**66.1%**		**89.8%**	
F	114	46.5%	45.7%	0.98	45.0%	0.97
M	131	53.5%	54.3%	1.02	55.0%	1.03
CO SCI	**944**	**27.3%**	**66.3%**		**78.6%**	
F	352	37.3%	39.8%	1.07	38.7%	1.04
M	592	62.7%	60.2%	0.96	61.3%	0.98
FINANCE	**203**	**5.9%**	**53.7%**		**85.2%**	
F	72	35.5%	37.6%	1.06	34.7%	0.98
M	131	64.5%	62.4%	0.97	65.3%	1.01
LAW	**557**	**16.1%**	**75.6%**		**88.2%**	
F	285	51.2%	51.3%	1.00	49.9%	0.98
M	272	48.8%	48.7%	1.00	50.1%	1.03
MARKET	**86**	**2.5%**	**59.3%**		**89.5%**	
F	29	33.7%	31.4%	0.93	35.1%	1.04
M	57	66.3%	68.6%	1.04	64.9%	0.98
MGMT	**91**	**2.6%**	**72.5%**		**91.2%**	
F	31	34.1%	30.3%	0.89	30.1%	0.88
M	60	65.9%	69.7%	1.06	69.9%	1.06

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
REAL ES	**240**	**6.9%**	**70.8%**		**83.8%**	
F	104	43.3%	44.7%	1.03	43.3%	1.00
M	136	56.7%	55.3%	0.98	56.7%	1.00
SUPV	**35**	**1.0%**	**80.0%**		**91.4%**	
F	18	51.4%	46.4%	0.90	53.1%	1.03
M	17	48.6%	53.6%	1.10	46.9%	0.97

<u>Age</u>

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Business Administration	**3,464**	**100.0%**	**66.7%**		**82.3%**	
ACCTG	**1,063**	**30.7%**	**63.7%**		**78.3%**	
Under 18	2	0.2%	0.1%	0.79	0.1%	0.64
18-21	283	26.6%	27.3%	1.03	27.4%	1.03
22-25	352	33.1%	30.1%	0.91	31.7%	0.96
26-30	192	18.1%	18.3%	1.01	18.0%	1.00
31-35	99	9.3%	9.7%	1.05	9.3%	0.99
36-40	51	4.8%	5.0%	1.05	5.0%	1.05
41-50	60	5.6%	6.1%	1.07	5.6%	1.00
Older than 50	24	2.3%	3.2%	1.44	2.8%	1.22
BUS	**245**	**7.1%**	**66.1%**		**89.8%**	
Under 18	1	0.4%	0.6%	1.51	0.5%	1.11
18-21	108	44.1%	43.2%	0.98	45.5%	1.03
22-25	79	32.2%	30.2%	0.94	30.9%	0.96
26-30	20	8.2%	8.6%	1.06	8.2%	1.00
31-35	14	5.7%	6.2%	1.08	5.0%	0.88
36-40	8	3.3%	3.7%	1.13	3.6%	1.11
41-50	11	4.5%	6.2%	1.37	4.5%	1.01
Older than 50	4	1.6%	1.2%	0.76	1.8%	1.11
CO SCI	**944**	**27.3%**	**66.3%**		**78.6%**	
Under 18	6	0.6%	0.8%	1.26	0.7%	1.06
18-21	330	35.0%	35.1%	1.01	34.4%	0.98
22-25	291	30.8%	29.9%	0.97	30.2%	0.98
26-30	156	16.5%	15.7%	0.95	16.4%	0.99
31-35	71	7.5%	8.9%	1.19	8.4%	1.11
36-40	43	4.6%	5.0%	1.09	5.1%	1.12
41-50	36	3.8%	4.0%	1.05	3.8%	0.99
Older than 50	11	1.2%	0.6%	0.55	1.1%	0.93
FINANCE	**203**	**5.9%**	**53.7%**		**85.2%**	
Under 18	1	0.5%	0.9%	1.86	0.6%	1.17

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
18-21	62	30.5%	22.9%	0.75	29.5%	0.97
22-25	67	33.0%	30.3%	0.92	32.4%	0.98
26-30	28	13.8%	18.3%	1.33	14.5%	1.05
31-35	19	9.4%	8.3%	0.88	8.7%	0.93
36-40	13	6.4%	9.2%	1.43	6.9%	1.08
41-50	8	3.9%	6.4%	1.63	4.6%	1.17
Older than 50	5	2.5%	3.7%	1.49	2.9%	1.17
LAW	**557**	**16.1%**	**75.6%**		**88.2%**	
Under 18	5	0.9%	0.7%	0.79	0.8%	0.91
18-21	155	27.8%	26.1%	0.94	28.1%	1.01
22-25	212	38.1%	39.0%	1.02	38.7%	1.02
26-30	97	17.4%	18.3%	1.05	17.3%	0.99
31-35	37	6.6%	6.4%	0.97	6.1%	0.92
36-40	18	3.2%	3.6%	1.10	3.1%	0.95
41-50	25	4.5%	4.0%	0.90	4.3%	0.95
Older than 50	8	1.4%	1.9%	1.32	1.6%	1.13
MARKET	**86**	**2.5%**	**59.3%**		**89.5%**	
Under 18	1	1.2%	2.0%	1.69	1.3%	1.12
18-21	34	39.5%	45.1%	1.14	42.9%	1.08
22-25	29	33.7%	29.4%	0.87	33.8%	1.00
26-30	11	12.8%	11.8%	0.92	10.4%	0.81
31-35	5	5.8%	3.9%	0.67	5.2%	0.89
36-40	5	5.8%	5.9%	1.01	5.2%	0.89
Older than 50	1	1.2%	2.0%	1.69	1.3%	1.12
MGMT	**91**	**2.6%**	**72.5%**		**91.2%**	
18-21	16	17.6%	16.7%	0.95	19.3%	1.10
22-25	35	38.5%	36.4%	0.95	37.3%	0.97
26-30	17	18.7%	18.2%	0.97	16.9%	0.90
31-35	7	7.7%	7.6%	0.98	8.4%	1.10
36-40	6	6.6%	7.6%	1.15	7.2%	1.10
41-50	8	8.8%	10.6%	1.21	8.4%	0.96
Older than 50	2	2.2%	3.0%	1.38	2.4%	1.10
REAL ES	**240**	**6.9%**	**70.8%**		**83.8%**	
18-21	38	15.8%	10.6%	0.67	12.4%	0.79
22-25	51	21.3%	24.1%	1.13	22.9%	1.08
26-30	46	19.2%	18.2%	0.95	21.4%	1.12
31-35	32	13.3%	12.4%	0.93	12.4%	0.93
36-40	20	8.3%	9.4%	1.13	8.5%	1.01
41-50	38	15.8%	18.2%	1.15	16.4%	1.04
Older than 50	15	6.3%	7.1%	1.13	6.0%	0.96

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
SUPV	**35**	**1.0%**	**80.0%**		**91.4%**	
18-21	8	22.9%	17.9%	0.78	21.9%	0.96
22-25	8	22.9%	28.6%	1.25	25.0%	1.09
26-30	4	11.4%	10.7%	0.94	12.5%	1.09
31-35	4	11.4%	14.3%	1.25	12.5%	1.09
36-40	3	8.6%	10.7%	1.25	9.4%	1.09
41-50	5	14.3%	7.1%	0.50	9.4%	0.66
Older than 50	3	8.6%	10.7%	1.25	9.4%	1.09

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Business Administration	**3,464**	**100.0%**	**66.7%**		**82.3%**	
ACCTG	**1,063**	**30.7%**	**63.7%**		**78.3%**	
African-American	13	1.2%	1.0%	0.85	0.8%	0.69
Asian/Pacific Islander	415	39.0%	50.1%	1.28	44.4%	1.14
Caucasian	16	1.5%	1.3%	0.88	1.2%	0.80
Hispanic/Latino	550	51.7%	40.8%	0.79	47.0%	0.91
Multi-Ethnic	27	2.5%	2.5%	0.99	2.4%	0.95
Native American	3	0.3%	0.3%	1.05	0.4%	1.28
Unknown	39	3.7%	4.0%	1.09	3.8%	1.05
BUS	**245**	**7.1%**	**66.1%**		**89.8%**	
African-American	3	1.2%	0.6%	0.50	0.9%	0.74
Asian/Pacific Islander	71	29.0%	39.5%	1.36	31.4%	1.08
Caucasian	2	0.8%	1.2%	1.51	0.9%	1.11
Hispanic/Latino	157	64.1%	53.7%	0.84	62.7%	0.98
Multi-Ethnic	5	2.0%	3.1%	1.51	2.3%	1.11
Unknown	7	2.9%	1.9%	0.65	1.8%	0.64
CO SCI	**944**	**27.3%**	**66.3%**		**78.6%**	
African-American	13	1.4%	0.8%	0.58	1.3%	0.98
Asian/Pacific Islander	264	28.0%	33.2%	1.19	31.5%	1.13
Caucasian	17	1.8%	1.8%	0.98	1.8%	0.97
Hispanic/Latino	594	62.9%	59.7%	0.95	60.6%	0.96
Multi-Ethnic	23	2.4%	2.1%	0.85	2.2%	0.89
Native American	1	0.1%	0.0%	0.00	0.1%	1.27
Unknown	32	3.4%	2.4%	0.71	2.4%	0.72
FINANCE	**203**	**5.9%**	**53.7%**		**85.2%**	
African-American	2	1.0%	0.0%	0.00	1.2%	1.17
Asian/Pacific Islander	30	14.8%	22.0%	1.49	16.2%	1.10
Caucasian	2	1.0%	1.8%	1.86	1.2%	1.17

Prepared by:
Alfred Gallegos, Research Analyst
Joan Lang, Assistant Research Analyst

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Hispanic/Latino	160	78.8%	72.5%	0.92	78.6%	1.00
Multi-Ethnic	2	1.0%	0.9%	0.93	0.6%	0.59
Unknown	7	3.4%	2.8%	0.80	2.3%	0.67
LAW	**557**	**16.1%**	**75.6%**		**88.2%**	
African-American	12	2.2%	2.1%	0.99	2.0%	0.95
Asian/Pacific Islander	149	26.8%	30.9%	1.15	28.7%	1.07
Caucasian	7	1.3%	1.2%	0.95	1.2%	0.97
Hispanic/Latino	366	65.7%	61.5%	0.94	64.0%	0.97
Multi-Ethnic	12	2.2%	2.1%	0.99	2.0%	0.95
Native American	1	0.2%	0.2%	1.32	0.2%	1.13
Unknown	10	1.8%	1.9%	1.06	1.8%	1.02
MARKET	**86**	**2.5%**	**59.3%**		**89.5%**	
African-American	3	3.5%	2.0%	0.56	3.9%	1.12
Asian/Pacific Islander	13	15.1%	15.7%	1.04	16.9%	1.12
Caucasian	1	1.2%	0.0%	0.00	1.3%	1.12
Hispanic/Latino	68	79.1%	80.4%	1.02	76.6%	0.97
Unknown	1	1.2%	2.0%	1.69	1.3%	1.12
MGMT	**91**	**2.6%**	**72.5%**		**91.2%**	
Asian/Pacific Islander	13	14.3%	18.2%	1.27	14.5%	1.01
Caucasian	1	1.1%	1.5%	1.38	1.2%	1.10
Hispanic/Latino	75	82.4%	78.8%	0.96	81.9%	0.99
Unknown	2	2.2%	1.5%	0.69	2.4%	1.10
REAL ES	**240**	**6.9%**	**70.8%**		**83.8%**	
African-American	11	4.6%	4.1%	0.90	4.0%	0.87
Asian/Pacific Islander	71	29.6%	30.6%	1.03	28.4%	0.96
Caucasian	14	5.8%	7.1%	1.21	7.0%	1.19
Hispanic/Latino	136	56.7%	54.1%	0.96	56.7%	1.00
Multi-Ethnic	4	1.7%	2.4%	1.41	2.0%	1.19
Unknown	4	1.7%	1.8%	1.06	2.0%	1.19
SUPV	**35**	**1.0%**	**80.0%**		**91.4%**	
Asian/Pacific Islander	7	20.0%	25.0%	1.25	21.9%	1.09
Hispanic/Latino	28	80.0%	75.0%	0.94	78.1%	0.98

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

Goal 2: *Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programing to remedy these gaps.*

*"The student equity plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for **all students** ..."*

Source: Data extracted from the LACCD Student Information System (SIS); VIEW_SENR_SECT_LEFT, VIEW_SENR_STUD_LEFT, STUD_SEMC, and COURSE_SECTSCHD. Figures are current as of July 29, 2014 and subject to change thereafter.

Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Chemistry	799	100.0%	67.3%		84.2%	
CHEM	799	100.0%	67.3%		84.2%	
F	445	55.7%	54.3%	0.97	54.5%	0.98
M	354	44.3%	45.7%	1.03	45.5%	1.03

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Chemistry	799	100.0%	67.3%		84.2%	
CHEM	799	100.0%	67.3%		84.2%	
Under 18	3	0.4%	0.6%	1.49	0.4%	1.19
18-21	323	40.4%	40.5%	1.00	42.2%	1.04
22-25	284	35.5%	34.0%	0.96	34.5%	0.97
26-30	103	12.9%	13.4%	1.04	12.2%	0.95
31-35	45	5.6%	6.7%	1.19	5.9%	1.06
36-40	25	3.1%	3.5%	1.13	3.4%	1.09
41-50	15	1.9%	1.1%	0.59	1.2%	0.63
Older than 50	1	0.1%	0.2%	1.49	0.1%	1.19

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Chemistry	**799**	**100.0%**	**67.3%**		**84.2%**	
CHEM	**799**	**100.0%**	**67.3%**		**84.2%**	
African-American	4	0.5%	0.4%	0.74	0.3%	0.59
Asian/Pacific Islander	205	25.7%	30.3%	1.18	26.4%	1.03
Caucasian	18	2.3%	2.0%	0.91	2.2%	0.99
Hispanic/Latino	531	66.5%	62.8%	0.95	66.3%	1.00
Multi-Ethnic	18	2.3%	2.2%	0.99	2.2%	0.99
Native American	1	0.1%	0.0%	0.00	0.1%	1.19
Unknown	22	2.8%	2.2%	0.81	2.4%	0.86

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

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*"The student equity plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for **all students** …"*

Source: Data extracted from the LACCD Student Information System (SIS); VIEW_SENR_SECT_LEFT, VIEW_SENR_STUD_LEFT, STUD_SEMC, and COURSE_SECTSCHD. Figures are current as of July 29, 2014 and subject to change thereafter.

Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Chicano Studies	**2,399**	**100.0%**	**62.7%**		**83.6%**	
CHICANO	**2,399**	**100.0%**	**62.7%**		**83.6%**	
F	1,414	58.9%	61.8%	1.05	59.6%	1.01
M	985	41.1%	38.2%	0.93	40.4%	0.98

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Chicano Studies	**2,399**	**100.0%**	**62.7%**		**83.6%**	
CHICANO	**2,399**	**100.0%**	**62.7%**		**83.6%**	
Under 18	124	5.2%	6.1%	1.17	5.8%	1.12
18-21	1183	49.3%	45.4%	0.92	49.7%	1.01
22-25	647	27.0%	26.9%	1.00	26.2%	0.97
26-30	194	8.1%	8.5%	1.05	7.4%	0.92
31-35	86	3.6%	4.5%	1.24	3.6%	1.00
36-40	72	3.0%	4.0%	1.33	3.2%	1.08
41-50	61	2.5%	3.1%	1.23	2.6%	1.02
Older than 50	32	1.3%	1.5%	1.15	1.4%	1.05

1 | P a g e
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Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Chicano Studies	**2,399**	**100.0%**	**62.7%**		**83.6%**	
CHICANO	**2,399**	**100.0%**	**62.7%**		**83.6%**	
African-American	28	1.2%	1.1%	0.97	1.2%	1.03
Asian/Pacific Islander	53	2.2%	3.0%	1.36	2.5%	1.13
Caucasian	19	0.8%	0.9%	1.09	0.8%	1.07
Hispanic/Latino	2,242	93.5%	92.5%	0.99	93.1%	1.00
Multi-Ethnic	16	0.7%	0.7%	1.10	0.6%	0.97
Native American	3	0.1%	0.1%	1.06	0.1%	1.20
Unknown	38	1.6%	1.6%	1.01	1.5%	0.98

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

Goal 2: *Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programing to remedy these gaps.*

*"The student equity plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for **all students** …"*

Source: Data extracted from the LACCD Student Information System (SIS); VIEW_SENR_SECT_LEFT, VIEW_SENR_STUD_LEFT, STUD_SEMC, and COURSE_SECTSCHD. Figures are current as of July 29, 2014 and subject to change thereafter.

Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Child, Family, and Educational Studies	3,998	100.0%	75.5%		88.2%	
CH DEV	3,585	89.7%	76.1%		88.8%	
F	3,089	86.2%	87.9%	1.02	87.0%	1.01
M	496	13.8%	12.1%	0.88	13.0%	0.94
FAM &CS	413	10.3%	70.0%		82.8%	
F	327	79.2%	81.0%	1.02	80.4%	1.02
M	86	20.8%	19.0%	0.91	19.6%	0.94

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Child, Family, and Educational Studies	3,998	100.0%	75.5%		88.2%	
CH DEV	3,585	89.7%	76.1%		88.8%	
Under 18	162	4.5%	4.5%	0.99	4.5%	0.99
18-21	960	26.8%	24.3%	0.91	26.4%	0.98
22-25	999	27.9%	26.5%	0.95	26.9%	0.97
26-30	506	14.1%	13.7%	0.97	13.9%	0.98
31-35	239	6.7%	7.4%	1.10	6.8%	1.02
36-40	189	5.3%	6.1%	1.15	5.6%	1.06

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
41-50	308	8.6%	10.3%	1.19	9.3%	1.08
Older than 50	222	6.2%	7.4%	1.20	6.7%	1.08
FAM &CS	**413**	**10.3%**	**70.0%**		**82.8%**	
Under 18	3	0.7%	0.7%	0.95	0.9%	1.21
18-21	81	19.6%	19.0%	0.97	19.3%	0.98
22-25	130	31.5%	30.4%	0.97	31.3%	0.99
26-30	82	19.9%	19.7%	0.99	20.2%	1.02
31-35	39	9.4%	10.0%	1.06	9.1%	0.96
36-40	22	5.3%	5.2%	0.97	5.3%	0.99
41-50	36	8.7%	9.0%	1.03	8.8%	1.01
Older than 50	20	4.8%	5.9%	1.21	5.3%	1.09

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Child, Family, and Educational Studies	**3,998**	**100.0%**	**75.5%**		**88.2%**	
CH DEV	**3,585**	**89.7%**	**76.1%**		**88.8%**	
African-American	57	1.6%	1.5%	0.94	1.5%	0.97
Asian/Pacific Islander	237	6.6%	7.1%	1.08	6.6%	1.00
Caucasian	34	0.9%	0.9%	0.93	0.9%	0.99
Hispanic/Latino	3,144	87.7%	87.2%	0.99	87.7%	1.00
Multi-Ethnic	41	1.1%	1.3%	1.12	1.2%	1.02
Native American	6	0.2%	0.2%	1.31	0.2%	1.13
Unknown	66	1.8%	1.8%	0.98	1.9%	1.02
FAM &CS	**413**	**10.3%**	**70.0%**		**82.8%**	
African-American	12	2.9%	2.4%	0.83	2.6%	0.91
Asian/Pacific Islander	58	14.0%	16.3%	1.16	14.3%	1.02
Caucasian	8	1.9%	1.4%	0.71	1.5%	0.75
Hispanic/Latino	316	76.5%	75.4%	0.99	76.9%	1.01
Multi-Ethnic	4	1.0%	1.4%	1.43	1.2%	1.21
Native American	2	0.5%	0.3%	0.71	0.3%	0.60
Unknown	13	3.1%	2.8%	0.88	3.2%	1.02

2 | P a g e
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Office of Institutional Effectiveness

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E L A C S t u d e n t E q u i t y P l a n | **84**

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

Goal 2: *Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programing to remedy these gaps.*

*"The student equity plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for **all students** …"*

Source: Data extracted from the LACCD Student Information System (SIS); VIEW_SENR_SECT_LEFT, VIEW_SENR_STUD_LEFT, STUD_SEMC, and COURSE_SECTSCHD. Figures are current as of July 29, 2014 and subject to change thereafter.

Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Computer Applications and Office Tech	**1,117**	**100.0%**	**63.3%**		**81.8%**	
CAOT	**1,029**	**92.1%**	**63.4%**		**81.5%**	
F	680	66.1%	69.3%	1.05	67.9%	1.03
M	349	33.9%	30.7%	0.90	32.1%	0.95
LOGTIC	**88**	**7.9%**	**62.5%**		**85.2%**	
F	41	46.6%	47.3%	1.01	42.7%	0.92
M	47	53.4%	52.7%	0.99	57.3%	1.07

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Computer Applications and Office Tech	**1,117**	**100.0%**	**63.3%**		**81.8%**	
CAOT	**1,029**	**92.1%**	**63.4%**		**81.5%**	
Under 18	2	0.2%	0.2%	0.79	0.2%	1.23
18-21	266	25.9%	21.8%	0.84	24.2%	0.94
22-25	248	24.1%	24.8%	1.03	24.1%	1.00
26-30	163	15.8%	17.9%	1.13	16.4%	1.04
31-35	89	8.6%	9.4%	1.08	8.6%	0.99
36-40	91	8.8%	9.4%	1.06	9.2%	1.04

Prepared by:
Alfred Gallegos, Research Analyst
Joan Lang, Assistant Research Analyst

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
41-50	122	11.9%	12.0%	1.01	12.0%	1.02
Older than 50	48	4.7%	4.6%	0.99	5.2%	1.12
LOGTIC	**88**	**7.9%**	**62.5%**		**85.2%**	
Under 18	16	18.2%	21.8%	1.20	21.3%	1.17
18-21	14	15.9%	12.7%	0.80	18.7%	1.17
22-25	15	17.0%	16.4%	0.96	14.7%	0.86
26-30	10	11.4%	12.7%	1.12	10.7%	0.94
31-35	12	13.6%	12.7%	0.93	12.0%	0.88
36-40	6	6.8%	7.3%	1.07	8.0%	1.17
41-50	5	5.7%	5.5%	0.96	4.0%	0.70
Older than 50	10	11.4%	10.9%	0.96	10.7%	0.94

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Computer Applications and Office Tech	**1,117**	**100.0%**	**63.3%**		**81.8%**	
CAOT	**1,029**	**92.1%**	**63.4%**		**81.5%**	
African-American	24	2.3%	1.5%	0.66	2.0%	0.87
Asian/Pacific Islander	134	13.0%	15.6%	1.20	14.2%	1.09
Caucasian	17	1.7%	2.0%	1.21	1.9%	1.15
Hispanic/Latino	824	80.1%	78.2%	0.98	79.1%	0.99
Multi-Ethnic	7	0.7%	0.6%	0.90	0.7%	1.05
Native American	1	0.1%	0.2%	1.58	0.1%	1.23
Unknown	22	2.1%	1.8%	0.86	1.9%	0.89
LOGTIC	**88**	**7.9%**	**62.5%**		**85.2%**	
African-American	6	6.8%	3.6%	0.53	6.7%	0.98
Asian/Pacific Islander	7	8.0%	9.1%	1.14	8.0%	1.01
Caucasian	3	3.4%	3.6%	1.07	4.0%	1.17
Hispanic/Latino	70	79.5%	80.0%	1.01	78.7%	0.99
Multi-Ethnic	1	1.1%	1.8%	1.60	1.3%	1.17
Unknown	1	1.1%	1.8%	1.60	1.3%	1.17

2 | P a g e
Prepared by:
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E L A C S t u d e n t E q u i t y P l a n | **86**

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

Goal 2: *Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programing to remedy these gaps.*

*"The student equity plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for **all students** …"*

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Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Counseling	**395**	**100.0%**	**81.3%**		**96.2%**	
PERSDEV	**395**	**100.0%**	**81.3%**		**96.2%**	
F	244	61.8%	63.9%	1.03	61.6%	1.00
M	151	38.2%	36.1%	0.95	38.4%	1.01

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Counseling	**395**	**100.0%**	**81.3%**		**96.2%**	
PERSDEV	**395**	**100.0%**	**81.3%**		**96.2%**	
Under 18	5	1.3%	1.2%	0.98	1.3%	1.04
18-21	220	55.7%	55.1%	0.99	56.1%	1.01
22-25	75	19.0%	18.1%	0.95	18.7%	0.98
26-30	37	9.4%	10.0%	1.06	8.9%	0.96
31-35	21	5.3%	5.6%	1.05	5.5%	1.04
36-40	17	4.3%	4.7%	1.09	4.2%	0.98
41-50	15	3.8%	4.0%	1.07	3.9%	1.04
Older than 50	5	1.3%	1.2%	0.98	1.3%	1.04

1 | P a g e
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E L A C S t u d e n t E q u i t y P l a n **| 87**

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Counseling	**395**	**100.0%**	**81.3%**		**96.2%**	
PERSDEV	**395**	**100.0%**	**81.3%**		**96.2%**	
African-American	7	1.8%	2.2%	1.23	1.8%	1.04
Asian/Pacific Islander	24	6.1%	7.5%	1.23	6.3%	1.04
Caucasian	7	1.8%	1.6%	0.88	1.8%	1.04
Hispanic/Latino	345	87.3%	85.4%	0.98	86.8%	0.99
Multi-Ethnic	5	1.3%	1.6%	1.23	1.3%	1.04
Native American	2	0.5%	0.3%	0.62	0.5%	1.04
Unknown	5	1.3%	1.6%	1.23	1.3%	1.04

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

Goal 2: *Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programing to remedy these gaps.*

*"The student equity plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for **all students** …"*

Source: Data extracted from the LACCD Student Information System (SIS); VIEW_SENR_SECT_LEFT, VIEW_SENR_STUD_LEFT, STUD_SEMC, and COURSE_SECTSCHD. Figures are current as of July 29, 2014 and subject to change thereafter.

Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Dance	**680**	**100.0%**	**74.1%**		**86.2%**	
DANCEST	**27**	**4.0%**	**100.0%**		**100.0%**	
F	22	81.5%	81.5%	1.00	81.5%	1.00
M	5	18.5%	18.5%	1.00	18.5%	1.00
DANCETQ	**591**	**86.9%**	**72.1%**		**85.6%**	
F	464	78.5%	79.1%	1.01	78.7%	1.00
M	127	21.5%	20.9%	0.97	21.3%	0.99
DNCESPC	**62**	**9.1%**	**82.3%**		**85.5%**	
F	54	87.1%	88.2%	1.01	88.7%	1.02
M	8	12.9%	11.8%	0.91	11.3%	0.88

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Dance	**680**	**100.0%**	**74.1%**		**86.2%**	
DANCEST	**27**	**4.0%**	**100.0%**		**100.0%**	
Under 18	1	3.7%	3.7%	1.00	3.7%	1.00
18-21	14	51.9%	51.9%	1.00	51.9%	1.00
22-25	8	29.6%	29.6%	1.00	29.6%	1.00
26-30	4	14.8%	14.8%	1.00	14.8%	1.00

1 | P a g e
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E L A C S t u d e n t E q u i t y P l a n | **89**

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
DANCETQ	**591**	**86.9%**	**72.1%**		**85.6%**	0.99
Under 18	2	0.3%	0.2%	0.69	0.2%	0.58
18-21	291	49.2%	48.6%	0.99	48.8%	0.99
22-25	180	30.5%	29.3%	0.96	30.2%	0.99
26-30	65	11.0%	11.7%	1.07	11.3%	1.02
31-35	17	2.9%	3.1%	1.06	3.2%	1.10
36-40	18	3.0%	3.8%	1.23	3.4%	1.10
41-50	9	1.5%	1.6%	1.08	1.6%	1.04
Older than 50	9	1.5%	1.6%	1.08	1.4%	0.91
DNCESPC	**62**	**9.1%**	**82.3%**		**85.5%**	9.38
18-21	28	45.2%	47.1%	1.04	45.3%	1.00
22-25	14	22.6%	23.5%	1.04	24.5%	1.09
26-30	8	12.9%	11.8%	0.91	13.2%	1.02
31-35	4	6.5%	5.9%	0.91	5.7%	0.88
36-40	5	8.1%	7.8%	0.97	7.5%	0.94
41-50	1	1.6%	2.0%	1.22	1.9%	1.17

<u>Ethnicity</u>

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Dance	**680**	**100.0%**	**74.1%**		**86.2%**	
DANCEST	**27**	**4.0%**	**100.0%**		**100.0%**	
African-American	1	3.7%	3.7%	1.00	3.7%	1.00
Asian/Pacific Islander	2	7.4%	7.4%	1.00	7.4%	1.00
Caucasian	2	7.4%	7.4%	1.00	7.4%	1.00
Hispanic/Latino	22	81.5%	81.5%	1.00	81.5%	1.00
DANCETQ	**591**	**86.9%**	**72.1%**		**85.6%**	
African-American	11	1.9%	1.9%	1.01	2.0%	1.06
Asian/Pacific Islander	70	11.8%	13.1%	1.11	11.7%	0.98
Caucasian	10	1.7%	1.9%	1.11	1.8%	1.05
Hispanic/Latino	484	81.9%	79.8%	0.97	81.6%	1.00
Multi-Ethnic	4	0.7%	0.9%	1.39	0.8%	1.17
Native American	1	0.2%	0.2%	1.39	0.2%	1.17
Unknown	11	1.9%	2.1%	1.14	2.0%	1.06
DNCESPC	**62**	**9.1%**	**82.3%**		**85.5%**	
African-American	1	1.6%	0.0%	0.00	0.0%	0.00
Asian/Pacific Islander	12	19.4%	19.6%	1.01	18.9%	0.97
Hispanic/Latino	48	77.4%	78.4%	1.01	79.2%	1.02
Unknown	1	1.6%	2.0%	1.22	1.9%	1.17

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

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Source: Data extracted from the LACCD Student Information System (SIS); VIEW_SENR_SECT_LEFT, VIEW_SENR_STUD_LEFT, STUD_SEMC, and COURSE_SECTSCHD. Figures are current as of July 29, 2014 and subject to change thereafter.

<u>Gender</u>

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Engineering	**585**	**100.0%**	**74.5%**		**87.4%**	
EET	**14**	**2.4%**	**92.9%**		**100.0%**	
F	6	42.9%	38.5%	0.90	42.9%	1.00
M	8	57.1%	61.5%	1.08	57.1%	1.00
EGD TEK	**110**	**18.8%**	**66.4%**		**81.8%**	
F	23	20.9%	21.9%	1.05	20.0%	0.96
M	87	79.1%	78.1%	0.99	80.0%	1.01
ELECTRN	**60**	**10.3%**	**56.7%**		**88.3%**	
F	6	10.0%	14.7%	1.47	11.3%	1.13
M	54	90.0%	85.3%	0.95	88.7%	0.99
ENG GEN	**290**	**49.6%**	**83.1%**		**92.1%**	
F	62	21.4%	22.8%	1.07	22.1%	1.03
M	228	78.6%	77.2%	0.98	77.9%	0.99
ENG SUP	**21**	**3.6%**	**71.4%**		**81.0%**	
F	5	23.8%	20.0%	0.84	23.5%	0.99
M	16	76.2%	80.0%	1.05	76.5%	1.00
IND TEK	**46**	**7.9%**	**69.6%**		**84.8%**	
F	9	19.6%	12.5%	0.64	17.9%	0.92
M	37	80.4%	87.5%	1.09	82.1%	1.02
MIT	**44**	**7.5%**	**63.6%**		**70.5%**	
F	9	20.5%	14.3%	0.70	12.9%	0.63
M	35	79.5%	85.7%	1.08	87.1%	1.09

Prepared by:
Alfred Gallegos, Research Analyst
Joan Lang, Assistant Research Analyst

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Engineering	**585**	**100.0%**	**74.5%**		**87.4%**	
EET	**14**	**2.4%**	**92.9%**		**100.0%**	
Under 18	14	100.0%	100.0%	1.00	100.0%	1.00
EGD TEK	**110**	**18.8%**	**66.4%**		**81.8%**	
Under 18	10	9.1%	13.7%	1.51	11.1%	1.22
18-21	31	28.2%	26.0%	0.92	27.8%	0.99
22-25	31	28.2%	24.7%	0.87	24.4%	0.87
26-30	26	23.6%	23.3%	0.99	24.4%	1.03
31-35	7	6.4%	8.2%	1.29	7.8%	1.22
36-40	2	1.8%	1.4%	0.75	1.1%	0.61
41-50	1	0.9%	1.4%	1.51	1.1%	1.22
Older than 50	2	1.8%	1.4%	0.75	2.2%	1.22
ELECTRN	**60**	**10.3%**	**56.7%**		**88.3%**	
Under 18	14	23.3%	38.2%	1.64	26.4%	1.13
18-21	22	36.7%	35.3%	0.96	39.6%	1.08
22-25	14	23.3%	8.8%	0.38	18.9%	0.81
26-30	1	1.7%	2.9%	1.76	1.9%	1.13
31-35	3	5.0%	8.8%	1.76	5.7%	1.13
36-40	1	1.7%	0.0%	0.00	0.0%	0.00
41-50	3	5.0%	0.0%	0.00	3.8%	0.75
Older than 50	2	3.3%	5.9%	1.76	3.8%	1.13
ENG GEN	**290**	**49.6%**	**83.1%**		**92.1%**	
Under 18	77	26.6%	26.1%	0.98	27.7%	1.04
18-21	51	17.6%	17.4%	0.99	18.0%	1.02
22-25	96	33.1%	33.6%	1.02	32.6%	0.98
26-30	43	14.8%	14.9%	1.01	14.6%	0.99
31-35	12	4.1%	4.1%	1.00	3.7%	0.91
36-40	4	1.4%	1.7%	1.20	1.5%	1.09
41-50	5	1.7%	1.2%	0.72	1.1%	0.65
Older than 50	2	0.7%	0.8%	1.20	0.7%	1.09
ENG SUP	**21**	**3.6%**	**71.4%**		**81.0%**	
18-21	3	14.3%	20.0%	1.40	17.6%	1.24
22-25	9	42.9%	33.3%	0.78	41.2%	0.96
26-30	5	23.8%	26.7%	1.12	23.5%	0.99
Older than 50	4	19.0%	20.0%	1.05	17.6%	0.93
IND TEK	**46**	**7.9%**	**69.6%**		**84.8%**	
18-21	19	41.3%	50.0%	1.21	46.2%	1.12
22-25	14	30.4%	15.6%	0.51	25.6%	0.84
26-30	6	13.0%	18.8%	1.44	15.4%	1.18

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
31-35	5	10.9%	12.5%	1.15	10.3%	0.94
41-50	1	2.2%	0.0%	0.00	0.0%	0.00
Older than 50	1	2.2%	3.1%	1.44	2.6%	1.18
MIT	**44**	**7.5%**	**63.6%**		**70.5%**	
Under 18	21	47.7%	39.3%	0.82	38.7%	0.81
18-21	6	13.6%	14.3%	1.05	16.1%	1.18
22-25	9	20.5%	28.6%	1.40	25.8%	1.26
26-30	3	6.8%	7.1%	1.05	6.5%	0.95
31-35	2	4.5%	0.0%	0.00	3.2%	0.71
41-50	2	4.5%	7.1%	1.57	6.5%	1.42
Older than 50	1	2.3%	3.6%	1.57	3.2%	1.42

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Engineering	**585**	**100.0%**	**74.5%**		**87.4%**	
EET	**14**	**2.4%**	**92.9%**		**100.0%**	
Hispanic/Latino	12	85.7%	84.6%	0.99	85.7%	1.00
Unknown	2	14.3%	15.4%	1.08	14.3%	1.00
EGD TEK	**110**	**18.8%**	**66.4%**		**81.8%**	
African-American	2	1.8%	0.0%	0.00	1.1%	0.61
Asian/Pacific Islander	14	12.7%	12.3%	0.97	13.3%	1.05
Caucasian	4	3.6%	2.7%	0.75	3.3%	0.92
Hispanic/Latino	90	81.8%	84.9%	1.04	82.2%	1.00
ELECTRN	**60**	**10.3%**	**56.7%**		**88.3%**	
African-American	2	3.3%	0.0%	0.00	1.9%	0.57
Asian/Pacific Islander	5	8.3%	5.9%	0.71	5.7%	0.68
Caucasian	2	3.3%	5.9%	1.76	3.8%	1.13
Hispanic/Latino	49	81.7%	82.4%	1.01	84.9%	1.04
Unknown	2	3.3%	5.9%	1.76	3.8%	1.13
ENG GEN	**290**	**49.6%**	**83.1%**		**92.1%**	
African-American	5	1.7%	2.1%	1.20	1.9%	1.09
Asian/Pacific Islander	41	14.1%	16.2%	1.14	15.4%	1.09
Caucasian	16	5.5%	5.8%	1.05	5.2%	0.95
Hispanic/Latino	220	75.9%	73.0%	0.96	74.5%	0.98
Multi-Ethnic	4	1.4%	1.2%	0.90	1.5%	1.09
Unknown	4	1.4%	1.7%	1.20	1.5%	1.09
ENG SUP	**21**	**3.6%**	**71.4%**		**81.0%**	
African-American	5	23.8%	33.3%	1.40	29.4%	1.24
Asian/Pacific Islander	3	14.3%	13.3%	0.93	11.8%	0.82

Prepared by:
Alfred Gallegos, Research Analyst
Joan Lang, Assistant Research Analyst

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Caucasian	1	4.8%	6.7%	1.40	5.9%	1.24
Hispanic/Latino	12	57.1%	46.7%	0.82	52.9%	0.93
IND TEK	**46**	**7.9%**	**69.6%**		**84.8%**	
African-American	2	4.3%	6.3%	1.44	5.1%	1.18
Asian/Pacific Islander	4	8.7%	9.4%	1.08	10.3%	1.18
Caucasian	3	6.5%	9.4%	1.44	7.7%	1.18
Hispanic/Latino	37	80.4%	75.0%	0.93	76.9%	0.96
MIT	**44**	**7.5%**	**63.6%**		**70.5%**	
African-American	2	4.5%	7.1%	1.57	6.5%	1.42
Asian/Pacific Islander	4	9.1%	10.7%	1.18	12.9%	1.42
Caucasian	1	2.3%	3.6%	1.57	3.2%	1.42
Hispanic/Latino	30	68.2%	60.7%	0.89	61.3%	0.90
Multi-Ethnic	1	2.3%	3.6%	1.57	3.2%	1.42
Unknown	6	13.6%	14.3%	1.05	12.9%	0.95

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E L A C S t u d e n t E q u i t y P l a n **| 94**

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

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Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
English (Humanities)	**9,086**	**100.0%**	**65.4%**		**82.4%**	
E.S.L.	**695**	**7.6%**	**70.1%**		**88.5%**	
F	415	59.7%	60.6%	1.01	60.2%	1.01
M	280	40.3%	39.4%	0.98	39.8%	0.99
ENGLISH	**7,352**	**80.9%**	**64.4%**		**81.3%**	
F	4,155	56.5%	58.8%	1.04	57.7%	1.02
M	3,197	43.5%	41.2%	0.95	42.3%	0.97
ESL	**272**	**3.0%**	**70.2%**		**86.4%**	
F	168	61.8%	68.1%	1.10	61.3%	0.99
M	104	38.2%	31.9%	0.84	38.7%	1.01
HUMAN	**83**	**0.9%**	**73.5%**		**91.6%**	
F	52	62.7%	59.0%	0.94	60.5%	0.97
M	31	37.3%	41.0%	1.10	39.5%	1.06
LRNSKIL	**36**	**0.4%**	**36.1%**		**72.2%**	
F	21	58.3%	53.8%	0.92	57.7%	0.99
M	15	41.7%	46.2%	1.11	42.3%	1.02
READING	**648**	**7.1%**	**69.8%**		**85.2%**	
F	372	57.4%	58.0%	1.01	57.8%	1.01
M	276	42.6%	42.0%	0.99	42.2%	0.99

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
English (Humanities)	**9,086**	**100.0%**	**65.4%**		**82.4%**	
E.S.L.	**695**	**7.6%**	**70.1%**		**88.5%**	
Under 18	12	1.7%	1.4%	0.83	2.0%	1.13
18-21	254	36.5%	34.5%	0.94	36.7%	1.01
22-25	190	27.3%	28.7%	1.05	27.0%	0.99
26-30	102	14.7%	15.0%	1.02	14.5%	0.99
31-35	41	5.9%	6.2%	1.04	5.5%	0.94
36-40	23	3.3%	3.7%	1.12	3.4%	1.03
41-50	43	6.2%	6.6%	1.06	6.2%	1.00
Older than 50	30	4.3%	3.9%	0.90	4.7%	1.09
ENGLISH	**7352**	**80.9%**	**64.4%**		**81.3%**	
Under 18	34	0.5%	0.5%	1.14	0.5%	1.16
18-21	3673	50.0%	51.1%	1.02	51.2%	1.03
22-25	2153	29.3%	27.9%	0.95	28.6%	0.98
26-30	827	11.2%	11.0%	0.98	10.5%	0.93
31-35	263	3.6%	3.6%	1.01	3.6%	1.00
36-40	174	2.4%	2.6%	1.10	2.3%	0.98
41-50	143	1.9%	2.0%	1.05	2.0%	1.01
Older than 50	85	1.2%	1.2%	1.06	1.2%	1.07
ESL	**272**	**3.0%**	**70.2%**		**86.4%**	
Under 18	3	1.1%	1.6%	1.42	1.3%	1.16
18-21	74	27.2%	28.3%	1.04	27.7%	1.02
22-25	50	18.4%	17.8%	0.97	17.9%	0.97
26-30	50	18.4%	17.8%	0.97	19.1%	1.04
31-35	27	9.9%	7.9%	0.79	8.1%	0.81
36-40	13	4.8%	5.8%	1.20	4.7%	0.98
41-50	31	11.4%	11.0%	0.96	11.9%	1.05
Older than 50	24	8.8%	9.9%	1.13	9.4%	1.06
HUMAN	**83**	**0.9%**	**73.5%**		**91.6%**	
18-21	40	48.2%	44.3%	0.92	48.7%	1.01
22-25	33	39.8%	45.9%	1.15	40.8%	1.03
26-30	5	6.0%	6.6%	1.09	5.3%	0.87
31-35	2	2.4%	1.6%	0.68	2.6%	1.09
36-40	2	2.4%	0.0%	0.00	1.3%	0.55
Older than 50	1	1.2%	1.6%	1.36	1.3%	1.09
LRNSKIL	**36**	**0.4%**	**36.1%**		**72.2%**	
Under 18	1	2.8%	0.0%	0.00	0.0%	0.00
18-21	21	58.3%	53.8%	0.92	61.5%	1.05

