



# Implementation Proposal Guidelines

(Updated: March 20, 2012)

**Draft Proposal Due: April 16, 2012**

**Final Proposal Due: May 15, 2012**

# Implementation Proposal Narrative Template

**Narrative due: April 16 (draft) and May 15 (final)**

Name of Institution: Los Angeles Harbor College

Submission Date: April 15, 2012

Achieving the Dream Funder (if applicable): N/A

Grant Number (if applicable): N/A

Name, e-mail, and telephone number of contact person regarding this proposal:

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## ***BEGIN PROPOSAL NARRATIVE***

### **Principles for Increasing Student Success through Institutional Improvement**

**1. Committed Leadership:** The Los Angeles Harbor College President; VP's of Academic Affairs and Student Services; Academic Senate President and several key leadership personnel attended the ATD Kick Off Session in Seattle, Washington in June, 2011. All 9 campuses in the Los Angeles Community College District have embraced the ATD Process and developed leadership at each campus. LAHC dedicated our Fall Convocation to the implementation of ATD and selected a Project Director, Administrative and Faculty Co-Chairs for the CORE and Data Teams. ATD leadership in July 2011 and January 2012 attended and presented in district ATD planning meetings. Our president supported 12 faculty and staff members attendance at the D.R.E.A.M Strategies Institute. Funding came from Title V and Basic Skills areas for participation to support common ATD Goals, as well as from the District office.

The President and campus leadership have met on 3 occasions with the assigned ATD Coaches to mentor and review the ATD Process. The ATD Project Leader/Core Co-Chair and Faculty CORE Co-Chair are scheduled and participate in regular monthly update meetings with the president and senior staff. Included will also be the Co-Chairs of the Data Team in the future.

The President selected the ATD/CORE Leadership to present at the LACCD Board of Trustee Meeting in 2012 to inform the community and trustees on the progress of ATD at LAHC.

The Campus Leadership for the Academic Senate and College Planning Council have

listed ATD as regular agenda items to update ATD progress. All proposed interventions are vetted through the shared governance structure for campus support and approval.

The Dean of Institutional Effectiveness, who is the Administrative Co-Chair of the ATD Data Team, reports directly to the president who embraces data driven decision making for the campus. This has been a highlight of our recent Accreditation Self Study.

**2. Use of Evidence to Improve Policies, Programs, and Services:** In August 2011, the Data Team Co-Chair/ Dean of IE prepared for each ATD Data Team member a Data Tool Box of relevant institutional data to review, This box was to establish a baseline of evidence. . The Data Team met on a weekly basis in fall 2012 to review and discuss As well as determine what data to take forward to the CORE and CPC.

There is a Data and Support Research link on the ATD webpage which is accessed from the campus home page.

<http://www.lahc.edu/facultystaff/ATD/Data%20and%20Supportive%20Research%20Links.html>

Relevant data is available to the campus and community from this site as well as the college's research and planning website.

The CORE and Data Team membership was invited to address the ATD Policy and Procedure Analysis Form. This information has been shared at various campus meetings and used to address possible interventions. Also, the CORE and Data teams have agreed to allow the district to review and address policy and practices has this is the area where all campuses can provide input, and district can implement.

The Office of Economic and Workplace Development has identified limited additional funding to support the research and development activities of the campus. As some of the ATD goals are related to completion of degrees and certificates, CTE will leverage some of its resources to ensure success.

ATD leadership has shared the easily accessible new Statewide Basic Skills Tool located at <http://datamart.cccco.edu> . The tool was developed by the 3CSN Network and the state chancellor's office and presented to our campus chairs by the CORE Co-Chairs and demonstrated to CORE by the Data Team. It reviews retention and success rates in Math and English.

Data Team Leadership has opened shared data with student services and instructional groups to identify barriers, as well as with the College Planning Council. They have met with our Data Coach to address best practices to develop evaluation techniques for proposed interventions March 2012 and worked with the CORE Team to complete our ATD Harbor Logic Model.

