

SEA Annual Report

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Dec 21, 2019, 01:32 AM UTC

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Approved by Jeanette Gordon

Dec 16, 2019, 11:14 PM UTC

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Black or African American	Female	Retained from Fall to Spring at the Same College	232	274	+18.1% ◀ ▶
Black or African American	Male	Retained from Fall to Spring at the Same College	185	217	+17.3% ◀ ▶
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	3	+200% ◀ ▶
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	1	4	+300% ◀ ▶
Veteran	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◀ ▶

Disproportionately Impacted (DI) Custom Student Groups

No population groups selected.

Overall Student Groups

Metric	Baseline	Goal	Equity Change
Attained the Vision Goal Completion Definition	1280	1536	+20%
Transferred to a Four-Year Institution	2057	2777	+35%

Activities**Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year**[Related Activity from Student Equity Plan](#)

Improve completion of degrees and transfer including courses, pathways and certificates for credit and non-credit programs.

Categories

- Basic needs support (food, transportation, housing)
- Bootcamps
- Bridge courses
- Classified
- Counseling
- Cultural awareness events
- Embedded Tutoring
- First Year experience
- Orientation/Welcome activities
- University field trips

Implementation Status

Fully implemented

Black or African American : Female : Retained from Fall to Spring at the Same College

Related Activity from Student Equity Plan

Improve completion of degrees and transfer including courses, pathways and certificates for credit and non-credit programs.

Categories

- Basic needs support (food, transportation, housing)
- Bootcamps
- Bridge courses
- Counseling
- Cultural awareness events
- Embedded Tutoring
- First Year experience
- Orientation/Welcome activities
- Tutoring
- University field trips

Implementation Status

Fully implemented

Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

Related Activity from Student Equity Plan

Improve completion of degrees and transfer including courses, pathways and certificates for credit and non-credit programs.

Categories

- Intrusive enrollment case management

Implementation Status

Fully implemented

Black or African American : Male : Retained from Fall to Spring at the Same College

Related Activity from Student Equity Plan

Improve completion of degrees and transfer including courses, pathways and certificates for credit and non-credit programs.

Categories

- Intrusive enrollment case management

Implementation Status

Fully implemented

Overall : All : Attained the Vision Goal Completion Definition

Related Activity from Student Equity Plan

Improve communication by institutionalize the role and importance of strategic communication throughout the college

Categories

- Administrative
- Classified
- Communities of practice
- Cultural awareness events
- Faculty
- Professional development
- Targeted promotional print material

Implementation Status

Implementation in progress

Overall : All : Transferred to a Four-Year Institution

Related Activity from Student Equity Plan

Professional development designed to enhance and integrate campus wide professional learning and development programs for all campus constituents

Categories

- Administrative
- Classified
- Cultural awareness events
- Faculty

Implementation Status

Implementation in progress

Veteran : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

Related Activity from Student Equity Plan

Improve completion of degrees and transfer including courses, pathways and certificates for credit and non-credit programs.

Categories

- Administrative
- Basic needs support (food, transportation, housing)
- Campus climate
- Counseling
- Integrations with Mental Health & Wellness services
- Intrusive enrollment case management
- Technology access for students
- Textbook access
- Tutoring

Implementation Status

Fully implemented

Expenditures

Year 1 Expenditures

2018-19 Allocation

\$5,084,063

Expenditure Type	Year 1 Amount	Percentage of Allocation
1000 - Instructional Salaries	\$939,948	18.49%
2000 - Non-Instructional Salaries	\$1,292,126	25.42%
3000 - Employee Benefits	\$654,290	12.87%
4000 - Supplies and Materials	\$36,414	0.72%
5000 - Other Operating Expenses and Services	\$153,150	3.01%
6000 - Capital Outlay	\$18,978	0.37%
7000 - Other Outgo	\$15,975	0.31%
Total Expenditures	\$3,110,881	61.19%
Year 2 Forecast	\$1,973,182	38.81%
Total	\$5,084,063	
Remaining Allocation	\$0	0%

Category Spending

Category Spending

2018-20 Expenditures

\$5,084,063

Activity Category	Percent	Amount
Counseling	26%	\$1,321,856
Professional development	3%	\$152,522
Tutoring	10%	\$508,406
Orientation/Welcome activities	7%	\$355,884
Classified	33%	\$1,677,741
Embedded Tutoring	3%	\$152,522
First Year experience	5%	\$254,203
Basic needs support (food, transportation, housing)	2%	\$101,681
Other (Specify)	11%	\$559,247
Sub-Totals	100%	\$5,084,063
Uncategorized	0%	\$0
Total	100%	\$5,084,063

Other Spending

Operating expenses and administrative salaries.

