

# STUDENT EQUITY PLAN

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2005



1111 FIGUEROA PLACE, WILMINGTON, CA 90744  
[www.lahc.edu](http://www.lahc.edu)

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January 2005

TO: State Chancellor's Office

FROM: Los Angeles Harbor College  
1111 Figueroa Place  
Wilmington, California 90744

This Student Equity Plan is submitted for the purpose of addressing Los Angeles Harbor College's commitment to increasing access and success of its students, particularly underrepresented minority groups.

We believe the plan reflects the nature and substance of Los Angeles Harbor College.

Signed:

Peter J. Landsberger

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Los Angeles Community College District Chancellor

Linda M. Spink

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Los Angeles Harbor College, President

Luis M. Rosas

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Vice President, Academic Affairs

Abbie L. Patterson

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Vice President, Student Services

Susan McMurray

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Academic Senate President

Kristen Garcia

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Associated Student Body President

# STUDENT EQUITY PLAN

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L o s   A n g e l e s   H a r b o r   C o l l e g e

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## TABLE OF CONTENTS

EXECUTIVE SUMMARY .....	4
Overview	
Target Groups	
Goals	
Summary of Activities	
Resources	
District Contact	
INTRODUCTION & PHILOSOPHY .....	8
The Planning Process	
Philosophy	
Existing Activities	
CAMPUS-BASED RESEARCH.....	11
Overview	
Indicator Definitions & Data	
GOALS & ACTIVITIES .....	23
Access	
Course Completion	
Degree & Certificate Completion	
ESL / Basic Skills Completion	
Transfers	
SOURCES OF FUNDING .....	27
EVALUATION SCHEDULE & PROCESS .....	28

# EXECUTIVE SUMMARY

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L o s   A n g e l e s   H a r b o r   C o l l e g e

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## OVERVIEW

Student equity continues to be a high priority for Los Angeles Harbor College. The College is committed to maintaining the current high level of student diversity that reflects the surrounding communities. Increasing the access and success of students is reflected in the College goals that were developed by the campus shared governance body – College Planning Council (CPC). These goals promote student learning outcomes that lead to well-rounded students.

## TARGET GROUPS

Although Harbor College is committed to access and success for all its students, the following ethnic groups will be targeted in the equity indicators.

- Access: Hispanic, African American, disabled and International students
- Course Completion: Hispanic and African American students
- Degree & Certificate Completion: All Students
- ESL/Basic Skills Completion: Hispanic, English as a Second Language, and African American students
- Transfer: Hispanic and African American students

## GOALS

The following goals have been developed for each of the student equity indicators:

### Overall Coordination:

Continuous implementation of the Student Equity Plan. On-Going

### Access:

1. Maintain ethnic diversity of student body that reflects demographics of local feeder cities. On-Going
2. Develop program to address under-preparedness of Hispanic and African American incoming freshman students from feeder high schools in the areas of math and English. 2005-2006
3. Increase the Hispanic and Asian student population within DSPS by 10%. Outreach in 2004-05
4. Increase the number of International students by 10% and assist with their acclimation to a campus environment. Develop by August '05

Course Completion:

1. Increase overall completion rate from 65.6% to 68%, with a specific focus on African American and Hispanic students. 2005-2007
2. Increase the retention rate of students with disabilities from 63.5% to 65%. 2005-2006

Degree & Certificate Completion:

1. Because the ethnic composition of the College's graduates is very similar to the College's overall ethnic make-up, increase the percentage of all students who receive a degree and/or certificate by 2%. 2005-2007
2. Increase the degree and certificate completion rates for students with disabilities by 2%. 2005-2006

ESL / Basic Skills Completion:

1. Increase success completion rate by 2%. 2005-2007
2. Establish criteria to assist students in deciding whether to take ESL or ENL assessment. Complete by 2005
3. Increase the Basic Skills levels of students with disabilities. 2005-2006

Transfer:

1. Increase staffing in the student Transfer Center in order to provide more services to students. 2005-2007
2. Increase Hispanic, African American and disabled student transfer rates by 2%. 2005-2007
3. Improve data collection to track transfer students. 2005-2006

**SUMMARY OF ACTIVITIES**

The Student Equity Planning Committee developed activities using input from involved campus staff, to obtain the goals established to address equity indicators. The following is a summary of on-going and planned activities for the next two or more years:

Overall Coordination:

The Student Equity Planning Committee will continue to monitor implementation of the plan.

Access:

Activities to increase access include:

- Continuous monitoring of ethnic diversity data for the campus and community
- Implementation of a student ambassador program to recruit and mentor high school students
- Development of an Institute for Student Success for first-year students
- Development of a peer mentoring program for International Students
- Purchase and implementation of an electronic program for students to efficiently set-up appointments with counselors. The program would also track student use of services.
- DSPS will conduct workshops, visit feeder high schools, disseminate marketing materials to target groups, and participate in campus cultural awareness activities.

### Course Completion:

Activities to improve course completion include:

- Personal development classes, especially for the outreach program
- Continuation of workshops for faculty that address learning styles and multiculturalism
- Increasing resources for tutoring and supplemental instruction
- Continuation of grant funded supplemental program (SSS) for support services for disabled students. This includes supplemental counseling, increased financial aid awards, supplemental tutoring, supplemental basic skills and career planning classes.

### Degree & Certificate Completion:

Activities to increase the number of degrees and certificates awarded:

- Purchase and implement an electronic degree audit program
- Send letters from counseling to students with over 30 units concerning information on graduation.
- Develop a 'How to Get Out' personal development class
- AA degree will be developed to encourage transfer student to obtain a degree
- Supplemental service through SSS grant for disabled students

### ESL / Basic Skills Completion:

Activities to improve completion rate in this indicator include:

- Coordination and development of a 'student progress network' plan between tutorial services, Student Services and Academic Affairs
- Coordination with community services to mainstream non-credit ESL student into credit ESL courses
- Set-up a taskforce to develop criteria to assist students in making decisions on which assessment to take
- Supplemental basic skills courses and tutoring for students with disabilities
- Revalidation of assessment cut scores for ESL and Basic Skills

### Transfer:

Activities to increase the transfer rates for targeted ethnic groups:

- Request hiring full-time Transfer Center staff
- Grant opportunities for transfer programs will be identified and applied for
- Coordination with CSU Long Beach for 'Harbor Day at the Beach'
- Schedule additional college representative visits in the Transfer Center
- Organize additional workshops on transfer issues
- Improvement of the Transfer Center website
- E-mail transfer announcements to students
- Additional supplemental SSS activities for disabled students

## **RESOURCES**

In order to implement the Student Equity Plan, the College will use resources from its general college fund, categorical programs, specially funded programs and federal and/or county grants.