**3. Broad Engagement:** ATD Leadership is committed to committees that reflect, students, faculty and staff; (classified staff is significant on the committees). Committee membership and constituency groups can be found on ATD website:

<http://www.lahc.edu/facultystaff/ATD/Dream%20Team.html>

In addition an ATD Newsletter has been developed by a faculty member and classified employee. The goal is to create the newsletter each semester to highlight successful and important activities. Leadership for the CORE and Data Teams are reflective of faculty and administrative members to broaden the engagement and support of

activities smoothly. Our Essential Basic Skills Committee has regularly invited ATD members to participate in their planning and activities and is currently planning an Essential Skills Boot Camp for summer 2012 and providing several workshops on FIG (Faculty Inquiry Group) activities. The Essential Basic Skills Committee Chairperson participated in the D.R.E.A.M. Strategies Conference in Dallas, Texas and funded her own participation. It is evident that they will be supportive of proposed interventions. Our Data Co-Chair is also on the Essential Basic Skills Committee.

In conclusion participants at the D.R.E.A.M. Conference have committed to being a part of the Campus Fall 2012 Convocation and Professional Development activities to share information received with all campus constituencies.

**4. Systemic Institutional Improvement:** Key to improvement has been robust dialogue related to various student success interventions and conversations. This is evident in the College Planning Council; Academic Affairs and Student Services Clusters, and the Academic Senate.

The alignment of any resources and activities to address student success are being strongly considered in campus planning processes. In California where we are facing devastating budget issues, collaboration and mutual support is essential.

The campus has acknowledged the need for an environment reflective of a culture of evidence. This has also been evident as the focus of our Accreditation Self Study completed this month. We are aware that African American males; Hispanic males; White males; and African American Females are the populations on campus have lowest retention, success and completion rates.

The campus is also aggressively trying to identify outside funding opportunities to address possible interventions. Our campus has applied for the 3CSN Accelerated Math Pathways program which will hopefully reduce the number of basic skills courses necessary for students to complete a degree if their major is not a STEM major. The focus is on our Statistics course.

LACCD is beginning to collectively address student success in conjunction with Achieving the Dream as it relates to policies and practices that affect our student success programs. This is quite a venture when you consider that there are 9 campuses but the efforts have resulted in relevant dialogue of procedures related to late adds, repeatability issues; withdrawal practices, etc.

#### **A. Data Analysis, Results, and Resulting Priorities**

**1. Quantitative Data Analyzed:** Multiple sources of data and analyses were used to examine retention, progression, and completion by students. Institutional data included: the College Fact book, IPEDS Factsheets (2005-current), ARCC data, Drop Survey results (2011), Financial Aid survey (2011), Learning Assistance Center survey (2011), Matriculation committee report (2011), Highest enrollment courses by demographics, Exit point analysis (aka "Leakage"). We also examined two dissertations in which Latino/Latina and minority student success

was examined at Hispanic Serving Institutions (one of which was conducted locally at Harbor). Additional literature review included reports from the California Community Colleges Chancellor's Office, studies from the NACADA resource website, studies and resources from the First Year Experience and Students in Transition website (Univ. South Carolina); and position/"white papers" from College Board, Chronicle of Higher Education, and other sources. Additionally, we attended a webinar on Increasing Retention and Persistence of First Year, Minority Male Students (Feb. 2012). We also invited Dr. William Franklin, VP Student Success at California State University- Dominguez Hills, to speak to our Data Team and Core Team members about the initiatives and data analysis completed by CSU-DH to move the needle on retention/graduation rates. We continue to share articles data which we are analyzing throughout the process.

**2. Qualitative Data Analyzed:** Student focus groups have been conducted and will continue through April, 2012 addressing key areas of student success including "front door" (orientation/placement/first year experience), Math progression, English progression, and Equity issues specific to our students/campus. Additional focus groups are planned to include students and Faculty perceptions about relationships of faculty to students. The interview guide selected for our first round of interviews was developed from the American Association of Colleges and Universities, using the major themes and questions; with additional sections added on the front door, math, English, and equity areas. We shared over 7 different articles and book chapters on Focus Groups and qualitative interviewing methods.

**3. Major Findings of Data Analysis:** Quantitative data indicates that the 3 groups for which we need to increase retention and completion are: African American Males, African American Females, and Latino Males. In particular, we have identified that we do not offer enough sections of Developmental English and Developmental Math to meet demand, which stymies student progression in the pipeline of completion.

**4. Qualitative data collection and analysis is still in progress.** Preliminarily, we can say that the focus group feedback thus far has identified some "gaps" which we may need to address further including "generational issues" between students and faculty. Learning preferences including technology and engagement via technology by students has also surfaced as issues. Issues regarding math instruction have also surfaced which will need to be explored in more depth.

