



May 17, 2016

Dear Colleagues:

A timely event at the national level:

Marc Morial, President of the National Urban League, released its 40th [State of Black America--Locked Out: Education, Jobs & Justice](#) today. It looks at how African Americans and Latinos have been doing now and since 1976. The report finds that even with improvements in education, economic inequity remains. He announced a \$1 trillion “main street Marshall Plan,” as part of the report to drive the national agenda. While some aspects of life are improving, full equality with whites in economics, health, education, social justice and civic engagement set at 100 percent, the National Urban League said this year's equality index for blacks stands at 72.2 percent, compared with last year's 72 percent. For Hispanics, it's 77.8 percent compared to 2015's 77.3 percent.

(The National Urban League derives its numbers from an "equality index" that is based on nationally collected data from federal agencies including the Census Bureau, the Bureau of Labor Statistics, the National Center for Education Statistics and the Centers for Disease Control and Prevention.)

An event here at West:

The fusion of West's commitments to social justice and student equity has been in effect for a couple of years now, and it will be enhanced by new leadership by Dean Mary-Jo Apigo under Vice President Michael Goltermann's direction. Dean Apigo will take on this leadership role and work on the equity goals in order for the college to achieve real, measured successes for all students and especially for the goals of:

- A. **Access** – Improve access to instructional programs and services for males. Assess any disproportionate impact on access for foster youth and veterans.
- B. **Course Completion** - Improve course completion rates for African American and Hispanic/Latino students, veterans and foster youth.
- C. **Basic Skills Completion**
 - *English*: Increase the number of African American students who complete the basic skills sequence in English and enroll in transfer level English course.
 - *Math*: Increase the numbers of African American students who complete the basic skills sequence in math and enroll in transfer level math courses.
 - *ESL*: Increase the number of African American, male and low-income students who complete a basic skills ESL course and enroll in a transfer-level ESL or English course.

- D. **Degrees and Certificates** – Increase the number of African-American and low income students who earn degrees and certificates as indicated by their intended educational goals and programs of study.
- E. **Transfer** - Increase the number of African American, Hispanic/Latino, Low-income and DSPS students who transfer as indicated by their educational goals and programs of study.

Target Groups:

1. African American students (course completion, ESL and basic skills completion in English and math, degree/certificate completion, transfer)
2. Hispanic/Latino students (course completion, transfer)
3. Veterans (course completion)
4. Foster Youth (course completion)
5. Males (Access, ESL completion)
6. Low-income students (ESL completion, degree/certificate completion, transfer)
7. DSPS students (transfer)
8. American Indian / Alaska Native and Native Hawaiian/Pacific Islander students suffer relatively high disproportionate impacts in various categories but the overall numbers of students affected is very low. For example, the equity gaps for these two populations in the basic skills math completion category stand at 19% but that translates to only one student overall. In contrast, the equity gap for course completion for African-Americans is -6% but that gap translates into 501 students overall.

Dean Apigo recently completed her doctorate at UCLA; she has a MBA from LMU, and a BA from UCLA. Dean Apigo has worked in college development, Title Vs, Tech Fair, comprehensive SLOs, and issues of teaching and learning effectiveness, including Achieving the Dream. She has worked in Academic Affairs, Workforce and Economic Development, College Development at West. She has been teaching in the Computer Science Division.

Following the fall 2015 Equity Summit, faculty and staff from across the college submitted more than twenty Student Equity Proposal Applications. The applications required identification of anticipated equity outcomes resulting from proposed activities or programs. As we move into measuring the success of our ongoing efforts, and reimagining those efforts where necessary, Dean Apigo will provide support for effective outcomes assessment. Ultimately the assessment of these outcomes will form the heart of West's annual Student Equity Plan.

In addition to providing support for equity outcomes assessment and planning, Dean Apigo will take an active role in the Student Equity Access and Completion (SEAC) Committee and Equity Summit, using the Committee and Summit as vehicles to collect, generate and disseminate new ideas to address student equity gaps.

I'd like to thank Dean Celena Alcalá and Ms. Marcela Hernandez for their leadership in student equity over the past year. Drawing on examples from across the State, they are the architects behind the Student Equity Proposal model and the Student Equity Summit.

With Vice President Goltermann's direction, Dean Apigo will collaborate with many more social justice projects at West that include:

- Cultural Competency Focused Inquiry Group (FIG)
- Cultural Responsive Teaching & Learning – four faculty and staff were trained and presented workshops college-wide
- Academic Senate Theme for 2015-2016: Realizing Social Justice Through Cultural Competence
- Academic Senate Theme for 2014-2015: Social Justice in Action: Moving Towards Equity
- Leadership Retreat Spring 2016 Theme: Student Equity: Milestones and the Road Forward
- Leadership Retreat Fall 2015 Theme: Social Justice in Action in/through Public Education Closing the Achievement Gap

And on-going operations for student equity and social justice such as:

- Center for Mediation, Social Justice, and Community Service—Partnership with UCLA
- 100 Black Men of Los Angeles Partnership that supports middle and high school student preparation and transition to high schools.
- Achievers Program for African Men's year-long transition program to prepare to move high school students to college.
- Educational Opportunity Center (TRIO-funded) works with Asian American Drug Abuse Program (ADAAP) on transitions from alcohol and drug dependency to college.
- Team Heal provides medical support to athletes and athletic team sports trainers.
- LEARN and Puente provide cohorts of students to work and study together in a transfer track for degree completion and transfer.
- University of West Los Angeles partnership with Sias University and West will offer underrepresented students especially short-term study abroad experiences in China and later Mexico.
- Service Learning is a new program launched this year to provide opportunities to work and learn in the community in fields of interest to the students that enhance their degree and opportunities for work.
- With The Getty as our partner, we are developing a course that delivers a college course that complements the 42-museum Los Angeles Latin America exhibits in Fall 2017.

Watch for more news on social justice and student equity at West, including news about how Student Success will be collaborating with instruction and student services to increase student success rates.

This is a rich area of innovation and service for our students' success.

Sincerely,

Robert L. Sprague
Interim President