Prepared by:
Alfred Gallegos, Research Analyst
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Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
22-25	4	11.1%	15.4%	1.38	11.5%	1.04
26-30	2	5.6%	0.0%	0.00	7.7%	1.38
31-35	3	8.3%	15.4%	1.85	11.5%	1.38
36-40	1	2.8%	0.0%	0.00	0.0%	0.00
41-50	2	5.6%	0.0%	0.00	0.0%	0.00
Older than 50	2	5.6%	15.4%	2.77	7.7%	1.38
READING	**648**	**7.1%**	**69.8%**		**85.2%**	
Under 18	1	0.2%	0.2%	1.43	0.2%	1.17
18-21	404	62.3%	62.8%	1.01	64.7%	1.04
22-25	133	20.5%	20.6%	1.00	19.9%	0.97
26-30	45	6.9%	6.6%	0.96	6.3%	0.91
31-35	27	4.2%	4.0%	0.96	3.6%	0.87
36-40	8	1.2%	1.3%	1.08	1.1%	0.88
41-50	19	2.9%	3.1%	1.06	2.5%	0.86
Older than 50	11	1.7%	1.3%	0.78	1.6%	0.96

<u>Ethnicity</u>

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
English (Humanities)	**9,086**	**100.0%**	**65.4%**		**82.4%**	
E.S.L.	**695**	**7.6%**	**70.1%**		**88.5%**	
African-American	2	0.3%	0.4%	1.43	0.3%	1.13
Asian/Pacific Islander	513	73.8%	74.7%	1.01	73.5%	1.00
Caucasian	12	1.7%	1.6%	0.95	1.6%	0.94
Hispanic/Latino	131	18.8%	18.3%	0.97	19.2%	1.02
Multi-Ethnic	17	2.4%	2.5%	1.01	2.6%	1.06
Native American	1	0.1%	0.0%	0.00	0.2%	1.13
Unknown	19	2.7%	2.5%	0.90	2.6%	0.95
ENGLISH	**7,352**	**80.9%**	**64.4%**		**81.3%**	
African-American	68	0.9%	0.7%	0.71	0.8%	0.83
Asian/Pacific Islander	1,206	16.4%	20.5%	1.25	18.0%	1.10
Caucasian	77	1.0%	1.1%	1.05	1.1%	1.09
Hispanic/Latino	5,740	78.1%	73.9%	0.95	76.4%	0.98
Multi-Ethnic	115	1.6%	1.7%	1.08	1.7%	1.08
Native American	8	0.1%	0.1%	0.58	0.1%	0.92
Unknown	138	1.9%	2.1%	1.12	1.9%	1.02
ESL	**272**	**3.0%**	**70.2%**		**86.4%**	
Asian/Pacific Islander	170	62.5%	62.8%	1.01	64.7%	1.03
Caucasian	6	2.2%	1.6%	0.71	1.7%	0.77
Hispanic/Latino	85	31.3%	32.5%	1.04	30.2%	0.97

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Multi-Ethnic	3	1.1%	1.0%	0.95	0.9%	0.77
Native American	1	0.4%	0.0%	0.00	0.4%	1.16
Unknown	7	2.6%	2.1%	0.81	2.1%	0.83
HUMAN	**83**	**0.9%**	**73.5%**		**91.6%**	
Asian/Pacific Islander	4	4.8%	4.9%	1.02	3.9%	0.82
Caucasian	2	2.4%	3.3%	1.36	2.6%	1.09
Hispanic/Latino	75	90.4%	90.2%	1.00	92.1%	1.02
Multi-Ethnic	1	1.2%	0.0%	0.00	0.0%	0.00
Unknown	1	1.2%	1.6%	1.36	1.3%	1.09
LRNSKIL	**36**	**0.4%**	**36.1%**		**72.2%**	
Asian/Pacific Islander	3	8.3%	15.4%	1.85	11.5%	1.38
Caucasian	1	2.8%	7.7%	2.77	3.8%	1.38
Hispanic/Latino	31	86.1%	76.9%	0.89	84.6%	0.98
Multi-Ethnic	1	2.8%	0.0%	0.00	0.0%	0.00
READING	**648**	**7.1%**	**69.8%**		**85.2%**	
African-American	7	1.1%	0.9%	0.82	1.3%	1.17
Asian/Pacific Islander	48	7.4%	7.7%	1.05	7.4%	1.00
Caucasian	10	1.5%	1.5%	1.00	1.6%	1.06
Hispanic/Latino	565	87.2%	87.4%	1.00	87.3%	1.00
Multi-Ethnic	10	1.5%	1.1%	0.72	1.1%	0.70
Native American	3	0.5%	0.7%	1.43	0.5%	1.17
Unknown	5	0.8%	0.7%	0.86	0.7%	0.94

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

Goal 2: *Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programing to remedy these gaps.*

*"The student equity plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for **all students** ..."*

Source: Data extracted from the LACCD Student Information System (SIS); VIEW_SENR_SECT_LEFT, VIEW_SENR_STUD_LEFT, STUD_SEMC, and COURSE_SECTSCHD. Figures are current as of July 29, 2014 and subject to change thereafter.

Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Foreign Languages	**2,323**	**100.0%**	**70.7%**		**85.6%**	
A S L	**504**	**21.7%**	**74.0%**		**87.3%**	
F	402	79.8%	80.2%	1.01	78.9%	0.99
M	102	20.2%	19.8%	0.98	21.1%	1.04
CHINESE	**221**	**9.5%**	**73.3%**		**83.3%**	
F	101	45.7%	47.5%	1.04	47.3%	1.03
M	120	54.3%	52.5%	0.97	52.7%	0.97
FRENCH	**315**	**13.6%**	**55.9%**		**79.0%**	
F	192	61.0%	59.1%	0.97	58.2%	0.96
M	123	39.0%	40.9%	1.05	41.8%	1.07
ITALIAN	**84**	**3.6%**	**78.6%**	**21.73**	**90.5%**	**25.02**
F	44	52.4%	53.0%	1.01	52.6%	1.00
M	40	47.6%	47.0%	0.99	47.4%	0.99
JAPAN	**265**	**11.4%**	**67.9%**		**81.1%**	
F	104	39.2%	44.4%	1.13	42.3%	1.08
M	161	60.8%	55.6%	0.91	57.7%	0.95
SPANISH	**934**	**40.2%**	**73.4%**		**88.2%**	
F	602	64.5%	66.8%	1.04	64.6%	1.00
M	332	35.5%	33.2%	0.94	35.4%	1.00

1 | P a g e
Prepared by:
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E L A C S t u d e n t E q u i t y P l a n | 99

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Foreign Languages	**2,323**	**100.0%**	**70.7%**		**85.6%**	
A S L	**504**	**21.7%**	**74.0%**		**87.3%**	
Under 18	37	7.3%	9.4%	1.28	8.2%	1.11
18-21	182	36.1%	33.5%	0.93	36.6%	1.01
22-25	124	24.6%	23.3%	0.95	24.1%	0.98
26-30	64	12.7%	12.1%	0.95	10.9%	0.86
31-35	30	6.0%	5.9%	0.99	6.4%	1.07
36-40	14	2.8%	3.2%	1.16	3.0%	1.06
41-50	27	5.4%	5.9%	1.10	5.2%	0.98
Older than 50	26	5.2%	6.7%	1.30	5.7%	1.10
CHINESE	**221**	**9.5%**	**73.3%**		**83.3%**	
Under 18	3	1.4%	1.9%	1.36	1.6%	1.20
18-21	106	48.0%	42.6%	0.89	45.1%	0.94
22-25	70	31.7%	34.0%	1.07	32.1%	1.01
26-30	22	10.0%	10.5%	1.05	11.4%	1.15
31-35	4	1.8%	2.5%	1.36	2.2%	1.20
36-40	5	2.3%	3.1%	1.36	2.7%	1.20
41-50	4	1.8%	2.5%	1.36	2.2%	1.20
Older than 50	7	3.2%	3.1%	0.97	2.7%	0.86
FRENCH	**315**	**13.6%**	**55.9%**		**79.0%**	
Under 18	1	0.3%	0.6%	1.79	0.4%	1.27
18-21	137	43.5%	44.3%	1.02	44.2%	1.02
22-25	87	27.6%	28.4%	1.03	26.5%	0.96
26-30	44	14.0%	13.1%	0.94	13.3%	0.95
31-35	16	5.1%	6.3%	1.23	5.2%	1.03
36-40	14	4.4%	4.5%	1.02	5.2%	1.17
41-50	11	3.5%	1.1%	0.33	3.2%	0.92
Older than 50	5	1.6%	1.7%	1.07	2.0%	1.27
ITALIAN	**84**	**3.6%**	**78.6%**		**90.5%**	
18-21	44	52.4%	51.5%	0.98	51.3%	0.98
22-25	24	28.6%	28.8%	1.01	27.6%	0.97
26-30	12	14.3%	13.6%	0.95	15.8%	1.11
36-40	1	1.2%	1.5%	1.27	1.3%	1.11
41-50	3	3.6%	4.5%	1.27	3.9%	1.11
JAPAN	**265**	**11.4%**	**67.9%**		**81.1%**	
18-21	152	57.4%	58.3%	1.02	60.0%	1.05
22-25	83	31.3%	28.9%	0.92	28.4%	0.91
26-30	17	6.4%	7.8%	1.21	6.5%	1.02
31-35	6	2.3%	2.8%	1.23	2.3%	1.03

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
36-40	3	1.1%	0.6%	0.49	0.9%	0.82
41-50	3	1.1%	1.1%	0.98	1.4%	1.23
Older than 50	1	0.4%	0.6%	1.47	0.5%	1.23
SPANISH	**934**	**40.2%**	**73.4%**		**88.2%**	
Under 18	42	4.5%	5.0%	1.10	4.5%	1.00
18-21	402	43.0%	41.0%	0.95	43.3%	1.01
22-25	259	27.7%	28.3%	1.02	27.5%	0.99
26-30	110	11.8%	11.7%	0.99	11.4%	0.97
31-35	38	4.1%	4.4%	1.07	4.2%	1.04
36-40	27	2.9%	3.1%	1.06	2.8%	0.97
41-50	33	3.5%	3.6%	1.03	3.5%	1.00
Older than 50	23	2.5%	3.1%	1.24	2.7%	1.08

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Foreign Languages	**2,323**	**100.0%**	**70.7%**		**85.6%**	
A S L	**504**	**21.7%**	**74.0%**		**87.3%**	
African-American	5	1.0%	1.1%	1.08	1.1%	1.15
Asian/Pacific Islander	14	2.8%	2.1%	0.77	2.3%	0.82
Caucasian	4	0.8%	1.1%	1.35	0.9%	1.15
Hispanic/Latino	469	93.1%	93.6%	1.01	93.6%	1.01
Multi-Ethnic	4	0.8%	0.8%	1.01	0.7%	0.86
Unknown	8	1.6%	1.3%	0.84	1.4%	0.86
CHINESE	**221**	**9.5%**	**73.3%**		**83.3%**	
Asian/Pacific Islander	143	64.7%	77.8%	1.20	73.4%	1.13
Caucasian	3	1.4%	1.9%	1.36	1.6%	1.20
Hispanic/Latino	56	25.3%	11.7%	0.46	15.8%	0.62
Multi-Ethnic	11	5.0%	4.9%	0.99	6.0%	1.20
Unknown	8	3.6%	3.7%	1.02	3.3%	0.90
FRENCH	**315**	**13.6%**	**55.9%**		**79.0%**	
African-American	12	3.8%	2.8%	0.75	4.4%	1.16
Asian/Pacific Islander	26	8.3%	10.8%	1.31	9.2%	1.12
Caucasian	15	4.8%	5.7%	1.19	5.2%	1.10
Hispanic/Latino	249	79.0%	75.6%	0.96	76.7%	0.97
Multi-Ethnic	9	2.9%	4.0%	1.39	2.8%	0.98
Unknown	4	1.3%	1.1%	0.89	1.6%	1.27
ITALIAN	**84**	**3.6%**	**78.6%**		**90.5%**	
African-American	1	1.2%	0.0%	0.00	0.0%	0.00
Asian/Pacific Islander	8	9.5%	6.1%	0.64	7.9%	0.83

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Alfred Gallegos, Research Analyst
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Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Caucasian	2	2.4%	3.0%	1.27	2.6%	1.11
Hispanic/Latino	66	78.6%	81.8%	1.04	80.3%	1.02
Native American	1	1.2%	1.5%	1.27	1.3%	1.11
Unknown	6	7.1%	7.6%	1.06	7.9%	1.11
JAPAN	**265**	**11.4%**	**67.9%**		**81.1%**	
Asian/Pacific Islander	117	44.2%	51.1%	1.16	46.0%	1.04
Caucasian	2	0.8%	0.0%	0.00	0.9%	1.23
Hispanic/Latino	134	50.6%	45.0%	0.89	48.4%	0.96
Multi-Ethnic	3	1.1%	1.7%	1.47	1.4%	1.23
Native American	1	0.4%	0.0%	0.00	0.0%	0.00
Unknown	8	3.0%	2.2%	0.74	3.3%	1.08
SPANISH	**934**	**40.2%**	**73.4%**		**88.2%**	
African-American	5	0.5%	0.0%	0.00	0.1%	0.23
Asian/Pacific Islander	41	4.4%	5.0%	1.13	4.4%	1.00
Caucasian	13	1.4%	1.7%	1.26	1.6%	1.13
Hispanic/Latino	853	91.3%	91.3%	1.00	92.0%	1.01
Multi-Ethnic	10	1.1%	1.2%	1.09	1.1%	1.02
Native American	1	0.1%	0.0%	0.00	0.0%	0.00
Unknown	11	1.2%	0.9%	0.74	0.8%	0.72

