Equitable Education:

**Guaranteed access** to resources and support necessary for all students to succeed. **Fairness**, ensuring that personal and social circumstances such as race, ethnicity, socio-economic status, gender, family structure, first language, religion, sexual orientation, immigration or disability **should not** be an obstacle to achieving ones educational goal.

- *National Council for Accreditation of Teacher Education, 2008*
LASC’S EQUITY PLAN DEVELOPMENT

**Equity Planning Committee**

In Summer 2014 the student equity planning committee was developed which included administrators, faculty, and classified staff. The committee examined student equity success data by using tools recommended in the “Updated Student Equity Plan” document. Development of recommendations, goals, interventions, and evaluation methodology based upon student success indicators were created. Student success indicators comprise of access, course completion, degree/certificate completion, and transfer success.

**LASC’S Equity Goals**

**Goal A:** Improve access for disproportionately impacted groups.

**Goal B:** Increase the course completion rate of basic skills students.

**Goal C:** Increase the student success indicator for ESL and basic skills completion among disproportionately impacted groups.

**Goal D:** Increase the number of disproportionately impacted students who will successfully receive a degree or certificate that aligns with their comprehensive education plan.

**Goal E:** Increase the number of disproportionately impacted students who will successfully receive AA-T degrees or transfer to a four-year university aligned with matriculation goals.

**Disproportionate (Underserved) Student Populations**

According to the California Community College Chancellor’s Website (2015) “disproportionate impact” is a condition where some students’ access to key resources and support for their academic success may be hampered by inequitable practices, policies, and approaches to student support.” This definition indicates that the institution plays a significant role in supporting and retaining disproportionate students based on institutional culture, values, practices, and policies.
LASC’S DISPORPORTIONATE STUDENTS

Fall 2013 Student Success Data

60.1%
Passed their courses

93%
Entered LASC unprepared for college

88%
Assessed into Basic Skill English

92%
Assessed into Basic Skill Math

31.2%
Completed a degree, certificate and or transferred within six years

Foster Youth: Foster students are likely to enter foster care due to poverty, adolescence parenthood, drug and alcohol abuse. South Los Angeles has the highest incidence of entries to foster care per 1000 population ages 0-17 (nearly 6).

Latino: Representing 56.4% of the adult population, Latino students only represent 35.8% of credit completion. Latino students are less likely to complete degree applicable math and or transfer.

Veterans: Increasing numbers of veterans are seeking higher education due to the GI Bill. Additionally some veterans experience an array of mental and emotional trauma.

Males: A major disparity between male and female students at LASC is enrollment. Male students represent 31.1% of credit completion.

African American: As a predominately black institution, LASC’s African American students are under-represented in degree and certificate completion.

“Excellence and equity require effective interventions and multiple reforms which may include: effective teaching practices, engaging students in classrooms, leadership, opportunities for teachers to continue to learn, rigorous curricula, assessment, and family and community involvement.”

-National Academy of Education
Equity Minded Practitioners:

✓ **Identify** opportunities and resources for disproportionate students. Practitioners understand that inequity is not a student deficit problem but interwoven in institutional practices.

✓ **Reflect** on their role and responsibilities to ensure equity for all students.

✓ **Address** exclusionary practices, power structures, and institutional racism that impacts student success.

- Benismon, 2007

**CALL TO ACTION: EQUITY TASKFORCE SPRING 2015**

JOIN US AS WE EQUIP OUR STUDENTS TO WIN THE RACE!

**Contact**: Ms. Tyffany Dowd, MS
Equity Coordinator
Los Angeles Southwest College
Ph: 323-241-5354 – Email: dowdt@lasc.edu