**5. Stakeholders Engaged in Priority-Setting:** ATD CORE and Data Team members; Campus Leadership including president and vice presidents; Academic Senate; Essential Basic Skills Committee; Office of Economic and Workforce Development; Title V Committee; LACCD Student Success Committee; College Planning Council; and the SLO Assessment Committee.

**6. Other Information Regarding the Decision-Making Process:** The campus just completed our Accreditation Self Study and received a preliminary commendation on collegiality and teamwork. This has certainly been true in launching Achieving the Dream as we have received support in our campus

decision making process.

**7. Resulting Priority:** Increase the number of students who progress through the developmental pipeline

**A. 1 Intervention Information**

<b>Priority:</b> Increase the number of students who progress through the developmental pipeline
<b>Intervention Name:</b> Strategy 1: Front Door Success Program: Implementation of a First Year Experience (FYE) for new/incoming students
<b>Direct or Indirect Student Intervention:</b> Direct
<b>Start Date:</b> Pre-Fall 2012
<b>Type of Intervention (choose all applicable):</b> FYE, Advising, Student Success Course, Student Support Services,
<b>*Specific Course Content Area (choose all applicable):</b> Personal Development/Student Success Course
<b>*Target Student Group (choose all applicable):</b> First Time Students; Full Time Students, 1 <sup>st</sup> Generation Students (preferred), and Academically Underprepared Students
<b>*Estimate Number of Students Enrolled or Otherwise Benefiting:</b> 70 in 1st year cohort; 2 cohorts of 35 each (To be scaled up each year)
<b>*Do students have to satisfy certain criteria to take part in the intervention?</b> Students must be eligible for course one level below college level English; and one level below college level mathematics.
<b>*Will special efforts be made to recruit students to take part in the intervention?</b> Yes. Students will be recruited from neighboring high schools. Letter from the president encouraging participation will also be developed.
<b>Description:</b> Los Angeles Harbor College currently offers one method of orientation for students not enrolled in specially funded programs. This orientation is an online orientation for the select number of students who choose to take the college English and math placement exams. As a result, many students not taking the exams are left to navigate a path to student success without direction and support. First time students

need structured options that will help them see the pathway to their goals.

The Front Door Success Intervention will work closely with our newly developing Title V First Year Experience program. The focus will be on developing in-person orientations with a design for a large group experiences that will break down into smaller special cohort orientations. Students will focus on assessment preparation and be introduced to our Math Fast Track program, student success workshops and models throughout the semester; college hour workshops; and financial literacy programs. In addition student service areas will focus on customer service, and through student focus groups queried on what they perceive as obstacles to student success. Discussions and preparations are occurring on developing a New Student Bridge Program just prior to the new semester beginning along with a Welcome Week.

Faculty professional development and participation in the On Course Training Program will occur (see [www.oncourseworkshop.com](http://www.oncourseworkshop.com) ) that will help students take responsibility for preparing the path to success with faculty.

**Way(s) the intervention will help close achievement gaps:** Our ATD Data Team reports that 75% of new students are students of color and reflect the demographics of our surrounding community. College retention and success figures for these students are low for African American, Hispanic, and White males. Interventions will assist these cohorts in closing the achievement gap in comparison to other students. By preparing the students with a comprehensive orientation and student success pathway model, they will be better prepared to succeed.

**Measurable Yearly Goals:** Increase the current rate of first time student retention by 10% in our pilot program; increase by 5 % the second through fourth year of the program as we scale up the number each year.

**\*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable):** % of students who complete the courses they take the first year with a grade of C or higher; % of students who re-enroll from one semester to the next; % of students who successfully complete developmental courses and progress to credit bearing courses; % of students who enroll and successfully complete gatekeeper courses.

**Evaluation Plan Description:** Conduct focus groups for students and faculty involved in the program; collect surveys (pre/post); assess math and English skills for students;

**\*Evaluation Results Comparison (choose all applicable):** Baseline data; Other Comparison Group

**Plan to Scale Up:** Plans include increasing the initial Title V cohort group in Year 2 to 150; Year 3/300; Year 4/Open to all students.

**Sustainability/Institutionalization Plan:** Re-design current student orientation and success pathway plan to include successful strategies. Re-organize counselor and faculty level of participation in orienting students via professional development activities to include On Course process. Re-design assessment processes for math and English with bridge program. Continue to attract additional funding to carry out successful strategies.