EAST LOS ANGELES COLLEGE
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Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Journalism	251	100.0%	62.5%		77.3%	
JOURNAL	208	82.9%	66.8%		80.8%	
F	98	47.1%	50.4%	1.07	48.2%	1.02
M	110	52.9%	49.6%	0.94	51.8%	0.98
PUB REL	43	17.1%	41.9%		60.5%	
F	21	48.8%	61.1%	1.25	53.8%	1.10
M	22	51.2%	38.9%	0.76	46.2%	0.90

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Journalism	251	100.0%	62.5%		77.3%	
JOURNAL	208	82.9%	66.8%		80.8%	
18-21	91	43.8%	38.1%	0.87	42.9%	0.98
22-25	82	39.4%	45.3%	1.15	39.9%	1.01
26-30	19	9.1%	7.9%	0.87	9.5%	1.04
31-35	5	2.4%	3.6%	1.50	3.0%	1.24
36-40	4	1.9%	1.4%	0.75	1.2%	0.62
41-50	3	1.4%	1.4%	1.00	1.8%	1.24
Older than 50	4	1.9%	2.2%	1.12	1.8%	0.93
PUB REL	43	17.1%	41.9%		60.5%	
18-21	22	51.2%	38.9%	0.76	46.2%	0.90

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Joan Lang, Assistant Research Analyst

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
22-25	14	32.6%	44.4%	1.37	42.3%	1.30
26-30	3	7.0%	11.1%	1.59	7.7%	1.10
31-35	1	2.3%	0.0%	0.00	0.0%	0.00
36-40	1	2.3%	5.6%	2.39	3.8%	1.65
41-50	1	2.3%	0.0%	0.00	0.0%	0.00
Older than 50	1	2.3%	0.0%	0.00	0.0%	0.00

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Journalism	**251**	**100.0%**	**62.5%**		**77.3%**	
JOURNAL	**208**	**82.9%**	**66.8%**		**80.8%**	
African-American	3	1.4%	1.4%	1.00	1.8%	1.24
Asian/Pacific Islander	8	3.8%	2.9%	0.75	3.0%	0.77
Caucasian	2	1.0%	0.7%	0.75	0.6%	0.62
Hispanic/Latino	189	90.9%	92.8%	1.02	92.9%	1.02
Multi-Ethnic	3	1.4%	1.4%	1.00	1.2%	0.83
Unknown	3	1.4%	0.7%	0.50	0.6%	0.41
PUB REL	**43**	**17.1%**	**41.9%**		**60.5%**	
Asian/Pacific Islander	4	9.3%	5.6%	0.60	7.7%	0.83
Hispanic/Latino	36	83.7%	83.3%	1.00	84.6%	1.01
Multi-Ethnic	1	2.3%	5.6%	2.39	3.8%	1.65
Unknown	2	4.7%	5.6%	1.19	3.8%	0.83

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Prepared by:
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EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

Goal 2: *Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programing to remedy these gaps.*

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Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Kinesiology	**5,870**	**100.0%**	**73.5%**		**88.0%**	
HEALTH	**2,400**	**40.9%**	**71.7%**		**89.9%**	
F	1,422	59.3%	58.3%	0.98	58.6%	0.99
M	978	40.8%	41.7%	1.02	41.4%	1.02
KIN	**2,530**	**43.1%**	**74.2%**		**86.9%**	
F	1,286	50.8%	51.4%	1.01	50.2%	0.99
M	1,244	49.2%	48.6%	0.99	49.8%	1.01
KIN ATH	**548**	**9.3%**	**89.4%**		**90.1%**	
F	161	29.4%	27.8%	0.94	28.1%	0.96
M	387	70.6%	72.2%	1.02	71.9%	1.02
KIN MAJ	**392**	**6.7%**	**57.9%**		**81.4%**	
F	121	30.9%	31.7%	1.03	30.1%	0.97
M	271	69.1%	68.3%	0.99	69.9%	1.01

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Kinesiology	**5,870**	**100.0%**	**73.5%**		**88.0%**	
HEALTH	**2,400**	**40.9%**	**71.7%**		**89.9%**	
Under 18	18	0.8%	0.8%	1.01	0.7%	0.99
18-21	1254	52.3%	50.0%	0.96	52.7%	1.01
22-25	623	26.0%	26.5%	1.02	25.9%	1.00

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	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
26-30	259	10.8%	11.4%	1.06	10.4%	0.97
31-35	88	3.7%	4.2%	1.14	3.6%	0.99
36-40	64	2.7%	3.1%	1.18	2.7%	1.01
41-50	63	2.6%	2.7%	1.04	2.7%	1.04
Older than 50	31	1.3%	1.3%	0.99	1.2%	0.93
KIN	**2,530**	**43.1%**	**74.2%**		**86.9%**	**2.02**
Under 18	15	0.6%	0.8%	1.35	0.7%	1.15
18-21	1183	46.8%	46.0%	0.98	47.4%	1.01
22-25	752	29.7%	30.1%	1.01	29.5%	0.99
26-30	289	11.4%	11.1%	0.97	11.1%	0.97
31-35	99	3.9%	4.1%	1.05	4.0%	1.03
36-40	78	3.1%	3.1%	1.02	3.0%	0.97
41-50	66	2.6%	3.0%	1.14	2.6%	1.01
Older than 50	48	1.9%	1.8%	0.95	1.7%	0.91
KIN ATH	**548**	**9.3%**	**89.4%**		**90.1%**	
Under 18	18	3.3%	3.7%	1.12	3.6%	1.11
18-21	411	75.0%	75.3%	1.00	75.5%	1.01
22-25	96	17.5%	16.9%	0.97	16.8%	0.96
26-30	13	2.4%	2.0%	0.86	2.0%	0.85
31-35	5	0.9%	1.0%	1.12	1.0%	1.11
36-40	1	0.2%	0.2%	1.12	0.2%	1.11
41-50	3	0.5%	0.6%	1.12	0.6%	1.11
Older than 50	1	0.2%	0.2%	1.12	0.2%	1.11
KIN MAJ	**392**	**6.7%**	**57.9%**		**81.4%**	
18-21	235	59.9%	55.5%	0.93	57.7%	0.96
22-25	103	26.3%	28.6%	1.09	27.6%	1.05
26-30	32	8.2%	9.7%	1.19	8.2%	1.00
31-35	10	2.6%	3.5%	1.38	3.1%	1.23
36-40	6	1.5%	1.8%	1.15	1.6%	1.02
41-50	4	1.0%	0.0%	0.00	1.3%	1.23
Older than 50	2	0.5%	0.9%	1.73	0.6%	1.23

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Kinesiology	**5,870**	**100.0%**	**73.5%**		**88.0%**	
HEALTH	**2,400**	**40.9%**	**71.7%**		**89.9%**	
African-American	58	2.4%	2.4%	0.99	2.5%	1.02
Asian/Pacific Islander	275	11.5%	13.2%	1.16	11.7%	1.02
Caucasian	35	1.5%	1.4%	0.96	1.4%	0.99
Hispanic/Latino	1,955	81.5%	79.5%	0.98	81.3%	1.00
Multi-Ethnic	42	1.8%	1.9%	1.06	1.6%	0.93

Native American	3	0.1%	0.1%	0.93	0.1%	1.11
Unknown	32	1.3%	1.5%	1.13	1.3%	1.01
KIN	**2,530**	**43.1%**	**74.2%**		**86.9%**	**2.02**
African-American	53	2.1%	2.2%	1.04	2.1%	1.02
Asian/Pacific Islander	313	12.4%	14.0%	1.13	13.0%	1.05
Caucasian	35	1.4%	1.3%	0.96	1.4%	0.99
Hispanic/Latino	2,040	80.6%	79.2%	0.98	80.0%	0.99
Multi-Ethnic	36	1.4%	1.3%	0.90	1.4%	0.96
Native American	8	0.3%	0.4%	1.18	0.3%	1.01
Unknown	45	1.8%	1.7%	0.93	1.8%	1.00
KIN ATH	**548**	**9.3%**	**89.4%**		**90.1%**	
African-American	61	11.1%	12.0%	1.08	11.9%	1.07
Asian/Pacific Islander	29	5.3%	4.9%	0.93	4.9%	0.92
Caucasian	11	2.0%	2.2%	1.12	2.2%	1.11
Hispanic/Latino	424	77.4%	76.1%	0.98	76.3%	0.99
Multi-Ethnic	18	3.3%	3.7%	1.12	3.6%	1.11
Native American	1	0.2%	0.2%	1.12	0.2%	1.11
Unknown	4	0.7%	0.8%	1.12	0.8%	1.11
KIN MAJ	**392**	**6.7%**	**57.9%**		**81.4%**	**12.19**
African-American	29	7.4%	6.2%	0.83	7.8%	1.06
Asian/Pacific Islander	20	5.1%	7.0%	1.38	5.3%	1.04
Caucasian	10	2.6%	1.8%	0.69	2.5%	0.98
Hispanic/Latino	316	80.6%	78.9%	0.98	79.3%	0.98
Multi-Ethnic	15	3.8%	5.3%	1.38	4.4%	1.15
Native American	1	0.3%	0.4%	1.73	0.3%	1.23
Unknown	1	0.3%	0.4%	1.73	0.3%	1.23

3 | P a g e
Prepared by:
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E L A C S t u d e n t E q u i t y P l a n **| 107**

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

Goal 2: *Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programing to remedy these gaps.*

*"The student equity plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for **all students** …"*

Source: Data extracted from the LACCD Student Information System (SIS); VIEW_SENR_SECT_LEFT, VIEW_SENR_STUD_LEFT, STUD_SEMC, and COURSE_SECTSCHD. Figures are current as of July 29, 2014 and subject to change thereafter.

Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Library	167	100.0%	62.3%		80.8%	
LIB SCI	167	100.0%	62.3%		80.8%	
F	99	59.3%	66.3%	1.12	61.5%	1.04
M	68	40.7%	33.7%	0.83	38.5%	0.95

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Library	167	100.0%	62.3%		80.8%	
LIB SCI	167	100.0%	62.3%		80.8%	
18-21	53	31.7%	24.0%	0.76	30.4%	0.96
22-25	34	20.4%	19.2%	0.94	18.5%	0.91
26-30	33	19.8%	26.9%	1.36	23.0%	1.16
31-35	14	8.4%	11.5%	1.38	10.4%	1.24
36-40	13	7.8%	8.7%	1.11	7.4%	0.95
41-50	12	7.2%	4.8%	0.67	5.9%	0.82
Older than 50	8	4.8%	4.8%	1.00	4.4%	0.93

1 | P a g e
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E L A C S t u d e n t E q u i t y P l a n **| 108**

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Library	**167**	**100.0%**	**62.3%**		**80.8%**	
LIB SCI	**167**	**100.0%**	**62.3%**		**80.8%**	
African-American	3	1.8%	1.9%	1.07	2.2%	1.24
Asian/Pacific Islander	12	7.2%	6.7%	0.94	5.9%	0.82
Caucasian	2	1.2%	1.0%	0.80	0.7%	0.62
Hispanic/Latino	146	87.4%	86.5%	0.99	88.1%	1.01
Multi-Ethnic	1	0.6%	1.0%	1.61	0.7%	1.24
Native American	1	0.6%	1.0%	1.61	0.7%	1.24
Unknown	2	1.2%	1.9%	1.61	1.5%	1.24

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

Goal 2: *Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programing to remedy these gaps.*

*"The student equity plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for **all students** ..."*

Source: Data extracted from the LACCD Student Information System (SIS); VIEW_SENR_SECT_LEFT, VIEW_SENR_STUD_LEFT, STUD_SEMC, and COURSE_SECTSCHD. Figures are current as of July 29, 2014 and subject to change thereafter.

Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Life Sciences	**2,738**	**100.0%**	**75.2%**		**86.7%**	
ANATOMY	**475**	**17.3%**	**55.6%**		**79.2%**	
F	331	69.7%	68.9%	0.99	70.5%	1.01
M	144	30.3%	31.1%	1.02	29.5%	0.97
BIOLOGY	**877**	**32.0%**	**73.5%**		**87.8%**	
F	519	59.2%	58.8%	0.99	59.5%	1.01
M	358	40.8%	41.2%	1.01	40.5%	0.99
E D A	**31**	**1.1%**	**48.4%**		**74.2%**	
F	13	41.9%	40.0%	0.95	39.1%	0.93
M	18	58.1%	60.0%	1.03	60.9%	1.05
ETN MCR	**31**	**1.1%**	**90.3%**		**90.3%**	
F	9	29.0%	28.6%	0.98	28.6%	0.98
M	22	71.0%	71.4%	1.01	71.4%	1.01
HTHTEK	**457**	**16.7%**	**87.3%**		**91.7%**	
F	365	79.9%	79.4%	0.99	79.0%	0.99
M	92	20.1%	20.6%	1.02	21.0%	1.04
MICRO	**292**	**10.7%**	**89.7%**		**93.2%**	
F	216	74.0%	73.3%	0.99	73.5%	0.99
M	76	26.0%	26.7%	1.03	26.5%	1.02
PHYSIOL	**250**	**9.1%**	**75.2%**		**82.0%**	
F	174	69.6%	69.1%	0.99	67.8%	0.97
M	76	30.4%	30.9%	1.01	32.2%	1.06

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Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
RESP TH	**325**	**11.9%**	**79.1%**		**86.2%**	
F	193	59.4%	58.8%	0.99	58.2%	0.98
M	132	40.6%	41.2%	1.02	41.8%	1.03

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Life Sciences	**2,738**	**100.0%**	**75.2%**		**86.7%**	
ANATOMY	**475**	**17.3%**	**55.6%**		**79.2%**	
Under 18	3	0.6%	0.4%	0.60	0.3%	0.42
18-21	143	30.1%	26.9%	0.89	31.6%	1.05
22-25	170	35.8%	34.5%	0.96	35.4%	0.99
26-30	82	17.3%	17.4%	1.01	15.2%	0.88
31-35	40	8.4%	11.0%	1.30	9.3%	1.11
36-40	17	3.6%	2.7%	0.74	2.9%	0.82
41-50	17	3.6%	6.4%	1.80	4.5%	1.26
Older than 50	3	0.6%	0.8%	1.20	0.8%	1.26
BIOLOGY	**877**	**32.0%**	**73.5%**		**87.8%**	
Under 18	1	0.1%	0.2%	1.36	0.1%	1.14
18-21	345	39.3%	38.8%	0.99	38.8%	0.99
22-25	329	37.5%	38.0%	1.01	38.3%	1.02
26-30	129	14.7%	14.3%	0.97	14.3%	0.97
31-35	38	4.3%	4.3%	1.00	4.3%	0.99
36-40	17	1.9%	2.6%	1.36	2.2%	1.14
41-50	14	1.6%	1.4%	0.87	1.6%	0.98
Older than 50	4	0.5%	0.5%	1.02	0.4%	0.85
E D A	**31**	**1.1%**	**48.4%**		**74.2%**	
Under 18	1	3.2%	0.0%	0.00	4.3%	1.35
18-21	7	22.6%	13.3%	0.59	21.7%	0.96
22-25	14	45.2%	53.3%	1.18	39.1%	0.87
26-30	5	16.1%	13.3%	0.83	17.4%	1.08
31-35	2	6.5%	6.7%	1.03	8.7%	1.35
41-50	2	6.5%	13.3%	2.07	8.7%	1.35
ETN MCR	**31**	**1.1%**	**90.3%**		**90.3%**	
18-21	6	19.4%	21.4%	1.11	21.4%	1.11
22-25	6	19.4%	21.4%	1.11	21.4%	1.11
26-30	8	25.8%	25.0%	0.97	25.0%	0.97
31-35	5	16.1%	14.3%	0.89	14.3%	0.89
36-40	2	6.5%	3.6%	0.55	3.6%	0.55
41-50	1	3.2%	3.6%	1.11	3.6%	1.11
Older than 50	3	9.7%	10.7%	1.11	10.7%	1.11

Prepared by:
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Joan Lang, Assistant Research Analyst

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
HTHTEK	**457**	**16.7%**	**87.3%**		**91.7%**	
18-21	37	8.1%	8.0%	0.99	8.1%	1.00
22-25	95	20.8%	19.8%	0.95	19.3%	0.93
26-30	89	19.5%	19.8%	1.02	18.9%	0.97
31-35	78	17.1%	17.8%	1.04	17.2%	1.01
36-40	48	10.5%	11.0%	1.05	11.2%	1.07
41-50	66	14.4%	14.0%	0.97	14.8%	1.02
Older than 50	44	9.6%	9.5%	0.99	10.5%	1.09
MICRO	**292**	**10.7%**	**89.7%**		**93.2%**	
18-21	50	17.1%	16.8%	0.98	16.5%	0.97
22-25	108	37.0%	38.2%	1.03	37.9%	1.02
26-30	65	22.3%	22.1%	0.99	22.4%	1.01
31-35	32	11.0%	10.7%	0.98	10.7%	0.97
36-40	16	5.5%	5.3%	0.98	5.1%	0.94
41-50	15	5.1%	4.6%	0.89	5.1%	1.00
Older than 50	6	2.1%	2.3%	1.11	2.2%	1.07
PHYSIOL	**250**	**9.1%**	**75.2%**		**82.0%**	
18-21	35	14.0%	11.7%	0.84	12.2%	0.87
22-25	92	36.8%	38.3%	1.04	36.6%	0.99
26-30	58	23.2%	22.9%	0.99	23.4%	1.01
31-35	29	11.6%	10.6%	0.92	11.2%	0.97
36-40	14	5.6%	5.9%	1.04	5.9%	1.05
41-50	15	6.0%	7.4%	1.24	7.3%	1.22
Older than 50	7	2.8%	3.2%	1.14	3.4%	1.22
RESP TH	**325**	**11.9%**	**79.1%**		**86.2%**	
Under 18	1	0.3%	0.0%	0.00	0.4%	1.16
18-21	7	2.2%	1.6%	0.72	1.8%	0.83
22-25	53	16.3%	14.0%	0.86	15.0%	0.92
26-30	100	30.8%	29.6%	0.96	30.0%	0.98
31-35	84	25.8%	29.2%	1.13	27.9%	1.08
36-40	42	12.9%	14.8%	1.14	14.3%	1.11
41-50	30	9.2%	8.9%	0.97	8.9%	0.97
Older than 50	8	2.5%	1.9%	0.79	1.8%	0.73

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Life Sciences	**2,738**	**100.0%**	**75.2%**		**86.7%**	
ANATOMY	**475**	**17.3%**	**55.6%**		**79.2%**	
African-American	8	1.7%	1.9%	1.12	1.9%	1.11
Asian/Pacific Islander	71	14.9%	18.6%	1.24	14.6%	0.98

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Caucasian	7	1.5%	2.3%	1.54	1.9%	1.26
Hispanic/Latino	367	77.3%	71.6%	0.93	76.3%	0.99
Multi-Ethnic	10	2.1%	2.3%	1.08	2.4%	1.14
Native American	2	0.4%	0.4%	0.90	0.5%	1.26
Unknown	10	2.1%	3.0%	1.44	2.4%	1.14
BIOLOGY	**877**	**32.0%**	**73.5%**		**87.8%**	
African-American	7	0.8%	0.8%	0.97	0.6%	0.81
Asian/Pacific Islander	236	26.9%	30.9%	1.15	27.9%	1.04
Caucasian	23	2.6%	2.8%	1.06	2.5%	0.94
Hispanic/Latino	564	64.3%	59.8%	0.93	63.5%	0.99
Multi-Ethnic	19	2.2%	2.2%	1.00	2.1%	0.96
Unknown	28	3.2%	3.6%	1.12	3.4%	1.06
E D A	**31**	**1.1%**	**48.4%**		**74.2%**	
Asian/Pacific Islander	3	9.7%	13.3%	1.38	13.0%	1.35
Caucasian	1	3.2%	6.7%	2.07	4.3%	1.35
Hispanic/Latino	26	83.9%	73.3%	0.87	78.3%	0.93
Unknown	1	3.2%	6.7%	2.07	4.3%	1.35
ETN MCR	**31**	**1.1%**	**90.3%**		**90.3%**	
African-American	1	3.2%	3.6%	1.11	3.6%	1.11
Asian/Pacific Islander	9	29.0%	28.6%	0.98	28.6%	0.98
Caucasian	3	9.7%	10.7%	1.11	10.7%	1.11
Hispanic/Latino	16	51.6%	50.0%	0.97	50.0%	0.97
Multi-Ethnic	2	6.5%	7.1%	1.11	7.1%	1.11
HTHTEK	**457**	**16.7%**	**87.3%**		**91.7%**	
African-American	54	11.8%	10.8%	0.91	12.2%	1.03
Asian/Pacific Islander	113	24.7%	27.1%	1.09	26.3%	1.06
Caucasian	12	2.6%	2.5%	0.95	2.6%	1.00
Hispanic/Latino	262	57.3%	56.1%	0.98	55.4%	0.97
Multi-Ethnic	8	1.8%	1.5%	0.86	1.7%	0.95
Unknown	8	1.8%	2.0%	1.15	1.9%	1.09
MICRO	**292**	**10.7%**	**89.7%**		**93.2%**	
African-American	9	3.1%	2.3%	0.74	2.9%	0.95
Asian/Pacific Islander	65	22.3%	23.7%	1.06	22.8%	1.02
Caucasian	10	3.4%	3.8%	1.11	3.7%	1.07
Hispanic/Latino	194	66.4%	64.9%	0.98	65.4%	0.98
Multi-Ethnic	9	3.1%	3.4%	1.11	3.3%	1.07
Unknown	5	1.7%	1.9%	1.11	1.8%	1.07
PHYSIOL	**250**	**9.1%**	**75.2%**		**82.0%**	
African-American	14	5.6%	5.9%	1.04	6.8%	1.22
Asian/Pacific Islander	57	22.8%	26.1%	1.14	25.4%	1.11
Caucasian	9	3.6%	4.3%	1.18	3.9%	1.08

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Hispanic/Latino	156	62.4%	58.5%	0.94	59.0%	0.95
Multi-Ethnic	7	2.8%	3.2%	1.14	2.9%	1.05
Native American	1	0.4%	0.0%	0.00	0.0%	0.00
Unknown	6	2.4%	2.1%	0.89	2.0%	0.81
RESP TH	**325**	**11.9%**	**79.1%**		**86.2%**	
African-American	14	4.3%	3.9%	0.90	3.9%	0.91
Asian/Pacific Islander	106	32.6%	33.9%	1.04	33.6%	1.03
Caucasian	27	8.3%	9.3%	1.12	9.3%	1.12
Hispanic/Latino	164	50.5%	49.0%	0.97	48.6%	0.96
Multi-Ethnic	6	1.8%	1.9%	1.05	2.1%	1.16
Unknown	8	2.5%	1.9%	0.79	2.5%	1.02

Prepared by:
Alfred Gallegos, Research Analyst
Joan Lang, Assistant Research Analyst

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

Goal 2: *Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programing to remedy these gaps.*

*"The student equity plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for **all students** ..."*

Source: Data extracted from the LACCD Student Information System (SIS); VIEW_SENR_SECT_LEFT, VIEW_SENR_STUD_LEFT, STUD_SEMC, and COURSE_SECTSCHD. Figures are current as of July 29, 2014 and subject to change thereafter.

Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Mathematics	**8,505**	**100.0%**	**46.7%**		**73.8%**	
MATH	8,505	100.0%	46.7%		73.8%	
F	4,564	53.7%	54.9%	1.02	54.5%	1.02
M	3,941	46.3%	45.1%	0.97	45.5%	0.98

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Mathematics	**8,505**	**100.0%**	**46.7%**		**73.8%**	
MATH	**8,505**	**100.0%**	**46.7%**		**73.8%**	
Under 18	49	0.6%	0.8%	1.40	0.7%	1.13
18-21	4021	47.3%	47.6%	1.01	48.8%	1.03
22-25	2541	29.9%	29.4%	0.98	29.2%	0.98
26-30	999	11.7%	11.6%	0.99	11.3%	0.96
31-35	381	4.5%	4.6%	1.03	4.4%	0.99
36-40	213	2.5%	2.4%	0.96	2.3%	0.94
41-50	207	2.4%	2.3%	0.93	2.2%	0.89
Older than 50	94	1.1%	1.3%	1.18	1.1%	1.01

1 | P a g e
Prepared by:
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Joan Lang, Assistant Research Analyst

8/18/2014

E L A C S t u d e n t E q u i t y P l a n | **115**

<u>Ethnicity</u>

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Mathematics	**8,505**	**100.0%**	**46.7%**		**73.8%**	
MATH	**8,505**	**100.0%**	**46.7%**		**73.8%**	
African-American	86	1.0%	0.7%	0.67	0.9%	0.85
Asian/Pacific Islander	1,371	16.1%	22.9%	1.42	18.1%	1.12
Caucasian	117	1.4%	1.6%	1.15	1.4%	1.00
Hispanic/Latino	6,606	77.7%	70.8%	0.91	75.7%	0.97
Multi-Ethnic	142	1.7%	1.8%	1.10	1.8%	1.09
Native American	15	0.2%	0.1%	0.57	0.2%	1.08
Unknown	168	2.0%	2.1%	1.05	1.9%	0.98

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

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Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Music	**1,312**	**100.0%**	**58.2%**		**79.0%**	
MUSIC	1,312	100.0%	58.2%		79.0%	
F	532	40.5%	42.3%	1.04	41.0%	1.01
M	780	59.5%	57.7%	0.97	59.0%	0.99

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Music	**1,312**	**100.0%**	**58.2%**		**79.0%**	
MUSIC	1,312	100.0%	58.2%		79.0%	
Under 18	16	1.2%	1.6%	1.29	1.5%	1.27
18-21	612	46.6%	43.1%	0.92	45.9%	0.98
22-25	389	29.6%	29.6%	1.00	28.9%	0.98
26-30	126	9.6%	9.2%	0.96	9.6%	1.00
31-35	53	4.0%	4.1%	1.01	3.9%	0.95
36-40	32	2.4%	3.0%	1.24	2.5%	1.03
41-50	32	2.4%	3.7%	1.50	2.9%	1.19
Older than 50	52	4.0%	5.8%	1.45	4.7%	1.19

Prepared by:
Alfred Gallegos, Research Analyst
Joan Lang, Assistant Research Analyst

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Music	**1,312**	**100.0%**	**58.2%**		**79.0%**	
MUSIC	**1,312**	**100.0%**	**58.2%**		**79.0%**	
African-American	25	1.9%	1.4%	0.76	1.8%	0.96
Asian/Pacific Islander	221	16.8%	21.8%	1.29	18.8%	1.12
Caucasian	40	3.0%	3.4%	1.12	3.0%	0.98
Hispanic/Latino	966	73.6%	67.5%	0.92	71.4%	0.97
Multi-Ethnic	21	1.6%	1.8%	1.15	1.4%	0.90
Native American	4	0.3%	0.3%	0.86	0.4%	1.27
Unknown	35	2.7%	3.8%	1.42	3.2%	1.19

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

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Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Nursing	**662**	**100.0%**	**91.8%**		**97.3%**	
NURSING	662	100.0%	91.8%		97.3%	
F	516	77.9%	78.6%	1.01	78.0%	1.00
M	146	22.1%	21.4%	0.97	22.0%	1.00