## **DISTRICT CONTACT PERSON**

John Clerx, Associate Vice Chancellor  
Instructional & Student Support Services  
Los Angeles Community College District  
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Los Angeles, CA 90017  
Phone: 213.891.2279  
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# INTRODUCTION & PHILOSOPHY

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## **THE PLANNING PROCESS**

A shared governance model is used for the campus-wide planning process. College planning, policies, procedures and implementation of the mission and goals are the responsibility of the College Planning Council (CPC). The Student Equity Planning Committee reports to this council. This committee is charged with using a diverse representative group of faculty, staff, administrators and students to develop, implement and monitor the status of the Student Equity Plan. They also collect and analyze data and determine if goals are being achieved through the planned activities. The CPC Budget Committee and the program chairs/supervisors are responsible for monitoring general and special funding, and to recommend resources for funding equity activities.

## **PHILOSOPHY**

Los Angeles Harbor College is committed to the philosophy of equal opportunity and access in all its educational programs, services and employment. As a result, we have adopted a policy of non-discrimination on the basis of race, color, national origin, ancestry, religion, creed, sex, age, handicap, marital status, sexual orientation, or veteran status in our educational program, activities and employment.

We are located in a community with a very diverse population, which our student body mirrors. The issue of student equity is a primary concern, as the College is focused on increasing access, retention and successful course completion for all the ethnic groups we serve.

Using a shared governance model, the College continuously updates and evaluates our mission and goals to maintain our commitment to educate and serve our diverse population. Our mission and goals are:

### **Mission Statement**

The mission of Los Angeles Harbor College is to offer an environment that fosters learning by providing comprehensive programs that meet the educational needs of students and are appropriate and useful to the community we serve, including:

- Degree and Transfer programs
- Vocational and workforce preparation
- Basic skills instruction
- English as a second language
- Credit and noncredit courses for life-long learning
- Contract education including customized corporate training
- Community services
- Support services
- Information literacy

An essential aspect of the mission for the community we serve is to advance economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement and civic responsibility.

We are committed to student learning in a supportive educational environment that recognizes the uniqueness of individuals, provides a center for the cultural enrichment of the community, and seeks dynamic dialog and reflective evaluation and improvement of the institution.

## **Goals**

### ***STUDENT SUCCESS***

To provide a positive and respectful environment that fosters educational and personal achievement

### ***LEARNING & INSTRUCTION***

To offer innovative, state-of-the-art, learner centered instruction in all Harbor College programs to promote effective learning

### ***PARTICIPATORY GOVERNANCE***

To maintain an environment where students and all college personnel have a voice and an opportunity to effectively participate in governance

### ***ECONOMIC RESOURCES***

To optimize and be accountable for the responsible use of all financial resources

### ***PARTNERSHIPS***

To collaborate with local and global communities and organizations to enhance opportunities that are beneficial to our students, the college, and its mission

### ***INSTITUTIONAL ENVIRONMENT & PHYSICAL RESOURCES***

To provide and ensure an aesthetically pleasing, safe and healthful environment conducive to learning

### ***HUMAN RESOURCES AND DEVELOPMENT***

To ensure a campus community that values diversity and promotes and encourages a climate of mutual respect, personal and professional growth, effective communication and teamwork

## **EXISTING ACTIVITIES**

Harbor College has many existing and on-going activities that contribute towards meeting the established goals of Student Equity and the success of our diverse student population. They include:

- EOPS / CARE
- TRIO / SSS GRANT: ASAP (Academic Success Action Plan)
- Title V – Developing Hispanic-Serving Institution Grant
- Supplemental Instruction Program
- Tutoring
- Learning Assistance Center
- Matriculation Program
- Assessment Center
- Athletics
- CalWORKS
- High Tech Center for Students with Disabilities
- Life Skills Center
- DSPS
- Early Alert
- ASAP (Academic Success Action Plan)
- Literacy Center
- Teacher Prep Academy
- Writing Lab
- Student Transfer Center
- GAIN
- TANF
- VATEA
- Honors Program
- Middle College High School
- Financial Aid
- International Student Center
- Student Government / Activities
- Counseling

# CAMPUS-BASED RESEARCH

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## OVERVIEW

Los Angeles Harbor College is one of nine colleges within the Los Angeles Community College District and is situated in the southern portion of Los Angeles. Each semester the College serves approximately 9,500 students from Wilmington, Carson, Harbor City, Lomita, Gardena, Palos Verdes, and San Pedro. These communities are richly diverse in ethnicity and socioeconomic levels. The College has embraced this diversity by offering a variety of programs to support both accelerated students as well as those with basic skills and ESL needs. The staff and faculty at the college are from equally diverse backgrounds with many being bilingual.

Twenty-one percent (21%) of our student population reported a language other than English as their primary language, with 13% identifying Spanish as their primary language. At least nine other languages have been identified. Since there is such a large population of Hispanics in our community and at the College, the class schedule is available in Spanish. Community Education also provides many services in Spanish. Harbor College has 76% (African American, Asian, and Hispanic) minority students currently enrolled with an impressive success record. The College also has a successful international program with some 100 international students each semester.

### Community Profile

The communities for the college are defined as Carson, Gardena, Harbor City, Lomita, San Pedro, and Palos Verdes. These communities have 68% (African American, Asian, and Hispanic) minorities with Hispanic (38%) being the largest group and White (30%) being the second largest group. There are 17% Asians and 13% African Americans within the communities. Three-percent identified themselves as biracial within the community. While the College is located in a low economic area, the college service area also includes upper socioeconomic neighborhoods with some of the most expensive real estate in California.