**Communications Plan:** Successful program strategies will be publicized and shared at LACCD ATD retreats; LAHC ATD newsletters and website; internal and external campus publications; FLEX and Convocations activities; text and email systems to students. Student participants will receive information from Admissions; Presidents Office; and be supported by the Office of Institutional Effectiveness.

**Internal and/or External Resources Needed:** Volunteer Student Peer Mentors from CSW; Honor's Program; Life Skills Center; or CSUDH graduate students; Access to supply accounts for orientation materials; staff assistance in sending communications to students; re-organization and possible release time for counselor projected interventions; professional development funds for faculty On Course Training (SFP); campus commitment to Student Success Courses.

Also \$12,000 for the first year for professional development activities. Funds will be requested from the Title V and Essential Basic Skills Committee. The proposal for this piece of the curriculum has received support from the Vice President of Academic Affairs and the Dean of the Mathematics area. Faculty developing the intervention will also receive support from the 3CSN Success Network. <http://cap.3csn.org/>

**Institutional Policy Changes Needed:** Our state has passed legislation to consider "mandatory" orientation programs. It is hoped that strategies from this pilot will help to form those practices; regular orientations for new faculty in On Course practices; utilizing new technologies to communicate with students; implementing mandatory pre-assessment practices in math and English for new students; LACCD Policy change and how students declare majors; reassignment time for counselors/faculty to participate in new orientation models.

**Anticipated Challenges:** Support for reassigned time in hard economic environment; funding; time and staff necessary to address campus and district policies.

**Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:** Increased support for Institutional Research staff.

**B. Is there additional information you would like Achieving the Dream to know about the college or about the implementation proposal?**

Not at this time.

## Implementation Proposal Work Plan Template

**Priority Area:** Increase the number of students who progress through the developmental pipeline

**Measurable Yearly Goals:** Increase the current rate of first time student retention by 10% in our pilot program; increase by 5 % the second through fourth year of the program as we scale up the number each year.

Work Plan Action Steps	Year One	Year Two	Year Three	Year Four	Lead Staff
Identify the pertinent members of the Front Door Success ATD Committee. Include participants outside of the CORE and Data teams as well and assign a Data Team member to the group.	X				A. Sanchez D. Ruiz L. Doffoney
Review the Implementation and Work Plan for the Intervention	X	X	X	X	Same as above
Develop a timeline for intervention actions with the committee	X	X	X	X	
Initiate student focus groups on obstacles to student success	X	X	X	X	D Ruiz E. Reigadas Data Team Member
Develop an action plan for faculty and staff professional development with a timeline	X	X	X	X	C. Carrillo L. Doffoney
Identify the FYE Cohorts with Title V	X	X	X	X	A. Sanchez D. Ruiz
Develop with FTE and Essential Basic Skills program possible Summer Bridge Program; definite Welcome Week; include Fast Track, Grammar Slam and PD Student Success Course.	X	X	X	X	A. Sanchez D. Ruiz S. Fasteau English Faculty S. Khan Counseling Staff

Do pre-assessment before placement with cohort	X	X	X	X	S. Fasteau
Develop Welcome Week and Orientations; Student Ed Plans	X	X	X	X	A. Sanchez Front Door Team
Initiate the ATD Evaluation Plan	X	X	X	X	Front Door Intervention Team