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Nursing	**662**	**100.0%**	**91.8%**		**97.3%**	
NURSING	662	100.0%	91.8%		97.3%	
18-21	16	2.4%	2.0%	0.82	2.2%	0.90
22-25	143	21.6%	21.7%	1.01	22.0%	1.02
26-30	175	26.4%	26.8%	1.01	26.7%	1.01
31-35	145	21.9%	22.5%	1.03	22.4%	1.02
36-40	96	14.5%	14.6%	1.01	14.4%	1.00
41-50	65	9.8%	8.9%	0.90	9.0%	0.92
Older than 50	22	3.3%	3.5%	1.04	3.3%	0.98

1 | P a g e
Prepared by:
Alfred Gallegos, Research Analyst
Joan Lang, Assistant Research Analyst

8/18/2014

E L A C S t u d e n t E q u i t y P l a n | **119**

<u>Ethnicity</u>

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Nursing	**662**	**100.0%**	**91.8%**		**97.3%**	
NURSING	**662**	**100.0%**	**91.8%**		**97.3%**	
African-American	32	4.8%	4.1%	0.85	4.0%	0.84
Asian/Pacific Islander	151	22.8%	22.7%	1.00	23.4%	1.03
Caucasian	109	16.5%	17.4%	1.06	16.8%	1.02
Hispanic/Latino	310	46.8%	46.7%	1.00	46.4%	0.99
Multi-Ethnic	23	3.5%	3.6%	1.04	3.6%	1.03
Native American	4	0.6%	0.5%	0.82	0.6%	1.03
Unknown	33	5.0%	4.9%	0.99	5.1%	1.03

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

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Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Philosophy	1,140	100.0%	48.2%		73.3%	
PHILOS	1,140	100.0%	48.2%		73.3%	
F	633	55.5%	56.2%	1.01	55.1%	0.99
M	507	44.5%	43.8%	0.99	44.9%	1.01

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Philosophy	1,140	100.0%	48.2%		73.3%	
PHILOS	1,140	100.0%	48.2%		73.3%	
Under 18	3	0.3%	0.4%	1.38	0.4%	1.36
18-21	486	42.6%	38.7%	0.91	42.8%	1.00
22-25	383	33.6%	33.6%	1.00	33.1%	0.99
26-30	148	13.0%	14.9%	1.15	13.2%	1.01
31-35	55	4.8%	5.1%	1.06	4.8%	0.99
36-40	20	1.8%	2.2%	1.24	1.7%	0.95
41-50	31	2.7%	3.8%	1.40	3.1%	1.14
Older than 50	14	1.2%	1.3%	1.04	1.0%	0.78

1 | P a g e
Prepared by:
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Joan Lang, Assistant Research Analyst

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E L A C S t u d e n t E q u i t y P l a n **| 121**

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Philosophy	**1,140**	**100.0%**	**48.2%**		**73.3%**	
PHILOS	**1,140**	**100.0%**	**48.2%**		**73.3%**	
African-American	25	2.2%	2.2%	0.99	2.2%	0.98
Asian/Pacific Islander	117	10.3%	16.0%	1.56	11.2%	1.10
Caucasian	17	1.5%	1.6%	1.10	1.6%	1.04
Hispanic/Latino	927	81.3%	75.3%	0.93	80.6%	0.99
Multi-Ethnic	26	2.3%	2.4%	1.04	2.3%	1.00
Native American	1	0.1%	0.0%	0.00	0.0%	0.00
Unknown	27	2.4%	2.5%	1.07	2.2%	0.91

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

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Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Photography	630	100.0%	69.2%		87.0%	
PHOTO	630	100.0%	69.2%		87.0%	
F	305	48.4%	49.3%	1.02	48.0%	0.99
M	325	51.6%	50.7%	0.98	52.0%	1.01

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Photography	630	100.0%	69.2%		87.0%	
PHOTO	630	100.0%	69.2%		87.0%	
Under 18	3	0.5%	0.2%	0.48	0.2%	0.38
18-21	223	35.4%	33.0%	0.93	35.2%	0.99
22-25	180	28.6%	27.8%	0.97	27.9%	0.98
26-30	105	16.7%	18.8%	1.13	17.3%	1.04
31-35	55	8.7%	9.6%	1.10	8.8%	1.00
36-40	28	4.4%	4.8%	1.08	4.6%	1.03
41-50	19	3.0%	3.2%	1.06	3.1%	1.03
Older than 50	17	2.7%	2.5%	0.93	2.9%	1.08

<u>Ethnicity</u>

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Photography	**630**	**100.0%**	**69.2%**		**87.0%**	
PHOTO	**630**	**100.0%**	**69.2%**		**87.0%**	
African-American	2	0.3%	0.2%	0.72	0.2%	0.57
Asian/Pacific Islander	91	14.4%	15.4%	1.06	15.3%	1.06
Caucasian	19	3.0%	4.4%	1.44	3.5%	1.15
Hispanic/Latino	512	81.3%	79.6%	0.98	80.1%	0.99
Multi-Ethnic	4	0.6%	0.0%	0.00	0.5%	0.86
Unknown	2	0.3%	0.5%	1.44	0.4%	1.15

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Physics	**878**	**100.0%**	**63.6%**		**85.2%**	
ASTRON	**469**	**53.4%**	**56.5%**		**83.8%**	
F	240	51.2%	48.3%	0.94	50.1%	0.98
M	229	48.8%	51.7%	1.06	49.9%	1.02
PHYSICS	**409**	**46.6%**	**71.6%**		**86.8%**	
F	125	30.6%	34.5%	1.13	31.8%	1.04
M	284	69.4%	65.5%	0.94	68.2%	0.98

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Physics	**878**	**100.0%**	**63.6%**		**85.2%**	
ASTRON	**469**	**53.4%**	**56.5%**		**83.8%**	
Under 18	2	0.4%	0.8%	1.77	0.5%	1.19
18-21	233	49.7%	45.3%	0.91	52.7%	1.06
22-25	143	30.5%	31.7%	1.04	27.7%	0.91
26-30	58	12.4%	14.3%	1.16	12.2%	0.99
31-35	16	3.4%	3.8%	1.11	3.1%	0.90
36-40	8	1.7%	1.9%	1.11	1.8%	1.04
41-50	5	1.1%	1.1%	1.06	1.3%	1.19
Older than 50	4	0.9%	1.1%	1.33	0.8%	0.90

Prepared by:
Alfred Gallegos, Research Analyst
Joan Lang, Assistant Research Analyst

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
PHYSICS	**409**	**46.6%**	**71.6%**		**86.8%**	
Under 18	3	0.7%	1.0%	1.40	0.8%	1.15
18-21	160	39.1%	43.3%	1.11	40.0%	1.02
22-25	166	40.6%	38.6%	0.95	40.6%	1.00
26-30	62	15.2%	13.3%	0.88	14.4%	0.95
31-35	12	2.9%	2.4%	0.81	2.8%	0.96
36-40	4	1.0%	1.0%	1.05	0.8%	0.86
41-50	2	0.5%	0.3%	0.70	0.6%	1.15

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Physics	**878**	**100.0%**	**63.6%**		**85.2%**	
ASTRON	**469**	**53.4%**	**56.5%**		**83.8%**	
African-American	2	0.4%	0.8%	1.77	0.5%	1.19
Asian/Pacific Islander	28	6.0%	7.2%	1.20	5.6%	0.94
Caucasian	9	1.9%	2.6%	1.38	1.8%	0.93
Hispanic/Latino	415	88.5%	84.9%	0.96	88.8%	1.00
Multi-Ethnic	10	2.1%	3.0%	1.42	2.3%	1.07
Native American	1	0.2%	0.4%	1.77	0.3%	1.19
Unknown	4	0.9%	1.1%	1.33	0.8%	0.90
PHYSICS	**409**	**46.6%**	**71.6%**		**86.8%**	
African-American	5	1.2%	1.4%	1.12	1.1%	0.92
Asian/Pacific Islander	177	43.3%	49.1%	1.14	45.4%	1.05
Caucasian	2	0.5%	0.3%	0.70	0.3%	0.58
Hispanic/Latino	202	49.4%	45.1%	0.91	47.9%	0.97
Multi-Ethnic	11	2.7%	1.7%	0.63	2.3%	0.84
Unknown	12	2.9%	2.4%	0.81	3.1%	1.06

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E L A C   S t u d e n t   E q u i t y   P l a n | **126**

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

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Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Psychology	**3,369**	**100.0%**	**71.1%**		**89.8%**	
PSYCH	**3,369**	**100.0%**	**71.1%**		**89.8%**	
F	2,172	64.5%	64.4%	1.00	64.4%	1.00
M	1,197	35.5%	35.6%	1.00	35.6%	1.00

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Psychology	**3,369**	**100.0%**	**71.1%**		**89.8%**	
PSYCH	**3,369**	**100.0%**	**71.1%**		**89.8%**	
Under 18	47	1.4%	1.9%	1.35	1.6%	1.11
18-21	1433	42.5%	40.7%	0.96	42.7%	1.00
22-25	1007	29.9%	29.4%	0.98	29.8%	1.00
26-30	411	12.2%	13.4%	1.10	12.0%	0.98
31-35	173	5.1%	5.4%	1.05	5.3%	1.03
36-40	138	4.1%	4.3%	1.04	4.0%	0.98
41-50	102	3.0%	3.2%	1.06	3.0%	0.99
Older than 50	58	1.7%	1.8%	1.04	1.7%	0.98

1 | Page
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8/18/2014

E L A C S t u d e n t E q u i t y P l a n **| 127**

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Psychology	**3,369**	**100.0%**	**71.1%**		**89.8%**	
PSYCH	**3,369**	**100.0%**	**71.1%**		**89.8%**	
African-American	63	1.9%	1.6%	0.87	1.8%	0.97
Asian/Pacific Islander	394	11.7%	14.1%	1.20	12.2%	1.05
Caucasian	52	1.5%	1.8%	1.16	1.6%	1.01
Hispanic/Latino	2,746	81.5%	79.0%	0.97	81.0%	0.99
Multi-Ethnic	56	1.7%	1.7%	1.03	1.8%	1.07
Native American	8	0.2%	0.1%	0.35	0.1%	0.42
Unknown	50	1.5%	1.8%	1.18	1.5%	1.02

EAST LOS ANGELES COLLEGE
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Equity:

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Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Social Sciences	**5,949**	**100.0%**	**58.4%**		**81.1%**	
AFRO AM	**68**	**1.1%**	**42.6%**		**79.4%**	
F	39	57.4%	62.1%	1.08	55.6%	0.97
M	29	42.6%	37.9%	0.89	44.4%	1.04
ASIAN	**303**	**5.1%**	**64.0%**		**82.2%**	
F	124	40.9%	43.8%	1.07	43.0%	1.05
M	179	59.1%	56.2%	0.95	57.0%	0.97
ECON	**626**	**10.5%**	**74.1%**		**88.0%**	
F	280	44.7%	46.6%	1.04	45.4%	1.01
M	346	55.3%	53.4%	0.97	54.6%	0.99
HISTORY	**1,828**	**30.7%**	**55.7%**		**79.2%**	
F	952	52.1%	53.6%	1.03	51.7%	0.99
M	876	47.9%	46.4%	0.97	48.3%	1.01
POL SCI	**1,708**	**28.7%**	**55.7%**		**79.8%**	
F	918	53.7%	54.3%	1.01	53.1%	0.99
M	790	46.3%	45.7%	0.99	46.9%	1.01
SOC	**1,416**	**23.8%**	**57.6%**		**81.7%**	
F	941	66.5%	66.4%	1.00	67.2%	1.01
M	475	33.5%	33.6%	1.00	32.8%	0.98

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Social Sciences	**5,949**	**100.0%**	**58.4%**		**81.1%**	
AFRO AM	**68**	**1.1%**	**42.6%**		**79.4%**	
18-21	34	50.0%	34.5%	0.69	48.1%	0.96
22-25	20	29.4%	37.9%	1.29	27.8%	0.94
26-30	7	10.3%	20.7%	2.01	11.1%	1.08
31-35	3	4.4%	3.4%	0.78	5.6%	1.26
41-50	3	4.4%	3.4%	0.78	5.6%	1.26
Older than 50	1	1.5%	0.0%	0.00	1.9%	1.26
ASIAN	**303**	**5.1%**	**64.0%**		**82.2%**	
Under 18	3	1.0%	1.5%	1.56	1.2%	1.22
18-21	170	56.1%	54.6%	0.97	57.0%	1.02
22-25	93	30.7%	31.4%	1.02	30.9%	1.01
26-30	24	7.9%	7.7%	0.98	6.4%	0.81
31-35	4	1.3%	1.0%	0.78	1.6%	1.22
36-40	4	1.3%	2.1%	1.56	1.6%	1.22
41-50	2	0.7%	1.0%	1.56	0.8%	1.22
Older than 50	3	1.0%	0.5%	0.52	0.4%	0.41
ECON	**626**	**10.5%**	**74.1%**		**88.0%**	
Under 18	4	0.6%	0.6%	1.01	0.5%	0.85
18-21	280	44.7%	47.2%	1.06	46.1%	1.03
22-25	213	34.0%	31.5%	0.92	33.6%	0.99
26-30	77	12.3%	13.1%	1.07	12.2%	0.99
31-35	26	4.2%	3.4%	0.83	3.6%	0.87
36-40	12	1.9%	1.9%	1.01	1.8%	0.95
41-50	12	1.9%	1.7%	0.90	1.8%	0.95
Older than 50	2	0.3%	0.4%	1.35	0.4%	1.14
HISTORY	**1,828**	**30.7%**	**55.7%**		**79.2%**	
Under 18	6	0.3%	0.5%	1.49	0.4%	1.26
18-21	909	49.7%	48.3%	0.97	49.9%	1.00
22-25	574	31.4%	31.7%	1.01	30.9%	0.99
26-30	179	9.8%	10.5%	1.07	10.2%	1.04
31-35	67	3.7%	4.0%	1.10	3.5%	0.96
36-40	46	2.5%	2.4%	0.94	2.5%	0.99
41-50	33	1.8%	1.9%	1.03	1.9%	1.03
Older than 50	14	0.8%	0.8%	1.03	0.7%	0.90
POL SCI	**1,708**	**28.7%**	**55.7%**		**79.8%**	
Under 18	8	0.5%	0.5%	1.12	0.6%	1.25
18-21	860	50.4%	46.3%	0.92	49.7%	0.99
22-25	508	29.7%	30.1%	1.01	30.0%	1.01