Success Story (optional)

Story Title

Umoja Black Scholars: Started from the bottom now we're here!

Responsible Person

Martin, Llanet (martin7@lavc.edu)

Success Story

Responsible Persons

Associate Dean, Student Equity

Counselor/Coordinator (1.0)

Launch Initiative 2015:

With the approval of the 2014-15 Student Equity Plan, many changes took place on campus and in turn increased visibility and support for the most disenfranchised student groups, including our Black and African American students. First, the campus hired an Associate Dean, Student Equity to lead all institutional efforts related to closing equity gaps. Next, the campus allocated resources to initiate new programs to support students identified in the plan. Specifically for our Black/African American students, where the campus had seen no investment, this new infrastructure allowed for significant changes and the highlighted successes below.

Umoja Black Scholars:

In 2015 the Campus allocated a .5, part-time counselor to launch efforts supporting our black/African American students, in alignment with the Student Equity Plan findings, which labeled this group as disproportionately impacted (DI). This counselor was housed within the Mosaic Center, a space where three different DI programs were co-located.

While the part-time efforts started the conversation on campus, we quickly recognized that we needed a more robust commitment for this DI group. The challenge became evident as we continued to struggle to keep a consistent staffing presence. Due to the nature of the part-time position, we experienced high turnover with the role.

In Fall 2018, after hiring and losing three different part-time counseling faculty, the campus made significant strides in addressing the long-term needs for our Black/African American students by temporarily increasing the .5 assignment to a 1.0 assignment. Simultaneously, the campus engaged in conversation about additional best practices that would help improve access, success, retention, and transfer for our Black Scholars.

Given the significant gains our campus made within the nine-months of increased staffing and programming, the campus agreed to institutionalize the efforts by approving a Full-time Tenure Track Black Scholars Counselor/Coordinator. We established a formal relationship with State recognized, Umoja Community. Additionally, we moved into a larger space that was uniquely designed for our Umoja student needs. Starting April 1, 2019, we opened our doors to the newly remodeled space designated only for Umoja Black Scholars. On July 1, 2019, our full-time tenure track faculty officially started along with our MOU with the Umoja Community.

After years of incremental support, this initiative was able to take off and has yielded the successes we planned for. It is important to highlight the initial challenges, because the evidence that was gathered during that phase, allowed the institution to see the need for larger investment and more significant commitment to the effort. That said, we needed to go through those initial challenges with staffing, space, and Umoja affiliation in order to get to where we are today.

In April 2019, the UBS program expanded from its original space. Since the move, we have seen an increased traffic in usage of the space, but not necessarily counseling appointments. The faculty saw 60 students, in fall 2019 and the traffic that has come into the new space has significantly increased from 37 total visits to the Mosaic Center to 428 total visits in the Umoja Black Scholars space. Clearly, the students have benefitted from having a dedicated space where they can congregate, study, and just hang out in a community of support. In a recent interaction with students, they mentioned that the new space gives them a place to call home, and to drive their academic ambitions and self-confidence.

Winter/Spring 2018 Counseling Appointments

- 66 Counseling Appointments
- 82 Computer Usage

Fall 2018-Spring 2019

- 162 Counseling Appointments
- 179 Computer Usage

Fall 2019

- 60 Counseling Appointments
- 428 Computer/Space Usage

In addition to the increased staffing, larger space, and official Umoja Campus designation, our campus has fostered various additional collaborations on and off campus. In 2018-19, we collaborated on 20 events on campus with Associated Students, Transfer Center, Professional Development, and off-campus community. Additionally, we have supported our students' transfer aspirations by sending five on the HBCU College tour, each year. We also have a formalized partnership with the Center for Community College Partnerships at University of California, Los Angeles and are seeing an increase in the number of students who transfer to UC or HBCUs. The relationship is still early, and we are capturing data to highlight these long-term successes.

Outcomes

Winter/Spring 2018 Counseling Appointments

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- 82 Computer Usage

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Challenges (optional)

Description of Challenge

The college has encountered challenges in using the provided data for action. The timeliness of the Equity data and inconsistent alignment with the Vision for Success equity goal data were challenging, especially given our timeline to submit the plan and prior institutional plans. Due to the statistical methodology, many of our impacted groups did not appear in the data provided as disproportionately impacted on certain indicators (e.g. Hispanic Latino were the majority of the population on some indicators and as a result did not appear as an impacted group). Some groups such as LGBTQ, are focus population, but we continue to have challenges in systematic data collection for this population. The college continues to supplement the provided data with local data to identify equity gaps and areas for actionable improvement.

Categories

- Research efforts

Responsible Person

Fowles, Michelle (fowlesmr@lavc.edu)



California
Community
Colleges