### Harbor College Profile

The College profile almost identically parallels the ethnic breakdown in the community with the exception of the white group (22%) which is 8% less than the community makeup. The 76% (African American, Asian, and Hispanic) group at Harbor College is 8 % higher than in the community indicating a healthy access climate at Harbor College. The largest group is Hispanic which is 42% of the students enrolled. This is 4% higher than the community. Likewise, the Asian enrollment (19%) at the College is 2% greater than the Asian community of 17%. The African American (15%) student population is also 2% higher than the African American population within the community which is 13%. This analysis is indicative of equal access at Harbor College.

Graduation rates for all three minority groups is indicative of the equal success and opportunity available for all groups. A brief comparison reveals that the graduation percentage for each group is about 1-3% lower than the actual enrollment percentage of each group. For example, 15% African-Americans enrolled with a graduation rate of 14% of the degrees/certificates awarded. The Asian and Hispanic difference was 3% lower in

graduation than in enrollment with 19% of Asians enrolling and graduating at 16%. Hispanics enrolled at 42% and graduated at 39%. Whites enrolled at 22% and they received 21% of the awarded degrees/certificates. While these are global benchmarks, they are good for College planning targets and goals.

In summary, while success seems to be equitable and available to all, there is always room for improvement in an educational institution. The College should aspire to increase the percentage of ethnic groups graduating as follows: an increase of 1% in the African American and white groups, and an increase of 3% in the Asian and Hispanic populations. These graduation rate increases would more closely mirror the community ethnic make-up and further reflect a college that is committed to quality access and student success regardless of ethnic factors. Harbor College has been recognized nationally for awarding an outstanding number of degrees to Hispanic Students.

## INDICATOR DEFINITIONS & DATA

### Student Equity Data Analysis – January 2005

(Data from 2003)

Ethnic Group	College Profile	Community Profile	Difference	Graduation Rate	Difference in Enrollment Profile
African American	15%	13%	2%	14%	1%
Asian	19%	17%	2%	16%	3%
Hispanic	42%	38%	4%	39%	3%
<i>sub-total</i>	<i>76%</i>	<i>68%</i>	<i>8%</i>	<i>69%</i>	
White	22%	30%	-8%	21%	1%
2 Races	NA	3%		NA	NA
Other	2%	1%	1%	2%	0%
Total	100%	100%		100%	0%

#### Notes:

The community is defined as Carson, Gardena, Harbor city, Lomita, Palos Verdes, San Pedro, Wilmington.

#### Comparative Analysis:

African Americans represent 15% of the college population but only 13% of the community profile. African Americans are adequately represented according to the community profile which is indicative of access.

African Americans represent 14% of the degrees/certificates which is indicative of success.

Asians represent 19% of the college population but only 17% of the community profile.

Asians are adequately represented according to the community profile which is indicative of access.

Asians represent 16% of the degrees/certificates which is indicative of success.

Hispanic is the predominant ethnic group in the community profile with 38% and at the college with 42%.

Hispanics are adequately represented according to the community profile which is indicative of access.

Hispanics represent the group with the largest degrees/certificates awarded which is indicative of success.

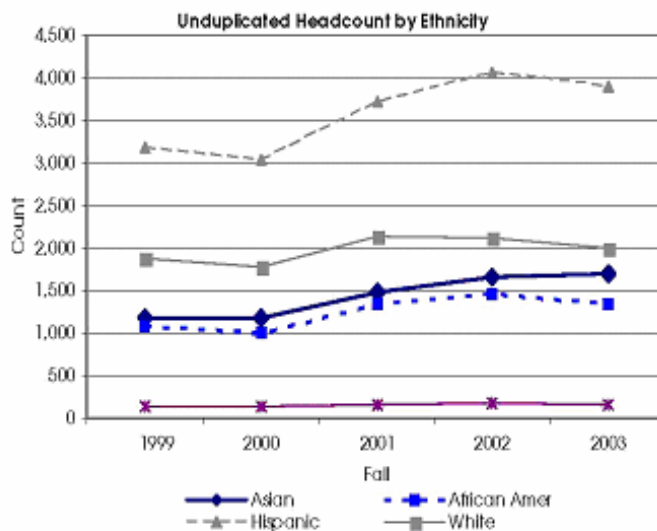
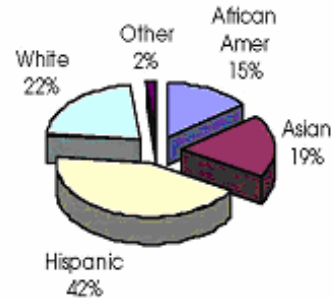
White is the second largest group in the community with 30% and 22% of the college enrollment is white.

Whites are underrepresented at the college by 8%.

Whites represent the second largest group awarded degrees/certificates which indicate success.