### A. 2 Intervention Information

<b>Priority:</b> Increase the number of students who progress through the developmental pipeline
<b>Intervention Name:</b> Strategy 2: Implement strategies to decrease the time it takes students to progress through the Developmental Math Sequence.
<b>Direct or Indirect Student Intervention:</b> Direct
<b>Start Date:</b> Spring 2013; Professional Development fall 2012
<b>Type of Intervention (choose all applicable):</b> Developmental Education (Math Specific), Equity, Professional Development, First Year Experience, Improved Use of Data, Institutional Research
<b>*Specific Course Content Area (choose all applicable):</b> Math
<b>*Target Student Group (choose all applicable):</b> Race: African American and Hispanic males, All; Academically underprepared students; First-Time Students; Other/STEM majors
<b>*Estimate Number of Students Enrolled or Otherwise Benefiting:</b> 150 First Year/Spring 2013-40/Non-STEM Cohort; 70/Pre-Statway Cohort; 40/FYE; Number participating to scale up each year to include 1500 new students by Year 4.
<b>*Do students have to satisfy certain criteria to take part in the intervention?</b> Yes. They will need to assess at least at level Math 123 C??? (One course below college level math.)
<b>*Will special efforts be made to recruit students to take part in the intervention?</b> Marketing efforts will be initiated to let students know of new accelerated math program.
<b>Description:</b> The campus has submitted and is being highly considered for participation in the 3CSN <a href="http://3csn.org/">http://3csn.org/</a> (California Community College Success Network) Acceleration Program focusing on developmental math. The effort includes re-designing basic skills curriculum to reduce the large number of remedial classes necessary to reach college level courses; especially in non-STEM majors. Two LAHC Math faculty will redesign curriculum and work with a cohort of students to compare those following the traditional pathway and the newly developed pathway. In addition, professional development will be supported to enhance Math faculty with

knowledge of obstacles impeding student success. Data will be shared. Training on the new Basic Skills Math Tool will occur and identification of steps education faculty on obstacles identified in the Achieving the Dream Finish Line game.

The Essential Basic Skills Committee is preparing a Fast Track model for FYE students. Support will be requested from our Title V program. The model will reflect a bridge program prior to the Spring 2012 semester inclusive of a personal development Student Success Course; Math Fast Track assessment and support system; and also an English component.

The ATD Data Team is conducting focus groups on evaluating student perceptions to student success. Consideration will also be provided to align math programs with high school curriculum.

**Way(s) the intervention will help close achievement gaps:** Our data shares that 98% of LAHC students assessed place 3 and 4 levels below College Level Mathematics. Data also represents that African American males, African American females, Latino males, White males, by the 3<sup>rd</sup> semester, Asian males, have the lowest levels of retention and success on campus. The accelerated math program proposed with placement test preparation/orientation, Fast Track, and Math faculty professional development in this area will identify cohort groups in the populations of low performance and support this intervention to analyze if the achievement can be closed.

Data will also be used to support the need for the intervention by utilizing the new Basic Skills Tool demonstrating the lack of progression through the traditional math path. Included will be focus groups from the cohorts above to identify student observations to obstacles for success and retention. The development of dialogue and professional development activities will engage the math department in interventions.

Fall 2012 Math faculty will participate in a district Math Summit retreat focusing on the issues of low performance in math areas and the demonstration of best practices at neighboring institutions.

**Measurable Yearly Goals:**

- Increase the number of sections of the new accelerated math courses from 2 to 8.
- Years 2-4 of the ATD cohorts compare with students in traditional model of math progression and determine if accelerated model produces higher retention and success outcomes for cohort groups. Have a minimum of 75% of full time math faculty attend the Math Summit and On Course Training.

**\*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable):**

- Percent of students who successfully complete developmental courses and progress to credit-bearing courses;
- Percent of students who enroll and successfully complete gatekeeper courses;
- Percent of students who complete the courses they take, with a grade of C or higher;
- Percent of students who re-enroll from one semester to the next; and/or

**Evaluation Plan Description:** Provide surveys and pre/post test information for math faculty

<p>professional development; set up a comparison group of students who take accelerated math program and those who do not and evaluate success, retention, and completion rates.</p>
<p><b>*Evaluation Results Comparison (choose all applicable):</b> Other/Institutional Data; Baseline data</p>
<p><b>Plan to Scale Up:</b> If success is accomplished with the accelerated model, a higher number of courses in the developmental math area will reflect the accelerated model; professional developments and Fast Track support model, incrementally each year.</p>
<p><b>Sustainability/Institutionalization Plan:</b> A percentage of existing developmental math courses will reflect the accelerated model. At this time there is no budget for adding new courses. There is the commitment to increase retention and success rates.</p> <p>All existing regular and adjunct math faculty will have access to the professional development portion of the process. As new adjunct faculty are hiring, literature and data will be available to them upon hiring. There is the link on the ATD Data page that will orient faculty to the data and training on the Basic Skills Tools highlighting math area.</p>
<p><b>Communications Plan:</b> The details of the intervention will be shared in the ATD and Campus Newsletters. All Math faculty will be sent a memo regarding the program and have the ability to discuss during their regular math department meetings. Math representatives will be active on and report out to the ATD CORE and Data Team and Essential Basic Skills Committee. ATD leadership will provide information and updates to the Associated Student Organization on progress each semester. All interventions will have a link on the ATD Web Page.</p>
<p><b>Internal and/or External Resources Needed:</b> \$12,000 for the first year for professional development activities. Funds will be requested from the Title V and Essential Basic Skills Committee. The proposal for this piece of the curriculum has received support from the Vice President of Academic Affairs and the Dean of the Mathematics area. Faculty developing the intervention will also receive support from the 3CSN Success Network. <a href="http://cap.3csn.org/">http://cap.3csn.org/</a></p>
<p><b>Institutional Policy Changes Needed:</b> Reduction in developmental course curriculum necessary to get through developmental math to college level math, resulting from curricular redesign.</p>
<p><b>Anticipated Challenges:</b> Participation from all math faculty.</p>
<p><b>Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:</b> Math curriculum redesign; pre-assessment/support practices before placement tests occur.</p>