Prepared by:
Alfred Gallegos, Research Analyst
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Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
26-30	188	11.0%	12.4%	1.13	11.2%	1.02
31-35	74	4.3%	5.5%	1.26	4.3%	1.00
36-40	39	2.3%	3.2%	1.38	2.4%	1.06
41-50	20	1.2%	1.2%	0.99	1.1%	0.94
Older than 50	11	0.6%	0.8%	1.30	0.6%	0.91
SOC	**1,416**	**23.8%**	**57.6%**		**81.7%**	
18-21	563	39.8%	38.7%	0.97	39.9%	1.00
22-25	484	34.2%	33.8%	0.99	34.7%	1.02
26-30	210	14.8%	15.4%	1.04	13.7%	0.93
31-35	78	5.5%	6.1%	1.11	6.1%	1.10
36-40	38	2.7%	2.9%	1.10	2.8%	1.03
41-50	31	2.2%	2.1%	0.95	2.0%	0.91
Older than 50	12	0.8%	0.9%	1.01	0.8%	0.92

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Social Sciences	**5,949**	**100.0%**	**58.4%**		**81.1%**	
AFRO AM	**68**	**1.1%**	**42.6%**		**79.4%**	
African-American	13	19.1%	13.8%	0.72	22.2%	1.16
Asian/Pacific Islander	1	1.5%	3.4%	2.34	1.9%	1.26
Caucasian	2	2.9%	6.9%	2.34	3.7%	1.26
Hispanic/Latino	50	73.5%	75.9%	1.03	70.4%	0.96
Unknown	2	2.9%	0.0%	0.00	1.9%	0.63
ASIAN	**303**	**5.1%**	**64.0%**		**82.2%**	
Asian/Pacific Islander	174	57.4%	61.3%	1.07	59.4%	1.04
Caucasian	4	1.3%	2.1%	1.56	1.6%	1.22
Hispanic/Latino	101	33.3%	31.4%	0.94	31.7%	0.95
Multi-Ethnic	15	5.0%	2.6%	0.52	4.8%	0.97
Unknown	9	3.0%	2.6%	0.87	2.4%	0.81
ECON	**626**	**10.5%**	**74.1%**		**88.0%**	
African-American	2	0.3%	0.2%	0.67	0.4%	1.14
Asian/Pacific Islander	327	52.2%	57.8%	1.11	54.8%	1.05
Caucasian	5	0.8%	0.6%	0.81	0.5%	0.68
Hispanic/Latino	254	40.6%	35.1%	0.87	38.3%	0.94
Multi-Ethnic	14	2.2%	2.6%	1.16	2.4%	1.05
Unknown	24	3.8%	3.7%	0.96	3.6%	0.95
HISTORY	**1,828**	**30.7%**	**55.7%**		**79.2%**	
African-American	20	1.1%	0.3%	0.27	0.8%	0.76
Asian/Pacific Islander	306	16.7%	21.6%	1.29	17.5%	1.04

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Caucasian	25	1.4%	1.9%	1.36	1.7%	1.21
Hispanic/Latino	1,412	77.2%	71.9%	0.93	76.4%	0.99
Multi-Ethnic	26	1.4%	1.9%	1.31	1.6%	1.12
Unknown	39	2.1%	2.5%	1.15	2.1%	0.97
POL SCI	**1,708**	**28.7%**	**55.7%**		**79.8%**	
African-American	18	1.1%	0.8%	0.80	1.0%	0.91
Asian/Pacific Islander	248	14.5%	18.9%	1.30	15.8%	1.09
Caucasian	21	1.2%	1.5%	1.20	1.1%	0.90
Hispanic/Latino	1,362	79.7%	74.9%	0.94	78.7%	0.99
Multi-Ethnic	32	1.9%	2.6%	1.40	2.1%	1.10
Native American	3	0.2%	0.1%	0.60	0.1%	0.42
Unknown	24	1.4%	1.2%	0.82	1.4%	0.99
SOC	**1,416**	**23.8%**	**57.6%**		**81.7%**	
African-American	32	2.3%	1.3%	0.60	2.1%	0.92
Asian/Pacific Islander	96	6.8%	7.6%	1.12	6.3%	0.93
Caucasian	19	1.3%	1.6%	1.19	1.3%	0.97
Hispanic/Latino	1,225	86.5%	85.9%	0.99	87.2%	1.01
Multi-Ethnic	24	1.7%	2.3%	1.37	2.0%	1.17
Native American	2	0.1%	0.1%	0.87	0.1%	0.61
Unknown	18	1.3%	1.1%	0.87	1.0%	0.82

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E L A C S t u d e n t E q u i t y P l a n **| 132**

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

Equity:

Goal 2: *Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programing to remedy these gaps.*

*"The student equity plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for **all students** …"*

Source: Data extracted from the LACCD Student Information System (SIS); VIEW_SENR_SECT_LEFT, VIEW_SENR_STUD_LEFT, STUD_SEMC, and COURSE_SECTSCHD. Figures are current as of July 29, 2014 and subject to change thereafter.

Gender

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Theater, Broadcasting & Comm	3,353	100.0%	66.8%		79.5%	
BRDCSTG	61	1.8%	59.0%		73.8%	
F	27	44.3%	47.2%	1.07	46.7%	1.05
M	34	55.7%	52.8%	0.95	53.3%	0.96
COMM	2,208	65.9%	63.1%		76.8%	
F	1,301	58.9%	60.5%	1.03	59.7%	1.01
M	907	41.1%	39.5%	0.96	40.3%	0.98
TECHTHR	139	4.1%	74.8%		87.1%	
F	71	51.1%	51.9%	1.02	51.2%	1.00
M	68	48.9%	48.1%	0.98	48.8%	1.00
THEATER	945	28.2%	74.7%		85.0%	
F	529	56.0%	54.5%	0.97	55.5%	0.99
M	416	44.0%	45.5%	1.03	44.5%	1.01

Age

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Theater, Broadcasting & Comm	3,353	100.0%	66.8%		79.5%	
BRDCSTG	61	1.8%	59.0%		73.8%	
18-21	23	37.7%	30.6%	0.81	33.3%	0.88
22-25	21	34.4%	47.2%	1.37	42.2%	1.23
26-30	5	8.2%	0.0%	0.00	6.7%	0.81

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
31-35	3	4.9%	0.0%	0.00	0.0%	0.00
36-40	1	1.6%	0.0%	0.00	0.0%	0.00
41-50	5	8.2%	13.9%	1.69	11.1%	1.36
Older than 50	3	4.9%	8.3%	1.69	6.7%	1.36
COMM	**2208**	**65.9%**	**63.1%**		**76.8%**	
Under 18	60	2.7%	3.0%	1.11	3.2%	1.19
18-21	936	42.4%	41.5%	0.98	43.5%	1.03
22-25	677	30.7%	30.0%	0.98	30.0%	0.98
26-30	290	13.1%	13.8%	1.05	12.7%	0.97
31-35	95	4.3%	4.5%	1.03	4.1%	0.96
36-40	70	3.2%	3.4%	1.09	3.2%	1.02
41-50	58	2.6%	2.7%	1.01	2.3%	0.88
Older than 50	22	1.0%	38.1%	38.23	0.9%	0.95
TECHTR	**139**	**4.1%**	**74.8%**		**87.1%**	
18-21	54	38.8%	33.7%	0.87	33.9%	0.87
22-25	56	40.3%	47.1%	1.17	44.6%	1.11
26-30	16	11.5%	12.5%	1.09	11.6%	1.01
31-35	9	6.5%	4.8%	0.74	6.6%	1.02
41-50	2	1.4%	1.0%	0.67	1.7%	1.15
Older than 50	2	1.4%	1.0%	0.67	1.7%	1.15
THEATER	**945**	**28.2%**	**74.7%**		**85.0%**	
Under 18	114	12.1%	15.2%	1.26	13.7%	1.14
18-21	384	40.6%	39.4%	0.97	40.7%	1.00
22-25	266	28.1%	27.9%	0.99	28.0%	1.00
26-30	101	10.7%	10.9%	1.02	10.5%	0.98
31-35	42	4.4%	3.5%	0.80	3.5%	0.78
36-40	11	1.2%	0.6%	0.49	1.0%	0.86
41-50	21	2.2%	1.7%	0.76	1.9%	0.84
Older than 50	6	0.6%	5.6%	8.83	0.7%	1.18

Ethnicity

Department	Enrollment	Enrolled Percentage	Success Rate	Success Proportionality	Retention Rate	Retention Proportionality
Theater, Broadcasting & Comm	**3,353**	**100.0%**	**66.8%**		**79.5%**	
BRDCSTG	**61**	**1.8%**	**59.0%**		**73.8%**	
African-American	4	6.6%	8.3%	1.27	8.9%	1.36
Asian/Pacific Islander	4	6.6%	8.3%	1.27	8.9%	1.36
Caucasian	1	1.6%	0.0%	0.00	0.0%	0.00
Hispanic/Latino	46	75.4%	77.8%	1.03	77.8%	1.03
Multi-Ethnic	1	1.6%	2.8%	1.69	2.2%	1.36
Unknown	5	8.2%	2.8%	0.34	2.2%	0.27

COMM	**2,208**	**65.9%**	**63.1%**		**76.8%**	
African-American	61	2.8%	1.9%	0.68	2.3%	0.83
Asian/Pacific Islander	344	15.6%	19.8%	1.27	17.6%	1.13
Caucasian	35	1.6%	1.8%	1.13	1.7%	1.04
Hispanic/Latino	1,679	76.0%	72.7%	0.96	74.7%	0.98
Multi-Ethnic	43	1.9%	1.7%	0.88	1.8%	0.91
Native American	7	0.3%	0.3%	0.91	0.4%	1.12
Unknown	39	1.8%	1.8%	1.02	1.7%	0.93
TECHTHR	**139**	**4.1%**	**74.8%**		**87.1%**	
African-American	2	1.4%	1.9%	1.34	1.7%	1.15
Asian/Pacific Islander	11	7.9%	7.7%	0.97	8.3%	1.04
Caucasian	6	4.3%	4.8%	1.11	5.0%	1.15
Hispanic/Latino	107	77.0%	76.9%	1.00	76.0%	0.99
Multi-Ethnic	9	6.5%	7.7%	1.19	6.6%	1.02
Native American	3	2.2%	1.0%	0.45	2.5%	1.15
Unknown	1	0.7%	0.0%	0.00	0.0%	0.00
THEATER	**945**	**28.2%**	**74.7%**		**85.0%**	
African-American	19	2.0%	1.7%	0.85	1.9%	0.93
Asian/Pacific Islander	195	20.6%	23.4%	1.13	21.5%	1.04
Caucasian	24	2.5%	2.5%	1.00	2.7%	1.08
Hispanic/Latino	675	71.4%	68.7%	0.96	70.5%	0.99
Multi-Ethnic	12	1.3%	1.6%	1.23	1.4%	1.08
Unknown	20	2.1%	2.1%	1.00	2.0%	0.94

EAST LOS ANGELES COLLEGE
Office of Institutional Effectiveness

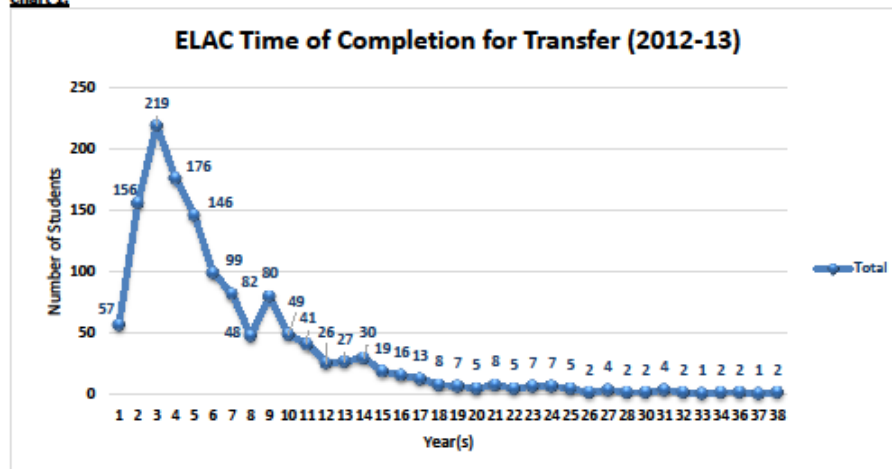**ELAC Time of Completion for Transfer (2012-2013)**

Summary:

- In academic year 2012-2013, a total of 1,392 students (N=1392) from ELAC transferred to 4-year colleges/universities[1].
- The average time for these students to complete transfer was 6.89 years.[2]
- About half of these students took less than 5 years to transfer.[3]
- About 16% of these students spent 3 years at ELAC to complete the transfer, which represented the most commonly-seen cases in the population.[4]
- 27% of Hispanic-Male students and 38% of Hispanic-Female students transferred in 10 years or less
- 23% of Hispanic-Male students and 61% of Hispanic-Female students transferred in more than 10 years

Notes:
1. These 1,392 students began enrolling in the 4-year colleges/universities from August, 2012 to July, 2013.
2. This statement is based on the Mean (years of completion for transfer.) The Mean is the sum of the values divided by the number of values.
3. This statement is based on Median (years of completion for transfer.) The Median is the value separating the higher half of a set of data, from the lower half.
4. This statement is based on Mode (years of completion for transfer.) The Mode is the value that appears most often in a set of data.

Chart 1.

ELAC Time of Completion for Transfer (2012-13)

Years took for Transfer: Mean = 6.89 (Years); Median = 5 (Years); Mode= 3 (Years)

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Prepared by: Joan Lang, Assistant Research Analyst   06/09/2014