# Student Demographics Ethnicity

Fall 2003

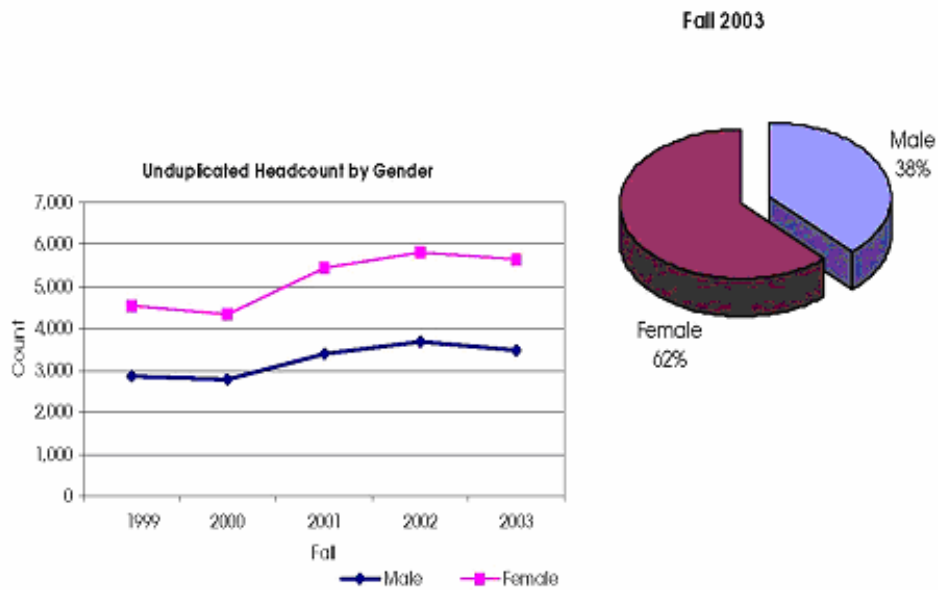


ETHNICITY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
African Amer	1,184 16%	1,158 16%	1,302 17%	1,123 16%	1,223 16%	1,180 16%	1,080 14%	1,005 14%	1,348 16%	1,458 16%	1,347 16%
Asian	1,567 19%	1,503 19%	1,418 19%	1,307 17%	1,349 17%	1,167 16%	1,176 16%	1,181 17%	1,484 17%	1,650 17%	1,695 19%
Hispanic	2,733 34%	2,734 35%	2,716 36%	2,902 39%	3,125 39%	3,107 41%	3,190 43%	3,036 42%	3,727 42%	4,054 43%	3,907 42%
White	2,451 30%	2,301 29%	2,072 27%	2,060 27%	2,094 26%	1,910 26%	1,872 26%	1,785 26%	2,143 24%	2,120 22%	1,994 22%
Other	105 1%	140 2%	96 1%	108 1%	140 2%	130 2%	132 2%	145 2%	152 2%	187 2%	159 2%
<b>Total</b>	<b>8,040</b> 100%	<b>7,837</b> 100%	<b>7,603</b> 100%	<b>7,500</b> 100%	<b>7,931</b> 100%	<b>7,494</b> 100%	<b>7,450</b> 100%	<b>7,151</b> 100%	<b>8,855</b> 100%	<b>9,469</b> 100%	<b>9,102</b> 100%

NOTE: Credit students only

Source: LACCD Office of Institutional Research and Information, Information Digest, January 2004, <http://research.laccd.edu/research/>

# Student Demographics Gender



GENDER	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Male	3,340 42%	3,225 41%	3,037 40%	2,955 39%	3,082 39%	2,870 38%	2,886 39%	2,804 39%	3,412 39%	3,675 39%	3,463 38%
Female	4,700 58%	4,612 59%	4,566 60%	4,545 61%	4,849 61%	4,624 62%	4,564 61%	4,347 61%	5,443 67%	5,794 67%	5,639 62%
<b>Total</b>	<b>8,040</b> 100%	<b>7,837</b> 100%	<b>7,603</b> 100%	<b>7,500</b> 100%	<b>7,931</b> 100%	<b>7,494</b> 100%	<b>7,450</b> 100%	<b>7,151</b> 100%	<b>8,855</b> 100%	<b>9,469</b> 100%	<b>9,102</b> 100%

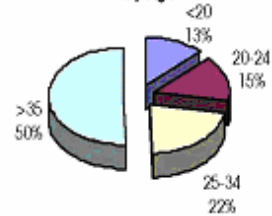
NOTE: Credit students only  
Source: LACCD Office of Institutional Research and Information, Information Digest, January 2004, <http://research.laccd.edu/research/>

# Unduplicated Student Demographics 2002-2003 DSPS\*

DEMOGRAPHICS  
SPECIAL  
POPULATION

Age	2001/02	2002/03
<20	52	73
20-24	76	86
25-34	104	124
>35	289	288
<b>Total</b>	<b>521</b>	<b>571</b>

2002/03 DSPS Unduplicated Count  
by Age



Gender	2001/02	2002/03
Male	223	245
Female	298	326
<b>Total</b>	<b>521</b>	<b>571</b>

2002/03 DSPS Unduplicated Count  
by Gender



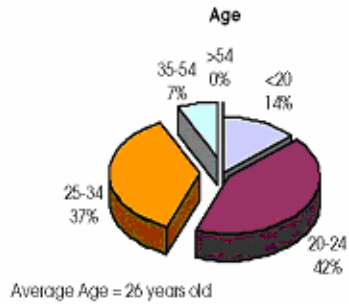
Source: DF4650-089MOD (DSPS Student Contact Type)

\*Disabled Student Programs & Services

Fall 2003

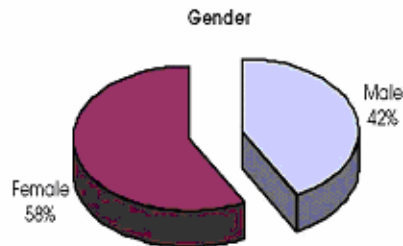
# International Students

DEMOGRAPHICS  
SPECIAL  
POPULATION

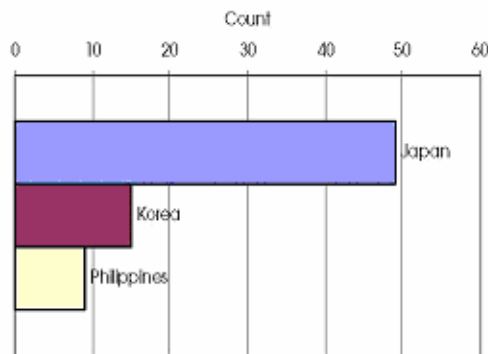


AGE	2002	2003
<20	16 15%	15 14%
20-24	43 41%	47 42%
25-34	38 36%	41 37%
35-54	8 8%	8 7%
>54	0 0%	0 0%
<b>TOTAL</b>	<b>105</b> 100%	<b>111</b> 100%

GENDER	2002	2003
Male	50 48%	47 42%
Female	55 52%	64 58%
<b>TOTAL</b>	<b>105</b> 100%	<b>111</b> 100%



Fall 2003 Top 3 Countries of Origin



Top 3 Countries Represented	2002 2003	
	2002	2003
Japan	40 38%	49 44%
Korea	17 16%	15 14%
Philippines	11 10%	9 8%