**B. Is there additional information you would like Achieving the Dream to know about the college or about the implementation proposal?**

Not at this time

## Implementation Proposal Work Plan Template

**Priority Area:** Increase the number of students who progress through the developmental pipeline

**Measurable Yearly Goals:** Increase the number of sections of the new accelerated math courses from 2 to 8. Years 2-4 of the ATD cohorts compare with students in traditional model of math progression and determine if accelerated model produces higher retention and success outcomes for cohort groups. Have a minimum of 75% of full time math faculty attend the Math Summit and On Course Training.

Work Plan Action Steps	Year One	Year Two	Year Three	Year Four	Lead Staff
Apply for 3CSN Math Acceleration Project by completing the proposal by 3/30/12 deadline	X				M. Jimeniz-Zeljak; J. Carver; S. Fasteau
(2) Math faculty participate in curriculum and pedagogy workshops on Math Acceleration model with coaches J. Snell and K. Hern	X Sum & Fall 12				M. Jimeniz-Zeljak; J. Carver; S. Fasteau
All regular Math faculty participate in LACCD Math Summit Retreat on Student Success	X Fall 12				All Math faculty
Student Focus Groups on Obstacles to Student Success in Math	X Spr 12	X	X	X	E. Reigadas K. Blackburn
Assign a Data Team Member to Developmental Math Intervention Team	X	X	X	X	K. Blackburn
Have ATD cohort participate in Fast Track assessment program prior to fall beginning	X	X	X	X	S. Fasteau
Offer Math Acceleration Model in 1 section of Math Pre-StatWay model for non-STEM majors. Consider cohort for ATD focus and another traditional model comparison group.		X Spr 13	X Fall 13 and Spr 13	X Fall 14 And Spring 14	M. Jimeniz-Zeljak; J. Carver; S. Fasteau

Professional Development for Math faculty including On Course Training and the ATD Finish Line Game. Also included in orientation to new Data Mart Basic Skills tools to track math student performance to all faculty	X	X	X	X	L. Doffoney S. Fasteau M. Jimenez-Zeljak J. Carver
Implement Evaluation Plan for Developmental Math Success Intervention		X Fall 12	X Spring 13	X Spring 14	M. Jimenez-Zeljak J. Carver Data Team Member

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**A. 3. Intervention Information**

<b>Priority:</b> Increase the number of students who progress through the developmental pipeline
<b>Intervention Name:</b> Strategy 3: Cultural Equity Awareness Intervention
<b>Direct or Indirect Student Intervention:</b> Direct and Indirect
<b>Start Date:</b> Fall 2012
<b>Type of Intervention (choose all applicable):</b> Faculty Professional Development; Student Support Services
<b>*Specific Course Content Area (choose all applicable):</b> N/A
<b>*Target Student Group (choose all applicable):</b> Race: African American; Hispanic; Samoan; All; Other/Students and Faculty
<b>*Estimate Number of Students Enrolled or Otherwise Benefiting:</b> All students
<b>*Do students have to satisfy certain criteria to take part in the intervention?</b> No
<b>*Will special efforts be made to recruit students to take part in the intervention?</b> Inclusion of students from the various student leadership groups and special programs on campus will be encouraged.
<p><b>Description:</b> Currently there are several isolated programs focusing on cultural awareness on a campus that has over 75% students of color. These programs are primarily in the Student Services Division and exist as clubs and the celebration of cultural holidays. There is a need to establish a Cultural Hub or Urban Center on campus that educates and informs students and faculty/staff on equity issues in the curriculum and campus environment. Just an intervention would address support groups; faculty development and scholarship in curriculum; identification of a location on campus that also focuses on community support systems for students of color; application for cultural support programs. E.g. UMOJA, Brothers to Brothers; A2MEND Program, etc.; identification of similar programs at adjacent 4 year campuses to support the transfer rate of students of color; etc.</p> <p>Focus on this form of intervention we feel will increase the success rate and retention of students of color on the campus.</p>
<p><b>Way(s) the intervention will help close achievement gaps:</b> Campus data identifies that the lowest retention and success rates on campus are among African American males and females; Latino males; White males; and Asian males beginning in the 3<sup>rd</sup> semester. Knowledge of obstacles for success for students of color acknowledged by faculty in professional development activities will help to close the gap. Efforts would be evident of On Course program strategies teaching students who have unique challenges how to be more independent learners and achievers. Such knowledge along with support systems in Student Success Courses; study groups; participation in programs teaching</p>