Source: LAHC International Students Office

# Transfers

## to California Public Four-Year Institutions

Year		African American		Native American		White	Unknown	TOTAL
		Asian	American	Latino	American			
1992-93	UC	9	1	5	0	20	2	37
	CSU	30	34	56	2	112	38	272
	Total	39	35	61	2	132	40	309
		12.6%	11.3%	19.7%	0.6%	42.7%	12.9%	
1993-94	UC	8	3	3	0	9	1	24
	CSU	38	36	54	0	107	36	271
	Total	46	39	57	0	116	37	295
		15.6%	13.2%	19.3%	0.0%	39.3%	12.5%	
1994-95	UC	11	1	6	0	22	0	40
	CSU	37	43	68	2	100	54	306
	Total	48	44	74	2	124	54	346
		13.9%	12.7%	21.4%	0.6%	35.8%	15.6%	
1995-96	UC	13	3	9	0	12	3	40
	CSU	38	43	100	4	99	52	336
	Total	51	46	109	4	111	55	376
		13.6%	12.2%	29.0%	1.1%	29.5%	14.6%	
1996-97	UC	14	2	4	0	16	3	39
	CSU	42	45	103	3	89	60	342
	Total	56	47	107	3	105	63	381
		14.7%	12.3%	28.1%	0.8%	27.6%	16.5%	
1997-98	UC	9	1	3	0	16	3	32
	CSU	34	46	86	2	64	56	288
	Total	43	47	89	2	80	59	320
		13.4%	14.7%	27.8%	0.6%	25.0%	18.4%	
1998-99	UC	8	2	8	1	12	3	34
	CSU	38	24	89	2	73	48	274
	Total	46	26	97	3	85	51	308
		14.9%	8.4%	31.5%	1.0%	27.6%	16.6%	
1999-00	UC	10	0	4	0	13	3	30
	CSU	42	37	102	0	73	48	302
	Total	52	37	106	0	86	51	332
		15.7%	11.1%	31.9%	0.0%	25.9%	15.4%	
2000-01	UC	8	0	6	1	11	5	31
	CSU	24	34	100	3	66	46	274
	Total	32	34	108	4	76	51	306
		10.5%	11.1%	35.4%	1.3%	24.9%	16.7%	
2001-02	UC	7	1	11	0	14	4	37
	CSU	47	34	101	7	87	57	333
	Total	54	35	112	7	101	61	370
		14.6%	9.5%	30.3%	1.9%	27.3%	16.5%	
2002-2003	UC	17	4	5	-	18	4	48
	CSU	44	37	114	1	82	60	338
	Total	61	41	119	1	100	64	386
		15.8%	10.6%	30.8%	0.3%	25.9%	16.6%	

Source: California Postsecondary Education Commission  
[www.cpec.ca.gov](http://www.cpec.ca.gov)



## The Community and Service Area

# Race and Ethnic Groups, 2000

Community	Zip Code*	Afr Amer	Amer Ind	Asian Pac	Latino	White	Two or More Races	Other	Total
Carson	90745	4,450	129	19,284	22,260	7,615	1,647	88	55,473
	90746	17,113	35	1,773	4,065	1,872	635	68	25,561
	90747**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Subtotal	21,563	164	21,067	26,325	9,487	2,282	156	81,034
Gardena	90247	9,169	111	12,864	20,023	4,332	1,151	91	47,741
	90248	1,593	24	3,033	3,570	1,388	316	20	9,944
	90249	8,798	68	4,344	8,005	4,328	817	73	26,433
	Subtotal	19,560	203	20,241	31,598	10,048	2,284	184	84,118
Harbor City LA	90710	3,340	69	3,450	10,663	6,545	529	44	24,640
Lomita	90717	853	102	2,521	5,661	11,091	784	48	21,060
Long Beach	90802	6,460	231	2,195	15,100	12,994	1,298	141	38,419
	90803	668	118	1,422	3,089	25,184	773	95	31,349
	90804	7,143	168	6,571	16,447	11,462	1,538	137	43,466
	90805	21,414	317	11,816	41,873	13,596	2,495	152	91,663
	90806	9,956	146	9,680	21,543	6,776	1,474	66	49,641
	90807	4,879	119	4,507	5,716	15,130	1,112	86	31,549
	90808	1,031	112	2,531	4,946	27,591	1,116	76	37,403
	90810	5,754	125	9,231	16,245	3,243	980	59	35,637
	90813	8,235	221	10,329	38,688	4,202	1,399	55	63,129
	90814	1,633	103	1,395	3,876	11,246	674	87	19,014
	90815	1,599	139	3,754	4,947	27,008	1,339	106	38,892
90822	88	12	38	53	217	14	-	422	
90840**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Subtotal	68,860	1,811	63,469	172,523	158,649	14,212	1,060	480,584	
Palms Verdes	90274	286	34	4,501	956	18,495	633	71	24,976
	90275	803	40	10,706	2,351	26,056	1,217	88	41,261
	Subtotal	1,089	74	15,207	3,307	44,551	1,850	159	66,237
San Pedro LA	90731	4,195	272	2,492	28,136	21,649	1,767	111	58,622
	90732	784	61	1,423	4,467	13,942	561	26	21,264
	Subtotal	4,979	333	3,915	32,603	35,591	2,328	137	79,886
Torrance	90501	2,404	119	7,541	15,868	13,512	1,132	121	40,697
	90502	1,319	65	4,821	5,621	4,645	529	38	17,038
	90503	760	84	13,871	4,073	21,753	1,311	118	41,970
	90504	1,073	99	11,274	5,468	12,282	1,393	75	31,664
	90505	540	86	8,814	3,046	21,087	1,178	104	34,855
	Subtotal	6,096	453	46,321	34,076	73,279	5,543	456	166,224
Wilmington LA	90744	1,801	146	1,797	45,106	3,815	584	59	53,306

\*A zip code is listed under the community which has the largest portion of the zip code. Communities in the City of Los Angeles are identified as "LA."

Where a zip code includes a section of the City of Los Angeles and an unincorporated area, the community name may show "LA/Co."

\*\*This zip code represents an educational institution

Source: 2003 Los Angeles Zip Code Databook, United Way of Greater Los Angeles  
[http://www.unitedwayla.com/ip/files/spa\\_data/SP98\\_2002\\_cen\\_data\\_final.pdf](http://www.unitedwayla.com/ip/files/spa_data/SP98_2002_cen_data_final.pdf)



## Assessment Scores by Ethnicity

Los Angeles Harbor College serves one of most diverse student populations in the nation. For the Fall 2003 semester, there were 9,102 students enrolled, and the following chart shows the ethnic breakdown for the 03 headcount as well as the ethnic breakdown for students assessed for the fall 04 semester.

<b>Ethnicity</b>	<b>Headcount Fall 03</b>	<b>Assessed Fall 04</b>	<b>Difference</b>
Hispanic	3907 or 42%	857 or 47%	+5%
Blacks	1,347 or 15%	241 or 13%	-2%
Asian	1,695 or 19%	288 or 18%	-1%
White	1,994 or 22%	344 or 18%	-4%
Other	159 or 2%	114 or 6%	+5%

The following are charts that document the English and math assessment scores by percent of incoming Hispanic and Black students for the fall 2004 semester.

For the purposes of this analysis, English 28 and English 101 are considered College level English.

<b>Ethnicity</b>	<b>Assess into College Level English</b>	<b>Assess below College Level English</b>	<b>Average below College Level English</b>	<b>Difference</b>
Hispanic	66%	34%	27%	7%
Black	68%	32%	27%	5%

Math 123B and above are considered College level math.

<b>Ethnicity</b>	<b>Assess into College Level Math</b>	<b>Assess below College Level Math</b>	<b>Average below College Level Math</b>	<b>Difference</b>
Hispanic	48%	58%	51%	7%
Black	49%	57%	51%	6%

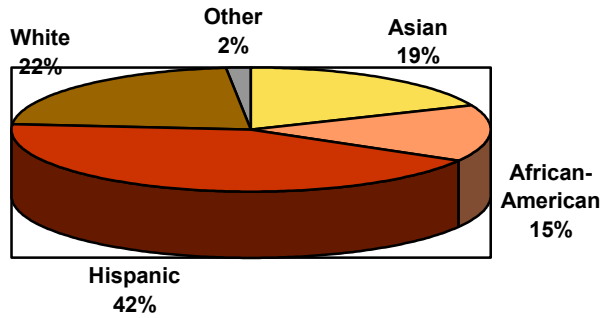
7% more Hispanics and 5% more Blacks assess below College level English than the average of all students assessed in the fall 2004 sample. Also, Hispanics scored 7% and Blacks scored 6% more than the average below College level math.

The goal is to increase the number of incoming Black and Hispanic students scoring into College level English and math class by 2%.

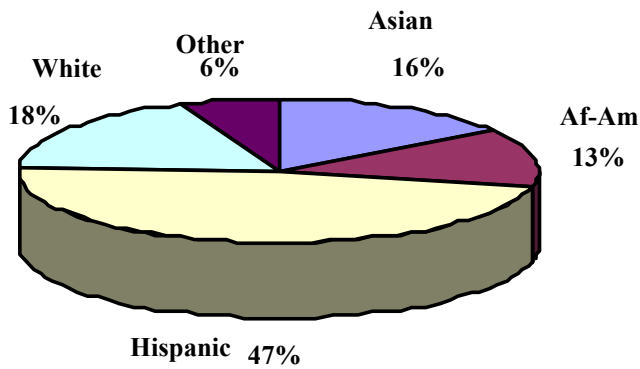
The action plan includes:

- Increase number of Personal Development classes
- Create a 'First Year' program to assist disadvantages students prepare for college level classes
- Create a 'Summer Bridges' program for high school students if funding permits

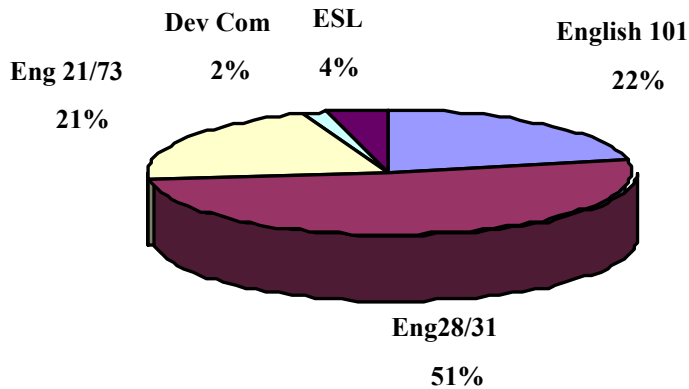
**Ethnic Breakdown for Fall 2003 Headcount** (*Harbor Factbook page 20*)



**Ethnic Breakdown for Students Assessed for Fall 2004\***  
 \*(SIS analysis by R. Barker)



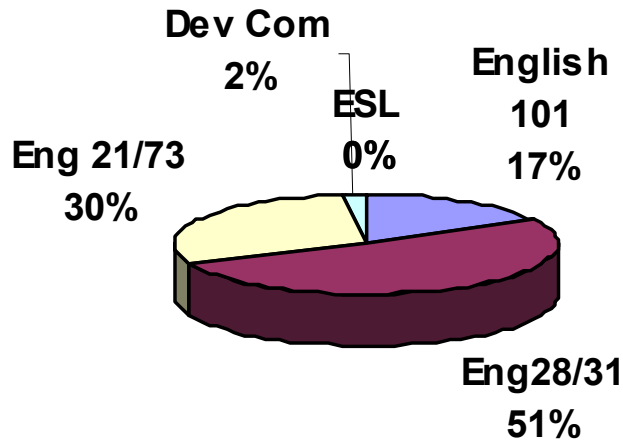
**Overall English Scores for Fall 2004 Sample**



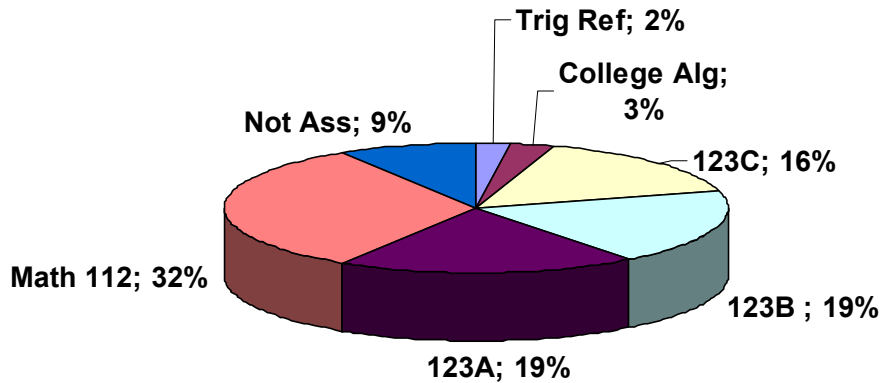
English Placement by Hispanics for Fall 2004 Sample