<p>the value of cultural legacies, etc. will help to close achievement gaps. Most absence currently is a lack of acknowledgement of the Samoan population which is one of the largest in the California area. Understanding each other's cultural will develop support systems for helping each other to be successful.</p>
<p><b>Measurable Yearly Goals:</b></p> <p><i>Include the current rate or number and goals for each of the first four years of the intervention. For example, "increase the three-year developmental math sequence completion rate from the current rate of 10% to 15% the first year, 20% the second year, 22% the third year and 24% the fourth year."</i></p>
<p><b>*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable):</b> % Percent of students who successfully complete developmental courses and progress to credit-bearing courses; Percent of students who enroll and successfully complete gatekeeper courses; Percent of students who complete the courses they take, with a grade of C or higher; Percent of students who re-enroll from one semester to the next; and/or Percent of students who earn certificates and/or degrees.</p>
<p><b>Evaluation Plan Description:</b> Pre and post test surveys of activities; focus groups</p>
<p><b>*Evaluation Results Comparison (choose all applicable):</b> Randomly assigned control group; Baseline data</p>
<p><b>Plan to Scale Up:</b> Continue workshops and activities during the newly developed College Hour to orient students and faculty to various cultures; include activities from neighboring high schools;</p>
<p><b>Sustainability/Institutionalization Plan:</b> Implement equity and diversity projects into existing framework. The campus will review existing facilities to identify a center. We are currently in the process of building out the campus. The team will also be active in applying for outside funding for diversity programs.</p>
<p><b>Communications Plan:</b> College Hour; ATD Website; Possible separate newsletter; text messaging of activities</p>
<p><b>Internal and/or External Resources Needed:</b></p> <p>Support and cooperation of faculty to participate and refer students to activities.</p>
<p><b>Institutional Policy Changes Needed:</b> Support for grant writer to identify funds for activities.</p>
<p><b>Anticipated Challenges:</b> Identifying a location on campus for the Cultural Hub;</p>
<p><b>Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:</b> Making it a priority for grant writer to assist with applying for funds.</p>

**B. Is there additional information you would like Achieving the Dream to know about the college or about the implementation proposal?**

Not at this time.

## Implementation Proposal Work Plan Template

**Priority Area:** Increase the number of students who progress through the developmental pipeline

**Measurable Yearly Goals:**

Work Plan Action Steps	Year One	Year Two	Year Three	Year Four	Lead Staff
Identify members of Cultural Equity Awareness Team and assign a Data Team member to group.	X				J. Dominquez K. Blackburn
Conduct focus groups of students and faculty on development of equity issues and ideas for LAHC	X	X	X	X	K. Blackburn Data Team
Develop a professional development program which offers faculty and staff workshops, activities on equity issues, etc..	X	X	X	X	C. Carrillo J. Dominquez K. Blackburn
Develop an equity/diversity program for students e.g. UMOJA Program; Brothers to Brothers/Sisters to Sisters Program		X	X		J. Dominquez K. Blackburn
Offer minority student support programs to include family and the Counseling Dept, including Life Skills Center	X	X	X	X	E. Colocho B. Burstein J. Dominquez K. Blackburn
Create a Cultural Hub or Diversity Center for students to congregate, share information; inclusive of libraries and media information.					J. Dominquez K. Blackburn