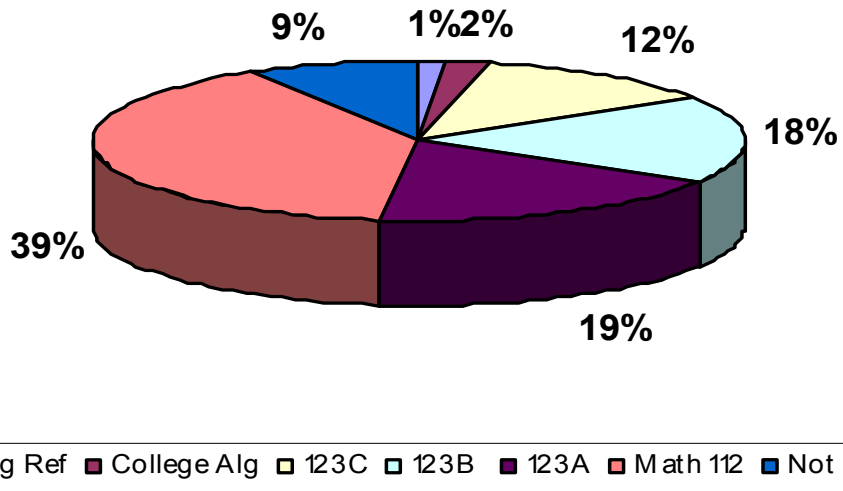
English Placement for Black for Fall 2004 Sample



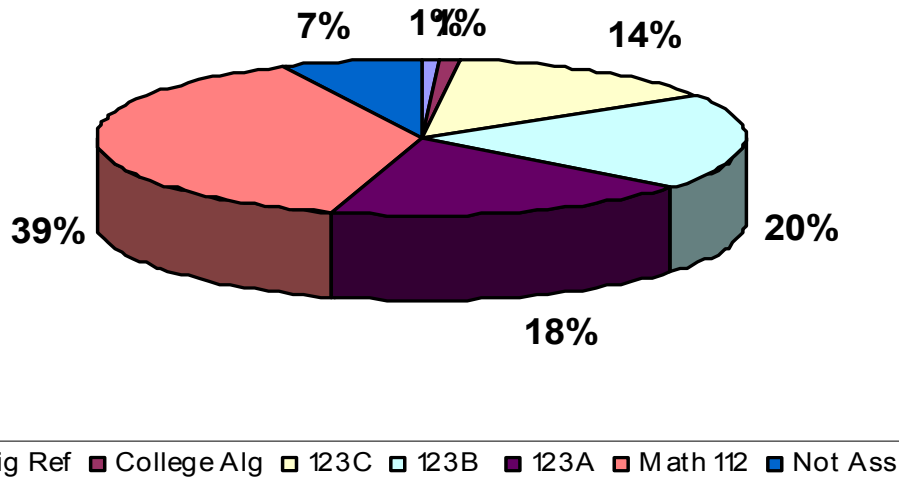
Overall Math Placement for Fall 2004 Sample



**Math Placement for Hispanics for Fall 2004 Sample**



**Math Placement for African American for Fall 2004 Sample**



# GOALS & ACTIVITIES

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L o s   A n g e l e s   H a r b o r   C o l l e g e

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## OVERALL COORDINATION

### Goals

1. Continuous implementation of the Student Equity Plan.

### Activities

1. The Student Equity Planning Committee will continue to monitor the implementation of the plan.

## ACCESS

### Goals

1. Maintain ethnic diversity of student body that reflects the demographics of local feeder communities.
2. Develop programs to address under-preparedness of Hispanic and African American incoming freshmen students from feeder high schools in the areas of English and Math.
3. Increase the Hispanic and Asian student population within DSPS by 10%.
4. Increase the number of International Students by 10 % and assist with their acclimation to a campus environment.

### Activities

1. Continuous monitoring of ethnic diversity data for the campus and community.  
Responsible: Vice President, Student Services and Dean of College Planning, Research and Special Projects
2. Implementation of a student ambassador program to train college students to recruit and mentor high school students from diverse ethnic groups in feeder high schools. Offer transferable unit credit through newly created course for student volunteers.  
Responsible: Student Recruitment Coordinator and Associate Dean of Student Activities
3. Develop an Institute of Student Success for First Year Students as a passport to success. The program would begin with a pilot group of incoming freshmen, invited as a result of low placement on assessment exams, and provide orientation, in depth counseling, financial aid and money management, study skills, student success strategies, campus resources and transfer readiness in a personal development course.  
Responsible: Student Service Taskforce chaired by Counseling Chair

4. Special outreach efforts will be conducted during the 2004-2005 academic year to market DSPS service offerings to students from the Hispanic and Asian population. The outreach efforts will include the following: workshops for counselors and faculty on services offered with an emphasis on accommodations and sensitivity to students with disabilities needs; visitations to feeder high schools with expanded outreach to students for the underrepresented groups; dissemination of DSPS marketing materials to Hispanic and Asian community groups in languages appropriate to their communities; participation of DSPS staff more fully in campus cultural awareness activities and special workshops for underrepresented students on DSPS services.  
Responsible: DSPS Coordinator
  
5. Develop a peer mentoring program for International Students that would pair them with American students to assist in learning the campus systems and to develop a sense of belonging.  
Responsible: International Student Advisor
  
6. Purchase and implement an electronic program (SARS Suite system) for students to efficiently set up appointments with counselors on their own while on or off campus. The software will also track use of student services.  
Responsible: Student Services taskforce chaired by Matriculation Coordinator

## COURSE COMPLETION

### Goals

1. Increase overall completion rate from 65.6% to 68% with a specific focus on African American and Hispanic students.
2. Increase the retention rate of students with disabilities from 63.5% to 65%.

### Activities

1. Increase the number of Personal Development 17 sections (College Survival Skills Development) especially in the outreach program.  
Responsible: Associate Dean, Academic Affairs, Behavioral Sciences Chair, Counseling Chair
  
2. Continue offering workshops for faculty that address learning styles and multiculturalism.  
Responsible: Staff Development Committee
  
3. Increase resources for Tutoring and Supplemental Instruction.  
Responsible: Vice President, Academic Affairs
  
4. Continuation of grant funded supplemental program (SSS) for support services for disabled students. This includes supplemental counseling, increased financial aid awards, supplemental tutoring, supplemental basic skills and career planning classes.  
Responsible: DSPS Coordinator

## DEGREE/CERTIFICATE COMPLETION

### Goals

1. Because the ethnic composition of the College's graduation is very similar to the College's overall ethnic makeup, increase the percentage of all students who receive a degree and/or certificate by 2%.
2. Increase the degree and certificate completion rates for students with disabilities by 2%.

### Activities

1. Ensure that all degrees and certificates are reported.  
Responsible: Dean, Admissions and Records
2. Work to develop a new AA degree that will encourage transfer students to obtain their AA before transferring.  
Responsible: Dean, Academic Affairs
3. Purchase and implement an electronic degree audit program  
Responsible: Vice President, Student Services and Dean of Admissions & Records
4. Send letters to all students who have completed 30 or more degree applicable units inviting them to attend a degree/certificate completion workshop.  
Responsible: Counseling Chair
5. Develop a 'How to Get Out' personal development course.  
Responsible: Counseling Chair
6. Provide supplemental services for students with disabilities through SSS grant.  
Responsible: DSPS Coordinator

## ESL/BASIC SKILLS COMPLETION

### Goals

1. Increase successful completion rate by 2%.
2. Establish criteria to assist students in deciding whether to take the ESL or ENL assessment.
3. Increase the Basic Skills level of students with disabilities.

### Activities

1. Work with community services to mainstream non-credit ESL students into credit ESL courses.  
Responsible: Vice President, Academic Affairs
2. Set-up a taskforce to develop clear criteria to assist students in making decisions on which assessment test to take.  
Responsible: Matriculation Coordinator
3. Revalidate assessment test cut scores for ESL and Basic Skills.  
Responsible: Matriculation Coordinator

4. Develop a 'student progress network' plan between tutorial services, Student Services and instructional programs.  
Responsible: Vice President, Dean and Associate Dean of Academic Affairs and Vice President, Student Services, Division Chairs, Tutoring Department Chair
5. Provide supplemental Basic Skills courses and tutoring for students with disabilities.  
Responsible: DSPS Coordinator

## TRANSFER

### Goals

1. Increase staffing in the student Transfer Center in order to provide more services to students.
2. Increase Hispanic, African American and disabled student transfer rates by 2%.
3. Improve data collection to track successfully transferred students.

### Activities

1. Request hiring of a full time Transfer Center Director through the Academic Senate faculty hiring priority process.  
Responsible: Counseling Chair
2. Identify and apply for grant opportunities to increase funding of staffing and services for the Transfer Center.  
Responsible: Student Service Task Force chaired by Special Programs Coordinator.
3. Coordinate with CSU Long Beach to set up 'Harbor College Day at Long Beach' field trip to increase underrepresented minority transfer rates.  
Responsible: Counseling Chair
4. Increase the number of college representatives and their visits to the Transfer Center, and workshops on topics such as writing personal statements, and filling out CSU and UC applications.  
Responsible: Counseling Chair
5. Improve college website for Transfer Center and all Student Services programs to improve attractiveness and information provided.  
Responsible: Student Service Taskforce chaired by Dean of Admissions and Records.
6. Provide student transfer announcements through student email system.  
Responsible: Counseling Chair
7. Provide supplemental services through federally funded grant, Student Support Services, to SSS project participants who are disabled to increase their transfer rate. These services would include counseling, increased financial aid awards, basic skills tutoring and instruction, and career planning courses.  
Responsible: DSPS Coordinator

# SOURCES OF FUNDING

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L o s   A n g e l e s   H a r b o r   C o l l e g e

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Funding sources to implement the Student Equity Plan include:

On-going College Resources:

- Utilize existing resources from general funds and categorical programs to address selected student equity activities, i.e. EOPS, Matriculation, DSPS, CalWORKS, and TANF.

External Grant Resources:

- Continue to utilize funding from federal TRIO / Student Services (SSS) Grants for students with disabilities.
- Continue to utilize funds from Title V Grant for Developing Hispanic-Serving Institutions grant to provide supplemental instruction.
- Continue to submit grant applications to address student equity activities.
- Continue to use VTEA and Tech Prep funds for tutoring and support of programs that enroll special populations
- Continue to use other specially funded grants including:
  - A. Foster Care and Kinship Providers Certificate
  - B. Independent Living Skills for foster kids
  - C. Limited English Proficiency for County of Los Angeles for job training in:
    - Drywalling
    - CAOT
    - CNA
    - Culinary
  - D. Quality Childcare Initiative (U.S. Department of Education) to provide preparation for Child Care Workers

# EVALUATION SCHEDULE & PROCESS

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L o s   A n g e l e s   H a r b o r   C o l l e g e

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The Student Equity Planning Committee will monitor and track goals and activities each semester from reports submitted by the person/committee assigned responsibility. The Dean of Planning, Research and Special Projects will continue to provide an annual progress report in the *Harbor College Fact Book* each year in August.

The current members of the Student Equity Planning Committee are:

Co-Chairs:    Abbie Patterson  
                    Vice President, Student Services

                    Susan McMurray  
                    Academic Senate President and  
                    English Instructor

Members:    Robert Barker                             Student Recruitment Coordinator  
                    Charles Bossler                         Dean, Student Services  
                    Nancy Carson                             Dean, Academic Affairs  
                    Elizabeth Colocho                       Counselor and Matriculation Coordinator  
                    Sally Fasteau                             Learning Disabilities Specialist  
                    Joy Fisher                                 Counseling Chair  
                    Kristen Garcia                            ASO President (2004-2005)  
                    Paul Grady                                International Student Advisor and  
  Basic Skills / ESL Instructor  
                    Sheila Millman                           Financial Aid, Manager  
                    Evelyn Portis                             Learning Assistance Center Director  
                    Robert Richards                         Associate Dean, Academic Affairs  
                    Luis Rosas                                 Vice President, Academic Affairs  
                    Ann Tomlinson                            Dean, Planning Research and Special  
  Projects  
                    Debbie Tull                                Disabled Students Program Director  
                    Mercedes Yanez                         Associate Dean, EOPS / CARE